

SY1819 - Evaluation - Cohort 12

1. General Information

Subgrantee Name	Kau Keaau Paho Complex
Program Director Name	Chad Farias
Program Director Email	chad_farias@hawaiidoe.org
Evaluator Name	Theresa Gerry
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2. Executive Summary

Program Description After-School All-Stars Hawaii (ASAS Hawaii) operates the KKP 21st Century Community Learning Center (KKP 21CCLC) and is the fiscal agent for this grant. The program takes place for three hours per day, five days a week during the school year. Each day, participants engage in supervised homework hour and then go on to athletics and enrichment activities. Students have access to academic support, enrichments, sports, service learning, cultural learning, career exploration, and many other resources. KKP 21CCLC provides field trips, guest speakers, experiential/hands-on learning, and sports and arts enrichment activities. Learning is experiential, hands-on and largely occurs outside the constraints of a classroom. Also, our school-based, school-linked approach enables more supervision, extended learning time, and opens up opportunities that are otherwise out of reach for low-income families. KKP 21CCLC partners with schools, nonprofits, cultural organizations, churches, sports leagues and other community entities to provide an array of experiences to our students. Working with cultural and environmental partners, for example, students explore various sites and places of their island community. Students benefit from exposure to positive role models, visiting different places and learning about history, culture and the environment. Evaluation Design The KKP 21st CCLC evaluation employed quantitative and qualitative data sources to monitor program objectives as they relate to the objectives of the federal 21CCLC program. An external evaluator assessed the Center on three aspects of performance: process evaluation, outcome evaluation and program effectiveness. Input from various stakeholders was used to refine and improve program processes. The program conducted parent surveys and student surveys to gain feedback from participants. ASAS Hawaii staff members met twice a year with the principal of each school to evaluate programs, review offerings, and enable productive two-way feedback. Evaluation Results The KKP 21CCLC program was implemented as described in the grant proposal. The program operated full-time on-site, following the HDOE school schedule. The key success factor is that KKP 21CCLC operates full-time at the partner school site, with a full-time staff member located at the school. This structure enables program staff members to get to know students and parents, while working closely with school faculty and administration. KKP 21CCLC served 492 students, including 298 regular participants with 30 or more days of attendance. The program surpassed the target of 25% of school enrollment with 46% of the student population participating. The program served high percentages of socially/economically needy students, with 64% qualifying for FRL. Overall, participants were less likely than the general school population to be chronically absent The program engaged parents,

families, and the greater community, with 42 community partners engaged and four family events offered. Every quarter, KKP 21CCLC hosted an evening event for parents and family members to learn about the program and build their own skills. Areas of improvement are as follows: tracking of on-time grade advancement, tracking of improvements in attendance and behavior (comparing Q1 to Q4), and tracking of social/emotional skills development. KKP 21CCLC were more likely than the general school population to have behavioral referrals. However, this tells us the program is serving precisely the students who need it most. School partners often refer students because they are having behavior difficulties; thus the indicator reflects this discrepancy. One highlight of the year was that After-School All-Stars from various sites visited the State Capitol as part of the Child and Youth Summit. Students spoke with the Hawaii Keiki Caucus, offering their perspective on issues affecting children in Hawaii. Conclusions and Recommendations As ASAS Hawai'i continues its long-term service to school, some of which have ten years of programming, we must evolve and grow. Any organization working with public schools must adapt to changing student needs and interests and the evolving school environment. The KKP 21CCLC should seek feedback from students, parents, faculty, staff, and partners and respond to feedback for continuous improvement. Generally, KKP 21CCLC is comprehensive and addresses the majority of guidelines put forth for this grant. The program should put in place tracking mechanisms to meet 21CCLC guidelines, to the extent feasible with staff and time constraints.

3. Program Description

3.A Program Description

This project will support three Hawai'i Island middle schools: Ka'u Intermediate School, Kea'au Middle School; and Pāhoā High & Intermediate School. The primary project partner is After-School All-Stars Hawai'i (ASAS Hawai'i), which is on the Qualified Vendors List. This organization has a mission to provide after-school and summer programs that keep children safe and help them achieve in school and in life. Founded in 2009, ASAS Hawai'i provides the only free after-school program for middle schools in the state offering a comprehensive curriculum. The relationship between ASAS Hawai'i and KKP Complex Area dates back to 2012, and the organization has provided year-round after-school programming every year since. The 2018-19 school year was Year 1 for this grant. Unique to this Complex Area, the vast geographic areas of KKP demand that students have access to transportation in order to participate in after-school and summer programs. The district of Kau, for example, spans more than 930 square miles. Some students commute for an hour to attend school each day. The Puna District is 500 square miles; with many families commuting to Hilo for work, there is limited access to transportation for students unless it is provided by schools. As transportation challenges and socio-economic difficulties mount for families in these communities, student engagement, attendance and connection to school are threatened. The KKP Complex has successfully engaged and energized middle school students using 'Sports as a Hook'. This project strengthens sports offerings, enables supervision and structure for sports, links academic and enrichment activities to after-school athletics, and provides transportation so that students are able to participate.

3.D Programming

Describe activities offered during summer 2018.

KKP 21st CCLC participants had access to a three-day/two-night summer program for outgoing eighth grade students. Provided in partnership with University of Hawai'i at Hilo, this program offers numerous benefits: 1) prepare at-risk students for academic and social success in 9th grade; 2) clearly connect student interests with their high school, college and career options; 3) build relationships between campers and role model-mentors from their communities; and 4) teach students important study, leadership and college application skills.

Describe activities offered during school year 2018-19.

The Center addresses State Priority Areas: STEM, offering hands-on experiential learning activities; Health and Wellbeing/Social and Emotional Learning, aligning with Nā Hopena A’o Statements HĀ: BREATH; Summer Transitions/Dropout Preventions, increasing connectedness to school and providing educational programs in the summer months; College, Career, Community Readiness/Linking Learning and Career Pathways, incorporating field trips, guest speakers, college and vocational awareness, community service and leadership to help prepare students the next step in their educational journeys.

Describe activities offered during summer 2019.

KKP 21st CCLC offers two four-week summer programs, operating four hours per day, five days a week. These were structured enrichment, academic support and credit recovery programs for students at Kau and Pahoā. Students had the opportunity to extend the learning calendar and access academic support in Math, Science and English/Language Arts. There were several field trips focused on STEM concepts, cultural issues and/or environmental issues. Students attend classes, access targeted tutoring provided by part-time teachers in three core subject areas. Classes were organized by grade and subject, meeting a variety of needs for academic support and credit recovery. Additionally the program leaders provided sports and enrichment activities, with options such as soccer, arts and crafts, Polynesian dance, ultimate frisbee and yoga.

3.E Characteristics of Program Materials and Resources

3.E.1 Program Materials

After-school activities enable supplemental learning experiences that link directly to in-school academics. After-school learning is more hands-on, experiential and exploratory. Through STEM activities, students enhance comprehension of Math, ELA and Science, while cultivating design thinking and problem solving. Students in the Center have access to a variety of activities to help them begin thinking about and planning for “life after high school.” Through ASAS Hawai’i activities they meet successful role models, learn about educational options and explore different careers. Through a variety of athletic activities, students engage in different sports, which builds confidence and prepares them for high school athletic programs.

3.E.2 Resources

The schools provide in-kind office space, classroom space, field and cafeteria space for activities. This facility usage is Type II usage of public schools, which is designated for governmental agencies, not for profit community educational or recreational activities, youth clubs, athletic teams, labor organizations or service clubs conducting general recreational activities, community affairs, or public hearings for which there is no admission charge, collection taken or offering received during the use of school facilities. ASAS Hawai’i works with numerous community partners to provide organized sports, culture and arts, community service projects, tutoring and mentoring, and experiential learning in science, math and technology. ASAS Hawai’i partners with University of Hawai’i at Hilo to provide CampUs, a high school transition, college and career readiness camp held for three days and two nights on campus.

3.F. Staff and Others Involved in the Program

Complex Area Superintendent Chad Keone Farias is the fiscal and authorizing agent for this project. After-School All-Stars Hawaii organizational staffing structure will enable quality instruction and support for students, while ensuring efficient management of program operations and effective use of partnerships and community relationships. ASAS Hawaii employs a Site Coordinator at each school site to handle the daily operations, coordination and management of programs for that school. The Site Coordinator position plays a key role in out-of-school programs, fulfilling the responsibilities Center Coordinator in the 21st CCLC framework. They work with administrators through regular meetings with the principal or vice-principal, attend school leadership meetings and attend Advisory Board meetings, providing the direct “boots on the ground” perspective. Program Leaders teach classes, run activities, assist with homework, chaperone field trips and collaborate with partner instructors. ASAS Hawai’i maintains a 20:1 leader to student ratio to ensure adequate supervision and individual attention.

3.G Partnership Data

Partnership Description

The structure of the partnership between schools and ASAS Hawai'i contributes to sustainability. ASAS Hawai'i maintains low overhead by using minimal office space and relying on in-kind administrative and program space at school sites. Partner schools provide in-kind office space, classroom space, field and cafeteria space for activities, staffing support of teachers, registrars and administration and general support for our programs, the estimated value of which is \$115,000 to \$150,000 per year for each school. Additionally, students benefit from dozens of community partners providing enrichment, sports, cultural, academic and leadership opportunities.

Sustaining these programs is always a challenge because there is insufficient federal and state funding to meet the demand for after-school programs in middle school. Should this project be extended beyond the original three-year term (with a 20% reduction in funding), KKP and ASAS Hawai'i will pursue additional resources to ensure sustainability. These resources may include a Hawaii County Grant-In-Aid and private grants through Hawai'i Community Foundation. ASAS Hawai'i leverages public funding with private grants to enable quality programming and growth. The organization secures grants through HIDOE, Kamehameha Schools, Office of Hawaiian Affairs, Hawai'i Community Foundation and various private foundations. Generally, 21st CCLC funding is used to meet direct program costs, including direct program staff, basic supplies, training and evaluation, and additional grants must be secured to support management and administrative staff, indirect expenses, insurance, meals and snacks, field trips and inter-island travel.

3.H Parent/Family Involvement

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

The Center engages and informs parents and family members through quarterly events, games and sporting activities, and educational resources for the whole family. The KKP 21st CCLC engages parents and families with quarterly Ho'ike to build relationships and showcase everything participants are learning. Students work together to prepare for these events and they may be performing, displaying a project, or accepting awards.

Describe how the activities and services promoted active and meaningful engagement of parents and families in their children's education and opportunities for literacy and related educational development.

The KKP 21st CCLC program partners with subject matter experts to provide workshops to help families play a strong role in their child(s) literacy and educational development. Each school site engages partners to provide bite-size educational workshops at the Ho'ike, with opportunities to follow-up for ongoing counseling, training and support in their respective areas of expertise.

4. Evaluation

4.A Evaluation Plan

4.A.1. Evaluation Design Overview

The KKP 21st CCLC evaluation plan uses quantitative and qualitative data sources to monitor program objectives as they relate to the objectives of the federal 21st CCLC program. The process evaluation determines if project services have been implemented on time, identify any barriers encountered and the resolution, and determine what staff and partners believe has been working well and identify any areas that could improve programming. The outcome evaluation addresses the program objectives, which tie directly to 21st CCLC objectives, as outlined in the performance indicator chart. In addition to monitoring participant attendance, behavioral and academic indicators, this evaluation will ensure the program is meeting guidelines for program content, community partners, family engagement, program hours and service to high-need populations.

4.A.2. Implementation Evaluation

What implementation questions are being answered?

Has project been implemented as planned?

What data collection methods are being used (e.g. interviews, observations)?

What data is used to inform processes, systems, and quality of programs?

What is the timing of data collection?

When is data collected and reported throughout the year?

Additional program implementation information.

Generally, program has been implemented as described in the grant proposal. The Center operates on school campus, five days a week, following the regular school calendar. The Center Coordinator works full-time on-site and has an office at the school. The daily activities are comprehensive, offering academic support, college and career readiness, social and emotional learning, skills development, and parent/family involvement. The data management and documentation practices are in place. The financial management practices are in place.

4.A.3. Outcomes Evaluation

What outcomes questions are being answered?

Do outcomes reflect the program goals?

For each outcome, what measures and data collection methods are being used (grades, behavior incidents)?

Are appropriate data collection methods used to evaluate outcomes?

What is the timing of data collection?

When and how is data collected and reported?

Additional program outcome information.

The outcomes are aligned with program goals. Student data is collected via Cityspan and through reports from Data+Design. Student data regarding demographics, academics, attendance, behavior and social/emotional learning supports the desired outcomes. Student grades are not currently tracked. Program data regarding activities, family engagement, community partners, and staffing is tracked and reported appropriately.

4.B Evaluation Results

4.B.1. Implementation Evaluation Results

Generally, program has been implemented as described in the grant proposal. The Center operates on school campus, five days a week, following the regular school calendar. The Center Coordinator works

full-time on-site and has an office at the school. The daily activities are comprehensive, offering academic support, college and career readiness, social and emotional learning, skills development, and parent/family involvement. The data management and documentation practices are in place. The financial management practices are in place.

21CCLC Program Attendance Discussion

ASAS Hawai'i uses the web-based system, Cityspan, to manage program data including program and class enrollment, and program and class attendance. Program staff monitor attendance, reward positive behaviors, and work with school staff to address students who are at risk of falling behind. Staff members encourage attendance of 30, 60 or more days through incentives and ongoing interaction with students.

On-time Advancement to the Next Grade Level Discussion

The KKP 21st CCLC draws from the Hawaii Theory of Action, adhering to the four factors that contribute to positive youth outcomes and on-time advancement. These are: program quality, reinforced through assessment of program on key areas of quality: safe environment, supportive environment, interaction, engagement, youth-centered policies and practices, high expectations for youth and staff and access; program participation, encouraging attendance of 30, 60 or more days through incentives and ongoing interaction with students; youth characteristics, involving students in planning/decision-making and honoring cultural context; and school, community, family context, considering the environment, needs and plans as integral to program planning, service delivery and development.

Objective 1 Discussion

The Center monitors student academic progress with grade checks throughout the year and incentive for report cards with no Ds and Fs. It is challenging to tie academic progress directly to program performance in addition to providing the enrichment, sports, and family engagement resources that are required for this grant. Our program supports student academics with daily homework help, STEM classes, and activities that promote literacy. However, there is a limit to the extent we can pursue academics in the after-school setting due to time and funding availability.

Objective 2 Discussion

The Center monitors student academic progress with grade checks throughout the year and incentive for report cards with no Ds and Fs. It is challenging to tie academic progress directly to program performance in addition to providing the enrichment, sports, and family engagement resources that are required for this grant. Our program supports student academics with daily homework help, STEM classes, and activities that promote literacy. However, there is a limit to the extent we can pursue academics in the after-school setting due to time and funding availability.

Objective 3.1 Discussion

ASAS Hawai'i site coordinators will work closely with each school to ensure student and program success. They will work with teachers to get assignments, do grade checks, get extra copies of text books, and to monitor student attendance and behavior. ASAS participants at Keaau were less likely to be chronically absent last year, compared to the general school population (16% to 25%). ASAS participants at Pahoia were more likely to be chronically absent (35% to 30%).

Objective 3.2 Discussion

Programs incorporate social and emotional learning to help students develop strong self-esteem, a positive attitude, and compassion for others. We strive to recruit students with behavioral difficulties, as they benefit most from structured, supervised after-school activities. KKP ASAS participants were more likely to have two or more behavior referrals, compared to the general school population.

Objective 3.3 Discussion

The Center creates a positive school environment in which students have high expectations, engaging activities they look forward to, and role models who spend time with them. Program staff monitor

attendance, reward positive behaviors, and work with school staff to address students who are at risk of falling behind. Also essential to well being, the Center engages and inform parents and family members through quarterly events, games and sporting activities, and educational resources for the whole family.

Student Survey Discussion

The results of student surveys are generally positive. The most positive responses were related to building social relationships, feeling safe (physically and emotionally), and enjoying the activities provided. Three areas of improvement are the quality of homework hour, program helping to improve grades, and site coordinator visiting classes often.

Achievement of Program-Specific Goals Discussion

The program-specific goals were achieved. These were: ASAS Hawai'i will have access to sports and enrichment activities to support their social and non-cognitive development. Parents and family members will increase engagement with the school community. Programs will serve high-needs schools, targeting students who are low-income, special needs or learning disabilities and/or English language learners. Communities will have access to summer programs, as requested by schools.

4.C.1 Success Stories

Nineth, a seventh grader at Keaau was chosen to represent All-Stars on the Youth Advisory Board. After completing an application and an interview, Nineth was one of two students selected to represent ASAS Hawaii for the upcoming school year. To prepare for this role, Nineth traveled to LA in the 2019 summer to attend a youth leadership conference, All-Star University. Students in our Career Exploration Opportunities (CEO) classes learned about different careers that they might choose to pursue after high-school graduation. Guests speakers included a police officer, baker, teacher, and school principal. Field trips enabled students to learn about their community, culture, and environment. KKP students visited Paneawa Zoo and went fishing for tilapia.

4.C.2 Best Practices

The key success factor of ASAS Hawai'i is that programs operate at partner school sites, with a full-time staff member located at each school. This enables a strong partnership with each school, focused on seamless daily operations, and a positive relationship with leaders at the school and complex area levels. Further, program staff members are able to spend time with students and get to know parents, while working closely with school faculty and administration.

4.C.3 Student, Teacher, Parent, Staff or Community Input

The Centesr have Advisory Boards to oversee the programs, provide strategic direction, operational guidance and general feedback. The Boardhas up to members meeting twice annually. This diverse leadership group addresses program concerns, evaluation and results, program operations and sustainability. Our program underwent assessment using the Youth Program Quality Assessment (YPQA) tool, which enables objective, quantitative assessment of programs and staff training needs. For instance, the assessment indicated this program provides a student environments that is: 1) safe, 2) interactive, 3) engaging, and 4) supportive. While maintaining these strengths, we are pursuing continuous improvement by involving students in the development of policies and practices and strengthening our youth leadership program. During Trial Week each quarter, students had the opportunity to vote on the classes they wanted, but also critiqued what they liked, and what they would like to see from each class in the coming quarter. This enabled excellent feedback and engagement from students.

4.C.4 Pictures



5. Sustainability Plan

5.A Original Sustainability Plan

ASAS Hawai'i leverages public funding with private grants to enable quality programming and growth. The organization secures grants through HIDOE, Kamehameha Schools, Office of Hawaiian Affairs, Hawai'i Community Foundation and various private foundations. Generally, 21st CCLC funding is used to meet direct program costs, including direct program staff, basic supplies, training and evaluation, and additional grants must be secured to support management and administrative staff, indirect expenses, insurance, meals and snacks, field trips and inter-island travel. ASAS Hawai'i also participates in the Hawai'i Afterschool Alliance, as part of a national initiative by Charles S. Mott Foundation to enhance the public conversation around out-of-school-time learning. The Alliance is working for sustainable funding and improved policies around afterschool. It is a statewide network comprised of business and political leaders, nonprofits, educational advocacy and school partners, including representation by 21st CCLC programs. The structure of the partnership between schools and ASAS Hawai'i will also contribute to sustainability. ASAS Hawai'i maintains low overhead by using minimal office space and relying on in-kind administrative and program space at school sites. Partner schools provide in-kind office space, classroom space, field and cafeteria space for activities, staffing support of teachers, registrars and administration and general support for our programs, the estimated value of which is \$115,000 to \$150,000 per year for each school.

5.B. Updated Sustainability Plan

The sustainability plan has been implemented as described. One funding source was not continued in 2019: Office of Hawaiian Affairs; however, ASAS Hawaii is applying again this year for an OHA grant.

6. Conclusions and Recommendations

6.A Conclusions

In spite of many challenges, it is clear that the investment in quality after-school programs for this age group clearly outweighs the huge cost of juvenile detention, teen pregnancy, and drug abuse – vices of unsupervised time during the danger zone hours. 21st CCLC participants avoid these vices while engaging in academic and extracurricular activities that help promote self-confidence and a positive attitude towards their futures. In other words, the return on investment are dollars well spent when kids have somewhere to go, something to do, and someone to believe in them.

6.B Reflections on program implementation and impact

Looking ahead, ASAS Hawaii is increasing its focus on Science Technology Engineering and Math (STEM) to take advantage of extended learning time and to open doors for students. Due to the socio-economic make-up of the schools we serve, focusing on STEM opens up opportunities for demographic groups that are traditionally under-represented in STEM fields. ASAS Hawaii programs are incorporating career awareness, worksite and college tours, career presentations, industry-based projects, and academic enrichment. Still, it is challenging to tie academic progress directly to KKP 21CCLC program performance. This is a tall order, considering the costs involved with providing the enrichment, sports, and family engagement resources that are required for this grant. Our program supports student academics with daily homework help, STEM classes, and activities that promote literacy. However, there is a limit to the extent we can pursue academics in the after-school setting due to time and funding availability. Through this first year of the grant, KKP 21CCLC has met the majority of guidelines for programming and evaluation. ASAS Hawaii has a positive relationship with school administration and the HDOE. The program is benefitting from access to student and school data, which enables ASAS Hawaii to evaluate its programs, make decisions, and track various indicators of student success. We also work closely with faculty members at each school on logistics, communication with parents, and coordination with teachers to ensure an effective learning environment. Working together, we can achieve the goal of educating our young people in a cohesive community effort.

6.C Evaluation dissemination

Evaluation results are shared within the Center through on-site meetings with site coordinators, program leaders, and school staff members. The Project Director attends weekly site coordinator meetings on occasion and leads management meetings that address evaluation. The Center Coordinator meets regularly with the school principals and the administration team. The Center Director and Center Coordinator meet quarterly with the school principal to provide updates about their programs. Communication of program results is also facilitated through school leadership meetings, School Community Council meetings, Youth Advisory Board, and 21st CCLC Advisory Board.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Subgrantee Name	Kau Keaau Paho Complex Area

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kau Center	6,7,8
Center 2	Keaau Center	6,7,8
Center 3	Pahoa Center	7,8
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		
Center 9		

3.B.1. Goals

What are the overall goals of your particular program? Please number each major goal. See sample in blue. It is not necessary to have five goals, but space is provided in case you do.

1	<i>SAMPLE: Improve academic achievement in math</i>
1	Participants will improve academic performance
2	Participants will improve behavior
3	Participants will improve attendance
4	Participants will participate in sports and enrichment activities
5	Parents and family members will be more engaged

3.B.2. Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See sample in blue below. Enter all that apply.

	<i>SAMPLE: 1.1 50% or more of students participating at least</i>	<i>Course Marks</i>
1	<i>SAMPLE: 1.2 The gap in math achievement between low-</i>	<i>Smarter Balanced Assessment</i>
1	Participants will demonstrate academic improvement in ELA	Smarter Balanced Assessment
	Participants will demonstrate academic improvement in Math	Smarter Balanced Assessment
2	Participants will demonstrated positive behavioral changes	Behavioral referrals
3	Participants will demonstrate positive attendance behaviors	Attendance records
4	Participants will have access to sports and enrichment	Class curriculum and activities
5	Parents and family members will increase engagement with	Community events and learning workshops

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Kau Center	9	6,7,8
Keaau Center	7	6,7,8
Pahoa Center	3	7,8
	0	Grade levels served
	0	Grade levels served.
	0	Grade levels served
SubgranteeTotal	19	

Exhibit 4: Students Served in School Year 2018-19 (fall and spring)

* Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kau Center	55	19	6,7,8
Keaau Center	294	183	6,7,8
Pahoa Center	143	96	7,8
			Grade levels served
			Grade levels served.
			Grade levels served
SubgranteeTotal	492	298	

Exhibit 5: Students Served in Summer 2019 (ending June 30, 2019)

Center	Summer	Grade Levels
Kau Center		erved
Keaau Center		erved
Pahoa Center		erved.
		erved
		erved.
	0	Grade levels served
SubgranteeTotal	0	

Exhibit 5
has been
removed.

Please
continue
to the next
exhibit.

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)
 * Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kau Center	55	19	6,7,8
Keaau Center	294	183	6,7,8
Pahoa Center	143	96	7,8
			Grade levels served
			Grade levels served.
			Grade levels served
SubgranteeTotal	492	298	

Exhibit 7: Characteristics of Students Served (18/19 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Kau Center	37	67.27%	7	12.73%	7	12.73%	29	52.73%	26	47.27%
Keaau Center	172	58.50%	34	11.56%	18	6.12%	141	47.96%	153	52.04%
Pahoa Center	104	72.73%	21	14.69%	7	4.90%	68	47.55%	75	52.45%
SubgranteeTotal	313		62		32		238		254	

Note: These data should match data reported in Exhibit 6.

Exhibit 8: Race/Ethnicity of Students Served (18/19 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	#	%
Kau Center	1	1.82%	12	21.82%	29	52.73%	0	0.00%	3	5.45%	6	10.91%	4	7.27%
Keaau Center	2	68.03%	46	15.65%	108	36.73%	3	1.02%	73	24.83%	22	75.86%	40	13.61%
Pahoa Center	0	0.00%	8	5.59%	82	57.34%	0	0.00%	27	18.88%	14	9.79%	12	8.39%
Subgrantee Total	3		66		219		3		103		42		56	

Exhibit 9. Number of Staff by Position (18/19 combined and unduplicated)

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Kau Center	2				5			2			4		1					
Keaau Center	1		1		8	6		24				3	3					
Pahoa Center	1				3			10					6					
Subgrantee Total	4	0	1	0	16	6	0	36	0	0	4	3	10	0	0	0	0	0

Exhibit 10. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Kau Center	40		19			19			
Keaau Center	40	19	19				19		
Pahoa Center	40		19				19		
Subgrantee Total	120	19	57	0	0	19	38	0	0

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services		
Raise funds		
Provide programming/activity related services		39
Provide goods		
Provide volunteer staffing		
Provide Paid Staffing	1	
Other		
Subgrantee Total	1	39

Exhibit 17: Performance on KPI Objective 3.1.1
 Academic Improvement in Reading/Language Arts – Smarter Balanced

Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in				
Center	Regular program participants who		Regular program participants with	
	#	%	#	%
Kau Center	14	73.68%	1	7.14%
Keaau Center	113	61.75%	17	15.04%
Pahoa Center	63	65.63%	4	6.35%

Exhibit 21: Progress on Program-Specific Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. Enter all that apply.

	Objectives	Measures	Results	Met/Not Met
	<i>SAMPLE: 1.2 The gap in math achievement between low-</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or</i>	<i>Met</i>
1	Participants will demonstrate academic improvement in ELA	Smarter Balanced Assessment	Participants are more likely to achieve proficiency in	Met
	Participants will demonstrate academic improvement in Math	Smarter Balanced Assessment	Participants are more likely to achieve proficiency in	Met
2	Participants will demonstrated positive behavioral changes	Behavioral referrals	Participants are less likely to have behavior referrals,	Not Met
3	Participants will demonstrate positive attendance behaviors	Attendance records	Participants are less likely to be chronically absent, compared	Met
4	Participants will have access to sports and enrichment	Class curriculum and activities	Various sports and enrichment programs provided, year-	Met
5	Parents and family members will increase engagement with	Community events and learning workshops	Quarterly hoike and educational workshops provided at	Met