

21st Century Community Learning Center Proposal Narrative Farrington Complex

Part One: Extended Learning Time

NO - Our program will not take advantage of ELT during the school day and will only operate program during specified program times.

Part Two: Need

The Farrington Complex proposes to provide 21st Century Community Learning Center out of school programming in six Title I elementary schools. The proposed schools are all Title I and are classified as Priority or Continuous Improvement in the HI Strive Performance System in 2013 and 2014. The schools included in this proposal are listed in Table 1: List of Schools and Strive HI Scores.¹ This center will explore various approaches to closing the achievement gap for these elementary schools, which serve children facing numerous barriers to academic success.

School	School Classification	Strive HI Index Score 2013	Strive HI Index Score 2014
Kaewai Elementary	Continuous Improvement	249	216
Kalihi Elementary	Continuous Improvement	211	95
Fern Elementary	Continuous Improvement	174	142
Puuhale Elementary	Continuous Improvement	138	140
Kalihi Kai Elementary	Priority Schools	84	259
Linapuni Elementary	Not Available (K-1)	N/A	60

Table 1: List of Schools and Strive HI Scores

The Farrington Complex represents a community of over 46,000 residents living in areas most commonly referred to as Kalihi and Palama. The complex is located in southeast Honolulu geographically and includes 'Alewa Heights, 'Iwilei, Kalihi Kai, Kalihi Uka, Kalihi Valley, Kalihi Waena, and parts of Kamehameha Heights, Kapalama and

¹ Strive HI Classification List (SY2012-13) Hawaii State Department of Education. Retrieved at www.HawaiiPublicSchools.org

Palama. There are twelve schools in the complex, including nine elementary, two middle and one high school. All schools feed into Farrington High School, which has about 2,437 students in grades 9-12.

Enrollment

As seen in the chart below, enrollment varies greatly from 168 students at Linapuni (which serves grades K-1 only) to 630 students at Kalihi Kai Elementary. Due to high immigrant populations, several schools have high numbers of students with limited English proficiency, such as Linapuni with 61.3% and Kalihi with 43.8%. Several schools have low numbers of students who attended preschool, such as Puuhale with 27% and Fern, Kalihi Waena and Kalihi Uka with 31% to 33%. See Table 2: Farrington Complex Key Indicators.²

Participating Schools	Enrollment	% Special Education	% Limited English Proficiency	% Kindergartners who Attended Preschool
Fern Elementary	500	6.3	31.2	31
Kaewai Elementary	346	10.7	29.8	45
Kalihi Elementary	283	7.8	43.8	37
Kalihi Kai Elementary	630	8.8	37.2	56
Linapuni (K-1)	168	5.4	61.3	72
Puuhale Elementary	239	5.0	25.9	27

Table 2: Farrington Complex Key Indicators

Socioeconomic Indicators

The complex ranks lower than Honolulu County and the State of Hawaii in several socioeconomic indicators, including per capita income, unemployment and educational attainment. This complex is among the bottom 25% in Hawaii in terms of per capita income. The median household income in this school area is \$64,206, compared to the state median income of \$66,420. Adults in the Farrington area tend to

² School Status and Improvement Reports, School Years 2011-12, 2012-13, as available.

have jobs in sales & office (25%) and service (33%) industries, which may be due to lack of education. Parents who have low-paying jobs often work longer hours, and after-school programs provide essential supervision, homework and tutoring support and enhance students' connection to school. See Table 3: Socioeconomic Indicators.³

Socioeconomic Indicators	Farrington Complex	Honolulu County	State of Hawaii
Per capita income	\$14,634	\$21,998	\$21,526
Civilian unemployment	8.60%	6.20%	6.30%
Adults with high school diploma or higher	68.70%	84.80%	84.60%
Adults with Bachelor's Degree or higher	12.30%	27.90%	26.20%

Table 3: Socioeconomic Indicators

Farrington serves several public housing areas, including The Towers at Kuhio Park, Linapuni Low-Rise Housing, and Kahauiki Homes. Participation in free & reduced school lunch program has increased each year: 2010-11 (69.6%), 2011-12 (72.8%), 2012-13 (74.5%), and as high as 99% at Linapuni. See Chart 1: Participation in Free and Reduced School Lunch Program.⁴

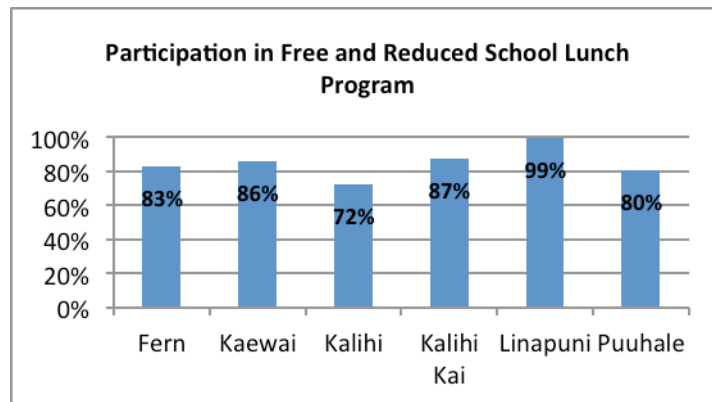


Figure 1: Participation in Free and Reduced School Lunch Program

Ethnic Demographics

³ Farrington Complex Trend Report: Educational and Fiscal Accountability Complex Report for School Year 2012-13. State of Hawaii Department of Education. Retrieved at <http://arch.k12.hi.us>

⁴ School Status and Improvement Reports, School Years 2011-12, 2012-13, as available.

The students of Farrington schools are ethnically diverse, with large numbers reporting Asian and Pacific Islander ethnicities. At Kalakaua, for example, 72% of students report that they are of minority ethnic background of Asian, which includes Chinese, Filipino, Korean and Japanese. At Linapuni, 79% of students report Pacific Islander ethnicity, which includes Native Hawaiian, Tongan and Samoan and only 1% report Asian ethnicity. See Table 4: Student Ethnic Enrollment by School.

Student Ethnic Enrollment by School				
	Asian	Pacific Islander	Multi-Ethnic	Other
Fern	36%	51%	6%	7%
Kaewai	29%	58%	10%	4%
Kalihi	35%	50%	8%	6%
Kalihi Kai	69%	21%	5%	6%
Linapuni	1%	79%	13%	7%
Puuhale	47%	37%	8%	9%

Table 4: Student Ethnic Enrollment by School

Many Farrington residents have a primary language other than English. An average of 34% of Farrington Complex elementary level students are English Language Learners (ELL). Teachers throughout the complex undergo Guided Language Acquisition Design (GLAD) training to help decrease the gap in ELL student achievement.

Academic Performance

Academically, Farrington Complex schools demonstrate poor indicators of proficiency in reading, math and science, although some gains have been made in recent years. Academic proficiency in reading and math hovers around 50-60% from 3rd grade through 10th grade. Science proficiency drops each grade level to a dismal 12.5% by high school graduation. See Chart 2: Farrington Complex Reading Proficiency by Grade Level and Chart 3: Farrington Complex Math Proficiency by

Grade Level.⁵

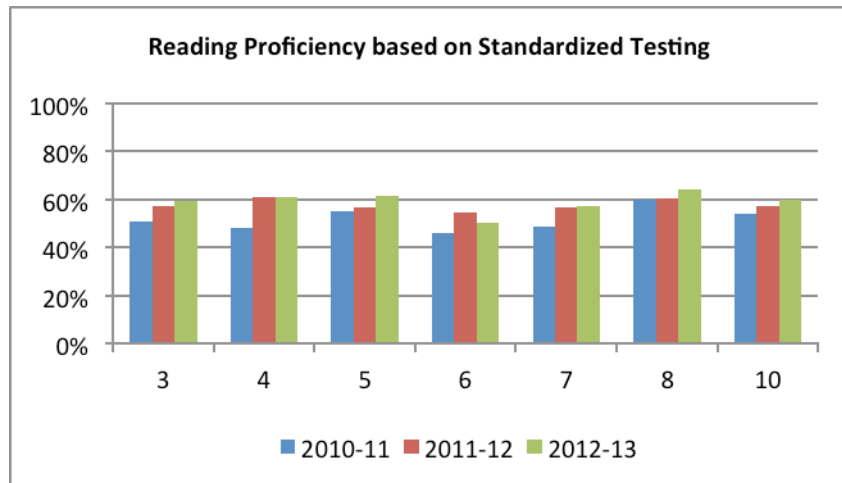


Figure 2: Farrington Complex Reading Proficiency by Grade Level

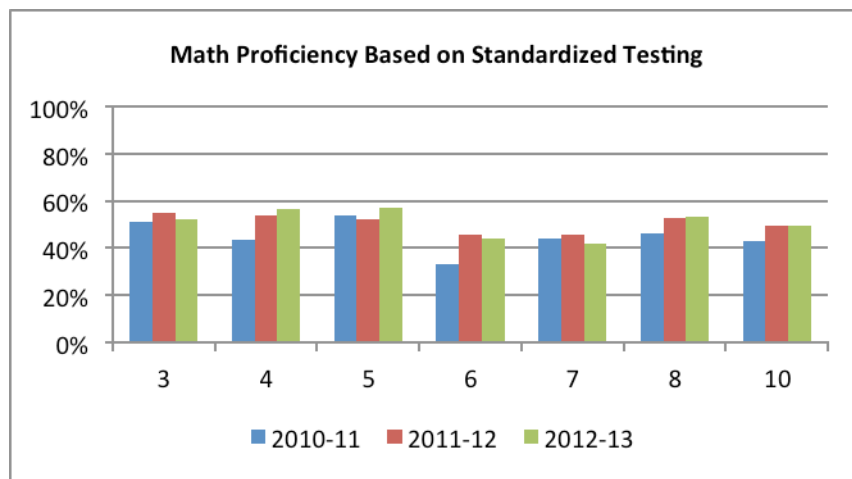


Figure 3: Farrington Complex Math Proficiency by Grade Level

Analysis of student group performance indicates that the elementary schools in this proposal fall short of target proficiency in reading, math and science. Four schools, Fern, Kalihi, Kalihi Kai and Puuhale, did not meet targets in all three academic areas. See Chart 4: Academic Proficiency by School, 2012-13.

⁵ Farrington Complex Trend Report: Educational and Fiscal Accountability Complex Report for School Year 2012-13. Hawaii State of Department of Education.

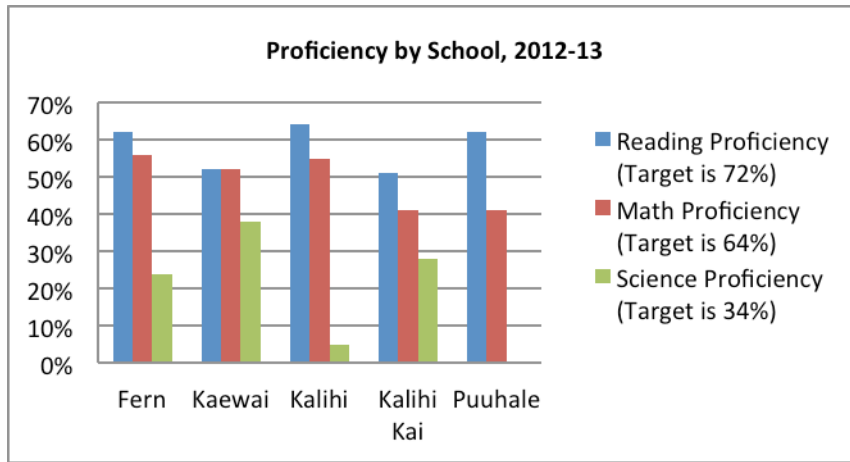


Figure 4: Academic Proficiency By School, 2012-13

Attendance and Discipline

Attendance statistics vary across the six Farrington Complex schools included in this proposal. End of year enrollment varies greatly from Linapuna with 186 students to Kalihi Kai with 623 in 2013-14. There is significant variability of disciplinary offenses and suspensions across the six elementary schools and within each school using year to year comparisons. This may be attributable to inconsistent reporting of offenses.

See Table 4: Enrollment, Attendance, Discipline & Suspensions by School.

Attendance and Discipline by School, 2013-14				
	Enrollment	Attendance	Discipline Offenses	Suspensions
Fern	522	95.0%	38	5
Kaewai	369	92.5%	19	4
Kalihi	320	93.5%	130	25
Kalihi Kai	623	95.4%	42	2
Linapuni	186	90.5%	30	N/A
Puuhale	257	95.0%	8	N/A

Table 5: Enrollment, Attendance, Discipline & Suspensions by School

Out-of-School Resources

All elementary schools in Farrington Complex provide the Hawaii After-School Plus Program (A+). This program operates five days a week throughout the year

through a partnership of HIDOE and DHS. The goal of A+ is to reduce the number of latchkey children and provide a valuable, inexpensive childcare option for working parents. It is available only to families in which both parents who work or go to school outside the home. Most families pay about \$85 per month for each child in A+.

Statewide, about 24% of elementary school students participate in A+ programs. Applying this ratio to for Farrington Complex enrollment of 3,704 elementary school students, it is estimated that 889 students (24%) participate in A+. There are additional community resources for afterschool, which are enhanced through strengthened relationships with schools. The students of Farrington 21st CCLC students will be supported by a network of community groups. These include:

- **Kokua Kalihi Valley (KKV)** – A federally qualified health center that provides the people of Kalihi Valley with comprehensive and holistic health care. Health services including medical, dental and behavioral health care to prevent diseases. KKV also provides Medical-Legal Partnership for Children - Hawaii, a collaboration between KKV and the University of Hawaii William S. Richardson School of Law that aims to address the systemic social and economic determinants of health and streamline patients' access to legal and social services.
- **Kalihi YMCA** - Located in the heart of West Honolulu, Kalihi YMCA serves neighbors and communities of diverse ethnicities and backgrounds and specializes in afterschool programs for children and teens. The School's Out Program is collection of various program options available to teens that provides leadership development, service learning and healthy lifestyle development opportunities during after-school hours.
- **Palama Settlement** - A non-profit, community-based social service agency serving Kalihi and Palama with a focus on youth. The Homework Plus program targets low-income and at-risk elementary and middle school students who lack adult supervision after-school, need assistance

with completing homework assignments, and who present with challenging behaviors.

- **Leland Blackfield Youth Activity Center** - A place for neighborhood at-risk youth to access a safe and structured environment during their free time.
- **The Susannah Wesley Community Center** - A multi-service community and social service center supporting the children and families of Kalihi-Palama, including a “Drop-In” Program providing safe afterschool activities for youth of all ages.
- **Kalihi Union Church** – Providing youth activities including open gym, basketball, volleyball, boys scouts troop and a summer fun program.

Part Three: Proposed Project

The Farrington Complex proposes to create a 21st Century Community Learning Center offering out of school academic, artistic and cultural enrichment opportunities to 635 students in six Title I elementary schools. The Farrington Complex will provide programming for students, grades K-5, who are enrolled in six high-poverty / low performing schools. Following the community school model, each school site will provide unique services and supports to its students, based on available resources and needs of their student populations. Schools will convene to share progress, find ways to collaborate and explore solutions to common problems.

Through this project, the schools and support systems of Farrington Complex will take a holistic approach to student success, recognizing that children learn best when their basic physical, mental and emotional needs are met. Each school will incorporate

support systems in three areas: health and wellness, academics and connectedness to community. Fortunately, the Farrington community has many diverse stakeholders with the resources and expertise to meet these needs in a cohesive approach.

The Complex Area School Renewal Specialist will serve as Project Director, overseeing the six sites and ensuring compliance with 21st CCLC guidelines. The school principals will serve as Site Coordinators and will work with part-time teachers to coordinate programs, resources and support. Programs will take place for up to three hours per day, two to three days a week during the school year. The bulk of student participants will be enrolled in A+ afterschool programs, and will leave A+ on certain days to participate in academic and enrichment 21st CCLC activities. Each school site proposes a distinct project plan, and each one will be coordinated and assessed individually and as a group.

The proposed afterschool programs will enable learning and enrichment opportunities that are often not available to low-income children, which helps to close the achievement gap between low-income and middle- or high-income students. Rather than repeat the academic instruction students receive during school hours, the Farrington 21st CCLC will support, reinforce and accelerates learning. This will require coordination, communication and collaboration between the school and providers.⁶

There is considerable research indicating that after-school programs can improve standardized test scores. Indeed, many programs have done just that. A two-year longitudinal study of Promising After-School Programs found that elementary and middle school students who participated in programs over two years showed significant

⁶ Parsley, D. (2013.) Expanding Minds and Opportunities. *Supporting Mathematics Learning in Afterschool and Summer Learning Programs.*

gains in Math scores, compared to peers who were unsupervised after school.⁷ Regular participation in these after-school programs was associated with improved work habits and task persistence. A meta-analysis of 35 studies of after-school programs for at-risk youth found that programs demonstrated positive effects on both reading and math achievement.⁸ Evaluating 19 elementary school after-school programs in three states, Foundations, Inc. found highly statistically significant improvements in both reading and math scores between pretest and posttest.⁹

Academics, Sports & Enrichment

Each school site will offer a menu of opportunities, which will be tailored to students' interests and needs and aligned with community resources. Programs will take place on school campus, before school, after-school, and during intersession and summer breaks.

The Farrington Complex 21st CCLC will strive to meet the needs of students with multiple barriers to success in academics. In addition to socio-economic challenges, students struggle with physical disabilities and learning disabilities. Teachers and part-time teachers will work together to identify problems at home that may be affecting a student's academic and social behavior. School counselors and community partners will also be utilized to help each child make a successful transition to higher grade levels despite the challenges he or she faces.

⁷ Vandell, D., Reisner, E., & Pierce, K. (2007). *Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising practices*. Irvine, CA: University of California and Washington, DC: Policy Studies Associates. Available at <http://www.gse.uci.edu/docs/PASP%20Final%20Report.pdf>

⁸ Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). Out-of-school time programs: A metaanalysis of effects for at-risk students. *Review of Educational Research*, 76, 275–313.

⁹ Klein, S. P., & Bolus, R. (2002). *Improvements in math and reading scores of students who did and did not participate in the Foundations After School Enrichment Program during the 2001–2002 school year*. Santa Monica, CA: Gansk & Associates.

Academic supports will include:

- **Sports Study Hall** for students participating in afterschool sports such as volleyball, cross country and track. This is a supervised “homework hour,” which provides students time and a quiet place to complete the day’s homework before heading outside for athletics. The Sports Study Hall will be provided in alignment with the scheduled sports at each school.
- **Tutoring** and remedial support for student who are at-risk of falling behind. Teachers will refer students who need additional academic support in reading, math or science.
- **Response to Intervention (RTI)**, which is a multi-tier approach to the early identification and support of students with learning and behavior needs.

Sports and fitness activities will include:

- **Running Club**, an afterschool running group that will participate in local races, such as Mighty Milers and the Farrington High Field Day.
- **Dance/Cheerleading**, which are fun sports that develop strength, flexibility and teamwork.
- **Zumba**, group dance exercise that makes fitness fun and social.

Other enrichment activities will include:

- **(Lego) Robotics Teams**, which will awaken STEM interest in students in an interactive team-building environment, using robotics. Meeting about three days per week, the team will compete in at least one competition each year and will submit individual projects in the annual school science fair.

- **Broadcast Media**, through which students learn broadcasting skills as they work to produce school news and special projects throughout the year.
- **Minecraft**, a virtual game that incorporates learning in a dynamic online environment. The educational aspects of the game build reading comprehension, math skills including basic math and geometry, and science skills including understanding basic logic circuitry.
- **Keyboarding/Handwriting**
- **Hula/Tahitian Classes**
- **Foreign Language**
- **Ukulele**

The combined offerings of the six elementary schools will enable students to connect to their schools with different activities and opportunities. See Table 6: Farrington 21st CCLC programs.

School	Academics	Enrichment	Fitness/Sports	Summer
Fern	Sports Study Hall Robotics	Broadcast/Media	Running Club	Summer ELO
Kaewai	Sports Study Hall Robotics	Broadcast/Media	Dance/Cheerleading	Summer ELO
Kalihi	Sports Study Hall Tutoring	Hoike Hawaiian Studies		Summer ELO
Kalihi Kai	RTI Block Tutoring Lego Robotics	Foreign Language Music		Summer Ramp Up
Linapuni	Lego Robotics Tutoring			Summer Boost
Puuhale	Study Hall Tutoring MineCraft Keyboarding	Drama Choir Hula/Tahitian Arts/Crafts Ukulele	Team Sports Dance/Zoomba	

Table 6: Farrington 21st CCLC Programs

Related to Math Common Core, academic and enrichment programs will incorporate hands-on learning in basic math, geometry and algebra. Instructors will

intentionally infuse mathematics content into everyday challenges using games and projects, incorporating math tools, and providing math-based learning opportunities.

Addressing Language Arts and Literacy Common Core, these programs will integrate skills development into sports, cultural activities, social service projects and other enrichment endeavors. Students will develop their reading, writing, speaking and language skills through a variety of activities based on subjects that are most interesting to them. They will develop capacities to collaborate through intentional conversation and expression, and then present their knowledge and ideas in different contexts. Since students self-select projects and activities, they are invested in the subject matter and take pride in doing things well.¹⁰

For students who are not meeting Common Core Standards, schools will provide tutoring, study hall and RTI at various times during the day. The out of school program structure allows students to devote more “time on task,” and dig more deeply into basic concepts that are essential to math skills development. A 2012 report from The National Center on Time and Learning indicated that significant benefits arise from more learning time, including opportunities for deeper engagement in content and more investment in student enrichment activities.¹¹

Family Engagement

The Farrington 21st CCLC will follow guidelines nationally-recognized guidelines for engaging parents and families in its after-school and summer programs. The strategies employed are as follows:

¹⁰ THE SPARK Project (2014) *SPARK Alignment to the Common Core Making the Connections – Meeting the Standards*. Retrieved from www.spark.org.

¹¹ Farbman, David. (2012). *The Case for Improving and Expanding Time in School: A Review of Key Research and Practice*. Boston, MA: National Center on Time & Learning.

- Frequent and positive communication with family members, such as notes home and staff members being available to talk during in-school and after-school hours.
- Adequate and welcoming space for families, including the 21st CCLC office area and program location.
- Establish policies and procedures to promote family engagement, which are communicating to program staff in new-hire orientation, program handbooks, annual trainings and ongoing staff meetings.
- Intentional hiring and training to promote effective staff-family interactions, as parents and family members are considered essential partners in the educational lives of their children. Staff members encourage family members to attend events, talk informally to build rapport, and volunteer for sports activities and field trips.
- Connect families to each other and to program staff, through daily interaction as well as quarterly events, sports showdowns and the end-of-year culminating event. At the quarterly events, family members work side-by-side with their children on fun projects. Then, at the end of each year, they are invited to watch performances and presentations that celebrate all that students have learned.
- Help support families with basic needs, by providing safe, free supervision so parents can work or go to school in the afternoon hours.¹²

Further supporting families, Farrington Complex will be a referral partner with Parents and Children Together, providing access to two programs. These include Dads 24/7a nationally evaluated father support group called Dads 24/7. The program provides a meeting and a meal once a week, bringing together a diverse community of fathers to engage with their kids emotionally, physically, and spiritually. PACT targets the communities of Kalihi and Kaimuki, and will work with ASAS Hawaii to make this

¹² Bouffard, Westmoreland, O'Carroll & Little, 2011; Little, 2011. *Expanding Minds and Opportunities. Evidence-Based Strategies for Supporting and Enhancing Family Engagement.*

resource available to fathers at host middle schools. Another PACT program affiliated with these schools is the Sunday Project, which is a resource center for immigrant populations. The Sunday Project meets twice a month to address the challenges of integrating into new environments and adapting to new cultures. This program serves many Micronesian families on Oahu.

Staffing

The Farrington Complex School Renewal Specialist will serve as Project Director and provide appropriate programmatic and fiscal oversight of this grant project. The six elementary school principals will serve as Site Coordinators with support from an administrative clerk. Site Coordinators work with instructors and program leaders to ensure that appropriate curriculum, instruction, and assessment are being utilized effectively. The Project Director will oversee reporting for all six schools, and will monitor progress by working with Site Coordinators on ongoing evaluation and review. Farrington Complex principals will network to address challenges and offer support specific to 21st CCLC programs and activities. This is part of the collaborative culture of this complex. Program operations and instruction will largely be done by Part-time Teachers (PTT's). See attached Project Organizational Chart.

The Farrington Complex will also participate in the Hawaii Afterschool Alliance, as part of a national initiative by Charles S. Mott Foundation to expand afterschool resources and enhance the public conversation around this issue. The Alliance is comprised of business and political leaders, nonprofits, educational advocacy and school partners, including representation by each 21st CCLC in Hawaii. In addition to working for sustainable funding and improved policies around afterschool, the Alliance is involved with industry-wide networking, program design, program quality and

evaluation, and professional development. This enables diverse community input at various levels.

Timeline

The basic project timeline will be as follows:

- July - Aug Program Registration / Parent Outreach
- Sept - October Ongoing out of school programming
- Oct - Nov HSA testing / 21st CCLC Quarterly Review
- December End of semester events / Winter break
- January Evaluation of HSA scores / 21st CCLC Quarterly Review
- March HSA testing / Spring Break
- April 21st CCLC Quarterly Review
- May Evaluation of HSA scores / End of semester events
- June 21st CCLC Quarterly & Year-End Review
- July Staff Training

Part Four: Adequacy of Resources

The Farrington Complex serves 46,000 residents in a very high poverty population area most commonly referred to as Kalihi and Palama. The Complex Area Superintendent oversees twelve Farrington schools, including nine elementary, two middle schools and one high school, while practicing support-oriented leadership. At the Complex level, the Farrington High School Principal is enabled to identify needs and address them through coordinated efforts. While many decisions are made at the state level, based on each school's status and eligibility, schools are provided discretion in some areas. Schools are encouraged to collaborate and work with local community services providers so that responses are tailored to each distinct community.

Farrington Complex previously had a 21st CCLC grant for Dole Middle, Kalakaua Middle and four elementary schools. This grant supported year-round afterschool

programming for low-income schools, in the amount of \$2.5M over five years. The Complex also recently completed a five-year project funded through Hawaii P-20. This project focused on supporting successful transition from preschool to kindergarten. Funding in the amount of \$1M provided for professional development for Pre-K to 3rd grade teachers and coordinated programming in partnership with Head Start, Parents and Children Together and Honolulu Community Action Program. Another recent federal grant was made by ARRA for \$2.3M over 2 years. This project funded academic coaches for schools in complex and professional development to support the adoption of common core standards in Farrington Complex.

The Complex operates as a highly collaborative and supportive community. Across schools and communities is a web of resources and supports. KKV, PACT and Hawaii P-20 have been long-standing, essential partners in various capacities. Also, numerous grass roots community group provide sports, cultural and arts activities, often at no charge to the schools. These relationships will continue in support of the Farrington 21st CCLC.

Part Five: Evaluation and Monitoring

The following goals and objectives are proposed for the 21st CCLC in Kaimuki Complex (next page).

21 CCLC Objectives	INDICATORS	PROGRAM OBJECTIVES	PROGRAM INDICATORS
Project Goal: The Farrington Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-5, who are enrolled in six high-poverty and low performing schools.			
1. Participants demonstrate educational and social benefits and exhibit positive behavioral changes.	1.1 Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors	1.1A Provide unique and tailored programs at six schools: Fern, Kaewai, Kalihi, Kalihi Kai, Linapuni, Puuhale	50% of regular program participants achieve teacher-reported improvement in: - turning in homework on time - classroom participation - attending class regularly - student classroom behavior
2. 21 CCLCs offer a range of high-quality educational, developmental and recreational services.	2.1 Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics and science.	2.1A Provide homework assistance and activities that complement in-school learning 2.1B Engage students in projects and activities that improve STEM skills and knowledge	Each program component offers high quality services in one core academic area, such as reading and literacy, mathematics and science
	2.2 Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation	2.2A Engage Farrington students in enrichment activities in arts, culture, sports, technology and science that enhance learning 2.2B Refer students for tutoring and/or remediation that supports daily classroom instruction 2.2C Engage students in projects, challenges and competitions and to hone their skills in technology, speaking/presentation and team work	Each program component offers enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology and recreation

21 CCLC Objectives	INDICATORS	PROGRAM OBJECTIVES	PROGRAM INDICATORS
Project Goal: The Farrington Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-5, who are enrolled in six high-poverty and low performing schools.			
	<p>2.3 Community Involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs</p>	<p>2.3A Cultivate partnerships with community experts in fields including sports, culture, hobbies, arts, citizenship and others.</p> <p>2.3B Build STEM groups that compete with other out-of-school programs or clubs.</p> <p>2.3C Join the Hawaii Afterschool Alliance to advocate for and provide support to after-school programs in Hawaii</p>	<p>Provide venues to establish and maintain partnerships within the community to increase collaboration in planning, implementing and sustaining programs</p> <p>The Farrington Complex is represented in the Hawaii Afterschool Alliance</p>
	<p>2.4 Services to parents and other family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.</p>	<p>2.4 Host parent and family events held four times each year</p>	<p>Each program component offers services, direct and referral, to family members of students enrolled in the program</p>

	2.5 Extended Hours: More than 75% of centers will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.	2.5B Provide annual summer programs that connects student interests with their high school, college and career options 2.5C Offer daily afterschool programming for 2-3 hours a day / 5 days each week	The Farrington Complex provides afterschool programming for about 15 hours per week Farrington Complex provides summer boost programs
21 CCLC Objectives	INDICATORS	PROGRAM OBJECTIVES	PROGRAM INDICATORS
Project Goal: The Farrington Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-5, who are enrolled in six high-poverty and low performing schools.			
3. 21 CCLCs serve children and community members with the greatest need for expanded learning opportunities	3.1 High-need communities: 100% of centers are located in high-poverty communities	3.1a Farrington Complex – Provide afterschool programs in six Title I middle schools	40% or more of students are eligible for free or reduced lunch at each participating school
4. Participants demonstrate academic improvement based on formative and summative assessments given through the year	4.1 Participants in 21CCLCs will demonstrate academic improvement in reading/language arts and/or math	4.1A Help students develop good study skills, assess needs and refer student for tutoring as needed 4.1B Engage students in projects, challenges and competitions and to hone their STEM proficiency	60% of regular participants achieve teacher-reported improvement in reading, based on Strive HI annual targets. 60% of regular participants achieve teacher-reported improvement in math based on Strive HI annual targets.

The University of Hawaii College of Education will provide external evaluation of project objective attainment and outcomes. The evaluation will consist of a formative and summative evaluation that will use a variety of data sources to monitor and document ongoing program impact on student academic achievement and social success. Both quantitative and qualitative data will be collected, analyzed and reported to the Project Director and staff along with recommendations for program improvement. There will be quarterly meetings with the evaluator and project staff to review progress and make any changes needed to ensure that academic achievement progress is occurring, services are implemented as intended and progress is being made on meeting objectives. A quarterly review document progress along with any changes made to improve outcomes.

Evaluation Questions will address Farrington 21st CCLC performance indicators:

- How many regular participants have demonstrated improved academic achievement?
- Which core academic areas have been addressed in CCLC?
- What community partnerships have been developed and what does their participation consist of?
- What services have been offered to parents and other family members and how many have participated in each service?
- For how many hours per week have the services been offered and for how many weeks in the summer and school year?
- How many regular participants have demonstrated improved behaviors in the areas of turning homework in on time, participating in class, attending class regularly, and in student classroom behavior?
- How many of the participants are eligible for free/reduced lunch?

Instruments to be developed include parent, student and partnership surveys, an observation rubric, implementation survey, and enrollment form, and objective progress

checklist. The teacher survey will be the one utilized for the annual performance report. An overview of the type of data to be collected, timeline, person responsible for the collection of data all of which will be provided to the evaluator for analysis is in the following:

Data Collected	Method	Responsibility/When	Outcome/Analysis
Student Achievement	Teacher Survey Teacher Reports	Evaluator/Spring yearly Coordinators/yearly	Compilation of results Review by Evaluator
Student Behavior	Teacher Survey	Evaluator/Spring yearly	Compilation of results
Satisfaction/Quality	Parent, student, partner surveys Observation rubric	Evaluator/Spring yearly Coordinator/each semester	Summary of results with data and yearly comparison
Skill Acquisition	Program Reports	Coordinator/quarterly	Review of program reports
Student Participation	Enrollment/attendance information	Coordinator/weekly	Quarterly summary of number of days attended
Family Participation	Sign-in logs	Coordinator/as occurs	Number determined and compared yearly
Community Partner participation	List of partners Survey of partners	Project Director/Fall yearly Evaluator/Spring yearly	# of partners yearly Survey results compiled

A process evaluation will determine 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. At quarterly meetings, these discussions will occur and be documented and a yearly implementation survey will be collected in Spring each year.

The outcome evaluation will address intended outcomes including academic achievement gains which will be determined with teacher reports and on the teacher survey and utilize any results obtained on the programs utilized. Results on the standards assessment will also be reviewed and reported. Other skills assessed will include classroom behavior, homework completion, attendance, and volunteering in class which will be addressed by obtaining classroom teacher reports and utilizing a teacher survey.

The evaluator will measure program effectiveness. In addition to determining project outcomes based on the project objective, the evaluator will collect data on the number of regular attendees (30 days or more), total number of student participants, number of family participants and number of community partners. Each of the participants (students, family members and partners) will be asked to complete a survey that includes a rating scale on satisfaction with the variety of services offered, the usefulness of the services, perceptions of safety at the site, and open-ended questions where participants can add comments and recommendations for program changes.

The evaluation is designed to collect data on a quarterly basis. There will be quarterly meetings to discuss the data, identify strengths and any recommendations for improvement so that adjustments can be made. Feedback to the Project Director will occur at meetings and more formally in written reports. A yearly written evaluation report will be provided to the Project Director, Site Coordinators and HIDEOE.

Part Six: Budget

A breakdown of personnel costs per school site is provided here.

Programs	FERN PERSONNEL				PTT	PPT	One Year	5 years
	Weeks	Days	Hours/Wk	Staff	\$22.60	\$13.88		
Broadcast & Media	20	M, W, F	5	1	\$2,260		\$2,260	\$11,300
Sports/Study Hall	20	M, T	4	2	3,616		\$3,616	\$18,080
Robotics	20	M, W, F	4.5	1	2,034		\$2,034	\$10,170
Running Club	15	T, Th	2	1	678		\$678	\$3,390
Summer ELO	4	Summer	17	7	10,759		\$10,759	\$53,795
Summer ELO	4	Summer	17.5	6		\$5,826	\$5,826.00	\$29,130

	KAEWAI PERSONNEL				PTT	PPT	One Year	5 years
	Weeks	Days	Hr/Wk	Staff	\$22.60	\$13.88		
Broadcast & Media	20	M, W, F	5	1	\$2,260		\$2,260	\$11,300
Sports/Study Hall	20	M, T	4	2			\$3,616	\$18,080

					3,616			
Robotics	20	M, W, F	4.5	1	2,034		\$2,034	\$10,170
Dance/Cheer	15	T, Th	2	1	678		\$678	\$3,390
Summer ELO	4	Summer	17	7	10,759		\$10,759	\$53,795
Summer ELO	4	Summer	17.5	6		\$5,826	\$5,826.00	\$29,130

KALIHI PERSONNEL					PTT	PPT		
	<u>Weeks</u>	<u>Days</u>	<u>Hr/Wk</u>	<u>Staff</u>	<u>\$22.60</u>	<u>\$13.88</u>	<u>One Year</u>	<u>5 years</u>
Hoike	20	T, Th, F	7.5	1	\$3,390		\$3,390	\$16,950
Sports/Study	20	T, Th, F	7.5	2	3,390		\$3,390	\$16,950
Coordinator	20	T, Th, F	7.5	1	3,390		\$3,390	\$16,950
Tutoring	20	M, Th	4	1	1,808		\$1,808	\$9,040
Summer ELO	4	Summer	17	6	9,222		\$9,222	\$46,110
Summer ELO	4	Summer	17.5	6		\$5,826	\$5,826	\$29,130

KALIHI KAI PERSONNEL					PTT	PPT		
	<u>Weeks</u>	<u>Days</u>	<u>Hr/Wk</u>	<u>Staff</u>	<u>\$22.60</u>	<u>\$13.88</u>	<u>One Year</u>	<u>5 years</u>
RTI , Tutoring	20	M - F		2	\$0		\$18,000	\$90,000

LINAPUNI PERSONNEL					PTT	PPT		
	<u>Weeks</u>	<u>Days</u>	<u>Hr/Wk</u>	<u>Staff</u>	<u>\$22.60</u>	<u>\$13.88</u>	<u>One Year</u>	<u>5 years</u>
Before/After Lego	20	M, W, F	2.75	9	\$11,105		\$11,105	\$55,525
Summer Boost	4	Summer	20	7	12,500		\$12,500	\$62,500
Summer Boost	4	Summer	20	1		1,200	\$1,200	\$6,000
Office Assist	4	Summer	18	1		990	\$990	\$4,950
Classroom Cleaner	4	Summer	17	7			\$320	\$1,600
Summer Boost	4	Summer	12	2	1,060		\$1,060	\$5,300

PUUHALE PERSONNEL					PTT	PPT		
	<u>Weeks</u>	<u>Days</u>	<u>Hr/Wk</u>	<u>Staff</u>	<u>\$22.60</u>	<u>\$13.88</u>	<u>One Year</u>	<u>5 years</u>
Panther Productions	20	M-F	6.25	1	\$2,825		\$2,825	\$14,125
MineCraft	20	T,Th	2	1	904		\$904	\$4,520
Keyboarding	20	T,Th	1	1	904		\$904	\$4,520
Arts/Crafts	20	T,Th	1	1	904		\$904	\$4,520
Drama	20	M,W,F	3	1	1,356		\$1,356	\$6,780
Choir	20	W	2	2		\$1,110	\$1,110	\$5,552

Hula/Tahitian	20	T, Th	2	1	904	\$904	\$4,520
Ukulele	20	W	2	1	904	\$904	\$4,520
Team Sports	20	M,F	1	1	904	\$904	\$4,520
Zoomba	20	M, F	1	1	904	\$904	\$4,520
Homework Help	20	M,T,Th,F	4	2	3,616	\$3,616	\$18,080
Reading Tutoring	20	T,Th	2	3	2,712	\$2,712	\$13,560
Math Tutoring Program	20	M,T,Th,F	4	3	5,424	\$5,424	\$27,120
Coordinator	20	M-F	10	1		\$2,776	\$2,776
							\$13,880

In addition to the above personnel expenses, federal fringe will be added to each item at a rate of 2.64%. The total fringe expense is \$3,509 for one year and \$17,545 over 5 years. Other expenses are contracts for services, including evaluation (\$10,000/year) and music lessons (\$6,900/year). The total contract expense for five years is \$34,500. The line item for supplies varies across the different school sites. Supplies include teaching materials, transportation, sports equipment, craft supplies at a total cost of \$13,953 per year and \$70,165 for 5 years. Also, there will be an administrative clerk to handle payroll, accounting and reporting for the overall project, at a cost of \$16,684 per year and \$84,321 for five years, plus federal fringe.

Also note significant in-kind resources of HIDOE personnel, which are outlined in project budget form. The schools and communities of this project will come together to support and encourage one another. This will happen through regularly scheduled meetings and informal discussions and networking. Relationships among instructors within schools and leadership across schools will contribute to a culture of excellence, which will benefit the children and families of Farrington Complex.

21st Century Community Learning Center Proposal for Funding

**Hawaii State Department of Education, Farrington Complex
Fern Elementary School
Kaewai Elementary School
Kalihi Elementary School
Kalihi Kai Elementary School
Puuhale Elementary School
Linapuni Elementary School**

Part Seven: Attachments

Attachment 1
Intent to Apply

The organization I represent will be submitting an application: Farrington Complex	
X - YES	
Organization Name:	Farrington Complex
Contact Name:	Donna Lum Kagawa
City:	
Phone:	808-733-4952
Email:	Donna Lum Kagawa@hawaiiido.org

Project Summary

Funding in the amount of \$200,000 per year over 5 years (\$1M over five years) will be requested to support academic, artistic and cultural enrichment opportunities for students in the Farrington Complex through the 21st Century Community Learning Center grant program. The project involves targeted afterschool tutoring and enrichment in six elementary schools and afterschool activities in one middle school.

The elementary schools are: Fern, Kaewai, Kalihi, Kalihi Kai and Linapuni. A part-time afterschool coordinator at each school will coordinate tutoring and enrichment activities specifically for high-risk students who are already enrolled in the A+ program. Up to twenty students will be selected each year to participate in daily tutoring and enrichment activities. Selection will be based on teacher referrals for children with one or more the following risk factors: poor attendance, lack of family involvement, low academic proficiency in reading or math.

The middle school is Kalakaua Middle, which will continue its After-School All-Star program. This free daily program will be open to all students and will provide academic support, sports and cultural enrichment activities in partnership with various community organizations.

A draft of the proposed budget is provided below.

21 CCLC - Farrington

Summary of Budget - DRAFT

Salary & Fringe - Part-Time Teachers	\$23,000 x 6 schools	\$138,000
Evaluation		12,000
After-School All-Stars		
Salary & Fringe - Site Coordinator	(1.0 FTE)	44,116
Supplies		1,884
Evaluation		4,000
Year One Amount		\$200,000
Total Over 5 Years		\$1,000,000

Attachment 2
Assurance for Program Implementation

21st Century Community Learning Centers (CCLC)
Assurances for Program Implementation

To be eligible for approval and funding, your organization must assure the Hawaii State Department of Education (HIDOE), by signing the *Assurances for Program Implementation*, that all of the following are and shall remain true and correct. **Failure to sign the *Assurances for Program Implementation* and provide subsequent follow-through on all assurances will result in termination of funding and grant opportunity.**

- An assurance that the program will take place in a safe and easily accessible facility.
- An assurance that the program was developed and will be carried out in active collaboration with the schools the students attend.
- An assurance that the program will primarily target students who attend schools eligible for Title I schoolwide programs and their families. Students who attend neighboring private school will also be invited to attend program (documentation of invitation must be provided).
- An assurance that the funds under the program will be used to increase the level of State, local and other non-Federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds.
- An assurance that the community was given notice of the applicant's intent to submit an application.
- An assurance that after the submission, the applicant will provide for public availability and review of the application and any waiver request.
- An assurance that the program will disseminate information about the center to the community.
- An assurance that the program will consult with private schools about grant opportunities and availability of services for private school students.
- An assurance that the program will demonstrate their experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.
- An assurance that the program will properly address the transportation needs of its students.
- An assurance that funds will be used to supplement, not supplant federal, state, or local funds, and in a reasonable, necessary and allocable manner (aligned with program goals and guidelines).
- An assurance that both site and sub-grantee handbooks will be regularly monitored and updated.
- An assurance that program implementation will be regularly monitored and documented by project director.
- An assurance that there are partnerships between local educational agencies, community-based organizations, and other public or private entities.
- An assurance that services provided with 21st CCLC funds to adult family members will be meaningful and ongoing (e.g., English as a second language (ESL) classes, literacy and numeracy classes, General Educational Development (GED) test preparation classes,

computer classes, citizen preparation classes, social services, and recreational and enrichment opportunities).

- An assurance that the program will be annually evaluated and the evaluation will be used for continuous program improvement, and the annual evaluation results will be shared with the community, adequately disseminated and will be available for public review.
- An assurance that program monitoring that occurs on a regular, consistent and on-going basis. All monitoring efforts need to be adequately documented and address any findings, recommendation and commendations.
- An assurance that annual local evaluation will be completed and submitted by required date.
- An assurance that required program data will be validated and entered into the appropriate data collection system, as selected by the United States Department of Education (USDE), on a yearly basis.
- An assurance of organizational capacity (i.e., adequate number of employees to successfully implement program; ability to utilize technology; ability to respond in a timely manner to requests from the HIDEOE, contractors, auditors, etc.) to suitably operate and provide services.
- An assurance that programs at all sites will operate, on average, 3-4 days per week and 12-16 hours per week.
- An assurance that all program personnel (e.g., project directors, site coordinators, instructors, etc.) will signup/enroll with the www.y4y.ed.gov website and will utilize its resources for program implementation, technical assistance and professional development.
- An assurance that the program will demonstrate to the HIDEOE that all of the program's measurable outcomes for student achievement have been met; program monitoring is on-going, meaningful and documented; any monitoring findings have been adequately addressed in a timely manner; all program expenditures follow needed fiscal protocol and are aligned to the approved application and program goals; and all required reports (programmatic and fiscal) are submitted by scheduled deadlines.

SIGNATURE

I, THE UNDERSIGNED, CERTIFY that all information requested by this application has been provided and that all facts, figures, and representations are true and correct. I further certify that I have full legal authority to submit this application on behalf of the organization identified herein.

Donna Lum Kagawa

Type or Print Name of Authorizing Agent or Designee

August 29, 2014

Date Signed

Complex Area Superintendent

Title of Authorizing Agent or Designee for Entity

Ruth Silberstein

Signature of Authorizing Agent or Designee

For Donna Lum Kagawa

Attachment 3
Program Abstract

**21st Century Community Learning Center
Program Abstract
2014-2015**

Authorizing Agent: HIDOE Farrington Complex		
Fiscal Agent: HIDOE Farrington Complex		
Mailing Address: 4967 Kilauea Avenue Honolulu, HI 96816		
Telephone: 733-4950	Fax: 733-4953	Email: Donna_Lum_Kagawa@hawaiidoe.org
PROJECT DIRECTOR: Donna Lum Kagawa		Title: Complex Area Superintendent
Mailing Address: 4967 Kilauea Avenue Honolulu, HI 96816		
Telephone: 733-4950	Fax: 733-4953	Email: Donna_Lum_Kagawa@hawaiidoe.org

I. NUMBER OF PARTICIPANTS

Name of Each Participant School Include any Private Schools that may be participating	=> 40% or higher Free or Reduced Lunch (Yes/No) Include % of Free or Reduced Lunch	School Strive HI Step – CI, F, P • Continuous Improvement Schools (with Index Score between 250-124) • Focus Schools • Priority Schools	School Strive HI Index Score – 124-250 • Continuous Improvement Schools (with Index Score between 250-124) • Focus Schools • Priority School	# of Students to be Served	# of Adults to be Served Adult – Any adult with an ongoing role in raising a child
Fern Elementary	Yes 85.85%	CI	174	150	15
Kaewai Elementary	Yes 85.83%	CI	249	150	15
Kalihi Elementary	Yes 81.59%	CI	211	25	10
Kalihi Kai Elementary	Yes 77.51%	CI	84	315	30
Linapuni Elementary	Yes 99.48%	N/A	N/A	100	10
Puuhale Elementary	Yes 85.11%	CI	138	70	10
				TOTAL: 810	TOTAL: 90

Student Populations Served (Check all that apply):

Pre-school	<input checked="" type="checkbox"/>	Elementary School	<input type="checkbox"/>	Middle School	<input type="checkbox"/>	High School	<input checked="" type="checkbox"/>	Adult Family Members
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II. COMMUNITY PARTNERS

Types of Community Partners (check all that apply):

<input checked="" type="checkbox"/>	School and/or Complex	County or Municipal Agencies (e.g. police, parks & recreation, social services)
<input type="checkbox"/>	National Organizations (e.g., Boys & Girls Clubs, YMCA/YWCA, Big Brothers/Big Sisters)	Colleges or Universities
<input type="checkbox"/>	Community-Based Organizations (local non-profits or foundations)	Faith-Based Organizations
<input type="checkbox"/>	Libraries or Museums	Hospitals/Clinics/Health Providers
<input type="checkbox"/>	Businesses	Military
<input type="checkbox"/>	Other Grants	

List the name of each partner agency/organization (add rows if needed):

III. SERVICES/OPERATING HOURS - Programs must, on average, 3-4 days per week during the school year for a suggested amount of at least 3 hours per day:

Services (check all that apply):


Reading or Literacy	Community Service
Mathematics	Cultural Activities, Social Studies
Science	Health, Nutrition
Art, Music, Dance, Theater	Youth Development
Sports or Recreation	Services for Adults
Technology, Video or Media	Tutorials/Homework

Operating Hours (check all that apply):

Programs are expected to operate at least 12-16 hours per week (including weekends, intersession breaks and/or holidays)

<u>Before school</u>	<u>Weekend</u>	<u>After school</u>	<u>Intersession/ Breaks</u>	<u>Summer</u>
Indicate days of the week and hours of operation:	Indicate days of the week and hours of operation:	Indicate days of the week and hours of operation:	Indicate days of the week and hours of operation:	Indicate days of the week and hours of operation:

AUTHORIZING AGENT of Grant Proposal:

	Donna Lum Kagawa	Farrington Complex Area
Name and Signature		Name of Entity


FISCAL AGENT of Grant Proposal:


	Donna Lum Kagawa	Farrington Complex Area
Name and Signature		Name of Entity

PRINCIPALS/ADMINISTRATORS OF PARTICIPATING SCHOOLS

Be sure to include participating Private Schools:

(Add more rows for Principals/Administrators if needed)

	Fred Yoshinaga	Fern Elementary School
Name and Signature		School

	Bert Carter	Kaewai Elementary School
Name and Signature		School

	David Pilla	Kalihi Elementary School
Name and Signature		School

	Laura Vines	Kalihi Kai Elementary School
Name and Signature		School

	Cindy Sunahara	Linapuni Elementary School
Name and Signature		School

	Yolanda St. Laurent	Puu hale Elementary School
Name and Signature		School

Name and Signature		School
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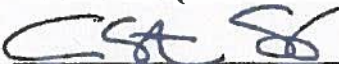
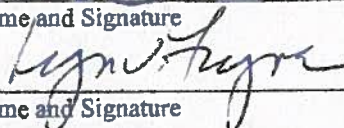
Name and Signature		School
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Name and Signature		School
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Name and Signature		School
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Name and Signature		School
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PARTNERS (Add more rows for Partners if needed):

	Christina Simmons	Parents and Children Together
Name and Signature		Agency
	Lynn Fujioka	isisHawaii
Name and Signature		Agency
Name and Signature		Agency
Name and Signature		Agency
Name and Signature		Agency
Name and Signature		Agency
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Name and Signature		Agency

**Attachment 4
Program Summary**

21st Century Community Learning Centers Programs
Program Summary of 21st CCLC Offerings

Name of Sub-grantee:	Farrington Complex					
Project Director: Project Director (phone number and email address):	Farrington School Renewal Specialist 733-4768 / Position to be filled Interim Project Director: Laura Vines 832-3322 / Laura_Vines@hawaiiidoe.org					
Name and Position of Direct Supervisor of Project Director (phone number and email address):	Donna Lum Kagawa, Complex Area Superintendent 733-4950 / Donna_Lum_Kagawa@hawaiiidoe.org					
Site(s)/location(s) where program(s) will be taking place - please insert rows if needed:	Start and end date of program at each site	Days of operation at each site (e.g., M-F, M-Th, M-Saturday) Programs are highly encourage and strongly recommended to operate 3-4 days per week	Hours of operation at each site (i.e. 2:00-5:00 or 2:30-6:30) Programs are highly encourage and strongly recommended to operate 12-16 hours per week	Proposed number of students and eligible adults being served during program at each site	Number of staff (site coordinator, site director, site staff, PTT, PPT, paid/volunteer employee) working during program at each site	Programs offered at each site (e.g., robotics, culinary arts, recreation, tutorials - please specify, reading tutorials, math tutorials, etc.)
Fern Elementary	2014-15	M-F	2:00-5:00pm Summer 8:00-11:00am	120	2-6	Broadcast/ media, sports study, running, summer ELO
Kaewai Elementary	2014-15	M-F	2:00-5:00pm Summer 8:00am – 11:00am	120	2-6	Broadcast/ media, sports study, dance/cheer, summer ELO
Kalihi Elementary	2014-15	M-F	2:00 5:00pm Summer 8:00am – 11:00am	120	1-6	Hawaiian, sports study, tutoring, Summer ELO
Kalihi Kai Elementary	2014-15	M-F	2:00- 5:00pm Intersession & Summer 8:00-11:00am	150	2-6	Tutoring, robotics, music, summer ramp- up, foreign language
Linapuni Elementary	2014-15	M-F	7:30-8:00am 2:15-3:15pm Summer 7:30-12:30am	90	1-7	Summer boost, lego robotics, tutoring
Puuahale Elementary	2014-15	M-F	2:00 5:00pm	55	1-7	Technology applications, tutoring, study hall, arts, hula, ukulele

Attachment 5
Private School Consultation Form

Private School Consultation Form

(To be completed by all applicants. Duplicate as needed.)

Students who attend state recognized private schools in the area to be served by the proposed program are eligible to participate. If any state recognized private schools are located in the area to be served, the applicant is expected to consult with the state recognized private school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to state recognized private school students.

If state recognized private schools are located in the area that could be served by the proposed program, did any decline participation in the program? (Check one)

X	Yes. There are state recognized private schools located in the proposed program area that declined participation.
	No. All state recognized private schools located in the proposed program area have agreed to participate.
	No. There are no state recognized private schools located in the proposed program area.

List all private schools that were consulted regarding the opportunity to have their students participate. In the second column, print the name, title and phone number of the school that was consulted. In the third column, provide the date(s) and type(s) of consultation (e.g., face-to-face meeting, e-mail, fax, telephone call, letter and videoconference). In the fourth column, indicate whether the school accepted (A) or declined (D); if declined (D), indicate the reason(s). Private schools whose students will participate in the program should be listed on the Grant Proposal Abstract Page – Principals/Administrators of Participating Schools section.

Private School Name	Print Name, Title & Phone Number of School Official	Date(s) and Type(s) of Consultation	Private School Accept (A) or Decline (D) Invitation to Participate. Indicate reason if they Declined (D)
Damien Memorial High School	Brother Daniel Casey, Principal (808) 841-0195	08/29/14 telephone call	D – school has extensive athletics and enrichment programs

Attachment 6
Organizational Capacity Statement

ORGANIZATIONAL CAPACITY STATEMENT FORM

<p>All applicants will be screened to determine capacity to administer the program based on the information provided on this form.</p>
<p>1. Please include a copy of the following:</p> <ul style="list-style-type: none"> • 501 (c)(3) approval - not applicable. • Agency organizational chart - not applicable. • Proven fiduciary responsibility as demonstrated through annual audits - not applicable.
<p>2. Organizational history and structure including length of existence. Include general information about the governing body.</p> <p>The Farrington Complex serves 46,000 residents in a very high poverty population area most commonly referred to as Kalihi and Palama. The Complex Area Superintendent oversees twelve Farrington schools, including nine elementary, two middle schools and one high school, while practicing support-oriented leadership. At the Complex level, the Farrington High School Principal is enabled to identify needs and address them through coordinated efforts. While many decisions are made at the state level, based on each school's status and eligibility, schools are provided discretion in some areas. Schools are encouraged to collaborate and work with local community services providers so that responses are tailored to each distinct community.</p>
<p>3. Previous experience with grant funding at the city, state, federal, or private/foundation level.</p> <p>Farrington Complex previously had a 21st CCLC grant for Dole Middle, Kalakaua Middle and four elementary schools. This grant supported year-round afterschool programming for low-income schools, in the amount of \$2.5M over five years.</p> <p>The Complex also recently completed a five-year project funded through Hawaii P-20. This project focused on supporting successful transition from preschool to kindergarten. Funding in the amount of \$1M provided for professional development for Pre-K to 3rd grade teachers and coordinated programming in partnership with Head Start, Parents and Children Together and Honolulu Community Action Program. Another recent federal grant was made by ARRA for \$2.3M over 2 years. This project funded academic coaches for schools in complex and professional development to support the adoption of common core standards in Farrington Complex.</p>
<p>4. Previous experience in delivering educational or related services including a clear plan of communication and linkage with the complex area and school site.</p> <p>The Farrington Complex Area Superintendent will serve as project director and provide appropriate programmatic and fiscal oversight of this grant project. The six elementary school principals will serve as site coordinators with support from an accounting clerk. Site coordinators work with instructors and program leaders to ensure that appropriate curriculum, instruction, and assessment are being utilized effectively. The Complex Area Superintendent will oversee reporting for all three schools, and will monitor progress by working with Site Coordinators on ongoing evaluation and review. Farrington Complex principals will network to address challenges and offer support specific to 21st CCLC programs and activities. This is part of the collaborative culture of this complex.</p>

Attachment 7
Year by Year Budget

**21st CCLC
Year by Year Budget
SY 2014-15 to 2018-19**

All funds can only be used to supplement and not supplant local, state and federal funds

If funds will be used to support Expanded Learning Time (ELT), it must be adequately reflected in the budget narrative and the budget worksheet

- Only Focus and Priority schools can utilize ELT
- 21st CCLC ELT cannot exceed 180 minutes per week
- No more than 25% of annual grant award can be utilized for ELT

Personnel	Description	No.	FTE	Federal Costs 2014-15	Federal Costs 2015-16	Federal Costs 2016-17	Federal Costs 2017-18	Federal Costs 2018-19	Subtotal
FTE positions	Not applicable			\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal			\$0	\$0	\$0	\$0	\$0	\$0
				Federal	Federal	Federal	Federal	Federal	

**21st CCLC
Year by Year Budget
SY 2014-15 to 2018-19**

All funds can only be used to supplement and not supplant local, state and federal funds

If funds will be used to support Expanded Learning Time (ELT), it must be adequately reflected in the budget narrative and the budget worksheet

- Only Focus and Priority schools can utilize ELT
- 21st CCLC ELT cannot exceed 180 minutes per week
- No more than 25% of annual grant award can be utilized for ELT

Personnel	Description	No.	FTE	Costs 2014-15	Costs 2015-16	Costs 2016-17	Costs 2017-18	Costs 2018-19	Subtotal
Hourly, casual/part-time, retiree, stipends, temporary contract employee	<u>Administrative Clerk</u>	1	PT	\$16,684	\$16,684	\$16,684	\$16,684	\$16,684	\$84321
	<u>Fern Elementary</u>								
	Broadcast/Media PTT	1	PT	\$2,260	\$2,260	\$2,260	\$2,260	\$2,260	\$11,300
	Sports/Study Hall	2	PT	3,616	3,616	3,616	3,616	3,616	18,080
	Robotics	1	PT	2,034	2,034	2,034	2,034	2,034	10,170
	Running Club	1	PT	678	678	678	678	678	3,390
	Summer ELO – PPT	7	PT	10,759	10,759	10,759	10,759	10,759	53,795
	Summer ELO – PTT	6	PT	5,826	5,826	5,826	5,826	5,826	29,130
	<u>Kaewai Elementary</u>								
	Broadcast/Media PTT	1	PT	\$2,260	\$2,260	\$2,260	\$2,260	\$2,260	\$11,300
	Sports/Study Hall	2	PT	3,616	3,616	3,616	3,616	3,616	18,080
	Robotics	1	PT	2,034	2,034	2,034	2,034	2,034	10,170
	Dance/Cheerleading	1	PT	678	678	678	678	678	3,390
	Summer ELO – PPT	7	PT	10,759	10,759	10,759	10,759	10,759	53,795
	Summer ELO – PTT	6	PT	5,826	5,826	5,826	5,826	5,826	29,130
	<u>Kalihi Elementary</u>								
	Hoike	1	PT	\$3,390	\$3,390	\$3,390	\$3,390	\$3,390	\$16,950
	Sports/Study Hall	1	PT	3,390	3,390	3,390	3,390	3,390	16,950
	Coordinator	1	PT	3,390	3,390	3,390	3,390	3,390	16,950
	Tutor	1	PT	1,808	1,808	1,808	1,808	1,808	9,040
	Summer ELO – PPT	6	PT	9,222	9,222	9,222	9,222	9,222	46,110
	Summer ELO – PTT	6	PT	5,826	5,826	5,826	5,826	5,826	29,130
	<u>Kalihi Kai</u>								
	PTT	2	PT	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000

**21st CCLC
Year by Year Budget
SY 2014-15 to 2018-19**

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Personnel	Description	No.	FTE	Federal Costs 2014-15	Federal Costs 2015-16	Federal Costs 2016-17	Federal Costs 2017-18	Federal Costs 2018-19	Subtotal
	<u>Linapuni</u>								
	STEM – PPT	9	PT	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$55,525
	Summer Boost – PPT	7	PT	12,500	12,500	12,500	12,500	12,500	62,500
	Summer Boost – PTT	1	PT	1,200	1,200	1,200	1,200	1,200	6,000
	Admin Clerk	1	PT	990	990	990	990	990	4,950
	Summer Boost – Room Cleaner	1	PT	320	320	320	320	320	1,600
	Summer Boost – Resource PTT	2	PT	1,060	1,060	1,060	1,060	1,060	5,300
	<u>Puuhale</u>								
	Technology Application	1	PT	\$4,633	\$4,633	\$4,633	\$4,633	\$4,633	\$23,165
	Arts/Performing Arts – PTT	4	PT	4,068	4,068	4,068	4,068	4,068	20,340
	Arts/Performing Arts – PPT	1	PT	1,110	1,110	1,110	1,110	1,110	5,550
	Fitness/Sports	2	PT	1,808	1,808	1,808	1,808	1,808	9,040
	Study Hall	8	PT	11,752	11,752	11,752	11,752	11,752	58,760
	Admin Clerk	1	PT	2,776	2,776	2,776	2,776	2,776	13,880
	Subtotal			\$165,558	\$165,558	\$165,558	\$165,558	\$165,558	\$827,790

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Fringe	Description	No.	FTE	Federal Costs 2014-15	Federal Costs 2015-16	Federal Costs 2016-17	Federal Costs 2017-18	Federal Costs 2018-19	Subtotal
	<u>Administrative Clerk</u>	1	PT	\$445	\$445	\$445	\$445	\$445	\$2,225
	<u>Fern Elementary</u>								
	Broadcast/Media PTT	1	PT	\$60	\$60	\$60	\$60	\$60	\$300
	Sports/Study Hall	2	PT	48	48	48	48	48	240
	Robotics	1	PT	54	54	54	54	54	270
	Running Club	1	PT	18	18	18	18	18	90
	Summer ELO – PPT	7	PT	41	41	41	41	41	205
	Summer ELO – PTT	6	PT	26	26	26	26	26	130
	<u>Kaewai Elementary</u>								
	Broadcast/Media PTT	1	PT	\$60	\$60	\$60	\$60	\$60	\$300
	Sports/Study Hall	2	PT	48	48	48	48	48	240
	Robotics	1	PT	54	54	54	54	54	270
	Dance/Cheerleading	1	PT	18	18	18	18	18	90
	Summer ELO – PPT	7	PT	41	41	41	41	41	205
	Summer ELO – PTT	6	PT	26	26	26	26	26	130
	<u>Kalihi Elementary</u>								
	Hoike	1	PT	\$90	\$90	\$90	\$90	\$90	\$450
	Sports/Study Hall	1	PT	96	96	96	96	96	480
	Robotics	1	PT	96	96	96	96	96	480
	Dance/Cheerleading	1	PT	48	48	48	48	48	240
	Summer ELO – PPT	6	PT	243	243	243	243	243	1215
	Summer ELO – PTT	6	PT	154	154	154	154	154	770
	<u>Kalihi Kai</u>								

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	PTT	2	PT	\$432	\$432	\$432	\$432	\$432	\$2,160
	<u>Linapuni</u>								
	STEM – PPT	9	PT	\$295	\$295	\$295	\$295	\$295	\$1,475
	Summer Boost – PPT	7	PT	335	335	335	335	335	1,675
	Summer Boost – PTT	1	PT	30	30	30	30	30	150
	Admin Clerk	1	PT	26	26	26	26	26	130
	Summer Boost – Room Cleaner	1	PT	8	8	8	8	8	40
	Summer Boost – Resource PTT	2	PT	30	30	30	30	30	150
	<u>Puuhale</u>								
	Technology Application	1	PT	\$122	\$122	\$122	\$122	\$122	\$610
	Arts/Performing Arts – PTT	4	PT	107	107	107	107	107	535
	Arts/Performing Arts – PPT	1	PT	29	29	29	29	29	145
	Fitness/Sports	2	PT	48	48	48	48	48	240
	Study Hall	8	PT	310	310	310	310	310	1,550
	Admin Clerk	1	PT	73	73	73	73	73	365
	Subtotal			\$3,509	\$3,509	\$3,509	\$3,509	\$3,509	\$17,545

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Contracts & MOA's	Description	Federal Costs 2014-15	Federal Costs 2015-16	Federal Costs 2016-17	Federal Costs 2017-18	Federal Costs 2018-19	Subtotal
All contracts must adhere to Procurement requirements. Evaluation services cost <u>must be</u> included in this section. Cost of annual evaluation services should not exceed 5% - 8% of annual grant award. Evaluation of program must occur annually.	Independent Evaluation	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
	Music / Voice Lessons	\$6,900	\$6,900	\$6,900	\$6,900	\$6,900	\$34,500
	Subtotal	\$16,900	\$16,900	\$16,900	\$16,900	\$16,900	\$84,500
Professional		Federal	Federal	Federal	Federal	Federal	

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Development	Description	Costs 2014-15	Costs 2015-16	Costs 2016-17	Costs 2017-18	Costs 2018-19	Subtotal
Include state and national training costs. Include number of personnel attending and dates of conference(s).	Not applicable	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal	\$0	\$0	\$0	\$0	\$0	\$0

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Supplies	Description	Federal Costs 2014-15	Federal Costs 2015-16	Federal Costs 2016-17	Federal Costs 2017-18	Federal Costs 2018-19	Subtotal
List and justify need for purchase in narrative attachment.	Fern Supplies	\$3,363	\$3,363	\$3,363	\$3,363	\$3,363	\$16,815
	Kaewai Supplies	3,363	3,363	3,363	3,363	3,363	16,815
	Kalihi Supplies	1,028	1,028	1,028	1,028	1,028	5,140
All purchases must be reasonable, necessary and allowable under the guidelines of the 21 st CCLC grant.	Kalihi Kai Supplies	3,449	3,449	3,449	3,449	3,449	17,245
	Linapuni Supplies	882	882	882	882	882	4,410
	Puuhale Supplies	1,948	1,948	1,948	1,948	1,948	9,738
Purchases must align to: 1. College and Career Readiness 2. Improved academic achievement in math, reading, science 3. Increasing high school graduation, middle/intermediate and elementary promotion to next grade level							
	Subtotal	\$14,033	\$13,953	\$13,953	\$13,953	\$13,953	\$70,165

**21st CCLC
Year by Year Budget
SY 2014-15 to 2018-19**

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Equipment	Description	Federal Costs 2014-15	Federal Costs 2015-16	Federal Costs 2016-17	Federal Costs 2017-18	Federal Costs 2018-19	Subtotal
List and justify need for purchase in narrative attachment. All purchases must be reasonable, necessary and allowable under the guidelines of the 21 st CCLC grant. Purchases must align to: 1. College and Career Readiness 2. Improved academic achievement in math, reading, science 3. Increasing high school graduation, middle/intermediate and elementary promotion to next grade level	Not applicable	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL REQUEST	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$1,000,000

****5 year grant award cannot exceed \$1,000,000**
Years 1-5 = Amount cannot exceed \$200,000 per year**

**21st CCLC
In-Kind Resources and Other Funding Sources
SY 2014 to 2018**

In-Kind Resources and Other Funding Sources List all in-kind resources and other funding sources	Description of In-Kind Resources and Other Funding Sources	Cost / Value 2014-15	Cost / Value 2015-16	Cost / Value 2016-17	Cost / Value 2017-18	Cost / Value 2018-19	Subtotal
HIDOE Personnel	Complex Area Superintendent (.05 FTE)	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$27,500
HIDOE Personnel	School Renewal Specialist (.05 FTE)	\$ 3,300	\$ 3,300	\$ 3,300	\$ 3,300	\$ 3,300	\$16,500
HIDOE Personnel	Fern Elementary Principal (.05 FTE)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$25,000
HIDOE Personnel	Kaewai Elementary Principal (.05 FTE)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$25,000
HIDOE Personnel	Kalihi Elementary Principal (.05 FTE)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$25,000
HIDOE Personnel	Kalihi Kai Elementary Principal (.05 FTE)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$25,000
HIDOE Personnel	Linapuni Elementary Principal (.05 FTE)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$25,000
HIDOE Personnel	Puuhale Elementary Principal (.05 FTE)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$25,000
	Subtotal	\$38,800	\$38,800	\$38,800	\$38,800	\$38,800	\$194,000
	TOTAL Amount of: In-Kind Resources and Other Funding Sources	\$238,800	\$238,800	\$238,800	\$238,800	\$238,800	\$1,194,000

Attachment 8
Organizational Chart

**Farrington Complex 21st Century Community Learning Center
Organizational Chart**

