Hawai'i 21st CCLC Evaluation Report Template – SY2017-18

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2017-18 the HIDOE is implementing a standardized template for evaluations of the 21st CCLC programs. Each subgrantee is required to complete this template with SY2017-18 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

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1.   General Information

Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	December 14, 2018
Grantee Name	Kanu O Ka ʻĀina Learning Ohana
Program Director Name	Te Benioni
Program Director Email	te@kalo.org
Evaluator Name	Andrea Nani Barretto
Evaluator Email	nanibarretto@gmail.com
Year of Grant	3

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Hakipuu Learning Center	5-12
Center 2	Kanu O Ka Aina New Century Public Charter School	PK-12
Center 3	Ke Kula O Samuel M. Kamakau	K-12
Center 4	Halau Ku Mana Public Charter School	6-12
Center 5	Kawaikini Public Charter School	K-12

Moving forward, please enter the centers in the same order for the tables to come.

2. Executive Summary

Program Description

The 21st CCLC sub-grantee, Kanu o ka 'Aina Learning 'Ohana (KALO), is a 501(c)3 organization experienced in administering afterschool programs statewide. This report reflects programming that took place in Year 3 of the grant cycle. KALO administers after-school programming at five sites across three Islands: On Oahu; Hakipu'u Learning Center (grades 4-12), Halau Ku Mana (grades 6-12) and, Ke Kula 'o Samuel M. Kamakau (grades K-12); on Hawai'i Island; Kanu o ka Āina (grades K-12) and on Kauai; Kawaikini (grades K-12). Schools were invited to participate based on their higher than average rates of Free & Reduced Lunch-eligibility, being one of Hawai'i's lowest-performing schools according to STRIVE HI results, and due to their struggle with poor graduation rates.

Evaluation Design

A multi-method evaluation, including performance monitoring and implementation and outcomes evaluations, was used across all centers. Site coordinator surveys, attendance and activity monitoring, and site observations were conducted to determine whether programs were being administered as planned, provide the subgrantee with feedback, and monitor whether programs were producing desired outputs. Monitoring information also helped clarify program challenges and successes, along with next steps to strengthen programming. End-of-year surveys administered to program staff, school day teachers, and program participants and their parents were used to gather information on stakeholders' perceptions of the program and its intended change in student outcomes.

Evaluation Results

Implementation Results
Of the web-based surveys administered, on average, centers completed 9 of 12 surveys. Hiring and retaining quality staff and volunteers emerged as a common challenge for all sites, as well as lack of parent involvement and tracking attendance.
Common successes included: increased participation over time; student excitement about coding and robotics classes; positive feedback from participants, their parents, and/or teachers; professional development opportunities; successful summer programs; math and/or reading improvements for individual students. Observations at four centers were also conducted using the APT-Observation tool. All four centers demonstrated, at an acceptable level, a welcoming and inclusive environment, a positive social-emotional learning environment, program space that supported the goals of the program, and acceptable levels of an overall schedule and offerings. In addition, activities that were observed demonstrated adequate programming and showcased staff that were building relationships and supporting students. Attendance over time was very difficult to monitor primarily due to the implementation of new attendance software that required more technical support and training than the sub-grantee anticipated. As reported by the sub-grantee director in his Spring APR report, Hakipuu enrolled 33 students, with 2 becoming regulars; Kanu enrolled 365 students, with 34 becoming regulars; Kamakau enrolled 68 students, with 31 becoming regulars; Ku Mana enrolled 61 students, with 47 becoming regulars; and, Kawaikini enrolled 108 students, with 76 becoming regulars.

Outcomes Results

Survey return rate has been an overall challenge for all sites, some data reliability is questionable due to lack of returned surveys. Results may not be reflective of actual student performance. Sites are working on strategies and incentives to increase survey participation for the coming year.

Three centers reported offering services for 12 hours or more per week, one center offered regular programs 11 hours weekly with occasional additional offerings, one site did not report data. (KPI Objective 2.4). Academic improvements in reading/language arts (KPI Objective 3.1) and academic improvements in math (KPI Objective 3.2) were not measured. The teacher survey administered did not include questions relating to language arts and math and test data for individual students was not requested from the schools. Data will be collected and analyzed during Project Year 4, using teacher surveys.

The program-specific goal is**:** KALO aims to provide high quality afterschool programming for students and their families, imbued in culture-based education and designed to impact academic performance in math, college and career readiness and socio-emotional well-being. Four objectives were listed in the original application and seven more were added. All objectives were met except one, which is in progress.

Conclusions & Recommendations

In conclusion, three centers were shown to be active in administering after-school programming to high need students. These centers provided children in grades K-12 a safe, nurturing place of supervision, along with a variety of academic and enrichment activities. Parents were pleased that their children had access to a safe and engaging place during afterschool hours, and students were happy to be engaged in worthwhile activities with their peers. The afterschool programming at the other w sites was more difficult to evaluate due to a lack of comprehensive data. The evaluator determined that programming did take place although it was at times irregular.

 Sample recommendations to the sub-grantee for Year 4 include: provide additional support and resources to the 2 underperforming centers; hire and/or retain programming staff that are high-quality and highly qualified; set performance expectations for all coordinators that include completing tasks (e.g., administering surveys) set forth by the external evaluator; offer opportunities for professional development for staff; and, provide guidance to centers as they design after-school programming that meets both KPI and program-specific objectives.

3. Program Description

3.A. PROGRAM DESCRIPTION

Provide a brief description of the program, including the following bullet points:

● Describe the organization operating the grant program.

● Provide the grant year (i.e., Year 1, Year 2, Year 3, etc.).

● Describe the community and schools involved in the program, including evidence that these are high-poverty communities.

● Did the organization offer any after-school programming prior to the grant? If so, when was such programming first offered?

The 21st CCLC sub-grantee, Kanu o ka 'Aina Learning 'Ohana (KALO), is a 501(c)3 organization that works with its partners to establish an autonomous, holistic, education environment for the children of Hawai'i: grounding every child and adult in the values that have shaped and empowered Hawaiians for generations; involving every member of the Hawaiian community in determining his/her educational path and preparing every child of Hawai'i to thrive in the modern world, free from oppression and with pride for our heritage. As a voice for evidence-based reform, KALO administers funding to Hawaiian-focused charter schools (HFCS) across Hawaii and promotes policies and practices that strengthen organizations to create innovative models of education for perpetuating Hawaiian culture. This report reflects programming that took place in Year 3 of the grant lifecycle. KALO administers after-school programming at five schools across three Islands: On Oahu; Hakipu'u Learning Center (grades 4-12), Halau Ku Mana (grades 6-12) and, Ke Kula 'o Samuel M. Kamakau (grades K-12); on Hawai'i Island; Kanu o ka Āina (grades K-12) and on Kauai; Kawaikini (grades K-12). Schools were invited to participate based on their higher than average rates of Free & Reduced Lunch-eligibility, being one of Hawai'i's lowest-performing schools according to STRIVE HI results, and due to their struggle with poor graduation rates.

Before receipt of the grant, KALO offered fee-for-service afterschool programming at one site (Kanu). Additionally, KALO administered two other programs: 1.) An enrichment program implemented at 12 Hawaiian Focused Charter Schools on three islands. The program included professional development, family and community engagement, and cultural and academic student programs. Timeframe: 2002-2005; and KALO aided nine Hawaiian Focused Charter Schools on three islands through a Temporary Aid for Needy Families (TANF) contract. Afterschool programs were implemented at each school including tutoring, cultural activities, art, technology, and health. KALO managed the data gathering, quality assurance and reporting for each school. These funds empowered communities through afterschool programs that reached approximately 4,600 participants. Timeframe: SY: 02/03 - SY 08/09

3.B.   PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see Section 4B: Evaluation Results. In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1. Goals

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

1.	SAMPLE: Improve academic achievement in math
1.	**Project Goal:** KALO aims to provide high quality afterschool programming for students and their families, imbued in culture-based education and designed to impact academic performance in math, college and career readiness and socio-emotional well-being.
2.	
3.	
4.	
5.	

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 examples in grey below. Enter all that apply.

Goal	Objective	Measure
1.	1.1 - To provide a research-based approach to afterschool math instruction that is aligned with both classroom content and Hawai'i's common core standards and incorporates regular formative assessment, tutoring, homework help, math centers and project-based learning.	Attendance records Teacher Survey
	1.2 - To provide college readiness services to students and their families that build on community college and university partnerships and reduce barriers, effectively preparing students for enrollment and success in post-secondary education.	HS graduation rates Attendance Student survey Parent Survey
	1.3 - To provide enrichment activities that build upon local partnerships that are engaging for students and their families, are tailored to each community and support socio-emotional well-being through culture-based learning, physical activity and wellness, service learning and/or project-based activities.	Student Survey Parent Survey APT-O

1.4 - Project sites will consistently implement the core curriculum, serving high-need students and their families by ensuring regular communication, consistent and adequate hours of operation, mutual respect and highly trained staff, in a safe and engaging environment.	Activity Forms, Observations, Staff Surveys, Parent Surveys
1.5 - 50% or more of students and their parents will report an overall satisfaction with after-school services.	Student survey Parent survey
1.6 - All centers will demonstrate characteristics consistent with quality teaching and learning environments.	APT-O
1.7 - 75% or more of stakeholders will report characteristics consistent with high quality programming	Student survey Parent survey Staff survey Teacher survey
1.8 - 75% or more of stakeholders will report perceived benefits of student participation in the after-school program.	Student survey Parent survey Staff survey
1.9 - All centers will demonstrate characteristics consistent with a positive social-emotional learning environment.	APT-O
1.10 - 75% or more of students and their parents will report experiences consistent with a structured and safe learning environment	Student survey Parent survey
1.11 - All centers will demonstrate characteristics consistent with a structured and safe learning environment.	APT-O

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in 2017-18 (including summer)

Center	2017-18 Enrollment – Total	2017 -18 Enrollment – Regular*	Grade Levels
Hakipuu Learning Center	33	2	5-12
Kanu O Ka Aina New Century Public Charter School	365	34	PK-12
Ke Kula O Samuel M. Kamakau	88	31	K-12
Halau Ku Mana Public Charter School	61	47	6-12
Kawaikini Public Charter School	108	76	K-12
Subgrantee Total	635	190	PK-12

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

Attendance Discussion

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged attendance?

Overall, regular attendance was high at 4 of the 5 centers. The fifth center, Hakipuu, is located at a school that serves a very small population and so naturally this center has lower attendance. Tracking and monitoring attendance has been a challenge due to technical difficulties that all coordinators encounter with the software program. At **Hakipuu**, 52% of the

students enrolled in the school are participants of the 21CCLC program. The main attendance challenge cited by the site coordinator is parents not contacting the site coordinator regarding student absences or early pick-ups. To encourage attendance, the coordinator frequently calls or text messages reminders to the families. Additionally, the student with the most positive attitude and best attendance for the term receives an award at the end of the semester. At **Kanu**, 58% of the student body is enrolled in 21CCLC programs. Due to its location (Kanu is located on the same campus as the sub-grantee), the coordinator has the most support from the sub-grantee director and therefore experiences very few challenges related to attendance. At **Kamakau**, 69% of their students participate in 21CCLC programs. No attendance challenges were reported by the coordinator. At **Ku Mana**, 45.5% of their students participate in 21CCLC programming. To meet school needs the coordinator is focusing 21CCLC programs on the secondary student population. Because secondary students are catching the bus from the other side of the island, many of them attend the program only when it's necessary to catch up on work or when they need extra homework assistance. The distance that students need to travel and the time it takes to travel that distance becomes a challenge for many students who would like to utilize this program more often. Higher attendance would probably be more likely if the program could target elementary school students, however, at this time school administrators encourage the coordinator to continue to focus on secondary students that are struggling academically. A **Kawaikini**, 79% of the school population is serviced by 21CCLC, the coordinator attributes the high attendance programming that is interesting to kids.

3.C.2   Participant Characteristics

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

The table will automatically compute totals in the final row.

Exhibit 4: Characteristics of Students Served

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Hakipuu Learning Center	0	0%	15	45%	0	0%	23	70%	10	30%
Kanu O Ka Aina New Century Public Charter School	269	74%	0	0%	0	0%	191	52%	174	48%
Ke Kula O Samuel M. Kamakau	34	50%	0	0%	0	0%	29	43%	39	57%
Halau Ku Mana Public Charter School	0	0%	0	0%	0	0%	36	59%	25	41%
Kawaikini Public Charter School	60	56%	13	12%	0	0%	51	47%	57	53%
Subgrantee Total	363	57%	28	4%	0	0%	330	52%	305	48%

Exhibit 5: Race/Ethnicity of Students Served

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	% White	% White
Hakipuu Learning Center	0	0%	3	0.1%	24	73%	1	.03%	0	0%	2	.06%
Kanu O Ka Aina New Century Public Charter School	3	.01%	40	11%	171	47%	6	2%	0	0%	25	7%
Ke Kula O Samuel M. Kamakau	2	3%	10	15%	48	71%	3	4%	0	0%	1	1%
Halau Ku Mana Public Charter School	0	0%	0	0%	60	98%	0	0%	0	0%	0	0%
Kawaikini Public Charter School	0	0%	1	1%	98	91%	0	0%	1	1%	8	7%
Subgrantee Total	5	.8%	54	8.5%	401	63%	10	2%	1	.2%	36	6%

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander.

3.D SUMMER AND INTERSESSION PROGRAMMING

Describe activities offered during summer and intersession.

In partnership with University of Hawaii at West Oahu and Kamehameha Schools, KALO offered an intensive 3-week summer college bridge readiness program ("A'alii Scholar Program") that focused on math, English, and archeology and served 19 students in grades 10-12 from Hakipuu, Kanu, Kamakau, Ku Mana and HPA. Students earned 7 college credits through the program.

In addition, summer programs were offered at 4 of 5 centers: Hakipuu, Kanu, Kamakau and Ku Mana.

Hakipuu offered a variety of summer programs to students in grades 4-12, including Gardening & Sustainability, Physical Health, Art Concepts, Music Production, Culinary Basics, and Strategies of Gaming. After surveying parents and students, the center did not offer any programs during intersessions because there was little to no interest. **Kanu's** 6-week summer program targeted PK-6 students and focused on Hawaiian culture. The program offered hula, head-to-toe wellness, Hawaiian games and bookmaking. Summer session also included a circus camp. **Kamakau's** 2-week summer program targeted K-12 students in a variety of enrichment and academic activities including gardening, book making, Pixar in a Box, The Stock Market Game, K'nex Club, 3D concepts, math club and exploring art. In addition, a 4-week driver's education program was provided to 5 age-eligible students. **Ku Mana's** summer program provided summer activities to students in grades 7-12. Students selected from a variety of activities. The program offered half-day or full day options. Sample activities included: mural painting in conjunction with site partner Mana Mele, 3-D printing, art classes, and videography. Attendance and motivation to attend maintained high throughout the summer program and included family activities, too. Many of the activities were administered in partnership with other community organizations, which contributed to new students enrolling in the fall program as well. College and career readiness activities were well received by high school students, although it was a challenge to transport these participants due to the high adult: student ratio required for bus trips.

In the table below, provide enrollment numbers and grade levels. The table will automatically compute total enrollment.

Exhibit 6: Students Served During Summer

Center	Summer Enrollment – Total	Grade Levels
Hakipuu Learning Center	15	4-12
Kanu O Ka Aina New Century Public Charter School	98	PK-6
Ke Kula O Samuel M. Kamakau	20	K-12
Halau Ku Mana Public Charter School	14	7-12
Kawaikini Public Charter School	0	N/A
Subgrantee Total	127	PK-12

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials
What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

Coordinators were given autonomy to choose what program materials are to be used at their center. Most of materials at **Hakipuu** were reported as: reading materials, classroom materials, PE equipment, art supplies, and other hands-on materials. **Kanu** reported using Wonder Bots, Code.org, querkles, and scholastic. **Kamakau** did not report the program materials used at its center. **Ku Mana** utilized a math intervention program called "I Ready". **Kawaikini** reported using an online program for its typing activity, hands-on materials for Lego League and Mango Math, and equipment such as LegoBots, computers, and iPads. The coordinator also reported using craft supplies, puzzles, play dough, books, gardening supplies, etc., that the students used on a regular basis.

3.E.2 Resources
What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

Coordinators were given autonomy to identify and locate the resources that were available to them and their respective programs. At the outset, **Hakipuu's** coordinator reported having access to only a handful of previously bought and/or donated musical instruments, one laptop, and a school administrator that was available for limited guidance. She quickly learned that the program and her role and responsibilities were to be self-created, with guidance from the sub-grantee. As for physical facilities, she was allowed access to one closet to store the program materials, did not have access to a work desk for the first few weeks, and was allowed to use one classroom for after-school programming. As the program grew, she gained access to more and more of the school's resources and space. She was given an operating budget from the sub-grantee to contract personnel and purchase materials. No money or personnel was provided by the school. She reported partnering with a local non-profit

organization, Alu Like, to secure additional personnel for the summer program. **Kanu's** coordinator reported having exclusive access to a classroom where she could store and maintain all her subgrantee-issued items and a workspace to store and compete paperwork and planning activities. The program receives support from the school's volunteer parent organization to help facilitate parent engagement activities. Partners include Hawaii Community College, RATU Rugby Club and Cirque 'Ohana. **Kamakau** partnered with Mana Mele. **Ku Mana's** coordinator reported having access to the school's facilities, including the buses. She also partnered with a local non-profit, Mana Mele. **Kawaikini** had access to large covered outdoor learning area and individual classrooms.

3.F.   STAFF AND OTHERS INVOLVED IN THE PROGRAM

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

Hakipuu's coordinator reported contracting with a variety of staff each semester, some of whom were day-time teachers at the public charter school where the center is located. She also partnered with a local non-profit organization over the summer, hiring two classroom aids (other). **Kanu's** coordinator reported hiring a lead teacher to run the Keiki Care program. This person was responsible for watching and helping students with homework. High School Student assistants were also hired to assist the lead teacher. School day teachers were utilized as tutors. **Kamakau** provided the numbers reflecte4d in Exhibit 7, however, they did not provide a description of staff and roles. At **Ku Mana**, all staff were school-day teachers or non-teaching school staff. One benefit to hiring faculty and staff from the school was that they were already certified to drive school buses and could take after-school students on field trips. **Kawaikini's** coordinator reported hiring one administrator (site coordinator), college students, community members, high school students, a school day teacher, non-teaching staff, and a sub-contracted employee. Exhibit 7 reflects staff by position during Fall 2017 and Spring 2018 programming, as reported by the sub-grantee's program director on his annual APR report. Exhibit 8 reflects the average hours per week by position, as reported by site coordinators.

Exhibit 7. Number of Staff by Position

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
Hakipuu Learning Center	1	0	0	0	0	0	0	0	0	0	1	0	0	0	5	0	0	0
Kanu O Ka Aina New Century Public Charter School	2	0	0	0	0	2	0	7	0	0	3	0	1	0	1	2	0	0
Ke Kula O Samuel M. Kamakau	1	0	0	1	2	1	0	0	0	3	6	0	0	0	0	0	0	1

Center																		
Halau Ku Mana Public Charter School	1	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0	0	0
Kawaikini Public Charter School	1	0	3	0	1	0	2	0	0	0	2	0	0	1	1	0	0	0
Subgrantee Total	6	0	3	1	3	5	2	7	0	3	14	0	1	1	7	2	0	1

Exhibit 8. Average Hours per Week by Position

Center	Adminis-trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Hakipuu Learning Center	30	0	0	0	0	5	0	20	5
Kanu O Ka Aina New Century Public Charter School	40	0	0	10	0	0	0	0	23
Ke Kula O Samuel M. Kamakau	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Halau Ku Mana Public Charter School	20	0	0	0	0	15	0	0	0
Kawaikini Public Charter School	30	10	10	11	0	2.5	3	5	0
Subgrantee Total	120	10	10	21	0	22.5	3	25	28

3.G. PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below.

Exhibit 9: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	0
Raise funds	0	0
Provide programming/activity related services	0	2
Provide goods	0	0
Provide volunteer staffing	0	0
Provide Paid Staffing	0	0
Other	0	0
Subgrantee Total	3	0

Partnership Description

Provide a brief description of successes with partnerships.

The sub-grantee's program director reported that its partnership with University of Hawaii West Oahu and Kamehameha Schools added value to the overall program allowing KALO to offer a college bridge program to high school students helping to prepare both students and parents for the college experience. And also stated "Our partnership with our program evaluator has been successful in helping our program evaluate gaps and determine and implement corrective actions."

Provide a brief description of challenges with partnerships.

Looking at the broader picture the program director reported that the biggest challenge has been assisting site coordinators in identifying suitable partners from each of the site's surrounding community that can help regularly and maintaining the partnerships over time. For example: The Kohala Center has been a partner with Kanu over the past couple of years, but they were not this year, due to limited funding on their part, and wanting to share their funds with other community entities.

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.

At **Hakipuu**, the coordinator reported that parents are always invited to volunteer, assist, and observe any of the program activities. However, she also said that most family engagement comes from the bi-semester student learning demonstrations ("ho'ike"), a time when parents come to see what their children have created and/or learned during their time in the after-school program. Engagement events went very well during this reporting period, and attendance was high amongst parents and siblings. The coordinator at **Kanu** reported high involvement at parent engagement events including: literacy night, two book fair events that included book making and parents reading to children, math night and a STEM Halloween event. **Kamakau** did not provide a description of its program's family involvement component. At **Ku Mana**, because most of the after-school instructors are also school day teachers, the coordinator reported leveraging the school's school-wide family events, such as Lake Family Day or craft fair, by incorporating a grant-funded activity. She also used these events as opportunities to inform parents of after-school program offerings and the schedule of activities. **Kawaikini's** coordinator reported that her family component consisted of classes that provided parents with support from other parents, especially as it related to concerns with their children. Said said, "these parents are all trying to look for a way to be able to better support the education of their children, by learning the language which is the learning medium for children here at the school". She said the classes also helped to support the educational goals of Kawaikini, one which is to provide instruction in the Hawaiian language, as well as the cultural aspect that goes along with it. One challenge, she said, "is attendance of those parents that are tired after a long week of work or that don't want to stick it out for the entire year."

4.   Evaluation

4.A.   EVALUATION PLAN

4.A.1. Evaluation Design Overview
Provide a one-paragraph brief overview of the evaluation design.

A multi-method evaluation including performance monitoring and implementation and outcomes evaluations was used across all centers over the course of the reporting period. Monthly survey administrations to site coordinators, attendance and activity monitoring, and mid-year site observations were conducted to determine whether programming was being administered as planned (quality and quantity), to provide the subgrantee with feedback about the programs being administered, and to monitor whether programs were producing the desired outputs. Monitoring information also helped clarify program challenges and successes, along with next steps for program strengthening. End-of-year surveys were administered to program staff, school day teachers, and program participants and their parents and were used to gather information on stakeholders' perceptions of the program and its intended change in student outcomes.

4.A.2. Implementation Evaluation
Describe how program implementation is being documented.

Sample Implementation Questions:

Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

What challenges have been faced in implementing the program, and how are those challenges being addressed?

Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?

Are program activities interesting and valuable to students, teachers, administrators, and community partners?

What are the plans to ensure effective program implementation next year?

What implementation questions are being answered?	SC's were required to submit a monthly Progress Report, with answers to the following questions:
	● What new activities or programs were administered?
	● What family engagement activities or programs were conducted?
	● What new partnerships were forged and what is the current status of any pre-existing partnerships?
	● What challenges have you and/or your site experienced?
	● What successes have you and/or your site experienced?
	● What questions do you have at this time for the program director?
	Site visits were also conducted midway through the school year to observe the actual experiences that occur in the after-school setting, including

	children's interactions with staff and peers and their participation in different activities, and to document characteristics such as youth:adult ratio, group size, program offerings, and connections with parents and schools. Attendance and program activity was monitored in order to answer the following: ● How many and what types of activities are being offered at sites? ● How often are activities being offered? ● How many participants are attending each activity? ● How is participation changing over time? (Increasing? Decreasing? No change?) ● What are the gaps in programming?
What data collection methods are being used (e.g. interviews, observations)?	Site coordinators were asked to complete and submit a monthly Progress Reports in the form of a Google Survey. Site observations were carried out by a trained external evaluator using the APT Observation (APT-O) Tool. Both structural and process quality features of after-school programs were measured. Attendance and program activity were monitored monthly by running reports in the software program used to register participants and maintain daily attendance (EZReport). Paper-and-pencil surveys were administered to all stakeholders (program administrators, staff, school day teachers, and participants and their parents) at the end of the school year. Year-end surveys were also administered to the Program Director and Site Coordinators to gather the required information for this report that was not collected ahead of time.
What is the timing of data collection?	Site coordinators were asked to complete and submit the Progress Report survey by the 15th of every month, to reflect experiences and activities carried out in the previous month. Centers were observed in March and April 2018. Attendance and program activity were monitored on a monthly basis. And stakeholder surveys were administered once at the end of the school year (May 2018).

Site coordinators were also asked to complete New Activity Forms prior to the start of any new activities or classes, describing the proposed activity in detail, the proposed number of participants, expected outcomes, and budget details. Forms were expected to be signed by SC's and school principals. At the conclusion of the activity or class, SC's were expected to complete a Close-Out Form, describing any changes to the proposed activity and/or budget, in addition to lessons learned and successes. Unfortunately, submission of forms by coordinators were not consistent over the course of the reporting period.

4.A.3. Outcomes Evaluation
Describe how program outcomes are being evaluated.

Sample Outcomes Questions:
To what extent do students who participate in the program show improvements in behavior?
To what extent do students who participate in the programs show academic gains?
To what extent has the program achieved its objectives?
What factors have affected program success?

What outcomes questions are being answered?	**Day-time teachers** were asked to respond to the following questions for each student that participated in at least 30 days of the after-school program (Part I): To what extent has (enter name of student) changed his/her behavior in terms of: 1. Improvement in assigned work completion and class participation? 2. Improvement in classroom behavior? 3. Turning in assigned work on time? 4. Regularly attending school? 5. Coming to school motivated to learn? 6. Getting along well with other students? **Day-time teachers** were asked to respond to the following questions (Part II): 1. Do you feel that the after-school program offers assistance to students that relates to what is being taught during the school day? 2. Do you feel that the after-school program offers a variety of enrichment activities to participants? 3. Do you feel that you are well informed about the after-school program and what happens there? 4. How often have you visited the after-school program? 5. How often do you interact with after-school program staff? 6. How often do you communicate with after-school program staff about particular students or curriculum? **Students in 4-12th grade** were asked the following: 1. Do you enjoy the after-school program? 2. How many days each week would you like to attend the after-school program? 3. Do you feel safe in the after-school program? 4. Do after-school staff help you with your homework? 5. Do you have enough quiet time to complete homework at the after-school program? 6. Are you doing better in school since you started coming to the after-school program? 7. Do you feel happier or less stressed since attending the after-school program? 8. Would you like more time for activities, other than homework, in the after-school program? 9. Do you have friends, or someone you like, in the after-school program? 10. Do you feel comfortable talking to the after-school staff? 11. Does the after-school staff time time to help you or talk with you when you need it? 12. Would you tell others to participate in the after-school program? 13. Why do you participate in the after-school program? 14. What would you be doing otherwise? 15. What is your favorite part of the after-school program? 16. What could make the after-school program better? **Parents of participants** were asked the following questions: 1. What do you think of your child's after-school program?

And were asked to rate the following program elements:
2. Overall after-school program
3. Safety of your child
4. Atmosphere and comfort
5. Snacks
6. Hours of operation
7. Transportation provided

And were asked to what extent s/he agreed or disagreed with the following program elements:
8. Satisfaction with activities offered
9. Adequate quiet time to complete homework
10. Helps child get homework done on time
11. Adequate opportunity for physical activity
12. Child enjoys attending
13. Child feels comfortable
14. Child seems happier or less stressed
15. Child has friends
16. Child completes homework with greater ease
17. Child has better attitude towards school
18. I am comfortable talking with staff
19. Staff welcomes suggestions from parents
20. Staff keeps me informed about my child's day
21. Staff welcomes parents who wish to observe
22. I am comfortable with how staff handles discipline problems
23. Staff encourages positive interactions among children
24. I am satisfied with number of adult staff available to work with students
25. I am satisfied with the manner adult staff interact with students
26. Staff has clearly informed me about how to contact them during after-school program
27. I am satisfied with overall performance of the staff

And other questions,
28. How many days per week would be ideal?
29. Why does your child attend?
30. What would s/he be doing after school if not attending?
31. What do you like best about the program?
32. What are some things you would like to see changed?
33. How many times have you observed the program?
34. Have you been involved as a volunteer?

CCLC staff were asked the following questions:
1. What is your role in the after-school program?
2. Check highest level of education completed
3. Describe any previous experience working with children
4. What opportunities for staff development have you had this year?
5. Please check three areas in which you'd like training
6. Describe types of activities you regularly do with after-school children

To what extent do you agree or disagree with the following:
7. I am aware of what happens during school day
8. The school supports the after-school program
9. The school shares its resources with the after-school program
10. Teaches inform after-school program staff when individuals are having a bad day
11. The program relates to what is being taught during the school day

	12. School day teachers are well informed of what happens in the after-school program 13. After-school staff communicate regularly with school day teachers about students' homework 14. There is an established system for homework check 15. After-school staff keep parents informed about the program 16. After-school staff keep parents informed about individual students 17. After-school program staff welcome parents to observe 18. After-school staff welcome parents to participate 19. There is a balance between academic and enrichment activities 20. After-school program staff have sufficient resources to conduct activities 21. After-school staff have adequate support from the site coordinator 22. After-school program staff have adequate support from program director at KALO 23. Program helps students academically and/or in homework completion 24. Program helps students learn how to get along with others 25. Program facilitates positive behavior among the participants And were asked to answer the following questions: 26. Do you think your after-school program benefits some students more than others? 27. What are your greatest successes in the after-school program this year? 28. What have been the greatest challenges in the after-school program this year?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	All instruments were administered to respondents using paper-and-pencil surveys. Data were collected by site coordinators and entered into pre-made spreadsheets. An external evaluator collected the spreadsheets and analyzed the data.
What is the timing of data collection?	All surveys were administered to respondents during the last month of the 2017/2018 school year. Surveys were to be completed and submitted to SC's within one month.

Click here to type or paste any additional program outcomes information.

4.B.   EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to Section 4.A.2 above.

On average, site coordinators completed 9 of 12 monthly surveys (72%), two coordinators completed 10 (of 12) surveys; and the remaining coordinators completed 11, 9, and 3 surveys, respectively. On the surveys, coordinators reported all new activities and/or classes that were added to their program offerings each month, family engagement activities and/or programs that were conducted each month, and new community partnerships that were forged. Common challenges to administering after-school programming as reported by site coordinators included: locating, hiring, and retaining staff; unreliable staff and volunteers and/or lack of quality staff;

lack of parent involvement; and, tracking attendance. Common successes experienced by coordinators included: greater enrollment and participation over time; student excitement about coding and robotics classes; positive feedback from participants, their parents, and/or teachers; locating and hiring new staff; professional development opportunities for after-school staff; successful summer programs; perceived improvements in math and/or reading for particular students; and, activities and/or classes that were very positively received by participants. Coordinators also had opportunities to express concerns and/or questions they had for the program director.

Hakipu'u report providing afterschool services 13 hours weekly during the school year and 32 hours weekly for summer session serving students in grades 6-12. Classes included tutoring, book club, fitness fix, music, tinkering/robotics, breakfast club, fitness fix 2, modern art, and STEM tutoring. **Kanu's** site operates 15.5 hours weekly, during the school year ant 45 hours weekly during summer session. The site provided structured after-school care that included homework help and enrichment activities daily (M-Th: 3:00p to 5:30p; and F: 12p to 5:30p) to K-5th grade students throughout the school-year. Additional activities offered on a daily basis to these students and others included: math club (grades 6-8), math tutoring (grades 6-8), book to film class (grades 3-6), Hawaiian language and culture class (grades K-12), Hawaiian dance class (grades K-6), cooking class (grades K-6), circus (grades PK-12), science club (grades PK-6), study hall (grades 6-12), weekly college courses offered in partnership with Hawaii community college, and robotics during the spring (grades 4-8). A highlight of the 21CCLC programs included a college exploration trip to the Pacific Northwest where 19 students visited 11 colleges, and explored academic opportunities, financial aid options and extra-curricular activities at each school. **Kamakau** reported operating 11 hours weekly during the school year and 35 hours during summer session serving students in grades K-12 students in topics related to STEAM such as gardening, math camp, art exploration, 3D modeling and K'nex club. **Ku Mana** provided after-school programming and a summer session, including math interventions, math tutoring, and arts & cultural classes.

Site observations were also conducted midway through the school year using the APT-Observation tool (APT-O) (see attachment) to observe the actual experiences that occur in the after-school setting, including children's interactions with staff and peers and their participation in different activities, and to document characteristics such as youth-to-adult ratio, group size, program offerings, and connections with parents and schools. The standardized instrument offers a four point, "how true" rating scale, designed to answer the question "how true is it that this statement describes what I observed?" on a scale from 1 (not true) to 4 (very true).

The arrival time scale included the following four statements: staff greet/acknowledge youth as they arrive; youth seem to know the arrival routine and follow it without reminders; activities or snacks are available for youth to become engaged in as soon as they arrive; and, staff engage in friendly verbal exchanges (i.e., chats) with youth. The scale that measured whether the program space supports goals of programming (space) included the following five statements: Books, games and other program equipment are in good working condition; the environment is conducive to learning; space is well organized; (if program has own space) the indoor space reflects the work of children and youth; and, (if program has own space) materials reflect a wide

variety of cultures, ethnicities, races and/or religions. The scale that measured the overall ratings of the program schedule and offerings included the following five statements: program pace is relaxed and flexible; program day flows smoothly, is organized; program offers youth a balance of activities, variety of experiences; program offers youth a balance of instructional approaches; and, program day offers a balance of group sizes. The social-emotional environment scale included the following six statements: staff-youth interactions are positive and respectful; staff apply rules and limits fairly and consistently to youth; staff are respectful and supportive of one another, cooperate with one another; youth are kind and respectful of each other; when minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention; and, when negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene to facilitate youth-youth conflict resolution. The nature of activity scale included: the activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time; activity is challenging, stimulates thinking; activity offers youth choice and decision-making; and, activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team. The scale that measured whether staff build relationships and support individual youth included: staff engage in friendly verbal exchanges (i.e., chats) with youth; staff encourage individual youth; staff exhibit appropriate, professional conduct around youth; staff listen actively, attentively and patiently to youth; when youth ask for help, staff provide individualized assistance to youth; and, when an individual youth is having a problem or is upset, staff pay attention and try to help him/her. And finally, the youth participation in activity time scale included: youth are busy and engaged in conversation or activities; youth follow program rules and behavioral expectations; youth appear in control of themselves; youth help select, lead or contribute to the running of the activity; and, youth are cognitively engaged and/or focused on solving problems.

On a scale from 1 (not true) to 4 (very true), **Hakipuu's** overall after-school programming scored a 3.25 on arrival time; a 4.0 on the program space scale; a 3.4 on the scale that measured schedule and offerings; and, a 3.5 on the social-emotional environment scale. One activity ("Making Modern Art") was observed and was scored a 2.5 on both the nature of activity scale and the scale that measured staff building relationships and supporting individuals, along with a 2.6 on the youth participation scale. **Kanu's** overall after-school programming scored a 2.25 on arrival time; a 2.33 on the program space scale; a 2.6 on the scale that measured schedule and offerings; and, a 2.75 on the social-emotional environment scale. The homework help portion of the after-school programming scored a 1.5 on the space scale; a 3.0 on the youth participation scale, a 3.0 on the effective staff management scale; and, a 2.67 on the staff individualization scale. Two additional activities were observed: a book-to-film class and a hula class. The nature of activity scale was scored a 2.25 and 2.75, respectively. The scale that measured staff building relationships and supporting individuals was scored a 3.0 for both classes; and, the youth participation scale was scored a 1.6 and 3.0, respectively. **Kamakau's** overall after-school programming scored a 2.5 on arrival time; a 2.67 on the program space scale; a 2.6 on the scale that measured schedule and offerings; and, a 4.0 on the social-emotional environment scale. One activity, an ukelele class, was observed and scored a 3.0 on the nature of activity scale; a 4.0 on the scale that measured staff building relationships and supporting individuals; and, and a 3.4 on the youth participation scale. No site observations were conducted at **Ku Mana** due to lack of programming at the time of site visits because of absence of the site coordinator. **Kawaikini's**

overall after-school programming scored a 2.0 on arrival time; a 3.0 on the program space scale; a 3.0 on the scale that measured schedule and offerings; and, a 2.33 on the social-emotional environment scale. The homework help portion of the after-school programming scored a 4.0 on the organization scale; a 3.0 on the youth participation scale, a 2.0 on the effective staff management scale; and, a 2.33 on the staff individualization scale. Three different activities were observed: robotics, typing, and math tutoring. Robotics scored the highest on the nature of activity scale (3.5); robotics and typing tied for the highest score on the scale that measured staff building relationships and supporting individuals (3.8); and, typing scored the highest on the youth participation scale (3.2).

To monitor program attendance and activity, coordinators were expected to register and maintain attendance of program participants using EZReports, a powerful and comprehensive web-based software for managing after-school programming. Reports were run monthly by the evaluator, with summary reports provided to the program director. However, data were very unreliable as many of the coordinators reported not feeling confident in entering the data into the program. Even at the writing of this report, attendance and program activity are not being entered into EZReports consistently or completely. Attendance is being manually recorded using excel spreadsheets.

At the end of the year, coordinators were informally interviewed to discuss challenges encountered with implementing after-school programs, and strategies to address those challenges; the community-based partnerships they established or maintained over the year; and, their plans to ensure effective program implementation next year. **Hakipuu** reported some challenges with attendance and student engagement. As the coordinator, she said she "did her best to coordinate with the daytime teachers to offer classes that were geared toward 21st skills, were STEAM based, and involved students that were lacking in the classroom during the school day". However, some students who had been signed up by their parents were not always enthusiastic about their classes, and at times, it was difficult to get them to class. She held her programs right after the school day, so students would transition from hours of school work to the after-school program. Overall, after a few weeks most students warmed up to the classes and some attendance improved. In terms of partnerships, this center worked primarily with Alu Like and did not partner with any other community-based programs. And in terms of future plans, the coordinator reported having learned a lot regarding areas where her program can be improved. First, based on student and teacher surveys, she decided to push back the start time from 2:30 to 3:00pm so that students can have a break between the school-day classes and the after-school activities and so that teachers can have more time to prepare for after-school activities. She also plans on encouraging students to invite their family members, such as parents and siblings, to the family activities in efforts to promote family engagement outside of its regularly scheduled ho'ike events. For **Kanu**, its coordinator reported that her biggest challenge was having the space for all the students and recruiting and maintaining staff. The former was addressed when the center gained permission to use classrooms on an as-needed basis. The school-day staff have also learned to respect more the program space and the after-school staff, and now day-time and after-school staff are able to work together in that space. In terms of partnerships, it continues to partner with Cirque 'Ohana, RATU Rugby Club and, Hawaii Community College, . Her plans for effective program implementation this year include: adding

more structure to the keiki care program such as creating a permanent schedule, so participants know what happens daily, and adding more small group activities. She also opened the programs to other student groups, to provide them another programming option. **Kamakau's** coordinator was unavailable for an interview at the time of this reporting due to turn-over in staff.

For **Ku Mana**, the biggest challenge reported by the coordinator was dealing with her frequent illnesses, during which times she had very little coverage. Other challenges reported included: the performance of the summer staff wasn't as high as it could have been; she had to serve two roles, both site coordinator and program instructor; and, she had to work a second job. Next time, she says, she will focus more on her site coordinator role (vs. class instructor) so that she can be more available to parents and have time to deal with issues that come up during the summer program. The biggest challenge during the school year, she reported, was getting students to register early for the tutoring classes. Instead they enrolled mid-quarter once their grades began slipping, which was sometimes too late to make progress. She is encouraged by the steady increase in attendance each year. To ensure effective program implementation this year, she has hired another staff member to help with the program. **Kawaikini's** coordinator expressed frustration with tutor reliability. She also had challenges related to recruitment and enrollment of students. To improve her programs this year, her intention is to complete things in a timely manner and to hire someone not affiliated with the school to help lead program activities.

4.B.2   Key Performance Indicators (KPIs) – Objective 1

Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)
Hakipuu Learning Center	100%
Kanu O Ka Aina New Century Public Charter School	81.8%
Ke Kula O Samuel M. Kamakau	Not Reported
Halau Ku Mana Public Charter School	No data received
Kawaikini Public Charter School	51.4%

Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior
Hakipuu Learning Center	100%
Kanu O Ka Aina New Century Public	27.3%

Charter School	
Ke Kula O Samuel M. Kamakau	Not Reported
Halau Ku Mana Public Charter School	No data received
Kawaikini Public Charter School	51.4%

KPI Objective 1 Discussion

Please describe particular successes related to Objective 1. What data/evidence are these success and challenges based on?

> The three sites that had data to report show an increase in homework turn in and improved classroom behavior, however only a sampling returned surveys.

Please describe particular challenges related to Objective 1. What data/evidence are these success and challenges based on?

> Survey return rate has been an overall challenge for all sites, data reliability is questionable due to lack of returned surveys. Results may not be reflective of actual student performance. Two centers did not administer the required surveys; 1 center only had 2 regular attendees to report on (Hakipuu); and the two remaining centers (Kanu and Kawaikini) had minimal surveys returned (13 of 34 and 46 of 88, respectively). Of total surveys that were administered (N=153), 57.5 percent (n=88) of the surveys were returned. Performance outcomes are challenging to report when data is limited and/or data sets are incomplete.
>
> Sites are working on strategies and incentives to increase survey participation for the coming year.

4.B.3 Key Performance Indicators – Objective 2

Objective 2: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

Exhibit 12: Performance on KPI Objective 2 – Core Educational Services

Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	**Reading & Literacy**	**Math**	**Science & Technology**	**Other (specify)**
Hakipuu Learning Center	Y	N	Y	
Kanu O Ka Aina New Century Public Charter School	Y	Y	Y	
Ke Kula O Samuel M. Kamakau	N	Y	N	
Halau Ku Mana Public Charter School	N	Y	N	
Kawaikini Public Charter School	N	Y	Y	

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

> 94% of parents rated the overall afterschool program as good or excellent and 95% of students reported that they would definitely tell others to participate in the afterschool program.

Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities

Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)						
Center	**Arts & Music**	**Physical Activity**	**Community Service**	**Leadership**	**Tutoring/ Homework Help**	**Other (Specify)**
Hakipuu Learning Center	Y	Y	N	N	Y	
Kanu O Ka Aina New Century Public Charter School	Y	Y	N	N	Y	
Ke Kula O Samuel M. Kamakau	Y	N	Y	N	N	
Halau Ku Mana Public Charter School	Y	N	N	N	Y	
Kawaikini Public Charter School	N	N	N	N	Y	

Exhibit 14: Performance on KPI Objective 2 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	**Number of parents/ family members participating**	**Description of services to parents and other family members.**
Hakipuu	5-20 at each event	Parents are invited to see their children perform and present on the activities/classes that they participated in during that semester's program. All of these events are potluck style.
Kanu o ka Āina	56 per event	Literacy night, two book fairs, STEM Halloween event, math night
Kamakau	Not Reported	Not Reported
Halau Ku Mana	Not Reported	Many times, during these events there are opportunities for the parents to learn how to do a different type of craft or cultural knowledge. The parents enjoy participating in these types of events since many of them do not have those opportunities outside of our family events.
Kawaikini	8	Parent engagement Hawaiian language class, which allows parents to gain an understanding of the language so that they may take an active role in the education of their child.

Parent/Family Services Discussion

Provide a brief description of successes in providing services to parents and other family members.

In general, sites offer services to parents and other family members on an event basis. Based on observations and informal interviews, events happen about 2 to 6 times per year and not at all centers. **Hakipuu's** coordinator reported that parent events where their children demonstrate their learning are very successful and provide a positive experience for both students and their families. To optimize parent attendance, the date and times of these events are based on survey responses from parents. Parents are often very appreciative to be able to see their children express what they've learned, and staff has also reported how much they enjoy these events. **Kanu** reported the partnership with the school's parent organization as a positive interaction between 21CCLC staff and the school. **Kawaikini's** coordinator reported that parents reported benefits from attending their Hawaiian language classes, including the ability to help their children with homework classes, as well as the ability to use simple phrases with them at home.

Provide a brief description of challenges in providing services to parents and other family members.

All sites experienced challenges in providing services to parents and other family members related to parents' busy lifestyles, many work multiple jobs and travel distance to and from work and find it difficult to attend events after a long day at work. Another challenge identified for some parents was a lack of reliable transportation. One site coordinator said that for some parents' "it becomes more inconvenient to participate than to not participate". Sites also have families that are homeless, which presents additional challenges for family participation.

Exhibit 15: Performance on KPI Objective 2 – Hours per Week

Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.		
Center	**Number of hours per week services offered during the school year**	**Number of hours per week services offered during summer and holidays**
Hakipuu Learning Center	13	32
Kanu O Ka Aina New Century Public Charter School	15.5	45
Ke Kula O Samuel M. Kamakau	11	35
Halau Ku Mana Public Charter School	Not Reported	Not Reported
Kawaikini Public Charter School	17.5	0

[**Key Performance Indicators (KPIs) – Objective 3**

Objective 3 - 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.

Need among target schools was determined by examining several factors: KALO's sites have a 62% free/reduced lunch eligibility compared to the State's 46% rate; target schools have low achievement based on State Standardized Testing, some have lower than the State Average graduation rates and college going rates.

4.B.4   Key Performance Indicators (KPIs) – Objective 4

Objective 4: Regular participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

**Exhibit 16: Performance on KPI Objective 4 –
Academic Improvement in Reading/Language Arts**

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	**Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring**	**Primary Source of Data on Improvement:**		
		Grades/ Course marks?	**Assessment/ Test Scores?**	**Teacher Surveys**
Hakipuu Learning Center	Not Assessed	☐	☐	☐
Kanu O Ka Aina New Century Public Charter School	Not Assessed	☐	☐	☐
Ke Kula O Samuel M. Kamakau	Not Assessed	☐	☐	☐
Halau Ku Mana Public Charter School	Not Assessed	☐	☐	☐
Kawaikini Public Charter School	Not Assessed	☐	☐	☐

Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	**Percentage of regular program participants with IMPROVEMENT in math from fall to spring**	**Source of Data on Improvement:**		
		Grades/ Coursemarks?	**Assessment/ Test Scores?**	**Teacher Surveys**
Hakipuu Learning Center	Not Assessed	☐	☐	☐
Kanu O Ka Aina New Century Public Charter School	Not Assessed	☐	☐	☐
Ke Kula O Samuel M. Kamakau	Not Assessed	☐	☐	☐
Halau Ku Mana Public Charter School	Not Assessed	☐	☐	☐
Kawaikini Public Charter School	Not Assessed	☐	☐	☐

KPI Objective 4 Discussion

Please describe particular successes or challenges related to KPI Objective 4.

The teacher survey did not include questions relating to language arts and math and test data for individual students was not requested from the schools. Data will be collected and analyzed during Project Year 4, using teacher surveys.

4.B.5   Achievement of Program-Specific Objectives
Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:
   - Met
   - Not met
   - Progress
   - No progress
   - Unable to measure

Copy objectives and measures from the table in section 3.B.2 into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 18: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
To provide a research-based approach to after-school math instruction that is aligned with both classroom content and Hawai'i's common core standards and incorporates regular formative assessment, tutoring, homework help, math centers and project-based learning.	Activity Forms, Monthly Monitoring Forms, Observations, Staff Surveys	Math instruction was offered at 4 of 5 centers, and incorporated tutoring, homework help, centers, and project-based learning and structured intervention curriculum. However, documentation was not provided to demonstrate that the approach was research-based and incorporate regular formative assessment.	Progress
To provide college readiness services to students and their families that build on community college and university partnerships and reduce barriers, effectively preparing students for enrollment and success in post-secondary education.	Activity Forms, Monthly Monitoring Forms, Observations, Staff Surveys	17 students participated in college courses offered onsite at KALO. Summer Bridge Program provide bridge between high school and college. Family meetings provided information about financial aid options. 19 students visited 11	Met

		Pacific Northwest Colleges.	
To provide enrichment activities that build upon local partnerships that are engaging for students and their families, are tailored to each community and support socio-emotional well-being through culture-based learning, physical activity and wellness, service learning and/or project-based activities.	Activity Forms, Observations, Parent Surveys, Staff Surveys, Student Surveys	All centers provided quality enrichment activities that were engaging for students. Many of the activities were tailored to each community and many supported social-emotional well-being through culture-based learning and physical activity and wellness. Least prevalent were activities that incorporated service learning or project-based activities.	Met
Project sites will consistently implement the core curriculum, serving high-need students and their families by ensuring regular communication, consistent and adequate hours of operation, mutual respect and highly trained staff, in a safe and engaging environment.	Activity Forms, Observations, Staff Surveys, Parent Surveys	All centers served high-need students. Four centers consistently implemented core curriculum. Four centers had consistent and adequate hours of operation. There is a lack of data to support mutual respect and highly trained staff. The four centers that were observed all demonstrated programs in a safe and engaging environment.	Met
50% or more of students and their parents will report an overall satisfaction with after-school services.	Student survey Parent survey	94% of parents rated the overall after-school program as good or excellent. 97% of parents agreed or strongly agreed with the statement, "I am satisfied with the kinds of programs and activities offered at the after-school program". 100% of parents agreed or strongly agreed with the statement, "I am satisfied with the overall performance of the after-school staff." 65% of students reported enjoying the after-school program most times or almost always.	Met
50% or more of students would tell others to	Student survey	95% of students reported that they would definitely	Met

participate in the after-school program if asked.		tell others to participate in the after-school program.	
All centers will demonstrate characteristics consistent with high quality teaching and learning environments.	APT-O	Based on the ratings of a trained observer, it was "mostly true" at 2 of the 4 observed centers that statements consistent with the overall program ratings and impressions (were what was observed by the observer. For the other 2 centers that were observed, it was "somewhat true". Observations consistent with "program space supports goals of programming" were "somewhat true" for 2 centers (Kanu and Kamakau), "mostly true" for 1 center (Kawaikini), and "very true" for 1 center (Hakipuu). Observations consistent with "overall schedule and offerings" were "somewhat true" for 2 centers (Kanu and Kamakau) and "mostly true" for 2 centers (Kawaikini and Hakipuu). Observations consistent with "overall social-emotional environment" were "somewhat true" for 2 centers (Kanu and Kawaikini) and "mostly true" for 2 centers (Kamakau and Hakipuu). On a scale of 1 (not true) to 4 (very true), the total average score across all 4 observed centers was a 3.0 (mostly true), which supports this objective being met.	Met
75% or more of stakeholders will report characteristics consistent with high quality programming	Student survey Parent survey Staff survey	30% of student respondents (N=20) indicated that s/he "almost always" (55% said "most times", 10% said "sometimes", and nobody	Met

		said "no, hardly ever") feels comfortable talking to the after-school staff. 70% of student respondents indicated that the after-school staff take time to help him/her or talk with him/her when s/he needs it "almost always" (25% said "most times", 5% said "sometimes", and nobody said "no, hardly ever"). 87.5 percent of parents surveyed (N=34) agreed or strongly agreed with the statement, "There is adequate quiet time for my child to complete homework." 91% agreed or strongly agreed with the statement, "The after-school program has helped my child get his/her homework done on time." And 85.3% agreed or strongly agreed with the statement, "There is adequate opportunity for physical activity."	
75% or more of stakeholders will report perceived benefits of student participation in the after-school program.	Student survey Parent survey Staff survey Teacher survey	When asked, "How many days each week would you like to attend the after-school program?", 30% of student respondents (N=20) said every day; 50% said 4 days per week; 20% said 2 or 3 days per week; and, nobody said once per week. When asked, "Are you doing better in school since you started coming to the after-school program?", 55% of student respondents said "yes, definitely" and 35% said "probably". 5% said either "probably not" or "no, not at all" (5% didn't know). 82% of parent respondents (N=34) indicated that they strongly agreed or agreed with the following statement, "My child seems	Met

		happier or less stressed since participating in the after-school program" while 9% disagreed or strongly disagreed. 9% either didn't know or indicated that it wasn't applicable to his/her child. All after-school staff that responded to the survey (N=6) indicated that the program helps students academically and/or in homework completion and that the program helps students learn how to get along with others. All but one indicated that the program facilitates positive behavior among the participants. All daytime teachers that responded to the survey (N=12) indicated that he/or feels that the after-school program offers assistance to students that relates to what is being taught during the school day.	
All centers will demonstrate characteristics consistent with a positive social-emotional learning environment.	APT-O	Observations consistent with "overall social-emotional environment" were "somewhat true" for 2 centers (Kanu and Kawaikini) and "mostly true" for 2 centers (Kamakau and Hakipuu). On a scale of 1 (not true) to 4 (very true), the total average score across all 4 observed centers was a 3.15 (mostly true), which supports this objective being met.	Met
75% or more of students and their parents will report experiences consistent with a structured and safe learning environment	Student survey Parent survey	95% of student respondents (N=20) indicated that s/he "almost always" (5% said "most times") feels safe in the after-school program. 68% of parent respondents	Met

		(N=34) rated the safety of his/her child while he/she is at the after- school program as "excellent" and 32% rated it "good".	
All centers will demonstrate characteristics consistent with a structured and safe learning environment.	APT-O	The extent to which a center demonstrated a welcoming and inclusive environment (not true, somewhat true, mostly true, very true) was scored based on four observations. Observations consistent with this scale were "somewhat true" for 3 centers (Kanu, Kamakau, and Kawaikini) and "mostly true" for 1 center (Hakipuu).	Met

Achievement of Program-Specific Objectives Discussion
Describe whether objectives have changed since last year and particular success and challenges in meeting program-specific objectives.

Several program objectives were added since the original proposal was written. Exhibit 18 describes progress made on both the original objectives and the added ones.

One of original objectives: To provide a research-based approach to after-school math instruction that is aligned with both classroom content and Hawai'i's common core standards and incorporates regular formative assessment, tutoring, homework help, math centers and project-based learning, has proven to be the most challenging for the sub-grantee to manage. Four of the five sites offer some type of math activities and/or events.

4.C.   ADDITIONAL DATA

4.C.1   Success Stories

The summer bridge program impact students in a significant way helping them to realize that they could handle college life and succeed in earning college credit. Each participant earned 7 college credits. Kawaikini offered a great STEM program; Ku Mana introduced a STEM-3D Printing workshop; and, Kanu added a STEM-Robotics program. Kanu's college exploration trip was a great opportunity for students to explore college opportunities, learn about financial aid options.
In addition, site coordinators had the opportunity to attend the 2017 National 21st CCLC Conference in Philadelphia alongside the program director and external evaluator. This experience motivated and inspired them to grow and strengthen their programs upon return to their centers. They also walked away with new professional relationships, access to new resources, and a renewed sense of purpose. Other success stories include: summer programs at 2 centers that previously didn't have summer programming. Another measure of success is happy parents that were grateful that their kids had

access to a safe and nurturing learning environment on a consistent basis during after-school hours as evidenced in parent surveys.

4.C.2 Best Practices

No promising best practices for students, centers, administration, evaluation, etc. were reported by the program director.

4.C.3 Student, Teacher, Parent, Staff or Community Input – *[if you used survey(s) please include instrument as an attachment and include results in the narrative.]*

Parents from Hakipuu reported the following: "I appreciate the quality of the subject material and teachers. It has helped my child improve meaningful relationships"; "I think the program is great. It keeps her occupied after school with activities that aren't available at some schools. My daughter loves participating in different activities that is offered."; "It is a valuable program to extend learning. My daughter likes attending those [classes] that interest her."; "As long as [my son] was happy and learning I was happy for him. After-school education is always great for any child." Program staff at Hakipuu reported the following success stories: "Students experimented with several new types of art making. They were receptive to instruction and often brought their own unique interests to each project. Older students were consistently very supportive of younger students. Students seemed to generally enjoy most of the art making activities."; "Having the freedom to create a final project in which students were able to show their creativity."; "Having students learn about microscopes and being able to teach other students about what they had learn. Students creating friendships."; and, "Producing a song that the students were proud of performing."

Parents from Kawaikini reported the following: "I love that the after-school leaders help my son complete his homework. It's a fun and relaxed environment that allows him to have plenty of social time with school friends"; "[My son] is able to complete his homework and because it is FREE he can attend"; "Tutoring is very helpful"; "I think that this year has been the best so far"; "It's awesome! Maika`i loa! Mahalo, mahalo, mahalo!"; "[My son] never wants to leave when we pick him up! We love the convenience and that he gets his homework done too."; and, "It is awesome! The afterschool program is a great help for students, helps them complete homework and partnership with other students."
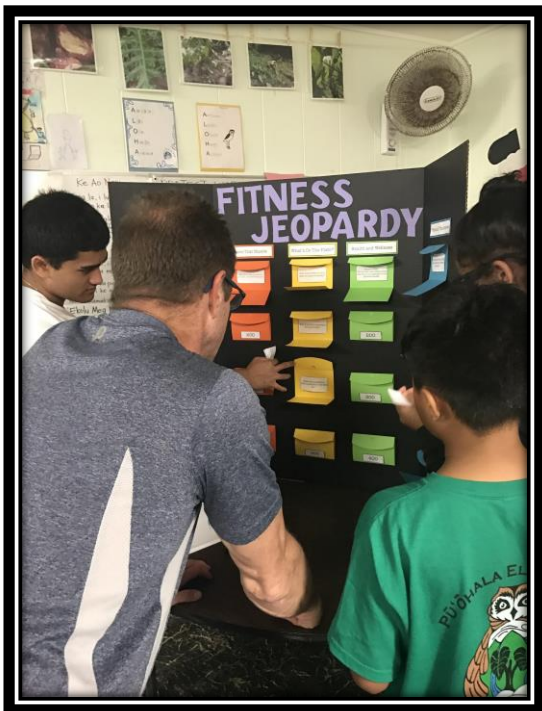
Parents from KANU reported the following: "The children enjoy the program"; "The staff is exceptional"; "Such a blessing since I finish work at 4"; and, "Excellent program!"

4.C.4 Pictures
Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.
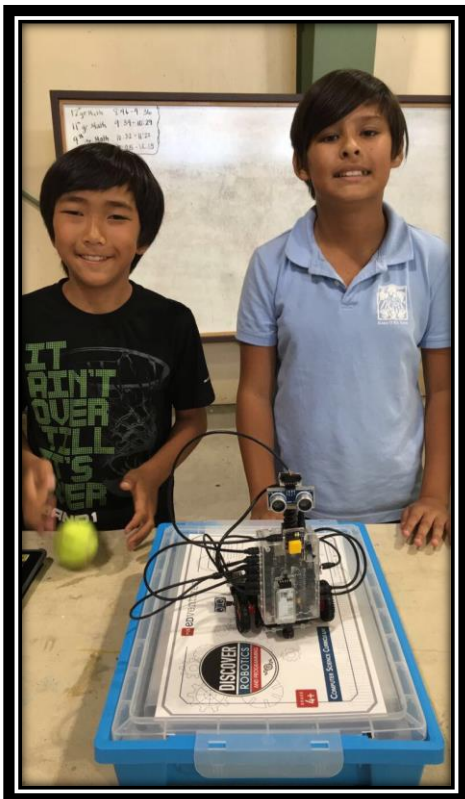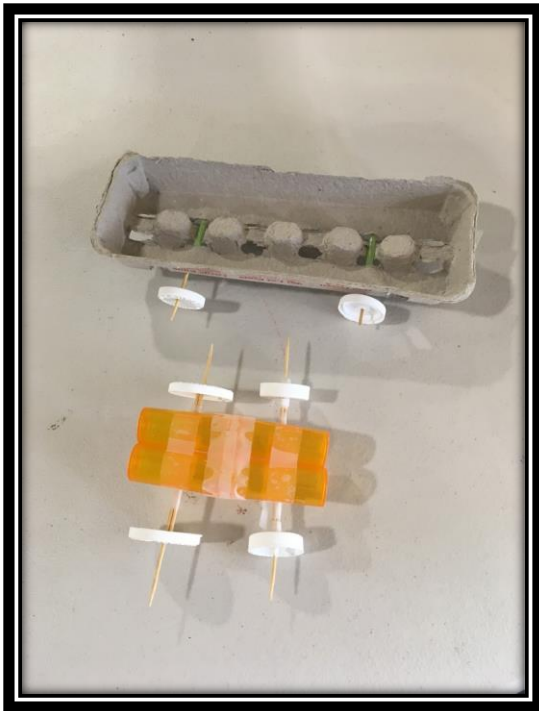
5.   Sustainability Plan

5.A   ORIGINAL SUSTAINABILITY PLAN

Describe the original sustainability plan as indicated in the grant application.

Project Sustainability

First and foremost, KALO plans to use evaluation annual and summary results to seek sustained funding for the project. If implemented well, we expect to see powerful outcomes among students and target schools. If presented well, the data can be a powerful justification for community (partner) support, continued funding and new grants.

And lastly, strong partnerships can be the key to leveraging federal funds for services.

5.B   UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

The sub-grantee's program director has expressed gratitude to the 21st CCLC program for allowing KALO to serve 5 communities Statewide with 21st CCLC funds and intends to write for additional 21st century funds. Other funding is also sought through other grants and leveraging partnerships. KALO received a FLEX grant from Hawaii community Foundation to help with general operating costs and continues to search out and apply for additional funds to specifically support afterschool programming efforts. KALO's partnership with University of Hawaii West Oahu helps to sustain our college readiness activities. Site specific partners Mele Murals and Mana Mele, have been added as partners. Each of those partners has limited budgets so the sub-grantee is able to maximize each of its center funds by partnering so that it can share the load with these entities. To sustain the current level of out-of-school-time programming KALO will need to secure additional funding sources and maintain current partnerships and develop additional partners. The sub-grantee is actively seeking additional funding opportunities.

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6.   Conclusions and Recommendations

6.A   CONCLUSIONS

Based on observations, monthly progress reports, and email correspondences during the evaluation period, all centers were shown to have offered after-school programming to students in need of after-school care and/or extra academic/social-emotional assistance. It was clear that 3 centers (Hakipuu, Kanu, Kawaikini) provided children of all ages (grades K-12) a safe, nurturing place of supervision, along with a variety of academic and enrichment activities, daily. Parents were pleased that their children had access to a safe and engaging place during the after-school hours, and students were happy to be engaged in fun activities with their peers. The after-school programming (implementation and outcomes) at the other 2 centers (Kamakau, Ku Mana) was more difficult to determine due to a lack of consistent data collection including: site observations, monthly progress reports, completed surveys, and/or email correspondences. This lack of data is contributed to site coordinator sick leave and turnover. Programming did take place but was sometimes irregular and inconsistent. Another contributing factor is issues discussed previously concerning the software program implemented this year, attendance and program activity was not tracked in the system. Administering surveys to stakeholder groups (day-time teachers, after-school program staff, and students and their parents) proved to be a significant challenge for some site coordinators and, more complete data would allow the evaluator to draw more accurate conclusions.

6.B   RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

In Project Year 3, the KALO sub-grantee program continued to be a well-planned, maturing program. Significant effort and time had been put into its planning during Project Year 2 with hopes that high quality programming would be delivered during Year 3. This proved to be true for 3 of the centers. Additional support and resources from the sub-grantee is recommended for the other 2 centers in Year 4. Based on the data and findings of this report, we provide the following recommendations to the sub-grantee:
- Hire new, or retain current, staff that are high quality and highly qualified, including site coordinators, at all 5 centers
- Articulate roles and responsibilities to all staff, including site coordinators, with the minimum expectations:
    - Plan your activities ahead of time
    - Complete and submit all monthly progress reports
    - Register students and track their attendance on a regular basis, using the sub-grantee-selected software
    - Administer and collect all surveys as instructed by the evaluator
- Offer opportunities for staff professional development
- Assist centers with identifying and working with community partners
- Assist centers with planning for and delivering services to parents and family

members of those enrolled in the after-school program
- Assist centers with planning high quality programs and activities that aim to meet the following KPI Objectives:
  - Improvement in turning in homework and classroom participation
  - Improvement in student classroom behavior
  - Offer high-quality services in at least one academic area, such as reading and literacy, math, or science
  - Offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation
  - Offer services to parents and family members
  - Deliver after-school programming during the school year (for at least 12 hours per week) and during intercessions
  - Academic improvement in reading/language arts and math
- Assist centers with planning high-quality programming that aims to meet the following program-specific objectives:
  - Provide high-quality after-school academic and enrichment activities
  - Provide after-school programming where students benefit emotionally, socially, and academically
  - Provide students a structured, safe, and nurturing environment
- Provide guidance to centers by empowering coordinators to serve their communities with purpose

6.C EVALUATION DISSEMINATION

This evaluation will be shared with the sub-grantee who may decide to share it with related stakeholders, such as KALO's executive director and board, school principals at each of the centers, and site coordinators.