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SUPERINTENDENT

DEPT. COMM. NO. 174

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

December 23, 2016

The Honorable Ronald D. Kouchi, President
and Members of the Senate
State Capitol, Room 409
Honolulu, Hawaii 96813

The Honorable Joseph M. Souki, Speaker
and Members of the House of Representatives
State Capitol, Room 431
Honolulu, Hawaii 96813

Dear President Kouchi, Speaker Souki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the After-School Programs for Public Middle and Intermediate Schools Final Report, pursuant to House Concurrent Resolution 137. In accordance with Section 93-16, Hawaii Revised Statutes, I am also informing you that the report may be viewed electronically at: http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx

Very truly yours,

Kathryn S. Matayoshi
Superintendent

KSM:mz
Enclosure

c: Legislative Reference Bureau
Community Engagement Office

House of Representatives Twenty-Eighth Legislature, 2016

House Concurrent Resolution 137

After-School Programs for Public Middle and Intermediate Schools

Final Report

December 2016

Working Group Members

Facilitator:
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Captain Jeffrey Richards, Captain Jayson Kauwenaole, Honolulu Police Department
Dawn Dunbar, After-School All-Stars Hawai‘i
Kēhaulani Pu‘u, Kamehameha Schools
Paula Adams, Hawai‘i Afterschool Alliance
Leslie Wilkins, Maui Economic Development Board

Each and every public middle and intermediate student in Hawai'i will have the opportunity to access a safe, quality after-school program that supports their health, safety, and overall well-being as well as their learning and growth through a seamless learning day that connects them to their families, community, and the 'āina, and that reflects the diversity of our student population.

Working vision statement
HCR137 working group

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After-school is an investment, not a cost.

Representative Takumi

Executive Summary

Aloha mai kākou,

We are excited to present the following final report on middle and intermediate school after-school programs. On June 30, 2016, the first meeting of the working group convened, pursuant to House Concurrent Resolution 137 (Resolution), to review the following:

1. A timeline and inventory of existing after-school programs at middle and intermediate schools;
2. Data regarding current levels of costs, funding sources, and student participation of existing after-school programs at middle and intermediate schools;
3. Recommendations on improving the availability, quality, and coordination of after-school programs at middle and intermediate schools;
4. Recommendations on how collaboration can be promoted between agencies and stakeholders providing after-school care in Hawai‘i; and
5. The development of efficient and collaborative ways to address funding, logistics, and outcomes of providing structured after-school programs at middle and intermediate schools.

Our recommendations are summarized on page 8.

Over the past five months, between June 30, 2016, and November 17, 2016, 10 members of the working group, along with an average of 10 to 20 additional participants, attended four meetings to assess the landscape of middle and intermediate after-school programs, and provide recommendations for proceeding.

We are a passionate and experienced group of members, and from the outset we understood that after-school programs serve a wide variety of functions and missions, from engaging kids productively during the hours after school, promoting healthy development, and meeting the needs of underserved youth, to supporting working families, strengthening family and parent engagement, fostering partnerships, and reinvigorating schools as hubs of their communities.

We have seen first-hand what research is increasingly demonstrating: a strong correlation between participation in quality after-school programs and improvements in student attendance, behavior, and course marks (Vandell, Reisner, and Pierce, 2007); family and community indicators of crime, safety, and overall wellbeing (Afterschool Alliance, n.d.); and closing the achievement gap (Vandell, 2016; Pierce, Auger, and Vandell, 2013).

From our own experience and interactions with parents, we know that parents believe that after-school care provides a safe environment, that there are programs that excite children about learning, and agree that through participation in after-school programs students gain workforce skills and reduce their likelihood of engaging in risky behaviors (Afterschool Alliance, n.d.; Hawai'i Afterschool Alliance, n.d.).

The need for quality, structured, safe environments for students is an academic, health and well-being, and economic priority. It is also a matter of equity. We firmly support the belief that after-school programs must be legitimately addressed as an investment, and not an additional cost (R. Takumi, personal communication, 2016).

In our discovery, we identified five major challenges as recursive themes. While these challenges already persist in current middle school after-school programs and presented barriers in being able to sufficiently answer the objectives requested for the final report, they also present the opportunity for successful implementation of a statewide initiative.

- Availability: 36 of 54 middle and intermediate schools run some type of after-school program. Tuition fees and student interest were the two biggest determinants of student participation and interest in after-school programs.

- Funding: three funders (R.E.A.C.H., 21CCLC, and UPLINK)[1] comprise the largest source of funds for middle and intermediate school after-school programs. After-school programs in Hawai'i on average, cost $1,000 per child per school year.

- Coordination of funding, data, and evaluation: Lack of alignment in definitions, reporting, funding schedules, and connection to student attendance, behavior and course marks presented challenges to both collecting data as well as providing supporting evidence of efficacy.

- Coordination of implementation: Lack of coordination across funding streams paralleled the lack of coordinated efforts to implement programs at school sites There was also a lack of structure to support coordination.

- Quality: High turnover and lack of opportunities for training and development were two examples articulated both by program providers and schools. Currently, there is no coordinated effort for professional development, staff training, or program evaluation by the Hawaii State Department of Education (HIDOE).

[1] Resources for Enrichment, Arts, Culture and Health (R.E.A.C.H.); Uniting Peer Learning, Integrating New Knowledge (UPLINK); 21st Century Community Learning Centers (21CCLC)

[2] 50% of first-time juvenile arrests are in the middle and intermediate school age group and the hours of 3:00 to 6:00 p.m.

For purposes of this report, we defined middle and intermediate school after-school as: school-based after-school programs delivered on school days, from the school day end until 6:00 p.m., for all middle and intermediate school-aged children in HIDOE schools and charter schools.

We also identified several characteristics that should comprise all after-school programs for this age group:

- Offered at least 3 days per week, at least 2 hours in duration;
- Provide opportunities for students to focus on academics (e.g., an hour of tutoring, time for homework) as well as other enrichment activities;
- Can incorporate intramural athletics as an option, focusing on participation, inclusiveness, and skill-building;
- Implement a method of collecting student feedback such that activities offered are driven by student interest and incorporate student needs;
- Are integrated as much as possible with school priorities and objectives, and are developed with active participation from school leadership;
- Are linked to school attendance, behavior, and course marks as part of a seamless day of learning (e.g., for students to participate in sports they must have attended school and maintain a 2.0 GPA);
- Systematically encourage strong parent, family, and community engagement with school stakeholders and students; and
- Follow the Hawai‘i Afterschool Quality Guidelines (see Appendix F).

Finally, in presenting our recommendations, the following assumptions were used:

- There is a total student population of 40,000 students in grades 6 to 8 in Hawai‘i.
- An estimated 16% (6,400 of 40,000) are enrolled in an after-school program.
- 40% (16,000) of students would participate if a program were available.
- It costs, on average, $1,000 per child per school year to deliver after-school programs at the school level (if the program contains characteristics listed above)

Expanding the program by 150% (6,400 to 16,000 students) will require a scaled implementation plan. Our recommendations are therefore presented in three phases, over a proposed five years. We also believe that the working group should continue for at least the next three years, to support the HIDOE in its initial efforts.

In our discussions, we recognized the need to increase access to after-school programs for public middle and intermediate school students, *and* the equally important need to better

align and coordinate funding, data, evaluation, and training. Rather than crafting a statewide initiative from scratch, we also recognized the current R.E.A.C.H. initiative, and Lieutenant Governor Tsutsui's tireless efforts, as an opportunity to build upon.

The first phase of our recommendations incorporate these considerations: a focus on increasing funding, processes, and structures to support collaboration, and establishing data collection systems to support program quality and demonstrate efficacy in supporting important school measures such as chronic absenteeism and student achievement. Using the Hawai'i Afterschool Plus (A+) Program, which is a nationally-recognized model, the second and third phases build on anticipated success to address the supports at the complex area/district level of the HIDOE that this initiative will require.

We anticipate that after five years, assuming current spending levels for UPLINK, R.E.A.C.H., and 21CCLC are maintained ($5,230,000), additional spending of $10,711,360 to serve 16,000 students will equate to just over $996 per child per school year. Moreover, aligning and coordinating resources would include building the infrastructure needed to support quality, coordination, training and development, and data collection systems.

In stark comparison, at a cost of $200,000 per child per year in Hawai'i Correctional Youth Facility,[2] the same amount of money would service 80 youth. This clear difference in cost demonstrates the value of investing in after-school programs.

After-school programs protect our children' safety, help develop and nurture their talent, improve their academic performance, and provide opportunities for them to form bonds with adults who are positive roles models. Expanding access to after-school programs for all our public middle and intermediate school students is an investment our state both deserves and needs. This investment benefits our children and youth alongside schools, parents, and communities.

We thank the Legislature for giving us the opportunity to convene a working group and present our findings and recommendations. We look forward to continued work with the legislators to make after-school programs for public middle and intermediate school students a reality.

Mahalo,
HCR137 Working Group

[2] 50% of first-time juvenile arrests are in the middle and intermediate school age group and the hours of 3:00 to 6:00 p.m. are when these behaviors happen (Justice Policy Institute, 2014; K. Arista, personal communication, 2016)

Summary of Recommendations

Phase I: Years 1-3

1. **Request an increase the base budget for R.E.A.C.H. by $1,600,000 (from $500,000 to $2,100,000)** to expand to an additional 1,400 students (6,400 to 8,000) and formally establish a statewide after-school initiative for public middle and intermediate schools in the HIDOE Community Engagement Office (CEO).

2. **Consolidate funding programs (A+, UPLINK, R.E.A.C.H., and 21CCLC) under the HIDOE CEO and as for legislative appropriation to fund one (1) FTE position at $91,909.**[3]

3. **Continue the working group for the next three years.** The working group will work with the HIDOE CEO to address the following:

    - **Create and implement a common data management system** that links participation in after-school programs to attendance, behavior, and course marks;

    - **Coordinate and align funding schedules and timelines for data collection and reporting, and professional development and training;**

    - **Implement Hawai'i Afterschool Quality Guidelines**; and

    - **Draft and pass Hawai'i Board of Education Policy** for middle and intermediate school after-school, and student transportation.

    - **Further discuss the potential of extramural athletics** for middle and intermediate schools.

Phase II & III: Years 4-5

- **Request a legislative appropriation of $500,000 to supplement A+ staff** (currently 20 casual hires) to create at least 8 FTE positions at the district level to oversee all of elementary, middle, and intermediate school after-school programs.

- **Conduct periodic statewide evaluation of efficacy and progress** at Years 1, 3, and 5.

[3] per HIDOE, entry-level funding for Educational Specialist II position without fringe

I've seen the after-school programs help students with attendance issues. By holding these students accountable for attendance, it was a step in the right direction towards improving academic performance

Classroom Teacher

Introduction

After-School Landscape

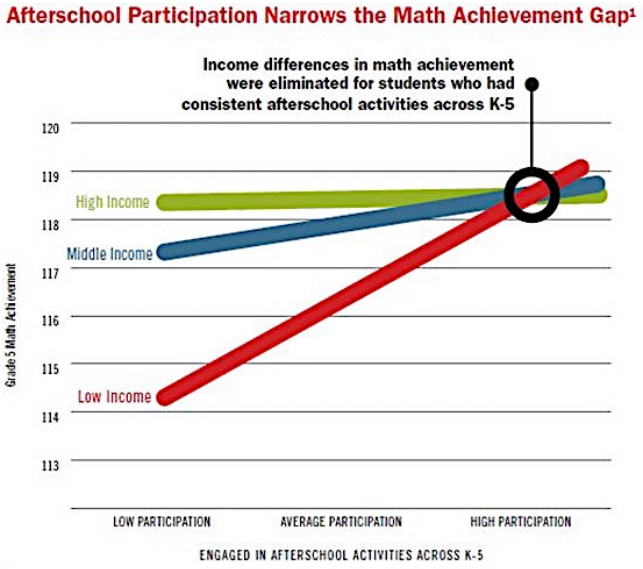
After-school programs serve a wide variety of functions and missions, from engaging kids productively during the hours after school, promoting healthy development, and meeting the needs of underserved youth, to supporting working families, strengthening family and parent engagement, fostering partnerships, and reinvigorating schools as hubs of their communities.

After-school programs have been around since the early 19th century and trace their evolution with the growing population of working mothers, which has become an important platform for politicians on both sides of the aisle. Today, with a budget of $1.15B,[4] the 21st Century Community Learning Centers Grant (21CCLC) remains one of the largest federal funding streams for after-school and out-of-school time programs for children.

Research demonstrates a strong correlation between participation in quality after-school programs and student attendance, behavior, and course marks (Vandell, Reisner, and Pierce, 2007). Evidence-based research also supports reduction of family and community indicators of crime, and improvements in safety and overall wellbeing (Afterschool Alliance, n.d.). Finally, research also shows that quality after-school programs close the achievement gap (Vandell, 2016; Pierce, Auger, and Vandell, 2013).

The majority of parents believe that after-school care provides a safe environment, agree that students gain workforce skills and reduce likelihood of risky behaviors in youth, and provide programs that excite children about learning (Afterschool Alliance, n.d.; Hawai'i Afterschool Alliance, n.d.).

The need for quality, structured, safe environments for students is an academic, health and wellbeing, and economic priority. It is also a matter of



Participation in after-school programs eliminates the achievement gap (Vandell, 2016)

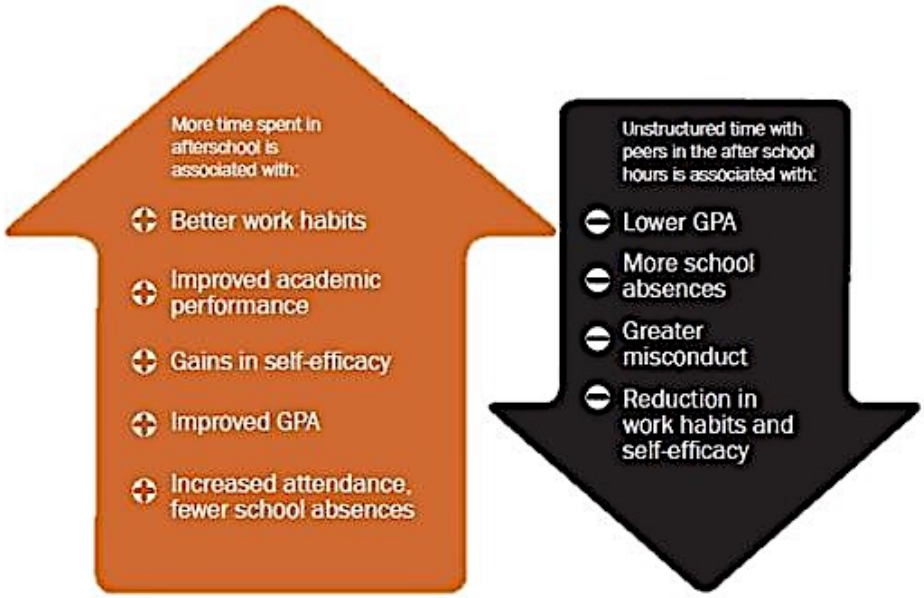
[4] 2015 appropriated level of funding. $2.5B was authorized (Afterschool Alliance, 2015).

equity. For middle and intermediate school-aged students, the need for after-school programs is particularly acute. Consider the statistics in brief:

> For school year 2015-2016, Hawai'i DOE public schools enrolled **39,859** students in grades 6 to 8. (Hawai'i DOE, 2016)
>
> An estimated **6,377 (16%) of HIDOE students in grades 6 to 8 are enrolled in an after-school program.** (Afterschool Alliance, 2014)
>
> **39%** of middle and intermediate school students reported they would participate in an after-school program IF one were available. (Afterschool Alliance, 2014)
>
> The average cost for an after-school program is **$1,000 per child per school year.** (After-School All-Stars Hawai'i, 2016)
>
> **3:00 to 6:00 p.m. M to F** are peak hours for juvenile crime and for children to experiment with drugs, alcohol, cigarettes, and sex. (Fight Crime: Invest in Kids, 2002)
>
> Parents miss an average of **8 days of work per year** due to a lack of after-school care. (Community, Families, and Work Program at Brandeis University, 2004)
>
> **45%** of 21st Century Community Learning Centers participants improved their reading grades; **41%** improved math grades. (Afterschool Alliance, n.d.)
>
> **83%** of voters agree all children need a place to go after school that is organized, safe, and educational. (Lake, Snell, Perry & Associates, Inc., 2008)

My security staff is on alert whenever students are not in school – after-school, holidays, and vacation. Juveniles are involved with misdemeanors and crime at the mall that includes fighting, graffiti, skate-boarding, and shop-lifting.

G. Higa, community member



More time in after-school means improved GPA, less absences and improved self-efficacy (Vandell, 2016)

Nationally, states are beginning to take notice, and several funding models through policy and legislation have emerged (see Table 1). While research continues to show that quality after-school programs are a critical and necessary investment, the reality is programs for this age group are still largely uncoordinated within and across schools in Hawaii, there is poor data tracking at a systemic level on their efficacy, and consistent sustainability year to year is an ever-present issue.

The key window of time for juvenile crime is from 3:00 p.m. to 6:00 p.m.

Captain Jayson Kauwenaole, Honolulu Police Department

Traditional Funding Policy Trends				Creative Funding Policy Trends		
Line Item	**Budget Protection**	**Leveraging Eligibility**	**Taskforces**	**Quality**	**Gaps**	**Lottery**
Policies that create a new line item or increase an existing line item.	Policies that maintain existing funding or prevent cuts of existing funds allocated for after-school & summer youth programming.	Policies that attempt to redefine an existing state dollar funding stream to also be available for after-school and/or summer programming. (4 states) Policies that protect funding from a narrowing of eligibility by other initiatives. (2 states)	Policies that create commissions or taskforces to move a proposal for new program funding or coordinate funding to meet needs statewide.	Policies to expand adoption of standards, taking the research and applying it to practice, and capturing effectiveness data.	Policies to fill gaps with pre-existing resources, like publicly-funded institutions as intermediary and program sites, like libraries.	Policies to utilize lottery dollars to fund after-school programs, sometimes including a philanthropy partner to make new grants available.
10 States: OH, AL, MO, MD, TX, AR, NM, IN, VT, MN	6 States: NR, MA, CT, IL, RI, TN	4 States: WY,CT, NC, NJ 2 States: OR, FL	4 States: TX, NJ, MA, IN	11 States: UT, WI, GA, WA, VA, MO, NJ, VT, OR, NH, KY	6 States: OR, MD, CA, RI, VA, NJ	2 States: NE, TN

Table 1: Funding Models and Policy Trends for After-School Programs Nationally (National Afterschool Alliance, 2016)

After-School as a strategy to address the Achievement Gap

In Hawai'i, of the 179,038 students enrolled[5] in HIDOE public schools, 102,269 (57%) meet the criteria for high needs.[6] Of these 102,269 students, more than 92,000 (52%) are economically disadvantaged, more than 17,000 (10%) are receiving special education services, and more than 13,000 (8%) are English Language Learners.

HIDOE data highlight a disparity in student achievement scores (i.e., the achievement gap) between high needs and non-high needs students that has consistently remained at a difference of about 20 points. And while scores are increasing for both groups, the gap between them has not decreased.

In evaluating root causes, Coleman's 1966 federal study (cited in Walsh, 2013; Rothstein, 2010) attributes the quality of a student's in-school experiences as addressing only one-third of the achievement gap; the remaining two-thirds is linked to nonacademic factors that are aggravated by poverty – out of school factors such as "hunger, homelessness, unaddressed medical concerns, violence, and *lack of access to important enrichments like arts or athletics* (Walsh, 2013, para. 2, emphasis added)."

Access to quality learning experiences is a fundamental equity issue in our schools. If we are going to eliminate the achievement gap, we must address nonacademic factors alongside in-school factors. Schools need strategies to address the challenges that impact a student's ability to get to school, stay engaged in school, and succeed in school. These strategies must involve community stakeholders as partners in a coordinated network to provide programs and services that address health and wellbeing, provide opportunities to expand learning, and build character and connectedness.

After-school programs are one such compelling strategy. Data already support what we anecdotally already know - that after-school programs provide critical and necessary opportunities for children to continue their learning beyond the classroom, to build relationships with caring adults, develop character traits and skills they need later in life, and provide safe, structured spaces for them to go to after school is finished.

House Concurrent Resolution No. 137 (2016)

Recognizing that quality after-school programs for this age group can generate significant returns on investment for our society as whole, the House of Representatives of the 28th Legislature of the State of Hawai'i, Regular Session of 2016, with the concurrence of the

[5] December 2015 enrollment count

[6] High needs includes the following categories: economically disadvantaged, special needs, and English language learners; about 13% of these students fall in more than one group

Senate, requested the HIDOE to convene a working group to review after-school programs in Hawai‘i public middle and intermediate schools.

The Resolution sought to support the idea that “after-school is an investment, not a cost” (House Representative Roy Takumi, 2016) by improving the effectiveness, coordination, quality, and sustainability of all programs. The working group was asked to provide a final report that addressed a review of the following:[7]

(1) A timeline and inventory of existing after-school programs at middle and intermediate schools;

(2) Data regarding current levels of costs, funding sources, and student participation of existing after-school programs at middle and intermediate schools;

(3) Recommendations on improving the availability, quality, and coordination of after-school programs and middle and intermediate schools;

(4) Recommendations on how collaboration can be promoted between agencies and stakeholders providing after-school care in Hawai‘i; and

(5) The development of efficient and collaborative ways to address funding, logistics, and outcomes of providing structured after-school programs at middle and intermediate schools.

Working Group Meetings

On June 30, 2016, HIDOE convened working group members. These members represented a range and variety of stakeholders operating in this landscape, and included a middle or intermediate school principal, and representatives of the Department of Human Services, 21CCLC program, Hawai‘i P-20 Partnerships for Education (Hawaii P-20), Honolulu Police Department, After-School All-Stars Hawai‘i, Kamehameha Schools, Hawai‘i Afterschool Alliance, the private sector, and the Office of the Lieutenant Governor.

The working group met in downtown Honolulu, O‘ahu, Hawai‘i, four times[8] over a period of five months with each meeting lasting 3.5 hours. The Director of the CEO, a recently established office in HIDOE, was the Superintendent’s designee as the facilitator and convener of the working group. As this was a working group open to the public, additional

[7] See Appendix A for a copy of the House Resolution
[8] June 30, September 15, October 20, November 17. See Appendix C

stakeholders active in the after-school arena also attended. Each meeting averaged 20 to 30 attendees due of the high degree of stakeholders commitment.[9]

The first two meetings primarily focused on learning about the landscape of middle and intermediate school after-school programs in Hawai‘i. These initial meetings were structured to provide a wide range of information for the working group to consider in their recommendations, and included four types of data collection - presentations, HIDOE data, principals' survey results, and information provided by participants through collaborative sessions:

- Presentations from Program providers (After-School All-Stars, STEMworks)
- Presentations from Waipahu Intermediate School and Jarrett Middle School
- Presentations from 21CCLC; R.E.A.C.H.; UPLINK Program and Department of Human Services, Office of Youth Services; Kamehameha Schools; Hawai‘i P-20
- Presentations from alliances focused on after-school (Hawai‘i Afterschool Alliance, National Afterschool Alliance)
- Data from School Quality Surveys (SQS) and School Status and Improvement Reports (SSIRs)[10]
- Middle School Principals' Survey[11]

At the third meeting, the focus shifted to brainstorming. Guided by the Resolution itself, attendees responded to questions to elicit recommendations for the final report. At the fourth and final meeting, the Group reviewed the narrative of the final report submitted to HIDOE for review on December 1, 2016. Throughout the course of the working group meetings, electronic communication was ongoing for attendees to access meeting presentations, minutes, notes, and any other information pertinent to the discussion.

[9] See Appendix B for a listing of working group members and their affiliations, and additional participants.
[10] Information on student enrollment, attendance, behavior and course marks as well as demographics and community information were compiled for every middle and intermediate school.
[11] The Principals' survey was designed by Principal Kuba, uploaded as a Google Survey online, and introduced to principals at the Principal's Forum on August 25, 2016. This presentation was followed by emails and phone calls to try to achieve 100% respondent rate. See Appendix D for a copy of the principals' survey.

Methodology

In consideration of the recommendations, the working group identified a vision statement that would guide the content of this report:

> *Each and every public middle and intermediate student in Hawai‘i deserves the opportunity to access a safe, quality after-school program that supports their health, safety, and overall well-being as well as their learning and growth through a seamless learning day that connects them to their families, community, and the ‘āina, and reflects the diversity of our student population.*

Definition of Terms

It should be noted the working group went through each term in considering how to proceed. The consensus was that while there was a genuine desire to incorporate and encompass *all* students, program models, and all hours outside of school, addressing all the permutations in the timeframe given was not a realistic consideration. Guided by the Resolution, the agreement was the recommendations would focus on the hours after the school day until 6:00 p.m., on school days, based primarily at schools, and for HIDOE public and charter school students in grades 6 to 8.

Middle and Intermediate School Students: ALL middle and intermediate school students, including children with special needs, attending public HIDOE and charter schools in grades 6, 7, and 8, and/or commonly between the ages of 11 to 14 years old.

After-School: A time period on school days that falls between the completion of the school day and early evening. The group defined this as the end of the school day to 6:00 p.m.

Out of School Time: A time period when school is not in session: intersessions, summer and winter breaks, mornings before school (prior to 7:45 a.m.), evenings, and weekends.

School-based Program: A program located on school campus that uses school facilities. Programs may be school-initiated activities or provider operated programs linked to HIDOE objectives.

School-linked Program: A program linked to the school's student population, is supervised by providers, and occurs off-campus (i.e., Boys and Girls Clubs of Hawai‘i).

Assumptions

In addressing the objectives of the final report, the working group needed to identify some common agreements from which the discussions, ideas, and final report could be written. Based on the discussion, the working group articulated broad themes: that middle and intermediate school after-school programs are necessary; there are unique considerations to each individual school community that must be honored; bright spots already exist; and there are common elements that define a quality after-school program.

The recommendations are based on these assumptions:

- **After-school programs for middle and intermediate school age students are critical and necessary.** The working group agreed the final report would be constructed as a proposal for "how" we should proceed, as opposed to "why" after-school programs are important. Thus the recommendations presented in this report attempt to speak to strategic, tangible, realistic, and operational next steps.

  Discussion. Representative Takumi's recommendation to examine after-school as an investment and not a cost shifted the perspective of the working group towards dialogue about what a plan with realistic and concrete next steps would look like. This distinction also raised discussion about whom the programs would support. While the group wanted to incorporate all students in Hawai'i, the guidance from the language of the Resolution clearly designated the definition of middle and intermediate school students as those enrolled in public HIDOE and charter schools.

- **Several models to implement after-school programs exist.** Recognizing that several high quality models that record metrics of student success already exist , the working group was careful to focus their energies and feedback on the considerations needed so these programs could thrive in whatever model would best align and fit with local school and community needs, resources, and capacities.

  Discussion. In discussions, the group identified two broad characteristics of program delivery: school-based and school-linked (see definition of terms). Within these two categories, several additional permutations were identified. However, because of the constraints of time, the working group felt that starting with one type of delivery model was appropriate and realistic. Taking guidance from the Resolution, the consensus was to proceed and craft recommendations that could encompass *any* program delivery model, *and* that focused initially on the school-based model.

- **After-school programs have a set of common elements.** In addition to being offered during after school hours (from the end of the school day until 6:00 p.m.) on school days, the working group agreed the programs:

    i. Should be offered at least 3 days per week, for a minimum of 2 hours, but can continue for any duration beyond that;
    ii. Provide opportunities for students to focus on academics (e.g., an hour of tutoring, time for homework) as well as other enrichment activities;
    iii. Can incorporate intramural athletics as an option, would focus on participation, inclusiveness, and skill-building and would follow high school academic and participation requirements;
    iv. Implement a method of collecting student feedback such that activities offered are driven by student interest and incorporate student needs;
    v. Are integrated as much as possible with school priorities and objectives, and are developed with active participation from school leadership;
    vi. Are linked to school attendance, behavior, and course marks as part of a seamless day of learning (e.g., for students to participate in sports they must have attended school and maintain a 2.0 GPA);
    vii. Systematically encourage strong parent, family, and community engagement with school stakeholders and students; and
    viii. Follow the Hawai‘i Afterschool Quality Guidelines (see Appendix F).

    Discussion. The working group recognized that while program models and delivery may differ from one site to another, there are certain characteristics that should be reflected across all programs, models, and delivery types. Feedback was strongly in favor of aligning school and after-school programs, coordinating data and evaluation, and supporting staff with regular professional development and training opportunities to ensure safety and quality. In addition, Hawai‘i Afterschool Alliance, after a year-long effort in 2015, crafted quality guidelines for all after-school programs. These guidelines should be incorporated in some way into the efforts of this middle and intermediate school initiative.

Data Collection

In order to complete the report, HIDOE staff called and spoke to each middle and intermediate school identified, and generalizations had to be made based on the data the working group was actually able to collect.

For these meetings, the working group was able to locate data for 36 of 54 middle and intermediate public HIDOE and charter schools that received funding for after-school programs. Because there are no current comprehensive data management systems on middle and intermediate school after-school data, HIDOE staff and working group members had to piece together information from a variety of sources:

- Presentations from the major funders of middle school after-school programs (R.E.A.C.H., 21CCLC, UPLINK);
- Data supplied by After-School All-Stars Hawai‘i, a working group member and one of the largest middle and intermediate school after-school program providers; and
- Data provided from Hawai‘i Afterschool Alliance and National Afterschool Alliance contributed to the overall picture of after-school programming locally and nationally.

In addition, different definitions from funders regarding terms such as “enrollment” and “participation” would have proven problematic in calculating costs, cost per student, and enrollment. The working group decided to utilize enrollment numbers instead of participation, but as these statistics are captured by funding source, that is how they were reported. However, as it is common for schools to utilize one or more funding source at their sites, there was a probability that enrollment numbers for an entire school program would therefore be over reported.

The full data table is presented in Appendix E. What is provided in the body of this report are the most pertinent conclusions.

My wife and I depend upon our after-school program to provide study-hall home work time for my sons. When we get home, I review their work and relax with them.

Parent, Moiliili Community Center

Findings

Working from the noted assumptions, the working group subsequently identified five major challenges as recursive themes. It should be noted that not only are these challenges already persistent with current middle school after-school programs, they also presented barriers to the working group in being able to sufficiently answer the objectives requested for the final report.

While the findings presented represent an exhaustive amount of research pulled from a variety of sources, there are still areas of opportunity to improve upon (explanations are noted in the findings section). As themes frame the barriers that currently exist in the middle and intermediate school after-school program landscape, they also present the opportunity for successful implementation of a statewide initiative.

1. Availability: 36 of 54 middle and intermediate schools run some type of after-school program. Based on responses from the Principals' Survey 2016 for HCR 137 (2016) (See Appendix D) (n=30), there is willingness and desire to both expand current programs and increase the number of schools providing after-school programs.

   Data presented from the National Afterschool Alliance (2014) and confirmed through feedback discussions with program providers and schools in Hawai'i noted that tuition fees and student interest were the two biggest determinants of student participation and interest in after-school programs.

2. Funding: In Hawai'i, three major funders (R.E.A.C.H., 21CCLC, and UPLINK) comprise the largest source of funds for middle and intermediate school after-school programs. After-school programs in Hawai'i cost a minimum of $1,000 per student, per instructional year (assumptions are explained in the narrative).

3. Coordination of funding, data, and evaluation: The working group recognized that lack of alignment in definitions, reporting templates, funding schedules, and connection to student attendance, behavior, and course marks presented challenges to both collecting data as well as providing supporting evidence of efficacy. Student transportation was also a salient point of discussion.

4. Coordination of implementation: The lack of coordination across funding streams went hand in hand with the lack of coordinated efforts to implement programs at school sites; there were several case studies presented of schools

running multiple programs with multiple site coordinators alongside each other at the same school location.

Similarly, lack of coordination also exists across schools in a complex (area), as well as across the state, limiting opportunity for strengthening strategic collaborative efforts. It was also noted that the lack of structure to support coordination also presents a challenge for practitioners to convene with researchers and policy makers.

5. Quality: Staffing challenges were also reported as a significant challenge to after-school programs. High turnover and the lack of opportunities for training and professional development were two examples articulated both by program providers and schools. Currently, there is no coordinated effort for professional development, training of staff, or program evaluation by the HIDOE. These activities are largely individualized to the program provider, whether they are a school or a partnering entity.

Timeline and Inventory of After-School Programs

36 of 54 HIDOE middle and intermediate public schools have some form of after-school program for their students. This represents a modest increase in schools sites from 27 at the onset of the R.E.A.C.H. Initiative in 2014 (personal communication, Zeug, 2014).

Schools, in general, operate one or more configurations of the following:

- School-based programs run by the school (the programs are established under the principal's office)
- School-based programs run by a provider (the program is contracted to an entity)
- School-linked programs run by a nearby provider (the provider seeks funding)

There were other models; however, based on the scope of the Resolution, the working group chose to focus recommendations on the first two possibilities: programs that are based at a school and operated by the school and/or the provider.

The Principals' Survey (see Appendix D) conducted with middle and intermediate school principals generated 30 responses (out of 54). Of these respondents 100% felt an after-school program for their students was a need and 26 of 30 principals stated they would be able to expand their program, should funding and resources be available.

However, while the working group was able to determine the number of schools offering after-school opportunities, detailed data beyond that were scant. Reasons for why schools do not have after-school programs were difficult to identify. Anecdotally, during a feedback session with middle and intermediate school principals at the secondary school principal's forum in August 2016, while a number of challenges were cited, the top two that were most discussed were lack of consistency in funding and capacity of program staff.

Data on Current Levels of Costs

A general operational budget prepared and supplied by After-School All-Stars Hawai'i (2016) was used for several reasons: they already collect and track this data, their program aligns with identified standards and considerations the working group articulated (see assumptions), and their multi-location allows for analysis and evaluation across various school communities. In addition, this model (of using a full-time site coordinator, daily activities for three hours each day that include an academic component, and enrollment of at least 100 students) has proven successful in feedback from school principals as well as the program provider, and aligns with the working group statements on considerations for quality after-school programs.

- Average cost to run a school site: $100,000 per school year
- Student Participation: 100-150
- Daily: 3 hours each day
- 1 onsite, full-time coordinator with 5-6 program leaders (adult: student of 1:22)

Based on these calculations, the cost of $1,000 per child per school year provided the basis for financial analysis and recommendations.

After-School All-Stars represents one type of program and funding model. In evaluating several different programs, there was significant variability across these case studies in determining the cost per child (due to inconsistent definitions of terms) and program delivery method. The result was extreme difficulty in comparing across models. As a result, the working group chose to utilize one program provider's data for consistency in counting enrollment, and frequency and duration of program in order to effectively determine a cost per child per school year.

It should be noted that student transportation is a variable expense, and while the $1,000 per child per school year figure does include transportation, this cost can vary significantly. For areas like the Maui complex (Maui-Lana'i-Moloka'i) where transportation routinely

includes boat and/or airplane, expenses of $4,000 for each basketball team for the season were recorded (J. Watts, personal communication, 2016).

Data on Student Participation in After-School Programs

Data was culled from a variety of sources to identify student participation. Among the most problematic was the definition of participation (attendance). Research identifies four primary ways to define participation: frequency, duration, breadth, and depth (Harvard Family Research Project, 2004). Across UPLINK, R.E.A.C.H., and 21CCLC, program providers reported using both student participation and enrollment to calculate their data.

It is not uncommon for schools to pool from these three funding sources to operate their programs. Because of the different reporting templates and differing definitions of student enrollment, instances where enrollment was counted for each funder (at the same school site) is a common occurrence. This resulted in double and triple reporting and over-stated enrollment counts (and is why the data table in Appendix E totals over 16,000 enrolled).

For purposes of this discussion, the working group chose to use enrollment as the measure for determining student participation. In addition, a series of calculations was required to determine enrollment, both current and future:

- Assuming a student population of 40,000 students in grades 6 to 8;[12]
- That currently 16% (6,400) students are enrolled in after-school;[13]
- That 40% (16,000) of students would participate if a program were available.[14]

The working group used the figure of 6,400 students currently enrolled, and the goal of 16,000 students as the rationale behind the recommendations provided.

Data on Funding Sources

Three major funding sources dominate the funding landscape for HIDOE middle and intermediate school after-school programs.

- R.E.A.C.H., the Lieutenant Governor's initiative, a 100% general-funded program, awarded just over $750,000 to 23 middle and intermediate schools in the current school year (2016-17). Student enrollment is unknown at this time.

[12] School Year 2015-16 enrollment totaled 39, 859 (HIDOE, 2016)
[13] 16% middle and intermediate school students in Hawai'i are in after-school (National Afterschool Alliance, 2014)
[14] 39% students reporting they would participate in a program if one were available (National Afterschool Alliance, 2014). For this analysis, the working group rounded to the nearest whole number of 40% for ease of calculation.

- 21CCLC[15] funding (federal funds) in Hawai'i has an annual allocated budget of $5,600,000 ($5.6M) from US Department of Education to fund after-school programs K-12. Of this amount, an estimated $1,600,000 ($1.6M) was awarded through competitive grants to middle and intermediate schools.[16] Student enrollment is provided by program and not by individual site.
- UPLINK[17] funding through the Office of Youth Services (OYS), distributed $2,880,000 ($2.8M) to 28 schools. This funding source is specific to grades 6 to 8. Student enrollment is provided.

ESTIMATED CURRENT LEVELS OF FUNDING **Serves estimated 6,400 students**	**Fiscal Year** 2016-17
UPLINK	$2,880,000
21CCLC	$1,600,000
R.E.A.C.H.	$750,000
Total Current Levels of Spending	**$5,230,000**

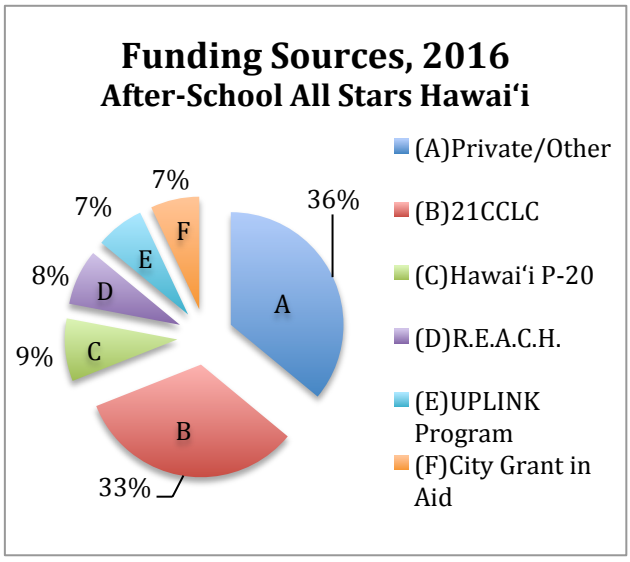
UPLINK and R.E.A.C.H. fund after-school programs exclusively for middle and intermediate school students, while 21CCLC supports academic enrichment opportunities during non-school hours for K-12 children. For this reason, the dollar amounts provided by UPLINK and R.E.A.C.H. were reported by the funders and are accurate for middle and intermediate schools. 21CCLC funds are not provided to an individual site/school/center but are distributed to the program (complex area or provider). The program determines the amount of funding that is provided to each individual site. Determining how much of the appropriated $5.4M is directed to middle and intermediate schools requires contacting the program directly.

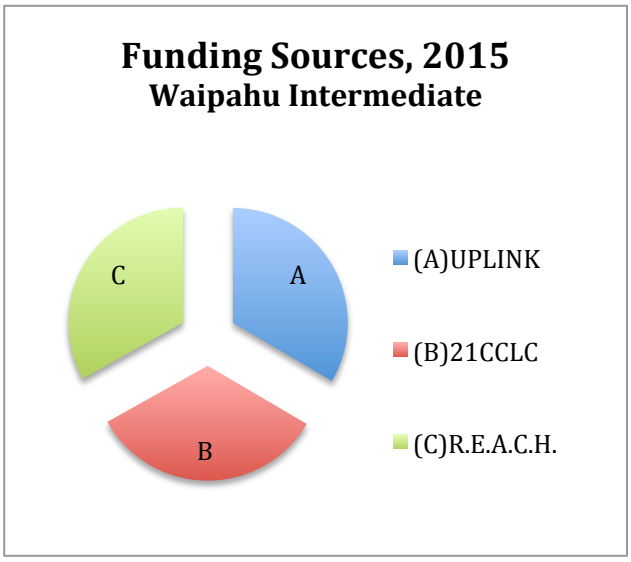
Currently an estimated 6,400 middle and intermediate school students participate in after-school programs. At a cost of $1,000 per child per school year, $6,400,000 ($6.4M) is projected in spending annually. UPLINK, R.E.A.C.H., and 21CCLC figures account for $5,230,000 ($5.2M) of that amount. It is reasonable to conclude there are likely additional sources of funds, such as local foundations, private donors, other grants, tuition and fees,

[15] This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.
[16] This estimated dollar amount was calculated by the information provided by the HIDOE 21CCLC coordinator.
[17] UPLINK is funded by the Department of Human Services and administered by HIDOE. The funds provided for the UPLINK Program are solely Federal Temporary Assistance for Needy Families (TANF) Funds.

and voluntary participation of school staff in order to operate their after-school programs; however, these numbers were indeterminable.

While some program providers (e.g., nonprofit organizations) have the capacity and resources to look for additional monies to supplement funding from UPLINK, 21CCLC, and R.E.A.C.H., this cannot be considered the norm. In fact, school-based models demonstrate that the majority, if not all, funding for their programs currently comes from one or more of these three sources. The charts below illustrate the variability in the way funding comprises operating budgets for different types of afterschool programs.





Although fee-based after-school programs in some schools were reported,[18] in this discussion the working group felt parent tuition and fees could be cost prohibitive for the majority of parents. In Hawai'i, after lack of need, the predominant challenges parents face when considering after-school programs for their child is the preference for alternative activities, and the programs are too expensive (Afterschool Alliance, 2014). This argument is supported on a national level, where data shows one of the top barriers for enrolling students in programs is cost (Afterschool Alliance, 2009), and that parents are less likely to pay for after-school programs the older their children are.[19] Locally, program providers reported previous and unsuccessful attempts to charge tuition and fees in economically distressed communities (J. Shin, personal communication, 2016); they also noted that

[18] Moanalua Middle, Niu Valley Intermediate Schools both report tuition fees for programs
[19] Nationally, when looking specifically at barriers to participation, top barriers cited by parents include cost, lack of a safe way to get to and come home from afterschool programs, and convenience of location and hours.

parents' willingness to pay for after-school programs decreases as age of their child increases (D. Dunbar, personal communication, 2016).

To provide recommendations that ensured access to after-school opportunities for all middle and intermediate school students, the working group agreed that incorporating parent and tuition fees into financial estimations were not a consideration at this time. Future opportunities for a scaled tuition-based program remain a possibility, provided the quality and efficacy of after-school programs as a whole are attended to.

Snapshot of Middle and Intermediate School After School Landscape Analysis in Hawai'i

Strengths	Weaknesses
• After-School Plus (A+) program for elementary school students K-6 exists. • 36 of 54 schools have some form of an after-school program for children grades 6-8. • 100% of middle and intermediate school principals responding to the survey for this Resolution believe after-school is a need; 26 of those 30 expressed favor in expanding their programs should the resources be available. Reasons cited: school pride, opportunity to build character and soft skills, and engagement with school. • 93% of Hawai'i parents support public funding for after-school programs (Afterschool Alliance, 2014).	• Transportation is not coordinated with after-school; this can make participation problematic for parents. • Funding streams are not aligned nor coordinated, resulting in duplication of services (e.g., some sites have multiple coordinators for the same program, funded by different funds). • Funding is inconsistent, and schedules for receiving funds do not coincide with practical operation of programs. • Data collection metrics have different definitions; reporting templates and requirements not well coordinated; stronger demonstration of correlation to student achievement, behavior and course marks in school are needed.
Opportunities	**Threats**
• The Community Engagement Office (CEO) was established in 2016 and oversees A+, UPLINK and R.E.A.C.H. initiatives; this provides an opportunity to work towards aligning funding, priorities, data, coordinating services and a strategic vision for after-school. • It costs Hawai'i taxpayers $200,000 per year per child to be housed at the Hawai'i Correctional Youth Facility; 50% of first-time juvenile arrests are in the middle and intermediate school age group; and the hours of 3:00 to 6:00 p.m. are when these behaviors happen; there is a tremendous opportunity to invest in after-school programs (Justice Policy Institute, 2014; K. Arista, personal communication, 2016).	• Low income households are less likely to pay for after-school as their children approach middle school age; in Hawai'i, after-school programs for middle and intermediate aged students are free or low cost for this reason; the current economic and political climate may reduce the amount of federal funding (e.g., 21CCLC) available, which would potentially impact program delivery (After-School All-Stars Hawai'i reports that 33% of their funding comes from federal monies). • Activities that would inhibit/hinder partnerships between schools and community partners (to use facilities, to be contracted, etc.) could also pose a threat to after-school programs.

Being in the after school program at WIS has helped me to keep my grades up. I know I can't play sports if I don't have at least a 2.0 and no F's. Mr. Iraha monitors our grades and always teaches us that the word student comes before athlete in the term "Student-Athlete." I always remember that and do my work before I do my after school activities.

Student, Wai'anae Intermediate School

Recommendations

The working group proposes the following recommendations for a statewide middle and intermediate school after-school initiative based on the following assumptions:

- An estimated total student population of 40,000 students in grades 6 to 8;
- Currently 16% (6,400) of those students are enrolled in after-school programs;
- 40% (16,000) of students would participate if a program were available;
- It costs on average $1,000 per child per school year for after-school at the school level (based on the characteristics listed on page 20);
- The recommended statewide initiative would be located in the HIDOE CEO, thus consolidating and centralizing after-school programs for coordination purposes;
- The A+ Program staffing structure (school level coordinators, district coordinators, and 1 state coordinator) was used as a model in considering expansion; and
- The R.E.A.C.H. initiative was used as a foundational component, in that the initiative already exists in the state budget.

Table 1: Estimated budget to expand middle and intermediate school after-school programming

	Years 1-3	Year 4	Year 5
Students Participating (goal = 16,000)	1,600	3,000	5,000
Administration of Program Statewide			
State (HIDOE) Educational Specialist	$91,909	$91,909	$91,909
Convert district level (A+) staff to FTE (total 20) [20]		$543,360	$543,360
Direct Program Delivery			
Total cost/child (based on added enrollment)	$1,600,000	$4,600,000	$9,600,000
TOTAL	**$1,691,909**	**$5,235,269**	**$10,235,269**

Discussion

Rather than crafting a statewide initiative from scratch, the working group saw the current R.E.A.C.H. initiative as an opportunity to build upon. As a statewide initiative of the Office of Lieutenant Governor Shan Tsutsui, HIDOE, and the Office of Youth Services within the Hawai'i State Department of Human Services, R.E.A.C.H. is one of the major funding bases for middle and intermediate school students. The initiative currently exists in the state

[20] A+ has staff in 7 districts (Honolulu, Leeward, Windward, Central, Hawai'i, Maui, Kaua'i). District coordinator positions are currently part-time, and were used in theorizing a possible structure for a statewide initiative for middle and intermediate school after-school. A+ currently enrolls about 20,000 students statewide.

budget and the working group anticipated it would be more effective to request an increase for the amount already appropriated.

It also should be pointed out that several working group members felt strongly about proving efficacy by demonstrating correlation to student achievement. As a result, coalescing the major funding sources (R.E.A.C.H., UPLINK, and 21CCLC) to ensure a coordinated data collection *system* that intentionally links data measures to student attendance, behavior, and course marks is an early priority of an expanded statewide initiative.

Expanding the program by 150% (6,400 to 16,000 students) will require a scaled implementation plan. The budget is described in 3 phases, with Phase I proposed to take 3 years and Phase II and Phase III occurring in years 4 and 5, respectively.

After five years, assuming current spending levels for UPLINK, R.E.A.C.H., and 21CCLC are maintained ($5,230,000), additional spending of $10,711,360 to serve 16,000 students will equate to just over $996 per child per school year. Moreover, aligning and coordinating resources would include an infrastructure needed to support quality, coordination, training and development, and data collection systems – requirements of these three major funding sources that are not currently part of the statewide landscape. These calculations imply that cost efficiencies would in fact be generated as a result of investing in the expansion of the program.

Finally, the working group (see Data on Funding Sources) did not consider parent fees and tuition as part of these initial phases.

Discussion on transportation

The $1,000 per child per school year described as a base expense does not necessarily cover the cost of transportation home after the after-school programs are completed. The availability has a direct bearing on participation rates of students and thus warrants a more in-depth discussion.

School transportation in HIDOE currently outsources services through contracts (9 different vendors, on every island) based on a 3.5 to 4.0 hour service window[21] per day, where buses run routes to school in the morning and to identified departure points after

[21] This service window of time includes morning (AM) and afternoon (PM) transportation to and from school, based on compliance with state compulsory attendance law. Buses usually make 2 trips to and from school during each AM and PM shift. The cost is reported at $420/day/bus, for a 3.5 to 4.0 hour window. There are 660 buses that operate daily. The school transportation manager reported that morning and afternoon routes routinely only expend 1.5 hour of the 3.5 to 4.0 hour time window.

school. Because the morning and afternoon bus routes routinely only utilize about half the contract time (1.5 hour of a 3.5 to 4.0 hour-contract), there is an opportunity to utilize those remaining minutes to provide transportation for students involved in after-school programs.

Several options were discussed:

a. Working with the HIDOE School Transportation Branch to structure contract agreements with bus transportation vendors to accommodate after-school programs within the existing time window;

b. Working with the HIDOE School Transportation Branch to structure contracts for after-school programs (such as an additional after-school pick-up time), which could result in a lower negotiated price for after-school programs; and

c. Looking at a tiered release for after school hours to accommodate a later pick-up and drop off time for middle and intermediate school students. This would require legislative action, unless a group of schools decided to collaborate and schedule a later pick-up time for their buses.

There are opportunities and challenges with each consideration. While moving to a later pick-up time window could allow for buses to take home students participating in after-school programs without incurring additional expenses, schools would simultaneously be impacted, as staff would be required to stay later to supervise students or the structured after-school programs would be responsible of supervising the students. While some bus routes would be able to accommodate a "third shift" pick up and drop off of students within the currently contracted 3.5 to 4.0 hour window, there is a challenge for remote geographic areas where the distance is far greater.

The working group felt the second option (b) would provide an initial starting point, and recommends that as part of Phase I, in working through the details to expand after-school program enrollment from 6,400 to 8,000 students, a pilot program in partnership with the School Transportation Branch also be explored. This is noted in the recommendations section.

Discussion on athletics

Throughout the duration of the working group, athletics was an important part of the conversation, beginning with the definition of terms:

- Intramural: athletic events occurring during the school day and among the student body of the school (e.g., advisory)
- Extramural: athletic sports usually in the form of clubs/teams, with coaches and competition. Participation, having fun, and learning the skill are the main goals
- Interscholastic: athletic sports teams, usually with tryouts, with a focus on winning

There are different considerations regarding safety, participation, and implementation, which correspond to varying levels of financial implications. Programs currently offer sports and teams as part of intramural and extramural play; while there is interest and a desire to expand sports for this age group, the working group felt this was out of the bounds of this report and recommended another working group to more fully detail operationalization of such an idea. This is noted in the recommendations section.

Discussion on accommodations for students with special needs

The budget listed in the recommendations includes accommodations for students with special needs. Using the A+ program as a model, an average of $28/year/student was calculated as an additional cost to support students who need special provisions to participate in after-school programs. More discussion on this is needed; additional funds to pay for these expenses would have to be secured.

Recommendations

Recommendations are identified by phases and based on two categories of consideration:

- Improving availability, implementation, and coordination; and
- Improving quality and developing efficient ways to align funding, logistics, and outcomes.

Phase I: Years 1-3

The first phase is focused on expanding accessibility and availability to students; within 3 years, the aim is to increase the number of students from 6,400 to 8,000. Financial recommendations and activities are also aimed at building infrastructure and processes in order to support the collaborative efforts listed.

1. **Use the R.E.A.C.H. base budget, to increase state funding by $1,600,000 (from $500,000 to $2,100,000)** and formally establish a statewide after-school initiative for middle and intermediate schools in the Community Engagement Office.[22]

   This would allow, for school year 2016-2017, programs to expand to an additional 1,400 students (total 8,000). The selection would be a competitive grant process, similar to 21CCLC, with preference to high poverty and low-performing schools.

2. **Consolidate after-school programs (A+, UPLINK, R.E.A.C.H., and 21CCLC) under the Community Engagement Office (CEO)**[23] **in HIDOE and as for legislative appropriation to fund one (1) FTE position at $91,909**[24] to oversee all after-school programs and their program specialists for three years, after which HIDOE will fund the position through General Funds.[25]

3. **Continue the working group for the next three years.** The working group will work with the Community Engagement Office to address the following:

   - **Create and implement a common data management system that links participation in after-school programs to attendance, behaviors, and course marks:** develop common definitions of attendance (enrollment and participation); common reporting templates, and aligned timelines;
   - **Align funding schedules and timelines for after-school programs** with school schedules to improve procurement, implementation, and follow-up processes regarding financial resources;
   - **Institute Hawai'i Afterschool Quality Guideline**s in all after-school programs, and align current landscape of programs to stated working group assumptions;
   - **Leverage program funds to coordinate professional development and training for all after-school program providers**, for regular, consistent opportunities for site coordinators and staff. This should be instituted by HIDOE in partnership with community stakeholders;
   - **Draft and pass** Hawai'i Board of Education Policy for middle and intermediate school after-school program, and student transportation; and

[22] R.E.A.C.H. is currently housed in the CEO and has a base budget of $500,000 (HMS501 line item); this year, an additional $250,000 was added to the $500,000 for a total of $750,000.
[23] The Community Engagement Office already oversees A+ and UPLINK, and is currently stewarding the R.E.A.C.H. initiative alongside OYS and Lieutenant Governor's office.
[24] per HIDOE, entry-level funding for Educational Specialist II position without fringe
[25] Program funds will continue to pay for Program Specialist positions.

- **Assess progress in its first 3 years of a statewide initiative** overall in improving quality, coordination, availability, funding and outcomes.
- **Further discuss the potential of extramural athletics** for middle and intermediate schools.

Phase II & III: Years 4-5

With the appropriate infrastructure, processes, and relationships in place, the second and third phases aim for a more rapid expansion of program delivery, with the ultimate goal of achieving a 40% participation rate among middle and intermediate school students (16,000). In this phase, additional finances are requested to staff the "second tier" of the infrastructure, following the A+ program model.

1. **Appropriate $500,000 to supplement A+ staff levels,**[26] creating eight full-time positions at the district level to oversee all of elementary, middle, and intermediate school after-school[27] for three years, after which the HIDOE will pay for these positions through General Funds.
2. **Conduct statewide evaluation** of the middle and intermediate school after-school program, to be reported to the Legislature, at years one, three and five.

After-school programs protect our children' safety, help develop and nurture their talent, improve their academic performance, and provide opportunities for them to form bonds with adults who are positive roles models. Expanding access to after-school programs for all our public middle and intermediate students is an investment our state deserves. This investment benefits our children and youth alongside schools, parents, and communities.

[26] There are currently 11 district coordinators, 9 support staff

[27] The following base salary calculations were used: $27,144 for District Coordinator (DC); $12,177 for Coordinator Aide (CA); $30,000 for Office Assistant (OA) and Account Clerk. (AC) DC and CA are casual hires, OA and AC are non-casual.

Appendix A
House Resolution 137

HOUSE OF REPRESENTATIVES
TWENTY-EIGHTH LEGISLATURE, 2016
STATE OF HAWAII

H.C.R. NO. 137 S.D. 2

HOUSE CONCURRENT RESOLUTION

REQUESTING THE DEPARTMENT OF EDUCATION TO CONVENE A WORKING GROUP TO REVIEW AFTER-SCHOOL PROGRAMS IN HAWAII'S PUBLIC MIDDLE AND INTERMEDIATE SCHOOLS.

WHEREAS, according to the Afterschool Alliance fifteen million children across the United States are alone and unsupervised after school; and

WHEREAS, in 1990, the Department of Education established the After-School Plus Program to provide after-school care, including enrichment activities and supervised recreational activities, until 5:30 p.m. each school day at more than one hundred-ninety participating schools; and

WHEREAS, children eligible to attend the program are elementary-school-age students whose parents work, attend school, or are participating in job-training programs; and

WHEREAS, funding for structured after-school programs is not available to the Department of Education's middle and intermediate schools; and

WHEREAS, after-school programs are effective because they enrich students' experiences outside of school, while also improving their attendance, grades, and behavior in school; and

WHEREAS, quality after-school programs targeted to Hawaii's public middle school students generate significant returns on investment for society as a whole; and

WHEREAS, middle and intermediate school students are often left with few safe and structured opportunities between 3:00 p.m. and 6:00 p.m.; and

WHEREAS, at a time when middle and low-income families and communities are struggling financially and students are falling behind academically, after-school programs are needed now more than ever; now, therefore,

BE IT RESOLVED by the House of Representatives of the Twenty-eighth Legislature of the State of Hawaii, Regular Session of 2016, the Senate concurring, that the Department of Education is requested to convene a working group to review after-school programs in Hawaii's public middle and intermediate schools; and

BE IT FURTHER RESOLVED that the review include:

(1) A timeline and inventory of existing after-school programs at middle and intermediate schools;

(2) Data regarding current levels of costs, funding sources, and student participation of existing after-school programs at middle and intermediate schools;

(3) Recommendations on improving the availability, quality, and coordination of after-school programs at middle and intermediate schools;

(4) Recommendations on how collaboration can be promoted between agencies and stakeholders providing after-school care in Hawaii; and

(5) The development of efficient and collaborative ways to address funding, logistics, and outcomes of providing structured after-school programs at middle and intermediate schools; and

BE IT FURTHER RESOLVED that the Superintendent of Education, or the Superintendent's designee, is requested to serve as the chairperson of the working group and to invite the following individuals, or their designees, to be members of the working group:

(1) One representative from the Office of the Lieutenant Governor;

(2) Director of Human Services;

(3) One middle or intermediate school principal;

(4) One representative from a 21st Century Community Learning Center;

(5) Executive Director of Hawaii P-20 Partnerships for Education;

(6) One representative from the Honolulu Police Department;

(7) Executive Director of After-School All-Stars Hawaii;

(8) One representative of Kamehameha Schools;

(9) One representative of the Hawaii Afterschool Alliance; and

(10) One representative of the private sector; and

BE IT FURTHER RESOLVED that the Department of Education is requested to convene the working group no later than July 1, 2016; and

BE IT FURTHER RESOLVED that the Department of Education, on behalf of the working group, is requested to submit its findings and recommendations, including any proposed legislation, to the Legislature no later than twenty days prior to the convening of the Regular Session of 2017; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Chairperson of the Board of Education, Superintendent of Education, Lieutenant Governor, Director of Human Services, Executive Director of Hawaii P-20 Partnerships for Education, Chief of Police of the Honolulu Police Department, Executive Director of After-School All-Stars Hawaii, Chief Executive Officer of Kamehameha Schools, and the Hawaii Afterschool Alliance.

Retrieved from http://www.capitol.hawaii.gov/session2016/bills/HCR137_SD2_.pdf

Appendix B
Working Group Membership and Participants

Members	Email	Positions
Paula Adams *	hawaiiafterschool@gmail.com	Hawaii Afterschool Alliance, Executive Director
Kim Arista	karista@dhs.hawaii.gov	UPLINK
Edralyn Coberto*	ecaberto2@dhs.hawaii.gov	OYS
Chris Chun	chun@hhsaa.org	HHSAA
Dawn Dunbar*	ddunbar@asashawaii.org	After School All Stars
Randell Dunn	Randell_dunn@notes.k12.hi.us	HIDOE/ Waipahu Intermediate School, Principal
Shelley Ferrara*	Shelley_ferrara@notes.k12.hi.us	HIDOE/ School Transformation Branch, Director
Raymond Fujino	Raymond_fujino@notes.k12.hi.us	HIDOE/ Athletics, Athletics Administrative Officer,
Mike Harano	Michael_harano@notes.k12.hi.us	HIDOE/Washington Intermediate School, Principal
Chad Iraha	Chad_iraha@notes.k12.hi.us	HIDOE/ Waipahu Intermediate School, Counselor
Park Kaleiwahea	Park@capitol.hawaii.gov	Aide to Senator Kidani
James Kauhi	James_kauhi@notes.k12.hi.us	HIDOE/ Student Transportation Services Branch, Student Transportation Services Manager
Captain Jayson Kauwenaole	Jkauweanole1@honolulu.gov	Honolulu Police Department, Community Affairs Division
Solomon Kaulukukui	Solomon_jr kaulukukui@notes.k12.hi.us	HIDOE/ Migrant Education Program, Educational Specialist
Patrick Keleher	PKeleher@dhs.hawaii.gov	Office of Youth Services, Program Development Officer
Dr. Reid Kuba*	Reid_kuba@notes.k12.hi.us	HIDOE/ Jarrett Middle School, Principal
Robert Medeiros	romedeir@ksbe.edu	Kamehameha Schools Enrichment Department, Director
Susan Marciel	Susan_marciel@notes.k12.hi.u	HIDOE/ Waipahu Intermediate School, Counselor
Charity Naea	Charity.naea@hawaii.gov	Office of The Lieutenant Governor, Administrative Assistant

* voting members

Members	Email	Positions
Brenda Nakamura	brendaN@moiliili.org	Moiliili Community Center
Mark Nishiyama	mark@kamaainakids.com	Kamaaina Kids
Jenna Pak	jenna_pak@notes.k12.hi.us	HIDOE/Community Engagement Office-A+, Program Specialist
Kehaulani Pu'u*	kepuu@ksbe.edu	Kamehameha Schools BE
Captain Jeffery Richards *	jrichards@honolulu.gov	Honolulu Police Department, Community Affairs Division
Carrie Sato	carrie_sato@notes.k12.hi.us	HIDOE/ Communications and Community Affairs Office, Resource Teacher
Catherine Scardino	cscardino@dhs.hawaii.gov	Department of Human Services
Lia Sheehan	liahawaii@me.com	Campbell-Atherton Family Foundation
Jacque Shin	jacque@kamaainakids.com	Kamaaina Kids
Christina Simmons	Shoemaker808@gmail.com	Community member
Lani Solomona	lani_solomona@notes.k12.hi.us	HIDOE/Community Engagement Office
Diane Tabangay	dtabangay@ymcahonolulu.org	YMCA
Susan Uno*	suno@hawaii.edu	Hawaii P-20, GEAR UP Project Manager
Jayson Watts*	jayson.watts@hawaii.gov	Office of The Lieutenant Governor
Leslie Wilkins*	leslie@medb.org	Maui Economic & Development Board
Daniel Williams	daniel_williams@notes.k12.hi.us	HIDOE/ 21st Century Community Learning Centers, Educational Specialist
Isla Young	isla@medb.org	Maui Economic & Development
Marlene Zeug	marlene_zeug@notes.k12.hi.us	HIDOE/ Community Engagement Office, Director,

Appendix C
Meeting Agenda, Attendance, Minutes and Associated Materials

Appendix C1: Meeting Agendas

Date	Agenda
June 30, 2016	9:00 Welcome and Introductions 9:15 Review of HCR 137 and Task Requirements 9:30 Presentations: DOE, Activity: Review of DOE Data (SSIR's for all middle & intermediate schools) 10:30 Presentations: HAA, P-20, KSBE (Q & A) 12:30 Adjournment
September 15, 2016	9:00 Welcome & Introductions Special Guest: Senator Michelle Kidani 9:30 Discussion and Recap 10:00 Teleconference with NAA (Erik Peterson & Jennifer Rhinehart) Special Guest: Representative Roy Takumi 11:00 Presentations: ASAS, OYS, 21st CCLC, Waipahu Intermediate; Jarrett Middle 12:00 Brainstorming with Post-Its Questions to ponder: "What if"… I wish….I like…..Things that make you go hmmm"
October 20, 2016	9:00 Welcome and Recap (Introduce new members: Solomon Kaulukukui, Jr,, Raymond Fujino, Captain Jeffery Richards; James Kauhi) 9:15 Presentations: MEDB; UPLINK; REACH 10:00 "Framing the House" – Vision & Outcomes 10:45 "Brainstorming" with Post-It 12:15 Summarizing the Results 12:30 Adjournment
November 17, 2016	9:00 Welcome and Recap 9:15 Introduction to the Narrative 9:30 Small Group: Editing session: Section I 10: 30 Small Group: Editing session: Section II 11:00 Small Group: Editing session: Business Plan 11:30 Large Group: Gallery Walk of "Revised" Version 12:00 Debrief/ Next Steps 12:30 Adjournment

Appendix C2: Attendance List

RECORD OF ATTENDANCE				
Members	**06/30/16**	**09/15/16**	**10/20/16**	**11/17/16**
Paula Adams *	X	X	X	X
Kim Arista	X	X	X	X
Edralyn Coberto*	X	X	X	
Dawn Dunbar*	X	X	X	X
Randell Dunn		X		
Shelley Ferrara*	X	X	X	
Raymond Fujino			X	
Mike Harano				X
Chad Iraha		X	X	X
Park Kaleiwahea		X		
James Kauhi			X	X
Cpt. Jayson Kauwenaole	X			
Solomon Kaulukukui, Jr.			X	
Patrick Keleher				X
Dr. Reid Kuba*	X	X	X	X
Robert Medeiros		X		
Susan Marciel		X		
Charity Naea	X	X	X	
Brenda Nakamura		X	X	X
Mark Nishiyama	X	X	X	
Jenna Pak		X	X	X
Kehaulani Pu'u*	X			
Captain Jeffery Richards *			X	X
Carrie Sato	X	X	X	X
Catherine Scardino		X	X	
Lia Sheehan	X	X	X	X
Jacque Shin	X	X	X	X
Christina Simmons		X	X	
Lani Solomona		X	X	X
Diane Tabangay	X	X	X	X
Susan Uno*	X	X	X	X
Jayson Watts	X	X	X	X
Leslie Wilkins	X	X		X
Daniel Williams	X	X	X	
Isla Young			X	
Marlene Zeug*	X	X	X	X

Appendix C3: Minutes and Associated Activities

Meeting	Questions
September 15, 2016	1. "What if" 2. " I wish" 3. "I Like" 4. Things that Make You "Go Hmmmm" (see Appendix C for responses)
October 20, 2016	Problem-Solving *Groups worked collaboratively on 3 questions: Challenges, Recommendations, Strategies for the following topics:* 1. Quality 2. Data Collection 3. Availability 4. Funding 5. Promoting Collaboration 6. Coordination Designing the Vision and Outcome statements Members were asked to make revisions by "post-its" to the Vision statement and identified desirable outcomes. (See Appendix C for responses)
November 17, 2016	Presentation of the HCR 137 Recommendations in narrative form for Working Group to review and comment.

HCR 137
NOTES/MINUTES
MEETING 1
Thursday, June 30, 2016

The meeting commenced at 9:03am, in the conference room of the Offices of the Lieutenant Governor at the Hawaii State Capital. Marlene Zeug, representative of the Superintendent of the Board of Education, convened the meeting.

1. Participants/Attendees:
Marlene Zeug, DOE Community Engagement Office Director
Kehau Pu`u, Kamehameha Schools Community Education Director
Susan Uno, Hawaii P-20 Gear Up Project Manager,
Captain Jayson Kauwenaole, Honolulu Police Department (HPD)
Paula Adams, Executive Director Hawaii Afterschool Alliance (HAA)
Dan Williams, DOE 21st Century Schools
Leslie Wilkins, Maui Economic Development Board
Edralyn Coberto, State of Hawaii, Office of Youth Services (OYS)
Jayson Watts, State of Hawaii, Office of the Lieutenant Governor
Lia Sheehan, note taker and Board member of Atherton and Campbell Family Foundations
Shelly Ferrara, DOE ~~21st Century Schools~~ Director School Transformation Branch
Reid Kuba, Principal, Jarrett Middle School
Dawn Dunbar, Executive Director, After-School All-Stars.
Kim Arisa, State Department of Human Services
Charity Naea, Lieutenant Governor's office
Jackie Shin, Kamaaina Kids
Mark Nishiyama, Kamaaina Kids
Catherine Scardino, Department of Human Services (DHS)
Diane Tabangay, YMCA of Honolulu
Carrie Sato, DOE, Community Affairs

2. Review of HCR 137:
Marlene summarized the objective of HCR 137 is for the DOE to convene a working group to review the current after-school programs in Hawaii's middle and intermediate schools and to create a final report, submitted to the legislature, addressing:

"(1) A timeline and inventory of existing after-school programs at middle and intermediate schools;
(1) Data regarding current levels of costs, funding sources, and student participation of existing after-school programs at middle and intermediate schools;
(2) Recommendations on improving the availability, quality, and coordination of after-school programs at middle and intermediate schools;

(3) Recommendations on how collaboration can be promoted between agencies and stakeholders providing after-school care in Hawaii; and
(4) The development of efficient and collaborative ways to address funding, logistics, and outcomes of providing structured after-school programs at middle and intermediate schools[.]" (HCR 137 p.2).

Marlene also stated that for the purposes of this working group, attendance and participation is open to the public, but if a vote is required, only the individuals invited or designated by the invitee shall be entitled to a vote. According to HCR 137, the invitees are:

(1) One representative from the Office of the Lieutenant Governor;
(2) Director of Human Services;
(3) One middle or intermediate school principal;
(4) One representative from a 21st Century Community Learning Center;
(5) Executive Director of Hawaii P-20 Partnerships for Education;
(6) One representative from the Honolulu Police Department;
(7) Executive Director of After-School All-Stars Hawaii;
(8) One representative of Kamehameha Schools;
(9) One representative of the Hawaii Afterschool Alliance; and
(10)One representative of the private sector [.] (HCR 137 p.2-3)

Based on the language used throughout HCR 137, the working group will start from the assumption that the legislature sees the need for after-school programs for the middle and intermediate school population in Hawaii. The working group is reminded that it is not looking to persuade anyone but rather to make recommendations such as how to sustain, collaborate and fund quality after-school programs statewide.

3. The plan for subsequent meetings:
Marlene stated that her goal is for the working group to complete the task in four meetings. Meetings one and two will be data gathering sessions, meeting three will focus on brainstorming. Between meetings three and four a draft report will be produced and the fourth meeting will be to discuss and finalize the final report.

4. Definitions, problem and opportunity: (Attachment 1)
Discussion surrounding common terms and definitions produced the following:
(1) After-school vs. Out of school
a. *After-school.* Many examples of various definitions were shared. The working group settled on a definition of 2:45 p.m. (or when the school day ends) until 7:00 p.m..
b. *Out of school.* A very important piece or component to helping middle school aged kids however this time period, based on the consensus of the working group, is not being addressed in HCR 137. Out of school time would include before the school day

starts (i.e., 6:00 a.m. to 7:45 a.m.), weekends, evenings, school breaks, intersessions, summer and winter breaks or any non-instructional school hours.

(2) Public school (PS) vs. Public Charter School (PCS)
a. There are 54 middle (grades 6 to 8) and intermediate (grades 7 to 8) Public Schools statewide. There are 29 Public Charter Schools that have a middle school age students. The intent of the working group is to include both groups in the definition of "middle and intermediate schools", all kids.

(3) Problem vs. opportunity
a. The *problem* is kids get in trouble when they have too much unstructured or unsupervised time. They need to be busy, occupied and there will be less criminal or destructive behavior. Children at this age are naturally curious and testing boundaries. (example: Captain Kauwenaole shared that 50% of first time juvenile arrests occur at the middle school ages and that between 3:00 to 6:00 p.m. crime triples.)
b. There will also be more success when kids have the *opportunity* to grow, learn, be engaged, have new experiences, work in teams, expand social and emotional learning, and the entire family feels they are in a safe and nurturing environment. The thriving schools have good collaboration with the community, schools, business, and strong relationships.

(4) School based vs. school linked vs. community based.
a. *School based.* On site at a school campus, use of school facilities.
b. *School linked.* A link has been established with a school but the activity and supervision occurs off of school campus (example: Boys and Girls Clubs). Often within walking distance or a bus ride from school. (example: Waimea, Kaua`i the community has a lo'i and kids will go there. Other O`ahu programs sited where kids will ride city bus to programs because school can't afford cost of bus rental ($750-$1000 per trip) to an activity.)
c. *Community Based.* No link to a school, however, school aged kids attend. (example: DARE).

(5) Current Challenges Identified
a. HIDOE and community partner coordination
There is currently no coordinated system within the HIDOE for connecting middle schools with community partners. There are some non-profits who have partnered with particular schools (example: Boys and Girls Clubs, newest example of Kailua Clubhouse highlighted). UPLINK is in 28 middle schools and uses non-profits to provide afterschool programs, unfortunately not all middle schools are served. The business community would like to see professional skills (work ethic, selfless and other positive value based general learner outcomes) introduced at the middle school level.
b. Funding and funding restrictions

REACH funds purposefully did not go into the HIDOE, they are housed within the DHS in OYS. The funds support HIDOE middle school after-school programs, follow HIDOE guidelines, budget procedures and school selections. Currently REACH receives $750,000 per year. Schools apply for grants. Any Federal, State or private grant to HIDOE, if HIDOE to then use the funds, State procurement rules apply so it is not the most efficient place to hold funds for after-school programs. REACH funds cannot be used for Out of School activities (example: summer school programs) and grant requests from middle schools must be for after-school programs.

c. Liability

Liability is always a factor to consider whether kids are at school after hours or at an off site facility. Liability insurance needs to be factored into costs as well as where liability falls between DOE or a community partner. Other questions arise, such as; are locations safe, adequacy of transportation, back ground checks and screening of staff. Clarity on these questions will promote ease, transparency, and incentives for collaborative minded community partners. (example: OYS requires liability insurance and back ground checks on all contracts)

d. Homework support and snacks

An important component of after-school programs is homework support. More important, however, seems to be the availability of snacks. (example: A+ programs for grades K-5th or 6th are given snacks) According to the rules of 21CCLC grant funds can't go for snacks unless it's embedded in the curriculum. Under REACH Title I schools can use funds for snacks but the snack must meet United States Department of Agriculture (USDA) requirements and the schools need to provide a cafeteria staff member to manage and distribute the snacks (example: Waimanalo cafeteria managers agreed to assist with snacks for the kids). REACH started by only supporting Title I schools but expanded to all schools because all schools needed funding support to secure after-school programs.

e. Staffing

After-school programs can't be reliant on HIDOE teachers alone. Any HIDOE teachers who choose to participate would need to be compensated for their additional time. Casual hires/part time workers are subject to HIDOE rules. Reporting requirements, paperwork, and other administrative requirements need to be considered.

f. *Rural schools and Special needs kids^*

In order to be inclusive of all middle and intermediate school aged children, there must be consideration for special needs and rural communities on outer islands, because they may require additional costs and coordination.

5. DOE Data Presentation (Attachment 2a, b, and c):

Carrie Sato shared and presented summaries of three documents, condensed and pertinent versions of HIDOE Superintendent's 2014-2015 School Status Improvement Reports (SSIR). The complete SSIR is available online with additional information. No SSIR is produced for Charter Schools. Attachment 2a shows the student population growth by Complex Area. Attachment 2b shows number and percentages of students

with free or reduced lunch, SPED, ESL, attendance and measurements of criminal activity. Attachment 2c list all public middle and intermediate schools as well as charter schools. Additional data provided, such as enrollment, standardized test scores, and retention.

The working group suggested the following as other data sets that would be helpful;

a. Data on existing after-school programs, participation, providers, collaboration. Baseline measurements that cover all providers.
b. Reports shedding more light on the Class A and B offenses, time and location of incidents to show correlation with after-school time.
c. Data Exchanged (D2) a longitudinal study showing the results of children who stayed in school and whether they participated in after-school activities.
d. Data showing social, emotional, or health of children or the community.
e. Some data measuring community engagement or collaboration amongst school and community.
f. ABC (attendance, behavior, and course marks) correlates with success but is not concrete proof. 21CCLC and Federal funding requires "monitor for performance" and show that you met the goal and if not, it must be shown why not. More data sets and checks along the way to measure what's really happening.
g. Data set from University levels, if any, to show long term impact of after-school programs.
h. HPD data showing time of day and ages of students being arrested.
i. Data showing amount of funding for after-school and Out of School programs.

6. Presentations:

a. Susan Uno, Hawaii P-20 (Attachment 3). Hawaii P-20, exists within the University of Hawai`i system, received a seven-year Federal Grant which ends in 2018 called Gear Up, the intent of which is to increase college awareness and enrollment. Currently no funds support middle or intermediate school programs but could do so if requests are received from a middle school. Can only support schools where 50% or more of the students receive free or reduced lunch (not Title I). Most programs are offered during the school day and not many after-school (examples: supported After School All-Stars for one year and Washington Inter computer lab).

b. Kehau Pu` u, Kamehameha Schools (KS) Community Education Division. (Attachment 4). KS funds and executes direct programs but none are after-school. Most are Out of School time including intersession and summer. (example: Explorations in summer 6th to 9th graders) KS gives grants to after-school providers. KS has a new strategic plan with regional teams managing direct services, focus on specific needs of the region and seeking collaboration. KS would provide funding but first looks for alignment, overlap, gaps. Grant requests by invitation only.

c. Paula Adams, Hawaii Afterschool Alliance (Attachments 5a-g). Each of the 50 States has a network to coordinate, support and in some manner facilitate after-school and out of school time providers. HAA is not a provider. Attachment 5a shows national data comparing Hawaii with all other states. Currently the primary funding sources are federal through 21CCLC and state funded through REACH. The HAA website has an interactive map overlaying information about schools, providers, and other community programs.

12:25 p.m. Adjourned

HCR 137
NOTES/MINUTES
MEETING 2
Thursday, September 15, 2016

The meeting commenced at 9:00 a.m., in the conference room of the Offices of the Lieutenant Governor at the Hawaii State Capital. Marlene Zeug, representative of the Superintendent of the Department of Education, convened the meeting.

1. Participants/Attendees:
Marlene Zeug, DOE, Community Engagement Office Director
Robert Medeiros, Kamehameha Schools Community Education Officer
Susan Uno, Hawaii P-20 Gear Up Project Manager,
Paula Adams, Executive Director, Hawaii Afterschool Alliance (HAA)
Dan Williams, DOE, 21st Century Community Learning Centers (21st CCLC)
Leslie Wilkins, Maui Economic Development Board
Edralyn Coberto, Department of Human Services (DHS), Office of Youth Services (OYS)
Jayson Watts, Senior Advisor to the Lieutenant Governor, Office of the Lieutenant Governor's R.E.A.C.H. Program
Lia Sheehan, note taker and Board member of Atherton and Campbell Family Foundations
Shelley Ferrara, DOE, Director School Transformation Branch
Reid Kuba, Principal, Jarrett Middle School
Dawn Dunbar, Executive Director, After-School All-Stars.
Kim Arisa, Department of Human Services
Charity Naea, Senior Policy Advisor, Lieutenant Governor's office
Jackie Shin, Kamaaina Kids
Mark Nishiyama, Kamaaina Kids
Catherine Scardina, Department of Human Services (DHS)
Diane Tabangay, YMCA of Honolulu
Carrie Sato, DOE, Communications and Community Affairs Office
Christina Simmons
Lani Solomona, DOE Community Engagement Office
Jenna Pak, DOE Community Engagement Office
Randall Dunn, Principal, Waipahu Intermediate School
Chad Ihara, Athletic Director/Coordinator, Waipahu Intermediate School
Susan Marciel , After school UPLINK coordinator Waipahu Intermediate School
Senator Michelle Kidani, State of Hawaii
Representative Roy Takumi, State of Hawaii
Park Kaleiwahea, Aide to Representative Kidani

2. Review of HCR 137:
Marlene identified the goals and thoughts to keep in mind for this meeting:

(1) Do we have enough of the info that we need? Can we begin brainstorming? If not, what more do we need that can be included in the next meeting?
(2) Who should be brainstorming with us?

3. Review the plan for subsequent meetings:
Marlene stated it is still her plan to complete the task in four meetings. Meetings one and two will be data gathering sessions, meeting three will focus on brainstorming. Between meetings three and four a draft report will be produced and the fourth meeting will be to discuss and finalize the final report.

Marlene asked for help with writing the final report. If multiple people could contribute certain sections in narrative form, then at meeting 4 the group can edit together

4. Review of Notes/Minutes of Meeting 1, June 30, 2016 (Attachment 1a)
The Notes/Minutes were circulated and reviewed. No call for votes as the Notes/Minutes are intended to record the discussion. There is no requirement to formally adopt minutes. The Final Report will be voted upon by the parties with standing as designated in HCR 137.

5. Marlene's summary of Meeting 1: (Attachment 1b, orange paper)
This document, created by Marlene, contains information gathered at Meeting 1 and some between then and Meeting 2. The quotes signify direct quotes from Meeting 1. The document summarizes the definitions agreed upon including: Who, When, Where, Why, and How of the current landscape of Intermediate and Middle School After School Programs. It also states Objectives, Questions and Big Theme Challenges as identified by the group.

Comments:
Who: The definition ALL middle and intermediate students but we don't have representatives with specific reports representing special needs or charter school perspectives.

When: Ending at 7:00 p.m. could bring concerns of darkness being a liability and obligation to provide dinner. Would 6pm be a better end time?

Discussion concerning common expectations for definitions. Any baseline plan should allow for exceptions/variations for schools to determine in response to the need in the community it serves. A common time frame and every day consistency is the baseline.

Why (the problem): A suggestion was made to include bullet points stating, 'avoid risk behaviors' and 'make good choices'.

Why (the opportunity): A suggestion was made to include a bullet point stating 'mentorship/adult guidance'.

6. DOE Principal's Survey (Attachment 2):
Carrie Sato shared HCR 137- Principals Survey Results – SY 2016-2017. Of the 54 DOE middle and intermediate schools, 29 responded and are included in the summary.

7. Senator Kidani:
Senator Kidani addressed the working group, thanking them for their efforts and explaining her interest in the final report. She also shared that Nationally summer learning is a big topic for supporting middle school aged students.

8. Representative Takumi (Attachment 6):
Representative Takumi shared that he has been working for 14 years in the Legislature as the Education Chair. He sees the money going into Education as an investment not a cost. He would like the HCR 137 Working Group Final Report to be reached by consensus and recommend something fundable, scalable, sustainable, and with measurable outcomes. Legislators are generalists, they are ill equipped to produce legislation on their own, without the insight of those working in the sector, the rigor, targets and outcomes will be overlooked. Funding for After School Middle and Intermediate School programs should come from the General Fund because it shows commitment.

He would like the Final Report to be concrete and can request legislation or further refinement. He wants measured outcomes including social emotional learning. If the report seeks funding then it must be clear what the funds would be used for. He suggests that the individuals in the room invite the legislators in their districts to see what is going on throughout the State in After School programming.

Rep. Takumi shared reference materials from the National Conference of State Legislatures.

6. Data Presentations:
a. Marlene shared a one page document from the Complex Area Superintendent (CAS) the Central District Middle School Budget for Afterschool Athletics (Attachment 3). It is a model of costs associated with athletic inter-school competition in 4 sports. The spreadsheet doesn't show an exact number of how many kids are served by the program. The estimate is an average of 30% of students participate. The CAS estimated that to add arts and academics/STEM it would cost another $20,000/year.

Leeward district has a similar program with a coordinator and paid staff. Multiple sports offered, adding more and dance. The staff helps with homework. No cuts so all kids participate who want to be there.

A goal would be to have a complex area coordinator for this type of inter-school activity. There would have to be some discussion around the fact that some schools have 6th graders and others don't.

b. Eric Peterson and Jennifer Rinehart of the National Afterschool Alliance presented via tele conference (Attachment 4). Sharing National trends as well as some case studies in how governance is structured and funding is sourced.

c. Dawn Dunbar, Afterschool All Stars (ASAS) currently operates at 11 sites in schools on Oahu. They have 3 schools on the Big Island. ASAS serves 2,000 children per year. They offer programs 3 hours a day, 5 days a week. 1 hour is tutoring or homework and the other 2 hours are filled with activities. Services are provided on campus, in partnership with DOE. A full time employee of ASAS works during at school during the day. Data collected is shared between ASAS and DOE, with some challenges identified in this area. Another challenge is reporting for funders as requirements vary.

It costs approximately $1,000/student/year, which breaks down to $3.50/day. Special activities include college camps at UH Manoa and Hilo, 2 program wide sports competitions per year. Other partners are brought to schools for special activities.

d. Reid Kuba, Principal, Jarrett Middle School. Uses ASAS. There are 240 students at Jarrett, 185 enrolled in the program, with an average of 120 participating daily. Those who don't attend don't like the structure. Federal funding provides a snack for all. Activity happens in the first hour, homework, and then a final activity. Principal can be creative in scheduling special partners and activities. Have outings in the evenings and parents are invited to a quarterly performance.

During the school day, if a child is falling behind or otherwise falling through the cracks, the first thing school does is refer the child and family to ASAS.

Chapter 19 is the code for DOE disciplinary infractions. Jarrett has had no fights afterschool. Kids who need more academic help can separately receive tutoring in a study hall like setting.

e. Edralyn Coberto, DHS OYS. In 1989 OYS was established to provide services and programs to children at risk. OYS serves children ages 10-18 and up to 24 years old in residential, juvenile detention or otherwise at risk. Includes those living on the streets, shelters, gang members, foster care, pregnant, LGBT or anyone over represented in the justice system. Goal is to teach life skills such as Positive Youth, culture based, community based, mentoring, residential, mental health, anyone in a facility, or under Judicial oversight, especially wards of the state.

Funds are awarded in accordance to State procurement process. 90% of budget goes to procured services and 5% to staff.

Only one OYS provider works afterschool on school campus (Lihue with 20-30 kids). Other providers are Susanna Wesley, Sounding Joy, Boys and Girls Club, YWCA, Salvation Army, Goodwill, PACT, Kids hurt too. Paia Youth Counsel is a model of child led and successful program, operating for 10 years on the beach park in Paia, Maui. 100 kids developed a before school program that operates a skate park, café and radio station.

Parks and Recreation provides services in Honolulu. It is a low cost option, involves families, school to work, lots of service learning, use kupuna and peer leaders.

How do you measure success? Measure risk and protective factors, milestones/performance targets with evaluation. Examples are Surfrider Spirit sessions (Court referred) and Lanakila Learning Centers. New Aloha Response framework, is a new model, attempting to connect the youth with an adult mentor or kupuna.

No set format for working with DOE, and happens with the right relationships. It is challenging. Need a stronger link with the community and Judiciary because of the court appointments.

50% of kids who enter the juvenile justice system enter at the age of 12. The youngest is 8 years old.

It cost $200,000 per year to house 1 child at a correctional facility. In 2016 there are 30 in custody. In 2011 there were 90.

f. Dan Williams, DOE School Transformation Branch, 21CCLC (Attachment 5a and 5b). administers federal funds meant to assist the academically and economically disadvantaged. 40% of the population must be Title I. Competitive grant process. Handout 5a presents data collected in Hawaii Schools in 2014-2015 and 2015-2016 school years. Handout 5b provides some basic facts of the 21CCLC program.

g. Randall Dunn, Principal, Waipahu Intermediate School.
Afterschool is 2:30-5:30 five days a week. 1,314 kids in the school, the largest single track intermediate school in Hawaii. Title I school gets WSF, UPLINK, 21st CCLC, R.E.A.C.H., and school funds. 4 coordinators each managing the programs and their respective funding streams but to the kids it is seamless. Weekend activities, sports, trips and competitions offered. Morning tutoring. Must have 2.0 and no F's to participate. Tutoring can bring grade up and make them eligible. The program had a 98% passing rate in 2015-2016 school year. Teachers stay after school until 4:00 p.m. for support. Year ends with a celebration.

7. Next steps:

a. Need statistics from HPD and/or AG's office.

b. DOE data: what do agreements with DOE and providers to share info on student attendance, performance, needs.

c. DOE Transportation: Information from James Kauhi.

d. Ray Fujino to share information on Athletics.

12:30 Adjourned

Next meeting: October 20, 2016 – 9:00 a.m. to 12:30 p.m. Conference Room. Lt. Gov. Office. 5th floor. State Capitol.

Brainstorming Responses: 09/15/16

WHAT IF?
1. Fulltime site coordinator for every school 2. What if the schools offer some "basic components," set as the minimum that schools need to provide? Regardless of funding...Example: tutoring, snacks, family engagement, etc. 3. We could figure out a way to evaluate with protective factors. 4. Coordination of services 5. Parks and Rec were part of the conversation 6. Funders have basic data they ALL collect, making it easier for the programs 7. Every kid is linked to a mentor 8. Existing data provided a snapshot of student demographics - (pre/post) economic status, attendance, academic growth. And that it would track outcome 9. What if we tried to model the use of kupunas? 10. We link AS programs with community programs 11. A minimal fee was assessed? $25.00 OR $50.00 monthly or $1.00 per day or free 12. We could seamlessly transition or collaborate K-6 and middle school

I WISH

1. At risk provides met with this Task Force OR sent a representative to the Task Force meeting - Partners I Care, We are Oceania, Bridging the Gap, KEO, MEO, Youth Outreach, Waikiki Health Center, Leeward Housing Coalition - with the intent being increasing partnerships/ awareness
2. I wish to include the State Homeless Program Office (formerly Lori Tsuhako) Director

   in future discussions
3. How we reach economically disadvantaged students who are in schools that are not meeting the 40% free & reduced criteria.
4. We could compare crime rate before All Stars began and current crime rate

I LIKE

1. The ability to track grades and program impact
2. I like the activities
3. Coordination between multiple programs on one campus (Waipahu Inter/ Uplink/lSA/21st CLC)
4. The AS structure allows new partners to participate and engage kids
5. I like to focus on academics and enrichment
6. I like the link to GPA 2.0 (Waipahu Inter)
7. "AS is our first line of intervention for students" (Jarrett, Principal Kuba)
8. AS structure
9. I like $1.85/ per student; All Stars; $1,000/student/year; Free of charge
10. Focus on range of high quality services
11. The wide area of influence for 21st CLC
12. I like the 5 year duration of the grant
13. Youth driven model
14. Connect chronic absenteeism to participation
15. Jarrett's program engages parents regularly throughout the school year
16. Wow! 185/240 students@ Jarrett in their AIIStars
17. I like the variety presented
18. 21st CLC sending funds directly to non-profits for middle school students
19. I like that after school is also before school (tutoring in AM) - Waipahu
20. Like the referral link between school day staff, and afterschool
21. Student driven offerings, Puna Maui (OYS)
22. Program design based on community needs
23. I love I Dance Competition has to be held @ Blaisdell Center
24. I like the partnership with the school+ ASAS + community partners

25. I like that the coordinators coordinate with each other - Waipahu
26. Consistency of service
27. The growth of 21st CLC at the middle school level
28. Rep. Takumi's explanation of expectations for the HCR 137 Task Force
29. Like the partnership with Parks & Rec - Waipahu
30. The use f Kupuna "Aloha Response" framework
31. I like the tutoring offered in the AM (morning) creative idea - Waipahu
32. I like coordination of efforts- IS, UPLINK, 21st CCLC
33. Full time site coordinator; link between school and Afterschool
34. Family engagement and kupuna
35. Love the Goodwill Tournament- Waipahu
36. I like prevent-intervention; diverse services leads to prevention is the best medicine; I like the Paia Program - plenty to offer the students
37. I like the range of collaboration and diversity
38. I like the focus on the relationship with adults and getting them to stay
39. OYS is community based
40. I like...ASAS program is free!! Great funding source
41. I like using student feedback to create classes for students

THINGS THAT MAKE YOU GO HUMMM....

1. "Who is this child linked to?"
2. Student population for Title I
3. One of the biggest challenge is getting into the schools
4. What does Afterschool care service look like?
5. $200,000 to house one child @ HYCF for one year
6. 50% who enter juvenile justice do so @ 12 years old
7. amount of volunteer time provide data the school level by school staff

HCR 137
NOTES/MINUTES
MEETING 3
Thursday, October 20, 2016

The meeting commenced at 9:05am, in the conference room of the Offices of the Lieutenant Governor at the Hawaii State Capital. Marlene Zeug, representative of the Superintendent of the Department of Education, convened the meeting.

1. Participants/Attendees:
Marlene Zeug, DOE, Community Engagement Office Director
Susan Uno, Hawaii P-20 Gear Up project manager
Paula Adams, Executive Director, Hawaii Afterschool Alliance (HAA)
Dan Williams, DOE, 21st Century Community Learning Centers (21st CCLC)
Isla Young, Maui Economic Development Board
Edralyn Coberto, Department of Human Services (DHS), Office of Youth Services (OYS)
Jayson Watts, Senior Advisor to the Lieutenant Governor, Office of the Lieutenant Governor's R.E.A.C.H. Program
Lia Sheehan, note taker and Board member of Atherton and Campbell Family Foundations
Reid Kuba, Principal, Jarrett Middle School
Dawn Dunbar, Executive Director, After-School All-Stars
Kim Arisa, Department of Human Services
Charity Naea, Senior Policy Advisor, Lieutenant Governor's office
Jackie Shin, Kamaaina Kids
Catherine Scardino, Department of Human Services (DHS)
Diane Tabangay, YMCA of Honolulu
Carrie Sato, DOE, Communications and Community Affairs Office
Christina Simmons, Community Member
Lani Solomona, DOE Office of Community Engagement
Jenna Pak, DOE Office of Community Engagement
Chad Iraha, Athletic Director/Coordinator, Waipahu Intermediate School
Captain Jeffrey Richards, HPD
Ray Fujino, DOE/OIA
Chris Chun, HHSSAA
Solomon Kaulukukui, DOE, Migrant Education Program, Educational Specialist
James Kauhi, DOE, Student Transportation

2. Review of HCR 137:
Marlene reviewed the Agenda. Carrie Sato reviewed HCR 137: DOE Presentation handout. It summarizes what the working group has done in the first two meetings and what needs to be accomplished in meetings 3 and 4.

3. Final Data Presentations:

a. Isla Young shared information from the Maui Economic Development Board (MEDB), taking the place of Leslie Wilkins. MEBD is based on Maui but has programs on all islands. They believe a "homegrown workforce is key to economic growth" and therefore programs have a STEM focus. MEBD has been in existence for 35 years and for 16 there has been a program focused on Women and Technology. The programs teach leadership, 21st Century skills, prepare students for college, trade, workforce, are project and service based. MEDB has 32 programs throughout the State at 27 schools, including Charter Schools.

Afterschool offerings are at 6 schools with a budget of $1 million dollars, called StemWorks. Teachers from the partner schools deliver programs. MEDB provides age appropriate "kits" for students in Elementary, Middle or High School. Afterschool programs are intentionally integrated with school day activities. There are hundreds of kids on a waiting list for the programs. Family engagement nights are popular and well received.

b. Jayson Watts from LG's Office shared information and data from the Resources for Enrichment, Athletics, Culture and Health (R.E.A.C.H) Initiative.

c. Kim Arista from DHS/UPLINK (Uniting Peer Learning Integrating New Knowledge) shared an overview of the program, participating schools and data for SY 2015-2016.

d. The meeting packet included handouts from HPD, Hawaii Afterschool Alliance, Harvard Family Research Project, A+, County Department of Parks and Recreation, and 21st Century Community Learning Center Sub-Grantees SY '15-16.

4. Group Activity and Discussion:
The large group split into smaller groups to allow for reflection, discussion and comment on the emerging themes:

(1) Coordination. Must have people responsible for coordinating afterschool activities. It is necessary at the State, District and individual school level to ensure quality.

(2) Promoting Collaboration. Also requires staff to execute. Who in the community can support schools (asset map), what would community organizations offer, internal navigator, relationship building, Memorandum of Agreements specifying the terms of Collaborative efforts, multiple funding sources can be used to support at single school but can it be more efficient (bus expense, SASAS coordinator workshops). Change "no can" or "no like" to "can". Example given where in the past there was staff at DHS and DOE who were primary on ensuring the relationships function for the benefit of the students.

(3) Funding. Find more efficient use of the current funding sources. Transportation is the most visible example of a sector that could be streamlined. State and Federal funding arrive at schools from many sources (DHS, OYS, UPLINK, 21st CCLC, REACH, P-20). A more coordinated effort by DOE could spread the funds to support more than one program.

(4) Quality. Quality must be defined. It must be clear what a quality afterschool program looks like, how it's selected, evaluated, monitored and sustained. Quality must be embedded everywhere. Professional Development is an important component, to train and keep good staff. Must also have adequate facilities, equipment/supplies and staff.

(5) Data Collection.
(i) Data for measuring student Outcomes: Who will do it, how will they do it so that data is standardized, it is accessible to all, it satisfies Federal privacy laws (FIRPA), and funding is sustainable. Data collection must be related to Outcomes, related to Vision and linked to safety (keeping kids out of trouble), risk, and protective factors. Increased attendance, grades, and good behavior in school will lead to academic progress.

(ii) Data reported to Funders: Simplify reporting requirements and standardize if possible amongst the many funders.

(6) Availability of programs. Retention of quality staff is the greatest obstacle now. Creative ideas for staff retention such as volunteers, college students, interns. The capacity of the Provider and physical space are considerations.

5. Next steps:
The Final Report for HCR 137 is a recommendation, something that will make it easier for the Legislators to take action. Implementation Plan would be step two. Perhaps DOE could make some changes internally with or without the help of the Legislature.

Next meeting: November 17, 2016 – 9 am to 12:30 pm. Conference Room. Lt. Gov. Office. 4th floor. State Capitol.

12:32 pm Adjourned

Brainstorming Activity Summary of Responses

QUALITY

Challenges	Recommendations	Strategies
- Link to the school day (2) -Sustainable funding (2) - Staff turnover - Good Staff	-Define "Quality" (2) -Comprehensive agreement for use of facilities (2) -Monitoring programs for compliance	-Progressive parenting education and support (6) *Family engagement* -Use the Hi Quality Guidelines as a basis to judge (3) *Use established guidelines/standards of quality.*

- Can they provide - Defining components of a quality program - How to deal with disciplinary issues - Quality challenges, # of students, # parent involvement -Using school facilities. Liability issues -Background of staff/volunteers -Professional development -Staying on the pulse of innovation-helping the programs stay high end.	-Background, security checks, -Use the Hi Quality guidelines as a basis to judge -Ensuring school and afterschool partner for alignment -Ensure schools have the resources necessary to provide quality afterschool programs -Quality recommendations. -Parent Surveys -Develop parent advisory -Create leadership teams focused	*National?* -Create a "toolkit" for quality programming (3) -Student input on what's offered (3) -Kids see a seamless program from day to afterschool evening (2) -Incorporate afterschool activities into school classrooms --Provide resources to schools (at least minimum) to be defined -Large variety of programs (more options for different needs and interests) -Quality incentives for students

DATA COLLECTION

Challenges	Recommendations	Strategies
-Data definition across the board (5) *Accurate reporting* *Standardized reporting* -User friendly format (2) *Paper/pen* *Online* -Who collects data? Site coordinator? Principal? School? Community partner? (2) -Getting the actual data submitted	-Government agencies require similar data points, outcomes if funding same type of programs (5) -Needs and administrator (4) -One system or Data Base for data collection (3) *Statewide data coordination* -Working/Friendly relationships w/ all providers -Find a way to get around the FERPA issues with data	-Have all funders get together and organize a one-stop-data shop for providers (6) -Design a online system for the entire state to capture data. Train leads on the system (5) *Have a collection lead for the state that captures and makes sure data is being collected properly-working w/each island – trouble shoots issues – supportive not punitive* -Determine before-hand what kind of data you need and

-Data is complete -Data challenges: Keep it simple, maintain daily -Parent surveys are difficult to capture -$ Multiple data sources being able to talk and share their data -FERPA		what do you want it to show -Agreements between entities associated w/after school programs to smooth the data sharing. -Make more accessible. Accessibility.

AVAILABILITY

Challenges	Recommendations	Strategies
-$ (4) -Different student populations and their needs (2) *Special needs students* -Program consistency (2) *Equity statewide* *Island-wide programs* -Can students come w/all other activities [they are] doing? -Staff turnover *Qualified workers* *-Durity* *-Getting students to attend daily* -Availability of resources -The perception "here is	-Allocated $ into budget (9) *Dedicated funding source* *Funding high rate of pay* -College interns (5) *College student tuition waivers* *Subsidies after serving [so many] years* *Get colleges/universities to implement service learning and utilize college students as volunteers* -Extended school bus runs -Incentives for students/Reward system	-Partnerships with universities/colleges (4) *VISTA volunteers* *Americorps Volunteers* *Corporate sponsors* *Corporation for National Community Service* -Cooperative and comprehensive use of facilities agreement w/schools and community facilities (2) -Legislative support (2) -Agreements between DOE, University, etc. to smooth out the sharing of data -Site coordinators at all schools!! -Leverage unions to assist carpentry, electrician, etc. Involve the unions

another thing added to our plate, how do we juggle all of these activities?"		HSTA/HGEA

FUNDING

Challenges	Recommendations	Strategies
-Consistency and funds that match the demand (11) *Sustainable. Will amount be consistent annually? Maintaining level of funds. Various funding streams w/different restrictions and timelines. Identifying funds that are available. Who? How? What? Constant fund development needed. Balance of restrictive and non-restrictive funding. Coordination* -How to support transportation without dipping into funds that can be used for program services (2) -Federal regulations and State laws -Managing and auditing of funds -Meeting needs specific to needs of all students -Equitable funding opportunity to non-profit -Supplement funding for programs	-Mapping of funding sources -Criteria of spending/purpose of funding -Restrictions -Simple and accessible bid process	-Leverage various funding sources (6) *One system for agencies to enter funding info. Maximize resources. Work groups to strategize potential solutions.* -Transportation (3) *BOE adopt a policy that supports funding school transportation fro after school programs. Modification of school bus service schedules. Different afterschool pick up times for students to participate in afterschool Two bus service, afterschool and at 5/5:30* .-Legislative appropriation (2) *Budget funding for each school* -Look at models in other states -Annual update of map. Web-based, statewide database.

COORDINATION

Challenges	Recommendations	Strategies
-Quality Staffing *Proper training.* *Quality pay wages.* *Staff/Child ratio.* -Recruitment -$ (2) -Risk management -Transportation since securing transportation is school-based, no coordination between schools -Utilizing community partnerships with their expertise	-Qualified Administrator (10) *Needs and administrator. Need coordinator position in DOE to manage, facilitate.* -Available funding source -Design programs that provide proper training. -Statutory statewide initiative. REACH under DOE -Not a one off training but continued over the school year -Recruitment issue. Partner with school to offer person more hours. -Finding those programs that are successful and how did they accomplish it? -Assign DOE Transportation program w/responsibility of coordinating late pickup.	-Need at least 2 FTE [full time employees] at the state level (3) -One resource center -Look at A+ model of structure and staff support -Train the trainer. Create a leader team to motivate and inspire the teachers -Creative methods or resources available -Transportation – BOE adopt policy assigning task to DOE transportation in order to justify change

PROMOTING COLLABORATION

Challenges	Recommendations	Strategies
-Collaboration is all about the people and the mission/vision. When people leave the collaboration stops sometimes. -Knowing who partners to set up -Helping to connect the dots between organizations	-Create asset map (4) *7 District contacts. DOE zones. Have partners create blurb to provide info of organization (by region).* -Team-based leadership. DOE and others (4) *DOE or non-profit staff at each*	-Intro of legislation-Bill/Resolution (4) *Statute to encourage exempt agency collaboration.* -State initiated PSA's to invite collaboration -Model collaboration after what is currently working -96744

-Principal open to collaboration w/other agencies and not just one provider -Drafting policy that would be inclusive and flexible to allow for a variety of forms and levels of collaboration. -Non-profits not being able to get into schools. -How to allocate funds equitably throughout the state -More work for current staff -How to organize and collect data of partners.	*middle school to be coordinator. Administrator or point person required.* -Statute "procurement friendly" process (3) -Open to other resources and vendors (2) -Something like the 5R's where character standards run through the system.	(Windward side) -Learn from those that are already great at it.

HCR 137
NOTES/MINUTES
MEETING 4
Thursday, November 17, 2016

The meeting commenced at 9:13am, in the conference room of the Offices of the Lieutenant Governor at the Hawaii State Capital. Marlene Zeug, representative of the Superintendent of the Department of Education, convened the meeting.

1. Participants/Attendees:
Marlene Zeug, DOE, Community Engagement Office Director
Susan Uno, Hawaii P-20 Gear Up project manager,
Paula Adams, Executive Director, Hawaii Afterschool Alliance (HAA)
Leslie Wilkins, Maui Economic Development Board
Jayson Watts, Senior Advisor to the Lieutenant Governor, Office of the Lieutenant Governor's R.E.A.C.H. Program
Lia Sheehan, note taker and Board member of Atherton and Campbell Family Foundations
Reid Kuba, Principal, Jarrett Middle School
Dawn Dunbar, Executive Director, After-School All-Stars.
Jackie Shin, Kamaaina Kids
Diane Tabangay, YMCA of Honolulu
Carrie Sato, DOE, Communications and Community Affairs Office
Jenna Pak, DOE Office of Community Engagement
Lani Solomona, DOE Office of Community Engagement
Chad Iraha, Athletic Director/Coordinator, Waipahu Intermediate School
Captain Jeffrey Richards, HPD
James Kauhi, DOE Student Transportation
Patrick Keleher, Program Development Officer, OYS
Mike Harano, Principal, Washington Intermediate
Brenda Nakamura, Moiliili Community Center

2. Review of HCR 137 Final Report Version 8:
Marlene reviewed the Agenda and presented the draft Final Report for discussion.

3. Final Data Presentation:
a. James Kauhi, Director of Transportation Department at DOE has been in there for 31 years, has a budget of $61 million dollars, contracts with 9 vendors, utilizes 660 vehicles. Bus contracts are based on 3.5 to 4 hours of service. The Mission of the Transportation Department is to fulfill the DOE's obligation of Compulsory Attendance for all students. In the past, bus contracts were for certain routes but current contracts are based on hours of service. Mr. Kauhi is hopeful and sees opportunities for afterschool programs to overlap with his department. Ideas such as tiered release (elementary, middle and high schools requiring bus service at different times), collection points for drop offs rather than buses driving through each neighborhood were shared as potential leverage points. Discussion

centered around the possibility of adding a second drop off in the afternoons (3 bus trips per school per day), eliminating the immediate afterschool drop (after school bell rings) and having only one at the end of the afterschool program (2 bus trips, one morning and one after 6pm), as well as piloting each of these ideas in specific target areas. Further planning is necessary but Mr. Kauhi was optimistic that collaborative efforts between the Transportation Department and afterschool programs, some money could be saved on transportation which could go directly to benefit the number of children served by programs.

4. Group Activity and Discussion:
The large group elected to remain at the table and discuss the Final Report together. Suggestions were made and recorded. An opportunity for others who were unable to attend was discussed and they will be given an email containing the same draft on which to comment.

5. Next steps:
The Final Report for HCR 137 is due before the start of the legislative session in January 2017. In order to meet this deadline, the following suggested timeline was set forth. The entire group will have until 11/23 to submit comments on the current draft in circulation (Version 8). On or around 11/28 or 11/29, the comments will be synthesized into Version 9, which will be sent to HCR 137 designated participants, with a solicitation for a vote of acceptance. If the designated working group participants vote to accept, the Final Report will be submitted to the DOE for review and confirmation. The deadline is either 12/1 or 12/7.

12:40 Adjourned

Appendix D
Principals' Survey Narrative of Responses

Narrative of Responses
November 2016

Type of Program/Activity	Type of support(s) that would benefit Afterschool Programs	Comments/Suggestions Questions
1. Academic /Career-based 2. To meet the needs of more students 3. Enrichment support 4. Sports/Athletics/ Intramurals/Sports equipment 5. Marching Band 6. Tutoring 7. Response to Intervention 8. Robotics 9. Dance 10. Fine Arts 11. Field Trips	• Funding – 28 shared responses • Employ a coordinator • Provide transportation • Provide meals or snacks • Community partnerships with non-profit organizations • Space/Facilities	1. PTSO fundraises to support the afterschool programs. 2. Rural schools incur greater transportation expenses 3. [Our] school prefers to see the day as a seamless stretch of support for our students unlike the afterschool program managed by DHS which sees a clear distinction between the school day and afterschool. 4. These opportunities are vital to children's development.

Do you feel there is a need for Afterschool programs for this age level? (yes/no and brief explanation)	Is your school able to expand to include more students?	Current cost Per Student
YES = 100% 30 principals responded with a "Yes": 1. Middle school students need opportunities to explore interests, socialize/make new friends in a safe, positive environment and have positive guidance through this age of development. 2. Yes. Helps to develop the whole child and provide opportunities to develop problem solving and social skills. 3. Afterschool programs keep middle school students safe and engaged in productive activities during the at risk hours. a. The worst time for bad incidents generally is immediately after school. b. Too many students are left unsupervised after school.	26 = Yes 2 = No 2 = Other	Ranges from free to various per student costs that vary by program

4. Keeps them safe and out of trouble and allows success by tutoring, homework assistance, building relationships and participating in fun activities that develop the whole child 5. Keeps our middle school students active in a positive way. 6. They need structured activities where they can be mentored. 7. Especially for this age group. 8. Students need somewhere to go, a place to belong, and activities outside the curriculum. 9. Students benefit from tutoring and enrichment. 10. There is a definite need to engage middle school students in pro-social activities and sports after school especially in communities where they return to substandard homes with limited supervision. 11. This is the age of greatest developmental change. They need adult mentors and support.		

When are your afterschool programs offered?	Who is the provider of Afterschool programs?
30 respondents • Every school day = 30 responses • Other (Holidays/Fall/Winter/Spring/Summer breaks) = 8 responses	30 respondents • Private for-profit = 4 • Private non-profit = 17 • School sponsored = 23 • Other = 9 Schools may provide more than one afterschool program and receive funding from multiple sources.

Appendix E
Data Table of Major Funding Source, Schools, and Costs

			REACH				21CCLC				UPLINK			
School	SCHOOL Enrolled	Total Funds	# student enrolled	% student enrolled	$$ award	Cost/ student	# student enrolled	% student enrolled	$$ award	Cost/ student	# Student enrolled	% student enrolled	$$ award	Cost/ student
CENTRAL (7)														
AIEA INTERMEDIATE	517	90,000									106	21%	90,000	849
ALIAMANU MIDDLE														
MILILANI MIDDLE														
MOANALUA MIDDLE		18,428	DNA*	DNA	18,428	DNA								
WAHIAWA MIDDLE	735	105,000	DNA	DNA	45,000	DNA					220	30%	60,000	273
WAIALUA HIGH & INTER		55,000	DNA	DNA	55,000	DNA								
WHEELER MIDDLE		30,000	DNA	DNA	30,000	DNA								
HAWAII (12+1)														
HILO INTERMEDIATE	406	105,000	DNA	DNA	30,000	DNA					82	20%	75,000	915
HONOKAA HIGH & INTER	145	75,000					69	48%			100	69%	75,000	750
KALANAIANAOLE EL & INTER														
KAU HIGH & PAHALA EL	118	137,786	DNA	DNA	42,286	DNA					55	47%	95,500	1,736
KEAAU MIDDLE	583	182,286	DNA	DNA	42,286	DNA					255	44%	140,000	549
KEALAKEHE INTERMEDIATE	631	90,000									208	33%	90,000	433
KE KULA O EHUNUIKAIMALINO														
KOHALA MIDDLE	159	60,000					57	36%			93	58%	60,000	645
KONAWAENA MIDDLE														

School			REACH				21CCLC				UPLINK			
	SCHOOL Enrolled	Total Funds	# student enrolled	% student enrolled	$$ award	Cost/ student	# student enrolled	% student enrolled	$$ award	Cost/ student	# Student enrolled	% student enrolled	$$ award	Cost/ student
PAAUILO ELE & INTER														
PAHOA HIGH & INTER	188	152,286	DNA	DNA	42,286	DNA					45	24%	110,000	2,444
WAIAKEA INTERMEDIATE	770	140,000	DNA	DNA	50,000	DNA					207	27%	90,000	435
WAIKOLOA EL & MIDDLE														
HONOLULU (9+1)														
ANUENUE EL & HIGH														
CENTRAL MIDDLE	347	90,000					28	8%			169	49%	90,000	533
DOLE MIDDLE	724	130,000	DNA	DNA	30,000	DNA	no data				102	14%	100,000	980
JARRETT MIDDLE	207	90,000					200	97%			139	67%	90,000	647
KAIMUKI MIDDLE														
KALAKAUA MIDDLE	925	100,000					no data				119	13%	100,000	840
KAWANANAKOA MIDDLE	777	110,000	DNA	DNA	20,000	DNA					345	44%	90,000	261
NIU VALLEY MIDDLE		10,000	DNA	DNA	10,000	DNA								
STEVENSON MIDDLE		32,072	DNA	DNA	32,072	DNA								
WASHINGTON MIDDLE	770	90,000					167	22%			121	16%	90,000	744
KAUAI (3-NIIHAU, excluded)														
CHIEFESS KAMAKAHELEI MID.	858	150,000	DNA	DNA	20,000	DNA					164	19%	130,000	793
KAPAA MIDDLE														
WAIMEA CANYON MIDDLE							72							

School			REACH				21CCLC				UPLINK			
	SCHOOL Enrolled	Total Funds	# student enrolled	% student enrolled	$$ award	Cost/ student	# student enrolled	% student enrolled	$$ award	Cost/ student	# Student enrolled	% student enrolled	$$ award	Cost/ student
LEEWARD (7)														
EWA MAKAI MID.	855	100,000									355	42%	100,000	282
HIGHLANDS INTERMEDIATE	806	110,000									342	42%	110,000	322
ILIMA INTERMEDIATE	780	110,000					no data				440	56%	110,000	250
KAPOLEI MIDDLE		18,750	DNA	DNA	18,750	DNA	no data							
NANAKULI HIGH & INTERMEDIATE	299	135,846	DNA	DNA	45,846	DNA	190	64%			189	63%	90,000	476
WAIANAE INTERMEDIATE	783	155,846	DNA	DNA	45,846	DNA	200	26%			359	46%	110,000	306
WAIPAHU INTERMEDIATE	1205	110,000					no data				352	29%	110,000	313
MAUI DISTRICT (8)														
HANA														
IAO INTERMEDIATE	814	90,000					57	7%			486	60%	90,000	185
KALAMA INTERMEDIATE		30,000	DNA	DNA	30,000	DNA								
LAHAINA INTERMEDIATE							49							
LANAI HIGH & EL							55							
LOKELANI INTERMEDIATE														
MAUI WAENA INTERMEDIATE	1057	25,000	DNA	DNA	25,000	DNA	142	13%			NA	0%		
MOLOKAI MIDDLE	156	150,000	DNA	DNA	25,000	DNA					49	31%	125,000	2,551
WINDWARD (4)														
KAHUKU HIGH & INTERMEDIATE							51							

School			REACH				21CCLC				UPLINK			
	SCHOOL Enrolled	Total Funds	# student enrolled	% student enrolled	$$ award	Cost/ student	# student enrolled	% student enrolled	$$ award	Cost/ student	# Student enrolled	% student enrolled	$$ award	Cost/ student
KAILUA INTERMEDIATE														
KING INTERMEDIATE	541						60	11%			NA	0%		
WAIMANALO EL & INTERMEDIATE	132	102,000	DNA	DNA	12,000	DNA		0%			200	152%	90,000	$450
CHARTER														
CONNECTIONS PUBLIC CHARTER		20,000	DNA	DNA	20,000	DNA								
KE KULA O NAWA-HIOKALANIOPUU		20,000	DNA	DNA	20,000	DNA								

Appendix F
Hawai'i Afterschool Quality Guidelines

Hawaii Afterschool Alliance
Quality Afterschool and Out-of-School Time Program Guidelines
Reference of Guidelines and Descriptors

CATEGORY I: PROGRAM STAFF AND ENVIRONMENT

Guiding Principle 1: Staff relates to all children and youth in positive ways and use positive techniques to guide their behaviors.

"Quality Environments"

Quality Guidelines 1.1. Staff treats children/youth with respect and listens to what they say. Children/youth's comments are taken seriously.

- Staff uses encouraging, affirming and supportive language (e.g. "I understand…", "I hear…").
- Staff does not interrupt when a child/youth is speaking. Staff makes eye contact when culturally appropriate and pays attention to children/youth when listening to them and shows interest by extending the conversation.

Quality Guidelines 1.2. Staff creates a welcoming and comfortable environment for children/youth and their families.

- Staff introduces themselves and uses a friendly tone of voice and greets all children/youth and families by name at beginning of session and explains about the program.
- Staff smiles often and appears friendly and approachable.
- Staff handles challenging situations in a calm and respectful manner that builds a child's self-esteem (e.g. maintain neutral facial expressions and appropriate vocal

volume and tone) not utilizing methods that may frighten, humiliate or cause harm to a child's/youth's health or self-esteem.

- Staff uses positive language, avoiding threats or sarcasm.
- Children/youth initiate positive social interactions with each other and appear to enjoy one another.
- Staff interacts with children/youth in ways that emphasize and foster attitudes of mutual respect between adults and children.

Quality Guidelines 1.3. Staff responds to children/youth with acceptance and appreciation.

- All children/youth are encouraged and invited to participate in activities.
- Staff does not appear to favor certain children/youth or small groups of children/youth.
- Staff's language focuses on positive elements and provides an environment experiences that promote the individual child's/youth's physical, emotional, and social well-being and growth.
- Staff uses methods in guiding children that do not frighten, humiliate, or cause injury to their health or self-esteem.

Quality Guidelines 1.4. Staff is engaged with all children/youth.

- Staff attends to and provides supervision of children/youth at all times and is free of distractions such as engaging in conversations with each other or using their cellphones.
- When appropriate, staff participates in activities with children/youth in order to model behavior/skills/and/or engage children/youth.
- Staff appears to enjoy being with the children/youth.
- Staff shows a personal interest in children/youth – ask about interests and discuss the outside to encourage and foster informal conversations.

Quality Guidelines 1.5. Staff encourages children/youth to cooperate, share, care for materials or join in activities.

- Staff uses encouraging, supporting language in all settings or activities.
- Praise is sincere and specific to the situation rather than a constant overdose of praise and flowery language.
- Staff refrains from making threats and does not use food as reward or punishment.
- Procedures for the care of materials and the environment by staff and children/youth are in place and utilized.

- Activities include opportunities for cooperation and sharing among children/youth.
- Cooperation and sharing skills are taught in a variety of ways.

Quality Guidelines 1.6. Staff sets appropriate limits for children/youth.

- Rules and procedures are cooperatively developed by staff with children/youth.
- Rules and procedures have been taught to children/youth and reviewed as needed, based on behavior.
- Where appropriate, rules or procedures in place during the school day are used in the program.
- Rules and procedures are posted.
- Staff is proactive and intervenes to redirect children/youth engaging in inappropriate behavior.
- Staff is able to readily adjust the rules and procedures (e.g. the schedule changes, fewer staff members are present) activities, role-playing, etc.) when necessary.

Quality Guidelines 1.7. Staff uses positive behavior management methods.

- Staff utilizes such strategies as: proximity, redirection, ignoring, re-teaching directing, stating what to do, restating the expectations, or asking child/youth to restate the expectation, when dealing with inappropriate behaviors.
- Whenever possible, staff addresses a child's/youth's inappropriate behavior in private rather than in a group setting. In instances when staff must speak to a child/youth in the presence of others, such discussion is done in a manner that it does not become humiliating for the child/youth.
- Consequences for inappropriate behaviors are consistent with the behavior (e.g. child/youth misuses scissors or equipment, etc., and then scissors or equipment is off limits for a specified time period).
- Staff remains calm when intervening.
- Staff is vigilant and aware of what is going on around them at all time, in order to be proactive.

Quality Guidelines 1.8. Staff encourages children/youth to resolve their own conflicts whenever possible.

- If possible, staff utilizes conflict resolution strategies used during the school day.
- Staff teaches various skills (e.g. "I" messages, expressing feelings) to children/youth in resolving conflicts.
- Steps use to resolve their conflicts are posted for all to see.

- Staff observes conflict and encourages collaborative resolution without imposing their own solution.

Guiding Principle 2: Staff engages with all children and youth in ways that support their learning.

"Supporting Children/Youth"

Quality Guidelines 2.1. Children/youth are encouraged to think for themselves.

- Staff begins new activities or discussions with "why", "what if", "how can we", "how might this affect" or similar open-ended questions.
- When providing academic assistance, staff asks questions to help guide the child/youth towards the correct answer, without directly providing the answer.
- Staff utilizes wait time after questions to allow children/youth the time to think before answering.
- Staff utilizes small group discussion, journaling, creative activities, etc., to encourage children/youth to express ideas.

Quality Guidelines 2.2. Staff shares skills and resources to help children/youth gain information and solve problems.

- Staff instructs and guide children/youth regarding how and where to acquire new information when solving problems or when curious.
- Staff utilizes step-by-step processes with, when possible, visual organizers when beginning new activities.
- Staff encourages children/youth to use a similar step-by-step process to solve complex problem.
- Staff offers questions, suggestions, and guidance for how children/youth might solve problems.

Quality Guidelines 2.3. Staff varies the approaches they use to help children/youth learn.

- Staff utilizes a variety of strategies (direct instruction, modeling, visual aids, etc.) when introducing and teaching a new activity. Staff provides children/youth with goals, purpose, and expectations for each new activity.
- Staff modifies or adapts activities in order to enable all children/youth to participate.
- Activities are developmentally and interest appropriate.
- Activities respect diverse needs, abilities, cultural backgrounds and environments.

Quality Guidelines 2.4. Staff helps children/youth use language skills through frequent conversations.

- Staff uses developmentally appropriate language when speaking to children/youth and children/youth appear to understand.
- Staff is active listeners when children/youth are speaking—look at the child/youth, do not interrupt, and allows time for child/youth to complete thoughts.
- Staff uses a variety of strategies to communicate with children/youth that are non-verbal, English language learners, or may have communication difficulties.
- Staff uses questions and prompts to support conversations between themselves and children/youth, thus avoiding taking over the conversation.
- Staff uses a variety of strategies to encourage and support conversations among children/youth.

Guiding Principle 3: Staff supports families' involvement in the program and provides family engagement opportunities. (Note: Great family engagement makes afterschool programs more successful. Family engagement in a program should be: 1) Linked to learning, 2) Interactive, 3) Developmental, 4) Relational, and 5) Collaborative in nature. [28]

"Engaging Families"

Quality Guidelines 3.1. Staff keeps families informed about the program, and about community resources that can benefit the families. (Developmental)

- Staff has a designated area (e.g. bulletin board, family resource corner) with information on upcoming community events and other available resources. It is updated regularly.
- Staff uses a variety of methods for communicating with family members regularly and knows when certain information shall remain confidential (e.g. names of other children).
- Family members provide information regarding the best means for communicating with them.
- Child/youth's presentations or events are scheduled and open to family members.

Quality Guidelines 3.2. There is policy that allows family members to visit and encourages their participation. (Relational)

- Parents and staff discuss program policies so both have a deep understanding of them, and their purpose.

[28] *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships* is a publication of SEDL in collaboration with the U.S. Department of Education. 2014.

- New staff is trained on the program's family engagement philosophy and the reason for its existence.

- Log is kept to record the number of family member visits.

Quality Guidelines 3.3. Staff offers interactive orientation sessions for all families. (Interactive and Linked to Learning)

- Orientation sessions share the program philosophy and goals with families, supporting a family's ability to help the program and child/youth meet goals. These sessions are interactive in nature.

- Families are given opportunities to learn alongside their children and are supplied supports to enhance their children's learning at home.

- Activities with families will provide opportunities for staff and family members to interact and learn together.

- Programs maintain a file at each site to archive family activities and orientation sessions for future use. File includes such things as: agendas, dates, activities that meet the criteria of being linked to learning, relational, interactive, developmental and collaborative – including dates and times of meetings, notes from meetings, list of attendees and methods of invitation.

- Staff makes every attempt to invite ALL families, making special attempts to reach and invite the less interactive families such as newcomers, immigrants and those speaking other languages.

Quality Guidelines 3.4. Staff encourages families to give input and to get involved in program events. (Collaborative)

- There is a system in place, such as a parent advisory committee, that allows for parent input and interaction with program staff on a regular basis, preferably twice a year at minimum.

- Family members are surveyed on an annual basis for feedback on programs.

- Family members are contacted on a personal basis to invite them to activities or programs, or to share information with children/youth as part of an activity.

CATEGORY II. HEALTH AND SAFETY

Guiding Principle 4: Program policies and procedures are in place to protect the safety and security of all children and youth.

"Safe Environments"

Quality Guidelines 4.1. Applicable Hawaii rules and regulations (e.g. relating to children/youth programs, such as Child Care licensing, AYSO, etc., have been reviewed and are used as a resource for "best practices" by the program and staff).

- Applicable rules and regulations are used as a basis for a checklist to serve as an assessment of the safety and security of the program, and kept on file.

- Written procedures, in compliance with school or community procedures/ regulations, are in place for reporting any safety hazards using an incident report.

Quality Guidelines 4.2. Systems are in place to protect children from harm during program time including when they move from one place to another, or use the restroom.

- Staff is providing appropriate supervision for children/youth in all settings.

- Written procedures have been developed, taught to children/youth and posted throughout the program for the following routines/situations:

    - ✓ Arrival
    - ✓ Dismissal
    - ✓ Restroom visits
    - ✓ Transitions (e.g. moving from one activity to next)

- Children/youth are following procedures.

- Staff reteaches and/or adjusts procedures if children/youth are not following them, or if procedures are hindering rather than helping.

- A protocol/procedure is developed and reviewed with all staff for how to handle visitors to the program.

Quality Guidelines 4.3. Facilities and playground equipment for active play are safe.

- Regular inspections are conducted for potential safety hazards, and procedures are in place for corrective actions to be taken.

- Playground equipment is safe, with large equipment securely bolted and stable, and appropriate surfaces (e.g. basketball goal on hard surface) in place.

- Staff knows the safety guidelines and follows reporting and procedures for unsafe equipment and hazardous situations that cannot be remediated by staff (i.e. broken window, rusty equipment or with sharp edges). Remediation procedures are also in place for staff to implement until correction/repair can be completed.

Quality Guidelines 4.4. A system is in place to keep unauthorized people from taking children from the program.

- A list of authorized persons is maintained in a secure, easily accessible (by staff) location in the program.

- Procedures are in place that ensures that children/youth will be taken from the program by authorized persons only such as checking photo identification.

- The procedures detail staff action when an unauthorized person attempts to take a child/youth from the program.

- A system is in place for staff to review the procedures on a regular basis.

Quality Guidelines 4.5. Staff and children/youth know what to do in case of general emergency.

- Emergency procedures for exiting the building in a fire are posted in each room occupied by children/youth in the program.
- Emergency procedures for seeking shelter due to inclement weather or other emergency are posted in each room occupied by children/youth in the program.
- Emergency procedures are reviewed with staff and taught to and practiced by children/youth on a regular basis.
- Dates when procedures are reviewed, taught and practiced are kept on record.
- Procedures are in place and taught to staff for emergency situations such as burns, poisonings, and injuries.
- All staff has received basic first aid training within the first three months of employment and a minimum of every three years thereafter.
- A staff member, who has been annually trained and has current and valid certifications in First Aid and CPR, is on site at all times.
- Fire extinguishers are visible and accessible and staff has been trained in their use.

Quality Guidelines 4.6. Policies are established for transporting children/youth safely that comply with all legal requirements for vehicle and drivers.

- Procedures are in place and taught to staff regarding legal and program requirements and expectations for transporting children/youth.
- Each driver has a current driver's license and maintains current applicable driver certifications.
- Written parental permission to transport a child/youth is kept on file.
- The vehicle is enclosed, has locking doors, and is with seats that are attached to the floor.
- The vehicle is regularly maintained, in good condition, and meets the safety standards of the Hawaii Bureau of Motor Vehicles. Vehicles used to transport program participants and drivers of these vehicles meet all relevant Motor Carrier Safety Rules and abide by Hawaii traffic laws.

CATEGORY 3: ADMINISTERING QUALITY STAFF AND PROGRAM

Guiding Principle 5: The program develops and implements a system for promoting continuous quality improvement.

"Commitment to Quality"

Quality Guidelines 5.1. The program creates a culture that promotes excellence and continual improvement, and focuses on promoting satisfaction and positive outcomes.

- Staff roles and responsibilities are detailed in the program manual.
- Staff writes annual age/developmentally appropriate goals based on their roles and responsibilities and program goals and discuss them with program director.
- Professional development opportunities are made available to staff to help them meet their goals.
- Staff meetings are collaborative and ideas and suggestions related to program improvement shared openly.
- When staff is queried or surveyed, items related to program culture are included.

Quality Guidelines 5.2. The program sets forth desired goals and outcomes that align with its mission and that is monitored on an ongoing basis.

- Annual action plan, describing program goals for the year, is designed in collaboration with staff, board, parents, and children/youth.
- Timelines for accomplishments are a part of the plan, as well as the means for evaluating progress toward accomplishment.
- Evaluation of goals and outcomes is part of an end-of-the-year evaluation and report, which is shared with stakeholders.

Quality Guidelines 5.3. The program works with key stakeholders, including personnel, children, youth, families, schools, and the community to collect and analyze data relevant to desired goals and outcomes.

- Stakeholders complete a survey based on program goals and outcomes.
- Staff establishes a quality program committee comprised of key stakeholders (e.g. parents, youth, school, Department of Education and program staff, etc.).
- A system for routinely collecting data in an efficient manner is in place and understood by staff.
- Data is maintained by staff and administrators throughout the year – data includes such things as attendance, school performance of children/youth, etc. Data is compiled, analyzed, and when possible utilized by an outside evaluator to complete a final evaluation report.

Quality Guidelines 5.4. The program communicates findings and recommendations to key audiences and stakeholders, and makes any needed improvements.

- Results of the evaluation are shared with stakeholders.

- Program administrators meet with stakeholders to action plan for year ahead, using the evaluation report to help guide planning.

Guiding Principle 6: Staff and volunteers meet minimum requirements and qualifications to work with children/youth participating in the program.

"Quality Staff"

Quality Guidelines 6.1. Staff has appropriate education and experience for their assigned positions and job responsibilities.

- A written job description for each position is on file and is utilized in the hiring process for all positions.
- The Department of Human Services (DHS) Title 17, Chapter 896, Hawaii Administration Rules for Licensing of Before and After School Care Facilities and/or other applicable regulatory requirements are used as guide in determining appropriate minimum requirements and qualifications for all positions.
- Records are maintained of each staff member's qualifications including copies of current applicable required certifications.
- There is a system in place for substitutes to be contacted and assigned to positions when staff is absent.
- The program performs a criminal history background clearances (e.g. fingerprinting) for all employees and volunteers. (Note: This is required for programs caring for children receiving DHS child care subsidies, licensed by DHS, or that participate in the Hawaii Department of Education's Afterschool A+ Program.)

Quality Guidelines 6.2. Staff and volunteers are provided with appropriate training upon being hired and on a regular basis thereafter.

- Staff and volunteers complete an orientation to their position responsibilities before working with children/youth.
- Written personnel and program policies are provided for new hires and annually, at a minimum, for continuing staff.
- Written program policies and procedures include emergency procedures for all applicable situations and confidentiality policies are reviewed annually, at a minimum.
- New staff orientation includes program philosophy/mission, cultural knowledge, routines and practices;
- Trainings are based on best practices and research in child development and learning, and are provided by trained and qualified youth professionals.

- Records are kept of all trainings attended by staff to document any applicable required minimum number of training hours.
- Staff has access to opportunities for continued professional development.

CATEGORY 4. NUTRITION

Guiding Principle 7: The program environment creates a social environment, including positive relationships, which promotes and encourages children and youth to enjoy healthy foods.

"Nutrition"

Quality Guidelines 7.1. When the program provides meals or snacks, the Dietary Guidelines for Americans serve as a reference for menu planning.

- Monthly menu is posted and indicates the meal and/or snack that will be provided each day.
- Drinking water is readily available at all times.
- Staff periodically reminds children/youth of the importance of drinking water, especially before and after active play.
- Meals/snacks served by the program comply with federal nutrient standards as required by the United States Department of Agriculture meals and snacks programs.
- The program serves a fruit and/or vegetable, preferably fresh, at each meal or snack. Fruit juice should not be used as a substitute for fresh fruit. When served, only 100% fruit juice is used and is limited to no more than 4 oz. per day.
- When serving grains (e.g. bread, crackers, cereals), the program serves whole grains.
- The program serves foods that are low in sodium and sugar and do not contain trans-fat.
- The program does not serve sugar-sweetened beverages (e.g., soda, fruit nectar, or fruit-flavored punch).
- The program complies with and promotes the Hawaii Department of Education Wellness Guidelines and works with families.
- Staff models healthy eating behaviors.

Quality Guidelines 7.2. Food is not used as a reward or a punishment.

- When incentives are utilized with children/youth during the program, staff uses non-food items such as praise/recognition, stickers, etc.

- When disciplining children/youth, staff do not take away meals and/or snacks, or make them eat a food item(s) that they do not want to eat.
- Staff allows children/youth to decide when they are finished eating and do not discipline them if they cannot eat all of their meal/snack.

Quality Guidelines 7.3. Holidays and birthdays are celebrated with healthy food items or non-food items.

- Food items that are served during a celebration comply with those listed under Guideline 7.1.
- The program has written policy that identifies which food items may be served and how they should be served during a celebration (e.g. fresh fruit, enough for each children/youth, etc.).
- The program communicates the celebratory food policy with parents.

Quality Guidelines 7.4. Fundraisers emphasize healthful foods or non-food items.

- Food items that are used in fundraising efforts comply with those listed under Guideline 7.1.
- The program has written policy identifying which food items may be included in fundraising efforts.
- Majority of the program's fundraising efforts consist of non-food items (e.g. fun run/walk, magazine subscription, etc.).
- The program communicates the fundraising policy with parents.

Quality Guidelines 7.5. The children and youth participate in food selection, preparation, serving, and cleanup.

- When possible, children/youth provide staff with suggestions and assist staff in planning the meal/snack menu. When suggestions are made that are not healthy food choices, staff will provide guidance to facilitate children/youth to think of healthy options.
- When discussing food with the children/youth, staff focuses on the healthfulness of eating healthy foods (e.g. carrots are good for your eyes, berries help keep you from getting sick, etc.) and not on losing weight or looking good.
- Children/youth are provided with opportunity, whenever possible, to assist with preparing and/or serving of meals/snacks.
- Children/youth are encouraged and provided with opportunity to practice self-serve skills and table etiquette.
- Children/youth clean up after themselves after the meal/snack time has ended.

- Children/youth take turns helping with other cleanup tasks, such as wiping down the table, sweeping the floors, etc.

CATEGORY 5. PHYSICAL ACTIVITY

Guiding Principle 8: The program environment creates a social environment, including positive relationships, which promotes and encourages children and youth to enjoy and participate in physical activity.

"Physical Activity"

Quality Guidelines 8.1. Moderate and vigorous physical activity is part of each program day for at least 45 minutes out of every three-hour block of time at the program.

- A posted schedule indicates time(s) designated for physical activity.
- There is a combination of free play opportunities and organized activities provided to the children/youth throughout the program time.
- Physical activity takes place outdoors whenever possible.
- Physical activities/games are evidence-based and age/developmentally appropriate for the children/youth served by the program.
- All children, included children with special needs, are provided opportunities for physical activity.

Quality Guidelines 8.2. Children/youth use a variety of equipment, materials, and games that engage them in moderate and vigorous activity.

- There are equipment/materials appropriate for physical activity (e.g. jump ropes, balls, hula hoops, etc.), with adequate and secure storage.
- The equipment and materials are easily and safely accessible to children/youth during designated physical activity time.
- There is adequate space for children/youth to engage in physical activity safely.

Quality Guidelines 8.3. Staff and children/youth use the equipment, materials, and games safely and appropriately.

- Staff utilizes step-by-step processes when introducing a new equipment, material or game. Visual organizers (e.g. posters, charts) are available and used when possible.
- Staff has developed procedures for getting and returning equipment and materials.
- Procedures have been taught to the children/youth and are being implemented effectively and consistently.

- The children/youth share the equipment, materials, and games appropriately and share these with each other.

Quality Guidelines 8.4. The staff leads and engages in active play.

- Staff instructions are clear and easily understood by children/youth.
- Staff gives the children/youth specific and positive feedback. For example, rather than saying "Good work," staff says, "Jill, you are really working hard and did three more jumping jacks today."
- Staff moves around the physical activity area, interacting and engaging with the children/youth, rather than clustering together and paying attention to other distractions.
- When appropriate, staff participates in active play with children/youth in order to model behavior and skills.

Quality Guidelines 8.5. Staff does not withhold or use physical activity as a punishment.

- When disciplining children/youth, staff does not take away physical activity time or use techniques that involve physical activity such as running laps, doing push-ups, etc.
- Staff allows the children/youth to take brief rests during physical activity time and do not discipline them if they choose to do so.
- Staff allows and encourages children/youth to drink water throughout the day.

Quality Guidelines 8.6. The children/youth participates in activity selection, organization, and leadership.

- Staff works with children/youth to plan physical activities that reflect their interests. The children/youth take turns selecting the physical activities.
- When possible, staff allows the children/youth take turns helping set up the activity. All children/youth participate in active, physical activity every day, regardless of weather.
- As children/youth are working together on cooperative physical activities, staff ensures that each member of a group has the opportunity to lead in some fashion.

Appendix G
Student Demographic Data 2015-16, 2016-17

MIDDLE AND INTERMEDIATE SCHOOL DEMOGRAPHICS					
	ENROLLMENT		TEST SCORES WITH MET AND EXCEED SCORES		
GRADES	SY 2015-2016	SY 2016-2017	ELA* SY 2014-2015	MATH* SY 2014-2015	SCIENCE* SY 2014-2015
6	12,831	12,899	47%	39%	n/a
7	12,253	12,381	44%	38%	n/a
8	11,645	11,605	47%	40%	37%
TOTAL REG	36,729	36,885			
TOTAL SPED	23,012	2,974			
TOTAL	39,741	**39,859**			
		(1% increase)			

Appendix H
After-School Plus (A+) Program Administrative Responsibilities

State A+ Office (Community Engagement Office)

- Plan, organize, coordinate, and monitor the operations of the A+ Program
- Conduct research and prepare information, write testimony, complete information for the Superintendent, Board of Education, the Hawaii State Legislature, and other community and state agencies relative to A+
- Prepare budget allocations to districts
- Plan and implement Request for Proposals (RFP) with input from Procurement and Contracts Branch. The RFP process is used to select private providers of A+ services
- Monitor web-based system to ensure all districts and sites maintain up-to-date employee records. Work with districts to resolve discrepancies and complete employee processing. Work with DOE OITS staff to maintain web-based system
- Act as liaison with the Department of Human Services (DHS) relative to employee background checks, fingerprinting, and subsidy reimbursement
- Compile monthly reports from districts and student lists from each A+ site with subsidized students. Data is used to create the monthly invoice for DHS reimbursement for subsidized latchkey children, which is also sent to DOE OFS
- Work with Reprographics Section to revise and print A+ documents
- Work with districts to resolve payroll questions and concerns
- Update and revise A+ Operations Manual yearly
- Monitor status of A+ Revolving Account
- Monitor and remind districts regarding the A+ Parent Evaluations
- Conduct yearly District Coordinators' Meeting to discuss program operations and updates
- Assist in answering questions from the community pertaining to A+

District A+ Office

- Plan, organize, coordinate, direct, supervise, evaluate, and promote the after-school program in a school district.
    1. Develop specific program objectives for program achievement.
    2. Establish and implement appropriate district administrative procedures and practices for the program.
    3. Establish contacts within the community and maximize and maintain community involvement and awareness in the program.

4. Develop and maintain a communication system that will channel program information to prospective and participating students, school personnel, appropriate DOE offices, parents, cooperating employers, and collateral support agencies.
5. Serve as liaison between the state and district, schools, parents, community, and other agencies, etc.

- Advise and assist in the establishment and enforcement of guidelines and procedures in order to facilitate the planning, development, and implementation of after-school programs.
- Direct, coordinate, and review the work of the A+ Program Site Coordinators.
    1. Provide leadership and technical guidance for improvement of after-school programs and operations.
    2. Plan, direct, coordinate, and conduct in-service training for A+ Program Coordinators, A+ Program Group Leaders, and A+ Program Aides.
- Maintain a cooperative relationship with parents, community groups, employee organizations, legislators and officials of other government and social organizations concerned with the A+ Program.
- Assist in resolving grievances and complaints of students, parents, employees and members of other groups.
- Assist in and facilitate the recruitment of staff for the A+ Program sites.
- Prepare appropriate reports.
- Participate in orientation and training sessions as required.
- Perform other related duties as required.

A+ Site (DOE-run)

- Plan, organize, implement, and promote the A+ Program.
    1. Study, analyze, and become thoroughly familiar with all aspects of the after-school program and develop specific program objectives, including process and outcome objectives and related criteria for program achievement.
    2. Establish and implement appropriate administrative procedures and practices for the program.
    3. Plan a program of after-school services and activities for the site.
    4. Establish contacts within the community, particularly as they relate to program articulation and promotion in order that maximum community involvement/awareness can be achieved and maintained.
    5. Develop and maintain a communication system that will channel program information to prospective and participating students, school personnel,

appropriate DOE offices, parents, cooperating employers, and collateral support agencies.
6. Serve as liaison between the school, parents, community, district office, and other agencies, etc.

- Assist with recruitment and screening of applicants for subordinate positions and supervise all subordinate staff positions.
  1. Assume responsibility for interviewing and recommending applicants for the program staff.
  2. Provide overall direction and supervision of the after-school staff.
- Establish, manage, and operate the after-school services, educational component, and other program activities.
  1. Coordinate after-school services and activities with appropriate DOE school and district personnel (regarding facilities, security, equipment, supplies, materials, food services, telephone, time schedules, etc.).
  2. Guide subordinate staff in planning, implementing, coordinating, and evaluating daily activities.
  3. Initiate appropriate fiscal and personnel transactions in keeping with approved plans and established procedures.
  4. Establish and maintain personal information and record files for each participating student.
  5. Coordinate program contacts and resources with individuals and agencies within the community, other schools, parents, etc.
  6. Maintain a safe and secure environment and administer appropriate disciplinary procedures.
- Coordinate and manage staff training and orientation activities for all subordinate staff and community resource personnel servicing after-school students.
- Manage and oversee appropriate data collection and record-keeping functions of the program.
  1. Participate in the establishment of a statistical data collection and information system, which includes the A+ Program website.
  2. Prepare necessary and appropriate reports.
- Participate in orientation and other training sessions as required.
- Perform other related duties as required.

Appendix I
After-School Plus (A+) District Personnel Data

School Year 2015-2016

District	No. of Positions		SY 15-16 Payroll
	Casual	Classified	
Honolulu	2	1	$ 71,297.48
Central	1	1.5	$ 53,874.65
Leeward	3	0	$ 43,331.50
Windward	2	1	$ 69,417.51
Hawaii	2	1	$ 74,776.88
Maui	1	1	$ 70,638.12
Kauai	2	0	$ 26,013.79

Total $ 409,349.93

District A+ Office personnel consists of District Coordinators and various support staff which vary by district.

Estimated Expenses for FTE District Personnel

District	No. of Positions	Est. Payroll
Honolulu	3	$ 158,970.00
Central	3	$ 140,532.00
Leeward	3	$ 144,783.00
Windward	3	$ 163,974.00
Hawaii	3	$ 158,970.00
Maui	2	$ 99,834.00
Kauai	2	$ 85,647.00

Total $ 952,710.00

Estimated Total A+ Expenses with FTE Personnel

A+ Expenses (SY 2015-2016)	$3,309,108.27
Estimated FTE Personnel Expenses	$952,710.00
Estimated Total	$4,261,818.27

Appendix J
2014-15 Middle & Intermediate School Demographic Information

Appendix J1
Student Demographics
Free & Reduced Lunch, SPED, and ESL students in Middle & Intermediate Schools, 2014-2015

Schools	Total # of students	% of Free & Reduced Lunch	# of Free & Reduced Lunch	% of SPED Student	# of SPED Student	% of ESL student	# of ESL student	Daily Attendance (95%)
Farrington-Kaiser-Kalani Complex								
Dole MS (105)	809	79.30%	642	10.10 %	82	27.50 %	223	91.00%
Kaimuki MS (116)	987	28.00%	277	7.20%	72	4.20%	42	96.70%
Kalakaua MS (118)	988	68.20%	674	7.10%	71	17.70 %	175	94.40%
Niu Valley MS (139)	887	14.60%	130	8.90%	79	1.60%	15	96.40%
Kaimuki-McKinley-Roosevelt Complex								
Central MS (104)	365	86.50%	316	9.30%	34	26.80 %	98	90.30%
Jarret MS (110)	241	72.10%	174	14.90 %	36	12.40 %	30	92.90%
Kawananakoa MS (126)	840	48.20%	405	6.90%	58	5.00%	42	96.20%
Stevenson MS (148)	611	50.20%	307	10.90 %	67	6.50%	40	95.50%
Washington MS (152)	801	56.40%	452	10.70 %	86	14.60 %	117	95.30%
Aiea-Moanalua-Radford Complex								
Aiea Inter (201)	617	49.20%	304	10.50 %	65	5.60%	35	95.30%
Aliamanu Inter (204)	745	37.70%	281	12.70 %	95	3.30%	25	95.40%
Moanalua MS (219)	845	27.40%	232	7.90%	67	3.10%	27	96.30%
Leilehua-Mililani-Waialua Complex								
Mililani MS (238)	1766	19.90%	353	8.00%	142	0.60%	11	96.30%
Wahiawa MS (230)	838	64.60%	542	12.80 %	108	6.60%	56	93.60%
Waialua HS/Inter (232)	652	47.80%	312	11.30 %	74	3.50%	23	94%
Wheeler MS (237)	842	42.10%	355	9.10%	77	2.10%	18	95.60%
Campbell-Kapolei Complex								
Ewa Makai MS (296)	897	34.50%	310	7.40%	67	4.20%	38	95.60%
Ilima Inter (279)	815	51.70%	422	9.00%	74	4.70%	39	93.60%

Schools	Total # of students	% of Free & Reduced Lunch	# of Free & Reduced Lunch	% of SPED Student	# of SPED Student	% of ESL student	# of ESL student	Daily Attendance (95%)
Kapolei MS (291)	1435	43.30%	624	10.60 %	153	2.90%	42	94.90%
Nanakuli-Waianae Complex								
Nanakuli HS/Inter (263)	1043	72.20%	754	23.50 %	246	5.40%	57	89.70%
Waianae Inter (273)	884	77.80%	688	14.40 %	128	4.80%	43	88.20%
Pearl City-Waipahu Complex								
Highlands Inter (255)	906	35.40%	321	9.90%	90	2.60%	24	95.40%
Waipahu Inter (278)	1281	61.90%	793	9.20%	119	16.80 %	216	94%
Castle-Kahuku Complex								
Kahuku HS/Inter (307)	1432	49%	703	12.20 %	176	3%	44	91.70%
King Inter (318)	677	46.30%	314	18%	122			94.30%
Kailua-Kalaheo Complex								
Kailua Inter (310)	680	30.50%	208	11.70 %	80	2.00%	14	96.10%
Olomana (475)	72	63.80%	46	36.10 %	26			80.10%
Waimanao El/Inter (327)	505	78.20%	395	13.00 %	66	4.35%	22	93.80%
Hilo-Laupahoehoe-Waiakea Complex								
Hilo Inter (356)	470	61%	287	15.70 %	74	4.80%	23	94.20%
Kalanianaole El/Inter (365)	277	83.00%	230	9.70%	27	18.40 %	51	94.80%
Waiakea Inter (385)	848	51.80%	440	11.30 %	96	1.60%	14	94.60%
Honokaa-Kealakehe-Kohala-Konawaena Complex								
Honokaa HS/Inter (360)	671	57.20%	384	18.60 %	125	6.40%	43	90.30%
Ke Kula O Ehunuikaimalino (378)	222	74.7	166	7.60%	17			93.10%
Kealakehe Inter (390)	709	64.80%	460	10%	71	9.10%	65	93.30%
Kohala MS (366)	181	61.80%	112	18.20 %	33			95%
Konawaena MS (376)	549	70%	387	11.40 %	63	7.80%	43	93.10%
Paauilo El/Inter (382)	228	69.70%	159	7.80%	18	4.80%	11	93.80%
Waikoloa El/MS (393)	784	51.70%	406	8.80%	69	12.70 %	100	94.70%
Kau-Keaau-Pahoa Complex								
Kau HS/Pahala El (368)	550	85.20%	469	12.70 %	70	14.50 %	80	87.80%

Schools	Total # of students	% of Free & Reduced Lunch	# of Free & Reduced Lunch	% of SPED Student	# of SPED Student	% of ESL student	# of ESL student	Daily Attendance (95%)
Keaau MS (370)	629	83.90%	528	12.20 %	77	7.60%	48	91.30%
Pahoa HS/Inter (383)	684	81.70%	559	18.80 %	129			85.80%
Baldwin-Kekaulike-Maui Complex								
Iao Inter (404)	889	49.60%	441	9.80%	88	4.90%	44	93.90%
Kalama Inter (420)	822	55.30%	455	12.50 %	103	1.70%	14	94%
Lokelani Inter (430)	553	49.90%	276	10.30 %	57	6.80%	38	96.40%
Maui Waena Inter (428)	1109	55.10%	612	7.10%	79	11%	123	94.70%
Hana-Lahainaluna-Lanai-Molokai Complex								
Hana HS/El (402)	341	76.50%	261	12.00 %	41			91.90%
Lahaina Inter (413)	635	56.80%	361	9.90%	63	11.80 %	75	94.70%
Lanai HS & El (415)	567	41%	233	15.30 %	87	11.20 %	64	94.70%
Molokai MS (434)	197	78.10%	154	12.60 %	25			94.10%
Kapaa-Kauai-Waimea Complex								
Kamakahele MS (448)	943	45.10%	426	10.80 %	102	4.60%	44	95.10%
Kapaa MS (447)	605	51.90%	314	15.20 %	92	2.40%	15	94%
Niihau (461)	9							99%
Waimea Canyon MS (464)	385	54.80%	211	11.10 %	43	5.10%	20	94.40%
Multi/Honolulu Complex								
Anuenue (103)	403	68.40%	276	5.90%	24	7.60%	31	92.80%
Hawaii School for the Deaf & Blind (K-12)	53	67.90%	36	0	0	33.90 %	18	92.40%

Appendix J2
Student Demographics
Daily Attendance and Class A, B, C, D Offenses on Campus, 2014-2015

SY 2014-2016 Complex Area and Schools	Total # of students	Daily Attendance (Statewide Average = 95%)	Number of offenses committed by Class				# of students suspended & % of population
			Class A: Burglary, robbery, sale of dangerous drugs	Class B: Disorderly conduct, trespassing	Class C: Class cutting, insubordi-nation, smoking	Class D: Contraband	
Farrington-Kaiser-Kalani Complex							
Dole MS (105)	809	91.00%	50	169	126	37	208/ 26%
Kaimuki MS (116)	987	96.70%	6	14	0	1	15/ 2%
Kalakaua MS (118)	988	94.40%	38	69	6	2	73/ 7%
Niu Valley MS (139)	887	96.40%	13	16	2	5	25/ 3%
Kaimuki-McKinley-Roosevelt Complex							
Central MS (104)	365	90.30%	59	41	5	1	60/16%
Jarret MS (110)	241	92.90%	15	14	20	1	26/11%
Kawananakoa MS (126)	840	96.20%	59	34	14	1	67/ 8%
Stevenson MS (148)	611	95.50%	7	9	0	0	13/ 2%
Washington MS (152)	801	95.30%	40	70	13	1	52/6%
Aiea-Moanalua-Radford Complex							
Aiea Inter (201)	617	95.30%	10	5	0	0	11/2%
Aliamanu Inter (204)	745	95.40%	18	17	6	3	34/5%
Moanalua MS (219)	845	96.30%	33	20	4	1	43/ 5%
Leilehua-Mililani-Waialua Complex							
Mililani MS (238)	1766	96.30%	29	34	0	8	55/ 3%
Wahiawa MS (230)	838	93.60%	41	54	16	1	72/ 9%
Waialua HS/Inter (232)	652	94%	23	11	2	0	28/ 4%
Wheeler MS (237)	842	95.60%	52	17	4	45	80/ 10%
Campbell-Kapolei Complex							
Ewa Makai MS (296)	897	95.60%	20	34	0	3	46/ 5%
Ilima Inter (279)	815	93.60%	33	84	12	1	84/ 10%
Kapolei MS (291)	1435	94.90%	34	16	0	0	42/ 3%
Nanakuli-Waianae Complex							
Nanakuli HS/Inter (263)	1043	89.70%	63	38	27	3	106/ 10%
Waianae Inter (273)	884	88.20%	131	61	28	6	145/ 16%
Pearl City-Waipahu Complex							
Highlands Inter (255)	906	95.40%	31	13	6	0	44/ 5%

Waipahu Inter (278)	1281	94%	154	180	47	6	191/ 15%
Castle-Kahuku Complex							
Kahuku HS/Inter (307)	1432	91.70%	61	54	70	19	140/ 10%
King Inter (318)	677	94.30%	34	27	8	19	61/ 9%
Kailua-Kalaheo Complex							
Kailua Inter (310)	680	96.10%	16	14	2	7	27/ 4%
Olomana (475)	72	80.10%	9	1	4	1	11/ 15%
Waimanalo El/Inter (327)	505	93.80%	12	50	7	15	48/10%
Hilo-Laupahoehoe-Waiakea Complex							
Hilo Inter (356)	470	94.20%	30	12	9	2	36/8%
Kalanianaole El/Inter (365)	277	94.80%	**3**	12	4	0	12/ 4%
Waiakea Inter (385)	848	94.60%	47	81	13	0	84/ 10%
Honokaa-Kealakehe-Kohala-Konawaena Complex							
Honokaa HS/Inter (360)	671	90.30%	40	24	4	1	52/ 8%
Ke Kula O Ehunuikaimalino (378)	222	93.10%	3	9	6	0	13/ 6%
Kealakehe Inter (390)	709	93.30%	50	61	25	2	/ 13%
Kohala MS (366)	181	95%	11	14	5	2	17/ 9%
Konawaena MS (376)	549	93.10%	22	0	3	3	27/ 5%
Paauilo El/Inter (382)	228	93.80%	9	11	1	0	16/ 7%
Waikoloa El/MS (393)	784	94.70%	13	4	0	3	19/ 2%
Kau-Keaau-Pahoa Complex							
Kau HS/ Pahala El (368)	550	87.80%	66	78	23	1	106/ 19%
Keaau MS (370)	629	91.30%	70	155	74	2	179/28%
Pahoa HS/Inter (383)	684	85.80%	49	93	44	4	122/ 18%
Baldwin-Kekaulike-Maui Complex							
Iao Inter (404)	889	93.90%	92	98	92	0	142/ 16%
Kalama Inter (420)	822	94%	49	64	2	6	86/ 10%
Lokelani Inter (430)	553	96.40%	8	9	0	0	14/ 3%
Maui Waena Inter (428)	1109	94.70%	98	108	22	1	119/ 11%
Hana-Lahainaluna-Lanai-Molokai Complex							
Hana HS/El (402)	341	91.90%	8	8	2	0	16/5%
Lahaina Inter (413)	635	94.70%	20	33	2	0	36/ 6%
Lanai HS/El (415)	567	94.70%	0	1	0	0	1/0%
Molokai MS (434)	197	94.10%	13	7	3	2	19/ 10%
Kapaa-Kauai-Waimea Complex							
Kamakahele MS (448)	943	95.10%	52	86	18	7	107/ 11%
Kapaa MS (447)	605	94%	41	39	14	2	59/10%

Niihau (461)	9	99%	0	0	0	0	0
Waimea Canyon MS (464)	385	94.40%	32	80.00%	8	1.00%	72/19%
Multi/Honolulu Complex							
Anuenue (103)	403	92.80%	14	7	3	0	16/4%
Hawaii School for the Deaf & Blind (K-12)	53	92.40%	0	5	1	0	5/ 9%

Appendix J3
Student Demographics
Student Performance Data on English, Math, and Science Tests for grades 6, 7, & 8, 2014-2015

School (State Average)	ELA scores Grade 6 (47%)	ELA scores Grade 7 (44%)	ELA scores Grade 8 (47%)	MATH scores Grade 6 (38%)	MATH scores Grade 7 (38%)	MATH scores Grade 8 (39%)	SCIENCE scores Grade 8 (37%)
Farrington-Kaiser-Kalani Complex							
Dole MS (105)	24%	16%	27%	14%	13%	21%	27%
Kaimuki MS (116)	70%*	60%*	60%*	63%*	60%*	70%*	46%*
Kalakaua MS(118)	32%	39%	43%	33%%	34%	39%	31%
Niu Valley MS (139)	76%*	72%*	76%*	73%*	66%*	67%*	65%*
Kaimuki-McKinley-Roosevelt Complex							
Central MS (104)	20%	31%	24%	12%	19%	21%	13%
Jarret MS (110)	28%	51%*	44%	19%	41%*	29%	43%*
Kawananakoa MS (126)	56%*	59%*	62%*	53%*	54%*	47%*	48%*
Stevenson MS (148)	56%*	60%*	61%*	46%*	48%*	52%*	47%*
Washington MS (152)	43%	41%	43%	32%	34%	46% *	32%
Aiea-Moanalua-Radford Complex							
Aiea Inter (201)		54%*	59%*		50%*	48%*	50%*
Aliamanu Inter (204)		41%	49%*		29%	32%	54%*
Moanalua MS (219)		69%*	79%*		53%*	55%*	40%*
Leilehua-Mililani-Waialua Complex							
Mililani MS (238)	62%*	59%*	69%*	50%*	52%*	52%*	40%*
Wahiawa MS (230)	31%	32%	38%*	25%	30%	37%	40%*
Waialua HS/Inter (232)		31%	30%		29%	22%	50%*
Wheeler MS (237)	53%*	63%*	55%*	46%*	50%*	44%*	55%*
Campbell-Kapolei Complex							
Ewa Makai MS (296)		53%*	47%		38%	40%*	35%

School (State Average)	ELA scores Grade 6 (47%)	ELA scores Grade 7 (44%)	ELA scores Grade 8 (47%)	MATH scores Grade 6 (38%)	MATH scores Grade 7 (38%)	MATH scores Grade 8 (39%)	SCIENCE scores Grade 8 (37%)
Ilima Inter (279)		47%*	48%*		31%	30%	37%
Kapolei MS (291)	49%*	45%*	43%	44%*	44%*	40%*	30%
Nanakuli-Waianae Complex							
Nanakuli HS/Inter (263)		20%	18%		11%	10%	7%
Waianae Inter (273)		24%	23%		22%	32%	12%
Pearl City-Waipahu Complex							
Highlands Inter (255)		54%*	52%*		57%*	52%*	43%*
Waipahu Inter (278)		31%	35%		29%	38%	43%*
Castle-Kahuku Complex							
Kahuku HS/Inter (307)		11%	19%		30%	27%	27%
King Inter (318)		33%	46%		43%*	37%	36%
Kailua-Kalaheo Complex							
Kailua Inter (310)		64%*	60%*		52%*	55%*	56%*
Olomana (475)							
Waimanalo El/Inter (327)	15%	31%	31%	11%	35%	16%	36%
Hilo-Laupahoehoe-Waiakea Complex							
Hilo Inter (356)		42%	50%*		46%*	47%*	39%*
Kalanianaole El/Inter (365)	43%*	46%*	31%	35%	31%	33%	30%
Waiakea Inter (385)	39%	62%*	52%*	28%	51%*	46%*	41%*
Honokaa-Kealakehe-Kohala-Konawaena Complex							
Honokaa HS/Inter (360)		33%	30%		21%	19%	37%
Ke Kula O Ehunuikaimalino (378)	5%	24%	50%*	5%	24%	43%*	0%
Kealakehe Inter (390)	30%	27%	34%	19%	21%	32%	16%
Kohala MS (366)	35%	25%	46%	26%	14%	42%	34%
Konawaena MS (376)	46%	45%*	50%*	30%	35%	33%	28%
Paauilo El/Inter (382)	37%	30%	52%*	41%*	40%*	41%*	50%*
Waikoloa El/MS (393)	34%	42%	46%	25%	37%	42%*	40%*
Kau-Keaau-Pahoa Complex							
Kau HS/Pahala El (368)	28%	20%	29%	22%	9%	12%	11%
Keaau MS (370)	30%	26%	36%	16%	19%	25%	20%
Pahoa HS/Inter (383)		36%	37%		37%	26%	29%
Baldwin-Kekaulike-Maui Complex							
Iao Inter (404)	37%	40.00%	43%	31.00%	40%*	37.00%	40%*

School (State Average)	ELA scores Grade 6 (47%)	ELA scores Grade 7 (44%)	ELA scores Grade 8 (47%)	MATH scores Grade 6 (38%)	MATH scores Grade 7 (38%)	MATH scores Grade 8 (39%)	SCIENCE scores Grade 8 (37%)
Kalama Inter (420)	27%	43%	47%	14%	22%	45%	45%*
Lokelani Inter (430)	38%	40%	56%	27%	29%	43%*	36%
Maui Waena Inter (428)	46%	44%	40%	26%	33%	31%	41%*
Hana-Lahainaluna-Lanai-Molokai Complex							
Hana HS/El (402)	25%	30%	45%	29%	40%*	30%	24%
Lahaina Inter (413)	35%	35%	26%	28%	22%	22%	25%
Lanai HS/El (415)	43%*	16%	39%	27%		14%	
Molokai MS (434)		32%	40%		29%	42%*	28%
Kapaa-Kauai-Waimea Complex							
Kamakahele MS (448)	34%	40%	41%	36%	46%*	38%	28%
Kapaa MS (447)	35%	39%	44%	30%	30%	32%	26%
Niihau (461)							
Waimea Canyon MS (464)	41%	21%	30%	38%	12%	12%	25%
Multi/Honolulu							
Anuenue (103)	10%	8%	0%	6%	3%	0%	0%
Hawaii School for the Deaf & Blind (K-12)	0%	0%	0%	0%	0%	0%	0%

Appendix K
Table of Contents of Hand-outs for Working Group Meetings

Copies of the hand-outs are available at:

https://drive.google.com/drive/folders/0B18ESQ73l_iKM3JvWi1aOVFPUjg?usp=sharing

Appendix K1: June 30, 2016

- HCR 137 Resolution
- HCR 137 Terms & Definitions (work sheet)
- HCR 137 Office of Community Engagement ppt.
- Middle and Intermediate School Compiled Demographic Charts,2014-15
- Hawai'i P-20 information Kamehameha School's Out-of-School Programs for Middle & Intermediate school learners, 2015-2016 ,ppt.
- Hawai'i Afterschool Alliance ppt.
- Hawai'i After 3PM, Full STEM Ahead
- Afterschool Alliance: Parents Report that Hawaii Afterschool Programs
- Promote Physical Activity, Healthy Eating
- Afterschool Alliance: Hawai'i Parents Value Science, Technology, Engineering and Math Learning Opportunities Provided by Afterschool Programs

Appendix K2: September 15

- HCR 137 – Synopsis of Meeting #1
- Afterschool Alliance, Presentation to REACH grantees
- September 15, 2016, ppt.
- HCR 137- Principals' Survey Results, ppt.
- After-School All-Stars Hawaii, ppt.
- William P, Jarrett Middle School, ppt.
- After-School Plus (A+) Program School Year, 2015-2016
- After-School Plus (A+) Survey Responses

- After-School Plus (A+) Program, End-of-Year Parent Evaluation
- 21st Century Community Learning Centers, ppt.
- Department of Human Services: Office of Youth Service
- Presentation notes
- OYS Performance Report (evaluation form- blank)
- Reading: Exploring Quality in After-School Programs for Middle School-Aged Youth
- Reading: Afterschool Innovations in Brief, Focusing on Middle School Age Youth
- Reading: Cost of Out-of-School-Time Programs

Appendix K3: October 20, 2016

- HCR 137: DOE Presentation 10/20/16, ppt.
- Maui Economic Development Board, ppt.
- UPLINK Program information
    - 2014-2015 UPLINK program data
    - 2015-2016 UPLINK program data
- R.E.A.C.H present,ppt.
- HAA Quality Guidelines – Quality Afterschool and Out-of-School Time
    - Program Guidelines
- Honolulu Police Department: Juvenile Arrests
- Table: C&C of Honolulu Total Male Juvenile Arrest by Zip code, 2015Table: C&C of Honolulu Total Male Juvenile Arrest by Zip code & Offenses, 2015
- Table: C&C of Honolulu Total Female Juvenile Arrest by Zip code, 2015
- Table: C&C of Honolulu Total Female Juvenile Arrest by Zip code & Offenses, 2015 Maps
- County Departments of Parks and Recreation: Program descriptions
- 21st CCLC – Grantee information

Appendix K4: November 17, 2016

Data Files: Middle School Student Demographics

- J-1: Free & Reduced Lunch, SPED, ESL students, 2014-2015
- J-2: Daily Attendance and Class A, B, C, & D Offenses, 2014-2015
- J-3: Student Performance Data on ELA, MATH, & Science Test, 2014-15

- Data Table of Major Funding Sources, Schools, and Costs, 2015-2016
- After-School (A+) Program Administrative Responsibilities
- Draft: Administrative Rules for S.B. No. 3099, Regular Session of 2016
- Draft: HCR 137 Narrative V.8

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