

**Nānākuli Complex Subgrantee  
CCLC External Evaluation  
2015-16 School Year**

**Period Covered: 6-5-15 to 5-26-16**

**Submitted by:**

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## EXECUTIVE SUMMARY

The Nānākuli Complex CCLC grant was submitted on behalf of three schools: Nānākuli Intermediate, Nānākuli Elementary School and Nānāikapono Elementary School. The two elementary schools serve students in grades K-6 and Nānākuli Intermediate serves students in 7-8. The Nānākuli complex schools are located on the Leeward coast of Oahu, a largely rural area about 35 miles west of Honolulu on the Leeward Coast which has the highest concentration of Native Hawaiians of any community in the world. The area experiences high poverty, high unemployment, high numbers of homeless individuals and families and low academic achievement.

Each site implemented a CCLC to provide academic and enrichment activities after school or in the summer. At the intermediate school, After School All Stars is a subcontracted partner and provides all of the services. Program components include:

- **IMUA Academy**, an ongoing educational opportunity to strengthen students' disposition towards and skills in learning and college starting in grade 6;
- **After School All Stars (ASAS) Hawaii**, a comprehensive after school program for middle school students to help them achieve in school and life in grades 7-8;
- **STEM programs**, after school programs that cultivate love to learning and improve proficiency in math and science skills in grade K-6; and
- **DimensionU**, an interactive educational gaming tool that will improve students' attitude toward school and academic proficiency for all students, grades 2-10

The overarching project goal: The Nānākuli Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-12, who are enrolled in three high-poverty and low performing schools. In addition to the federal performance indicators, project objectives include:

- 50% of regular program participants in IMUA, ASAS & STEM Clubs achieve teacher-reported improvement in: turning in homework on time; classroom participation; attending class regularly and student classroom behavior and
- 60% of participants will have improvement in reading and math.

The evaluation is to answer evaluation questions, determine if program is implemented as intended, determine objective progress, and provide any recommendations for program improvement. The evaluation is intended to provide an objective evaluation of objective attainment and program outcomes

Some of the accomplishments/results include the following:

- The number of students served by school is: 189 at Nānākuli Intermediate, 46 at Nānākuli Elementary and 27 at Nānāikapono Elementary.
- At Nānākuli Intermediate, 81.5% of participants are eligible for free/reduced lunch, at NES, only one student was reported as eligible for free/reduced lunch and at Nānāikapono, 85.2% are eligible for free/reduced lunch.
- 59% of participants at Nānākuli attended for 30 days or more

- ASAS reported 795 parents served at Nānākuli Intermediate
- 18 parents participated at Nanaikapono
- Each site has several partners working with CCLC
- 37% of those regular attendees that needed to improve in reading/literacy did improve according to a review of grades from first to 4<sup>th</sup> quarter
- 45.3% of regular attendees that needed to improve in math did
- 22.7% of regular attendees improved in classroom behavior
- 96% of students feel safe at CCLC
- 88% of students completing a survey indicated that they are a better student as a result of CCLC.

### **RECOMMENDATIONS**

Based on the results of the evaluation, the following recommendations are made:

1. Encourage all schools to offer family engagement activities and document participation
2. Work to have students attend for 30 days or more.
3. Continue to offer core academic classes and enrichment opportunities
4. Communicate with the classroom teachers quarterly to find out which students need academic support and target instruction to address areas of need.
5. Aim for greater increases in academic performance and classroom performance
6. Continue utilization of partnerships at each site.

Results of the evaluation and recommendations are shared with the project director, coordinators and site administration.

## PROGRAM DESCRIPTION

### Origin of the Program

The Nānākuli Complex CCLC grant was submitted on behalf of three schools: Nānākuli Intermediate, Nānākuli Elementary School and Nānāikapono Elementary School. These schools were designated as “continuous improvement” schools in the Hawaii Department of Education’s StriveHi index. The Nānākuli complex schools are located on the Leeward coast of Oahu, a largely rural area about 35 miles west of Honolulu. The area is characterized by high poverty, high unemployment, high numbers of homeless individuals and families and low academic achievement. The area was designated as a “Zone of Innovation” in the Race to the Top grant which provided some additional resources in the area, but those funds ended.

The Leeward Coast has the highest concentration of Native Hawaiians of any community in the world. The majority of students are of Native Hawaiian ancestry with many that are of Asian and Pacific Islander descent. The two elementary schools serve students in grades K-6 and Nānākuli Intermediate serves students in 7-8.

The Nānākuli Complex has seen some positive trends in graduation rates as well as reduced dropout and retention rates. The complex implemented Response to Intervention (RTI) and Tier 1 training at each school to address targeting instruction to meet student needs. This grant proposed to build on the positive trends by creating a CCLC at each of these three schools. The target population is disadvantaged students (eligible for free/reduced lunch) with those in need of additional academic support.

Project components include:

**IMUA Academy**, an ongoing educational opportunity to strengthen students’ disposition towards and skills in learning and college starting in grade 6;

**After School All Stars (ASAS) Hawaii**, a comprehensive after school program for middle school students to help them achieve in school and life in grades 7-8;

**STEM programs**, after school programs that cultivate love to learning and improve proficiency in math and science skills in grade K-6; and

**DimensionU**, an interactive educational gaming tool that will improve students’ attitude toward school and academic proficiency for all students, grades 2-10.

STEM activities will engage students with hands-on activities that encourage students to think critically and creatively. They will include environmental service learning projects and annual Robotics competition. The STEM activities are intended to supplement and complement classroom instruction.

## Goals of the Program

The overarching project goal: The Nānākuli Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-12, who are enrolled in three high-poverty and low performing schools. In addition to the federal performance indicators, project objectives include:

50% of regular program participants in IMUA, ASAS & STEM Clubs achieve teacher-reported improvement in: turning in homework on time; classroom participation; attending class regularly and student classroom behavior and 60% of participants will have improvement in reading and math.

## Clients involved in the program

The following provides demographic information on project participants.

### Nānākuli Demographics

	Number of Students		
	Nānākuli Int.	Nānākuli Elem.	Nānāikapono
2 <sup>nd</sup> grade		4	
3 <sup>rd</sup> grade		13	2
4 <sup>th</sup> grade		15	10
5 <sup>th</sup> grade		10	14
6 <sup>th</sup> grade		4	1
7 <sup>th</sup> grade	84		
8 <sup>th</sup> grade	105		
<b>Race</b>			
American Indian or Alaskan Native			1
Asian	39	13	25
Black or African American	1		
Hispanic or Latino			
Native Hawaiian or Pacific Islander	1	18	
White	2		
Two or More Races	146		
Data not provided		11	
<b>Gender</b>			
Male	85	17	17
Female	93	2	9
Data not provided	11	0	
<b>Population Specifics</b>			
Students with limited English Language Proficiency	3	0	5
Students eligible for free/reduced lunch	154	1	23
Students with special needs	31	0	
Family members	795	0	18

The total number served by school is: 189 at Nānākuli Intermediate, 46 at Nānākuli Elementary and 27 at Nānāikapono Elementary. At Nānākuli Intermediate, 81.5% of participants are eligible for free/reduced lunch, at NES, only one student was eligible for free/reduced lunch and at Nānāikapono, 85.2% are eligible for free/reduced lunch.

### Number of Days Students Attended by School

Attendance	Nānākuli Int.	Nānākuli El.	Nanaiapono
How many <30 days	68	42	26
How many 30-59 days	65		
How many 60-89 days	27		
How many 90 or more days	29		

The only school with regular attendees was Nānākuli Intermediate where 59% of participants attended for 30 days or more. The amount of time CCLC was provided at the other two schools was much more limited so it was difficult to have students attend for 30 days

### Characteristics of the program materials and resources

The CCLC at each site offered a variety of activities that included academic instruction and support. At Nānākuli Intermediate, activities included a variety of sports such as basketball, soccer, volleyball and softball. In addition arts and music activities were provided at all three sites.

The materials used included the classroom materials used during the school day for homework help and tutoring, DimensionU math video game program to teach/reinforce math skills, Aquaponics to teach/reinforce STEM skills, the IMUA Academy aimed at 6<sup>th</sup> grade students to interest them in college and provide skill training. Schools made available classrooms at the site, use of computer lab when needed, and use of the sports field at Nānākuli Intermediate. ASAS brought some of their resources to contribute to materials available at the intermediate school.

### Activities Schedule

Each school developed an activities schedule and hired staff to provide the services. The following tables provide the activities schedule for each of the schools:

#### Nānākuli Intermediate School Activities Schedule

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	4-5	1	30+	yes
Literacy	1-2	1	30+	yes
Tutoring	1-2	1-2		
Homework Help	5	1-2	30+	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	1	<1	30+	yes
Arts and Music	5	<1	30+	yes
Community Service	Once/week	1-2	30+	yes
Drug Prevention	Once/term	1	30+	yes
Youth Leadership	Once/term	1-2	30+	yes

### **Nānākuli Elementary School Activities Schedule**

<b>Activity</b>	<b># of days per week</b>	<b># hours per Day</b>	<b>Average # participants</b>	<b>College and Career Readiness?</b>
STEM (Aquaponics, gardening)	3	1-2	30+	yes
Music	2	1-2	20	no

### **Nānāikapono Elementary School Activities Schedule**

<b>Activity</b>	<b># of days per week</b>	<b># hours per Day</b>	<b>Average # participants</b>	<b>College and Career Readiness?</b>
STEM	2	1	30+	yes
Literacy	2	1	30+	yes
Arts and Music	2	<1	30+	yes

### **Family Engagement**

Family engagement activities was one of the services that schools were expected to provide. At Nānāikapono, 18 parents/family members participated in STEM activities. At Nānākuli Intermediate, it was reported that 795 family members participated in one or more activities. ASAS offers quarterly family nights as well as opportunities for participation. Sometimes students would plan a family activity to offer. Parents are made to feel welcome at each site and are aware they are always welcome to visit.

### **Procedures**

The project coordinator provides each site with a notebook that has all of the grant requirements, HIDEOE requirements and evaluation instruments to be used. She meets with the site staff regularly to provide additional information, answer questions or troubleshoot any challenges that arise. She provides the data collected to the evaluator quarterly.

Each site follows school procedures with attention to student safety at all times. Students have to sign in and sign out before leaving under staff supervision. Each coordinator is given emergency procedures and the administration contact information. Any emergency medical data is kept by the site coordinator and parents are asked to provide any medical information that the staff may need to be aware of. Parents are given the schedule with pickup times and provided with contact numbers.

**Administration.** The project is administered complex wide by Keoni Inciong, the project director. Honey Dung serves as the project coordinator, working with all three sites to ensure that procedures are followed, data are collected and the program resources are available. Each site has a designated site coordinator that oversees the daily CCLC activities. ASAS administers the subcontract for Nānākuli Intermediate School and works with the project director and evaluator to make sure all procedures are followed and data are available. Site administrator(s) provides the site general oversight to work with the site coordinator should any site concerns arise.

**Partners.** Each site has some established partners. Complex proposes to provide 21<sup>st</sup> Century Community Learning Center out of school programming at Nānāikapono partners with

Kamehameha Schools, the Boys and Girls Club of Hawaii and Safe and Civil Schools. Nānākuli Elementary works with Nānākuli Homestead Association, Schofield Military group, Hope Chapel, the Waianae and Kapolei Rotary Clubs, Hawaiian Electric, Big Brothers and sisters, INPEACE, Keiki Steps, Koolina Golf Club. After School All Stars is a subcontracted partner at Nānākuli Intermediate. The other school partners are METS, PAL, WCCHC, Girl Scouts and ASAS has existing partnerships that they bring with them to the sites they serve as appropriate. Those include: Active Hawaii, American Lung Association, Be a Jerk (tackling underage drinking), Department of Health Public School Nurses, HMSA, Hawaiian Humane Society, Ke Ola Mamo, Ma'ō Farms, Makahiki Club, Parents for Public Schools, SOHI, and Waianae Coast Community Association. Partners may provide services, materials or advice for the CCLC program.

**Staff and others involved in the program.** Staff involved in the Nānākuli Complex CCLC include the Project Director, Keoni Inciong who provides the central oversight of the grant including monitoring budget expenditures and whether the program is implemented as planned. He is assisted by Honey Dung who coordinates the services at the three schools, meets regularly with the site coordinators, and ensures data is collected and provided to the evaluator when needed. Each site has a designated coordinator and staff including teaching and non-teaching staff. At Nānākuli Elementary, staff included 3 teaching staff and a coordinator provided as a match. At Nānāikaponon Elementary, staff included an administrator and 3 school day teachers. At Nānākuli Intermediate, services are subcontracted through ASAS and staff includes a coordinator on site, 2 paid college students, 8 paid community members, and some volunteers (6 high school and 16 community members).

**Time devoted** by staff depended on their assignment. For staff providing CCLC services, they spent from 1-3 hours a day. Some activities were offered only twice a week while others were daily.

**Project Monitoring.** The project director conducts a quarterly walk through at each site to see the program as implemented and review site plans and interim reports. The Coordinator meets with project staff 2-3 times a month to review project documents, address any concerns, provide forms, provide training and ensure that data are collected when needed.

## EVALUATION DESIGN AND RESULTS

**Purpose.** The purpose of the evaluation is to answer evaluation questions, determine if program is implemented as intended, determine objective progress, and provide any recommendations for program improvement. The evaluation is intended to provide an objective evaluation of objective attainment and program outcomes.

### Evaluation Plan

Implementation Evaluation Plan. The evaluation plan was designed to collect data on student academic performance, fidelity in implementation of the grant, participation and participant satisfaction. The implementation evaluation plan addresses whether the activities were

implemented on time, if project services were implemented as intended, if partnerships were in place, and if family engagement activities were provided. It is also designed to determine any challenges or barriers encountered and whether they have been resolved.

Outcome Evaluation Plan. will address intended outcomes including academic achievement gains which will be determined with teacher reports and/or teacher survey, grades in reading and math and utilize any results obtained on the programs utilized such as the DimensionU and IMUA Academy. Other skills assessed include improvement in classroom behavior, homework completion, attendance, and volunteering in class which will be addressed by obtaining classroom teacher reports and utilizing a teacher survey.

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

The evaluation is designed to collect data on a quarterly basis where possible. There will be quarterly meetings to discuss the data, identify strengths and any recommendations for improvement so that adjustments can be made in a timely manner. Feedback to the project director will occur at meetings and more formally in written reports. A yearly written evaluation report will be provided to the project director and HIDEOE as well as be made available to principals, CAS and interested parties. See attached Project Performance Chart.

The following evaluation questions were provided to guide the evaluation and address performance indicators:

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

Evaluation Schedule. The evaluation schedule indicates the data to be collected, method, timeline and responsibility. The following table provides this information:

### **Evaluation Schedule for CCLC**

<b>Data Collected</b>	<b>Method</b>	<b>Responsibility/Timeline</b>
Student Achievement	Teacher Survey Teacher Reports	Evaluator/Spring yearly Coordinators/June yearly
Student Behavior	Teacher Survey	Evaluator/Spring yearly
Satisfaction/Quality	Parent, student, partner surveys Observation rubric	Evaluator/Spring yearly Coordinator/each semester
Skill Acquisition	Program Reports	Coordinator/quarterly
Student Participation	Enrollment/attendance information	Coordinator/weekly
Family Participation	Sign-in logs	Coordinator/as occurs
Community Partnerships	List of partners Survey of partners	Project Director/Fall yearly Evaluator/Spring yearly

### **Results of implementation**

Through interviews and discussion with the project director and coordinator it was determined that each of the sites had implemented a CCLC at their site. The number of classes and number of participants at the two elementary schools was limited. These schools had classes on 2-3 days a week for less than 3 hours/day. Both elementary schools had a summer program in 2015 and Nānākuli Elementary had some limited programming during the school year. At Nānākuli Intermediate School, there was a school year program for 5 days a week and 3 hours a day offering a wide variety of classes.

Some of the challenges encountered during the year was that complex staff had some health or family issues that took them away from the program for part of the year. The site coordinator at one of the elementary schools who was not paid by the grant was reassigned and it was difficult to obtain all the data needed. For Nānākuli Intermediate, ASAS made arrangements to access the student data needed but due to a change in the student information system, getting the data when needed was a challenge.

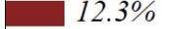
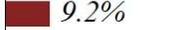
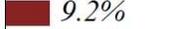
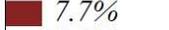
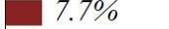
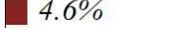
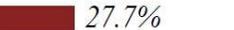
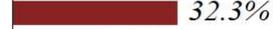
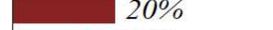
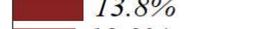
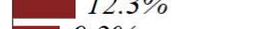
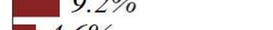
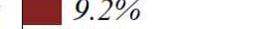
Despite the challenges in the 2015-16 school year, the new grant year is off to a good start with each site having a program. The project director is making a quarterly walk-through of each program and the coordinator is available to all the sites as needed.

### **Results of youth and program outcomes**

Some of the data for student outcomes was obtained through a teacher survey submitted to teachers of regular attendees. The teachers could complete the survey online and 66 teachers completed the survey. The results by Performance indicator are in the following tables.

**Teacher reported Improvement (66 respondents)**

Performance Indicator	Results
50% of regular program students will improve in classroom participation and homework completion	30.3% of students improved (33.2% did not need to improve)
50% of students will demonstrate improved behavior	22.7% improved (36.9% did not need to improve)

Performance Indicator	Results
50% of regular program students will submit homework on time	<p>29.2% improved at least slightly</p> <p><i>Did not need to improve</i>  33.8%</p> <p><i>Slight improvement</i>  15.4%</p> <p><i>No change</i>  12.3%</p> <p><i>Significant improvement</i>  9.2%</p> <p><i>Slight decline</i>  9.2%</p> <p><i>Moderate decline</i>  7.7%</p> <p><i>Significant decline</i>  7.7%</p> <p><i>Moderate improvement</i>  4.6%</p>
50% of regular attendees will attend class regularly	<p>9.2% improved at least slightly</p> <p><i>Did not need to improve</i>  49.2%</p> <p><i>No change</i>  27.7%</p> <p><i>Moderate decline</i>  4.6%</p> <p><i>Significant decline</i>  4.6%</p> <p><i>Significant improvement</i>  4.6%</p> <p><i>Slight decline</i>  4.6%</p> <p><i>Moderate improvement</i>  3.1%</p> <p><i>Slight improvement</i>  1.5%</p>
50% of regular attendees will come to school motivated to learn	<p>23% improved at least slightly</p> <p><i>Did not need to improve</i>  32.3%</p> <p><i>No change</i>  20%</p> <p><i>Slight improvement</i>  13.8%</p> <p><i>Slight decline</i>  12.3%</p> <p><i>Moderate decline</i>  9.2%</p> <p><i>Moderate improvement</i>  4.6%</p> <p><i>Significant improvement</i>  4.6%</p> <p><i>Significant decline</i>  3.1%</p>
50% of regular attendees will improve getting along with others	<p>12.3% improved at least slightly</p> <p><i>Did not need to improve</i>  40%</p> <p><i>No change</i>  40%</p> <p><i>Slight improvement</i>  9.2%</p> <p><i>Slight decline</i>  4.6%</p> <p><i>Moderate decline</i>  3.1%</p> <p><i>Significant improvement</i>  3.1%</p>

### Improvement in Academic Performance and Attention

Indicator	Results
50% of regular program participants students will demonstrate improvements in reading and literacy as reported by teacher	37% of those that needed to improve did improve according to a review of grades from first to 4 <sup>th</sup> quarter.
50% of regular program participants will demonstrate improvement in math as reported by teachers	34.8% of those that needed to improve did improve according to a review of grades from first to 4 <sup>th</sup> quarter.
50% of teachers report improved academic performance for regular attendees on a teacher survey	<p>29.4% improved at least slightly</p>
50% of teachers report improvement in regular students being attentive in class as reported on the teacher survey.	<p>26.1% improved at least slightly</p>

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

Indicator	Results
Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Each of the centers is providing services in more than one core academic area.
Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Each center offers enrichment and support in one or more area.
Community involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining	Each school has several partnerships that support CCLC

Services to parents and other family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Two of the three schools reported family offerings and participation
Extended hours: More than 75% of centers will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.	Only one of the three schools offered CCLC services for 5 days a week for 3 hours resulting in 15 hours a week.

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

Each school has a high percentage of students eligible for free/reduced lunch as indicated below:

**Percent Eligible for Free/Reduced Lunch at CCLC Schools**

Indicator	Results
3.1 High-need communities: 100% of centers are located in high-poverty	Free Reduced Eligibility 2016: Nānākuli Intermediate: 76% Nānākuli Elementary: 83.3% Nānāikapono Elementary: 90.2%

**Objective 4. Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.**

Indicator	Results by Number of Days attended
60% of regular program participants with teacher-reported improvement in reading/language arts	30-59 days: 40.7% improved 60-89 days: 22.2% improved 90+ days: 40% improved Average for all students: 36.9% improved
60% of regular program participants with teacher-reported improvement in math	30-59 51.4% improved 60-89 Math 5.8% improved 90+ Math 29.4% improved Average for all Students: 45.3% improved

Improvement was higher in math than reading/literacy but neither area met the indicator. Students attending for 30-59 days had a higher percent improvement than those attending longer.

**Participant Satisfaction**

Students participating in the CCLC at the intermediate school were given a survey by ASAS in quarter 3 and quarter 4. It is not known if there was some overlap in the students that completed the surveys so results are provided separately for each of the survey results.

<b>Student Survey Questions - Q3 (32 respondents)</b>	<b>Yes</b>	<b>No</b>
I look forward to the 21 <sup>st</sup> CCLC after-school programs	88%	13%
I feel safe in the 21 <sup>st</sup> CCLC after-school programs	94%	6%
21 <sup>st</sup> CCLC has helped improve my overall attitude toward school	84%	16%
I feel confident that I can get the extra help I need with my school work	78%	22%
The tutoring/homework assistance sessions have help to make me a better student. I use my time more wisely	84%	16%
My grades have improved because I have become a better student	88%	13%
I have made new friends through the after school program	91%	9%
UPLINK emphasizes proper behavior and consideration for other people	84%	16%
We discuss problems that our age group faces, such as feeling good about ourselves, bullying, getting pregnant, getting into trouble, and other things	88%	13%
Because of 21 <sup>st</sup> CCLC, I feel I can talk to instructors and other students about my problems	78%	22%
I feel I have learned to think more about how my behavior affects me and other people	78%	22%
I am learning to be a better decision maker	84%	16%
I enjoy the after-school optional programs	84%	16%
21 <sup>st</sup> CCLC is teaching me different skills - technical, physical, social and/or emotional	75%	25%
I am learning to work with different kinds of materials, tools and equipment	78%	22%
I am learning to share and wait my turn	84%	16%
I am learning to be a responsible team member by taking care of equipment and cleaning up after myself and others	93%	7%
Overall I think 21 <sup>st</sup> CCLC has made me a better person, student, friend and family member.	88%	13%

<b>Nānākuli Student Survey Questions - Q4 (30 respondents)</b>	<b>Yes</b>	<b>No</b>
I look forward to the 21 <sup>st</sup> CCLC after-school programs	80%	20%
I feel safe in the 21 <sup>st</sup> CCLC after-school programs	100%	0
21 <sup>st</sup> CCLC has helped improve my overall attitude toward school	80%	20%
I feel confident that I can get the extra help I need with my school work	90%	10%
The tutoring/homework assistance sessions have help to make me a better student. I use my time more wisely	90%	10%
My grades have improved because I have become a better student	87%	13%
I have made new friends through the after school program	80%	20%
UPLINK emphasizes proper behavior and consideration for other people	80%	20%
We discuss problems that our age group faces, such as feeling good about ourselves, bullying, getting pregnant, getting into trouble, and other things	87%	13%
Because of 21 <sup>st</sup> CCLC, I feel I can talk to instructors and other students about my problems	83%	17%
I feel I have learned to think more about how my behavior affects me and other people	90%	10%
I am learning to be a better decision maker	90%	10%
I enjoy the after-school optional programs	100%	0
21 <sup>st</sup> CCLC is teaching me different skills - technical, physical, social and/or emotional	90%	10%
I am learning to work with different kinds of materials, tools and equipment	87%	13%
I am learning to share and wait my turn	90%	10%
I am learning to be a responsible team member by taking care of equipment and cleaning up after myself and others	83%	17%
Overall I think 21CCLC has made me a better person, student, friend and family member.	87%	13%

Parents were asked some questions about their child's participation in CCLC. Parents were asked if their child talked with them about their participation in CCLC and these are the responses:

- Yes, she enjoys having the time to study and really enjoys the cooking classes
- Fun
- Fun stuff that he has done, winning a chess game
- Yes activities, hands on experiences
- Yes really enjoys it overall, especially enjoys the sports
- Yes, Racquel talks about making new friends
- Cooking and playing sports
- What she learned in her cooking class
- My son likes everything
- Yes everything, volleyball, sports
- Yes he loves the sports activities and looks forward to play it everyday
- Yes, about her cooking
- yes

- Cooking, volleyball

Parents were also asked if there was anything they would change about CCLC or if they had any comments or suggestions. Their responses are as follows:

- Nothing (7)
- Changing the banning phones rule
- How to be positive with a good attitude
- Homework hour
- If a student is failing any of their classes don't allow them to participate in any activities make that stay in study hall
- Having this All-Stars really develops our children
- As long as possible
- Would like to change the place where All-Stars is located

### **Conclusions**

A CCLC program was implemented at each of the three sites with the elementary schools having a more limited program than the intermediate school where After School All Stars was subcontracted to provide a program that was 15 hours a week and was the only school to have students that participated 30 days or more. Although programming was limited, there were still some positive outcomes. Some of the highlights are as follows:

- The number of students served by school is: 189 at Nānākuli Intermediate, 46 at Nānākuli Elementary and 27 at Nānāikapono Elementary.
- At Nānākuli Intermediate, 81.5% of participants are eligible for free/reduced lunch, at NES, only one student was reported as eligible for free/reduced lunch and at Nānāikapono, 85.2% are eligible for free/reduced lunch.
- 59% of participants at Nānākuli attended for 30 days or more
- ASAS reported 795 parents served at Nānākuli Intermediate
- 18 parents participated at Nanaikapono
- Each site has several partners working with CCLC
- 37% of those regular attendees that needed to improve in reading/literacy did improve according to a review of grades from first to 4<sup>th</sup> quarter
- 45.3% of regular attendees that needed to improve in math did
- 22.7% of regular attendees improved in classroom behavior
- 96% of students feel safe at CCLC
- 88% of students completing a survey indicated that they are a better student as a result of CCLC.

### **RECOMMENDATIONS**

Based on the results of the evaluation, the following recommendations are made:

7. Encourage all schools to offer family engagement activities and document participation

8. Work to have students attend for 30 days or more.
9. Continue to offer core academic classes and enrichment opportunities
10. Communicate with the classroom teachers quarterly to find out which students need academic support and target instruction to address areas of need.
11. Aim for greater increases in academic performance and classroom performance
12. Continue utilization of partnerships at each site.

Results shared. The evaluator shares the evaluation with the project director, coordinator and site administration. She shares the recommendations and results at coordinator meetings as well. The complex will utilize the results to make sure that the programs are all addressing recommendations and to offer support in any of those areas.

Dissemination. The executive summary will be shared at the site by posting it at the school, posting it on the school website, in a newsletter and/or at a parent meeting.