

# **Waianae Subgrantee Local Evaluation Report**

Period Covered: June 1, 2013 – May 31, 2014

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Date Submitted: November 10, 2014

## Executive Summary

Waianae Sub-grantee received a 21<sup>st</sup> Century Learning Center grant (CCLC) on behalf of its schools that were characterized by high poverty, low academic achievement, high dropout rate and a high number of homeless students. Those in the grant are Waianae High School and Waianae Intermediate School. Each site provided a CCLC program after the school day at their site with activities that include academic tutoring, academic enrichment and sports and recreation. Each school provided 17 hours a week of classes during the school year.

At Waianae Intermediate School, After School All Stars is a partner that provides a wide variety of activities. Activities included Math and English tutoring and homework hour, chorus, health and fitness, gardening, glee club and a variety of sports such as archery, basketball, football, girls volleyball, softball, wrestling, flag football, basketball, and archery. Services were provided 5 days a week throughout the school year. At Waianae High School, activities included SAT preparation, academic enrichment, graphics and tutoring.

There were a total of 368 students served in CCLC in grades 7-12. There were 122 parents that participated in project activities. Of all students served, 59% were eligible for free/reduced lunch. There were three partners that continued since the start of the grant: Ma'o Farms, Kamehameha Schools and After School All Stars (ASAS). The project was designed to increase student academic skills, provide a safe learning environment and increase school involvement.

The project evaluation was designed to determine progress towards meeting objectives and to determine outcomes. The project goals that were addressed are:

- Goal 1: To increase student academic achievement by providing extended learning opportunities.
- Goal 2: To increase school involvement by students and parents by offering extended hours programming.
- Goal 3: To provide a variety of enrichment programs in collaboration with partners in a safe learning environment.

The evaluation consisted of reviewing Hawaii State Assessment (HSA) scores yearly and comparing them to the previous year; determining teacher perceptions of changes in academic performance and classroom behaviors with a teacher survey; determining program satisfaction with a parent and student survey; reviewing implementation progress through conferences; and determining changes in student grades.

Some of the results determined this year are:

- Services were provided to a total of 368 students and of those 259 (70%) were regular attendees (attended for 30 days or more).
- There were increases in HSA scores in reading, math and science at Waianae High School.
- On a teacher survey, teachers indicated that more than 42% of regular attendees had some improvement in academic performance.

- 28% of regular attendees had improved grades in language arts and 31% had improved grades in mathematics.
- More than 58% of students at both schools reported that they are getting better grades.
- More than 98% of students are satisfied with the variety of activities at CCLC.
- More than 98% of students feel safe at CCLC at least sometimes.
- 100% of parents agree or slightly agree that their child is safe at CCLC.
- More than 94% of all students like the program at least sometimes.
- On the teacher survey, teachers reported that 81% or more of regular attendees had improved behavior in all areas measured.
- 94.8% of the students report they are learning new skills.
- Teacher survey results indicate that 87% of regular attendees have improved in their academic performance.
- Teacher survey results indicate that 88% of students have improved behavior in class and 85% have improved behavior in getting along with others.
- All parents at least slightly agree that the CCLC is of great benefit to their child.
- Original partnerships were maintained and new ones were added.
- Each site provided academic and academic enrichment programs.
- Each site provided CCLC for 17 hours a week during the school year.

There have been many positive outcomes. There was an increase in the percentage of students that were regular attendees. Students indicate that they are learning new skills and teachers report improvements in both academic performance and classroom behaviors. While not all of the improvements in academic performance and behavior can be directly attributed to their participation in CCLC, it is reasonable to assume that it has contributed in some way. Increases in motivation and classroom participation may also be possibly attributed to the CCLC program.

There was increased parent and community participation and additional partners worked with CCLC. A wide variety of activities were provided including tutoring, homework help, sports, arts/music, SAT preparation, and graphics. The hours per week that services were provided exceeds the minimum recommended by the Hawaii Department of Education of 15 hours per week which provides more opportunity for students to get the help they need to improve their skills.

The recommendations based on the evaluation include:

1. Continue efforts to increase parent involvement.
2. Continue to have a site coordinator to collect and provide data.
3. Focus on addressing the skills needed to improve performance on state standards testing.
4. Make sure that CCLC teachers are communicating student progress to parents.
5. Ensure that site enrollment data is consistently collected so that data are available when needed for quarterly and yearly reporting.
6. Continue to work to increase participation particularly at the high school level.

## **PROGRAM DESCRIPTION**

### **ORIGIN OF THE PROGRAM**

The Waianae Complex grant was submitted in 2011 on behalf of six Waianae schools. Due to many changes going on in the complex area, including the implementation of Race to the Top, the number was reduced to two schools: Waianae Intermediate School and Waianae High School. The complex area school population is more than 50% Native Hawaiian or part Hawaiian. There are a high number of students classified as homeless. None of the schools had made adequate yearly progress (AYP). The percent of students eligible for free/reduced lunch continues to be high. At Waianae Intermediate, 80.6% of students are eligible for free/reduced lunch and at Waianae High, 69.5% are eligible for free/reduced lunch.

The program was developed to address the identified needs of the schools, which included a high dropout rate, low academic achievement, and the need for a safe environment for students after school. The goals for the program were developed to address the identified needs.

### **GOALS OF THE PROGRAM**

In developing the grant, the needs of the schools were determined. The main area of need was in academic achievement. There was also a desire to provide after school programming as the high poverty made it challenging or impossible for area families to afford after school care or activities. There was a high crime rate and high number of disciplinary incidents therefore providing a safe environment was paramount. There was a recognition that many students might not be interested in only coming to school for tutoring but with engaging activities offered, they would be more likely to come to CCLC. It was decided that tutoring would be offered but also motivating activities such as sports, music, art and recreation with an academic component (academic enrichment) incorporated. The project goals are the following:

Goal 1.0: To increase student academic achievement by providing extended learning opportunities.

Goal 2: To increase school involvement by students and parents by offering extended hours programming.

Goal 3: To provide a variety of enrichment programs in collaboration with partners in a safe learning environment.

### **CLIENTS INVOLVED IN THE PROGRAM:**

There were a total of 368 students that participated in the CCLC. One of the project objectives was that 300 students per site would participate in CCLC. This objective was not met but came close (295) for Waianae Intermediate. The following provides demographic information and while total participation is less than the previous year there is an increase in 30-day students. The decrease may be a counting issue in which some students were double counted last year when they participated in different programs offered at the schools.

School	Total # CCLC students	# 30-day CCLC Students	% 30-day Students	# Ed Disad. All Students	% Ed. Disad. All Students	# ED Dis. 30-day Students	% Ed. Dis 30- day
Waianae Intermediate	295	236	80%	213	72%	176	76%
Waianae HS	73	23	32%	5	7%	17	7%
Total	368	259	70%	183	47.8%	213	59%

The percent of students that were regular attendees was 70% and 72% of those served were educationally disadvantaged. The percent of regular attendees increased over the previous year's 59%. This year, the number of students with special needs or disabilities was 29 for total participants (12%) and 17 (7%) for regular attendees. LEP status was not provided. The grade levels served were grades 7-12. The distribution by grade level is in the following table.

#### Students Served by Grade

Grade	Total Participants	Regular Attendees
7	112	88
8	147	126
9	3	1
10	13	6
11	24	9
12	33	7
Not Reported	36	22

The intermediate grades had the highest number of participants (grades 7 and 8). The ethnicity of the students is in the following table.

#### Ethnicity of Participants (Ethnicity not provided for all participants)

Ethnicity	Total Participants	Regular Attendees
Asian/Pacific Islander	262	187
Black or African American	20	10
Hispanic of Latino	26	19
White	55	41
Other/Non-Determined	5	2

The majority of students were Asian/Pacific Islander. Ethnicity for some was not provided and for a number of students was indicated as "other" as they were mixed race or didn't fit the categories provided.

The number of parents/family members that were served was approximately 122. Parent participation was limited but included participation in attending an informational meeting about

CCLC, attending a parent meeting or workshop, and attending a student performance activity. Some parents/guardians did not sign in when they attended the CCLC activities.

**PROGRAM MATERIALS AND RESOURCES:**

The CCLC program was implemented at the school level and had access to the sports fields, cafeteria and classrooms. One of the main purchases made with the grant was the CompassLearning software program including a server for each of the schools. CompassLearning provides individualized assessment and design of an individual learning path for students that will provide instruction in areas of need aligned with the state standards. In addition, students were able to make up lost credits or expand their knowledge through courses available in the web-based program. Professional development was provided to the teachers to help them use it effectively. Other material utilized included instructional material used by the teachers, sports equipment and arts and music supplies. At Waianae Intermediate School, the After School All Stars provided programming and additional supplies.

The program was administered by the project director, Colleen Murakami as well as Mary Ann Kobayashi, part-time resource and/or a site coordinator at each school to ensure the program was proceeding as intended and that data were collected in a timely manner. The procedures followed were based on the materials and guidance provided by Daniel Williams of the Hawaii Department of Education who provided webinars and resource materials. The project director, part-time resource teacher, and/or site coordinators took part in the webinars whenever possible. Each site had a handbook that contained the timelines, forms to be used, and DOE policies related to CCLC. FERPA and safety training were provided at orientation and site coordinators made sure that new staff members were trained as they came onboard.

All students received academic support either through tutoring, computer-aided instruction or homework help and then participated in academic enrichment and recreational activities. The following provides an overview of the school staff.

**STAFF AND OTHERS INVOLVED IN THE PROGRAM:**

<u>School Year</u>	<u>Summer School</u>
<b>Total paid staff: 26</b>	<b>Total paid staff: 4</b>
<ul style="list-style-type: none"> <li>• 54% school day teachers</li> <li>• 15% other school day staff</li> <li>• 31% other</li> </ul>	<ul style="list-style-type: none"> <li>• 75% school day teachers</li> <li>• 25% other school day staff</li> <li>• 0% other</li> </ul>
<b>Total Volunteer staff: 35</b>	<b>Total Volunteer staff: 0</b>
<ul style="list-style-type: none"> <li>• 43% students</li> <li>• 20% parents</li> <li>• 37% other</li> </ul>	<ul style="list-style-type: none"> <li>• 0% students</li> <li>• 0% parents</li> <li>• 0% other</li> </ul>

School year programming was for 17 hours and 5 days a week at each school. At Waianae Intermediate, After School All Stars provided the staffing. The number of staff hired was based on the number of students enrolled in the classes. At Waianae High School, CCLC program hired school faculty to work with the students after school. The number of staff hired was based on the type of services provided and the number of students involved.

A part-time resource teacher position was established to assist site coordinators in the implementation and reporting of the various CCLC activities.

## **PARTNERS**

There were three partners in the Waianae CCLC program that were initially involved and continue their involvement. After School All Stars (ASAS) was a partner that provided CCLC services at Waianae Intermediate School. They provided services and materials in part through a subcontract and in part through matching funds. Mao Farms provided activity services and volunteer staffing for those. Kamehameha provided in-kind services for activities in CCLC.

## **EVALUATION DESIGN AND RESULTS**

### **PURPOSE:**

The evaluation was designed to determine the impact of the CCLC program on student academic achievement, determine participant satisfaction and perceptions of program effectiveness, determine if the project was implemented as intended and to provide information to the project director on progress as well as to make recommendations for program improvement.

### **EVALUATION PLAN AND SCHEDULE.**

An external evaluator was contracted to provide evaluation services. She developed and provided the instruments to be used, collected and analyzed the data. The program was evaluated by collecting quarterly enrollment figures, monitoring objective progress through conferences with project director and surveys of teachers, parents and students on program effectiveness. To determine academic achievement, grades for first and fourth quarter were obtained and compared for progress, teachers were asked if they saw an improvement in academic performance and classroom behaviors and the schools HSA scores compared to the previous year and other data such as the dropout percent and number of partners. The enrollment data were collected quarterly. Surveys were distributed in the Spring semester, typically April or May. Grades were collected at the end of the school year. The HSA scores were collected when available, typically in August and compared to the previous year.

Although initially there were six schools included in the grant, there are currently only two schools. However, these schools have regularly been providing programming. The implementation evaluation consisted initially using a survey and review at quarterly meetings and more recently has consisted of interviews with the project director to determine if the program was implemented on time and services provided.

## OUTCOMES

### Implementation

The initial challenges to implementation in the first year of the grant were put behind and each of the two remaining schools have been providing services and addressing student needs and project objectives. Each has offered academic and academic enrichment classes. The recommendations from the previous year to have 1) a site coordinator; 2) improve record keeping; 3) distribute surveys to obtain feedback; and 4) provide opportunities for parent involvement were all addressed and improved. While participation at the high school is not high, it can be reflective of the competition of other activities students participate in such as sports and clubs. Continued efforts to increase participation are encouraged to address student needs.

### Academic Achievement

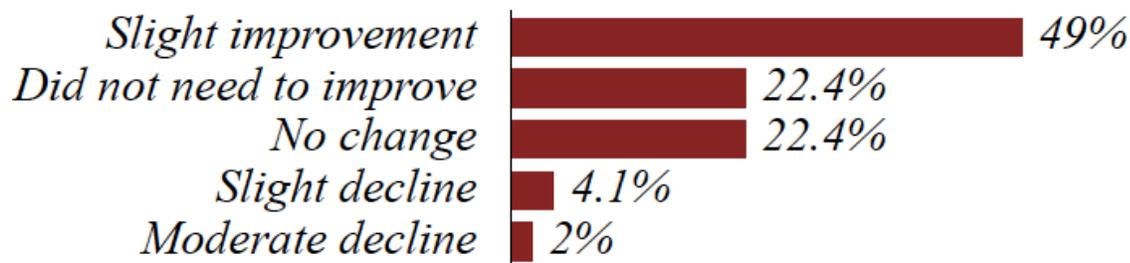
One of the objectives was that there would be an improvement in the HSA scores of 2 percentage points. The following table provides the academic achievement on the Hawaii State Standards Assessment for 2013-14 compared to the previous year 2012-13.

#### Comparison of Percent Proficient from 2012-13 and 2013-14

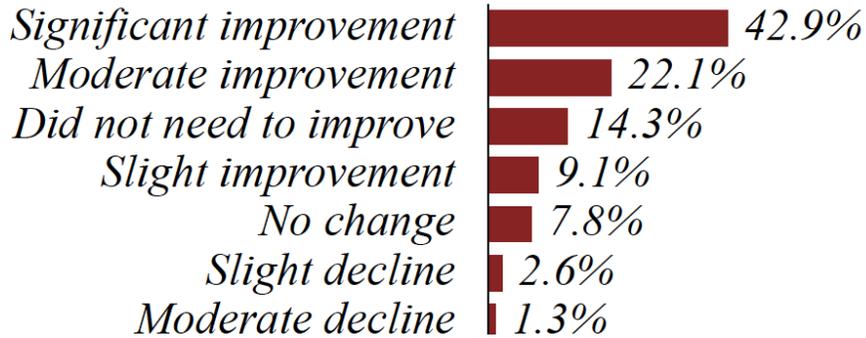
School	Math		Reading		Science	
	2013	2014	2013	2014	2013	2014
Waianae Intermediate	52	51	40	40	17	9
Waianae High School	50	59	30	37	13	16

At Waianae High School the scores improved in all academic areas by more than 2 percentage points. Waianae Intermediate had a reduction of one percentage point in math, stayed the same in reading and had a reduction of eight percentage points in science. Another measure of academic achievement is the teachers' perception of whether students who were regular attendees in CCLC have improved academic performance in the classroom. The following shows the results from the teacher survey.

#### Waianae High School Teachers Perception Academic performance



## Waianae Intermediate School Teachers' Perception of Academic Performance Change Academic performance



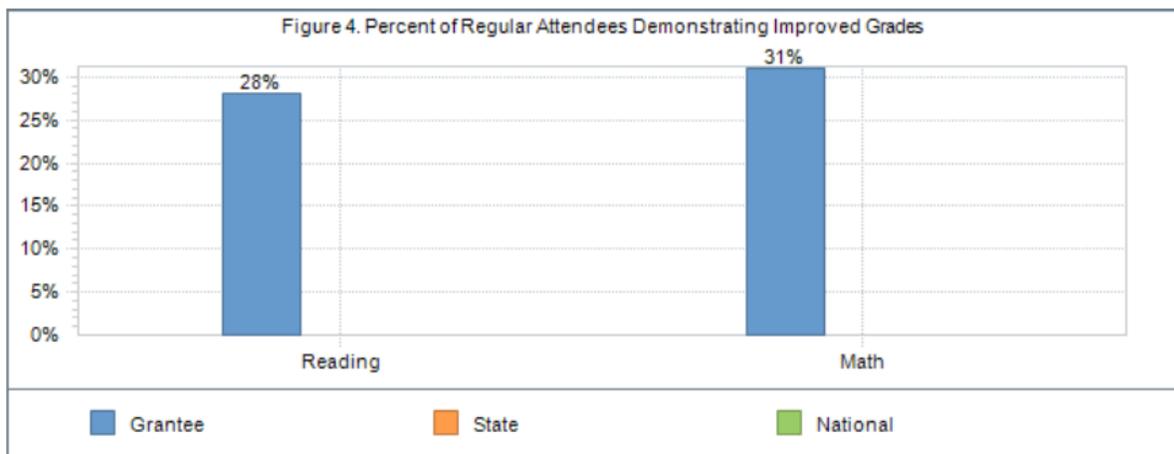
At Waianae High School, 49% of students demonstrated at least some improvement in their academic performance. At Waianae Intermediate School, over 88% of the students had some improvement with 41.9% having *significant* improvement.

### Changes in Grades for Language Arts and Math

Grades for regular attendees were determined for first and fourth quarter to determine gains. For the two schools combined, the following shows the results.

#### **Percent of regular attendees demonstrating improved grades:**

- Reading/language arts: 28%
- Mathematics: 31%



State data not yet available. National data not yet available.

There were gains in both language arts and mathematics according to the grade analysis. In looking at grades during the year, of 233 students, 154 or 66% of students in CCLC earned either

an A or B in mathematics. In language arts, 143 or 61% of the students earned either an A or B. During the first semester, 96% of the students passed math and language arts. On the HSA, there were 78 students that were not proficient in language arts and 96% passed and 44% received A's and B's. There were 4% that were failing and 14% at risk of failing. In math, 103 students were not proficient but 95% passed their math course and 58% received A's or B's. Five percent failed and 12% were at risk of failing.

At Waianae Intermediate an analysis of the grades of CCLC participants was done by staff and the following is noted:

In language arts:

- 178 or 60.5% received A's or B's
- 80 or 27% received C's
- 31 or 10.5% received D's
- 5 or 2% received F's

In mathematics:

- 194 or 66% received A's or B's
- 57 or 19% received C's
- 37 or 13% received D's
- 6 or 2% received F's

Movement in grades for language arts from 1<sup>st</sup> to 2<sup>nd</sup> semester:

- 69 students earned one or more grades higher than first semester
- 64 students earned one or more grades lower than 1<sup>st</sup> semester
- 161 students received the same grades for 2 semesters

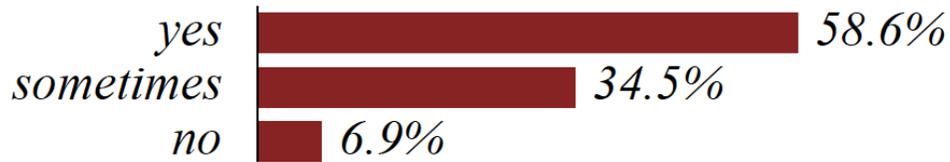
Movement in grades from math from 1<sup>st</sup> to 2<sup>nd</sup> semester

- 77 students earned one or more grades higher than 1<sup>st</sup> semester
- 61 students earned one or more grades lower than 1<sup>st</sup> semester
- 156 maintained the same goals for 2 semesters

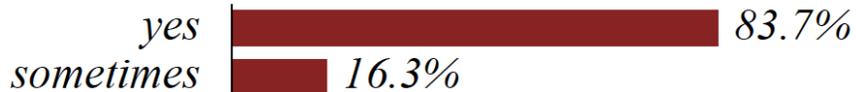
Monitoring of these kind of data is useful in determining if CCLC is making a difference.

The student survey also addresses changes in grades. Students were asked if they are getting better grades since going to CCLC and the results are in the following:

Waianae High School Student Survey Response:  
I'm getting good grades since coming to CCLC



Waianae Intermediate School Student Survey Response  
I'm getting good grades since coming to CCLC

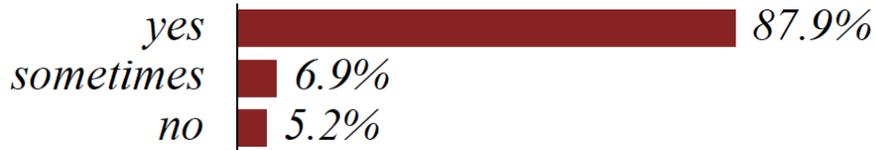


All students at Waianae Intermediate report their belief that they are getting better grades at least sometimes while at Waianae High School, 93.1% said they were getting better grades at least sometimes.

**Skill Gain**

On the student survey, students were asked if they were learning new skills. The objective was that 85% would indicate they have learned new skills. The results on this question is as follows:

Waianae High School Response  
I'm learning something new



Waianae Intermediate School Response  
I'm learning something new



All students at Waianae Intermediate report learning new skills at least sometimes and 95.8% of Waianae High School CCLC students report learning new skills at least sometimes. In addition, parents were asked if their child was learning more by participating in CCLC and the responses are as follows:

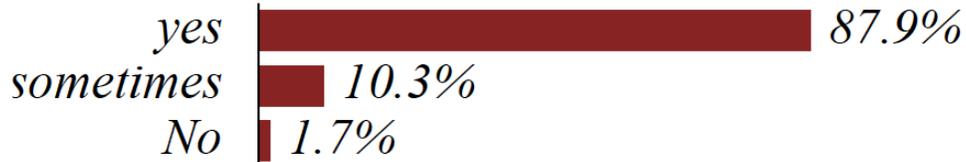
<i>Question Number and Questions</i>	<b>Waianae Intermediate</b>	<b>Waianae High School</b>
<b>4. My child learns more by participating in the CCLC</b>		
Disagree	0%	0%
Slightly Disagree	0%	0%
Slightly Agree	0%	33.3%
Agree	100%	66.7%

All of the parents indicated that their child is learning more by participating in CCLC at least sometimes. At Waianae Intermediate, all parents agree their child is learning new skills.

**Safe Environment**

Each site provided an orientation for CCLC staff on safety issues and made them aware of the site's safety plan and emergency procedures. On the student survey, students were asked to indicate if they felt safe at CCLC and the results are as follows:

## Waianae High School Student Survey Response I feel safe at CCLC



## Waianae Intermediate School Student Survey Response I feel safe at CCLC



Almost all Waianae High students (over 98%) reported they felt safe at least sometimes with 100% of the Waianae Intermediate students reporting they felt safe. In addition, parents were asked about their perceptions of their child’s safety at CCLC. The following shows the results.

### Waianae Parent Survey Results on Safety

Question Number and Questions	Waianae Intermediate	Waianae High School
<b>3. My child is safe at the CCLC</b>		
Disagree	0%	0%
Slightly Disagree	0%	0%
Slightly Agree	0%	33.3%
Agree	100%	66.7%

All parents at least slightly agreed that their child is safe at CCLC, which can be an indication of their confidence in their child’s being in a safe environment.

Another indicator of feelings of safety is the School Quality Survey (SQS). The objective was that there would be a 2 percentage-point gain from the previous year. It is important to note that the SQS is completed by the entire school’s students, teachers and parents so is not directly tied to the participants in CCLC. The following provides the results for the current year.

## Waianae Complex School Quality Survey Comparison 2012-13 to 2013-14

### Waianae High School-% Response

		Positive		Negative		Don't Know	
		12-13	13-14	12-13	13-14	12-13	13-14
Students Safety and Well Being	Teachers	71.1	64.1	28.3	31.9	0.6	4.1
	Parents	76.5	77.7	12.0	13.6	11.5	8.6
	Students	74.4	71.7	20.5	18.7	5.1	9.6

### Waianae Intermediate School-% Response

		Positive		Negative		Don't Know	
		12-13	13-14	12-13	13-14	12-13	13-14
Students Safety and Well Being	Teachers	78.2	81.0	19.7	17.8	2.1	1.2
	Parents	91.0	82.4	4.3	10.6	4.6	7.0
	Students	84.2	75.1	11.9	18.3	4.0	6.6

When compared to the previous year, at Waianae High, there was only a 1.2 percentage point gain for parents and a decrease of 2.7 percentage points for students. At Waianae Intermediate, there was an increase in teacher perception but a decrease in student and parent perceptions of safety at the site.

### Program Satisfaction

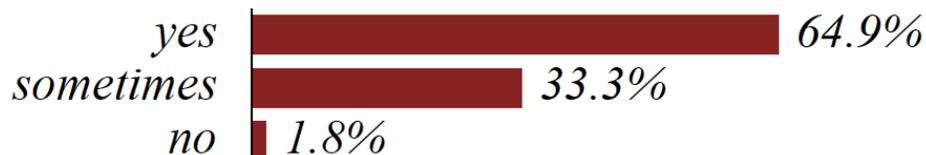
One of the project objectives was that 95% of participants would express satisfaction with the CCLC program. Surveys were provided to parents and students to assess their satisfaction by asking some questions.

### Student Satisfaction

One of the project objectives was that 95% of participants would indicate their satisfaction with the CCLC and this objective was met on the questions on the parent and student surveys.

The student survey had some questions about their satisfaction with the activities at CCLC including whether they were satisfied with the *variety* of activities, and if they liked the activities. The results of the survey follow:

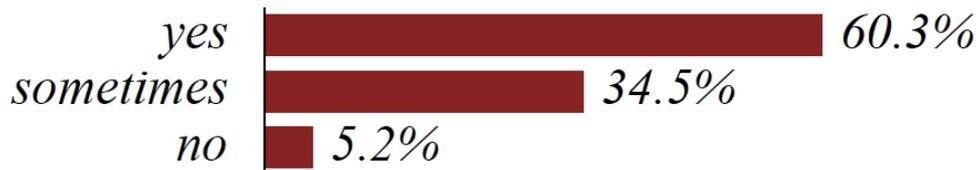
### Waianae High School Student Survey Response I'm satisfied with the variety of activities



Waianae Intermediate School Student Survey Response  
I'm satisfied with the variety of activities



Waianae High School Student Survey Response  
I like the activities at CCLC



Waianae Intermediate School Student Survey Response  
I like the activities at CCLC



Parent Satisfaction

On the parent survey, parents were asked some questions to determine their satisfaction with their students' participation in CCLC. The questions included whether they believed the CCLC was of benefit to their child, if the school communicated with them about their child's progress, and if they believed their child was more interested in school as a result of CCLC. Those results are in the following:

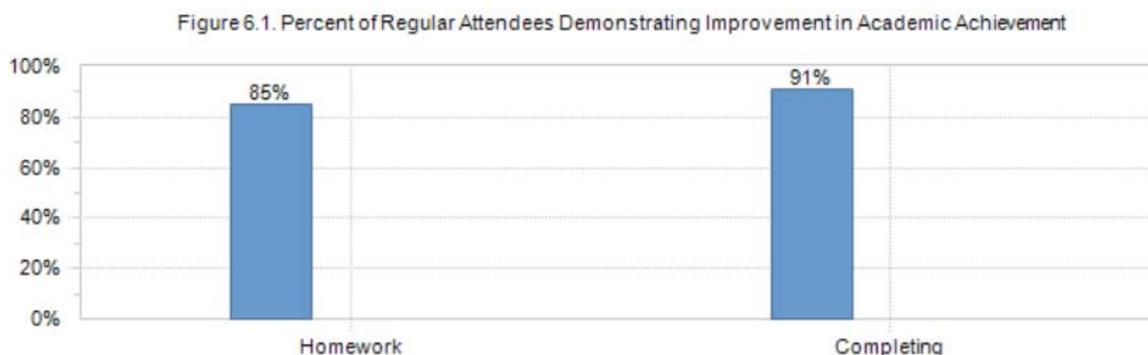
**Parent Survey Questions about Program Satisfaction**

Question Number and Questions	Waianae Intermediate	Waianae High School
<b>1. The 21<sup>st</sup> Century CCLC is of great benefit to my child</b>	Disagree	0%
	Slightly Disagree	0%
	Slightly Agree	16.7%
	Agree	83.3%
<b>2. The CCLC communicates with me about my child's progress</b>	Disagree	20%
	Slightly Disagree	20%
	Slightly Agree	0%
	Agree	60%

All parents at each school agreed that the CCLC is of great benefit to their child. At Waianae Intermediate, all parents at least slightly agreed that they CCLC communicates with them about their child's progress but at Waianae High, 40% slightly disagreed or disagreed that the CCLC communicated with them about their child's progress. It is important to have open and frequent communication with parents and this will be a recommendation for improvement at Waianae High.

**Classroom Behaviors**

On the teacher survey, teachers were asked about their perception of changes in classroom behaviors (in several areas) for regular attendees. The teachers who were asked to complete the survey taught either English/Language Arts or Mathematics. Results are in the following.



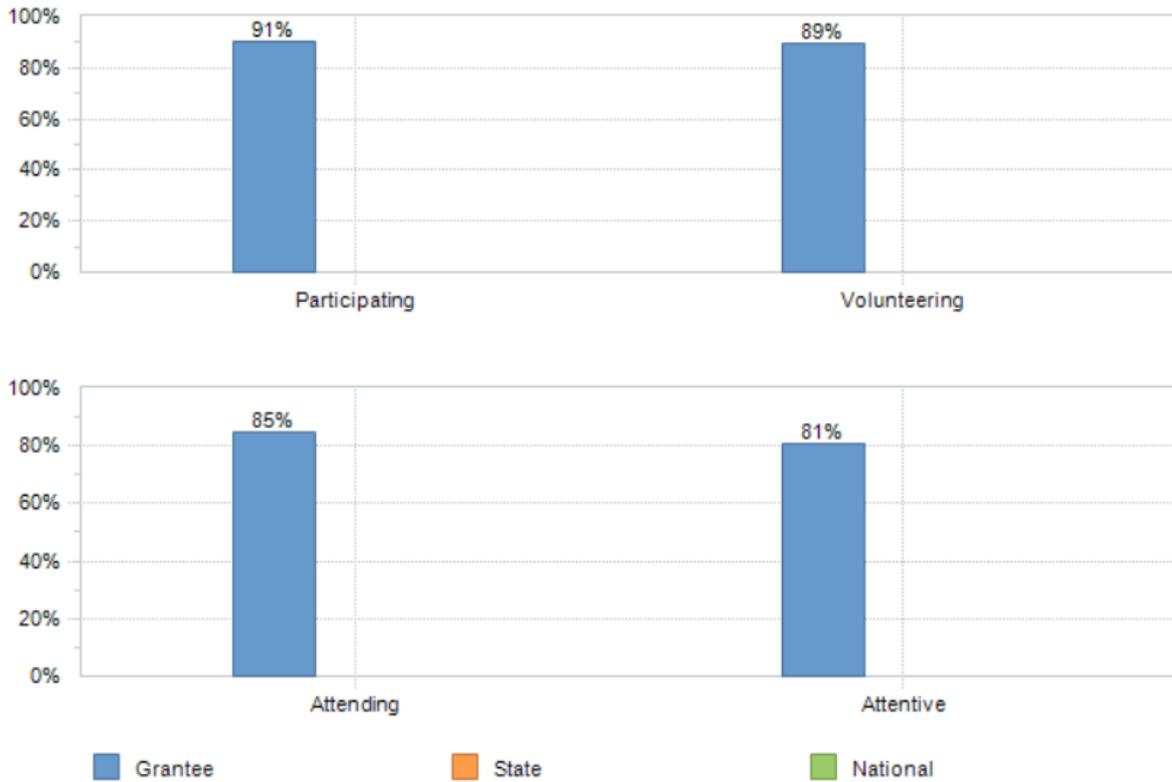


*Key to Academic Achievement*

- Homework      Behavior change in terms of turning in homework on time
- Completing    Behavior change in terms of completing homework to teacher's satisfaction
- Perform        Behavior change in terms of academic performance
- Motivated     Behavior change in terms of coming to class motivated to learn

On the questions about improved behavior in the academic behavior areas, 85% or more students are demonstrating improved behavior. The improvement in turning in homework and completing homework to the teacher's satisfaction may be related to the homework help provided in after school programs. Increases in motivation may relate to improved confidence in their abilities and skills as a result of CCLC.

Figure 6.2. Percent of Regular Attendees Demonstrating Improvement in Participation

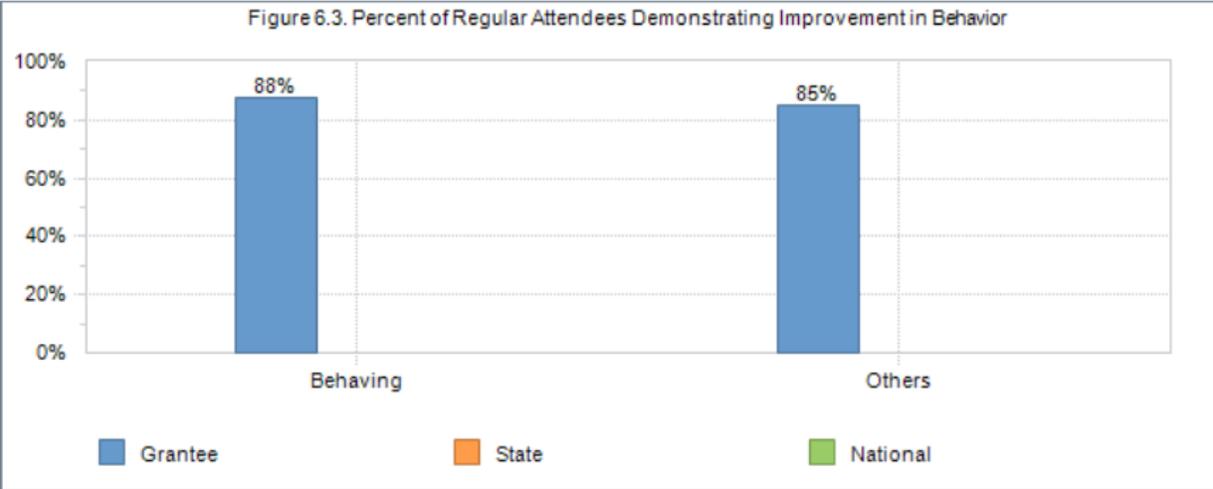


*Key to Participation*

Participating	Behavior change in terms of participating in class
Volunteering	Behavior change in terms of volunteering in class
Attending	Behavior change in terms of attending class regularly
Attentive	Behavior change in terms of being attentive in class

In these areas related to participation in class, 81% or more of the students are reported as showing some improvement in behavior. Increased confidence as a result of success in CCLC could contribute to these areas of improvement.

Teachers were also asked if they saw improvement in student’s behavior both in how they behave in class as well as how they get along with others. The following table provides results.



**Key to Behavior**

Behaving      Behavior change in terms of behaving in class  
 Others        Behavior change in terms of getting along well with others

State data not yet available. National data not yet available.

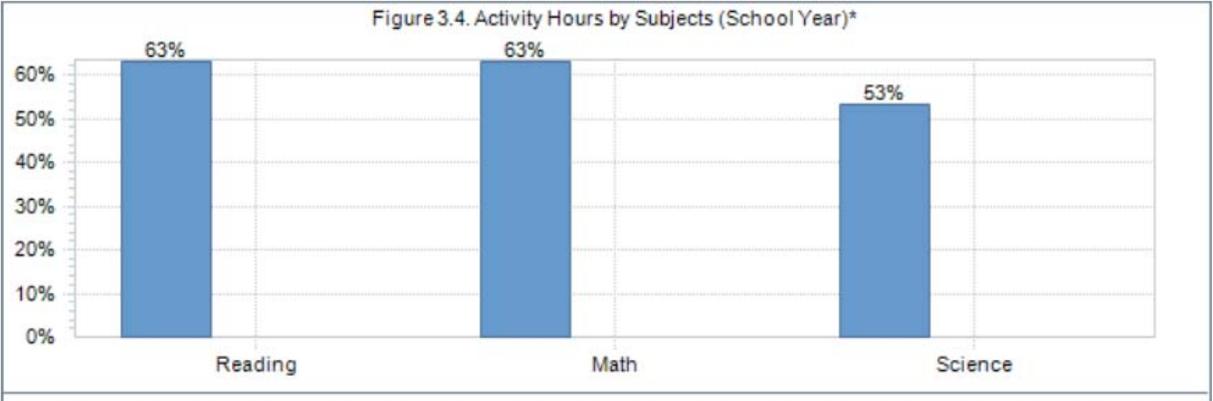
From the teachers’ point of view, there was an improvement of 85% or more in students’ behaviors in class. In CCLC, particularly in ASAS, teamwork is emphasized which could be a contributing factor.

**Core Academic Educational Services**

Each of the schools offered services in core academic areas. The percentage is in the following table:

**Percent of activity hours targeting a given core subject (School Year):**

- Reading: 63%
- Math: 63%
- Science: 53%

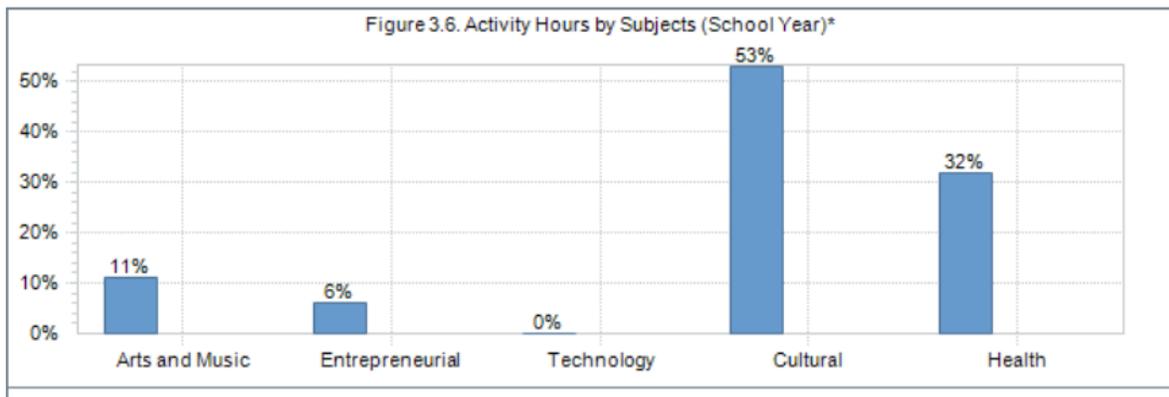


## Enrichment Activities

Academic enrichment activities were offered in a number of areas including sports/recreation, arts/music, cultural and health activities. The percentages are in the following tables:

### Percent of activity hours targeting another subject (School Year):

- Arts and Music: 11%
- Entrepreneurial: 6%
- Technology: 0%
- Cultural: 53%
- Health: 32%



## Community Involvement-Partners

From the beginning, there were three partners in the grant, After School All Stars, Kamehameha Schools and Ma’o Farms. In addition, sites worked to add additional partners. Added partners include State of Hawaii, Dept. of Education; State of Hawaii, Department of Health; Kalei Foundation; Wai`anae Comprehensive Health Center; In Peace, non-profit organization; Waianae Neighborhood Board Representative Jo Jordan, Hawaiian Civic Club, and Searider Productions. One of the activities with partners was student-parent-community forums that were organized to bring resolution to the causes of absenteeism. Three forums were held on July 2013, August 2013, and January 2014.

## Use of Evaluation Results

The evaluation results are provided to the project director and will be provided to the principal and site coordinator to be used to improve programming and set benchmarks for the coming year. In addition the report is publicly posted and the executive summary will be posted on the site’s website.

## CONCLUSIONS AND RECOMMENDATIONS

Some of the notable results include:

- Services were provided to a total of 368 students and of those 70% were regular attendees (attended for 30 days or more).
- Teacher survey results indicate that 87% have improved academic performance.
- Teacher survey results indicate that 88% of students have improved behavior in class and 85% have improved behavior in getting along with others.
- All parents at least slightly agree that the CCLC is of great benefit to their child.
- Original partnerships were maintained and new ones were added.
- 28% of students have improved grades in language arts and 31% have improved grades in mathematics.
- More than 94% of students like the activities at CCLC.
- 94.8% or more of the students report they are learning new skills.
- Each site provided academic and academic enrichment programs.
- Each site provided CCLC for 17 hours a week.

There have been many positive outcomes. There was an increase in the percentage of students that were regular attendees. Students indicate that they are learning new skills and teachers report improvements in both academic performance and classroom behaviors. While not all of the improvements in academic performance and behavior can be directly attributed to their participation in CCLC, it is reasonable to assume that it has contributed. Increases in motivation and classroom participation may also be possibly attributed to the CCLC.

There was increased parent and community participation and additional partners worked with CCLC. A wide variety of activities were provided including tutoring, homework help, sports, arts/music, SAT preparation, and graphics. The hours per week exceeds the recommended 15 hours per week, which provides more opportunity for students to get the help they need to improve their skills.

### Recommendations

1. Continue efforts to increase parent involvement.
2. Continue to have a site coordinator to collect and provide data.
3. Focus on addressing the skills needed to improve performance on state standards testing.
4. Make sure that CCLC teachers are communicating student progress to parents.
5. Ensure that site enrollment data is consistently collected so that data are available when needed for quarterly and yearly reporting.
6. Continue to work to increase participation particularly at the high school level.