

**Kaimuki 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 Kaimuki Complex submitted a 21st Century Learning Center grant to serve students at its two middle schools, William P. Jarrett Middle and George Washington Middle Schools. Each of these schools serve students in grades 6-8. The schools are characterized by high poverty and low academic performance. The percent of students eligible for free/reduced lunch at each site is 71.9% at Jarrett and 60% at Washington. The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect

Services at each site are being provided through a subcontract with After School All Stars (ASAS), an organization that has provided these in a previous grant in which 31% of the Washington students participated in CCLC and 82% of the Jarrett students participated in CCLC. A wide variety of activities are offered including STEM, Literacy, Tutoring, Homework help, arts and music, physical activities and more. In addition to services for students, family engagement activities are offered at least quarterly.

The evaluation was intended to address performance indicators, determine outcomes and make recommendations for program improvement. Evaluation methods included the use of teacher surveys to determine improvement in classroom performance in a variety of areas, parent and student surveys to determine satisfaction with project services and to elicit suggestions for program improvement, collection of regular attendee (students that attended for 30 days or more) grades in reading/language arts and math to determine improvement and interviews or discussions with project administration and service providers.

At each of the schools in the grant, CCLC has been fully implemented. There are some positive outcomes. Some highlights and results are as follows:

- Both schools provided CCLC services for 15 hours a week.
- At each site there were five or more partners.
- The number of students served was 168 at Jarrett and 211 at Washington.
- More than 58% of the students served at each site are eligible for free/reduced lunch.
- 71.4% of students in CCLC at Jarrett attended for 30 days or more.
- 90.1% of students in CCLC at Washington attended for 30 days or more.
- At each of the schools, a high percentage of students replied they feel safe and respected at the CCLC at least sometimes (100% at both schools).
- A high percent of students at each school indicated that CCLC has helped their grades improve (97.9% at Jarrett and 97.1% at Washington).
- Parents and family members were engaged at each site with family nights, attendance at athletic events, and activities designed by the students.
- The number of parents that participated was 241 at Washington and 314 at Jarrett.
- A wide variety of activities were offered at each site including STEM, literacy, homework help, physical activities, arts and music.

RECOMMENDATIONS

Based on evaluation results, the following recommendations are made:

1. Continue to provide core academic instruction
2. Communicate with classroom teachers on student progress so that instruction is target to improve academic performance
3. Consider using a parent survey that has a rating in order to track progress over time
4. Continue to work to have students attend for 30 days or more.
5. Continue family engagement activities
6. Continue to utilize partners for a variety of programming and opportunities for students.

Results of the evaluation and recommendations are shared with the CCLC administrative staff, site principals and staff and others interested.

PROGRAM DESCRIPTION

Origin of the Program

The Kaimuki Complex submitted a 21st Century Community Learning Center grant to serve students at William P. Jarrett Middle and George Washington Middle Schools through a contract with After-School All-Stars Hawaii (ASAS Hawaii). Jarrett and Washington were classified as Continuous Improvement Schools in the StriveHi Performance System. Both schools feed into Kaimuki High School, that was classified as a Focus School. The proposed plan was to provide out-of-school academic, enrichment and athletic opportunities to help close the achievement gap, engage families, and prepare students for college and careers. ASAS has partnered with the two schools in a previous grant in which 31% of the Washington students participated in CCLC and 82% of the Jarrett students participated in CCLC.

The Kaimuki Area is diverse socioeconomically, with areas of high per capita income tangential to areas with high poverty, high immigrant and transient populations and low education. The area has a high percentage of college graduates, at 36.3% compared to the state average of 29.4%. In 2012-13, 60% of kindergartners had attended some form of pre-school. The Jarrett district includes the low-income Palolo Valley Homes, University of Hawaii faculty housing, and single-family homes in Kaimuki and St. Louis Heights.

Both schools serve high numbers of low-income families (71.9% at Jarrett and 60% at Washington), as indicated by the above average percentage who are eligible for free and reduced school lunch. They are also challenged to meet the needs of special education and English language services. The schools serve a high concentration of students identified as Asian and Pacific Islander.

The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect.

Following the model recommended by the Institute of Educational Sciences, ASAS Hawaii programs adhere to the following components:

1. Align academics with in-school learning;
2. Maximize student participation and attendance
3. Adapt instruction to individual and small-group teaching
4. Provide engaging learning experiences
5. Assess program performance and use results for improvement

ASAS Hawaii provides learning and enrichment opportunities not available to low-income children, which helps to close the achievement gap between low-income and middle- or high-income students. Rather than repeat the academic instruction students receive during school hours.

Goals of the Program

The overall goal of the Kaimuki 21st Century Community Learning Centers is to provide out of school academic, enrichment and athletic opportunities to help close the achievement gap, engage families, and prepare students for college and careers through a contract with After-School All-Stars Hawaii to provide out of school programs for 330 middle school students in the Kaimuki Complex. The program objectives are consistent with the federal performance indicators as follows:

- Regular program participants will achieve better indicators in attendance and behavior, compared to general school population.
- Participants will have access to high quality services in at least one core academic service area, including English/language arts, mathematics, and science.
- Participants will have access to sports and enrichment activities to support their social and non-cognitive development.
- Kaimuki 21st CCLC's will engage at least five community partners in field including sports, culture, arts, citizenship and others.
- Kaimuki 21st CCLC's will provide two to four out of school activities each year to engage parents and families.
- Kaimuki 21st CCLC's will offer services 15 hours per week on average, providing services when school is not in session, after-school and during the summer.
- Kaimuki 21st CCLC's will serve high-need schools, as indicated by the percentage of students eligible for free or reduced school lunch, for participants and the general school population.
- A higher percentage of 21st CCLC participants will meet or exceed proficiency levels in math and English/language arts, compared to the general school population.

Clients involved in the program

Demographic information on the participants in the program are gathered that include the grade level of the student, ethnicity, gender, ELL status, special needs status and those eligible for free/reduced lunch. The following Table provides the demographic information for each school:

Kaimuki Complex CCLC Demographics

	Number of Students	
	Washington Middle	Jarrett
6 th grade	83	47
7 th grade	87	56
8 th grade	41	65
Ethnicity		
Asian	126	94
Black or African American	3	1
Hispanic or Latino	9	
Native Hawaiian or Pacific Islander	8	1
White	7	6
Two or More Races	58	66
Data not provided		
Gender		
Male	115	87
Female	94	81
Data not provided	2	0
Population Specifics		
Students with limited English Language Proficiency	100	21
Students eligible for free/reduced lunch	141	124
Students with special needs	3	33
Family members	241	314

A total of 211 students participated at Washington and a total of 168 participated at Jarrett. More than 58% of the students at each school are eligible for free/reduced lunch (58.8% of those at Jarrett and 66.8% of those at Washington). There were 241 family members participating at Washington and 314 participating at Jarrett.

Attendance The following table provides the attendance by number of days.

	Number of Students	
	Jarrett	Washington
Attendance by # of days		
Less than 30 days	48	111
30-59 days	25	39
60-89 days	19	19
90 days or more	76	42

At Jarrett, 71.4% of the participants attended for 30 days or more and 90.1% of those at Washington CCLC attended for 30 days or more. Many students attended for 90 days or more (45.3% at Jarrett and 19.9% at Washington).

Characteristics of the program materials and resources

Activities Each of the sites offered a wide variety of activities for five days a week and three hours a day. Classes ranged from just under an hour to two hours. Academic activities were offered daily and all student expected to take part in an academic class.

Jarrett Activities Schedule

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	4-5	1-2	30+	yes
Literacy	1-2	1	30+	yes
Homework Help	5	1-2	30+	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	2	>1	21-30	yes
Arts and Music	5	1-2	30+	yes
Community Service	Once/week	1-2	30+	yes
Drug Prevention	Once/term	1-2	30+	yes
Youth Leadership	Once/term	1-2	30+	yes

Washington 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	30+	
Homework Help	5	1-2	30+	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	2	<1	21-30	yes
Arts and Music	5	1-2	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

Resources utilized included the sports fields, classrooms and computer access at each of the schools that were provided in kind by the McKinley Complex. Some of the materials and resources were paid out of grant funds through the subcontract with ASAS. The materials used during the school day were also utilized after school so that help with homework and other activities would align with school priorities and curriculum.

Procedures followed were based on the HIDEOE grant requirements for compliance and to provide the needed information for the annual performance report. Each site had a coordinator

who worked closely with school administration to ensure that school policies and procedures were followed. Student safety was a high priority and students were checked in and out of CCLC under supervision.

Administration of the project was under the supervision of the McKinley Complex project director, Ron Nomura who worked with ASAS to ensure facilities and resources were available, that procedures were being followed and that data needed for the APR would be available. Mr. Nomura met quarterly with site CCLC administrative staff to address any concerns and to review the grant progress.

Staff and others involved in the program

Staff At Jarrett Middle School, paid staff included one administrator, 2 school day teachers, and three community members. Volunteers were two high school students. At Washington Middle School, the paid staff included 2 administrators, 7 college students, and 5 community members. Volunteer staff at this site included 9 community members and 15 high school students.

Time devoted to the project was based on needs and schedule. Paid and volunteer staff worked together to provide the activities. They worked from one to three hours a day or in some cases, once a term.

Monitoring of the project at the complex level was supervised by Ron Nomura who served as the project director to oversee that staff were in place, trained on CCLC procedures and requirements and reviewed progress quarterly with staff. ASAS administration and staff worked closely with Mr. Nomura so that required data and information would be available as needed. Each site had a coordinator who worked with the site administration to communicate needs and results.

Partnerships were utilized at each site. At Jarrett, the partnerships in addition to ASAS include: Be a Jerk (underage drinking), College of Tropical Agriculture at the University of Hawaii at Manoa, Girl Scouts of America, Hawaiian Humane Society, Hawaiian Isles Tennis, Junior League of Honolulu, Kalihi Valley HD, Malama Aina, Palolo Pipeline, Police Activities League, Purple Mai'a, SEA Cadets, SOHI, Stock Market Challenge Chaminade and the feeder elementary schools. At Washington Middle School, the partners were Be a Jerk (underage drinking), Boys and Girls Club, Hawaiian Humane Society, Police Activities League and the feeder elementary schools.

Family Engagement Activities are offered at each site. Parents and family members are engaged each quarter with events & activities to build involvement and connection to their child's educational experience. Students plan and execute family nights to physically participate in the skills and activities that students do in the program. Food is provided and the atmosphere is fun and uplifting. These events also help build rapport between 21CCLC staff members and family members, which makes it easier to address challenges when they arise.

Parents also attend athletic events, including Special Olympics events, football, soccer and volleyball games, and our quarterly Sport Showdowns. At Sports Showdowns, several after-

school programs come together and students compete in a variety of activities, including bocce ball, running and field events.

Evaluation Design and Results

Purpose The evaluation was designed to utilize quantitative and qualitative data sources to monitor program objectives, collect data needed for annual performance reporting, determine outcomes, identify any challenges and resolution and to provide recommendations for program improvement based on the evaluation.

Evaluation Plan includes a process and outcome evaluation. A process evaluation determines if project services have been implemented on time, identifies any barriers encountered and the resolution, and determines what staff and partners believe has been working well and to identify any areas that could improve programming. The outcome evaluation is designed to address program objectives that tie directly to 21st CCLC objectives, as outlined in the performance indicator chart. In addition to monitoring participant attendance, behavioral and academic indicators, the evaluation will ensure the program is meeting guidelines for program content, community partners, family engagement, program hours and service to high-need populations.

To measure program effectiveness, data will include: the number of regular attendees (30 days or more), total number of student participants, number of family participants and number of community partners. ASAS Hawaii conducted a survey for participants (students and family members) 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. Each year, the current year's results will be compared to the previous grant years in order to reflect growth over time.

Site Coordinators are responsible for collecting and managing quantitative data. Kaimuki 21st CCLC's also utilize iResult, a service-based technology platform designed to help educational leaders collect data, evaluate programs, and make decisions based on performance and outcomes. iResult pulls data from multiple systems and transforms data into a standard format so that it can be used to perform analytics and provide reports.

Evaluation Schedule

- August-September-Collect and compile summer data
- Oct.-Nov. Sept – October Collect initial enrollment data
- Oct - Nov HSA testing / 21st CCLC Quarterly Review
- December First semester attendance data collected including staffing, attendance, activities
- January Evaluation of HSA scores / 21st CCLC Quarterly Review of progress
- March HSA testing review-collect APR required data
- April 21st CCLC Quarterly Review of progress; parent and student surveys
- May Evaluation of HSA scores / APR data collected; teacher survey
- June Compile grade report and Spring data
- July 21st CCLC Quarterly & Year-End Review
- August-November-complete APR data and evaluation report

At each school, administrators and ASAS Hawaii staff members meet quarterly to review programs and make adjustments to ensure that adequate student progress is occurring, services are implemented as intended, and the 21st CCLC's are making progress toward objectives. They work together to address any problems that come up or to improve program performance.

Results of implementation

Each of the schools fully implemented a CCLC in partnership with ASAS. They provide programs for 5 days a week, 3 hours a day during the school year. The program at each site has an administrator and other staff sufficient to provide scheduled activities. Each site provides core academic instruction as well as a variety of enrichment activities. There are additional partners at each site that contribute to program services.

The challenges encountered were related to gathering needed assessment data. ASAS has been challenged to access student grades and standardized test scores. These indicators help to assess progress of participating students and see who is improving. For the 2015-16 standardized tests, for example, results were not yet available. Many participating students moved on to high school or other after-school activities. The program would be better able to assess its impact there was more efficient and accessible access to grades and test score data.

Results of youth and program outcomes

To determine student outcomes, data on academic performance in reading and language arts, teacher reports on improvement, and participant satisfaction surveys were utilized. In addition to gathering data on program participants, information for the school as a whole was also obtained.

Performance indicators provide guidance in assessing program effectiveness. The following provides the indicator and results.

Key Performance Indicators/Program Measures

Objective 1. Participants will demonstrate educational and social benefits and exhibit positive behavioral changes		
Outcome Indicator	Performance Measure	Results
1.1 Students participating in the program will show improvements on measures such as school attendance,	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time AND classroom participation	<u>Jarrett</u> : 30-59 day attendees, 33% improved. For 60-89 day attendees, 90% improved. For 90+ days of attendance, 96.4% improved. <u>Washington</u> : for 30-59 day attendees, 58.3% improved; For 60-89 day attendees, 66.7% improved; For 90+ day attendees, 61.5% improved

Outcome Indicator	Performance Measure	Results
classroom performance.	1.1b Percentage of regular program participants with teacher-reported improvement in attending class regularly	<u>Jarrett</u> : 30 day attendees 33% improved 60-89 day attendees 90% improved 90+ day attendees: 92.8% improved <u>Washington</u> : 30 day attendees 58.3% 60-89 attendees: 53.3% improved 90+ day attendees:46.2% improved
	1.1c Percentage of regular program participants with teacher-reported improvement in student classroom behavior	Two questions addressed behavior: Question :Improved behavior: Jarrett: 68.8% improved Washington 45% improved Question: Improvement in getting along with others: Jarrett 73.9% improved in getting along with others; Washington: 55% improved in getting along with others

Objective 2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.		
Outcome Indicator	Performance Measure	Results
2.1 Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Jarrett and Washington both offered activities including tutoring and homework help in the areas of STEM and literacy.
2.2 Enrichment and support: 100% of centers will offer enrichment & support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment nutrition and health, art, music, technology, and recreation	Jarrett and Washington both offered enrichment activities including physical activities, arts & music, STEM activities, tutoring, and recreation.
2.3 Community involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	In addition to each site's partnership with ASAS, each site had additional partners. Jarrett had 15 partners and Washington had four partners and each school counted the elementary schools as their partners as well.

2.4 Services to parents & family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Percentage of centers that offer services to parents and other family members enrolled in the program	Parents and family members were engaged at each site with family nights, attendance at athletic events, and activities designed by the students.
2.5 Extended hours: More than 75% of centers will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.	Percentage of centers that offer services at least 12-16 hours per week on average and provide services when school is not in session, such as during the summer and holidays	Each site provided services during the school year for 15 hours per week.

Both schools met indicators on the services provided with each providing services for 15 hours per week, providing core academic and enrichment support activities, having partnerships established, and providing family activities.

Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.		
Outcome Indicator	Performance Measure	Results
3.1 High-need communities: 100% of centers are located in high-poverty communities.	Title I schoolwide eligible and percentage of students eligible for free or reduced lunch	The percent of those eligible at the CCLC schools is: Jarrett 71.9% and Washington 60%

Objective 4. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.		
Outcome Indicator	Performance Measure	Results
4.1 Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Percentage of regular program participants with teacher-reported improvement in reading/language arts	<u>Jarrett</u> 30-59 day attendees: 12.5% improved 60-89 day attendees: 16.7% improved 90+ day attendees: 33.8% improved <u>Washington:</u> 30-59 day attendees: 55% improved 60-89 day attendees: 25% improved 90+ day attendees: 65% improved

Outcome Indicator	Performance Measure	Results
	Percentage of regular program participants with teacher-reported improvement in math	Jarrett 30-59 day attendees: 50% improved 60-89 day attendees: 35.7% improved 90+ day attendees: 43.3% improved Washington 30-59 day attendees: 40% improved 60-89 day attendees: 45.5% improved 90+day attendees: 50% improved

More than 35% of all those who attended Jarrett CCLC for 30 days or more had improved grades in reading while more than 40% of Washington students attending for 40 days or more had improved grades in math. In reading the greatest gains in reading/language arts were for those attending 90 days or more with 33.8% of those attending 90+ days at Jarrett and 65% of those at Washington that attended 90+ days improved.

Teacher Perceptions

In addition to the performance indicators above, teachers were also asked to indicate if students had improved in some other areas. The results indicating the percent of students that attended for 30 days or more that were considered to have improved by teachers are in the following:

Improvement in Coming to School Motivated to Learn

School	Percent (slight+moderate+significant) improvement
Jarrett Middle School	72%
Washington Middle School	47.5%

Attending Class Regularly Percent Improved

School	Percent (slight+moderate+significant) improvement
Jarrett Middle School	52.1%
Washington Middle School	27.5%

Turning Homework in on Time Percent Improved

School	Percent (slight+moderate+significant) improvement
Jarrett Middle School	70.8%
Washington Middle School	50%

At both schools, there were some students that improved in these areas with results higher at Jarrett.

Participant Satisfaction and Perception

To determine participant satisfaction, student and parent surveys were distributed to CCLC participants. Student surveys were distributed in the Spring to students and parent surveys were

distributed in Fall and Spring. The following tables indicate responses obtained on the student surveys for each of the schools.

Student Survey Results for Jarrett Middle School

Jarrett Middle School (49 respondents)	Yes	Yes %	Sometimes	Sometimes %	No	No %	No Answer
The staff knows me well	38	78%	9	18%	2	4%	0
ASAS has helped my grades to improve	28	59.5%	18	38.3%	2	4%	1
I feel safe at ASAS (physically and emotionally)	38	80.9%	10	20%	0	0%	1
The staff listens to me and respects me	32	65%	17	35%	0	0%	0
I get a lot done during the homework hour	33	67%	15	31%	1	2%	0
I would recommend ASAS to my friends	28	57%	17	35%	4	8%	0
The Site Coordinator visits my classes often	32	65%	16	33%	1	2%	0
I talk about ASAS with my family	20	41%	20	41%	9	18%	0

Student Survey Results Washington Middle School

Washington Middle School (35 respondents)	Yes	Yes %	Sometimes	Sometimes %	No	No %	No Answer
The staff knows me well	27	77%	8	23%	0	0%	0
ASAS has helped my grades to improve	21	60%	13	37%	1	3%	0
I feel safe at ASAS (physically and emotionally)	31	89%	4	11%	0	0%	0
The staff listens to me and respects me	31	89%	4	11%	0	0%	0
I get a lot done during the homework hour	21	60%	10	29%	4	11%	0
I would recommend ASAS to my friends	23	66%	11	31%	1	3%	0
The Site Coordinator visits my classes often	23	66%	12	34%	0	0%	0
I talk about ASAS with my family	23	66%	11	31%	1	3%	0

At each of the schools, a high percentage of students replied they feel safe and respected at the CCLC at least sometimes (100% at both schools), that ASAS has helped their grades improve (97.9% at Jarrett and 97.1% at Washington).

On the parent survey, questions were asked about what their child said about ASAS CCLC and elicited suggestions for added courses or changes. The results by school are as follows:

Jarrett

Question: Does your child talk to you about ASAS and if so what does your child tell you about ASAS CCLC?

- She enjoys sports and being with her friends
- Making the set for lion King
- Yes, about Hawaiian dance, she enjoyed about that
- Yes, every day, everything
- For the past 2 or 3 years, ASAS Kulia is a great after school program. My child enjoys it. All of the programs-cooking, sewing, origami, purple maia, soccer
- My son likes everything he does in ASAS. He talks about all of it.
- All sports activities
- Yes, what she learned and did especially hand on like cooking, craft making
- Learn jazz, hip hop and cook
- My son always is telling us what he cooked and how he did in chess
- They both like everything
- Variety of activities, chances to make friends
- She seems to like everything
- My child likes everything about All Stars
- Being with friends, the art classes
- Chess, Purple Maia

What would you change/any suggestions/comments?

- Not much
- As for us, I know they both enjoy it and would change nothing.
- Encourage other kids to pay better attention and focus more
- Have more time added to the mods
- He complains he isn't allowed to do much (i.e. signed up for video/filinnng and was never allowed to touch the camera
- Should let the students wear any kind of short, can nowadays their so much hard style to look for, cause short now days are skipped
- Only thing I would suggest is kids don't finish momework or left the "hard homework they should do it before play time
- We are so pleased and grateful that our daughter can participate. It's a fabulous program. Thanks for everything you do.
- Noise level-kids too loud
- More teams with fewer people so all play rather than sitting and waiting
- Nothing (4)
- Leaders are doing a good job-keep it up
- We are enjoying every event-I hope it will be more enjoy next year
- We love Jarrett After School All Stars
- Learn to listen

Washington

Question: Does your child talk to you about ASAS and if so what does your child tell you about ASAS CCLC?

- Yes, sometimes, he likes basketball and other sports
- Yes, likes trying different classes each quarter and experiencing new things, especially cooking, glee and journalism
- Yes, activities and helping
- The instructors are patient, the activities varied
- Yes, she loved it, she enjoys all the extracurricular activities, especially cooking, likes working with different students
- My child enjoys activities offered and friends made here
- She likes every quarter she's in different classes, learning new things, she loves to sing, she just has to get over her stage fright
- She talks about how much fun she had with her friend and things they learned
- Have fun, learning, enjoying all activities
- Says its fun and likes to be around others
- Sometimes she loves it, makes a lot of friends, learn a lot of everytign
- Yes, that she enjoys being here and enjoys making new friends and everyone is nice
- Photography
- Has time to finish all her homework and help when needed
- Yes, he loves to tell us about his day
- Friends and what she did that day
- Yes, the fellowship and togetherness
- Sailing class and after school sports (basketball)
- Yes, it is very helpful to him
- Yes, they get most of their homework done

Question: What would you change=any suggestions/comments?

- Nothing (14)
- Longer homework hour
- Not being able to feel like an outsider/different
- She would like if it got out a little later
- Continue music classes
- Thank you for your very hard work. We are appreciate of everything you do for the program, especially love the Sat. sailing class\pass out a flyer with information regarding who the coaches or supervisors phone numbers, who they are, meeting place, meeting time and days
- Experiences that celebrate different/all cultures

In general there is a lot of satisfaction with the program at both schools by students and parents. Some suggestions were offered that could be considered in the future.

Whole School Results

While results for the school as a whole can not be directly attributed to the CCLC they are tracked as one possible indicator. Academic achievement results on proficiency in reading, math and science on the Smarter Balanced Assessment for the baseline and most recent year are in the following table.

HI Statewide Smarter Balanced Assessment - % Proficient

	Subject	2014-15	2015-16
Washington Elem.	Math	37.7%	37.6%
	English	43.4%	44.9%
	Science	31.7%	34%
Jarrett Middle	Math	28.9%	38.8%
	English	40.3%	48.6%
	Science	43.1%	53%

At Washington, the school results for English and Science are slightly higher in the percent of students proficient in math and science. At Jarrett, results increased by almost 10% in math, 8.3% in English and almost 10% in Science.

Another school wide result is the School Quality Survey that provides ratings by students, parents and teachers in several areas including safety and student's well being. The results for each school on these two areas by respondent are in the following table:

Washington Middle School-% Response on School Quality Survey 2016

	Group	Positive	Neutral	Negative
Student Safety	Students	62.3%	24.6%	12.9%
	Parents	74.5%	14.1%	11.2%
	Teachers	75.4%	13%	11.5%
Students Well Being	Students	63.8%	19.9%	16.1%
	Parents	83.1%	11.6%	5.2%
	Teachers	74.4%	16.4%	9.1%

Jarrett Middle School-% Response on School Quality Survey 2016

	Group	Positive	Neutral	Negative
Student Safety	Students	83.8%	13.7%	2.3%
	Parents	86.7%	11.8%	1.4%
	Teachers	80.5%	8.2%	11.1%
Student Well Being	Students	75.1%	16.7%	8.1%
	Parents	88.8%	9.3%	1.7%
	Teachers	78.1%	8%	13.7%

At Jarrett, parents have a more positive view on both areas than teachers or students and at Washington, parents have a more positive view of student well-being than the other respondents. The areas of safety and student well-being are possibly two areas that having a CCLC may contribute in some way toward affecting a positive feeling toward the school and will be monitored each year.

CONCLUSIONS AND RECOMMENDATIONS

At each of the schools in the grant, CCLC has been fully implemented. There are some positive outcomes. Some highlights and results are as follows:

- Both schools provided CCLC services for 15 hours a week.
- At each site there were five or more partners.
- The number of students served was 168 at Jarrett and 211 at Washington.
- More than 58% of the students served at each site are eligible for free/reduced lunch.
- 71.4% of students in CCLC at Jarrett attended for 30 days or more.
- 90.1% of students in CCLC at Washington attended for 30 days or more.
- At each of the schools, a high percentage of students replied they feel safe and respected at the CCLC at least sometimes (100% at both schools).
- A high percent of students at each school indicated that CCLC has helped their grades improve (97.9% at Jarrett and 97.1% at Washington).
- Parents and family members were engaged at each site with family nights, attendance at athletic events, and activities designed by the students.
- The number of parents that participated was 241 at Washington and 314 at Jarrett.
- A wide variety of activities were offered at each site including STEM, literacy, homework help, physical activities, arts and music.

RECOMMENDATIONS

Based on evaluation results, the following recommendations are made:

7. Continue to provide core academic instruction
8. Communicate with classroom teachers on student progress so that instruction is target to improve academic performance
9. Consider using a parent survey that has a rating in order to track progress over time
10. Continue to work to have students attend for 30 days or more.
11. Continue family engagement activities
12. Continue to utilize partners for a variety of programming and opportunities for students.

Results will be shared with the project director, site principals, site coordinators and used to inform future programming and draw attention to areas that could be improved.

Dissemination of the evaluation results is shared with each site principal and site coordinator. In addition each site will disseminate the results either through a newsletter, on their website or at family/community meetings.