

**McKinley 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

McKinley Complex submitted a grant on behalf of three schools: Kaiulani Elementary, Likelike Elementary, and Central Middle School. The three schools were classified as Continuous Improvement schools in the HI StriveHI system in 2014. The McKinley Complex serves as a busy metropolitan area of Honolulu. The schools serve high numbers of low-income families with each school having more than 82% of their students eligible for free/reduced lunch. More than 36% of the students are classified as ELL. The grant application proposed to target the students in these three schools who face one or more challenges indicating they are “at-risk” such as poverty, difficult home environments where there is a need for after-school activities, and low academic performance.

At Central Middle School, After School All Stars is sub-contracted to provide services after school. The two elementary schools have a special focus on STEM. Likelike Elementary School did not start their program until summer of 2016. Kaiulani had a summer program in 2015 and 2016. Central Middle School has had a program from the time the grant was funded in the 2015-16 school year until the end of the school year. Likelike and Kaiulani Elementary Schools both had a summer program in 2016.

The evaluation of the project consisted of determining student demographic data, attendance data, student grades in reading and math, participant satisfaction and student outcomes. Student outcomes were assessed with comparison of the grades in reading and math from first to fourth quarter, administering a teacher survey to math or language arts teachers of regular attendees (those attending for 30 days or more), and addressing some school-wide results. The evaluation is intended to provide information to site and district administration on the effectiveness of the program as well as to make recommendations for program improvement.

The overarching goal of the program is: the McKinley Complex will provide academic, artistic and cultural enrichment opportunities for students grades K-8, who are enrolled in three high poverty and low performing schools. Project objectives include:

- Participants will demonstrate educational and social benefits and exhibit positive behavioral changes
- 21st CCLCs will offer a range of high-quality educational, developmental and recreational services

Services were implemented that provided educational support in core academic areas, family activities, homework assistance, and enrichment activities in arts, culture, sports, technology and science.

Some of the accomplishments and results are:

- Each of the CCLC sites has a student population that includes more than 80% of students that are eligible for free/reduced lunch and services provided at the two sites served a student population of more than 82% eligible for free/reduced lunch.
- Central Middle School has 13 partners that are supporting CCLC services
- 98.2% of the students at Central Middle School CCLC attended for 30 days or more
- Kaiulani served 32 students in a summer program in 2015
- Likelike did not start their CCLC until summer of 2016
- 56.6% of students were reported as having improved in classroom participation and completing homework
- Services were offered for 15 or more hours per week at each site.
- Student and parent surveys had a limited number of respondents (19)
- In general, students feel relatively safe at the CCLC program and feel respected by staff at least sometimes

Based on the evaluation, the following recommendations are made:

1. Ensure all three sites are implementing a CCLC
2. Work to establish parent/family activities and partnerships at Likelike and Kaiulani
3. Check periodically with teachers of CCLC students on their classroom performance so that instruction is targeted to address their academic needs and improve grades.
4. Broaden the number of students and parents that complete CCLC services in order to get a broader perspective.
5. Review surveys to determine if there are programming adjustments that might be useful.
6. Continue working to have students attend for 30 days or more.

Program Description

A. Origin of the program

McKinley Complex submitted a grant on behalf of three schools: Kaiulani Elementary, Likelike Elementary, and Central Middle School. The three schools were classified as Continuous Improvement schools in the HI StriveHI system in 2014. The McKinley Complex serves as a busy metropolitan area of Honolulu. The schools serve high numbers of low-income families with each school having more than 82% of their students eligible for free/reduced lunch. More than 36% of the students are classified as ELL. The grant application proposed to target the students in these three schools who face one or more challenges indicating they are “at-risk” such as poverty, difficult home environments where there is a need for after-school activities, and low academic performance.

Likelike Elementary School did not start their program until summer of 2016. Kaiulani had a summer program in 2015 and 2016. At Central Middle School, After School All Stars is sub-contracted to provide services after school. The two elementary schools have a special focus on STEM. Central Middle School has had a program from the time the grant was funded in the 2015-16 school year until the end of the school year. Likelike and Kaiulani Elementary Schools both had a summer program in 2016.

The McKinley Complex 21st CCLC STEM programs specified in the grant are to support the 21st CCLC objectives through the following benefits:

- Core Educational Support - Providing opportunity for meaningful STEM learning and for students to engage in science, technology, engineering and math in multiple ways and in a supportive and fun environment.
- Academics/Enrichment - Building their knowledge and application of STEM content and processes.
- Behavioral Change - Honing their ability to collaborate with and learn from other students and from STEM professionals.
- College and Career Readiness - Building interest in academic success and higher education; fostering interest in additional STEM learning opportunities and careers. STEM programs have been shown to increase interest in STEM fields and careers among underrepresented populations, including women and ethnic minorities.⁶

B. Goals of the program

The overarching goal of the program is: the McKinley Complex will provide academic, artistic and cultural enrichment opportunities for students grades K-8, who are enrolled in three high poverty and low performing schools. Project objectives include:

- Participants will demonstrate educational and social benefits and exhibit positive behavioral changes
- 21st CCLCs will offer a range of high-quality educational, developmental and recreational services

Services were implemented that provided educational support in core academic areas, family activities, homework assistance, and enrichment activities in arts, culture, sports, technology and science.

C. Clients involved in the program:

At Central Middle School, students in grades 6-8 participated. There was a total of 164 students at Central Middle School and 32 at Kaiulani. In addition 299 family members participated. The following provides demographic information about th participants.

McKinley CCLC Student Demographics

Grade Level	Number of Students	
	Central Middle	Kaiulani Elem.
2 nd grade		4
3 rd grade		11
4 th grade		17
5 th grade		
6 th grade	68	
7 th grade	55	
8 th grade	41	
Ethnicity		
American Indian or Alaskan Native		
Asian	91	6
Black or African American		1
Hispanic or Latino	3	
Native Hawaiian or Pacific Islander	1	25
White	3	
Two or More Races	45	
Data not provided	21	
Gender		
Male	77	15
Female	72	17
Data not provided	15	0
Other characteristics		
Students with limited English Language Proficiency	13	10
Students eligible for free/reduced lunch	118	24
Students with special needs	16	
Family members	299	

Kaiulani held CCLC services in the summer only but 32 students participated and they had a summer program in 2016. At Central, 73.3% of the attendees are eligible for free/reduced lunch. At Kaiulani, 75% of the students are eligible for free/reduced lunch.

Attendance

The majority of students at Central Middle School attended for 30 days or more. At Kaiulani, student attendance was for the summer session only. The following table provides the attendance information.

	Number of Students	
	Central Middle	Kaiulani Elem.
Attendance by # of days		
Less than 30 days	3	32
30-59 days	7	
60-89 days	20	
90 days or more	134	

At Central Middle School, the majority of students (98.2%) attended for 30 days or more and are considered “regular attendees.” At Kaiulani, there was a limited period of time in the summer program so there were no regular attendees.

D. Characteristics of the program materials and resources:

At Kaiulani and Likelike, the emphasis is on STEM activities. The school facilities were available to the CCLC. At Likelike, a designated classroom has been made available for their STEM projects and some exciting things are planned for the 2016-17 school year. The summer program at Kaiulani was for 4 days a week and for 3 weeks utilizing the school facilities and resources.

ASAS Hawaii programs operates on Central Middle School’s campus with a site coordinator who works full-time at the school. By locating programs at schools, ASAS Hawaii is able to increase the likelihood of attendance, link after-school instruction to the school day, take advantage of existing infrastructure, and reduce transportation costs. Being at the school opens up access to children of working parents, for whom lack of transportation to off-campus activities is a barrier to participation.

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 had access to Central Middle School’s classrooms, sports fields, computer labs and resource materials. They also brought ASAS materials to use with students.

Activities Schedule

The following indicates the activities provided and the length of those activities. All students were expected to take part in academic activities and all enrichment activities were optional but supported development of academic skills and college and career readiness. Staff were present throughout the time period to provide and supervise activities.

Central Middle School CCLC Activities Schedule (School Year 2015-16)

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
Homework Help	5	1-2	30+	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	5	1-2	21-30	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

Kiulani Elementary School CCLC Activities Schedule (Summer 2015)

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	4	2-4	11-20	no
Literacy	4	2-4	11-20	no
Homework Help	4	1-2	5-10	no

Family Activities. At Central Middle, parents and family members are engaged every quarter with events and activities that build their involvement and connection to their child’s educational experience. Students help plan and execute family nights at the school in which parents and family members are able 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.

A project director, Ron Nomura, provided the central oversight of the CCLC grant. The procedures that were followed were based on the information provided by HIDOE on grant requirements and kept in a notebook at each site. The project director meets quarterly with the site coordinator to monitor progress and oversees the CCLC grant expenditures.

E. Staff and others involved in the program:

The McKinley Complex area provides a project director, Ron Nomura to oversee the overall grant activities at all schools. There is a project clerk that assists the project director. For ASAS, they provide a site coordinator at Central Middle School who oversees the CCLC program. They also provide a data support through staff that collects and provides data to the evaluator that is needed for annual performance reporting and the local evaluation.

At Kaiulani summer program there was one administrator, 4 school day teachers and two non-teaching staff. At Central, paid staff included one administrator, five college students, three community members. Volunteer staff included 35 community members and five high school students.

Partners. During the first year, there were no partners involved at Kaiulani and Likelike they are planning to work with partners in the coming year. At Central Middle School, ASAS Hawaii works with numerous community partners to provide organized sports, culture and arts, community service projects, tutoring and mentoring, and experiential learning in science, math and technology. Current partners at Central include: Special Olympics Hawaii, which provides a unified sports program in which kids with and without disabilities learn, train, support, and compete together, fostering respect, dignity, and advocacy for students with disabilities; and Police Activities League, which supports the development of responsible and engaged citizens through a range of youth sports opportunities.

The program was monitored at the Complex level by the project director and at the site level by the site coordinator. Staff were provided with a notebook with required forms and directions for completion, a data collection schedule and project instruments. The staff took advantage of webinars offered by HIDOE. McKinley Complex was monitored this year and have prepared responses to areas of need. These areas were shared with the site staff as well.

Evaluation Design and Results

The purpose of the evaluation was to monitor progress towards meeting objectives, determine program satisfaction, elicit ideas for program improvement to determine outcomes and provide the information needed for grant reporting. The evaluation analysis was utilized to provide information about program effectiveness and make recommendations for areas in need of improvement.

Evaluation Plan

The evaluation plan was designed to address key questions, collect and compile needed APR reporting data, determine quarterly progress, assess participant satisfaction and to determine student outcomes. Some of the key evaluation questions are as follows:

Evaluation Questions will address CCLC 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 their 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

- July – Aug Annual Staff Training on required data and instruments provided; Collect summer school data for APR
- 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 / Annual Student Performance data collected; teacher survey
- June Compile grade report
- July 21st CCLC Quarterly & Year-End Review
- August-November-complete APR data and evaluation report

Evaluation instruments include parent, student and partnership surveys, implementation survey, and enrollment form, and objective progress checklist. The teacher survey will be the one utilized for the annual performance report. The sites provided the grades for first and fourth quarter in reading and math for the grade report and ASAS provided data to evaluator. The teacher survey was completed online by teachers and data compiled by evaluator. The parent and student surveys were administered at Central Middle by ASAS and provided to evaluator for analysis.

Implementation Evaluation Plan

The implementation plan was designed to determine if the CCLC had been implemented as intended, and to identify any challenges and their resolution. Some of the data needed was the hours the program was provided, the type of activities provided, partnerships established and utilized, and enrollment and attendance data.

Outcome Evaluation Plan

The outcome evaluation plan was designed to determine participant satisfaction, number of participants in activities, improvement in reading and math, and improvement in behavior. Data to be utilized were obtained from surveys and grade reports.

Results

Implementation

At Central Middle School, the CCLC was fully implemented. At Kaiulani, due to limited funds, other resources available and site needs, the CCLC was in the summer only. At Likelike, the start was delayed until summer of 2016 but is implemented for the coming year. Challenges in hiring staff and getting materials in place contributed to the delays. The 21CCLC program at Central Middle School provided by 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.

The partnerships at Central Middle School with ASAS is in place and providing a wide variety of services. They have brought in other partners that have contributed to programming for the remainder of the grant period.

The project director has met with the site coordinators to determine their plans for the coming year and each site has a plan to provide the CCLC services at their site. In addition Likelike and Kaiulani are working to establish and maintain partnerships for their CCLC program.

Results of youth and program outcomes:

Data collected was utilized to determine program outcomes in a number of areas. The following table provides the CCLC objective, outcome indicator, performance measure and results by objective.

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, classroom performance.	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time AND classroom participation	56.6% of students were reported as having improved in this area.
	1.1b Percentage of regular program participants with teacher-reported improvement in attending class <i>regularly</i>	11.5% improved in attending class regularly
	1.1c Percentage of regular program participants with teacher-reported improvement in student classroom behavior	49.2% were reported as having improved in this area.

While there was some improvement in each area, it wasn't high, especially in attending class regularly. These are areas that could be monitored closely in the coming year.

Objective 2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.		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	Kaiulani offered STEM and literacy activities. Central Middle offered STEM and literacy activities
2.2 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.	Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment nutrition and health, art, music, technology, and recreation	Kaiulani provided enrichment & support in tutoring and STEM activities Central Middle School provided enrichment and support including tutoring, homework help, physical activity, entrepreneurship, community service and more.
2.3 Community involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase 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	Kaiulani and Likelike are working to establish partnerships. Central Middle School has a partnership with ASAS and several other partners.
2.4 Services to parents/family members: More than 85% of centers 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	Central Middle school provided family nights
2.5 Extended hours: More than 75% of centers 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	Kaiulani offered a summer program that was 16 hours/week Central Middle offered a school year program that was 15 hours a week.

The schools providing the program each provided core academic instruction and enrichment, and operated for 15 hours or more during the operational period of the grant services. Kaiulani did not report and family activities nor partnerships which can be an area of focus for the coming year.

Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.		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	Likelike 82.1% eligible for free/reduced lunch Kaiulani: 89.9% eligible for free/reduced lunch Central Middle School 80.9% eligible for free/reduced lunch

Each site served a high percentage of students eligible for free/reduced lunch (more than 82%).

Objective 4. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.		Results by number of days attended
4.1 Participants in 21 st 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	30-59 days: 50% of those that needed to improve in reading did 60-89 days: 46.7% of those needing to improve in reading did 90+ days: 65% of those that needed to improve in reading did
	Percentage of regular program participants with teacher-reported improvement in math	30-59 days: 75% of those needing to improve in math did 60-89 days: 47.1% of those needing to improve in math did 90+days: 55.4% of those needing to improve in math did.

The number of days attended did not indicate that more days resulted in better results. In fact, improvement in math was greatest for students only attending for 30-59 days. However, it is not clear if all of the CCLC students received instruction in math which would make a difference in determining the cause of the results.

Participant Satisfaction

To determine participant satisfaction and student and parent perceptions of services offered at Central Middle School, surveys were provided. The following provides the results of those surveys.

Central Middle School Student Survey Results (19 Respondents)

	Yes	Yes %	Sometimes	Sometimes %	No	No %	No Answer
The staff knows me well	13	68%	5	26%	1	5%	0
ASAS has helped my grades to improve	13	68%	6	32%	0	0%	0
I feel safe at ASAS (physially and emotionally)	15	79%	3	16%	1	5%	0
The staff listens to me and respects me	15	79%	4	21%	0	0%	0
I get a lot done during the homework hour	14	74%	5	26%	0	0%	0
I would recommend ASAS to my friends	14	74%	3	16%	2	11%	0
The Site Coordinator visits my classes often	12	63%	5	26%	1	5%	1
I talk about ASAS with my family	10	53%	8	42%	1	5%	0

In general, students feel relatively safe at the CCLC program and feel respected by staff. All report getting a lot done during the homework out at least sometimes.

Parent Survey

Parents at Central Middle School were asked if their child talked with them about ASAS and if so, what does their child like. The following were the responses:

- Yes, she loves her cooking class, hip hop dance and she enjoys it
- No but he like to do home and love to do the outdoor games
- I like everything about ASAS
- My son loves dancing and performing
- My child likes all sports at ASAS
- Yes he likes it so much
- Yes they tell me they like to do their homework because the staff help my kids out, they like the outdoor games too
- yes being able to have time with friends before coming home
- Getting help with homework
- Yes, dance routines
- being with friends, help with homework, dance class

- yes, dancing, cooking and sports
- Yes, she said aside from very nice program leaders, interested classes offered, she also like having more time and fun with friends
- Sometimes when she comes home she tells me everything she does and who she affiliates with and who helps her
- The staff and the friends he made
- Yes, she enjoyed a lot about the dance class, also staff are helping her to do her homework
- Yes, she enjoyed a lot about the dance class, also staff are helping her to do her homework
- Yes, hanging out with her friends and playing sports

What would you change about ASAS?

- Nothing (4)
- More outdoor games
- One of the staff members
- Cooperation of all students to work together
- Length of homework hour (time)
- She wants to change the homework hour at home with us
- The bad students
- She's more independent in doing her work

Comments/Suggestions for classes at ASAS:

- If by chance you let the kids out early please let me know, thank you!!
- Ms Britni is doing great job as well with everyone else
- Thank you, you've done a great job, keep it up
- I appreciate the communication about my child between the ASAS staff and myself
- Kumon to help them in areas they need help in
- Math
- I like everything at ASAS
- Science and language arts
- So far my daughter said pretty much everything she likes is offered in all stars already
- Drug awareness, prevention
- Sewing, gymnastics, cheer
- Real history of america, science, computer education class
- Music class like ukulele, violin, guitar, exercise class
- Swimming, skating

The sample size (19) of each of these surveys makes it difficult to say that it is representative of the larger population. In the future, it would be helpful to expand the number of participants that contribute to the results.

Although total school results can not be attributed directly to the CCLC, they can be indicators. Two areas reported include the school's academic performance in reading and math and two

areas of the school quality survey. The following table has the academic performance indicating the percent that met the common core standards from baseline to the most recent year.

HI Statewide Smarter Balanced Assessment-%Proficient

School	Subject	2014-15	2015-16
Central Middle	Math	17%	13%
	English	23.3%	28%
	Science	12.5%	11%
Kaiulani Elem.	Math	17.7%	20%
	English	22.4%	23.5%
	Science	26.9%	16%
Likelike Elem.	Math	44.2%	45%
	English	40.8%	38.5%
	Science	35.7%	46%

Likelike did not have a program so results will just serve as a baseline. At Central Middle, the school saw some improvement in English but the percent went down in Science and Math. At Kaiulani, there was a small increase in math and English but a reduction in Science.

Another indicator of overall school results is the School Quality Survey with questions about student well-being and safety. Results for Likelike are not included but will be utilized in the future for comparison. Those results are in the following table.

Kaiulani Elementary-% Response

	Group	Positive	Neutral	Negative
Student Safety	Students	75.6%	13%	11.2%
	Parents	89.1%	9.6%	1.2%
	Teachers	56.7%	19.7%	23.4%
Student Well Being	Students	81.1%	12.7%	6.1%
	Parents	93.3%	6.4%	0.2%
	Teachers	55.1%	19.6%	25.2%

Central Middle-% Response

	Group	Positive	Neutral	Negative
Student Safety	Students	72.3%	20.2%	7.3%
	Parents	75%	16.9%	8%
	Teachers	71.8%	11.4%	16.6%
Student Well Being	Students	70.4%	17.6%	11.8%
	Parents	82.4%	12.4%	5.1%
	Teachers	75%	14%	10.9%

It is interesting to note that in general, parents have a more positive view at both schools than either students or teachers in both areas. More than 70% of students at each school feel positive about school safety and student well being.

Conclusions

Only one of the schools (Central Middle School) in the grant fully implemented a CCLC program for the school year 2015-16. This school was partnered with the After School All Stars that provided the program services at the school. Kaiulani Elementary School did provide a summer program in 2015 as well as 2016. Likelike did not have a CCLC until summer of 2016 but is moving forward for the school year. Some accomplishments include the following:

- Each of the CCLC sites has a student population that includes more than 80% of students that are eligible for free/reduced lunch and services provided at the two sites served a student population of more than 82% eligible for free/reduced lunch.
- Central Middle School has 13 partners that are supporting CCLC services
- 98.2% of the students at Central Middle School CCLC attended for 30 days or more
- Kaiulani served 32 students in a summer program in 2015
- Likelike did not start their CCLC until summer of 2016
- 56.6% of students were reported as having improved in classroom participation and completing homework
- Services were offered for 15 or more hours per week at each site.
- Student and parent surveys had a limited number of respondents (19)
- In general, students feel relatively safe at the CCLC program and feel respected by staff at least sometimes

Recommendations

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

1. Ensure all three sites are implementing a CCLC
2. Work to establish parent/family activities and partnerships at Likelike and Kaiulani
3. Check periodically with teachers of CCLC students on their classroom performance so that instruction is targeted to address their academic needs and improve grades.
4. Broaden the number of students and parents that complete CCLC surveys in order to get a broader perspective.
5. Review survey results to determine if there are programming adjustments that might be useful.
6. Continue working to have students attend for 30 days or more.

Evaluation results are provided to the Project Director and shared at quarterly coordinator meeting and will be used to discuss areas in need of improvement or adjustment. In addition, they are provided to the school principal for dissemination by meetings, in a newsletter or on the school website.