

**McKinley Subgrantee CCLC  
External Evaluation  
2016-17 School Year**

**Period Covered: 6-5-16 to 5-26-17**

**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 78% 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
- 21<sup>st</sup> 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 accomplishments include the following:

- Each of the CCLC sites has a student population that includes more than 78% of students that are eligible for free/reduced lunch and more than 80% of the students served are considered disadvantaged.

- Central Middle School has 13 partners that are supporting CCLC services and Likelike has 4 partners.
- 69.7% of the students at Central Middle School CCLC attended for 30 days or more
- 66% of regular attendees were reported as having improved in classroom participation and completing homework
- The only site with students that attended for 30 days or more is Central Middle School
- In general, students feel safe at CCLC.
- Both parents and students feel positive about the benefit of CCLC
- Improvement in reading/language arts was highest for those that attended for 90 days or more (twice the percent of those attending fewer days).
- In mathematics, results were more than twice as much for those that attended 60 days or more than those attending for 30-59 days

### **Recommendations**

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

1. Continue to work on encouraging students to attend for 30 days or more
2. Make sure that all demographic data are provided by the sites.
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. Continue to provide activities for family participation and encourage attendance.

## **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 78% of their students eligible for free/reduced lunch. 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 started their CCLC in summer of 2016. Kaiulani had a summer program in 2016 and 2017. At Central Middle School, After School All Stars (ASAS) 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.

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.

### **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
- 21<sup>st</sup> CCLCs will offer a range of high-quality educational, developmental and recreational services

Services provided include 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 199 students at Central Middle School, 60 at Likelike and 20 at Kaiulani. In addition 398 family members participated. The following provides demographic information about the participants.

**McKinley CCLC Student Demographics**

	Number of Students		
	Central M.S.	Kaiulani El.	Likelike El.
Kinder			
1 <sup>st</sup> grade			12
2 <sup>nd</sup> grade		3	10
3 <sup>rd</sup> grade		8	14
4 <sup>th</sup> grade		9	9
5 <sup>th</sup> grade			15
6 <sup>th</sup> grade	70		
7 <sup>th</sup> grade	66		
8 <sup>th</sup> grade	50		
9 <sup>th</sup> grade	9		
<b>TOTAL</b>	<b>195</b>	<b>20</b>	<b>60</b>
<b>Race</b>			
Asian	68		
Black or African American	3		
Native Hawaiian or Pacific Islander	97		
White	7		
Two or More Races	7		
Data not provided	13	20	60
<b>Gender</b>			
Male	101	11	31
Female	94	9	29
Data not provided			
<b>Population Specifics</b>			
Students with limited English Language Proficiency	30	1	10
Students eligible for free/reduced lunch	162	20	Not provided
Students with special needs	29		Not provided
Family members	376		22

A total of 270 students participated in CCLC. Kaiulani held CCLC services in the summer only but 20 students participated. At Central, 85.3% of the attendees are eligible for free/reduced lunch. At Kaiulani, 100% of the students are eligible for free/reduced lunch. Likelike did not provide the data but 82% of the students at the school 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 and Likelike all students attended for less than 30 days. The following table provides the attendance information.

Length of Attendance	Number of Students		
	Central	Kaiulani	Likelike
Attended less than 30 days	59	20	60
Attended 30-59 days	25		
Attended 60-89 days	23		
Attended 90+days	88		

At Central Middle School, 69.7% of the students 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. At Likelike the program started later in the year and 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 STEAM lab was provided along with other classrooms and through partnerships, aquaponics resources have been added. The summer program at Kaiulani was for 4 days a week and for 3 weeks utilizing the school facilities and resources.

ASAS Hawaii programs operate on Central Middle School’s campus with a site coordinator who works full-time at the school. ASAS Hawaii programs adhere to the following components:

- Align academics with in-school learning;
- Maximize student participation and attendance
- Adapt instruction to individual and small-group teaching
- Provide engaging learning experiences
- 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. The following tables provide information about the activities schedule by school.

**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

**Kaulani Elementary School CCLC Activities Schedule (Summer 2016)**

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

**Likelike Elementary School CCLC Activities Schedule**

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. On a parent survey, respondents reported on the activities that they had attended including:

Activity	# attended	Percent
Hoike	9	41%
Performance (Musical etc.)	8	36%
Sports event	12	55%
Service Learning Activity	7	32%
Community Event	3	14%

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.

**E. Staff and others involved in the program:**

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.

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

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.

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. At Likelike there was one administrator and five school-day teachers.

Partners. 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. Partners at Likelike include Savers that provides free costumes for children that can't afford them for Halloween activities. American Savings Bank provides information on student savings accounts and free bags. Students were told about how to save money and parents were given the opportunity to open a student savings account. The Hawaii Police Department a free Keiki ID to parents and students were told about stranger danger and cyber safety. McDonalds gave free food certificates to students that attended the community fair. Queen Liliuokalani Children's Center donated 2 large aquaponics systems and 2 large indoor hydroponics systems to support the STEAM lab. Hawaii Five-O built an outdoor STEAM lab, provided many gardening materials for school garden, provided Christmas gifts for all students, also purchased cases of colored paper, paints, crayons, and other misc. art supplies.

**Evaluation Design and Results**

The purpose of the evaluation is to monitor progress towards meeting objectives, determine program satisfaction, elicit ideas for program improvement, determine outcomes and provide the



information needed for grant reporting. The data analysis provides 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 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 21st CCLC Quarterly Review
- December First semester attendance data collected including staffing, attendance, activities
- January 21st CCLC Quarterly Review of progress
- April 18 21st CCLC Quarterly Review of progress; parent and student surveys
- May 15 Annual Student Performance data collected; teacher survey administered; grade report
- July 10 21st CCLC Quarterly & Year-End Review
- August-November-complete APR data and evaluation report

Evaluation instruments include parent and student surveys, student enrollment form, and objective progress checklist. The teacher survey includes questions utilized for the annual performance report. The sites provided the grades for first and fourth quarter in reading and math for the grade report for regular attendees and ASAS provided data to evaluator. The teacher survey was completed online or paper by teachers and data compiled by evaluator. Parent and student surveys are administered by the sites and provided to the evaluator.

**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 collected included 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 Likelike, the Fall 2016-17 program was delayed but services were provided later in the year. Kaiulani only had a summer CCLC program as they had other funds to provide OST activities. ASAS has provided services at Central Middle from the beginning during the school year for three hours a day, five days a week.

**Results of youth and program outcomes:**

The following table provides the objective, outcome indicator and results by objective. Note that teacher survey results are only for students that attended for 30 days or more.

<b>Objective 1. Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.</b>		
<b>Outcome Indicator</b>	<b>Performance Measure</b>	<b>Results</b>
<b>1.1</b> Students participating in the program will show improvements on measures such as school attendance, classroom performance. (This applies to regular attendees that attended for 30 or more days.	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time <b>AND</b> classroom participation	66% of students at Central Middle School 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>	41% improved in attending class regularly
	1.1c Percentage of regular program participants with teacher-reported improvement in student classroom behavior	67.9% were reported as having improved in this area.

While some students improved in each of the areas, attending class regularly only 41% of the students had improvement. These are areas that could be monitored closely in the coming year.

<b>Objective 2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.</b>		<b>Results</b>
<b>2.1</b> 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, Likelike and Central all offered STEM and literacy instruction. In addition, homework help for academic courses was provided by all schools.
<b>2.2</b> 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 and Likelike provided enrichment & support in STEM activities Central Middle School provided tutoring, homework help, physical activity, entrepreneurship, and community service.
<b>2.3</b> Community involvement: 85% of centers establish and maintain partnerships in 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	Likelike has six partners. Kaiulani has a limited program and no partners at this time. Central Middle School has a partnership with ASAS and several other partners.
<b>2.4</b> 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. Likelike had events for family members including a community fair.
<b>2.5</b> 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 Likelike's program was 8 hours/week Central Middle offered a school year program that was 15 hours a week.

<b>Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.</b>		<b>Results</b>
<b>3.1</b> 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% eligible for free/reduced lunch Kaiulani: 89% eligible for free/reduced lunch Central Middle School 79% eligible for free/reduced lunch

Each of the schools have a large percent of students that come from high-poverty communities and 67% of the CCLC students were identified as students eligible for free/reduced lunch.

<b>Objective 4. Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.</b>		<b>Results by number of days attended</b>
<b>4.1</b> Participants in 21 <sup>st</sup> 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: 23% of those that needed to improve in reading did 60-89 days: 23.1% of those needing to improve in reading did 90+ days: 47.4%% of those that needed to improve in reading did
	Percentage of regular program participants with teacher-reported improvement in math	30-59 days: 26.3% of those needing to improve in math did 60-89 days: 58.3% of those needing to improve in math did 90+days: 50.9% of those needing to improve in math did.

Improvement in reading/language arts was highest for those that attended for 90 days or more (twice the percent of those attending fewer days). In mathematics, results were more than twice as much for those that attended 60 days or more than those attending for 30-59 days. This would seem to indicate that length of attendance is a factor in improving academic grades.

### **Participant Satisfaction**

Parent and student surveys were administered at Likelike and Central Middle School. ASAS used a form that asked some similar questions to the one used by Likelike. Each asked about satisfaction with the program and if the students felt safe at CCLC.

**Likelike CCLC Student Survey 2016-2017**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Slightly Agree</b>	<b>Disagree</b>
1. I feel safe at CCLC	12 (57%)	9 (43%)		
2. I am learning something new at CCLC	11 (55%)	8 (40%)	1 (5%)	
3. I like what I do at CCLC	11 (52%)	10 (48%)		
4. I'm getting good grades at school since coming to CCLC	5 (25%)	9 (45%)	3 (15%)	3 (15%)
5. I like the activities at CCLC	15 (71.4%)	6 (28.6%)		
6. I'm satisfied with the variety of activities at CCLC	9 (42.9%)	10 (47.6%)	2 (9.5%)	

7. What did you like best about 21<sup>st</sup> CCLC program?

- I love learning new things in the program.
- I like to do the activities.
- When I go to computer class.
- Reading books
- The thing I like best about CCLC is that we ate yummy food and it felt like a dessert.
- When we do art.
- I like when we ate pudding and oreo and cream
- Eating pudding
- What I like about CCLC is that we get to do fun stuff and we got dessert
- I like the best at CCLC is I like all the activities in there.
- I like best about the activities
- Doing 1 x 1 and completing my 1 x 1
- I like CCLC because I learned a lot by reading
- The best thing about CCLC is the fun activities. For example, I can cook at Miss Pat's.
- I like about CCLC is that you can finish your homework.
- The thing I like best about CCLC is when we do art like making a dog and a pig.
- Science
- I like best that in steam we got to build and test them out
- I liked the help and activities the best about CCLC
- The thing I like best in CCLC is that the teachers are really nice they teach me new things
- I like when we have time to do some of our homework. I also like the activities we get to play and how it/the activities connect to some of the work we do in class and what we learn in CCLC about reading and math.

8. What would you like to see changed/be different at CCLC?

- The thing that I would like to see be changed is or are that I watched the video that the Thursday group made but I also wanted to say that would be better if both the Tuesday and Thursday group came together on the last day to do the video/music video. I also would like to see our amount of CCLC time to be extended than usual so that the next class wouldn't have to be waiting till the first class can finally go or move to there next

destination because that's a quit distraction when they just pop their heads inside the classroom or talk loud/it disturbs us.

- I would like to change the time because it's fun in the classes and is sad to leave that exact classroom
- I would like to change it instead of taking CCLC on Tuesday and Thursday to take it on Monday and Wednesday.
- I would like to change CCLC so that there's more time to do homework. People helped me a little with It and it helped when people helped me on my homework
- One thing I want changed or be different at CCLC is doing art with partners. Another project that might be fun is science.
- We could do more projects in CCLC
- I would like to play legos at CCLC or build things
- I would like to see that they thing we learn is change. I would like to see the activities will be different.
- That I could do good there
- Going other classes
- If we do more work instead of activities
- Having pizza
- I like to see the library change in CCLC
- Do different thing like drawing and playing math game or reading game

### Central Middle School Student Survey Results

Question	Yes #	Yes %	No #	No %	No Answer
The staff knows me well	106	99%	0	0%	1
ASAS has helped my grades to improve	105	98%	2	2%	0
I feel safe at ASAS (physically and emotionally)	107	100%	0	0%	0
The staff listens to me and respects me	107	100%	0	0%	0
I would recommend ASAS to my friends	104	97%	3	3%	0

In general, all students feel safe at the CCLC program. At Central Middle 98% of students report that the program has helped their grades improve and at Likelike, 70% report they are getting good grades since coming to CCLC.

### Parent Survey

A parent survey was administered at Likelike and Central. The following charts provide the results of those surveys.

**Likelike Parent Survey:**

	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>
1. The 21 <sup>st</sup> CCLC is of great benefit to my child	1 (9%)		3 (2.7%)	7 (63.6%)
2. The CCLC staff communicates with me about my child's progress.	1(9%)	1(9%)	4 (3.6%)	4 (3.6%)
3. My child is safe at the CCLC	1(9%)		1(9%)	9 (81.8%)
4. My child learns more by participating in the CCLC	1(9%)		2 (18%)	8(72.7%)
5. My child is more interested in school as a result of CCLC participation.	1(9%)		4 (3.6%)	6 (54.5%)

**Central Middle School Parent Survey Results**

<b>Question: To what extent do you agree with the CCLC:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Don't Know</b>
Is a safe place for my child	22 (100%)	0	0
Keeps me well informed about after school activities	22 (100%)	0	0
Provides quality activities that meet my child's interests and talents, such as sports, dance, art, etc.	21 (95%)	0	1 (5%)
Invites me to hoike or other events	15 (68%)	2 (9%)	5 (23%)
Motivates my child to do better at school	22 (100%)	0	0
Has helped improve my child's general attitude about school	20 (91%)	1 (5%)	1 (5%)
Has helped improve my child's grades	22 (100%)	0	0
Staff are respectful and helpful	21 (95%)	0	1 (5%)
Staff care about my child	22 (100%)	0	0
Overall, I am very satisfied with ASAS in providing my child with a safe and supportive after-school experience	22 (100%)	0	0

All but one parent indicates they believe their child is safe at CCLC. There are generally very positive feelings about CCLC. The area that could be improved is in communication with parents but to keep them informed about their child's progress and to ensure they are invited to activities.

School Academic Performance.

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 Schoolwide Smarter Balanced Assessment-%Proficient**

<b>School</b>	<b>Subject</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Central Middle</b>	Math	17%	13%	25%
	English	23.3%	28%	14%
	Science	12.5%	11%	8%
<b>Kaiulani Elem.</b>	Math	17.7%	20%	25%
	English	22.4%	23.5%	23%
	Science	26.9%	16%	33%
<b>Likelike Elem.</b>	Math	44.2%	45%	44%
	English	40.8%	38.5%	50%
	Science	35.7%	46%	34%

In mathematics proficiency, results at Central and Kaiulani show an increase while Likelike dropped just one percent. In English, Likelike shows an increase of 11.5%, Kaiulani remained essentially the same and Central Middle School had an increase of 14%. Kaiulani had a significant increase in Science (from 16 to 33%) while Likelike and Central decreased.

**Conclusions**

Each of the schools provided CCLC programs. Kaiulani has other funding sources available for out of school time and is only using CCLC funds for summer programming. Central Middle School was the only school with students that attended for 30 days or more. Likelike and Central Middle School both have quite a few partners supporting CCLC. The greatest improvement in grades was for students that attended longer. Likelike and Central had parent participation in CCLC. Of the students that needed to improve their grades, there were greater gains in math than reading/ELA. Communicating with the students’ teachers about their grades periodically might help increase the percent that improve. Some of the needed data were not provided so would encourage periodic meetings with coordinators to review data collected.

Improvement in reading/language arts was highest for those that attended for 90 days or more (twice the percent of those attending fewer days). In mathematics, results were more than twice as much for those that attended 60 days or more than those attending for 30-59 days. This would seem to indicate that length of attendance is a factor in improving academic grades. It would make sense to work to have more students attend for as many days as possible.

Some accomplishments include the following:

- Each of the CCLC sites has a student population that includes more than 78% of students that are eligible for free/reduced lunch and more than 80% of the students served are considered disadvantaged.
- Central Middle School has 13 partners that are supporting CCLC services and Likelike has 4 partners.
- 69.7% of the students at Central Middle School CCLC attended for 30 days or more



- 66% of regular attendees were reported as having improved in classroom participation and completing homework
- The only site with students that attended for 30 days or more is Central Middle School
- In general, students feel safe at CCLC.
- Both parents and students feel positive about the benefit of CCLC
- Improvement in reading/language arts was highest for those that attended for 90 days or more (twice the percent of those attending fewer days).
- In mathematics, results were more than twice as much for those that attended 60 days or more than those attending for 30-59 days

### **Recommendations**

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

1. Continue to work on encouraging students to attend for 30 days or more.
2. Make sure that all demographic data are provided by the sites.
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. Continue to provide activities for family participation and encourage attendance.

Use of Results: 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.