

Hawai'i 21CCLC Evaluation Report Template – SY2018-19 Cohort 10

Overview

To assist subgrantees with meeting state evaluation requirements, for SY2018-19 the HDOE is has created a standardized template for evaluations of the 21CCLC programs. Cohort 10 subgrantees are required to complete this template with SY2018-19 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

Evaluation	Complete?
1. General Information	<input checked="" type="checkbox"/>
1.A. Exhibit 1: Basic Information Table	<input checked="" type="checkbox"/>
1.B. Exhibit 2: Center Information Table	<input checked="" type="checkbox"/>
2. Executive Summary	<input checked="" type="checkbox"/>
3. Program Description	<input checked="" type="checkbox"/>
3.A. Program Description	<input checked="" type="checkbox"/>
3.B.1 Goals	<input checked="" type="checkbox"/>
3.B.2 Objectives	<input checked="" type="checkbox"/>
3.C1. Attendance	<input checked="" type="checkbox"/>
Exhibit 3: Students Served Summer 2018	<input checked="" type="checkbox"/>
Exhibit 4: Students Served School Year 2018/19	<input checked="" type="checkbox"/>
Exhibit 5: Students Served Summer 2019	<input checked="" type="checkbox"/>
Exhibit 6: Students Served 2018/19 (Combined and Unduplicated)	<input checked="" type="checkbox"/>
Attendance Discussion	<input checked="" type="checkbox"/>
Exhibit 7: Characteristics of Students Served	<input checked="" type="checkbox"/>
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3.D. Programming	<input checked="" type="checkbox"/>
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3.D.3 Activities Summer 2019	<input checked="" type="checkbox"/>
3.E.1 Program Materials	<input checked="" type="checkbox"/>
3.E.2 Resources	<input checked="" type="checkbox"/>
3.F. Staff and Others Involved in the Program	<input checked="" type="checkbox"/>
Exhibit 9: Number of Staff by Position	<input checked="" type="checkbox"/>
Exhibit 10: Average Hours per Week by Position	<input checked="" type="checkbox"/>
Exhibit 11: Partners	<input checked="" type="checkbox"/>
Partnership Description	<input checked="" type="checkbox"/>
3.H. Parent/Family Involvement	<input checked="" type="checkbox"/>
Evaluation	<input checked="" type="checkbox"/>
4.A.1. Evaluation Design Overview	<input checked="" type="checkbox"/>
4.A.2. Implementation Evaluation	<input checked="" type="checkbox"/>
4.A.3. Outcomes Evaluation	<input checked="" type="checkbox"/>
4.B.1. Implementation of Evaluation Results	<input checked="" type="checkbox"/>
Exhibit 12: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation	<input checked="" type="checkbox"/>
Exhibit 13: Performance on KPI Objective 1 – Student Classroom Behavior	<input checked="" type="checkbox"/>
KPI Objective 1 Discussion	<input checked="" type="checkbox"/>
Exhibit 14: Performance on KPI Objective 2 – Core Educational Services	<input checked="" type="checkbox"/>
Core Educational Services	<input checked="" type="checkbox"/>
Exhibit 15: Performance on KPI Objective 2 – Enrichment Activities	<input checked="" type="checkbox"/>

4.B.3. Key Performance Indicators – Objective 2	✓
Exhibit 16: Performance on KPI Objective 2 – Services to Parents and Family Members	✓
Parent/Family Services	✓
Exhibit 17: Performance on KPI Objective 2 – Hours per Week	✓
Exhibit 18: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts	✓
Exhibit 19: Performance on KPI Objective 4 – Academic Improvement in Math	✓
KPI Objective 4 Discussion	✓
4.B.5. Achievement of Program-Specific Objectives	✓
Exhibit 20: Progress on Program-Specific Objectives	✓
Achievement of Program-Specific Objectives Discussion	✓
4.C.1. Success Stories	✓
4.C.2 Best Practices	✓
4.C.3 Student, Teacher, Parent, Staff, or Community Input	✓
4.C.4 Pictures	✓
Sustainability Plan	✓
5.A. Original Sustainability Plan	✓
5.B. Updated Sustainability Plan	✓
Conclusions and Recommendations	✓
6.A. Conclusions	✓
6.B. Recommendations	✓
6.C. Evaluation Dissemination	✓

1. General Information

Please retain the pre-set formatting of 10 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

**Exhibit 1: Basic
Information Table**

Required Information	Enter Information
Date Evaluation Report Submitted	8/31/2019
Grantee Name	Molokai LIVE
Program Director Name	Lyn Bonk
Program Director Email	lynbonk@gmail.com
Evaluator Name	Laura Peterson
Evaluator Email	laurarenrich@gmail.com
Year of Grant	Year 4

**Exhibit 2: Center
Information Table**

Center	Name of Center		Grade Levels Served
Center 1	Molokai High School		7,8,9,10,11,12
Center 2	Molokai Middle School		7,8
Center 3	Aka'ula School		5,6,7,8,9,10,11,12

2. Executive Summary

This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and recommendations. Although the executive summary is placed first, it is typically the section that you write last.

Include a brief summary (no more than 2 pages, 12 pt.) of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

In its fifth year, Molokai LIVE continued deliveries at its designated sites of Molokai High School (MHS), Molokai Middle School (MMS), and Aka'ula School (AS) to **391 students, (81% Native Hawaiian or part Native Hawaiian)**.

This year, Molokai LIVE maintained the following four goals:

- 1) To *support the education provided by the schools* in meeting and further supporting student academic development.
- 2) To *develop student interest and aspirations* through enriched learning and college and career readiness.
- 3) To *partner with parents, community, and educators* to expand student learning opportunities and support.
- 4) To *prepare students for post high school graduation success* in entering college and career opportunities.

Molokai LIVE offered **Summer, Fall, Winter, and Spring Intersession** opportunities to remediate, enrich, and support students doing credit recovery, or getting ahead for the upcoming school quarter. Although the program experienced fiscal challenges which decreased the scope of services during this last year of operation and was reduced to essential services only, the Intersessions continued to the benefit of students, schools, parents, and community.

In addition to **35 partnerships**, Molokai LIVE continued to build and strengthen successful collaboration between MHS, MMD and AS, which was very limited prior to the program. An example of this is the **twice-annual Family Fair**, where students competed to go to state-level talent competitions, there were on and off-island performances, clubs fundraised, families participated in interactive activities and learned about programs, and students shared accomplishments.

The annual evaluation results are as follows:

- Program activities were **interesting and valuable to students, teachers, administrators, and community partners**.
- 34% of the students demonstrated improvement in language arts**, a 14% increase from last school year.
- 57% of the students demonstrated improvement in math**, a 38% increase from last school year.
- Molokai LIVE offered **high-quality, useful, and engaging services to parents and other family members**.
- 89% of the regular attendees showed improvement in Turning in Homework and Classroom Participation**, an 18% increase from last school year.
- 86% of the students improved in Classroom Behavior**, a 45% increase from last school year.
- 57% of Molokai LIVE's offerings were STEM-related or embedded**.
- Molokai LIVE hosted **13 student trips to Oahu and 10 college/career place-based learning opportunities** on Molokai, with two to the remote Kalaupapa; despite funding difficulties mitigating geographic and economic barriers.
- There was an **emphasis on Social Emotional Learning, Student Voice, Na Hopena A'o, and Cultural Awareness** embedded activities and programming for students and families.

Molokai LIVE played an *important part of the support that schools offered to students and families*. Although the new 21CCLC grant is offering homework help and a safe, nurturing environment, it is not able to offer some of the critical services that LIVE offered, including Fall, Winter, Spring, and Summer Intersessions for credit recovery, remediation, and enrichment. This means that there are no such opportunities available on-island. The schools, faced with shrinking enrollment, are also underfunded and cannot carry on this much needed service.

In the final year of program, Molokai LIVE *continued to model and share strategies for creating, maintaining, and utilizing partnerships, event planning, and the development of leadership qualities in students* with all of the schools. Some of the successful models that have continued are the Youth Summit model, the Student Voice groups, and increased collaboration between schools as well as between schools and the community. Many student lives have been impacted in a lasting and positive way from Learning, Investing Vigorously Everyday.

"I will always appreciate all the programs that (LIVE has) provided. It really helps to broaden the students experiences and get a better understanding of themselves what and who they want to be. Mahalo." – from a parent

3. Program Description

3.A Program Description

Provide a brief description of the program, including the following bullet points:

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 3, Year 4, Year 5, etc.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

In its fifth year, Molokai LIVE continued deliveries at its designated sites of Molokai High School (MHS), Molokai Middle School (MMS), and Aka'ula School (AS) in a collaborative effort to support the schools' academic and student focuses. MHS and MMS are the only public schools responsible for secondary education on Molokai. AS, a private school, serves students in the 5th - 12th grade. Molokai LIVE is based in the library shared by MHS and MMS while having specific programs at all sites.

3.B Program Goals and Objectives

All Hawai'i 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see [Section 4B: Evaluation Results](#). In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward each objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1 Goals

What are the overall goals of your particular program? Please number each major goal. See example in grey. It is not necessary to have five goals, but space is provided in case you do.

1	To support the education provided by the schools in meeting and further supporting student academic development.
2	To develop student interest and aspirations through enriched learning and college and career readiness.
3	To partner with parents, community, and educators to expand student learning opportunities and support.
4	To prepare students for post high school graduation success in entering college and career opportunities.

3.B.2 Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See examples in grey below. Enter all that apply.

Goal	Objective	Measure
1	1.1 Sustain: 50% or more of Molokai LIVE's offerings (not including Homework Help, but including Summer School and Intersessions all of which embed STEM) will be STEM-related, in support of the school goals of increasing student proficiency in science (MHS and MMS both had 16% proficiency in 2018).	Activities APR data
	1.2 Build: Molokai LIVE will work with the schools to have a sustainability plan in place to recover credit during Summer and Fall, Winter, and Spring intersessions by the end of the 18-19 SY	Participation APR data, credit documentation
	1.3 Increase: At least 60% of the regular attendees will improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys.	Teacher surveys
2	2.1 Objective not met, so stayed the same: 50% or more of the total student grades 7-12 population will attend a Career Fair with a wide variety of vocational post-high school options that complement the high school's annual college-focused Future Fest.	Career Fair attendance, flyer
	2.2 Sustain: Molokai LIVE will sustain off-island experiential, educational career and college visit opportunities, or support existing opportunities for students in grades 7-12, mitigating geographic and economic barriers through resources, support, partnership, and outreach.	Molokai LIVE travel data, AS, MHS and MMS school travel data or 21st CCLC evaluation report
	2.3 Decrease role in a move towards sustainability: Molokai LIVE will partner on a community Youth Summit to identify and honor what is special about the community and gain exposure on what is needed to preserve and care for what the island values.	Youth Summit article for the Dispatch, attendance count
3	3.1 Sustain/Increase: Molokai LIVE will expand family participation, as evidenced by sustaining the number of family events, and a 25% increase in the number of shared (between schools) family events.	Molokai LIVE attendance data, event descriptions, AS, MHS and MMS school attendance data or 21st CCLC evaluation report
	3.2 Sustain/Increase: Molokai LIVE will utilize community resources, as evidenced by sustaining the number of events utilizing community resources, and a 25% increase in the number of shared (between schools) events utilizing community resources.	Molokai LIVE attendance data, event descriptions, AS, MHS and MMS school attendance data or 21st CCLC evaluation report
	3.3 Sustain: Family Engagement activities will partner with community resources to offer high quality sharing and learning activities on a weekly basis in order to encourage family participation	Program attendance

4	4.1 Build: Molokai LIVE will work with the schools to have a sustainability plan in place to continue Molokai LIVE after school programming that provides safe physical space, tutors, books, online access, and hardware such as computers in support of preparing students for post high school graduation success.	Program attendance
	4.2 Sustain: 75% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year.	Report cards of regular attendees
	4.3 Increase: Molokai LIVE will provide a 25% increase in Social Emotional Learning, Student Voice, Na Hopena A'o, and Cultural Awareness embedded activities programming for students and families from last school year.	Event logs, Activity APR data

3.C Participants Involved in the Program

3.C.1 Attendance

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment Total	Grade Levels
Molokai High School	133	7-12
Molokai Middle School	n/a	Grade Levels Served
Aka'ula School	n/a	Grade Levels Served
subgrantee total	133	

Exhibit 4: Students Served in School Year 2018-19 (fall and spring)

Center	2018-19 Enrollment Total	2018-19 Enrollment Regular	Grade Levels
Molokai High School	225	31	9-12
Molokai Middle School	119	13	7-8
Aka'ula School	28	20	5-12
subgrantee total	372	64	

* Regular attendees are those who have attended the program for 30 or more days.

Exhibit 5: Students Served in Summer 2019 (ending June 30, 2019)

Center	Summer 2019 Enrollment Total	Grade Levels
Molokai High School	n/a	Grade Levels Served
Molokai Middle School	n/a	Grade Levels Served
Aka'ula School	n/a	Grade Levels Served
subgrantee total	0	

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)

Center	2018-19 Enrollment Total	2018-19 Enrollment Regular	Grade Levels
Molokai High School	243	31	7-12
Molokai Middle School	120	13	7-8
Aka'ula School	28	20	5-12
subgrantee total	391	64	

* Regular attendees are those who have attended the program for 30 or more days.

Attendance Discussion

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged attendance?

Aka'ula School (AS) Site – AS site had an astounding 90% participation rate of AS students in the afterschool tutoring program consisting of a site coordinator and taught by the Principal who is a lead teacher within the school. The first year of the grant had concentrated efforts on attracting AS students to the main MHS site, with little success. In developing AS as a separate site and employing AS's lead teacher to address student needs, AS was able to offer targeted extra assistance to all students past the regular school day. As a result, 100% of the regular attendees improved in both Homework Completion and Classroom Participation and Behavior according to teacher surveys.

Molokai High School (MHS) Site – The MHS site was the main Molokai LIVE site, and the site that included the largest activity of Homework Help, extended Family Learning Time, and Intersession and Summer programming. The MHS site services 225 students and was located utilizing the shared facilities (for MHS and MMS) of the library, the gym and the cafeteria. Many of the MHS regular attendees of Homework Help matriculated throughout Molokai LIVE programming. At this site, 81% of the regular attendees improved in Homework Completion and Classroom Participation and Behavior according to teacher surveys, almost double last year's percentage. One of the challenges with attendance at the MHS Site was the school daytime staff's under-utilization of a critical resource (being able to recover credit, improve grades or extend learning during Summer and Fall, Winter, and Spring intersessions). Staff was critical in the identification and academic preparation for recovery participants.

Molokai Middle School (MMS) Site – The MMS site-based classes included 32% of Molokai LIVE's participants. LIVE collaborated with UPLINK to provide additional academic and enrichment support. LIVE provided the Athletic Study Halls that were scheduled during sports season, CCR classes and STEM project-based learning classes with field trips to expand the support of MMS students.

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

Exhibit 7: Characteristics of Students Served (18/19 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Molokai High School	94	42	29	13	1	1	111	50	114	51
Molokai Middle School	65	55	20	17	1	1	64	54	55	47
Aka'ula School	n/a	n/a	n/a	n/a	n/a	n/a	15	54	13	46
Subgrantee Total	159		49		2		190		182	

Exhibit 8: Race/Ethnicity of Students Served (18/19 combined and unduplicated)

Center	AI/AN		Asian		NH/PI		Black		Latino		White		2+	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Molokai High School	1	1	25	12	181	81	0	0	2	1	5	3	11	5
Molokai Middle School	0	0	10	9	100	85	0	0	2	2	2	2	5	5
Aka'ula School	0	0	1	4	21	75	0	0	0	0	3	11	2	7
Subgrantee Total	1		36		302		0		4		10		18	

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races. Note: These data should match data reported in Exhibit 6.

3.D Programming

Describe activities offered during summer 2018.

Molokai LIVE offered summer programming to the island's middle and high school students, preparing students to be college and career ready by sparking intellectual curiosity, improving scholastic results, and sharpening leadership potential.

Summer 2018 provided academic and enrichment classes to 133 participants in grades 7-12 (the majority of students in the important transition years of 7th and 9th grade). After a morning group meeting and oli, the students had schedule choices. Academic skill building classes included math skills, reading comprehension, creative writing, environmental science, typing, STEM: coding & tinkering, and advanced college & career. Enrichment classes included sewing & crafts, leadership, art, cooking, ukulele & singing, and fitness & sports. All classes lasted just over an hour and had groups of 11-20 students. Free breakfast and lunch, and MEO Youth Transportation to and from Kaunakakai was provided, as well as program provided transportation for Hoolehua, Kalae, and Kualapuu students. A requirement for student participation was parent attendance to a Parent Workshop on "Supporting Student Success" and student/parent attendance to the Summer Family Night showcasing student learning. There was also a Natural Resources Camp exclusively for middle school students. Summer 2018 also included partnerships with Kamehameha Schools, Kumu Farms, Maui Economic Opportunity, MHS Athletics, National Park Service, Papahana Kuaola, Lelekamanu Project, Nature Conservancy, Barking Deer Farm, and Keawanui Fishpond.

Molokai LIVE offered Fall (31 participants; 6 MHS, 25 MMS), Winter (21 participants; 7 MHS, 14 MMS), and Spring (17 participants; 7 MHS, 10 MMS) Intersession opportunities to remediate, enrich, and support students doing credit recovery, making-up D or F grades for teachers, or getting ahead for the upcoming school quarter.

Both Summer and Intersession programs would not have happened otherwise. The opportunity for students to accrue credits or "recover" credits did not exist except for via individual students doing correspondence courses, with very little support from the school. The intersession opportunity that Molokai LIVE had approved with MHS and MMS was the first of its kind for both schools, and a much-needed service for struggling students.

Describe activities offered during summer 2019.

None Offered.

3.E Characteristics of Program Materials and Resources

3.E.1 Program Materials

What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

One of the program materials used to support students was the Achieve 3000 reading program. Also, for academic support: computers, copy machine, 3D Printer, printer, Go Pro, die cuts, markers, construction paper, display boards for student projects (Science Fair, National History Day, etc.), family engagement events and staff training: audio system, digital media equipment, projectors, and display boards.

3.E.2 Resources

What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

Molokai LIVE was funded solely by the 21st CCLC grant and relied on the use of the school facilities and resources for its program operations and deliveries. Molokai High School and Molokai Middle School provided the program with office space and the use of the library and its resources, classrooms, cafeteria, weight room, gym, outdoor courts and athletic fields. School administration, counseling, faculty, custodial, and support staff provided assistance and support as needed. The success of Molokai LIVE was largely due to the collaboration MHS, MMS, Aka'ula and the community partners.

Program funds were used primarily for personnel, equipment, supplies, and off island travel for student experience and exposure. Expenditure of funds aligned with the program goals and objectives and complied with both the DOE and 21st CCLC fiscal spending requirements.

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

Molokai LIVE employees for SY 18-19 consisted of a Project Director, an Evaluator, a Program/Account Clerk, 2 Site Coordinators, an Outreach Counselor, Study Hall instructors, and Class Instructors.

Exhibit 9. Number of Staff by Position (18/19 combined and unduplicated)

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Molokai High School	1	#	#	1	4	1	#	1	1	1	4	1	#	#	#	#	#	#
Molokai Middle School	#	#	#	#	1	#	#	#	#	#	#	#	#	#	#	#	#	#
Aka'ula School	#	#	#	#	#	#	#	#	#	3	1	#	#	#	#	#	#	#
Subgrantee Total	1	0	0	1	5	1	0	1	1	4	5	1	0	0	0	0	0	0

Exhibit 10. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non Teaching School Staff	Sub-contracted Staff	Other
Molokai High School	17	0	17	0	17	11	0	0	0
Molokai Middle School	0	0	17	0	0	0	0	0	0
Aka'ula School	0	0	0	0	0	11	0	0	0
Subgrantee Total	17	0	34	0	17	22	0	0	0

3.G. Partnerships

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below (note: partners do not include schools/centers).

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Number of Paid Partners	Number of Unpaid Partners
Provide evaluation services		
Raise funds	1	
Provide programming/activity related services	33	
Provide goods	1	
Provide volunteer staffing		
Provide Paid Staffing		
Other		
Subgrantee Total	35	0

Partnership Description

Provide a brief description of successes with partnerships.

There were 35 total partners for SY 2018-19. In addition to the large number of partnerships, Molokai LIVE continued to build and strengthen successful collaboration between the MHS, MMD and AS, which was very limited prior to the program. The Family Fair was a Molokai LIVE trademark event and a consistent example of Molokai LIVE and the schools working together to support students, parents and community.

Additionally, to inspire and stimulate student interest in increased learning, Molokai LIVE continued the series of after school Friday field trips dubbed "Science Fridays." Partners included: Aina Pulaoula, Barking Deer Farm, Kalaupapa - US National Park Service, Keawanui Molokai, Maui Electric Company, Nui A Hina Project, Papahana Kuaola-Lelekamanu, Plant Extinction Prevention Program, and Seeds of Love.

Provide a brief description of challenges with partnerships.

The number of partners decreased somewhat this year, in part because of fiscal challenges which decreased the scope of services somewhat. From December 2018 through April 2019 financial uncertainty was reported to the governing body, the Student Community Council. In February, funds were finally restored after the monitoring visit. Whereas last school year we had a successful Wellness Tuesdays and Family Learning Thursdays packed with community partners, this school year all available personnel focused on direct services to students and the bare bones of keeping the program running. Increased clear communication between the state-level grantee and individual program grantees would assist in preventing hiccups to services in the future.

Schools and teachers still needed to be encouraged and reminded to participate more actively for the benefit of the families and students. This was challenging, as they were already busy within their schools and classrooms and shared events require more effort and time. Molokai LIVE played an important part in the supports that schools offered to parents (transition to high school, remediation, enrichment, afterschool help, intersession programming, club support, project family nights, and credit recovery options). The more these supports were utilized by schools, teachers, and families, the better the outcome was for students.

3.H. Parent/Family Involvement

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

Molokai LIVE offered several events in the 2018-19 SY that supported parents and families, starting with the summer program "Supporting Student Success" and student/parent attendance to the Summer Family Night. Then there were two parent orientations, one for parents and students starting middle school, and one for parents and students starting high school. The program also took part in other events that included parents to offer support services, such as athletic parent night, senior parent/student meeting, the dual credit orientation for students and parents, and high school parent conferences (twice). As mentioned above, the Family Fair became a trademark venue for Molokai LIVE, a twice-a-year opportunity to showcase student learning. The extended Family Learning Time hours of the school library were also a staple that the community utilized as a gathering space for parent meetings.

4. Evaluation

4.A. Evaluation Plan

4.A.1. Evaluation Design Overview

Provide a one-paragraph brief overview of the evaluation design.

The program evaluation was designed to determine the impact of the 21st CCLC program on student success, as measured by the state-required element of teacher surveys and additional measures such as student grades. A formative evaluation cycle ensured progress towards meeting objectives and to determine progress toward the program goals.

Evaluation was conducted to assure quality, effectiveness, and inclusiveness of the program. This annual evaluation encompasses the fourth year of program.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

Sample Implementation Questions:

- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?
- What challenges have been faced in implementing the program, and how are those challenges being addressed?
- Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
- What are the plans to ensure effective program implementation next year?

What implementation questions are being answered?	<input type="checkbox"/> Whether the grant was being implemented as planned in the grant application <input type="checkbox"/> Challenges implementing the program <input type="checkbox"/> Updates on community-based partnerships <input type="checkbox"/> Whether program activities were interesting and valuable to students, teachers, administrators, and community partners <input type="checkbox"/> Securing data and refining data collection systems
What data collection methods are being used (e.g. interviews, observations)?	Shared attendance, event, meeting, and personnel documents, interviews with project director and site coordinators, student, teacher, and parent evaluations, flyers and other public outreach.
What is the timing of data collection?	Monthly as well as at the end of Summer, Semester 1, and Semester 2.

Click here to type or paste any additional program implementation information.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

Sample Outcomes Questions:

- To what extent do students who participate in the program show improvements in behavior?
- To what extent do students who participate in the programs show academic gains?
- To what extent has the program achieved its objectives?
- What factors have affected program success?

What outcomes questions are being answered?	The eight program outcome indicators are as follows: From Objective 1, Student Benefits, the students will: 1Show improvements in school attendance and classroom performance. From Objective 2, Range of Services, the program will: 2Offer high-quality services in at least one core academic area. 3Offer enrichment and support activities. 4Establish and maintain partnerships. 5Offer services to family members of students enrolled in the program. 6Offer services both during the school year and when school is not in session. From Objective 3, Greatest Need, the program will be: 7Located in a high-need community. From Objective 4, Academic Improvement, the students will: 8Demonstrate academic improvement.
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For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	Shared attendance, event, meeting, and personnel documents, interviews with project manager and site coordinators, student, teacher, and parent evaluations, flyers and other public outreach.
What is the timing of data collection?	Monthly as well as at the end of Summer, Semester 1, and Semester 2.

[Click here to type or paste any additional program outcomes information.](#)

4.B. Evaluation Results

4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to Section 4.A.2 above.

The grant evaluation team met monthly to discuss:

- ☐ Whether the grant was being implemented as planned in the grant application
- ☐ Challenges implementing the program
- ☐ Updates on community-based partnerships
- ☐ Securing data and refining data collection systems

And,

- ☐ Whether program activities were interesting and valuable to students, teachers, administrators, and community partners

The focus of the implementation evaluation results targets the final bullet.

When asked whether the summer program helped their child build and practice their academic skills, 94-100% of parents/guardians selected agree or better. This included: Taking responsibility for their own learning, understanding that people must work together, practicing and demonstrating critical thinking and problem solving, recognizing and producing quality performance and products, improving in communication and becoming more effective, and using a variety of technologies effectively and ethically. The 94-100% also applied to the specific subjects of reading/writing, math, science/STEM, and college readiness.

Student comment regarding the summer program:
 "I didn't even know CCR was a thing and now I feel prepared for college."

Student comment regarding the College and Career Readiness class:
 "CCR I learned how to reach about my college & how it is important to have time management."

Teacher comment regarding the intersessions:
 "Molokai LIVE provides valuable opportunities for students to recover credit and sometimes accrue credit that the school does not offer. There is no place in our community to get this kind of targeted assistance for students that are struggling to make up credits and graduate from middle school and then high school."

Parent comment regarding Homework Help:
 "I will always appreciate all the programs that the LIVE had provided. It really helps to broaden the students experiences and get a better understanding of themselves what and who they want to be. Mahalo."

Community Partner comment regarding partnership with Molokai Live:
 On multiple occasions this last school year, Karen Weiss brought a group of middle school students to our farm and we would be able to spend about 3-4 hours doing a variety of activities such as: planting taro and other plants, weeding gardens, tending to animals and their spaces, and always we had a harvest/cooking portion. I truly believe these outings left such great impressions on the youth. Allowing the students to have these diverse interactions, creates opportunities for new skill development, self-sufficiency, mentorship from numerous community leaders, but most importantly creates excitement for further learning and education. This is truly a priceless program that can continue to change the lives of these Molokai youth.

Administrator comment regarding the LIVE program:
 "Molokai LIVE provided a myriad of academic and enrichment activities that enhanced the learning opportunities for students at Molokai High. From learning STEM through robotics, to student advocacy to remediation for at-risk students. Molokai LIVE helped provide opportunities and resources to help our students be at-promise."

In summary, according to students, teachers, administrators, and community partners, Molokai LIVE provided high quality, engaging programming in support of the overall goals of the program:

1. To support the education provided by the schools in meeting and further supporting student academic development (see teacher comment regarding intersessions)
2. To develop student interest and aspirations through enriched learning and college and career readiness (see community partner and administrator comments).
3. To partner with parents, community, and educators to expand student learning opportunities and support (see parent summer school comments).
4. To prepare students for post high school graduation success in entering college and career opportunities (see student comments regarding summer school).

4.B.2 Key Performance Indicators (KPIs) – Objective 1

Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

Exhibit 12: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.

Center	Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)
Molokai High School	81%
Molokai Middle School	87%
Aka'ula School	100%

Exhibit 13: Performance on KPI Objective 1 – Student Classroom Behavior

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior
Molokai High School	77%
Molokai Middle School	80%
Aka'ula School	100%

KPI Objective 1 Discussion

Please describe particular successes related to Objective 1. What data/evidence are these success and challenges based on?

Teachers reported improvement of regular program participants on teacher surveys administered in April 2019. The survey was administered to the school-day language arts teachers. Under the category of turning in homework and classroom participation, AS had an impressive 100% (an improvement over last year's 86%), MMS reported that 87% of the students had improved since the beginning of the school year (no regular attendees to compare to last year) and MHS reported that 81% of the students had improved since the beginning of the school year (an improvement over last year's 54%). This averages to 89%, a 19% improvement over last year's 70%. In comparison, the 16-17 School Year, "an average of 65% of Molokai LIVE regular attendees improved in homework completion and classroom participation measures," so the numbers have consistently increased at all sites.

Under the category of classroom behavior, AS had an impressive 100% (an improvement over last year's 43%), MMS reported that 80% of the students had improved since the beginning of the school year (no regular attendees to compare to last year) and MHS reported that 77% of the students had improved since the beginning of the school year (an improvement over last year's 39%). This averages to 86%, a 45% improvement over last year's 41%. In comparison, the 16-17 School Year, "an average of 35% of Molokai LIVE regular attendees improved in classroom behavior," so the numbers have consistently increased at all sites.

Marked double-digit improvements by 19% and 45%, consecutively, demonstrate that Molokai LIVE continued to increase impact on student success in its final year of the program, and it showed in the classroom. It also means that Molokai LIVE has met objective one, that participants have demonstrated educational and social benefits and exhibited positive behavioral changes.

Please describe particular challenges related to Objective 1. What data/evidence are these success and challenges based on?

A challenge associated with Objective 1 is that the classroom behavior, although improved, was still lower than classroom participation and homework completion. For this reason, in support of goal four; "To prepare students for post high school graduation success in entering college and career opportunities," the recommendation of; "Afterschool programs will continue to incorporate Na Hopena A'o and Social Emotional Learning embedded activities programming for students and families," is well founded, as there is a demonstrated need for culturally-based design and SEL programming.

4.B.3 Key Performance Indicators – Objective 2

Objective 2: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

Exhibit 14: Performance on KPI Objective 2 – Core Educational Services

Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Molokai High School	Y	Y	Y	Specify other services.
Molokai Middle School	Y	Y	Y	Specify other services.
Aka'ula School	Y	Y	Y	Specify other services.

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

All programs offered by Molokai LIVE are high quality, as evidenced by:

- Utilizing best practice teaching strategies such as hands-on learning experiences, place-based educational experiences, relationship with students, and incorporation of technology.
- Assisting with classroom work that is standards-driven and many times project-based.
- Incorporating and/or supporting progress on evidence-based computer programs.

Exhibit 15: Performance on KPI Objective 2 – Enrichment Activities

Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)

Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Molokai High School	N	Y	N	N	Y	CCR, Entrepreneurship
Molokai Middle School	N	N	N	N	Y	Mentoring, STEM
Aka'ula School	N	N	N	N	Y	STEM

Exhibit 16: Performance on KPI Objective 2 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.

Center	Number of parents/ family members participating	Description of services to parents and other family members.
Molokai High School	10	Extended hours for family use of facility and group planning meetings that involve student families.
Molokai Middle School	0	Click here to type or paste description of family services.
Aka'ula School	0	Click here to type or paste description of family services.

Parent/Family Services Discussion

Provide a brief description of successes in providing services to parents and other family members.

<p>The majority of sign-ins were during ongoing Family Learning Time, with parents that would sign in on a regular basis.</p> <p>Not included with the family participation numbers (due to one-time events) yet equally, if not more successful, was participation during</p> <ul style="list-style-type: none"> • Summer Program (family portion - 58 parents) • 7th Grade Parent Orientation • 9th Grade Parent Orientation • 'Ohana Nights • Family Fairs (Fall 157 attendees, and Spring 105 students, parents, and community members) <p>The combination of reported and non-reported family participation activities and participation numbers demonstrate how Molokai LIVE achieved both objective 2.1, 2.2, and 2.3. Molokai LIVE offered high quality services in core academic areas, enrichment and support activities, and services to parents and other family members of students enrolled in the program.</p>
--

Provide a brief description of challenges in providing services to parents and other family members.

<p>Challenges in providing services to parents and other family members:</p> <p>Despite the success experienced with our deliveries where student work, presentations, and performances are occurring, this year Molokai LIVE held fewer opportunities for parents and other family members due to unforeseen fiscal challenges that forced the program to operate "bare bones" and only deliver services to students. The critical transition nights remained intact, as well as the signature event, the twice-annual Family Fair.</p> <p>Other challenges learned from previous years have been transportation for some families, needing to connect with students during the school day in order to get their commitment to come after school, working parents, the high number of grandparents that are guardians, the high number of homes in remote areas, single parents, and the fact that middle school and high school age students often have diminishing parent presence involved with school activities.</p>
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Exhibit 17: Performance on KPI Objective 2 – Hours per Week

Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.

Center	Number of hours per week services offered during the school year	Number of hours per week services offered during summer and holidays
Molokai High School	21	31
Molokai Middle School	10.5	0
Aka'ula School	8	0

[Key Performance Indicators (KPIs) – Objective 3

Objective 3 - 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities. (Not included here - Communities are already described in Section 3.A above.)]

4.B.4 Key Performance Indicators (KPIs) – Objective 4

Objective 4: Regular participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

Exhibit 18: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring.	Primary Source of Data on Improvement		
		Grades/ Course marks?	Assessment/ Test Scores?	Teacher Surveys
Molokai High School	47%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Molokai Middle School	86%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aka'ula School	38%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exhibit 19: Performance on KPI Objective 4 – Academic Improvement in Math

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math				
Center	Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring.	Primary Source of Data on Improvement		
		Grades/ Course marks?	Assessment/ Test Scores?	Teacher Surveys
Molokai High School	50%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Molokai Middle School	36%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aka'ula School	17%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KPI Objective 4 Discussion

Please describe particular successes or challenges related to KPI Objective 4.

Report cards for School Year 2017-18 of regular attendees were utilized to compare quarter 1 and quarter 4 grades in language arts. At MHS, 50% of the regular attendees needing improvement demonstrated it. At MMS, 36% of the regular attendees needing improvement demonstrated it. At AS, 17% of the regular attendees needing improvement demonstrated it. This averages to 34% of the students demonstrating improvement in language arts grades, compared to an average of 20% last school year, and 31% the 16-17 SY. The numbers are a 14% improvement over last year.

Report cards for School Year 2017-18 of regular attendees were also utilized to compare quarter 1 and quarter 4 grades in math. At MHS, 47% of the regular attendees needing improvement demonstrated it. At MMS, 86% of the regular attendees needing improvement demonstrated it. At AS, 38% of the regular attendees needing improvement demonstrated it. This averages to 57% of the students demonstrating improvement in math grades, compared to 19% last school year, and 12% the 16-17 SY. In math, the numbers have consistently increased at all sites, and there was a 38% improvement over last year.

A 14% improvement in language arts grades and a 38% improvement in math grades over last school year, demonstrate that Molokai LIVE continues to increase impact on student success, and it shows in student achievement measures. It also demonstrates that Molokai LIVE has met objective four, that participants will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

The challenge, is that, at an average of 45%, only almost half of the regular attendees are demonstrating academic improvement, and it is desirable that the percentage would be higher. With the end of Molokai LIVE and fewer rather than greater supports planned for the 19-20 SY, maintaining this upward trend is a bleak proposition, and the onus falls on the schools to revamp and reconfigure their interventions.

4.B.5 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

- Objective** - State the specific measurable objective
- Measure** – state the type of data collected to measure this objective
- Results** - Summarize evaluation findings related to this objective
- Met/Not met** – for each objective specify one of the following:
 - Met
 - No Progress
 - Not Met
 - Unable to measure
 - Progress

Copy objectives and measures from the table in section 3.B.2 into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 20: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
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1.1 Sustain: 50% or more of Molokai LIVE's offerings (not including Homework Help, but including Summer School and Intersessions all of which embed STEM) will be STEM-related, in support of the school goals of increasing student proficiency in science (MHS and MMS both had 16% proficiency in 2018).	Activities APR data	Met: 57% of Molokai LIVE's offerings were STEM-related SY 18-19.	Met
1.2 Build: Molokai LIVE will work with the schools to have a sustainability plan in place to recover credit during Summer and Fall, Winter, and Spring intersessions by the end of the 18-19 SY	Participation APR data, credit documentation	Progress: With the assistance of Alu Like and the new 21CCLC grant, there will be a credit recovery program during Summer SY 18-19. No definite plan as of yet for Fall, Winter, and Spring Intersessions.	Not Met
1.3 Increase: At least 60% of the regular attendees will improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys.	Teacher surveys	The three sites averaged to an 89% improvement.	Met
2.1 Objective not met, so stayed the same: 50% or more of the total student grades 7-12 population will attend a Career Fair with a wide variety of vocational post-high school options that complement the high school's annual college-focused Future Fest.	Career Fair attendance, flyer	Not Met: Molokai LIVE did not play an active part in the school Career Fair SY 18-19 due to funding inconsistencies and cutbacks.	Not Met
2.2 Sustain: Molokai LIVE will sustain off-island experiential, educational career and college visit opportunities, or support existing opportunities for students in grades 7-12, mitigating geographic and economic barriers through resources, support, partnership, and outreach.	Molokai LIVE travel data, AS, MHS and MMS school travel data or 21st CCLC evaluation report	Met: Even with funding difficulties, Molokai LIVE hosted 13 student trips to Oahu and 10 college/career place-based learning opportunities on Molokai, with two to the remote backside of the island, Kalaupapa.	Met
2.3 Decrease role in a move towards sustainability: Molokai LIVE will partner on a community Youth Summit to identify and honor what is special about the community and gain exposure on what is needed to preserve and care for what the island values.	Youth Summit article for the Dispatch, attendance count	Progress: Molokai LIVE successfully ensured that the Youth Summit model continued, however did not have the role of an active partner.	Met
3.1 Sustain/Increase: Molokai LIVE will expand family participation, as evidenced by sustaining the number of family events, and a 25% increase in the number of shared (between schools) family events.	Molokai LIVE attendance data, event descriptions, AS, MHS and MMS school attendance data or 21st CCLC evaluation report	Not met: 16 family events, 5 shared (between schools) family events. This is 4 and 5 (consecutively) fewer events than last school year.	Not Met
3.2 Sustain/Increase: Molokai LIVE will utilize community resources, as evidenced by sustaining the number of events utilizing community resources, and a 25% increase in the number of shared (between schools) events utilizing community resources.	Molokai LIVE attendance data, event descriptions, AS, MHS and MMS school attendance data or 21st CCLC evaluation report	Progress: A strength of Molokai LIVE continued to be strong partnerships and community involvement. However, the shared (between schools) events did not increase, and there were 35 total partners as opposed to 41 last SY.	Not Met
3.3 Sustain: Family Engagement activities will partner with community resources to offer high quality sharing and learning activities on a weekly basis in order to encourage family participation	Program attendance	Not Met: The weekly family engagement series did not continue SY 18-19.	Not Met
4.1 Build: Molokai LIVE will work with the schools to have a sustainability plan in place to continue Molokai LIVE after school programming that provides safe physical space, tutors, books, online access, and hardware such as computers in support of preparing students for post high school graduation success.	Program attendance	Met: The new 21CCLC grant is in place to continue afterschool services island-wide.	Met
4.2 Sustain: 75% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2018-19 School Year.	Report cards of regular attendees	The three sites averaged together showed that 33% of the regular attendees improved GPAs. AS 36% MHS 24% MMS 38%	Not Met
4.3 Increase: Molokai LIVE will provide a 25% increase in Social Emotional Learning, Student Voice, Na Hopena A'o, and Cultural Awareness embedded activities programming for students and families from last school year.	Event logs, Activity APR data	Met: Ceeds of Peace partnership and activities, cultural place-based STEM integration for Science Fridays, Social Justice Youth Summit participation, Student Advocacy meetings continued and incorporated presentations to school staff.	Met

Achievement of Program-Specific Objectives Discussion

Describe whether objectives have changed since last year and particular success and challenges in meeting program-specific objectives.

Last year we set objectives as part of the evaluation process. There have been no changes since last year.

Continued success, especially with our fiscal challenges, was on STEM and Leadership. Student groups from middle and high traveled to Oahu for science and leadership opportunities. Agreement for participation and travel was that students would work together to continue learning and achieve something upon return. A great success was STEM partnerships and activities were strong. The LIVE Leadership club collected student voice from the high school and presented results to staff and administration.

4.C. Additional Data

4.C.1 Success Stories

Youth Summit and Molokai College and Career Tour Club had weekly meetings with students to prepare them for events, activities, and travel. Several success stories came out of this strategy:

- Jalen went from shy newcomer to the emcee of Family Fair SY 18-19, and then Graduation and Social Justice Youth Summit emcee SY 19-20.
- Aaliyah went from introverted freshman to the chair of the student leadership group, took on other leadership positions, and became an AVID student.
- Mili attended Molokai LIVE since middle school, started running the afterschool snacks, and became a paid intern with one of the partners. Students gained confidence, challenged themselves, and took on positive leadership roles due to the explicit instruction, relationship building, practice opportunities, and encouragement provided by both adults and peers in Molokai LIVE.

4.C.2 Best Practices

1. Embedded Na Hopena A'o: For the second year BREATH was the daily opening of summer program. Served to build a sense of community and culture within the summer program. Summer 2018, 95% of students demonstrated familiarity with Na Hopena A'o in the closing evaluation.
2. Development of youth leadership within high and middle. Student driven and supported by principals.
3. Direct calls and communication to parents regarding remediation support for their middle school child with teacher agreement and collaboration proved to be successful in helping students learn and raise their grades during intersessions.
4. Students advocated for themselves in requesting extra credit work over the intersessions from their teachers with program support.
5. Molokai College and Career Tour Club speaking skills tutorials, including PPT development - Program Director's model of working with students carried now to middle school and attending off-island events.
6. Social Emotional Learning staff development. Workshops included time management and organization to support getting the best results from students.
7. Family Fairs as a continuation of literacy focus, and attracting a mixture of vendors and exhibits.
8. Intersessions during all school breaks that include credit recovery and enrichment opportunities.

4.C.3 Student, Teacher, Parent, Staff or Community Input – *[if you used survey(s) please include instrument as an attachment and include results in the narrative.]*

When asked whether the summer program helped their child understand the importance of education and preparation, 94-100% of parents/guardians selected agree or better. When asked to rate your child's experience in the program, 83-89% selected good or better. This included what was learned (content), how your child learned (teaching style), time provided to learn (pacing), setting for learning (environment), and relating with other learners (interaction).

Parents/guardians also indicated that after school homework help for students, after school enrichment classes (art, music, robotics, chess, fitness, etc., and summer program were all very important for students, with slightly more giving emphasis to the enrichment classes. Parent comment regarding the summer program: "I strongly agree with a summer program. This island is too small to let teenagers idle at home or in places that can cause unwanted or not responsible situations. Especially if a summer job is not an option also. Thank you again for giving this opportunity to many young adults!"

The summer program students themselves answered that their favorite part of the summer program was being with friends and making new friends. They then indicated cooking class, the sports activities, STEM classes, sewing, art, music, and ELA/College and Career Readiness, in that order. Overall, the students rated the summer experience as 96% favorable.

Student comments regarding the summer program:

"I enjoyed hanging with friends and meeting new people."

"I learned more things about science that furthered my past research; about climate change and disasters."

"We learned to read more fluently."

"At my other school my teacher didn't explain the concepts well, here I learned a lot."

"It helped me with real life problems involving math."

"Math was fun playing math games and learning more."

For the CCR Ohana Night, when asked how important the information was that child learned, how important the opportunity to go on the Oahu College and Career Tour, and how important the Ohana Night showcase was to demonstrate learning, 100% of parents surveyed indicated that it was very important (the highest indicator available). 100% of parents also indicated that they would be willing to fundraise so that their child could attend such a trip. For the Hawaii OST Student Survey, when students were asked what words come to mind when they think about the afterschool program, the words were (in order of frequency), work, homework, tutors, happy, time, reassuring, learning, supportive, helping others, okay, fine, peaceful, productive, and helpful. This qualitative data demonstrates a positive climate and culture of the setting.

Finally, some of the comments from the Molokai LIVE; Assessment and Suggestions survey:

"LIVE has been incredible in helping my personal growth. From after school study hall to Ms. Bonk always pushing me to do my best. It has been an honor being with them," "I went to the art class and was able to make many wonderful pieces such as a journal, and a poster that is currently hanging on my wall. This was a wonderful experience and I learned more, also getting the chance to exercise my art skills," and "Family nights: It help me to get closer with my family and meet other families as well."

4.C.4 Pictures

Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.



CCR Ohana Night



Bobby Alcain





Danica planting



fishpond restoration talk



getting started



group planting 2



group planting





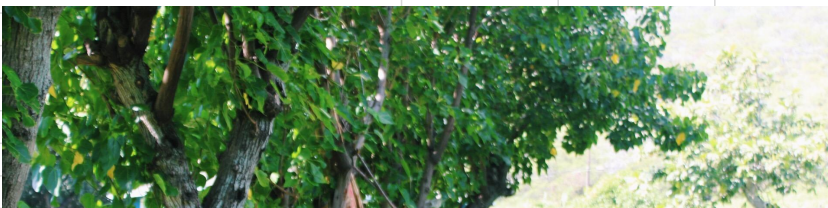
HNL Community College



HPU



Ivan





picking up leaves



Sean



students



swimming



UH Manoa

5. Sustainability Plan

5.A Original sustainability Plan

Describe the original sustainability plan as indicated in the grant application.

From the original grant application:

"The Council commits to joint efforts with the project to provide direct outcomes that are sustainable through clear, focused, and dedicated partnerships within our community. The council further commits to 1) building the awareness, inclusion, and support of our island community through published monthly articles in our island's newspaper, The Molokai Dispatch and blog newspaper, The Molokai News, 2) identifying and applying for funds/grants within the areas of members expertise to support and sustain efforts/goals/ objectives identified and undertaken, and 3) enlisting the participation of other community partners toward reaching our goals. With the community's involvement in the Molokai Certificate program, mentoring, and provision of job shadowing opportunities, it can be expected that there is a high potential for sustainment by the investors in the project's success."

5.B Updated Sustainability Plan

Describe how programming levels will be sustained after the grant ends, including:

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

From the original sustainability plan, the major goal was sustainability through partnerships. An evolving change was from a Molokai Certificate Program emphasis to an emphasis on Student Voice and Student Empowerment.

The following demonstrates how the sustainability plan works:

- SY 16-17 Molokai LIVE partnered with Native Hawaiian Education Council to do a Molokai Youth Summit.
- SY 17-18 Molokai LIVE carried on the Youth Summit, and organized partners to assist.
- SY 18-19 Molokai High School carried on the Youth Summit.

Molokai LIVE has been a model in creating, maintaining, and utilizing partnerships, event planning, and the development of leadership qualities in students for all of the partner schools.

6. Conclusions and Recommendations

6.A Conclusions

In conclusion, Molokai LIVE made great strides for increased student success. The schools and the next grant could continue the program objectives that were met and not met by continuing the following high-quality practices and program decisions:

- STEM-related program offerings to strengthen the public school science and math scores.
- Expand family participation with a sustained number of family events.
- Continue the community Youth Summit.
- Offer Family Engagement activities on a regular basis.
- Provide expanded opportunities for career and college visit opportunities.
- Provide services to the majority of the school population.
- Utilize intersessions to recover credit, improve grades, or extend learning.
- Regular attendees will continue to improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys.
- Embed Social Emotional Learning, Student Voice, and Cultural Awareness in activities programming for students and families.
- Continue to increase in the number of shared (between schools) family events.
- The total student grades 7-12 population (added grade 7 and 8) would benefit from a Career Fair that exposes them to post-secondary career options.
- Regular attendees of afterschool programming should improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year.

The employees of Molokai LIVE should continue to model and share strategies for creating, maintaining, and utilizing partnerships, event planning, and the development of leadership qualities in students for all of the partner schools.

6.B Reflections on program implementation and impact

Molokai LIVE played an important part of the support that schools offered to students and families. Although the new 21CCLC grant is offering homework help and a safe, nurturing environment, it is not able to offer some of the critical services that LIVE offered, including Fall, Winter, Spring, and Summer Intersessions for credit recovery, remediation, and enrichment. This means that there are no such opportunities available on-island. The schools, faced with shrinking enrollment, are also underfunded and cannot carry on this much needed service. In the final year of program, Molokai LIVE continued to model and share strategies for creating, maintaining, and utilizing partnerships, event planning, and the development of leadership qualities in students with all of the schools. Some of the successful models that have continued are the Youth Summit model, the Student Voice groups, and increased collaboration between schools as well as between schools and the community.

6.C Evaluation dissemination

The evaluation results will be disseminated to the public through the 21st CCLC state grantee.

7. Submission and Exporting Options

7.A Submitting

Thank you for completing this Evaluation Report. Please click the submit button below to let us know that you have completed the form.

Submit

7.B Exporting

You can keep a PDF copy of this report by clicking **File** in the top left corner and selecting **Print**. Select Portrait mode in the print settings and click Next. You will be taken to a new screen where you can select your printer name. Select the option to save as a PDF. You will then be prompted with a window asking where to save the file. If you need any assistance with this, you can email for assistance at 21cclc@coe.k12.hi.us.