

SY1819 - Evaluation - Cohort 12

1. General Information

Subgrantee Name

Program Director Name

Jessica Kalanihuia

Program Director Email

jessica.kalanihuia@k12.hi.us

Evaluator Name

Jessica Kalanihuia

Evaluator Email

jessica.kalanihuia@k12.hi.us

2. Executive Summary

Molokai LIVE Kakou operated as a part of the State of Hawaii's Department of Education. The grant was in its first year of operation; however, due to programmatic delays, service to island students only occurred for the second half of SY '18-'19. During Year 1 of 21CCLC programming, all four (4) of the island's elementary schools were serviced: Maunaloa Elementary School, Kualapuu Elementary Public Charter School, Kaunakakai Elementary, and Kilohana Elementary. In the last 10 years, afterschool programs were only offered on a limited basis at one of the four school sites.

Island students reflect the relatively low SES of the island community, Molokai schools offer free lunch to all students as they qualify under the Community Eligibility Program (CEP). The afterschool programs offered at each site by 21CCLC are a beneficial and necessary facet of the Molokai keiki's educational and enrichment opportunities. Prior to Molokai LIVE Kakou, afterschool programs were costly and unavailable to the community at large or simply not offered. The option of an affordable and widely available program to all island students has had a significant effect on Molokai families.

Assessment of program goals was to occur internally by the Project Director, site coordinators, and principals. A total of seven (7) goals were to be evaluated during Year 1 of operation. It was stated that 33% of each school's student body would attend the program; measured through attendance sheets. Program students would improve their homework completion rate from the start to the end of each program year; measured through teacher survey. Elementary students would improve their ELA skills from start to end of each program year; measured through Achieve 3000 Lexile ratings. Elementary students would improve their math skills from start to end of each program year; measured through iReady and Reflex Math. Program students would demonstrate awareness of positive relationship skills of Belonging, Responsibility, and Aloha within the program's Na Hopena A`o Framework; measured through Na Hopena A`o Survey and disciplinary incident reports. Parents/Family members of program students would increase their awareness of the Na Hopena A`o Framework; measured through event evaluations. Finally, parents/family members of program students will increase their understanding of family support through literacy; measured through event evaluations.

Two main challenges that have been faced and prevented complete program implementation and goal evaluation have been the interim-project director position being half time and starting 21CCLC programs well into the 3rd quarter of the school year. These two challenges prevented data from being collected, original grant proposal items from being completed (i.e. family engagement activities, community partnerships developed and maintained, advisory board assembly). The project director's position was accepted by the State of Hawaii and a permanent project director was hired at the end of June 2019. This will allow Year 2 to operate under full-time, permanent administration which ultimately allows the program to be addressed fully. Although beginning Year 1 programming late cannot be retroactively mitigated, it was ensured that Year 2 began within one week of the first day of school. This ensures that a complete program will be offered to Molokai students.

In spite of facing many programmatic implementation challenges, the impact our program has had on students who participated was beneficial and important in their success as students, members of the community, and being productive members of their family unit. While we may not have been able to adequately measure specific academic gains as a result of our program, we were able to witness the positive impact on student morale and feelings of connectedness to schools, staff, and peers. The link our programs have made between the Na Hopena A`o Framework [relevant cultural values] and the manner in which students experience school and, essentially, life has allowed students to discover the importance of their presence in both school and the community. These feelings of connectedness impact students' willingness to participate as productive members of the community, and will have long-lasting effects on their educational outlook and experiences.

In conclusion, although we were unable to operate at the capacity set forth by the original grant proposal in Year 1, our goal is to ensure that as many pieces of the proposal are delivered going forward. With that being said, even with all of the time and administrative constraints, we were able to offer unique, interesting, and well-rounded programs to Molokai keiki. Our programs have been received well by students, families, and the community at large. We have witnessed the generousness and willingness to assist island students by community resources and agencies.

We have caught a glimpse into the positive effects our program has had on schools, students, and families. Our goal moving forward is to continue to deliver stellar programs at each of our sites, reinforce connectedness between schools, students, and community, and have a positive impact on students' educational progress.

3. Program Description

3.A Program Description

Molokai LIVE Kakou is operated as a part of the State of Hawaii's Department of Education. The grant is in its first year of operation; however, due to programmatic delays, service to island students only occurred for the second half of SY '18-'19. During Year 1 of 21CCLC programming, all four (4) of the island's elementary schools were serviced: Maunaloa Elementary School, Kualapuu Elementary Public Charter School, Kaunakakai Elementary, and Kilohana Elementary. In the last 10 years, afterschool programs were only offered on a limited basis at one of the four school sites.

3.D Programming

Describe activities offered during summer 2018.

There were no activities offered during the summer of 2018. The grant period had not begun.

Describe activities offered during school year 2018-19.

During the school year 2018-19, all sites offered homework help and/or tutoring. Students were grouped by age/grade-level; this allowed students with similar skill sets to work together and provided staff the opportunity to work with groups of students on similar assignments/tasks.

Kualapuu Elementary School provided a plethora of enrichment activities that were received well by both students and families. The gardening class gave students the chance to grow vegetables that they were able to share with their friends and families. Kualapuu School contracted the Molokai Arts Center and offered keiki art classes. Generally, the MAC offers similar courses [for a fee] to the community; the MAC courses provided through 21CCLC allowed students in the Kualapuu community the chance to attend art courses like ceramics that they may not generally be able to afford. Archery was one of the most sought after courses offered at Kualapuu, so much so that each school site purchased archery equipment and will implement archery programs in Year 2. Students learned about historical, cultural connections to archery and applied them to present-day uses.

All sites, except Kualapuu Elementary, utilized the program's garden instructor. The roving garden instructor partnered with Sustainable Molokai, a community partner, and offered instruction in plant cultivation which students put into practice. Maunaloa Elementary school developed an intricate garden project which included obtaining community support to erect a greenhouse and deer deterring fencing. They were able to grow fruits and vegetables that were either shared with families or implemented into their program's snack offering.

Kaunakakai Elementary School offered a robust afterschool program which included a well-attended violin class and hula/Tahitian class. The violin course was well received and attended by students from other school sites as well as parents and community members. Classes were organized by skill level to ensure appropriate instruction and build participant confidence. The hula/Tahitian courses were a favorite of female participants; it is our goal to appeal to male students in future course offerings.

Kilohana Elementary school offered cooking classes, mechanics, and Hawaiian culture and art. Due to the school's smaller size, students were grouped by grade level and all students rotated through all courses. As opposed to other school sites where students were required to register for specific courses, the students at Kilohana Elementary were fortunate enough to experience all course offerings. In cooking class, students learned how to assemble dishes that required no actual cooking. The students were able to take these skills into their families and independently prepare snacks or side dishes. In the mechanics course, students learned how to use their hands to fix/work on projects. The main focus of the year was learning how to service bicycles; students gained knowledge on how to fix/replace the chain, fix/replace flat tires, and fix/replace brake lines. The course philosophy was to teach problem-solving and hands-on skills when approaching day to day problems.

All sites offered STEM/robotics. Some sites had competition team members mentoring inexperienced students. This allowed experienced students the opportunity to share their knowledge and skillset with their peers while affording those with less experience the chance to learn through someone other than an adult.

Describe activities offered during summer 2019.

The Summer of 2019 offered a robust program to island students. Rather than having four (4) independent site programs, all sites were invited to attend one program offered at Kaunakakai

Elementary School. Kaunakakai was selected as the ideal site because it is central and fairly accessible by most island families. This provided island keiki with the opportunity to work with students from other schools which wouldn't necessarily happen until students begin attending Molokai Middle School. This approach to the Summer program fostered a sense of camaraderie and reinforced the values taught from the Ha Framwork. Maui Economic Opportunity provided free youth transportation routes to 21CCLC families to assist in eliminating transportation hindrances.

The summer programming was centered around the Na Hopena A`o Framework. Each of the 5 weeks of instruction focused on a different component of the Framework (Belonging, Responsibility, Excellence, Total Well-Being, Hawaii) all utilizing the value of Aloha as the foundation piece of each week. Aunty Penny Martin, a prominent cultural figure of our community, volunteered and provided students with a glimpse into the life of George Helm. She linked the values from the Na Hopena A`o Framework to his life, his valuable work for the community, and his sustainability plan. Aunty Penny also gave students the experience of learning the mo`olelo that make up the places of our `aina; this allowed students to increase their knowledge of the land they call home and positively develop their sense of place.

Students went on weekly field trips in order to learn more about their community and make their presence known throughout the island. We partnered with Maui Digital Bus and was able to receive no-cost bus service to attend field trips and community experiences. This was an important portion of the program because it provided students with the opportunity to learn while being out in the community rather than usual classroom experience.

Other courses offered during the summer programming were: violin, dance, physical education, art, math, and reading.

The program ended with a culminating family engagement ho`olaule`a where families were able to witness all of the priceless experiences their children gained over the summer. Families cycled through four (4) class stations where they piece by piece assembled a kalo plant that represented their `ohana and the values and life lessons each `ohana instills in their children.

3.E Characteristics of Program Materials and Resources

3.E.1 Program Materials

The following items were used during programming:

- NASP certified Archery equipment (string bows, bows, arrows, targets, quivers)
- Gardening Equipment (shovels, tiller, soil, seeds, plants, hoses, fencing, kiawe fence posts, o`o)
- Gardening Farm to School Curriculum
- VEX IQ robotics equipment
- Various art supplies
- Violins, sheet music, music stands
- Technology Equipment (iPads, Laptops, digital cameras, online programs)
- Printer
- Physical Activity Equipment (balls, sports equipment)

3.E.2 Resources

Grant funds were our biggest resource during Year 1. Since funding will be significantly less in Year 2 and 3, we anticipate the need for other resources to increase tremendously. We utilized in-kind personnel during homework help/tutoring; full-time school EAs were used as tutors to minimize the student to teacher ratio during large group activities such as homework help. Community partners were heavily utilized during the summer programming. Maui Economic Opportunity, the provider of no-cost public bus service to the island, provided 21CCLC with a free youth-specific transport route that ensured student pick-up and drop-off in designated areas of the island. The youth route was limited to students enrolled in the 21CCLC Summer 2019 program; this provided parents with the peace of mind that their children would be safe while traveling to and from school. Maui Digital Bus donated bus service to the program so that students could take weekly community field trips. Transportation was not included in the original grant proposal, and while walking field trips would have been possible, the trips that gave students valuable island history and mo`olelo would not have been possible without this partnership. Also during Summer 2019, we partnered with Alu Like who provided five (5) summer youth workers. These volunteers ranged from high school to college students and they were an integral part of student management and transition.

3.F. Staff and Others Involved in the Program

At the Molokai Complex Office administration staff level, there was a half-time interim project director and a program clerk (PTT). Many of the project director responsibilities delineated in the original grant proposal were not met simply because the project director position was not permanently filled until the end of June 2019. This prevented certain program operations and proposal requirements from being completed.

All sites had a full-time (12 hour/week) site coordinator. Site coordinators were responsible for day to day program operations, submitting of purchase orders, site record-keeping, submitting of timesheets, management of site staff, meeting with the principals, determining course offerings, student discipline, and student attendance.

All sites had instructors (PTT) that instructed students in various areas determined by the site coordinator. Each site had a number of PPTs, generally, school EAs, who assisted instructors during class and/or assisted students during homework help/tutoring.

During the summer Alu Like provided five (5) youth volunteers. They were compensated through a summer work program by Alu Like.

3.G Partnership Data

Partnership Description

As previously mentioned, we were able to successfully partner with many community agencies during our Summer 2019 programming. Alu Like, Maui Digital Bus, and Maui Economic Opportunity all provided important resources that allowed the program to function successfully. Without these partnerships, it would have limited access to the program, prevented students from experiencing the full breadth of planned activities, and prevented the full potential of staff efforts to be expressed.

During the '18-'19 school year programming, developing and maintaining partnerships was difficult because of the limitation of the interim project director position.

As mentioned, operating most of Year 1 with a part-time interim project director impeded developing and maintaining community partners. There was insufficient time to focus on building relationships with community partners during the school year. Also, sites were in the process of developing site-specific programming and course offerings where it wasn't determined what role community

partnerships would or could play in their programs. As we moved into the summer, the project director's position was accepted by the state where hours were increased and access to various protected necessities was granted.

Another challenge with community partners listed in the original grant proposal has been the overturn of staff at partner agencies. Members of said agencies who originally agreed to partner with 21CCLC were no longer employed there, which then put us in positions where new employees attempted to determine whether participation would be granted moving forward.

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.

During the school year of 2018-2019, family engagement activities and events were not implemented. Sites were in the process of developing meaningful programs and didn't begin offering shell programs until well into the 3rd quarter. Complete staffing, course development, and student enrollment were not completed until the 4th quarter.

In regards to family communications and outreach, each site handled this differently. Kualapuu Elementary communicated with parents through various methods such as email, social media, school website, and paper flyers. All other sites sent home flyers with students if all families needed to be notified.

Kualapuu Elementary was able to adequately reach families due to their extensive communication efforts. All sites have been encouraged to utilize various methods of communication to ensure that all families are able to receive valuable and necessary information regarding programs.

Describe how the activities and services promoted active and meaningful engagement of parents and families in their children's education and opportunities for literacy and related educational development.

As previously stated, specific family engagement activities and events lacked focus during Year 1. The late start of Molokai LIVE Kakou and the project director's position prevented this component from being at the forefront of our efforts. We are dedicated to ensuring that families are included in Year 2. It is imperative that our programs are able to provide opportunities for families to participate in educational opportunities with their children. It is also important that literacy is strongly promoted not just in our daily programming, but with families in the form of take-home activities, building literacy skills at home, and increasing the emphasis families place on literacy outside of the school day.

4. Evaluation

4.A Evaluation Plan

4.A.1. Evaluation Design Overview

Assessment of program goals was to occur internally by the Project Director, site coordinators, and principals. A total of seven (7) goals were to be evaluated during Year 1 of operation. It was stated that 33% of each school's student body would attend the program; measured through attendance sheets. Program students would improve their homework completion rate from the start to the end of each program year; measured through teacher survey. Elementary students

would improve their ELA skills from start to end of each program year; measured through Achieve 3000 Lexile ratings. Elementary students would improve their math skills from start to end of each program year; measured through iReady and Reflex Math. Program students would demonstrate awareness of positive relationship skills of Belonging, Responsibility, and Aloha within the program's Na Hopena A`o Framework; measured through Na Hopena A`o Survey and disciplinary incident reports. Parents/Family members of program students would increase their awareness of the Na Hopena A`o Framework; measured through event evaluations. Finally, parents/family members of program students will increase their understanding of family support through literacy; measured through event evaluations.

4.A.2. Implementation Evaluation

What implementation questions are being answered?

What challenges have been faced in implementing the program, and how are those challenges being addressed?

What data collection methods are being used (e.g. interviews, observations)?

student surveys, achieve 3000 results, iReady and Reflex Math, Attendance sheets, event evaluations should have been used.

What is the timing of data collection?

Data collection should have occurred quarterly.

Additional program implementation information.

While portions of the program were not implemented, the community responded with resounding positive feedback on the activities that were offered through 21CCLC during both the shortened 2018-2019 school year and Summer 2019. Activities like archery sparked interest in a culturally significant area that hasn't often been discussed. Students were not aware that their ancestors were skilled archers. It is also a skill that can be useful in our rural community of Molokai where many students come from families of hunters who rely on the gathering of axis deer, pigs, goats, and fish to feed their families.

Homework help/tutoring provided students with an opportunity to work on and receive assistance on assignments that they may have struggled with at home.

The cultural mo`olelo aspect of the Summer 2019 program provided students with a meaningful connection to Molokai that they might not have otherwise had. They were able to share these experiences with their families, many of which reported that they learned about Molokai's history and cultural connection for the first time.

4.A.3. Outcomes Evaluation

What outcomes questions are being answered?

What factors have affected program success?

For each outcome, what measures and data collection methods are being used (grades, behavior incidents)?

Attendance sheets, Achieve 3000 Lexile scores, iReady and Reflex Math, Student surveys, event evaluations should have been utilized to measure the success of each outcome.

What is the timing of data collection?

Data collection should have occurred quarterly.

Additional program outcome information.

n/a

4.B Evaluation Results

4.B.1. Implementation Evaluation Results

The two main challenges that have been faced and prevented complete program implementation have been the interim-project director position being half time and beginning 21CCLC programs well into the 3rd quarter of the school year. These two challenges prevented data from being collected, original grant proposal items from being completed (i.e. family engagement activities, community partnerships developed and maintained, advisory board assembly). The project director's position was accepted by the State of Hawaii and a permanent project director was hired at the end of June 2019. This will allow Year 2 to operate under full-time, permanent administration which ultimately allows the program to be addressed fully. Although beginning Year 1 programming late cannot be retroactively mitigated, it was ensured that Year 2 began within one week of the first day of school. This ensures that a complete program will be offered to Molokai students.

As mentioned throughout the report, program success has been negatively affected by the late start and lack of full-time, permanent administration. Site coordinators worked tirelessly to get programs started and students enrolled which with any program needed to be often reevaluated and revised. The understaffed administration severely affected data collection and specific portions of program implementation from occurring.

21CCLC Program Attendance Discussion

Regular attendance at each site and at the subgrantee level was difficult during Year 1. Site coordinators were in the process of developing meaningful course offerings that were able to sustain regular student attendance. A component of this process was, by nature, trial and error in that courses needed to be offered and student interest levels assessed. Site programs are in constant revision, albeit mainly minor, they are constantly changing in order to increase or maintain student attendance.

A separate challenge with regular attendance is transportation. The island of Molokai qualifies for free lunch and free bussing under CEP. Students who must utilize the school's free bus service due to family transportation constraints may not be able to attend the after school program because they will not have the ability to get home at the end of the program day. Some school sites have access to a dedicated MEO youth transport route that provides transportation later than the regular school bus schedule; however, other sites do not have the same resource.

On-time Advancement to the Next Grade Level Discussion

On-time advancement was not tracked during Year 1 due to previously mentioned program challenges. Although it was not addressed this year, as we take on service of Molokai High School in Year 2 we are focusing on on-time advancement to the next grade level by offering a credit recovery program during the Summer of 2020. Students who are in danger of not advancing or graduating will be referred by teachers and the school counselor to participate in the credit recovery program. Molokai High School and families will partner with one another to ensure students are able to gain needed credits to advance. While parents will be required to purchase the credit recovery online program/curriculum, community partners have scholarship programs that will assist in the funding of these purchases should the student's family qualify. It is our mission to track struggling students and prevent grade retention.

Objective 1 Discussion

Academic improvement in reading/language arts has been difficult to link to 21CCLC programming for a number of factors. During the '18-'19 school year, programs were only offered for roughly a full

quarter and a half. Linking attendance of the programs to the improvement or decline of those skills cannot be made. Also, the lack of adequate data collection and student tracking prevents us from determining whether programs have successfully affected students' improvement in reading/language arts.

Objective 2 Discussion

Academic improvement in math has been difficult to link to 21CCLC programming for a number of factors. During the '18-'19 school year, programs were only offered for roughly a full quarter and a half. Linking attendance of the programs to the improvement or decline of those skills cannot be made. Also, the lack of adequate data collection and student tracking prevents us from determining whether programs have successfully affected students' improvement in math.

Objective 3.1 Discussion

Our programs are working to support decreases in the number of days students are absent from school by creating programs that are meaningful to both students and families. Studies have shown that if students feel connected to activities and/or people at school [whether during or after school], they are more likely to regularly attend. Students who may have trouble regularly attending during the school day due to a lack of connectedness in school will decrease the number of days they are absent after attending 21CCLC programs and making meaningful connections to the school.

It was challenging to develop, begin, and revise programming so that it successfully created the necessary connections between student and school in order to decrease the number of days students are absent from school.

Objective 3.2 Discussion

As with decreasing the number of days students are absent from school, decreasing the number of behavioral incidents at school comes as a result of feeling connected to school, the people at school, and the activities offered there. 21CCLC programs are attempting on a daily basis to increase feelings of connectedness in students so that they are less likely to act out and have negative behavioral incidents.

Similarly to the effect on absences from school, feelings of connectedness needed to positively affect behavioral incidents at school was not attainable with the length of time 21CCLC programs were in operation and the administration restrictions.

Objective 3.3 Discussion

Molokai LIVE Kakou is working to support students' social and emotional skills during the 21CCLC program by placing a significant emphasis on the cultural values of the Na Hopena A`o Framework. It is these cultural values a sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai`i that increase students' feelings of connectedness not only to their school but to their community.

During Summer 2019 programming, emphasis was placed on the Ha Framework throughout the program. Students were instructed in core academic and enrichment subjects all while teachers integrated each of these values into lessons and activities. Students were not simply taught about the values and their meanings, they were required to put them into practice while in school and at home. The culminating activity was a field trip around the island of Molokai that taught students about the mo`olelo of each area of the island. Students and families reported learning about previously unknown cultural facts and feeling an increased sense of connectedness to their classmates, school, and the island of Molokai. These are all important factors in supporting the social and emotional skills of students who participate in 21CCLC programs.

Student Survey Discussion

No student survey conducted due to administrative restrictions.

Achievement of Program-Specific Goals Discussion

The main challenge in determining whether program-specific goals were met was the restrictions placed on Molokai LIVE Kakou because of the half-time, interim project director position and the late start of programs. The time limitations prevented the project director from being able to complete the data collection necessary for the measurement of goal achievement. Being that the position was temporary for all of Year 1, FERPA prevented the project director from gaining access to student records that would demonstrate whether or not goals were met.

In surveying site coordinators and school staff, it was determined that not all schools regularly use the tools that the grant application determined as goal measures. For example, Achieve 3000 Lexile scores are the measure used to determine whether there has been student growth in ELA; the challenge with utilizing this measure is that not all teachers or schools regularly use Achieve 3000 to mark student Lexile scores throughout the school year. In regards to measuring goals for Year 2, it is important to have a discussion with principals, teachers, and site coordinators to determine alternate methods of measuring ELA growth. The same discussion should be had in reference to the math goals and the utilization of iReady and Reflex Math.

With regards to program goals involving family engagement and awareness of the Na Hopena A`o Framework and literacy, we will ensure the implementation of effective event evaluations to determine the achievement of the aforementioned goals.

Involving students' awareness of the Na Hopena A`o Framework, a student survey will be created and disseminated to all program students to determine whether there has been an increase in student awareness of the values associated with the framework.

4.C.1 Success Stories

Kualapuu Elementary School has successfully been able to consistently offer courses that interest students and families. They have offered courses that are unique and provide students with opportunities that most of them would not have otherwise had. Offering student art courses through Molokai Arts Center has been a huge success. Most students from the community are not able to afford the youth art classes offered by the MAC [independent of 21CCLC]. Students are able to learn how to create art using various media, including the favored clay [ceramics instruction]. The archery program at Kualapuu has been the highlight of their site's offerings. It has been so successful that NASP (National Archery in Schools Program) brought the beginner instructor course to Molokai and offered it to our staff at no cost with the goal of nationally certifying all Molokai archery instructors. Since the offering of the NASP course, all of our archery instructors at all four (4) elementary sites are currently certified NASP instructors. It is our goal to hold a 21CCLC archery tournament with all sites and students who have completed a 21CCLC offered archery course.

Maunaloa Elementary School has had an exceptional gardening program. Students had the opportunity to learn about plants and their successful cultivation from our gardening instructor who has experience working with native Hawaiian plants in the Kalaupapa Settlement. The gardening instructor is also a volunteer at one of our community partners, Sustainable Molokai, and has brought knowledge and resources from Sustainable Molokai to 21CCLC. Well into their gardening projects, students at Maunaloa realized that the ongoing islandwide problem of Axis deer eating and destroying plants was also occurring in their school garden. Rather than retreat and feel defeated, they worked together, wrote letters to the community and were able to produce significant community support. A general contractor on island donated fencing materials, kiawe posts, equipment use, and manpower to begin construction of a fence that will hopefully deter the deer from destroying the school garden.

4.C.2 Best Practices

Now that the project director's position is full-time and permanent, best practices are for the PD to make all necessary attempts to deliver every aspect of the original grant proposal. While there will

certainly be challenges along the way, it is the project director's responsibility to provide adequate services, collect necessary data, revise programming if warranted, and evaluate program goals based on applicable data.

It is imperative for sites and site coordinators to adhere as closely to the original grant proposal as possible. It is important that they work with the project director in ensuring that the scope of the original proposal is followed and all requirements are fulfilled. Centers need to be sure that they are consistently evaluating programming, and make all necessary changes to increase regular student attendance, family engagement, student interest and connectedness.

4.C.3 Student, Teacher, Parent, Staff or Community Input

Molokai is a small, rural community where discussions between community members often happen in the produce aisle of the grocery store. On more than one occasion, it has been reported in a social setting, outside of a formal event/family evaluation, that families initially felt fortunate to have a no-cost afterschool program for their children. After children attended for a period of time, family members expressed their appreciation for the types of courses offered and experiences that their children had as a result of being apart of 21CCLC programs. Although the staff has had many pieces of input, the resonating response has been the appreciation for two things: the positive effect that programming has had on students, student morale, and the overall climate of school in reference to participating students and the opportunity to work more closely on an intimate level with students.

4.C.4 Pictures



5. Sustainability Plan

5.A Original Sustainability Plan

Molokai LIVE Kakou's sustainability plan is limited by the socio-economic factors of our island. Molokai consistently holds the highest unemployment rates in the state and lost one of the largest private employers, Mycogen in March 2018, leaving 100 workers unemployed. According to the Hawaii Department of Labor's most recent report on May 17, 2018, the state's unemployment was at a low of 1.9% while Molokai was at 4.8%.

Nevertheless, we will endeavor to work towards more low cost or no-cost options to sustain our efforts.

Sustainability Plan:

- 1\.. Continue to build partnerships with other community entities that may extend health and social services for students and families at each school site.
- 2\.. Build a cadre of skilled volunteers within each school community to provide Na Hopena A'o supportive activities within the afterschool programs.
- 3\.. Encourage and support Kaunakakai Elementary School to apply for the A+ Program at their school. They are the only school within the consortium that would be eligible to apply.
- 4\.. Encourage school principles to look at their Title 1 funds and plan for afterschool support starting from SY 2021-2022.

5.B. Updated Sustainability Plan

The sustainability plan has not been fully amended at this point. The same challenges mentioned in the original sustainability plan still exist. Molokai habitually experiences low SES of the community as a whole. The unemployment rate is consistently high on the island, and the departure of Mycogen [one of the island's largest employers] still affects the economic success of the community.

While we as members of the community of Molokai have become accustomed to the economical limitations of our island, we consistently attempt to find methods of sustainability for beneficial programs offered (especially those that are offered to island keiki and kupuna). Alu Like has maintained community partnership with 21CCLC; however, it is not in the same capacity as the original

proposal. Instead of offering workshops through their Ho`ala Hou program; they are offering youth volunteers during summer elementary programming and offering scholarships to those of our students who may need financial assistance to complete the credit recovery program. MEO (Molokai Economic Opportunity) has consistently been willing to offer youth transport routes [where available] at no cost which allows us to ensure safe and effective transportation for students. Another community partner that has provided funding for student transportation has been Maui Digital Bus. They have afforded our students the opportunity to travel around the island on cultural field trips that strengthened their sense of place and connectedness to their school and community at large.

6. Conclusions and Recommendations

6.A Conclusions

In conclusion, although we were unable to operate at the capacity set forth by the original grant proposal in Year 1, our goal is to ensure that as many pieces of the proposal are delivered going forward. With that being said, even with all of the time and administrative constraints, we were able to offer unique, interesting, and well-rounded programs to Molokai keiki. Our programs have been received well by students, families, and the community at large. We have witnessed the generousness and willingness to assist island students by community resources and agencies.

We have caught a glimpse into the positive effects our program has had schools, students, and families. Our goal moving forward is to continue to deliver stellar programs at each of our sites, reinforce connectedness between schools, students, and community, and have a positive impact on students' educational progress.

6.B Reflections on program implementation and impact

In spite of facing many programmatic implementation challenges, the impact our program has had on students who participated was beneficial and important in their success as students, members of the community, and being productive members of their family unit. While we may not have been able to adequately measure specific academic gains as a result of our program, we were able to witness the positive impact on student morale and feelings of connectedness to schools, staff, and peers. The link our programs have made between the Na Hopena A`o Framework [relevant cultural values] and the manner in which students experience school and, essentially, life has allowed students to discover the importance of their presence in both school and the community. These feelings of connectedness impact students' willingness to participate as productive members of the community, and will have long-lasting effects on their educational outlook and experiences.

6.C Evaluation dissemination

The local evaluation will be presented to site's SCC boards for review and discussion. We will also discuss publishing a condensed version of our program outcomes and successes in our local community newspaper, The Molokai Dispatch.

Required Information	Enter Information
Subgrantee Name	Molokai Complex LIVE Kakou

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kaunakakai Elementary	K-6
Center 2	Kilohana Elementary	K-6
Center 3	Kualapuu Elementary	K-6
Center 4	Maunaloa Elementary	K-6
Center 5		
Center 6		
Center 7		
Center 8		

3.B.1. Goals

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

1	<i>SAMPLE: Improve academic achievement in math</i>
1	Service 33% of each school's student body.
2	Elementary students will improve ELA skills
3	Elementary students will improve Math skills
4	Secondary students will improve ELA skills
5	Secondary students will improve Math skills
6	Secondary students needing course credits will complete requirements for credit recovery.
7	Students will demonstrate awareness of positive relationship skills of Belonging, Responsibility, and Aloha within the Na Hopena A`o Framework.
8	Parents/Family Members will increase their awareness of the Na Hopena A`o Framework.
9	Parents/Family Members will increase their understanding of family support for literacy.

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 sample in blue below. Enter all that apply.

	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21stCCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
1	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
1	80% of program students will attend regularly (participate for 300 hours over at least 30 days)	Program Attendance Sheets
2	80% of program students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%	Achieve 3000 ELA Lexile ratings
3	80% of students who regularly attend the Math program sessions will achieve their projected scaled score by the end of the program year.	iReady, Reflex Math, Math skills ratings
4	80% of students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%	Achieve 3000 ELA Lexile ratings
5	80% of students who regularly attend the Math program sessions will achieve the projected scaled score by the end of the program year using the CFA (STAR MATH).	Click here to enter measure.
6	80% of students who attend credit recovery sessions will earn course credit.	Report card credits
7	80% of program students will avoid negative behaviors during program hours. Program students will identify six (6) relational skills in the Na Hopena A`o Framework.	Disciplinary Incident Report & Na Hopena A`o Survey
8	50% of families attending Na Hopena A`o parent/family sessions will indicate better awareness of Na Hopena A`o values.	Attendance sheets & Event Evaluations
9	50% of families attending Family Literacy workshops will understand how they can support their child's literacy skills.	Attendance sheets & Event Evaluations

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Kaunakakai Elementary	145	K-6
Kilohana Elementary	0	K-6
Kualapuu Elementary	0	K-6
Maunaloa Elementary	0	K-6
SubgranteeTotal	145	

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

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kaunakakai Elementary	175	53	K-6
Kilohana Elementary	64	20	K-6
Kualapuu Elementary	93	4	K-6
Maunaloa Elementary	22	14	K-6
SubgranteeTotal	354	91	

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

Center	Summ	vels
Kaunakakai Elementary		
Kilohana Elementary		
Kualapuu Elementary		
Maunaloa Elementary		
SubgranteeTotal	0	

**Exhibit 5
has been
removed.**

**Please
continue
to the
next
exhibit.**

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

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*		2018 -19 Enrollment – 300 hours	
Kaunakakai Elementary	168	53	32	53	32
Kilohana Elementary	64	20	32	20	32
Kualapuu Elementary	91	4	5	4	5
Maunaloa Elementary	22	14	64	14	64
Click here to enter Center name.	#	#	%	#	%
Click here to enter Center name.	#	#	%	#	%
Click here to enter Center name.	#	#	%	#	%
Click here to enter Center name.	#	#	%	#	%
SubgranteeTotal	345	91		91	

Exhibit 7: Percent of Students Served in 2018-19 (combined and unduplicated)

Note: This data is reported by school as presented in the original application.

School	2018-19 Total Student Body (TSB)	25% of TSB if Elementary or Middle School 15% of TSB if High School	2018 -19 21CCLC Enrollment Total (exhibit 6, column 2)	2018 -19 21CCLC Enrollment Percent of TSB
Kaunakakai Elementary	316	79	168	50
Kilohana Elementary	83	21	64	80
Kualapuu Elementary	342	86	91	30
Maunaloa Elementary	33	8	22	70
	#	#	#	%
	#	#	#	%
	#	#	#	%
	#	#	#	%
SubgranteeTotal	774		345	

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Kaunakakai Elementary	66	40.00%	22	14.00%	7	5.00%	69	42.00%	99	59.00%
Kilohana Elementary	36	57.00%	7	11.00%	0	0.00%	31	49.00%	33	52.00%
Kualapuu Elementary	39	43.00%	7	8.00%	3	3.00%	37	41.00%	54	60.00%
Maunaloa Elementary	12	55.00%	6	28.00%	0	0.00%	11	50.00%	11	50.00%
SubgranteeTotal	153		42		10		148		197	

Note: These data should match data reported in Exhibit 6.

Exhibit 9: Race/Ethnicity of Students Served (18/19 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
Kaunakakai Elementary	0	0.00%	14	9.00%	111	67.00%	0	0.00%	16	10.00%	4	3.00%	23	14.00%
Kilohana Elementary	0	0.00%	0	0.00%	49	77.00%	0	0.00%	10	16.00%	3	5.00%	2	4.00%
Kualapuu Elementary	0	0.00%	9	10.00%	74	82.00%	1	2.00%	0	0.00%	3	4.00%	4	5.00%
Maunaloa Elementary	0	0.00%	0	0.00%	14	64.00%	0	0.00%	5	23.00%	1	5.00%	2	10.00%
Subgrantee Total	0		23		248		1		31		11		31	

Exhibit 10. 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
Kaunakakai Elementary	2	0	1	2	2	1	0	3	2	0	8	0	9	0	0	0	0	0
Kilohana Elementary	1	0	0	0	0	0	0	0	1	0	1	0	3	0	0	0	0	0
Kualapuu Elementary	1	0	0	0	0	0	0	0	0	0	8	0	5	0	1	0	0	0
Maunaloa Elementary	1	0	0	0	1	0	0	0	1	0	0	0	4	0	0	0	0	0
Subgrantee Total	5	0	1	2	3	1	0	3	4	0	17	0	21	0	1	0	0	0

Exhibit 12: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	1	1
Provide goods	0	2
Provide volunteer staffing	0	3
Provide Paid Staffing	1	2
Other	0	1
Subgrantee Total	2	9

Exhibit 13: Parents/Family Members Served (18/19 combined)

Center	2018-19 Parent/Family Member – Total
Kaunakakai Elementary	103
Kilohana Elementary	
Kualapuu Elementary	
Maunaloa Elementary	
Subgrantee Total	103

Exhibit 14: Progress on Measures of Program Effectiveness

Program Effectiveness Measure #1: Regular (or consistent) program attendance. Regularly participating students are those students that participate in the 21CCLC program at least 30 days and students that participate in the 21CCLC program for at least 300 hours. (See Exhibit 6)

Program Goal	Measurement	Baseline	Results	Met/Not Met
33% of each school's student body will attend the program.	Attendance Sheets		44.69%	Met

Exhibit 15: Progress on Measures of Program Effectiveness
Program Effectiveness Measure #2: On-time advancement to the next grade level.

Program Goal	Measurement	Baseline	Results	Met/Not Met

Exhibit 16: Performance on Indicator 1.1
Academic Improvement in Reading/Language Arts – Smarter Balanced

Objective 1.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts scores and proficiency on Smarter Balanced Assessments.

Center	Regular program participants who needed to improve in reading/language arts from on previous SBAC assessment		Regular program participants with IMPROVEMENT in reading/language arts from on previous SBAC assessment	
	#	%	#	%
Kaunakakai Elementary	10	53.00%	5	56.00%
Kilohana Elementary	4	40.00%	1	50.00%
Kualapuu Elementary	n/a	n/a	n/a	n/a
Maunaloa Elementary	4	80.00%	2	100.00%

Exhibit 17: Performance on Indicator 1.1

Academic Improvement in Reading/Language Arts - Smarter Balanced

Indicator 1.1 Goal	Indicator 1.1 Results	Met/Not Met

Exhibit 18: Performance on Indicator 1.2

Academic Improvement in Reading/Language Arts – Grades or Course Marks

Objective 1.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts grades or course marks.

Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Kaunakakai Elementary				
Kilohana Elementary				
Kualapuu Elementary				
Maunaloa Elementary				

Exhibit 19: Performance on Indicator 1.2
Academic Improvement in Reading/Language Arts - Grades or Course Marks

Indicator 1.2 Goal	Indicator 1.2 Results	Met/Not Met

Exhibit 20: Performance on Indicator 2.1
Academic Improvement in Math – Smarter Balanced

Objective 2.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in Math scores and proficiency on Smarter Balanced Assessments.

Center	Regular program participants who needed to improve in math from on previous SBAC assessment		Regular program participants with IMPROVEMENT in math from on previous SBAC assessment	
	#	%	#	%
Kaunakakai Elementary	12	48.00%	1	20.00%
Kilohana Elementary	5	46.00%	0	0.00%
Kualapuu Elementary	n/a	n/a	n/a	n/a
Maunaloa Elementary	5	84.00%	1	50.00%

Exhibit 21: Performance on Indicator 2.1
Academic Improvement in Math – Smarter Balanced

Indicator 2.1 Goal	Indicator 2.1 Results	Met/Not Met

Exhibit 22: Performance on Indicator 2.2
Academic Improvement in Math – Grades or Course Marks

Objective 2.2 Participants in 21st Century Community Learning Centers will demonstrate academic improvement in Math grades or course marks.

Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Kaunakakai Elementary				
Kilohana Elementary				
Kualapuu Elementary				
Maunaloa Elementary				

Exhibit 23: Performance on Indicator 2.2
Academic Improvement in Math – Grades or Course Marks

Indicator 2.2 Goal	Indicator 2.2 Results	Met/Not Met

Exhibit 24: Performance on Indicator 3.1

Decreases in the Number of Days Absent From School

Objective 3.1: Percentage of REGULAR program participants with decreases in the number of days absent from school, as measured quarterly throughout the school year

Center	Quarter 1 %	Quarter 2 %	Quarter 3 %	Quarter 4 %
Kaunakakai Elementary				
Kilohana Elementary				
Kualapuu Elementary				
Maunaloa Elementary				

Exhibit 25: Performance on Indicator 3.2

Decreases in the Number of Behavioral Incidents at School

Objective 3.2: Percentage of REGULAR program participants with decreases in the number of behavioral incidents at school, as measured quarterly throughout the school year

Center	Quarter 1 %	Quarter 2 %	Quarter 3 %	Quarter 4 %
Kaunakakai Elementary	n/a	n/a		
Kilohana Elementary	n/a	n/a		
Kualapuu Elementary	n/a	n/a		
Maunaloa Elementary	n/a	n/a		

Exhibit 26: Performance on Indicator 3.3 Increases in Social and Emotional Skills

Objective 3.3: Percentage of REGULAR program participants with increased social and emotional skills as measured by student surveys.

Center	Percentage of REGULAR program participants increased social and emotional skills as measured by student surveys.
Kaunakakai Elementary	n/a
Kilohana Elementary	n/a
Kualapuu Elementary	n/a
Maunaloa Elementary	n/a
	%
	%
	%
	%

Exhibit 27: Progress on Program-Specific 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. Enter all that apply.

	Objectives	Measures	Results	Met/Not Met
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2018-19 was 9% compared to 15% in 2017-18.</i>	<i>Met</i>
1	80% of program students will attend regularly (participate for 300 hours over at least 30 days)	Program Attendance Sheets	27% of program students regularly attended.	Not Met
	#REF!	#REF!		
	#REF!	#REF!		
2	80% of program students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%	Achieve 3000 ELA Lexile ratings	Unable to determine if goal was met due to data-collection restrictions.	
	#REF!	#REF!		
	#REF!	#REF!		
3	80% of students who regularly attend the Math program sessions will achieve their projected scaled score by the end of the program year.	iReady, Reflex Math, Math skills ratings	Unable to determine if goal was met due to data-collectio	
	#REF!	#REF!		
	#REF!	#REF!		
4	80% of students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%	Achieve 3000 ELA Lexile ratings	Unable to determine if goal was met due to data-collectio	
	#REF!	#REF!		
	#REF!	#REF!		
5	80% of students who regularly attend the Math program sessions will achieve the projected scaled score by the end of the program year using the CFA (STAR MATH).	Click here to enter measure.	Unable to determine if goal was met due to data-collectio	
	#REF!	#REF!		
	#REF!	#REF!		