



Molokai LIVE



Program Evaluation
School Year 2016-17
May 31, 2016 to May 26, 2017

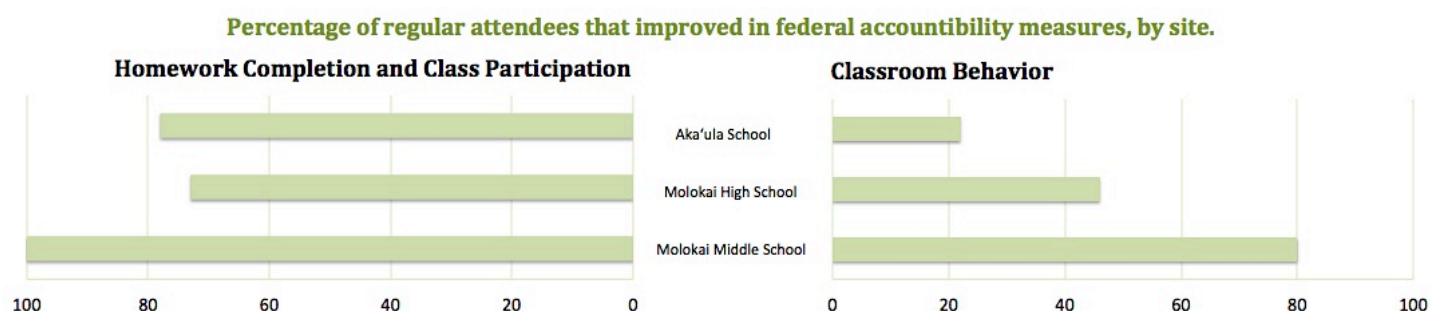
Submitted on December 21, 2017 by:
Laura R. Peterson, Program Evaluator

EXECUTIVE SUMMARY

The evaluation was designed to determine progress Molokai LIVE has made towards meeting objectives and to determine outcomes. It has been determined that significant progress has been made in all three of the project 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.

PROGRAM IMPLEMENTATION



- Students were supported as never before, with 389 students served during the 2016-17 School Year.
- 99 middle and high school students attended Summer Program 2016 and for the first time principals allowed students to earn half elective credit. Included academic skill building in all content areas.
- Over SY 2016-17 an average
 - 35% of Molokai LIVE regular attendees improved in classroom behavior
 - 65% of regular attendees improved in homework completion and class participation measures
 - 31% improved language arts grades
 - 12% improved math grades
- Academic Support: Daily Study Hall in three sites, Tutoring, Athletes Academic Support (Football Scholars), Youth Literacy Fairs, 9th grade Orientation, and opportunities for grade recovery during Intersessions.
- STEM Exposures: VEX Robotics, Computer Games, Makerspace, Kalo Connection, STEM Saturdays, Oahu and Maui Trips that included scientific discovery, visits to Haleakala and the high performance tech park.
- Enrichment Exposures: Music Appreciation, Chess, Sewing, Art Integration, Music Integration, Fitness and the Zone, Fitness/Makahiki, Baking, Soccer, Arts and Music, Just Media, Slam Poetry, the Internship/Shadowing Project, and Cheer 4 Life which included a trip to tour colleges and observe a professional cheer squad competition.

- College and Career Readiness; ePrep, College Visits, the first Career Fair, and College Prep for Families.
- For the first time ever, Intersessions were offered. This will continue to be the model.
- Molokai LIVE engaged 108 adults and family members in various programs. In addition, events became a venue for increased parent and family participation with events such as the twice-annual Family Fair and the first annual Career Fair. Family Learning time was from 5:00 – 7:00 pm on Tuesdays and Thursdays.
- The core team continued to cultivate 25 Partnerships, an increase of 11 Partnerships from last SY, to ensure growth, sustainability, and success of the program.
- Molokai LIVE employed 21 staff members over the summer, 35 in the fall, and 35 in the spring. Staff consisted of school day teachers, non-teaching school day staff, community members, and parents.
- Student travel was emphasized to expose students to enrichment activities not available on-island and to provide opportunities for College and Career Readiness advancement. Students participated in events such as:
 - Halawa Valley, Molokai field trip
 - STEM trips that exposed students to marine conservation, renewable energy, and participation in the World Conservation Congress
 - Student college exploration tours to Maui and Oahu in conjunction with off island competitions
 - Molokai College and Career Tour
 - Chess and Robotics competitions
 - Pacific Tongues Interscholastic Slam Poetry Festival at UH Manoa.
- 11% of enrolled students attained 30-day participation.
- The demographic information collected reflected the student population, with the students being Native Hawaiian or part Native Hawaiian at 83%, followed by 8% Filipino, and 3% White.

77% Of all secondary students engaged with Molokai LIVE

EVALUATION SUMMARY

Results will be utilized in order to address challenges for this reporting period:

- Monitoring and support of credit recovery students during intersession in order to expand offerings.
- Insufficient program support due to difficulty in hiring skilled staff for program needs (account clerk position, outreach counselor, and instructors) and staff turnover due to minimal hours of work.

- Lack of student interest in registering for classes that require a committed weekly attendance. Exceptions are classes that allow students to compete or perform such as VEX Robotics, Chess, and Cheer 4 Life. LIVE Cafe created to engage student participation and exposure discontinued in Spring due to program challenges.

MAJOR FINDINGS AND RECOMMENDATIONS

Program Offerings:

The Intersessions piloted this school year serve as a valuable resource to students, families, and the schools, and provide opportunity for both remediation and enrichment. Intersession recommendations include:

1. **Evidenced-based remediation that, with the approval of school day instructors, will be applied as extra credit, especially in the area of math.**
2. **Explore the possibility of correspondence credit recovery courses in all subjects.**

College and Career Readiness:

The College and Career Readiness activities and events piloted this school year serve as a valuable resource to students, families, and the schools, and provide increased opportunities that complement the schools' efforts.

College and Career Readiness recommendations include current areas of need:

1. **Continue to assist schools with post-high school transitions.**
2. **Continue to assist schools with college and career student and family engagement.**
3. **Continue to assist schools with important student transitions.**
4. **Include targeted outreach to English learners and special education students.**

Recruitment and Retention:

The program has struggled with the recruitment and retention of students. **A launch of high interest enrichment electives, credit recovery support will support high school graduation and student success.**

Program Evaluation:

In conjunction with the above recommendations regarding program offerings, college and career readiness, and recruitment and retention, **improved program evaluation in the areas of student voice and formative universal screening results of regular attendees is warranted.** Students that are already attending program and their families can be recruited for specific offerings based on stated preferences (student voice) and awareness of reading and math scores and academic standing (grades).

Molokai LIVE Literacy Fair, Spring 2017



PROGRAM DESCRIPTION

ORIGIN

In its third year, Molokai LIVE continued deliveries at its designated sites: Molokai High School (MHS), Molokai Middle School (MMS), and Aka'ula School in a collaborative effort to support the school's academic and student focuses. MHS and MMS are the only public schools responsible for secondary education on Molokai. Aka'ula School, a private school, served students in the 5th - 12th grade. Molokai LIVE was based in the library shared by MHS and MMS less than one mile away from Aka'ula School.

The 2016-17 combined enrollment was 389 students (an increase of 53 students from last year), of which the largest ethnic group was Native Hawaiian or part Native Hawaiian (83%), followed by Asian (primarily Filipino) (8%); this data approximately mirroring Molokai's population of 7,258 residents (2010 U.S. Census). There were also 108 adults and family members engaged in programs, not including participation in family events such as Family Fair.

Rural and isolated, Molokai has a unique set of strengths and barriers that set it apart from the rest of the state. The island has earned a statewide reputation for fiercely protecting its resources and a lifestyle rejecting of industry and tourism. At the same time, the educational system is tasked with helping the students on Molokai *catch up* in 21st Century educational literacy and preparing students to participate in the larger global community. The barriers of economic hardship, limited life experiences, and the deprivation of enrichment opportunities further isolate students and impact student achievement opportunities.

GOALS

Molokai LIVE's overarching goal was to build strong partnerships within the community to enhance College and Career Readiness. The foundation of the program was community centered and focused on community building by investing in our youth's preparation for career and/or college. In support of this vision, the program design addressed the following 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.

This is aligned with the United States Department of Education 21st CCLC goal to "...provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program," including:

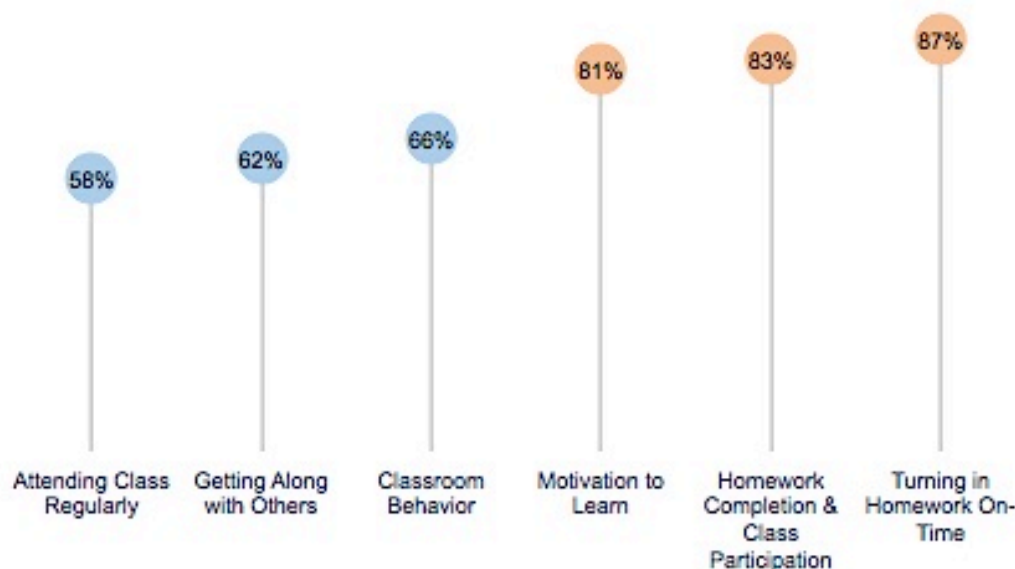
- Offering families of students literacy and related educational development.
- Providing a range of high-quality services to support student learning and development.
- Providing a safe environment for students during non-school hours or periods when school is not in session.

CLIENTS

Teachers Report:

Over 1/2 of students **need improvement** in the areas of attending class regularly, getting along with others, and *classroom behavior*. *

All but the top 15-20% of students **need improvement** in the areas of *motivation to learn, homework completion and class participation,** and turning in homework on time.



*21st Century Community Learning Center indicator for student success

Source: SY 16-17 21CCLC surveys on regular afterschool participants

Summer Program 2016; Molokai High School campus

The total number of students served for Summer 2016 was 99, down from 154 in Summer 2015. At that time, Molokai LIVE optioned to partner with Freedom Schools', Molokai CORAL and served grades three through twelve. Summer 2016 served Molokai LIVE's usual target group of grades seven through twelve. Summer Program 2016 for the first time allowed students to earn half elective credit and included academic skill building in all content areas. A strong partnership with the schools resulted in the principals agreeing to do this.

The prevalent racial/ethnic group was Native Hawaiian, Asian/Filipino, then White, and then Other. The sample of demographic information obtained reflects accurately the demographics of the School Year Program. The sample also shows similarities (within 2% range) in both of the percentages of Special Education and English Learners (EL). Again, these numbers are consistent and reflective within two percentage points of the demographic percentages of EL and Special Education at both Molokai Middle and Molokai High Schools.

Molokai LIVE, Summer Program served grades seven through twelve. The average number of students representing each grade level decreases (with one exception from grade ten to grade 11), as the students increase in age. The average is 27 students per grade level for middle school, and 12 students per grade level for high school. The transition grade-levels of seven and nine reflect the highest counts for each category (middle and high), reflecting the benefit of “transition support” stressed in all outreach attempts.

School Year Program 2016 - 2017

The total number of students served for School Year 2016-17 was 389, which represented 68% of all secondary students in school on Molokai (total 569). The number of students by grade level was 70% of the student body of Molokai Middle School (a decrease of 2%), 64% of the student body of Molokai High School (an increase of 1% from SY 15-16), and 97% of the student body of Aka‘ula School (an increase of 88%). The increased percentage of participation at the Aka‘ula School was due in part to the strategic decision to establish the school as a site for after-school homework help. This decision mitigated the former challenges of a historical lack of collaboration between public and private schools, the longer Aka‘ula school day ending at 3:15 pm, and the 20 minute walk from Aka‘ula School to the Molokai LIVE program.

Of the data collected for 389 students, the most prevalent racial/ethnic group was Native Hawaiian (or part Native Hawaiian, answering as two or more races) at 83%, followed by 8% Asian/Filipino, 5% Data not Provided or Other, and 3% White. The Other category contained all racial/ethnic groups that were identified with three students or less. The student demographics were an accurate reflection of the island as a whole.

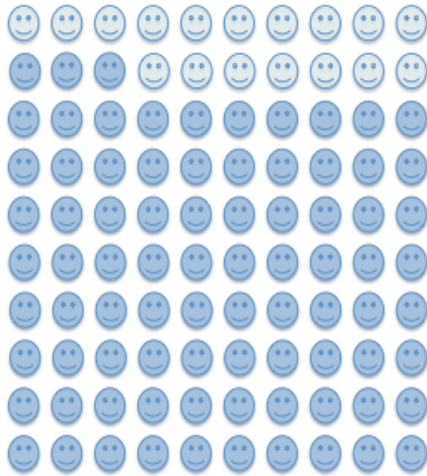
The 200 male and 189 female student numbers were consistent with slight school increases in male student numbers. Also, a strong collaboration continued in SY 16-17 with the football coach and his growing football team, in their second year of re-establishment after a long hiatus from MHS.

Of these students, 0 qualified for English Language (EL) services, a drop from 6 students last school year. This was not consistent with the school maintaining comparable EL numbers. Targeted efforts happened in SY 15-16 to involve this small segment of the school population that perhaps did not happen in the SY 16-17 school year.

Similarly, there was a drop in the special education population from 45 students, or 13% of the total school population, to 34 students, or 9% of the total school population. This is not a reflection of school data, which shows IDEA population increasing each year, including from SY 15-16 to SY 16-17. Targeted outreach to this population remains a challenge, given FERPA laws.

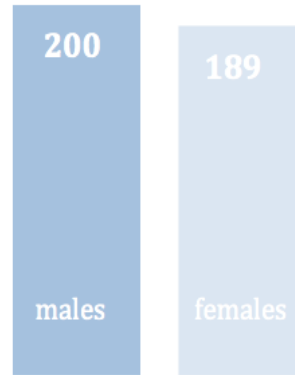
For the 16-17 School Year, all public school students qualified for Free and Reduced Lunch (FRL) status as part of a Hawaii Department of Education and Department of Agriculture pilot program for economically disadvantaged areas. “To qualify for the Community Eligibility Provision program, a district, grouping or school must have a minimum of 40 percent or more of its students eligible for free or reduced-price meals through the National School Lunch Program” (www.hawaiipublicschools.org). For this reason, the data regarding FRL percentage (100%) is not a true representation, although the percentage is usually in the high 70s, and traditionally high in the community.

WHO Attends Molokai LIVE?



83%

of students served are
Hawaiian or part Hawaiian



34 out of **389**
s t u d e n t s
qualify for special needs services

108

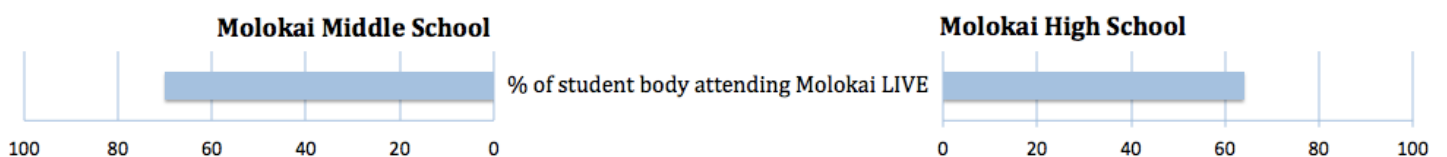
Adults or family
members
engaged with
Molokai LIVE
programs



number of Molokai LIVE participants by grade level SY 16-17

53 MORE students engaged with Molokai LIVE over School Year 2016-17

A large percentage of both public schools attend the centrally located 21st Century Community Learning Center



MATERIALS AND RESOURCES

The program materials used were primarily those purchased to support student STEM learning through Saturday and Intersession deliveries, and contracts with Creative Core (to create applicable curriculum), Catapult (for Growth-Mindset training and reading comprehension curriculum), Comprendio (entrepreneur workshops and curriculum), and Naviance (student college and career program).

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 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 is largely due to the collaboration with MHS and MHS.

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.

The program activities supported the goal of the program in preparing students for jobs, college, and careers. All program activities are voluntary for student participation and included:

- Academic Support: Daily Study Hall in three sites, Tutoring, Athletes Academic Support (Football Scholars), Youth Literacy Fairs, 9th grade Orientation, and opportunities for grade recovery during Intersessions.
- STEM Exposures: VEX Robotics, Computer Games, Makerspace, Kalo Connection, STEM Saturdays, STEM Oahu and Maui Trips that included water testing and visits to the crater and high performance tech park.
- Enrichment Exposures: Music Appreciation, Chess, Sewing, Art Integration, Music Integration, Fitness and the Zone, Makahiki, Baking, Soccer, Arts and Music, Just Media, Slam Poetry, the Internship Project, and Cheer 4 Life which included a trip to tour colleges and observe a professional cheer squad competition.
- College and Career Readiness; ePrep, College Visits, the first Career Fair, and College Prep for Families.

Molokai LIVE earmarked funds specifically for student travel to expose students to enrichment activities not available on-island and to provide opportunities for College and Career Readiness. Students participated in events such as the Halawa Valley field trip; three STEM trips that exposed students to marine conservation, renewable energy, and participation in the World Conservation Congress; four student college exploration tours to Maui and Oahu in conjunction with off island competitions; Molokai College and Career Tour; off-island Chess and Robotics competitions; and the Pacific Tongues Interscholastic Slam Poetry Festival at UH Manoa.

The procedures followed by staff were under the direction of the Site Coordinators and addressed general student safety, engagement, and accountability to program and class goals/objectives. The program continued to refine staff and program procedures. In addition to orientation, FERPA training, and compliance training, staff had multiple opportunities for enrichment, including MangaHigh training, Growth Mindset training, building staff awareness, and creation and participation in the Leadership through Positive Coaching Alliance.

The Project Director, along with the Site Coordinators monitored all aspects of the program, including (from the 21st CCLC Sub-grantee Handbook):

- Program occurrence; program development and schedule of deliverables
- Student enrollment; daily program attendance to classes, deliveries, and events
- Student engagement; measured by attendance and student interviews, evaluation, and surveys.
- Alignment/congruence to school day; assessed quarterly with meetings with administrators
- College and Career Readiness; success and attendance of the College Bound Students
- Improved academic achievement in math, reading and science; screener results in math and reading

STAFF AND OTHERS

Who works at Molokai LIVE?			
Summer 2016 Staff		School Year 2016-17 Staff	
9 School Day Teachers	4 Other Non-Teaching School Day Staff	10 School Day Teachers	4 Other Non-Teaching School Day Staff
	5 Community Members		11 Community Members
	3 Parents		10 Parents

Summer 2016 (May 31 to July 29, 2016): 21 employees (an 11 person increase from SY 2015-16).

Fall 2016 (August 1 to January 6, 2017): 35 employees (a 13 person increase from SY 2015-16).

Spring 2017 (January 7 to May 26, 2017): 35 employees (a 20 person increase from SY 2015-16).

Staffing was comprised of instructors, tutors, program administrators, and support personnel. The summer program deliveries spanned four weeks, Monday - Friday for 30 hours a week. During the 2016-17 school year, the program operated Monday - Friday from 8-21 hours a week (depending on the site), for the school year, some Saturdays, and during intersessions between school quarters. Instructional staff worked between 4 and 17 hours a week as Part-time Teachers; hours dependent on classes, responsibilities, and deliveries.

Program monitoring and technical support were provided by 21st CCLC Project Manager, Daniel Williams of the Hawaii State Department of Education. Complex-level oversight and monitoring was provided quarterly by Specialist Alison Place, along with the guidance of the program's Advisory Council comprised of the MHS and MMS School Community Councils during their monthly meetings.

Partnerships are a strong component and focus of Molokai LIVE. For both the Summer and School Year 2016-17, the dedicated partners helped to support the program's development and goals. The partnerships are as follows:

Partner	Role/Opportunities
Molokai High School	Referral of students for academic support and program follow up support Library resources (computers, equipment/supplies, books), Ohana nights CCR collaboration for students prior to mainland college tour Planned academic support for IDEA students
Molokai Middle School	Collaboration on events serving middle/high students, parents, and community Hawaiian Language Immersion Program provides cultural protocols and student volunteers for events Planned science project academic support for students
Aka'ula School	Science Symposium and classroom presentations by students to Molokai Middle School
Molokai Arts Center	Instruction in the arts, music, writing
Hui o Kuapa	Workshops: SLAM Poetry, cultural arts
Akaku; Molokai Media	Video production
Matt Yamashita	Video production
Queen Liliu'okalani Trust	Chess instruction T, Th; mentorship of male students Mentorship of female students with Kalo Connection project
UH Maui, Molokai	CCR and scholarship support, presentations
UPWARD Bound	CCR support, UPWARD Bound program opportunities for students
Digital Bus	Inquiry and activities tied to environmental science and technology
Molokai Land Trust	Conservation projects/education
Nature Conservancy	Conservation projects/education
Sustainable Molokai	Stewardship of resources, financial literacy Farm to School Program; gardening, nutrition
Ka Honua Momona	Fish pond; cultural practices, restoration, marine education
Pilipo/Greg Solatario	Halawa, cultural practices of loi, resources, history
Hanohano Naehu	Cultural practices, history, Keawanui fishpond site use
Monsanto	Funding for school related projects, manpower assistance for events Science resources; professional volunteers to help work w/ students, site visit to lab/nursery
Kuha'o Business Center	Training in entrepreneurship, business, and internship opportunities.
Office of Economic Developmnt	Information and resources in Maui County; internship, entrepreneurship, conservation
Interval House; Americorps	Literacy and CCR support. "First Book" grant partners.
Youth In Motion	Ocean Activities: paddle board, wind surfing; education/training
MEO	Transportation for summer program
Native Hawaiian Educ. Council	Youth Summit; building youth leadership and voices
Friends of MHS and MMS	Funding

EVALUATION DESIGN & RESULTS

PURPOSE

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 outcomes. The program 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.

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

PLAN

Implementation Evaluation Plan - The core team met monthly with the evaluator to discuss:

- Whether the grant was being implemented as planned in the grant application
- Challenges implementing the program
- Updates on community-based partnerships
- Whether program activities were interesting and valuable to students, teachers, administrators, and community partners
- Securing data and refining data collection systems

Outcome Evaluation Plan – The outcome evaluation addresses eight program outcome indicators, based on four objectives established by the U.S. Department of Education for the 21st CCLC program. The objectives are as follows:

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

Objective 2: 21st CCLC offers a range of high-quality educational, developmental, and recreational services

Objective 3: 21st CCLC serves children and community members with the greatest need for expanded learning opportunities

Objective 4: Participants demonstrate academic improvement based on formative and summative assessments given throughout the year

The eight program outcome indicators are as follows:

From Objective 1, Student Benefits, the students will:

- 1 Show improvements in school attendance and classroom performance.

From Objective 2, Range of Services, the program will:

- 2 Offer high-quality services in at least one core academic area.
- 3 Offer enrichment and support activities.
- 4 Establish and maintain partnerships.
- 5 Offer services to family members of students enrolled in the program.
- 6 Offer services both during the school year and when school is not in session.

From Objective 3, Greatest Need, the program will be:

- 7 Located in a high-need community.

From Objective 4, Academic Improvement, the students will:

- 8 Demonstrate academic improvement.

SCHEDULE

For each outcome of interest, **at minimum** the following data is collected, utilizing the specified instruments and schedule:

From Objective 1, Student Benefits, the students will show improvements in school attendance and classroom performance.

- Data Collected: teacher-reported improvement in attending class regularly and classroom behavior
- Instrument: teacher surveys; distributed and collected by evaluator
- Schedule for collection: April – May

☐ 30–59 Days
 ☐ 60–89 Days
 ☐ 90+ Days

To what extent has your student changed their behavior in terms of:	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
	Students in grades 6 – 12						
	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Improvement in homework completion AND class participation							
Improvement in behavior							
Turning in homework on time							
Attending class regularly							
Coming to school motivated to learn							
Getting along well with other students							

From Objective 2, Range of Services, the program will offer high-quality services in at least one core academic area.

- Data Collected: offerings in core academic areas aligned to Common Core State Standards or evidence-based software intervention programs in subjects such as reading and literacy, mathematics, and science
- Instrument: staff training documentation (see below) or attendance records; provided by administrative team
- Schedule for collection: August, October, December, March, May

Sample of Training Documentation:

MangaHigh Training
"Building Student Math Skills...making learning FUN"

Presenter: Joanie Tanabe **Tuesday, 10/25/16** **Library** **4:00 - 5:00 p.m.**

ATTENDANCE

From Objective 2, Range of Services, the program will offer enrichment and support activities.

- Data Collected: Program schedule of enrichment activities such as art, music, technology, and recreation
- Instrument: Program schedule of deliveries (example below), class descriptions, attendance records; provided by administrative team
- Schedule for collection: August, October, December, March, May

Sample of Program Schedule of Enrichment Activities:

Hang out with friends!

LIVE *Cafe*

Snacks for Sale!

Graphic Designs
TUESDAY + WEDNESDAY

Music Appreciation
TUESDAY + THURSDAY

Chess Club
TUESDAY + THURSDAY

Sewing
WEDNESDAY

VEX Robotics
WEDNESDAY

Maker Space
MONDAY

Cool activities!

Starting at 2pm in the cafeteria

From Objective 2, Range of Services, the program will establish and maintain partnerships.

- Data Collected: evidence of community collaboration in planning, implementing, and sustaining programs
- Instrument: program planning documents and meeting minutes; provided by administrative team

- Schedule for collection: Monthly Evaluation Meeting

Sample of flyer for Kanehunamoku Voyaging Academy event:

**Molokai LIVE &
Kanehunamoku Voyaging Academy
Presents
"Voyage To Kanaloa"**



**Monday,
September 19, 2016**

2:00 - 3:30 p.m.

**At the LIVE Café
in the cafeteria**

**Open to ALL MMS &
MHS Students**

**The Kanehunamoku Voyaging Academy is recruiting 11th
& 12th graders for a 1-year cultural maritime course,
which ends with an open ocean voyage.**

From Objective 2, Range of Services, the program will offer services to parents and other family members of students enrolled in the program.

- Data Collected: Activities and Events that offer services to parents and other family members enrolled in the program
- Instrument: flyers, class descriptions, event logs and attendance records (see Achieve 3000 training/orientation for parents below); provided by administrative team
- Schedule for collection: Monthly Evaluation Meeting

Sample of Attendance Log showing Achieve 3000 training/orientation for parents:

PRINT Neatly as it will affect STUDENT CREDIT

Parent Name	Int	Student Name	MHS	MMS
Libby Bracy		Ashawna Davis		✓
Dora Miguel		Erabriele Miguel		✓
Annita English		Martika English	✓	
		Shia-Dane English	✓	
		Roseline English		✓
W. ... Kari		Sharnelle Davis	✓	

From Objective 2, Range of Services, the program will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session.

- Data Collected: Program schedule of classes showing days, times, and frequency for school year and deliveries provided when school is not in session, such as during the school intersessions and summer
- Instrument: Program schedule of classes, flyers, class descriptions, event logs, and/or attendance records; provided by administrative team
- Schedule for collection: Monthly Evaluation Meeting

Sample of planning schedule for Spring Intersession:

21st CCLC Molokai LIVE, UPLINK, and Molokai CORAL

High and Middle; Spring Intersession Program March 20 - 24, 2017

Time	Monday - Friday Classes	Instructor	Remediation
7:45 - 8:30	Greet, Oil, Reading Voices	All Students and Instructors	
8:30 - 9:00	MangaHigh Math (skill building)	All Students and Instructors	
Period 1	Design Thinking	Jerry Flowers/ Iolani Kuoha	Amanda Labrio David Powell
9:05 - 10:05	Science: Experiments, research, and inquiry	Karen Weiss/Nic Kuhn	
	ELA: Reading and Writing	Marie Kalanihual/ Lyn Bonk	
Recess 10:05 - 10:20	RECESS	All Students	
Period 2	Design Thinking	Jerry Flowers/ Iolani Kuoha	
10:25 - 11:25	Science: Experiments, research, and inquiry	Karen Weiss/Nic Kuhn	
	English: Reading and Writing	Marie Kalanihual/ Lyn Bonk	
Period 3	Type to Learn	Julie Lopez	
11:30 - 12:25	Cooking	Christie Paleka	
	Art	Madi Zeller	
	Ceramics	Kanoe Dudoit	
	Sports	Kawehi Kaupu	
LUNCH 12:25 - 12:55	LUNCH in S101	All Students	
Period 4	Art	Madi Zeller	Nic Kuhn David Powell
1:00 - 2:00	Ceramics	Kanoe Dudoit	
	Cooking	Christie Palek	
	Sports	Amanda Labriola	
	Sports	Kawehi Kaupu	
2:00	PAU		

From Objective 3, Greatest Need, the program will be located in a high-need community.

- Data Collected: Participation by Feeder Schools in order to assess equity.
- Instrument: attendance data, (sample below with a view over time)
- Schedule for collection: August, December, May

Site name:	MHS	*MMS	*Aka'ula	Total
Grade Level:				
6	-	-	4	4
7	32	34	6	72
8	35	37	11	83
9	66	-	5	71
10	64	-	3	67
11	49	-	4	53
12	35	-	4	39
Fall 15-16 SY				
7	58	-	-	58
8	69	-	-	69
9	57	-	-	57
10	65	-	-	65
11	53	-	-	53
12	34	-	-	34

From Objective 4, Academic Improvement, the students will demonstrate academic improvement.

- Data Collected: Semester 1 and Semester 2 reading/language arts and/or math grades, reading and math universal screener scores
- Instrument: report cards collected by evaluator (and then compiled, see formative tracking below), Achieve 3000 and STAR Math scores
- Schedule for collection: December, May

Regular Attendees:				
30-59 days	28RC	5	9	42
	26TS			
Improvement in homework completion & class participation	19	5	7	31
Improvement in behavior	12	4	2	18
**Improvement in grades				
-needed to improve in Math?	21	4	4	29
-of needed, did improve in Math?	7	2	2	11
-needed to improve in English?	19	4	6	29
-of needed, did improve English?	8	2	3	13
60-89 days	5	0	7	12
Improvement in homework completion & class participation	3	-	4	7
Improvement in behavior	1	-	2	3
**Improvement in grades				
-needed to improve in Math?	5	-	3	8
-of needed, did improve in Math?	0	-	0	0
-needed to improve in English?	5	-	4	9
-of needed, did improve English?	3	-	3	6
90+ days	3	0	6	9
Improvement in homework completion & class participation	0	-	5	5
Improvement in behavior	0	-	4	4
**Improvement in grades				
-needed to improve in Math?	2	-	5	7
-of needed, did improve in Math?	1	-	0	1
-needed to improve in English?	2	-	6	8

IMPLEMENTATION

The grant application (screenshot below) contained the three overarching goals of ownership, preparedness, and persistence/perseverance:

21st CCLC; Molokai L.I.V.E.: Learning, Investing Vigorously Everyday

- Self-confidence and the value of being competent in academic achievement (ownership);
- Basic and higher thinking skills connected to the 21st Century (preparedness);
- Independence and aspiration for success (persistence and perseverance).

In addition, the grant application (edited screenshot below) contained the three areas of emphasis, including Assuring Academic Achievement, Practicing Problem Solving and Planning, and Integrating Investment Interests:

1. **ASSURING ACADEMIC ACHIEVEMENT (AAA):** “extends” the intensive educational services provided by the schools and is aimed at unmet needs.
2. **PRACTICING PROBLEM SOLVING & PLANNING (PPP):** partnerships – parents, community agencies, service organizations, and educators working together for student learning.
3. **INTEGRATING INVESTMENT INTERESTS (III):** focuses on developing student aspirations by exploring interests.

Project Narrative Reports prepared for the Grantee from the Sub-Grantee detailed program implementation details, and consisted of strengths and challenges that support both the overarching goals and areas of emphasis. In addition, there was an Application for Additional Funding submitted for expanded STEM, Summer Bridge, CCR, and PD opportunities. For the 2016-17 SY, the funds were granted to support the following deliveries:

Sites: MHS and MMS

Summer Bridge

Summer Program Family Night
VEX Robotics Camp

Site: MHS

LIVE Café
Study Hall
Positive Coaching Alliance
Football Scholars College Tour
Science Fair; Academic Support
Kalo Connection
Winter Intersession
Spring Intersession
World Conservation Congress
STEM Saturdays

VEX Travel
VEX Travel
Cheer 4 Life
STEM
STEM Maui Trip

Site: MMS

Study Hall
Culinary; Baking Class
STEM Winter Intersession

Site: Aka’ula School

Forensic Science; Dissection
Judo Bots
Storming the Castle
CSI Molokai - Winter Intersession
Bats! Bats! Bats!
More Than Magnifiers

Class or Event details

Math, ELA, SS, Science, VEX Robotics, Math and Reading Skill Building, Performance Arts, Violin, Band, Video Media, CCR
Spotlight Cafe; showcasing student learning
CCR; VEX Robotics

Class or Event details please move middle and high offerings to above category

Makerspace, Robotics, MangaHigh computer math skill games
MangaHigh Math and Achieve 3000; math and reading skill building
Leadership Training
CCR: UH Maui tour
Science Projects
Cultural Based Garden and Science Class
Remedial Support in Math, STEM, English
STEM Enrichment and Remedial Support in English and Math
Science forum and activities

Biology, Judobots, 3-D construction, Criminal Science
Maui Tournament
State Tournament Big Island
CCR Oahu Trip for College visits
Bishop Museum, UH Leeward Opihi Project, Mao Farms, UH West HI
Haleakala, Wind Farms, UH Maui, MEDB, Kihei Opihi Project

Class or Event details

MangaHigh Math and Achieve 3000; math and reading skill building
CCR; Culinary Entrepreneur
Science, Design Thinking, Cooking

Class or Event details

Science
STEM; design thinking
STEM; design thinking
STEM; critical thinking and problem solving
STEM; research/ gathering data
STEM; research/ gathering data

There were several instruments utilized to gauge whether program activities were interesting and valuable to students, teachers, administrators, and community partners. Starting with Summer Program 2016, sources of data are middle school student surveys, high school student surveys, and parent surveys.

The high school students, high school parents, middle school students, and middle school parents all evaluated the program very highly. Out of the highest scores, the four groups *all* indicated that the students took more responsibility for their learning as a result of the summer program.

From the parent groups, the program scored highly with the level of math support. This may be because parents historically lack confidence with math help at home. Also, student enthusiasm was high for Manga High Math, an evidence-based math program. MMS parents felt strongly that their child better understood the importance of education and preparation. MHS parents felt strongly that their child improved in relating with other learners.

The student groups felt that they had become better team members and improved their decision-making and communication skills. MHS students indicated that they had made new friends. MMS students indicated that they were improved in recognizing and producing quality work and performance.



What did you enjoy the best about the summer program?

“I enjoyed band because me and others got to play instruments.”

How do you believe that the summer program has made a difference?

**“We are thankful to have the Summer School offered.
Awesome program! Really helped my son in school...”**



Various student interest and student opinion surveys were given during the school year, and the data reflected whether program activities were interesting and valuable to middle school and high school students. High numbers of MMS and MHS students reported that they:

1. Would enjoy Wii, painting, karaoke, cooking, and music classes.
2. Enjoyed the morning music and announcements in the cafeteria (21% indicated that they would utilize a morning study hall).
3. Wanted the privilege of eating after school snacks in the library.

The event surveys consistently reflect high levels of parent satisfaction with events. For example, 100% of parents found the College Bound Families Ohana Night helpful. The surveys also provided information to improve outcomes. Most parents indicated that weeknights (especially Wednesday) were the best days to hold family events, with a start time of 6 or 6:30.

Teacher surveys contained valuable input for the decision-making team:

1. They valued the after school homework help and targeted tutoring for students needing extra assistance.
2. They didn’t know enough about the help available and upcoming events.

3. They had suggestions such as starting during CCR study hall block (at 1:10 pm) to provide enrichment opportunities, additional support for Molokai Math Day, and classes in keyboarding, handwriting, and digital media.
4. 1/3 of the responding teachers indicated that they would be willing to provide instruction after school.
5. They suggested a monthly newsletter via email to notify stakeholders of upcoming events, more notice of opportunities to teach, a calendar of events, incentives for student participation, flyers that teachers could post, and better after-school security measures.

Did Molokai LIVE program delivery support the school academic focus?

“It is such an awesome extension to the school day. It strengthens the Tier 2 and 3 services we offer to our students...both enrichment and remediation.”



What differences were noted at the school as a result of having the after school program?

“The two intersessions gave my students the opportunity to make up missing assignments and reactivate their motivation.”

All administrators “strongly agreed” that Molokai LIVE collaborated with the principals and staff at each site. In addition, administrators felt that teachers and staff of the schools were given opportunities to work for the program and offer input in program deliveries.

According to one administrator, the deliveries supported students with the skills and work habits necessary to complete quality work independently and with greater confidence. The same administrator stated “Students became more confident in their academic abilities and basic skill sets, which led to greater success in the classroom. Staff had the opportunity to work with students one-on-one to tutor in areas of need and to help students problem solve when faced with unfamiliar tasks. Students attending after school homework help showed more growth than those who didn’t attend. Attendees became more independent in their classwork and were better able to problem solve when they faced a challenge or obstacle.”

OUTCOMES

The results of youth and program outcomes serve to address the program performance indicators established by the U.S. Department of Education for the 21st CCLC program. For **Objective One**, participants need to demonstrate educational and social benefits and exhibit positive behavioral changes. The *Outcome Indicator* is that Students in the program will show improvements on measures such as school attendance and classroom performance.

Teacher surveys assessed three components of homework/classwork completion for students that attended the program 30 days or more (considered *regular attendees*). Teacher survey data demonstrates **improvement in an average of 65% of students for homework completion and class participation measures**, including motivation to learn, homework completion and class participation, and turning in homework on time. These numbers improved from Fall 2016 to Spring 2017, and also improved from SY 2015-16 to SY 2016-17. Increased length of time in the program from 30 to 60 to 90 days did not yield increased percentages.

An average of **65%** of Molokai LIVE regular attendees improved in homework completion and class participation measures over SY 2016-17

An average of **35%** of Molokai LIVE regular attendees improved in classroom behavior over SY 2016-17

Teacher surveys also assessed three components of classroom behavior for *regular attendees*. Teacher survey data demonstrates **improvement in an average of 35% of students for classroom behavior measures**, including attending class regularly, getting along with others, and classroom behavior. These numbers did not improve from Fall 2016 to Spring 2017, and they also did not improve from SY 2015-16 to SY 2016-17. Increased length of time in the program from 30 to 60 to 90 days did not yield increased percentages.

For **Objective Two**, Molokai LIVE needs to offer a range of high-quality educational, developmental, and recreational services. The *Outcome Indicators* are as follows:

- 1 Offer high-quality services in at least one core academic area.
- 2 Offer enrichment and support activities.
- 3 Establish and maintain partnerships
- 4 Offer services to family members of students enrolled in the program.
- 5 Offer services both during the school year and when school is not in session.

For *Outcome Indicator* one, Molokai LIVE reported high-quality services in the academic areas of STEM and STEM field trips, Science Fair support, Tutoring, Homework Help, and College and Career Readiness (CCR) academic activities. The largest scale academic activity was Homework Help, and Tutoring was also held during that time.

For *Outcome Indicator* two, Molokai LIVE reported the enrichment and support activities of Music Appreciation, Chess, Sewing, Art Integration, Music Integration, Fitness and the Zone, Fitness/Makahiki, Cheer 4 Life, Baking, Soccer, Arts and Music, Just Media, Slam Poetry, and the Internship/Shadowing Project.

For *Outcome Indicator* three, Molokai LIVE needs to establish and maintain partnerships. An outstanding strength of Molokai LIVE are the partnerships with the community in order to increase student, program, and community success. 25 community partners both ongoing and new are listed on page 11 of this evaluation.



For *Outcome Indicator* four, Molokai LIVE needs to offer services to family members of students enrolled in the program. The school library resources and classes in were available to parents and other family members through the program's Family Learning Center on Tuesdays and Thursdays from 5:00 – 7:00 p.m. The Intersession parent participation component and the College Bound Families workshop helped students and their parents prepare for post high-school plans. Family Fair provided 16 student presenters and performers, opportunities to view and interact with student work, as well as 25 educational displays and interactive experiences for parents. Transition Nights were held for 8th and 9th grade students and parents. There was also Positive Coaching Parent Training.

For *Outcome Indicator* five, Molokai LIVE needs to offer services both during the school year and when school is not in session. In addition to Summer 2016 that offered a half-credit, 2016-17 SY piloted Intersession in Winter and Spring to offer a way to recover credit in addition to enrichment exposures. This continues to be the model.

For **Objective Three**, Molokai LIVE will serve children and community members with the greatest need for expanded learning opportunities. An example of this is the Career Fair in April that provided exposure to post high school career options in a way not available on the island of Molokai. Trades presenters, apprenticeship programs, Job Corps, Alu Like, State Employment Office, Kuhao Business Center, UH Manoa Engineering Dept, UH Maui College, Molokai Campus, Kupu Hawaii, AmeriCorps all presented during CCR time and continued to after school.

An average of **31%** of Molokai LIVE regular attendees improved language arts grades over SY 2016-17

♦ ♦ ♦
An average of **12%** of Molokai LIVE regular attendees improved math grades over SY 2016-17

For **Objective Four**, participants will demonstrate academic improvement based on formative and summative assessments given throughout the school year. The *Outcome Indicator* is that program participants demonstrate academic improvement in language arts and/or math. An average of 31% of regular attendees improved language arts grades. An average of 12% of regular attendees improved math grades. Increased length of time in the program from 30 to 60 to 90 days did not yield increased percentages.

Molokai LIVE aligned to the regular school day by extending College and Career Readiness opportunities and providing opportunities to increase student success in schoolwide endeavors through classes and events. The SAT/ACT Prep and Molokai College and Career Tour Club support, for example, assisted students in becoming College and Career ready.

A final way that Molokai LIVE is aligned to the regular school day is by providing tier two and three supports on the Multi-Tiered System of Supports as part of the Comprehensive Student Support continuum. All three feeder schools, MHS, MMS, and Aka'ula School, have benefitted from the support for both students that are struggling and students that need enrichment. Molokai LIVE has expanded the opportunities in all schools with targeted study hall services, and engaging enrichment opportunities such as those offered in VEX Robotics.

CONCLUSIONS & RECOMMENDATIONS

CONCLUSIONS

The evaluation was designed to determine progress towards meeting objectives and to determine outcomes. It has been determined that significant progress has been made in all three of the project goals:

1. To support the education provided by the schools in meeting and further supporting student academic development.
 - Molokai LIVE was open 30 hours a week, 5 days a week, for 4 weeks over summer 2016, and after school 21 hours a week, 5 days a week, and 38 weeks (MHS site) over the 2016-17 School Year.
 - Students were supported as never before, with 389 students served during the 2016-17 School Year, an increase of 53 students from the 336 students served during the 2015-16 School Year.
 - Of the regular attendees, 30, 60, and 90-day students showed improvement in reading/language, math, *and* behavior (with the exception of 60 day students in math).
2. To develop student interest and aspirations through enriched learning and college and career readiness.
 - Various Enrichment classes were offered in the categories of Arts and Music, Physical Activities, and Mentoring in order to engage students.
 - College and Career Readiness supports were offered in the academic class categories of STEM, Tutoring, and Homework Help, as well as in College Prep for families, multiple college visits, and the first annual Career Fair.
3. To partner with parents, community, and educators to expand student learning opportunities and support.
 - For the first time ever, Intersessions were offered. This will continue to be the model.
 - Molokai LIVE engaged 108 adults and family members in various programs. In addition, events became a venue for increased parent and family participation with events such as the twice-annual Family Fair and the first annual Career Fair. Event surveys consistently reflect high satisfaction of stakeholders.
 - The core team continued to cultivate 25 Partnerships, an increase of 11 Partnerships from last SY, to ensure growth and success of the program.
 - Molokai LIVE provided extended hours into the evening for Family Learning time from 5:00 – 7:00 pm on Tuesdays and Thursdays.
 - Molokai LIVE employed 21 staff members over the summer, 35 in the fall, and 35 in the spring. Staff consisted of school day teachers, non-teaching school day staff, community members, and parents.

Other notable results include:

- Between the adjacent public feeder schools of MHS and MMS and the private school Aka'ula, Molokai LIVE served 68% of the student population, an increase of 20% from last school year.
- The number of students by grade level was 70% of the student body of Molokai Middle School (a decrease of 2%), 64% of the student body of Molokai High School (an increase of 1% from SY 15-16), and 97% of the student body of Aka'ula School (an increase of 88%).
- 11% of enrolled students attained 30-day participation, a 9% decrease from the 20% last school year.

- The demographic information collected reflected the student population, with the students being Native Hawaiian (or part Native Hawaiian, answering as two or more races) at 83%, followed by 8% Asian/Filipino, 5% Data not Provided or Other, and 3% White.
- Molokai LIVE did not engage the small ELL population. Also, there was a drop in the special education population from 13% of the total school population to 9%. This is not a reflection of school data, which shows IDEA population increasing from last school year to this school year.

The following improvements were made based on evaluation recommendations from the 2016-17 School Year:

1. Recruitment - Targeted recruitment increased Aka'ula participation by establishing a site on-property and inclusion in activities that led to increased student opportunities.
2. Program Offerings - Tried a variety of engagement opportunities for students and experimented with setting, length, duration, and frequency.
3. Family Engagement - Piloted successful mandatory parent participation as a component of Intersession in addition to Family Fair, Literacy Fairs, and College Prep for Families.
4. Communication - Teachers suggested an email newsletter, a calendar of events, and flyers.
5. Limited opportunities on-island for student internship, job shadowing, and employment – Career Fair focused on the trades, supplementing the hands-on experimental aspects of MHS Future Fest with more emphasis on career pathways.

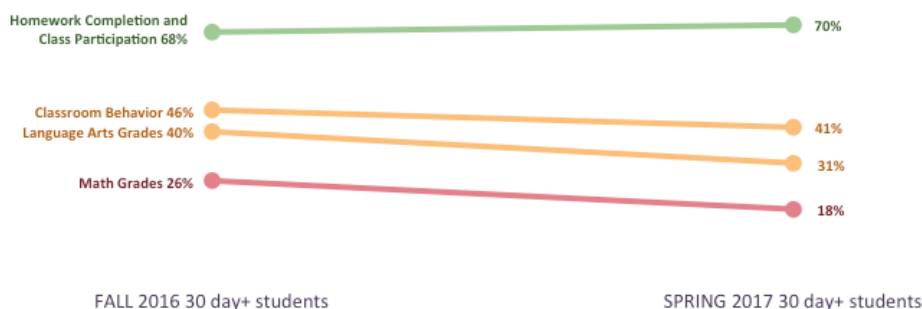
UTILIZING RESULTS

Results will be utilized in order to address challenges for this reporting period:

- Monitoring and support of credit recovery students during intersession as the offering develops.
- Insufficient program support due to difficulty in hiring skilled staff for program needs (account clerk position, outreach counselor, and instructors) and staff turnover due to minimal hours of work.
- Lack of student interest in registering for classes that require a committed weekly attendance. Exceptions are classes that allow students to compete or perform such as VEX Robotics, Chess, and Cheer 4 Life. LIVE Cafe created to engage student participation and exposure discontinued in Spring due to challenges.

RECOMMENDATIONS

Of the Molokai LIVE regular attendees needing to improve in the following categories, what percentage of them improved?

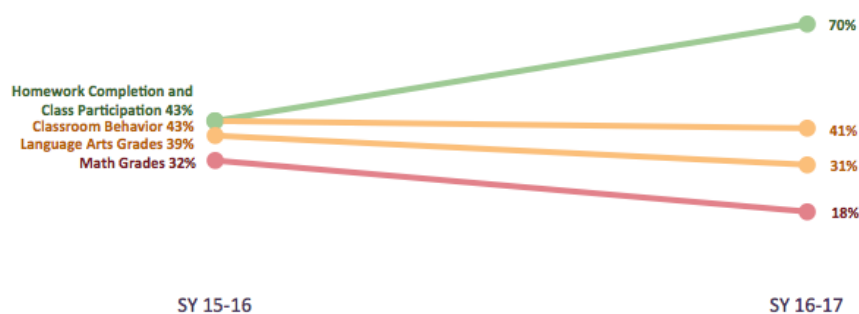


Program Offerings:

The Intersessions piloted this school year serve as a valuable resource to students, families, and the schools, and provide opportunity for both remediation and enrichment. Intersession recommendations include:

3. **Evidenced-based remediation that, with the approval of school day instructors, will be applied as extra credit, especially in the area of math.** The red line in the above graph indicates that only 18% of the Spring regular attendees showed improvement in math grades. The use of evidence-based math programs may mitigate the difficulty of finding qualified math tutors.
4. **Keystone credit recovery courses in all subjects.** The high number of failing grades and low number of recovery options on Molokai prohibits student success. Students that attempt correspondence classes on their own struggle to complete them. An agreement with the school to provide credit recovery and support, with parent participation, would benefit all stakeholders. Molokai LIVE can help families to navigate and secure funding.

Of the Molokai LIVE students needing to improve in the following categories, what percentage of them improved?



College and Career Readiness:






The College and Career Readiness efforts and activities piloted this school year serve as a valuable resource to students, families, and the schools, and provide increased opportunities that complement the schools' efforts. As illustrated by the green line above, 70% of students that attend Molokai LIVE on a regular basis have shown improvement in the work and college readiness-related behaviors of homework completion and class participation. This is a 27% increase from the previous year, which may indicate student readiness to prepare for post-high endeavors. College and Career Readiness recommendations include current areas of need:

5. **Continue to assist schools with post-high school transitions.** One target group is seniors, who continue to have the lowest participation in the program. Another target group is students on Individualized Education Plans or Section 504 Plans, which as a population have high post-high school transition need. Work with special education personnel in the school to recruit students to Intersessions for post-high transition planning. 4% fewer special education students enrolled (as compared to the school percentages of special education students).
6. **Continue to assist schools with college and career student and family engagement.** It's an "All hands on deck" approach to mitigate geographic and economic isolation for post-high school career exploration. Career Fair a successful model, that provided exposure to post high school career options through trades presenters, apprenticeship programs, and much more during CCR (study hall) time and continued through after school in the library. A special target group is ELL students and families, who were under represented as participants in Molokai LIVE and have recently voiced a need to learn about college financing.
7. **Continue to assist schools with important early student transitions.** A pro-active approach for

facilitating student growth along the college and career spectrum is transition support from elementary to middle school and middle school to high school. Strengthening delivery and participation of summer school, eighth grade, and ninth grade transitions would be a valuable investment. 12% of freshmen were not promoted to the next grade level.

Recruitment and Retention:

The program has struggled with the recruitment and retention of students. Students that are regulars in the program show minimal improvement. See below for trendlines of five high-attending student GPAs over the course of a year. *It may be worthwhile to consider a paradigm shift from the “tutoring” model to a credit recovery or elective model.* Sign-ins drop from 1600 to 900 at the MHS site from quarter one to quarter two. **An October launch of high interest enrichment electives or credit recovery support will support high school graduation and student success.**

Student #	Quarter 1	Quarter 2	Quarter 3	Quarter 4		Average GPA
1	1.4	1.3	1.3	1.3		1.3
2	2.0	1.9	2.0	2.0		2.0
3	3.3	2.9	3.1	3.3		3.1
4	2.7	3.0	2.9	3.0		2.9
5	2.0	1.6	1.3	1.0		1.5

Program Evaluation:

In conjunction with the above recommendations regarding the overarching goal, program offerings, college and career readiness, and recruitment and retention, **improved program evaluation in the areas of student voice and formative universal screening results of regular attendees is warranted.** Students that are already attending program and their families can be recruited based on stated preferences (student voice) and awareness of reading and math scores and academic standing (grades). A system can be put into place for formative data collection and review during evaluation meetings.

The recommendations regarding the overarching goal, program offerings, college and career readiness, recruitment and retention, and improved program evaluation support the stated challenges of credit recovery students during intersession, insufficient program operational and development support due to difficulty in hiring skilled staff for program needs, and lack of student interest in registering for classes.

DISSEMINATION

The evaluation results will be disseminated to the public on the Molokai LIVE website linked to the Molokai High School webpage and supplement the 21st CCLC grant proposal at all schools and at both the public and the MHS/MMS school libraries.