

Molokai LIVE, Hawai'i 21st CCLC Evaluation Report SY2017-18

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1. General Information

Exhibit 1: Basic Information Table

| Required Information | Enter Information |
|----------------------------------|------------------------|
| Date Evaluation Report Submitted | 12/15/18 |
| Grantee Name | Molokai LIVE |
| Program Director Name | Lyn Bonk |
| Program Director Email | lynbonk@gmail.com |
| Evaluator Name | Laura Peterson |
| Evaluator Email | laurarenrich@gmail.com |
| Year of Grant | Year 4 |

Exhibit 2: Center Information Table

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

Moving forward, please enter the centers in the same order for the tables to come.

2. Executive Summary

72% Of all secondary students engaged with Molokai LIVE

School Year 2017-18

In its fourth year, Molokai LIVE continued deliveries at its designated sites of Molokai High School (MHS), Molokai Middle School (MMS), and Aka'ula School (AS) in a collaborative effort to support the school's academic and student focuses. Enrollment was 399 students, of which the largest ethnic group was Native Hawaiian or part Native Hawaiian (85%).

This year, Molokai LIVE added a fourth goal:

- 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.

Out of 12 objectives based on these goals, the program achieved 11 of them and made progress toward the 12th.

Summer 2017 provided STEM and Literacy Academic classes as well as Arts & Music and Physical Activity Enrichment classes to 84 participants, with an emphasis on STEM, Hawaiian Storytelling, and Social Emotional Learning (SEL) components. There was a closing Parent Workshop and Student Showcase. 30 students received ½ elective credit.

Molokai LIVE offered Fall, Winter, and Spring Intersession opportunities to remediate, enrich, and support students doing credit recovery, making-up poor grades for teachers, or getting ahead for the upcoming school quarter. Transportation was arranged for those in need.

In addition to 41 partnerships, Molokai LIVE continued to build and strengthen successful collaboration between the MHS, MMD and AS, which was very limited prior to the program. The Youth Summit, Career Fair, Family Fair and Science Fair are examples of the program and the schools working together to support students, parents and community.

Molokai LIVE offered Family Learning, Wellness Tuesdays, and College and Career Readiness as recurring offerings that allowed the program to communicate and provide family learning opportunities for parents and families.

This evaluation was conducted to assure quality, effectiveness, and inclusiveness of the program. This annual evaluation results are as follows:

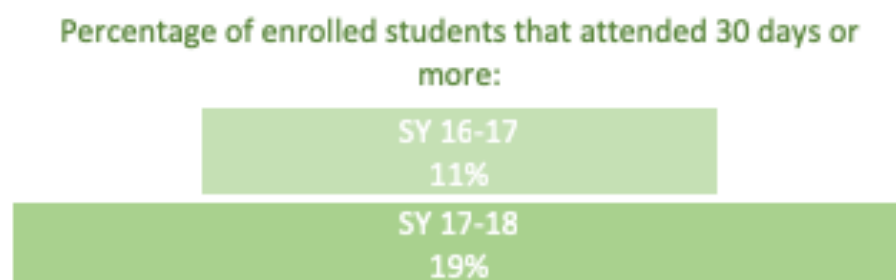
- The data shows that program activities were interesting and valuable to students, teachers, administrators, and community partners.
- Improvements in the areas of turning in homework, classroom participation, and classroom behavior demonstrate that Molokai LIVE continues to impact on student success, and it shows in the classroom.
- The combination of reported and non-reported family participation activities and attendance numbers demonstrate how Molokai LIVE offered high-quality, useful, and engaging services to parents and other family members of students enrolled in the program.
- A 7% improvement in math grades illustrates that Molokai LIVE continues to increase impact on student success, as it shows in student achievement measures.
- The percentage of students that improve their overall GPA increases as the students spend longer in the program.

Other accomplishments:

- 50% of Molokai LIVE's offerings were STEM-related or embedded.
- Molokai LIVE sponsored 9 off-island experiential, educational career and college visit opportunities, mitigating geographic and economic barriers through resources, support, partnership, and outreach.
- Social Emotional Learning, Student Voice, Na Hopena A'o, and Cultural Awareness embedded activities and programming for students and families were emphasized.

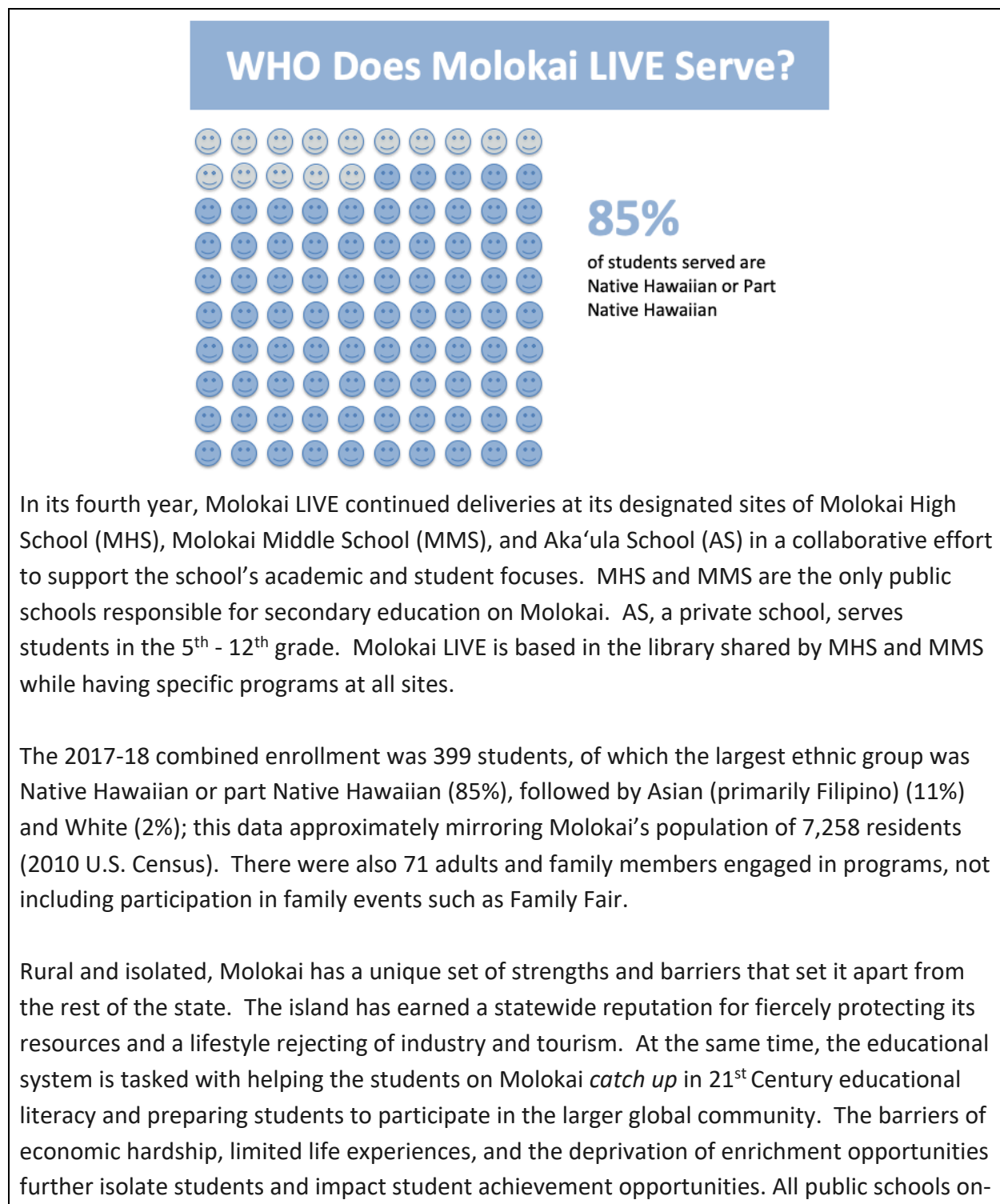
Molokai LIVE plays an important part in the supports that schools can offer to students and families. The more these supports are utilized by schools, teachers, and families, the better the outcome is for students.

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



3. Program Description

3.A. PROGRAM DESCRIPTION



island qualify as Title 1 schools, indicating that there is a high percentage of low socio-economic status. The island is part of a 100% Free Breakfast and Lunch pilot program.

Prior to this grant cycle, there was no formal afterschool programming at the high school and private school sites.

3.B. PROGRAM GOALS AND OBJECTIVES

3.B.1. 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. |

3.B.2. Objectives

| Goal | Objective | Measure |
|------|--|---|
| 1. | 1.1 50% or more of Molokai LIVE's offerings (not including Homework Help, but including Summer School and Intersessions all of which embed STEM) will be STEM-related, in support of the school goals of increasing student proficiency in science (MHS and MMS both had 16% proficiency in 2018). | Activities APR data |
| | 1.2 Molokai LIVE will have a 100% increase in current offerings to recover credit during Summer and Fall, Winter, and Spring intersessions. | Participation APR data, credit documentation |
| | 1.3 At least 50% of the regular attendees will improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys. | Teacher surveys |
| 2. | 2.1 50% or more of the total student grades 7-12 population will attend a Career Fair with a wide variety of vocational post-high school options that complement the high school's annual college-focused Future Fest. | Career Fair attendance, flyer |
| | 2.2 Molokai LIVE will increase experiential, educational career and college visit opportunities, or support existing opportunities for students in grades 7-12 by 75%, mitigating geographic and economic barriers through resources, support, partnership, and outreach. | Molokai LIVE travel data, AS, MHS and MMS school travel data or 21 st CCLC Program Evaluation Report |
| | 2.3 Molokai LIVE will host a community Youth Summit to identify and honor what is special about the community and gain exposure on what is needed to preserve and care for all that is valued. | Youth Summit article for the Dispatch, attendance count |
| 3. | 3.1 Molokai LIVE will expand family participation, as evidenced by a 50% increase in the number of family events, a 100% increase in the number of shared (between schools) family events. | Molokai LIVE attendance data, event descriptions, 21 st CCLC Program Evaluation Report |

| | | |
|----|--|---|
| | 3.2 Molokai LIVE will utilize community resources, as evidenced by a 50% increase in the number of events utilizing community resources, and a 100% increase in the number of shared (between schools) events utilizing community resources. | Molokai LIVE partnership data, event descriptions, 21 st CCLC Program Evaluation Report. |
| | 3.3 Family Engagement activities will partner with community resources to offer high quality sharing and learning activities on a weekly basis in order to encourage family participation and healthy families. | Program attendance |
| 4. | 4.1 70% or more of the total school population will participate in Molokai LIVE after school programming that provides safe physical space, tutors, books, resources, online access, and hardware such as computers and printers in support of preparing students for post high school graduation success. | Program attendance |
| | 4.2 50% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year | Report cards of regular attendees |
| | 4.3 Molokai LIVE will provide a 50% increase in Social Emotional Learning, Na Hopena A'o, Student Voice, and Cultural Awareness embedded activities and programming for students and families from last school year. | Event logs, Activity APR data |

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

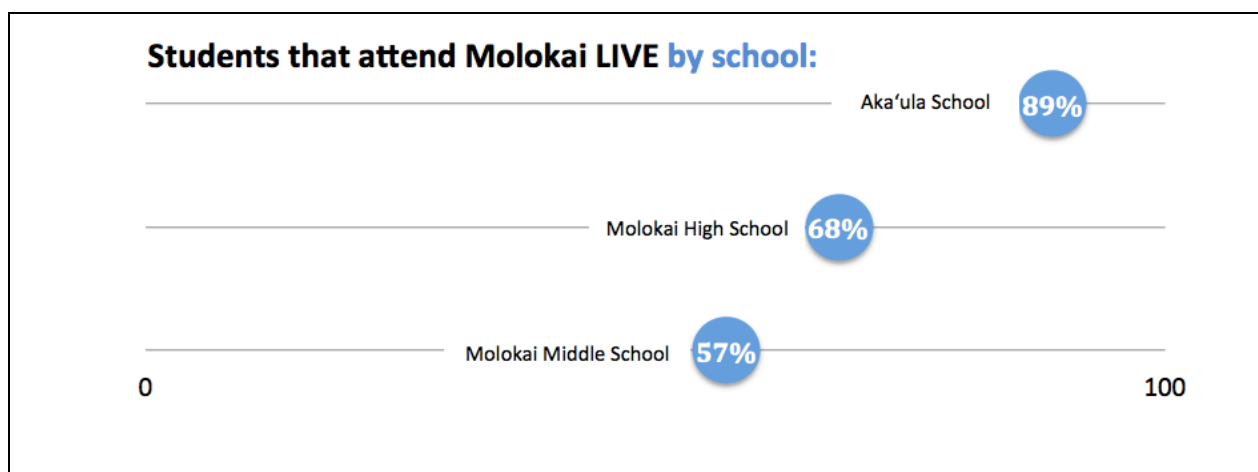
3.C.1. Attendance

Exhibit 3: Students Served in 2017-18 (including summer)

| Center | 2017-18 Enrollment – Total | 2017 -18 Enrollment – Regular* | Grade Levels |
|-------------------------|----------------------------|--------------------------------|-------------------|
| Molokai High School | 312 | 60 | 7,8,9,10,11,12 |
| Molokai Middle School | 70 | 0 | 7,8 |
| Aka'ula School | 17 | 14 | 6, 7,8,9,10,11,12 |
| Subgrantee Total | 399 | 74 | 6-12 |

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

Attendance Discussion



Aka’ula School (AS) Site – The AS site has an astounding 89% participation rate of AS students in the afterschool tutoring program consisting of a site coordinator and taught by the Principal who is a lead teacher within the school. The first year of the grant had concentrated efforts to attract AS students to the main MHS site, with little success. In developing AS as a separate site and employing AS’s lead teacher to address student needs, AS is able to offer targeted extra assistance to all students past the regular school day. As a result, 59% of the regular attendees improved in Homework Completion and Classroom Participation and Behavior according to teacher surveys.

Molokai High School (MHS) Site – The MHS site is the main Molokai LIVE site, and the site that includes the largest activity of Homework Help, extended Family Learning Time, and Intersession and Summer programming. The MHS site services 312 students grades 7-12 (made up of 73% MHS students and 27% MMS students), as it is located utilizing the shared facilities (for MHS and MMS) of the library, the gym and the cafeteria. Many of the MHS and MMS regular attendees of Homework Help matriculated throughout Molokai LIVE programming. At this site, 45% of the regular attendees improved in Homework Completion and Classroom Participation and Behavior according to teacher surveys. One of the challenges with attendance at the MHS Site is the school staff’s so far under-utilization of a critical resource (being able to recover credit, improve grades or extend learning during Summer and Fall, Winter, and Spring intersessions). Staff is critical in the identification and academic preparation for recovery participants.

Molokai Middle School (MMS) Site – The MMS site-based classes include 18% of Molokai LIVE’s participants, as they have an UPLINK afterschool program. LIVE collaborated with UPLINK to provide additional academic and enrichment support to the MMS students. LIVE provided the Athletic Study Halls that were scheduled during each sport season, 2 CCR classes and STEM project-based learning classes with field trips to expand the support of MMS students. NOTE: Additionally, MMS students were served and documented in the MHS site data for attendance to the library study hall.

3.C.2 Participant Characteristics

Exhibit 4: Characteristics of Students Served

| Center | F/R Lunch | | Special Needs | | ELL | | Male | | Female | |
|-------------------------|------------|------|---------------|-----|----------|-----|------------|-----|------------|-----|
| Molokai High School | 312 | 100% | 51 | 16% | 2 | 1% | 141 | 45% | 171 | 55% |
| Molokai Middle School | 70 | 100% | 9 | 13% | 0 | 0% | 34 | 49% | 36 | 51% |
| Aka’ula School | n/a | n/a | n/a | n/a | n/a | n/a | 9 | 53% | 8 | 47% |
| Subgrantee Total | 382 | | 60 | | 2 | | 188 | | 211 | |

Exhibit 5: Race/Ethnicity of Students Served

| Center | # AI/AN | % AI/AN | # Asian | % Asian | # NH/PI | % NH/PI | # Black | % Black | # Latino | % Latino | # White | % White |
|-------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|------------|------------|
| Molokai High School | 0 | 0% | 38 | 12% | 257 | 82% | 0 | 0% | 4 | 1% | 3 | 1% |
| Molokai Middle School | 0 | 0% | 7 | 10% | 59 | 84% | 0 | 0% | 2 | 3% | 2 | 3% |
| Aka'ula School | 0 | 0% | 0 | 0% | 2 | 12% | 0 | 0% | 0 | 0% | 3 | 18% |
| Subgrantee Total | 1 | | 45 | | 318 | | 0 | | 6 | | 8 | |

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander.

3.D SUMMER AND INTERSESSION PROGRAMMING

Summer 2017 provided STEM and Literacy Academic classes as well as Arts & Music and Physical Activity Enrichment classes to 84 participants. The students had some schedule choices, and classes included Math, Science, Voices of Land & Sea, English, Type to Learn, Spanish (1/2 elective credit), Ceramics, Cooking, Ukulele & Singing, Video, Fitness & Core Strength, Fitness in the Zone, Sports, and College & Career. All classes lasted between 1 and 2 hours and had groups of 11-20 students. The voices of Land & Sea Academy (1/2 elective credit), was a project-based learning curriculum piloted and offered to alternative learning students. Curriculum encompassed math, science, social studies and ELA skill sets through a natural resource and cultural focus that incorporated aspects of farming and field trips. In total for Summer 2017, 30 students received ½ elective credit.

Summer 2017 also included partnership, family participation, with an emphasis on STEM (Air Force Planetarium: The Night Sky; Constellations and Satellites), Hawaiian Storytelling, and Social Emotional Learning (SEL) components (Teen Violence; Dating, Media, Bullying, and Preventing Underage Drinking and Forgiveness). There was a closing Parent Workshop "Positive Communication and Supporting Student Success" (92 attendees) and Student Showcase (300 attendees).

Molokai LIVE offered Fall (52 participants; 21 MHS, 30 MMS), Winter (22 participants; 8 MHS, 14 MMS), and Spring (57 participants; 22 MHS, 35 MMS) Intersession opportunities to remediate, enrich, and support students doing credit recovery, making-up D or F grades for teachers, or getting ahead for the upcoming school quarter. Transportation was arranged for those that needed it (outside of Maui Economic Opportunity bus routes, or length of bus route prohibitive).

Both Summer and Intersession programs would not happen otherwise. The opportunity for students to accrue credits or "recover" credits does not exist except for via individual students doing correspondence courses, with very little support from the school. The ½ credit opportunity that Molokai LIVE has approved with MHS and MMS is the first of its kind for both schools, and a much-needed service for struggling students.

Exhibit 6: Students Served During Summer

| Center | Summer Enrollment – Total | Grade Levels |
|-------------------------|------------------------------|--------------|
| Molokai High School | 84 | 7-12 |
| Subgrantee Total | 84 | |

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials



The program materials used to support students were Achieve 3000, iReady Math, Mangahigh Math, and Career Kokua. Academic Support: Computers, copy machine, 3D Printer, Printer, Go Pro, Die Cuts, markers, construction paper, display boards for student projects (Science Fair, National History Day, etc.), family engagement events and staff training: audio system, digital media equipment, projectors, and display boards. Also, the development of Voices of Land and Sea, a project-based curriculum addressing Molokai and Hawaiian culture.

3.E.2 Resources

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

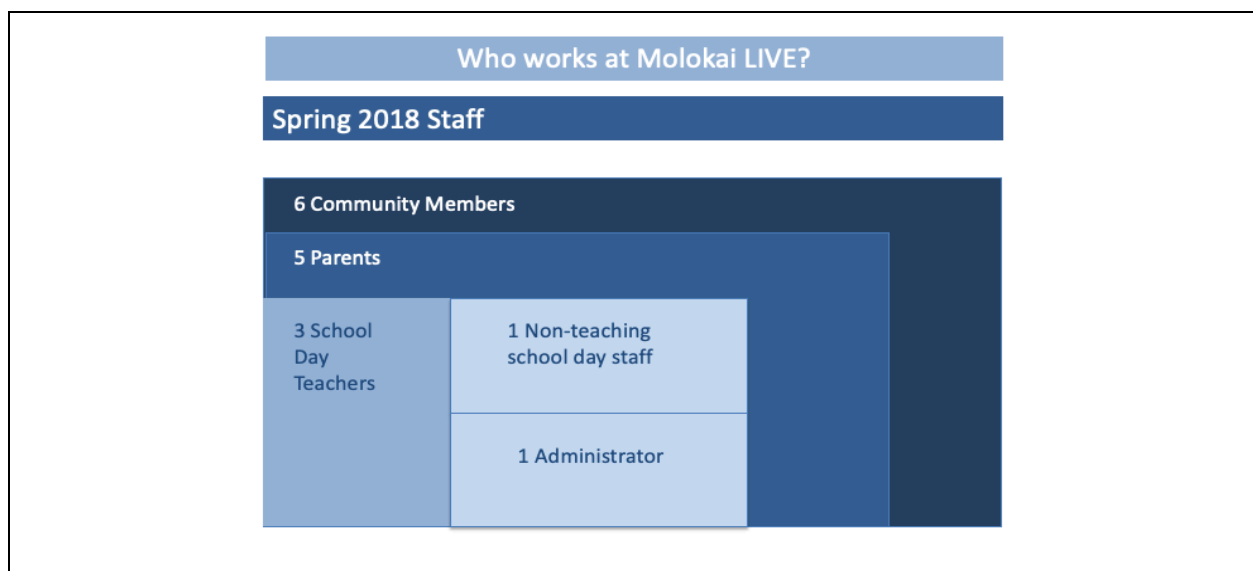
Program funds were used primarily for personnel, equipment, supplies, and off island travel for student experience and exposure. Expenditure of funds aligned with the program goals and objectives and complied with both the DOE and 21st CCLC fiscal spending requirements.

There were 41 total partners for SY 2017-18. For SY 2016-17, there were 25. For SY 2015-16, there were 14. This steady (64%) growth of partnerships has helped to shape the sustainability plan of Molokai LIVE. The partners are as follows:

Akaula, Alison Place, Alu Like, Americorps, Domestic Violence Action Center, Families as Allies, Friends of the Children's Justice Center, Gear Up, Hoala Hou, Honolulu Museum of Art, Ka Honua Momona Intl., Kamehameha Schools, Kau'i Kapuni Manera, Keawanui Fishpond, Lehua Gramberg, Liliuokalani Trust, Mothers Against Drunk Driving, Madi Zeller, Maui Arts and Cultural Center, Maui Economic Development Board, Maui Electric Company, Mercy Ritte, Molokai High School, Mike Kahale, Molokai Middle School, Molokai CORAL, Molokai Family Support Services, Molokai Land Trust, Na Pu'uwai, National Parks, Nature Conservancy, Native Hawaiian Education Council, Parents and Children Together, Pookela Napoleon, Students Against Drunk Driving, Seed of Love Farm, The Nature Conservancy, University of Hawaii Maui College Molokai, UPLINK, Upward Bound, and Women in Technology.

Fifteen community employers participated in Career Fair in the Spring of 2018. In addition to the ones that were already considered partners, Plumbers and Pipefitting Industry, Hawaii Hotel and Restaurant Industry, Molokai Fire Department, Molokai Police Department, Molokai General Hospital, Kupu Hawaii, and Maui Job Corps all participated.

3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM



Molokai LIVE employees for SY 17-18 consisted of 1 each of Project Director, Evaluator, and Program/Account Clerk, 2 Site Coordinators, ½ Outreach Counselor, 4½ Study Hall instructors, and 6 Class Instructors. Many of the Community Member volunteers participated in weekly Family Learning Time and other outreach events.

Exhibit 7. Number of Staff by Position

| Center | Adminis-trators | | College Students | | Community Members | | High School Students | | Parents | | School Day Teachers | | Non-Teaching School Staff | | Sub-contracted Staff | | Other | |
|-------------------------|-----------------|-----|------------------|-----|-------------------|-----|----------------------|-----|---------|-----|---------------------|-----|---------------------------|-----|----------------------|-----|-------|-----|
| | Paid | Vol | Paid | Vol | Paid | Vol | Paid | Vol | Paid | Vol | Paid | Vol | Paid | Vol | Paid | Vol | Paid | Vol |
| Molokai High School | 1 | 0 | 0 | 0 | 6 | 21 | 0 | 0 | 4 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Molokai Middle School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aka'ula School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Subgrantee Total | 1 | 0 | 0 | 0 | 6 | 21 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

Exhibit 8. Average Hours per Week by Position

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

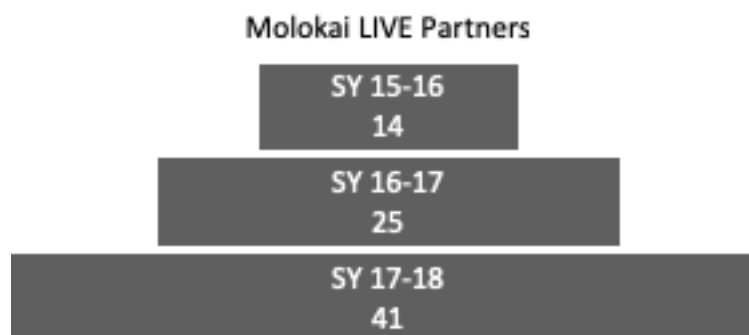
3.G. PARTNERSHIPS

Partnership Data

Exhibit 9: Partners

| Partner Contributions | | Total Number of Partners | |
|---|--|--------------------------|-------------------|
| Contribution Type | | # Paid Partners | # Unpaid Partners |
| Provide evaluation services | | # | # |
| Raise funds | | # | # |
| Provide programming/activity related services | | # | 37 |
| Provide goods | | # | 4 |
| Provide volunteer staffing | | # | # |
| Provide Paid Staffing | | # | # |
| Other | | # | # |
| Subgrantee Total | | 0 | 41 |

Partnership Description



In SY 2017-18, in addition to the large number (41) of partnerships, Molokai LIVE continued to build and strengthen successful collaboration between AS, MHS, and MMS, which was very limited prior to the program. The Youth Summit, Career Fair, Family Fair and Science Fair are examples of Molokai LIVE and the schools working together to support students, parents and community.

The Molokai Youth Summit was a success due to partners and community resources. From the local paper:

Molokai Youth Summit “E Hui Pu Kakou: Our Island, Our People, Our Vision, Our Kuleana”
9:30 - 1:30 pm at Kulana OIwi. Featuring breakfast, speakers, Kuleana panel, entertainment, craft and food concessions, keiki activities, and adult workshops that include cultural games, lauhala weaving, and supporting student success.

One comment from the evaluation stated that the summit was important because it integrated “working together – education, health, housing, and environment” with a “youth focus.” In addition, youth from Pre-K through the 12th grade shared their “voice” about their island home and responsibilities through their participation in the “E Hui Pu Kakou” Art and Essay contests.

Additionally, to inspire and stimulate student interest in increased learning, Molokai LIVE held a series of after school Friday field trips dubbed “Science Fridays.” Partners included: Molokai Land Trust, National Park Service, (Kalaupapa National Historical Park), Plant Extinction Prevention Program, Papahana Kuaola-Lelekamanu, Nature Conservancy, Keawanui Fishpond, Pu’u O Hoku Ranch, and Seeds of Love Farm.

Challenges with partnerships:

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

In addition, after school activities with partners were affected by weather. Several field trips were canceled due to heavy rain. Transportation was sometimes an issue, particularly getting to hard to reach sites such as Mokio Preserve on the Molokai Land Trust lands. Access to this site requires four-wheel drive and travel is slow.

3.H. PARENT/FAMILY INVOLVEMENT

Molokai LIVE offered several events in SY 2017-18 that supported parents and families. Family Learning, Wellness Tuesdays (new deliveries to encourage family engagement), and College and Career Readiness were all examples of recurring offerings that allowed Molokai LIVE to communicate and provide family learning opportunities for parents and families.

Family Learning occurred on Thursday evenings and offered a diverse array of classes such as vegetable based cooking classes, lei making, and jewelry making. Wellness Tuesdays were offered directly after school; reflexology, use of medicinal herbal oils, and yoga for health and wellness were offered. Parents/guardians and family members also asked to volunteer to teach at Family Learning. Five presenters were parents/grandparent to middle and high students.

College and Career Readiness classes ended with an Ohana Night in which students presented a PowerPoint describing their learning of themselves and the colleges they visited and sharing a meal cooked by the students.

Components of family support also included helping parents and students with FAFSA, college applications, and scholarships; learning to use Achieve 3000 and Mangahigh Math to boost academic skills, nutrition and healthy eating, stress reduction and relaxation.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

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

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

4.A.2. Implementation Evaluation

| | |
|---|---|
| What implementation questions are being answered? | <ul style="list-style-type: none">· 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 |
| What data collection methods are being used (e.g. interviews, observations)? | Shared attendance, event, meeting, and personnel documents, interviews with project director and site coordinators, student, teacher, and parent evaluations, flyers and other public outreach. |
| What is the timing of data collection? | Monthly as well as at the end of Summer, Semester 1, and Semester 2. |

4.A.3. Outcomes Evaluation.

| | |
|--|---|
| What outcomes questions are being answered? | <p>The eight program outcome indicators are as follows:</p> <p>From Objective 1, Student Benefits, the students will:</p> <ol style="list-style-type: none">1 Show improvements in school attendance and classroom performance. <p>From Objective 2, Range of Services, the program will:</p> <ol style="list-style-type: none">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. |
|--|---|

| | |
|--|--|
| | <p>6 Offer services both during the school year and when school is not in session.</p> <p>From Objective 3, Greatest Need, the program will be:</p> <p>7 Located in a high-need community.</p> <p>From Objective 4, Academic Improvement, the students will:</p> <p>8 Demonstrate academic improvement.</p> |
| For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)? | Shared attendance, event, meeting, and personnel documents, interviews with project manager and site coordinators, student, teacher, and parent evaluations, flyers and other public outreach. |
| What is the timing of data collection? | Monthly as well as at the end of Summer, Semester 1, and Semester 2. |

4.B. EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

| | | | | |
|--|----------|----------|---------|----------|
| <p>The grant evaluation team met monthly to discuss:</p> <ul style="list-style-type: none"> Whether the grant was being implemented as planned in the grant application Challenges implementing the program Updates on community-based partnerships Securing data and refining data collection systems <p>And, the <i>focus of the implementation evaluation results targets the final bullet:</i></p> <ul style="list-style-type: none"> Whether program activities were interesting and valuable to students, teachers, administrators, and community partners | | | | |
| <p>Summer Program evaluation results show that at the end of the program students:</p> | | | | |
| | Students | | Parents | |
| | Agree | Disagree | Agree | Disagree |
| Take greater responsibility of their own learning. | 100% | 0% | 93% | 7% |
| Understand that they must work together. | 100% | 0% | 98% | 2% |
| Demonstrate critical thinking with problem solving. | 86% | 14% | 87% | 13% |
| Can recognize and produce quality work and performances. | 97% | 3% | 87% | 13% |
| Are effective communicators. | 100% | 0% | 87% | 13% |
| Utilize a variety of technologies effectively and ethically. | 87% | 13% | 92% | 8% |
| Improved in Math. | 87% | 13% | 95% | 5% |
| Improved in Reading. | 74% | 26% | 90% | 10% |
| Improved in Science. | 72% | 28% | 87% | 13% |
| Understand the importance of learning and preparation. | 78% | 22% | 90% | 10% |

How the students rated:

| | Excellent | Good | Fair | Poor |
|--|-----------|------|------|------|
| What was learned in the summer program. | 28% | 56% | 14% | 2% |
| Preparation for this coming school year. | 22% | 49% | 24% | 5% |
| The summer program overall. | 50% | 35% | 8% | 10% |

Excerpts from the **Career Fair** evaluation (March 2018):

Describe what you learned, heard, or observed today?

- I heard that I could get or college degree and get a job over at the college.
- I learned that you need a least a high diploma.
- There are more jobs in hospital then you think. And it takes a certain amount of school to get that job
- We learned that Mokio is being restored. So far they have filled in many places with Native plants and many Native birds have come back.
- I learned that keeping our aina safe and pure so our almost extinct, animals can come back.
- Learned about jobs, how much they get paid, how much college you need to go too.

How is what you are learning in school helping to prepare you for the jobs you learned about?

- Teaching me things I need to know to at least get a high diploma.
- It is helping us by sharing what they do in their job.
- It helps us because we know that at least need our high school diploma.
- Because these are facts that you need to know.

Would you come to another Career Fair? Explain your answer.

- Yes, I would come because I learned something new about the island that I live on.
- I would because there will be more opportunities.
- Yes, I would like to find out more of the career I am focus on.
- Yes, because I can learn what I need to do before I get a job.
- Yes, because you can learn more things about careers.

What can we do to improve and make this type of event better?

- Have more time to look around. Have more career and have a little activity with it.
- Hands on activities.
- Play games about that subject.
- Put more careers career fair so we can learn more about other career.

From Fall 2017 **Family Fair** evaluations:

84% had a positive experience at Family Fair.

94% felt that high quality literacy activities were provided.

100% would return the next time.

Regarding **Fall Intersession**, October 2017 (from School Community Council meeting minutes):

Successful Fall Intersession. "Math and Science intensely utilized Molokai LIVE to help raise Ds and Fs." Will continue to do this for Winter and Spring Intersession.

Regarding **Winter Intersession**, January 2018 (from Administrator's Meeting minutes):

All agreed the winter intersession was a success. The principal noted that the intersession programs “Are helpful to students *and* teachers,” and expressed appreciation for the programs.

Regarding **Spring Intersession**, March 2018 (from an email to a program teacher from the school day teacher):

“Thank you for the time and work you put in with these students who attended for math! I am so grateful to not have to give some of these students and F or D for the quarter!!! Two of the students you named below continued with great work in this first week back from break, and I feel the program is the reason for that.”

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

1. To support the education provided by the schools in meeting and further supporting student academic development (see Summer Program evaluation results)
2. To develop student interest and aspirations through enriched learning and college and career readiness (see Career Fair evaluation comments).
3. To partner with parents, community, and educators to expand student learning opportunities and support (see Family Fair evaluations, done by students, parents, teachers, & community).
4. To prepare students for post high school graduation success in entering college and career opportunities (see Fall, Winter, and Spring Intersession comments).

The data shows that although a continuous cycle of improvement is always necessary, overall **program activities were interesting and valuable to students, teachers, administrators, and community partners.**

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

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

Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation

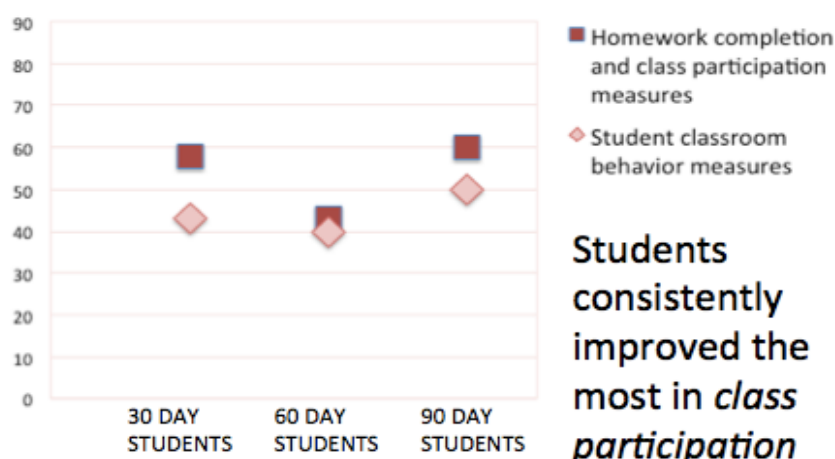
| Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class. | |
|---|--|
| Center | Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER) |
| Molokai High School | 54% |
| Molokai Middle School | n/a |
| Aka’ula School | 86% |

Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior

| Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior. | |
|--|---|
| Center | Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior |
| Molokai High School | 39% |
| Molokai Middle School | n/a |
| Aka’ula School | 43% |

KPI Objective 1 Discussion

The percent of Molokai LIVE regular attendees that improved in:



Teachers reported improvement of regular program participants on teacher surveys administered in April 2018. The survey was administered to the school-day language arts teachers. Under the category of **turning in homework and classroom participation**, AS had an impressive 86% and MHS reported that just over half (54%) of the students had improved since the beginning of the school year. This averages to **70%**. In comparison, the 16-17 School Year, “an average of 65% of Molokai LIVE regular attendees improved in homework completion and classroom participation measures.”

Under the category of **classroom behavior**, AS reported that 43% of students had improved, and MHS reported that 39% had improved. This averages to **41%**. In comparison, the 16-17 School Year, an average of 35% of Molokai LIVE regular attendees improved in classroom behavior.”

Improvements by 5% and 6%, consecutively, demonstrate that Molokai LIVE continues to increase impact on student success, and it shows in the classroom. It also demonstrates that Molokai LIVE has met objective one, that participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

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

A challenge associated with Objective 1 is that the classroom behavior, although improved, remains below 50%, on average. For this reason, in support of goal four; “To prepare students for post high school graduation success in entering college and career opportunities,” the consecutive objective of; “Molokai LIVE will provide a 50% increase in Social Emotional Learning embedded activities programming for students and families such as empathy, boundaries, forgiveness, and assertiveness skills from last school year,” is well founded, as there is a demonstrated need for SEL programming.

4.B.3 Key Performance Indicators – Objective 2

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

Exhibit 12: Performance on KPI Objective 2 – Core Educational Services

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

Core Educational Services Discussion

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

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

Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities

| Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.) | | | | | | |
|--|--------------|-------------------|-------------------|------------|-------------------------|-----------------|
| Center | Arts & Music | Physical Activity | Community Service | Leadership | Tutoring/ Homework Help | Other (Specify) |
| Molokai High School | Yes | Yes | No | Yes | Yes | |
| Molokai Middle School | No | No | No | No | Yes | |
| Aka'ula School | No | No | No | No | Yes | |

Exhibit 14: Performance on KPI Objective 2 - Services to Parents and Family Members

| Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program. | | |
|---|---|---|
| Center | Number of parents/ family members participating | Description of services to parents and other family members. |
| Molokai High School | 110 | Fall 39/ Spring 71/Cumulative 110. Sign-ins for Family Learning Time, and club meetings. |
| Molokai Middle School | 16 | Fall 16/Spring 0/Cumulative 16. Sign-ins for recurring Ohana Nights in partnership with UPLINK. |
| Aka'ula School | 0 | No parent component as part of AS programming (done by school). |

Parent/Family Services Discussion

The majority of sign-ins were during ongoing Family Learning Time, and a wide variety of engaging, informational, and healthy topics were planned and delivered in conjunction with Molokai LIVE partners with the shared philosophy that healthy families equal a strengthened community and successful children. Topics included Stress Management, Drug Awareness (series), Plant-Based Cooking (series), Spoken Word, Valentine Making, Hawaiian Crafts (series), Essential Oils for Health, and Building Healthy Relationships (series). Family Learning workshops averaged 13 attendees.

Not included with the family participation numbers (due to one-time events) yet equally, if not more successful, was participation during

- Summer Program (family portion)
- 7th Grade Parent Orientation (97 attendees)
- 9th Grade Parent Orientation (43 attendees)
- 'Ohana Nights (average 18 attendees, with the joint MHS MMS Science Fair 'Ohana Night bringing 125 attendees)
- Family Fairs (Fall 212 attendees, and Spring 157 attendees)
- Wellness Tuesdays (directed to teachers, open to community)
- Career Fair (open to families from 2-5)
- Youth Summit, all of which provided educational family programming for families.

Summer Program had parent workshops for Teen Violence and Positive Communication and Supporting Student Success (92 parents!), as well as the Summer Learning Family Night (approximately 300 attendees).

The Youth Summit had a panel that included youth ('opio) to adults (makua) to elders (kupuna) in the community, art and essay contests, entertainment, activities, and workshops for keiki, families, and adults (117 attendees).

The combination of reported and non-reported family participation activities and participation numbers demonstrate how Molokai LIVE achieved both objective 2.1, 2.2, and 2.3. Molokai LIVE offered high quality services in core academic areas, enrichment and support activities, and services to parents and other family members of students enrolled in the program.

Challenges in providing services to parents and other family members:

Despite the success experienced with our deliveries where student work, presentations, and performances are occurring, it remains difficult to get people to attend "learning activities/workshops" as we must build a culture and consistency of valuing learning. Topics selected are of interest to families as surveyed, yet they do not attend. Those that do attend, respond positively to what is presented and often comment that more people should attend and learn as the material is valuable. Childcare is provided and donations of snacks are also served. Surveys of days and times of events have also not been a barrier to attendance.

Other challenges have been transportation for some families, needing to connect with students during the school day in order to get their commitment to come after school, working parents, the high number of grandparents that are guardians, the high number of homes in remote areas, single parents, and the fact that middle school and high school age students often have diminishing parent presence involved with school activities.

Exhibit 15: Performance on KPI Objective 2 – Hours per Week

| Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays. | | |
|---|--|--|
| Center | Number of hours per week services offered during the school year | Number of hours per week services offered during summer and holidays |
| Molokai High School | 21 | 31 |
| Molokai Middle School | 10.5 | 0 |
| Aka'ula School | 8 | 0 |

[Key Performance Indicators (KPIs) – Objective 3

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

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

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

Exhibit 16: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts

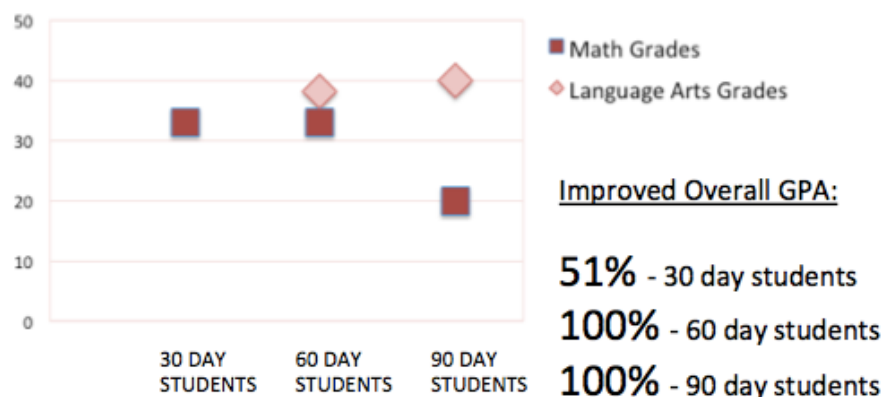
| Objective 4.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts. | | | | |
|--|--|--|-----------------------------|--------------------------|
| Center | Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring | Primary Source of Data on Improvement: | | |
| | | Grades/ Course marks? | Assessment/ Test Scores? | Teacher Surveys |
| Molokai High School | 22% | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Molokai Middle School | n/a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aka'ula School | 15% | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math

| Objective 4.2: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math. | | | | |
|---|---|-------------------------------------|--------------------------|--------------------------|
| Center | Percentage of regular program participants with IMPROVEMENT in math from fall to spring | Source of Data on Improvement: | | |
| | | Grades/Coursemarks? | Assessment/Test Scores? | Teacher Surveys |
| Molokai High School | 22% | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Molokai Middle School | n/a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aka'ula School | 15% | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

KPI Objective 4 Discussion

The percent of Molokai LIVE regular attendees that improved:



Report cards for School Year 2017-18 of regular attendees were utilized to compare quarter 1 and quarter 4 grades in language arts and math. The data of **language arts grades**, shows that 65% of the students needed to improve in language arts (any grade lower than an A). Of that 65%, **20% showed improvement in language arts**. In comparison, the 16-17 School Year, an average of 31% of Molokai LIVE regular attendees improved in language arts grades.

The data of **math grades**, shows that 59% of the students needed to improve in math (any grade lower than an A). Of that 59%, **19% showed improvement in math**. In comparison, the 16-17 School Year, an average of 12% of Molokai LIVE regular attendees improved in math grades from quarter one to quarter four.

A 7% improvement in math grades, demonstrate that Molokai LIVE continues to increase impact on student success, and it shows in student achievement measures. It also demonstrates that Molokai LIVE has met objective four, that participants will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

The challenge, however is that compared to last school year, fewer of the regular attendees showed improvement in language arts grades. 55% of the regular attendees showed improvement in overall GPAs. Although over half of the regular attendees are demonstrating academic improvement, it is desirable that the percentage would be higher. One encouraging note is that though the numbers are small, **the percentage of students that improve their overall GPA increases as the students spend longer in the program.**

4.B.5 Achievement of Program-Specific Objectives

Exhibit 18: Progress on Program-Specific Objectives

| Objective | Measure | Results | Met/Not Met |
|--|--|---|---|
| 1.1 50% or more of Molokai LIVE's offerings (not including Homework Help, but including Summer School and Intersessions all of which embed STEM) will be STEM-related, in support of the school goals of increasing student proficiency in science (MHS and MMS both had 16% proficiency in 2018). | Activities APR data | 50% of Molokai LIVE's offerings were STEM-related | Met |
| 1.2 Molokai LIVE will have a 100% increase in current offerings to recover credit, during Summer and Fall, Winter, and Spring intersessions. | Participation APR data, credit documentation | <u>SY 2016-17:</u> Three intersessions, one ½ elective credit opportunity. <u>SY 2017-18:</u> Four intersessions, one 1 credit and two ½ credit opportunities (math, Spanish, elective credit) during summer intersession. | Met |
| 1.3 At least 50% of the regular attendees will improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys. | Teacher surveys | 52% of the regular attendees improved according to teacher surveys. | Met |
| 2.1 50% or more of the total student grades 7-12 population will attend a Career Fair with a wide variety of vocational post-high school options that complement the high school's annual college-focused Future Fest. | Career Fair attendance, flyer | Career Fair Attendance: 200 students Total Student Population grades 7-12: 554 | Not Met - MHS had competing events on that day that prevented a large number of students from attending. - AS could not attend |
| 2.2 Molokai LIVE will increase off-island experiential, educational career and college visit opportunities, or support existing opportunities for students in grades 7-12 by 75%, mitigating geographic | Molokai LIVE travel data, AS, MHS and MMS school travel data or 21 st CCLC report for SY 2016-17. | <u>SY 2016-17:</u> Opportunities: 3 <u>SY 2017-18:</u> 9 Opportunities (Gear Up CA, Oahu College and Career Tour 1, UH Manoa Marine Institute, Lacy Veach, Molokai College and | Met |

| | | | |
|--|--|--|------------|
| and economic barriers through resources, support, partnership, and outreach. | | Career Tour Club, Oahu College and Career Tour 2, Gear Up WA/OR, AVID College Exploration Trip, Youth Summit-Oahu). | |
| 2.3 Molokai LIVE will host a community Youth Summit to identify and honor what is special about the community and gain exposure on what is needed to preserve and care for all that is valued. | Youth Summit article for the Dispatch, attendance count | Youth Summit a success, as evidenced by community interest in partnering and funding future year's event. | Met |
| 3.1 Molokai LIVE will expand family participation, as evidenced by a 50% increase in the number of family events, a 100% increase in the number of shared (between schools) family events. | Molokai LIVE attendance data, event descriptions, AS, MHS and MMS school attendance data or 21 st CCLC report for SY 2016-17. | <u>SY 2016-17:</u> Family events: 21 (assuming the same number of 'Ohana Nights) Shared family events: 4 <u>SY 2017-18:</u> Family events: 41 (21 family nights, 16 Family Learning, 4 events) Shared family events: 8 (2 Summer Program activities, 9 th grade orientation, 2 Family Fairs, Science Fair project night, Career Fair, and Youth Summit). | Met |
| 3.2 Molokai LIVE will utilize community resources, as evidenced by a 50% increase in the number of events utilizing community resources, and a 100% increase in the number of shared (between schools) events utilizing community resources. | Molokai LIVE event descriptions, AS, MHS and MMS partners lists. | <u>SY 2016-17:</u> 25 Partners <u>SY 2017-18:</u> 41 Partners | Met |
| 3.3 Family Engagement activities will partner with community resources to offer high quality sharing and learning activities on a weekly basis in order to encourage family participation and healthy families. | Program attendance | Total number of Family Engagement activities: 41 (21 family nights, 16 Family Learning, 4 events) Total weeks of program while school is in session: approx. 38 | Met |
| 4.1 70% or more of the total school population will participate in Molokai LIVE after school programming that provides safe physical space, tutors, books, online access, resources, and | Program attendance | 72% | Met |

| | | | |
|--|-----------------------------------|--|------------|
| hardware such as computers and printers in support of preparing students for post high school graduation success. | | | |
| 4.2 50% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year | Report cards of regular attendees | An average of 55% of regular attendees improved their GPA's from quarter 1 to quarter 4. | Met |
| 4.3 Molokai LIVE will provide a 50% increase in Social Emotional Learning, Student Voice, Na Hopena A'o, and Cultural Awareness embedded activities and programming for students and families from last school year. | Event logs, Activity APR data | <u>SY 2016-17:</u> Cultural Crafts and Activities <u>SY 2017-18:</u> Youth Summit (Na Hopena A'o), Student Voice/Student Advocacy Meetings, Hawaiian Storytelling, and Social Emotional Learning (SEL) components (Teen Violence; Dating, Media, Bullying, and Preventing Underage Drinking and Forgiveness), Cultural Crafts and Activities, Na Hopena A'o BREATH as daily 30 minute practice in summer program. | Met |

Achievement of Program-Specific Objectives Discussion

Last year we did not set objectives as part of the evaluation process. There has been the addition of program goal four, "To prepare students for post high school graduation success in entering college and career opportunities" as Molokai LIVE has evolved to meet the needs of the students and emphasize the vocational options. The need was identified by multiple stakeholders at both the high school and middle school.

The focus for SY 2017-18 was on STEM and Leadership due to additional 21st CCLC funding secured. Student groups from middle and high traveled to Oahu for science and leadership opportunities. Agreement for participation and travel was that students would work together to continue learning and achieve something upon return. A great success was that the STEM students were strong. MMS Robotics won county and state tournaments, others remained vested in earth science service learning field trips. A great success for leadership was that the high school students formed a LIVE Leadership club and met weekly to improve the school and learning opportunities for students. LIVE also held "Student Voice and Advocacy" meetings for students. Result: weekly math and Spanish tutoring support for students. Helped plan and ran the Molokai Youth Summit, proposed funding for more mental health services due to large number of suicides before the County Council Budget Meeting.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

Science Fridays: On nine separate occasions, Molokai Middle School students participated in science-based field trips after school on Fridays. These place-based, project-based opportunities gave students a chance to give back to their communities by doing service work and learning about the natural and cultural resources of Molokai. While some students attended once or twice, a few students such as Quedin Bumatay and Isaiah Hanchett-Lopez were frequent participants. In fact, according to his family, Isaiah's consistent participation in after school extra-curricular activities helped him succeed in being accepted to Kamehameha School. Quedin has continued to participate in Science Fridays for the second year in a row and is now enrolled in the after-school College and Career Readiness course.

Robotics: Molokai LIVE supported Aka'ula School in starting robotics classes after school in the SY2016-17. In SY 2017-18, AS continued to offer robotics and ended up going to the State championships and winning an award for "Best Teamwork." According to AS Principal Dara Lukonen, this type of award, recognition that their students work well together and learn together, is exactly the type of award they are pleased to receive.

Maui Electric Science Partnership: Molokai LIVE formed a meaningful partnership in SY 2017-18 with Maui Electric. Kicking off the year, Dr. Gregg Kresge was the keynote speaker at the January Science Fair Family Night. Dr. Kresge also worked with 10 middle school students during the third quarter of the school year. Students learned how to use the Maui Electric interactive app to monitor school energy usage and partnered with Molokai LIVE and Aka'ula to offer an Electric Vehicle Fair event. Finally, Maui Electric participated in the annual Molokai LIVE Career Fair, meeting and talking with middle and high school students about possible job opportunities in their energy future.

Student Success Story:

When Allen Oamil joined MCCTC, his career plans were unclear.

With LIVE's CCR classes he was able to develop a compelling PPT highlighting the technical skills he gained from his classroom studies. He practiced speaking slower & clearly to offset his Filipino accent. His confidence level increased with the individual help he was able to receive.

However, it was on the NYC trip and the College visits to Oahu that Allen really blossomed. He took charge & was the 1st to reply to questions on the college visits and could see himself at all the colleges.

He came back on fire, willing to put in the work to get the forms, scholarships and improve his grades. And he continued to blossom after the trip, by being willing to speak to students,

parents and the community with little advance notice. He enrolled in the UH COP program, completed it successfully and is now enrolled at UH Manoa!

Allen demonstrated growth through increased confidence with greater exposure and experience:

1. His initial plan was to apply to Honolulu Community College and enter the trades (carpentry, masonry), but after visiting UH Manoa and the New York colleges and completing a more in-depth Career Exploration, he decided to go to UH Manoa for engineering.

2. Student took lead and initiative in recapturing the value of his CCR and Oahu/New York College Exploration learning during the November LIVE Family Fair and in his efforts toward showcasing his learning in Building and Construction during the MHS Career and Technical Education and Fine Arts Holiday Exhibition in December.

4.C.2 Best Practices

1. Embedded Na Hopena A'o: BREATH as daily 30 minute opening of summer program with student lead deliveries in closing week. Served to build a sense of community and culture within the summer program.
2. Development of youth leadership within high and middle. Student driven and supported by principals.
3. Direct calls and communication to parents regarding remediation support for their middle school child with teacher agreement and collaboration proved to be successful in helping students learn and raise their grades during intersessions.
4. Students advocated for themselves in requesting extra credit work over the intersessions from their teachers with program support.
5. Molokai College and Career Tour Club speaking skills tutorials, including PPT development - Program Director's model of working with students carried now to middle school and attending off-island events.
6. Social Emotional Learning staff development. Workshops included Growth Mindset and productive failure to support getting the best results from students.
7. Community Family Learning workshops that have created lasting partnerships.
8. Healthy Living scheduled afterschool to target teachers on Wellness Wednesdays.
9. Family Fairs as a continuation of literacy focus, and attracting a mixture of vendors and exhibits.
10. Intersessions during all school breaks that include credit recovery and enrichment opportunities.

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

Please see section 4.B.1 Implementation Evaluation Results (pages 17-19), where it discusses whether program activities were interesting and valuable to students, teachers, administrators, and community partners.

4.C.4 Pictures



Top left: Students at the UH Marine Science lab, Oahu, HI
Top right: Youth Summit in Honolulu, HI
Middle row: Pu'u O Hoku Ranch, Molokai, HI
Bottom Left: Lacy Veach Day of Discovery science event, Oahu, HI
Bottom Right: Kalaupapa, Molokai, HI



5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

From the original grant application:

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

5.B UPDATED SUSTAINABILITY PLAN

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

The following demonstrates how the sustainability plan works:

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

Molokai LIVE has increased the number of partners every year. It has also been a model in creating, maintaining, and utilizing partnerships, event planning, and the development of leadership qualities in students for all of the partner schools.

6. Conclusions and Recommendations

6.A CONCLUSIONS

In conclusion, Molokai LIVE has made great strides for increased student success and could sustain the program objectives that were met by continuing the following high-quality practices and program decisions:

- 50% or more of program offerings will be STEM-related.
- Expand family participation with a sustained number of family events.
- Host the community Youth Summit.
- Offer Family Engagement activities on a weekly basis.
- Provide expanded opportunities for career and college visit opportunities.
- Providing services to 70% or more of the school population.
- Utilize intersessions to recover credit, improve grades or extend learning.

Furthermore, although Molokai LIVE has made great strides for increased student success, the program could continue to improve by pushing for higher outcomes of the following practices and program decisions:

- 10% more of the regular attendees will improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys (total = 60%).
- 25% increase in Social Emotional Learning, Student Voice, and Cultural Awareness embedded activities programming for students and families.
- 25% increase in the number of shared (between schools) family events.
- 50% or more of the total student grades 7-12 population (added grade 7 and 8) will attend a Career Fair.
- 60% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year.
- A sustainability plan will be put in place for after-school programming that continues beyond the grant period.

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

6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Recommendation that the goals remain the same for the final year of the grant program:

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| 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. |

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| 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. |

Also, that some of the objectives sustain (while incorporating a continuous cycle of improvement), others reach higher, and others decrease as part of a sustainability plan:

| Goal | Objective SY 17-18 | Measure | New Objective SY 18-19 |
|------|--|---|--|
| 1. | 1.1 50% or more of Molokai LIVE's offerings (not including Homework Help, but including Summer School and Intersessions all of which embed STEM) will be STEM-related, in support of the school goals of increasing student proficiency in science (MHS and MMS both had 16% proficiency in 2018). | Activities APR data | 1.1 Sustain: 50% or more of Molokai LIVE's offerings (not including Homework Help, but including Summer School and Intersessions all of which embed STEM) will be STEM-related , in support of the school goals of increasing student proficiency in science (MHS and MMS both had 16% proficiency in 2018). |
| | 1.2 Molokai LIVE will have a 100% increase in current offerings to recover credit during Summer and Fall, Winter, and Spring intersessions. | Participation APR data, credit documentation | 1.2 Build: Molokai LIVE will work with the schools to have a sustainability plan in place to recover credit during Summer and Fall, Winter, and Spring intersessions by the end of the 17-18 SY |
| | 1.3 At least 50% of the regular attendees will improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys. | Teacher surveys | 1.3 Increase: At least 60% of the regular attendees will improve in Homework Completion and Classroom Participation and Behavior according to teacher surveys. |
| 2. | 2.1 50% or more of the total student grades 7-12 population will attend a Career Fair with a wide variety of vocational post-high school options that complement the high school's annual college-focused Future Fest. | Career Fair attendance, flyer | 2.1 Objective not met, so stayed the same: 50% or more of the total student grades 7-12 population will attend a Career Fair with a wide variety of vocational post-high school options that complement the high school's annual college-focused Future Fest. |
| | 2.2 Molokai LIVE will increase off-island experiential, educational career and college visit opportunities, or support existing opportunities for students in grades 7-12 by 75%, mitigating geographic and economic barriers through resources, support, partnership, and outreach. | Molokai LIVE travel data, AS, MHS and MMS school travel data or 21 st CCLC evaluation report | 2.2 Sustain: Molokai LIVE will sustain off-island experiential, educational career and college visit opportunities, or support existing opportunities for students in grades 7-12, mitigating geographic and economic barriers through resources, support, partnership, and outreach. |
| | 2.3 Molokai LIVE will host a community Youth Summit to identify and honor what is special about the community and gain exposure on what is needed to preserve and care for what the island values. | Youth Summit article for the Dispatch, attendance count | 2.3 Decrease role in a move towards sustainability: Molokai LIVE will partner on a community Youth Summit to identify and honor what is special about the community and gain exposure on what is needed to preserve and care for what the island values. |

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| 3. | 3.1 Molokai LIVE will expand family participation, as evidenced by a 50% increase in the number of family events, a 100% increase in the number of shared (between schools) family events. | Molokai LIVE attendance data, event descriptions, AS, MHS and MMS school attendance data or 21 st CCLC evaluation report | 3.1 Sustain/Increase: Molokai LIVE will expand family participation , as evidenced by sustaining the number of family events, and a 25% increase in the number of shared (between schools) family events. |
| | 3.2 Molokai LIVE will utilize community resources, as evidenced by a 50% increase in the number of events utilizing community resources, and a 100% increase in the number of shared (between schools) events utilizing community resources. | Molokai LIVE attendance data, event descriptions, AS, MHS and MMS school attendance data or 21 st CCLC evaluation report | 3.2 Sustain/Increase: Molokai LIVE will utilize community resources , as evidenced by sustaining the number of events utilizing community resources, and a 25% increase in the number of shared (between schools) events utilizing community resources. |
| | 3.3 Family Engagement activities will partner with community resources to offer high quality sharing and learning activities on a weekly basis in order to encourage family participation and healthy families. | Program attendance | 3.3 Sustain: Family Engagement activities will partner with community resources to offer high quality sharing and learning activities on a weekly basis in order to encourage family participation and healthy families. |
| 4. | 4.1 70% or more of the total school population will participate in Molokai LIVE after school programming that provides safe physical space, tutors, books, online access, and hardware such as computers in support of preparing students for post high school graduation success. | Program attendance | 4.1 Build: Molokai LIVE will work with the schools to have a sustainability plan in place to continue Molokai LIVE after school programming that provides safe physical space, tutors, books, online access, and hardware such as computers in support of preparing students for post high school graduation success. |
| | 4.2 50% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year | Report cards of regular attendees | 4.2 Increase: 60% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year |
| | 4.3 Molokai LIVE will provide a 50% increase in Social Emotional Learning, Student Voice, Na Hopena A'o, and Cultural Awareness embedded activities programming for students and families from last school year. | Event logs, Activity APR data | 4.3 Increase: Molokai LIVE will provide a 25% increase in Social Emotional Learning, Student Voice, Na Hopena A'o, and Cultural Awareness embedded activities programming for students and families from last school year. |

6.C EVALUATION DISSEMINATION

The evaluation results will be disseminated to the public on the Molokai LIVE website (linked to the Molokai High School webpage) and on the 21st CCLC webpage.