

# Hawai'i 21CCLC Evaluation Report Template – SY2019-20

## Cohort 12

### OVERVIEW

To assist subgrantees with meeting state evaluation requirements the HIDOE has created a standardized template for evaluations of the 21CCLC programs. Cohort 12 subgrantees are required to complete this template with SY2019-20 information. The checklist below serves as a list of required elements and provides a tracking tool for completion. **Due December 15, 2020.**

Evaluation Element	Complete?
<b>1. General Information</b>	<input type="checkbox"/>
Exhibit 1: Basic Information Table	<input type="checkbox"/>
Exhibit 2: Center Information Table	<input type="checkbox"/>
<b>2. Executive Summary</b>	<input type="checkbox"/>
<b>3. Program Description</b>	<input type="checkbox"/>
3.A. Program Description	<input type="checkbox"/>
3.B.1 Goals	<input type="checkbox"/>
3.B.2 Objectives	<input type="checkbox"/>
3C1. Attendance	<input type="checkbox"/>
Exhibit 3: Students Served Summer 2019	<input type="checkbox"/>
Exhibit 4: Students Served School Year 2019/20	<input type="checkbox"/>
Exhibit 5: Students Served 2019/20 (Combined and Unduplicated)	<input type="checkbox"/>
Exhibit 6: Number of Program Hours Per Week Scheduled	<input type="checkbox"/>
Exhibit 7: Percent of Students Served	<input type="checkbox"/>
Exhibit 8: Characteristics of Students Served	<input type="checkbox"/>
Exhibit 9: Race/Ethnicity of Students Served	<input type="checkbox"/>
3.D. Programming	<input type="checkbox"/>
3.D.1 Activities Summer 2019	<input type="checkbox"/>
3.D.2 Activities School Year 2019/20	<input type="checkbox"/>
3.D.3 Activities COVID-19 School Closure	<input type="checkbox"/>
3.E.1 Program Materials	<input type="checkbox"/>
3.E.2 Resources	<input type="checkbox"/>
3.F. Staff and Others Involved in the Program	<input type="checkbox"/>
Exhibit 10: Number of Staff by Position	<input type="checkbox"/>
Exhibit 11: Average Hours per Week by Position	<input type="checkbox"/>
Exhibit 12: Partners	<input type="checkbox"/>
Partnership Description	<input type="checkbox"/>
3.H. Parent/Family Involvement	<input type="checkbox"/>
Exhibit 13 Parents and Family Members Served	<input type="checkbox"/>
Parent and Family Involvement Discussion	<input type="checkbox"/>
<b>4. Evaluation</b>	<input type="checkbox"/>
4.A.1. Evaluation Design Overview	<input type="checkbox"/>
4.A.2. Implementation Evaluation	<input type="checkbox"/>

4.A.3. Outcomes Evaluation	<input type="checkbox"/>
Exhibit 14: Outcomes	<input type="checkbox"/>
4.B.1. Implementation of Evaluation Results	<input type="checkbox"/>
4.B.2 Measures of Program Effectiveness	<input type="checkbox"/>
Exhibit 15: Progress on Measures of Program Effectiveness - #1 Program Attendance	<input type="checkbox"/>
Program Attendance Discussion	<input type="checkbox"/>
Exhibit 16: Progress on Measures of Program Effectiveness - #2 On-Time Advancement	<input type="checkbox"/>
On-Time Advancement Discussion	<input type="checkbox"/>
4.B.4. Key Indicators of Success – Objective 3	<input type="checkbox"/>
Exhibit 21: Performance Indicator 3.1	<input type="checkbox"/>
Objective 3.1 Discussion	<input type="checkbox"/>
Exhibit 22: Performance Indicator 3.2	<input type="checkbox"/>
Objective 3.2 Discussion	<input type="checkbox"/>
Exhibit 23: Performance Indicator 3.3	<input type="checkbox"/>
Objective 3.3 Discussion	<input type="checkbox"/>
Student Survey	<input type="checkbox"/>
Student Survey Discussion	<input type="checkbox"/>
4.B.5. Achievement of Program-Specific Objectives	<input type="checkbox"/>
Exhibit 24: Progress on Program-Specific Objectives	<input type="checkbox"/>
Achievement of Program-Specific Objectives Discussion	<input type="checkbox"/>
4.C.1. Success Stories	<input type="checkbox"/>
4.C.2 Best Practices	<input type="checkbox"/>
4.C.3 Student, Teacher, Parent, Staff, or Community Input	<input type="checkbox"/>
4.C.4 Pictures	<input type="checkbox"/>
<b>5. Sustainability Plan</b>	<input type="checkbox"/>
5.A. Original Sustainability Plan	<input type="checkbox"/>
5.B. Updated Sustainability Plan	<input type="checkbox"/>
<b>6. Conclusions and Recommendations</b>	<input type="checkbox"/>
6.A. Conclusions	<input type="checkbox"/>
6.B. Recommendations	<input type="checkbox"/>
6.C. Reflections on Program Implementation and Impact	<input type="checkbox"/>
6.D. Evaluation Dissemination	<input type="checkbox"/>

# 1. General Information

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Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

**Exhibit 1: Basic Information Table**

Required Information	Enter Information
Date Evaluation Report Submitted	December 15, 2020
Grantee Name	Molokai Complex
Program Director Name	Jessica Kalanihuia
Program Director Email	jessica.kalanihuia@k12.hi.us
Evaluator Name	Jessica Kalanihuia
Evaluator Email	jessica.kalanihuia@k12.hi.us

**Exhibit 2: Center Information Table**

Center	Name of Center	Grade Levels Served
Center 1	Kaunakakai Elementary	K-6 (7-12 & adults)
Center 2	Kilohana Elementary	K-6
Center 3	Kualapuu PCS	K-6
Center 4	Maunaloa Elementary	K-6
Center 5	Molokai High School	7-12

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

## 2. Executive Summary

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

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

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

Molokai LIVE Kakou operated as a part of the State of Hawaii's Department of Education. The grant was in its second year of operation; however, due to service interruptions as a result of COVID-19, service to island students was abruptly halted before the beginning of the fourth quarter. During Year 2 of Nita M. Lowey 21CCLC programming, all four (4) of the island's elementary schools were serviced: Maunaloa Elementary School, Kualapuu Elementary Public Charter School, Kaunakakai Elementary, and Kilohana Elementary. Molokai High school's previous 21CCLC grant ended, and the current program acquired Molokai High School as its only secondary site. For roughly the last decade, after school programs at the elementary level were only offered on a limited basis at one of the four school sites. Molokai High School was serviced by a previous 21CCLC grant [Molokai LIVE] for 5 years prior to joining the Molokai LIVE Kakou team.

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

Assessment of program goals was to occur internally by the Project Director, site coordinators, and principals. A total of nine (9) goals were to be evaluated during Year 2 of operation. It was stated that 33% of each school's student body would attend the program; measured through attendance sheets. Elementary students would improve their ELA skills from the start to the end of each program year; measured through Achieve 3000 Lexile ratings. Elementary students would improve their math skills from the start to the end of each program year; measured through iReady and Reflex Math. Secondary students would improve their ELA skills from the start to the end of each program year; measured by Achieve 3000 Lexile scores. Secondary students would improve in Math skills from the start to the end of each program year; measured by CFA (STAR Math) score. Secondary students needing course recovery credits would complete requirements for credit recovery; measured by earned credit recovery credits.

Program students would demonstrate awareness of positive relationship skills of Belonging, Responsibility, and Aloha within the program's Na Hopena A'o Framework; measured through Na Hopena A'o Survey and/or disciplinary incident reports. Parents/Family members of program students would increase their awareness of the Na Hopena A'o Framework; measured through event evaluations. Finally, parents/family members of program students will increase their understanding of family support through literacy; measured through event evaluations.

The most significant challenge this year was the programmatic impact that school closures and Covid-19 restrictions had [and continues to have] on program implementation. The Covid-19 pandemic caused challenges unlike any other we've experienced since the 1918 flu pandemic. Life as we knew it immediately stopped and the general public's focus shifted to survival. The school administration was required to constantly assess the evolving situation and determine how students were going to learn; throughout this process, it became apparent that after school programs couldn't be a priority. Although some of outreach happened on an informal basis, we were able to ensure students and families were surviving. As a community, Molokai banded together through school closures, store closures and new restrictions, stay-at-home orders, and overall upheaval of regular life.

Constantly changing CDC and DOH guidelines has made planning extremely difficult. Our program was able to purchase Covid-19 sanitizing supplies for return to in-person servicing. Through school surveys, a good portion of Molokai families cited access to devices and a reliable internet source as a hurdle in their child's educational success. Our original application did not include equipment in years 2 and 3; therefore, we were unable to make any equipment purchases that could have facilitated a better developed virtual/distance approach to 21CCLC programming. At this time, for any virtual 21CCLC support, families have been utilizing devices provided by their school site. Some sites have provided an Internet Cafe where students are able to access the internet and be supported by a 21CCLC staff member.

We all remain in transition and continue to work towards returning to our full pre-Covid programming.

While some of the originally stated goals were either not met or unmeasurable, the focus of the program remained steadfast. It should be noted that goals, objectives, and measures are fluid and what may have been applicable during the proposal process of the grant, may not be currently applicable. We strive to positively impact the lives of Molokai students and families; we've met this goal and it is evident through student and family participation. Molokai is an incredibly small community, we are the bulletin board outside of the grocery store type of place and our program is often praised in the community.

Our successes with NASP certification and being able to offer a skill like archery to students, many of whom come from families that depend on hunting, is extraordinary. We are a community of farmers that, for generations, has lived off the land; to provide a successful gardening program, where the importance of aloha 'āina, proper cultivation of foods, and reaping the benefits of hard work is instilled into our keiki is phenomenal.

One recommendation that was implemented was to hire a full-time project director. After wading through the DOE hiring process, an official, full time project director was brought on board in June 2019.

Implementation of other ELA and Math measures are key. The program desperately needs consistent and reliable measures of academic progress. The original proposal stated measures

such as Achieve 3000 would be used to track ELA progress throughout the year. In theory this is a valid measure to utilize when tracking ELA (lexile scores) progress; however, the inconsistency of use among school sites and classrooms wreaks havoc on the data collection progress. Teachers are not required to test students at specific points throughout the year; some students have pre-scores recorded, no interim score, and no post-score, while others have no pre-score but will have a post-score. For the program's data analysis design, it is vital to have data sets that can be compared. A similar problem occurs when attempting to determine Math progress. It is recommended that principals select an alternate measure to analyze ELA and Math growth.

The final recommendation is that we as a community and program remain steadfast in providing Molokai keiki with the best support possible throughout this time of transition. Covid-19 has changed the way we will approach education and afterschool support forever, and while our goal of engaging Molokai youth holds, the fluidity of the situation persists.

## 3. Program Description

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### 3.A. PROGRAM DESCRIPTION

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

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 1, 2, 3 etc.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

Molokai LIVE Kakou operated as a part of the State of Hawaii's Department of Education. The grant was in its second year of operation; however, due to service interruptions as a result of COVID-19, service to island students was abruptly halted before the beginning of the fourth quarter. During Year 2 of Nita M. Lowey 21CCLC programming, all four (4) of the island's elementary schools were serviced: Maunaloa Elementary School, Kualapuu Elementary Public Charter School, Kaunakakai Elementary, and Kilohana Elementary. Molokai High school's previous 21CCLC grant sunsetted, and the current program acquired Molokai High School as its only secondary site. For roughly the last decade, after school programs at the elementary level were only offered on a limited basis at one of the four school sites. Molokai High School was serviced by a previous 21CCLC grant [Molokai LIVE] for 5 years prior to joining the Molokai LIVE Kakou team.

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

### 3.B. PROGRAM GOALS AND OBJECTIVES

The Hawai'i 21CCLC grant programs are accountable to the Measures of Effectiveness as included in the 21CCLC Request for Proposal – see [Section 4B: Evaluation Results](#). Objective 4 in RFP D18-084 states “Participants in 21<sup>st</sup> Century Learning Centers will demonstrate progress toward individually identified program goals.” Thus, subgrantees articulated their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.

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

### 3.B.1. Goals

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

1.	<i>SAMPLE: Improve academic achievement in math</i>
1.	33% of each schools student body will attend the program
2.	Elementary students attending the program will improve their ELA skills from the start (baseline) to the end of each program year.
3.	Elementary students attending the program will improve their Math skills from the start (baseline) to the end of each program year.
4.	Secondary students attending the program will improve in ELA skills from the start (baseline) to the end of each program year.
5.	Secondary students attending the program will improve in Math skills from the start (baseline) to the end of each program year.
6.	Secondary students needing course credits and attending the program will complete requirements for credit recovery.
7.	Program students will demonstrate awareness of positive relationship skills of Belonging, Responsibility, and Aloha, within the program's Na Hopena A'o Framework.
8.	Parents/Family Members of program students will increase their awareness of the Na Hopena A'o Framework.
9.	Parents/Family members of program students will increase their understanding of family support for literacy.

### 3.B.2. Objectives

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

Goal	Objective	Measure
1.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21CCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
1.	80% of program students will attend regularly (participate for 300 hours over at least 30 days)	program attendance sheets
2.	80% of students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%.	Achieve 3000 Lexile Ratings



3.	80% of students who regularly attend the math program sessions will achieve their projected scaled score by the end of the program year.	iReady, Reflex Math, Math skills ratings
4.	80% of students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%.	Achieve 3000 ELA Lexile ratings
5.	80% of students who regularly attend the math program sessions will achieve their projected scaled score by the end of the program year using the CFA (STAR MATH).	CFA (STAR MATH)
6.	80% of students who attend credit recovery sessions will earn course credit.	Report Card Credits/Credit Recovery Credits
7.	80% of program students will avoid negative behaviors during program hours. Program students will identify six (6) relational skills in the Na Hopena A`o Framework.	Disciplinary Incident Reports/Na Hopena A`o Survey/Course Activities
8.	50% of families attending Na Hopena A`o parent/family sessions will indicate better awareness of Na Hopena A`o values.	Attendance sheets/event evaluations
9.	50% of families attending Family Literacy workshops will understand how they can support their child's literacy skills.	Attendance sheets/event evaluations

### 3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

#### 3.C.1. Attendance

**Exhibit 3: Students Served in Summer 2019**

Center	Summer 2019 Enrollment – Total	Grade Levels
Kaunakakai Elementary	130	1-6
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served.
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served.
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
<b>Subgrantee Total</b>	<b>130</b>	

#### Exhibit 4: Students Served in School Year 2019-20 (fall and spring combined)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Kaunakakai Elementary	141	82	K-6 (7-12 & Adult)
Kilohana Elementary	57	31	K-6 (7-12)
Kualapuu PCS	117	8	K-6 (adult)
Maunaloa Elementary	29	25	K-6
Molokai High School	199	10	9-12 (adult)
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
<b>Subgrantee Total</b>	<b>543</b>	<b>156</b>	

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

#### Exhibit 5: Total Students Served in 2019-20 (full year combined and unduplicated)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	
Kaunakakai Elementary	227	66	29%
Kilohana Elementary	57	31	54%
Kualapuu PCS	117	8	7%
Maunaloa Elementary	28	24	86%
Molokai High School	197	10	5%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
<b>Subgrantee Total</b>	<b>583</b>	<b>139</b>	

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

**\*\*Note: site totals and aggregate totals (combined and unduplicated) will not match. Per Data + Design [data evaluation company]:**

*When reviewing your project's data, one might expect the following to be true:*

*Site A Students + Site B Students + Site C Students = Aggregate Student Total*

*However, this does not account for duplicated students. Here's why. Let's take Student A. Student A may be present in Site A's and Site B's report. In each separate site report, counting Student A is valid and the student would be unduplicated. However, when we aggregate all student participants for the Project Aggregate Output, we can only count that student once. As such, adding student participation per site may not necessarily equal the aggregate student total.*

**It should be noted that when reporting full year combined and unduplicated data (in all Exhibits) from the EOY Output Report, some percentages and student counts data were pulled from the aggregate tab and some from individual site tabs; therefore, data reported may differ based on the report discrepancies.**

#### Exhibit 6: Number of Program Hours Per Week Scheduled (e.g. programming was provided 20 hours per week in summer and 14 hours per week in the school year)

Center	2019 Summer Program Hours	2019 -20 School Year Program Hours
Kaunakakai Elementary	32.5	12
Kilohana Elementary	N/A	12
Kualapuu Elementary	N/A	12
Maunaloa Elementary	N/A	12
Molokai High School	N/A	12
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#

### Exhibit 7: Percent of Students Served in 2019-20 (combined and unduplicated)

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

School	2019-20 Total Student Body (TSB)	25% of TSB if Elementary or Middle School 15% of TSB if High School	2019-20 21CCLC Enrollment Total (exhibit 5, column 2)	2019-20 21CCLC Enrollment Percent of TSB
Kaunakakai Elementary	329	25% (82)	227	69%
Kilohana Elementary	76	25% (19)	57	75%
Kualapuu Elementary	350	25% (88)	117	33%
Maunaloa Elementary	33	25% (8)	28	85%
Molokai High School	324	15% (49)	197	61%
	#	%	#	%
	#	%	#	%
	#	%	#	%
	#	%	#	%
<b>Subgrantee Total</b>	<b>1112</b>		<b>583</b>	

### 3.C.2 Participant Characteristics

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

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

### Exhibit 8: Characteristics of Students Served (19/20 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Kaunakakai Elementary	114	50%	34	15%	8	4%	108	48%	119	52%
Kilohana Elementary	37	65%	5	9%	0	0	28	29%	29	51%
Kualapuu Elementary	50	43%	7	6%	2	2%	55	47%	62	53%

Maunaloa Elementary	21	75%	6	21%	0	0	17	61%	11	39%
Molokai High School	95	48%	29	15%	1	1%	91	46%	106	54%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
<b>Subgrantee Total</b>	<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	

Note: These data should match data reported in Exhibit 5.

### Exhibit 9: Race/Ethnicity of Students Served (19/20 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
Kaunakakai Elem	0	0	14	6%	162	71%	0	0	25	11%	3	1%	23	10%
Kilohana Elem	0	0	1	2%	44	77%	0	0	9	16%	0	0	3	5%
Kualapuu Elem	0	0	10	9%	97	83%	0	0	1	1%	6	5%	3	3%
Maunaloa Elem	0	0	0	0	18	64%	0	0	9	32%	1	4%	0	0
Molokai HS	1	1%	25	13%	152	77%	1	1%	4	2%	6	3%	8	4%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Subgrantee Total</b>	<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races. Note: These data should match data reported in Exhibit 5.

### 3.D PROGRAMMING

Describe activities offered during summer 2019.

The Summer of 2019 offered a robust program to island students. Rather than having four (4) independent site programs, all sites were invited to attend one program offered at Kaunakakai Elementary School. Kaunakakai was selected as the ideal site because it is central and fairly accessible by most island families. This provided island keiki with the opportunity to work with students from other schools which wouldn't necessarily happen until students begin attending Molokai Middle School. This approach to the Summer program fostered a sense of camaraderie and reinforced the values taught from the Ha Framework. Maui Economic Opportunity provided free youth transportation routes to 21CCLC families to assist in eliminating transportation hindrances.

The summer programming was centered around the Na Hopena A`o Framework. Each of the 5 weeks of instruction focused on a different component of the Framework (Belonging, Responsibility, Excellence, Total Well-Being, Hawaii) all utilizing the value of Aloha as the foundation piece of each week. Aunty Penny Martin, a prominent cultural gure of our community, volunteered and provided students with a glimpse into the life of George Helm. She linked the values from the Na Hopena A`o Framework to his life, his valuable work for the community, and his sustainability plan. Aunty Penny also gave students the experience of learning the mo`olelo that make up the places of our `aina; this allowed students to increase their knowledge of the land they call home and positively develop their sense of place. Students went on weekly field trips in order to learn more about their community and make their presence known throughout the island. We partnered with Maui Digital Bus and were able to receive no- cost bus service to attend field trips and community experiences. This was an important portion of the program because it provided students with the opportunity to learn while being out in the community rather than usual classroom experience. Other courses offered during the summer programming were: violin, dance, physical education, art, math, and reading. The program ended with a culminating family engagement ho`olaule`a where families were able to witness all of the priceless experiences their children gained over the summer. Families cycled through four (4) class stations where they piece by piece assembled a kalo plant that represented their `ohana and the values and life lessons each `ohana instills in their children.

#### Describe activities offered during the school year 2019-20.

During the 2019-20 school year, all sites offered homework help and/or tutoring. Students were grouped by age/grade-level; this allowed students relatively close in age and with similar skill sets to work together. It also provided staff the opportunity to work with groups of students on similar assignments/tasks.

Kualapuu Elementary School provided a plethora of enrichment activities that were received well by both students and families. The gardening class gave students the chance to grow vegetables that they were able to share with their friends and families. Kualapuu School contracted the Molokai Arts Center and offered keiki art classes. Generally, the MAC offers similar courses [for a fee] to the community; the MAC courses provided through the Nita M. Lowey 21CCLC program allowed students in the Kualapuu community the chance to attend art courses, like ceramics, that their families may not generally be able to afford. As with the previous year, archery was one of the most sought after courses offered at Kualapuu. NASP [National Archery in Schools Program] provided training and certification for two instructors at Kualapuu. The addition of an archery instructor allowed for the enrollment of an increased number of students and afforded the instructors the ability to separate groups by skill level. Students learned about historical, cultural connections to archery and applied them to present-day uses. Student and adult yoga classes were added to the course offerings at Kualapuu. In line with the previous year's programming, grade-level specific tutoring was offered where instructors were able to focus on core academic subjects (literacy, math, and writing).

All sites, except Kualapuu Elementary, utilized the program's garden instructor. The roving garden instructor partnered with Sustainable Molokai, a community partner, and offered instruction in plant cultivation which students put into practice. Maunaloa Elementary school developed an intricate garden project which included obtaining community support to erect a greenhouse and deer deterrent fencing. They were able to grow fruits and vegetables that were either shared with families or implemented into their program's snack offering. The garden program has consistently been a high-interest offering. Students enjoy working outside and producing a tangible product that is beneficial to their families, communities, and schools.

Kaunakakai Elementary School offered a robust afterschool program which included a well-attended violin class and hula/Tahitian class. The violin course was well received and attended by students from other school sites as well as parents and community members. Classes were organized by skill level to ensure appropriate instruction and build participant confidence. The hula/Tahitian courses were a favorite of female participants; it is our goal to appeal to male students in the future. STEAM was incorporated into Kaunakakai's program through Art courses, computer programming, coding, and robotics. Kaunakakai was fortunate to add a seasoned teacher who is passionate about all things tech; the stem program flourished with the new addition. They also brought in an expert bow hunter to teach archery. As with other NASP certified sites, the archery instructor was trained and certified through the NASP partnership.

Kilohana Elementary school offered cooking classes, robotics, Hawaiian culture and art, and organized games/sports. Due to the school's smaller size, students were grouped by grade level and all students rotated through all courses. As opposed to other school sites where students were required to register for specific courses, the students at Kilohana Elementary were fortunate enough to experience all course offerings. In cooking class, students learned how to assemble dishes that required no actual cooking. The students were able to take these skills into their families and independently prepare snacks or side dishes. Robotics was well-received by all students, and the instructor did a phenomenal job at differentiating instruction for younger students and students who may have difficulty with the adopted curriculum. Offering archery was in the planning stages; however, due to the limited space in the initial instructor training and the COVID-19 related cancellation of the second training session, Kilohana's archery instructor was not able to be trained and certified through NASP.

Molokai High School was added to the program this year. Their main course offering was homework help/tutoring. As with Kilohana, Molokai High School wanted to incorporate archery into their course offering, but due to Covid-19 restrictions and manufacturing delays, equipment was not fulfilled and instructors were not trained or certified. Molokai High School offered robotics to all students on the island for a short period of time. Older, experienced students mentored younger, inexperienced students. They also partnered with Maunaloa Elementary school to offer robotics mentoring twice a week. Finally, Molokai High School offered girl's soccer as an outdoor activity; it was a huge success.

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

Describe activities offered during Spring 2020 during COVID-19 school closure.

Maunaloa Elementary School was the only site who continued to offer programming during school closure. Kualapuu Elementary utilized the 4th quarter as a planning period for summer programming. Maunaloa's site coordinator and one instructor worked incredibly hard to have as little break in service as possible. Maunaloa proposed to continue with arts & crafts and cooking as virtual/at-home course offerings. Learning activities were structured for distance learning, utilized on-hand supplies, and designed to engage students in creativity and learning while simultaneously checking on their well-being. Activity crates were created based on activities, family need, and student skill level. Families were provided with two weeks worth of supplies in each activity crate; this minimized the face-to-face contact between program staff and families. Exemplars and instructions were included for each activity provided to students and families. Students and families mainly connected with the instructor through Flip Grid to ask questions, share completed activities, and connect with one another. Staff, students, and families all cited the continuation of services as a positive influence on students and families. While the activities were engaging and beneficial for students, they fostered family and child interaction and engagement, and provided students and families with necessary well-being check-ins.

### 3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

#### 3.E.1. Program Materials

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

The following items were utilized during the 2019-2020 program period:

- NASP certified archery equipment (string bows, bows, arrows, target, quivers)
- Gardening Equipment
- Farm to School curriculum
- VEX IQ robotics equipment
- Art Supplies
- Violins, sheet music, music stands
- Technology Equipment (iPad, laptops, digital camera, online programs)
- Printer
- Physical Activity Equipment (balls, cones, soccer goal, team pinnies)
- Office Supplies

### 3.E.2 Resources

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

Grant funds provided the bulk of our resources during Year 2. The program utilized in-kind personnel during homework help/tutoring; full-time school EAs were used as tutors to minimize the student to teacher ratio during large group activities such as homework help. Community partners were heavily utilized during the summer programming. Maui Economic Opportunity, the provider of no- cost public bus service to the island, provided 21CCLC with a free youth-specific transport route that ensured student pick-up and drop-off in designated areas of the island. The youth route was limited to students enrolled in the 21CCLC Summer 2019 program; this provided families with a safe and reliable method of transportation for their children. Maui Digital Bus donated bus service to the program to assist in the transportation for weekly community field trips. Transportation was not included in the original grant proposal, and while walking field trips would have been possible, the trips that gave students valuable island history and mo`olelo would not have been possible without this partnership. Also during Summer 2019, we partnered with Alu Like who provided five (5) summer youth workers. These volunteers ranged from high school to college students were an integral part of student management and transition periods. Molokai Arts Center provided students at Kualapuu School with discounted art classes; these art courses are fee based and often financially out of reach for many island families.

### 3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

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

The Molokai Complex Office administration staff consisted of a project director and a program clerk (PPT). The project director managed grant deliverables, program operations, and day to day program tasks. The program clerk was responsible for managing payroll, employee applications/files, and keeping detailed fiscal records.

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

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

During the Summer 2019, Alu Like provided ve (5) youth volunteers. They were compensated through a summer work program by Alu Like.

**Exhibit 10. Number of Staff by Position (19/20 combined and unduplicated)**

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
Kaunakakai Elementary	2	#	1	2	3	1	#	3	4	#	9	#	9	#	#	#	#	#
Kilohana Elementary	2	#	#	#	1	#	#	#	2	#	2	#	2	#	#	#	#	#



Kualapuu Elementary	1	#	#	#	#	#	#	#	#	#	9	#	4	#	1	#	#	#
Maunaloa Elementary	1	#	#	#	1	#	#	#	#	#	#	#	4	#	#	#	#	#
Molokai High School	1	#	#	#	3	#	#	#	#	#	#	#	3	#	#	#	#	#
Molokai Complex Office	1	#	#	#	#	2	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
<b>Subgrantee Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Exhibit 11. Average Hours per Week by Position**

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Kaunakakai	12	12	12	#	12	8	12	#	#
Kilohana	12	#	12	#	8	8	12	#	#
Kualapuu	12	#	#	#	#	8	12	4	#
Maunaloa	12	#	8	#	#	#	12	#	#
Molokai High School	12	#	12	#	#	#	12	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
<b>Subgrantee Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### 3.G. PARTNERSHIPS

#### Partnership Data

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

**Exhibit 12: Partners**

Partner Contributions	Total Number of Partners	
Contribution Type	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	1	5
Provide goods	0	1
Provide volunteer staffing	0	0

Provide Paid Staffing	0	0
Other	0	1
<b>Subgrantee Total</b>	<b>1</b>	<b>7</b>

### Partnership Description

Provide a brief description of successes with partnerships.

The program has had significant successes with partnerships. Our partner organizations have added a unique component to the program offerings and helped in creating a breadth of opportunities for participants.

NASP [National Archery in Schools], in partnership with DLNR, was a notable partner of the program. They provided no-cost archery instructor training and certification. They also assessed each NASP certified site's archery equipment and are providing equipment that is necessary to complete NASP's required archery supplies; they are providing these items at no cost. Due to Covid-19 restrictions, some NASP provided equipment has not been shipped to Molokai at this time; however, items are pending shipment when available.

The partnership between Molokai LIVE Kakou and Alu Like has been particularly beneficial. With 75% of the program's participants being Native Hawaiian/Pacific Islander and 51% qualifying for free or reduced lunch, Alu Like has been able to provide opportunities and services to a large portion of our Native Hawaiian students and families in poverty. Alu Like has offered our participants incentive programs for credit recovery and summer youth work programs.

Our newest partnership is with a non-profit, Learning Endeavors, who was awarded a grant through NOAA to have students on Molokai study it's 'āina watershed, sea level rising, and the effects of climate change on our island. As a result of the Covid-19 impacts and school closures, direct services to island keiki had not occurred in the 2019-2020 school year; the time has been spent transitioning the curriculum from an in-person format to an entirely virtual course offering that provides students with virtual field trips to vital areas along the Molokai coastline.

Provide a brief description of challenges with partnerships.

In terms of partnerships, the most significant challenge we had was with organizations that experienced a recurring transition of staff and administration. The frequent turnovers in staff created confusion between our organization and their's. Services were completed at certain sites while not at others if the staff member was no longer with the organization. Additionally, certain services that were offered by a particular administrator were not necessarily offered upon change of admin.

### 3.H. PARENT/FAMILY INVOLVEMENT

#### Parent/Family Involvement Data

Enter total number of family members of students who participated in activities sponsored by 21stCCLC funds. (e.g. parents, guardians, grandparents, aunts, uncles, siblings)

**Exhibit 13: Parents/Family Members Served (19/20 combined)**

Center	2019-20 Parent/Family Member – Total
Kaunakakai Elementary	238
Kilohana Elementary	70
Kualapuu Elementary	186
Maunaloa Elementary	151
Molokai High School	6
Click here to enter Center name.	#
Click here to enter Center name.	#
Click here to enter Center name.	#
Click here to enter Center name.	#
<b>Subgrantee Total</b>	<b>651</b>

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

Family involvement is always at the forefront of the program's mission. Each elementary site was able to reach a significant number of families. For Molokai High School it was much more challenging to engage students and their families. After speaking with school admin and staff and getting a better idea of what might engage high school students' families, a meaningful activity was planned for the fourth quarter; however, due to school closures as a result of Covid-19, the event was cancelled and focus was shifted on how to reach students while in quarantine. Communication and outreach to families occurred through a variety of methods. Some sites utilized flyers sent home and posted on campus. Other sites used social media platforms to communicate with families. Email was also commonly used by schools to announce events, reach parents/families, and provide important program updates.

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

Each site's focus was to encourage and maintain family involvement in their child's education. For a second year, Maunaloa Elementary selected one facet of the Nā Hopena A'o Framework to feature each reporting period. Their intent was to show parents how to actively participate in their child's education while also instilling positive life and cultural values. Kualapuu Elementary's library hosted events that targeted literacy, the importance of reading with children, the importance of selecting the correct books to read, and tips to improve reading skills in children. Kilohana Elementary encouraged parents to participate in the development of their child's education and good educational habits. Kaunakakai Elementary was able to link the importance of the arts in creating well-rounded students who can develop skills that transition into core academic areas of education.

## 4. Evaluation

### 4.A. EVALUATION PLAN

#### 4.A.1. Evaluation Design Overview

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

Assessment of program goals was to occur internally by the Project Director, site coordinators, and principals. A total of one attendance goal, five academic goals, one social emotional learning goal, and two parent/family involvement goals were to be evaluated during Year 2 of operation.

Attendance Goal: It was stated that 33% of each school's student body would attend the program; measured through attendance sheets.

Academic Goals: Elementary students would improve their ELA skills from start to end of each program year; measured through Achieve 3000 Lexile ratings. Elementary students would improve their math skills from start to end of each program year; measured through iReady and Reflex Math. Secondary students would improve their ELA skills from start to end of each program year; measured by Achieve 3000 Lexile ratings. Secondary students would improve their math skills from start to end of each program year; measured by CFA (STAR MATH). Secondary students needing course credits will complete requirements for credit recovery; measured by report card credits.

Program students would demonstrate awareness of positive relationship skills of Belonging, Responsibility, and Aloha within the program's Na Hopena A'o Framework; measured through Na Hopena A'o Survey and disciplinary incident reports. Parents/Family members of program students would increase their awareness of the Na Hopena A'o Framework; measured through event evaluations. Finally, parents/family members of program students will increase their understanding of family support through literacy; measured through event evaluations.

#### 4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

##### Sample Implementation Questions:

Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

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

Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?

Are program activities interesting and valuable to students, teachers, administrators, and community partners?

What are the plans to ensure effective program implementation next year?

What implementation questions are being answered?

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

<b>What data collection methods are being used (e.g. interviews, observations)?</b>	Achieve 3000 Lexile ratings, iReady ELA and Math scores, STAR ELA and MATH scores, attendance sheets,
<b>What is the timing of data collection?</b>	It was stated that data collection should occur quarterly. While data sources were analyzed quarterly, most collection methods did not update scores quarterly; as updated scores posted, new data was collected and recorded.
<b>How have the recommendations from previous evaluations been implemented? (Provide examples)</b>	During our on-site monitoring, one recommendation that was made was to survey individual teachers to gather student data. While this method was attempted, it proved to be ill-received. Teachers are inundated with school day responsibilities and being able to receive accurate, timely, and consistent data was unsuccessful. Data collection methods were broadened to include the analysis of ELA and MATH scores from STAR and iReady for elementary students instead of relying on the inconsistent ratings of Achieve 3000 or teacher input.

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

#### 4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

##### **Sample Outcomes Questions:**

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

**Exhibit 14: Outcomes**

	<b>What outcomes questions are being answered?</b>	<b>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)</b>	<b>For each question, describe the outcome.</b>
<b>1</b>	<b>To what extent do students who participate in the program show improvements in social emotional skills?</b>	Na Hopena A`o Survey	Although the survey was not administered this year, and formal results were not obtained. Bridging the overarching theme in schools [Na Hopena A`o Framework, Hā] between the school day and afterschool programs, the values outlined in the framework (Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) are ingrained in our keiki.
<b>2</b>	<b>To what extent do</b>	Lexile Scores, Report Cards, STAR	Unmeasurable due to

	students who participated in the programs show academic gains?	scores, Standardized Testing	COVID-19 impacts
3			
4			
5			

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

#### 4.B. EVALUATION RESULTS

##### 4.B.1. Implementation Evaluation Results

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

The most significant challenge this year was the programmatic impact that school closures and Covid-19 restrictions had [and continues to have] on program implementation. The Covid-19 pandemic caused challenges unlike any other we've experienced since the 1918 flu pandemic. Life as we knew it immediately stopped and the general public's focus shifted to survival. The school administration was required to constantly assess the evolving situation and determine how students were going to learn; throughout this process, it became apparent that after school programs couldn't be a priority. Although some of outreach happened on an informal basis, we were able to ensure students and families were surviving. As a community, Molokai banded together through school closures, store closures and new restrictions, stay-at-home orders, and overall upheaval of regular life.

Constantly changing CDC and DOH guidelines has made planning extremely difficult. Our program was able to purchase Covid-19 sanitizing supplies for return to in-person servicing. Through school surveys, a good portion of Molokai families cited access to devices and a reliable internet source as a hurdle in their child's educational success. Our original application did not include equipment in years 2 and 3; therefore, we were unable to make any equipment purchases that could have facilitated a better developed virtual/distance approach to 21CCLC programming. At this time, for any virtual 21CCLC support, families have been utilizing devices provided by their school site. Some sites have provided an Internet Cafe where students are able to access the internet and be supported by a 21CCLC staff member.

We all remain in transition and continue to work towards returning to our full pre-Covid programming.

##### 4.B.2 Measures of Program Effectiveness

Describe achievement of the two program effectiveness measures stated below. Complete each exhibit with the measure(s) used to track student success and improvement over time, the results of the data collection, and the status toward meeting the program goals.

1. **Program Goal** - State the specific program goal
2. **Measure** – State the type of data collected to measure this goal
3. **Baseline** – Identify the beginning of program data
4. **Results** - Summarize evaluation findings related to this goal
5. **Met/Not met** – for each objective specify one of the following:
  - Met
  - Not met
  - Progress
  - No progress
  - Unable to measure

**Program Effectiveness Measure #1: Regular (or consistent) program attendance. Regularly participating students are those students that participate in the 21CCLC program at least 30 days (See Exhibit 5)**

**Exhibit 15: Progress on Measures of Program Effectiveness – Measure 1**

Program Goal	Measurement	Baseline	Results	Met/Not Met
80% of program students will attend regularly (participate for 300 hours over at least 30 days)	Attendance Sheets	Kaunakakai-227 Kilohana-57 Kualapuu PCS-117 Maunaloa-28 Molokai HS-197 Total: 583	Kaunakakai-66 (29%) Kilohana-31 (54%) Kualapuu PCS-8 (7%) Maunaloa-24 (86%) Molokai HS- 10 (5%) Total: 139 (24%)	Not Met

### 21CCLC Program Attendance Discussion

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

The overall program goal of having 80% of all program students attend regularly was not met. However, when looking at individual sites, 86% of Maunaloa Elementary’s enrollees attended more than 30 days; most attended more than 60 days. 54% of Kilohana’s enrolled participants attended more than 30 days; again, many attended more than 60 days. While they did not reach the 80% goal, more than half of their attendees participated on a regular basis. Kualapuu Elementary had one of the lowest regular attendance rates at 7%. While this data severely impacted our ability to meet the overall 80%, their program operates on a quarterly basis where students register for and attend courses by quarter. By default, the quarter set-up of their program does not lend to regular attendance by most participants. Molokai High School also had a low regular attendance rate, and this can be attributed to high school students’ willingness to attend study hall on a regular basis. Our most attended time periods were during our soccer program and football season, while we had the highest number of students attending everyday, each of these time periods were not 30 school days which makes 30+ days from these attendees virtually impossible.

**Program Effectiveness Measure #2: On-time advancement to the next grade level.**

### Exhibit 16: Progress on Measures of Program Effectiveness – Measure 2

Program Goal	Measurement	Baseline	Results	Met/Not Met
<a href="#">Click here to enter program goal</a>	<a href="#">Click here to enter measurement</a>	<a href="#">Click here to enter baseline</a>	<a href="#">Click here to enter results.</a>	Select one

#### On-time Advancement to the Next Grade Level Discussion

Describe on-time advancement to the next grade level at each feeder school and how the 21CCLC program is working to support on-time advancement? What success and challenges have been experienced?

On-time advancement to the next grade level was not included in the original application. There were no program goals related to this measure of program effectiveness. It was originally stated that Molokai High School students who needed course recovery credits would receive services to do so during intersessions and summer. Intersession and summer credit recovery services were postponed during Year 2 due to construction and asbestos removal on Molokai High School campus; no students or staff were allowed on campus during this time. Alternate sites were explored; however, with a limited number of approved alternate sites, lack of funding, and lack of transportation no other sites were secured.

#### 4.B.3 Key Indicators of Success – Objective 1

**Objective 1: Participants in 21CCLC will demonstrate academic improvement in reading/language arts**

**State assessment data was not collected in SY19/20 due to COVID-19 school closure. Hawaii DOE was granted a waiver to statewide assessments from the USDOE on March 20, 2020. No grades were issued for 4<sup>th</sup> quarter 2020 due to COVID-19 school closure. Therefore, this indicator is not reported for SY19/20. Exhibits 17 & 18 are not included here.**

**Exhibit 17: Performance on Indicator 1.1 –  
Academic Improvement in Reading/Language Arts – Smarter Balanced**

**Exhibit 18: Performance on Indicator 1.2 –  
Academic Improvement in Reading/Language Arts – Grades or Course Marks**

#### 4.B.3 Key Indicators of Success – Objective 2

**Objective 2: Participants in 21CCLC will demonstrate academic improvement in math**

**State assessment data was not collected in SY19/20 due to COVID-19 school closure. Hawaii DOE was granted a waiver to statewide assessments from the USDOE on March 20, 2020. No grades were issued for 4<sup>th</sup> quarter 2020 due to COVID-19 school closure. Therefore, this indicator is not reported for SY19/20. Exhibits 19 & 20 are not included here.**

**Exhibit 19: Performance on Indicator 2.1 –  
Academic Improvement in Mathematics – Smarter Balanced**



**Exhibit 20: Performance on Indicator 2.2 –  
Academic Improvement in Math – Grades or Course Marks**

**4.B.4 Key Indicators of Success – Objective 3**

**Objective 3: Participants in 21CCLC will demonstrate positive behavioral changes.**

**Exhibit 21: Performance on Indicator 3.1 –  
Decreases in the Number of Days Absent From School**

Objective 3.1: Percentage of REGULAR program participants with decreases in the number of days absent from school, as measured quarterly throughout the school year				
Center	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kaunakakai Elementary	0%	0%	6%	n/a
Kilohana Elementary	35%	35%	19%	n/a
Kualapuu Elementary	0%	0%	38%	n/a
Maunaloa Elementary	14%	14%	17%	n/a
Molokai High School	0%	0%	20%	n/a
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%

**Objective 3.1 Discussion**

Describe how the 21CCLC program is working to support decreases in the number of days students are absent from school? What success and challenges have been experienced?

Measuring chronic absenteeism by quarter did not work well for our program. During the Fall 2019 reporting period, some sites did not have any students who attended more than 30 days, therefore, there was no data to collect. Conversely in the Spring 2020 reporting period sites that had no data during quarters one and two, now had a percentage of students who attended regularly and whose school attendance data could be collected. Those sites went from 0% of chronic absenteeism to having a measurable set of data; upon first inspection, the percentage data appears as though some sites have had a 20% increase in chronic absenteeism, but further analysis of the data demonstrates that the increase isn't a true representation of chronic absenteeism at school as a result of 21CCLC services.

Our program is designed to encourage students to attend school regularly. We aim to create meaningful relationships between peers and participants and staff. When students feel connected, supported, and valued by members of their school environment they are more likely to regularly attend. Understanding this concept has also been the drive in employing as many regular school staff during the after school programs as possible.

Covid-19 school closures significantly impacted attendance data during the fourth quarter.

**Exhibit 22: Performance on Indicator 3.2 –  
Decreases in the Number of Behavioral Incidents at School**

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

Center	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kaunakakai Elementary	0%	0%	10%	
Kilohana Elementary	4%	4%	3%	
Kualapuu Elementary	100%	100%	13%	
Maunaloa Elementary	5%	5%	8%	
Molokai High School	0%	0%	30%	
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%

### Objective 3.2 Discussion

Describe how the 21CCLC program is working to support decreases in the number of behavioral incidents at school? What success and challenges have been experienced?

As with the analysis of chronic absenteeism, results from the analysis of the data for behavioral incidents at school was also skewed. Again, some sites did not have attendees for 30 or more days during the Fall, so their percentage of behavioral incidents was 0%; which appears to be positive, but it's not that the site had no behavioral incidents, it is that there was no student data collected.

Similarly to the issue of chronic absenteeism, our program is designed to create a meaningful space that is linked to the regular school day where positive role models, meaningful relationships are formed, and overall student morale is increased. All of these factors play a key role in how students conduct themselves in and out of school. Our goal is to influence Molokai keiki to make positive life choices that will benefit their educational, social, and emotional experience.

### Exhibit 23: Performance on Indicator 3.3 Increases in Social and Emotional Skills

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

Center	Percentage of REGULAR program participants increased social and emotional skills as measured by student surveys.
Kaunakakai Elementary	%
Kilohana Elementary	%
Kualapuu Elementary	%
Manaloa Elementary	%
Molokai High School	%
Center name.	%
Center name.	%
Center name.	%

### Objective 3.3 Discussion

Describe how the 21CCLC program is working to support students' social and emotional skills during the 21CCLC program. What success and challenges have been experienced?

Our program did not participate in the optional student survey during the 2019-2020 school year; this is in part because we disseminate our own Na Hopena A`o survey at the end of the school year. We do not have any data from the 21CCLC student survey that pertains to the Molokai Complex and due to school closures as a result of Covid-19, the program's Na Hopena A`o survey was not administered and data was not collected.

### Student Survey

N/A

### Student Survey Discussion

Evaluate the results of the student survey, particularly in reference to social and emotional skills. What positive results are noticed? What are the challenges?

All Molokai DOE schools participated in the Panorama Survey which measures a plethora of topics related to social emotional climate, value of school environment, and the overall sense of school safety/well-being. While the results listed below are the results of all island students being surveyed, it is a larger representation of the climate of the microcosm of the afterschool programs.

At Kaunakakai Elementary, 74% of students reported feelings of belonging at school, 68% of students reported feelings safe and an overall sense of well-being while at school, and 79% of students reported valuing their school. Sixtythree percent of Kilohana school students reported feelings of belonging, 70% reported feeling safe, and 71% reported valuing school. At Maunaloa Elementary, 53% of students reported feelings of belonging, 52% reported feeling safe, and 64% reported valuing school. Finally, at Molokai High School, 38% of students reported feelings of belonging, 55% reported feeling safe, and 47% reported valuing school.

Positively, most students on Molokai feel as though they belong, feel safe at school, and value school. High school proves to be a challenging time for many students with all of the life changes happening; this could be one explanation for the decrease in connectedness. Maunaloa Elementary has implemented changes over the last year to assess school climate and address issues; results from the changes should be evident in next year's survey.

## 4.B.5 Key Indicators of Success – Objective 4

**Objective 4: Participants in 21CCLC will demonstrate progress toward individually identified program goals.**

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

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

- Not met
- Progress
- Unable to measure

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 27 below. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

**Exhibit 24: Progress on Program-Specific Objectives**

Objective	Measure	Results	Met/Not Met
<i>1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2019-20 was 9% compared to 15% in 2018-19</i>	<i>Met</i>
80% of program students will attend regularly (participate for 300 hours over at least 30 days).	program attendance sheets	23% of program students attended regularly (30+ Days)	Not Met
80% of students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%. (Elementary)	Achieve 3000 Lexile Ratings	40% of regularly attending elementary students that had scores recorded improved either their STAR or I-Ready ELA scores by at least 10%.  (All schools did not have beginning of the year and end of the year results for Achieve3000, STAR ELA, and I-Ready ELA)	Unable to Measure per approved application.
80% of students who regularly attend the math program sessions will achieve their projected scaled score by the end of the program year. (Elementary)	iReady, Reflex Math, Math skills ratings	82% of regularly attending elementary students that had scores recorded improved I-Ready math scores by at least 10%.	Met-of those students who had scores.  Unable to Measure-all schools did not have scores for all students
80% of students who regularly attend the ELA program sessions will improve their ELA Lexile score by 10%. (Secondary)	Achieve 3000 ELA Lexile ratings	No Measurable Data	Unable to Measure-students may have had pre-scores recorded, but did not have an interim or post score to compare to. Post scores are generally recorded in the 4th quarter.

80% of students who regularly attend the math program sessions will achieve their projected scaled score by the end of the program year using the CFA (STAR MATH). (Secondary)	CFA (STAR MATH)	60% of regularly attending secondary students that had STAR Math scores recorded improved their math scores by at least 10%	Not Met-based on the students that were able to be analyzed.  Unable to Appropriately Measure--Most students did not have pre and post scores to compare
80% of students who attend credit recovery sessions will earn course credit. (Secondary)	Report Card Credits/Credit Recovery Credits	No Data-credit recovery was not offered in the summer of 2019 due to removal of hazardous materials at Molokai High School	Not Measurable--there was no program or student data analyze
80% of program students will avoid negative behaviors during program hours. Program students will identify six (6) relational skills in the Na Hopena A`o Framework.	Disciplinary Incident Reports/Na Hopena A`o Survey/Course Activities	100% of program students avoided negative behaviors during program hours. (This objective was measured by the recorded removal/necessary incident report filing)  Program students identify 6 relational skills not measurable.	Met  Not Measurable--Na Hopena A`o survey not disseminated due to school closure during the 4th quarter
50% of families attending Na Hopena A`o parent/family sessions will indicate better awareness of Na Hopena A`o values.	Attendance sheets/event evaluations	No Measurable Data-- While each site serviced a large number of families through family engagement activities, all sites generally host their event linked to the Na Hopena A`o Framework as their culminating Ho`ike in Quarter 4. All schools were unable to offer their concluding event as a result of Covid-19 school closures.	Not Measurable--due to school closures
50% of families attending Family Literacy workshops will understand how they can support their child's literacy skills.	Attendance sheets/event evaluations	100% of families who attended literacy events reported learning more about how to support their child's reading.	Met

### Achievement of Program-Specific Goals Discussion

Describe the success and challenges in meeting the program specific goals.

Covid-19 had a significant impact on the program's ability to collect accurate, measurable data. School closures during the fourth quarter, where many of the end of the year assessments occur, provided gaps between baseline and end-of-the-year scores. Varying methods of assessing ELA and Math growth were implemented; however, data was not consistent among all sites and students. Most all students had baseline scores, but many had no scores to use for comparison.

Informally, many principals and teachers were concerned about academic loss due to school closures and distance learning. Many stated that any assessment data that could be collected during quarantine would not be a clear or accurate representation of either growth or regression.

We had challenges with attaining the attendance goal. One factor that contributed was that many courses at each site are offered by quarter and only on certain days of the week which means that some may not be in operation for a full 30 days during a reporting period. For example, archery is offered to a new group of students every quarter because of the safety limitations and class size requirements; generally, it is only offered two days a week. By nature of the scheduling, the students who attend archery may have regular attendance during the quarter, but not attend the overall program for more than 30 days.

We have had great success in providing students and families with tools in literacy and educational engagement.

#### 4.C. ADDITIONAL DATA

##### 4.C.1 Success Stories

The Molokai LIVE Kakou Nita M. Lowey 21CCLC program has bestowed great things to the keiki and families of Molokai. Families have a no-cost, safe option for their children after school, and students are provided with opportunities to experience a wide variety of activities that positively impact their social-emotional well-being, educational outlook, and peer/community interactions.

Kaunakakai Elementary has had great success with their violin program. It has appealed to students from other elementary schools on the island, homeschool, and private school. It has also attracted the participation of adult community members. Students who may not have the opportunity to be taught how to play an instrument are able to study under the tutelage of a master music teacher, have access to quality instruments and music equipment, and participate in a setting with students from around the island.

Kilohana Elementary has had a wonderfully inclusive program. While most sites have students register for courses based on interest and/or parent request, Kilohana was able to have all students participate in all activities. Students were grouped by similar age groups and rotated through each day's planned activities. This set-up fostered relationships among students and between students and instructors.

Kualapuu Elementary spearheaded the archery program during the grant's first year; subsequently, all other sites have shown interest or offered archery at their site. Archery has continued to be a high point of the Kualapuu program. This year they were able to offer a

beginner course and an advanced course. They also added another NASP trained and certified instructor to the program. Kualpuu's gardening program continues to be a success. Students are lined up to register and families are grateful for the skills taught and produced provided. Maunaloa Elementary had success with their cooking classes. Students learned about proper food storage, preparation, cooking, and serving. Families often cited the positive outcomes of their students learning to prepare various dishes. Their gardening program is always a success and appreciated by the small community that lives in the area. Maunaloa Elementary was also the only site that continued to offer programming during Covid-19 school closures. They were successful in creating meaningful activities for students and families. Their ability to provide a connection with students during an extremely difficult time was not lost on administration, families, and the community as a whole.

Molokai High School offered a girl's soccer program that warrants praise. The program attracted a sizable number of participants. The team trained under the direction of two seasoned soccer coaches. They formed bonds with teammates that translated onto the playing field and into team successes. Separately from the 21CCLC and DOE program, players and families raised funds to travel off-island to play other soccer teams from Maui.

#### 4.C.2 Best Practices

Best practices for students and families is to make all attempts to attend regularly [30+ days]. While many of our site's programs are set up which makes this difficult, it should always be encouraged of students and families.

Best practices for evaluation is to utilize measures that are utilized by all sites, teachers, and students. Through the evaluation process over the course of the year, it has become apparent that not all sites, teachers, and students administer the assessments that are to be used as data to determine whether program goals have been met.

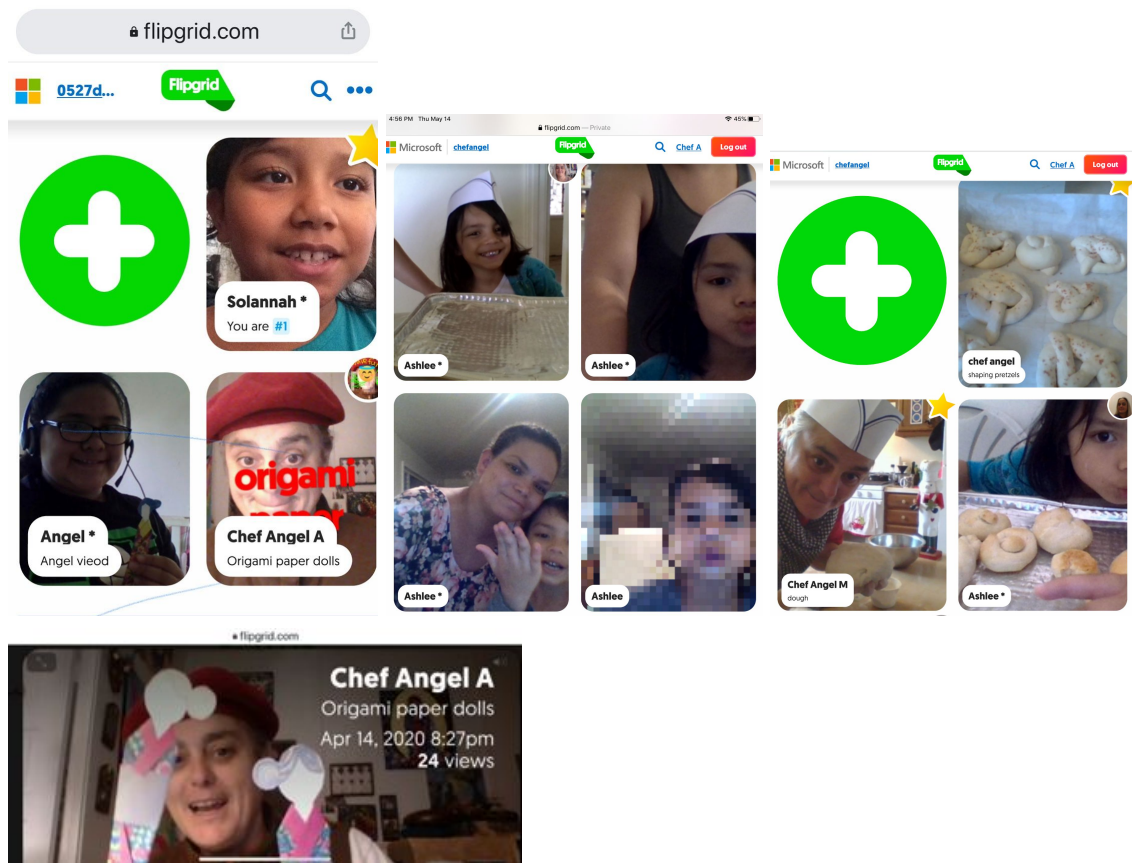
Best practices for site admin and site coordinators are to communicate with one another and with program administration. Keeping lines of communication open is vital for the success of the program.

#### 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.]*

N/A

#### 4.C.4 Pictures

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















## 5. Sustainability Plan

## 5.A ORIGINAL SUSTAINABILITY PLAN

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

Molokai LIVE Kakou's sustainability plan is limited by the socio-economic factors of our island. Molokai consistently holds the highest unemployment rates in the state and lost one of the largest private employers, Mycogen in March 2018, leaving 100 workers unemployed. According to the Hawaii Department of Labor's most recent report on May 17, 2018, the state's unemployment was at a low of 1.9% while Molokai was at 4.8%. Nevertheless, we will endeavor to work towards more low cost or no-cost options to sustain our efforts.

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

## 5.B UPDATED SUSTAINABILITY PLAN

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

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

The current grant is expected to end at the end of the 20-21 school year. We are planning on applying for renewability and building sustainability by cutting at least 20% of our operating costs.

Part of each site's sustainability will be the acquisition of fixed assets once the grant period ends. This will provide school sites the necessary equipment to continue to offer at least a portion of the current offerings. Staffing continues to be a challenge for Molokai schools.

We have added Learning Endeavors to our community partners and are hoping to be able to maintain services through our partnership long after the grant ends.

Na Pu'uwai is no longer providing services to our program and unfortunately has been released as a community partner.

Additional funding sources will continue to be sought after.

## 6. Conclusions and Recommendations

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### 6.A CONCLUSIONS

While some of the originally stated goals were either not met or unmeasurable, the focus of the program remained steadfast. It should be noted that goals, objectives, and measures are fluid and what may have been applicable during the proposal process of the grant, may not be currently applicable. We strive to positively impact the lives of Molokai students and families; we've met this goal and it is evident through student and family participation. Molokai is an incredibly small community, we are the bulletin board outside of the grocery store type of place and our program is often praised in informal settings. Our successes with NASP certification and being able to offer a skill like archery to students, many whose families depend on hunting, is extraordinary. We are a community of farmers that, for generations, has lived off the land; to provide a successful gardening program, where the importance of aloha 'āina, proper cultivation of foods, and reaping the benefits of hard work is instilled into our keiki is phenomenal.

### 6.B RECOMMENDATIONS

One recommendation that was implemented was to hire a full-time project director. After wading through the DOE hiring process, an official, full time project director was brought on board in June 2019.

Implementation of other ELA and Math measures are key. The program desperately needs consistent and reliable measures of academic progress. The original proposal stated measures such as Achieve 3000 would be used to track ELA (lexile scores) progress; however, the inconsistency of use among school sites and classrooms wreaks havoc on the data collection progress. Teachers are not required to test students at specific points throughout the year; some students have pre-scores recorded, no interim score, and no post-score, while others have no pre-score but will have a post-score. For the program's data analysis design, it is vital to have data sets that can be compared. A similar problem occurs when attempting to determine Math progress. It is recommended that principals select an alternate measure to analyze ELA and Math growth.

The final recommendation is that we as a community and program remain steadfast in providing Molokai keiki with the best support possible throughout this time of transition. Covid-19 has changed the way we will approach education and afterschool support forever, and while our goal of engaging Molokai youth holds, the fluidity of the situation persists.

### 6.C REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

In spite of facing many programmatic challenges as a result of school closures and Covid-19, the impact our program has had on students who participated was beneficial and important in their success as students, members of the community, and being productive members of their

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

#### 6.D EVALUATION DISSEMINATION

The best method for evaluation dissemination will be discussed with principals. Following school closures and Covid-19 restrictions, procedures at school sites are extremely different than they once were; they also vary among sites. Our program will disseminate the evaluation to any of our community partners that request a copy.