

## SY1819 - Evaluation - Cohort 10+ & 11

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### Executive Summary

The Hā Initiative: Creative Science, Technology, Engineering, and Math (STEM) After-School Program was created to address the long-term causes of poverty initially from American Recovery Reinvestment Act (ARRA) and Community Services Block Grant (CSBG). Honolulu Community Action Program (HCAP) developed the CCLC program to provide this program to more students. The goal of the Hā Initiative: Creative STEM After-School Program is to provide a safe, nurturing, and healthy environment that inspires STEM (Science, Technology, Engineering, and Math) learning within Oahu's most disadvantaged and marginalized communities. Geared towards students in grades 2 through 8, this program seeks to improve academic performance in science and math, increase family and community engagement, and develop the next generation of science and technology leaders. Launched in 2011, the Hā Initiative began with its pilot site in Kalihi, quickly expanded the program to include three new sites within the following two years, and currently operates at five sites. The program currently reaches at-risk youth in Kalihi (Kalihi STEM Exploration Center), Aiea (Central STEM Exploration Center), Waiahole/Hau'ula (Windward STEM Exploration Center), Palolo/Honolulu (Palolo STEM Exploration Center/Honolulu STEM Exploration Center), and Waianae (Leeward STEM Exploration Center) and supports working families by providing high quality, free, educational after-school programming for at-risk youth. Each STEM Exploration Center is located within a community where all of the elementary and middle schools within that area have a large percentage of high poverty, low-income students as indicated by Title I schools. In order for services to reach maximum benefit to participants, the Hā Initiative STEM Exploration Centers have an average low student to teacher ratio. The evaluation is based on the data provided which includes the APR reports submitted, the Data+Design data stories, some surveys, previous evaluation and information provided by the project director and site coordinator. The evaluation results include: 52.5% were regular attendees. The percent of regular attendees by site ranged from 14.8% to 71.4%. CCLC students had fewer chronic absences and behavioral referrals than non-CCLC students. 55% of students that attended 30 days or more were proficient on the ELA SBA test than non-CCLC students (40%). The highest percent of students that were proficient in science were those that attended more than 30 days at 75%. 100% of the students returning surveys like the activities offered after school. 95.7% of students like attending the program. 78.3% of students think the program will help them do better in school. Quarterly family nights were provided to engage family members, and many participated on field trips or volunteered. A variety of program materials is available to sites including research-based programs. HCAP's resources are available to the CCLC sites. Based on the evaluation, the following recommendations are provided:

1. Continue to encourage attendance for longer periods of time in order to have continued

positive results.

- 2\). Make sure to distribute and collect surveys to get a higher response from students and to obtain parent input.
- 3\). Developing a close relationship with nearby schools so that they recommend students to the program could be beneficial.
- 4\). It could be beneficial to expand partnerships with an emphasis on those in the community in which the program is located-keep in mind, a school could be one such partner.
- 5\). Have teachers be sure they are communicating with the student's regular teacher to see if there are areas in need of attention.
- 6\). While the program emphasizes STEM skills, there are ways to incorporate literacy skills into class activities which could be of benefit in improving ELA skills.

### **Program Description**

The Hā Initiative: Creative Science, Technology, Engineering, and Math (STEM) After-School Program was created to address the long-term causes of poverty initially from ARRA and CSBG grants. HCAP developed the CCLC program to provide this program to more students. The goal of the Hā Initiative: Creative STEM After-School Program is to provide a safe, nurturing, and healthy environment that inspires STEM (Science, Technology, Engineering, and Math) learning within Oahu's most disadvantaged and marginalized communities. As a Community Action Agency, HCAP's mission is deeply rooted in its responsiveness to the community and its needs. HCAP offers programs and services in the areas of Early Childhood; Employment; Education; Economic Development; Emergency & Transitional Programs; and Community Development and Advocacy. In the past program year, 22,880 individuals and families were impacted by HCAP's programs and services. The program is offered 5 days a week from 3-5 hours a day with an emphasis on STEM activities and utilizing a variety of materials developed to provide quality experiences in STEM for students such as FOSS Next Generation Engineering is Elemental, AXIS and more HCAP operates five District Service Centers, located strategically throughout Oahu to provide 100% service coverage. The Leeward District Service Center is located in Waianae; the Central District Service Center is located in Aiea; the Kalihi-Palama District Service Center is located in Kalihi; the Leahi District Service Center is located in Palolo; and the Windward District Service Center is located in Kaneohe. This is grant year 4 of the program.

### **Attendance Discussion**

Regular attendance is important to the program. All five centers follow the same procedures. Through consistent attendance, children and families can make maximum use of the goal of the Hā Initiative: Creative STEM After-School Program; children learn the importance and value of being in school and children develop responsibility early, HCAP has rewarded students who attended 30 days or more during the school year with a field trip. Parents are also invited to participate in learning excursions. HCAP has done many outreach events at the community sites to inform parents of the program and having the students attend regularly. When combined across all centers, the percent of regular attendees was 52.5%. The highest percent of regular attendees was at Kalihi with 75.7% of students being regular attendees. There was a total of 139 students served across all centers during the school year. Kalihi and Palolo had the largest number in the spring with 37 and 41 respectively. The Data+Design report for the End of the Year showed a total of 189 unique students served.

### **Describe activities offered during summer 2018.**

In the summer of 2018 CCLC was provided at three sites. The emphasis continues to be on STEM with activities such as: Bubbles - Investigating Water and Soap; First Lego League (FLL) - Core Value and learning to integrate the 2018-2019 FLL theme of space exploration into robotics

activities; Reading and journal writing; Prodigy game – Interactive learning program; the science behind slime – Exploring chemical reaction in slime making. The STEM students who achieved good attendance were rewarded with an end of year educational excursion to the Polynesian Cultural Center (PCC). Palolo STEM Exploration Center ended the summer intersession with family friendly and enjoyable experiments. The families built and launch bottle rockets (physics), craft paper helicopters (gravity and wind resistance), and observe a miniature volcano erupt (chemical reactions).

### **Describe activities offered during school year 2018-19.**

Activities during the school year had an emphasis on STEM. These include science lessons which included learning the science behind pigments and how pigments determine the color of an object by absorbing and reflective selective wavelengths; engineering is elementary lessons; robotics; science snacks; internet safety which includes cyberbullying and keeping information discreet; and keyboarding. There were also field trips: United Airlines Fantasy Flight, Bishop Museum, and family nights focused on hands-on activities.

### **Describe activities offered during summer 2019.**

In the summer of 2019 CCLC was provided at five sites. Summer activities also include emphasis on STEM with a variety of science activities such as determining components of food; robotics to explore the 2019-2020 FLL theme of city innovation into robotics activities and creative projects; and more. The summer students also joined in on a field trip to PCC to begin the summer intersession.

### **Program Materials**

FOSS Next Generation provides all students with science experiences that are appropriate to students' cognitive development and prior experiences. It provides a foundation for the more advanced understanding of core science ideas, which are organized in thoughtfully designed learning progressions, and prepares students for life in an increasingly complex scientific and technological world. Science provided lessons on the following topics; Planetary Science, Human Brain and Senses, Earth History, Earth History, Electronics, Diversity of Life, Weather and Water, Populations and Ecosystems, and Force and Motion. AXIS (After School Exploration in Science) Curriculum for upper elementary and middle school youth in urban after-school programs: Exploring Paper, Crime Science Exploration, Exploring the Secrets of Sugar and Salt, Exploring the Science of Magic, Exploring Sound & Music, Exploring Energy and Exploring Global Warming. Engineering is Elementary (EiE) EiE units tie in with specific elementary science topics with lists of science concepts, lessons and science curricula. Afterschool KidzScience: Four sessions in each kit build upon each other but stand alone to accommodate flexible attendance. Kits build science knowledge and inquiry abilities in KidzLit, KidzMath, Math Explorer and Science Explorer. Science Snacks to learn and investigate properties of food, Robotics: FIRST® LEGO® League is a global educational program. The program is to introduce and support children in science and technology in a sporty atmosphere.

### **Resources**

HCAP as a community organization that provides support to the program and the resources at the community sites that include the classrooms, computers, and services through their partners. HCAP continued to utilize space for free from Kaiulani Elementary School (Kalihi) and Lincoln Elementary School (Honolulu). The HCAP Senior Community Service Employment Program (SCSEP) continued to provide the program with SCSEP trainees to support staff. In 2018-2019, HCAP was successful in securing the following grants and community partnerships for the Hā Initiative:

TANF (Temporary Assistance for Needy Families)

HECO

Hawaii Friends of Lego

Hawaii Bowl Foundation

Helping Hands Hawaii – Ready to Learn

Marine Toys for Tots

**Provide a brief description of staff and roles.**

The staffing pattern for the Hā Initiative is supported by HCAP's extensive organizational structure, which allows the agency to provide a high level of supervision and administrative support to the programs. HCAP staff members are responsible for conducting day-to-day administration and implementation of the program. The Hā Initiative Program Manager is responsible for program administration, curriculum development, developing and maintaining community partnerships; recruiting and supervising volunteers and Senior Community Service Employment Program (SCSEP) participants, assessment and evaluation, and overall administration of the program. STEM Teachers help develop and teach lessons and engage volunteers, community members and participant's families in the children's learning. The part-time STEM Teachers are passionate about teaching our students about STEM subjects and strive to connect with students in a nurturing and mentoring way.

**Provide a brief description of successes with partnerships.**

Each site has a number of family member volunteers that participate in CCLC activities. In addition, there are family night activities that provide parents with information such as internet security. High school students with interest in STEM volunteer as Junior Leaders. Hā Initiative volunteers work with the program manager and the volunteer coordinator to find responsibilities that match their skills and interests. Program participants from HCAP's Senior Community Service Employment Program (SCSEP) are also important contributors to the Hā Initiative. The seniors spend time and share their knowledge and wisdom with the STEM students. They also assist STEM Teachers and STEM volunteers.

**Provide a brief description of challenges with partnerships.**

We did not experience any challenges with our partners.

**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.**

There is at least one family night at each center per quarter. Family Engagement Nights Lead by the Hā Initiative Program have consisted of the following:• Participant sharing of STEM learning• Interactive learning for Parents of participants• Guest Speakers on STEM topics• General information on HCAP programs and services• Community Resources information• Celebrating participant achievement• Finding resources for students. In addition, family members have volunteered and have participated on field trips.

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

The purpose of the evaluation is to determine progress on addressing project goals and objectives, to determine project outcomes and to determine any challenges encountered and how to address them. A review of the APR data, information provided by the Data+Design reports and data stories, discussion with project personnel and a review of project records such as lesson plans, attendance logs, and descriptions of activities offered. Examples of project materials available for review include attendance records, lesson plans, activity logs, and STEM teacher observations of student growth. In addition, there were 21 student surveys provided to

determine student satisfaction with the program.

## **Implementation Evaluation**

### **What implementation questions are being answered?**

Has the program been implemented as planned in the grant application? What challenges have been faced in implementing the program, and how are those challenges being addressed

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

Interviews, observation, and documentation

### **What is the timing of data collection?**

Data was collected throughout the program. The evaluator interviewed the project director for this report.

### **Add any additional program implementation information.**

Documentation provided indicates that all sites have an implemented CCLC that has an emphasis on STEM activities that provide a valuable contribution to the communities in which they operate. The program was expanded after the initial implementation, but each site has some regular attendees, community volunteers and support from HCAP. It is more of a challenge at community sites to have regular attendees as students tend to come and go. There are systems in place that document program activities.

## **Outcomes Evaluation**

### **What outcomes questions are being answered?**

How does the program show improvements in behavior? To what extent has the program achieved its objectives? What factors have affected program success? Do regular attendees have better outcomes than those that attend for less time?

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

Observation, attendance, and lesson plans as well as the Data+Design data provided.

### **What is the timing of data collection?**

Data are collected throughout the program year and the Data+Design Data and data stories are reviewed and analyzed when provided.

### **Add any additional program outcome information.**

Data on student outcomes is limited to the Data+Design data provided. It is a challenge for HCAP to collect teacher surveys as they are a community site and students may come from more than one school. Input from teachers would be helpful in documenting outcomes in student behavior, attendance and classroom performance.

## **Implementation Evaluation Results**

The Hā Initiative: Creative STEM After-School Program provides an exceptional program in its communities. The program strives to increase the number of students that attends the program during the school year and summer. We continue to maintain the Hā Initiative: Creative STEM After-School Program as stated in our grant application. The challenges we have continued to face include enrollment and parental engagement. We continue to look for new, innovative activities, curriculum and family engagement opportunities to retain student interest in the program.

**Provide a brief description of successes in developing and maintaining community partnerships.**

There have been community and family members involved in project activities. The support that HCAP as an organization can provide with their established partners is of benefit to the program. Each STEM Exploration Center is located at or near a District Service Center. The District Center provides teacher assistance, employment referrals, and case management. Also within HCAP, the Senior Community Service Employment Program helps provide staffing at the STEM Exploration Centers. Our programs work with partnering schools and staff to ensure alignment with goals of the student and family needs.

HCAP has benefited from partnerships at elementary schools and the community that provide space for the program to run, free of charge. The Hā Initiative was active in participating in Ka’iulani Elementary School’s and Lincoln Elementary School’s Town Hall meetings, providing activities and lessons in STEM activities for attending school parents and their children.

Hawaiian Electric Company provided the STEM Exploration Center with energy efficiency handbook that students could use to encourage energy efficiency. Students shared how they made their home more energy efficient.

**Provide a brief description of challenges in developing and maintaining community partnerships.**

We did not experience any challenges with our partners.

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

The five STEM Centers have provided specific activities at least once per quarter to engage family members. These activities include a presentation of projects and work created by STEM students: discussions about living and sleeping conditions in the International Space Station (ISS); hands-on holiday activities such as, creating triangle picture frame ornaments and completing a snowflake activity integrated with math word problems; learning to budget and create a “Living History STEM Museum”; planting seeds to learn about sustainability and take into account where food comes from. In addition, parents/guardians and other family members, such as siblings, are invited to participate in field trips. Having regular times convenient for parents to have activities such as the quarterly ones are a good way to engage parents.

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

Many parents work and getting them involved during the day is sometimes difficult, but it has helped to have evening family nights

**Please describe particular successes or challenges related to KPI Objective 3.**

Using the data stories, the following information on academic outcomes is determined. From the Spring data story: 40% of all students were proficient on the SBA test versus 55% of CCLC students who attended 30 days or more in Language Arts. The highest percentage of students proficient in Language Arts were the students who attended 30-59 days at 64%. 35% of all students were proficient on the SBA test versus 42% of CCLC students who attended 30 or more days in math. The highest percentage of students proficient in math were the students who attended 60-89 days at 50%. 42% of all students were proficient on the SBA test in science versus 48% of CCLC students who attended 30 days or more. The highest percentage of students proficient in science were the students who attended 30-59 days at 75% From the End of Year Data Story: 38% of all students were proficient on the SBA test versus 53% of CCLC students who attended 30 days or more in Language Arts. The highest percentage of students proficient in

Language Arts were the students who attended 30-59 days at 59%. 33% of all students were proficient on the SBA test versus 41% of CCLC students who attended 30 or more days in math. The highest percentage of students proficient in math were the students who attended 60-89 days at 45%. 38% of all students were proficient on the SBA test in science versus 50% of CCLC students who attended 30 days or more. The highest percentage of students proficient in science were the students who attended 30-59 days at 60%. Information on chronic absences and behavior referrals from the data stories is as follows: Spring data story: 11% of all students had chronic absences while only 7% of students who attended CCLC 30 days or more had chronic absences. The population with the lowest percentage of chronic absences was students who attended 90 days or more at 0%. 17% of all student received behavioral referrals versus only 11% who attended 30 days or more. The lowest percentage of students who did attend CCLC and received behavior referrals was 30-59 days at 6%. End of Year Data Story: 11% of all students had chronic absences while only 3% of students who attended 30 days or more had chronic absences. The population with the lowest percentage of chronic absences was students who attended 30-59 days at 0%. 15% of all students received behavioral referrals versus only 8% who attended 30 days or more. The lowest percentage of students who did attend CCLC and received behavior referrals was those attending 30-59 days at only 4%.

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

The change for the purpose of this evaluation was to consolidate some things listed as objectives which did not have criteria and were not measurable. The CCLC program has been successful in documenting activities. The Data+Design information provided some data that was not otherwise available such as attendance, behavioral referrals and academic performance. It is hard to get information from classroom teachers for students that come to a community program but continued efforts to do so would be useful.

### **Success Stories**

Family nights have been successful in attracting parents to the site. The academic achievement for regular attendees has been good and the overall regular attendee percentage of 52.5% is good. The students that attended more than 30 days were rewarded with a field trip to Polynesian Cultural Center on June 1<sup>st</sup> 2018. In August of 2018, students from Palolo STEM Exploration Center were invited to Palolo Ohana Learning Center (POLC). The students tried out new robotics activities brought by the visiting Punahou High School Robotics Team. In November 2018, students at Kalihi STEM Exploration Center worked on a #GivingTuesday project they made for their homeroom teachers at Kaiulani Elementary School. In March, the students went on a field trip to the Kanewai taro patch and learned about the importance of continued water flow through both the lo'i'i and the people. In May, all five STEM Exploration Centers held Family Nights that occur quarterly that gives students and parents a chance to engage in hands-on activities. These are opportunities for students to showcase their projects, classwork, and certificates they have received.

### **Best Practices**

Family nights, field trips, STEM carnivals and STEM activities will encourage family participation and engagement.

Implementing an incentive program for students who attend 30 days or more and those that participate in FIRST LEGO League and FIRST LEGO League Expo.

### **Student, Teacher, Parent, Staff or Community Input**

Input was limited to student surveys and the results are as follows (21 responses):

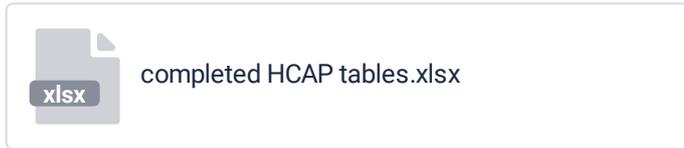
100% of the students returning surveys like the activities offered after school. 95.7% of students like attending the program. 78.3% of students think the program will help them do better in

school

## Student Data

The next screen will prompt you to upload your copy of the student data template that you received in the beginning of this form. [Click here if you need to redownload a new template.](#)

### Student Data



### Pictures





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

HCAP's plan to sustain and/or expand activities beyond the applicable grant period is to deliver a program that is relevant, effective, and truly beneficial to the community. Non-profit agencies such as HCAP, which rely on government grants, corporate grants and private donations to run programs, must provide value and clearly demonstrate the benefits of the programs. In short, HCAP believes the best way to sustain and grow a program is to have a successful program, which will in turn retain and attract more support. HCAP is committed to running a quality program. HCAP has a strong track record of meeting and exceeding contracted goals. Program Managers have regular meetings with their supervisors and Executive Management Team to provide updates to ensure the programs are effective and relevant and to maintain quality services for the program participants. All programs are evaluated throughout the year to determine effectiveness and success. HCAP's emphasis on quality programs and meeting program goals, as well as timely responses to funder requests, allows them to seek new or repeat funding in order to sustain the program. In the event funding is not readily available, HCAP has the capacity to continue running successful programs in the interim by using federal Community Services Block Grant (CSBG). HCAP will evaluate programs and priorities each year and continue to support and supplement key programs for as long as possible until other sources of funding become available. It is HCAP's goal to make people aware of how this program is benefiting our communities. In addition to reports to funders, HCAP has developed a website and social media presence to draw attention to the agency and programs and has been able to bring new donors to the agency. HCAP has solicited and obtained meaningful collaboration and partnerships and is consistently searching for grant opportunities. In addition, HCAP has encouraged giving from their staff and board.

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

The plan is the same. HCAP is committed to continue the funding utilizing partners and seeking additional funding available through grants.

### **Conclusions**

A limited number of surveys (21) were collected this year but have been compiled. From the data stories, it is apparent that students that attend 30 days or more have better outcomes than those who attend for less time in academic outcomes, number of behavior referrals and number of chronic absences. There is evidence that each site is providing engaging STEM activities at their site. A variety of materials including those that are research-based are provided at the centers to allow for some excellent opportunities for students to learn about science, technology, math and engineering as well as possible careers in that field. Families are encouraged to participate in field activities and family engagement activities are provided quarterly. Teachers maintain

records on the lesson plans, student attendance, activities offered and student performance. The HCAP organization has the structure to provide good support to the sites should any challenges occur and has the ability to manage the grant funds and provide resources. They have established partners that can be utilized at the sites to provide community service information and support. Overall, more than half the participants have attended for 30 days or more. The sites with the highest percent of regular participants are Windward, Kalihi and Central although Windward only had 14 participants total. It can be a challenge to attract students to a community program due to transportation difficulties. A close affiliation with the nearby schools to ask them to encourage students to consider the program could be helpful.

### **Reflections on program implementation and impact**

The program is fully implemented at each site and provided 5 days a week for 3-5 hours a day. There are a wide variety of program materials to engage students and family nights bring parents to the program. Student outcomes are better for regular attendees and show good academic gains as well as fewer chronic absences and behavioral referrals. The number of attendees at Windward is only 14 although 10 were regular attendees. The other four sites ranged from 20 to 41 students. It would be good to work to increase attendance and perhaps survey nearby schools to determine if there is some reason, they are not having students participate. The high number of regular attendees is very positive which would indicate that students find the activities to be of benefit and engaging. Surveys of more students and parents would help determine what aspects of the program are appealing which would be useful in knowing how to attract more students. The sites are providing good opportunities for students that will be of benefit to them. They are engaging family members.

### **Evaluation dissemination**

The Hā Initiative: Creative STEM After-School Program will disseminate evaluation results through several venues which will allow the Honolulu Community Action Program, clients, community partners and the general public the opportunity to view the evaluation. Evaluation results will be posted on the HCAP website and disseminated via the HCAP Weekly E-Newsletter. All of therefore mentioned information sites are accessible to our clients, community partners and the general public.

Exhibit 1: Basic Information Table

Required Information	Enter Information
<b>Subgrantee Name</b>	Honolulu Community Action Program, Inc.

### 3.B.1. Goals

1	<i>SAMPLE: Improve academic achievement in math</i>
1	Participants will demonstrate improvement in school attendance
2	Hā Initiative: Creative STEM After-School Program centers will offer high quality educational and developmental services
3	Students in the Hā Initiative: Creative STEM After-School Program will strengthen their social and emotional learning
4	Hā Initiative: Creative STEM After-School Program will foster community growth
5	<a href="#">Click here to enter fifth goal, if applicable.</a>

3.B.2. Objectives

	SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21stCCLC program will improve their course marks in math from fall to spring.	Course Marks
1	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.	Smarter Balanced Assessment
	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time	Teacher reports
	1.1 bPercentage of regular program participants with teacher-reported positive classroom behavioral changes such as increased participation and decreased disruptive actions	Teacher Reports
1	1.1.c Percentage of regular program participants with school-reported improvement in daily attendance	Click here to enter measure.
	2 Documentation provided on lessons, aquaponics, robotics and guest speakers on STEM activities aligned with core standards	Attendance reports
2	Famiy and community events are offered	Lesson plans
3	Centers will maintain usage logs for community members and attendance logs for participants	Sign-in sheets provided
4	Keyboarding skills offere and internet safety.	Attendance and minutes
5		Sign-in sheets provided

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Central	k-8
Center 2	Kalihi	k-6,8
Center 3	Leeward	k--8
Center 4	Palolo/Honolulu	2,3,4,5,6,7,8
Center 5	Windward	2-5, 7
Center 6		
Center 7		
Center 8		
Center 9		

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Central	17	2-8
Kalihi	20	2-8
Leeward	11	2-8
Palolo/Honolulu	1	2-8
Windward	14	2-8
	0	Grade levels served
<b>SubgranteeTotal</b>	<b>63</b>	

Note: Removed junior mentors and PreK-1st grade inaccurately represented in the roster.

Exhibit 4: Students Served in School Year 2018-19 (fall and spring)  
 \* Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Central	22	3	2-8
Kalihi	35	27	2-8
Leeward	16	9	2-8
Palolo/Honolulu	42	23	2-8
Windward	12	9	2-8
			Grade levels served
<b>SubgranteeTotal</b>	<b>127</b>	<b>71</b>	

28-2

26+1 = 27

Note: Removed junior mentors and PreK-1st grade inaccurately represented in the roster.

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

Center	Summer	Grade Levels
Central		Grade levels served
Kalihi		Grade levels served
Leeward		Grade levels served.
Palolo/Honolulu		Grade levels served
Windward		Grade levels served.
	0	Grade levels served
<b>SubgranteeTotal</b>	0	Grade levels served

Exhibit 5  
has been  
removed.

Please  
continue  
to the next  
exhibit.

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)  
 \* Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Central	34	5	2-8 *
Kalihi	44	27	2-8
Leeward	19	11	2-8 *
Palolo/Honolulu	43	23	2-8
Windward	24	10	2-8 *
			Grade levels served
<b>SubgranteeTotal</b>	<b>164</b>	<b>76</b>	

Note: Removed junior mentors and PreK-1st grade inaccurately represented in the roster.

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Central	25	92.60%	2	7.40%	8	29.60%	14	51.90%	13	48.10%
Kalihi	18	48.60%	1	2.70%	6	16.20%	26	67.60%	11	29.70%
Leeward	8	40.00%	1	5.00%	0	0.00%	11	55.00%	9	45.00%
Palolo/Honolulu	24	58.50%	2	4.90%	3	7.30%	29	70.70%	12	29.30%
Windward	11	78.60%	2	14.30%	1	7.10%	4	28.60%	10	71.40%
<b>SubgranteeTotal</b>	86	61.90%	8	5.80%	18	12.90%	84	60.40%	55	39.60%

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

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

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2+	% 2+
Central	0	0.00%	0	0.00%	19	70.40%	0	0.00%	3	11.10%	1	3.70%	4	14.80%
Kalihi	0	0.00%	24	63.90%	8	21.60%	0	0.00%	3	8.10%	1	2.70%	1	2.70%
Leeward	0	0.00%	0	0.00%	12	60.00%	0	0.00%	4	20.00%	1	5.00%	3	15.00%
Palolo/Honolulu	0	0.00%	7	17.10%	18	43.90%	0	0.00%	8	19.50%	3	7.30%	5	12.20%
Windward	0	0.00%	0	0.00%	10	71.40%	0	0.00%	2	14.30%	0	0.00%	2	14.30%
<b>Subgrantee Total</b>	<b>0</b>	<b>0.00%</b>	<b>31</b>	<b>22.30%</b>	<b>67</b>	<b>48.20%</b>	<b>0</b>	<b>0.00%</b>	<b>20</b>	<b>14.40%</b>	<b>6</b>	<b>4.30%</b>	<b>15</b>	<b>10.80%</b>

These are based on the Spring numbers due to discrepancies in the EOY Data+Design report with our numbers and these match our records. There were 41 students in the summer but some also attended during the school year.

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

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Central	1					3		1		11					1			
Kalihi	1					1				13					1			
Leeward	1					1				25					1			
Palolo/Honolulu	1									2					1			
Windward	1							1		15					1			
Admin Support Staff	2																	
Program Admin	2																	
<b>Subgrantee Total</b>	9	0	0	0	0	5	0	2	0	66	0	0	0	0	5	0	0	0

Note that we have listed central support staff as paid although they are not paid out of CCLC funds-they are paid by HCAP resources.

Exhibit 10. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Central	25		17	5	5			5	
Kalihi	25		17		5			5	
Leeward	25		17		5			5	
Palolo/Honolulu	25				5			5	
Windward	25			5	5			5	
Program administrator	40								
Admin Support Staff	10								
<b>Subgrantee Total</b>	175	0	51	10	25	0	0	25	0

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services		1
Raise funds		
Provide programming/activity related services		1
Provide goods		3
Provide volunteer staffing		
Provide Paid Staffing		1
Other		9
<b>Subgrantee Total</b>	0	15

**Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services**

Center	Reading & Literacy	Math	Science & Technology	Other (specify)
<b>Objective 1.1: 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)</b>				
Central	Yes	Yes	Yes	Specify other services.
Kalihi	Yes	Yes	Yes	Specify other services.
Leeward	Yes	Yes	Yes	Specify other services.
Palolo/Honolulu	Yes	Yes	Yes	Specify other services.
Windward	Yes	Yes	Yes	Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.

Note that although not listed as a separate course, we embed all core academics into our STEM activities.

**Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities**

Objective 1.2: 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)
Central	Yes	Yes	Yes	Yes	Yes	Specify other services
Kalihi	Yes	Yes	Yes	Yes	Yes	Specify other services
Leeward	Yes	Yes	Yes	Yes	Yes	Specify other services
Palolo/Honolulu	Yes	Yes	Yes	Yes	Yes	Specify other services
Windward	Yes	Yes	Yes	Yes	Yes	Specify other services
						Specify other services
						Specify other services
						Specify other services
						Specify other services

Note, though not listed as separate activities, we embed these activities into our STEM programming.

**Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement**

<b>Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.</b>		
<b>Center</b>	<b>Number of community partnerships</b>	<b>Description of community partners and their services .</b>
Central	10	Partnering with Title I schools surrounding the area such as Makalapa Elementary School and Aiea Elementary School increases and maintains student enrollment. Other funders include Department of Human Services - Temporary Assistance for Needy Families Program (TANF) and Hawaii Bowl Foundation grants, Helping Hands Hawaii, and a network of individuals and organizations like Hawaii Afterschool Alliance and American Red Cross, assists staff with certifications and trainings.
Kalihi	9	Partnering with Title I schools such as Kaiulani Elementary School increases and maintains student enrollment. Other funders include Department of Human Services - Temporary Assistance for Needy Families Program (TANF) and Hawaii Bowl Foundation grants, Helping Hands Hawaii, and a network of individuals and organizations like Hawaii Afterschool Alliance and American Red Cross, assists staff with certifications and trainings.
Leeward	10	Partnering with Title I schools surrounding the area such as Waianae Elementary School and Waianae Intermediate School increases and maintains student enrollment. Other funders include Department of Human Services - Temporary Assistance for Needy Families Program (TANF) and Hawaii Bowl Foundation grants, Helping Hands Hawaii, and a network of individuals and organizations like Hawaii Afterschool Alliance and American Red Cross, assists staff with certifications and trainings
Palolo/Honolulu	10	Partnering with Title I schools such as Lincoln Elementary School and Palolo Elementary School, increases and maintains student enrollment along with Palolo Homes - Mutual Housing Association of Hawaii. Other funders include Department of Human Services - Temporary Assistance for Needy Families Program (TANF) and Hawaii Bowl Foundation grants, Helping Hands Hawaii, and a network of individuals and organizations like Hawaii Afterschool Alliance and American Red Cross, assists staff with certifications and trainings
Windward	10	Partnering with Title I schools such as Waiahole Elementary School and schools surrounding the area such as Hau'ula Elementary School increases and maintains student enrollment. Other funders include Department of Human Services - Temporary Assistance for Needy Families Program (TANF) and Hawaii Bowl Foundation grants, Helping Hands Hawaii, and a network of individuals and organizations like Hawaii Afterschool Alliance and American Red Cross, assists staff with certifications and trainings.

Note: Honolulu Community Action Program as an organization has a number of partners that are available to provide support at the centers.

**Exhibit 15: Performance on KPI Objective 1.4 - 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.
Central	11	STEM family carnival, quarterly family nights, field trips, HCAP: Na Lima Hana Employment Program, Low-Income Home Energy Assistance Program (LHEAP), VITA free tax program, Head Start, and Weatherization Assistance Program (WAP)
Kalihi	13	STEM family carnival, quarterly family nights, field trips, HCAP: Na Lima Hana Employment Program, LHEAP, VITA free tax program, Head Start, and WAP
Leward	25	STEM family carnival, quarterly family nights, field trips, HCAP: Na Lima Hana Employment Program, LHEAP, VITA free tax program, Head Start, and WAP
Palaio/Honolulu	2	STEM family carnival, quarterly family nights, field trips, HCAP: Na Lima Hana Employment Program, LHEAP, VITA free tax program, Head Start, and WAP
Windward	15	STEM family carnival, quarterly family nights, field trips, HCAP: Na Lima Hana Employment Program, LHEAP, VITA free tax program, Head Start, and WAP

Exhibit 16: Performance on KPI Objective 1.5 – Hours per Week

Objective 1.5: Centers will offer services at least 12 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.		
Center	Average number of hours per week services offered during the school year	Average number of hours per week services offered during summer and holidays
Central	17	20
Kalihi	17	20
Leeward	17	20
Palolo/Honolulu	17	20
Windward	17	20
	#	#
	#	#
	#	#
	#	#

Exhibit 17: Performance on KPI Objective 3.1.1

Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Central	0		0	0.00%
Kalihi	8		4	50.00%
Leeward	4		1	25.00%
Palolo/Honolulu	3		2	66.70%
Windward	2		2	100.00%

Exhibit 18: Performance on Indicator 3.1.2 –

Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Central	0		0	
Kalihi	0		0	
Leeward	0		0	0.00%
Palolo/Honolulu	0		0	0.00%
Windward	0		0	0.00%

Schools served mostly K-6 so not applicable

Exhibit 19: Performance on Indicator 3.2.1 –

Objective 3.2: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	#	%	#	%
Central	0		0	
Kalihi	7		2	28.60%
Leeward	5		0	0.00%
Palolo/Honolulu	3		1	33.30%
Windward	3		1	33.30%

At Central

Exhibit 20: Performance on Indicator 3.2.2 –

Objective 3.2 Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Central	0		0	
Kalihi	0		0	
Leeward	1		0	0.00%
Palolo/Honolulu	1		0	0.00%
Windward	2		1	50.00%

Grades are only provided for students in upper grades so not applicable at some sites.

**Exhibit 21: Progress on Program-Specific Objectives**

	Objectives	Measures	Results	Met/Not Met
	<b>SAMPLE: 1.2</b> 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.	Smarter Balanced Assessment	The gap between percentage of low-income vs. middle or high income students meeting standard in 2018-19 was 9% compared to 15% in 2017-18.	Met
	1.1a Percentage of regular program participants with teacher-	Teacher reports	Surveys were not utilized but the staff communicated regularly with teachers and Project director met with them to determine progress. They report positive results	Met
	reported improvement in turning in homework on time	Teacher reports	Same as above	Met
	1.1 bPercentage of regular program participants with teacher-	Teacher Reports	same as above	Met
1	reported positive classroom behavioral changes such as increased participation and decreased disruptive actions			
	1.1.c Percentage of regular program participants with school-reported	Attendance reports	Data+Design indicated CCLC students had fewer chronic absences than non-CCLC students	Met
	improvement in daily attendance			
	2 Documentation provided on lessons, aquaponics, robotics and	Lesson plans	Lesson plans document the activities being offered as intended	Met
2	guest speakers on STEM activities aligned with core standards			
	Maintain usage logs for community members and attendance logs	Logs and usage information	Family events are reported as offered and include volunteering and internet security workshops	Met
	Keyboarding and internet security workshops offered.	Lesson plans	Documentation of events provided	Met
3				
4				
5				