21st Century Community Learning Centers

Hā Initiative: Creative STEM After-School Program

Honolulu Community Action Program, Inc.

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Executive Summary

The Hā Initiative: Creative STEM After- School Program was evaluated on its program goals and objectives as stated in the proposal for the Hawaii Department of Education 21st Century Community Learning Centers (CCLC) grant.

Evaluated were the five STEM Exploration Centers located in Kalihi, Pālolo, Aiea, Waiahole and Wai'anae. The after-school program provides opportunities for children in disadvantaged communities to learn about science, technology, engineering and mathematics (STEM) in a healthy and positive environment. The program was evaluated on quality of school improvement, academic services, enrichment and support services, community partnerships and services to parents and family and community members. Quality and performance from each site has its own individual challenges. This evaluation measures not only evidence, but quality of performance for each STEM center and the overall STEM program.

The evaluation, required by the 21st Century CCLC grant provides an opportunity for the Hā Initiative to evaluate its program goals and objectives, policies and procedures with the input of program and teaching staff, student participants and families, partner schools and community. Results from the evaluation demonstrate the program's strengths and areas for improvement. It determines the overall effectiveness of the program, providing an opportunity to improve the current program and assurance that the program is meeting its goals and objectives.

The overall findings of the evaluation conclude that the Hā Initiative: Creative STEM After-School Program provides an excellent program in its communities, providing a STEM rich environment for learning. The curriculum outline provides for a full and comprehensive STEM program available to children in 2nd to 8th grades. A recommendation for classroom curriculum implementation is consistency in documentation from the teaching staff. Providing documentation of lesson plans and/or projects is evidence of teaching staff productivity and classroom curriculum implementation. It is recommended that teachers be required to provide completed lessons plans on a quarterly basis. This will require the teachers to plan ahead and accordingly to research, develop lessons, and prepare for projects.

Community partnerships for this period were rich and successful. In particular, the partnership with QLCC Koʻolau Poko and QLCC Windward provided an addition of students attending the Windward STEM Exploration Center. Partnerships with schools such as Waiahole Elementary continue to be reciprocal while the Kalihi STEM Exploration Center found a new location on the grounds of Kaʻiulani Elementary School, also a community partner. It has been a successful partnership with both program, school and families benefiting from this relationship. Working closely with school partnerships appear to be an advantage for all involved, and it would behoove the Hā Initiative to continue its school partnerships. A recommendation regarding the program's community partnerships with schools is to re-establish a formal working relationship with Waiʻanae Intermediate and Pālolo Elementary and its new administrative staff. Establishing more community partners for the Hā Initiative: Creative STEM After-School

Program would be advantageous and provide more opportunities for future engagement in projects in the community.

Finally, evidence of overall communication for Hā Initiative: Creative STEM has been satisfactory most times, but processes and procedures most certainly should be emphasized and reiterated as there are many moving parts to the program. Good communication provides the who, what, where and why, with timeliness being the key to its execution. It is recommended that overall communication be improved between HCAP and program staff, partners, and stakeholders. Expectations will be emphasized with all program staff and teachers, regarding program requirements, timeliness of response and follow-through.

Program Description

A. Origin of the Program

The Honolulu Community Action Program, Inc. (HCAP) delivers need-based human services to economically disadvantaged individuals and families throughout the island of Oahu- thus, the "community" HCAP serves is the entire island. Recognized as a Community Action Agency, HCAP's mission is deeply rooted in its responsiveness to the community and its needs. HCAP is committed to alleviating the conditions of poverty on Oahu by promoting opportunities for the economically disadvantaged to attain greater social and economic mobility.

The Hā Initiative: Creative Science, Technology, Engineering, and Math (STEM) After-School Program was created to address the long-term causes of poverty. 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. Open to 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, and 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, Aiea, Kaneohe, Palolo, and Waianae 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 that is located near a Hawaii Department of Education elementary school which is in the continuous improvement category of the HI Strive High index (Hawaii Department of Education, 2015). Additionally, all of the elementary and middle schools within schools have a large percentage of high poverty, low-income students (U.S. Department of Education, 2015). In order for services to reach maximum benefit to participants, Hā Initiative STEM Exploration Centers have an average low student to teacher ratio. The program aims to serve a minimum of 100 students per month.

B. Goals

The Hā Initiative: Creative Science, Technology, Engineering, and Math (STEM) After-School Program was created to address the long-term causes of poverty. The goal of the Hā Initiative: Creative STEM After-School Program is to provide a safe, nurturing, and healthy environment that inspires STEM learning within Oahu's most disadvantaged and marginalized communities.

The Hā Initiative works to meet standard assessment goals of the complex area by providing research-based curriculum content with interactive activities to assist participants in making rich connections of understanding.
The Hā Initiative: Creative STEM After-School Program addresses the objectives and outcomes in Section E. These are accomplished using the general schedule of activities and services described below:

Time Frame	Instructional Goals
Block 1 – first hour of STEM Exploration Activity	Assist participants with homework and offer tutoring for weak academic areas. Participants read at least 20 minutes. Participants may also use computers to complete ScootPad, IXL, or other educational activities or assessments.
Block 2 – second hour of STEM Exploration Activities (extended time on Wednesdays)	Participants complete a STEM centered activity and lesson. Guest speakers may present information about topics and careers in STEM. Activities include but are not limited to areas of: Robotics, Hydroponics, Earth Science, Life Science, Physical Science, Sustainability, and Design by Engineering.
Block 3 – third hour of STEM Exploration Activities	Participants are given a summary activity and may go online via computers in order to investigate interest in current STEM topic.
Family and Community Sessions	Once per quarter, sessions will focus on helping parents to access educational information for participants and work skill development provided by ECS. Another session each quarter will focus on celebration of STEM participant achievements and introduction of career topics to parents and community.

The primary goal of targeting elementary and middle school students is to address high school dropout rates, enhance student achievement in science and math, encourage enthusiasm in education in order to address chronic absenteeism, and to provide enrichment during critical hours of 3:00 – 6:00 pm when juvenile crime is on the rise.

By offering the Hā Initiative: Creative STEM After-School Program on a year-round basis, including school breaks and intercessions, HCAP is addressing the need for at risk, low-income youth to be engaged in meaningful activities to promote positive decision making. The services provided by the program are research based, academic enhancement opportunities which support the Hawaii Department of Education(HIDOE) Common Core State Math Standards and the future adoption of the Next Generation Science Standards. Additionally, the program supports the HIDOE General Learner Outcomes by providing opportunities for at-risk youth to engage in learning practice that promote independent learning skills, ethical usage of technology, and community contributions.

C. Clients

The Hā Initiative: Creative STEM After-School Program is targeted at youth in grades 2-8, however students in kindergarten and first grade may attend the program. All students in the program reside in low-income areas of the island. The 5 STEM Exploration Centers are located in Kalihi, Aiea (Central), Palolo, Wai'anae (Leeward) and Kaneohe (Windward). The following is a

breakdown of participant demographics and attendance from January 25, 2016 (start of contract) to May 26, 2016.

Participant Demographics

	Grade	FRL	EL	SP NEEDS	M	F	n/a
Kalihi	**Pre-K - 5**	**43**	**7**	**2**	**40**	**28**	**4**
	6 - 12	**3**	**0**	**0**	**3**	**1**	**-**
Central	**Pre-K - 5**	**38**	**1**	**0**	**29**	**25**	**-**
	6 - 12	**10**	**0**	**0**	**5**	**13**	**-**
Palolo	**Pre-K - 5**	**np**	**0**	**0**	**25**	**19**	**2**
	6 - 12	**np**	**0**	**0**	**2**	**3**	**5**
Windward	**Pre-K - 5**	**18**	**28**	**6**	**20**	**9**	**-**
	6 - 12	**2**	**5**	**1**	**4**	**1**	**-**
Leeward	**Pre-K - 5**	**0**	**0**	**0**	**0**	**8**	**-**
	6 - 12	**0**	**0**	**0**	**2**	**1**	**-**

Unduplicated STEM Participant Attendance

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Kalihi	**2**	**4**	**11**	**16**	**22**	**17**	**0**	**2**	**3**	**0**
Central	**4**	**3**	**9**	**15**	**19**	**6**	**12**	**4**	**1**	**1**
Palolo	**2**	**3**	**3**	**11**	**8**	**19**	**8**	**1**	**1**	**0**
Windward	**4**	**2**	**5**	**4**	**9**	**5**	**4**	**0**	**1**	**0**
Leeward	**1**	**0**	**0**	**3**	**6**	**3**	**2**	**2**	**1**	**0**

D. Materials/Resources

The Hā Initiative: Creative STEM After-School Program uses the following materials and resources to instruct STEM related activities and projects throughout the program period.

FOSS Next Generation science kits use the Next Generation Science Standards (NGSS) into practice: Planetary Science, Human Brain and Senses, Earth History, Earth History, Electronics, Diversity of Life, Weather and Water, Populations and Ecosystems, 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: An exploration with Snack using science, math and engineering.

Additional STEM Website Resources and Activities:
National Geographic: STEM Lessons
http://www.nationalgeographic.com/resources/ngo/education/xpeditions/lessons/matrix.html

Science NetLinks: Science Lessons
http://sciencenetlinks.com/afterschool/

Afterschool Exchange: Math Activities
http://www.thirteen.org/edonline/afterschool/activities/math/index.html

Exploratorium Museum: Afterschool Activities Guide and Teaching Tools
http://www.exploratorium.edu/afterschool/

The Coalition for Science Afterschool: STEM activities, staff development, assessment & evaluation
http://afterschoolscience.org/resources/

Arizona Center for STEM Teachers: Resources to enhance and deepen the skills of Arizona STEM educators
http://www.az-stem-teachers.org/

Technology Games & Tools from Thinkfinity
http://www.thinkfinity.org/games-and-tools

FIRST Robotics Competition: Online tools and resources to engage young people in science
http://www.microchip.com/stellent/idcplg?IdcService=SS_GET_PAGE&nodeId=1451

In 2010, HCAP received funding from the Community Services Block Grant- American Recovery and Reinvestment Act. HCAP utilized a portion of this funding to purchase equipment for the Hā Initiative: Creative STEM After-School Program. The Hā Initiative: Creative STEM After-School Program officially began in 2011 and Federal Community Services Block Grant (CSBG) funding was used to startup the program. Since CSBG funding is intended only to start up and fill the gaps in funding for the STEM program, HCAP began looking for additional sources of funding in 2012 to supplement the Community Services Block Grant funding. Since 2012, funding for the program has been received from federal, state, and local agencies.

HCAP's five District Service Centers, located strategically throughout the island to provide 100% service coverage. HCAP is unique from other human service providers through this interconnected network of District Service Centers that provide the full array of agency services at each site, while at the same time adapting and responding to the particular character, needs, and desires of their respective areas. The Leeward District Service Center is located in Waianae; the Central District Service Center is located in Makalapa; the Kalihi-Palama District Service Center is located in Kalihi; the Leahi District Service Center is located in Palolo Valley; and the Windward District Service Center is located in Kaneohe.

Locations for the STEM Exploration Centers are as follows:
Kalihi STEM Exploration Center
Kaiulani Elementary School, Room A4
783 N. King St.
Honolulu, HI 96817

Leeward STEM Exploration Center
HCAP Leeward District Service Center

85-555 Farrington Hwy.
Waiʻanae, HI 96792

Central STEM Exploration Center
HCAP Central District Service Center
99-102 Kalaloa St.
Aiea, HI 96701

Windward STEM Exploration Center
Waiahole Elementary School
48-215 Waiahole Valley Rd.
Kāneʻohe, HI 96744

Palolo STEM Exploration Center
Palolo Valley Homes
2195 Ahe St.
Honolulu, HI 96816

The Hā Initiative has numerous community partnerships to support the services. Each STEM Exploration Center is located at or near a District Service Center. The District Center provides teacher assistance, employment referrals to parents, and case management to families. Also within HCAP, the Senior Community Service Employment Program helps provide staff at the STEM Exploration Centers. Partnerships for the program are as follows:

Kalihi STEM Exploration Center
St. Elizabeth Episcopal Church
University of Hawaii Ka Papa Lo'i Kanewai
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

Leeward STEM Exploration Center
Queen Liliuokalani Children's Center Leeward
University of Hawaii Ka Papa Lo'i Kanewai
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

Central STEM Exploration Center
University of Hawaii Ka Papa Lo'i Kanewai
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

Windward STEM Exploration Center
Queen Liliuokalani Children's Center - Ko'olau Poko
Queen Liliuokalani Children's Center - Windward
University of Hawaii Ka Papa Lo'i Kanewai
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

Palolo STEM Exploration Center
Palolo Pipeline
Palolo Valley Homes
Aloha Harvest
Kapiolani Community College
Kaimuki High School
University of Hawaii Ka Papa Lo'i Kanewai
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

At each STEM Exploration Center, participants receive tutorial services and homework assistance. This academic support is combined with enrichment opportunities and activities to enhance academic achievement. Upon completion of the assignments, participants are encouraged to read and share information from reading in order to enhance literacy.

On a daily basis, the participants participate in a STEM related activity. The Hā Initiative curriculum encompasses research based lessons and activities that address real-life scenarios through interdisciplinary projects, project-based learning, NEXT Generation Science Standards, Common Core State Math Standards, and problem-based learning. At least one hour of each day is dedicated to this extended learning time. Participants are engaged in interactive science experimentation or discovery activities that are designed to enhance learning via fun opportunities. Participants will also be exposed to experts in STEM career fields. Teachers and volunteers will use academic vocabulary throughout the lessons in order to make relevant connections to classroom learning.

Finally, technology is available for participant use and investigation. Participants in the program were be exposed to programming, robotics, and animation. Also, participants had opportunities to use technology for film, music, and arts creations. Technology safety and appropriate usage were enforced to help participants understand how to avoid dangerous and inappropriate situations that can occur from online usage.

Family engagement activities are offered by the Hā Initiative. There was one family engagement night per STEM Exploration Center, per quarter. Field trips were also offered to participants and family members as funding permits.

The program staff is responsible for adapting and implementing STEM curriculum, developing lessons on and coaching robotics teams, and teaching the after-school STEM program as stated in the Hā Initiative: Creative STEM After-School Program Staff Handbook, Rules and Procedures Manual. The program staff works closely with the program manager and volunteers (Community Mentors and Junior Leaders) to implement the overall goals of the program and to ensure a productive learning environment for children grades 2 - 8.
The overall goals and core competencies are followed by program staff; communications, teamwork, problem solving, build collaborative relationships/teamwork, decision making, problem solving, analytical ability, and self-development.

E. Staff/others involved

HCAP Executive Director, Robert N.E. Piper, and HCAP Director of Community Services, Tehani Diaz, provide oversight and monitoring of the Hā Initiative. HCAP's Director of Finance, Corinne Murashige, and her fiscal staff team coordinate and manage all fiscal operations, including accounting and financial reporting. HCAP's Director of Planning, Program Development and Communications, Michael Hane, oversees our program development and evaluation. Information Technology Manager, Brandon Sparks, provides on-going repair and maintenance for all technical equipment, and trains staff and volunteers in use and security of the equipment. Keith Nakano, HCAP's Technical Projects Coordinator leads all technical projects for the programs.

The Hā Initiative Program Manager, Shari Martin, is responsible for program administration, curriculum development, developing and maintaining community partnerships; recruiting and supervising volunteers and SCSEP program participants, assessment and evaluation, and overall administration of the program. The Program Specialist is Denise Miya, who supports the curriculum planning and implementation as well as grant reporting. Denise is also the teacher at the Windward STEM Exploration Center. James Upega is the Na Lima Hana Employment Core Services Program Coordinator. James works closely with the STEM program in providing employment services and learning opportunities for participant families throughout the year. Five part-time STEM Teachers help develop and teach lessons and engage volunteers, community members and participant's families in the children's learning. The STEM Teachers are passionate about teaching our students about STEM subjects and strive to connect to students in a nurturing and mentoring way. The qualifications for these positions include Bachelor's degrees, teaching experience, classroom management skills and a high interest and expertise in science, technology, engineering and math (STEM).

Volunteers are essential to the successful operation of the program. Two groups of community members will serve as volunteers at each of the program sites. Adults from the communities where the sites are located volunteer as Community Mentors. High school students with an 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. Some of the services our volunteers provide include one-on-one and small group tutoring and homework support, giving presentations on various STEM topics, chaperoning field

trips, serving as role models and mentors, and supporting the teacher in implementing projects and activities.

Of the 4 teaching staff, 2 teachers worked 19.75 hours per week, 1 teacher worked 20 hours per week, and the Program Specialist/Teacher worked 40 hours per week (20 hours as the Program Specialist and 20 hours as a Teacher). The Program Manager worked 40 hours per week.

The Hā Initiative: Creative STEM After-School Program was monitored by the Program Manager on a quarterly basis. Classroom observations and monthly teaching staff meetings were used to insure classroom consistency regarding policies and procedures, curriculum delivery, opportunities to mentor each other as teachers and to discuss issues or concerns in their centers.

New partnerships were formed with Queen Lili'uokulani Children's Center's (QLCC) at Leeward, Windward and Ko'olau Poko offices for the purpose of promoting the program and enrolling students in the program. The response was positive and successful; the Windward STEM Center presently has the highest and most consistent enrollment with a waiting list for future enrollment.

The University of Hawai'i Mānoa (UHM) Ka Papa Lo'i Kanewai partnership provided the Hā Initiative: Creative STEM After-School Program participants and their families the opportunity to work, share and learn of Hawai'i's historical and cultural community and our unique island water cycle and its important role in agriculture, botany and biology. STEM participants and their families listened to the historical background of this ancient taro water farm (kalo loʻi) from current UHM Hawaiian Culture students, and invited to take a short hike along the waters of the Mānoa stream to the loʻiʻs origin of a freshwater spring. They participated in "turning over" a field being prepared for planting by stepping into the muddy field, and using their feet to mix and churn the wet soil. Washing off the mud consisted of rinsing themselves in the cool, clean water of the Mānoa stream. Lunch was provided for participants and families, while the UHM student/guides and invited STEM community members and state representatives talked about the importance of education and professions in the field of STEM.

In addition, the Hā Initiative: Creative STEM After-School Program had been fortunate to expand their partnership with Princess Ka'iulani Elementary School as they moved onto their school campus before the start of the current school year. More than 98% of the Kalihi STEM Exploration Center participants were enrolled at Ka'iulani Elementary, and thus it has become a thriving relationship of students who migrate from the school day to the after-school program to enhance their academic opportunities in science, technology, engineering and mathematics. The center remains consistent in its enrollment and the commitment of its families are evident. Access to their regular day teachers offered the Hā Initiative an impactful communication opportunity for both the school and program.

Meetings with I‘olani Schools Keiki Ka‘i Program also began for a future partnership with their 3 year old pilot program in Pālolo Valley Homes. Discussions included possibilities of the Hā Initiative students mentoring Keiki Ka‘i students with opportunities to read-aloud books, gardening and other age appropriate activities that would provide growth for the STEM participants in responsibility, commitment, empathy, and a greater sense of community involvement.

Evaluation Design and Results

A. Purpose of Evaluation

The Hā Initiative: Creative STEM After-School Program evaluation is an integral part of the program, focusing on effectiveness as well as measurement and efficiency. Evaluations used in this way allow for a continuous learning process, planning and decision making, as well as providing evidence. It determines overall effectiveness in meeting program goals and objectives and at what level of quality the program is being implemented. Through surveys, observations and documentation, the program evaluation analysis leads to developing recommendations for change resulting in program improvement.

In addition to program evaluation, continuous staff training and development will address priority outcomes with policies and procedures updated and refined as needed.

B. Evaluation Plan and C. Schedule

Hā Initiative: Creative STEM After-School Program's evaluation and monitoring design utilizes goals, objectives and measures in order to evaluate and monitor the program effectively. Materials utilized included the use of surveys using the Likert-type scale. Surveys are distributed in February, June and October of each calendar year for program participants, parents, teachers of partner schools, community partners, staff and adult participants. Other materials include attendance records, lesson plans activity logs for usage and STEM teacher observations of student growth.
Based on the data analysis, deficiencies in program will be addressed as well as Advisory Council and stakeholder input. Findings will be provided in the report with recommendations and commendations about program progress.

D. Results of Implementation

The Hā Initiative: Creative STEM After-School Program was implemented as planned with some changes made to the distribution of surveys to partner DOE schools. As a non-profit organization not affiliated with the Hawaii Department of Education, HCAP did not have ready access to student grades and test scores. Ultimately, the program was unable to acquire student grades. The Hā Initiative is now better equipped to obtain student information and Teacher surveys and plan to solicit this information as required for this current school year.

Continued community partnerships include Pālolo Valley Homes, St. Elizabeth's Episcopal Church, Waiahole Elementary School, HCAP's Senior Community Service Employment Program (SCSEP), and Princess Kaʻiulani Elementary School.

Partnerships which had not been maintained are Waiʻanae Intermediate School, and Pālolo Elementary School as school principals have been changed and HCAP will need to re-establish relationships with newly recognized administrations.

Hā Initiative: Creative STEM Program activities and lessons are valuable to students as they allow participants to explore science, technology, engineering and mathematics in a manner that demonstrates how STEM is a part of their everyday environment and incorporated into every aspect of living and learning. It enables participants to value the past, present and future while preparing to be a global citizen.

Teachers, administrators and community partners *value* the activities, knowing the importance of STEM and its future in classroom content learning. The Hā Initiative was active in participating in Kaʻiulani Elementary Schoolʻs Open House, providing activities and lessons in STEM activities for attending school parents and their children. Teachers were involved in assisting the STEM program with gathering activity materials, and learning how they could assist the children during the activities. Many were inspired to replicate the activities in their own classrooms the following week.

To ensure effective implementation of the program, HCAP will continue to distribute and collect evaluation surveys, conduct, classroom observations, and document all aspects of the program. Staff training be ongoing and will include review of the results of the evaluation and review of STEM center policies and procedures. Internal procedures will be to streamlined produce effective and timely results.

E. Results of Youth and Program Outcomes

Outcome Indicator	Performance Measure	Assessment Instrument	Outcomes
Objective 1. Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.			
1.1 Students participating in the program will show improvements on measures such as school attendance, classroom performance, increased homework completion, and decreased adverse behaviors.	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time	-Teacher Surveys -Teacher Communication	Kalihi: 53% Central: 20% Leeward: no surveys received Palolo: 45% Windward: 60% Tool: Teacher Survey
	1.1b Percentage of regular program participants with teacher-reported positive classroom behavioral changes such as increased participation and decreased disruptive actions	-Teacher Surveys -Teacher Communication	Kalihi: 47% Central: 40% Leeward: no surveys received Palolo: 45% Windward: 45% Tool: Teacher Survey
	1.1c Percentage of regular program participants with school-reported improvement in daily attendance	-Teacher Surveys -Teacher Communication -STEM Daily Attendance Logs	Kalihi: 44% Central: 13% Leeward: 11% Palolo: 20% Windward: 59% *% of students who attended the Hā Initiative 30 days or more

			during the time period. Tool: STEM Daily Attendance Log

Outcome Indicator	Performance Measure	Assessment Instrument	Outcomes
Objective 2. Hā Initiative: Creative STEM After-School program centers will offer high quality educational and developmental services			
2.1 100% of the centers will offer high quality services in core academic areas of mathematics and science.	2.1 a Percentage of center that will utilize Next Generation Science Standards in curriculum goals	-STEM Curriculum Outline	100%
	2.1b Percentage of centers that utilize State Common Core Mathematics Standards in curriculum goals	-STEM Curriculum Outline	100%
	2.1c Teacher created lesson plans that enhance understanding of vocabulary in science and mathematics and use terminology daily for student growth	-STEM Curriculum Outline and -Teacher Lesson Plans	100%
2.2 100% of the centers will offer enrichment and support activities such as tutorial services, robotics and technology design, science experimentation and exploration, and STEM career topic introduction	2.2a Centers will maintain records of attendance of Ha Initiative participants	-STEM Attendance Logs	100%
	2.2b Centers will maintain lesson plans	-Teacher Lesson Plans	75%
	2.2c Centers will create agenda items and photograph outings and field trips for academic enhancement	-STEM Lessons, Photographs, and Agendas	100%

	2.2d Centers will be opened Monday through Friday on a year round basis with the exception of weekends and recognized state holidays	-STEM Daily Attendance Logs	100%
	2.2e Centers will invite guest speakers in STEM centered occupations to share experiences with participants	-Agenda, Photographs, and Lesson Plans	100%
	2.2f Participants will compete in the FIRST LEGO League Competition	-Photographs -Financial Statements	n/a
	2.2g 100% of Ha Initiative Centers will utilize Mindstorm EV3 robotics equipment	-Photographs -Financial Statements	100%
	2.2h Participant in STEM centers will design and build gardens and aquaponics	-Photographs -Lesson Plans -Financial Statements	100%

Outcome Indicator	**Performance Measure**	**Assessment Instrument**	**Outcomes**
Objective 3. Hā Initiative: Creative STEM After-School program centers will foster community growth			
3.1 100% of the centers will continue to maintain and build partnerships within the community that continue to increase community collaboration	3.1a Centers will establish and maintain partnerships within the community to continue to increase levels of community collaboration for sustaining programs	-Attendance Logs of Advisory Council and Family Night Events	100%
	3.2b Centers will establish and maintain partnerships with designated schools and faculty for cooperation of topics of learning	-Email Communication -Meeting Agendas	100%

3.2 100% of centers will offer services to parents and family members of students enrolled in the program.	3.2a Centers will host quarterly community events to offer employment training, community resource knowledge, job placement skills, and life skills	-Attendance Logs of Family Night Events	100%
	3.2b Centers will host quarterly family nights to promote participant achievement and informative lifestyle information for communities	-Attendance Logs of Family Night Events	100%

Outcome Indicator	Performance Measure	Assessment Instrument	Outcomes
Objective 4. Hā Initiative: Creative STEM After-School program centers improve effective and ethical use of technology of participant and community members			
4.1 100% of centers will provide computer labs for participant and family members during regular operation hours	4.1a Centers will maintain usage logs for community members and attendance logs for participants	-Computer Lab Usage Log	100%
4.2 100% of centers will provide instruction in keyboarding	4.2a Centers will maintain growth charts of keyboarding skill	-Assessments	50%
4.3 100% of centers will teach internet safety	4.3a Centers will provide internet safety lesson plans as well as use "teachable moments" to enhance participant understanding of internet safety	- Lesson Plans	100%

F. Program Quality Outcomes

The quality of the Hā Initiative: Creative STEM After-School program was documented and evidenced with the Classroom Management Checklist which provides assurance that essential best practices and safe operating procedures are in place. These monitoring checklists were completed on a quarterly basis by the Program Manager along with documented reports with concise corrective action plans and follow-up procedures. General observations of teaching

staff were implemented and documented quarterly for quality assurance of the Classroom Management Checklist.

Conclusions and Recommendations

A. Conclusions

The Hā Initiative: Creative STEM After-School Program has been effective in meeting its goals to provide a year-round program that provides meaningful STEM activities, academic opportunities, and promotes the ethical use of technology and community service which to at-risk youth in a safe and productive learning environment. The program provides educational support of the HIDOE Common Core Math Standards during homework and STEM lessons. Specific STEM lessons and projects develop critical thinking skills and increase science literacy with a positive impact on youth through the program.

The conclusions are evidenced not only from survey results from teachers and parents, but inclusive of schools and partners at large who continue to support and request information regarding the STEM program and program possibilities beyond our immediate community partners.

B. Recommendations

Recommendations to the Hā Initiative: Creative STEM After-School Program include consistency and timeliness in overall communication. The importance of keeping the lines of communication active and open are reflected in relationships built with each other and the larger community.

It is recommended that expectations be emphasized with all program staff and teachers, regarding program requirements, timeliness of response and follow-through regarding communication and documentation.

Programmatic recommendations include developing long or short-term community projects with existing or new partners for all STEM Exploration Centers. Community projects develop citizenship, commitment and responsibility while servicing the needs of their community environment.

Designated community partner relationships must be maintained, and those partners with new administration should be re-established to allow the program to capture student evidence.

C. How the evaluation results be used to refine, improve, and strengthen the program

The Hā Initiative: Creative STEM After-School Program evaluation results will be examined closely. Recommendations will be addressed and implemented to further improve the program.

D. How will the evaluation results be disseminated to the public?

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 review the evaluation.

Evaluation results will be posted on the HCAP website and disseminated via the HCAP Weekly E-Newsletter. All of the aforementioned information sites are accessible to our clients, community partners and the general public.