Hā Initiative: Creative STEM After-School Program

Honolulu Community Action Program, Inc.

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Period covered by the report: May 31, 2016 – May 26, 2017

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 evaluation was on quality of student improvement, academic services, support services, community partnerships, and services to parents and family and community members. Quality and performance from each site have its own individual challenges. This evaluation measures not only evidence but also the quality of performance for each STEM Exploration Center and the overall STEM program.

The 21st Century Community Learning Center grant requires an evaluation to examine the Hā Initiative's 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 will identify barriers and strengths. 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 exceptional 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. It is recommended that the program increase the number of students that attend the program during school intersessions and summer program.

Finally, evidence of overall partnership of the Hā Initiative's community partnerships has successfully grown. Partnership with the University of Hawai'i system STEMS pre-Academy C-MORE science permitted the students to have hands-on activities and lessons in Oceanography. Partnerships with schools such as Waiahole Elementary and Princess Victoria Ka'iulani Elementary School continue to be reciprocal. It has been a successful partnership with program, school, and families benefiting from this relationship. However, despite the importance of this relationship, the programs had no strategic systems established that supported and strengthened this connection. It is recommended that the program develop formal agreements and written plans (ideally in early stages) and should address day school collaboration. Time for day school teachers and afterschool staff to meet and plan lessons together plus a communications system, (e.g., homework log between schoolteachers and afterschool staff), should be included in both school and afterschool plans.

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, 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, Waiahole, 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, the Hā Initiative STEM Exploration Centers have an average low student to teacher ratio.

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 exposed to programming, robotics, and animation. Also, participants had opportunities to use technology for film, music, and art creations. Technology safety and appropriate usage were

implemented to help participants understand how to avoid dangerous and inappropriate situations that can occur from online usage.

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 program aims to serve a minimum of 100 students per month.

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 –	Assist participants with homework and offer to tutor 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 – (extended time on Wednesdays)	Participants complete a STEM-centered activity and lesson. Guest speakers may present information about topics and careers in the 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 –	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. Another session each quarter will focus on the celebration of STEM participant achievements and the 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 intersessions, 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 use 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 Waiahole (Windward). The following is a breakdown of participant demographics and attendance from May 31, 2016, to May 26, 2017.

Participant Demographics

	Grade	FRL	EL	SP NEEDS	M	F
Kalihi	**Pre-K - 5**	**20**	**0**	**0**	**31**	**15**
	6 - 12	**0**	**0**	**0**	**0**	**0**
Central	**Pre-K - 5**	**38**	**0**	**0**	**27**	**14**
	6 - 12	**10**	**0**	**0**	**8**	**2**
Palolo	**Pre-K - 5**	**np**	**0**	**0**	**25**	**19**
	6 - 12	**np**	**0**	**0**	**16**	**18**
Windward	**Pre-K - 5**	**30**	**0**	**3**	**24**	**21**
	6 - 12	**4**	**0**	**0**	**10**	**5**
Leeward	**Pre-K - 5**	**4**	**0**	**0**	**6**	**2**
	6 - 12	**0**	**0**	**0**	**3**	**4**

Unduplicated STEM Participant Attendance

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Total
Kalihi	**0**	**6**	**4**	**15**	**9**	**12**	**0**	**0**	**0**	**0**	**46**
Central	**1**	**1**	**5**	**7**	**15**	**12**	**8**	**3**	**0**	**1**	**53**
Palolo	**4**	**3**	**7**	**12**	**16**	**9**	**24**	**0**	**0**	**0**	**75**
Windward	**8**	**5**	**5**	**6**	**10**	**11**	**8**	**3**	**2**	**1**	**59**
Leeward	**2**	**0**	**1**	**4**	**1**	**3**	**3**	**2**	**2**	**0**	**18**

The target group for this program is 2-8 grade students; however, in some cases we allow older or younger students to participate.

D. Materials/Resources

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

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: An exploration with Snack using science, math, and engineering. Students learned how to observe and investigate properties of food. They studied the main components of foods such as carbohydrates, proteins, fats, and vitamins. Learned how to plan a menu and estimate costs associated with purchasing food.

Additional STEM Website Resources and Activities:

STEM-Works
http:/www.stem-works.com

Science Kids
http://www.sciencekids.co.nz

Aquarium of the Pacific
http://www.aquariumofpacfic.org/teachers/lesson_plans/science_stars

Hawaii Board of Water Supply
https://www.boardofwatersupply.com/water-resource/the-water-cycle

NASA STEM Lessons from Space
https://www.nasa.gov/audience/foreducators/stem-on-station/lessons

'Imiloa Observatory
http://www.imiloahawaii.org/

NOAA Digital Coast Sea Level Rise
https://coast.noaa.gov/digitalcoast/

National Geographic: STEM Lessons
http://www.nationalgeographic.com/resources/ngo/education/xpeditions/lessons/matrix.html

Science Bob
http://www.sciencebob.com/index.php

Science Buddies
http://www.sciencebuddies.org/

PBS Learning Media
http://www.pbslearningmedia.org/

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/

FIRST LEGO League Robotics Competition: Online tools and resources to engage young people in science
http://www.microchip.com/stellent/idcplg?IdcService=SS_GET_PAGE&nodeId=145

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

Partnerships
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 Service Center's provides teacher assistance, employment referrals to parents, and case management to families. Also within HCAP, the Senior Community Service Employment Program, also provides staffing for the STEM Exploration Centers. Partnerships for the program are listed below:

Kalihi STEM Exploration Center
St. Elizabeth Episcopal Church
University of Hawaii
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

Leeward STEM Exploration Center
University of Hawaii
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

Central STEM Exploration Center
University of Hawaii
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

Windward STEM Exploration Center
University of Hawaii
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
Air Force Academy
AmeriCorps VISTA
Senior Community Service Employment Program

E. Staff

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, Denise Miya, 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 Nicolle Mannion, who supports the curriculum planning and implementation as well as grant reporting. 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.

The five STEM part-time teachers work 20 hours per week. Teachers help develop and teach lessons and engage volunteers, community members and participants' families in the children's learning. The STEM Teachers are passionate about teaching our students about STEM subjects and strive to connect with students in a nurturing and mentoring way. The qualifications for these

positions include a Bachelor degree, teaching experience, classroom management skills and a high interest and expertise in science, technology, engineering and math (STEM). There are two full-time (40 hours a week) administrative staff, the Program Specialist and the Program Manager.

The program staff was responsible for adapting and implementing STEM curriculum, developing lessons for 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. Program staff follows the overall goals and core competencies; communications, teamwork, problem-solving, build collaborative relationships/teamwork, decision-making, problem-solving, analytical ability, and self-development.

Volunteers are essential to the successful operation of the program. 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.

The Program Manager monitored the Hā Initiative: Creative STEM After-School Program on a quarterly basis. Classroom observation and monthly teacher training were implemented during the year to ensure classroom consistency regarding policies and procedures, curriculum delivery, provide opportunities to mentor each other as teachers, and to discuss issues or concerns in their centers.

Evaluation Design and Results

A. Purpose of Evaluation

The Hā Initiative: Creative STEM After-School Program evaluation is an integral part of the program, focused on measuring effectiveness 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 lead to developing recommendations for change resulting in program improvement.

B. Evaluation Plan

The Hā Initiative: Creative STEM After-School Program's evaluation and monitoring design utilize goals, objectives, and measures in order to evaluate and monitor the program effectively. Materials utilized include the use of surveys using the Likert-type scale. Surveys are distributed in December and May of each calendar year to program participants, parents, teachers of partner schools, community partners, staff and adult participants. Other materials include attendance records, lesson plans, activity logs, and STEM teacher observations of student growth.

Based on analysis of the data and materials, as well as Advisory Council and stakeholder input, the effectiveness of the program will be evaluated. Findings will be provided in the report with recommendations and comments about program progress.

C. Results of Implementation.

The 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 the 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 is ongoing and will include a review of the results of the evaluation and review of STEM center policies and procedures. Internal procedures will also be streamlined to produce effective and timely results.

D. 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% reported improvement in homework completion. o Thirty-two teacher reports distributed to the school. Fifteen teacher reports returned to HCAP. ***Central:*** No data o Twelve teacher reports distributed to the school. zero teacher reports returned to HCAP. ***Leeward:*** 63 % reported improvement in homework completion. o Eight teacher reports distributed to the school. Six teacher reports returned to HCAP. ***Palolo:*** No data o Eleven teacher's reports distributed to the school. Zero teacher reports returned to HCAP. ***Windward:*** 95% o Thirty-one teacher's reports distributed to the school. Nineteen teacher reports returned to HCAP. 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:*** 60% reported improvement in classroom behavior. o Thirty-two teacher's reports distributed to the school. Fifteen teacher reports returned to HCAP. ***Central:*** No data o Twelve teacher reports distributed to the school. Zero teacher reports returned to HCAP. ***Leeward:*** 63 % reported improvement in homework completion. o Eight teacher reports distributed to the school. Six teacher reports returned to HCAP. ***Palolo:*** No data o Eleven teacher's reports distributed to the school. Zero teacher reports returned to HCAP. ***Windward:*** 95% reported improvement. o Thirty-one teacher reports distributed to the school. Nineteen teacher reports returned to HCAP. 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: 70% Central: 23% Leeward: 44% Palolo: 15%

			Windward: 65% *% 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	100%
	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	100% of the STEM centers participated in preparation for FIRST LEGO League Competition. o 13 students from 3 centers participated in the FIRST LEGO League Competition
	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 with 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	100%
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%

E. 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.

The Hā Initiative: Creative STEM After-School implemented a strategy to address the recommendations from the 2015-2016 evaluation, for consistency in documentation and providing lesson plans on a quarterly basis. The teachers have significantly improved in the documentation process. Teachers complete weekly center documentation; daily health and safety checklist, weekly attendance, weekly sign-in for volunteers and Senior Community Service Employment Program, lesson plans, and submit to program manager each Friday by 6:00 pm.

Conclusions and Recommendations

A. Conclusions

The Hā Initiative: Creative STEM After-School Program has effectively implemented the program to meet its goals by providing a year-round program. The Hā Initiative has improved the math and science skills of participants by offering a wide range of hands-on, inquiry-based STEM-related activities that are fun, engaging, informative and participant-driven. Other anticipated benefits are improved reading skills and literacy, increased interest in academics and STEM-related careers, and increased opportunities for youth participation and development of healthy relationships and community involvement. The program provides educational support of the HIDOE Common Core Math Standards during homework and STEM lessons.

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

Recommend that the program increases the number of students that attend the program during school intersessions and summer program.

Recommend that the program develop formal agreements and written plans (ideally in early stages) to address day school collaboration.

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

The Hā Initiative: Creative STEM After-School Program will examine the evaluation results and recommendations. The recommendation will be addressed and implemented to 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 view 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.