Hawai'i 21st CCLC Evaluation Report Template – SY2017-18

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2017-18 the HIDOE is implementing a standardized template for evaluations of the 21st CCLC programs. Each subgrantee is required to complete this template with SY2017-18 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

Evaluation Element	Complete?
1. General Information	✔
Exhibit 1: Basic Information Table	✔
Exhibit 2: Center Information Table	✔
2. Executive Summary	✔
3. Program Description	✔
3.A. Program Description	✔
3.B.1 Goals	✔
3.B.2 Objectives	✔
Exhibit 3: Students Served	✔
Attendance Discussion	✔
Exhibit 4: Characteristics of Students Served	✔
Exhibit 5: Race/Ethnicity of Students Served	✔
3.D. Summer and Intersession Programming	✔
Exhibit 6: Students Served During Summer	✔
3.E.1 Program Materials	✔
3.E.2 Resources	✔
3.F. Staff and Others Involved in the Program	✔
Exhibit 7: Number of Staff by Position	✔
Exhibit 8: Average Hours per Week by Position	✔
Exhibit 9: Partners	✔
Partnership Description	✔
3.H. Parent/Family Involvement	✔
4. Evaluation	✔
4.A.1. Evaluation Design Overview	✔
4.A.2. Implementation Evaluation	✔
4.A.3. Outcomes Evaluation	✔
4.B.1. Implementation of Evaluation Results	✔
Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation	✔
Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior	✔
KPI Objective 1 Discussion	✔
Exhibit 12: Performance on KPI Objective 2 – Core Educational Services	✔
Core Educational Services	✔
Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities	✔
4.B.3. Key Performance Indicators – Objective 2	✔

Evaluation Element	Complete?
Exhibit 14: Performance on KPI Objective 2 – Services to Parents and Family Members	✔
Parent/Family Services	✔
Exhibit 15: Performance on KPI Objective 2 – Hours per Week	✔
Exhibit 16: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts	✔
Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math	✔
KPI Objective 4 Discussion	✔
4.B.5. Achievement of Program-Specific Objectives	✔
Exhibit 18: Progress on Program-Specific Objectives	✔
Achievement of Program-Specific Objectives Discussion	✔
4.C.1. Success Stories	✔
4.C.2 Best Practices	✔
4.C.3 Student, Teacher, Parent, Staff, or Community Input	✔
4.C.4 Pictures	✔
5. Sustainability Plan	✔
5.A. Original Sustainability Plan	✔
5.B. Updated Sustainability Plan	✔
6. Conclusions and Recommendations	✔
6.A. Conclusions	✔
6.B. Recommendations	✔
6.C. Evaluation Dissemination	✔

1. General Information

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

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	12/12/2018
Grantee Name	Honolulu Community Action Program, Inc
Program Director Name	Tehani Diaz
Program Director Email	tehanid@hcapweb.org
Evaluator Name	Phyllis Ida
Evaluator Email	phyllis.ida@gmail.com
Year of Grant	3

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Central STEM Exploration Center	K-9
Center 2	Kalihi STEM Exploration Center	K-8
Center 3	Leeward STEM Exploration Center	K-8
Center 4	Palolo STEM Exploration Center	K-8
Center 5	Windward STEM Exploration Center	K-8
Center 6	Click here to enter full name of Center 6.	Click here to enter Grade Levels Served.
Center 7	Click here to enter full name of Center 7.	Click here to enter Grade Levels Served
Center 8	Click here to enter full name of Center 8.	Click here to enter Grade Levels Served

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

2.   Executive Summary

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

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

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

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. 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 (Windward STEM Exploration Center), Palolo (Palolo 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 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.

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.

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 number of teacher surveys distributed indicated there was an increase in regular (30 days or more) student attendance compared to the previous year. The parent survey indicated that parents appreciate that their child had a safe and nurturing after-school program.

The data indicated that the program increased the number of students that attended the intersession or summer. It is recommended that the program implement an action plan that includes: community outreach, school presentation, advertisement, intersession flyers, and parent/guardian follow-up to increase intersession attendance.

It is recommended that the program develop plans (ideally in early stages) to address school day collaboration to allow for the further continuation of the academics from school day to after-school. In addition, it is recommended that the program develop a collaboration plan with school partners. Staff could attend school day teacher meetings or provide Intersession flyers to school staff. Previously, the staff attended Town Hall meetings at Victoria Ka'iulani Elementary School, Pride of Palolo, and UH Mānoa community events.

3. Program Description

3.A. PROGRAM DESCRIPTION

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

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

Honolulu Community Action Program, Inc. (HCAP) is a private, non-profit 501(c)(3) organization that has served Oahu's low-income residents since 1965. It is our belief and philosophy that no individual should be denied the opportunity to contribute fully to the best of his/her capabilities in the social and economic well-being of our society. HCAP is resolute in achieving our mission of POI: Providing Opportunities and Inspiration to enable low-income individuals or families to achieve self-reliance.

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.

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.

Grant year 3: Cohort 11
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020

HCAP identified Kalihi-Palama, the Leeward Coast, Aiea, Palolo Valley, and Kaneohe as the communities most at-risk and in need of the Hā Initiative, based on community needs and the call for more educational after-school services from our five District Service Centers. These low-income communities have many TANF qualified families and the Hā Initiative is offered as a free after-school program to directly help these low-income areas of our

community. Every STEM Exploration Center is located at or near a Hawaii Department of Education elementary school which is in the continuous improvement or focus category of the Hawaii Strive HI index. Additionally, all of the elementary and middle schools within the STEM Exploration Center direct service areas are Title 1 schools.

The Hā Initiative: Creative Science, Technology, Engineering, and Math (STEM) After-School Program was launched in 2011 to address the long-term causes of poverty. Prior to the Hā Initiative, HCAP did not offer any after-school programming.

3.B.   PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see Section 4B: Evaluation Results. In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

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

3.B.1. Goals
What are the overall goals of your particular program? Please number each major goal. See example in grey. It is not necessary to have five goals, but space is provided in case you do.

1.	*SAMPLE: Improve academic achievement in math*
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.	Click here to enter fifth goal, if applicable.

3.B.2. Objectives
What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See examples in grey below. Enter all that apply.

Goal	Objective	Measure

1.	*SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21st CCLC program will improve their course marks in math from fall to spring.*	*Course Marks*
	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.	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time	Quarterly attendance reports from school
	1.1b Percentage of regular program participants with teacher-reported positive classroom behavioral changes such as increased participation and decreased disruptive actions	
	1.1c Percentage of regular program participants with school-reported improvement in daily attendance	
2.	2.1 a Percentage of center that will utilize Next Generation Science Standards in curriculum goals	STEM Curriculum Outline Teacher Lesson Plan
	2.1b Percentage of centers that utilize State Common Core Mathematics Standards in curriculum goals	STEM Attendance tracker Student daily sign-in sheet Teacher lesson plans STEM lessons Photographs Agenda Financial Statement
	2.1c Teacher-created lesson plans that enhance understanding of vocabulary in science and mathematics and use terminology daily for student growth	
	2.2a Centers will maintain records of attendance of Ha Initiative participants 2.2b Centers will maintain lesson plans 2.2c Centers will create agenda items and photograph outings and field trips for academic enhancement 2.2d Centers will be opened Monday through Friday on a year-round basis with the exception of weekends and recognized state holidays 2.2e Centers will invite guest speakers in STEM-centered occupations to share experiences with participants 2.2f Participants will compete in the FIRST LEGO League Competition 2.2g 100% of Ha Initiative Centers will utilize Mindstorm EV3 robotics equipment 2.2h Participant in STEM centers will design and build gardens and aquaponics	STEM Attendance Logs Teacher Lesson Plans STEM Lessons, Photographs, and Agendas
3.	3.1a Centers will establish and maintain partnerships with the community to continue to increase levels of community collaboration for sustaining programs 3.2b Centers will establish and maintain partnerships with designated schools and faculty for cooperation of topics of learning	Lesson Plan Student Journal Assessment Student surveys
	3.2a Centers will host quarterly community events to offer employment training, community resource knowledge, job placement skills, and life skills 3.2b Centers will host quarterly family nights to promote participant achievement and informative lifestyle information for communities	Teacher Surveys Teacher Communication STEM teacher observations
4.	4.1a Centers will maintain usage logs for community members and attendance logs for participants	Attendance & Minutes of District Advisory Council Meetings

		Family Engagement Activities
	4.2a Centers will maintain growth charts of keyboarding skill	Attendance Logs of Family Engagement Activities
	4.3a Centers will provide internet safety lesson plans as well as use "teachable moments" to enhance participant understanding of internet safety	Lesson plans
5.		

3.C.   PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

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

Center	2017-18 Enrollment – Total	2017 -18 Enrollment – Regular*	Grade Levels
Central STEM Exploration Center	67	8	K-9
Kalihi STEM Exploration Center	30	28	2-5
Leeward STEM Exploration Center	21	14	K-8
Palolo STEM Exploration Center	53	9	K-7
Windward STEM Exploration Center	39	30	1-7
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#		Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Subgrantee Total	210	89	

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

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

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.

The number students who reach "regular attendance" at the locations offered at elementary school sites (Kaiulani El- Kalihi and Waiahole El-Windward) was higher than at the community-based programs. The community-based programs (Central, Leeward, and Palolo) tend to reach

more students. However, the students come and go from the program more often and don't tend to reach 30 days. HCAP has done many outreach events at the community sites to inform parents of the program and having the students attend regularly.

The following procedures are followed when youth arrive or leave the program. Each youth must sign in and out of the center, including the date and time the youth arrives or leaves. Persons signing youth out of the program shall use identifiers, such as a signature, initials, and have photo identification if they are unknown to the program.

3.C.2   Participant Characteristics

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

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

The table will automatically compute totals in the final row.

Exhibit 4: Characteristics of Students Served

Center	F/R Lunch		Special Needs		ELL		Male		Female		Unknown	
Central STEM Exploration Center	10	15	0	0	0	0	43	64	17	25	7	10
Kalihi STEM Exploration Center	7	23	0	0	0	0	25	83	5	16	0	
Leeward STEM Exploration Center	7	33	0	0	0	0	11	52	10	47	0	
Palolo STEM Exploration Center	10	19	0	0	0	0	42	79	11	21	0	
Windward STEM Exploration Center	6	41	0	0	0	0	19	49	20	51	0	
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	0	
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	0	
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	0	
Subgrantee Total	50		0		0		140		63		7	

Exhibit 5: Race/Ethnicity of Students Served

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# Two or more	% Two or more	# Unknown	% Unknow
Central STEM Exploration Center	0	0	3	4	42	63	4	6	0	0	0	0	12	18	6	9
Kalihi STEM Exploration Center	0	0	23	77	0	0	0	0	0	0	0	0	7	23	0	0

Leeward STEM Exploration Center	0	0	2	9.5	11	52	0	0	2	9.5	1	5	5	24	0	0
Palolo STEM Exploration Center	0	0	8	15	19	36	0	0	0	0	0	0	25	48	0	0
Windward STEM Exploration Center	0	0	0	0	15	38	0	0	0	0	3	8	21	54	0	0
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%				
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%				
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%				
Subgrantee Total	0		36		87		4		2		0		70		6	

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

3.D   SUMMER AND INTERSESSION PROGRAMMING

Describe activities offered during summer and intersession.

During the summer session, the students participated in the following activities:

Bubbles - Investigating Water and Soap
First Lego League - Core Value
Reading and journal writing
Prodigy game – Interactive learning program
The science behind slime – Exploring chemical reaction in slime making

According to the data in Exhibit 6: Students Served During Summer:
The numbers indicated that the Kalihi STEM Exploration Center had 9 students attend, which is lower than the other centers. In reviewing, the data from previous year's and interviewing the program manager the Kalihi STEM Exploration Center increased numbers. The Leeward STEM Exploration Center also indicated an increase.

In the table below, provide enrollment numbers and grade levels. The table will automatically compute total enrollment.

Exhibit 6: Students Served During Summer

Center	Summer Enrollment – Total	Grade Levels
Central STEM Exploration Center	37	K-7
Kalihi STEM Exploration Center	9	2-4
Leeward STEM Exploration Center	4	K-4
Palolo STEM Exploration Center	25	K-6
Windward STEM Exploration Center	15	1-8
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Subgrantee Total	90	

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials

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

The 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.

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.

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

3.E.2 Resources

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

The Hā Initiative: Creative STEM After-School Program officially began in 2011 and Federal Community Services Block Grant (CSBG) funding was used to fund the program. Since CSBG funding was intended only to start up the Hā Initiative and to subsequently fill the gaps in funding for the program, HCAP began looking for additional sources of funding in 2012 to supplement the Community Services Block Grant funding. In 2017, HCAP was successful in securing the following grants for the Hā Initiative:

TANF (Temporary Assistance For Needy Families)   2017 $100,000
Verizon Foundation   2017 $7,000
HECO   2017 $10,000

HCAP continued to utilize space for free from the Mutual Housing Association at Palolo Homes (Palolo), Waiahole Elementary School (Windward), and Kaiulani Elementary School (Kalihi). The HCAP Senior Community Service Employment Program (SCSEP) continued to provide the program with SCSEP workers.

3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

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

The 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. These staff members will be responsible for conducting day-to-day administration and implementation of the program.

HCAP Executive Director, Robert N.E. Piper, and HCAP Director of Community Services, Tehani Diaz provides oversight and monitoring of the Hā Initiative. HCAP Director of Finance, Corinne Murashige, and her fiscal staff team coordinate and manage all fiscal operations, including accounting and financial reporting. HCAP Director of Planning, Program Development and Communications, Michael Hane, oversees program development and evaluation. HCAP 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.

The Hā Initiative Program Manager, Denise "Kehau" Miya, 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. Ms. Diaz, HCAP's Director of Community Services, provides supervision for the program manager and oversight for the entire 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.

Volunteers are essential to the successful operation of the program. Two groups of community members 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 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. The program objective for volunteer recruitment is to attract community mentors (adults and college students) and junior leaders to join the Hā Initiative: Creative

STEM After-School Program. Program staff participates at community events, volunteer events at the University of Hawai'i campuses on Oahu, and uses various websites to recruit volunteers. In the past, HCAP worked with AMERICORPS Vista Program – Volunteers in Service to America to have VISTA members develop the volunteer program. The program has volunteers from the University of Hawai'i at Mānoa.

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.

Exhibit 7. Number of Staff by Position

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 STEM Exploration Center	1	#	#	1	#	1	#	#	#	1	#	#	#	#	1	#	#	#
Kalihi STEM Exploration Center	1	#	#	4	#	6	#	#	#	1	#	#	#	#	1	#	#	#
Leeward STEM Exploration Center	1	#	#	0	#	2	#	#	#	#	#	#	#	#	1	#	#	#
Palolo STEM Exploration Center	0	#	#	0	#	2	#	#	#	#	#	#	#	#	1	#	#	#
Windward STEM Exploration Center	0	#	#	0	#	4	#	#	#	6	#	#	#	#	1	#	#	#
	#	#	#	#	#		#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Subgrantee Total	3	0	0	5	0	15	0	0	0	6	0	0	0	0	5	0	0	0

Exhibit 8. 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 STEM Exploration Center	40	3	6	#	2	#	#	25	#
Kalihi STEM	40	6	18	#	19	#	#	25	#

Center	Adminis-trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Exploration Center									
Leeward STEM Exploration Center	5	0	12	#	#	#	#	25	#
Palolo STEM Exploration Center	0	0	6	#	#	#	#	25	#
Windward STEM Exploration Center	0	0	6	#	6	#	#	25	#
Subgrantee Total	85	6	42	0	27	0	0	125	0

3.G. PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below.

Exhibit 9: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	0	2
Provide goods	0	3
Provide volunteer staffing	0	1
Provide Paid Staffing –	0	1
Other- Donation of Space	0	3
Subgrantee Total	0	0

Partnership Description

Provide a brief description of successes with partnerships.

The Hā Initiative utilizes community partnerships to support 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. The STEM program is building a partnership with the University of Hawaii to provide an opportunity for supervised experience to individuals who are interested in majoring in education. Both 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 Kaʻiulani Elementary School's Town Hall meetings, providing activities and lessons in STEM activities for attending school parents and their children.

The program collaborated with the Board of Water Supply. Guest speakers from the Board of Water

Supply came to the class and discussed the effects of King tides and the water system. They provided information of the Oahu's water system.

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 with partnerships.

HCAP has not had challenges with partnerships.

3.H. PARENT/FAMILY INVOLVEMENT

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.

The Hā Initiative provides family engagement opportunities. There was one family engagement night per STEM Exploration Center per quarter. The Family Nights are a great way for the parents and family members to engage in their child's learning. Families have the opportunity to meet the teacher and learn about what the children learned in the previous semester at the program.

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

4.   Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview
Provide a one-paragraph brief overview of the evaluation design.

Evaluation Design Description:

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 were distributed in 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.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

Sample Implementation Questions:
- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?
- What challenges have been faced in implementing the program, and how are those challenges being addressed?
- Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
- What are the plans to ensure effective program implementation next year?

What implementation questions are being answered?	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 during the program year.

Program Implementation Information
Interview with program manager: Program manager discussed how the objectives are implemented into the week lesson plans. The lesson plans and activities are discussed during monthly professional development with the STEM teachers. The outline of the lesson plans align with the objectives of the grant.

The program had challenges with teacher surveys being returned. The transition of the 21st CCLC administration the program was another challenge with little support or direction.

Evaluator reviewed lesson plans and professional development agendas.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

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?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	Observation, attendance, and lesson plans
What is the timing of data collection?	Data was collected during the program year.

Additional Program Outcomes Information:

The STEM teachers utilized the Antecedents, Behaviors, Consequence (ABC) analysis data sheet. In addition, STEM teachers used the PPRR Social Skills sheet to track improvement of students in ten social areas.

The data indicated that the program staff adapted and implemented the STEM curriculum. Teachers coached and entered robotics teams into the FIRST LEGO League (FLL) Hawaiʻi tournament. The centers on a school campus have developed a collaboration with the regular day teachers. In addition, the summer time program attendance has increased from the prior year.

The data indicated that the Hā Initiative has increased the number of students that attends 30 or more days.

4.B. EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

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

The overall findings of the evaluation conclude that the Hā Initiative: Creative STEM After-School Program provides an exceptional program in its communities. The program is recommended to increase the number of student that attended the program during school intersessions and summer program. Four of the five STEM Exploration Centers showed an increase in summer attendance compared to the prior year.

4.B.2 Key Performance Indicators (KPIs) – Objective 1
Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

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

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	**Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)**
Central STEM Exploration Center	50%
Kalihi STEM Exploration Center	95%
Leeward STEM Exploration Center	0
Palolo STEM Exploration Center	0
Windward STEM Exploration Center	70%
Center name.	%
Center name.	%
Center name.	%

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

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	**Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior**
Central STEM Exploration Center	0
Kalihi STEM Exploration Center	0
Leeward STEM Exploration Center	0
Palolo STEM Exploration Center	0
Windward STEM Exploration Center	0
Center name.	%
Center name.	%
Center name.	%

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

Although surveys were distributed to teachers, many did not return the surveys. The surveys that were returned were largely incomplete, with a few reporting on improvements in turning in homework and participating in class. Teachers did not respond to the question

regarding student classroom behavior, therefore the percentage on Exhibit 11 is zero for all. A recommendation is to attend teacher meetings to distribute and explain surveys to the teachers.

4.B.3 Key Performance Indicators – Objective 2

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

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

Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	**Reading & Literacy**	**Math**	**Science & Technology**	**Other (specify)**
Central STEM Exploration Center	Yes	Yes	Yes	Specify other services.
Kalihi STEM Exploration Center	Yes	Yes	Yes	Specify other services.
Leeward STEM Exploration Center	Yes	Yes	Yes	Specify other services.
Palolo STEM Exploration Center	Yes	Yes	Yes	Specify other services.
Windward STEM Exploration Center	Yes	Yes	Yes	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

The FOSS curriculum, which is the main curriculum used in the program, is a research-based K–8 science curriculum developed by the University of California, Berkley's Lawrence Hall of Science—a public science center located in Berkley, California, that provides hands-on exhibits, career development, and other science resources to people of all ages. The FOSS curriculum aims to increase scientific literacy in elementary and middle school students; it is based on research in education, has been field tested in classrooms nationwide, and meets the standards set in many states and the National Science Education Standards (NSES).

The FIRST LEGO League is known worldwide for competitive robotics. Guided by adult Coaches, FIRST LEGO League teams research a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop a solution. They also must design, build, program a robot using LEGO MINDSTORMS technology, then compete on a table-top playing field.

Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities

Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)						
Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Central STEM Exploration Center	Yes	Yes	Yes	Yes	Yes	Specify other services
Kalihi STEM Exploration Center	Yes	Yes	Yes	Yes	Yes	Specify other services
Leeward STEM Exploration Center	Yes	Yes	Yes	Yes	Yes	Specify other services
Palolo STEM Exploration Center	Yes	Yes	Yes	Yes	Yes	Specify other services
Windward STEM Exploration Center	Yes	Yes	Yes	Yes	Yes	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services

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

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Central STEM Exploration Center	5	Quarterly Family Nights and Excursions
Kalihi STEM Exploration Center	57	Quarterly Family Nights and Excursions
Leeward STEM Exploration Center	22	Quarterly Family Nights and Excursions
Palolo STEM Exploration Center	12	Quarterly Family Nights and Excursions
Windward STEM Exploration Center	44	Quarterly Family Nights and Excursions

Parent/Family Services Discussion

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

A family night at the STEM Exploration Center provides the families an opportunity to explore what the students have learned during the quarter. HCAP District staff and Head Start staff attend the families and provide information on HCAP services. Students become teachers and parents participate in hands on activities with their children. The school based sites have seen an increase in parent participation in family nights in the past year.

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

The program is challenged with having parents attend the Family Nights at the community based programs. Although the program has offered family nights at various times, it can be challenging to get parents to the site due to their work schedules.

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

Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.		
Center	**Number of hours per week services offered during the school year**	**Number of hours per week services offered during summer and holidays**
Central STEM Exploration Center	16	16
Kalihi STEM Exploration Center	16	16
Leeward STEM Exploration Center	16	16
Palolo STEM Exploration Center	16	16
Windward STEM Exploration Center	16	16

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

4.B.4   Key Performance Indicators (KPIs) – Objective 4
Objective 4: Regular participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

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

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	**Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring**	**Primary Source of Data on Improvement:**		
		Grades/ Course marks?	**Assessment/ Test Scores?**	**Teacher Surveys**
Central STEM Exploration Center	NA	☐	☐	☐

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
	Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring	Primary Source of Data on Improvement:		
Center		Grades/ Course marks?	Assessment/ Test Scores?	Teacher Surveys
Kalihi STEM Exploration Center	NA	☐	☐	☐
Leeward STEM Exploration Center	NA	☐	☐	☐
Palolo STEM Exploration Center	NA	☐	☐	☐
Windward STEM Exploration Center	NA	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐

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

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
	Percentage of regular program participants with IMPROVEMENT in math from fall to spring	Source of Data on Improvement:		
Center		Grades/ Coursemarks?	Assessment/ Test Scores?	Teacher Surveys
Central STEM Exploration Center	NA	☐	☐	☐
Kalihi STEM Exploration Center	NA	☐	☐	☐
Leeward STEM Exploration Center	NA	☐	☐	☐
Palolo STEM Exploration Center	NA	☐	☐	☐
Windward STEM Exploration Center	NA	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐

KPI Objective 4 Discussion

Please describe particular successes or challenges related to KPI Objective 4.

HCAP did not collect the data for Exhibit 16 or 17. They did not have access to the data from the DOE. Teacher surveys provided by CCLC did not ask teacher if students improved their reading/language arts or math grades.

Recommendation is to resolve this issue with the DOE so that this section can be reported on in the future.

4.B.5   Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

1. **Objective** - State the specific measurable objective

2. **Measure** – state the type of data collected to measure this objective

3. **Results** - Summarize evaluation findings related to this objective

4. **Met/Not met** – for each objective specify one of the following:
   - Met
   - Not met
   - Progress
   - No progress
   - Unable to measure

Copy objectives and measures from the table in section 3.B.2 into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 18: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.	*Smarter Balanced Assessment*	*The gap between percentage of low-income vs. middle or high income students meeting standard in 2017-18 was 9% compared to 15% in 2016-17*	*Met*
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 1.1b Percentage of regular program participants with teacher-reported positive classroom behavioral changes such as increased participation and decreased disruptive actions 1.1c Percentage of regular program participants with school-reported improvement in daily attendance	Central STEM Exploration Center– meeting standard in 2017-2018 was 50% compared to 0% in 2016-2017. Kalihi STEM Exploration Center – meeting standard in 2017-2018 was 95% compared to 53 % in 2016-2017. Leeward STEM Exploration Center had 0 surveys returned. Palolo STEM Exploration Center had 0 surveys returned. Windward STEM Exploration Center meeting the standard in 2017-2018 was 70% compared to 95% in 2016-2017.	Met

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 2.1b Percentage of centers that utilize State Common Core Mathematics Standards in curriculum goals 2.1c Teacher-created lesson plans that enhance understanding of vocabulary in science and mathematics and use terminology daily for student growth.	100%	Met
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. 2.2b Centers will maintain lesson plans. 2.2c Centers will create agenda items and photograph outings and field trips for academic enhancement. 2.2d Centers will be opened Monday through Friday on a year-round basis with the exception of weekends and recognized state holidays. 2.2e Centers will invite guest speakers in STEM-centered occupations to share experiences with participants. 2.2f Participants will compete in the FIRST LEGO League Competition. 2.2g 100% of Ha Initiative Centers will utilize. Mindstorm EV3 robotics equipment. 2.2h Participant in STEM centers will design and build gardens and aquaponics.	100%	Met
3.1 100% of the centers will continue to maintain and build partnerships within the community that continue to increase community collaboration 3.2 100% of centers will	3.1a Centers will establish and maintain partnerships with the community to continue to increase levels of community collaboration for sustaining programs 3.2b Centers will establish	100% of the STEM centers participated in preparation for the FIRST LEGO League Competition. 11 students from 3 centers participated in the FIRST LEGO League Competition.	Met

offer services to parents and family members of students enrolled in the program.	and maintain partnerships with designated schools and faculty for cooperation of topics of learning 3.2a Centers will host quarterly community events to offer employment training, community resource knowledge, job placement skills, and life skills 3.2b Centers will host quarterly family nights to promote participant achievement and informative lifestyle information for communities		
4.1 100% of centers will provide computer labs for participant and family members during regular operation hours 4.2 100% of centers will provide instruction in keyboarding 4.3 100% of centers will teach internet safety	4.1a Centers will maintain usage logs for community members and attendance logs for participants. 4.2a Centers will maintain growth charts of keyboarding skill. 4.3a Centers will provide internet safety lesson plans as well as use "teachable moments" to enhance participant understanding of internet safety.	100%	Met

Achievement of Program-Specific Objectives Discussion
Describe whether objectives have changed since last year and particular success and challenges in meeting program-specific objectives.

There have been no changes to the objectives. The data indicated the program increased family engagement activities, field trips, and school community events. Objective 3.2. was met with 100% of centers offering services to parents and family members of students enrolled in the program.

4.C.   ADDITIONAL DATA

4.C.1   Success Stories

The Hā Initiative: Creative STEM After-School Program held a combined Family Engagement on Saturday, September 23, 2017. There were 88 students and 54 adult that participated in an educational excursion to Sea Life Park to learn about aquatic animals, ocean mammals, and effects of pollution. The students and families of the STEM Exploration Center's explored the phenomenal world of aquatic animals. The Sea Life Park trainer brought a juvenile green

sea turtle to the lecture area. She described reptilian characteristics of the turtle and life cycle of the turtle. They learned that the Hawaiian green sea turtle are an endangered species. The trainer discussed the importance of protecting the turtles. Students learned that it is important not to feed, touch, or approach a turtle in the wild. Student and families discovered that marine pollution affects the turtle's habitat.

In January 2018, the students at the Hā Initiative: Creative STEM After-School Program's STEM Exploration Centers (21st Century Community Learning Centers) focused on Geology. Students learned about geology through lessons from the Full Option Science System (FOSS) Pebbles, Sand, and Silt Module that provided the students experiences in earth science. They were introduced to the mineral portion of the planet on which they live, investigated several kinds of volcanic rocks, and began to understand the properties of rocks. Students observed stones (using hand lenses), rub rocks, wash rocks, sort rocks, and describe rocks. They also organized a class rock collection to learn about the properties of rocks and the colorful minerals that each stone contained.

The five STEM Exploration Centers held their quarterly Family Engagement Night on March 28, 2018. To conclude the class unit on geology, the STEM Exploration Center students became the teachers. The students, with the assistance of the teacher arranged the classroom into learning centers. Students demonstrated what they learned and how to utilize various tools that geologist use in the field. Parents were able to separate rocks with prop screens and they all had a chance to step into geologist shoes and search for jewels.

The Hā Initiative: Creative STEM After-School Program students who attended 30 days or more between January and March were rewarded with an end of year educational excursion to the Polynesian Cultural Center. Students and their parents explored the Fijian exhibition area, learned about the chief's "great house" or Vale Levu, as they call it in Fiji. At the Vale Levu exhibit, the Fijian guide discussed how the chief's house was built. The students and their parents also learned how the derua (bamboo stamping tubes) are beaten on the ground to make music and how to count musical beats. After the group explored Fiji, they then travelled to Tahiti and participated in tribal tattooing and a game of spear throwing; they also learned about the finer points of traditional Tahitian fishing. Their final journey was a canoe ride to the Pacific theater, where they learned about the mo'olelo (story, traditions, and legends) of Hawai'i.

4.C.2   Best Practices

Inviting parents on field trips to encourage family participation and engagement.

Rewarding students who attend 30 days or more so they know the importance of attending school and the program.

Continuous staff development and training both in-house and at conferences.

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

The HCAP parent survey indicated:
- That parent wanted the STEM Exploration Centers to offer longer hours.
- Parents wanted field trips to include younger siblings that did not attend the program.
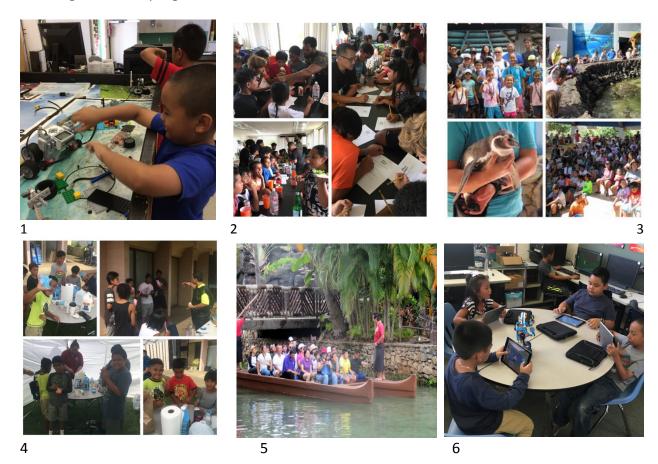
Parent comments:

Four families commented, "they are glad that their child is in a safe and nurturing environment."

A dad stated, "my daughter is so happy coming to the STEM class".

During a field trip, five parents said, "they never visited Sea Life Park and would not have visited if they did not come with their child".

4.C.4 Pictures

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

1

2

3

4

5

6

Photo Captions:

1. Students practicing for robotics
2. Michael Bennett & Foundation teaching students about healthy eating
3. Field trip to Sea Life Park
4. Family Night
5. Field trip to Polynesian Cultural Center
6. Using iPads to control robots

5. Sustainability Plan

5.A   ORIGINAL SUSTAINABILITY PLAN

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 the Hā Initiative, 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. 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.

The HCAP communications department publishes weekly newsletters, quarterly reports, and the annual report which highlights the programs accomplishments (https://www.hcapweb.org/news-events/) In addition, HCAP is active on Facebook, Twitter, and Instagram @HCAPhi.

5.B   UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:
- What changes were made from the original sustainability plan?

- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

HCAP has not changed its original sustainability plan.

Changes in community partnerships do not affect HCAP's sustainability plan.

In 2017, the Hā Initiative received funding from the Verizon Foundation for teacher training and funding from HECO to support the robotics program.

6. Conclusions and Recommendations

6.A CONCLUSIONS

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.

6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

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.

The data indicated that the program increased the number of students that attended the intersession or summer compared to the prior year. It is recommended that the program implement an action plan that includes: community outreach, school presentation, advertisement, intersession flyers, and parent/guardian follow-up to increase intersession attendance.

It is recommended that the program develop plans (ideally in early stages) to address school day collaboration to allow for the further continuation of the academics from school day to after-school. In addition, it is recommended that the program develop a collaboration plan with school partners. Hā staff can attend school day teacher meetings or provide Intersession flyers to school staff. Previously, the staff of the Hā attended Town Hall meetings at Victoria Ka'iulani Elementary School, Pride of Palolo, and UH Mānoa community event.

6.C 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 the aforementioned information sites are accessible to our clients, community partners and the general public.