

21st CCLC Complex Evaluation Report

Baldwin Complex *21st Century Literacy for All Project*

June 1, 2012 through June 30, 2013

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I. EXECUTIVE SUMMARY

What was evaluated?

The *Baldwin Complex 21st CCLC Literacy for All Project* was evaluated, encompassing the four *Literacy for All Project* centers: 1) Baldwin High, 2) Iao Intermediate, 3) Waihee Elementary and 4) Wailuku Elementary. Evaluation centered on the implementation of the project and success in meeting the project goals: 1) increase academic achievement in reading and mathematics, 2) increase student learning behavior, particularly in homework completion and student attitudes toward school, 3) improve kindergarten school readiness and 4) improve family literacy skills. Programs focused on reading and mathematics targeted to students who were not achieving AYP in reading and math at the four Maui schools. (*Appendix A: APR Objectives SY2012-13*)

Why was the evaluation conducted?

Evaluation was conducted to assess the implementation and impact of the programs on student achievement and learning behaviors at all four Baldwin Complex 21st Century *Literacy for All Project* school-based centers. The *Hawaii State Assessment (HSA)* was selected to measure math and reading achievement. Program impact on student achievement was to be measured internally using school wide formative assessment and improvement in math and reading grades. The *21st CCLC Teacher Survey* was selected to measure improvement in student learning behavior, homework completion, and student attitudes. (*Appendix B: Evaluation Design*)

Major Findings

1. The Baldwin Complex 21st CCLC Literacy for All Project was implemented as planned in the grant application. In the SY 2012-2013, the Baldwin Complex program targeted those students who were failing and those at risk of failing. Approximately 1,235 students were served in total, 745 in the regular program and approximately 255 in the summer program. Both core classes and enrichment classes were conducted at all project sites. Programs were conducted both during summer and the regular school year. Parent programs were offered at Baldwin High and Iao Intermediate.
2. Program activities were found to be valuable. Students benefitted from the program through individualized assistance and involvement in activities not provided in the regular school day. Parents responded positively to the program. They (92%) felt the program offered classes designed to improve their child's academic performance, 92% felt the teachers were knowledgeable and effective and 84% felt that the afterschool program was essential to their child's success in school. (*Appendix 1 & 2: Parent/Guardian Survey*) Teachers appreciated being able to use their creativity in project-based learning. School administrators welcomed the 21st CCLC *Literacy for All Project* as an additional resource to attain benchmarks. The

community partner Grow Some Good was happy to have had the opportunity to advance their mission for healthy living. (Reported by Baldwin Complex Director)

3. Baldwin Complex *Literacy for All Project* showed 31% of students improved in reading grades and 27% improved in math grades. Not including students who did not need to improve, results revealed 38% of students improved in reading grades and 36% of the students improved in math grades, meeting the APR objective: *More than 30% of students participating in the program for at least one year in reading and 2 years in math will show improvement in grades. Additionally, 61% improved in learning behaviors. (Appendix E: Comparison of Reading Grades 1st Quarter to 4th Quarter; F: Comparison of Math Grades 1st Quarter to 4th Quarter; L: PPICS: GPRA Performance Measures & Results; H-1 & 2: Number & Percentage of Students Who Improved in Learning Behaviors SY2012-2013)*

Family/Parent activities were found to be valuable. Survey response to parent activity *Computers for Parents* was very positive: respondents stated that the teacher was very patient and very helpful, that the course was enjoyable and beneficial, and all felt they had more computer skills following the course than at the beginning. Participants also felt they would have liked to have had longer sessions.

Recommendations:

1. Seek site coordinators who have adequate background experience, knowledge and skills to fulfill the tasks of the site coordinator. Provide adequate orientation and training with follow up guidance and coaching.
 - a. Establish clear guidelines, procedures and timeframe for conducting assessments and data collection.
 - b. Provide training with follow up coaching in data collection and reporting.
2. Use assessment information to develop/improve the program and build stability, consistency, and continuity in program.
 - a. Monitor program implementation and student learning progress, utilizing formative assessment data.
 - b. Utilize the 2012-2013 data and experience gained to develop the instructional program.
 - c. Infuse special interest enrichment courses with development/application of math/reading skills.
3. Explore curriculum resources to minimize planning/preparation for project-based lessons.
4. Build/Develop support for the *Literacy for All Program*, particularly at the high school, through collaboration in the planning and implementation of the 21st CCLC *Literacy for All Project* with school administrators and staff in coordination with the Literacy for All Project Director and Site Coordinator. Documented plan/agreements can then serve to guide the implementation process.

5. Establish/maintain communication and collaboration with the regular day school staff to monitor and improve student learning and learning behaviors.
6. Explore/Plan with school administrators and staff ways to improve regular attendance and learning time to enable students to fulfill the required 30 days or more and increase learning achievement.
7. Measure the improvement of skills taught in the Parent Project implemented for parent involvement, an APR objective of the 21st CCLC *Literacy for All Project*.
8. Identify/Administer a suitable assessment (i.e. teacher checklist of readiness behaviors) to measure improvement in kindergarten school readiness.
9. Develop/Establish partnerships to support and sustain the *Literacy for All Project*.
10. Articulate the needs of the project with the State and discuss solutions :
 - A. The need for increased hours for site coordinators, especially during the planning stages at the beginning of each year.
 - B. Payment for prep time for teachers
 - C. Better state response (clearer, more definitive and more timely response) to questions, concerns/issues; increased state support/guidance to neighbor island sub-grantees, particularly regarding major processes involved in managing a 21st Century grant.
11. Utilize sub-grantee and site handbooks and link with other 21st CCLC project directors in addition to the state for support and guidance.

II. PROGRAM DESCRIPTION

A. Origin of the program

The *Baldwin Complex 21st Century Literacy for All Project* implemented four Community Learning Centers in two elementary schools, one intermediate school and one high school in the rural/suburban Central Maui Complex Area, Maui District. The Baldwin Complex schools are located in the Central Maui rural/suburban communities spanning an area of 27 square miles from the slopes of the West Maui Mountains in Wailuku, to the shore of the Waihe'e and Kahului towns. The project serves approximately 2,000 students who are disadvantaged, ELL, SPED, those who fail core subject(s) and receive non-proficient scores in reading and mathematics on the Hawaii State Assessment out of a total enrollment of 4,050 socioeconomically, culturally and linguistically diverse students. Many local families live in poverty, as defined by federal guidelines. Waihe'e and Wailuku Elementary Schools receive funding under Title 1 and Wailuku Elementary has a Head Start site. The Hawaiian Home Lands, Hawaii Housing Authority (federal housing), Ka Hale Ake Ola (homeless shelter) and Hale Makana (transitional housing) are integral parts of this complex.

In the SY 2012-2013, the Baldwin Complex program targeted those students who were failing and those at risk of failing. Approximately 1,235 students were served in total, 745 in the regular program and approximately 255 in the summer program.

B. Goals of the program:

The purpose of the *Baldwin Complex 21st Century Literacy for All Project* was to provide extended learning opportunities to targeted students in a safe, drug-free environment that strengthened the community.

Goals of the project: 1) Increase academic achievement in reading and mathematics. 2) Develop and strengthen family literacy skills. 3) Provide smooth transition for kindergarten students with no preschool experience. 4) Provide access to technology and improve technology skills. The ultimate goal was for students to meet state content standards and benchmarks in reading and math. This goal was broadened to include a greater emphasis in career development.

C. Clients Involved in the Program (*Characteristics of the students*)

The client population included students Pre-K to 12. The program served a balance of males (228 = 48%) and females (225 = 47%). Profile data indicated 80% were Asian/Pacific Islanders, followed by 8% White, 3% Hispanics and 1% African Americans and. (*Appendix I-1: Demographics: Gender of Students; Appendix I-2: Demographics: Ethnicity of Students*)

Of the 477 regular students (attended 30 hours or more), 47% (226) were free/reduced lunch eligible. Demographic data reported 6% (28) were students with special needs or disabilities and 9% (44) were students with limited English proficiency. (*Appendix I-3: Demographics: Free/Reduced Lunch Eligible; I-4: Demographics: Students with Special Needs or Disabilities; I-5: Demographics: Students with Limited English Proficiency*)

Reportedly at-risk factors among students were high in the Baldwin Complex schools. At-risk students had limited access to technology, low attendance rates, cut classes, did not complete homework, and were not meeting AYP in reading and mathematics.

D. Characteristics of the Program Materials and Resources

Program Materials Used

- 1. Literacy Component:** Targeted academic tutoring in reading and mathematics for students non-proficient in reading and math, grades one through eight.
- 2. Technology Component:** Provided all students access to 21st Century technology to do schoolwork. The technology program centered on the use of particular applications and computer skills. Computer labs were purchased; each school received one lab of 25 laptops. Instructional materials included STEM kits and robotics kits.
- 3. Summer Component:** Conducted pre-kindergarten summer school transition program and provided summer school classes for disadvantaged, ELL, and non-proficient students in reading and math for grades K-12.
- 4. Family Literacy Component:** Provided families with parenting tools and resources through such programs as *Parent Project* and *Loving Solutions*.
- 5. Enrichment:** The Garden Project utilized a garden curriculum s and instructional materials provided by Grow Some Good; garden tools and supplies were purchased for the project.

Resources Available (e.g., grant funds, physical facilities, in-kind personnel, community partnerships)

Baldwin Complex 21st CCLC Literacy for All Project partnered with Aloha House and Grow Some Good along with the four schools. Aloha House provided speakers for Parent Resource Nights. Grow Some Good provided curriculum for the gardening program, instructional materials, supplemental garden supplies, instruction in growing and cultivating a garden, and volunteer staffing. Grow Some Good is a non-profit organization dedicated to creating hands-on, outdoor learning experiences that cultivate curiosity about natural life cycles, connect students to their food sources, and inspire better nutrition choices. (*Appendix J: Baldwin Complex Literacy for All Project Partnerships*)

In what activities were program participants expected to take part?

Baldwin 21st CCLC Literacy for All Project students were expected to attend classes they were enrolled in on a regular basis. All students and their parents signed a “contract” which outlined expectations for behavior, attendance and program policies. (*Appendix C: 2012-2013 Baldwin Complex 21st CCLC Site Programs*)

What specific procedures, if any, did program staff follow?

All staff were required to present lesson plans, take attendance and report challenges and issues on a regular basis. Site Coordinators were required to ensure the safety of the children by setting up procedures for drop off and pick up. In addition, Coordinators were responsible for submitting teacher applications and monitoring the daily program—attendance, supply requisition, and data collection, as well as program goals and objectives.

How was the program administered?

The program continues to be administered from the complex level. All dealings with the state were handled by the Director, and the Director worked closely with Site Coordinators to ensure the parameters of the grant were being met. All documents (i.e., purchase orders, teacher applications and time sheets) were prepared at the sites and submitted to the Director for review. Documents were then forwarded to the SRS, who had the signing authority for final approval before processing. Once approved, documents were sent to the Maui District Office for processing.

Financial control was maintained at the Baldwin Complex level. Funds were not distributed directly to schools to ensure control over how monies were spent.

In the planning stages, the Director had regular one-on-one meetings with each site coordinator to discuss and review program design and execution. Site coordinators served as the liaison between the program and the school. They were expected to engage with the school principal to review school goals and objectives and formulate goals and offerings that supplement the regular daily program to ensure program offerings aligned with the school program.

E. Program Staff:

How many specific personnel such as administrators, consultants, teachers, specialists, volunteers or others were active in the program?

Staffing consisted of one director for the overall Literacy for All Project and one site coordinator per *Literacy for All Project* school site along with part time temporary teachers at respective project school sites. Waihe`e Elementary hired 20 PTT teachers during the school year and 20 in summer, while Wailuku Elementary employed 10 PTT teachers during the school year and 17 PTT

teachers for the summer program along with 5 aides and 1 custodian. Iao Intermediate School employed 11 PTT teachers and 1 custodian during the school year and 9 PTT teachers and 1 custodian in summer. The Baldwin High School project site utilized 5 PTT teachers during the school year and 5 PTT teachers in summer along with 1 aide. (PPICS)

What roles did they assume?

Staff were required to present lesson plans, take attendance and report challenges and issues on a regular basis. Site coordinators were required to ensure the safety of the children by setting up procedures for drop off and pick up. In addition, site coordinators were responsible for submitting teacher applications and monitoring the daily program—attendance, supply requisition, and data collection, as well as program goals and objectives. Site Coordinators were responsible for developing and running the after school and intercession programs. Site coordinators served as the liaison between the program and the school. PTTs were responsible for lesson development and delivering the program content. Student helpers assisted with recess and break monitoring and served as teacher aides (i.e., taking attendance).

How much time (per week, month, or year) did staff devote to the program?

On average, site coordinators devoted an average of 17+ hours per week. Most programs ran four days a week for 1.75 hours per day. Iao School continued to run a Saturday school for 4 hours each week in addition to afterschool programs.

How was the program monitored? What kinds of technical support and assistance were offered?

Site Coordinators visited the classrooms on a regular basis. All staff gathered data using templates with clear instructions on how and what should be entered.

Which individuals and organizations did the Baldwin Complex 21st CCLC Literacy for All Project develop partnerships with for 21st CCLC activities? What were the purpose and nature of these partnerships?

Baldwin Complex 21st CCLC *Literacy for All Project* partnered with Aloha House and Grow Some Good along with the four schools. Aloha House provided speakers for Parent Resource Nights. Grow Some Good provided curriculum for the gardening program, instructional materials, supplemental garden supplies, instruction in growing and cultivating a garden, and volunteer staffing. Grow Some Good was a non-profit organization dedicated to creating hands-on, outdoor learning experiences that cultivated curiosity about natural life cycles, connected students to their food sources, and inspired better nutrition choices. (*Appendix J: Baldwin Complex Literacy for All Project Partnerships*)

III. EVALUATION DESIGN AND RESULTS

A. Purposes of the Evaluation

Evaluation was conducted to assess the implementation and impact of the Baldwin Complex 21st Century *Literacy for All Project* programs on student achievement and learning behaviors at all four Baldwin Complex 21st Century *Literacy for All Project* school-based centers. The *Hawaii State Assessment (HSA)* was selected to measure math and reading achievement. Program impact on student achievement was measured by the program using school improvement in math and reading grades. The *21st CCLC Teacher Survey* was selected to measure improvement in student learning behavior, homework completion, and student attitudes. (*Appendix B-1: Evaluation Design*)

B. Evaluation Plan

The following evaluation plan was implemented SY2012-2013:

Goals	Objectives	Indicators	Activities	Measures
1. To improve the academic attainment of participants	To increase scores in HSA reading and math	Overall improvements in Edison Benchmark Assessment or ETS IDMS.	Literacy and Summer Components	Formative Assessments, HSA Reading and math scores
2. To improve the academic skills of students.	To improve students' grades in math and language arts.	Passing grades in core subjects	Literacy and Technology Components	Report Card
	a. To improve reading skills	More than 30% of students participating in the program for at least one year will show improvements in reading	Literacy and Technology Components	Grades in language arts related courses
	b. To improve mathematics skills	More than 30% of students participating in the program for at least 2 years will show improvements in mathematics	Literacy and Technology Components	Grades in mathematics related courses
	c. To increase homework completion rates	More than 30% of students participating in the program with less than 100% completion rates will increase homework completion levels	Literacy and Technology Components Homework Assistance Center	Pre/Post Homework completion rates

3. To provide school readiness skills to incoming kindergarten students	To improve kindergarten school readiness	More than 45% of students participating in the program will exhibit age-appropriate school behaviors	Summer Component: Pre-kindergarten strand	Teacher checklist of readiness behaviors
	a. To improve student attitudes toward school	More than 30% of parents/guardians of the students participating in the program will report that it was beneficial	Improve social skills and ease transition to kindergarten	Parent and teacher survey
4. Improve Family Literacy Skills		More than 70% of parents/guardians who participated will report that the program was high quality	Family Literacy Component	Family survey

C. Results of the Implementation Evaluation

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

The Baldwin Complex 21st CCLC Literacy for All Project was implemented as planned in the 2010 amended grant. The 2010 grant narrative was amended to reflect a change in focus regarding the parent component. The initial grant called for providing assistance to parents in understanding math and English to help their children with their homework. However, many of the parents of the students serviced had language barriers and a significant number never completed high school. The grant was amended to provide parenting skills and information on resources available to help parents become advocates for their children. In 2012-2013 Baldwin Complex 21st CCLC Literacy for All Project conducted a Parent Project on parenting skills at Baldwin High and *Computers for Parents* at lao Intermediate.

What challenges have been faced in implementing the program and how are these challenges being addressed? (Survey Response, Project Director)

Finding qualified site coordinators who were skilled in administration, communication, budgeting, organizing and use of computers was reported to be a major challenge. The requirements of the site coordinator position can be overwhelming and the work can go beyond the 17 hour-per-week maximum established by the state, especially in the planning stages. Many coordinators ended up having to donate their time to get the job done. The problem grows as the program grows.

Finding skilled part-time teachers who were willing to deliver dynamic lesson plans when no prep time was allowed was also a challenge. Project-based instruction to reach students who were struggling in school was a time consuming method requiring time for gathering supplies and organizing the process. Because

teachers could not be paid for these tasks, many teachers decided not to participate for this reason.

Regular attendance has been another challenge. Despite attendance policies and development of programs that ensured each student could “earn” thirty or more hours in the program, regular attendance continued to be a problem. Both parent and student would sign a contract that stated they understood the attendance policies, yet absenteeism was still a problem. Apparently, because the program was free, parents viewed it as a convenient daycare program. When commitment was insisted and parents did not address the problem, the student was released.

The *Literacy for All Project* continued to struggle with adequately addressing the parent component.

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

Baldwin Complex 21st CCLC *Literacy for All Project* partnered with Aloha House to provide speakers for *Parent Resource Nights*. Grow Some Good provided: 1) curriculum for the gardening program, 2) instructional materials and supplemental garden supplies, 3) instruction in growing/cultivating a garden, cooking, nutrition (math and science applications), 4) volunteer staffing. (*Appendix J: Baldwin Complex Literacy for All Project Partnerships*)

In the initial application, there were many organizations that signed on as committed partners. All promised to send volunteers, however the program was not ready to accept that kind of assistance in the first two years when the project was just getting off the ground, trying to define what the program would look like. Initially, the grant narrative envisioned a program heavy in technology where students would spend the majority of their time in front of a computer using learning modules. However, at implementation, it became apparent that the students needed more dynamic interaction and the program shifted to project-based learning.

The *Grow Some Good* program generated interest and excitement among the students in the program. The impact and contribution to the *Literacy for All Project* reportedly was significant and the *Literacy for All Project* plans to expand the Project’s partner network by drawing in other garden-based organizations (goal of the *Literacy for All Project* for the 2013-14 school year.)

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

Students responded well to the hands-on learning and the garden project and benefitted from the individualized assistance and exposure to activities not

provided in the regular school day. Parents responded positively to the program. They (92%) felt the program offered classes designed to improve their child's academic performance, 92% felt teachers were knowledgeable and effective, 94% said their child attended the after school program on a regular basis, 84% felt the after school program was essential to their child's success in school, 92% indicated that they would take advantage of the after school program if it was offered again next year. (*Appendix D-1 & 2: Parent/Guardian survey Assessment SY2012-2013*)

Teachers in the program were happy to get away from the formal method of instruction and use their creativity in project-based learning. Teachers recognized the impact project-based learning had on student success.

Administrators enjoyed the additional resources provided to the school to help attain the state benchmarks. The community partner, Grow Some Good, was happy to have the opportunity to advance their mission for healthy living. (Report by Baldwin Complex Director.)

What are the plans to ensure effective program implementation next year? Reportedly this is the project's last year. Plans for next year have not been made known. (Report by Baldwin Complex Director.)

D. Results of the Outcome Evaluation

Baldwin Complex *Literacy for All Project* data reported for SY2012-2013 showed 31% of the students increased in reading grades and 27% of the students increased in math grades. Not including students who did not need to improve, results revealed 38% of students improving in reading grades and 36% of the students improving in math grades, meeting the APR objective: *More than 30% of students participating in the program for at least one year in reading and 2 years in math will show improvement in grades.* Additionally, 61% improved in learning behaviors. (*Appendix E: Comparison of Reading Grades 1st Quarter to 4th Quarter; F: Comparison of Math Grades 1st Quarter to 4th Quarter; L: PPICS: GPRA Performance Measures & Results; H-1 & 2: Number & Percentage of Students Who Improved in Learning Behaviors SY2012-2013*)

Reading grades: Overall, Baldwin Complex showed 31% (147) of the 467 students with reading grades improved. Increases in reading grades reported for project sites: Baldwin High - 50% (2), Iao Intermediate – 12% (16), Wailuku Elementary – 38% (74) and Waihee Elementary – 41% (55). (*Appendix E: Comparison of Reading Grades 1st Quarter to 4th Quarter*)

Math grades: Overall, Baldwin Complex showed 27% (130) of the 477 students with math grades improved in math grades. Increases in math grades reported for project sites: Baldwin High - 18% (2), Iao Intermediate – 18% (23), Wailuku Elementary – 29% (60) and Waihee Elementary – 35% (45). (*Appendix F: Comparison of Math Grades 1st Quarter to 4th Quarter*)

Improvement in Student Learning Behavior: *Teacher Survey Results* showed 61% of students improved in learning behaviors in the Baldwin Complex 21st CCLC Literacy for All Project. Results revealed 59% of elementary students improved in student behavior, while 72% of middle and high school students improved in student behavior. (Appendix L: PPICS – GPRA Performance Indicators) Percentage of students improving in learning behaviors was highest in academic performance (67%), followed by completing homework (55%), participating in class (54%), being attentive in class (48%) and coming to school motivated to learn (45%). (*Appendix H-1 & 2: Number & Percent of Students Who Improved in Learning Behaviors – Results of Teacher Survey*)

Improvement in Skills for Parents. Family/Parent activities were found to be valuable. Survey response to *Computers for Parents* was very positive. Respondents stated that the teacher was very patient and very helpful, that the course was enjoyable and beneficial, and all felt they had more computer skills following the course than at the beginning. Participants also felt they would have liked to have longer sessions.

IV. CONCLUSIONS

1. The Baldwin Complex 21st Century *Literacy for All Project* was implemented as planned in the grant application.
2. The Baldwin Complex 21st Century *Literacy for All Project* reportedly was successful in having a positive impact on student learning. Students responded well to the hands-on learning. The Project was successful in meeting the APR Objective Indicator: *more than 30% of students participating in the program will increase in math and reading grades by half grade or more.* Grade reports showed 36% of Baldwin Complex 21st CCLC students improved grades in math and 38% improved grades in reading. (*Appendix L: PPICS – GPRA Performance Indicators Summary*)
3. The Baldwin Complex 21st Century *Literacy for All Project* was successful in students completing and turning in homework. Based on the data, the Project successfully met the APR Objective indicator: *More than 30% will increase homework completion levels.* The data showed 55% of the students improved in *completing homework* and 40% *turning in homework on time.* (*Appendix H-1 & 2: Number and Percent of Students Who Improved in Learning Behaviors*)
4. The *Literacy for All Project* was successful in improving student learning behaviors. A significant percentage of students improved in learning behaviors. The *Teacher Survey* results showed overall 61% of the students improved in student learning behaviors. The highest percentages of students improving in learning behaviors were the following: 67% improved in *academic performance*; 55% improved in *completing homework*, 54% improved in *participating in class*; 48% improved in *being attentive in class*; and 45% improved in *coming to school*

motivated to learn. (Appendix H-1 & 2: Number and Percent of Students Who Improved in Learning Behaviors)

5. Data was not available to assess and evaluate kindergarten school readiness to determine if the program met the Project APR Objective indicator: *More than 75% of students will exhibit readiness behaviors.*

V. RECOMMENDATIONS:

1. Seek/Select site coordinators who have adequate background experience, knowledge and skills to fulfill the tasks of the site coordinator. Provide adequate orientation, clarifying job description and job skill requirements; provide training with follow up supervision, guidance and coaching.
 - a. Establish clear guidelines, procedures and timeframe for conducting assessments and data collection both formative to inform instruction and summative to measure/evaluate program impact.
 - b. Provide training with follow up coaching for site coordinators in data collection and reporting on a timely basis.
2. Use assessment information to plan, develop, and improve the program and build stability, consistency, and continuity in program across sites. (Collectively with Project Director, Site Coordinator, and teaching staff.)
 - a. Monitor program implementation and student learning progress, utilizing formative assessment data. Provide opportunities for students to self-assess and reflect on their own learning and learning behavior.
 - b. Utilize the 2012-2013 data and experience gained to develop the instructional program.
 - c. Infuse special interest enrichment courses with development/application of math/reading skills.
3. Explore curriculum resources to minimize planning/preparation for project-based lessons.
4. Build/Develop support for the *Literacy for All Program*, particularly at the high school, through collaboration in the planning and implementation of the 21st CCLC *Literacy for All Program* with school administrators in conjunction with the Project Director and Site Coordinator. Document planning and agreements to then be used to guide the implementation process.
5. Continue efforts to establish/maintain communication and collaboration between the *Literacy for All Program* staff and the regular day school staff to monitor and improve student learning and learning behaviors.
6. Explore/Plan and collaborate with school administrators to identify ways to best help the school to achieve its academic goals, improve regular attendance in the *Literacy for All Program*, increase student learning time (to enable students to

fulfill the required 30 days or more to be counted in the data), and increase learning achievement.

7. Measure the impact of the *Parent Project* in accomplishing the APR objective and use the assessment results to improve the *Parent Project* program.
8. Identify/Administer a suitable assessment (e.g. teacher checklist of readiness behaviors) to measure improvement in kindergarten school readiness.
9. Continue to seek partnerships from a broad arena of agencies including business and industry as well as community service agencies and other education programs/agencies/organizations to support and sustain the *Literacy for All Project*.
10. Articulate the needs of the project with the State and discuss solutions :
 - A. The need for increased hours for site coordinators, especially during the planning stages at the beginning of each year.
 - B. Payment for prep time for teachers
 - C. Better state response (clearer, more definitive and more timely response) to questions, concerns/issues; increased state support/guidance to neighbor island sub-grantees, particularly regarding major processes involved in managing a 21st Century grant.
11. Utilize sub-grantee and site handbooks and link with other 21st CCLC project directors in addition to the state for support and guidance.

VI. How will the evaluation results be used to refine, improve, and strengthen the program?

Evaluation results will be presented and discussed with the Site Coordinators advisory group and project teaching staff. At a scheduled meeting/planning session, Project Director and Site Coordinators will identify areas for improvement and plan improvements in 1) program operations and 2) curriculum and instruction, and assessment.

In turn, the Site Coordinators will share with site project staff the results of the evaluation as well as planned methods for improvement.

Evaluation results will also be shared with advisory board members and complex administrators at the next scheduled Complex meeting following the release of the report. Members will have an opportunity to weigh in on planned improvements and make recommendations.

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

Since Baldwin Complex does not have a web site, evaluation results will be posted to the project site schools' web sites. In addition, a summary statement will appear in the project site schools' newsletters and will accompany student application packets.

The *Baldwin Complex 21st CCLC Literacy for All Project* will also continue to inform parents and community members of program offerings at scheduled school events and parent nights.

Baldwin Complex 21st CCLC Literacy For All Project
APR OBJECTIVES SY 2012-2013

Objectives:	Measures & Assessment Instruments	Outcomes
To increase scores in HSA reading and math	Improve Student Achievement: Formative Assessments, HSA Reading and math scores (Summative) <u>Assessment:</u> HSA	Results to be reported and determined by the State.
To improve students' grades in math and language arts	Improve Student Achievement: <i>More than 30% of students participating in the program will show improvements in reading, math.</i> <u>Assessment:</u> Report Card	Met the objective – Results: 38% of students improved in reading/language arts; 36% of students improved in math. (PPICS – GPRA Performance Indicators Summary)
To improve reading skills	Improve Student Achievement: <i>More than 30% of students participating in the program for at least one year will show improvements in reading</i> <u>Assessment:</u> Report Card	Met the objective - Results: 38% of students improved in reading/language arts. (PPICS – GPRA Performance Indicators Summary)
To improve mathematics skills	Improve Student Achievement: <i>More than 30% of students participating in the program for at least 2 years will show improvements in mathematics</i> <u>Assessment:</u> Report Card	Met the objective - Results: 36% of students improved in math. (PPICS – GPRA Performance Indicators Summary)
To increase homework completion rates	Improve Student Achievement: <i>More than 30% of students participating in the program with less than 100% completion rates will increase homework completion levels</i> <u>Assessment:</u> 21 st CCLC Teacher Survey	Met the objective - Results: 69% of students improved. (PPICS – GPRA Performance Indicators Summary)
To improve student attitudes toward school	<ul style="list-style-type: none"> • Improve Student Achievement. Improve Student Learning Behavior: <i>More than 30% of parents/guardians of the students participating in the program will report that it was beneficial</i> <u>Assessment:</u> 21 st CCLC Teacher Survey	Met the objective: Overall 61% of Complex students improved in learning behaviors. (PPICS – GPRA Performance Indicators Summary)
To improve kindergarten school readiness	<ul style="list-style-type: none"> • Improve Student Achievement • Improve Student Behavior • Facilitate the Social Development of Participating Students. <i>More than 45% of students participating in the program will exhibit age-appropriate school behaviors</i> <u>Assessment:</u> Teacher checklist of readiness behaviors	Unable to measure progress on the stated objective. No checklist administered; no data available.

Baldwin Complex: 21st CCLC Literacy for All Project
LITERACY FOR ALL PROJECT EVALUATION DESIGN

Goals	Objectives	Indicators	Activities	Measures
1. To improve the academic attainment of participants	To increase scores in HSA reading and math	Overall improvements in Edison Benchmark Assessment or ETS IDMS.	Literacy and Summer Components	Formative Assessments, HSA Reading and math scores (Summative)
2. To improve the academic skills of students.	To improve students' grades in math and language arts.	Passing grades in core subjects	Literacy and Technology Components	Report Card
	a. To improve reading skills	More than 30% of students participating in the program for at least one year will show improvements in reading	Literacy and Technology Components	Grades in language arts related courses
	b. To improve mathematics skills	More than 30% of students participating in the program for at least 2 years will show improvements in mathematics	Literacy and Technology Components	Grades in mathematics related courses
	c. To increase homework completion rates	More than 30% of students participating in the program with less than 100% completion rates will increase homework completion levels	Literacy and Technology Components Homework Assistance Center	Pre/Post Homework completion rates
3. To provide school readiness skills to incoming kindergarten students	To improve kindergarten school readiness	More than 45% of students participating in the program will exhibit age-appropriate school behaviors	Summer Component: Pre-kindergarten strand	Teacher checklist of readiness behaviors
	a. To improve student attitudes toward school	More than 30% of parents/guardians of the students participating in the program will report that it was beneficial	Improve social skills and ease transition to kindergarten	Parent and teacher survey
4. Improve Family Literacy Skills		More than 70% of parents/guardians who participated will report that the program was high quality	Family Literacy Component	Family survey

LITERACY FOR ALL PROJECT EVALUATION SY2012-2013

OBJECTIVES	DATA COLLECTION	INSTRUMENTS
To increase scores in HSA reading and math	State administered testing at the end of the school year.	HSA (Hawaii State Assessment)
To improve students' grades in math and language arts.	Student grade data was collected at the end of the school year by the Project.	Student Grade Reports
To improve kindergarten school readiness	On-going teacher observation/monitoring of student performance.	Teacher checklist of readiness behaviors was not administered
To improve reading skills	Quarterly grades were posted by the schools. Grade data was accessed by the Project at the end of the school year.	Student Grade Reports
To improve mathematics skills	Quarterly grades were posted by the schools. Grade data was accessed by the Project at the end of the school year.	Student Grade Reports
To increase homework completion rates	<i>21st CCLC Teacher Survey</i> was administered at the end of the school year and data collected by the Project.	<i>21st CCLC Teacher Survey</i> - Student Improvement in Learning Behavior
To improve student attitudes toward school	<i>21st CCLC Teacher Survey</i> was administered at the end of the school year and data collected by the Project.	<i>21st CCLC Teacher Survey</i> - Student Improvement in Learning Behavior
Improve Family Literacy Skills	Survey was administered after each activity session.	Parent/Family Survey

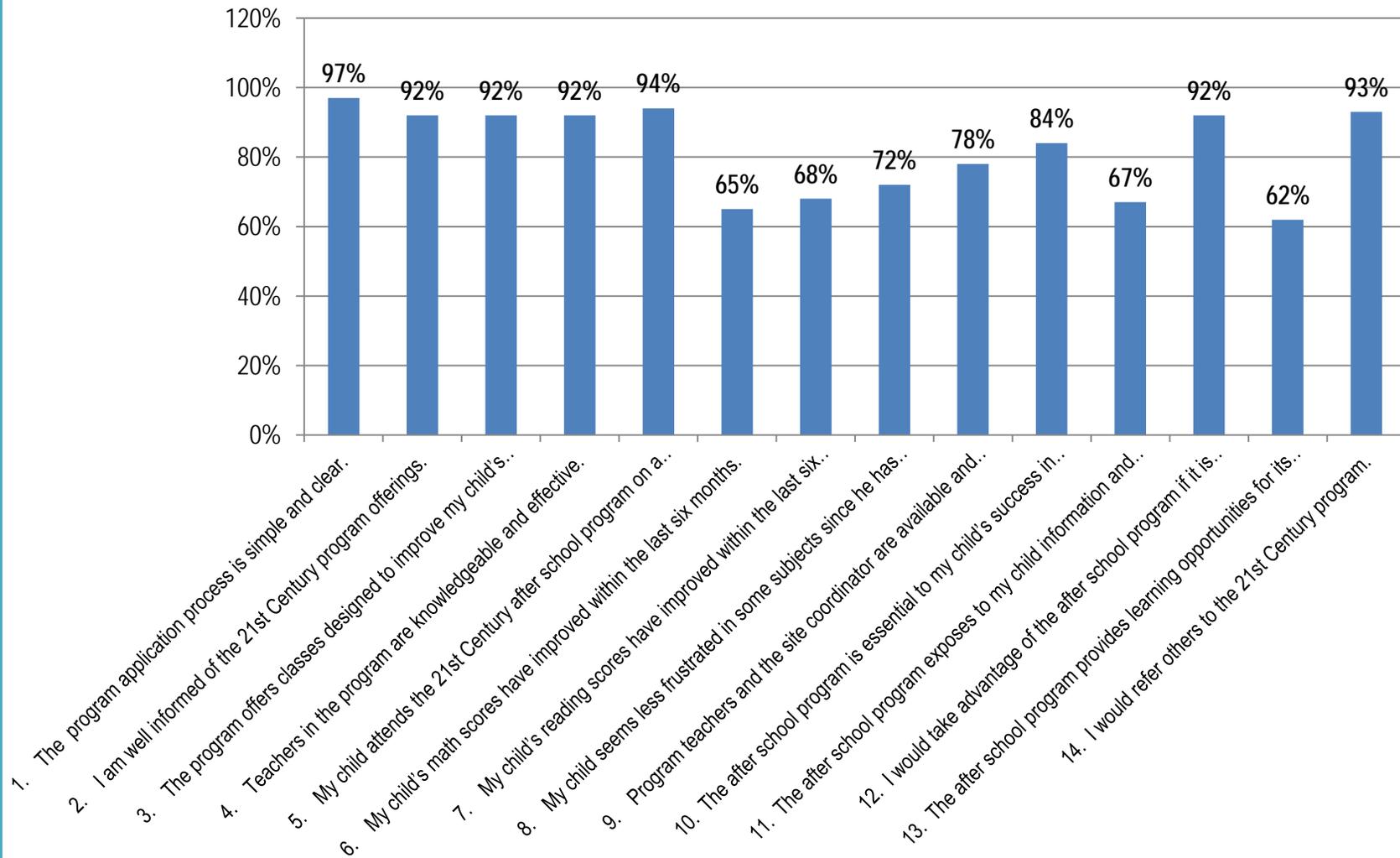
**Baldwin Complex 21st CCLC Literacy For All Project
SITE PROGRAM ACTIVITIES SY2012-2013**

SITE	Literacy/Reading	Math	Homework Help	Summer	Enrichment	Family/Parent Activities
Baldwin High	SAT Prep	Algebra Enrichment SAT Prep		Pre-Algebra / Problem Solving	Ceramics	Parent Project: parenting skills
Iao Intermediate		Artistic Math	PASS program (Promoting Academic Stud Success), tutoring - Reading & Math	<ul style="list-style-type: none"> • Grade Level Lang Arts • Grade Level Math • Physics 	<ul style="list-style-type: none"> • Robotics (rdg/ math/ sci/tech) • Artistic Math • Arts & Crafts 	Computers for Parents
Waihee Elementary	Grade Level Reading Tutoring	Grade Level Math Tutoring	Homework Assistance	<ul style="list-style-type: none"> • Literature Through Art • Kinder Kamp: PreK Summer Prog • Sports • Art / Creative Drama 	Computer Course (rdg/math/sci)	
Wailuku Elementary	Grade Level Reading Tutoring	Grade Level Math Tutoring Math Matters		STEM Program (math, science, reading and social studies)	<ul style="list-style-type: none"> • Wildcat Dancers • Media Masters • Hawaiian Culture • Health and Sports • Garden Project • Music Enrichment 	

Baldwin Complex 21st CCLC Literacy for All Project
PARENT/GUARDIAN SURVEY ASSESSMENT SY2012-2013

APPENDIX D-1

Parent/Guardian Survey - Percent of Positive Responses to Survey Items

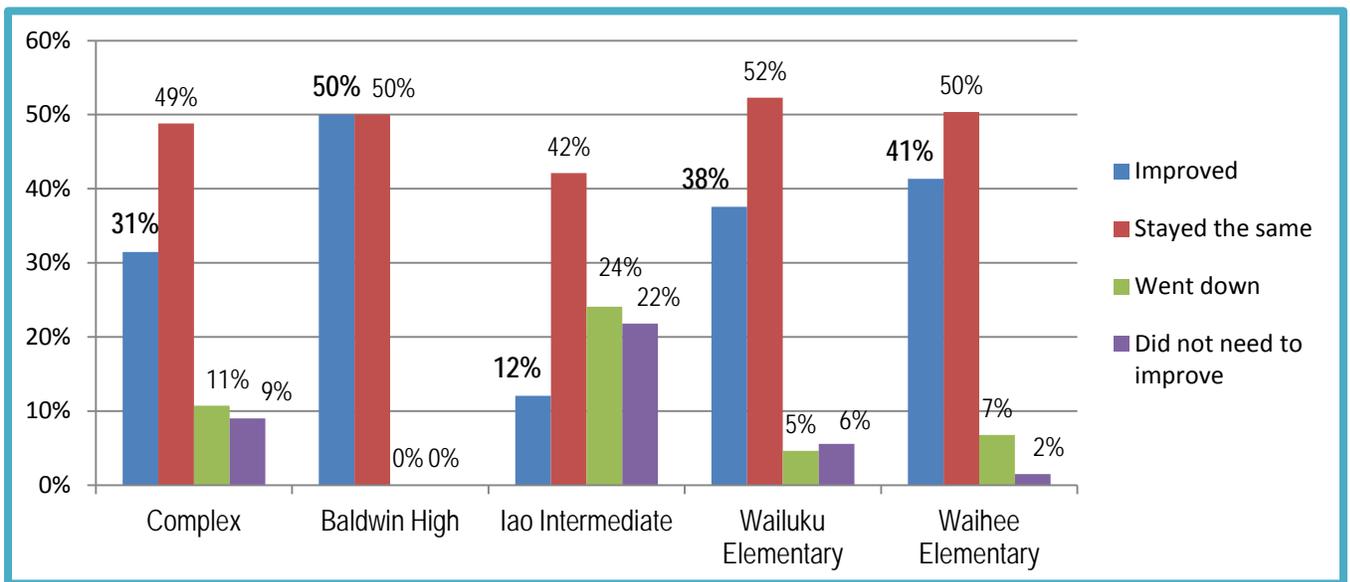
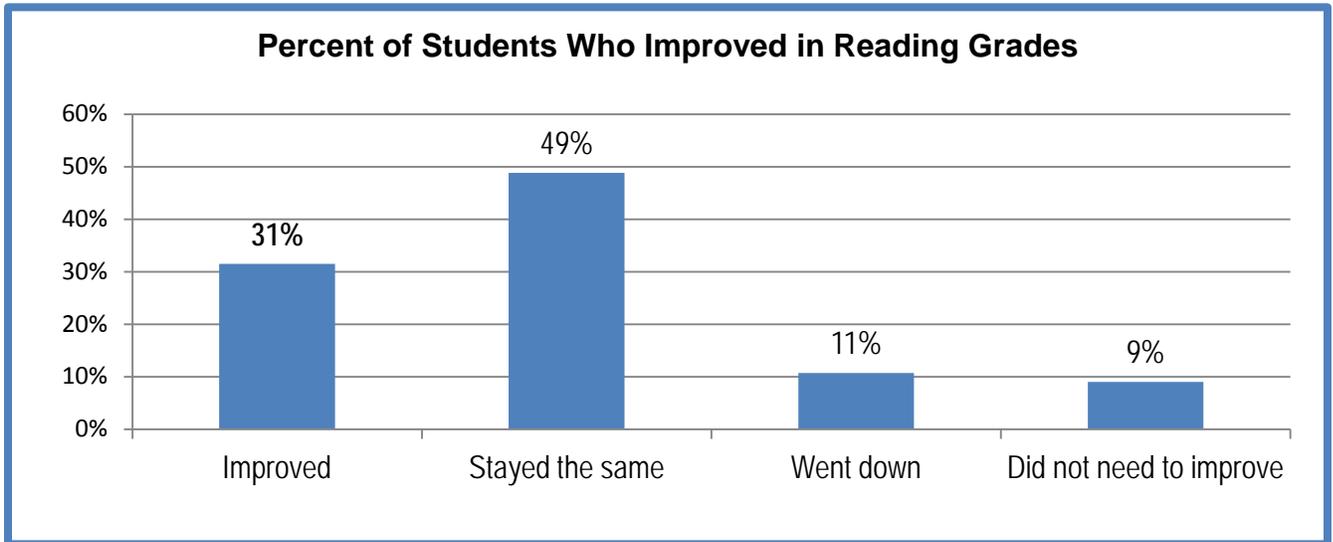


Baldwin Complex 21st CCLC Literacy for All Project
PARENT/GUARDIAN SURVEY ASSESSMENT SY2012-2013

APPENDIX D-2

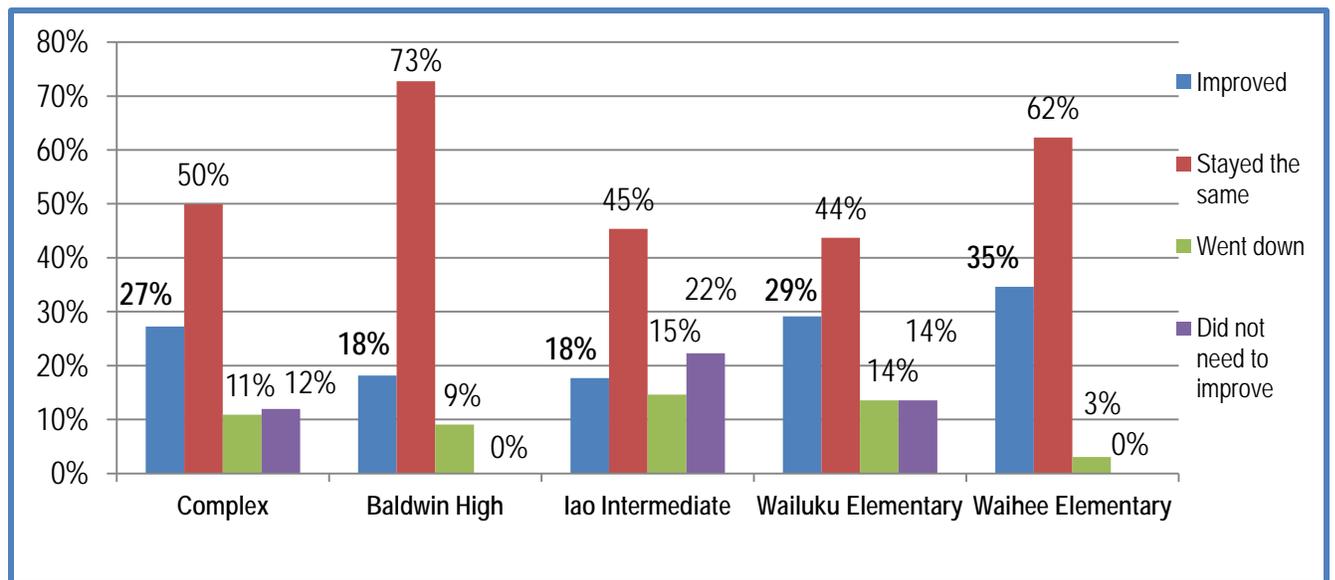
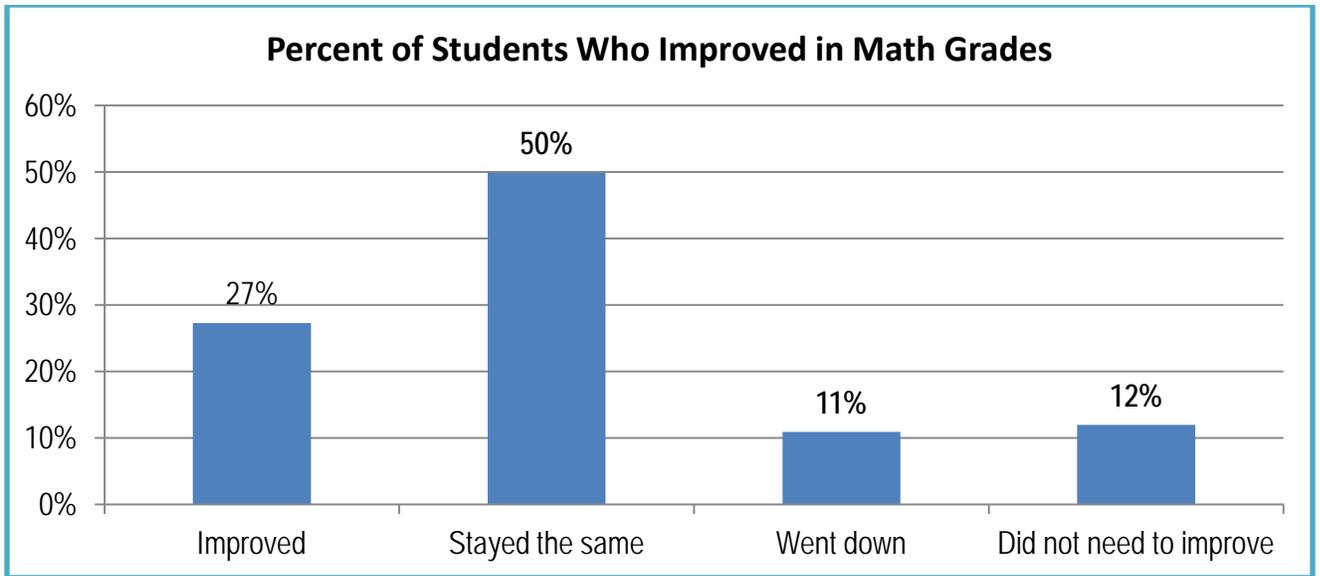
SURVEY ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Does not Apply
1. The 21 st Century after school program application process is simple and clear.	0%	0%	3%	30%	67%	0%
2. I am well informed of the 21 st Century program offerings.	0%	2%	7%	36%	56%	0%
3. The program offers classes designed to improve my child's academic performance.	0%	0%	5%	30%	62%	2%
4. Teachers in the program are knowledgeable and effective.	0%	0%	8%	26%	66%	0%
5. My child attends the 21 st Century after school program on a regular basis.	0%	1%	3%	25%	69%	2%
6. My child's math scores have improved within the last six months.	0%	4%	14%	31%	35%	18%
7. My child's reading scores have improved within the last six months.	0%	3%	11%	28%	40%	17%
8. My child seems less frustrated in some subjects since he has been participating in the after school program.	0%	3%	16%	34%	38%	10%
9. Program teachers and the site coordinator are available and willing to discuss my child's progress in the program.	0%	3%	14%	34%	44%	4%
10. The after school program is essential to my child's success in school.	0%	2%	10%	31%	53%	3%
11. The after school program exposes to my child information and experiences he would not acquire in the regular school curriculum.	0%	1%	11%	25%	41%	2%
12. I would take advantage of the after school program if it is offered next year.	0%	1%	5%	17%	75%	1%
13. The after school program provides learning opportunities for its parents.	0%	6%	20%	24%	37%	12%
14. I would refer others to the 21 st Century program.	0%	0%	7%	24%	69%	0%

Baldwin Complex 21st CCLC Literacy for All Project APPENDIX E
COMPARISON OF READING GRADES 1ST – 4TH QUARTER SY2012-2013



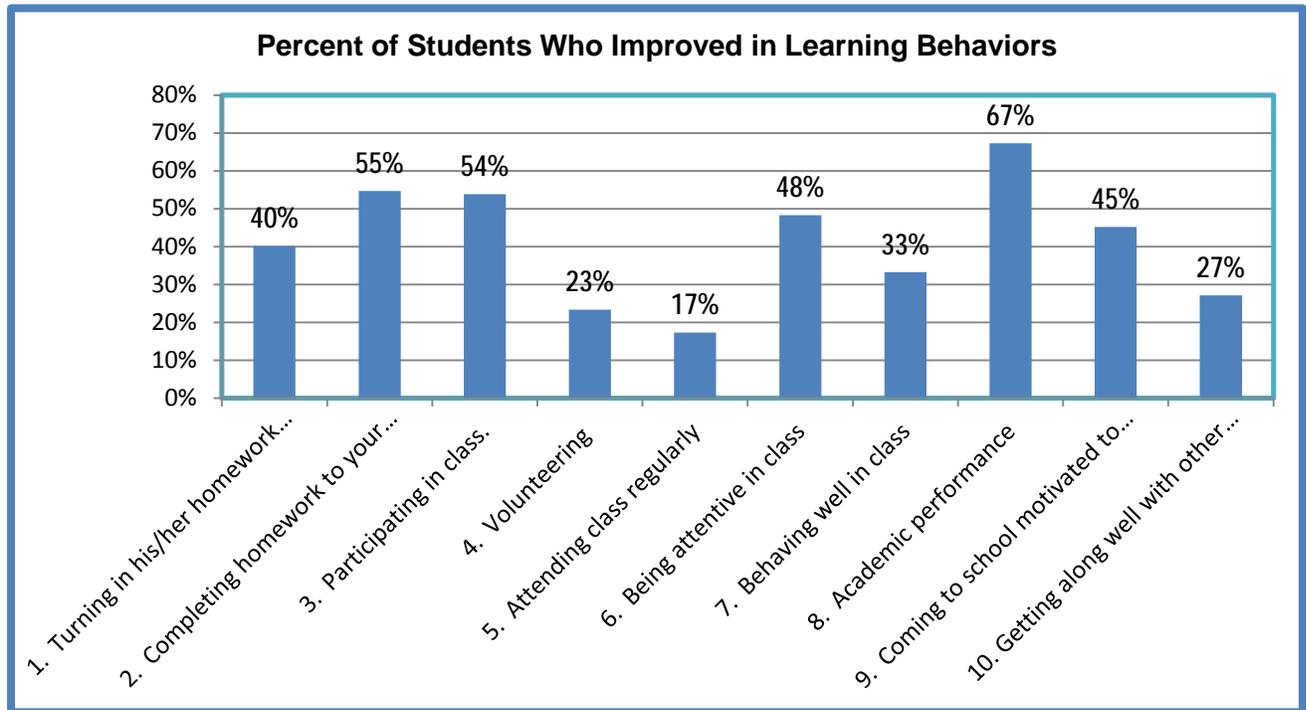
READING	Complex	Baldwin High	Iao Intermed	Wailuku EI	Waihee EI
Improved	147	2	16	74	55
Stayed the same	228	2	56	103	67
Went down	50	0	32	9	9
Did not need to improve	42	0	29	11	2
Total students w/Info	467	4	133	197	133
Percent of Students	Complex	Baldwin High	Iao Intermed	Wailuku EI	Waihee EI
Improved	31%	50%	12%	38%	41%
Stayed the same	49%	50%	42%	52%	50%
Went down	11%	0%	24%	5%	7%
Did not need to improve	9%	0%	22%	6%	2%
	100%	100%	100%	100%	100%

Baldwin Complex 21st CCLC Literacy for All Project APPENDIX F
COMPARISON OF MATH GRADES 1ST – 4TH QUARTER SY2012-2013



MATH	Complex	Baldwin High	Iao Intermed	Wailuku EI	Waihee EI
Improved	130	2	23	60	45
Stayed the same	238	8	59	90	81
Went down	52	1	19	28	4
Did not need to improve	57	0	29	28	0
Total Students	477	11	130	206	130
	Complex	Baldwin High	Iao Intermed	Wailuku EI	Waihee EI
Improved	27%	18%	18%	29%	35%
Stayed the same	50%	73%	45%	44%	62%
Went down	11%	9%	15%	14%	3%
Did not need to improve	12%	0%	22%	14%	0%
Total	100%	100%	100%	100%	100%

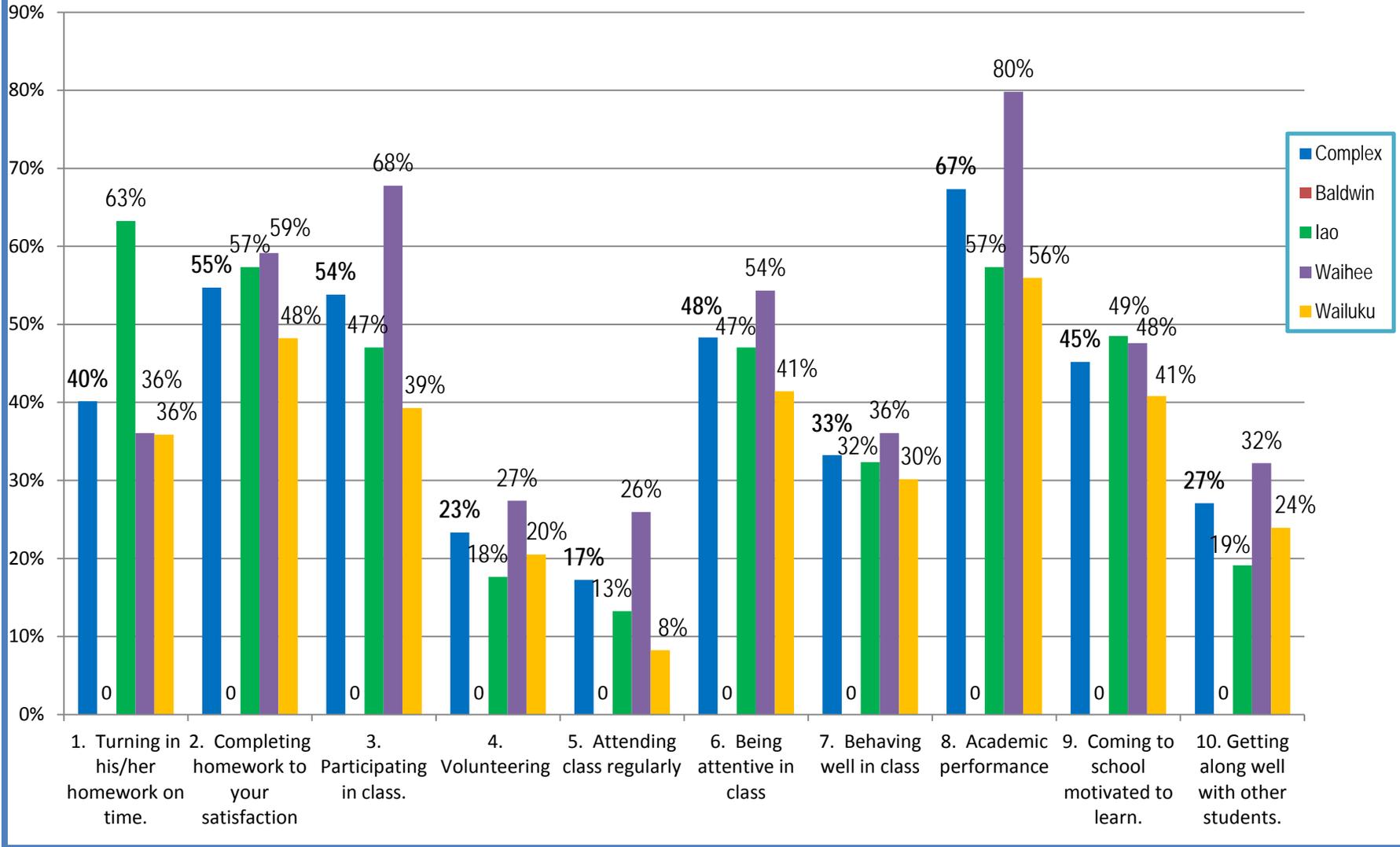
Teacher Survey *Baldwin Complex 21st CCLC Literacy for All Project* APPENDIX H-1
 NUMBER & PERCENT OF STUDENTS WHO IMPROVED IN LEARNING BEHAVIORS
 SY2012-2013



Number of Students Who Improved:	Complex	Baldwin	Iao	Waihee	Wailuku
1. Turning in his/her homework on time.	179	0	43	75	61
2. Completing homework to your satisfaction	244	0	39	123	82
3. Participating in class.	239	0	32	141	66
4. Volunteering	102	0	12	57	33
5. Attending class regularly	77	0	9	54	14
6. Being attentive in class	215	0	32	113	70
7. Behaving well in class	148	0	22	75	51
8. Academic performance	299	0	39	166	94
9. Coming to school motivated to learn.	201	0	33	99	69
10. Getting along well with other students.	120	0	13	67	40

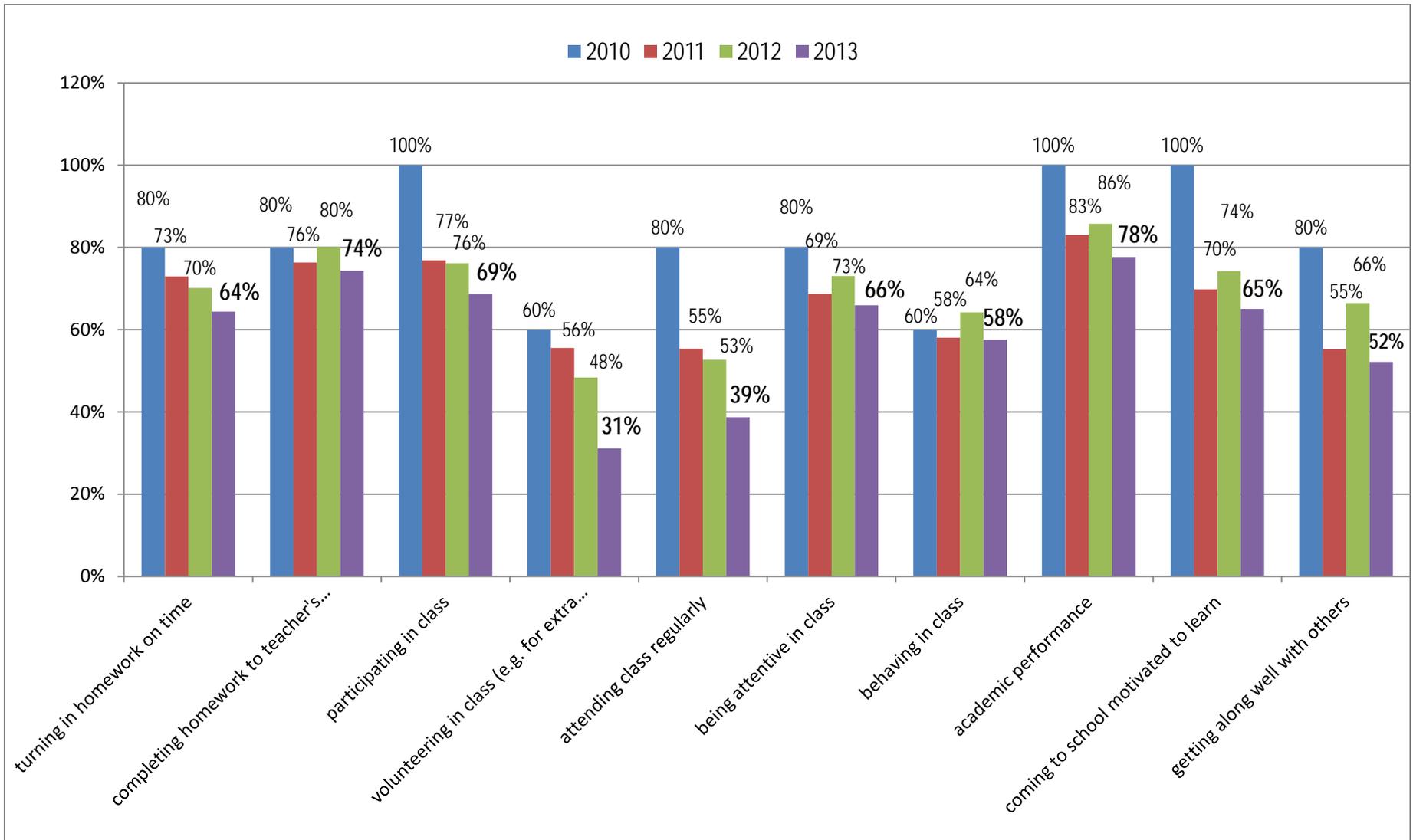
Percent of Students Who Improved:	Complex	Baldwin	Iao	Waihee	Wailuku
1. Turning in his/her homework on time.	40%	0	63%	36%	36%
2. Completing homework to your satisfaction	55%	0	57%	59%	48%
3. Participating in class.	54%	0	47%	68%	39%
4. Volunteering	23%	0	18%	27%	20%
5. Attending class regularly	17%	0	13%	26%	8%
6. Being attentive in class	48%	0	47%	54%	41%
7. Behaving well in class	33%	0	32%	36%	30%
8. Academic performance	67%	0	57%	80%	56%
9. Coming to school motivated to learn.	45%	0	49%	48%	41%
10. Getting along well with other students.	27%	0	19%	32%	24%

TEACHER SURVEY: Percent of Students Who Improved in Learning Behaviors SY2012 - 2013



Baldwin Complex 21st CCLC Literacy for All Project
PERCENT OF STUDENTS IMPROVING IN LEARNING BEHAVIORS SY2010-2013

APPENDIX H-3



Resource: PPICS, *Year-to-Year Programming Comparison*, 21st Century Community Learning Centers, Report for Grantee Baldwin Complex.

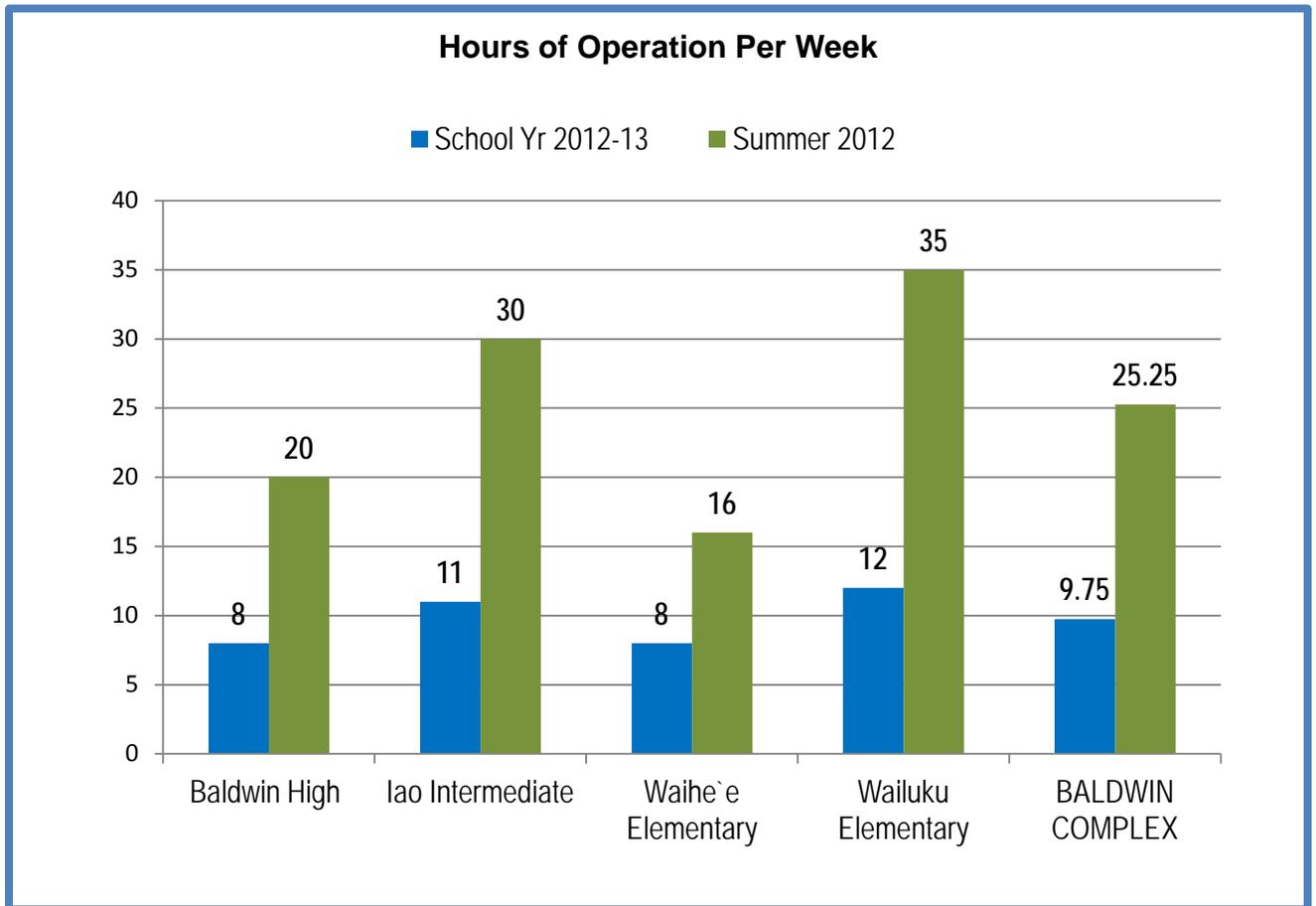
Baldwin Complex 21st CCLC Literacy for All Project
LITERACY FOR ALL PROJECT PARTNERSHIPS SY2012-2013

Partnership Organization	Contribution
Aloha House	Provided speakers for Parent Resource Nights.
Grow Some Good	Provided: 1) curriculum for the gardening program, 2) instructional materials and supplemental garden supplies 3) instruction in growing/cultivating a garden, cooking, nutrition (math and science applications) 4) volunteer staffing

Baldwin Complex 21st CCLC Literacy for All Project
 HOURS OF SERVICE PER WEEK SY2012-2013

APPENDIX K

Literacy for All Project Site	Center Hours –Weekly School Year 2012-2013	Center Hours –Weekly Summer 2012
Baldwin High School	8	20
Iao Intermediate	11	30
Waihee Elementary	8	16
Wailuku Elementary	12	35
21st CLCC BALDWIN COMPLEX	9.75	25.25



Federal Indicator: *More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.*

Grantee: Baldwin Complex	
Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.	
Performance Measures	2012–2013
1.1 The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.	37.5%
1.2 The percentage of middle or high school 21st Century regular program participants whose mathematics grades improved from fall to spring.	30.49%
1.3 The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.	35.91%
1.4 The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	42.43%
1.5 The percentage of middle or high school 21st Century regular program participants whose English grades improved from fall to spring.	22.78%
1.6 The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	38.38%
1.7 The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	67.57%
1.8 The percentage of middle and high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79.72%
1.9 The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	69.39%
1.10 The percentage of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	59.39%
1.11 The percentage of middle and high school 21st Century regular program participants with teacher-reported improvements in student behavior.	72.49%
1.12 The percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.	61.04%
Objective 2: 21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.	
Performance Measures	2012–2013
2.1 The percentage of 21st Century Centers reporting emphasis in at least one core academic area.	100%
2.2 The percentage of 21st Century Centers offering enrichment and support activities in other areas.	100%