

**21<sup>st</sup> CCLC Complex Evaluation Report**

**Baldwin Complex  
21st Century Literacy for All Project**

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## I. EXECUTIVE SUMMARY

### What was evaluated?

The evaluation of the *Baldwin Complex 21st CCLC Literacy for All Project* 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 four Maui schools: Baldwin High School, Iao Intermediate School, Waihe'e Elementary School and Wailuku Elementary School. (*Appendix A: APR Objectives SY2011-12*)

The *Baldwin Complex 21st Century Literacy For All Project* programs evaluated for SY2011 – 2012 were - Wailuku and Waihe'e Elementary: grade level reading and math; Iao Intermediate: 6<sup>th</sup> grade math, tutoring in reading and math using PASS (Promoting Academic Student Success), remedial reading and math and enrichment courses (with reading and math infused in the content). Baldwin High conducted Homework Help (reading and math), Algebra enrichment, SAT Prep and in summer Advanced Guidance, Credit Recovery and Pre-Algebra/Problem Solving. In addition Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project centers offered interest classes – Baldwin High: Cooking, Skills in the Sky; Iao Intermediate: Computer Science, Robotics, Artistic Math; Waihe'e: Art/Creative Drama, sports; Wailuku: Wildcat Dancers, Media Masters, Hawaiian Culture. (*Appendix B: Baldwin Complex 21<sup>st</sup> CCLC Site Program Activities SY2011-2012*)

### 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 21<sup>st</sup> 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 *21<sup>st</sup> CCLC Teacher Survey* was selected to measure improvement in student learning behavior, homework completion, and student attitudes. (*Appendix C: Evaluation Design*)

### Major Findings

- A. The Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project was implemented as planned in the grant application. In the SY 2011-2012, a total of 1384 students were served in the program: 941 students during the regular school year and 443 students in the summer program.
- B. Program activities were found to be very interesting and valuable. (Reports by Baldwin Complex Director; Wailuku and Waihe'e Elementary site coordinators.)

- C. Baldwin Complex *Literacy for All Project* showed 46% of students improved in reading grades and 41% improved in math grades. Additionally, 83% improved in learning behaviors. (*Appendix D1, 2 & 3 Reading Grades; E1, 2 & 3: Math Grades; F1&2: Improvement in Learning Behaviors*)
- D. Family/Parent activities were found to be valuable. Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project Director reported 100% of the participants indicated the information provided was useful and the parenting techniques were effective.

**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. Provide opportunities for students to self-assess and reflect on their own learning and learning behavior.
  - b. Utilize the 2011-2012 data and experience gained to develop the instructional program.
  - c. Infuse special interest enrichment courses with development/application of math/reading skills.
3. Build/Develop support for the Literacy for All Program, particularly at the high school, through collaboration in the planning and implementation of the 21<sup>st</sup> 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.
4. Establish/maintain communication and collaboration with the regular day school staff to monitor and improve student learning and learning behaviors.
5. 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.
6. Measure the improvement of family literacy skills as the result of the Parent Project implemented to address the project goal: *Improve family literacy skills.*
7. Identify/Administer a suitable assessment (e.g. teacher checklist of readiness behaviors) to measure improvement in kindergarten school readiness.
8. Develop/Establish partnerships to support and sustain the *Literacy for All Project.*

## II. PROGRAM DESCRIPTION

### A. Origin of the program

The *Baldwin Complex 21<sup>st</sup> 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 SY 2011-2012, the Baldwin Complex program targeted those students who were failing and those at risk of failing. The program served 1384 students – 941 students in the regular school year program and 443 students in the summer program.

### B. Goals of the program:

The purpose of the *Baldwin Complex 21<sup>st</sup> 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.

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

The program served an equal balance of males and females. Profile data indicated 85% were Asian/Pacific Islanders, followed by 8% White, 3% African Americans and 4% Hispanics. (Ref: 21<sup>st</sup> CCLC - PPICS)

Approximately 80% of the student population in the 21<sup>st</sup> CCLC project qualified for free and reduced lunch. Of the 416 regular students (attended 30 hours or more), 28% (116) were free/reduced lunch eligible. Demographic data reported 6% (24) were students with special needs or disabilities and 7% (30) were students with limited English proficiency. (Appendix G1: *Demographics*:

*Free/Reduced Lunch Eligible; Appendix G2: Demographics: Students with Special Needs or Disabilities; Appendix G3: 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 21<sup>st</sup> Century technology to do schoolwork. The technology program centered on the use of particular applications and computer skills.
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. Computer labs were purchased; each school received one lab of 25 laptops.

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

Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project partnered with Aloha House, University of Hawaii, Maui College, ALANON, and Family Services to provide parent involvement activities. Three parent resource nights featured speakers who shared information on topics relevant to parents, such as drug and alcohol use and bullying. (Appendix H: *Baldwin Complex Literacy for All Project Partnerships*)

##### ***In what activities were program participants expected to take part?***

Baldwin 21<sup>st</sup> CCLC Literacy for All Project students were expected to participate in the CORE academic programs in reading and math as well as enrichment programs they were enrolled in. (Appendix B: *2011-2012 Baldwin Complex 21<sup>st</sup> CCLC Site Programs*)

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

All staff members 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.

***How was the program administered?***

The program was (and continues to be) administered from the Baldwin 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 site and were submitted to the Director for review. Documents were then forwarded to the SRS, who had signing authority for final approval before processing. Once approved, documents were sent to the Maui District Office for processing.

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

**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 19 in summer, while Wailuku Elementary employed 12 PTT teachers during the school year and 15 PTT teachers for the summer program. Iao Intermediate School employed 10 PTT teachers during the school year and 21 PTT teachers in summer. The Baldwin High School project site utilized 5 PTT teachers during the school year and 3 PTT teachers in summer. The *Literacy for All Project* summer program at Wailuku Elementary also used 5 student helpers. (PPICS)

***What roles did they assume?***

Site Coordinators were responsible for developing and running the after school and intercession programs. PTTs were responsible for 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?***

Site coordinators devoted an average of 15 hours per week. Most programs ran four days a week for 1.5 hours per day. Iao School ran 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 were required to visit classrooms on a regular basis. All staff members were provided with templates to be used for gathering data, with clear instructions on how and what should be entered.

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

Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project partnered with Aloha House, University of Hawaii, Maui College, ALANON, and Family Services to provide for parent involvement activities. Three parent resource nights featured speakers who shared information on topics relevant to parents, such as drug and alcohol use and bullying. (Appendix H: *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 21<sup>st</sup> Century Literacy for All Project programs on student achievement and learning behaviors at all four Baldwin Complex 21<sup>st</sup> 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 *21<sup>st</sup> CCLC Teacher Survey* was selected to measure improvement in student learning behavior, homework completion, and student attitudes. (Appendix C: *Evaluation Design*)

## B. Evaluation Plan

The following evaluation plan was implemented SY2011-2012:

Goals	Objectives	Indicators	Data Collection	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.	Scheduled State Testing and Data Collection	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	Quarterly grades recorded by the school; accessed by the Project at the end of school year.	Report Card – Grades in math and language arts.
	a. To improve reading skills	More than 80% of students participating in the program for at least one year will show improvements in reading	Quarterly grades recorded by the school; accessed by the Project at the end of school year.	Grades in reading/language arts related courses
	b. To improve mathematics skills	More than 80% of students participating in the program for at least 2 years will show improvements in mathematics	Quarterly grades recorded by the school; accessed by the Project at the end of school year.	Grades in mathematics related courses
	c. To increase homework completion rates	More than 80% of students participating in the program with less than 100% completion rates will increase homework completion levels	<i>21<sup>st</sup> CCLC Teacher Survey</i> administered at the end of school year; data collected on student improvement on homework completion.	<i>21<sup>st</sup> CCLC Teacher Survey</i>
3. To provide school readiness skills to incoming kindergarten students	To improve kindergarten school readiness	More than 75% of students participating in the program will exhibit age-appropriate school behaviors	Standard/Formalized teacher checklist of readiness behaviors – not available; <i>No data reported for SY2011-12.</i>	(Standard/Formalized teacher checklist of readiness behaviors – not available.)
	a. To improve student attitudes toward school	More than 80% of parents/guardians of the students participating in the program will report that it was beneficial	<i>21<sup>st</sup> CCLC Teacher Survey</i> administered at the end of school year.	<i>21<sup>st</sup> CCLC Teacher Survey</i>
4. Improve Family Literacy Skills		More than 80% of parents/guardians who participated will report that the program was high quality	Survey administered at the end of each session.	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 21<sup>st</sup> 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 2011-2012 Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project hosted two parent resource nights on “bullying” and “drugs” and two sessions on parenting skills.

***What challenges have been faced in implementing the program and how are these challenges being addressed?***

- 1) Finding and keeping qualified site coordinators was reported to be a major challenge. Two of the complex schools had seasoned coordinators which appeared to contribute to the quality and efficiency of the programs. The other two schools experienced frequent changes in site coordinators and struggled to establish and maintain the program as expected. Reportedly, some site coordinators found the job to be overwhelming and too time consuming and others lacked basic technology skills that didn't become apparent until it was too late. The increase in salary for coordinators was determined to be an important factor in making the position more attractive and rewarding for seasoned coordinators. The Project will be hiring two new coordinators with strong backgrounds and a wealth of experience which are important to building stability for the programs. (*Project Director's Reports*)
- 2) A second challenge was building a program at the high school, which did not have a permanent principal for almost three years to provide the strong leadership to support the Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project. As reported, temporary administrators had been reluctant to support new programs, including the 21<sup>st</sup> CCLC Literacy for All Project. With the school's seemingly lack of focus and lack of teacher cohesiveness, finding resources was difficult and the Literacy for All Project site coordinators found little support. The principal position has since been posted and with the hiring of a permanent administrator, the Literacy for All Project anticipates getting the proper support needed to build the program at the high school. (*Project Director's Reports*)
- 3) Improving regular attendance has been another challenge. Reportedly, the Project had difficulty convincing some parents that the program was not babysitting and that regular attendance was important for students to improve

in learning and achievement, and that three or more absences would result in the student being dropped from the program. The Literacy for All Project kept an open dialog with parents with follow up calls to parents when students were absent and/or to discuss how the student was doing and the need for regular attendance. (*Project Director's Reports*)

- 4) Developing stronger partnerships to develop a sustainable program was a forth challenge. The Literacy for All Project has continued its efforts to link with community agencies to support the Project. (*Project Director's Reports*)

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

Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project partnered with Aloha House, University of Hawaii, Maui College, ALANON, and Family Services to provide for parent involvement activities. Three parent resource nights featured speakers who shared information on topics relevant to parents, such as drug and alcohol use and bullying. (*Appendix H: Baldwin Complex Literacy for All Project Partnerships*)

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

Summary reports for all of the Baldwin Complex sites from the Project Director and site reports from site coordinators for Wailuku and Waihe`e Elementary schools indicated that the program activities were found to be very interesting and appeared to contribute to significant progress in reading and math. Comments from Waihe`e Elementary School principal, parents and students were very positive and indicated that the program was valuable to the learning of the students. (*Reports by Baldwin Complex Director and Wailuku and Waihe`e Elementary site coordinators.*)

Family/Parent activities were also found to be valuable. Surveys were administered after each event and comments were positive. Responses showed 100% of the participants indicated the information provided was useful and that the parenting techniques were effective.

***What are the plans to ensure effective program implementation next year?***

- 1) Site Coordinators with strong backgrounds and a wealth of experience are in place for the new school year.
- 2) The 21<sup>st</sup> Century Literacy for All Project has been planned and prepared for continued implementation at the four school sites (Waihe`e Elementary, Wailuku Elementary, Iao Intermediate and Baldwin High School).
- 3) The Baldwin Complex 21<sup>st</sup> Century Literacy for All Project instructional program, shown to be successful (as reported by Waihe`e Elementary staff and administration, students and parents), will be implemented as planned.

## **D. Results of the Outcome Evaluation**

Baldwin Complex *Literacy for All Project* data reported for SY2011-2012 showed a large percentage of students who increased in reading grades and a large percentage of students who increased in math grades. Also, a significant percentage of students improved in learning behavior. Results also indicated positive parent response to the *Literacy for All Project - Parent Project* (family literacy program).

Reading grades: Overall, Baldwin Complex showed 37% (154) of the 375 students (who needed to improve), improved in reading grades. The greatest percentage of students who increased in reading grades was reported at Waihe`e Elementary School with 48% (69) of 144 students. Iao Intermediate reported 35% (46) of the 100 students and Wailuku Elementary reported 29% (32) of the 103 students increased in reading grades. No reading grades were reported for 15 (4%) of the 412 students enrolled in the Project for Baldwin Complex. (Appendices D1, D2 & D3: *Reading Grades*)

Math grades: Overall, Baldwin Complex showed 29% (118) of the 360 students (who needed to improve) improved in math grades. The highest percentages of increases in math grades were at Waihe`e Elementary School with 39% (54) of 138 students. Wailuku Elementary reported 24% (26) of 95 students (who needed to improve) improved and Baldwin High reported 24% (8) of 31 students (who needed to improve) improved. No math grades were reported for 13 of the 409 students enrolled in the program. (Appendices E1, E2, & E3: *Math Grades*)

Improvement in Student Learning Behavior: *Teacher Survey Results* showed 83% of students improved in learning behaviors in the Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project. The highest percentage of students improving was reported at Wailuku Elementary with 96%, followed by Waihee Elementary and Baldwin High with 82% of students improving and 72% at Iao Intermediate School. Students improved the most in the following behaviors: completing homework (91%) followed by getting along well with other students (90%), academic performance (88%), turning in homework (85%) and attending class regularly (85%). (Appendices: F1 & F2: *Improvement in Student Learning Behaviors – Results of Teacher Survey*)

Improvement in Family Literacy Skills through a high quality program. Surveys administered after each event revealed comments were positive. Accordingly, 100% of the participants indicated the information provided was useful and that techniques were effective.

#### IV. CONCLUSIONS

- A. The Baldwin Complex 21<sup>st</sup> Century *Literacy for All Project* was implemented as planned in the grant application.
- B. The Baldwin Complex 21<sup>st</sup> Century *Literacy for All Project* had a positive impact on student achievement. A large percent of students increased in math and reading grades. However, the Project did not meet the APR Objective Indicator: *more than 80% of students participating in the program will increase in math and reading grades by half grade or more*. Grade reports showed 41% of Baldwin Complex 21<sup>st</sup> CCLC students improved grades in math and 46% improved grades in reading. (Appendices D & E: *Reading Grades*; F & G: *Math Grades*)
- C. The Baldwin Complex 21<sup>st</sup> 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 80% will increase homework completion levels*. The data showed 91% of the students improved in *completing homework* and 85% *turning in homework on time*. (Appendices F1 & F2: *Improvement in Student Learning Behaviors*)
- D. 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 83% of the students improved in student learning behaviors – 90% improved in *getting along well with other students*; 88% improved in *academic performance*; 85% improved in *attending classes regularly*; 84% improved in *participating in class*; 81% *being attentive in class*; 80% *behaving well in class*; 76% improved in *coming to school motivated to learn*; and 69% *volunteering (e.g. extra credit or more responsibilities)*. Based on the data, the Project successfully met the APR objective indicator: *More than 80% of students participating in the program will improve student attitudes toward school*. (Appendices F1 & F2: *Improvement in Student Learning Behaviors*)
- E. 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 2011-2012 data and experience gained to develop the instructional program.
  - c. Infuse special interest enrichment courses with development/application of math/reading skills.
3. Build/Develop support for the *Literacy for All Program*, particularly at the high school, through collaboration in the planning and implementation of the 21<sup>st</sup> 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.
4. 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.
5. Explore/Plan with school administrators and staff ways to improve regular attendance in the *Literacy for All Program* as well as ways to increase student learning time to enable students to fulfill the required 30 days or more to be counted in the data for the program and increase learning achievement.
6. Measure the impact of the Parent Project to address the project goal: *Improve family literacy skills* and use the assessment results to improve the Parent Project program.
7. Identify/Administer a suitable assessment (e.g. teacher checklist of readiness behaviors) to measure improvement in kindergarten school readiness.

8. 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*.

**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 21<sup>st</sup> CCLC Literacy for All Project will also continue to inform parents and community members of program offerings at scheduled school events and parent nights.

**APR OBJECTIVES**

<b>APR Objective</b>	<b>Indicators</b>	<b>Status of Objective</b>
To increase scores in HSA reading and math	Overall improvements in Edison Benchmark Assessment of ETS IDMS	HSA results to be reported and determined by the State. Edison Benchmark Assessment data – not available.
To improve students' grades in math and language arts.	More than 80% of students participating in the program will increase in math and reading grades by half grade or more.	Did not meet but progressing on indicator.
To improve reading skills	More than 80% of students will increase in language arts/reading grades by half grade or more.	Did not meet but progressing on indicator. <i>Results:</i> 46% increased in language arts/reading grades
To improve mathematics skills	More than 80% of students participating in the program will increase in math grades by half grade or more.	Did not meet but progressing on indicator. <i>Results:</i> 41% increased in math grades.
To increase homework completion rates	More than 80% will increase homework completion levels.	Met the objective. <i>Results:</i> 91% of students improved.
To improve student attitudes toward school	More than 80% will increase in student attitudes toward school.	Met the objective <i>Results:</i> Overall 83% of Complex students improved in learning
To improve kindergarten school readiness	More than 75% of students will exhibit readiness behaviors.	Unable to measure progress on the stated objective. Data not available.
Improve Family Literacy Skills	More than 80% of parents/guardians who participated will report that the program was high quality.	Met the Objective. <i>Results:</i> 100% of the participants indicated the information provided was useful and the parenting techniques were effective.

**Baldwin Complex 21<sup>st</sup> CCLC Literacy For All Project  
SITE PROGRAM ACTIVITIES SY2011-2012**

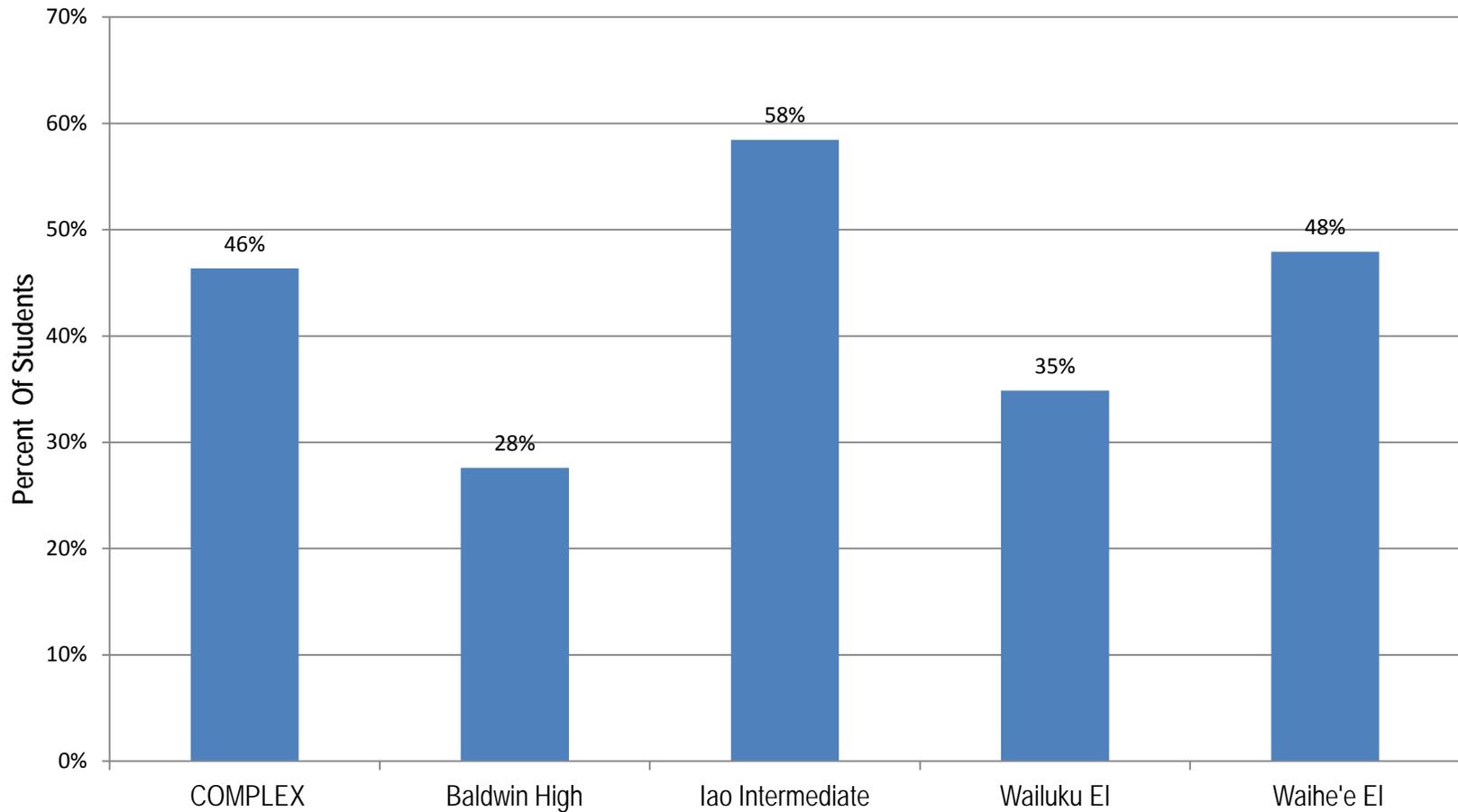
SITE	Literacy/Reading	Math	Homework Help	Summer	Enrichment	Family/Parent Activities
<b>Baldwin High</b>		Algebra Enrichment  SAT Prep	Mandatory Homework Help: Reading & Math	Advanced Guidance  Credit Recovery  Pre-Algebra / Problem Solving	Cooking  Skills in the Sky- Science	Parent Project: parenting skills  Parent Resource Night: family literacy
<b>Iao Intermediate</b>		6 <sup>th</sup> Grade Math	PASS program (Promoting Academic Stud Success), tutoring - Reading & Math	STEM (Rdg & Math)  Fine Arts(Arts/Music)  Remedial Reading  Remedial Math	Computer Science  Robotics (math/sci)  Artistic Math	Parent Project: parenting skills  Parent Resource Night: family literacy
<b>Waihee Elementary</b>	Grade Level Reading Tutoring	Grade Level Math Tutoring		Math Remediation  Hawaiian Language & Culture  Kinder Kamp: PreK Summer Prog	Art / Creative Drama  Sports	Parent Project: parenting skills
<b>Wailuku Elementary</b>		Grade Level Math Tutoring		Grade Level Reading Tutoring  Hawaiian Culture	Wildcat Dancers  Media Masters	Parent Project: parenting skills

Goals	Objectives	Indicators	Data Collection	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.	Scheduled state testing and data collection	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	Quarterly grades recorded by the school; accessed by the Project at the end of school year.	Report Card
	a. To improve reading skills	More than 80% of students participating in the program for at least one year will show improvements in reading	Quarterly grades recorded by the school; accessed by the Project at the end of school year.	Grades in language arts related courses
	b. To improve mathematics skills	More than 80% of students participating in the program for at least 2 years will show improvements in mathematics	Quarterly grades recorded by the school; accessed by the Project at the end of school year.	Grades in mathematics related courses
	c. To increase homework completion rates	More than 80% of students participating in the program with less than 100% completion rates will increase homework completion levels	<i>21<sup>st</sup> CCLC Teacher Survey</i> administered at the end of school year; data collected on student improvement on homework completion.	<i>21<sup>st</sup> CCLC Teacher Survey</i>
3. To provide school readiness skills to incoming kindergarten students	To improve kindergarten school readiness	More than 75% of students participating in the program will exhibit age-appropriate school behaviors	Standard/Formalized teacher checklist of readiness behaviors – not available. No data reported for SY2011-12	No standard/formalized teacher checklist of readiness behaviors administered SY2011-2012.
	a. To improve student attitudes toward school	More than 80% of parents/guardians of the students participating in the program will report that it was beneficial	<i>21<sup>st</sup> CCLC Teacher Survey</i> administered at the end of school year.	<i>21<sup>st</sup> CCLC Teacher Survey</i>
4. Improve Family Literacy Skills		More than 80% of parents/guardians who participated will report that the program was high quality	Survey administered at the end of each session.	<i>Family Survey</i>

*Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project* Appendix D1  
**COMPARISON OF READING GRADES FROM 1<sup>st</sup> QUARTER TO 4<sup>th</sup> QUARTER SY2011-2012**

**Percent of Students Who Improved in Reading Grades 1st Qtr - 4th Qtr**

\*(Includes students who did not need to improve)



Baldwin Complex 21st CCLC Literacy for All Program Sites

*Baldwin Complex 21st Century Literacy for All Project*  
**Comparison of Reading Grades from 1<sup>st</sup> Quarter to 4<sup>th</sup> Quarter SY2011-2012**

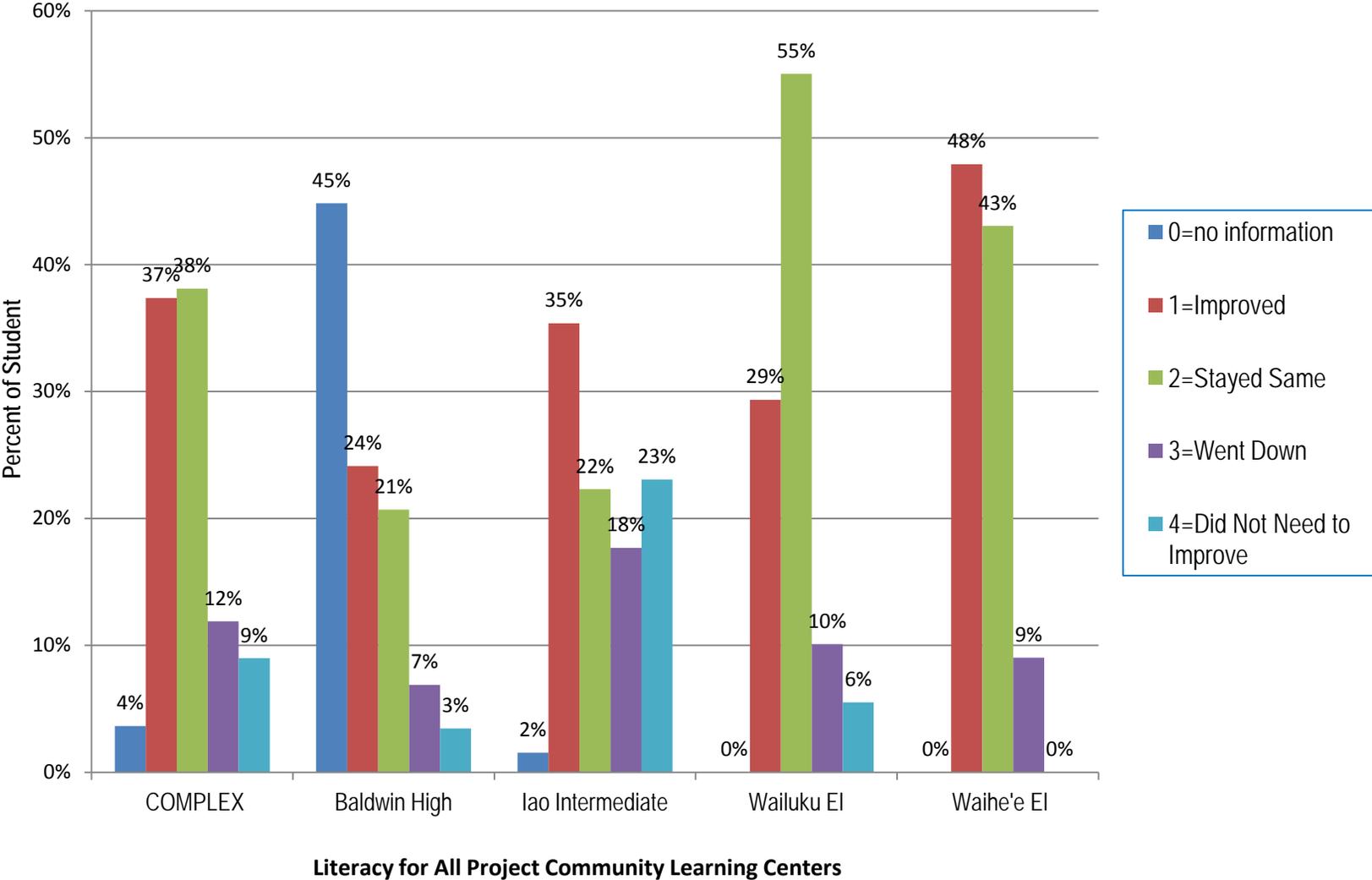
Appendix D2

<b>Number of Students</b>					
<b>SITE</b>	COMPLEX	Baldwin High	Iao Intermediate	Wailuku Elem	Waihe'e Elem
0=no information	15	13	2	0	0
1=Improved	154	7	46	32	69
2=Stayed Same	157	6	29	60	62
3=Went Down	49	2	23	11	13
4=Did Not Need to Improve	37	1	30	6	0
Total Need to Improve	375	28	100	103	144
Total minus no information	397	16	128	109	144
Total - All Students	412	29	130	109	144

<b>Percent of Students</b>					
<b>SITES</b>	COMPLEX	Baldwin High	Iao Intermediate	Wailuku Elemen	Waihe'e Elemen
0=no information	4%	45%	2%	0%	0%
1=Improved	37%	24%	35%	29%	48%
2=Stayed Same	38%	21%	22%	55%	43%
3=Went Down	12%	7%	18%	10%	9%
4=Did Not Need to Improve	9%	3%	23%	6%	0%
Total Need to Improve	91%	97%	77%	94%	100%
	100%	100%	100%	100%	100%

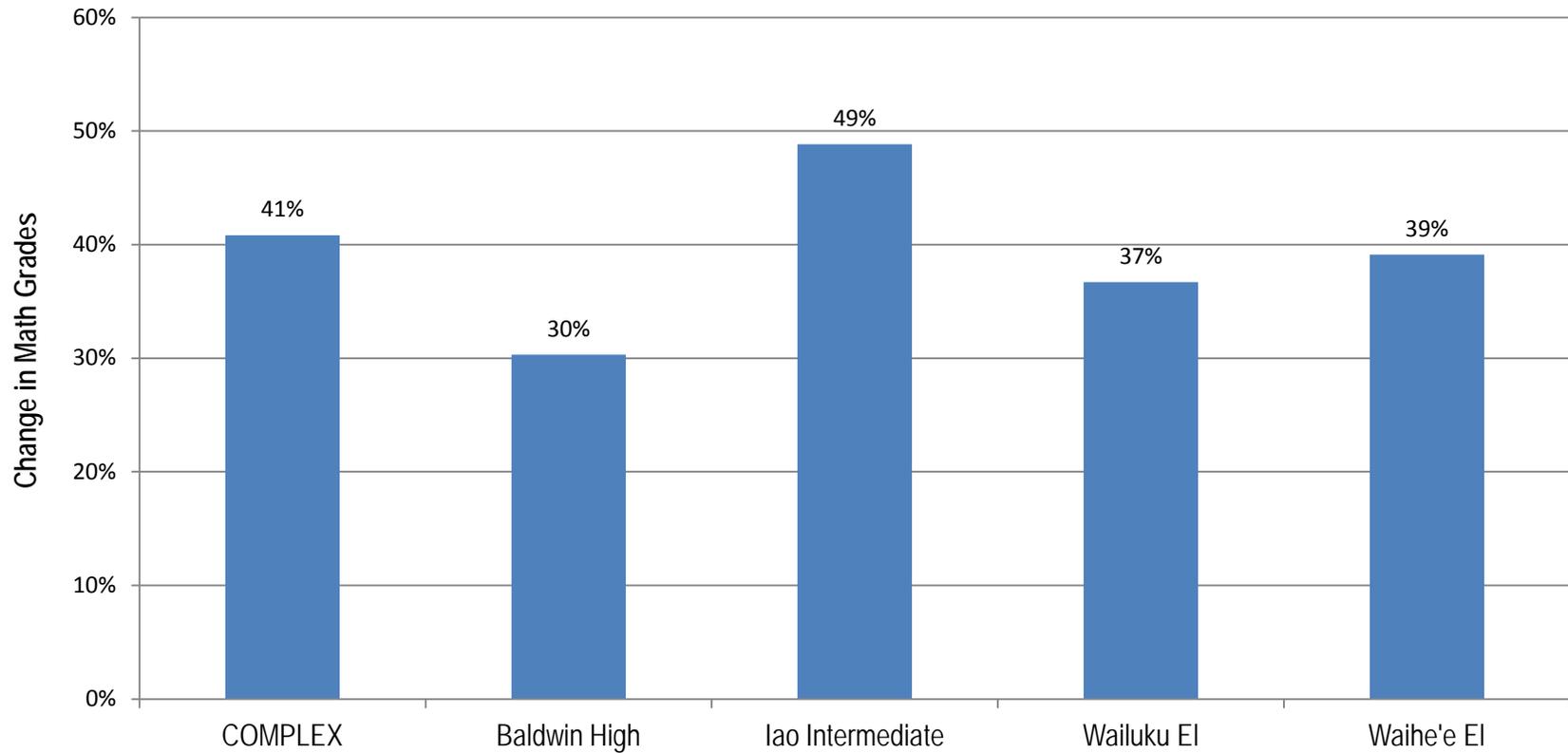
*Baldwin Complex 21<sup>st</sup> Century Literacy for All Project*  
**COMPARISON OF READING GRADES FROM 1<sup>ST</sup> QUARTER TO 4<sup>TH</sup> QUARTER SY2011-2012**

**PERCENT OF STUDENTS WHO IMPROVED IN READING GRADES 1ST QTR - 4TH QTR**



*Baldwin Complex 21<sup>st</sup> Century Literacy for All Project*  
**COMPARISON OF MATH GRADES FROM 1<sup>ST</sup> QUARTER TO 4<sup>TH</sup> QUARTER SY2011 – 2012**

**Percent Of Students Who Improved In Math Grades 1st Qtr - 4th Qtr**  
\*(Includes students who did not need to improve)



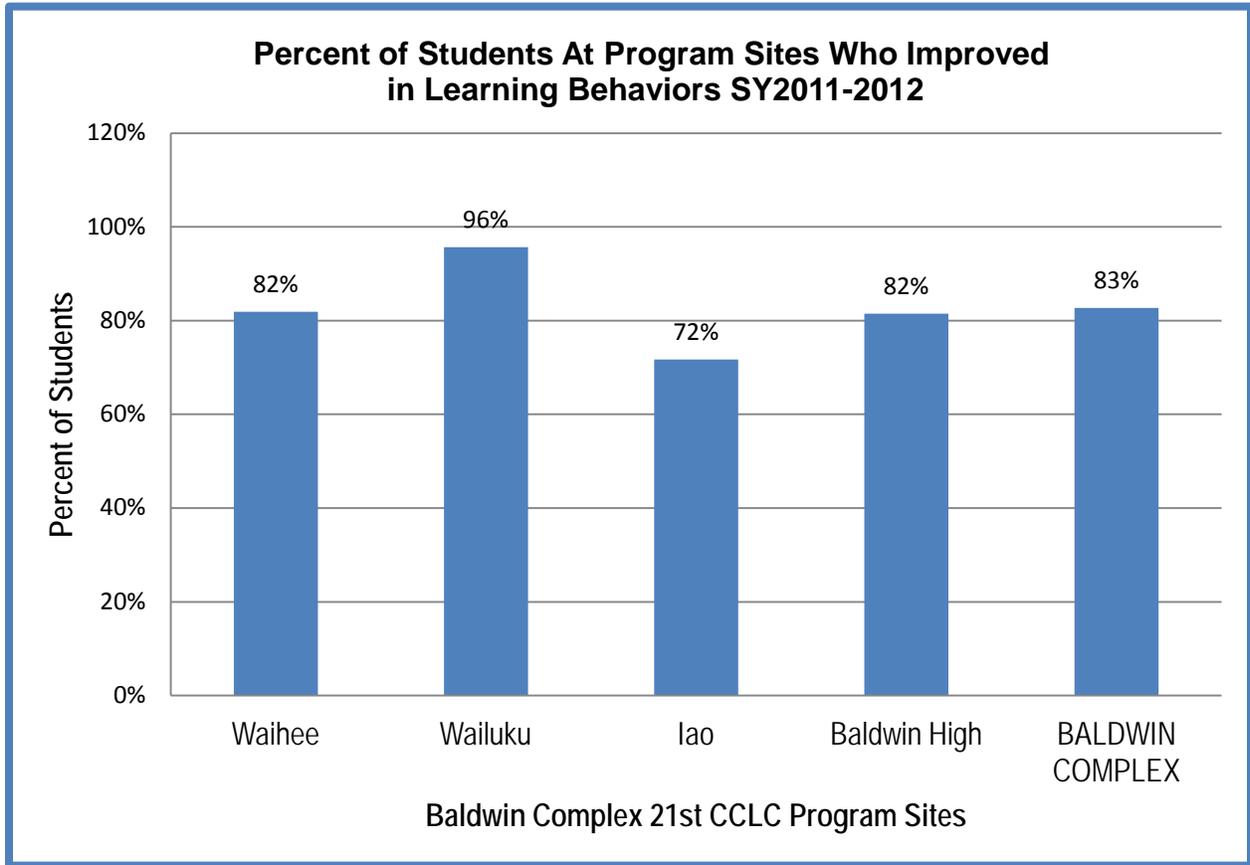
Literacy for All Project Community Learning Centers

*Baldwin Complex 21<sup>st</sup> Century Literacy for All Project*  
**COMPARISON OF MATH GRADES FROM 1<sup>ST</sup> QUARTER TO 4<sup>TH</sup> QUARTER SY2011-2012**    Appendix E2

SITES	COMPLEX	Baldwin High	Iao Intermediate	Wailuku EI	Waihe'e EI
0=no information	13	10	3	0	0
1=Improved	118	8	30	26	54
2=Stayed Same	167	8	34	44	81
3=Went Down	62	5	29	25	3
4=Did Not Need to Improve	49	2	33	14	0
Total Need to Improve	360	31	96	95	138
Total minus no information	396	23	126	109	138
# of All Students	409	33	129	109	138

SITES	COMPLEX	Baldwin High	Iao Intermediate	Wailuku EI	Waihe'e EI
0=no information	3%	30%	2%	0%	0%
1=Improved	29%	24%	23%	24%	39%
2=Stayed Same	41%	24%	26%	40%	59%
3=Went Down	15%	15%	22%	23%	2%
1=Improved	29%	24%	23%	24%	39%
4=Did Not Need to Improve	12%	6%	26%	13%	0%

	COMPLEX	Baldwin High	Iao Intermediate	Wailuku EI	Waihe'e EI
Total: Improved and Did Not Need to Improve	41%	30%	49%	37%	39%



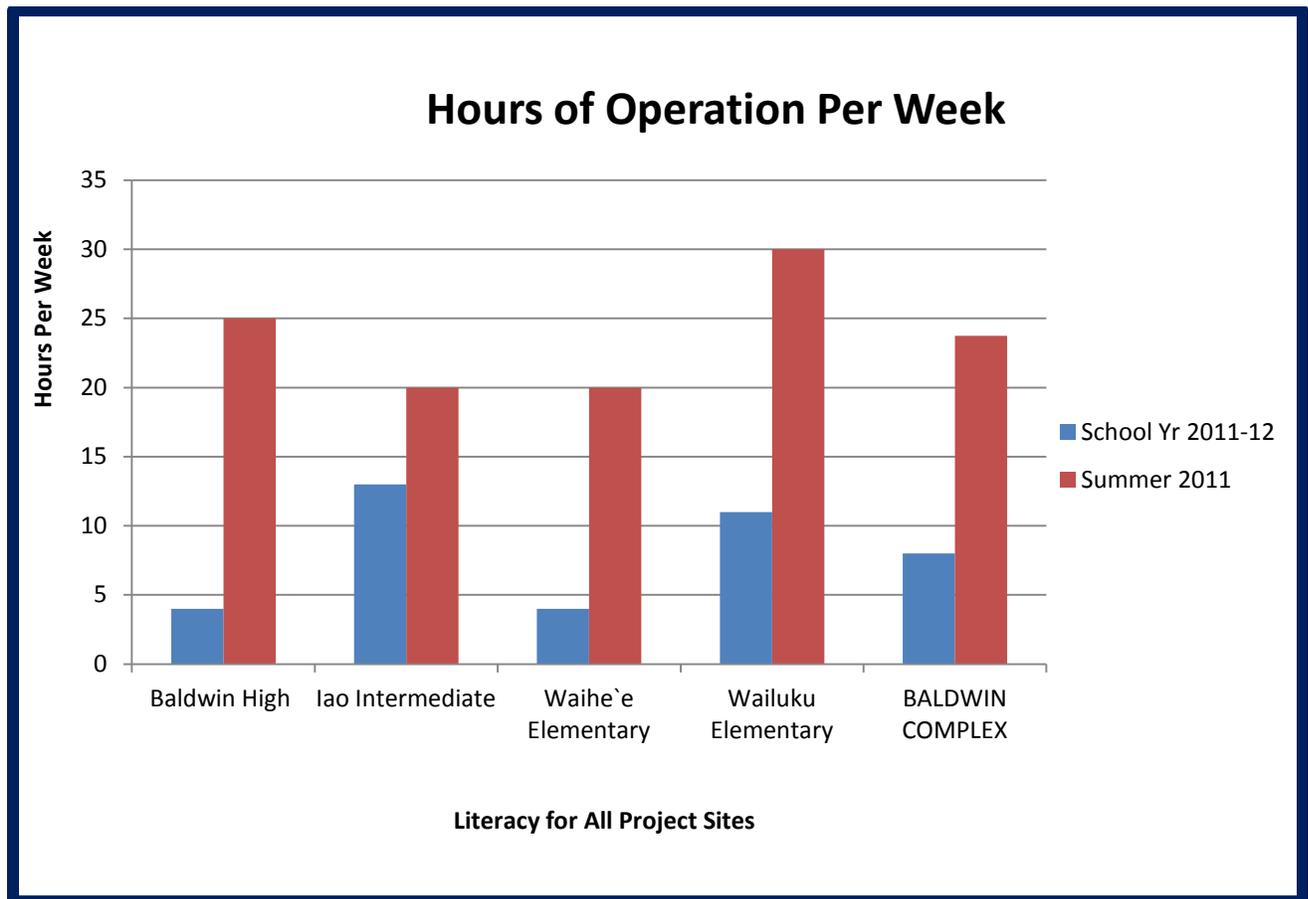
Learning Behavior	BALDWIN COMPLEX	Waihee	Wailuku	Iao	Baldwin High
1. Turning in his/her homework on time.	85%	81%	98%	78%	83%
2. Completing homework to your satisfaction.	91%	85%	100%	78%	100%
3. Participating in class.	84%	86%	100%	67%	83%
4. Volunteering (e.g. for extra credit or more responsibilities).	69%	56%	98%	53%	67%
5. Attending class regularly.	85%	85%	98%	72%	83%
6. Being attentive in class.	81%	82%	83%	74%	83%
7. Behaving well in class.	80%	81%	80%	75%	83%
8. Academic performance.	88%	92%	100%	75%	83%
9. Coming to school motivated to learn.	76%	87%	100%	68%	50%
10. Getting along well with other students.	90%	84%	100%	77%	100%
<b>PROJECT SITE IMPROVEMENT</b>	<b>83%</b>	<b>82%</b>	<b>96%</b>	<b>72%</b>	<b>82%</b>

*Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project*  
**LITERACY FOR ALL PROJECT PARTNERSHIPS SY2011-2012**

<b>Partnership Organization</b>	<b>Contribution</b>
Al-Anon/Alateen	Served as an information resource at Parent Resource events.
Aloha House	Served as an information resource at Parent Resource events. Also provided speakers for Parent Resource Nights.
Child and Family Services	Served as an information resource at Parent Resource events.
Good Beginnings	Served as an information resource at Parent Resource events.
Maui Community College	Participated as a resource guest on Parent Resource Nights. Set p tables and made a available to parents information about continuing education and other offerings.
Maui Economic Opportunity	Served as an information resource at Parent Resource events. Also attempted to develop shared programming and services.

Baldwin Complex 21<sup>st</sup> CCLC Literacy for All Project  
HOURS OF SERVICE PER WEEK SY2011-2012

Literacy for All Project Site	Center Hours –Weekly School Year 2011-2012	Center Hours –Weekly Summer 2011
Baldwin High School	4	25
Iao Intermediate	13	20
Waihee Elementary	4	20
Wailuku Elementary	11	30
<b>21<sup>st</sup> CLCC BALDWIN COMPLEX</b>	<b>8</b>	<b>23.75</b>



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.*

Baldwin Complex 21<sup>st</sup> Century Literacy for All Project  
Evaluation Report  
June 1, 2011 through June 30, 2012

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- APPENDIX B: Baldwin Complex 21<sup>st</sup> CCLC Site Program Activities SY2011-2012
- APPENDIX C: Evaluation Design
- APPENDIX D1: Reading Grades (Graph)
- APPENDIX D2: Reading Grades (Data Chart)
- APPENDIX D3: Reading Grades (Graph – Percent Improved in Reading)
- APPENDIX E1: Math Grades (Graph)
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- APPENDIX F1: Improvement in Learning Behavior at Project Sites
- APPENDIX F2: Improvement in Learning Behaviors
- APPENDIX G1: Demographics: Free/Reduced Lunch Eligible
- APPENDIX G2: Demographics: Students with Special Needs or Disabilities
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- APPENDIX H: Baldwin Complex *Literacy for All Project* Partnerships
- APPENDIX I: *Literacy for All Project* Center Hours per Week