

21st CCLC Complex Evaluation Report

Baldwin Complex *21st Century Literacy for All Project*

June 1, 2013 through June 30, 2014

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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 SY2013-14*; Appendix C: *Baldwin Complex 21st CCLC Site Program Activities SY2013-2014*)

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-1&2: *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 2013-2014, the Baldwin Complex program targeted those students who were failing and those at risk of failing. Approximately 1,440 students were served in total, 922 in the regular program and approximately 518 in the summer program. Reportable students (attended 30 hours or more) numbered 961; 480 in the 2013 summer program and 481 in the regular school year 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. (Appendix C: *Baldwin Complex 21st CCLC Site Program Activities SY2013-2014*)
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. Overall, 65% improved in learning behaviors, 70% improved in academic performance and 66% improved in coming to school motivated to learn. Reportedly, teachers in the program were happy to get away from the formal method of instruction and test their creativity in project-based learning. Administrators enjoyed the additional resource provided by the project to attain benchmarks. Both

community partners *Grow Some Good* and *Maui School Garden Network* programs generated much excitement for the students, advancing their mission for healthy living. (Reported by Baldwin Complex Director)

3. Student improvement in grades: Results of total reportable students (961 of which 510=no information) reported 15% of students improved in reading/language arts and 18% of students improved in math. Data analysis of *only reportable students with grades* (443) revealed 33% of students improved in reading/language arts and 38% of students improved in math. Due to the limited available data and the large number of missing data, the results were inconclusive as to whether the APR Objective (*More than 30% of students participating in the program... will show improvement in grades*) was met. (Appendix E-1 & E-2: *Comparison of Reading Grades 1st Quarter to 4th Quarter*; Appendix G-1 & G-2: *Comparison of Math Grades 1st Quarter to 4th Quarter*)
4. Student achievement: Results of reportable students with reading scores (352 students) revealed 39% improved in reading achievement and results of reportable students with math scores (455 students) reported 45% improved in math achievement. No data reported for Baldwin High and Wailuku Elementary. (Appendix D-2: *Percentage of Students Who Improved in Reading Achievement*; Appendix F-2: *Percentage of Students Who Improved in Math Achievement*)
5. Teacher survey results reported 65% of students improved in learning behaviors. Appendix H: *Students Who Improved in Learning Behaviors SY2013-2014*)

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. Implement the *Literacy For All* Project Evaluation Plan and the timely collection of complete data needed to assess performance on each of the objectives established for the project.
3. 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 2013-2014 data and experience gained to develop the instructional program.
 - c. Infuse special interest enrichment courses with development/application of math/reading skills.

4. Explore curriculum resources to minimize planning/preparation for project-based lessons.
5. 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. Use documented plan/agreements to guide the implementation process.
6. Establish/maintain communication and collaboration with the regular day school staff to monitor and improve student learning and learning behaviors.
7. 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.
8. Assess the improvement of family literacy skills taught in the Parent Project in fulfilling the stated 21st CCLC *Literacy for All Project* APR objective: *Improve Family Literacy Skills*.
9. Administer assessment (i.e. teacher checklist of readiness behaviors) and assess improvement in kindergarten school readiness in fulfilling the stated 21st CCLC *Literacy for All Project* APR objective: *Improve kindergarten school readiness*.
10. Develop/Establish partnerships to support and sustain the *Literacy for All Project*.
11. Articulate the needs of the project with the State and discuss solutions :
 - A. 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. Need for increased proactive measures and support to sub-grantees on outer islands with regards to major processes involved in managing the 21st Century grant.
12. 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: Waihe'e and Wailuku Elementary Schools, Iao Intermediate School and Baldwin High School. These 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 2013-2014, the Baldwin Complex program targeted those students who were failing and those at risk of failing. Approximately 1440 students were served in total, 922 in the regular program and approximately 518 in the summer program. Reportable students (attended 30 hours or more) numbered 961; 480 in the 2013 summer program and 481 in the regular school year 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 primary goal of the program has remained affecting the academic success of the students in a positive way by providing access to activities not provided in the regular school day. That goal was broadened to include developing gardens at every site to provide outdoor classrooms for math and science applications.

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

The client population included students Pre-K to 12. Of the 961 regular students (attended 30 hours or more), 38% (366) were free/reduced lunch eligible, 5% (51) were students with special needs or disabilities, and 6% (60) were limited English proficient. Those of Asian and Pacific Islander descent continued to

represent the majority of the population (61%; 583). Gender data revealed 41% (398) males, 35% (341) females and 23% (222) unknown. (PPICS, 2014; Appendix K: *Demographics: Free/Reduced Lunch Eligible*; Appendix L: *Demographics: Students with Special Needs or Disabilities*; Appendix M: *Demographics: Students with Limited English Proficiency*); Appendix J: *Demographics: Ethnicity Distribution of Students*; Appendix I: *Demographics: Gender of Students*.

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*, *Parent Resource Night and Computers for Parents*. Department of Human Services provided speakers for *Parent Resource Nights*.
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: Community Partnerships

Baldwin Complex 21st CCLC Literacy for All Project partnered with Grow Some Good, 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. Grow Some Good provided curriculum for the gardening program, instructional materials, supplemental garden supplies, instruction in growing and cultivating a garden, and volunteer staffing. Additionally, Maui School Garden Network, a non-profit, helped identify sources for organic products. Department of Human Services provided speakers for Parent Resource Nights. (Appendix N: *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 enrolled classes on a regular basis. All students and their parents signed a “contract” which outlined expectations for behavior, attendance and program policies. (Appendix C: *Baldwin Complex 21st CCLC Site Programs SY2013-2014*)

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 was 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 for approval. 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. This ensured 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, objectives, and offerings 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 project school site. The project utilized 65 teachers and 1 custodian during the school year and 54 teachers and 3 custodians in summer. Wailuku utilized 16 teachers and one custodian during the school year and 11 teachers and one custodian in summer; Waihe`e utilized 26 teachers during the school year and 22 teachers in summer; Iao Intermediate School utilized 14

teachers during the school year and 12 teachers with one custodian in summer; Baldwin High School project site utilized 9 teachers during the school year and 9 teachers and one custodian in summer. The summer program at Wailuku EI also used student helpers *during the* summer program. (PPICS, 2014)

What roles did they assume?

Site Coordinators were responsible for developing and running the after school and intercession programs. 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 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 and Baldwin High offered classes on Saturdays for 4 hours each week in addition to afterschool programs. Data revealed Baldwin Complex operated 9.25 hours on average per week during the school year and 19.75 hours per week on average during the 2013 summer. (Appendix O: *Literacy for All Project Center Hours Per Week*)

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 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 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 Grow Some Good along with the four schools. 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. Additionally, Maui School Garden Network, a non-profit, helped identify sources for organic products. Baldwin Complex 21st CCLC *Literacy for All Project* also partnered with the Department of Human Services to bring speakers in for Parent Resource Nights. The Project hosted a forum on bullying which drew 60

participants. (Appendix N: *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&2: Evaluation Design*)

B. Evaluation Plan

The following evaluation plan was implemented SY2013-2014:

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.

Services to Parents: In 2013-2014 Baldwin Complex 21st CCLC Literacy for All Project conducted a Parent Project on parenting skills at Baldwin High and *Computers for Parents* at Iao Intermediate. (Appendix C: *Baldwin Complex 21st CCLC Site Program Activities SY2013-2014*)

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

Staffing was reported to be a challenge. Finding qualified site coordinators who were skilled in administration, communication, budgeting, organizing and use of computers was stated to be a major challenge. Reportedly the requirements of the site coordinator position can be overwhelming and 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. Reportedly the problem grew as the program grew.

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 chose not to participate.

Regular attendance was 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. Despite having both parent and student sign a contract stating that they understood the attendance policies, absenteeism was still a problem. Reportedly, 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?

Reportedly 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. The initial grant 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.

Baldwin Complex 21st CCLC *Literacy for All Project* partnered with the *Grow Some Good* program which 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* drew in an additional partner, Maui School Garden Network. *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. *Maui School Garden Network* assisted the project in identifying sources for organic products. Baldwin Complex 21st CCLC *Literacy for All Project* additionally partnered with Department of Human Services which provided speakers for *Parent Resource Nights*. (*Appendix N: Baldwin Complex Literacy for All Project Partnerships*)

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. Students (70%) improved in academic performance, 66% improved in coming to school motivated to learn and participating in class, 65% improved in attending class regularly, and 64% improved in being attentive in class. 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?

Plans for next year have not been made known.

D. Results of the Outcome Evaluation

Student improvement in grades: Results of total reportable students (961 of which 510=no information) reported 15% of students improved in reading/language arts and 18% of students improved in math. Data analysis of *only reportable students with grades* (443) revealed 33% of students improved in reading/language arts and 38% of students improved in math. Due to the limited available data and the large number of missing data, the results were inconclusive as to whether the APR Objective (*More than 30% of students participating in the program... will show improvement in grades*) was met. (Appendix E-1 & E-2: *Comparison of Reading Grades 1st Quarter to 4th Quarter*; Appendix G-1 & G-2: *Comparison of Math Grades 1st Quarter to 4th Quarter*)

Student achievement: Results of reportable students with reading scores (352 students) revealed 39% improved in reading achievement; results of reportable students with math scores (455 students) reported 45% improved in math achievement. However, no data was reported for Baldwin High and Wailuku Elementary. (Appendix D-2: *Percentage of Students Who Improved in Reading Achievement*; Appendix F-2: *Percentage of Students Who Improved in Math Achievement*)

Teacher survey results reported 65% of students improved in learning behaviors. (Appendix H: *Students Who Improved in Learning Behaviors SY2013-2014*)

Reading grades: Results of *only reportable students with grades* (443) revealed 33% of students improved in reading/language arts: Baldwin High - 40% (2), Iao Intermediate – 16% (25), Wailuku Elementary – 46% (92) and Waihee

Elementary – 32% (28). (Appendix E-2: *Comparison of Reading Grades 1st Quarter to 4th Quarter*)

Math grades: Overall, Baldwin Complex showed 38% (169) of the 443 students with math grades improved in math grades. Increases in math grades reported for project sites: Baldwin High - 20% (2), Iao Intermediate – 16% (25), Wailuku Elementary – 49% (97) and Waihe'e Elementary – 57% (45). (Appendix G-2: *Comparison of Math Grades 1st Quarter to 4th Quarter*)

Improvement in Student Learning Behavior: Teacher Survey Results showed 65% of students improved in learning behaviors in the Baldwin Complex 21st CCLC Literacy for All Project. Percentage of students improving in learning behaviors was highest in academic performance (70%), followed by getting along well with other students (69%), turning in homework on time (68%), completing homework (67%), participating in class (66%), coming to school motivated to learn (66%), and being attentive in class (64%). (Appendix H: *Students Who Improved in Learning Behaviors – Results of Teacher Survey*)

Data was not available for Family/Parent Literacy SY2013-2014.

Data was not available for Kindergarten School Readiness.

IV. CONCLUSIONS

1. The Baldwin Complex 21st Century *Literacy for All Project* was implemented as planned in the grant application with limitations in regards to the evaluation plan. Consequently, data was not available for assessing the objectives 1) improvement of kindergarten school readiness and 2) improvement of family literacy skills.
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, particularly the garden project. Teachers continued to recognize the impact project-based learning had on student success. The project based learning classes were found to be the most popular. Other teachers began to evaluate their classes and make them more engaging, leading to improvement in the quality of the courses and offerings.
3. The *Literacy for All Project* collaboration with the school administration at the project sites reportedly contributed to the success of the project. The project worked together with the individual school to achieve its academic goals.
4. Result of the Project's performance 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* was inconclusive due to the large number of "no information" data. Results of *only reportable students with grades* (443) revealed 33% of students improved in reading/language arts and 38% of

students improved in math. (Appendix E-2: *Comparison of Reading Grades 1st Quarter to 4th Quarter*; Appendix G-2: *Comparison of Math Grades 1st Quarter to 4th Quarter*.)

5. 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 67% of the students improved in *completing homework* and 68% *turning in homework on time*. The results show an increase from 55% improved in *completing homework* and 40% improving in *turning in homework on time* in SY2012-2013 to 67% *completing homework* and 68% *turning in homework on time*. (Appendix H: *Student Improvement in Learning Behaviors*; PPICS 2013 and 2014)

6. The *Literacy for All Project* was successful in improving student learning behaviors. The results for SY2013-2014 were higher than SY2012-2013. The *Teacher Survey* results showed overall 65% of the students improved in student learning behaviors, (61% in SY2012-2013). The highest percentages of students improving in learning behaviors were the following: 70% improved in *academic performance*, (67% in SY2012-2013); 69% *improved in getting along with other students* (27% in SY2012-2013); 68% *turning in homework on time* (40% in Sy2012-2013); 67% improved in *completing homework*, (55% in 2013), 66% improved in *participating in class* (54% in 2013); 66% improved in *coming to school motivated to learn* (45% in SY2012-2013); 65% *attending classes regularly* (17% in SY2012-2013); and 64% improved in *being attentive in class* (48% in SY2012-2013. (Appendix H: *Number and Percent of Students Who Improved in Learning Behaviors*; PPICS 2013 & 2014)

	Turn in Hmwk	Complete Hmwork	Participate in Class	Volunteer	Attend Regular	Being Attentive	Behav- ing	Academic Perform	Motivated to Learn	Getting Along w/studts
2013-14	68	67	66	52	65	64	63	70	66	69
2012-13	40	55	54	23	17	48	33	67	45	27

7. 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. Implement the *Literacy For All* Project Evaluation Plan and the timely collection of complete data needed to assess performance on each of the objectives established for the project.
3. 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 2013-2014 data and experience gained to develop the instructional program.
 - c. Infuse special interest enrichment courses with development/application of math/reading skills.
4. Explore curriculum resources to minimize planning/preparation for project-based lessons.
5. 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.
6. 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.
7. 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.
8. Assess the improvement of family literacy skills taught in the Parent Project in fulfilling the stated 21st CCLC *Literacy for All Project* APR objective: *Improve Family Literacy Skills*. Use the assessment results to improve the *Parent Project* program.
9. Administer assessment (i.e. teacher checklist of readiness behaviors) and assess improvement in kindergarten school readiness in fulfilling the stated 21st CCLC *Literacy for All Project* APR objective: *Improve kindergarten school readiness*.

10. 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*.
11. Articulate the needs of the project with the State and discuss solutions :
 - A. 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. Need for increased proactive measures and support to sub-grantees on outer islands with regards to major processes involved in managing the 21st Century grant.
12. 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.