

# Public Works

## Organizational Experience and Qualifications

Public Works (PW), a 501c(3) corporation headquartered in Pasadena, California is dedicated to working with schools, government, parents and communities by providing services and resources to educate and inform children, youth and families. We specialize in educational, public and non-profit agency support. We tailor our services to meet each client's needs by providing evaluation services, technical assistance, instructional design and training, strategic planning, and support in meeting legislative or grant-funding reporting requirements. PW provides support in the following areas:

- **Public Education and School Reform.** School reform initiatives with an emphasis on helping schools and school districts move toward data-driven accountability in the areas of: curriculum and instruction, assessment practices, academic intervention, professional development, school management and leadership, and parent and community involvement.
- **School-to-Career and Workforce Development.** School-to-career, career technical education and workforce development initiatives where youth and adults transition to postsecondary education, job training and careers.
- **Intervention Programs and Support.** Providing targeted interventions in areas as varied as early childhood education, after-school programs, foster care, juvenile delinquency, mental health and other social support services.

### Why Work With Us?

- **Experience.** We are a non-profit organization with extensive evaluation experience working with education, public and non-profit agencies to improve programs.
- **Knowledge.** We possess a wide range of knowledge in the areas of workforce development, school reform and general education issues, intervention programs and support including after-school programs.
- **Diversity.** We have extensive experience designing strategies for diverse populations, including low-income, English Learners, and special needs students.
- **Commitment.** We do not have a preconceived notion about what you need. We help our clients discover their goals and objectives and assist them via tailored evaluations and needs assessments.
- **Balance.** We strive to conduct evaluations that incorporate both quantitative and qualitative data. Our assessments of program outcomes include attention to the “why” embedded in program processes and procedures. Similarly, the story we are able to tell about a program's accomplishments is backed up with measurable data.

## Program Evaluation Strategies

Public Works (PW) has extensive experience and ability to design and conduct evaluations using a varied set of methods and tools. Staff members possess varied backgrounds in social science research, which allows PW to apply thoughtful solutions to evaluation problems. Through staff and technical consultants, we have the ability and capacity to measure with state-of-the-art statistical and sampling methods key outcomes, apply assessment and testing methodology to measure student achievement, and use qualitative methods to measure successful implementation and identify necessary areas for improvement. PW works with clients on three distinct types of evaluation:

- **Third-Party Evaluation.** An objective, unbiased and research-driven assessment of a program or particular intervention. Third-party evaluations are often selected as part of an outside funding or legislative accountability requirement, and require us to keep some distance from the client. There is less negotiation or discussion between the client and evaluator during the evaluation process.
- **Participatory Evaluation.** Collection of process and outcome data informs the implementation of programs and systems and assists the client as part of planning and evaluation. We work closely with the client to ensure that the implementation process is aligned with program or project goals, and meet regularly with the client and participate in most planning meetings.
- **Public Engagement Evaluation.** Highlighting best practices or efforts to be documented and disseminated to internal and external audiences. We work with the client to develop appropriate criteria that guides the identification of program strategies or components to be communicated to interested stakeholders or the public at large.

Related services include:

- **Comprehensive Needs Assessment.** We have considerable experience designing and conducting needs assessments for schools and school districts, social service agencies and employer organizations. Our expertise in qualitative and quantitative research, community resource mapping, and parent and community engagement results in a descriptive and thorough needs-assessment process that informs decision-making and program development with a concrete plan of action linked to the findings.
- **Data Teams.** We strongly believe in using data to document program strengths and weaknesses as part of a process of continuous improvement. We have extensive experience working to develop staff capacity to make data-driven decisions. We offer training aimed at understanding and promoting the use of data for strategic planning and on-going improvement efforts. Working with an action team or group of stakeholders, we bolster clients' capacity to develop evaluation instruments, collect data, analyze results, and transform analysis into an action plan.
- **Gap Analysis.** We use our data collection expertise to identify the gaps that exist between current community and stakeholder needs and currently available services

and programs and whether those resources can meet the needs now and in the future. By providing the data necessary for making joint decisions, we conduct gap analyses designed to support community leaders representing multiple stakeholder groups in crafting action plans that support community-wide action.

PW's expertise in quantitative and qualitative methods includes:

- **Site Visit and Case Study Research:** Conducting site visits and case study research to examine program implementation, typically gathering a wide range of stakeholder perspectives via interviews and observations.
- **Focus Groups:** Designing focus group protocols as well as organizing and conducting focus groups with various stakeholders (e.g., students, parents, teachers, counselors, administrators, employers, etc.)
- **Small and Large-Scale Surveys:** Designing and administering (mailed, hard copy in-person, and electronic) surveys tailored to specific projects and populations including students, teachers and other school staff, parents, school administrators and employers.
- **Structured Classroom Observation:** Observing classroom teaching practices for evidence of professional development “transfer” of research-based pedagogy and/or to examine teacher quality, effectiveness and adherence to the California Standards for the Teaching Profession.
- **Analysis of Outcome Data:** Statistical analysis related to student academic achievement and school performance, including, but not limited to, standardized test scores, formative exams, course grades, pupil attendance, college eligibility, and degree completion. Work in this area ranges from descriptive statistics to complex statistical modeling.
- **Formative Assessment:** Designing and monitoring systems for formative assessment in core academic subject areas (English, Mathematics, Science, and History), as well as tracking progress of students enrolled in targeted academic intervention programs (e.g., after-school and Saturday supplemental instruction) and/or targeted based on student demographics (e.g., English Learners).
- **Performance-based Assessment:** Designing and using of rubrics and benchmarks for scoring student work samples. Our staff is nationally recognized for its experience in improving performance-based assessment systems.
- **Student Transcript Analysis:** Examining students’ opportunities to learn, curricular access and equity through analysis of student transcripts for secondary course (A-G) enrollment and passing rates.
- **Intake/Case Management:** Developing intake, case management and follow-up systems for social service and education intervention agencies working to best support clients and track progress.

## **Project Descriptions**

Public Works (PW) specializes in three distinct areas of education, public and non-profit agency support. Project experience has been categorized based on one of the following three specialty areas: (1) Public Education and School Reform (2) School-to-Career and Workforce Development, and (3) Intervention Programs and Support.

- **Public Education and School Reform.** PW supports schools and school districts in the implementation of a variety of school reform initiatives. PW has primarily supported the initiation of state and district level mandated accountability efforts and supporting individual sites in the use of data to improve programs. Depending on the nature of the project, PW has experience both as an internal or a third party evaluator and has provided technical assistance and professional development in a wide range of school reform initiatives.
- **School-to-Career and Workforce Development.** This category of projects includes technical assistance, evaluation services, strategic planning and other services to support clients involved in career and college readiness, school-to-career, vocational and career-technical education, and workforce development initiatives. PW is experienced in this area at the local, state and national levels.
- **Intervention Programs and Support.** PW has worked with a range of small, medium and large non-profit, educational and public service agencies to build organizational capacity, evaluate programs, develop evaluation strategies to improve programs and to implement strategic plans. Within this category of projects, PW has project experience in areas such as early childhood education, after-school and out-of-school time programming, and integrated wrap-around social services.

### **Public Education and School Reform**

**Statewide Evaluation of the California Mathematics and Science Partnership (CaMSP) Program.** Public Works conducted a statewide evaluation for the California Department of Education (CDE) to study the implementation of the CaMSP program organized through local partnerships. The CaMSP program was intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers through professional learning activities. The CaMSP program funded a new set of partnerships each year encompassing multiple districts, institutions of higher education, county offices of education, and other professional development partners across the state. The study focused on how partnerships ensured all students have access to, are prepared for, and are encouraged to participate and succeed in challenging and advanced mathematics and science courses; how partnerships enhanced the quality of the mathematics and science teacher workforce; and the evidence-based outcomes that contributed to understanding how students effectively learn mathematics and science. Evaluation activities included site visits to each partnership, observations of professional development activities, telephone interviews, statewide surveys of participating teachers and partners, development of a statewide database for teacher demographic and participation data, analyses of teacher demographic participation data, and a matched control/comparison group study of teacher and student outcomes. These

activities resulted in annual reports that summarized key qualitative and quantitative data about the impact of the CaMSP program.

**Local Evaluator, Downey Opportunities in Mathematics (DO Math) Downey Unified School District.** Public Works served as the local evaluator for DO Math, the Downey Opportunities in Mathematics, a program funded through the California Math and Science Partnerships (CaMSP). Public Works evaluated the effectiveness of the federally funded professional development program that targeted 45 mathematics teachers in grades 3-Algebra I, with the goal of directly impacting 3,500 students. Evaluation activities included: collection and analysis of data related to teacher participation in professional development, gains in teacher knowledge linked to UCLA MCPT training and professional development, conducting analysis of surveys and assessments, student achievement through district-wide STAR data, observations of professional development and classroom instruction, conducting focus groups of participating coaches, teachers, and students. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, North East Bay Mathematics Consortium, John Swett Unified School District.** Public Works served as the local evaluator for this California Mathematics and Science Partnership (CaMSP) Cohort 6 project. Evaluation activities included analysis of data related to participation in professional development activities, a pre-post-assessment of teacher content knowledge, coaching observations, and analysis of student outcomes using STAR and local assessment data. Public Works provided spring and final reports each year to meet state and federal requirements.

**Local Evaluator, San Benito County Mathematics Initiative, Hollister School District.** Public Works served as the local evaluator for this California Mathematics and Science Partnership (CaMSP) Cohort 7 project. Evaluation activities included analysis of data related to participation in professional development activities, a pre-post-assessment of teacher content knowledge, coaching observations, and analysis of student outcomes using STAR and local assessment data. Public Works provided spring and final reports each year to meet state and federal requirements.

**Evaluation, CalTech/Pasadena Schools High School Biology Inquiry Science Project, CalTech Precollege Science Initiative (CAPSI).** PW served as the evaluator of this inquiry-based learning model in the Pasadena Unified School District (PUSD) to better serve students and to document how the project can provide information about reform in other multiethnic urban school districts. The outcomes of the project are: a) better science content knowledge, b) ability to do independent investigations, c) learning to use evidence-based reasoning, d) increased interest in and preparation for science careers and e) improved written and oral communication skills. PW evaluated the professional development activities; evaluated the extent of implementation of inquiry-based instruction, collected baseline student outcome information from PUSD in order to assess student science and literacy skills (2012 Biology CST and Advanced Placement data from PUSD).

**Evaluation, Sonoma County of Education Common Core Math Professional Development.** PW served as the evaluator for this project that focused on a developing network of classroom professional development providers to demonstrate an effective model for providing regional professional development opportunities that allow participants

to implement and support colleagues in applying the Mathematics Practice Standards and the California Common Core State Content Standards in Mathematics. PW collected the following data: surveys (to assess familiarity with the Common Core Standards, determine needs and readiness to disseminate and train colleagues in use of the content modules and Mathematics Practice Standards); professional development activity feedback from participants to help shape subsequent professional development. Other data evaluated includes the Learning for Mathematics Teaching assessment to measure content knowledge and portfolios from participating counties.

**Evaluation, Sonoma State University, English Learners Pre-service Program.** PW served as the evaluator collecting and analyzing formative data related to the implementation of the professional development program and supported year-end and summative reporting to the US Department of Education. PW collected the following data: pre-post teacher attitudinal survey for in-service teachers, pre-post teaching preparation and attitudinal survey; and a professional development activity feedback form. Other data collected included a random sample of ten participating pre-service teachers such as lesson plans, completed rubrics, feedback, and revisions. PW also collects EL student achievement and engagement in academic coursework.

**Local Evaluator, Alameda County Office of Education and California State University East Bay.** Public Works served as the local evaluator for five partnerships funded through the California Mathematics and Science Partnership (CaMSP) project. Public Works evaluated the effectiveness of the federally funded professional development projects in the Cohort 3, 4, 6, 7 and Research targeting over 350 teachers in 13 districts coordinated by Alameda County Office of Education in partnership with California State University East Bay. Evaluation activities included analysis of data related to participation in professional development activities, a pre-post-assessment of teacher content knowledge, coaching observations, and analysis of student outcomes using STAR and local assessment data. Public Works provided spring and final reports each year to meet state and federal requirements.

**Local Evaluator, Achievement in Little Lake for Mathematics (ALL for Math) Little Lake City School District.** Public Works served as the Local Evaluator for ALL for Math, the Achievement in Little Lake for Mathematics, a program funded through the California Math and Science Partnerships (CaMSP). Public Works evaluated the effectiveness of the federally funded professional development program that targeted 36 mathematics teachers in grades 5-8, with the goal of directly impacting 2,500 students. Evaluation activities included: collection and analysis of data related to teacher participation in professional development, gains in teacher knowledge linked to UCLA MCPT training and professional development, conducting analysis of surveys and assessments, student achievement through district-wide STAR data, student achievement through district-wide trimester benchmark assessments, observations of professional development and classroom instruction, conducting focus groups of participating coaches, teachers, and students. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, Pasadena Math Pipeline, Pasadena Unified School District.** Public Works served as the local evaluator for Pasadena Math Pipeline, a program funded through the California Mathematics Science Partnerships (CaMSP). Public Works evaluated the

effectiveness of the federally funded professional development program that targeted 40 mathematics teachers in grades 5-Algebra I, with the goal of directly impacting 2,200 students. Evaluation activities included: collecting and analyzing data related to teacher participation in professional development, observations of classroom instruction, student achievement through district-wide STAR data, student achievement through district-wide quarterly benchmark assessments, conducting analysis of surveys, collection and analysis of coaches logs, analysis of student transcript data, conducting focus groups of participating coaches, and observation of teacher participation in the Pasadena Math Pipeline's two week summer institute. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, Lennox CaMSP Project, Lennox Elementary School District.** Public Works served as the Local Evaluator for the Lennox CaMSP Project, a program funded through the California Math and Science Partnerships (CaMSP) project. Public Works evaluated the effectiveness of the federally funded professional development program that targeted 30 mathematics teachers in grades 5 through Algebra I, with the goal of directly impacting 3,400 students. Evaluation activities included collecting and analyzing data about teacher participation in professional development, student achievement in mathematics, and gains in teacher knowledge linked to professional development. The evaluation also examined project impact on capacity and sustainability and the impact of the project on teacher content knowledge in mathematics linked to professional development. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, Alhambra Institute in Math (AIM), Alhambra Unified School District.** Public Works served as the Local Evaluator for AIM, the Alhambra Institute in Math Partnership, a program funded through the California Math and Science Partnerships (CaMSP). Public Works evaluated the effectiveness of the federally funded professional development program that targeted 30 mathematics teachers in grades 6-8, with the goal of directly impacting 750 students. Evaluation activities included: collection and analysis of data related to teacher participation in professional development, gains in teacher knowledge linked to UCLA MCPT training and professional development, student achievement through district-wide STAR data, and student achievement in mathematics among students participating in the AIM four-week summer session. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, Redwood Area Algebra for All Partnership, Healdsburg Unified School District and Sonoma County Office of Education.** Public Works served as the Local Evaluator for RAAFA, a program funded through the California Math and Science Partnerships (CaMSP) project. Public Works evaluated the effectiveness of the federally funded professional development project targeting 50 math teachers in six school districts coordinated by the Sonoma County Office of Education in partnership with Sonoma State University. Evaluation activities included analysis of data related to participation in professional development activities, a pre and post assessment of teacher math content knowledge, observations of the lesson study process, and analysis of student outcomes using STAR data. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, NEXT STEP (Novice and Expert Teachers' Science Teaching), San Diego Unified School District.** Public Works served as the Local Evaluator for NEXT STEP, the Novice and Expert Teachers' Science Teaching, a program funded through the California Math and Science Partnerships (CaMSP) project. Public Works evaluated the effectiveness of the federally funded professional development program targeting 164 science teachers of grades 4-8, with the goal of directly impacting 25,000 students. Evaluation activities included: conducting analysis of surveys and assessments, collecting evidence of student work, collecting and analyzing lesson study video clips, and conducting focus groups with participating teachers. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, Centinela Valley, Lawndale, UCLA Educational Partnership (CLUE), Lawndale Elementary School District.** Public Works served as the Local Evaluator for CLUE, the Centinela Valley, Lawndale, and UCLA Educational Partnership, a program funded through the California Math and Science Partnerships (CaMSP) project. Public Works evaluated the effectiveness of the federally funded professional development that targeted 30 mathematics teachers of grades 5 through Algebra I, with the goal of directly impacting 4,400 students. Evaluation activities included: collection and analysis of data about teacher participation in professional development, assessment of teacher content knowledge in mathematics linked to professional development, collection and analysis of student achievement in mathematics and impact of CaMSP activities. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**Local Evaluator, Antelope Valley Math & Science Partnership Program, Palmdale Elementary School District.** Public Works served as the Local Evaluator for AVMSPP, the Antelope Valley Math & Science Partnership Program, a program funded through the California Math and Science Partnerships (CaMSP) project. Public Works evaluated the effectiveness of the federally funded professional development targeting 100 mathematics and science teachers of grades 4-6, with the goal of directly impacting approximately 10,000 students. Evaluation activities included: collecting and analyzing data on teacher participation in professional development, collecting and analyzing data on mathematics and science kit correlation to standards and usage, assessing student achievement through district-wide STAR data, and identifying strengths and weaknesses of the program. Public Works provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

**FRAME UCLA Center X Mathematics Professional Development Program Evaluation at Fremont High School, Los Angeles Unified School District.** This evaluation study encompasses five research questions in an evaluation that includes the study of treatment teachers at Fremont High School and teachers from a comparison high school in LAUSD. The research questions include: 1) To what extent do Professional Learning Partners (PLPs) effectively deliver and support quality PD linked to Fremont Math program goals? 2) To what extent do Fremont Math PD efforts have an effect on the delivery of Mathematics instruction at Fremont High School? 3) How do Fremont Math PD efforts impact the school-site Mathematics culture (collaboration, collegiality, vision, efficacy, leadership, etc.) at Fremont High School? 4) To what extent do Fremont Math PD efforts have an effect on teacher content knowledge in the teaching of Mathematics;



and 5) To what extent do Fremont Math PD efforts have an impact on student Mathematics achievement (CST and CAHSEE)? Methods in this study include a quasi-experimental student outcome study, measurement of teacher mathematical knowledge for teaching (MKT), classroom observations, and a teacher survey.

**Technical Assistance for the Downey Unified School District Professional Learning Communities.** Public Works was contracted by Downey USD to provide technical assistance, professional development, and coaching to Professional Learning Communities (PLC) in district high schools. PW met regularly with groups organized by department to establish pacing guides aligned to key standards and develop benchmark assessments aligned to teaching and learning. The PLCs also analyzed data such as CSTs, CAHSEE, API, and AYP to identify areas of PLC focus.

**Evaluation, California State University, Dominguez Hills Gear-Up, Bethune Middle School. Los Angeles Unified School District (LAUSD).** PW served as the evaluator for a project to support the 2011-12 7<sup>th</sup> grade students at Bethune Middle School as they transition into Fremont High School and post-secondary over the next seven-years. PW collected both quantitative and qualitative data designed to evaluate two objectives: 1) student success in rigorous curricula and coursework that prepares them for college; 2) high school graduation and preparation for and post-secondary enrollment. PW collected the following data: administer and analyze surveys of current 7<sup>th</sup> grade students, parents of 7<sup>th</sup> grade students, and 7<sup>th</sup> grade teachers; conducted site visits; collected and analyzed student and staff participation data; collected and analyzed middle school achievement data (CST in English/Language Arts and Mathematics, courses grades in English and mathematics, and pupil attendance); and collected and analyzed high school student achievement data longitudinally for this cohort.

**Evaluation Support for the California Environmental Protection Agency, Office of Education and the Environment.** Public Works was contracted to provide evaluation support by conducting a survey of teachers related to the Cal/EPA Education and the Environment (EEI) curriculum. The survey results support the agency's efforts to 1) increase the number of school district using the EEI curriculum and 2) provide information from teachers that will inform prospective funders about teacher usage and satisfaction with the EEI curriculum.

**Evaluation of the Pasadena Unified School District Positive Futures Grant.** Grant Education Consultants contracted with Public Works to support the evaluation of this project. The evaluation focused on qualitative data that provided information and results necessary to determine if efforts were working to decrease the dropout rate and increase the graduation rate in the district. The evaluation included site visits to all PUSD middle and high schools; interview and focus groups for middle and high schools; ninth grade student survey to measure climate and culture of each school, and baseline data collection to meet federal requirements. The evaluation also included collection of quantitative student outcome data.

**Technical Assistance to the Pasadena Unified School District Positive Futures Grad Chasers and Dropout Advocates Grant.** Using the model developed for students of the Learning Works Charter School, Learning Works assisted the district in the creation of a dropout recovery center and provided training to advocates and other staff such as

attendance clerks, gang interventionists, social work interns, security, community based organizations, and others in how to “chase” at the regular middle and high school to intervene in the flow of school dropouts. The training included the development of modules including the importance of focusing on dropouts, the culture of schools, using data, what to do when you find dropouts, and engaging partners.

**Evaluation of the Catholic Schools Consortium, Specialty Family Foundation (SFF).** SFF formed the Catholic Schools Consortium (CSC) to serve some of the region’s most economically disadvantaged students and families enrolled in Catholic schools. With a goal to increase enrollment and annual fundraising capacity in nine school sites, Public Works conducted a formative and summative third party evaluation for the CSC. The evaluation included site visits to nine schools; interviews with stakeholders and focus groups with parents/ guardians and advisory board members; a case study about each school visited; and a cross case analysis to identify trends and findings; and teacher and parent surveys.

**Data Reporting for the Los Angeles Educational Partnership (LAEP).** Public Works was contracted to provide data on schools and small learning communities that are working with to meet their reporting requirements for three foundations/ initiatives: Stuart, Ahmanson, and Know How to Go to College. The data analysis focused on California Standards Tests, high school exit exam results, eligibility for postsecondary education and attendance. PW also developed profiles for 30 schools that compare individual schools to LAEP and LAUSD averages and provided staff with professional development to understand and use data.

**Get Ahead Math.** Public Works provided the management staff at Get Ahead Math with an overview on the federal and state accountability systems—how schools are measured and what is important—in order to assist in “talking the talk” in California with superintendents, principals and other administrators. *Get Ahead Math* is a supplemental intervention software program that helps students master the key fundamentals from grades 3 through 8, including Algebra I aligned with both state and national standards. The training was intended to help *Get Ahead Math* target districts and schools within these funding streams in need of their program.

**Caltech FIPSE.** Public Works conducted an evaluation of the Fund for the Improvement of Postsecondary Education (FIPSE) program housed at Caltech, which is an exchange of students from Brazil and the United States to participating campuses. PW examined existing data, interviewed students and scholars who have participated in the program, and wrote a year-end summary of progress. The evaluation included email and telephone interviews.

**External Evaluator, Caltech CAPSI Inquiry Institute, Caltech Pre-college Science Initiative.** Public Works served as the External Evaluator for the CAPSI Inquiry Institute focused on the professional development of high school science teachers. The Arthur Vining Davis Foundations and the Amgen Foundation funded the program. Public Works evaluated the effectiveness of the three-year professional development targeting 48 high school science teachers to learn through their own inquiries and to plan to use inquiry in their classrooms to improve science learning and literacy skills. Evaluation activities included: the Summer Institute, follow-up with Institute participants, and an analysis of

student outcomes. Public Works submitted progress reports to the Caltech Pre-college Science Initiative.

**Evaluation of the Effects of Mathematics Contents Program for Teachers (MCPT) on Student Achievement.** Public Works served as the external evaluator of the program. In the first year, Public Works collected and analyzed both formative and summative data on students taught by teachers implementing the “Introduction to Algebra” curriculum. Formative data consisted of quarterly assessments administered using Scantron forms. Summative data consisted of students’ 8<sup>th</sup> grade general mathematics and Algebra I California Standards Test (CST) results in 2006. Public Works also assisted in setting up a system for administration and collection, was in charge of scanning the periodic assessments on Scantron forms, and prepared a report on periodic assessments.

**English Language Learner Acquisition & Development Pilot Program (ELLPP) (AB2117) Statewide Evaluation.** Public Works conducted an evaluation for the California Department of Education (CDE) to study the implementation of English Learner (EL) pilot programs statewide through the AB2117 grant. The funds were designed to support or expand best practices in California schools related to curriculum, instruction and staff development for teaching ELs and promoting English language acquisition and development. The evaluation included 39 Local Education Agencies and 4 county consortiums that spanned urban, rural and suburban regions of north, central, and southern California. The study focused on how sites ensured all EL students have access to, are prepared for, and are encouraged to participate and succeed in core classes; how partnerships enhanced the quality of the teacher workforce; and, what evidence-based outcomes contributed to understanding how students effectively learn English.

**Evaluation of US Department of Education Smaller Learning Communities Supplemental Grant (Cohorts VI and VIII) to the Los Angeles Unified School District (LAUSD).** Public Works served as the third party evaluator for seven Cohort VI high schools and three Cohort VIII high schools. The supplemental grant was awarded to enhance the timely collection and reporting of data on enrollment in postsecondary education, advanced training, or registered apprenticeship program by graduates of schools included in the approved application. Data collected and analyzed for this project was incorporated in the findings in the USDE ALC Annual Performance Report.

**Evaluation of US Department of Education Smaller Learning Communities Supplemental Grant (Cohort VI) to the San Bernardino County Superintendent of Schools, Center for the Advancement of Smaller Learning Environments.** Public Works was the third party evaluator for the Cohort VI high schools. The supplemental grant was awarded to enhance the timely collection and reporting of data on enrollment in postsecondary education, advanced training, or registered apprenticeship program by graduates of schools included in the approved application. Data collected and analyzed for this project was incorporated in the findings in the USDE ALC Annual Performance Report.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort VIII) to the Los Angeles Unified School District (LAUSD).** Public Works evaluated a five-year grant to implement Smaller Learning Communities in nine large comprehensive high schools. Research questions focused on the modification of the

delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation across the nine high schools and submission of the Federal Annual Performance Report each calendar year.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort VI) to the Los Angeles Unified School District (LAUSD).** Public Works evaluated a five-year grant to implement Smaller Learning Communities in nine large comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation across the nine high schools and submission of the Federal Annual Performance Report each calendar year.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort V) to the Los Angeles Unified School District (LAUSD).** Public Works evaluated a five-year grant to implement Smaller Learning Communities in ten large comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation across the ten high schools and submission of the Federal Annual Performance Report each calendar year.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort IV) to the Los Angeles Unified School District (LAUSD).** Public Works evaluated a three-year grant to implement Smaller Learning Communities in seven large comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant

implementation across the seven high schools and submission of the Federal Annual Performance Report each calendar year.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort III) to the Los Angeles Unified School District (LAUSD).** Public Works evaluated a three-year grant to implement Smaller Learning Communities in five large comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation and submission of the annual Federal Annual Performance Report.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort VI) to the San Bernardino County Superintendent of Schools (SBCSS).** Public Works evaluated a five-year grant to implement Smaller Learning Communities in ten comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation across the ten high schools and submission of the Federal Annual Performance Report each calendar year.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort IV) to the San Bernardino County Superintendent of Schools (SBCSS).** Public Works evaluated a three-year grant to implement Smaller Learning Communities in five comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation and submission of the annual Federal Annual Performance Report.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort III) to the San Bernardino County Superintendent of Schools (SBCSS).** Public Works evaluated a four-year grant to implement Smaller Learning Communities in five comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and

improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation and submission of the annual Federal Annual Performance Report.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort VI) to Bassett Unified School District (BUSD).** Public Works evaluated a five-year grant to implement Smaller Learning Communities in one comprehensive high school. Research questions focus on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities include site visits to the school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at the school site for continuous program improvement. Deliverables include qualitative and quantitative reports summarizing the status of grant implementation and submission of the Federal Annual Performance Report each calendar year.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort V) to the Orange County Department of Education (OCDE).** Public Works evaluated a five-year grant to implement Smaller Learning Communities in nine comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation across the nine high schools and submission of the Federal Annual Performance Report each calendar year.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort IV) to Petaluma City Schools (PCS).** Public Works evaluated a three-year grant to implement Smaller Learning Communities in two comprehensive high schools. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to each school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at school sites for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation across the two high schools and submission of the annual Federal Annual Performance Report.

**Evaluation of US Department of Education Smaller Learning Communities Grant (Cohort IV) to Inglewood Unified School District (IUSD).** Public Works evaluated a three-year grant to implement Smaller Learning Communities in one comprehensive high school. Research questions focused on the modification of the delivery of curriculum and instruction, the benefits to students resulting from personalization of instruction, improvements in school safety, community engagement and improved student achievement including increased student eligibility and preparation for postsecondary education and careers. Evaluation activities included site visits to the school, surveys of school staff, current students, and graduates, analysis of student outcome data, and support in the use of data at the school site for continuous program improvement. Deliverables included qualitative and quantitative reports summarizing the status of grant implementation and submission of the Federal Annual Performance Report each calendar year.

**Evaluator of the Carol M. White Physical Education Program (PEP) for Whittier City School District.** Whittier City School District was granted the federal Carol M. White Physical Education Program (PEP) grant to increase physical education activity in 11 elementary schools. Public Works assisted the district in meeting federal reporting requirements including pedometer logs, pre-and post-BMI scores and a student survey to measure consumption of fruits and vegetables.

**Local Evaluator, Weingart Foundation, Inglewood Unified School District.** In 2007-08, the Weingart Foundation awarded IUSD a three-year grant to continue on-going reforms in secondary Mathematics. The grant from Weingart outlined plans for building teacher capacity for delivering research-based instructional strategies and constructivist pedagogy that engage and scaffold Mathematics instruction. A set of activities were proposed and implemented with PW assistance.

**Local Evaluator Weingart Initiative, Pomona Unified School District.** This initiative focused on developing and implementing a principal accountability system to complement on-going district efforts to enhance school and district accountability. Specifically, the Weingart effort sought to define a multi-indicator accountability system that 1) ensured that the school principals are fairly assessed based on leadership performance; 2) linked professional accountability to school progress; and 3) helped target leader development to further support the capacity of site administrators. PW monitored the implementation process by analyzing district summative data, administrators' involvement in the initiative seminars, an administrator survey and principal evaluations.

**North Monterey County Unified School District, Technical Assistance and Professional Development.** PW has provided ongoing technical assistance and support to the seven K-12 schools that comprise NMCUSD. Activities focused on providing site-based professional development for school staff on data analysis and use, Professional Learning Communities (PLC), Response to Instruction and Intervention (RTI), organizing common lesson study, design of common formative assessments, and analysis of student work. PW served on the District School Leadership Team (DSLTL) at three schools (two elementary and one middle) under Program Improvement (PI) corrective action, providing facilitation and helping coordinate school improvement activities. In addition, PW provided professional development at the district-level for central office staff and principals aimed at ensuring a systemic approach to district-wide priorities targeting PLCs, RTI, and closing English Learner achievement gaps. As part of the district-level focus, PW

conducted required needs assessment activities using State-required protocols including District Assessment Survey (DAS), English Learner Subgroup Self-Assessment (ELSSA), and Inventory of Services and Supports (ISS) for students with disabilities, and assisted in drafting revisions to the Local Education Agency (LEA) plan required under district PI status.

**Public Schools Choice Technical Assistance.** Assisted three LAUSD secondary schools (one high school, one middle, and one grade 6-12 school) in developing portions of school improvement plans linked to LAUSD's Public Schools Choice (PSC) initiative. PSC requires all new schools opening in the district as well as chronically underperforming schools to prepare a detailed plan for ensuring improved student achievement in competition with non-profits, institutions of higher education, charter schools, and charter school networks. Public Works conducted needs assessments of the school and facilitated Design Teams comprised of local district representatives, school administrators, teachers, and community/parent representatives working to formulate and respond to a rubric detailing elements of a comprehensive school improvement plan. PW presented research-based approaches to schooling in selected key areas and drafted key portions of the PSC plans for these schools including: 1) Curriculum and Instruction; 2) Assessment and Data; 3) Performance Management; 4) Professional Development; 5) Leadership; and 6) Governance and Oversight.

**Evaluation of Sonoma State University's Ensuring Access through Collaboration and Technology (EnACT) grant.** Public Works served as the evaluator of a three-year grant designed to enhance effective teaching and learning in higher education through the use of Universal Design for Learning concepts. The grant involved eight campuses of the California State University system and was coordinated by the Department of Educational Leadership and Special Education at Sonoma State University. Funded by the US Department of Education, Office of Postsecondary Education offers students with disabilities within the CSU system support toward attaining their postsecondary educational goals. Evaluation activities included collection of student outcome data for participating instructors at partner universities, telephone interviews, program component feedback questionnaires, and support in completion of federal reporting requirements.

**Final Year Evaluation of the Los Angeles Urban Systemic Program.** The Los Angeles Urban Systemic Program focused on mathematics and science for every student to receive a rigorous, comprehensive education in mathematics, physical, earth, and life science with learning opportunities that allowed each student to meet or exceed grade-level mathematics and science standards. The plan focused primarily on: 1) the development of content literacy; 2) the understanding of skills and concepts; and 3) learning activities that reinforce the California mathematics and science standards. Public Works served as the third party evaluator for this project including collecting and reporting on summary outcome data and completing qualitative data collection such as interviews and focus groups, surveys, and assessments.

**SAIT Provider, Birch High School, Fontana Unified School District.** Public Works served as the SAIT provider for Birch High School, a continuation school targeted for oversight beginning in 2005-06 because of receiving HPSG funds and failing to meet API targets for two consecutive years. Public Works monitored the implementation of corrective actions resulting from completion of an Academic Program Survey (APS)



comprised of nine Essential Program Components (EPCs). The school receives \$150 per pupil for up to three years in order to implement corrective actions with the objective of increasing student achievement, meeting API growth targets, and exiting the SAIT process. Evaluation and monitoring activities included analysis of summative achievement data, classroom observations, staff survey, facilitation of meetings with various stakeholder groups and the securing of instructional materials and professional development aimed at furthering the implementation of corrective actions. Public Works submitted quarterly progress reports on behalf of Birch High School to the California Department of Education, and periodic status reports to school and district staff.

**SAIT Provider, Citrus High School, Fontana Unified School District.** Public Works served as the SAIT provider for Citrus High School, a continuation school targeted for oversight beginning in 2005-06 due to receiving HPSG funds and failing to meet API targets for two consecutive years. Public Works monitors the implementation of corrective actions resulting from completion of an Academic Program Survey (APS) comprised of nine Essential Program Components (EPCs). The school receives \$150 per pupil for three years in order to implement corrective actions with the objective of increasing student achievement, meeting API growth targets, and exiting the SAIT process. Evaluation and monitoring activities included analysis of summative achievement data, classroom observations, staff survey, facilitation of meetings with various stakeholder groups and the securing of instructional materials and professional development aimed at furthering the implementation of corrective actions. Public Works submits quarterly progress reports on behalf of Citrus High School to the California Department of Education, and periodic status reports to school and district staff.

**SAIT Provider, Echo Valley Elementary School, North Monterey County Unified School District.** Public Works served as the SAIT provider for Echo Valley Elementary School, a school targeted for oversight beginning in 2005-06 due to receiving II/USP funds and failing to meet API targets for two consecutive years. Public Works monitored the implementation of corrective actions resulting from completion of an Academic Program Survey (APS) comprised of nine Essential Program Components (EPCs). The school received \$150 per pupil for up to three years in order to implement corrective actions with the objective of increasing student achievement, meeting API growth targets, and exiting the SAIT process. Evaluation and monitoring activities included analysis of summative achievement data, classroom observations, staff survey, facilitation of meetings with various stakeholder groups and the securing of instructional materials and professional development aimed at furthering the implementation of corrective actions. Public Works submitted quarterly progress reports on behalf of Echo Valley Elementary School to the California Department of Education, and periodic status reports to school and district staff.

**SAIT Provider, Edison Elementary School, Pasadena Unified School District.** Public Works served as the SAIT provider for Edison Elementary School, a school targeted for oversight beginning in 2005-06 due to receiving II/USP funds and failing to meet API targets for two consecutive years. Public Works monitored the implementation of corrective actions resulting from completion of an Academic Program Survey (APS) comprised of nine Essential Program Components (EPCs). The school received \$150 per pupil in order to implement corrective actions with the objective of increasing student achievement, meeting API growth targets, and exiting the SAIT process. Evaluation and monitoring activities included analysis of summative achievement data, classroom

observations, staff survey, facilitation of meetings with various stakeholder groups, the establishment of an after-school intervention program, securing of instructional materials, and professional development aimed at furthering the implementation of corrective actions. Public Works submitted quarterly progress reports on behalf of Edison Elementary School to the California Department of Education, and periodic status reports to school and district staff.

**California Scholastic Audit, Blair High School, Pasadena Unified School District (PUSD).** Public Works served as the School Assistance Intervention Team (SAIT) provider to Blair High School, one of twenty-four California public schools subject to a SAIT audit during the 2002-2003 school year. As part of the audit, Public Works conducted a five-day on-site examination of the school's academic program including an in-depth analysis of student achievement data, structured classroom observations, interviews and focus groups with school staff and students, a public meeting with parents, and surveys of school staff members. In addition, the audit encompassed a review of District-level policies and support for the school. A set of findings and corrective actions were produced detailing steps for the school and PUSD to take in four key areas: School and District Leadership; Curriculum and Instruction; Assessment, and Parent/Community Engagement. Public Works continues to assist Blair during the implementation of the audit's corrective actions with quarterly follow-up visits and brokering of outside support.

**HPSG External Evaluator, Castroville Elementary School, North Monterey County Unified School District.** Public Works served as the external evaluator for Castroville Elementary School, a school that received a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing 10% of schools in California as measured by the API. After facilitating the completion of the District Assistance and Academic Program Surveys, Public Works facilitated the development of the HPSG Action Plan and subsequent submission of the grant application to the state. The school received \$400 per student for two years in order to implement the plan. Evaluation activities focused on monitoring the implementation of plan components through analysis of student achievement data and quarterly visits to meet with various stakeholder groups. Public Works prepared and submitted End-of-Year reports to the State on HPSG implementation, and delivered periodic status reports for the school leadership team.

**Facilitated planning of Sylvan Park's High Priority Schools Grant (HPSG), Los Angeles Unified School District.** Public Works facilitated the needs assessment and plan development process in conjunction with Sylvan's District School Leadership Team (DSLTL). The overarching purpose of HPSG was to raise student achievement in English/Language Arts and Mathematics. Sylvan Park's HPSG grant application focused on actions intended to refine the standards-based instructional program in place at the school to address underlying reasons for underperformance. In addition, PW provided the school with a wide range of quantitative and qualitative data related to school improvement efforts.

**Facilitated planning of Hazeltine's High Priority Schools Grant (HPSG), Los Angeles Unified School District.** Public Works facilitated the needs assessment and plan development process in conjunction with Hazeltine's District School Leadership Team (DSLTL). The overarching purpose of HPSG was to raise student achievement in English/Language Arts and Mathematics. Hazeltine HPSG grant application focused on

actions intended to refine the standards-based instructional program in place at the school to address underlying reasons for underperformance. In addition, PW provided the school with a wide range of quantitative and qualitative data related to school improvement efforts.

**Facilitated planning of Warren Lane’s High Priority Schools Grant (HPSG), Inglewood Unified School District.** Public Works facilitated the needs assessment and plan development process in conjunction with Warren Lane’s District School Leadership Team (DSLTL). The overarching purpose of HPSG was to raise student achievement in English/Language Arts and Mathematics. Warren Lane HPSG grant application focused on actions intended to refine the standards-based instructional program in place at the school to address underlying reasons for underperformance. In addition, PW provided the school with a wide range of quantitative and qualitative data related to school improvement efforts.

**Los Angeles Academy Middle School, Los Angeles Unified School, High Priority Schools Needs Assessment and Monitoring.** In response to identification of LA Academy Middle as a High Priority School (HPS) with an Academic Performance Index score of less than 600, PW conducted a comprehensive needs assessment of the underlying reasons for low student achievement in 2007-08. Needs assessment methods included staff and parent surveys, classroom observations, review of student achievement and school performance data, focus groups and interviews with school staff and parents, and review of other school documentation. Based on the needs assessment, PW developed a five-year HPS Action Plan/Single School Plan outlining corrective actions for LA Academy in the areas of Curriculum, Instruction, Student Capacity, Professional Development, Leadership, Organization and Support Structure, Physical and Emotional Safety, and Parent/Community Engagement, and Performance Reporting and Accountability. PW also assisted LA Academy in the subsequent two years of HPS implementation with evaluation services including classroom observations, focus groups and interviews with school staff and parents, and surveys of staff. PW presented evaluation findings to a site-based Leadership Team as well as to school faculty.

**Carver Middle School, Los Angeles Unified School District, High Priority Schools Needs Assessment and Monitoring.** In response to identification of Carver Middle as a High Priority School (HPS) with an Academic Performance Index score of less than 600, PW conducted a comprehensive needs assessment of the underlying reasons for low student achievement in 2007-08. Needs assessment methods included staff and parent surveys, classroom observations, review of student achievement and school performance data, focus groups and interviews with school staff and parents, and review of other school documentation. Based on the needs assessment, PW developed a five-year HPS Action Plan/Single School Plan outlining corrective actions for Carver in the areas of Curriculum, Instruction, Student Capacity, Professional Development, Leadership, Organization and Support Structure, Physical and Emotional Safety, and Parent/Community Engagement, and Performance Reporting and Accountability. PW also assisted Carver in the first year of HPS implementation by conducting professional development on Professional Learning Communities, research-based instructional strategies, and through ongoing evaluation and monitoring of plan implementation in meetings with a site-based Leadership Team.

**Virgil Middle School, Los Angeles Unified School District, High Priority Schools Needs Assessment and Monitoring.** In response to identification of Virgil Middle as a High Priority School (HPS) with an Academic Performance Index score of less than 600, PW conducted a comprehensive needs assessment of the underlying reasons for low student achievement in 2007-08. Needs assessment methods included staff and parent surveys, classroom observations, review of student achievement and school performance data, focus groups and interviews with school staff and parents, and review of other school documentation. Based on the needs assessment, PW developed a five-year HPS Action Plan/Single School Plan outlining corrective actions for Virgil in the areas of Curriculum, Instruction, Student Capacity, Professional Development, Leadership, Organization and Support Structure, Physical and Emotional Safety, and Parent/Community Engagement, and Performance Reporting and Accountability. PW also assisted Virgil in the first year of HPS implementation with evaluation services including classroom observations, focus groups and interviews with school staff and parents, and surveys of staff and students. PW presented evaluation findings to a site-based Leadership Team and to school faculty.

**Facilitated planning of La Tijera's High Priority Schools Grant (HPSG), Inglewood Unified School District.** Public Works conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs. HPSG targets improvements in English Language Arts and Mathematics including professional development, intervention, coaching, and use of school resources. Activities included analyzing data on student performance, as well as reviewing existing documents related to the school's instructional program. Public Works also facilitated multiple meetings with the school's District School Leadership Team (DSLTL) in order to administer and score the required Academic Program Survey (APS), which assesses school capacity in terms of the Essential Program Components (EPCs) required of HPSG schools. In addition, Public Works coordinated and led a public meeting with parent/community members to solicit input for school improvement planning. Public Works used the aforementioned data in order to develop a draft HPSG plan, which was shared with the DSLTL prior to being submitted to IUSD and the California Department of Education.

**HPSG Consultant, Washington Middle School, Pasadena Unified School District.** Public Works served as a consultant and evaluator for Washington Middle School to improve financial tracking systems and to consolidate funding procedures and processes. Activities included assisting the principal with the facilitation of the School Site Council and collecting and reporting expenditures for government program funds; facilitation with school staff and the school site council to develop the HPSG single plan to the district; assisting with year end reporting; and a summative evaluation including focus groups with teachers and students, a staff survey, and interviews with administrators.

**Evaluation of HPSG Implementation, Audubon Middle School, Los Angeles Unified School District.** Public Works served as the local evaluator for Audubon Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Evaluation activities centered on helping the school utilize a wide range of data to inform and modify school improvement efforts. Public Works facilitated a site-based Instructional Leadership Team charged with examining multiple sources of data (e.g., student achievement, staff, student and parent surveys, classroom observations, etc.). Public Works worked closely with core academic department chairs to strengthen school plans for professional development and to help

focus school plans for parent outreach and parent education. Public Works also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. Public Works prepared final End-of-Year reports for the State on HPSG implementation on behalf of Audubon Middle School.

**Evaluation of HPSG Implementation, Bethune Middle School, Los Angeles Unified School District.** Public Works served as the local evaluator for Bethune Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Evaluation activities centered on helping the school utilize a wide range of data to inform and modify school improvement efforts. Public Works facilitated a site-based Instructional Leadership Team charged with examining multiple sources of data (e.g., student achievement, staff, student and parent surveys, classroom observations, etc.). Public Works worked closely with core academic department chairs to strengthen school plans for professional development and to help focus school plans for parent outreach and parent education. Public Works also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. Public Works prepared final End-of-Year reports for the State on HPSG implementation on behalf of Bethune Middle School.

**Evaluation of Comprehensive School Reform (CSR) Implementation, Marina Del Rey Middle School, Los Angeles Unified School District.** Public Works served as the local evaluator for Marina Del Rey Middle School, a school receiving Comprehensive School Reform Grant (CSR) funding, following the Scholastic Performance Audit (SPA) conducted by LAUSD. Evaluation activities centered on helping the school utilize a wide range of data to inform and modify school improvement efforts, as they relate to the implementation of the Comprehensive School Reform corrective actions. Public Works facilitated a site-based Instructional Leadership Team charged with examining multiple sources of data (e.g., student achievement, staff, student and parent surveys, classroom observations, etc.). Public Works worked closely with core academic department chairs to strengthen school plans for professional development, including facilitating activities related to implementing Professional Learning Communities (PLC). Public Works helped the school focus school plans for parent outreach and parent education and also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. Public Works prepared final End-of-Year reports for the State on HPSG implementation on behalf of Marina Del Rey Middle School.

**Evaluation of Comprehensive School Reform (CSR) Implementation, Verdugo Hills High School, Los Angeles Unified School District.** Public Works served as the local evaluator for Verdugo Hills High School, a school receiving a federal Comprehensive School Reform (CSR) grant. Evaluation and monitoring activities included assisting the school in understanding and using summative and formative student assessment data to guide and modify instruction, surveys of school staff aimed at contextualizing school reform efforts, and interviews and focus groups with school leadership, teachers, and students to assess the impact of the grant on school improvement goals and benchmarks. Public Works prepared the required End-of-Year reports for CSR implementation on behalf of Verdugo Hills High School.

**Evaluation of Comprehensive School Reform (CSR) Implementation, Gratts Elementary School, Los Angeles Unified School District.** Public Works served as the local evaluator for Gratts Elementary School, a school receiving a federal Comprehensive School Reform (CSR) grant as well as a High Priority School Grant (HPSG) from the State. Evaluation and monitoring activities included assisting the school in understanding and using summative and formative student assessment data to guide and modify instruction with differentiation strategies and adjustments to lesson pacing, as well as surveys of school staff and parents aimed at informing school-wide planning and decision-making.

**Evaluation of HPSG Implementation, Webster Middle School, Los Angeles Unified School District.** Public Works served as the local evaluator for Webster Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Evaluation activities centered on helping the school utilize a wide range of data to inform and modify school improvement efforts. Public Works facilitated a site-based Instructional Leadership Team charged with examining multiple sources of data (e.g., student achievement, staff, student and parent surveys, classroom observations, etc.). Public Works worked closely with core academic department chairs to strengthen school plans for professional development and to help focus school plans for parent outreach and parent education. Public Works also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. Public Works prepared final End-of-Year reports for the State on HPSG implementation on behalf of Webster Middle School.

**Evaluation of Scholastic Performance Audit Implementation, Twain Middle School, Los Angeles Unified School District.** Public Works was selected from a list of State approved providers to serve as the school's external evaluator following a Scholastic Performance Audit conducted by LAUSD. Evaluation activities centered on helping the school utilize a wide range of data to inform and modify school improvement efforts, as they relate to the implementation of the SPA corrective actions. Public Works facilitated a site-based Instructional Leadership Team charged with examining multiple sources of data (e.g., student achievement, staff, student and parent surveys, classroom observations, etc.). Public Works worked closely with core academic department chairs to strengthen school plans for professional development and to help focus school plans for parent outreach and parent education. Public Works also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. Public Works prepared final End-of-Year reports for the State on HPSG implementation on behalf of Twain Middle School.

**Facilitation and Training of Site Based Math Data Teams, Inglewood Unified School District (IUSD).** Public Works coordinated monthly meetings of a data team comprised of administrators, teacher(s), curricular coaches, and counselors from nine sites aimed at improving student achievement in mathematics. Activities centered on examining key accountability data from the California Standards Test and the California High School Exit Exam, formative assessment data, survey data from staff and students (secondary only), and structured observations of mathematics instruction based on the California Standards for the Teaching Profession. Public Works assumed responsibility for building a system of formative mathematics assessment data. Activities included creation, coordination, collection, and analysis of formative assessments data for grades 2 – Algebra I, which were

tied to curricular pacing plans. In addition, Public Works, delivered reports by teacher and by standard approximately every eight weeks. Public Works worked jointly with the Coalition for Educational Partnerships to provide training to IUSD teachers and principals regarding data-driven school improvement.

**Facilitation and Training of Math Data Team, Whittier Union High School District (WUHSD).** Public Works coordinated bimonthly meetings of a data team comprised of district leaders and math department chairs from five high schools aimed at improving student achievement in mathematics. Activities centered on examining key accountability data from the California Standards Test and the California High School Exit Exam, survey data from all district math teachers, and structured observations of mathematics instruction based on the California Standards for the Teaching Profession. Public Works facilitated the development of a set of recommendations for mathematics instruction including plans for professional development, new teacher support, provision of instructional materials, assessment practices, and intervention services for struggling students.

**Facilitation and Training of Reading Intervention Data Team, Whittier Union High School District (WUHSD).** Public Works coordinated bimonthly meetings of a data team comprised of district leaders, English department chairs, and high school teachers of reading intervention classes targeting students reading more than two years below grade level. Public Works surveyed faculty at all WUHSD high schools as part of a needs assessment on the extent of literacy integration in all subject areas. Evaluative technical assistance centered on the developing a set of recommendation for development of a system of course entry and exit criteria, instructional guidelines, assessment procedures, and professional development aimed at improving site-based reading interventions and promoting literacy across the curriculum.

**Data Analysis and Professional Development, Birmingham High School, Los Angeles Unified School District (LAUSD).** Public Works collected and analyzed four years of summative student achievement and school performance data for Birmingham High School. Based on this review of data, Public Works provided professional development to the entire faculty designed to increase awareness of school accountability and assessment goals. Follow-up training was conducted with core academic department chairpersons in order to deepen staff understanding of how to use assessment data to guide and modify instruction. Public Works prepared a set or data notebooks summarizing student achievement data and presenting these data graphically.

**Evaluation of Inglewood Unified School Districts Gifted and Talented Education (GATE) program.** In Spring 2006, Inglewood Unified School District (IUSD) underwent a Coordinated Compliance Review (CCR). As part of this process, representatives from the California Department of Education (CDE) noted a need for a summative evaluation of the GATE program in IUSD. As a result, IUSD contracted with Public Works to examine the GATE program in the district. Activities centered on analyzing demographic data on Inglewood's student GATE population, collecting and analyzing GATE to non-GATE student achievement on the California Standards Tests (CSTs) and California High School Exit Exam (CAHSEE), and conducting district-level aggregation of staff, student, and parent survey results collected by NCS Pearson in 2004.

**Evaluation of Service Learning (Cal Serve) Implementation, Los Angeles Unified School District.** Public Works served as LAUSD’s evaluator of a three-year Cal Serve grant aimed at integrating service learning into secondary education. Per guidelines from the California Department of Education, the evaluation focused on identifying the elements of “exemplary” service learning using a case study methodology with model middle and high school classrooms delivering Social Science or Science instruction. The evaluation focused on three dimensions of student impact: 1) social and personal development; 2) civic responsibility; and 3) student academic achievement. Evaluation activities included interviews and focus groups with teachers and students, student and teacher surveys, as well as analysis of teacher developed, standards-based assessments that linked service learning with course curricula. In addition, PW documented LAUSD’s progress in establishing service learning as a high school graduation requirement, compilation of a resource manual of standards-based service learning lesson plans, training of site-based service learning facilitators at all district high schools, and brokering of school-community linkages around service learning projects. At the end of each grant year, PW prepared an evaluation report documenting grant implementation and assessing impact of service learning participation on student achievement.

**Evaluation of Service Learning, Districts A and F, Los Angeles Unified School District (LAUSD).** Public Works evaluated the implementation of pilot service learning projects in two regional sub-districts of LAUSD. The evaluation measured gains in three dimensions: 1) social and personal development; 2) civic responsibility; and 3) student academic achievement. Drawing on data from a sample of case study middle and high school classrooms that integrated service learning projects into social science curricula, evaluation activities included interviews and focus groups with teachers and students, student and teacher surveys, and the analysis of student achievement data. The evaluation findings were used to shape the preparation of schools for the new service learning high school graduation requirement for the class of 2007.

**State Reporting on Underperforming Schools, Los Angeles Unified School District.** Public Works prepared required End-of-Year reports for four elementary and one middle school in LAUSD receiving either Immediate Intervention/Underperforming Schools Program (II/USP) or Comprehensive School Reform (CSR) program grants. Evaluation activities included a review of summative student achievement data, on-site interviews and focus groups, and review of school budgets and professional development documentation.

**State Reporting on Underperforming Schools, Pasadena Unified School District.** Public Works prepared required End-of-Year reports for one elementary and one middle school in PUSD receiving Immediate Intervention/Underperforming Schools Program (II/USP) grants. Evaluation activities included a review of summative student achievement data, on-site interviews and focus groups, and review of school budgets and professional development documentation.

**External Evaluator for District Program Improvement, Whittier Union High School District (WUHSD).** Public Works served as the WUHSD’s external evaluator during a district-wide self-assessment and revision of the district’s Title I Program Improvement (PI) plan. PW conducted both a district and site-based analysis as required to identify areas in need of improvement including analysis of all District and school-based achievement data, as well as interviews and focus groups at each school and with selected district staff to



evaluate school and district capacity using two state-mandated instruments: the District Assistance Survey (DAS) and the Academic Program Survey (APS). To ensure follow-up of the needs assessments recommendations, PW has continued to work with WUHSD in 2005-06 and 2006-07. In particular, PW evaluated the effectiveness of the district's academic "Pyramid of Intervention" model and worked with Intervention Specialists at each district school; 2) facilitating a district task force charged with improving the delivery of instruction to Special Education; 3) providing technical assistance on the a system for common formative assessments in core subject areas; and 4) collecting input from parents via satisfaction surveys.

**Evaluation of High Tech High Los Angeles Charter School, Los Angeles Unified School District.** Public Works has served as the internal evaluator of High Tech High Los Angeles (HTH-LA) since its inception in 2003. PW helped draft the evaluation section of the school's original charter petition and has analyzed a wide variety of quantitative and qualitative data to ensure that HTH-LA is continually using data to improve services to students. Evaluation methods have included analysis of student achievement data, structured classroom observations, interviews and focus groups, surveys of students and parents, and design of longitudinal tracking systems to measure the "added value" of enrollment at this charter school organized on the basis of project-based learning.

**Evaluation of II/USP Implementation, Emerson Middle School, Los Angeles Unified School District.** Public Works served as the local evaluator for Emerson Middle School, a school receiving an Immediate Intervention/ Underperforming School Program (II/USP) grant beginning in 2001-2002. Evaluation and monitoring activities included assisting the school in understanding and using summative and formative student assessment data to guide and modify instruction, as well as structured observations of classroom instruction in five core academic subject areas aimed at spurring changes in pedagogy and professional collaboration. In addition to facilitating quarterly leadership team meetings, Public Works surveyed staff on school reform efforts and presented data on student achievement to parents. Public Works prepared the final End-of-Year report for the State on of II/USP implementation on behalf of Emerson Middle School.

**Evaluation of II/USP Implementation, Wilson Middle School, Pasadena Unified School District.** Public Works served as the local evaluator for Wilson Middle School, a school receiving an Immediate Intervention/ Underperforming School Program (II/USP) grant beginning in 2002-2003. Evaluation and monitoring activities included assisting the school in using formative assessment data in English/language arts, Math, and Science, restructuring school services and support for English Learners, surveying staff and students regarding the school's implementation of the International Baccalaureate Programme, conducting structured observations of instruction, and facilitating quarterly leadership meetings on II/USP implementation. Public Works prepared final End-of-Year reports for the State on II/USP implementation on behalf of Wilson Middle School.

**Evaluation of High Priority Schools Grant (HPSG) Implementation, Webster Middle School, Los Angeles Unified School District.** Public Works served as the local evaluator for Webster Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Evaluation activities centered on facilitating a site-based Data Team charged with moving examining data from multiple sources as part of school improvement efforts. In helping the

school move towards a data-driven model of school decision-making, multiple sources of data were examined (e.g., student achievement, staff and parent surveys, classroom observations, etc.). Public Works also worked closely with core academic department chairs to strengthen school plans for professional development and use of formative assessment data to guide and modify instruction. Public Works prepared final End-of-Year reports for the State on HPSG implementation on behalf of Webster Middle School.

**Evaluation of High Priority School Grant (HPSG) Implementation, Bethune Middle School, Los Angeles Unified School District.** Public Works served as the local evaluator for Bethune Middle School, a school receiving a High Priority Schools Grant (HPSG), discretionary State funds for the lowest performing public schools in California. Evaluation activities centered on helping the school utilize a wide range of data to inform and modify school improvement efforts. Public Works facilitated a site-based Instructional Leadership Team charged with examining multiple sources of data (e.g., student achievement, staff, student and parent surveys, classroom observations, etc.). Public Works worked closely with core academic department chairs to strengthen school plans for professional development, including facilitating activities related to implementing Professional Learning Communities (PLC). Additionally, we worked with school to help focus school plans for parent outreach and parent education. Public Works also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. Public Works prepared final End-of-Year reports for the State on HPSG implementation for Bethune Middle School.

**Facilitated planning of Bonita's High Priority Schools Grant (HPSG), Bonita Unified School District.** Public Works conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs. Activities included facilitating and developing the capacity of School Site Council (SSC) to develop and manage a plan for improvement, analyzing data on student performance, as well as reviewing existing documents related to the school's instructional program. Public Works also facilitated meetings with the school's District School Leadership Team (DSLTL) in order to administer and score the required Academic Program Survey (APS), which assesses school capacity in terms of the Essential Program Components (EPCs) required of HPSG schools. In addition, Public Works coordinated and led a public meeting with parent/community members to solicit input for school improvement planning. Public Works used the aforementioned data in order to develop a draft HPSG plan, which was shared with the DSLTL prior to being submitted to the Bonita board of education and the California Department of Education.

**Facilitated planning of La Tijera's High Priority Schools Grant (HPSG), Inglewood Unified School District.** Public Works conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs. HPSG targets improvements in English Language Arts and Mathematics including professional development, intervention, coaching, and use of school resources. Activities included analyzing data on student performance, as well as reviewing existing documents related to the school's instructional program. Public Works also facilitated three to four meetings with the school's District School Leadership Team (DSLTL) in order to administer and score the required Academic Program Survey (APS), which assesses school capacity in terms of the Essential Program Components (EPCs) required of HPSG schools. In addition, Public Works coordinated and led a public meeting with parent/community

members to solicit input for school improvement planning. Public Works used the aforementioned data in order to develop a draft HPSG plan, which was shared with the DSLT prior to being submitted to IUSD and the California Department of Education.

**Facilitated planning of New Economics for Women (NEW) Academy of Science and Arts High Priority Schools Grant (HPSG), Los Angeles Unified School District.**

Public Works conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs. Activities included analyzing data on student performance, as well as reviewing existing documents related to the school's instructional program. Public Works also reviewed data from parent meetings including tabulation of parent surveys, facilitated a focus group with the school's staff, and assessed scores from the required Academic Program Survey (APS), which assesses school capacity in terms of the Essential Program Components (EPCs) required of HPSG schools. In addition, Public Works reviewed existing documents and evidence related to the schools instructional program including: charter petition, budgets, staffing qualifications, and experience. Public Works used the aforementioned data in order to develop a draft HPSG plan, which was shared with the staff prior to being submitted to the LAUSD SB 1X Office and the California Department of Education.

**Facilitated planning of Los Angeles Unified High Priority School (HPS) plans for Edison Middle School.**

Public Works conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs. Activities included analyzing data on student performance, as well as reviewing existing documents related to the school's instructional program. Public Works also reviewed data from parent meetings including tabulation of parent surveys, facilitated a focus group with the school's staff, and assessed scores from the required Academic Program Survey (APS), which assesses school capacity in terms of the Essential Program Components (EPCs). In addition, PW reviewed existing documents and evidence related to the schools instructional program including: charter petition, budgets, staffing qualifications, and experience. PW used this data to develop a draft single school plan, which was shared with the staff prior to being submitted to the LAUSD Local District 7.

**Facilitated planning of Los Angeles Unified High Priority School (HPS) plans for Drew Middle School.**

Public Works conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs. Activities included analyzing data on student performance, as well as reviewing existing documents related to the school's instructional program. Public Works also reviewed data from parent meetings including tabulation of parent surveys, facilitated a focus group with the school's staff, and assessed scores from the required Academic Program Survey (APS), which assesses school capacity in terms of the Essential Program Components (EPCs). In addition, Public Works reviewed existing documents and evidence related to the schools instructional program including: charter petition, budgets, staffing qualifications, and experience. Public Works used this data to develop a draft single school plan, which was shared with the staff prior to being submitted to the LAUSD Local District 7.

**Facilitated planning of Los Angeles Unified High Priority School (HPS) plans for Muir Middle School.** Public Works conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs. Activities included analyzing data on student performance, as well as reviewing existing documents related to the school's instructional program. Public Works also reviewed data from parent meetings including tabulation of parent surveys, facilitated a focus group with the school's staff, and assessed scores from the required Academic Program Survey (APS), which assesses school capacity in terms of the Essential Program Components (EPCs). In addition, Public Works reviewed existing documents and evidence related to the schools instructional program including: charter petition, budgets, staffing qualifications, and experience. Public Works used this data to develop a draft single school plan, which was shared with the staff prior to being submitted to the LAUSD Local District 7.

**Technical Assistance for the Charter Schools Division, Los Angeles Unified School District.** Public Works has assisted the LAUSD Charter Schools Division (CSD) in the review of charter school petitions and the design of district procedures to assess the viability and progress of charter schools. PW's assistance to LAUSD has focused on 1) development of site visitation guidelines and rubrics for required annual site visits to charter schools; 2) review of charter components 1-3 (Educational Program, Measurable Student Outcomes, and Evaluation Methods) from selected charter school applicants; 3) preparation of a list of common shortcomings and pitfalls of charter petition; 4) completion of a comprehensive review of the literature on charter schools, focusing on authorization and oversight, extent of educational innovation, evaluation of charter school effectiveness, and accountability implications; and, 5) development of training materials for charter school developers intended to enhance charter accountability, assessment, and evaluation.

**Evaluation of the *Art Program with the Community* for the Los Angeles County Museum of Art (LACMA).** Public Works evaluated a pilot integrated arts education program funded by the Anna H. Bing Children's Art Education Fund that aims to bring LACMA's collection and expertise to so that the museum is seen as a resource available to all that supports the education of children and life-long learning. In the 11 pilot elementary and middle schools located in LAUSD District 4, PW examined the impact of artist coaches in the classroom and arts-related professional development for participating teachers through a combination of site visits, surveys, and documentation of program participation. In addition, PW evaluated the influence of LACMA's curriculum on student outcomes in English/Language Arts, particularly the impact of exposure to the visual arts on student writing and oral presentations using both summative and formative achievement data. PW prepared a summative evaluation report on aimed at improving the model of arts integration in elementary and middle schools.

**Evaluation of the Alliance for College Ready Public Schools (ACRPS).** Public Works evaluated the ACRPS educational model at four secondary charter schools. In particular, the evaluation focused on examining 1) high expectations for all students; 2) small personalized schools and classrooms; 3) increased time for learning; 4) highly qualified principals and teachers; and 5) parents as partners. The evaluation included in-depth site visits to all four schools, surveys of students and parents, as well as examination of extant quantitative student achievement data in relation to students attending similar LAUSD schools. PW also examined other data such as staff participation in professional

development/training, rates of teacher retention, student participation in service learning and/or internships, quarterly student progress reports, parent participation in school events/activities, etc. The final evaluation report will include key findings, conclusions, and recommendations aimed at assessing the benefits of the model for students, parents, and staff, as well as baseline quantitative achievement data to measure future impact.

**Evaluation of the College and Career Success (C&CS) Schools, UNITE-LA.** Public Works evaluated the extent of systemic change associated with the implementation of five autonomous small schools/small learning communities organized on the basis of thematic, hands-on learning and interdisciplinary use of technology. In particular, the evaluation assessed the extent to which the C&CS Initiative assisted, modeled, and built sustainability among participating high schools. Evaluation methods included 1) documentation of partnerships, leveraged funds, and participation in professional development; 2) student participation in key activities (e.g., internships, job shadow, project-based learning, etc.); 3) school performance data (e.g., dropout/graduation rate, attendance, teacher retention/turnover rates; 4) site visits to focus schools; and 5) district interviews. The final evaluation report focused on recommendations aimed at sustaining and replicating the C&CS model in other LAUSD high schools.

**Public Engagement Evaluation of Sun Valley Middle School, Los Angeles Unified School District (LAUSD).** Public Works conducted a public engagement evaluation aimed at documenting school progress since an audit conducted by the California Department of Education in October 2001. Based on document and data review, classroom observations, focus groups and interviews, and surveys of school staff, Public Works prepared an annual report detailing the story of the school's reform and transformation. This deliverable served as evidence of the school's successful exit from State oversight due to school wide improvement.

**Evaluation of II/USP Implementation, Local District D High Schools, Los Angeles Unified School District.** Public Works served as the local evaluator for three high schools implementing an Immediate Intervention/Underperforming Schools Program (II/USP) grant. Public Works focused on collecting evaluation data linked to an action plan developed as part of the II/USP process during 2001-2002 for implementation over the next two school years. Working closely with a site-based Data Team comprised of teachers, counselors, and administrators, Public Works examined a wide range of data linked to the implementation of the schools' improvement plans in 2002-2003 and 2003-2004. Evaluation efforts included in-depth examination of summative student achievement and school performance data, surveys of school staff, structured classrooms observations, and interviews with school personnel. Facilitation of site-based data teams at each site focused on helping school personnel interpret and use data for program improvement.

**Evaluation of the Professional Development School (PDS) in LAUSD Local District I, Urban Educational Partnership (UEP).** Public Works evaluated an initiative designed to increase the proficiency levels and retention rates of non-credentialed teachers assigned to inner city schools in south Los Angeles. Evaluation methods included surveys and interviews with PDS credential candidates, coaches assigned to these teachers, and the leadership at schools sending teacher candidates to the PDS.

**Evaluation of the Comprehensive School Reform Demonstration (CSR D) Program, Los Angeles Unified School District (LAUSD).** Public Works served as LAUSD's District evaluator of the CSR D program for 14 Cohort I and 18 Cohort II schools. All schools were implementing research-based model reform designs intended to improve student achievement. Evaluation methods included pre/post (Fall/Spring) school staff and parent surveys as well as the analysis of student achievement data linked to annual State and District performance benchmarks. In addition, a sample of schools was included in a case study, which allowed an in-depth examination of the factors behind effective implementation of site-based comprehensive reform. Data from the evaluation provided LAUSD with information that can be used to match underperforming schools with appropriate and effective reform designs. Public Works also facilitated quarterly meetings with all LAUSD CSR D schools, providing information and training on using data to guide school improvement efforts. As part of the project, Public Works prepared an annual End-of-Year report to the State and assisted schools in meeting State accountability and reporting requirements. Supplemental summative evaluation reports were also prepared for LAUSD.

**Evaluation of the California State Dominguez Hills (CSUDH) Teacher Credential Program, CSUDH.** Public Works conducted an evaluation that provided a descriptive picture and status report on a cohort of new teacher participants in the Teacher Credential Program administered by CSUDH and housed in the satellite locations of the Professional Development Center in the Pasadena Unified School District. Evaluation activities included updating the program's database for each participant including courses and completed certification. In collaboration with the program's administrators, Public Works developed and administered a survey on the program and its requirements to be completed by new teacher participants. Follow-up focus groups were conducted with program participants. Findings were analyzed and provided to program administrators to be utilized for program development and improvement.

**Evaluation of Watts Learning Center Charter School, Los Angeles Unified School District (LAUSD).** As part of the district's five-year charter renewal process, Public Works evaluated the progress of Watts Learning Center, an elementary charter school in South Central Los Angeles. Research focused on both the school's implementation of the charter as well as the impact on student achievement and overall school performance. The evaluation also focused on the analysis of quantitative data linked to school performance and student achievement, comparing the performance of students from Watts Learning Center to a matched sample of students from demographically similar schools. In addition to tracking longitudinal student-level data, the evaluation employed statistical regression methods in order to isolate the impact of different variables on student achievement. The evaluation also included a qualitative review of many key aspects of the school in relation to its charter and goals. Report findings were presented and used in consideration of approval of extending the school's charter school status for a following five-year term.

**Evaluation of the Summer Math Academy, Pioneer High School, Whittier Union High School District (WUHSD).** Public Works evaluated the impact a Summer Math Academy program intended to increase the proportion of students completing the entire sequence of high school mathematics while also providing summer remediation to students who did not pass math courses during the regular school year. The evaluation included classroom observations, focus groups and interviews with staff and students, and a

comprehensive review of transcripts for the graduating class of 2002. Recommendations from the evaluation report centered on redefining the mission of the program to include a more explicit focus on helping more students become college eligible by increasing pass rates in benchmark mathematics courses.

**Status Report on Project SEED, Pasadena Unified School District (PUSD).** Public Works researched and compiled a report on the status of the Project SEED, an elementary science program used in PUSD. Qualitative research included the review of program documentation and databases, as well as interviews with District/program staff. Public Works produced a document on the history of the program, its impact on students and schools, a description of the current program, and recommendations for future evaluation.

**External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill IX), Los Angeles Unified School District.** In line with California legislation intended to improve school accountability, Public Works served as the State-approved external evaluator for 22 K-12 schools in LAUSD receiving planning grants under the Public Schools Accountability Act, Immediate Intervention/Underperforming Schools Program (II/USP). During 1999-2000, Public Works worked four elementary schools. In 2000-2001, Public Works worked with six elementary schools, one middle, and one high school. During 2001-2002, Public Works served as the external evaluator to five elementary, one middle, and four high schools. Legislatively mandated tasks included: public meetings with parents and community representatives, as well as comprehensive school reviews to identify barriers to school improvement. Methods included in-depth analyses of student achievement data as well as school site visits devoted to interviews, focus groups and classroom observations. Throughout the project, Public Works facilitated an Action Team made up of representatives of all stakeholder groups, culminating in the development of a school improvement plan covering four areas: school management, curriculum management, resource allocation, and parent/community involvement. This plan recommended curricular programs and reform strategies, outlining measurable goals, contractual arrangements with outside model reform providers, and an expenditure plan linked to school-wide reform goals. During 2000-2001, four of the schools opted to apply for Federal Comprehensive School Reform Demonstration (CSRSD) program grants. One school applied for CSRSD in 2001-2002. All plans and grant applications were approved by the State and the schools received implementation awards of up to \$200 per student for a period of either two (II/USP only) three (CSRSD schools) years.

**External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill IX), Pasadena Unified School District.** In line with California legislation intended to improve school accountability, Public Works served as the State-approved external evaluator for one elementary and two middle schools in Pasadena Unified School District during 2001-2002. During 2001-2002, legislatively mandated tasks included: public meetings with parents and community representatives, as well as comprehensive school reviews to identify barriers to school improvement. Methods included in-depth analyses of student achievement data as well as school site visits devoted to interviews, focus groups, and classroom observations. Throughout the project, Public Works facilitated Action Teams made up of representatives of all stakeholder groups which developed comprehensive plans to guide school improvement efforts. One of the middle schools also received a High Priority Schools Grant (HPSG) from the State.

**Evaluation of the Comprehensive School Reform Demonstration (CSRD) Program, Pasadena Unified School District (LAUSD).** Public Works served as PUSD's District evaluator of the CSRD program, in place at Blair High School, a Cohort I CSRD school implementing the International Baccalaureate (IB) program. Evaluation methods included school staff and student surveys as well as the analysis of student achievement data linked to grant and District performance benchmarks. In addition, on-site qualitative research allowed the examination of the school's progress in implementing the IB reform design. As part of the project, Public Works prepared both school and district End-of-Year reports to meet State accountability and reporting requirements. A supplemental summative evaluation report was also prepared for PUSD.

**External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill IX), Lennox School District.** In line with California legislation intended to improve school accountability, Public Works served as the State-approved external evaluator for Moffett Elementary, a large, year-round elementary school in the Lennox School District receiving an Immediate Intervention/ Underperforming Schools Program (II/USP) planning grant under the Public Schools Accountability Act. During 2000-2001, legislatively mandated tasks included: public meetings with parents and community representatives, as well as comprehensive school reviews to identify barriers to school improvement. Methods included in-depth analyses of student achievement data as well as school site visits devoted to interviews, focus groups, and classroom observations. Throughout the project, Public Works facilitated an Action Team made up of representatives of all stakeholder groups which developed a Comprehensive School Reform Demonstration (CSRD) program grant application outlining plans for an arts-based curricular reform program encompassing measurable goals in literacy, math and services for English Language Learners. The CSRD grant was approved by the State of California and the school received an implementation award of \$200 per student for three years.

**Evaluation of *Success for All*, Local District I, Los Angeles Unified School District.** Public Works evaluated the effectiveness of *Success for All* (SFA), a reading intervention program developed by Johns Hopkins University, at four underperforming Title I elementary schools located in south central Los Angeles. Public Works designed an electronic database for schools to enter interval reading assessment data and then retrieved these data for analysis. Student reading data were analyzed to determine overall progress and grade level attainment under SFA. The evaluation also included a qualitative review of the schools' implementation of the model, particularly modifications to school structure, professional development, and parent outreach. A final report was prepared for each school detailing student achievement findings and providing recommendations for strengthening school-based reform efforts.

**Evaluation of Montague Charter Academy, Los Angeles Unified School District (LAUSD).** As part of the five-year Charter reapplication process, Public Works evaluated the progress of Montague Charter Academy, an elementary charter school in the northeast San Fernando Valley. The evaluation focused on the analysis of quantitative data linked to school performance and student achievement, comparing Montague to a matched sample of demographically similar schools. In addition to tracking longitudinal student-level data over time, the evaluation employed regression techniques to isolate the differential impact and statistical significance of Montague's performance controlling for student demographic characteristics. In addition, the evaluation included an in-depth analysis of the charter's



impact on curriculum and instruction, assessment practices, professional development, intervention programs and services and parent and community involvement. This report was used to determine whether or not to re-approve the school's status as a charter school.

**Evaluation of II/USP Implementation, Evergreen Elementary, Los Angeles Unified School District.** Public Works served as the local evaluator for an elementary school located in East Los Angeles implementing an Immediate Intervention/Underperforming Schools Program (II/USP) grant. Public Works focused on collecting evaluation data linked to an action plan developed as part of the II/USP process during 1999-2000. Working closely with a site-based Data Team, Public Works conducted staff and parent surveys, observed classrooms, interviewed school personnel and examined student progress under the Open Court Reading program. Meeting monthly, Public Works endeavored to build the capacity of school representatives to conduct and lead their own internal evaluation efforts. In particular, efforts focused on helping school personnel interpret and use data for program improvement. Public Works also provided evaluative technical assistance linked to grade level articulation and parent education and outreach. Public Works prepared a final report summarizing the results of the first year implementation.

**Facilitation and Training of the English Language Learners Data Team Task Force, Whittier Union High School District (WUHSD).** Public Works assisted WUHSD in the development of a set of proposals for restructuring instructional delivery, student scheduling, professional development and teacher articulation as part of the development of a district wide Master Plan for English Language Learners (ELLs). Public Works facilitated monthly meetings of school representatives from the five WUHSD high schools and District leaders aimed at reaching consensus on the instructional program for ELLs. Evaluative technical assistance centered on the development of a system of student achievement benchmarks to evaluate progress as well as recommendations for ongoing data management and analysis. Public Works also provided annual professional development annually for three years to school principals, counselors, and teachers on assessment, accountability, and data analysis.

**Evaluative Technical Assistance and Communication Services for School Families in the Los Angeles Annenberg Metropolitan Project (LAAMP), Los Angeles Unified School District (LAUSD).** Public Works provided evaluative technical assistance to twenty-two LAUSD School Families (geographical groups of K-12 schools feeding into a single comprehensive high school), each of whom was responsible for developing an annual self-evaluation report as part of the 1997-98 and 1998-99 LAAMP annual review process. Public Works helped the School Families receiving Annenberg Challenge grants and/or supplementary district funding to develop measurable outcomes tied to specific implementation strategies and action steps set forth in their Learning Plans. During 1997-1998, Public Works focused on providing School Families with coaching and training related to the efficient and accurate collection, analysis, and public presentation of data related to student achievement, school performance and overall progress. Evaluation teams in each of the School Families received training in survey development, interpreting standardized test results, performance assessment, transcript analysis and focus group methodology. For the 1998-1999 and 1999-2000 annual review process, Public Works shifted away from a descriptive report toward a more user-friendly annual report in a "brochure" format. These reports were targeted at rank-and-file teachers and interested parents. In addition to data on School Family progress, the annual report "brochures"

included School Family “best practices” and data unique to the individual School Families. Based on the data in these School Family annual reports, Public Works prepared a District annual report for 1997-1998, 1998-1999 and 1999-2000 summarizing cross-Family findings linked to program implementation and presenting student achievement and school performance data for all School Families.

**Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Pasadena Unified School District (PUSD).** As local evaluator for the PUSD LAAMP initiative, Public Works evaluated the differential impact of LAAMP on PUSD’s existing reform programs as well as progress toward PUSD’s K-12 articulation targets in the areas of literacy, mathematics, professional development, and parent involvement. Qualitative evaluation methods included site visits to a sample of participating schools to conduct interviews with school staff, students, parents and District stakeholders. Special attention was paid to assessing the impact of California Proposition 227 (which limited the use of bilingual education in California) on the instructional services and student outcomes of English Language Learners. Quantitative analyses centered on identifying trends and patterns in student achievement and school performance data, analyzing secondary transcripts to highlight equity and achievement issues and examining the performance of a subset of schools implementing *Success for All*, a model program for improving reading. Public Works also facilitated meetings of participating schools and otherwise assisted PUSD in preparing an annual report submitted to the Los Angeles County LAAMP Office from 1996-1997 through 1999-2000.

**Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Little Lake City School District (LLCSD).** Public Works evaluated the extent to which the LLCSD met its goals in the areas of literacy and mathematics as set forth in their Annenberg Family Learning Plan over the time period 1996-1997 through 1999-2000. Evaluation methods include both quantitative data on student achievement and school performance, as well as qualitative data on the status of reform implementation and stakeholder involvement throughout the LLCSD Family of Schools. In addition to assembling the annual reports each year, Public Works has worked with school and district administrators to refine the implementation of standards-based instruction, improve school-level strategic planning and disseminate information on reform efforts to parents and the surrounding community. Training was also provided to site-based data teams involved in using data from school improvement.

**Evaluation of Teacher Recruitment and Retention Policies, National Commission on Teaching and America’s Future (NCTAF), Teachers College, Columbia University.** As part of a national study of urban school districts, Public Works evaluated teacher induction, recruitment and retention policies in the Pasadena Unified School District (PUSD). The first component of the study focused on the effectiveness of the two induction programs of the District—Beginning Teacher Support Assistance (BTSA) and the New Teacher Team Coaching (NTTC). Evaluation methods included surveys of new teachers and mentor teachers as well as observational assessments using the California Standards for the Teaching Profession. In the second component, surveys of former teachers were used in conjunction with interviews of PUSD central office staff to highlight the impact of existing personnel policies, professional development and school climate on overall teaching quality and teacher satisfaction. Districts where PUSD teachers were leaving to teach were compared for policies and practices related the recruitment and

support of new teachers. The third component was a best practice study of the pre-service and in-service support practices offered through PUSD's Professional Development Center and College for Teachers.

**Evaluative Technical Assistance and Grant Facilitation for the Reseda Family of Schools, Los Angeles Unified School District (LAUSD).** Public Works facilitated and coordinated the implementation of reforms within the Reseda Family of Schools aimed at boosting student literacy through improvements in the areas of professional development, parent involvement, and instructional technology applications. Working closely with school administrators and teachers, efforts focused on incorporating accountability and assessment into the implementation of the Family's plan for improving student achievement. Parent and school staff surveys were used as evaluation tools along with the examination of computerized assessment data measuring student reading levels and reading comprehension skills. Family progress was summarized in a 1998-1999 and again in 1999-2000 in a final report as part of an annual review process overseen by LAUSD's School Reform Office.

**Evaluative Technical Assistance for the San Fernando Family of Schools, Los Angeles Unified School District (LAUSD).** Public Works provided evaluative technical assistance to the San Fernando Family of Schools designed to monitor and assess progress toward the literacy, professional development and parent involvement components of the Family's Learning Plan. Evaluation activities include analyses of survey data and follow-up focus groups with students, parents, and school staff. Public Works also assisted the Family in developing a data management and analysis plan for assessing the impact of *Success for All*, a reading initiative developed by the Johns Hopkins University.

**Evaluation of the Palisades Charter Complex, Los Angeles Unified School District (LAUSD).** As part of the Charter reapplication process, Public Works evaluated the progress of eight schools (five elementary schools, a middle school, a high school and one continuation high school) that had operated as a Charter school for the previous five years. The evaluation focused on the analysis of quantitative data linked to school performance and student achievement. In addition to tracking longitudinal student-level data over time, the evaluation used logistic regressions to isolate the relative weight of different school and student variables in terms of achievement. In addition, school staff, parents, and secondary students were surveyed to evaluate school progress towards the goals and objectives outlined in the Charter. This report was used to determine whether or not to extend charter status for an additional five years.

**Rubric Development for the North Hollywood and Sylmar School Families, Los Angeles Unified School District (LAUSD).** Public Works facilitated the North Hollywood School Family in the development of writing prompts and rubrics to be used as pre- (fall) and post- (spring) assessments of students in kindergarten through fifth grade (N. Hollywood) and the third, fifth, eighth and tenth grade (Sylmar). A random sample of student work was selected and scored, results summarized, benchmarks selected, and rubrics fine-tuned. Teachers were trained in the development, scoring prompts and rubrics as well as the analysis of results.

**Evaluation of the Parents as Learning Partners (PLP) High School Parent Orientation, School Family, Los Angeles Unified School District (LAUSD).** Public Works evaluated the impact of a summer orientation program seeking to smooth the transition of middle school students to high school. This evaluation collected data that would allow the school to improve interactions between home and school, helping parents and school staff work together to identify students not meeting academic standards and/or behavioral codes of conduct. In addition, the evaluation targeted areas for future parent education and outreach. Most work conducted for this evaluation consisted of qualitative data obtained through focus groups conducted with students, parents, teachers, and high school counselors

**Conference Coordination, KCET, The Brain at Work Conference, National Science Foundation (NSF).** In conjunction with representatives from Los Angeles area community colleges, a regional School-to-Career partnership, and a local public television station, Public Works helped designed and facilitate a conference entitled: *The Brain at Work: Achieving a Shared Agenda for Academic and Applied Learning in Math and Science*. Funded by the National Science Foundation (NSF), the conference focused on identifying a research agenda for educators and other partners based on the implications of recent brain development research for the teaching of math and science at the secondary and postsecondary levels. Presentations and Workshops at the conference also discussed ways to integrate academic and applied learning as well as strategies for improving articulation and coordination across educational institutions, particularly high schools and community colleges.

**Preparation of LEARN School Report Cards, Los Angeles Educational Alliance for Restructuring Now (LEARN).** Public Works developed “report cards” for all of the LEARN schools in the first three cohorts (approximately 200 schools). These report cards summarized a wide range of data related to school demographics and resources, student achievement and school performance data, as well as survey data from staff and parents linked to the implementation of site-based reforms. The primary goal of the project was to promote accountability among LEARN school communities by providing parents and rank-and-file school staff with a user-friendly, two-page summary of their school’s data that could be used as the basis for making decisions related to school curriculum, budget allocations, and staffing. Along with the individual school report cards, Public Works prepared a report discussing how data might be used to guide local school reform efforts as well as recommendations related to the refinement of the goals and objectives in schools’ reform plans.

## **School-to-Career and Workforce Development**

**Evaluation, Planning for Alliance for Education (High School) in the San Bernardino County Superintendent of Schools (SBCSS).** PW was contracted to assist the Alliance for Education in evaluating STEM and ABLE programming. PW evaluated STEM outcomes by collecting rosters of students participating in STEM programming from schools and matching that information to student outcomes. PW also conducted a follow-up survey of seniors after graduation from selected schools.

**Evaluation Planning, Alliance for Education, San Bernardino County Superintendent of Schools.** Public Works assisted in the development of an Evaluation Design for the Alliance for Education, a partnership of business, labor, government and education for a qualified workforce. Services included gathering proposals and grant reports written by the Alliance; convening an Evaluation Group to assess goals and objectives; interviews with stakeholders, partners and staff; and producing and presenting a proposed evaluation strategy to the Evaluation Group.

**Technical Assistance of the Los Angeles Police Academy Magnet Schools and Police Orientation Preparation Program LAPAMS and POPP.** Public Works has provided technical assistance and guidance in the development of a comprehensive master evaluation plan, which focused on improving the preparation of students for careers in the LAPD, other law enforcement, and related fields for the Irvine Foundation. PW provided leadership in the development of the evaluation design and methodology and worked with other evaluators to ensure the final written plan was complete and met the highest standards of evaluation design.

**Evaluation, Feasibility Study, Junior Achievement of Upper Midwest, Inc.** Public Works conducted a feasibility study to expand JA Exchange City, serving approximately 10,000 students from 97 schools to a second location. Evaluation activities included interviews and focus groups with stakeholders, development and administration of written and online surveys of stakeholders, observation of the program, observation of volunteer training, analysis of funding streams, analysis of geography and analysis of market capacity. Public Works delivered an executive summary and report and presented the findings to Junior Achievement of the Upper Midwest.

**UNITE-LA, Review of Organizational Accomplishments and Capacity.** Under contract to UNITE-LA, an intermediary organization committed to improving the education and workforce development of youth in the Los Angeles area, PW prepared a summary of organizational accomplishments and capacity in 2007 to be used in leveraging additional support and partnerships. PW evaluated UNITE-LA's activities and work in the prior 11 years through: a) review of prior evaluation reports; b) analysis of publicly disseminated documents; c) interviews with staff, clients, and partners. Based on these activities, PW documented accomplishments in the areas of advocacy, partnerships, functional expertise, fiscal and program management, and overall effectiveness.

**Technical Assistance to the California Partnership Academies (CPA) in the Pasadena Unified School District.** Public Works assisted the ROP, Adult Education, and High School Academies Office at the Pasadena Unified School District in the timely to complete the required reporting requirements for continued funding under the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Partnership Academy program allocated by the California Department of Education, High School Initiatives Office. Public Works assisted PUSD to comply with the Perkins and Partnership Academy funding and reporting requirements mandated by the State. Based on student demographic and outcome data, Public Works reported qualitative and quantitative data elements to the state as required by Perkins and the Partnership Academy guidelines. To facilitate qualitative data collection, Public Works coordinated the collection of data for district and business partner matching funds and/or contributions. Outcome measures collected included

CAT-6 scores, CST scores, attendance records, and California High School Exit Exam scores.

**International Trade Education Programs (ITEP) Evaluation.** Public Works conducted an evaluation of the ITEP Academies during the 2007-08 school year. Building on the success of the original International Trade Careers Academy (ITA) and a school wide federal grant to implement smaller learning communities, Banning High School has been organized into four smaller schools, each with a different curricular and thematic focus. The ITA Academies serve over 700 students and have been supported by the International Trade Education Programs (ITEP), a non-profit organization supporting the development of curriculum and connections to the employer and education community that are relevant to the focus areas of the Academies. The evaluation of the ITA Academies encompassed two dimensions: (1) a qualitative dimension measuring program implementation through surveys, a site visit, and focus groups of students and teachers and (2) a quantitative dimension measuring student achievement including data from the California Standards Test in English language arts and mathematics; student grade point average; school attendance; Advanced Placement course enrollment and exam pass rates; and the California High School Exit Exam (CAHSEE). For the evaluation, PW compared student outcome data of ITEP Academy students to non-ITEP students attending Banning High School.

**Statewide Performance Evaluation of Tech-Prep Local Consortia and Tech-Prep Targeted Use Grants, Chancellor's Office, California Community Colleges (COCCC).** Public Works conducted a three-year management evaluation using both qualitative and quantitative methodologies to provide the COCCC information about local program delivery by reporting on the status of local consortia regarding program implementation through document reviews, a survey of all consortia and site visits to a subset of local consortia. Public Works assessed the status of implementation, barriers encountered and the degree to which local factors promote certain elements over others. In the second year of the evaluation, activities focused on implementation of Industry Sector and Innovative Practices and Programs grants. The third year of the evaluation focused on overall consortia implementation and a comparison between year 1 and year 3 evaluation results.

**Technical Assistance in Developing a State System of Vocational Certification at the Secondary Level, Utah State Department of Workforce Development.** Public Works assisted Utah in the development and implementation of a statewide assessment system that provided accountability information on programs as well as signals to employers and educators that students passing the exam possess a set of skills assessed in the tests. Activities included facilitating the development and revision of standards, multiple-choice test items connected to standards and performance assessments. Public Works also researched and identified electronic databases to provide test layout, scoring, item analysis and reporting and provided guidance on technical quality issues related to validity, reliability and fairness. In the second phase of the project, Public Works provided technical assistance in the implementation of new item bank software and scoring and reporting to districts and teachers.

**Technical Assistance in Developing a State System of Vocational Certification at the Secondary Level, Kentucky State Department of Secondary Education.** Public Works assisted Kentucky in the development and implementation of a statewide assessment system in 17 industry areas that provided accountability information on programs as well as signals to employers that students passing the exam are skilled workers. Activities included facilitating the development or refining industry skill standards, facilitating the development of multiple-choice test items, written or problem-based scenarios, and performance assessment; researching electronic databases that provide assessment layout, scoring, item analysis and reporting; and providing guidance on technical quality issues related to validity, reliability and fairness.

**Regional Youth Resource Mapping, San Diego Workforce Investment Board.** Public Works in partnership with New Ways to Work, assisted the San Diego Workforce Investment Board in a mapping project to identify the resources and services available for youth across San Diego County and to gather opinions from youth, parents, employers, educators and community organizations about current education and employment services for youth ages 14 to 21. The Regional Youth Resource Mapping Project is made of five components: a qualitative report which reflects the collection and analysis of opinions gathered from stakeholders regarding the issues, needs, assets and gaps related to the county's youth workforce preparation system; a demographic report which provides an analysis of the county's youth population including trends and forecasts for the future; an inventory of the organizations that provide services core to the local youth workforce preparation system; an inventory of those resources that support local youth workforce preparation services; and a Website that provides user-friendly access to the other four components of the project. Public Works was primarily responsible for the demographic analysis report while providing substantial support with the inventory components of the mapping project.

**Technical Assistance to the All Schools Access Pathways (ASAP) School-to-Work Partnership, Pasadena Unified School District (PUSD).** Public Works served as the coordinator of the state STC partnership grant in the Foothill region called All Students Access Pathways (ASAP). The partnership included the communities of Pasadena, Altadena, Sierra Madre, Alhambra, Duarte, South Pasadena, Arcadia, Monrovia and San Marino. Coordination activities included conducting all meetings related to the partnership, coordinating the development of technology centers at each high school and middle school, managing grant activities, providing professional development and developing materials. Documents developed include guides on work-based learning curriculum, teacher internships, elementary curriculum units, implementing Senior Projects and using the Internet for career and postsecondary searches.

**Technical Assistance to the Regional Occupational (ROP), Adult Education, High School Academies Office, Pasadena Unified School District (PUSD).** After originally authoring the PUSD plan to implement vocational education under the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Works assisted PUSD in completing reports due to the California Department of Education to maintain Perkins funding. The reports reflected quantitative data on student enrollment and student outcomes for the nine PUSD Partnership Academies. Public Works also collected qualitative and quantitative data as required by California Partnership Academy guidelines

including District matching funds and support, business partner matching funds and/or contributions, student demographics, and student outcome measures.

**Evaluation of Communities and Schools for Career Success (CS<sup>2</sup>) Initiative, New Ways to Work.** Public Works supported New Ways staff and the four sites involved in a statewide initiative aimed at fostering systemic change in career and youth development programs. Evaluation strategies included the use of data teams in each community to fine tune data collection and analysis and to develop internal expertise to evaluate and monitor progress. Evaluation methodologies included the analysis of trends in long-term student outcome data and examination of interim progress based on data collected by the sites and site visits.

**Evaluation of Countywide Connections of Education and Workforce Development, UNITE-LA/Los Angeles Unified School District and Los Angeles County Office of Education.** Public Works conducted phone interviews and a written survey with Workforce Investment Boards, One Stops, Youth Councils, Youth Providers, School-to-Career Partnerships, and representatives of Districts and Regional Occupational Programs to determine youth programs and services offered, industry involvement, cross training, partnering of organizations and best practices. The evaluation focused on the connections and disconnections of workforce development programs and education systems in Los Angeles County.

**Evaluation of Career Pathways, Verdugo STC Partnership.** Public Works evaluated a supplemental STC grant used to fund career pathways (nursing, law enforcement, multimedia, and xerographics) in the Glendale Unified School District. Evaluation methods included surveys of teachers regarding student classroom performance as well as the collection of baseline data on student achievement among students enrolled in the pathways. Public Works also conducted site interview and focus groups with students, teachers, and industry partners as part of the preparation of a final report for the State.

**State of Massachusetts Certificate of Occupational Proficiency (COP) Assessment Research and Design.** Conducted research on promising national and state assessment models including the implementation and results of the COP implementation to date. In order to inform the state's assessment design, the project examined the following dimensions of assessment including assessment types (written, performance, simulations and portfolio); issues of reliability, fairness and validity; feasibility; scoring, test management and reporting; performance specifications; and costs. Methods included a review of promising state assessment and industry-based certification models, National Skill Standards Board projects and a survey of Massachusetts high schools to investigate the level of portfolio usage.

**Technical Assistance to New Ways to Work (NWW), California Workforce Investment Board (CAL WIB).** Under subcontract to NWW, Public Works developed a matrix of Federal, State, and private foundation funding sources available for serving at-risk youth. The programs and grants identified in the matrix center on assisting youth in meeting basic needs, completing educational goals, and securing employment. The information on youth programs and on-going funding targets local Workforce Investment Act (WIA) policy-makers and decision-makers interested in identifying existing funding sources and/or exploring new funding possibilities. Second, the matrix functions as a



resource for local youth service providers looking to fund programs and services for youth in an increasingly difficult budgetary environment.

**Youth Systems Capacity-Building Through Regional Coordination, Sonoma County STC Partnership.** Public Works prepared a regional gap analysis related to a comprehensive youth system including the availability of support for academic excellence, career development, youth leadership and youth support for the counties of Sonoma, Mendocino, Lake, Humboldt and Del Norte. Methodologies included coordination of county leads and data collection teams from each county, administration of a comprehensive survey of youth-serving organizations and youth-led focus groups of young people from each county.

**Sonoma County School-to-Career Partnership Data Collection System, Sonoma County STC Partnership.** Public Works supported the implementation of a data collection system that allows the Sonoma STC partnership to collect information about partnership activities and implementation. Through the facilitation of data teams comprised of key partners -- community-based organizations that support the work-based learning system and two pilot school districts -- this system also provides information for coaching schools and partners on how to collect and report on student outcome information. Activities included the development of a user-friendly reporting system for key partnership information and the administration of data collection methodologies (e.g., surveys and transcript analysis) to answer key questions regarding STC implementation at the school level.

**Evaluation of the Sonoma County Employment Literacy Certificate, Sonoma STC Partnership.** Public Works evaluated the implementation of a student-led Employment Literacy Certificate designed by the Sonoma County STC Partnership. Evaluation activities included the administration of a pre- and post- assessment of students assessing familiarity with job seeking and general employability skills, a focus group of teachers involved in the pilot, and an analysis of the assessment design.

**Evaluation Report for the Intermediary Network (INet), New Ways to Work.** Public Works provided evaluation support to INET, a membership organization that is an outgrowth of the school-to-work-funded Intermediary Project, an effort to build support for the work of intermediaries, bring together a collegial network of professionals with similar challenges, and for professional development in school-to-work partnerships throughout the country. In order to support the synthesis of data collection efforts and reporting of iNet progress in building intermediary systems, Public Works provided a summary report using data collected through the iNet's Data and Evaluation Work Group.

**Evaluation of the UNITE-LA STC Partnership, Los Angeles Unified School District (LAUSD), Los Angeles Community College District (LACCD) and the City of Los Angeles.** Public Works conducted a three-year evaluation of the UNITE-LA STC Partnership. In the first year of the evaluation, Public Works conducted a baseline study of the different components of the evolving STC system in Los Angeles. For the baseline study, Public Works and its partner WestEd focused on documenting the extent of STC implementation, stakeholder support and involvement in STC initiatives and the impact of STC on student outcomes. Research methods included an intensive study based on a sample of 11 LAUSD high schools representing all of the regional consortia served by

UNITE-LA, as well as 3 community colleges and 3 JTPA youth programs. The evaluation also collected survey data from key stakeholders (e.g., employers, educators and program staff) in the Los Angeles area STC community. In the second year of the evaluation, Public Works conducted two evaluation tasks. The first involved measuring the long-term potential impact of the UNITE-LA partnership and organization structure through a series of interviews with staff members, subcontractors, and partners. Public Works compared this information with an analysis of the budget and spending priorities of UNITE-LA. The second task focused on measuring the impact of participation in STC programs on student outcomes. Exemplary STC programs were chosen and student data and qualitative program information was collected and analyzed through site visits, surveys and focus groups. The third year of the evaluation consisted of a follow-up study to the baseline evaluation. Evaluation methods included follow-up site visits, a comparison of year 1 and year 3 student survey results and a parent survey.

**Core Case Study Evaluation, UNITE-LA for the State of California STC Evaluation.**

On behalf of UNITE-LA, Public Works participated in the Core Case Study evaluation conducted by the State of California to evaluate the status of school-to-career throughout the state. Two evaluation organizations, WestEd and MPR Associates, Inc., directed the evaluation under contract to the State. The Core evaluation consisted of a study of the school-to-career partnership as a whole and included a variety of research methodologies including a survey of all K-12 schools, interviews of employers and labor organizations and interviews of community college administrators involved in school-to-career. In addition, the Core evaluation provided for a more in depth study of high schools through the selection of a random sample of high schools in the partnership. LAUSD includes 49 comprehensive high schools, of which 15 were selected to participate in the Core study. This part of the Core evaluation included a survey of seniors, a follow-up student survey and one-day site visits to each high school. The research design of this study allowed Public Works to compare the experience of students who have participated at higher levels in various components of STC.

**Plus (Student Outcomes) Case Study Evaluation, UNITE-LA for the State of California STC Evaluation.** As part of the California's evaluation of STC efforts, Public Works participated in the second component of the case study evaluation on behalf of UNITE-LA. The Plus study focused on evaluating whether STC participation affected student preparation for postsecondary education and career entry. Public Works designed the Plus study as a follow-up and expansion of efforts begun in the second year of its evaluation of UNITE-LA through a closer examination of six career academies in LAUSD in a variety of industry areas. Through a comparative study of Academy students and non-Academy students in six high schools, Public Works evaluated whether and how STC in the form of academies improved student achievement. The evaluation activities emphasized the analysis of quantitative data, while also including a targeted collection of qualitative data to provide context for the quantitative findings.

**Core Case Study Evaluation, Sonoma County STC Partnership for the State of California STC Evaluation.** On behalf of the Sonoma County STC Partnership, Public Works participated in the California Core Case Study evaluation to examine the status of STC throughout the state. Two evaluation organizations, WestEd and MPR Associates, Inc., directed the evaluation under contract to the State. The Core evaluation consisted of a study of the STC partnership as a whole and included a variety of research methodologies

including a survey of all K-12 schools, interviews of employers and labor organizations and interviews of community college administrators involved in school-to-career. In addition, the Core evaluation provided for a more in depth study of high schools through the selection of a random sample of eight high schools in the partnership. This part of the Core evaluation included a survey of seniors, a follow-up student survey and one-day site visits to each high school. The research design of this study allowed Public Works to compare the experience of students who have participated at higher levels in various components of STC.

**Core Case Study Evaluation, Verdugo STC Partnership for the State of California STC Evaluation.** On behalf of the Verdugo STC Partnership made up of the Glendale, Burbank and La Canada school districts, Public Works participated in the Core Case Study evaluation conducted by the State of California examining the status of STC throughout the state. Two evaluation organizations, WestEd and MPR Associates, Inc., directed the evaluation under contract to the State. The Core evaluation consisted of a study of the school-to-career partnership as a whole and included a variety of research methodologies including a survey of all K-12 schools, interviews of employers and labor organizations and interviews of community college administrators involved in school-to-career. In addition, the Core evaluation provided for a more in depth study through the selection of a random sample of six high schools in the partnership. This part of the Core evaluation included a survey of seniors, a follow-up student survey and one-day site visits to each high school. The research design of this study allowed Public Works to compare the experience of students who have participated at higher levels in various components of STC.

**Plus (Student Outcomes) Case Study Evaluation, Verdugo STC Partnership for the State of California STC Evaluation.** As part of the state's evaluation of STC efforts in the State of California, Public Works participated in the second component of the case study evaluation on behalf of the Verdugo STC Partnership. The second (Plus) component of the State's evaluation focused on the examining whether STC participation affected student preparation for postsecondary education and career entry. The Verdugo PLUS study consisted of examining the programs in place at Clark Magnet High School, a California Department of Education *New American High School* designee that blends the core curriculum with an emphasis on science and technology through thematic and project-based learning instructional approaches. The Plus study focused on comparing student outcomes (e.g. GPA, SAT 9, attendance) of Clark students to a sample of Glendale Unified high school students with similar characteristics who are not in STC programs. The evaluation also included targeted qualitative data aimed at contextualizing the results of the quantitative findings.

**Survey of High Schools for the Solano County STC Partnership, Solano County Office of Education.** Public Works conducted a written survey of all high schools in the Solano County STC partnership based on the National School-to-Work Progress Measures Survey. The survey provided information to the partnership about the extent of STC offerings such as career majors, integrated curriculum, and work-based learning. This survey also provided information about activities that are undertaken at the local school level—some with the support of the STC grant, others from local initiative. Public Works tabulated survey responses and provided an analysis and write-up to the partnership.

**Technical Assistance and Training to Support Utah Applied Technology Education Perkins III Accountability, Utah State Department of Workforce Development.**

Public Works developed a training guide and a self-assessment tool to collect information for comprehensive assessment of vocational and technical education programs as required by Perkins III. Public Works delivered a series of one-day program quality initiative trainings with groups of eligible recipients including school districts, technology centers and community colleges. The meetings resulted in a Program Quality Improvement Plan for each recipient and a completed self-assessment instrument. A final report addressed the requirements of the accountability sections in the legislation and assessed Utah's vocational and technical education programs using state-adjusted levels of performance.

**Strategic Planning and Technical Assistance, Sonoma County STC Partnership.**

Public Works provided technical assistance to the Sonoma County STC Partnership in the area of sustainability by identifying potential funding sources to sustain partnership activities, organizing sustainability strategies for the director and providing grant writing technical assistance to schools and other partners. Public Works also facilitated the development of a three-year business plan and other promotional materials for the partnership through strategic planning sessions with the advisory board, business plan subcommittee members and the partnership director.

**Strategic Planning for Career and Workforce Development, Los Angeles County Office of Education (LACOE).**

Public Works facilitated directors of programs administered by LACOE as part of the joint strategic plan to better serve preK-adult clients. By bringing together administrators of the Greater Avenues for Independence Now (GAIN) and Regional Occupation Program (ROP) (pre-reorganization included Headstart and Career and Family Services), these strategic planning sessions focused on improving the coordination and implementation of LACOE's mission in the areas of instructional technology, fund development, program development, infrastructure, marketing, communication, and product development. Work also included the dissemination of the results to the overall Career and Workforce Development staff through retreats as well as the coordination of committees in the strategic plan areas. Public Works assisted committees with deliverables such as a report on infrastructure, product development plan, program inventory, and brochures.

**Technical Assistance to the All Schools Access Pathways (ASAP) School-to-Work Partnership, Foothill Private Industry Council (FPIC).** Public Works wrote the state STC partnership grant in the Foothill region called All Students Access Pathways (ASAP). The partnership included the communities of Pasadena, Altadena, Sierra Madre, Alhambra, Duarte, South Pasadena, Arcadia, Monrovia and San Marino. Public Works organized and facilitated kick-off meetings with all stakeholders.

**Workforce Gap Analysis for the North Bay Technology Roundtable (NBTR).** Public Works conducted a workforce gap analysis titled *Balancing the Sonoma County Technology Workforce Gap: An Analysis of Workforce and Education Needs*. The report included data collected from employers, education and government institutions, educators and students. The report also included a series of recommendations used by the NBTR to prioritize and develop an action plan for future activities. Methodologies that were used in the analysis were in depth interviews of human resources personnel and executives in Sonoma County's high-tech clusters, interviews of administrators at local high schools and postsecondary

programs and a study of a sample of local high schools that included focus groups of students and teachers and a survey of seniors at these schools.

**Development of a Guide to the Workforce Investment Act (WIA), National Skills Standards Board.** Public Works produced training guide for WIA practitioners in the use of skill standards and occupational certifications to support connections to workforce needs, improve programs and build accountability systems. The guide was written in a workbook format and included a section for trainers to be used in training the materials. The guide included information on WIA legislation, how to incorporate a skill standards system in WIA programs, curriculum and policies; standards-based assessment; establishing a work readiness certificate; and using existing occupational certifications to improve WIA programs.

**Evaluation of a Pilot Special Education Project, Los Angeles Unified School District (LAUSD).** Public Works evaluated a pilot joint venture at Los Angeles Mission College that provided work-based learning and career education for special education students 18-21 years old and classified as Mentally Retarded Moderate (MRM) or Specific Learning Disability (SLD). Public Works examined the implementation of the Center for Advanced Transition Skills Program in terms of its ability to provide participating students with opportunities to acquire knowledge and skills related to a potential career and place them on a job related to classroom instruction. Interviews with program staff, employers, and students were the primary methods used to provide an interim report aimed at improving this pilot program. In the second phase of the evaluation, Public Works evaluated student records and outcomes of program completers in the areas of basic and social skills through the analysis of test scores, transcripts and Individual Education Plans (IEPs) as well as examined barriers to student employment.

**Technical Assistance on Making Linkages to Education Institutions, Laborers-Associated General Contractors (AGC).** Public Works worked with six regions throughout the U.S. to capture effective practices in the area of education linkages and developed a user-friendly guide on how to improve linkages. The guide included support for educators and counselors, including strategies for encouraging industry experience, developing curriculum units, raising exposure and awareness of industry, obtaining work experience and working with advisory boards. *Works hops* were offered at both national conferences and within the regions to work with individual sites to improve existing linkages.

**Instructional Design Support for the Instructor Development Program, Laborers-Associated General Contractors (AGC).** Public Works taught two courses for an annual education and certification program coordinated by Laborers-AGC sponsors for the instructors in all of its training fund sites located throughout the US and Canada. Public Works taught one course about the lesson planning process and the other about choosing and developing appropriate instructional materials. The courses included information on the learning process and instructional theory, appealing to different kinds of learners, and incorporating Laborers-AGC skill standards in the lesson planning process.

**Technical Assistance to States to Implement Accountability Requirements and Integrate School Reform and Workforce Development Initiatives, National Center for Research in Vocational Education.** Public Works provided technical assistance to state agencies in the areas of accountability, using data for program improvement and standards-driven curriculum and assessment. Public Works also provided technical assistance to state agencies in the implementation of accountability requirements included in the Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (Perkins III). Through Workshops, individual visits and best practice studies, strategies for improving the integration of academic and vocational policy and practice were disseminated to support states' efforts to improve student achievement. Written surveys, telephone interviews, and case study research were among the methodologies employed. A report documenting best practices across states was developed to spur innovation and information sharing around improving accountability in vocational education. A second document was developed with profiles of all states involved in the project including their accountability system developed under Perkins III.

**Technical Assistance and Evaluation Design for the National Assessment in Vocational Education, U.S. Department of Education.** Public Works developed a conceptual framework to conduct research on state's responses to the accountability requirements in the Perkins III Act. The paper provided a typology for categorizing states in the four required indicator areas, which included (1) academic and occupational competency attainment, (2) completion, (3) placement and retention, and (4) enrollment and completion in nontraditional areas. The paper provided the context for vocational education by describing the tensions between purposes in workforce development and school reform and centralized and decentralized governance structures. The paper was used to develop an RFP process for a contractor to research Perkins III accountability systems.

**Development of Construction Standards, Laborers-Associated General Contractors (AGC).** Public Works developed academic and industry standard crosswalks intended to improve classroom training conducted by Laborers-AGC conducted site visits and interviewed workers in the areas of Concrete, Open Cut Pipe Laying, Lead Abatement and Hazardous Waste. The evaluation included site visits and interview with workers in each of these occupational areas. Information from the site interviews was used to guide teachers in the improvement and implementation of new training strategies that better align to industry need. Laborers-AGC standards were aligned to National Academic Standards to assess the level of math, science and SCANS competencies embedded in construction standards.

**Development of Hazardous Materials Standards, Laborers-Associated General Contractors (AGC).** Public Works assisted in the development of skill standards for Hazardous Waste Workers. Public Works accompanied Laborers-AGC staff on site visits to various locations in the country to interview and survey incumbent hazardous waste workers and to verify the skills that were frequently used and critical to hazardous waste workers. Public Works developed skill standards for the section on workplace skills, knowledge, and aptitudes in the areas of employability skills and health and safety.

**Evaluation of the Orange County Coalition Vision 2020 Project, Orange County Office of Education and the Orange County Private Industry Council.** Public Works evaluated the first-year implementation of Vision 2020, a federally funded comprehensive STC project, through the examination of student outcomes and program activities in 10 Model Collaboratives and 100 Local Integrated Projects. Evaluation efforts focused on assessing the effectiveness of the Coalition's collaborative governance structures and collecting baseline data on school-to-career efforts in 12 participating school districts. The evaluation included a 12<sup>th</sup> grade student survey and employer survey as well as intensive evaluation efforts in individual Model Collaboratives.

**Technical Assistance to the City of Los Angeles Job Training Partnership Act (JTPA) Youth Consortia, Kip Stottlemeyer Associates.** Kip Stottlemeyer Associates and Public Works trained representatives of JTPA youth partnerships to improve practices in youth training and employer recruitment using SCANS Competencies and Foundation Skills. Training topics included assessment, mentoring, work-site supervisor training, marketing, integrated curriculum and employer recruitment. Strategies utilized included a pre/post survey, facilitation, training, interviews and a best practice document.

## **Intervention Programs and Support**

**Counseling Works, Learning Works Charter School.** Learning Works Charter School (LW) is committed to sure all youth in Pasadena, Altadena and Sierra Madre attaining a high school diploma and understands that youth require strong support through counseling and mental services to remain engaged and continue their education. Public Works established the Learning Works Mental Health Team to meet weekly to implement the grant and case manage all enrolled youth. The grant focused on graduation, part-time jobs, and postsecondary placement in education or a job and measures of success for particular participants including probation youth and teen mothers. PW served as the evaluator for this grant and prepared all required federal reports.

**Evaluation of the Valley Neighborhoods Collaborative, Los Angeles Education Partnership.** Public Works served as the evaluator of the Valley Neighborhoods Collaborative, a community schools initiative led by the Los Angeles Education Partnership (LAEP) that centered around the three LAUSD high schools in the Northeast Valley of Los Angeles County. Research focused on the extent to which the Valley Neighborhoods Collaborative and its neighborhood partnerships at San Fernando, Sylmar, and Arleta High Schools (beginning in Years 1, 2, and 3 of the grant, respectively) have: (1) increased parent involvement in their children's education; (2) increased academic skills of high school students participating in academic enrichment and intervention programs; (3) increased youth eligibility and preparation for postsecondary opportunities; and (4) increased communication and service coordination among service providers, schools, and community members. Evaluation methods included staff, student, and stakeholder surveys, student focus groups, interviews with service providers, analysis of student and parent attendance data from partnering service providers, and analysis of a variety of school-wide and student academic achievement indicators such as graduation rate, completion of the courses required for admission into UC/CSU, and California High School Exit Exam (CAHSEE) passing rates. Public Works also participated in monthly meetings with LAEP as part of the initiative's coordination team, monthly resource council meetings at the high schools, and quarterly collaborative meetings with all school stakeholders. As part of the

project, Public Works submitted semi-annual Government Performance and Results Act (GPRA) reports to the U.S. Department of Education, as well as semi-annual summative evaluation reports to LAEP and other initiative stakeholders.

**Evaluation of Safe Schools/Healthy Students Grant Initiative, Local District 8 of the Los Angeles Unified School District (LAUSD).** Public Works served as the local evaluator of the Safe Schools/Healthy Students grant initiative at Washington Preparatory Senior High School and its 19 feeder schools in south Los Angeles. Research focused on the extent to which the initiative—a collaboration between 20 elementary and secondary schools, local law enforcement, county social service agencies, and community-based organizations—enhanced the safety of the twenty grantee schools and their surrounding communities and improved the health of students at those schools. More specifically, the evaluation focused on the extent to which the initiative: (1) decreased violence and increased student perception of safety; (2) reduced use of alcohol, tobacco, and other drugs among youth; (3) improved the behavior, and social and emotional functioning of students and reduced bias-related harassment; (4) improved access to mental health services for students, families, and community members and improved the mental health of students; and (5) improved the physical, social, and emotional health of pregnant teens and their unborn children. Evaluation methods included staff and student surveys, focus groups and interviews with school and project staff and community partners, as well as analysis of a variety of school-level data such as truancy rates, suspensions and expulsions, referrals to mental health services, probation youth outcomes, and student participation in alcohol and drug prevention and intervention programs. Public Works also participated in monthly meetings with the initiative’s project team and external partners, quarterly meetings with the schools’ principals, and quarterly meetings with parent representatives and other school stakeholders. As part of the project, Public Works submitted semi-annual reports to the U.S. Department of Education, the Annual Performance Report and the Government Performance and Results Act (GPRA) report, as well as a summative evaluation report to LAUSD and other initiative stakeholders.

**Consultant, The Frostig Center.** Public Works served as a consultant to The Frostig Center, a company dedicated to improving education for students with learning disabilities. Consulting activities included three internal meetings, reviewing financial information and marketing materials, meetings with the Board and the development of a plan for key focus areas, especially Fund Development. Public Works drafted a plan for The Frostig Center based on these consultation services.

**Evaluator, Champions Science Adventures.** Public Works served as the evaluator for Champions Science Adventures, a national program focused on extra-curricular science education. Public Works developed eight pre-and post-assessments for four camps administered to a sample of the approximately 3,200 participating students. Evaluation activities included collection and analysis of data related to participants’ enrollment, and collection and analysis of the pre-and post-assessments for participants in grades K-3 and 4-6. Public Works provided an evaluation report on the findings to Champions Science Adventures.



**Pasadena Unified School District School Community Violence Prevention Program Evaluation.** Public Works evaluated PUSD's School Community Violence Prevention Program (SCVP) grant. The SCVP grant required that PUSD work in collaboration with community organizations, students, parents, school staff and law enforcement in implementing consistent, coordinated programs to increase school safety. PUSD, in partnership with the Pasadena Police Department, Western Justice Center Foundation and Operation Street Kidz, used the grant to develop such a collaborative to implement school safety and violence prevention programs at Pasadena High School and Washington Middle school, and to bolster existing programs at those two schools. The evaluation report summarized data collected throughout the four years of the grant including participation data, adult and student surveys, Healthy Kids survey data, and information about expulsions and suspensions.

**Cash for College Workshops Evaluation.** Public Works served as the external evaluator of the Cash for College workshops in 2006, 2007, and 2008. Public Works analyzed and summarized statewide and regional participant workshop surveys Public Works staff observed the workshops, and analyzed and summarized regional participant responses on the survey regarding the workshops. Public Works gathered and analyzed presenter and participant responses to the Convention. Public Works also gathered and analyzed information on incentive scholarships granted through Cash for College. Public Works also gathered and analyzed information on incentive scholarships granted through Cash for College, contacting recipients to gather more information. FAFSA completion rates were also gathered and analyzed.

**Evaluator, Mustangs on the Move, Flintridge Operating Foundation.** Public Works served as the evaluator for Mustangs on the Move, a collaboration of nonprofit organizations and community members in Pasadena, CA. Public Works evaluated the effectiveness of the program that targeted high school students at John Muir High School. Evaluation activities included collection of attendance data; analysis of student outcomes data including a match to a demographically similar group of students; collection and analysis of partnership data; development and administration of a student survey; and development and administration of a parent survey. Public Works provided four summary reports of the data to Mustangs on the Move.

**Evaluation of the Reach for the Stars After-School Program, Whittier City School District (WCSD).** Public Works has served as the external evaluator for the WCSD's after-school program funded through a combination of federal (21<sup>st</sup> Century Learning Center) and state (After School Education and Safety) and local (After School Enrichment Program) funding sources. Evaluation methods include monitoring after-school attendance, conducting site visits to each of nine participating schools, rating each school's after-school program based on a performance rubric, and surveying teachers of students involved in after-school programs. In addition to reporting on implementation of the after-school programs, evaluation reports have included analysis of student outcomes (standardized test scores and regular school day attendance) of frequent after-school participants to students uninvolved in after-school programs controlling for demographic characteristics and prior academic achievement.

**Evaluation of Project GRAD Los Angeles.** Project GRAD is an education non-profit designed to close the achievement gap between different groups of students. Project GRAD partners with a community's elementary schools and feeder middle schools to help expand the number of students at the high school level to taking advantage of resources and support offered to increase student access to higher education. Students meeting the Project GRAD requirements at the end of high school receive scholarship money to help augment their college education. Public *Works* initially conducted a summative evaluation of the data collected by Project GRAD and a needs assessment of current data collection procedures and processes with recommendations for improvement. Evaluation activities included: collection and summarization of data collected to date on the work and impact of Project GRAD; assessment of Project GRAD's ability to track the current GEAR-UP cohort longitudinally including the collection of CST, CAHSEE, transcript and attendance data; interviews of Project GRAD key stakeholders with a focus on data collection, reporting and dissemination; and facilitation of meetings to discuss evaluation findings.

**Los Angeles County Office of Education WIC.** Public Works conducted an evaluation of the Early Advantage Initiative developed by the Los Angeles County Office of Education (LACOE) targeting large numbers of low-income parents and their children at Women, Infants, and Children (WIC) sites to improve the school readiness of young children. The evaluation included a review of data collection systems in both paper and electronic forms used including intake, surveys, and databases to assess the quality of information to be used for longitudinal evaluation purposes. Qualitative data was also collected from participants at one site. All data was summarized with recommendations to strengthen collection strategies. PW has also analyzed data collected by staff from parents about what they learned from the program to improve their child's readiness for school.

**Evaluation of Children's Planning Council's (CPC) Work to Date, Los Angeles County.** Public Works measured the impact of the CPC based on their goals and objectives in a three-year Work Plan in order to examine whether it had been influential in bringing change over time. Through stakeholder surveys and interviews, PW measured the impact of the systems, partnerships, and linkages of children and families throughout the county and within sub-regions, assessed the impact of CPC from past to present (short-term) and project impact in the future (intermediate and long-term) to offer mid-term adjustments in the plan; and describe best practices.

**Los Angeles Youth Opportunities Movement (LAYOM) Community Technology Centers Grant Evaluation.** Public Works monitored the implementation of the Los Angeles Youth Opportunities Movement Community Technology Centers grant. Evaluation methods included surveys of Dolores Mission Alternative (DMA) seniors, youth and employers involved in internships, focus groups of case managers and students, and surveys of adult clients. In addition, Public Works analyzed data collected through the online LAYOM CTC database to assess levels of program participation, attendance rates, and data collection quality check-ins and support. Public Works also analyzed student outcome data such as CAHSEE scores, student grades/GPA, and pre-post data.

**Evaluation of the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program Grant to the Keep Youth Doing Something (KYDS).** Public Works evaluated the baseline year of a five-year grant to implement an after school project at Polytechnic High School in the Los Angeles Unified School District, called the

KYDS DREAMS project. The DREAMS project aimed to increase language proficiency of participating English Learner students, enhance the participation of parents of participating students in family literacy programs, improve health and at-risk behavior among student participants, and strengthen and diversify community partnerships. The evaluation called for Public Works to monitor and describe the implementation of after-school program; offer recommendations to improve the delivery of services; determine the impact of program activities on student achievement and related indicators of success; and, fulfill accountability and reporting requirements associated with the grant. Evaluation activities included a site visit to the school, KYDS staff interviews, a survey of student participants, and an analysis of student outcome data. These activities resulted in an end-of-year report that summarized key qualitative and quantitative data on the KYDS program.

**Evaluation of the LACOE After-School Enrichment Program (ASEP), Los Angeles County Office of Education (LACOE).** Public Works evaluated the effectiveness of the multiple year, after-school program in place in 100 schools across Los Angeles County targeting CalWorks families. The evaluation examined the level of implementation at the site and overall program levels as well as the program's impact on academic and behavioral achievement. Evaluation methods included interviews of key stakeholders at all sites as well as in-depth site visits at a sample of sites; student, parent and program staff surveys; and descriptive analysis of quantitative data including standardized test scores and attendance rates. Additionally, site profiles were developed for all 100 sites and an anti-tobacco/alcohol/other drugs program, Friday Night Live Kids, were examined in depth. In order to better disseminate the evaluation results, a Website and data brochures were created.

**Evaluation of PasadenaLEARNS, Pasadena Unified School District (PUSD).** Public Works evaluated the effectiveness of an after-school program funded through a combination of County, State and Federal funds at 16 elementary and 3 middle schools in PUSD over three years. Evaluative research examined the program's impact on academic achievement as well as student behavior, leadership and community involvement. In addition, the evaluation included an in-depth examination of program implementation in a variety of areas including safety, program management, parent involvement, school linkages, and sustainability. Evaluation methods included interviews and focus groups, site observations, surveys (student, parent, teacher, and outside service provider) as well as the descriptive and inferential (regression) analysis of quantitative data linked to student performance on standardized tests and regular school day attendance. Additional analyses focused on student performance on literacy and math assessments, as well as assessments of classroom performance completed by teachers. This evaluation was participatory in nature insofar as Public Works assisted PUSD and individual schools in the refinement of program implementation as well as the development and maintenance of electronic record keeping intended to create a data-driven model for after school programs.

**Evaluation of PasadenaLEARNS, Pasadena Unified School District (PUSD).** Public Works helped to meet the grant reporting requirements and provided training to an after-school program funded through County, State and Federal funds at 17 elementary and 3 middle schools in PUSD. Evaluative research examined the program's impact on academic achievement as well as student behavior, leadership and community involvement. Evaluation methods included descriptive analysis of quantitative data linked to student performance on standardized tests and regular school day attendance and the compilation

of qualitative data collected in previous years' evaluation into narrative for reporting purposes. In addition, Public Works designed instruments and provided training to all after-school sites for the purposes of developing a peer-monitoring model in which sites self-evaluated and provided feedback to peers regarding program implementation.

**Evaluation System Development, Haven Hills.** Through a grant from the California Department of Health Services (DHS), Maternal and Child Health Branch/Domestic Violence, Public Works, and O'Malley International developed a plan for a two-year project centered on reducing relationship abuse among teens and young adults aged 14-22 in the West San Fernando Valley. Public Works conducted a focused needs assessment that identified available programs and/or gaps in services. Techniques included one-on-one interviews, focus groups and surveys with teen clients of battered women's shelters, staff from battered women's shelters, staff from youth-serving agencies, and youth and adults from the local community. The project resulted in a work plan and an evaluation plan with strategies for on-going intervention and prevention. Subsequent data collected via interviews, focus groups, and surveys resulted in updated work and evaluation plans centered on developing new partnerships and effective strategies for reducing teenage relationship abuse.

**Mothers' Club Community Center Evaluation.** Through a Proposition 10 grant (First Five Los Angeles) from the California Children and Families Commission, Public Works worked with Mothers' Club Community Center to develop an evaluation plan for two separate projects designed to increase family literacy and enhance child care and early learning opportunities in the Pasadena area. This evaluation focused on summarizing existing data instruments used by Mothers' Club, guidance on the new Proposition 10 evaluation requirements, and determining data collection methods and instruments. In addition, Public Works recommended changes to and upgraded existing program database in order to produce multiple, useful reports. PW has analyzed data from three assessment tools, including two assessments administered to adult clients and the third a developmental assessment administered to children participating in Mothers' Club programs. PW has also analyzed data from the Adult-Adolescent Parenting Inventory (AAPI-2), a pre- and post-assessment.

**Lead Agency in providing Community-Based Teen Services, Department of Public Social Services, Long-Term Family and Self-Sufficiency Division.** Public Works is the lead agency for a community-based teen services grant providing services to teens in the 6<sup>th</sup> to 12<sup>th</sup> grades in the Pasadena Unified School District (PUSD) attendance area. Activities include coordinating all subcontractors and partners in the development of services, which include two Learning Centers located in Pasadena that provide tutoring and academic intervention services to middle and high school students. The Learning Centers also coordinate weekly "after-school specials" aimed at parents and youth on topics such as using the Internet, college and university admissions and career awareness. In addition, the services available through the Teen Services grant include individualized counseling on postsecondary and career options, access to virtual One-Stops, a technology center and a clearinghouse for job shadowing, volunteer and internship opportunities. Participating youth are also referred to appropriate social services.

**Evaluation of LA COPS After School Program. Los Angeles Unified School District (LAUSD).** Public Works served as the evaluator for the federally funded LA COPS after-school program operated at five LAUSD high schools. Evaluation methods included school staff, student and parent surveys as well as the analysis of student achievement data. In addition, on-site qualitative research allowed for the examination of implementation progress in the key areas of academic support and tutoring services, enrichment programs, school-to-career opportunities, school safety and community collaboration. As part of the project, Public Works prepared achievement data and status reports to meet federal accountability and reporting requirements as well as a supplemental, comprehensive evaluation reports for LAUSD.

**Strategic Plan Development, Rosemary Children's Services (RCS).** Public Works developed an organizational strategic plan for RCS in Pasadena, an organization that delivers services to abused, neglected and emotionally disturbed youth and their families. Public Works conducted a needs assessment to identify strengths, weaknesses, opportunities, and threats to all program components of RCS. Techniques included one-on-one interviews and focus groups with staff, volunteers, program directors, and executive board members. The project resulted in a three-year strategic plan outlining the mission, guiding principles, program goals and objectives of the RCS program.

**Evaluation System Development, Rainbow Services, Ltd.** Through a grant from the California Department of Health Services, Public Works worked with Rainbow Services, Ltd. to develop an evaluation plan for a three-year project designed to help victims of domestic violence living in the greater San Pedro area. This evaluation plan focused on the organization's particular strategies designed to help Spanish-speaking women become better able to identify abuse issues in their lives, cope with the emotional and physical problems suffered by both women and their children as a result of such abuse and to develop strategies for living independent lives free of abusive relationships. Interviews and meetings with the director and other staff members focused the structure and location of the services to be provided under this grant and the evaluation tools to be used to determine progress in meeting grant goals. In the second and third years of evaluation, Public Works conducted interviews and focus groups with staff and clients at year-end to assess agency progress under this grant and the new evaluation plan. The project resulted in quarterly evaluation reports and comprehensive year-end evaluation reports.

**Strategic Plan Development, Pasadena Unified School District Family Centers.** Public Works developed an organizational strategic plan for the Family Centers in the Pasadena Unified School District. The Pasadena Education Foundation received a grant from the California Endowment to implement a three-year effort to build capacity at each of the five family centers. These Family Centers serve the function of providing comprehensive and coordinated health and social services for the community within which the Centers are located. Public Works first conducted a brief needs assessment to inform the direction of the plan. Through an inclusive process that included regular meetings with Family Center coordinators and PUSD stakeholders, goals and objectives as well as specific action steps were developed. The project resulted in a three-year strategic plan outlining these program goals, objectives, and action steps.

**Evaluation of the Early Childhood Program (ECP), Pasadena Unified School District (PUSD).** Public Works has evaluated the ECP, a pre-Kindergarten program targeting the academic, social, and emotional development of children ages three and four. In the first year, Public Works investigated the immediate effects of ECP. Using a combination of interviews, focus groups, questionnaires, and surveys, the evaluation assessed ECP in terms of its ability to prepare children for Kindergarten through an examination of program curriculum, intake and assessment procedures, instructional materials and resources, and interactions with parents. Public Works also analyzed quantitative measures of student achievement for ECP graduates compared to Head Start participants and PUSD students not involved in either early childhood program. A second phase of the evaluation examined the long-term effect of ECP participation, comparing ECP graduates to Head Start and other PUSD secondary school students. Ordinary Least Squares (OLS) regression analyses isolated the independent effects of prior ECP participation on the standardized test scores and attendance of students in grades 6-10 controlling for student demographics. The third year focused on assessing program effectiveness and quality based on qualitative data including interviews and focus groups, classroom observations, and surveys. Descriptive comparisons of student outcomes were repeated comparing ECP participants to Head Start participants and students not participating in early childhood education. In the fourth year of evaluation, Public Works was contracted by the Pasadena Educational Foundation (PEF) to provide a summary of data collected by the Pasadena Unified School District (PUSD) during 2002-03 using tools required by the California Department of Education, the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Desired Results Developmental Profile (DRDP), and the DRDP Parent Survey. Public Works also provided training to ECP teachers on administration of these tools.

**Evaluation System Development, Alumni House, Casey Family Programs and Transition Partners.** Public Works developed an implementation and evaluation process for the Alumni House in Pasadena, an organization providing housing, social services, job search and other information and support to graduates of foster care who are transitioning to adult independence. Public Works conducted a needs assessment of foster care youth in independent living programs, graduates of foster care, and community-based organizations providing service. The needs assessment involved interviews and focus groups with county departments, foster care providers, and community-based agencies as well a quantitative data collection on the graduates of foster care. Based on the information gathered, Public Works developed a logic model that identified individual and program outcomes to be measured for progress in the evaluation plan. Public Works then developed a plan for revised intake procedures and a user-friendly data system intended to facilitate the efficient case management of youth served through the Alumni House. Interim and yearend evaluation reports were prepared evaluating both process and participant outcomes linked to the effective delivery of services by the Alumni House. A new logic model for case management was developed to reflect changes in organizational structure and service delivery since the opening of the program.

**Evaluation of the Academic Tutoring Partnership Program (ATPP) and Tutoring Assistance Grant (TAG), Pasadena Unified School District (PUSD).** Public Works conducted an evaluation of the ATPP to submit to the California Department of Education as partial fulfillment of TAG requirements. Public Works collected and analyzed the appropriate data to complete survey and student outcomes forms provided by CDE for

each ATPP site. Program personnel at each site were interviewed to develop narrative descriptions of each program. In addition to submitting these data to the CDE, all collected data were combined to create individual school profiles that were provided to the schools and district.

**Evaluation of the Hate Crime Prevention Program, National Conference on Community and Justice (NCCJ).** Public Works evaluated two NCCJ programs aimed at improving youth awareness of intercultural understanding and reducing hate crimes in Los Angeles County. Interviews and analysis of participant data were used to evaluate the effectiveness of the Juvenile Offenders Learn Tolerance (JOLT) program, a group therapy program for juvenile hate crime offenders and their parents. Public Works also employed surveys and conducted interviews as part of an evaluation of InterACTions, an interactive theatrical performance aimed at presenting alternatives to racism, hate and violence among secondary students and youth in County incarceration facilities.

**Evaluation System Development, Armory Center for the Arts.** Public Works conducted a systematic needs assessment of the Armory Center for the Arts, a Pasadena-based non-profit arts education organization. The needs assessment was designed to assess both programmatic and organizational evaluation needs. In particular, Public Works focused on identifying standardized measures to assess the effectiveness and impact of the Armory's educational programs serving children and youth. As part of this process, Public Works assisted the Armory in the development of an electronic database for collecting data that can, in turn, be used to monitor and guide on-going organizational efforts and fundraising.

**Non-Profit Strategic Planning, The Children's Collective, Inc.** Public Works assisted The Children's Collective, Inc., a non-profit organization involved in providing families and children with improved access to social and support services. Public Works focused on the development of an indirect rate for cost accounting and development purposes. Based on a complete review of accounting procedures, it was determined that the organization needed to restructure its internal control system.

**Evaluation of Healthy Start, Van Nuys Elementary, Los Angeles Unified School District (LAUSD).** Public Works evaluated the second year of a State funded three-year Healthy Start program aimed at improving student and family access to basic health care and providing school-based access to mental health services at an elementary school in the San Fernando Valley. Evaluation methods centered on the analysis of a case management sample of students and their families as well as the collection of service delivery data. In addition, Public Works interviewed program staff, teachers, and school health personnel in as part of preparation of an annual State report.

**Evaluation of Angel Gate Academy, Los Angeles Unified School District (LAUSD).** Public Works evaluated the Angel Gate Academy, a joint program between LAUSD, the National Guard and Cuesta Community College aimed at intervening with at-risk middle school students in a quasi-military, four-week experience. Evaluation methods included intensive focus groups with students and National Guard personnel, written student surveys, parent telephone interviews, transcript analysis and interview/observation techniques. A final report documenting program success and areas for further improvement was developed.