

Public Works Organizational Experience and Qualifications

Public Works (PW) is a 501 c(3) non-profit corporation headquartered in Pasadena, California, dedicated to working with schools, government agencies and the non-profit sector by providing research, evaluation services and resources to organizations that educate and inform children, youth and families.

We have extensive experience designing and conducting evaluations in a range of policy areas using a varied set of methods and tools. With proven capacity, we measure quantitative program outcomes and use qualitative methods to assess implementation and identify areas for improvement. Our mission is to put data into action—transforming statistics into information that informs decisions, improves accountability and communicates the impact of public policy. Public Works provides support in the following areas:

- **Public Education and School Improvement.** Education initiatives with an emphasis on helping schools and school districts move toward becoming data-driven in the areas of: curriculum and instruction, assessment practices, academic intervention, professional development, school management and leadership, and parent and community involvement.
- **Career Technical Education and Workforce Development.** Career pathways, career technical education and workforce development initiatives where youth and adults transition to postsecondary education, job training and careers based on student interest and labor market needs.
- **Social Services and Support Programs.** Targeted interventions in areas as varied as early childhood education, after-school programs, youth development, 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 Education and School Improvement

Public Works has conducted a wide range of public education and school improvement evaluation projects locally and across the state. We have supported schools and school districts to incorporate various components of state and local accountability systems and have provided more general technical assistance related to school improvement.

Evaluations of Professional Development for Educators

Statewide Evaluation of the California Mathematics and Science Partnership (CaMSP) Program. PW conducted a statewide evaluation for the California Department of Education (CDE) to study the implementation of the CaMSP program organized through local partnerships for the past 12 years. 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. 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, 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 program including supporting all partnerships in the completion of the federally required Annual Performance Report (APR). In this evaluation, PW has collected, analyzed and reported data in 15 Cohorts of partnerships that included 553 districts and 50 county offices of education. An additional 292 charter schools and a small number of private schools were also included in the evaluation.

Local Evaluations of the California Mathematics and Science Partnership (CaMSP) Program for Cohort 10, 11, 12 and 13. Each partnership that is awarded a grant is required to submit its own APR and to conduct a local evaluation. Under the RFAs issued for Cohorts 10-13, PW coordinated all local evaluation plans, data collection, analysis, and reporting for 55 partnerships. All partnerships included at least one LEA and IHE with a focus on a particular professional development model such as lesson study, coaching or profession learning communities. Local evaluations involved an initial site visit and evaluation plan design, 2 annual follow-ups, the creation of customized instrumentation, data collection and analysis. We provided all the evaluation-related reporting that is required at the state and federal levels for each partnership (state quarterly reports and annual evaluation report and evaluation under APR). Evaluation included the administration of the teacher content assessment. Depending on the focus of the partnership and/or the subject areas of participating teachers, partnerships select the Learning Mathematics for Teaching (LMT) instrument developed by the University of Michigan using its online Teaching Knowledge Assessment System (TKAS) and/or a PW-developed content assessment for science aligned to the Next Generation Science Standards, the Teacher Content Assessment for Science (TCAS). The table on the following page indicates the lead LEAs for the 55 local evaluations we conducted.

Lead LEAs for the 55 Local Evaluations PW Conducted		
Each Partnership ranged in size in terms of number of districts, schools and teachers		
ABC USD	Lamont ESD	San Juan USD
Alameda COE	Lincoln USD Madera	San Marcos USD
Anaheim UHSD	COE	San Mateo COE
Azusa USD	Marin COE	San Rafael City Schools
Baldwin Park USD	Merced COE	Santa Ana USD
Butte COE	National SD	Santa Maria-Bonita SD
Chaffey Joint Union HSD	New Haven USD	Santa Rosa City Schools
Chico USD	Norwalk La Mirada USD	Shasta COE
Clovis USD	Oakland USD	Shoreline USD
Coachella Valley USD	Orange CDE	Solano COE
Elk Grove USD	Pacheco Union SD	Sweetwater Union HSD
Escondido USD	Paso Robles JUSD	Tehama COE
Fortuna ESD	Porterville USD	Tuolumne COE
Glendale USD	Rialto USD	Valley Center-Pauma
Hacienda La Puente USD	Riverside USD	USD
Hayward USD	Sacramento COE	West Contra Costa USD
Imperial COE	Salinas City ESD	Whittier City SD
Kings COE	San Diego COE	Yolo COE
Lakeside USD	San Joaquin COE	

Accelerating Academic Achievement for English Learners (AAAEL) Evaluation, Sonoma State University, Co-Teaching Program for Pre-Service Educators. 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. PW also collected EL student achievement and engagement in academic coursework.

Project Engage: College and Career Readiness through Science, Technology, Engineering and Math, Two Rock Union School District. Public Works evaluated a school-based program funded by the Department of Defense Education Activity (DoDEA) Military-Collected Academic and Support Programs (MCASP) at a TK to 6th grade school serving 60 percent military-Connected students located adjacent to the United States Coast Guard Training Center (TRACEN). Project ENGAGE supported professional development for teachers to increase inquiry-based learning, integrated classroom-based and STEM-Maker Lab activities, and enhanced educational technology. Evaluation strategies included a teacher pre-post survey, regular collection and analysis of staff feedback, classroom observations, student and parent focus groups and analysis of state testing data in mathematics and science.

Local Evaluator, Multiple Districts, Mathematics and/or science professional development initiatives funded through the California Math and Science Partnership (CaMSP) program. Prior to consolidation of all local evaluation activities under a single entity, PW conducted multiple local evaluations of CaMSP projects. Evaluation activities included: collecting and analyzing data related to teacher participation in professional development, observations of classroom instruction, student achievement through district-wide state testing data, student achievement through district-wide quarterly benchmark assessments, conducting analysis of surveys, collection and analysis of coaches logs, student

work, analysis of student transcript data, conducting focus groups of participating coaches, and observation of teacher participation in the summer institute. PW provided reports to meet state and federal requirements, periodic quarterly reports for the leadership team and a summative evaluation report.

- Downey Unified School District: Downey Opportunities in Mathematics (DO Math) funded professional development program that targeted 45 mathematics teachers in grades 3-Algebra I, with the goal of directly impacting 3,500 students with UCLA MCPT training and professional development.
- John Swett Unified School District: North East Bay Mathematics Consortium funded professional development program that targeted 100 teachers in grades 3 to Algebra I to reach 6,000 students.
- Hollister School District: San Benito County Mathematics Initiative funded professional development program for 100 teachers in grades 3 to Algebra I to reach 6,000 students.
- Little Lake City School District: Achievement in Little Lake for Mathematics (ALL for Math) professional development program that targeted 36 mathematics teachers in grades 5-8, with the goal of directly impacting 2,500 students through UCLA MCPT training and professional development.
- Pasadena Unified School District: Pasadena Math Pipeline professional development targeted 40 mathematics teachers in grades 5-Algebra I, with the goal of directly impacting 2,200 students.
- Lennox Elementary School District: The Lennox CaMSP Project targeted 30 mathematics teachers in grades 5 through Algebra I, with the goal of directly impacting 3,400 students.
- Alhambra Unified School District: Alhambra Institute in Math (AIM) professional development program targeted 30 mathematics teachers in grades 6-8, with the goal of directly impacting 750 students through UCLA MCPT training and professional development.
- Healdsburg Unified School District and Sonoma County Office of Education: Redwood Area Algebra for All (RAAFA) Partnership offered professional development targeting 50 math teachers in six school districts coordinated by the Sonoma County Office of Education in partnership with Sonoma State University.
- San Diego Unified School District: NEXT STEP (Novice and Expert Teachers' Science Teaching) professional development program targeting 164 science teachers of grades 4-8, with the goal of directly impacting 25,000 students.
- Lawndale Elementary School District: Centinela Valley, Lawndale, UCLA Educational Partnership (CLUE) was a professional development that targeted 30 mathematics teachers of grades 5 through Algebra I, with the goal of directly impacting 4,400 students.
- Palmdale Elementary School District: Antelope Valley Math & Science Partnership Program funded professional development targeting 100 mathematics and science teachers of grades 4-6, with the goal of directly impacting approximately 10,000 students.

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 included the Learning for Mathematics Teaching assessment to measure content knowledge and portfolios from participating counties.

Evaluation of the Effects of Mathematics Contents Program for Teachers (MCPT) on Student Achievement. PW served as the external evaluator of the program. In the first year, PW 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’ 8th grade general mathematics and Algebra I California Standards Test (CST) results in 2006. PW 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.

FRAME UCLA Center X Mathematics Professional Development Program Evaluation at Fremont High School, Los Angeles Unified School District. This evaluation study encompassed 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. Research questions examined the extent that the providers effectively supported professional development to teachers to support: (1) Fremont Math program goals, (2) delivery of mathematics instruction, (3) school-site mathematics culture, (4) teacher content knowledge and (5) student outcomes in mathematics. Methods in this study included a quasi-experimental student outcome study, measurement of teacher mathematical knowledge for teaching (MKT), classroom observations, and a teacher survey.

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 project goals included: 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; and collected baseline student outcome information from PUSD to assess student science and literacy skills.

Evaluation of the California State Dominguez Hills (CSUDH) Teacher Credential Program, CSUDH. PW 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, PW 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.

School Improvement Support and Technical Assistance

Evaluation, California State University, Dominguez Hills Gear-Up, Bethune Middle School, Los Angeles Unified School District (LAUSD). PW served as the evaluator for a

California State University Dominguez Hills Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project in the Los Angeles Unified School District (LAUSD). This GEAR UP project supported the 2011-12 7th grade students beginning at Bethune Middle School as they transitioned into Fremont High School, Dymally High School, and four small pilot high schools at the Diego Rivera Learning Complex (Communication and Technology School; Green Design Community School; Performing Arts Community School; and Public Service Community School). 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; and 2) high school graduation and preparation for and enrollment in post-secondary education. PW collected annual surveys of students as they transitioned from grade to grade and post graduation, and of parents and teachers; conducted site visits and student focus groups; collected and analyzed student and staff participation data; collected and analyzed middle school and high school achievement data (state testing, course grades, and pupil attendance) annually and longitudinally for the cohort of students; and collected and analyzed first year college student placement data.

LAEP Partner and Network School Evaluation. PW evaluated the six core elements identified by the LAEP organization to define its model for school support in terms of both school culture and student outcomes at Partner Schools. PW focused on identifying any correlations between level of participation and service provision and partner school student outcomes; and between commitments to model fidelity and Partner School and student outcomes. PW also examined differences in the performance of Pilot schools compared to other Partner schools; and the impact of autonomy that came with Pilot status on student or school outcomes. PW analyzed student achievement and school performances data on Partner, Pilot and comparison schools, administered and analyzed survey data from students, parents, and credentialed school staff; conducted site visits to Partner Schools, and rated and assessed partner Schools in terms of the Model Fidelity. In addition, PW evaluated Network Schools with respect to the extent that participation in LAEP's networks enhanced or spurred teacher leadership and collaboration and improved teacher capacity to implement high quality instruction.

English Language Learner Acquisition & Development Pilot Program (ELLPP) (AB2117) Statewide Evaluation. PW 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 supported the expansion of 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 four 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 had access to, were prepared for, and were 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 Grant (Cohort VIII) to the Los Angeles Unified School District (LAUSD). PW evaluated three-year and five-year grant programs to implement Smaller Learning Communities in LAUSD comprehensive high schools in all funded Cohorts including Cohort III (5 high schools), Cohort IV (7 high schools), Cohort V (10 high schools), Cohort VI (9 high schools), Cohort VIII (9 high schools). Research focused on the modification of the delivery of curriculum and instruction; the benefits to students resulting from personalization of instruction; and improvements in school safety, community engagement

and improved student achievement including increased student eligibility and preparation for postsecondary education and careers.

Evaluation of US Department of Education Smaller Learning Communities Grant to the San Bernardino County Superintendent of Schools (SBCSS). PW evaluated three-year and five-year grants to implement Smaller Learning Communities in SBCSS comprehensive high schools in funded cohorts including: Cohort III (5 high schools), Cohort VI (10 high schools), and Cohort IV (5 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.

PW was contracted to conduct SLC evaluations with similar scope of works to the LAUSD and SBCSS in Orange County Department of Education (OCDE) Cohort 5 (9 high schools), Petaluma City Schools (PCS) Cohort IV (2 high schools), Inglewood Unified School District (IUSD) Cohort IV (1 high school), and Bassett Unified School District (BUSD) Cohort VI (1 high school).

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. PW 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.

Evaluation of the Art Program with the Community for the Los Angeles County Museum of Art (LACMA). PW 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.

Local Evaluator, Weingart Foundation, Inglewood Unified School District. The Weingart Foundation awarded a grant to IUSD 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 leadership 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.

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, PW 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.

Evaluation of Sonoma State University's Ensuring Access through Collaboration and Technology (EnACT) grant. PW 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. PW 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. The final report was submitted to the National Science Foundation.

Data Analysis and Professional Development to Support Accountability and Assessment, Birmingham High School, Los Angeles Unified School District (LAUSD). PW collected and analyzed four years of summative student achievement and school performance data for Birmingham High School. Based on this review of data, PW 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. PW prepared a set of data notebooks summarizing student achievement data and presenting these data graphically.

Evaluation of Inglewood Unified School Districts Gifted and Talented Education (GATE) program. As part of a Coordinated Compliance Review (CCR) Inglewood Unified School District (IUSD), 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 PW 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.

Evaluation of Service Learning (Cal Serve) Implementation, Los Angeles Unified School District. PW 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). PW 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.

Evaluation of High Tech High Los Angeles Charter School, Los Angeles Unified School District. PW served as the internal evaluator of High Tech High Los Angeles (HTH-LA). 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 for the Charter Schools Division, Los Angeles Unified School District. PW 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 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 Alliance for College Ready Public Schools (ACRPS). PW 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. PW 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.

Evaluation of Watts Learning Center Charter School, Los Angeles Unified School District (LAUSD). As part of the district's five-year charter renewal process, PW 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). PW 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, PUSD. PW 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. PW 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.

Evaluation of the Professional Development School (PDS) in LAUSD Local District I, Urban Educational Partnership (UEP). PW 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 *Success for All*, Local District I, Los Angeles Unified School District. PW 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. PW 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, PW 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.

Evaluative Technical Assistance and Communication Services for School Families in the Los Angeles Annenberg Metropolitan Project (LAAMP), Los Angeles Unified School District (LAUSD). PW 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 LAAMP annual review process. PW 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. PW 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. After several years of technical assistance, PW 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.

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, PW 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. PW also facilitated meetings of participating schools and otherwise assisted PUSD in preparing an annual report submitted to the Los Angeles County LAAMP Office.

Evaluation of the Implementation of the Los Angeles Annenberg Metropolitan Project (LAAMP), Little Lake City School District (LLCSD). PW 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. 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, PW 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, PW 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

Evaluation of the Palisades Charter Complex, Los Angeles Unified School District (LAUSD). As part of the Charter reapplication process, PW 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). PW 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). PW 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

Preparation of LEARN School Report Cards, Los Angeles Educational Alliance for Restructuring Now (LEARN). PW 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, PW 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.

California Accountability System School and District Support

SAIT Provider

- Birch High School and Citrus High School, Fontana Unified School District
- Echo Valley Elementary School, North Monterey County Unified School District
- Edison Elementary School, Pasadena Unified School District.

PW served as the SAIT provider for two continuation schools and two elementary schools targeted for oversight because of receiving HPSG funds and failing to meet API targets for two consecutive years. PW monitored the implementation of corrective actions resulting from completion of an Academic Program Survey (APS) comprised of nine Essential Program Components (EPCs). The schools 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. PW submitted quarterly progress reports on behalf of each 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). PW 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, PW 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. PW 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. PW 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, PW 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. PW 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 High Priority Schools Grant (HPSG)

- **Sylvan Park and Hazeltine Elementary Schools, Los Angeles Unified School District**
- **Warren Lane Elementary and La Tijera K-8 Schools and, Inglewood Unified School District**

PW conducted a comprehensive needs assessment as part of the development of a school-wide plan for improvement based on staff and student needs at each school. 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. PW 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, PW coordinated and led a public meeting with parent/community members to solicit input for school improvement planning. PW used the aforementioned data in order to develop a draft HPSG plan for each school, which was shared with the DSLT prior to being submitted to LAUSD, IUSD and the California Department of Education.

High Priority Schools Needs Assessment and Monitoring, Los Angeles Academy, Virgil and Carver Middle Schools, Los Angeles Unified School. In response to identification of schools with an Academic Performance Index (API) score of less than 600, PW conducted a comprehensive needs assessment of the underlying reasons for low student achievement. 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 for each school outlining corrective actions 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 the schools 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.

HPSG Consultant, Washington Middle School, Pasadena Unified School District. PW 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, Webster and Bethune Middle Schools, Los Angeles Unified School District. PW served as the local evaluator for three middle schools 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. PW 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.). PW 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. PW also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. PW prepared final End-of-Year reports for the State on HPSG implementation on behalf of the schools.

Evaluation of Comprehensive School Reform (CSR) Implementation, Gratts Elementary, Marina Del Rey Middle, and Verdugo Hills High Schools, Los Angeles Unified School District. PW served as the local evaluator for three schools 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. PW 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.). PW worked closely with core academic department chairs to strengthen school plans for professional development, including facilitating activities related to implementing Professional Learning Communities (PLC). PW 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. PW prepared final End-of-Year reports for the State on HPSG implementation on behalf of the schools.

Evaluation of Scholastic Performance Audit Implementation, Twain Middle School, Los Angeles Unified School District. PW 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. PW 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.). PW 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. PW also helped develop and monitor after-school and Saturday interventions for students struggling to meet academic standards. PW prepared final End-of-Year reports for the State on HPSG implementation on behalf of Twain Middle School.

State Reporting on Underperforming Schools, Los Angeles Unified School District (LAUSD) and Pasadena Unified School District (PUSD). PW prepared required End-of-Year reports for four elementary and one middle school in LAUSD and one elementary and one middle school in PUSD 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.

External Evaluator for District Program Improvement, Whittier Union High School District (WUHSD). PW 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 II/USP Implementation, Emerson Middle School, Los Angeles Unified School District and Wilson Middle School, Pasadena Unified School District. PW 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 core academic subject areas aimed

at spurring changes in pedagogy and professional collaboration. In addition, Wilson's process included restructuring school services and support for English Learners as well as surveying staff and students regarding the school's implementation of the International Baccalaureate Programme. In addition to facilitating quarterly leadership team meetings, PW surveyed staff on school reform efforts and presented data on student achievement to parents. PW prepared the final End-of-Year report for the State on of II/USP implementation on behalf of the schools.

Evaluation of High Priority Schools Grant (HPSG) Implementation, Webster and Bethune Middle Schools, Los Angeles Unified School District. PW served as the local evaluator for both Webster and Bethune Middle Schools both 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.). PW 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. PW prepared final End-of-Year reports for the State on HPSG implementation on behalf of the schools.

Facilitated planning of Bonita's High Priority Schools Grant (HPSG), Bonita Unified School District. PW 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. PW also facilitated meetings with the school's District School Leadership Team (DSLST) 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, PW coordinated and led a public meeting with parent/community members to solicit input for school improvement planning. PW used the aforementioned data in order to develop a draft HPSG plan, which was shared with the DSLST prior to being submitted to the Bonita board of education and the California Department of Education.

Facilitated planning of High Priority Schools Grant (HPSG),

- **La Tijera K-8 School, Inglewood Unified School District**
- **New Economics for Women (NEW) Academy of Science, Los Angeles Unified School District**
- **Edison, Muir and Drew Middle Schools, Los Angeles Unified School District**

PW 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. PW also facilitated three to four meetings with each school's District School Leadership Team (DSLST) 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, PW reviewed existing documents and evidence related to the schools instructional program including: charter petition, budgets, staffing qualifications, and experience. PW coordinated and led a public meeting with parent/community members to solicit input for school improvement

planning. PW used the aforementioned data in order to develop a draft HPSG plan, which was shared with the DSLT prior to being submitted the California Department of Education.

Public Engagement Evaluation of Sun Valley Middle School, Los Angeles Unified School District (LAUSD). PW 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, PW 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. PW served as the local evaluator for three high schools implementing an Immediate Intervention/Underperforming Schools Program (II/USP) grant. PW focused on collecting evaluation data linked to an action plan developed as part of the II/USP process for implementation over the next two school years. Working closely with a site-based Data Team comprised of teachers, counselors, and administrators, PW examined a wide range of data linked to the implementation of the schools' improvement plans over three years. 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 Comprehensive School Reform Demonstration (CSRD) Program, Los Angeles Unified School District (LAUSD). PW served as LAUSD's District evaluator of the CSRD 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. PW also facilitated quarterly meetings with all LAUSD CSRD schools, providing information and training on using data to guide school improvement efforts. As part of the project, PW 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.

External Evaluator Services for Schools Receiving Public Schools Accountability Act Planning Grants (Senate Bill IX), Los Angeles Unified School District (LAUSD), Pasadena Unified School District (PUSD), and Lennox School District (LSD). In line with California legislation intended to improve school accountability, PW 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) as well as one elementary and two middle schools in PUSD and one elementary in LSD. In LAUSD, PW worked ten elementary schools, one middle, and one high school as well as serving 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, PW 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. 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.

Evaluation of the Comprehensive School Reform Demonstration (CSRSD) Program, Pasadena Unified School District (PUSD). PW served as PUSD's District evaluator of the CSRSD program, in place at Blair High School, a Cohort I CSRSD 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, PW 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.

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

School-based Data Team Coaching

Facilitation and Training of Math Data Team, Whittier Union High School District (WUHSD). PW 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. PW 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). PW 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. PW 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.

Facilitation and Training of Site Based Math Data Teams, Inglewood Unified School District (IUSD). PW 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. PW 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, PW, delivered reports by teacher and by standard approximately every eight weeks. PW worked jointly with the Coalition for Educational Partnerships to provide training to IUSD teachers and principals regarding data-driven school improvement.

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.

Facilitation and Training of the English Language Learners Data Team Task Force, Whittier Union High School District (WUHSD). PW 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). PW 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. PW also provided annual professional development annually for three years to school principals, counselors, and teachers on assessment, accountability, and data analysis.

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. PW 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.

Career Technical Education and Workforce Development

Smaller Learning Communities, Career Technical Education (CTE) programming and other approaches to secondary education often overlap with each other and with other efforts to improve student achievement. PW has conducted multiple evaluations of these kinds of school improvement efforts including partnership academies and career pathway approaches for high school students. PW has evaluated larger initiatives intended to bring about broader change at the secondary level such as smaller learning communities, school and community partnerships and institutional connections to workforce initiatives. Within this work, PW considers the broader context in which the evaluation is situated and develops an approach to evaluate particular initiatives within the broader K-12 and postsecondary education systems.

Evaluation of US Department of Education Smaller Learning Communities Supplemental Grant to the Los Angeles Unified School District (LAUSD) and San Bernardino County Superintendent of Schools, Center for the Advancement of Smaller Learning Environments. PW served as the third party evaluator for seven Cohort VI high schools and three Cohort VIII high schools in LAUSD and 10 Cohort VI in SBCSS. 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 Planning, Alliance for Education, San Bernardino County Superintendent of Schools. PW 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. For the Alliance for Education, PW examined 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 of the Los Angeles Police Academy Magnet Schools and Police Orientation Preparation Program LAPAMS and POPP. PW 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 of Training to Work, Department of Labor (DOL), Homeboy Industries. PW evaluated the planning and implementation 18-month Career Pathways model focused on adults with felony convictions. The program offered case management, mentoring, education and employment services in four pathways—Culinary, Business, Manufacturing, and Construction Trades. PW assisted in the collection of data related to participants, analysis of quarterly reports, and providing information on the integration of the DOL program into the overall organization. Each participant had an Employment Development Plan (EDP) with goals related to training and placement.

Regional Youth Resource Mapping, San Diego Workforce Investment Board. PW 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 incorporated five components: a qualitative report which reflected 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 provided an analysis of the county's youth population including trends and forecasts for the future and inventories of various services.

Evaluation, Feasibility Study, Junior Achievement of Upper Midwest, Inc. PW 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.

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 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. Under an additional contract, PW assisted in developing a framework and outline for data measures, collected data from student outcome measures identified by the LA Compact, analyzed data and provided graphs and narratives describing the process of each measure.

Evaluation of California Partnership Academies (CPA) in PUSD. PW assisted the ROP, Adult Education, and High School Academies Office at PUSD to complete the required reporting requirements for continued funding under the Carl D. Perkins Vocational and Technical Education Act and the Partnership Academy program allocated by the California Department of Education, High School Initiatives Office. Based on student demographic and outcome data, PW reported qualitative and quantitative data elements to the state as required by Perkins and the Partnership Academy guidelines.

International Trade Education Programs (ITEP) Evaluation. PW conducted an evaluation of the ITEP Academies. 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 was organized into four smaller schools, each with a different curricular and thematic focus. The ITA Academies served over 700 students and were 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.

Youth Systems Capacity-Building Through Regional Coordination, Sonoma County STC Partnership. PW 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. PW supported the implementation of a data collection system that allowed the Sonoma STC partnership to collect information about partnership activities and implementation. Through the facilitation of data teams comprised of key partners, this system provided information for coaching schools and partners on how to collect and report on student outcome information.

Evaluation of the Sonoma County Employment Literacy Certificate, Sonoma STC Partnership. PW 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. PW provided evaluation support to INET, a membership organization that was 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.

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. PW conducted a three-year evaluation of the UNITE-LA STC Partnership. In the first year of the evaluation, PW conducted a baseline study of the different components of the evolving STC system in Los Angeles. For the baseline study, PW 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. Exemplary STC programs were chosen and student data and qualitative program information was collected and analyzed through site visits, surveys and focus groups with a follow-up study in the subsequent year.

Core Case Study and Plus Evaluations for the State of California STC Evaluation. On behalf of multiple partnerships, PW was selected to participate 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. PW also participated in the second component of the case study evaluation on behalf of the partnerships. The Plus study focused on evaluating whether STC participation affected student preparation for postsecondary education and career entry. Partnerships evaluated by PW included:

- Unite-LA
- Sonoma County STC Partnership
- Verdugo STC Partnership

Survey of High Schools for the Solano County STC Partnership, Solano County Office of Education. PW 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. PW tabulated survey responses and provided an analysis and write-up to the partnership.

Statewide Performance Evaluation of Tech-Prep Local Consortia and Tech-Prep Targeted Use Grants, Chancellor’s Office, California Community Colleges (COCCC). PW 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. PW 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 the first and second year reports.

Evaluation of Communities and Schools for Career Success (CS²) Initiative, New Ways to Work. PW 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. PW 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. PW 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. PW 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.

Workforce Gap Analysis for the North Bay Technology Roundtable (NBTR). PW 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.

Evaluation of a Pilot Special Education Project, Los Angeles Unified School District (LAUSD). PW 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). PW 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. In the second phase of the evaluation, PW 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) and examined barriers to student employment.

Evaluation Design for the National Assessment in Vocational Education, U.S. Department of Education. PW 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.

Evaluation of the Orange County Coalition Vision 2020 Project, Orange County Office of Education and the Orange County Private Industry Council. PW 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 12th grade student survey and employer survey as well as intensive evaluation efforts in individual Model Collaboratives.

Career Technical Assessment Projects

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 in Developing a State System of Vocational Certification at the Secondary Level, Utah State Department of Workforce Development. PW 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. PW 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, PW provided technical assistance in the implementation of new item bank software and scoring and reporting to districts and teachers.

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

Technical Assistance in Developing a State System of Vocational Certification at the Secondary Level, Kentucky State Department of Secondary Education. PW 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.

Technical Assistance and Strategic Planning Projects

Development of a Guide to the Workforce Investment Act (WIA), National Skills Standards Board. PW 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.

Technical Assistance to States to Implement Accountability Requirements and Integrate School Reform and Workforce Development Initiatives, National Center for Research in Vocational Education. PW provided technical assistance to state agencies in the areas of accountability, using data for program improvement and standards-driven curriculum and assessment. PW 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). 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 to the All Schools Access Pathways (ASAP) School-to-Work Partnership, Pasadena Unified School District (PUSD). PW 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 to support implementation.

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, PW 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. PW 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.

Technical Assistance to New Ways to Work (NWW), California Workforce Investment Board (CAL WIB). Under subcontract to NWW, PW 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 as a resource for local youth service providers that were looking to fund programs and services for youth.

Strategic Planning and Technical Assistance, Sonoma County STC Partnership. PW 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. PW 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). PW 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.

Technical Assistance to the All Schools Access Pathways (ASAP) School-to-Work Partnership, Foothill Private Industry Council (FPIC). PW 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. PW organized and facilitated kick-off meetings with all stakeholders.

Technical Assistance on Making Linkages to Education Institutions, Laborers-Associated General Contractors (AGC). PW 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. Workshops were offered at both national conferences and within the regions at individual sites to improve existing linkages.

Development of Construction Standards, Laborers-Associated General Contractors (AGC). PW 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 and science embedded in construction standards.

Technical Assistance to the City of Los Angeles Job Training Partnership Act (JTPA) Youth Consortia, Kip Stottlemeyer Associates. Kip Stottlemeyer Associates and PW 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.

Social Services and Support Programs

Public Works has supported social services and support programs in the evaluation of their program processes and impact and has provided insight to clients regarding the provision of services targeted at specific populations such as foster care, juvenile delinquency and special education. We have conducted numerous evaluations of after-school and youth development programs.

After-School and Enrichment Program Evaluation

Evaluation of Environmental Literacy Initiatives: TreePeople and ChangeScale. The California Regional Environmental Education Community (CREEC) Network is an educational project supported by the California Department of Education to support environmental literacy of California's students by providing teachers with access to high quality environmental education resources. CREEC is housed and supported by TreePeople in the Los Angeles area and by ChangeScale in the San Francisco and Monterey Bay areas. Both TreePeople and ChangeScale have contracted with PW to develop, monitor, and analyze survey data to measure and monitor Environmental Education experiences and opportunities in partnered school districts. We conducted an evaluation in three school districts, to form the basis for a useful platform for districts, schools, and teachers to compare the Environmental Literacy efforts throughout the state.

The Huntington Library, Art Collections, and Botanical Gardens School Programs Evaluation. The Huntington contains a world-renowned library, art-collection, and 120-acre botanical garden, which offers more than a dozen different educational programs for K-12 students. All programs are led by volunteer docents and address state and local education standards. PW worked with The Huntington on a comprehensive collaborative evaluation of the School Programs component of the Education Division, with involvement of volunteer docents, participating teachers and students, and relevant employees. Evaluation methods included observations, focus groups, student feedback, docent and teacher surveys, and listening meetings with all stakeholders.

Evaluation of the Reach for the Stars After-School Program, Whittier City School District (WCSD). PW has served as the external evaluator for the WCSD's after-school program funded through a combination of federal (21st 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 PasadenaLEARNs, Pasadena Unified School District (PUSD). PW 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 as well

as descriptive and 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, and assessments of classroom performance completed by teachers. This evaluation was participatory in nature insofar as PW assisted PUSD and individual schools in the refinement of program implementation and the development and maintenance of electronic record keeping intended to create a data-driven model for after school programs.

Evaluation of PasadenaLEARNs, PUSD. After the initial three year evaluation, PW continued to support the program by helping to meet the grant reporting requirements and providing training to the after-school program funded through County, State and Federal funds at 17 elementary and 3 middle schools in PUSD. 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, PW 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.

Evaluator, Champions Science Adventures. PW served as the evaluator for Champions Science Adventures, a national program focused on extra-curricular science education. PW 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.

Evaluator, Mustangs on the Move, Flintridge Operating Foundation. PW served as the evaluator for Mustangs on the Move, a collaboration of nonprofit organizations and community members in Pasadena, CA. PW 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.

Evaluation of the LACOE After-School Enrichment Program (ASEP), Los Angeles County Office of Education (LACOE). PW 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 the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program Grant to the Keep Youth Doing Something (KYDS). PW 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 PW 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.

Evaluation of LA COPS After School Program, Los Angeles Unified School District (LAUSD). PW 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. 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.

Youth Development Evaluation

Counseling Works, Learning Works Charter School. Learning Works Charter School (LW), which operates under the umbrella of the PW organization, is committed to ensuring all youth in Pasadena, Altadena and Sierra Madre attain a high school diploma. This commitment extends to establishing strong support for youth through counseling and mental services to remain engaged and continue their education. PW established the Learning Works Mental Health Team to meet weekly to implement a federal counseling 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.

Technical Assistance to the PUSD 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 PUSD Positive Futures Grant. In conjunction with the Positive Futures technical support, Grant Education Consultants contracted with PW 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 the collection of quantitative student outcome data.

Evaluation of the Valley Neighborhoods Collaborative, Los Angeles Education Partnership. PW served as the evaluator of the Valley Neighborhoods Collaborative, a community schools initiative led by the Los Angeles Education Partnership (LAEP) that centered on 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. PW also participated in the initiative's coordination team, monthly resource council meetings at the high schools, and quarterly collaborative meetings with all school stakeholders. PW 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). PW 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; stakeholder meetings to share information; and submission of annual federal reports.

Evaluation of Project GRAD Los Angeles. Project GRAD, a non-profit designed to close the achievement gap between different groups of students, partnered 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 who meet the Project GRAD requirements at the end of high school, receive scholarship money to help augment their college education. PW initially conducted a summative evaluation of the data collected by Project GRAD and a needs assessment of data collection procedures and processes with recommendations for improvement.

Cash for College Workshops Evaluation. PW served as the external evaluator of the Cash for College workshops, which included statewide and regional participant surveys, information regarding incentive scholarships and FAFSA completion rates.

Los Angeles Youth Opportunities Movement (LAYOM) Community Technology Centers Grant Evaluation. PW 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. PW 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 and student outcome data.

Lead Agency in providing Community-Based Teen Services, Department of Public Social Services, Long-Term Family and Self-Sufficiency Division. PW was the lead agency for a community-based teen services grant providing services to teens in the 6th to 12th grades in the PUSD attendance area. Activities included coordinating all subcontractors and partners in the development of services, which included two Learning Centers located in Pasadena to provide tutoring and academic intervention services to middle and high school students. The Learning Centers also coordinated 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 included 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 and referrals to social service agencies.

Evaluation System Development, Alumni House, Casey Family Programs and Transition Partners. PW 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. PW conducted a needs assessment of foster care youth in independent living programs, graduates of foster care, and community-based organizations providing service. Based on the information gathered, PW developed a logic model that identified individual and program outcomes to be measured for progress in the evaluation plan. PW 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.

Other Social Services Evaluation Projects

Consultant, The Frostig Center. PW 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. PW drafted a plan for The Frostig Center based on these consultation services.

PUSD School Community Violence Prevention Program Evaluation. PW 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.

Los Angeles County Office of Education WIC. PW 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. PW 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.

Evaluation System Development, Haven Hills. Through a grant from the California Department of Health Services (DHS), Maternal and Child Health Branch/Domestic Violence, PW, 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. PW 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. 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, PW 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, PW recommended changes to and upgraded existing program database in order to produce multiple, useful reports.

Strategic Plan Development, Rosemary Children's Services (RCS). PW developed an organizational strategic plan for RCS in Pasadena, an organization that delivers services to abused, neglected and emotionally disturbed youth and their families. PW 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, PW 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. PW then conducted interviews and focus groups with staff and clients at year-end to assess agency progress under this grant and the new evaluation plan.

Strategic Plan Development, Pasadena Unified School District Family Centers. PW 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. PW 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). PW evaluated the ECP, a pre-Kindergarten program targeting the academic, social, and emotional development of children ages three and four. PW 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. PW 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 transitioning to the third year, which focused on assessing program effectiveness and quality. PW used 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. PW also provided training to ECP teachers on administration of these tools.

Evaluation of the Academic Tutoring Partnership Program (ATPP) and Tutoring Assistance Grant (TAG), Pasadena Unified School District (PUSD). PW conducted an evaluation of the ATPP to submit to the California Department of Education as partial fulfillment of TAG requirements. PW 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). PW 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. PW 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. PW 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, PW 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, PW 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. PW assisted The Children's Collective, Inc., a non-profit organization involved in providing families and children with improved access to social and support services. PW 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). PW 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, PW 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). PW 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.