

Strategy Evaluation Modules

Illuminate Trainings

Early Childhood Family Support – Nov. 3 (Rebekah Hudgins, Lead)

Elementary Students – Nov. 5 (Valerie Hutcherson, Lead)

Middle School Students – Nov. 17 (Julie Sharpe, Lead)

High School Students – Nov. 19 (Ann Peisher, Lead)





This Session Today – November 17

Middle School Students and Families



Housekeeping:

Moderators:

- Julie Sharpe – Will Present
- Valerie Hutcherson – Back Up and Monitor the Chat Box

The Chat Box

- Questions
- Comments

Our Objectives:

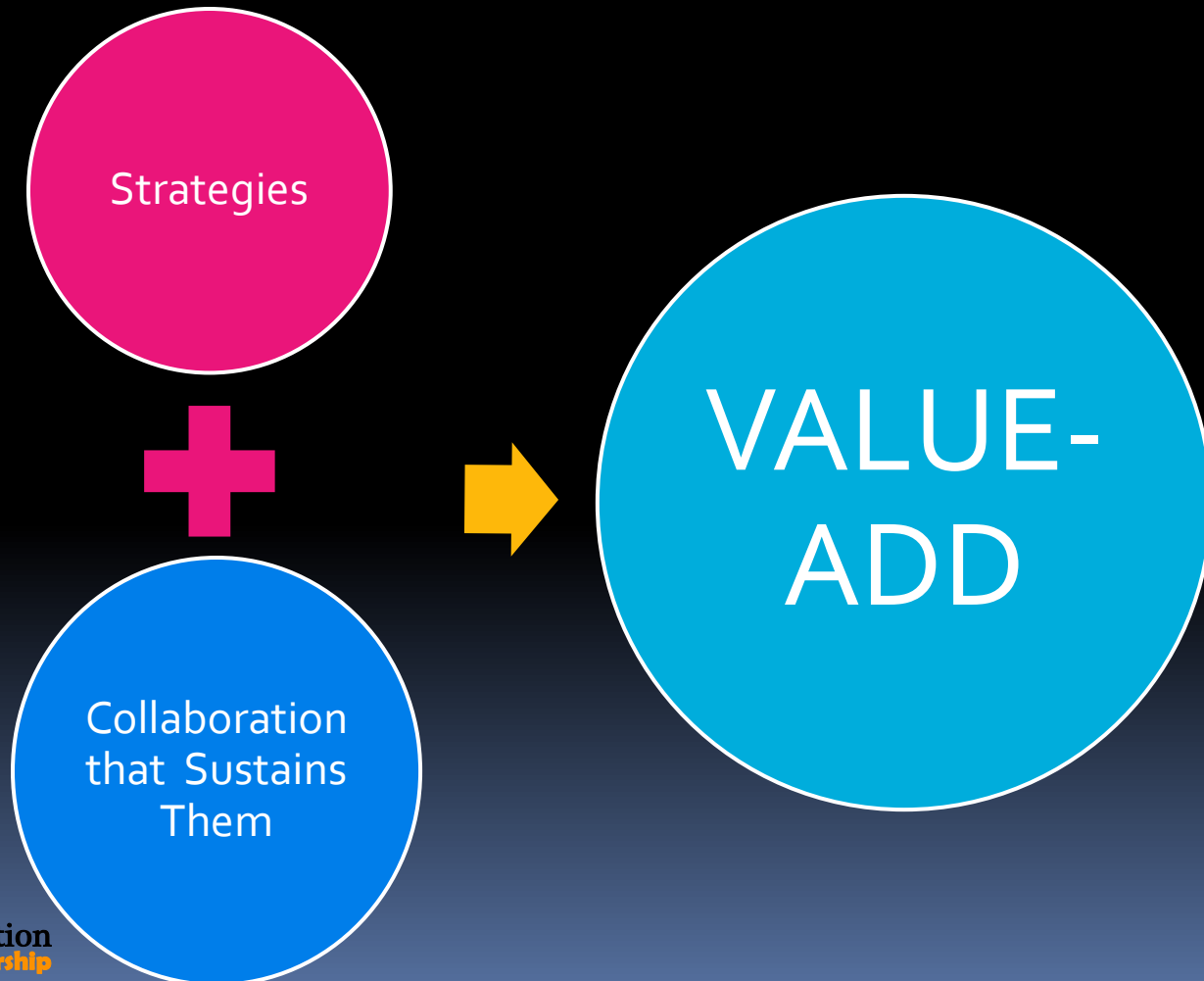
- Continuing Importance of Strategy Evaluation.
- How the Strategy Evaluation Modules (SEMs) can help.
- Organization of the SEMs.
- Core elements of this module.
- Evaluation Team support for you and the SEMs.

Your Big Question
(probably)-

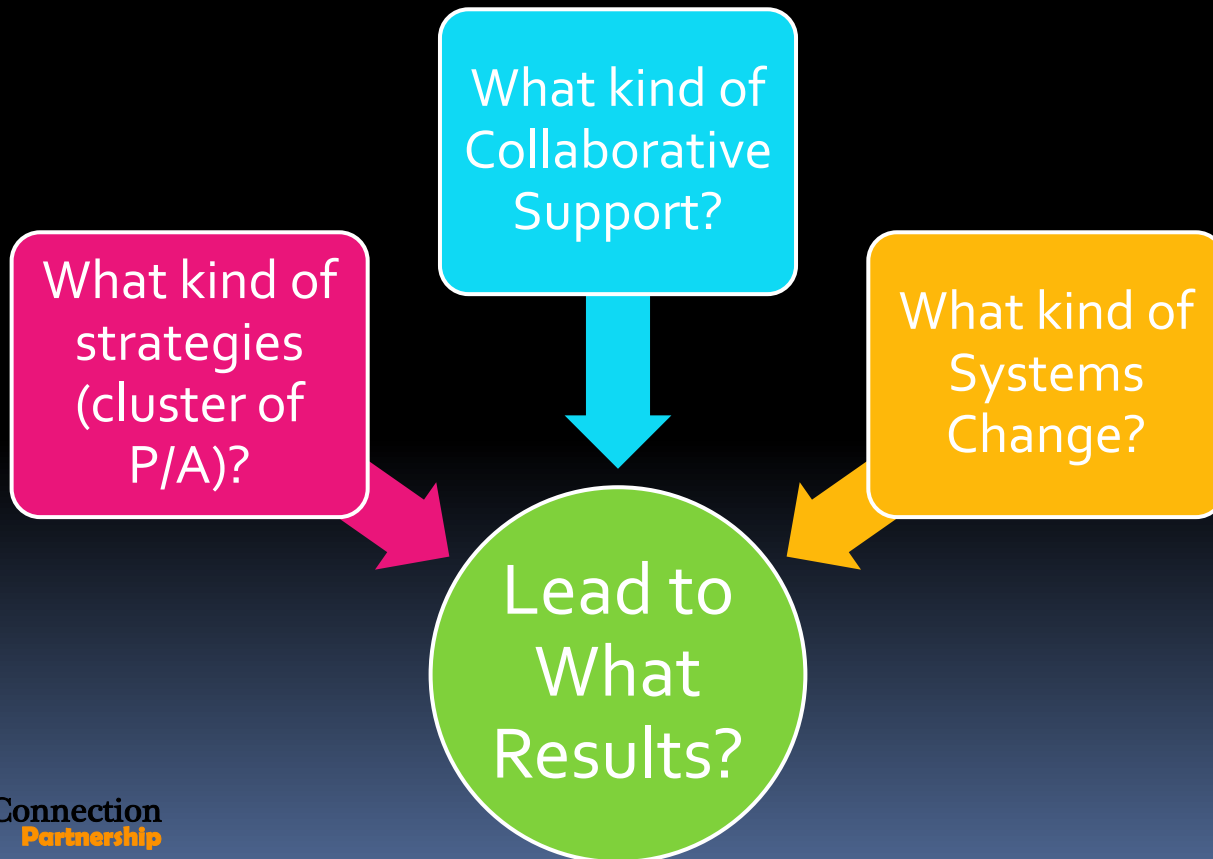


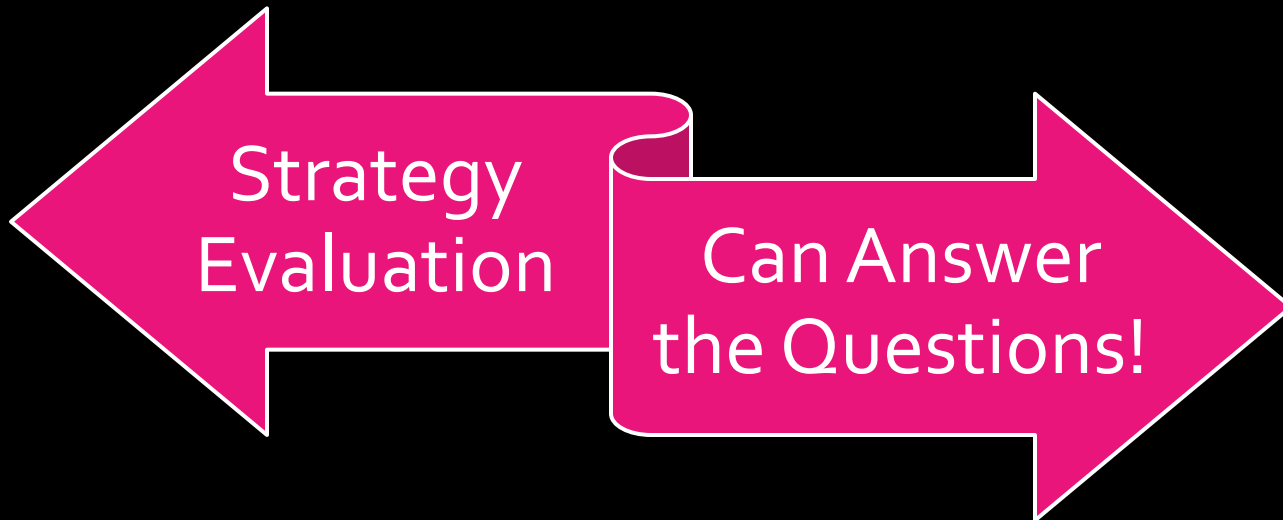
Why continue this
emphasis – especially now?

We Must Continue to Prove Our Worth! Our VALUE-ADD!



We Need to Know -





HOWEVER....

A Successful Strategy Evaluation Depends On

At Least Two (2) Strong Program Evaluations
(Committed Partners)

Program
1

Program
2

Participation Data

Enrollment

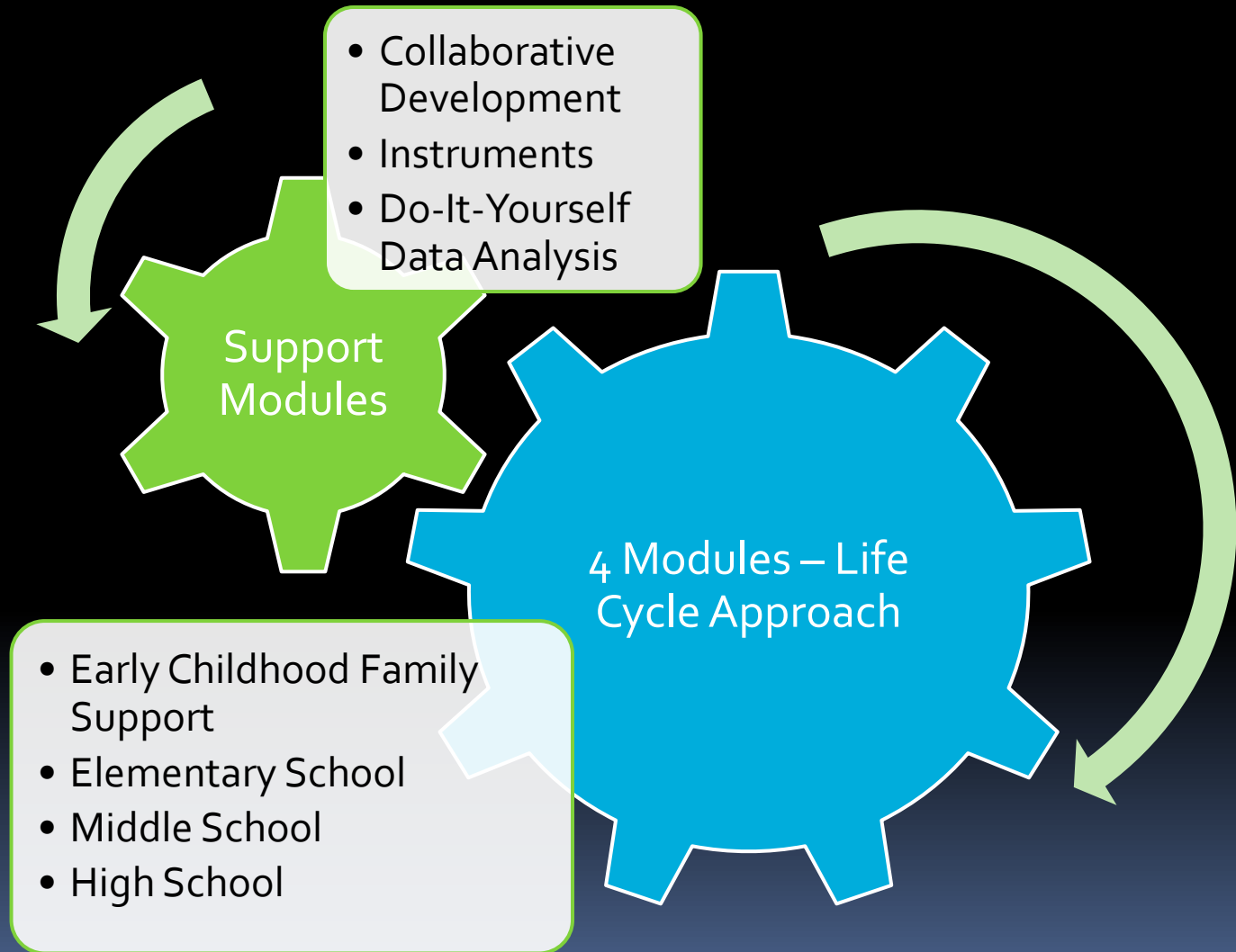
Duration of
Involvement

Frequency

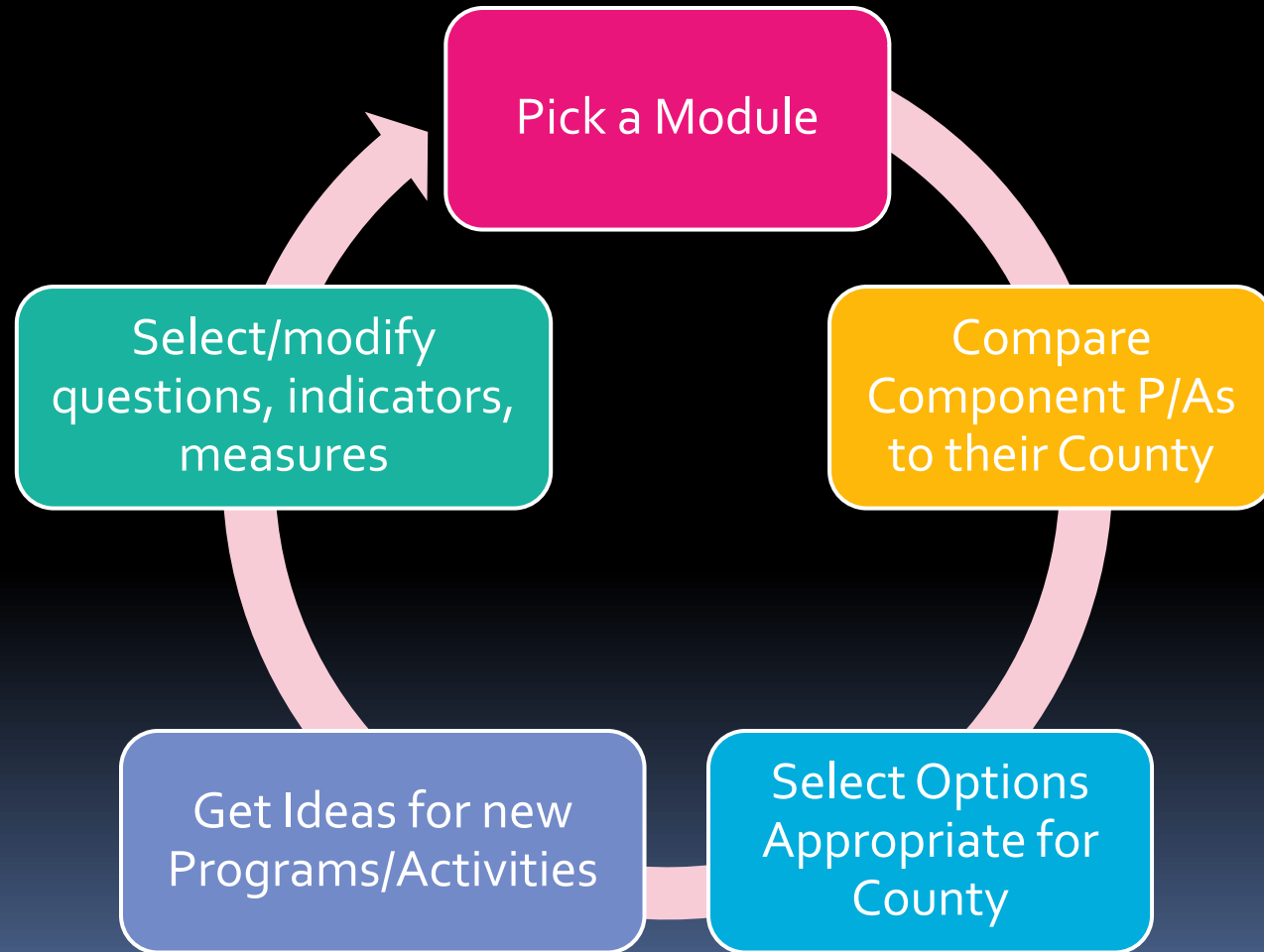
Total Contact
Hours

Program-Specific
Outcome Data
(Ideal)

What's Included?



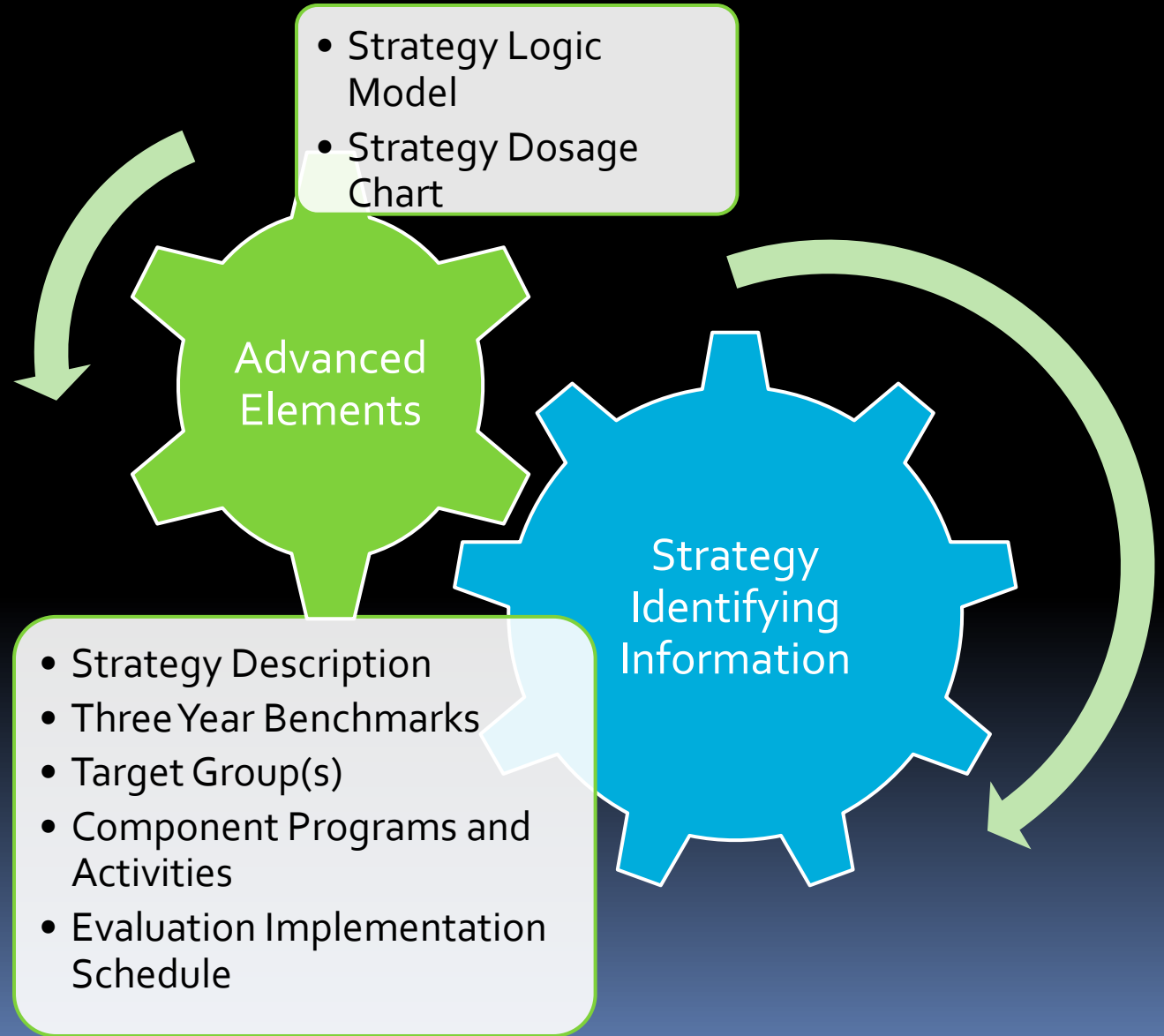
How will Counties Use SEMs?



Middle School Module:

- ❖ Narrative evaluation plan
- ❖ Table-format evaluation plan
- ❖ Evaluation tools
- ❖ Progress report
- ❖ Results report

Strategy Identifying Information



Middle School Strategy:

afterschool program

mentoring program

family engagement and support

Assumptions or Conditions	Inputs	Program Activities	Short-Term Outcomes	Intermediate/Long-Term Outcomes	Goals
<p>Wecare County students :</p> <p>79% qualify for school meals SWD, economically disadvantaged, and African-American subgroups not meeting CRCT standards</p>	<p>Funding GA Dept of Education Wecare Foundation Wecare Family Connection</p> <p>Partners <u>Wecare BOE</u> Facilities Referral School-day alignment <u>Wecare FC</u> Technical assistance Resource development <u>Wecare Sheriff's Office</u> Substance abuse education <u>Wecare DFCS</u> Referral <u>Wecare Technical College</u> Adult education Family literacy Mentors <u>Wecare DJJ</u> Wrap-around services <u>Wecare Chamber</u> mentors</p>	<p>Academic enrichment: reading, math, science</p> <p>Enrichment: fine arts, technology, sports, nutrition</p> <p>Youth development: life skills, mentoring</p> <p>Substance abuse education</p> <p>Field trips and Service Learning</p> <p>Family engagement/ support</p>	<p>Improved test scores on CRCT in reading, math, language arts, social studies, science</p> <p>Improved social and emotional functioning</p> <p>Improved attendance</p> <p>Improved academic skills (homework)</p> <p>On-time student promotion</p> <p>Increased readiness for transition to high school</p> <p>Improved family literacy skills and educational development</p> <p>Increased family involvement</p>	<p>Increased high school graduation rates</p> <p>Reduced teen pregnancy rates</p> <p>Reduced substance abuse among teens</p> <p>Improved family economic well-being</p> <p>Increased community involvement and connections by family members</p>	<p>Children will succeed in school, graduate from high school, and go on to college or obtain high-paying jobs.</p>

1a: Brief Strategy Description: Provide middle school students an array of asset building opportunities and supports to ensure school success and successful transition to adulthood.

1b: Related Three-Year Benchmark(s):

Benchmark Objective: Increase the percentage of 8th grade students meeting or exceeding state standards on CRCT promotional tests in reading from 86% in 2008 to 92% in 2013 (Data source: Kids Count, Family Connection Partnership, 2008)

Code: CS4a

Indicator: 8th grade students meeting or exceeding state standards on CRCT promotional tests in Reading

Benchmark Objective: Increase the percentage of 8th grade students meeting or exceeding state standards on CRCT promotional tests in math from 83% in 2008 to 90% in 2013 (Data source: Kids Count, Family Connection Partnership, 2008)

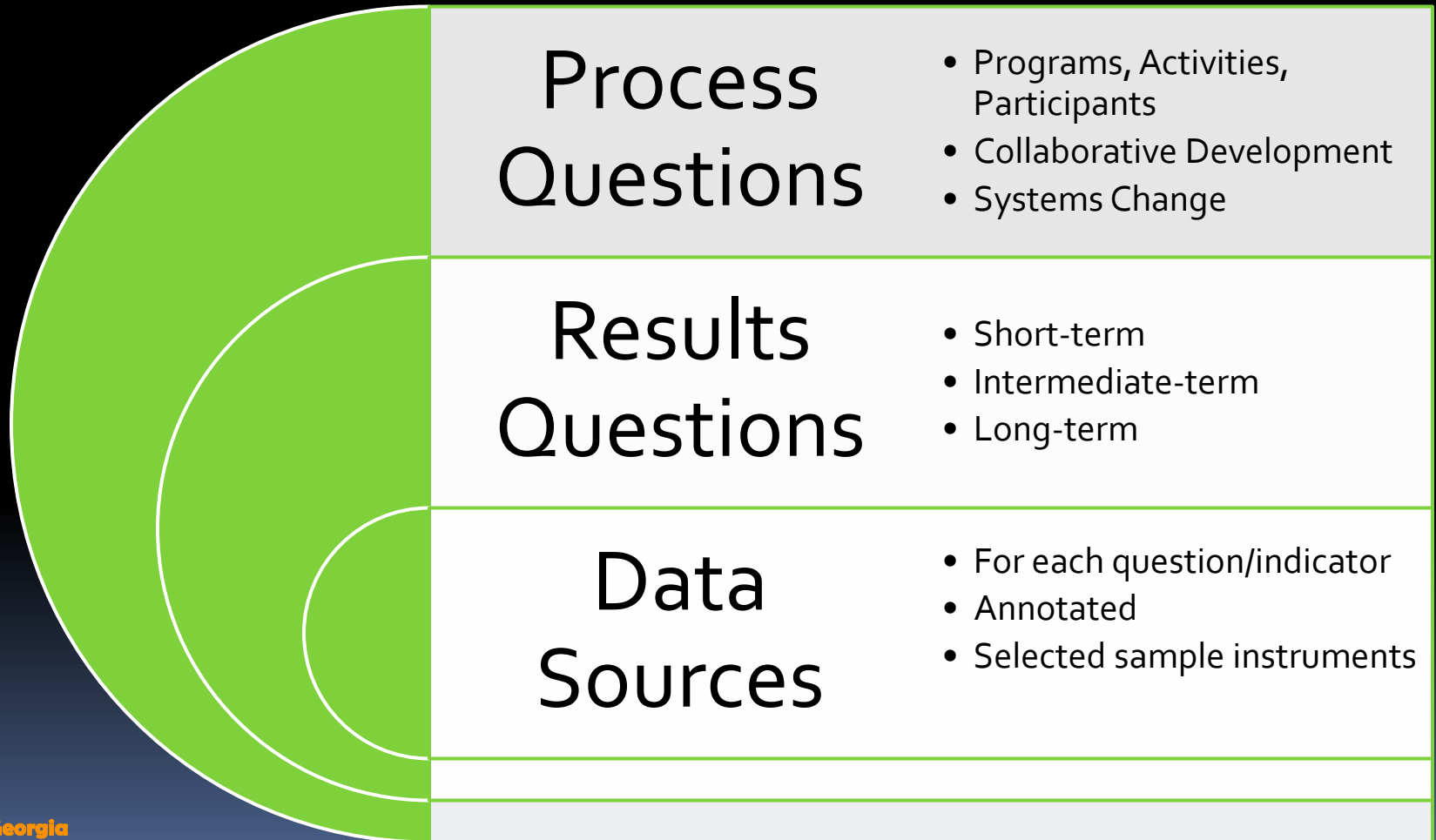
Code: CS4a

Indicator: 8th grade students meeting or exceeding state standards on CRCT promotional tests in Math

Table 3. Strategy Dosage Chart

Target Groups	Program Saturation	Intensity	Duration	Total Contact Hours
140 6-8 th grade students	-Afterschool enrichment	-2 hrs day/4 days wk (12 hrs/wk)	-27 wks	-324 hrs
	-summer program	-6 hrs day/4 days wk (24 hrs/wk)	-6 wks	-144 hrs
40 6 th grade students	-one-on-one mentoring	-2 hrs/ month	-12 mos	-24 hrs
	-group activities	-3 hrs/month	-10 mos	30 hrs
Parents of 140 students	-family involvement program	-2 hr program	-5 times annually	-10 hrs

Questions, Indicators, Data Sources



Evaluation Questions / Process:

- How many families and children were served and what is their demographic profile?
- How were mentors and mentees recruited and retained?
- How are students, parents, mentors and other adults involved in the program?
- What were the key challenges to implementing, operating, and sustaining the afterschool and mentoring programs?
- What kind and how many hours of training and staff development were provided?
- What kind and how many hours of family literacy and family educational events were provided?

Evaluation Questions / Results:

- What percentage of afterschool students improved their reading, language arts, and math grades?
- What percentage of students improved attendance, homework completion and classroom behavior?
- What impact did mentoring have on students?
- Did students who attended more frequently have more positive outcomes?
- Did mentors who have higher rates of participation express greater satisfaction with the program?
- Did students who participated in both the afterschool program and the mentoring program have more positive outcomes?
- Did parents who attended events more frequently have more positive outcomes?



For Each Set of Questions,
Indicators, Data Sources

Data Collection Schedule

Date
Collected

Responsible
Party

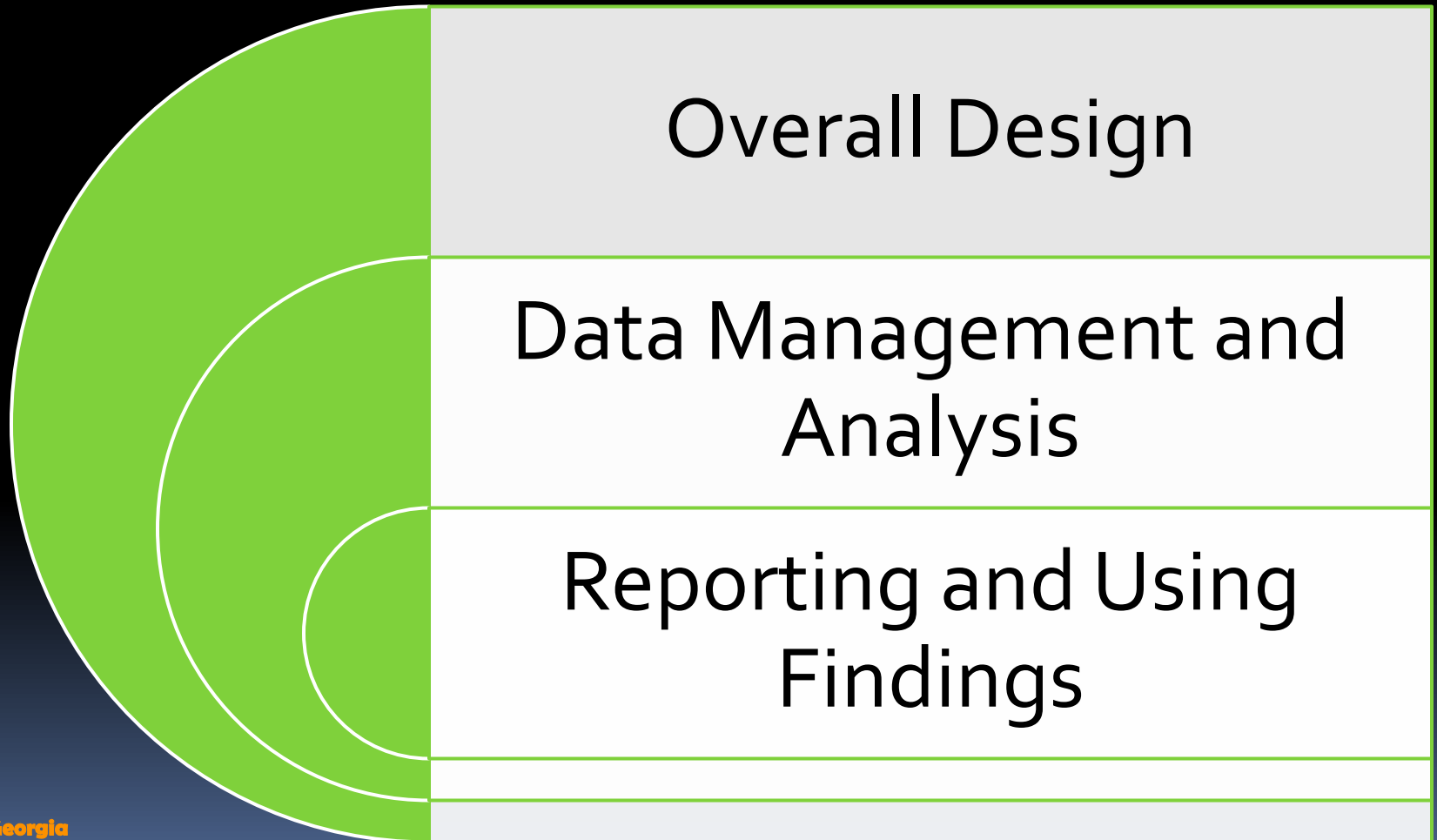
Date
Submitted

To Whom
Submitted

Data Collection Schedule

Measure	Periodicity	Administration / Collection	Person Responsible for Data Collection
Student afterschool attendance	Daily	Student records	Paraprofessional
Student school-day attendance	Daily	Student records	School system staff (teachers)
Family attendance at program events	At event	Sign-in sheets	Project Director and Data Management Specialist (DMS)
Family attendance at school events	At event	Sign-in sheets	Project Director
Family PTA membership	At event	Membership rosters	Project Director
Student attitudes/knowledge	Matched pre/post (beginning of school year, end of school year)	Distribute in program; return to afterschool office	DMS distributes to site coordinators who distribute to teachers
Student satisfaction surveys	End of year / end of summer	Distribute in program; return to afterschool office	DMS distributes to site coordinators who distribute to teachers

Final Core Elements-



Evaluation Design:

What is the overall design of this evaluation study?

This is a longitudinal study where student outcomes will be tracked throughout their engagement in the strategy and until they enter high school.

Data Management and Analysis:

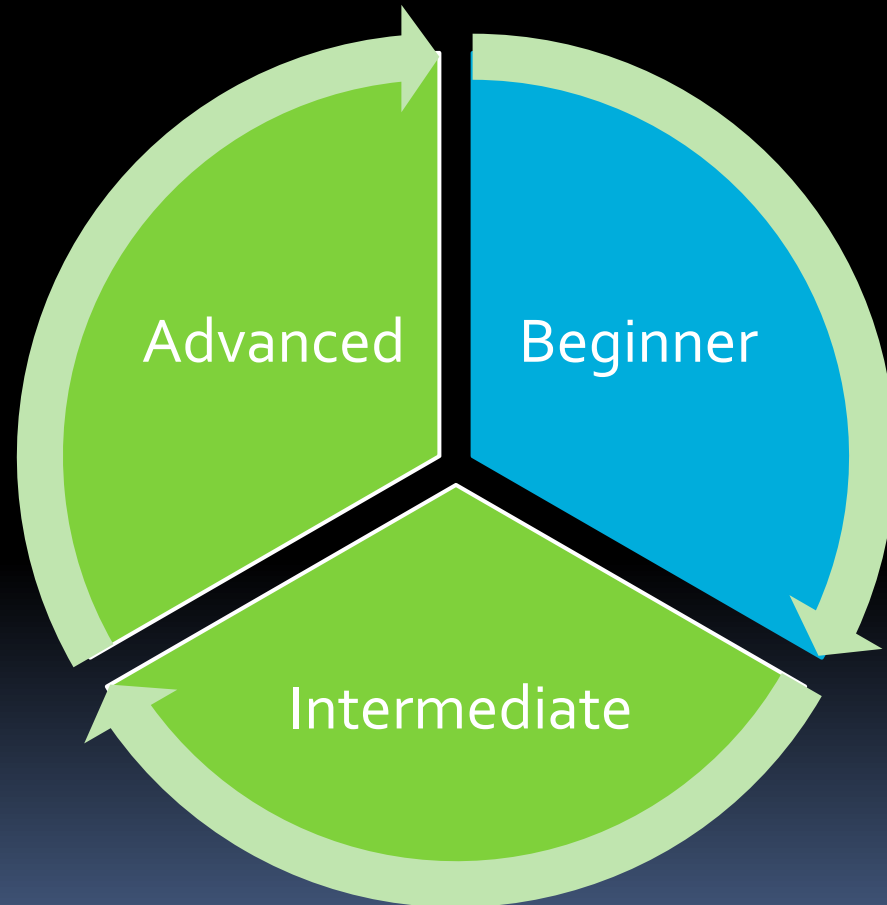
Student, mentor and family data will be maintained in Excel databases.

Descriptive statistics will be used annually to analyze demographics of target groups and services provided.

Excel and/or SPSS will be used to analyze pre/post assessments and CRCT scores.

Participant outcomes will be compared to non-participants where possible.

Do-It-Yourself Data Analysis





Do-It-Yourself Data Analysis

Beginner to Advanced

Data Management

- Paper, Pencil, Notebooks
- Excel Spreadsheet
- Access Database

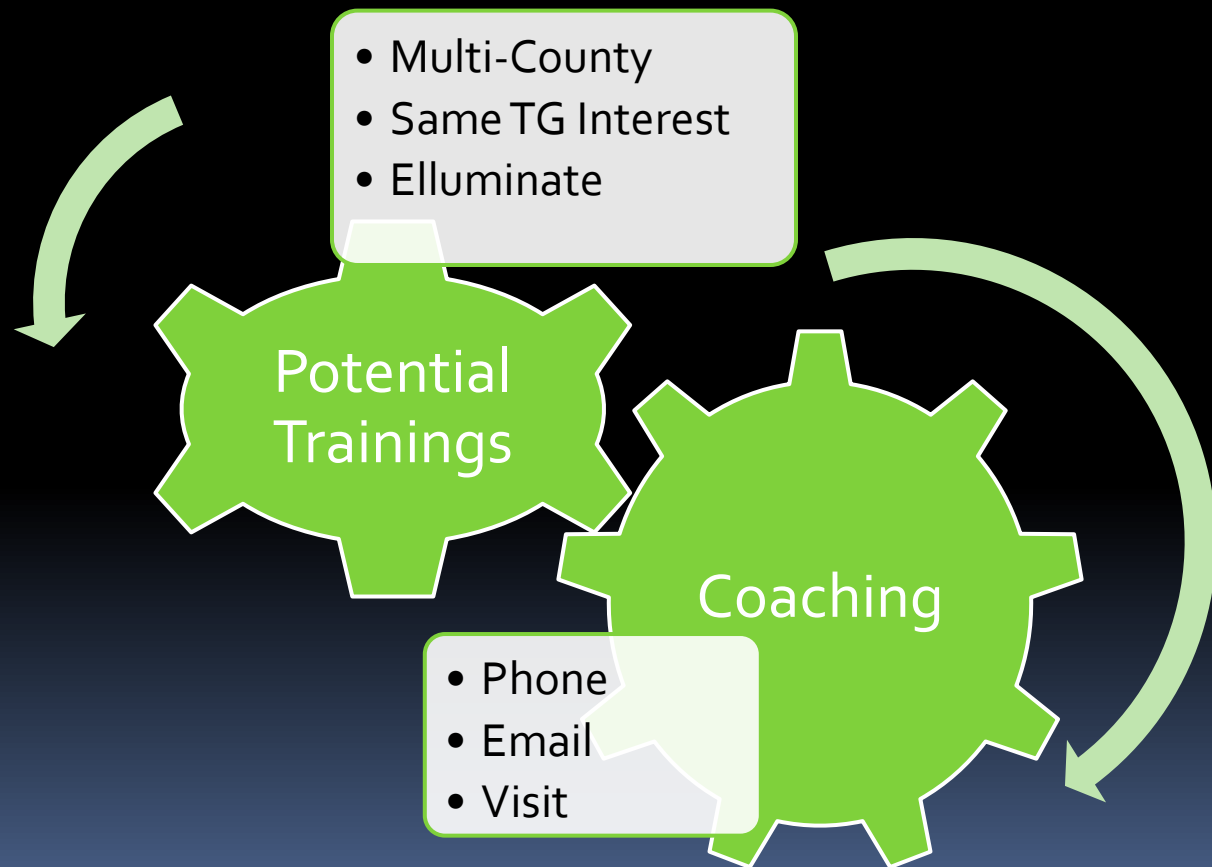
Analysis

- Descriptive Statistics
 - Means
 - Frequencies
 - Ranges
- Correlation
- ANOVA, Regression

Reporting and Using Findings:

- Annual evaluation findings will be disseminated through multiple methods in order to reach the broadest population: 1) a two-page highlight of findings will be widely distributed in the county, sent to program funders, presented to the Board of Education, presented to the principals of the four school sites, 2) a newspaper article will be prepared for the local paper, 3) findings will be posted on the collaborative web site; 4) a summary of findings will be shared with staff at the beginning of the school year (orientation for employees of afterschool program), 5) findings from the previous year will be presented at the parent orientation fall meeting; and 6) findings will be presented at a collaborative meeting.

Support – What You Can Expect?



You'll Never Be Alone!





Type questions in
chat box; Send to the
Room.