

Documenting and Evaluating Outcomes at the Local Level

Mark H. Emery
Administrator, After-School Programs
Fairfax County Public Schools

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One District's Approach to Assessing the Impact of After-School

Assessing Needs

Setting Goals

Selecting Program Activities

Align Outcomes with Goals

Establish Data Sources and Measures

Assess Implementation and Drive Quality



School – County Partnership

Office of
After-School
Programs



Neighborhood
and
Community
Services

Leverage school, county, and community resources

Increase training & technical assistance

More effective, efficient, and strategic

Increase the partnership base

Expand the network of supports and services

Where are we now? ...

- Programs in 27 middle schools; 5 days/week (one MS – 3 d/wk)
- ~ 13 hours of programming per week
- Late bus transportation 3 days; Parent pick-up 5 days
- Over 93% of MS population (25,809 students) attend
- Typical weekly attendance is 21,126 students
- Over 500 adults and students volunteer each quarter
- Over 90 outside agencies, organizations, and individuals
- Over 840 different programs and activities offered

Theory of Change

Logic Model - Strategic and Intentional in both the design and implementation of after-school

Defines four key after-school program strategies:

- ✓ **Academic Support and Enrichment**
- ✓ **Social Skills and Youth Development**
- ✓ **Physical, Health, & Recreational Activities**
- ✓ **Family and Community Engagement**

Theory of Change ... cntd

- Delineate the activities that support the strategies 
- Develop key program objectives and outcomes (short, intermediate, long-term) and measures - all based on needs 
- Link After-School Activities to Strategies and to Student Achievement Goals

After-School Program Strategies

Program Activities

FCPS Student Achievement Goals

Academic Support & Enrichment

HW Assistance; Tutoring; Math, Literary, FL, and Science Programs; Clubs and Associations; Fine and Performing Arts; Strategy Board Games; Technology

Academics

Social Skills & Youth Development

Peer Mediation & Tutoring; Mentoring; Leadership; Prevention; Service Learning; Career Preparedness; College Readiness; Character Education

Essential Life Skills

Physical, Health, & Recreational

Intramurals; Sports; Team Building; Health & Wellness; Dance; Weight Lifting; Fitness; Nutrition

Responsibility To The Community

Family & Community Involvement

Parent Education; Community Outreach; Family Engagement; Service Learning; Partnerships

At the School Level...

NEEDS

What is the need to be addressed?

Increase in verbal and physical aggression



GOALS

What is the program trying to accomplish?

Reduce unacceptable behavior; Improve peer-peer & -adult relations



ACTIONS

What are the activities used to achieve goals?

Peer mediation; Peer tutoring; Leadership; Bullying prevention; Team building



RESULTS

What are the data sources & performance measures?

SASI; Pre- & Post – Tests; Surveys



After-School Strategies

Social Skills & Youth Development; Recreational

Student Achievement Goals

Essential Life Skills; Responsibility to the Community

Program Evaluation Model

- **Site Visits - planned and unplanned**
- **Quarterly Progress Reports**
 - Activity Reports, Process Measures
 - Dosage correlations w/ grades, discipline, attendance
- **Annual Progress Reports**
 - Demographic breakout of dosage levels
 - Dosage correlations w/ grades, discipline, attendance
- **Annual Surveys - students, teachers, after-school staff, parents**
- **District-wide youth risk behavior surveys**
- **Annual SMART Goals**

Progress Reports

Quarterly and Annually

- **Process Measures**: Attendance (daily average, weekly total, registered, unduplicated); Number of volunteers; Number of paid staff; Number of Activities; Highlights/Challenges
- **Activity Reports**: Days and hours; Number of meetings; Student Attendance; Staff; Volunteers; Goals of Activity; Highlights/Challenges
- **Statistical Reports**: Correlate dosage with core grades (1D; >1D; 1, or >,F); unexcused daytime absences; discipline referrals (ATOD, Property, Against Student; Against Person, Behavior)
(Quarterly: 7 day window; Yearly: 30 day window)

Annual Surveys

Classroom Teacher: relationship to school day; progress in HW completion, participation, achievement, attitudes, behavior, relationships; communication with A-S staff

A-S Staff: similar; logistical issues; impact on academics, social-emotional, behavior; communication w/ teachers

Parents: level of satisfaction; perception of child's academic progress, behavior changes, character development; recommendations

Students: likes/dislikes; why/why not; progress in school; perceived benefits; level of connectedness

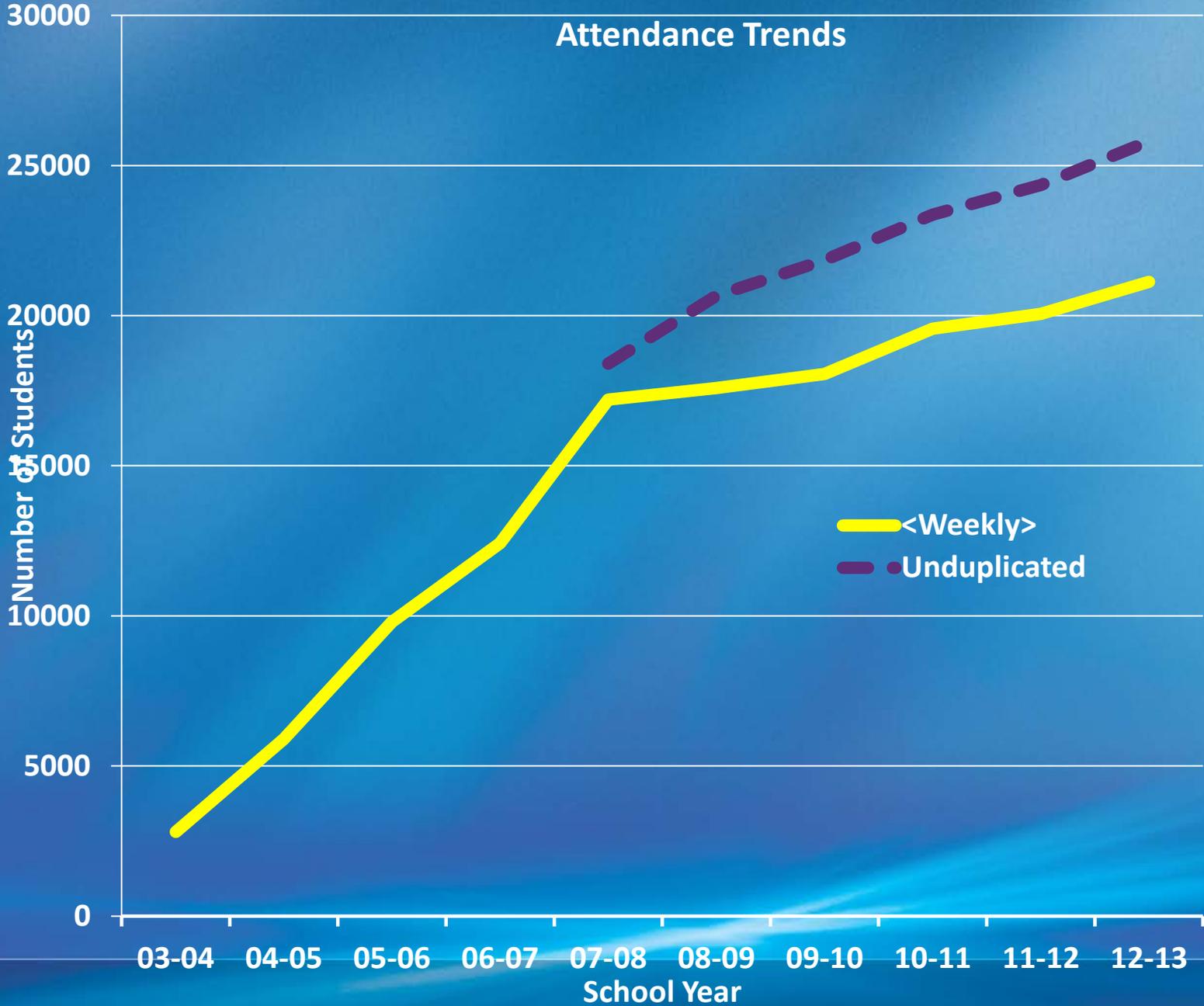
County-Wide Annual Youth Survey (Grades 3, 8,11)

Long-term impact data:

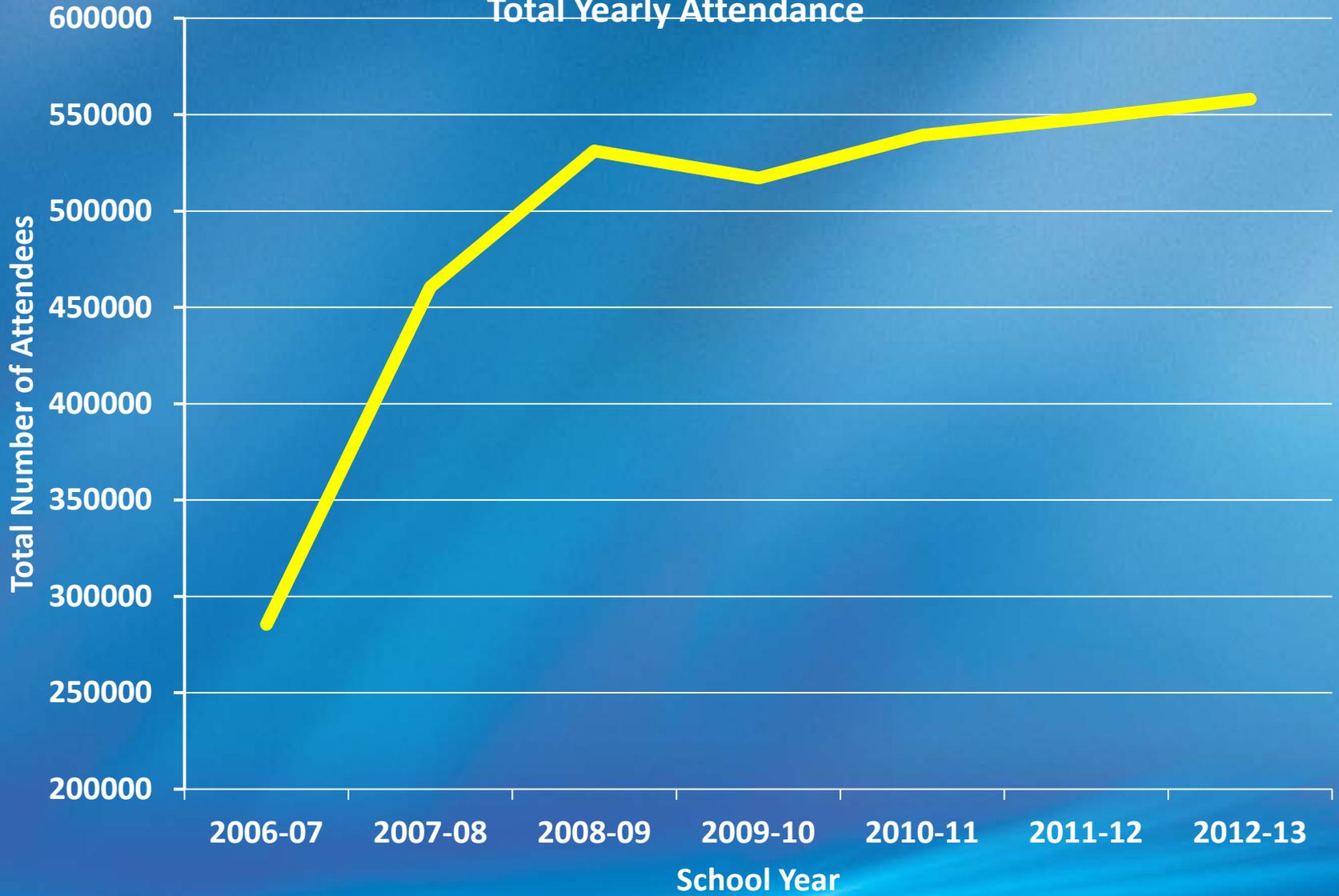
Assess changes in:

- youth substance abuse rates
- risk and protective factors
- incidents of bullying, gang activity and recruitment
- school and community connectedness
- strength of family relationships

Attendance Trends

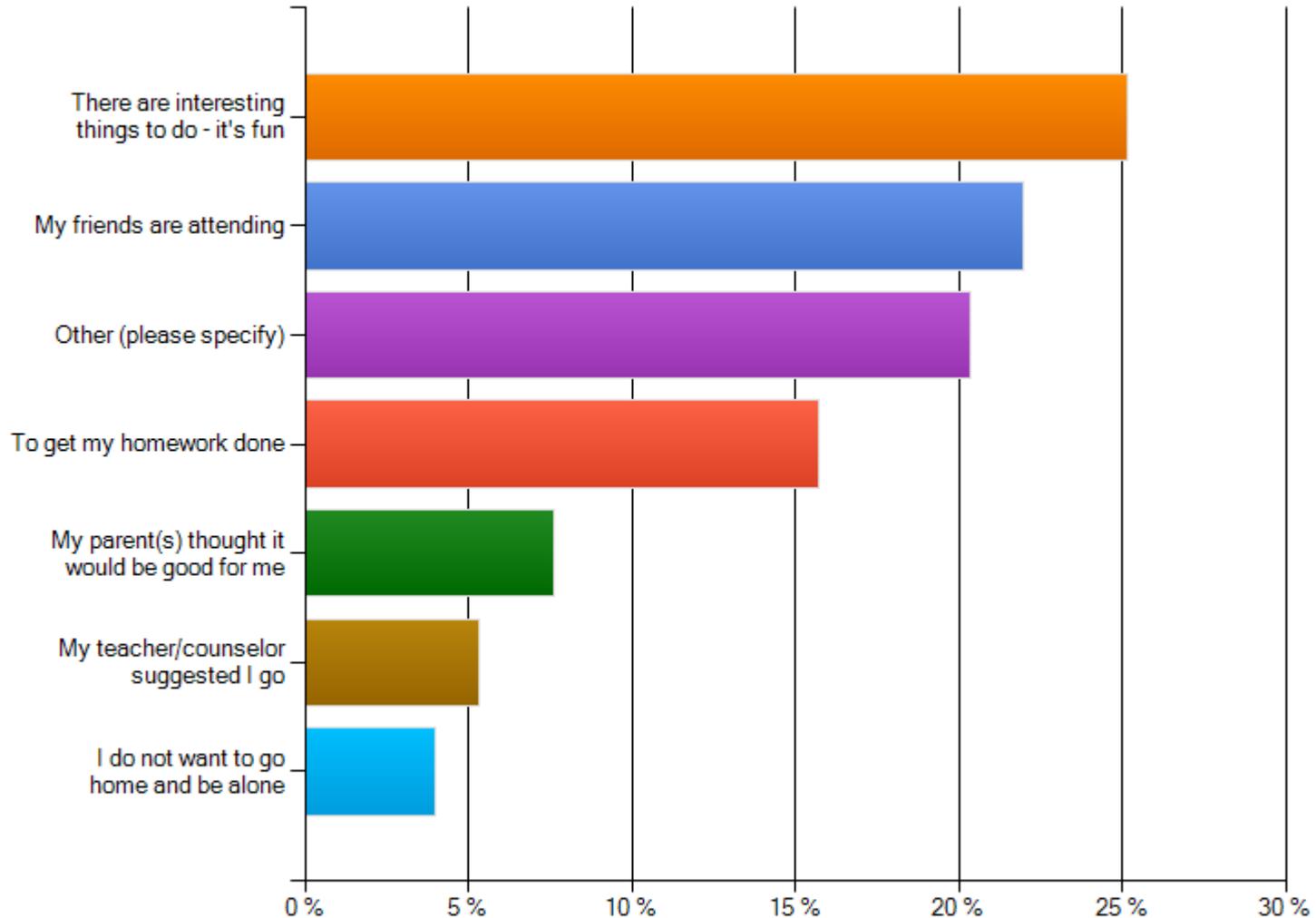


Total Yearly Attendance



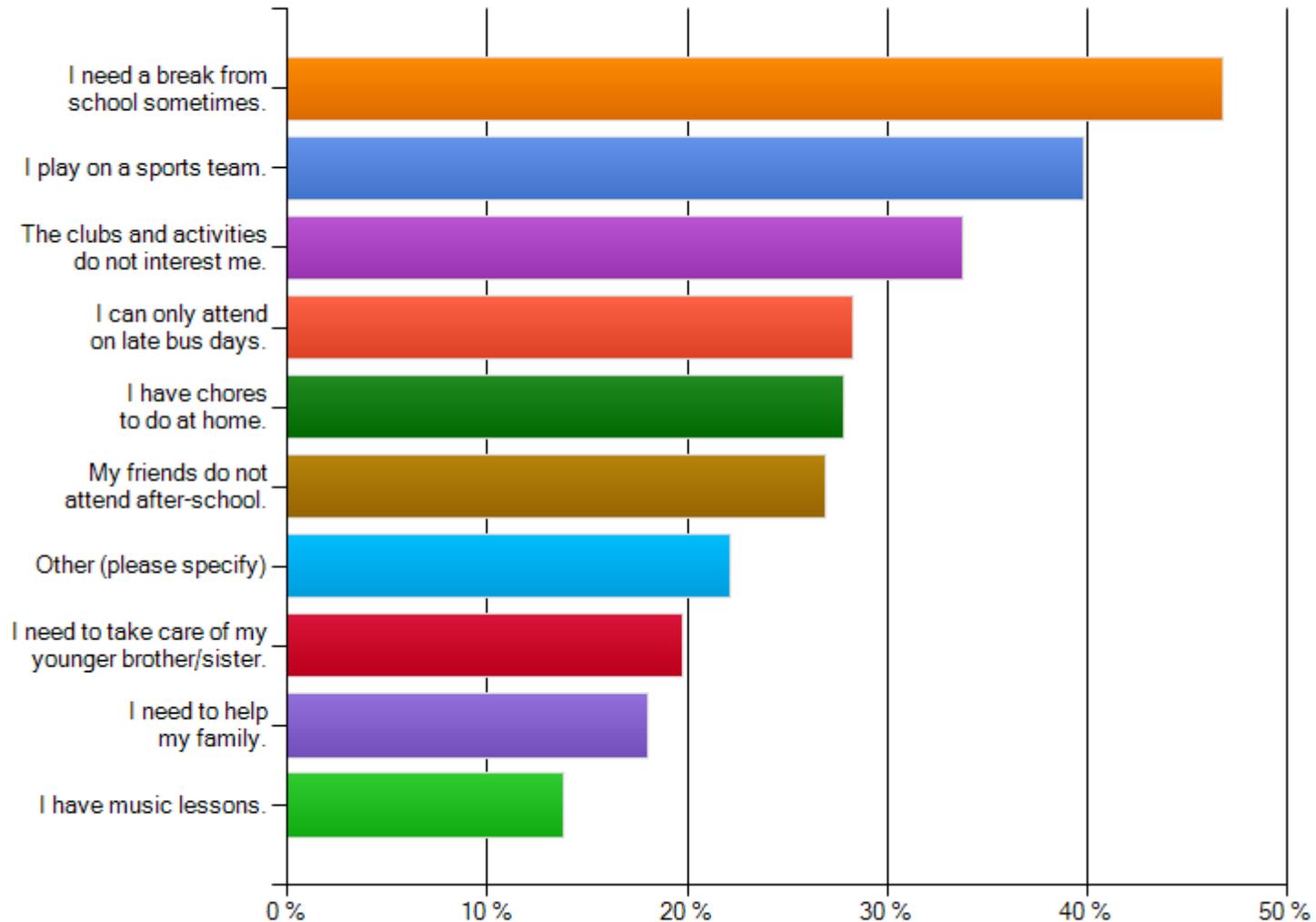
Why do students come?

What is the most important reason you participate in the after-school program?



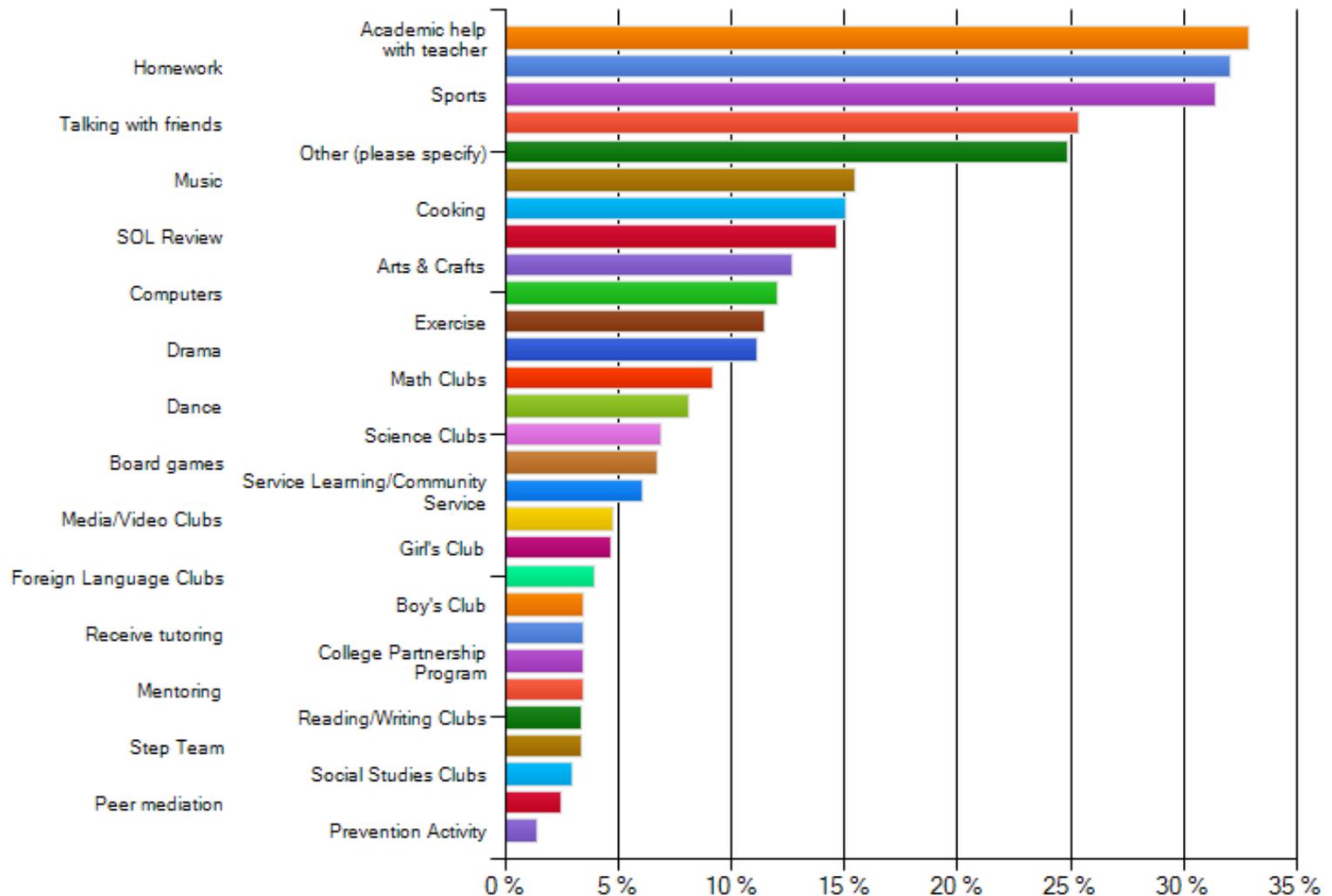
Why don't come more often...

I do not attend after-school more often because ... (Check all that apply)



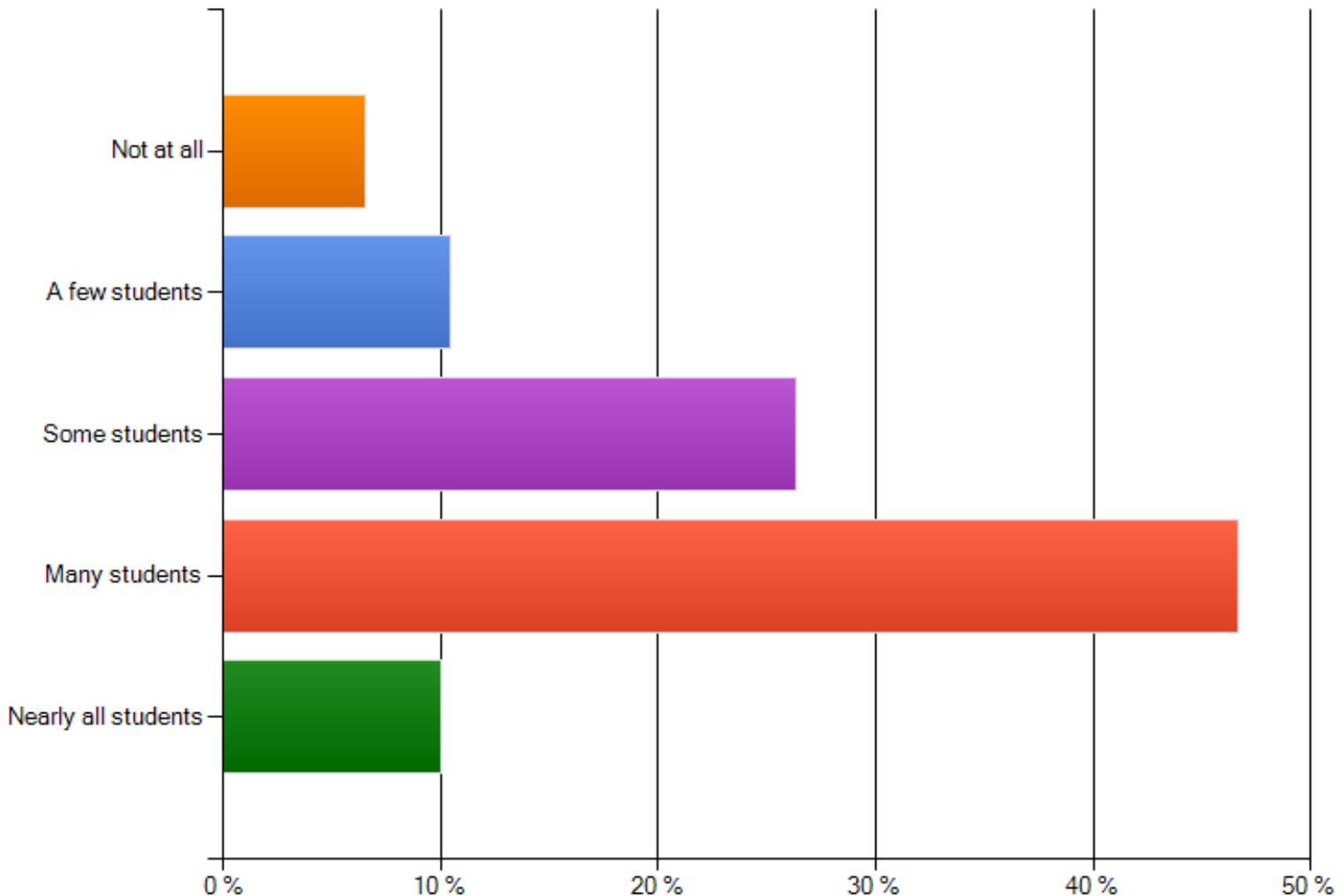
What do they do?

If you attend after-school, what after-school activities do you participate in? (Check all that apply.)



Teachers know who's attending

To what degree are you aware of which of your students participate in the after-school program?



Teachers/Staff Report...

That for students who attend After-School:

- 91% report students have benefitted academically
 - 97% report students have benefitted socially
 - 86% report students' behavior has improved
-
- **Increased classroom participation: 79% A/SA**
 - **Improved homework completion rates: 72% A/SA**
 - **Better peer relations: 87% A/SA**
 - **Improved student-adult relationships: 87% A/SA**
 - **Emotional adjustment: 83% of parents A/SA: child seems happier or less-stressed**
 - **Better attitudes towards school: 84% of parents A/SA**

Linkage to the School Day

The following percentages of staff/teachers agree/strongly agree:

- ASP relates to the overall vision of the school and what is taught during the school day – 88%
- ASP offers assistance that relates to what is being taught during the school day – 86%
- ASP offers meaningful enrichment activities – 94%
- ASP offers a balance between academics, enrichment, youth development, recreation – 88%

Dosage Correlations (2012-13)

- Of those students who received one D in a core subject:
61% attended < 30 days; 83% attended < 60 days
52% attended < 30 days; 71% attended < 60 days (2007-8)
- Of those students who received one, or more, F:
60% attended < 30 days ; 84% attended < 60 days
47% attended < 30 days ; 70% attended < 60 days (2007-8)
- Of those students who had 3+ unexcused absences:
75% attended < 30 days; 93% attended < 60 days
64% attended < 30 days ; 83% attended < 60 days (2007-8)
- Of those students who received a behavior infraction:
57% attended < 30 days; 83% attended < 60 days
54% attended < 30 days ; 79% attended < 60 days (2007-8)

Major Outcomes-Connectedness

- **When asked how they felt about the A-S program:**
 - 80% liked coming to A-S
 - 88% respected the rules
 - 85% felt safe
 - 83% felt adults were happy to see them there
 - 77% tell their friends to come
- **The following reported A-S helped them to:**
 - Do better in school – 78%
 - Care more about their school – 69%
 - Get along better with their peers and adults – 75%
 - Feel a stronger connection to their community – 62%
 - Work better with others on a team- 73%
 - Become more of a leader – 63%
 - Learn to do things they couldn't do before – 73%

Connectedness Response by Dosage

(1 day/week vs 4 days/week), the changes in those reporting that after-school did NOT help with the following measures:

- Care more about my school, ↓ 25%
- Feel a stronger connection to my community, ↓ 45%
- Work better with others on a team, ↓ 50%
- Become more of a leader, ↓ 50%
- Learn to do things they could not do before, ↓ 38 %

Trends from County Youth Survey

Comparing 2001 and 2011 indicate significant improvements in risk and protective factors for 8th grade students:

Lifetime substance abuse dropped substantially:

- Alcohol use by 36%
- Marijuana use by 47%
- Tobacco use by 67%

Students reporting they've attacked someone dropped by 42%

Students reporting feeling sad/hopeless dropped by 10%

Students with high protective factors scores in school domain increased by 11%

Inhalant use remained steady at ~ 14%

Documenting and Evaluating Outcomes at the Local Level

Critical to sustainability – is the investment making a difference; document accomplishments

Drives program improvement – recruiting strategies; program modifications; communication; efficiencies

Empowers staff – more active role; SMART goals; seeing needs and addressing them; improve tools

Engages the community – raises awareness; leverages partnerships; school culture; impacts other agencies

Mark H. Emery
Administrator, After-School Programs
FCPS
8115 Gatehouse Road
Falls Church, VA 22042
571 423-1270
mhemery@fcps.edu

<http://www.fcps.edu/supt/activities/afterschool.shtml>