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Community Developers

PROGRAM EVALUATION: THE WHY AND THE HOW

Erika Lyles, MPH
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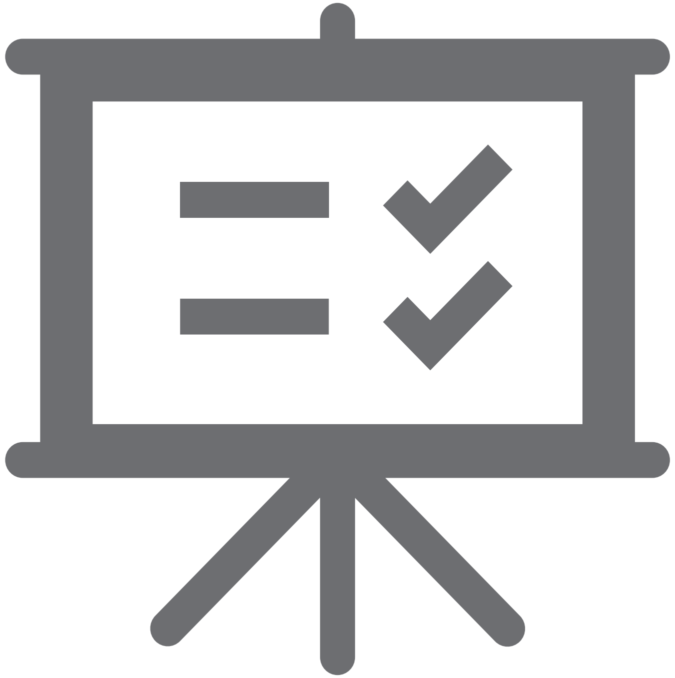
Program Strategy, Planning, & Evaluation

OBJECTIVES

- Understand how to implement an evaluation in your program
- Provide a structure for using program data to tell your story
- Feel comfortable taking the next steps in your evaluation journey



WHO ARE WE?

Since our founding in 1907, BakerRipley has existed to keep our region a place of opportunity.

We bring community-based solutions to residents and the neighborhoods we serve.

CAREER ADVANCEMENT

Helping neighbors advance their careers by providing access to higher education, up-skilling, industry information, and language learning opportunities.

1,318 support services were provided to adult education students in 2020.

OUR PSPE TEAM

Program Strategy, Planning and Evaluation

RESEARCH + EVALUATION

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DESIGN + INNOVATION

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WHAT IS EVALUATION?

WHAT IS EVALUATION?

What we do to prove
and improve our impact.

Evaluation is a **process** designed to **assess the success** of a program/project in meeting its goals and reflecting on **lessons learned**.

We need data to see not only what worked but **how** it worked, **why** it worked, and **who** it worked for.

WHAT IS THE PURPOSE OF EVALUATION?

TO DRIVE CHANGE. WE CAN ALWAYS BE BETTER

MYTHS ABOUT EVALUATION

IT'S TOO EXPENSIVE

IT'S ONLY TO SATISFY FUNDERS

IT TAKES TOO MUCH TIME

IT'S TOO COMPLICATED

IT'S ONLY ABOUT SUCCESS OR FAILURE

IF WE DON'T COLLECT DATA

We have people attending our programs, but we will never know if or how we made a difference

THE DATA LITERACY SPECTRUM

Data Scaredy Cat
Data Frightened
Data Hesitant
Data Averse
Data Apathetic

Data Savvy
Data Learner
Data Beginner
Data Novice
Data Neonate

Data Expert
Data Comfortable
Data Misguided
Data Cynic
Data Skeptic
Data Nerd

Data Sharer
Data Adventurer
Data Explorer
Data Curious
Data Superior

DATA PHOBIC

DATA ENTHUSIAST

Can use data at all levels!

DATA CULTURE = LEARNING CULTURE

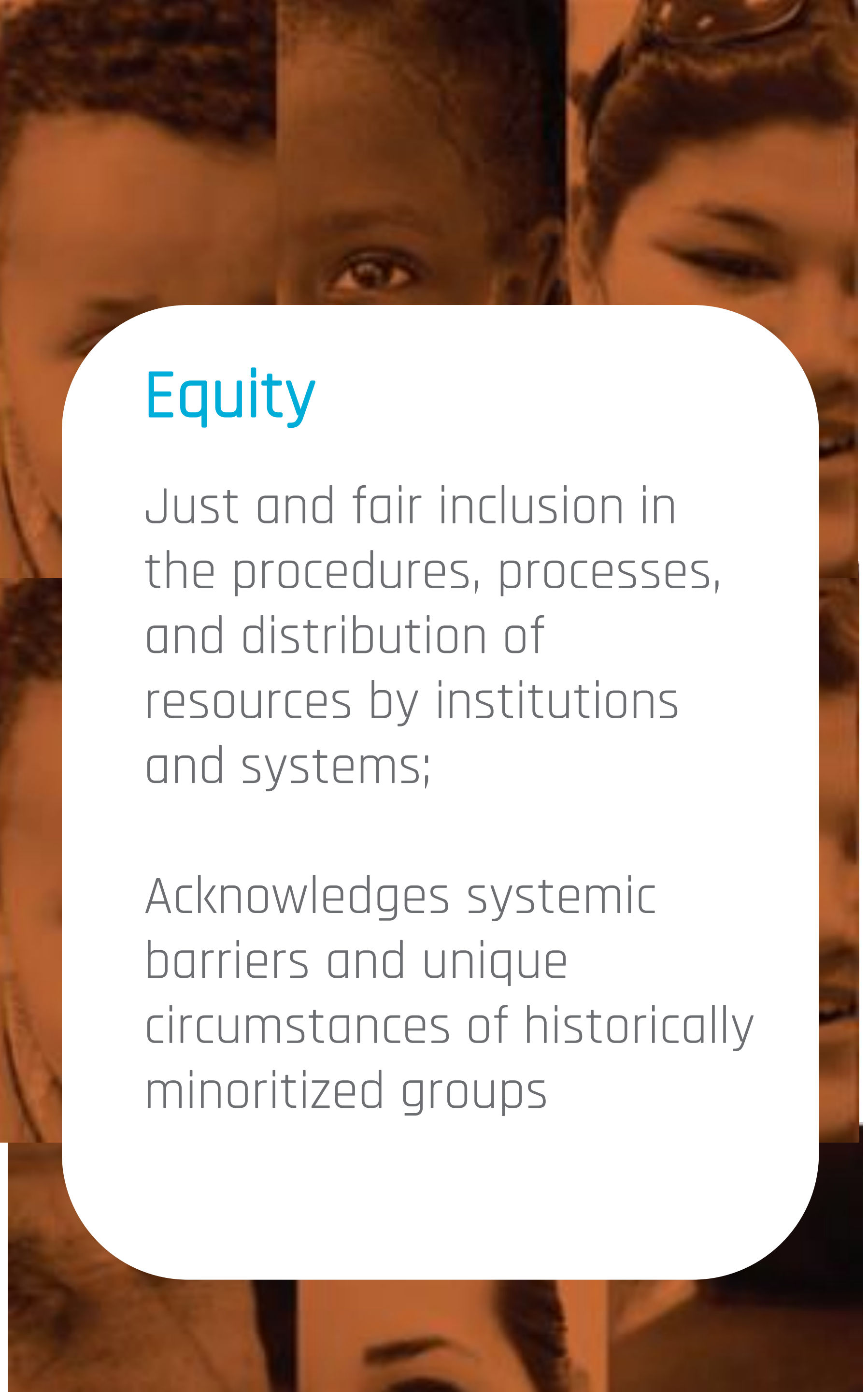
Changing the culture around learning and data

Evolving measurement and reporting

Achieving goals efficiently

HOW CAN DATA HELP YOU?

- Shows the value of your program, how it works, and what works best so you can share and celebrate your wins
- Chance to tell your program's story and communicate wins and challenges.
- Evidence to advocate for changes, improvements, and funding



EVALUATION & EQUITY

Equity

Just and fair inclusion in the procedures, processes, and distribution of resources by institutions and systems;

Acknowledges systemic barriers and unique circumstances of historically minoritized groups

Other than proving and improving programs, evaluation also has the potential to be a tool for equity

- Shines a light onto structural and systems-level drivers of inequality
- Motivates organizations and funders to invest in change
- Centers the experience of underserved communities

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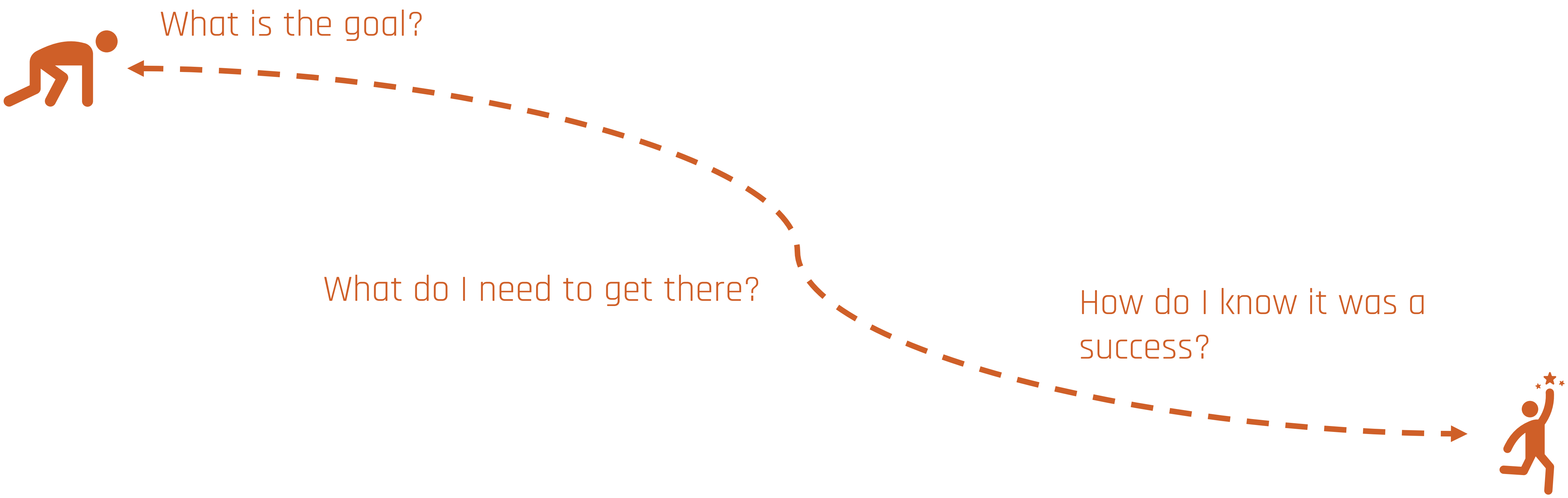
HOW DO WE EVALUATE?

FIRST STEP: BEGIN WITH DEVELOPING A FRAMEWORK

Framework = structure to understand how everything you put into your program leads to your goal. This guides what you need to measure and collect.



HOW DO WE GET FROM INPUTS TO OUTCOMES?

FIRST STEP: BEGIN WITH DEVELOPING A FRAMEWORK

Framework = structure to understand how everything you put into your program leads to your goal. This guides what you need to measure and collect.

1

Resources/Inputs

What the program needs to function

Teachers, classrooms, materials

2

Activities

Behaviors/actions that go on during the program

Vocabulary focused classes, mentoring, team projects

3

Outputs

Results from Program activities

# of students enrolled, # of students completing class

4

Outcomes

The change you want to see

Students become fluent in English, Students earn high school equivalency

DATA: OUTPUTS V. OUTCOMES

Often non-profits focus on reporting outputs, but don't move forward to measuring and reporting the impact of the program

OUTPUTS	OUTCOMES
Service-focused; the volume of work accomplished; units or things produced	Client-focused; benefits for participants during or after their involvement with a program; expected change
Examples: # of neighbors served *# of classes held*	*Examples: Knowledge gains* *Financial Security changes*

FRAMEWORK: THE LOGIC MODEL

Think of the logic model as "if-then" statements

"If I have these **resources**, then I will do these **activities**, then produce these **outputs**, then see this **outcome.**"

Resources/Inputs

- What the program needs to function
- Resources, i.e. teachers, classroom, materials

Activities

- Things that go on during the program
- Behaviors/actions that are performed, i.e. vocabulary focused classes, mentoring, team projects

Output

- Result from program activities
- # students receiving support services
- # students enrolled
- # students completing class

Outcome

- Change you want to see in participants
- Learning gains
- Increased confidence
- Increased self-sufficiency

Planned Work

Intended Results

BUILDING A SMART OUTCOME

An outcome statement should be specific, measurable, achievable, relevant, and time-bound.

- **Specific:** clear and action oriented
- **Measurable:** Quantifiable and trackable
- **Achievable:** Challenging, but realistic
- **Relevant:** Consistent with your goal
- **Time-bound:** Set date to track progress

TARGET GROUP + Present tense verb + *What we want to happen*

"Our students will gain the knowledge needed to earn their HSEC within three months of our program."

FROM OUTCOMES TO METRICS

Outcomes reflect the specific change you want to see. Metrics answer the question "how will we know the change occurred?

"Our students will gain the knowledge needed to earn their HSEC within three months of our program."

% of students demonstrate passing scores on the posttest.

- Based on what you can observe.
- Choose your metrics based on the change you want to see in the program, not the output.
- Make sure your indicator is practical to collect
- When in doubt, look at how others measure similar program goals

ACTIVITY

HOW DO WE GET FROM INPUTS TO OUTCOMES?

Let's put this together to create a theory of change!
First look at what activities that happen over the course of the program – understand how what we do leads to change.

"We ___Action/ Activity___ and ___Action/ Activity___ in order to ___Program Goal___."

Lets put this together to create a theory of change!
First look at what activities that happen over the course of the program – understand how what we do leads to change.

"We __________ and __________ in order to ____________."

Action/ Activity	Action/ Activity	Program Goal
Give a presentation	Work through the theory of change activity	Expand the use of evaluation in Adult Education

Second, we start to dig a little deeper into what we are doing and what is produced from what we do

"By ___Action/ Activity___ and ___Action/ Activity___, we can count ___Output___ and ___Output___ over the course of the program."

Second, we start to dig a little deeper into what we are doing what is produced from what we do

"By Action/Activity ____________________ and Action/ Activity ______________, we can count

Give a presentation

Work through the theory of change activity

Output ____________________ and Output _____________ over the course of the program."

The number of people here

The number of people who ask for further information

Last, we show how what we are producing leads to the larger program goal

"Moreover, we anticipate the program will result in ________________ Indicator that demonstrates

___________ Outcome, which represents ________________ Program Goal."

Last, we show how what we are producing leads to the larger program goal

"Moreover, we anticipate the program will result in ___Indicator___ that demonstrates

___Outcome___, which represents ___Program Goal___."

Participants reporting using information to set up evaluation plan

Increased knowledge of evaluation

Expanded use of evaluation in Adult Education

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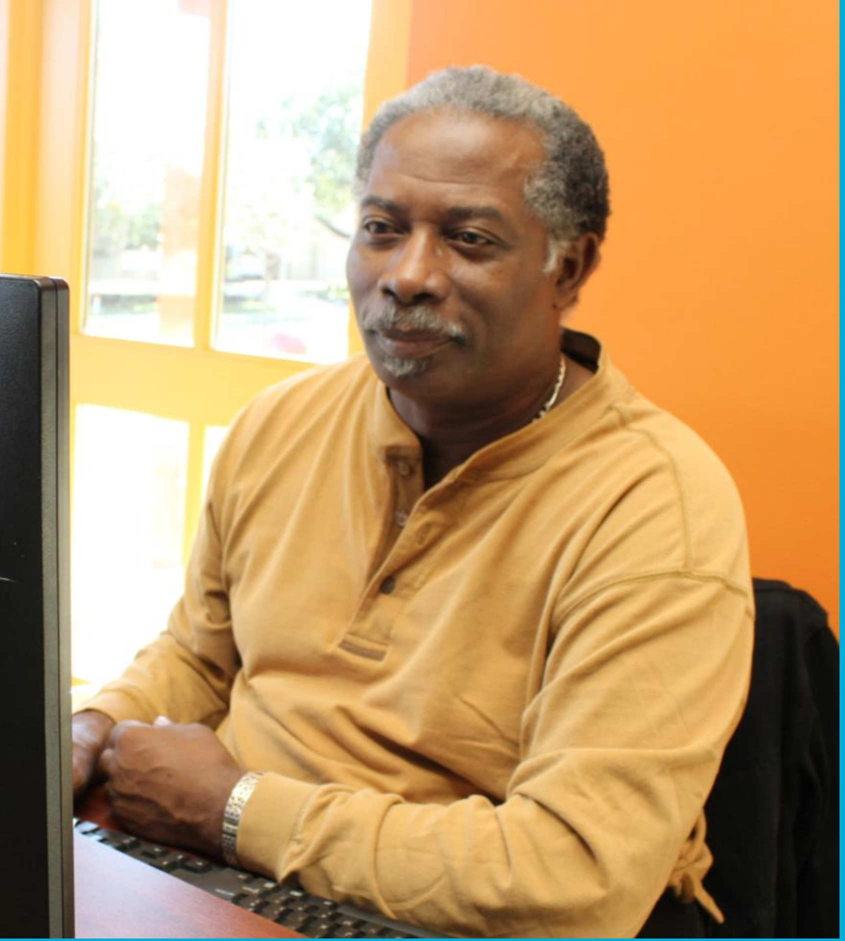
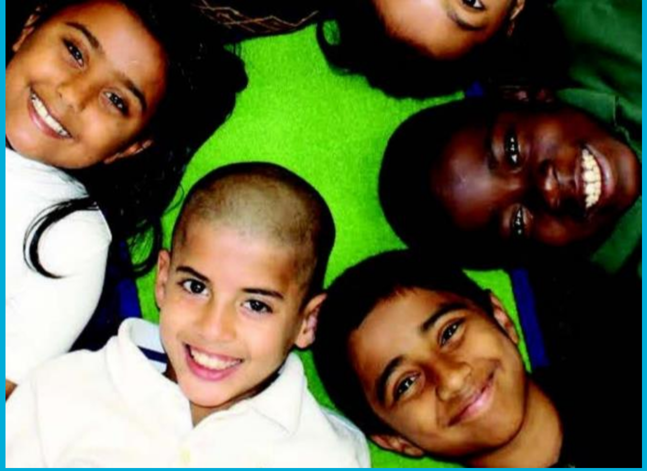
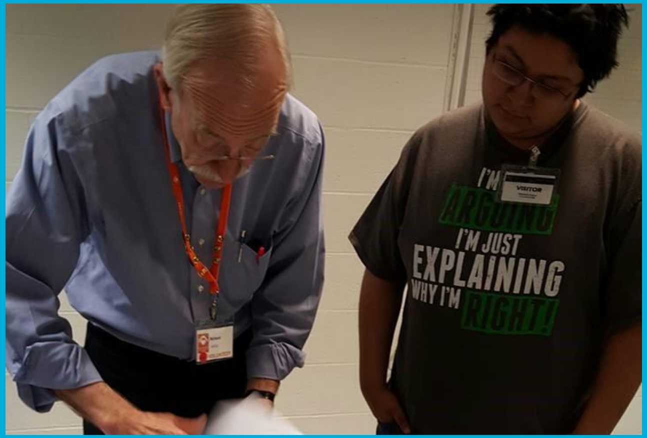
COLLECTING DATA







BEYOND OUTPUTS AND OUTCOMES

- Data that helps tell the story you want to tell
- Data that helps you understand when/why there are differences in outcomes (I.e. students who attend at least 50% of classes show improvement while those who attend fewer don't)
- Data that will improve the program (satisfaction survey; teacher feedback)

CREATING A DATA COLLECTION PLAN

USE YOUR FRAMEWORK TO DEVELOP METRICS

Determine the metrics you will measure.

Do you want to collect data related to program processes?

DEVELOP YOUR EVALUATION TOOLS

How are you going to administer assessments or surveys?

How are you going to collect program data (i.e., attendance)?

Design a survey and/or assessment that align with your metrics.

SET UP A PROCESS FOR DATA COLLECTION, MANAGEMENT, AND ANALYSIS

Specify when and where data is going to be collected, who is responsible for collecting it, and how you plan to analyze it.

FROM OUTCOMES TO METRICS

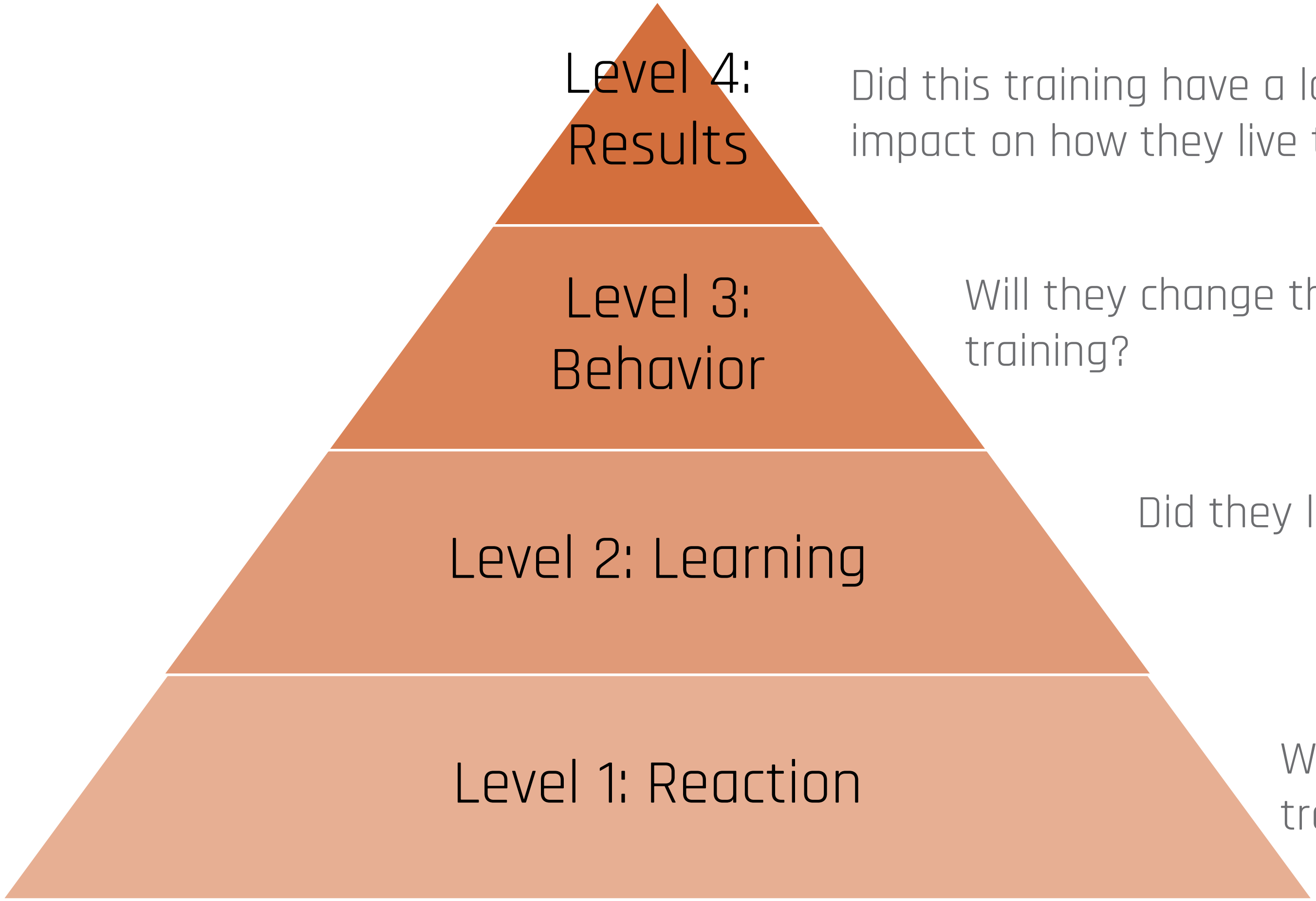
Outcomes reflect the specific change you want to see. Metrics answer the question "how will we know the change occurred?

"Students will have an increase in digital literacy skills by the end of the course."

% of students who have an increase in test scores between pre-test and post test

- Based on what you can observe.
- Choose your metrics based on the change you want to see in the program, not the output.
- Make sure your indicator is practical to collect
- When in doubt, look at how others measure similar program goals

WHAT DO YOU WANT TO KNOW FROM THE DATA?



Did this training have a long-lasting positive impact on how they live their life?

Will they change their behavior as a result of the training?

Did they learn what they needed to learn?

What are the participants reaction to the training?

Source: The Kirkpatrick Model

EXAMPLES OF EVAL QUESTIONS

1. Who is this program working for and how?
2. What are the demographics of the average student? Does this fit with our goals for recruitment?
3. Is the program meeting its targets and making progress towards its goals?
4. Who was the least/and most satisfied?
5. What factors increased or decreased our student's ability to learn?
6. Were the materials provided valuable?

WHAT KIND OF DATA DO YOU WANT?

There are two types of data: **qualitative** and **quantitative**

"Rate this statement on a scale of 1 to 5."
"What is your yearly income?"

"Why do you come to class?"
"How can we improve this class?"

QUANTITATIVE

Countable; measured with numbers

- ✓ Objective and factual
  Easy to collect data and analyze
- ✗ Does not answer why something is occurring

QUALITATIVE

Observable but not countable

- ✓ Provides context, answers "why"
  Gives voice to participants
- ✗ Collection and analysis is resource heavy Subject to evaluator bias

TYPES OF DATA COLLECTION TOOLS

QUALITATIVE

✔ **Interviews**
One-on-one meetings for the purpose of having a discussion on a specific topic

✔ **Focus Groups**
Interview with 7-11 participants. Members of the group are chosen because they have a factor in common around the topic.

MIXED METHODS

✔ **Survey**
Set of questions asked of every participant in the same way. Questions can be closed-ended, open-ended, or scaled

QUANTITATIVE

✔ **Pre-Post Tests**
Set of questions measuring attitudes, behaviors, or knowledge given to participants before a program starts (pre-test) and after a program starts (post-test)

SURVEYS

Set of questions asked of every participant in the same way. Questions can be closed-ended, open-ended, or scaled

1. Introduction
2. Early questions that help build rapport
3. Key Questions
    - Should be organized so questions about the same topic are grouped together
    - Ask the most important questions early in case the respondent does not finish the survey
4. Closing
    - Quick and easy demographics questions
    - Thank the respondent for participating

. Sometimes, it is challenging to attend class because of...

- [ ] Transportation
- [ ] Child Care
- [ ] Work Schedule
- [ ] Caregiver for elderly
- [ ] Something Else - Write In

14. What do you like most about the program?

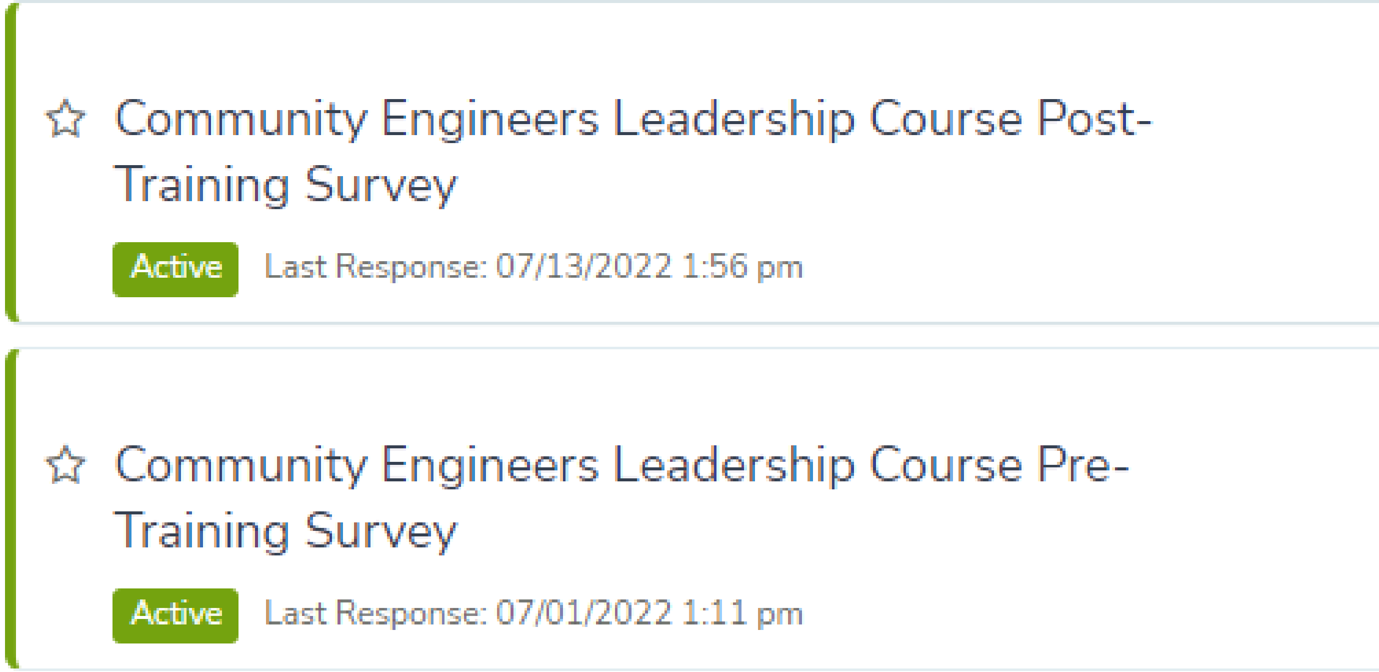
6. How much do you agree with the statements below.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am confident I can teach others how to create community change.	○	○	○	○	○

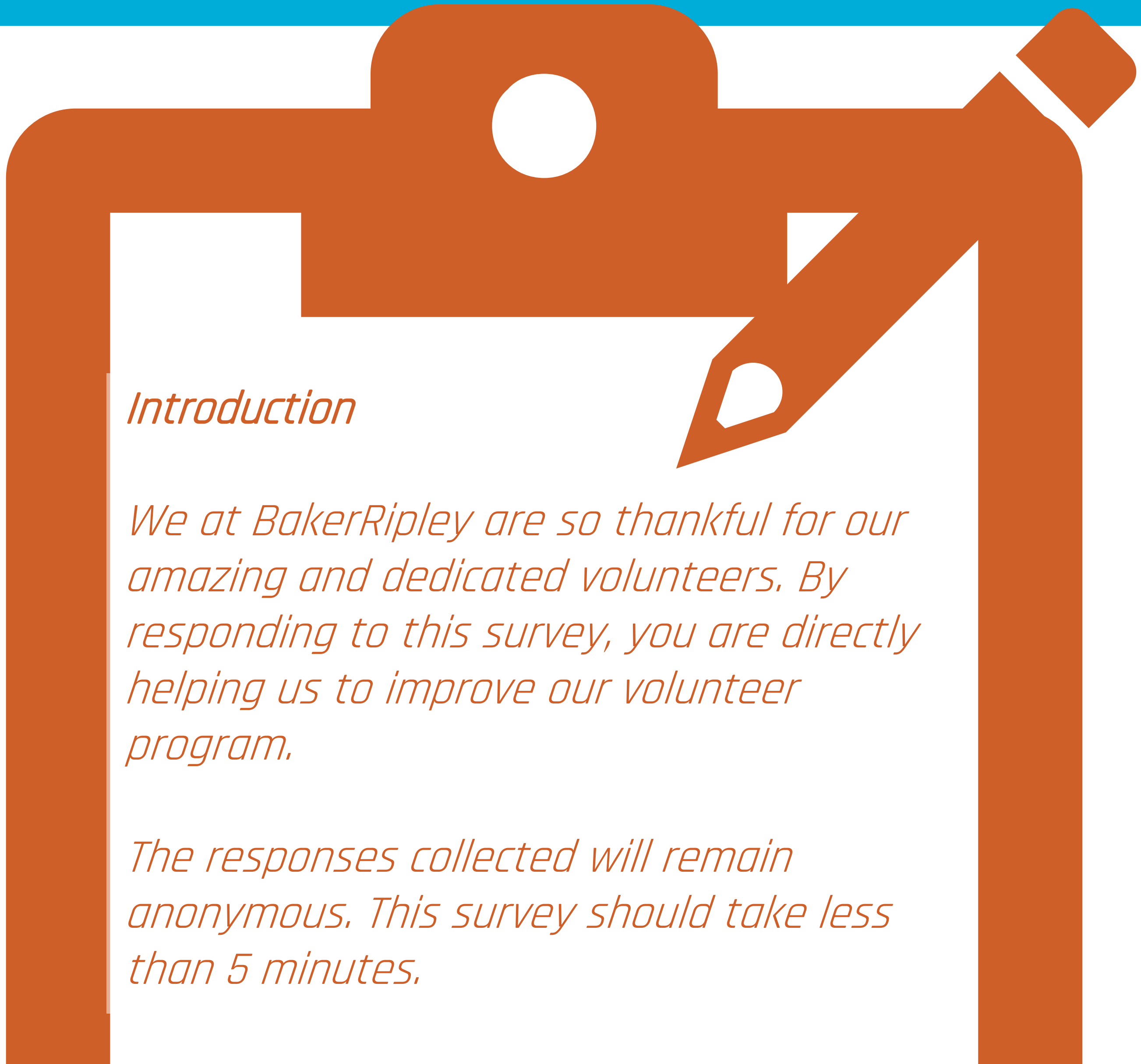
PRE/POST TESTS

Set of questions given to participants before a program starts (pre-test) and after a program starts (post-test) to see the change in knowledge, behaviors, or attitudes

- Make sure content is not too easy or too hard
- Use validated tests or questions designed by accredited organizations when able
- Match content of questions to learning and teaching goals



TIPS FOR SURVEYS AND PRE/POST TESTS



- **The shorter the better**. Ideally, a survey should take five minutes or less for a survey to complete
- **Start with a friendly introduction** paragraph explaining why you are collecting data
- **Explain confidentiality and anonymity**
- When you can, **let them know that they will be receiving a survey** especially if you are emailing it or texting it later
- **Send out a reminder** about a week before you close the survey

WHEN SHOULD I USE EACH METHOD?

INTERVIEW	FOCUS GROUP	SURVEY	PRE-POST TEST
• To gain info on a person's personal experience • Learn information on a sensitive topic • To learn an expert opinion	• Exploring new topics • To gain perspectives on an issue from a specific subset of the population • To learn about social norms of a group	• Need to ask both quantitative and qualitative questions • Flexibility – can be distributed in person, online, or over phone • To gather information from a large group of respondents	• Want to observe how the participants change before the intervention and after the intervention

WHEN TO COLLECT DATA

You can collect data at any point depending on what you want to know. But be careful not to over-collect!

DATA COLLECTED . . .	CAN TELL YOU . . .	EXAMPLES
During the program	How is the student doing? How is the program working? How is the instructor doing?	After class surveys Tests Mid-semester survey
After the program	How much did they learn/change? How did they enjoy it?	Pre-Post tests Surveys
Weeks/Months after the program	What was the impact of the program? Did they learn and retain? How do they feel now that they are further from the program?	Interview Focus Group Follow-up surveys

FACTORS TO CONSIDER

1. What methods can we afford and implement well?
2. What methods are the most appropriate? (For classroom, culture, etc?
3. Do we need to train staff how to use this tool?
4. Do we have access to a tool that is already in place?
5. How can we implement data collection into normal operations?

MAKE IMPLEMENTATION EASY

Data and Evaluation Guidelines – Young Leaders

Student Test Instructions

Test Link

http://sgiz.mobi/s3/DiscoverYou

Who should take the test?

- All Discover You participants

When should you conduct the test?

What?	When?
PRE-TEST	**First week of the program**
MAKE-UP TEST	First week a new student is in the program. (depends on student's entry date)
POST-TEST	**Second to last week of the program** or when a participant finishes the program

Presenting the test to the class

- **BUDGET TIME:** Reserve **30 minutes** of class time to take the test.
- **EXPLAIN PURPOSE:** Explain purpose of test (e.g. to find out what they know, what they have learned in the course). Tell class to do their best.
  - To **learn more about their experiences** in the program, what they liked or didn't like, what they learned, and more
  - Helps us **assess the impact** of the program and helps us **improve our work**
  - **HONESTY is valued!** Emphasize the importance of accurate/honest responses.
- **COURSE INFO:** Write the center so participants access the right test. **Make sure to check their screens to verify they are taking the right test**:
  - Center (location)
  - Student First and Last Name (as in the Apricot roaster list)
  - Date of birth (mm/dd/yyyy)
  - Grade level (the grade level they were at before the summer)
  - Current Young Leaders Program (Discover You Program)

Test environment

- **MAINTAIN SILENCE:** Minimize disturbances by asking all not to talk and to turn off/silence cell phones, closing the door to the room if applicable
- **PREPARE ACTIVITIES FOR THOSE WHO FINISH EARLY:** Have some activity for participants to do when they finish that will keep them occupied while others finish. *For youth, try not to incentivize finishing the test because youth will rush to complete* (e.g. do not tell youth they can play outside or play on the computer when they finish).
- **ANSWERING QUESTIONS:** If participants have questions, try your best to answer them without giving away the correct answers.

Youth Connect Survey Instructions

Survey Link

http://sgiz.mobi/s3/youth

Who should take the survey?

- All Discover You participants and other Young Leaders.

When should you conduct the survey?

What?	When?
EXIT SURVEY	Second to last week of the semester *or* when a participant finishes the program
REMINDER	Last week of the semester

How to distribute the survey?

SURVEY CARD: On the second-to-last week of the program ask participants to take the survey by distributing the survey cards with the appropriate link. Write the following information:

- **Survey Type** (Youth Connect Survey-prepopulated)
- Center
- **Class ID (Unique Apricot identifier for the class)**

We want to hear from you!
Please go to the link below and complete the online survey.
http://sgiz.mobi/s3/youth
Survey Type: Youth Connect
Class ID:________________
Thank you!

EXPLAIN THE SURVEY: "To learn more about their experiences in the program, what they liked or didn't like, what they learned, and more." **HONESTY IS VALUED!** Emphasize the importance of accurate/honest responses.

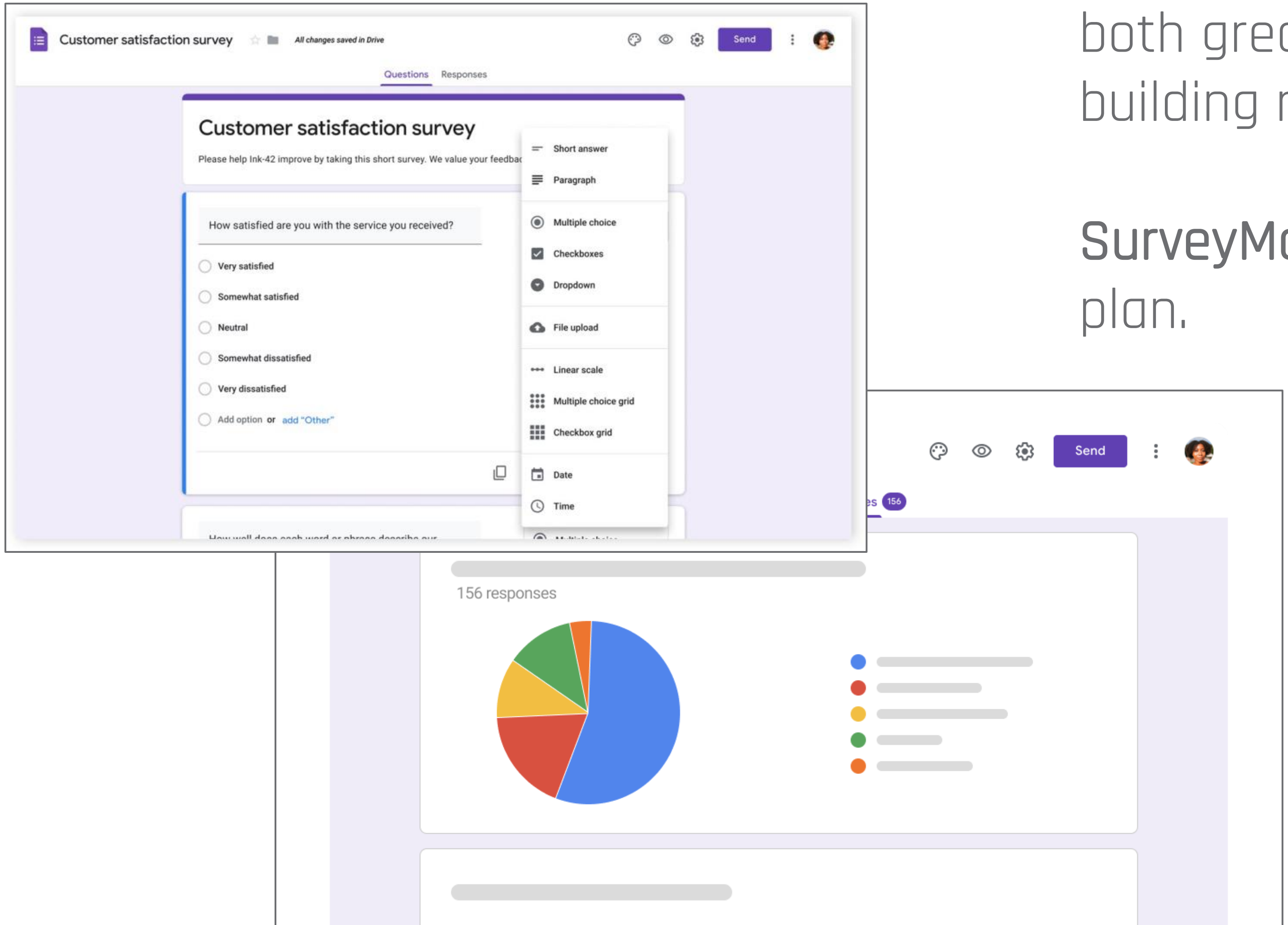
USE PHONES: We encourage participants to take the survey on their phones using BakerRipley's public WIFI connection, but you can use a computer room or tablet if available. If the WIFI connection is not working at the centers:

- Ask participants to take surveys on their phones with their own data (The survey will consume at most 2.5 MB of data)
- Record survey response offline in a computer or tablet. Instructors are responsible for uploading the survey responses once the internet connection is restored. (see below for instructions on offline surveys)

CHECK SURVEY COMPLETION: Ask participants to show you the last page of their surveys. Keep a class raster where you check off the surveys that have been submitted already.

REMINDER: On the last week of the program please remind parents to take the survey and provide survey cards as needed.

FREE AND LOW-COST TOOLS FOR DATA COLLECTION



Google Forms and **Microsoft Forms** are both great for creating surveys and building reports. And free!

SurveyMonkey also has a free limited plan.

KEEPING THE USER IN MIND

When developing any data tools or instruments, we must make accommodations for our population.

Ask yourself:

- What is the dominant language for my population?
- What is the reading level of my group?
- How will I be administering the survey?
- Is this font big enough?
- Is this accessible for everyone?

BEFORE IMPLEMENTATION

Once data collection begins, changing methods or questions can be difficult or impossible.

- Create a plan for who will "own" the data, where will it be saved/stored, how the data will be organized and who will be responsible for collection and analysis
- Test the questions you are administering to check for any ambiguous wording, misspelling, or errors.
- Set a SMART time frame for data collection and analysis
- Train staff

ANALYZING DATA

RESULTS VS DATA VS INTERPRETATION

Very often we use the words **"data"**, **"results,"** and **"interpretation"** interchangeably, but there is a very distinct difference.

Data

The raw evidence collected for analysis

Results

Data that has been analyzed. This describes the data and patterns.

Interpretation

The step where we finally assign value and determine the significance of the data

WHAT IS ANALYSIS?

Analysis is about asking questions of the data and deciding the best way to answer those questions. First, lets review the common two types of data: **Qualitative and Quantitative**

	The question	The data	The answer
QUANTITATIVE	"What is ________?" "How is _______?" "How often does ____________"	Numerical or in a fixed group	Percentages, frequencies, mean, median
QUALITATIVE	"Why is ________"	Non-numeric narratives	Patterns and themes

QUANTITATIVE ANALYSIS

Basic descriptive statistics, such as frequencies, time-series analysis, or measures of central tendency

1. How often something occurs **(Frequencies)**
2. Looking at two or more of a values **(Comparison)**
3. Highest and lowest values **(Range)**
4. **Measures of central tendency:**
   1. Mean: the average value
   2. Median: value at the middle of a data set
   3. Mode: the value that occurs the most frequent

QUALITATIVE ANALYSIS

Identifying recurring themes and patterns in the data to put together the whole story. This is a three-step process: coding, synthesis, and making assertions.

Coding

Find key topics in the data

Synthesis

Identify patterns and recurring themes

Assertions

Make final conclusions

"Many participants felt that their confidence improved as a result of the training they received at BakerRipley."

"Common words used to describe the food distribution program: helpful, kind, and quick."

FREE AND LOW-COST SOFTWARE FOR ANALYSIS

QUANTITATIVE

Google Suite
Microsoft Excel

QUALITATIVE

Dedoose

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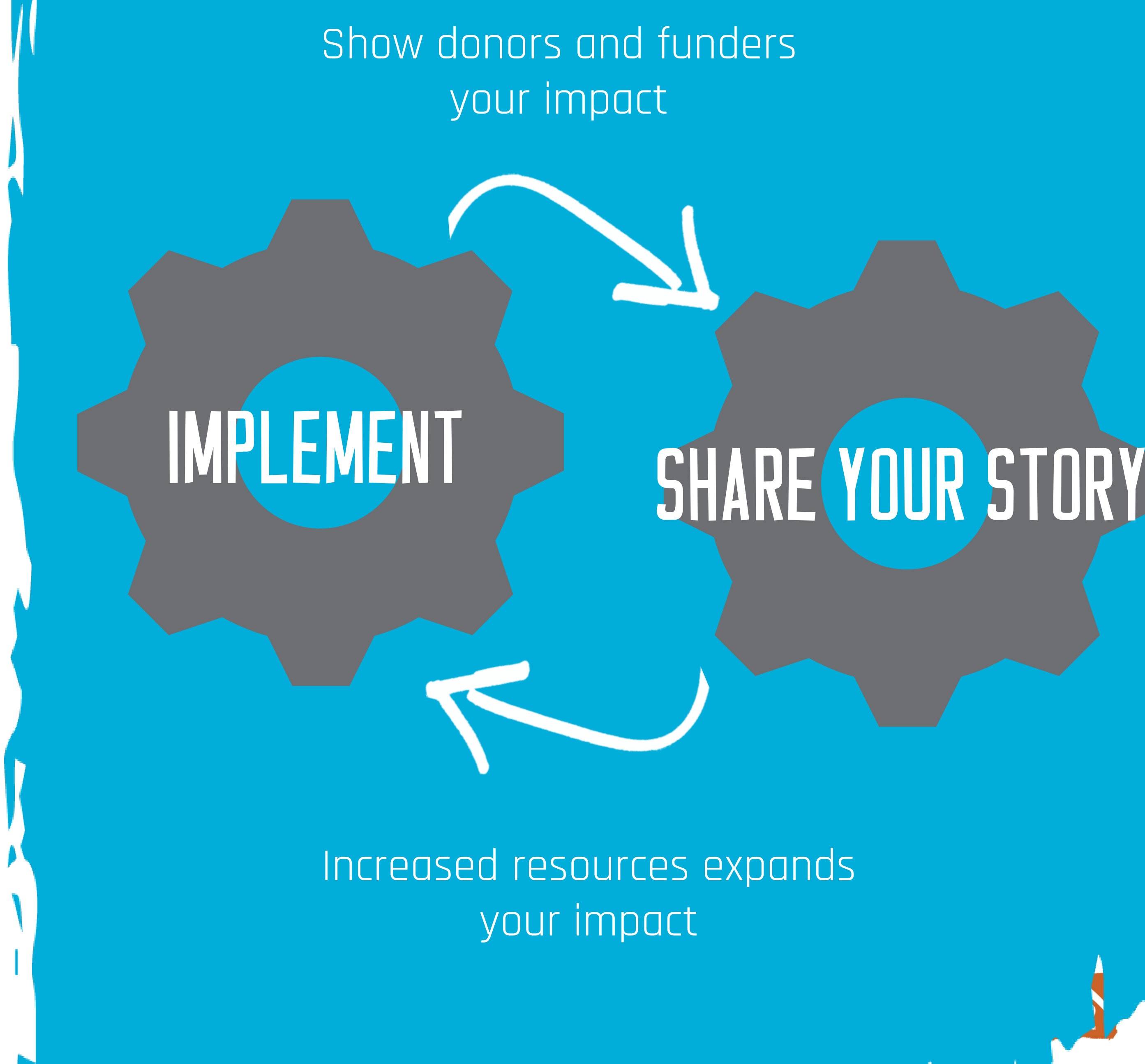
COMMUNICATING THE RESULTS

PROVE

Goal is to share your story using the data you collect and analyze

- Use what you have learned to sell your program
- Share the impact you have made
- Boost your inputs that let you expand your reach and impact

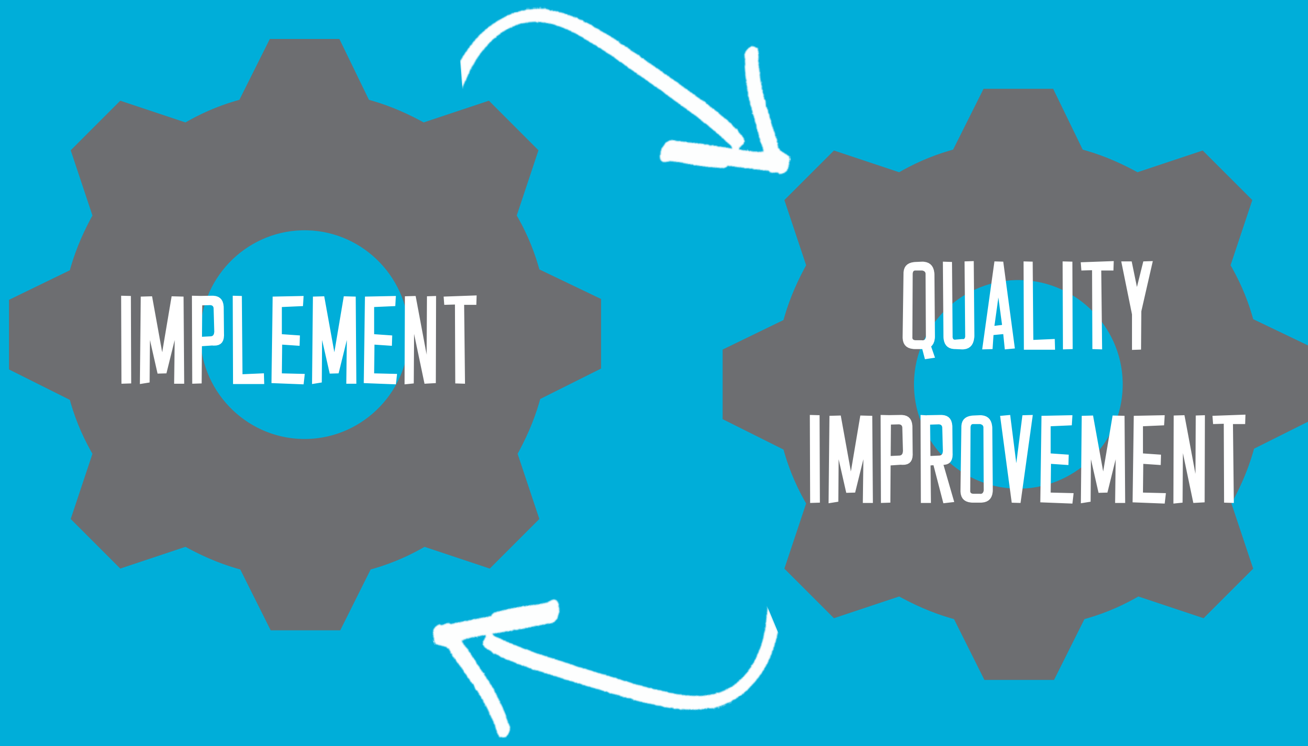


IMPROVE

Goal is to implement solutions to the challenges seen in the data

- Use what you have learned through the data and questions
- What changes could be made to turn challenges to success
- Start with previous success and how they might be applied
- Brainstorm! Start with as many ideas as you and the team can think of and then weed them down

Data informs program changes



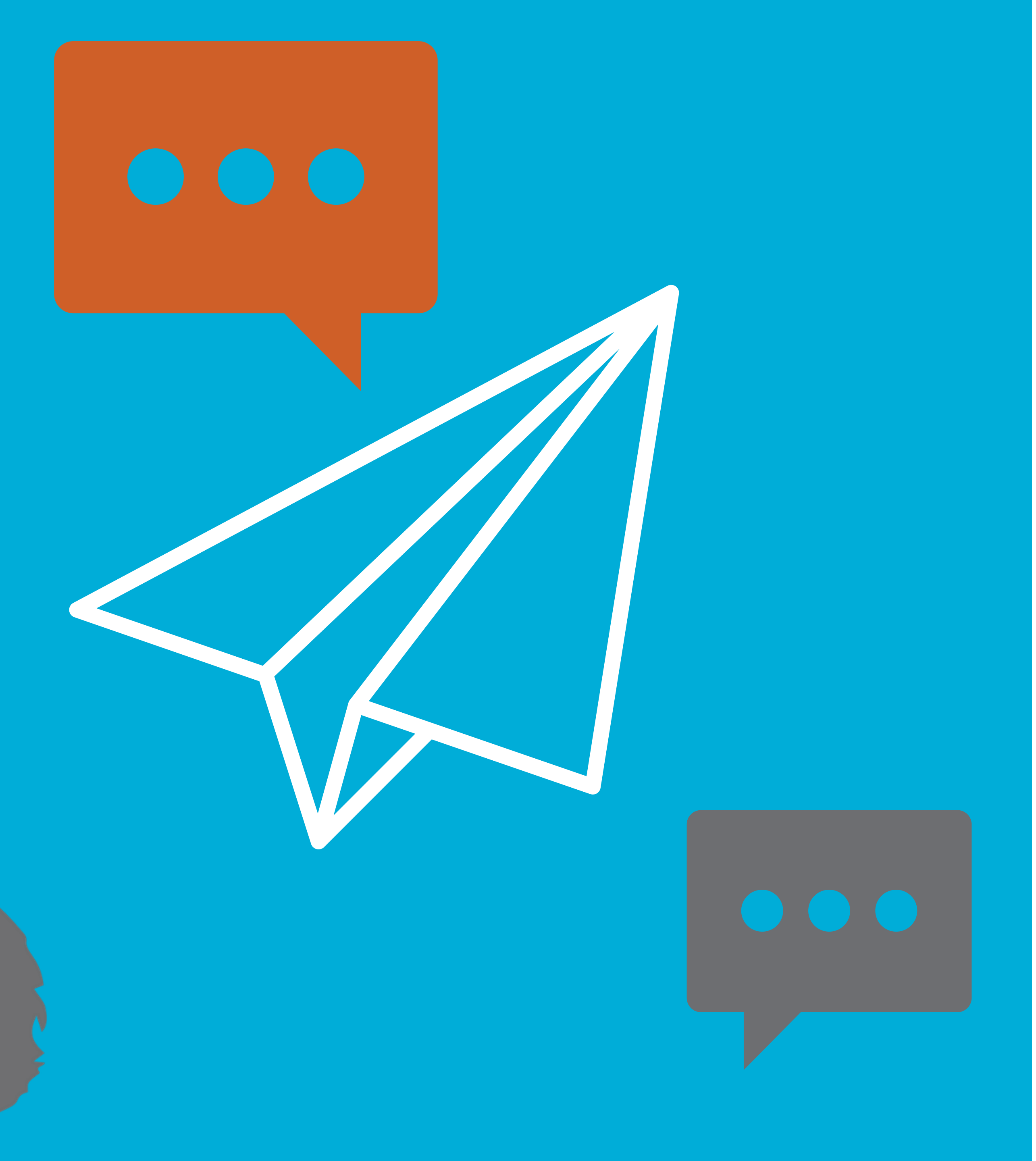
Improvements inform future questions

COMMUNICATING THE RESULTS

Sharing information in a useful way through data reporting contributes to CQI, buy-in, enthusiasm, clear message for agency and audiences

The method you chose depends on

- Who are you reporting to? **Identify stakeholders**
- When/ how often are you reporting it? **Identify realistic and useful timeline**
- What are the important elements and why are they important? **Identify key indicators**



CREATE COLLATERAL

Think about how you can share your story

- Create something once that can be quickly updated
- Create one pagers that can be shared to potential funders or local media or people you meet
- Marketing materials that will entice new participants

With the support of Verizon Community Forward, we have served nearly 1,300 neighbors on their journey to self-sufficiency.

HIGHLIGHTS

- Our Tech Equity Bridge program became officially accredited and registered as a quality IT Pre-Apprenticeship program with the Department of Labor - the first in the region. A noteworthy milestone.
  - Our first Tech Equity Bridge Cohort achieved 100% of student retention 15-weeks post-program and continues to progress towards their goals with the holistic coaching and support of our EmPath trained Mobility Mentor.
- We leveraged our local partnerships to maximize impact to our neighbors with:
  - St. Michael's Academy, Memorial Assistance Ministries, Promise Community Schools, East Aldine ISD, Fondren Middle School, Capital IDEA Houston, BridgeYear, General Assembly, Tyson Foods, United Way THRIVE, Goodwill Houston, Houston Public Library, SERJobs and other valuable community builders.
- We launched a robust volunteer program to support programming and build capacity.
  - With the support of the volunteer coordinator, AmeriCorps Vista, we were able to onboard volunteers to teach digital literacy courses and coach students in study skills, persistence, and tutor neighbors 1:1 on complex topics.

OUR IMPACT

WORKFORCE DEVELOPMENT
209 adults trained for in-demand digital skills

DIGITAL INCLUSION
572 neighbors digitally connected

450 chromebooks and mifis distributed to In-Need Families

STEM EDUCATION
468 youth inspired to explore their curiosity in tech subjects

OUR FUTURE
2022 PROJECTIONS

435 adults trained in new and next tech skills

85 neighbors connected to tech tools

860 youth explore STEM learning opportunities

Launch in-person programming in the fall at both learning centers starting with Youth focused activities

Integrate our Small Business program with the learning centers to upskill 120 entrepreneurs in tools to build and grow their businesses

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TELLING YOUR STORY: PUTTING YOUR PROGRAM IN CONTEXT

PRIMARY SOURCES

- Class Rosters
- Surveys
- Pre-and Post-tests

SECONDARY SOURCES

- Local data sources
- Census/American Community Survey
- Research studies

Appreciative Community Inquiry - Deer Park

Shell's facility sits at the intersection of the three cities

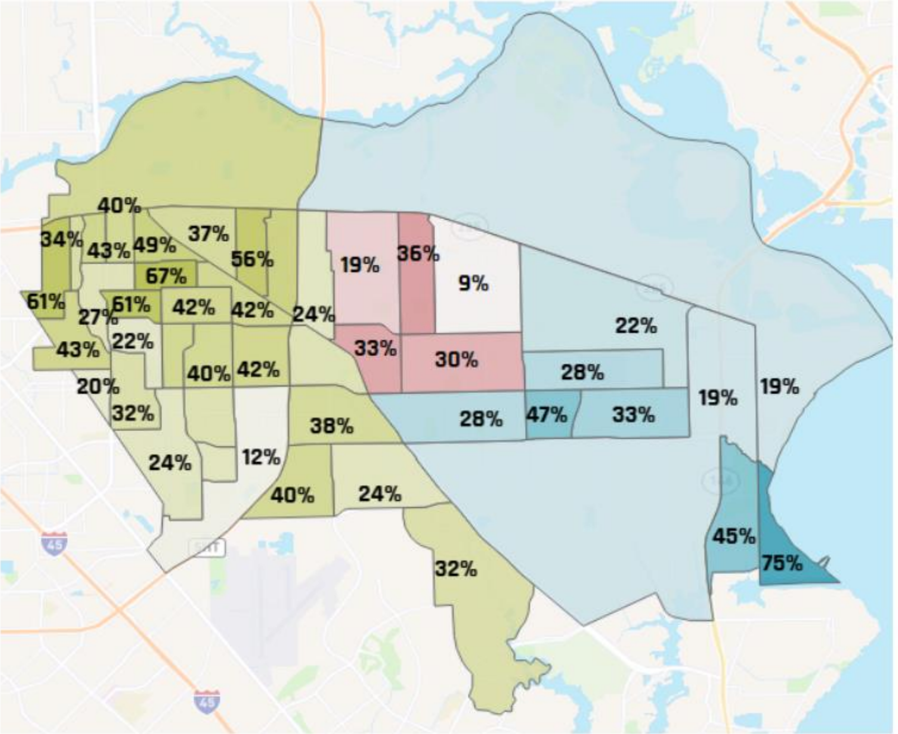
High school graduates NOT ENROLLED in College (16-19 years)

Total: 1,397

Employed	Unemployed	Not in Labor Force
638	413	346

Many high school graduates lack any college experience

18-24 year-olds without any college experience



TELL YOUR STORY

Note: Representation of story arc is adapted from Fretag's theory. Thanks to Jessica Davison at United Way of Greater Houston for introducing connection.

Adult Education

Reporting Period: Calendar Year

Division: Economic Initiatives

BakerRipley Goals:

- Providing Education and Training
- Enhancing Financial Well-Being and Access to Resources

Program Goals:

- Students gain knowledge/abilities that relate positively to personal, financial, and/or social growth.
- Increase digital skills and access to connectivity.
- Increase student retention through unrelenting support, goal setting, and connection.

Inputs	2021 Target	2021 Q1	2021 EOY	2022 Target	2022 YTD
1. Program operating budget	$1,965,970	$490,995	$1,958,088	**$1,812,470**	**$325,089**
2. Employee staffing	17.8	16.3	18.3	**19.3**	**12.2**
Outputs					
Program Participants					
1. All Students[1]	1,298	536	1,071	**1,250**	**280**
2. BakerRipley Students	898	417	805	**1,250**	**280**
3. HCDE Students[2]	400	119	266	**0**	**0**
ESL for Jobs					
4. Total student enrollment	850	326	641	**850**	**189**
School to Work (HSEC/ABE)					
5. Total student enrollment	448	210	430	**400**	**91**
Digital Skill Development[3]					
6. # of training participants	1,150	305	1,737	**185**	**0**[4]
Student Support Services[5]					
7. # of direct services provided	1,660	694	2,380	**n/a**	**214**
Work Readiness Services[6]					
8. # of training participants	425	34	552	**329**	**170**

Outcomes:[7]

1. 33 BakerRipley ESL students, or 53.2% of those who took pre- and post-tests, demonstrated gains in English based on BEST+ Literacy and Oral assessment scores. (2022 Target: 80%)
2. 21 BakerRipley HSEC/ABE students, or 56.8% of those who took pre- and post-tests, demonstrated gains in math, reading, and writing skills based on TABE assessment scores. (2022 Target: 80%)
3. 80% of students in digital literacy classes are expected to demonstrate content mastery on Northstar assessment scores.

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[1] All Students' include ESL for Jobs (ESL, EL Civics/Integrated Workforce Training, ESL for Professionals, ESL Workplace Literacy), School to Work (HSEC/ABE and GED/Integrated Workforce Training). Digital Skills Development, Student Support Services, and Work Readiness Services are represented separately and include services available to all students enrolled in Adult Education programs.

[2] Harris County Department of Education (HCDE) has provided ESL and HSEC/ABE instruction at our Pasadena campus for over a decade. They work closely with the Adult Education division leadership to align their instruction and student support practices. As of this publishing, HCDE has not reported enrollment since Q2 of 2021.

[3] Digital Skills Development includes formal digital literacy classes (see Outcome 3). Also included is the division's pivot into digital skills training for all students to support a 100% virtual learning environment due to COVID-19. Outside of group instruction, students are provided 1:1 learning support as needed for virtual platforms such as Zoom, G-mail, and Google Classroom.

[4] Digital Skill Development classes will resume in August due to staffing requirements and restructuring of curriculum to better fit student needs. Our partnership with Tyson will also bolster these numbers once that partnership resumes.

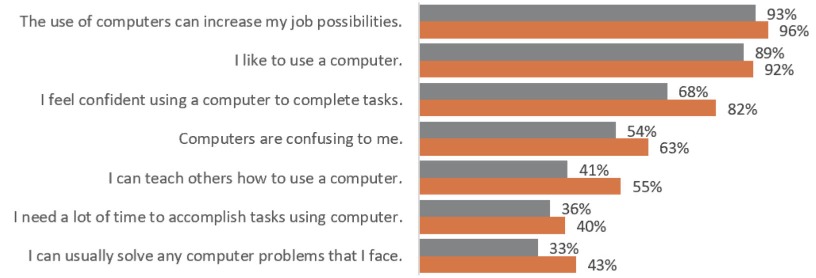
[5] Student Support Services includes information sessions, 1:1 student goal setting, support calls, and information & referral activities.

[6] Work Readiness Services includes career exploration, resume building, bridge programs, and other support workshops to successfully connect students to employment.

[7] The number of students tested is lower than enrollment because students must complete the required number of hours to be post-tested. Students are pre-tested before receiving services and post-tested when after 60 hours to be post-tested for ESL and 40 hours for HSEC/ABE. Pre-Post data sets continue to be low due to testing system challenges during the pandemic.

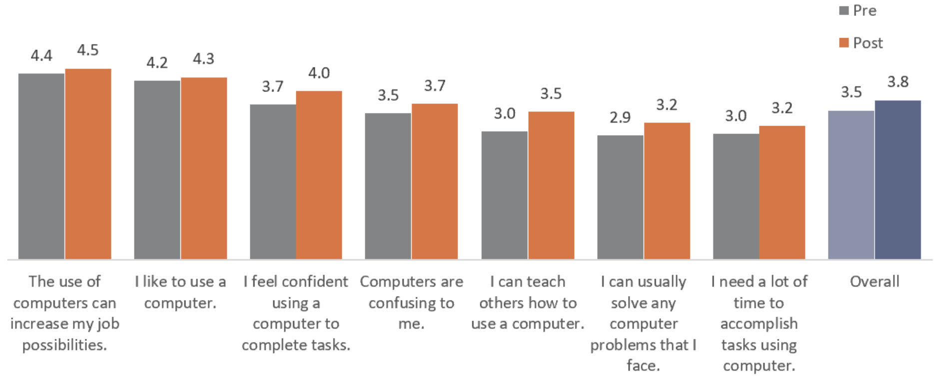
Outcome 2.2: 61% of participants reported an increase in self-reported confidence/self-efficacy between baseline and follow-up surveys.

Figure 2c. Participants attitudes **before** and **after** participation.



Another way to look at this data is to look at the average scores for each item and for the scale as a whole, rather than just at who agreed and disagreed. Figure 2d looks the average ratings, which range from 1 to 5 with higher scores indicating higher sense of efficacy, for each individual item and the overall scale. On average, participants start off with a neutral or positive confidence rating for each of the items, even the two that items with the lowest agreement in the previous chart – ability to solve problems and time – have a neutral average rating.

Figure 2d. Participants tend to score above the mid-point on the Efficacy Scale



WE VALUE EDUCATION. WE ARE PROUD OF OUR EDUCATION SYSTEM, AND LOCAL SCHOOLS PROVIDE A POINT OF CONNECTION FOR OUR COMMUNITY.

We have a strong connection to our schools. [Even teachers who grew up in Aldine and graduated from East Aldine ISD] returned after college because they wanted to become role models for their students and because this was home.

Education is key. Families in our community believe it's important to support the future aspirations of students. We would like to see them have access to the resources necessary for success. We are ready to support activities and initiatives that will provide us with better opportunities for education and employment.

Schools, organizations and businesses are currently working together to help our families who do not have access to education. We believe that tools for learning and development should be accessible to everyone. Many of us would like to have the opportunity to improve our own skills and job prospects through language classes, computer skills training, GED and financial literacy classes, among others. Creating bridges between our schools and employers is critical to help us obtain a pathway to higher education and employment.

WE ARE MORE LIKELY TO STAY IN OR RETURN TO EAST ALDINE BECAUSE IT IS HOME. WE FEEL LIKE WE BELONG HERE.

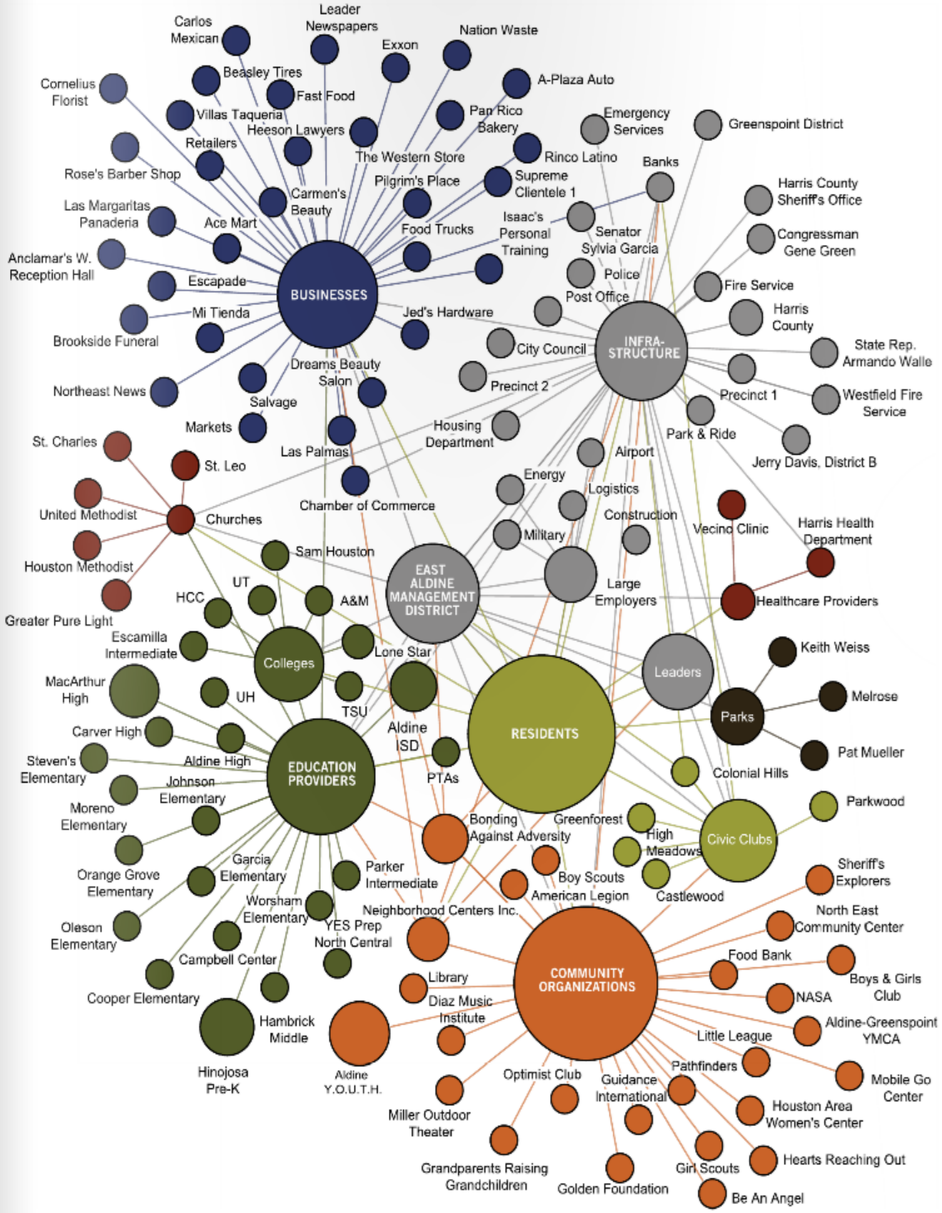
We feel a strong sense of belonging to our community and often can't imagine living away from home. Family is important to us. In fact, many multi-generation families have chosen to stay in the community to remain close and connected. We have a deep love for our community. Whether we are new to Aldine or were born-and-raised here, we have strong ties with one another as neighbors.

"Giving Back" to community and helping each other is important to us. We were eager to attend community meetings and help Neighborhood Centers find other participants for the interview process. We are excited to be a part of the journey that will build a brighter future for all of us. We have many aspirations for our community- improving our infrastructure, creating activities for families and having out-of-school programs for our youth are critical to carry on business and community legacy.

"Just educating the parents. Whether it's... teaching them how to speak English, or just the processes the kids go through in school. Helping the kids apply for colleges, and showing them through the school year, having the parents be able to help the students apply for financial aid, or whatever. So that they can encourage them to go to college. Because a lot of them don't get that, because the parents don't know anything about it."

- Valentina Lizcano,
Teacher at Parker Intermediate
and Resident

COMMUNITY CONNECTIONS



OBJECTIVES

- Understand how to implement an evaluation in your program
- Provide structure to use program data to tell your story
- Feel comfortable taking the next steps in your evaluation journey

WHERE DO I START?!

MAKE A PLAN

Determine the metrics you will measure based on theory of change.

Write it down and put a process in place.

DEVELOP YOUR EVALUATION TOOLS

Start with a postsurvey if nothing else

Even better – set up a pre and post

Take things that others have used; don't reinvent the wheel

SET YOURSELF UP FOR WINS

The more you know about the story you want to tell, the easier it is.

Continue to build on you plan.

OBJECTIVES

- Understand how to implement an evaluation in your program
- Understand how you can use data to tell the story behind your program
- Feel comfortable taking the next steps in your evaluation journey


THANK YOU!
BakerRipley
Community Developers
BakerRipley.org
EARN. LEARN. BELONG.