Santa Clara County
Office of Education

PROJECT EVOLVE EVALUATION PLAN

BOARD OF STATE AND COMMUNITY CORRECTIONS YOUTH REINVESTMENT GRANT

This plan describes formative and summative evaluation of activities conducted by the Santa Clara County Office of Education in partnership with two South Santa Clara County school districts and three community-based organizations as part of Project Evolve.

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Company Information

The Santa Clara County Office of Education (SCCOE) is a state regional service agency that provides instructional, business, and technology services including academic and fiscal oversight to the 31 school districts of Santa Clara County and 22 county board-authorized charter schools. The SCCOE directly serves students through special, alternative, early (State Preschool and Head Start), migrant, and youth re-engagement programs. Research and evaluation services are coordinated by the SCCOE's Office of the Superintendent.

Santa Clara County Office of Education

Executive Summary

BACKGROUND ON PROJECT EVOLVE

Project Evolve is a three-year project funded by the Board of State and Community Corrections (BSCC) through the Youth Reinvestment Grant (YRG). YRG and matching funds will be utilized by the Santa Clara County Office of Education, in partnership with three community based organizations, to reduce arrest and citation rates among Chicano/LatinX youth residing in Gilroy, San Martin, and Morgan Hill through the provision of academic, vocational, behavioral, and mentorship services. These services will be made available to youth on the basis of need upon referral by Local Education Agencies (LEAs) operating in South Santa Clara County (SSCC), local police departments, and family members.

EVALUATION

Evaluation for Project Evolve activities will involve formative, including project monitoring, and summative evaluation efforts. **Project monitoring** is essential to meeting Quarterly Report requirements set by the BSCC, requires training on accurate data collection through intake and service forms, and serves as an important tool to be utilized by the project's advisory committee to determine if the project is on track to serve 110 youth per year for each year of the grant. **Formative evaluation** will involve the collection and analysis of participant and service provider data such as satisfaction with project services, perceived utility, and general feedback that can be utilized by the project's advisory committee to improve or strengthen the service delivery model. These data will be collected through the administration of surveys, interviews, and/or focus groups.

Summative evaluation efforts will be utilized to determine the impact of project activities on student outcomes. The evaluation team proposes a bifurcated summative evaluation design to:

a) Utilize propensity score matching and compare outcomes for two groups of students (treatment vs. matched-control) referred by participating school districts, and

b) Utilize a pre/post rate comparison to compare outcomes of students referred by alternative LEA sites who are served during the grant period to outcomes of students served by those alternative LEA sites prior to project initiation.

Results from project monitoring and formative evaluation efforts will be reported at regular intervals (quarterly, annually). Summative evaluation efforts will be conducted on an annual basis, however, reported at the end of the grant period.

Project Evolve Abstract

Project Evolve is a three-year project funded by the Board of State and Community Corrections (BSCC) through the Youth Reinvestment Grant (YRG). YRG and matching funds will be utilized by the Santa Clara County Office of Education, in partnership with three community based organizations, to reduce arrest and citation rates among Chicano/LatinX youth ages 12-18 years residing in Gilroy, San Martin, and Morgan Hill by 30% by the end of the grant period (10% per year for each year of the grant). This will be accomplished through the provision of academic, vocational, behavioral, and mentorship services to approximately 110 youth annually by the following community based organizations:

- **Community Agency for Resources, Advocacy, and Service (CARAS)** – An organization committed to the empowerment of the community and the betterment of Latino families in South Santa Clara County through leadership development, advocacy, and cultural awareness since 2012. CARAS provides much needed assistance and advocacy for Latinos and others who encounter challenges in their interactions with local agencies. CARAS also advocates for the community-at-large in policy and legislation regarding issues such as immigration and police accountability.

- **ConXion** – An organization dedicated to creating new opportunities for youth through culturally competent education, workforce development and social services to create a better community. ConXion has successfully provided these services to disconnected and underserved youth since 1977. The agency is an active affiliate of the UnidosUS, the nation's largest Hispanic advocacy group and is a work2future One Stop affiliate partner that connects job seekers to businesses. ConXion is also sensitive to the special cultural and language needs of monolingual and bilingual youth and families.

- **Living Above the Influence (LATI)** – An organization committed to providing support, guidance, opportunities, and mentorship to empower youth. LATI has been providing workshops on substance abuse, gang awareness, anti-bullying, suicide prevention, and other life skills since 2006.

Referral for services will be made primarily by Local Education Agencies (LEAs)[1] in addition to police departments and family members in operation or located in South Santa Clara County
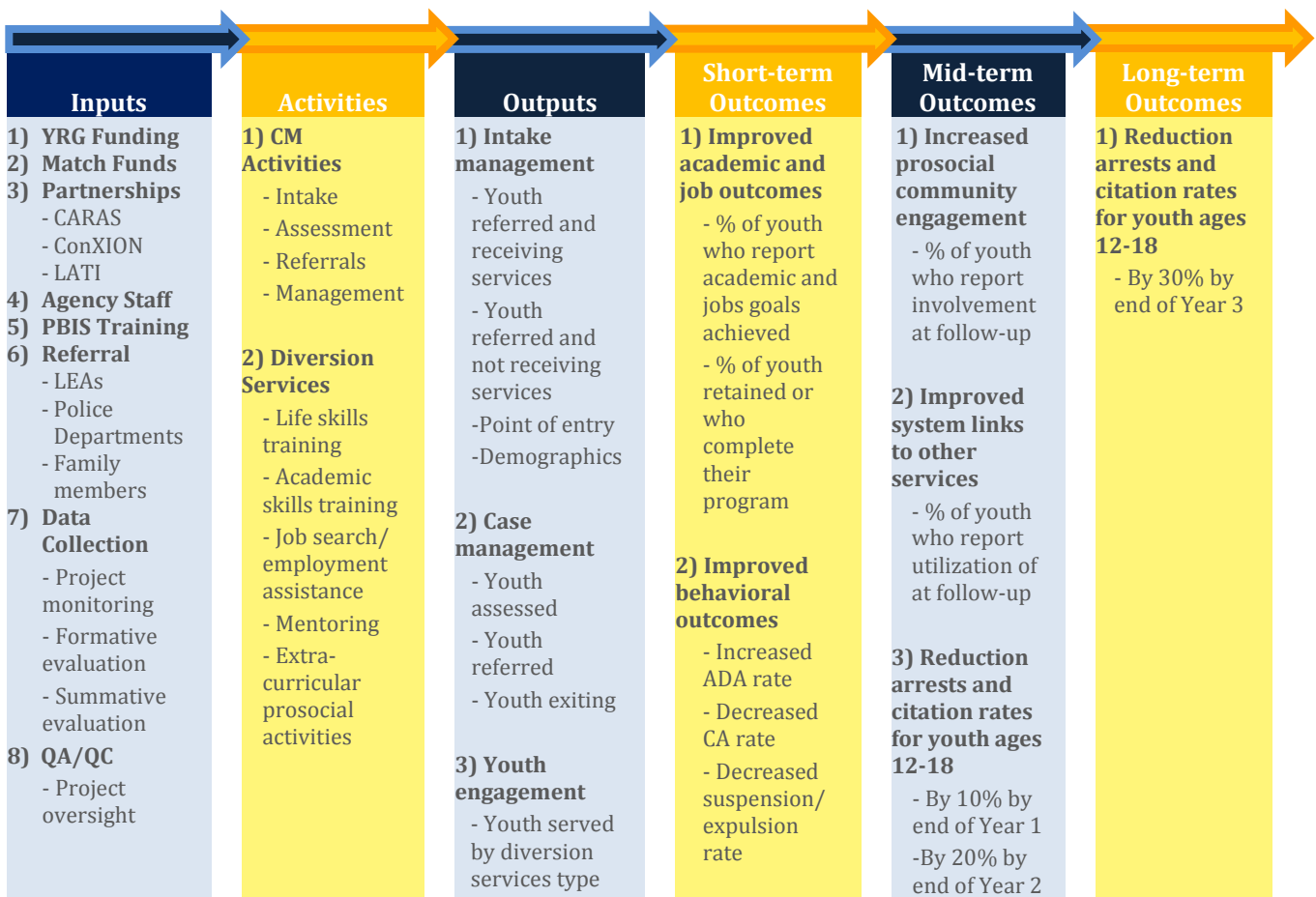
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[1] LEAs include Gilroy Unified School District, Morgan Hill Unified School District, and the Santa Clara County Office of Education's Alternative Education and youth re-engagement programs. The latter is known as Opportunity Youth Academy.

through a formal process beginning with identification by the referral agency followed by intake that is managed by Case Managers or Intake Specialists. The intake process will include a needs assessment followed by an interactive service strategy established between the Case Manager and each participating youth. The Case Manager will record all services rendered, including goal setting and referrals to other service providers, in addition to information on the participant (e.g., demographics). These data will inform the delivery of services and be utilized for project monitoring purposes by the Evaluator and the project's advisory committee. **Figure 1** summarizes project inputs, activities, outputs, and outcomes.

Figure 1. Project Evolve Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
1) YRG Funding 2) Match Funds 3) Partnerships - CARAS - ConXION - LATI 4) Agency Staff 5) PBIS Training 6) Referral - LEAs - Police Departments - Family members 7) Data Collection - Project monitoring - Formative evaluation - Summative evaluation 8) QA/QC - Project oversight	1) CM Activities - Intake - Assessment - Referrals - Management 2) Diversion Services - Life skills training - Academic skills training - Job search/ employment assistance - Mentoring - Extra-curricular prosocial activities	1) Intake management - Youth referred and receiving services - Youth referred and not receiving services -Point of entry -Demographics 2) Case management - Youth assessed - Youth referred - Youth exiting 3) Youth engagement - Youth served by diversion services type	1) Improved academic and job outcomes - % of youth who report academic and jobs goals achieved - % of youth retained or who complete their program 2) Improved behavioral outcomes - Increased ADA rate - Decreased CA rate - Decreased suspension/ expulsion rate	1) Increased prosocial community engagement - % of youth who report involvement at follow-up 2) Improved system links to other services - % of youth who report utilization of at follow-up 3) Reduction arrests and citation rates for youth ages 12-18 - By 10% by end of Year 1 -By 20% by end of Year 2	1) Reduction arrests and citation rates for youth ages 12-18 - By 30% by end of Year 3

Abbreviations: **YRG** = Youth Reinvestment Grant, **PM** = Project Monitoring, **FE** = Formative Evaluation, **QA** = Quality Assurance, **QC** = Quality Control, **CM** = Case Manager, **ADA** = Average Daily Attendance, **CA** = Chronic Absenteeism, **CJ** = Criminal Justice

Evaluation Plan

A summary of steps in the evaluation process, activities, and respective timelines is provided in **Appendix A: Evaluation Timeline**.

PLANNING (YEAR 1, QUARTERS 1 AND 2)

Data Agreements

The SCCOE Evaluation Team (ET) will work with the Project Coordinator to develop agreements or Memorandums of Understanding (MOUs) with the referral agencies and service providers that stipulate the conditions for data collection. Agreements will define security, storage, and transfer protocols, data collection schedules and methods, and disclose how the data will be utilized by the ET. The ET will adhere to the data collection tips provided by the BSCC in the interest of collecting reliable, valid, and timely data to be used for evaluation purposes.

Form Creation

The SCCOE ET will work with the Project Coordinator and Case Managers with partner organizations to develop a user-friendly intake form that captures all BSCC Quarterly Report data elements. Required data elements include:

- Project inputs and implementation status,
- Participant needs,
- Program activities rendered,
- The number of youth served by type of service, and
- Participant demographics.

The SCCOE ET will work with the Project Coordinator and referral agencies to develop a secure online form for transmitting referral data to the ET and Case Managers. Further, the SCCOE will utilize best practices in formative evaluation to develop surveys and procedures for collecting feedback from participating youth, referral agencies, and service providers.

Training

The SCCOE ET will provide training on intake form and referral data collection procedures to Case Managers and referral agencies at the beginning of the grant period as well as on an as-needed basis throughout the grant period. The ET will ensure that Case Managers and staff with referral agencies have direct access to ET contact information. The ET will keep a log of and attend to data collection issues that arise and keep data collectors abreast of solutions via ongoing

communications (i.e., group email and/or the distribution of troubleshoot walkthroughs, webinars, or Frequently Asked Questions (FAQs) documents).

PROJECT MONITORING (YEARS 1-3, APPLICABLE QUARTERS 1-4)

The SCCOE ET seeks to develop, test, and administer a data collection system that allows for the regular transmittal of data needed for project monitoring purposes. Regular transmittal of referral, intake, and services data will ensure expedited processing for BSCC Quarterly Reports. More importantly, access to timely data is essential to project oversight. The ET will provide informal progress reports and status updates related to referral, intake, and services processes in addition to share insights from the formative and summative evaluation efforts described in the next section at project oversight meetings on a pre-determined schedule (i.e., at least quarterly) set by the Project Coordinator. The primary focus of these meetings will be to:

- Discuss lessons learned from project monitoring activities and evaluation efforts with the goal of improving service delivery,
- Conduct oversight of participant progress, and
- Review BSCC Quarterly Reports prior to submission.

FORMATIVE EVALUATION (YEARS 1-3, APPLICABLE QUARTERS 1 AND 3)

The formative evaluation will consist of feedback loops where data is (1) collected from participating students and staff with referral agencies and services providers, (2) analyzed, then (3) disseminated to the Project Advisory Committee (PAC) as discussed in the previous section (see **PROJECT MONITORING**). Formative data of interest include:

- Participant/provider/referral agency satisfaction with program services (e.g., "On a scale from 1 (Not at all satisfied) to 5 (Extremely satisfied), how satisfied are you with the service you received? [Directed to Participants.],
- Perceived utility (e.g., "The services provided are having a positive impact on youth.") [Directed to Service Providers with the prompt "Please indicate your level of agreement with the following statement(s):" and a 5-point Likert scale ranging from (1) Strongly disagree to (5) Strongly agree.],
- General feedback on referral, intake, and services processes (e.g., "What worked well?", "What can be improved?") [Directed to Participants, Referral Staff, and Service Providers as open-ended questions.].

The ET reserves the right to collect formative data using a combination of surveys, interviews, and/or focus groups. All instruments and collection procedures will be developed in the planning stage of the evaluation process (see **Form Creation** under **PLANNING**).

EVALUATION PLAN

The SCCOE ET proposes to utilize a bifurcated summative evaluation design to determine the impact of project activities on student outcomes. Proposed impact analyses include:

- Pre/post rate comparisons, and
- Matched-comparisons.

These analyses are described in greater detail below.

Data Collection

As stated under **Data Agreements** under **PLANNING**, at the beginning of the grant period the ET will work with the Project Coordinator to establish agreements with referral agencies (i.e., participating school districts and police departments). For the purposes of summative evaluation efforts, the goal is to acquire student level data that will be used to determine if youth ages 12-18 years who receive services through Project Evolve are experiencing more adaptive outcomes compared to eligible youth who do not receive services. Potential outcomes include:

- **Behavioral measures**
  - Average Daily Attendance (ADA)
  - Chronic Absenteeism (CA) classification
  - Arrests
  - Citations
- **Academic and job placement measures**
  - Retention or reintegration
  - Successful program completion
  - Job or vocational placement
- **Prosocial measures**
  - Community engagement
- **Utilization measures**
  - Utilization of referred services

Data on ADA, CA classification, retention, reintegration, and program completion will be collected from school district Student Information Systems (SISs) or through the SCCOE's data repository known as DataZone. Arrest and citation data will be collected from police departments or by way of student report at intake and follow-up. Due to limited data accessibility on non-participating youth, data on job or vocational placement, community engagement, and utilization of referred services will be collected by way of student report at intake and follow-up and used as a success measure, however, will not serve as a comparative measure in the proposed impact analyses.

Pre/Post Rate Comparison Impact Analysis

Project Evolve proposes to serve the majority of youth enrolled at Alternative Education (AE) and Opportunity Youth Academy (OYA) sites located in South Santa Clara County (SSCC). As such, there will not be adequate samples of non-served youth from which to produce matched-comparison groups. To assess the impact of Project Evolve on youth referred from these sites, the ET proposes to utilize pre/post rate comparisons to compare select outcomes of students referred and served during the grant period to outcomes of students that occurred prior to project initiation. The ET will collect student outcomes data for students referred and served in Year 1 of the grant period as well as students enrolled at SSCC AE and OYA sites. The ET will not conduct rate comparisons or assess differences in trends until student outcomes data is collected at the end of Years 2 and 3 of the grant period. A pre/post rate comparison design summary and the proposed outcomes are summarized in **Table 1**.

Table 1. Non-Experimental Evaluation Design for Youth Referred from AE and OYA Sites

	Pre-YRG			Post-YRG		
				Year 1	Year 2	Year 3
Outcomes						
ADA/CA	Rate (%)	Rate (%)	Rate (%)	Rate (%)	Rate (%)	Rate (%)
Retention/Completion/JVP	Rate (%)	Rate (%)	Rate (%)	Rate (%)	Rate (%)	Rate (%)
Arrests/Citations	Rate (%)	Rate (%)	Rate (%)	Rate (%)	Rate (%)	Rate (%)

Abbreviations: **AE** = Alternative Education, **OYA** = Opportunity Youth Academy, **YRG** = Youth Reinvestment Grant, **ADA** = Average Daily Attendance, **CA** = Chronic Absenteeism, **JVP** = Job or Vocational Placement

Matched-Comparison Impact Analysis

The ET and Project Coordinator will work with Gilroy Unified School District and Morgan Hill Unified School District to prioritize and refer students to Case Managers for services (Treatment Group). From the pool of students that are not selected and referred out, the ET will create a closely matched comparison group of students using propensity scores (Control Group) assuming an adequate sample. Students will be matched on the basis of demographic variables (e.g., sex, race, ethnicity, age). The ET, on an annual basis beginning in the Spring of Year 1 and ending in the Spring of Year 3, will then assess group level differences on select indicators to determine if Project Evolve is having a positive impact on student outcomes. A matched-comparison design summary and the proposed outcomes are summarized in **Table 2**.

Table 2. Quasi-experimental Evaluation Design for Youth Referred from GUSD and MHUSD Sites

		Post-YRG		
Group	Outcomes	Year 1	Year 2	Year 3
Treatment	ADA/CA	Rate (%)	Rate (%)	Rate (%)
	Suspension	Rate (%)	Rate (%)	Rate (%)
	Expulsion	Rate (%)	Rate (%)	Rate (%)
	Retention/Completion	Rate (%)	Rate (%)	Rate (%)
	Arrests/Citations	Rate (%)	Rate (%)	Rate (%)
Control	ADA/CA	Rate (%)	Rate (%)	Rate (%)
	Suspension	Rate (%)	Rate (%)	Rate (%)
	Expulsion	Rate (%)	Rate (%)	Rate (%)
	Retention/Completion	Rate (%)	Rate (%)	Rate (%)
	Arrests/Citations	Rate (%)	Rate (%)	Rate (%)

Abbreviations: **GUSD** = Gilroy Unified School District, **MHUSD** = Morgan Hill Unified School District, **YRG** = Youth Reinvestment Grant, **ADA** = Average Daily Attendance, **CA** = Chronic Absenteeism, **JVP =** Job or Vocational Placement

REPORTING (YEARS 1-3, QUARTERS 1-4)

Quarterly Reports

The SCCOE ET will work with the Project Coordinator and members of the Project Advisory Committee to populate, review, and submit Quarterly Reports to the BSCC.

Final Report

The SCCOE ET will produce and submit a Final Report to the BSCC that meets the following reporting requirements:

- Executive Summary,
- Project Background,
- Project Evaluation Plan,
- Evaluation Results,
- Discussion of Results,
- Current Logic Model, and
- Grantee Highlight.

EVALUATION PLAN

In the **Evaluation Results** and **Discussion of Results** sections of the Final Report, the ET will include a summary of evaluation findings, both formative and summative, with emphasis on findings that demonstrate Project Evolve's impact on participating youth.

Appendix A: Evaluation Timeline

Process	Evaluation Activity	YEAR 1				YEAR 2				YEAR 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Planning Stage	Establish data agreements	☑	☑										
	Create forms	☑	☑										
	Conduct training		☑	☑									
Project Monitoring	Referral data collection			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Intake data collection			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Tracking of services			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Formative Evaluation	Collect participant feedback			☑		☑		☑		☑		☑	
	Collect referral agency feedback			☑		☑		☑		☑		☑	
	Collect service provider feedback			☑		☑		☑		☑		☑	
Summative Evaluation	Collect participant data from LEAs				☑				☑				☑
	Clean data				☑				☑				☑
	Conduct data analyses				☑				☑				☑
Reporting	Project oversight			☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Complete BSCC Quarterly Reports		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Complete BSCC Final Report*												☑

Abbreviations: Q = Quarter

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