

Evidence Assessment Exercise

Intervention: Volunteers will be engaged in assisting Rose Blossom ABC Club youth in completing their homework and developing their education skills through the AIM HIGH program. AIM HIGH is a homework help and remediation program for youth aged 6 to 18 years. AIM HIGH provides individualized support, resources and guidance necessary for homework completion 4 days a week after school. Each student receives at least 30 min individualized assistance each day with a special emphasis on reading and math homework.

Possible Output: **Number of students completing homework help program (completion – what is the dosage required?) (ED2)**

Possible Outcome(s): **Number of students with improved academic performance in literacy and/or math. (ED5)**

Sample Language	Type of Evidence	Comments and Ideas for Improvement
According to a report from Education Week (March 2008), every 29 seconds a young person drops out of high school in America. Nearly one-third (31 percent) of all public high school students fail to graduate high school with their class. In addition, low-income children, on average, tend to do worse academically than their more privileged contemporaries. Not only do high school dropouts earn about \$9,200 less per year and about \$1 million less over a lifetime than high school graduates, but dropouts are more than three times more likely than college graduates to be unemployed, twice as likely as high school graduates to slip into poverty and 3.5 times more likely than graduates to be incarcerated.		
A recent study of afterschool homework assistance program evaluations across the country revealed the following statistics about participating students and parents: (1) 85% said that, as a result of homework assistance programs, their children enjoyed school more and improved their attendance and (2) Students participating in after-school programs were less likely to start drinking, and were more likely to handle their anger in socially appropriate ways.		
The needs and problems to be addressed by our statewide service program are supported by KIDS COUNT 2008, a publication of the Annie E. Casey Foundation and the XYZ State Department of Education in which it was reported that in XYZ State: (1) 216,000 youth live in households where the head of household is a high school dropout; (2) 66% of 4th grade students scored below proficient reading level; and (3) 58% of 4th grade students scored below proficient math level.		
After school programs have academic impact, as reported in an October 2007 report from University of California-Irvine, University of Wisconsin-Madison and		

<p>Policy Study Associates. The outcomes in the report include that "for disadvantaged elementary and middle school students, regular participation in high quality afterschool programs is linked to significant gains in standardized test scores and work habits." Gains included:</p> <ul style="list-style-type: none"> (1) Significant increases in standardized math scores and (2) Stronger work and study habits, as reported by teachers. 		
<p>Between 2006 & 2010, national ABC headquarters utilizing 3 sub-tests of the Woodcock Johnson Tests of Achievement (a research based assessment tool) on 14,102 children in reading and math. Results indicated:</p> <ul style="list-style-type: none"> (1) 63% of children scored below grade level, 4% scored at grade level and 33% scored above grade level in reading and (2) 66% of children scored below grade level, 3% scored at grade level and 31% scored above grade level in math. 		
<p>Last year, when we tested the Rose Blossom ABC Club children after 30 high-quality homework sessions, results included a 68% increase in literacy and a 67% increase in math for 45 youth.</p>		
<p>Youth emerged from the Rose Blossom AIM HIGH Program better prepared for classes and proud of their hard work and accomplishments. Homework completion led to long-term improvements in youth grades and test scores.</p>		

Evidence Exercise Questions

1. What evidence documents the community need? The intervention?
2. Identify the type(s) of evidence used to support the choice of intervention. Was it:
 - a. Past Performance Measurement data from their program (from a progress report?)
 - b. Results from their program's evaluation
 - c. Research study(ies) (documents outcomes of similar programs)
 - d. Evaluations (document outcomes of similar programs)
3. Does the evidence provided make the case for the need? Intervention?
4. How would you advise this program to strengthen their intervention's evidence-basis? Where could they look for additional evidence?
5. What questions might you ask to help you better understand the evidence-basis for the intervention? Their measurement process?

