

Evidence Assessment Exercise KEY

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
<p>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.</p>	Need	<ul style="list-style-type: none"> • National research data – how does it correspond to actual local data? • Makes the case for: <ul style="list-style-type: none"> ○ size of H.S. dropout issue in the US and ○ impact of dropping out on lifetime workforce participation
<p>A recent study of afterschool homework assistance program evaluations across the country revealed the following statistics about participating students and parents:</p> <ul style="list-style-type: none"> (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. 	Intervention	<ul style="list-style-type: none"> • National meta-analysis of homework assistance program evaluation outcomes • Provides data on number of homework help programs studied that achieved two outcomes unrelated to what this program will measure (literacy/math skills): <ul style="list-style-type: none"> ○ Enjoyment of school ○ Improvement in attendance • No data given but makes a general case for two other outcomes (again not what this program will measure), i.e., pro-social behavior improvement: <ul style="list-style-type: none"> ○ less drinking ○ ability to handle anger
<p>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:</p> <ul style="list-style-type: none"> (1) 216,000 youth live in households where the head of household is a high 	Need	<ul style="list-style-type: none"> • State level data • How does the state data relate to that for the schools in which this program operates? • Is there any accessible district/school specific data



<p>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.</p>		<p>for where this program operates? How might you get it?</p>
<p>After school programs have academic impact, as reported in an October 2007 report from University of California-Irvine, University of Wisconsin-Madison and 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: (1) Significant increases in standardized math scores and (2) Stronger work and study habits, as reported by teachers.</p>	<p>Intervention</p>	<ul style="list-style-type: none"> • Makes the case for afterschool program outcomes in: <ul style="list-style-type: none"> ○ Math (relevant) ○ Work/study habits (not being measured by this program) • Doesn't say homework help specifically – so is this truly relevant? Hard to know. • Also – no data specifics. • What was intervention and dosage for comparison purposes.
<p>Between 2006 & 2010, national ABC headquarters utilized 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: (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>	<p>Intervention</p>	<ul style="list-style-type: none"> • National findings from research of need by national office of this program. • Doesn't report what outcomes their specific intervention generated
<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>Intervention</p>	<ul style="list-style-type: none"> • Actual prior program performance results • Provides percent of improvement in literacy and reading but: <ul style="list-style-type: none"> ○ What does a 68% (or 67%) increase really mean? ○ How measured? ○ 45 youth – out of how many total? What percentage of youth overall experienced the improvement?
<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>	<p>Intervention</p>	<ul style="list-style-type: none"> • Information about broad general outcomes from this program's intervention – no data provided. How did they know this? • Hard work/accomplishment wording is filler/indirect outcome – not related to outcomes that should be measured and reported.