

**Family and Youth Resource Act
End-of-Year Evaluation Report
June 2007**

**Submitted to
The New Mexico Department of Public Education**

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**Family and Youth Resource Act (FYRA) Program
End-of-Year Report 2006-07
June 30, 2007**

Executive Summary

This end-of-the-year report provides the New Mexico Public Education Department (PED) with quantitative and qualitative data about the third year evaluation of the Family & Youth Resource Act (FYRA) program in New Mexico. In 2006-07, the evaluation continued to use the efficient two-page monthly report that had been designed in the previous year. This allows the PED to now gather comparable and standardized data from across the sites over time with regard to numbers and types of clients helped, numbers and types of events or activities the FYRA sites provide; how and how often family resource centers are used; why clients seek FYRA support; the types of services offered; and the numbers and types of referrals made by FYRA to assist clients.

FYRA sites also complete mid-year and final evaluation reports which allow collection of data different from those gained in the progress forms. As the grant sites have in the past stressed that it is difficult to convey to decision-makers the nuts and bolts of what they do, as well as the impact on individual families in quantitative data alone, the addition of qualitative measures, such as the significant change case studies each site provides, helps in making these achievements clear. Due to the amount of time it takes to gather the annual yearly progress (AYP) scores and attendance rates from all New Mexico schools each year, the UNM evaluation team will be providing an addendum to this report in late August 2007, comparing the 2005-06 outcome indicators with those of 2006-07 for all FYRA program schools.

This report provides a summary of the evaluation data for the entire 2006-07 school year, from August 2006-May 2007. The following box includes evaluation highlights from this academic year.

Highlights:

- From August 2006 through May 2007, the 18 school districts receiving FYRA funding served a total of 15,883 students and 4,500 family members,
- Of these students seen, 1,487 required an extensive amount of assistance and/or services from the FYRA programs,
- Among the students and family members seen, most (65%) are in elementary school, and the majority are of Hispanic ethnicity/race, followed by Anglos,
- Grant sites that operate a Family Resource Center in the schools received a total of 55,658 visits from students, family and community members,
- Grant sites offered 2,794 different group activities or events to students and parents, serving 10,000 adult participants, and 14,700 students,
- The major reasons clients access the FYRA grant programs include: basic needs (food, clothing), poor attendance in school, educational concerns, student behavior problems, adult education needs, and parenting issues,
- The major direct service provided by the FYRA sites overall is attending to basic needs,
- FYRA sites are more likely to refer their clients to such in-school resources as involved teachers and administrators, truancy officers, and the school nurse,
- When referring clients to community agencies, FYRA sites were most likely to use agencies providing basic needs supplies/services, health care, social services, mental health care, and family support,
- In terms of community services they wish they had more access to, FYRA sites noted those providing family support or parent education, social services, shelter and basic needs, and family crisis counseling.

Introduction

The purpose of this end-of-the-year report is to provide quantitative and qualitative data relevant to the evaluation of the New Mexico Family & Youth Resource Act (FYRA) program. The University of New Mexico's Center for Health Promotion and Disease Prevention (CHPDP) was contracted by the New Mexico Public Education Department (PED) to evaluate FYRA during its third year of implementation. Program findings observed by the end of this third-year of program operation are intended to provide feedback and recommendations to both the PED and the grantees to assist them in making program and data collection improvements in the next academic year, 2007-08.

Background

The New Mexico state legislature allocated third year funding to PED to operate the FYRA program during 2006-07. Eighteen school districts and approximately 68 schools, several of them new grant sites, received funding to implement the FYRA program. Grantees continue to have great flexibility in how they structure and implement programs to address the goal of the Act. The legislation, however, is clear that funding is to be used to employ a resource liaison who will:

Goal of FYRA: Schools will forge mutual long-term partnerships with agencies and organizations to help students attain high academic achievement by meeting nonacademic needs of students and their families.

- assess student/family needs and match those needs with appropriate public or private providers;
- make referrals to health care and social service providers;
- collaborate and coordinate with health and social service agencies through school-based and off-site delivery systems;
- recruit service providers, businesses, community and civic organizations to provide needed services and goods not otherwise available to students/families;
- establish partnerships between the school and community organizations such as civic, business and professional organizations; and recreational, social and after-school programs;
- identify and coordinate age-appropriate resources for students in need of:
 - counseling, training and placement for employment;
 - drug and alcohol abuse counseling;
 - family crisis counseling; and
 - mental health counseling;
- promote family support and parent education programs; and
- seek other services a student/family needs to assist the student to stay in school and succeed.

Evaluation Purpose and Process

During the second year of the Family and Youth Resource Act (FYRA) program, the process of monitoring progress was streamlined for the sites through development of a brief, two-page monthly report. At the same time, these forms helped provide PED with fairly standardized quantitative data on: numbers and types of clients seen; numbers of students tutored/mentored; numbers and types of events or activities provided by the FYRA sites; uses of and visits to family resource centers; reasons clients seek FYRA services; numbers and types of direct services provided by FYRA sites; numbers and types of in-school referrals made by FYRA to assist clients; and numbers and types of referrals made by FYRA to community service agencies. These monitoring forms are used across all grant sites.

In addition to providing monthly progress reports, each grantee site also completed and provided a mid-year and a final evaluation report (see FYRA Evaluation Mid-Year Report Form and FYRA Final

Report Form in Appendix A). These reports provided information not gathered in the monthly reports. In the mid-year report, data were collected on the types of professional development staff had obtained, the perceived utility of that professional development, and on perceived needs for further training or technical assistance. Grant sites were also asked to describe the major types of activities they undertook, the educational topics they offered, whether they provided support for regular school events (such as monitoring recess or classes for teachers) and if so, what type of support was provided. In addition, sites noted whether they recorded these school support activities on the monthly FYRA reports. They also named three community partners, along with the types of services that were provided by these agencies.

In the second year of the FYRA program, the evaluation team initiated a pilot “appreciative inquiry” evaluation technique which has been well received by both the sites and the PED as it provides a more qualitative view of the impact the FYRA program has on the students and families served. Hammond (1998), in *The Thin Book of Appreciative Inquiry* said that evaluation approaches generally look “for the problem, do a diagnosis, and find a solution. The primary focus is on what is wrong or broken....Appreciative inquiry suggests that we look for what works in an organization. The tangible result...is a series of statements that describe where the organization wants to be, based on the high moments of where they have been. Because the statements are grounded in real experience and history, people know how to repeat their success.” The 2006-07 mid-year evaluation report asked each grant site to identify and describe one significant change case study that came about because of the school’s FYRA program efforts. This evaluation effort resulted in brief descriptions of 39 significant change stories in which a student and/or family was helped in a substantive way (Peñaloza and Hollis, *New Mexico’s Family and Youth Resource Act: Mid-Year Evaluation Report*, March 2007).

Data collected from the grant sites in the final, end-of-the-year report included the types of professional development staff received, how that learning was applied in their individual FYRA programming, and the types of programs or activities they provided that they felt were most useful based on their client needs. The grant sites also reported on the types of community services or assistance they needed most to respond to their client needs, and their assessment of whether their FYRA program would contribute to an improvement in their school’s annual yearly progress score (AYP), truancy rate, and/or attendance rate. Their perceptions will be compared to the schools’ actual 2006-07 AYP, truancy and attendance rates when those become available in August or September, 2007. This end-of-the-year evaluation report provides a summary of the monthly report data for the entire academic year (August 2006-May 2007) of FYRA program operation, as well as data from the sites’ final reports. These findings help give the PED a clearer idea of how FYRA monies are being spent, how training of site personnel is being applied in the programs, and where other support may be needed.

2006-2007 Findings: End-of-Year Report

All FYRA program grant sites except two completed and filed a final, end-of-the-year report with the FYRA evaluation team.

Professional Development and Application of Learning

Twenty-seven out of 43 (63%) total respondents indicated that they had staff who attended professional development events during the second semester of 2006-07. Table 1 provides a summary of these data.

Table 1: Professional Development-Type and Attendees (N=43)

Professional Development	Number/% Sites Participating	Type of Personnel Participating	Type of Professional Development
Professional Development #1	27 (63%)	36%--Paid staff 26%--Resource liaison 38%--Not applicable	12%--Conference 47%--Workshop/Training 2%--Class 2%--Other 37%--Not applicable
Professional Development #2	23 (54%)	21%--Resource liaison 19%--Paid staff 14%--Volunteers 45%--Not applicable	9%--Conference 42%--Workshop/Training 2%--Other 47%--Not applicable

When asked how those who had gained professional development had applied their learning to the FYRA program:

- 76% said they had applied learned skills to solving client issues or dealing with difficult clients and/or situations,
- 64% used their learning to find more and better community resources for their clients,
- 48% used their learning to improve their FYRA program management, promotion or evaluation activities,
- 43% used it to setup mentoring, tutoring programs or other student activities,
- 19% gave a training, workshop or class for parents on the topic learned, and
- 14% gave an internal workshop for other FYRA staff or volunteers on the topic learned.

Program Activities

Grant sites were asked what services or activities were most important for the FYRA programs to provide, based on their assessments of the problems and needs of their clients. Most (88%) said that parent education/training, student training/tutoring/mentoring/counseling, and more collaboration with community service providers were most important. Among the key topics they felt to be important were:

Parent education:

- Knowledge of attendance laws and truancy issues
- Parenting; early childhood development; awareness of different learning styles; how to help students with school work at home
- How to find community resources; self-advocacy and communication skills
- ESL/GED
- Anger and stress management
- Child behavior management; discipline and setting limits
- Substance abuse prevention
- Computer training/skills
- Family health and wellness

Student training/tutoring/mentoring:

- Anger management; life and social skills; anti-bullying; conflict resolution
- Cultural sensitivity; empathy
- Health issues affecting them: self-mutilation, suicide ideation, eating disorders, gang involvement; teen dating violence
- Basic reading and math skills; proper classroom conduct; study skills
- Getting involved in community projects

The grant sites also indicated which community, civic, government or health service providers they most required, given their client needs. Table 2 provides a list of those most needed.

Table 2: Community Services Most Needed by FYRA Grant Sites

Community Services Needed	Percent of Those Needing these Services
Family support and/or parent education programs	70%
Social services	61%
Shelter and Basic needs support	58%
Family crisis counseling and/or services	56%
Mental health services	54%
Employment services	51%
Transportation services	51%
Health services	51%
Drug and alcohol abuse services	42%
Dental care services	40%
Legal services	35%

Perceived Outcomes

The FYRA program staff and volunteers appear to be quite positive about the perceived impact that their programs may have on their schools' annual yearly progress (AYP), truancy reduction, and attendance scores. Nearly three-fourths (72%) of the respondents felt that the work they've done through the FYRA program would help their school achieve a better overall AYP. In a like vein, 81% felt their programs would contribute to their schools' truancy prevention rate, and 84% felt FYRA would help improve the schools' attendance rates. Academic progress, truancy prevention and improved attendance are aims of the Family and Youth Resource Act, and most of the grantees do emphasize these as their program goals.

2006-07 Summary Findings from Monthly Progress

The monthly monitoring report forms provide the PED with quantitative information on:

- numbers and types of clients (students and/or family members) seen by the grant sites;
- what needs or problems the clients have or present to the FYRA staff;
- how FYRA programs address or handle these needs—either through direct services, such as food bank donations or tutoring, or referrals to school-based or community resources;
- other events or activities the FYRA programs provide, such as parent trainings; and
- use of and visits to family resource centers run by the FYRA program.

A summary of the monthly report data for the academic 2006-07 year is provided below.

Client Background

Types and numbers of clients seen. The FYRA program sites serve two main types of clients: students and/or family members. These two client groups are divided into two categories. Some clients require “limited” contact or services, such as services to handle fairly easily resolved, less serious issues that require few visits to FYRA or referrals. An example of this might be a parent who needs help filling out or translating a job application, or a student with a toothache who needs a referral to a dentist. These clients can be helped within one to two sessions with a FYRA representative. This category also includes students, especially those in elementary school, who come in to pick up food or clothing packages, but who require little other assistance.

On the other hand, some clients present more serious problems or difficult-to-resolve issues, such as domestic abuse in the home, mental health problems or a student being so far behind in class that fairly regular, focused tutoring services are needed. These types of issues require more time, effort and input from the FYRA staff, or referrals of the client to several different community agencies for assistance, with follow-up and monitoring being done by the FYRA staff. These are termed “intensive” client contacts/services.

From August 2006 through May 2007, the 41 FYRA sites reporting served a total of 15,883 students. Of these,

- 14,396 (91%) required limited services or aid (3,110 of these students were seen for the first time),
- 1,487 (9%) needed intensive assistance (619 of these students were seen for the first time), and
- 1,445 (9%) required individual tutoring or mentoring.

In addition, the FYRA sites reporting served a total of 4,501 family members. Of these,

- 3,596 (80%) required limited services and 2,013 (56%) of these were seen for the very first time, and
- 905 (20%) required intensive assistance from FYRA, and 523 (58%) came to FYRA for the first time.

The breakdown by school grade and ethnicity/race of these first time student and family member clients is provided in Table 3. Of the first-time students served, by far the largest group were elementary school pupils (2,423), followed by middle school students (785). Given that only a few of the FYRA grant schools are high schools, the number of high school students served (480) makes up a small but solid portion (13%) of all new students addressed. This is a smaller percent than seen last year, however. In terms of ethnicity, the largest percentage (75%) of first-time students and families seen continue to be Hispanic. The second largest groups served were Anglos (10%) and Native Americans (8%). Other ethnic groups served were much smaller, including African-Americans (3%).

FYRA Activities

Planned Events and Activities. The 41 FYRA sites carried out or participated in a total of 2,794 different group activities or events (571 more than in 2005-06) from August 2006 through May 2007. Approximately 10,017 adult participants (2,596 more than last year) and 14,743 students (4,382 more than last year) took part in these events. FYRA staff or volunteers spent a total of 3,788+ hours, or about 474 work days, implementing these activities. In terms of the specific FYRA-provided or instigated activities:

- 922 (33%) were *student groups* for either mentoring, tutoring or support purposes,
- 621 (22%) of these were *parent education* sessions,
- 422 (15%) were other types of events or group activities,
- 204 (7%) were *trainings* of some type,
- 177 (6%) were events used to *promote FYRA* programs and their services,
- 151 (5%) were *meetings held with partners* in the community,
- 124 (4%) were *other types of meetings* held with partners,

- 102 (4%) were *health fairs* or school events in which FYRA took part, and
- 48 (2%) were various kinds of *workshops*.

The heavy emphasis seems to be on direct assistance to students with regard to improving academic progress, and to improving parent skills and learning.

Table 3: Characteristics of New Students and Family Members Seen by FYRA in 2006-07 (N=6,265)

Characteristics	Client Population*			
	Limited Service Students	Intensive Service Students	Limited Service Family Members	Intensive Service Family Members
Grade				
Elementary	2035 (55%)	388 (10%)		
Middle	646 (17%)	139 (4%)		
High	375 (10%)	105 (3%)		
Ethnicity				
Hispanic	2298 (62%)	503 (13%)	1471 (58%)	434 (17%)
Anglo	325 (9%)	48 (1%)	213 (8%)	45 (2%)
Native American	265 (7%)	43 (1%)	169 (7%)	18 (1%)
Black/African American	85 (2%)	29 (1%)	79 (3%)	17 (1%)
Asian	12 (0.3%)	0	5	0
Other	24 (1%)	1	13 (0.5%)	1

* Numbers and percents do not total the number of total first time clients seen due to missing data.

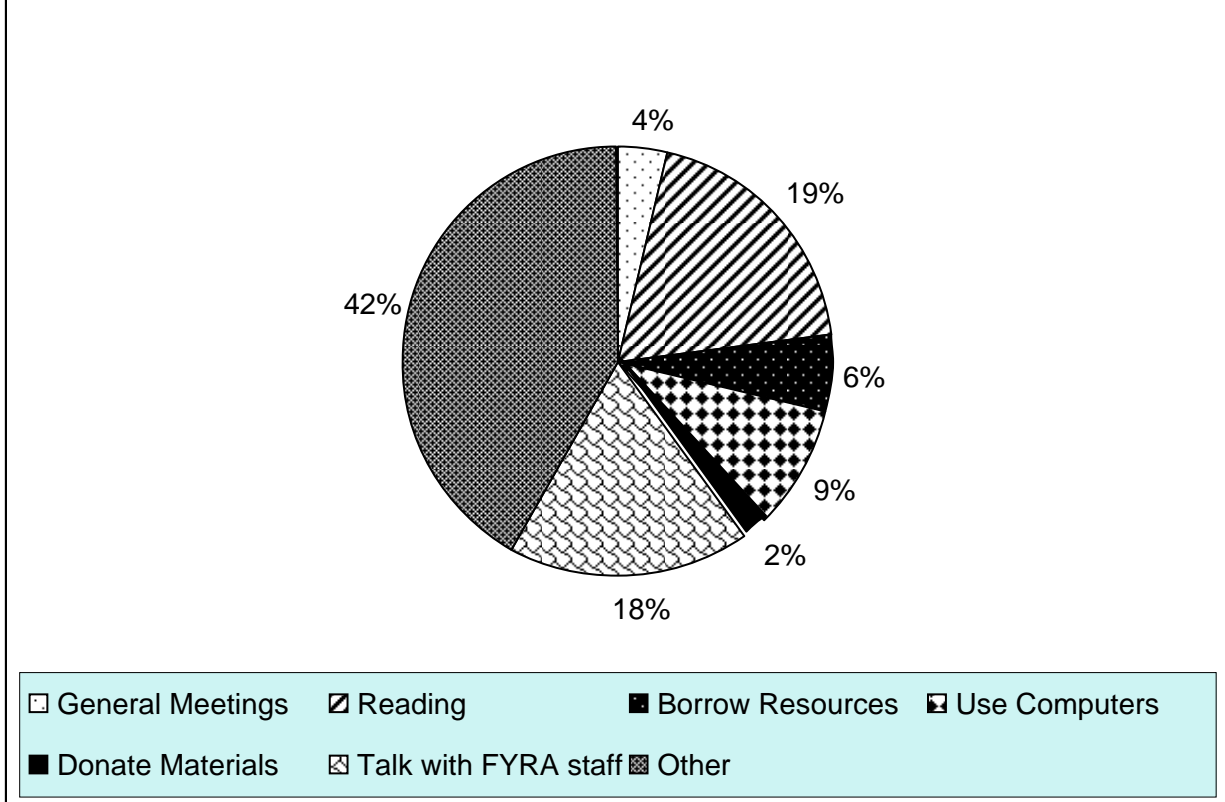
Family Resource Center Use. Several of the grant sites have family resource centers, which are open to students, family and community members. During the 2006-07 academic year, these centers received a total of 55,658 visits by these clients, approximately 1200 less than in 2005-06.¹ The largest number, 42,341 (76%) of the visits made to the centers were by students; family members came second with 7,729 (14%) of the visits made, and 5,494 (10%) of the visits were made by other people. Figure 1 provides a breakdown of the major types of uses made of these FYRA family centers. Overall, two major uses of the FYRA family centers are for students to come in and read books, or to have general discussions (not necessarily needs-related) with the FYRA staff and volunteers. Some of the categories of use that fall under "Other," are the use of the centers by FYRA parent volunteers, and students or school personnel eating lunch in the centers.

Types and Numbers of Services Provided by FYRA

Reasons Clients Contact FYRA. It helps to understand the type of services that FYRA provides if we know why clients are seeking help from the FYRA grant sites. Knowing the major reasons clients come to them for help can provide the FYRA programs with data useful in planning for and preparing to have appropriate resources on hand. This data can also assist the PED in identifying key, or recurring community or family problems that affect the academic performance of New Mexico's children. Table 4

¹ The number of visits does NOT equal the number of people who visited the center. For example, one student may have made six visits during the month. These data reflect only the number of visits made.

Figure 1: Uses of FYRA Family Centers



provides a breakdown of the main reasons for FYRA client contact from August 2006 through May, 2007. As in the past two years that the FYRA program has been in operation, the major reason that people present to the FYRA projects is that of basic needs, such as food, shelter and clothing. In particular, many of the students require lunch or snack packs to keep them going through the school day. In accord with the goals of many of the FYRA grant sites, student attendance or tardiness seems to be a big reason that school personnel refer students to FYRA, as are concerns about the students' academic progress and/or children's poor behavior in class. These may be the major, overlying "categories" of reasons students (and families) seek out FYRA, but it would be interesting to know how many of these stated reasons, such as poor attendance, acting out in class and the like, contain underlying, potential causes such as poor health, depression, family problems at home, neglect or lack of transportation.

Direct FYRA Services. Many FYRA grant sites handle their clients' needs by handling or addressing them through direct service; i.e. FYRA staff and volunteers may provide the food or clothing needed, provide tutoring sessions to students themselves or organize volunteers to do so, transport clients to a community agency or get involved in a crisis management team. Table 5 provides a summary of the main types of direct services or assistance the FYRA programs provided to clients from August 2006 through May 2007. The services provided most often seem to reflect appropriate responses to the most commonly voiced needs of the clients—those of basic needs and for educational/academic performance support. In addition, many home visits and follow-up telephone calls and services are done to check with families of truant, or non-attending students, which was one of the main problems presented by clients (see Table 4).

Table 4: Reasons Clients Present to FYRA Sites

Need/Reason	Number of Times Presented by Clients	% of Total Reasons*
Basic needs (food, shelter, clothes)	7851	41%
Attendance/tardiness	2244	12%
Education Concerns (re student)	1470	8%
Behavior Problems	1248	7%
Adult Education Need	1049	5%
Parenting Issues	692	4%
Other	645	3%
Health Problems	581	3%
Transportation	567	3%
Financial Assistance	546	3%
Mental Health	437	2%
Child Care	431	2%
Family Conflict/domestic violence	279	2%
Suspension	185	1%
Dental Problems	161	1%
Employment Needs	161	1%
Homelessness	159	1%
Adult/Child Protection	158	1%
Neglect or Abuse	135	1%
Legal/Criminal Issues	94	0%
Substance Abuse	91	0%

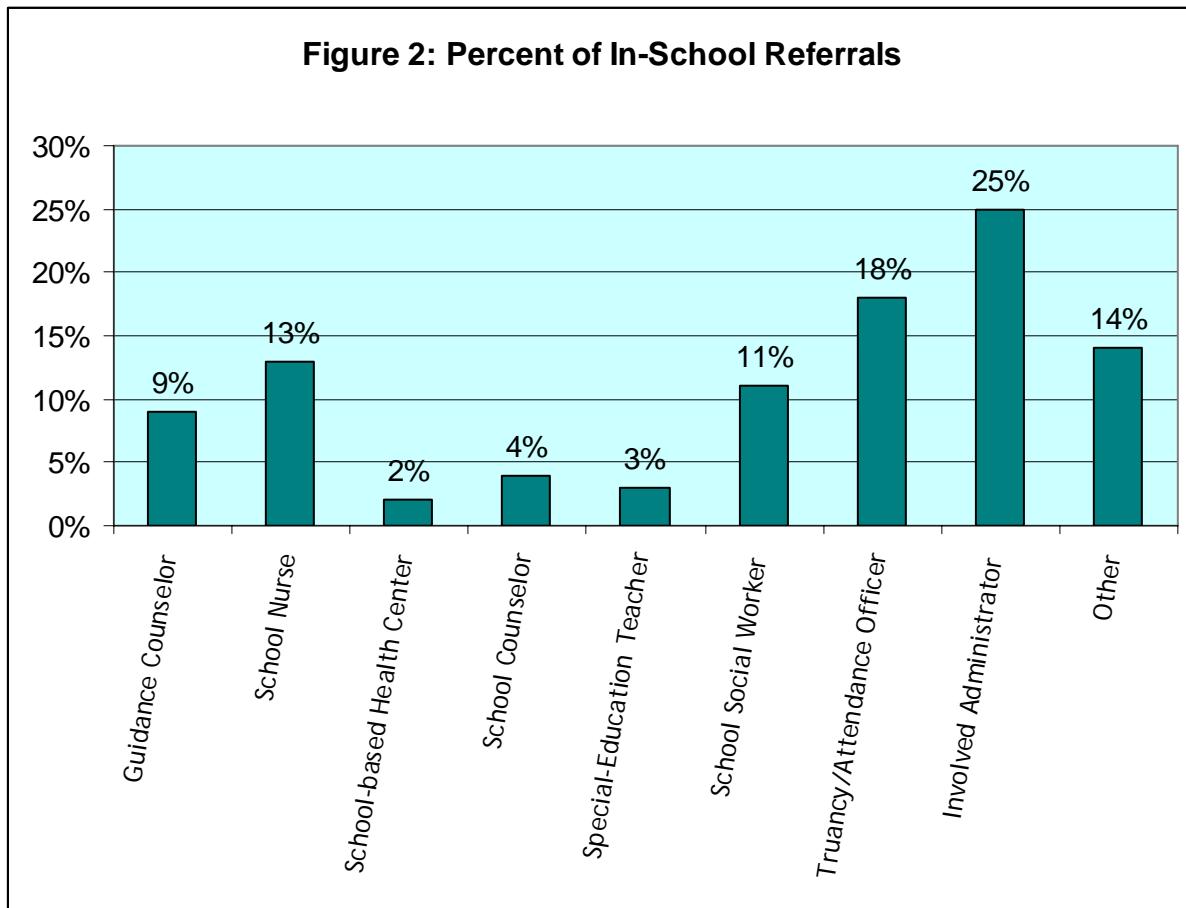
Table 5: Types and Frequency of Direct Services Provided by FYRA Sites

Type of Service Provided	Number of Times Provided	% of Total Services Provided
Basic needs	14641	56%
Follow-up services*	2880	11%
Home Visits/Knock'nTalks	1388	5%
Tutoring Sessions	1335	5%
Assistance for families	1244	5%
Other services	999	4%
Child care	944	4%
Mentoring programs	870	3%
GED/ESL classes	586	2%
Transportation	576	2%
Parenting skills training	293	1%
Crisis management	253	1%
After-class study sessions	103	0%

* Follow-up services and home visits may not in themselves be direct services, but rather, are the efforts made by telephone or in person to check on families about problems, services, and monitoring progress.

Referrals to Resources Within the School. As in the past year, the sites tend to refer quite a large number of students to, or at least collaborate with, in-school resources for assistance in resolving the students' issues. Figure 2 provides a summary of the type of in-school resources to whom most referrals are made by FYRA, and the percent of referrals made to those personnel. Given that 18% of the in-school referrals are made to the school truancy/attendance officers, it seems that the FYRA sites work collaboratively with their school's attendance or truancy officer; however, the proportion of referrals is almost 10% less than that of the 2005-06 academic year. Next year's evaluation may wish to probe whether the influence of the Governor's Truancy Prevention Program is having any effect on these

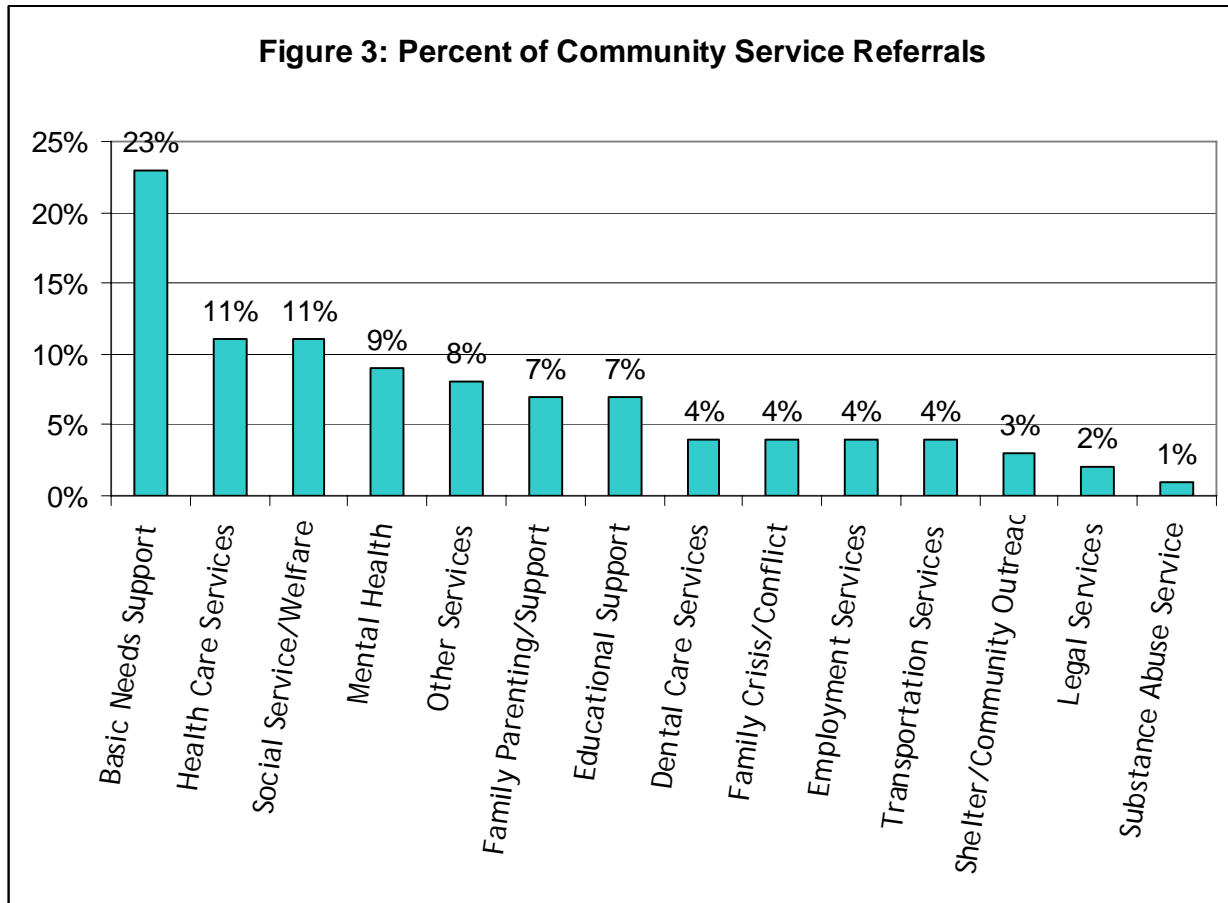
data. In addition, FYRA personnel appear to work strongly with involved school educators and administrators, suggesting a more holistic approach to helping students and families. It is also a positive sign that the FYRA grantees reported following up on almost half (47%) of the clients referred for internal school services to make sure they kept appointments and received resources needed.



Referrals to Community-based Resources. A key principle of the Family and Youth Resource Act is that FYRA grant sites will partner with community service and government agencies, businesses, and other civic organizations to help resolve the non-academic-related problems, such as health or legal issues, that can negatively affect students' academic performance. Figure 3 provides a summary of the main types of community resources to which the FYRA sites have been referring students and/or family members for assistance, and which may be major partners with those FYRA grant sites. When clients are referred to these agencies or services, their problems are assumed to be beyond the abilities of FYRA staff/volunteers or school personnel alone to resolve. Three types of community agencies most commonly used by FYRA sites throughout the year were those providing educational support, health care services, and basic needs supplies (food, clothing, blankets). Almost one quarter (23%) of the community-based referrals are made to agencies that deal with basic needs—food, clothing, utilities—which indicate that the clients being served by FYRA are indeed those facing hardship circumstances. Providing basic needs services has been a major focus of the FYRA grant programs during its three years of implementation. In 2005-06, the two highest areas of community referrals were educational support services (14%) and health care services (14%).

This year has seen a shift, with health care services still being sought often (11% of total referrals), but with social/social welfare services having moved from fourth position in terms of referrals made in 2005-06, to second place, along with health services. In addition, a larger percent of

community referrals were made to mental health services (9% this year as opposed to 6% last year). There appears to have been a modification in the need for transportation services also; last year 6% of the referrals were made to these service providers, in 2006-07 the percent of referrals dropped to 4%. In particular, these findings appear to be compatible with the emphasis on basic needs that clients present to the FYRA sites (see Table 4). The grant sites appear to try and handle many of the basic needs, especially for students, themselves, but also refer particularly needy families to community-based agencies that may be able to maintain support services for a more sustained period.



It would also seem, looking at the reasons clients come to FYRA sites (Table 4) and the direct services FYRA sites provide (Table 5), that the sites are dealing with more of the educational issues—attendance problems, education concerns, adult education needs—themselves, through direct service. This includes their home visits, tutoring and/or mentoring sessions, GED/ESL classes and parenting skills training. On the other hand, following the aims of the Family and Youth Resource Act, more of them now seem to be referring clients in need of health care, mental health and social services to those agencies in the community with the professional resources to take care of specific problems. The FYRA sites are still doing fairly well, tracking or following-up with 42% of those clients referred to outside community sources to determine if they've received appropriate assistance. However, it would be useful to an evaluation studying the effects of these referrals to have a higher follow-up rate by the grant sites.

Summary

The third year evaluation of the Family and Youth Resource Act program shows that the FYRA grant sites continue to show progress in meeting the goal of the Act. As has been the case in the past two years, the FYRA grant sites continue to reach, address and help those students and/or their families who most need this assistance, and who are the intended target audiences of the Family and Youth Resource Act. This overall finding is supported by a review of the data relevant to client needs/ reasons for accessing the FYRA programs, client demographics, and the type of services most often provided to clients. In addition, the qualitative information provided in the mid-year evaluation's significant change case studies describes clearly the diverse and serious problems some families and students face, and the amount of effort that FYRA program staff and volunteers put into helping them through their crisis situations.

In the third year of this program, some of the numbers of persons served were fewer than in the preceding year, although the number of FYRA-sponsored events and activities were greater. Table 6 outlines some of the major differences. Although the exact reasons for this are not clear, the evaluation team can speculate on several factors that may be relevant to these findings. For one, during the second year of the FYRA program grant, many of the participating grant sites were the same as during the first, pilot year. Thus, many had benefited from "lessons learned" in terms of getting up and running, hiring and maintaining staff, implementing activities, and participating in the evaluation. School sites participating in the 2006-07 FYRA program went through a PED request for proposal process; this grant process resulted in 18 school districts (approximately 68 schools) receiving grants, three more districts than participated in 2005-06. Several of the schools obtaining the grant were new to the program, and found themselves dealing with many of the many of the contracting, start-up, administrative and hiring issues that the original FY 2004-05 schools did. Handling these issues tended to cause delays for many of the schools in terms of getting their FYRA staff, programs and systems operating smoothly in the beginning of the school year. This may have contributed to fewer overall client numbers this year.

Table 6: Client Contact in 2005-06 and 2006-07

Report Category	FY 2005-06	FY 2006-07
Total number of students served	17,422	15,883
Total number of students needing intensive service	5,968	1,487
Total number of students needing individual tutoring	3,352	1,445
Total number of family members served	4,722	4,501
Total number of family members needing intensive service	1,495	905
Total number of Family Center visits	56,954	55,658
Total number FYRA-sponsored group activities or events	2,223	2,794
Total number of student attendees at events	10,361	14,743
Total number of adult attendees at events	7,421	10,017

In addition, and in a related manner, although the streamlined monthly evaluation report forms, jointly created with FYRA grant sites in the second year of the grant, has made evaluation data collection more efficient in 2006-07, many of the new grant sites needed to go through a familiarization and learning process in terms of using them appropriately. The evaluation team provided a general training for all sites taking part in the PED-sponsored Fall Funded Partners Meeting, and continued to provide individual technical assistance, including smaller trainings, throughout the year. However, errors in recording, categorizing and reporting the data took place, much as it did during the first year and first half of the second year. The evaluation team often requested clarification of data and mistakes made in reporting from almost all FYRA sites at one time or another

during the year. For this reason, the team feels that some of the differences in data reporting may also be due to sites' progression in learning how to most appropriately record and report their data.

As in 2005-06, ENLACE schools requested and received at least two tailored, intensive trainings from the evaluation team this year, at which most, if not all of their staff and parent volunteers/assistants attended. The trainings went smoothly, with evaluators learning as much about particular client situations that can cause confusion in terms of reporting categories, as did the staff and volunteers about how to resolve those issues. These trainings have resulted in substantial improvement in the quality of monthly data gained from these sites. Mutual learning continues to take place between the evaluation team and grant site staff which has the outcome of improving data reporting and collection among all involved. Evaluation training will continue to be needed, since there is a significant amount of staff turnover in continuing and new grant sites, and each year different people need orientation into the evaluation forms and procedures.

In the mid-year evaluation report, the evaluation team noted several reporting issues that result in a lack of consistency in the data reported from all sites. These issues result primarily from activities that FYRA staff and volunteers may be requested to provide in terms of general school support, such as monitoring children at recess, or serving as chaperones on field trips. These particular activities have been discussed with the PED Project Officer, who has given guidance to the evaluation team as to whether or not these activities meet the goal of the Family and Youth Resource Act. These guidelines will be provided to the grant sites as part of the evaluation training in the 2007-08 academic year. This should improve consistency and standardization of data reporting.

In 2006-07, the grantees are increasing their referrals to community-based resources, a positive move in meeting the objectives of the Act. In addition, grant sites report that much of the professional development they accessed this year was intended to help them reach out to and gain more community agency contacts or partners to serve the FYRA clients. It continues to be important for the sites to "dig a little deeper" into underlying causes—such as health or mental health issues—of problems such as lack of attendance and behavior problems in class. This might help the on-going evaluation see some shifts in the data describing the roots of client needs.

As noted in the final 2005-06 evaluation report, a major focus of many of the sites is to directly provide educational support to students (and adults), through tutoring, mentoring, training, or education activities. These activities will help lead to the Act's primary goal of improving students' academic performance. However, the question still remains as to whether the sites offer an adequate *balance* between providing educational services with also connecting clients to other community-based health and social services for underlying issues. This remains a difficult question to answer, given the broad parameters and non-specificity of the Act. Overall, however, evaluation data, both quantitative and qualitative, show that the FYRA grantees are serving a major need in the schools and communities, and that the programs are accessed and appreciated by those most in need.

Recommendations.

- Continue to use the monthly report forms to collect summary process data. Although some minor adjustments might be appropriate, these forms are now familiar to continuing grant site staff, and allow a standardized way to collect relevant data across diverse sites. Data collected in 2005-06 provide the PED with a baseline against which data from each subsequent year's evaluation can be compared. In addition, the 2005-06 school outcome indicators (AYP, attendance) will also serve as a baseline for comparing future outcome measures.
- Since new grant sites come in each year through the competitive proposal process, and since many sites lose and/or replace staff throughout the academic year, the evaluation team now feels that a regular evaluation training should continue to be offered during the one or two annual scheduled grantee meetings. There are several new criteria related to monthly reporting that were discussed with the PED Project Officer this year that need to be conveyed to all 2007-08 FYRA sites.

- The evaluation emphasis in the first three years has been on self-reports from the FYRA grant sites. In 2007-08, the PED may wish to consider some outreach or questionnaires sent to identified community partner agencies to seek their perceptions of their relationships with the FYRA programs, and the effectiveness of those partnerships.