



You can use this form to create a plan to investigate your Theory of Change and then map out your learning.

TEAM NAME and DATE: El

Busesito 2021-2022

EVALUATION DESIGN: Pilot Study

TOC DOMAIN	TOC-BASED QUESTION	WHAT WILL BE MEASURED	HOW WILL IT BE MEASURED	WHAT? (What does the data say?)	SO WHAT? (What did we learn?)	NOW WHAT? (What might we do based on this learning?)
Strategies	Are our Strategies feasible and acceptable?	Feedback on feasibility and acceptability from participants	Barriers to participation scale	Average score of 12 (low barriers to participation). Main barrier reported was transportation (7 individuals).	Many families have relocated to surrounding areas due to a decline in the availability of affordable housing, requiring them to travel farther to participate in program activities. This might impact participation in family nights, which are held in a central community location.	Continue to monitor participation in family nights and problem solve as needed.
		Demographic characteristics of participants	Demographics questionnaire	85% Spanish speaking An increased number of families who speak both English and Spanish (14%). Most have a high school diploma/GED or some highschool education.	In general, the program is reaching the intended population. There has been an increase in the number of families who speak both English and Spanish in the home, likely associated with the changing make up of the community with as younger generations are born and/or raised in the US.	Program staff and bilingual and program services are bilingual so no changes are needed there. As the population continues to change, community integration there needs may change and the services will need to be adapted accordingly.
		Recruitment and retention of participants	Percentage of child enrolled who completed the program/school year. Child attendance	91% retention rate for child participants	Retention was high but attendance was variable	1. Provide parents with an attendance report with their child average attendance rate. 2. Remind parents of the impact it has on their child every time they miss class. 3. Send home packets of lesson plan activities if a child is going to be absent for an extended period of time.
Child Targets	Is there evidence to suggest the Targets are changing in the anticipated direction?	Social emotional skills and behaviors	TS Gold	96% of students met or exceeded expectations by the Spring, a statistically significant increase from the fall.	Students started out a lot lower from previous years likely due to the pandemic. Despite beginning the year at a disadvantage because of the previous years of lost learning and SE impact of the pandemic, students still made considerable gains across these three domains.	Continue to implement the program to reach more children and families who might benefit.
		Language skills in English and Spanish	TS Gold	95% of students met or exceeded expectations by the Spring, a statistically significant increase from the fall.	"	"
		Cognitive development	TS Gold	96% of students met or exceeded expectations by the Spring, , a statistically significant increase from the fall.	"	"
		Literacy and pre literacy skills	BRACKEN	Fall letter recognition (3 and younger 4s), was at 17%, in the Spring it was at 30%	While students increased their literacy skills over the course of the year, they're still low relative to the other areas measures.	1. Modify, change or replace math and literary activities in the lesson plan. 2. Incorporate the use of Creative Curriculum into the daily lesson plans
		Math skills	BRACKEN	Math was 21% in the Fall and 43% in the Spring (3s and young 4s).	While students increased their number skills over the course of the year, they're still low relative to the other areas measures.	3. Create space to measure child progress throughout school that way teachers can create individual work plans for each child. 4. Provide PD opportunities for teachers to learn new ways to support math and literacy skills in the classroom Teachers will send home activities packets that encourage math and literacy at home. 5. Share more information on how parents can encourage math and literacy skills at home

<b>Parent Targets</b>	Is there evidence to suggest the <b>Targets</b> are changing in the anticipated direction?	Relationships with other parents in community	Busesito program internal survey	70% of parents made friends with other Busesito parents 64% connected with other Busesito parents 26% engaged in a social activity with other Busesito parents. 57% made community connections through Busesito	Most but not all parents who participate in the program make meaningful social connections to other parents.	Continue to refine strategies focused on fostering relationships between participants.
		Activities in the home to promote healthy development and school readiness	Frequency of Parental Engagement in Educational Activities (validated scale items) showing proportion of parents who reported each educational activity 3+ days/week at beginning vs. end of the program.	Reading to child increase from 21.8% in the fall to 45.8% in the spring. Telling stories increased from 35.7% in the fall to 50% in the spring Singing to child remained approximately the same from the fall (79.5%) to the spring (75.%)	Parent engagement in some but not all educational activities increased.	Continue to refine strategies focus on increasing how often parents engage in activities in the home to promote development and school readiness.
<b>Outcomes</b>	Is there evidence to suggest the <b>Outcomes</b> are changing in the anticipated direction?	<i>Not investigated in this round of learning</i>				
<b>Moderators</b>	Do the <b>Moderators</b> help explain who benefits more and who benefits least?	<i>Not investigated in this round of learning</i>				