

**Children of Refugees' Education, Acculturation Teaching and Empowerment (CREATE)
Program Goals, Objectives and Evaluation Work Plan**

Goals	Objectives	Activities	Performance Outcomes - Evaluation
<p>I. Improve children's school readiness and academic success.</p> <p>Improved graduation rates, entering the next grade level and English Language Proficiency</p> <p>Refugee children between ages 5 and 18 who are in US 3 years or less</p>	1. Identify eligible new arrival children and families according to RSIG criteria	<ol style="list-style-type: none"> 1. Outreach eligible new arrival families. 2. Confirms/updates contact information for family, # children eligible for RSIG 3. Conducts an assessment of student/family needs 	<ol style="list-style-type: none"> 1. ____ 100% families outreached. 2. ____ eligible children, age, grade level 3. Identify educational/ acculturation needs
	1. Maintain ongoing program outreach, engagement and retention of children and parents.	<ol style="list-style-type: none"> 1. Tracks engagement and retention of children and parents over time 2. Tracks attendance in program services and events 3. Tracks Families' average length of stay (ALOS) in RSIG program. 	<ol style="list-style-type: none"> 1. # ____ families/students attend >3 events during each year of eligibility 2. Identifies trends in participation over time
	<ol style="list-style-type: none"> 1. Increase parental involvement in school activities of children 2. Increase parents' knowledge on special school programs 	<ol style="list-style-type: none"> 1. Outreach, group events, 1:1 contacts to provide parents information on the importance of parental involvement and child/adolescent school programs 2. Conduct pre-post survey, focus group, review attendance 	<ol style="list-style-type: none"> 1. 85% of parents increase their understanding of parental involvement. 2. 85% of parents attend 1 or more parent-teacher conferences.
	1. Identify gaps in school programs for over-age under-schooled students and other refugee students	<ol style="list-style-type: none"> 1. Collaborate with local schools to increase or enhance English as a Second Language (ESL) language Arts, math programs for over-age under-schooled students and other refugee students. 2. Outreach parents and students for programs 	<ol style="list-style-type: none"> 1. ____ of children who need programs. 2. 85% of eligible children attend school programs, as indicated by teachers' assessments and report cards
	<ol style="list-style-type: none"> 1. Increase students' school readiness, attendance, achievement, graduation and entering next grade. 2. Students maintain positive attitudes toward school throughout year. 	<ol style="list-style-type: none"> 1. Collaborate with school administrators and teachers to host back-to-school, meet/greet and other school readiness meetings for parents and students. 2. Conduct pre-post survey, focus group, review attendance 3. Track parents, teachers and student's verbal reports. 	<ol style="list-style-type: none"> 1. 100% of families are outreached/receive information on meetings. 2. 85% of children report positive results (e.g. graduation, entering next grade. 3. 100% families with children having adjustment problems receive follow up
	1, Students who complete after school program increase 1 grade level.	<ol style="list-style-type: none"> 1. Monitor attendance of children, use school's policy on attendance to determine if student will increase 1 grade level 2. Outreach families when children are high risk for not completing program. 	<ol style="list-style-type: none"> 1. 85% of children complete after and summer school programs 2. 85% of the children who complete the program increase 1 grade level

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	2. Students who complete Summer school program increase 1 grade level.	1. Monitor attendance of children, use school's policy on attendance to determine if student will increase 1 grade level 2. Outreach families when children are high risk for not completing program.	1. 85% of children complete Summer school program 2. 85% of the children who complete summer school increase 1 grade level
	1. Students who need ESL receive services. 2. Students attend after-school and summer programs.	1. Collaborate with teachers and parents to identify students who needs services 2..Tracks attendance in program reports from parents and teachers 3. Identify reasons students do not attend services	1. 100% of students who need ESL receive services. 1. 85% of eligible students attend after-school and summer school programs.
	1. Refugee students continue HS education and graduate 2. Refugee students who enter the next grade level.	1. Collaborate with schools, parents, students on incentives and barriers to HS graduation and entering next grade. 2. Educate parents and students on the importance of completing HS and enter next grade 3. Identify/outreach students at risk, make referrals 4. Tracks students' progress with parents and school	1. _____ and % of students graduate and enter next grade level. 2. _____ of students drop out of school and are retained grade 3. District's HS graduation rate _____
	1. Agency provides training on Refugee's culture and experiences to school staff	1. Agency collaborates with school to train staff 2. School staff increases their competence in understanding of refugee's culture 2. Pre-post-test survey to evaluate	1. 85% of staff receives training on refugee culture and experiences. 2. 95% of individuals trained show increased competence as evidenced by pre-post-test.
	1. Increase positive interactional acculturation experiences between refugee and non-refugee students	1. Agency, parents and school collaborate to on age appropriate events to increase understanding and tolerance 2. Students and teachers evaluate the event	1. ___ number of events per year 2. Types of events
II. Identify Barriers to School Readiness and Academic Success and Parental Involvement	1. New arrival children have not receive health screening or immunizations required by school for enrollment	a. Agency ensure children go to FQHC or doctor for health screening b. Agency ensures parents enroll children in school	1. 100% of all children have health screenings and immunizations. 2. 100% of all children are enrolled in school

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	1. Identify if parents' English proficiency is a barrier to children's school readiness or parental involvement	1. Screen parent for barriers to parental involvement. 2. Refer parent to ESL 3. Provide translation services to attend parent-teacher conferences	1. 100 of parents are screened for language barriers. 2. 100% of parents with language are referred to ESL and receive translation services to participate in 2 parent/teacher conferences or school event 3. 85% of parents increase English proficiency
	1. Identify students experiencing emotional, behavioral, medical or other problems that affect school adjustment, graduation, progress	1. Discuss with parents the importance of child receiving services. 2. Refer parents/child/adolescent to services 3. Assist family in accessing services 3. Monitor over time with parents and school	1. 100% of all families receive referrals children's adjustment problems. 2. ____% of children/adolescent who improve
	1. Children experience problem interactions with peers	1. Collaborate with parents and school to identify the reasons/problems 2. Collaborate with parents/school on plan of action 3. Determine if problems are systemic.	1. 100% of children who need professional help receive referrals and follow-up
	1 Parent's health, emotional well-being, stress is a barrier to student's enrollment or attendance at school	1. Volag refers eligible parent with referrals to community and/or government benefits/services.	1. 100% of parents receive follow-up. 2. ___ number of parents receiving services/benefits
III. Increase coordination and referrals to community resources to provide a continuum of services	Gap/Capacity Analysis: Identify school/community services and resources for refugee parents and children	1. School and community services/resources gap and capacity assessment. 2. Identify what services are missing or needs enhancement or coordinated with other systems.	Develop a plan to coordinate, enhance or implement services to fill gaps and bridge fragmentation in delivery system
	Internal Volag coordination of services	1. Screens/identifies individuals for additional services provided by the Volag 2. Discuss the importance of the services and assist individual in accessing services. 3. Referrals to other Volag services	1. ___ number of individuals receiving other services in agency 2. Clear point of contact/ ability to share information to evaluate utilization and quality
	Volag has formal and/or informal agreements with schools for services	1. Types of school services provided by school. 2. Discuss the importance of the services. 3. Assist student in accessing services. 4. There is no duplication of services 5. Identify gaps in services or capacity	1. ____ number of students receiving services. 2. There is a clear point of contact and ability to share information to evaluate utilization and quality

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	Volag has formal and/or informal agreements with community partners for services and resources	<ol style="list-style-type: none"> 1. Types of services provided by community partners. 2. Discuss the importance of the services 3. Assist individual in accessing services. 4. There is no duplication of services. 5. Identify gaps in services or capacity 	<ol style="list-style-type: none"> 1. ___ number of families/children receiving services in other agency 2. There is a clear point of contact and ability to share information to evaluate utilization and quality
	Volag coordinates with local governmental agencies for services to families	<ol style="list-style-type: none"> 1. Types of services or benefits provided (TANF, SNAP, Medicaid) 2 Assist families in accessing services/benefits. 3. Identify gaps in services or capacity 	<ol style="list-style-type: none"> 1. ___ number of families/children receiving services/benefits 2. There is a clear point of contact and ability to share information to evaluate utilization and quality
	Volag provides services or training to schools and other community providers	<ol style="list-style-type: none"> 1. Types of services provided by Volag to school and community partners. 2. There is no duplication of services. 3. Identify gaps in services or capacity 	<ol style="list-style-type: none"> 1. ___Number of schools or community partners receiving services
	Family has non-eligible children for RSIG services under 5 years of age	<ol style="list-style-type: none"> 1. Identify community services for young children – (e.g. pre-school, early head start, home visitation programs, child care services). 2. Make referrals and follow up 	<ol style="list-style-type: none"> 1. ___ number of families with young non-eligible children. 2. Type of services parents are referred to. 3. ___ % of parents who engage in service.
	Family economic self-sufficiency is a barrier to academic success and/or parental involvement	<ol style="list-style-type: none"> 1. Discus with parents the importance of employment and ESL. 2. Refer to employment services, ESL, local government agencies for TANF, Medicaid, work activities. 3. Assist parents in accessing services 3. Monitor over time with parents and school 	<ol style="list-style-type: none"> 1. ___ of parents employed. 2. ___ of parents receiving government benefits. 3. Types of government benefits parents receive.