

Becoming a Data-Driven Settlement Organization

The Case Study of Ready for School

Jason Cho, Malka Elkin, Oded Oron

JIAS Toronto

November 21, 2023



Agenda

Introductions and Background

A New Approach to Evaluation
The Ready for School Program

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Data Collection Tools

Key Findings

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Considerations When Running an Evaluation

Introductions and Background

What is JIAS?



We welcome, support, and integrate new immigrants and refugees to build a vibrant Jewish community and a strong, inclusive Canada that values all newcomers.



A New Approach to Evaluation

Evaluation	
Former State	Current State
Surveys developed by program coordinators	Evaluation approach and tools developed by data team, in collaboration with programs team
Ad hoc surveys post-programs	Evaluation embedded in all programs and a variety of methodologies considered
Surveys focused on satisfaction	Outcome measurement is emphasized
External evaluation consultant reports were unused	Ongoing, facilitated discussions about application of findings
Heavy burden of iCARE reporting for frontline staff	Streamlined reporting processes and improved ability to aggregate program participation numbers

Ready for School Program

What is the Ready for School program?

- **Purpose of R4S**
 - Students: bridge the gap and smoothen the transition for newcomer students to the Ontario classroom
- **Structure of R4S**
 - Initially designed for grades 1 to 8
 - 9AM - 3PM, M-F, 10 days of school simulation
 - Grades 4-12; inclusion of high school students
 - Implementation of arts in the overall curriculum



Evaluation Purpose and Questions

- How effectively does the program support students' integration into school?
- How relevant is the program to the needs of newcomer students?
- How relevant is the program to the needs of newcomer parents?

INPUTS	ACTIVITIES	OUTPUTS
<ul style="list-style-type: none"> • Internal staff time <ul style="list-style-type: none"> ○ Program manager ○ Program coordinators ○ Volunteer coordinators • External staff time <ul style="list-style-type: none"> ○ Teachers ○ Guest speakers • Volunteer time • Funding 	<ul style="list-style-type: none"> • Outreach and onboarding: <ul style="list-style-type: none"> ○ Emails ○ SW contacting families ○ Registration and intake for new clients • Children: <ul style="list-style-type: none"> ○ Orientation night ○ Field trips ○ Classes ○ Final day presentation • Parents: <ul style="list-style-type: none"> ○ Orientation night ○ I&O sessions • Marketing: <ul style="list-style-type: none"> ○ Social media posts ○ Newsletter stories • Volunteers: <ul style="list-style-type: none"> ○ Orientation 	<ul style="list-style-type: none"> • Outreach and onboarding: <ul style="list-style-type: none"> ○ # of emails sent ○ # of families contacted by SWs ○ # of new clients registered • Children: <ul style="list-style-type: none"> ○ # of participants (40) ○ # of field trips (3) • Parents: <ul style="list-style-type: none"> ○ # of parent participants in I&O sessions (8) ○ # of I&O sessions (5) • Marketing: <ul style="list-style-type: none"> ○ # of social media posts about the program (2-3 times on each platform) ○ Social media reach and engagement statistics ○ # of newsletter stories (1 newsletter) • Volunteers: <ul style="list-style-type: none"> ○ # of volunteers

	OUTCOMES		
	IMMEDIATE (at end of program)	SHORT-TERM (12 weeks)	MEDIUM-TERM (6 months)
Children	<ul style="list-style-type: none"> • Increased first-hand experience of Ontario classroom • Increased familiarity with school norms and expectations • Knowledge of certain classroom norms • Improved English language skills • Increased knowledge of Canadian history and geography • Increased social connections 	<ul style="list-style-type: none"> • Increased sense of belonging • Reduced anxiety about school • Increased motivation to socialize/ make friends • Improved attitude about attending school • Increased self-confidence • Improved academic performance • Increased ability to make meaningful relationships with others 	<ul style="list-style-type: none"> • Increased independence • Improved ease with school transitions (i.e. from middle to high school, from high school to university)
Parents	<ul style="list-style-type: none"> • Increased knowledge of school expectations of their children • Increased knowledge of school expectations of parents • Increased comfort with children starting school • Increased social connections with other parents • Learning outcomes of I&O sessions 	<ul style="list-style-type: none"> • Improved ability to communicate with the school (teachers, administrators, etc.) 	<ul style="list-style-type: none"> • Increased engagement in community and school system (participate in parent-teacher meetings, council meetings, etc.)

Data Collection Tools

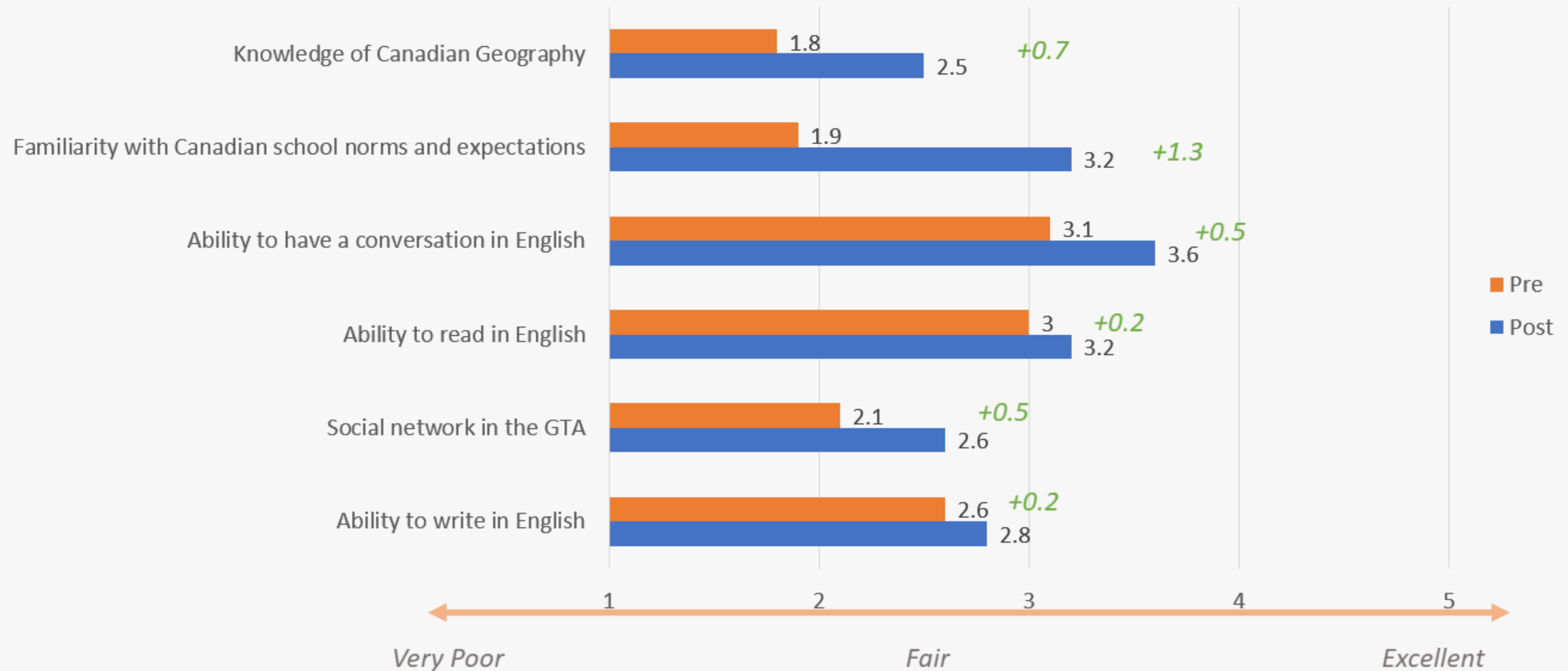
- Parent pre and post surveys
 - Pre: n=17
 - Post: n=18
- Youth (high school aged) pre and post surveys
 - Pre: n=9
 - Post: n=4
- Teacher pre and post assessment of students
 - n=37
- Student assessments – Implemented, but not analyzed
- Student drawings
- Volunteer survey – Not analyzed due to low response rate
 - n=2
- Focus group for teens – planned for December



Key Findings: Child Outcomes

Pre vs Post Parent Survey Results

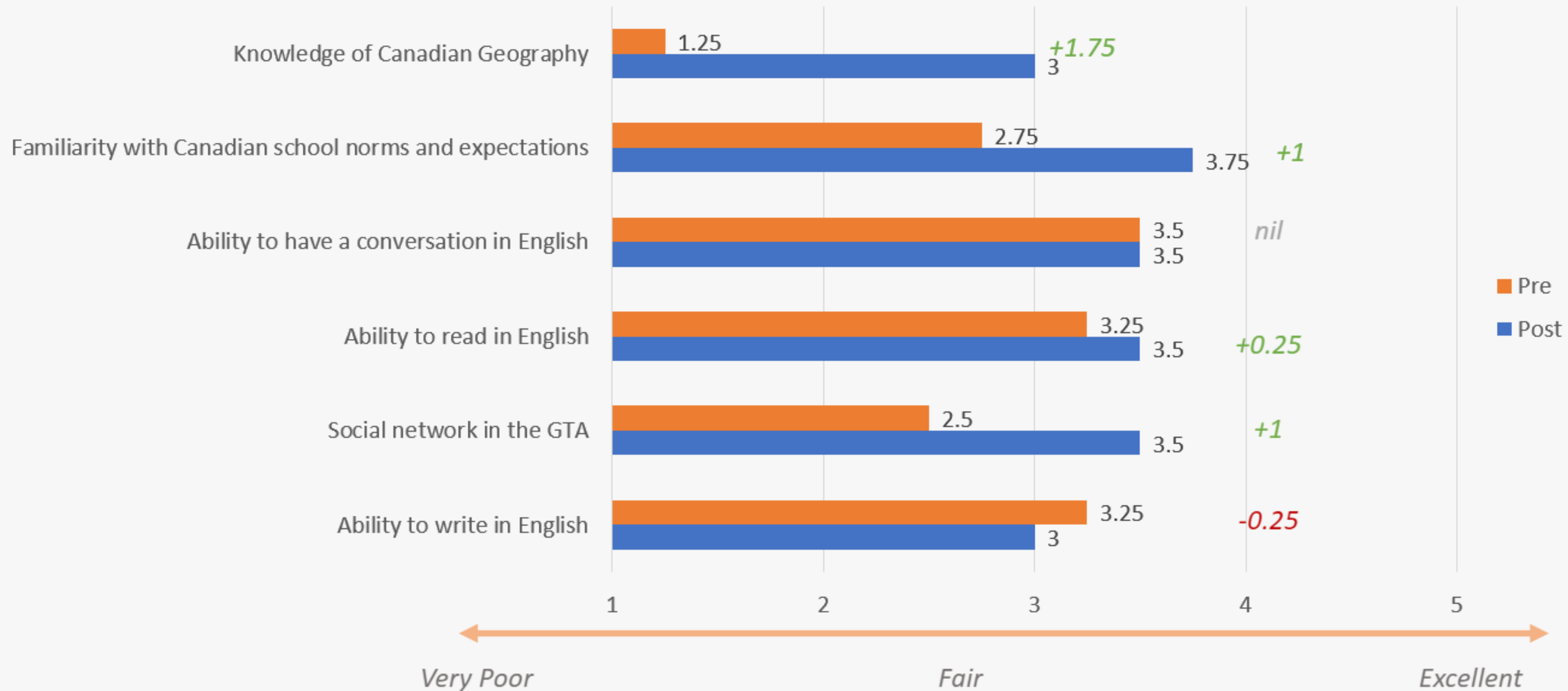
Please rate your child's... (n=17)



Key Findings: Child Outcomes

Pre vs Post Youth Survey Results

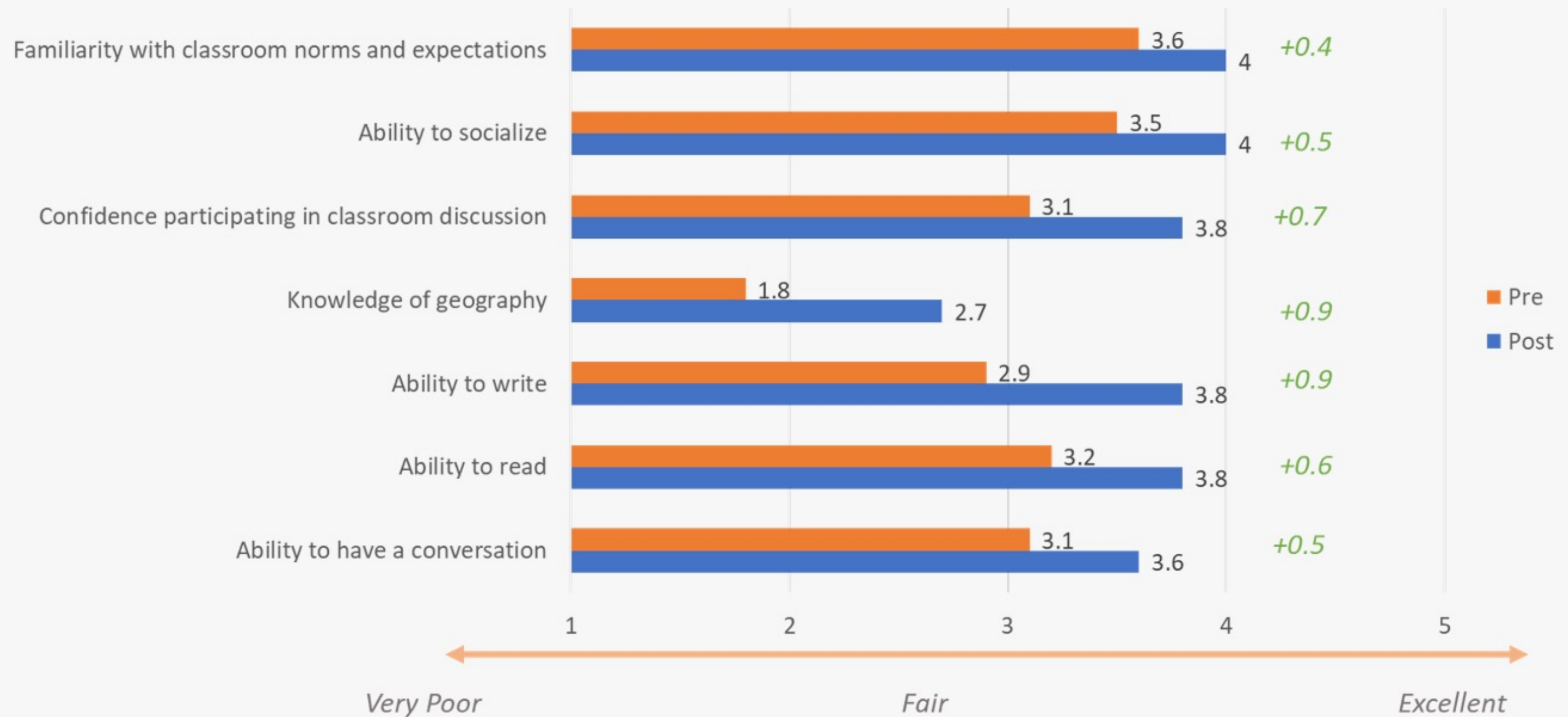
Please rate your... (n=4)



Key Findings: Child Outcomes

Pre vs Post Teacher Assessment Results

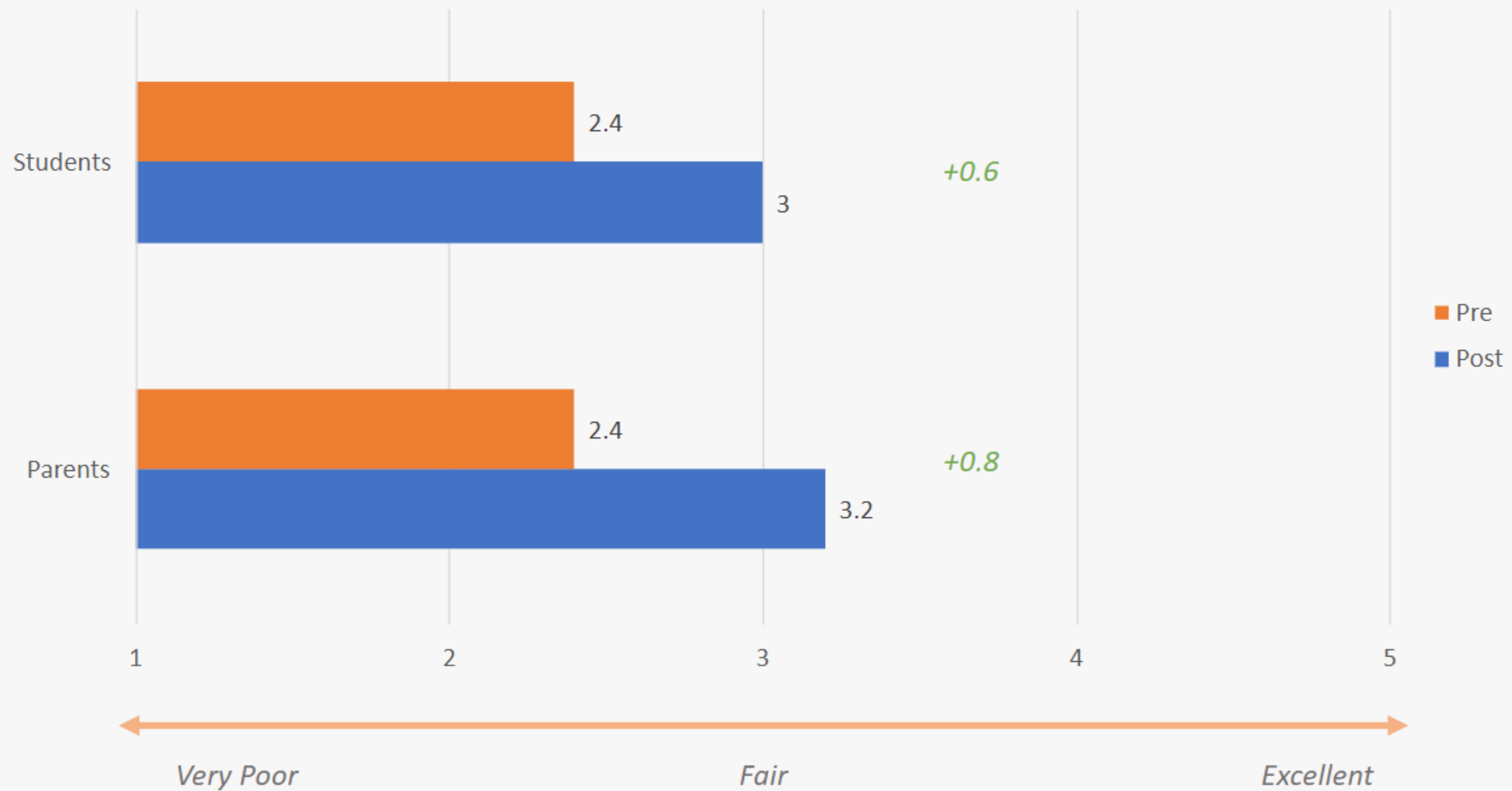
Please rate each child's... (n=37)



Key Findings: Parent Outcomes

Pre vs Post Parent Survey Results

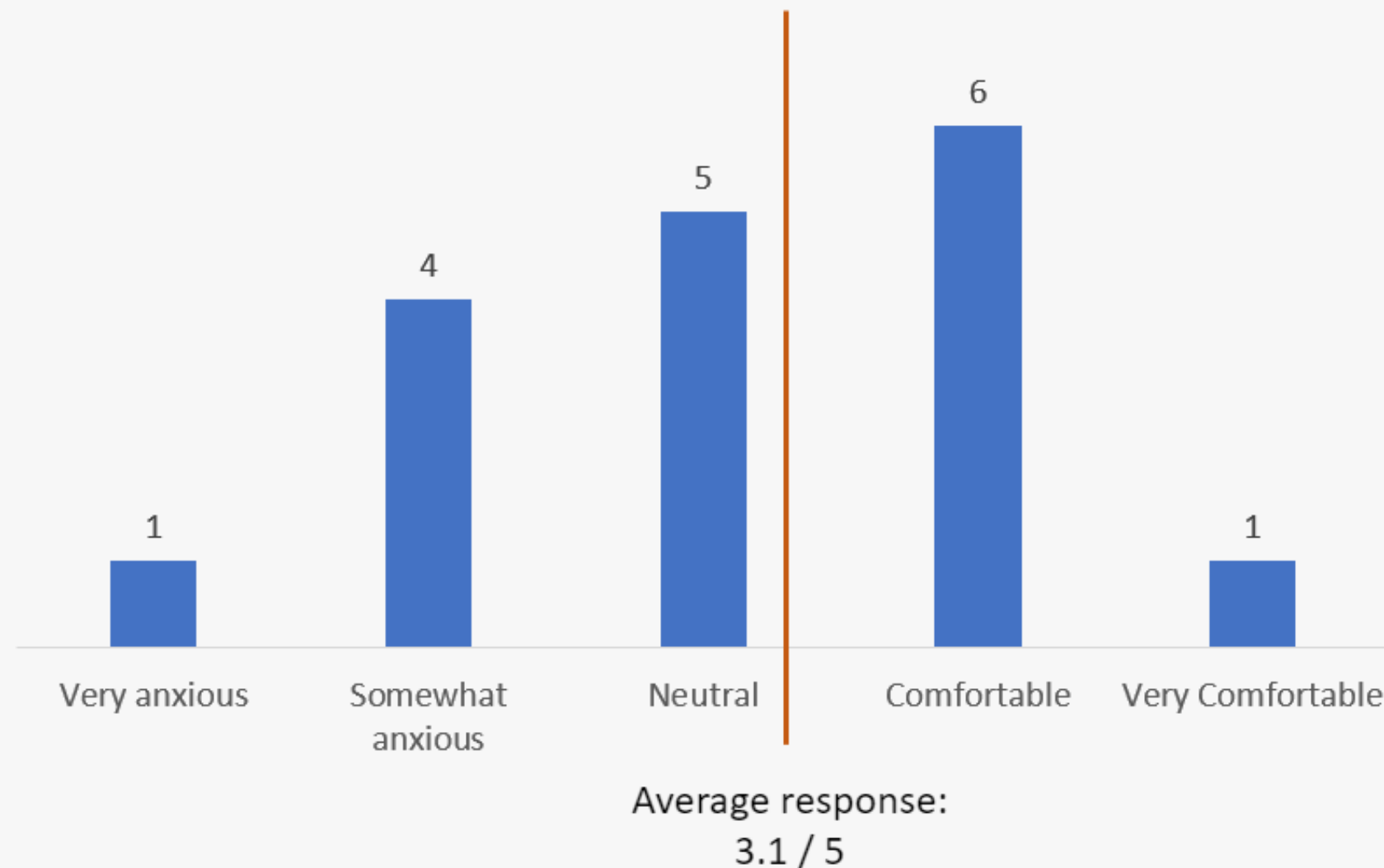
Please rate your own familiarity with school expectations of... (n=17)



Key Findings: Parent Outcomes

Pre-program Parent Survey Results

Please rate your own feelings about your child beginning Canadian school in September (*n=17*):



Please share why you have selected that option (*n=12*):

Anxious:

- “Every new beginning is not simple, especially when you get to a foreign country”

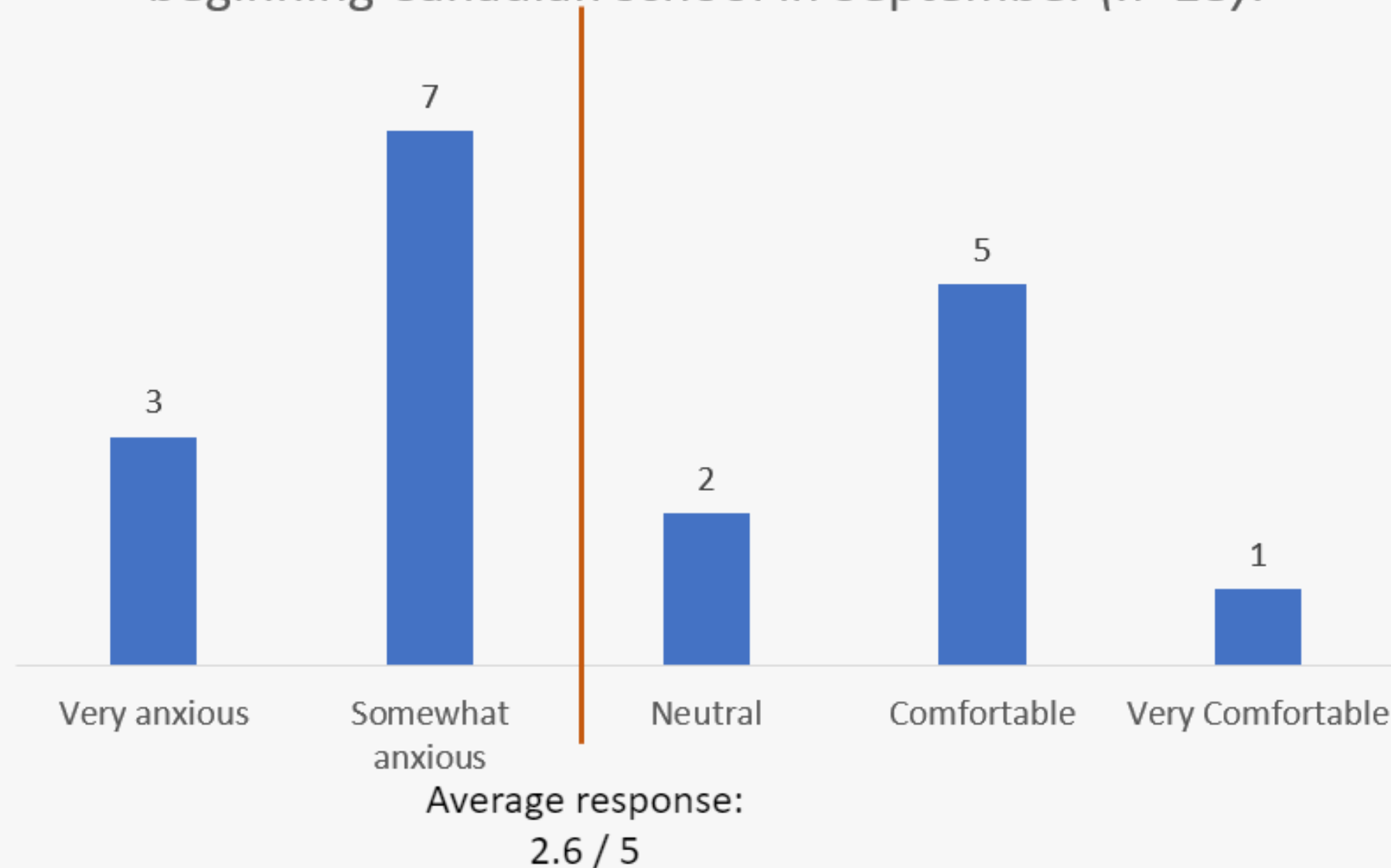
Comfortable:

- “I know we will figure it out”
- “I read about the public schools and learn it from friends.”

Key Findings: Parent Outcomes

Post-program Parent Survey Results

Please rate your own feelings about your child beginning Canadian school in September (n=18):



Please share why you have selected that option (n=13):

Anxious:

- “Lack of knowledge, it's not clear yet what school she'll go to/ if a gifted route or not”
- “New beginnings are always exciting and filled with lots of question marks about how your child will fit in”

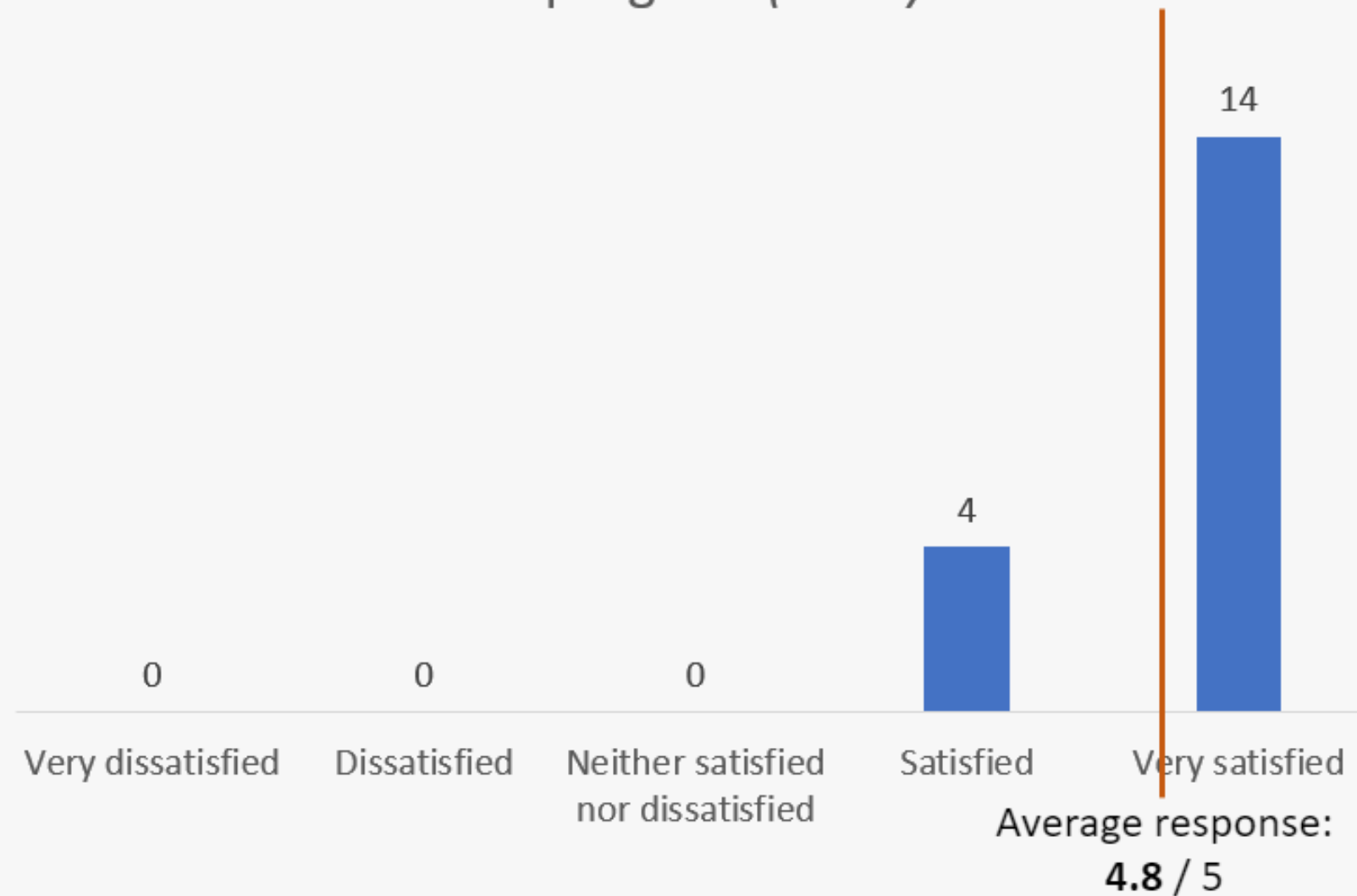
Comfortable:

- “I feel that I know how its work in general but I am sure there is a lot of day by day things we still don't know”

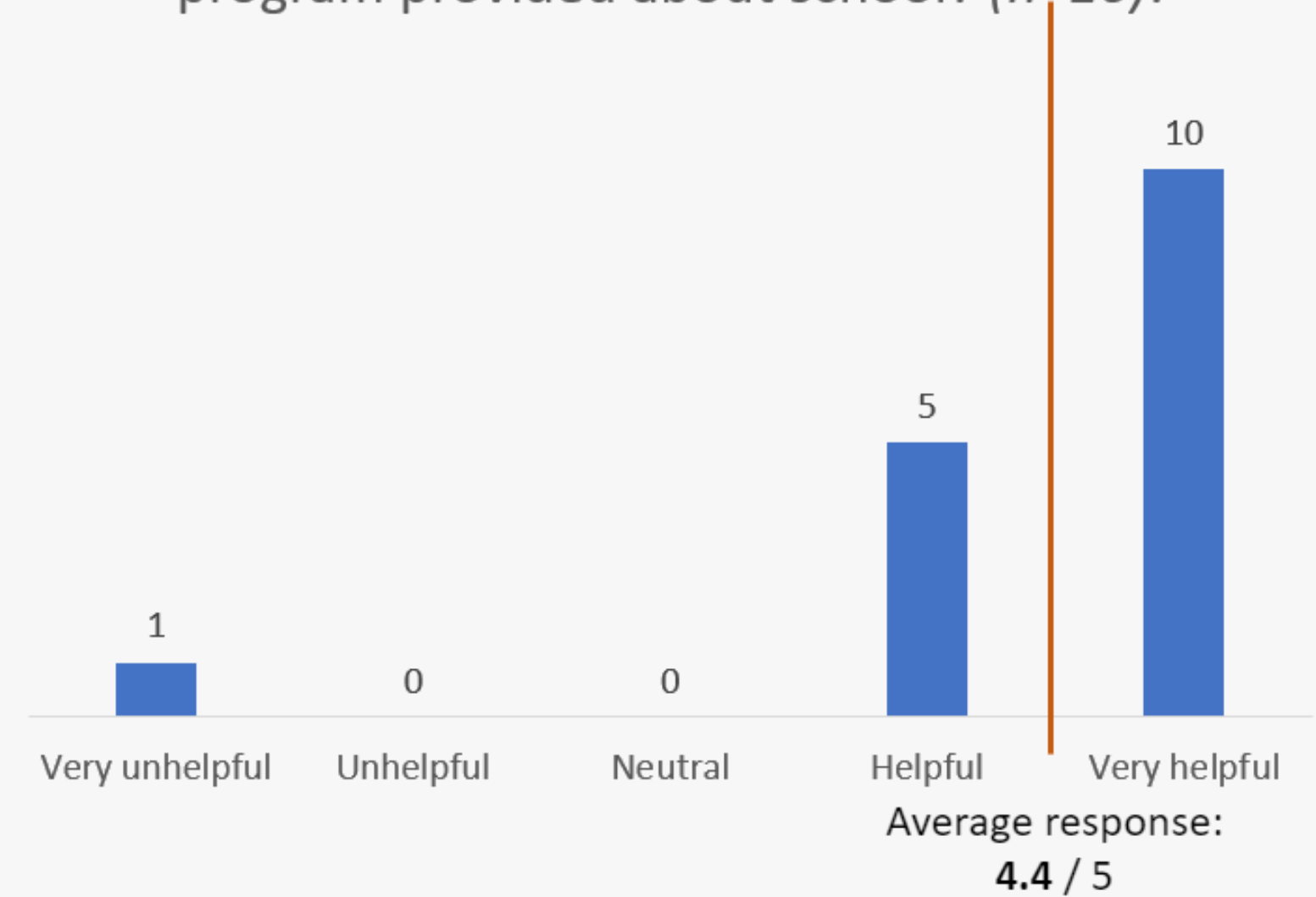
Key Findings: Program Satisfaction

Post Parent Survey Results

Please rate your own overall satisfaction with the program (*n=18*):



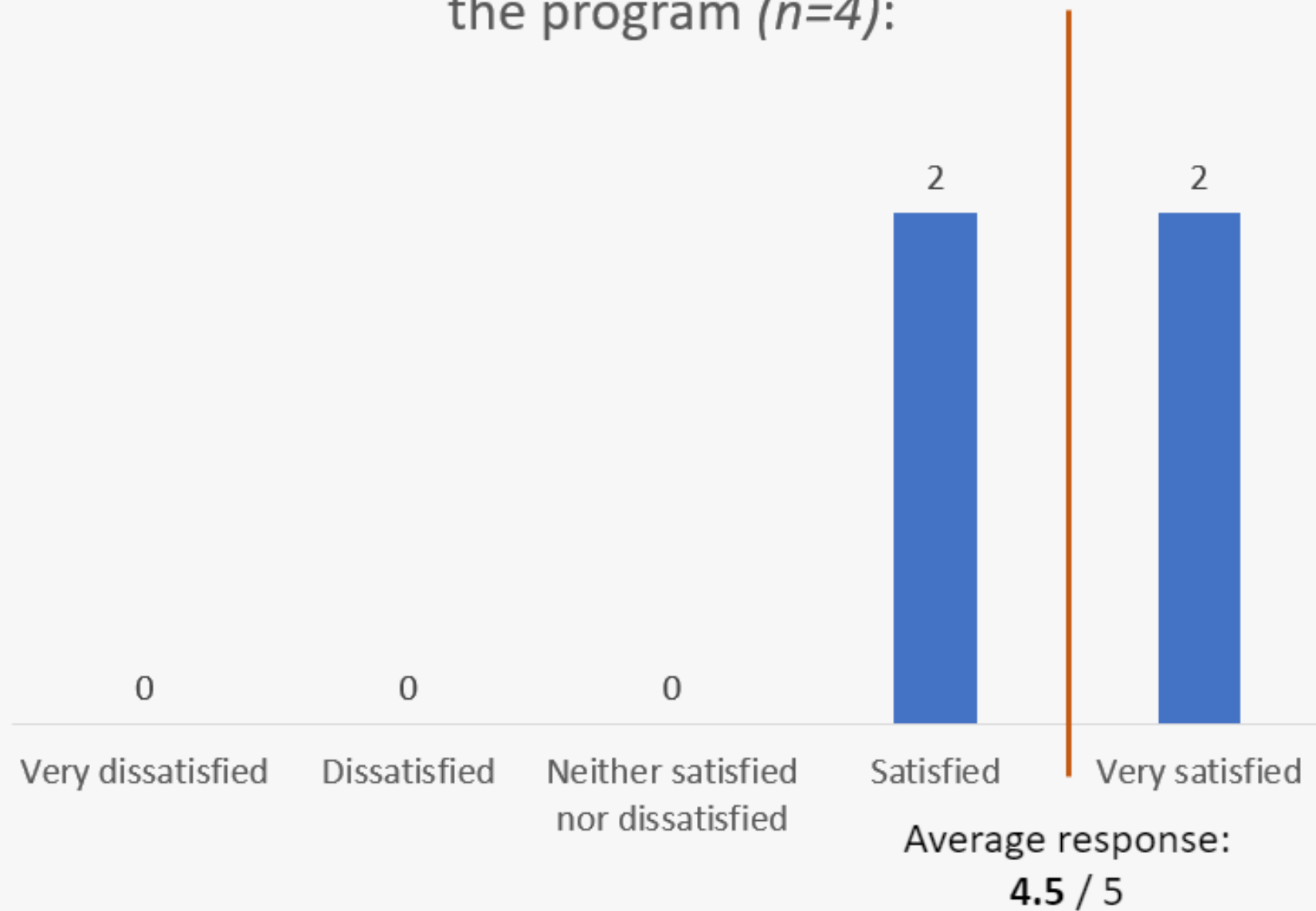
How helpful was the information the program provided about school? (*n=16*):



Key Findings: Program Satisfaction

Post Youth Survey Results

Please rate your own overall satisfaction with the program (n=4):



Please share what you liked the most about the program (n=4):

- “Art and play and learn [about] Canada”
- “Making art”
- “Making friends”
- “I met new friends”

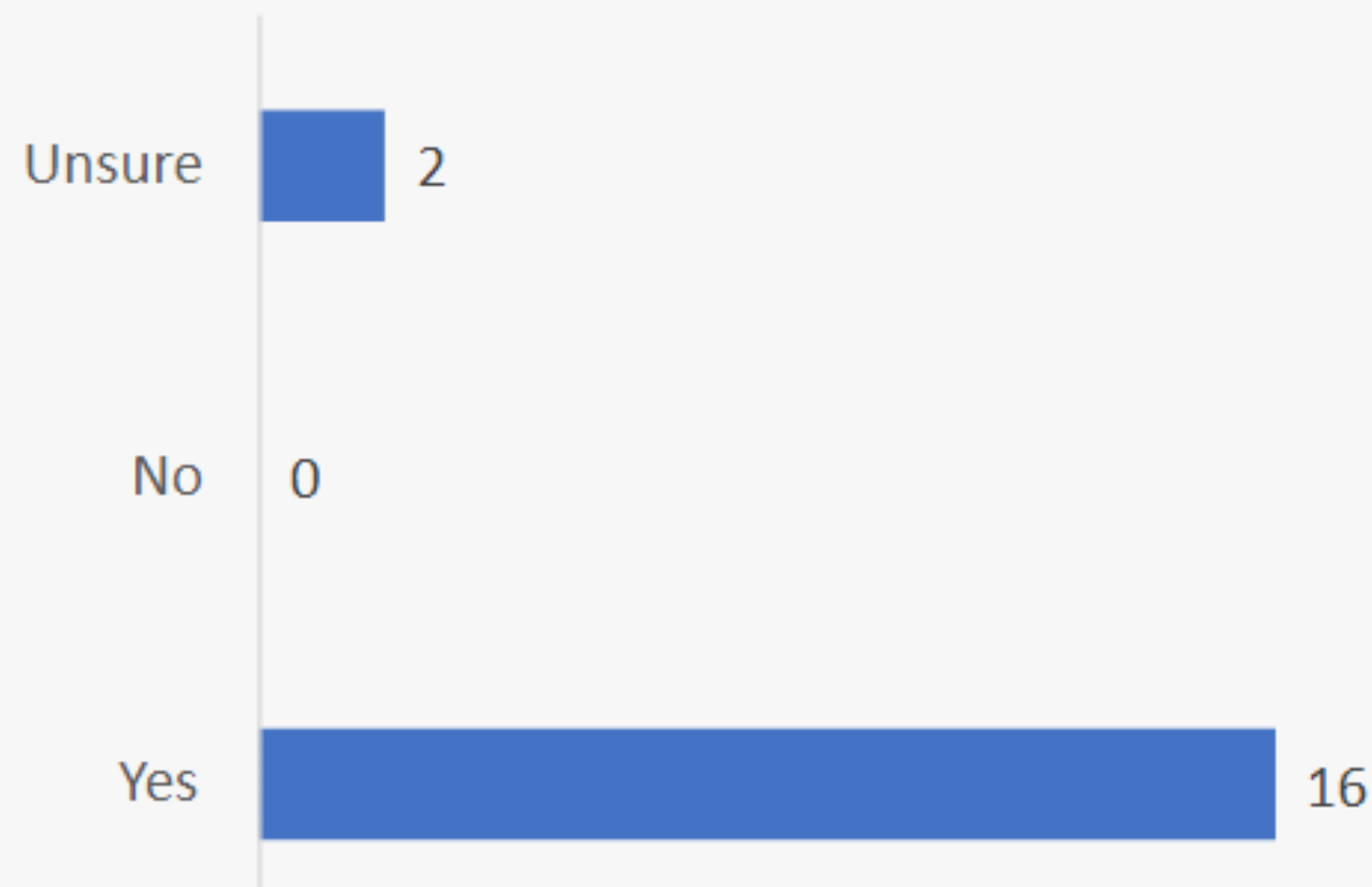
Please share what you liked the least about the program (n=2):

- “Waking up at 7 hahaha”
- “That we did the same thing everyday”

Key Findings: Parent Outcomes

Pre-program Parent Survey Results

Did you meet the goals that you had in participating in the program? (n=18)



Please share why you have selected that option (n=14):

- “It’s been helpful for [my child] to come out and meet new people and be around people who spoke English only.”
- “She learned about Canada, Commuted in the city without us, her parents, Met kids, felt a bit what school day feels like”
- “The girls meet friends. they learn things about Canada. Before they were afraid to go to school in Canada and now they are happy to go”
- “The program gave us and our daughter a lot: English learning, information about the Canadian school system and life in Canada in general.”

Key Findings: Program Satisfaction

Post Parent Survey Results

Please share what you liked the least about the program (n=8):

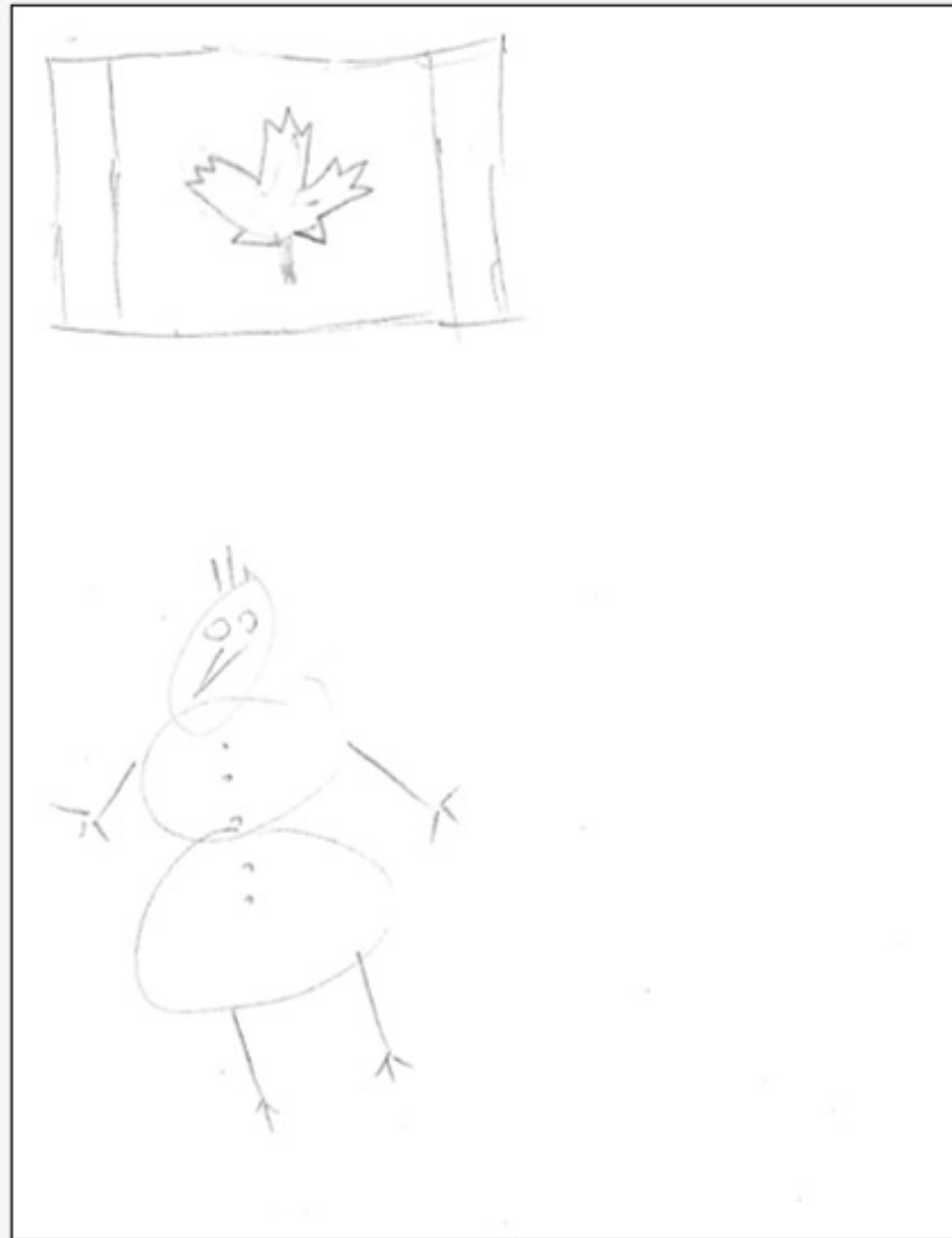
- “Maybe they should do some more sports activity during the program”
- “We would like more meeting with parents about [local] school systems”
- “Allowing the kids to use their mobile phone in class (on recess), some kids don't have phones and that prevent them from communicate each other”
- “Lots of time/ attention went towards discipline (some of the kids)”
- “We would have liked the program to be a bit longer (maybe a week longer) and more outdoor tours (as they had in the library. etc.)”

If you have ideas about how we could improve the program, please share them here (n=3):

- “I think that meeting with teacher that can talk about difficulties”
- “The father want to join to trips outside the school”

Creative Exercise

Middle School Pre-Program



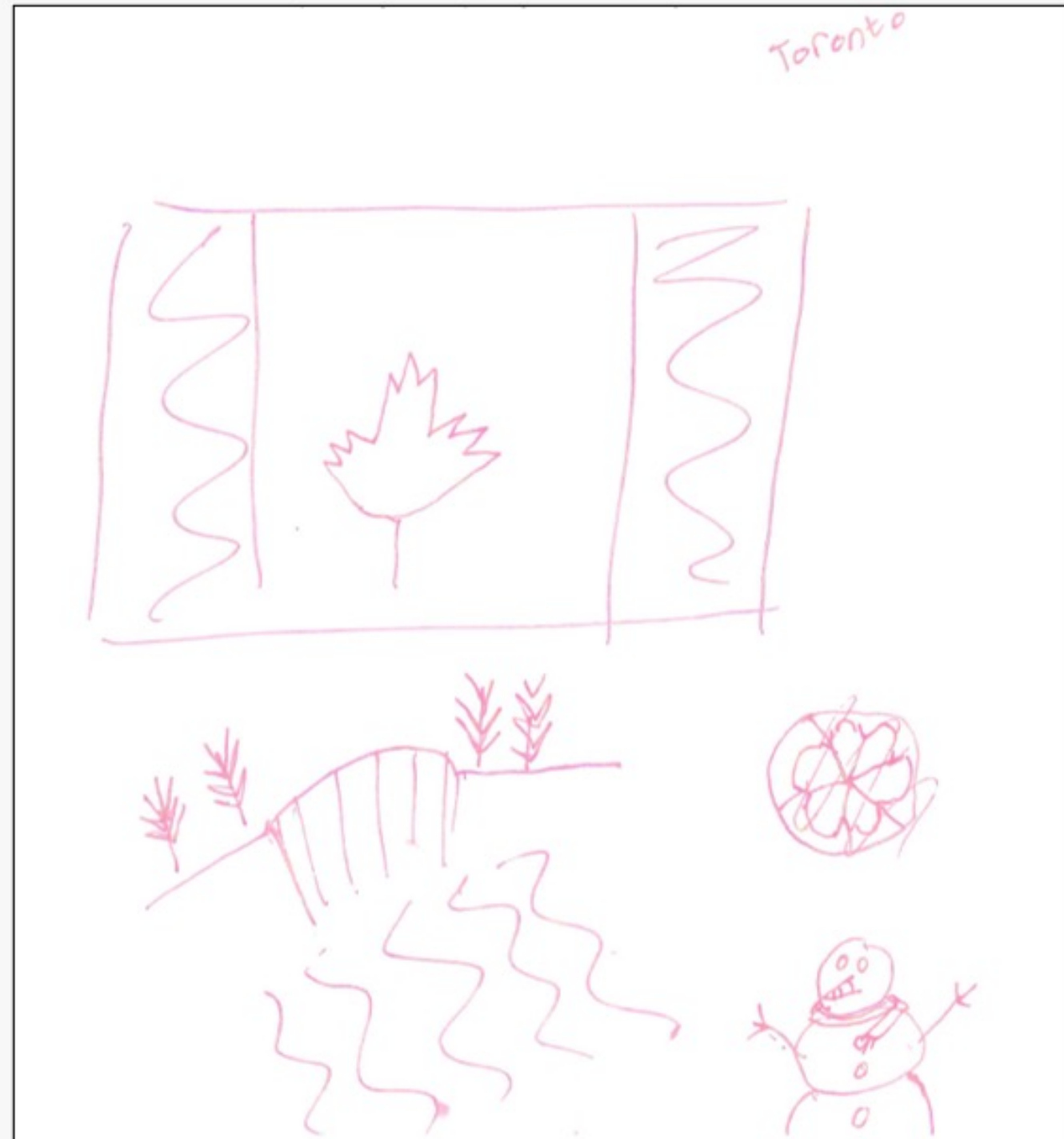
Creative Exercise

Middle School Pre-Program



Creative Exercise

Middle School Pre-Program



Debrief Process

Components of the debrief:

- Program learnings – what did the data tell us?
- Evaluation learnings – how did we collect the data?
- Next steps – what will we do differently next time?

Program Learnings

- Student evaluation revealed what learning areas were effective/needed further development.
- Youth evaluation revealed the need for age-specific curriculum.
- Teacher evaluation revealed a higher ceiling for backend logistics to improve.
- Parent evaluation revealed the difference between expectations vs. Reality in their confidence and understanding of the transition into the Ontario school system.
- Parent responses confirmed what we already knew about the physical space and gives us data to use for planning of alternate venues.

Evaluation Learnings

- Low survey response rates when links are emailed out
- Some information collected in the surveys was not useful to us
- Student assessments were not designed appropriately
- Teen survey feedback was limited

Next Steps

- Designate time for paper survey completion
- Revise data collection tools
- Define grade-specific learning outcomes through teacher interviews
- Refine program logic model
- Conduct focus group for teens focusing on experiences in their first few months of high school in Canada
- Apply focus group findings to design of teen programming

Considerations When Running an Evaluation

- **Set time** – set a designated time for data collection
- **Be flexible** – consider the best methodology for the population
- **Debate** – brainstorm desired outcomes with your colleagues
- **Triangulate** – collect data from multiple sources when possible
- **Debrief** – have planned debriefs to discuss learnings from the data
- **Iterate** – Be prepared to make mistakes and pivot as needed!

THANK YOU

Manager of Data and Evaluation: Oded Oron
evaluations@jiastoronto.org

Data and Evaluation Analyst: Malka Elkin
malkae@jiastoronto.org

Language Program Coordinator: Jason Cho
jasonc@jiastoronto.org

