



HACIA: Toward the University
a Project of
Southwest Creations Collaborative

CORRECTED EVALUATION REPORT
WKKF GRANT #P3034908

Pivot Evaluation
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SOUTHWEST CREATIONS COLLABORATIVE: HACIA SY2016-17 to SY2019-20

W. K. Kellogg Foundation Evaluation Report

Prolog:

This report is designed to engage two types of readers: those too busy to read the entire report and those who want significant detail. To accomplish this, the report presents significant findings first, followed by implications. Then it presents method descriptions and additional detailed findings.

Additionally, two changes will affect this report. First, State level changes in the annual student assessment makes longitudinal comparisons problematic. Second, this year the exam was canceled altogether due to CoVID-19. Nevertheless, SCC began a journey at the outset of this project to improve its data quality. SCC's efforts have shown steady and robust improvement and now offers prodigious participation data available for its annual reporting.

I. Introduction

Southwest Creations Collaborative (SCC) commissioned this study of their fourth year of the re-branded Hacia program with a greatly expanded participation population. Additionally, this report describes the changes in programming throughout the four years of the program.

This report addresses W. K. Kellogg Foundation (WKKF) evaluation concerns using a systems approach that includes the participant level, program level, and organization level analyses. This method of observing events and outcomes serves to link different levels to one another and provides SCC staff members the ability to design and connect program features that provide synergistic results.

These evaluators draw a parallel between evaluation and coaching a sports team. Referees and fans can most times easily tell who won the game – an outcome evaluation. The outcome score only tells that a team needs improving not what needs improving. To determine what needs improving, a skillful coach carefully analyzes the fundamentals of the game to determine which ones need improving. Therefore,

attention to program implementation is the single most important evaluation activity in any program innovating social interventions and solutions. SCC pays great attention to their program implementation and adjusts their activities regularly.

SCC's data driven culture sets the stage for productive evaluation that leads to improving processes and outcomes. Further, they pay more attention to their logic model than many evaluation clients, re-conceptualizing and updating it as needed. The external evaluator fills a staffing (evaluator) need with advanced evaluation knowledge SCC cannot address because of their size. However, SCC staff continuously build their own internal capacity to evaluate their programs, particularly the implementation portion of their program.

SCC actively changed its data systems to improve the completeness of the data to improve the data's capacity to answer the specific effectiveness questions. Even with staff changes, the program improved their data collection system every year. SCC has delivered both more complete data and easier delivery.

In addition to SCC-collected data, the evaluators examine Albuquerque Public Schools (APS) attendance, educational grades, FAFSA submission and graduation. There are three comparison groups: SCC students, students in schools collaborating with SCC, and a scientific selection of APS schools not participating in the Hacia program. APS experienced difficulties with providing consistent data due to staff, systems, and process changes. Changes in this yearly report due data added challenges in getting the current school year data in the last two years. Evaluators experienced challenges with longitudinal analysis due to inconsistent APS student data. APS annual testing data provided additional challenges. Every year, the state presented a different test, with no equating studies, making them incomparable from one year to the next. The COVID-19 pandemic caused the yearly exam to be cancelled in the 2019-20 school year.

II. Program Purpose

Hacia has multiple purposes. First, SCC plans to improve participating family's understanding and expectations of the educational opportunities available for their children. Second, SCC plans to improve the knowledge and capabilities of families to address school institutional challenges. Third, SCC plans to improve coaching services to students at schools of their employees' students. Fourth and finally, SCC hopes to collaborate with other institutions to expand family engagement opportunities that might be limited without such coordination. This fourth point addresses WKKF focus on systems alignment in that Hacia develops processes, events, and opportunities for institutions to collaborate on a continuing basis.

III. Program Description

The SCC program developed over years of work with working families and continues to develop today as a 360-degree support for family educational engagement. Their program began supporting employees (adults). SCC offered adults educational opportunities to help them adjust to their new community. Early adult educational opportunities included English as second language, citizenship, and high school equivalency classes for their employees. Early in SCCs history employees discussed childcare needs, prompting SCC to develop onsite childcare with features suggested by employees. The family perspective began to develop with the establishment of onsite childcare. As these children grew, employees expressed challenges and needs associated with their children's educational opportunities. A number of education institution challenges drove SCC's program development including apparent racial inequity for access to services. SCC began providing workshops to help parents understand the local educational opportunities and structures, so parents could more effectively advocate for their students. As these students faced challenges graduating and advancing to higher education opportunities, SCC began to offer high school and college success plans, so students could take advantage of opportunities available to the community. Finally, SCC appreciated their successes and began to increase the influence of their model to local institutional partners by sharing their parent engagement model with their partners. Their initial holistic approach was called Hacia La Universidad. The program took lessons from the first implementation and broadened its participant population goals. The expansion includes families from pre-k to college and has been re-branded Hacia: Toward the University.

Adult modeling for SCC children remains an essential part of the program. Children observing their parents studying and striving educationally normalizes and instills children valuing education. Hacia staff adds family coaching and institutional alignment to this foundation. Institutional alignment in this case means that Hacia staff develop opportunities for their participants to engage successfully with other institutions. Opportunities include: a) collaborating or developing agreements or contracts with service providers, and b) hosting and coordinating events in the interest of local institutions. For example, inviting college and university personnel to contribute to "Application day" or "FAFSA day". These opportunities provide a venue for participants that legacy institutions find difficult to develop.

The feature most interesting to W. K. Kellogg Foundation is the focus on early childhood and educational development. When anyone visits the SCC facility, they see the playground first. The childcare center allows employees to bring their children to work for a 25 cents hourly contribution. The inside and outside facilities allow for an

enriched environment until the children are old enough to attend school. Once these children begin attending school, they face attendance challenges like all students. Hacia staff address these issues through workshops and individual family problem solving. For example, Hacia staff provide workshops explaining Albuquerque Public Schools (APS) processes, so parents can engage productively with staff and advocate for their children (a key to rising above racial inequity in education). Further, Hacia staff work early to build resilience in the children of their employees. Additionally, workshops that help parents facilitate school success in early grades contribute to building this resilience.

The program logic model in the Program Narrative shows expected outcomes at different stages of the educational processes. Table 1 shows stakeholder groups by activity types.

Table 1. Stakeholder by Activity Type

	Workshops	Success	Training/	College	College Transition	Tutoring/
Adults	X	X	X			X
Families	X		X	X		X
Students	X	X	X	X	X	X
Institutions	X		X	X	X	X

IV. Evaluation Findings Summary: Kellogg Foci

a. Participation

This year, SCC included 501 students from 325 households in their program. These numbers increased over last year's participation that included 447 children participants from 262 households. Most Hacia student participants are Hispanic (Table 2).

This year, the gender trends from the previous years flipped from females being the majority to more males being participants (Figure 1).

The percent of participants enrolled in school meal programs has increased from 88.5% to 94.2% of participants from the beginning of the program to this fourth year (Figure 2). Potential first generation college students consistently describes most participants (Figure 3).

Percent of participants enrolled in school meal programs has increased from 88.5% the first year to 94.2% this fourth year.

The Hacia program takes a family-based support approach. In 2019, 35% of 162 participating adults were parents (up from 26% of 117 adults in 2018) of students involved in the Hacia program. The remainder of adults are taking advantage of services for their own benefit (such as English language and high school diploma studies).

Table 2. Ethnicity Distribution

Ethnicity	2016-17	2017-18	2018-19	2019-20
Hispanic/Latino	92%	93%	94%	98%
White	2%	2%	1%	9%
Asian	0%	0%	0%	0%
American Indian	0%	1%	0%	0%
Black/African American	1%	0%	1%	1%
Two or More	5%	3%	4%	0%
Other	0%	1%	0%	100%

Figure 1. Gender Distribution

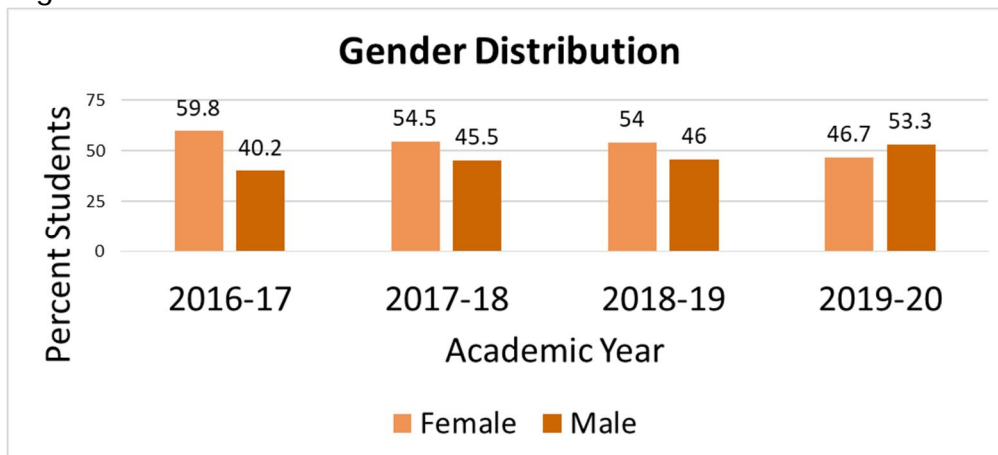


Figure 2. Percent Receiving Free or Reduced-Price Meals

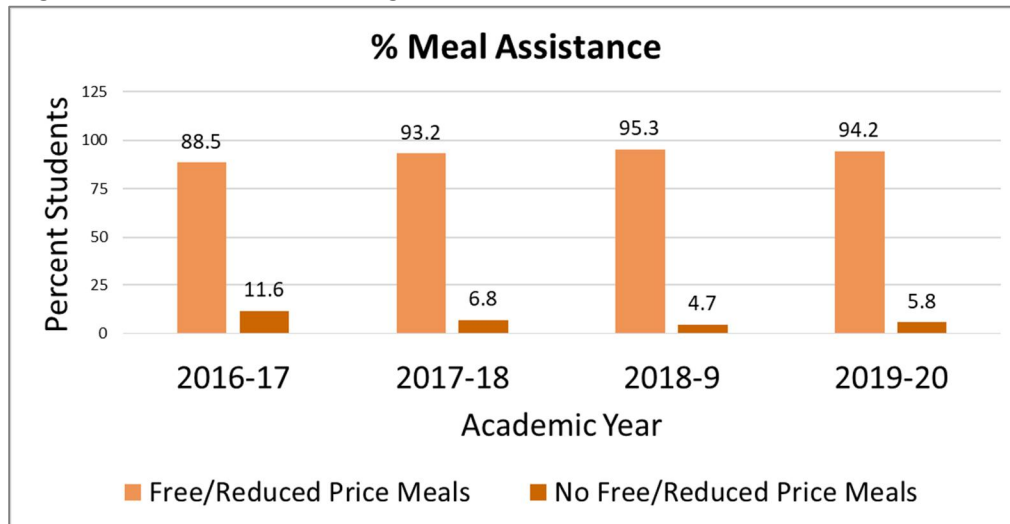
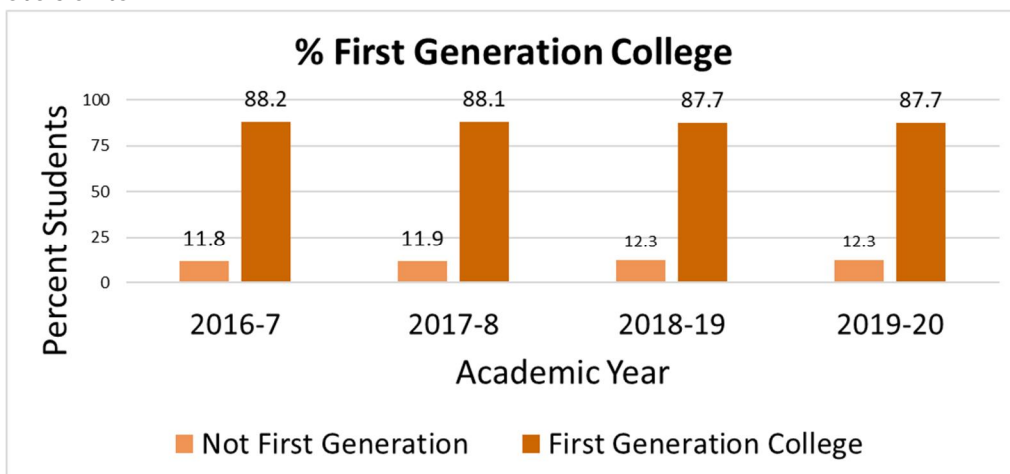
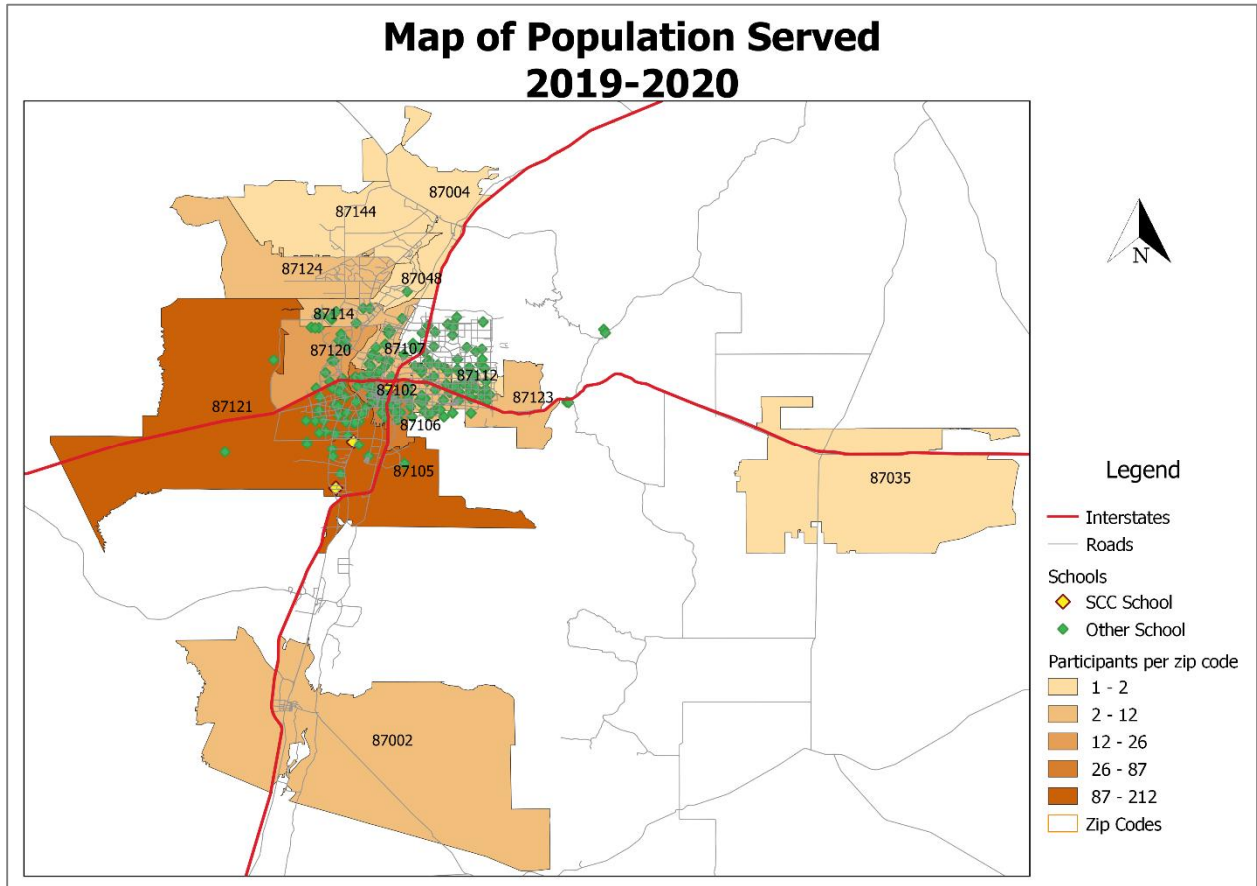


Figure 3. Percent Families Never Attended College (so called first generation college students)



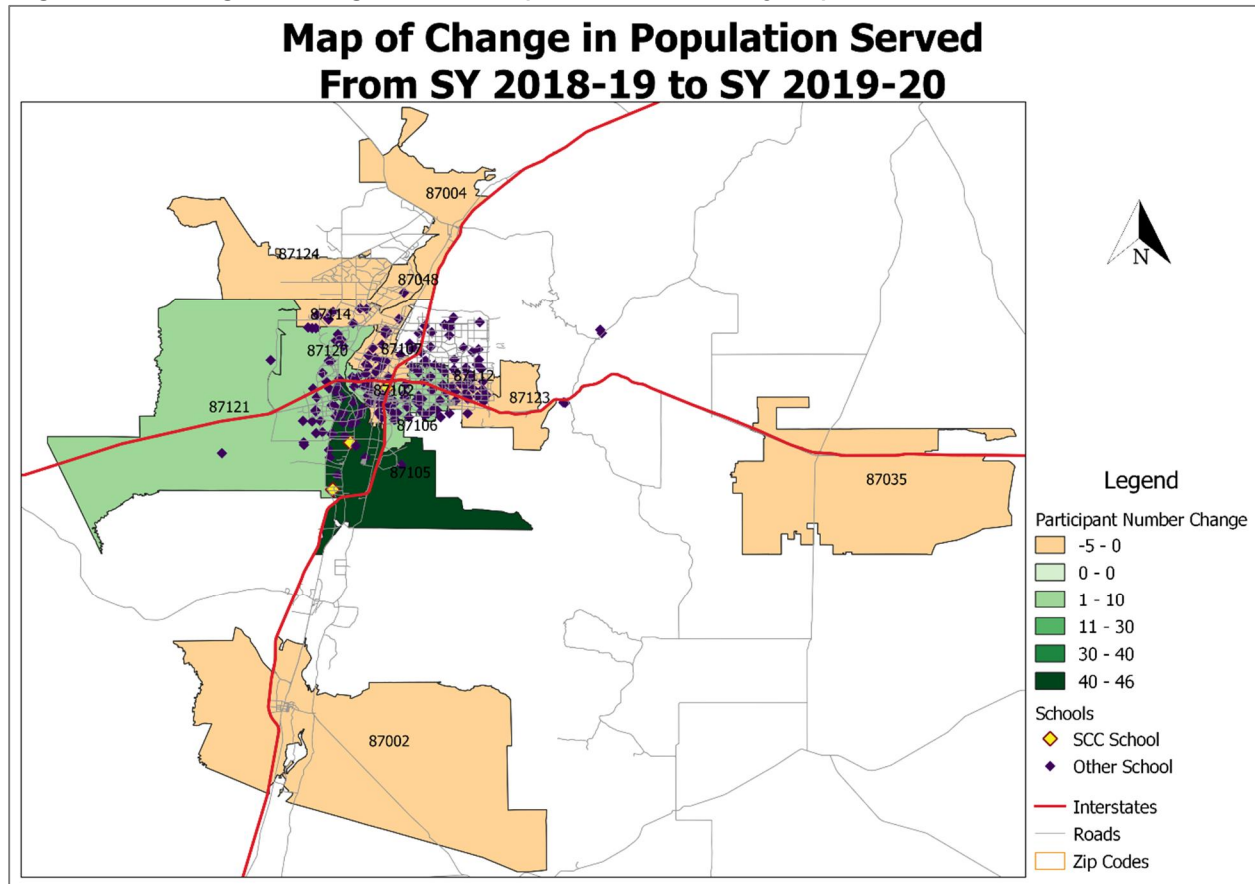
While Hacia participants live in most parts of the city, 82% live south of Central Avenue (same percentage as the previous year 2018-2019 school year) (Figure 4). Over 85% of participants reside in the Albuquerque High, Rio Grande High, or the Atrisco Heritage Academy boundaries. The geographic location of the participants demonstrates a slightly higher participant concentration in these school boundaries since last academic year.

Figure 4. Map of Population Served



Participant increase mostly occurred in the South Valley and West Mesa areas, increasing the concentration of Hacia participants located in the Rio Grande HS, Albuquerque HS, Atrisco Heritage Academy and Volcano Vista HS (Figure 5).

Figure 5. Change in Program Participant Numbers by Zip code.



b. Implementation
i. Attendance at Events

Hacia events and activities increased from last year to hold more events this fourth year than any other previous year. This high number of events came even though SCC staff cancelled some planned events due to the COVID-19 crisis that began mid-March (Table 3). In addition to the events, the staff have individual contact with families of younger students where they provide connections with resources and advise families and students about problem solving with school challenges. The increase in tutoring sessions demonstrates a commitment to provide additional hours on individualized support for students. Hacia staff purposefully focused on encouraging repeated attendance rather than large numbers of one-time attendees.

Table 3. Event Types, Number, and Attendance

Event Type	2016-17		2017-18		2018-19		2019-20	
	# of Events	Total Students Attending	# of Events	Total Students Attending	# of Events	Total Students Attending	# of Events	Total Students Attending
College Visit	1	63	0	0	0	0	1	21
ACT Practice Exams	0	0	3	12	0	0	0	0
ACT Prep	0	0	5	124	3	3	9	84
Conference	0	0	0	0	1	20	0	0
Hacia Celebration	0	0	1	90	1	104	1	88
Recruitment	6	219	0	0	0	0	0	0
Seminars	1	21	3	12	0	0	0	0
Tutoring Session	10	137	19	133	26	226	40	144
Workshop	19	668	25	615	12	275	17	368
Boot Camp	0	0	0	0	0	0	1	15
Total	37	1108	56	986	43	628	69	720

Figure 6 shows that more students attended three or more events this school year than last year demonstrating more involvement in workshops and seminars. The attendance numbers excludes the attendance of tutoring sessions. The program staff recruited more students this year and converted them to regular attendees.

Figure 6. Percent of Participants by Number of Events Attended

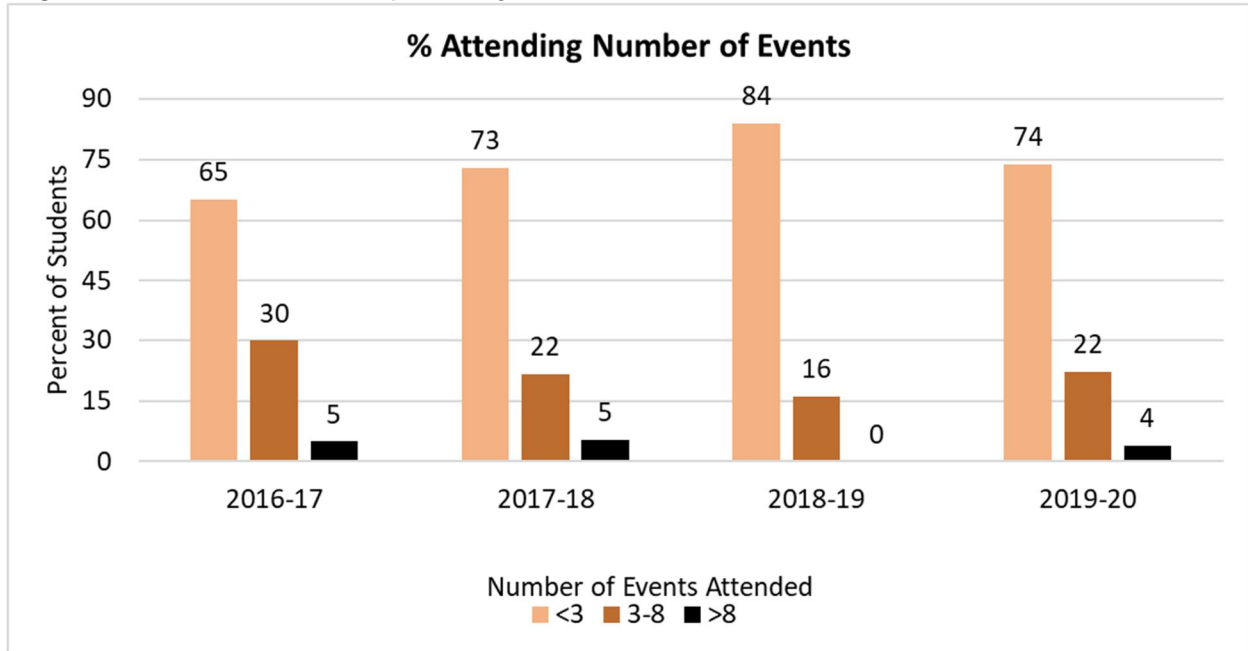


Table 4 displays the distribution of students who attend one, two, or more than two events. The Hacia program focuses on late high school students to facilitate both graduation and college application processes. Those students in the highest grades make up a large proportion of students who attend events. 49% of the 226 high school students are high school seniors. This compares to 76% of 144 high school students who were seniors last year. While there are more students in high school, the number of seniors has decreased.

Table 4. Focus at lower and upper grade levels.

N Events	Pre-K & K	Elementary	Mid School	High School	Total
1	4	63	20	71	158
2	2	28	8	26	64
3 or more	0	15	13	52	80
Total	6	106	41	149	302

ii. Major Participating Schools

Participants attended at least 83 APS and charter schools this year, 3 of which participate in the Hacia program (Table 5). The previous year 8 schools participated in the Hacia program. Table 6 lists schools not in the Hacia program, but which a high number of Hacia participants attend. Students participate disproportionately in the high school grades. Table 7 shows the remaining number of schools by school level and account for 351 students.

Table 5. Schools participating in the Hacia program

School Name	N Students
Adobe Acres Elementary School	30
Albuquerque High School	104
Los Padillas Elementary School	35
Total	169

*50% of AHS students at AHS are High School seniors, compared to 64% in school year 2018-2019.

Table 6. Schools Contributing Majority of Students to Hacia

School Name	N Students
South Valley Academy	67
Atrisco Heritage Academy High School	21
Reginald Chavez Elementary School	14
Rio Grande High School	14
Cien Aguas Charter School	11
Total	127

Table 7. Remaining student school level descriptions

School Level	N Other Schools
Elementary	32
Middle	13
High	16
Alternate Configuration	18
Total	79
Total Other Students	351

Tracking participation levels throughout the 4 years of the program presented challenges on various levels. Participating families moved around the city and in-and-out of the program and resulted in inconsistent participation in the Hacia program and the schools that collaborated with SCC to provide Hacia events. Additionally, SCC partner schools changed yearly. The available data presents another problem. The two initial years, APS staff provided encrypted student APS and state id numbers. This fact makes the APS attendance, grades, and test data incomparable with years following. The family mobility among schools produced 256 possible participation patterns (4 years and 4 groups – SCC students, students at SCC schools, students at comparison schools, students in none of the groups who participated in one of the 3 in some other year). Of those 256 possibilities, the study found 151 combinations. Those combinations of participation are described in Table 8, Table 9, Table 10, & Table 11 below. The code represents years of participation from left to right – school years 2019-20, 2018-19, 2018-17, 2017-16. The value 2 indicates student participation in SCC programming. The value 1 indicates students participating at a school SCC offered open opportunities. The Value 0 represents students in the comparison group – Statistical Peers. The value 9 means students were not in the data set that year.

Table 8. Comparison group combinations over 4 years

4 Year Participation Code	N	%	4 Year Participation Code (cont.)	N	%	4 Year Participation Code (cont.)	N	%
0000	5786	11.7	0909	236	0.5	9001	34	0.1
9990	4395	8.9	0090	227	0.5	9109	33	0.1
0999	3879	7.9	9019	213	0.4	1900	29	0.1
0009	3513	7.1	9090	167	0.3	0919	28	0.1
9999	3471	7	9919	165	0.3	0091	27	0.1
0099	3291	6.7	0010	154	0.3	1909	26	0.1
1000	2777	5.6	0199	146	0.3	9091	26	0.1
9099	1869	3.8	9199	144	0.3	9901	24	0
9009	1480	3	0990	141	0.3	9910	21	0
1999	1164	2.4	0190	103	0.2	0991	17	0
9909	1115	2.3	0900	102	0.2	0109	11	0
9900	1061	2.2	0100	75	0.2	1020	6	0
9991	750	1.5	1990	74	0.2	0901	5	0

0019	571	1.2	1090	72	0.1	0910	1	0
1099	434	0.9	9100	40	0.1	Total	38601	
1009	378	0.8	9010	39	0.1			
0001	244	0.5	9190	37	0.1			

*0= students who were in statistical peers (the comparison group), 9=student not in the comparison group, SCC school, or SCC student list for that year, 1 = students in an Hacia participating school, but not in the Hacia program, 2= students in the Hacia program

*Left digit is year 4, right is year one.

Table 9. SCC Schools combinations over 4 years

Intervention Location	Frequency	Percent	Intervention Location (contd.)	Frequency	Percent
0011	1322	2.7	9110	23	0
9011	564	1.1	1190	14	0
1011	490	1	1091	12	0
1199	416	0.8	9191	9	0
1100	346	0.7	1911	8	0
9111	329	0.7	0119	6	0
1111	276	0.6	1191	6	0
1119	268	0.5	0191	5	0
9911	174	0.4	1919	4	0
1110	108	0.2	1101	3	0
9119	76	0.2	0111	2	0
1019	48	0.1	9101	2	0
1010	45	0.1	0101	1	0
1109	42	0.1	0110	1	0
0911	27	0.1	1901	1	0
1991	27	0.1	Total	4680	
1001	25	0.1			

*0= students who were in statistical peers (the comparison group), 9=student not in the comparison group, SCC school, or SCC student list for that year, 1 = students in an Hacia participating school, but not in the Hacia program, 2= students in the Hacia program

*Left digit is year 4, right is year one.

Table 10. SCC Students combinations over 4 years

Targeted Intervention	Frequency	%	Targeted Intervention	Frequency	%
9992	269	0.5	0229	4	0
0020	4	0	9290	1	0
0021	5	0	9291	2	0
0029	32	0.1	9299	58	0.1
0929	2	0	2000	26	0.1
1029	3	0	2009	14	0
0120	9	0	2090	2	0
0129	5	0	2091	1	0
1920	1	0	2099	10	0
1929	10	0	2100	3	0
9020	3	0	2111	32	0.1
9021	2	0	2020	1	0
9029	3	0	2120	1	0
9929	47	0.1	2199	6	0
9920	3	0	2909	1	0
0200	1	0	2990	2	0
0201	1	0	2999	50	0.1
0299	3	0	2200	21	0
1200	1	0	2201	1	0
1299	9	0	2209	19	0
1221	1	0	2211	8	0
1229	6	0	2219	2	0
9200	8	0	2290	2	0
9210	1	0	2291	1	0
9219	5	0	2299	28	0.1
9220	8	0	2929	1	0
9221	27	0.1	2220	28	0.1
9229	119	0.2	2221	7	0
0220	3	0	2229	88	0.2
			Total	1011	

*0= students who were in statistical peers (the comparison group), 9=student not in the comparison group, SCC school, or SCC student list for that year, 1 = students in an Hacia participating school, but not in the Hacia program, 2= students in the Hacia program

*Left digit is year 4, right is year one.

Table 11. Miscellaneous Participation Patterns combinations over 4 years. Students who were in the SCC program only a single year and or were combined with '1's were not comparable in the other three main groups were compiled in this table.

Miscellaneous Participation Patterns	Frequency	Percent
1120	3	0.0
1121	3	0.0
1129	4	0.0
9120	3	0.0
9129	3	0.0
9921	1	0.0
9211	32	0.1
2119	9	0.0
2011	4	0.0
2101	1	0.0
2191	1	0.0
2110	3	0.0
Total	67	

* This group is defined by students participating (2) only in one year with a 9 or 2 1s in any other column.

c. Outputs : Reducing Drop Out and Identifying Early Warning Indicators
 i. Attendance:

This evaluation looks at low attendance as a precursor to dropping out. School districts often record absences in 2 types, excused and unexcused and APS records them the same way. However, this year APS only provided total absences.

Hacia's working principle is that early intervention pays off in later grades. The current year shows a statistical significant difference in attendance rates among SCC participants, control group, and students at participating groups, even though the attendance rates appear similar, due to the large sample number (

Repeating the finding that Hacia students have fewer unexcused absences on average year after year provides sound evidence that the Hacia intervention at early grades produces this high attendance patterns later.

Table 12). This school year, the SCC students' attendance is similarly high ($P < 0.05$).

However, the attendance trends over time display a downward trend in attendance for all group. This trend follows the general student tendencies to relax their attendance in higher grades. Additionally, the high initial attendance rates limit the amount of improvement remaining (called a ceiling effect).

Table 12. Attendance Rates

	2019-2020 Only	Change from Year 1 to Year 3	Change from Year 1 to Year 4
Comparison	0.9713	-0.0234	0.0031
SCC Schools	0.9738	-0.0323	0.0038
SCC Students	0.9762	-0.0141	-0.0003
Statistical Significance	P<0.05	P<0.001	P>0.05

ii. Access to Resources:

A critical part of Hacia includes promoting a variety of community resources. Activities that prepare families for their children’s college attendance begin in elementary school. At early grade levels, families tend to use human service and educational resources such as health care and tutoring. Hacia staff members distribute directories with local affordable resources and help make initial contacts for families requiring these types of services. In middle school grades, Hacia staff members begin to introduce families to expectations and pathways to college. In middle school, this translates to using coaching resources and developing college success plans. In high schools, Hacia staff members begin to introduce students and families to university life, application processes, and financial aid.

Over the program’s four years, SCC staff created, improved, and maintained their data system to accurately characterize this individual level of support offered to participants. As they learned the potential of their new data system, Hacia staff developed new data collection methods designed to gather this individual level support information. SCC created a method of data reporting that could be sustained through staff changes without a large requirement of relearning and rework. This fourth year, SCC smoothly passed on the data collected throughout the year.

d. Outcomes

i. Participant Level

1) Family Engagement, Adult Skills, and Leadership:

In this context, “leadership” includes culturally (perhaps locally) specific nuances unfamiliar to the U.S. culture at large. Families that take control of their circumstances, stabilize their housing and finances, and engage with their communities consider that they have demonstrated leadership for their families. To indicate these additional nuances, the remainder of this report will use the term *liderazgo*. Often such exercise of *liderazgo* includes entrepreneurial efforts and or community activism. The combination of the above outputs leads to highly engaged families that model lifelong learning and leadership for their families.

Families are engaged at various levels. Hacia encourages families to engage in the following four Family Action Steps for Student Success activities as stepping stones to their children attending an institution of higher education:

- 1) Attending open house at their child’s school
- 2) Going to, and requesting 30 minutes for their child’s parent/teacher conferences
- 3) Volunteering at their child’s school or attending school events
- 4) Creating a plan for their child to succeed in school and someday go to college

Hacia has four requisites that participants need to maintain to be considered active in the program:

- turn in the participant consent form,
- fill out family survey,
- create a success plan, and
- attend Hacia workshops.

While parents attend events with their children to learn *liderazgo*, how to help their children attend college, they are also engaged in adult education for themselves. Hacia has expanded the program considerably in this area. Adult engagement was mostly concentrated around High School Equivalency classes, its participation number surpassing the numbers from all the previous years (Table 13). Similarly, Hacia had an increase in adults engaged in ESL and English literacy classes this year.

Table 13. Adult Participation in Educational Opportunities

	2016-2017	2017-2018	2018-2019	2019-2020
Adults studying for citizenship	2	N/A	5	8
Adults taking ESL & English literacy	18	N/A	5	28
Associate degree	N/A	N/A	N/A	1
Hacia adult education classes	N/A	107	N/A	N/A
Other Adult education classes	N/A	27	6	7
High school equivalency	103	60	96	112
CNM Child Development Graduates	N/A	5	N/A	N/A
GED Graduates	N/A	30	N/A	1
College / Trade Certificate	N/A	N/A	1	1
Total	123	229	113	113

2) School Grades

SCC students outperform other students in every single subject other than social sciences, and is statistically significant from the other groups in the fall of 2019 (Table 14). However, it is the change scores from different years that help determine if the program had an impact. The change analysis does not inform us if those students started out better or not, but do let us know if they have better final results. While the scores tell a story of decreased grades over time, the graduation rate tells an impactful story of success.

Table 14. Average Fall Letter Grades in Core Subjects 2019-20 School Year

	English Language Arts	Mathematics	Science	Social Science
Comparison	2.65	2.45	2.56	2.68
SCC Schools	2.55	2.41	2.37	2.67
SCC Students	2.76	2.60	2.61	2.81
Significance	P<0.001	P<0.05	P<0.001	NS

The study looked at core subjects of ELA, Math, Science and Social Studies GPA improvement over time. Longitudinal analysis of changes in grade point across 3 year periods showed a decrease in grade point average for all student groups for both ELA and math; there was no reliable difference among the groups (Table 15) (ANOVA, F = 0.828, P is not significant). Hacia students saw a statistically significant difference in change over time, with their GPA average dropping more than those of the other two groups. This finding is important; it draws attention to SCC's goals. SCC's goals may include keeping their students from decreasing their GPA scores more than everybody else.

Table 15. Changes in GPA from Year 1 to Year 3

	English Language Arts	Math	Science	Social Science
Comparison	-0.1600	0.0564	-0.0968	-0.1138
SCC Schools	-0.1174	0.0944	-0.2211	-0.1350
SCC Students	-0.1833	-0.0845	-0.3936	-0.1771
Significance	NS	NS	P<0.05	NS

Overall GPA scores from SY 2019-20 are not statistically significant between SCC student and the other two groups for GPA change scores from Year 1 to Year 3 ($P>0.05$).

The fact that year two was missing APS GPA data reduces the reliability of these findings. Data that year changed in format, sometimes making it unusable, sometimes making it incomparable. After the transition year, data was more forthcoming and easier to use. There were no student id's that matched from year 1 to year 2 in the APS dataset, even though the SCC dataset showed 136 students in the program both years.

To reduce these inconsistencies, SCC needs to check that their database has the correct APS ID numbers, since the number of SCC with an unmatchable or missing numbers is significant.

Comparing Year 1 to Year 4 GPS scores tells a different story. The number SCC students with an APS or state ID is too low to be reliable: 72 students. The results, therefore, do not result in statistically significant differences among the groups (Table 16).

Table 16. Changes in Grades in Core Subjects from Year 1 to Year 4

	English Language Arts	Math	Science	Social Science
Comparison	-0.1999	-0.0701	-0.3043	-0.2398
SCC Schools	-0.1458	0.0404	-0.3473	-0.2196
SCC Students	0.0053	0.1173	-0.1295	-0.1667
Significance	NS	P<0.05	NS	NS

3) Annual Testing Results

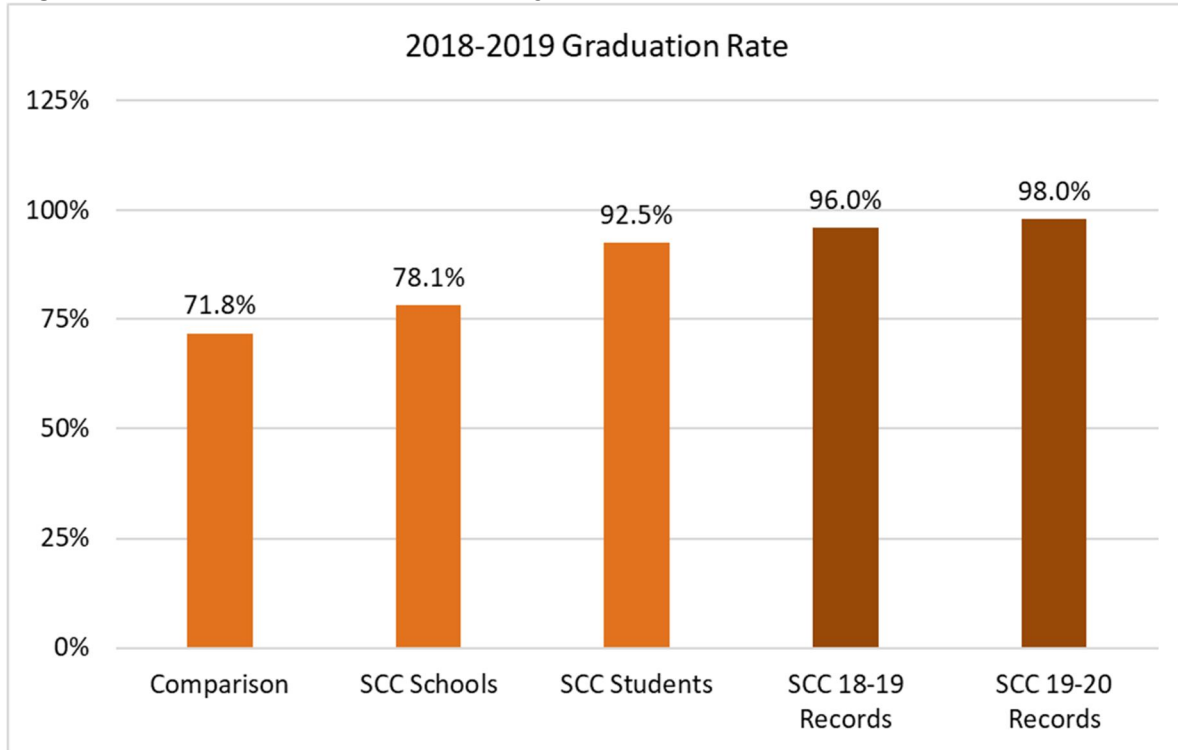
While graduation results consistently show the most powerful program effects, the study attempted to gather annual state testing data to understand other academic impacts. However, during the course of this study, regular annual changes in the test

without corresponding psychometric equating studies has made such analysis impossible. While these changes in State tests do occur occasionally, the New Mexico PED has usually paid for equating studies that allow for comparison over time. The PED has not required those studies for recent test changes rendering longitudinal studies problematic. In previous years, this report has appended those results as they become available, usually between August and November. However, this year those tests were cancelled due to the CoVID -19 pandemic. This study presents no testing analyses as a result.

4) Graduation Rate

The 2016 APS graduation rate reached a record 66.2%. APS saw that number increase to 67.9% in 2017, and 69.6% in 2017-18 (more recent data is not available from APS at this writing). Hispanic students at APS had a graduation rate of 67.9% for 2017-18, also a new record for APS. Hacia outperforms local standards in graduation. The same pattern held true for the class of 2019. This year, Hacia reports 111 active high school seniors, lower than the 136 from last year and 123 seniors in the previous school year. Although APS graduation rates have slowly been rising one to two percent, every year, they only reached 70.1% in 2019. In 2019, the Hacia graduation rates was 92.5%. The different graduation rates in Figure 7. Graduation rate for school year 2018-2019 are statistically significant ($P < 0.001$). The Hacia program participants have continually had graduation rates higher than 92% (Table 17). 86.5% of them submitted the FAFSA application and received the CNM General scholarship, higher than the 84.6% of them who submitted FAFSA application last year. 73.0% of college seniors have been accepted to a higher institution This percent appears much lower than the 96% of seniors who were accepted to a post-secondary education institution the year before. Students in Hacia outperform their peers. For over 5 years they have maintained or exceeded a 90% high school graduation rate and are on track to do the same this year.

Figure 7. Graduation rate for school year 2018-2019



*N=1880 APS Comparison senior students, 374 seniors at SCC schools, and 67APS ID senior students in the Hacia program

**Hacia's records do not match APS records due to file matching challenges. Hacia records are more complete than the APS data records for this particular figure.

Table 17. Comparison of graduation rates among 3 comparison groups

	2016	2017	2018	2019
SCC Participant Graduation rate	93.5%	97.0%	94.1%	92.5%
SCC Participant Accepted to some post-secondary educational institution	94.4%	94.0%	96.3%	73.0%
APS graduation rate	66.7%	67.9%*	69.6%**	70.1%***
APS Hispanic graduation rate	66.0%	65.8%*	67.9%**	69.3%***

* (downloaded 3 June 2018 from <http://www.aps.edu/news/aps-continues-to-make-gains-in-graduation-rates>)

** (downloaded 4 June 2019 from <https://www.aps.edu/news/aps-graduation-rate-continues-to-improve>)

*** (downloaded 12 May 2020 from <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>)

ii. Organizational Level

1. Cross-Sector Collaboration

Hacia staff have developed a number of activities for different purposes. Together with numerous partners, Hacia increased their tutoring sessions from 26 in SY 2018-19 to 40 in SY 2019-20. Other types of events also increased from 17 to 29 other events designed to help families usher their students through academic challenges at all ages (Table 18). Partners include:

- UNM Anderson School of Management
- UNM Office of Career Services
- UNM Women's Resource Center
- UNM Financial Aid Office
- UNM BAMD Program
- UNM College Enrichment Program
- UNM Dream Team
- UNM Engineering
- UNM Housing
- Davis Fund Scholars

Colleges that Attended College Application:

- CNM Admissions
- UNM Admissions
- NMSU Admissions
- Eastern NM University Admissions
- UNM Valencia Admissions
- NM Tech Admissions

Table 18. Summary of Number of Hacia Events by Partner

Event	Partners	Number Events	Number Students
ACT Prep	AHS, AHA	9	84
College Application Day	CNM, NMSU, UNM, UNM Valencia, NM Tech, Eastern NM University, Albuquerque HS	1	59
Bridge & Barriers	South Valley Prep	1	10
Expanding Your Horizons Conference	NM Out of School Network; Expanding Your Horizon	1	Unknown
FAFSA Completion Day	UNM Financial Aid, Albuquerque HS, UNM Valencia	2	43
Financial Aid, Admissions & Scholarships	South Valley Academy	1	46
Hacia Celebration		0	0
Introduction to HACIA in APS	Adobe Acres Elementary School, Los Padillas Elementary School	0	0
Mock School Day	Adobe Acres Elementary School, Los Padillas Elementary School	2	29
Scholarship Night	Daniels Scholarship Foundation, UNM Engineering, AHA, Albuquerque HS, BA/MD	2	28
Self-Advocacy/Triangle Workshop	Los Padillas Elementary School	2	34
Senior Boot Camp	Albuquerque HS	1	15
Steps to go to College		0	0
Study Skills	Los Padillas Elementary School	2	20
Success Planning	Adobe Acres Elementary School	1	13
Tutoring	Albuquerque HS	40	144*
Why Go To College?		0	0
Hacia Open House	SCC only	1	23
Davis Case Study	Davis NM Scholarship	1	11
UNM Meet Day	UNM and all its Department	1	
Possible Professions	Adobe Acres, Albuquerque HS	1	24

*This number is a sum of attendance for all 26 tutoring sessions, not unduplicated students.

2. Aligning Systems & Sustainability.

The collaborative events Hacia plans align systems between Hacia and the collaborators. Collaborations discussed take the form of large institutions appreciating Hacia's help reaching students they would otherwise have difficulty reaching. For example, UNM holds workshops to increase the successful applications from low socio-economic status (SES) students. Hacia's coordination of events for just this sector provides a great opportunity for higher education institutions to meet their diversity goals. This year SCC staff increased participation past UNM and Central New Mexico Community College (CNM) to include New Mexico State University, UNM Valencia, New Mexico Tech, Eastern NM University. Both UNM and CNM require FAFSA applications. Hacia Students from Albuquerque High School completed 143 FAFSA applications with the collaboration of Hacia staff which far exceeds the 49 completed last year. APS has more to appreciate. Their interest in closing the achievement gap make attendance intervention and persistence skills important parts of reaching their graduation goals across various ethnicities. It is the organizational symbiotic (Hacia and partners) relationship that makes the effort sustainable in the long term. Parties on both sides of the equation share goals, possess resources, and benefit from the other's collaboration.

V. Implications

a. Participant

Hacia students benefit from system alignment. This not only provides critical access to higher educational opportunities but helps ensure their success once beginning their post-secondary educational experience. Over the years Hacia staff have evolved their activities and events from individual stand alone opportunities to build strategically. For example, a suite of activities builds family capacity to support their students' college ambitions, first with a success plan, beginning in early grades, then with workshops on financial aid, FAFSA completion, and college applications. Attending any single one of these may not benefit a student much, but the combination of all events may be quite powerful. In coming years SCCs data will likely support the ability to determine patterns of offerings that lead to student college opportunities.

b. Programmatic

i. Barriers & Goals

The challenge of working with large organizations such as APS or UNM is their size. While Hacia staff have built effective partnerships so far, school site staff change regularly. New relationships require establishment and maintenance. The Hacia staff provides the Hacia: Toward the University training to district staff. Constant APS staff changes make training a regular expense rather than a one-time investment. Although

cost is not a primary concern, institutionalizing Hacia: Toward the University practices becomes difficult to maintain in the face of constant District staff changes.

To address these challenges, SCC staff appear to have at least two options: 1) they may consider the regular expense a worthy investment because the practices they train APS staff on get disseminated through the district, or 2) they change their model to be long term student focused rather than school (place) focused. The first option would require constant funding and would likely contribute to cultural change at the district over time. The second option may facilitate better participation from SCC students because it would “invite participation” from them regardless of which school they attend. SCC has tried a student focused model and found that student mobility makes it difficult to remain in contact with student. Their household focus has addressed the mobility challenge to some degree. SCC has been tolerant of changing schools occasionally because their processes are sufficiently documented that they can transplant their services quickly to any school requesting their contribution.

c. Organizational (System Level)

i. Addressing Inequity

The current student support structures in focus schools represents a structural barrier that produces disparate outcomes for students of color or low socio-economic status. Hacia addresses these current structures by collaborating with the local school district to build more relevant supports in specific geographic areas that serve all students equitably. At the same time, the response Hacia receives from the community challenges stereotypes that act as barriers to developing necessary support structures. The idea that Latino/Hispanic families don't want to engage in their students' schools is simply untrue. SCC's Hacia program shows that Latino families can and do engage in their student's educational lives. Hacia clearly leads to increased student opportunities and success. The key has been to collaborate with APS, a risk averse organization, in a way that Hacia shoulders the "risk" of failure. Hacia minimizes risk by organizing community members, families, and by providing highly relevant content in Hacia activities.

d. Community

The community benefits from having strong families with successful *liderazgo* experiences that build knowledge of local institutional systems that can transfer to other systems. Additionally, when diverse institutions collaborate across the socio-economic spectrum, collaborative institutions may adopt or broaden their approach and appeal to those who have not had access in the past. Activist and entrepreneurial individuals emerge and begin to lead their communities in social interventions that raise the

functional abilities of their neighbors. This increases the tax base and builds the employability of the population.

VI. Next Steps for Hacia

Hacia staff continue to optimize the use they receive from their data system. The next frontier is to error check their student ID numbers. This remains the last data quality feature to address in their data set as of this writing. Without accurate ID numbers it is impossible to electronically match their data with APS data.

The CoVID-19 pandemic has brought an interesting opportunity in this regard. There remains an electronic divide among families of color and low SES relative to their middle class peers. APS moving instruction to online delivery challenged many families. To APS credit they procured Chromebooks that students could check out (like textbooks) and filled part of this digital divide. That investment, while critical, does not seem to have been sufficient as at least one APS high school reports only 80% participation in online learning. Other challenges may exist such as access to the internet.

Hacia, can investigate these challenges more quickly and in depth than APS. The solutions are relatively inexpensive to solve. For example, Chromebooks are quite affordable at about \$200 each for a relatively high quality device. APS could use Capital improvement money to buy technology that fills this gap. Sure this is a recurring (though not annually) expense, but it would likely pay off in improved student performance and equity.

Similarly APS could approach the City to negotiate an equity access rate for the internet with its sole source providers (Quest and Comcast). This should not cost the district anything. Its a privilege of doing business in the city. Similarly, tAPS should approach state regulators and require cell phone providers to offer a student data access plan to assist with online educational opportunities.

Where does Hacia fit in this picture? Hacia may consider checking on digital access with their families. One activity could be to invite families to bring their device and demonstrate their ability to log into APS StudentVue. At that moment Hacia staff could check the APS Student ID numbers they have on record along with the skills and challenges families have accessing the internet. Hacia could develop an essential digital access inventory to ensure their families can access all APS opportunities. Since APS is unlikely to solve the digital divide as described above, Hacia may be able to address it on a smaller scale with their families. Developing a menu of cheap mobile data plans

would eliminate the necessity for families to pay for hard wired internet access. Most families have mobile phones which can send WIFI signals to their mobile computer. Hacia, could invest in a “library” of Chromebooks that families could check out.

On a separate topic, Hacia will eventually move their location. This offers an opportunity for families to work closer to their homes. Implications for SCC and the families are difficult to foresee. SCC may wish to hold a couple of events to discuss with families what they would like to see added or changed relative to current SCC offerings. A modified Delphi process would honor the participants and likely yield great insight into directions SCC can plan for their transition to the new facility. A Delphi process essentially asks experts to make predictions about the future. In this case the SCC families are the experts in how the move will affect them. Including families who have already graduated children would be as important as those who are still in the process. The results could guide program modifications and further expansion.

VII. Methods

a. Overview

This evaluation analyzes data from program participation and will include updated existing data from APS. This multifaceted approach allows the evaluation to discuss participant, program and system outcomes.

b. Logic Model

This logic model has been developing and maturing over the years. The current form includes conceptualized program features that remain constant in the last three years. SCC developed a holistic model that runs from cradle to college. As such, there are many outputs and outcomes that appear after 5th grade. This is driven by the ease of collecting such data. For example, grade marks are not available at elementary school, although they are at older grade levels. Elementary schools use a different grade marking system that does not lend itself to common analysis and interpretation.

Analyses this year show the PreK-12 grade levels throughout this report. See Logic Model in Appendix A.

c. Data collection

This report uses data provided by Hacia staff to describe events and participation in them, as well as collaborators in these efforts. SCC changed their data system the second year and third years, integrating feedback from previous years issues. The previous data system provided both data entry and data use challenges, so the move to

a better data system reflects SCC's culture and commitment to data-driven decision making. Further, Hacia staff have appreciated the powerful features of the new data system and continue to exploit evaluation opportunities they find. Additionally, the evaluator collaborates with the Albuquerque Public Schools to analyze an archival data set with three groups: Hacia students (participating in out of school time family events), students attending Hacia served schools (those with access to the specially trained school counselors, students in non-participating APS schools (Statistical Peers).

While the WKKF reporting protocol does not address methods, the planned evaluation collects a plethora of data sets over a 5-year period (a baseline plus 4-year project). SCC's evaluator negotiated with Albuquerque Public Schools to gather data once per year and for three groups – Hacia students, students at Hacia focus schools, and students from a District determined comparison pool of schools called statistical peers. Data sets planned for the evaluation included four general measures including: annual testing; course grades for required subjects Language Arts, Math, Science, and Social Studies; same grade retention, and attendance. However, APS staff and system changes during the program implementation led to changes in file sources and the need to re-imagine all the analyses.

Hacia staff provided APS program participation data and files continue to improve relative to percent matches APS staff produce. In previous years, the annual testing data was the most problematic due to changes in instruments including stopping their use (e.g. PSAT) midway through the project. In the most recent years with the changes in APS data such as eliminating the PARCC, there is no comparison data for standard examinations. The COVID-19 pandemic contributed additional difficulties. The combined factors make it impossible to perform the longitudinal comparison of test scores.

Finally, graduation rates represent snapshots in time while students continue to persist in their pursuit of graduation. Hacia staff keep a running record of their students' successes. Graduation rates for previous years in this report slightly under-represent actual graduation rates. This method of reporting ensures that tables across years remain stable and comparable. Hacia reports slightly different historic numbers because of normal and appropriate table updating.

d. Analysis

Analysis performed leads to increased understanding of the reach of Hacia program to specific population and its focus and extent of collaboration for resource access.

Planned analyses follows ANOVA procedures (a special case of the general linear model), and occasionally non-parametric methods will assess multiple outcomes. In the last year of the project, trend analysis methods attempted to determine program effectiveness along with correlational methods (i.e. general linear model) where Hacia participation data existed.

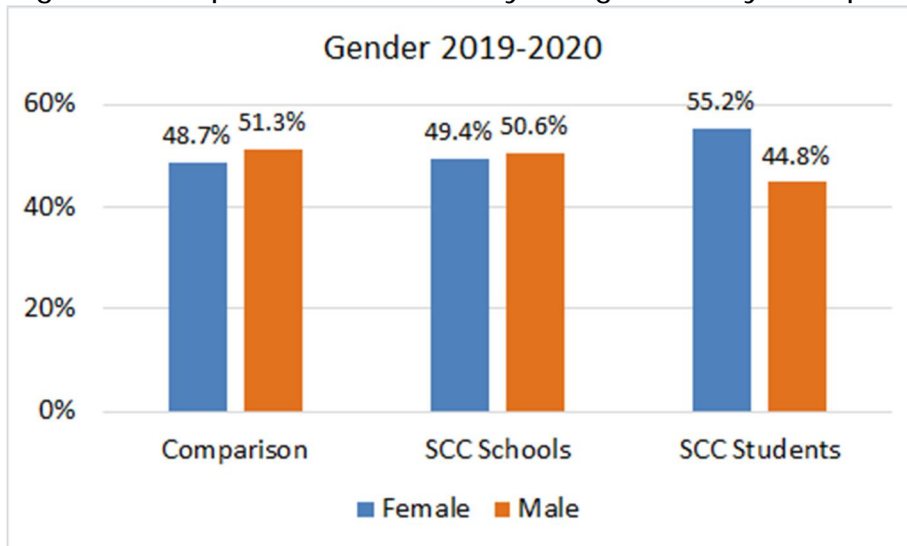
Other methods of note include following students in and out of the program. Since students move around, it is possible for them to be in the study group one year and a comparison group in another year. Over 5 years (4 plus baseline) the permutations become large and group membership becomes blurry for some students. In this case evaluators assigned participation “dosage” based on participation over time. For example, there was a “no participation group” (the comparison statistical peers) that received zero exposure to the Hacia program. Then the SCC participating schools received a 1 value for their “light exposure to the program”. Then the SCC students received a 2 for their “full exposure to the program”. As such it is possible to develop a dosage over time. For example a student who participated three years in a row might get a dosage score of 6, while a student at an SCC school for three year would receive a 3. These weighting schemes can then be correlated with outcomes such as attendance and average letter grades by subject and with change scores over time. Evaluators tested different weighting schemes and found no large findings recommending one scheme over another.

VIII. Detailed Results

a. Program Participation: Hacia Efforts

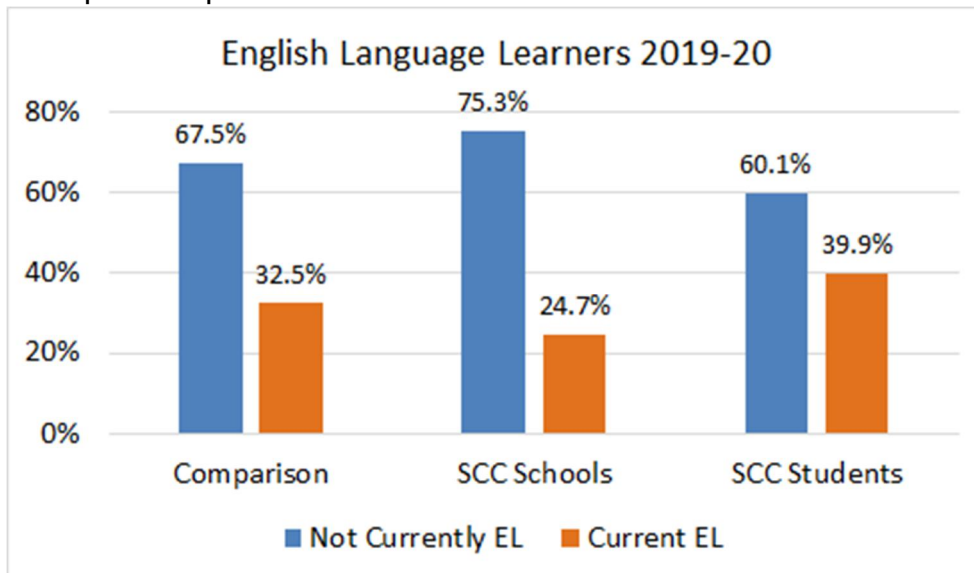
Analysis in 2019-20 of gender across study groups shows that proportions of gender are relatively proportionate to the general population with the SCC group slightly representing females more (Figure 8). The rate of males in the SCC program has increased over the past two years to decrease the disproportion favoring females in the SCC Student group relative to the comparison groups.

Figure 8. Comparison of Gender by Assigned Study Group Participation



English language learner (ELL) data also comes from APS (Figure 9). For the SCC Schools the SCC students appear quite similar to their fellow students in terms of their ELL status. However, this does not hold for the Statistical Peer schools and the SCC students from those schools. There is a small bias for SCC students to be more ELL than their fellow students in the peer schools.

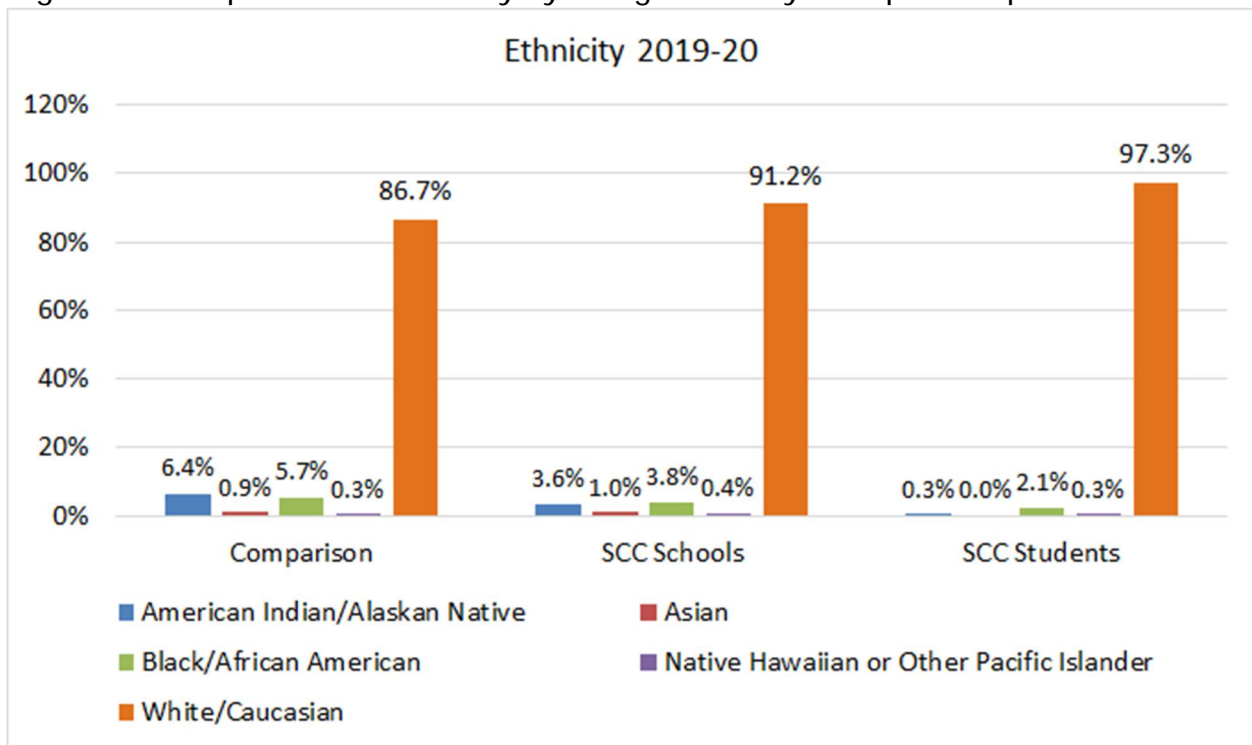
Figure 9. Comparison of English Language Learner participation by Assigned Study Group Participation



While Hacia enjoys participation from a broad swath of the Pre-K to 12 student spectrum, 30% show senior-year status. This is largely due to effective recruiting at the high school level showing a huge need for Hacia’s college preparation services.

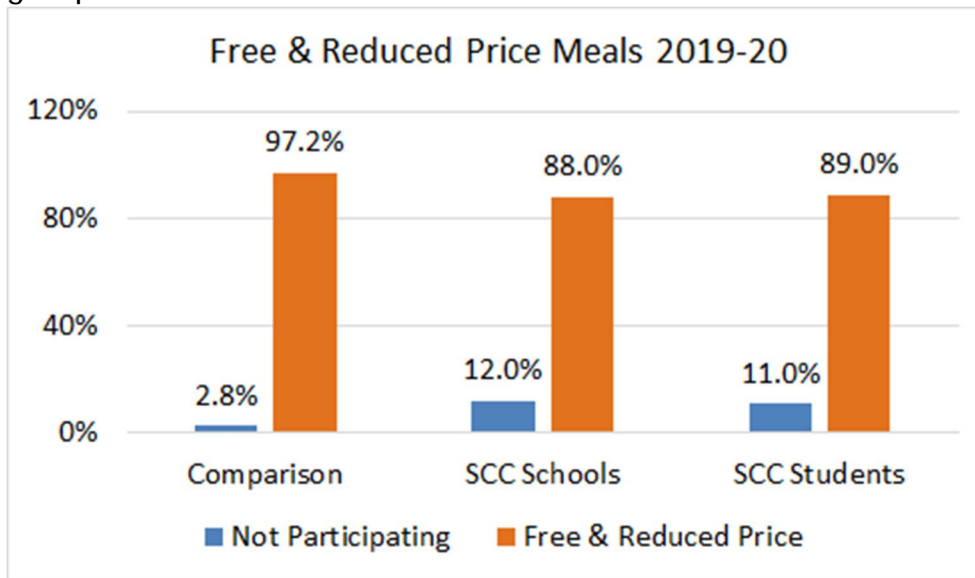
Figure 10 shows the ethnicity as represented in the data set APS provides. The APS data set lacks student ID numbers (provided by Hacia) for 121 students, almost one quarter of the Hacia participants. Nevertheless, the distribution of ethnicity reflects the full data set from Hacia records. The percent of data available through APS has improved significantly over the past two years.

Figure 10. Comparison of Ethnicity by Assigned Study Group Participation



Both schools participating in the Hacia program and other schools have high percentages of students who qualify for free or reduced-priced lunch, demonstrating that, overall, schools participating in Hacia and comparison Peer Schools are comparable in the economic status of their families. Peer schools have a higher percent of students who qualify for free lunch, including SCC students (Figure 11). This figure supports earlier statements that SCC students are students APS would like to serve better.

Figure 11. Free & Reduced Price meals comparison between SCC students and other groups.



b. Implementation Fidelity

While implementation remains important for most programs with a long history, Hacia’s innovative approach flexibly implements and modifies its program to maximize program effectiveness. Hacia staff planned to expand their reach throughout the city; however this did not happen to any significant degree. Indeed, Hacia served fewer schools by the end of the project. By the end of the project they served 61 schools relative to having started with 69 and increasing to a high 72 schools before falling again to 61. The expectation to serve more schools may have been over ambitious considering 61 schools represent nearly 45% of all APS schools. The ability of a handful of highly skilled and motivated staff to reach up to 50% of APS’s schools is indeed impressive, despite having missed this goal. Even more impressive is the fact that they increased the number of students 77% to reach 495 students after beginning the project with 381. Since the population SCC’s Hacia plans to focus on does not include the entire district, it may be that increasing the number of schools reached is not a necessary objective for the purpose of reaching their students of concern. A plenty ambitious restatement of the goal considering the size of SCC staff may be something like “offering services to students at 50% of APS Schools”.

Further, they had planned to focus on increasing returning participants and increased the number of participants returning for consecutive events relative to previous years. Hacia staff have begun to define what it means to receive their services at a level that impacts student outcomes by identifying key participation features and tracking participation rates. Last year they experimented with developing a trio of college prep

workshops (FAFSA completion day, College Application day, and Financial Aid day) and eliminating the college visit. Coupled with a series of ACT Prep classes this could be a powerful set of stepping stones any student can use to access local college resources. This year Hacia reintroduced the College visits as part of the suite of college prep events. The key is to entice students to take advantage of the suite rather than just one event here and there. Table 3 shows which events were most popular while Figure 6 showed that most students attended fewer than 3 events. This year SCC staff continued to make incremental increases in the number of students attending multiple events. SCC staff have yet to reach participation number they hope for.

Conceptually, Hacia may wish to categorize tutoring as a separate type of activity that leads to high school academic skills, while the other events lead to more college oriented and administrative skills. While SCC offers tutoring in most years, it appears few students use that service. Those who do, use the service quit extensively. Evaluating this as a separate educational feature would improve future evaluations.

- c. Outputs: Reducing Drop Out and Identifying Early Warning Indicators
 - i. Same Grade Retention:

Various evaluators consider dropout an output while others consider it an outcome. While there are good reasons for each characterization, this study places it in the output category for this evaluation. While people often discuss dropping out as an event, research shows that it is a series of disengagements that culminate in an inability to catch up in the remaining time before the four-year graduation window is up. Retention is closely related to dropping out and serves as an early warning sign. While the school district carefully monitors dropout figures, these students require significant resources and remain in constant flux due to periodic re-engagement. Students in SCC programs tend to experience same grade retention less than other students at their schools, but about the same as students at the comparison schools (Table 19).

Table 19. Same Grade Retention Analysis: 1st to 12th Grade in 2018-19 to 2019-20.

	Comparison	SCC Schools	SCC Students
Total number of students	13949	5610	310
Number of students held back	752	945	17
% students held back	5.4%	16.8%	5.5%

ii. Access to Resources

Because Hacia counted participants at each event, an individual may have attended more than one event of the same type (i.e. duplicate counts exist). Table 18 above shows the number of times that each event type is attended by Hacia students. Note that each student participant generally attended with an accompanying parent.

Hacia staff have been developing events that build upon each other. An example from the 18-19 school year was the College Trio mentioned above. In the table below they are lumped together under workshops (Table 20). Hacia may wish to recode their event offering to reflect the strategic nature of their offerings. The ability to engage participants in SCC offerings has improved, but still is not at a level they would like to see (e.g. challenging space limitations).

Table 20. The number of events that students attended by the offered

Number of Sessions attended per student	Class Type N ACT Prep 1920	Class Type N College Visit 1920	Class Type N Workshop 1920	Class Type N Boot Camp 1920	Class Type N Other 1920	Class Type N Tutoring Session 1920
0	252	259	69	265	185	251
1	6	21	121	15	70	13
2	12	0	44	0	22	2
3	3	0	43	0	3	6
4	0	0	1	0	0	0
5	2	0	2	0	0	0
6	2	0	0	0	0	0
7	1	0	0	0	0	1
8	2	0	0	0	0	1
10	0	0	0	0	0	1
12	0	0	0	0	0	2
14	0	0	0	0	0	1
19	0	0	0	0	0	1
25	0	0	0	0	0	1

iii. Success Plans

In order to build a Pre-K to Career system of support, Hacia staff developed a method to identify family needs and challenges that Hacia can build structures to support. These plans scaffolded content that builds ultimately to successful transition to post-secondary education experiences. Hacia conceptualizes three stages of Family Success Plans:

- Pre-K – 2nd grades – Family Success Planning,
- 3rd – 11th grades - Success Planning, and
- 12th grade - College Coaching

An Hacia advisor facilitates each plan creating a dialogue between parents and their children around goals and action steps for the upcoming school year. The Hacia advisor analyzes student report cards identifying early warning indicators and addressing specific challenges (truancy, marks below average in subject areas and student responsibilities, attendance, and extracurricular activities etc.). Table 21 shows the number of Success Plans by stage. The table shows that higher grades have created their plans in the previous years, and most participants are now in the process of following, rather than creating their success plans. The next programmatic planning step trains parents to facilitate the creation of success plans on their own. This will expand the capacity of the community to reach more children. In addition, adults receive guidance to build their own adult education success plans.

Table 21. Number of Success Plans by Grade level

	Pre-K – 2nd grades	3rd – 11th grades	12th grade	Adult Ed Plans	Total
2016-17	73	118	76	N/A	267
2017-18	23	117	91	187	418
2018-19	54	86	10	150	300
2019-20	42	203	18	162	425

From an evaluation perspective it may be more informative to analyze data based on families that SCC staff determine require support separately from those thought to not require support. If the assessment is accurate, it would increase the estimate of the program's effect.

d. Outcomes

i. Participant Level

1. Family Engagement, Adult Skills, and Leadership

Family engagement begins early for participants in Hacia, primarily through workshops and meetings with their advisor. Advisory meetings include reviewing report cards, attendance records, behavioral reports if any, etc. At the same time, Hacia advisors encourage adults to advance their own educational goals. This key feature sets an example for students that education is a life-long enjoyable activity and leads to opportunities for employment. Workshops are designed to address practical problems whether it's filling out applications associated with college, or an introduction to special education processes and rights. Workshops help families address large institutional organizations with knowledge and confidence. The increase in citizenship and English Language class participation this year indicates that participants find the resources valuable.

2. School Attendance

This evaluation report addressed school attendance (Table 12) using APS provided data for all grades. The general pattern shows SCC participants having less absent days from school than comparison schools.

3. Grade Marks

The grade analysis in Figure Table 14 presents average grade points by subject. This table showed that SCC students do reliably outperform their peers in all but one subject (Social Studies). Reviewing results from previous years in light of current findings, the effect size of the intervention, if it exists, is quite small. There remains a possibility that the intervention produces no improvement in grades.

4. FAFSA Submission

FAFSA Submissions provide the ability to obtain economic support for college attendance. Table 22 shows that SCC students at the Hacia schools have a significantly higher number of completed FAFSA applications.

Table 22. FAFSA completion rates by group in School year 2019-2020

	Comparison	SCC Schools	SCC Students
Completed	243	382	39
% of students from each category	1.20%	5.40%	10.50%
Total	19990	7140	373

ii. Organizational Level

Hacia's evaluative culture ensures organizational flexibility and adaptation. Their recent adoption of a new data system continues to mature from having built standard reports for evaluation purposes to linking files for deep analysis. Their evaluation efforts now include strategic planning of services to meet the population of focus needs.

iii. System Level (System Alignment)

Cross-sector collaboration provides opportunities for institutions to learn about their clients and their services, to broaden their client reach, and to share information in new contexts. Hacia staff engage key post-secondary institutions from around the state in events that funnel students to educational options they may have thought unimaginable without the Hacia program. Hacia engaged an increasing number of New Mexico institutions of higher education. Its community college reach to the local offering shows a practical decision to limit reach to institutions their families are likely to use.

IX. Conclusion

Southwest Creations Collaborative's, Hacia program, offers opportunities to families and students throughout the Pre-K to College spectrum. The model likely falls apart without the intensive Pre-K to 3rd grade focus where families adopt habits and practices that later support strong educational participation. Hacia's approach empowers families to self-advocate throughout the educational process. However, the Pre-K to 3 population provides significant challenges for collecting data consistently over time. School based assessments change regularly, attitude measures are notoriously unreliable at young ages, access to students is limited as they require more familiar structure throughout their day (data collection disrupts their day). Added to this focus is a "just in time" suite of opportunities designed to make sure qualified students pass all the administrative hurdles to attending college.

Because the Hacia model depends so critically on early foundations (K to 3rd grade), the outcomes in middle and high school reflect the early K-3 successes. This report shows program participation results, as well as small successes, attendance, and grade marks. Hacia's large success continues to be their outstanding graduation rates. It defies logic that such success arises from no other corresponding indicators. The authors conclude that the small successes are real and cumulatively produce the outstanding graduation result.

The cross-sector engagement provides opportunities for sharing practices and information in addition to aligning systems. Hacia's ability to engage so many higher educational institutions means their students have choices and opportunities at their fingertips and are positioned to succeed in their choices.

APPENDIX A



Adult Education (AEd) Family Engagement Program Logic Model 2016 - 2020

Overarching Goal: 600 families yearly (200 AEd students yearly, 50% with Active children in Hacia)

Strategy	Inputs	Activities	Outputs (Amount of Product or Service)	Outcomes (Participants Benefit in Certain Ways)	Impact (Long Term)
Classes	<p>Time, Money, Space, Materials</p> <p>Examples:</p> <ul style="list-style-type: none"> Hacia staff, volunteers, childcare providers, tutors, etc. Contract Instructor/program staff CNM Advisor Partner Organizations and Contacts Food 	<ol style="list-style-type: none"> Internal Adult Ed Classes <ul style="list-style-type: none"> GED Classes English Classes Coaching to find and enroll in External Adult Ed Classes (CNM), and “warm handoff” to CNM Advisor 	<ul style="list-style-type: none"> Total # of students currently enrolled in an Adult Ed class # students in each type of class 	<ol style="list-style-type: none"> Adult students demonstrate persistence by remaining enrolled in program/class Students earn their high school equivalency, Associate’s Degree, Certificate, or Validation of a Foreign Degree Families with children will have built system literacy and self-advocacy skills. Report on the following each year: <ol style="list-style-type: none"> Attend Student Conference Communicate with school staff/ Attend Open House Accessing academic tutoring/support or other supports Volunteer in classroom/ Attend school events Families will build engagement within the family---open and strengthen communication between parents and children Children and family gain access to all Hacia services K-12 Families gain access to and engage with other organizations/ events/resources 	<ul style="list-style-type: none"> Participants will build strong habits that establish a college-going culture and aspirations for high expectations within the family Gain access to higher wages and more stable income Engagement within family will increase to support the success of students’ and parents’ educational and economic goals Participants serve as examples of educational success and as family and community role models Participants build strong, healthy families with higher health, education, economic outcomes
Success Planning		<ol style="list-style-type: none"> Adult Success Planning Recruitment of children to Hacia, with Family Success Plan Emergency and certificate completion Success Plans for Internal Hacia Families 	<p>Success Planning: families set goals and create accountability around parent’s education and involvement in child’s education if applicable:</p> <ul style="list-style-type: none"> # Individualized Adult Success Plans # New students recruited to/enrolled in Hacia # of Adults with Active Hacia Children 		



College Readiness (CR) Family Engagement Program (Grades 6th – 11th)
 Logic Model 2016 – 2020

Overarching Goal: 600 families yearly (100 CR students yearly, 85% first-generation, college-bound)

Strategy	Inputs	Activities	Outputs (Amount of Product or Service)	Outcomes (Participants Benefit in Certain Ways)	Impact (Long Term)
Family Events	Time, Money, Space, Materials Examples: <ul style="list-style-type: none"> Hacia staff, volunteers, childcare providers, tutors, guest speakers, etc. Partner school support staff Food 	Facilitate peer-to-peer network opportunities by engaging families during intergenerational events: <ol style="list-style-type: none"> Workshops College Campus Visit Outreach Phone calls: include check-ins, data collection, filtering, recruitment 	<ul style="list-style-type: none"> Action Step Plans from each workshop # of families in attendance # New Participant Surveys submitted # of workshops offered 	<ol style="list-style-type: none"> Student has made progress towards/reached goals from Success Plan (track as: <i>reached, made progress, did not reach</i>) <ol style="list-style-type: none"> Attendance (improve despite challenges) Grades Participation in extracurriculars Students will have demonstrated persistence by remaining enrolled in school Families will have built system literacy and self-advocacy skills. Report on the following each year: <ol style="list-style-type: none"> Attend Student Conference Communicate with school staff/ Attend Open House Accessing academic tutoring/support or other supports Volunteer in classroom/ Attend school events Families will build engagement within the family—open and strengthen communication between parents and children Students/Families engage with other organizations/events/scholarships/resources Student has ACT/SAT score before beginning of 12th grade 	Students will: <ul style="list-style-type: none"> Graduate from high school OR earn their high school equivalency. Gain higher ed. Admissions Earn financial Aid and scholarships Participants will build strong habits that establish a college-going culture and aspirations for high expectations Hacia families learn how to be strong college candidates—whole family benefits Families will re-engage in adult ed Engagement within family will increase Alumni will become facilitators, mentors, staff, community role models Graduates automatically have a positive impact on siblings' college path Students will be better equipped to persist through college Participants build strong, healthy families with higher health, education, economic outcomes
Success Planning		<ol style="list-style-type: none"> Success Planning and Follow-up Filtering/Coaching Grade Analysis and tracking 	Success Planning: families set goals and create accountability around grades, attendance, and extracurricular activities using: <ol style="list-style-type: none"> # Individualized yearly success plans/report card analyses # Filtering plans/report card analyses 		
Classes		<ol style="list-style-type: none"> Tutoring ACT Prep/Practice Test 	ACT Prep <ul style="list-style-type: none"> # hours provided # waivers covering test costs # students who attend prep sessions (each session AND overall) # students registered ACT Exam <ul style="list-style-type: none"> # students (11th Grade) who take exam Tutoring/Mentoring <ul style="list-style-type: none"> # hours provided # of students who attend (each session AND overall) 		
					<ul style="list-style-type: none"> Gain access to higher wages and more stable income



**College Transitions (CT) Family Engagement Program (12th Grade)
Logic Model 2016 – 2020**

Overarching Goal: 600 families yearly (100 CT students yearly, 85% first-generation, college-bound)

Strategy	Inputs	Activities	Outputs (Amount of Product or Service)	Outcomes (Participants Benefit in Certain Ways)	Impact (Long Term)
Strategy	Inputs	Activities	Outputs	Outcomes	Impact
			All families should leave with a plan/goal/next steps after every event, using knowledge and skills gained		
Family Events	Time, Money, Space, Materials Examples: <ul style="list-style-type: none"> Hacia staff, volunteers, childcare providers, tutors, guest speakers, etc. Partner school support staff Food 	Facilitate peer-to-peer network opportunities by engaging families during intergenerational events: <ol style="list-style-type: none"> Workshops Senior Bootcamp College Campus Visit Outreach Phone calls: include check-ins, data collection, filtering, recruitment 	<ul style="list-style-type: none"> Action Step Plans from each workshop # of families in attendance # Non-Hacia Students served # of workshops offered # families complete/submit FAFSA # students who submit a college application 	<ol style="list-style-type: none"> Student has made progress towards/reached goals from Success Plan (track as: <i>reached, made progress, did not reach</i>) <ol style="list-style-type: none"> Attendance (improve despite challenges) Grades Participation in extracurriculars Students will have demonstrated persistence by remaining enrolled in school Families will have built system literacy and self-advocacy skills. Report on the following each year: <ol style="list-style-type: none"> Attend Student Conference Communicate with school staff/ Attend Open House Accessing academic tutoring/support or other supports Volunteer in classroom/ Attend school events Families will build engagement within the family—open and strengthen communication between parents and children Students/Families engage with other organizations/events/scholarships Student graduate from high school OR earn their high school equivalency. Student gains higher ed. Admissions Student receives financial aid offer Students have college entrance exam score(s) 	<ul style="list-style-type: none"> Participants will build strong habits that establish a college-going culture and aspirations for high expectations Hacia families learn how to be strong college candidates Families re-engage in adult ed Engagement within family will increase Alumni will become facilitators, mentors, staff, community role models Graduates automatically have a positive impact on siblings' college path Students will be better equipped to persist through college Participants build strong, healthy families with higher health, education, economic outcomes Gain access to higher wages and more stable income
Senior Coaching		<ol style="list-style-type: none"> Senior Coaching Filtering Credit Analysis Recommendation Letters 	<ol style="list-style-type: none"> # Individualized yearly senior coaching plans/transcript and credit analyses # Filtering plans # focused intervention plans/calls based on credit analysis matrix 		
Classes		<ol style="list-style-type: none"> Tutoring ACT Prep/Practice Test Connect to Outside Opportunities (Internships, camps, scholarships, etc.) 	ACT Prep <ul style="list-style-type: none"> # hours provided # waivers covering test costs # students who attend prep sessions (each session AND overall) # students registered ACT Exam <ul style="list-style-type: none"> # students who take exam Tutoring/Mentoring <ul style="list-style-type: none"> # hours provided # of students who attend (each session AND overall) # Students who have ACT/SAT/Accuplacer score 		



Higher Education Institutions
Logic Model 2016 – 2020

Overarching Goal: For institutions to become aware of structures that marginalize families, and learn strategies that dismantle barriers that hinder student success.

Strategy	Inputs	Activities	Outputs (Amount of Product or Service)	Outcomes (Participants Benefit in Certain Ways)	Impact (Long Term)
Childcare Centers	Time, Money, Space, Materials	<ul style="list-style-type: none"> • Trainings • Leadership Meetings 	# of Professional Development Trainings # of Leadership Meetings	<ul style="list-style-type: none"> • Providers have an improved understanding of family engagement and college readiness 	<ul style="list-style-type: none"> • A statewide structure is implemented. Institutions are aligned through implementation of the Hacia model. • Mend gap between White and Hispano/Latino Students • Opportunities for Hacia alumni as Hacia Tutor/Mentors • Students graduate from high school OR earn their high school equivalency and gain higher ed. Admissions • Implementers of our model build strong habits that establish a college-going culture and aspirations for high expectations • Family engagement models increase to support the success of students' and parents' educational and economic goals • Strong, healthy families with higher health, education, economic outcomes are supported by Hacia schools. • Families have access to higher wages and more stable income. Parents have more opportunities, and students become the new generation of employees
Hacia Schools	Examples: Meeting with School Staff MOU's Trainings Professional Development	<ul style="list-style-type: none"> • Application • Trainings • Leadership Meetings 	# of schools selected # of Professional Development Trainings # of Leadership Meetings Success Planning: families set goals and create accountability around grades, attendance, and extracurricular activities using: 1) # Individualized yearly success plans/report card analyses 2) # Filtering plans/report card analyses	<ul style="list-style-type: none"> • Educators understand how to build trust with families • Teachers and staff support student Success Plan goals: <ul style="list-style-type: none"> - Attendance (improve despite challenges) - Grades - Participation in extracurricular activities - Home literacy and learning activities • Administrators learn strategies to maintain student attendance despite outside challenges • Teachers use the Hacia's Success Plans during Student Conferences • Hacia schools offer academic tutoring/support or other supports • Parents are encouraged to volunteer in classroom/attend school events • Schools build family engagement as part of the school culture ---open and strengthen communication between parents, children, and teachers • School staff will be trained on viable resources for their student population and how to respectfully offer assistance to families in need 	
Higher Education Institutions		<ul style="list-style-type: none"> • Trainings • Leadership Meetings 	# of Professional Development Training # of Leadership Meetings	<ul style="list-style-type: none"> • Institutions learn to work with vulnerable populations to ensure success at the college level 	



**School Readiness (SR) Family Engagement Program (Grades Pre-K – 5th)
Logic Model 2016 - 2020**

Overarching Goal: 600 families yearly (200 SR students yearly, 85% first-generation, college-bound)

Strategy	Inputs	Activities	Outputs (Amount of Product or Service)	Outcomes (Participants Benefit in Certain Ways)	Impact (Long Term)
Family Events	<p align="center">Time, Money, Space, Materials</p> <p>Examples:</p> <ul style="list-style-type: none"> Hacia staff, volunteers, childcare providers, tutors, etc. Partner school support staff Food 	<p>Facilitate peer-to-peer network opportunities by engaging families during intergenerational events:</p> <ol style="list-style-type: none"> Workshops College Campus Visit Resource Fair Outreach Phone calls: include check-ins, data collection, filtering, recruitment 	<ul style="list-style-type: none"> Action Step Plans from each workshop # of families in attendance # New Participant Surveys submitted 	<ol style="list-style-type: none"> Student has made progress towards/reached goals from Success Plan (track as: <i>reached, made progress, did not reach</i>) <ol style="list-style-type: none"> Attendance (improve despite challenges) Grades Participation in extracurriculars Home literacy and learning activities Students will have demonstrated persistence by remaining enrolled in school Families will have built system literacy and self-advocacy skills. Report on the following each year: <ol style="list-style-type: none"> Attend Student Conference Communicate with school staff/ Attend Open House Accessing academic tutoring/support or other supports Volunteer in classroom/ Attend school events Families will build engagement within the family—open and strengthen communication between parents and children Students/Families engage with other organizations/events/ resources 	<p>Students will:</p> <ul style="list-style-type: none"> Graduate from high school OR earn their high school equivalency. Gain higher ed. admissions Participants will build strong habits that establish a college-going culture and aspirations for high expectations Hacia families learn how to be strong college candidates—whole family benefits Families will re-engage in adult ed Engagement within family will increase to support the success of students' and parents' educational and economic goals Alumni will become facilitators, mentors, staff, community role models Participants build strong, healthy families with higher health, education, economic outcomes Gain access to higher wages and more stable income
Success Planning		<ol style="list-style-type: none"> Success Planning and Follow-up Filtering Grade Analysis 	<p>Success Planning: families set goals and create accountability around grades, attendance, and extracurricular activities using:</p> <ul style="list-style-type: none"> # Individualized yearly success plans/report card analyses # Filtering plans/report card analyses 		