FRYSC
Kentucky Family Resource and Youth Services Centers
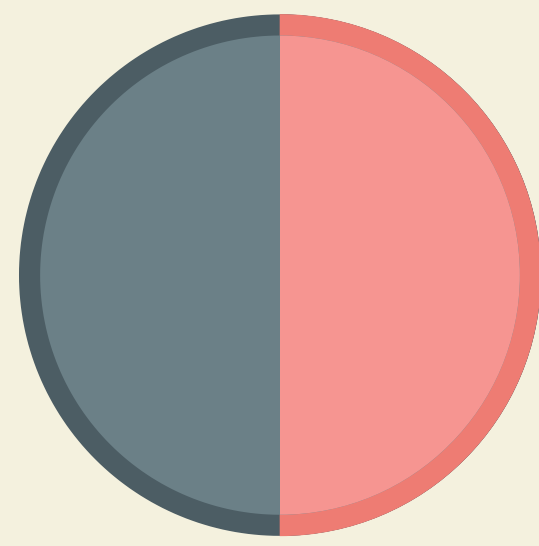
Creating Partnerships for Student Success

Impact Reports 101

Purpose of Impact Reports

To report improvements, increases, decreases, or other positive, data-supported impact to students and families.
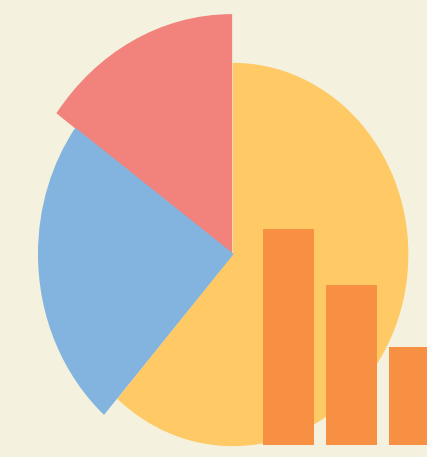
An Impact Report Ideally Contains:

Baseline data

Baseline data (BEFORE)is contrasted with the Outcome data (AFTER)
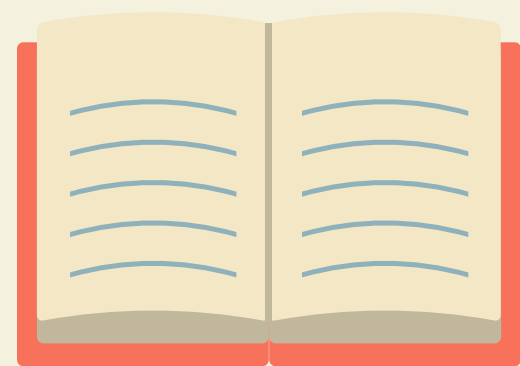
Brief Description

Describes the service or activity and FRYSC Involvement

Verifiable Data

Positive outcome is demonstrated with data that can be verified

Consider This

TL;DR -- Too Long; Didn't Read
Be aware that less is more. Pack your descriptions and data into a small package. The goal is for stakeholders to actually READ it. A well-written impact report will never exceed one page.

Grammar and Spelling
Correct grammar, subject-verb agreement, and spelling are very important. Please make every effort to proof your work. All reports are edited prior to inclusion in the Impact Report Spotlight, but it is always a wonderful surprise to receive a report that has already been edited by the original writer.

Stick to the Facts
The data speaks for itself. No need to add how you feel about it.

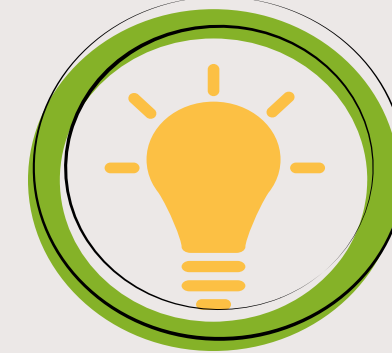### Think of TARGETED Programs, not large, school-wide activities

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Decide What to Measure

Step 1:
Decide What to Measure

Step 2:
Gather Baseline Data

Step 3:
Provide the service, program, or activity

Step 4:
Document the outcome relating to the baseline

Targeted group programs are more likely to lead to demonstrable impact than large, school-wide events and one-day programs. Back to School events, Reality Store, school assemblies, etc. are **not** good choices for impact reports.

Examples of Documented Impact from other FRYSCs

- Increase in parent/caregiver/male involvement
- Increase in Kindergarten readiness
- Increase in physical activity
- Decrease in risk of child maltreatment
- Decrease in incidences of bullying, personal violence behaviors, and related referrals
- Increase in Reading/Math (MAP/STAR) scores
- Increase in # of students/parents gaining employment
- Increase in servings of fruits and vegetables consumed daily
- Improved attendance
- Improved literacy for English Language Learners
- Decrease in # of students with urgent dental needs
- Increase in # of students enrolling in college, career/technical training, or military
- Increase in # of students completing the FAFSA
- Decrease in negative behavior incidents
- Increase in homework completion
- Decrease in repeat tobacco related offenses
- Decrease in # of students who have never seen a dentist
- Improved ACT scores

Highlights from 2017-19

- **Behavior/Bullying**: Green Dot *(P. 37, 2019)*
  Up-stander program for high school. Decrease in behavior referrals over 50%.
  - 2017-18: 686 behavior referrals/issues
  - 2018-19: 336 behavior referrals/issues

- **Health**: *Dental Screening and Cleaning (P. 61, 2017)*
  Over 5 years, urgent dental needs have decreased steadily.
  -2012 – 12% urgent
  -2016 – 4% urgent

- **Behavior/Social-Emotional**: *Girl Power (P. 3, 2018)*
  Intervention group for 7 girls struggling with conflict, problem solving without adult intervention, or low self-esteem.
  -Before group: 46 referrals to counselor
  -During group: 16 referrals to counselor
  -After group: 1 referral to counselor
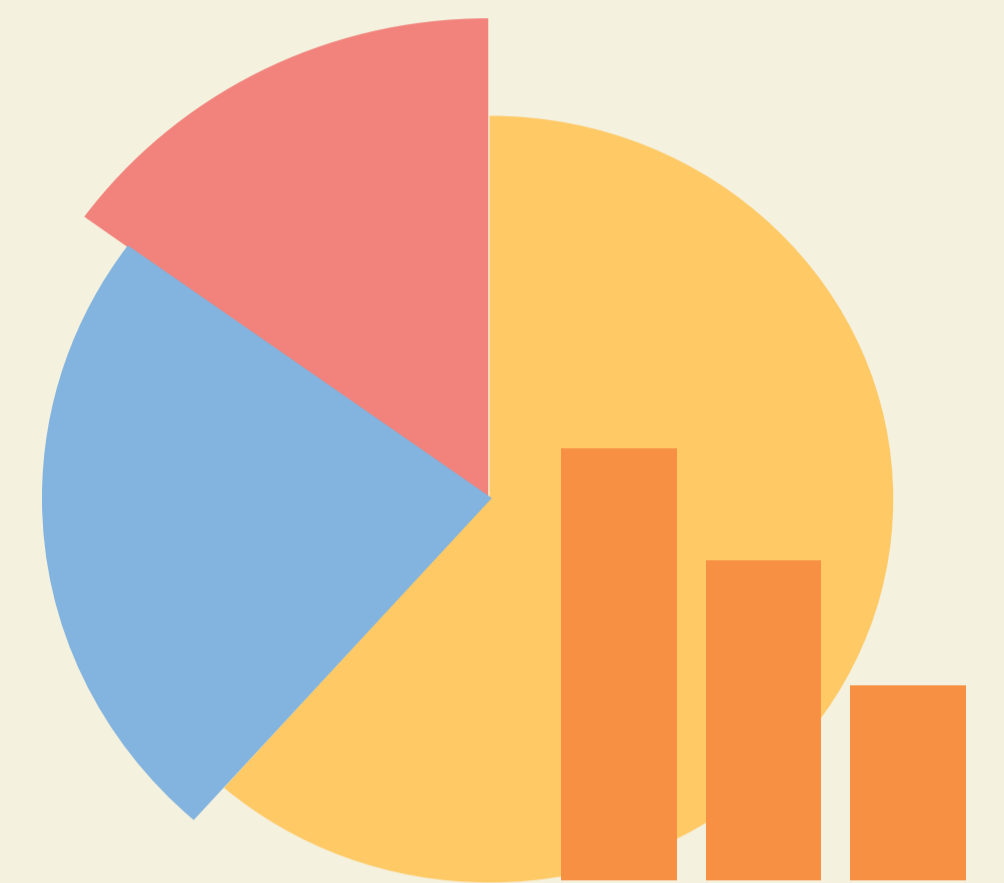
- **Attendance:** *Truancy Mediation (P. 14, 2019)*
  Of the 68 students who attended, 57 improved attendance and were no longer considered habitually truant

- **Kindergarten Readiness**: The OWL Academy, ages 2-5 *(P. 47, 2017)*
  At the conclusion of the 2017 school year, **81%** of the FRC's OWL Academy participants tested "Ready for Kindergarten", well above the 43.7% average for the county and the 51% average for Kentucky.

- **Bullying:** *Compliment Box and Be Kind Project (P. 37, 2018)*
  -Before: 6-8 bullying referrals weekly
  -After: Bullying referrals dropped 87% from the beginning of the year to the end of the year.

- **Individual Intervention:** *Check and Connect Mentoring (P. 64, 2018)*
  Long-term mentoring for a student with multiple risk factors
  -Before: GPA 1.33, 15 days in-school detention, 3 days school suspension
  -After: GPA 2.18, 6 days in-school detention, 0 days school suspension, passed all classes

- **Reading:** *Project Read (P. 73, 2019)*
  One-on-one mentorship reading program (31 students)
  -All students increased end-of-year MAP scores (average increase 15 points per student)
  -29% of students started below grade level and finished the year either on grade level or above grade level

- **Graduation/Dropout Prevention:** *Teen Mom to Graduate Program (P. 50, 2017)*
  One-on-one case management for each identified student.
  -<u>Not one</u> teen mom has dropped out of school in the last four years.

- **College and Career Readiness:** *College Application Week (P. 48, 2019)*
  -Before: 31% had applied to college/tech school/other post high school educational program
  -After: 65% had applied to college/tech school/other post high school educational program

- **Suicide Prevention:** *Sources of Strength (P. 31, 2019)*
  -Reports of harm to self or others (83% decrease)
  -Gallup Annual Hope Survey – Students who say they have an adult mentor who encourages their development increased from 3.86 in 2017 to 3.95 in 2018 (U.S. average is 3.47)

Impact Reports 101

Well-written Example

BEFORE:

There were a number of students whose chronic absenteeism was negatively affecting academic performance. The FRC director compiled data on 50 students who missed the most school in the previous school year. Grades in core content areas were averaged and compared. The data showed that 43 of the 50 students had a lower average grade in the quarters during which they missed the most school.

AFTER:

The Student Assistance Team met to decide how best to assist these children and their parents. There were 35 students selected to receive targeted intervention.

Interventions included phone calls, letters, home visits and face-to-face meetings to share the data and discuss the importance of regular attendance.

At the end of the first semester, 22 of the 35 missed less school and increased their grades in core content areas by 7%.

Improvement was seen in the 3rd and 4th quarters as well. The final data shows that over 70% of the target group had improved attendance. The grade average increased from 77% to 86% for the group.

✓ **BASELINE DATA:** The before is contrasted with the after.

✓ We know how many students were involved in the intervention

✓ The narrative is brief and understandable.

✓ Report shows positive result based on intervention

✓ Report sticks to the facts