

Albina-Rockwood Promise Neighborhood Initiative

Qualitative Evaluation: Overview and Key Findings



What we did:

- Tailored evaluation to SEI Model and ARPNI services
- Interviewed program staff (n=12)
- Interviewed students (n=65) and caregivers (n=23)
- Discussed findings with staff and caregivers



Why we did it:

- Better understand staff and participant experiences
- Inform future work
- Build qualitative evaluation capacity



What we learned:

- Why people participate
- What people value
- Opportunities for improvement and growth

What Participants Valued:

1. Culturally responsive services because they help students navigate racism, microaggressions, and cultural differences.
2. Support for students and caregivers with navigating conflict with each other, peers, and school staff.
3. Their relationships with coordinators which were built on trust and communication.
4. Academic supports and incentives available through programs.

"Having the coordinator on site makes it a safe haven for my student." - Caregiver

"She'll ask, 'What's going on? Why are you so down? Why are you mad, sad, or anxious?' And you reply, 'Somebody has been bullying me.' And she will help you solve that problem. She will tell the principal to come check in with you and talk to the person that's bullying you." - Middle School Student

"The coordinator helped answer a lot of questions and helped applying to college. She helped fill out documents and send them." - High School Student



Key Results Deep Dive: Opportunities and Recommendations

OPPORTUNITIES to increase services:

- Increase the size and number of spaces on- and off-campus where students can engage with services.
- Build up services – more programming, more days, more coordinators with more capacity.

"It's always been on Monday and Wednesday, and that's it, two days a week. It would be good if more days were added." - Caregiver Latino Network

OPPORTUNITIES to increase support for students' relationships with peers, school, and family:

- Offer training on conflict resolution.
- Continue to provide support for students and caregivers.

"My friend and I get angry; I feel like we have anger issues. My friend already punched a hole in the wall. So, when we need a break, we go talk with our coordinators or anybody in the partner room that we know and can talk to." - Middle School Student

OPPORTUNITIES to provide more consistent and inclusive communication:

- Standardize communication content and frequency regarding student attendance, behavior, and academic performance.
- Translate key materials to all families' primary languages.

"Communication doesn't include any real academic updates. The program hasn't done much regarding academics because my student's grades have dropped dramatically in the last year." - Caregiver, SEI

OPPORTUNITIES to strengthen college and career readiness support:

- Provide career exploration and college awareness programming that starts in middle school.
- Involve caregivers in college and career programming.

"I hope programming will look different, maybe even trying to get her college ready starting early. She'll be going to high school next year so getting her prepared and showing her what that looks like." - Caregiver