



PROGRAM EVALUATION

Maricopa High School Equivalency Program

Abstract

The MHEP implemented through the Three Rivers Education Foundation provides a focused instructional and support program to address the needs of disadvantaged migrant and seasonal farmworkers and their families in both Maricopa and Pinal Counties of Arizona.

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Introduction

The Maricopa High School Equivalency Program (MHEP) is a federally funded grant project of the Three Rivers Education Foundation (TREF). TREF is a non-profit whose mission is to “support excellence in education design, practice and research” with programs throughout New Mexico and areas of Texas, Arizona, Colorado and Utah.

MHEP provides a multi-faceted program designed to assist eligible, socioeconomically disadvantaged migrant and seasonal farmworkers attain their High School Equivalency Certification (HSEC). Program participants live and work in high-poverty areas of Maricopa and Pinal Counties in Arizona. In addition to utilizing the GED program, the MHEP assists “attainers” as they seek out employment, upgraded employment, enrollment in the military, enrollment in post-secondary classes and/or enrollment in certified trade schools.

The MHEP stated project objectives are:

- Provide GED preparation coursework
- Enable participants to receive a HSEC
- Assist participants to enter the workforce, military, post-secondary education or a trade school
- Connect participants to social services
- Provide weekly coaching and mentorship

In short, the MHEP is designed to address the needs of the migrant farm workers and their extended families and provide them with the tools necessary to improve their circumstances. The MHEP will assist the students to acquire the necessary skills, certifications, training and/or diplomas required to reach their full academic, economic and career potential.

In order to ensure the efficacy and effectiveness of the MHEP, the Program Director and staff utilize a multi-faceted approach to attain stakeholder feedback and program data.

Thus, the MHEP Director and select staff members review and analyze the following data information sources:

- Weekly, site-based progress reports
- MHEP student surveys
- Pre-test results
- Benchmark exam results
- Oral interviews with MHEP students
- Written communication with MHEP employees

This continuous feedback model allows for clear communication, fluid program adjustments and an efficient and effective program.

After a thorough analysis of the feedback, survey results and the pre-test/post-test data, the MHEP Director and select staff utilize the Plan-Do-Check-Act (PDCA) cycle, also known as the “Deming Cycle,” to insure continuous program improvement.

The Three Rivers Education Foundation implements a rigorous hiring process to ensure that all MHEP employees are certified and highly motivated to meet all the identified, program needs and the identified needs of the MHEP students.

Currently, the MHEP staffing plan is implemented as follows:

- MHEP Project Director/PI (1), Dr. Adela Holder
- Full-time Mentor/Recruiters (2), Jad Anthony Holder, Ingrid Ahlstrom
- GED/Curriculum Instructors (4FTE)

The MHEP Director has established positive relationships with officials representing identified school districts and the faith-based community. These relationships allowed MHEP classes to be held at school sites and public facilities at “no charge” to the Three Rivers Education Foundation.

The MHEP offers classes at two sites:

- Mesa classes: Grace United Methodist Church, 2024 E University Dr., Mesa, AZ 85213
- Avondale classes: Michael Anderson Elementary School, 45 S 3rd Ave., Avondale, AZ 85323

Project Accountability

MHEP goals, objectives, and outcomes are clearly specified and measurable.

Objective 1: Provide students with GED preparation coursework.

1.1. Performance Measure: 60 (100%) Participants will register for services.

	objective goal	actual
Participants year 1	60	60
Participants year 2	60	
Participants year3	60	
Participants year 4	60	
Participants year 5	60	

Year 1 data includes all participants through June 30, 2020. Subsequent data displayed in these tables reflects participants through that same date each subsequent year.

1.2. Performance Measure: 51 (85%) Participants will complete the required coursework

	objective goal	actual
Participants year 1	51	51
Participants year 2	51	
Participants year3	51	
Participants year 4	51	
Participants year 5	51	

Objective 2: Enable participants to receive their GED diploma

2.1. Performance Measure: 41 (69%) will receive their GED diploma to meet the GPRA 1 target.

	objective goal	actual
Participants year 1	41	2
Participants year 2	41	
Participants year3	41	
Participants year 4	41	
Participants year 5	41	

The low actual is a result of the testing centers in Arizona remaining closed because of COVID 19 restrictions. When they reopen the remaining students will complete their testing and the actual number will undoubtedly increase.

Objective 3: Equip participants to enter postsecondary education, training program, upgraded employment or the military

3.1. Performance Measure: 33 (80% of the 41 from 2.1) participants will enter post secondary education, training program, upgraded employment or the military to meet the GPRA 2 target.

	objective goal	actual
Participants year 1	33	2
Participants year 2	33	
Participants year3	33	

Participants year 4	33	
Participants year 5	33	

Again this low actual reflects an impact of COVID 19. After receiving their GED diploma, then the students will be equipped to enter post-secondary education, training programs, upgraded employment or the military.

Objective 4: Connect participants to organizations providing social services

4.1. Performance Measure: 60 (100%) of participants needing social services will be connected to organizations providing such services

	objective goal	actual
Participants year 1	60	60
Participants year 2	60	
Participants year3	60	
Participants year 4	60	
Participants year 5	60	

Objective 5: Provide students with weekly coaching and mentorship

5.1. Performance Measure: 60 (100%) of participants will receive weekly coaching and mentoring services focused on education attainment and career advancement.

	objective goal	actual
Participants year 1	60	60
Participants year 2	60	
Participants year3	60	
Participants year 4	60	
Participants year 5	60	

Improvement Opportunities

Numerous improvements were put into practice as a result of initial involvement with participants. These have been called out in great detail in the “**Maricopa High School**

Equivalency Program Improvement Plan” prepared by Dr. Adela Holder during the spring of 2020.

When all the sites were closed, due to COVID 19, that closure necessitated that the learning be largely delivered on line. It appears that when in-person learning can resume, the participants will greatly benefit by that increased personal contact.

Most of the migrant population did not come to MHEP “tech savvy”. Further, the GED is only offered on-line. The Project Director has requested approval for the use of the HiSet test in addition to the GED, as the HiSet test is available both on-line and in paper form. Requiring an on-line test penalizes those students who have limited tech skills.

Strengths

MHEP provides bilingual, integrated services to migrant and seasonal farmworkers and/or their family members, who wish to complete high school, undertake GED completion, enter postsecondary education, or enter the military.

MHEP provides information and services year-round.

MHEP recruits eligible out-of-school migrant workers and provides bilingual academic, social, and career assistance services, including a structured GED curriculum—each differentiated to meet participants’ unique needs and provided in the communities where the targeted migrant populations live, removing the substantial barrier of transportation.

MHEP assists participants in accessing valuable support services for attaining their goals.

MHEP utilizes a bilingual, culturally-appropriate, *differentiated instruction model* to address individual learner’s needs.

We have developed a newsletter in each county, as a means of keeping the participants engaged and informed.

The Program Director and staff have developed solid enduring partnerships with many community providers.

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Date