

# NM MESA Evaluation Plan

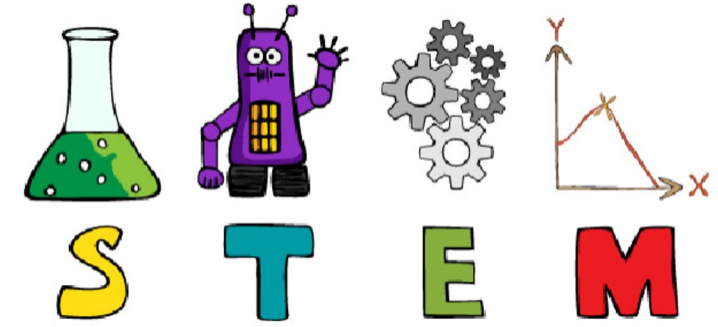
## 2021 Evaluation Institute

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# NM MESA program goals:



## PROGRAM GOALS:

- **Teacher Professional Development** - flexibility to deliver this based on each district's limitations and needs
- **STEM Curriculum** - engaging students with opportunities to utilize their life experiences & cultural background, as well as have peer mentorship
- **Strategic Placement** - ensuring that MESA programs are set MS's feed into MESA HS programs
- **ENGAGEMENT** with: HED, PED, Universities & other STEM educational org.s & STEM industry partners

# NM MESA Evaluation questions:



## EVALUATION QUESTIONS:

1. Are we providing equitable solutions in our programming?
1. What is the quality of advisor (MESA teacher) engagement?
1. Is our curriculum (activities) providing an engaging field experience for students and providing sufficient guidance to our teachers?





# Our proposed data collection methods:

- Program evaluation questions focus on:
  - logistics
  - skill mastery
  - meeting of objectives
  - suggestions for improvement
  - what information participants have learned & how they will use that information
- NM MESA has many methodologies that we use throughout the year [ie. surveys, personal feedback, site visits, student comments, etc.]



# Our proposed data collection method(s):



We have assessed individual learning objectives through a September PD advisor event with the following breakout components:

## Interactive Focus Group Activities

- Gingerbread person activity
  - re: model advisor/MESA student - Anita
- Student tree reflecting and growth
  - re: MESA program growth - Alejandra
- “Speed-dating” model/3 person interaction
  - corresponding survey
  - re: PD & STEM curriculum content, topics & event logistics - Kim
- Jamboard participation
  - re: feeder schools & partner engagement - Nicholas







# Quarterly Evaluation highlights:

## October - December

1. Continual Event Evaluation
2. Implementation of Modified Yearly Plan
3. Budget Check-Fall Semester

## January - March

1. Continual Event Evaluation
2. Implementation of Modified Plan
3. Major Event Preparation

## April - June

1. Continual Event Evaluation
2. Year End Program Evaluation
3. Staff Year Evaluation
4. Budget Wrap Up

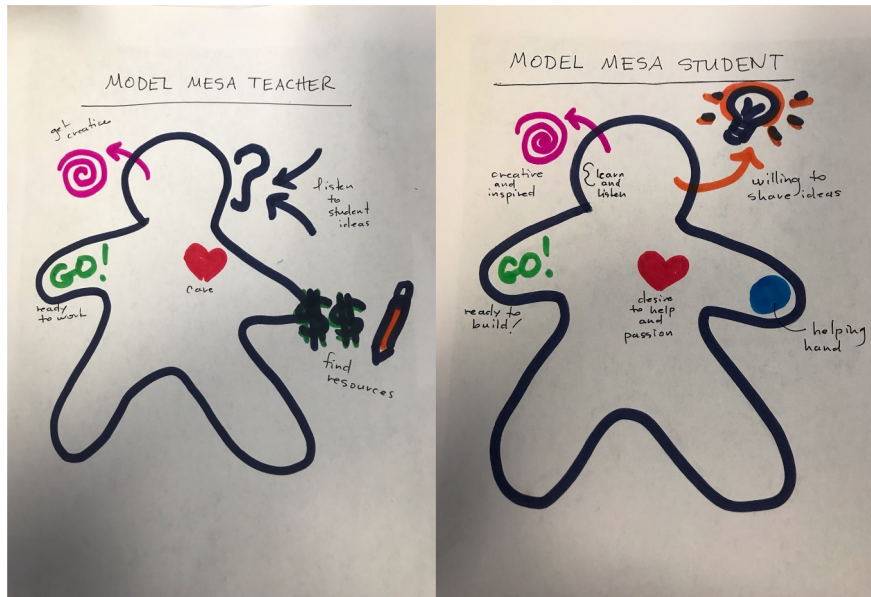
## July - September

1. All major Planning for upcoming school year
2. Budget Adoption for upcoming school year
3. Continual Event Evaluation
4. Start of Modified Plan

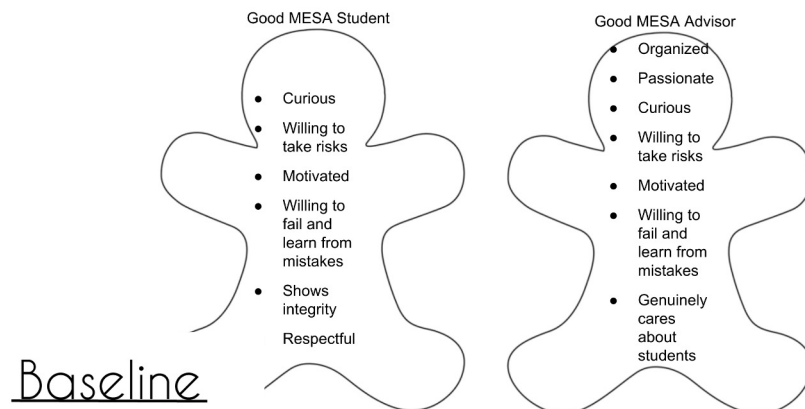


**ONGOING:** site visits, event specific surveys & personal feedback via Regional Advisor Meetings (RAM's)

# Anita: September PD key observations



**It is Important to THINK and SHOW UP!**

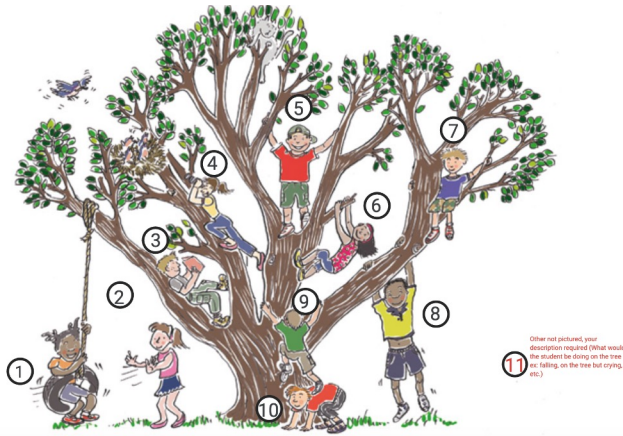


ADVISOR TOP QUALITIES (N=142)	STUDENT TOP QUALITIES (N=117)
7.75% (11)-Heart, Caring, Loving	11.97% (14)-Curious, Inquisitive, Thinker
7.04% (10)-Curious, Inquisitive, Questions	9.40% (11)-Team Player, Collaborative
6.34% (9)-Dedicated, Committed, Loyalty	9.40% (11)-Shows Up, Committed, Loyal
6.34% (9)-Organized, Plans	5.98% (7)-Willing to Learn, Try, Fail
5.63% (8)-Leader, Initiative	5.13% (6)-Perseverance, Determined
5.63% (8)-Brain, Knowledgeable, STEM	5.13% (6)-Skilled, Smart, Studios
4.23% (6)-Friendly, Fun	4.27% (5)-Energized, Enthusiastic
4.23% (6)-Works With Others, Team	4.27% (5)-Heart, Caring
	4.27% (5)-Helpful, Shares
OF NOTE: Culturally Sensitive (2), Realistic (1), Willing to Learn (5), Passionate (1)	OF NOTE: Receptive of Feedback (1), Leadership (3), LIKES to Learn (2), Goal Oriented (1), Risk Taker (2)

GENERAL OBSERVATIONS: Different Thinking and Return of Different Types of Ginger People with Open Ended Instructions, Similar Qualities for teacher and student for Most responses



# Alejandra: September PD observations



- Sample size shifts from  $n=9-46$ , attribute to many did not answer all questions.
- 24% of Advisors identify as being adventurous, excited, and engaged in exploring new opportunities for students and growth in the program.
- 17% of Advisors are continuing to try new things, climb and survive.
- **2% of Advisors are uncertain, troubled, or feel nervous about their performance/engagement.**
- We have mixed results for how advisors see themselves growing, but 42% of advisors would like to be confident, comfortable with all the MESA responsibilities to take more risks, try new things, provide more opportunities for students and help others.
- 64% Feel they are supported in their engagement with the program, **29% need more support, and 7% are unsure how to be supported**
- 44% of Advisors would like to continue to have PD support opportunities



# Kim: September PD observations



method: survey monkey coded responses

- 86% of respondent data regarding NM PD topics, content & logistics carry a positive attribute
  - *coded categories included:*
    - praise for new administration
    - new & learning
    - informative & relevant
    - enthusiasm
    - appreciation of diversity
- **Challenge:** What would help NM MESA advisors feel more satisfied with the STEM curriculum content that is provided?
  - *encouraged:* bilingual/Spanish content & better attention to STEAM education practices
- **Change: advisor awareness;** identified by 11% of survey respondents presenting NM MESA with something to work on
- NM MESA advisors are appreciative; the majority of them (31/33 = 94%) associate NM MESA PD experiences w/ gratuity &/or positive words and phrases!
  - Sample size (n) shifts between 32 -53 participant responses.
  - This does not include NM MESA advisor voices that did not attend the September virtual PD event.

# Nicholas: September PD observations



## Feeder Schools #2

Strategic Placement - ensuring that MESA MS programs feed into MESA HS programs

I know my students go to West Mesa

My School Navajo Prep is a stand-alone school. Our feeder schools over 20 are spread out throughout the reservation and other states.

Inviting HS MESA advisors to MS groups for a meet-and-greet.

More engagement with our feeder schools, maybe by having the chance to visit our feeder school, or come up with some buddy program. CHS

Students from feeder school do not get to our high school

Middle College HS (Callup). As a charter school outside the district with no direct feeder schools, maybe having local MESA gathering which include possible feeder schools.

Punding and complete template of activities that high school can connect with lower levels, such as middle schools. CHS

Can MESA Buddies take part in MS as well? Centennial has a MS science magnet school that doesn't have a MESA program

I would like to have older kids (HS)

More opportunities for interaction between MS and HS. Students go to

Ruidoso Middle school has program that feeds to high school but we have student movement from other area schools. CHS

We receive students from our junior. High Portales HS

Mora Middle School MESA program feeds into our High school program and it is a success. Our students are able to work together on projects.

## Strategic Partnerships #2

ENGAGEMENT with Higher Education Dept. (HED), Public Education Dept. (PED), Universities & other STEM educational orgs & STEM industry partners

I think we should partner with bot ball and yes for more robotics. I loved the trainings we had from explore and the arduino stuff. The interactive field trips are fun but the lecture ones lost the kids. DIS

We always try to take the juniors and seniors on a Colleg tours off or more colleges. It is helpful to them. CHS

Middle College HS located on UNM-Gallup campus. How do we find and pull in resources that may be available to us right on campus? I am new to MESA and also to Middle College HS.

STEM Labs with colleges. Hands-on activities. Mora High School, Luna CC and Highlands University are close by.

College visits and workshops are great recruitment strategies. They also help with admission process.

Navajo Prep. As tech comes to the state, we need to partner with businesses. Example would be the SpacePort.

A list of places to visit and contact information may already be out there but would love to have one.

I would like to see some curriculum formed into centers rather than whole group. That way we can fit more into one meeting. Short 15 minute lesson with a lot of variety. DIS

I think we should be looking at integrating entrepreneurship so that kids will know that they can earn a living with MESA projects

I have taken students to visit state locations to see careers and research but with limitations on student absences it becomes a choice for students. Many kids are active in multiple activities so if they are limited to why they miss

FEEDER SCHOOLS	
We have a MS feeder at our school, maybe in the spring invite the 8th graders to visit a HS meeting	POSITIVE IDEA
As a charter school outside the district with no direct feeder schools, maybe having local MESA gathering which include possible feeder schools.	DELTA:
Collaboration among the schools at the district level. Have District MESA events and allow everyone to participate (Deming HS has Red Mountain MS and Deming Intermediate as feeder schools)	SUGGESTION
STRATEGIC PARTNERSHIPS	
College visits for MS students are important to get girls involved in STEM early	POSITIVE IDEA
Western New Mexico University is in our community; however, very little engagement with Cobre MESA.	DELTA:



# Bonus - Plans for our results:

- Our plan is to alter NM MESA planning & culture as feedback is received and digested through our program services.
- This will...
  - **help our advisors feel supported**
  - **provide transparency by sharing our results**
  - **cater PD topics/themes to meet advisor needs**
  - **assist with “marketing” our program to policy makers & leaders**
  - **enable us to meet the demands of the current educational climate!**





# Questions we have for the Community:

- Ask the group about the methodologies we used to gather data.

A torn piece of white paper is shown on the left side of the image. To its right, a horizontal strip of red paper is visible, featuring the text "THANK YOU FOR YOUR HELP!" in a bold, black, sans-serif font. The red paper has a rough, torn edge on its right side, and the white paper on the left also has a torn edge where it meets the red paper.

**THANK YOU FOR YOUR HELP!**



# What questions do you have for us?

