**Overview of Proposed Evaluation Measures**

Core Life is a program aimed at strengthening students social and emotional skills. To understand the program’s impact, we propose assessing changes to social and emotional functioning and to school climate prior to the implementation of Core Life and after the program has been implemented. We anticipate the pre-assessments will be conducted when students return from Winter Break and that post-assessments will be conducted in April (prior to state testing). All assessments would be completed confidentially (using unique identifiers) as online surveys.

**Proposed Assessments:**

1. Students would complete a survey prior to program implementation and after the program has been implemented that would include self-assessment of social and emotional functioning and perception of school climate. The survey would be about 50 selected-response (rating scale or multiple choice) questions.
2. Teachers would complete a school climate survey of approximately 35 selected-response (rating scale or multiple choice) questions.
3. Teachers would need to complete a survey for each student in their class regarding that student’s social and emotional functioning. (Each survey is about 37 selected-response questions for each student).

**Details of Social and Emotional Functioning Measures.**

**Social and emotional strengths assessment (SEARS)**—17 items, we expect the program could lead to higher scores on this assessment.

**Social, emotional, and behavioral problems (SDQ**)—25 items, we expect the program could lead to lower scores on this assessment (fewer problems with social, emotional, and behavioral functioning)

These assessments would be completed by students (self-report) and by teachers (teacher-report). For students it is anticipated that this should take 20-30 minutes. For teachers, we expect it will take about 5 minutes per student.

It is important to get both teacher and student report on social and emotional functioning to get a complete and accurate picture of students’ baseline and post-intervention functioning. Longer term, these assessments could be used by the school to track students’ development in these areas and to identify students who might be at risk and could benefit from more targeted interventions.

**Details of School Climate Assessments.**

**School climate assessment for students and teachers (CAYCI)—**about 15 items, including assessment of school connectedness, academic motivation, bullying (other subtests available)

**Assessment of collective efficacy—TEACHERS ONLY (Collective Efficacy Scale)**–21 items, assesses shared perception of teachers in a school that their efforts will have a positive impact on students

The students’ school climate assessment (CAYCI) will be administered in the same survey as the social-emotional learning measures. Teachers will receive both school climate measures as one separate web-based survey.