



metis matters

FALL 2011

METIS ASSOCIATES NEWSLETTER

FINDING THE RIGHT EVALUATION DESIGN

One Size Doesn't Fit All



In 1990, Metis Associates was conducting an evaluation of school reforms in a Southeastern city for one of its earliest clients. In reviewing data on student characteristics, Metis staff observed an egregiously high percentage of kindergartners and first graders being suspended from school for behavioral problems. Stan Schneider, now Metis's president, presented this alarming finding at a public meeting. The next day, with the stroke of a pen, the schools superintendent eliminated out-of-school suspension for kindergartners and first graders.

The Accelerated Study in Associates Program (ASAP), offered by the City University of New York, provides supports to a vibrant group of 1,325 students on six community college campuses. Metis used a sophisticated technique known as propensity score matching to ensure a highly accurate assessment of the program's impact on participants.

"This wasn't an expensive or rigorous study," Schneider says. "We simply presented cold, hard facts, and that was enough to open people's eyes and make a change."

A "point-in-time" descriptive study like the one described above is a world away from the complex quasi-experimental or randomized controlled trials that are among the evaluation services Metis offers today. But, Schneider notes, it illustrates the importance of tailoring the right kind of evaluation to the specific client and to the questions at hand.

Identifying the best *and* most affordable evaluation design is critical to education and social-service agencies, which are facing fundraising challenges in a dismal economy. Government and private funding sources are increasingly insisting that grant applicants provide evidence that funded programs are working, just as organizations are scrambling for a diminishing pool of funds.

"The growing evaluation demands of funders are hitting organizations at a difficult time. Few have the funds to invest in rigorous evaluation; but, in the absence of

the evidence that evaluations can provide, funding for worthy programs may be lost," says Marilyn Zlotnik, Metis vice president for development and communications.

According to Zlotnik, an organization's reputation is no longer enough to secure funding. Since the early 2000s, the federal government — pushed by groups like the Coalition for Evidence-Based Policy — has raised the standards of evidence of effectiveness for programs that receive discretionary funding. The Coalition seeks to understand why so many areas of societal concern have not improved greatly in recent decades despite massive influxes of government funds. Its recommendations have led several major initiatives, such as the U.S. Department of Education's Investing in Innovation Fund (focused on K-12 education) and the Social Innovation Fund (focused on investment in low-income communities), to require or give strong preference to evaluations that meet the so-called "gold standard" of a randomized controlled trial (RCT).

Yet many organizations, particularly

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letter from the president



Dear Friends,

Over our nearly 35-year history, Metis's program evaluation work has run the gamut from simple descriptive to complex statistical analyses, and has covered a wide range of content areas. From this perch, I have enjoyed a wide-angle view of how organizations assess their work, and which types of evaluations are most helpful given particular situations, budgets, and needs. Thankfully, there are many ways for programs large and small to demonstrate that they are making a meaningful difference for their constituents and communities.

Lately, however, I have growing concern that organizations are facing unusual pressure to conduct rigorous evaluations of their efforts — particularly randomized controlled trials (RCTs) — or risk being passed over for funding. When small, grassroots organizations, which are trying to create solutions for needy children and families, are unable to procure funding, this obstacle becomes an issue of social justice.

Our cover story in this edition of *Metis Matters* describes the process that Metis undertakes with its clients to determine the type of evaluation that will best answer the organization's fundamental questions — not only to meet the needs of funders but to help groups understand how and why their programs are working and help them plan for the future. While RCTs are among the array of services that Metis offers, this “gold standard” of evaluation can be difficult for organizations to carry out and may not always be appropriate.

No matter what design is chosen, evaluations need to tell us much more about a program than merely whether it deserves a “thumbs up” or “thumbs down.” They need to help us understand what it was about the specific intervention that contributed to the results, while guiding the program's further design and implementation. Metis works with clients to probe deeply into their work to see what is working and what is not. Our commitment to our clients is to help them use data most effectively — to show evidence of impact but also to inform program and policy decision-making.

As in previous issues of *Metis Matters*, we have devoted space to pay special tribute to three of our current clients and to describe the role that Metis plays in helping them to achieve their missions: the Allentown, Pennsylvania, School District; the Food Bank For New York City; and the Orangeburg County, South Carolina, Consolidated School District 3. While the work of these clients varies

considerably — school safety, nutrition education, and development of magnet schools — each is partnering with Metis to find the most appropriate and cost-effective approach to evaluating their efforts. In this issue, we also welcome two wonderful new clients, Good Shepherd Services and Philadelphia LISC, whose important work we describe in the Metis News section of this newsletter.

It is hard to imagine that Metis Associates has entered its 35th year. It seems like only yesterday that we were just three guys and a receptionist on West 57th Street, with one client and a short-term lease. We now number 56 staff members, and we've just entered our fourth 10-year lease. The problems that our client organizations have tackled since the early days have been profound, and I am pleased that we have been able to help so many of them deliver more effective services. Yet despite our best efforts — and those of so many dedicated groups — the needs of our society remain extremely urgent. Given the devastating impact of the current economic environment, which is especially hard on the children and families who are touched directly by our clients, we at Metis pledge to redouble our efforts to truly make a difference in the decades to come.

A handwritten signature in blue ink that reads "Stan Schneider". The signature is fluid and cursive.

Stan Schneider, President

Metis Associates, a national research and consulting firm headquartered in New York City, brings over 30 years of experience in evaluation, information technology, and grant development to its work with a wide range of organizations committed to making a meaningful difference in the lives of children, families, and communities. We work closely with our clients, so that together we can strengthen their capacity to carry out their missions, make better decisions, and deliver more effective services.

One Size Doesn't Fit All

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small, grassroots groups, cannot afford to conduct the most rigorous evaluations. In fact, in a 2009 report, the U.S. Government Accountability Office acknowledged that “requiring evidence from randomized studies as sole proof of effectiveness will likely exclude many potentially effective and worthwhile practices...” Says Schneider, “We believe that this is an injustice.”

Metis is attempting to level the playing field by helping clients find cost-effective ways to show that their work has value and warrants strong support. Schneider notes that evaluation must not be viewed solely as a way to satisfy the needs of funders. The best evaluations help organizations improve their delivery of services, increase the confidence of supporters and the public, and plan for the future. Even in a tough fiscal environment, Metis helps organizations find innovative ways to use information that they may already have and better articulate their goals to meet the needs of both constituents and funders.

DESCRIPTIVE STUDY:

EMBRACE

In 2007, Metis was asked by the Georgia Governor's Office for Children and Families to develop a program to recruit and train foster parents, because the state was having difficulty finding enough qualified and interested caregivers to meet its needs.

“We looked at administrative data and saw that the state was actually doing a fine job of recruiting, but the newest foster parents were leaving quickly—they had a retention problem,” Schneider says. Metis recommended that Georgia shift its focus to supporting newly recruited foster parents. Metis did a simple return-on-investment analysis that showed that it would be more cost-effective to support current foster parents—and inspire them to help recruit others—than to find and train new ones. Metis then helped the state to design and implement a new training and retention program for foster parents. The resulting program, called EMBRACE, led to the hiring of foster-parent liaisons to manage the training and retention work in pilot communities. Georgia soon saw the number of foster parents begin to increase. ■

A Continuum of Evaluation Designs

Evaluation takes many forms, with simple descriptive studies, like the suspension data analysis described above, at one end of the spectrum and highly complex experimental or quasi-experimental ones at the other. Beyond a simple, “point-in-time” descriptive study, the next level of complexity is a study that compares the characteristics of the same group at two points in time. For example, a study might compare the reading scores of a particular grade level using a new English language arts (ELA) curriculum at the beginning and end of the school year. This type of study can provide direction—for example, pointing to the kinds of training needed to implement a curriculum effectively—but lacks sufficient rigor to prove concretely that the intervention was responsible for any changes observed. Children's reading might have improved even without the intervention of the new curriculum.

Researchers have a number of relatively simple techniques to help establish whether the curriculum might have been the cause of the changes in student performance. One approach is to use archival data to observe students' pattern of achievement during previous years to see whether the curriculum intervention was associated with a change in that pattern. Another approach could involve testing whether better results were associated with greater exposure to the new curriculum—called a “dosage” analysis. Further, researchers could compare the classes using the new curriculum to similar classes that did not use it.

Still, these types of studies do not fully rule out the possibility that the outcome might have occurred in the absence of the intervention. To take evaluation to a level that ensures that differences in outcomes among groups are most likely due to the intervention itself requires a more rigorous comparison—one that carefully matches a treatment group with a similar comparison group. Metis has worked with many of its clients, such as the United

QUASI-EXPERIMENTAL DESIGN:

The United Way of New York City

Metis has worked for more than 10 years with the United Way of New York City, evaluating programs such as CAPS—Community Achievement Project in the Schools—a partnership with the New York City Department of Education in which community organizations join with schools to provide services to students at risk of dropping out.

In 2008–09, Metis conducted an implementation and outcomes evaluation of CAPS using a quasi-experimental design with a comparison group of students in the same schools who met the same attendance criteria as the participant group—absenteeism of 27 to 75 days the prior year. The study turned up several striking results. CAPS, which served students from kindergarten through high school, appeared to have a much stronger impact on students at the high school level than on younger students. Moreover, the program yielded the greatest benefit for students who had participated for at least two years. Those results, along with other youth-development research, led the United Way to refocus the program on high school students, particularly targeting ninth graders, who could be served by the program for at least two years. The remodeled program, named GPS-NYC (Graduate, Prepare, Succeed), offers academic support and counseling in 60 schools across New York City. ■

Way of New York City, to develop quasi-experimental research designs (QED), which have the advantage of being able to demonstrate that the two groups being compared are actually quite similar. “In the old days, we matched students along several variables simultaneously to control for age, gender, and so on. But now the field has grown more sophisticated through a new method known as propensity score matching, or PSM, which allows for far stronger matches. In some situations you can control for almost all potential variables,” says Schneider.

When Jing Zhu, an expert in this cutting-edge technique, joined Metis in 2008, she took Metis's use of PSM to a new level. Zhu, who holds a PhD in quantitative research, evaluation, and measurement, explains that this rigorous statistical technique

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enables researchers to create equivalent comparison groups that are aligned along dozens of baseline demographic and other pertinent characteristics by generating a composite. According to Zhu, PSM opens the door to a number of exciting statistical options. Once each subject's propensity scores are estimated, the target group may be matched and compared to one or even multiple comparison groups.

Finally, an RCT can come closest to controlling for all possible variables, since participants from the same group are randomly assigned to form treatment and control groups. Because characteristics between the groups should be, on average, the same, assuming that there are no contextual variables that differentially impact the comparison or control groups

PROPENSITY SCORE MATCHING: **CUNY Accelerated Study in Associates Program**

In 2009, the City University of New York (CUNY) research department conducted a comparative analysis and found that graduation rates for participants in its new Accelerated Study in Associates Program (ASAP) were double those of similar students in CUNY's traditional undergraduate program. ASAP provides evidence-based, comprehensive supports to help community college students—who have notoriously poor graduation rates—earn their associates degrees within a reasonable period of time. The program was begun through the New York City Center for Economic Opportunity (CEO), a signature effort of Mayor Michael Bloomberg to help New Yorkers achieve economic self-sufficiency. CEO came to Metis to help determine whether the study's methodology was sufficiently rigorous, because criticism of the methodology could have thrown these extremely positive findings in jeopardy. Working with CUNY's researchers, Metis created a carefully matched comparison group using a little-known variant of propensity score matching—optimal matching. This ironclad, careful matching of a comparison group affirmed CUNY's findings. Metis's report has since been used to stimulate expansion of the program and secure additional funding. ■

(other than the treatment), any differences between the groups at the end of the intervention may be attributed with confidence to the intervention alone.

While an RCT is still considered the most rigorous research design, not all organizations have the resources to undertake one. Demands for RCT may lead organizations to undergo expensive, high-stakes research before they have had the chance to make needed adjustments to their programs. Poor results can leave programs that have great potential without funding. Moreover, RCT is not always appropriate. It generally requires a large group of subjects to produce accurate results, and some programs simply do not serve large numbers of participants. These types of studies also can be overly intrusive to program participants, when sometimes sufficient data already exist to show a program's worth. Finally, RCT requires there to be a group that does not receive an intervention, which can raise ethical concerns. If RCT is out of reach for most organizations, then what are the other options to inform organizations' work and demonstrate the value of their programs?

Finding the Right Fit

Researchers at Metis understand that there is a serious gap facing organizations that operate seemingly excellent programs addressing critical social issues but do not have the wherewithal to conduct the most rigorous evaluations to provide the evidence of their impact. Metis's goal and its strength have always been to help organizations determine exactly what kind of evaluation—and what level of rigor—makes sense for them.

“Drawing on many of the resources we've developed over the years, such as helping our clients articulate their theories of change, define their logic models, clearly state their goals, create and maintain appropriate information systems, and engage in self-evaluation (see, in particular, “Why Self-Evaluate?” *Metis Matters* 2007), we may be able to help our clients

get closer than they thought possible to meeting funders' and their own goals,” says Schneider.

If there is one overriding philosophy of evaluation at Metis, it is that organizations must be at the center of any evaluation effort. As Schneider says, “Evaluation should not be done *to* people, but *with* people.” The more the people involved in programs formulate the questions and use the data in their own practice, he notes, the more they will benefit from the results. “Organizations that welcome the use of data find that statistics aren't scary but rather are empowering. Data can help them make their programs much better, more impactful, and more cost-effective.” ■

RANDOMIZED CONTROLLED TRIAL: **Environmental and Spatial Technology**

EAST (Environmental and Spatial Technology, Inc.) is an instructional program developed by the Arkansas Department of Education and now a nonprofit organization that promotes the use of advanced computer technology in the classroom to solve community problems. Metis's rigorous evaluation of EAST, from 2003 to 2006, sought to assess the impact of EAST on both teachers and students. After creating a logic model—a theory of how individual components of the program link to specific outcomes—Metis randomly assigned 16 schools that had expressed interest in the program to either a participant (treatment) group or a delayed-participation (control) group. Metis identified students at the control schools with comparable demographic and academic characteristics.

Metis examined EAST's impact on teachers' attitudes and classroom practices as well as on students' achievement in reading, math, social-problem solving, and school motivation. Both quantitative and qualitative data revealed that EAST participation appeared to have a positive impact in several areas for participants compared to control-group members. As important, Metis's research has informed the way EAST conducts observations and site visits, and the EAST leadership team has used the logic model to describe how and why the program works and to inform facilitator training. ■

Allentown School District

In 2008, the Allentown, Pennsylvania, school system was awarded a federal Safe Schools/Healthy Students (SS/HS) grant to address a number of challenges that face this low-income, largely minority community. The grant has enabled Allentown to institute a comprehensive system of supports for the 23,000 youth in the school district and their families. These supports unify many separate anti-violence and mental health programs, providing a comprehensive safety net intended to reduce both violence and substance abuse and to improve school performance. In 2010, through a competitive bidding process, Metis became the project's evaluator.

"The overarching idea behind this program is safety in every category: personal, intellectual, social-emotional, and academic," says Susan Lozada, executive director of community and student services for the Allentown School District. "Students can only do their academic work if they are able to focus."

The SS/HS grant has paved the way for Allentown to replicate several programs that have proved successful elsewhere, such as "GREAT" — Gang Resistance Education and Training — operated in fifth grade classrooms in cooperation with school safety officers and the police department. Two additional evidence-based programs at the elementary and middle school levels (Promoting Alternative Thinking Strategies, or PATHS,

Allentown teachers highlight the accomplishments of a national anti-bullying program that was implemented in their schools.



and Second Step, respectively) address positive behavior and protective skills. For students experiencing drug problems, local counseling and social-service groups are stepping in to link them to community-based mental health services.

As a key part of the initiative, the school system hired bilingual outreach workers at every elementary school. These workers interface between school administrators and parents, referring students with behavioral problems or social-service needs to immediate assistance. At every level, the program seeks to intervene with behavioral and mental health problems early on to ensure that a swift and appropriate response takes place.

According to Rebecca Swann-Jackson, Metis research associate, one of the more innovative aspects of Allentown's SS/HS program is its early-childhood-development component. Many children of the city's large Latino immigrant population are cared for by relatives or unlicensed child care providers, who do not have the expertise to adequately prepare children for kindergarten. SS/HS has offered these child care providers — and parents — activities that help them prepare children for school, such as sessions in which pre-K and kindergarten teachers as well as health specialists discuss child development and the kinds of behavior and knowledge that are expected in kindergarten.

Metis's evaluation of Allentown SS/HS focuses on how the program is meeting both federal and local objectives. Joining the project in its third year, Metis has helped Allentown fine-tune its logic model and collect and analyze large quantities of data, such as student surveys, disciplinary and attendance data, and school-climate data from federal staff surveys. Taken together, these steps are helping Allentown to better identify students in need of assistance and programs that can help them.

According to Lozada, "Working with our evaluators at Metis has been an empowering experience for our board and staff.



Orangeburg District 3 students design, build, and test kites as part of a magnet school curriculum focusing on science and technology.

"We're getting information in a timely manner so that we know we're making the right decisions and moving along the right paths, and that the choices we're making are really impactful."

Orangeburg County Consolidated School District 3

Orangeburg County, South Carolina, is a quiet, rural community located halfway between Charleston and Columbia. Although rich with history and a sense of community, the county is located in the so-called "corridor of shame" — an under-resourced area along Interstate 95 where communities have long struggled to provide educational and economic opportunities for their young people. In recent years, the community has lost population as residents have suffered in the economic downturn, and last year only one of the district's six schools met state standards for adequate yearly progress.

Seeking both to prepare students to succeed in a global economy and to attract new families to the community, Orangeburg County Consolidated School District 3 began to explore ways to enhance its educational offerings. In the summer of 2009, as one of the first initiatives led by a new superintendent, the district began to consider the federal Magnet Schools Assistance Program (MSAP) as a way to provide new options for its families. It contracted with Metis to help conceive a system-wide model for transforming the school district through the

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development of magnet school programs.

Metis began its work with the district by conducting a needs assessment — reviewing demographic data and conducting meetings with school leaders to determine whether an MSAP grant would be a good match for the district. Based on the results, the district concluded that its nearly 4,000 students could benefit greatly from magnet programs, and in October 2010, with Metis’s help, a three-year grant of \$5.94 million was awarded to the district.

The MSAP grant is helping the district undertake an ambitious plan to transform its educational offerings to bring greater rigor to its schools and expand the horizons of its students. Two K-12 thematic pathways are being developed: the International Baccalaureate (IB) curriculum and a Science, Technology, Engineering, and Mathematics (STEM) focus.

The magnet initiative is designed not only to boost student achievement but to attract a more diverse population of families and students — including those who attend private schools or who have left the area — to the school system. Orangeburg District 3 is actively marketing the initiative to residents and making the case that it has the potential to impact the entire community.

According to Dr. Cynthia Cash-Greene, schools superintendent, “The MSAP grant has given this community new energy as we explore the possibilities afforded to our children. Students are able to discover career pathways early as they engage in both the K-12 STEM strand and the K-12 IB programs. I could not see the district making these changes a reality for children without MSAP funding.”

Metis will evaluate the initiative to assess the extent to which the district is meeting the student achievement, desegregation, and other objectives that are established for all MSAP grantees as well as the educational and community goals that Orangeburg District 3 has set to stimulate a larger, community-wide transition.

The Food Bank For New York City

An astonishing three million New Yorkers have difficulty accessing sufficient food, according to the Food Bank For New York City, which helps provide 400,000 free meals a day through a network of community organizations such as soup kitchens, food pantries, and senior centers throughout the five boroughs. In addition to providing food directly, the Food Bank offers extensive programming to help low-income New Yorkers eat healthfully on a tight budget. In 2009 and 2010, Metis evaluated two of these programs, which were designed to teach participants how to make healthy food choices and stay fit while alleviating hunger at times when school meals are not available — weekends and school vacations. Metis also helped the Food Bank collect data across New York City for the 2010 Hunger in America study conducted by Feeding America.

The Food Bank has embarked on an ambitious series of programs called CookShop, which provides the nutrition knowledge that low-income families must have to construct healthy diets amid a dizzying array of low-cost but unhealthy fast food and prepared food in the marketplace. Funded by the U.S. Department of Agriculture, CookShop is offered in schools in conjunction with the New York City Department of Education and various community organizations. This innovative program has the potential to develop positive, healthy eating attitudes and behavior among thousands of children.

Metis is evaluating five CookShop programs, the largest of which is offered in elementary schools where more than half of the students are eligible for free or reduced-price lunches. Additional components of the program are targeted toward parents and guardians or toward inter-generational families. The program components share an approach that encompasses healthy shopping, cooking, and eating behaviors



Hands-on learning is a central part of the nutrition education that elementary school students receive in CookShop Classroom, a program of the Food Bank For New York City.

and helps participants understand the risks inherent in poor diets that are high in processed foods and fats. All of the CookShop programs provide hands-on exploration with food preparation so that students and families can replicate their learning at home, and one of the programs provides families with bags of nutritious food to take home. In 2011, the largest component, CookShop Classroom, was taught in 1,335 New York City classrooms, reaching approximately 27,000 students.

“These programs convey knowledge about buying healthy staples, like fresh fruits and vegetables, flour, beans, and rice, so that families can cook meals at home that are not only healthier but less expensive,” says Katie Rollins, Metis research associate.

Metis is using a variety of research methods, with an emphasis on surveys of parent and child participants, to evaluate both the implementation and outcomes of the CookShop programs. In the outcome evaluation, Metis is comparing program participants to groups of children and families who are not enrolled. The evaluation looks closely at the program’s impact on participants’ food consumption — that is, whether children affected by the program are actually eating differently and how the program has impacted their perceptions of nutrition.

“Nutrition education is an integral part of the Food Bank’s mission to insure that all New Yorkers have access to affordable, nutritious food,” says Aine Duggan, Food Bank vice president for research, policy, and education. ■

New Clients Bring Exciting Projects in Education, Community Development

Good Shepherd Services Evaluation

Good Shepherd Services is a multifaceted New York City social-service organization that pioneered the concept of transfer schools to offer a second chance for young people who have dropped out of high school or are significantly off-track for graduation. The organization takes a comprehensive youth-development approach to keeping students in school and helping them learn needed life skills.

In summer 2011, Good Shepherd selected Metis to evaluate two of its programs, West Brooklyn Community High School Transfer School, targeted toward students who are at least one year behind in credits and operated in collaboration with the New York City Department of Education (NYCDOE), and Crossroads, an attendance improvement/dropout-prevention program operated within the Automotive High School in Brooklyn. This exciting new engagement builds on Metis's past evaluation of the NYCDOE Learning to Work program and its work with the United Way of New York City, both of which strive to keep young people engaged with school. Metis's rigorous, two-year evaluations will examine both the implementation and the impact of each program on students' academic and developmental outcomes. ■

Philadelphia LISC Evaluation

On June 27, 2011, Metis staff joined Philadelphia Mayor Michael Nutter and other notable guests at a launch event to present to the public a plan for community development in Eastern North Philadelphia — one of two low- to moderate-income communities where ambitious community-development projects are under way. The aims of the project, named the Sustainable Communities Initiative (SCI), include improved housing, economic development, education, healthy environments, and overall improvements in quality of life for residents. SCI is an undertaking of the Philadelphia office of the Local Initiatives Support Corporation (LISC), which has similar projects under way in Chicago, Minneapolis, and other cities.

Metis was selected through a competitive process to conduct a three-year evaluation of the program, which is also taking place in West Philadelphia. According to Metis Vice President and Senior Research Scientist Manuel Gutiérrez, the community-rebuilding goals of this project are particularly energizing for Metis because they cross many sectors, from housing to education to employment and asset building, in which Metis staff have considerable expertise and experience. ■

Hundreds Attend Webinar on Keeping Families Together

On February 2, 2011, more than 677 staff of nationwide homeless-services agencies, state departments of housing, children's hospitals, community-based housing organizations, and others participated in a webinar held by the Robert Wood Johnson Foundation (RWJF) on the innovative Keeping Families Together program of the Corporation for Supportive Housing. With funding from RWJF, Keeping Families Together provided housing and intensive services to homeless families at high

risk of separation from their children or whose children were in foster care. During the webinar, Metis Research Associate Rebecca Swann-Jackson presented results from Metis's evaluation of the initiative. Metis researchers found that, during the three-year implementation period, 90% of the families had remained in housing, more than half of the child-welfare cases that were open had closed, and children showed steady increases in school attendance. ■

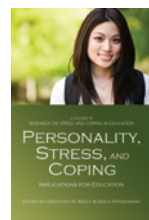
Book Chapters Published by Metis Authors



Using Data to Inform Juvenile Justice Decisions

The collection and effective use of data can go a long way toward helping social-service agencies

plan their work, improve their operations, and evaluate themselves. That is the message of the chapter "Getting on Board with Juvenile Justice Information Technologies" by Stan Schneider, Metis president, and Lola Simpson, senior associate, in the new book *Juvenile Justice: Advancing Research, Policy, and Practice*, edited by Francine T. Sherman and Francine T. Jacobs (Wiley). Schneider and Simpson draw on 20 years of experience working with the grantees of the Annie E. Casey Foundation's Juvenile Detention Alternatives Initiative and with other agencies to help them maximize the use of data in decision-making. ■



Building Inner Resilience

Susanne Harnett, Metis managing senior associate, and Eden Nagler Kyse, former research associate, are among the authors of a chapter in the book

Personality, Stress, and Coping: Implications for Education, edited by Gretchen M. Reeve and Erica Frydenberg (Information Age Publishing). The chapter describes the impact of the Inner Resilience Program on elementary school teachers and their students, and is based on a randomized controlled trial that Metis conducted of the program in 2007–08 with funding from the Fetzer Institute. Metis studied about 60 teachers who had participated in activities to improve their inner resilience and coping mechanisms. The researchers found statistically significant evidence that the program had resulted in reduced stress and increased mindfulness and relational trust for the teachers as well as reduced frustration and overall improved wellness for some groups of students. ■



metis matters

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IN 2012, METIS ASSOCIATES WILL CELEBRATE ITS 35TH ANNIVERSARY.

Metis then & now

	1977	2012
NUMBER OF EMPLOYEES ▶	4	56
NUMBER OF CLIENTS ▶	1	82
NUMBER OF ACTIVE PROJECTS ▶	1	127
SIZE OF OFFICE SPACE ▶	500 square feet in New York City	20,000 square feet in New York City, Philadelphia, & Atlanta
PRIMARY OFFICE EQUIPMENT ▶	Typewriter White-Out	18 servers 75 PCs & laptops