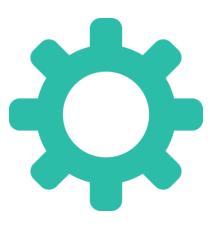


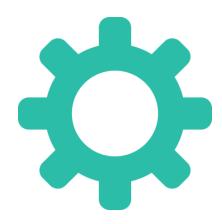
Agenda

- Logistics
- Objectives
- Local Evaluation
- Logic Model Process
- Data Sources
- Next Steps





Logistics



- Mute your mic when not speaking
- Use buttons on the bottom right of the video screen to view in full screen and turn on/off captions
- Use the chat box to ask questions, make comments, recognize your colleagues and share resources
- This session will be recorded



Objectives

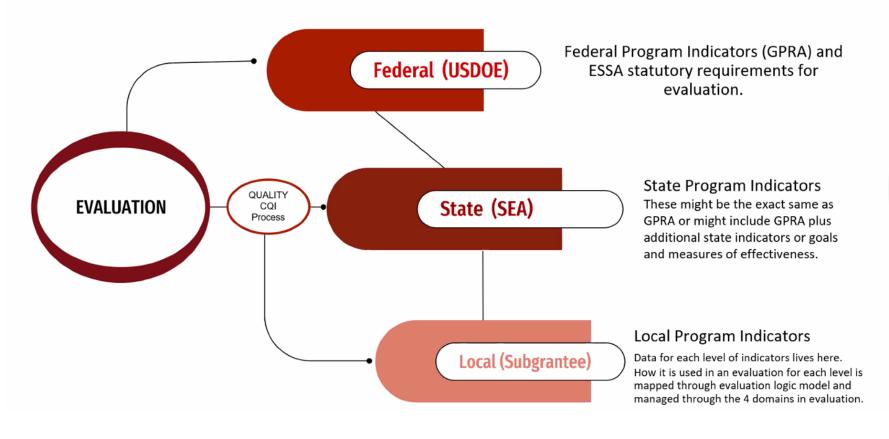


- By the end of this session you will:
- Understand the local evaluation components
- Be prepared to complete a logic model for your site
- Know who to contact for support



Federal 21st CCLC Evaluation Requirements

The Process of 21st CCLC Evaluation





Federal 21st CCLC Evaluation Requirements

 GPRA Outcomes Staffing **Federal** 21APR Portal Participation Family Services Activities Network PQA Report **Annual Statewide** State Network Survey Summary Report • Site PQA Report **Local Evaluation** Local Site Survey Summary **Summary-Logic Model** Site APR Scorecard



Local Evaluation Logic Model

Bethel Community Development Corporation:

Maddux Elementary



•STEAM, Physical Education, Music, Art, Reading and Math Lab at Maddux •120 hours of Physical students •120 hours of Physical Education •150 hours of Physical students •185 families served •180% of surveyed District and SOAR Math Enrichment •130 hours of Steam activities •120 hours of Physical Education participate in other extracurricular and enrichment opportunities •50% of surveyed parents agree their child has good work habits •80% of surveyed students agree they get their schoolwork done on time or m impr and *80% of surveyed students agree they get their schoolwork done on time of their schoolwork done of surveyed parents agree their child has good work habits •80% of surveyed students agree they get their schoolwork done of surveyed parents agree their child has good work habits •80% of surveyed students agree they get their schoolwork done of surveyed parents agree their child has good work habits •80% of surveyed students agree they pet their schoolwork done of surveyed parents agree their child has good work habits •80% of surveyed students agree they pet their schoolwork done of surveyed parents agree their child has good work habits	
-6 certified, 4 classified -5TEAM, Physical Education, Music, Art, Reading and Math Lab at Maddux -120 hours of Physical Students -100 3rd-6th grade students -West Memphis School District and SOAR Grant -6 certified, 4 classified -130 Hours Literacy and Math Enrichment -130 hours of Steam activities -130 hours of Physical Education -130 hours of Steam activities -130 hours of Steam activities -130 hours of Physical Education -130 hours of Steam activities -130 hours of Physical -130 hours of Steam activities -130 hours of	Outcomes
•STEAM, Physical Education, Music, Art, Reading and Math Lab at Maddux •120 hours of Physical students •West Memphis School District and SOAR Grant •STEAM, Physical Education, Music, Art, Reading and Math Lab activities •120 hours of Physical Education •130 hours of Steam activities •120 hours of Physical Education •120 hours of Steam and enrichment opportunities •120 hours of stureyed agree their child has good work habits •120 hours of Physical •120 hours of Steam and enrichment opportunities •120 hours of Steam and enrichment oppo	Long Term
• CCLC grant • 75% of surveyed families indicate their child is excited • 60% of surveyed parents agree their child asks for help • 90% in gratter programmer decreases a surveyed parents agree their child asks for help	attended 21st CCLC programming for 90 or more hours showed improved test scores and/or GPA •80% of students in grades 3rd-6th participating in 21st CCLC during the school year for 90 or more hours improved their

Assumptions

 $96\% \ of \ program \ staff \ reported \ that \ they \ get \ the \ feedback, \ resources, \ and \ support \ they \ need \ from \ their \ supervisor \ to \ be \ successful.$

95% of program staff reported that they have enough staff for students to work with efficiently

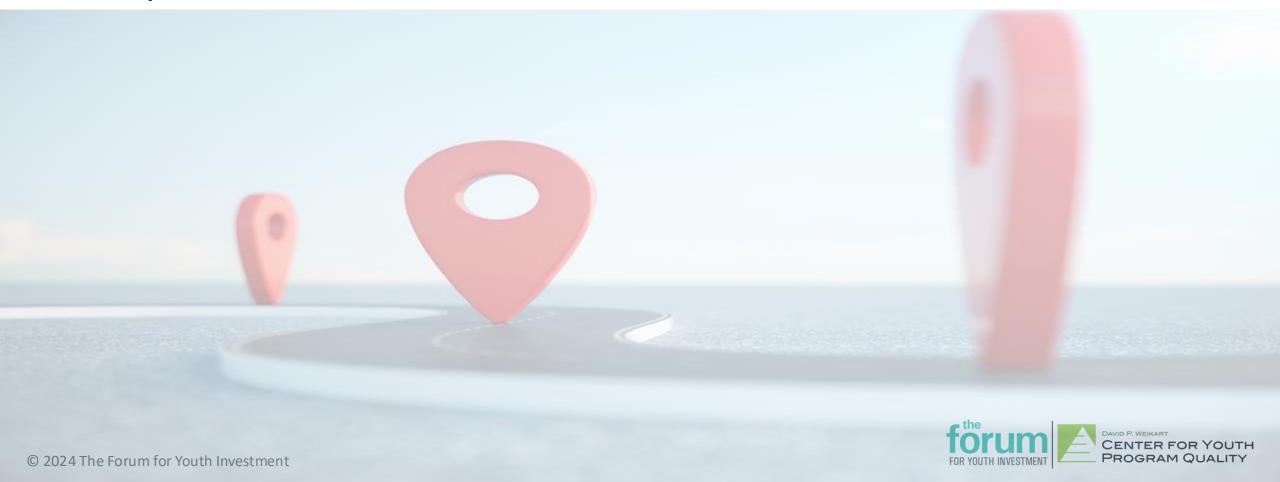
80% of staff received individualized coaching supports to improve instruction.

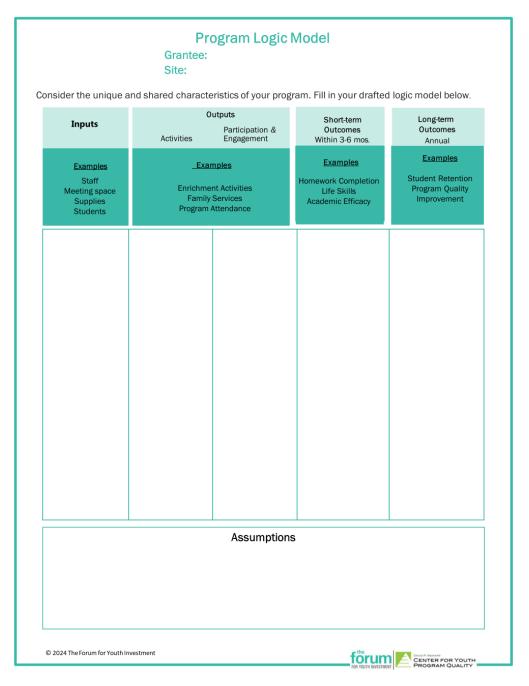
70% of coordinators and staff reviewed and discussed PQA assessment data monthly.

PQA scores and External Assessment data

Logic Models

A logic model acts as a guide or "roadmap" that provides a programmatic overview by specifying inputs, activities, outputs, outcomes, and impacts in a sequential series.





Logic Models

Inputs- Who/What do we need to deliver the program?

Outputs- Activities- What do you do with Inputs?

Outputs- Participation- What tells us this is happening?

Short-term Outcomes- What tells us it's working?

Long-term Outcomes- What has changed?

Assumptions- What is required to be effective?

Hint -> program quality!



Program Logic Model

Grantee: Pinewood SD Site: Pinewood ES

Consider the unique and shared characteristics of your program. Fill in your drafted logic model below.

Inputs		O: Activities	utputs Participation & Engagement	Short-term Outcomes Within 3-6 mos.	Long-term Outcomes Annual Examples
Examples Staff Meeting spa Supplies Students	ace	<u>Examples</u> Enrichment Activities Family Services Program Attendance		Examples Homework Completion Life Skills Academic Efficacy	Student Retention Program Quality Improvement
(150) 4th an 5th grade students (2) FT staff (10) volunte educators Science labs Pinewood E	eer : at	30 weeks of activities during 24-25 school year 9 hrs. of weekday programming offered each week	100% of enrolled students engage in 90+hours of STEM activities	100% of surveyed students agree that they have strong problem-solving skills, and get their work done on time.	90% of students regularly attended the program in the 24-25 school year.

Assumptions

- 100% of program staff reported using data throughout the year to continuously improve their instructional practice
- 100% of surveyed youth agree with the statement: "The things I learn here help me in school."

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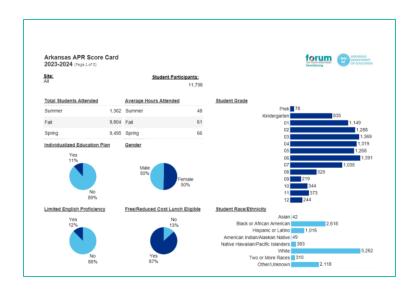




Available Data

- Grant Application
- Network Survey Reports
- 2023-2024 School Year APR scorecard
 - *Returning grantees can review their own data
 - *New grantees can review the statewide data







Jotform Logic Model Data Input Demo



Local Evaluation Logic Model

Bethel Community Development Corporation:

Maddux Elementary



Inputs

- · 6 certified, 4 classified
- STEAM, Physical Education, Music, Art, Reading and Math Lab at Maddux
- 100 3rd-6th grade students
- West Memphis School District and SOAR Grant

•CCLC grant

Outputs					
Activitie	rs	Participation & Engagement			
• 130 Hours Liter Math Enrichme • 130 hours of St activities • 120 hours of Ph Education	nt eam	•60% of students participate in other extracurricular and enrichment opportunities •70 hours of attendance •85 families served •80% of surveyed students indicate that they like the activities •75% of surveyed families indicate their child is excited			
AV	,	A \(\neq\)			

Outcomes						
Short Term	Long Term					
To the interest of the intere	85% of students in grades 3rd-6th that attended 21st CCLC programming for 90 or more hours showed improved test scores and/or GPA 80% of students in grades 3rd-6th participating in 21st CCLC during the school year for 90 or more hours improved their daily attendance rate 90% of students in grades 3rd-6th attending 21st CCLC programming for 90 or more hours showed a decrease in disciplinary referrals and/or suspensions					

Assumptions

96% of program staff reported that they get the feedback, resources, and support they need from their supervisor to be successful.

95% of program staff reported that they have enough staff for students to work with efficiently

80% of staff received individualized coaching supports to improve instruction.

70% of coordinators and staff reviewed and discussed PQA assessment data monthly.

PQA scores and External Assessment data

Next Steps

- Look for an email with the Jotform link and finish the logic model process.
- Expect additional data reports- student and staff survey reports.



Lingering Questions

