



UC EVALUATION SERVICES CENTER  
*Data Inspiring Change*

# 21st CCLC Program Evaluation Step 1: Connecting Activities to Outcomes

University of Cincinnati Evaluation Services Center

Out-of-school Time Conference

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# Introductions

# Presenters



**Sonya Turner, MPA**



**Ann Marie  
Castleman, MPH, MA**



# University of Cincinnati Evaluation Services Center

Our mission is to harness the power of data to promote thriving individuals and communities through partnership and evaluation science.

UCESC is **utilization focused** because we want our partners to use evaluation to help meet their goals.



# Presentation Outline

- 1** **Introductions**
- 2** **Provide rationale for using a logic model**
- 3** **Think critically about quality program activities**
- 4** **Identify how to link program activities with outcomes**
- 5** **Practice aligning activities and outcomes**

# What is a logic model? Why use one?

# How familiar are you with logic models?



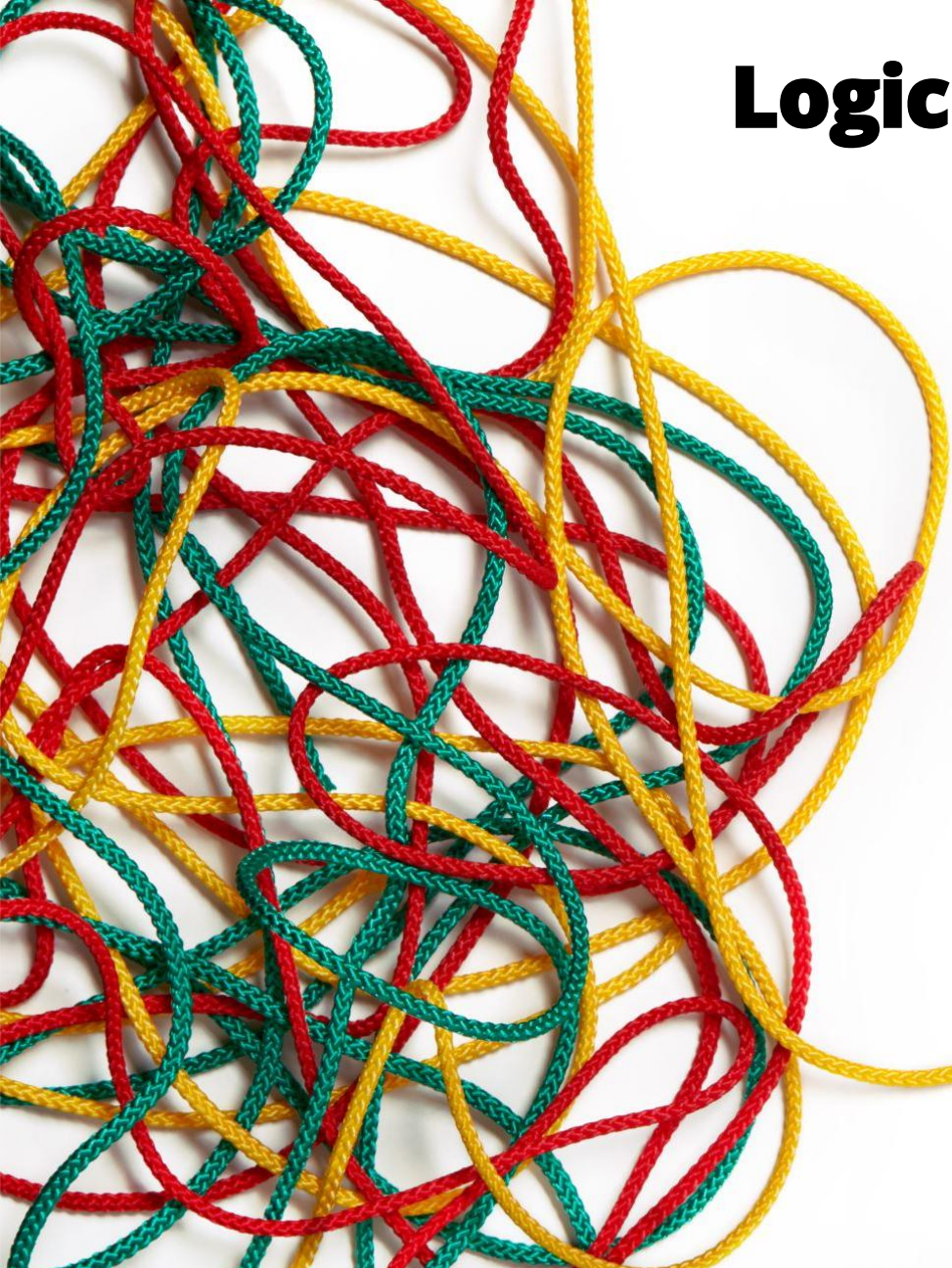
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# Logic Model...



**A simplified version of the real mess of program implementation**



# Theory of Change

Every program has a theory of change:

If we do **X** → then **y** will happen

**Some theories are more logical than others.**  
Some may rely on “miracles.”

Program evaluation starts with the **big picture**:

What is this program designed to achieve?

How will we know if the program is successful?

What indicators show that the program is on the right track?

# Understanding Program Context & Purpose



## **Resources / Inputs**

If we invest [time, talent, treasure, facilities, supplies...]



## **Activities / Outputs**

To do [what we say we're going to do],



## **Outcomes**

[These specific changes] will occur in the short-, intermediate-, and longer-term.



## **And We Can Measure These Outcomes**

To demonstrate the impact of the investment of resources

# Logic Model Template

## Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

## Activities & Outputs

## Outcomes – So what??

Short-term

Medium

Long-term

Students

Staff

# Outcomes - what will change for students?

## 21<sup>st</sup> CCLC State and Federal Outcomes

### Short-term

Students attend OST program regularly

### Medium

Students demonstrate improved engagement in learning

Families support student learning

### Long-term (school-day outcomes)

#### READING

- Students below proficiency in reading improve to proficient or above.
- Student demonstrate growth in reading on state assessments.

#### MATH

- Student below proficiency in math improve to proficient or above.
- Students demonstrate growth in math on state assessments.

#### WORKFORCE READINESS

Students demonstrate growth in career planning, career exploration, and career awareness.

#### GPA

Students in grades 7-8 and 10-12 demonstrate an improved GPA.

#### BEHAVIOR

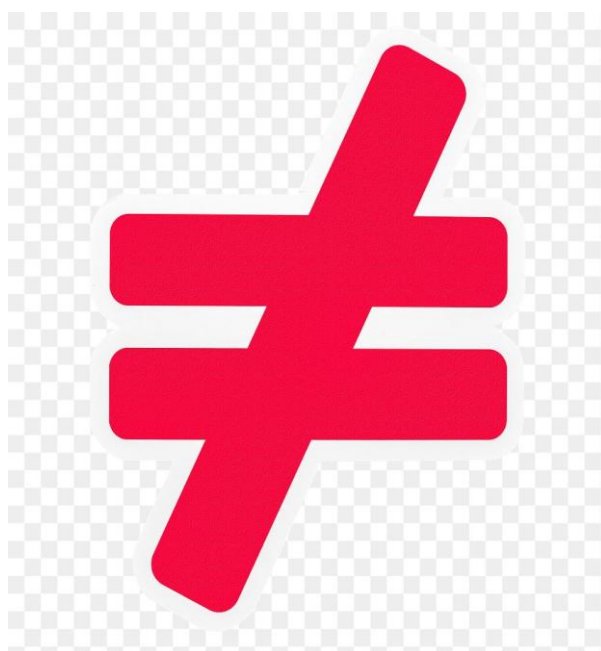
Students experience a decrease in in-school suspensions.

#### ATTENDANCE

Chronically absent students demonstrate improved attendance.

# Let's talk about activities...

# Not all activities are created equal!



# Quality Activities

- Is the activity **evidence based/informed**?
- What is the **dosage** of the activity?
  - How often do participants receive the activity per week?
  - For how long do they receive the activity each time?
- What is the **staff capability** to implement the activity?
  - Have they received training to implement the activity?
  - Do they have previous experience implementing the activity?
- Is the activity **aligned with participant needs & capabilities**?
  - Is it appropriate for grade level?
  - Are participants interested in participating?



# Linking Activities with Outcomes (Example)

## Long-term (School-Day Outcomes)

### READING

Students below proficiency in reading improve to proficient or above.  
Student demonstrate growth in reading on state assessments.

## Activities & Outputs

6 hours of reading tutoring per week  
3 hours of story time per week

**Quality  
activities are  
more likely to  
lead to  
outcomes**



# Example 21<sup>st</sup> CCLC Logic Model

## Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

## Activities & Outputs

- 6 hours of reading tutoring per week
- 3 hours of story time per week
- Family reads at home with students 2 hours per week

## Outcomes – So what??

### Short-term

- Students attend OST program regularly

### Medium

- Students demonstrate improved engagement in learning
- Families support student learning

### Long-term

- Students below proficiency in reading improve to proficient or above.
- Student demonstrate growth in reading on state assessments.

**Now you try!**

# Practice Using Your Own Program



- ★ You will each get a worksheet & a rubric
- ★ Complete the worksheet using the outcomes & activities from your 21<sup>st</sup> CCLC program

1) List your selected 21 <sup>st</sup> CCLC outcome	Outcome:	3) Rate each activity using the Activity Rating Rubric (0, 1, 2, 3 or 4)
2) List your core weekly program activities that contribute to the selected outcome	Activity 1:	
	Activity 2:	
	Activity 3:	
	Activity 4:	

# Practice Using Your Own Program

- 1 Select **one** outcome area (reading, math, GPA, behavior, etc.)
- 2 List the **core activities** your program does that contribute to that outcome

Outcome: Reading proficiency

Outcome: Reading proficiency

Activity 1: 6 hours of reading tutoring per week

Activity 2: 3 hours of story time per week

# Practice Using Your Own Program

3 Rate each activity using the rubric

Outcome: Reading proficiency	3) Rate each activity using the Activity Rating Rubric (0, 1, 2, 3 or 4)
Activity 1: 6 hours of reading tutoring per week	3
Activity 2: 3 hours of story time per week	2

# Practice Using Your Own Program

## 3 Activity Rating Rubric

0=Low Value Activity	1=Low Quality Activity	2=Quality Activity with Limited Dosage	3=Quality Activity	4=High Quality Evidence-Based/Informed Activity
Activity does not support any desired outcome(s).	Staff <b>do not</b> have expertise to implement the activity to support the desired outcome(s).	Staff have expertise to implement activity but <b>do not</b> have the time and resources to provide the	Staff have expertise to implement activity and the time and resources to provide the necessary	Staff have expertise to implement <b>evidence-based/informed activity</b> and the time and resources

# Practice with your program

# Chat with a partner

- What activities did you rate 3 or 4? Why?
- What might you do to improve lower rated activities?
- Which outcomes do you have the most difficulty addressing?





# Group share-out

Anyone have any “ah-ha’s”  
about your program  
activities?

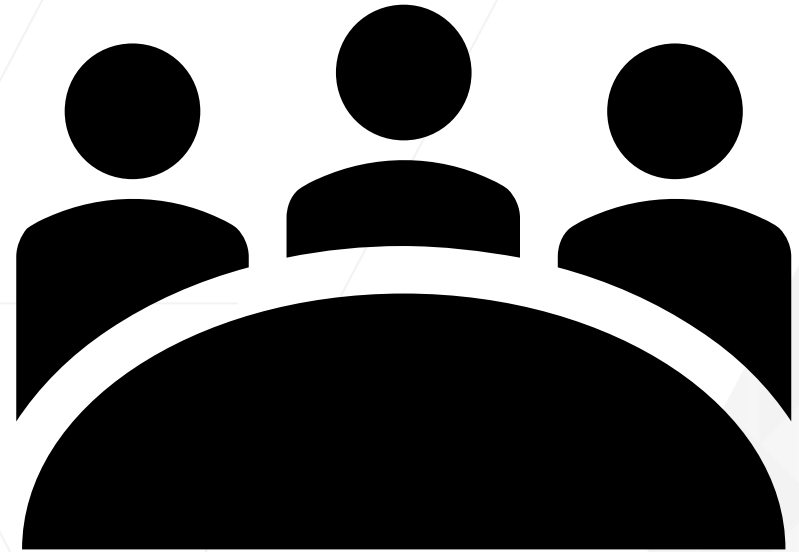


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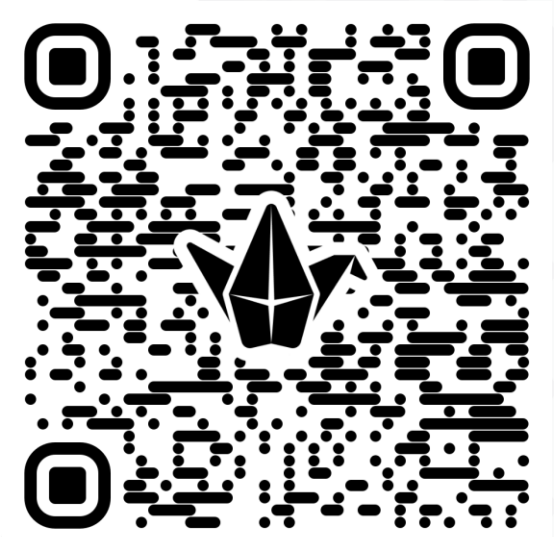
# Continue with your team

- Discuss this exercise with your team
- Consider any ways to improve program activities or outcomes





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<https://bit.ly/OSTEval25>

# Thank you!

**Sonya Turner**  
[turnes9@ucmail.uc.edu](mailto:turnes9@ucmail.uc.edu)

**Ann Marie Castleman**  
[castleae@ucmail.uc.edu](mailto:castleae@ucmail.uc.edu)