



UC EVALUATION SERVICES CENTER
Data Inspiring Change

21st CCLC Program Evaluation Step 2: Monitoring Progress Toward Achieving Outcomes

University of Cincinnati Evaluation Services Center

Out-of-school Time Conference

February 12, 2025

Introductions

Presenters



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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

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Introductions

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Logic Models – What are they?

3

Why Measure Outputs & Short-term Outcomes?

4

How to Identify Outputs & Short-term Outcomes

5

Practice on Your 21st CCLC Program

Logic Models – What are they?

A tool for understanding program impact



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**

Activities

Outputs

Outcomes – So what??

Short-term

Long-term

Example 21st CCLC Logic Model

Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

Activities

Reading

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

Behavior

Mentor training with curriculum
Mentoring of students

GPA

5 hours of homework help per week

Outputs

Outcomes – So what??

Short-term

Long-term

Reading

Students below proficiency in reading improve to proficient or above.

Behavior

Students experience a decrease in in-school suspensions.

GPA

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

Example 21st CCLC Logic Model

Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

Activities

Reading

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

Math

6 hours of math tutoring per week
2 hours of math games per week

GPA

5 hours of homework help per week

Outputs

The tangible result of your activities

participants who received 6 hours of reading tutoring per week

Outcomes – So what??

Short-term

Specific changes that occur in participants

Participants who received 6 hours of reading tutoring per week improve reading scores compared to participants who receive less than 6 hours of reading per week

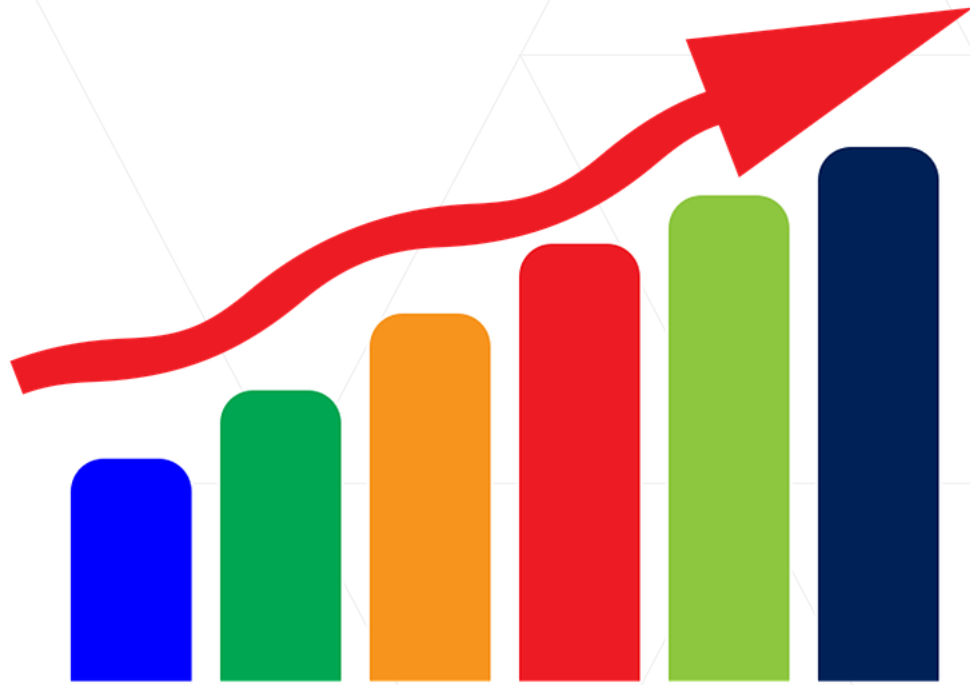
Long-term

Reading proficiency in participants who receive 6 hours of reading tutoring per week improve to proficient or above.

Math proficiency in participants who received 6 hours of math tutoring per week improve to proficient or above.

Students below 2.0 in GPA improve to 2.0 or above.
Students in grades 3-5 demonstrate an improved GPA.

Why measure outputs & short-term outcomes?



To measure progress toward long-term outcomes



FEEDBACK

To get feedback on your program activities



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How can I identify outputs & short-term outcomes?

Example 21st CCLC Logic Model

Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

Activities

Reading

6 hours of reading tutoring per week

3 hours of story time per week

Outputs

participants who received 6 hours of reading tutoring/week

participants who received 3 hours of story time/week

Outcomes – So what??

Short-term

Participants who received:

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

improve reading scores

Long-term

Reading

Students below proficiency in reading improve to proficient or above.

Example 21st CCLC Logic Model

Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

Activities

Behavior

Mentor training with curriculum

Mentoring of students

Outputs

student-adult meetings per semester

Outcomes – So what??

Short-term

Participants have decrease in disciplinary referrals

Long-term

Behavior
Students experience a decrease in in-school suspensions.

Example 21st CCLC Logic Model

Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

Activities

GPA

5 hours of homework help per week

Outputs

participants who received 5 hours of homework help/week

Outcomes – So what??

Short-term

Participants who received:

- 5 hours of homework help per week
- improve grades in classes where they under-perform

Long-term

GPA

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

Example 21st CCLC Logic Model

Inputs & Resources

- Staff
- Locations
- Curricula
- Supplies
- Volunteers

Activities

Reading

6 hours of reading tutoring per week

3 hours of story time per week

Behavior

Mentor training with curriculum

Mentoring of students

GPA

5 hours of homework help per week

Outputs

participants who received 6 hours of reading tutoring/week

participants who received 3 hours of story time/week

student-adult meetings per semester

participants who received 5 hours of hmwk help/week

Outcomes – So what??

Short-term

Participants improve reading scores

Participants have decrease in disciplinary referrals

Participants improve grades in classes where they under-perform

Long-term

Reading

Students below proficiency in reading improve to proficient or above.

Behavior

Students experience a decrease in in-school suspensions.

GPA

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

Practice on your 21st CCLC Program!



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Practice Using Your Own Program



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

Column A Core Weekly Activities	Column B Outputs	Column B Short-term Outcome(s)	Column D Long-term Outcome
Activity 1:			
Activity 2:			
Activity 3:			

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

Column D
Long-term Outcome

Reading proficiency

Column A
Core Weekly Activities

Activity 1: 6 hours of reading tutoring per week

Activity 2: 3 hours of story time per week

Practice Using Your Own Program

3 Select an **output** for each activity

4 List at least 1 **short-term outcome** that your program could measure

Column B Outputs

participants who received 6 hours of reading tutoring/week

participants who received 3 hours of story time/week

Column C Short-term Outcome

participants who received 6 hours of tutoring per week improve reading scores



Discuss with a neighbor

- How could (or do) you measure the short-term outcome(s) you listed?
- How could this information help you track progress toward the long-term outcome?
- How could this information help you adjust your 21st CCLC program activities?

Share-out & Reflections

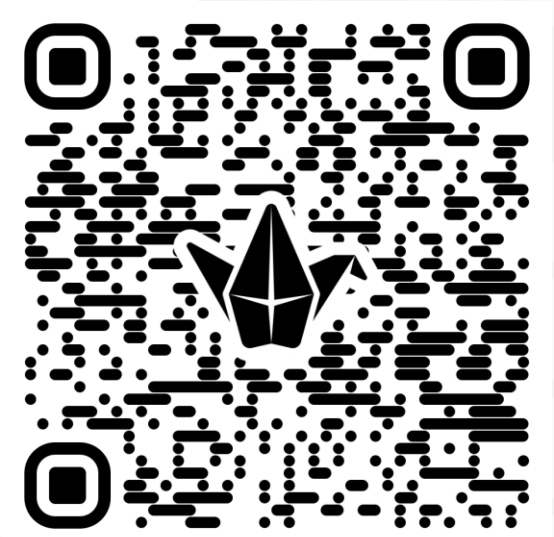


- What was valuable from this exercise?
- What was challenging?





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<https://bit.ly/OSTEval25>

Thank you!

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