



Virtual Session 1: My Data Path

**Telling Your Story through Data:
A Deep Dive into Process**



YOUR FACILITATORS



Monique McDowell

Lead Education Specialist

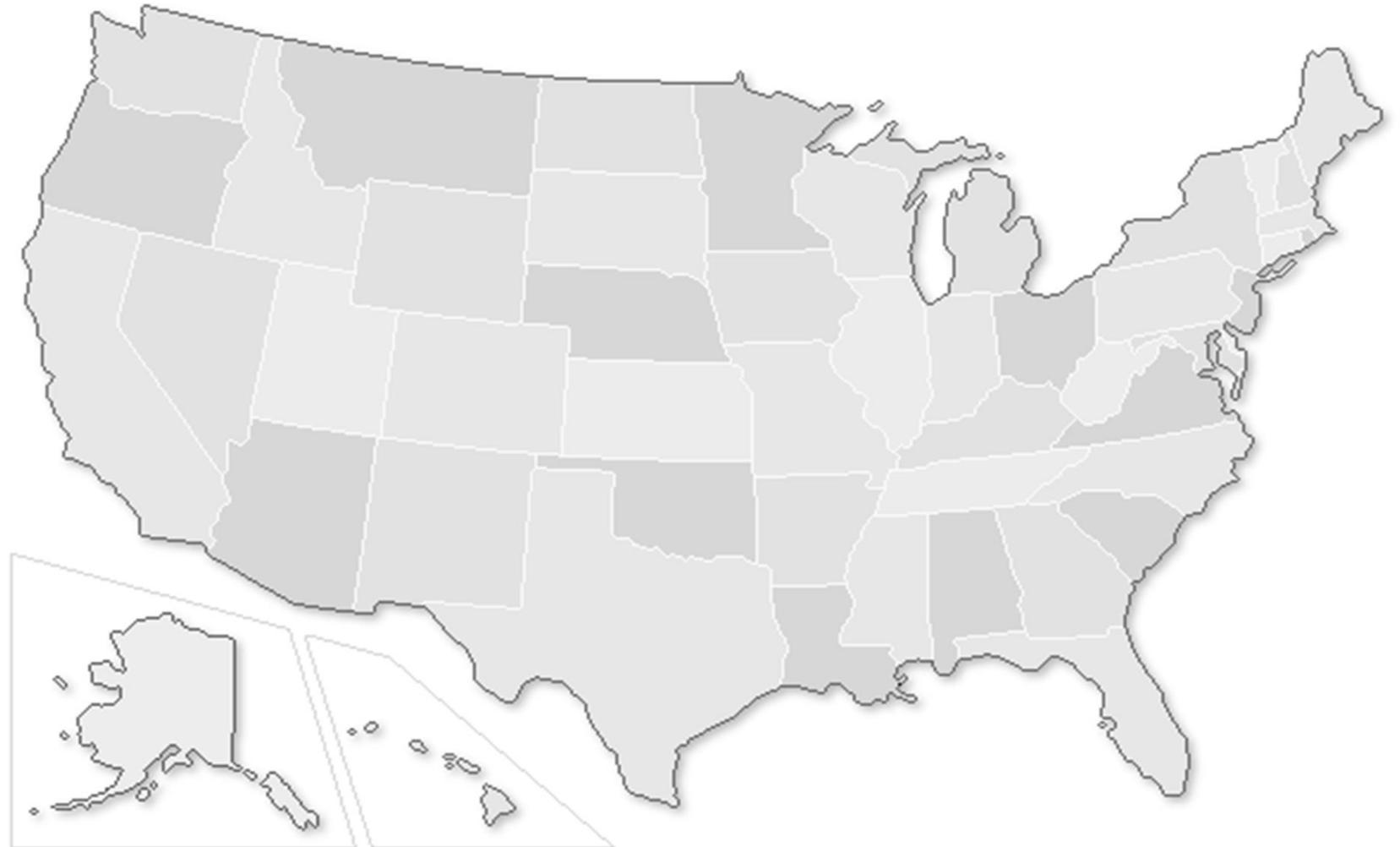


Scott Sheldon

Education Specialist



TELL US WHERE YOU ARE



POLLS



What is your role?

- Project Director
- Site Coordinator
- Front Line Staff
- Other

What grade levels to you serve?

- K-5
- 6-8
- 8-12

How many years have you worked in out-of-school time?

- 0-3
- 4-6
- 7+



AGENDA: WHAT TO EXPECT

- Three live webinars
- Interactive sessions
 - Discussion Board immediately following webinar from 2:00-2:30pm Eastern Standard time
- Links to Y4Y resources
- Peer networking



HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Chat box
- Web recording

SESSION OBJECTIVES

- Utilize data to set SMART goals for planning intentional activities
- Utilize tools for collecting needs assessment and outcome data
- Develop a logic model
- Implement with fidelity



HTTP://Y4Y.ED.GOV



The screenshot shows the homepage of the You for Youth website. The background is a grayscale image of two young girls looking at something together. At the top, there is a dark navigation bar with the following menu items: HOME, GET STARTED, LEARN, TECHNICAL ASSISTANCE, RESOURCES, and STEM INITIATIVES. On the right side of the navigation bar is the logo of the Department of Education. Below the navigation bar, there is a search bar with the text "Search" and a magnifying glass icon. To the right of the search bar is a "SIGN IN" button. Below the search bar and sign in button are links for "Contact Us" and "Join". The main content area features the You for Youth logo on the left and the text "Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers" on the right.

HOME GET STARTED LEARN TECHNICAL ASSISTANCE RESOURCES STEM INITIATIVES

SEARCH SIGN IN

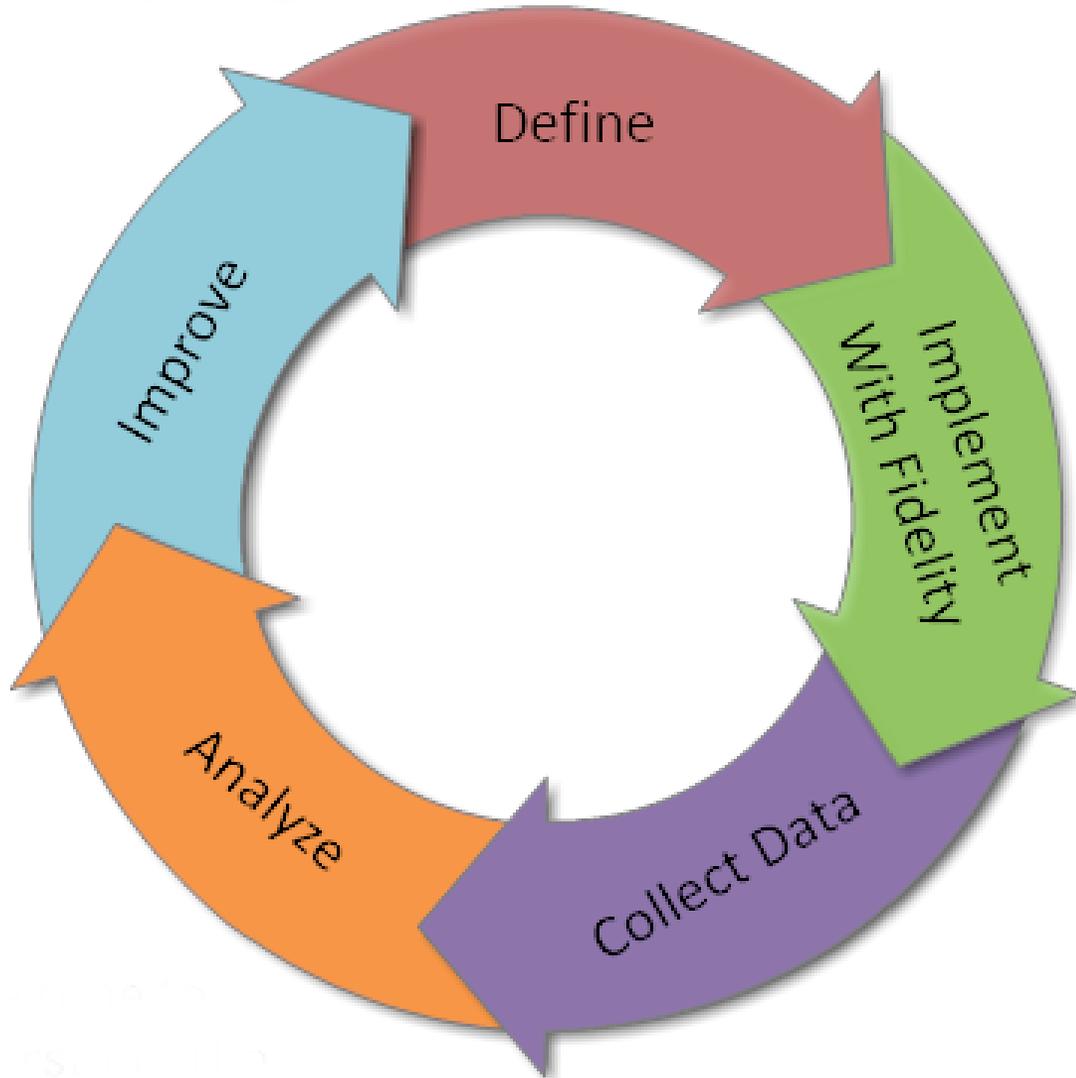
Contact Us | Join

You for Youth

Online Professional Learning and
Technical Assistance for
21st Century Community Learning Centers



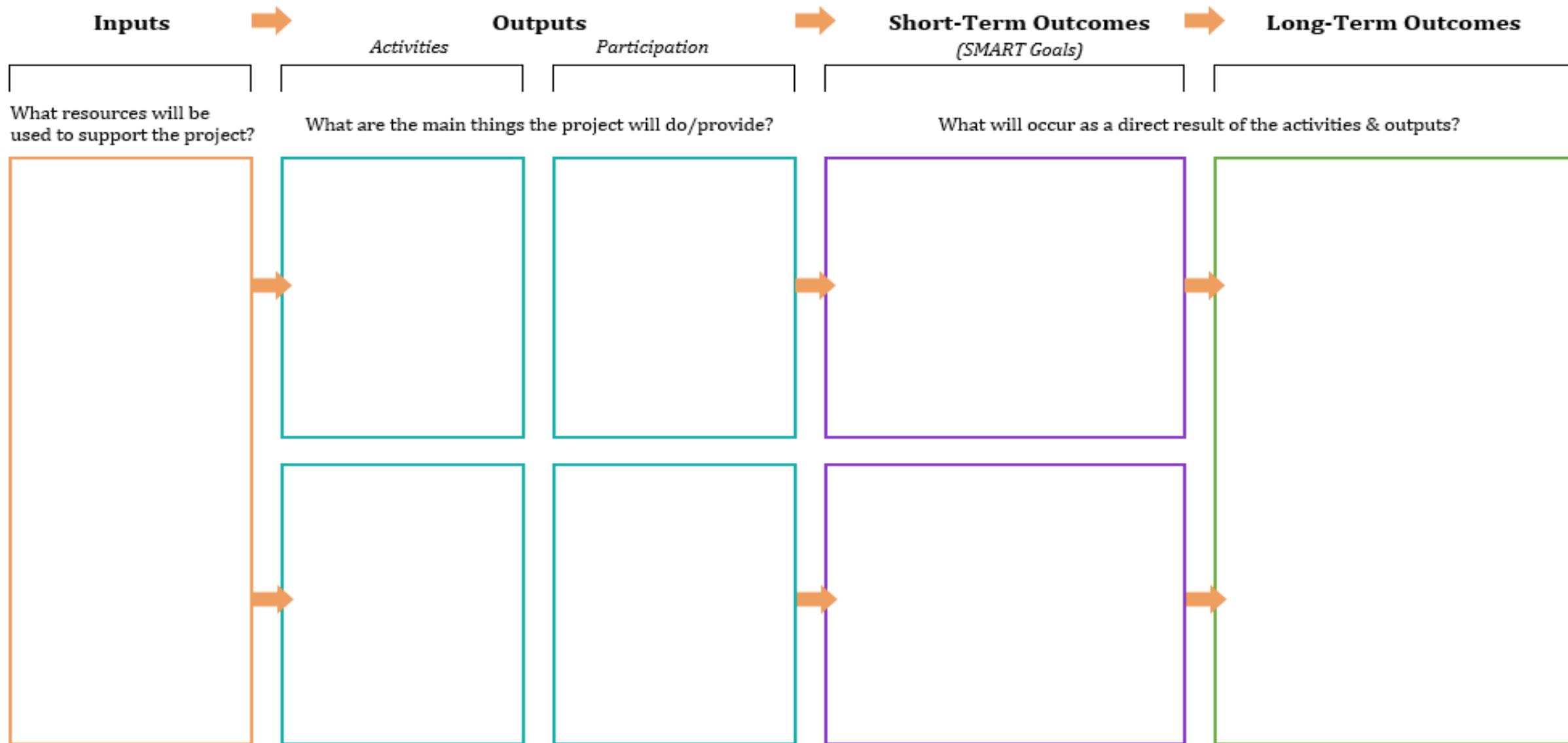
CONTINUOUS IMPROVEMENT PROCESS



- **Define**
- Implement with Fidelity
- Collect Data
- Analyze
- Improve



LOGIC MODEL



CHAT BOX



What data do you currently collect?





TYPES OF DATA

- School Level Data
- Student Level Data
- Student Voice



SCHOOL LEVEL DATA



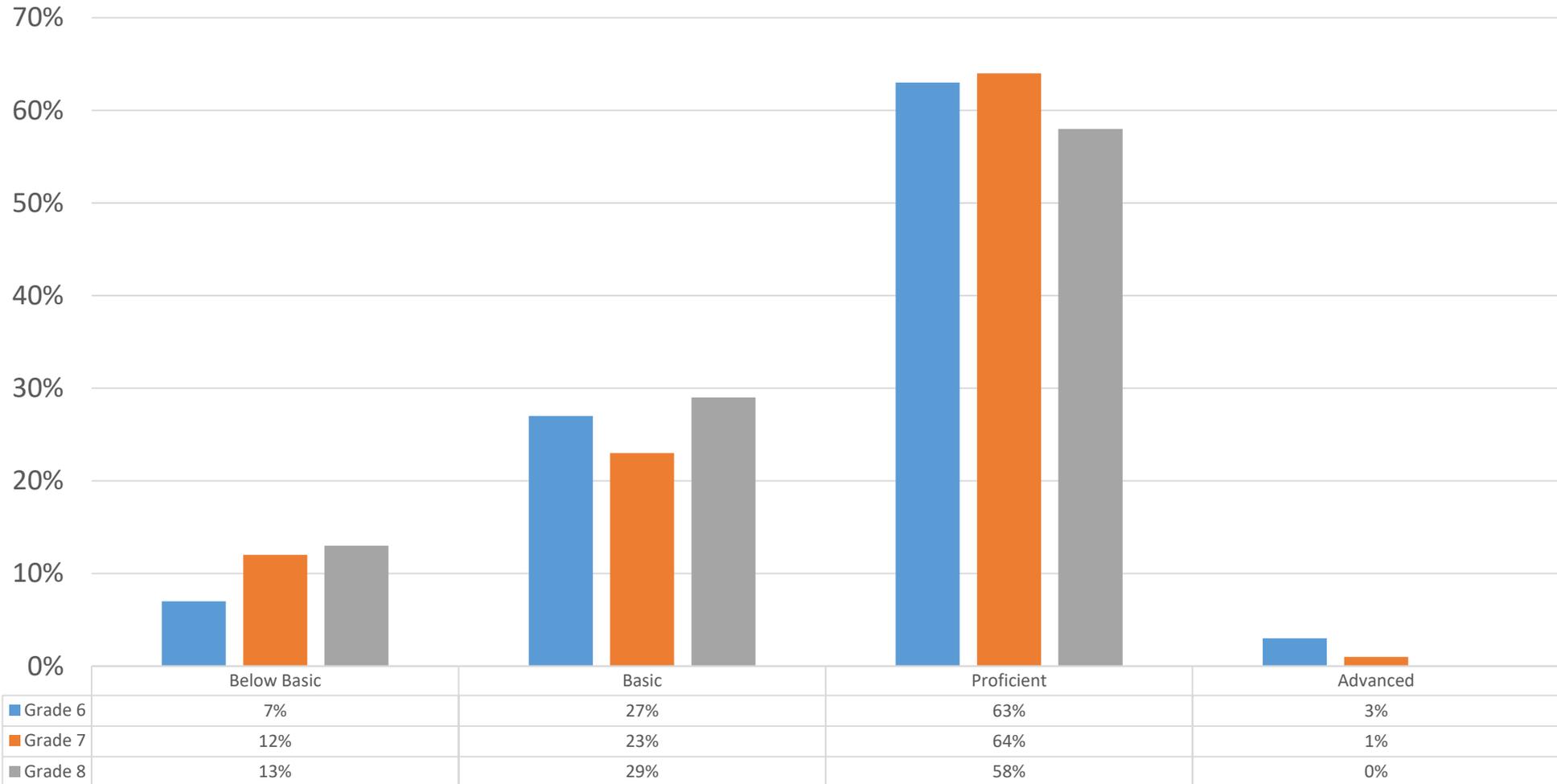
- State assessment data
- District/campus improvement plans
- School report cards
- Student attendance/behavior reports





SCHOOL LEVEL DATA

ELA Benchmark Performance

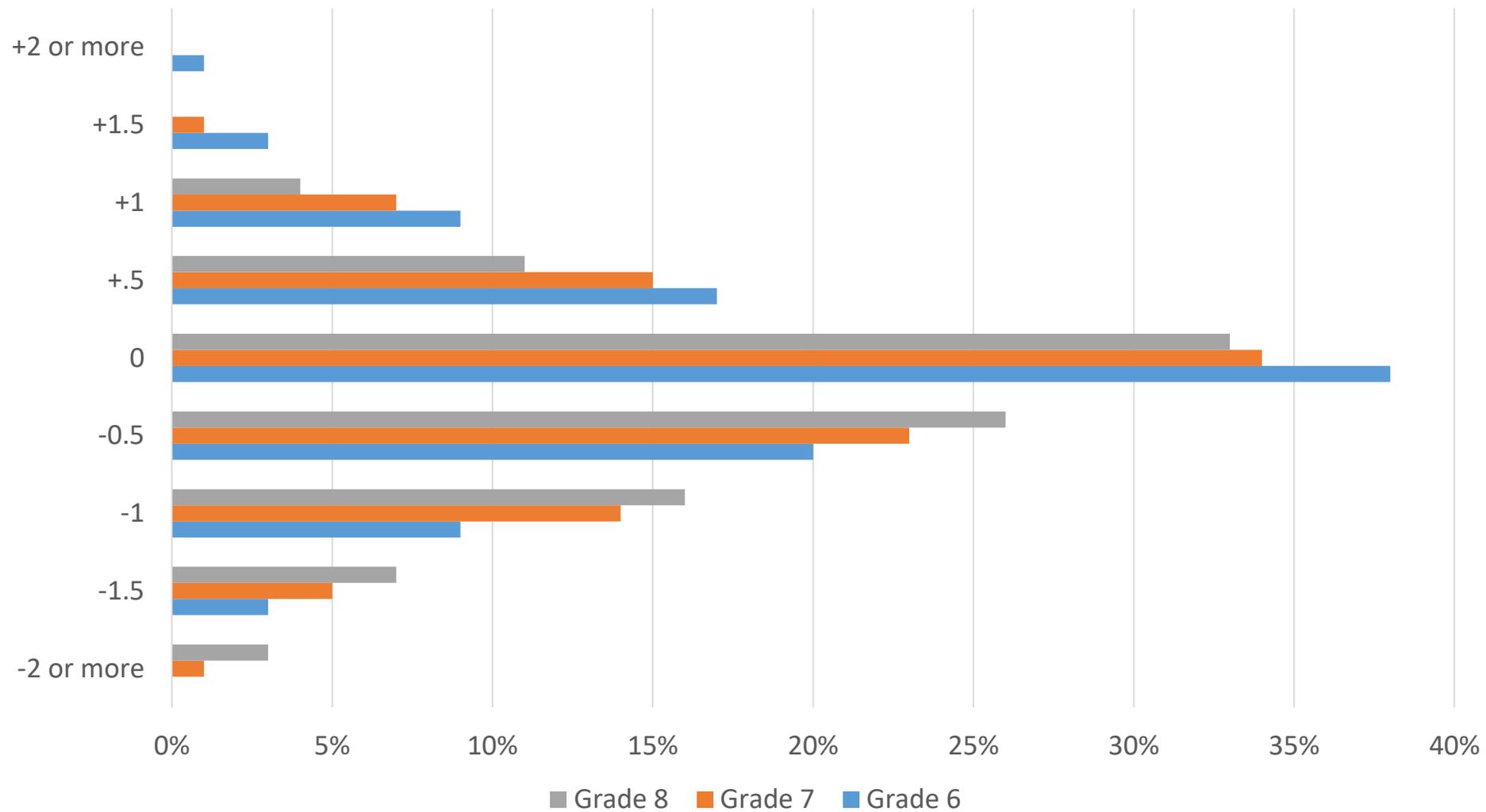


■ Grade 6 ■ Grade 7 ■ Grade 8



SCHOOL LEVEL DATA

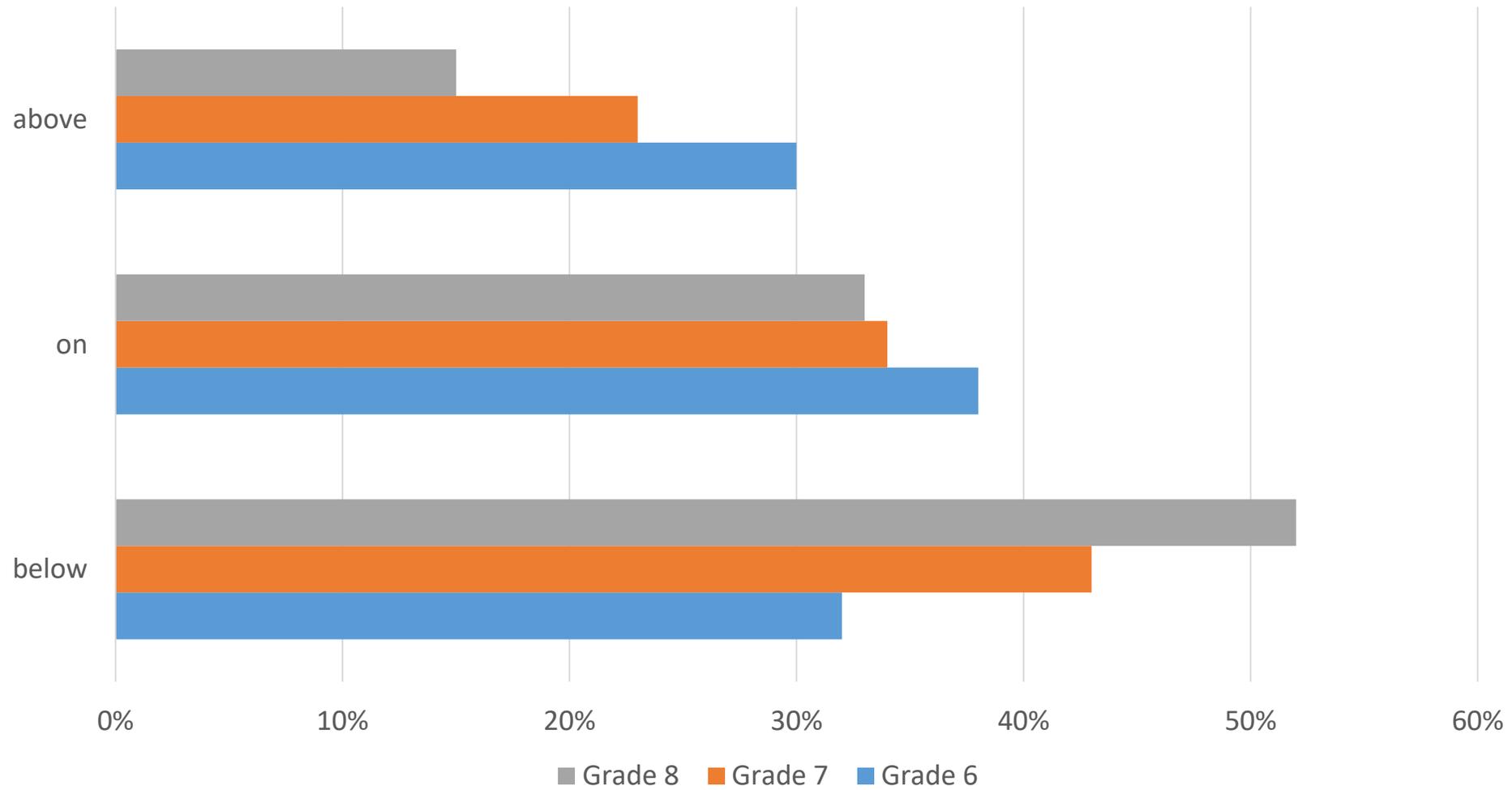
Student Reading Levels





SCHOOL LEVEL DATA

Student Reading Levels





SMART GOALS

Specific
Measurable
Achievable
Relevant
Time bound



SPECIFIC



Specific is the **who, what, why, and how** of the SMART model.

- WHO are you trying to impact?
- WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build, participate, etc.
- WHY is this important to do at this time? What do you want to ultimately accomplish?
- HOW are you going to do it?

MEASURABLE



Measurable goals should:

- Allow you to measure your progress
- Keep you on track
- Spur you on
- Allow you to see the change occur

If you can't measure it, you can't manage it.



ACHIEVABLE

Achievable goals should challenge or stretch you slightly so you feel you can do it, but also feel you must really commit.

Goals that are too far out of your reach won't motivate you, but only frustrate you.



RELEVANT

Goals should relate and connect to your program and your campus/school.

To be relevant:

Your goals should connect to the identified campus/school/student need.

TIME BOUND



Putting an end point on your goal gives you a clear target to work toward.

Without a time limit, there's no urgency to start taking action now.

The time frame must be measurable, achievable and relevant.



PROGRAM SMART GOAL

Example: 90% of students identified as in need, who attend regularly, will increase their reading levels by 1.5 grade levels as measured by a reading assessment tool at the end of the regular school year.

- Specific
- Measurable
- Achievable
- Relevant
- Time bound





SMART GOAL PODCAST

PODCASTS

Creating and Using Smart Goals

During this 10 minute Podcast, you will discover how to write SMART goals for your program and activities. Goals that are Specific, Measureable, Achievable, Relevant and Timebound will help you are intentionally implement your program with fidelity. [[Download Transcript](#) and [PowerPoint](#)]



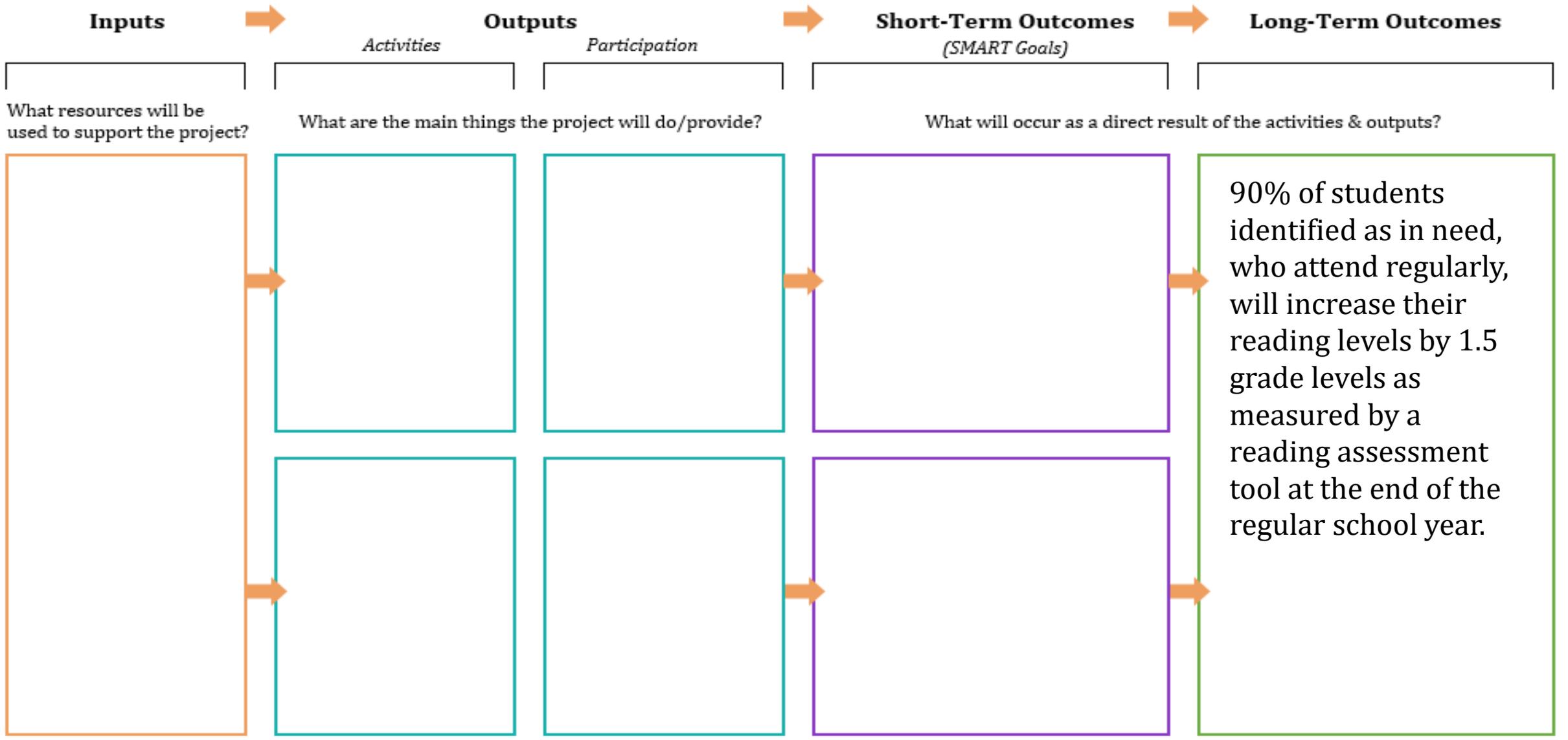
Recording Program Outcomes

This 10 minute podcast reviews the main objectives for 21st CCLC program evaluations, presents tips about working with your program's evaluation team, and gives recommendations for making the most of program evaluation data to inform planning. By using a few of the recommended data collection points shared in this podcast, you will be better able to reflect on your program, document the effectiveness of programming and measure the outcomes you intend. [[Download Transcript](#)]





LOGIC MODEL



Inputs

What resources will be used to support the project?



Outputs

Activities

Participation

What are the main things the project will do/provide?

What are the main things the project will do/provide?



Short-Term Outcomes

(SMART Goals)

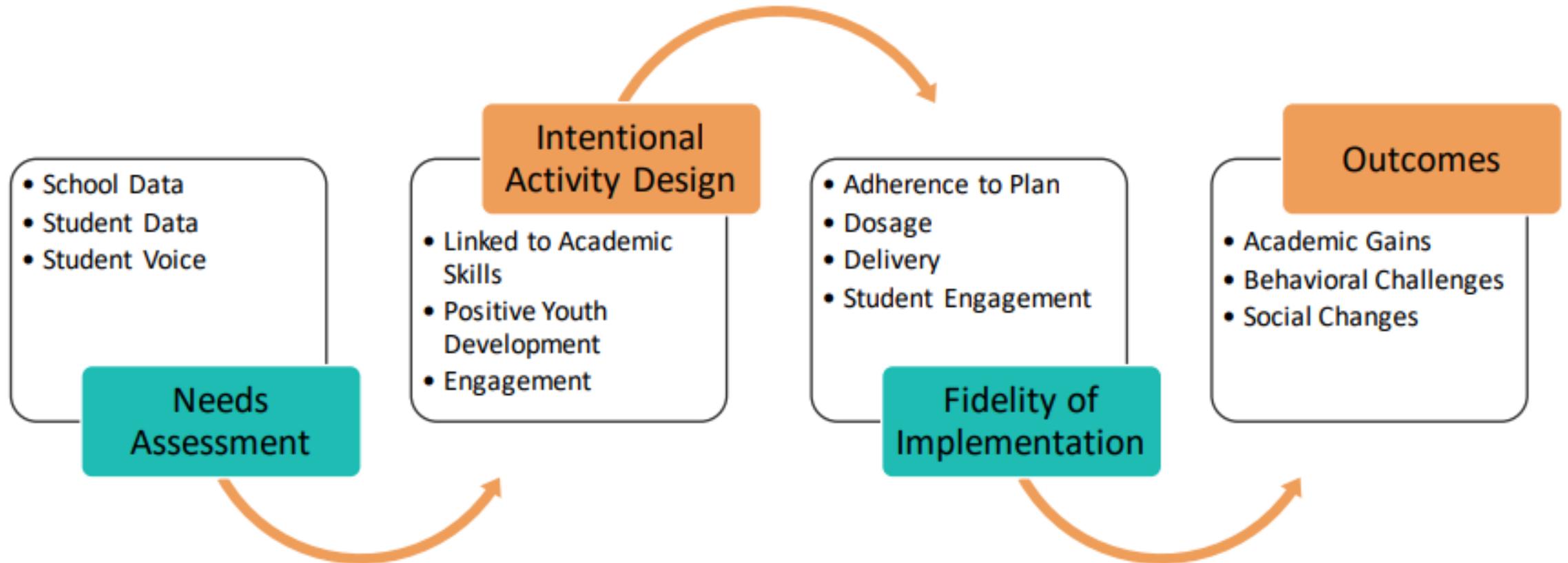
What will occur as a direct result of the activities & outputs?



Long-Term Outcomes

90% of students identified as in need, who attend regularly, will increase their reading levels by 1.5 grade levels as measured by a reading assessment tool at the end of the regular school year.

INTENTIONAL DESIGN



STUDENT LEVEL DATA



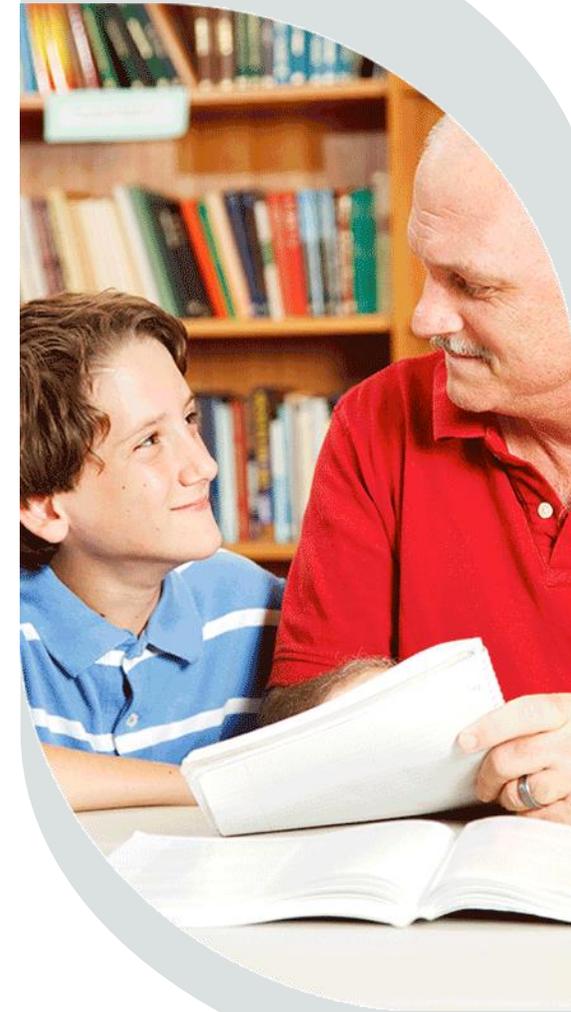
- Student report cards
- Communication with teachers
- Communication with family members





MAKING CONNECTIONS

- Speak with teachers about academic goals
- Establish communication procedures
- Share data
- Ask to join school's professional development meetings





COMMUNICATION STRATEGIES



You for Youth | Continuous Education Through 21st CCLC Activities

1

Program Team Communication Process Form

Having a communication plan in place, and developing the appropriate communication skills, will ensure that your program team is effective and productive. It will keep everyone on the same page, even for team members who are not involved in afterschool activities daily, such as the school principal. Remember: Be clear, present, courteous, flexible and kind.

Directions: Use the form below to prepare your communication process with your program team.

Common purpose: Has your team written vision and mission statements for the program? Check those you need to work on with your team.



You for Youth | Continuous Education Through 21st CCLC Activities

1

Program Team Communication Process Form

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1. _____
2. _____
3. _____

4. _____
5. _____

Materials Needed:

1. _____
2. _____
3. _____

4. _____
5. _____



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STUDENT LEVEL DATA



You for Youth | Continuous Education Through 21st CCLC Activities

1

Survey of Student Needs

Part I: Survey of Student Needs

Directions: Use this survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills. Then ask them to assign a priority level — low, medium, or high — to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences and parent feedback. After collecting the forms, compile the information in **Part II: Summary of Student Needs.**

School-Day Teacher Name: Mr. Brodie

Grade Level(s): 7-8

Subject/Topic Area	Specific Skills	Priority Level
English / Language Arts	Reading Comprehension	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
English / Language Arts	Characterization	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low



STUDENT LEVEL DATA

ELA Teachers	Grades	Specific Skills	Priority Level
Ms. Jackson	6	Vocabulary Elements of Plot	Medium ← Medium
Mr. Brodie	7-8	Reading Comprehension Characterization	High ← Medium
Ms. Almeda	8	Fact or Opinion Characterization Theme Reading Comprehension Figurative Language	Low Medium High High ← Low
Mr. Lu	6-7	Elements of Plot Vocabulary Fact or Opinion	Medium High ← Medium
Ms. Vaughn	7	Reading Comprehension Characterization Vocabulary	High ← High High ←



STUDENT VOICE DATA

- Student survey
- Interest inventory
- Focus groups





STUDENT INTEREST INVENTORY



Secondary Student Interest Inventory

Name: _____
Grade: _____

We want to hear about your interests so that we can offer activities and projects that are meaningful to you. Please answer each of the following questions as thoughtfully as you can. Your voice matters and can help shape our program!

Language Arts (choose up to three)

Comic Books

Theater Arts

Creative Writing

Movies



Book Club

World Languages

Advertising

Reporting/Newspaper



Choose your top three.

English/Language Arts

- Creative writing
- Literature
- Plays
- Poetry
- Film

Social Studies

- Geography
- Local history
- World history
- Culture
- World leaders
- Wars
- World religions

Choose your top five.

- Cooking
- Engineering
- Fashion Design
- Coding
- Health and Nutrition
- Climate Studies
- Space Exploration
- Physics of Billiards

- Finance/Business
- Sports Statistics
- Architecture/Design
- Energy Efficiency
- Math in Music

Math

- Gardening
- Robotics
- Video Game Design
- Forensics
- Sports Science
- Disease/Public Health
- Alternative Energy Solutions
- Technology/Invention

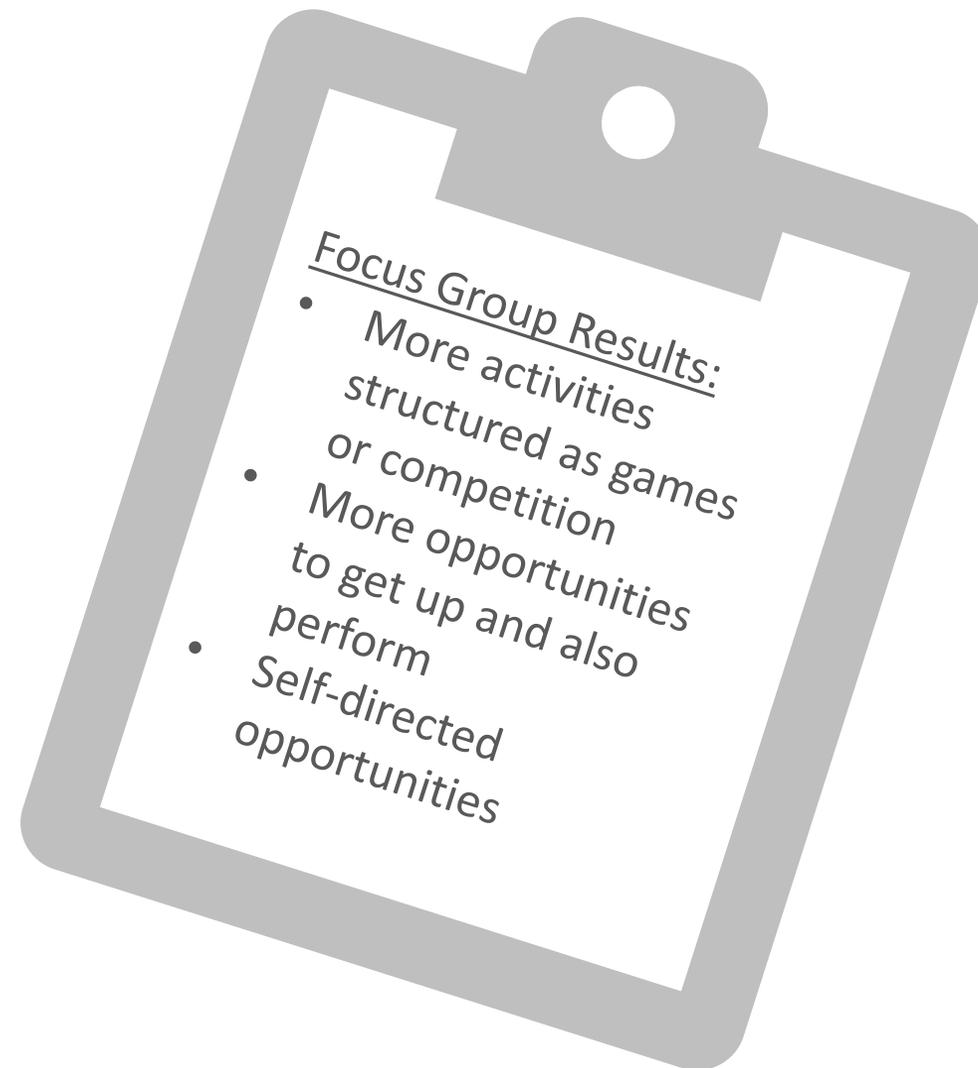
- Stock Market/Investing
- Math Art
- Shopping/Budgeting
- Optical Illusions
- Game Probability





STUDENT VOICE DATA

Activity	Votes
Movies	40 ←
Comic Books	43 ←
Debate	25
Journaling	24
Poetry	24
Readers' Theatre	46 ←



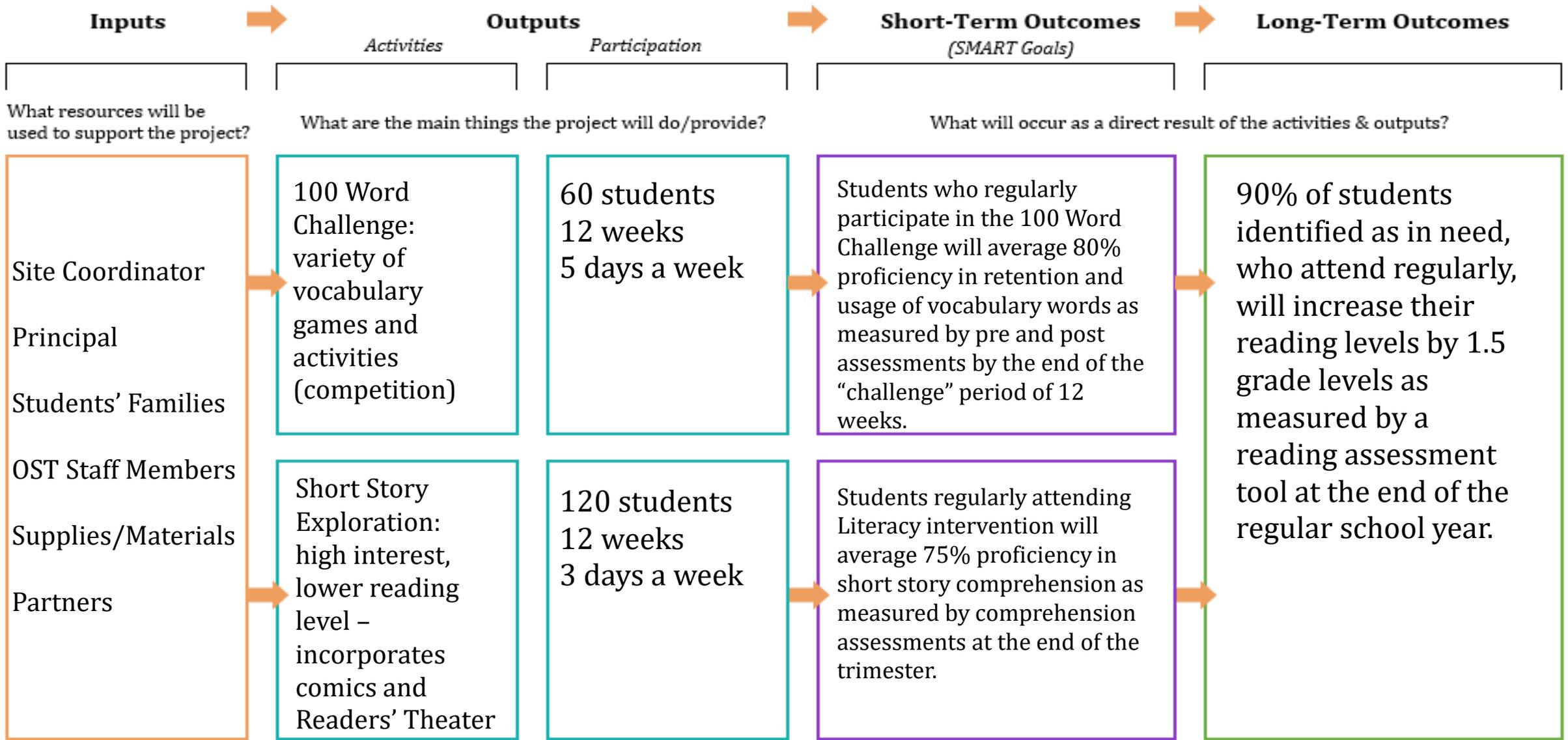
ACTIVITY SMART GOALS

Example: Students who regularly participate in the 100 Word Challenge will average 80% proficiency in retention and usage of vocabulary words as measured by pre and post assessments by the end of the “challenge” period of 12 weeks.

Example: Students regularly attending Literacy intervention will average 75% proficiency in short story comprehension as measured by comprehension assessments at the end of the trimester.

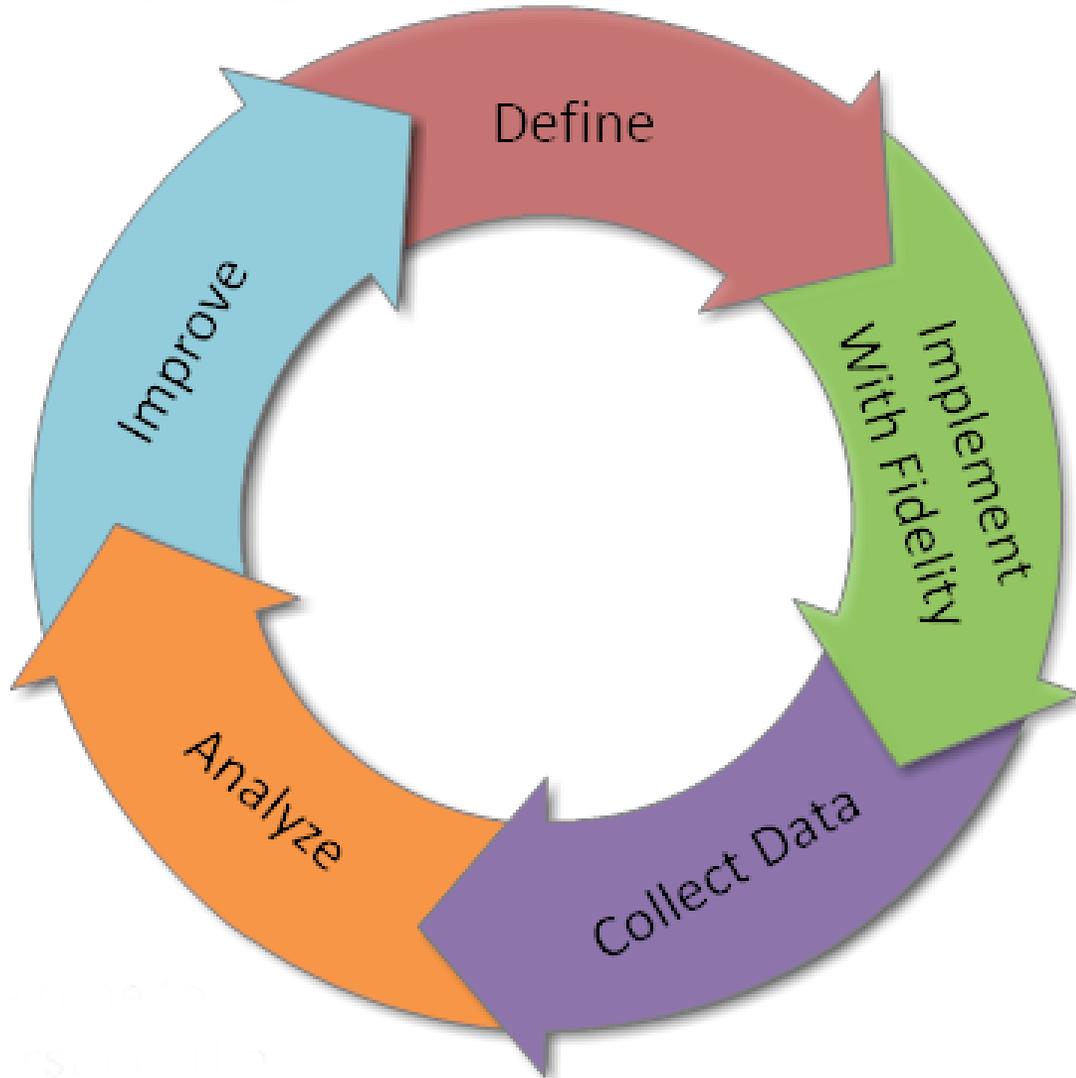


LOGIC MODEL





CONTINUOUS IMPROVEMENT PROCESS



- Define
- **Implement with Fidelity**
- Collect Data
- Analyze
- Improve



IMPLEMENTING WITH FIDELITY GUIDE



You for Youth | Continuous Education Through 21st CCLC Activities

1

Implementing With Fidelity Guide

- Adherence
- Dosage
- Engagement
- Delivery



You for Youth | Continuous Education Through 21st CCLC Activities

1

Implementing With Fidelity Guide

Mindfully implementing with fidelity enables you to evaluate each component of your activity, and adapt and adjust instruction based on student response. Implementing with fidelity also helps to ensure that the outcomes listed below are the areas that will help.

g approach, do
ge and skills as
ct?

Dosage

Definition:

How often a student attends an activity designed to have an impact. This looks at the frequency or the number of times they attend and how long they participate in each session.

Example:

If you've designed your activity to meet twice weekly for 60 minutes each session, you'll measure whether that is the actual dosage students get.

Engagement

Definition:

Students actively participating, asking questions, using critical thinking skills, getting positive feedback from teachers and solving problems in group discussions are a few ways to describe "engagement."

Example:

Students work cooperatively, address the problem and brainstorm solutions. The students are not preoccupied with something else or seem bored.

Delivery

Definition:

Refers to how the facilitator guides the learning. Is the facilitator effectively using guiding questions to help students move to higher levels of thinking, embedding opportunities to apply new skills, or differentiating the learning?

Example:

The facilitator poses guiding questions to help students advance their learning, uses different teaching techniques such as scaffolding, and delivers content through blended learning opportunities.



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Y4Y CLICK & GO



- **Click & Go 1**
Aim for Success – Developing a Needs Assessment
- **Click & Go 2**
Align for Success – Creating an Intentionally Designed Program
- **Click & Go 3**
Administer for Success – Implementing Your Program With Fidelity

<https://y4y.ed.gov/y4yclickandgo>



BENEFITS OF ASSESSMENT



- Helps to determine if instruction worked
- Provides clear goals for students
- Informs continuous improvement



STUDENT RUBRICS

Category	Criteria ¹	Levels of attainment			Score
		No = 1	Partially = 2	Yes = 3	
Project organization	Did the project have beginning, middle, and concluding phases that built upon each other? ²	The project did not have beginning, middle, and concluding phases that built upon each other.	Although the project had beginning, middle, and concluding phases, they did not build upon each other.	The project had beginning, middle, and concluding phases that built upon each other.	

You for Youth | Citizen Science 1

Citizen Science Skills Rubric

In the educational setting, observation rubrics define skills that you expect students to demonstrate, and assign indicators that show those skills at different levels of achievement. This tool provides a ready-to-use and a customizable rubric.

Ready-to-Use Citizen Science Skills Rubric

Skill/Knowledge	Value			Points
	Novice (1 point)	Apprentice (2 Points)	Expert (3 points)	
Making observations and asking questions	<ul style="list-style-type: none"> Required consistent prompting to identify visual/sensory observations Described observations incompletely Made very basic predictions 	<ul style="list-style-type: none"> Required some prompting to identify observations Identified some things of interest and opportunities for investigation Made some predictions 	<ul style="list-style-type: none"> Made observations without prompting Described observations in writing Identified things of interest or ideas for future investigation Made predictions based on observational evidence 	
Planning and executing investigations	<ul style="list-style-type: none"> Required step-by-step assistance and guidance to complete tasks Project was incomplete or late 	<ul style="list-style-type: none"> Required some assistance to approach and complete tasks Completed project with some distraction 	<ul style="list-style-type: none"> Used a sophisticated strategy to approach and complete the tasks Completed project on time and with minimal distraction 	
Collecting and analyzing data	<ul style="list-style-type: none"> Collected some initial data with assistance Data are incomplete, disorganized or have not been analyzed 	<ul style="list-style-type: none"> Imprecise data have been collected or some errors are present in collection or calculation 	<ul style="list-style-type: none"> Data are complete and precise All relevant details have been recorded Demonstrated understanding of how to use data collection tools Analysis has been performed 	

Massachusetts 21st Century Community Learning Centers Program—New Bedford: Project Rubric Page 1 of 2

PROJECT RUBRIC

Project title _____		Project dates _____ to _____	
Staff _____	School _____	Age/grade level of children _____	

Category	Criteria ¹	Levels of attainment			Score
		No = 1	Partially = 2	Yes = 3	
Project organization	Did the project have beginning, middle, and concluding phases that built upon each other? ²	The project did not have beginning, middle, and concluding phases that built upon each other.	Although the project had beginning, middle, and concluding phases, they did not build upon each other.	The project had beginning, middle, and concluding phases that built upon each other.	
Project depth	Did the project provide sufficient new challenges and require sustained effort over time? ²	The project did not provide sufficient new challenges or require sustained effort over time.	While project success required sustained effort over time, the project did not provide new challenges.	The project provided new challenges and required sustained effort over time.	
Interest level/ Student engagement	During time allocated to project tasks, did most children's conversations stay focused on the project? ²	Without persistent staff intervention, most children's conversations quickly strayed to topics other than the project task.	Children's talk was mainly about the project, though side conversations sometimes diverted attention away from the project.	Children's conversations generally stayed focused on the project; all children regularly took part in project-related discussions.	
Level of child-initiated learning	Were children actively engaged in developing the project, its component tasks, and problem-solving strategies? ²	Children were not involved in developing the project or its component tasks and did little of their own problem solving; project activity and content did not go beyond staff ideas and suggestions.	Although children helped to develop some project tasks and did some of their own problem solving, project activity and content did not go much beyond staff ideas and suggestions.	Children played a major role in developing the project, its component tasks, and problem-solving strategies; much of the project activity and content went beyond staff ideas and suggestions.	
Practice and integration of research skills	Did children use a variety of sources, including primary and secondary sources, to learn about the topic? ²	The project did not call for children's research to learn about the topic; staff furnished most or all project-related information.	Children used secondary sources (e.g., books, internet, video) to learn about the topic.	Children used a variety of primary (e.g., field trips, interviews) and secondary sources to learn about the topic.	
Inclusion/ Collaboration	Did all children who were involved in the project take part in all of its aspects? ²	The project was dominated by a few children and showed little or no teamwork.	A majority of the children involved with the project took part in most of its aspects.	All of the children involved with the project took part in all of its aspects.	
Alignment with school/district/ state academic skill development goals	Did the project support children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them? ⁴	Project tasks did not support children's learning to read, write, calculate, and solve problems or their use of these skills in ways that were meaningful to them.	The project included some tasks that supported children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them.	Many project tasks supported children's learning to read, write, calculate, and solve problems and their use of these skills in ways that were meaningful to them.	
Evidence of learning outcomes	In the concluding phase of the project, did the children's culminating work show what they learned and the ways they went about learning? ²	The project did not have a concluding phase in which the children shared in culminating work what they learned or how they learned.	The children's culminating work from the project represented some of what they learned, but not the ways in which they went about learning.	The children's culminating work from the project represented in a variety of ways what they learned and the processes of how they went about learning.	
Total score (range = 8-24)					

OBSERVATIONS



Assess College and Career Readiness in Your Program

Use the checklist to assess program components in college and career readiness that are strong, OK or need work. Involve staff and stakeholders in this process, and ask what they see as goals and challenges. Once you have finished, select the top three in the “needs work” category to focus on, identify action steps and set a timeline for improvement.

Program components	Strong	OK	Needs work
Vision, goals and objectives for college and career readiness are clearly stated.			
Goals and objectives reflect alignment of all stakeholders' expectations.			
Stakeholders' support of the development and implementation of goals and objectives.			
Program culture promotes and emphasizes that <i>all</i> students can succeed.			
Program includes engaging, grade-level-appropriate activities, as follows: <ul style="list-style-type: none"> Awareness (K-12; hallmark of elementary) Exploration (K-12; hallmark of middle school) 			
Preparation (6-12; hallmark of high school)			
Academic enrichment activities align with college and career readiness standards.			
21st century and employability skills are incorporated (e.g., creativity, critical thinking, self-direction, leadership, productivity, accountability, communication, collaboration).			
Real-life learning experiences are offered.			
Program partners with families in their children's education, with opportunities to build their college and career readiness knowledge.			
Partnerships with community-based organizations, businesses and government provide internships, work-based learning experiences, and other needed supports.			
Partnerships with schools, nearby colleges, universities and technical schools encourage postsecondary preparation, investigation, visitation and entry.			
Program regularly assesses student and family needs around college and career readiness.			
Program has established method for obtaining feedback from students, families and partners.			
Program conducts systematic evaluation of all components, including college and-career readiness activities.			
Staff training supports innovative instructional approaches that combine academic and technical learning.			



Activity Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and Quality of the Activity as designed – Program components are implemented as prescribed.	
	<i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none"> Skill set #1: <i>Numbers, Operations, and Quantitative Reasoning</i> Skill set #2: <i>Patterns, Relationships and Algebraic Reasoning</i> 	
	<i>Every student is participating in one of 3 stations:</i> <ul style="list-style-type: none"> <i>Students engaged in small group CGI intervention with teacher</i> <i>Students participating in computer program intervention</i> <i>Students participating in an interactive learning activity</i> 	
	<i>Required materials/resources available:</i>	
	<i>Laptops 1 for every student</i>	
	<i>SMART Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i> <ul style="list-style-type: none"> <i>Base Ten Blocks</i> <i>Manipulatives</i> <i>Math Games</i> 	



SURVEYS: STAFF



YOU FOR YOUTH



You for Youth | Citizen Science

1

Citizen Science Reflection Questions for Staff

Reflection is a key part of planning and implementing successful Citizen Science experiences for students. Review these questions in advance and make observations and notes through the process to ensure that you will be able to answer these questions during and after the project is completed.

How would you improve introducing the Citizen Science initiative to students?

- | | |
|---|--|
| <input type="checkbox"/> More activities | <input type="checkbox"/> Draw more on student experience |
| <input type="checkbox"/> Move faster | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Better prep by the facilitator | <input type="checkbox"/> More review, move slower |
| <input type="checkbox"/> Incorporate more collaboration | |

How was the overall quality of Student Engagement in the project?

- | | |
|--|---|
| <input type="checkbox"/> Was meaningful and useful | <input type="checkbox"/> Responsive and engaged |
| <input type="checkbox"/> Respectful but neutral | <input type="checkbox"/> Rejected or resisted ideas |
| <input type="checkbox"/> Responsive and engaged | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Appeared bored or indifferent | |

How was the overall quality of Staff Engagement in the project?

- | | |
|---|---|
| <input type="checkbox"/> Meaningful and useful | <input type="checkbox"/> Rejected or resisted ideas |
| <input type="checkbox"/> Bored or indifferent | <input type="checkbox"/> Respectful but neutral |
| <input type="checkbox"/> Responsive and engaged | <input type="checkbox"/> Other_____ |

What did you think of the Citizen Science content and/or materials used in the project?

- | | |
|---|--|
| <input type="checkbox"/> Interesting, motivating | <input type="checkbox"/> Understandable |
| <input type="checkbox"/> Irrelevant to the students and staff | <input type="checkbox"/> Too much for the time available |
| <input type="checkbox"/> Do-able | <input type="checkbox"/> Right amount, appropriate level |
| <input type="checkbox"/> Too advanced or complex | <input type="checkbox"/> Other_____ |

SESSION OBJECTIVES

- Utilize data to set SMART goals for planning intentional activities
- Utilize tools for collecting needs assessment and outcome data
- Develop a logic model
- Implement with fidelity





UNTIL NEXT TIME...

Go to the [Virtual Institute Page on Y4Y](#), **BE SURE TO LOG IN...**

- Courses
- Links to Y4Y Resources
- Discussion Board

Office Hours Today: 2:00-2:30 PM Eastern

NEXT TIME...

- Drawing Conclusions from Data

Wednesday, July 11: 1:00-2:00 PM Eastern