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21st Century Community Learning Centers

Utilizing Data to Improve
21st CCLC Programming

Georgia Department of Education
Federal Programs Division

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Session Objectives

How Do We Use 21st CCLC Data
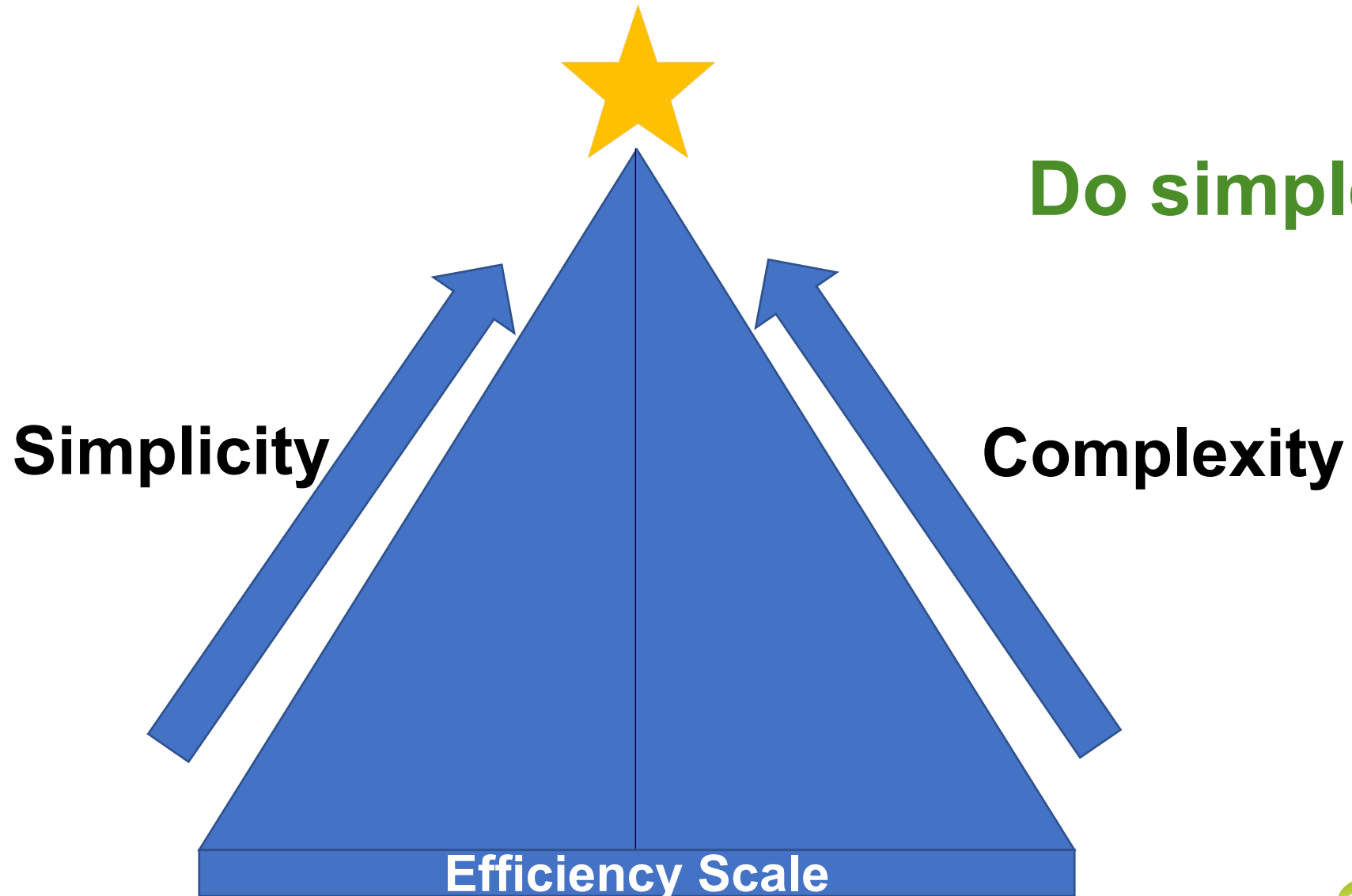
Best Practices for Data Utilization

21st CCLC Key Data Points

Understand the Data Processes, Cycle, and Capacity

Insight into Action Module

When to Collect and Use Data

Peak Performance

Do simple well.

Simplicity

Complexity

Efficiency Scale

How Do We Use 21st CCLC Data?

How Do We Use 21st CCLC Data?

- Identify a well-established need.

- Measure the performance of improving the well-established need.

- Measure the relevancy on the need as it relates to the current students and stakeholders.

- Understand State and Federal Reporting requirements.

- Leverage insights for making the most informed program decisions.
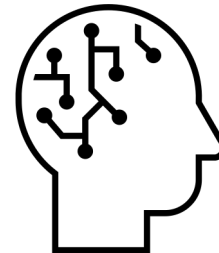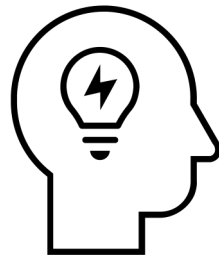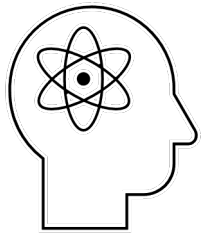
# Best Practices for Data Utilization

21st CCLC Data Utilization

Well developed facts and statistics referenced together in an analysis to continuously improve productivity and/or outcomes.

21st CCLC Data Utilization

Common 21st CCLC Data Types: The Purpose of the Data

Community Data

Site Data

Student Data

Historical Data

Grant Data

Program Data

Research Data
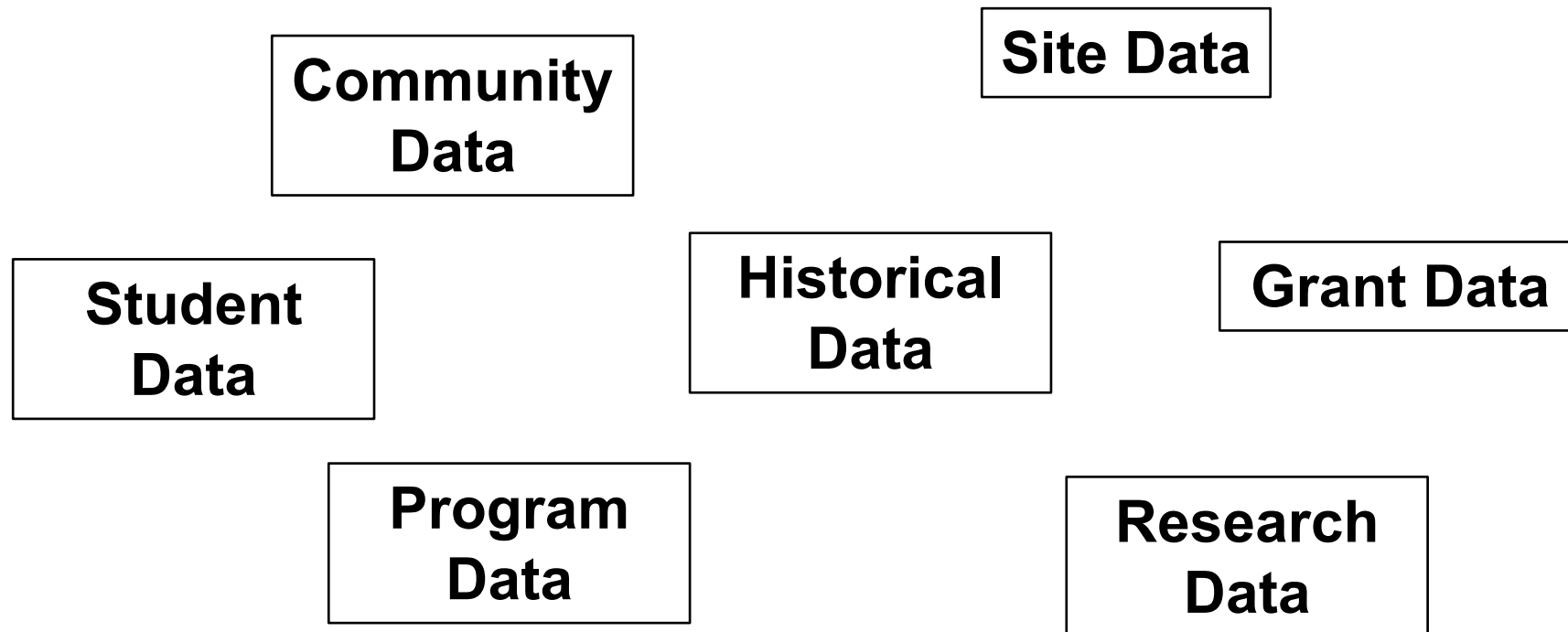
Well Defined Purpose For Data Collection

How will the data help identify the progress toward reaching my goals and objectives?

How will the data help highlight the programs goals and objectives?

How will the data help validate the work?

Well Developed and Planned Data Strategy

1. **Identify** your goals and objective. The goals and objective are the focal point of your strategy, and the data will be the means to executing your objectives.

2. **Assess** your objectives to know how you will achieve your goals.

3. Determine the **Purpose** for any technology, services and processes to help you meet the needs of achieving your goals.

4. Develop a **Roadmap** to identify all the tools you use to take you towards your goals.

Sharing Is Caring
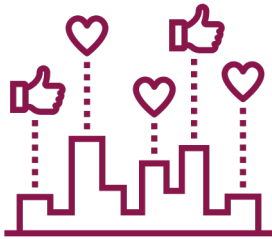
Share the Information in its final form

Ensure Grant Compliance

Expand Reach and Impact

More Opportunities

Streamline Resources
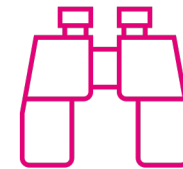
Enable More Visibility

Promote The Work

21ˢᵗ CCLC Key Data Points

Visualization Techniques for Key Data Points

Know your audience

Clear and Simple

Include Comparisons

Set Your Goals with Clear Data Points

Validate the Reason and Verify the Evidence

Use Color Theory

Produce Visual Results

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Key Best Practices
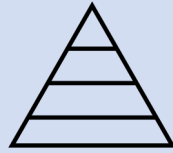
Data for Both Compliance and Usability

Make the Data Accessible and Useful
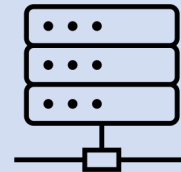
Use a Database

Follow an Annual Plan

Understand the Data Processes, Cycle, and Capacity

Building Data Capacity

Focus on policies, processes, and stakeholder roles to make data useful, reliable, and secure.

1. Identify Opportunities in Workflow

2. Plan to Improve the Current Process

3. Implement and Follow the Plan

4. Review and Identify Needed Change

5. Continuously Improve

Association for Supervision and Curriculum Development:

Whole Child Framework

https://www.georgiainsights.com/wholechild.html

Steps for Continuous Improvement

Step 1	Collect and chart data (Identify Needs)
Step 2	Analyze strengths and obstacles (Select Interventions)
Step 3	Establish goals: set, review, revise (Plan Implementation)
Step 4	Apply instructional strategies (Implement Plan)
Step 5	Determine results indicators (Examine Progress)

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Insight into Action Module

Insight into Action

1. **Identify the Value Add of the Data**
   - What answer will the data provide?
   - Does the data align with our objectives?
   - How is the data collected and used?

2. **Analyze the Data**
   - Provides clean, accurate, and confident data.
   - Determined data will answer Identified value add.

3. **Create Solutions**
   - Meaning of the data.
   - Audience specific.

4. **Data Impact**
   - Deliver insights of each goal and objective based on the data.

Value Add of Data

Objectives: ___% of the students who attend more than 90 hours will test at or above a developing learner on the ELA Georgia Milestone Assessment.

Inputs	Outputs	Outcomes	Impact
Staff	Numerical	Results	Consists of the
Volunteers	Deliverables	Performance	Results
Stockholders	Measurable	Tracking	Evaluation
Time and Effort		Change that	Explanation
Assessments		occurred	Implied
Feedback		Specific Time-	
Funding		Limit	
Facilities			

Action Evaluation

Monitor and Measure Key Indicators

- The evaluation will result in favorable outcomes, unfavorable outcomes, and reevaluate the process.

- Data can only be valuable when insights are turned into actions that are evaluated.

When to Collect and Use Data

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Objective Example

Objectives: 75% of the students who attend more than 90 hours of attendance in grade 4 and 5 will test at or above a developing learner on the ELA Georgia Milestone Assessment.

What data will we need to collect and when?

How will the data be used?

GPRA
Participation by Grade Level

Grade Level	Pre K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
# of Students	140	1,282	2,099	2,671	3,495	3,339	3,582	2,643	1,829	1,651	989	636	448	245
% of Students	1%	5%	8%	11%	14%	13%	14%	11%	7%	7%	4%	3%	2%	1%

The chart above lists the grade levels pre-k-12th in the first row, number of students per grade level in the second row, and the percentage of students per grade level in the third row.

Source: Transact 21APR 2021-2022 report

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GPRA Measure #1

Percentage of students in grade 4-8 participating in 21ˢᵗ CCLC programming during the school year and summer who demonstrate growth in reading and language arts on State assessments.

Outcome: Students who need to demonstrate growth 6,490 out of 13,044 (50%)

Outcome: Students who demonstrated growth 1,330 out of 6,490 (20%)

Percentage of students in grade 4-8 participating in 21ˢᵗ CCLC programming during the school year and summer who demonstrate growth in mathematics on State assessments.

Outcome: Students who need to demonstrate growth 6,458 out of 13,044 (50%)

Outcome: Students who demonstrated growth 1,352 out of 6,458 (21%)

Source: Transact 21APR 2021-2022 Outcome report, GaDOE math and English language arts state assessment report

GPRA Measure #2

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

Outcome: Students with a prior-year unweighted Grade Point Average (21st CCLC GPA) of less than 3.0 who need to demonstrate an improved 21st CCLC GPA is 400 out of 4,809 7th, 8th, 10th, 11th , 12th ,grade students.

Outcome: Students with a prior-year unweighted Grade Point Average (21st CCLC GPA) of less than 3.0 who demonstrated an improved GPA 211 out of 400 (53%)

Definition: 21st CCLC GPA is calculated using the pre-selected APR grading periods in Transact. The 21st CCLC GPA consist of a math and ELA grade during the pre-selected APR grading periods. The grades are averaged to compute the 21st CCLC GPA base on a 0–4-point scale.

Source: Transact 21APR 2021-2022 report

GPRA Measure #3

Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

Outcome: Students with a school day attendance rate at or below 90% in the prior school year 3,589[1] out of 23,626[2] and demonstrated an improved attendance rate in the current school year. (2,712)[1]

GPRA Measure #4

Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Students with outcome data who had in-school suspension in the previous year 334.

Outcome: Students with outcome data who experienced a decrease in in-school suspension in the previous year 73 out of 334.

GPRA Measure #5

Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

11,496 out of 15,186 students in grades 1-5 had a teacher return a survey on their behalf to measure their engagement in learning.

Outcome: Students with outcome data who demonstrated an improvement in teacher reported engagement in learning 8,733 out of 11,496 survey responses.

76%
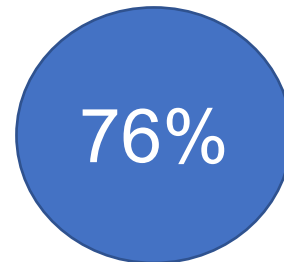
August Reminders

Deadline Date	Form to be Submitted
August 21, 2022	Upload Conflict of Interest Form in the GaDOE Consolidated Application
August 21, 2022	Sign off on FY24 Program Assurances in the GaDOE Consolidated Application
August 21, 2023	Submit 21st CCLC Program Contact Information Form to your assigned Program Specialist
August 31, 2023	Submit the Summer Program Evaluation Form to your assigned Program Specialist
August 31, 2023	Submit the Site Profile Update form to your assigned Program Specialist

Service and Support

If you have any questions concerning service and support, please contact:

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