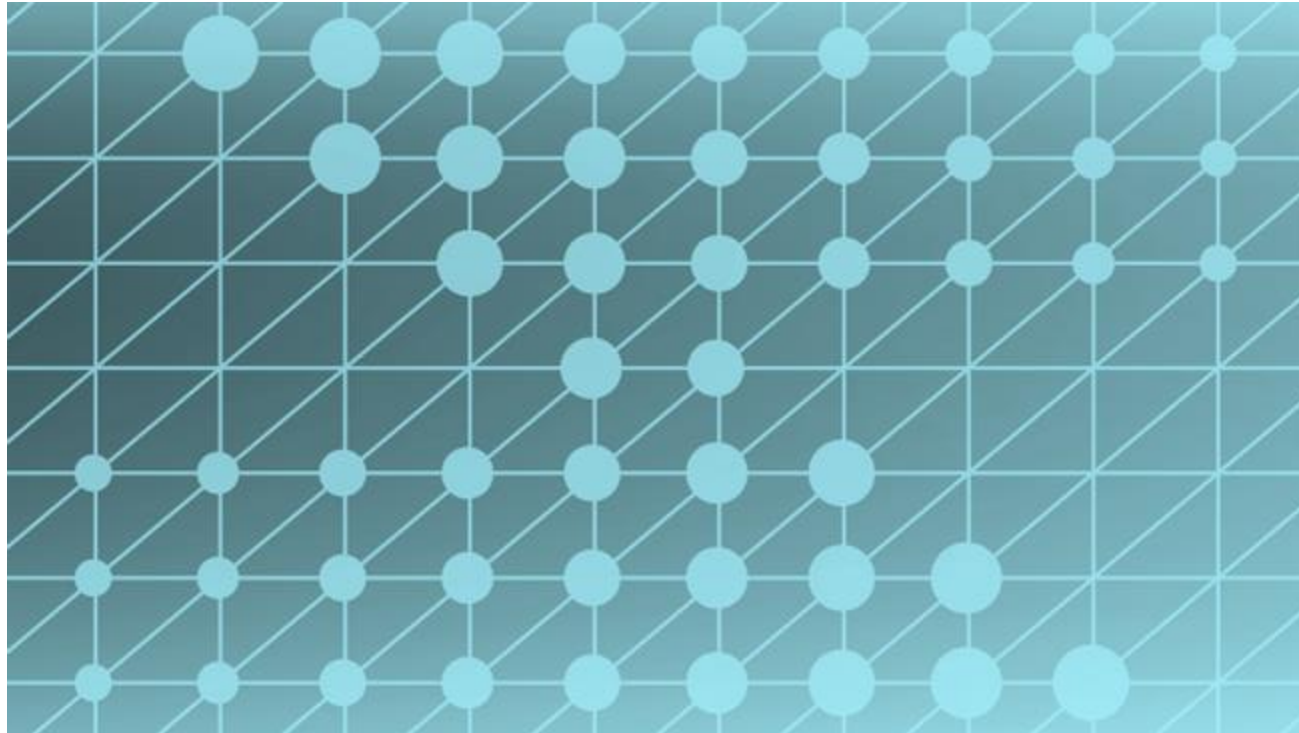




The Illinois Community College Board and the Illinois Center for Specialized Professional Support are partnering to support HOUSE Liaison's through professional development, training, and resources. The HOUSE Liaison Center will be a central hub for all resources developed under this project.

Look for more information at the HOUSE Liaison Center

[Equity in Career and Technical Education - ICCBHouseCenter \(ilequity.com\)](http://EquityinCareerandTechnicalEducation-ICCBHouseCenter(ilequity.com))



CONNECTING THE DOTS: USING DATA TO EVALUATE THE IMPACT OF HOUSE SERVICES

HOUSE LIAISON WEBINAR, SPRING 2025

AGENDA

- Inputs, Outputs, Outcomes
- Creating logic models
- HOUSE Liaison duties in the logic model
- Data sources

WHAT DOES ICCB WANT TO KNOW IN THE ANNUAL SURVEY?

- Numbers: How many ... (11 questions)
- Publicity (2)
- Types of Services (1) and Outcomes (1)
- Challenges/Barriers (1)
- Professional Development completed/needed (2)



INPUTS

Money

Staff

Space

Supplies & Equipment

Technology

Community Partners

OUTPUTS

Evidence that the
program is
implemented

Activities/Services

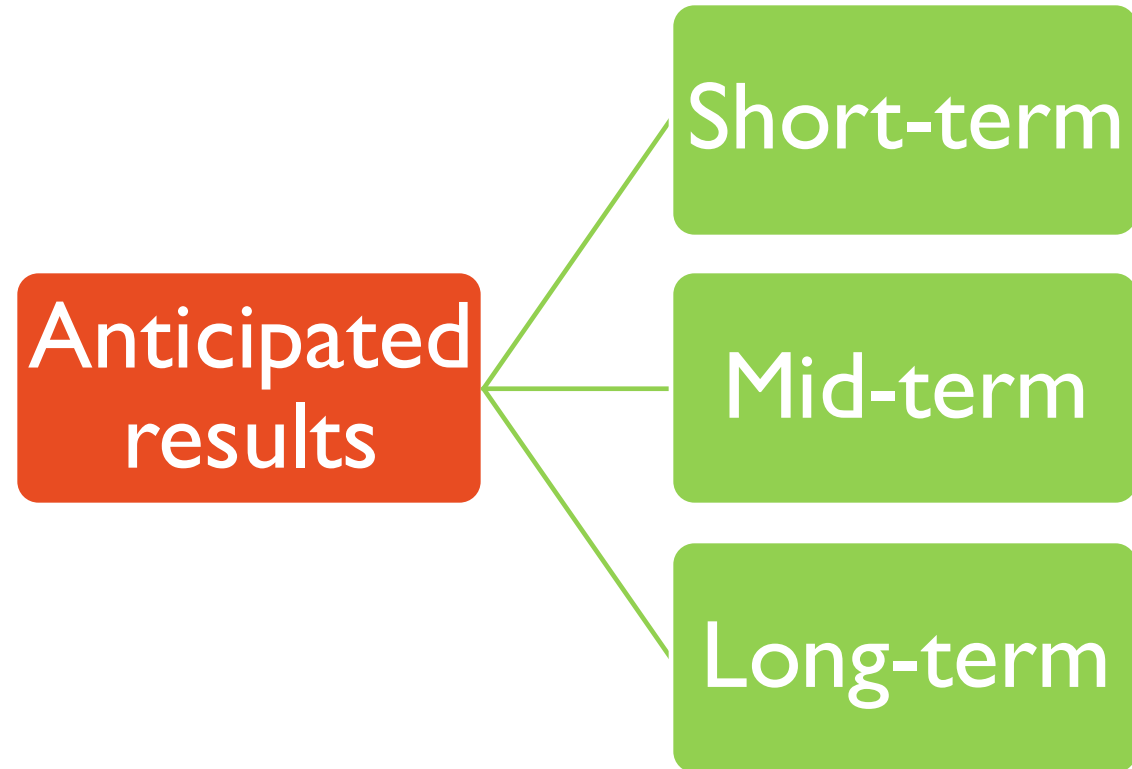
Materials

Policies/procedures

students served

of services
provided

OUTCOMES



Note: Outcomes may not be solely the result of your program, but you're confident that the outcome can be associated with your program

DIFFERENCE BETWEEN OUTPUTS AND OUTCOMES

Program	Output (what it does)	Outcome (the <u>change</u> as a result)
Free medical clinic	Fifty low-income individuals are provided free doctor visits	50% decrease in emergency room visits by population served in the year following initial contact
Math tutoring program	Seventy youth receive math tutoring twice a week during the school year	100% of youth served improve their ISTEP scores in math from the start of the school year compared to the spring test
Youth mentoring	Thirty youth are matched with an adult mentor for the year	80% of youth served report increased self esteem following one year of mentoring
Dropout prevention	Forty youth at risk of dropping out receive weekly case management services	85% of youth in program for one year or longer graduate high school in four years

LOGIC MODEL

“A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.”

W.K. Kellogg Foundation, 2004



LOGIC MODELS

Connect inputs, outputs, and outcomes

Show relationships between resources, activities, and results

Makes assumptions explicit

Build shared understanding and expectations of program

Identify data you need to collect to monitor/improve

Identify evaluation questions to ask

LOGIC MODEL

- **INPUTS:** Resources, contributions, investments that go into the program
- **OUTPUTS:** Activities, services, events and products that reach people who participate.
- **OUTCOMES:** Results or changes from the program such as changes in knowledge, awareness, skills, attitudes, opinions, aspirations, motivation, behavior, practice, decision-making, policies, social action, condition, or status. The changes may occur in individuals, groups, communities, organizations, communities, and/or systems. Outcomes fall along a continuum from immediate (initial; short-term) to intermediate (medium-term) to final outcomes (long-term), often synonymous with impact.

LOGIC MODEL

Situation: The context and needs give rise to a program or initiative.



What

So what!

LOGIC MODEL EXAMPLE

Program	Output (what it does)	Outcome (the <u>c</u> hange as a result)
Free medical clinic	Fifty low-income individuals are provided free doctor visits	50% decrease in emergency room visits by population served in the year following initial contact
Math tutoring program	Seventy youth receive math tutoring twice a week during the school year	100% of youth served improve their ISTEP scores in math from the start of the school year compared to the spring test
Youth mentoring	Thirty youth are matched with an adult mentor for the year	80% of youth served report increased self esteem following one year of mentoring
Dropout prevention	Forty youth at risk of dropping out receive weekly case management services	85% of youth in program for one year or longer graduate high school in four years

LOGIC MODEL: FREE MEDICAL CLINIC

Inputs/Resources What we invest	Outputs What we do	Outcome What changes
Free medical clinic	50 low-income individuals receive free doctor's visits	50% decrease in emergency room visits in the year following free doctor's visits
<ul style="list-style-type: none"> • Staff: nurses, doctors, physician's assistants, medical assistants, front desk staff • Facilities: exam rooms, exam tables, equipment & software for charting medical records • Supplies: disposable gloves, stethoscopes, lab coats, exam table paper, copy paper, ink pens 	<ul style="list-style-type: none"> • # of patient visits provided • # of new patients served • # of preventive screenings (e.g., blood pressure, glucose) • # of health education/counseling sessions delivered (e.g., chronic disease management) • # referrals to specialty care or follow-up resources 	<ul style="list-style-type: none"> • Improved chronic condition management (e.g., fewer asthma or diabetes-related ER visits) • Increased patient understanding of when to use ER vs. primary care • Improved patient trust and engagement in preventive care • Lower overall healthcare costs for local hospitals due to reduced uncompensated care

LOGIC MODEL: MATH TUTORING

Inputs/Resources What we invest	Outputs What we do	Outcome What changes
Math tutoring program	70 youth receive math tutoring twice a week during the school year	100% of youth served improve their ISTEP scores in math from the start of the school year compared to the spring test
<ul style="list-style-type: none"> • Staff: tutors, Math faculty, staff booking tutoring appointments • Facilities: tutoring center, desks, chairs, tables, lighting, copy machine, computers, software • Supplies: books, OER, pencils, paper, copies, folders, backpacks 	<ul style="list-style-type: none"> • # of tutoring sessions delivered per student • # of students regularly attending sessions • # hours increased time on task for math practice • # of completed math skill-building exercises • # Parental or caregiver involvement/support sessions 	<ul style="list-style-type: none"> • Improved math performance on standardized tests • Increased student confidence in math skills • Improved homework completion rate • Improved classwork completion rate • Better understanding of foundational math concepts



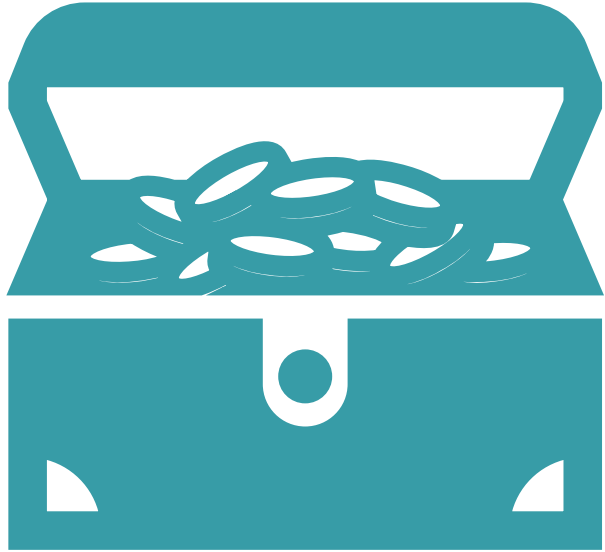
OUTPUT OR OUTCOME?





LIAISON HELPS STUDENTS APPLY FOR FEDERAL AND STATE FINANCIAL AID

OUTPUT OR OUTCOME?



STUDENTS RECEIVE FEDERAL AND STATE FINANCIAL AID

OUTPUT OR OUTCOME?

Liaison is an intermediary between students experiencing homelessness and institutional departments

OUTPUT OR OUTCOME?

Liaison connects
students
experiencing
homelessness and
students in care to
local Continuum of
Care (CoC)

OUTPUT OR OUTCOME?

Liaison trains the college's employees to identify students experiencing homelessness

OUTPUT OR OUTCOME?



CAPTURING DATA FOR OUTPUT OR OUTCOME

- A. Liaison helped students apply for federal and state financial aid
- B. Students received federal and state financial aid
- C. Liaison was intermediary between homeless students and other institutional departments
- D. Liaison connected homeless students and students in care to local continuum of care (CoC) program
- E. Liaison trained college's employees to identify students experiencing homelessness

HOW DO YOU CAPTURE DATA FOR THESE OUTPUTS?

- A. How many students received food and basic needs assistance through the HOUSE Liaison
- B. How many students received referrals from the HOUSE Liaison to counseling and/or student wellness services?
- C. How many students received referrals from the HOUSE Liaison to campus academic supports, such as tutoring
- D. How many students received referrals from the HOUSE Liaison to student career services?
- E. Other services or assistance provided to students experiencing homelessness or students in care by

WHAT ABOUT
OUTCOMES?

OUTCOME
WATERFALL

What is one outcome for the students that you've had as a result of the HOUSE services or assistance they received?

What data are you using to demonstrate this outcome?

HOUSE LIAISON REPORTING – FROM INSTITUTIONAL RESEARCH

Number of Homeless Students and Students in Care Reported in AY 2024

This field is auto-populated with data from the AY 2024 A1 submission. The A1 is submitted by colleges after the academic year concludes.

For AY23/24, what was the 1-year retention rate for homeless students and students in care enrolled at the institution? *

This field is auto-populated.

A Note on the Retention Rate Calculation

Retention rate is determined by identifying students in academic year 2023 with enrollment hours who were indicated to be homeless or a student in care through your college's A1 submission. Those students are then tracked to academic year 2024 to see if they are still enrolled or if not still enrolled, did they complete their program in academic year 2023. If either occurred, they are counted as retained.

Please note that if NA appears when you select your college, no individuals were reported as homeless or as a student in care. Additionally if DS (data suppressed) appears, the number of individuals identified is fewer than 10.

ICCB A1 ANNUAL STUDENT ENROLLMENT AND COMPLETION

■ Enrollment

- Annual unduplicated headcount enrollment by gender, age, race/ethnicity, and program classification.
- Enrollment by academic program.
- Enrollment in programs Transfer, Career and Technical Education, General Studies, Vocational, Adult Basic Education, Adult Secondary Education, English as a Second Language.

■ Completion

- Degrees & certificates awarded in Transfer, General Studies, Career and Technical Education, and Adult Ed.
- Completions by race/ethnicity and academic program.

Source: https://www.iccb.org/wp-content/uploads/2024/02/Equity_Plan_Data_Technical_Guide.pdf

ICCB A1 DATA FOR HOUSE LIAISONS

- **Retention Rate: Fall to Fall.** To determine the rate at which undergraduate students return to the entering institution of higher education from fall-to-fall plus those individuals who graduated during the intervening year.
- **Completers:** How many students receive undergraduate degrees and certificates annually and over time.

Source: https://www.iccb.org/wp-content/uploads/2024/02/Equity_Plan_Data_Technical_Guide.pdf



challenges or barriers
your institution faced
implementing the HOUSE
Liaison program

outcome for the students as a result of the services or
assistance they received

Questions?



HOUSE PROFESSIONAL DEVELOPMENT

- HOUSE Summit:
 - May 20, ISU Bone Center [2025 HOUSE Summit](#)
- HOUSE Webinar:
 - Unlocking Perkins Funding to Support Community College Students Experiencing Homelessness
 - May 14, 1pm [Meeting Registration - Zoom](#)



THANK YOU!

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Housing and Opportunities that are Useful for Students' Excellence

[Equity in Career and Technical Education - ICCBHouseCenter \(ilequity.com\)](https://ilequity.com)

<https://ilequity.com/iccbhousecenter>