A Place Called Home Logic Model Evaluation

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beyond the polarization for social good

August 2023

Executive Summary

About A Place Called Home

A Place Called Home (APCH) first opened its doors in 1993 – a year after the L.A. unrest of 1992. APCH's mission was simple but wrought with challenges: to provide violence-affected youth of South Los Angeles with a safe haven where they could grow and learn.

Today's mission builds on that foundation: "to inspire, encourage, and support the young people in South Los Angeles to achieve social, emotional, and economic success."

APCH's membership model provides afterschool and summer programs at zero cost to hundreds of youth each year. APCH is a multi-service, out of school agency that addresses interconnected areas of need for their members, including academic achievement, socio-emotional development, career preparedness, mental health, nutrition, and more, while also providing family and community support services.

To learn more, visit www.apch.org.

About this Report

This report was produced in collaboration with Gray Space Consulting, a strategy and evaluation firm founded with the goal of helping clients translate social justice ideas and practice into high impact outcomes, and is the result of a 15-month comprehensive evaluation project that focused on analyzing and validating the implementation and tangible outcomes of APCH's recently created logic model.

This project assessed both the impact of APCH programs on its members as well as organizational efficacy in relation to logic model inputs and activities. Drawing upon the insights gained from a previous collaboration with Gray Space Consulting, which culminated in an organizational retrospective impact report, this 15-month initiative employed a variety of evaluation methods. The goal was to validate programmatic alignment with APCH's recently approved logic model, as well as to identify strengths and areas for potential enhancement in program quality.

What were the overall findings?

Member findings demonstrated positive impact across logic model domains including personal autonomy, healthy relationships, digital literacy, academic achievement and growth mindset, civic engagement, social and emotional competence, and overall wellness. The alignment between member findings and APCH's logic model affirms the success of APCH's holistic approach, which centers access, exposure, and choice for youth members. Continued emphasis on these areas will enable APCH to further positive development and growth among its members, making a lasting impact on their lives and the wider community.

Table of Contents

Introduction

Background and Context

Reflecting on the Past: Organizational Impact Report

In July of 2021, APCH set out on a journey to look back, gather, and tell stories of impact, transformation, challenges, and evolution. What emerged was an Organizational Impact Report that summarizes APCH's impact on the lives of members over the past 30 years of its existence, as told through stories, surveys, document reviews, and geographic mapping of how the community surrounding APCH has changed over the three decades. The report was informed by alumni, staff, current and past board members, current and past CEOs, and supplementary sources, underscoring what APCH means from the lens of the people who have stood side-by-side with APCH and each other, championing the belief that a young person's zip code should not define their destiny.

Looking at the Present: Holding up a Mirror to Now

As APCH continues to provide a safe, nurturing environment for the young people in South Los Angeles, its leaders remain steadfast in their commitment to continuously improve the quality and accessibility of programming and responsiveness to the South Los Angeles community.

Towards that goal, APCH had been fine tuning its logic model over the year prior to this evaluation. A logic model is a visual representation of how resources (human, programmatic, and material) lead to aspired outcomes. In March 2022, grounded by this logic model as well as the findings of the Organizational Impact Report, APCH engaged Gray Space to delve into the day-to-day operations of APCH to understand how daily practices and broader systems and policies bring the APCH logic model to life. For this phase of work, APCH engaged Gray Space to conduct a mixed methods study to evaluate and elevate APCH in the present, and to see where its operational and programmatic practices align with its logic model.

The logic model activities and goals that framed this project are included on the following pages.

APCH Logic Model: Activities

APCH offers the following programs and services for South Los Angeles youth, ages eight through mid-twenties, who are experiencing economic adversity:

Membership & Parent Services: Members start their APCH journey with membership, which oversees onboarding and class enrollment. Membership staff also support parents and guardians in navigating the resources at APCH.

Educational Services: In additional to offering drop-in help, this department provides classes that include targeted homework and tutoring assistance. Staff coordinate learning resources, provide academic interventions, and track the academic progress of each APCH member.

Teen & Young Adult Services: This expansive department includes programs that support: higher education, including college scholarships; professional readiness, including vocational training; peer relationship building; and overall life skill development.

Wellness: Classes in sports, fitness, and nutrition are offered for members, along with the opportunity to play competitive sports through our South Central Sports League.

Counseling: APCH's full-time therapists, case managers, and behaviorists provide intervention and case management services for available for members and their families, as well as general behavioral support, staff training, youth groups, and parent workshops and gatherings.

Arts & Creative Expressions: Members benefit from classes and performance/exhibition opportunities in: visual arts; music & audio recording; theater; digital media; and dance.

*These programs and services collectively employ an **equitable, whole-child approach** that centers the following pedagogy:*

Strengths-based, Values-based, & Social-emotional Competence-based Learning: Developmentally appropriate curricula that centers social-emotional learning through purposeful relationships with APCH staff, instructors, volunteers, and mentors. Offerings that activate joy, creativity, imagination, and values (e.g. REACH), and that advance justice and equity in their many forms.

Community & Civic Engagement: Dynamic learning opportunities that explore and develop appreciation for a diversity of cultures, including one's own cultural identity, and that empower members and stakeholders to develop civic values and responsibility, connections, and competencies. Shared experiences, including enriching and relevant events, that engage all APCH stakeholders (members, staff, volunteers, donors, community, etc.).

Digital Technology: Access to digital equipment, connectivity, knowledge, education, and training.

APCH Logic Model: Goals

APCH's offerings collectively support the following goals for our youth members:

Academic Achievement & Growth Mindset

- Members are able to identify the value and importance of life-long learning and growth.
- Members will matriculate on-time throughout their academic career, and graduate from high school on-time.
- Members will have the ability to identify the educational pathway that aligns with their goals, and be prepared to pursue college and/or vocational training after graduating high school.
- Members will complete post-secondary education or training that aligns with their goals.

Workforce Success

- Members will have knowledge of and opportunities to engage with a wide variety of job and career pathways.
- Members will have the knowledge, skills, and resilience to pursue jobs and careers in their chosen field.
- Members will gain the skills and experience to develop professional networks.

Social-Emotional Competency

- Members are resilient and able to overcome challenges through self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Members can identify, build, and maintain positive personal and professional relationships.
- Members live authentically, advocate for themselves, and fulfill their potential.

Mental & Physical Wellness

- Members have knowledge of and access to resources and tools to support their physical well-being.
- Members have knowledge of and access to resources and tools to support their mental well-being.

Civic & Community Engagement

- Members feel a sense of belonging and ownership of, and can advocate for, their community.
- Members are knowledgeable about and prepared to engage in civic life as young people and adults.

Digital Literacy

- Members have access to and can proficiently use digital technology.
- Members will be prepared for vocations in digital technology fields.

Evaluation, Learning, & Strategy
Connecting Past, Present, & Future

Methodology

Throughout the 15-month engagement, the evaluation team at Gray Space used a mixed methods approach to gather quantitative and qualitative evidence on how the APCH logic model comes to life. Applying the rigor of a mixed methods approach allows for interpretation across different types of data, and identification of the "what" as well as the "why" and "how" behind patterns that emerge from the data. Specifically, Gray Space utilized the following methods to gain a comprehensive understanding of how APCH's logic model inputs show up in APCH's programming and work:

275 Documents Reviewed

Purpose: Understand APCH operations, structures, policies, and programming and identify connections to logic model inputs.

47 On-Site Observations

Purpose: To observe how APCH programs and classes for members (early elementary through high school) are implemented, and assess alignment with logic model inputs and outcomes as well as organizational values.

47 Staff Surveys & 6 Focus Groups

Purpose: Understand how staff perceive content and values reflected in the logic model.

215 Members Surveyed

Purpose: To understand the impact of APCH on member outcomes as evidenced by member feedback. These surveys, separated by developmental stages, were built on established, evidenced-based best practices and customized for APCH's logic mode. Surveys were conducted in December 2022 and May 2023.

Data Inventory

Purpose: To understand current and historical data collection tools and processes and identify alignment with logic model outcomes.

Member Findings

In the following analysis, we delve into the multifaceted dimensions of APCH members in relation to the organization's logic model outcomes. These data sets provide valuable insights into the growth, strengths, and potential areas of development across different age groups.

Member Findings

Evidence of Academic Achievement

<u>Elementary School:</u> The survey data paints a promising picture of elementary members having qualities that can play a positive role in their future academic success. *However, there were also varying levels of college aspirations among different classes, which suggests the possibility of disparities in the presentation of educational opportunities or differing engagement levels in these classes.*
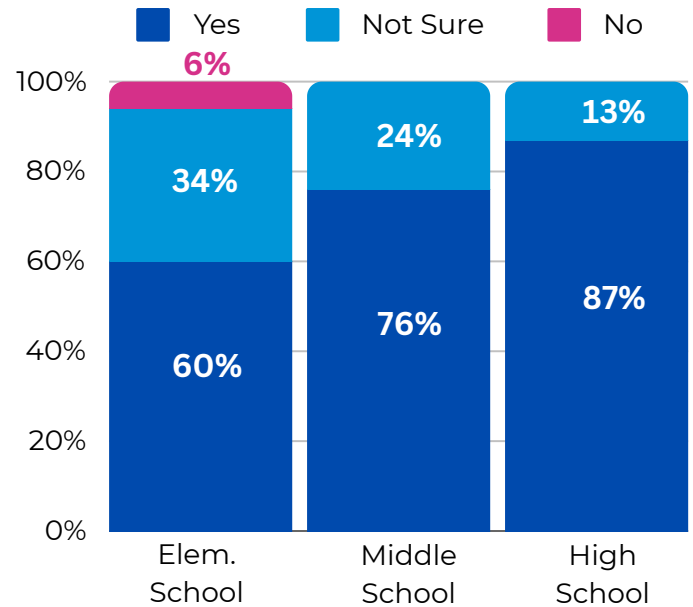
<u>Middle School:</u> Middle school students exhibit a readiness for college, with survey data demonstrating both interest and confidence. *However, many members indicated that they did not have an adult to talk to college about, and variations depending on class participation warrant focused interventions.*

<u>High School:</u> The survey results underscore a proactive and optimistic approach to college readiness among teens. The vast majority of teens both engage in discussions about various post-high school educational options, and express confidence in their ability to thrive in a college setting. This confidence is reflected in their diverse aspirations, which collectively provide a robust foundation for educational planning.
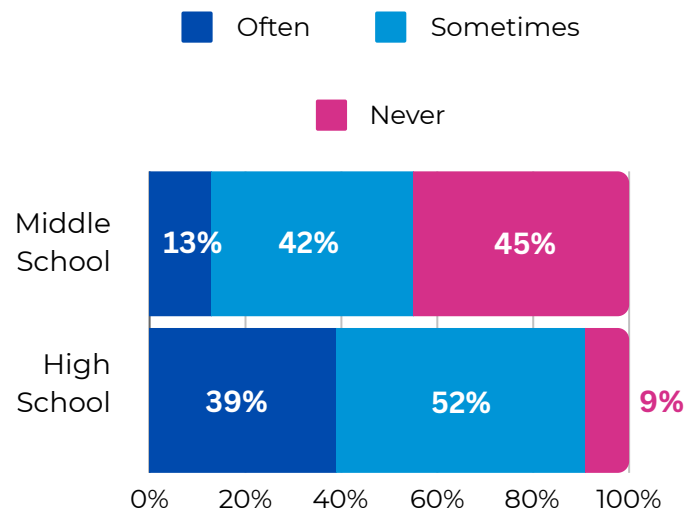
In summary, the survey data offers valuable insights into the educational attitudes and aspirations of APCH participants. **Expanding college readiness interventions for middle school students could further foster an already strong organizational culture of educational excellence and academic achievement across all age groups.**

Members who want to go to college

Legend: ■ Yes ■ Not Sure ■ No

	Elem. School	Middle School	High School
No	6%		
Not Sure	34%	24%	13%
Yes	60%	76%	87%

Members who speak with adults about going to college

Legend: ■ Often ■ Sometimes ■ Never

	Often	Sometimes	Never
Middle School	13%	42%	45%
High School	39%	52%	9%

Member Findings

Pathways to Workforce Success

Members are aware of various career options and think about what career they want to pursue

Legend: Often (dark blue), Sometimes (light blue), Never (pink/magenta)

School	Often	Sometimes	Never
Elem. School	59%	33%	8%
Middle School	53%	38%	9%
High School	70%	27%	3%

Members who <u>talk to</u> or <u>receive mentoring</u> from professionals in a career they're interested in

Legend: Often (dark blue), Sometimes (light blue), Never (pink/magenta)

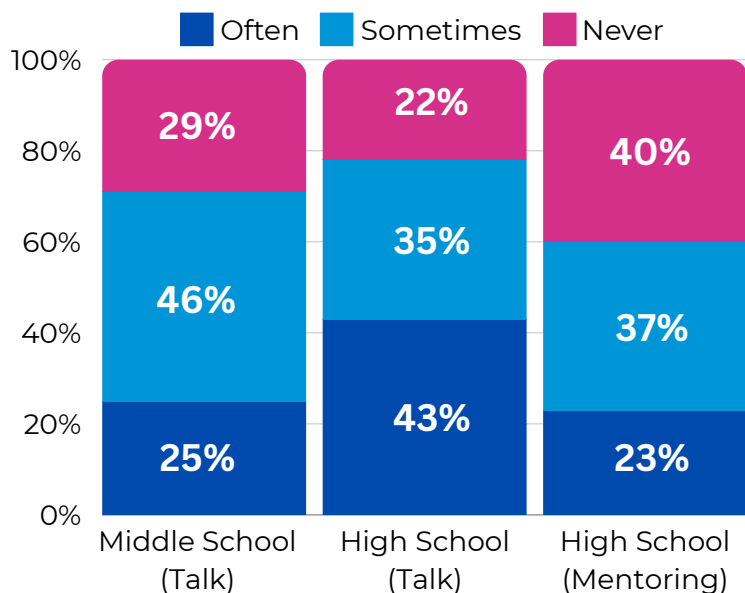|	Often	Sometimes	Never
Middle School (Talk)	25%	46%	29%
High School (Talk)	43%	35%	22%
High School (Mentoring)	23%	37%	40%

<u>Elementary School:</u> Survey data shows a strong foundation for future workplace success among elementary age members, with members thinking about future careers and being aware of their own skills and interest areas.

<u>Middle School:</u> The survey data reveals encouraging trends indicating these members readiness for workplace success. *Nonetheless, the data also underscores variations in career preparedness among middles, signaling the need for targeted attention to address these disparities.*

<u>High School:</u> The survey results underscore a proactive and optimistic approach to career readiness among teens. Teens displayed diverse aspirations, which collectively provide a robust foundation for career planning, *but a significant number lack career mentorship opportunities.*

In summary, the survey findings underscore the importance of tailored support and resources to bridge disparities and enhance career readiness across all age groups. Although providing information on diverse career paths is essential, pairing students with the appropriate mentors can provide further guidance and exposure. **Connecting members, particularly high school students, with both formal and informal career mentors could significantly augment their career readiness.**
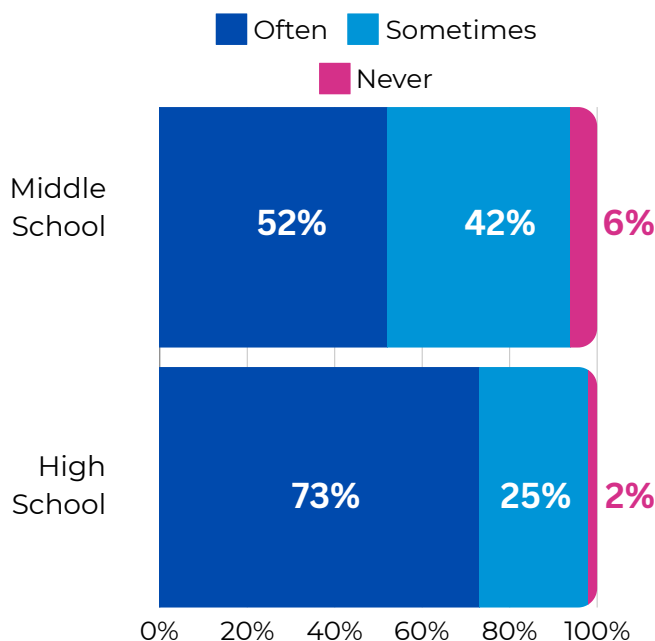
Member Findings

Social-Emotional Competence Supports Long-Term Success

Social-emotional learning (SEL) serves as a fundamental framework that cultivates emotional intelligence, self-regulation, and interpersonal skills across developmental stages, laying the groundwork for resilience, growth mindset, academic achievement, and workplace success.
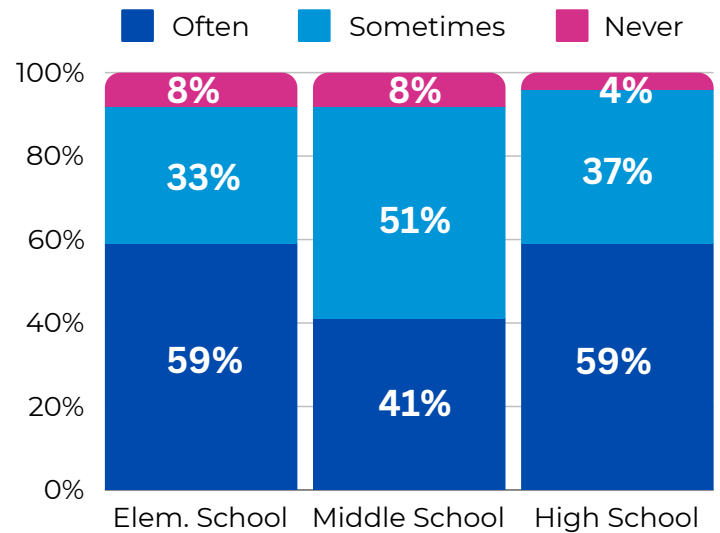
Elementary School: Survey data highlights the positive emotional experiences of elementary members during challenging times, and finds that these members are already displaying behaviors that align with the foundations of healthy relationships.

Members exhibit self-awareness, self-management skills, and self-regulation skills

Middle School: Survey data underscores middle school students' robust social-emotional competence, as they exhibit effective coping mechanisms and healthy strategies to manage disappointment and stress. The findings underscore their willingness to learn, embrace growth through challenges, and effectively navigate problem-solving tasks.

Members exhibit resilience, growth mindset, and problem solving skills
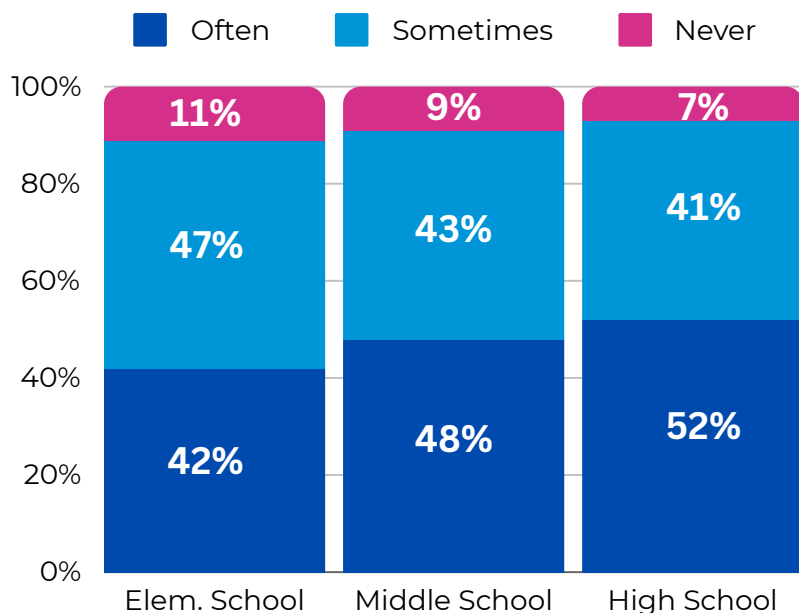

High School: For teens, survey data emphasizes their adept social-emotional competence and strong capacity for personal autonomy. The survey data highlights how teens benefit from both the expectations for personal growth and the existence of supportive adults who serve as sources of guidance during challenging periods.

Overall, high levels of social-emotional competence, including self-regulation, healthy relationship skills, and personal autonomy, were found across all age groups and program domain areas. These findings reinforce APCH's approach of centering social-emotional learning across all classes, which was evidenced through both surveys and program observations.

Member Findings

Strengthened Wellness: Physical and Mental Health

Members report positive habits around exercise and nutrition

Legend: Often, Sometimes, Never

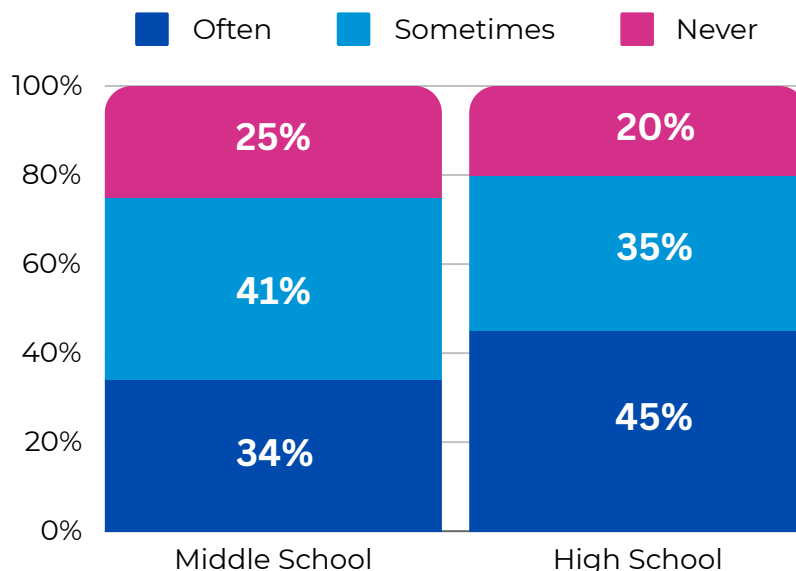|	Elem. School	Middle School	High School
Never	11%	9%	7%
Sometimes	47%	43%	41%
Often	42%	48%	52%

Elementary School: The survey data provides a promising snapshot of the health and wellness status among elementary students. These findings collectively underscore a well-rounded foundation for their overall well-being and developmental growth.

Middle School: Survey data presents a commendable perspective on the health and wellness behaviors of middle school students. *However, it's essential to address one in four members who are not able to access APCH counseling services through further investigation.*

Teens: The survey data offers insights into various aspects of health and wellness behaviors among teens. Findings collectively showcased teens' resilience, emotional awareness, and readiness to address their well-being.

Survey data highlight both strengths and areas to address across different age groups. The positive indicators of health knowledge, empathy, emotional expression, and healthy habits underscore the well-being foundation among all students. **However, addressing disparities, such as providing support for those who struggle to communicate with adults or APCH counselors, is essential for ensuring a comprehensive and equitable approach to well-being across all age groups.**

Members who can talk to APCH counselors when needed

Legend: Often, Sometimes, Never

	Middle School	High School
Never	25%	20%
Sometimes	41%	35%
Often	34%	45%

Member Findings

Digital Literacy: Strong Foundations

Digital literacy skills are of immense value in today's digitally driven landscape and significantly contribute to overall learning and development for youth. Being able to navigate today's information-rich environment creates a solid foundation for digital proficiency.

Elementary School: The survey findings strongly indicate that elementary school members exhibit a positive level of basic digital literacy.

Middle School: The survey outcomes vividly point to a high degree of basic digital literacy among middle school students. These capabilities not only demonstrate their comfort with technology but also highlight their competence in leveraging digital tools for educational purposes.
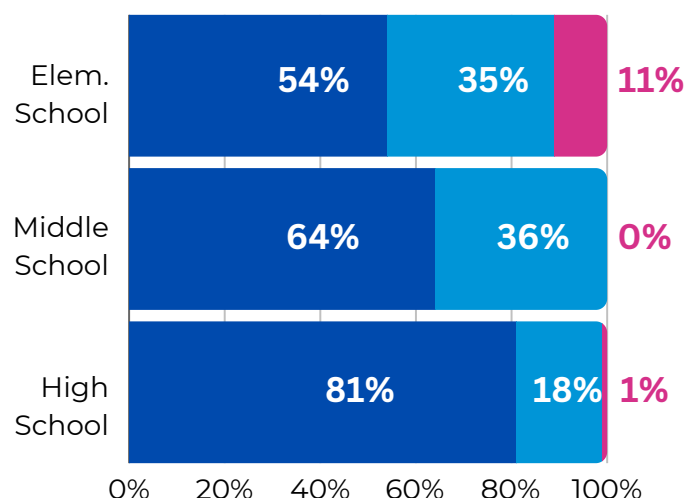
High School: The survey data strongly underscores the robust digital literacy level among teens, including comfort using technology and confidence in the ability to discern the reliability of online content.

In conclusion, the survey results collectively illustrate the commendable basic digital literacy skills across different age groups at APCH. These insights underscore the importance of nurturing digital literacy to empower individuals in the modern world, and offer a strong foundation for growth. **APCH can help members build on these basic skills by offering more advanced digital technology training and vocational pathways.**

Members can access and use computers when at APCH

- Often
- Sometimes
- Never

	Often	Sometimes	Never
Elem. School	54%	35%	11%
Middle School	64%	36%	0%
High School	81%	18%	1%

Members feel comfortable using computers for school work & more

- Often
- Sometimes
- Never

	Often	Sometimes	Never
Elem. School	82%	14%	4%
Middle School	81%	15%	4%
High School	81%	19%	0%
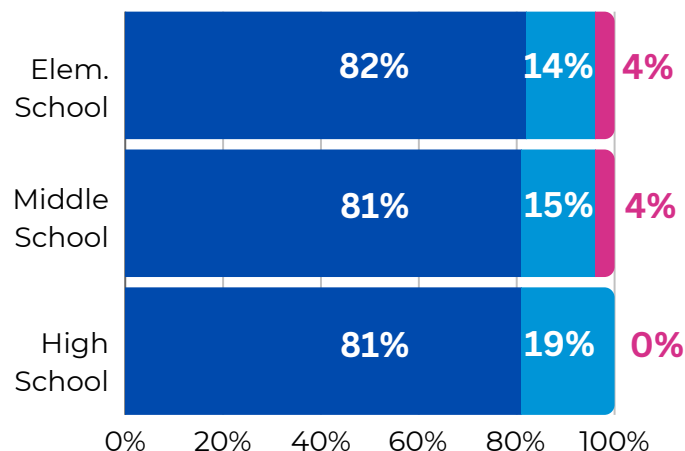
Member Findings

Civic & Community Engagement

Elementary age members help others when needed

Often   Sometimes

Never

Elem. School: 71% | 23% | 6%

0% 20% 40% 60% 80% 100%

Members believe they can make a difference in their community

Often   Sometimes

Never

Middle School: 52% | 48%

High School: 54% | 46%

0% 20% 40% 60% 80% 100%

Members who have volunteered in the past year

Yes   No

Middle School: 52% | 48%

High School: 77% | 23%

0% 20% 40% 60% 80% 100%

Elementary School: The survey data underscores that a significant portion of elementary age members are already displaying behaviors aligned with the principles of civic and community engagement. Their early inclination to contribute positively to their communities sets a solid foundation for their potential continued involvement in broader civic activities as they grow.
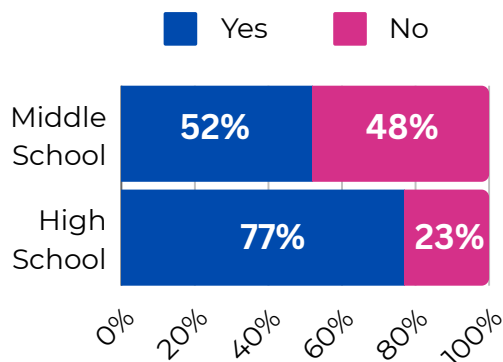
Middle School: The survey data suggests that middle school age members possess a favorable attitude and a certain degree of participation in civic and community engagement activities. *This bodes well for increased engagement in the future, although the current volunteering rate may indicate room for broader involvement.*

High School: The survey data shines a light on a positive trajectory in community and civic engagement among teens. *However, with 22% if teens only volunteering once per year, there's still an opportunity to encourage more consistent engagement across the entire group.*

These survey findings collectively suggest that APCH's participants are demonstrating commendable inclinations toward civic and community engagement. **Nevertheless, promoting wider and more consistent participation in civic activities, fostering a sense of purpose and responsibility within the community, and offering tailored opportunities could amplify the impact of these collective efforts and nurture a culture of active citizenship.**

Member Findings

Highlights and Recommendations

It's worth highlighting that APCH members, who are at the heart of all endeavors, are exhibiting positive outcomes across various fronts. From robust social-emotional competencies to the ability to cultivate meaningful relationships and engage in civic activities, members are on a positive trajectory. Although the members are progressing well in their educational journeys, it's evident that investing more in certain areas and initiatives could further overall logic model outcomes. In addition to the bolded recommendations included in each findings area, APCH can consider:

Cultivating Community Involvement & Youth Leadership: Build on the strong foundation of positive relationships by expanding structured activities that require decision-making and group activities that encourage collaboration, fostering a sense of belonging and community identity. Create additional flexible volunteer options to cater to varying schedules, and offer or facilitate civic learning opportunities for teens.

Supporting Emotional Expression: Implement structured sessions led by counselors to help students identify and express emotions while creating a safe space for youth. For middle and high school students, organize workshops that focus on healthy peer interactions and expand existing peer mentoring and support programs.

Expanding Career Exploration: Arrange career exploration events that showcase diverse options beyond college, and create opportunities for students to network with adults in various careers. Establish or expand a mentorship program that pairs teens with professionals aligned with their academic and career aspirations.

Enhancing Counseling Services: Expand mental health resources by hiring additional counselors to ensure timely support. If hiring is not a possibility, mental health support for youth can be expanded by implementing peer support programs, training existing staff, utilizing online resources, collaborating with community organizations, and fostering a supportive environment.

Program Findings

As part of analyzing A Place Called Home's logic model programs and activities, Gray Space examined the extent to which evidence of quality implementation exists across programs. With staff as the core of program delivery at APCH, we delved into the critical role of APCH's dedicated and passionate staff members in advancing strong long-term impacts for members being served.
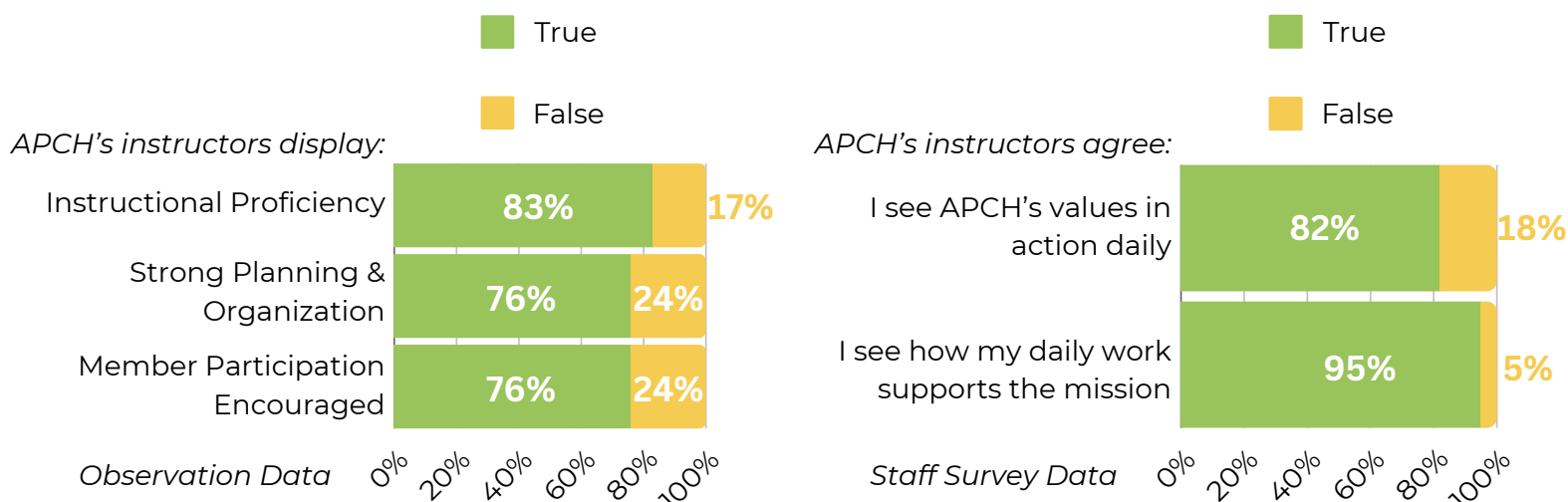
Experienced, Committed Staff

A combination of data from various sources underscores APCH's robust and impactful network of supportive staff members who are deeply aligned with the organization's values and mission. The staff survey data shows that staff members prioritize diversity, relationship building, and self-management when designing programming. The staff aim to foster skills like perseverance, social and self-awareness, and responsible decision-making, which prepare youth for various aspects of their lives.

In the realm of instructional practice, observation data further solidified the expertise and commitment of APCH staff. The ability to co-create learning experiences and tailor them to member needs was a prominent trait. Staff's adeptness at employing diverse learning modalities, fostering hands-on experiences, and nurturing youth-led initiatives that promote teamwork showed their commitment to holistic member development.

A common desire to boost collaboration among staff has surfaced as a significant theme, reflecting their united effort to tackle challenges and mitigate burnout risks. This emphasis on proactive planning and connectivity during demanding times underscores their dedication to maintaining program quality and fostering unity among staff members.

It is evident that most APCH staff not only possess the skills and desire to be supportive but also exhibit a deep commitment to realizing the organization's mission through collaborative efforts and high-quality programming.

APCH's instructors display:

- True
- False

	True	False
Instructional Proficiency	83%	17%
Strong Planning & Organization	76%	24%
Member Participation Encouraged	76%	24%

Observation Data 0% 20% 40% 60% 80% 100%

APCH's instructors agree:

- True
- False

	True	False
I see APCH's values in action daily	82%	18%
I see how my daily work supports the mission	95%	5%

Staff Survey Data 0% 20% 40% 60% 80% 100%

Program Findings

Supportive Professional Development

The findings extracted from the staff survey reveal a diverse spectrum of perspectives regarding the extent of support extended to staff in terms of professional development (PD).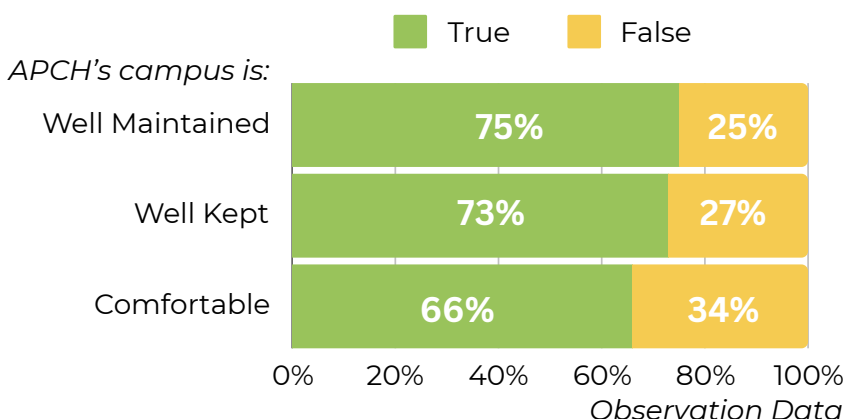 While APCH's overall commitment to professional development was largely recognized by staff, they also reported that they do not generally feel that professional development offered tailored professional development or that the collective team possesses the complete suite of knowledge, experience, and skills necessary for delivering impactful programming. This sentiment could potentially be attributed to prolonged vacancies within certain positions, a point that was illuminated during the focus group discussions.

Staff Survey Data

True | **False**

	APCH offers tailored PD	All staff have needed skills and experience
False	54%	56%
True	46%	44%
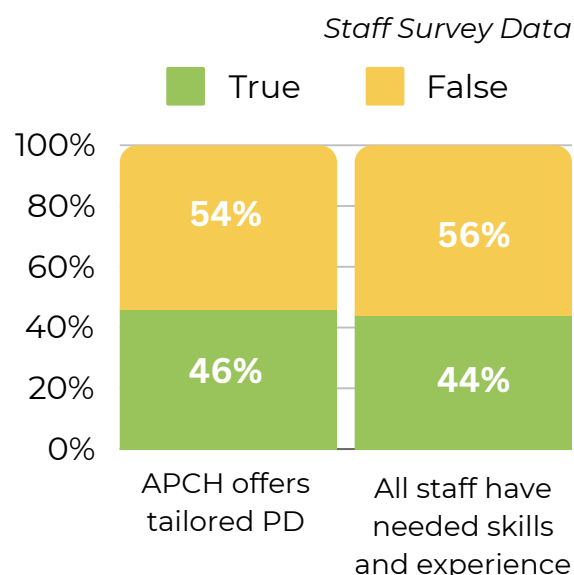
Along with a notable desire for personalized professional development that caters to their distinct needs, staff shared a desire for consistent and comprehensive yearly reviews that provide clear goals and accountability on an individual and team-wide level.

Safe Physical Spaces

Throughout its evolution, APCH has continually adapted its physical space to better serve its members, prioritizing both security and accessibility. Notably, a meticulous check-in process and secure infrastructure contribute to a sense of safety within the facility, a sentiment echoed by members and staff. Feedback underscores the delicate balance APCH strikes between welcoming the community while remaining conscious of the security challenges in the surrounding area. *Staff survey and observation data reinforced that APCH is both secure and welcoming.*

APCH's campus is:

True | **False**

	True	False
Well Maintained	75%	25%
Well Kept	73%	27%
Comfortable	66%	34%

Observation Data

While APCH's current physical space is commendably equipped, safe, and accessible, there are opportunities for enhancement. **Specifically, adding more shaded outdoor spaces would foster engagement, and private, designated spaces to work with members and their families are necessary to allow for open sharing of needs in a confidential setting.**

Program Findings

Well-Equipped Digital Environment

APCH stands equipped with the essential technological resources required to empower youth for active engagement in the digital realm. The physical spaces observed provide members access to a range of amenities including MacBooks, power outlets, high-speed internet, and interactive Smart Boards. Additionally, APCH staff benefit from a web-based portal where they can readily access resources and reference agency policies and procedures, reflecting a conducive digital environment that supports their roles.

Data did point to potential areas for improvement. APCH can consider: **creating an internal IT department to better support staff; offering essential digital technology training for staff; and equipping youth with competencies aligned with high-demand fields (e.g. coding) to ensure their preparedness for the evolving job market.**
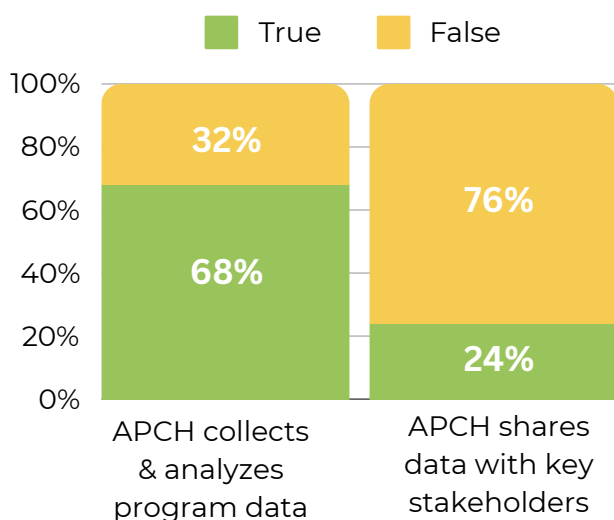
Legend: True (green), False (yellow)

Staff use digital tech in daily classes: True 60%, False 40%
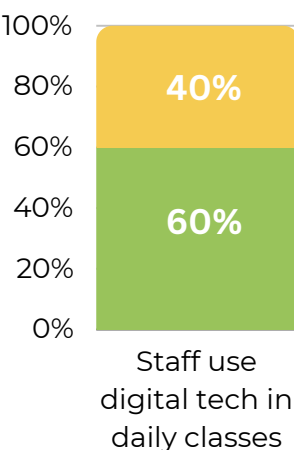
Observation Data

Data Management Infrastructure

A Place Called Home utilizes Apricot 360, which it implemented in 2021, and which serves as a sophisticated tool that allows for tracking, managing, exporting customized reports, and creating dashboards for any data set. Notably, Apricot represents a significant leap from APCH's previous spreadsheet-based and other data systems. The system's capabilities, notably enabling program staff to directly input data, are poised to enhance data-related practices.

Legend: True (green), False (yellow)

APCH collects & analyzes program data: True 68%, False 32%
APCH shares data with key stakeholders: True 24%, False 76%

Staff Survey Data

However, while most staff agree that APCH regularly collects and analyzes program data, **they do not feel that this data is effectively utilized or shared with staff, members, or the community.** Staff highlighted *the extensive range of classes and constrained planning time* as factors contributing to a discrepancy between the organization's plans to be data-driven and the practical implementation of data in discussions or reflections about quality and impact. APCH can also consider building data capacity among associate directors, who play a pivotal role in tracking data entry and reporting.

Program Findings

Operational Infrastructure, Policies, & Procedures

The effective implementation of APCH's programs and services is intricately intertwined with its operational infrastructure, policies, and procedures. Upon reviewing relevant documents, it becomes apparent that APCH has established a robust framework of standardized policies and procedures. APCH leadership maintains regular communication channels with staff to relay updates and changes to existing programs.

The investment in staff reflection and feedback reflects APCH's dedication to program refinement and growth. *Regarding performance discussions, staff mentioned the utilization of Trakstar to showcase accomplishments but noted that it could potentially lead to some staff feeling disillusioned.* The staff survey highlighted the positive impact of forums like focus groups, providing safe spaces for introspection and constructive feedback.

Collaboration emerges as a shared aspiration within the APCH community; staff displayed genuine enthusiasm for increased cross-departmental collaboration opportunities. **Additionally, staff expressed the desire for leadership's contribution to developing workflows that define roles and responsibilities, ensuring adherence to policies, procedures, and program quality.** Such an approach facilitates the tracking of both short-term and long-term progress and outcomes.

Staff report that they have:

	True	False
Regular support from their supervisor	92%	8%
Regular constructive feedback from their supervisor	72%	28%
Regular communication from leadership	71%	29%
Support from APCH in building relationships with coworkers	67%	33%
Transparency in advancement and promotion practices	64%	36%
Resources and time to reflect on data and impact	64%	36%

Program Findings

Highlights and Recommendations

A Place Called Home has strong operational infrastructure, including built-out systems, policies, and communication channels. However, there is sometimes a gap between how this infrastructure exists on paper and on-the-ground implementation. Staff, who tirelessly deliver a large breadth of programs, are integral to the APCH mission. APCH can increase impact by investing in staff well-being and excellence through increased collaboration opportunities and program reflection time, and by continuously addressing staff burnout.

Furthermore, by tailoring professional development initiatives and implementing accountability measures, APCH's leadership can ensure the highest standards are upheld, guiding the organization towards its mission with unwavering dedication. APCH can also consider the following improvements:

Enhancing Technological Integration for Innovative Learning: Considering that over 60% of instructors effectively utilize technology for learning, APCH can continue to invest in its technology resources to empower the remaining staff. Nurturing staff's technological skills will enable them to creatively integrate digital tools into programs, facilitating interactive and impactful learning experiences that directly contribute to program quality.

Data-Driven Decisions for Enhanced Impact: APCH should prioritize establishing regular data discussions involving staff, members, and the community. By translating data insights into reflections, discussions, and actionable strategies, APCH can realize its commitment to quality and continuous improvement, ensuring that the collected data informs decisions that directly shape program quality.

Optimizing Physical Spaces for Member Well-being: APCH can invest in additional outdoor areas that are shaded and can accommodate more members. In addition, staff would appreciate private spaces for both member and staff interactions. By providing these environments, APCH can enhance member engagement and staff well-being, leading to positive program experiences and outcomes.

By concentrating on these areas, APCH is well positioned not only to meet its objectives but to surpass them, creating an environment where both our members and staff can thrive and achieve powerful long-term impacts.

Conclusion

Throughout this comprehensive exploration of APCH's multifaceted dimensions, it has become abundantly clear that the organization boasts several remarkable strengths. From the impressive digital literacy skills exhibited by the youngest members to the proactive approach to career readiness displayed by the teens, **APCH members are on a trajectory of growth and development.** Moreover, the solid foundation of social and emotional competence across all age groups underscores their potential for personal growth, academic achievement, workplace success, and active civic engagement. The consistent theme of personal autonomy, particularly among middle and high school age youth, reflects their independence, problem-solving capabilities, and enthusiasm for learning. These strengths form the bedrock upon which APCH can continue to build transformative experiences for its members.

While APCH members exhibit impressive strengths, there are also opportunities for further enhancement which would support improved outcomes across all programs. APCH should closely monitor class and program enrollment, attendance, and cost, to ensure that resources are effectively and equitably allocated across departments. Specific program improvements, such as increasing career mentoring opportunities for middle and high school youth, expanding counseling services, and enhancing digital technology education, can help improve results against logic model outcomes. Additionally, the organization can further invest in staff development, where tailored professional growth plans and increased accountability can empower the dedicated staff to elevate program quality through enhanced skillsets and expertise. Finally, formalizing data discussions and institutionalizing regular data reflections among staff can harness the power of insights to inform decisions, strategies, and planning.

Moving Forward

In conclusion, the journey through APCH's member dimensions reveals a rich tapestry of potential and opportunities. Armed with these insights, APCH is poised to embark on a transformative path. By capitalizing on its strengths and addressing areas for growth, APCH is positioned to meet its long-term goals and impact. This journey reflects APCH's unwavering commitment to continuous improvement, creating an environment where both members and staff can thrive and make a lasting impact on their lives and communities.

Letter from APCH

What's Next?

This report is not the end, but rather the beginning of a new, systemized approach to evaluation at A Place Called Home. We are committed to building on the evaluative framework created by Gray Space Consulting in order to foster a culture of continuous improvement and data-driven decision making at all levels of the organization.

In addition to responding to the specific recommendations in this report, over the coming months APCH is rolling out even more evaluation tools and processes that will allow us to dive deeper into our impact and that will inform long-term planning. This includes a focus on assessing the total return on investment associated with APCH's programs and logic model outcomes.

Norayma Cabot
Chief Executive Officer
A Place Called Home

APCH believes in:

Youth-Driven Evaluation: All evaluation tools and protocols will be centered in the experiences of our youth members, and evaluation procedures will be informed by youth voices whenever possible.

Culturally Responsive Evaluation: Evaluation tools and analysis will honor and elevate cultural and community contexts around evaluation.

APCH also recognizes the importance of transparency in our evaluation processes. We will continue to communicate evaluation findings and progress to our stakeholders, including youth members, families, funders, and partners.

We are excited to embark on this journey towards more robust and meaningful evaluation, and we look forward to sharing our progress with you along the way. Together, we will continue to provide a safe, nurturing environment where the young people of South Los Angeles can thrive and reach their full potential.

To learn more about our work and how you can join us, please visit our website at www.apch.org.

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