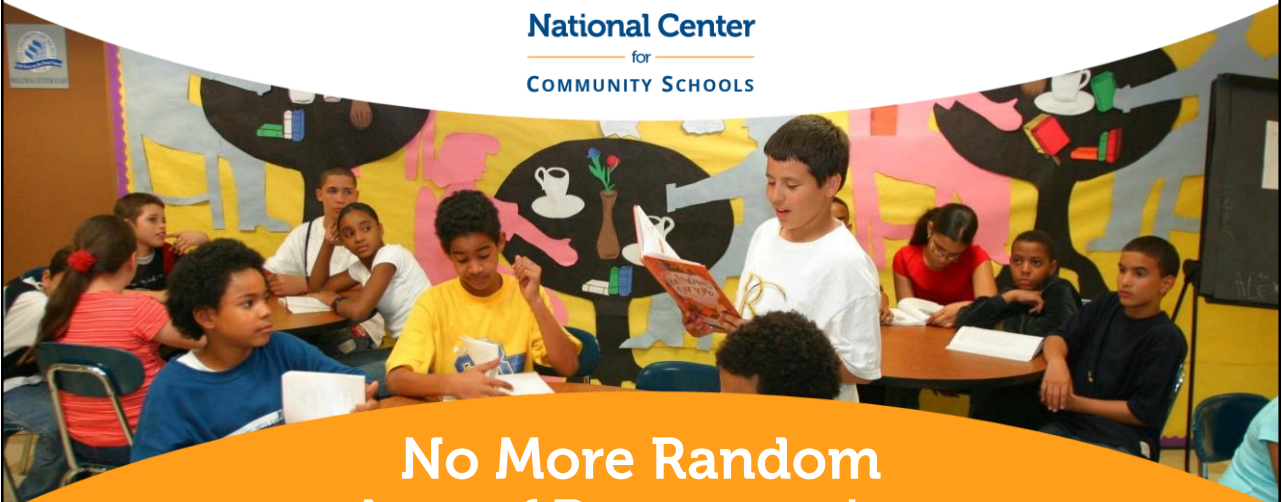
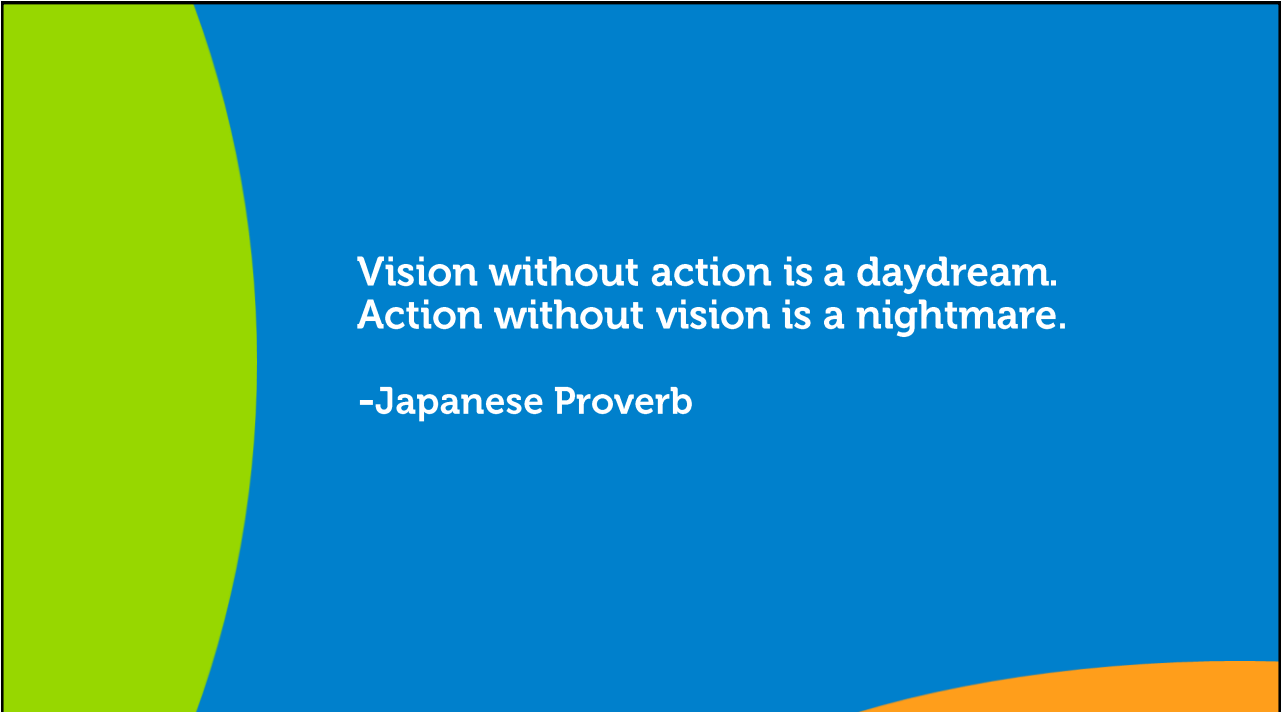


**National Center**  
for  
COMMUNITY SCHOOLS



# No More Random Acts of Programming

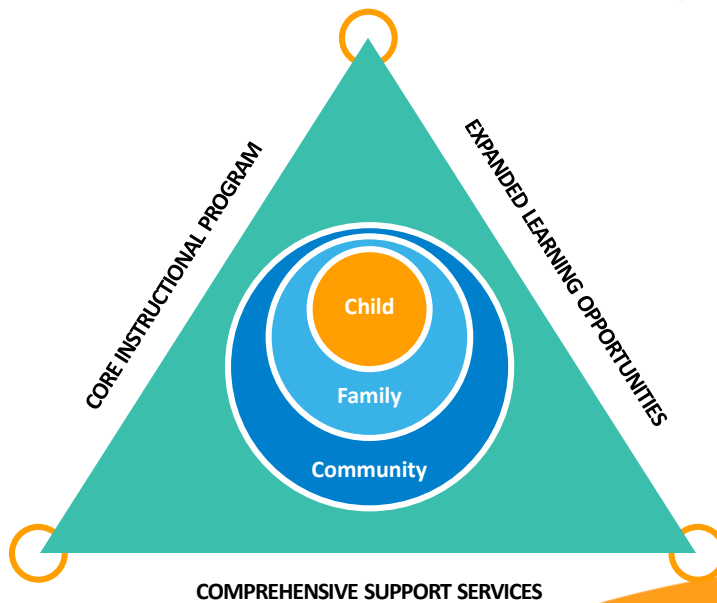
An Introduction to Results Frameworks and Logic Models



**Vision without action is a daydream.  
Action without vision is a nightmare.**

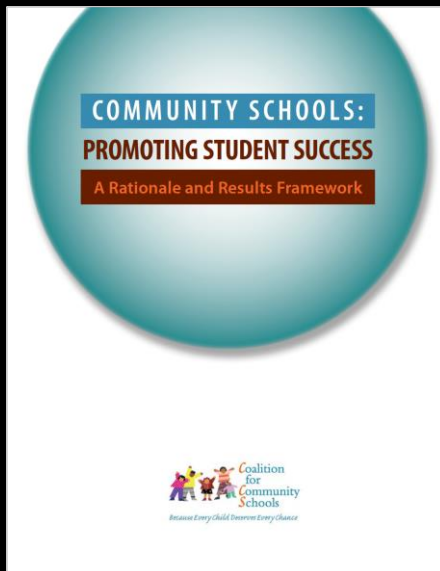
**-Japanese Proverb**

## Children's Aid Developmental Triangle



## No More Random Acts of Programming

1. Results Frameworks
2. Logic Models
3. Questions



CONDITIONS FOR LEARNING	RESULTS	INDICATORS
<p>Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.</p> <p>The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.</p> <p>Students are motivated and engaged in learning—both in school and in community settings, during and after school.</p> <p>The basic physical, social, emotional, and economic needs of young people and their families are met.</p> <p>There is mutual respect and effective collaboration among parents, families, and school staff.</p> <p>The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.</p>	<b>SHORT TERM</b>	
	Children Are Ready To Enter School	<ul style="list-style-type: none"> <li>Immunization rates</li> <li>Blood lead levels</li> <li>Parents read to children</li> <li>Children attend early childhood programs</li> <li>Receptive vocabulary level</li> <li>Families connected to support networks/services</li> <li>Vision, hearing, and dental status</li> </ul>
	Students Attend School Consistently	<ul style="list-style-type: none"> <li>Daily attendance</li> <li>Early Chronic Absenteeism</li> <li>Tardiness</li> <li>Truancy</li> </ul>
	Students Are Actively Involved in Learning and the Community	<ul style="list-style-type: none"> <li>Students feel they belong in school</li> <li>Availability of in-school and after-school programs</li> <li>Students feel competent</li> <li>Schools are open to community</li> <li>Attendance at before- and after-school programs</li> <li>Partnerships for service learning in the school/community</li> <li>Post-secondary plans</li> </ul>
	Schools Are Engaged with Families and Communities	<ul style="list-style-type: none"> <li>Trust between faculty and families</li> <li>Teacher attendance and turnover</li> <li>Faculty believe they are an effective and competent team</li> <li>Community-school partnerships</li> </ul>
	Families Are Actively Involved in Children's Education	<ul style="list-style-type: none"> <li>Families support students' education at home</li> <li>Family attendance at school-wide events and parent-teacher conferences</li> <li>Family experiences with school-wide events and classes</li> <li>Family participation in school decisionmaking</li> </ul>
	<b>LONG TERM</b>	
	Students Succeed Academically	<ul style="list-style-type: none"> <li>Standardized test scores</li> <li>Teachers support students</li> <li>Grades</li> <li>Teachers take positive approach to teaching and learning</li> <li>Graduation rates</li> <li>Dropout rates</li> <li>Reading by 3rd grade</li> </ul>
	Students Are Healthy Physically, Socially, and Emotionally	<ul style="list-style-type: none"> <li>Asthma control</li> <li>Vision, hearing, and dental status</li> <li>Physical fitness</li> <li>Nutritional habits</li> <li>Positive adult relationships</li> <li>Positive peer relationships</li> </ul>
	Students Live and Learn in Stable and Supportive Environments	<ul style="list-style-type: none"> <li>Students, staff, and families feel safe</li> <li>Schools are clean</li> <li>Families provide for basic needs</li> <li>Incidents of bullying</li> <li>Reports of violence or weapons</li> </ul>
	Communities Are Desirable Places to Live	<ul style="list-style-type: none"> <li>Employment and employability of residents and families served by the school</li> <li>Student and families with health insurance</li> <li>Community mobility and stability</li> <li>Juvenile crime</li> </ul>

## Logic Models



### Logic models are tools for thinking about what's important

- Driven by our desired outcomes – short- and long-term
- Allow us to think ahead, to plan, and then look back at critical information
- Identify what's important enough to measure and make sure we collect the right information to do so



One day Alice came to a fork in the road and saw a Cheshire cat in a tree. "Which road do I take?" She asked. "Where do you want to go?" was his response. "I don't know," Alice responded. "Then said the cat, "it doesn't matter."

## Basic Logic Model



What we do			What we want to happen	
Resources	Activities	Outputs	Indicators	Outcomes
Elements needed to deliver the program	Methods for providing the program; Specific processes, interventions, or events undertaken	Units of service: How many, how often, over what duration.	Observable measures which demonstrate whether outcomes are being met.	Short, intermediate, or long term changes anticipated in participants' lives and/or in organizational or community conditions.

## Outcomes



**Measureable changes in constituents' lives, community conditions, or organizational conditions you want to occur**

The change or desired effect		In what		For whom
Increase Decrease Maintain	Improve Reduce Expand	Attitudes Perceptions Knowledge Skills	Behaviors Conditions Capacity Policies	Students Families Teachers Sub-populations General Public

**Example: Increase sense of belonging among non-English speaking parents**



## Basic Logic Model



What we do			What we want to happen	
Resources	Activities	Outputs	Indicators	Outcomes
Elements needed to deliver the program	Methods for providing the program. Specific processes or events undertaken	Units of service. How many, how often, over what duration.	Observable measures which demonstrate whether outcomes are being met.	Short, intermediate, or long term changes anticipated in participants' lives and/or in organizational or community conditions.
School staff Partner staff Volunteers Data System	Success Mentoring for chronically absent students	Mentor/student ratio; # of daily phone calls; # of mentoring sessions	# and % of chronically absent 9 <sup>th</sup> graders	Increase attendance among chronically absent 9 <sup>th</sup> graders



## Basic Logic Model



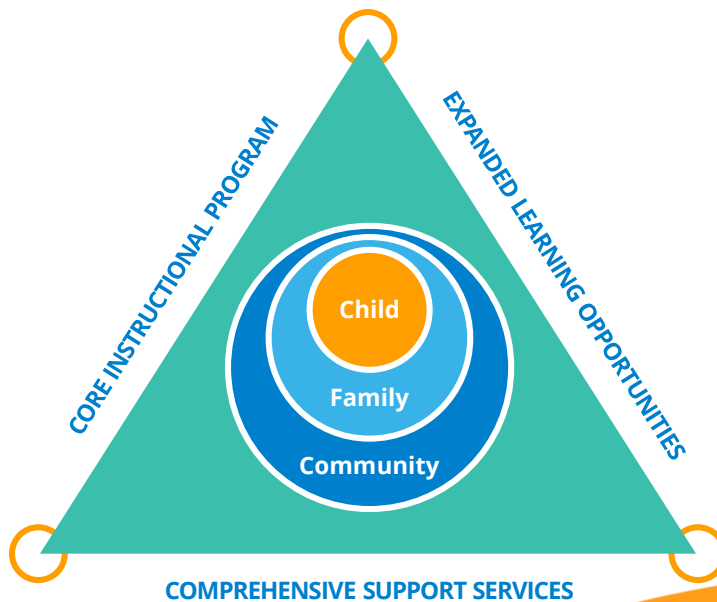
What we do			What we want to happen	
Resources	Activities	Outputs	Indicators	Outcomes

## Children's Aid CS Logic Model



Implement Core Strategic Functions	Ensure High Quality Programs & Services	Measure Effects	Achieve Outcomes	Fulfill Mission

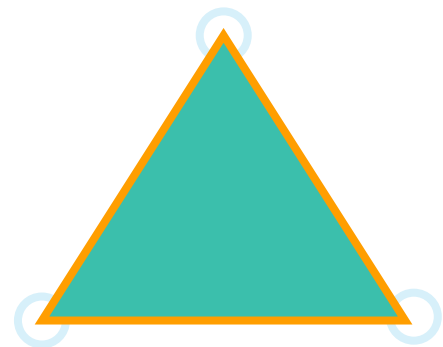
## Children's Aid Developmental Triangle



## Programmatic Elements

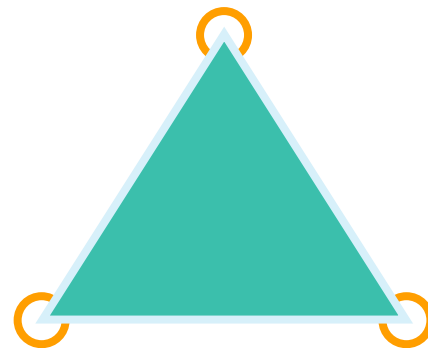


- Adult Education
- College Readiness
- Core Instruction
- Early Childhood
- Expanded Learning
- Family Engagement
- Health and Wellness
- Pregnancy Prevention
- Restorative Practices
- Economic and Community Dev't



## Strategic Functions

- Continuous Improvement
- Data Collection/Analysis
- Evaluation
- Fundraising/Sustainability
- Individualized Supports
- Needs/Strengths Assessment
- Policy/Advocacy
- School-Community Partnerships
- Strategic Communications



## Children's Aid CS Logic Model

Fulfill core strategic functions and offer responsive, results-oriented supports and services in the four domains: Education, Social-Emotional, Health, and Home.



*Note: The complete Logic Model is included in today's folders.*





### Children's Aid Community Schools Logic Model

As a strategy for organizing school and community resources around student success, community schools respond to the documented strengths and needs of children and their families. All Children's Aid community schools fulfill core strategic functions and offer responsive, results-oriented supports and services in four key domains: education, social emotional, health, and family and home. The strategy aims to effect whole-school change (attendance, wellness, climate/culture) as well as to improve individual student and family outcomes.



Implement Core Strategic Functions	Ensure High-Quality Programs & Services	Measure Effects	Achieve Outcomes	Fulfill Mission
<b>Leadership and Capacity</b> <ul style="list-style-type: none"> <li>Define school-specific shared vision and results framework</li> <li>Develop and implement annual action plan (aligned with CEP)</li> <li>Support staffing of a full-time Community School Director to coordinate strategic functions and plan jointly with school principal and others</li> <li>Leverage Children's Aid's capacity on advocacy/public policy, communications, data, programming, resource development, training and TA, and executive leadership in support of the action plan</li> </ul> <b>Data-Driven Decision-Making</b> <ul style="list-style-type: none"> <li>Enable the access, analysis, and utilization of school-wide and student-level data to support action</li> <li>Conduct annual school-wide needs/assets assessments</li> <li>Identify the needs and strengths of each and every student in four key domains semiannually</li> </ul> <b>Advocacy and Policy Change</b> <ul style="list-style-type: none"> <li>Identify and eliminate policy barriers that inhibit achievement of outcomes</li> <li>Build broad political support for the overall strategy</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>Early childhood education</li> <li>Strong core instructional practices</li> <li>Expanded learning opportunities</li> <li>Targeted academic interventions</li> <li>Academic enrichment</li> <li>Attendance improvement</li> <li>Transitions to elementary, middle, and high school</li> <li>College and career access, matriculation, and success</li> <li>Workforce development and career exploration</li> <li>Recreational and arts activities</li> </ul> <b>Social Emotional</b> <ul style="list-style-type: none"> <li>Social emotional learning</li> <li>Success mentoring and life coaching</li> <li>Youth leadership development</li> <li>Recreational and arts activities</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>Medical, dental, and behavioral health services</li> <li>Health and nutrition education</li> <li>Fitness activities</li> <li>Health Connections</li> </ul> <b>Family &amp; Home</b> <ul style="list-style-type: none"> <li>Family engagement</li> <li>Family support and economic stability</li> <li>Success mentoring and life coaching</li> <li>Transitions to elementary, middle, HS</li> <li>Adult education and leadership development</li> <li>Client legal advocacy</li> <li>Preventive services</li> <li>Parenting workshops</li> <li>Direct material assistance</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>#, % students ready for elementary, middle school, and HS</li> <li>#, % students progressing, proficient, and advanced in third-grade reading</li> <li>#, % students progressing, proficient, and advanced in eighth-grade math</li> <li>#, % students earning adequate credit accumulation in HS</li> <li>#, % students attending school regularly</li> <li>#, % students graduating on-time</li> <li>#, % students ready for college</li> <li>#, % students ready for career</li> <li>#, % students enrolled in post-secondary job training</li> <li>#, % students enrolled in two- or four-year college within six and eighteen months of high school graduation</li> </ul> <b>Social Emotional</b> <ul style="list-style-type: none"> <li>#, % students with positive developmental screenings</li> <li>#, % students demonstrating appropriate social emotional skills</li> <li>#, % students avoiding high-risk behaviors</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>#, % students with up-to-date immunizations</li> <li>#, % students with healthy BMI</li> <li>#, % students utilizing consistent primary care</li> <li>#, % students avoiding becoming a parent in the second decade of life</li> </ul> <b>Family &amp; Home</b> <ul style="list-style-type: none"> <li>#, % caregivers providing a safe and supportive home environment</li> <li>#, % caregivers supporting learning beyond the school day</li> <li>#, % caregivers who report that school staff work hard to build trusting relationships with them</li> <li>#, % caregivers who attach greater importance to education and feel they have more efficacy</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>Cognitive skill development</li> <li>Academic achievement</li> <li>Successful academic behaviors</li> <li>Post-secondary completion</li> <li>Career readiness</li> </ul> <b>Social Emotional</b> <ul style="list-style-type: none"> <li>Positive and rewarding relationships with others</li> <li>Sound decision-making</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>Fulfillment of health potential</li> <li>Motor skill development</li> </ul> <b>Family &amp; Home</b> <ul style="list-style-type: none"> <li>Families promote learning and healthy development</li> <li>Safe and stable homes</li> </ul>	<b>All community school students succeed and thrive, and we break the cycle of poverty in our target neighborhoods</b>



Questions?