Full-Service Community Schools (FSCS)
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FY 2022 FSCS Grantee Webinar: Logic Models
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Jane: All right, and so, here we are with the formal welcoming. So, I want to start by thanking our team and the work that they have done to bring this to you. It's been a lot of thinking around how we wanted to approach the logic models and talking about those with our new grantees. So, thanks to our team. We've got Elson Nash, our director, with us. We've got Yuliana Brewster and Richard Kress. They're in the background. They're going to be helping us out with the questions. And, then we have Stephen Kostyo who is going to be presenting on the logic model. He has done the really heavy lifting to pull this together and to bring it to you and we're really excited about being able to do that. And, then finally I also want to thank all of you for taking time out of your day to join this presentation. We think you're going to find it really helpful. So, with that I'm going to turn it to Stephen.

Stephen: Awesome. Well, thank you Jane, and really excited to see everybody tuning in this morning. And, like Jane, a little jealous of those lunches that you all are having or are going to be having soon. We're going to start out with some introductions here. I'm going to delve into some components of a logic model to start us off, just to get us some familiarity with what we mean when we're talking about a logic model. Then, we're going to walk through a full service community school, a logic model that's specific to this program, and then we'll pause in between each of those sections and talk about the continuous improvement process and how that's baked in to a logic model and to the one that we'll be walking through today. And, then finally we'll wrap up. Elson will give some remarks before we open it up for any final questions and answers.

So, that's our roadmap for today and so to kind of get us thinking and to get folks familiar with using the chat, wanted to see what you already know about logic models. Specifically, what concepts do you think should be included in a full service community school logic model? So, I'll pause here so folks have some time to put in the chat, get your brains thinking. As Jane said, we've been doing a lot of thinking about this as well, so we'll see what you all think of what concepts do you think should be included in a logic model for full service community schools?

All right. Goals, objectives, tasks, evaluations. All good things. Identify the ultimate desired goal. What needs to happen in the program, how to best integrate the four pillars. Yep, we'll definitely be talking about that. Activities, four pillars again, a timeline, impacts. Yep, very crucial aspect. Should have the four pillars, inputs, outcomes, final outcomes. Well, this is good because we got short and long-term outcomes. All of these things are different pieces that we'll be talking about today, so I'm glad to see that there's some familiarity with these concepts and the general conception of hopefully this logic model points us to where we're going, that we're incorporating the quantitative, formative and summative information and leading us to an evaluation. So, I'm glad to see all of those things are things that you're thinking about already.

And so, our goal of today's webinar is to provide you all, the 2022 full service community school grantees, with some background on the development or revision of logic models that incorporate the required program elements, including those four pillars of community schools that you all lifted up in the chat, the pipeline services and the performance indicators that were included in the notice inviting applications.

And, what's the purpose of a logic model? So, why do this? And, a logic model, sometimes it's referred to as a theory of action. It means a framework that identifies the key project components of the proposed project. So, these are the active ingredients that are hypothesized to be critical to achieving the relevant outcomes. It also describes the theoretical and operational relationships among the key project components and relevant outcomes.

And, the active ingredients in our fiscal 22 full service community school program. Those are those four pillars. Those are the pipeline services described in the Every Student Succeeds Act. Those are the reporting indicators in the notice inviting applications. And, we also want to incorporate new research from the community schools field, so being mindful of feedback from researchers, policy makers and practitioners to make sure that they see themselves in the work that they've done in this logic model.

And, one of the things of putting all these ingredients together in a logic model is exciting because of what a logic model can do. Specifically, a logic model can be an effective tool for program or policy planning and design where it can bring detail to programmatic goals. You can also use it to create a comprehensive implementation plan that helps build understanding and promotes consensus. It can also guide and monitor implementation, especially in a way that summarizes complex programs like full service community schools. And, finally it can be a tool to develop evaluation questions and indicators of success, which hopefully can help facilitate effective communication about the program.

And, this logic model that we'll be presenting today, it's based on and pulls from really four different buckets of information. The first is research on logic model development and refinement, specifically logic models aimed at education programs. It also pulls from measures of educational equity and specifically how those measures or performance indicators inform quality schools. It also pulls from the science of learning and development, which really undergirds and supports the four pillars of community schools. And, finally, it pulls from the best practices from the field. Specifically, we incorporate lessons distilled from the community schools forward task force, which is a group of almost 50 community school leaders, including folks from the research field, from policy and on the ground, folks who are putting practitioners who are working directly in schools. And, their most recent resources that were released in January of 2023 of this year, they help community school stakeholders, all of us, create a shared vision, foster trusting relationships and ultimately hopefully help students flourish in thriving school communities.

And so, to go from there, one of the things that I mentioned on the last slide was on logic model development. Essentially what the research says is that a logic model should include the following. A problem statement, which describes the problem or challenge

the program or policy is designed to address. Resources or inputs, which include both the material and intangible contributions that are available or could be accessed to address the problem. Strategies and activities, which are the program components or game plan for achieving the program's outcomes. Outputs, which capture data about what is done and help track program implementation. And, then outcomes including those short, medium, and long-term outcomes. And, these are the most immediate and measurable results for participants that can be attributed to those strategies or activities.

So, I saw somebody put in the chat about a timeline and so I think about those short term outputs as one to three years, those medium term as what's happening three to seven years down the road of implementation. And, then finally, impacts, which again I think you all elevated all of these different components in the chat at the beginning of this webinar. And, those impacts are the desired outcomes of long-term implementation and strategies and activities. And so, these are often looked at seven to 10 years down the road.

And, I should add that logic models are meant to continuously be updated, so we're always learning from grantees in the broader community schools field and are definitely committed to working to provide updated resources and guidance to inform new existing and future grantees. And, logic models, they're really supposed to continuously be refined over time. So, that's a key component as well.

And so, now we've got a little bit of background on what a logic model is. It seems like from the beginning, again, you all elevated a lot of those different impacts, but before we transition to looking at a logic model specifically for full service community schools, I want to pause and see what questions that you all have about object models and I'll look at the chat, but Richard and Yuliana, if there are any questions that have come up, please let me know.

Richard: So far, none, Stephen.

Steven: Great. Thank you.

All right. Well, I think that's my teacher pause here. So, if you have questions again, we'll be pausing throughout this presentation to take those, so feel free to put those in the chat and we can answer those or when we pause at the end of the next section.

So, I mentioned that logic models, they start with a problem that they're seeking to address. So, when we're looking at a full service community school specific logic model, the problem we're trying to address is that you all, full service community school grantees, you've got to design and implement a comprehensive and aligned set of student and community supports while reporting and improving upon multiple aspects of student success and wellbeing. And, that's a pretty tall order and we recognize that this work is complex, that you all are building partnerships, that it is something that's really challenging and we want to support you in delivering the best services and program and delivery to the folks on the ground and in your communities.

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And so, how we do that, how we aim to address this problem, is with a logic model that's tailored to full service community schools and this logic model that you can see on the screen, it starts with inputs including resources and supports from full service community school grantees, schools and partners. And, these inputs inform the implementation and development of the community school approach through the delivery of the pipeline services described in the Every Student Succeeds Act, which is one of our active ingredients I mentioned earlier, and additional evidence-based strategies which we'll talk about more in depth here in a minute. And, to also to track implementation and development and impact of these services and strategies. We connect them to indicators and impact areas, which you can see as we follow across the logic model at the top here. And, these indicators and impact areas allow grantees... Hopefully allow you all to see the short and medium term outputs and impacts, which include the indicators from the notice inviting applications that'll allow us to plan for and monitor implementation.

And, finally, over time this leads to short, medium and eventually long-term outcomes that highlight places where implementation is working and shine a light on other areas for improvement. And, you'll notice at the top here there are two circular arrows showing that this model includes a process that is continually reflected on, refined, and improved over time. It's not something that you only go through once and then you're done with it. It represents a broader way of thinking about policy design, implementation, and evaluation.

So, let's unpack this logic model a bit more and zoom in on those inputs. First, we focus on people and students. That's the first thing that shows up here because that's what this work is all about. And, you can see in the first box key full service community school personnel. So, this includes district leadership, full service community school coordinators, educators, community leaders, youths, students and family liaisons. It also includes schools and partners, and that means school staff, nonprofit partners, private organizations, the philanthropic community as well, and also taking stock in planning. That's the next box below the people, which really talks about forming a leadership team, conducting a needs and assets assessment and creating a shared vision for your implementation. And, finally, we have funding and that includes the matching funding or services that you're providing as a part of the full service community school grant.

And, if we follow across here, we can now look at how these inputs align with pipeline services and strategies. Specifically, the first box talks about recruiting, maintaining and expanding key full service community school personnel. That includes hiring coordinators, creating shared governance structures, advisory committees and full service community school teams. Below that, we have creating and maintaining a supportive infrastructure and by that we mean the strategic community partners, the resources, the professional learning opportunities and the data systems that are a part of your program. And, below that we have another strategy, which is creating and refining clear and detailed budgets, which I know a lot of you are working on right now, updating those and that really... We're working to make sure there that the expenses are allowable, eligible and reasonable moving throughout the grant.

So, moving across our logic model here, we move to look at data, specifically indicators, which are another... Those performance indicators, which are another one of our active ingredients and impact areas where grantees can set baselines in impact areas and see those short and medium term impacts in those areas over time. The reason that this section spans both those sections at the top, the implementation and development and outcomes portion of this logic model, is because hopefully you all can use indicators both to set those baselines and to measure progress. So, as such, these indicators can both be used to identify an impact area and to measure progress in the short, medium and eventually long-term in that area over time.

And, below here you can see we start with service provision increases. So, this is increases in the number and percentage of families and students targeted for services. If you've had a grant before, these would probably be familiar as the GPRA measures in that have previously been a part of the program. And, then below those you see the regularly assessing program quality and progress, and this is through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement. And, finally below that we have changes in school spending. So, those are things like per pupil or overall spending, and you can see that connected to the funding and budgets that comes before it.

So, next we have the next part of our logic model. It incorporates the pipeline services and the four pillars of community schools. But, before I show you where those come in to our logic model, I wanted to provide a quick review of what those are and how the pipeline services match up with the four pillars of community schools.

So, just looking at this slide, you can see a quick review that pipeline services, that this means a continuum of coordinated supports, services and opportunities for children from birth through their entry into and success into post-secondary education and career attainment. And, these services really boil down to these eight services here. Early childhood education programs, out of school time programs, support for a child's transitions, whether it's to elementary school, elementary to middle, middle to high school, and then high school into the workforce. It also includes family and community engagement activities, activities that support post-secondary and workforce readiness, community-based supports for students, social, health, nutrition and mental health services and supports. And, then the final one being juvenile crime prevention and rehabilitation programs. So, these should look familiar to you. Again, they're coming from the Every Student Succeeds Act. They're coming also being listed in the notice inviting applications.

And, then we have the four pillars of community schools. The pipeline services, just as a review, those were included in the Every Student Succeeds Act that I mentioned, which was passed in 2015 and shortly after that, in 2017, the Learning Policy Institute published a review of 43 studies that identified core components of community schools and those core components have become known as the four pillars of community schools.

So, the first one you can see here is integrated student supports. And, as a reminder, these are in and out of school supports for students that address wellbeing and barriers

to learning through partnerships with social and health service agencies. And, examples include mental health, physical health, dental, housing, transportation and nutrition services. The second pillar is expanded in enriched learning time and opportunities and this pillar includes additional academic instruction, tutoring, individualized academic support, enrichment activities, and real world project-based learning. Examples include before, after, during weekend early childhood education and summer programs. They might also include art, music, drama, creative writing and other hands-on learning experiences.

And, then the third pillar is active family and community engagement and this pillar includes activities that bring parents, families and community members into the school, and examples of this pillar include providing adult employment opportunities, English as a second language classes, citizenship preparation, housing assistance, or school-based literacy programs.

And, finally the fourth pillar is collaborative leadership and practices, and sometimes this is referred to as the glue that holds the other pillars together. It also includes strategies and activities that build a culture of professional learning, build collective trust and shared responsibility. Examples here include working in a school-based leadership or governance team, steering committees for community schools, community coalitions and educator learning communities.

So, that was a review of the pipeline services and the four pillars. But, I know one question that we've got is how do the pipeline services relate to the four pillars? And, luckily as you can see on this slide, the pipeline services and four pillars fit together pretty well. This slide shows an example of how the pillars and pipeline services might be connected. We know that grantees are going to be implementing these in a way that's responsive to their own community needs and assets.

And so, here you can see those eight different pipeline services nested under the first three pillars. So, you see those social, health, nutrition or general services. We might call them student services underneath integrated student supports, those juvenile crime prevention, rehabilitation programs that folks may put into the restorative practices bucket. And, then under expanded enriched learning time and opportunities, that's where those early childhood, out of school, education transition and post-secondary and workforce readiness activities live can live. And, then finally under active family and community engagement, you have those remaining two pieces of engaging families and community members. And, you might notice there aren't any nested under collaborative leadership and practices, but we'll get more to the strategies underneath that pillar here in a second.

So, this slide that I just showed you, that's what's being highlighted in this box. You can see on this slide that the pillars are underlined because they are one of those key active ingredients and they are under the inputs and implementation development section, so they span those top two headers. And, this is because we know that you all in your schools, you enter full service community school grants and implement with different pipeline services. So, as we're creating a logic model, creating in this way allows you all to both start and add different combinations of pipeline services.

In addition, the four pillars are inputs that the full service community school grantees that you all work to put in place from the outset and this is where different three plus two combinations come in. So, for example, let's say you already have a strong out of school time program. You already have family engagement supports. You already have early childhood education programs. So, those are the three pipeline services that you're entering the grant with and you're focusing on adding two pipeline services. Let's say one is social, health, nutrition, students and student services, and the other being workforce readiness activities. Another grantee may already have those social, health, nutrition and other student services and those workforce readiness activities in place. So, they may be adding an out of school time or family engagement program. So, this logic model allows for that flexibility.

And, again, you might be thinking there were no pipeline services under collaborative leadership and practices, that last pillar. So, where did those come from? Where does this organizing school personnel and inclusive decision making strategies… How do those factor in? Well, those are part of the fiscal year 22 performance indicators and this is where you can see a list of those indicators, those two that are under that fourth pillar, the inclusive decision making strategies is number 11 here and the organizing school personnel and community partners, that's number 14. But you can see the rest of the performance indicators listed here and we're going to talk about how those factor into the logic model here in a second.

But, I just want to review. Those include the provision of services to students, families, community members and individuals, student chronic absenteeism, student discipline rates, school climate, providing integrated student supports and stakeholder services, expanded enriched learning time and opportunities, family and community engagement efforts, and the number of qualifications and retention of school staff that you'll see in the next slide listed as staff characteristics, graduation rates, changes in school spending information, the collaborative leadership and practice strategies, regularly convening or engaging all initiative level partners, regularly assessing program quality and progress, and organizing school personnel and community partners.

So, just a quick review of those indicators and we'll look at here where those factor in. So, this is where we know that successful implementation of the four pillars can be assessed locally by setting baselines and tracking short and medium term outcomes via these indicators. You can see many of the indicators in this section by the four pillars. For simplicity, we've grouped these indicators together. However, grantees may also look at how each pillar lines up with a specific indicator. So, for example, when looking at the provision of integrated student supports and stakeholder services, you're probably just going to be focusing on the first pillar there.

And so, finally that brings us to the last piece here, those long-term impacts of community schools. You can see that these are not directly linked to any one pillar in the logic model. They're not linked to one pipeline service or one indicator. And, instead the long-term impacts of community schools. We know these are a result of the essential aspects, those key ingredients working together to create conditions where all students flourish in thriving school communities. They create the kind of schools that we all want to send our kids to.

And, progress to this ultimate goal can be assessed by tracking the following broad outcomes. So, you can see here is where those graduation rates line up. Sustainable resources. We know sustainability is key when thinking about implementation. Positive school climates, that you're not just looking at short and medium term school climates, but hopefully those are things that are sustained in the long term. And, you're looking at engagement for students, teachers, family and community members, positive school discipline. Again, not just a short and medium term outcome, but something that's persisting into the long term impact of implementation. Academic growth and development. College and career readiness. And, there's also flexibility in this logic model to incorporate your own locally developed and tracked outcomes, things that are important to you, your students, your families and your communities.

And so, as a review here... I know we went over a lot, so for me, I think it's helpful to go back to those key ingredients. We started with those key ingredients you identified at the beginning, the four pillars of community schools. Where do those fit into the logic model? You can see those highlighted in green that here are the four pillars and then we have the indicators that are connected to them below.

The next key piece are those pipeline services. So, you can see here the pipeline services that those are up here with our strategies in the logic model. They're connected to the four pillars of community schools and they're represented as nested under those first three pillars. And, then our final active ingredient were those indicators. You can see how we have those unique indicators because they're strategies. Those are underneath the final pillar of collaborative leadership and practice. And, then the remaining indicators, those are where you're setting baselines. They're what's helping you track those outcomes in those impact areas. So, most of those are showing up here where you're tracking short, medium term impacts and then the remaining indicators, things like graduation rates that often take more time to develop, that those are in the long term impact section.

So, we covered a lot there. I'm excited to walk through that, but want to pause to see if we've got any questions and raise another kind of guiding question here of what questions do you have about logic model that can be built into the relationship of the full service community school ingredients.

Richard: So, Stephen, we have two questions. The first one is, any helpful prompts for getting this information from stakeholders who may not be familiar with logic modeling and the vocabulary that goes along with it?

Steven: That's a great question and at the... One of our final slides includes a few resources to help with that. Some of the slides and information I share come from a workbook that one of the regional educational laboratories that's funded through the Department of Education created and that includes key guiding questions. It also includes some helpful tips of how to organize and communicate this information to stakeholders. And so, we have a few workbooks and a few toolkits at the end of this presentation and I think those will probably be your best bets in terms of references to help communicating and breaking down what each of these pieces mean.

Yuliana: Great. Thank you, Stephen. And, another question we've received is, will participants be able to see a sample of a completed logic model with the components you've described?

Stephen: So, that's a great question. I think that's one that we can think about internally. I think one of the things about the logic model is it's going to be unique to each grantee, but I know a lot of grantees when they submit their application, they submit a logic model, and so a lot of you are probably familiar with putting these different pieces together. But, that's a great question and I think that's something that we can take to the team and if that would be helpful, kind of think about the best way to present what a completed version might look like.

I'll also share that in the workbooks, in those resources that I was just sharing, there are several examples of education programs and logic models that folks have put together there, so those might also be helpful. But, that's a good question. I think something we can chat about internally.

Richard: Thank you, Stephen. We also have a question that indicates the following. We usually stay with a one-page logic model. This meaning yours looks great. However, to be thorough, it would require a longer format. What do you suggest?

Stephen: So, You're absolutely right and this is something... As we're putting this together, this is kind of the boiled down version of the logic model and so we've been thinking about what an expanded format might look like. And so, I think it's back to the earlier question. I think as you're communicating the topics, you want something that's digestible, but as you're meeting with folks, those logic models, you want them to be detailed, to be clear in what they're communicating. So, we've highlighted the key components here but there is room to kind of expand in this way. So, I think as we're thinking about how do we share what a completed logic model would look like, what would a resource along those lines look like, it's helpful to have that question kind of informing the context as we continue to put together technical assistance and other resources related to logic models.

All right. Did we get through them there?

Richard: Stephen. Yeah. That was it so far.

Stephen: Awesome. Well, definitely keep those questions coming. I think they're good to help us. As I mentioned up front, we want to continuously get feedback from you all to see what would be helpful and that way we can be responsive to your needs throughout this process.

So, the next piece. I mentioned that part of the logic model were those two circles up front and those really represent systems of continuous improvement. And so, similar to a logic model, we're going to start with what is continuous improvement. Why is it important? And, continuous improvement rests on a few principles. One is making sustainable changes, recognizing that those take time, that continuous improvement for

it to be effective, that it should be a collective effort, which we all know you are familiar with as working with collective and collaborative structures of community schools. It's context specific. We know that continuous improvement, just like your logic model, is going to rely on your unique inputs and the unique resources from your community.

And, it also requires constant adaptation, data collection and learning. It's a process you're constantly going through and one of the ways to represent that process is through a plan do study act. Sometimes I've seen it described as a plan do check act cycle. And, these cycles, which we'll talk a bit about on the next slide, they engage key players in a series of these iterative problem-solving practices. So, it's not set it and forget it. You're constantly using data decision or data-driven decision making to improve your practices.

And, as a result of continuous improvement, kind of the beauty behind it is that the people who are participating, that you build your capacity to test changes over time. You refine best practices based on the evidence and you increase hopefully the scale, the scope, and the spread of effective practices over time. So, it's a way to show what's working and then if something isn't working, you're able to make changes based on what you're seeing by going through that cycle.

And, the great thing about continuous improvement is that it answers three big questions. You can see those on this slide that... You can see not just those questions but the continuous improvement, that plan do check act cycle on this page where the planning stage involves selecting a practice to test and then selecting measures to track that practice. The do stage involves implementing and collecting data on the practice. The study, that part involves collectively examining data to inform improvement. And, then you get to the act stage where you would make improvements to the practice. So, either scaling it if it's working or maybe going back to the drawing board to plan something different. And, by going through this process, you're able to see what problem you're trying to solve. That helps get refined here. What change might you introduce and why that you're trying to address that with this cycle. And, then finally the third question of how will we know that a change is actually an improvement? That's where those indicators really come in as you're able to get that data as you're going through this continuous improvement process.

So, this is the general continuous improvement cycle, but we're working with community schools and at the beginning of today's webinar I mentioned that we based our logic model in part on best practices from the field and here's one of the places we do that, by pulling in a community school specific continuous improvement cycle from the field. And, this graphic shows how the community school strategy involves an ongoing cycle of reflection, analysis, revision and improvement, that cycle we just talked about. And, as a part of that cycle, each of these phases that you can see on the slide, the take stock and plan, the implement and develop, that supportive infrastructure we talked about and the work towards impact and outcomes, these are routinely revised through the collective work of grantees and your community.

And, then we get to the next slide. So, what does this look like? Well, there are these two key places where continuous improvement takes place and we've got... The first

one here that you can think of is where that annual data collection that's usually submitted around June comes in. And, you can think of this as the first continuous improvement cycle that we've labeled continuous improvement cycle A. And, this is where you all enter the community school grants with different inputs and at different stages of implementation and you get to communicate what those are. So, going through that cycle we just talked about, that looks like each new award is going to present opportunities to assess key personnel, take stock and plan, recalibrate funding, and evaluate the four pillars of community schools. So, that's your plan stage in this first cycle.

And, these inputs allow grantees to implement and develop, so you can see how this is connected to that aspect of our logic model. And, individually tailored pipeline services and strategies to meet their unique needs. So, this is the do part of that cycle. Then, we move on to checking where at this point you're collectively examining where you are at in the implementation process by either setting, getting to set those baselines or moving on to thinking about how do you develop other strategies. And, then after implementing and developing these strategies, you also make improvements on the status of your inputs and go through a regular cycle of continuous improvement. So, again, this isn't something that's just one and done. It's something that on a regular basis you're going through.

And, then we have the second continuous improvement strategy or section and this is where as grantees as you're implementing and developing pipeline services and strategies, this is where you're working on establishing indicators and measures to set those baselines, to show your progress in those key impact areas and indicators. So, you can think of this as the ad hoc reporting that is usually due closer to the end of the year or beginning of the new year. And, this is where you're developing a data collection plan to set baselines and monitor progress that hopefully will allow you to make changes to meet the needs of your students and communities.

And, as you implement, it's also a place where you can collect data to inform improvement. And, then you're also collectively examining those short medium and those short and medium term impacts. So, you're checking, seeing that progress over time, and then again when you get to the act section where you're constantly reassessing and working towards those goals that you have set in the long-term impact section.

And, when I shared that sample logic model upfront, I noted that each community school is or that there are certain assumptions underlining each logic model. And so, you can see some of our assumptions here. One is, that as I've mentioned, each community school is unique. The second one being that the four pillars of community schools and those ESSA pipeline services, that those can lead to transform schools, that there's a evidence base behind them. And, then finally that tracking the multiple indicators, that that can improve planning, implementation, and evaluation. So, some of those things we talked about, those are part of the underlying assumptions.

And, then finally, as I mentioned, I know we've covered a lot today and so if you'd like to dive deeper into logic model development and refinement, here are a few resources

you can use to help you with that process, the first being the resource from the Department of Education that comes with a Workshop Toolkit that can help you walk through or you walk your constituents and partners and your team through those different aspects of the logic model. It also includes several examples from other education programs.

The next resource is a theory of action from the community schools forward task force that includes a high level overview of how continuous improvement can be incorporated in a community school approach. The third one is the Innovative Networks workbook and that's connected to other online tools to help you think through the core components of the logic model. And, then finally, the Kellogg Foundations. Their logic model development guide provides additional examples, guiding questions and checklists to help you develop and define or refine a theory of action of your own.

So, I'll... Before I pass it to Elson, I'll pause here again of just seeing if there are any other questions that have bubbled up in the chat.

Richard: None so far, Stephen. No question at this time.

Stephen: All right. Well, Elson, with that I'll kick it over to you.

Elson: All right. Thanks so much, Stephen. See if I can get my video to work here. And, just wanted to thank all of you for participating. In terms of next steps, you're probably wondering why are they putting all this effort into this? Stephen is our impact fellow and as the title would say, he demonstrates impact and he has definitely given you a lot of information where you can actually demonstrate your impact. Is this something that we are requiring? Not at the moment, but I think what is important about you as our FY 22 grantees and even those of you who are grantees prior to FY 22, this is our... I tell everyone this is our Hamilton moment and you all are our Hamilton grantees. With FY 22, we really reset our program through rulemaking and as a part of that, as we were further looking at ways to allow you all to demonstrate those indicators, the logic model is just a good way to organize it.

If you notice in some of the things that in the presentation we tried to incorporate the pillars. The logic model is a way for you to organize things associated with the pillars. And so, our hope... As we look forward to reporting in the next year, we hope that you all will incorporate logic models once again and it is not required. But, the hope is that the logic models is a framework that will help you in reporting.

One other important piece as we start to move into FY 23. We actually hope to incorporate logic models into FY 23. We do recognize that some of you actually incorporated logic models already from your applications, and so we urge you to continue to utilize your logic model. And, then for those of you who didn't, this is a great opportunity to incorporate logic models.

And so, once again, we just... We want to thank you for participating in this webinar. We want to thank Stephen as the title of his fellowship is Impact Fellow and Demonstrating

Impact. And, really we want to give you, through this logic model, a preview of things to come. And so, if we work with you, you work with us, hopefully we can refine this in a way so that in FY 23, the new grantees that will be a part of a whole new competition, most likely they can incorporate the types of things that you all are already doing. So, with that, if you have any other questions, I encourage you to place them in the chat.

Richard: We have some questions, Elson and Stephen, and one of them, I think... The first one is more a Stephen question. I think the other one is sort of maybe both.

Elson: Okay.

Richard: So, the first one, which I think is a Stephen question is, have you come across any suggestions of research for how to incorporate broader structural issues into a logic model, such as lack of affordable housing or food insecurity in the community? These factors can impact the effectiveness of pipeline services but I've never seen them incorporated into a logic model.

Steven: Yeah, that's a great question. I think that's where the assumptions piece comes in. I put some broad assumptions that we based our model on, but this model allows for flexibility for each grantee and so I think that assumption piece as you're putting it together is a great place to include some of those underlying factors so that as you're describing the program, you're presenting in a way that we know this is not being done in a vacuum, that it recognizes some of the challenges that you mentioned in your question. And so, I think that's where I've seen them put in before is in the assumptions section. And, those are places where you can insert them and try to develop understanding and consensus that that is a part of what's impacting your logic model That you're not just looking at data without taking those other things into consideration.

Jane: Yeah. It's [inaudible 00:50:45].

Elson: And, then I would just say one of the oldest, most experienced examples is that logic model development guidebook from the W.K. Kellogg Foundation. That one has been around for a long time and it may have examples in there that touches on some of the broader issues that you talk about. I think Stephen hit the nail on the head in terms of in the earlier parts of your logic model and some of those inputs could incorporate things like housing, things like transportation, things like many of you have incorporated in your community, in your competitive preference priority, community violence prevention. And so, some of those earlier parts of the logic model as in the inputs may be those areas in which you incorporate some of these broader cross issues that may affect the services that you are implementing.

Yuliana: Thank you Elson and Stephen. The other question we've received is we did provide a logic model with our application for funding. Will you be providing feedback or suggestions for improvement?

Elson: Yeah. I mean, I definitely think working closely with your program officer, you can work with them around your logic model and I can also work with the program officer. But, I

think recognizing the effort that you put forth in including it, it will be a great, great opportunity or a conversation starter if you will during your quarterly or biannual check-in with your program officer.

Richard: Thank you Elson. And, then we have a question that says, when will the recording be available so that I can make sure my staff is able to watch?

Elson: That is a great question.

Jane: So, I can jump in. The logistics folks that we work with, Silas's team, they do a really quick turnaround. I would say it'd be a couple of days early next week we can get the slides and the recording to you.

Richard: We had a question that indicates is there a way to move back to one of the logic model slides as the questions are answered.

Steven: Yeah. I can move back. Would it be helpful to have maybe the final logic model here?

Richard: Should we unmute the person who asked the question so they can expand on it to make sure we get the right slide? The question was asked by Jason Roscup. Can we let him unmute or can we unmute him so he can indicate if that's the slide he wants?

Speaker 6:   If that person can raise their hand.

Richard: Jason, could you raise your hand?

Speaker 6:   In the chat. Okay.

Richard: Okay. Jason says he's okay. So, okay. Looks like we got it right. Stephen?

Stephen: Okay, great. Did we get through all of the questions?

Richard: There was one more. Yuli, did you want to get that one? If not, I can

Speaker 4:   Absolutely. I think it was already answered, I believe, but let me double check. Where will...? I believe this is in addition to having access to the recording and where will it be accessible?

Richard: Okay.

Jane: And, just sent... I answered in the chat. This is Jane. Folks, we'll send a link to a recording. So, you'll get a link and you'll be able to play the recording from that link. And, then we'll also send a PDF of the slides to all of you early next week.

Stephen: And, I think that might be a good place as I go back through those slides here, just to, as Elson mentioned, if you have other questions about logic models, about refining your own logic model, feel free to reach out to us, to the team here, to your program officer.

And so, just want to make sure that you have all our information to reach out to. But, I know we're coming up on the top of the hour here, so it's been great to spend this time with you all and I think if we didn't miss anything, I think that concludes today's webinar.

Richard: We did have, which might be a question from Jason Roscup, just when you were speaking about the housing conditions, I wanted to look at your model as you were speaking about integrating environmental conditions, et cetera, that could interfere with pipeline services. It may be more of a statement maybe, but I don't know whether there was... I think.... Were you speaking about housing conditions earlier?

Jane: Yeah. He...

Richard: I think fairly early in the presentation, Stephen?

Stephen: Yeah. Yeah, it looks like... It looks like he was able to see where those lined up.

Richard: Okay, got it. Okay. Thank you.

Elson: And, I just want to thank everyone for participating. This is definitely an all team and group effort and once again just want to thank you as our grantees for participating and also thinking about incorporating this model. I think it's a great way as we think about annual progress reporting, a way to organize your information. And, once again, we will be working with you and we look forward to seeing some great information.

Silas: That concludes today's conference. Thank you for using event services. You may now disconnect.