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Title: Full-Service Community Schools Technical Assistance Logic Models Video Guide
Transcript

Speaker Stephen Kostyo: 00:00:00 Welcome everybody. We're excited to go over today a logic model, uh, guide, a video guide for full service community school, uh, grantees, some technical assistance on how to put, um, uh, logic models together, giving an example. Uh, specifically, uh, today what we'll be doing is to provide, uh, technical assistance for our fiscal year 2023, full service community school, uh, grantees to help you learn more about the or prospective grantees to help you learn more about the process of developing high quality logic models, which incorporate key program elements, including the four pillars of community schools, pipeline services, and performance indicators. This video will provide a brief overview of the purpose and contents of logic models, and the information will be provided on other resources you can use to develop and delve deeper into this topic. In this pre uh, presentation, we will first review relevant sections of the fiscal year 2023, uh, notice inviting applications, the selection criteria.

Speaker Stephen Kostyo: 00:01:13 Then we'll explain the purpose of a logic model, walk through the full service community school logic model format that's developed for community schools, and give a few examples of past grantee logic models. So let's start with that, um, selection criteria from the note. Most recent notice inviting applications, uh, what you can see here is that one important criteria in the fiscal year 2023, grant competition is the quality of the project design. This includes several key factors, such as the incorporation of relevant evidence-based findings, the integration of the four pillars of full service community schools into the program design, the use of appropriate evaluation methods, and the demonstration of a rationale for the project plan to, to delve deeper into this, um, demonstrating a rationale means that the key project components are informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

Speaker Stephen Kostyo: 00:02:28 A logic model, sometimes referred to as a theory of action, means a framework that identifies key project components of the proposed project. Um, and, uh, again, is often referred to as a theory of action. In other words, uh, we want to make sure that this puts together the key, uh, program ingredients, the key components that are, um, uh, hypothesized to be critical to achieving the relevant outcomes and describes the theoretical and operational relationships among the key project components, uh, as well. And so now we'll get into the purpose of a full service, uh, of the logic model for full service community schools. And so, uh, we'll start by talking about what a logic model can do. Uh, a logic model can be really helpful, a really helpful way to put together all the key components of a project. Specifically a logic model can be an effective tool, uh, for program or policy planning and design, where it can help bring in detail it's programmatic goals.

Speaker Stephen Kostyo: 00:03:36 It can create a comprehensive implementation plan that helps build understanding and promotes consensus, and it can also guide and monitor implementation in a way that summarizes complex programs like the full service community school program. And finally, it can be a tool to develop evaluation questions and indicators of success, both of which, uh, can help facilitate effective communication about the program and the following logic model, uh, specifically for our grantees, they, you, you must design and implement a comprehensive and a mindset of student and community supports while reporting and improving upon multiple aspects of student success and wellbeing in order to improve the coordination and keep track of all those different components of the project ma, uh, of that project plan. We hope a logic model can be used during the design and implementation process, uh, to, to really help guide your implementation, uh, and evaluation.

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Speaker Stephen Kostyo: 00:04:43 And so now we'll get into walking through, uh, a, a full service community school logic model. Uh, this particular logic model is based on four things. It's, it's based on, uh, the research on logic model development, measures of educational equity, especially how they inform school improvement, the science of learning and development and best, best practices from the field. You can see here, um, that, um, on the last slide I mentioned research on logic model, develop development. And essentially what the research says that logic model should include, um, a problem statement, resources or inputs, which include both the material and intangible contributions that are available or could be accessed to address this problem, strategies and activities, which are the program components or, or the game plan for achieving the program's out outcomes outputs, which capture data about what is done to help track program implementation and outcomes, including medium, uh, short, medium and long term, uh, uh, outcomes over the course of implementation.

Speaker Stephen Kostyo: 00:05:54 And so you can see here, uh, the, the model that we're going to be, uh, walking through today, which includes those inputs, activities, and outcomes. And we'll start here with, um, with the, the top here, those three components. And specifically, we want to start with the people with the, uh, potential grantees, the schools and the partners. They're really important, the information that you're collecting to take stock and plan your implementation and the funding, uh, the, including the matching funding that you're bringing, uh, to your application. Those inputs linked to specific pipeline services and strategies, which include recruiting and maintaining key personnel, including program directors and community school coordinators. They also include creating and maintaining a supportive infrastructure, uh, for implementation and creating and refining clear and detailed budgets to move the work forward. These activities linked to short, um, and medium term impacts, including, uh, service provisions of increasing services to students, community members and families.

Speaker Stephen Kostyo: 00:07:05 Uh, a process where you're regularly assessing program quality, uh, and progress towards your goals and changes in school spending. We also, in this, uh, logic model, want to make sure we're lifting up the pipeline services that are described in the Every Student Succeeds Act. Uh, this slide describes at a high level what those pipeline services are. Um, and these pipeline services nicely map onto, uh, the four pillars of community schools. So integrated student supports expanded in enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. So you can see how, uh, the pipeline services on the previous slide mapped relatively well onto these four pillars of community schools. And this is important because that what you just saw on the last slide, uh, is included in our logic model that these, uh, the four pillars and the pipeline services, we know that different grantees are bringing, uh, different combinations of pipeline services that they're currently implementing and ones that they're planning to implement in the future.

Speaker Stephen Kostyo: 00:08:17 But those really are, are inputs and activities that, uh, grantees, uh, are, are planning to or putting in place and planning to improve over the course of implementation. And those pipeline services, um, nested under the four pillars of community schools map onto, um, the, uh, other indicators, uh, which include, uh, the provision of integrated student supports and stakeholder services, um, expanding, uh, in enriched learning time and opportunities for students, uh, family and community engagement efforts and impact, as well as, uh, particular staff characteristics including teacher retention and recruitment and chronic absenteeism, school climate and school discipline. So

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these are all measures to show, uh, that you can track over time to show the impact that you're having in your community. And finally, um, we ha hope that all of those efforts, all of those inputs, all of the activities that you put in place lead to long-term impacts, including improved graduation rates, uh, sustainable resources for implementation, sustained, uh, positive school climates, and other LI indicators that are linked to improved, uh, student, uh, academic achievement and wellbeing. And we have some, some examples of logic models that, that have been submitted. And so I'll turn it over, uh, to my colleague, uh, Clark to describe, uh, some of those elements in the logic models.

Speaker Clark Paolini: 00:09:53 Steven, we're going to go over a couple of examples of some logic models that have been developed by current full service community schools grantees. Uh, so just as a disclaimer, we're not endorsement, uh, specific grantees or the specific activities or strategies that they've chosen to use. Uh, you may include similar activities or strategies, but you do not have to. We just want to give you an overview of what your logic model could look like. So, for example, this is a logic model that's been developed by the Orchard Foundation. And one of the things that we like about this logic model is that it's very visually appealing. We have some very clear columns that have been color coded and, uh, organized in a way that you can read about the journey of the project from left to right as you go from the inputs that are going into the project, to the long term outcomes, uh, that they are targeting.

Speaker Clark Paolini: 00:10:54 In addition, it's very easy to identify pipeline services that fall under servant pillars because of how the activities column has been organized by, uh, pillar with pipeline strategies, uh, fitting into those pillars. We also like, uh, the specificity of the activities that are being used. So for example, under the family and community engagement pillar, uh, they specifically identify certain programs such as that eat, move, grow family programming. And that makes it very easy to conceptualize what the work they're doing is, and that allows them to communicate their goals in a very effective way. Uh, so now we can also look at a logic model that's been developed by Partners for Impact. This is the first of two pages for this logic model. And one thing that we really like about this logic model is that it has very specific indicators, um, the indicators under the intermediate outcomes column, or organized by certain goals.

Speaker Clark Paolini: 00:12:03 And within each goal, they have a variety of objectives that they're going to measure to determine if they're meeting that goal. And those objectives have, are very specific. Uh, they've have a percentage increase, for example, that they're targeting. And we have an idea of what population they're gathering data from and what specifically they're measuring. And then if we proceed to the second page of their logic model, uh, there's a graphic on the bottom right that's pretty interesting. It kind of reinforces the vision that they have of following students throughout their lifetime and providing a comprehensive set of services to ensure that they can succeed. So those are just a couple of examples of what Logic models can look like in the context of community schools.

Speaker Stephen Kostyo: 00:12:57 Well, we really appreciate that Clark, of walking through what, what some of these logic models look like of putting together those key elements of, um, the, the inputs, the pipeline services, the four pillars of community schools, and also those different indicators, uh, that are part of the Full Service Community School program. Uh, for, if you want to learn more about logic models and access additional tools, uh, to improve your logic model, uh, we have some linked here on the screen, so please refer to these resources. You can also visit the general resources page on the Full Service Community School website at the Department of Education to access a wide variety of research

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strategies and practice for community schools. Uh, we also encourage you, uh, to, to reach out to, to, uh, our other colleagues, uh, who are part of the Full Service Community School program, uh, listed on this slides. As always, thank you for taking the time to learn more about, uh, the work of full service community schools. If you have questions, p fee, please feel free to reach out to the program officers and other staff listed here. Thank you.