Full-Service Community School Technical Assistance: Logic Models Video Guide

June 5, 2023

Office of Elementary & Secondary Education (OESE)

School Choice and Improvement Program (SCIP)

What is the goal of this video guide?

To provide technical assistance to prospective fiscal year 2023 Full-Service Community School grantees on the development or revision of logic models that incorporate required program elements, including:

- Four pillars of community schools
- Pipeline services
- Performance indicators

Agenda

- FY23 NIA Selection Criteria

- Purpose of FSCS Logic Model

- Walkthrough of FSCS Logic Model

- Logic Model Examples

- Wrap Up

FY23 NIA Selection Criteria

Quality of the Project Design (up to 25 points)

"The Secretary considers the **quality of the design** of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (A) The extent to which the design of the proposed project reflects relevant and **evidence-based findings** from existing literature and includes a high-quality plan for project implementation **integrating the four pillars** of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives. (2022 FSCS NFP) (15 points)

- (B) The extent to which the proposed project **demonstrates a rationale** (as defined in this notice). (34 CFR 75.210) (10 points)"

What is a high-quality logic model?

- **Demonstrates a rationale** means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

- **Logic model** (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (i.e., the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

Purpose of FSCS Logic Model

What can a logic model do?

- A **logic model** can be an effective tool:
  - for program or policy <u>planning</u> and <u>design</u>
  - to create a comprehensive <u>implementation</u> plan
  - to guide and <u>monitor</u> implementation
  - to develop <u>evaluation</u> questions and indicators of success

What problem does the FSCS logic model seek to address?

FSCS grantees must design and implement a comprehensive and aligned set of student and community supports while reporting and improving upon multiple aspects of student success and well-being.

Walkthrough of FSCS Logic Model

What is this logic model based on?

Research on logic model development

Measures of educational equity

The science of learning and development

Best practices from the field

Appendix A. Simple logic model
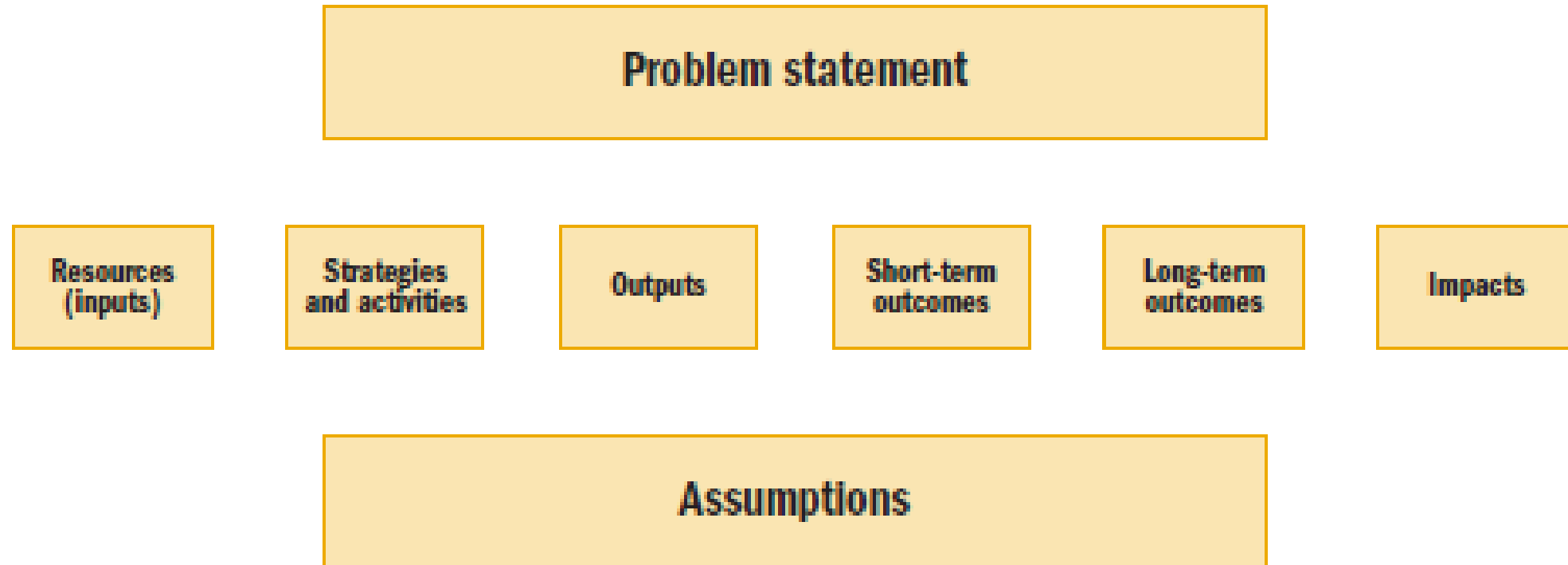
Source: Shakman, K., & Rodriguez, S. M. (2015). Logic models for program design, implementation, and evaluation: Workshop toolkit (REL 2015–057). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. http://i.e.s.ed.gov/ncee/edlabs

2023 FSCS Abbreviated Logic Model

Inputs → A → **Activities** → B → **Outcomes**

FSCS Grantees, Schools, and Partners

- Key FSCS personnel
- Schools and partners

- Taking stock and planning

- Funding

Pipeline Services & Strategies

- Recruiting, maintaining, or expanding key personnel

- Creating and maintaining a supportive infrastructure

- Creating and refining clear and detailed budgets

Indicators and Impact Areas & Short/Medium-term Impacts[2]

- Service provision increases

- Regularly assessing program quality and progress

- Changes in school spending

Long Term Impacts[3]

All students flourish in thriving school communities

- Graduation rates
- Sustainable resources
- Positive school climates
- Student, teacher, family, and community engagement
- Positive school discipline
- Academic growth and achievement
- College and career readiness
- Locally developed and tracked outcomes

Four Pillars of Community Schools and Connected Pipeline Services[1]

Pillar 1: Integrated Student supports
- Student services, restorative practices

Pillar 2: Expanded and enriched learning time & opportunities
- Early childhood and out-of-school-time programs, education transition supports, postsecondary readiness activities

Pillar 3: Active family and community engagement
- Family outreach, community-based supports

Pillar 4: Collaborative leadership and practices
- Organizing school personnel, inclusive decision-making strategies

- Provisions of integrated student supports and stakeholder services

- Expanded and enriched learning time and opportunities

- Family and community engagement efforts and impact

- Staff characteristics
- School discipline
- Chronic absenteeism
- School climate

A — At the end of **Continuous Improvement Cycle A**, FSCS grantees will submit their annual reports

B — At the end of **Continuous Improvement Cycle B**, FSCS grantees will submit their ad hoc reports

1. Schools enter FSCS grant implementation with different pipeline services, including pipeline services under both the "Input" and "Activities" sections allow grantees to both start and add different combinations of pipeline services. In addition, the four pillars are inputs that the FSCS grantee works to put in place from the outset.

2. Grantees can use indicators to both set baselines and measure progress. As such, these indicators can both be used to identify and impact area and to measure progress (short, medium, long-term) in that area over time.

3. Long-term impacts of community schools are not directly linked to any one pillar, pipeline service, or indicator, instead, the long-term impacts of the community school are a result of all these essential aspects working together to create conditions where all students flourish in thriving school communities

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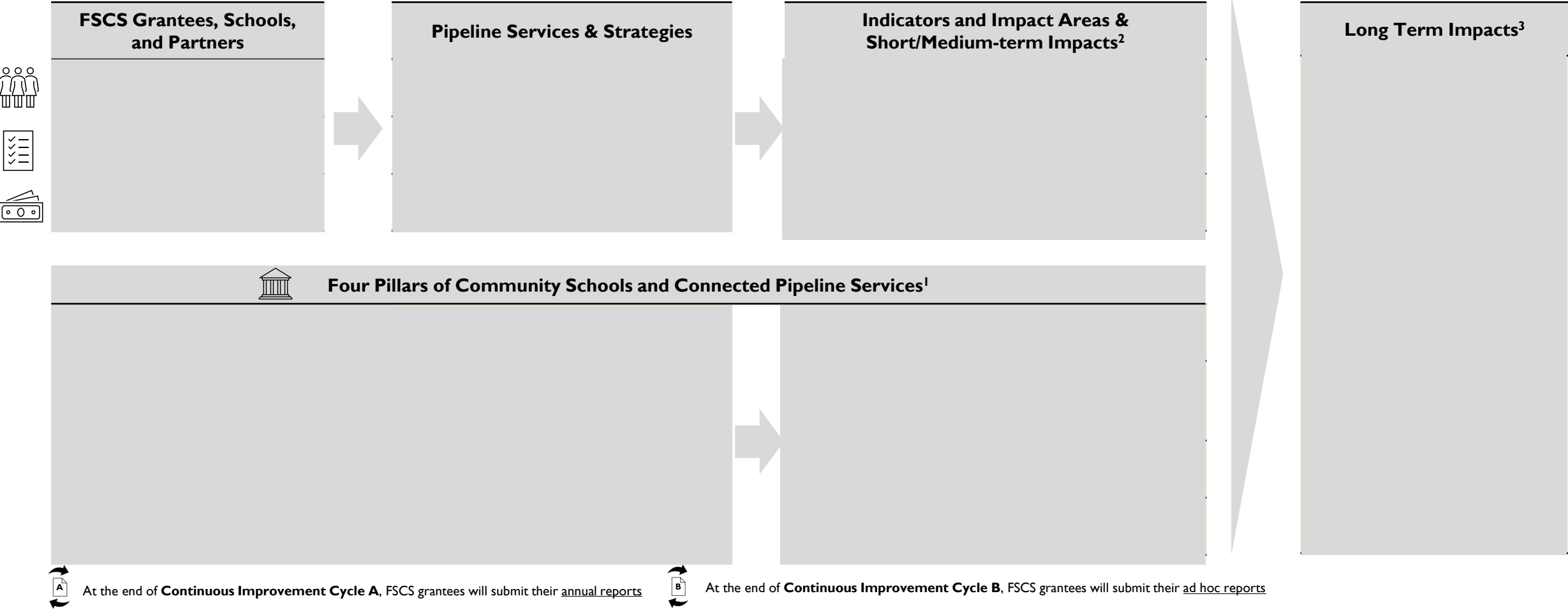B At the end of **Continuous Improvement Cycle B**, FSCS grantees will submit their ad hoc reports

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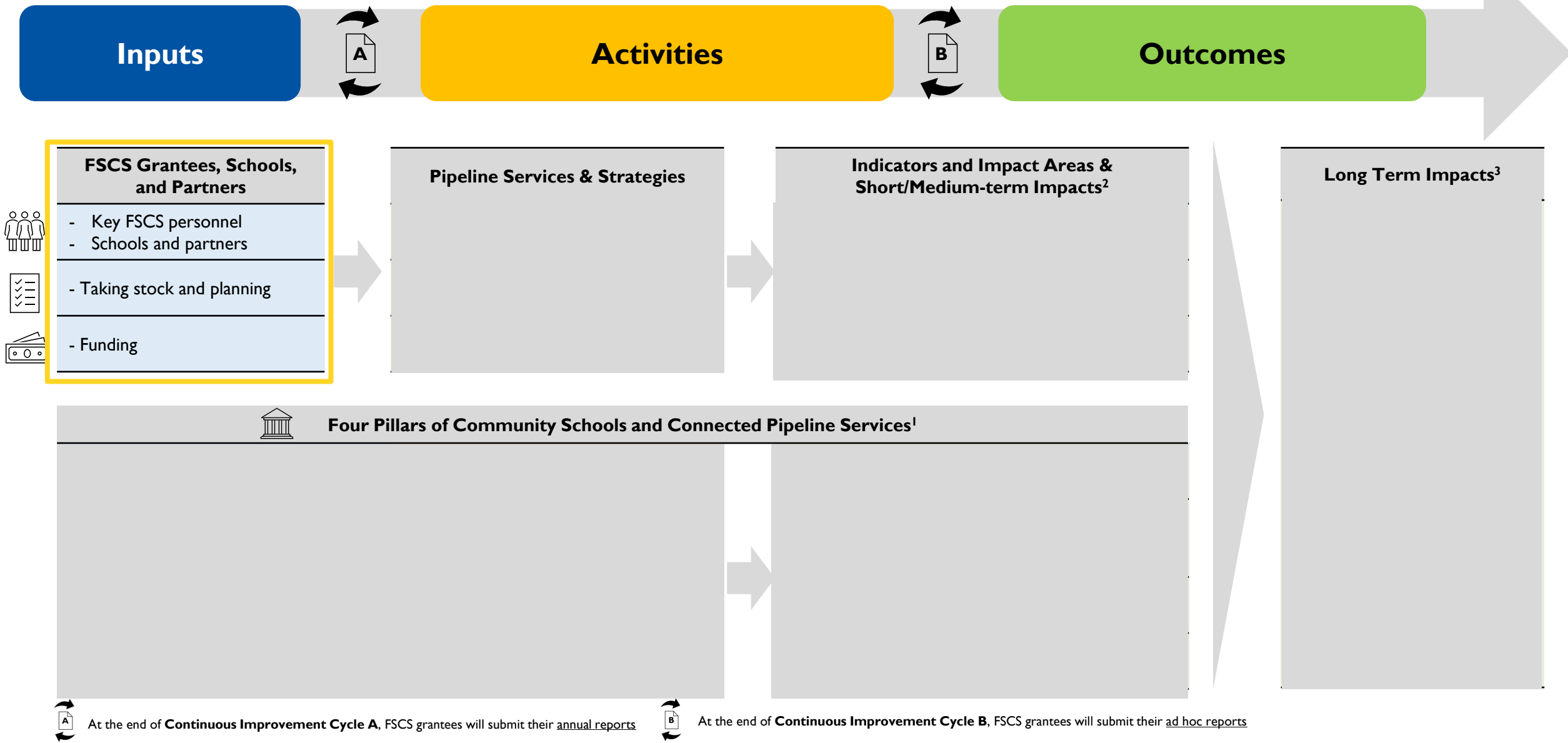
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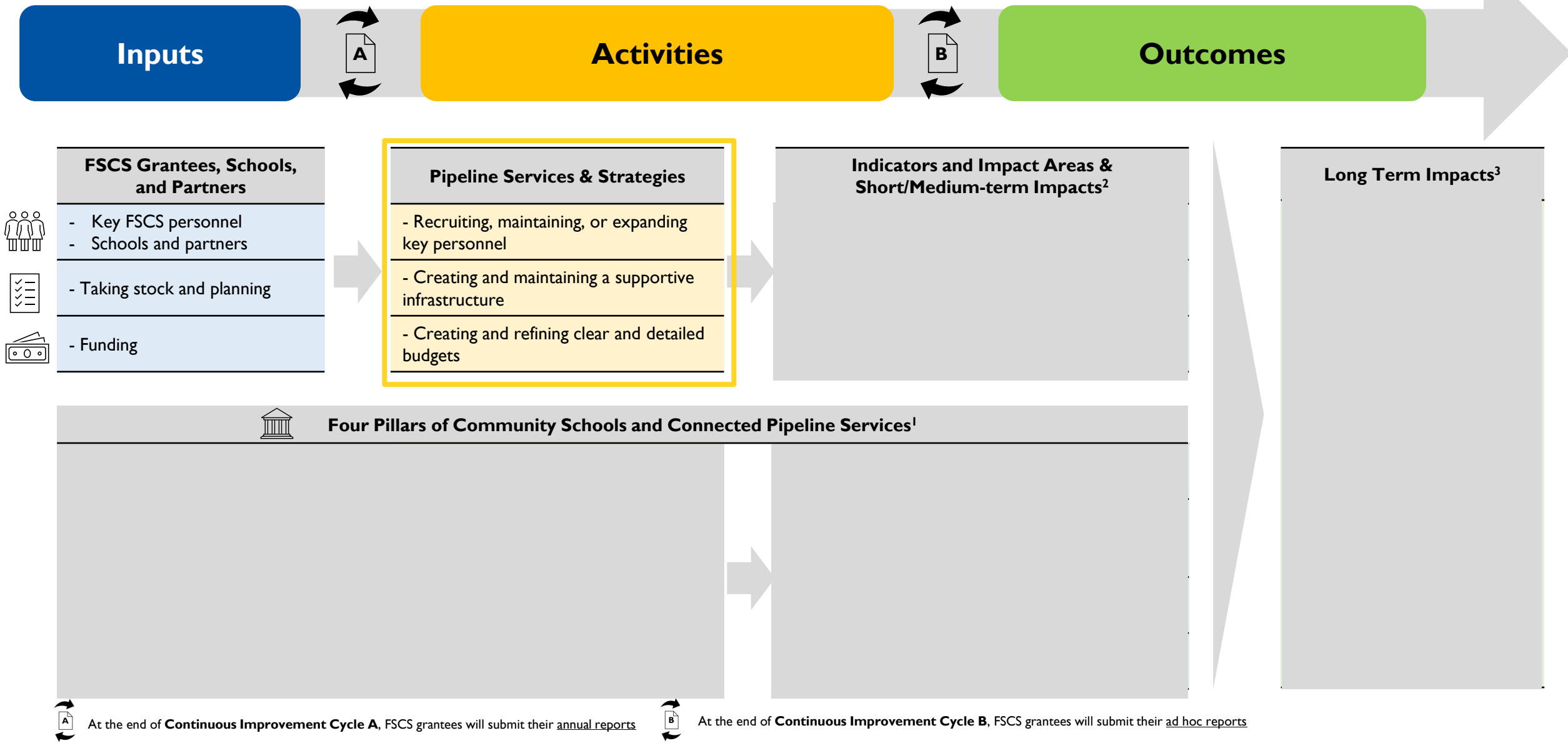
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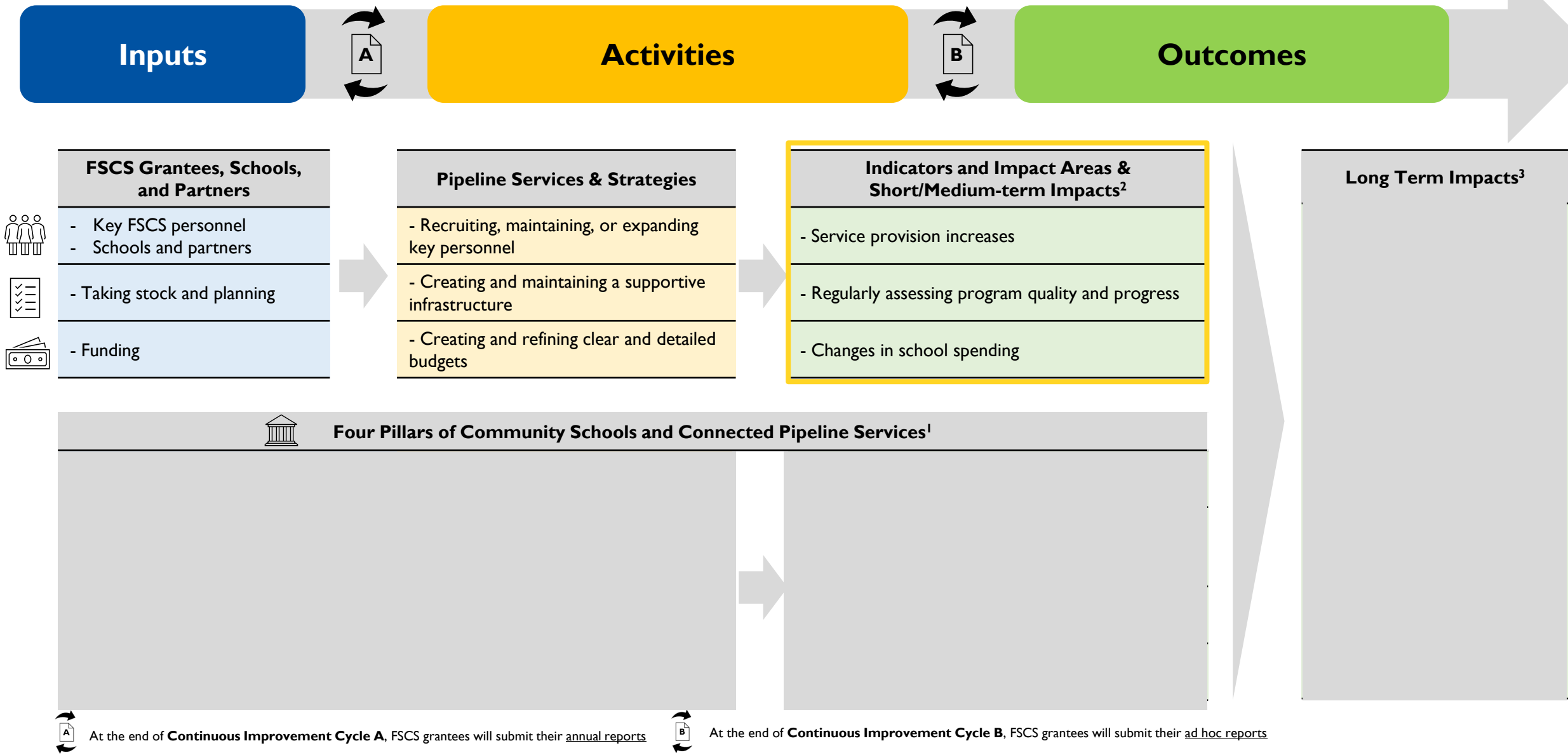
Pipeline Services

- ***Pipeline services*** means a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education and career attainment. Such services include:
  - *early childhood education programs*
  - *out-of-school-time programs*
  - *Support for a child's education transitions (e.g., to elementary, elementary to middle, middle to high school, and high school into the workforce)*
  - *Family and community engagement*
  - *Activities that support postsecondary and workforce readiness*
  - *Community-based support for students*
  - *Social, health, nutrition, and mental health services and supports*
  - *Juvenile crime prevention and rehabilitation programs*

Pipeline Services & Four Pillars

I.   **Integrated Student Supports**
▪ Social, health, nutrition, and mental health services and supports (i.e., stakeholder services)
▪ Juvenile crime prevention and rehabilitation programs (i.e., restorative practices)

II. **Expanded and Enriched Learning Time and Opportunities**
▪ Early childhood education programs
▪ Out-of-school-time programs
▪ Support for a child's education transitions (e.g., elementary to middle, middle to high school)
▪ Activities that support postsecondary and workforce readiness

III. **Active Family and Community Engagement**
▪ Family and community engagement
▪ Community-based support for students

IV. **Collaborative Leadership and Practices**

19

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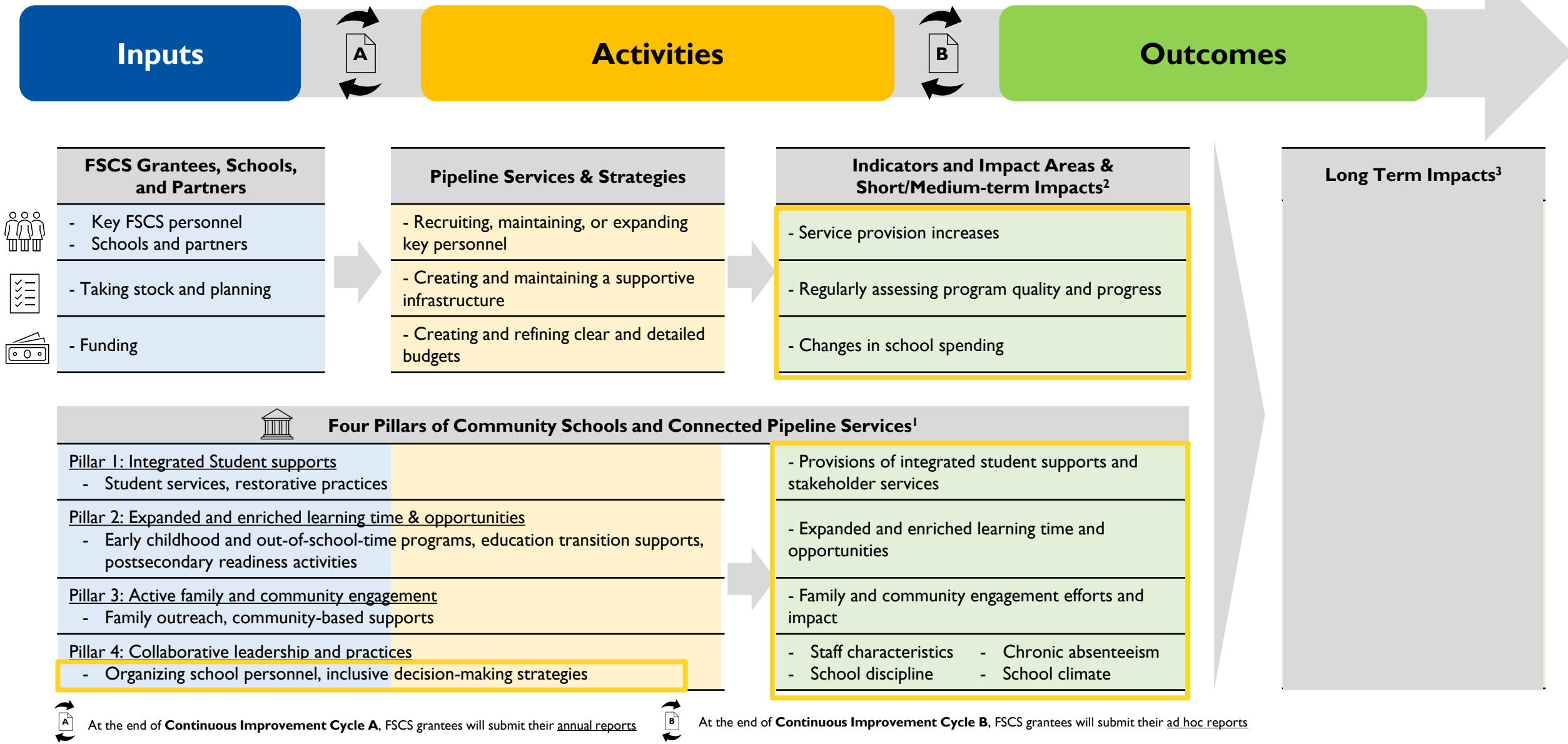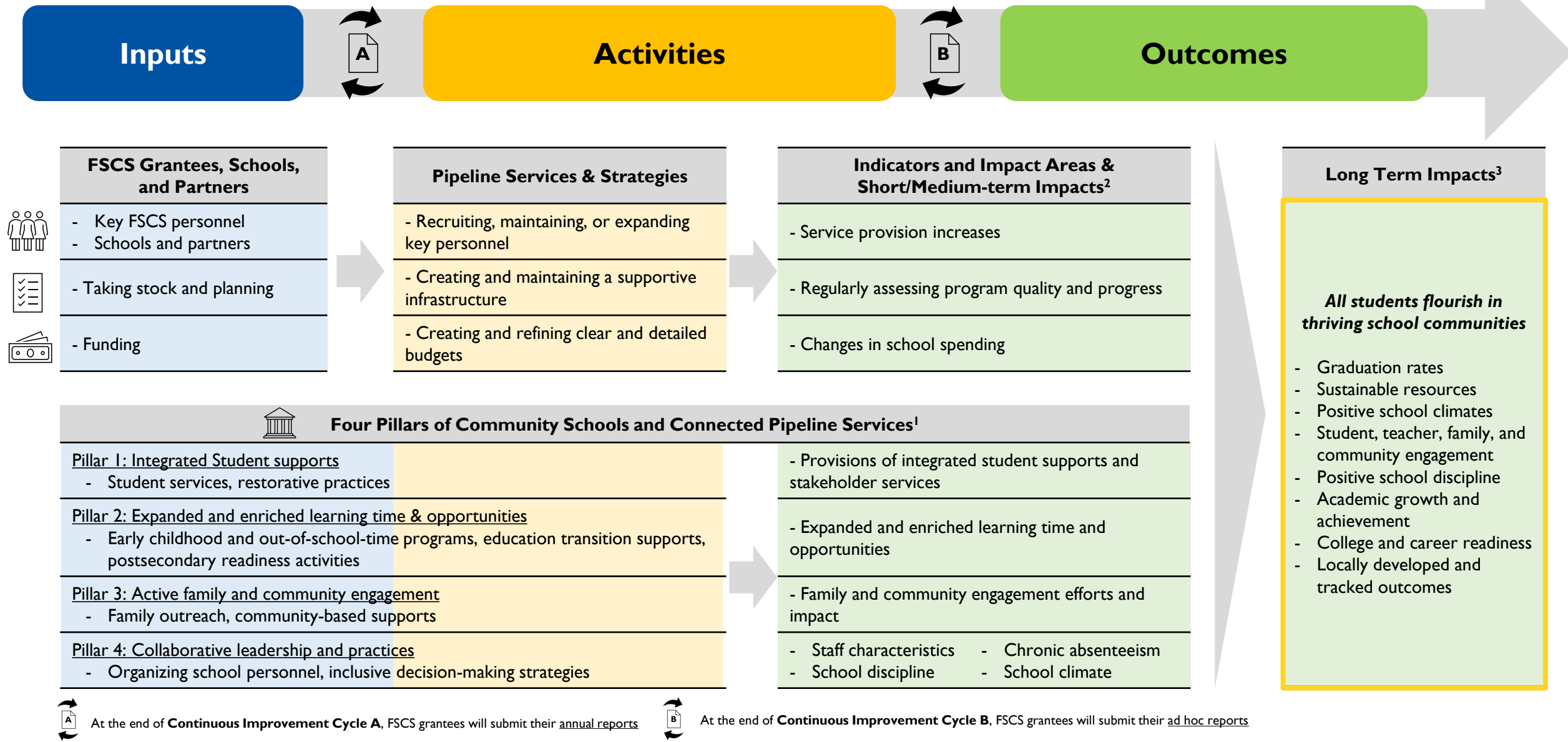
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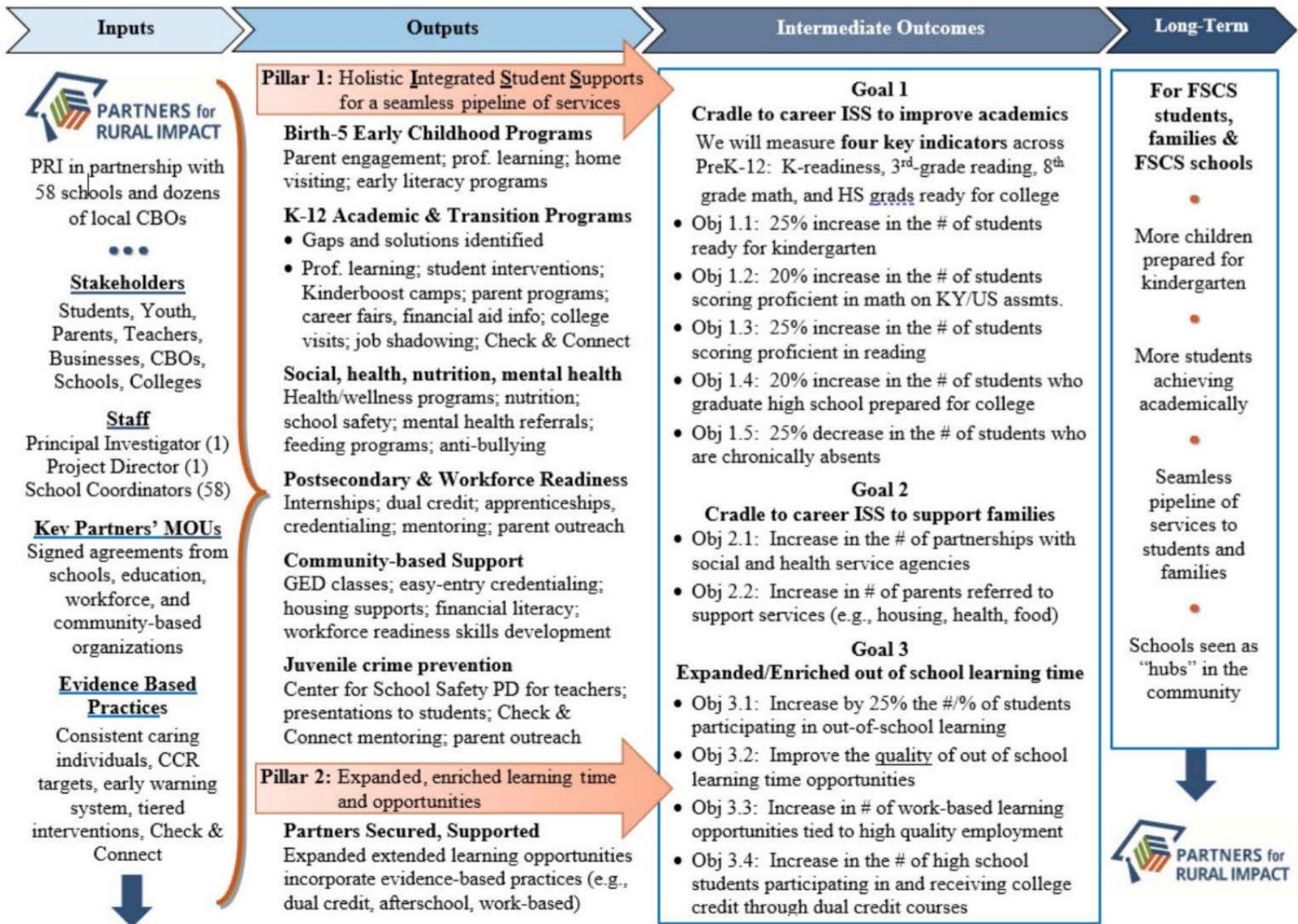
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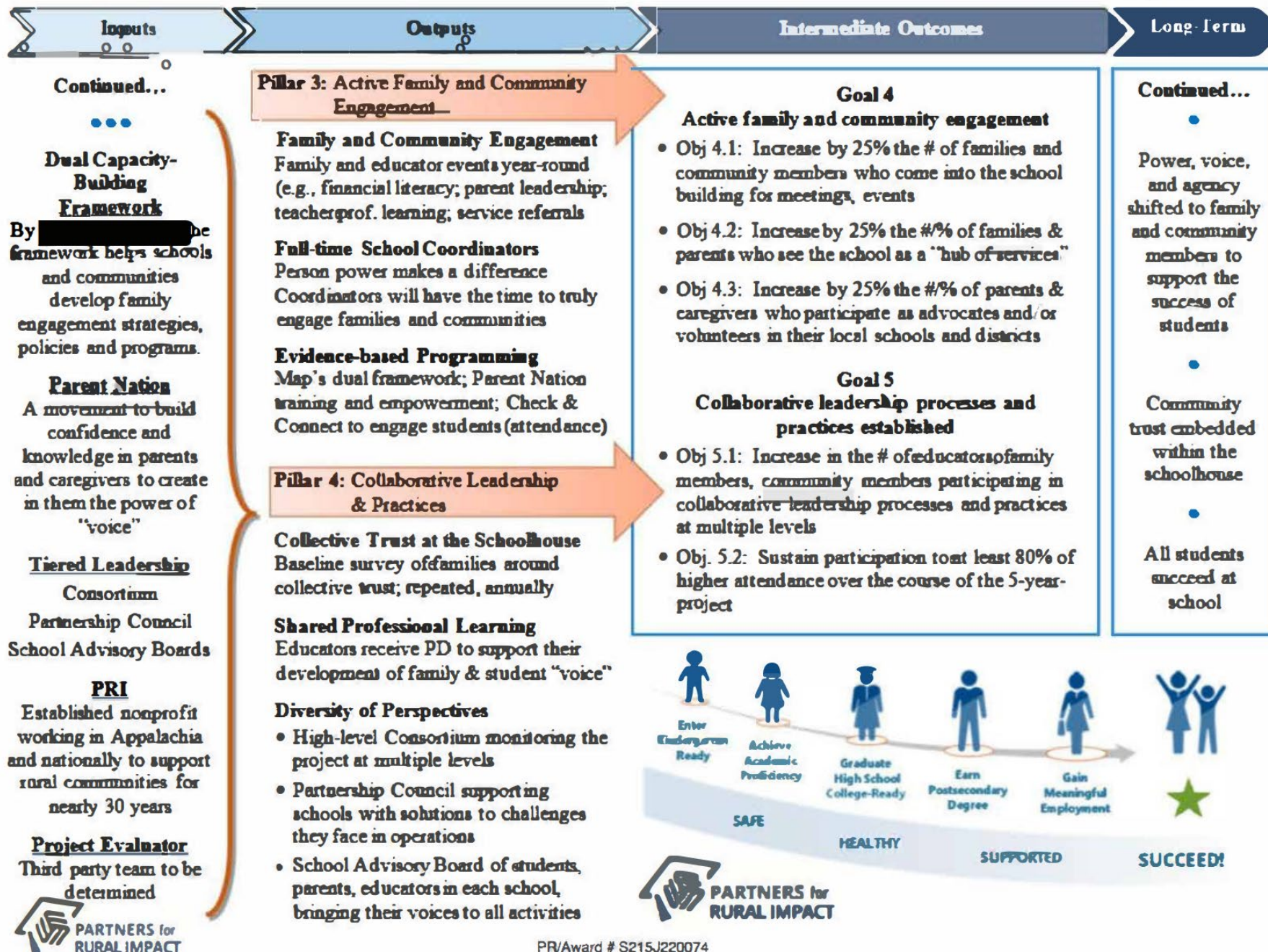
Logic Model Examples

Resources (Partners)	Activities (Pillars of Integrated Student Supports)	Short-term Outputs and Outcomes (Years 1-3)	Long-term Outcomes (Years 4-5)

Resources (Partners)

- Avoyelles Parish School District leaders
- Plaucheville & Riverside Elementary Schools
- The Orchard Foundation
- The Rapides Foundation
- Central LA Technical Community College
- FSCS Site Coordinators and Advisory Council
- United Way of Central Louisiana
- Food Bank of Central Louisiana
- RMC Research Corporation
- Health Enrichment Network
- Career Compass of LA
- Region 6 LaSTEM Center

Activities (Pillars of Integrated Student Supports)

Pillar #1: Integrated Student Supports
- Eat, Move, Grow program supports physical health, nutrition, and wellness.
- Food Bank of Central LA supports backpack meal program and school garden cultivation.
- Rapides Primary Health Care Center provides school-based dental care.
- School-based mental health programs (e.g., Project AWARE and Avoyelles Sheriff's Dept.).

Pillar #2: Expanded and Enriched Learning Time
- Read to Soar & Math to Build On programs in early literacy and numeracy
- STEM-focused summer programming
- District youth tutoring program
- Career awareness exploration

Pillar #3: Family and Community Engagement
- United Way skill-building courses in personal finance, health, etc. "Building Stronger Families"
- The Orchard Foundation provides free books for families through early literacy programs
- CLTCC Adult Ed programs (e.g., HiSET, ESL, adult literacy) & Community College nights
- Eat, Move, Grow family programming

Pillar #4: Collaborative Leadership and Prof'l Learning
- Aspiring Leaders & Leading for Better Instruction PD through UW Center for Ed Leadership
- Center for Literacy and Learning provides PD for teachers, district leaders and superintendents
- Kagan Structures for Little Ones (K-2) PD program
- SEL, CLASS and TS Gold PD through TOF

Short-term Outputs and Outcomes (Years 1-3)

Service delivery:
- Increase in the # of health-related service providers within each APLUS school.
- Decrease the % of students chronically absent by 3 percentage pts per year.
- Improved outcomes on Rapides Community Health Needs Assessment by 2025.
- Improved stakeholder perceptions of service availability and program quality.

Academic:
- Increase % of students proficient on LEAP-Math and ELA assessments.
- Increase % of students reading on grade-level.
- Increase in # of hours of out-of-school support provided to students.

Behavioral:
- Increase the % of students demonstrating readiness for Kindergarten.
- Decrease the # of suspensions by 3% per year.
- Increase participation in community events by 10% per year.

Instructional:
- 80% of teachers/leaders agree PD is of high quality and value to their practice.
- 80% of teachers agree they receive adequate instructional leadership support.

Long-term Outcomes (Years 4-5)

Increased access to and coordination of services for students, their families, and community members, with APLUS schools developing a sustainable, replicable model of integrated student supports

Improvements in student achievement, closing achievement gaps and ensuring students are prepared for the transition to middle school

Stakeholder perceptions improve, indicating positive impacts of FSCS on school climate and family and community engagement

Increased teacher and leader effectiveness, building capacity through collaborative networks and targeted professional development

Inputs	Outputs	Intermediate Outcomes	Long-Term

PARTNERS for RURAL IMPACT

PRI in partnership with 58 schools and dozens of local CBOs

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Stakeholders

Students, Youth, Parents, Teachers, Businesses, CBOs, Schools, Colleges

Staff

Principal Investigator (1)
Project Director (1)
School Coordinators (58)

Key Partners' MOUs

Signed agreements from schools, education, workforce, and community-based organizations

Evidence Based Practices

Consistent caring individuals, CCR targets, early warning system, tiered interventions, Check & Connect

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Pillar 1: Holistic Integrated Student Supports for a seamless pipeline of services

Birth-5 Early Childhood Programs
Parent engagement; prof. learning; home visiting; early literacy programs

K-12 Academic & Transition Programs
• Gaps and solutions identified
• Prof. learning; student interventions; Kinderboost camps; parent programs; career fairs, financial aid info; college visits; job shadowing; Check & Connect

Social, health, nutrition, mental health
Health/wellness programs; nutrition; school safety; mental health referrals; feeding programs; anti-bullying

Postsecondary & Workforce Readiness
Internships; dual credit; apprenticeships, credentialing; mentoring; parent outreach

Community-based Support
GED classes; easy-entry credentialing; housing supports; financial literacy; workforce readiness skills development

Juvenile crime prevention
Center for School Safety PD for teachers; presentations to students; Check & Connect mentoring; parent outreach

Pillar 2: Expanded, enriched learning time and opportunities

Partners Secured, Supported
Expanded extended learning opportunities incorporate evidence-based practices (e.g., dual credit, afterschool, work-based)

Goal 1
Cradle to career ISS to improve academics
We will measure **four key indicators** across PreK-12: K-readiness, 3rd-grade reading, 8th grade math, and HS grads ready for college
• Obj 1.1: 25% increase in the # of students ready for kindergarten
• Obj 1.2: 20% increase in the # of students scoring proficient in math on KY/US assmts.
• Obj 1.3: 25% increase in the # of students scoring proficient in reading
• Obj 1.4: 20% increase in the # of students who graduate high school prepared for college
• Obj 1.5: 25% decrease in the # of students who are chronically absents

Goal 2
Cradle to career ISS to support families
• Obj 2.1: Increase in the # of partnerships with social and health service agencies
• Obj 2.2: Increase in # of parents referred to support services (e.g., housing, health, food)

Goal 3
Expanded/Enriched out of school learning time
• Obj 3.1: Increase by 25% the #/% of students participating in out-of-school learning
• Obj 3.2: Improve the quality of out of school learning time opportunities
• Obj 3.3: Increase in # of work-based learning opportunities tied to high quality employment
• Obj 3.4: Increase in the # of high school students participating in and receiving college credit through dual credit courses

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For FSCS students, families & FSCS schools

•

More children prepared for kindergarten

•

More students achieving academically

•

Seamless pipeline of services to students and families

•

Schools seen as "hubs" in the community

PARTNERS for RURAL IMPACT

25

Inputs

Continued...

• • •

Dual Capacity-Building Framework
By [REDACTED] the framework helps schools and communities develop family engagement strategies, policies and programs.

Parent Nation
A movement to build confidence and knowledge in parents and caregivers to create in them the power of "voice"

Tiered Leadership
Consortium
Partnership Council
School Advisory Boards

PRI
Established nonprofit working in Appalachia and nationally to support rural communities for nearly 30 years

Project Evaluator
Third party team to be determined

PARTNERS for RURAL IMPACT

Outputs

Pillar 3: Active Family and Community Engagement

Family and Community Engagement
Family and educator events year-round (e.g., financial literacy; parent leadership; teacher prof. learning; service referrals

Full-time School Coordinators
Person power makes a difference
Coordinators will have the time to truly engage families and communities

Evidence-based Programming
Map's dual framework; Parent Nation training and empowerment; Check & Connect to engage students (attendance)

Pillar 4: Collaborative Leadership & Practices

Collective Trust at the Schoolhouse
Baseline survey of families around collective trust; repeated, annually

Shared Professional Learning
Educators receive PD to support their development of family & student "voice"

Diversity of Perspectives
• High-level Consortium monitoring the project at multiple levels
• Partnership Council supporting schools with solutions to challenges they face in operations
• School Advisory Board of students, parents, educators in each school, bringing their voices to all activities

PARTNERS for RURAL IMPACT

Intermediate Outcomes

Goal 4
Active family and community engagement
• Obj 4.1: Increase by 25% the # of families and community members who come into the school building for meetings, events
• Obj 4.2: Increase by 25% the #/% of families & parents who see the school as a "hub of services"
• Obj 4.3: Increase by 25% the #/% of parents & caregivers who participate as advocates and/or volunteers in their local schools and districts

Goal 5
Collaborative leadership processes and practices established
• Obj 5.1: Increase in the # of educators of family members, community members participating in collaborative leadership processes and practices at multiple levels
• Obj. 5.2: Sustain participation to at least 80% of higher attendance over the course of the 5-year-project

Enter Kindergarten Ready
Achieve Academic Proficiency
Graduate High School College-Ready
Earn Postsecondary Degree
Gain Meaningful Employment

SAFE
HEALTHY
SUPPORTED
SUCCEED!

Long-Term

Continued...

• Power, voice, and agency shifted to family and community members to support the success of students

• Community trust embedded within the schoolhouse

• All students succeed at school

Wrap Up

Logic Model Resources

- **Logic models for program design, implementation, and evaluation: Workshop toolkit**
(U.S. Department of Education)

- **Theory of action for community school transformation**
(Community Schools Forward)

- **Logic model workbook**
(Innovation Network)

- **Logic model development guide**
(W.K. Kellogg Foundation)

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Yuliana Bruister, Program Officer, Full-Service Community Schools

Richard Kress, Program Officer, Full-Service Community Schools

Stephen Kostyo, Impact Fellow, Full-Service Community Schools

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