Section 1

Why a Community School?

What is a Community School?

Community schools combine rigorous academics with a wide range of services, supports, and opportunities. Some people call community schools “full service” or “extended service” schools. Community schools provide the resources for students to develop socially, academically, physically and emotionally. They enable families to thrive. When families thrive, so does the whole community. Five principles stand behind successful community schools.

1. The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards for students.
2. Learning motivates and involves students on all levels. Learning occurs in school and in community settings, during and after school.
3. The school addresses the basic physical, mental and emotional health needs of young people and their families.
4. Parents, families, and school staff share mutual respect and cooperate effectively.
5. Community involvement, together with school efforts, promotes a safe, supportive and respectful school climate.

California’s public schools with Healthy Start grants most closely resemble full service community schools. In 1991, the Healthy Start Support Services for Children Act established grants that schools receive to create learning supports for children, families, and communities. The Center for Community School Partnerships has worked with over 850 Healthy Start grantees since 1992. This toolkit pulls from the best of the training materials and resources we have used for sixteen years to help the grantees grow and sustain their programs.

How to Use this Toolkit

This toolkit contains three types of information. It offers discussions about some processes you need to know about group work. We have marked discussions with this icon: ▶️ Second, you will find activities that will help your group work together well. We have marked activities with this icon: 🎨 Finally, you will find what we call “tools”. By “tools”, we mean templates, instructions, assessments and other documents that you can take out of the kit and adapt for your group’s use. We have marked tools with this icon: ✏️ We expect you to remove sections, tools, or activities as needed. Color-coded pages make it easy to keep sections in order even if you mix and match contents. Groups in the early stages of forming partnerships should start with Section 1.
The Community Schools Vision

- Extended Hours
- Extended Services
- Extended Partnerships

Coalition of Community Schools Definition

- A community school is a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports, and opportunities leads to improved student learning, stronger families, and healthier communities.

The Community Schools Advantage

- Community schools are anchors in the community
- A national movement that is working to unite our after school and learning support initiatives with an approach to ensure that community and family are inextricably working together for the benefit of every child

Solid Research Base

- Importance of ongoing support and opportunities to children’s development
- Importance of parental involvement to children’s school success
- Importance of non-school hours to children’s learning and development
- Importance of consistent adult guidance
Solid Research Base
- Importance of ongoing support and opportunities to children's development
- Importance of parental involvement to children's school success
- Importance of non-school hours to children's learning and development
- Importance of consistent adult guidance

Portals to Community Schools
- After School and Education Safety programs
- 21st Century Community Learning Centers
- Healthy Start
- Beacon Schools
- National Examples

Community Schools
Making the Difference
- For more information, or to order Making the Difference: Research and Practice in Community Schools, contact www.communityschools.org
- For local assistance, contact the Center for Community School Partnerships at http://ccsp.ucdavis.edu
An Introduction to Logic Models

ACSD Session 6
April 13, 2005
Francesca Wright
Center for Community School Partnerships, UC Davis

Logic Models Are TOOLS for THINKING About What is Important

- About an effort or program, and the desired outcome
- Allows us to think ahead, to plan, and then look back at critical information
- Identify what is important enough to measure and make sure we collect the right information to do so

“Where do you want to go?”
Start with what’s most important!
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 answered.
“Then”, said the cat, “It doesn’t matter.”
- Lewis Carroll

Outcomes: What you want to achieve.
Changes you want to occur as a result of your program.
- participants’ lives
- community conditions
- organizational conditions
Lets hear from your pre-academy conversations.
## Types of outcomes.

Changes in:
- Attitudes & Values
- Perceptions & Feelings
- Knowledge
- Skills
- Behaviors
- Situation
- Policies

## Criteria for Choosing Outcomes for all Stakeholders

- Important
- Meaningful
- Useful
- Reasonable

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### Outcome Statements

<table>
<thead>
<tr>
<th>The Change or Desired Effect</th>
<th>In What</th>
<th>For Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase</td>
<td>Attitude</td>
<td>Students</td>
</tr>
<tr>
<td>Decrease</td>
<td>Perceptions</td>
<td>Teachers</td>
</tr>
<tr>
<td>Maintain</td>
<td>Knowledge</td>
<td>Families</td>
</tr>
<tr>
<td>Improve</td>
<td>Skill</td>
<td>Administration</td>
</tr>
<tr>
<td>Reduce</td>
<td>Behavior</td>
<td>Community Partners</td>
</tr>
<tr>
<td>Expand</td>
<td>Condition</td>
<td>Community</td>
</tr>
</tbody>
</table>

Example: Increase
- Sense of personal connection
  (Adapted from Evaluation Forum, Outcomes for Success)

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"Evaluate what you want to occur because what gets measured gets produced."
- James A. Belasco
  Business Consultant

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CENTER FOR COMMUNITY SCHOOL PARTNERSHIPS AT THE UNIVERSITY OF CALIFORNIA, DAVIS • HTTP://CCSP.UCDAVIS.EDU • SECTION 1
**The Read Alice Chooses — “What We Do”**

When you know what you want to create, you can plan what you need to create it.

Logic models identify:
- Resources
- Activities
- Outputs

**Resources** are the what elements must be assembled to make an activity happen:
- Staff
- Volunteers
- Space
- Money
- Community partners
- Participants

Administrators have to think a lot about these!

**Activities** are what the program does with the resources to fulfill its mission. They include specific:
- Processes
- Strategies
- Techniques
- Events
- Program Service Methods

We’ll talk a lot about these in the afternoon!

**“Outputs”** measure how much activity happens.

**Units Of Service**
- like hours of after school programs

**Duration**
- Three days per week, February–June

**Number Of Participants**
- 50% of all 10th graders

This information is important to answer the dosage question: “Were enough people involved long enough to achieve the desired outcome?”
Putting Together “What We Do”

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program inputs.</td>
<td>Methods for providing the program.</td>
<td>Units of service.</td>
</tr>
<tr>
<td>Elements needed</td>
<td>Specific processes or events undertaken</td>
<td>How many, how often, over what duration.</td>
</tr>
<tr>
<td>to deliver the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INdicators!**

- RELATE to the intended outcome
- DATA you can gather, directly or indirectly
- MAKE SENSE (pass the grandma test)

“The union of the mathematician with the poet, fervor with measure, passion with correctness, this surely is the ideal.”

- William James - American philosopher and psychologist, leader of the philosophical movement of Pragmatism, 1842-1910

**Last column:**
How can we show an outcome has occurred?

**Indicators:**
Observable measures which demonstrate outcomes are being met.
What indicators did you identify in your pre-academy conversations?

**Indicators:**
Where do the data come from?

We’ll do activities before lunch to work with indicators in more detail.
In general, the information comes from:
- Surveys
- Interviews and/or focus groups
- Observations
- Official Records

(See list in your packet)
1. Every person finds a buddy...try to mix kids and adults
2. Each pair gets one card.
3. Form “WHAT WE WANT TO HAPPEN TEAMS”
   - “Outcomes” have to find “indicators” that make sense to them.
   - All four have to agree that it makes sense!
   - Then they have to make up two more indicators. Silly is okay!
4. Form “WHAT WE DO TEAMS”
   - “Activities” have to collect “Resources” and “Outputs” that go with their activity.
   - All six have to be able to say why they go together...or keep looking!
5. Form HUMAN LOGIC MODEL
   - When WHAT DO teams are in agreement, they have to find a WHAT WE WANT TO HAPPEN TEAM that relates to their activity.
   - When you find a logical sequence and are in agreement, post cards on wall in logic model. Add your made up indicators.
   - Take a break...see how the other groups are doing...and we’ll see you back in the main room at agreed time.

**SUMMARY**

- Logic Models are TOOLS to help our THINKING process
- They include WHAT WE DO: Resources, Activities, Outputs
- And WHAT WE WANT TO OCCUR: Outcomes and Indicators
### Community School Logic Model Examples

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program inputs. Elements needed to deliver the program</td>
<td>Methods for providing the program. Specific processes or events undertaken</td>
<td>Units of service. How many, how often, over what duration. <em>Answers the dosage question.</em></td>
<td>Changes anticipated in participant’s lives and/or in organizational or community conditions</td>
</tr>
</tbody>
</table>

**Community School examples from *Making a Difference: Research and Practice in Community Schools***

- After school staff
- Teachers in-service time
- FRC Community Liaisons
- FRC core funding
- District teacher recruitment officer
- Park and Recreation staffing of performance arts camp

- After school homework clinic
- Planning time between after school and school-time teachers
- Performance Art Camp
- Home visitation for at-risk students
- Professional development for teachers (Aligning Learning with State Standards, Communication and Joint Planning, District teacher recruitment, Case management

- Quarterly hour-long planning sessions for each grade level between teachers and after school staff
- 35% of students attend after school enrichment program at least 10 hours/week.
- 75 children participate in weekly performance art camp.
- District recruits full complement of qualified teachers.
- 45 chronically tardy students are visited at home and plans are developed.
- 35 school families are case managed to link with family support services.

#### Academic Achievement

- Improved grades over time for all subgroups
- Improvement in standardized test scores
- Improve school attendance
- Increase percentage of fully credentialed teachers
- Students report challenging and engaging curriculum.
- Youth report increased time reading for fun
- Youth spend more time in enrichment activities that support and enhance learning skills e.g. reading for fun, playing strategy, games (chess that helps with math skills) or performance arts (linked to math, etc.)

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Created by Francesca Wright, Center for Community School Partnerships, UC Davis.

Examples drawn from *Making a Difference: Research and Practice in Community Schools* by the Coalition for Community Schools and comments from Janice Chu-Zhu, Children’s Aid Society.
### Community School Logic Model Examples

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<thead>
<tr>
<th>Resources</th>
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<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Leaders</td>
<td>Professional development for teachers in linking with community resources</td>
<td>Annual in-service attended by 90% of school staff on linking with community resources.</td>
</tr>
<tr>
<td>FRC Community Liaisons</td>
<td>After school Program enhances classroom learning through participatory activities.</td>
<td>75 students complete Community Creek environmental restoration project.</td>
</tr>
<tr>
<td>After school grant from California Department of Education.</td>
<td>Community Creek project (linking science, math, reading, in neighborhood setting)</td>
<td>28 children are linked with a mentor who meets with them weekly throughout the academic year.</td>
</tr>
<tr>
<td>Partnership with local college</td>
<td>Big Brother/Sister mentoring program.</td>
<td>100 students serve as peer tutors, 20,000 hours volunteer service.</td>
</tr>
<tr>
<td>City Parks and Recreation</td>
<td>Youth as Mentors program</td>
<td>82 students participate in the 6-week community college summer science academy for 30 hours/week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth are Motivated and Engaged in Learning</td>
<td>Increased and consistent hours in out-of-school time engaged in activities linked to school day (e.g. theater, painting murals, presenting for outside audiences).</td>
</tr>
<tr>
<td></td>
<td>Teachers report greater classroom cooperation, completion of homework, adherence to school rules and positive attitudes.</td>
</tr>
<tr>
<td></td>
<td>Increased youth-as-mentor participants.</td>
</tr>
<tr>
<td></td>
<td>Reduced school absences</td>
</tr>
<tr>
<td></td>
<td>Decreased disciplinary actions</td>
</tr>
</tbody>
</table>

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Community School Logic Model Examples

### What we do

- **Resources**
  - District service learning policy
  - County Children’s Collaborative
  - Student volunteers
  - Chamber of Commerce
  - PTA
  - Donation of building supplies
  - Group leaders
  - Interns
  - School staff and administration

- **Activities**
  - Service Learning Program
  - Student Council buddy program
  - School Building Improvement Project
  - Before and after school programs

### What we want to happen

#### Increased sense of connectedness with school and caring adults

- **Outcomes**
  - All 495 seventh grade students complete 40 hours of community service
  - All 82 new students have a student buddy who has lunch with them twice a week for the first 6 weeks of school
  - 142 Lockers are repaired and repainted
  - Graffiti is covered within 24 hours
  - 30% of students attend a before or after school program for at least 10 hours/week
  - X# hours of after-school programs

- **Indicators**
  - Students report feeling safe at school
  - All students report presence of caring adult
  - Increased participation in school civic life
  - Students report higher degree of connection to school
  - Increased student participation in school teams and events
  - Reduced school absences
  - Decreased disciplinary actions

### Continuing and Higher Educational Aspirations (sense of future direction)

- **Outcomes**
  - All 495 seventh grade students complete 40 hours of community service
  - 75% of parents attend parent-teacher conferences, learn about classroom expectations, and participate in weekly student performance monitoring
  - 38 students have mentor who meets with them for an hour per week
  - 52 students have part-time after school jobs

- **Indicators**
  - Increase in graduation rates
  - Increased number of students accepted to state college
  - Increased # students taking SAT
  - Enrolling in specialized schools (e.g. arts academy)
  - Decrease in suspensions
  - Decreased drop-out rates

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# Community School Logic Model Examples

<table>
<thead>
<tr>
<th>What we do</th>
<th>What we want to happen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>Community School Coordinator</td>
<td>Breakfast with Principal (monthly)</td>
</tr>
<tr>
<td>Principal</td>
<td>PTA fundraiser</td>
</tr>
<tr>
<td>School newsletter</td>
<td>School site council</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Leadership training: parent's rights, advocacy, running meetings, building alliances, children's needs – in education and out-of-school time.</td>
</tr>
<tr>
<td>Local Businesses</td>
<td>62 PTA volunteers raised $1200 for school computer lab.</td>
</tr>
<tr>
<td>Donations of food for breakfast meetings</td>
<td>School cafeteria 1x/month</td>
</tr>
</tbody>
</table>

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## Community School Logic Model Examples

### What we do

<table>
<thead>
<tr>
<th>Resources</th>
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</tr>
</thead>
<tbody>
<tr>
<td>FRC</td>
<td>Adult education classes (e.g. computer classes, GED classes)</td>
<td>395 adults attend 40 hours of ESL classes.</td>
</tr>
<tr>
<td>FRC or Parent Coordinator</td>
<td>Escuela Communitaria</td>
<td>32 Spanish speakers complete their primary diploma using Mexican Consulate’s online instructions.</td>
</tr>
<tr>
<td>Community School Coordinator</td>
<td>Leadership development classes for students, teachers, and parents</td>
<td>28 students, 18 parents, and 5 teachers complete 8 hour leadership training.</td>
</tr>
<tr>
<td>Adult Education Teachers</td>
<td>Skill building classes (that have led to entrepreneurial opportunities e.g flower-making, cake design)</td>
<td>3 parents trained 52 parents in cake decorating, make-up and floral arranging.</td>
</tr>
<tr>
<td>County Office of Education</td>
<td>Classes that empower and support parents needs – driving classes, how to use public transportation, financial literacy.</td>
<td>145 parents completed 4 hour training on child development.</td>
</tr>
<tr>
<td>Shared classrooms after school hours</td>
<td>Parenting classes regarding stages of development, education opportunities for youth</td>
<td>58 families participated in legislative day, delivering messages to school board, county supervisors and state legislators.</td>
</tr>
<tr>
<td>Parent Resource room</td>
<td>Activities around civic capacity and community service</td>
<td></td>
</tr>
<tr>
<td>Parent Volunteers</td>
<td>Advocacy day (e.g. with school board, county supervisors and state legislators)</td>
<td></td>
</tr>
<tr>
<td>Mexican Consulate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer lab</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### What we want to happen

- Increased community usage of school facilities
- Families and community volunteer and participate in school functions and events
- Increase networking and reciprocal relationship with community organizations and businesses
- Reduction of mobilty rates
- Reduction of crime
- Increased parent attendance at school events and committees
- Increased number of parents completing primary and secondary education.

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### Community School Logic Model Examples

**What we do**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School district Title I dollars</strong></td>
<td><strong>Student Services Management team</strong></td>
<td><strong>Weekly student services management team meetings</strong></td>
</tr>
<tr>
<td><strong>Family Resource Center, coordinator and case worker</strong></td>
<td><strong>Community resource directory</strong></td>
<td><strong>Annual September training for all staff on community resources</strong></td>
</tr>
<tr>
<td><strong>Local mental Health Agency</strong></td>
<td><strong>Staff training in community resources</strong></td>
<td><strong>35 students and their families accessed personal counseling</strong></td>
</tr>
<tr>
<td><strong>Community Health Clinic</strong></td>
<td><strong>Family Resource Center drop in program</strong></td>
<td><strong>123 families enrolled in &quot;Healthy Families&quot;</strong></td>
</tr>
<tr>
<td><strong>School site council planning committee</strong></td>
<td><strong>Health insurance enrollment program</strong></td>
<td><strong>75 children receive immunizations.</strong></td>
</tr>
<tr>
<td><strong>School nurse</strong></td>
<td><strong>Immunization clinic</strong></td>
<td><strong>Improved Student Wellness (Health &amp; Mental Health)</strong></td>
</tr>
<tr>
<td><strong>Nurse Practitioner</strong></td>
<td><strong>Depression screening project</strong></td>
<td><strong>Youth are able to use resources to resolve presenting conflict or problems at school (e.g. youth self-refer for counseling, talk to an adult, inform someone of an incident, etc.)</strong></td>
</tr>
<tr>
<td><strong>County Health Department</strong></td>
<td><strong>Vision and hearing screening clinic</strong></td>
<td><strong>Increased access to physical and mental health services and preventive care.</strong></td>
</tr>
<tr>
<td><strong>Social workers, psychologist and psychiatrist</strong></td>
<td><strong>Referral and follow-up</strong></td>
<td><strong>Reduction of number of families using emergency room as primary care.</strong></td>
</tr>
<tr>
<td><strong>Hospital partnerships</strong></td>
<td><strong>Case management of families with families eligible for multiple services.</strong></td>
<td><strong>Fully immunized first and fifth graders.</strong></td>
</tr>
</tbody>
</table>

**What we want to happen**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improved Student Wellness (Health &amp; Mental Health)</strong></td>
<td><strong>Number of students with identified vision or hearing deficits who have their condition corrected.</strong></td>
</tr>
<tr>
<td><strong>Improved student dental health and vision.</strong></td>
<td><strong>Number of intensively served family members who use emergency room for primary health care.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Number of individuals within the school attendance area using emergency rooms as primary care.</strong></td>
</tr>
</tbody>
</table>

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Sample sheet

<table>
<thead>
<tr>
<th>What we do</th>
<th>What we want to happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Activities</td>
</tr>
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<td></td>
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Sample sheet