

Introduction to the WFSNCC COLLEGE Logic Model

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What is a Logic Model?

- An **analytic framework** to clarify expectations and outcomes
- A **planning tool** guide the development of implementation and work plans
- A **communication tool** for all partners to have a common understanding of big ideas, intended actions and specific outcomes
- An **evaluation tool** that can be used to assess readiness, progress and success.
 - Colleges will be expected to create their own logic models
 - College implementation plans should be aligned with their logic models, and to the overall logic model we are presenting today.
 - We intend to use the logic model as a framework to assess implementation readiness for colleges

A logic model is NOT: a work plan; a punitive checklist of outcomes; a compliance document

Reminder: Goals of the WFSNCC Initiative

Goal 1: Implementing WFSN services to touch increasingly larger numbers of target/low-income students and reach scale by June 2017

Goal 2: Collecting and reporting data to strengthen the evidence base and to provide database for evaluation

Goal 3: Catalyzing culture change across campuses by embedding WFSN services into systems and structures of the college

Reminder: Three WFSN Pillars of Services

Pillar 1: Education and Employment Supports

(academic supports, job placement, career advancement services, ...)

Pillar 2: Work and Income Supports

(financial aid, access to public benefits, tax assistance services, ...)

Pillar 3: Financial Services and Asset Building Supports

(financial literacy, financial coaching, access to financial products)

What Needs to Get **Accomplished** in Three Time Horizons

1. Planning Outcomes – to be accomplished by January 2015: These are the tasks/objectives to be met/completed by the end of the planning period. Includes early services and completion of implementation plans.

2. Early Implementation Outcomes – to be accomplished by June 2016: Services to be provided to initial populations and all pieces of program in place; culture change efforts should be underway.

3. Implementation Grant Outcomes – to be accomplished by June 2017: Services are to be expanded to reach the target/low-income population, cultural change efforts implemented, and plans in place to continue efforts after grant ends.

Deliverables on Goal 1: June 2017

Implementing WFSN services to touch increasingly larger numbers of low-income students and reach scale by June 2017

- WFSNCC services are expanded and at least 25% of low-income/target population is receiving services across at least two of three pillars

Deliverables on Goal 2: June 2017

Collecting and reporting data to strengthen the evidence base and to provide database for evaluation

- Evidence that students who receive WFSNCC services have better outcomes
- **Implication:** By June 2016, agreements and data systems to collect and report on student receipt of services, progress and outcomes must be operational.

Deliverables on Goal 3: June 2017

Catalyzing culture change across campuses by embedding WFSN services into systems and structures of the college

- Leadership commits to WFSNCC services
- Budget established to support the delivery of WFSNCC services
- Campus stakeholders embrace role in assisting students with WFSNCC services
- Campus stakeholders value equity and engage all students in culturally-competent ways

Deliverables at end of the planning period (Jan 2015)

Deliverables on Goal 1	Deliverables on Goal 2	Deliverables on Goal 3
<p data-bbox="104 301 653 444">Implementing WFSN services to touch increasingly larger numbers of low-income students and reach scale by June 2017</p> <ul data-bbox="104 491 653 1319" style="list-style-type: none"><li data-bbox="104 491 653 715">• Implementation plan submitted to funders and partners by October 2014, and used to guide and monitor activities – holding responsible parties accountable for implementation progress<li data-bbox="104 758 653 982">• Begin providing WFSNCC low-touch and high-touch services to students via a centralized hub and other locations that low-income students already utilize or could easily find and access<li data-bbox="104 1025 653 1172">• Internal campus stakeholders across departments and divisions understand their roles and responsibilities for supporting WFSNCC implementation<li data-bbox="104 1215 653 1319">• Technical assistance needs identified, and TA utilized to address implementation challenges	<p data-bbox="683 301 1180 405">Collecting and reporting data to strengthen the evidence base and to provide database for evaluation</p> <ul data-bbox="683 448 1224 901" style="list-style-type: none"><li data-bbox="683 448 1224 595">• Key staff and administrators are trained who will collect data, enter data, and report data on students receiving WFSNCC services<li data-bbox="683 638 1224 901">• Key staff and administrators have contact with, and a plan to engage, state and county agencies in order to reach an agreement to match student records with public benefits data and/or UI data on employment and earnings	<p data-bbox="1267 301 1763 405">Collecting and reporting data to strengthen the evidence base and to provide database for evaluation</p> <ul data-bbox="1267 448 1818 976" style="list-style-type: none"><li data-bbox="1267 448 1818 786">• Plan for culture change and sustainability agreed upon by senior leadership and communicated campus-wide to key stakeholders, that includes consideration of staffing, resources, organizational structure, and physical locations/facilities to deliver WFSNCC services, and that values equity and excellence<li data-bbox="1267 829 1818 976">• Professional development and training schedule around WFSNCC services publicized and communicated to faculty, staff and administrators