

Working Families Success Network in Community Colleges College Logic Model Framework V4 June 18, 2014

Overview

The WFSN initiative is intended for colleges to:

- Embed an integrated set of services for students that reflect the “three pillars” of the WFSN model: employment and career advancement services; income and work supports; and financial services and asset building;
- Provide WFSN services to increasing numbers of low-income students (scale) to improve college completion;
- Strengthen the evidence base for WFSN services; and,
- Infuse the presence and delivery of WFSN services into the culture and operations of the college over time.

Eventually and beyond this grant period, the expectation is that additional colleges within the participating states, and nationally, will also take-up the WFSN agenda and begin providing such services to students on their campuses.

This logic model provides a high-level framework for activities and expected outcomes colleges participating in the WFSN initiative should be prepared to execute and accomplish. The logic model is organized around the three goals of the WFSN initiative:

1. Implement WFSN services across the three pillars to touch increasingly larger numbers of low-income students with both low- and high-touch services, and reach scale by June 2017;
2. Strengthen the evidence base for WFSN services by collecting and reporting data on the services received, and providing a student-level database to external evaluators for independent analysis; and,
3. Catalyze culture and institutional change campus-wide by integrating and embedding WFSN services into existing systems and structures at the college.

In each of these three areas, the logic model provides some core activities that colleges should be addressing in their implementation plans, and points to key outcomes that should result from the planning and early implementation phases, as well as by the end of the grant period. The logic model is intended as a **planning tool** (i.e., a framework) for a more detailed workplan, and can help colleges consider the *how* and *why* of their implementation strategies. The logic model is also a **communication tool** to help all WFSN partners develop a common understanding of the big ideas. Lastly, the logic model is an **evaluation tool** that we can use to assess implementation readiness, and to potentially document implementation progress, clarify expected outcomes, and identify areas for more detailed evaluation activities. *Importantly, the logic model is not a workplan, a static document, or a punitive list of outcomes.*

Each college is expected to produce a logic model as part of its implementation plan, and the evaluation team will work with each college at a statewide workshop this summer/early fall to complete this activity.

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Inputs	Activities	Planning Outcomes (By January 2015)	Early Implementation Outcomes (By June 2016)	Implementation Grant Outcomes (By June 2017)
Goal One: Implementing WFSN services to touch increasingly larger numbers of low-income students with both low- and high-touch services, and reach scale by June 2017				
<p><u>Pre-existing</u></p> <ul style="list-style-type: none"> ✓ Experience delivering WFSN services ✓ Existing student support services and venues for service delivery, such as classrooms, online modules, and labs ✓ College senior leadership ✓ College faculty and staff ✓ Community and state partners <p><u>Grant-Related</u></p> <ul style="list-style-type: none"> ✓ Grant dollars ✓ Technical assistance ✓ Peer learning ✓ MDC Resource Guide ✓ Implementation plan template ✓ College logic model 	<ul style="list-style-type: none"> • Identify existing and new WFSN services that will be offered and bundled to achieve initiative and evaluation goals <ul style="list-style-type: none"> - Offer and strengthen or expand at least one new service in each of the three WFSN pillars - Integrate financial literacy and benefits access services with student success courses, other course with large enrollments, or where large numbers of students interact with college staff (e.g., orientation, advising, and financial aid) - Include high-touch financial coaching services 	<ul style="list-style-type: none"> • Implementation plan submitted to funders and partners by October 2014, and used to guide and monitor activities – holding responsible parties accountable for implementation progress • Begin providing WFSN 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 • Internal campus stakeholders across departments and divisions understand their roles and responsibilities for supporting WFSN 	<p><i>WFSN services are implemented in all three pillars, including both low- and high-touch services</i></p> <p><i>Increasing numbers of low-income/target population is receiving both low- and high-touch WFSN services</i></p> <p><i>Internal campus stakeholders are increasingly aware of and bought into the need for WFSN services, and their respective roles to support students in receiving WFSN services</i></p> <p><i>External partners are actively supporting WFSN implementation and expansion activities at the college</i></p>	<p><i>WFSN services are expanded and <u>at least 25% of low-income/target population is receiving services across at least two of three pillars</u></i></p>

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framework	<ul style="list-style-type: none"> • Define low-income/target populations to receive WFSN services in at least two of three pillars, and identify how these services can be bundled to assist students • Specify the low- and high-touch WFSN services to be provided to low-income/target population, and how the number of students served will be expanded and scaled by the end of grant period • Establish where WFSN services will be delivered, which should include a centralized hub, as well as existing locations like orientation, advising, and classrooms that low-income students are already utilizing • Engage internal stakeholders across 	<p>implementation</p> <ul style="list-style-type: none"> • Technical assistance needs identified, and TA utilized to address implementation challenges 		

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	<p>departments and divisions (e.g., faculty, support services staff, administrators) needed to develop and implement low- and high-touch WFSN services</p> <ul style="list-style-type: none"> • Identify external community and government partners that can support implementation of WFSN services at the college (e.g., civic organizations; non-profit organizations; state/county agencies; etc.) • Develop implementation plan, assign roles and responsibilities, and establish timelines and milestones needed to achieve planning, early implementation, and grant outcomes 			

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Goal Two: Collecting and reporting data to strengthen the evidence base and to provide database for evaluation				
<p><u>Pre-existing</u></p> <ul style="list-style-type: none"> ✓ Experience collecting data on ✓ WFSN services and/or other support services at the student-level ✓ College senior leadership ✓ College institutional research and IT staff ✓ College data system infrastructure <p><u>Grant-Related</u></p> <ul style="list-style-type: none"> ✓ Grant dollars ✓ Technical assistance ✓ Peer learning ✓ MDC Resource Guide ✓ Implementation plan template ✓ College logic model framework ✓ Evaluator 	<ul style="list-style-type: none"> • Develop data systems to collect and report WFSN services received by students at the college <ul style="list-style-type: none"> - Collected/reported at the student-level by <u>type of service received</u>, <u>level of intensity</u> (low-, high-touch), and <u>duration or dosage</u> of services • Develop process for matching program and student-level WFSN data with existing administrative records • Develop process to collect data on the costs of providing WFSN services (such as personnel; external costs for licensing, software, and consulting; information technology; space and supplies) so that ROI can be estimated 	<ul style="list-style-type: none"> • Key staff and administrators are trained who will collect data, enter data, and report data on students receiving WFSN services • 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><i>Responsible parties for data system development, data collection and reporting are held accountable for implementation plan timelines and milestones</i></p> <p><i>Regular reports are generated for WFSN project leadership that document the numbers of students receiving services, the types of services received, the intensity of services received (low- and high-touch), and the duration or dosage of services received</i></p> <p><i>Database (student-level) is provided to the external evaluator for independent analysis at regular intervals</i></p> <p><i>Preliminary evidence that students who receive WFSN services increase their enrollment intensity (credit load), accumulate more college credits, and are</i></p>	<p><i>Strengthened evidence that students who receive WFSN services have better student retention and credential attainment, and have improved employment and earnings</i></p> <p><i>Descriptive evidence that students who receive WFSN services have improved use of debt, and management of finances</i></p>

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	<ul style="list-style-type: none"> • Determine necessary processes and agreements for college to match student records with state/county agencies that collect public benefits data and/or UI data on employment and earnings • Identify key staff and administrators needed to collect data systematically, and report regularly to inform implementation progress • Incorporate data and evidence building activities into the WFSN implementation plan 		<p><i>retained at the college</i></p> <p><i>Descriptive evidence that students who receive WFSN services have increased financial literacy and financial stability</i></p> <p><i>Memoranda agreements are signed that allow for the matching of student records with state/county agencies that collect public benefits data and/or UI employment and earnings data</i></p>	

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Goal Three: Catalyzing culture change across campuses by embedding WFSN services into systems and structures of the college				
<p><u>Pre-existing</u></p> <ul style="list-style-type: none"> ✓ Experience delivering WFSN services ✓ Existing student support services and venues for service delivery, such as classrooms, online modules, and labs ✓ College senior leadership ✓ College faculty and staff ✓ Community and state partners <p><u>Grant-Related</u></p> <ul style="list-style-type: none"> ✓ Grant dollars ✓ Technical assistance ✓ Peer learning ✓ MDC Resource Guide ✓ Implementation plan template ✓ College logic model framework ✓ Evaluator 	<ul style="list-style-type: none"> • Identify senior leadership and management/staff necessary to address culture and institutional change at the college, including how they will know if culture change is achieved • Determine the administrative home for reporting and accountability of WFSN services • Develop formal, structured forums or meetings where campus stakeholders can discuss the development, implementation, and progress of WFSN services, including at executive- and division- level meetings • Identify regular campus-wide events to generate visibility for WFSN services available for students 	<ul style="list-style-type: none"> • 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 WFSN services, and that values equity and excellence • Professional development and training schedule around WFSN services publicized and communicated to faculty, staff and administrators 	<p><i>Consistent visibility of WFSN services on campus, including regular conversations about implementation progress at executive- and division-level meetings</i></p> <p><i>Strategic planning or other budgetary process identifies college resources needed (staff and dollars) to continue and expand WFSN services to low-income students</i></p> <p><i>Increased campus awareness among students, faculty, staff and administrators about WFSN services and where to receive them</i></p> <p><i>Most faculty and staff who have direct contact with low-income students have received professional development and training around WFSN services, including culturally-competent ways to engage low-income students</i></p>	<p><i>College resources budgeted to support WFSN service delivery</i></p> <p><i>Campus stakeholders see WFSN services as a regular support for students</i></p> <p><i>Campus stakeholders understand their roles and responsibilities for supporting, directing students to, and/or providing WFSN services</i></p> <p><i>Campus stakeholders value equity and excellence, and engage low-income students in culturally-competent ways</i></p>

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	<ul style="list-style-type: none"> Identify professional development and training opportunities needed for campus stakeholders to generate support and buy-in for WFSN services as a college priority, including how to engage low-income students in culturally competent ways 			