PROVIDENCE AFTER SCHOOL ALLIANCE
Initiative-Wide Logic Model
(Updated DRAFT: 12/23/06)

The Providence After-School Alliance (PASA) has developed a comprehensive and systemic strategy for improving the quality, accessibility, and effectiveness of after-school programs in Providence. This strategy has two components: a "quality" strategy focusing on the characteristics of the experience of participating youngsters at the program level and processes for maintaining high quality programs, and an "AfterZone" strategy focusing on the development of a coordinated and sustainable system of after-school services for youth.

The logic model for this initiative is structured as per the chart below, with inputs relevant to all components of the initiative, long-term impacts that are the anticipated result of the full initiative, and activities, outputs, and outcomes specific to each of the two major components. The logic model is an essential tool for presenting the strategic approach and theory of change to key partners and stakeholders, and for the evaluation of the progress made toward the long term goals of the initiatives and the related efforts at continuous improvement.

This document presents the full detail of the initiative-wide logic model, with specific aspects of the logic model on the pages indicated.

INPUTS/ASSETS	KEY STRATEGIES			LONG-TERM IMPACT
	Quality Strategy			
	Activities	Outputs	Strategy-Specific Outcomes	
Page 2 of this document	*Page 3 of this document*			*Page 6 of this document*
	AfterZone Strategy			
	Activities	Outputs	Strategy-Specific Outcomes	
	Page 4-5 of this document			

INPUTS/ASSETS

1) Funding
- Foundation(s)
- Corporate
- Local partner in-kind support
- Public funding (Food Bank, Title I, DHS)

2) Mayor's Office
- Leadership
- Priority
- Promotion
- Visibility

3) PASA/Intermediary Support
- Fundraising
- Advocacy
- Citywide coordination
- AfterZone support
- Quality support

4) Quantitative and Qualitative Data
- Survey data (Market Street, provider survey, evaluations of trainings etc)
- Data Systems
- Reports/Studies
- Needs Data

5) Knowledge Resources
- National Models
- Experts in Youth
- Development and OST
- OST funders' guidelines and requirements
- Annenberg research

6) Collaborators
- Providence youth and families
- "Best Practice" Users
- School Dept.
- Public Libraries
- Police Department
- Recreation Department
- Mayor's Office
- Coordinating Groups
- Community Schools
- Youth and Families
- Colleges and Universities
- High school youth and other volunteers
- Citywide Coordinating Councils
- Steering Committee Members
- Transportation Providers
- RI After School Plus Alliance
- Childspan
- Consultant Networks
- RI Department of Education
- 21st Century CLC
- Youth Arts Collaborative
- Advisory Committee Members
- Work Group Members
- Faith-Based Organizations
- Community-Based Organizations
- Professional development providers
- RI Kids Count
- RI Department of Human Services
- RI Department of Children, Youth, and Families

Quality Strategy

Activities	Outputs	Strategy-Specific Outcomes
Research and Documentation a) Research national models of after-school program quality b) Define quality program standards and create report: *The Quality Standards for Providence OST Providers* c) Assess and document needs of providers Engaging, Convening, and Supporting Providers d) Facilitate citywide quality workgroups e) Facilitate and support the adoption and implementation of standards and indicators by providers f) Support implementation of quality improvement processes by providers g) Integrate standards into program grant guidelines, RFPs, and partner MOUs h) Conduct special outreach to City departments (Recreation, Schools, and Police) regarding the quality standards and the standards-based continuous improvement process, and make targeted quality-related investments in the City's Recreation centers i) Create standards-based professional development program rooted in youth development principles Systems and Tools Development j) Create standards-based self assessment and planning tools k) Implement city-wide shared tracking system, Youthservices.net, and support implementation by providers Communication and Dissemination l) Develop and implement a media/communications plan for disseminating and promoting the standards, indicators and self-assessment tool m) Advocate for standards, indicators and self-assessment tool with funders and policy makers	Dissemination a) Research studies, quality standards, and other promotional materials and information are widely distributed b) Funders, policy makers, and the public at large receive periodic information about quality standards in after-school program practice Participation by Providers and Partners c) Provider staff participate in PASA's standards-based trainings, sharing opportunities, and professional development d) Providers have adequate technology and are using the tracking system e) Providers use the self assessment tool and make changes to practice based on results f) The City Departments are actively engaged in discussions of the quality standards and strategies for standards-based continuous improvement	Provider capacity and organizational development a) Capacity of providers is expanded b) OST staff have increased knowledge of the needs of middle school youth and proven service delivery strategies c) Providers demonstrate an increased understanding and usage of youth development principles d) Standards, program data, and self-assessment results are used by providers to improve quality and leverage resources Integration of the quality standards into practice e) Quality standards are embedded in programs f) Quality standards align with public and private funders' criteria and evaluation requirements g) Investments and partnerships are strategically driven by the standards and indicators h) Funders embrace the standards and self-assessment tool and use both in their grantmaking and other work i) The City's Recreation Centers demonstrate an increased understanding and embrace of the standards and an increased capacity to implement the standards and undertake continuous improvement. Youth access and impact j) Middle school youth have increased access to quality programs k) Improved student attendance and discipline is evident for program participants

AfterZone (AZ) Strategy

Activities	Outputs	Strategy-Specific Outcomes
Model development	**Dissemination and Awareness**	**System and infrastructure development**
a) Visit models, talk to experts and specialists, and gather research about existing systemic approaches to providing after-school opportunities for youth.	a) Knowledge, financial, material, and human resources for AZ development are available to and accessed by neighborhood AZs	a) 5 fully functioning AZs, including coordinated neighborhood program schedules, joint outreach and recruitment of youth participants, and effective governance structures
b) Map Providence neighborhood resources that are potential assets in the development of local after-school systems	b) A fully-developed and articulated AZ model is disseminated throughout the community	b) A proven, sustainable, and replicable AZ model
c) Facilitate citywide workgroups, including representatives from coordinating councils, to develop components of the AZ model	c) Increased understanding and awareness on the part of local providers and neighborhood leadership about the resources and structures necessary to implement an AZ	c) Effective and sustainable vehicles for the involvement of CBOs, City agencies, parents and families, neighborhood residents, youth, and others in the planning, development, and implementation of the AZs
d) Further define role of AZ coordinating councils and deepen their leadership and involvement	d) Increased understanding and awareness on the part of youth and families about the AZs as neighborhood systems of after-school services	d) A defined and valued intermediary role for PASA in support of the AZs.
e) Create AZ branding strategy and link to youth development agenda and Quality strategy	e) AZs fully "branded" with positive youth development practiced by partner community	e) Interconnected and coordinated city-wide after-school programming
Establish, fund, and support AZs	**Participation by Providers and Partners**	**Youth access, participation, and impact**
f) Select sites for funding, professional development, and other and supports to establish AZs	f) Providers and other neighborhood leadership participate in professional development regarding the AZ model	f) Significant increase in youth participation in after-school programs
g) Convene and facilitate AZ Coordinating Councils	g) A range of program providers (community-based organizations and City agencies) are engaged in the AZ planning, implementation, and governance	g) Expanded and diversified after-school opportunities that are safe, fun, attractive, and challenging for youth
h) Develop and refine partner MOUs, grant guidelines and RFPs, and other models and templates for AZ governance	h) Community volunteers are systematically engaged in AZ operations	
i) Create a well managed and community-informed grants management process covering both basic AZ grants and a range of targeted investments	i) Incentives and rewards for participation are in place, are valued by youth, and drive increased participation	**Resource development and sustainability**
j) Create and implement a financial sustainability plan for the AZs that includes a mix of public and private funds	j) AZ providers collaborate on youth outreach and recruitment	h) Increased public and private funding to sustain and expand the AZs
k) Create a human resources structure and management process to adequately staff and support the AZs	k) Defined and functioning relationships between the AZs, lead licensed organizations, and coordinating councils	i) Community ownership, oversight, and leadership of AZ model
l) Work to institutionalize City (i.e., School, Recreation, and Police Departments) support for and engagement in AZs	l) Youth advisory councils and engaged parents providing genuine input into AZ planning and implementation	j) An institutionalized embrace of and support for the AZ model by City agencies (Schools, Police, and Recreation) including the commitment of resources (staff, budgets, facilities) and the incorporation of the AZ structure into their planning and implementation of youth services
Communication and dissemination	m) Representatives from all AZs are actively participating in the established citywide vehicles for cross-AZ collaboration and planning	k) A strategic citywide strategy for coordinating resources in ways that maximize access to and participation in after-school programs by Providence youth
m) Develop and implement communication strategy to inform community constituencies about the AZ model and implementation plan		
n) Advocate for the AZ model among funders (public and private) and policy makers	(continued)	l) Blended streams for public and private funding to sustain AZ operations and programming.
(continued)		

AfterZone (AZ) Strategy

Activities	Outputs	Strategy-Specific Outcomes
Infrastructure and resource development ▪ Develop coordinated program schedules and transportation plans at the neighborhood/school level ▪ Develop city-wide schedule and transportation structure ▪ Create and implement incentives and rewards for youth participation ▪ Deepen relationships with college and university partners, increasing student involvement and institutional ownership of AZs ▪ Create vehicles and strategies for youth and parent engagement in the AZs ▪ Develop youth advisory groups for each of the AZs with clear avenues for involvement and genuine input ▪ Define and implement appropriate family engagement strategies, integrating input into planning processes ▪ Develop vehicles for cross-AZ collaboration and planning	**Resource development and allocation** n) Program funds are strategically distributed to local providers in ways that support the AZ structure and expand access to quality programs o) Each AZ "adopted" by a higher education institution	

LONG-TERM IMPACT

System Building

a) Providence has a coherent, well-structured, coordinated, and accessible system of high quality after school learning and enrichment opportunities for all youth

b) Providence after school programs are high quality and proven effective such that they are able to attract funding from multiple public and private sources (local, state, national)

Youth Impact

c) Providence youth have multiple supportive relationships with adults and peers

d) The learning of Providence youth is enriched by after school programs

e) Providence youth achieve youth development outcomes

Community Engagement and Support

f) The broad Providence community supports and sustains the system of after school learning and development opportunities for all Providence youth