

## Fairfax County Public Schools-Fairfax County After-School Program Logic Model

<b>Goal:</b>	<p>To provide comprehensive, high-quality after-school activities for middle school youth that create opportunities to cultivate the pillars of the Portrait of a Graduate through an emotionally and physically secure environment that encompasses Academic Support and Enrichment, Social Skills and Youth Development, Physical and Mental Wellness, and Family and Community involvement while fostering school and community connectedness; with its combination of formal and informal learning, after-school programs help students develop in all domains.</p> <p>The pillars of the Portrait of a Graduate identify what skills and knowledge students will need to be prepared for the future and include: Communicator, Collaborator, Ethical and Global Citizen, Creative and Critical Thinker, and Goal-Directed and Resilient Individual.</p>
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Program Strategies	Description	Program Elements
Academic Support and Enrichment (ASE)	High quality expanded learning opportunities engage students in inquiry-based learning and creative problem solving that deepens comprehension and awareness, promotes critical thinking, and allows students to explore new fields and identify and ignite passions. Research indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, narrow the achievement gap, and reduce behavioral issues. <sup>1</sup>	Homework Assistance; Tutoring; STEM; Literary Programs; Foreign Language; Clubs and Associations; Fine and Performing Arts; Strategic Board Games
Social Skills and Youth Development (SSYD)	The after-school environment allows youth to communicate and collaborate with peers and adults in a more relaxed atmosphere while providing opportunities to become better global citizens and creative and critical thinkers as it challenges them to become goal directed, culturally aware, and resilient individuals. Research shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, higher self-confidence, increased social competence, and less substance abuse and behavioral issues including gang involvement. <sup>2</sup>	Mentoring; Service Learning; Leadership; Prevention-Based Activity; Peer Mediation; Character Education; Boys' Clubs; Girls' Clubs; Career Preparedness: College Readiness
Physical and Mental Wellness (PMW)	After-school programs provide the opportunity for youth to engage in activities and projects that promote communication skills and collaboration and reinforce resiliency through physical and mental wellness, goal-setting, and team-building activities. Research indicates that high quality after-school programs foster positive effects on students' social-emotional skills; physical fitness; emotional distress; academic performance; and attitudes towards self, school, and others. <sup>3</sup>	Recreation Activity; Intramurals; Sports Opportunity; Exercise/Fitness Activities; Team Building; Health and Wellness Activities; Nutrition; Dance; Healthy Cooking
Family and Community Involvement (FCI)	After-school programs depend on and draw upon family and community support for program development, volunteer staffing, and capacity building. Strong collaborative partnerships drive program quality and sustainability and help leverage school, family, and community strengths to support student success and life-long learning opportunities. Research shows that family and community involvement in an after-school environment can have a positive impact on resiliency, youth development, and prevention of high-risk behaviors. <sup>4</sup>	Partnership Building; Volunteer Recruitment; Parent Education; Family Engagement; Community Outreach; Service Learning

<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-Term Outcomes</b>
Those that are usually attainable within a year and are observable within the after-school program	Those that take more time to develop and some may require community-wide effort to affect. Intermediate steps are necessary to achieve long-term outcomes.	Usually assessed after several years and include outcomes achieved and observed in school, home, and community, as well as the after-school program and many need a community-wide effort to affect.

<ul style="list-style-type: none"> <li>• Increased awareness (ASE) <ul style="list-style-type: none"> <li>○ Students recognize assistance &amp; resources are available</li> <li>○ Increased after-school participation</li> </ul> </li> <li>• Improved interactions with staff (SSYD) <ul style="list-style-type: none"> <li>○ Improved positive social skills</li> <li>○ Improved attitude towards self, school, and community</li> </ul> </li> <li>• Increased time in physical activity (PMW) <ul style="list-style-type: none"> <li>○ Improved peer-peer relationships</li> <li>○ Improved knowledge of physical fitness &amp; healthy lifestyles</li> </ul> </li> <li>• Improved communication &amp; networking (FCI) <ul style="list-style-type: none"> <li>○ Increased outreach efforts</li> <li>○ Increased program offerings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement in learning (ASE) <ul style="list-style-type: none"> <li>○ Improved time management &amp; study skills</li> <li>○ Higher school attendance rates</li> </ul> </li> <li>• Increased positive peer &amp; adult relationships (SSYD) <ul style="list-style-type: none"> <li>○ Reduced discipline and substance abuse referrals</li> <li>○ Increased involvement with school and community</li> </ul> </li> <li>• Increased knowledge of healthy diet &amp; exercise (PMW) <ul style="list-style-type: none"> <li>○ Increased positive self-image</li> <li>○ Improved adult-youth relationships</li> </ul> </li> <li>• Increased collaborative partnerships (FCI) <ul style="list-style-type: none"> <li>○ Increased parent and family involvement</li> <li>○ Improved program quality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improved academic performance (ASE) <ul style="list-style-type: none"> <li>○ Higher aspirations for the future</li> <li>○ Better attitudes towards school</li> </ul> </li> <li>• Reduced gang activity &amp; recruitment (SSYD) <ul style="list-style-type: none"> <li>○ Reduced substance abuse rates</li> <li>○ Improved school-community connectedness</li> </ul> </li> <li>• Improved health and wellness (PMW) <ul style="list-style-type: none"> <li>○ Increased resiliency skills</li> <li>○ Increased leadership skills</li> </ul> </li> <li>• Sustainable financial support (FCI) <ul style="list-style-type: none"> <li>○ Increased community engagement</li> <li>○ Increased participation in after-school</li> </ul> </li> </ul>
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1. Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294–309.; A., Pierce, K. M. and Vandell, D. L. (April, 2013). Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes. Unpublished paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
2. Kataoka, Sabrina and Deborah L. Vandell. "Quality of Afterschool Activities and Relative Change in Adolescent Functioning Over Two Years." *Journal of Applied Developmental Science*. VOL 17, ISS 3 (2013): 1-12.
3. Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., & Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474.
4. Decker, L.E., et al. (2000). *Engaging families & communities, pathways to educational success*. . National Community Educational Association, Florida Atlantic University.

Examples of Short-, Intermediate-, and Long-Term Goals grouped by After-School Strategy:

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<b>Academic Support and Enrichment Objective:</b>	Students participating in academic support and enrichment activities will show increased engagement in differentiated learning opportunities and in the lifelong pursuit of academic knowledge and interdisciplinary learning through creative and critical thinking as demonstrated by improved academic performance and problem solving skills, the acquisition and use of independent learning skills, improved ability to work as a member of a collaborative team, and higher aspirations for the future.
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Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
<p>Space and time available for individual and group study and homework activities</p> <p>Teachers and staff with technical expertise for expanded learning opportunities</p> <p>Regularly scheduled tutorial sessions</p> <p>Expanded learning opportunities linked to the school day</p> <p>A database tool to track and monitor student participation</p> <p>Ability to track longitudinal changes from MS to HS</p>	<p>Homework assistance</p> <p>Subject specific support</p> <p>Individual and group tutoring by adults and cross-age peers</p> <p>Project-based experiential learning activities</p> <p>School clubs and associations</p> <p>Literary and STEM activities</p> <p>Fine and performing arts activities</p>	<ul style="list-style-type: none"> <li>• # of youth receiving homework support daily</li> <li>• # of youth receiving tutoring</li> <li>• # of adult and peer tutors</li> <li>• # of staff training sessions</li> <li>• # of enrichment activities</li> <li>• # of teachers providing academic support and enrichment</li> <li>• Level of parent &amp; teacher satisfaction with academic support</li> </ul>	<ul style="list-style-type: none"> <li>• Students recognize that help and resources are available</li> <li>• Increased participation in after-school</li> </ul>	<ul style="list-style-type: none"> <li>• Improved time management and study skills</li> <li>• Increased engagement in learning</li> <li>• Higher school attendance rates</li> <li>• Improved homework completion rates (quality &amp; quantity)</li> <li>• Improved class participation</li> <li>• Improved communication skills (listening, verbal, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved academic performance</li> <li>• Acquisition and use of independent learning skills</li> <li>• Better attitudes towards school</li> <li>• Higher aspirations for the future</li> <li>• Improved ability to work as a team</li> <li>• Improved problem-solving skills</li> <li>• Increased enrollment in Advanced Academic Programs (AAP) in MS and HS</li> </ul>	<ul style="list-style-type: none"> <li>• % of students who show improvement in 2 core subjects</li> <li>• % reduction in disparity in SOL pass rates by subgroup</li> <li>• % reduction in unexcused absences</li> <li>• % increase in HW completion rates</li> <li>• % increase in enrollment in MS and HS AAP</li> </ul>

External Factors	
Collaborative planning by classroom teachers, after-school staff, and tutors. Low pupil/teacher ratios. Highly qualified and trained homework staff and tutors. Collection and	Staff trained in tutoring techniques and homework support. Experiential and project-based learning. Enrichment activities linked to in-school activities. Active recruiting efforts for student participation

use of attendance and evaluation information for continuous program assessment and improvement.

## Fairfax County Public Schools-Fairfax County After-School Program Logic Model

### Social Skills and Youth Development Objective:

Students participating in social skills and youth development activities will show improved social and emotional well-being as demonstrated by improved healthy behavior, communication, and collaboration skills becoming goal directed and resilient individuals with improved attitudes towards self, school, and others, improved school and community connectedness, a more global understanding of their community, and reduced participation in risky behaviors.

Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
<p>Programs/tools/resources that promote the development of social skills</p> <p>Staff with knowledge, skills, and strategies to promote social skills</p> <p>Trained adult and peer mentors</p> <p>Partners to support service learning</p> <p>Partners to support career readiness and college preparation</p>	<p>Mentoring</p> <p>Service learning projects</p> <p>Prevention programs</p> <p>Character education</p> <p>Peer mediation</p> <p>Leadership development activities</p> <p>Career readiness programs</p> <p>College preparedness programs</p>	<ul style="list-style-type: none"> <li>• # of youth participating in prevention activities</li> <li>• # of mentees</li> <li>• # of adult and peer mentors</li> <li>• # of youth participating in an after-school activity</li> <li>• # of staff training sessions</li> <li>• Rate of parent &amp; teacher satisfaction with social skill and youth development activities</li> </ul>	<ul style="list-style-type: none"> <li>• Improved positive interactions with staff</li> <li>• Display more positive social skills</li> <li>• Improved attitude towards self and school</li> <li>• Improved regular attendance in after-school</li> <li>• Improved written and verbal communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Increased # of positive peer and adult relationships</li> <li>• Improved school attendance</li> <li>• Increased social competence</li> <li>• Improved refusal skills</li> <li>• Reduced referrals for discipline issues and substance abuse</li> <li>• Increased involvement with school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced substance abuse rates</li> <li>• Reduced violent incidents</li> <li>• Reduced suspensions and expulsions</li> <li>• Reduced bullying activity</li> <li>• Reduced gang participation and recruitment</li> <li>• Improved school and community connectedness</li> <li>• Increased parental involvement</li> <li>• Higher career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• % reduction in unexcused absences</li> <li>• % increase in substance abuse awareness and resistance</li> <li>• % reduction in substance abuse &amp; behavior referrals</li> <li>• % of participants reporting increased self-confidence</li> <li>• % of participants participating in volunteer/service learning activities</li> <li>• % of staff, teachers, parents reporting increase in positive behavior</li> </ul>

### External Factors

Available and trained adult and peer mentors. Community-wide support for positive youth activities and gang prevention. Collection and use of evaluation information for continuous program assessment and improvement.	Staff trained in evidence based prevention programs. Culturally relevant and diverse programs. Business, CBO, and FBO partners providing service learning opportunities. School-community coalitions providing programming support.
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**Fairfax County Public Schools-Fairfax County After-School Program Logic Model**

<b>Physical and Mental Wellness Objective:</b>	Students participating in physical and mental wellness activities will show improved nutrition and health practices, leadership and team building skills, self-confidence and school and community connectedness as demonstrated by increased physical activity, improved health and fitness, improved attitudes towards and knowledge of fitness and health, and positive peer and adult relationships.
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Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
Programs/tools/resources to support physical and recreational activities  Staff with knowledge, skills, and strategies to promote physical and mental well-being and facilitate activities supporting healthy lifestyle choices  Programs/tools/resources to engage families in mental health awareness  Access to gymnasiums and fields on a regular basis  Nutritious snacks	Intramural sports  Exercise/physical fitness activities  Competitive games  Non-competitive sports  Strength training  Health and wellness activities  Skill clinics  Nutrition and cooking activities  Leadership Activities  Life Skills	<ul style="list-style-type: none"> <li># of youth participating in intramural sports &amp; fitness activities</li> <li># of youth participating in life skills and leadership activities</li> <li># of adults serving as coaches/trainers</li> <li># of staff training sessions</li> <li># of sports/fitness opportunities offered</li> <li>Time spent in physical activity</li> <li>Rate of parent &amp; teacher satisfaction with physical and recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>More time spent in physical activity</li> <li>Improved peer-peer relationships</li> <li>Increased awareness of opportunities for positive leisure-time activities</li> <li>Improved knowledge of physical fitness and healthy lifestyles</li> <li>Lower incidents of high risk behavior</li> </ul>	<ul style="list-style-type: none"> <li>Increased understanding of the need for balanced, healthy diet</li> <li>Increased interest in participating in physical activity</li> <li>Improved adult-youth relationships</li> <li>Increased positive self image</li> </ul>	<ul style="list-style-type: none"> <li>Improved health and fitness</li> <li>Improved sportsmanship</li> <li>Improved leadership skills</li> <li>Increased healthy choices in food selection</li> <li>Reduced problem behaviors in leisure time</li> <li>Increased school and community connectedness</li> <li>Increased resiliency skills</li> </ul>	<ul style="list-style-type: none"> <li>% reduction in participating in unhealthy behaviors</li> <li>% of students reporting at least one hour of physical activity/day</li> <li>% of students reporting improved fitness attitude and knowledge</li> <li>% of students reporting increased school and community connectedness</li> </ul>

**External Factors**

Access to gymnasiums and fields during after-school hours. Available and trained adult staff.	Appropriate equipment to support varied sports program. Collection and use of evaluation information for continuous program assessment and improvement.
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**Fairfax County Public Schools-Fairfax County After-School Program Logic Model**

**Family and Community Involvement Objective:** Developing effective collaborative partnerships among family, school, community, and the public, private, and non-profit sectors will result in increased parental involvement, more effective use of resources, improved coordination of existing programs and services, more culturally relevant programming, increased capacity and community support, improved program quality, increased sustainability, broadened access to after-school, increased ability to meet the needs of youth and families, and increased connectedness to the community.

Resources	Activities	Process/Program Measures	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes	Outcome Measures
Programs/tools/resources to promote partnership building and civic engagement  Programs/tools/resources to support family education  Opportunities to participate in community building  Programs/tools/resources to fund and support evening community events	Community outreach  Student outreach  Partnership building  Volunteer recruitment and training  Family education	<ul style="list-style-type: none"> <li>• # of collaborative partnerships</li> <li>• # of adults serving as volunteers</li> <li>• # of community focus groups held</li> <li>• # of funding streams supporting after-school</li> <li>• # of business leaders involved</li> <li>• # of family education classes</li> <li>• # of community outreach events</li> </ul>	<ul style="list-style-type: none"> <li>• Increased community awareness of after-school</li> <li>• Improved communication and networking</li> <li>• Identified local leaders and champions</li> <li>• Increased outreach efforts to expand stakeholder participation</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of collaborative partnerships</li> <li>• Increased family involvement</li> <li>• Expanded public-private partnerships</li> <li>• Improved program quality</li> <li>• Increased family education program offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased level of alternative financial support</li> <li>• Improved collaboration between programs, agencies, and organizations</li> <li>• Increased community engagement</li> <li>• Improved parenting skills</li> <li>• Increased student participation in after-school</li> <li>• Improved school-community connectedness</li> </ul>	<ul style="list-style-type: none"> <li>• % improvement in parental involvement in school and after-school activities</li> <li>• % increase in number of collaborative partners</li> <li>• % increase in alternative resources</li> <li>• % increase in school and community connectedness</li> <li>• % increase in student participation in after-school</li> </ul>

**External Factors**

Partnership structure that includes multiple partners and multiple partnership levels.  
Available and trained adult staff. Active community participation.

Availability of family education programs.  
Collection and use of evaluation information for continuous program assessment and improvement.