

PROJECT PREP: FRC MANUAL

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Program Results Enhance Performance

# Project PREP

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*PROGRAM RESULTS ENHANCE PERFORMANCE*

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SEPTEMBER 2000; REVISED JUNE 2002**

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HEROS, Inc. (Health and Education Research Operative Services) is a 501(c)(3) nonprofit organization established in 1996. HEROS mission is to assess the outcomes of programs and initiatives that impact children, families, neighborhoods, and broader systems. The vision is that programs and initiatives will achieve greater outcomes as a result of research and evaluation data, and policies and systems changes will be enacted based on informed data-based decisions.

## ***Acknowledgements***

The authors gratefully acknowledge the help of Nashville Family Resource Center staff, community members, and agency staff that helped develop this manual. The conceptual basis for Project PREP is the results-based budgeting work of Mark Friedman of the Fiscal Policies Studies Institute in Baltimore, Maryland. The group facilitation method uses materials compiled by the *Institute for Cultural Affairs: Group Facilitation Methods*. The FRC Logic Model represents an adaptation of the FRC Logic Model is an adaptation of *Learning from Logic Models in Out of School Time*, published by the Harvard Family Research Project and based on the work of Walton (2000). This Communicating Success section includes information from *A Guide to Continuous Improvement Management (CIM) For 21st Century Community Learning Centers*, published by the U.S. Department of Education (February 1999).

# **Project PREP: FRC Manual**

## **PROGRAM RESULTS ENHANCE PERFORMANCE**

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### **Table of Contents**

Acknowledgements .....	i
Introduction .....	1
Preplanning Activities.....	3
PREP Planning Meeting #1—Identifying Stakeholders.....	5
PREP Planning Meeting #2— Mapping Community Assets and Challenges .....	8
PREP Planning Meeting #3—Creating a Vision for the Future.....	11
PREP Planning Meeting #4—Creating a Timeline for Action .....	14
Guiding Principles for Collaboration .....	17
The Role of the FRC.....	17
Measuring Success: The FRC Logic Model .....	19
Checklist for FRC Success.....	19
Communicating Success .....	35
Conclusion .....	39
Glossary .....	40
Sample Work Plan.....	42
Sample Introductory Letter .....	43
Sample FRC Flyer .....	44
Sample Meeting Agendas .....	45
FRC Planning Team Meeting #1—Identifying Stakeholders .....	45
FRC Planning Team Meeting #2—Mapping Community Assets and Challenges ....	46
FRC Planning Team Meeting #3—Creating a Vision for the Future.....	47
FRC Planning Team Meeting #4—Creating an FRC Action Plan.....	48

# Project PREP FRC Training Manual

PROGRAM RESULTS ENHANCE PERFORMANCE

## Introduction

HEROS (Health & Education Research Operative Services, Incorporated) developed Project PREP to help Family Resource Centers (FRCs) answer these questions:

- ? What are the priority outcomes for children and families in this community? These are the **community outcomes** the whole community wants to achieve.
- ? What **community strategies** will help achieve these outcomes?
- ? What **community data indicators** will best measure success in reaching community goals?
- ? What **FRC and partner's activities** can impact community data indicators and achieve community goals? These FRC and partners' activities fit within a particular agency's mission, yet make a contribution and link to community strategies and community data indicators.
- ? What **performance measures** can be used to measure the success of collaborative strategies? Performance measures show the impact of community strategies on children and families. Performance measures may be related to community indicators but will measure outcomes for children and families in the context of the customers served by the program.

United Way Community Outcomes	
?	Families and children are healthy
?	Families and children are safe
?	Young children are ready to enter school
?	Children are succeeding in school
?	Youth are ready to enter productive adulthood
?	Parents are working
?	Frail elderly live in supportive communities

To begin the process HEROS worked with United Way to develop a list of potential community outcomes for the FRCs receiving funding from United Way of Metropolitan Nashville. These outcome statements are based on “core results” developed by the State of Missouri, through its Caring Communities Initiative, plus a core result focused on frail elderly.

Project PREP uses group facilitation methods (developed by the Institute of Cultural Affairs) and results-based planning concepts (based on the work of Mark Friedman of the Fiscal Policy Studies Institute) to help FRCs accomplish the following:

- ? Identify stakeholders that are important to involve in planning
- ? Prioritize community outcomes that will help focus the work of the FRC for one year
- ? Use community data indicators that measure the well-being of children, families, and the elderly to guide planning
- ? Use best practices research to identify FRC and partners’ activities, as well as collaborative strategies, that will improve the well-being of children, families, the elderly and individuals in the neighborhood served by a FRC
- ? Develop an FRC action plan that links program data indicators to community data indicators

Project PREP helps planning teams know how to:
? Reach consensus about community outcomes for children, families, elderly, and other individuals with special needs
? Use community data indicators to inform planning for the future
? Construct well-defined FRC and partners’ activities to improve the well-being of children and families
? Identify program data indicators to gauge the success of FRC and partners’ activities

## **Preplanning Activities**

The Project PREP planning process takes about three months and requires four to six meetings. Before starting the planning process, the community needs to identify someone who can serve as a facilitator for the planning process.

### **Choosing a community facilitator**

Facilitators should be identified at least one month before the planning process starts. Qualities of a facilitator include:

- ? Respectful attitudes focused on community strengths
- ? Knowledge of the community and a familiar face
- ? Time to attend four half days of training and four to six planning meetings over a time period of three months.

In general a facilitator facilitates group discussions. A good facilitator knows that their job is to ask the right questions, not have the right answer. They are able to listen to the group, have patience with silence, and know how to create an environment of respect.

For example, the facilitator will ask a question and wait for a response. If no one responds to the question, the facilitator will first repeat the question; and then may reword or rephrase a question. If a member of the group grandstands or talks for too long, the facilitator might ask them for a specific example as a way of focusing the conversation. If the group begins to stray off the topic, the facilitator will restate briefly what has been said so far and repeats the question. If someone disagrees, the facilitator asks what ideas or thoughts they have, rather than disagreeing with the participant.

In a community setting, it is crucial that the facilitator remain neutral with the group, while being committed to the work the community is undertaking. The skills of facilitator can be learned in a short period of time, so facilitators can come from any walk of life. The facilitator brings the tools of process and knows to trust that process and the wisdom of the group.

### **Training**

HEROS, in conjunction with The Management Solutions Group LLC, developed this training manual to teach community facilitators how to facilitate FRC planning meetings. The Management Solutions Group trains both community facilitators and FRC directors in basic facilitation techniques. Training on effective strategies for involving community residents in planning is available from the Neighborhood Resource Center.

### **Briefing key stakeholders**

Before beginning the planning process, FRC directors should spend time briefing and engaging those important to the planning process, including elected officials, school leaders, public housing rent managers, neighborhood or resident association

members, and other natural community leaders. A sample letter requesting a briefing meeting is included in the appendix.

**Mapping the service region**

Prior to the first meeting the FRC director and staff should map the geographic boundary of the FRC service area. A map of the service area should be available at FRC Planning Meeting #1.

## **PREP Planning Meeting #1—Identifying Stakeholders**

The purpose of FRC Planning Meeting #1 is to identify other stakeholders that should participate on a community planning team. Likely neighborhood stakeholders include community members (families, youth, and elderly), neighborhood organizations, members of the faith community, elected officials, school officials, non-profit service agency representatives, government service providers, and business representatives.

Goals for PREP Planning Meeting #1	
?	Introduce Project PREP and United Way community outcomes
?	Review FRC geographic boundaries
?	Identify FRC community stakeholders
?	Choose a meeting time and place
?	Decide who will invite stakeholders to Planning Meeting #2

### **Meeting participants**

FRC's have found it helpful to have the first planning meeting with an existing group, like the FRC Advisory Council or a Parent Club. The first planning meeting is critical and should include parents, school leaders, agency representatives, and elected officials. It may be helpful to meet at a regularly scheduled meeting time. Community planning teams should represent the many stakeholders in a community, including FRC customers and FRC agency partners.

### **Initial invitations**

Invitations to participate in the meeting should be sent out at least two weeks before the meeting and may need follow-up phone calls. It may be helpful to brief people before they get an invitation. People that are important to the planning process, including parent leaders, may need a personal invitation. Potential community partner agencies should be asked to send a representative to the meeting if the agency director is not able to attend. People should be asked to let the FRC know if they will be able to attend the meeting. A reminder phone call to key people will help insure that people important to the planning process will be able to attend planning meetings. The invitation could include an introductory letter as well as a meeting agenda. Sample invitations are included in the appendix.

### Choosing a meeting time and place

One of the tasks at the first planning meeting is to determine the best time and place for future meetings. Planning meetings should be held at a consistent time and place. FRCs have found that parents will most likely participate in evening meetings. Having child care and food available also increase the likelihood of parent or community participation. FRC staff should be flexible about meeting times to insure that parents, community residents and agencies can participate. Meetings should be scheduled for about an hour and 30 minutes. For example, the meeting might begin at 5:30 p.m. and end at 7:00 p.m.

### Room arrangements and supplies

The meeting space should be arranged so that the chairs are in an open “U.” The facilitator should stand at the open end of the U. A sticky wall, made of four yards of lightweight nylon sprayed with self-adhesive should be hung (with pushpins or masking tape) behind the facilitator. The facilitator should use water-based markers on large pieces of easel pad paper (27 x 34 inches) to post the meeting agenda, project overview, and United Way community outcomes. In addition, the facilitator should bring half-sheets of 8 ½ x 11 inch paper and extra water-based markers to the meeting, along with red and blue self-adhesive dots, name tags and refreshments. If possible, child care should be available to encourage parent participation in planning meetings.

Arrangements and Materials	
?	Room with chairs arranged in an open “U” with a wall behind the facilitator
?	A four-yard nylon “sticky wall,” spray adhesive, masking tape, red and blue dots
?	An easel pad tablet and water-based markers in different colors; half-sheets of paper
?	Name badges, refreshments and child care

### Introductions and overview of Project PREP

At the first planning meeting, the FRC director will introduce the meeting facilitator and ask those in the room to introduce themselves. The FRC director will also share a map of the FRC service area with meeting participants.

Someone from HEROS will provide the group with an overview of the planning process. HEROS will give a brief description of Project PREP and will introduce the group to the seven United Way outcomes.

### **Identifying stakeholders**

After these introductions, the facilitator will pair up meeting participants to brainstorm about possible stakeholders. Each pair will write the names of stakeholders on half sheets of paper. After 10 minutes of group work, the facilitator will ask each pair to identify the two most important stakeholders.

The types/names of stakeholders will be stuck to the “sticky wall.” The facilitator then will ask the group to provide the facilitator with two more names that are different from those already posted. At this point the facilitator will ask the group to find pairs that go together. After creating pairs of stakeholders, the facilitator will ask the group to combine the pairs into categories of stakeholders and to name the category.

### **Invitations to the next meeting**

Once the categories of stakeholders are named, the facilitator will ask members of the group to take responsibility for inviting individual stakeholders to the next meeting, either by personal invitation or by letter.

The appendix contains examples of the work products for FRC Planning Team Meeting #1 including,

- ? A sample work plan
- ? A sample introductory letter
- ? A sample invitation flyer
- ? A sample meeting agenda
- ? Sample work products

## **PREP Planning Meeting #2— Mapping Community Assets and Challenges**

In the second PREP planning meeting, the FRC planning team maps neighborhood assets and challenges which could help or hinder the community from achieving the desired outcomes for children, families, elderly, and individuals living and working in the neighborhood. The beginning of the meeting will introduce the stakeholders that are present and describe the charge to the group. A sample agenda for FRC Planning Meeting #2 is contained in the appendix.

### **Introductions**

At the beginning of the meeting, the FRC Director will introduce the facilitator and ask meeting participants to introduce themselves.

### **Situation analysis and review**

Someone from HEROS will describe for the group the purpose of Project PREP and state that at the first FRC Planning Meeting, a group met to determine the stakeholders that need to be involved in determining priorities for the work of the FRC in the next year. HEROS will also review the United Way outcomes and share with the group community data related to each outcome.

- ? Children and families are safe
- ? Children and families are healthy
- ? Young children are ready for school
- ? Children are succeeding in school
- ? Youth are ready for productive adulthood
- ? Parents are working
- ? Frail elderly live in supportive communities

### **Charge to the group**

The goal of the second meeting is to determine which of these seven outcomes is the most important to address in the coming year, and which will generate the most community energy. Before the group finishes its work, the group will determine which two of these outcomes should be focus of work in the community during the coming year and inform the FRC action plan developed in meetings #3 and #4.

Goals for PREP Planning Meeting #2	
?	Anchor outcomes in the community by identifying community assets and challenges
?	Identify two outcomes that will generate the most community energy in the coming year
?	Begin to create consensus about data indicators

### Mapping community assets and challenges

The facilitator begins the discussion by saying, *Today, we want to determine which of these seven community outcomes will generate the most community energy and be the focus of the FRC during the coming year. The priorities determined today will inform the development of the FRC action plan, which will be developed in the next two planning meetings”*

The facilitator then says, *We are going to take the first outcome, Children and families are safe, and talk about this together. Then, we are going to break into six groups to address each of the other outcomes. After the small group discussions, each group will report back their findings to the large group.*

In both the large group and small group discussions, the facilitator will asks the group the following questions.

Community Assets	Community Challenges
? What has been tried and been successful?	? What has been tried and failed?
? What are examples of strategies that this community has used to achieve the outcome?	? What will make it difficult to achieve the outcome?
? What strategies could people in the community get excited about?	? What strategies would people in the community be concerned about?
? What strategies will work best to achieve the outcome?	

The facilitator structures the large group discussion, so that a chart like that above is created for each of the seven outcomes. If the facilitator asks a question and no one answers the question, the facilitator will first repeat the question; only rewording or rephrasing a question as a last resort. If a member of the group *grandstands* or talks for too long, the facilitator asks if someone has a specific example. If the group begins to stray off the topic, the facilitator restates briefly what has been said so far and repeats the question. If someone disagrees, the facilitator asks what ideas they have, rather than disagreeing with the participant. Small groups will identify someone to record their work on easel pad tablet paper. Small groups use these charts to report back to the large group.

### Identifying possible data indicators

Once the groups map community assets and challenges, each group suggests data indicators that would be useful in measuring the challenges facing the community as well as the success of initiatives addressing the outcome area. The

questions below can help guide the discussion.

Possible Data Indicators	
?	How can we measure success?
?	What data will the community care about?
?	What data will people understand the best?

### Focused discussion of group work

After small groups report back to the large group, the facilitator will help the large group focus on the work of the small groups by asking the following questions.

Focused Discussion	
?	<b>Objective:</b> What are the facts? Read the questions and the answers.
?	<b>Reflective:</b> What did you expect to see? What examples are different from what you expected?
?	<b>Interpretive:</b> Which of the 7 outcomes have received the most attention? Which of the 7 outcomes have received the least attention?
?	<b>Decisional:</b> How can we use this discussion to decide which of these outcomes we can put aside for this year? Which outcomes should we put aside?

### Narrowing the field

At the end of PREP Planning Meeting #2, group members place red dot and a blue dot next to the outcomes that will be the focus of the group's work during the coming year. The red dot indicates the highest priority and the blue dot indicates the second priority.

## **PREP Planning Meeting #3—Creating a Vision for the Future**

At PREP Planning Meetings #3, the PREP Planning team begins developing an action plan for the coming year. At PREP Planning Meeting #3, teams focus on the top priority outcome chosen by the group in PREP Planning Meeting #2. HEROS provides technical assistance to insure that FRC and partners' activities are informed by neighborhood data profiles, best practices, and an analysis of what should be, what is now, and what is needed.

### **Neighborhood data profiles**

The FRC neighborhood data profiles provide FRCs with in-depth information about neighborhood data indicators that are linked to each of the FRC outcome statements. HEROS gathers data to show the community what happened to the data indicators over the past ten years. HEROS will provide the community with data overlays for the census tracts around the FRC, so that the FRC can see how their community fares in comparison with Davidson County, and the State of Tennessee. The question for the community served by the FRC is, *What do the data show for the census tracts around the FRC?*

When FRC planning members see their own data, the facilitator will lead a focused discussion. Group members will be asked to tell the “story behind the curve.” What community resources can impact community indicators of well-being? What are the barriers to improving well-being?

Focused Discussion of Data Profiles	
?	<b>Objective:</b> What are the facts? What do the data say?
?	<b>Reflective:</b> What did you expect to see? What data are different from what you expected? Which data are most informative?
?	<b>Interpretive:</b> What is the story behind the data? How do the data make you feel?
?	<b>Decisional:</b> What community resources can impact community indicators of well-being? What are the barriers to using data to improve well-being?

### **Givens**

The development of the FRC action plan begins with defining *givens*. The “givens” are that planning will:

- ? Focus on a one-year time frame
- ? Be informed by the results of PREP Planning Meetings #1 and #2

- ? Incorporate best practices (strategies supported by research or with a proven track record) that will lead to improved well being of the individuals served by the FRC

<b>Best Practices Example: Youth are ready for productive adulthood.</b>
<ul style="list-style-type: none"> <li>? Both parents and teachers support youth achievement in school.</li> <li>? Youth care about school and know that the quality of schoolwork is important.</li> <li>? Youth are involved each week in positive activities like sports, music, and community groups.</li> <li>? Youth receive support from three or more non-parent adults.</li> <li>? Youth are given useful roles in community life.</li> </ul>

**Victory or practical vision**

The first step in action planning is to get the group to envision what they would see in a year if they came into the community. What would they see? What would they hear? How would individuals feel?

**Current reality**

The next step is to remind the group of the current reality. To create the current reality, the group is asked to list:

- ? The strengths of this community group in helping the Family Resource Center implement these best practices.
- ? The weaknesses of this community group in helping the Family Resource Center implement these best practices.
- ? The benefits of implementing these best practices.
- ? The dangers of implementing these best practices.

Strengths of this Group	Benefits from Victory
Weaknesses of this Group	Dangers from Victory

### **The commitment**

Once the group develops a victory statement and discusses the current reality, the group formulates a commitment statement. The group should strive to answer the question: *Given the current reality, which best practices can this group commit to? What is do-able over the next year?*

If the group finds making a commitment difficult, get the group to brainstorm on half sheets those strategies that will help the group achieve victory. These strategies should link directly to best practices.

After brainstorming strategies, the group formulates a statement of commitment. The commitment should answer the question: *What commitment can the group make to improve the well-being of the individuals served by the FRC?*

Finally, each individual in the group should take a few minutes to write down what each individual can do to help make the victory statement a reality. After sharing individual commitments, the group should celebrate the commitment of the group as well as individual commitments.

Goals for PREP Planning Meeting #3	
?	Review the time-frame, results from previous meetings and best practices
?	Develop a victory statement
?	Review the current reality
?	Make group and individual commitments

## **PREP Planning Meeting #4—Creating a Timeline for Action**

In the fourth planning team meeting, FRC team members create an action plan. The purpose of the action plan is to define a collaborative goal for the FRC community. The goal is collaborative because it can best be achieved by a partnership among FRC team members. The action plan helps define what steps need to be taken to reach the goal along with the responsibilities of various FRC team members and community stakeholders.

### **Givens**

The first step in the action planning process is to review the work of the team thus far, including FRC stakeholders, community assets and challenges, priority outcomes, and the FRC vision and commitment. At the beginning of the meeting, the facilitator provides FRC team members with the context for action planning called *Givens*. Givens provide the context for the action plan. Givens answer the questions:

- ? What do we already know?
- ? What is our time frame for action?
- ? Who can help implement the action plan?

To answer the question, *What do we already know?*, FRC team members should reflect on their work in previous planning meetings. The first planning meeting resulted in the identification of community stakeholders. The second planning meeting identified neighborhood assets and challenges. The third planning meeting created a practical vision or victory statement for the FRC. The facilitator should have copies of these planning documents available for team members.

Givens for PREP Planning Meeting #4	
?	The previous work of the FRC team including priority outcomes
?	The time frame for action
?	FRC stakeholders

To answer the question, *What is our time frame for action?*, the FRC team will need to think about the ability of team members to accomplish the goal within a given timeframe. The timeframe could be a short period of time like “the summer” or a longer period of time like a calendar or school year.

Although answering the question, *Who will implement the action plan?*, will take some discussion among team members, the group should be reminded that the action plan should represent a collaborative project of the FRC Advisory Council,

FRC lead agency, FRC partner agency, and other community stakeholders, including the United Way Community Building Committee.

Who will implement the action plan?	
?	FRC Advisory Council: Comprised of at least 51% neighborhood residents, the FRC Advisory Council allows residents to take an active role in building their own dreams and visions for their community
?	FRC Partner Agencies: Agencies working collaboratively with FRCs to improve the well being of children, families and the elderly in an FRC service area
?	FRC Lead Agency: Agencies taking a leadership role in establishing public and private services to improve the well-being of children, families and elderly in an FRC service area
?	United Way Community Building Committee: A group of community and government leaders who influence public and private systems beyond the FRC's sphere of influence
?	Community businesses, community leaders, community volunteers

### Developing collaborative strategies

With the *Givens* as context, the facilitator should ask FRC team members to brainstorm specific community strategies to impact the top priority community outcome.

The facilitator asks the group to brainstorm at least five actions and write the actions on half sheets. Team members should write in large letters and use three to five words to describe the action. The facilitator then asks each team member to contribute two actions, which are placed on the sticky wall. Other ideas may be collected until all the ideas have been captured on the sticky wall.

With the help of the group, the facilitator then clusters the actions. The group is asked to name each cluster. The goal is to define a limited number (two or three) of community strategies that could be implemented by two or three work groups or task forces convened by the FRC. After the clusters are identified, the facilitator will ask FRC team members to volunteer to participate in small working groups or task forces to create timelines for workgroup actions.

When each small group convenes, the group will identify a victory event or accomplishment at the end of the implementation time period. Group members then write down a launch event and key actions necessary to achieve the victory on half sheets. People should be reminded to print in large letters and use three to five words to convey key actions. Each workgroup will put their launch event, key actions, and plans up on the sticky wall to form an horizontal calendar of actions and assignments.

Groups create horizontal calendar with:
? A timeline
? A launch event
? Activities needed to achieve the victory
? A victory event

When the small groups finish their work, the whole group reconvenes to review and coordinate plans across task forces. Once the timeline for each working group is complete, the facilitator solicits suggestions from the entire group about overlapping tasks and opportunities for work groups to work collectively. Members of each group will agree on leaders for the subgroups and estimate the total cost to achieve the victory. The group should create a catchy title, campaign name or visual image of the task ahead.

Reflections on action planning
? What stands out for you from our time together?
? Where do you sense we had a breakthrough?
? How will the action plan impact our priority community outcome?
? What will be the significance of accomplishing these actions for the FRC, your agency, and the community?

## **Guiding Principles for Collaboration**

While facilitating the development of an action plan, it is critical to remember that successful collaborative action plans assure that all partners benefit from the action plan. Possible benefits to partners include better outcomes for their clients, positive publicity and community awareness, new opportunities to work with community members, or improved relationships with community services providers and area businesses.

Guiding principles of collaborative action planning	
?	Everybody chooses their own roles and contributions
?	Everybody benefits

Even though it might seem logical that a particular stakeholder makes a specific contribution, each stakeholder should have the opportunity to decide the contributions that best fit its mission and priorities during the implementation period. An FRC partner agency, for example, may want to publicize the event while another agency may want to engage community volunteers. Another agency may want to contribute office supplies, meeting space or organizational support. Similarly, community volunteers must decide what tasks would be enjoyable or achieve a personal goal. Allowing stakeholders to choose how and what they want to contribute to the implementation of the action plan increases stakeholder buy-in and support for the action plan.

An effective FRC action plan involves developing collaborative strategies that allow stakeholders to benefit from and choose the roles they play in the implementation of the action plan.

## **The Role of the FRC**

FRCs are the glue that holds the action plan together. FRCs can play a critical role in implementing collaborative strategies and that role can vary from strategy to strategy. Examples of possible FRC activities are:

### *Family support*

- ? Establish, sustain and coordinate emergency services for community residents (e.g., distribute flyer with emergency services, create a “hotline” for families)
- ? Create and sustain communication among families, schools and community-based organizations (e.g., publicize school and community events; host community health and safety fairs; host and publicize family-strengthening activities)
- ? Participate in family support teams consisting of school counselor, social worker or nurse, social service agency representatives (e.g., establish family support team)

- ? Convene, facilitate, and implement FRC Advisory Council recommendations (e.g. convene regular meetings; develop and implement FRC Advisory Council initiatives such as insuring that every child in the neighborhood has a library card and visits the library 3x per year)

#### *Service integration*

- ? Establish and maintain information about community-based organizations providing services in the FRC service area (e.g., distribute a list of faith-based and social service providers working in the community)
- ? Convene, facilitate, and implement recommendations of FRC community-based organization partners (e.g., convene regular meetings with FRC partners, work with social services agencies to jointly plan summer programs for youth)

#### *Community involvement*

- ? Establish, facilitate, and sustain partnerships among neighborhood residents and community-based and business organizations (e.g., neighborhood newsletter)
- ? Facilitate the development of and implement recommendations for partnerships among community residents and neighborhood, faith-based and/or business organizations. (e.g. neighborhood literacy partnership, safe passage to school initiatives, neighborhood safety audits, healthy family activities)

#### *Community-school partnerships*

- ? Create, strengthen, sustain partnerships between schools and community-based organizations (e.g., create a dialogue between community-based organizations and the school; solve problems between community-based organizations and the schools; link schools to emergency resources in the community such as food pantries)
- ? Monitor and create action plans to increase family support for academic achievement (e.g., family literacy, parental involvement with homework, parent attendance at parent-teacher conference days)
- ? Monitor and create action plans to reduce discipline referrals (e.g., work with families/social service agencies to solve problems leading to discipline referrals, work with the school to create in-school or community-based alternatives to out-of-school suspensions)

#### *Tracking indicators of family well-being*

- ? Identify geographic service area for the FRC
- ? Prioritize outcomes for action to improve family well-being
- ? Identify, track, and impact community indicators of family well-being for the service area
- ? Identify, track, and impact performance indicators for the FRC and its social services partners

## **Measuring Success: The FRC Logic Model**

The PREP planning process provides the ingredients for measuring success. The FRC Logic Model provides the framework for linking planning to action and measures of success. During the first quarter of the year (July 1 to September 30) the FRC should develop a logic model for the FRC. The development of a logic model depends on the FRC's ability to answer the questions below.

<b>Checklist for FRC Success</b>	
<i>Stock-Taking</i>	<ul style="list-style-type: none"> <li>? Have you identified community assets and challenges?</li> <li>? Have you surveyed FRC stakeholders?</li> <li>? Have you collected baseline data in all key areas?</li> </ul>
<i>Vision and Purpose</i>	<ul style="list-style-type: none"> <li>? Do you provide a clear, concise statement of vision or purpose?</li> </ul>
<i>Objectives</i>	<ul style="list-style-type: none"> <li>? Do your objectives clearly match your vision statement and the results of your stock taking?</li> <li>? Do you specify concrete and measurable objectives?</li> </ul>
<i>Collaborative Activities</i>	<ul style="list-style-type: none"> <li>? Do you have realistic collaborative activities to obtain your objective?</li> <li>? Have you collaboratively determined the roles and responsibilities of the:                             <ul style="list-style-type: none"> <li>? FRC Advisory Council</li> <li>? FRC Partner Agencies</li> <li>? FRC Lead Agency</li> <li>? Community leaders, businesses, community volunteers</li> </ul> </li> <li>? Are the activities to which you have devoted the most resources the same ones that appear at the top of your priority list?</li> </ul>
<i>Performance Measures</i>	<ul style="list-style-type: none"> <li>? Do you specify measurable results?</li> <li>? Did you keep data collection forms to use again later when you assess your program's progress?</li> </ul>

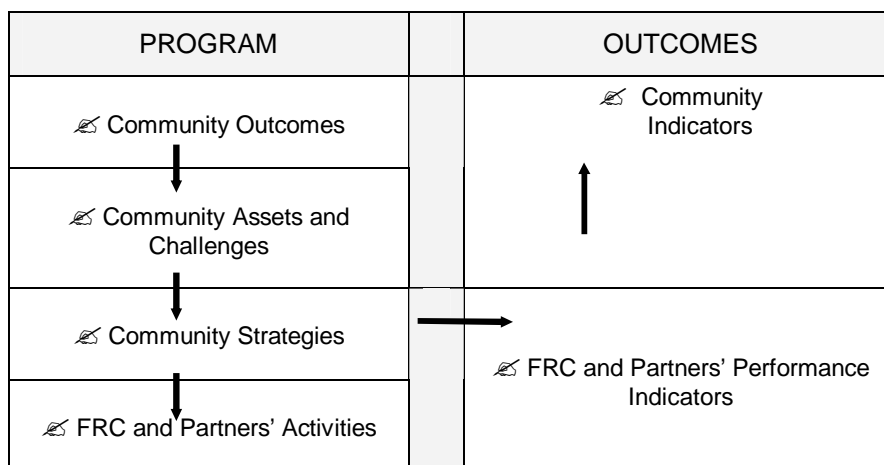
### What is a Logic Model?

This following description of the FRC Logic Model represents an adaptation of *Learning from Logic Models in Out of School Time*, published by the Harvard Family Research Project and based on the work of Walton (2000). It also incorporates information from *A Guide to Continuous Improvement Management (CIM) For 21<sup>st</sup> Century Community Learning Centers*, published by the U.S. Department of Education (February 1999).

Logic models are a concise way to show how a program is designed and will make a difference for a program’s participants and community. On one sheet of paper, a logic model summarizes the key elements of your program, reveals the rationale behind your approach, articulates your intended outcomes and how they can be measured, and shows the cause-and-effect relationships between your program and its intended outcomes. Developing the logic model essentially means filling out its elements or boxes with details that are based on your Family Resource Center’s strategies and activities.

While there is no “correct” order in which to do this, it is suggested that you start with the left side or column of the logic model, and move counterclockwise, as represented in the figure below. Developing the logic model essentially means filling out its elements or boxes with details that are based on your Family Resource Center’s strategies and activities. While there is no “correct” order in which to do this, it is suggested that you start with the left side or column of the logic model, and move counterclockwise, as represented in the figure below.

**FRC Logic Model**



### Why Develop One?

Logic models have numerous uses and benefits. A logic model can be used for:

**Strategic and Program Planning** – Developing a logic model is a form of strategic planning. The process forces you to identify your vision, the rationale behind your program, and how your program will work. This process is also a good way to get a variety of program stakeholders involved in program planning and to build consensus on the program’s design and operations.

**Effective Communications** – Logic models allow you to provide a snapshot view of your program and intended outcomes to funders, staff, policymakers, the media, or other colleagues. They are particularly useful for funding proposals as a way to show that what you are doing is strategic, and that you have a plan for being accountable.

**Evaluation Planning** – A logic model provides the basic framework for an evaluation. It identifies the outcomes you are aiming for—based on your program’s design—and puts those outcomes in measurable terms.

**Continuous Learning and Improvement** – A completed logic model provides a point of reference against which progress towards achievement of desired outcomes can be measured on an ongoing basis.

### How does HEROS help?

HEROS helps you identify community indicators and program performance indicators, community assets and challenges, develop action plans, and help with periodic check-ups. HEROS also helps you track community indicators over time and posts information about your FRC priority community outcomes, community indicators, FRC and partners’ activities and performance indicators on the Internet at <http://www.heros-inc.org/projectprep.htm>

### Step One: Describe the FRC Collaborative Plan

The program side of the logic model has four elements. Use organizational documents you already have to help you. Useful materials may include strategic planning documents, mission statements, grant proposals, work plans, recruitment announcements, brochures, or training materials.

#### **Community Outcomes**

The logic model starts in the upper left-hand box with the FRC’s desired results or vision. The work of Planning Meeting #3: Creating a Vision for the Future should provide the FRC with some statements that will answer the question: What is my long-term vision or goal for children, adults, or families in my community, or for my community as a whole? Use your mission statement as an aid. **State** the answer in one or two sentences. Keep in mind that an FRC program alone usually cannot accomplish the desired results, but it should contribute to them. Examples of **Community Outcomes** are:

#### *Children and families are safe.*

- ? Community violence is reduced.
- ? Children and adults do not experience abuse, neglect and violence.
- ? People in crisis maintain safe and stable housing.
- ? Children and youth live in safe and supportive families.

#### *Children and families are healthy.*

- ? Children and families have adequate nutrition and food.
- ? Pregnant women, infants, and young children are healthy.
- ? Families and children have positive attitudes toward the future.

- ? Teenage boys and girls do not create a pregnancy.
- ? Youth choose healthy behaviors: youth do not use alcohol, tobacco or illegal drugs.
- ? Individuals dependent on alcohol or other drugs achieve and remain sober.

*Young children are ready for school.*

- ? Young children are healthy.
- ? Families provide safe and nurturing homes young children.
- ? Infants and young children in child care thrive.
- ? Parents read to their children.

*Children are succeeding in school.*

- ? Parents are actively involved in helping their children succeed in school.
- ? Children care about school.
- ? Children do homework.
- ? Children read for pleasure every week.
- ? Children feel safe in home, school, and community.

*Youth are ready to become productive adults.*

- ? Both parents and teachers support youth achievement in school.
- ? Youth care about school and know that the quality of schoolwork is important.
- ? Youth are involved each week in positive activities like sports, music, and community groups.
- ? Youth receive support from three or more non-parent adults.
- ? Youth are given useful roles in community life.
- ? Youth choose healthy behaviors: youth do not use alcohol, tobacco or illegal drugs

*Parents are Working.*

- ? Families and individuals are economically self-sufficient
- ? Adults have job skills and education.
- ? Disabled adults are employed and live in supportive communities with safe, stable housing.
- ? Working people live in supportive communities with stable and affordable housing, transportation, and services supporting employment.

*Frail Elderly Live in Supportive Communities.*

- ? Frail elderly live at home with home-based and community services.
- ? Seniors maintain independence through accessible transportation, economic assistance, and work opportunities.
- ? Seniors achieve mental and physical health.

 **Community Assets and Challenges**

Next think about the reasons your FRC program was created. Ask yourself: Why and how do I know my community needs an FRC program? What are the factors, issues, or problems that my program is trying to improve or eliminate? The work product developed in *PREP Planning Meeting #2: Mapping Community Assets and Challenge* can provide you with this information. Community needs

assessments, data and research on the issues your program addresses, and lessons learned about what works may be helpful aids (e.g., children with unstructured and unsupervised time in the after school hours, low academic performance among low-income children).

### **Collaborative Community Strategies**

Community strategies are the broad approaches, identified in *PREP Planning Meeting #4: Developing the FRC Action Plan*, that the FRC uses to affect the conditions or causes behind your FRC's existence. They are the general methods or processes the FRC and its community partners use to achieve your desired results or vision. Ask yourself: What are the broad approaches that my FRC coordinates? Strategies are higher-level categories than activities, which are described below. The community strategies will guide the work of the FRC Advisory Council, FRC Lead Agency, and FRC Partner Agencies. Community strategies might be:

- ? Children ages 6-12 participate in educational, recreational or enrichment activities during summer.
- ? Parents in the community with school-age children attend the school open house and parent teacher conferences for their children during fall.
- ? Youth ages 13-18 participate in community service after school.
- ? Eighth grade students make a successful transition to ninth grade and receive the after school tutoring and mentoring needed to pass the language and math portions of the ninth grade proficiency test.
- ? Parents of children, ages birth through four, read to their children and check out library books each month.
- ? Elementary school students arrive on time and eat breakfast every morning during the school year.

### **FRC and partners' activities**

Activities are the individual services or interventions the FRC and its partners use to implement community strategies. Ask yourself: On a day-to-day basis, what do FRC partners do to participate in the implementation of community strategies? What services do they provide? Work plans may be useful for identifying this list. Examples of community activities are:

- ? The FRC and its partners jointly contribute to a community newsletter about educational, recreational or enrichment activities during the summer.
- ? The FRC and its partners survey residents and youth to determine the gaps and barriers to youth participation in educational, recreational or enrichment activities.
- ? The FRC advisory council organizes the neighborhood to clean up neighborhood parks and ball fields so that children and youth have safe places to play.
- ? FRC partners agree to participate in joint ventures, including publicity, field trips, and community summer fun fair.
- ? The FRC lead agency identifies new partners who could fill gaps and assists the FRC director in developing a proposal for additional funds.
- ? The FRC director approaches businesses about providing summer

apprenticeships and shadowing opportunities for youth.

## Step Two: Identify the Outcomes

Once you describe your program, the next step is to specify the intended outcomes your community initiative is striving for. Outcomes are defined here as the measurable results of your community initiative. This part of the logic model will force you not only to identify what the results of your initiative are, but also how you will measure them. Use the elements of the logic model that you have just completed to describe your initiative as a reference as you go through this process. Remember that what you are doing in your initiative should drive how you assess it.

### **FRC and Partners' Performance Indicators**

Performance measures assess your initiative's progress on the implementation of your strategies and activities. They assess the results of your FRC and its partners' activities. Ask yourself: In the work that my FRC/partner agency does, what do we hope to directly affect? What results are we willing to be directly accountable for producing? What can we realistically accomplish? There are two types of performance measures:

Measures of effort or process	
?	What do my contributions to the initiative generate?
?	What levels of activity do we produce?
?	What will measure the quality of our service?

**Measures of Effort or Process**— Also commonly known as outputs, these are measures of the products and services generated by FRC and partners' activities and activities. Ask yourself: What do my contributions to the initiative generate (e.g., publications, training materials), what levels of activity do we produce (e.g., the number of children served or products developed), and what will measure the quality of our services (e.g., customer satisfaction)? Measures of effort assess how much you did, but do little in terms of explaining how well you did it or how well your program ultimately worked for the target population you are working with. These are the easiest of all the evaluation measures to identify and track.

Examples of Performance Indicators are:

- ? At least 500 neighborhood newsletters will be distributed to prior to the end of school describing summer education, recreational and enrichment activities.
- ? At least 50% of families with children, ages 6-12, will participate in educational, enrichment, or recreational activities during the summer.
- ? At least six community agencies with summer programs will

collaboratively plan community awareness activities.

**Measures of Effect or Outcome**— These are changes in knowledge, skills, attitudes, or behaviors in your target population. Ask yourself: How will I know that the children or families I work with in my FRC program are better off? What changes do I expect to result from the community strategies and activities my FRC and partners provide? Remember that measures of effect reflect changes that your program acting alone expects to produce.

- ? At least 50 youth complete 40 hours of community service during the summer.
- ? At least 25 youth meeting summer participation goals serve as mentors for other youth during the school year.
- ? At least 100 children and youth read six or more books on a summer reading list over the summer.
- ? At least 10 adults from the community agree to coach youth sports teams, sponsor youth interested in community service, or provide job-shadowing experiences for youth during the school year.

Measures of effect or outcome	
?	How will I know that the children or families I work with in my FRC program are better off?
?	What changes do I expect to result from the community strategies and activities my FRC and partners provide?

### **Community Indicators**

Indicators are measurable elements of the FRC program’s desired results or vision that reflect substantial changes in people, policies, or systems across an entire community. The FRC program acting alone usually cannot achieve changes in indicators. Usually they require efforts from other programs or institutions that are also working toward similar results.

The distinction between indicators and performance measures is important. Remember that indicators take a whole community to affect, not just the FRC program. This distinction helps to lay out what is realistic given the resources programs have and the limited time they have available with children or families.

For example, academic outcomes are a potential community outcome for FRCs. The logic model allows you to make academic outcomes one of the indicators to be tracked. But, at the same time, doing so makes the point that while your FRC program is expected to have an impact on academic achievement, the relationship is an indirect one since academic achievement is influenced by a number of factors, programs, and individuals—not just your FRC. It makes you accountable only for what you can reasonably expect to affect. Below are examples of

community indicators for FRCs:

*Children and families are safe*

- ? Increase involvement in the neighborhood associations
- ? Increase involvement in neighborhood watch
- ? Increase the number of blocks with low crime rates
- ? Increase the number of blocks with no property crimes or personal/violent crimes

*Children and families are healthy*

- ? Increase the percentage of babies born weighing 5.5 pounds or more
- ? Increase the percentage of youth who abstain from sexual activity or do not engage in risky sexual behavior
- ? Increase the percentage of youths not using alcohol, tobacco or illegal drugs

*Young children are ready for school*

- ? Increase the percentage of Medicaid-eligible children receiving well-child screenings (EPSDT) through TennCare
- ? Increase the percent of children ages birth to two with developmental delay who receive early intervention services
- ? Increase the percent of children in kindergarten who enter first grade without needing special education services
- ? Increase the percentage of young children passing kindergarten exit tests

*Children are succeeding in school*

- ? Increase the percentage of students performing at grade level or meeting state/district standards
- ? Increase the percentage of third grade students reading at or above the national average

*Children feel safe in home, school, and community.*

- ? Increase the percentage of students performing at grade level or meeting state/district standards
- ? Increase the percentage of third grade students reading at or above the national average

*Youth are ready to become productive adults*

- ? Increase the percentage of juveniles who do not engage in violent behavior
- ? Increase the percentage of students who graduate from high school
- ? Increase the percentage of ninth grade students passing the ninth grade proficiency test in language arts
- ? Increase the percentage of youths not using alcohol, tobacco or illegal drugs

*Parents are working*

- ? Increase the percentage of children living above the poverty level.
- ? Increase the percentage of former welfare recipients who remain employed after two years
- ? Increase the percentage of people with disabilities who are employed

- ? Increase the percentage of immigrants who are employed

### *Frail elderly live in supportive communities*

- ? Increase the number of houses meeting building codes maybe
- ? Increase involvement in the neighborhood associations
- ? Increase involvement in neighborhood watch
- ? Increase the number of blocks with low crime rates
- ? Increase the number of blocks with no property crimes or personal/violent crimes

Indicators can be expected to change in the short-term or take many years to change. There are two types of indicators:

### *Interim Indicators*

These are measures of short-term community-wide progress toward your program's desired results. They reflect the status of community-wide populations in the short-term. Ask yourself: If my FRC is successful, what changes do I expect to see in my community in the next few years (e.g., improved test scores in reading, math, or science, reduced #s of anti-social behaviors or behavior problems, decreased student suspensions)?

### *Ultimate Indicators*

These are measures of long-term community-wide progress toward your program's desired results. They usually require significant resource investments to affect. Ask yourself: In the long-term, how will I know if my FRC desired results have been achieved? Acting in concert with schools, parents, and other organizations, what do we expect to achieve in our community? The performance measures and interim indicators you have already identified should contribute to movement on the ultimate indicators (e.g., reduced substance use rates among teens, reduced dropout rates, reduced teen pregnancy rates).

Keep in mind that not all indicators are created equal. While you can likely generate a long list of possible indicators, some of them will make more sense to track than others. For example, some will require fewer resources. Consider the questions in the box as you choose your indicators.

Choosing indicators	
?	Is the indicator relevant—does it enable you to know about the expected result?
?	Is the indicator defined and data collected in the same way over time?
?	Are data available?
?	Will the indicator provide sufficient information about a condition or result to convince both supporters and skeptics?

### Step Three: Plan to Evaluate and Learn From the Data

The logic model helps you describe your FRC and partners' activities and identify outcomes and measures to assess your progress and results (i.e., steps one and two). The next step is to move forward with the evaluation in terms of putting plans in place to collect data on the measures you've identified and to use that data and the logic model for learning. The figure on the next page identifies four additional elements toward that end that can be added to the logic model.

#### **Data Sources and Methods**

Ask yourself: Now that I have identified my measures, how will I get the data needed in the most resource-efficient way? If you used the criterion that data should already be available for the indicators you have chosen, then you should already know their data sources and how often they are available. However, you also need to determine how often to report out that information and how and who will get it. Performance measures will likely require additional data collection that either you or your evaluator conducts. Some of that information, such as the measures of effort, you can probably track on your own. However, you may need to use an external evaluator to collect data on the measures of effect (e.g., sources: standardized testing, state or local government databases; methods: surveys, focus groups, interviews).

If you are interested in increasing the number of youth participating in community service, you will need to get your partner agencies to report the number of youth participating in community service. If you are interested in the number of youth reading six or more books, you will have to have some strategy to determine the number of books read by youth and to tracking the accomplishments of individual youth. The FRC and its partners should jointly determine the type of data needed and how it will be collected and analyzed.

Deciding on measures	
?	How or from whom will you collect the data?
?	When will you collect the data?
?	How will you maintain the confidentiality of participants?

### **Evaluation Questions**

The questions you want to have answered by the data or decisions that you want to make based on your data. You should be able to make decisions based on your indicators and performance measures. Ask yourself: What strategic decisions can I make based on the information that will be generated? What consequences should be tied to achievement for good or bad performance? (e.g., are the indicators moving and, if not, does that mean the FRC program needs to be modified?)

Tips for evaluating results	
?	How or from whom will you collect the data?
?	When will you collect the data?
?	How will you maintain the confidentiality of participants?

### **Stakeholders**

The individuals who have a vested interest in the FRC program and need to know the answers to the evaluation questions and to be involved in learning from the data being collected. Ask yourself: Who is interested in or will benefit from knowing my program's progress on its indicators and performance measures (e.g., board members, funders, collaborators, program participants, community members, and other individuals or organizations)?




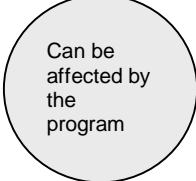
### **Mechanisms for Learning**

The periodic or regular opportunities that exist for pulling together and reporting out the data being collected, and bringing together stakeholders to learn from and make decisions based on the data. Ask yourself: What opportunities exist or need to be created to focus on and learn from the evaluation (e.g., staff, stakeholder, or board meetings, regular evaluation reports, strategic retreats)?

Tips for success	
?	Specify and strengthen the links between program objectives, measures, participants, and services.
?	Determine useful and objective measures of results.
?	Be specific when describing your objectives and measures.
?	Use same measures in progress assessment as in baseline.
What's so important about a measurement-based system? *	
?	What gets measured gets done.
?	If you don't measure results, you can't tell success from failure.
?	If you can't recognize failure, you can't correct it.
?	If you can't see success, you can't reward it.
?	If you can't see success, you can't learn from it.

\* From *Reinventing Government* by David Osborne and Ted Gaebler

FRC LOGIC MODEL: Guide to Terms and Definitions

ELEMENTS OF THE MODEL "The Program"		AS MEASURED BY "The Outcomes"
<p><b>COMMUNITY OUTCOMES</b> The overall long-term vision or goal for children, adults, families, or communities. A Family Resource Center <i>alone</i> usually cannot accomplish the results, but should contribute to them.</p> <p>Results usually cannot be measured directly, but are composites of multiple measures.</p>		<p><b>COMMUNITY INDICATORS</b> Measures, for which data exist, that quantify and track community-wide progress toward results. They require community-wide effort to move and reflect substantial changes across a community.</p> <p>Indicators can:</p> <ul style="list-style-type: none"> <li>Change over a few years or take several decades to change</li> <li>Reflect changes in people, systems, or policies</li> <li>Be specific rates or numbers</li> </ul> <p><b>Ultimate Indicators</b> Measures of long-term community-wide progress toward desired results. usually require significant investment and time to change.</p> <p><b>Interim Indicators</b> Measures of short-term or interim community-wide progress toward desired results.</p> <div style="text-align: right;">  <p>They</p> </div>
<p><b>CHALLENGES</b> The conditions, causes, circumstances, factors, issues, etc. that need to change in order to achieve the results. The Family Resource Center will address some of these conditions or causes, but not all of them.</p> <p><b>COMMUNITY ASSETS</b> Assets are community resources that can be used to address the challenges. Assets can be people, places, policies or programs or any community asset that can be used to help a community change and grow.</p>		
<p><b>COLLABORATIVE COMMUNITY STRATEGIES</b> The Family Resource Center's broad approaches or general action plan. The strategies tackle a subset of the above motivating conditions and causes.</p>		<p><b>FRC AND PARTNERS' PERFORMANCE MEASURES</b> Measures of productivity and changes that come about as a result of the Family Resource Center's work. As a result, they typically reflect "smaller" changes than indicators.</p> <p>They are measures of what the program's strategies and activities (to the left) accomplish.</p> <p><i>Measures of Effect:</i> Outcome Measures</p>
<p><b>FRC AND PARTNERS' ACTIVITIES</b> The specific set of actions, interventions, or services that the program will undertake to implement the above strategies.</p> <p>Each activity will likely change only one or a few of the conditions and causes that need to change in order to reach the desired result. Each activity may affect only a subset of the target population.</p>		<p>Changes in the target populations (i.e., children families targeted by the Family Resource Center.)</p> <p>Measures of effect often reflect changes in knowledge, skills, attitude, or behavior.</p> <p><i>Measures of Effort:</i> Process Measures</p> <p>Direct outputs of program activities—what and how much the program accomplishes. Measures of effort can include the #s of classes, materials developed, trainings offered, etc. or include measures of customer satisfaction.</p> <div style="text-align: right;">  <p>and</p> </div>

Examples of Logic Model Components

ELEMENTS OF THE MODEL "The Program"	AS MEASURED BY "The Outcomes"
<p><b>COMMUNITY OUTCOMES</b></p> <ul style="list-style-type: none"> <li>? Children and families are safe</li> <li>? Children and families are healthy</li> <li>? Children are succeeding in school</li> <li>? Young children are ready for school</li> <li>? Youth are ready for productive adulthood</li> <li>? Parents are working</li> <li>? Frail elderly live in supportive communities</li> </ul>	<p><b>COMMUNITY INDICATORS</b></p> <p>Ultimate Indicators</p> <ul style="list-style-type: none"> <li>? Reduced substance use rates among teens</li> <li>? Reduced teen pregnancy rates</li> <li>? Reduced #s of violent acts among adolescents and teens</li> <li>? Reduced dropout rates</li> <li>? Increased percentage of students graduating from high school</li> <li>? Increased percentage of students attending college</li> </ul> <p>Interim Indicators</p> <ul style="list-style-type: none"> <li>? Improved test scores in reading, math, or science</li> <li>? Reduced #s of anti-social behaviors or behavior problems</li> <li>? Decreased student suspensions</li> <li>? Improved grades</li> </ul> <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> <p>Require community-wide effort to affect</p> </div>
<p><b>CHALLENGES</b></p> <ul style="list-style-type: none"> <li>? Children with unstructured and unsupervised time in the after school hours</li> <li>? Low academic performance among low-income children</li> <li>? Lack of positive adult-youth relationships</li> <li>? Children at greater risk for involvement in crime and substance abuse in the hours after</li> </ul> <p><b>COMMUNITY ASSETS</b></p> <ul style="list-style-type: none"> <li>? Community churches, parks, other institutions</li> <li>? Community neighborhood and religious leaders</li> <li>? School principal</li> <li>? Social services agencies</li> </ul>	<p><b>FRC AND PARTNERS' PERFORMANCE MEASURES</b></p> <p>Measures of Effect or Outcomes:</p> <ul style="list-style-type: none"> <li>? Development of emotionally supportive relationships with adults</li> <li>? Increased emotional adjustment</li> <li>? Increased social competence</li> <li>? Higher self-esteem and confidence</li> <li>? Improved study habits</li> <li>? Improved peer relationships</li> <li>? Improved attitudes toward school</li> <li>? Improved school attendance/decreased truancy</li> </ul> <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> <p>Can be affected by the FRC &amp; its partners</p> </div>

<p><b>FRC AND PARTNERS' ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>? Convene agency partners and FRC Council to develop action plans</li> <li>? Create and monitor the implementation of action plans with families/social service agencies to solve neighborhood concerns, e.g. discipline referrals, out-of-school suspensions</li> <li>? Increase communication through a neighborhood newsletter, publicize neighborhood events, host community health and safety fairs</li> <li>? Create action plans for neighborhood literacy partnerships, safe passage to school initiatives, neighborhood safety audits, healthy family activities, attendance at parent-teacher conferences, links between schools, neighbors and emergency services, summer activities for youth</li> </ul>		<p><b>Measures of Effort or Process:</b></p> <ul style="list-style-type: none"> <li>? # of children served by the FRC and participant demographics</li> <li>? # of classes/sessions/trainings held</li> <li>? # and type of products developed</li> <li>? Measures of program cost-effectiveness</li> <li>? Parent and child satisfaction rates with the FRC program</li> </ul>
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Logic Model for Learning: Adding Additional Evaluation Components

PROGRAM		OUTCOMES	EVALUATION AND LEARNING
COMMUNITY OUTCOMES			<p>✎ DATA SOURCES AND METHODS</p> <p>Where the data needed to track the indicators and performance measures will come from.</p>
COMMUNITY CHALLENGES AND ASSETS		COMMUNITY INDICATORS	<p>✎ EVALUATION QUESTIONS</p> <p>Questions, based on indicator data and movement that will determine whether the strategy needs to be modified.</p> <p>Questions, based on the performance measures, that determine whether the project is working as intended, what lessons have been learned, and how the project may need to be modified in order to get better results.</p>
COLLABORATIVE COMMUNITY STRATEGIES		FRC AND PARTNERS' PERFORMANCE INDICATORS	<p>✎ STAKEHOLDERS</p> <p>The funders, collaborators, and other individuals or organizations with a vested interest in the program who need to be involved in learning from the data being collected.</p>
FRC AND PARTNERS' ACTIVITIES			<p>✎ MECHANISMS FOR LEARNING</p> <p>The opportunities for stakeholders to come together and learn from and make decisions based on the data about the program.</p>

## **Communicating Success**

FRCs will have a greater impact if you seize opportunities to communicate results to people beyond those who were involved in their initiatives. Disseminating your findings and processes shows others the value of the FRC. This is particularly important for sustaining project support. Communication keeps people interested, feeling involved and, as a result, more likely to offer all kinds of resources such as consultations, volunteers, information, connections to other helpful groups or individuals, and money. Consider using the quarterly check-ups by the United Way Volunteer Review Team as a time for showcasing your efforts and accomplishments. Use the *stock-taking* described below as an opportunity to share successes and talk to stakeholders about the FRC. Use the annual progress report as an opportunity to celebrate successes, discuss lessons learned and to generate enthusiasm for the next year.

### **Quarterly check-ups**

Once a community has participated in a planning process it is important to track the progress of the project in implementing strategies. United Way requires Family Resource Centers to meet with Volunteer Review Teams (VRT) on a quarterly basis. This quarterly VRT visit is an opportunity for FRCs to prepare a quarterly report that includes information about:

- ? Work accomplished over the past reporting period, including specific tasks and products;
- ? Results from your ongoing assessment process including problems encountered, subsequent solutions;
- ? Expectations for the next reporting period including any real or anticipated barriers;
- ? Changes to implementation that will be based on the assessment;
- ? Changes that will be made to the implementation cycle, but should be considered in the future.

### **Stock-taking: what can the FRC do even better next year?**

At the beginning of the fourth quarter (March through June 30), the FRC should determine whether your activities are succeeding by *stock-taking*. Stock-taking means undertaking a needs assessment by asking the questions: *What are the needs of my customers? What can we do even better next year?*

Questions for the FRC	
?	Did we accomplish our stated objectives?
?	In a year or two what changes would we like to see as a result of the FRC?
?	Who else might benefit from partnering with the FRC?
?	What advice would we give to new FRCs and why?

Before talking with your customers, review the baseline data collected by HEROs for your community. Data are posted at <http://www.heros-inc.org/> Ask yourself, what do the data say about community assets and challenges? What are the stories behind the data?

Next take a look at the current activities of the FRC and its partners and explore what is being offered and what could be improved. Take the baseline data with you as you talk to stakeholders. Ask them what they think the stories behind the data are? What do they mean for the community? The table below provides examples of who to talk to and what to look for when stock-taking.

Stock-Taking	
FRC advisory council members	<ul style="list-style-type: none"> <li>? How did the community receive the community action plan?</li> <li>? How could the community action plan have been improved?</li> <li>? Did community members engaged in the process feel that the resulting product met their expectations and reflected their priorities?</li> <li>? Do we need to fine-tune or make adjustments in priorities based on our work last year?</li> </ul>
FRC Partner Agencies	<ul style="list-style-type: none"> <li>? How has the community action plan improved overall decision-making at FRC partner associations and public private and voluntary organizations?</li> <li>? Were community action plan recommendations carried out?</li> <li>? Was the process kept on schedule? Did it sustain its momentum? Why or why not?</li> <li>? How can the FRC improve its work with partners to accomplish the priorities established by the FRC Advisory Council?</li> <li>? What contributions can the partner agency make to the work of the FRC for the coming year?</li> </ul>
FRC Lead Agency	<ul style="list-style-type: none"> <li>? What enabled the FRC director to manage the community action plan effectively?</li> </ul>

	<ul style="list-style-type: none"> <li>? What caused problems?</li> <li>? How could we ensure better success in managing next year?</li> <li>? Can we make the process more efficient without compromising quality?</li> <li>? How does the Lead Agency see the FRC director helping to achieve the Lead Agency's priorities?</li> <li>? How can the FRC director work with the Lead Agency to accomplish the priorities established by the FRC Advisory Council?</li> </ul>
School principal(s)	<ul style="list-style-type: none"> <li>? What do the data say about the needs of students in the school?</li> <li>? Does the school have any special child or classroom needs? What are the gaps in services?</li> <li>? Are there groups of children falling through the cracks?</li> <li>? What are the school's priorities for the year?</li> <li>? How can the FRC best work with the school to achieve the priorities established by the FRC Advisory Council?</li> <li>? What can the FRC do to help the school increase student achievement, reduce suspensions, or increase graduation rates?</li> </ul>

Determining the needs of your customers and identifying any gaps in services your program provides will assist you in the next step of deciding what baseline data you will need to collect. The data you collect now will serve as your baseline measures later.

### **Annual progress report**

By the end of the fourth quarter (March 1 to June 30), the FRC should write a brief progress report that answers the question: *Did the FRC achieve its goals?* The progress report will have these five sections:

- ? Project summary
- ? Results
- ? Plan for communicating results
- ? Lessons learned
- ? Next steps

#### *Project summary*

The project summary will be no more than a page in length. It will review the context for the FRC. It will describe community challenges and assets. Generally within one or two paragraphs, the summary will list the collaborative strategies that the FRC developed with its partners for the FRC. The summary will include the FRC and its partners' activities to implement these strategies. Describe why these strategies and activities were chosen. Finally, the summary will describe the

major activities that took place during the year with some indication of their duration and the order in which they occurred.

### *Results*

Assessing the results goes a step beyond a simple summary of what happened. When you assess the results of your FRC, you will answer the question: *What was the participation, quality, impact and efficiency of the FRC?*

The results section should include the FRC Logic Model as well as a brief description (one or two paragraphs) of short-term or interim results and long-term or ultimate results. Aspects of the FRCs activities resulting from the last year are the short-term results. Changes that occur as a result of collaborative strategies in a second or third year are long-term results.

### *Lessons Learned*

The *Lessons Learned* section shares lessons learned as you implemented the FRC during the course of the year. To begin, you will need to summarize the step-by-step implementation of the collaborative strategies. Next, evaluate what you did. What worked well, what did not work well, and what suggestions would you have for a Lead Agency interested in starting an FRC or a new director of an FRC?

### *Next Steps*

In the concluding paragraph(s) of your report you should answer the question: What comes next? Since you are now very knowledgeable about an FRC, you have a good sense of what the next steps (or next projects) should be for the FRC, you FRC partners, and the community.

Checklist for annual progress report	
?	Did you write a summary including expected and actual results?
?	Did you assess the project's scope and impact: In the short-term and long-term?
?	Did you assess how the FRC benefited children, families, elderly or the community?
?	Have you measured changes in practices and policies?
?	Did you review your quarterly progress reports?
?	Did you describe lessons learned?
?	Did you suggest next steps?

## **Conclusion**

The bottom-line goal is for FRC Planning Team to be able to answer each of the following questions:

1. What are priority community outcomes for children and families?
2. What *community-wide strategies* will help achieve these outcomes in a particular community?
3. What *community data indicators* will best measure success in improving community outcomes?
4. Using best practices as a guide, what *community strategies* will be most effective in improving outcomes for children and families?
5. What *performance measures* can be used to measure the impact of FRC and partners' activities on improved child and family well-being?
6. How should United Way, philanthropic, government and business funds be allocated to support the FRC planning team action plan?

At the end of the planning process, each FRC should have reached consensus about outcomes for children, families and the elderly that are most important to the community. The FRC should have data indicators that can be used to help their community plan for the future. The FRC should also have identified clear FRC and partners' activities that will improve the well-being of individuals served by the FRC and will have identified performance measures to gauge the impact of these activities on children, families, and the elderly.

## Glossary

Community and government leader strategy	Identify strategies that address the two priority outcomes chosen during Planning Process AND that involve systems beyond the FRC and Advisory Council's spheres of influence. For example: Priority Outcome: Families and children feel safe at home, at school and in neighborhoods Program Strategy: Neighborhood libraries should be open from 2 p.m. to 8 p.m. so that children have a safe place to do homework. *** ***Strategies like this one will be presented to the Community Building Committee for them to take action.
<b>Community Capacity Building Committee</b>	A group of community and government leaders who influence public and private systems beyond the Family Resource Center's sphere of influence.
Community indicators	Measures for which data are available, which help quantify the achievement of the desired results for community-wide populations. Indicators can be short-term (interim) or long-term (ultimate).
Community strategies	The broad approaches that the FRC and its partners will use to affect the conditions or causes that are the reason behind the FRC creation and that are needed in order to reach the desired results
<b>Existing partner strategy</b>	Program strategies that address the two priority outcomes chosen during Planning Process AND that existing partners can assume/provide/expand. For example: Priority Outcome: Frail elderly live in supportive communities Program Strategy: Expand meal home-delivery program from 3 days a week to 5 days a week* Responsible: Senior Citizens, Inc.
<b>Family Resource Center lead agency</b>	Agencies taking a leadership role in establishing public and private services to improve the well-being of children, families and the elderly in an FRC service area
<b>Family Resource Center partner agencies</b>	Agencies working collaboratively with Family Resource Centers to improve the well-being children, families, and the elderly in an FRC service area.
Family Resource Center/Lead Agencies	Agencies working collaboratively with Family Resource Centers to improve the well-being children, families, and the elderly in an FRC service area.
FRC and partner activities	What has to happen or what you have to do to make your community initiative a success. The specific set of actions, interventions, or activities the FRC Advisory Council, FRC Partner Agency, or FRC Lead Agency is undertaking.
FRC Logic model	A framework that shows the relationship between the FRC's ultimate aim (its results) and the strategies and activities it is using to get there, along with how it will measure progress along the way. The logic model summarizes the key elements of your initiative, reveals the rationale behind your approach, articulates your intended outcomes and how they can be measured, and shows the cause-and-effect relationships between the FRC, its partners and its intended outcomes.
<b>New partner</b>	Identify additional program strategies that address the two priority outcomes chosen during Planning Process AND that are beyond current

<b>strategy</b>	<p>resources/expertise (what is needed and not met by our current services and partners) For example:                      Priority Outcome: Children are Succeeding in School                      Program Strategy A: After-school ESL tutoring for immigrant students (K-12)**                      Program Strategy B: Family literacy program that promotes “parents as tutors” role                      ** <i>ATTENTION! These programs will be the ones listed in United Way’s Call for Investment to attract new partners to your FRC. Therefore, program strategy descriptions should be precise and explicit.</i></p>
Outcomes	A program’s <i>measurable</i> results.
Outputs	Also referred to as “Measures of Effort,” they are the measurable products of a program that point to what and how much a program accomplishes. They can include anything that can be counted such as people, activities, materials, time, etc. Outputs measure quantity, but not quality.
Performance indicators	Measures connected directly to the FRC or its partners on the level of activity, efficiency, capacity, or quality of the services or interventions being offered. An FRC acting alone can affect performance measures. <i>Measures of effort</i> are the direct outputs of FRC and partners’ activities and activities. <i>Measures of effect</i> are changes in your target population that come about as a result of FRC and partner strategies and activities.
Results	The overall long-term vision or goal for your community as a whole or for the children, adults, and families living in your community. Results usually cannot be achieved by one program alone, but are produced by many factors, individuals, and organizations working toward the same general ends.
Stakeholders	The board members, program participants, funders, collaborators, community members, and other individuals or organizations with a vested interest in your FRC and its performance.

### **Sample Work Plan**

Due	Napier	
12/16	Draft a letter to Principal, Dr. Dorothy Gunn, explaining our plan to help Napier develop outcome-based initiatives linked to community goals established by Success By Six. Offer to schedule a briefing meeting on January 6 or 7.	Karen
12/15	Talk to Joanne Wade about the need for FRC planning	Nisha
12/17	Find out the possibility of offering an stipend to Stephanie Varnado to facilitate three community planning meetings	Doris
12/20	Arrange for facilitator planning training	Karen
12/20	Doris to draft a letter to principal, and advisory board members. Karen will re-write and get ready to send. The letter will offer to meet with Dr. Dorothy Gunn on January 6 or 7. Karen will review and revise.	Doris
12/20	Contact Ms. Brenda O'Neal, FRC administrative assistant about at 327-0833x146 about getting out a letter to FRC advisory board members. Take a copy of the letter to be mailed to the Advisory Board members.	Doris
12/24	Send out letter to Advisory Board Members about the meeting.	Brenda
	Identify members of the Napier community, school, that should constitute the FRC Community Planning Team: Ms. Nisha Jackson Ms. Joanne Wade Ms. Stephanie Varnado Ms. Sandra Bivens Ms. Dr. Dorothy Gunn Ms. Gretchen ? (VUMHC) School social worker Mr. Julius Witherspoon (Americorp) Ms. Joan Rice Parents	Nisha
1/6	Meet with FRC directors at United Way from 9:00 to 11:00 a.m. to plan meetings with FRC Planning Teams	Karen, Doris
1/7	Meet with Ms. Stephanie Varnado, Ms. Nisha Jackson, and Dr. Dorothy Gunn to discuss the FRC Community Planning Team meeting	Karen, Doris
1/11	Meet with FRC Community Planning Team on January 11, 1999 from 12:15 p.m. to 1:45 p.m. in the portable at Napier FRC portable.	Karen, Doris

## **Sample Introductory Letter**

December 17, 1999

Dr. Dorothy Gunn  
Principal, Napier Elementary School  
60 Fairfield Avenue  
Nashville Tennessee 37210

Dear Dr. Gunn:

I am writing to see if I could schedule an appointment during the first week of January 2000 to talk with you about Project PREP, a collaborative initiative between HEROS and Family Resource Centers funded by United Way of Metropolitan Nashville. HEROS is a nonprofit health and education research organization that works with nonprofit organizations and public agencies interested in evaluating the impact of programs on the people served by the program.

Project PREP (Program Results Enhance Potential) has worked with four Family Resource Centers located in the Napier, Caldwell, Cayce, and Cora Howe communities, to convene FRC planning teams. The FRC planning teams have developed concrete action plans that link Family Resource Center goals to the goals of United Way Community Solutions Councils. The action plan will be the foundation for FRC proposals to United Way for funding. Our hope is that Project PREP will strengthen the ability of the Family Resource Center to seek supplemental funding, not only from United Way, but also from other sources.

Please feel free to call me at 615-xxx-xxxx if you have any questions, and let me know a time that would be convenient to meet with you in early January. I look forward to meeting you.

Sincerely,

Karen Edwards, Ph.D.

## Sample FRC Flyer

PLEASE COME JOIN  
THE FAMILY RESOURCE CENTER PLANNING TEAM

**JOIN US (when)** \_\_\_\_\_ **(where)** \_\_\_\_\_

The Family Resource Center would like to invite you to join the Family Resource Center Planning Team. This Planning Team will meet five times by \_\_\_\_\_ to choose priorities and develop an action plan to guide the work of the Family Resource Center over the next year.

United Way of Metropolitan Nashville hired HEROS, a non-profit health and education research agency, to facilitate planning and provide data and information to Family Resource Centers. HEROS designed Project PREP (Program Results Enhance Potential) to strengthen the ability of the Family Resource Center to seek funds, not only from United Way, but also from other sources.

### WHO WILL BE THERE?

We would like for people living and working in the community to plan with us. Community stakeholders include:

- ? You
- ? Community residents interested in community well-being
- ? Parents and youth
- ? Organizations providing services to children and youth: child care, recreation
- ? Principals, teachers, and other school personnel
- ? Social services, health, transportation, and housing representatives
- ? Government, law enforcement, juvenile court, elected officials
- ? Local businesses

### WHAT ARE OUR GOALS?

Our goals are to prioritize outcomes and identify data indicators to improve outcomes for children and families.

- ? What are priority outcomes for children and families in THIS community?
- ? What strategies will help achieve these outcomes?
- ? What data indicators will best measure success in improving outcomes?

### PLANNING MEETING TOPICS

Meeting #1. Identify stakeholders that should be included in planning.

Meeting #2. Choose priorities for the year from the following list of outcomes, and identify community strategies that could lead to these outcomes.

- ? Children and families are safe.
- ? Children and families are healthy.
- ? Young children are ready to enter school.
- ? Children are succeeding in school.
- ? Youth are ready for productive adulthood.
- ? Parents are working.
- ? Frail elderly live in supportive communities.

Meeting #3. Develop an action plan for the Family Resource Center and its community partners.

FOR MORE INFORMATION CALL: (who) \_\_\_\_\_ at phone) \_\_\_\_\_

## **Sample Meeting Agendas**

### **FRC Planning Team Meeting #1—Identifying Stakeholders**

#### **AGENDA**

##### **I. Introductions**

##### **II. Purpose of HEROS Project PREP**

The purpose of Project PREP is to help Family Resource Centers use data indicators to improve results for children and families. Project PREP gives communities tools to answer questions:

- ? What are priority outcomes for children and families in THIS community?
- ? What community strategies will help achieve these outcomes?
- ? What community data indicators will best measure success of improving outcomes for children and families?

##### **III. Introduction of Critical Issues/United Way Outcomes**

- ? Families and children are healthy.
- ? Families and children are safe.
- ? Young children are ready to enter school.
- ? Children are succeeding in school.
- ? Young children are ready for productive adulthood.
- ? Parents are working.
- ? Frail elderly live in supportive communities.

##### **IV. Identifying Stakeholders**

Who are the community stakeholders that need to help us determine community goals?

##### **V. Next Steps**

## FRC Planning Team Meeting #2—Mapping Community Assets and Challenges

### AGENDA

- I. **Introductions and Charge to the Group**
- II. **Mapping Community Assets and Challenges**
- III. **Whole Group Discussion**
  - ? Children and families are safe.
- IV. **Small Group Discussions of:**
  - ? Children and families are healthy.
  - ? Young children are ready to enter school.
  - ? Children are succeeding in school.
  - ? Parents are working
  - ? Youth are ready for productive adulthood.
  - ? Frail elderly live in supportive communities.
- V. **Small Group Reports**
- VI. **Focused Discussion**
- VII. **Prioritize Outcomes**
- VIII. **Next Steps**

### CHART

Assets	Challenges
What has been tried and been successful? What are examples of strategies that this community has used? What strategies could people get excited about?	What has been tried and failed? What will make it difficult to achieve the outcome? What strategies would people be concerned about?
Possible data indicators:	

## FRC Planning Team Meeting #3—Creating a Vision for the Future

### AGENDA

#### I. Welcome and Overview

#### II. Givens:

- ? Time Frame= 1 year to work on 1 goal
- ? Information from Planning Meeting #2

#### III. Best Practices: What we know about strategies for...

Children are succeeding in school.

- ? Parents are actively involved in helping their children succeed in school.
- ? Children care about school.
- ? Children do homework.
- ? Children read for pleasure every week.
- ? Children feel safe in home, school, and community.

#### IV. Develop a victory statement or a practical vision to answer these questions:

If we implement these best practices ...

- ? What will happen in the community a year from now?
- ? What will you hear a year from now?
- ? Who will be involved a year from now?
- ? What will be different a year from now?

#### V. Review the current reality

- ? List the strengths of this planning group in helping the Family Resource Center implement these best practices.
- ? List the weaknesses of this planning group in helping the Family Resource Center implement these best practices.
- ? List the benefits of implementing these best practices.
- ? List the dangers of implementing these best practices.

#### VI. Make a group commitment: Given this reality, which best practices can this group commit to, what is do-able over the next year?

#### VII. Make individual commitments

## **FRC Planning Team Meeting #4—Creating an FRC Action Plan AGENDA**

### **I. Welcome and Introductions**

### **II. Meeting Overview**

- ? The FRC Planning Team will meet two hours to
- ? Develop an action plan to will guide the work of the Family Resource Center over the next 18 months.
- ? Link FRC program strategies to United Way Community Solutions Council Outcome statements; and choose (3) data indicators related to each outcome statement that will help the FRC planning team monitor the community's progress in improving the well-being of children, families, and elderly in the FRC service community.

### **III. Project PREP Planning Meeting Outcomes**

- ? Purpose of Project PREP
- ? FRC Stakeholders
- ? FRC Community Assets and Challenges
- ? FRC Priority Outcomes
- ? FRC Vision and Commitment

### **IV. Givens**

- A. Action Plan Timeframes
  - ? Jan 1, 2001 to June 30, 2001
  - ? July 1, 2001 to June 20, 2002
- B. FRC Definitions:
  - ? Family Resource Center lead agency
  - ? Family Resource Center partner agency
  - ? Community Building Committee
- C. FRC Program Strategy Types
  - ? Existing partner
  - ? New partner
  - ? Community Capacity Building Committee

### **V. FRC Action Planning**

- A. Brainstorm specific program strategies to impact the two FRC priority outcomes identified in the planning process
- B. Cluster program strategies so that a limited number (2 to 3) program strategies can be refined and implemented by two or three work groups or task forces convened by the FRC.
- C. Use working groups/task forces to create a timeline: identify launch events and victory events for the two time periods. (Use 3-7 words to describe the activities on a half-sheet. Put the half-sheets on a timeline.) Determine who would best implement the program strategies of each working group: FRC lead agency, FRC partner agencies, United Way Community Capacity Building Task Force
- D. Solicit suggestions from the large group, including opportunities for working groups/task forces to work together.