## Appendix B – Logic Model



**Problem Statement:** There is a substantial opportunity gap for low-income students in San José: approximately 39 percentage point difference in ELA and approximately 43 percentage point difference in math in comparison to their wealthier peers. SJ Learns will support low-income families of San José by developing innovative and ongoing opportunities that strengthen pathways beyond the school day for young students to thrive.

Inputs	Activities	Outputs	Outcomes		
<ul> <li>Funding</li> <li>Partnerships</li> <li>Library</li> <li>Community Based Organizations</li> <li>Out of School (OST) providers</li> <li>School Districts</li> <li>Mayor's Office</li> <li>Shortino Foundation</li> <li>California Department of Education</li> <li>OST Expertise</li> </ul>	<ul> <li>Provide grants</li> <li>Convene Community of Practice (CoP)</li> <li>Conduct data evaluation and analysis</li> <li>Generate communications and publicity</li> <li>Provide framework for OST best practices</li> <li>Foster funders collaborative</li> <li>Advocacy for high- quality programs</li> </ul>	Every year: • Provide funds for direct programing • 3 CoP meetings • Evaluation Reports • Programs participate in continuous improvement processes • External Communication	<ul> <li>Community</li> <li>Community-wide support for high-quality OST</li> <li>Educated City and Workforce</li> <li>Programs</li> <li>Alignment with quality standards</li> <li>Partnership with families, schools, &amp; others</li> <li>Proliferation of promising practices</li> <li>Partnership with schools and programs</li> <li>Academic involvement &amp; family efficacy</li> <li>Student agency</li> <li>School engagement</li> <li>Academic achievement</li> <li>Social Emotional Learning skills</li> </ul>		

Vision: All students in San José are college, career, and life ready.

Outcomes	Short-Term (0-2 years)	Mid-Term (3-5 years)	Long-Term (5+ years)	
Student Agency	• Have agency over their learning	3	Identify as life-long learners	
School Engagement	<ul><li>Feel engaged in school</li><li>Have positive relationships with a</li></ul>	adults	Graduate from high school	
Academic Achievement	<ul> <li>Demonstrate interest in math and reading</li> <li>Achieve gains in math/reading</li> </ul>	Have positive attitudes about reading and math	<ul><li>Are ready for college and career</li><li>Attain economic stability</li></ul>	
SEL Skills	<ul> <li>Demonstrate strong Social</li> </ul>	Emotional Learning skills	<ul> <li>Demonstrate the 6Cs-collaboration, critical thinking, communication, creativity, culture, connectivity.</li> </ul>	
School & Community Partnership	<ul> <li>Feel safe at schools</li> <li>Feel supported by school and programs</li> <li>Access community resources</li> </ul>	Trust OST programs and schools	Families are part of their community	
Academic Involvement/ Efficacy	<ul> <li>Participate in their child's education</li> <li>Know how to support their child's learning</li> </ul>	Have agency over their child's education	<ul> <li>Support a college and career mindset</li> </ul>	
Alignment with Quality Standards for Expanded Learning	<ul> <li>Programs understand quality standards for expanded learning</li> </ul>	<ul> <li>Programs use shared tools and measurements</li> <li>Programming aligns with quality standards</li> <li>Programs demonstrate an integrated approach to math and literacy</li> </ul>	<ul> <li>The QA process is fully implemented and part of the mindset of programs</li> </ul>	
Partnerships	<ul> <li>Partners and schools share ideas, resources, and data</li> <li>Students/families have voice in program implementation</li> </ul>	<ul> <li>Districts, schools, and programs have a shared vision, sets of goals, and strategy.</li> <li>Programs involve families and students in planning, design, and evaluation.</li> <li>More partners participate in programming</li> </ul>		
Promising Practices	<ul> <li>Programs identify promising practices</li> <li>Technology is used to improve communication and learning</li> </ul>	Programs share and implement promising practices		
Support for OST	• There is an increased interest in funding and collaboration in OST programming.	<ul> <li>Community members understand the value of OST.</li> <li>There is higher demand for high-quality OST among families and advocates.</li> </ul>	<ul> <li>OST funding meets demand</li> <li>All students having access to high-quality OST is an expectation</li> <li>San José develops an OST Collaborative</li> </ul>	
Educated City	<ul> <li>Program Providers and School Districts are providing work experience and professional development to staff</li> </ul>	<ul> <li>More third graders reading at grade level</li> <li>Because more kids are connected to learning, school environments improve.</li> </ul>	<ul> <li>Third graders read at grade level</li> <li>Higher HS graduation rate</li> <li>Community has thriving workforce</li> </ul>	