

<b>OVERARCHING GOAL:</b>	To prepare schools to create a welcoming environment based on strong school-family relationships and to engage with ALL families in order to best support students to succeed.	<b>LOGIC MODEL DATE:</b>	May 1, 2019
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<b>INPUTS</b>	<b>OUTPUTS</b>		<b>OUTCOMES</b>	
Mobilized Resources	Activities and Interventions	Specific processes to measure	Short-term outcomes and measures	Long-term outcomes reflecting program objectives
FAST Staff  FAST expertise (e.g. 30 year track record/RCTs)  Coaches  Trainers (two-person teams representing social work and education)  Teachers  Administrators  Family engagement specialists  Other school personnel  Parents  Community organizations  Curriculum and training materials  Grant funding	PD sessions  Coaching sessions at school and online/via phone  Family Engagement events at school  Readiness survey  Site visit(s)  Focus groups and/or interviews with stakeholders  Development and/or strengthening of Parent Leadership Team	# school staff trained  # coaching visits  # PD sessions  # hours of training  # hours of follow-up coaching  # families participating in FE activities at each school  # parents joining Parent Leadership Teams at each school  # events planned by Parent Leadership Teams	School staff encourages more families to attend events.  School staff improves their knowledge, skills, and attitudes related to family engagement.  School creates (or strengthens existing) Parent Leadership Team.	School staff makes school buildings a more welcoming place for families of all racial, cultural, and linguistic backgrounds.  Families increase their skills in engaging with their children and the school.  Children increase their attendance at school and experience increased academic success.

<b>ASSUMPTIONS</b> (root cause analyses, prior learning/experience)
Schools and parents aren't receiving this training elsewhere Changing demographics of communities leads to need for more race/culture-specific PD School staff say they want general training they can modify for their specific context (not off-the-shelf program or curriculum)

<b>EXTERNAL FACTORS</b> (barriers/facilitators)
Reputation that FAST is one specific thing Staffing challenges Funding Challenges School priorities Perceptions of PD ineffectiveness (in general)