**Program Design in a Partnership Context: Linking Activities to Outcomes**

Workshop outlined developed by Youth Development Executives of King County for public use

**Workshop Description:**

*What does it look like to design a program – and a partnership – with outcomes in mind? This virtual workshop will support youth-serving programs to describe and refine their program plans using a logic model framework, including identifying inputs, outputs (program and/or partnership activities and participation), and short-term, medium-term, and long-term outcomes. We will invite you to consider how your partnership activities and outcomes influence program activities and outcomes. In this interactive session, we will offer time within the workshop for participants to learn from another person in the field or work collaboratively with partners attending the session together.*

*To support your program design process, we will also provide opportunities for reflection on how you communicate about your program and introduce you to resources, including a program scheduling tool and work plan, to support you at every stage of development, from visioning to implementation.*

*This interactive virtual workshop is designed for leaders at all levels within schools, school districts, and community-based organizations who are developing, managing, or evaluating partnerships between schools and community-based organizations. It is strongly recommended for people who are designing new programs in partnership with others, revising a program and partnership, or launching a continuous improvement or evaluation effort.*

**Session Resources (download from School’s Out WA Resource Library in advance):**

* Logic Model Template for Partnerships
* Logic Model Sample for Partnerships
* Facilitator Guide for Logic Model

**Detailed Session Agenda:**

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| --- | --- | --- |
| **Time Estimate** | **Activities** | **Notes** |
| 15-30 min  | ***Set-up*** * Designed for use with a virtual meeting account, with breakout rooms
* Prepare to share relevant Partnership Tools in the session; add hyperlinks to workshop outline
* Enable Closed Captioning.

  **Note:** SLIDE 1 serves as a marker for those opening the slide deck afterwards.  |  |
| 3 min | **Arrival & Community Building*****Slide 2: Welcome to Program Design in a Partnership Context***Welcoming question: Share your name, pronouns, and organization, and what’s one thing you’re interested in learning about program design?  |  |
| 7 min | **Welcome and Introduction**Before we get started, we want to remind you that we are planning to record our session today so we can share it with you afterwards. We plan to pause recording whenever we move into breakout rooms but otherwise will keep the recording going throughout. This will record all interactions, including the chat box.**We will begin recording now.**START RECORDINGWelcome to Program Design in a Partnership Context: Linking Activities to Outcomes!*Facilitators introduce with name, org, and brief description of partnership background****Slide 3 - Introduction to the School-Community Partnerships Toolkit and why we’re here today**** A full range of services and supports are needed to ensure that every child has what they need to learn, grow, and thrive.
* Community based programs often are structured to support children and youth of color, refugee and immigrant youth, and children experiencing poverty in culturally supportive ways that our schools and larger institutions have rarely been set up to do well.
* These services and supports can be most beneficial when they are comprehensive, complementary, and well-coordinated - when they are part of an ecosystem.
* The Toolkit is a set of resources and strategies to support schools and community partners that are working together to serve young people and create more equitable systems at the same time.
* It was created by Youth Development Executives of King County for public use.

Opening Question: What’s one thing you’re interested in learning about program design? | **Share in Chat:** Welcome! Share your name, pronouns, and organization, and what’s one thing you’re interested in learning about program design?**Share in Chat:** Automated Captioning is enabled. |
| 2 min | **Learning Objectives for Today & Agenda*****Slide 4 – Learning Objectives**** Practice telling the story of your program and its impact
* Understand how to connect activities to outcomes as part of your program design process in a school and community partnership context
* Practice using a logic model tool to develop or refine your program and/or partnership
* Become familiar with tools to support the program design and implementation process

Here’s how our agenda will flow today:* Welcome & Community Building
* Presenting Your Program
* Introduction to the Logic Model Framework
* Developing a Logic Model Activity
* Scheduling Tool & Work Plan to Support Program Design
* Reflection & Closing
 |  |
| 1 min | **Setting the Stage** **Slide 5 – Setting the stage** * Learn with and from each other
* Trust you to take care of your needs during the session
* Give each other grace – we're all learning
* Keep cameras on whenever possible to support group discussions
* Step up and reply to questions or prompts by typing into the chat box or use the raise your hand feature and we’ll call on you to unmute yourself
* If you have questions at other times, please type your question into the chat box
 |  |
| 25 min | **Presenting Your Program** ***Slide 6: Presenting Your Program***As we prepare to respond to funding opportunities, it’s important to reflect on our assets and the reasons why we are doing this work. When we know our own mission and goals, and can link those to the need in our community and the services we provide, we can become strong advocates for ourselves, either as potential partners or potential grant recipients. This first exercise will give you a chance to begin connecting activities to outcomes in the work that you do.***Slide 7: Sample Outcomes***In groups of 3, you will have a chance to introduce yourselves, and answer these two questions.Here are some sample outcomes that youth programs and partnerships commonly focus on. These examples come from the Best Starts for Kids list of indicators, so if your organization is a BSK grantee, you may have been asked to align your work with one or more of these outcomes.1. Choose one of these outcomes that your program and/or partnership will focus on, or describe a different outcome your program is working towards. Take a moment to write it down. What activities will you offer for youth that relate to this outcome?
2. What is one of the greatest strengths of your organization, program, or partnership?

What questions do you have, before we go into rooms?PAUSE RECORDINGLAUNCH Breakout Rooms**Breakout Rooms – 12 minutes****…...****CLOSE Breakout Rooms**RESUME RECORDING**Slide 8: What’s Your Pitch?**Building off of what you shared in the breakout rooms, what do you think you might say about your program if you met someone a potential partner or a new funder in an elevator and had 2 minutes to “make your pitch”? ***Slide 9: Strength-based & Equitable Storytelling***As you reflect, here are some questions to support your capacity to tell strengths-based and equitable stories about your program and partnership:* Who does your program serve and how will it benefit them? What will change for them as a result of participating in your program?
* What is the value of your program and partnership? How do participants and families describe this program?
* How are you describing our role as adults in changing individual adult practices, learning environments, and systems to better support young people, especially Black, Indigenous, and youth of color?
* Use strengths-based messages and language – make sure your words are not reinforcing inequities, biases, and harmful narratives

Take 3 minutes to write some notes to yourself. Guiding Question: What’s your “elevator pitch” for your program and partnership? What activities will you provide for youth and what impact do you plan to have?*(3 minutes quiet writing time)*In the spirit of learning and collaboration, not competition, who would be willing to share your brief elevator pitch with us? *(take down slides temporarily; hear from about 3 people, give feedback if they say they would like it)*What did you notice that you want to remember from this activity? | Share in Chat: \*\*Here is the list of sample outcomes[Upload file to share]**Share in Chat:** \*\* Group questions: (A) Choose one of these outcomes that your program and/or partnership will focus on. What activities will you offer for youth that relate to this outcome?(B) What is one of the greatest strengths of your organization, program, or partnership?\*\*Producer: Set up breakout rooms – 3 people per room, 12 minutes**Share in Chat:**  What’s your “elevator pitch” for your program and partnership? What activities will you provide for youth and what impact do you plan to have? |
| 35 min | **Introduction to Logic Model Framework*****Slide 10: What is a Logic Model?***Now that you’ve had a chance to reflect on how you might present your program or partnership and begin to think about the connection between activities and outcomes, we going to introduce you to a tool that supports programs at multiple stages, from designing it at the beginning to evaluating it at the end of a program cycle.“A logic model presents a picture of how your effort or initiative is supposed to work."**Slide 11: Where are you at?**Let’s check in for a moment to see where YOU are at. Which of the following feels true for you? Share in the Chat.1. I am designing a program and I know the outcomes, but not the activities
2. I am running a program and I know the activities but not the outcomes we’re working towards
3. I am integrating a program into a new partnership
4. I am preparing to evaluate a program
5. I am revising a program
6. I am preparing to present a program to a funder
7. Other

***Slide 12: Logic Model Vocabulary****Review logic model vocabulary*Whether or not you’re new to using this kind of framework, what do you think is important about linking your activities to outcomes? *(Hear from a few people)****Slide 13: Starting from the Top...****Describe Program Outcome Statement and Partnership Outcome Statement****Slide 14: Example Outcome Statements****Review examples****Slide 15: Inputs: What Assets Will You Bring to this Work?****Review Inputs****Slide 16: Sample Inputs****Review samples****Slide 17: Outputs: What do you propose to offer and for whom?****Review Outputs: Program and/or Partnership Activities, Youth and Adult Participation****Slide 18: Output Examples****Review samples*What are your program outputs? Let’s hear some from this group.*(Discuss, talk through examples.)*Example: Target of 80 students and 85% average attendance for a summer program as an indicator of quality program and participants receiving access to program activities***Slide 19: Outcomes: What are the Outcomes you are working toward?****Review:** *Short-Term Outcomes*
* *Medium-Term Outcomes*
* *Long-Term Conditions*

***Slide 20: Outcome Examples****Review outcome examples*What is one of your program outcomes? Let’s hear some from this group.*(Discuss, talk through examples.)**Share an example.****Slide 21: Partnership Outcome Statement****Review again.* *You might think of this as the shared goal you have with your partner. Let’s hear some of your shared partnership goals – what are you and your partner trying to do?**(Hear some examples.)****Slide 22: Partnership Outputs****Review and give examples:** Quarterly shared professional development for core team of school-based educators and youth development program staff
* Partnership meetings, as the frequency that supports your partnership – maybe it’s once at the beginning and end of the school year, or maybe it’s once a month

***Slide 23: Partnership Outcomes - Impact****Review and give examples:** Short-term: School partners understand community resources available for students and families and feel well equipped to engage families in culturally relevant ways
* Medium-term: School partners refer to community partners when appropriate; follow agreed-upon processes and procedures
* Long-term: Partners provide a community of care that is welcoming and inclusive to all families

Debrief:* How might this be useful for your program and partnership?
* What questions do you have?
 | **Share in Chat:**  Here is the link to download the Logic Model Sample if you would like: ADD LINK HERE |
| 30 minutes; 5 intro & set up rooms; 25 to work | **Developing a Logic Model (Interview Activity)*****Slide 25: Let’s Practice: Logic Model Facilitator’s Guide***Now we’re going to have some time to apply this tool to your program and/or partnership—an existing one or one you are in the process of developing. For this activity, you can use either the Facilitator’s Guide, which is a list of questions to answer, or the Logic Model template, which looks like a graphic or chart with columns to fill in. These are PDFs, so we recommend taking notes on paper as you discuss your responses. You have a few choices for this activity:1. If you are attending with one or more of your partners and plan to apply for funding together, we can put up a breakout room so you can work together to answer the questions based on your shared goals.
2. Work with another person in the room so you can learn from each other as you create your own logic models. We will set you up in pairs in a breakout room and you can take turns asking each other questions from the facilitator guide.

Write in the Chat which option you would like – A or B. If you’re choosing option A and are here with one or more partners and would like to work with them, please let us know who those partners are.* You can choose to discuss and take notes in the template, or one person can interview the other using the facilitator’s guide, and then switch roles. Just agree with your partner or partners as to how you want to do the activity so it is going to be useful and productive for all of you.
* Please reach out to the Host if you’d like me to stop by to answer a question.

PAUSE RECORDING**LAUNCH BREAKOUT ROOMS**RESUME RECORDING20 minutes to work *(Let them know when 10 and 3 minutes remain.)**Debrief:*Welcome back! * What did you notice as you were doing this exercise?
 | **Share in Chatbox:**You may use the Facilitator’s Guide, which is a list of questions (ADD LINK FOR LOGIC MODEL FACILITATOR GUIDE OF PARTNERSHIPS) or the Logic Model template, which looks like a graphic or chart with columns to fill in: ADD LINK FOR PARTNERSHIP LOGIC MODEL TEMPLATE**Producer:** Prep Breakout Rooms (2-3 people per room), 20 minutes**Producer:** Finalize breakout rooms based on participant feedback |
| 9 min | **From Ideas to Action: Program Design & Scheduling Tool*****Slide 25: Program Design & Scheduling Tool at a Glance***To support you in moving from theory to action, we have another tool to share with you.**STOP Sharing Screen with Slides****SHARE Screen with Program Design & Scheduling Tool****Preview the tool:*** This Sample Weekly Schedule and Weekly Schedule Template are designed to support grantees in designing a weekly schedule for school year programs that aligns with dosage requirements for the King County Best Starts for Kids Expanded Learning Initiative's BIPOC-Led or Place-Based Collaborative Models.
* Show and describe Weekly Schedule – Sample & Template
* Show and describe Summer Schedule (which is required for BSK Expanded Learning Place-based Collaboratives and optional for BIPOC-led organizations) - Sample & Template
* This Work Plan Template highlights core categories and activities of the program planning and implementation process, and provides a framework for you to identify key activities, time periods, and deadlines for when different aspects of the work will take place. It is a combination of tasks and a calendar to track your work.
* Show and describe Work Plan Template

**STOP Sharing Screen with tool****SHARE screen with Slides*****Slide 26: Program Design & Scheduling Tips***Tips for program design and scheduling:* Build a schedule for school-year and/or summer – that includes partners, if any
* Consider: staff capacity, youth:adult ratios, expertise needed to lead activities, space
* Develop a recruitment plan to ensure you will meet Expanded Learning attendance requirements

***Slide 27: Developing a Work Plan***Develop a work plan:Categories of work may include:* Resource Acquisition
* Documentation
* Program Design
* Program Preparation
* Partner Coordination
* Communication
* Continuous Improvement Process
* Evaluation

Tips: * Set clear timelines - now that you’ve receive funding, align with BSK activities and expectations
* Establish clear roles & responsibilities
* Invest in relationships – on your staff team, with partners, and with youth
* Communication is key!
* Monitor your work plan – monthly at minimum

What questions do you have? | **Share in Chat:**Here is a link to download the Program Design & Scheduling tool: ADD LINK TO TOOL |
| 5 min | **Debrief/Reflection*****Slide 28: Now What?**** What now? How will you apply your learning?
* Unmute or share in the Chat.)
 |  |
| 3 min | **Closing & Evaluation*****Slide 29: Keep in Contact***Thank you!Within one week, we will send you an email with the recording, slide deck, and links to all of the tools we discussed today.We welcome your feedback! Please fill out the evaluation.We’ll going to stop the recording now, but can stay on for a few more minutes if they are additional comments or questions.STOP RECORDING | **Share in Chat:**  Please fill out this brief survey to share your feedback on this session. Thank you! Workshop Survey: LINK TO SURVEY |
| Total time: 120 minutes | **Post Event Tasks:** Email to registrants with PDF of slidedeck, links to resources, and access to recording of session  |  |