Unconditional Education Logic Model

1. Increase capacity of schools serving high poverty, urban communities to deliver effective interventions through the implementation of a multi-tiered framework
2. Increase achievement of students at-risk of or diagnosed with disabilities

**Goals**

**Inputs**
- Multi-Service Lead Agency
  - Strong belief in collaboration and partnership
  - A continuum of services and expertise including established partnerships with systems of care (social services, child welfare, mental health, behavioral health, probation, etc.)
  - Training capacity and expertise

**Educational Organization**
- Strong belief in collaboration and partnership
- System-wide commitment to providing Unconditional Education for all students
- Organizational sustainability and commitment to the process of school transformation
- Leadership capacity including the ability to develop a shared vision, and to promote relational trust and stakeholder investment

**Strategies**

**KEY COMPONENT: System Efficiency**
- Work collaboratively with leadership to assess the current system of student supports and to create a responsive intervention plan
- Assist leadership in creating a customized binned funding structure

**KEY COMPONENT: Coordination of Services**
- Coordinate support services through the creation of a multi-disciplinary coordination of services team (COST) and the use of data management and analysis
- Facilitate collaboration with county mental health, child welfare and probation
- Establish a protocol for parental engagement during the referral process

**KEY COMPONENT: Universal Supports/Tier One**
- Provide staff with a set of tools including differentiated instruction, School Wide Positive Behavioral Interventions and Supports, and trauma-informed practices, to address the general variance of needs of all students.
- Provide responsive professional development for staff that will enable them to better support students within the classroom setting
- Promote active involvement amongst family and provide training and workshops for parents and caregivers

**KEY COMPONENT: Targeted and Intensive Supports/Tier Two and Three**
- Provide high quality intervention services by credentialed and licensed professionals
- Provide responsive and specialized training for academic, behavioral and/or mental health support staff
- Provide responsive training for targeted parent groups experiencing similar challenges/needs

**Short-Term Outcomes**

- Resource allocation at each tier is aligned with demonstrated need
- Staff report that services are more coordinated, responsive, integrated, and data driven
- Schools are more responsive to students who have experienced trauma
- School has a consistent system of PBIS
- School has a differentiated approach to classroom instruction
- Staff and parents report increased knowledge and skills in their ability to support the diverse needs of their students

**Long-Term Outcomes**

- Improved school climate as demonstrated by an increase in School Climate Assessment Instrument (SCAI) scores
- Increase in academic achievement as measured by progress assessments and standardized tests
- Improved behavior outcomes as demonstrated by a decrease in disciplinary referrals and suspensions
- Increased time in school as demonstrated by increased attendance rates
- Services are more efficient and cost effective, as demonstrated by cost per pupil rates and an analysis of recidivism risk levels