# Measuring Social Return on Investment for Community Schools

## A Case Study

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**The Children's Aid Society is an independent, not-for-profit organization established to serve the children of New York City.** Our mission is to help children in poverty to succeed and thrive. Founded in 1853, Children's Aid has played an important leadership role in improving services and outcomes for the most vulnerable children. In 1992, Children's Aid launched its first community school, an innovative model that brings the expertise of our organization into deep, long-term partnership with selected New York City public schools. Two years later, Children's Aid created the National Center for Community Schools in response to the tremendous interest generated in this new comprehensive and integrated approach to promoting children's learning and development. The role of the National Center is to build the capacity of schools, districts, community partners and government agencies to organize their human and financial resources around student success. Since 1994, the National Center has provided training, consultation and other forms of technical assistance to nearly all of the country's major community school initiatives.

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# Foreword

Few would dispute the invaluable contributions of community schools to student academic achievement, children's social and emotional health, family participation, and community engagement. By transforming the whole school environment, these initiatives create a positive and supportive school climate in which teachers, parents and an array of others are actively engaged in supporting student success. Currently there are as many as 5,000 community schools operating in 44 states and the District of Columbia, serving an estimated 5.1 million students.

Despite the demonstrated success of this strategy,[1] community schools face a daunting challenge in scaling to achieve widespread impact. For example, they are confronted with competing theories about how to improve student achievement, including a heavy reliance on what journalist Paul Tough terms the "cognitive hypothesis"—the simple but unproven idea that children's cognitive capacities can be developed in isolation from their social, emotional, physical and moral growth.[2] Furthermore, in this environment of limited resources, any kind of change strategy can generate resistance—even one that is designed to make better use of existing school and community resources, such as community schools.

In this constrained fiscal environment, it is more critical than ever to ensure that reliable information is available for informed decision making and investment. Independent grant-making foundations, individual donors and public officials are the primary sources of growth capital to sustain and scale community schools and maximize their impact. But they need more information about the effectiveness and return on investment of various approaches to scaling and growth planning. They want to know the value of social outcomes attributable to community schools and be able to express that value in monetary terms, which are easy to understand and communicate.

Social return on investment (SROI) offers a new strategy to measure and communicate the value of outcomes achieved by programs that provide social, health, and education services to children and their families. It can be a powerful tool for demonstrating the monetary value of programs and services and for communicating that value in a way that can be understood at a basic economic level. This case study of two community schools operated by The Children's Aid Society in partnership with the New York City Department of Education — PS 5 and Salomé Ureña — provides convincing results. It was prepared using a methodology developed by The Finance Project to help community school leaders measure and communicate the social and economic value of a community school and its programs.

This methodology is presented in a companion guide, *Measuring Social Return on Investment for Community Schools: A Practical Guide,* which is published separately and is also available online at financeproject.org. The guide draws on and complements the work of other researchers with a shared interest in SROI measurement. It is by no means the first or the last word on how to reliably measure and communicate the value of community schools and other social policy initiatives. But we believe it is an important and practical contribution to the ongoing conversation.

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1. See, for example, *Research Report 09* (Washington, DC: Coalition for Community Schools, 2009). See also *Building Community Schools: A Guide for Action* (New York, NY: The Children's Aid Society, 2011).
2. Paul Tough, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* (New York, NY: Houghton Mifflin Harcourt, 2012).

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A national advisory group comprised of social science researchers and program evaluators, community school leaders, state and local policy makers, school and school district officials, and national education and school health experts provided valuable advice and input on all aspects of the study from conception through final review and drafting. With leadership from Cheryl D. Hayes of The Finance Project, and Jane Quinn of The Children's Aid Society, these individuals met in person and consulted by phone over a two-year period to help shape and refine the methodology and social return on investment analysis. They include:

- Martin J. Blank, Coalition for Community Schools
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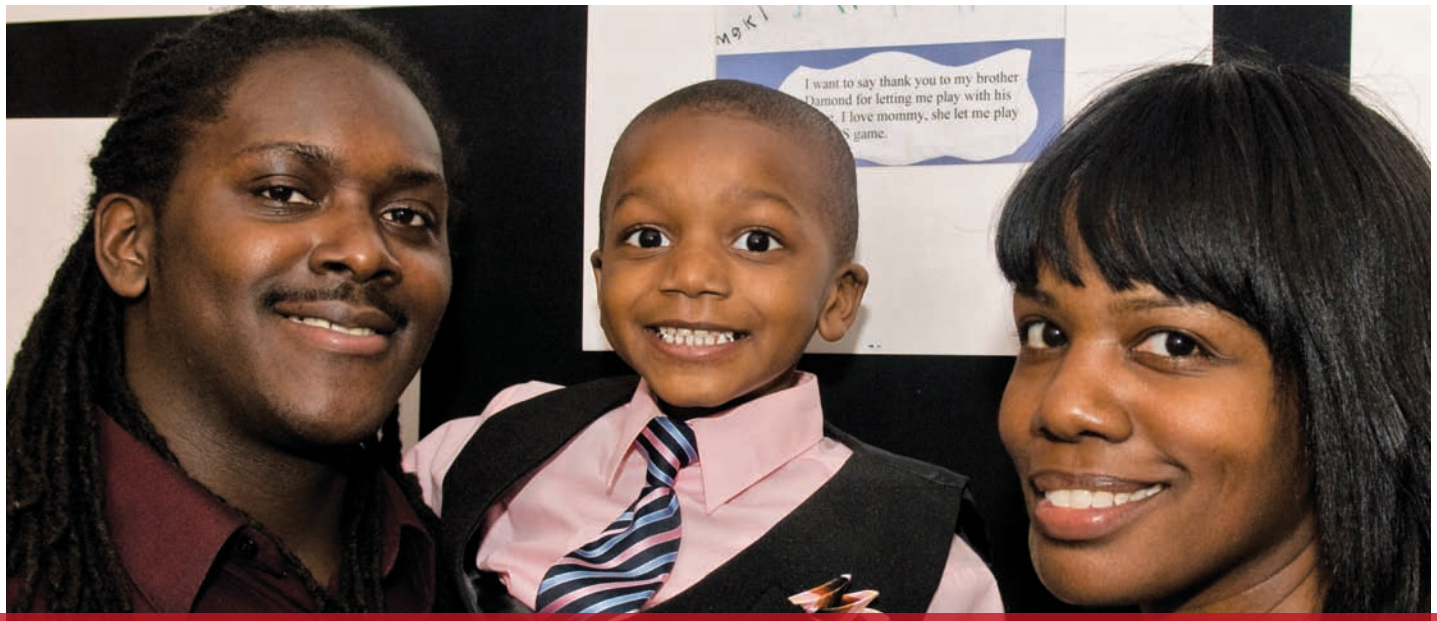
With guidance from Cheryl D. Hayes, Laura Martinez and Torey Silloway of The Finance Project staff conducted the data collection and analysis. Cheryl D. Hayes and Laura Martinez drafted the guide and the case study. Carlene Campbell provided able administrative support. Karen Glass served as editor, and Irina Katz assisted with all final proof-reading and revision. Children's Aid staff Justin Burke, Kathy deMeij, Hersilia Mendez, Anthony Ramos and Julianne Rana helped with production and dissemination planning. Cyndi Cliff of Janin/Cliff Design designed the guide and case study for publication.




**Proud artist and his parents at The Children's Aid/National Arts Club annual Students' Art Exhibit.**

—The Children's Aid Society

# Introduction

The Children's Aid Society (Children's Aid) contracted with The Finance Project (TFP) to conduct a study to determine the social return on investment (SROI) of the New York City-based children's charity's community schools. An SROI calculation is a relatively new approach used to capture social value by translating outcomes into financial and nonfinancial measures.[3] It differs from a traditional cost-benefit analysis because it is a framework for exploring an organization's "social value," both in dollar terms ("social profit") and qualitative impact. This case study is a landmark attempt to use SROI analysis to measure the value of the Children's Aid community school model.

## Purpose of the Case Study

Increasingly, policymakers, state and city officials, and members of the private philanthropy community want clear evidence of the results of their investments. One purpose of this study is to provide these leaders and other decisionmakers with the critical information they need to understand the return on their investments in Children's Aid. The goal of this study is to better understand the impact of the community schools operated by The Children's Aid Society on students, families, and the school community. It analyzes "value" not only in terms of improved outcomes, but also through additional revenues generated and costs avoided using an SROI approach. This approach looks at the total monetary benefit derived from social investments relative to the monetary costs of those investments.

SROI can be a powerful tool for communicating the monetary value of the community schools in a way that resonates with public- and private-sector leaders. Children's Aid and other community school leaders and decisionmakers can use the study's findings to guide their program, policy, and funding decisions. Therefore, TFP opted for a straightforward approach to ensure the funders, policymakers, and other leaders have a significant level of confidence in the findings. The approach used to conduct the SROI analysis strives to balance the client's goals with the realities of available data and rigorous methodology.

3. New Economics Foundation, *Measuring Value: A Guide to Social Return on Investment*, 2d. ed. (London, England: New Economics Foundation, 2008).

**"Making every school a community school has to be our collective vision. This has to be the rule rather than the exception."**

**—Arne Duncan, U.S. Secretary of Education, Children's Aid Society, Community Schools National Conference, October 22, 2009**
http://www.childrensaidsociety.org/media-center/videos/arne-duncan-speaks-community-schools-practicum

## The Children's Aid Society's Community Schools

The Children's Aid Society was founded in 1853 and offers a comprehensive array of services to more than 70,000 children and families each year at 45 locations throughout New York City. Fundamental to Children's Aid's theory of change and school philosophy is the belief that a focus on the education of children *and* the strength of the surrounding community results in a "web of support" for children's optimal development. Its community schools provide various supports and services all year long, both during and outside the regular school day, to help students develop academically and socially.

Depending on the school site, students may participate in extended day academic enrichment programs or receive on-site or school-linked medical, dental, and mental health services. Family and community members can also access early childhood or adult education programs. These five comprehensive supports and services are integrated and aligned with the school day and are provided to those most in need of academic and social boosts.

## Documented Impact of Children's Aid Community Schools

The Children's Aid Society has commissioned several independent evaluations of its community schools during the past decade.[4] Evaluation findings include these:

- Children who participated in community school afterschool programs demonstrated greater gains in math and reading than non-participants, particularly when they attended the program for more than one year.
- Student and teacher attendance was higher at community schools than at matched comparison schools.
- Teachers, parents, and students at community schools rate school climate more positively than do their peers at comparison schools.
- Parent/caregiver involvement was significantly higher in community schools than in comparison schools.

Furthermore, some Children's Aid community schools offer on-site (or school-linked) health and mental health services for students. Based on data it collected between 2007 and 2009 on several indicators of child health, Children's Aid found that on-site health clinics in four community schools helped prevent emergency room visits by students that would likely have occurred if these students had attended a traditional school without built-in access to health services. The data also revealed that school-based health clinics at Children's Aid community schools provided more timely access to mental health services than traditional schools.[5]

4. The Children's Aid Society, *Building Community Schools: A Guide for Action*.(New York: The Children's Aid Society, 2011).
5. The Children's Aid Society, "School-Based Health Centers Dashboard" (New York: The Children's Aid Society, 2012), www.childrensaidsociety.org/publications/spring-2012-school-based-health-centers-dashboard.

**High school students construct thoughtful portfolios to compete for college entrance.**

—The Children's Aid Society

Graduation ceremony for The Children's Aid Society's Ercilia Pepin Parent Leadership Institute. Since its inception in 2007, the Institute has graduated an average of 400 parents and family members a year.

—The Children's Aid Society

# SROI Approach, Tools, and Analysis

The Finance Project partnered with The Children's Aid Society to pilot a methodology, adapted from the New Economics Foundation,[6] to assess the social return on investment of community schools. The key steps identified and used to conduct an SROI analysis include:

- Step 1: Understand what to measure
  - Engage stakeholders
  - Review and refine the theory of change
  - Define the analysis parameters
- Step 2: Prepare for the SROI Analysis
  - Determine a sample
  - Establish a data collection process
  - Collect outcome and cost data, including in-kind costs
  - Identify outcomes and indicators to be measured and collected
  - Develop an impact map
- Step 3: Model and calculate the SROI
  - Determine financial values and proxies
  - Calculate impact
  - Calculate the SROI

## Step 1: Understand What to Measure

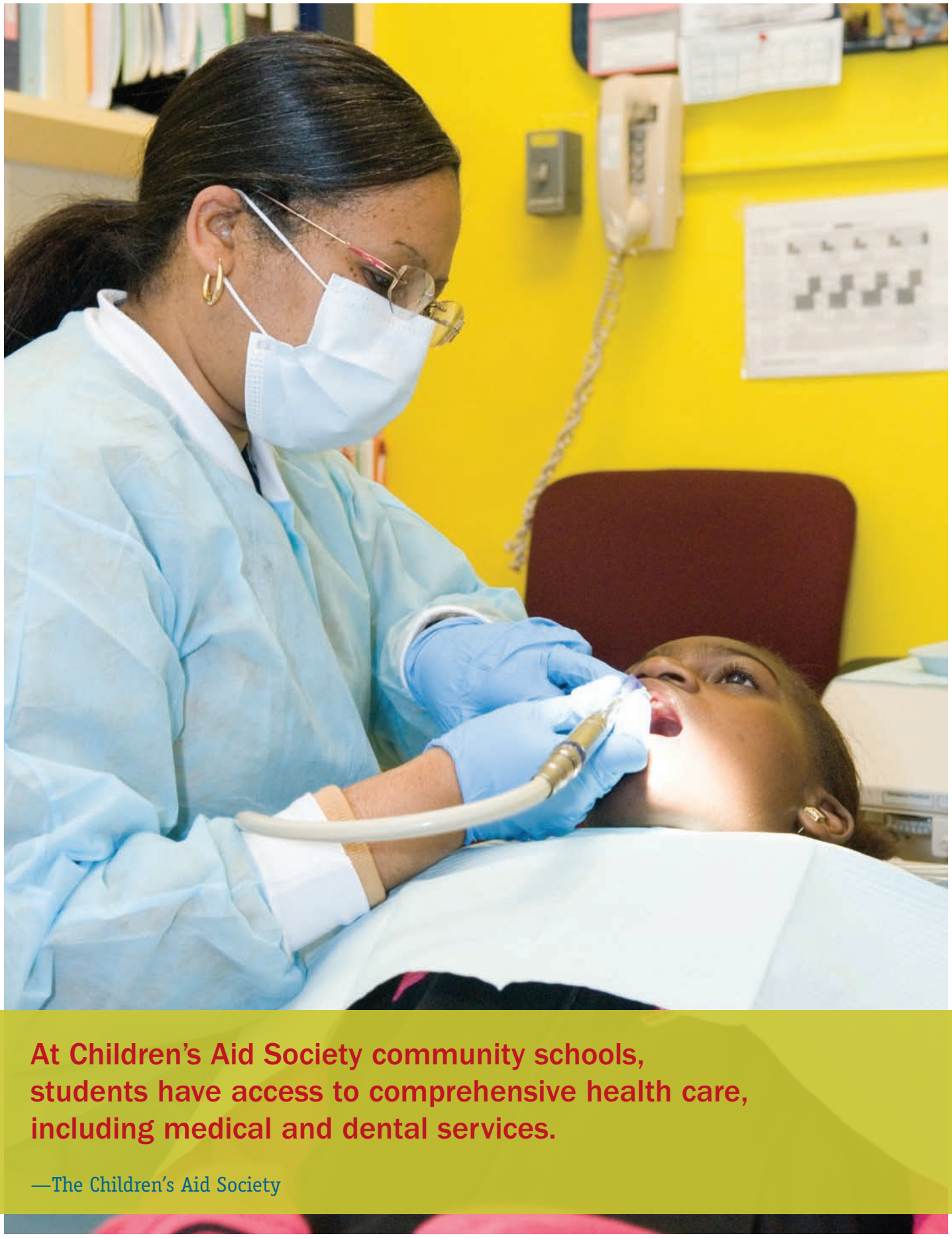
To create a solid foundation for the SROI analysis, community school leaders must engage stakeholders, review and refine the theory of change, and define the analysis parameters.

### Engage Stakeholders

To help guide the case study, Children's Aid convened an 9-member advisory committee consisting of experts in research, public policy, and program development and administration. The advisory committee was asked to review and offer feedback on the study methodology, provide feedback on the content and presentation of the findings, and help identify key audiences for the study findings. Also instrumental to the case study were members of the Children's Aid staff, who provided overall direction.

Evaluation experts on the advisory committee were engaged throughout the SROI process to offer advice and comment on the study design and quality of the data. On December 14, 2010, the advisory committee met to agree on the final study methodology, including how to address data limitations and the rigor of the

6. New Economics Foundation.



**At Children's Aid Society community schools, students have access to comprehensive health care, including medical and dental services.**

—The Children's Aid Society

**"Evaluations back up the anecdotes of accomplishment…This research record makes the Children's Aid Society Exhibit #1 in the case for community schools nationwide."**

**—David L. Kirp**

Kids First: Five Big Ideas for Transforming Children's Lives and America's Future, by David L. Kirp. (New York: Public Affairs, Perseus Books Group, 2011).

approach, and to identify opportunities to communicate the study findings to key stakeholders.

The December 2010 meeting launched the start of the SROI study and was instrumental in deciding the parameters of the analysis. Specifically, the advisory committee provided guidance regarding the Children's Aid outcomes, potential data sources, and recommended study sample. The committee also forewarned TFP about the risks involved in the monetization process stating, "You have to monetize everything. If not, the outcome will be underrepresented and you don't want to miss any of the benefits." The committee added, "There is a lot of value in monetizing, but over-monetizing can cause too much skepticism." This critical advice enabled TFP staff to develop a reliable evaluation method for The Children's Aid Society.

### Review and Refine the Theory of Change

The relationship between the program components offered by Children's Aid and the respective goals those components intend to achieve is known as a "theory of change." Children's Aid's theory of change is representative of that of other community school models. Therefore, TFP staff analyzed the goals of the Coalition for Community Schools and The Children's Aid Society to identify eight primary goals of community schools:

- Children are ready to enter kindergarten.
- Students are active in the school and in the community.
- Students succeed academically.
- Students are healthy physically, socially, and emotionally.
- Students live and learn in a safe and supportive environment.
- Families are involved with their children's education.
- Schools are engaged with families and communities.
- Teachers and principals are effective.

These goals formed the basis of the analysis. After careful review of the goals and intended outcomes of Children's Aid and other community school initiatives, more than 40 outcomes pertaining to the eight major goals were identified for the analysis (see Appendix A: Community School Goals and Outcomes Crosswalk). Each outcome relates to measurable indicators that are used to assess the value of community schools.

### Define the Analysis Parameters

To ensure the efficacy and integrity of the case study, Children's Aid, the advisory committee, and TFP staff agreed to limit the case study to a sample of "full-service" elementary and middle schools for the three most recently completed school years, 2007 to 2010. Full-service schools include four major service areas: expanded learning opportunities (including afterschool and summer programs); on-site or school-linked health and mental health services; parent education and engagement; and other family support services. These four service areas address all eight community school goals.

The Children's Aid case study sought to answer these questions:

- What is the SROI of a sample of Children's Aid-affiliated elementary schools?
- What is the SROI of a sample of Children's Aid-affiliated middle schools?
- How do the various Children's Aid program components contribute to the overall return on investment?
- If possible, what is the SROI of a random sample of peer elementary and middle schools?

## Step 2: Prepare for the SROI Analysis

After clarifying what to measure, community school leaders must determine a sample; establish a data collection process; collect cost and outcome data; identify outcomes and indicators to be measured and collected; and develop an impact map.

### Determine a Sample

Two of The Children's Aid Society's sites—P.S. 5/Ellen Lurie Elementary School (prekindergarten to grade 5) and its sister site, the Salomé Ureña de Henriquez Campus (grades 6 to 12)—were chosen to be part of the pilot effort to measure the social return on investment of the Children's Aid community school model. These sites were chosen because of the comprehensive program approach and longevity of the programs at these school sites. Both school sites are considered "full service," meaning they offer the full array of Children's Aid program services. The Children's Aid Society has operated the schools since 1993 and 1992, respectively.

P.S. 5/Ellen Lurie Elementary School has a student body of approximately 800 students. The Salomé Ureña de Henríquez Campus (Salomé Ureña) is more complex, because three schools are housed on one campus: the City College Academy of the Arts, M292 (grades 6 to 12); an Intermediate School, IS 218 (grades 6 to 8); and Middle School 322 (grades 6 to 8). Combined, these three schools serve a student body of approximately 1,300 students.

Most adult participants in the Children's Aid-offered services at these sites are parents of the enrolled students; however, community residents other than students or their parents also participate in these services. The breadth of the programming at these sites sets a

**"The community-wide approach where a school is the hub of holistic services is a recipe for success. The Vito Marcantonio School (P.S.-I.S. 50) works with organizations like the Children's Aid Society to help its students succeed. The Harlem Children's Zone approach may be too costly to replicate in every neighborhood, but its framework, as evidenced by P.S.-I.S. 50, should serve as a model for at-risk communities everywhere."**

**—Alma J. Powell, Chairwoman, America's Promise Alliance**
The New York Times, May 11, 2009

solid baseline for determining the social return of the Children's Aid services not only on participants of particular programs, but also on other students attending the schools. This is known as the "spillover effect."

## Establish a Data Collection Process

A project team at The Finance Project worked closely with key members of The Children's Aid Society staff (Jane Quinn, vice president for community schools and director of the National Center for Community Schools; and Katherine Eckstein, director of public policy) to identify and collect student, parent, and community indicators on both regular school day activities and Children's Aid activities at PS 5 and Salomé Ureña.

The data collection process also included working with Children's Aid community schools' director of quality control, Angela Rodriguez, and director of fiscal operations, Robert Aguirre. Mr. Aguirre was responsible for gathering and delivering the cost and budget data, while Ms. Rodriguez worked to obtain the right outcome and indicator data. As needed, several other key stakeholders, including the Children's Aid community school directors at each of the study sites (Madelyn Gonzalez at PS 5 and Migdalia Cortes-Torres at Salomé Ureña) and an external evaluator provided outcome data and information regarding the programs at the two study sites. All cost and outcome data were then shared with TFP staff, which they managed, reviewed, and shaped as part of the SROI analysis.

Deciphering differences between preexisting and new data proved challenging. Much of the preexisting data was not available in the format required for the analysis. Therefore, TFP staff relied heavily on raw data from The Children's Aid Society or used average figures from already established data collection tools, such as data from the Peabody Picture Vocabulary Test (PPVT) or percentage estimates from standardized test scores. (See Data Limitations on page 15.)

## Collect Cost and Outcome Data

Two types of data are required for the SROI analysis: cost data and outcome data. Cost data, known as the "value of the investment," reflects the monetary value of the resources required to operate community schools. Outcome data, known as the "value of the benefit," is the perceived benefit translated into a monetary value using financial proxies. The pilot study used data for Children's Aid community schools from academic years 2007–08, 2008–09, and 2009–10, mostly available through the New York City Department of Education's databases and in-house data, including The Children's Aid Society's independent evaluator, ActKnowledge.

**Cost Data.** To calculate the social return on investment, TFP staff first determined what it cost to produce the results achieved by the Children's Aid community schools. To get a "true" cost, three types of cost categories were considered:

- **Program costs,** including all staffing costs, materials, and supplies for providing the direct services;
- **Overhead/administrative costs,** including the costs of providing support to all the Children's Aid community schools, such as payroll and benefits, program oversight and management, and policy development, as well as the actual cost of operating the schools as recorded by the New York City Department of Education; and
- **In-kind costs,** including the value of the space provided to Children's Aid community schools at a reduced cost, the value of food costs for afterschool programs provided by the city's education department, and the value of volunteer staff and other in-kind services.

TFP staff collected all relevant cost and budget data for PS 5 and Salomé Ureña from 2007 to 2010 and averaged the cost over that three-year period as the operating cost of the community schools. They worked with identified Children's Aid contacts to track and collect all cost and budget data. The Children's Aid Society collected budget data separately for the programs operated at each school. It also captured separate budget data for the regular day school budget, which is funded through city, state, and federal funding sources.

Five peer schools were used as the comparison group for this study. All comparison schools were matched by key demographics to the Children's Aid school sample. To measure the SROI, budget information also was collected on the sample of five peer schools. Because most of the funding that schools receive is based on the Fair Student Funding Allocation, a formula that allocates funding to all public New York City Schools, budget data was collected to verify that per-student expenditures generally were equivalent between the peer schools and Children's Aid schools.

**Outcome Data.** Outcome data determines the impact, or added value, of the community schools' key program components, such as afterschool programs, parent support services, and on-site health services. TFP staff provided Children's Aid with a checklist to help staff understand what outcome data was available on multiple program components, including health, afterschool, and early childhood programs. The checklist also was used to track

## Data Limitations

### Longitudinal Data

Data that tracks individual student outcomes over time was not available. For example, the graduation rate of students who have attended Children's Aid elementary and or middle schools was unknown, so estimates had to be used. It is also unknown to what extent students who have attended Children's Aid community schools have experienced negative outcomes, such as spells in juvenile or adult corrections, unemployment, or receipt of Temporary Assistance for Needy Families.

### Incomplete Data

Unlike middle schools, where an evaluation has been completed on Children's Aid 21st Century Community Learning Center afterschool programs, no evaluations that include high schools have been completed. One evaluation, conducted from 1993 to 1999 by Fordham University, included elementary schools. Although previous evaluation data was limited, The Children's Aid Society was able to obtain some raw student data, primarily on participation in the Children's Aid services. Individual student data was unknown, so a percentage estimate was used to determine impact when using standardized test scores and environmental survey data from the New York City Department of Education.

data collected from the New York City Department of Education and other sources, such as the U.S. Census Bureau, New York City Police Department, New York State Division of Criminal Justice Services, New York City Department of City Planning, and New York City Department of Health and Mental Hygiene. For example, the city education department collects a significant amount of performance and accountability data on all schools, including student performance and school climate information, through a school survey and quality reviews. Regular school day student indicators from a randomly selected set of comparison peer schools also were collected.

## Identify Outcomes and Indicators To Be Measured and Collected

A community school model has direct and indirect beneficiaries. The Children's Aid Society focuses on four major direct beneficiaries:

- Infants and young children, from birth to age five;
- Students;
- Families; and the
- School Community

Although other stakeholders related to Children's Aid community schools exist, including staff, volunteers, funders, and taxpayers, this study focused on the impact on those most affected by community school activities.

A list of measurable indicators was used to develop an inventory checklist for each beneficiary. The measurable indicators are linked to the list of more than 40 social, educational, environmental, and health-related outcomes achieved according to the eight major goals. The checklist is composed of recommended community school outcomes and indicators categorized by beneficiary (see Appendix B: Data Inventory Worksheet). It was used to collect outcome data at the two Children's Aid sites, when available, for the three-year period 2007 to 2010. The purpose of collecting three years of data was to determine an average for each outcome to help gauge consistency over time. Although The Children's Aid Society would like to see improvements across all outcomes, the average of the outcome data accounts for larger increases or decreases over time.

## Develop an Impact Map

The eight identified goals created the framework for an impact map of Children's Aid community school activities. An impact map is used to capture how an activity makes a difference, what kind of difference, and to whom. In addition to a "monetization" process, in which the outcomes were assigned a dollar value corresponding to benefits or cost savings, this information is used to calculate and analyze Children's Aid's social return on investment.

Children's Aid's study design included two sets of school sites (PS 5 and Salomé Ureña), each with particular beneficiaries: children from birth to age five (PS 5 only), students, families, and the school community. An impact map was developed for each group of beneficiaries, which followed the inventory checklist described earlier and in Appendix B. Actual available data points were used to populate a Microsoft Excel impact map. Each of these impact maps can be found in Appendix C: Impact Maps by Site and Beneficiary. A sample of the first part of an impact map for the birth-to-age-five beneficiary group is found in Table 1.

TFP staff encountered several challenges when analyzing a comparison peer group. Specifically, the enrollment numbers of the peer schools usually outnumbered the enrollment numbers at the Children's Aid sites. This observation was troublesome, because the multiplier for the benefit was larger for the peer group than for the Children's Aid sample. As a result, the measure of total impact was skewed for the impact map. Cost data for the comparison group also was skewed, because the only data source was the New York City Department of Education. It was unclear whether other program activities took place at the selected group of peer schools. Subsequent studies will require additional outreach to the comparison schools to ascertain the impact.

## Table 1: Birth-to-Age-Five Beneficiary Group—Impact Map Layout, Part 1

| Outcome | Indicator | Indicator Proxy | 2008 | 2009 | 2010 | Three-year Average/ Estimate |
|---|---|---|---|---|---|---|
| Children attend early childhood programs. | Total enrollment and attendance in Head Start, Early Head Start, or other formal early child care programs offered by Children's Aid. | Total enrollment | 134 | 136 | 138 | 136 |
| | | Average daily attendance | 118 | 120 | 121 | 120 |
| Children have adequate physical well-being. | Number of visits to community school health center for early childhood checkups. | Health center visits by children 4 years old and younger (does not include first aid) | 296 | 342 | 217 | 285 |
| Children have attained cognitive and early literacy skills. | Measures of child literacy and language development: recognizing letters; counting to 20 or higher; understanding concepts of print, listening, and speaking; and reading or pretending to read. | PPVT scores for a nationally representative sample | | | 29 (52%) | 29 |
| | | Number of students enrolled in the community school's reading program | | | 28 (50%) | 28 |

**Camper enjoys the beautiful weather at The Children's Aid Society's Wagon Road summer camp outside New York City.**

— The Children's Aid Society

## Step 3: Model and Calculate the SROI

Efforts to determine financial values and proxies, calculate impact, and calculate the SROI comprise the last step.

### Determine Financial Values and Proxies

Based on the available outcome data, TFP staff identified financial values and/or proxies for identified outcomes using the research literature. This process is referred to as "monetizing" the outcomes. Monetizing an outcome helps assign a financial value to the social benefits produced.

The process of determining the financial value for each outcome for which The Children's Aid Society had data varied. TFP staff conducted extensive research of third-party sources to identify and assign the most accurate proxies possible. When feasible, average costs were used and both fixed costs and variable costs were noted. The proxies included the price for a service, social validation (e.g., worth to the stakeholder), cost savings, average household spending, and travel costs.

In addition, many of the proxies had to be converted into an indexed value to represent the New York City dollar in 2010. This included an intensive process of finding the appropriate population size and adjusting for inflation. Once an indexed value was determined on the appropriate outcomes, the financial proxies were carefully organized by outcome attributed to a specific beneficiary (see Appendix D: Monetized Benefits).

Several outcomes do not have a direct financial proxy. Table 2 lists outcomes that should be considered in the results of the SROI analysis but are not calculated in the formula. To further strengthen this case study, interviews should be conducted with site coordinators and staff, Children's Aid program evaluators, and other stakeholders to better understand the value of these measures, which are not easily quantifiable. Without this information, TFP was unable to answer the research question, "How do the various Children's Aid program components contribute to the overall return on investment?"

### Calculate Impact

Once a complete inventory of the costs and monetized benefits for Children's Aid was established, TFP staff calculated the impact of the outcomes using the following steps:

- Multiply the financial value by the quantity of the outcomes, which equals a total unit value.
- Repeat the process for each outcome to arrive at the total unit value/impact for each set of outcomes.
- Aggregate the total to arrive at the overall impact of the outcomes for related beneficiaries.

This process is illustrated in the second section of the impact map example in Table 3 and is the representation of the full collection of data points broken up by beneficiary, outcome, and proxy value. Microsoft Excel was used to track and calculate the totals.

After an impact map for each beneficiary has been calculated, the next step requires adding the total costs from the cost data and the total monetized benefits from the impact calculations. Table 4 demonstrates the total costs and benefits for PS 5. The impact map for each beneficiary by school site is included in Appendix C: Impact Maps by Site and Beneficiary.

### Calculate the SROI

The last three steps TFP staff used to calculate the SROI include subtracting

## Table 2: Outcomes Without a Direct Financial Proxy

| Beneficiary | Outcome |
|---|---|
| Children birth to age five | Children have developed social and emotional skills. |
| Children birth to age five | Children have adequate motor development. |
| Children birth to age five | Children are motivated to learn. |
| Students | Students demonstrate competencies based on the Collaborative for Academic, Social, and Emotional Learning. |
| Family | Parents, teachers, and peers have high expectations for youth. |
| Family | Flexible options for parent engagement are evident. |
| School Community | Teachers improve student performance. |
| School Community | Strong and effective school leadership exists. |
| School Community | Teachers understand their students and have cultural competence. |

## Table 3: Birth-to-Age-Five Beneficiary Group—Impact Map Layout, Part 2

| Outcome | Indicator | Impacted Population (three-year average) | Financial Value | Total Unit Value |
|---|---|---|---|---|
| Children attend early childhood programs. | Total enrollment | 136 | $10,847 | $1,475,192 |
| | Average daily attendance | | | See total enrollment. |
| Children have adequate physical well-being. | Health center visits by children 4 years old and younger (does not include first aid) | 237 | $17,172 | $4,069,764 |
| Children have attained cognitive and early literacy skills. | PPVT scores for a nationally representative sample | 29 | | See cost savings above. |
| | Number of students enrolled in the community school's reading program | 28 | | See cost savings above. |
| | | | TOTAL | $5,544,956 |

## Table 4: PS 5—Total Costs and Benefits for The Children's Aid Society

| Total Investments | |
|---|---|
| Children's Aid–operated early childhood program(s) | $988,347 |
| Children's Aid programming, including afterschool and other programs for children and families | $801,497 |
| New York City Department of Education individual school operations | $7,819,451 |
| Health center operations | 340,900 |
| In-kind services donated by the New York City Department of Education or local businesses to support Children's Aid operations, including value of volunteer time | $171,494 |
| **TOTAL** | **$10,121,690** |

| Total Benefits | |
|---|---|
| Birth to Five | $5,544,956 |
| Student | $44,247,955 |
| Family | $0 |
| School | $965,736 |
| **TOTAL** | **$50,758,647** |

## Table 5: PS 5—Cost/Benefit Summary and SROI Calculation (at 27 Percent Deadweight)

| Total Investments | |
|---|---|
| Children's Aid-operated early childhood program(s) | $988,347 |
| Children's Aid programming, including afterschool and other specific programs for children and families | $801,497 |
| New York City Department of Education individual school operations | $7,819,451 |
| Health center operations | 340,900 |
| In-kind services, including donated volunteer time | $171,494 |
| **TOTAL** | **$10,121,690** |

| Total Benefits | |
|---|---|
| Birth to Five | $5,544,956 |
| Student | $44,247,955 |
| Family | $0 |
| School | $965,736 |
| **TOTAL** | **$50,758,647** |

| Deadweight @ 27% (i.e., Children's Aid can claim 73% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $37,053,812 | $27,049,283 | $19,745,977 | $14,414,563 | $10,522,631 |
| Net Present Value of Total Benefits = | $37,053,812 | $27,049,283 | $19,745,977 | $14,414,563 | $10,522,631 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $36,327,267 | $25,998,926 | $18,607,075 | $13,316,828 | $9,530,671 |
| Net Present Value= | $103,780,767 | | | | |
| $SROI_3 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $103,780,767 | $SROI_3 = 10.3$ | | | |
| | $10,121,690 | | | | |

the deadweight loss, converting figures to a net present value, and computing the SROI. The last few steps in the process required a great deal of math, but the calculations were easily done in Microsoft Excel.

**Subtract Deadweight.** Deadweight is the percentage of benefit that would have happened regardless of the presence of the Children's Aid community school program components. Deadweight is an important factor in sensitivity analysis. A sensitivity analysis assesses the extent to which impact estimates are attributable to the Children's Aid community school program components. This is done by subtracting the total deadweight from the total value of benefits by beneficiary for each year over the anticipated benefit period (t).

For the pilot study, Heléne Clark of ActKnowledge (external evaluator) and Jane Quinn and Richard Negrón from Children's Aid reviewed each outcome in which there was an associated impact for infants and young children, students, families, and the school community. They developed a rationale for assigning a deadweight value to each outcome (see Appendix E: SROI Deadweight Rationale). They rated each outcome as having high, medium, and low attribution—with *high* meaning a large percentage of the change in that outcome is assessed as being attributable to the community school strategy and implementation in the schools analyzed (deadweight at 10 percent); *medium* meaning a mid-range percentage of the change can be attributed to the community school strategy and implementation in the schools analyzed (deadweight at 25 percent); and *low* meaning a small percentage of the change in that outcome can be attributed to the community school strategy and implementation in the schools analyzed (deadweight at 50 percent).

For the various beneficiary groups, Clark, Quinn and Negrón estimated the following deadweights:

- **Infants and young children**—10 percent deadweight; Children's Aid believes that 90 percent of the change in this area is attributable to the community school early childhood programs on the basis that these programs consistently receive the highest ratings for their outcomes during federal reviews. In addition, these programs enroll extremely high-risk, low-income children who would be unlikely to develop appropriate skills and attitudes without intervention. Moreover, the programs have additional literacy enrichment activities that have been shown in a random assignment study to boost children's literacy attainment.
- **PS 5 students**—22 percent deadweight; this value was calculated by ranking six outcomes with an associated impact by high, medium, and low. The six known outcomes are these: students have access to education services and supports inside and outside the school; students attend school regularly and stay in school; students do not repeat grades; students are connected to caring adults in the school and the community; students have adequate physical well-being; and students have access to quality dental, health, and mental health services. Of the six outcomes, Children's Aid determined that attribution was high in three areas, medium in two areas, and low in one area.
- **Salomé Ureña students**—16 percent deadweight; this value was calculated by ranking seven outcomes with an associated impact by high, medium, and low. The seven known outcomes are these: students have access to education services and supports inside and outside the school; students attend school regularly and stay in school; students are achieving academically; students are connected to caring adults in the school and the community; students have adequate physical well-being; students have access to quality dental, health, and mental health services; and students have access to health and physical education opportunities. Of the seven

**"The leaders of the Children's Aid Society were, from the beginning of their work, aware of the importance of building programs that were comprehensive and creative and that allowed for individual attention, started early and involved parents."**

**—Joy G. Dryfoos, Education Researcher and Writer**
*Community Schools in Action: Lessons from a Decade of Practice* (Oxford University Press, 2005).

outcomes, Children's Aid determined that attribution was high in four areas and medium in three areas.

- **Families**—not applicable; no positive or negative benefit was determined.
- **School Community**—50 percent deadweight; for the only known benefit—teachers are highly qualified—Children's Aid indicated that being a community school does not have an impact on the teacher assignment system. Research indicates that schools in very disadvantaged neighborhoods are likely to have the least qualified teachers.

By averaging the total deadweight among each of these beneficiary groups for PS 5 and Salomé Ureña, the following deadweight values were used for the SROI analysis:

- **PS 5**—deadweight at 27 percent, which is the average deadweight value of infants and young children (10 percent), students (22 percent), and the school community (50 percent). This indicates that 73 percent of the total benefit is attributable to Children's Aid.
- **Salomé Ureña**—deadweight at 33 percent, which is the average deadweight value of students (16 percent) and the school community (50 percent). This indicates that 67 percent of the total benefit is attributable to Children's Aid.

**Convert benefits to net present value.** To determine the SROI, TFP staff calculated the net present value of the benefits. The net present value reflects the conversion of the costs of investments in Children's Aid community schools in prior years to costs in current dollars. It is the sum of all the periodic cash flows adjusted to present-day value at the appropriate discount rate (r) and benefit period (t).[7] The net present value of the benefits is the numerator within the SROI equation. The discount rate (r) is the figure that makes the computed present value comparable now and in the future. It is used to discount future values to present value. It can be thought of as a reversed interest rate, where future amounts are reflected today, with the present value being smaller.[8] In the case of Children's Aid, the analysis assumed a 2 percent discount rate, which is consistent with the inflation rate between 2009 and 2010.[9] The time period (t) was estimated at five years. The net present value (NPV) of the benefits can be calculated by using the following calculation:

$$NPV = \frac{\text{Value of Benefits}_t}{(1 + r)^t}$$

Value of Benefits = Aggregated financial value of all beneficiaries in the analysis
$r$ = discount rate, 2 percent
$t$ = time, 5 years

**Calculate the SROI.** After completing these steps, the SROI for Children's Aid community schools was calculated using the following equation:

$$SROI = \frac{\text{Net Present Value of Benefits}}{\text{Net Present Value of Investments}}$$

The last of these steps can be difficult to follow. The results and numerical calculation from these steps is demonstrated in Tables 5 and 6.

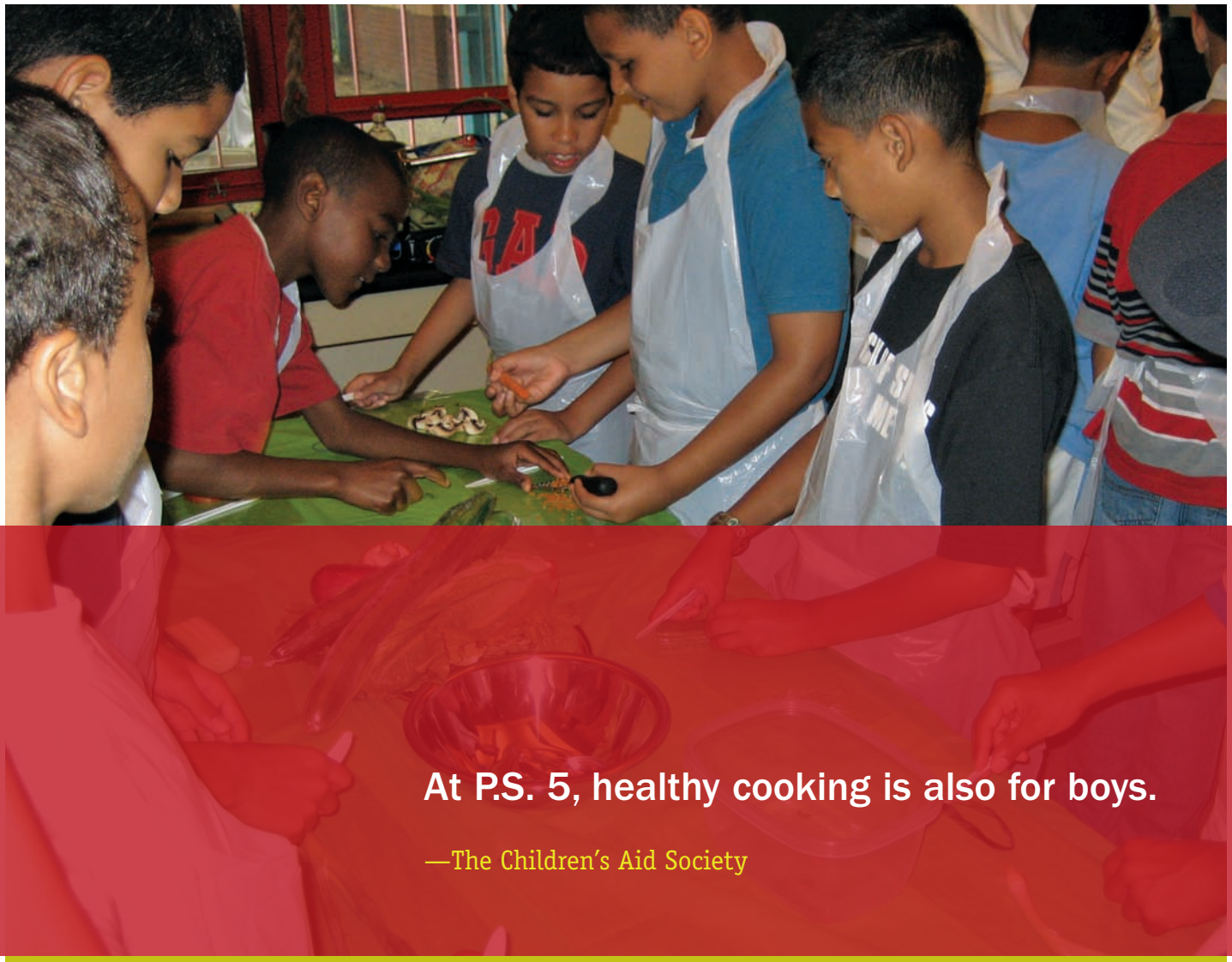
7. Tom Ralser, *ROI for Nonprofits: The New Key to Sustainability* (Hoboken, NJ: John Wiley and Sons, 2007).
8. Ibid.
9. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index Inflation Calculator, http://www.bls.gov/data/inflation_calculator.htm.

## Table 6: Salomé Ureña—Cost/Benefit Summary and SROI Calculation (at 33 Percent Deadweight)

| Total Investments | |
|---|---|
| Children's Aid-operated child care program(s) | N/A |
| Children's Aid programming, including afterschool and other specific programs for children and families | $959,835 |
| New York City Department of Education individual school operations | $3,827,595 |
| Health center operations | 958,700 |
| In-kind services, including donated volunteer time | $124,657 |
| TOTAL | $5,870,787 |

| Total Benefits | |
|---|---|
| Birth to Five | N/A |
| Student | $51,519,957 |
| Family | $0 |
| School | $262,705 |
| TOTAL | $51,782,662 |

| Deadweight @ 27% (i.e., Children's Aid can claim 73% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $34,694,384 | $23,245,237 | $15,574,309 | $10,434,787 | $6,991,307 |
| Net Present Value of Total Benefits = | $34,694,384 | $23,245,237 | $15,574,309 | $10,434,787 | $6,991,307 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $34,014,102 | $22,342,596 | $14,676,019 | $9,640,130 | $6,332,242 |
| Net Present Value= | $87,005,090 | | | | |
| $SROI_3 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $87,005,090 / $5,870,787 | $SROI_3 = 14.8$ | | | |



At P.S. 5, healthy cooking is also for boys.

—The Children's Aid Society

# Conclusion

The SROI measures the value of Children's Aid community school benefits relative to the costs of achieving those benefits. It is the ratio of the net present value of the investment. The SROI results for the Children's Aid community school sites (PS 5 and Salomé Ureña) were positive. In fact, The Children's Aid Society programs at PS 5 produce a 10.3 to 1.0 ratio; at Salomé Ureña, a 14.8 to 1.0 ratio. A ratio of 10.3 to 1.0 indicates that an investment of $1 delivers $10.30 in social value; a ratio of 14.8 to 1.0 indicates that an investment of $1 delivers $14.80 in social value.

When presenting these ratios to stakeholders, The Children's Aid Society will need to determine how best to represent these figures and which sensitivity level is more appropriate; in other words, how much of the benefit can Children's Aid credibly claim? The detailed approach Children's Aid took in estimating deadweight among each outcome allows for a sound justification in its ability to claim 73 percent of the benefit for PS 5 and 67 percent of the benefit for Salomé Ureña.

While the preliminary findings on Children's Aid community schools are promising, the study could be strengthened. Specifically, research in these additional areas would bolster the results:

- **Solidifying the impact estimates** would be an important next step for this study. Many of the impact estimates were derived from existing data, which was not easily translated into the form required for the study, or raw student data, which is not always a good representation of outcome.
- **Researching a comparison group** can help The Children's Aid Society assess the difference between the impact of a traditional school and the impact of a school with the expanded and extended services offered by Children's Aid. This knowledge would enable Children's Aid to strengthen its understanding of the difference in impact achieved through the additional investment by Children's Aid and its supporters beyond the investments already made in a traditional school. It also is important to show funders the significant student, family, and community outcomes observed because of Children's Aid.
- **Expanding this study** to include more school sites would be valuable. So, too, would focus group discussions with key stakeholders (e.g., parents, teachers, and site staff) to assess the value of outcomes that are not easily quantifiable. Doing so would give Children's Aid community school leaders a better understanding of how the various program components contribute to the overall return on investment.

The Children's Aid Society can use the current findings not only to demonstrate the value of the Children's Aid community schools, but also to support decisionmaking when choosing which programs to keep. For example, if a relatively low investment in programming at the middle school and high school levels produces high outcomes, this program may be prioritized over more costly programs with low outcomes. Specifically, Children's Aid can review its impact map to determine whether programs that yield higher outcomes, such as the Carrera Adolescent Pregnancy Prevention Program or Go! Books, should be continued or expanded. The impact map can also help decisionmakers assess what programs have high participation and low participation, such as specific afterschool components. Ultimately, this information can be used to demonstrate to key stakeholders the value of Children's Aid community schools to students, families, and communities.

Last, the findings provide clear quantitative evidence that investments in Children's Aid community schools are making a demonstrable difference in the community. This evidence of real quantifiable social benefits is what leaders need to maintain their support of community schools and to increase that support in search of additional significant social returns on those investments.

# Appendix A: Community School Goals and Outcomes Crosswalk

| Goals | Outcomes |
|---|---|
| **Goal 1: Children are ready to enter school.** | Children attend high-quality early childhood programs. |
| | Children have developed social and emotional skills. |
| | Children have adequate motor development. |
| | Children have adequate physical well-being. |
| | Children have attained cognitive and early literacy skills. |
| | Children are motivated to learn. |
| | Children, parents and the school support a smooth transition to kindergarten. |
| **Goal 2: Students are active in the school and in the community.** | Students have positive relationships with teachers. |
| | Students are connected to the school and the community. |
| | Students have positive relations with adults in the community. |
| **Goal 3: Students succeed academically.** | Students have access to education services and supports inside and outside school. |
| | Students have postsecondary plans. |
| | Students attend school regularly and stay in school. |
| | Students are graduating high school. |
| | Students do not repeat grades. |
| | Students are achieving academically. |
| **Goal 4: Students are healthy physically, socially, and emotionally.** | Students demonstrate competencies based on the Collaborative for Academic, Social, and Emotional Learning. |
| | Students have adequate well-being. |
| | Students have access to good nutrition. |
| | Students have access to quality health care, dental care, and mental health services. |
| | Students have access to health and physical education opportunities. |

| Goals | Outcomes |
|---|---|
| **Goal 5: Students live and learn in a safe and supportive environment.** | Students are safe in their school. |
| | Students live in a safe, stable environment. |
| **Goal 6: Families are involved with their children's education.** | Families support their children's education. |
| | Parents, teachers, and peers have high expectations for students. |
| | Parents are active participants in the school. |
| | Multiple opportunities for parent engagement exist. |
| **Goal 7: Schools are engaged with families and communities.** | Schools regularly communicate with and help support families. |
| | Schools are seen as a resource for parents in the community. |
| **Goal 8: Teachers and principals are effective.** | Teachers are highly qualified. |
| | Teachers improve student performance. |
| | Teachers are supported by the school. |
| | Strong and effective school leadership is evident. |
| | Teachers understand their students and have cultural competence. |
| | School faculty and administrators closely align the core instructional program with expanded learning opportunities (including after school and summer programs). |

# Appendix B: Data Inventory Worksheet

This data inventory worksheet aims to help community school leaders take stock of the data they collect at their sites. Community school leaders are not expected to collect data on all the indicators listed. The indicators listed are identified points of measure for each outcome and will help determine impact later in the social return on investment analysis.

## Goal 1: Children are ready to enter school

| Stakeholder: Children from Birth to Age Five | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Children attend early childhood programs. | Average daily attendance at Head Start or Early Head Start Programs or other formal early childhood programs | |
| | | Student enrollment in Head Start, Early Head Start, or other formal early childhood programs | |
| | | Reported quality of Head Start, Early Head Start, or early childhood programs | |
| | Children have developed social and emotional skills. | Reported sense of self | |
| | Children have adequate motor development. | Measures of child motor development: | |
| | | • Reported basic locomotor skills | |
| | | • Shows balance while running | |
| | | • Climbs up and down | |
| | | • Peddles and steers a tricycle | |
| | | • Demonstrates throwing, kicking, and catching skills | |
| | Children have adequate physical well-being. | Number of well-child visits | |
| | | Number of children overweight | |
| | | Number of children with health care coverage | |
| | Children have attained cognitive and early literacy skills. | Measures of child literacy and language development: | |
| | | • Recognize letters | |
| | | • Count to 20 or higher | |
| | | • Write one's name | |
| | | • Peabody Picture Vocabulary Test scores | |
| | Children are motivated to learn. | Reported child interest in learning, books, toys, and others objects | |

## Goal 2: Students are active in the school and in the community

| Stakeholder: Students | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Students have positive relationships with teachers. | Number of teacher-student conferences | |
| | | Frequency of one-on-one teacher-student meetings | |
| | | Comfort level of students in asking for teacher feedback | |
| | Students are connected to the school and the community. | Participation in school athletics | |
| | | Participation in school music or other performing arts program | |
| | | Number of volunteer hours logged by students | |
| | | Number of established partnerships for service learning in the school/community | |
| | | Delinquency/detention rates | |
| | Students have positive relations with adults in the community. | Number of students engaged in community service activities | |
| | | Number of reported hours students are engaged in community service activities | |
| | | Number of students with summer or out-of-school time employment | |

## Goal 3: Students succeed academically

| Stakeholder: Students | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Students have access to education services and supports inside and outside school. | Student attendance in before-school and afterschool programs | |
| | | Number of student visits to the local library | |
| | | Students are enrolled in clubs | |
| | Students have postsecondary plans. | Reported aspiration to go to college | |
| | | Demonstrated employment is lined up for the summer | |
| | | Students neither are enrolled in school nor working | |
| | Students attend school regularly and stay in school. | Daily attendance at school | |
| | | Reported early chronic absenteeism | |
| | | Number of classes missed | |
| | | Number of reported days missed | |
| | | Number of reported times tardy for class/school (unexcused) | |
| | Students are graduating high school. | Graduation rates | |
| | | Dropout rates | |
| | Students do not repeat grades. | Number of students who repeat grades (fail each year) | |
| | | Credit completion/accrual | |
| | Students are achieving academically. | Standardized test scores | |
| | | Students' progress | |
| | | Student grades (average grades by school) | |
| | | Alternative assessment systems (e.g., student portfolio) | |

## Goal 4: Students are healthy physically, socially, and emotionally

| Stakeholder: Students | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Students demonstrate competencies based on the Collaborative for Academic, Social, and Emotional Learning. | Percentage of students demonstrating CASEL competencies | |
| | | Students report being self-aware or self-affirming | |
| | Students have adequate well-being. | Measures of well-being on different early intervention health indices (Some conditions are preexisting.) | |
| | | Immunizations | |
| | | Obesity (including physical fitness tests) | |
| | | Vision | |
| | | Hearing | |
| | | Asthma | |
| | | Sexually transmitted diseases | |
| | | Pregnancy | |
| | | Substance abuse | |
| | | Number of well-child visits | |
| | | Number of children with health care coverage | |
| | Students have access to good nutrition. | Number of meals served to students during the school hours | |
| | | Number of students who qualify for free- or reduced-price lunch | |
| | | Number of students enrolled in school nutrition programs | |
| | | Number of students who are served breakfast or dinner | |
| | | Number of students who report eating breakfast, lunch, and/or dinner | |
| | Students have access to quality health care, dental care, and mental health services. | Number and percent of students enrolled in health centers or wellness-hubs. | |
| | | Number and percent of children/youth who use health centers or wellness-hubs services | |
| | | Types of services used and number of visits (mental health, first aid, reproductive health care, dental care) | |
| | | Percent and number of children enrolled in insurance program | |
| | | Number of students referred to outside health services | |
| | | Number of students referred to outside dental services | |
| | Health education for students and families is provided. | Number of health education programs available | |
| | Students have access to physical fitness opportunities. | Number of physical fitness opportunities available | |

## Goal 5: Students live and learn in a safe and supportive environment

| Stakeholder: Students | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Students are safe in their school. | Reports of bullying, fighting, or other | |
| | | Student self-reports of perception of school safety | |
| | | School has staff or programs to work with youth and families on issues of safety | |
| | | School climate measures | |
| | | Report of in-school and out-of-school suspension | |
| | Youth live in a safe, stable, environment. | Percent of eligible families receiving various benefit programs (e.g., Supplemental Nutrition Assistance Programs and Special Supplemental Nutrition Program for Women, Infants and Children) | |
| | | Percent of families in which at least one family member is employed | |
| | | Reports of child abuse or neglect | |
| | | Community crime rates/incidences, including theft, homicide, sex abuse, arson, and assault. | |
| | Students have stable relationships with supportive adults (including their teachers) | Percent of students reporting stable relationships with supportive adults, including their teachers or afterschool staff. | |
| | | Students report feeling supported by teachers and school administration | |

## Goal 6: Families are involved with their children's education

| Stakeholder: Families | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Families are involved with their children's education. | Student reporting of parents helping them with their homework | |
| | | Number of parents who attend teacher-parent conferences or other events | |
| | | Number of times parents read with their children | |
| | | Number of times parents met with teachers or principals outside parent-teacher conferences | |
| | Parents, teachers, and peers have high expectations for youth. | Youth report they are expected to do homework every afternoon/night | |
| | | Percentage of students taking Advanced Placement or International Baccalaureate courses | |
| | | Percentage of students on track for meeting state Regents diploma | |
| | | Percentage of students taking SAT or ACT | |
| | Parents are active participants in the school. | Number of parents who attend teacher-parent conferences or other opportunities | |
| | | Percent of families who report positive interactions with teachers and other school staff | |
| | Flexible options for parent engagement exist. | Adult education classes and other services are offered outside regular school hours | |
| | | Teachers and staff speak parents' native language and provide materials to parents in their native language | |

## Goal 7: Schools are engaged with families and communities

| Stakeholder: School | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Schools regularly communicate with and help support families. | Measure of frequency of feedback on student learning outcomes | |
| | | Number of events for parents, and parent attendance at events | |
| | | Number of programs and services to support parents | |
| | Schools are seen as a resource for parents in the community. | Number of programs or services offered to support parents | |
| | | Parent attendance at school events | |
| | | Number of parents enrolled or using Children's Aid services | |
| | | Measure of results of school services (parents referred to services, etc.) | |
| | | At-risk parents (including non-English speakers) attend school events and/or programs | |
| | | Schools are seen as a resource for the community (per survey/questionnaire data) | |

## Goal 8: Teachers and principals are effective

| Stakeholder: School | Measurable Outcome | Recommended Indicators | Program Checklist |
|---|---|---|---|
| | Teachers are highly qualified. | Percentage of teachers with teaching credential | |
| | | Percentage of teachers with degree in their academic field | |
| | | Years of service at the school (number of years teaching) | |
| | | Number of teachers with higher education degrees | |
| | | Teacher turnover and retention rates | |
| | Teachers improve student performance. | Teacher performance reviews | |
| | | Parent and principal evaluations | |
| | | Student feedback | |
| | Teachers are supported by the school. | Teacher satisfaction | |
| | | Teacher turnover | |
| | | Number of professional development opportunities available to staff | |
| | Strong and effective school leadership is evident. | Principal and administrator turnover and retention | |
| | | Number of school leaders with graduate-level education | |
| | | Years of service at the school | |
| | Teachers understand their students and have cultural competence. | Number of teachers who speak a second language | |
| | | Readability of students' written work | |

# Appendix C: Impact Maps by Site and Beneficiary

## PS 5: SROI Calculations

| Total Investments | |
|---|---|
| Children's Aid Early Childhood programs | $988,347 |
| Children's Aid programming, including afterschool and other specific programs for children and families | $801,497 |
| New York City Department of Education individual school operations | $7,819,451 |
| Health center operations | 340,900 |
| In-kind services, including donated volunteer time | $171,494 |
| **TOTAL** | **$10,121,690** |

| Total Benefits | |
|---|---|
| Birth to Five | $5,544,956 |
| Student | $44,247,955 |
| Family | $0 |
| School | $965,736 |
| **TOTAL** | **$50,758,647** |

| Deadweight @ 10% (i.e., Children's Aid can claim 90% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $45,682,782 | $41,114,504 | $37,003,054 | $33,302,748 | $29,972,474 |
| Net Present Value of Total Benefits = | $45,682,782 | $41,114,504 | $37,003,054 | $33,302,748 | $29,972,474 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $44,787,042 | $39,517,978 | $34,868,804 | $30,766,592 | $27,146,993 |
| Net Present Value= | $177,087,408 | | | | |
| $SROI_3 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $177,087,408 | $SROI_3 = 17.5$ | | | |
| | $10,121,690 | | | | |

| Deadweight @ 25% (i.e., Children's Aid can claim 75% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $38,068,985 | $28,551,739 | $21,413,804 | $16,060,353 | $12,045,265 |
| Net Present Value of Total Benefits = | $38,068,985 | $28,551,739 | $21,413,804 | $16,060,353 | $12,045,265 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $37,322,535 | $27,443,040 | $20,178,706 | $14,837,284 | $10,909,768 |
| Net Present Value= | $110,691,332 | | | | |
| $SROI_1 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $110,691,332 | $SROI_1 = 10.9$ | | | |
| | $10,121,690 | | | | |

| Deadweight @ 50% (i.e., Children's Aid can claim 50% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $25,379,324 | $12,689,662 | $6,344,831 | $3,172,415 | $1,586,208 |
| Net Present Value of Total Benefits = | $25,379,324 | $12,689,662 | $6,344,831 | $3,172,415 | $1,586,208 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $24,881,690 | $12,196,907 | $5,978,876 | $2,930,821 | $1,436,677 |
| Net Present Value= | $47,424,971 | | | | |
| $SROI_2 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $47,424,971 | $SROI_2 = 4.7$ | | | |
| | $10,121,690 | | | | |

## PS 5: Birth to 5

| Outcome | Indicators of Change | Proxy | 2008 | 2009 | 2010 | |
|---|---|---|---|---|---|---|
| Children attend early childhood programs. | Total enrollment and attendance in Head Start, Early Head Start, or other formal early child care programs offered by Children's Aid. | Total enrollment | 134 | 136 | 138 | |
| | | Average daily attendance | 118 | 120 | 121 | |
| Children have adequate physical well-being. | Number of visits to Children's Aid health center for early childhood checkups | School-based health care visits by children four years old and younger (does not include first aid) | 296 | 342 | 217 | |
| Children have attained cognitive and early literacy skills. | Measures of child literacy and language development: recognize letters; count to 20 or higher; understand concepts of printing, listening, and speaking; and read or pretend to read | Peabody Picture Vocabulary Test scores for a nationally representative sample | \ | \ | 29 (52%) | |
| | | Number of students enrolled in a GoBooks! reading program | \ | \ | 28 (50%) | |

| | Outcome | Three-year Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Children attend early childhood programs. | 136 | 0 | Positive | 136 | $10,847 | $1,475,192 |
| | | 120 | 0 | Positive | | | See total enrollment. |
| | Children have adequate physical well-being. | 285 | 0 | Positive | 237 | $17,172 | $4,069,764 |
| | Children have attained cognitive and early literacy skills. | 29 | 0 | Positive | 29 | | See cost savings above. |
| | | 28 | 0 | Positive | 28 | | See cost savings above. |
| | | | | | | TOTAL | $5,544,956 |

## PS 5: Students

| Outcome | Indicators of Change | Proxy | 2007–08 | 2008–09 | 2009–10 | |
|---|---|---|---|---|---|---|
| Students have access to education services and supports inside and outside school. | Number of available programs and services for youth in Children's Aid-supported out-of-school time activities | | | | | |
| | Number of students participating in a Children's Aid-offered out-of-school time activity (volunteer/community service, music, performing arts, athletics, etc.) | Average daily attendance for students in the afterschool program | 215 | 214 | 240 | |
| | | Total number of students enrolled in the afterschool program | 271 | 262 | 315 | |
| Students have postsecondary plans. | Total number of students in graduating class entering college | | | | | |
| Students attend school regularly and stay in school. | Total enrollment and attendance in school (K–5) | Average annual school attendance rate | 94% (801) | 90% (720) | 94% (742) | |
| Students do not repeat grades. | Total enrollment and number of students who repeat a grade each year | | 29 | 25 | 15 | |
| Students are graduating high school. | Total number of students graduating in 12th grade compared with the number who entered in 9th grade (graduation rates) | | | | | |
| Students are achieving academically. | Standardized test scores | Number of students performing at proficiency on city math test | 85% (727) | 90% (723) | 50% (395) | |
| | | Number of students performing at proficiency on city English Language Arts test | 44% (379) | 56%(452) | 30% (234) | |
| | Student progress reports | | | | | |
| | Progress of students in lowest third of class | | | | | |
| Students are connected to caring adults in the school and the community. | Number of students reporting that they feel their teachers care about them and want them to succeed in school | | | | | |
| | Number of students reporting that other adults in the community care about them and their success | | | | | |
| | Number of students participating in some type of out-of-school time activity (volunteer/community service, music, performing arts, athletics, etc.) | Total number of students participating in the Saturday Program | N/A | 54 | 61 | |
| | | Total number of students participating in the Holiday Program | 45 | 41 | 44 | |
| | | Total number of students engaged in community service activities | \ | \ | 92 | |
| Students have adequate well-being. | Measures of well-being, including number of students who pass school hearing tests, pass physical fitness tests, have adequate vision, and have required immunizations | Total number of students receiving an immunization | 251 | 291 | 413 | |
| | | Total number of students receiving a comprehensive physical exam | 331 | 300 | 254 | |
| | | Total number of students receiving a dental treatment (e.g. crown, filling, surgery, periodontics, or endodontics) | 106 | 135 | 83 | |
| | | Total number of students receiving a vision screening test | 311 | 302 | 211 | |

| | Outcome | Three-year Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Students have access to education services and supports inside and outside school. | | | | | | |
| | | 223 | 0 | Positive | | | See total enrollment. |
| | | 283 | 0 | Positive | 283 | $2,209 | $625,204 |
| | Students have postsecondary plans. | | | | | | |
| | Students attend school regularly and stay in school. | 93% (754) | 0 | Positive | 283 | $33,801 | $9,565,615 |
| | Students do not repeat grades. | 23 | -1 | Negative | 23 | -$3,166 | -$72,818 |
| | Students are graduating high school. | | | | | | |
| | Students are achieving academically. | 75% (615) | -1 | Positive | | | |
| | | 44% (355) | 0 | Positive | | | |
| | | | | | | | |
| | | | | | | | |
| | Students are connected to caring adults in the school and the community. | | | | | | |
| | | | | | | | |
| | | 58 | 0 | Positive | | | |
| | | 43 | 0 | Positive | 50 | $328,994 | $16,586,781 |
| | | 92 | 0 | Positive | | | |
| | Students have adequate well-being. | 318 | 1 | Positive | | | |
| | | 295 | 0 | Positive | | | |
| | | 108 | -1 | Positive | | | |
| | | 275 | 0 | Positive | 249 | $16 | $3,933 |

## PS 5: Students

| Outcome | Indicators of Change | Proxy | 2007–08 | 2008–09 | 2009–10 | |
|---|---|---|---|---|---|---|
| Students have access to good nutrition. | Number of students who qualify for free- or reduced-price lunch | Number of students who qualify for free- or reduced-price lunch | | | | |
| | Number of students served before or after school snack/meal | Number of students receiving a supper/snack as part of out-of-school time programming | | | | |
| | School has implemented policies to increase the number of children eligible for nutrition programs (e.g., electronic certification) | | | | | |
| Students have access to quality health care, dental care, and mental health services. | Number of students who enrolled in health center | Total number of students enrolled in school-based health center | 965 | 765 | 952 | |
| | Number of visits to the health center each year | Total number of student visits to school-based health center | 6999 | 6629 | 5948 | |
| | Number of student patients who have medical insurance | Total number of students with medical insurance | 745 | 673 | 743 | |
| | Number of students referred to outside medical center | Total number of referrals made to outside medical facilities | 74 | 67 | 12 | |
| | Number of students referred to emergency room | Total number of students requiring emergency room services | 24 | 30 | 7 | |
| | Number of students referred to outside dental clinic | Total number of students referred to outside dental services | 19 | 13 | 2 | |
| Health and physical education opportunities for students are available. | Total hours spent engaged in physical fitness or health education during out-of-school time | | | | | |
| | Total hours spent engaged in physical fitness during school time | | | | | |
| Students are safe in their school. | Number of reports of bullying, fighting, or other negative behavior | | | | | |
| | Student reports of perception of safety | | | | | |
| | Number of staff or programs available to work with youth | | | | | |
| | Number of in-school and out-of-school suspensions | | | | | |
| Youth live in a safe, stable environment. | | Number of parents reporting gang activity exists at their children's school | | | | |
| | | Number of teachers reporting that order and discipline is maintained in the school | | | | |

| | Outcome | Three-year Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Students have access to good nutrition. | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | Students have access to quality health care, dental care, and mental health services. | 894 | 0 | Positive | 894 | $8,569 | $7,660,686 |
| | | 6525 | -1 | | | | |
| | | 720 | 0 | Positive | 720 | $13,720 | $9,878,554 |
| | | 51 | -1 | | | | |
| | | 20 | -1 | Negative | | | |
| | | 11 | -1 | | | | |
| | Health and physical education opportunities for students are available. | | | | | | |
| | | | | | | | |
| | Students are safe in their school. | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | Youth live in a safe, stable environment. | | | | | | |
| | | | | | | TOTAL | $44,247,955 |

## PS 5: Families

| Outcome | Indicators of Change | Proxy | 2008 | 2009 | 2010 | |
|---|---|---|---|---|---|---|
| Families are involved with their children's education. | Parents report helping children with their homework or reading with their children | | | | | |
| | Number of parents who attend teacher-parent conferences or other Children's Aid events | | | | | |
| | Number of Children's Aid parent volunteers or number involved in parent committees | | 12 | 12 | 12 | |
| Families are connected to support networks and services. | Total enrollment in Children's Aid parent programs, activities, and services, including adult education courses | | 13 | 8 | 9 | |
| | Number of adult education classes or other workshops offered to parents by Children's Aid | | 111 | 53 | 52 | |
| | Number of parents responding to school's annual school environment survey | | \ | 281 | 386 | |
| Schools regularly communicate with and help support families. | Attendance at events for parents offered by the school | | | | | |
| | Number of available parent services to support parents offered by the school | | | | | |
| | Schools seen as a resource for the community | Parent reported ease of attending school meetings | \ | 270 | 363 | |
| | | Parent reports receiving information on school services | \ | 219 | 286 | |
| | | Number of parents satisfied with level of school communication | \ | 259 | 371 | |

## PS 5: School

| Outcome | Indicators of Change | Proxy | 2008 | 2009 | 2010 | |
|---|---|---|---|---|---|---|
| Teachers are highly qualified. | Number of teachers with teaching credentials | | 76 | 62 | 57 | |
| | Average years of service at the school by teachers and principals | Number of teachers teaching more than two years in this school | 52 | 49 | 54 | |
| | Number of professional development opportunities for staff made available by Children's Aid | | \ | \ | 86 | |
| Teachers are supported by the school. | Teacher turnover and retention rates | | | | | |
| | Teacher reports of satisfaction with the school | Number of teachers reporting that school leaders invite them to play an important role in setting goals and making important decisions about the school | \ | 48 | 57 | |
| | | Number of teachers who reported that their principal was an effective manager | \ | 43 | 45 | |
| | | Number of teachers who reported that school leaders communicated a clear vision for the school | \ | 56 | 52 | |

| | Outcome | Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Families are involved with their children's education. | | | | | | |
| | | | | | | | |
| | | 12 | 0 | Positive | 12 | $0 | |
| | Families are connected to support networks and services. | 10 | 0 | Positive | 10 | $0 | |
| | | 72 | -1 | Positive | Number of classes | $0 | |
| | | 334 (50%) | 0 | Positive | 334 | $0 | |
| | Schools regularly communicate with and help support families. | | | | | | |
| | | | | | | | |
| | | 316 | 1 | Positive | 316 | $0 | |
| | | 252 | 1 | Positive | 252 | $0 | |
| | | 315 | 1 | Positive | 315 | $0 | |
| | | | | | | TOTAL | $0 |

| | Outcome | Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Teachers are highly qualified. | 65 (100%) | -1 | Positive | 65 | See below. | |
| | | 51 (80%) | 0 | Positive | 51 | $18,936 | $965,736 |
| | | 86 | 0 | Positive | Number of professional development opportunities | | |
| | Teachers are supported by the school. | | | | | | |
| | | 52 | 0 | Positive | 52 | | |
| | | 44 | 0 | Positive | 44 | | |
| | | 54 | 0 | Positive | 54 | | |
| | | | | | | TOTAL | $965,736 |

## PS 5: Community

| Outcome | Indicators of Change | | 2008 | 2009 | 2010 | |
|---|---|---|---|---|---|---|
| Students and families feel safer in their schools and in the community. | Number of families receiving public benefits | Persons enrolled in public health insurance | 89,660 | 89,043 | 92,179 | |
| | | Persons receiving cash assistance (unemployment) | 7,975 | 7,399 | 8,427 | |
| | | Persons receiving food stamps (welfare spending) | 48,707 | 51,471 | 64,102 | |
| | Number of households living above the poverty level | | 44,373 | 44,373 | 44,373 | |
| | Number of reports of child abuse and neglect | | 582 | 457 | 408 | |
| | Number of crime incidences | Total of burglary; felony assault; rape; grand larceny; grand larceny auto; and murder and robbery | 913 | 864 | 912 | |
| Strong community partnerships bring additional resources. | Number of community agencies, businesses, and organizations available in the community | 3 Libraries<br>8 Public safety and criminal justice facilities<br>34 Hospitals, nursing homes, and ambulatory programs<br>6 Chemical dependency services<br>22 Mental health services<br>15 Mental retardation and developmental disabilities services<br>37 Day care facilities | 154 | | Same | |
| | Local business support to the school or Children's Aid | | Unknown | Unknown | Unknown | |
| | Number of volunteer hours of community agencies, businesses, and organizations | | Unknown | Unknown | Unknown | |

## PS 5: Costs

| Stakeholder | Use of Revenue | Total Revenue | Total Cost/ Investment | Balance |
|---|---|---|---|---|
| Infants and Young Children | Children's-Aid operated child care program(s)—Early Head Start and Head Start | N/A | $988,347 | |
| Students | Children's Aid programming, including afterschool and other specific programs for children and families | $847,539 | $801,497 | $46,042 |
| | New York City Department of Education individual school operations | $7,819,451 | $7,819,451 | $0 |
| | Health center operations costs | 308,500 | 340,900 | -$32,400 |
| | In-kind services donated by the New York City Department of Education or local businesses to support Children's Aid operations | $171,494 | $171,494 | $0 |
| | Value of volunteer time donated to Children's Aid | | | |
| | **TOTAL** | **$9,146,985** | **$10,121,690** | **$13,642** |

| | Outcome | Three-year Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Students and families feel safer in their schools and in the community. | 90,294 | 1 | Negative | | | See welfare spending. |
| | | 7,934 | 1 | Negative | 7,934 | -$10,715 | -$85,009,795 |
| | | 54,760 | 1 | Negative | 145,054 | -$122,456 | -$17,762,726,242 |
| | | 44,373 | 0 | Positive | 44,373 | 0 | $0 |
| | | 482 | -1 | Negative | 482 | 0 | $0 |
| | | 896 | 0 | Negative | 896 | -$4,818 | -$4,317,354 |
| | Strong community partnerships bring additional resources. | 154 | 0 | Positive | 154 | 0 | $0 |
| | | Unknown | | | | | $0 |
| | | Unknown | | | | | $0 |
| | | | | | | **TOTAL** | **-$17,852,053,390** |

# Appendix C: Impact Maps by Site and Beneficiary

## SU: SROI Calculations

| Total Investments | |
|---|---|
| Children's Aid Early Childhood programs | N/A |
| Children's Aid programming, including afterschool and other specific programs for children and families | $959,835 |
| New York City Department of Education individual school operations | $3,827,595 |
| Health center operation costs | 958,700 |
| In-kind services, including donated volunteer time | $124,657 |
| **TOTAL** | **$5,870,787** |

| Total Benefits | |
|---|---|
| Birth to Five | N/A |
| Student | $51,519,957 |
| Family | $0 |
| School | $262,705 |
| **TOTAL** | **$51,782,662** |

| Deadweight @ 10% (i.e., Children's Aid can claim 90% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $46,604,396 | $41,943,956 | $37,749,561 | $33,974,605 | $30,577,144 |
| Net Present Value of Total Benefits = | $46,604,396 | $41,943,956 | $37,749,561 | $33,974,605 | $30,577,144 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $45,690,584 | $40,315,222 | $35,572,254 | $31,387,283 | $27,694,662 |
| Net Present Value= | $180,660,005 | | | | |
| $SROI_3 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $180,660,005 | $SROI_3 = 30.8$ | | | |
| | $5,870,787 | | | | |

| Deadweight @ 25% (i.e., Children's Aid can claim 75% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $38,836,997 | $29,127,748 | $21,845,811 | $16,384,358 | $12,288,268 |
| Net Present Value of Total Benefits = | $38,836,997 | $29,127,748 | $21,845,811 | $16,384,358 | $12,288,268 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $38,075,487 | $27,996,682 | $20,585,795 | $15,136,614 | $11,129,863 |
| Net Present Value= | $112,924,441 | | | | |
| $SROI_1 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $112,924,441 | $SROI_1 = 19.2$ | | | |
| | $5,870,787 | | | | |

| Deadweight @ 50% (i.e., Children's Aid can claim 50% of the benefits) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| | $25,891,331 | $12,945,666 | $6,472,833 | $3,236,416 | $1,618,208 |
| Net Present Value of Total Benefits = | $25,891,331 | $12,945,666 | $6,472,833 | $3,236,416 | $1,618,208 |
| | 1.02 | 1.04 | 1.06 | 1.08 | 1.10 |
| | $25,383,658 | $12,442,970 | $6,099,495 | $2,989,948 | $1,465,661 |
| Net Present Value= | $48,381,732 | | | | |
| $SROI_2 = \frac{\text{Net Present Value}}{\text{Value of Investment}}$ | $48,381,732 | $SROI_2 = 8.2$ | | | |
| | $5,870,787 | | | | |

## SU: Students

| Outcome | Indicators of Change | Proxy | 2007–2008 | 2008–09 | 2009–10 | |
|---|---|---|---|---|---|---|
| Students have access to education services and supports inside and outside school. | Number of available programs and services for youth in Children's Aid-supported out-of-school time activities | | | | | |
| | Number of students participating in a Children's Aid-offered out-of-school time activity (volunteer/community service, music, performing arts, athletics, etc.) | Average daily attendance for students in the afterschool program | 178 | 163 | 203 | |
| | | Total number of students enrolled in the afterschool program | 425 | 430 | 343 | |
| Students have postsecondary plans. | Total number of students in graduating class entering college | | | | | |
| Students attend school regularly and stay in school. | Total enrollment and attendance in school (grades 6–12) | Average annual school attendance rate | 387 (91%) | 267 (69%) | 256 (69%) | |
| Students do not repeat grades. | Total enrollment and number of students who repeat a grade each year | | | | | |
| Students are graduating high school. | Total number of students graduating in 12th grade compared with the number who entered in 9th grade (graduation rates) | | | | | |
| Students are achieving academically. | Standardized test scores | Number of students performing at proficiency on city math test | 246 (58%) | 267 (69%) | 132 (36%) | |
| | | Number of students performing at proficiency on city English Language Arts test | 123 (29%) | 192 (49%) | 92 (25%) | |
| | Student progress reports | | | | | |
| | Progress of students in lowest third of class | | | | | |
| Students are connected to caring adults in the school and the community. | Number of students reporting that they feel their teachers care about them and want them to succeed in school | Number of students responding that their teachers encourage them to succeed | \ | 262 (93%) | 357 (94%) | |
| | Number of students reporting that other adults in the community care about them and their success | Number of students reporting that adults in their school help them understand what is needed to succeed in school | \ | 265 (94%) | 356 (93%) | |
| | Number of students participating in some type of out-of-school time activity (volunteer/community service, music, performing arts, athletics, etc.) | Total number of students participating in the Saturday Program (ADA) | 29 | 65 | 64 | |
| | | Total number of students participating in the Holiday Program (ADA) | 38 | 37 | 38 | |
| | | Number of students engaged in Children's Aid-related community service | 84 | 80 | 80 | |
| Students have adequate well-being. | Measures of well-being, including number of students who pass school hearing tests, pass physical fitness tests, have adequate vision, and have required immunizations | Total number of students receiving an immunization | 438 | 502 | 493 | |
| | | Total number of students receiving a comprehensive physical exam | 367 | 349 | 376 | |
| | | Total number of students receiving a dental treatment (e.g., crown, filling, surgery, periodontics, or endodontics) | 147 | 145 | 161 | |
| | | Total number of students receiving a vision screening test | 299 | 280 | 307 | |

| | Outcome | Three-year Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Students have access to education services and supports inside and outside school. | | | | | | |
| | | 181 | 1 | Positive | 181 | See enrollment | |
| | | 399 | 0 | Positive | 399 | $2,209 | $881,391 |
| | Students have postsecondary plans. | | | | | | |
| | Students attend school regularly and stay in school. | 304 (77%) | -1 | Positive | 304 | $33,801 | $10,275,504 |
| | Students do not repeat grades. | | | | | | |
| | Students are graduating high school. | | | | | | |
| | Students are achieving academically. | 215 (54%) | -1 | Positive | 215 | $59 | $12,685 |
| | | 135 (34%) | 0 | Positive | See math participation | | |
| | | | | | | | |
| | | | | | | | |
| | Students are connected to caring adults in the school and the community. | 309 (81%) | 0 | Positive | See Children's Aid program participation. | | |
| | | 310 (81%) | 0 | Positive | See Children's Aid program participation. | | |
| | | 53 | 1 | Positive | See average below | | |
| | | 38 | 0 | Positive | See average below | | |
| | | 81 | 0 | Positive | 57 | $328,994 | $18,752,658 |
| | Students have adequate well-being. | 478 | 0 | Positive | | | |
| | | 364 | 0 | Positive | | | |
| | | 151 | 0 | Positive | | | |
| | | 295 | 0 | Positive | 74 | $16 | $1,181 |

## SU: Students

| Outcome | Indicators of Change | Proxy | 2007–2008 | 2008–09 | 2009–10 | |
|---|---|---|---|---|---|---|
| Students have access to good nutrition. | Number of students who qualify for free- or reduced-price lunch | | | | | |
| | Number of students served before- or afterschool snack/meal as part of the Children's Aid out-of-school time programming | | | | | |
| | School has implemented policies to increase the number of children eligible for nutrition programs (e.g., electronic certification) | | | | | |
| Students have access to quality health care, dental care, and mental health services. | Number of students who enrolled in health center | Total number of students enrolled in school-based health center | 1126 | 1257 | 1152 | |
| | Number of visits to the health center each year | Total number of student visits to school-based health center | 8850 | 8750 | 8876 | |
| | Number of student patients who have medical insurance | Total number of students with medical insurance | 705 | 912 | 946 | |
| | Number of students referred to outside medical center | Total number of referrals made to outside medical facilities | 90 | 102 | 63 | |
| | Number of students referred to emergency room | Total number of students requiring emergency room services | 12 | 17 | 3 | |
| | Number of students referred to outside dental clinic | Total number of students referred to outside dental services | 13 | 14 | 10 | |
| Health and physical education opportunities for students are available. | Total hours spent engaged in physical fitness or health education during out-of-school time | Number of students enrolled in Carrera Teen Pregnancy Prevention Program | 23 | 24 | 17 | |
| | Total hours spent engaged in physical fitness during school time | | | | | |
| Students are safe in their school. | Number of reports of bullying, fighting, or other negative behavior. | | | | | |
| | Student reports of perception of safety | Number of youth who report they feel safe on school property outside the school building | \ | 219 (78%) | 323 (85%) | |
| | Number of staff or programs available to work with youth | | | | | |
| | In-school and out-of-school suspensions | | | | | |
| Youth live in a safe, stable environment. | | Number of parents reporting gang activity exists at their children's school | | | | |
| | | Number of teachers reporting that order and discipline is maintained in the school | | | | |

| | Outcome | Three-year Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Students have access to good nutrition. | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | Students have access to quality health care, dental care, and mental health services. | 1178 | 0 | Positive | 1,152 | $8,569 | $9,871,488 |
| | | 8825 | 0 | | | | |
| | | 854 | 1 | Positive | 854 | $13,720 | $11,716,880 |
| | | 85 | 0 | | | | |
| | | 11 | -1 | Positive | 11 | | |
| | | 12 | 0 | | | | |
| | Health and physical education opportunities for students are available. | 21 | 0 | Positive | 21 | $389 | $8,170 |
| | | | | | | | |
| | Students are safe in their school. | | | | | | |
| | | 271 (71%) | 0 | Positive | 271 | | |
| | | | | | | | |
| | | | | | | | |
| | Youth live in a safe, stable environment. | | | | | | |
| | | | | | | | |
| | | | | | | TOTAL | $51,519,957 |

## SU: Family

| Outcome | Indicators of Change | Proxy | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|
| Families are involved with their children's education. | Parent reports helping children with their homework or reading with their children | | | | |
| | Number of parents who attend teacher-parent conferences or other Children's Aid events | Number of unduplicated adults who attend at least one adult activity during the year | 331 | 237 | 333 |
| | Number of Children's Aid parent volunteers or number involved in parent committees | | | | |
| Families are connected to support networks and services. | Total enrollment in Children's Aid parent programs, activities, and services, including adult education courses | | | | |
| | Number of adult education classes or other workshops offered to parents by Children's Aid | | 145 | 118 | 132 |
| | Number of parents responding to school's annual school environment survey | | \ | 158 | 284 |
| Schools regularly communicate with and help support families. | Attendance at events for parents offered by the school | | | | |
| | Number of available parent services to support parents offered by the school | | | | |
| | Schools seen as a resource for the community | Parent reported ease of attending school meetings | \ | 152 | 271 |
| | | Parent reports of receiving information on school services | \ | 118 | 232 |
| | | Number of parents satisfied with level of school communication | \ | 149 | 270 |

## SU: School

| Outcome | Indicators of Change | Proxy | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|
| Teachers are highly qualified. | Number of teachers with teaching credentials | | | | |
| | Average years of service at the school by teachers and principals | | | | |
| | Number of professional development opportunities for staff available by CAS. | | | | |
| Teachers are supported by the school. | Teacher turnover and retention rates | | | | |
| | Teacher reports of satisfaction with the school | Number of teachers reporting that school leaders invite them to play an important role in setting goals and making important decisions about the school | \ | 13 (23%) | 13 (22%) |
| | | Number of teachers who reported that their principal was an effective manager | \ | 8 (15%) | 13 (22%) |
| | | Number of teachers who reported that school leaders communicated a clear vision for the school | \ | 12 (21%) | 16 (27%) |

| Outcome | Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|
| Families are involved with their children's education. | | | | | | |
| | 300 | 0 | Positive | 300 | $0 | |
| | | | | | | |
| Families are connected to support networks and services. | | | | | | |
| | 132 | 0 | Positive | 132 | $0 | |
| | 221 (50%) | 0 | Positive | 221 | $0 | |
| Schools regularly communicate with and help support families. | | | | | | |
| | | | | | | |
| | 212 | 0 | Positive | 212 | $0 | |
| | 175 | 0 | Positive | 175 | $0 | |
| | 209 | 0 | Positive | 209 | $0 | |
| | | | | | TOTAL | $0 |

| Outcome | Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|
| Teachers are highly qualified. | | | | | | |
| | | | | | | |
| | | | | | | |
| Teachers are supported by the school. | | | | | | |
| | 13 | 0 | Positive | 13 | | |
| | 11 | 0 | Positive | 11 | | |
| | 14 | 0 | Positive | 14 | $18,936 | $262,705 |
| | | | | | TOTAL | $262,705 |

## SU: Community

| Outcome | Indicators of Change | | 2008 | 2009 | 2010 | |
|---|---|---|---|---|---|---|
| Students and families feel safer in their schools and in the community. | Number of families receiving public benefits | Persons enrolled in public health insurance | 89,660 | 89,043 | 92,179 | |
| | | Persons receiving cash assistance (unemployment) | 7,975 | 7,399 | 8,427 | |
| | | Persons receiving food stamps (welfare spending) | 48,707 | 51,471 | 64,102 | |
| | Number of households living above the poverty level | | 44,373 | 44,373 | 44,373 | |
| | Number of reports of child abuse and neglect | | 582 | 457 | 408 | |
| | Number of crime incidences | Total of burglary; felony assault; rape; grand larceny; grand larceny auto; and murder and robbery | 913 | 864 | 912 | |
| Strong community partnerships bring additional resources. | Number of community agencies, businesses, and organizations available in the community | 3 Libraries<br>8 Public safety and criminal justice facilities<br>34 Hospitals, nursing homes, and ambulatory programs<br>6 Chemical dependency services<br>22 Mental health services<br>15 Mental retardation and developmental disabilities services<br>37 Day care facilities | 154 | | Same | |
| | Local business support to the school or Children's Aid | | Unknown | Unknown | Unknown | |
| | Number of volunteer hours of community agencies, businesses, and organizations | | Unknown | Unknown | Unknown | |

## SU: Costs

| Stakeholder | Use of Revenue | Total Revenue | Total Cost/ Investment | Balance |
|---|---|---|---|---|
| Infants and Young Children | Children's Aid-operated child care program(s) | N/A | N/A | N/A |
| Students | Children's Aid programming, including afterschool and other specific programs for children and families | $946,615 | $959,835 | -$13,220 |
| | New York City Department of Education individual school operations | $3,827,595 | $3,827,595 | $0 |
| | Health center operation costs | 864,400 | 958,700 | -$94,300 |
| | In-kind services donated by the New York City Department of Education or local businesses to support Children's Aid operations | $124,657 | $124,657 | $0 |
| | Value of volunteer time donated to Children's Aid | | | |
| | **TOTAL** | **$5,763,267** | **$5,870,787** | **-$107,520** |

| | Outcome | Average/ Estimate | Trend (1=Increase; 0=No Change; -1 Decrease) | Positive/ Negative Factor | Participant Population | Financial Value | Total Unit Value |
|---|---|---|---|---|---|---|---|
| | Students and families feel safer in their schools and in the community. | 90,294 | 1 | Negative | | | See welfare spending. |
| | | 7,934 | 1 | Negative | 7,934 | -$10,715 | -$85,009,795 |
| | | 54,760 | 1 | Negative | 145,054 | -$122,456 | -$17,762,726,242 |
| | | 44,373 | 0 | Positive | 44,373 | 0 | $0 |
| | | 482 | -1 | Negative | 482 | 0 | $0 |
| | | 896 | 0 | Negative | 896 | -$4,818 | -$4,317,354 |
| | Strong community partnerships bring additional resources. | 154 | 0 | Positive | 154 | 0 | $0 |
| | | Unknown | | | | | $0 |
| | | Unknown | | | | | $0 |
| | | | | | | **TOTAL** | **-$17,852,053,390** |

# Appendix D: Monetized Benefits

| Stakeholders | Outcome | Financial Proxy | Value | Indexed Value (NY-2010) | Source |
|---|---|---|---|---|---|
| Infants and Young Children | Children attend early childhood programs. | Cost of program participation | Cost of Children's Aid-operated child care program(s) | NA | |
| | | Cost avoided of average child care cost to parents (infants) | $13,676 per infant in New York State | $13,676 | Child Care Aware of America. "Child Care in America: New York State." 2012 State Fact Sheets. Arlington, VA: Child Care Aware of America, 2012. http://www.naccrra.org/sites/default/files/default_site_pages/2012/new_york_060612-3.pdf. |
| | | Cost avoided of average day care cost to parents (toddlers) | $10,847 per 4-year-old in New York State | $10,847 | Child Care Aware of America. "Child Care in America: New York State." 2012 State Fact Sheets. Arlington, VA: Child Care Aware of America, 2012. http://www.naccrra.org/sites/default/files/default_site_pages/2012/new_york_060612-3.pdf. |
| Infants and Young Children | Children have adequate physical well-being. | Cost of well visits, which provide preventive care | Cost of Children's Aid-operated health care for children from birth to age 5 | NA | |
| Infants and Young Children | Child have attained cognitive and early literacy skills. | Cost saved to school and parents of detection of a possible development delay or special need | $12,639 in total spending used to educate the average student with a disability | $17,172 | President's Commission on Excellence in Special Education. A New Era: Revitalizing Special Education for Children and their Families. Washington, DC, July 1, 2002. http://education.ucf.edu/mirc/Research/President's%20Commission%20on%20Excellence%20in%20Special%20E. |
| Students—Academic Success | Students have access to education services and supports inside and outside school. | Cost savings of outside care and/or program activities to parents | $2,000 average cost of a quality U.S. afterschool program | $2,209 | Levine, Phillip, and David Zimmerman. "Evaluating the Benefits and Costs of After-School Care: Final Report." Issue Brief. New York: The After-School Corporation, June 2003. http://www.afterschoolalliance.org/issue_briefs/issue_costs_22.pdf. |
| Students—Academic Success | Students have postsecondary plans. | Projected earnings associated with college completion | $45,000 median earnings for young adults with a bachelor's degree (US) | $50,701 | US Department of Education, National Center for Education Statistics. "Fast Facts." Washington, DC, 2011. http://nces.ed.gov/fastfacts/display.asp?id=77. |
| Students—Academic Success | Students attend school regularly and stay in school. | Projected earnings associated with not having a high school diploma (dropouts) | $21,000 median earnings for young adults without a high school diploma (US) | $23,661 | US Department of Education, National Center for Education Statistics. "Fast Facts." Washington, DC, 2011. http://nces.ed.gov/fastfacts/display.asp?id=77. |
| | | Costs avoided for attending summer school | | NA | |

| Stakeholders | Outcome | Financial Proxy | Value | Indexed Value (NY-2010) | Source |
|---|---|---|---|---|---|
| Students—Academic Success | Students do not repeat grades. | Cost of grade repetition, expulsion, or suspension | $13 billion per year to pay for the extra year of schooling | $3,166 | Martin, Nancy, and Samuel Halperin. "Every Nine Seconds in America a Student Becomes a Dropout." Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth. Washington, DC: American Youth Policy Forum, 2006. http://www.aypf.org/publications/WhateverItTakes/WIT_nineseconds.pdf. |
| Students—Academic Success | Students are graduating high school. | Projected earnings associated with high school completion | $30,000 median earnings for young adults with a high school diploma (US) | $33,801 | US Department of Education, National Center for Education Statistics. "Fast Facts." Washington, DC, 2011. http://nces.ed.gov/fastfacts/display.asp?id=77. |
| | | Cost savings from reduced dropout rates | $260 billion in lost wages, lost taxes, and lost productivity due to dropouts (US) | $213,585 | Martin, Nancy, and Samuel Halperin. "Every Nine Seconds in America a Student Becomes a Dropout." Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth. Washington, DC: American Youth Policy Forum, 2006. http://www.aypf.org/publications/WhateverItTakes/WIT_nineseconds.pdf. |
| Students—Academic Success | Students are achieving academically. | Cost of school operations. | New York City Department of Education individal school cost of operations | NA | |
| | | Cost savings of remediation. | $1.4 billion to provide remedial education to students who have recently completed high school | $59 | Alliance for Excellent Education. "Paying Double: Inadequate High Schools and Community College Remediation." Issue Brief. Washington, DC: Alliance for Excellent Education, August 2006. http://www.all4ed.org/files/archive/publications/remediation.pdf. |
| Students—Academic Success | Students are connected to caring adults in school and in the community. | Cost savings to society for reduced juvenile crime | $292,000 cost to the nation (in incarceration, less taxes, and government benefits) for each dropout | $328,994 | Andrew Sum, et al. "The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers." Center for Labor Market Studies, Northeastern Universtiy. Boston Mass, 2009. Available here: http://www.americaspromise.org/~/media/Files/Resources/Consequences_of_Dropping_Out_of_High_School.ashx |
| Students—Health | Students have adequate well-being. | Cost avoided for emergency room visits and medical clinic visits. | $4.4 billion spent in health care costs for people who could be treated at medical clinics or urgent care centers (US) | $16 | Robert M. Weineck, et. al., "Many Emergency Department Visits Could Be Managed at Urgent Care Centers and Retail Clinics." Rand Corporation, 2009. Published in Health Affairs, vol. 29, no. 9, Sept. 2010, p. 1630-1636. Abstract available here:http://www.rand.org/pubs/external_publications/EP20100123.html |
| Students—Health | Students have access to good nutrition. | Cost savings to society for reduced rates of obesity, including decreased rates of diabetes, heart disease, and hypertension | $147 billion spent in medical care costs due to obesity (US) | $539 | Centers for Disease Control and Prevention. "Causes and Consequences: What Causes Overweight and Obesity." Atlanta, GA: Centers for Disease Control and Prevention, April 27, 2012. http://www.cdc.gov/obesity/adult/causes/index.html. |

| Stakeholders | Outcome | Financial Proxy | Value | Indexed Value (NY-2010) | Source |
|---|---|---|---|---|---|
| Students—Health | Students have access to quality health care, dental care, and mental health services. | Cost of health center operations | Children's Aid health center operations costs | NA | |
| | | Cost saved to society for reduction in unnecessary or expensive medical treatments | $7,681 per resident in health care spending (US) | $8,569 | KaiserEdu.org. "U.S. Health Care Costs." Background Brief. http://www.kaiseredu.org/Issue-Modules/US-Health-Care-Costs/Background-Brief.aspx (accessed July 1, 2012). |
| | | Projected cost of individual health insurance | $12,298 average premium for family coverage (US) | $13,720 | Schoen, Cathy, Jennifer Nicholson, and Sheila Rustgi. "Paying the Price: How Health Insurance Premiums Are Eating Up Middle-Class Incomes–State Health Insurance Premium Trends and the Potential of National Reform." New York: The Commonwealth Fund, August 2009. |
| Students—Health | Health and physical education opportunities for students are available. | Cost of health education, nutrition, and/or physical activity programs | Children's Aid nutrition and physical education-specific program costs | NA | |
| | | Cost avoided of teenage pregnancy | $377 million cost to taxpayers for teen childbearing in New York | $389 | The National Campaign to Prevent Teen and Unplanned Pregnancy. "Counting It Up: The Public Costs of Teen Childbearing: Key Data." Washington, DC: The National Campaign to Prevent Teen and Unplanned Pregnancy, June 2011. http://www.thenationalcampaign.org/costs/#NY. |
| Students—Health | Students have access to quality health care, dental care, and mental health services. | Cost avoided of health-related costs associated with substance abuse | $2,280 per year for each youth in the state in costs associated with underage drinking | $2,644 | Underage Drinking Enforcement Training Center. "Underage Drinking Costs." Calverton, MD: Underage Drinking Enforcement Training Center, Pacific Institute for Research and Evaluation, September 2011. http://www.udetc.org/UnderageDrinkingCosts.asp. |
| | | Amount spent by young people on alcohol, cigarettes, or drugs | $1.2 billion in sales revenue from cigarettes consumed by youth | $24 | The National Center on Addiction and Substance Abuse. "Reports." New York: The National Center on Addiction and Substance Abuse, Columbia University. http://www.casacolumbia.org/templates/publications_reports.aspx (accessed ????). |
| | | Cost savings of outside gym membership or physical fitness activities | $0, New York City Department of Recreation offers free fitness activities to families | $0 | New York City Department of Parks and Recreation. "BeFitNYC." http://www.nycgovparks.org/befitnyc/. |
| Students—Safety | Students are safe in their school. | Cost of counseling to school and saved by parents | Children's Aid counseling costs | NA | |
| | | Cost of school police staff | Children's Aid security costs | NA | |
| Students—Safety | Youth live in a safe, stable environment | Cost avoided of juvenile incarceration | $88,000 average amount of money it takes to incarcerate a youth for one year (US) | $99,149 | Justice Policy Institute. The Cost of Confinement: Why Good Juvenile Justice Policies Make Good Fiscal Sense. Washington, DC: Justice Policy Institute, May 2009. http://www.justicepolicy.org/images/upload/09_05_REP_CostsOfConfinement_JJ_PS.pdf. |

| Stakeholders | Outcome | Financial Proxy | Value | Indexed Value (NY-2010) | Source |
|---|---|---|---|---|---|
| Families | Families are involved with their children's education. | Cost avoided of juvenile incarceration | $88,000 average amount of money it takes to incarcerate a youth for one year (US) | $104,981 | Justice Policy Institute. The Cost of Confinement: Why Good Juvenile Justice Policies Make Good Fiscal Sense. Washington, DC: Justice Policy Institute, May 2009. http://www.justicepolicy.org/images/upload/09_05_REP_CostsOfConfinement_JJ_PS.pdf. |
| | | Cost savings of remediation and remedial education | $192,088,230 annual savings and earnings benefits from a reduced need for community college remediation in New York State | NA | Alliance for Excellent Education. "Paying Double: Inadequate High Schools and Community College Remediation." Issue Brief. Washington, DC: Alliance for Excellent Education, August 2006. http://www.all4ed.org/files/archive/publications/remediation.pdf. |
| Families | Schools regularly communicate with and help support families. | Cost of communications and outreach to parents | Cost of Children's Aid communication to parents | NA | |
| School | Teachers are highly qualified. | Cost savings of remedial education | $192,088,230 annual savings and earnings benefits from a reduced need for community college remediation in New York State | NA | Alliance for Excellent Education."Paying Double: Inadequate High Schools and Community College Remediation." Issue Brief. Washington, DC: Alliance for Excellent Education, August 2006. http://www.all4ed.org/files/archive/publications/remediation.pdf. |
| School | Teachers are supported by the school. | Cost avoided from constant turnover and hiring | $363,660,611 total teacher turnover costs in New York State | $18,936 | Alliance for Excellent Education. "Teacher Attrition: A Costly Loss to the Nation and to the States." Issue Brief. Washington, DC: Alliance for Excellent Education, August 2005. http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf. |
| Community | Students and families feel safer in their schools and in the community. | Cost per household of benefits program(s) | $498.18 in total welfare spending/4,593,200 recipients = $110,860 per recipient in the US | $122,456 | US government spending information. http://www.usgovernmentspending.com/spend.php?span=usgs302&year=2011&view=1&expand=40&expandC=&units=b&fy=fy12&local=s&state=NY&pie=#usgs302. |
| | | Cost of unemployment compensation | $134.8 billion in total unemployment costs/13.9 million unemployed people = 9,700 per unemployed person in US | $10,715 | Bureau of Labor Statistics, US Department of Labor. "The Unemployment Situation, December 2012." Press Release. Washington, DC, 2012. http://www.bls.gov/news.release/pdf/empsit.pdf. |
| | | Cost of property crime, property theft, and burglary (combined) | $4,319 per offense (US average) | $4,818 | US Department of Justice. Criminal Victimization in the United States; 2007 Statistical Tables. Washington, DC, February 2010. |
| | | Cost avoided of juvenile incarceration | $88,000 average amount of money it takes to incarcerate a youth for one year (US) | $99,149 | Justice Policy Institute. The Cost of Confinement: Why Good Juvenile Justice Policies Make Good Fiscal Sense. Washington, DC: Justice Policy Institute, May 2009. http://www.justicepolicy.org/images/upload/09_05_REP_CostsOfConfinement_JJ_PS.pdf. |
| Community | Strong community partnerships bring additional resources. | Total amount of funding or in-kind services donated by local businesses | Children's Aid fundraising report by school | NA | |
| | | Value of time spent volunteering | Children's Aid volunteer log | NA | |

# Appendix E: SROI Deadweight Rationale

## Memo Prepared for The Finance Project (June 28, 2012)

Heléne Clark, Jane Quinn, and Richard Negrón met today to review the Community School Goals and Outcomes Crosswalk and develop a rationale for assigning a deadweight to each of the 33 outcomes. As discussed with staff from The Finance Project and two members of the national advisory committee, we rated each outcome as high, medium, and low—with *high* meaning a large percentage of the change in that outcome is assessed as being attributable to the community school strategy and implementation in the schools analyzed (low deadweight—10 percent); *medium* meaning a mid-range percentage of the change can be attributed to the community school strategy (25 percent deadweight); and *low* meaning a small percentage of the change in that outcome can be attributed to the community school impact (50 percent deadweight).

**VH=Very High; H=High; M=Medium; and L=Low**

### Goal 1: Children are ready to enter school

**Outcome 1: Children attend early childhood programs (VH)**

The team believes that 100 percent of this change can be attributed to implementation of The Children's Aid Society's community school strategy. This outcome relates to enrollment and the Children's Aid early childhood programs are always fully enrolled

**Outcome 2: Children have developed social and emotional skills (H)**

**Outcome 3: Children have adequate motor development (H)**

**Outcome 4: Children have adequate physical well-being (H)**

**Outcome 5: Children have attained cognitive and early literacy skills (H)**

**Outcome 6: Children are motivated to learn (H)**

The team believes that 90 percent of the change in outcomes 2–6 is attributable to the Children's Aid community school early childhood program on the basis that these programs consistently receive the highest ratings on federal reviews on all these outcomes. These programs enroll extremely high-risk, low-income children who would be unlikely to develop these skills and attitudes without intervention. In addition, they have additional literacy enrichment activities that have been shown in a random assignment study to boost children's literacy attainment.

### Goal 2: Students are active in the school and the community

**Outcome 1: Students have positive relationships with teachers (M)**

**Outcome 2: Students are connected to the school and the community (M)**

**Outcome 3: Students have positive relations with adults in the community (M)**

The team believes that 75 percent of the change in outcomes 1–3 is attributable to the community school strategy, based on the following evidence: on the plus side, evaluation evidence (early Fordham studies and later ActKnowledge study) indicated that students report having positive relationships with teachers and other adults; this is true schoolwide as well as for participants in individual programs within the community school (e.g., the afterschool program). However, this outcome is not rated high because other factors may contribute to these positive outcomes besides the school being a community school.

### Goal 3: Students succeed academically

**Outcome 1: Students have access to education services and supports inside and outside school (H)**

This outcome is rated high because students in community schools, by definition, have access to education services and supports inside and outside school, particularly through afterschool and summer enrichment programs that would not be available if this were not a community school.

**Outcome 2: Students have postsecondary plans (H)**

This outcome is rated high because students report (in self-report surveys conducted by ActKnowledge) having high education aspirations (more than expected). Moreover, the program conveys a strong sense of intentionality related to this outcome, through the program intervention itself and through its intentional hiring of community residents who are college students and can serve as role models to their younger peers.

**Outcome 3: Students attend school regularly and stay in school (M)**

Evaluation studies and New York City Department of Education comparisons indicate that students in Children's Aid community schools have higher rates of attendance than students in comparable schools. These studies indicate that the higher attendance is due to the

availability of student support services and engaging out-of-school time activities. School attendance is a predictor of school continuation (not dropping out), so this outcome seems, at least in part, attributable to the community school strategy.

**Outcome 4: Students graduate high school (L)**

Although we have data that, in community schools, the preconditions for high school graduation are met (e.g., high attendance and engagement), we have not tracked longitudinal outcomes and do not have data on high school graduation rates of children in elementary- and middle-level community schools.

**Outcome 5: Students do not repeat grades (Don't know)**

We do not have data to support a rationale for making attribution judgments about this outcome.

**Outcome 6: Students are achieving academically (M)**

Although students in both schools are struggling academically, some evidence exists that students who participate in specific programs (i.e., afterschool, mental health, and summer camp) do better academically than nonparticipating peers.

## Goal 4: Students are healthy physically, socially, and emotionally

**Outcome 1: Students demonstrate competencies based on the Collaborative for Academic, Social, and Emotional Learning (H)**
**Outcome 2: Students have adequate well-being (H)**

**Outcome 3: Students have access to good nutrition (H)**

**Outcome 4: Students have access to quality health care, dental care, and mental health services (H)**

**Outcome 5: Students have access to health and physical education opportunities (H)**

The team believes that 90 percent of the change in outcomes 1–5 is attributable to the Children's Aid community school strategy, based on focus groups and surveys of students conducted by the ActKnowledge team as well as the earlier Fordham study. While not all students participate in every service, the outcomes for the students who do participate are highly attributable to the services, supports, and opportunities offered as part of the community school.

## Goal 5: Students live and learn in a safe and supportive environment

**Outcome 1: Students are safe in their school (H)**

Substantial evaluation data exists to support this outcome and to support attribution to the community school strategy.

**Outcome 2: Students live in a safe, stable environment (L)**

No evaluation evidence exists to support this outcome.

## Goal 6: Families are involved in their children's education

**Outcome 1: Families are involved with their children's education (H)**

**Outcome 2: Parents, teachers, and peers have high expectations for students (M)**

**Outcome 3: Parents are active participants in the school (H)**

**Outcome 4: Multiple opportunities for parent engagement exist (H)**

The team believes that 90 percent of the change in outcomes 1, 3, and 4 is attributable to the Children's Aid community school strategy, based on third-party evaluation studies. Parent engagement is a hallmark of the strategy, and the Fordham evaluation found "dramatic" differences in the levels of parent engagement at these two community schools, compared with similar schools. The evidence is less strong on outcome 2, and the expectations may be different, depending on which group is being considered.

## Goal 7: Schools are engaged with families and communities

**Outcome 1: Schools regularly communicate with and help support families (H)**

**Outcome 2: Schools are seen as a resource for parents in the community (H)**

The team believes that 90 percent of the change in outcomes 1 and 2 is attributable to the Children's Aid community school strategy, based on third-party evaluation studies. Parents report seeing the school as a resource, and parents have high levels of engagement with the school, compared with other schools. These differences appear highly attributable to the community school strategy.

## Goal 8: Teachers and principals are effective

**Outcome 1: Teachers are highly qualified (L)**

Being a community school does not have an impact on the teacher assignment system. Research indicates that schools in very disadvantaged neighborhoods (e.g., Washington Heights) are likely to have the least qualified teachers. Although the percent of uncertified teachers has declined substantially in these two schools in recent years, this outcome is due primarily to changes in Department of Education policy, not to Children's Aid influence or intervention.

**Outcome 2: Teachers improve student performance (M)**

**Outcome 3: Teachers are supported by the schools (M)**

**Outcome 4: Strong and effective school leadership is evident (M)**

The team believes that 75 percent of the change in outcomes 2–4 is attributable to the Children's Aid community school strategy. In third-party evaluations, teachers report better attendance than in comparison schools, which contributes to student performance. In addition, teachers feel supported in their work and more able to focus on instruction. The Children's Aid community school staff offer support services for teachers, including consultation on classroom management and teacher development on social and emotional learning and child development. In addition, Children's Aid has been cited as a stabilizing force in schools during times of school restructuring.

**Outcome 5: Teachers understand their students and have cultural competence (L)**

The team believes that only 50 percent of the change in this outcome is attributable to the community school strategy, based on teacher surveys conducted by ActKnowledge.



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