

LOGIC MODEL: Austin Soundwaves 2014-2015

Target population	Inputs	Assumptions	Goals	Outcomes	Activities	Outputs
Participants in Grades 3-11	<p>Austin Soundwaves staff</p> <p>Austin Soundwaves participants</p> <p><i>El Sistema</i> philosophy and methods</p> <p>Capital</p> <p>Instruments and supplies</p> <p>Custom music learning materials</p> <p>Families</p> <p>Community Partners</p> <p>Program advisers</p> <p>Volunteers</p> <p>Rehearsal and performance venues</p>	<p>1. Individuals and families of limited means face barriers to accessing quality, successive music education programing;</p> <p>2. Artistic programming increases resiliency in youth who are experiencing life stressors;</p> <p>3. Youth with a broadened support network have more opportunities to make positive life choices;</p> <p>4. Participants who are intrinsically motivated to learn will take more ownership of their future aspirations;</p>	<p><i>To Provide accessible music education at no cost that...</i></p> <p>1. Delivers consistent, intensive Quality Programming;</p> <p>2. Helps youth Strengthen self-esteem and Resiliency to navigate through adversity;</p> <p>3. Enhances the Social Environment of program participants;</p> <p>4. Fosters Intrinsic Motivation to learn, create and achieve;</p>	<p>1. Quality Programming...#/% of:</p> <p>a. Participants who participate in daily Soundwaves classes</p> <p>b. Participants who maintain the required weekly minimum hours per learning cycle</p> <p>c. Participants who gain the ability to sight read music from standard graded repertoire within one year</p> <p>d. Participants who perform in at least 4 Soundwaves events per year.</p> <p>e. Participants who develop an instrument-focused musical identity</p> <p>f. Staff members who participate in required professional development activities</p> <p>g. Staff members who meet their professional development goals</p> <p>2. Strengthen Resiliency ...#/% of clients:</p> <p>a. Who receive individual lessons as necessary</p> <p>b. Who remain enrolled during program challenges</p> <p>c. Who engage in productive coping strategies through times of personal adversity</p> <p>d. Who improve self-esteem</p> <p>3. Social Environment ...#/% of:</p> <p>a. Participants who collaborate with other community organizations or artist(s)</p> <p>b. Participants who attend extracurricular arts activities</p> <p>c. Participants who are involved in peer learning programming</p> <p>d. Parents who are actively engaged</p> <p>e. Participants who successfully negotiate conflict</p> <p>4. Intrinsic Motivation ...#/% of Participants:</p> <p>a. Who are eligible and re-enroll</p> <p>b. Who take their instruments home to practice</p> <p>c. Who engage in performance activities outside of program time</p> <p>d. Who Volunteer for Recital Hour</p> <p>e. Who request supplemental learning resources</p> <p>f. Who request individual lessons</p> <p>g. Who take on leadership roles</p> <p>h. Who study, create and/or perform music outside of program time</p> <p>i. With higher learning aspirations</p>	<p>1. Quality Programming:</p> <p>a. Daily Attendance</p> <p>b. Weekly attendance summary</p> <p>c. Pre/Post assessment cycle benchmarks (Pre is going to be rolled into the curriculum)</p> <p>d. Event attendance records</p> <p>e. Pre/Post assessment cycle benchmarks (Pre at info session)</p> <p>f. Professional development activities (ie, weekly staff meetings, training series)</p> <p>g. Meetings with staff about professional development plans</p> <p>2. Strengthen Resiliency:</p> <p>a. Conducting individual lessons</p> <p>b. Retention Planning</p> <p>c. Guidance Conferencing</p> <p>d. Strengths based reflection programming</p> <p>3. Social Environment:</p> <p>a. Develop/Manage Partnerships</p> <p>b. Extracurricular arts activities</p> <p>c. Peer learning sessions/Mentor activities</p> <p>d. Parental Engagement Programming (Parent council, responsive communication, attending program events, parent testimonials)</p> <p>e. Ensemble-based Learning</p> <p>4. Intrinsic Motivation:</p> <p>a. Promote Successive Programming</p> <p>b. Instrument Check Out System</p> <p>c. Monthly bulletin/calendar</p> <p>d. "Recital Hour" programming</p> <p>e. Offering supplemental learning opportunities (lessons, materials)</p> <p>f. Offering individual lessons</p> <p>g. Provide mentorship opportunities and leadership support</p> <p>h. Regular Discovery Check-in</p> <p>i. Awareness curricula</p>	<p>1. Quality Programming:</p> <p>a. # of daily classes conducted</p> <p>b. # of weekly hours offered</p> <p>c. # of assessments administered per student</p> <p>d. # of events that are offered</p> <p>e. # of assessments administered per student</p> <p>f. # of professional development activities offered</p> <p>g. # of Professional Development Plans</p> <p>2. Strengthen Resiliency:</p> <p>a. # of individual lessons offered</p> <p>b. # of Retention Planning sessions</p> <p>c. # of Conferences</p> <p>d. # of Reflection Activities</p> <p>3. Social Environment:</p> <p>a. # of Collaborative Events</p> <p>b. # of Extracurricular activities offered</p> <p>c. # of Peer Learning Interactions</p> <p>d. # of Parent Contacts</p> <p>e. # of lesson plan components</p> <p>4. Intrinsic Motivation:</p> <p>a. # of Promotional Efforts</p> <p>b. # of Instrument Sign Out</p> <p>c. # of bulletins distributed</p> <p>d. # of "Recital Hours" held</p> <p>e. # of resources provided</p> <p>f. # of lessons taught</p> <p>g. # of student-lead components</p> <p>h. # of check-ins held</p> <p>i. # of awareness components</p>