Everyday Democracy

Sample Logic Model Worksheet for Racial Equity and Particular Issues

TIME FRAME	PROGRESS TOWARD RACIAL EQUITY GOALS	INSTITUTIONALIZATION of DEMOCRATIC PROCESSES IN THE COMMUNITY	EDUCATIONAL EQUITY	STRENGTHENING "BRIDGING" LEADERSHIP CAPACITY
	(A)	(B)	(C)	(D)
VISION				
Six Years plus	Racial identity is no longer a reliable predictor of how people will do in life (e.g., education, income, health).	Each person's voice is valued; people know how to take part in the civic life of the community; and everyone who wishes to participate in public life does so.	All children in our community are graduated from high school prepared to succeed in college without remediation and in jobs that provide a living wage and benefits.	The community has a large number and steadily increasing supply of leaders from many racial/ethnic and language groups who want to, and know how to work together with a variety of constituencies toward racial equity goals.
	Local community data shows evidence of progress on racial equity issues.			
LONG-TERM OUTCOMES				
Five Years	Those most affected by racial inequity agree that progress is being made.	Everyday Democracy practices become part of everyday decision making in various groups.	Data by race indicate that more students of color are accumulating necessary credits and courses for graduation.	There is increased demand in this community for leaders who have completed the training to serve on boards and commissions.

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	An objective study of a specific group, or institution, shows that there is progress.	Successful dialogue-to-action practices are institutionalized in the community.	A higher percentage of students in elementary school are reading above grade level by the end of third grade; a lower percentage of students in elementary school are reading below grade level by the end of third grade.	There is a referendum to include a line item in the city budget that supports the continuation of leadership training, which is passed by city council or a citizen referendum.
	Additional racial equity goals are being identified and addressed.	A large number of people from all parts of the community have the skills to work effectively across race and other traditional divides.	A higher percentage of teachers teaching the most struggling students are "highly certified"; other key practices known to improve academic achievement are in place.	A community level report card is established, with the backing of alumni of the expanded leadership programs that tracks racial equity in health, education, quality of life, housing and civic engagement outcomes.
	Results are shared (data, stories) with those who will define success, the results are reflected on, and strategies are altered where appropriate and necessary.	Increasingly diverse civic leadership reflects the make-up of the community and addresses matters that affect a range of groups.	The provider is selected through a process that includes the key stakeholders identified through the dialogue to action to results process.	

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	Strategies for creating racial equity are reaching their intended beneficiaries.		The request for proposal for the TA provider reflects the criteria that emerged from the dialogues, including asking for comment of the various questions about which there is little consensus.	Alumni of the new expanded leadership development programs are collaborating with each other on racial equity projects.
			A bond issue is passed to support the reform, including paying for a high quality TA provider.	A "bridging leadership" program is implemented that incorporates the best practices to support the competencies identified as important.
INTERMEDIATE OUTCOMES				
Two to Three Years	New strategies are needed to address unforeseen challenges, and to help overcome resistance to change.	Stakeholders acknowledge increased community capacity to implement dialogue-to-action efforts that lead to effective results.	The teachers and other educational unions in the public schools review, sign off and agree to help sponsor the dialogues.	
	The new strategies are effective.	Dialogue-to-action strategies are expanding— addressing more community hopes and concerns.		A mentoring program is established within political parties to groom people of color for elected office.

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	Action plans and strategies executed by the CCRE coalition are implemented, with good results (individual, policy, system, organizational, communication strategies, etc.).	Growing numbers of official community leaders draw on the principles of Everyday Democracy for decision making in the community.	The coalition, with support from Everyday Democracy, develops a discussion guide looking at three different approaches to education reform.	Leadership programs incorporate training for the identified competencies into their existing programs.
	People from every sector of the community talk and work together to address racial equity issues.	Strategic efforts are made to create inclusive coalitions, and to develop leadership and engage stakeholders from all parts of the community.	The School District asks the coalition to sponsor dialogues to discuss which of many educational reform packages it will adopt in the schools.	More people of color under the age of 50 are included in existing leadership development efforts.
	Action plans reflect an understanding of structural and institutional racism and how to address them.	There are more leaders who can bridge racial, ethnic, language, and other traditional divides	Action teams are created.	Dialogue includes discussion of competencies that "bridging" type leaders need to have to be effective in this community.
	Communication strategies reflect a deeper and more specific understanding of the particular stories, frames, language and tactics that will help influence key people to make necessary changes.	People from groups that were underrepresented in initial dialogues begin to take part.		Underrepresented groups are added to ongoing and enlarging dialogue processes.

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	Many dialogue participants support a plan to address at least one aspect of racial equity.	Action teams form.	The School District joins as a partner to the coalition.	Action strategies are revisited and revised consistent with findings from the analyses, if warranted.
SHORT-TERM OUTCOMES				
One year	Action teams use data to set racial equity goals.		An action team is created to train community residents to build relationships within schools to further the goals of the other action teams.	
	Action teams establish benchmarks to hold themselves accountable to the constituencies most affected.	Participants in CCRE dialogues experience personal benefits: they know more about racial equity and structural racism; they form new (or stronger) multi-racial relationships; they feel they can help promote change.	Action teams are created to review school data to look for information that supports or counters various diagnoses of why "achievement gaps" exist and why rates of graduation are not higher in general.	

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	Participants in CCRE dialogues experience personal benefits: they know more about racial equity and structural racism; they form new (and/or stronger) multi-racial relationships; they feel they can help promote change.	Dialogues are organized and conducted according to Everyday Democracy best practices.		
	The coalition has a communication plan that reaches the people/groups necessary to organize and/or participate in a project. The plan is designed to motivate and mobilize these people/groups.	Large numbers of people take part in dialogues. The groups are racially and ethnically diverse.		
	The organizing coalition is trusted by different racial/ethnic groups. Some members of the coalition have important community connections for addressing structural racism.	A coalition is formed that includes organizations representing a wide range of sectors and power bases.	High quality organizing takes place that yields XXX dialogues representing XXX .	An analysis of opportunities and barriers to leadership in this community is completed. Data are disaggregated by race, gender, neighborhood, etc.
			A diverse group of facilitators are trained.	The leadership action team does an analysis of their group and adds key stakeholders.

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			The coalition includes groups representing tenants of subsidized housing, neighborhood associations, realtors, civil rights groups and early childhood providers.	The leadership action team identifies leadership development programs and opportunities in this community.
			A coalition is formed to create a large scale dialogue to action to results process focused on increasing rates of high school graduation from public schools for all students in the community.	The leadership action team identifies paths by which people are in leadership positions in this community (elected, appointed, formal, informal).