

Measuring Social Return on Investment for Community Schools

A Case Study





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ABOUT THE CHILDREN'S AID SOCIETY

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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2013



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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.

Cheryl D. Hayes
President and CEO
The Finance Project
Washington, D.C.

Jane Quinn
Vice President
The Children’s Aid Society
New York, N.Y.

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).

Acknowledgements

The Finance Project and The Children's Aid Society gratefully acknowledge the contributions and support of all who participated in the development of this guide and case study, especially The W.K. Kellogg Foundation for funding the work and the Foundation's Program Officer, Valorie Johnson, for her guidance and support throughout the process.

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
- Helène Clark, ActKnowledge

- Robert G. Frawley, New York State Office of Children and Family Services
- Linda Juszczak, National Assembly on School-based Health Care
- David Kirp, University of California Berkeley
- Milbrey McLaughlin, Stanford University
- Allan Porowski, ICF International
- Michael Rebell, Campaign for Educational Equity, Columbia University
- Mark Rigdon, JPMorgan Chase Foundation

Special thanks are due to Kristin Moore of Child Trends, Inc. for her prescient review of the relevant outcomes and indicators that were used in the analysis, Helène Clark of ActKnowledge, the Children's Aid community schools evaluator for her outcome data and insights, and Allan Porowski of ICF International for his thoughtful input and assistance with methodological issues throughout the process.

Jane Quinn and Katherine Eckstein of the National Center for Community Schools at The Children's

Aid Society provided thoughtful leadership for this work from beginning to end. Community Schools Division Director Richard Negrón participated actively in the "deadweight" analysis for the community schools that are the subject of the case study. And Community School Directors Madelyn Gonzalez and Migdalia Cortes-Torres assisted with data collection at their respective schools.

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 Henríquez 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		Total Benefits	
Children’s Aid–operated early childhood program(s)	\$988,347	Birth to Five	\$5,544,956
Children’s Aid programming, including afterschool and other programs for children and families	\$801,497	Student	\$44,247,955
New York City Department of Education individual school operations	\$7,819,451	Family	\$0
Health center operations	340,900	School	\$965,736
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	\$50,758,647
TOTAL	\$10,121,690		

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

Total Investments		Total Benefits	
Children’s Aid–operated early childhood program(s)	\$988,347	Birth to Five	\$5,544,956
Children’s Aid programming, including afterschool and other specific programs for children and families	\$801,497	Student	\$44,247,955
New York City Department of Education individual school operations	\$7,819,451	Family	\$0
Health center operations	340,900	School	\$965,736
In-kind services, including donated volunteer time	\$171,494	TOTAL	\$50,758,647
TOTAL	\$10,121,690		

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		Total Benefits	
Children’s Aid-operated child care program(s)	N/A	Birth to Five	N/A
Children’s Aid programming, including afterschool and other specific programs for children and families	\$959,835	Student	\$51,519,957
New York City Department of Education individual school operations	\$3,827,595	Family	\$0
Health center operations	958,700	School	\$262,705
In-kind services, including donated volunteer time	\$124,657	TOTAL	\$51,782,662
TOTAL	\$5,870,787		

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	SROI ₃ = 14.8			
	\$5,870,787				



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

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: Children from Birth to Age Five	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	
	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	
Children are motivated to learn.	• Peabody Picture Vocabulary Test scores		
	Reported child interest in learning, books, toys, and others objects		

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

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: Students	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

		Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: Students	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

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	

Stakeholder: Students

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

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: Students	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

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: Families	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

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: School	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

	Measurable Outcome	Recommended Indicators	Program Checklist
Stakeholder: School	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	
	10	0	Positive	10	\$0	
Families are connected to support networks and services.	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 8 Public safety and criminal justice facilities 34 Hospitals, nursing homes, and ambulatory programs 6 Chemical dependency services 22 Mental health services 15 Mental retardation and developmental disabilities services 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
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				

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 8 Public safety and criminal justice facilities 34 Hospitals, nursing homes, and ambulatory programs 6 Chemical dependency services 22 Mental health services 15 Mental retardation and developmental disabilities services 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.naccra.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.naccra.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_ninesconds.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_ninesconds.pdf .
Students—Academic Success	Students are achieving academically.	Cost of school operations.	New York City Department of Education individual 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 University. Boston Mass, 2009. Available here: http://www.americaspromise.org/~media/Files/Resources/Consequences_of_Dropping_Out_of_High_School.aslx
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/empisit.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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Measuring Social Return on Investment for Community Schools

A Practical Guide



The **FINANCE**
PROJECT



ABOUT THE FINANCE PROJECT

Helping leaders finance and sustain initiatives that lead to better futures for children, families, and communities.

The Finance Project is an independent nonprofit research, training, consulting, and technical assistance firm for public- and private-sector leaders nationwide. It specializes in helping leaders plan and implement financing and sustainability strategies for initiatives that benefit children, families, and communities. Through a broad array of tools, products, and services, The Finance Project helps leaders make smart investment decisions, develop sound financing strategies, and build solid partnerships. To learn more, visit www.financeproject.org.



ABOUT THE CHILDREN'S AID SOCIETY

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.

Measuring Social Return on Investment for Community Schools

A Practical Guide

Laura Martinez, Cheryl D. Hayes,
and Torey Silloway

2013



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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. The methodology outlined in this 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.

This guide is intended to provide community school leaders with a tool to help them measure and communicate the social and economic value of a community school and its programs. It is based on lessons learned by The Finance Project in developing a social return on investment case study of two community schools operated by The Children's Aid Society in partnership with the New York City Department of Education. The case study, *Measuring Social Return on Investment for Community Schools: A Case Study*, is cited within the guide and provides a tangible example of the data-gathering and measurement process. It is published separately and also available online at financeproject.org.

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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).

Acknowledgements

The Finance Project and The Children's Aid Society gratefully acknowledge the contributions and support of all who participated in the development of this guide and case study, especially The W.K. Kellogg Foundation for funding the work and the Foundation's Program Officer, Valorie Johnson, for her guidance and support throughout the process.

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
- Helène Clark, ActKnowledge

- Robert G. Frawley, New York State Office of Children and Family Services
- Linda Juszczak, National Assembly on School-based Health Care
- David Kirp, University of California Berkeley
- Milbrey McLaughlin, Stanford University
- Allan Porowski, ICF International
- Michael Rebell, Campaign for Educational Equity, Columbia University
- Mark Rigdon, JPMorgan Chase Foundation

Special thanks are due to Kristin Moore of Child Trends, Inc. for her prescient review of the relevant outcomes and indicators that were used in the analysis, Helène Clark of ActKnowledge, the Children's Aid community schools evaluator for her outcome data and insights, and Allan Porowski of ICF International for his thoughtful input and assistance with methodological issues throughout the process.

Jane Quinn and Katherine Eckstein of the National Center for Community Schools at The Children's

Aid Society provided thoughtful leadership for this work from beginning to end. Community Schools Division Director Richard Negrón participated actively in the "deadweight" analysis for the community schools that are the subject of the case study. And Community School Directors Madelyn Gonzalez and Migdalia Cortes-Torres assisted with data collection at their respective schools.

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.



**The Children's Aid Society/Alvin Ailey
Summer Dance Camp at the Mirabal
Sisters Community School Campus in
Washington Heights (NYC)**

—The Children's Aid Society

Introduction

As interest in community schools has grown among parents, educators, policymakers, and community leaders in recent years, so has the need to measure the value of these innovative social initiatives. Increasingly, foundation executives, public agency officials, and other contributors who provide funding and other supports for community schools want clear evidence of the results of their investments. They want to know there is a measurable outcome that has real social value. They also want to be able to understand and express that social value in monetary terms.

According to the Coalition for Community Schools, a community school is “both a place and set of partnerships between a school and other community resources.”³ Although no single uniform model exists, community schools share a common vision to “create an integrated set of learning opportunities and services that help young people develop academically, emotionally, physically, and socially.”⁴ Community schools have multiple goals that include school readiness; student academic success; physical, social, and emotional health; and parent and community engagement.⁵

To accomplish their goals, community schools integrate multiple services and supports, including early childhood learning opportunities, academic enrichment, health care, youth development, parent education, and family support. They provide these services during the school day, before and after school, and often during the weekend and summer to further encourage and facilitate community participation and student involvement. Some services are provided directly by schools using school staff; others are provided by community partners, including early learning programs, health care providers, youth development organizations, social services agencies, institutions of higher education, and other public and private organizations.

Community schools have achieved significant success in recent years not only in student academic achievement, family participation, school environment, and community engagement, but also in expanding their reach to students and parents in vulnerable communities. Currently, as many as 5,000 community schools are operating in 44 states and the District of Columbia and serving an estimated 5.1 million

3. National Center for Community Schools, *FAQ on Community Schools* (NY, NY: The Children’s Aid Society, National Center for Community Schools, <http://nationalcenterforcommunityschools.childrensaidsociety.org/faqs/on-community-schools>) (accessed February 8, 2013); Martin J. Blank et al., *Making the Difference: Research and Practice in Community Schools*. Washington, DC, Coalition for Community Schools, May 2003, p.2.
4. Martin Blank et al., *Financing Community Schools: Leveraging Resources to Support Community Success* (Washington, DC: Coalition for Community Schools, November 2010), <http://www.communityschools.org/assets/1/AssetManager/finance-paper.pdf>.
5. Coalition for Community Schools, *Community Schools: Partnerships for Excellence* (Washington, DC: Coalition for Community Schools, n.d.), <http://www.communityschools.org/assets/1/Page/partnershipsforexcellence.pdf> (accessed December 22, 2011).

“Community schools create an environment where kids are better able to learn and teachers can focus more on instruction.”

—Randi Weingarten, President, American Federation of Teachers

Schools and Communities: Stronger Together, *The New York Times*

students.⁶ Several cities, including Chicago, Illinois, and Portland, Oregon, use the community school model as a primary education reform strategy.⁷

An early review of evaluations of 20 community schools across the nation showed a positive impact on students and families, including increased learning, improved attendance, and stronger family participation.⁸ More recently, evaluations focused on mature community school sites—defined as those operating for five years or longer—found similar and other positive outcomes, including higher standardized reading and math scores, increased rates of attendance, improved youth behavior, and greater parent involvement.⁹ Studies have also found that community schools have other advantages over traditional schools, including their ability to leverage additional funding—up to \$3 of additional funding for every \$1 in school district investment.¹⁰

Arguably, one of the most important and overarching goals of community schools is to transform the whole school environment in positive ways. In turn, this impacts family involvement and student achievement.¹¹ Although educators understand the significance of a positive and supportive school climate in which teachers, parents, and others are actively engaged in supporting student success, it can be very challenging to measure and monetize these outcomes, in part, because the effects are often additive and long-term. Further, many of these

effects cannot be measured by scores on standardized achievements tests.

What Is the Purpose of This Guide?

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, youth, and families. When applied to community schools, SROI can be a powerful tool for demonstrating the monetary value of programs and services and communicating that value so it is understood at an economic level and resonates with public- and private-sector investors.¹² Accordingly, this guide aims to provide community school leaders with a tool to help measure and communicate the social and economic value of a community school and its programs.

This guide is based, in large part, on the lessons learned by The Finance Project (TFP) in developing a social return on investment case study of two community schools operated by The Children’s Aid Society (Children’s Aid) in partnership with the New York City Department of Education. Children’s Aid currently operates 16 community schools, serving children in elementary, middle, and high schools. Like many community schools, those operated by The Children’s Aid Society provide diverse services before, during, and after

the school day, on the weekends, and throughout the year to help students develop academically and socially and to prepare them to be successful in school and life.

TFP staff began by reviewing the growing body of literature on strategies for applying more traditional return on investment analysis commonly used in business to social innovations. In partnership with Children’s Aid, TFP staff adapted approaches designed and implemented elsewhere to the specific needs and context of the Children’s Aid community schools in order to create a practical and manageable way to measure the value of investments in this established program. Based on this experience, the guide outlines ways to apply SROI analysis to other community schools.

The guide provides a step-by-step approach to measuring SROI and using the analysis to inform investment decisions. It offers examples to help community school leaders implement the outlined steps. It also suggests questions to ask and provides tips to ensure success in conducting an SROI analysis. In addition, the guide includes two major resources: an inventory checklist of outcomes and indicators by key stakeholders and a list of financial proxies that can be helpful in determining the value of community school programs and services. A companion report, *Measuring Social Return on Investment in Community Schools: A Case Study*, describes the approach and results of the case study of

6. Coalition for Community Schools, *Community School Initiatives: State to State* (Washington DC: Coalition for Community Schools, March 2009), http://www.communityschools.org/assets/1/AssetManager/State_To_State_report.pdf.

7. National Center for Community Schools, *Building Community Schools: A Guide for Action* (New York: National Center for Community Schools, 2011).

8. Martin Blank, Atelia Melaville, and Bela Shah, *Making the Difference: Research and Practice in Community Schools* (Washington, DC: Coalition for Community Schools, 2003), <http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf>.

9. *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).

10. Blank et al., November 2010.

11. National Center for Community Schools.

12. Tom Ralser, *ROI for Nonprofits: The New Key to Sustainability* (Hoboken, NJ: John Wiley and Sons, November 2007).



The Children's Aid Society EXCEL (college prep) students meet with Mayor Michael Bloomberg during the launch of the Million Trees campaign to beautify New York City.

—The Children's Aid Society

two Children's Aid community schools in New York City, enabling leaders in other community schools to learn first-hand how SROI can be applied.

Taken together, the guide and the case study should positively contribute to what is emerging as an important analytic approach in evaluation research—applying return on investment concepts to social programs and initiatives. By including a rigorous economic analysis as an integral part of determining the quality of evidence, the two documents should also provide a sound basis for continuing efforts to strengthen the methodology and standards for future SROI calculations and enhance the body of knowledge on the costs and benefits of community schools.

How Can Social Return on Investment Be Defined?

Social return on investment is an innovative approach to measure the value of social outcomes in human services initiatives. Derived from concepts of business and economics, it builds on cost-benefit analysis, social accounting, and social auditing to measure and communicate the value of both monetary and nonmonetary program outcomes.¹³ SROI was first developed by REDF (formerly the Roberts Enterprise Development Fund).¹⁴ Practitioners and others in Scotland, the United Kingdom, and, increasingly, the United States use SROI to determine the social return on investment of policy and program

initiatives.¹⁵ According to Carla Javits of REDF, SROI helps answer the following questions¹⁶:

- How can we measure the success of our efforts?
- How do we know whether we are accomplishing what we set out to do?
- How can we make informed decisions about the ongoing use of our resources?

At the most fundamental level, return on investment is the difference between the total amount of monetary benefit derived from social investments divided by the total amount of monetary costs:

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

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

14. Ibid.

15. Linda T. Tuan, *Impact Planning and Improvement Measuring and/or Estimating Social Value Creation: Insights into Eight Integrated Cost Approaches* (Seattle, WA: Bill and Melinda Gates Foundation, 2008).

16. Carla Javits, REDF's Current Approach to SROI (San Francisco, CA: REDF, 2009).

Social return on investment analysis goes beyond basic return on investment analysis. It focuses on examining and quantifying the social returns to diverse beneficiaries, including children, families, and school communities, all of whom may have somewhat different interests in an intervention and may value the outcomes somewhat differently. For community schools, SROI offers a practical approach to measuring the social impact that services have on key beneficiary groups, such as young children, students, families, and the school community.

SROI methodology partially bases the assessment of value on the perception and experience of targeted beneficiaries. It uses indicators to assess what has changed over time, tells the story of this change and, where possible, assigns monetary values to these indicators. While the SROI analysis should be a rigorous methodology—one that is testable, replicable, and verifiable—it also recognizes that public and private funders have particular perspectives on how they define “value.”

Measuring the value of social returns requires placing a dollar value on events or conditions (outcomes) in a social context. Generally, that value can be realized in two forms:

- The *expected value of positive social gains* attributable to specific outcomes (e.g., the value derived from outcomes such as the number of young children who start school ready to learn or the number of young children who receive appropriate screening, diagnosis, and treatment for health and mental health conditions at an early age); and
- The *expected value of cost savings* from bad outcomes that are avoided. For example, community schools

might add value by avoiding the following negative outcomes: the number of young children who do not start school ready to learn and struggle academically; or the number of children who do not receive appropriate health screening and preventive care and develop serious conditions that require emergency care and hospitalization.

SROI measures the value of the benefits relative to the costs of investments in achieving those benefits; it results in a ratio. When applied to a community school or set of community schools, the value of benefits may include results such as the value of children attaining early literacy skills or health-related outcomes that result from children attending a school-based health clinic. The value of investment includes the costs of operating the community school, including in-kind costs such as donated space or volunteer time. Therefore, conducting an SROI calculation is about more than slotting figures into an equation. It requires thinking through activities, outcomes, and values related to community schools and then assessing how each key stakeholder group is affected.¹⁷

What Are the Challenges in Measuring Social Return on Investment?

Unlike for-profit corporations, nonprofit organizations are judged by their ability to achieve maximum social impact to solve problems related to their missions and resources, not by how much money they generate or accumulate.¹⁸ This partly explains the major challenge in applying an SROI analysis to community schools. Community schools have been successful

in their ability to generate program funding; however, putting a monetary value on the social outcomes that have resulted from this funding is complex. It requires placing a dollar value on events or conditions that generally are not monetized.

The particular challenge for community schools in valuing outcomes arises precisely because the comprehensive goal of community schools is to impact the child, the family, and the school community. For example, community school leaders will need to consider how to measure the value of investments aimed at improving the school climate for students and how to distinguish the value of those investments from those made to enhance classroom teaching or offer special academic programs. Similarly, leaders need to determine how to measure the effect of allocating resources to engage parents through adult education classes in terms that relate the benefits accrued to parents and their children.

The difficulty of monetizing outcomes is just one challenge in measuring community schools’ social return on investment. Based on the experiences of TFP researchers, community schools are likely to face other challenges in conducting an SROI analysis (see Challenges Facing Community Schools in Conducting an SROI Analysis on page 11).

Why Is Social Return on Investment Important?

An SROI analysis can be a powerful tool for demonstrating the value of programs and services provided by community schools. It can also be a powerful tool for communicating value in a way that is understood at a fundamental economic

17. Ralser.

18. Jim Collins, *Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer, A Monograph to Accompany Good to Great* (Self-published, November 2005).

Challenges Facing Community Schools in Conducting an SROI Analysis

- Recognizing the data is limited. No community school will ever have all the desired data to measure key outcomes and monetize those outcomes to determine the return on investment for the school.
- Determining which outcomes to measure. Community schools, by their nature, work with different individuals and institutions to achieve comprehensive impact. Their partners include students, parents, teachers, principals, and other community partners, each of whom have specific outcomes and value relative to community school goals. Choosing a few outcomes to focus on will always be a challenge.
- Incorporating important, but not easily quantified, outcomes. Many important areas that community schools address, including working with parents and the community, can be difficult to measure.



Healthy eating for the whole family. Green Youth Market at Fannie Lou Hamer Freedom High School, a Children's Aid Society community school in the South Bronx.

—The Children's Aid Society

“We want to create community schools in distressed communities, where that community school becomes the hub of all the services that that child and that family needs to survive. There are all sorts of successful models to follow.”

—Andrew Cuomo, New York State Governor

State of the State Address 2013—(Governor Cuomo’s Urban Agenda highlights Children’s Aid Community Schools as one of the successful models to follow. www.andrewcuomo.com/urbanagenda)

level and that resonates with key audiences such as foundations, government officials, private donors, and community leaders. The results can provide practical benefits to a community school that is willing to undertake the rigorous work required as well as to funders and community leaders who want more information on the impact of their investments. Benefits of SROI analysis include:

- Aiding communication with external stakeholders and audiences because it places a monetary value on social outcomes that goes well beyond cost avoidance;
- Meeting the information needs of leaders who must decide which programs and program components to sustain and grow and which to scale back or eliminate; and
- Helping decisionmakers identify areas for program priorities, improvement, and reallocation.

Leaders and decisionmakers can use the findings from an SROI analysis of a community school to make policy and funding decisions. Therefore, it is important to ensure that the field has a significant level of confidence in the findings. The approach to conducting the SROI analysis will require balancing the analytic goals with the realities of the available data and the rigor of the methodology.

Developing an SROI can also force an organization to measure its work in ways not previously done. For example, measuring the value of parent education classes or of English-as-a-Second Language classes, as well as their

potential impact on children who attend the school, can be critical when defending those services against threatened budget cuts. A community school that can measure the monetary benefits accruing from working with parents in these classes, such as improved reading scores for children, could see additional support from policymakers for these services.

What Characteristics Do Community Schools Share?

Community schools follow different models, but they usually share core characteristics. In many ways, these characteristics are what differentiate a community school from a traditional school. Following are some key characteristics of community schools:

- *A comprehensive array of services.* Community school leaders believe learning needs to happen before, during, and after the regular school day. They strive to leverage key partnerships to provide enhanced services and supports that meet the needs of all families. Community schools often provide expanded learning opportunities before and after school and during the summer; adult education and parent engagement classes and workshops; and access to health, dental, and mental health services.
- *Coordination of services.* Central to most community school models is coordination of student and family services and integration of these services with the core instructional program.

- *Community and family involvement.* At the heart of the community school model is the principle that meeting the comprehensive needs of children requires working closely with students’ families and other adults in the community.
- *Whole school change.* Most community schools seek to transform schools with respect to issues such as fostering a student-centered school climate, creating a wellness environment at the building level, and developing school-community interventions focused on achieving a culture that promotes good school attendance and achievement.

Fundamental to The Children’s Aid Society’s community school model is its well-developed theory of change and school philosophy. The strategy is founded on a core belief that focusing on the education of children and the strength of the surrounding community results in a “web of support” for children’s optimal development. Depending on available program offerings at each school, students can participate in extended-day academic enrichment services or receive on-site or school-linked medical, mental health, and dental health services. Family and community members can also access early childhood or adult education programs. This comprehensive array of services is offered to students, and special efforts are made to reach out to students and families most in need of academic and social support.



High school seniors discuss challenges and rewards of the college application process at a Children's Aid Society national conference on community schools.

—The Children's Aid Society

How to Conduct a Social Return on Investment Analysis

A social return on investment analysis can take different forms, depending on the research goals. In particular, an SROI analysis of community schools can encompass the whole school organization or only specific program components of community schools. Several researchers are now pioneering approaches for this type of analysis.

The Finance Project developed the methodology outlined in this guide specifically to analyze the social return on investment of community schools. It adapted a methodology originally developed by REDF and the New Economics Foundation. As part of the approach, TFP staff identified the following key steps in conducting an SROI analysis:

- Step 1: Understand What to Measure
- Step 2: Prepare for the SROI Analysis
- Step 3: Model and Calculate the SROI

Step 1: Understand What to Measure

Engaging a group of key stakeholders, clarifying what to measure, and defining the parameters of the study are the first actions in conducting an SROI analysis. Before starting an SROI analysis, community school leaders must determine which program components to assess and how to assess them. Components can include early education and child care; academic support and enrichment; health services; and family programming. The complexity of the SROI analysis will vary depending on whether all components, or only specific components, are measured. Community school leaders must also determine whether they have the right resources and stakeholders to support the analysis.

Key Topics

- Engage stakeholders
- Review and refine the theory of change
- Define the analysis parameters

Engage Stakeholders

Engaging key stakeholders is an essential part of launching an SROI analysis. Key stakeholders can include community members, school officials, public- and private-sector leaders, and experts who can provide input on the design of the analysis and offer expertise in policy, evaluation, funding, and service delivery. In most cases, it is also important to include individuals who are directly impacted by the community schools, such as parents and teachers. The comprehensive nature of community schools and their intended goals—academic achievement, student health, parent engagement, teacher involvement, and early learning skills—suggest the need to engage individuals



High school students practice archery at a Children’s Aid Society after-school program.

—The Children’s Aid Society

who may represent highly motivated and interested stakeholders eager to support the analysis.

Accordingly, throughout the guide, the term “stakeholders” is used to refer to three primary groups, each of whom will need to be engaged at different times throughout the analysis:

- *Internal stakeholders*, such as principals, coordinators of community schools, service providers, and others directly involved in program operations;
- *Stakeholders who are intended beneficiaries* of the community school program, including students, parents, teachers, and community leaders; and
- *External stakeholders*, such as funders, school district officials, researchers, and evaluators.

A number of stakeholders can form an advisory group (see Who Should Be Involved? on page 17). This group can support the analysis by:

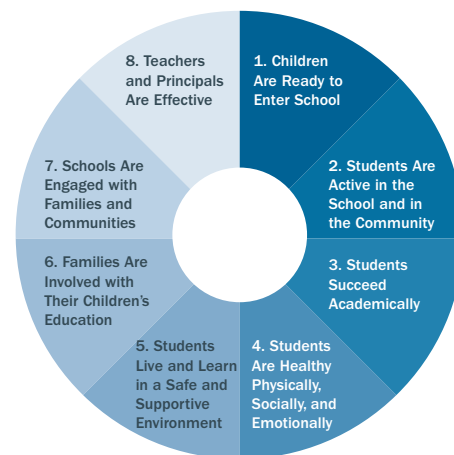
- Reviewing and offering feedback on the program components the community school leaders have chosen to study;
- Reviewing and offering feedback on the approach to analyzing and interpreting the study findings;
- Providing input on the format for the presentation of the findings to make them understandable and usable to a wide audience; and
- Identifying key audiences for dissemination, including potential funders and public officials.

Review and Refine the Theory of Change

The relationship between the program components and their respective outcomes is known as a “theory of change.” For example, to demonstrate that “students are healthy physically, socially, and

emotionally,” a community school needs program components focused on accomplishing this outcome, such as a school-based health clinic, a physical education program offered after school, or a school breakfast program. By merging the goal framework developed by the Coalition for Community Schools with the goal framework used by The Children’s Aid Society, The Finance Project staff identified eight primary community school goals (see figure). Within each of the eight goals, community school programs have identified program components intended to achieve each goal.

Community School Goals



As part of the SROI analysis, reviewing the community school’s theory of change can help community school leaders determine whether they have a clear and shared vision of what their program is intended to achieve. When designing an SROI study, community school leaders will need to reach a consensus on key goals and outcomes for measuring the impact of their community school (see Accounting for Community Impact on page 17).

Who Should Be Involved?

When identifying stakeholders to participate on an advisory group for your organization's SROI analysis, consider both the short-term and long-term value they can bring to the table. Whose input is needed to help you assess and accomplish your goals? How does each stakeholder add value and what can he or she offer? Following are stakeholders you should consider inviting to be part of an advisory group:

- Parents
- Principals
- Funders or Potential Funders
- External Evaluators
- Policy Experts
- Content Area Experts
- Local or State Government Officials
- Members of the Community

Accounting for Community Impact

A secondary goal of community schools is to add value to the whole community. However, an SROI analysis that takes both the positive and negative value of the community activities and demographics into account can skew the perception of the direct impact community schools have on the whole community. Measurable outcomes related to “communities are desirable places to live” include these:

- Community schools support families and improve family stability.
- Students and families feel safer in their schools and in the community.
- Strong community partnerships are evident.

Although several indicators can assess the value of these outcomes, it is unrealistic for community schools to attribute these values solely to their programs. Specifically, the number of people on unemployment and the amount of welfare spending in the community have little to do with the value of community schools. However, many community schools, including those sponsored by The Children's Aid Society, report that their services enable more parents to work. In addition, these schools try to hire directly from the community.

Defining the Analysis Parameters: A Children's Aid Case Study Snapshot

Results: All eight primary goals

Timeframe: Three most recently completed years, 2007 to 2010

Key research question:

- What is the SROI of a Children's Aid elementary school?
- What is the SROI of a Children's Aid middle school?
- How do the various Children's Aid program components contribute to overall return on investment?

Availability of data: Ongoing in-house data collection process. New York City Education Department data for 2007 to 2008 is available.



P.S. 5 in Washington Heights, New York City, a Children's Aid Society community school.

Summary of Key Questions in Step 1

1. What is the purpose of the SROI analysis?
2. What key questions are you trying to answer?
3. Who should be involved?
4. What resources—staff time, money, etc.—will be required?
5. Does the theory of change lead to results in each program component?
6. What program components should be included in the analysis? Over what period?
7. Is the data readily available in house or obtainable from other outside sources?

Define the Analysis Parameters

The intended outcomes for community schools are the essential foundation for an SROI analysis (see Defining the Analysis Parameters: A Children’s Aid Case Study Snapshot on page 18). Community schools provide a comprehensive array of supports and services to students and families and, therefore, they often have multiple goals and may be supported by several funding sources. Accordingly, community school leaders need to clarify the program goals and corresponding program components they intend to measure, the time frame the analysis will cover, and the goal(s) of the analysis. It also is important to determine whether sufficient outcome data are available to adequately measure progress toward intended outcomes across the identified program components. (See Summary of Key Questions in Step 1 above.)

In establishing the study parameters, community school leaders—and, potentially, an advisory committee—must undertake these activities:

- *Clarify the results to be measured and during what period.* When clarifying the results to be measured,

community school leaders need to specify the goals (outcomes) and the program components related to each goal. For a community school with multiple goals, leaders need to decide whether to include all outcomes in the analysis or focus on a single outcome (e.g., increased parent engagement) or a subset of outcomes (e.g., those related to student academic performance). They also need to determine the time period of the analysis (e.g., three years, five years, etc.). For a community school that has been operating up to five years, for example, they may decide to assess the first three or four years of operations. In contrast, for a more mature community school that has been operating for many years, leaders may decide to focus only on the most recent school years for which complete data is available. Regardless of the period, each year—calendar, fiscal, or academic—must have complete financial information and corresponding program data.

- *Propose key research questions to be answered.* Key research questions guide the SROI analysis. These

questions should frame the findings from the analysis as well as the conclusions and recommendations, if any. For many community schools, the primary research question will simply be this: “What is the return of the community school investment to society?” Leaders of other programs may want to address comparative questions. For example: “Do the early learning program components yield a greater return than the student achievement program components?” “Should the school invest more in this area than in that area?” Community school leaders should be aware that a more complex set of questions generally requires a more complex analysis.

- *Assess the availability of data that will be used to measure program outcomes.* When defining the analysis parameters, community school leaders need to take a careful inventory of the available data. For example, if the community school started 10 years ago, student data archived in paper format may be inaccessible. Community school leaders need to choose for analysis years for which they have complete and accurate data.

Step 2: Prepare for the SROI Analysis

The Finance Project adapted a model for conducting an SROI analysis on community schools based on an accepted framework of key outcomes that community schools are expected to achieve.¹⁹ These outcomes were cross-linked with comprehensive indicators that researchers commonly use to measure progress toward these outcomes. This guide provides a general framework that can and should be tailored to the needs of a particular community school. A challenge confronting program leaders is accounting for the complexities of how community schools work and fit into an outcomes-based model. Therefore, after clarifying what to measure, program leaders must begin to gather data on the costs and measurable outcomes attributable to specific programs and program components.

Key Topics

- 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

Determine a Sample

In an SROI analysis, the study sample should center on specific program components at individual school sites and on service delivery methods. When choosing the right school sites and services for the study sample, the school or schools selected for the analysis should operate at the preferred scope and scale. For example, if community school leaders

want to measure students' academic success, and an afterschool program is used to support students in reaching this goal, the research team should select a school that includes an afterschool program with all core components, such as math, literacy, and science ("scope"), at the desired level of service, such as 100 students ("scale").

Two primary models can be followed when determining the sample of schools:

- *Full model programming.* If program leaders plan to measure the value of the entire community school model, schools that are considered to have "full model" programming should be considered for the analysis. Full model programming includes every program component offered by the community school.
- *Single community school goal.* Program leaders can also decide to measure the value of a single goal and the value of the related activities. If a single goal is the focus of the analysis, program leaders will want to pick a school or schools with the best measurable results based on past performance.

Community school leaders should also consider the longevity of the programs at their school. Selecting programs with an established track record of service as part of the sample sets a baseline for determining the social return on the community school's participants and on other students who attend the school but may not participate in all community school activities. This is known as a "spillover effect." The spillover effect includes positive or negative effects on other students, the school, or the

community as a result of the presence a community school program.

In both sampling models, the number of included schools can vary. For example, for its case study, The Children's Aid Society focused on two of its sites: Salomé Ureña de Henríquez Campus, one school campus with two middle schools and one middle school-high school (grades 6–12); and PS 5 Ellen Lurie, its elementary school feeder. Community school leaders may pick more than two schools for their analysis; however, including more schools increases the amount of data and the complexity of the analysis.

Establish a Data Collection Process

Once community school leaders identify what to measure, they must design an approach for collecting the information required to conduct the analysis (see Key Questions to Answer When Establishing a Data Collection Process on page 21). One point person should be assigned to oversee the data collection process and identify relevant sources of data. The data point person can be a member of the community school's staff or school personnel with knowledge of cost and outcome information that is gathered and/or reported routinely.

The data point person is instrumental in ensuring that the right data—from the right source and for the right period—is collected and organized in a timely and orderly manner. Tracking and cataloguing are essential parts of his or her responsibilities. Outcome data and cost data need to be managed in a centralized fashion. Specifically, saving information in organized files on a computer and using software programs

19. Coalition for Community Schools, *Community Schools: Promoting Student Success, A Rationale and Results Framework* (Washington, DC: Coalition for Community Schools, n.d.), http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf.

Key Questions to Answer When Establishing a Data Collection Process

- Where are the data housed?
- Who is responsible for the data?
- Does the data measure the intended outcomes?
- Who will collect the data?
- Who will organize and manage the data?
- What electronic system will be used to organize and manage the data?

What Cost Data Should Be Included in the SROI Analysis?

- **Program Costs**, including all staffing costs, materials, and supplies for providing the direct services; these costs can usually be taken directly from a program budget.
- **Overhead/Administrative Costs**, including the costs of providing support to all the community schools, such as policy development, payroll and benefits, and program oversight and management. These costs are often listed in the organization's line-item budget. Some community schools likely have an indirect cost rate, ranging from 5 percent to 10 percent, but leaders of other community schools may need to calculate this rate themselves.
- **In-kind Costs**, such as the value of the space that is provided at a free or reduced cost, the value of food costs for afterschool programs provided by the school, and the value of volunteer staff and other in-kind services. These costs will likely need to be imputed.

“The community schools strategy has always made a lot of sense to me. My late wife, Judy, was an early childhood educator and I learned from her how important parental engagement and strong support services are to helping our children succeed in school.”

—Steny Hoyer, Member of the United States House of Representatives

Building Community Schools: A Guide for Action. (New York City: The Children’s Aid Society, 2011).

such as Microsoft Word and Microsoft Excel to manage the data are necessary to ensure the information is clear, concise, and usable.

Collect Outcome and Cost Data, Including In-kind Costs

Two types of data need to be collected for an SROI analysis: cost data and outcome data.

- *Cost data* reflects the monetary value of resources required to operate a community school and its corresponding program components. It is also known as the “value of the investment.” Cost data can be gathered from budgets and internal accounting systems.
- *Outcome data* can be gathered from program information, evaluation studies, and other external sources that require regular reporting, such as the local school district or health department.

Outcome information that is translated into a monetary value (discussed in detail in Step 3) is the “value of the benefit.” It is good practice to gather information on costs and outcomes for more than one year, preferably three to five years, and to calculate the average to avoid problems associated with single-year data that may not be representative.

Cost Data. Three primary types of cost data will be needed to complete an SROI analysis:

- Program cost data;
- Overhead/administrative cost data; and
- In-kind cost data.

Gathering cost information is relatively straightforward (see *What Cost Data Should Be Included in the SROI Analysis?* on page 21). Most information is available in community

schools’ budgets, partner schools’ core operating budgets, and reports of annual expenditures.

Resources that entail costs not shown up in a budget—such as donated space and volunteer time—must be measured by developing values based on market rates for goods and services contributed to the program. For example, because the community school strategy requires partnering with local public schools, the community school leader must estimate the cost of space (i.e., rent, maintenance, and utility costs for school facilities). If the community school leader does not know the in-kind cost of the school building, the district administrators should have this information. In this instance, the community school leader will need to coordinate with the appropriate district or school staff member to estimate the cost of space.

Organizing the cost data in accurate cost categories is another important part of the data collection process. The Children’s Aid Society gathered its costs, directly related to outcomes, in several major areas:

- Early childhood program(s);
- Out-of-school time programs;
- Parent engagement and adult education programs;
- Individual regular school day operations;
- Health center operations; and
- In-kind services, including space, materials, and volunteer time.

Outcome Data. TFP staff has developed an inventory checklist to help community school leaders identify, track, and collect the corresponding outcome data available for community schools. This checklist can be used to help community school leaders take stock of the data collected in house and by other external sources (see *Sources of Outcome Data* above). For example, The

Sources of Outcome Data

- In-house data (program or school records)
- City departments, including education, police, planning, health, and mental health
- State Division of Criminal Justice Services
- U.S. Census Bureau

Children’s Aid Society was able to obtain a large amount of data from the New York City Department of Education’s website. The department collects data on performance and accountability for all schools, including student performance and school climate information, through school surveys and quality reviews. Once a list of outcomes and indicators has been identified (see next section), outcome data can be tracked using an impact map.

Identify Outcomes and Indicators To Be Measured and Collected

In a community school model, there are several direct and indirect beneficiaries. The focus of the SROI analysis should be on the beneficiaries most aligned with the community school’s projected goals:

- Children from birth to age five;
- Students;
- Families; and
- School community.

Some community school leaders may divide the “students” category even further into elementary, middle, and high school levels, depending on what they plan to measure. Community schools have other stakeholders, including staff, volunteers, funders, and taxpayers, but the objective of the analysis is to assess

Table 1: Community School Goals and Outcomes Crosswalk

Goals	Outcomes
<p>Goal 1: Children are ready to enter school.</p>	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.
<p>Goal 2: Students are active in the school and in the community.</p>	Students have positive relationships with teachers.
	Students are connected to the school and the community.
	Students have positive relations with adults in the community.
<p>Goal 3: Students succeed academically.</p>	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.
<p>Goal 4: Students are healthy physically, socially, and emotionally.</p>	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.
<p>Goal 5: Students live and learn in a safe and supportive environment.</p>	Students are safe in their school.
	Students live in a safe, stable environment.
<p>Goal 6: Families are involved with their children’s education.</p>	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.
<p>Goal 7: Schools are engaged with families and communities.</p>	Schools regularly communicate with and help support families.
	Schools are seen as a resource for parents in the community.
<p>Goal 8: Teachers and principals are effective.</p>	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).

Table 2: Major Groupings of Indicators by Beneficiary

Children Birth to Age Five	Students	Families	Schools
Psycho-Social Development	Psycho-Social Development	Family Engagement	Teacher and Principal Engagement
Health and Mental Health	Academic Achievement	Parent Participation	School Safety
	Health and Mental Health	Parent Satisfaction	Teacher Quality

Table 3: Impact Map Layout, Part 1

Outcome	Indicator	Indicator Proxy	2008	2009	2010	3-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.	Peabody Picture Vocabulary Test (PPVT) scores for a nationally representative sample	N/A	N/A	29 (52%)	29
		Number of students enrolled in the community school's reading program	N/A	N/A	28 (50%)	28



the impact on those most affected by their programs and services.

The Finance Project staff identified community school outcomes and related indicators associated with each community school goal. Each of the eight identified community school goals was mapped to more than 40 related evidenced-based outcomes (see Table 1). Furthermore, TFP researchers developed inventory checklists for each goal, arranged by stakeholder, outcome, and indicator, to help community school leaders take stock of what data is available for the community school program components and jump-start the data collection process (see Appendix A: Data Inventory Worksheet).

Indicators are benchmarks for measuring progress toward desired educational, environmental, social, and health-related outcomes. Using established indicators for measuring these outcomes is the primary method to assess change and progress toward desired community school goals. For example, data on student attendance and enrollment in a 21st Century Community Learning Center afterschool program is one indicator of whether students have access to education services and supports inside and outside school. Not only must indicators be identified, but they must

also be organized by the categories of key beneficiaries. Table 2 lists indicators by intended beneficiary. The list of indicators is not exhaustive, but it can support community school leaders' thinking.

Data routinely collected by community schools is unlikely to be complete for the purposes of an SROI analysis. Many community schools do not address each indicator listed in Table 2. Nor do most community schools collect data on every outcome and indicator identified on the data inventory worksheet found in Appendix A. However, they are likely to collect some information related to every goal they expect to achieve.

An inventory checklist provides a way of assessing whether available data is sufficient to measure progress toward relevant outcomes and, if not, identifying what other types of information can be helpful. Community school leaders can use the checklist to identify and track the outcomes they measure and indicators they already collect. Other indicators can be added, as needed, and are not limited to ones already included in the checklist. Ultimately, the inventory checklist will guide development of an impact map of the community school program components that community school leaders plan to measure.

Develop an Impact Map

An impact map is the most essential data tool for the SROI analysis. It captures how a program component makes a difference, what kind of difference, and to whom. Development of an impact map ensures that program leaders properly account for the benefits to specific beneficiaries. The map brings together in one place all outcomes, indicators, and financial values. This is an important part of an SROI analysis, because many outcomes have a benefit to one or more beneficiaries and some indicators lead to the same outcome. Double counting of the value of the benefit can occur without proper monitoring. Each outcome value should only be counted once per beneficiary. The impact map demonstrates not only the total monetized value by stakeholder, but also provides a clear indication of which beneficiary is being credited for each benefit.

The first part of an impact map tracks the outcomes a community school aims to accomplish (see Table 3). It lists the corresponding indicators available, the data points over the identified period, and the estimated average over that period. In the Table 3 example, the outcome and indicator data represent early education programs for children from birth to age five associated with

one Children's Aid elementary school; data will be collected for three years. The purpose of collecting data over multiple years is to determine an average for each outcome to help gauge consistency over time. This can help validate the SROI findings when reporting to internal and external stakeholders.

The impact map is best developed in Microsoft Excel or a data software program for easier calculation. Please note that Table 3 will need to be expanded once the monetized value for each outcome is assigned; a discussion of how to do so can be found in Step 3.

Step 3: Model and Calculate the SROI

Deciding what to measure is the first step in determining the SROI. The next step requires community school leaders to identify and gather the available outcome data and corresponding cost data. The last step, Step 3, moves from the data collection process to the actual computation of the financial value of the benefits and the SROI ratio.

Key Topics

- Determine financial values and proxies
- Calculate impact
- Calculate the SROI

Determine Financial Values and Proxies

A financial proxy for *each identified outcome* needs to be established for *each intended recipient* of the measurable outcome (i.e., the beneficiary). The inventory checklist of outcome and indicator data identifies what financial values and/or proxies must be

determined using available, preexisting research and data. This process is referred to as "monetizing" the outcomes. The purpose of monetizing an outcome is to help assign a financial value to the social benefits that are produced by community school's program components.

The process of determining the financial value is relatively straightforward for some outcomes. For other outcomes, however, some creative thinking is needed. Assigning a financial proxy for each outcome will vary (see Using Research and Statistics to Establish an Indexed Value on page 27). Common proxies can include the price for a service, social validation (e.g., its worth to the stakeholder), cost savings, average household spending, or travel costs. Research from national or local organizations may be required to identify the most accurate proxy possible. Appendix B lists financial proxies by outcome that community school leaders can use for their analysis.

The financial proxies should be carefully organized by outcome attributed to a specific beneficiary and carefully reviewed and cross-referenced to avoid double counting. The relationship among each beneficiary, outcome, and financial proxy can be seen in Table 4. As illustrated by the italicized entry, if high school graduation is an intended outcome, the research literature helps identify the economic value (i.e., earnings) of having a high school diploma. The median earnings for a young adult with a high school diploma equal \$30,000,²⁰ which is the financial proxy.

Some outcomes do not have direct financial proxies. Even though these outcomes do not have an explicit monetary value, they should not be discounted (e.g., the value of parents feeling

empowered to support their children's education success). The significant value of social return on investment is that it accounts for all demonstrated outcomes that are beneficial to key stakeholders.

Although these proxies are not included in the actual SROI calculation, they are important and unique to SROI. The nonmonetized outcomes provide qualitative support for the findings. For example, many early childhood education programs have long-term effects that often are not seen until later years. It is well known that grade-level reading is an indicator of future graduation rates. However, without a long-term outcome evaluation, it is difficult to determine the precise value of some early childhood program activities. Therefore, the investment made in early childhood programs should not be discounted. Its importance should be described in detail when sharing the SROI findings with key stakeholders, so others know the clear investment being made in younger children.

Calculate Impact

Once community school leaders establish a complete accounting of the relevant costs and monetized benefits, they need to calculate the impact for each stakeholder. This will lead to the development of the second section of the impact map (see Table 5). This part of the tool helps community school leaders quantify and map the total unit value received by each beneficiary. The process for this stage of the work is as follows:

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

20. U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2011*, NCES 2011-033, (Washington, DC, 2011), http://nces.ed.gov/programs/coe/indicator_cr2.asp.

Table 4: Sample of Financial Proxies

Beneficiary	Outcome	Financial Proxy	Value
Student	Students are graduating high school.	Projected earnings associated with high school completion	\$30,000
Family	Families are connected to support networks and services.	Cost of parent programs, events and/or services	
School Community	Teachers are supported by the school.	Cost avoided from constant turnover and hiring	

Using Research and Statistics to Establish an Indexed Value

When using research or statistics from previous years, the financial proxy will likely need to be converted to an indexed value for the corresponding year and locality. The cost data is already assumed to be from the most recent annual financial accounting (e.g., fiscal 2010), so cost data does not need to be converted. The process to establish an indexed value should follow these guidelines:

- Convert all financial figures with a U.S. or statewide average to a per-unit cost. This is done by dividing the financial proxy by the appropriate population.
- Adjust for inflation by calculating cost in current terms (e.g., 2010 dollars). The Bureau of Labor Statistics' inflation calculator* can determine the percentage increase from a given year to 2010 dollars. Next, multiply the inflation percentage by the per-unit cost.
- Calculate cost based on the cost of living (price index) in your community. For example, you can use the 2010 consumer price index (CPI) U.S. city average compared with the CPI New York City area average to determine the increased cost of living in New York City compared with other cities in the United States. The ACCRA** Cost of Living Calculator can also be used to calculate the difference.

These steps result in an indexed value in current dollar terms for your city for each value identified.

Notes: * U.S. Department of Labor., Bureau of Labor Statistics, Consumer Price Index Inflation Calculator, http://www.bls.gov/data/inflation_calculator.htm.

** ACCRA is now named The Council for Community and Economic Research.

Table 5: Impact Map Layout, Part 2

Outcome	Indicator	Impacted Population	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.	Peabody Picture Vocabulary Test (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 6: Total Costs/Investments and Outcomes/Benefits

Total Investments		Total Benefits	
Early childhood program(s)	\$988,347	Birth to Five	\$5,544,956
Community school program components, including afterschool and other specific programs for children and families	\$801,497	Students	\$44,247,955
Individual school operations	\$7,819,451	Families	\$0
Health center operations	\$340,900	School	\$965,736
In-kind services, including space, materials, and volunteer time	\$171,494	TOTAL	\$50,758,647
TOTAL	\$10,121,689		



Annual inter-generational Chess Tournament at Salomé Ureña de Henríquez Campus. Children’s Aid schools promote chess not only as a proven didactic tool but also as means to engage community and families in fun edifying activities.

—The Children’s Aid Society

- Aggregate the total to arrive at the overall impact of the outcomes for related beneficiaries.

For example, to analyze the value of a community school’s early childhood programs on children from birth to age five, community school leaders can collect data on indicators such as total enrollment, average daily attendance, and number of health center visits. Each of these indicators is multiplied by the number of children impacted by the service to determine a total unit value. The total unit value for each outcome/indicator set is then aggregated for each beneficiary.

The numerical calculation for the process used by Children’s Aid is demonstrated in Table 5. Note that two indicators may potentially measure the same outcome and have one financial value. However, the financial value to the impacted population should be counted only one time. In the case of early literacy skills, the identified financial value supports multiple indicators but only one outcome. Community school leaders and their data analysts should use

the most accurate representation of the impacted population when multiplying the financial value and avoid double counting participants.

After a total benefit is established for each beneficiary group in the analysis, the benefits can be charted in a master table. In addition, the total cost/investment data by program area should be catalogued in a master list by cost category. Table 6 reflects the cumulative investment and benefit for the Children’s Aid’s community school study. The total value for both the cost and outcome data is the raw material for the SROI calculation. The “total value of the benefits” is what is used to compute the numerator in the SROI calculation, while the “total value of investments” is the denominator.

Calculate the SROI

The task of gathering the outcome and cost data and monetizing the total value of the benefit is now complete. The last step in the SROI analysis is the actual calculation (see Calculating the SROI: A Numerical Representation on page 33). The mathematical steps for the SROI calculation require only a basic

understanding of math, and this guide has simplified the calculation as much as possible. The final steps in the SROI calculation include:

- Subtract deadweight;
- Calculate the net present value of the benefits; and
- Calculate the SROI.

Subtract Deadweight. Deadweight is the percentage of benefit that would have happened regardless of the presence of the community school program. In measuring the value of community schools, it is necessary to deduct the value of programs and activities that operate regardless of the program components that are unique to a community school. The objective is to determine the value attributable solely to the presence of community school programs and activities.

Below is a guideline that identifies several possible levels of attribution:

- **Deadweight between 5 percent and 10 percent.** A very low deadweight indicates that a community school can claim that most of the calculated outcome (benefit) is attributable to

“The Children’s Aid Society runs the best community schools in the country, educators from around the country and across the globe know all about them, and a constant stream of visitors makes the pilgrimage to spend time there.”

—David L. Kirp, Professor of Public Policy at the University of California at Berkeley

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).

the community school’s activities. For example, if deadweight is estimated to be at 10 percent, this means the community school can claim its actions resulted in 90 percent of the total benefit across key outcomes that measure the impact on students, families, and the community school environment.

- **Deadweight between 11 percent and 25 percent.** Deadweight within this range indicates that a community school can attribute a significant portion, but not all of the benefit, to its activities. For example, if deadweight is estimated to be at 25 percent, this means the community school can claim its actions resulted in 75 percent of the total benefit across key outcomes that measure the impact on students, families, and the community school environment.
- **Deadweight between 26 percent and 50 percent.** A mid-level deadweight indicates that a community school can attribute more than half of the total benefit to its activities. For example, if deadweight is estimated to be at 50 percent, this means the community school believes its actions led to 50 percent of the benefit across key outcomes that measure the impact on students, families, and the community school environment.

Determining the deadweight level can be based on one or a combination of the following three supporting criteria:

- *Theory of Change.* A well-developed theory of change based on existing literature will likely lead to positive program results, thus demonstrating that the community school’s logic model and strategic plans to address key outcomes for students, families, and the community school environment make sense and have a high probability of success.

- *Research Literature.* Rigorous social science research supports the connection between specific inputs and expected outcomes.
- *Program Results.* Previously conducted program evaluations with a 95 percent statistical significance or self-reported qualitative evaluations demonstrate positive program participant outcomes.

These sources of outcome information help community school leaders build an argument for a proper level of deadweight. If there is strong evidence of positive benefit from all three sources, then community school leaders can reasonably claim deadweight within the lowest range, 5 percent to 10 percent. If there is substantial evidence from two of the three sources, then deadweight can reasonably be determined to be in the range of 11 percent to 25 percent. Finally, if only one source of evidence can be cited (or if each criterion is only loosely met), then deadweight between 26 percent and 50 percent is probably the most accurate.

Deadweight also is an important factor in sensitivity analysis. A sensitivity analysis assesses the extent to which impact estimates are attributable to the community school under different scenarios. The purpose is to determine the level of benefit the community school can realistically claim. This is done in one of two ways, depending on the degree of accuracy community school leaders want to assign deadweight. First, the level of benefit can simply be estimated by subtracting an assigned deadweight from the total value of benefits for each year over the anticipated benefit period (t). This includes using the criteria and range of deadweights to generally assign a deadweight value.

For a more sophisticated estimate, community school leaders will want

to assign a deadweight level for each outcome for each stakeholder identified in the impact map. After a deadweight value is assigned to each outcome by stakeholder, an average of all the deadweights can be calculated to assign a total deadweight. Assigning the right deadweight for the analysis allows community school leaders to feel confident that their actions result in a direct positive benefit to children, families, and the community school environment.

The example in Table 7 represents the known community school outcomes for early childhood programs. Community school leaders may have a strong theory of change, with significant literature and some self-reported results, but account their deadweight for each outcome at a different level. Specifically, for example, a community school leader may believe the community school is directly responsible for high attendance levels in the early childhood programs but less directly responsible for children’s physical well-being.

When community school leaders have sound program evaluation data related to relevant outcomes, they can more accurately determine the attribution. Random assignment or matched sample methodologies are more objective and reliable than self-reported data. Yet very few programs have a wide array of outcome data based on complex, rigorous research designs. Accordingly, the three sources of information taken together—sound theory of change, strong evidence in the research literature, and direct program results—can help community school leaders establish realistic deadweight values for relevant program outcomes. The composite deadweight value should then be added and averaged among all beneficiary groups for a single deadweight for the SROI calculation.

Table 7: Identifying Deadweight

Outcome	Total Unit Value	Deadweight
Children attend early childhood programs.	\$1,475,192	5 percent
Children have adequate physical well-being.	\$4,069,764	20 percent
	Average	12.5 percent*

Note: *Total Value of the Benefits x .875 = Deadweight at 12.5 percent



“Lidia (the parent coordinator) put me to work in the school’s store and became like a mother to me. Little by little I began to change. Now sometimes I even wear a suit and tie to school because she says that it is good for business to look good.”

—Entrepreneur Arquímedes Rivera, Salomé Ureña de Henríquez graduate

Community Schools in Action: Lessons from a Decade of Practice, by Joy Dryfoos, Jane Quinn and Carol Barkin. (New York: Oxford University Press, 2005).



Community high school student (from Fannie Lou Hamer Freedom High School) speaks about his college plans and preparation.

—The Children’s Aid Society

Calculate the net present value of the benefits. To determine the SROI, community school leaders and their analysts need to calculate the net present value of the benefits. Net present value reflects the value of the benefit over time. 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).²¹ The net present value of the benefits is the numerator within the SROI equation.

In the instance of community schools, the benefit period (t) likely has a drop-off point, or a point at which the value of the benefit can no longer be estimated. For example, if a ninth-grade student participates in a certain school-based program, the value of an intervention will likely end by the time the student graduates from high school or shortly after. For community schools, a period of five years is a realistic estimate. This assumption obviously does not apply to factors that are believed to carry a lifetime benefit, such as the long-term value of attaining social skills in an afterschool program, acquiring a high school diploma upon graduation, or learning positive work habits through an internship or work experience program. Instead, it assumes that at some point the initial value trickles off.

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.²² Community school leaders will usually want to match the discount rate to the rate of inflation. The rate of inflation between 2010 and 2011

was 3 percent; however, many nonprofit groups have reported that their programs are growing at less than 2 percent, if at all. In the case of The Children’s Aid Society, the analysis assumed a 2 percent discount rate, which was aligned with the inflation rate between 2009 and 2010.²³ Given the low rate of inflation during the past few years, a rate directly aligned to the inflation rate or between 2 percent and 4 percent is sufficient for the analysis. Accordingly, for community schools, a realistic discount rate is 2 percent to 4 percent.

The net present value (NPV) of the benefits can be calculated by using the following calculation:

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

Value of Benefits = Aggregated financial value of all beneficiaries in the analysis over a five-year period

r = discount rate

t = time

Calculate the SROI. Finally, the SROI measures the value of the community school benefits relative to the costs of achieving those benefits. It is the ratio of the net present value of the investment. For example, a ratio of 4:1 indicates that an investment of \$1 delivers \$4 in social value.

After completing these steps, the SROI for Children’s Aid community schools is calculated using the following equation:

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

21. Rasler.

22. Ibid.

23. U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index Inflation Calculator, http://www.bls.gov/data/inflation_calculator.htm.

Calculating the SROI: A Numerical Representation

To derive the SROI, the total value of the benefits must be computed. Community school leaders must then make the required mathematical calculations by first subtracting the deadweight and then calculating the net present value. For some community school leaders, the calculation of the net present value will be the most difficult step. However, if using Microsoft Excel, net present value can be calculated automatically by using a preprogrammed equation. If calculating the entire SROI manually, community school leaders can follow this example as guidance.

Total Value of the Benefits = \$5,000,000
 Total Value of the Investments = \$1,000,000
 Deadweight = 25 percent
 Time = 5 years
 Discount Rate = 3 percent

Step 1: Subtract Deadweight

Year 1	Year 2	Year 3	Year 4	Year 5
$5,000,000 * .75 = A$	$A * .75 = B$	$B * .75 = C$	$C * .75 = D$	$D * .75 = E$
\$3,750,000	\$2,812,500	\$2,109,375	\$1,582,031	\$1,186,523

Step 2: Calculate the Net Present Value

Year 1	Year 2	Year 3	Year 4	Year 5
\$3,750,000	\$2,812,500	\$2,109,375	\$1,582,031	\$1,186,523
$(1+2\%)^1 = 1.02$	$(1+2\%)^2 = 1.04$	$(1+2\%)^3 = 1.06$	$(1+2\%)^4 = 1.08$	$(1+2\%)^5 = 1.10$
\$3,676,471	\$2,703,287	\$1,987,711	\$1,461,552	\$1,074,671

Net Present Value = Year 1 + Year 2 + Year 3 + Year 4 + Year 5 = \$9,903,692

Step 3: Calculate the SROI

$$\text{SROI} = \frac{\text{Net Present Value of the Benefits}}{\text{Total Value of the Investments}} = \frac{\$9,903,292}{\$1,000,000} = 9.9$$

The SROI results for the Children's Aid elementary school and sister middle schools can be found in the companion report, *Measuring Return on Investment for Community Schools: A Case Study*.



High school students perform during the 20th Anniversary celebration of The Children's Aid Society's community schools.

—The Children's Aid Society

How to Present and Use Social Return on Investment Findings

Presenting and using the findings is the final step in SROI analysis. Once a solid calculation has been made, community school leaders must decide how to present their findings. What does this value say about a community school? How can the findings be used to attract new partners or highlight the school's value to the community? When SROI analysis is used effectively, the results can produce tremendous dividends.

SROI analysis can also demonstrate value for fundraising purposes.²⁴ The results can help make a case for adding new investors. Community school leaders can use SROI to advocate for more funding and program support from the school district. School and district leaders can use SROI to maximize funding from state and federal sources. And funders can use SROI to confirm the value of their investments. An SROI analysis can also be used to attract buy-in from many other key stakeholders, including parents, teachers, local businesses, and school and community leaders, by enhancing the credibility of the community school's programming.

Moreover, SROI results can guide community school leaders' decisionmaking. Reviewing the SROI results should become an iterative process embedded in ongoing strategic planning. Community school leaders need to respond to the findings and consider the implications to ensure the information continually supports planning and development.

SROI findings can be presented in a report or highlighted in a short announcement to interested stakeholders and audiences. A report can be a powerful tool for documenting and communicating a community schools' value in terms that internal decisionmakers and external investors can easily understand.

A short announcement can be created to target funders and other supporters. Each stakeholder or group of stakeholders will understand and interpret the SROI value differently. Therefore, having a plan for approaching each stakeholder group will help community school leaders tailor their message.

Lastly, SROI analysis results can be used to make the case for positive change. Information on the monetary impact of implementing community schools can be an influential vehicle for school reform. However, the focus should not be on the SROI value alone. Wise investors want more evidence of the impact of community schools than just the SROI results. Therefore, when highlighting SROI findings in reports to internal managers and external investors and funders, it is important to think about other factors that may influence these stakeholders' decisions. SROI results should be presented alongside other key materials that clearly describe community schools and their outcomes, including a vision statement, the theory of change, and evaluation results.

24. Ralser.

Appendix A: 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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Children from Birth to Age Five	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	
	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			
Children are motivated to learn.	• Peabody Picture Vocabulary Test scores		
	Reported child interest in learning, books, toys, and others objects		

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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Students	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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Students	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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Students	Students demonstrate competencies based on the Collaborative for Academic, Social, and Emotional Learning.	Percentage of students demonstrating CASEL	
		Students report being self-aware	
	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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Students	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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: Families	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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: School	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

Measurable Outcome		Recommended Indicators	Program Checklist
Stakeholder: School	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 B: Financial Proxies by Outcome

Stakeholder	Outcome	Financial Proxy
Infants and Young Children	Children attend early childhood programs.	Cost of program participation
		Cost avoided of average child care cost to parents (infants)
		Cost avoided of average day care cost to parents (toddlers)
Infants and Young Children	Children have adequate physical well-being.	Cost of well visits, which provide preventive care
Infants and Young Children	Children have attained cognitive and early literacy skills.	Cost saved to school and parent of detection of a possible development delay or special need
Students—Academic Success	Students have access to education services and supports inside and outside school.	Cost of afterschool program
		Cost savings of outside care and/or program activities to parents
Students—Academic Success	Students have postsecondary plans.	Projected earnings associated with college completion
Students—Academic Success	Students attend school regularly and stay in school.	Projected earnings associated with not having a high school diploma (dropouts)
		Costs avoided of attending summer school
Students—Academic Success	Students do not repeat grades.	Cost of grade repetition, expulsion or suspension
Students—Academic Success	Students are graduating high school.	Project earnings associated with high school completion
		Cost savings from reduced dropout rates
Students—Academic Success	Students are achieving academically.	Cost of school operations
		Cost savings of remediation
Students—Academic Success	Students are connected to caring adults in school and in the community.	Cost savings to society for reduced juvenile crime
Students—Health	Students have adequate well-being.	Cost avoided for emergency room visits and visits to medical clinics
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
Students—Health	Students have access to quality health care, dental care, and mental health services.	Cost of health center operations
		Cost saved to society for reduction in unnecessary or expensive medical treatments
		Projected cost of individual health insurance

Stakeholder	Outcome	Financial Proxy
Students—Health	Health and physical education opportunities for students are available.	Cost of health education, nutrition, and/or physical activity programs
		Cost avoided of teenage pregnancy
		Cost avoided of health-related services associated with substance abuse
		Amount spent by young people on alcohol, cigarettes, or drugs
		Cost savings of outside gym membership or physical fitness activities
Students—Safety	Students are safe in their school.	Cost of counseling to school and saved by parents
		Cost of school police staff
Students—Safety	Youth live in a safe, stable environment.	Cost avoided of juvenile incarceration
Families	Families are involved with their children's education.	Cost avoided of juvenile incarceration
		Cost savings of remediation and remedial education
Families	Families are connected to support networks and services.	Cost of parent programs, events, and/or services
Families	Schools regularly communicate with and help support families.	Cost of communications and outreach to parents
Schools	Teachers are highly qualified.	Cost savings of remedial education
Schools	Teachers are supported by the school.	Average cost for tenured teacher
		Cost avoided from constant turnover and hiring
Community	Students and families feel safer in their schools and in the community.	Cost per household of benefits program(s)
		Cost of unemployment compensation
		Cost of property crime, property theft, and burglary (combined)
		Cost avoided of juvenile incarceration
Community	Strong community partnerships bring additional resources.	Total amount of funding or in-kind services donated by local businesses
		Value of time spent volunteering



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