

CHARTER SCHOOLS PROGRAM

LOGIC MODEL WORKSHOP

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Prepared for:
Office of Innovation and Improvement, U.S. Department of Education

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AGENDA

- 1** — Welcome and Introductions
- 2** — Introduction to Logic Models
- 3** — Examples of Logic Models
- 5** — Developing Logic Models: “How To” Guide
- 6** — Whole Group Activity
- 7** — Activity 1
- 8** — Activity 2
- 9** — Closing

WELCOME AND INTRODUCTIONS

AUDIENCE POLL

What is your experience with logic models?

- a. I've developed/helped develop a logic model.
- b. I've never been involved with the development of a logic model, but I have used at least one logic model in the past.
- c. I've never developed or used a logic model.

INTRODUCTION TO LOGIC MODELS

WHAT IS A LOGIC MODEL?

Logic Model

A visual depiction of a program's theory of change or its progression through a sequence of actions that end in desired results

WHAT IS A LOGIC MODEL?

U.S. Department of Education definition:

“A well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practices (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally.”

(Federal Register, 78/156, 8-13-13 : Direct Grant Programs and Definitions That Apply to Department Regulations; Final Rule.)

WHY ARE LOGIC MODELS USEFUL?

A logic model can...

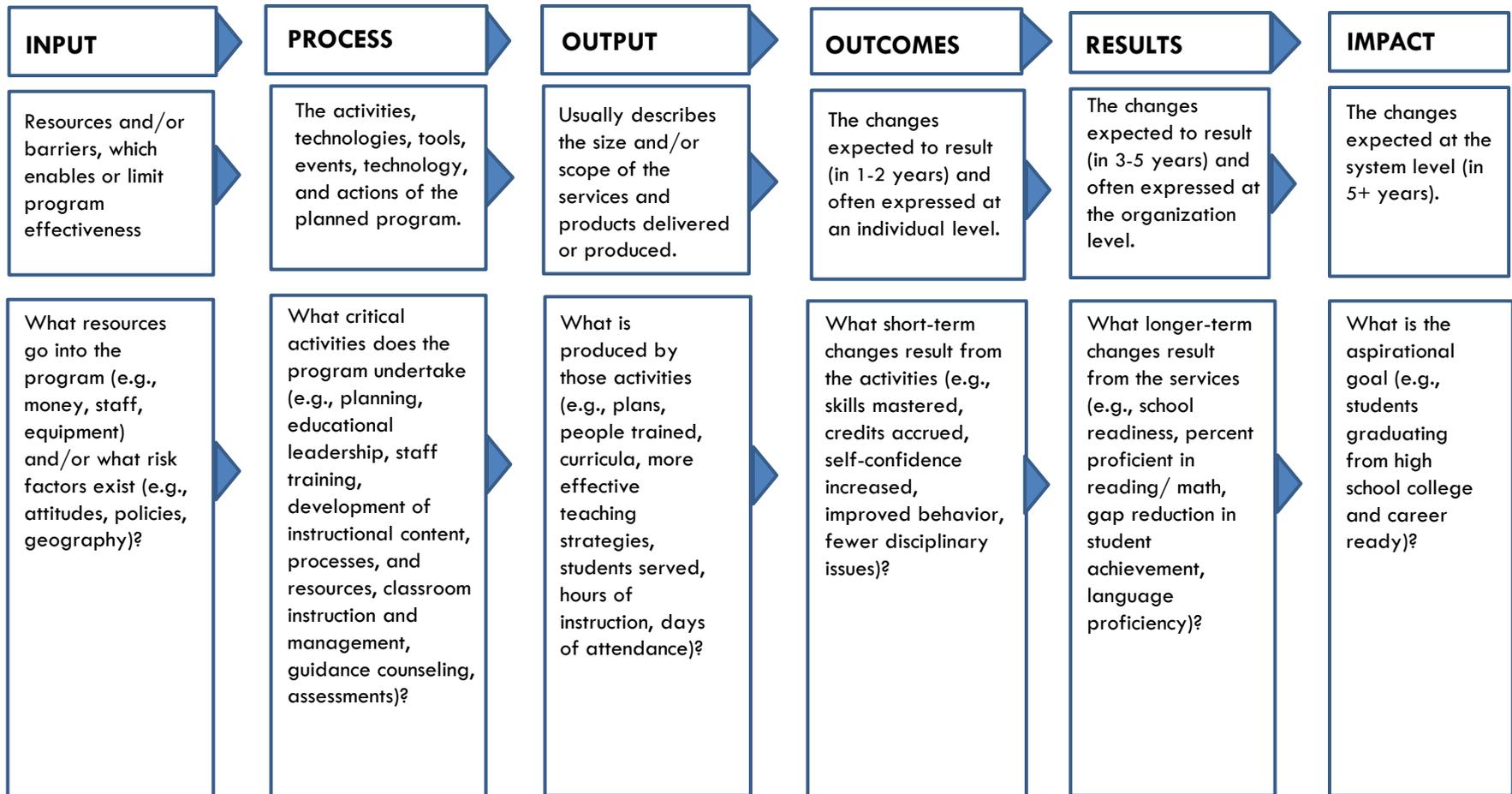
- Provide a clear “picture” of what your program does;
- Identify key outcomes of interest;
- Identify variables that can (or should) be measured;
- Identify “leading indicators” of program performance;
- Serve as a tool to guide program management;
- Serve as a tool to guide program evaluation; and
- Help build a shared understanding of a program’s purpose.

WHY ARE LOGIC MODELS USEFUL?

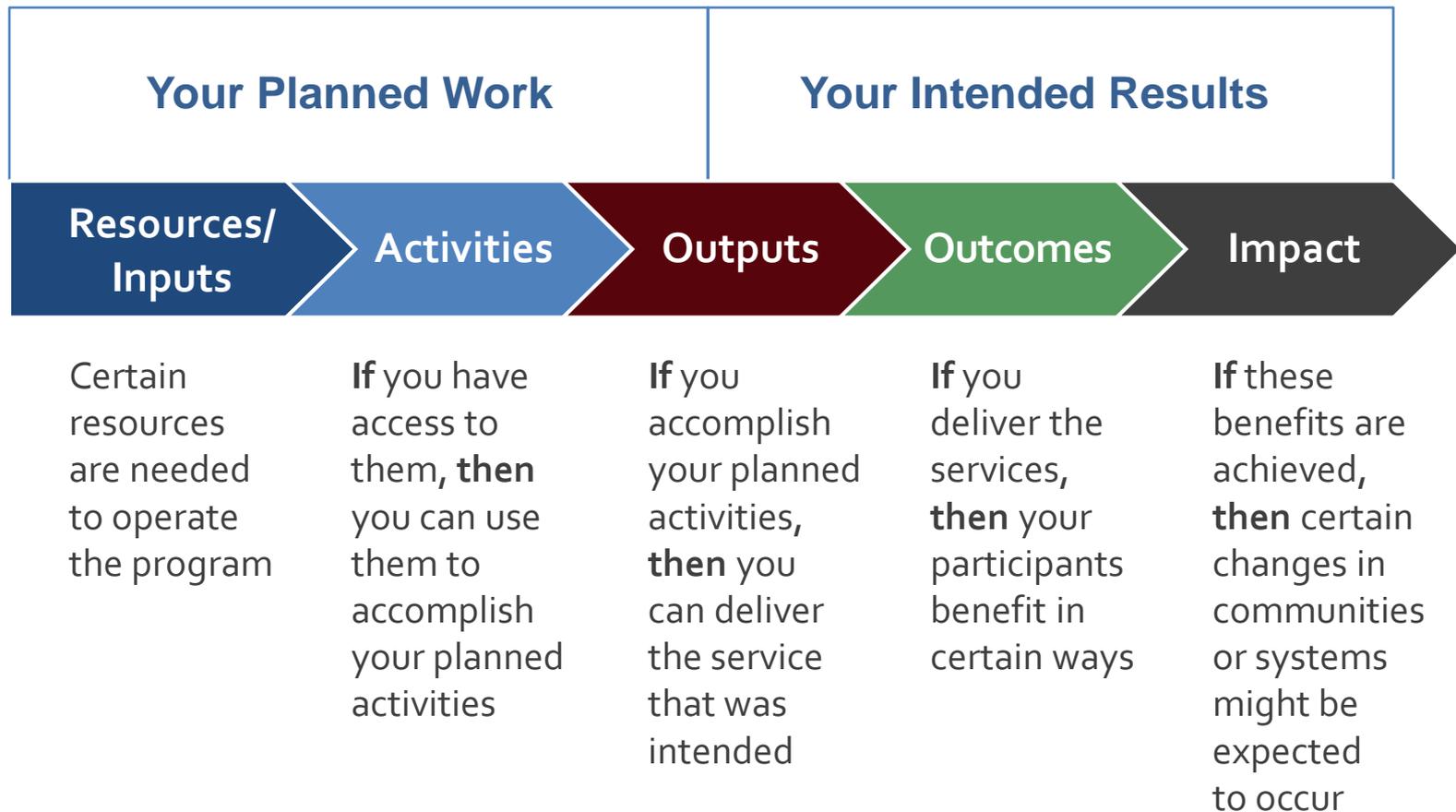
- Increased emphasis on logic models in updated Education Department General Administrative Regulations (EDGAR).¹
- Logic models can be used to show evidence of promise/strong theory.

¹<http://www.gpo.gov/fdsys/pkg/FR-2013-08-13/pdf/2013-19390.pdf>

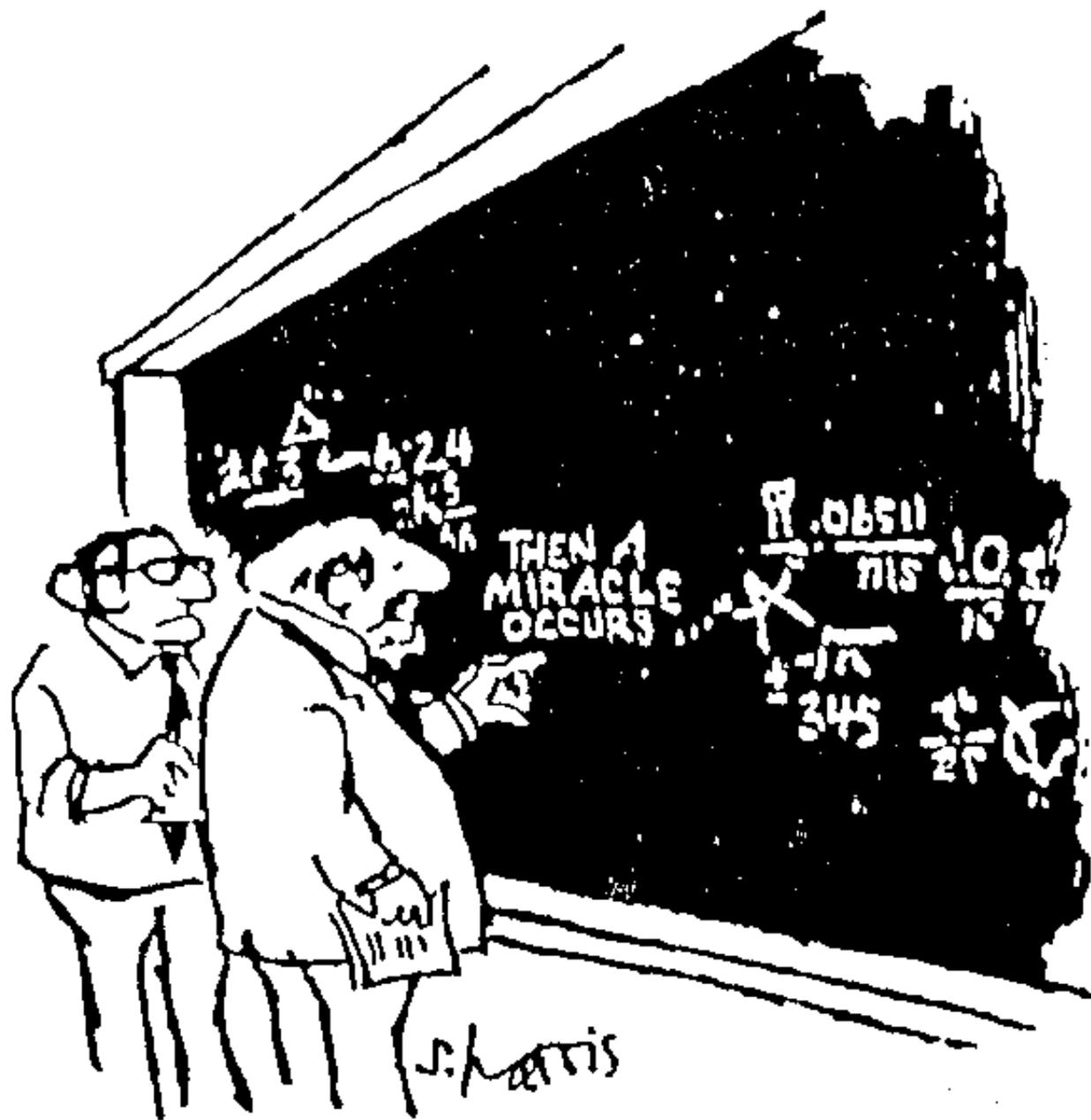
BASIC LOGIC MODEL (OESE)



BASIC LOGIC MODEL (KELLOGG)

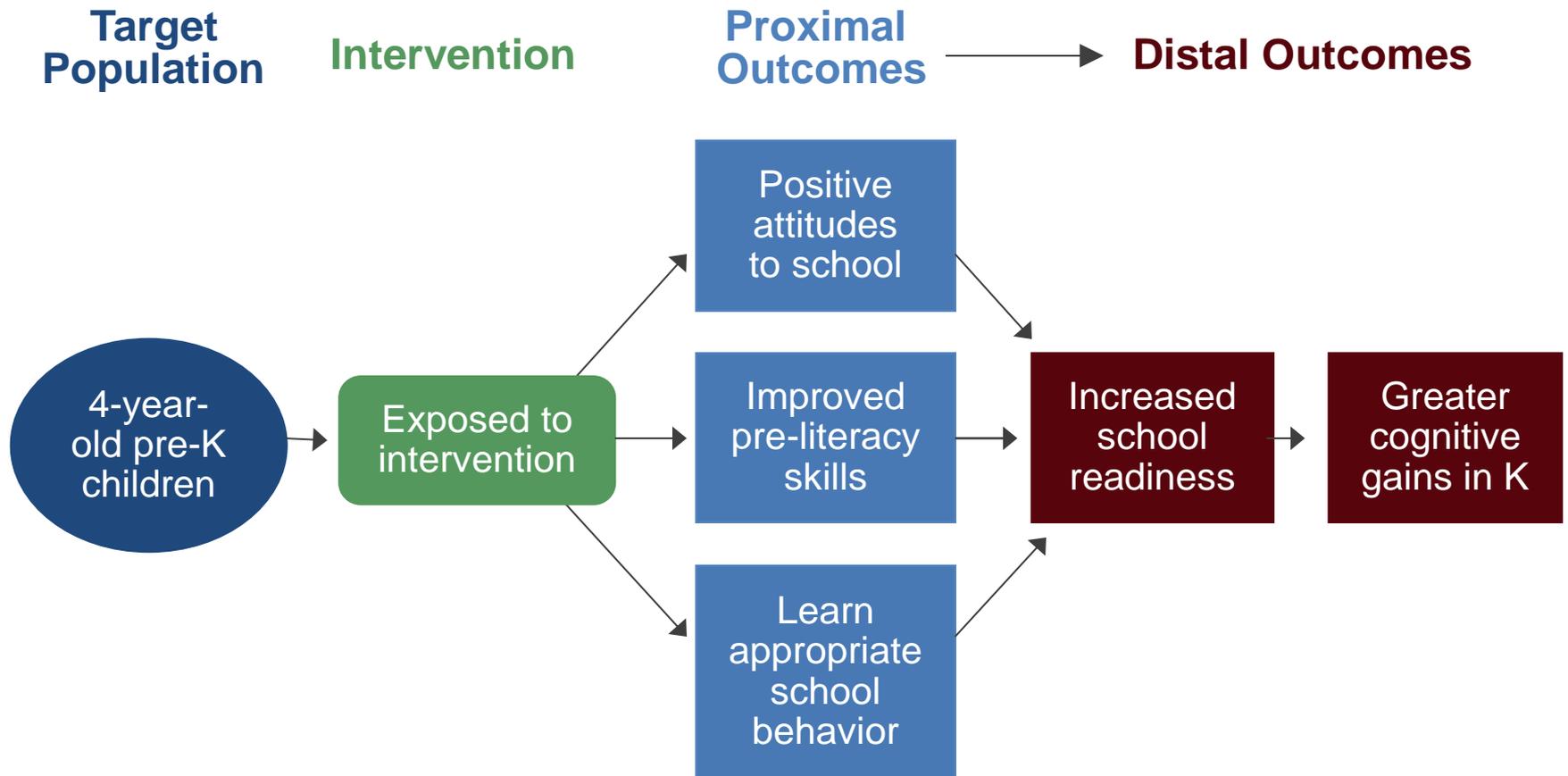


EXAMPLES OF LOGIC MODELS

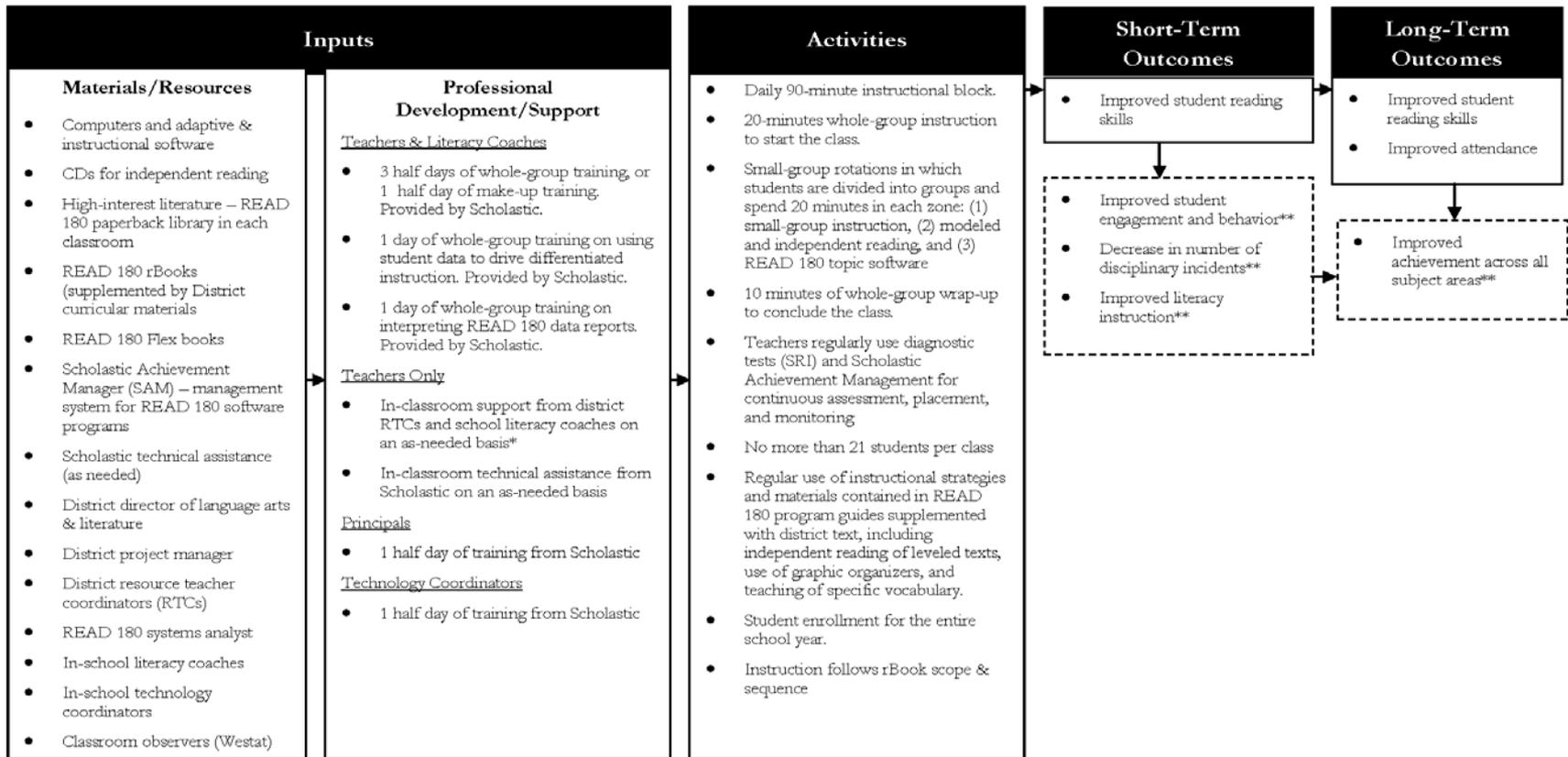


LOGIC MODEL

PROJECT-SPECIFIC INTERVENTION



LOGIC MODEL STRIVING READERS GRANTEE

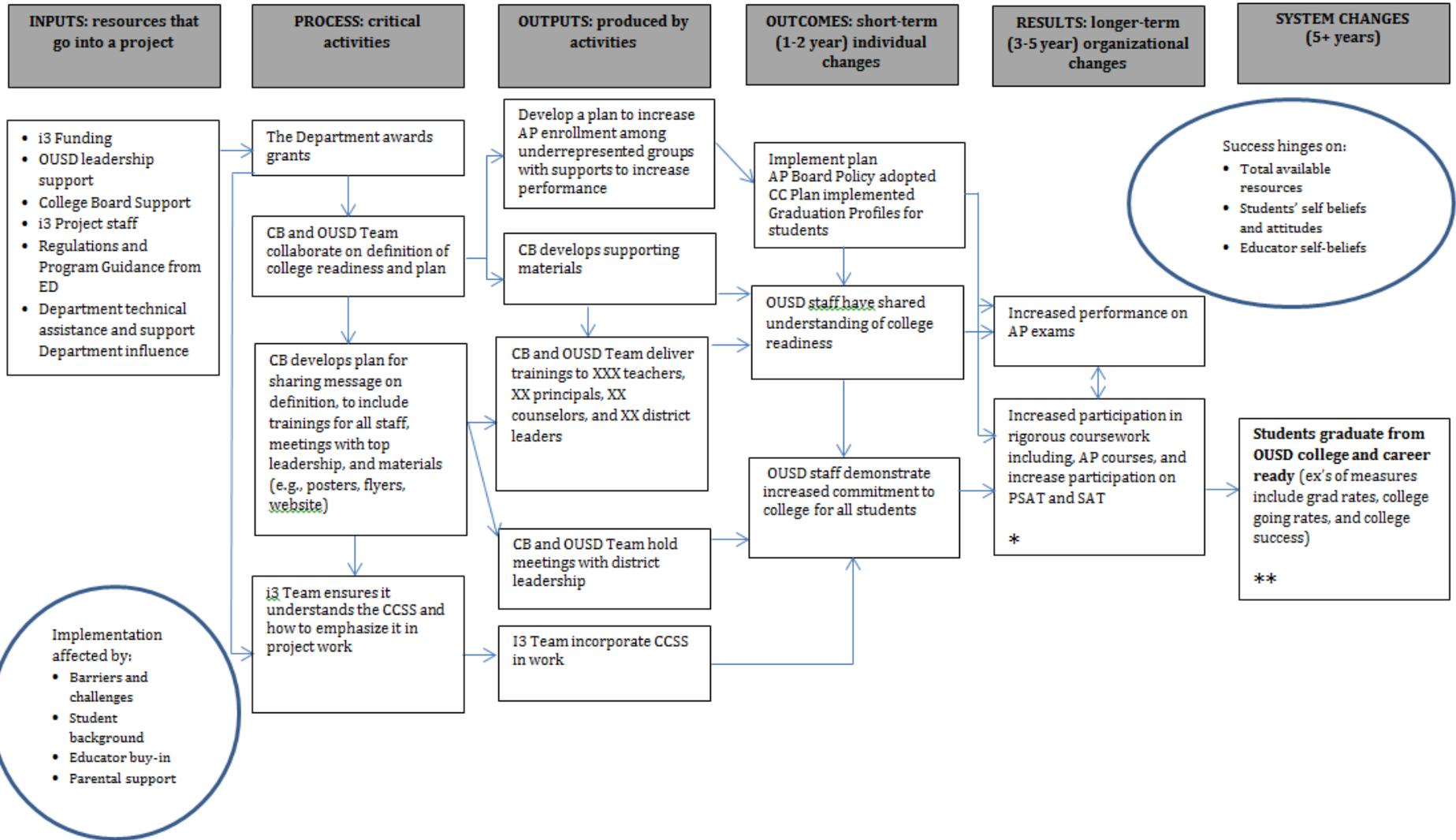


Contextual effects such as the characteristics of the school district, other instructional programs in use, and external events may also influence outcomes.

*The RTC school visits supported both the whole-school and targeted interventions of the Newark Striving Readers program.

**These outcomes are not directly measured under the Newark Striving Readers grant.

WORKING LOGIC MODEL: 13 OAKLAND ACCELERATES



**LOGIC MODEL
DEVELOPMENT:
“How-To” GUIDE**

“HOW-TO” GUIDE

1 Create Logic Model Notes

Program Overview

- Bulleted statements about what your program does (or was intended to do), how it operates, issues with implementation, etc.
- Use available resources, including legislation, regulations, an approved application, etc.

Process Levels

- Consider – federal, state and/or district
- How many levels are involved in funding and program implementation? What happens at each level?

Accountability Measures/Expectations

- Are there program outcomes?

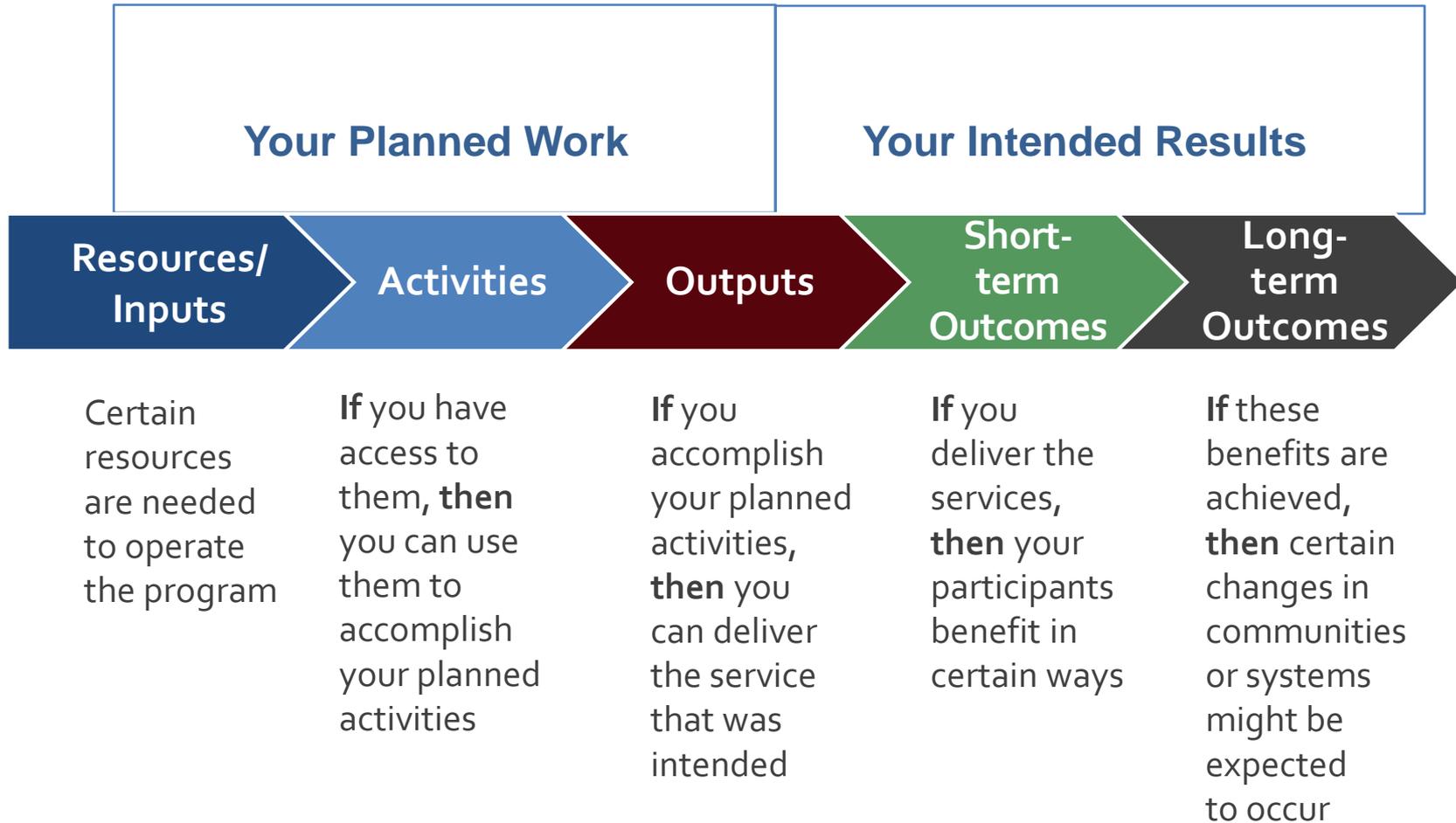
“HOW-TO” GUIDE

2 Draft the Visual Model

Refer to logic model notes and identify column components

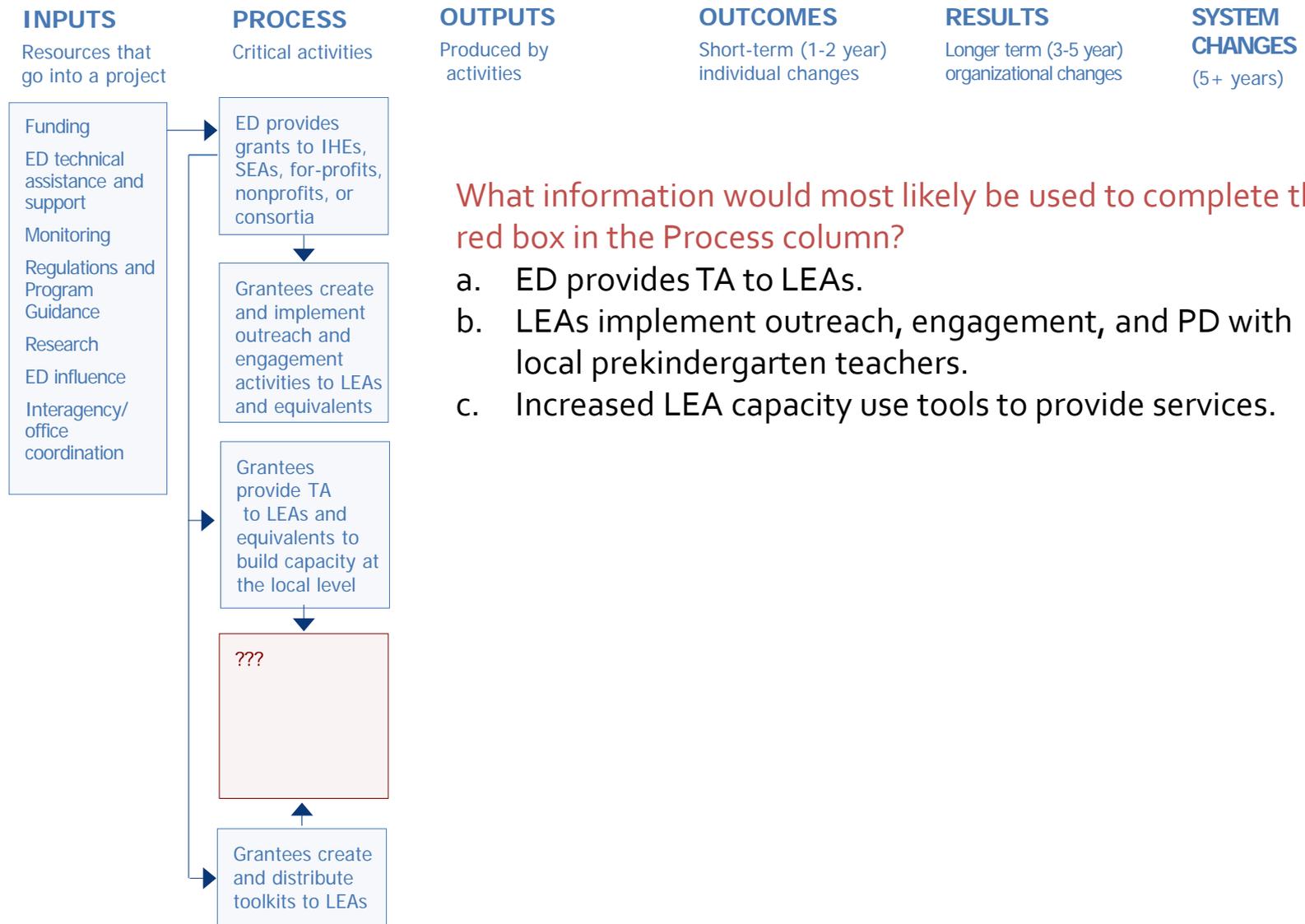
- Use short, concise statements to describe components in each column.
- Be thoughtful about the timeline for achieving results (short-term versus long-term results).

BASIC LOGIC MODEL (KELLOGG)



WHOLE-GROUP ACTIVITY

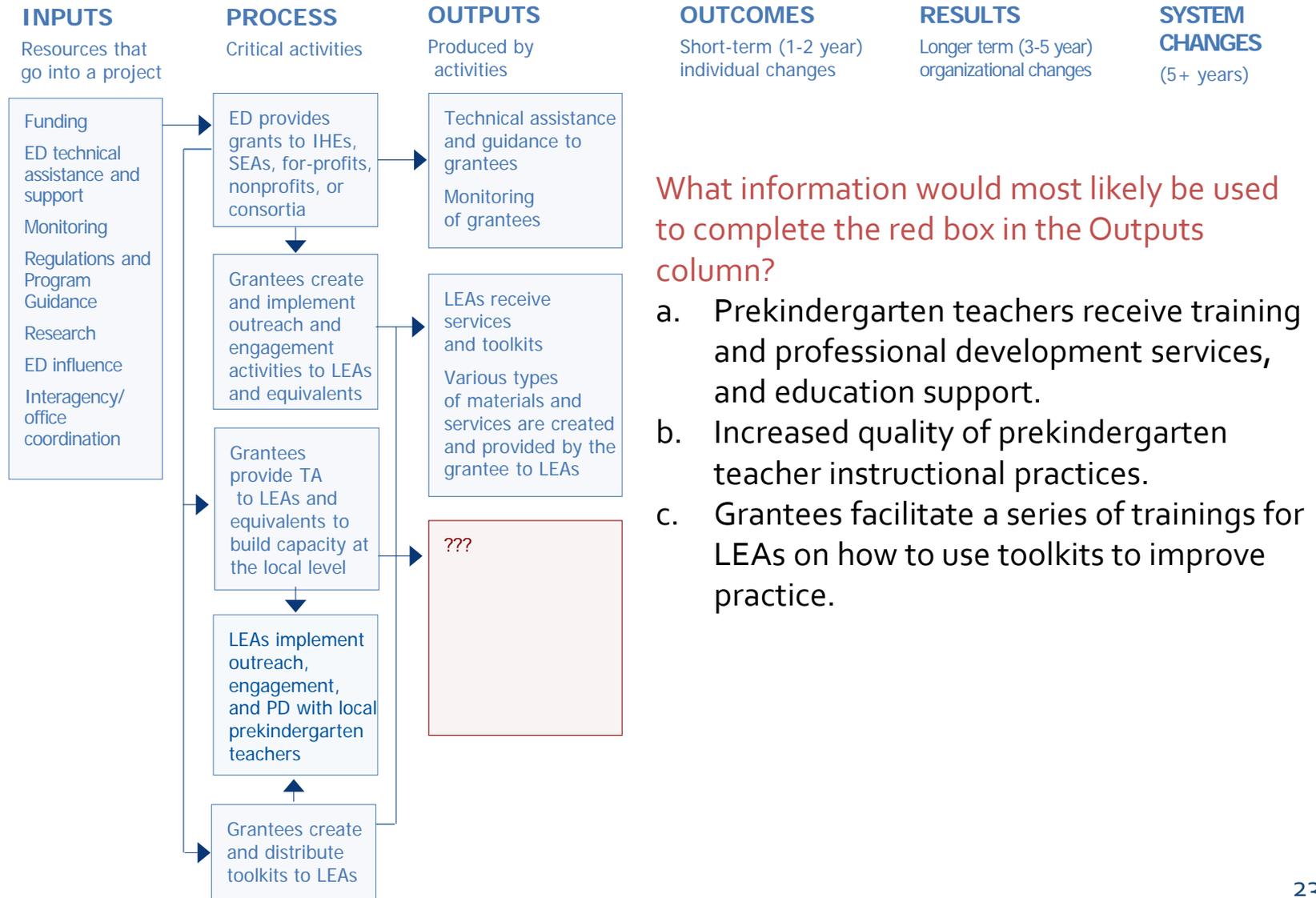
PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



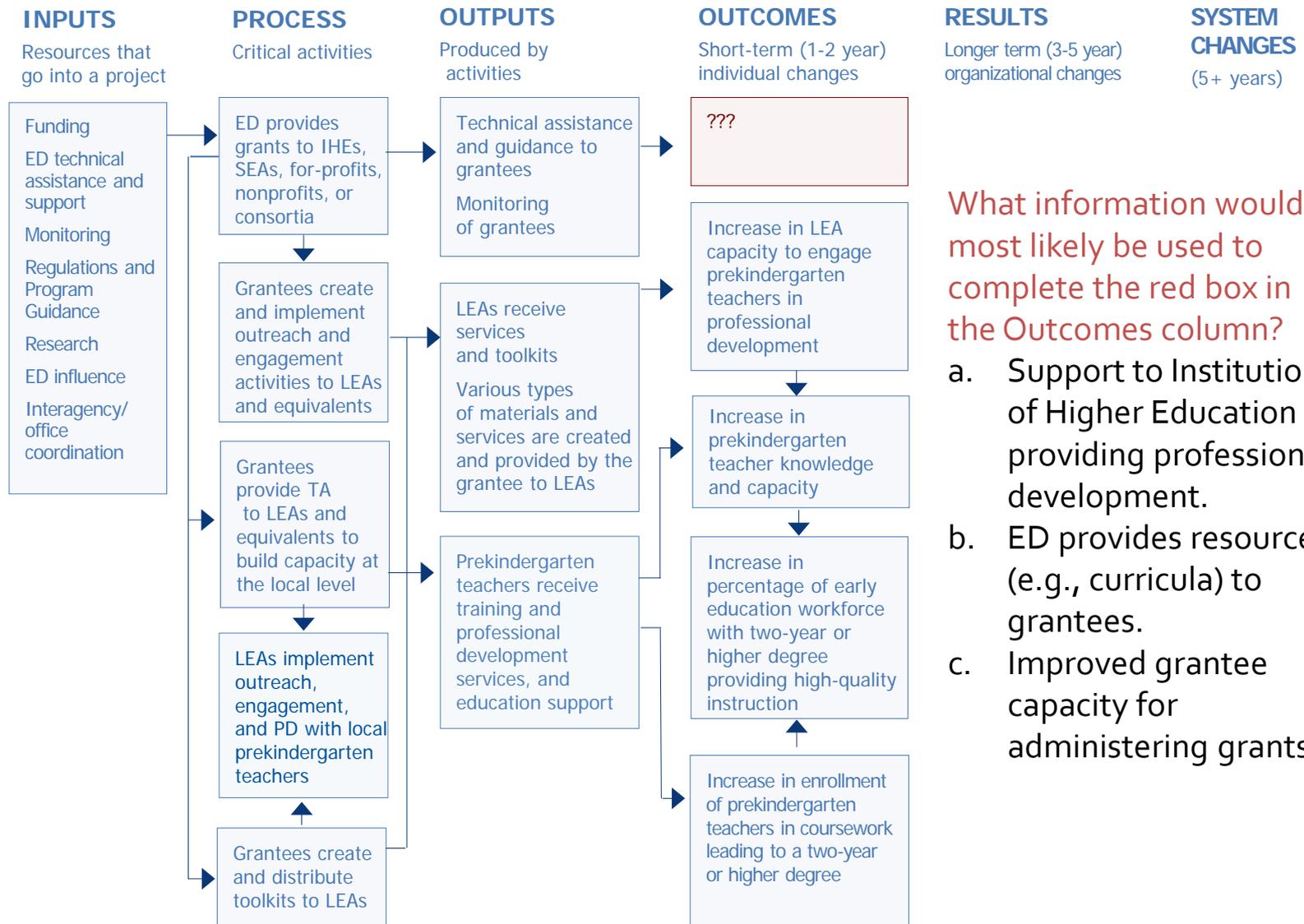
What information would most likely be used to complete the red box in the Process column?

- ED provides TA to LEAs.
- LEAs implement outreach, engagement, and PD with local prekindergarten teachers.
- Increased LEA capacity use tools to provide services.

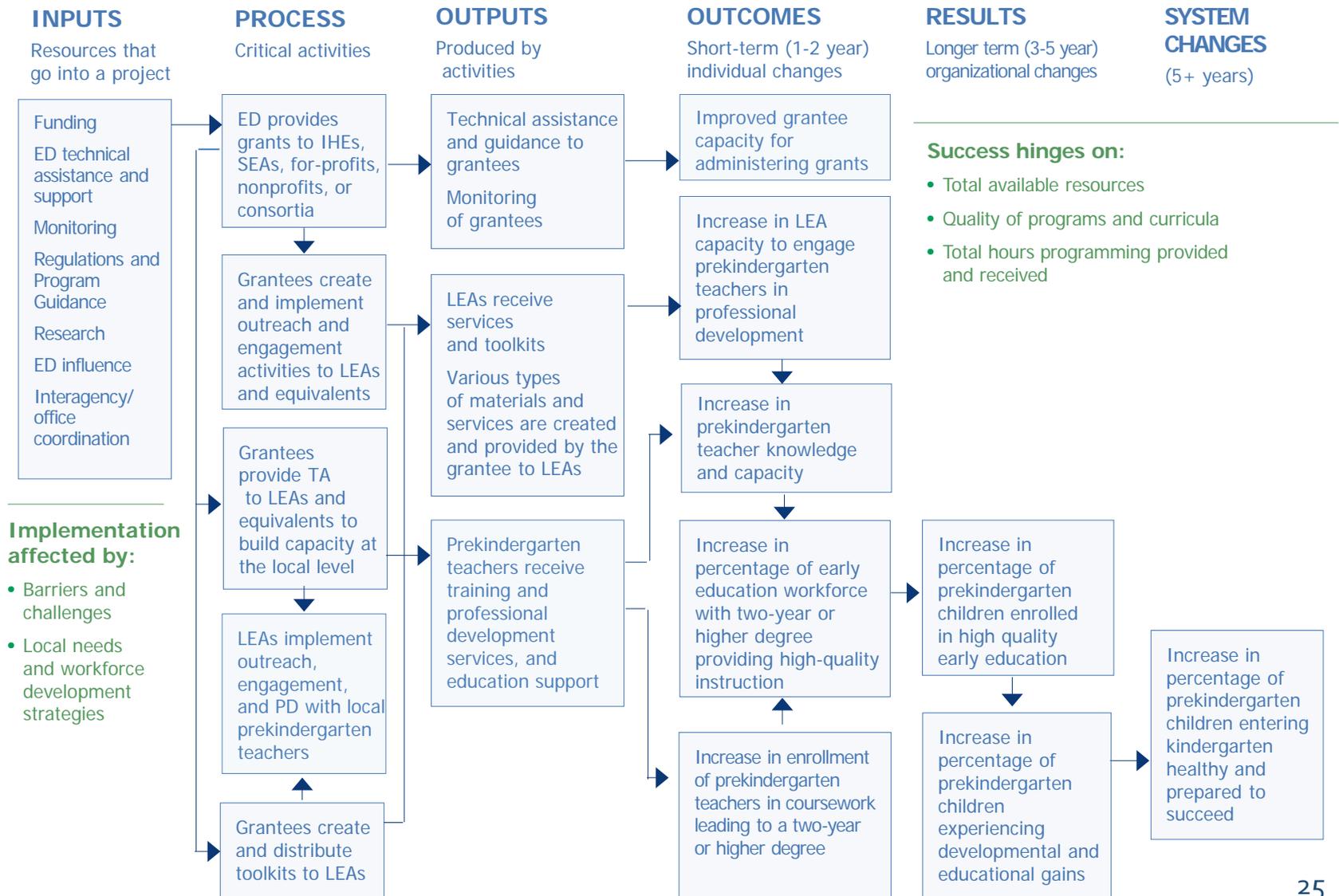
PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



QUESTIONS?

LOGIC MODEL NOTES

LOGIC MODEL NOTES

EXAMPLE: 13 OAKLAND ACCELERATES

1. What is the need or business case for the program?

OUSD continues to struggle at the secondary level (e.g., troubling achievement gaps).

2. What is the purpose or goal of the program?

The main goal of the Oakland Accelerates program is for each student to graduate college and/or career ready without the need for remediation.

3. Is there research supporting the program?

The "EXCEerator schools model" had positive outcomes for graduation rates, dropout rates, and participation in AP exams.

4. Are there barriers or challenges to program implementation?

Barriers/challenges to implementation include poverty in the district, structural inequities across the system, and lack of parental support.

5. Are short-term changes contingent on other factors?

Changes/success are contingent upon other factors, including conceptual changes within district about students' success and parental support.

6. What factors amplify the amount of change that will occur?

Factors such as total available resources, students' self-beliefs and attitudes, and educator self-beliefs could effect the amount of change that could occur.

7. How will you assess fidelity of implementation?

Fidelity of implementation is assessed by an external evaluator.

8. What are the program's performance measures?

There are three *GPRA* measures: Cost per student actually served by the grant, African American students earning a 3+ on AP exams will increase by 3% annually, and Latino students earning a 3+ on AP exams will increase by 3% annually. *There are also 14 project measures.*

9. Describe responsibilities/activities at each level of program implementation.
- *District-level activities include: forming an i3 staff team, and adopting a shared understanding of what it means for all students to graduate college and career ready.*
 - *School/classroom-level activities include: College and Career-ready Specialists placed in 8 high schools, and training for faculty (AP teachers and Springboard instructors).*
 - *Student-level activities include: Completing an individual learning plan, and reviewing and updating the individual learning plan.*

SMALL-GROUP ACTIVITY 1

BREAK INTO GROUPS

THEORY OF ACTION/LOGIC MODEL

NOTES

- Share your program's theory of change.
- Begin to draft logic model notes.
- Reminders:
 - What does your program do (or intend to do)?
 - How does it operate?
 - Which levels (e.g., federal, state, district) are involved in funding and program implementation, and what happens at each level?
 - Are there program outcomes?
 - Are there other considerations (e.g., factors that affect program implementation or success, assumptions about program implementation)?

QUESTIONS?

SMALL-GROUP ACTIVITY 2

ACTIVITY 2:

DRAFT OR REFINE LOGIC MODEL

- Work with your project team to draft or refine your program's logic model.
- Tips for developing or refining your logic model:
 - Consider starting with long-term outcomes and working backwards.
 - What do you want to accomplish and how do you get there?
 - Use the logic model to “tell the story” of your program.
- Share ideas and strategies.

QUESTIONS?

CLOSING COMMENTS

LOGIC MODEL REMINDERS

- Your model can be a “working logic model” and change over time.
- Logic models are excellent tools for program management.
- Eliminate unnecessary details from your model, as the goal is to depict the program’s theory of change at a high-level.
- Consider logic model development as an art and not a science.

QUESTIONS?

LOGIC MODEL RESOURCES

LOGIC MODEL – RESOURCES

- **Frechtling, J.A. (2007).** *Logic modeling methods in program evaluation.* San Francisco, CA: Jossey-Bass.
- **Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. (2014).** *Logic models: A tool for effective program planning, collaboration, and monitoring.* (REL 2014–025). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- **Lawton, B., Brandon, P.R., Cicchinelli, L., & Kekahio, W. (2014).** *Logic models: A tool for designing and monitoring program evaluations.* (REL 2014–007). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- **W.K. Kellogg Foundation (2004).** *Using logic models to bring together planning, evaluation, and action: Logic model development guide.* Available online at www.wkkf.org.

THANK YOU!

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