

CHARTER SCHOOLS PROGRAM

LOGIC MODEL WORKSHOP

March 10, 2015

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

Prepared under the Data Quality Initiative contract (ED-PEP-11-C-0062) for the Policy and Program Studies Service, Office of Planning, Evaluation and Policy Development, U.S. Department of Education

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...

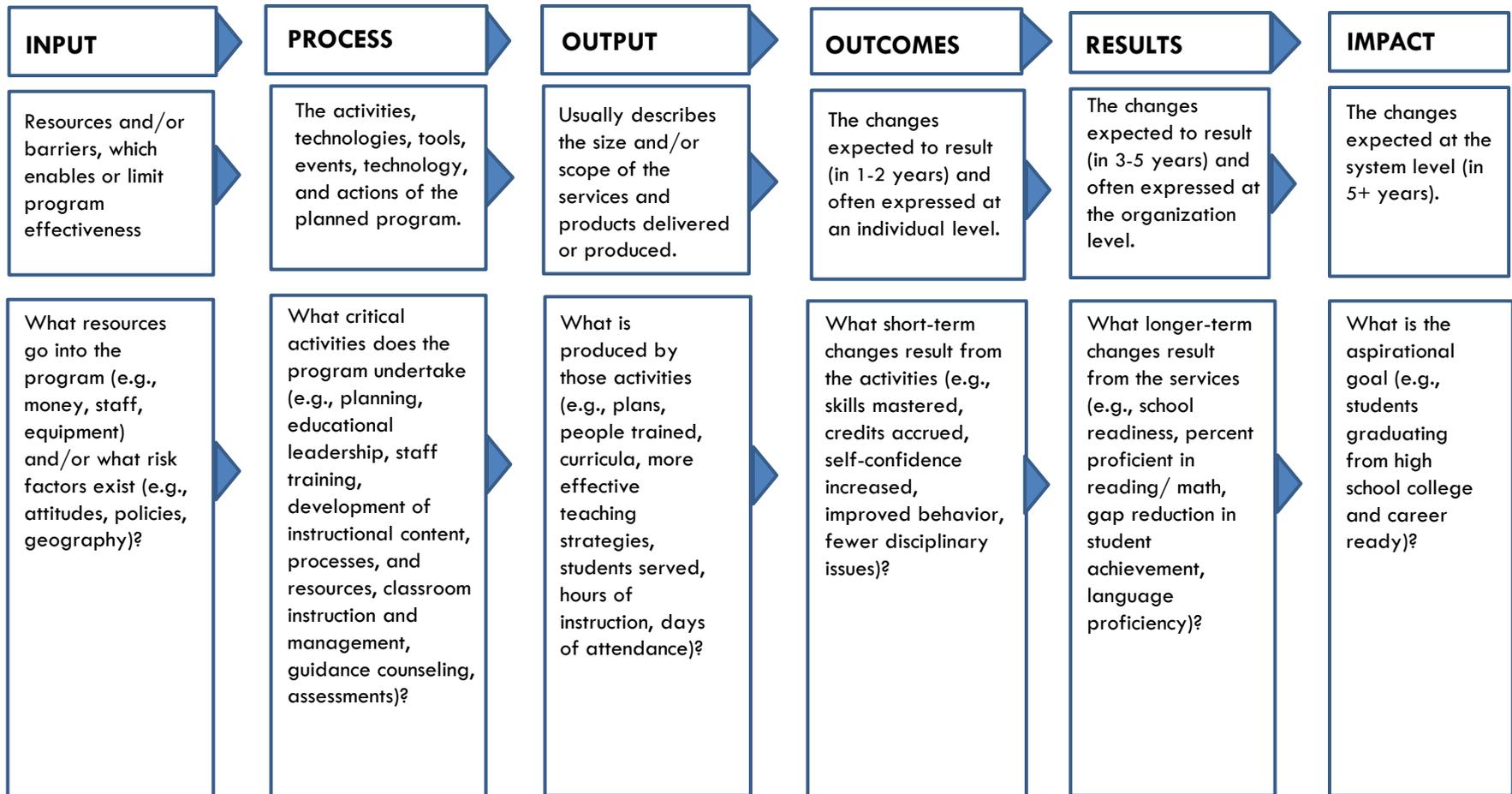
- Provide a clear “picture” of what your program does;
- Identify key outcomes of interest;
- Identify variables that can (or should) be measured;
- Identify “leading indicators” of program performance;
- Serve as a tool to guide program management;
- Serve as a tool to guide program evaluation; and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

WHY ARE LOGIC MODELS USEFUL?

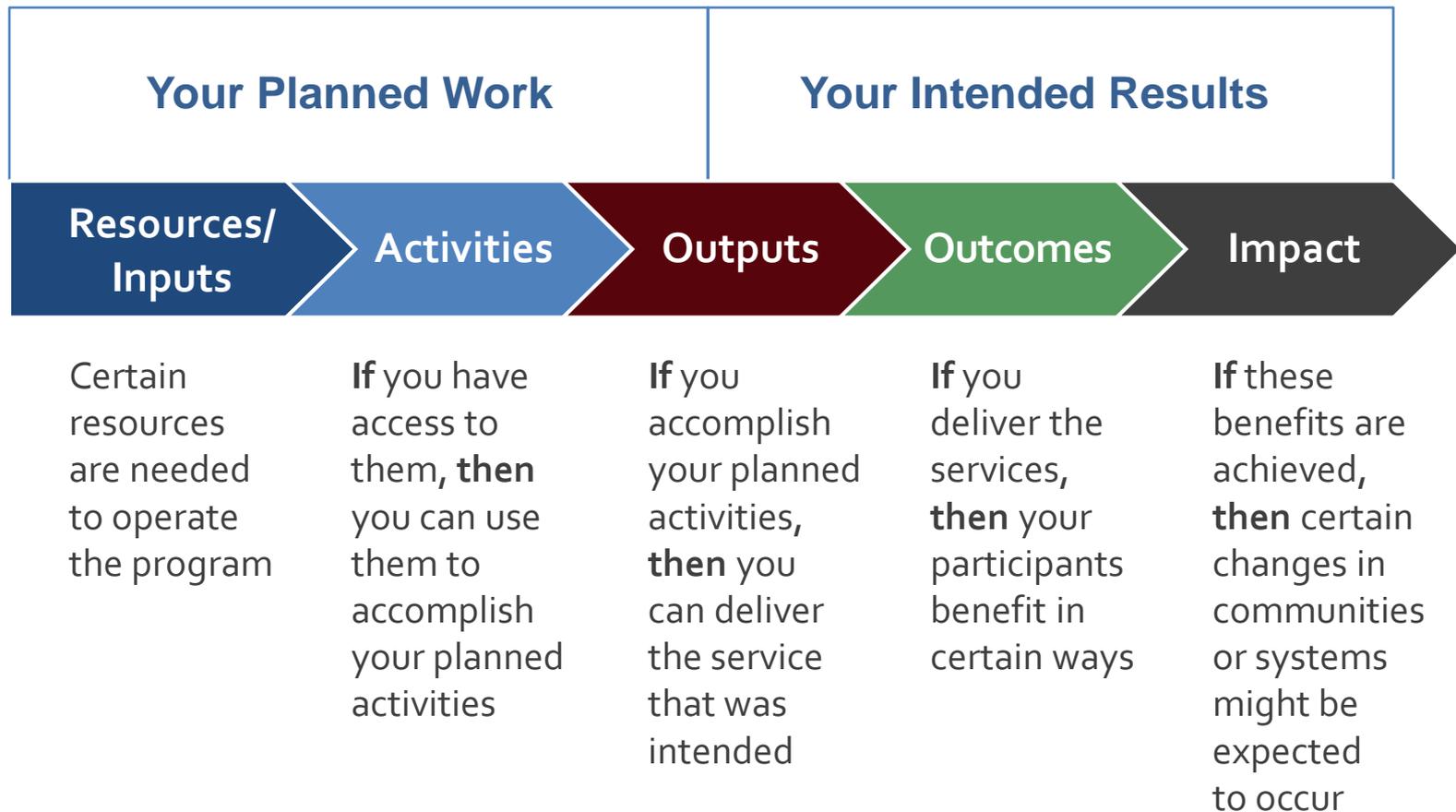
- Increased emphasis on logic models in updated Education Department General Administrative Regulations (EDGAR).¹
- Logic models can be used to show evidence of promise/strong theory.

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

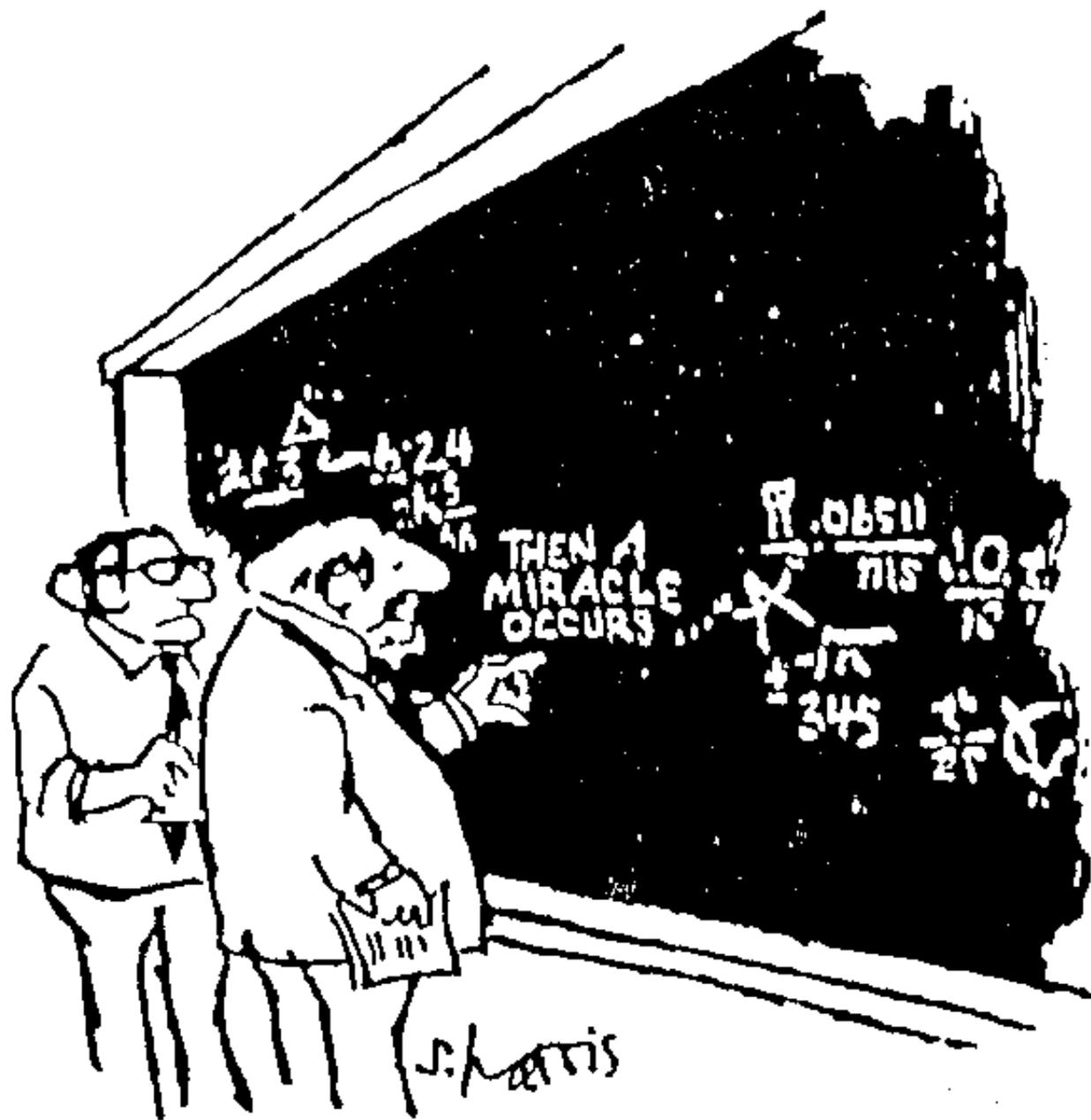
BASIC LOGIC MODEL (OESE)



BASIC LOGIC MODEL (KELLOGG)

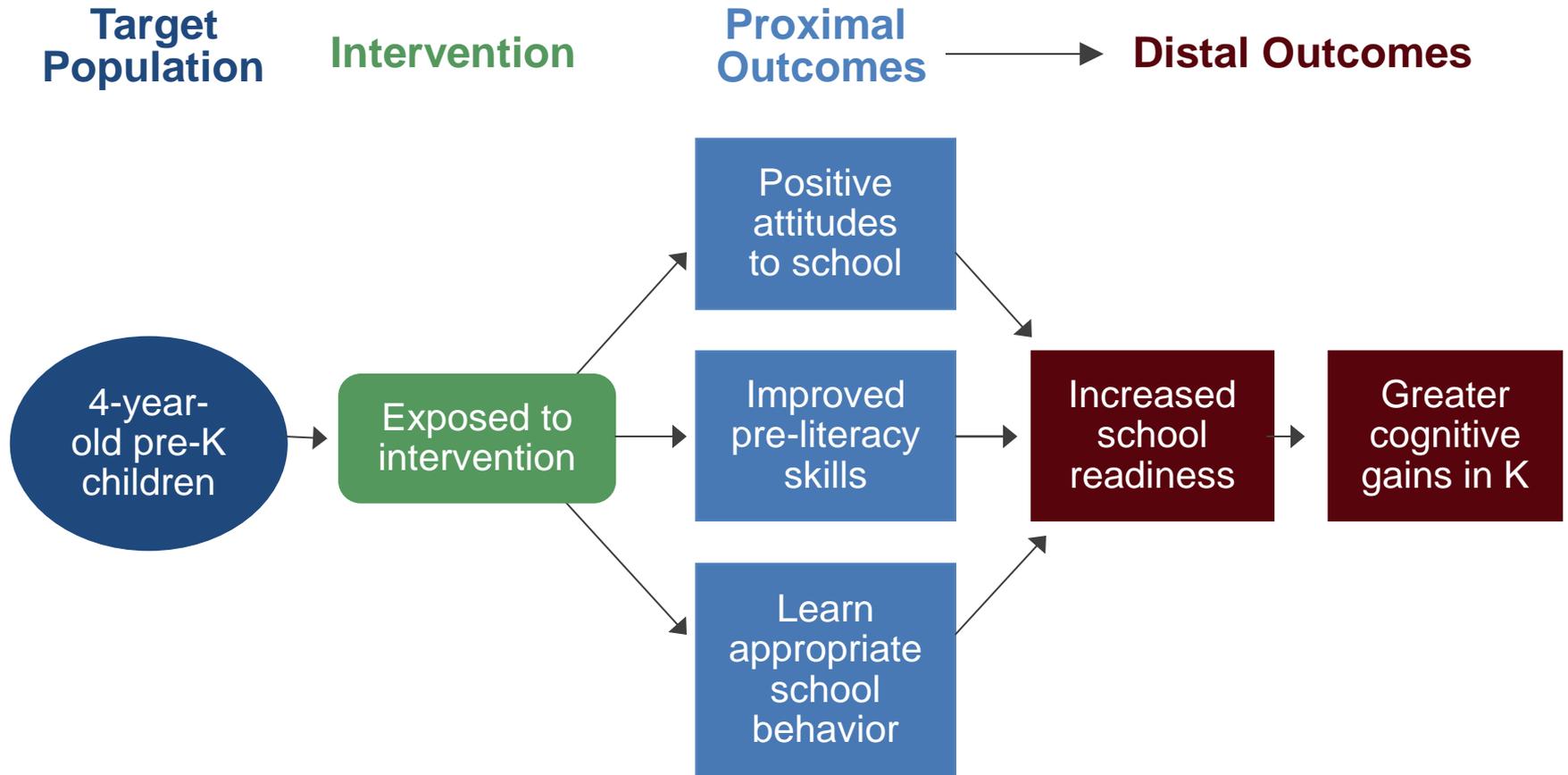


EXAMPLES OF LOGIC MODELS

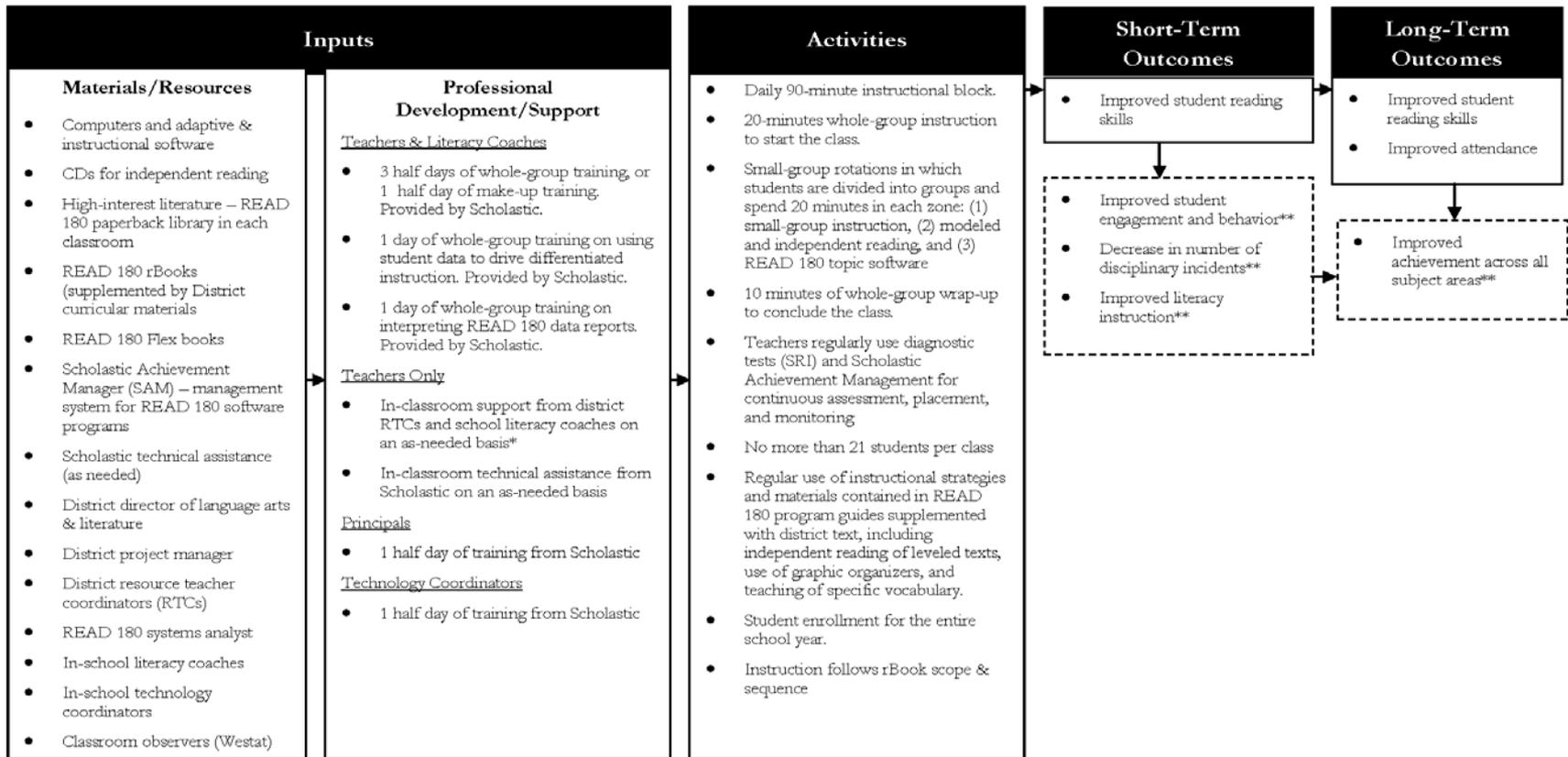


LOGIC MODEL

PROJECT-SPECIFIC INTERVENTION



LOGIC MODEL STRIVING READERS GRANTEE

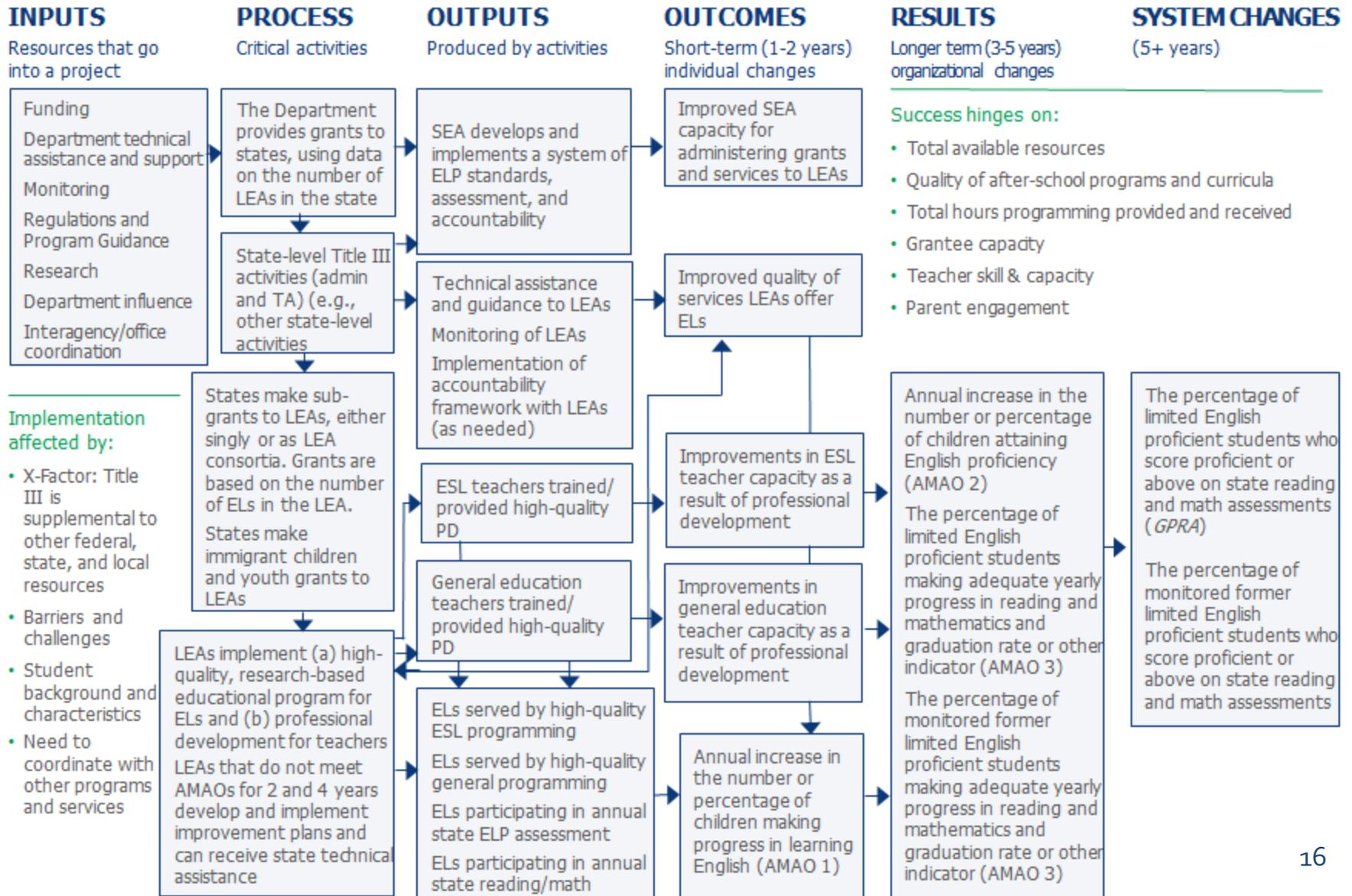


Contextual effects such as the characteristics of the school district, other instructional programs in use, and external events may also influence outcomes.

*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: TITLE III ENGLISH LANGUAGE ACQUISITION



**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?

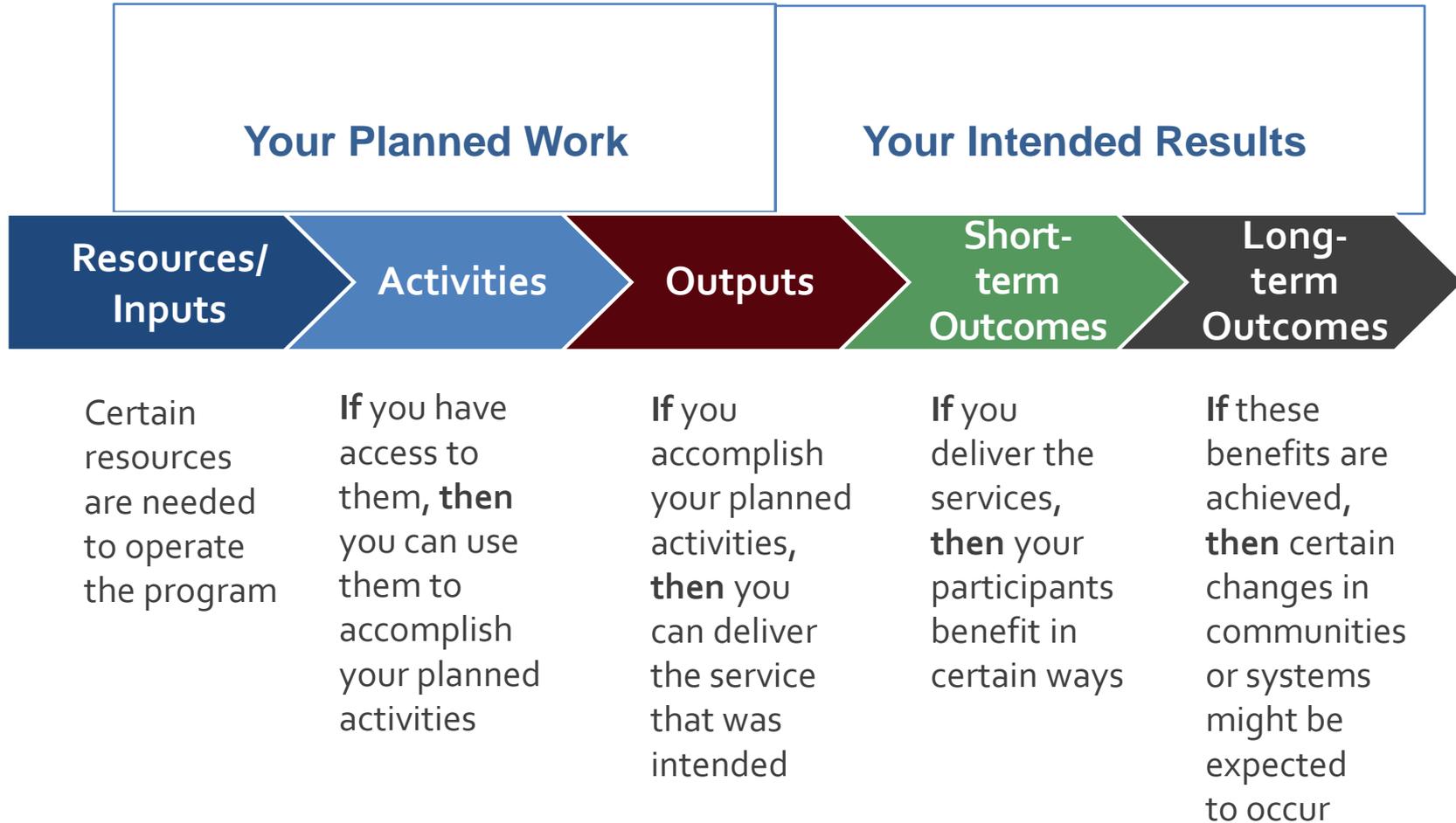
“HOW-TO” GUIDE

2 Draft the Visual Model

Refer to logic model notes and identify column components

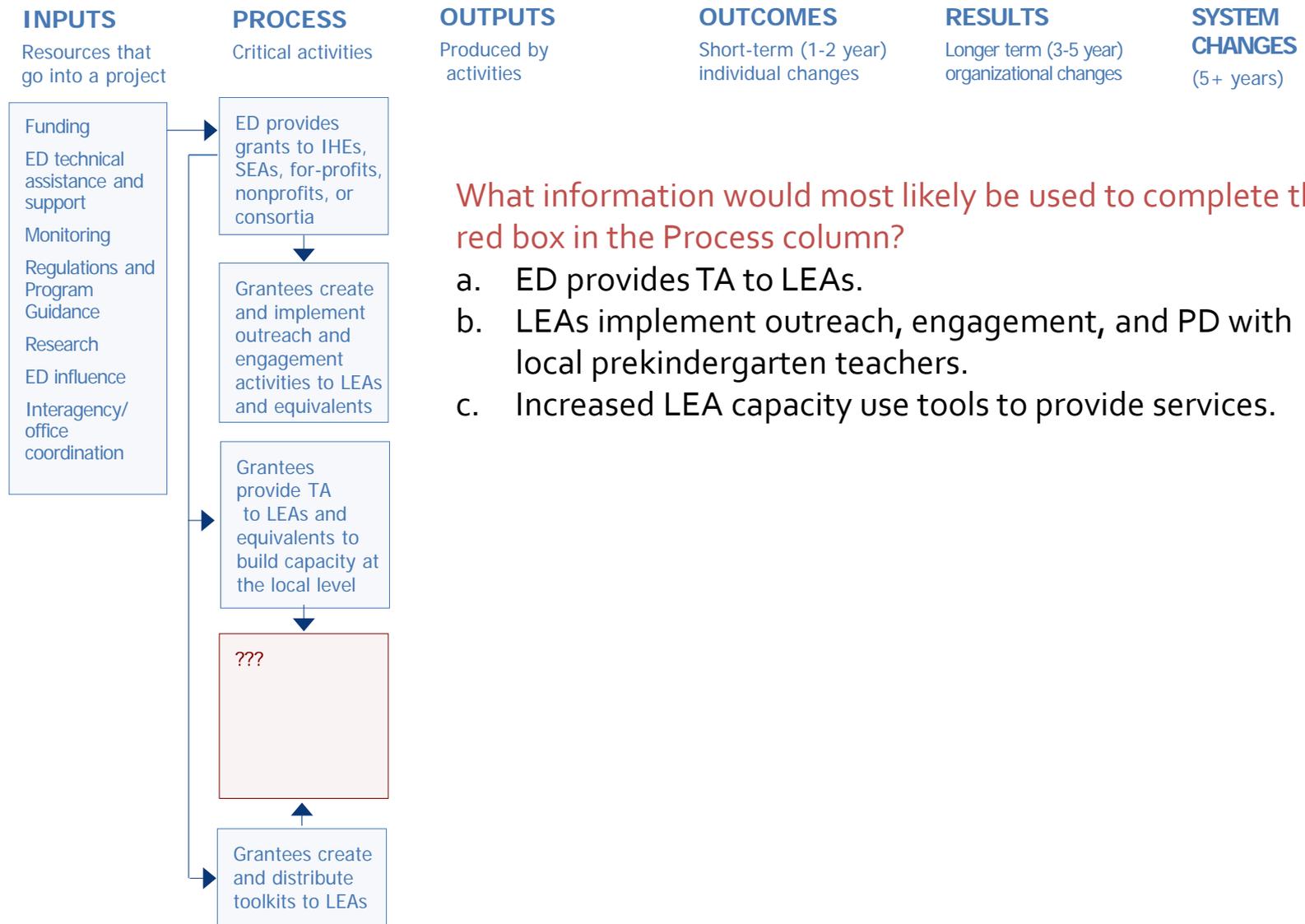
- Use short, concise statements to describe components in each column.
- Be thoughtful about the timeline for achieving results (short-term versus long-term results).

BASIC LOGIC MODEL (KELLOGG)



WHOLE-GROUP ACTIVITY

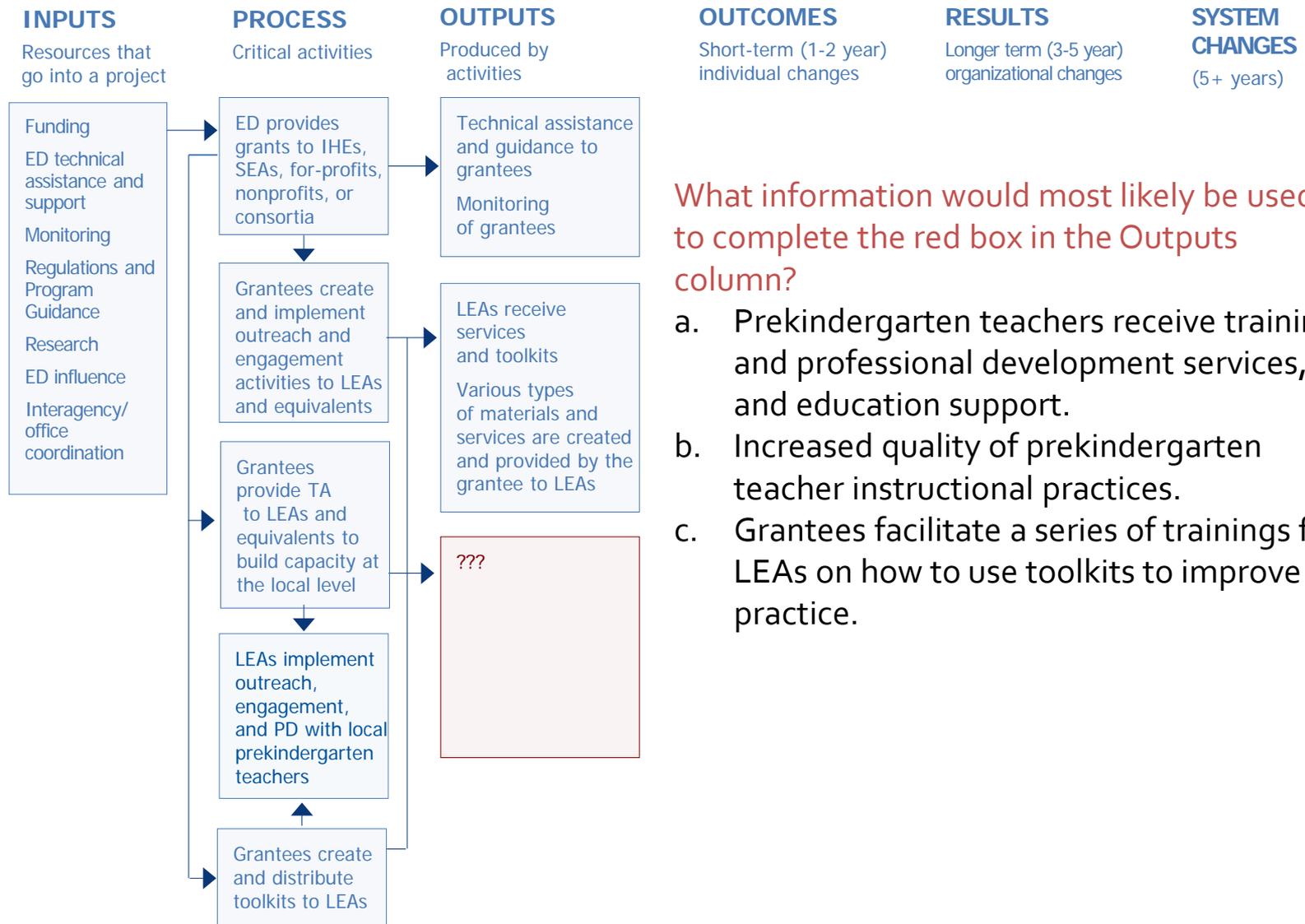
PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



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

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

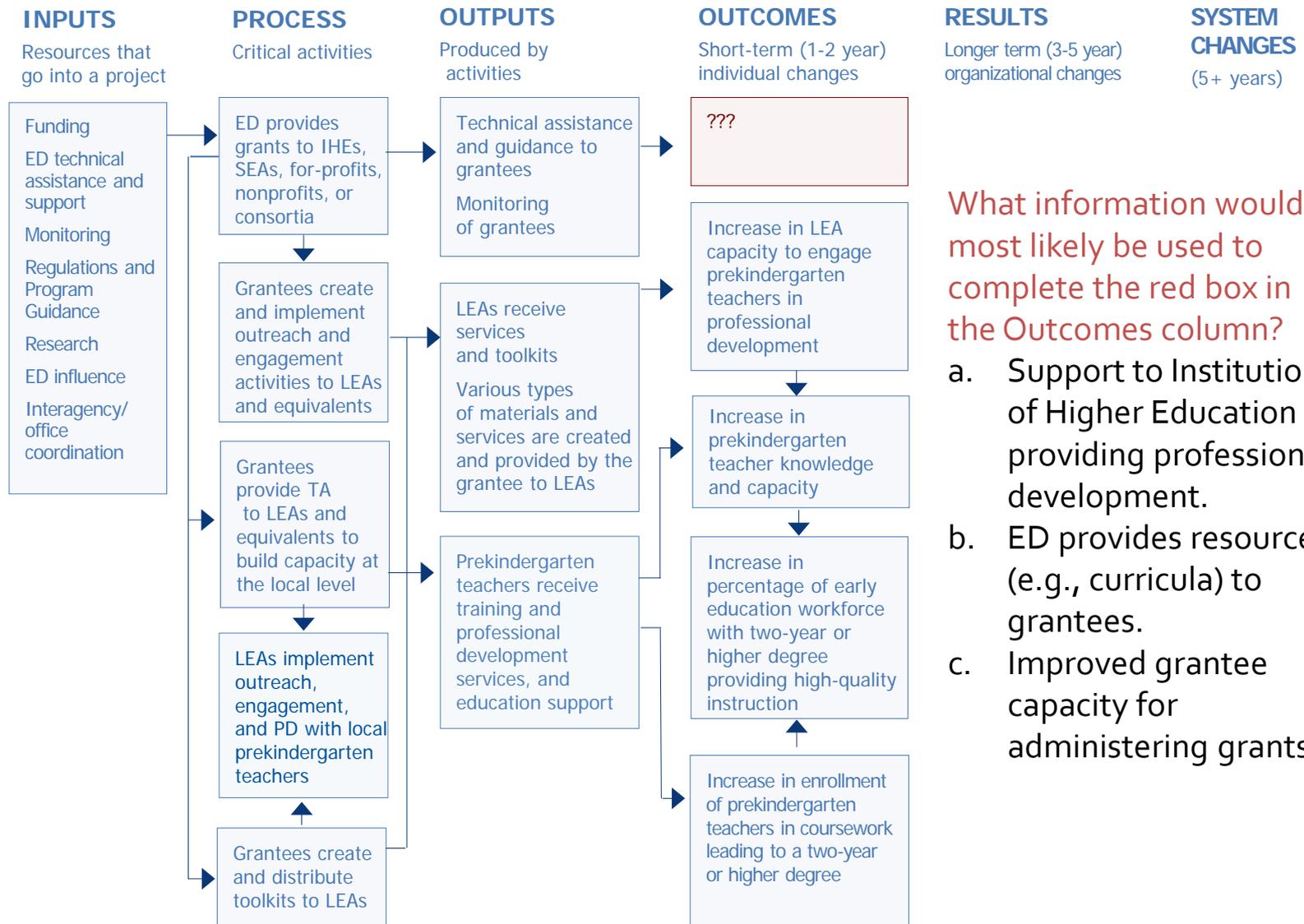
PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



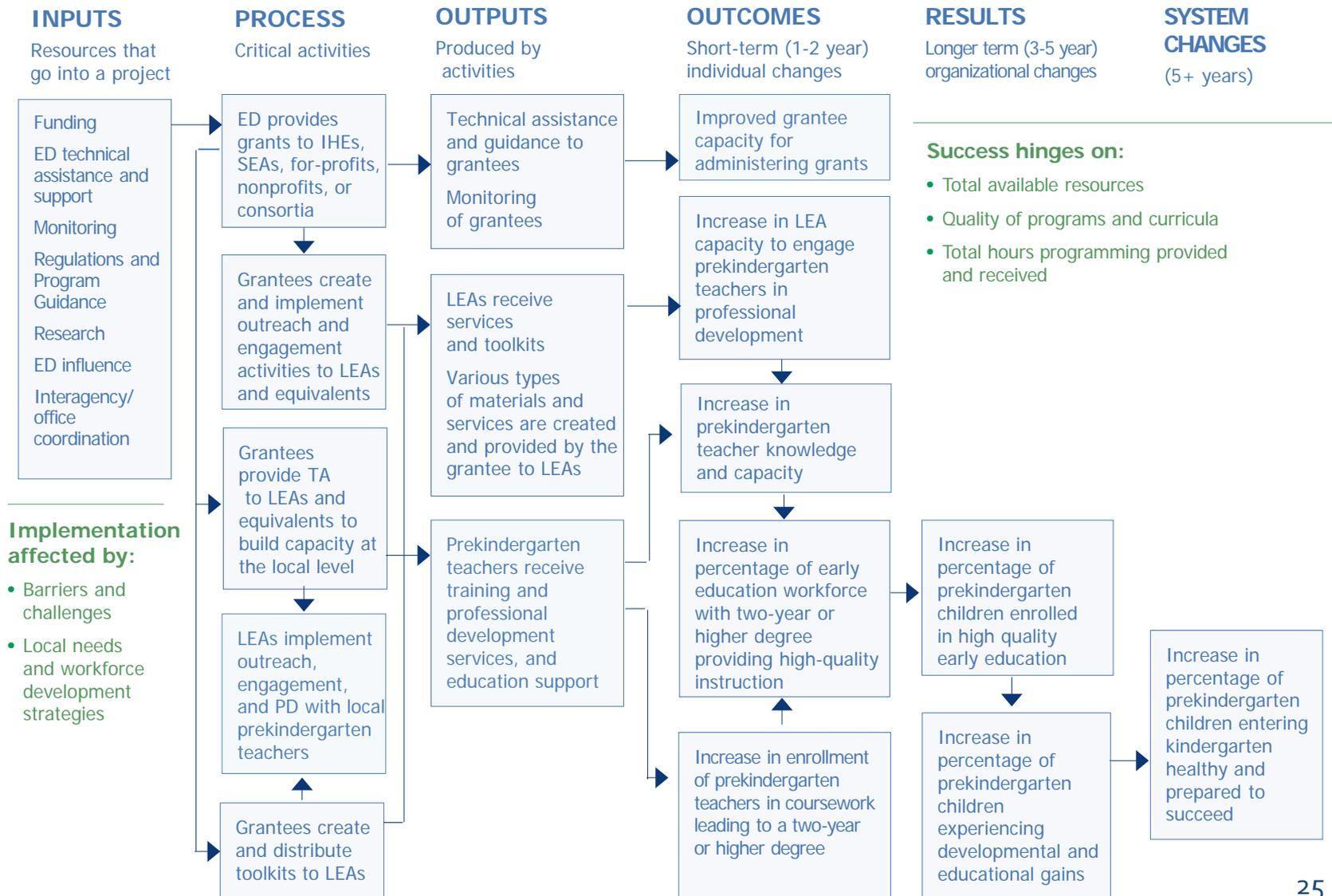
What information would most likely be used to complete the red box in the Outputs column?

- Prekindergarten teachers receive training and professional development services, and education support.
- Increased quality of prekindergarten teacher instructional practices.
- Grantees facilitate a series of trainings for LEAs on how to use toolkits to improve practice.

PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



PD FOR PREKINDERGARTEN TEACHERS LOGIC MODEL



QUESTIONS?

LOGIC MODEL NOTES

LOGIC MODEL NOTES

EXAMPLE: TITLE III

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

Too few English learners (ELs) are performing at or above proficiency in reading and mathematics.

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

The goal is to help ensure LEPs attain English language proficiency and meet the same standards that all children are expected to meet.

3. Is there research supporting the program?

"Effective Literacy and English Language Instruction for English Learners in the Elementary Grades" identified effective and efficient strategies in improving ELs' academic achievement.

4. Are there barriers or challenges to program implementation?

Barriers or challenges to progress include use of targeted funds for ELs and failure to keep parents of ELs and private schools informed.

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

Short-term changes are contingent on other factors, which include use of high-quality, research-based curricula.

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

The level or amount of change can be amplified by factors that include parent outreach and family literacy activities.

7. How will you assess fidelity of implementation?

LEA and SEA fidelity of implementation is assessed using annual monitoring.

8. What are the program's performance measures?

States must report on annual measurable achievement objectives (AMAOs), including making AYP for ELs (AMAO 3). The program must report on GPRA measures. Of the program's seven GPRA measures, two may be of use as evidence of system change.

9. Describe responsibilities/activities at each level of program implementation.
- *Federal-level activities include: Department formula grants to states, monitoring, and evaluation and performance assessment.*
 - *State-level activities include: States can reserve 5% of grant money for administration, and align English language proficiency standards with state content standards.*
 - *Local-level activities include: LEAs apply for a "formula" sub-grant, ensure teachers are fluent in English, and provide services to private schools.*

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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