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
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.

<table>
<thead>
<tr>
<th><strong>INPUT</strong></th>
<th><strong>PROCESS</strong></th>
<th><strong>OUTPUT</strong></th>
<th><strong>OUTCOMES</strong></th>
<th><strong>RESULTS</strong></th>
<th><strong>IMPACT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and/or barriers, which enables or limit program effectiveness</td>
<td>The activities, technologies, tools, events, technology, and actions of the planned program.</td>
<td>Usually describes the size and/or scope of the services and products delivered or produced.</td>
<td>The changes expected to result (in 1-2 years) and often expressed at an individual level.</td>
<td>The changes expected to result (in 3-5 years) and often expressed at the organization level.</td>
<td>The changes expected at the system level (in 5+ years).</td>
</tr>
<tr>
<td>What resources go into the program (e.g., money, staff, equipment) and/or what risk factors exist (e.g., attitudes, policies, geography)?</td>
<td>What critical activities does the program undertake (e.g., planning, educational leadership, staff training, development of instructional content, processes, and resources, classroom instruction and management, guidance counseling, assessments)?</td>
<td>What is produced by those activities (e.g., plans, people trained, curricula, more effective teaching strategies, students served, hours of instruction, days of attendance)?</td>
<td>What short-term changes result from the activities (e.g., skills mastered, credits accrued, self-confidence increased, improved behavior, fewer disciplinary issues)?</td>
<td>What longer-term changes result from the services (e.g., school readiness, percent proficient in reading/ math, gap reduction in student achievement, language proficiency)?</td>
<td>What is the aspirational goal (e.g., students graduating from high school college and career ready)?</td>
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Source: Department of Education: Office of Elementary and Secondary Education
## Basic Logic Model (Kellogg)

<table>
<thead>
<tr>
<th>Your Planned Work</th>
<th>Your Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources/Inputs</strong></td>
<td><strong>Impact</strong></td>
</tr>
<tr>
<td>Certain resources are needed to</td>
<td>If these benefits are achieved, then certain changes in</td>
</tr>
<tr>
<td>operate the program</td>
<td>communities or systems might be expected to occur</td>
</tr>
<tr>
<td></td>
<td>If you deliver the services, then your participants</td>
</tr>
<tr>
<td></td>
<td>benefit in certain ways</td>
</tr>
<tr>
<td></td>
<td>If you accomplish your planned activities, then you</td>
</tr>
<tr>
<td></td>
<td>can deliver the service that was intended</td>
</tr>
<tr>
<td></td>
<td>If you have access to them, then you can use them to</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>accomplish your planned activities</td>
</tr>
<tr>
<td></td>
<td>If you accomplish your planned activities, then you</td>
</tr>
<tr>
<td></td>
<td>can deliver the service that was intended</td>
</tr>
<tr>
<td><strong>Outputs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
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</table>

EXAMPLES OF LOGIC MODELS
**Logic Model**

**Project-Specific Intervention**

**Target Population**

4-year-old pre-K children

**Intervention**

Exposed to intervention

**Proximal Outcomes**

- Positive attitudes to school
- Improved pre-literacy skills
- Learn appropriate school behavior

**Distal Outcomes**

- Increased school readiness
- Greater cognitive gains in K

**LOGIC MODEL**

PROJECT-SPECIFIC INTERVENTION
# Logic Model

**Striving Readers Grantee**

## Inputs

<table>
<thead>
<tr>
<th>Materials/Resources</th>
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</thead>
<tbody>
<tr>
<td>Computers and adaptive &amp; instructional software</td>
</tr>
<tr>
<td>CDs for independent reading</td>
</tr>
<tr>
<td>High-interest literature – READ 180 paperback library in each classroom</td>
</tr>
<tr>
<td>READ 180 eBooks (supplemented by District curricular materials)</td>
</tr>
<tr>
<td>READ 180 Flex books</td>
</tr>
<tr>
<td>Scholastic Achievement Manager (SAM) – management system for READ 180 software programs</td>
</tr>
<tr>
<td>Scholastic technical assistance (as needed)</td>
</tr>
<tr>
<td>District director of language arts &amp; literature</td>
</tr>
<tr>
<td>District project manager</td>
</tr>
<tr>
<td>District resource teacher coordinators (RTCs)</td>
</tr>
<tr>
<td>READ 180 systems analyst</td>
</tr>
<tr>
<td>In-school literacy coaches</td>
</tr>
<tr>
<td>In-school technology coordinators</td>
</tr>
<tr>
<td>Classroom observers (Westat)</td>
</tr>
</tbody>
</table>

## Professional Development/Support

**Teachers & Literacy Coaches**

- 3 half days of whole-group training, or 1 half day of make-up training, Provided by Scholastic.
- 1 day of whole-group training on using student data to drive differentiated instruction. Provided by Scholastic.
- 1 day of whole-group training on interpreting READ 180 data reports. Provided by Scholastic.

**Teachers Only**

- In-classroom support from district RTCs and school literacy coaches on an as-needed basis.
- In-classroom technical assistance from Scholastic on an as-needed basis.

**Principals**

- 1 half day of training from Scholastic.

## Activities

- Daily 90-minute instructional block.
- 20-minutes whole-group instruction to start the class.
- Small group rotations in which students are divided into groups and spend 20 minutes in each zone: (1) small-group instruction, (2) modeled independent reading, and (3) READ 180 topic software.
- 10 minutes of whole-group wrap-up to conclude the class.
- Teachers regularly use diagnostic tests (SRI) and Scholastic Achievement Management for continuous assessment, placement, and monitoring.
- No more than 21 students per class.
- Regular use of instructional strategies and materials contained in READ 180 program guides supplemented with district test, including independent reading of leveled texts, use of graphic organizers, and teaching of specific vocabulary.
- Student enrollment for the entire school year.
- Instruction follows eBook scope & sequence.

## Short-Term Outcomes

- Improved student reading skills
- Improved student engagement and behavior**
- Decrease in number of disciplinary incidents**
- Improved literacy instruction***

## Long-Term Outcomes

- Improved student reading skills
- Improved attendance
- Improved achievement across all subject areas***

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*The RTC school sites 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.

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Contextual effects such as the characteristics of the school district, other instructional programs in use, and external events may also influence outcomes.
WORKING LOGIC MODEL:
I3 OAKLAND ACCELERATES

INPUTS: resources that go into a project
- I3 Funding
- OUSD leadership support
- College Board Support
- I3 Project staff
- Regulations and Program Guidance from ED
- Department technical assistance and support Department influence

PROCESS: critical activities
- The Department awards grants
- CB and OUSD Team collaborate on definition of college readiness and plan
- CB develops plan for sharing message on definition, to include trainings for all staff, meetings with top leadership, and materials (e.g., posters, flyers, website)
- CB and OUSD Team hold meetings with district leadership

OUTPUTS: produced by activities
- Develop a plan to increase AP enrollment among underrepresented groups with supports to increase performance
- CB develops supporting materials
- CB and OUSD Team deliver trainings to XXX teachers, XX principals, XX counselors, and XX district leaders
- CB and OUSD Team ensure it understands the CCSS and how to emphasize it in project work
- CB and OUSD Team incorporate CCSS in work

OUTCOMES: short-term (1-2 year) individual changes
- Implement plan AP Board Policy adopted CC Plan implemented Graduation Profiles for students
- OUSD staff have shared understanding of college readiness
- CB and OUSD Team collaborate on definition of college readiness
- CB and OUSD Team hold meetings with district leadership

RESULTS: longer-term (3-5 year) organizational changes
- Increased performance on AP exams
- Increased participation in rigorous coursework including, AP courses, and increase participation on PSA7 and SAT
- Students graduate from OUSD college and career ready (e.g., college-going rates, and college success)

SYSTEM CHANGES (5+ years)
- Success hinges on:
  - Total available resources
  - Students' self-beliefs and attitudes
  - Educator self-beliefs
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?
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).
Your Planned Work

If you have access to them, then you can use them to accomplish your planned activities.

If you accomplish your planned activities, then you can deliver the service that was intended.

If you deliver the services, then your participants benefit in certain ways.

If these benefits are achieved, then certain changes in communities or systems might be expected to occur.

Your Intended Results

WHOLE-GROUP ACTIVITY
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.
What information would most likely be used to complete the red box in the Outputs column?

a. Prekindergarten teachers receive training and professional development services, and education support.

b. Increased quality of prekindergarten teacher instructional practices.

c. Grantees facilitate a series of trainings for LEAs on how to use toolkits to improve practice.
What information would most likely be used to complete the red box in the Outcomes column?

a. Support to Institutions of Higher Education in providing professional development.
b. ED provides resources (e.g., curricula) to grantees.
c. Improved grantee capacity for administering grants.
PD for Prekindergarten Teachers Logic Model

**Inputs**
- Resources that go into a project
  - Funding
  - ED technical assistance and support
  - Monitoring
  - Regulations and Program Guidance
  - Research
  - ED influence
  - Interagency/office coordination

**Process**
- Critical activities
  - ED provides grants to IHEs, SEAs, for-profits, nonprofits, or consortia
  - Grantees create and implement outreach and engagement activities to LEAs and equivalents
  - LEAs implement outreach, engagement, and PD with local prekindergarten teachers
  - Prekindergarten teachers receive training and professional development services, and education support
  - Grantees create and distribute toolkits to LEAs

**Outputs**
- Produced by activities
  - Technical assistance and guidance to grantees
  - Monitoring of grantees
  - LEAs receive services and toolkits
  - Various types of materials and services are created and provided by the grantee to LEAs
  - Prekindergarten teachers receive coursework leading to a two-year or higher degree

**Outcomes**
- Short-term (1-2 year) individual changes
  - Improved grantee capacity for administering grants
  - Increase in LEA capacity to engage prekindergarten teachers in professional development
  - Increase in prekindergarten teacher knowledge and capacity
  - Increase in percentage of early education workforce with two-year or higher degree providing high-quality instruction
  - Increase in enrollment of prekindergarten children in coursework leading to a two-year or higher degree

**Results**
- Longer term (3-5 year) organizational changes
  - Increase in percentage of prekindergarten children enrolled in high quality early education
  - Increase in percentage of prekindergarten children entering kindergarten healthy and prepared to succeed

**System Changes**
- (5+ years)
  - Success hinges on:
    - Total available resources
    - Quality of programs and curricula
    - Total hours programming provided and received
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 “EXCELerator 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:
  o Consider starting with long-term outcomes and working backwards.
    ▪ What do you want to accomplish and how do you get there?
  o 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**


THANK YOU!

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