Pre-Application Webinar:
Logic Models and SMART Performance Measures
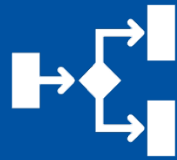
APRIL 2023

FOR STATE ENTITY GRANT APPLICANTS

Session Objectives

Introduce applicants to the NIA requirements related to logic models and performance measures

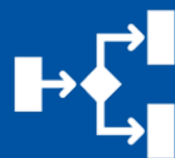Provide strategies for developing a logic model for a CSP grant application

Explain the components of SMART performance measures within the context of the CSP

Logic Models and Performance Measures

Grant Programs:

State Entity Grants

Developer Grants

CMO Grants

Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project
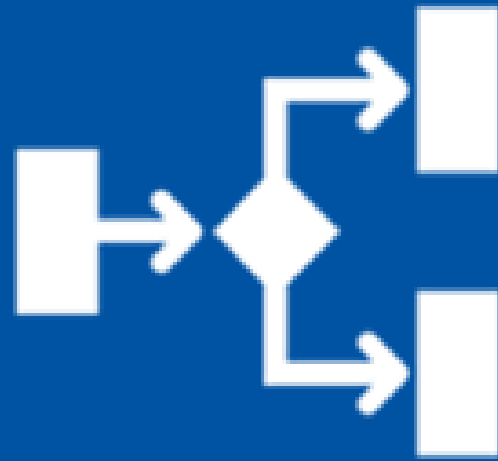
Define performance measures that accurately measure project performance aligned with goals

Introducing and Developing Logic Models

What is a logic model and how should it be used?

Then a miracle occurs

Basic Components of a Good Logic Model
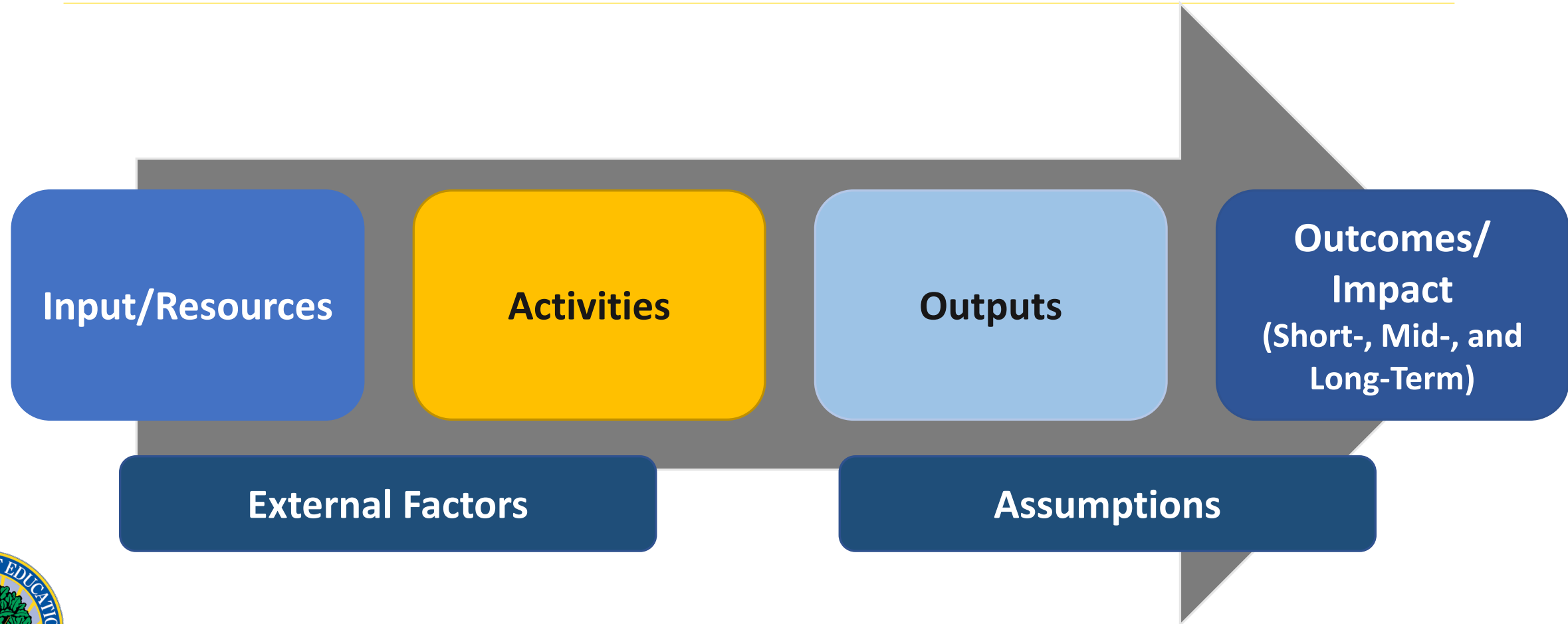
Input/Resources → Activities → Outputs → Outcomes/Impact (Short-, Mid-, and Long-Term)

External Factors

Assumptions

Inputs/Resources

👤 Staff – knowledge, skills, dedication, experience

🏫 Facilities – buildings, assets, conference/meeting space

💵 Funding – grant funds, matching funds, foundation grants, current funds

👥 Partners – subcontractors, consultants, community partners

📄 Materials – training guides, RFAs, peer review materials, monitoring guides

Activities

Common SE Activities
- Administer subgrants
- Convene authorizers
- Conduct a needs assessment
- Offer technical assistance
- Train peer reviewers
- Monitor subgrantees

Outputs

What are your project deliverables?

- These are the products and services that will be produced with grant funds

What tangible assets and materials will be created?

- Resources, training materials, guides, subgrant applications

How much or how many will be produced?

- Number of subgrants to be awarded
- Number of peer reviewers who will be trained
- Number of authorizer convenings to be held

Outcomes

Short-Term

- Quick wins
- Achievable in Year 1
- Achieved annually

Mid-Term

- Require more time to achieve (2-3 years into the grant)
- Build off one or more short-term outcomes

Long-Term

- Ultimate goals of the grant-funded project
- Should occur within the timeframe of your grant (5 years)
- Should be a culmination of short- & mid-term outcomes
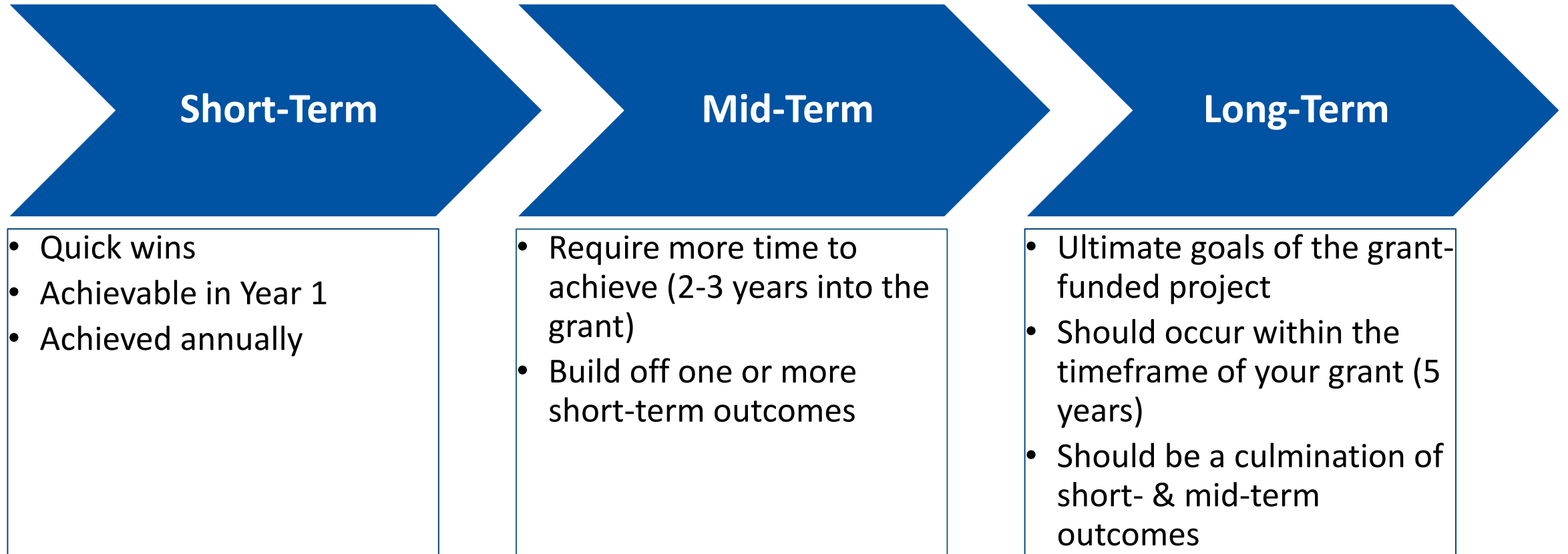
External Factors and Assumptions

1. What external factors may positively influence project implementation?

2. What assumptions undergird the logic model?

3. What external factors could threaten project implementation?

4. What are the preconditions necessary to implement the project?

Charter School Programs

Putting the Logic in a Logic Model

Outcomes/Impact

Input/Resources → Activities → Outputs → Short-Term → Mid-Term → Long-Term

External Factors
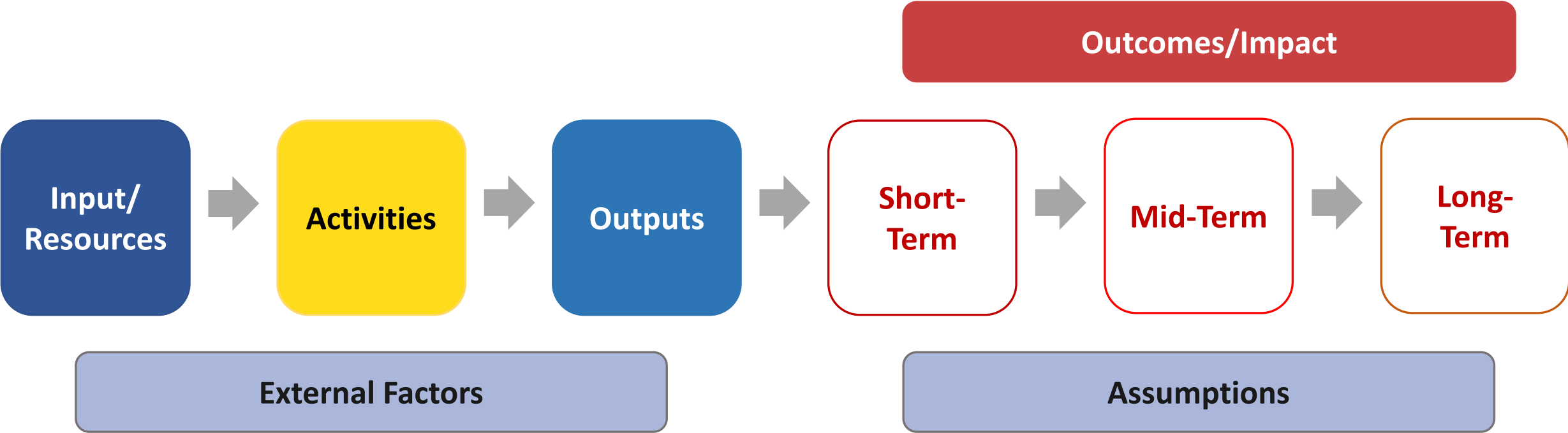
Assumptions

State Entity Logic Model Example

Outcomes/Impact

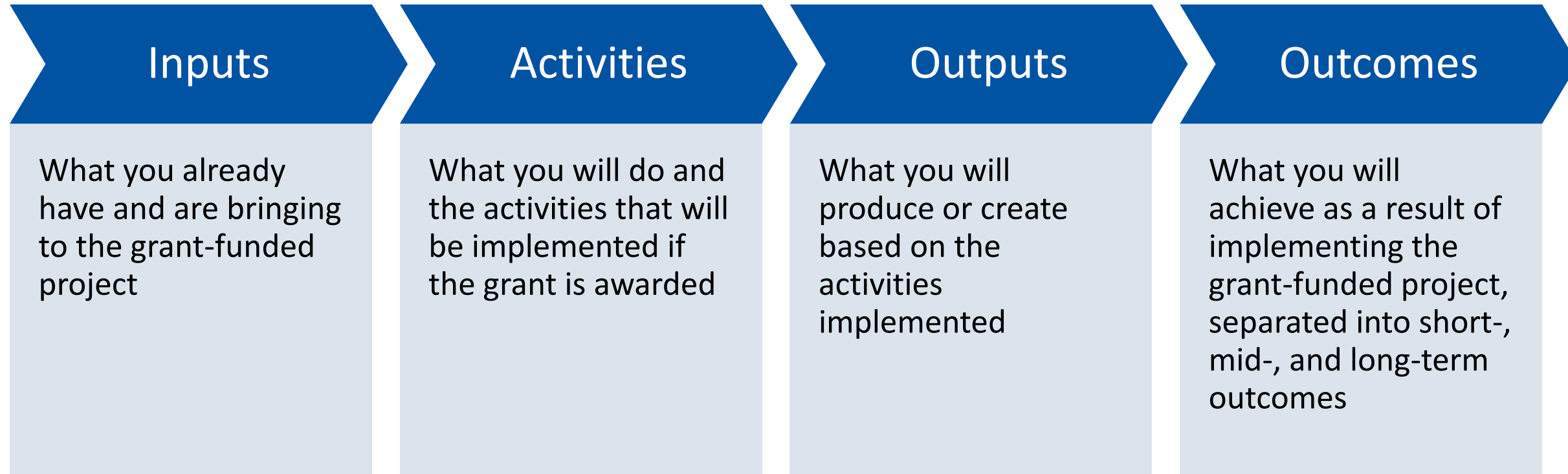| Input/Resources	Activities	Outputs	Short-Term	Mid-Term	Long-Term
• SEA Staff from the charter schools office	• Develop RFP • Hold bidders conference • Train reviewers • Provide TA to applicants	• RFP Materials • 1 bidders conference • 5 trained reviewers	• 8 subgrants awarded by end of Year 2 • 5 subgrants awarded annually in Year 3-5	• 13 subgrants awarded by end of Year 3 • 10 schools opened or expanded	• 23 subgrants awarded by end of grant • 18 schools opened or expanded by end of grant
• SEA Staff from the charter schools office	• Analyze data for charter schools • Identify high-performing schools	• 5 profiles of high performing schools • 2 webinars on promising practices • New materials on website	• 85% of participants are satisfied w/ webinars • Profiles and website materials are accessed by 50% of schools	• 60% of schools adopt practices presented • 75% of schools access materials • 50% of authorizers are monitoring for practices	• Students in charter schools increase performance by 5% as schools implement best practices
• Grant funds • External partners that provide authorizing TA	• Conduct Authorizers needs assessment • Contract external partners to address needs • Provide TA to authorizers	• 3 trainings for authorizers • Ongoing TA for authorizers	• 85% of participants are satisfied w/ webinars • At least 40% of authorizers engage in TA	• 75% of authorizers are using knowledge/skills from trainings and TA	• 10% increase in schools identified as high-performing in authorizers' portfolios • 5% increase in closure of poorly performing schools

External Factors

- Strong charter school laws
- Long wait lists for charter school admission
- High proportion of CMO schools ranking in the top 10% of schools in the state
- Growing developer pipeline

Assumptions

- CMOs and Developers need a better understanding of how to access funds to increase the number of charter seats
- Authorizers need more consistent practices for approving charter applications
- Authorizers and CMOs need more guidance related to evidence-based practices

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Summary of Logic Model Components

Inputs	Activities	Outputs	Outcomes
What you already have and are bringing to the grant-funded project	What you will do and the activities that will be implemented if the grant is awarded	What you will produce or create based on the activities implemented	What you will achieve as a result of implementing the grant-funded project, separated into short-, mid-, and long-term outcomes

External Factors & Assumptions	The conditions under which you work and the factors helping make implementing the project successful

SMART Performance Measures

Goals, Objectives, and Performance Measures

Goals

High-level statements about what will be achieved through the project

Goals defined for each grant program by the CSP

Guide grantees throughout the project

Objectives

Delineate the steps or strategies that will lead to fulfilling the goal

Translate goals into actions and supports specific to respective projects and plans

Defined and approved in your CSP grant application

Measures

Quantitative indicator, statistic or metric used to gauge program performance

Aligns with objectives to evaluate success

Regularly reported to CSP to gauge progress

S-M-A-R-T

FIND OUT WHAT IT MEANS TO CSP

SMART Objectives

Specific — Objectives are clearly and concisely stated, reducing the potential for mis-understanding or mis-interpretation.

Measurable — Objectives are measurable using valid and reliable data that are readily available and can be tracked at least annually.

Achievable — Objectives are achievable and ambitious, reflecting an understanding of organizational capabilities and environments.

Relevant — Objectives align with project goals and performance measures and reflect the mission and values of the CSP and grantee.

Timebound — Objectives occur within a time frame or by a target date for achieving the outcomes for long-term goals and short-term objectives.

SMART Protocol for Creating New Measures

Step One

Determine alignment with CSP goals and project objectives

Step Two

Identify Objectives

Step Three

Identify Metrics

Step 4

Provide a Baseline Measure

Step 5

Identify Performance Targets

Step 6

Put It All Together

Making Objectives SMART (Specific)

Vague Objective and Performance Measure
Objective: Create a positive authorizing environment in the state
Performance Measure 1: Attract new authorizers
Performance Measure 2: Train new authorizers

Specific Objective and Performance Measures
Objective: Create and sustain a positive relationship with eligible and existing authorizers in the state
Performance Measure 1: Annually increase the number of districts serving as authorizers by two (baseline = less than 1 new authorizer a year)
Performance Measure 2: Annually, hold at least three authorizer convenings to build collaboration and comradery among them (baseline = 0)
Performance Measure 3: At least 80% of authorizers will report being satisfied with SE training sessions (baseline = 78%)

Making Objectives SMART (Measurable)

Unmeasurable Objective and Performance Measure
Objective: Partner with the state education agency
Performance Measure 1: The state will share information with charter school authorizers
Performance Measure 2: Best practices will be widely adopted

Measurable Objective and Performance Measures
Objective: Partner with the state education agency to promote the use of best practices in authorizing
Performance Measure 1: Annually host at least three convenings with the state education agency on best practices in authorizing
Performance Measure 2: Annually, offer at least 25 hours of technical assistance to authorizers
Performance Measure 3: By the end of the grant, at least 60% of convening participants will report having implemented one or more of the authorizing best practices (targets: Year 3 = 20%, Year 4 = 40%, Year 5 = 60%)

Making Objectives SMART (Achievable)

Unachievable/Unambitious Objective and Performance Measure
Objective: Improve access to charter schools for educationally disadvantaged students or those at the greatest risk of not meeting state standards
Performance Measure 1: Within the first grant year, increase the percentage of low-income students with access to charter schools from 30% (baseline) to 90%
Performance Measure 2: By the end of the grant, at least 25% of charter schools in the state will achieve above the state average (baseline = 48%)

Achievable and Ambitious Objective and Performance Measures
Objective: Improve access to charter schools for educationally disadvantaged students or those at the greatest risk of not meeting state standards
Performance Measure 1: Annually, at least 50% of students enrolled in subgrantee schools are historically marginalized students or those at the greatest risk of not meeting state standards (baseline = TBD in Year 2 of grant)
Performance Measure 2: By year three, at least 52% of charter schools replicated or expanded under this grant will exceed the state average on ELA assessments

Making Objectives SMA<u>R</u>T (Relevant)

Irrelevant Objective and Performance Measures
Objective: Strengthen and support the state's literacy initiative
Performance Measure 1: Charter school students in the state achieving proficient or above on state assessments will increase by 2% each year of the grant period (baseline 60%)
Performance Measure 2: All teachers in charter schools receiving CSP funds will have their teachers certified in literacy

Relevant Objective and Performance Measures
Objective: Increase the number of available seats in high-quality charter schools by 7,000 by the end of the grant performance period, especially for educationally disadvantaged students
Performance Measure 1: Increase the number of new high-quality charter school seats in the state each year by the following targets: Y1=500, Y2=500, Y3=1500, Y4=2000, Y5=2500
Perlformance Measure 2: Annually, at least two subgrants will be awarded to expand enrollment of educationally disadvantaged students

Making Objectives SMART (Timebound)

Untimed Objective and Performance Measures
Objective: Increase the number of charter schools in the state
Performance Measure 1: Award up to 25 replication subgrants
Performance Measure 2: Provide technical assistance to subgrant applicants

Timebound Objective and Performance Measures
Objective: Increase the number of high-quality charter schools and charter school seats available in the state
Performance Measure 1: Annually award at least five replication subgrants
Performance Measure 2: In Years 2 and 4, award at least three expansion subgrants
Performance Measure 3: Annually hold at least three technical assistance webinars for prospective subgrantees

Test Your Knowledge – Question #1

Is this performance measure SMART?

Each year, 100% of charter school authorizers in the state will share their knowledge of effective practices at national conferences.

Test Your Knowledge – Question #2

Is this performance measure SMART?

Annually recruit and train at least four peer reviewers.

Test Your Knowledge – Question #3

Is this performance measure SMART?

Increase the number of students attending charter schools.

SMART Reminders…

1) In general, grantees may not remove a performance measure that was approved in the original application, but grantees may clarify and specify measures to make them SMART.
    ◦ Subject to ED review/ approval

2) Many performance measures look at the results at the end of the grant, but grantees need to establish annual measures to review progress toward the end result.

3) At least one performance measure must be able to be reported on annually under each objective.
    ◦ Review what data points will be available after the first year of the grant

4) Performance measures must directly relate to the applicant's original objectives.

Available at
charterschoolcenter.ed.gov

SMART Objectives Toolkit

U.S. Department of Education
January 31, 2020

Logic Model Toolkit

A Resource for Current and Prospective Grantees of Charter School Programs

U.S. Department of Education
April 2021

THANK YOU!