

Successfully Using Logic Models: *Enhancing Program Performance and Accountability*

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Financing and Support



Agenda

- What is a Logic Model?
- Why Use a Logic Model?
- Limitations of a Logic Model
- Types of Logic Models
- Training Activities
- Theory of Action
- Performance Agreements
- Question and Answer

What is a Logic Model?

- Provides a map of a program/initiative
- Helps to clarify program/policy destination
- Pathways to destination
- Markers along the way
 - Where are you going?
 - How will you get there?
 - What will tell you you've arrived?



What is a Logic Model?

- Provides a simplified picture
- Presents the theory of action
- Valuable in supporting
 - Planning
 - Implementation
 - Monitoring
 - Evaluation



Why Use a Logic Model?

- Brings details to broad goals
 - Helps identify gaps in logic and clarifies assumptions
 - Builds understanding and promotes consensus
 - Makes explicit underlying beliefs
 - Helps clarify what is appropriate to evaluate and when
 - Summarizes complex programs for effective communication
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Limitations of a Logic Model

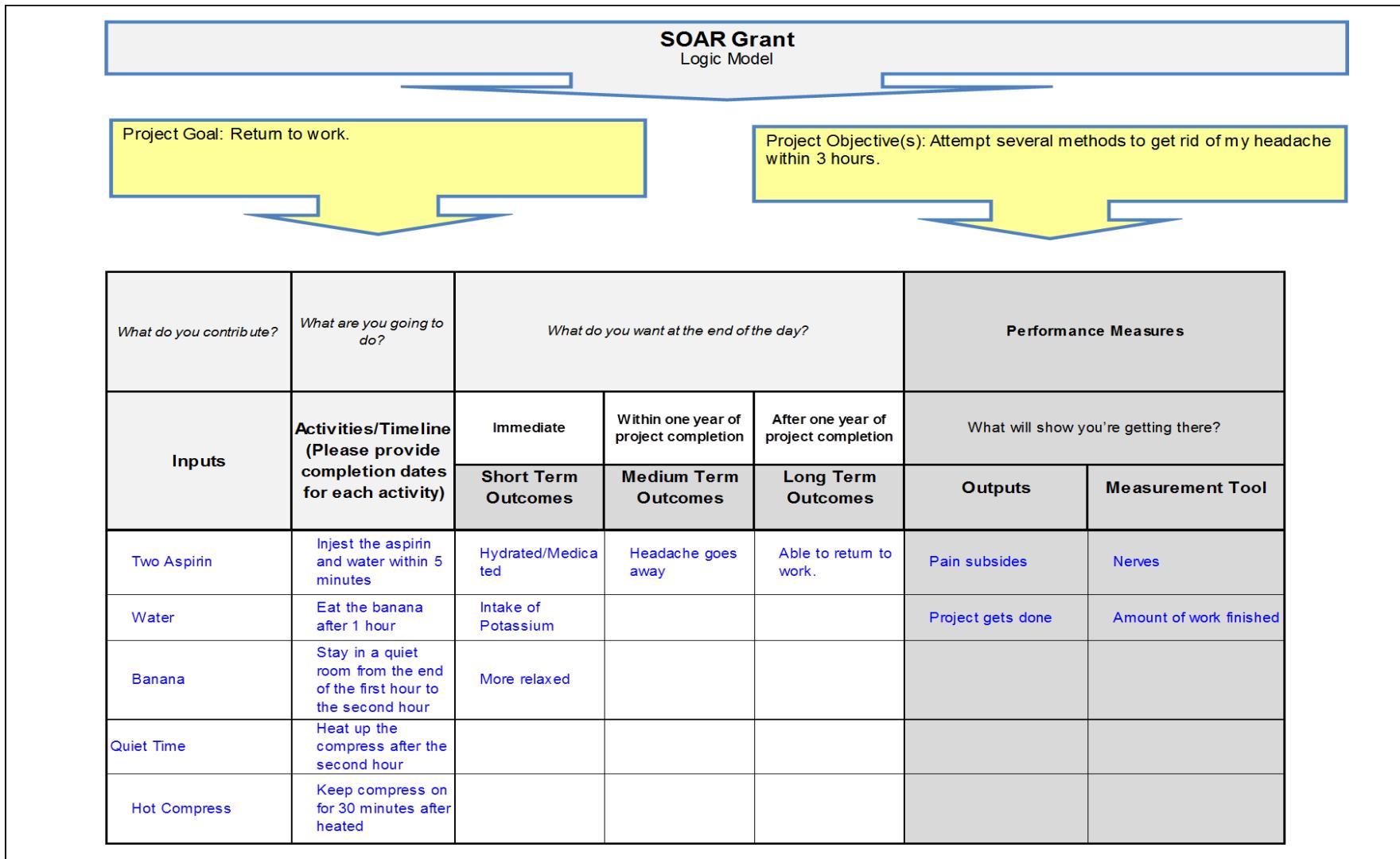
- Not a fully developed plan for designing or managing a program or policy
- Not an evaluation plan
- May need to be revised as program/goals change



Types of Logic Models

	Theory Approach	Activities Approach	Outcomes Approach
What it does	Shows the “Big Picture” or the program	Lays out specific strategies and activities and how they link to outcomes with focus on activities	Considers strategies and activities as they relate to outcomes with a focus on outcomes
Useful for	Overall communication of program	Program implementation/monitoring/management	Program evaluation

Inputs – Activities – Outcomes - Outputs



Case Study

College Readiness High School Program

College Ready is a school-based college access program for 9th-12th grade students. Students are identified for the program based on Free and Reduced Lunch status, recommendations from school guidance counselors, and/or recommendations from 8th grade English and Math teachers. Students participate in monthly meetings as a group with the College Ready staff, are provided with one-on-one counseling with College Ready staff, are assigned an adult mentor and a peer mentor, and participate in a series of evening and summer workshops. In addition, families make a commitment to the program and attend a series of workshops specifically designed to prepare the whole family for the college application process. The goal of the program is to significantly increase college attendance among the low income students.

Case Study

Blended Learning Schools Program-

An urban district is going to convert a few of its schools into blended learning schools (in which students learn both online and with a face-to-face teacher to personalize their instruction). The schools will be using a model called the individual-rotation model that allows students, within a given course or subject, to rotate on an individually customized, fixed schedule, between online courses and a variety of classroom environments. Each student has his/her own netbook and a unique schedule for where he/she needs to be and when. Students spend time with face-to-face teachers and with online content. The model includes both online and face-to-face teachers, as well as site coordinators and a principal who is involved in daily classroom observation. The goal of this model is to improve student achievement and individualize instruction.

Training Activity 1- Information Dig

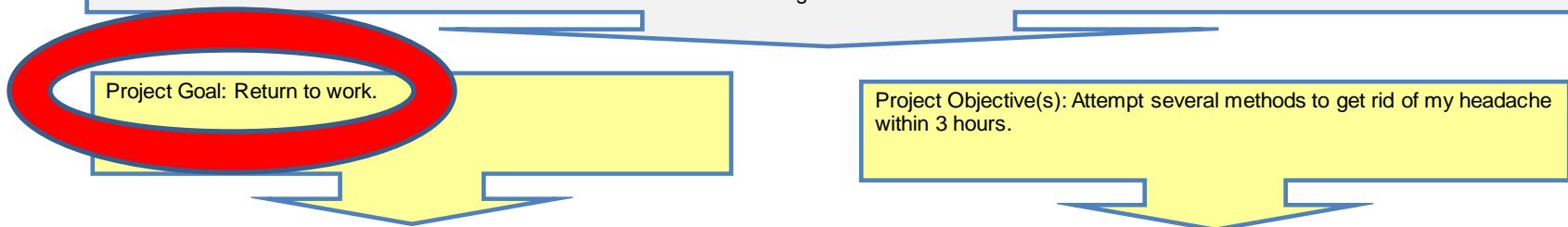
Review the College Readiness case study and include the possible inputs, activities, outcomes, and outputs

Inputs	Activities	Outcomes	Outputs



SOAR Grant

Logic Model



<i>What do you contribute?</i>	<i>What are you going to do?</i>	<i>What do you want at the end of the day?</i>			Performance Measures	
Inputs	Activities/Timeline (Please provide completion dates for each activity)	Immediate	Within one year of project completion	After one year of project completion	What will show you're getting there?	
		Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Outputs	Measurement Tool
Two Aspirin	Ingest the aspirin and water within 5 minutes	Hydrated/Medicated	Headache goes away	Able to return to work.	Pain subsides	Nerves
Water	Eat the banana after 1 hour	Intake of Potassium			Project gets done	Amount of work finished
Banana	Stay in a quiet room from the end of the first hour to the second hour	More relaxed				
Quiet Time	Heat up the compress after the second hour					
Hot Compress	Keep compress on for 30 minutes after heated					

SOAR Grant

Logic Model

Project Goal: Return to work.

Project Objective(s): Attempt several methods to get rid of my headache within 3 hours.

<i>What do you contribute?</i>	<i>What are you going to do?</i>	<i>What do you want at the end of the day?</i>			Performance Measures	
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Training Activity 2- Brainstorm

Work independently for two minutes to list the potential goals/objectives and questions that you might have about the College Readiness program. Consider questions of implementation, effectiveness, and impact.

What are the goals/objectives of the program?	What do we want to know about the program?



Large Group Discussion

What are your ideas about the goals/objectives of the program and what you might want to know about it?



Elements to Create a Logic Model

- Problem Statement (to create goal/objective)
 - Resources (inputs)
 - Strategies and Activities
 - Short-term/Medium-term/Long-term outcomes
 - Impact (outputs)
-

Problem Statement

- Consider:
 - What is the problem/issue?
 - Why is this a problem?
 - For whom does this problem exist?
 - Who has a stake in the problem?
 - What do we know about the problem/issue/people that are involved?
 - What research and/or experience do we have?
 - What do existing research and experience say?
-

Training Activity 3- Brainstorm

Consider the problem statement most appropriate to a challenge you face in your work, related to a program you have in place or one you would like to initiate. Brainstorm key ideas associated with the relevant problem Model your brainstorm after the example below, in terms of brevity.

- Blended Learning Case
 - Students are not actively engaged in learning
 - Courses are sometimes monotonous
 - Students have limited one-on-one attention from adults
 - Students' courses are not personalized
 - Students are expected to all work at the same pace
-

Outputs/Outcomes

- Next logical step
 - What difference does it make?
 - Outputs
 - Capture data about what we do
 - Provide details about the breadth and reach of the strategies and activities
 - *Is the parent education program being delivered as intended? (Measured by data of intended outcomes)*
 - Outcomes
 - Based on activities
 - Relate to goal/objective
 - *Is the college acceptance rate for participating students increasing?*
-

Consider

- Are these outcomes important?
 - Are the outcomes reasonable?
 - Are the outcomes S.M.A.R.T?
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Timely
 - Are you attending to unintentional or potentially negative outcomes?
-

Training Activity 4- Focus on Outcomes

For each of the column headers, enter an example from your own context related to a program or policy initiative you have in place or would like to develop.

Target	Change desired (action verb)	In what? (results)	By when?
Participating high school seniors in three urban high schools	Increase	Completed and submitted applications to post-secondary institutions	June 2015



Training Activity 5- Strategies & Activities

Consider a series of activities that are a part of your own work. List some relevant activities, their timeframe, and consider the overarching strategy within which these activities fall.
(example from Blended Learning Case)

Activities	Timeframe	Strategy
Develop teacher training materials	By June 1, 2015	Professional Training
Deliver summer institute for Teachers	August 3- 15, 2015	Professional Training
Conduct technology audit	By March 15, 2015	Infrastructure

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Logic Model

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Resources (Inputs)

Material Resources	Intangible Resources
Money	People
Materials/Supplies	Time
Equipment	Partnerships
	Other



Training Activity 6- Brainstorm

Brainstorm at least 5 non-monetary resources that are available to you in a program you operate or manage.

Intangible Resources (example from College Ready case)

- Community mentors
 - Local university space for parent meetings
 - Volunteer college admissions directors for application workshop
 - Student volunteers for childcare at parent meetings
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Theory of Action

Blended Learning Case

- If the district applies funds to support blended learning in three schools, then the schools will provide teachers with professional learning opportunities and establish the infrastructure to support blended learning.
- If the schools provide teachers with professional learning opportunities and establish infrastructure to support blended learning, then students' access to online courses and varied learning environments will increase.
- If students have increased access to online courses and varied learning environments, the teachers will be able to personalize instruction and the students will be more engaged in their learning
- If the teachers personalize instruction and students are more engaged in their learning, then students will be able to master content and develop their skills at a pace appropriate to the individual student
- If students master content and develop their skills at a pace appropriate to the individual student, they will perform better on standardized assessments of their learning.

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Logic Model

IF

THEN

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Logic Model

Project Goal: Return to work.

IF

Project Objective(s): Attempt several methods to get rid of my headache within 3 hours.

THEN

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Training Activity 7- Logic Sort

College Ready Case:

Move the statements around to make a series of logical if-then statements.
Consider the sequencing of events.

Think About It

Discuss with your elbow partner the following question:

How do my intended outcomes affect the choices of my activities?



Performance Agreements

Translating Logic Models to
Performance Agreements

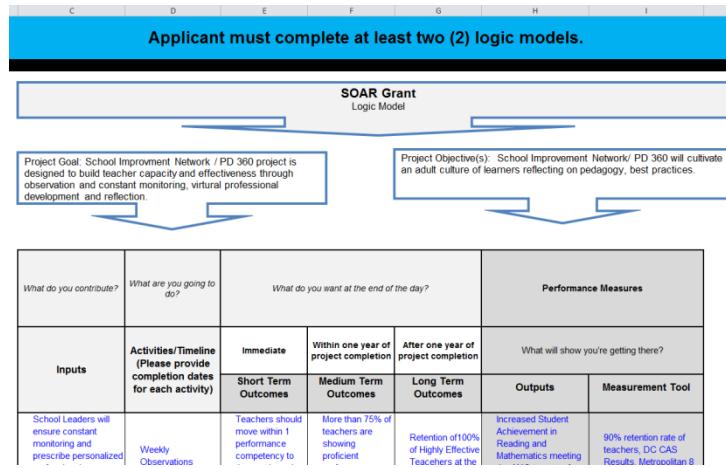
Performance Agreements

- Performance Agreements will be required from each subgrantee.
 - OSSE will draft the performance agreement for the subgrantee using the outcomes and activities proposed in the application.
 - The subgrantee will review the Performance Agreement, propose revisions, and provide a signed copy to OSSE.
 - The Performance Agreement will become the measure by which OSSE will monitor subgrantees.
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Performance Agreements

To complete the Performance Agreement,
OSSE will use:

- Goals and benchmarks provided in the application
- The logic models in the approved application.



PERFORMANCE AGREEMENT
BETWEEN
THE OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
[INSERT SUBGRANTEE NAME]

- PURPOSE:** The purpose of this Performance Agreement is to memorialize the framework governing the respective responsibilities and activities between the Office of the State Superintendent of Education ("OSSE") and [INSERT SUBGRANTEE NAME] for the 2014 Consolidated Academic Quality Grant for Charters ("Academic Quality"). In support of this Agreement, the OSSE shall commit an amount equal to, but not to exceed, \$[INSERT AWARD AMOUNT] to [INSERT SUBGRANTEE NAME] to facilitate this herein described initiative. The areas of responsibility and relationships presented herein provide the concept under which the program shall be executed.
- SOURCE OF GRANT FUNDING:** The United States Department of Education, through DC School Choice Incentive Program, 84.370, Public Law 108-199, III, DC School Incentive Act of 2003; Scholarships for Opportunity and Results Act, effective April 15, 2011 (Pub. L. 112-10; 125 Stat. 201).
- BACKGROUND:** The purpose of the Academic Quality funding is to support a direct and rapid (within two years) impact on overall charter school academic achievement or on the achievement of historically under-performing subgroups.
- DESCRIPTION OF PROJECT:** Eligible project activities that [INSERT SUBGRANTEE NAME] may perform under this Performance Agreement include:
 - Using grant funds for Summarize project description here;
 - Overall Project Completion within budgeted resources and timeline.

Performance Agreements

This is taken from your logic model's project goal.

This is taken from your logic model's project objective.

These are inserted from the activities/outcomes you have listed in your logic model.

Project Goal:	Objective:	Milestones/Activities:
		<p>Feb 21st – August 20th, 2014</p> <p>August 21st – Feb 20th, 2015</p> <p>Feb 21st – August 20th, 2015</p> <p>August 21st – Feb 20th, 2016</p>

Performance Agreements

- Take note of the outcomes expected for each quarterly reporting period.
- Timely drawdowns will be expected.
- The Performance Agreement also contains important reporting information:
 - Deadline for spending 40% of award
 - Reporting deadlines



Check-In

How has the Performance Agreement process improved from last year?



Questions?



Thank you!

SOAR Grant	Program Contact
Academic Quality Grant	Katherine Cox, katherine.cox@dc.gov
Addressing Special Populations	John Savage, john.savage@dc.gov
Influencing Replication & Growth	Marie Hutchins, marie.hutchins@dc.gov John Savage, john.savage@dc.gov
Investing in Public Facilities	Ronda Kardash, ronda.kardash@dc.gov
Supporting Non-Profit Charter Support Organizations/Third Parties	Ronda Kardash, ronda.kardash@dc.gov