



Logic Models and Theories of Action

Enhancing Program Performance and
Accountability

Brianna Becker

Office of Public Charter School Financing and Support (OPCSFS)



Agenda

- What is a logic model?
- Why use a logic model?
- Limitations
- Elements of the logic model
- Logic Model Example
- Theories of Action
- Performance Agreements



What is a Logic Model?

- Graphical depiction of the logical relationships between resources, activities, outputs and outcomes of a program
- Commonly used to evaluate the effectiveness of a program
- Used to assess the causal (“if-then”) relationships between elements of the program
- Markers along the way:
 - Where are you going?
 - What will you need to get there?
 - How will you get there?
 - What will tell you you’ve arrived?



Why use a Logic Model?

- Brings details to broad goals
- Helps identify gaps in logic and clarifies assumptions
- Builds understanding and promotes consensus
- Helps clarify what is appropriate to evaluate and when
- Summarizes complex programs for effective communication



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 changes



Elements of the Logic Model

Office of Public Charter School Financing and Support (OPCSFS) Logic Model Template

Project SMART Goal: Must be Specific, Measurable, Attainable, Relevant, Timely

Inputs	Outputs			Outcomes		
	Activities	Completion Dates	Participation	Short-Term	Medium-Term	Long-Term
What resources will we use?	What will we do to meet our goal?	When will this activity be completed? (Ex. June 2019)	Who will complete this activity and who will be impacted?	What will happen immediately as a result of this activity?	What will happen in one year as a result of this activity?	What will happen in three years as a result of this activity?

Assumptions:

External Factors:



SMART Goal

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Assumptions:

External Factors:



SMART Goal

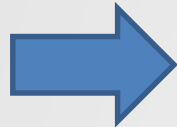
- Overarching direction of the project
- Specific
 - What exactly do you want to achieve?
- Measurable
 - How will you know when you've achieved it?
- Attainable
 - Is the goal realistic within the context and timeline of your project?
- Relevant
 - Is the goal in line with the purpose of the grant?
- Timely
 - How long will it take to achieve this goal? What benchmarks exist along the way to measure progress?



Inputs

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Assumptions:

External Factors:



Inputs

- What resources will we use?
- Include:
 - Human resources
 - e.g., full-time instructional coach
 - Monetary resources
 - Include other supplemental grants or local funds
 - Supplies
 - Systems technology



Outputs

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Assumptions:

External Factors:



Outputs

- Activities
 - What specific actions will you take to meet your goal?
 - Active, not passive
 - Be as specific and realistic as possible
- Completion Dates
 - During what month and year will the activity be completed?
- Participation
 - Who will complete this activity?
 - e.g., director of data and assessments
 - Who will be impacted by this activity?
 - e.g., math teacher cadre, 41 math students



Outcomes

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Assumptions:

External Factors:





Outcomes

- What will happen as a result of this specific activity?
 - Track horizontally across the logic model
 - Short Term: Immediate results
 - Medium Term: In one year
 - Long Term: In three years
 - Who will be impacted?
 - What specific data will be used to demonstrate these outcomes?



Assumptions

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Assumptions:

External Factors:





Assumptions

- Beliefs about the program, participants, and how the program will work
- Includes ideas about:
 - The problem or existing situation
 - Program operations/progression of activities
 - Expected resources, staff
 - The participants and how they learn and behave
 - External environment
 - Parent and stakeholder engagement



External Factors

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Assumptions:			External Factors:			





External Factors

- What else may impact outcomes?
 - Influences outside of program operations
 - Circumstances beyond program control
- City education and policy landscape and conditions
- Parent and stakeholder engagement, family circumstances
- Organizational structure
- Impact of, and on, the community
- Access to resources



Logic Model Example

ABC Public Charter High School received X grant funding for the purpose of increasing family engagement. The school plans to use the funding to support the salary of the director of family engagement, who will be responsible for planning and executing family engagement events throughout the school year. The intended outcome of increased parent and family outreach is improved student retention.



Logic Model Example

Office of Public Charter School Financing and Support (OPCSFS) Logic Model Template

Project SMART Goal: By the end of the 2018-2019 school year, plan and execute at least three family engagement events.

Inputs	Outputs			Outcomes		
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What resources will we use?	What will we do to meet our goal?	When will this activity be completed? (Ex. June 2019)	Who will complete this activity and who will be impacted?	What will happen immediately as a result of this activity?	What will happen in one year as a result of this activity?	What will happen in three years as a result of this activity?
X grant funding	1. Select dates and times of events to include in school calendar and September newsletter.	1. August 2019	1. Director of Family Engagement will complete this activity. 241 families will be invited to participate.	1. Students' families will be notified early, and will be more likely to attend the events.	1. Families that attend the events will become more engaged in the school community.	1. Student retention will increase as a result of increased family engagement.
Director of Family Engagement (0.5 FTE)						
Student Information System (eSchoolPlus)						
EventBrite and other marketing tools						

Assumptions: 1. Students with engaged families are more likely to remain enrolled in the school year after year.

External Factors: 1. Students live in all 8 wards of DC, and some families face transportation hurdles in attending events.



Theory of Action

- Underlying assumptions about the project
- If/Then/Because Statement
- IF [proposed actions], THEN [expected outcomes] BECAUSE [research to support this logic].

EXAMPLE: IF families have more opportunities for engagement, THEN student retention will increase BECAUSE “research shows that family engagement in education is directly related to a range of benefits for students, including improved school readiness, higher academic achievement, better social skills and behavior, and increased likelihood of high school graduation” (Harvard Family Research Project, 2011).

<https://jsri.msu.edu/upload/resources/FEHS.pdf>



Theory of Action

IF

THEN

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Assumptions:

External Factors:



Performance Agreements

- OSSE will use the goals and activities from your logic models to create the Performance Agreement
- Activities are broken down into reporting periods
- You will be expected to report on the proposed activities at the end of each reporting period
- The Performance Agreement contains reporting deadlines and other important requirements