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

<table>
<thead>
<tr>
<th>Inputs</th>
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<tbody>
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<td><strong>Activities</strong></td>
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**Assumptions:**

**External Factors:**
### Project SMART Goal: Must be Specific, Measurable, Attainable, Relevant, Timely

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**Assumptions:**

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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?
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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
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<th>Outputs Participation</th>
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<th>Outputs Medium-Term</th>
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| Assumptions: | External Factors: |
• 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

• 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
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.

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<tr>
<td>X grant funding</td>
<td></td>
<td>1. August 2019</td>
</tr>
<tr>
<td>Director of Family Engagement (0.5 FTE)</td>
<td></td>
<td>1. Director of Family Engagement will complete the activity 241 families will be invited to participate</td>
</tr>
<tr>
<td>Student Information System (eSchoolPlus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EventBrite and other marketing tools</td>
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**Short-Term**
- 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?

**Medium-Term**
- 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.

**Long-Term**
- 1. Student retention will increase as a result of increased family engagement.

**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

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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