#### ELEVATING A LOGIC MODEL AND EVALUATION PLAN



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### **Desired Outcomes**

- Learn about logic model
   development
- Get tips about how to ensure your logic model addresses guidance in the solicitation
- Consider how to align your approach to your performance evaluation plan with your logic model
- Engage in conversations to refine your logic models and approaches to the performance evaluation plans
- Provide next steps guidance



# 1. What is the status of your state's PDG logic model?



3. Our state has begun to outline key components

2. Our state has
 reviewed the logic model
 section of the FOA

4. Our state has a draft
 logic model and only
 needs advice on
 enhancements

### Who is with us?

Raise your hand if you are:

- Any of you led or contributed to a logic model and performance evaluation plan?
- Any new to logic model development evaluation plan?

About us:

- Diane Schilder, EDC
- Eboni Howard, AIR
- Jennifer Brooks, Brooks Consulting
- Jim Lesko, AEM

### What do you want to get from the session?

### **Caveats and Disclaimers**

- The FOA is the key document you must use to guide the proposal
- Questions should be posed to the federal government
- Proposal should address the scoring guide in the FOA
- Our session provides general guidance regarding the technical and adaptive approaches to logic model development and performance evaluation
- Clarifying questions should be posed to the federal government

### **Technical and Adaptive Challenges**

Logic model development and creation of approaches to performance evaluation plans pose technical and adaptive challenges

Example Technical Challenge		Example Adaptive Challenge		
•	Knowing the technical components of a logic model	•	Knowing the process of developing a model that reflects consensus, can guide your work, can be useful for the evaluation and can be modified	
•	Developing a logic model that reflects the FOA requirements	•	Developing a model that reflects your state's needs and priorities	
•	Knowing how to develop a performance evaluation plan	•	Designing an approach to a performance evaluation plan that reflects existing constraints and opportunities	

### **Logic Model Development**





Eboni Howard

Jennifer Brooks

### The Transformation Journey in Early Childhood Education: Being & Documenting the Change



### **Needs Assessment - Defining the Problem**



### Per the FOA: Defining the Problem & Solutions

- What groups of people?
  - Vulnerable, underserved populations, low-income
  - Infants, toddlers, preschoolers, early elementary
- What settings?
  - Rural, urban, other geographic regions
- What programs?
  - Head Start, preK, elementary, childcare, private entities, other programs?
- How big of problem is it?
- Are potential solutions scalable and sustainable, given available resources?



### Stop Before You Go to Program Performance Evaluation: Develop a Theory of Change



### **Theory of Change**

- A guide to the improvement process it documents your way of thinking
- Systematically organizes what results are expected, how results are achieved and what data or evidence is needed
  - Maps out activities, inputs, outputs, outcomes, impacts, and underlying assumptions
  - Details the activities in the intervention (program) and how those activities will cause changes.
  - Research questions emerge from the Theory of Change.

## If we invest these resources to accomplish these activities, then we should obtain these outcomes and cause change towards solving our problem

### **Putting Together the Pieces Towards the Solution**



### **Developing a Logic for the Pieces that Matter**



### **Specify Assumptions for Desired Outcomes**



### **Example Framework**



**CONTEXT:** What external factors that may the success of achieving desired outcomes?

### **Example Policy Framework**

ULTIMATE GOAL-: More low-income and disadvantaged children enter school prepared to succeed



#### ULTIMATE GOAL: More low-income and disadvantaged children enter school prepared to succeed

INPUTS		ACTIVITIES	OUTPUTS	OUTCOMES
Inputs from FOA tailored to state context	Conduct Needs Assessment	Implementation Activities for STATE SYSTEM level	Changes in STATE SYSTEM: policy, financing, data	<ul> <li>Short Term Outcomes</li> <li>State SYSTEMS have greater alignment and more blending/braiding of funding</li> <li>More PROVIDERS know and implement high-quality ECE practices</li> <li>More PARENTS can identify and have access to high quality ECE programs.</li> </ul>
Might include: grant \$, existing initiatives,	Develop Strategic Plan	improvements Convening PROVIDERS to share best practices re: Blending/Braiding	Changes in method, frequency, tools to share best practices with PROVIDERS	
Workforce	Revise Logic Model and Develop Evaluation Plan	and Transitions R&R and community engagement activities to share information with PARENTS	Changes in method, frequency, tools for informing PARENTS about quality Other outputs related to	<ul> <li>More SCHOOLS have information necessary to smooth transitions from ECE</li> <li>Long Term Outcomes More CHILDREN attend high quality ECE programs &amp;</li> </ul>
		ACTIVITY 5 Quality	Activity 5	experience smooth transitions to elementary school

#### ULTIMATE GOAL: More low-income and disadvantaged children enter school prepared to succeed

INPUTS	ACTIVITIES		OUTPUTS	OUTCOMES
Inputs from FOA tailored to state context	Conduct Needs Assessment	Implementation Activities for STATE	Note: Initial outputs and outcomes may be more heavily weighted toward changes at the state level. These include indicators that will be part of the 6 month reporting requirements	<ul> <li><u>Short Term Outcomes</u></li> <li>State SYSTEMS have greater alignment and more blending/braiding of funding</li> </ul>
Might include: grant \$, existing initiatives, Workforce	Develop Strategic Plan	SYSTEM level improvements Convening PROVIDERS to share best practices	Changes in STATE SYSTEM: policy, financing, data Changes in method,	<ul> <li>More PROVIDERS know and implement high-quality ECE practices</li> <li>More PARENTS can identify and have access to high quality ECE</li> </ul>
Note: These activities will be the	Revise Logic Model and Develop	re: Blending/Braiding and Transitions R&R and community	frequency, tools to share best practices with PROVIDERS Changes in method.	programs. • More SCHOOLS have information necessary to smooth transitions from ECE
primary focus of this first grant. Outputs from the first year will include a needs assessment, strategic plan, revised logic	Evaluation Plan	engagement activities to share information with PARENTS	frequency, tools for informing PARENTS about quality	Long Term Outcomes More CHILDREN attend high quality ECE programs &
evaluation plan that will inform later		ACTIVITY 5 Quality	Other outputs related to Activity 5	elementary school

### Logic Model: Essential Technical Criteria

- 1. The overall project goals and objectives, and the plans and procedures for achieving them, are well-developed and parallel those of the logic model. (0-3 points)
- 2. The logic model is well-defined, reasonable, clear, concise, and demonstrates the conceptual framework of the project, including strong links to the *Program Activities* referenced in *Section I. Program Description*. (0-3 points)
- 3. The logic model demonstrates a clear association between goals, objectives, activities, inputs, outputs, intended short-term and long-term outcomes, and the plans and procedures for achieving them. The logic model is an accurate depiction of the proposed project activities and intended outcomes, and informs the scope of the proposed project. (0-3 points)

### **Team Conversations**

- Where are you in the process of logic model development?
- What technical expertise can you rely on in the development of your logic model?
- What adaptive challenges do you need to address in terms of engaging stakeholders to ensure consensus on key elements and ensuring feasibility of what is proposed?
- What questions so you have of the facilitators?

### **Approach to a Performance Evaluation Plan**



Jim Lesko

# 3. Identify status of your understanding and approach to a performance evaluation plan

1. What is an approach to a performance evaluation plan?

2. I have reviewed thesection of the FOA onapproach toperformance evaluation



4. Our state has a draftapproach and is refining the approach

### **Flow of Performance Plan**



### **Elements to the Performance Plan**

- Performance Plan will need to be directly aligned to the outcomes
- Plan needs to contribute to continuous quality improvement
  - Identify strategies that includes a focus on both formative and summative feedback
- Outcomes will need to be integrally connected to the:
  - Vision Statement; Logic Model; Activities
- Process designed to be a monitoring of ongoing processes and progress
- Write it so the external reader can follow along with the rationale and plan and able to easily understand the layout and intention and track the connections between goals, objectives, measures and activities
- Use a numbering or abbreviation system throughout the plan making it easy for the reader to follow the plan from goals – to objectives/outcomes – to aligned activities – to measures – to feedback
- Performance Plan process should be able to demonstrate, incrementally, positive change (results) toward the goals

### **Performance Evaluation Plan: Essential Technical Criteria**

- Includes the metrics to examine the process, cost and program implementation
- Will include a narrative review of logic model
- Needs to be aligned to vision and proposed process indicators and outcomes
- Identifies data infrastructure, systems and data elements aligned with approach metrics
- Identifies gaps in data needed to address proposed process and new data sources to complement reporting and data system plan
- Identifies a methodological approach to data collection, sampling, measurement and analysis – to inform continuous learning
- Provides a feedback loop in the system implementation process and later refinement process

### **Essential Elements to Performance Plan**

- Describe the purpose of the program
  - Could be mission and vision or program goals
- Provide a list of program goals and objectives and strategies to get to expected outcomes
- Identify stakeholders to be linked to the process
- Identify the specific data used to measure the process
- Identify what data is missing and the plans to establish a data process to collect
- Identify who will be responsible for analyzing the data
- Identify how the data will be utilized what is the feed back loop
- How will the data impact the project's performance and future state efforts.

### Determine who will be engaged

- Determine who will be actively involved in the program performance process
- In the plan approach connect the objectives and activities with individuals/agencies
- Identify <u>who</u> is responsible for collecting the data
- Identify who will manage and analyze the data
- Consider existing resources and potential new supports
  - Experts in offices of performance evaluation in state agencies
  - Researchers housed in institutions of higher education
  - Policy council experts in evaluation and research institutions
  - Consultants
  - External evaluators
- Ensure stakeholders/individuals are linked throughout process and person's responsible identified

# Determine what data, capacities and systems exist and are needed

- Identify <u>what</u> data, capacities and systems exist such as
  - Existing monitoring systems
  - Existing evaluation and monitoring capacities
  - Existing data sources within and across state agencies
- Reflect on the quality of the existing data, capacities and systems
- Specify any new data, capacities or systems needed
- Identify how it is expected these new data elements are to be established
- Identify that there will be adequate resources for data collection and analysis
- Be prepared for the unexpected

# Specify <u>when</u> data acquisition, collection, reporting and use will occur

- Determine when data will be collected to meet project needs and the federal requirements
- Consider when data are needed to inform progress toward articulated output and outcome benchmarks
- Identify timing and frequency of data collection
- Identify who is responsible in real time for making sure the data is loaded and available
- FOA requires indicator data to be reported 6 months after the conclusion of the first year
  - "Data indicators to be collected from PDG B-5 grantees, as part of a final report to the Secretary not later than 6 months after the end of the grant period"

## Post Award Reporting Requirements 6 months after end of grant period

- (A) how, and to what extent, the grant funds were utilized for activities described in subsection (f), and any other activities through which funds were used to meet the purposes of this section, as described in subsection (a);
- (B) strategies undertaken at the State level and, if applicable, local or program level, to implement recommendations in the strategic plan developed under subsection (f)(2);
- (C)(i) any new partnerships among Head Start providers, State and local governments, Indian tribes and tribal organizations, and private entities (including faith and community-based entities); and (ii) how these partnerships improve coordination and delivery of services;
- (D) if applicable, the degree to which the State used information from the report required under section 13 of the Child Care and Development Block Grant Act of 2014 to inform activities under this section, and how this information was useful in coordinating, and collaborating among, programs and funding sources;
- (E) the extent to which activities funded by the initial grant led to the blending or braiding of other public and private funding;
- (F) how information about available existing programs for children from birth to kindergarten entry was disseminated to parents and families, and how involvement by parents and family was improved; and
- (G) other State-determined and voluntarily provided information to share best practices regarding early childhood education programs and the coordination of such programs.

### **Monitoring Impact**

- Monitoring Impact
  - What are progress monitoring dates for review of data?
  - How will this information be used?
  - What is the improvement intent for review and feedback?
  - Who takes responsibility for ensuring process takes place, review is completed and follow-up is done?
  - Who is responsible for monitoring the logic model pathways?
  - What will be the mechanisms for making modifications?
- How will this plan performance inform next steps?

### **Team Conversations**

- Where are you in the process of articulating your approach to a performance evaluation plan?
- What technical expertise can you rely on to help with your approach to a performance evaluation plan?
- What adaptive challenges do you face that need to be considered in the development of the narrative?
- What questions so you have of the facilitators?



- Education Development Center: <u>www.edc.org</u>
- National Institute for Early Education Research: <u>www.nieer.org</u>
- The BUILD Initiative: <u>www.buildinitiative.org</u>
- American Institute for Research: www.air.org
- Center on Enhancing Early Learning Outcomes: <u>www.ceelo.org</u>
- See Resources posted to the Landing Page

### Early Childhood @EDC

Around the world, EDC improves the quality of services for children and families who are on the margins due to poverty, language minority status, mobility, ethnic or political identity, health status, situations of crisis or conflict, or other reasons.



Commitment from the beginning (Hands-On Science, 1960; Head Start, 1978)

#### **GLOBAL REACH**

50 U.S. states, Asia, Africa, and Latin America



Projects

~ 1 out of 5

employees

**Funders:** USAID, NSF, NIH, DoEd, CPB/PBS, SAMHSA, UNICEF, Heising-Simons Foundation, MasterCard Foundation

Million annually

### THANK YOU

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