



PROMISE NEIGHBORHOODS

2016 IMPLEMENTATION COMPETITION

PRE-APPLICATION LOGIC MODEL &

EVIDENCE REQUIREMENTS WEBINAR

JULY 28, 2016

LOGISTICS AND Q&A

- Audio of this session will be recorded and posted on the program website together with a transcript.
- To reduce background noise, we have muted everyone's phone.
- Please submit RELEVANT questions, responses, and comments during the session by using the Q&A Pod on the right side of your screen.
- Due to time constraints, we may not be able to answer all questions received.
- If your question is not addressed, you can email it to PromiseNeighborhoods.ed.gov. We cannot respond to every inquiry with an individual response, but we will regularly post answers to the most frequently asked questions on the program website.
<http://innovation.ed.gov/what-we-do/parental-options/promise-neighborhoods-pn/>

AGENDA

- Key Logic Model Terms, Concepts and Definitions
- Common Logic Model Elements
- Developing a Logic Model
- Logic Model FAQs
- Additional Logic Model Resources
- Evidence in the Promise Neighborhoods Program
- Evaluation in the Promise Neighborhoods Program



Presenter

Dr. Carla Taylor

Senior Associate

Center for the Study of Social Policy

WHAT DOES THE NOTICE SAY ABOUT LOGIC MODELS?

- **Quality of project design** is one of the selection criteria for the 2016 implementation competition.
- In determining the quality of the design of the proposed project, the Secretary considers several factors, including the extent to which the proposed project is supported by **strong theory**.
- **Strong theory** means a rationale for the proposed process, product, strategy, or practice that includes a **logic model**.

LOGIC MODEL DEFINITION

“Logic model means a well-specified **conceptual framework** that **identifies key components** of the proposed process, product, strategy, or practice (i.e. the active “ingredients” that are hypothesized to be critical to achieving the **relevant outcomes**) and **describes the relationships** among the key components and outcomes, theoretically and operationally.”

*-2016 Notice inviting applications for new awards
for fiscal year (FY) 2016
(p. 44752)*

LOGIC MODEL DEFINITION

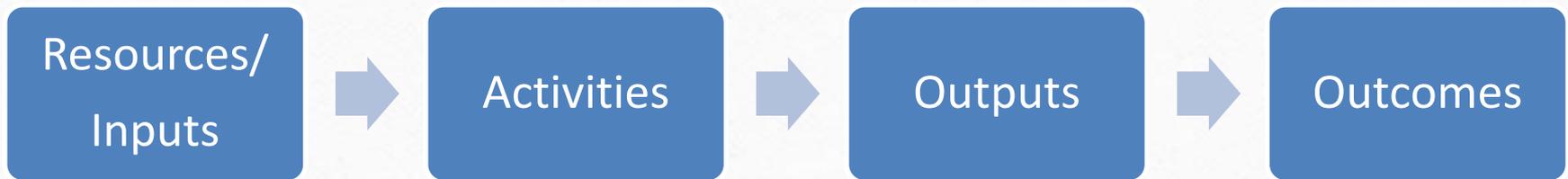
“A logic model is a systematic and visual way to present and share your understanding of the **relationships** among the **resources** you have to operate your program, the **activities** you plan, and the **changes** or **results** you hope to achieve.”

-W.K. Kellogg Foundation Logic Model Development Guide

<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

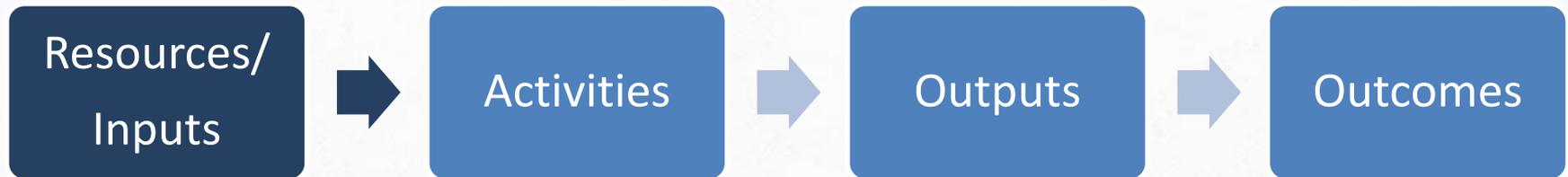
LOGIC MODEL ELEMENTS

A CHAIN OF “IF-THEN” CONNECTIONS



LOGIC MODEL ELEMENTS

A CHAIN OF “IF-THEN” CONNECTIONS



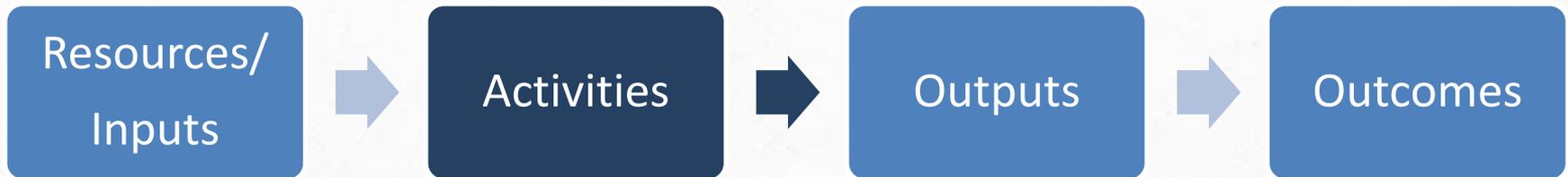
Resources/Inputs include the human, financial, organizational, and community resources that are available to direct toward doing the work of your Promise Neighborhood.

What's the logic?

Certain resources are needed to support and implement your strategies. ***If*** you have access to those resources...***then*** you can use them to accomplish your planned activities.

LOGIC MODEL ELEMENTS

A CHAIN OF “IF-THEN” CONNECTIONS



Activities are the processes, tools, events, technology, and actions that are an intentional part of your Promise Neighborhood. These interventions are used to bring about the intended program changes or results.

What’s the logic?

If you implement the planned activities...***then*** you will deliver the product or service that you intended.

LOGIC MODEL ELEMENTS

A CHAIN OF “IF-THEN” CONNECTIONS



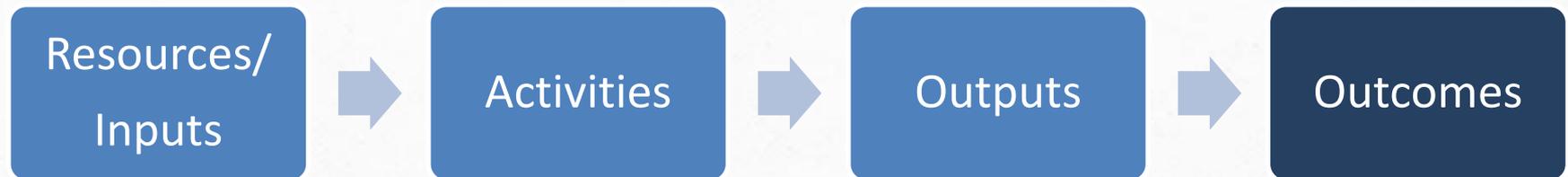
Outputs are the direct products of Promise Neighborhood activities. They are usually described in terms of the *size and/or scope of the services and products delivered or produced* by the program. They indicate if a program was delivered to the intended audiences at the intended “dose.”

What’s the logic?

If you complete the product or service...***then*** you will produce certain short-term, medium-term, and long-term benefits.

LOGIC MODEL ELEMENTS

A CHAIN OF “IF-THEN” CONNECTIONS



Outcomes are typically divided into subgroups to reflect change over time. Note that the specific terms used may vary. Some logic models are labeled “*short-term, medium-term, and long-term outcomes,*” while others may use labels like “*short-term outcomes, long-term outcomes, and impact.*” Regardless of the terms, start with changes in attitudes, behaviors, knowledge, skills, status, or level of functioning (most often expressed at an individual level) and end with changes at the neighborhood level.

LOGIC MODEL DEVELOPMENT

A SIX-STEP PROCESS

1. Start with the change you want to see. Ultimately, what ***long-term outcomes*** will we see as a result of our cradle-to-career work? (See Promise Neighborhoods results)
2. Move backwards. What ***medium-term outcomes*** will let us know that we are on our way to achieving the long-term outcomes?
3. Keep moving backwards. What ***short-term outcomes*** will let us know that we are on our way to achieving the medium-term outcomes?



LOGIC MODEL DEVELOPMENT

A SIX-STEP PROCESS

4. What **outputs** will we produce as a result of implementing our Promise Neighborhoods activities?

Ex: Might be the number of classes taught, meetings held, or materials produced and distributed; program participation rates and demography; or hours of each type of service provided.



LOGIC MODEL DEVELOPMENT

A SIX-STEP PROCESS

5. What ***activities*** must be provided and completed to achieve these outputs?

Ex: May include products such as promotional materials and educational curricula; services such as education and training, counseling, or health screening; and infrastructure such as structure, relationships, and capacity used to bring about the desired results.



LOGIC MODEL DEVELOPMENT

A SIX-STEP PROCESS

6. What *resources/inputs* are needed to make sure our activities are implemented?

Ex: May include funding, existing organizations, potential collaborating partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies.



LOGIC MODEL DEVELOPMENT

A FEW CHECKS & BALANCES

- Scrutinize the implicit “if-then” assumptions to ensure that connections between elements are plausible.
- Build your logic model with the ***10 Promise Neighborhoods results and 15 indicators*** in mind.
- Be sure your logic model visually reflects the ***cradle-to-career*** approach of a Promise Neighborhood.
- Use a ***collaborative process*** that involves partners and other stakeholders in developing and refining the logic model.



PUTTING IT ALL TOGETHER

	 PROMISE NEIGHBORHOODS CONTINUUM OF SOLUTIONS				
	Early Childhood	Elementary School	Middle School	High School	College & Career
Resources/Inputs					
↓					
Activities					
↓					
Outputs					
↓					
Short-term Outcomes					
↓					
Medium-term Outcomes					
↓					
Long-term Outcomes	[See the 10 Promise Neighborhoods Results]				



LOGIC MODEL REALITY CHECK

A LOGIC MODEL DOES...

- ✓ Provide a roadmap that shows the pathway for the change envisioned
- ✓ Depict what will be done and what will be produced and accomplished
- ✓ Identify key components of the proposed process, product, strategy, or practice
- ✓ Describe the relationships among the key components and outcomes

A LOGIC MODEL DOES NOT...

- ✗ Convey the underlying theory or assumptions
- ✗ Represent reality, but focuses on intent and expected outcomes
- ✗ Provide or demonstrate causal attribution
- ✗ Address whether you are doing the “right” things



FREQUENTLY ASKED QUESTIONS

Q. What format or layout should I use for my logic model?

There is no one “right” format as long as all of the logic model elements are included. The template we reviewed earlier is simply one approach.

Q. How long will it take to achieve short-term outcomes vs. medium-term outcomes vs. long-term outcomes?

This is a question that applicants will answer in the context of their own work. You may wish to consult [*A Developmental Pathway for Achieving Promise Neighborhoods Results*](#) to help inform your thinking about Promise Neighborhoods stages and sequencing.

Q. Can't logic models also be used to inform implementation, evaluation, or communications efforts?

Yes, this webinar focuses on logic models as a tool for program design because that's the task that is most relevant during the application stage.

FREQUENTLY ASKED QUESTIONS

Q. How is a logic model different from my theory of change?

The notice defines a theory of change as “an organization’s beliefs about how its inputs, and early and intermediate outcomes, relate to accomplishing its long-term desired results.” (p. 44752)

As we discussed earlier, simply assembling the logic model elements does not explicitly convey the theory or assumptions driving your work. With that in mind, you may consider an accompanying narrative i.e. a theory of change that outlines the underlying “if-then” statements embedded in your logic model.

Q. What about a theory of action?

The notice uses “logic model” and “theory of action” interchangeably. See p. 44750 and p. 44752

FREQUENTLY ASKED QUESTIONS

Q. What about performance measures?

In the notice, performance measures show up in the selection criterion that deals with Quality of Project Design.

The notice indicates that one of the factors used to determine the quality of the project design is “the extent to which the **methods of evaluation include the use of objective performance measures** that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.” (p. 44756)

Although a logic model is NOT an evaluation plan, you will want to be sure that any performance measures featured in your evaluation strategy are consistent with the way you display outcomes in your logic model.

ADDITIONAL RESOURCES

Trying Hard is Not Good Enough

Mark Friedman

The Results-Based Accountability Guide, Clear Impact

<http://clearimpact.com/results-based-accountability/implementation-guide/workshop-materials/>

Data and Systems Requirements Webinar

<https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant>

W.K. Kellogg Foundation Logic Model Development Guide

<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

A Developmental Pathway for Achieving Promise Neighborhoods Results

<http://www.policylink.org/sites/default/files/pni-developmental-pathway-final.pdf>

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Presenter

Dr. Jonathan Jacobson

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Institute of Education Sciences, U. S.

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Promise Neighborhoods: *Based on Evidence and Building Evidence*

Promise Neighborhoods are led by organizations that work to ensure that all children and youth in the target geographic area have access to services that

- lead to ***improved educational and developmental outcomes*** from cradle-to-career;
- ***are based on the best available evidence and designed to learn about the impact of approaches for which there is less evidence***;
- are ***linked and integrated*** seamlessly; and
- include ***education programs*** as well as programs that provide ***family and community supports***.

Evidence-Based Solutions in a Promise Neighborhood Plan

Absolute Priority 1—Submission of Promise Neighborhood Plan

(2) Describe the applicant's strategy for building a continuum of solutions over time that addresses neighborhood challenges as identified in the needs assessment and segmentation analysis... ***The continuum of solutions must be based on best available evidence including, where available, strong or moderate evidence (as defined in this notice), and be designed to significantly improve educational outcomes and to support the healthy development and well-being of children and youth in the neighborhood.***

Evidence-Based Solutions in a Promise Neighborhood Plan

(continued)

Absolute Priority 1—Submission of Promise Neighborhood Plan

...To the extent feasible and appropriate, the applicant must describe, in its plan, how the applicant and its partners will leverage and integrate high-quality programs, related public and private investments, and existing neighborhood assets into the continuum of solutions. ***An applicant must also include in its application an appendix that summarizes the evidence supporting each proposed solution and describes how the solution is based on the best available evidence, including, where available, strong or moderate evidence (as defined in this notice).***

Evidence-Based Solutions in the Project Design

Quality of Project Design (30 points)

In determining the quality of the design of the proposed project, the Secretary considers the following factors...

(2) The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence (2011 Promise Neighborhoods NFP).

Promise Neighborhoods Program

Definition of “Strong Evidence”

Strong evidence means evidence from studies with designs that can support causal conclusions (i.e., studies with ***high internal validity***), and studies that, in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with ***high external validity***)

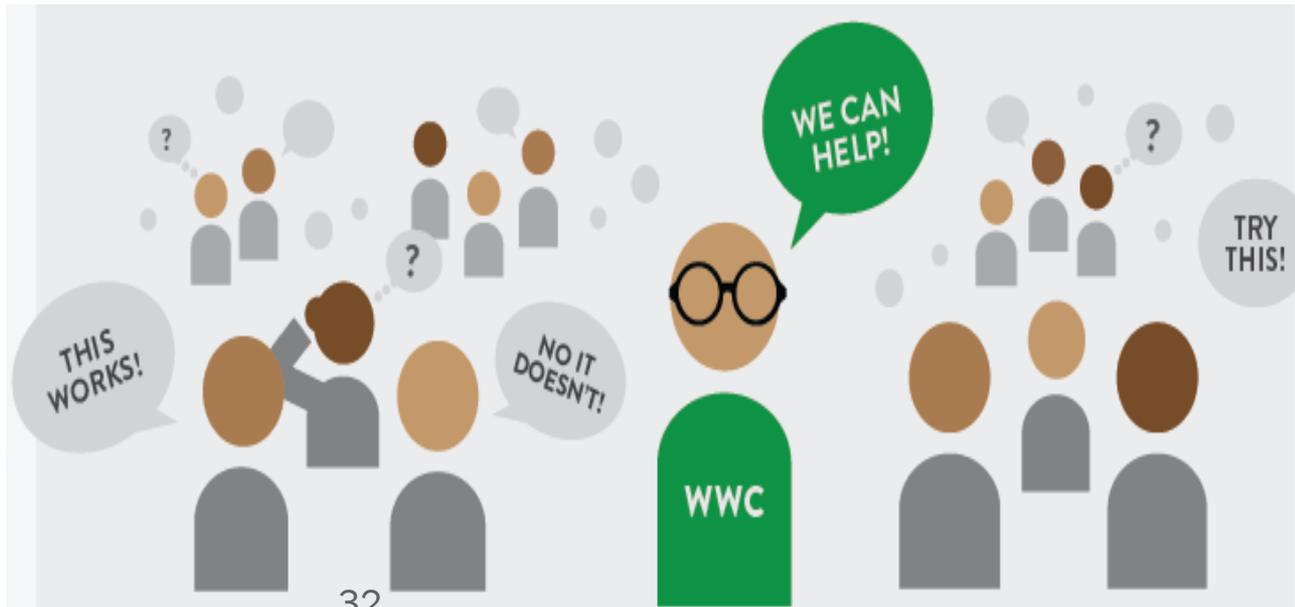
Promise Neighborhoods Program

Definition of “Moderate Evidence”

Moderate evidence means evidence from previous studies with designs that can support causal conclusions (i.e., studies with ***high internal validity***) but have limited generalizability (i.e., ***moderate external validity***) or from studies with ***high external validity*** but ***moderate internal validity***

How Do You Find Evidence of the *Effect* of an Education *Intervention* (Program, Practice, or Policy) on a Relevant Outcome?

1. Self-reliance (own knowledge and experience)
2. Colleagues, peers, program administrators
3. Professional associations
4. Academic or non-academic researchers
5. Online news stories, blogs, journals (some behind paywalls), etc.



ED's What Works Clearinghouse™

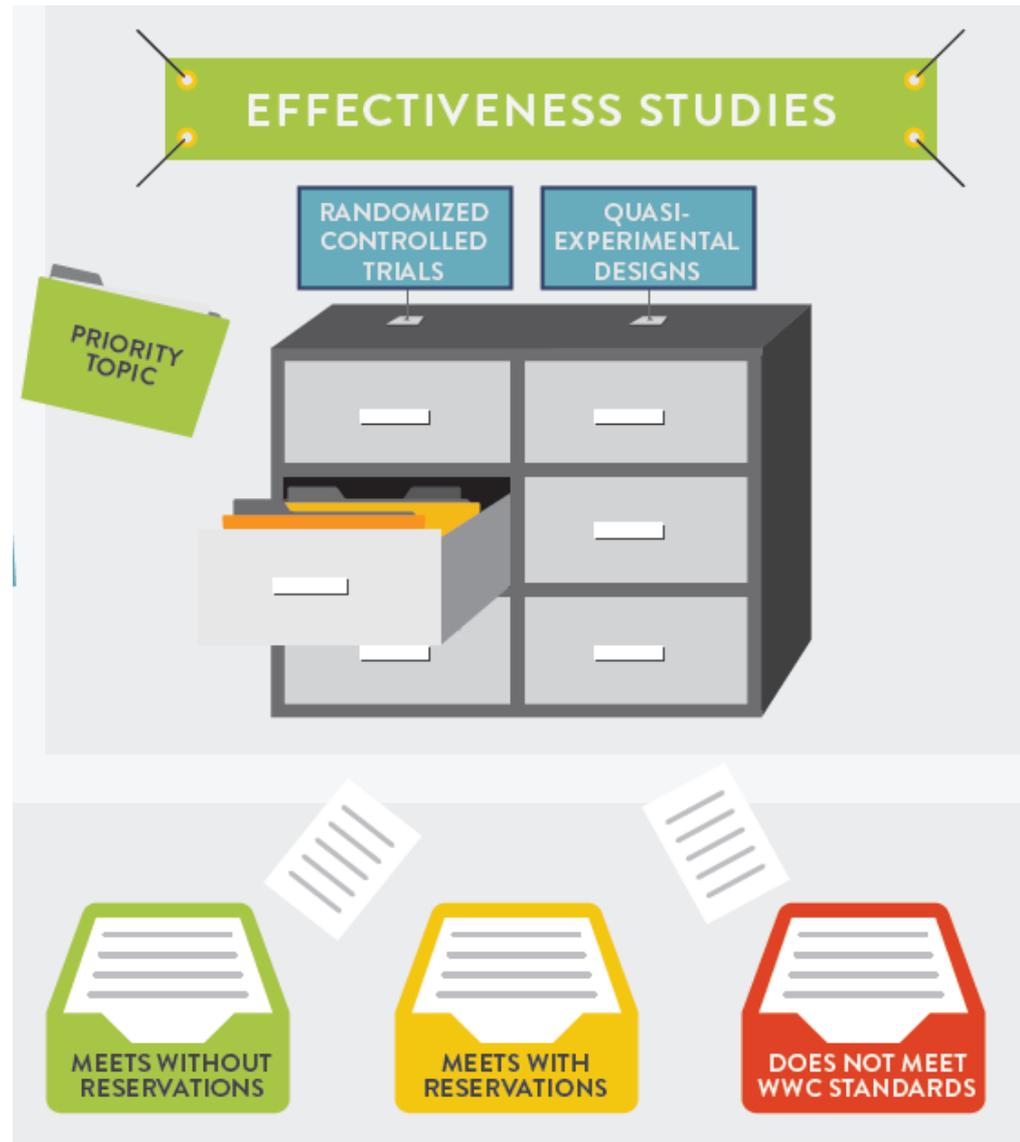
- The WWC is an initiative of ED's Institute of Education Sciences (IES)
- The WWC reviews, rates, and summarizes **original** studies of the **effectiveness** of education interventions
- The WWC does **not** rate
 - ❖ Qualitative studies
 - ❖ Descriptive studies
 - ❖ Re-analysis or synthesis of others' data



12,185 Studies Reviewed
(as of 7/25/2016)

WWC Evidence Standards

- Developed by panels of national experts for different types of *effectiveness* studies
- Focus on *internal validity* of estimates (whether an estimated impact is valid or likely to be biased)
- Applied by teams of *certified reviewers* to give studies one of 3 ratings



WWC Evidence Ratings by Study Design

<p><i>Meets WWC Standards without Reservations</i></p>	<p><i>Meets WWC Standards with Reservations</i></p>	<p><i>Does Not Meet WWC Standards</i></p>
<p><i>Randomized controlled trials (RCTs) with low attrition</i></p>	<p><i>RCTs with high attrition but baseline equivalence of the control group</i></p>	<p><i>RCTs with high attrition and without baseline equivalence of the control group</i></p>
<p><i>Regression discontinuity design studies meeting all WWC standards for RDDs</i></p>	<p><i>Regression discontinuity design studies meeting some WWC standards for RDDs</i></p>	<p><i>Regression discontinuity design studies failing to meet WWC standards for RDDs</i></p>
	<p><i>Quasi-experimental design studies (QEDs) that establish baseline equivalence</i></p>	<p><i>Quasi-experimental design studies (QEDs) that do not establish baseline equivalence</i></p>

Notes About WWC Evidence Ratings

1. “Meets standards, etc.” is applied to study *findings*, NOT the intervention itself
2. The study as a whole receives the rating of the ***highest-rated finding*** reviewed by the WWC, which may be different from the finding relevant for your project
3. A high study rating is ***not*** the WWC’s endorsement of an intervention or a determination that *either* an intervention *or* a finding is ***relevant*** for your project
4. Whether an estimated effect is ***statistical significance*** and ***positive*** is reported by the WWC but do ***not*** affect the WWC study rating, so a study rating of “Meets WWC Standards” does ***not*** mean that the intervention is effective
5. ***Study ratings*** are listed in the [WWC Reviewed Studies Database](#) but ***study findings*** are found in [WWC publications](#), the [Find What Works](#) tool, and the [study findings dataset](#)

Education Department General Administrative Regulation Definitions Related to *External Validity*

(Title 34 of Code of Federal Regulations, [Part 77](#))

- ***Large sample*** means an analytic sample of 350 or more students (or other single analysis units), or 50 or more groups (such as classrooms or schools) that contain 10 or more students (or other single analysis units)
- ***Multisite sample*** means more than one site, where site can be defined as an LEA, locality, or State

Education Department General Administrative Regulation Definition of *Moderate Evidence of Effectiveness...*

(Title 34 of Code of Federal Regulations, [Part 77](#))

1. Is either (a) an RCT that ***Meets WWC Standards Without Reservations***; or (b) a QED or RCT that ***Meets WWC Standards With Reservations*** and includes a large, multi-site sample
2. Has **overlap** with the population or settings proposed for the intervention
3. Shows a **statistically significant favorable impact** on a **relevant outcome** with no statistically significant and overriding unfavorable impacts in that study or other studies reviewed & reported by the WWC

Building Evidence: Evaluation Goal of the Promise Neighborhoods Program

The purpose of the Promise Neighborhoods program is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities and to transform those communities by...

(5) Learning about the **overall impact** of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through an **evaluation of the program, particular elements within the continuum of solutions, or both.**

Cooperation with a National Evaluator

Absolute Priority 1—Submission of Promise Neighborhood Plan

(5) Describe the applicant's commitment to ***work with the Department, and with a national evaluator for Promise Neighborhoods or another entity designated by the Department, to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhoods program and of specific solutions and strategies pursued by individual grantees.*** This commitment must include, but need not be limited to...

Cooperation with a National Evaluator

(continued)

Absolute Priority 1—Submission of Promise Neighborhood Plan

a) Ensuring that, through memoranda of understanding with appropriate entities, the national evaluator and the Department have ***access to relevant program and project data sources*** (e.g., administrative data and program and project indicator data), including data on a quarterly basis if requested by the Department;

(b) ***Developing, in consultation with the national evaluator, an evaluation strategy, including identifying a credible comparison group*** (as defined in this notice); and

(c) ***Developing, in consultation with the national evaluator, a plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants.***

“A Credible Comparison Group”

Absolute Priority 1—Submission of Promise Neighborhood Plan

Credible comparison group includes a comparison group formed by matching project participants with non-participants based on key characteristics that are thought to be related to outcomes. These characteristics include, but are not limited to:

- (1) *Prior test scores and other measures of academic achievement*** (preferably the same measures that will be used to assess the outcomes of the project);
- (2) *demographic characteristics***, such as age, disability, gender, English proficiency, ethnicity, poverty level, parents’ educational attainment, and single- or two-parent family background;
- (3) *the time period in which the two groups are studied*** (e.g., the two groups are children entering kindergarten in the same year as opposed to sequential years); and
- (4) *methods used to collect outcome data*** (e.g., the same test of reading skills administered in the same way to both groups).

Evaluation in the Project Design

Quality of Project Design (30 points)

In determining the quality of the design of the proposed project, the Secretary considers the following factors...

(4) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (34 CFR 75.210).

Additional Resources on Evidence and Evaluation

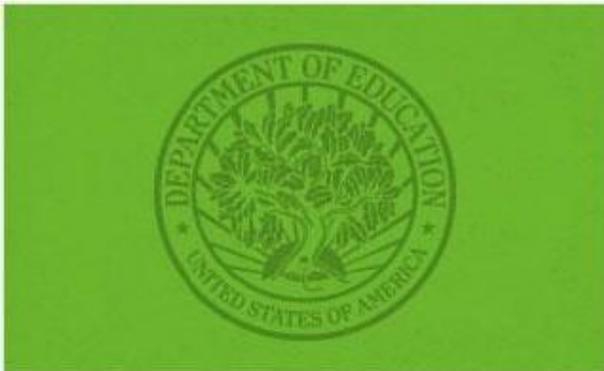
- What Works Clearinghouse Help Desk
<http://ies.ed.gov/ncee/wwc/ContactUs.aspx>
- What Works Clearinghouse *Handbook*
<http://ies.ed.gov/ncee/wwc/DocumentSum.aspx?sid=19>
- Webinars on Designing Strong Studies and QEDs
<http://ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=18>
<http://ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=23>
- Additional Resources on the Design of QEDs
<http://www.dir-online.com/wp-content/uploads/2015/11/Designing-and-Conducting-Strong-Quasi-Experiments-in-Education-Version-2.pdf>

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THANK YOU



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OF EDUCATION