Evaluating the Impact of ARP/ESSER-Funded Programs Using Logic Models

Why Use Logic Models to Evaluate the Impact of ARP/ESSER-Funded Programs?

State education agencies (SEAs) and local education agencies (LEAs) face challenges implementing, monitoring, and evaluating programs funded by the American Rescue Plan (ARP) Act, such as high-dosage tutoring, afterschool programs, and summer learning and enrichment programs. To understand the impact of these and other activities, including those targeted at learning recovery/learning acceleration, SEAs and LEAs must define a challenge, select and implement an intervention, and articulate the intended outcomes of that intervention. Then, progress toward implementing the intervention and achieving expected outcomes can be measured with data that are routinely tracked by LEAs, such as attendance, course grades, test scores, etc.

A logic model can help SEAs and LEAs design a written plan to implement, monitor, and evaluate ARP/ESSER-funded programs. It creates a framework that outlines a path toward achieving short-, mid-, and long-term outcomes. It also serves as a framework that can allow SEA and LEA staff to communicate progress toward these outcomes to the media, school boards, parents, and other education stakeholders.

In the pages below, you will find an example of a logic model for a high-dosage tutoring intervention, accompanied by example statements that illustrate how to use the logic model to communicate with stakeholders. We also include a blank logic model template with communication prompts for SEAs and LEAs to personalize for their own use.

Logic Model Example: High-Dosage Tutoring

Challenge: Multilingual-learner students need support to increase science achievement.

Intervention	Outputs	Short-term Outcomes (0–1 year)	Mid-term Outcomes (2–3 years)	Long-term Outcomes (4+ years)	Available Data
High-dosage tutoring in STEM for high school multilingual learners 1:1 student-teacher ratio 3x per week 36 weeks Provided during school day	# participants # tutors # multilingual tutors representing student population # tutor-parent connections (text, email, phone) # training sessions for tutors # of students eligible for tutoring session (APR) # of students participating in tutoring sessions (APR)	Build and improve tutor-student relationship Develop parent-tutor relationship	Improve student engagement and attendance in math and science courses	Decrease chronic absenteeism Increase on-track rate for HS graduation/de-identification of warning indicators for dropout	Attendance records: Monthly comparisons at the student level (daily, monthly, course/ period participation) Graduation rate Dropout rate
		Increase student interest in STEM Increase teacher/provider awareness of success gaps in STEM achievement	Increase enrollment in STEM courses Increase instructional time	Improve achievement in math and science Improve achievement in STEM courses Increase number of students pursuing STEM courses	State assessments in math and science Growth on quarterly performance assessments Grades in math and science courses Course-taking patterns
		Increase awareness of benefits of tutors of color	Increase in jobs created Increase in number of tutors of color	Strengthen educator pipeline for multilingual educators	Personnel records

Communication Examples

Here are some examples of how you can use the logic model to communicate with stakeholders about the need for the intervention, what you are doing, and what you expect to achieve.

1. **Example Statement 1:** *Our district found that multilingual-learner students need support to increase science achievement. To address this challenge, we are investing in evidence-based, high-dosage tutoring in STEM for high school multilingual learners. The tutoring will have a 1:1 student-teacher ratio, will take place 3x per week for 36 weeks and will be provided during the school day. We will ensure that this approach is meeting the needs of multilingual learners by tracking some key metrics, such as # participants, # tutors, # multilingual tutors representing the student population, and the # tutor–parent connections (text, email, phone), among other things.*

2. **Example Statement 2:** *We are implementing high-dosage tutoring to improve multilingual learners' achievement in STEM courses. Boosting achievement in STEM will open up more career pathways for these students. To accomplish this goal, we are working on increasing student interest in STEM, which will help us increase enrollment in STEM courses and improve achievement in these courses. We will measure the success of the program by tracking growth on quarterly performance assessments and by tracking grades in math and science courses.*

Here are some examples of ways you might use the logic model to respond to key questions from stakeholders.

» **Example Question 1:** *We see your intervention is really focused on building relationships with the tutor. Why? Our students need to accelerate their learning—shouldn't you be more focused on grades and test scores?*

› **Example Answer 1:** *Developing a consistent, trusting relationship with a tutor is the first step toward Accelerated Learning. A trusted tutor develops a strong understanding of students' learning needs and can facilitate better relationships with teachers as well.*

» **Example Question 2:** *Why is tutoring taking place during the school day? Shouldn't tutoring be extra learning time outside of the typical school day?*

› **Example Answer 2:** *We are implementing our tutoring program during the school day for two main reasons. First and foremost, research shows that tutoring sessions during the school day result in greater learning gains than sessions after school or during the summer. Second, some of our students who are more likely to benefit from tutoring may be the least likely students to show up outside of school hours. By holding sessions during the school day, we are increasing the likelihood that tutoring will reach the students who need it the most.*

» **Example Question 3:** *What is the academic impact of your tutoring program? Have test scores increased?*

› **Example Answer 3:** *So far, we know that 54 tutors have provided over 5,000 tutoring sessions to 308 multilingual learners. About a third of our tutors are multilingual themselves, which has helped them communicate with students and their families. Soon, we will be able to report trend data on student attendance to see whether they are more engaged in school. Within the next month, we will be examining student growth on quarterly performance assessments and course grades. By the end of the summer, we will also report data on our 8th grade science assessment.*

Logic Model Template

Challenge: [Challenge Statement]

Intervention	Outputs	Short-term Outcomes (STO) (0-1 year)	Mid-term Outcomes (MTO) (1–2 years)	Long-term Outcomes (LTO) (4+ years)	Available Data
Intervention Name	Output 1	STO 1A	MTO 1A	LTO 1A	Data 1A
Descriptor 1	Output 2	STO 1B	MTO 1B	LTO 1B	Data 1B
Descriptor 2	Output 3	STO 1X	MTO 1X	LTO 1X	Data 1C
Descriptor 3	Output 4				Data 1X
Descriptor 4	Output X	STO 2A	MTO 2A	LTO 2A	Data 2A
Descriptor X		STO 2B	MTO 2B	LTO 2B	Data 2B
		STO 2X	MTO 2X	LTO 2X	Data 2X
		STO 3A	MTO 3A	LTO 3A	Data 3A
		STO 3X	MTO 3X	LTO 3X	Data 3X

Communication template

Use the information that you insert into the logic model above to complete the statements below.

1. *Our district found that* [challenge statement]. *To address this challenge, we are investing in evidence-based* [intervention]. [One or two sentences using descriptors of intervention]. *We will ensure this approach is meeting the needs of* [students identified in challenge] *by tracking some key metrics, such as* [Output 1], [Output 2], *and* [Output 3].

2. *We are implementing* [intervention] *to achieve* [LTO 1A] *and* [LTO 1B]. [One or two sentence statement about why LTO 1A is important]. *To accomplish this goal, we are working on* [STO 1A], *which will help us* [MTO 1A] *and make progress toward* [reminder of LTO 1A]. *We will measure the success of the program by tracking* [Data 1A] *and* [Data 1B]. [Add additional statement about additional LTOs, as desired.]