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Beginning With the End in Mind: State Title I, Part D Logic Model Development Guide for Youth Who Are Neglected or Delinquent

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About the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk

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Introduction

As a State Title I, Part D (Part D) coordinator or other administrator of Part D programs, you have a focus on improving outcomes for children and youth. When you plan programs, you need to understand the goals of your State's program and how you expect to achieve them—both in relation to the Federal program expectations and in relation to the needs of the students in your State's Part D programs. Knowing this will help you communicate expectations to your subgrantees (e.g., State agencies (SAs) and local education agencies (LEAs)) and provide a clear direction for evaluating and monitoring your programs.

One way of outlining these goals and the path to achieving them is through the use of a logic model. The U.S. Department of Education has emphasized logic models as useful tools for program planning, monitoring and evaluation, and continuous quality improvement related to any educational program¹ and essential for determining evidence of promise.² This guide provides an introduction to logic models. It describes what a logic model is, outlines why and how a logic model can be useful, and provides questions to consider when you are designing a logic model. The tool addresses questions separately for programs serving youth who are neglected and delinquent.

What Are Logic Models?

A logic model is a succinct visual representation of a program. It shows the relationships between the resources, how the program will operate, and what the program aims to achieve. Models can be developed at multiple levels (e.g., the State program level, the facility level, or separately for programs serving youth who are neglected and delinquent). The level at which you develop your model should align with the information, goals, and outcomes you are trying to convey.

Why Logic Models

Although the Title I, Part D statute does not explicitly require the State education agency (SEA), SA, or LEA to create logic models, the process of articulating components of logic models is inferred in the statute. The core components of the logic model include outputs, short-term outcomes, intermediate outcomes, and long-term outcomes, which are consistent with the program goals, objectives, and

performance measures required in State plans.³ The logic model's inputs and activities are associated with many of the items SAs and LEAs are required to describe or ensure in their applications, including the program's activities,⁴ professional development of teachers in the juvenile justice system,⁵ and transition services.⁶ Additionally, a logic model can act as an important tool for the requirement of SAs and LEAs to coordinate with other organizations and people including participating schools,⁷ local businesses,⁸ parents,⁹ Federal and State programs serving similar youth,¹⁰ probation officers,¹¹ and alternative education programs.¹² Finally, logic models can align program activities with goals and objectives, which will help yield the impact SAs and LEAs are required to demonstrate in Subpart 3.

As Part D coordinator, you can use logic models to think through ways to be more effective in your tasks and responsibilities. Overall, logic models can help you move closer toward anticipated outcomes, as you conduct the following activities:

- **Planning and funding.** As Part D coordinator, by consulting your logic model, you can make connections to your long-term goals when responding to use-of-funds applications from subgrantees and use it to assist in prioritizing funding decisions. You can use a logic model to coordinate the work at the SEA level with the work of the subgrantees. Part D subgrantees can use the SEA logic model to guide their own model, thus helping to create a shared understanding of long-term goals, short-term outcomes, and necessary activities to achieve those outcomes.
- **Monitoring and compliance.** Because a logic model helps specify what is needed for success, you also can use it to identify and prioritize the indicators used to assess a subgrantee program, either during monitoring visits or through application reviews.
- **Reporting and evaluation.** A logic model helps you to specify what to measure when you need to determine effectiveness of programs as you begin to evaluate your subgrantees. By clearly tracking what is and is not working through a logic model lens, you can document and replicate successes and avoid mistakes. Additionally,

³ Section 1414(a)(2)(A)

⁴ Section 1414(b)(3) and Section 1423(1)

⁵ Section 1414(b)(10)

⁶ Section 1414(b)(11), (12), and (13)

⁷ Section 1423(3)

⁸ Section 1414(b)(12) and Section 1423(7)

⁹ Section 1414(b)(14) and Section 1423(8)

¹⁰ Section 1414(b)(19) and Section 1423(9)

¹¹ Section 1423 (11)

¹² Section 1414(b)(19) and Section 1423(2) and (13)

¹ Lawton, B., Brandon, P. R., Cicchinelli, L., & Kekahio, W. (2014). Logic models: A tool for designing and monitoring program evaluations. (REL 2014-007). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from: <http://ies.ed.gov/ncee/edlabs>.

² The **EDGAR Title 34 Subtitle A Chapter 1 Part 77.1(c)** links evidence of promise to outcomes presented in logic models for the proposed process, product, strategy, or practice.



a logic model can lead to more strategic reporting. By mapping out the relationships between resources needed, external factors/constraints, program efforts, and outcomes, a logic model also can help identify why certain outcomes cannot be realized.

- **Continuous quality improvement.** If a subgrantee is continually underperforming, you can use the logic model to defend budget justifications to first provide intensive technical assistance to the subgrantee and, when needed and appropriate, to move the funding to support what *is* working. In this way, logic models can help guide continuous quality improvement for the short term or annual basis, but also for long-term change.
- **Communication with stakeholders and others.** A logic model can be a powerful communication tool because it provides a simple visual representation of the State’s program. The logic model can help you explain the program and the outcomes you are seeking to superiors, legislators, committee members, or other colleagues at the SEA who manage programs that receive Federal funding. You also can communicate easily areas of possible collaboration and better coordination with stakeholders and provide technical assistance to subgrantees using the logic model.

How To Use This Guide

Description of Guide

The guide has two sections: (1) logic model development for programs serving youth in juvenile justice settings and (2) logic model development for programs serving youth in neglect settings. Each section proposes five long-term outcomes or system changes and includes detailed questions that walk through logic model creation using these outcomes. A template is included that can be filled out on the basis of the questions in the guide.

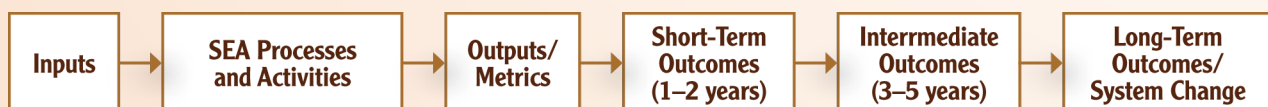
This guide provides examples of outcomes and questions for Part D coordinators to consider as they create logic models for Part D programs. However, this model is not all-encompassing, and every State will have different goals for their Part D programs. If needed, many indepth resources are available on general logic model development that also may assist in creating a model that fits your specific program needs and goals. Additional logic model development resources are listed at the end of the guide.

Steps To Creating a Logic Model Using This Guide

This guide is designed to walk through the following steps of logic model creation. After you have gained a basic understanding of logic model components, we recommend that you first determine the long-term outcomes or system changes you will focus on in your model. We recommend working through steps 3–6 in the order preferred, either by starting by identifying inputs or by working “backwards” in the model by defining short-term or intermediate outcomes.

1. **Understand logic model components.** As shown in exhibit 1, the first step in designing a logic model is to understand the components that make up a logic model. You should refer to the descriptions of logic model categories enumerated below.
2. **Determine long-term outcomes or system changes.** The long-term outcomes or system changes capture the overarching or long-term goals the SEA would like to see within the system. These are often considered aspirational goals, such as reducing recidivism. Each State will approach its logic model with different priorities or desired long-term outcomes. As you design your logic model, you must determine which long-term outcomes enumerated in this guide are priorities in your State. If important long-term outcomes or system changes are not listed in this guide, you should identify them and develop related questions to guide your team through the process.
3. **Identify inputs.** Inputs are resources available to or required by a State to support the Part D programs, usually through SEA processes and activities. These often include funding streams, policies, staff, and equipment. Inputs also may include barriers or challenges (e.g., insufficient resources) that can affect success. You should determine what inputs or resources currently are available and what additional inputs are needed to achieve each long-term outcome or system change. This also would be the place to identify barriers and challenges that may hinder program success. Inputs are not addressed directly in the questions provided in this guide. You should be aware of the program’s current resources and may further realize the inputs or resources that exist or are needed as you walk through the process of creating the model.

Exhibit 1: Basic Logic Model Outline





4. Articulate SEA processes and activities. SEA processes and activities are those that the SEA will do or currently does to support the program. The activities and processes (e.g., technical assistance, monitoring, professional development) should be linked to bringing about the expected changes or goals. You need to determine what actions are needed at the SEA level to support each long-term outcome or system change. Each of the sets of long-term outcomes or system changes in the guide is followed by a series of guiding questions to help you articulate the SEA processes and activities needed to achieve the related outcomes and system changes.

5. Identify outputs and metrics. Outputs capture the size or scope of the services and products delivered or produced (e.g., number of people trained, hours of instruction). They are used to indicate whether the processes and activities are occurring as planned and are on track in their implementation. You should outline in your logic model how you will measure the implementation of SEA processes and activities. Questions are included in the guide to help you identify the outputs and metrics that will measure the success of the SEA process and activities.

6. Define short-term or intermediate outcomes. Short-term outcomes are measurable outcomes the SEA expects to see within 1–2 years as a result of the processes and activities. These are often seen at the individual level, such as raising qualifications of educators. Intermediate outcomes are similar, but are expected within 3–5 years and often are seen at a broader organizational level, such as increased high school graduation rates. You should assess what types of short-term and intermediate outcomes you expect to see in 1–2 years and 3–5 years, if the activities and processes are successfully implemented. A series of questions in the guide are provided to help you identify outcomes that can be measured along the way to track progress toward achieving the long-term goals.

Proposed Long-Term Outcomes/System Changes for Juvenile Justice Educational Settings

In this guide the long-term outcomes or system changes for the juvenile justice educational settings are based on the following overarching characteristics of high-quality education services in long-term secure care facilities developed and enumerated by the U.S. Departments of Education and Justice in a correctional education package called “Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings”¹³:

1. A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.
2. Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.
3. Recruitment, employment, and retention of qualified education staff with skills relevant in juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.
4. Rigorous and relevant curricula aligned with State academic and career and technical education standards that utilize instructional methods, tools, materials, and practices that promote college- and career-readiness.
5. Formal processes and procedures—through statutes, memoranda of understanding, and practices—that ensure successful navigation across child-serving systems and smooth reentry into communities.

Proposed Long-Term Outcomes/System Changes for Programs Serving Youth Who Are Neglected

The five long-term outcomes for the neglect programs are based on the following goals and benchmarks set out by “Blueprint for Change: Education Success for Children in Foster Care”¹⁴:

1. Youth are guaranteed seamless transitions between schools and school districts when moves occur (Goal 2 of Blueprint for Change).
2. Youth have the opportunity and support to fully participate in all aspects of the school experience (Goal 4 of Blueprint for Change).
3. Youth have supports to prevent school dropout, truancy, and disciplinary actions (Goal 5 of Blueprint for Change).
4. Youth are involved and engaged in all aspects of their education and educational planning and are empowered to be advocates for their educational needs and pursuits (Goal 6 of Blueprint for Change).
5. Youth have an adult who is invested in their education during and after their time in out-of-home care (Goal 7 of Blueprint for Change).

¹³ <http://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf>

¹⁴ http://www.americanbar.org/content/dam/aba/publications/center_on_children_and_the_law/education/blueprint_second_edition_final.authcheckdam.pdf



Logic Model Development for Juvenile Justice Educational Settings

How To Use This Guide: The following guiding questions can be used by an SEA to (1) self-assess gaps in current Title I, Part D (Part D) administrative processes and training and technical assistance (TTA) activities; and consequently (2) identify potential logic model activities, outputs, and outcomes that are associated with specific long-term goals. For each characteristic that aligns with a State Part D program priority, an SEA should consider whether it and its subgrantees are engaged in the SEA activities and outcomes,¹⁵ as relevant.

This document is based on the overarching characteristics of high-quality education services in long-term secure care facilities developed and enumerated by the Departments of Education and Justice in a correctional education package called “Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings”¹⁶:

Long-Term Outcome/System Change 1:

A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the State agency (SA), local education agency (LEA), facility, and/or student levels to facilitate the adoption of this characteristic?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> ▪ Create and/or revise policies, procedures, and progress measures that prioritize education and student educational achievement? ▪ Is TTA provided on improving climate in juvenile justice (JJ) schools and school climate survey conducted in JJ schools? ▪ Is TTA provided to teachers on behavioral and academic interventions for the population of youth in secure settings? ▪ Is TTA provided on trauma-informed approaches for system-involved youth (child welfare, mental health, juvenile justice education)? 	<p>How will the SEA know if its efforts are effective?</p> <p>What measureable outputs/metrics can capture the SEA’s processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/facilities currently:</p> <ul style="list-style-type: none"> ▪ Establish a schoolwide and facilitywide climate with a focus on family engagement in which youth are free from threats of or actual physical or emotional harm? ▪ Create and/or revise policies, procedures, and progress measures that prioritize education and academic achievement? ▪ Develop a continuum of academic and behavioral supports and services to promote the long-term educational outcomes desired for youth who are system involved, potentially through a tiered framework?

¹⁵ “Outcomes” can refer to activities that subgrantees and facilities engage in as a result of SEA activities.

¹⁶ <http://www2.ed.gov/policy/gen/guid/correctional-education/index.html>



Long-Term Outcome/System Change 2:

Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate the adoption of this characteristic?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> Establish processes that ensure State and Federal educational dollars “follow the student” to supplement core educational programming? Are State and local per-pupil dollar expenditures the same or comparable for justice-involved youth as for students who are not system involved? Is there specialized State funding dedicated for the education of youth who are involved in the justice system? 	<p>How will the SEA know if its efforts are effective? What measureable outputs/ metrics can capture the SEA’s processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/facilities currently:</p> <ul style="list-style-type: none"> Plan and develop dedicated and appropriate education budgets at the agency and facility levels? Provide the direct and support services required for youth eligible under the Individuals With Disabilities Education Act or Section 504 of the Rehabilitation Act? Establish processes that ensure State and Federal educational dollars “follow the student” to supplement core educational programming? Blend or braid funds for educational services in secure care settings (e.g., an institutionwide project)?

Long-Term Outcome/System Change 3:

Recruitment, employment, and retention of qualified education staff with skills relevant in juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate the adoption of this characteristic?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> Require that education personnel, including special education and related service providers, hold valid education credentials comparable to those required of any educator in the State and consistent with teaching assignments? Provide or otherwise facilitate access to specialized professional development opportunities for teachers and education support staff in JJ schools so they can develop skills to address the unique needs of students in JJ settings more effectively? Does the SEA promote rapidly filling all vacancies in the JJ schools, if operated by the SEA? 	<p>How will the SEA know if its efforts are effective? What measureable outputs/ metrics can capture the SEA’s processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/facilities currently:</p> <ul style="list-style-type: none"> Require that educational personnel, including special education and related service providers, hold valid education credentials comparable to those required of any educator in the State and consistent with teaching assignments? Are teachers provided release time to access specialized professional development opportunities designed for teachers and education support staff in JJ schools so they can develop skills to address the unique needs of students in JJ settings more effectively? Use a teacher evaluation process that continuously assesses teacher performance based on accepted standards for highly effective instruction? Does the facility school employ counselors, speech therapists, occupational therapy and physical therapy staff, and other related service providers to promote academic success for students with disabilities?



Long-Term Outcome/System Change 4:

Rigorous and relevant curricula aligned with State academic and career and technical education standards that utilize instructional methods, tools, materials, and practices that promote college- and career-readiness

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate the adoption of this characteristic?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> ▪ Promote student engagement through high educational expectations for all students in the JJ system? ▪ Require that students in juvenile secure settings participate in the same curriculum and State accountability systems as students who are not system involved, and provide instruction and assessments with appropriate accommodations for students with disabilities or English learners? ▪ Collect and use data to monitor student academic progress, make data-driven decisions, and continuously evaluate and improve the educational program? ▪ Support access to postsecondary programming, including college and career/technical education that prepares students for a successful transition to adulthood? 	<p>How will the SEA know if its efforts are effective?</p> <p>What measurable outputs/metrics can capture the SEA's processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/facilities currently:</p> <ul style="list-style-type: none"> ▪ Employ current instructional methods and materials appropriate to students' age, grade placement, development, and culture? ▪ Promote student engagement through high educational expectations for all students in the JJ system? ▪ Require that students in juvenile secure settings participate in the same curriculum and State accountability systems as students who are not system involved, and provide instruction and assessments with appropriate accommodations for students with disabilities or limited English proficiency? ▪ Collect and use data to monitor student academic progress, make data-driven decisions, and continuously evaluate and improve the educational program? ▪ Provide access to postsecondary programming, including college and career/technical education that prepares students for a successful transition to adulthood? ▪ Use technology such as the Internet in the school (teachers) and classrooms (students) to enhance learning opportunities?



Long-Term Outcome/System Change 5:

Formal processes and procedures—through statutes, memoranda of understanding, and practices—that ensure successful navigation across child-serving systems and smooth reentry into communities

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate the adoption of this characteristic?</p> <p>Does the SEA currently encourage subgrantees/facilities to:</p> <ul style="list-style-type: none"> ▪ Immediately upon entry into JJ placement, create individualized prerelease plans in partnership with youth and family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of rearrest/reoffending? ▪ Before release, offer formal transitional learning opportunities for youth grounded in evidence- and practice-based service models and focused on social, emotional, and behavioral skill development, especially for youth with significant mental health challenges? ▪ Establish agreements and processes, including statutes and other formalized mandates, which promote the timely transfer of accurate education and related records and placements best suited for students' educational success? 	<p>How will the SEA know whether its efforts are effective? What measurable outputs/metrics can capture the SEA's processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes are beginning to occur at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes have occurred at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/facilities currently:</p> <ul style="list-style-type: none"> ▪ Immediately upon entry into JJ placement, create individualized prerelease plans in partnership with youth and family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of rearrest/reoffending? ▪ Before release, offer formal transitional learning opportunities for youth grounded in evidence- and practice-based service models and focused on social, emotional, and behavioral skill development, especially for youth with significant mental health challenges? ▪ Establish agreements and processes, including statutes and other formalized mandates, which promote the timely transfer of accurate education and related records and placements best suited for students' educational success? ▪ Address students' transition/reentry plans upon entry into the facility, modify them during the youth's confinement, and focus on education and career success upon discharge? ▪ Have a formal, well-established mechanism in place to transfer and exchange education records that includes a tracking system for quality control? ▪ Identify appropriate supports in transition/reentry plans to promote educational success? ▪ Help youth successfully complete lessons and demonstrate mastery of reentry course content before discharge? ▪ Enable youth to leave the facility with a portfolio and transcript of skills learned and grades and units earned?



Logic Model Development for Programs Serving Youth Who Are Neglected

How To Use This Guide: This document is based on goals and benchmarks set out by Blueprint for Change: Education Success for Children in Foster Care. The following guiding questions can be used by an SEA to (1) conduct a self-assessment to identify gaps in current Title 1, Part D (Part D) administrative processes and training and technical assistance (TTA) activities, and consequently (2) identify the potential logic model activities, outputs, and outcomes associated with specific long-term goals. For each goal that aligns with a State Part D program priority, an SEA should consider whether it and its subgrantees are engaged in the SEA activities and outcomes,¹⁷ as relevant.

Long-Term Outcome/System Change 1:

Youth are guaranteed seamless transitions between schools and school districts when moves occur (Goal 2 of Blueprint for Change).

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate success in this goal?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> Support memorandums of understanding (MOUs) between programs/alternative schools and LEAs to ensure the transfer of credits earned? Establish a quality assurance tool used during monitoring to determine whether transitions are seamless? Provide programs with information and guidance on appropriate practices of sharing school documents (per Family Educational Rights and Privacy Act (FERPA) regulations)? Have policies and technology in place to support seamless transitions between schools/LEAs (e.g., Statewide student ID numbers)? Develop a Statewide protocol established to address seamless transitions between schools and facilities? 	<p>How will the SEA know whether its efforts are effective? What measurable outputs/metrics can capture the SEA's processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/programs currently:</p> <ul style="list-style-type: none"> Enroll youth in school immediately so they can begin classes promptly? Facilitate the sharing of necessary records so enrollment and the delivery of appropriate services are not delayed? Share comprehensive and accurate records with new school staff promptly when youth leave a program? Ensure that eligible youth with disabilities receive the protections outlined in Federal and State law, including timelines for evaluations, implementation of an Individualized Education Program (IEP), and placement in the least restrictive environment, even when they change school districts?

¹⁷ "Outcomes" can refer to activities that subgrantees and facilities engage in as a result of SEA activities.



Long-Term Outcome/System Change 2:

Youth have the opportunity and support to fully participate in all aspects of the school experience (Goal 4 of Blueprint for Change).

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate success in this goal?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> Provide competitive grant opportunities for LEAs that express interest in and have the skills to operate programs that promote full participation in all aspects of school experience? Provide information and TTA on trauma-informed care to programs and schools? Review annual Consolidated State Performance Report (CSPR) data for indicators of academic success for students who are neglected? Establish measurements/tools to gather data on full participation in school experience for youth in neglect programs? 	<p>How will the SEA know whether its efforts are effective? What measureable outputs/metrics can capture the SEA's processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/programs currently:</p> <ul style="list-style-type: none"> Ensure that youth can participate in all aspects of the school experience, including academic programs, extracurricular activities, and social events? Make youth's records available to necessary individuals working with the youth that allow full participation while respecting the youth's privacy? Provide supports to improve youth's performance on Statewide achievement tests and other measures of academic success that foster participation across all aspects of school life (e.g., attendance, minimum GPA, graduation)? Hire trained professionals who have knowledge and skills to work with children who have experienced abuse and neglect; have school curricula and programs that use research on trauma-informed care? Locate, evaluate, and identify youth with disabilities as eligible for special services? Provide necessary special services?

Long-Term Outcome/System Change 3:

Youth have supports to prevent school dropout, truancy, and disciplinary actions (Goal 5 of Blueprint for Change).

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate success in this goal?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> Provide information to subgrantees/programs on disproportionate school discipline or school exclusion? Provide subgrantees/programs with information on serving youth with disabilities and the procedural protections for youth with disabilities outlined in the Federal law? Provide TTA on supportive school discipline (SSD) practices? Highlight and feature school districts/schools that have shown improvement in reducing dropout rate and truancy? Highlight school districts/schools that have reduced school arrests? Promote programs that fund restorative justice practices? Encourage data collection among subgrantees/programs that monitors disproportionate school discipline or school exclusion? 	<p>How will the SEA know whether its efforts are effective? What measureable outputs/metrics can capture the SEA's processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/programs currently:</p> <ul style="list-style-type: none"> Have policies to avoid disproportionate school discipline or school exclusion? Have school counselors/staff familiar with the needs of children who have experienced abuse and neglect? Provide programs and supports for youth at risk of truancy or dropping out that promote engagement in school? Use behavior intervention plans for youth with disabilities to minimize inappropriate school behavior and reduce the need for disciplinary action? Provide procedural protections to youth with disabilities outlined in the Federal law (e.g., IDEA and Act 504) so they are not punished for behavior that is a symptom of their disability (relatedness determination)?



Long-Term Outcome/System Change 4:

Youth are involved and engaged in all aspects of their education and educational planning and are empowered to be advocates for their educational needs and pursuits (Goal 6 of Blueprint for Change).

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate success in this goal?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> Provide funding for programs that involve and engage youth in decisionmaking in reference to their short- and long-term education goals/planning? Discuss levels of youth engagement with subgrantees/programs on monitoring visits? Provide templates/materials to subgrantees/programs highlighting the educational rights of youth? Develop a “students’ rights” document/protocol for all youth being educated in the State regardless of location? Fund and develop specialized courses that assist students in acquiring the skills necessary to advocate for themselves with an empowered voice. 	<p>How will the SEA know whether its efforts are effective?</p> <p>What measureable outputs/metrics can capture the SEA’s processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/programs currently:</p> <ul style="list-style-type: none"> Routinely ask youth about their educational preferences and needs? Educate youth about their educational rights commensurate with their age and developmental abilities? Invite youth to fully participate in school and child welfare meetings and planning about their education and their future? Provide transportation and accommodations that enable youth to participate in court proceedings? Have school and child welfare professionals with appropriate training and strategies to engage youth in education planning? Have youth with disabilities actively participate in the special education process, especially in transition planning for postschool education, employment, and adulthood?

Long-Term Outcome/System Change 5:

Youth have an adult who is invested in their education during and after their time in out-of-home care (Goal 7 of Blueprint for Change).

SEA Processes and Activities	Outputs/Metrics	Short-Term/Intermediate Outcomes
<p>How could the SEA influence practice at the SA, LEA, facility, and/or student levels to facilitate success in this goal?</p> <p>Does the SEA currently:</p> <ul style="list-style-type: none"> Fund youth mentoring programs that can document the use of effective strategies and the collection of evaluation data? Map potential postsecondary opportunities and supports for this population in their State that subgrantees/programs can connect youth with? Provide TTA on becoming a youth adult ally through the use of established and effective models? Write a brief or fact sheet on the benefit of a youth having a responsible adult to count on and connect with in the school system? 	<p>How will the SEA know whether its efforts are effective?</p> <p>What measureable outputs/metrics can capture the SEA’s processes and activities?</p>	<p>If the SEA is effective, what changes should it expect to see at the SA level? LEA level? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>are beginning to occur</i> at the SA level in the short term? Facility level? Student level?</p> <p>What is an indication that the desired changes <i>have occurred</i> at the SA level in the long term? Facility level? Student level?</p> <p>Do subgrantees/programs currently:</p> <ul style="list-style-type: none"> Have an educational advocate who reinforces the value of the youth’s investment in education, helps youth navigate the “systems,” and helps youth plan for postschool training, employment, or college? Ensure that youth exiting care have significant connections to at least one adult to help them continue education pursuits? Provide postsecondary education opportunities and academic support for youth to achieve their future education goals? Give youth clear information and concrete help with obtaining and completing admission to postsecondary placement and financial aid documents? Provide youth with disabilities who are eligible for the appointment of a surrogate parent access to a pool of qualified, independent, and well-trained individuals who can serve in that role, and assign a surrogate in a timely manner, but no later than 30 days after a determination that a surrogate is needed?



Logic Model Development Template

Inputs	State Education Agency Processes and Activities	Outputs/Metrics	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes/System Change



Resources

Logic Model Development Resources

- National Juvenile Justice Evaluation Center's Logic Model Toolkit for Juvenile Justice Service Providers (http://www.jrsa.org/njyec/publications/logic_model_toolkit.pdf)
- The W. K. Kellogg Foundation Logic Model Development Guide (<http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>)
- National Juvenile Justice Evaluation Center Logic Model Tutorial (<http://www.jrsa.org/njyec/njyec-tutorial/module3/step-three1.htm>)
- The Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Logic Models page (http://www.ojjdp.gov/grantees/pm/logic_models.html)
- The Bureau of Justice Assistance's (BJA) Center for Program Evaluation and Performance Measurement's "Developing and Working with Logic Models" page (<https://www.bja.gov/evaluation/guide/pe4.htm>)
- The Department of Health and Human Services' Evaluation Brief: Logic Model Basics (<http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief2.pdf>)
- Institution of Education Sciences' and Regional Educational Laboratory Logic Models Tools and Toolkit (http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014007.pdf, http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf, and http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf)

Sample Logic Models Developed by Programs Serving Children and Youth Who Are Neglected or Delinquent

- The Tribal Youth Logic Model (<http://www.tribalyouthprogram.org/sites/tribalyouthprogram.org/files/5%20Logic%20Model%20-%20Final.pdf>)
- Illinois's Comprehensive Community-Based Youth Services (<https://www.dhs.state.il.us/page.aspx?item=65902>)



The National Evaluation and Technical Assistance Center
for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk

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For more information, please contact NDTAC at ndtac@air.org
or visit our Web site at <http://www.neglected-delinquent.org>.

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programming for youth
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