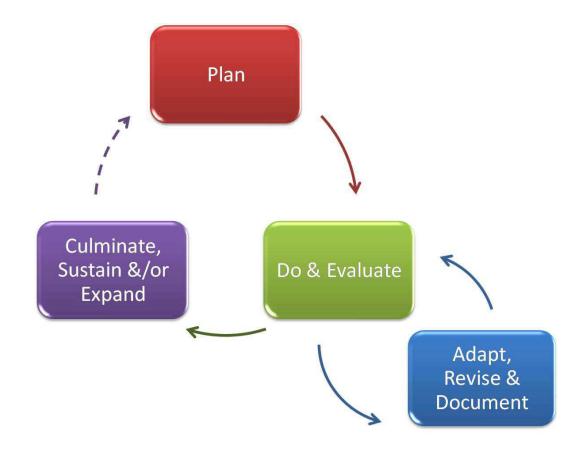# JCISD Logic Model Process (Part 1)

<u>Purpose:</u> These questions and this graphic should help develop the overarching vision for this project and clarify the connection to the mission of the ISD.

<u>Clarifying Questions:</u>
1. Is this project going to be repeated annually or is it a one-time event?

2. Is this project a priority based on a need of the ISD, community, local districts, etc. and is there data that shows this need?

3. What is the main source for funding this project?

4.   What is the expected impact of this project?

JCISD Logic Model Detailed Plan Templates

Purpose: These templates should help develop the detailed plans for this project and be connected back to the overarching vision for this project.

Project Title:						
Contact Information:						
Name: _____ Title/Role: _____ Phone: _____ Email: _____						
Name: _____ Title/Role: _____ Phone: _____ Email: _____						
(Add more here if necessary)						

Goal Statement: (specific with measurable expectations/outcomes)						
Initial Data & Problem Statement	**What are we going to do about it? (Strategies)**	**Inputs**	**Action Plan**	**Evaluation Plan & Outputs**	**Budget Plan**	**Possible Road Blocks/Barriers or Unalterable Factors to Consider and Possible Solutions**

What fact(s) identified in specific data (achievement, perception, process or demographic) indicates a problem? What is the problem and who does it impact?	What strategies are appropriate to implement? What research supports these strategies?	What resources are needed to address the problem and implement the strategies?
		• Staff
		• Money
		• Accounting
		• Volunteers
		• Equipment & supplies
		• Technology
			How will the resources/ inputs be used to address the problem and implement the strategies? List the strategies, timeline of events/services,
			• Professional Development
			• Coaching
			• Consulting
			• Counseling
			• Mentoring
			specific tasks to be accomplished, persons responsible, monetary impact, evidence of action, etc.
				1. What data (achievement, perception, process or demographic) will be gathered after the initial needs assessment?
				  • Baseline data
				  • Midpoint Data
				  • Summative Data
				  • Long Range Data
				2. How will the data be gathered and by whom?
				3. How will the data be analyzed/ compared to show change?
				4. How and when will you revise your action plan if necessary based on your data?
				5. How will the data be communicated to provide evidence of change? What other possibly non-traditional outputs could be included in the evaluation plan and final report to provide evidence of change?
					Does your budget address the following?
					  • Contracted Services
					  • Presentation Materials (Supplies, Printing, Copying)
					  • Salaries/Benefits
					  • Stipends/Sub-costs
					  • Mileage & Food
					  • Technology (Software & Hardware)
					  • In-kind (Grant only)
					  • Etc.
					Is your budget complete, realistic, relates back to the plan and in excel format?
					How (and when) will you keep your budget up to date and track or document the spending that is occurring?
						1. What road blocks / barriers may this project run into? What can you do about it to be proactive? What will you do if it does occur later?
						2. What unalterable factors should be considered?
						3. What will you do if other unexpected/out-of-your control situations occur? How could you respond professionally?

Action & Evaluation INITIAL Task List

Task	Resources	Timeline Starting Date & Time	Timeline Ending Date & Time	Person Responsible	Person(s) Involved	Evidence of Compliance, Completion or Success

Action & Evaluation UP-TO-DATE Task List				Last Updated On:	By:	
Task	Resources	Timeline Starting Date & Time	Timeline Ending Date & Time	Person Responsible	Person(s) Involved	Evidence of Compliance, Completion or Success

	(Project Title) INITIAL PROPOSED BUDGET			
JCISD FISCAL YEAR:		**GRANT PERIOD:**		
TIME PERIOD THIS BUDGET COVERS:				
CODES	**EXPENSES**	**AMOUNT**	**DESCRIPTION/CALCULATIONS**	**TOTAL PROJECT EXPENSES**
	Salaries	$		$
	Payroll Taxes			
	Fringe Benefits			
	Consultants and Professional Fees			
	Sub costs			
	Stipends			
	Insurance			
	Travel			
	Technology (Software/Other)			
	Equipment (Hardware - must total above $5000)			
	Supplies			
	Printing and Copying			
	Food			
	Mileage			
	Marketing			
	Evaluation			
	Outgoing Transfers			
	Other			
	TOTALS			
	REVENUE	**COMMITTED**	**DESCRIPTION/CALCULATIONS**	**PENDING**
	Grants/Contracts/Contributions			
	Local Government	$		$
	Foundations (Itemize)			
	State Government			
	Federal Government			
	Corporations (itemize)			
	Other			
	Earned Income			
	Events			
	Publications and Products			
	In-Kind Support			
	Other (specify)			
	TOTAL			

		(Project Title) UP-TO-DATE BUDGET		Last Updated On:	By:
JCISD FISCAL YEAR:		**GRANT PERIOD:**			
TIME PERIOD THIS BUDGET COVERS:					
CODES	**EXPENSES**	**AMOUNT**	**DESCRIPTION/CALCULATIONS**		**TOTAL PROJECT EXPENSES**
	Salaries	$			$
	Payroll Taxes				
	Fringe Benefits				
	Consultants and Professional Fees				
	Sub costs				
	Stipends				
	Insurance				
	Travel				
	Technology (Software/Other)				
	Equipment (Hardware - must total above $5000)				
	Supplies				
	Printing and Copying				
	Food				
	Mileage				
	Marketing				
	Evaluation				
	Outgoing Transfers				
	Other				
	TOTALS				
	REVENUE	**COMMITTED**	**DESCRIPTION/CALCULATIONS**		**PENDING**
	Grants/Contracts/Contributions				
	Local Government	$			$
	Foundations (Itemize)				
	State Government				
	Federal Government				
	Corporations (itemize)				
	Other				
	Earned Income				
	Events				
	Publications and Products				
	In-Kind Support				
	Other (specify)				
	TOTAL				

Final Report (to stakeholders):

What evidence (data) have you analyzed/compiled to show change related to the goal? Compliance/Completion: Success/Effectiveness:	As the project unfolded, what/how has it been modified/revised based on continuous evaluation?	What lessons have been learned through this experience?	Will this project culminate, sustain and/or be expanded?	Other:

V. Bernhardt Graphic Regarding Data to Support Evaluation Plan

MULTIPLE MEASURES OF DATA

Allows the prediction of actions/processes/programs that best meet the learning needs of all students.

Over time, demographic data indicate changes in the context of the school.

Tells us: What processes/programs different groups of students like best.

Tells us: Student participation in different programs and processes.

Tells us: If groups of students are "experiencing school" differently.

Over time, school processes show how classrooms change.

Tells us: The impact of demographic factors and attitudes about the learning environment on student learning.

DEMOGRAPHICS
Enrollment, Attendance, Drop-Out Rate Ethnicity, Gender, Grade Level

SCHOOL PROCESSES
Description of School Programs and Processes

PERCEPTIONS
Perceptions of Learning Environment Values and Beliefs Attitudes Observations

Over time, perceptions can tell us about environmental improvements.

Tells us: What processes/programs work best for different groups of students with respect to student learning.

STUDENT LEARNING
Standardized Tests Norm/Criterion-Referenced Tests Teacher Observations of Abilities Authentic Assessments

Tells us: The impact of student perceptions of the learning environment on student learning.

Tells us: If a program is making a difference in student learning results.

Over time, student learning data give information about student performance on different measures.

Tells us: The impact of the program on student learning based upon perceptions of the program and on the processes used.

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