## Appendix A: Learning Acceleration System Grant Logic Model

### Learning Acceleration System Grant Logic Model

The COVID-19 pandemic led to lost instructional time and academic outcomes for California students, particularly those in early grades and the most vulnerable student groups. In response, the Governor approved Assembly Bill 130 on July 9, 2021, which in part allocated funding to provide professional learning for educators to support evidence-based learning acceleration strategies for all students. The California Collaborative for Educational Excellence (CCEE) created a proposal process and administration plan for the grants, and later awarded a total of $45 million to the Lake, Santa Clara, and San Diego County Offices of Education. The grant has several equity-aligned goals, including:

- **Inputs**
  - This section includes the human, financial, organizational, and community resources available to the work and thus acknowledges the many levels the grant touches, from the Assembly Bill to students. It also mentions the many frameworks and systems that, together, should effectively support students.

- **Activities**
  - This section elaborates on what CCEE and grantees will do with the resources to bring about the intended results (see outcomes). CCEE’s activities illustrate its role as a partner, providing communication, collaboration, and support to participants engaged in the work. Although each grantee will develop their own unique logic model, the activities based for each grantee in this model are the primary activities that they hope will have the most impact on learning acceleration.

- **Outputs**
  - This section outlines the intended products of the activities (e.g., number of educators reached, number of trainings offered) and is again separated by CCEE and the three grantees. The outputs section underscores the differences across grantees and how they envision their work. We expect this section will change as grantees move from planning to implementation.

- **Outcomes**
  - This section lists the anticipated changes in educator behavior, knowledge, and skill that should be attained in the short term (1-3 years), intermediate term (3-5 years), and long term (5 years). Because the primary focus of the grant is professional development for educators, we expect to detect impact on students by year three at the earliest; as such, student outcomes appear in intermediate and long term outcome columns only. The outcomes are classified as academic (i.e., classroom-based knowledge or performance), behavioral (i.e., educator mindset), social (i.e., school culture), or system (i.e., opportunities to collaborate). The outcomes are measurable by evaluation activities and connect to the planned work (see inputs and activities).

- **Impact**
  - By year six, the grant’s activities are intended to impact California at the system level. Specifically, the system will benefit from more professional learning opportunities and fully institutionalized evidence-based accelerated learning strategies. This section directly connects with the overall goals of Assembly Bill 130.

<table>
<thead>
<tr>
<th>Develop a robust statewide infrastructure for professional learning</th>
<th>Implement evidence-based accelerated learning strategies for educators, paraeducators, and administrators</th>
<th>Increase learning among educators, paraeducators, and administrators</th>
<th>Accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations</th>
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With these goals in mind, CCEE also engaged an external team to evaluate the effectiveness of grant activities and make recommendations. Early in the partnership, the evaluators helped develop a logic model with several rounds of review and revision by CCEE, grantees, and other partners. The collaborative process helped ensure that the logic model communicates an accurate, unified, macro-level vision of the work. The logic model reflects the grant purpose and processes while recognizing that grantees (each of whom have their own logic model and theory of change) have the flexibility needed to implement professional learning and interventions around evidence-based learning acceleration strategies for all students.

The logic model benefited from a literature review, for which CCEE provided literature on relevant topics (such as effective professional learning and accelerated learning strategies) as well as grantee proposals and CCEE’s request for proposals. The logic model will be iterative as the work continues to evolve throughout the life of the grant. In its current form, the logic model contains information at the Assembly Bill and CCEE level detailing inputs; activities; outputs; short-term, intermediate, and long-term outcomes; and system impact.
CCEE Learning Acceleration System Grant External Evaluation Plan

**Inputs**

- Funding
  - 2021-22 Omnibus Tiller Bill
- Program Management
  - Main CEE
  - CCEE
- Grantees and partners
  - CCLA (Grantee: Santa Clara CEE)
    - 7 regional hubs
    - County/LEA partners
  - California Partnership for Math and Science Education
    - The Connie L. Lurie College of Education at San Jose State University
    - The Center to Support Excellence in Teaching at Stanford University
- Project CLEAR (Grantee: San Diego CEE)
  - San Diego's College
  - County/LEA partners
- Rural Math Collaborative (Grantee: Lake COE)
  - CA Math Project at CSU Chico and CSU Sonoma
  - County/LEA partners
- California educators
  - All students impacted by COVID-19 learning disruptions, including students with unique considerations (e.g., English learners, students with disabilities, students from low-income households, students with high needs)
- Statewide system of support
  - Quality PL standards
  - CCEE Quality, Relevance, and Usability Rubric
- Integration of a multifaceted system of supports framework, Universal Design for Learning, culturally sustaining pedagogy, whole child principles, and social-emotional learning

**Activities**

- Grantees
  - Design statewide PL and interventions around evidence-based learning acceleration strategies in:
    - Literacy
    - Language development
    - Math
    - Roll out evidence-based accelerated learning strategies to educators, paraprofessionals, and administrators
    - Strategic engagement and outreach to ensure statewide impact (e.g., large urban and small rural LEAs, various types of school staff members/educators)
  - Grantees build county capacity, and counties build LEA and regional capacity
  - PLN
    - Coaching
    - Lesson design and lesson study
    - Differentiated, individualized instruction using progress monitoring and assessment data
    - High-impact tutoring
    - Graduate-level coursework for teachers and teacher leaders
  - CCEE
    - Assist with communication, coordination, and strategic engagement and statewide recruitment of PL participants
    - Collaborative learning and reflection time via TEENs and regular grantees meetings
    - Ongoing support with expertise in PD design
    - Feedback on PD including observing and participating in grantees
    - Support alignment of grant with other statewide initiatives for coherence (e.g., convening evaluation teams)

**Outputs**

- CCEE
  - Quarterly PLN meetings to coordinate grantees and related activities
  - Materials for PL activities
  - # of educators and # of LEAs reached
  - IB monthly or monthly meetings with grantees
  - Learning Acceleration System Grant Website
- CCLA (Santa Clara COE)
  - CCE online platform for learning resources
  - PL for educators statewide
  - Monthly CCLA meetings
  - Quarterly meeting with CCLA and regional hub teams
  - Monthly conventions of practice
  - Customized resources for tiers 1-3
  - Learning acceleration plan template
- Project CLEAR (San Diego CEE)
  - Monthly COC and San Diego's College meetings
  - PL and graduate-level coursework for 156 teacher leaders
  - PL and graduate-level coursework facilitated by teacher leaders for 1,276 teachers and support staff members
  - Certification program for reading recovery and dual language learners
  - Rural Math Collaborative (Lake COE)
    - Summer Institute
    - Quarterly PLN meetings
    - Monthly PD
    - Monthly to monthly monthly support for coaches in Y1-2, quarterly thereafter
    - PD and coaching material repository

**Focuses**

**Short-term outcomes (Y1-2)**

- **Academic**
  - Educators: Plans for improved classroom and individualized support practices, knowledge, and skills
  - Learners: Increased knowledge and skills of evidence-based accelerated learning strategy
- **Behavioral**
  - Awareness of asset-based mindset
  - Awareness of evidence-based instructional practices

**Intermediate outcomes (Y3-4)**

- **Academic**
  - Educators: Increased knowledge and skills of evidence-based accelerated learning strategy
  - Students: Improved self-efficacy and engagement in learning
- **Behavioral**
  - Awareness of asset-based mindset
  - Awareness of evidence-based instructional practices

**Long-term outcomes (Y5)**

- **Academic**
  - Students: Increased proficiency rates in math, literacy, and/or language development
  - Teachers: Increased self-efficacy in English learners, and students from low-income households
- **Behavioral**
  - Awareness of asset-based mindset
  - Adoption of new instructional practices

**Impact (Y6 and beyond)**

- California will:
  - Have developed a robust statewide infrastructure to ensure educators anywhere in the state have access to high-quality PL
  - Be able to show the impact of evidence-based accelerated learning strategies for English learners, students with disabilities, students from low-income households, and students with high needs
  - Have created new or expanded existing evidence-based PD opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning acceleration needs
  - Strengthened structure of support between COEs, LEAs, and schools
  - Institutionalization of high-quality evidence-based PD
  - Established structures and space to learn from colleagues

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