

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:

Develop a robust statewide infrastructure for professional learning

Implement evidence-based accelerated learning strategies for educators, paraprofessionals, and administrators

Increase learning among educators, paraprofessionals, and administrators

Accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations

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 benefitted 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.



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 listed 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 (1–2 years), intermediate term (3–4 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.

