## **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.

#### Outcome

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.

Focus: System

Impact (Y6

California will:

high-guality PL

and beyond)

· Have developed a robust

statewide infrastructure to

ensure educators anywhere

Be able to show the impact of

evidence-based accelerated

learning strategies for English

learners, students with

disabilities, students from

students with high needs

low-income households, and

Have created new or expanded

existing evidence-based PD

opportunities or guidance for

educators, paraprofessionals.

and administrators to address

students' learning acceleration

SYSTEM 😱 📵 🧲

in the state have access to

#### Focus: Educators Focus: Educators and students Focus: Educators and students Inputs Activities Outputs Short-term Intermediate Long-term outcomes (Y1-2) outcomes (Y3-4) outcomes (Y5) Funding Grantees CCFF Academic Academic Academic · 2021-22 Omnibus Trailer Bill · Design statewide PL and interventions · Quarterly PLN meetings to coordinate Educator Educators Students around evidence-based learning grantees and related activities · Plans for improved classroom and · Increased knowledge and skills · Increased proficiency rates Program management acceleration strategies in: · Materials for PL activities individualized support practices, of evidence-based accelerated in math, literacy, and/or Marin COF knowledge, and skills language development learning strategy · # of educators and # of LEAs reached · Language development · Improved teacher self-efficacy Increased proficiency rates for · Bi-monthly or monthly meetings **Grantees and partners** Math English learners, students from · Improved self-efficacy in English · Increased teacher capacity to with grantees CCLA (Grantee: Santa Clara COE) Roll out evidence-based accelerated low-income households, and language arts and/or math provide high-quality instruction and Learning Acceleration System 7 regional hubs learning strategies to educators. students with disabilities intervention support for students Students show growth Grant Website paraprofessionals, and administrators · County/LEA partners Increased "love of learning" in target subject CCLA (Santa Clara COE) Strategic engagement and outreach to · California Partnership for Math · CCLA online platform for ensure statewide impact (e.g., large/urban and Science Education learning resources Educator Educators Educators and small/rural LEAs, various types of · The Connie L. Lurie College of Education Asset-based mindset Awareness of asset-based mindset Increased understanding or · PL for educators statewide school staff members/educators) at San José State University asset-based mindset Awareness of evidence-based Adoption of new Grantees build county capacity, and · Monthly CCLA meetings · The Center to Support Excellence in instructional practices Increased understanding of instructional practices counties build LEA and regional capacity · Quarterly meeting with CCLA and Teaching at Stanford University new instructional practices Students regional hub teams PLNs Project CLEAR (Grantee: San Diego COE) Decreased rates of Coaching · Monthly communities of practice · Saint Mary's College Improved school attendance chronic absenteeism · Lesson design and lesson study Customized resources for tiers 1–3 County/LEA partners Social Social Social · Differentiated, individualized instruction · Learning acceleration plan template Rural Math Collaborative (Grantee: Students and educators Students and educators using progress monitoring and Project CLEAR (San Diego COE) · Improved positive ratings and Improved positive ratings and · Improved positive ratings and assessment data · Monthly SDCOE and Saint Mary's perceptions of school culture perceptions of school climate and perceptions of school climate and · CA Math Project at CSU Chico and · High-impact tutoring College meetings of collaborative learning culture of collaborative learning culture of collaborative learning CSU Sonoma Graduate-level coursework for teachers PL and graduate-level coursework County/LEA partners System System System and teacher leaders for 156 teacher leaders Increased participation in Stronger structure of support Educators California educators · PL and graduate-level coursework high-quality, evidence-based PD between COEs, LEAs, and schools Increased awareness of and interest All students impacted by COVID-19 facilitated by teacher leaders for 3,276 Assist with communication, coordination, in high-quality, evidence-based PD Increased collaboration between Institutionalization of high-quality, learning disruptions, including students teachers and support staff members and strategic engagement and statewide at county, district, and school level COEs, LEAs, and schools evidence-based PD with unique considerations (e.g., English recruitment of PL participants Certification program for reading Improved leader self-efficacy Established structures and space learners, students with disabilities, students recovery and dual language learners Collaborative learning and New or enhanced networking to learn from colleagues from low-income households, students reflection time via PLNs and Rural Math Collaborative (Lake COE) between COEs, LEAs, and schools with high needs) regular grantee meetings Summer Institute Increased teacher leader capacity to Statewide system of support Ongoing support with expertise in · Quarterly PLN meetings facilitate professional learning **Quality PL standards** PL design · Monthly PD Feedback on PD including observing CCEE's Quality, Relevance, and · Monthly/bi-monthly support for and participating in grantee events **Usability Rubric** coaches in Y1-2, quarterly thereafter CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE Support alignment of grant with other Integration of a multitiered system of · PD and coaching material repository statewide initiatives for coherence supports framework, Universal Design (e.g., convening evaluation teams) for Learning, culturally sustaining

CCLA is California Collaborative for Learning Acceleration. COE is county office of education. LEA is local education agency. PD is professional development. PL is professional learning. PLN is professional learning.

pedagogy, whole child principles, and social-emotional learning