

# Pre-Application Webinar:

## *Logic Models and SMART Performance Measures*

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FY 2023 CSP DEVELOPER GRANT COMPETITION

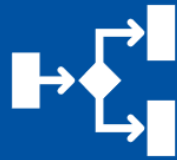
ASSISTANCE LISTING NUMBERS 84.282B AND 84.282E



## Session Objectives



Introduce applicants to the NIA requirements related to logic models and performance measures



Provide strategies for developing a logic model for a CSP grant application



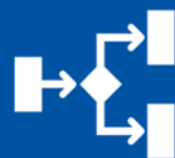
Explain the components of SMART performance measures within the context of the CSP



# Logic Models and Performance Measures

## Grant Programs:

State Entity  
Grants



Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project

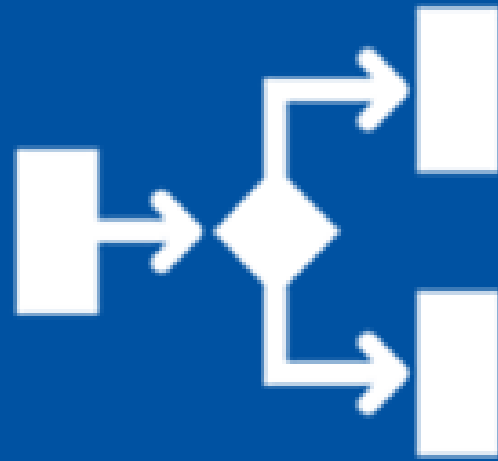
## *Developer Grants*

CMO Grants



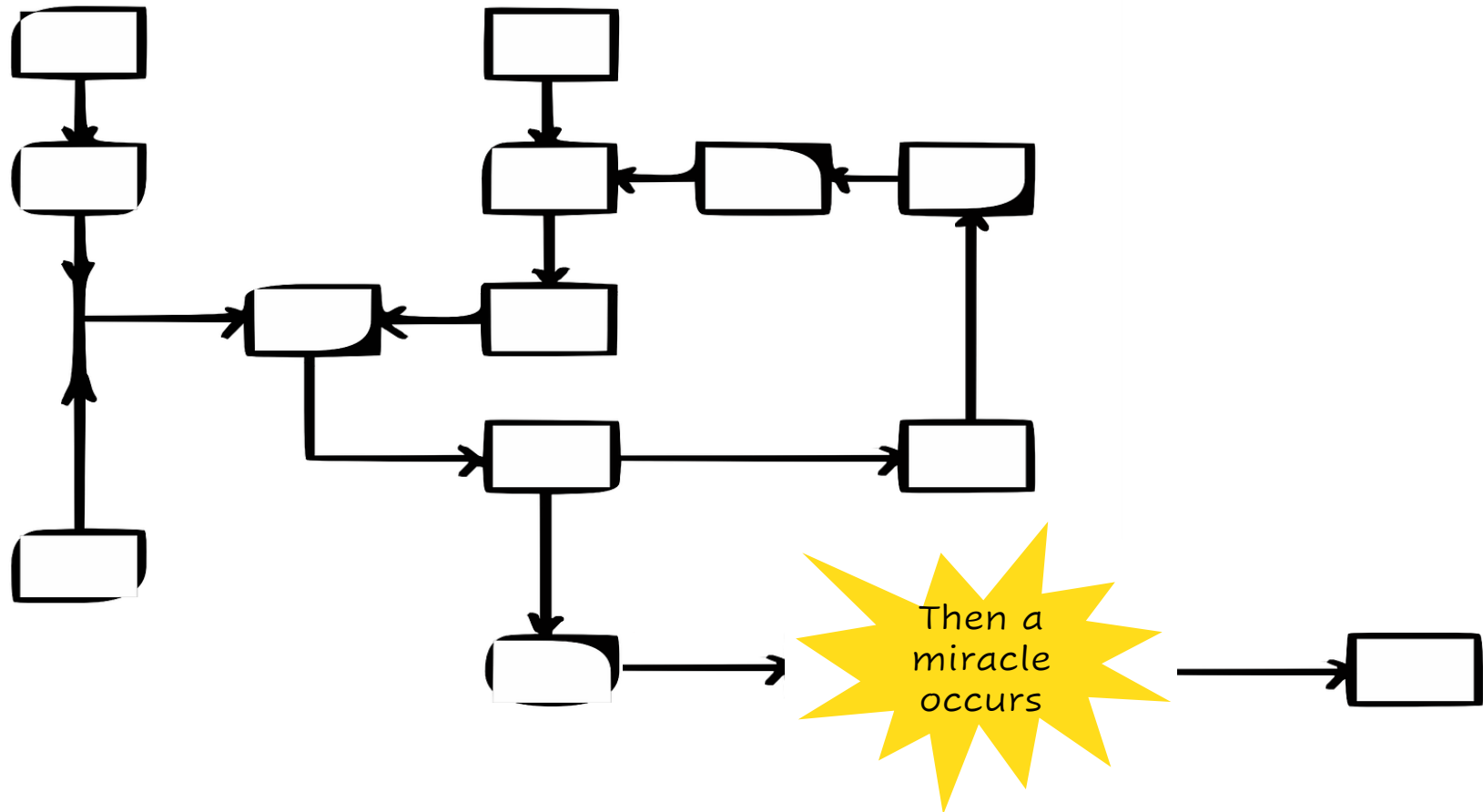
Define performance measures that accurately measure project performance aligned with goals



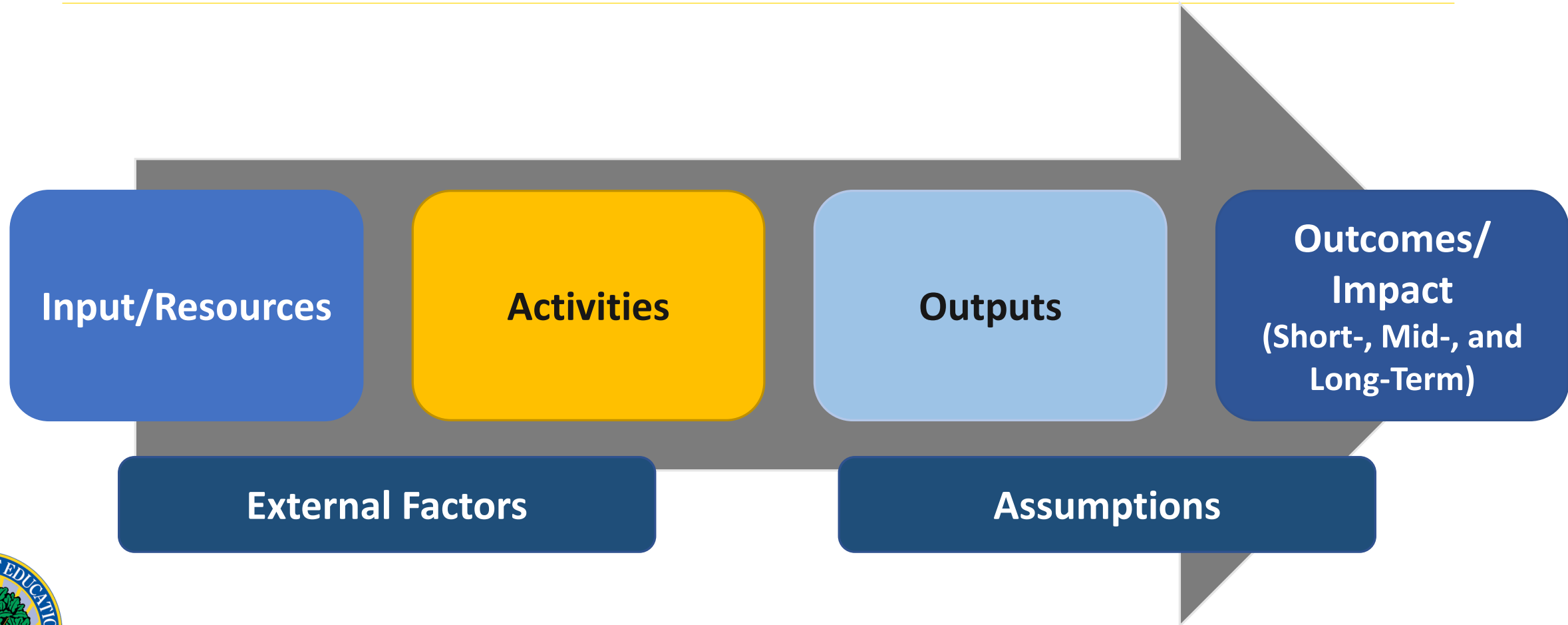


# Introducing and Developing Logic Models

# What is a logic model?



# Basic Components of a Good Logic Model



# Inputs/Resources



**What do you already have that will be contributing to the success of the project?**



**Staff** – knowledge, skills, dedication, and experience



**Facilities** – buildings, assets, and meeting space



**Funding** – grant funds, matching funds, foundation grants, and current funds



**Partners** – subcontractors, consultants, and community partners



**Materials** – training guides, curricula, and a tested model





**What are you going to do?**

## Common Developer Activities

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- Open (ALN 84.282B) and replicate or expand (ALN 84.282E) charter schools
- Conduct professional development
- Develop curriculum materials
- Hire teachers, school leaders, and specialized instructional personnel (only allowed during the planning period)
- Acquire supplies, equipment (e.g., technology), and educational materials
- Secure facilities
- Establish community partnerships







**What are you going to produce?**

## Outputs

**What are your project deliverables?**

- Products and services that will be produced with grant funds

**What tangible assets and materials will be created?**

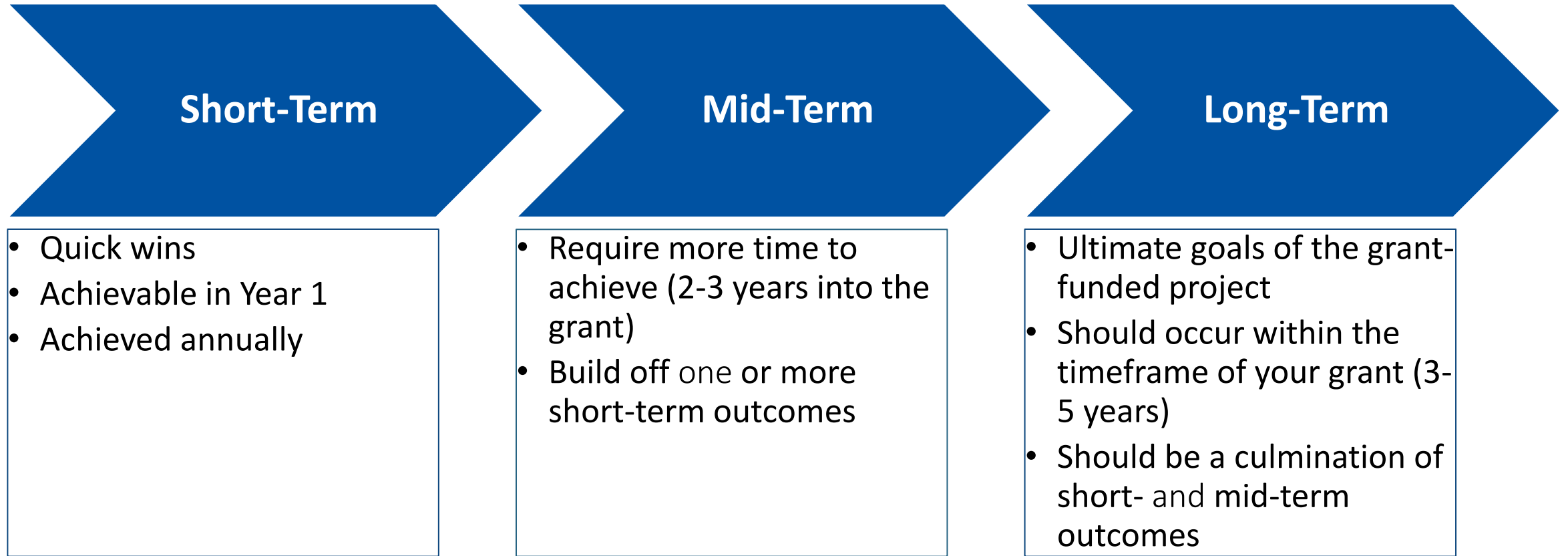
- Resources, training materials, guides, grant applications

**How much or how many will be produced?**

- Number of seats to be added
- Number of people who will be trained
- Number of partnerships that will be established



# Outcomes

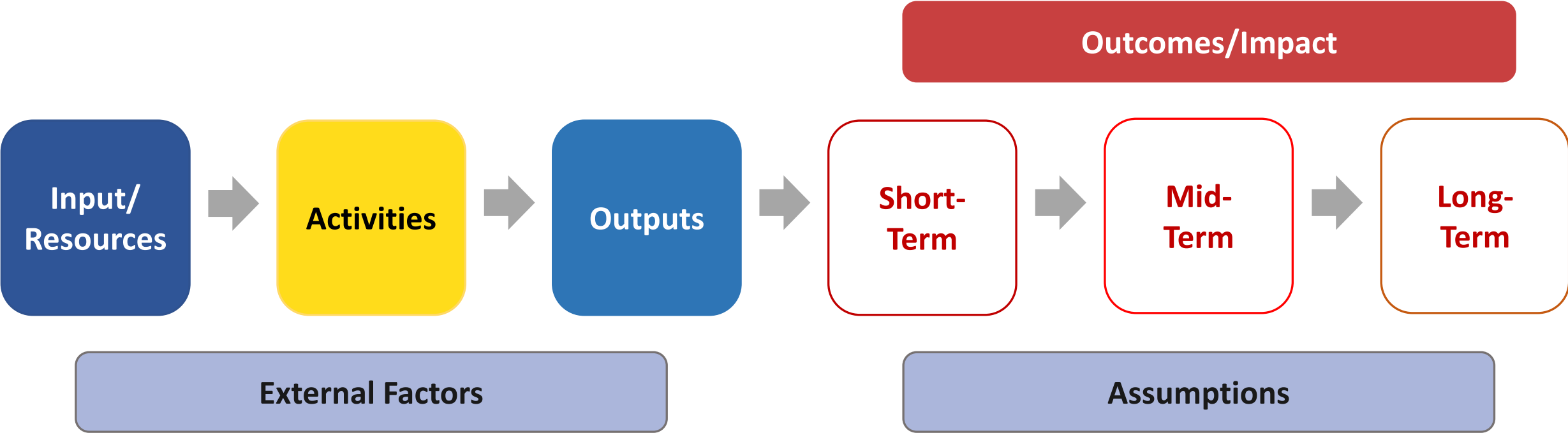


## External Factors and Assumptions

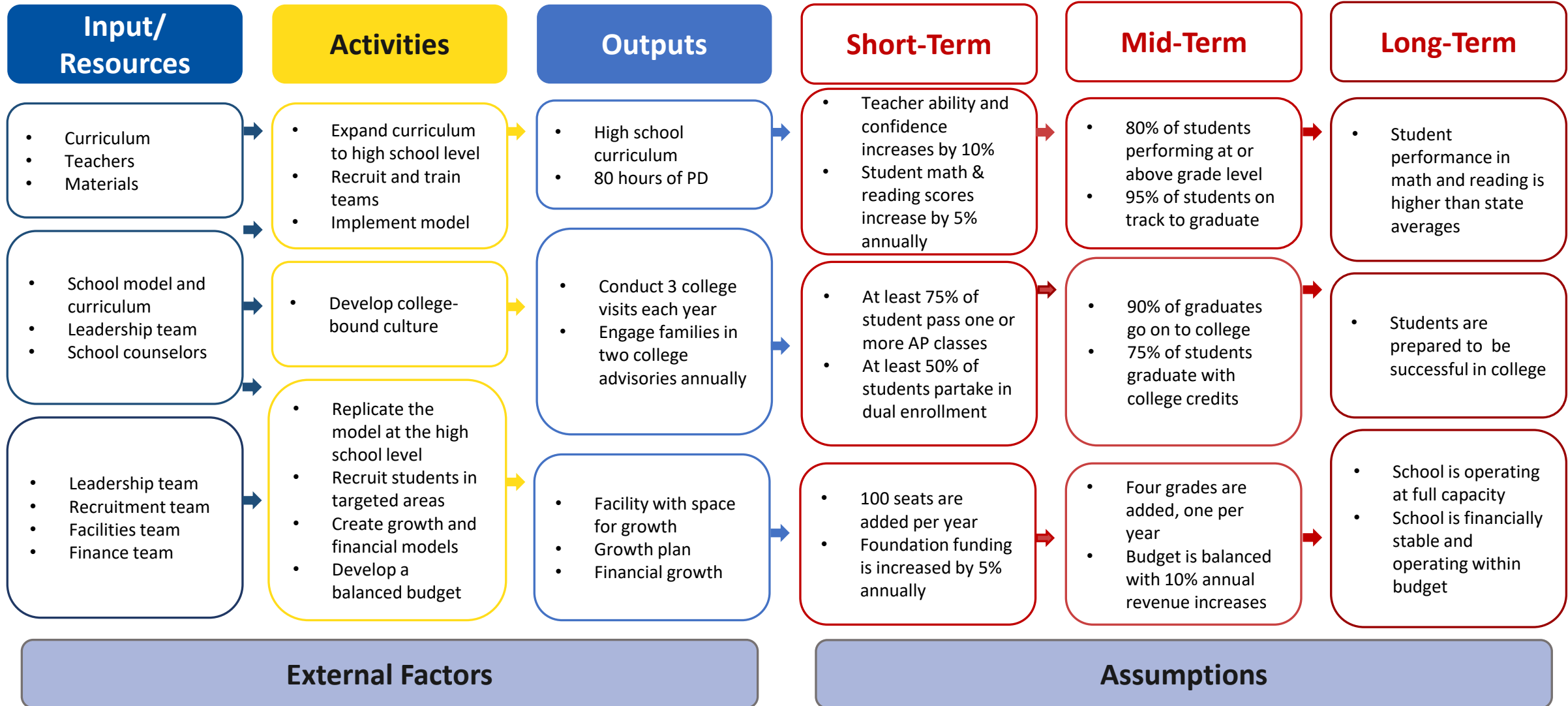
1. What external factors may positively influence project implementation?
2. What assumptions undergird the logic model?
3. What external factors could threaten project implementation?
4. What are the preconditions necessary to implement the project?



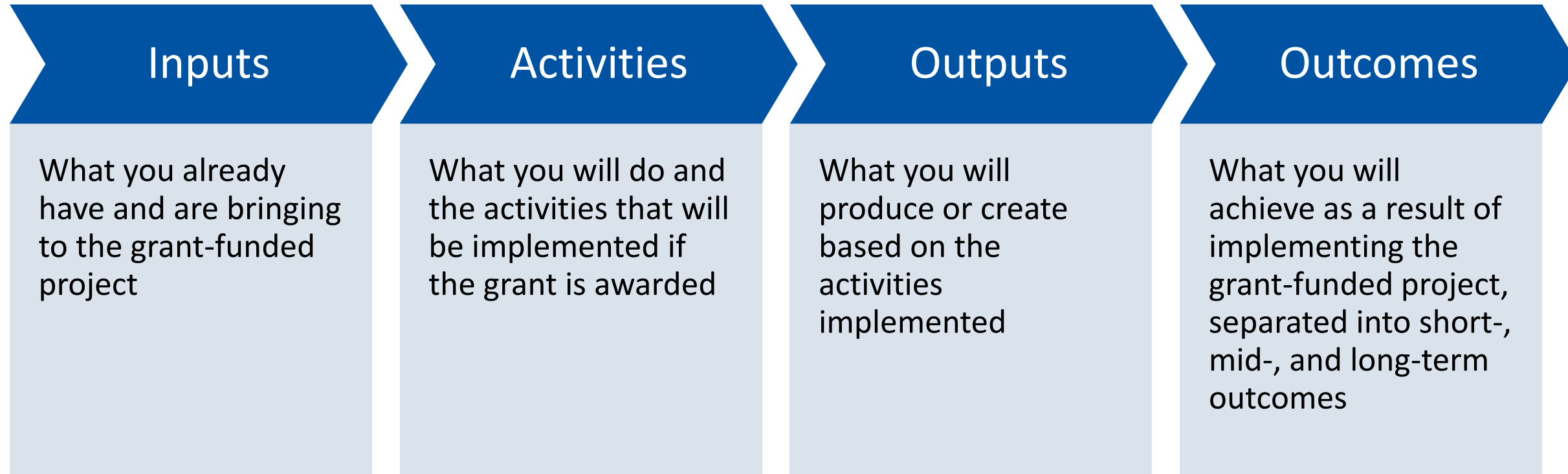
# Putting the Logic in a Logic Model



# CSP Developer Logic Model Example



# Summary of Logic Model Components



**External Factors  
& Assumptions**

The conditions under which you work and the factors helping make the project successful





# SMART Performance Measures

# Goals, Objectives, and Performance Measures



## Goals

High-level statements about what will be achieved through the project

Goals defined for each grant program by the CSP

Guide grantees throughout the project



## Objectives

Delineate the steps or strategies that will lead to fulfilling the goal

Translate goals into actions and supports specific to respective projects and plans

Defined and approved in your CSP grant application



## Measures

Quantitative indicator, statistic, or metric used to gauge program performance

Aligns with objectives to evaluate success

Regularly reported to CSP to gauge progress





# S-M-A-R-T

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FIND OUT WHAT IT MEANS TO CSP



# SMART Objectives



## Specific

Objectives are clearly and concisely stated, reducing the potential for misunderstanding or misinterpretation



## Measurable

Objectives are measurable using valid and reliable data that are readily available and can be tracked at least annually



## Achievable

Objectives are achievable and ambitious, reflecting an understanding of organizational capabilities and environments



## Relevant

Objectives align with project goals and performance measures and reflect the mission and values of the CSP and grantee



## Timebound

Objectives occur within a time frame or by a target date for achieving the outcomes for long-term goals and short-term objectives



# SMART Protocol for Creating New Measures

## Step 1

Determine alignment with CSP goals and project objectives

## Step 2

Identify Objectives

## Step 3

Identify Metrics

## Step 4

Provide a Baseline Measure

## Step 5

Identify Performance Targets

## Step 6

Put It All Together



# Making Objectives SMART (Specific)

## Vague Objective and Performance Measures

Objective: Create a positive environment in charter schools

Performance Measure 1: Attract and retain high-quality educators

Performance Measure 2: Maintain a safe and supportive environment for students

## Specific Objective and Performance Measures

Objective: Create and sustain a positive and supportive learning environment

Performance Measure 1: The retention rate for high-quality educators will be at least 80% (baseline = 78%) annually.

Performance Measure 2: Annually, the average student daily attendance rate will be at least 95% (baseline = 95.1%).

Performance Measure 3: Parent satisfaction on the annual survey will increase by 2 percentage points each year (baseline = 65%).



# Making Objectives SMART (Measurable)

## Unmeasurable Objective and Performance Measures

Objective: Partner with the local school district

Performance Measure 1: Charter schools will share information with district schools

Performance Measure 2: Best practices in instruction will be widely adopted

## Measurable Objective and Performance Measures

Objective: Partner with the local public school district to promote the use of evidence-based instructional practices.

Performance Measure 1: Annually host at least five convenings for local district school teachers and charter school teachers to learn and share about evidence-based instructional practices.

Performance Measure 2: By the end of the grant, at least 60% of convening participants will report having implemented one or more of the evidence-based practices with their students.



# Making Objectives SMART (Achievable)

## Unachievable/Unambitious Objective and Performance Measures

Objective: Improve student achievement outcomes for historically marginalized students or those at the greatest risk of not meeting state standards.

Performance Measure 1: Within the first academic year, increase the percentage of low-income students achieving proficiency in math from 30% (baseline) to 100% as measured by state assessments.

Performance Measure 2: By the end of the grant, the high school graduation rate will increase from 50% to 55%.

## Achievable and Ambitious Objective and Performance Measures

Objective: Improve student achievement outcomes for historically marginalized students or those at the greatest risk of not meeting state standards.

Performance Measure 1: Annually increase the percentage of low-income students achieving proficiency in math by 5 percentage points (baseline = 30%).

Performance Measure 2: By the end of the grant, the high school graduation rate will increase from 50% to 70% (baseline = 50%).



# Making Objectives SMART (Relevant)

## Irrelevant Objective and Performance Measures

Objective: Strengthen and support the state's literacy initiative.

Performance Measure 1: Charter school students in the state achieving proficient or above on state assessments will increase by 2% each year of the grant period (baseline 60%).

Performance Measure 2: All teachers in charter schools receiving CSP funds serving Grades K-3 will be certified in English language arts by the end of the grant period.

## Relevant Objective and Performance Measures

Objective: Increase the number of seats by the end of the grant performance period, especially for educationally disadvantaged students.

Performance Measure 1: Increase the number of seats by 1,000 by the end of the grant performance period by meeting the following targets: Y1=250, Y2=250, Y3=250, Y4=250, Y5=250.

Performance Measure 2: Annually, at least 75% of enrolled students will be classified as educationally disadvantaged.



# Making Objectives SMART (Timebound)

## Untimed Objective and Performance Measures

Objective: Students will demonstrate proficiency in ELA and mathematics.

Performance Measure 1: 60% of students will achieve proficiency on the state assessment in ELA.

Performance Measure 2: 60% of students will achieve proficiency on the state assessment in mathematics.

## Timebound Objective and Performance Measures

Objective: Students will demonstrate proficiency in ELA and mathematics.

Performance Measure 1: 60% of students will achieve proficiency on the state assessment in ELA by the end of year 3 of the grant, Y1=50%, Y2=55%, Y3=60% (baseline=45%).

Performance Measure 2: 60% of students will achieve proficiency on the state assessment in mathematics by the end of year 3 of the grant, Y1=50%, Y2=55%, Y3=60% (baseline =45%).





## Test Your Knowledge – Question #1

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Is this performance measure SMART?

**Charter School ABC will meet with neighboring district schools on a quarterly basis.**



## Test Your Knowledge – Question #2

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Is this performance measure SMART?

**Annually, the graduation rate for the grant-funded expansion high school will be at least 98% (baseline = 98.4%).**



## Test Your Knowledge – Question #3

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Is this performance measure SMART?

**Increase retention of students who receive English learner services attending charter schools.**



# SMART Reminders...

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- 1) In general, grantees may not remove a performance measure that was included in the original application, but grantees may clarify and specify measures to make them SMART.
  - Subject to ED review and approval
- 2) Many performance measures look at the results at the end of the grant, but grantees need to establish annual measures to review progress toward the end result.
- 3) At least one performance measure must be able to be reported on annually under each objective.
  - Review what data points will be available after the first year of the grant
- 4) Performance measures must directly relate to the applicant's original objectives.



Available at  
[charterschoolcenter.ed.gov](https://charterschoolcenter.ed.gov)



## SMART Objectives Toolkit

U.S. Department of Education  
January 31, 2020



## Logic Model Toolkit

A Resource for Current and  
Prospective Grantees of Charter  
School Programs

U.S. Department of Education  
April 2021



# Assessing Your Operational Readiness

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## Operational Readiness Areas for Consideration:

- Organizational capacity to manage the grant and to meet all application requirements
- Creation of organizational and financial infrastructures, systems, policies, and processes appropriate for grants management
- Establishment of measurable, attainable, realistic, and timebound (SMART) grant goals
- Ability to form relationships and garner buy-in from stakeholders throughout your community

## Why is it important?

- Helps with the transition from pre-award with a grant proposal to live operations and post-award implementation
- Helps to identify and mitigate risks
- Increases operational efficiency
- Builds confidence in the organization to successfully implement the grant





THANK YOU!

