Title I, Part D Logic Model

DRAFT: Not for Distribution

Inputs

- Funding
- ED/NDTAC TA
- Monitoring
- Statute, Regulations & Nonregulatory Guidance
- Research
- ED influence
- Interagency/Office coordination

- State-level regulations/statute
- Profile of students entering programs

Processes/Activities

ED
- Make grants based on formula counts
- Fund TA center
- Conduct admin. activities (monitoring, etc.)

TA Center
- Develop resources/ TA to guide practices related to TIPD admin, educational programming and supports

SEA
- Develop plan, applications, award subgrants
- Provide monitoring and TA

SA/LEA
- SA/LEAS award funds to facilities, schools and programs house in a variety of settings
- Monitor, provide TA, collect, report and use data

Facility/Program
- Hire/train appropriate staff to support educational success and successful transitions (e.g., transition coordinator)
- Use funds to implement support educational services/programs that:
  - provide students the same educational opportunities as non-system involved peers
  - help students make successful transitions
  - prevent at-risk youth from returning to the system or dropping out of school
- Collect, report and use data to monitor progress and inform decision making

Implementation affected by:
- Variety of program types & environments
- Manner of program oversight by state
- Supplemental—impacted by main ED program
- Student characteristics
- Student mobility, LOS, independence
- Coordination/collaboration across systems/services (all levels)
- TIPD Coordinator turnover

Outputs
(Produced by Activities)

ED
- Monitoring findings, recommendations

TA Center
- TA products/guidance for grantees

SEA/SA/LEA Outputs
- Monitoring findings, recommendations
- TA products/guidance for grantees

Facility/Program (wide variety)
- Appropriate teachers/transition coordinators/support staff trained/hired
- Parents engaged in student's education/transition
- Students assessed and receive supports to address their educational needs
- Students receiving high-quality educational support services

Outcomes
(1-2 years)

All Grantees
- Improved capacity for administering grants
- Increased data quality and use of data to drive services and decisions
- States meeting their own SEA/LEA/SA targets that they set

Facility/Program
- Increase in quality of educational and support services
- Increased capacity of teachers/support staff
- Increase in students making academic gains (reading, math, HSCC…)
- Increase in students returning to school/ employment
- Reduction of students dropping out or returning to the system

Results
(3-5 year organizational change)

Success hinges on:
- Teacher and staff quality, effectiveness & experience
- Quality of services, especially transition support
- Resources and manner in which funding is targeted by States
- Effective coordination/collaboration across related programs (special ed., mental health, etc.)

GPRA
- Annual increase in % of students earning HS course credits
- Annual increase in % of students w. GED/diploma
- Annual increase in % of students showing improvement on reading pre-posttests
- Annual increase in % of students showing improvement on math pre-posttests

Other CSPR indicators
- Return to school
- Employment
- Vocational training
- Postsecondary education

System Change

Equity
- All students in N or D schools receive comparable educational services and achieve at the same levels as their non-system involved peers
- All students have completed secondary school and are on to 1 year of post-secondary schooling

Transitional success
- Students successfully transition back to education or career settings to become productive members of their communities