



Logic Model for Program Evaluation

Topic or Problem:

Low level gains at ESL levels 1 and 2

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Will increased teacher professional development activities increase level gains at ESL levels 1 and 2 by 2% per year for the next X# of years to result in reaching the state target of 40%?

Goal

Increase level gains at ESL levels 1 and 2 by 2% per year until reaching 40% state target

Root Cause Analysis:

Q: Why are there low ESL gains at levels 1 and 2?

A: Students are not staying in the program; there's a retention problem.

Q: Why aren't students staying in the program?

A: Could be they are moving a lot (but why are programs having trouble at these levels and not others?)

A: Could be they are getting jobs (but why are ALL programs having trouble at these levels, not others?)

A: Could be poor instruction...but all teachers are TESOL certified.

Probe: Are all ESL teachers trained in low literate/no literacy learners? No.

AHA! Team consensus.

What data will we look at?

- Existing
 - Retention data
 - Pre and posttest data
 - Teacher certifications
 - Teacher PD – topics and hours
- New
 - Interviews with ESL level 1 & 2 teacher—what training would they benefit from, what curriculum would they find useful
 - Interviews with ESL level 1 & 2 students—what keeps you in the program? Why do you think other students leave? What would you improve about the classroom instruction?

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Intermediate	Long-term
Data on retention across ESL levels	Webinars with all PDs and instructional staff to share statewide data & share program-specific data only with each program	PDs Instructors Other program staff	<ul style="list-style-type: none"> ESL retention rates improved by 20% within 2 years Increasing ESL level 1 & 2 gains by 2% per year 	<ul style="list-style-type: none"> Increased transition of ESL students to ABE (no target, just trend upward) ESL level 1 & 2 gains at state target of 40% or higher 	<ul style="list-style-type: none"> Increased employment and wage outcomes for ESL students exiting Increased entry to postsecondary training and education for ESL students exiting
Results of interviews with teachers and students (anonymous) in native language (interpreters needed)	Report on recommendations	State staff, PDs, and training staff			
External consultant, ESL literacy expert teacher-trainer	Training for ESL Instructors at levels 1 & 2 from experienced teachers (out of state consultant)	ESL levels 1 & 2 instructors			
Paid professional development time	Community of Practice for ESL level 1 & 2 instructors, monthly meetings facilitated through state office with paid time to participate	ESL levels 1 & 2 instructors			

ASSUMPTIONS	EXTERNAL FACTORS
<ol style="list-style-type: none"> 1. All ESL teachers are TESOL certified, but don't have training specifically on low-literate/non-literate populations 2. Program directors aren't communicating state policy clearly to instructors 3. Instructors are part time and have very limited time to devote to additional training 	<ol style="list-style-type: none"> 1. Low numbers of ESL students 2. Limited dollars for professional development for teachers 3. National issues impacting whether students attend