**Logic Model for Program Evaluation**

**Topic or Problem:**

| Low level gains at ESL levels 1 and 2 | 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?
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<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Data on retention across ESL levels</td>
<td>Webinars with all PDs and instructional staff to share statewide data &amp; share program-specific data only with each program</td>
<td>· ESL retention rates improved by 20% within 2 years&lt;br&gt;· Increasing ESL level 1 &amp; 2 gains by 2% per year</td>
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<tr>
<td>Results of interviews with teachers and students (anonymous) in native language (interpreters needed)</td>
<td>Report on recommendations</td>
<td>· Increased transition of ESL students to ABE (no target, just trend upward)&lt;br&gt;· ESL level 1 &amp; 2 gains at state target of 40% or higher</td>
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<td>External consultant, ESL literacy expert teacher-trainer</td>
<td>Training for ESL Instructors at levels 1 &amp; 2 from experienced teachers (out of state consultant)</td>
<td>· Increased employment and wage outcomes for ESL students exiting&lt;br&gt;· Increased entry to postsecondary training and education for ESL students exiting</td>
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<td>Paid professional development time</td>
<td>Community of Practice for ESL level 1 &amp; 2 instructors, monthly meetings facilitated through state office with paid time to participate</td>
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### ASSUMPTIONS

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

### EXTERNAL FACTORS

1. Low numbers of ESL students
2. Limited dollars for professional development for teachers
3. National issues impacting whether students attend