Logic Models, Assessment & Evaluation and Budgets/Timelines for BPR Education Research Project

Chance W. Lewis, Ph.D.
Carol Grotnes Distinguished Professor of Urban Education
The University of North Carolina at Charlotte

E-mail: chance.lewis@uncc.edu
Web: http://www.chancewlewis.com
My Background

- **Southern University – HBCU in Louisiana**
  - B.S. in Business Education (1994)
  - M.Ed. Education Administration/Supervision (1998)

- **Inner-City H.S. Teacher**
  - Teacher of the Year (1997)

- **Colorado State University**
  - Ph.D. Education Leadership (2001)

- **Assistant Professor, Teacher Education**

- **Associate Professor and Endowed Chair, Urban Education**

- **Distinguished Professor and Endowed Chair of Urban Education**
  - University of North Carolina at Charlotte (2011 – Present)
PREPARING A LOGIC MODEL FOR BPR PROJECTS
What is a Logic Model as Related to BPR Projects

• Presents a picture of how your effort/initiative is to work effectively.

• Effective Logic Models make an explicit, often visual, statement of activities that will bring about change and the results you expect to see for your stakeholders.

• Keeps participants moving in the same direction by providing a common language and point of reference.
6 KEY QUESTIONS FOR YOUR TEAM RELATED TO LOGIC MODELS
Logic Models – Question 1

• Purpose (Mission). What motivates the need for change? Expressed as the problems/opportunities that the program is addressing.
• Context (Conditions). What is the climate in which change will take place?
Logic Models – Question 3

• Inputs (Resources/Infrastructure). What materials/resources will be used to conduct the effort or initiative?
Logic Models – Question 4

• Activities (Interventions). What will the initiative do with its resources to direct the course of change?
• Outputs. What evidence is there that activities were performed as planned?
• Effects (Results, Consequences, Outcomes or Impacts). What kinds of changes came about as a result of direct/indirect effort of the activities?
PROJECT ASSESSMENT AND EVALUATION
EXPECTED MEASURABLE OUTCOMES

1. Projects should have goals and objectives that have been translated into a set of measurable outcomes that can be monitored via quantitative and qualitative approaches (or both).

2. Outcomes should be used to track progress, guide the project and evaluate its ultimate success.

3. Expected measurable outcomes should pay attention to student learning, contributions to the knowledge base and community building.
1. All projects should have an evaluation plan that includes a strategy for monitoring the project as it evolves to provide feedback (formative evaluation).

2. Provides a strategy for evaluating the effectiveness of the project in achieving its goals for identifying positive findings when the project is completed.

3. Based on specific measurable outcomes.
TYPES OF EVALUATION (FORMATIVE)

1. Focus on improving a program or project.
2. Identifies improvements, modifications and management needs of the project.
3. Can be completed more than once.
TYPES OF EVALUATION (SUMMATIVE)

1. Occurs at the completion of the project.
2. Evaluates the outcomes or accomplishments of the project and measures success of goals.
3. Judges the value of the project after it has been fully implemented.
4. Suggests what changes need to be made to the program.
EXTERNAL EVALUATION

1. Required by solicitation.
2. Unbiased opinion.
3. Person outside of the organization.
4. Person outside of the department.
PREPARING TIMELINES AND BUDGETS
PRE-AWARD CRITICAL ACTIVITIES
PRE-AWARD CRITICAL ACTIVITIES

1. STAFFING.

2. PLANNING FOR PUBLICATION

3. ALLOCATION OF TIME FOR ANNUAL AND FINAL REPORTS
BUDGETS

1. Pay close attention to requirements for budget related to specifics for PI, Participant Support and Budget Adjustments.

2. Work with your Budget Office on Senior Personnel Budgets (e.g., Calendar, Academic & Summer Salaries).

3. Determine budgets for ‘Other Personnel’ (Faculty, Grad Assistants and Administrative Assistants).
1. Clearly provides a visual of what will be accomplished over the 3 years.

2. Provides clear milestones and benchmarks.

3. Demonstrates the ability to start immediately.

4. Benchmarks – Goals - Activities
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Contact Information:

Chance W. Lewis, Ph.D.
Carol Grotnes Belk Distinguished Professor of Urban Education
University of North Carolina at Charlotte
Phone: (704) 659-6842
E-mail: chance.lewis@uncc.edu
Web: http://www.chancewlewis.com