

## ***Regional Centers of Excellence: Theory of Action and Logic Model***

The purpose for this document is to articulate the theory and logic associated with the expansion of the Centers in compliance with the Laws of Minnesota Chapter 116, which states “Regional centers of excellence are established to assist and support school boards, school districts, school sites, and charter schools in implementing research-based interventions and practices to increase the students’ achievement within a region.” It includes the proposed evaluation tools to be used to measure the extent to which the desired results were achieved.

### **Theory of Action:**

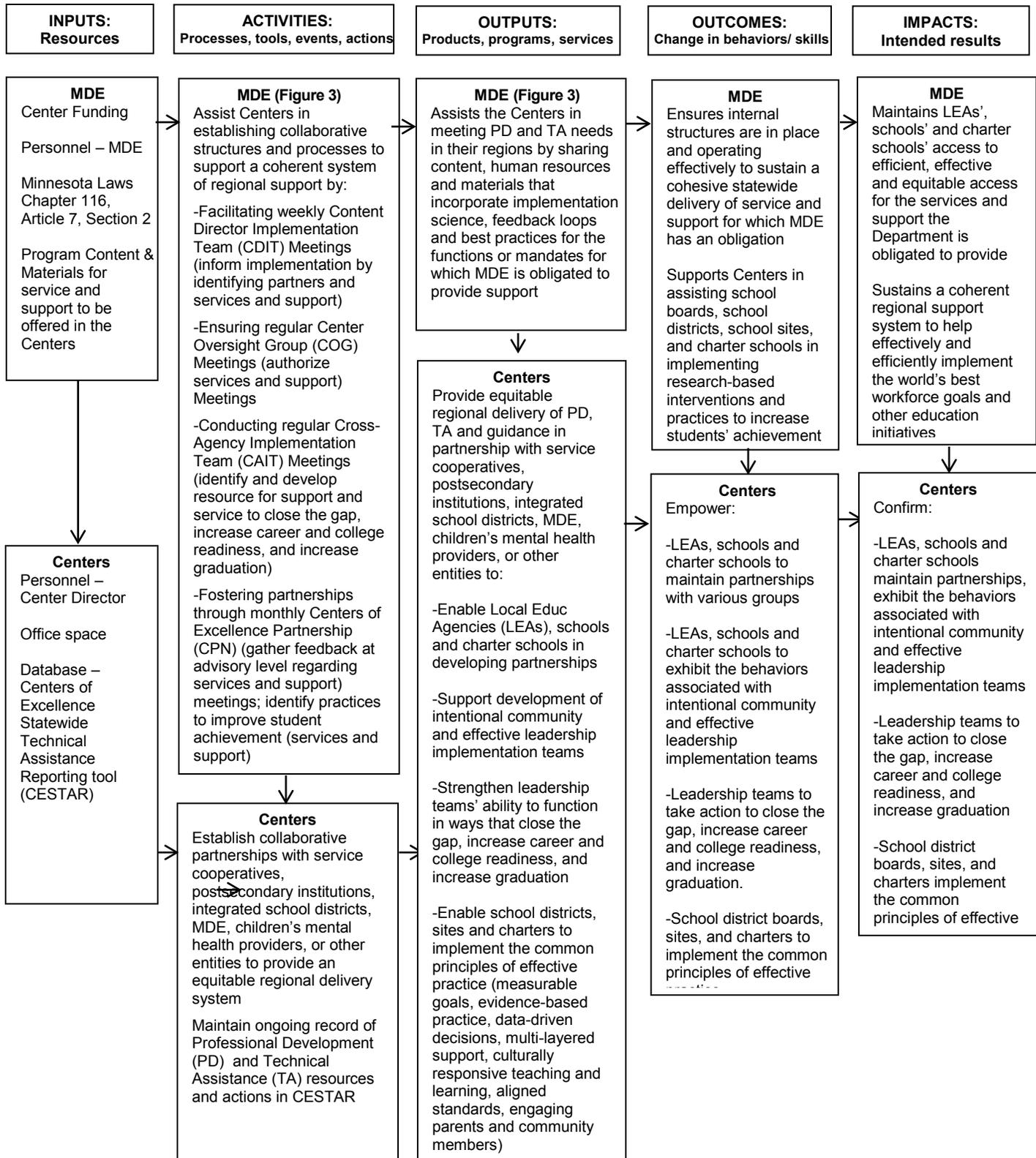
If MDE assists the Centers in establishing structures and processes to support a collaborative, coherent system of support, then the Centers will be able to develop strong partnerships to support a regional delivery system;

If MDE collaboratively develops and shares content and resources with the Centers, then they will be able to provide effective technical assistance supported by high quality professional development to districts and schools;

If MDE ensures internal structures and support for the Centers, then the Centers will be able to empower districts and schools to implement research-based programs and practices;

If MDE maintains districts’ and schools’ access to services and support through a coherent regional support system, then the Centers will be able to provide an effective regional delivery system that increases students’ achievement, increases college and career readiness, and increases graduation rates; and Minnesota will be able to effectively implement the World’s Best Workforce (WBWG) Goals.

**Logic Model:** The logic model below illustrates how the “Regional centers of excellence are established to assist and support school boards, school districts, school sites, and charter schools in implementing research-based interventions and practices to increase the students' achievement within a region.” Laws of Minnesota, Chapter 116, Article 2, Section 7



## Evaluation

Question: To what extent have the three new Regional Centers of Excellence assisted and supported school boards, school districts, school sites, and charter schools in implementing research-based interventions and practices to increase the students' achievement within a region?

Tools to measure the following are listed with asterisks and also colored *italics* (*MDE=Blue or one asterisk, Centers=Green or two asterisks, Districts/Schools=Red or three asterisks*)

1. To what extent did the Centers develop partnerships with local and regional service cooperatives postsecondary institutions, integrated school districts, the Department, children's mental health providers, or other local or regional entities in providing a cohesive and consistent regional delivery system that serves all schools equitably?

- a. *\*Observations and Document Analysis (training materials, schedules, resources, etc.)*
- b. *\*\*CESTAR Activity Analysis*
- c. *\*\*Center Staff Survey*

2. To what extent did the Centers assist school districts, school sites, and charter schools in developing similar partnerships?

- a. *\*\*CESTAR Activity Analysis*
- b. *\*\*Center Staff Survey*
- c. *\*\*\*District / School Survey*

3. To what extent did the Centers assist school districts, school sites, and charter schools with common principles of effective practice, including:

(1) defining measurable education goals under section 120B.11, subdivision 2;

(2) implementing evidence-based practices;

(3) engaging in data-driven decision-making;

(4) providing multi-layered levels of support;

(5a) supporting culturally responsive teaching and learning;

(5b) aligning state and local academic standards and career and college readiness benchmarks;

(6) engaging parents, families, youth, and local community members in programs and activities at the school district, school site, or charter school.

- a. *\*Observations and Document Analysis (training materials, schedules, resources, etc.)*
- b. *\*\*CESTAR Activity Analysis*
- c. *\*\*Center Staff Survey*

d. *\*\*\*District / School Survey*

4. To what extent did the Centers' work with school leadership teams enable them to implement programs that close the achievement gap, increase students' progress and growth toward career and college readiness, and increase student graduation rates?

a. *\*\*\*School Leadership Team Survey*

b. *\*\*\*District / School achievement, career / college readiness, and graduation rate data*

5. To what extent did the Department assist the Centers to:

(1) meet staff, facilities, and technical needs,

(2) provide programmatic support, and

(3) establish a coherent statewide system including consulting, training, and technical support?

a. *\*MDE Staff Survey*

b. *\*Observations and Document Analysis (training materials, schedules, resources, etc.)*

c. *\*\*Center Staff Survey*

d. *\*\*CESTAR Activity Analysis*

6. To what extent did the Department assist the Centers in helping school boards, school districts, school sites, and charter schools to effectively and efficiently implement the world's best workforce and other state and federal education initiatives?

a. *\*MDE Focus Group*

b. *\*\*Center Staff Survey*

c. *\*\*\*District / School Survey*