(Almost) Everything You've Always Wanted To Know About Logic Models

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ECPC Early Childhood Personnel Center

| | | Early Childho | od Perso Logic N | onnel Center (EC Aodel | PC) | |
|---|---|--|---|---|---|--|
| Inputs | | Outputs | | \sim | Outcomes | |
| Pro m Investments | Ke | ey Activities & Output | ts | Short Term (knowledge/skills) | Intermediate (behavior) | Long Term (condition) |
| U Conn Health Ctr. & Neag School of Ed. UCEDD,CBER,PBIS Project Directors Regional Site Directors Management Team External Evaluators Association Support (DEC-CEC, Assoc. for PBIS) Expert Consultants & Contractors Advisory Support & Partnerships (AUCD, CEC, HECSE, ITCA, NAECS-SDE, NAEYC, NASDSE, NASTEC, CCSSO, Part B/619 Consortia, NHSA, NRCP) | preparatio Conduct st standards, Develop in Participate recommer Technical Assi Maintain in Develop & TA (10) Develop & to impact 1 Develop & in targeted Disseminal state/natio Leadership & Develop & graduate s Hold Stake guidance c Engage in & with EC Project Manag Annual ass | literature reviews & syntheses of n policies & practices ate needs assessment of personn programs & practices teractive data base on state data in 2-day meeting to develop dations for personnel standards stance & Dissemination : nteractive dissemination website disseminate materials & systems provide <i>targeted TA</i> at regional i C systems alignment (4) provide <i>intensive TA</i> to 8 states to states te TA project results at profession onal conferences Coordination : offer training institute for Part C provide leadership opportunities tudents holder meetings to provide feed in ECPC activities, outputs & output collaborations with OSEP-funded PD organizations | nel a sets s for <i>general</i> & state levels to build CSPD nal & B leaders s for back & comes EC projects M #4) (PM #5) | Rating scale = 4 or 5 on all Q,R, U measures below. (PM # 1,2,3) 90% of state respondents report on Quality, Relevance, Usefulness (Q,R,U) of literature syntheses. 90% of 2-day, meeting participants report on Q,R,U of personnel recommendations. 90% of ECPC TA recipients report on Q,R, U of TA. 90% of leadership institute participants & graduate students report on Q,R U of training. 90% of ECPC collaborators report on Q, R, U of the collaboration. | 90% of general, & targeted TA recipients report application of ECPC to their work. 90% of leadership institute participants & graduate students report application of ECPC to their work. % of states receiving TA that align their state standards with national standards increases by 10% from baseline. % of states receiving TA that link preservice & inservice training increases by 10% from baseline. % of states receiving TA that link preservice training increases by 10% from baseline. 8 states receiving TA that link preservice by 10% from baseline. 8 states receiving as evidenced by rating rubric scores. | % of EC personnel that meet EC standards & have the requisite knowledge & skills increases by 10% from baseline. % of infants, toddlers & preschoolers who live in states with an EC CSPD show 10% increase from baseline on developmental & behavioral measures. OSEP-funded EC projects & EC PD organizations demonstrate evidence of ongoing collaboration to sustain RP in EC. |
| | <u> </u> | Project Goals & Objectives | | | | |
| EEC 8/25/13 | F | Process Measure | S | Outcome Measures | | |







Universal Literacy Network Overall Deliverables

the hub:

The Hub will provide a home base or platform on which students can explore the ULN and socially share their experiences in the ULN as their reading skills improve with motivated practice. The Hub will be provide opportunities for students to monitor their progress and growth through data analytics and will be designed to explicitly support the development of metacognition about reading. To achieve these goals we envision the Hub having three parts:

A portfolio system whereby students collect media and textual artifacts from the ULN, and are able to curate and share those artifacts into a personal narrative representing their literacy experiences;

A *dashboard* and analytic system that will allow students to track their experiences in the ULN and progress toward reading goals in a quantitative, self-assessment oriented way; and,

A game that will provide an 'on-ramp' to reading in the ULN where students will gain an introduction to and practice with reading comprehension strategies, and potentially provide the motivational and engagement system for the ULN as a whole. summary of design goals &principals: 1. The ULN will bring about dramatic improvements in reading comprehension skills for middle school students with disabilities by:

- + Improving motivation and engagement with reading, and the process of learning to read;
- + Developing metacognitive skills;
- + Providing significantly increased opportunities for reading across high-interest environments;

 Providing readings that are rich with UDL supports, scaffolds, etc., — readings are effectively "tuned" to students specific strengths and weaknesses;

2. The ULN will be usable in lowest achieving schools;

 The ULN will be usable and effective across a wide range of student variability, including a range of disabilities as well typically achieving students without identified disabilities;

 The ULN will be aligned with common core standards, and leverage reciprocal teaching strategies to improve reading comprehension skills.



Universal Literacy Network



Early Childhood Personnel Center



Source: From Kalamazoo Wraps (2010)



Sarasota Early Childhood Mental Health Partnership



- Child centered and family focused, with the needs of the child and family dictating the types and mix of services provided.
- Community based, with the locus of services as well as management and decision making responsibility resting at the community level.
- Culturally Competent, with agencies, programs, and services that are responsive to the cultural, racial and ethnic differences of the populations they serve.



OSERS NEW FRAMEWORK



Your Turn

• My Rich Uncle

• Courtesy of Gail Barrington



Questions, Comments & Discussion



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