



Read to Succeed Buffalo Logic Model Demonstrating Programmatic Impact September 2015-June 2016

Environment	Inputs School Year	Outputs BOY, MOY, EOY	Outcomes		
			Initial (Attitudinal/ Intrinsic)	Intermediate (Behavior/Extrinsic) MOY, EOY	Impact (Actual Change) EOY
<p>Research Information: Participant Demographics Baseline data on classroom environment, social/emotion, motor, & cognitive levels, literacy levels: oral language & vocabulary, alphabet knowledge/letter naming fluency, phonological awareness/initial sound fluency/phoneme segmentation fluency, Grade-level literacy, and Community Engagement</p> <p>Provider Characteristics: Read to Succeed Buffalo is an agency that works with teachers in family care and Pre-K-3rd Grade settings to build literacy. Local affiliate for national book distribution– Dolly Parton’s Imagination Library.</p> <p>Project Characteristics: Vision, Mission, Strategic Plan, & Annual Goals</p> <p>Program Management & Implementation: Programs managed and supported by trained staff and supervisors using nationally normed tools, continually measured for process and impact.</p>	<p>Programming: CARE – Community Alignment for Reading Excellence - CARE Child Care; CARE Preschool and CARE Elementary Pre-K-3rd</p> <ul style="list-style-type: none"> • Embedded Support/Coaching • Progress Monitoring • Dialogic Reading • Literacy-Rich Environment • Planning • Assessments • Data-driven Decision Making • Data Informed Professional Development <p>Resources:</p> <ul style="list-style-type: none"> • Building Facilities • LIS & Teachers • Assessments • Age appropriate books mailed to home for infants, toddlers, preschoolers • Dolly Parton’s Imagination Library (DPIL) age appropriate book distribution to infants, toddlers and preschoolers in home - monthly 	<p>Academic Programming: Professional Development</p> <ul style="list-style-type: none"> • Structured training for child care, preschool & Elem teachers • Customized training based on assessment-based accountability data <p>Environmental Review</p> <ul style="list-style-type: none"> • Conduct child care & classroom environmental reviews baseline, mid-year, & end year data points • Recommend and implement enhancements • Secure literacy rich resources in site and in home <p>Assessments-Based Accountability</p> <ul style="list-style-type: none"> • Administer assessments for baseline, mid-year, & end year data points • Review data results with child care provider/teacher • Customize group and individual student strategies • Progress Monitoring <p>Embedded Support/Coaching</p> <ul style="list-style-type: none"> • Review results of assessments • Differentiate instructional practice for specific students • Meet weekly - reflections 	<p>Child Care, Preschool, Elem. Teachers</p> <ul style="list-style-type: none"> • Self-Confidence • Increased self-reflection • Intrinsic Motivation • Knowledge • Data-Driven Decision Making Skills • Ownership of change <p>Parents</p> <ul style="list-style-type: none"> • Age appropriate books in the home for infants, toddlers and preschoolers 	<p>Child Care, Preschool, Elem. Teachers</p> <ul style="list-style-type: none"> • Implement Scientifically-based reading research strategies (SBRR) • Assessment-based accountability plan utilize data from following assessments: <ul style="list-style-type: none"> ○ ASQ - 3 ○ FCCERS (ERS) ○ DIBELS Next <ul style="list-style-type: none"> ○ LNF ○ PPVT-4 ○ EVT ○ ELLCO K-3 ○ PALS ○ CIRCLES • Engage in CARE Support/Coaching • Design & Implement Differentiated Instruction based on data • Continue to make data-driven decisions based on assessment data • Accountable for student growth <p>Parents</p> <ul style="list-style-type: none"> • Knowledge regarding importance of reading & talking at home to infants, toddlers, preschoolers 	<p>Child Care, Preschool, Elem. Teachers</p> <ul style="list-style-type: none"> • Demonstrated use of assessment data • Demonstrated Change in Practice/Pedagogy • Positive Trended Classroom Data • Increased FCCERS scores • Increased ELLCO K-3 scores • Dialogic Reading scores are high quality and correspond with student assessments • Child Care/Preschool Students • Increasing or achieve developmental milestones on <ul style="list-style-type: none"> ○ ASQ - 3 ○ PPVT-4 & EVT ○ PALS • Elem Students • Increase or achieve milestones on <ul style="list-style-type: none"> ○ DIBELS Next & CIRCLES ○ Increased 3rd grade ELA scores when fully implemented • Child Care, Preschool & Elem Demonstrate Age-Appropriate <ul style="list-style-type: none"> ○ Gross & Fine Motor, Personal Social, Communication, Problem Solving, Oral Language & Vocabulary, Letter Identification, Letter Naming Fluency, Phonological & Print Awareness, Phoneme Segmentation Fluency, Sound Fluency, Comprehension • Parents • Increased frequency reading and conversation in home



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Outcomes	Target Indicators	Data Source	Data Collection Method
Initial: Participants increase Self-Confidence, Intrinsic Motivation, Knowledge, Data-Driven Decision Making Skills	Number and percent of participants who respond favorably to questions on initial outcomes.	Child Care, Preschool, Elem Teachers	Participant-completed Survey EOY
Intermediate: Child Care, Preschool, Elem. Teachers Implement Scientifically-based reading research strategies	Number and percent of child care-Elem Teachers who demonstrate increased scientifically-based reading research strategies in their centers and classrooms.	LIS & ELISs	Environment Observations: FCCERS, ELLCO K-3, Dialogic Reading BOY, MOY, EOY
Intermediate: Child Care, Preschool, Elem. Teachers Implement assessment-based accountability plan	Number and percent of child care-/Elem Teachers implementing assessment-based accountability plan	Infants, toddlers & preschoolers Students	Student Assessment: ASQ, FCCERS, DIBELS Next, LNF, PPVT-4, EVT, ELLCO K-3, PALS, CIRCLES BOY, MOY, EOY
Intermediate: Child Care, Preschool, Elem. Teachers Engage in CARE Support/Coaching	Number and percent of Child Care-Elem Teachers engaging in CARE Support/Coaching and increasing planning time	LIS & ELISs	LIS & ELIS Observations Planning Sessions/Reflections Observations and Assessments On-going
Intermediate: Child Care, Preschool, Elem. Teachers Design & Implement Differentiated Instruction based on data	Number and percent of child care-Elem Teachers who design and implement Differentiated Instruction based on data	Child Care, Preschool & Elem Teachers LIS & ELISs	FCCERS, ELLOC K-3 MOY, EOY LIS & ELIS Observations On-going Planning Sessions/Reflections On-going Progress Monitoring-On-going
Intermediate: Child Care, Preschool, Elem. Teachers Continue to make data-driven decisions based on assessment data	Number and percent of Child Care-Elem Teachers who continue to make data-driven decisions based on assessment data	Child Care, Preschool & Elem Teachers LIS & ELISs	FCCERS, ELLOC K-3, and ELA K-2 MOY, EOY LIS & ELIS Observations On-going Planning Sessions/Reflections On-going Progress Monitoring – On-going
Impact: Child Care, Preschool, Elem. Teachers Demonstrated use of assessment data, Demonstrated Change in Practice/Pedagogy,	Number and percent of participants who Demonstrated use of assessment data, Demonstrated Change in Practice/Pedagogy, Positive Trended Classroom Data,	Child Care, Preschool & Elem Teachers	FCCERS, ELLCO K-3, Dialogic Reading EOY Planning Sessions/Reflections

Outcomes	Target Indicators	Data Source	Data Collection Method
Positive Trended Classroom Data, Increased FCCERS scores, ELLCO K-3 scores are achieved	Increased FCCERS scores, ELLCO K-3 scores are achieved	LIS & ELISs	Teacher Survey EOY Student assessments EOY
Impact: Child Care and Preschool Students Increasing or achieve developmental milestones on ASQ, PPVT & EVT, AK and COP	Number and percent of participants who demonstrate Increasing or achieve developmental milestones on ASQ, PPVT & EVT, and PALS	<ul style="list-style-type: none"> • Child Care & Preschool Teachers • ELISs • Infants, toddlers & preschoolers 	ASQ, PPVT & EVT, and PALS Assessments EOY
Impact: Elem Students Increase or achieve Literacy milestones on DIBELS Next & CIRCLES	Number and percent of participants who Increase or achieve developmental milestones on DIBELS Next & CIRCLES	<ul style="list-style-type: none"> • Elem Teachers • LISs • Students 	DIBELS Next & CIRCLE Assessments
Impact: Child Care, Preschool & Elem Students Demonstrate Age-Appropriate: Fine and Gross Motor Skills, Communication, Problem Solving and Personal Social Skills, Oral Language & Vocabulary, Letter Identification, Letter Naming Fluency, Phonological & Print Awareness (listening, receptive and expressive rhyming, alliteration, words in a sentence, syllabication and onset rhyme), Phoneme Segmentation Fluency, Sound Fluency	Number and percent of participants who Demonstrate Age-Appropriate: Oral Language & Vocabulary, letter identification, Letter Naming Fluency, Phonological & Print Awareness (listening, receptive and expressive rhyming, alliteration, words in a sentence, syllabication and onset rhyme), Phoneme Segmentation Fluency, Sound Fluency	<ul style="list-style-type: none"> • Child Car, Preschool & Elem Teachers • LIS & ELISs • Infants, toddlers & preschoolers • Students 	ASQ, PPVT & EVT, and PALS Assessments EOY DIBELS Next & CIRCLES Assessments EOY
Impact: Parents Infants, toddlers and preschoolers receiving Dolly Parton's Imagination Library books are asked and ask to read more, discuss letters, words and pictures and talk about the story more with their parents at home.	Parents who have registered their children for Dolly Parton's Imagination Library book distribution indicate on phone survey an increase in reading frequency and discussion of letters, words, pictures and the story with their children.	<ul style="list-style-type: none"> • LeMoyne College • Parents 	LeMoyne College DPIL User Survey Fall and Spring



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Summary of Research Logic Model

The Logic Model is a tool that guides evaluation and research initiatives and ensures that appropriate protocols are followed when conducting research to demonstrate short and long term impacts. The essence of a logic model is to tie three levels of outcomes; initial, intermediate, and impact; to the programming goals of an organization. The Read to Succeed Buffalo Logic Model is based on federal and national agency models including but not limited to:

- United States Department of Education
- United States Department of Health and Human Services
- New York State Education Department
- National United Way Model

The Logic Model details in general terms the pathways of Inputs, Environment, Outputs, and Outcomes in order to “logically” connect the initial changes to the desired impacts on participants. Furthermore, the Logic Model details the evaluation and research strategies currently being implemented and guides decisions for future research efforts. The Logic Model is a document that evolves as the organization engages its participants or new participants in new and innovative ways. The Read to Succeed Buffalo Logic Model is designed specifically for current and future decision making.

Inputs & Environment

The inputs of the Logic Model are designed to paint a detailed picture of the environment in which the organization works, baseline data used to describe current conditions and demographics of participants, provider characteristics, project characteristics, and program management and implementation. Data sources for baseline data vary and can be both quantitative and qualitative. Sources of typical baseline data include but are not limited to:

- National
- Clearinghouses
- National Technical Assistance Centers
- NYS District and School Report Cards
- School and District Data
- US Census (2000)
- City Data Website
- USDE and NYSED Databases
- Organizational History and Description
- Staffing and Organizational Chart
- Historical Evaluation and Research Reports
- Read to Succeed Buffalo Strategic Plan
- Programmatic Management
- Implementation Plans & Progress Reports

The Inputs & Environment data sources set the stage for what the organization is currently engaged in, the environment it works in, and the needs of its participants and surrounding community. Inputs and Environment data help to position the organization for decision making around program selection, innovation, and expansion; strategic planning; and resource (human and financial) planning.

Outputs

The Outputs of the program are the points-of-contact with participants. Read to Succeed Buffalo has four strategic programs each of which have multiple points-of-contact. The Logic Model describes these interfaces in order to establish the point of initial outcomes. The bridge then becomes the behavior changes that occur as a result of the initial outcomes and the consequent impact on participants as a result of those behavior changes.

Outcomes

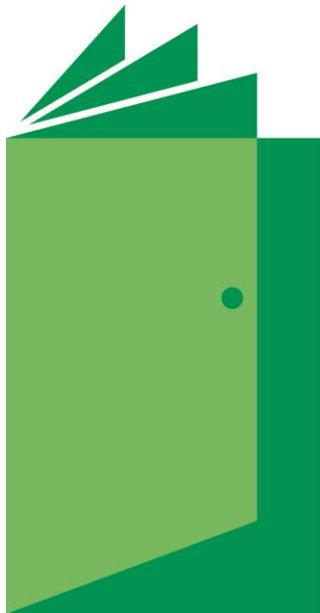
Outcomes are generally analyzed through rigorous evaluation and research methodologies. The 2nd page of this document provides detailed information on the evaluation and research methodologies including Outcomes, Target Indicators, Sources of Data, and Data Collection Methods. These details provide guidance on specific research strategies that will maintain the rigor expected of high quality, publishable research. All evaluation and research decisions by the organization shall be guided by these specifications.

Standard Operating Procedures

The following description provides details on the process for evaluating and researching Read to Succeed Buffalo's Programs.

- **Conceptual Phase:** The conceptual phase of any research effort conducted by Read to Succeed Buffalo (PN) will tie directly to its Logic Model and begin with a detailed analysis of the program and desired objectives. The analysis should demonstrate a suggested link between specific program activities and desired outcomes. It will be these activities that will link to initial outcomes and consequently tie to the impact of the programs. Without this analysis, it will be difficult to link programmatic activities to outcomes. The analysis should clearly describe the program activities and the desired outcomes. Process evaluation will ensure that the program is running true to design and the evaluation and research efforts will ensure that the desired outcomes align with the program. Adjustments should be made when a disconnect is revealed in the research and documentation of adjustments must be put in any final report of the research.
- **Survey/Scale Selection:** It is crucial to select research-based scales or surveys with citations in published peer-reviewed articles. This ensures that the scales and/or surveys have passed a rigorous review and that validity and reliability of the instruments have been established. Keep in mind that a review of the published articles is necessary to ensure appropriate methodology, statistical analyses, and effect size were utilized and achieved.
- **Data Collection Process:** The data collection process must be clearly defined prior to the initiation of any research effort. Careful adherence should be made with the Evaluation and Research Mapping portion of the logic model. This section will identify the Outcomes, Target Indicators, Data Sources, and Data Collection Method. If the new research requires the use of surveys or scales not identified on the Mapping, then they should follow the Survey/Scale Selection criteria identified in the previous section and once selected, should be added to the Evaluation and Research Mapping section of the logic model.
- **Program Evaluation & Research:** When conducting evaluation and research, careful attention should be paid to the administration of surveys. Consistent practices are essential to maintain the rigor expected of publishable research. The way to ensure this occurs is to train all those involved in the evaluation and survey administration process. Topics to be covered in an evaluation or research training should include but are not limited to:
 - Overview of Surveys
 - Background on Expected Outcomes
 - Overview on Linkages Between Program and Intended Outcomes
 - Administration Guidelines
 - Handling Participant Questions
 - Handling and Storage of Surveys
 - How to Reach Researchers for Questions
- **Initial Outcomes Measurement:** Initial outcomes are often directly linked to program activities and most often link to intrinsic or knowledge-based changes within the participants. The expectation is that as a result of these initial outcomes, the participants will change behaviors. Programmatic activities should consistently reinforce the outcomes. The rationale behind this emphasis is that the desired outcomes are what the program is intended to effect. Reinforcing those outcomes ensures greater likelihood of effecting positive change in the Initial Outcomes.

- **Intermediate Outcomes Measurement:** Intermediate Outcomes are the behavior changes that one expects to occur as a result of successfully achieving the Initial Outcomes. The behavior changes are carefully mapped out in the logic model and should be directly linked to research discourse (Theoretical Framework or research-based) which states that if a participant behaves in a particular manner, one may expect the desired impact. It is the behavior change linked to the initial outcome that ties the initial outcome and program activity to the impact outcome.
- **Impact Outcomes Measurement:** The impact outcome is the desired outcome a program claims it affects. Examples of Impact Outcomes include but are not limited to changes in Academic Achievement, Behavior Changes, Attendance Rates, Graduation Rates, and College Attendance Rates. When a program uses rigorous research methodologies, follows its logic model and evaluation and research mapping, and it achieves its impact outcomes; it can state that the program has the desired impact and that the program is evidence-based.
- **Reporting Data:** Reporting the evaluation and research findings in a public manner promotes the efforts of the agency to ensure that its programs have the desired impacts it states they have. Moreover, it demonstrates to foundations and donors that their monetary investments are appropriately invested in a sound program and agency and that they have a proven return on investment. Programmatic outcomes should be reported on the Read to Succeed Buffalo web site with the ability to disseminate findings in hard copy to those who do not have internet access.
- **Publishing Results:** Publishing research in peer-reviewed journal articles is based on the submitted research's addition to current discourse. If a research study does not extend current understanding in a particular academic field, it does not suggest that the research is not credible. When research studies are not published, it does not necessarily imply poor design. On the contrary, a study not accepted for publication in a peer-reviewed journal may be scientifically sound and maintain the rigors expected of publishable research, however, it simply is not extending current understanding. When this occurs, white papers are one of two desired reporting strategies. The other strategy is evaluation and research reports as well as executive summaries. Finally, all reports should be made public and submitted to local, state, and federal funding agencies as well as foundations.



Read to Succeed Buffalo

Community Alignment for Reading Excellence