



Alabama State Department of Education's State Personnel Development Grant

CFDA #: 84.323A

LOGIC MODEL AND MANAGEMENT PLAN

July 22, 2022

Goal 1: To increase reading achievement results for students with disabilities in grades 4-8 through professional learning on implementing MTSS supports to teachers and leaders in selected AL-MTSS cohort districts and schools.

AL SPDG LOGIC MODEL: GOAL 1

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<ul style="list-style-type: none"> • OSEP funding • ALSDE resources, equipment, and technology • Signetwork community • SEA/LEA/school commitment and capacity for change • Research foundation • AL-MTSS system • Project personnel • Content expert consultants • SPDG Coaches • Partner organizations • APEC capacity • Collaborative relationships within state 	<ul style="list-style-type: none"> • Select 3 cohorts of districts for MTSS <ul style="list-style-type: none"> ○ Schools with grades 4-8 • Provide EB reading and MTSS training in AL-MTSS cohorts • Offer coaching and resources in SPDG districts/schools <ul style="list-style-type: none"> ○ MTSS Community of Practice • Greater use of data in SPDG districts and schools <ul style="list-style-type: none"> ○ Fidelity data collection • Coaching supports to DITs/SITs and leaders • Increase capacity of SEA staff and supports 	<ul style="list-style-type: none"> • At least 21 districts selected • Awareness webinar posted • Site Form data • List of trainings on website • Training evaluations for 11 trainings • Coaching output data • MTSS CoP membership list • Fidelity reports • Team action plans • Team membership and protocols • Team Functioning Scale results • Communication plan • Stakeholder Survey data • MTSS resources • AL SPDG website has 5000 pageviews/year 	<ul style="list-style-type: none"> • 85% of activities implemented as planned • 80% applicants more knowledge of expectations • 80% report training HQ, relevant and useful • 15% gain (or 75%) on training knowledge survey • 75% families have more knowledge, communication • 90% of training & coaching delivered with fidelity • 80% report training & coaching increased skills • 80% of DITs/SITs have capacity to support MTSS • 90% of coaches have more knowledge 	<ul style="list-style-type: none"> • 70% of SPDG cohort schools achieve fidelity of intervention on TFI-Reading • 70% of SPDG cohort districts achieve fidelity on District Capacity Assessment • 75% of families report greater capacity to support child with reading in an MTSS framework • 80% of participants have greater capacity for: <ul style="list-style-type: none"> ○ Data for decisions ○ Interventions ○ EB reading strategies ○ Progress monitoring ○ SDI and DBI • DITs/SITs average 80% on Team Functioning Scale 	<p>Increased collaboration & data-based decisions about students compared to baseline</p> <p>Screening data show higher Fall to Spring changes in reading compared to schools' baseline</p> <p>ACAP Reading and Literacy data show gains for SWD between categories</p> <p>Systems, teams, and frameworks in place to support MTSS implementation</p>

Goal 2: Improve Part C to Part B, elementary, middle school, and high school transition outcomes for toddlers and students with disabilities through training, coaching, and resources for early intervention providers, teachers, administrators, and families of students with disabilities.

AL SPDG LOGIC MODEL: GOAL 2

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<ul style="list-style-type: none"> • OSEP funding • ALSDE resources, equipment, and technology • Signetwork community • SEA/LEA/school commitment and capacity for change • Research foundation • Part C/AEIS • ADRS capacity • Career & Tech Ed • Project personnel • Content expert consultants • SPDG Coaches • Partner organizations • APEC capacity • Collaborative relationships within state 	<ul style="list-style-type: none"> • Provide additional PL on RBM for EI providers & ensure fidelity • Early transition planning training and resources • Select 3 cohorts of transition districts <ul style="list-style-type: none"> ○ Middle & high • Provide transition training to cohorts and families • Offer coaching, transition programming, and resources in SPDG districts/schools • Increase data, incl. parent interviews <ul style="list-style-type: none"> ○ Fidelity data collection • Coaching supports to Transition Teams and leaders • Increase capacity of SEA staff and supports 	<ul style="list-style-type: none"> • List of EI cohorts • Finesse-II data • Early transition resources • 3000 page views/year • At least 18 districts & 27 schools selected • Awareness webinar posted • Site Form data • List of trainings • Training evaluations for 11 trainings • Coaching output data • Team action plans • Fidelity reports • Team membership and protocols • Communication plan • Stakeholder Survey data • MTSS resources • AL SPDG website 	<ul style="list-style-type: none"> • 85% of activities implemented as planned • 80% of EI providers have more knowledge of RBM • 75% satisfaction w/ resources • 80% applicants know expectations • 80% report training HQ, relevant and useful • 15% gain (or 75%) on training knowledge survey • 75% families have more awareness, communication • 90% of training & coaching delivered with fidelity • 80% report training & coaching increased skills • 80% of Transition Teams have more capacity to support 	<ul style="list-style-type: none"> • 80% of EI providers achieve fidelity on Finesse-II • 70% of SPDG cohort districts achieve fidelity on AL Taxonomy for Transition • 75% of SPDG teachers achieve fidelity--transition curriculum • 75% of families report capacity to support child with transition • 80% of teachers & teams have greater capacity for: <ul style="list-style-type: none"> ○ Supporting transition plans & employment ○ EB Curriculum ○ Prepare for PSO ○ Promote IEP participation • DITs/SITs average 80% on Team Functioning Scale 	<p>Cohort districts and school have more school and community-based employment options.</p> <p>55% of students with disabilities in grades 7-12 participate in their IEP meetings.</p> <p>Cohort districts improve in college and career ready scores and Indicator 14b results after 3 years.</p> <p>Schools and districts have the systems, teams, and collaborations in place to offer high-quality transition programming.</p>

AL SPDG Management Table: Project Responsible Parties, Milestones, and Timelines for Each Activity

Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Goal 1: To increase reading achievement results for students with disabilities in grades 4-8 through professional learning on implementing MTSS supports to teachers and leaders in selected AL-MTSS cohort districts and schools.							
Obj. 1.1: To identify, determine the readiness, and select three cohorts of at least seven districts per cohort to implement supports for students in an MTSS framework.							
Define expectations, review selection tools, determine site selection criteria.	Minor, Shriver, Gann	Selection tools identified; Review criteria created.	Q2-3	Q3	Q3		
Review selected district applications from AL-MTSS cohort districts.	Minor, Shriver, Gann	Applications reviewed. Counts of schools/district.	Q2-3	Q3	Q3		
Conduct awareness meeting for cohort districts re. reading and expectations.	Minor, Gann	Webinar created and posted on SPDG website.	Q3	Q3	Q3		
Determine readiness and select SPDG cohorts using selection tools.	Minor, Shriver, Gann	3 cohorts, including at least 21 districts, selected	Q3	Q3	Q3		
Obj. 1.2: To increase the knowledge of teachers, leaders, and families in cohort schools to provide evidence-based reading instruction and supports in a tiered framework through high-quality, engaging training on AL-MTSS as applied to reading in grades 4-8.							
Determine sequence and formats for Goal 1 training.	Hines, Shriver	Training sequence and formats identified.	Q2	Q2	Q2	Q2	Q2
Identify trainers to deliver training and confirm dates for upcoming year.	Shriver, Hines, Minor	Trainers selected and contracts signed.	Q2	Q2	Q2	Q2	Q2

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Develop training forms, handouts, registration materials.	Hines	Training information and registration materials.	Q3-4	Q4	Q4	Q4	Q4
Assess school-specific needs for training and orient trainers to needs.	Hines, Shriver, SPDG Coaches	Questions, pre-evaluation, and requests shared.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Create and share marketing materials.	Hines, APEC	Trainings publicized.	Q3-4	Q1-4	Q1-4	Q1-4	Q1-2
Develop and refine training materials for districts, schools, and families.	Bailey, Auburn faculty, SPDG Team	Training curricula developed or revised.	Q3-4	Q1-4	Q1-4	Q1-4	Q1-2
Provide training to cohort districts, schools, and families.	Bailey, Auburn faculty, Hines, Shriver	Activity Log data for district and school trainings.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Complete training evaluations and review results to improve trainings.	External Evaluator, Minor, Shriver	HQPD and evaluations analyzed and shared.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Obj. 1.3: To increase capacity of educators in cohort schools to provide reading instruction and supports within an MTSS model through coaching supports and resources regarding implementing an MTSS framework that will lead to improved 4 th -8 th grade reading achievement in cohort schools.							
Develop capacity of coaches to support schools in MTSS and reading.	Hardiman, Hines	Activity Log data for Coaches' Meetings.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Review and expand cohort district and school action plans based on fidelity.	SPDG Coaches	Completed DCA and TFI-R. Action plans refined.	Q4	Q1 & 4	Q1 & 4	Q1	Q1
Coach cohort districts and schools on reading in an MTSS framework.	SPDG Coaches	Activity Log data for coaching events.	Q4	Q1-4	Q1-4	Q1-4	Q1-4

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Identify and disseminate resources re. MTSS, reading, family engagement.	Shriver, Gann, SPDG Coaches	Activity Log data for resource sharing. Website analytics.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Offer networking opportunities for each cohort to share learning.	Shriver	Activity Log data for CoP and MEGA conference.	Q4	Q1,3	Q1,3	Q1,3	Q1,3
Evaluate coaching and impact of coaching.	Hardiman, Evaluator	HQCA coach fidelity data. Stakeholder Survey data.	Q4	Q3-4	Q3-4	Q3-4	Q3-4
Objective 1.4: To improve teacher and leader capacity to make data-based decisions regarding reading instruction through the use of universal screening data, progress monitoring results, fidelity tools, leader checklists, and an assessment of school climate.							
Inventory reading strategies and interventions at each school.	SPDG Coaches	AL-MTSS Manual checklist completed.	Q4	Q1 & 4	Q1 & 4	Q1	Q1
Observe and assess needs of schools and districts re. MTSS framework.	SPDG Coaches, Shriver	Observations. DCA and TFI-R self-assessment data.	Q4	Q4	Q4	Q4	Q4
Collect and analyze data to identify needs and areas of strength.	SPDG Coaches, DITs and SITs	District and school data assembled.	Q4	Q1 & 4	Q1 & 4	Q1 & 4	Q1
Provide coaching and resources to districts and schools based on data.	SPDG Coaches	Activity Log data for resource & coaching entries.		Q1-4	Q1-4	Q1-4	Q1-4
Coach leaders on using admin. walk-thru form for MTSS implementation.	Shriver, SPDG Coaches	Activity Log data for leader coaching entries		Q2-4	Q1-4	Q1-4	Q1-4

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Collect data on barriers to successful MTSS reading implementation.	Evaluator, Shriver, SPDG Coaches	Stakeholder Survey, fidelity data analyzed.		Q3-4	Q3-4	Q3-4	Q3-4
Obj. 1.5: To build the capacity of participating administrators and implementation teams to support components of an MTSS framework through on-going professional learning on team development, communicating with families and stakeholders, and sustainability.							
Assess functioning of District/School MTSS Implementation Teams.	SPDG Coaches, Evaluator	Team Functioning Scale data analyzed.	Q4	Q2	Q2	Q2	Q2
Coach and support teams on content and team processes.	SPDG Coaches	Activity Log data for DIT/SIT coaching.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Develop protocols for teams to communicate with families.	Shriver, SPDG Coaches	Protocols developed. Messaging established	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Evaluate capacity of teams to support and sustain MTSS implementation.	Evaluator	Stakeholder Survey data analyzed. Reports shared.	Q4	Q4	Q4	Q4	Q4
Obj. 1.6: To improve state staff capacity to support and disseminate resources, best practices, and data on implementing an MTSS framework through training, resource development, and the development of a SPDG website.							
Develop capacity of SPDG Coaches to support districts and schools.	Minor, Hines, Bailey, Auburn, Hardiman	Activity Log data for coaches' trainings offered.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Identify and create resources to support MTSS implementation	Shriver, Gann, SPDG Coaches	MTSS resources identified and developed.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Update website to include resources, exemplars, and PL information.	Shriver, Gann, ALSDE IT	Resources, videos, etc. on website. Google analytics reviewed for site.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Offer awareness presentations on MTSS at conferences and meetings.	Minor, SPDG Team and Coaches	Activity Log data for awareness sessions.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4

Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Goal 2: Improve Part C to Part B, elementary, middle school, and high school transition outcomes for toddlers and students with disabilities through training, coaching, and resources for early intervention providers, teachers, administrators, and families of students with disabilities.							
Obj. 2.1: Increase Part C to Part B transition for children through professional learning to early intervention providers on using Routines-Based Model (RBM) with families of infants and toddlers with disabilities ages birth to three.							
Conduct fidelity checks on RBM with sample of early intervention providers.	AEIS Coaches, Blakeney	Finesse-II observations completed.	Q3	Q3	Q3	Q3	Q3
Analyze data and determine providers needing additional supports.	AEIS Coaches, Moore, Blakeney	EI provider data analyzed. Cohorts selected.	Q4	Q4	Q4		
Provide RBM modules, instruction and supports for providers.	McWilliam, AEIS Coaches	RBM Tracking Form completed for coaches.	Q4	Q1-4	Q1-4	Q1-4	Q1-4

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Offer ongoing group coaching session to providers in EIS districts.	McWilliam, AEIS Coaches	Activity Log data for coaching sessions.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Evaluate impact of PL to providers on Part C to B transition.	Evaluator, Moore, Blakeney	Transition data analyzed. Reports shared.		Q4	Q4	Q4	Q4
Obj. 2.2: To increase the capacity of teachers, leaders, and families to support early transition planning for students beginning in elementary school through the development and dissemination of resources and training.							
Develop accessible resources related to early transition planning.	Moore, NTACT, Gann	Resources identified and created.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Disseminate resources through SPDG website by audience.	Moore, Gann, ALSDE IT	Resources added to website. Google analytics.	Q3-4	Q1-4	Q1-4	Q1-4	Q1-4
Train teachers, administrators on IEP participation and transition planning.	NTACT, Hines	Activity Log data for training events. Evaluations.		Q1	Q1	Q1	Q1
Train families on early transition planning and IEP participation.	APEC, Moore	Training data for family sessions. Evaluations.	Q4	Q1 & 4	Q1 & 4	Q1 & 4	Q1 & 4
Obj. 2.3: To identify, determine the readiness, and select three cohorts of at least six districts per cohort, to develop and expand transition programs.							
Define expectations, review selection tools, determine site selection criteria.	Minor, Moore, Gann	Selection tools identified; Review criteria created.	Q1-4	Q1-4	Q1-4		
Develop an asynchronous awareness webinar for SPDG transition districts.	Minor, Gann	Webinar created and posted on SPDG website.	Q1-4	Q1-4	Q1-4		

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Share application materials with expectations for districts, schools, SES.	Minor, Moore, Gann	Application posted on SPDG website, shared.	Q1-4	Q1-4	Q1-4		
Determine readiness and select SPDG cohorts using selection tools.	Minor, Moore, Gann	3 cohorts, including at least 18 districts, selected	Q1-4	Q1-4	Q1-4		
Evaluate site selection process and adjust processes as needed.	Evaluator	Annual Stakeholder Survey completed and analyzed.	Q4	Q4	Q4	Q4	
Obj. 2.4: To increase the knowledge of teachers, leaders, and families to provide evidence-based secondary transition services and promote student-led IEP meetings through high-quality, engaging training on transition and student-led IEPs.							
Determine sequence and formats for SPDG transition training.	Hines, Moore	Training sequence and formats determined.	Q2	Q2	Q2	Q2	Q2
Identify trainers to deliver training and provide training to trainers, as needed.	Moore, Hines, Minor	Trainers selected and contracts signed.	Q2	Q2	Q2	Q2	Q2
Develop training forms, handouts, and registration materials.	Hines	Registration materials, forms, handouts created.	Q3-4	Q4	Q4	Q4	Q4
Create and share marketing materials.	Hines, APEC	Trainings publicized.	Q3-4	Q1-4	Q1-4	Q1-4	Q1-4
Develop and refine training materials.	NTACT, APEC, SPDG Team	Training curricula developed or revised.	Q3-4	Q1-4	Q1-4	Q1-4	Q1-4
Provide training on transition to districts, schools, teachers, families.	NTACT, APEC, Hines, Shriver	Activity Log data for district and school trainings. HQPD.	Q4	Q1-4	Q1-4	Q1-4	Q1-4

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Purchase and train teachers on evidence-based transition curriculum.	Moore, Curriculum Vendor, Coaches	Curriculum purchased. Activity Log of trainings.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Train parent and families on transition topics for middle and high school.	APEC, Moore	Training data for family sessions. Evaluations.	Q4	Q1 & 4	Q1 & 4	Q1 & 4	Q1 & 4
Complete training evaluations for each training and review results.	External Evaluator	Post training evaluations analyzed and shared.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Obj. 2.5: To build the capacity of teachers and leaders to support students in middle and high school through instructional and systems coaching and resources in cohort schools on secondary transition and student-led IEP meetings.							
Develop capacity of coaches to support schools developing transition programs.	Hardiman, Hines, Moore	Activity Log data for Coaches' Meetings.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Assess transition practices with districts to determine needs and strengths.	SPDG Coaches	Completed self-assessed transition fidelity forms.	Q4	Q4	Q4	Q4	Q4
Provide ongoing coaching to teachers, leaders on transition topics.	SPDG Coaches	Activity Log data for coaching activities.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Identify and disseminate transition resources.	Moore, Hines, SPDG Coaches	Resources identified, developed, disseminated.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Evaluate coaching and the impact of coaching.	Hardiman, Evaluator	HQCA coach fidelity data. Stakeholder Survey data.	Q4	Q3-4	Q3-4	Q3-4	Q3-4
Obj. 2.6: To increase cohort school and district use of transition data for transition program development through interviews, assessments, and feedback from families, teachers, and Transition Teams.							

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Self-assess transition fidelity data and collect external fidelity data.	Transition Teams, SPDG Coaches, Moore	Taxonomy for Transition Planning data analyzed.	Q4	Q1 & 3	Q1 & 3	Q1 & 3	Q1 & 3
Determine priorities for Taxonomy for Transition Planning and develop plans.	Transition Teams, SPDG Coaches	Transition Plan for the year based on data and reviewed.	Q4	Q1 & 4	Q1 & 4	Q1 & 4	Q1 & 4
Conduct, analyze interviews with parents of students each year.	External Evaluator, APEC	Interviews conducted, analyzed, reported.		Q1	Q1	Q1	Q1
Gather feedback from teachers on effective practices and barriers.	External Evaluator	Interview and Stakeholder Survey data analyzed.		Q3-4	Q3-4	Q3-4	Q3-4
Analyze IEP attendance and participation data (cohorts v. state).	External Evaluator	AL Parent Survey data analyzed and disseminated.		Q2	Q2	Q2	Q2
Develop and disseminate reports on effective practices, barriers, outcomes.	External Evaluator	Stakeholder Survey data and interview reports shared.		Q4	Q4	Q4	Q4
Obj. 2.7: To build the capacity of district and community Transition Teams in selected middle and high schools to support transition programs through professional learning on team development, leadership, communication with families and communities, and sustainability.							
Identify, develop, and maintain Transition Teams in selected districts.	SPDG Coaches, Moore	Site Forms for Transition Teams completed.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Provide ongoing coaching and supports to Transition Teams.	SPDG Coaches	Activity Log data for Transition Team coaching.		Q1-4	Q1-4	Q1-4	Q1-4

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Assess capacity of teams to sustain practices, refine PD and coaching.	SPDG Coaches, Evaluator	Team Functioning Scale data analyzed.	Q4	Q2	Q2	Q2	Q2
Coach and support teams and leaders on Transition Team development, etc.	SPDG Coaches	Activity Log data for Transition Team coaching.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Develop protocols for communicating with families, support messaging.	SPDG Coaches, Moore	Protocols developed. Messaging established.	Q4	Q1-4	Q1-4	Q1-4	Q1-4
Evaluate capacity of Transition Teams to support and sustain implementation.	Evaluator	Stakeholder Survey data analyzed. Reports shared.	Q4	Q4	Q4	Q4	Q4
Obj. 2.8: To build state staff capacity to support teachers, leaders, and families helping students make successful transitions at each educational level through collaboration, professional learning, and resource dissemination.							
Partner with NTACT to develop state capacity by providing training.	Hines, Moore, NTACT	Activity Log data for coaches' training.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Collaborate with state agencies to align activities and deliver common message.	Minor, State Implementation Team	Alignment and common language document.	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
Develop and maintain SPDG website that includes transition resources.	Moore, Gann	Website developed and maintained	Q3-4	Q1-4	Q1-4	Q1-4	Q1-4

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