THEORY OF ACTION FOR THE SSIP: Graphic Examples



OSEP Theory of Action

Vision: All infants, toddlers, children, and youth with disabilities will achieve improved educational results and functional outcomes. : All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings.

services in natural settings.				
Strands of Action	If OSEP	Then	Then	Then
Leadership	provides guidance in a timely and responsive manner communicates its vision effectively	States will have the information they need to align their activities to OSEP's visionStates will promote higher expectations for CWD	States, LEAs and EIS providers will have higher expectations for CWD, will access resources to provide effective interventions and services to infants, toddlers, children, and youth with disabilities	All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes
Collaboration	engages strategically with other ED programs, Federal agencies, States, grantees and outside organizations	OSEP will more effectively leverage resources to improve services for CWD OSEP will increase the reach and impact of its work		
Technical Assistance	provides differentiated resources and evidence-based information supports the development of effective personnel that support CWD	States have increased capacity to support LEAs and EIS providers to deliver effective interventionsthe number of effective personnel will increase		
Accountability	holds States and grantees accountable for clearly identified, measureable results engages States in planning,	States put systems in place that lead to improved results for CWD and protect the rights of children and families		

assessment and evaluation

FIGURE 1. A THEORY OF CHANGE FOR EARLY CHILDHOOD & COMMUNITY SCHOOL LINKAGES:

Creating coherence between early learning and elementary education at the level of systems, settings, and individual children and families.

RATIONALE

- Children and families transition smoothly between settings when early learning and elementary settings are aligned.
- Children who transition smoothly into elementary settings demonstrate higher levels of engagement, learning, and achievement in the early grades, which affects their long-term growth and development including academic and social success.
- Children in high-poverty, under-resourced communities are less likely to experience a smooth and effective transition into elementary school.

STRATEGIC LEVERS

- Cultivate shared responsibility for smooth and effective linkages.
- Start where it makes sense in your local context.
- Cultivate leaders with the authority, expertise, and commitment to sustain and scale linkages
- Promote community school development.

PRACTICES

System

- Build a shared understanding among multiple stakeholders regarding the importance of improved linkages
- Create and sustain mechanisms for cross-sector collaboration that include an intentional focus on linkages
- Institute policies and cultivate norms that promote coherence across early childhood and elementary sectors
- Promote learning and innovation

Setting

- Facilitate collaboration between early childhood and elementary teachers
- Establish spaces for learning and support within elementary settings that are suitable for families with young children
- Foster relationships among and between families and teachers spanning early childhood and elementary settings

Individual

- Orient children and families to the school system and setting prior to the start of kindergarten
- Equip families to support and advocate for their children

SHORT-TERM OUTCOMES

System

- Early learning and elementary leaders develop formal and informal mechanisms for collaboration
- Multiple role groups are engaged in efforts to improve linkages
- Broader reform efforts and initiatives include an explicit focus on creating, sustaining, and scaling improved linkages

Setting

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- Teachers and site leaders have greater appreciation for the ways in which early childhood and elementary expertise can inform and improve practices in both settings
- Early childhood and elementary teachers collaborate regarding curriculum, pedagogy, and assessment
- Setting-level policies and practices are explicitly designed to improve linkages

Individual

- Children arrive ready to engage with the instructional program
- Parents are engaged, serving as volunteers, helping their children at home, & advocating for their children
- Children and their families experience continuous (uninterrupted) access to essential services

LONG-TERM OUTCOMES

System

Regional, state, and federal policies (including funding practices, professional standards, program standards) promote collaboration & coherence between early childhood and elementary education sectors.

Setting

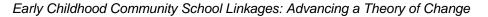
Early childhood and elementary settings intentionally foster smooth and effective transitions through their physical design or use of space, curriculum, pedagogy, assessment, and family engagement practices.

Child and Family

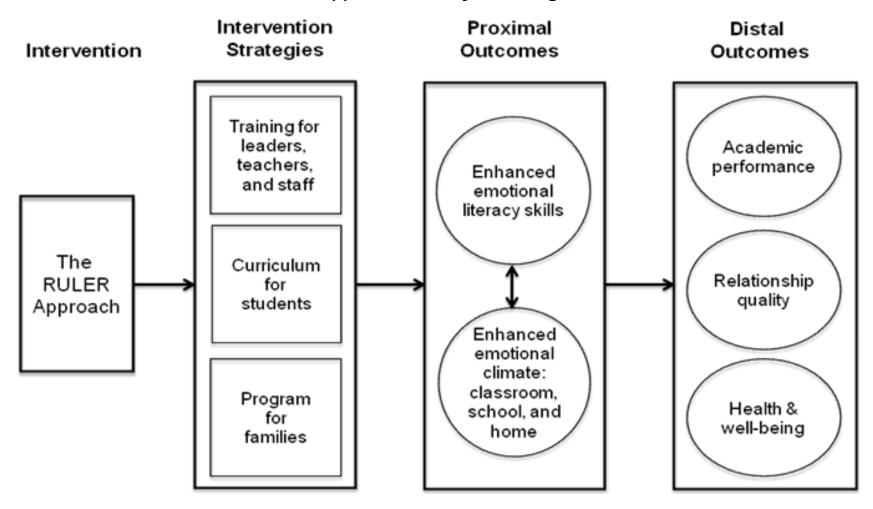
Each child and her family enters the early grades ready to learn; each family enters ready to engage; both the child and her family experience continuity of essential services through the transition into the early grades.



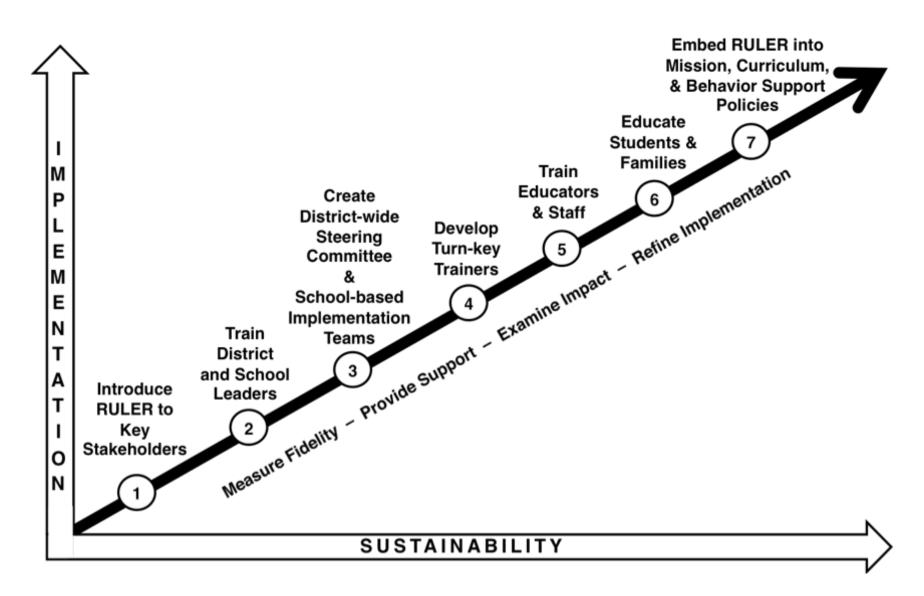
All children thrive as they move through their early childhood and early elementary years.



The RULER Approach Theory of Change for Students



Year 1 Implementation Plan for RULER





Theory of Action



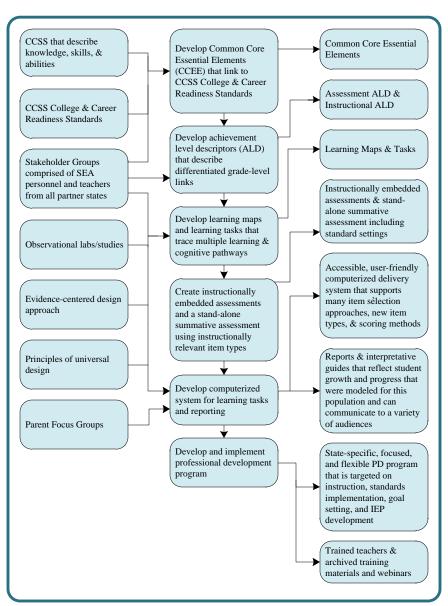
Students with Significant Cognitive Disabilities (SCD) are a highly diverse group who learn through multiple pathways.

Students with SCD need to access the Common Core State Standards (CCSS).

Students with SCD need to be taught to challenging levels linked to the CCSS that will prepare them for college & careers.

A valid and reliable assessment system provides models for creating access and guiding instruction to challenging levels.

Evidence-based research is the foundation to developing a dynamic alternate assessment system.



Students with SCD are assessed with a valid, reliable measure of academic performance and growth.

Consortium/States pass peer-review for alternate assessment.

States' accountability workbooks are approved.

Teachers and parents start using data to make better decisions that support the academic needs and transition planning for students with SCD. Students with SCD achieve better academic outcomes and are prepared for postsecondary options and for the world of work.

Parents, teachers, and others have higher expectations for students' academic learning. The conversation changes: Teachers and parents will focus on clear grade-level expectations that lead to college and career readiness/ postsecondary options.

Instruction changes: Teachers can make more informed decisions from useful diagnostic information.

Information changes:
Teachers and parents
focus on what students
have done, can do, and
will work on next —
not what they are
unable to do. As a
result, instruction and
learning improves.



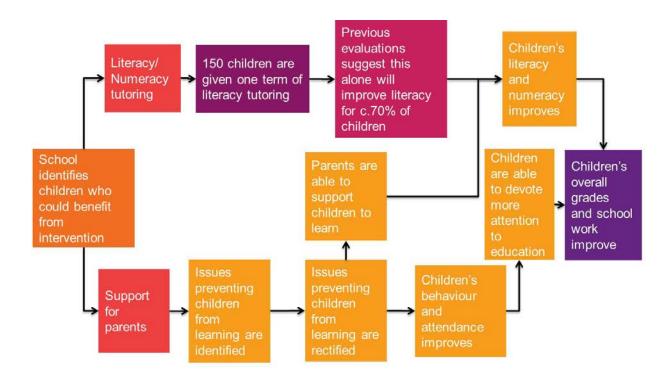
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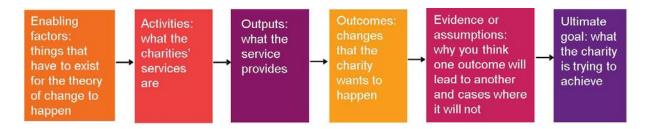
For more information, visit www.dvnamiclearningmaps.org or email dlm@ku.edu.

Figure 1 shows a simple example of a theory of change for a charity that intends to improve children's grades and school work, with enabling factors, activities, outputs, outcomes and evidence. The charity identifies which children will benefit from the intervention, and it has three activities: literacy and numeracy tutoring; support for parents; and support for teachers. In the literacy and numeracy tutoring, 150 children are given one term of literacy tutoring, which evidence suggests will improve literacy for 70% of children. This is supplemented by support for parents, which will help the charity to identify why some children are struggling to learn, leading to children being able to devote more attention and the grades and school work going up.

Figure 1: Need: Children are falling behind at school because of problems at home



Key



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