

Logic Model for the South Carolina Partnership to Implement Professional Learning Community: Emergent Literacy (SC PLC EL)

Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> - <i>PLC-Emergent Literacy (PLCEL)</i> materials - REL Systematic Literature Review on the Effectiveness of ECE Curricula and Instructional Practices on Language and Literacy Development - State leaders and partnership members - Demonstration site partners and resources - Study sites - REL Southeast staff, content experts, and researchers 	<ul style="list-style-type: none"> - Y1-5: Establish and maintain partnership, including ongoing need sensing. - Y1-4: Identify facilitators and barriers to implementation for partners, teachers, facilitators, and administrators. - Y1-5: Develop and conduct tailored coaching activities and follow-up coaching activities. - Y1-5: Conduct research activities and identify study sites. - Y1-5: Develop tools for facilitators. - Y2-4: Develop tools to support infrastructure and capacities. - Y3-5: Facilitate access to data for applied research. - Y5: Release impact report. 	<ol style="list-style-type: none"> 1. Partnership work plan and meeting notes 2. Coaching and technical support materials 3. Teacher engagement in <i>PLC-EL</i> sessions and activities 4. Teacher knowledge survey summary 5. Site visits and observation summary of <i>PLC-EL</i> facilitation sessions 6. Facilitator best practices infographic 7. Summary report of site visit observations, review of site-based materials 8. Coaching and technical support materials 9. Infrastructure and capacity tools 	<ul style="list-style-type: none"> - Partners increase knowledge of how to support implementation of <i>PLC-EL</i>. (Output 1) - Facilitators increase knowledge and understanding of <i>PLC-EL</i> facilitation practices. (Output 2) - Teachers increase knowledge and understanding of evidence-based emergent literacy practices. (Outputs 3, 4) 	<ul style="list-style-type: none"> - Facilitators implement <i>PLC-EL</i> with fidelity. (Outputs 5, 6, 7, 8) - Teachers adopt evidence-based emergent literacy instructional practices from <i>PLC-EL</i>. (Outputs 3, 7) - Administrators apply infrastructure to support implementation of <i>PLC-EL</i>. (Output 9) 	<ul style="list-style-type: none"> - Children in participating classrooms will show a demonstrable increase relative to baseline for print knowledge, phonological awareness, vocabulary, and oral language. (Output 10) - By the 2025/26 school year, participating districts will show a scale score increase in their language and literacy domain on the Kindergarten Readiness Assessment (KRA) that exceeds historical trends. (Output 10)



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	- Y5: Facilitate dissemination and scaling to other sites.	10. Summary of child outcome data			