

Louisiana 4-H Reading to the HEART Youth Literacy Program

Aligning Evaluation Concept and Practice through Logic Models

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Introduction and Purpose

Research suggests that the biggest difference between proficient and less proficient readers is the amount of reading they do and the size of their vocabulary. Logic modeling of the Reading to the HEART program will help us assess in real time the effect of reading interventions on reading motivation and proficiency. The purpose of this poster session is to review the concept of logic modeling and show its use in program planning and evaluation of youth literacy programs.



The Reading to the HEART Program Setting

Two elementary schools in Madison Parish and two community centers in Rapides Parish are the program intervention sites. The target reading audience is 40 4th-grade children selected each year over a 5-year period in each parish. Parents, teachers, adult leaders, teen volunteers and other collaborators in the communities are involved in support, advocacy and enabling roles.

What is a Logic Model?

A logic model is a visual representation of how a program is expected to "work." It relates inputs, activities, outputs and the projected outcomes that a program is anticipated to generate.¹

Inputs → Activities → Outputs → Outcomes

In planning, these components are generally seen as linear and sequential. In implementation, movement between them may be nonlinear, back-and-forth, in loops and cycles, influencing one another to moderate program adjustments.

"Programs are not linear," contends Ellen Taylor-Powell. "In planning, programs may lay out in fairly linear fashion – sequence of expected relationships; but in practice, implementation seldom occurs like that."²

The Reading to the HEART Program Logic Model

Program Inputs → Program outputs → Program outcomes



Educational resources → Individual and cooperative learning activities → Increased youth literacy



Literacy activities → Youth participating in literacy education activities → Improved youth reading/learning skills

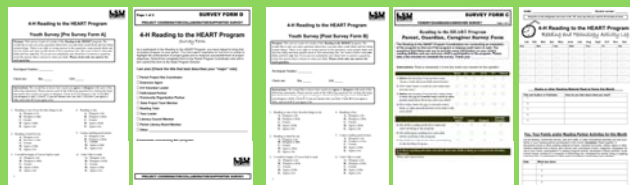


Family activities → Family-community interactions → Increased youth-family-community engagement

Evaluation Methods

• Stakeholder involvement in project startup and periodic assessments

• Participant surveys



Literature Cited

1. W.K. Kellogg Foundation. *Logic Model Development Guide*. Battle Creek, MI, October, 2000.
2. Taylor-Powell, E. *Logic Models: A framework for program planning and evaluation*. PowerPoint Presentation. March, 2005.

Acknowledgements

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Benchmark Information

Reading Habits, Attitudes, and Understanding
Baseline Survey Results

Reading Habits

How often books were read outside school
40% every/almost every day
18% one or more times a week
42% rarely

How many books read last month

40% >10 books
21% 6-10 books
39% <6books

How much time spent on reading in the past week

22% 1 hour
42% 30-60 minutes
24% <30 minutes
12% none

Reading Attitudes

One-half to two-thirds of youth have a positive attitude toward reading; one-third or fewer have a negative attitude; one-tenth to one-fifth are unsure of how they feel

Statement	% of students (n=35)		
	Agree	Disagree	Unsure
Reading is one of my favorite things to do	53	38	9
Reading is hard for me *	15	65	20
I would be happy if I never had to read *	18	62	20
Reading is fun	62	29	9
I enjoy reading good stories	71	15	14
I don't like to read *	21	65	14
I can easily pronounce difficult words	58	27	15
Reading is easy for me	70	18	12
I am very good at reading	61	26	13

* "or and "a little" combined
* -negative statements, disagreement indicates positive attitude

Reading Understanding

Eight multiple-choice questions were asked on a reading passage about how animals live in the North Pole.

One-third of the youth were able to provide correct responses to the questions, thus showing that they understood the passage. Two-thirds of the youth gave incorrect responses, thus showing their inability to grasp the concepts used in the passage.

Question number:	% answers (n=35)	
	Correct	Incorrect
1	56	44
2	29	71
3	24	76
4	41	59
5	46	54
6	30	70
7	21	79
8	15	85
All questions	33	67

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