North Dakota Logic Model

Goal: Increase graduation rates for students with disabilities through professional development and technical assistance on implementing Early Warning Systems and Evidence-Based Practices to teachers, administrators/principals, families, and pre-service teachers.

Inputs	Strategies/Activities	Outputs	Outcomes		
			Short-term	**Medium-term**	**Long-term**
NDDPI Staff Members • Office of Specially Designed Services and other offices • SPDG Project Director, Coordinator, Leads; SPDG Leadership Team and Advisory Board **Other Partnerships:** • Pathfinders (State PTI) • NDHHS Behavioral Health Division • NDHHS Early Childhood and Part C • ND Vocational Rehabilitation • University of Mary • Regional Education Associations • AIR • NCSI • BARR **Other** • Funding – in-kind • Time • Materials, Resources, Equipment, and Technology • State Systemic Improvement Plan	• Select SPDG cohort schools to implement EWIMS/EBPs • Train coaches on EWIMS/EBPs • Provide PD, coaching support, and resources on EWIMS/EBPs to teachers/admins in SPDG schools • Provide PD and resources on EWIMS/EBPs to families in SPDG schools via family engagement system • Develop chatbot on key topic areas for staff and families • Provide PD on EWIMS/EBPs to preservice teachers • Provide universal PD on 7 NDDPI-supported EBPs to all schools and families • Increase state and regional capacity to support implementation of EWIMS/EBPs	• At least 25 school building teams selected and trained to implement EWIMS/EBPs (4 EWIMS schools, 1 BARR school each year) • 7 coaches trained (6 REA, 1 BARR) • Other coaches and staff cross-trained (e.g., early childhood, Pyramid Model, Voc Rehab) • EWIMS/EBPs resources, including chatbot, developed • 4 family listening sessions; 2 trainings; 3 resources • Three universities with pre-service EWIMS series (2 college courses; 6 case studies) • 300 school personnel trained and implementing EBPs • 75 principals trained and supporting systems-level change • Trainings delivered with fidelity • Implementation teams selected, trained, and engaged in assessment, planning, and improvement cycles • Satisfaction ratings on end-of-training questionnaires	• Increase in coaches' knowledge, skills, and self-efficacy surrounding EWIMS/EBPs and coaching process • Increase in teachers and preservice teachers' knowledge, skills, and self-efficacy surrounding EWIMS/EBPs • Increase in principals' knowledge, skills, and self-efficacy surrounding system-level change • Increase in families' knowledge, skills, and self-efficacy surrounding EWIMS/EBPs • Regional and school building teams engage in capacity assessment and action planning • Systems, teams, and frameworks in place to support EWIMS/EBPs implementation	• Increase in coaches' ability to implement, with fidelity, an effective coaching process • Increase in teachers' ability to implement, with fidelity, EWIMS/EBPs • Increase in principals' ability to implement, with fidelity, system-level change • Increase in teachers' positive attitudes towards SWD • Increase in Student Engagement • Increase in Student Attendance • Increase in Family Engagement and family capacity to support their child • Increase in scores on state, regional, and school building capacity assessments	*These outcomes will be realized for all SWD, students with ED, and Native American SWD.* • Increased Graduation Rates • Improved School Climate Perceptions