

VCLN LOGIC MODEL

CBL = Community Based Learning. PLP = Personalized Learning Plan. PS = Postsecondary

CHALLENGES

High poverty

Few families with post-sec. training or college

Small rural schools with limited resources for reform

Geographic isolation

Historically low post-sec. enrollment rates

Strengths to Build On

Rural traditions of collective action

Traditions of learning outside of school (farm work, craft, forestry)

VT policy environment (Act 77)

Groundwork on PLP;s (advisories, peer mentoring, etc.)

ACTIVITIES

Planning Year

Selection of schools

Planning retreat

Community Asset Mapping

Planning to implement 5 Evidence-based Strategies in each treatment school and community

Baseline data and goal-setting

Implementation Yrs.

On-site professional learning & support and cross-site professional learning communities

Expanded teams of learning partners

Planning retreat

Data review and goal setting

OUTPUT MEASURES

Number of students 9 – 12 with PLP's

Number of teachers participating in professional development on site and cross-site

Number of courses that embed CBL

Number of community individuals who act as mentors

Numbers of older students and alumni who contribute their time to VCLN

Number of community businesses that offer CBL

Number of family members who participate once, more than once in PS success events

Numbers of family members who serve as liaisons with other families

OUTCOME MEASURES

Short term

Numbers of students who maintain and act on PLP from year to year

Numbers of students who engage in pre-post-secondary activities (college prep courses, on site or on line, dual enrollment, campus visit, etc.)

Numbers of HS courses that embed CBL and transferable skills

Number of students who engage in CBL

Number of students who graduate high school (and pass their school's transferable skills competencies)

Long Term

Numbers of HS graduates who apply, matriculate, and complete Y1 of PS learning

Sequences of courses that embed CBL and transferable skills

Network of CBLs (and digital complements) that persist as part of curriculum

Numbers of learning partners who have persisted as part of the VCLN over multiple years

