**Program:** SPARK Early Literacy Logic Model

**Situation:**

The need for increased literacy opportunities in the Milwaukee area is urgent. According to the 2013 National Assessment of Educational Progress (NAEP) 15% of 4th grade MPS students were At or Above Proficient in reading.

This need is even more pronounced for low-income and minority students. 38% of 4th grade, White MPS students were proficient in reading, compared to 9% of Black and 14% of Hispanic students. 11% of 4th grade low-income (free/reduced lunch participants) MPS students were proficient in reading, compared to 39% of non-low-income students.

### Inputs

**After-School**
- Boys & Girls Clubs staff and programming (e.g. KidzLit)

**Tutoring**
- SPARK site manager (certified teacher), tutors, SPARK room, materials (bins)

**Family**
- Family engagement manager, parent liaisons, parents

**Support/Collaboration**
- Project director, district liaison, teachers, evaluation, school and district leadership

### Outputs

**Activities**
- Club after-school academic and enrichment programming

**Participation**
- Students participate in Club programming throughout elementary school.

**Outputs**

**Short**
- Improved reading (Running Records)

**Medium**
- Improved literacy (PALS Assessment)

**Long**
- Sustained improvement in reading achievement; School success

### Participation

- Students receive 30 minutes of tutoring, three times per week, for up to two years.

### Collaboration

- Monthly family events; 2 home visits; 2 contacts per month; monthly newsletters

### Outcomes

- Families more engaged in and knowledgeable about student's education.

### Short Medium Long Activities

- Sustained improvement in reading achievement; School success
- Families more engaged in and knowledgeable about student's education.

### Assumptions

SPARK adds capacity to a school by supplying tutors and a parent liaison to work with students.

Typical literacy interventions only focus on skill acquisition and ignore the reasons why students fall behind.

The benefits observed in other literacy interventions have typically faded over time. Boys & Girls Clubs is in a unique position, however, to continue to work with students and families beyond SPARK.

### Context

Many districts face staffing and budget shortages that prevent them from using other reading interventions.

The RTI model does not work when 90% of students are below proficiency in reading.

Chronic absenteeism (missing more than 10% of school days) is a serious problem in MPS and other urban districts. Many parents do not understand the importance of early grade participation.