Theory of Change // Logic Model - link to citations

Read to Lead learning experiences are grounded in research on literacy, social emotional competencies, culturally responsive curriculum, and game-based learning. We design learning experiences with a focus on student agency, and use the motivational aspects of career and leadership to engage students in developing literacy, life, and career skills.

Inputs

- ❖ Scenario-based learning games featuring diverse characters and authentic workplace decisions as the boss[1]
- ❖ Embedded literacy assessments, wrap-around content and curriculum[2]
- ❖ Educator guidance and students dashboards for personalized instruction[3]

- → # of games available
- → # of careers
- → # of lessons
- → # of PD modules
- → Demand for content
- → Usability of content

Outputs

- ❖ Implementation of game-based curriculum in varied school-day settings
- ❖ Ongoing data-driven progress monitoring using *RTL*-provided data

- → # of games played
- → # of students
- → # of active educators
- → # of lessons accessed
- → # of clicks to teacher dashboard

Outcomes

- ❖ Youth become engaged and motivated readers
- ❖ Youth develop occupational identities
- ❖ Youth understand the connections between careers and academics

- → Words read
- → Time spent reading
- → Workplace decisions made
- → Awareness of new careers
- → # students report positive attitudes toward reading
- → # of students report motivation to read
- → # of students develop SEL skills
- → Increase in students perceptions in seeing themselves in diverse careers

Goals

- ❖ Youth pursue academics that put them on a chosen career path.

- → Increase in students' confidence in decision-making
- → Increase in students' understanding between academics, career, and life choices
- → Enrollment in post-secondary pathways linked to their interests
- → Increase confidence and motivation in reading ability

READ TO LEAD

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