

REGION 3 LOGIC MODEL FOR CSGP EVALUATIONS—AREA 1: COMMUNITY NEEDS AND STUDENT SERVICE

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Remote Outcomes
Resources use to produce outputs & outcomes (e.g. staff, collaborators, curricula, training, funds):	Planned core activities to achieve desired community needs & student service goals and results:	Work done or direct products of planned program activities:	Benefits or changes occurring in the lives of students and/or service beneficiaries:	Intermediate effects or changes in community or in student service to the community:	Long-term changes occurring in the community or in lives of beneficiaries or students:
<ul style="list-style-type: none"> • Grant coordinator • Grant secretary • Grant evaluator • Lead CBO • Local CBO’s • Lead COE liaison • Local COE liaisons • District hearing officers • Site-based liaisons • Data base • Training program • Career exploration and assessment curriculum • Collaborators–Student Leaders, Parent Liaisons, CBO staff • Training–Student Service Orientation, CBO Orientation 	<ul style="list-style-type: none"> • Solicit program ideas from community • Obtain ideas from CBOs about needs • Obtain feedback about implementation from COEs and CBOs • Hold regional planning meetings and trainings for regional partners • Provide ongoing planning updates and meeting minutes • Identify roles and expectations for partners and providers • Research, select, and develop appropriate data bases 	<ul style="list-style-type: none"> • Created and distributed work plan model to partners • Created and distributed work plan model • MOU’s signed between partners • Created and distributed a year-long calendar for CSFP regional consortium • Planning teams formed and trained • Marketing materials developed • FileMaker Pro data base designed, refined, and delivered. • Students enrolled in program • Students attend workshops • Students engaged in reflection activities • Students perform community service 	<ul style="list-style-type: none"> • A supportive partnership for CS between COE’s, districts, schools, and local community service sites is progressing • Students rate service projects as worthwhile • Students feel a new sense of empowerment, identity, and voice • Students feel greater connection to community. 	<ul style="list-style-type: none"> • Develop regional capacity to enhance community service opportunities for expelled and suspended youth (E&S youth) COE • Districts develop community service requirement as part of expulsion and suspension student reentry plan • Participating CBOs indicate continuing commitment to goals & program improvement 	<ul style="list-style-type: none"> • Based on their experience with this program, youth will have a new vision for positive change in their lives and a belief that they can make a difference in their community.

		Instruments: Quarterly reports, regional database	Instruments: Student post-service surveys, CSGP Partners Self-Assessment Rubric	Instruments: CSGP Partners Self-Assessment Rubric	Data Source: Year-after interviews with students
	Indicators→	<ol style="list-style-type: none"> 1. # of students 2. # hrs community service 3. Materials packets 4. Other quarterly stats 5. # CBOs, COEs, and Districts participating 6. All partners using data base 	<ol style="list-style-type: none"> 1. Majority of student post surveys show one or more positive changes. 2. Majority of regional partner responses on self-assessment rubric indicate program components are in place or in progress. 3. Average of CS site supervisor evaluations of student work will be = or >2.0 (Satisfactory) 	<ol style="list-style-type: none"> 1. # of the regional partners staying in the program for a minimum of two years. 2. # of partner counties and districts developing a CS requirement for E&S students 3. Majority of CBOs remain in program for at least two years. 4. 2. All of regional partner responses on self-assessment rubric indicate program components are in place 	<ol style="list-style-type: none"> 1. Majority of students participating in year-after survey indicating long-term personal value of CS experience.

REGION 3 LOGIC MODEL—AREA 2: STUDENT CHARACTER DEVELOPMENT & REFLECTIVENESS

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Remote Outcomes
Resources use to produce outputs & outcomes (e.g. staff, collaborators, curricula, training, funds):	Planned core activities to achieve desired community needs & student service goals and results:	Evidence of products and services delivered as result of these planned activities:	Immediate changes in student attitudes, knowledge, & skills and effects on schools:	Intermediate changes in students' personal development & effects on schools & communities:	Long-term changes in students' personal development & effects on schools and communities:
<ul style="list-style-type: none"> • Staff—COE and CBO liaison, evaluator, • Collab.—COE and CBO liaisons, Students, CS site staff • Training materials and templates (including portfolio, intake and assessment templates) • Curriculum- Pillars of Character /other 	<ul style="list-style-type: none"> • Train CBO staff to conduct pre-post survey to assess student observations & thoughts on doing CS • Provide guidance to students regarding workplace expectations and acceptable behavior • Train students in designing portfolio and final projects to capture personal reflections 	<ul style="list-style-type: none"> • Students receive character and career education workshops • Students generate a list of new skills acquired and used (in form of a resume, for example) • Students evaluate and reflect on their behavior and community contribution 	<p>As a result of their CSGP involvement, students will experience one or more of the following benefits:</p> <ul style="list-style-type: none"> • Gains in Personal Development • Greater Self-Esteem and Efficacy • Decreased Problem Behavior • Satisfaction with Character Ed. Curriculum and Reflection Activities 	<ul style="list-style-type: none"> • Students report lower frequency of violence and drug use • Increased student appreciation of their community and the difference they can make 	<ul style="list-style-type: none"> • Enhanced student engagement in positive activities • Students increase sense of personal responsibility • Students develop skills for successful futures • Students feel connected to their communities.
		<p>Instruments:</p> <ol style="list-style-type: none"> 1. Curriculum 2. Resumes or skill lists 3. Artifacts 	<p>Instruments:</p> <ol style="list-style-type: none"> 1. Pre-post surveys 2. Reflection tools 3. Artifacts 	<p>Instruments:</p> <ol style="list-style-type: none"> 1. Pre-post survey 2. Artifacts 	<p>Data Source:</p>

REGION 3 LOGIC MODEL—AREA 3: STUDENT SUPPORT AND TRANSITION

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Remote Outcomes
<p>Resources use to produce outputs & outcomes (e.g. staff, collaborators, curricula, training, funds):</p> <ul style="list-style-type: none"> • Staff—Coordinator, transition counselor in pilot schools, COE liaison, office clerk • Collaborators—Students, schools, COE and parents • Processes—Plan for transition and follow-up • Community Resource Guides 	<p>Planned core activities to achieve desired community needs & student service goals and results:</p> <ul style="list-style-type: none"> • Inform all students of other enrichment programs in their communities (job shadow, internships, career fair) • Student workshop for post- high school choices in pilot schools • Provide information to students & parents about post-program options and services 	<p>Evidence of products and services delivered as a result of these planned activities:</p> <ul style="list-style-type: none"> • Number of linkages provided to support services and activities to all students (job shadow, internships, career fairs) • Students make informed choices plans after high school in pilot schools • Number of services directly provided to students and families 	<p>Immediate (modest) effects on schools or changes in knowledge, attitudes, and skills of students:</p> <p>As a result of their CSGP involvement, students will experience one or more of the following benefits:</p> <ul style="list-style-type: none"> • Satisfaction with Interaction and Feedback from Adults (supervisors, transition counselors/advocates, other service site staff, school mentors, etc.) • Rewarding and Informative Interaction and Feedback from Beneficiaries • Beneficial Interaction and Feedback from other Students • Greater Connection to School and Enhanced Future Educational Orientation 	<p>Intermediate effects or changes in community or in student service to the community:</p> <ul style="list-style-type: none"> • Students successfully complete transition back into a regular high school program • Better school attendance after program students return to regular high school 	<p>Long-term changes occurring in the community or in lives of beneficiaries or students:</p> <ul style="list-style-type: none"> • Higher percentage of program students graduate from high school or obtain GED • Students successfully transition to voc/techn. training, post-sec. educ., or employment • Schools are safer, more drug-free, and have lower truancy rates • Schools have lower dropout rates

	Instruments →	Followup/focus group surveys	Pre-post surveys	Followup/focus group surveys	
	Indicators→	1. # students participating local enrichment activities (i.e. job shadowing, internships, career fairs, One-Stop visits, ROP enrollment, etc.)	1. Majority of student post surveys and/or reflections show one or more positive benefits from experience in the program.	1. Number of satisfactory responses from students in follow up survey/phone call with targeted students in pilot schools 2. Improved school participation indicators (attendance, homework completion, grade improvement) in targeted students	