**Logic Model for High School Transitions**

**Program Outcome Statement:** We ensure that academically at-risk middle schoolers successfully transition to high school.

<table>
<thead>
<tr>
<th><strong>Inputs</strong></th>
<th><strong>Outputs</strong></th>
<th><strong>Youth Outcomes – Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Activities</strong></td>
<td><strong>Youth Participation</strong></td>
<td><strong>Short (Learning)</strong></td>
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<tr>
<td>The resources you will bring to the program.</td>
<td>What you are actually doing...</td>
<td>What changes in youth knowledge or SKILLS do you expect to see at the end of your program?</td>
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<tr>
<td>Program staff and volunteers</td>
<td>Weekly cohort meetings to build student success skills during school year</td>
<td>Improved school attendance</td>
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<tr>
<td>Space and infrastructure</td>
<td>Individualized academic support</td>
<td>Reduced disciplinary incidents</td>
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<td>Quality improvement system (Youth Program Quality Intervention)</td>
<td>Summer orientation activities during summer (with optional academic and recreation component)</td>
<td>Improved course performance</td>
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<tr>
<td>Curricular supports</td>
<td>Family engagement</td>
<td>“On-track” to graduate</td>
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<tr>
<td></td>
<td>School partnership meetings</td>
<td></td>
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</tbody>
</table>

**Assumptions**
School connectedness will have a positive impact on school performance; Extra support outside of school can build transferable skills

**External Factors**
Student mobility; Attrition; In-school factors; Family dynamics; Program staff and student turnover

Logic Model Template Courtesy of the Program Development and Evaluation Unit at the University of Wisconsin – Extension, http://www.uwex.edu/ces/pdande/index.html