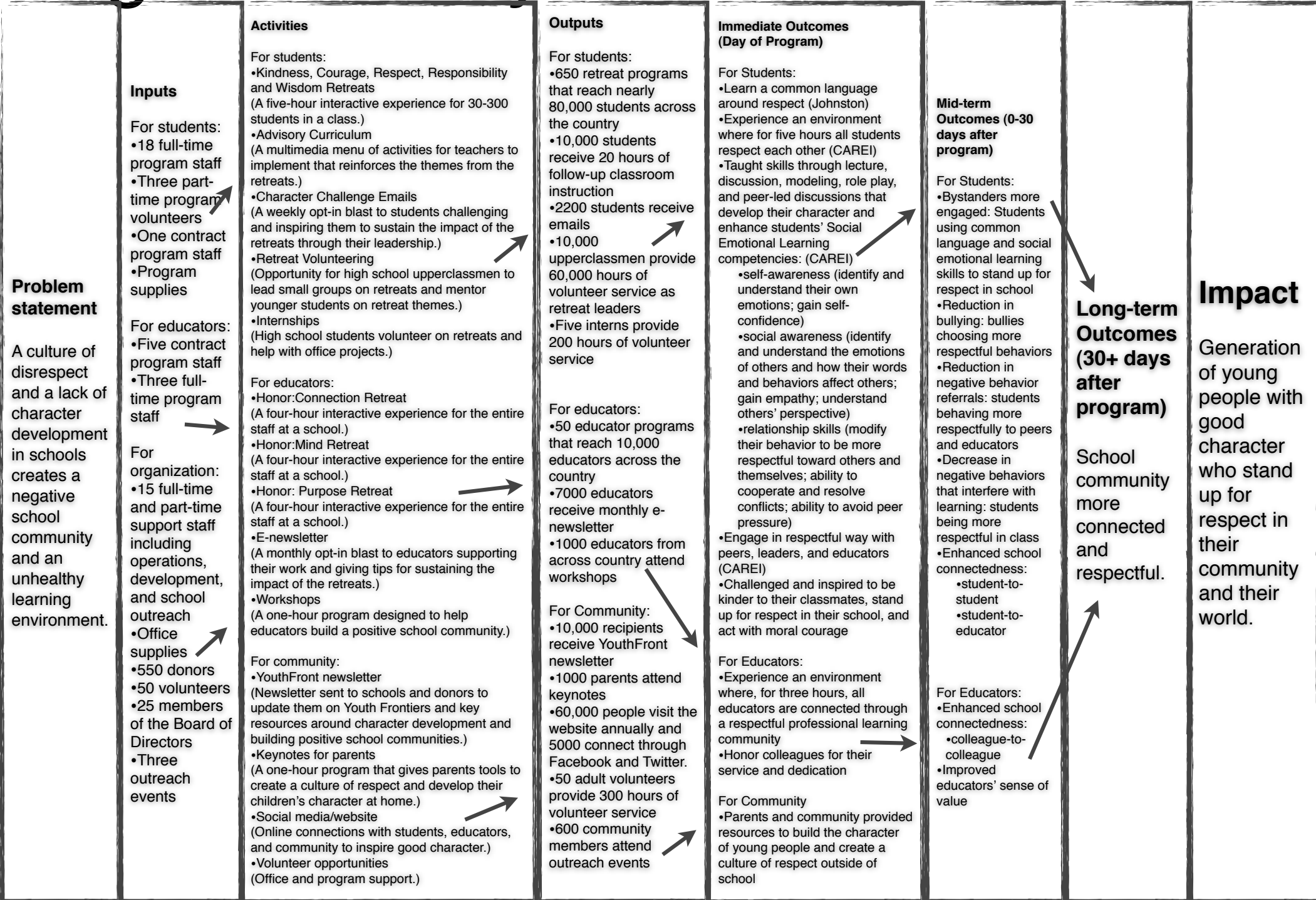


# logic model fy12



## Problem statement

A culture of disrespect and a lack of character development in schools creates a negative school community and an unhealthy learning environment.

## Inputs

For students:  
 •18 full-time program staff  
 •Three part-time program volunteers  
 •One contract program staff  
 •Program supplies

For educators:  
 •Five contract program staff  
 •Three full-time program staff

For organization:  
 •15 full-time and part-time support staff including operations, development, and school outreach  
 •Office supplies  
 •550 donors  
 •50 volunteers  
 •25 members of the Board of Directors  
 •Three outreach events

## Activities

For students:  
 •Kindness, Courage, Respect, Responsibility and Wisdom Retreats (A five-hour interactive experience for 30-300 students in a class.)  
 •Advisory Curriculum (A multimedia menu of activities for teachers to implement that reinforces the themes from the retreats.)  
 •Character Challenge Emails (A weekly opt-in blast to students challenging and inspiring them to sustain the impact of the retreats through their leadership.)  
 •Retreat Volunteering (Opportunity for high school upperclassmen to lead small groups on retreats and mentor younger students on retreat themes.)  
 •Internships (High school students volunteer on retreats and help with office projects.)

For educators:  
 •Honor: Connection Retreat (A four-hour interactive experience for the entire staff at a school.)  
 •Honor: Mind Retreat (A four-hour interactive experience for the entire staff at a school.)  
 •Honor: Purpose Retreat (A four-hour interactive experience for the entire staff at a school.)  
 •E-newsletter (A monthly opt-in blast to educators supporting their work and giving tips for sustaining the impact of the retreats.)  
 •Workshops (A one-hour program designed to help educators build a positive school community.)

For community:  
 •YouthFront newsletter (Newsletter sent to schools and donors to update them on Youth Frontiers and key resources around character development and building positive school communities.)  
 •Keynotes for parents (A one-hour program that gives parents tools to create a culture of respect and develop their children's character at home.)  
 •Social media/website (Online connections with students, educators, and community to inspire good character.)  
 •Volunteer opportunities (Office and program support.)

## Outputs

For students:  
 •650 retreat programs that reach nearly 80,000 students across the country  
 •10,000 students receive 20 hours of follow-up classroom instruction  
 •2200 students receive emails  
 •10,000 upperclassmen provide 60,000 hours of volunteer service as retreat leaders  
 •Five interns provide 200 hours of volunteer service

For educators:  
 •50 educator programs that reach 10,000 educators across the country  
 •7000 educators receive monthly e-newsletter  
 •1000 educators from across country attend workshops

For Community:  
 •10,000 recipients receive YouthFront newsletter  
 •1000 parents attend keynotes  
 •60,000 people visit the website annually and 5000 connect through Facebook and Twitter.  
 •50 adult volunteers provide 300 hours of volunteer service  
 •600 community members attend outreach events

## Immediate Outcomes (Day of Program)

For Students:  
 •Learn a common language around respect (Johnston)  
 •Experience an environment where for five hours all students respect each other (CAREI)  
 •Taught skills through lecture, discussion, modeling, role play, and peer-led discussions that develop their character and enhance students' Social Emotional Learning competencies: (CAREI)  
 •self-awareness (identify and understand their own emotions; gain self-confidence)  
 •social awareness (identify and understand the emotions of others and how their words and behaviors affect others; gain empathy; understand others' perspective)  
 •relationship skills (modify their behavior to be more respectful toward others and themselves; ability to cooperate and resolve conflicts; ability to avoid peer pressure)  
 •Engage in respectful way with peers, leaders, and educators (CAREI)  
 •Challenged and inspired to be kinder to their classmates, stand up for respect in their school, and act with moral courage

For Educators:  
 •Experience an environment where, for three hours, all educators are connected through a respectful professional learning community  
 •Honor colleagues for their service and dedication

For Community  
 •Parents and community provided resources to build the character of young people and create a culture of respect outside of school

## Mid-term Outcomes (0-30 days after program)

For Students:  
 •Bystanders more engaged: Students using common language and social emotional learning skills to stand up for respect in school  
 •Reduction in bullying: bullies choosing more respectful behaviors  
 •Reduction in negative behavior referrals: students behaving more respectfully to peers and educators  
 •Decrease in negative behaviors that interfere with learning: students being more respectful in class  
 •Enhanced school connectedness:  
 •student-to-student  
 •student-to-educator

For Educators:  
 •Enhanced school connectedness:  
 •colleague-to-colleague  
 •Improved educators' sense of value

## Long-term Outcomes (30+ days after program)

School community more connected and respectful.

## Impact

Generation of young people with good character who stand up for respect in their community and their world.

# logic matrix fy12

Problem Statement	Proposed Program	Evaluation Plan
<p>Nature/Extent</p>	<p>Objectives/Outcomes</p>	<p>Outcome/Summative Evaluation= PROVE</p>
<p>A culture of disrespect and a lack of character development in schools creates a negative school community and an unhealthy learning environment.</p> <ul style="list-style-type: none"> <li>-Victims of bullying missing school to avoid disrespect.</li> <li>-Bullies lack perspective of how their actions hurt others.</li> <li>-Bystanders lack confidence and skills to intervene with negative behaviors of peers.</li> </ul>	<p>Provide catalyst for schools to build a positive school community and create a culture of respect through social/emotional awareness and character development.</p> <ul style="list-style-type: none"> <li>-Improved self-awareness</li> <li>-Increased social awareness</li> <li>-Stronger relationship skills</li> <li>-Increased school connectedness (student to student, student to adult, adult to adult)</li> </ul>	<ul style="list-style-type: none"> <li>-Student perception surveys</li> <li>-Observations of behaviors on retreats and pre/post</li> <li>-Teacher perception surveys</li> <li>-Pre/post tests on learning objectives</li> <li>-Discipline data</li> <li>-MCA-IIs comparative data</li> <li>-Principal interviews</li> <li>-Student focus groups</li> </ul>
<p>Reasons/Causes</p>	<p>Approach</p>	<p>Process/Formative Evaluation=IMPROVE</p>
<ul style="list-style-type: none"> <li>-Academic pressure from NCLB</li> <li>-Lack of time/resources to focus on SEL/character development/school climate/school connectedness</li> <li>-Peer pressure to behave disrespectfully</li> <li>-Students' moral relativity skewed</li> </ul>	<ul style="list-style-type: none"> <li>-Five-hour retreat format is affordable for schools and does not take too much time away from subject instruction</li> <li>-Best practices of retreat format: role modeling, relational and youth-centered, personal reflection time</li> <li>-Multiple venues of instruction engage all learning styles: lecture, discussion, modeling, role play, and peer-led discussions</li> <li>-Engages all students: victims, bullies, bystanders</li> <li>-Breaks down social barriers to increase connectedness</li> </ul>	<ul style="list-style-type: none"> <li>-Customer satisfaction surveys for clients</li> <li>-Bill Johnston evaluation</li> <li>-CAREI lit review on best practices and quantum change</li> <li>-CAREI Kindness Retreat case study</li> <li>-Retention/rebook</li> </ul>