



## Seacoast Youth Leadership Project Logic Model

**Name of Program:** Seacoast Youth Leadership Project (SYLP) **Staff Member(s):** ~1.5 FTE  
**Situation Statement:** Youth exhibiting problem behavior in community, school and family settings referred for diversion services to avoid increased court involvement.  
**External Factors:** High level of poverty, unemployment, H.S. drop out, substance abuse, crime and other crisis events among families of youth in target communities.  
**Assumptions:** Youth will respond to positive youth development programming that respects their voice and engages their interest in experiential, hands-on activities.  
**Barriers:** Difficult to engage and involve high-risk youth and their families related to trust, family stress, transportation, and perceived value of participation.

Inputs	Outputs		Outcomes ~ Impact		
	Participants	Activities	Learning Outcomes	Action Outcomes	Impact
<u>Human Resources</u> -UNHCE education staff -Diversion program staff -Community Steering Committee -Youth Organizer jobs -Interested youth & parents  <u>Material Resources</u> -5 yrs. CYFAR funding -Proven curriculums -Computer/Media technology  <u>Community Partnership</u> -public & private agencies -concerned professionals, citizens, parents & youth	30 youth & parents/yr 150 youth & parents/project  High-risk, Low-income Families and Communities  Lower Seacoast Youth Collaborative – an emerging network of concerned providers, citizens, youth and adults.	Provide experiential learning with youth. Target life-skills, focus on leadership education and service-learning.  Provide support & learning for parents, and assist parent-youth relations and communications.  Organize/adapt research-based, best practice curriculum. Utilize technology to engage & assist learning/action.  Mobilize community partnership & support ongoing Youth Action Network.	Increased life-skill knowledge & competencies.  Technology intelligence, media literacy.  Pro-social norms, citizenship & commitment to peers/family/community.  Goal setting, future orientation, dreaming & achieving, ‘Can do’ attitude and ‘Will do’ motivation.  Developmental Assets, sense of belonging, positive peer/adult relations.	Improved school attendance/performance, behavior at home, no court involvement.  Healthy, drug-free lifestyle; good nutrition/fitness.  Demonstrate care & concern for others & community--social practice, volunteer service.  Exhibit positive decision making and resist negative peer pressure.	Community views youth ‘at promise’ & recognize ‘youth as resources.’ Media covers positive youth contributions.  Increased H.S. graduation rates and living wage employment; reduced community crime & substance abuse.  Social Capital increase among youth, adults and community-at-large.  Increase safe, positive environments for community youth development activities.

### **Evaluation Plan:**

Process and Outcome evaluation design to:

- Assess the involvement of targeted youth participants in planned SYLP activities (process-Did we implement the program as planned?).
- Assess learning, behavior and conditions impacted by SYLP over time (outcome-Did we achieve (impact) desired/planned objectives?).
- Provide ongoing information to inform program improvements in a timely and effective manner (Continuous Quality Improvement).
- Provide a vehicle for participants, program staff and community partners to address program policies, practice and future sustainability.

Data to be gathered and analyzed will include:

- Attendance/participation rates (individual and aggregate), referral source behavior data (schools, courts, parents).
- Pre-post Individual Protective Factors Index (IPFI), post-pre youth and parent feedback, and annual youth, parent and community partner feedback forums.
- Other information as needed and appropriate for local, state and national sharing and possible expansion/replication of successful program effort.