LOGIC MODEL #1

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| Goal Statement: **Collaborate with social service agencies and community-based organizations to increase targeted recruitments among communities of need** | | | | | |
| **Inputs** | **Activities** | **Outputs** | **Short-term (Immediate) Outcomes** | **Intermediate Outcomes** | **Long-Term Outcomes/Impact** |
| Resources needed: human, financial, and material resources. | **If** we have access to resources, **then** they can be used to accomplish these activities: | The measurable, tangible products that result from program activities | Direct changes resulting from outputs, typically expressed in terms of changes in knowledge and/or awareness. | Outcomes generally expressed by changes in behavior, decision-making, or policies. | Lasting changes with organizational, community or systems-level benefits. |
| Staff Time  Map of Our Pathways  Copy Costs | Develop infographic for SACC opportunities (map out pathways)  Compile a list of social service agencies (and non-profit organizations) (e.g. Department of Rehabilitation, refugees, SNAP)  Contact social service agencies  Participate in social service agency events  Provide social service agencies with information about adult school programs | Number of responsive agencies  Number of referrals  Number of enrollments | More referrals from social service agencies for our programs | Establish a partnership with social service agencies  Track numbers over time | Our programs have a sustainable enrollment of students who really need it  We help the social service agency to move the client along |

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| **Assumptions** | **External Factors** |
| Beliefs/values that buttress your planned approach are necessary for success. | Factors that could potentially enable or limit the success of your plan. |
| The agencies will work with us  The agencies have students who can take advantage of our programs | Students in need not taking advantage of provided educational opportunities  Social Service program requirements |

LOGIC MODEL #2

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| Goal Statement: **Develop consistency among providers regarding the use of student education plans and integrated career planning.** | | | | | |
| **Inputs** | **Activities** | **Outputs** | **Short-term (Immediate) Outcomes** | **Intermediate Outcomes** | **Long-Term Outcomes/Impact** |
| Resources needed: human, financial, and material resources. | **If** we have access to resources, **then** they can be used to accomplish these activities: | The measurable, tangible products that result from program activities | Direct changes resulting from outputs, typically expressed in terms of changes in knowledge and/or awareness. | Outcomes generally expressed by changes in behavior, decision-making, or policies. | Lasting changes with organizational, community or systems-level benefits. |
| Support for faculty time needed to work on these collaborations  Copies of existing forms for student education and integrated career planning | Get together to:  Determine the standard components of the Student Education Plan (SEP) and Career Planning tool.  Create a process for using the SEP and Career Plan to facilitate transitions among schools. | Standardized SEP form  Standardized Career Planning tool | Each school will use the same basic format for SEPs and Career Plans | All schools within the consortium will adopt the same processes for using SEPs and Career Plans to advise students. | Make it easier for students to move between schools and use coursework from more than one school to achieve their goals |

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| **Assumptions** | **External Factors** |
| Beliefs/values that buttress your planned approach are necessary for success. | Factors that could potentially enable or limit the success of your plan. |
| That we actually have the resources (particularly human) to accomplish this goal. | Education Plans for adult schools will differ from those for the college. |

LOGIC MODEL #3

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| Goal Statement: **Provide students with referrals and information about non-educational services** | | | | | |
| **Inputs** | **Activities** | **Outputs** | **Short-term (Immediate) Outcomes** | **Intermediate Outcomes** | **Long-Term Outcomes/Impact** |
| Resources needed: human, financial, and material resources. | **If** we have access to resources, **then** they can be used to accomplish these activities: | The measurable, tangible products that result from program activities | Direct changes resulting from outputs, typically expressed in terms of changes in knowledge and/or awareness. | Outcomes generally expressed by changes in behavior, decision-making, or policies. | Lasting changes with organizational, community or systems-level benefits. |
| Staff time  Funds to provide professional development | Identify student needs  Create a resource list  Provide student referrals  Training in how to do a warm hand-off to services and resources  Create a common process for referrals  Evaluate referral process and changes if necessary | Creation of resource List  Number of students referred | Students will be provided with resource lists | Faculty and staff will be trained in how to be responsive to student non-educational needs and how to refer them | The establishment of strong relationships between the members of SACC and agencies  Referrals to non-educational services are an established practice  All faculty and staff have familiarity with non-educational services available to our students |

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| **Assumptions** | **External Factors** |
| Beliefs/values that buttress your planned approach are necessary for success. | Factors that could potentially enable or limit the success of your plan. |
| Students will be receptive to this type of intervention.  Faculty can be trained to be reception to student non-educational needs. | Changing sources for non-educational services - how to keep current |