

Logic Model: Sample

Problem Statement: The school’s resources designed to help students focus on a vision for their future are limited to counselor visits and one career fair rather than embedded across all content areas and aligned with student interest.

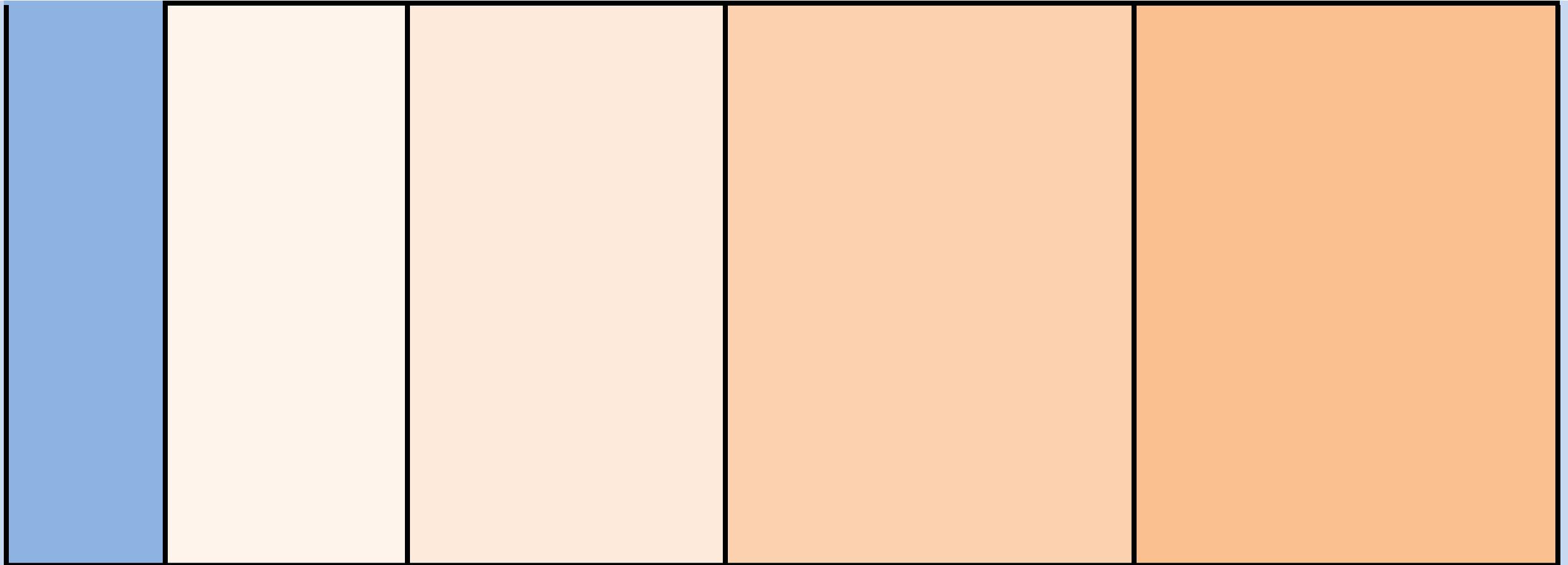
Goal: The school will expand its resources in order to aid students and families in engaging in, creating, modifying, and actively pursuing their future plans that incorporate their own aptitudes, interests, and potential educational and career opportunities.

<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>In order to improve engagement and ownership, we want students at Mercer Middle School and John Champe High School to have a voice in selecting careers that they are excited about through career days and internships.</p> <p>OR</p> <p>Do you want to know how you can help the</p>	<p>Tradesmen</p> <p>people teachers that were involved in GW program, past participants</p> <p>mentor trainers</p> <p>Principal</p> <p>Superintendent</p> <p>PTA</p> <p>Business community</p> <p>All teachers at the school</p> <p>Students</p> <p>Parents</p> <p>Non profit organizations</p>	<p>Create partnerships with groups to provide internships</p> <p>improved career fair (student voice. invite 8th grade)</p> <p>mentor training</p> <p>micro internships</p> <p>summer internships</p> <p>speak with principal/superintendent/businesses/p arents/students</p> <p>coordinate with middle school teachers (English? Essay contest?)</p> <p>apply for NEA grant (one year grant)</p> <p>{mention Teach to Lead in summary}</p>	<p>1 month:</p> <p>Identify stakeholders and complete a power map</p> <p>criteria to identify at-risk</p> <p>Establish a stakeholder committee</p> <p>share logic model with Dr Williams and Gabriel (principal)</p> <p>create student interest inventory</p> <p>Reach out to Erin Scanlon</p> <p>apply for grants</p> <p>talk to CTE</p>	<p>Short Term: 1 year</p> <p>One small group of students to Neustar (target at-risk (SPED/ELL/ Low SES)</p> <p>student input for career fair</p> <p>department converversations</p> <p>job talks at lunch (stress management)</p> <p>career fair modification</p> <p>create student ownership and self-advocacy</p> <p>student engagement</p>

Logic Model: Sample

<p>students at Mercer Middle School and John Champe High School connect with clearer visions for their future and opportunities for engaging in real-world learning experiences?</p>	<p>Community Partners/Faith community</p> <p>Chamber of Commerce</p> <p>Successful Loudoun County Graduates</p> <p>Loudoun County Professionals</p> <p>Michael Helene Salon owner for internship</p> <p>Entrepreneur Groups</p> <p>Transportation</p> <p>middle school (feeder school)</p> <p>Mason/Nova (LCPS grads)</p> <p>School Board Member</p> <p>Board of Supervisors</p> <p>Legislators</p> <p>LCPS Media department</p> <p>artists</p> <p>small business owners</p> <p>wellness connection</p>	<p>*ask to see the rubric</p>	<p>3 month:</p> <p>meet with PTSA (parent survey)</p> <p>create parent job/career survey (careers and tradesmen)</p> <p>apply for grants (fund transportation)</p> <p>interview 11th graders</p> <p>find your storytellers (messengers)</p> <p>6 month:</p> <p>reach out to businesses</p> <p>students: identify interests/career exploration</p> <p>January: Open writing contest</p>	<p>Medium Term: 2 years</p> <p>embed career lessons into content classes</p> <p>expand internship program</p> <p>Long Term: Beyond 2 years</p> <p>culture change</p> <p>career fair (internship participants)</p> <p>student ownership, engagement, and active participation in future planning</p> <p>increased awareness of careers, job training and education, and goal setting and attainment</p>
--	---	-------------------------------	--	--

Logic Model: Sample



Student Impact: (If..., then...)

If John Champe High School implements a focused plan for working with students and parents to plan for and take steps toward their futures after graduation, then students will have a deeper understanding of their interests, abilities, options, and goals through the benefit of experiences such as career days, internships, job sharing, mentoring, etc.

expands its resources to capture the voices of students and families, then students will be more empowered, engaged, and self-driven in designing their own futures.

Logic Model: Sample

how is this idea being imbedded in each classroom

student interest

Ask PTA to create and conduct a parent job survey to find out contacts for companies

Establish a stakeholder committee-create vision and mission, action plan

NOTES

Gear Up program \$\$

Skype

current students with that major to talk in the process,

companies (Mesa) that follow 6th graders through graduation to see how they are doing, activities to support their education mathematics-establish relationships

Present images that students can imagine themselves in that job.

Roadtrip Nation-career exploration through AVID profound for sophomores, direction for classes

Spark program.org

www.masterycharter.org (life and master-internship)r

Have you considered partnership with local businesses?

A high school in MA has an independent study class for JR and SR. They take a course with different professionals in the area depending on their interests.

Logic Model: Sample

Have you ever heard of AVID?

Important action plan. Don't forget to share your list of local teacher leaders.

Look into local organizations that can provide workshops in areas of need.

It seems your outputs are activities.

I wonder if students' parents have access to grant or scholarship information to fill applications out.

Wondering if this would be an advisory model?

Love the job talks at lunch idea. Will there be a student reflection piece?

Job shadowing.

Take a look at jobs for the future and pathway to prosperity website.

I wonder if online learning can be combined with internships with online component delivered at job site.

Champe serves an affluent community. Get those parents involved.

Consider a formal partnership with the Chamber of Commerce.

How can you facilitate direct connections between classroom content and outside professional experts. Panels for students, presentations, mock interviews.

Check out no-excuses university.

Inputs, school counselors should be included.

Activities: Are you aware of VA wizard, free online account for all VA students.

Have you researched community school models?

Great resources: My district is using to combat very similar issue. Skype in the classroom, virtual field trips, gear up grant. Also survey staff for connections and resources.

Nice clean problem statement.

I would suggest an online set of resources too, to connect to families at home.

Logic Model: Sample

Could students spend part of their day at a place of work?

I noticed that you don't have any concrete measures of impact - conversations, programs, etc. are fine, but what is the actual impact.

We are confused on the problem statement. Needs clarification.

Problem: do you need more resources or an opportunity to use them?

Biggest question, how will you bring teachers along with this vision?

I wonder how you can leverage your school alumni to share their stories and inspire your current students.

There are portions of SOLs for some classes that align well with aligning college and career readiness units. This could help with teacher buy-in if you compare across courses

Check out AZCIS.intocareers.org.

Do you have a CTE program?

Could alumni graduates mentor current students?

Learn about what the family envisions - implement home visits, student-led conferences

How do you or will you determine student interest?

I wonder if activities should include a step about gathering data. Research another school that is doing this well. A workplan for who will do what and when (contacting businesses, holding career/college days) as part of courses you might offer to make training a reality for your students. Look into the state of TN's career and technical education programs; has been really good for student participation (not the same old vocational ed program).

Tour college campuses

Do students take a self assessment to see their potential career interest?

Check out Road Trip Nation

Do you know what your feeder MS is already doing? What about students' academic and career plans?

Check out partnerships with local colleges, universities that offer college credit for classes taken during high school.

Check out the college and career readiness planning set (with game board and cards) available at store: www.battleforkids.org

Logic Model: Sample

What about leveraging/ developing student leaders?

What if career info was embedded in a required class like economics?

Student career center that is available to all at all times.

CATHERINE JaCQUES: cjacques@air.org

CCRSCenter.org

GRANT IDEAS:

LOCAL BAKERIES FOR LUNCH MEETINGS