The evaluation of the Truancy Reduction Demonstration Programs is a Process evaluation. The main purpose is to document the development of community based programs across the country to begin to identify effective strategies that other communities can adopt in their truancy reduction efforts. A secondary purpose of the evaluation is to provide preliminary outcomes on individual youth that are served by the programs, in order to identify specific interventions that are most effective in keeping youth in school.

The evaluation is guided by a Logic Model, which is a brief illustration of one's "Theory of Change." In program design and evaluation, it defines progress from general values to more specific strategies, to the results or goals that have been achieved. A useful logic model will guide all planning and development activities. In addition, it is used to determine the design of evaluation methodologies. The key elements in the logic model include:

- **Needs and Capacities:** "Why are we doing this?" and "What strengths do the youth, families schools and community bring to the program?"

- **Strategies and Activities:** "How are we going to get there?"

- **Milestones or Benchmarks:** "How will we know we are on the right track?"

- **Goals or Results:** "What do we want to achieve?"

A sample Logic Model can be found on the following pages.
RESULTS-BASED TRUANCY PROGRAM

Principles that guide the work:
- Diversity is valued
- Families are actively involved
- Youth are treated with respect
- Collaboration with the community is critical

Need/Capacity
Child, family, school, and community characteristics that determine what is possible to achieve

Strategy
Guided by our needs and capacity, the tools and activities used to achieve our desired outcomes

Milestones
The measurements of progress that allow us to know if we are on the right path to achieving good outcomes

Results
The desired ultimate results/effects of our efforts

EVALUATION