

THE LOGIC MODEL FOR THE EVALUATION OF THE TRUANCY REDUCTION PROGRAM

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



EVALUATION

TRUANCY REDUCTION PROGRAM

Needs & Capacities

Strategies

Milestones

Family:
Employment, SES,
Transportation,
childcare.

Referral to
community
resources

Increased employment
Access to childcare
Increased educational
involvement

School:
After-school
programs, tutoring,
counseling.

Educate teachers
about outcomes
of truancy

Safety, reduced
teacher turn-over
More services

Student:
Academic abilities,
Social, Behavioral,
peers, JJ

Mentoring,
tutoring

Improved
attendance,
grades, behavior

Community:
Rec. center, Agency
collaboration,
Faith orgs.

Public education,
media
Outreach

Community
involvement
with youth, resources
accessed, etc.

Results

Youth are in
school and out
of the
juvenile justice
system

PROCESS EVALUATION

OUTCOME EVALUATION



EXAMPLE WORKSHEET

Needs & Capacities

Target
Families

Service
Providers

Target
Children

Target
Community
Factors

Strategies

Benchmarks

Results

PROCESS EVALUATION

OUTCOME EVALUATION