

← Across Ages® → Logic Model

Situation: A significant number of youth in our community are at risk for substance abuse and engaging in other risk-taking behaviors. Many lack the adult support to guide them toward completing school and becoming healthy, productive adults. Across Ages is designed to help address this gap.

Inputs	Outputs		Outcomes -- Impact		
To accomplish our program we need:	Our activities and evidence of service delivery.		Short Term	Intermediate	Long Term
	Activities	Participation			
<p>Volunteers Adults (50+) are recruited to be mentors for school age youth</p> <p>Staff Skilled and knowledgeable staff</p> <p>Community Partners School District of Philadelphia is engaged and committed to Across Ages.</p> <p>Philadelphia area nursing homes are committed to engaging youth and residents.</p> <p>Mentoring Model Evidence based; utilizes Elements of Effective Practice.</p> <p>Funding SAMHSA supports our program activities and evaluation.</p>	<p>Training 1. To become effective mentors. 2. Across Ages model and Social Competence Promotion Program. 3. Orientation to Across Ages program. 4. Orientation and training for participation in Across Ages and community service projects.</p> <p>Mentoring 1:1 or teams Weekly</p> <p>Community Service Weekly</p> <p>Problem-Solving Weekly or bi-weekly</p> <p>Family Activities Monthly</p> <p>Evaluation Continuous assessment of program</p>	<p>Pre-service and in-service for volunteers</p> <p>Classroom teachers and/or after school coordinators.</p> <p>Parents and other caregivers.</p> <p>Selected youth.</p> <p>Mentors and youth</p> <p>Youth, mentors, program staff</p> <p>Program staff and youth</p> <p>Parents, siblings and other family members</p> <p>Evaluation Team</p>	<p>Mentored youth regularly attended meetings with their mentors. (Attendance)</p> <p>Mentored youth became engaged in the relationship and participated in activities. (Mentor Activity Log; Youth Focus Groups)</p> <p>Mentored youth demonstrated a connection to their mentor and could articulate the positive elements of the relationship. (Youth Focus Groups)</p>	<p>Mentored youth demonstrated improved school attendance. (School records)</p> <p>Mentored youth participated more fully in class and completed homework assignments more frequently. (Teacher Report)</p> <p>Fewer classroom disruptions by mentored youth. (Teacher Report)</p> <p>Greater awareness of social and civic responsibility. (Teacher Report and Youth Focus Groups/Journals).</p> <p>Increased knowledge about drugs and awareness of the dangers of substance use by mentored youth. (Teacher Tracking Logs).</p>	<p>Mentored youth had significantly fewer absences (p=.01) and more favorable attitudes toward school (p=.038) than controls.</p> <p>No significant differences in academic achievement. (Improvement but statistically significant)</p> <p>Mentored youth had significantly fewer suspensions (p=.01) than controls.</p> <p>Mentored youth had significantly better attitudes toward older people (p=.012) and knowledge about older people (p=.008)</p> <p>Mentored youth had significantly improved reactions to situations involving drug use (p=.042) and marginally lower frequency of substance use (p=.56)</p>