

ICC Work Group Logic Model - Proposed Approach - 2016 - DRAFT -

Parents  
most predictive  
very wrong

1. Identify/agree on the problem behavior (30-day underage alcohol consumption)
2. Identify/agree on the intervening variables (academic achievement and low commitment to school)
3. Identify causal factors
  - a. This would need some more data from the schools and other parties with regards to their data on:
    - i. Why are some youth not succeeding academically
    - ii. Why are some youth not committed to school
    - iii. What kinds of interventions, policies, and practices are in their research to address these items
      1. FYI the questions for the RF of Academic Failure are
        - a. Are your school grades better than the grades of most students in your class?
        - b. Putting them all together, what were your grades like last year?
      2. FYI the questions for the RF of little commitment to school are
        - a. Now thinking back over the past year in school, how often did you: a. enjoy being in school? b. hate being in school? c. try to do your best work in school?
        - b. How often do you feel that the school work you are assigned is meaningful and important?
        - c. How important do you think the things you are learning in school are going to be for your later life?
        - d. How interesting are most of your courses to you?
        - e. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?
4. Work diligently to identify what options there are out there for evidence-based practices to address these issues
5. Bring these findings back to the group and work through a process of identifying what needs to be done
6. Work with the larger group to assess resources (both fiscal and human) and readiness
7. Identify a path forward through the creation of an Action Plan
8. Assign specific tasks and goals and outline them in a detailed Work Plan
9. Implement the plan.
10. Evaluate progress.

This work will require a commitment to moving this forward.