esources/Inputs	Program Activities	Immediate Outcomes	Intermediate Outcomes	Long Term Outcomes
6th Grade Students	Day Orientation rovide information reate a sense of connection to school reate a safe connection to an upper classman ademic and Social Follow-ups leet with student leaders ttend WEB and school events	 Easier Transition to High School Students' knowledge about resources increases Younger/transitioning students experience decreased levels of isolation Increased knowledge about decision making skills, resistance skills, and peaceful conflict resolution Increased knowledge and interaction with students different then themselves 	 Enhanced School Environment for 6th Graders Reduction in freshman retention More freshman access school and community resources available to them Increased sense of connection to: schools, adults at their school, and peers Increased involvement in school Decreased freshman hazing incidents Decreased freshman disciplinary referrals Improved decision making skills, ability to resist peer pressure, and ability to resolve conflict positively Increased cultural competence 	Increased Attendance and Retention School drop-out rate decreases Students' school attendance improves Students' truancy decreases Improved Academic Performance Student graduation rates increase Students receiving disciplinary action such suspension and detention decrease Improved Social Behaviors Fights at school decreases Student tobacco use decreases
WEB Student Leaders Acc t t	EB Leader Training Being a positive role model, motivator, and teacher to 6th grade students t Day Orientation Assembly Facilitate small group experience ademic and Social Follow-ups Deliver academic and social follow-ups chroughout school year Plan social events throughout school year Support freshmen one to one throughout the school year	 Strengthened Involvement & Engagement Student sense of personal leadership is strengthened Student apathy decreases Students demonstrate habits of reaching out to other students in need Students create a sense of inclusivity on campus Increased knowledge about decision making skills, resistance skills, and peaceful conflict resolution Increased knowledge and interaction with students different than themselves 	 Enhanced School Environment WEB Leaders' increased ability to communicate effectively with intention and mindfulness Improved interpersonal competence: empathy, sensitivity, and friendship skills Students' social acceptance of new students increases Increased sense of connection to: schools, adults at their school, and peers Increased involvement in school Improved decision making skills, ability to resist peer pressure, and ability to resolve conflict positively Increased cultural competence 	 Student consumption of alcohol/other substances decreases Connection to and ownership of school community increased Service learning importance increased Citizenry strengthened Future community leaders developed Attendance improved Personal responsibility increased
WEB oordinato s/Educato • Fill Coc • R • Fill Coc	Lay Basic Training (Train the Trainer) Curriculum based on group development theory Jow-up Conference Ordination of Student Leaders Accruit a diverse group of leaders acilitate WEB Leader Training facilitate 1 st Day Orientation Assembly with WEB eaders and 6th graders follow-ups with WEB Leaders throughout school year	 Strengthened Involvement & Engagement Increased knowledge of group development theory: Forming; Storming; Norming; Performing; and Transforming Increase knowledge of how to work with WEB leaders and 6th gradersl Skill development used in other professional responsibilities 	 Enhanced School Environment Increased sense of connection to students and school Increased involvement with school 	 Leadership role on staff improved Classroom instruction improved Professional involvement increased Personal transformation experienced

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