Puberty I Program
Logic Model

candor health education

Inputs	Action Areas		Short Term Outcomes (during the program)	Mid Term Outcomes (at the end of the program)	Long Term Outcomes (6 months later)
	Program Development	*Program Delivery*			
• Research • Project Framework • Funding/Money • Staff Time • School Interest/ Commitment • Materials • Facilities • Technology • Consultants • Evaluators • Partnerships • Community Involvement	• Update curricula • Strengthen technology • Develop/facilitate class • Supported instruction for pre and post activities for teachers and parents/trusted adults • Professional development for RCC staff • Online resources for parents • Solicit feedback to continuously improve programs • Evaluation tools	• Marketing Materials • Marketing Sequence & Pricing Policy • Continual Curriculum Renewal Process • Audience Demographics • Multi-media Education • Number of Students, Parents and Teachers Reached • Parent Resources • Sessions Delivered • Evaluation Tools	**4th/5th Students** Students gain awareness of the physical and emotional changes common during puberty. Students gain awareness of ways to manage physical and emotional changes that happen during puberty. Students gain awareness of reproductive system and functions. Students gain awareness what is a trusted adult and why it is important to talk about one's feelings and when seek out support. Students gain awareness of healthy communication such as positive self talk. Students gain awareness of I-statements to help them express emotions in a socially appropriate manner. Students gain awareness of the steps toward goal achievement. Students gain awareness of examples of harassment/sexual harassment and when to talk to a trusted adult and when to exhibit upstander behavior.	**4th/5th Students** Students can identify the physical and emotional changes common during puberty. Students can identify ways to manage physical and emotional changes that happen during puberty. Students can identify a trusted adult that they feel comfortable talking to and asking questions about puberty. Students can describe how puberty prepares human bodies for the potential to reproduce and what body systems are involved in reproduction. Students can identify healthy communication skills such as positive self talk. Students can identify I-statements that will help them express emotions in a socially appropriate manner in various scenarios.	**4th/5th Students** Students know the physical and emotional changes that happen to them during puberty and normalize them. Students manage the physical and emotional changes that happen to them during puberty and know when to reach out to trusted adults for help or support. Students seek out trusted adults to talk to and ask questions about the physical and emotional changes that occur during puberty. Students know about the reproductive system and can identify the body parts involved and their function. Students use healthy communication skills such as positive self talk. Students demonstrate I-statements when expressing emotions in a variety of scenarios.

				Students can describe the steps in setting and working toward goal achievement.

Students can identify examples of harassment/sexual harassment and when to talk to a trusted adult and when to exhibit upstander behavior. | Students demonstrate setting and working towards self-determined goals.

Students demonstrate their knowledge of harassment/sexual harassment and when to talk to a trusted adult and when to exhibit upstander behavior |
| | | | **4th/5th Parents**

Parents gain awareness of the content and terms of the Puberty I class.

Parents gain awareness of how to have discussions with their child(ren) about puberty. | **4th/5th Parents**

Parents use the content and terms of the Puberty I class in discussions with their children.

Parents have discussions with their child(ren) about puberty. | **4th/5th Parents**

Parents are comfortable in having discussions with their child(ren) about puberty. |
| *Indicators:* | | | | | |
| | Action plan for when program development tasks are completed and who is responsible | Action plan for program delivery tasks including when completed and who is responsible | Student pre/post assessment | Student pre/post assessment

Student post-program survey

Parent survey | |