

Logic Model for Crittenton Women's Union's Woman to Woman Program

Colors correlate to Bridge to Self-Sufficiency: Overarching (impacts all pillars), **Family Stability** (housing/dependent needs), **Well-being**, **Education and Training**, **Financial Management**, **Employment and Career Management**.

Participants: Motivated women striving for economic independence. Students must be at least 18 years old, a high school/GED graduate, and legally eligible to work in the US.

Inputs	Activities	Outputs	Short-term outcomes	Intermediate outcomes	Long –term Outcomes
Staff (teachers, goal advisors, supervisor) EMI Design Group Curriculum Motivated women eligible to participate Funding Program Tools (ie. Assessments, Bridge, Goal Setting) CWU's "Hot Jobs Report" CWU's Massachusetts Economic Index Calculator Volunteers Computer Lab and computers Microsoft Office Suite	<p>Provide individual goal advising through a weekly series of one-on-one conversations between the goal advisor and student guided by CWU's theory of change: <i>The Bridge to Self-Sufficiency</i>.</p> <p>The goal advisor works with program participants to assess their current stage in each area of the Bridge. The Bridge assessment helps identify strengths that will support a participant's long-term goals and obstacles that might inhibit her success.</p> <p>Once the goal advisees have ascertained where they are "on the Bridge." Goal advisors help them identify which Bridge pillars they want to focus on in the short- and long-term. Goal setting tools are then used to establish practical short-term "SMART" goals that are used as stepping-stones to their long-term dreams.</p> <p>Provide workshops</p> <ul style="list-style-type: none"> • Advocacy: Through lecture, small group work, and individual assignments students are encouraged to find their voice and become advocates in their personal lives. In the span of three classes and one field trip to the MA State House, students learn how our US government operates and the avenues available to assert our opinions. The culminating experience for each student consists of a letter written to the appropriate government official opposing or promoting an issue of their own choosing. • Social Media: Through classroom instruction on personal computers in our computer lab, students are taught all about the many social 	<p># students who graduate the program</p> <p># workshops</p> <p># hours of classroom instruction</p> <p># hours of individual advising per student</p> <p># established short – intermediate term goals</p> <p># goals completed by students</p> <p># Advocacy letters sent</p> <p># visit to MA State House</p> <p># college campus visits</p> <p># personal finance budgets</p>	<p>Increased confidence that they can accomplish goals through establishing attainable short-term goals that lead to longer-term goals.</p> <p>Increased ability to articulate SMART goals.</p> <p>Increased understanding of how our federal and state governments operate.</p> <p>Increased comfort in political settings like the State House.</p> <p>Increased understanding/confidence that their opinion is valued.</p> <p>Increased ability to define and articulate their opinions.</p> <p>Increased comfort in finding the appropriate avenue to express their opinions</p> <p>Increased belief that a strong social network is valuable and helpful in accomplishing their set goals.</p> <p>Increased understanding of the need for higher education in our knowledge-based economy.</p>	<p>Intermediate outcomes include advancement along the pillars of the Bridge to Self-Sufficiency. Each level increase is an intermediate outcome with the goal of advancing towards the top level, or self-sufficiency, ie long-term outcome.</p>	<p>Increased self-sufficiency is defined as holistically achieving the top tier of each pillar supporting the Bridge to Self Sufficiency, as described below.</p> <ul style="list-style-type: none"> ▪ Increased family stability <ul style="list-style-type: none"> ○ Spending less than 30% of after-tax income on housing. ○ Children's needs being met and do not prevent student from pursuing schooling or work ▪ Increased well-being <ul style="list-style-type: none"> ○ Full engagement in work and family, and no health or behavioral issues prevent from pursuing schooling or employment. ○ Developed strong social network, serving as an advocate, organizer,

<p>Mavis Beacon Teaches Typing Program</p> <p>Partnerships with internal and external programs</p> <p>Data Management interface</p>	<p>media programs available to them. The facilitator describes the importance of and the potential risks of being connected through social media.</p> <p>Provide student loan debt counseling through a one-on-one appointment with a local lawyer from the National Consumer Law Center who specializes in helping students manage student loan debt.</p> <p>Provide field trips to the MA State House, Bunker Hill Community College – Charlestown Campus, University of Massachusetts - Boston Campus</p> <p>Provide exploration of CWU's Hot Jobs Report, which is CWU's triennial survey of the Massachusetts labor market to identify career paths that lead to economic self-sufficiency.</p> <p>Provide explanation of CWU's MA Economic Index</p> <p>Provide individualized credit advising through one-on-one appointment(s) where the Economic Mobility Finance Specialist and the student go over the student's personal credit report in detail.</p> <p>Provide classroom instruction (including: financial management, computers, career exploration, college readiness) where teachers use discussion, small group work, interactive activities, handouts, PowerPoint presentations, and Q&A to facilitate and enhance their curriculum.</p> <p>Conduct mock job interviews with volunteers from surrounding businesses including Gillette, Deloitte, etc.</p> <p>Provide tangible skills needed for career/education development such as resume building, cover letter writing, job exploration, and job interviewing skills.</p> <p>Provide access to work-ready clothing through Dress-for-Success and SolutionsWear</p>	<p>created</p> <p># credit reports pulled</p> <p># developed resumes and cover letters</p>	<p>Increased confidence in studying, test-taking, and note-taking.</p> <p>Increased familiarity with college campuses.</p> <p>Increased familiarity of the college application process.</p> <p>Increased understanding of the cost of higher education and options available to fund it.</p> <p>Increased ability to manage personal finances including asset and debt management.</p> <p>Increased perception that many women in their situation have overcome financial problems.</p> <p>Increased typing speeds.</p> <p>Increased knowledge of Microsoft Office.</p> <p>Increased ability to articulate their professional experiences and skills through their resume, cover letter, and job interviews.</p> <p>Increased realization of their professional abilities and subsequently increased confidence in their skills.</p>	<p>and support to others.</p> <ul style="list-style-type: none"> ▪ Increased educational attainment <ul style="list-style-type: none"> ○ Achieving a level of post-secondary education and/or training that helps prepare for a job paying enough to support a family. ▪ Increased financial stability <ul style="list-style-type: none"> ○ Having savings equal to three months' worth of living expenses. ○ Having good credit and the ability to manage debts in balance with income. ▪ Increased earnings <ul style="list-style-type: none"> ○ Earnings from job are greater than the real costs of basic living expenses for the family, as determined by CWU's Massachusetts Economic Independence Index.
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