# NCCC Logic Model for Leadership Development

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| **INPUTS** | **ACTIVITIES** | **OUTPUTS** | **OUTCOMES** | | |
|  |  |  | **Short Term**  **(upon completion of the NCCC service, at 10 months)** | **Medium Term**  **(1 year after completing NCCC service)** | **Long Term**  **(3 to 5 years after completing NCCC service)** |
| * AmeriCorps NCCC funding * AmeriCorps NCCC facility and physical resources * NCCC curriculum and training materials * NCCC program staff * Sponsors and partners * Sponsor site housing * On site supervision * AmeriCorps NCCC education and service awards (college credits, certificate in non-profit management, Presidential Service Award, Congressional Award) | * Members participate in Corps Training Institute (CTI), and FEMA Academy for FEMA Corps members * Members participate in disaster trainings * Teams Leaders participate in AmeriCorps NCCC Team Leader Training (TLT) * Members participate in In-service Training (pre-project & project training, transition training, Life after AmeriCorps training (LAA)) * Members participate in Independent Service Project (ISP). * Members participate in specialty role activities. * Members receive leadership skills support and mentoring from NCCC Unit Leaders and Team Leaders, NCCC staff and sponsors. * Members practice technical skills and acquire hands-on experience . * Members participate in community service projects over a 10-month period. * Members participate in residential and team-based activities | * Members complete 10 months of service (1700 hours), including 80 Independent Service Project hours (ISPs) for Traditional NCCC members and 10 ISPs for FEMA members. * Members complete Corps Training Institute (CTI), and FEMA Academy (if applicable). * Team Leaders complete AmeriCorps NCCC Team Leader Training (TLT). * Members complete In-service training (pre-project & project training, Life after AmeriCorps training (LAAA)) * Members complete specialty role activities. * Members complete leadership development activities. [is that subsumed under specialty role activities?] * Members complete training and activities to develop soft skills. [I think this is under specialty roles as well] * Members complete service learning activities and ISPs, | **Professional skills**   * Increased hard skills needed to succeed in the workplace (e.g., computer literacy, public speaking, industry certifications). * Increased soft skills needed to succeed in the workplace (e.g., leadership, consensus building, fluent communication). * Increased desire to pursue continuing * Earned education and service awards.   **Life skills**   * Increased knowledge of strategies and skills needed to plan, prepare, execute, and assess an endeavor. * Increased attitude of action or change orientation to the world. * Increased positive self-orientation and sense of self-efficacy.   **Work as a team**   * Practice effective communication strategies to resolve conflict in a constructive manner * Increased awareness, attitude, knowledge, and skills in dealing with people different from oneself. * Members formed meaningful connections with leaders and sponsoring organizations, and people in the community they served. * Increased awareness to employ positive team behavior in workplace, civic and religious organizations.   **Civic engagement**   * Increased knowledge related to civic participation (e.g., ability to lead a successful community-based movement, ability to collaborate with other members of the community to solve community problems). * Increased level of civic orientation and civic attitudes, knowledge of civic opportunities and outlets. | **Professional skills**   * Informed career choices, affirmed or changed career interests as a result of service experiences (e.g., able to clearly define career goals and aspirations, interest in public sector career or community serving organizations, knowledge and skills related to workplace success). * Increased ability to demonstrate professional skills. * Increased applications to continuing education. * Increased usage of education awards. * Members who lacked a high school diploma or GED successfully complete their education requirements   **Life skills**   * Increased belief in positive self-orientation and sense of self-efficacy.   **Work as a team**   * Increased ability to demonstrate positive team behavior in workplace, civic and religious organizations * Increased ability in dealing with people different from oneself.   **Civic engagement**   * Increased belief in the ability to affect change through civic action. * Increased belief in civic participation and civic orientation and attitudes. | **Professional skills**   * Engaged in activities related to education or career goals, or demonstrate general career advancement.   **Life skills**   * Improved ability to demonstrate confidence to accomplish goals, deal efficiently with unexpected events and handle unforeseen situations.   **Work as a team**   * Improved ability to work with diverse populations. * Improved ability to employ positive team behavior in their workplaces, civic organizations and religious organizations.   **Civic engagement**   * Improved ability of responsible citizenship and positive attitudes regarding the value of lifelong active citizenship and service for the common good, meet community needs, integrate into the community. * Took leadership positions within civic organizations. |