



**CSW**

Corporation for a  
**Skilled Workforce**

**Good Jobs. Thriving Communities.**

# **Idaho State University Energy Systems Technology and Education Center (ESTEC)**

---

**Providing Opportunities for Women in Energy  
Related Careers**

**Former and Current Student Survey Findings Report**

**Summer 2017**

## Summary of Survey Findings

### Concerns Prior to Enrollment

The two groups surveyed had differing concerns prior to enrollment. Current students were far more likely to be concerned about the cost of the program, balancing school with family, and being a female in this program, while former students were more concerned about the difficulty of the program and working as a female in this industry prior to enrollment.

### Challenges Faced During the Program

- Across both groups, balancing family and school obligations and balancing work and school were considered the most challenging aspects of the program.
- Former students also found the financial burden of attending school challenging.

### Most Helpful Aspects of the Program

- The two groups surveyed varied in their responses around what currently helps them the most or did help them the most in the program. Current students were most likely to find support from fellow students most helpful, while former students were mostly likely to choose support from ESTEC staff.
- 86% of current students also found their experience in START, financial support, and support from ESTEC staff as the most helpful.

### Other Support Needed

- Overall, most current students identified moral support and connection with other female students as other support that is needed from the POWER Careers Program.
- Former students were varied in their responses to what other support is needed from POWER Careers.

### Recruitment

- For current students, many heard about the programs through START, while former students were varied in their responses.
- Most current students listed the interesting nature of the jobs and the potential pay as top reasons for enrolling. Former students listed the pay, as well, but also listed the likelihood of securing a job.

### Mentoring

- Current student respondents were more likely to access mentoring (83%) than former students (50%). Current students were also more likely to find the mentoring they participated in valuable.
- Current and former students were mostly likely to have been mentored by current and former ESTEC students.
- Current and former students were varied in their comments on mentoring improvements needed, which included starting mentoring earlier, finding student to student most beneficial, and needing more communication.
- Current students were more likely to be interested in providing mentoring than former students.

### Advice You Would Give Women Considering the Program

- Across both groups, the theme of “going for it” despite the programs’ challenges emerged.
- Current students stated they would tell prospective women to not be intimidated, go for it, there is support, and that there is nothing that sets them apart from their male counterparts.
- Former students overall said that they would tell prospective female students that the program, while challenging, is worth it.

## Corporation for a Skilled Workforce

Corporation for a Skilled Workforce (CSW) serves as the external evaluator for this project. CSW is a 26-year-old national 501(c)3 organization that specializes in research and evaluation, planning and initiative development, and implementation and sustainability. CSW performs research, planning, evaluation and strategic advising, and has expertise in working closely with postsecondary institutions and workforce partners to develop a shared vision and roadmaps to success.

## Evaluation Staff

Megan Elyse Williams  
Policy Associate, Research and Evaluation

## Purpose of the Report

This report was written by CSW to provide a summary of results from the two surveys conducted with current and former students during the second year of the POWER Careers program. These results will be shared with key stakeholders to inform program development and next steps of the evaluation.

The surveys focused on measuring progress on the following program goals:

- Recruit and enroll women aged 25+ into ESTEC AAS programs;
- Retain students to graduation with a supportive student learning community;
- Promote a culture of mentorship to encourage women who pursue STEM technical careers.

Table of Contents

Summary of Survey Findings ..... 2

Corporation for a Skilled Workforce ..... 3

Evaluation Staff ..... 3

Purpose of the Report..... 3

Table of Contents ..... 4

POWER Careers Project Background ..... 5

    Project Goals and Objectives..... 5

Methodology..... 7

    Data Collection and Limitations ..... 7

    Data Analysis ..... 7

Current and Former Student Survey Findings..... 8

    Participant Backgrounds..... 8

    Concerns Prior to Enrollment and Challenges During the Program..... 9

    Helpful Aspects of the Program and Other Support Needed from POWER Careers ..... 13

    Recruitment..... 16

    Mentoring..... 20

    Other Thoughts on the Program ..... 23

Next Steps in the Evaluation ..... 25

Appendix A: Logic Model ..... 26



## POWER Careers Project Background

The POWER Careers project is housed in the Energy Systems Technology and Education Center (ESTEC) at Idaho State University (ISU). ISU's College of Technology is charged by the State of Idaho to provide technical education in eastern Idaho. The College primarily grants Associate in Applied Science (AAS) and technical certificates. In 2006, the ESTEC was formed following an Idaho National Laboratory study that identified a regional and national need for energy industry workers with leading edge technical skills. The study noted that the aging workforce and ongoing innovation in the energy industry required a transformation in new worker training.

ESTEC's mission is to cultivate the people, educational resources and applied research capabilities necessary to improve local, regional and national availability of trained workers in occupations that support the construction, operation and maintenance of current and future energy facilities. ESTEC's educational programs culminate in a two-year AAS degree that prepares students for entry-level professional technical positions. ESTEC's approach includes involvement of community organizations to communicate with, inform, and recruit non-traditional students including ethnic minorities, women, veterans, and other individuals and groups not currently well represented in the energy workforce.

In 2015, the National Science Foundation awarded \$796,639 to ESTEC for the Providing Opportunities for Women in Energy Related (POWER) Careers project. This project aims to address the issue of underrepresentation of women of all ages and ethnicities in ESTEC, as well as the significant under-representation of women across the engineering technology sector of the energy workforce. At the time of the grant proposal, women represented about 8% of students in ESTEC energy programs, and had never exceeded 15%.

### Project Goals and Objectives

The over-arching mission of POWER Careers is to achieve equity for women in energy technology career fields by increasing their successful participation in high quality, proven energy systems programs, using strategies that will help retain non-traditional women students through graduation and placement into professional positions. Project efforts will primarily target non-traditional aged women (and will include under-represented populations in southeast Idaho-- Hispanics/Latinas, American Indians, and military veterans). Female students of all ages are welcome in the project.

POWER Careers aims to employ a continuum of supports and activities across the student experience, including mentors in the form of successful ESTEC graduates. The project has indicated that it will identify and address the recruitment challenges of a technical college serving a rural area, in part by working closely with community agencies that are in contact with potential students. The project also intends to engage industry in efforts to build a more diverse workforce and create workplace environments that are welcoming to female technicians.

The POWER Careers project has identified their grant and post-grant participant outcomes as:

- 50 women enroll in ESTEC over 3 years (these students will have met math and English entry requirements)
- 44 women begin coursework as planned
- 40 women will successfully complete the first semester of an ESTEC program
- 35 will successfully complete an AAS degree, 18 will complete during the grant period and an additional 17 will graduate with an AAS degree on-time but after the grant period (graduation date for these students will be Fall 19 through Fall 20)
- 33 women are placed in professional positions after graduation

To achieve these participant outcomes and overall project objectives, POWER Careers has outlined five key goals:

- 1- Recruit and enroll women aged 25+ into ESTEC AAS programs;
- 2- Retain students to graduation with a supportive student learning community;

- 3- Place graduates into professional jobs;
- 4- Strengthen ESTEC partnerships with energy employers to further careers for women; and
- 5- Promote a culture of mentorship to encourage women who pursue STEM technical careers.

Appendix A outlines the logic model developed by the evaluator for this project. This logic model serves as a one-page summary of the project, as well as a critical guide for evaluation inquiries and related activities. The logic model aims to outline the various project activities and deliverables, and particularly how these activities are expected to eventually “add up” to the intended impacts and outcomes.

## Methodology

### Data Collection

Two surveys were developed to better understand progress on the following POWER Careers goals:

- Recruit and enroll women aged 25+ into ESTEC AAS programs;
- Retain students to graduation with a supportive student learning community;
- Promote a culture of mentorship to encourage women who pursue STEM technical careers.

Both versions of the survey were compatible, other than adjusting the questions to ask about current or past experiences.

The overall population (N) of POWER Careers participants is under 20. All former and current students were invited to participate in the survey. While the N impacts the number of students and former students available to participate in data collection for the evaluation, the response rates from each survey group were encouraging.

The version of the current student survey was sent to all nine (9) current students. Seven (7) students participated for a response rate of 78%.

The former student survey was sent to all eight (8) former students. Four (4) former students participated for a response rate of 50%.

### Data Analysis

Quantitative data were entered and analyzed using Statistical Package for Social Sciences (SPSS) version 24 and Microsoft Excel. Descriptive statistics, such as frequencies, were utilized. Qualitative data were coded manually for themes. Quotes are provided without alteration in **grey** with the exception of minor spelling or grammar edits for clarity.

## Current and Former Student Survey Findings

The findings of the surveys are organized in the following sections:

- Participant Backgrounds
- Concerns Prior to Enrollment and Challenges During the Program
- Helpful Aspects of the Program and Other Support Needed
- Recruitment
- Experiences with Mentoring
- Other Comments on the Program

### Participant Backgrounds

Figure 1: The **majority** of respondents indicated they are **enrolled** in their **fourth semester**. One student had graduated from the program.

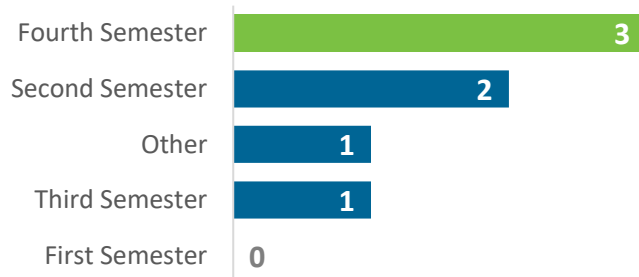


Figure 2: **All former students** who responded **had completed 4-5 semesters** as an ESTEC student.



All former student respondents also graduated from their ESTEC programs.





## Concerns Prior to Enrollment and Challenges During the Program

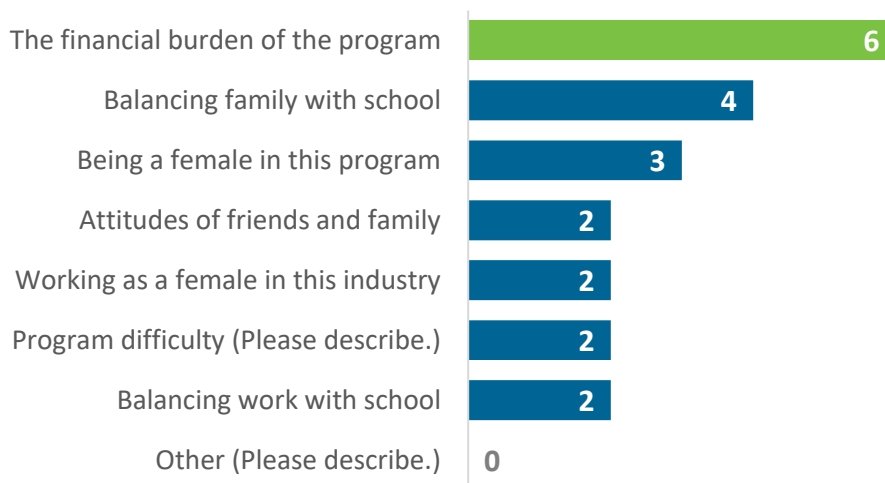
### Concerns Prior to Enrollment

A key to increasing enrollment is understanding and addressing concerns of students prior to enrollment to ensure that they follow through with matriculation.

The two groups surveyed had differing concerns prior to enrollment. Current students were far more likely to be concerned about the cost of the program, balancing school with family, and being a female in this program, while former students were more concerned about the difficulty of the program and working as a female in this industry prior to enrollment.

**Figure 3: The most common concern faced by current students prior to enrollment was financial burden.**

Students were able to select up to 3 responses.



Participants (2) who chose “program difficulty” were asked to describe their responses:

I had been out of school for many, many years.

There is a lot of credits and a short amount of time to complete them.

Current students were asked to rank the 3 reasons they listed as concerning them prior to enrollment. Please see Table 1 below for the rankings.

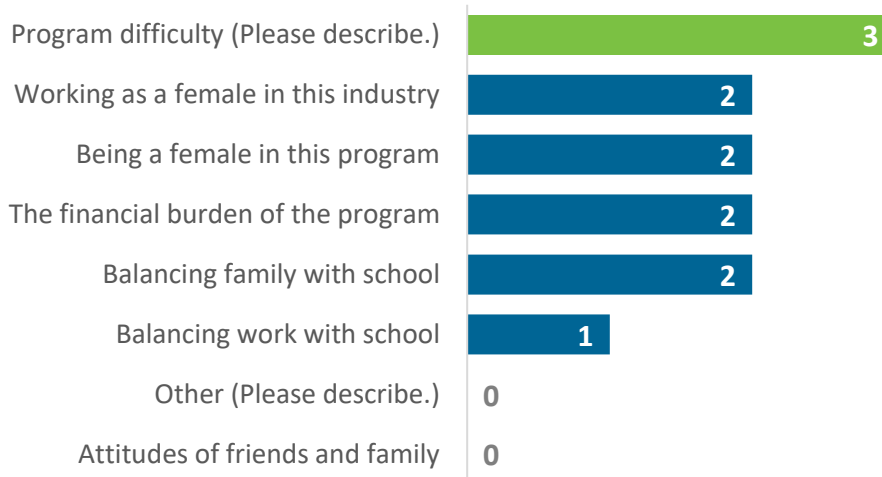
- Current students were mostly likely to list financial burden and program difficulty as their first concerns prior to enrolling.
- Balancing family with school was most likely to be the second concern.
- Balancing work with school and being female were most likely to be the third concerns.



Table 1: Current Students' Ranking of Top 3 Concerns Prior to Enrollment		1		2		3	
		%	n	%	n	%	n
Balancing family with school		0%	0	57%	4	0%	0
Balancing work with school		0%	0	0%	0	29%	2
The financial burden of the program		57%	4	14%	1	14%	1
Program difficulty (Please describe.)		29%	2	0%	0	0%	0
Being a female in this program		14%	1	0%	0	29%	2
Working as a female in this industry		0%	0	14%	1	14%	1
Attitudes of friends and family		0%	0	14%	1	14%	1
Other (Please describe.)		0%	0	0%	0	0%	0

**Figure 4: The most common concern faced by former students prior to enrollment was program difficulty.**

Students were able to select up to 3 responses.



Participants (3) who chose “program difficulty” were asked to describe their responses:

I had to test to get into the program and I wasn't sure how hard the program was actually going to be.

Understanding something so unfamiliar

I had no previous experience in the industry, my goals did not meet the overall goals of the program



Former students were asked to rank the 3 reasons they listed as concerning them prior to enrollment. Please see Table 2 below for the rankings.

- Former students were split between mostly likely to list balancing family with school, program difficulty, and being female as their first concerns prior to enrolling.
- Former students were also split between financial burden, program difficulty, and being female as their most likely second concerns.
- Being female was the most likely third concern.

Table 2: Former Students' Ranking of Top 3 Concerns Prior to Enrollment		1		2		3	
		%	n	%	n	%	n
Balancing family with school		33%	1	0%	0	33%	1
Balancing work with school		0%	0	0%	0	0%	0
The financial burden of the program		0%	0	33%	1	0%	0
Program difficulty (Please describe.)		33%	1	33%	1	0%	0
Being a female in this program		0%	0	0%	0	67%	2
Working as a female in this industry		33%	1	33%	1	0%	0
Attitudes of friends and family		0%	0	0%	0	0%	0
Other (Please describe.)		0%	0	0%	0	0%	0

### Challenges Faced During the Program

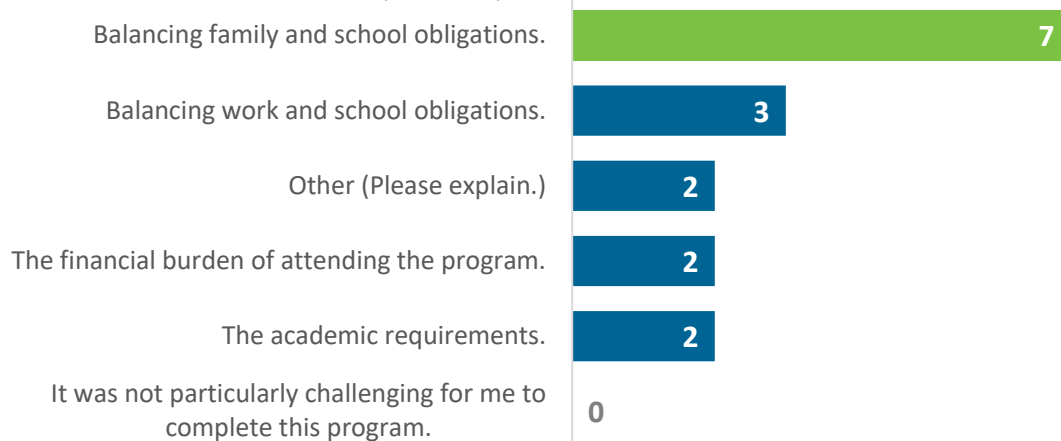
Another goal of the program is to retain students through a supportive learning community. Learning about the challenges students face while enrolled will allow ESTEC staff to build appropriate supports into future programming. Students and former students were asked to select up to three of the most challenging aspects of the ESTEC program.

Across both groups, balancing family and school obligations and balancing work and school were considered the most challenging aspects of the program.



**Figure 5: Nearly all current students found that balancing family and school obligations was one of the most challenging aspects of the program.**

Students were able to select up to 3 responses.



#### *Other Responses (2)*

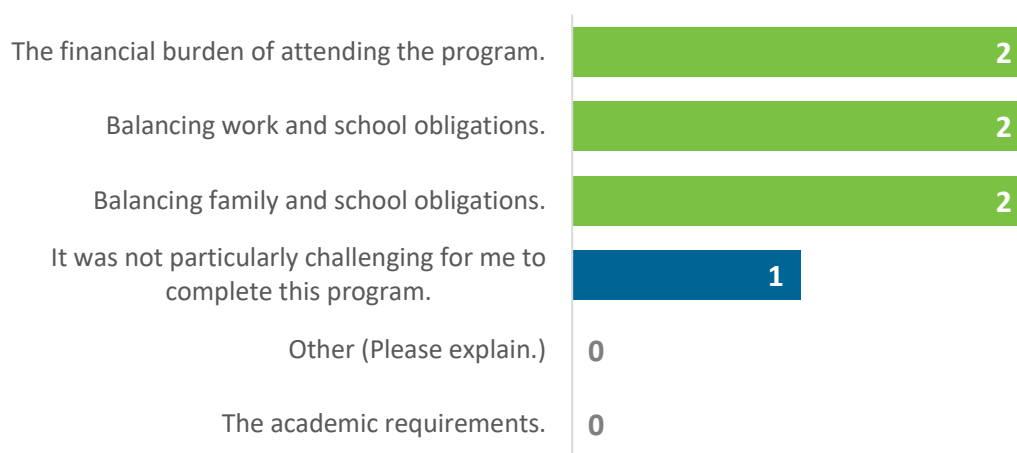
Living off unemployment was very challenging.

My health got in the way this semester because I had to miss school. But I got it taken care of during spring break so it shouldn't be too bad this coming fall.

Former students also found the financial burden of attending school challenging.

**Figure 6: Former students found that balancing family and school, balancing work and school, and the financial burden were the some of the most challenging aspects of the program.**

Students were able to select up to 3 responses.



## Helpful Aspects of the Program and Other Support Needed from POWER Careers

Understanding where students found help while in the program and what other support could be beneficial from the POWER Careers Program will also assist POWER Careers in meeting their goals of enrolling and retaining women in ESTEC programs.

### Most Helpful Aspects of the Program

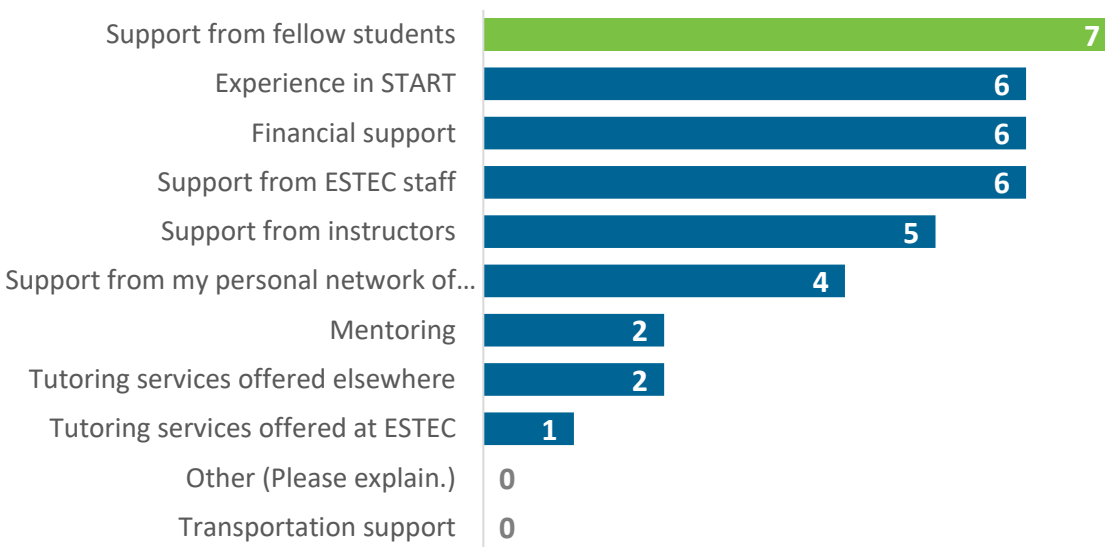
Students and former students were asked to select as many sources of help as applicable during their time as ESTEC students.

The two groups surveyed varied in their responses around what currently helps them the most or did help them the most in the program. Current students were most likely to find support from fellow students most helpful, while former students were mostly likely to choose support from ESTEC staff.

86% of current students also found their experience in START, financial support, and support from ESTEC staff as the most helpful.

**Figure 7: Current students found that support from fellow students was the most helpful aspect of the program.**

Students were able to choose as many response as apply.



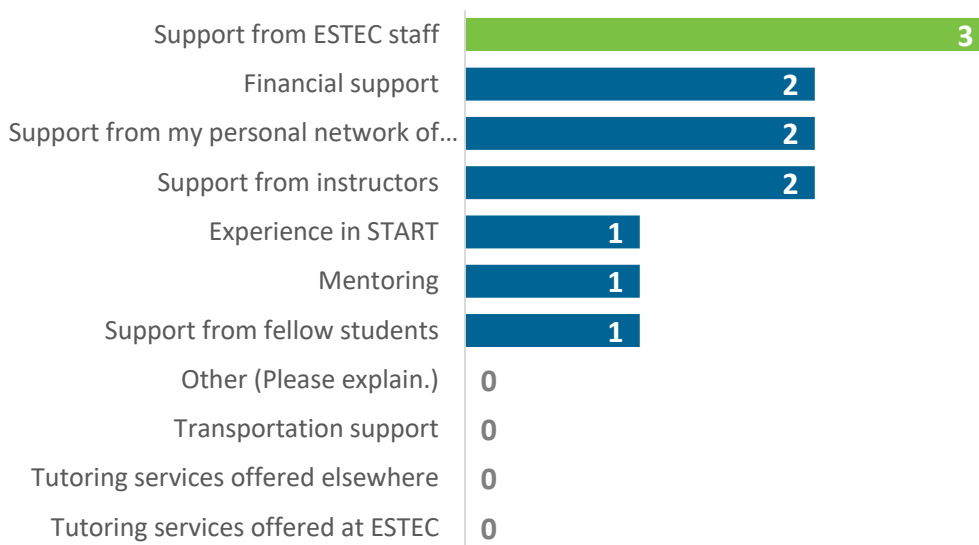
When asked what else could be helpful to you as you progress through the program, one current student commented:

Transportation to and from school would help so much.



**Figure 8: Former students found that support from ESTEC staff most helped them complete their program.**

Students were able to choose as many response as apply.



When asked what else could be helpful to you as you progress through the program, two former students commented:

More scholarship possibilities

Financial stability

#### Other Support Needed from POWER Careers

Participants were asked to describe what other support from POWER Careers would be helpful when progressing through the program.

Overall, most current students identified moral support and connection with other female students as other support that is needed from the POWER Careers Program. Six current students provided responses to the question:

Just make it known that women are a team, and the support is out there, just don't let anyone feel that they are going at this alone.

Just moral support mainly.

Continuing to check in to see how things are going throughout the semester and work more to connect to the other women in the programs.

Just getting together like we did was enough. Know there was support, alone, is really helpful.

Finically.



Former students were varied in their responses to what other support is needed from POWER Careers. Four former students responded to the question:

I'm not sure.

Have info on tutoring and other info more available.

Dk

Power Careers was supportive and understanding due to their staff specifically. The meetings outside of campus were a great way to relax and get to know others. This was a positive experience which helped with the struggles of the program.



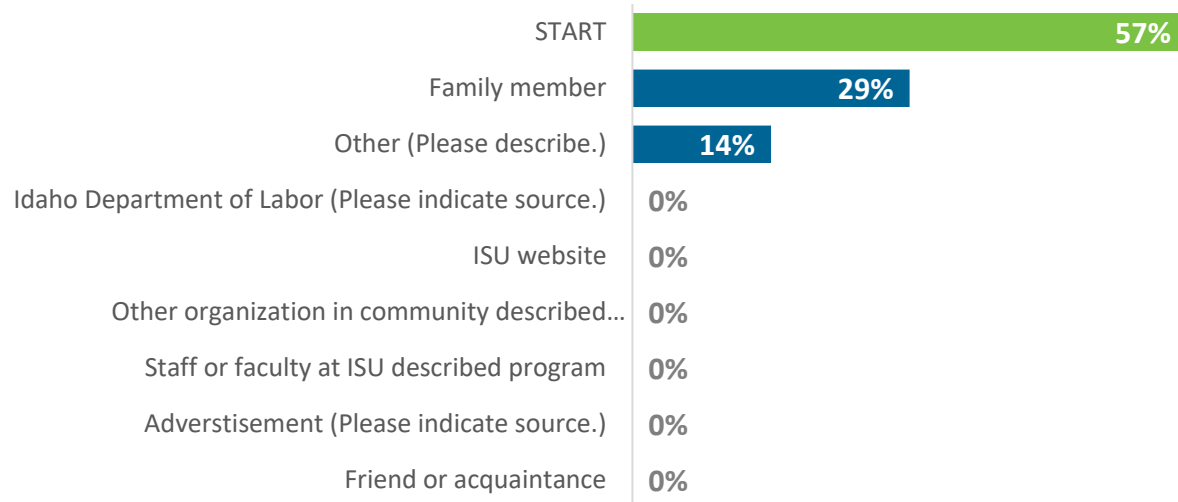
## Recruitment

As stated previously, increasing the enrollment of women 25 and over is a goal of the program. Respondents of the survey were asked to provide details on how they heard about ESTEC programs.

### How Students Heard about ESTEC Programs

For current students, many heard about the programs through START, while former students were varied in their responses.

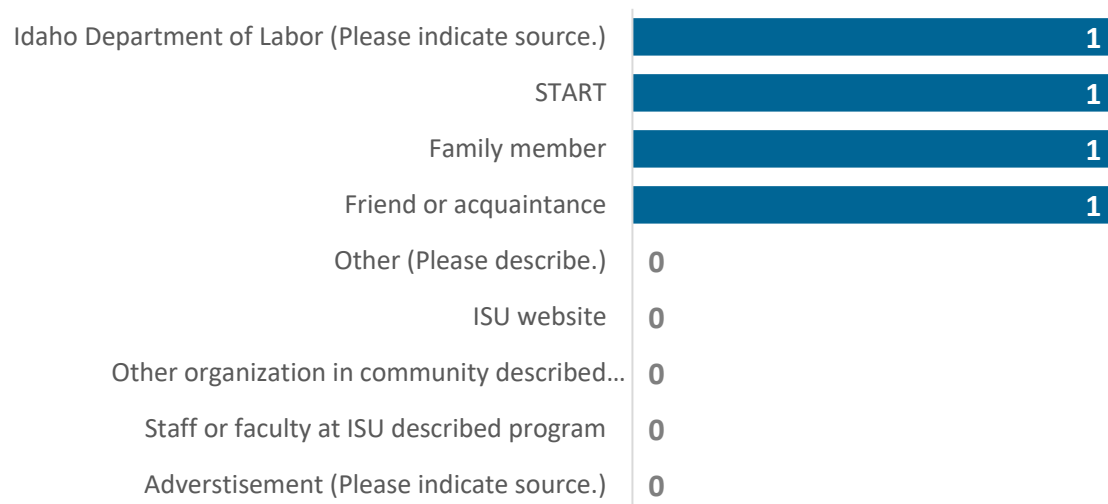
**Figure 9: Over half of current students heard about ESTEC through START.**



### Other Response (1)

Amy Christenson from the Center for new Directions

**Figure 10: Former students heard about ESTEC through differing sources.**



*Idaho Department of Labor Source:*





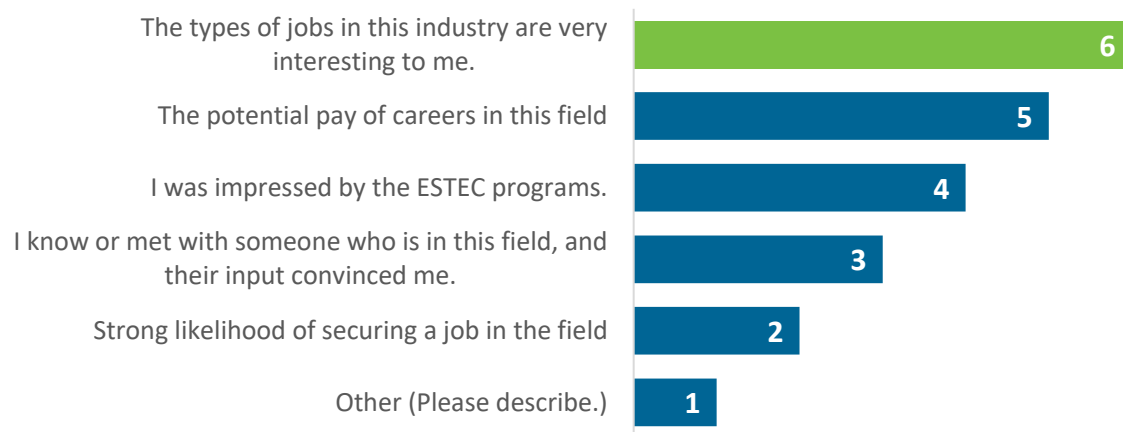
### Reasons for Enrolling in ESTEC Programs

Respondents of the survey were asked to choose and rank what ultimately convinced them to enroll in ESTEC.

Most current students listed the interesting nature of the jobs and the potential pay as top reasons for enrolling. Former students listed the pay, as well, but also listed the likelihood of securing a job.

**Figure 11: Most current students stated that what ultimately convinced them to enroll is how interesting they find the industry's jobs.**

Participants were asked to select 3 choices.



#### Other Response (1)

The hands on was my favorite.

Current students were asked to rank the 3 reasons they listed as convincing them to enroll. Please see the Table 3 below for the rankings.

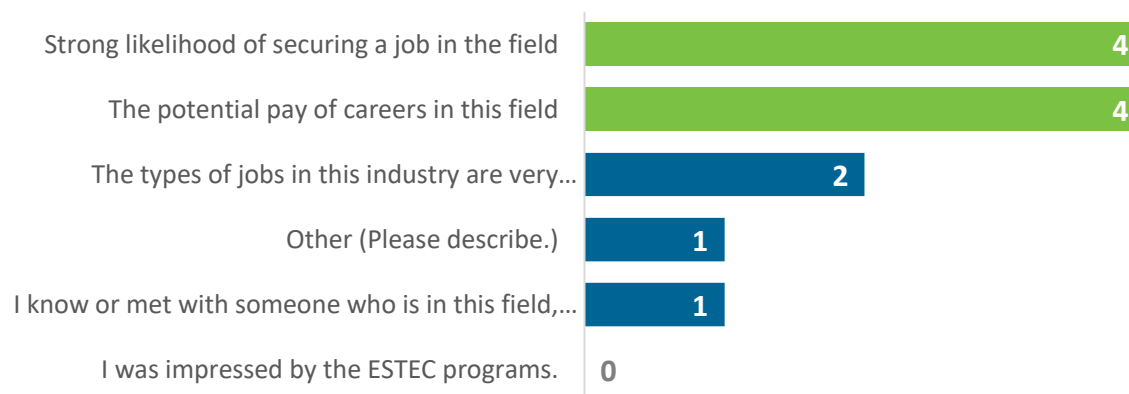
- Current students were mostly likely to list pay and securing a job as their first reasons for enrolling.
- Being impressed by ESTEC programs and the interesting nature of the jobs were most likely to be the second reasons.
- While interesting nature of the programs, knowing someone in the field, and the pay were most likely to be the third reasons.



Table 3: Current Students' Ranking of Top 3 Reasons for Enrolling			1		2		3	
	%	n	%	n	%	n	%	n
The potential pay of careers in this field	43%	3	0%	0	29%	2		
The types of jobs in this industry are very interesting to me.	14%	1	29%	2	43%	3		
Strong likelihood of securing a job in the field	29%	2	0%	0	0%	0		
I was impressed by the ESTEC programs.	0%	0	57%	4	0%	0		
I know or met with someone who is in this field, and their input convinced me.	0%	0	14%	1	29%	2		
Other (Please describe.)	14%	1	0%	0	0%	0		

**Figure 12: Most former students stated that what ultimately convinced them to enroll was the strong likelihood of securing a job and the potential pay.**

Participants were asked to select 3 choices.



#### Other Response (1)

It was only a 2 yr program versus going academic for 4+ years

Former students were asked to rank the 3 reasons they listed as convincing them to enroll. Please see Table 4 below for the rankings.

- Former students were mostly likely to list pay, securing a job, and other as their first reasons for enrolling.
- Pay, other, and the interesting nature of the jobs were most likely to be the second reasons.
- While securing a job, knowing someone in the field, and the pay were most likely to be the third reasons.



Table 4: Former Students' Rankings of Top 3 Reasons for Enrolling			1		2		3	
	%	n	%	n	%	n	%	n
The potential pay of careers in this field	33%	1	33%	1	25%	1		
The types of jobs in this industry are very interesting to me.	33%	1	33%	1	0%	0		
Strong likelihood of securing a job in the field	0%	0	33%	1	50%	2		
I was impressed by the ESTEC programs.	0%	0	0%	0	0%	0		
I know or met with someone who is in this field, and their input convinced me.	0%	0	0%	0	25%	1		
Other (Please describe.)	33%	1	0%	0	0%	0		



## Mentoring

Another goal of the POWER Careers program is to promote a culture of mentorship. Students are able to access mentoring while in the program in three ways:

- Mentoring with alumni through MentorNet, which provides students with an opportunity to be mentored by women already in the industry who can answer questions upcoming graduates may have about the workplace. Sometimes women are mentored by men. This is a formal mentoring opportunity.
- Third and fourth semester students mentor first and second semester students. This opportunity provides academic support as well as support in prioritizing school and life.
- Faculty to student mentoring. This form of mentoring provides students with help on life issues, as well as referrals to counselors, tutors, and disability services.

Survey participants were asked to provide details on their experiences with mentoring.

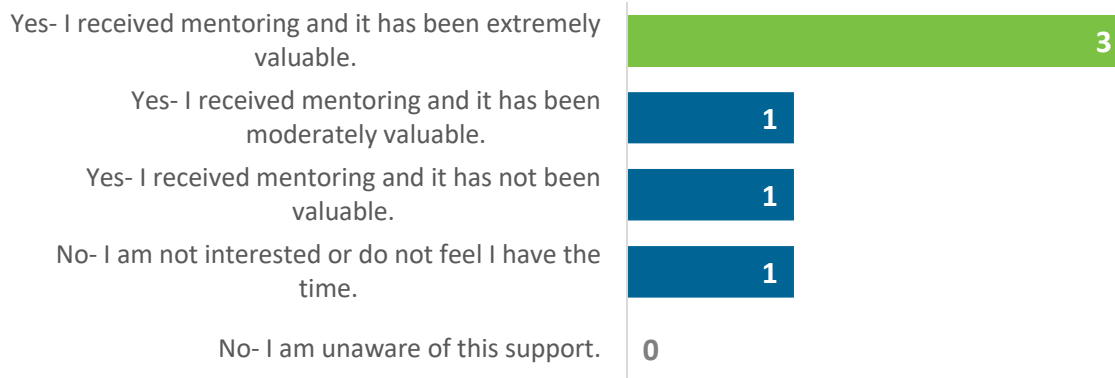
### Value of Mentoring

Respondents were asked to comment on if they participated in the mentoring and if it was valuable.

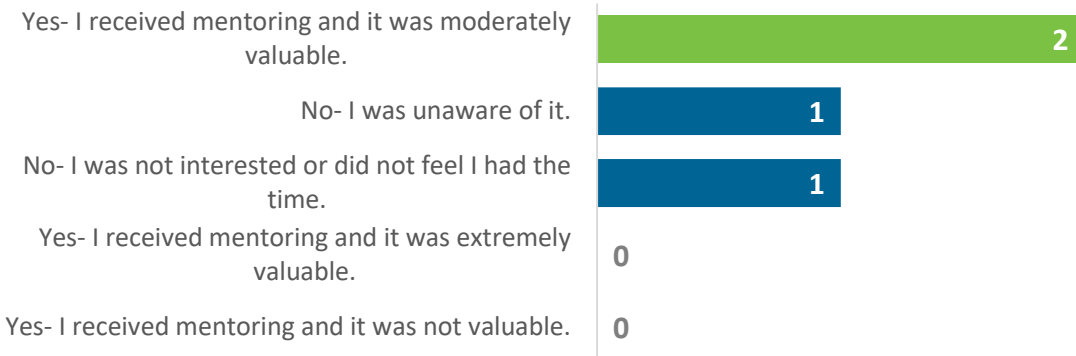
Current student respondents were more likely to access mentoring (83%) than former students (50%). Current students were also more likely to find the mentoring they participated in valuable.

**Figure 13: Half of the current student respondents stated that they received mentoring and it has been extremely valuable.**

n=6



**Figure 14: Half of the former student respondents stated that they received mentoring and it was moderately valuable.**



### Mentoring Experiences

Students who received mentoring were asked to describe who mentored them as well as their experiences with mentoring.

Current students were mostly likely to have been mentored by current and former ESTEC students. Five current student responses were provided:

A student who was 2 semesters ahead of me really helped me in what to expect in the program. My fellow peers in my class also helped big time, they really helped me feel confident in asking questions and receiving help. The instructors also showed me a kind of support I've never received from instructors.

It was a fellow classmate. Very supportive and understanding of what I was going through.

My husband graduated from an ESTEC program and has guided me and helped decide what program would be the best fit for me. Also, I have had input and mentoring from instructors and faculty that have greatly helped me in making decisions on what classes to take and such.

Peers, instructors, and staff all played a part. I reached out to the staff and they helped me find a tutor who also happened to be in the same program. The staff along with members of the scholarship committee itself made sure there was a sense of community. This helped the whole process tremendously.

Graduates. Communication is dry. We both don't know what else to ask.

Former students were also most likely to be mentored by peers or graduates of ESTEC programs. Two responses were provided:

Peers from semester ahead of me, it helped

I was mentored through Mentornet by a previous graduate. I was in contact with her during my 4th semester. She was extremely helpful and supportive. I wish it had been available earlier in the program. Though instructors were "available", I did not feel they were helpful or approachable as instructors. (except during my 2nd semester. This instructor was easy to work with and helpful). START instructors were supportive. Center for Directions counseling was helpful. Only one of the ESTEC staffers was helpful and understanding.



### Improvements Needed

Students who received mentoring were asked to describe how the mentoring process could be improved.

Current and former students were varied in their comments on mentoring improvements needed, which included starting mentoring earlier, student to student as most beneficial, and needing more communication.

Four current student responses were provided.

Student to student is definitely the most effective for me.

I think more communication is always beneficial. I wish there was more input from students ahead of me in the same program so I knew what to expect in the next semester.

I cannot think of anything at the moment.

Prompts.

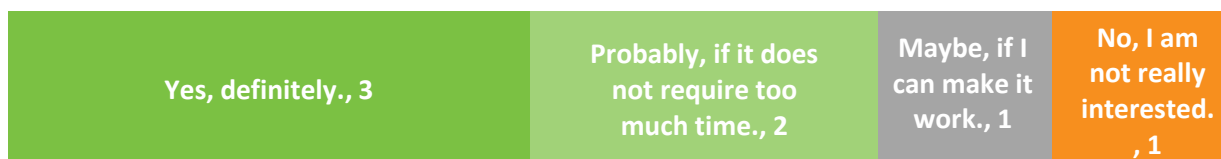
One former student response was provided.

Mentors need to be available earlier in the program. I was a mentor for START and I was told by my mentees they were glad I was there for them during their first semester. But I wish I had someone during my 3rd semester.

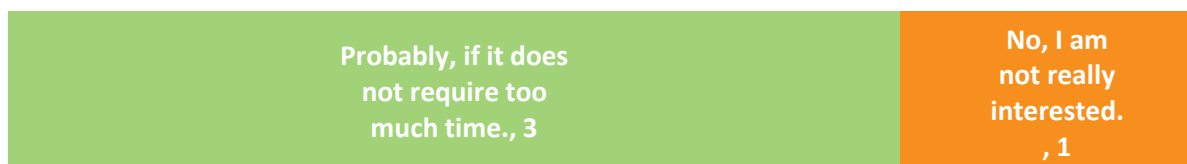
### Interest in Providing Future Mentoring or Past Mentoring Experiences

Current students were more likely to be interested in providing mentoring than former students.

**Figure 15: Almost half of the current student respondents stated that they are definitely planning to mentor in the future.**



**Figure 16: 75% of the former student respondents stated that they will probably mentor in the future.**



Of the 4 former student respondents, 3 had not mentored previously (75%). One student had mentored already, stating:

I was a mentor for 1st semester student coming into ESTEC that were in START. I still attend events at COT and ESTEC to show my support of fellow classmates that are finishing the program.



## Other Thoughts on the Program

### Advice You Would Give to Women Considering this Program

Respondents were asked to provide an explanation of what they would say to women considering ESTEC programs.

Across both groups, the theme of going for it despite the programs challenges emerged.

Current students stated they would tell prospective women to not be intimidated, go for it, there is support, and that there is nothing that sets them apart from their male counterparts. Seven current students responded:

If you like hands on, and are up for something challenging this is great. You have to feel out of your comfort zone to go to the next level in life. Do not be afraid of a more male dominant field, because if you work hard and do your best nothing is different between you and the guy sitting next to you.

It is definitely worth it and it is hard work. There is so much support and you shouldn't be afraid to take this step in life. I am really glad I enrolled in the ESTEC program I am in.

Do not be intimidated by the fact that you are female because you bring a new perspective to a male dominated program. If you're feeling nervous about not knowing much, just remember that we all come to learn. No one knows everything, and no one ever will. All you can do is work hard, and do your best.

That this program is definitely a good way to go and that if they just keep going forward no matter the crisis. Everything is worth it and there is support to help you through the hard times.

Go for it 100% and don't look back. This program is so conducive to learning and nobody makes you feel less of a student for being a woman. They treat everyone so nice and know how to make learning easy.

Don't be afraid to reach out for help. You will be surprised to find those who will help and those who also have the same problem.

People are here to support you in ESTEC.

Former students overall said that they would tell prospective female students that the program, while challenging, is worth it. Four former students responded:

Go for it! There are lots of opportunities for the taking.

It is WORTH it.

Just not to give up, it's worth it!

It is doable. It is harder than you think, but I was a single mother and I worked while attending the program. Just know there are many more job opportunities out there than you think.

### Remaining Thoughts

Participants were asked if there was anything else that they would like to share about their experience in ESTEC or POWER Careers.

Across both groups, the responses varied from participant to participant.



**Five current students responded:**

Scariest thing I have ever done, but worth every tear I ever shed.

Time management and stress relievers are probably number one on being a successful student in this program.

ESTEC is my family at school and POWER Careers program is so helpful for making sure I know I have the support I need from school work to the balance of having young children at home. This experience thus far has been very positive, but I knew it would be. I have been impressed since my spouse went through the program and it was night and day from lower campus for both of us.

It helped me find the job I have now. It has changed my life for the better. I will never forget that.

Jodi is amazing.

**One former student responded:**

I didn't particularly like when the girls would ask during a meeting with potential employers "what do you do for women". To me it sounded like we were asking for special treatment. I want to be hired for my capabilities not just because I'm a woman. On the same hand I don't want to not get hired for the same reason. I think there should be a better way to ask about opportunities that exist for women.





## Next Steps in the Evaluation

The following activities are planned as immediate next steps in the POWER Careers Evaluation.

### Key Informant Interviews

Future, current, and former students will be contacted to share their experiences in more detail through key informant interviews.

### Academic Data Collection

Quantitative data on enrollment and graduation will be collected to track progress on program goals.

### Completion of Year End Report

A report will be finalized that summarizes program activities completed this year as well as findings from the evaluation's data collection activities.



## Appendix A: Logic Model

