### Logic Model for HSI-STEM Mathematics, Engineering, Science Achievement (MESA) Program

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>(Human, financial, organizational, and community resources to direct the work)</td>
<td>(Intentional processes, tools, events, technology, &amp; actions, used to bring change/intended results)</td>
<td>(Direct products of program activities, may include type, levels, and targets of services to be delivered by the program)</td>
<td>(Specific changes in program participants’ behaviors, knowledge, skills, status and level of functioning)</td>
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</tbody>
</table>

#### Resources:
- **Middle Schools & High Schools**
  - MESA center spaces*
- **Partners:**
  - School districts
  - Community colleges
  - CSU CI Students
  - UCSB
    - MESA Advisors, Coordinators, Director, Assistant Director
  - Academic Prep & student services unit
- **Non-profit/Community based organizations**

#### Student Academic Support & Enrichment Services:
- Tutoring
- Academic Advising
- Mentorship
- College Readiness Workshops
- Engineering Workshops
- MESA Academies
- MESA Competitions
- Youth Fair & Science Fair
- After-school activities
- Weekend activities
- Summer programs
- Field trips to college campuses & industry
- Financial Aid and scholarship workshops and presentations

#### Students:
- Number of students that participate in academic meetings, workshops, summer programs, after-school activities, tutoring, fairs, and/or field trips
- Number of students that receive support from advisors
- Number of peer groups (cohorts) established between the HS, OC, and CSU/UC students
- Number of students who complete A-G course requirements
- Number of students who take the PSAT/SAT and other standardized test scores
- Increased use of project-based learning activities to promote critical thinking and problem solving skills
- Increased the number of students who complete A-G course requirements
- Increased PSAT/SAT and other standardized test scores
- Increased motivation and awareness of STEM fields/careers
- Increased motivation to attend a four-year college
- Increased self-efficacy
- Increased leadership, communication and self-initiative skills

#### Parents:
- Parent outreach
- Workshops (financial aid, college application)

#### Advisors:
- Advisor guidance/professional development

#### Outputs
- Intermediate Goal (1-2 years)
- Long-term Goal (At least 2 years)

#### Students:
- Increased high school academic success (as measured by GPA and retention)
- Increased college, CSU, UC eligibility rates
- Increased application and enrollment to two-year and/or four-year colleges
- Increased the number of underrepresented Hispanic students in STEM majors/careers
- Increased college academic success (as measured by GPA and retention)
- Increased the number of students completing STEM degrees
- Increased the number of graduates entering STEM careers

#### Advisors:
- Built/revised an integrated, interdisciplinary professional development network

#### Note:** The target population include students from Oxnard Elementary School District (Frank Intermediate School, Fremont Intermediate School, and Haydock Intermediate School) and Oxnard Unified School District (Channel Islands High School, Hueneme High School, Oxnard High School, and Pacifica High School), their parents and their advisors.