



Youth Revive Ignite Me

Problems: Youth in low-income communities are more susceptible to poor character choices than youth in healthier communities. Healthier communities often have more civic empowerment, strong character and civic education in schools, and engagement of the church. Youth Revive’s project-based learning, Ignite Me Action Civics Curriculum, seeks to bridge this gap by providing character and civic education in schools to help close the civic empowerment gap for youth in low-income communities.

Resources	Activities	Outputs	Outcomes	Impact
Adult staff Unpaid Volunteers Curriculum and Materials Technology Community Partners Businesses Funding Teaching Partner	Actions Civics Framework: Step 1: Examine Community Step 2: Identify Key Issues Step 3: Research Step 4: Plan for Action Step 5: Take Action Step 6: Reflection Program Add-Ons: Summer Programming Community Service Events Community Action Project Day (C.A.P. Day) College Tour Field Trips	# of students served per semester & year # of high school partners per semester & year # of students participating in community service per semester # of community service hours per semester #/% of students presenting at Community Action Project Day (C.A.P. Day) #/% of students attending 6 or more sessions #/% of students satisfied with Youth Revive	Civic Knowledge (Active and Informed Citizen) Students are more knowledgeable of core concepts related to advocacy. Students are better able to identify issues and address problems in the community. Civic Motivation (Efficacy) Students have more desire to bring value to the community, actively participate in the political process, and take action on community issues. Students have more desire to volunteer time, gifts, and abilities to improve the community. Civic Disposition Students develop private and public character traits essential to the maintenance and improvement of communities. Civic Skills (Community and Cultural Transformation) Students develop abilities necessary to participate as active and responsible citizens, including the abilities to think critically, problem-solve, and work collaboratively. Students have more understanding of skills that can be offered to impact community change. College Readiness (Academic Skills) Students develop Reading, Writing and Research skills necessary to demonstrate college readiness.	Students have a more developed sense of civic character. Students are engaged in ongoing education and advocacy campaigns that can lead to change. Youth believe they have the power to make a difference in the community. Willingness to accept personal, political, and economic responsibility of one’s own actions. A country full of character-driven youth that work to reconnect, rebuild, and revive communities.

Assumptions	Internal Factors Influencing Success	External Factors Influencing Success
Students understand and engage with class materials Students attend C.A.P Day Facilitators are able to teach students during the school day Facilitator and school schedules will allow for programming Partnering teacher will be present and engaged Student retention is stable Technology is reliable	Ongoing availability of volunteers to participate in Youth Revive Budget remains stable Appropriate and effective training of Youth Revive staff on Ignite Me Curriculum Retention of high-quality Youth Revive staff Youth Revive staff have access to necessary technology	Program sites continue to allow Youth Revive to use their facilities Availability of judges to review C.A.P Day projects Competition of similar programs in the community Availability of external funding The availability of space for C.A.P Day

Indicators

Civic Knowledge

- #/% of students demonstrate increased levels of agreement that they can list the 3 areas in a community that need improvement from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they have a clear definition of the word community from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they know the 6 criteria to consider when identifying community issues and know the 4 categories of a community asset map*
- #/% of students demonstrate increased levels of agreement that they know what an action plan is and know what is needed within a proposal in order to get the attention of community leaders*

Civic Motivation

- #/% of students demonstrate increased levels of agreement that they know what questions to ask to get information and know their gifts and abilities can help bring change to the community from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they have a dream for their community from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they are able to map out assets in their community from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they have surveyed others to find out what are top issues in the community from pre to post assessment*

Civic Disposition

- #/% of students demonstrate increased levels of agreement that their actions impact the community from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that it is their problem if their neighbors are in trouble and need help from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they think about serving for the betterment of their community from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they want to help those who are being taken advantage of from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they plan to volunteer and work with a group to solve problems from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they think of others before speaking and understand others feelings from pre to post assessment*

Civic Skills

- #/% of students demonstrate increased levels of agreement that they can confidently create a list of tasks that must be taken for a plan to succeed from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they can identify assets in the community that would be willing to help them find a solution to an issue from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they can use their priority skills to change their community from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they can analyze an issue and figure out its causes from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they have done an inventory of their gifts and abilities before from pre to post assessment*
- #/% of students demonstrate increased levels of agreement that they can pick up on symptoms of an issue from pre to post assessment*

College Readiness

- #/% of students increase their ability to edit and revise text from pre to post assessment*
- #/% of students increase their ability to gather and summarize research about an issue from pre to post assessment*
- #/% of students increase their ability to understand what they have read from pre to post assessment*
- #/% of students increase their ability to use Google docs from pre to post assessment*



Current as of January 21, 2021