## College Bound Saint Paul CSA Program Logic Model

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-Term Outcomes (1-5 years)</th>
<th>Medium-Term Outcomes (6-18 years)</th>
<th>Long-Term Outcomes (19-25 years)</th>
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</table>
| • CSA program management staff  
• Partners, including MDH, RCPH, financial institution and community partners  
• Public and private funding | • Enrolling children  
• Account opening and management  
• Providing initial deposits and incentives  
• Connecting children and families with financial education and other financial capability services and public benefits  
• Connecting children and families with college access/success programs to provide additional support  
• Outreach and engagement activities for children and parents | • Number of children with accounts  
• Percentage of eligible “opt-in” children with accounts  
• Percentage of participating children earning incentives  
• Percentage of families engaging with accounts (logging into accounts, contributing savings, etc.)  
• Percentage of participating families accessing financial education and other financial capability services  
• Number of children and families reached through outreach and engagement activities | • High enrollment among historically-disinvested communities (if opt-in enrollment required for some children)  
• A higher percentage of children have savings set aside for postsecondary education (includes program-provided funds and family contributions) than non-CSA participants  
• Families’ expectations for their children’s postsecondary educational attainment increases  
• More families take up wraparound financial capability services and public benefits/services that improve their financial security  
• More children will be connected to early screening and early intervention services, as needed, to ensure their readiness for kindergarten | • All children receive age-appropriate, experiential financial education that builds their financial capability  
• Children and families have increased financial capability  
• The percentage of children meeting elementary and secondary education markers associated with being on track for college increases  
• More children develop a college-bound identity (i.e., they expect that they will go to college)  
• The percentage of students taking the PSATs/SATs and/or ACT increases  
• More students and families have the skills, knowledge and support needed to navigate the college application and financial aid process; more students/families complete the FAFSA  
• High school graduation rate increases | • The percentage of students enrolled in postsecondary education increases  
• The percentage of students completing postsecondary education increases  
• Graduates have the skills and education needed to succeed in Saint Paul’s future economy |

### Participant Level Outcomes
- High enrollment among historically-disinvested communities (if opt-in enrollment required for some children)
- A higher percentage of children have savings set aside for postsecondary education (includes program-provided funds and family contributions) than non-CSA participants
- Families’ expectations for their children’s postsecondary educational attainment increases
- More families take up wraparound financial capability services and public benefits/services that improve their financial security
- More children will be connected to early screening and early intervention services, as needed, to ensure their readiness for kindergarten

- All children receive age-appropriate, experiential financial education that builds their financial capability
- Children and families have increased financial capability
- The percentage of children meeting elementary and secondary education markers associated with being on track for college increases
- More children develop a college-bound identity (i.e., they expect that they will go to college)
- The percentage of students taking the PSATs/SATs and/or ACT increases
- More students and families have the skills, knowledge and support needed to navigate the college application and financial aid process; more students/families complete the FAFSA
- High school graduation rate increases
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<td>• A diverse range of community institutions (nonprofits, faith-based orgs, businesses) engage in and support the program through philanthropy and/or partnership</td>
<td>• Community demonstrates high expectations and support for the long-term success of all children in Saint Paul</td>
<td>• Gaps in postsecondary educational attainment by race and income narrow among city residents</td>
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<td>• Increased cross-sector collaboration among community organizations to streamline services and better serve CSA participants and the broader community</td>
<td>• Families from historically-disinvested communities engage in the program (e.g., accessing accounts, participating in activities) at the same levels as historically-advantaged communities</td>
<td>• Disparities in employment rates and income by race narrow among city residents</td>
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<td>• Engagement efforts by the program and partners reach families across all demographic groups, with a particular emphasis on historically-disinvested communities</td>
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<td>• Participants remain in and/or return to Saint Paul as adults and contribute to the city’s economy</td>
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<td>• Saint Paul has a more skilled, educated workforce that will help buoy the local economy</td>
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**Community Level Outcomes**

- Families from historically-disinvested communities engage in the program (e.g., accessing accounts, participating in activities) at the same levels as historically-advantaged communities.