**Logic Model**

**Situation**

**Challenges:**
- USFS mandate to restore disturbed ecosystems
- Impact of climate change on restoration goals and success
- Scarcity of personnel trained to manage such problems
- Scarcity of underrepresented students entering careers related to forest management and restoration
- Limited time in a degree program to both interest students in these careers then provide adequate training

**Opportunities:**
- Expertise in biological aspects of climate change, conservation and restoration at CSUSB, the Rancho Santa Ana Botanic Garden, and the San Bernardino National Forest, respectively, that can provide training to students from nearby HSIs
- Changing science content standards in K-12 education, providing opportunity to incorporate USDA-relevant material in lessons for younger students

**Input**
- Faculty time and expertise
- Expertise of an education specialist
- Staff at Rancho Santa Ana Botanic Garden
- Staff on the San Bernardino National Forest
- Students from CSUSB and nearby HSI community colleges
- K-5 teachers from districts near National Forest
- Funding

**Activities**
- Design online course modules for interns, other undergraduates, and K-5 teachers
- Design workshop for K-5 teachers with USDA-relevant content that will also meet Next Generation Science Standards
- Supervise student field research related to climate change and restoration at CSUSB
- Offer $50K Scholarship
- Advertise, coordinate, administer internships; supervise interns
- Advertise and offer workshops for K-5 teachers with intern participation

**Outputs**
- Online course modules on plant biology, restoration and climate change
- Internships with the Forest Service and Botanic Garden
- A comprehensive plan for a K-5 teacher workshop, with USDA-relevant content and intern participation
- Two offerings of workshop above
- Student in M.Sci. program in relevant field of study
- Student research & presentations on climate change & restoration

**Outcomes**
- Increased undergraduate knowledge of restoration goals & techniques, conservation of genetic resources, the roles of botanic gardens, seed banks, herbaria, and government organizations in managing biotic systems in the face of climate change.
- Increased undergraduate interest (especially among Hispanic students) in entering careers or obtaining graduate degrees in relevant fields
- Increased ability of undergraduates (especially Hispanic students) to obtain jobs and enter higher degree programs in related fields
- Increased ability of K-5 teachers to convey information relevant to USFS goals

**Assumptions:**
- Increased knowledge and experience will increase interest & employability in the field. Knowledge of the challenges of managing for climate change will intrigue, rather than overwhelm students

**External factors:**
- Continuation depends on other funding for teacher-training workshops and ability to attract undergraduates to internships with other funding or sufficient academic credit.
- Reduced federal funding for the US Forest Service may prevent hiring of qualified students

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**Logic Model, Page 1**

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**Logic Model**

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