



## Youth Development Logic Model

### Our Organizational Objectives

- Youth are better prepared academically, emotionally and socially to make the transition from secondary education to career and/or college
- Youth develop confidence and self-efficacy
- Youth will recognize and strive for excellence
- A well-trained staff (employees and volunteers) prepared to effectively deliver the youth programs
- Parents and educators are equipped with the information, resources, and tools to support the youth

INPUTS	OUTPUTS		OUTCOMES		
What do we need to achieve our goals?	Activities (What do we have to do to ensure our goals are met?)		Participants (Who needs to participate, be involved, and/or be reached?)		
			Learning <i>(What do you think the participants will be able to know, feel, or be able to do after they participate in the activity?)</i>	Action <i>(How do you think the participants will behave differently after the activity?)</i>	Impact <i>(What type of impact can result if the participants behave differently after the activity?)</i>
<ul style="list-style-type: none"> <li>• Staff members</li> <li>• Volunteers</li> <li>• Facilitators/Instructors</li> <li>• Participants</li> <li>• Parents</li> <li>• Educators</li> <li>• Time</li> <li>• Funding</li> <li>• Equipment</li> <li>• Program materials</li> <li>• Technology</li> <li>• Partnerships</li> <li>• Infrastructure in place (space)</li> </ul>	<p><b>Program Evaluation/Quality Assurance</b></p> <p>Staff development and training</p> <p>Facilitator and Volunteer Training</p> <p>Educator/Youth Worker Training</p> <p>Board Retreats</p> <p>Ongoing program evaluation and revision</p>	<p>All employed BTG staff members</p> <p>All facilitators/instructors and volunteers</p> <p>All board members including advisory board members</p> <p>Staff leadership</p> <p>Program staff Curriculum specialist</p>	<p>A well-trained and informed staff of employees, facilitators, and volunteers</p> <p>The board of directors understand their roles and responsibilities</p> <p>Programs that meet the established goals and objectives</p>	<p>A reputation for excellence in programming is achieved</p> <p>Programs exceed goals and objectives (industry standards)</p>	<p>High functioning, capable, and cohesive team</p> <p>High level of trust from the parents, youth participants, educators, youth workers and the community</p>

	<p><b>Family Engagement and Involvement</b> Participation on governance council</p> <p>Participation on MCLD board of directors</p> <p>Participation in parental programming</p> <p>Monthly activities involving youth and parents</p> <p>Consistent communication and outreach to parents of youth participants</p>	<p>Parents and/or guardians of youth program participants</p> <p>Volunteer facilitators, instructors, and adult mentors</p> <p>Educators and Youth Workers</p>	<p>Parents become aware of the available resources, tools, and information</p> <p>Parents have a greater understanding of how to support their child</p> <p>Educators and youth workers will understand their biases</p> <p>Educators and youth workers will understand the impact of their expectations in the classroom</p> <p>Educators and youth workers will be equipped with strategies for supporting the youth</p>	<p>Parents are aware of the programs offered Parent participation is improved</p> <p>Parental support is increased</p> <p>The support of educators and youth workers will be more relevant and effective</p>	<p>A high level of parental involvement is achieved in support of the child's education and character development</p> <p>A transformation in the attitudes and beliefs of educators and youth workers</p> <p>A transformation in the methods employed by educators and youth workers</p> <p>An increase in racial literacy and awareness by educators and youth workers</p>
	<p><b>Activities that Support Academic Achievement</b> Tutoring and homework help</p> <p>Preparatory programs for standardized testing</p> <p>Study and test taking skills programs</p> <p>Development of technology skills</p>	<p>Youth participants</p> <ul style="list-style-type: none"> <li>• Grades 3-12</li> <li>• College students (youth program alumni)</li> <li>• Young adults involved in training and apprenticeship programs (youth program alumnus)</li> </ul> <p>Instructors and tutors</p>	<p>Increased commitment to education</p> <p>Youth understand the relevance of academic achievement</p> <p>Youth are engaged in learning and motivated</p>	<p>Youth's level of academic engagement is increased</p> <p>Increased motivation to succeed</p> <p>Youth take an active role in determining their educational path</p>	<p>High school graduation is achieved</p> <p>A smooth transition to career or post-secondary education is achieved</p> <p>Youth gain a high level of confidence</p>

	<p>Online academic assistant</p> <p>Outreach and communication with instructors and tutors</p>				
	<p><b>Activities that Support Healthy Physical, Emotional and Social Development</b>  Gender specific programs  Leadership and character development</p> <p>Identification of behaviors and their management</p> <p>Exercise and healthy eating activities within the programs</p> <p>Virtual programs</p> <p>After school and weekend social clubs/community service</p>	<p>Youth participants</p> <ul style="list-style-type: none"> <li>• 6-12</li> <li>• College students (youth program alumni)</li> <li>• Young adults involved in training and apprenticeship programs (youth program alumni)</li> </ul> <p>Volunteer facilitators, instructors, and adult mentors</p>	<p>Respect for self and others</p> <p>Commitment to the community</p> <p>A greater sense of belonging</p> <p>Youth understand positive leadership and character traits</p> <p>Youth understand positive behaviors</p>	<p>Youth take active roles in leadership and community service activities</p> <p>Behavioral problems are reduced</p> <p>Positive social and emotional development</p>	<p>Youth apply skills learned to other areas of their life</p> <p>Improved communication skills are developed</p> <p>Increased positive self-image and self-efficacy</p> <p>Positive values are increased</p>
	<p><b>Programs that Support Career Exploration and Global Learning</b>  Job shadowing and internships</p> <p>Youth summits with professionals in various career fields</p> <p>Field trips and outings</p>	<p>Youth participants</p> <ul style="list-style-type: none"> <li>• 6-12</li> <li>• College students (youth program alumni)</li> <li>• Young adults involved in training and apprenticeship programs (youth program alumni)</li> </ul>	<p>Youth will be more familiar with career opportunities that are available to them globally &amp; within the U.S.</p> <p>Youth will be more knowledgeable about careers</p>	<p>Youth will participate in internships and job shadowing opportunities</p> <p>Youth will begin to inquire about global opportunities</p> <p>Youth will identify their career goals</p>	<p>Acquire a position in their chosen career</p> <p>Consider global opportunities</p> <p>Travel outside of the United States</p>

	<p>National and international travel</p> <p>Virtual career exploration (i.e. Career Cruising)</p> <p>Personality and career surveys and assessments</p>	<p>Volunteer facilitators, instructors, and adult mentors</p>	<p>Youth will be motivated about identifying their career goals</p> <p>Youth will realize they will have to compete globally</p>	<p>Youth will consider travel opportunities</p>	
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