### 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
- What do we need to achieve our goals?
  - Staff members
  - Volunteers
  - Facilitators/Instructors
  - Participants
  - Parents
  - Educators
  - Time
  - Funding
  - Equipment
  - Program materials
  - Technology
  - Partnerships
  - Infrastructure in place (space)

#### Outputs
- Activities
  - Program Evaluation/Quality Assurance
    - Staff development and training
    - Facilitator and Volunteer Training
    - Educator/Youth Worker Training
    - Board Retreats
    - Ongoing program evaluation and revision
  - All employed BTG staff members
  - All facilitators/instructors and volunteers
  - All board members including advisory board members
  - Staff leadership
  - Program staff Curriculum specialist

  - Learning
    - What do you think the participants will be able to know, feel, or be able to do after they participate in the activity?
    - All employed BTG staff members
    - All facilitators/instructors and volunteers
    - All board members including advisory board members
    - Staff leadership
    - Program staff Curriculum specialist

#### Outcomes
- Participants
  - Who needs to participate, be involved, and/or be reached?
  - A well-trained and informed staff of employees, facilitators, and volunteers
  - The board of directors understand their roles and responsibilities
  - Programs that meet the established goals and objectives

- Impact
  - What type of impact can result if the participants behave differently after the activity?
  - A reputation for excellence in programming is achieved
  - Programs exceed goals and objectives (industry standards)

- Action
  - How do you think the participants will behave differently after the activity?
  - High functioning, capable, and cohesive team
  - High level of trust from the parents, youth participants, educators, youth workers and the community
### Family Engagement and Involvement

- Participation on governance council
- Participation on MCLD board of directors
- Participation in parental programming
- Monthly activities involving youth and parents
- Consistent communication and outreach to parents of youth participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Activities</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and/or guardians of youth program participants</td>
<td>Parents become aware of the available resources, tools, and information</td>
<td>Parents are aware of the programs offered and parent participation is improved</td>
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<tr>
<td>Volunteer facilitators, instructors, and adult mentors</td>
<td>Parents have a greater understanding of how to support their child</td>
<td>Parental support is increased</td>
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<tr>
<td>Educators and Youth Workers</td>
<td>Educators and youth workers will understand their biases</td>
<td>The support of educators and youth workers will be more relevant and effective</td>
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<tr>
<td>Educators and Youth Workers</td>
<td>Educators and youth workers will understand the impact of their expectations in the classroom</td>
<td>Educators and youth workers will be equipped with strategies for supporting the youth</td>
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### Activities that Support Academic Achievement

- Tutoring and homework help
- Preparatory programs for standardized testing
- Study and test taking skills programs
- Development of technology skills

<table>
<thead>
<tr>
<th>Youth participants</th>
<th>Increased commitment to education</th>
<th>Youth’s level of academic engagement is increased</th>
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</thead>
<tbody>
<tr>
<td>Grades 3-12</td>
<td>Youth understand the relevance of academic achievement</td>
<td>Increased motivation to succeed</td>
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<tr>
<td>College students (youth program alumni)</td>
<td>Youth are engaged in learning and motivated</td>
<td>Youth take an active role in determining their educational path</td>
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<tr>
<td>Young adults involved in training and apprenticeship programs (youth program alumnus)</td>
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<td>Youth gain a high level of confidence</td>
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<tr>
<td>Instructors and tutors</td>
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<tr>
<td><strong>Online academic assistant</strong></td>
<td><strong>Outreach and communication with instructors and tutors</strong></td>
<td><strong>Activities that Support Healthy Physical, Emotional and Social Development</strong></td>
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<td>Gender specific programs</td>
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<td></td>
<td>Leadership and character development</td>
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<td></td>
<td></td>
<td>Identification of behaviors and their management</td>
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<td></td>
<td></td>
<td>Exercise and healthy eating activities within the programs</td>
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<tr>
<td></td>
<td></td>
<td>Virtual programs</td>
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<tr>
<td></td>
<td></td>
<td>After school and weekend social clubs/community service</td>
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</tbody>
</table>
| **Programs that Support Career Exploration and Global Learning** | Youth participants  
- 6-12  
- College students  
(youth program alumni)  
- Young adults involved in training and apprenticeship programs (youth program alumni) | Respect for self and others  
Commitment to the community  
A greater sense of belonging  
Youth understand positive leadership and character traits  
Youth understand positive behaviors |
|                             | Volunteer facilitators, instructors, and adult mentors     | Youth take active roles in leadership and community service activities  
Behavioral problems are reduced  
Positive social and emotional development |
|                             |                                                            | Youth apply skills learned to other areas of their life  
Improved communication skills are developed  
Increased positive self-image and self-efficacy  
Positive values are increased |
|                             |                                                            | Youth will be more familiar with career opportunities that are available to them globally & within the U.S.  
Youth will be more knowledgeable about careers  
Youth will participate in internships and job shadowing opportunities  
Youth will begin to inquire about global opportunities  
Youth will identify their career goals  
Acquire a position in their chosen career  
Consider global opportunities  
Travel outside of the United States |
<table>
<thead>
<tr>
<th>National and international travel</th>
<th>Volunteer facilitators, instructors, and adult mentors</th>
<th>Youth will be motivated about identifying their career goals</th>
<th>Youth will consider travel opportunities</th>
</tr>
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<tr>
<td>Virtual career exploration (i.e. Career Cruising)</td>
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<td>Youth will realize they will have to compete globally</td>
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<tr>
<td>Personality and career surveys and assessments</td>
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Youth will be motivated about identifying their career goals. Youth will realize they will have to compete globally. Youth will consider travel opportunities.