

# GENERIC LOGIC MODEL FOR IMPLEMENTATION OF A CRITICAL MENTORING PROGRAM

## NEEDS

- Youth and their communities experiencing “isms” & systemic oppression & marginalization
- Use of mentoring to address systemic issues
- Strengthened networks for young people
- Youth-led approaches to mentoring
- Social and racial justice
- Community healing
- Unlocking human potential
- Economic mobility & justice

## ASSUMPTIONS & PRECONDITIONS

- Initial familiarity with critical mentoring concepts and resources
- Desire to remove adultism & white supremacist values from mentoring services
- Staff buy-in for this model Board or other leadership buy-in
- Serving marginalized communities or potential allies

## INPUTS

- Youth and community voice in designing services
- Strong program leadership (CEO/coordinator)
- Staff knowledge and commitment
- Volunteer mentors who understand our mission
- Identification of youth skills & strengths that can be an asset in program activities & critical actions
- Understanding of critical race theory, youth activism, and other philosophical principles, such as intersectionality
- Development of an activity curriculum that features critical dialogue and action
- Partnerships with other service providers to address needs beyond our program scope or to support critical actions in the community (e.g., planning a protest or event)
- Buy-in from leaders in partner institutions (e.g., schools, employers)
- Financial resources from sources that believe in liberation work
- Facilities and other infrastructure
- Caregiver engagement

## ACTIVITIES

- Welcoming youth and families into the program
- Recruitment of mentors and verification that they are suitable to work with our youth
- Professional development for staff
- Mentor and youth preparation for program cycle
- Identification of youth goals & challenges
- Matching of mentors and youth based on model
- Ongoing support and check-in with participants
- Critical dialogue and conversations between mentors & youth
- Building critical motivation
- Planning & executing critical action
- Critical reflection
- Caregiver engagement-focused activities
- Discussion of community trauma and challenges as they emerge/healing
- Celebrations and honoring achievements
- Youth support of program operations at all levels
- Closure activities at end of program cycle
- Program evaluation (youth-led)
- Alumni outreach

## OUTPUTS

- # of youth and volunteer mentors accepted into program
- # of hours of professional development for staff
- % of participants completing orientation & preparation activities
- # of mentoring matches or groups created
- % of matches or groups sustained during the program cycle
- # of hours of mentoring or program participation per youth
- # or % of curriculum activities completed
- % of program operations tasks that were youth-led/supported
- % of youth who achieved at least one goal they set for the year
- % of total youth goals achieved
- # of caregiver engagement events
- % of youth, caregivers, and volunteers expressing high satisfaction with program
- # of completed evaluation activities
- # or % of youth who completed full program cycle
- % of youth returning (if allowed)
- % of alumni who stay in contact with program

## OUTCOMES

- SHORT TERM**
- Youth build trusting relationships with staff & mentors
  - Youth identify goals & community issues they care about
  - Youth gain access to additional services & supports
  - Youth engage in critical dialogue
  - Youth feel sense of belonging & mattering
- INTERMEDIATE**
- Growing critical consciousness & motivation
  - Engagement in critical action
  - Youth progress toward & achieve goals
  - Improved peer relationships (via program)
  - Improved perceptions of adult support
  - Improved racial & intersectional identity
  - Reduced stereotype threat
  - Improved hopefulness & self-efficacy
  - Healing from trauma
- LONG TERM**
- Strong critical consciousness & positive identity
  - Improvement of community issues as a result of youth action
  - Successful transition into adulthood

Every program model is grounded in some assumptions about the context of the program and the “system conditions” that would be needed for the program model to function as intended.

This is where your program should articulate the specific needs and circumstances of the community and the conditions critical mentoring is positioned to address if offered.

Inputs are the tools, resources, assets, and community connections that will make your work possible. Think as broadly as possible about all the things that need to come together to get the program started and maintain it over time.

Start with the activities that the staff, volunteers, youth, and other stakeholders will do to build the program and run it day-to-day. Over time, as the activities youth engage in take shape, you can refine this and build out activities more specific to your unique setting.

Outputs are simply the work that gets done by the program expressed numerically, either in raw volumes or percentages. This can be helpful in setting baseline numbers related to program size and fidelity of implementation. For example, if it is critical that mentors get trained in critical approaches, aiming for 100% of mentors completing that training is important (and a low % would be concerning and require attention).

When thinking about outcomes, don't immediately think only of the long-term, big-picture outcomes. Building critical consciousness and doing liberation work with young people will build over time. Think about the more immediate outcomes of bringing youth and mentors together (e.g., building trust and finding common ground), then articulate the benefits of that work that will accrue over time. Think about what you hope young people will have gained right as they exit your program, and what you think those gains will do for them in the long term as they grow into their adult selves.

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