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Men•tor (men'tôr, -t r) *n.* A wise and trusted friend and guide.

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SECTION A

Program Design and Planning Overview

The program design is the blueprint that will be followed to implement all other aspects of the program and the roadmap that will guide how the program is managed, operated, and evaluated.

When the program design phase is completed, the program planning team will have answered the following questions:

- ✓ What outcome is the program designed to achieve for youth participants?
- ✓ What youth population will the program serve?
- ✓ How will the program design assure the inclusion of *all* youth within the scope of the organization's mission?
- ✓ What adult population will be targeted for recruitment as mentors?
- ✓ What type of mentoring model and structure will the program be based upon?
- ✓ What will be the focus of the mentoring sessions?
- ✓ Where, when, how often, and for how long will the matches occur?

Planning to Plan: The Initial Phase of Program Development

The initial phase of program development may be the most significant stage of any new program initiative. This is the time to make sure that the external environment of the community and the internal environment of your organization are aligned on broad program goals so that there will be sufficient human and financial resources to carry out your program plan and fulfill your program's objectives.

Four “Big” Questions for You and Your Stakeholders to Consider:

- 1. What is the need to be filled by this mentoring program?**
 - Who are the youth you want to serve?
 - What impacts on their lives do you want your program to make?
 - What programs are already in place in your community to address the youth development needs?
 - Are there gaps in services that can be addressed by starting this mentoring program?

- 2. What is our plan to identify and develop the human and financial resources required for start-up and on-going operation of a high-quality mentoring program?**
 - What is my short-term plan to identify and develop the resources to fund the program initially?
 - What is my long-term plan to identify and develop the resources to sustain the program over time?
 - A resource development plan includes resource development goals and objectives, strategies, timelines, and assigned responsibilities for making the plan happen. Remember that resource planning thinks about corporate, foundation and government grants, local business support, fundraising, community collaborations, and other forms of support, such as in-kind donations.

- 3. What are the research-based practices that support positive outcomes for youth in mentoring relationships with volunteer adults?**
 - What kinds of staff structure and professional support are required to be in place for a mentoring program to maximize positive experiences for the youth and adult volunteers participating in the program?

- 4. What are my organization's assets for and challenges to implementing these practices?**
 - What infrastructure is in place at my organization to support the practices required to implement high-quality practices? What additional infrastructure and support will my organization need to access?

Establishing Goals and Objectives

What Is a Goal?

A goal is a general statement that provides a broad overview of your program. It helps to define the overall mechanism you will use to accomplish your program mission. A goal arises from the philosophy of your particular organization, its needs, and the needs assessment conducted as the initial step in planning. You may decide you have more than one goal for your program.

Examples of goals:

- Provide young people with the opportunity to explore careers through one-to-one relationships with adults
- Increase the success of local youth transitioning from middle school to high school

What Are Objectives?

Objectives state the specific intent and set specific targets to measure whether or not you are achieving your goals in a designated time frame. The best objectives are **SMART**:

Specific: What will the results look like?

Measurable: How can you measure success?

Achievable: Can you do it with your resources?

Relevant: Is it connected to your goals and mission?

Time-based: When will you complete the task?

Each goal should have a series of objectives.

Examples:

Goal

Provide young people with the opportunity to explore careers through one-to-one relationships with adults.

Objectives

1. Recruit, train, and match 25 new mentors by October 15, 2012.
2. Through monitoring and support, ensure that 75% of current matches endure for at least one year.

The objectives above can be tracked and easily measured.

Once you have established and written clear goals and objectives, the program design and implementation phases that follow will be easy to plan. Program design develops a framework for achieving goals and meeting objectives. This is your program architecture.

Program Goals and Objectives Worksheet

Write one goal and two objectives for your mentoring program:

Goal:

Objective:

Objective:

Adapted from *Elements of Effective Practice* toolkit and The Connecticut Mentoring Partnership, *Guide to Mentoring*, 2000.

Types of Mentoring Programs

Mentoring Model	Type of Mentoring Relationship	Location of Mentoring	Communication Method
Traditional one-to-one	One-to-one between an adult and a youth.	At a school, place of employment, community center, or faith-based organization, or in the community.	Face-to-face meetings, email, telephone, letters.
E-mentoring	One-to-one between an adult and a youth via email and Internet.	Places where mentees and mentors access the Internet.	Email, chat, forums, or instant messaging. Face-to-face meetings can be scheduled.
Peer-to-peer	One-to-one and/or group; youth mentor each other; often older youth serve as mentors to younger youth.	At a school, place of employment, community center, or faith-based organization, or in the community.	Face-to-face, telephone, email, letters and/or face-to-face group interactions.
Group	One adult mentor to a group of up to four youth mentees.	At a school, place of employment, community center, or faith-based organization, or in the community.	Face-to-face group interactions; may include Internet forums and/or chats.
Team	Several adult mentors to a small group of youth mentees in which the adult to youth ratio is not more than 1:4	At a school, place of employment, community center, or faith-based organization, or in the community.	Face-to-face group interactions; may include Internet forums and/or chats.

Basic Steps to Make Program More Inclusive:

Activities are held in accessible location; reasonable accommodations are provided if necessary; alternative formats of written documents are available; multiple ways to communicate with participants are offered (TTY, phone, email); transportation barriers are considered for both mentors and mentees; and staff is trained regarding disability etiquette.

Program Implementation Timeline

(This timeline is designed to serve as a guide, as many mentoring programs take six to nine months to begin operating.)

Task	Description	Time Period
PLANNING:		Months 1 – 3
Pre-Planning	Conduct Needs Assessment.	Varies by Program
Pre-Program Development	Review the <i>Elements of Effective Practice</i>	
Structure the Mentoring Program	Determine the purpose, type of youth/student needs, goals, mentoring model, and structure of the program as outlined in the <i>Elements</i> .	
	Assign/hire program coordinator.	
	Form an advisory committee.	
	Develop/select forms and determine budget.	
MENTOR/MENTEE RECRUITMENT AND SELECTION:		Month 4
Mentor Recruitment	Develop criteria for mentee selection.	
	Identify potential sources for recruitment.	
	Develop public relations materials.	
	Make contacts and mail marketing/public relations information.	
	Follow up on all sources.	
Mentee Recruitment	Develop criteria for mentee selection.	
Mentor/Mentee Selection	Determine if prospective mentors/mentees meet criteria.	
	Select only those who fit the established criteria.	
Document Data about Mentees	Choose data to document on the basis of the outcomes you wish to accomplish. Also, disseminate a pre-mentoring survey to mentees.	
ORIENTATION AND TRAINING:		Months 5 – 6
Pre-Orientation and Training	Identify trainers.	
	Conduct staff training.	
Mentor Orientation	Orient potential mentors to the program. Potential mentors complete application form and consent to a background check.	
Mentee Orientation	Orient interested youth to the program Clearly communicate expectations. Potential mentees complete an application form. Parent permission is granted.	
Mentor Training	Mentors can attend a mentor training held by one of MENTOR’s State or Local <i>Mentoring Partnerships</i> , or programs can conduct their own.	
Mentor Application Review, Screening and Selection	Review applications and complete screening and background checks.	

Task	Description	Time Period
MATCHING:		
Pre-Matching	Develop criteria for matching.	Prior to orientation
	Match students and mentors on the basis of information from application (gender, interests, career interest, skills).	
Kick-Off	Formal opening of the program that allows for the first mentor/mentee meeting and “getting to know you” activities. Parents may be invited.	Varies according to program
Mentor/Mentee Activities	Arrange for group activities on a regular basis.	Could be held monthly, but should be held at least quarterly
	Assist mentors/mentees with activity ideas.	Regularly
ONGOING MAINTENANCE AND SUPPORT:		
Feedback from Mentors and Mentees	Determine a mechanism for getting regular feedback from mentors and mentees.	Prior to mentor training
Additional Mentor Training and Support Sessions	Conduct regular mentor support meetings.	Varies according to the program
	Monitor mentor/mentee relationships.	Monthly
RECOGNITION:	Celebrate and recognize the accomplishments of the program and mentor/mentee contributions. Invite stakeholders.	Annually at a minimum
EVALUATION:		
Evaluate progress toward meeting goals and accomplishing objectives	Determine what outcomes to measure and evaluate.	During planning phase
	Collect data on participants and mentors related to your outcomes.	Monthly
	Measure outcomes and conduct evaluation.	Annually
	Review program progress and refine as needed.	Annually
	Reflect on and disseminate findings.	Annually

Courtesy of and adapted from The Maryland Mentoring Partnership, *Vision to Reality: Mentoring Program Development Guide*, and Mentoring Partnership of Long Island, *The ABC's of Mentoring*.

SECTION B

Program Operations Overview

The day-to-day operating procedures of a mentoring program greatly affect program quality and sustainability. Consistent and efficient daily operations provide staff and all program participants with a clear understanding of what to expect and how to fulfill their respective roles and responsibilities.

Eight Essential Functions for a Mentoring Program's Operations:

- ✓ Recruit mentors, mentees, and other volunteers who meet the eligibility requirements established through the program design and planning process.
- ✓ Screen potential mentors and mentees.
- ✓ Orient and train mentors, mentees, and parents/caregivers.
- ✓ Match mentors and mentees using established criteria.
- ✓ Provide a framework to bring mentors and mentees together for mentoring sessions that fall within the parameters of the program design.
- ✓ Provide ongoing support, supervision, and monitoring of mentoring relationships.
- ✓ Recognize the contributions of all program participants.
- ✓ Establish a closure process and help mentors and mentees reach closure.

Mentor Recruitment

Recruiting adult mentors to serve youth is one of the two greatest challenges for most programs in Massachusetts. A structured recruitment plan, which is well implemented, will increase the chances of success. Many programs worry that they cannot recruit mentors because they have limited resources and funding, but even on a small budget it is still possible to effectively promote volunteer opportunities within your organization.

Some Basic Principles:

1. **Target your recruiting message.** If the message is aimed at no one in particular, no one will respond. Identifying who you want to become mentors with your program will help get your message out. Messages that have a call to action and include testimonials for your organization are most effective.
2. **Describe your program positively and in simple language.** Communicate a clear mission (or a set of goals) as well as a clear “job description” for volunteers. When getting your message out to the public, always include contact information on all communications.
3. **Be persistent, and realize the decision to volunteer is usually a two-step process.** First, a person generally thinks about becoming a volunteer a few times. Second, a “trigger” event transforms this general thought into concrete action. It is important for your organization or program to maintain good visibility and name recognition in the local community so that your job is easier when you target potential volunteers. See every interaction with the public as raising public awareness of your program. Your flyer, ad, or recruitment event may be the trigger someone needs to actually become a volunteer. Common triggers for volunteers:
 - a. Someone they know asks them to mentor in a specific organization.
 - b. They learn about mentoring through an organization to which they belong.
 - c. A family member or friend would benefit from their volunteering.
4. **Recruit for quality over quantity.** Do not recruit volunteers if you are not ready to move them into your screening and training process. A large number of volunteers report a lack of response from organizations or a prolonged process as one reason they do not become mentors.
5. **Mentors are where *you* find them!** There is no “right” method that works for all programs. Successful recruitment takes patience, persistence and creativity.

In a survey conducted in March 2006, approximately 80 percent of programs in MMP’s network reported that next to media exposure, current mentor referrals and word of mouth were the most effective ways to recruit mentors.
6. **Create a written plan.** A written plan, which will help keep you organized, should include goals, a timeline, individual responsibilities and the people assigned to them, and a budget.

Key Research Findings Help to Identify Who Is Most Likely to Become A Mentor:

- Women (mostly middle-aged, white) are more likely than men to volunteer.
- Men volunteer at lower rates than women, particularly Black and Hispanic men. Yet ironically, Black men who volunteer are more likely to volunteer as mentors.
- College students are likely to volunteer for short-term opportunities due to vacation schedules, out-of-state travel, and exams.
- Individuals with higher incomes and more education tend to volunteer and sustain longer relationships, perhaps because they feel more confident that they have something to offer.
- Older adults are more likely to volunteer for school-based programs.

Developing a Recruitment Plan –The Recruitment Checklist:

- ✓ Identify target audiences.
- ✓ Identify potential partners.
- ✓ Identify the number of new mentors you want to recruit and a deadline for recruiting them.
- ✓ Decide on the recruitment strategies you will use (from best practices, wholesale recruitment and potential partnerships).
- ✓ Develop a recruitment timeline, and assign staff (or volunteers) to be responsible for each item in the timeline.
- ✓ Define the mentor eligibility requirements and preferences (Mentor Description).
- ✓ Identify factors that could motivate members of your target audience(s) to volunteer.
- ✓ Create a recruitment message and materials.
- ✓ Target recruitment materials for men, college students, older adults, ESL, and corporations, if necessary.
- ✓ Remember to show the diversity of your community and the youth you serve on your materials.
- ✓ Create a presentation for community groups that will help people become excited about the possibility of becoming a mentor.

The Importance of Screening and Monitoring Mentors

At the core of its design, a successful screening process “screens in” volunteers who have the commitment, motivation, and personal qualities to be great mentor and “screens out” people who have the potential to harm youth or your program in any way.

Screening

Why Do I Screen a Mentor?

Screening is essential because it helps:

- increase your program’s mentor retention rate
- keep your participants safe
- ensure that you have quality mentors
- maximize the potential of making an effective match

How Do I Screen a Mentor?

A mentor screening includes the following:

- completed application that includes date of birth, social security number, and state/s of residence for at least the past five years
- in-person interview, preferably with at least two staff
- criminal background check
- three reference checks (a mixture of personal and professional)
- consistent screening for every mentor using the same process, no matter who referred the mentor or who s/he is
- thorough records of the screening process
- in-home interview for community-based programs (strongly recommended)
- pre-match training and orientation where the mentor’s interpersonal skills can be observed

Massachusetts Law for Screening Volunteers: M.G.L., Chapter 6: Section 172H

Notwithstanding section 172 or any other general or special law to the contrary, any entity or organization primarily engaged in providing activities or programs to children 18 years of age or less that accepts volunteers shall obtain all available criminal offender record information (CORI) from the criminal history systems board prior to accepting any person as a volunteer. Any entity or organization obtaining information under this section shall not disseminate such information for any purpose other than to further the protection of children.

Other Options for Criminal Background Checks:

- **County/local checks through the local police department**
- **Private vendor checks**
- **State sex offender registries**
- **Child abuse registries**

For more information on the components of volunteer screening, visit www.mentoring.org/program_staff/screening/components_of_volunteer_screening.php

Monitoring and Follow-up

Why do I Monitor a Match?

Monitoring a match enables the program staff to:

- stay connected to the program’s participants
- keep communication open between program staff and participants
- look for concerns
- address concerns before they become a bigger issue

How do I Monitor a Match?

Program staff can monitor a match by:

- following-up by phone and in-person with the mentor and mentee (and parent/guardian if appropriate) regularly (and more often at the beginning of the match)
- observing the match at group events
- building a relationship with the mentor and mentee (and parent/guardian, if appropriate) so that they feel comfortable to contact program staff should issues or concerns arise
- tracking contact with mentors and mentees and keeping a record of follow-up
- watching for dramatic changes in the match and monitoring the “emotional barometer” of the participants

Mentors Want to Know: Information and Resources Volunteers Should Receive During Orientation and Training

The Program:

- What are the program's primary and secondary goals?
- Does the program have specific "do's" and "don'ts"?
- Who does the mentor contact in an emergency?
- Who is the program's primary contact person and how and when can the person be reached?
- What things are considered when a match is made?
- How much time do mentors spend time with their mentees, and how often do they meet?
- What kind of training is provided for mentors?
- Are mentors expected/allowed to contact their mentees by phone or email (if a site-based program)?
- Does the program plan mentor/mentee support sessions or social gatherings?
- Do mentors need to complete reports, logs, or evaluation tools?
- Does the program have any other requirements or expectations for mentors?

The Mentees:

- What are the mentees like?
- What challenges do the mentees face?
- What is the typical background of the mentees in this program?
- Why would a mentee apply to be a part of this program?

The Relationship:

- What is the role of a mentor?
- How does a mentor know if s/he is doing or saying the right things?
- What if the match does not seem to be going well?
- What should mentors and mentees talk about?
- How do mentors answer questions about sensitive issues (i.e. sexuality, drug use, birth control)?
- What do mentors do if they are not feeling satisfied with the mentoring relationship?
- Can mentors give mentees gifts or money?
- What should mentors do if they know they are going on vacation or a business trip?

The Mentee's Family or Caregiver:

- How do parents/caregivers feel about their child/teenager having a mentor?
- How might the family/caregivers respond to a mentor?
- Are mentors expected/allowed to contact the mentee's parents or caregivers?
- How do mentors deal with situations when they think they might be giving guidance to their mentees that is in conflict with parental guidance?

SECTION D

Program Management Overview

A well-managed program establishes credibility with participants, the community, donors, and all constituents to whom the program is accountable. In addition, solid management practices and procedures promote sustainability by building a solid organizational structure.

Following is a checklist of program management practices to support a high-quality mentoring program:

- ✓ **Form an advisory committee and/or board of directors** that is representative of the community served by the mentoring program. Develop clearly defined roles and responsibilities for the advisory committee and/or board of directors. Include youth, alumni of your program, and organizations that may have been supportive of your past work.
- ✓ **Develop systems for managing program information** including financial records, personnel and volunteer records, documentation and tracking of mentor/mentee matches and program activities, actions related to risk management, and reports of program evaluation.
- ✓ **Create a diversified resource development plan** that includes support from foundations, government agencies, individual donors, corporate sponsors, local businesses, and fundraising special events.
- ✓ **Develop a quality assurance plan** to regularly monitor the program that includes reviewing policies, procedures, and operations; reporting to the advisory committee and/or board of directors on the program's progress; benchmarking matches' progress in meeting program goals; and assessing customer service.
- ✓ **Create a professional development plan for staff** to deepen staff skills and knowledge, promote staff retention, and contribute to professional satisfaction.
- ✓ **Advocate for mentoring** at the local, state, and federal level to influence public policy and increase human and financial capital for youth mentoring programs.
- ✓ **Develop a public relations and communications plan** to help recruit and retain mentors, increase public awareness of and financial support for your program, and recognize volunteers and supporters.

Who Are Your Program's Stakeholders?

Every mentoring program has stakeholders that bring a unique perspective and distinct interests to the program. Stakeholders can include parents, mentors, mentees, executive staff, program staff, an advisory committee and/or board of directors, donors, and the community. During initial program development and ongoing management, it is essential to consider the needs and perspectives of your stakeholders.

Following is an activity that can be helpful for the planning team to use in the early stages of developing a mentoring program to help sharpen their focus on the needs and priorities of the various stakeholders associated with the program's development and implementation:

Important Considerations:

- There are many stakeholders in a mentoring program: mentees, mentors, board members, parents, program staff, executive staff, donors, and the community.
- Each stakeholder has priorities as well as individual needs that may be met through the services being contemplated by the organization. Sometimes the priorities can be in competition.

A parent's priority might be a thorough and comprehensive background check for mentors, and a mentor's priority might be a quick turn around time processing his/her application. A funder's priority might be serving the high number of youth, while a program staff's priority might be limiting the number of match-to-staff ratio to ensure every match can be monitored and supported to reach its full potential. This activity should help individuals think about all of the considerations of developing and managing a mentoring program.

SECTION E

Introductory Concepts for Program Evaluation

Program Evaluation:

- ✓ Increases efficiency
- ✓ Improves processes
- ✓ Maximizes the impact on the participants
- ✓ Ensure accountability to stakeholders

What is Evaluation?

“Evaluation is the systematic collection, analysis, and interpretation of data for the purpose of determining the value of a social policy or program, to be used in decision-making about the policy or program.”¹

Using Benchmarks as a Means to Gauge Impact

Programs can draw on findings that have been linked to outcomes in similar programs as benchmarks against which to gauge their program’s relative effectiveness. This approach is meaningful when the programs are targeting similar youth and are reasonably similar in terms of relationship structure and content.

In 2002, David DuBois and his colleagues’ conducted a meta-analysis of 55 evaluations of one-to-one youth mentoring programs. This analysis highlighted that the largest impacts on youth emerged when:

- youth were somewhat vulnerable but had not yet succumbed to severe problems
- mentoring relationships were characterized by more frequent contact, emotional closeness, and lasted six months or longer
- mentoring program were characterized by practices that increased relationship quality and longevity, including:
 - intensive training for mentors
 - structured activities for mentors and youth
 - high expectations for frequency of contact
 - greater support and involvement from parents
 - monitoring of overall program implementation

This is an excellent reference point for one-to-one youth mentoring programs. Since a greater number of these practices predicted more positive outcomes for youth in mentoring programs,

¹ U.S Department of Education, Office of Safe and Drug-Free Schools, Mentoring Program Regional Training 2007, Kerrilyn Scott-Nakai

one-to-one programs that have met these criteria can assume positive outcomes. However, although benchmarks can be enormously useful, they may not provide the level of detail or rigor that programs or funders desire.²

Process Evaluation

Process evaluation focuses on whether or not a program is being implemented as intended by:

- ✓ Measuring efforts
- ✓ Providing information about inputs, intensity, and duration
- ✓ Assessing program design and implementation
- ✓ Measuring the extent to which the participants receive the intended services
- ✓ Documenting perceptions of the mentor/mentee relationship
- ✓ Allowing for continuous learning about how the program is working as it is implemented

A **process evaluation** might help answer questions such as:

- Are we making the planned number of matches?
- Are we maintaining the length of our matches for the specified minimum duration?
- How many matches have terminated?
- How many trainings and meetings have we conducted with mentor and/or mentees?
- From how many agencies and/or schools are we receiving referrals?

Outcome Evaluation

Outcome evaluation focuses on producing clear evidence concerning the degree of program impact on the program participants by:

- ✓ Measuring the benefits or changes mentors and mentees experience during or after program activities
- ✓ Relating to changes in knowledge, skills, attitudes, values, behavior
- ✓ Providing evidence about impact on the participants over time and/or compared to another group: the measurable results
- ✓ Can be conducted as a series that leads the program closer to its ultimate goals, focusing on immediate, mid-term and/or long-term impact

An **outcome evaluation** might involve data collected from surveys, interviews, and records such as:

- Mentees' reports of their grades, behavior, and psychological functioning

² "Gauging the Effectiveness of Youth Mentoring", Jean Rhodes, MENTOR Research Corner, Retrieved from www.mentoring.org, April 29, 2007

- Teacher reports of mentees' classroom behavior
- Mentors' reports of their well-being
- Parent-child relationships
- High school graduation rate

An **outcome evaluation** might help you answer questions such as:³

- Has the mentees' school attendance improved?
- Has the mentees' academic performance improved?
- Has the mentees' attitudes toward their parents improved?
- Has the mentees' involvement in episodes of fighting and/or bullying decreased?
- What are the rates of mentees' reported use of illegal drugs, drinking and smoking compared to the rates expected for youth of similar demographics?
- Have the mentees reported improved relationships with peers?

Outcome Evaluation Definitions and Key Concepts⁴

Activities: Specific set of actions or services that the program provides such as mentor training, structured activities for matches, and match support.

Benchmarks: Performance data that can be used as targets for comparison. A program can use its own data as a baseline benchmark to measure future performance or can use data from another program or evaluation report as a benchmark.

Logic Model: A diagram showing the (logical) relationships or flow among the resources that are invested in a program, the activities that take place, and the benefits or changes that result. The basic logic model has four steps—inputs, activities or processes, outputs, and outcomes. Performance measures can be drawn from any of the steps.

Inputs: Resources or materials used by the program for activities such as staff, volunteers, facilities, curricula, equipment, and money.

Outcome indicators: Specific items of information that describe observable, measurable characteristics or changes that represent achievement of an outcome.

Outcome targets: Numerical objectives for a program's level of achievement for its outcomes.

Outcomes: Benefits or changes for participants during or after their involvement with the program; Outcomes may be categorized as initial, intermediate, and long-term. For example, an initial outcome might be increased social support from a non-parental adult; an intermediate outcome could be increased skills for avoiding risky behaviors and engaging in positive health

³ Adapted from National Mentoring Center, 2005

⁴ Adapted from *Measuring Program Outcomes: A Practical Approach*, United Way of America, 1996

behaviors; and a long-term outcome could be better social functioning at later stages of development.

Outputs: Direct, quantifiable products of program activities; units of service such as number of matches made, % of matches sustained for a year, and number of staff support contacts with mentors and mentees for the year.

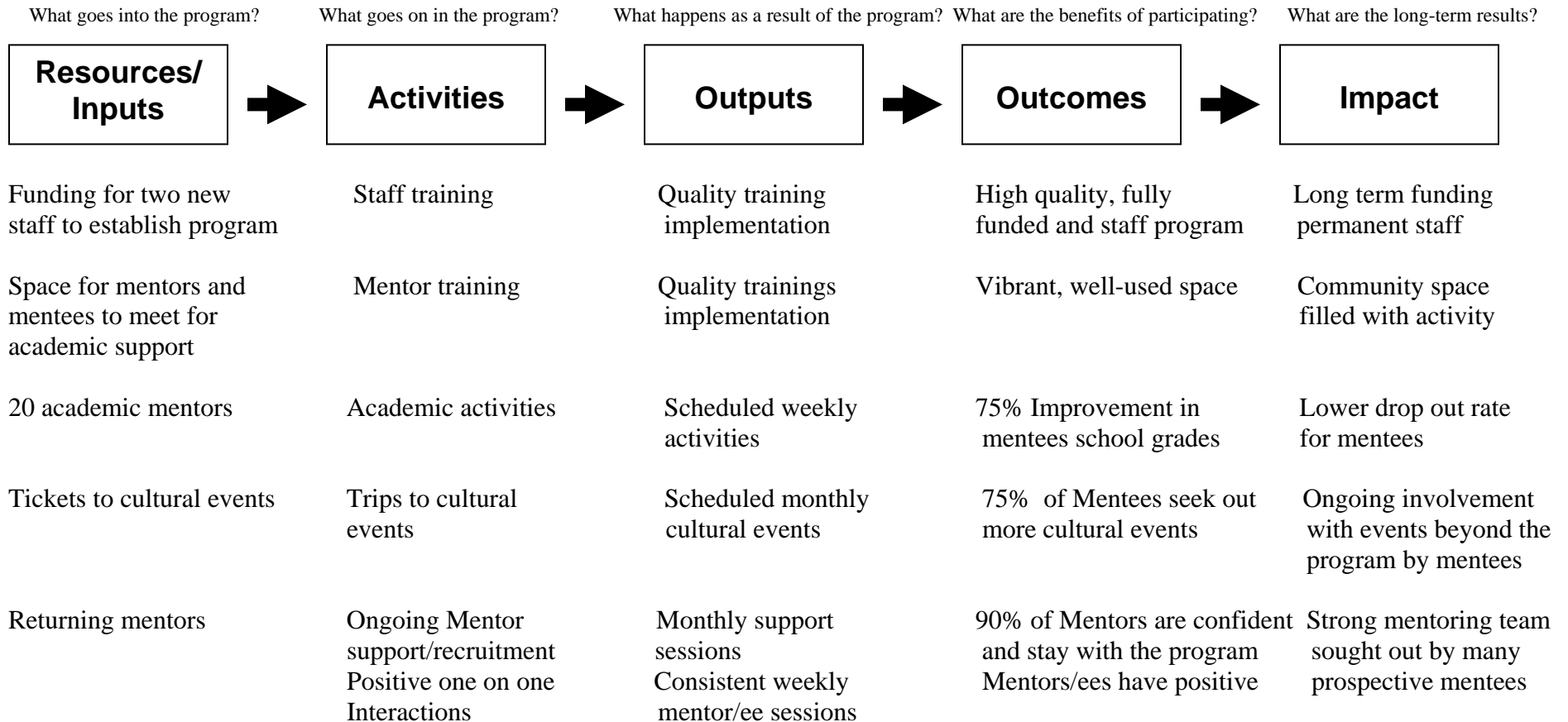
LOGIC MODEL

Youth Mentoring Program Example

NEEDS: Girls in grade 8 in the Smith School live mostly in single parent homes with limited or no access to academic support or cultural events. They need targeted academic support and opportunities to attend cultural, fun events as they prepare to enter high school.

PROGRAM'S PLANNED WORK

PROGRAM'S INTENDED RESULTS



NOTES