

Sample Mentoring Program Logic Model

What need is the program intended to address?

What goes into the program?

What goes into the program?

What happens as a result of the program?

What are the short/medium term benefits of the program?

What are the longer term benefits?

Need



Input:



Activities



Outputs



Outcomes



Impact

Youth at-risk of exclusion, failure to complete high school, and criminal behaviour

- Lack of after school programming
- Academic underachievement
- Racism
- Lack of cultural pride
- Lack of positive role models
- Low self esteem
- Risky behaviour

Funding

- Provincial grant
- Casino funds
- Corporate partner

Personnel

- 1 FTE coordinator
- 10 volunteer mentors
- Services of partner agencies (in-kind)

Materials:

- Training manual
- Supplies (snacks, games, handouts, etc.)

Facilities:

- Space at youth center
- Community swimming pool

Supports:

- Recruitment/screening of mentors and mentees
- Staff training and supervision
- Mentor training
- Mentee training
- Bi-monthly supervision of matches
- Parent/teacher check-ins

Programming:

- Group activities (cultural awareness, health, self-esteem)
- Goal setting
- Activity planning and structure sessions between matched
- One-to-one interaction between matches
- Family nights
- Guest presenters
- Closing ceremony

Evaluation:

- Baseline data collection
- Bi-annual surveys
- Analysis of data

Implementation of staff training sessions

- Implementation of mentor training sessions
- Mentor/mentee are satisfied with activities
- Mentor/mentee/parent are satisfied with mentoring relationship

Initial

- Youth is supported by a positive non-parental adult
- Youth has increased knowledge of culture

Medium Term

- Youth is making healthy choices
- Youth is building social skills

Long-term

Participating youth succeed at school and have positive peer, family and community relationships.

^{*} Please note this is an example. Mentoring programs will need to articulate the specific outcomes they are seeking to achieve and design the program accordingly



Sample Data Collection Framework

Intended Results	Indicators	Data Collection Methods	Timing	Responsibility
Implementation of staff training sessions	# of training sessions completed Staff performance	Training attendance records	End of training	Program Coordinator
Implementation of mentor training sessions	# of training sessions completed Rate of attendance Level of satisfaction	Mentor training attendance records Satisfaction survey	End of training	Program Coordinator
Mentor/mentee are satisfied with activities	Attendance rates Level of participation Levels of satisfaction	Attendance records Supervision forms Satisfaction surveys	Every two months	Program Coordinator
Mentor/mentee/parent are satisfied with the mentoring relationship	Levels of satisfaction	Supervision forms Satisfaction surveys	Weekly initially, then monthly	Program Coordinator
Youth is support from positive non-parental adult	# of hours of one-to-one interaction Levels of satisfaction Length of Match	Supervision forms Satisfaction surveys	Weekly initially, then monthly	Program Coordinator
Youth has increased knowledge of culture	Levels of participation in activities Levels of awareness	Interviews with youth Supervision forms	End of program	Program Coordinator
Youth is making healthier choices	Levels of risk behavior Attendance rates at school	Surveys/ interviews with youth School records	End of program	Program Coordinator
Youth is building social skills	Quality of relationships with parents/teachers/peers	Surveys/ interviews with parents/teachers	End of program	Program Coordinator
Participating youth succeed at school and have positive peer, family and community relationships	Academic performance High school completion Employment	School records Follow up surveys or interviews (some of this will beyond the scope of the program to measure)	1-3 years after program completion	Board or group advisory