Our Logic Model

SHIELD
Mentor Program

Needs

- Minority elementary, middle and high school youth needing to expand their strengths by developing the attitudes, knowledge and skills for short and long-term success
- Communities being held accountable for increases in equitable outcomes for minority youth

Inputs

- Grants, donations, and other sources of financial support
- In-kind support
- Partnerships with referral sources, including parents
- Plans for evaluation, accountability, monitoring
- Program staff w/relevant qualifications, experience
- Administrative support (e.g., finance, grant writing)
- Policy/procedures, all facets of program operations
- Adequate and available facilities
- Technology to allow for virtual meetings

Activities

- Training, supervision, and ongoing professional development opportunities for program staff to include program policies and procedures, youth development, group dynamics, cultural competence
- Youth recruitment & screening
- Regular team meetings for program monitoring and periodic improvement planning
- Youth/parent orientation to the SHIELD Saturday Leadership Academy (SSLA) and their roles/expectations
- Formation of the mentoring groups while balancing the mix of youth risk and protective factors
- Formation of the Eagle Merit Program (EMP) cohorts by grade level
- Ongoing support for mentors and youth
- Skill building activities related to growth mindset, entrepreneurship, community action, goal setting and pursuing, academic self-efficacy, sense of meaning and purpose
- Program-wide events for mentors and students (e.g., field trips, team-building, leadership development)
- Match closure support
- Monitoring/evaluation of program implementation, mentoring relationship development & quality, youth outcomes

Outputs

- Hours of staff training, supervision, professional development completed
- # of youth recruited & enrolled
- # of SSLA and EMP mentoring groups formed
- % of groups utilizing activities at desired levels
- % of instances of mentor adherence to program activities
- % of youth attending the minimum number of group sessions
- % of youth reporting positive sense of belonging to their group
- % of youth reporting high level of satisfaction w/program
- % of youth reporting positive group climate
- % youth reporting (via pre/post-test) increases in

Outcomes

Short-Term

Community action/advocacy skills
- Entrepreneurship skills
- Interpersonal skills
- Connection to prosocial peers and adults

Youth reporting (via pre/post-test) increases in:
- Academic self-efficacy
- Self-esteem
- Goal-setting and pursuit

Risk factor reduction
- Truancy
- Depression/anxiety
- Deviant peer association

Mid-Term
Positive Adaptation & Functioning
- Improved social and academic engagement at school
- Improved grades
- Increases in hopeful future expectations
- Increased perseverance
- Increased belief in control of future success

Reduced Adaptive Difficulties & Problems
- Truancy
- Academic problems
- Symptoms of Distress
- School misbehavior/discipline referrals/suspension/expulsion

Long-Term
Healthy & Successful Transitions
- Increased will-power
- High-school graduation rates
- College graduation rates
- Professional and personal success

Key Assumptions

- **IF** mentors are trained and supervised as planned and with high quality, **THEN** mentees will not be harmed by a negative group climate or peer interactions
- **IF** groups are formed with the proper mix of youth with pro-social skills, **THEN** mentees will not learn negative attitudes and skills from peers
- **IF** program activities are implemented as planned and with high quality, **THEN** mentors and youth will form engaged, sustained, and high-quality relationships with mentors and peers
- **IF** mentors and mentees form engaged, sustained, and high-quality relationships, **THEN** youth will exhibit more favorable outcomes across multiple domains both during and after program participation than otherwise would be the case

External Factors

- Events at local, regional, or national level that could interfere with (or facilitate) program implementation including COVID; school district policies and priorities for addressing risk factors; acceptance of socio-emotional learning initiatives
- Pre-existing Personal/Socio-Environmental Resources and Risk Factors (i.e., societal, community/neighborhood, family, and school conditions)