

Appendix A: Glide Youth and Family Development Division Training and Employment Services (TAES) Logic Model – DRAFT Developed for the purposes of the December 2008 evaluation

OUR VISION: All young people have the foundation to learn, change, and achieve her or her own potential.

PROGRAM GOAL: Young people, particularly those who have experienced disempowerment, and racial and economic discrimination and violence, have goals and marketable skills to become self-sufficient adults.

POPULATIONS SERVED: Youth and young adults, mostly from the San Francisco Bay Area, who come from marginalized communities that offer little hope or inspiration to change their life path.

CORE VALUES

Radically Inclusive

- Welcoming & nurturing to all
- Equal treatment
- Inclusivity
- Inhabiting a space where youth can thrive & are set up to succeed

Truth Telling

- Mutual respect among all in the TAES community
- Listening without judgment

Loving & Hopeful

- Passionate & committed to youth's success
- Instill trust, sense of hope, & responsibility
- Setting expectations
- Family environment
- Caring enough to discipline

For the People

- Address urgent needs first
- Open door policy
- Creating a socially just community

Celebration

- Celebration of accomplishments

CORE VALUES IN ACTION: HOW WE DO OUR WORK

- We begin **building relationships** from day one and continue to nurture them over time.
- We **listen** without judgment, allowing young people to be honest, be heard, and have a voice.
- We are **present and consistent**.
- We are **nurturing, forgiving** and give **unconditional love** to all.
- We **welcome** any young people as they are, regardless of criminal history and behaviors.
- We **openly acknowledge and celebrate** achievements.

ACTIVITIES

- Education and academic support
- Intensive case management during the program and after completion of the program
- Retention services
- Mentoring
- Client advocacy
- Supportive services (e.g., health, housing)
- Soft skills training and leadership development
- Community service learning

Pre-Youth Build

- CAHSEE prep
- Assessment of readiness and preparation for Youth Build or Scholars
- High school diploma

Youth Build

- Construction training
- Job readiness training
- Job placement support
- Career development
- Case management 1 year post-completion
- High school diploma

Scholars

- College preparation and placement
- Career development
- Case management through college and 1 year post-completion
- High school diploma

WHAT WE DO TO HELP YOUNG PEOPLE

We engage in the following activities with all participants:

- Development of youth-driven goals and life plan.
- Teaching them how to be responsible by being mentors and setting realistic expectations.
- Trust-building throughout the program and beyond graduation.
- Direct advocacy in the criminal justice system (e.g. court presence).
- Linkages to health care, housing support and other needed services.
- Daily contact and mentorship.
- Academic classes and hands-on training directed towards achieving a high school diploma.
- One-on-one, real-time response to young people's needs.
- Teaching and nurturing leadership skills.
- Supporting young people in the processes of job development or furthering their education.
- Behaviorally positive environment.

Participants engage in one of the following specific programs depending on their goals:

Pre-Youth Build

- CAHSEE prep
- Assessment of readiness & preparation for Youth Build or Scholars
- High school diploma

Youth Build

- Construction training
- Job readiness training
- High school diploma

Scholars

- College preparation and placement
- High school diploma

OUTCOMES

- Young people obtain a HS diploma or GED.
- Young people have improved educational outcomes.
- Young people have improved employment outcomes.
- Young people experience decreased morbidity.
- Young people experience improved socio-emotional outcomes through the support systems established with TAES staff and other young people.
- Young people gain hope; responsibility; and trust with peers, adults, and in self.
- Young people are increasingly engaged in community service.
- Recidivism rates and involvement with the criminal justice system decrease among young people.
- Young people continue on a trajectory of improved educational and employment outcomes.
- Young people's well-being is improved.

HOW OUR WORK AFFECTS YOUNG PEOPLE

- Young people gain deep interpersonal relationships that extend beyond the program.
- Young people gain life skills that build upon their survival skills to expand their choice in life.
- Young people have decreased contact with the criminal justice system.
- Young people learn how to build and be responsible members of a supportive community, including their families.
- Young people have a physical and emotional base that they can return to any time.
- Young people gain hope; responsibility; and trust with peers, adults, and in self.
- Young people further their educational achievements.
- Young people gain marketable skills for future jobs.

THE IMPACTS THAT OUR WORK HAS ON COMMUNITIES

- Multi-generational cycles of poverty are disrupted.
- Young people are given the tools to avoid being perpetrators or victims of violence.
- All young people have a sense of belonging and purpose.
- Families are stronger.
- Communities are populated and benefited by young people with a sense of purpose and hope.
- Young people become leaders.