

Logic Model for TIP System

The mission of the Transition to Independence Process (TIP) system is to assist young people (14-29 years old) with emotional/behavioral difficulties (EBD) in making a successful transition into adulthood, with all young persons achieving, within their potential, their goals in the transition domains of employment and career, education, living situation, personal effectiveness/wellbeing, and community-life functioning.

CURRENT SITUATION <i>Where we are</i>	ACTIVITIES <i>What we do</i>	WHO <i>Whom is involved</i>	OUTCOMES-IMPACT <i>What the impacts will be long-term</i>
<p>Youth <u>Challenges:</u> Poor outcomes in: <i>Education</i> (e.g., high drop out rates; difficulties related to accessing specialized training or higher education programs) <i>Employment and Career</i> (e.g., unstable employment) <i>Living Situation</i> (e.g., homeless) <i>Personal Effectiveness & Wellbeing</i> (e.g., co-morbidity; adolescent pregnancy) <i>Community-Life Functioning</i> (e.g., involvement with juvenile justice).</p> <p><u>Assets:</u> Individual strengths & good will</p> <p>Family <u>Challenges:</u> Difficulties relating/communicating with young person leading to conflicts Feeling young person is vulnerable/needs to be protected (e.g., how to let go, yet be supportive)</p> <p><u>Assets:</u> Family strengths</p> <p>System & community <u>Challenges:</u> Ignorance of needs (e.g., health insurance; access to community-based services; self-advocacy skills) Stigma & segregation (e.g., EBD centers; jail) Gap of services (e.g., no low-cost housing available; different eligibility criteria) Lack of coordination & flexibility (e.g., between youth serving agencies and adult systems; co-morbidity) Lack of knowledge/training (e.g., how to empower youth while being family-centered/focused)</p> <p><u>Assets:</u> Dedicated staff Awareness of challenges Neighborhood resources Increasing levels of inter-agency collaboration Legislations Funding/grants</p>	<ul style="list-style-type: none"> Engage young people through relationship development, person-centered planning, and a focus on their futures. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, and developmentally-appropriate -- and building on strengths to enable the young people to pursue their goals across relevant transition domains. Acknowledge and develop personal choice and social responsibility with young people. Ensure a safety-net of support by involving a young person's parents, family members, and other informal and formal key players. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence. Maintain an outcome focus in the TIP system at the young person, program, and community levels. Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels. 	<p>Informal Key Players such as:</p> <ul style="list-style-type: none"> Youth & Young Adults Families & other natural supports Youth Council members & parent advocates Friends & peers mentors <p>Formal Key Players such as the practitioners/professionals associated with:</p> <ul style="list-style-type: none"> Mental health service system providers (e.g., transition facilitators/specialists; children & adult mental health counselors) Schools (teachers; social workers; nurses; principals; guidance counselors; administrators, in-service/training personnel, etc.) Postsecondary vocational/technical schools & colleges Health clinics & physicians Juvenile Justice, Corrections, Probation, Police, & Courts Employers Housing & supports Parks & recreation Media Community/resources development Government representatives – local, state and federal Legislators/Political representatives Foundations/grants initiatives 	<p>Youth Goal attainment & positive engagement in: <i>Education</i> (e.g., ↑ graduate and school completers; successful entry to post-secondary education program – college, vocational technical school) <i>Employment and Career</i> (e.g. obtain and retain valued employment; access to positions with advancement possibilities & benefits; sufficient income to support self) <i>Living Situation</i> (e.g., access to safe, stable and affordable community living arrangement; stability in living with a preferred person or alone/independently; access to transportation; satisfaction with living arrangement) <i>Personal Effectiveness & Wellbeing</i> (e.g.,; ↓ adolescent pregnancy; ↑ social, physical and emotional well-being) <i>Community Life</i> (e.g., engagement & participation in community life/activities; ↓ JJ involvement)</p> <p>Family ↑ Competency for family members/representatives (e.g., self –efficacy) ↑ Social Support (e.g., maintenance of positive relationship with young person and others) ↑ Positive relationship with young person & others</p> <p>System & community ↑ Number of transitioning youth accessed and engaged ↑ Involvement/engagement in planning, implementing, evaluating activities at youth & system levels. ↑ Linkages between youth, families, providers and community (e.g., flexible infrastructure/partnerships; data sharing) ↑ Training and support for youth, family, providers and community (e.g. expanded eligibility to programs; development of required community-based support and services) ↑ Public support & practices fostering opportunities for young people to succeed in 5 transition domains (e.g., flexible funding arrangements; inclusive policies and legislations)</p>