

# 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.

<b>CURRENT SITUATION</b> <i>Where we are</i>	<b>ACTIVITIES</b> <i>What we do</i>	<b>WHO</b> <i>Whom is involved</i>	<b>OUTCOMES-IMPACT</b> <i>What the impacts will be long-term</i>
<p><b>Youth</b>  <u>Challenges:</u>                      Poor outcomes in:                      - Education (e.g., high dropout rates; difficulties related to accessing specialized training or higher education programs)                      - Employment and Career (e.g., unstable employment)                      - Living Situation (e.g., homeless)                      - Personal Effectiveness &amp; Wellbeing (e.g., co-morbidity; adolescent pregnancy)                      - Community-Life Functioning (e.g., involvement with juvenile justice).  <u>Assets:</u>                      Individual strengths &amp; good will</p> <p><b>Family</b>  <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)  <u>Assets:</u>                      Family strengths</p> <p><b>System &amp; Community</b>  <u>Challenges:</u>                      Ignorance of needs (e.g., health insurance; access to community-based services; self-advocacy skills)                      Stigma &amp; segregation (e.g., EBD centers; jail)                      Gap of services (e.g., no low-cost housing available; different eligibility criteria)                      Lack of coordination &amp; 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)  <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"> <li>Engage young people through relationship development, person-centered planning, and a focus on their futures.</li> <li>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.</li> <li>Acknowledge and develop personal choice and social responsibility with young people.</li> <li>Ensure a safety-net of support by involving a young person’s parents, family members, and other informal and formal key players.</li> <li>Enhance young persons’ competencies to assist them in achieving greater self-sufficiency and confidence.</li> <li>Maintain an outcome focus in the TIP system at the young person, program, and community levels.</li> <li>Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels.</li> </ul>	<p><b>Informal Key Players</b> such as:</p> <ul style="list-style-type: none"> <li>Youth &amp; Young Adults</li> <li>Families &amp; other natural supports</li> <li>Youth Council members &amp; parent advocates</li> <li>Friends &amp; peers’ mentors</li> </ul> <p><b>Formal Key Players</b> such as the practitioners/professionals associated with:</p> <ul style="list-style-type: none"> <li>Mental health service system providers (e.g., transition facilitators/specialists; children &amp; adult mental health counselors)</li> <li>Schools (teachers; social workers; nurses; principals; guidance counselors; administrators; in-service/training personnel, etc.)</li> <li>Postsecondary vocational/technical schools &amp; colleges</li> <li>Health clinics &amp; physicians</li> <li>Juvenile Justice, Corrections, Probations, Police, &amp; Courts</li> <li>Employers</li> <li>Housing &amp; supports</li> <li>Parks &amp; recreation</li> <li>Media</li> <li>Community/resources development</li> <li>Government representatives – local, state and federal</li> <li>Legislators/political representatives</li> <li>Foundations/grants initiatives</li> </ul>	<p><b>Youth</b>                      Goal attainment &amp; positive engagement in:                      - Education (e.g. ↑ graduate and school completers; successful entry to post-secondary education program – college, vocational technical school)                      - Employment and Career (e.g. obtain and retain valued employment; access to positions with advancement possibilities &amp; benefits; sufficient income to support self)                      - Living situation (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)                      - Personal Effectiveness &amp; Wellbeing (e.g. ↓ adolescent pregnancy; ↑ social, physical and emotional well-being)                      - Community Life (e.g., engagement &amp; participation in community life/activities; ↓ JJ involvement)</p> <p><b>Family</b>                      ↑ Competency for family members/representatives (e.g. self-efficacy)                      ↑ Social support (e.g. maintenance of position relationship with young person and others)                      ↑ Position relationship with young person &amp; others</p> <p><b>System &amp; Community</b>                      ↑ Number of transitioning youth accessed and engaged                      ↑ Involvement/engagement in planning, implementing, evaluating activities at youth &amp; 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 &amp; practices fostering opportunities for young people to succeed in 5 transition domains (e.g. flexible funding arrangements; inclusive policies and legislations)</p>