### 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.**

<table>
<thead>
<tr>
<th>CURRENT SITUATION Where we are</th>
<th>ACTIVITIES What we do</th>
<th>WHO Whom is involved</th>
<th>OUTCOMES-IMPACT What the impacts will be long-term</th>
</tr>
</thead>
</table>
| **Youth Challenges:** 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., homelessness)  
- Personal Effectiveness & Wellbeing (e.g., co-morbidity, adolescent pregnancy)  
- Community-Life Functioning (e.g., involvement with juvenile justice).  
| **Assets:** Individual strengths & good will  
| **Family Challenges:** 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)  
| **Assets:** Family strengths  
| **System & Community Challenges:** Neglect 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)  
| **Assets:** Dedicated staff  
Awareness of challenges  
Neighborhood resources  
Increasing levels of inter-agency collaboration  
Legislations Funding/grants  
| **In Informal Key Players such as:**  
- Youth & Young Adults  
- Families & other natural supports  
- Youth Council members & parent advocates  
- Friends & peers’ mentors  
| **Formal Key Players such as the practitioners/professionals associated with:**  
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, Probations, Police, & Courts  
Employers  
Housing & supports  
Paths & recreation  
Media  
Community resources development  
Government representatives – local, state and federal  
Legislators/political representatives  
Foundations/grants initiatives  
| **Youth Goal attainment & 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 & 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 & Wellbeing (e.g. adolescent pregnancy; social, physical and emotional well-being)  
- Community Life (e.g., engagement & participation in community life/activities; JJ involvement)  
| **Family**  
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 & others  
| **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. 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)  

FILE: Logic Model for TIP System 022018