

Logic Model for *Transition to Independence Process (TIP) Model*[®] v.091021

CURRENT SITUATION <i>What are the current challenges and some of the community assets?</i>	ACTIVITIES <i>What do Transition Facilitators & Peer Support Specialists do?</i>	OUTPUTS <i>What early changes will indicate TIP Model implementation?</i>	OUTCOMES / IMPACT <i>What will the progress & outcome indicators show?</i>
<p>Y&YAs with SMHCs -- Challenges: Often poor outcomes for Y&YAs in: <i>Education</i> (e.g., high drop out rates; difficulties related to accessing specialized training or higher education programs). <i>Employment & Career</i> (e.g., lack employability skills, unstable employment, low wage, lack career opportunities). <i>Living Situation</i> (homeless, lack safe/affordable housing). <i>Personal Effectiveness & Wellbeing</i> (co-occurring substance-use; adolescent pregnancy; emotional deregulation; trauma). <i>Community-Life Functioning</i> (involvement with juvenile justice; lack community engagement; need mobility & learn to access community recourses).</p> <p>Family -- Challenges: Difficulties relating/communicating with adolescent leading to conflicts; Concerned about too much peer pressure influencing; Feeling adolescent is vulnerable/needs to be protected (e.g., how to let go, yet be supportive); Parents have own emotional, physical, or financial problem issues.</p> <p>System & Community -- Challenges: Lack understanding of transition needs (e.g., access to community-based services; youth-appealing services; health coverage; peer supports; family problems). Stigma & segregation (e.g., adult oriented mental health centers; self-contained special education classrooms; jail; racial injustice). Gap of services (e.g., no affordable housing; different eligibility criteria for child vs. adult mental health services & funding). Lack of coordination & flexibility (e.g., between youth serving agencies & adult systems; co-morbidity; lack of developmentally appropriate & appealing services & supports for Y&YAs). Lack of knowledge/training (e.g., how to engage & empower Y&YAs; involve family in relevant ways to advance Y/YA). Need for flexible funding to support effective supports & services.</p> <p>ASSETS in Our Community for TIP Model Implementation <u>Inter-agency Transition Planning & Steering Committee</u></p> <ul style="list-style-type: none"> • Membership included representatives from all relevant child & adult serving agencies, parent advocate, & young people, foster care providers, & some business leaders. • Community Mapping has identified needs, challenges, & assess of the community related to transition to adulthood. • Committee has identified relevant funding streams, contracts, & a grant. One contract for evaluation. • Transition Committee has endorsed two lead agencies to initially adopt the TIP Model for the community. 	<p>The TIP Model[®] Transition Facilitators & Peers Support Specialists are guided by the following 7 principles in their engagement, facilitation, & coaching of Y&YAs & other supportive key players around them.</p> <ul style="list-style-type: none"> • Engage Y&YAs through relationship development, person-centered planning, & a focus on their futures. • Tailor services & supports to be accessible, coordinated, appealing, non-stigmatizing, trauma-informed, & developmentally-appropriate -- & building on strengths to enable Y&YAs to pursue their goals across relevant Transition Domains: Employment/ Career, Education, Living Situation, Personal Effectiveness & Wellbeing, & Community-Life Functioning. • Acknowledge & develop personal choice & social responsibility with Y&YAs, e.g., by encouraging & developing problem-solving & decision-making skills, & evaluation of the possible impact on self & others. • Ensure a safety-net of support by involving a young person's parents, family members, & others as relevant to the Y/YA's progress. • Enhance Y&YAs' competencies to assist them in achieving greater self-sufficiency & confidence, e.g., teaching & coaching the Y/YA in meaningful skills. • Maintain an outcome focus in the TIP system at the Y/YA, program, & community levels, e.g., by focusing on Y/YA's own goals & tracking progress. • Involve Y&YAs, parents, & other community partners in the TIP system at the practice, program, & community. <p>The Transition Facilitators (TFs) also use TIP core practices in assisting a Y/YA in setting & achieving their own goals. (TIP core practices: e.g., Futures Planning, In-vivo Teaching, Problem Solving, Prevention Planning for High-Risk Behaviors). The TIP Model framework also provides for the TFs & therapists to use other evidence-based interventions as relevant to a Y/YA in addressing targeted clinical or substance abuse issues or other targeted needs.</p>	<p>Improved Engagement of Y&YAs as shown by:</p> <ul style="list-style-type: none"> • Y&YAs make meetings in the community with Transition Facilitators (TFs) more consistently. • Y&YAs reply to TFs' texts & phone calls more consistently. • Y&YAs are participating in setting & making progress on their own goals. • Y&YAs are being more responsive to the TFs' efforts to coach them and teach them new relevant skills. <p>Improved Engagement of Supportive Natural Key Players as shown:</p> <ul style="list-style-type: none"> • TFs can communicate more actively with family members & other natural key players as relevant to the progress of the Y&YAs. • When a Y/YA would value having a family member, boyfriend, or partner join in a meeting with the TF, the natural support is more likely to join. • Each Y/YA is identifying at least one trusted natural supportive person in their lives – and learning improved interpersonal skills for developing & maintaining reciprocal relationships. <p>Building a Transition System of Care as shown:</p> <ul style="list-style-type: none"> • Expanding membership on the <i>Transition Planning & Steering Committee</i> for the community to include representatives from the community college, career center, local housing entity, juvenile/adult probation services, child welfare, etc. • Training of personnel for applying TIP Model at the two teams is progressing on schedule & the teams are using the <i>TIP Solutions Review</i>. • Various organizations are seeking to be oriented in the TIP Model. • A chapter of YOUTH M.O.V.E. is being established to reach more Y&YAs & provide for more community education from a youth-perspective. 	<p>Youth and Young Adults Positive engagement and goal attainment in:</p> <ul style="list-style-type: none"> • <i>Education</i> (e.g., ↑ graduate & school completers; successful entry to post-secondary education program: college, vocational technical school). • <i>Employment & Career</i> (e.g., obtain & retain valued employment; livable wage level; access to positions with advancement possibilities & benefits). • <i>Living Situation</i> (e.g., access to safe, stable, & affordable community living arrangement; stability in living independently or with a preferred person; satisfaction with living arrangement). • <i>Personal Effectiveness & Wellbeing</i> (e.g., ↓ mental health problems, adolescent pregnancy, substance use interference with functioning decreased; ↑ social, physical health, & emotional well-being). • <i>Community Life</i> (e.g., ↑ engagement & participation in community life & activities; mobility & access to community resources; ↓ JJ & probation involvement). <p>Family (Family of origin/adoption or "family" as defined by Y/YA. ↑ Competency for supportive family members (e.g., understanding of "transition", interactional skills, self-efficacy). ↑ Social Support (e.g., learning to be supportive yet set boundaries with their daughter/son). ↑ Positive relationship with young person & others.</p> <p>System & Community (TIP Model SOC) ↑ Number of transitioning Y&YAs accessed & engaged. ↑ Involvement/engagement in planning, implementing, evaluating activities at young person, program, & system levels. ↑ Linkages between youth, families, providers, parent advocacy organizations, & other community partners (e.g., flexible infrastructure/partnerships; <i>Community Transition Steering Committee</i>). ↑ Training & support for youth, family, providers, & community (e.g., expanded eligibility to programs; development of relevant youth-friendly community-based support & services). ↑ Public support & practices fostering opportunities for young people to succeed across relevant Transition Domains (e.g., funding streams that cross the child & adult service arenas; flexible funding arrangements; data sharing; inclusive policies & legislative reforms at community & other systems levels) ↑ Personnel-power development: Training & coaching of personnel in the TIP Model TFs, peer providers, & supervisory competencies; providing orientation to personnel & other community partner representatives so they understand importance of youth engagement & appealing supports & services for transition-age Y&YAs. ↑ Build Site Capacity: Certified TIP Model Site-Based Trainers; Personnel qualified to conduct fidelity quality improvement assessments; Tracking of the progress & outcomes of Y&YAs.</p>

Note: This Logic Model can be tailored to the implementing community and program – adjusting it to reflect community needs, resources, target population, and program focus.