

Graduation Success Program Logic Model

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YDP 8020: Youth Development Programming

June 4, 2017

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treehouse

Situation

There are over 9,000 children and youth in out-of-home placement in Washington State (Partners for Our Children, 2017). Alumni of the foster care system are more likely to have low academic achievement, live at or below the poverty line and experience homelessness (Pecora et al., 2005). Adults without a high school diploma have lower life-time earning potential and are more likely to utilize government assistance programs (Center for Labor Market Studies, 2009). Intervention and assistance to encourage high school completion is needed (Center for Labor Market Studies; Christenson, et al., 2012; Treehouse, 2017). Programs that provide supportive mentoring relationships that partner with students in multiple contexts while completing skill building activities have been shown to increase academic achievement, specifically high school graduation rates (Christenson, Stout, & Pohl, 2012). These programs utilize intrinsic motivation theory which states that students are more likely to be engaged if they have a high sense of autonomy, belonging and competency (Christenson, et al., 2012).

Treehouse is a non-profit agency in Washington State whose Graduation Success Program (GSP) aims to help students graduate high school. GSP places staff, Education Specialists, in high schools to provide students who have experience with the foster care system with a consistent support person. Education Specialists build strong relationships with students and help students learn how to identify and build support systems and advocate for their needs. Education Specialists also assist students in communicating with their entire care team which includes teachers, social workers, and foster parents. Students also work to identify personal education and life goals. The program then helps students reach their goals. These activities combine to increase student's sense of belonging and competency at school and their engagement in school. Higher engagement in school leads to on-time high school graduation.

Inputs	Outputs		Outcomes – Impact		
	Activities	Participation	Short	Medium	Long
<p>Staff:</p> <ul style="list-style-type: none"> -On-site Staff -Support Staff <p><i>-Check and Connect</i></p> <p>Staff Training and Curriculum</p> <p>Location:</p> <ul style="list-style-type: none"> -Office Space in each High School Served <p>Materials:</p> <ul style="list-style-type: none"> -Activity Supplies -Snacks <p>Funding:</p> <ul style="list-style-type: none"> -Private Philanthropic Donations -Government Grants 	<ul style="list-style-type: none"> -Individual Meetings <ul style="list-style-type: none"> -Student Centered Planning and Goal Setting -Problem Solving -Skill Building Activities -Peer Meetings <ul style="list-style-type: none"> -Skill Building Activities -Connections to Peers -Provider Meetings <ul style="list-style-type: none"> -Progress Updates -Supports Needed Discussed -Financial Supports <ul style="list-style-type: none"> -Bus Passes -School Supplies -Sports Equipment 	<ul style="list-style-type: none"> -High School Students who are or have been in foster care Partnerships with: <ul style="list-style-type: none"> -School <ul style="list-style-type: none"> -Teachers -Administrators -Counselors -Foster Care Liaisons -Child Welfare <ul style="list-style-type: none"> -Social Workers -Foster Parents -Group Homes -Other <ul style="list-style-type: none"> -Families -Juvenile Justice 	<ul style="list-style-type: none"> -Students and On-Site Staff build strong supportive relationships -Students learn self-advocacy and other independent living skills -Students learn to identify and build support systems -School staff and other service providers begin to understand student’s individual needs and plans 	<ul style="list-style-type: none"> -Students feel an increased sense of belonging in school and other contexts -Students have increased engagement in school -Students have increased competency in school academic and social contexts -Students maintain and utilize support systems -Students receive necessary supports from school, child welfare, and other contexts 	<ul style="list-style-type: none"> -Students graduate from high school with post-secondary plans -Students succeed at living independently -Students continue to expand support systems

Assumptions
<ul style="list-style-type: none"> -Youth in Foster Care are resilient, can learn new skills, graduate high school and be successful contributing members of society -Consistent supportive relationships provide an environment for students to learn new skills -Integration of all contexts in which the student is involved provides the strongest level of support for the youth

External Factors
<ul style="list-style-type: none"> -The child welfare system and dependency proceedings which can influence youth placement, required services, etc. -Different schools and social worker departments may partner with students and Treehouse staff in different manners and capacities -Youth interest and active participation may vary

References

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