

## Group Home Program Logic Model

<p><b>Program:</b> Group Home Program Logic Model</p> <p><b>Goals:</b> The Group Home Scholars Program is a federally funded program designed to support students in out of home care and/or who are under the jurisdiction of the court with an open DCFS or Probation Case. The program functions as a multidisciplinary team to ensure that all students within the LAUSD have equal access to an appropriate education and a brighter future. The goals are:</p> <ol style="list-style-type: none"> <li>1. To improve academic achievement</li> <li>2. To ensure successful transition of students from high school to post-secondary education and/or employment</li> <li>3. Dropout prevention</li> </ol>					
<b>Inputs</b>		<b>Activities</b>		<b>Outcomes</b>	
<b>What We Invest</b>	<b>What We Do</b>	<b>Who We Reach</b>	<b>Why this Project? Short Term Results</b>	<b>Why this Project? Intermediate Results</b>	<b>Why This Project? Long Term Results</b>
<ul style="list-style-type: none"> <li>• Certificated Counselors</li> <li>• Classified Staff</li> <li>• Administrative Staff</li> <li>• Time</li> <li>• Money</li> <li>• Materials</li> <li>• Equipment</li> <li>• Research findings</li> <li>• Community resource connections</li> <li>• City resource connections</li> <li>• State resource connections</li> <li>• Federal resource connections</li> </ul>	<ul style="list-style-type: none"> <li>• Meet one on one with participants and caregivers</li> <li>• Teach the importance of obtaining high school diploma</li> <li>• Provide counseling services</li> <li>• Conduct outreach in the community</li> <li>• Address barriers to participant completing education</li> <li>• Dropout prevention with teen parent/pregnant students</li> <li>• Utilize program, city, county, state, and school resources to coordinate services for youth</li> </ul>	<ul style="list-style-type: none"> <li>• Foster, probation, and select at-risk students in LAUSD</li> <li>• Parents family members, caregivers, group home administrators, and Education Rights Holders</li> <li>• School staff members</li> <li>• Community organizations</li> <li>• Businesses</li> <li>• District Leadership</li> <li>• County Leadership</li> </ul>	<p><i>Learning:</i></p> <ul style="list-style-type: none"> <li>• Awareness of educational resources available for foster and probation youth</li> <li>• Higher awareness of youth transiency &amp; factors contributing to multiple placements/detention facilities</li> <li>• Awareness of legislation in regards to foster and probation youth</li> <li>• Knowledge of constraints affecting participant school completion</li> <li>• Knowledge of LAUSD System and its navigation</li> <li>• Knowledge of Educational Rights of youth who reside in Group Homes for all stakeholders to engage and empower</li> </ul>	<p><i>Action:</i></p> <ul style="list-style-type: none"> <li>• Increase Youth who reside in Group Home Engagement</li> <li>• Improve school climate</li> <li>• Increase in achievement of youth who reside in Group Homes</li> <li>• Increased access to social services for participants and families</li> <li>• Increase Caregiver engagement</li> <li>• Advocacy for students in the Foster Care System</li> <li>• Increased collaboration with Advocacy and Community Groups</li> <li>• Increased educational stability for youth who reside in Group Home</li> </ul>	<p><i>Conditions:</i></p> <ul style="list-style-type: none"> <li>• Increased graduation rates of Foster and probation Youth</li> <li>• Decreased Dropout Rates</li> <li>• Increase of youth on track to graduate (A-G)</li> <li>• Community and partnering facilities engagement</li> <li>• Successful post-secondary transition (College/Career)</li> <li>• Economic benefits to society with student graduation</li> <li>• Civic benefit to society</li> </ul>
<p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>• Personal, home, community, and socio-economic issues prevent students from completing their high school education</li> <li>• Through focused conversations with individuals, school completion rates will change</li> <li>• The importance of a HS graduation is not known by all participants, family, and other stakeholders</li> <li>• The importance of attendance is not known by all participants</li> <li>• The Knowledge of college and job opportunities is not known by all participants</li> <li>• Participants are not aware of legislation in regards to Foster and Probation Youth</li> </ul>			<p><b>External Factors:</b></p> <ul style="list-style-type: none"> <li>• Culture (home, school, community)</li> <li>• Socio-Economic Status</li> <li>• Health</li> <li>• Environmental Constraints</li> <li>• Politics</li> <li>• Logistical Issues</li> <li>• Child Welfare Agencies/Probation Department</li> <li>• Group Home Culture</li> </ul>		