

Academic Support & Achievement Program Logic Model

Program:	Academic Support & Achievement Program Logic Model
Goals:	The Academic Support & Achievement Program is a federally funded program designed to support to improve educational outcomes through targeted, intensive academic support and intervention for foster, probation, and/or other identified, at-risk youth toward the goal of graduation for all students. The goals are:
	<ol style="list-style-type: none"> 1. Improve educational services for youth who are neglected, delinquent or at risk so that they meet the same academic standards as all other students 2. Improve basic academic skills (math and reading) 3. Improve academic grades, as well as cooperation and work habit marks 4. Increase credit accrual toward high school completion 5. Increase graduation rates 6. Engage caregivers, parents, and community partners in the educational process

Inputs	Activities		Outcomes		
What We Invest	What We Do	Who We Reach	Why this Project? Short Term Results	Why this Project? Intermediate Results	Why This Project? Long Term Results
<ul style="list-style-type: none"> • Certificated Tutors • Classified Staff • Administrative Staff • Time • Money • Materials • Equipment • Research findings • District & Community resource connections • City resource connections • State resource connections • Federal resource connections 	<ul style="list-style-type: none"> • Review and assess academic records • Determine student strengths and areas for growth • Meet one on one with students, PSA counselors and caregivers to develop individualized student plans every 90 days • Provide individualized or small group academic support • Teach the importance of obtaining high school diploma • Work collaboratively with the PSA counselor to address barriers to participant completing education • Provide professional development to certificated tutors 	<ul style="list-style-type: none"> • Foster, probation, and select at-risk students in LAUSD • Parents family members, caregivers, group home administrators, and Education Rights Holders • School staff members • Community organizations • Businesses • District Leadership • County Leadership 	<p><i>Learning:</i></p> <ul style="list-style-type: none"> • Awareness of educational resources available to engage foster and probation youth • Awareness of instructional strategies to engage foster and probation youth • Higher awareness of foster and probation youth & factors contributing to multiple placements/detention facilities • Awareness of legislation in regards to foster and probation youth • Knowledge of constraints affecting school completion • Knowledge of LAUSD system and its navigation • Knowledge of Educational Rights of foster and probation youth for all stakeholders to engage and empower 	<p><i>Action:</i></p> <ul style="list-style-type: none"> • Increase foster and probation youth school engagement • Increased educational stability for foster and probation youth • Increase in foster and probation youth achievement • Improve school climate • Increase Caregiver engagement • Increased access to social services for participants and families • Increased collaboration with Advocacy and Community Groups • Advocacy for students in the Foster Care or Probation System 	<p><i>Conditions:</i></p> <ul style="list-style-type: none"> • Increased graduation rates of foster and probation youth • Decreased Dropout Rates • Increase foster and probation youth track to graduate (A-G) • Community and partnering facilities engagement • Successful post-secondary transition (College/Career) • Economic benefits to society with student graduation • Civic benefit to society

Assumptions:

- Personal, home, community, and socio-economic issues prevent students from completing their high school education
- Through focused conversations with individuals, school completion rates will change
- The importance of a HS graduation is not known by all participants, family, and other stakeholders
- The importance of attendance is not known by all participants
- The knowledge of college and job opportunities is not known by all participants
- Participants are not aware of legislation in regards to foster and probation Youth

External Factors:

- Culture (home, school, community)
- Socio-Economic Status
- Health
- Environmental Constraints
- Politics
- Logistical Issues
- Child Welfare Agencies/Probation Department

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