



THE LOGIC MODEL

A ROADMAP FOR IMPACT

UNT EDUCATIONAL REACH MOODY GRANT PARTNERSHIP

IMPACT STATEMENT

Helping Students with Experience in Foster Care (SEFC) arrive and thrive in postsecondary education.

THEORETICAL FRAMEWORK

Maslow's Hierarchy of Needs. Tinto's Persistence Theory. Trauma-informed care. Casey Supporting Success - Building Campus Support Programs.

INPUTS

- Grant Funds
- Peer Mentor Model
- Dedicated Staff
- Institutional Knowledge
- SEFC Student Mentors
- UNT Financial Contributions
- In-Kind Support

ACTIVITIES

- Recruit, hire, and train peer mentors
- I:I meetings with SEFC
- Peer mentor information sessions
- SEFC peer mentor outreach
- Create automatic tuition waiver system
- Exploration of THECB statewide data
- Research tuition waiver non-utilization

OUTPUTS

- Baseline retention rates compiled
- Surveys for student success perceptions
- Baseline of campus engagement
- Attendees of campus support initiatives
- Baseline of tuition waiver use
- Number of interviews
- Number of mentors trained
- Number of training sessions
- Number of SEFC served

OUTCOMES

FOUNDATIONAL

- Increase knowledge of campus support
- Increase knowledge of SEFC benefits
- Develop mentor training program
- Increase campus knowledge of SEFC
- More promotion of campus programs
- Engage state on automatic application
- Trained SEFC peer mentors
- Ability to identify waiver non-users
- Develop census date outreach campaign

INTERMEDIATE

- Increase I:I student meetings
- Increase awareness of benefits of engagement with support programs
- Automate SEFC waiver application
- Timely contact with waiver non-users
- Discover why waivers go unclaimed
- Mentors practice best practices of peer mentor model
- Increase participation in campus support programs
- Use new data systems to better educate waiver non-users on benefits

ADVANCED

- Increase retention in higher ed
- Increased tuition waiver utilization
- SEFC mentors are trained and autonomous in support of peers