Welcome!

Icebreaker Question

What's your favorite Oreo flavor? How about the strangest flavor you've tried?

Please enter your answer in the Chat.

Recording & Resources

Sent to your registration email within the next 2 days.

Survey & Certificate of Completion

Available following the training.

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Housekeeping

This presentation is being recorded.

Locate the controls on the toolbar at the bottom of your screen.

Access the presentation slides now! The link can be found in the chat.

When using the chat, please reply to all panelists and attendees (when appropriate and within comfort level).

A brief survey will be available after the training.

A follow-up email will be sent to all participants within 2 days.

Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs
- We support child abuse prevention in California through professional development and extended learning.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

UPCOMING TRAININGS
mark your calendars!

Visit caltrin.org to view the full training calendar and self-paced online training options

10/21 | Changing Face of New Fatherhood: Paternal Perinatal Mental Health

10/26 | Deepening Constituent Engagement

11/03 | Logic Model Development Support Workshop

11/04 | Art & Science of Father Engagement Programming

November Protective Factor of the Month Social & Emotional Competence of Children Webinar 11/08, Workshop 11/22

11/09 | Historical and Racial Trauma

Utilizing Logic Models to Demonstrate Outcome Accountability

Presenters:
Samantha Florey, MA
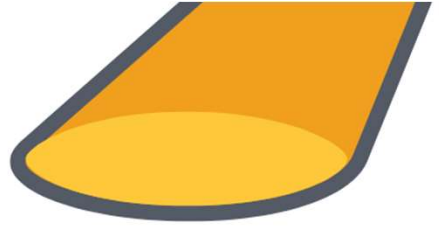Cynthia Smith, PhD
Edi Winkle, MSSW

![CALTRIN California Training Institute logo]

FRIENDS NATIONAL CENTER FOR COMMUNITY-BASED CHILD ABUSE PREVENTION (CBCAP)

Speakers SPOTLIGHT

SAMANTHA FLOREY, MA
Training & Technical
Assistance Coordinator

CYNTHIA SMITH, PHD
Evaluation Specialist & Program
Planning Coordinator

EDI WINKLE, MSSW
Training & Technical Assistance
Coordinator

Learning Objectives

The participant will be able to:

- Describe the purpose of a logic model

- Define the components of a logic model

- Develop a logic model

Comprehensive Prevention Plan (CPP)

The theory of change or logic model which describes the activities and intended outcomes for children, youth, parents, caregivers, and families. The logic model helps to connect the goals of the cross-sector partnership to align with the intent of both the state and federal legislation.

We evaluate because we have an obligation:

- To learn if our services result in the positive changes they are designed to achieve.

- To learn what we are doing that works and what doesn't.

- To adjust and improve services based on data. This is called Continuous Quality Improvement (CQI).

- To tell our story and advocate for our program.
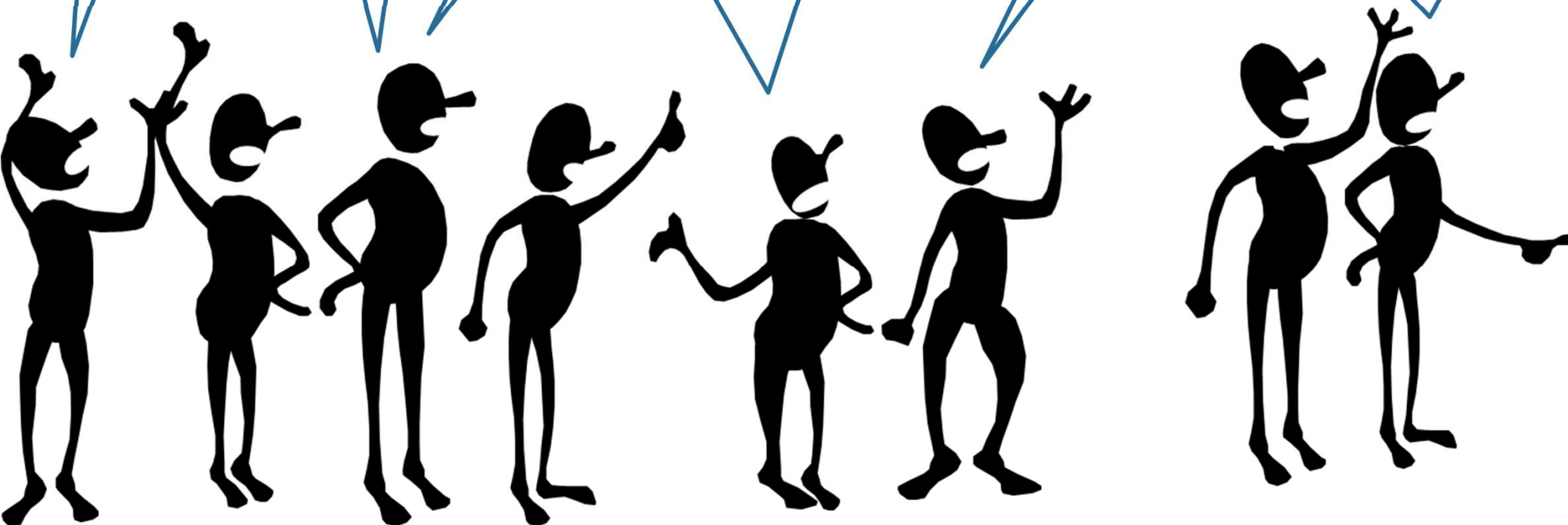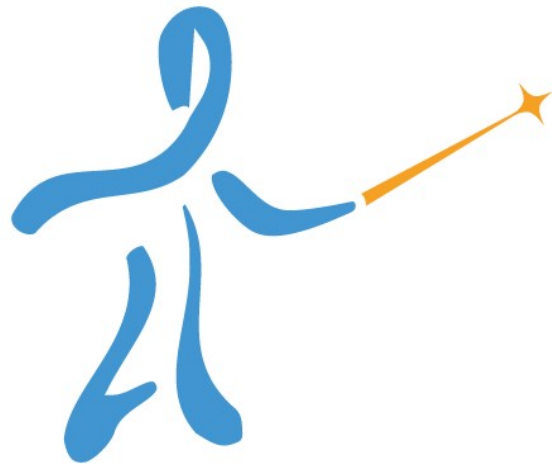
WHY LOGIC MODELS?

It's a template for . . .

- ✦ Planning services
- ✦ Implementing services
- ✦ Evaluating services
- ✦ Reporting
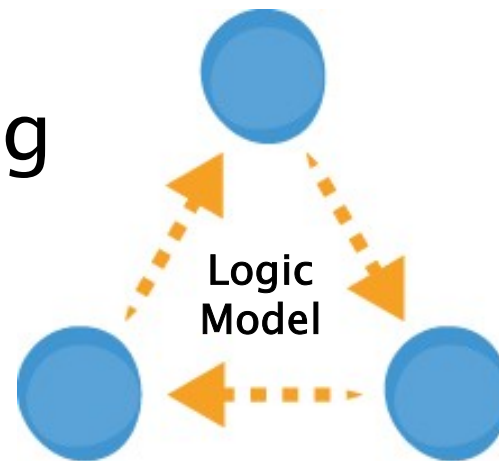
Logic Model

Why Do We Need Logic Models?
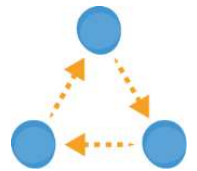
✓ A logic model is an illustration of a thought process.

✓ Developing a logic model ensures critical thinking is applied as services are designed.

✓ It is a document that describes the links between populations served, services, and desired outcomes.

Think of it as a Drawing Board

✓ Logic models should be developed in consultation with program stakeholders including direct service staff, management, and consumers.

✓ The logic model informs service selection, implementation, and evaluation.

✓ Part of the CQI process involves 'going back to the drawing board'. Logic models are living documents that should be revisited and altered as needed.

LOGIC MODEL COMPONENTS

Logic Model Components
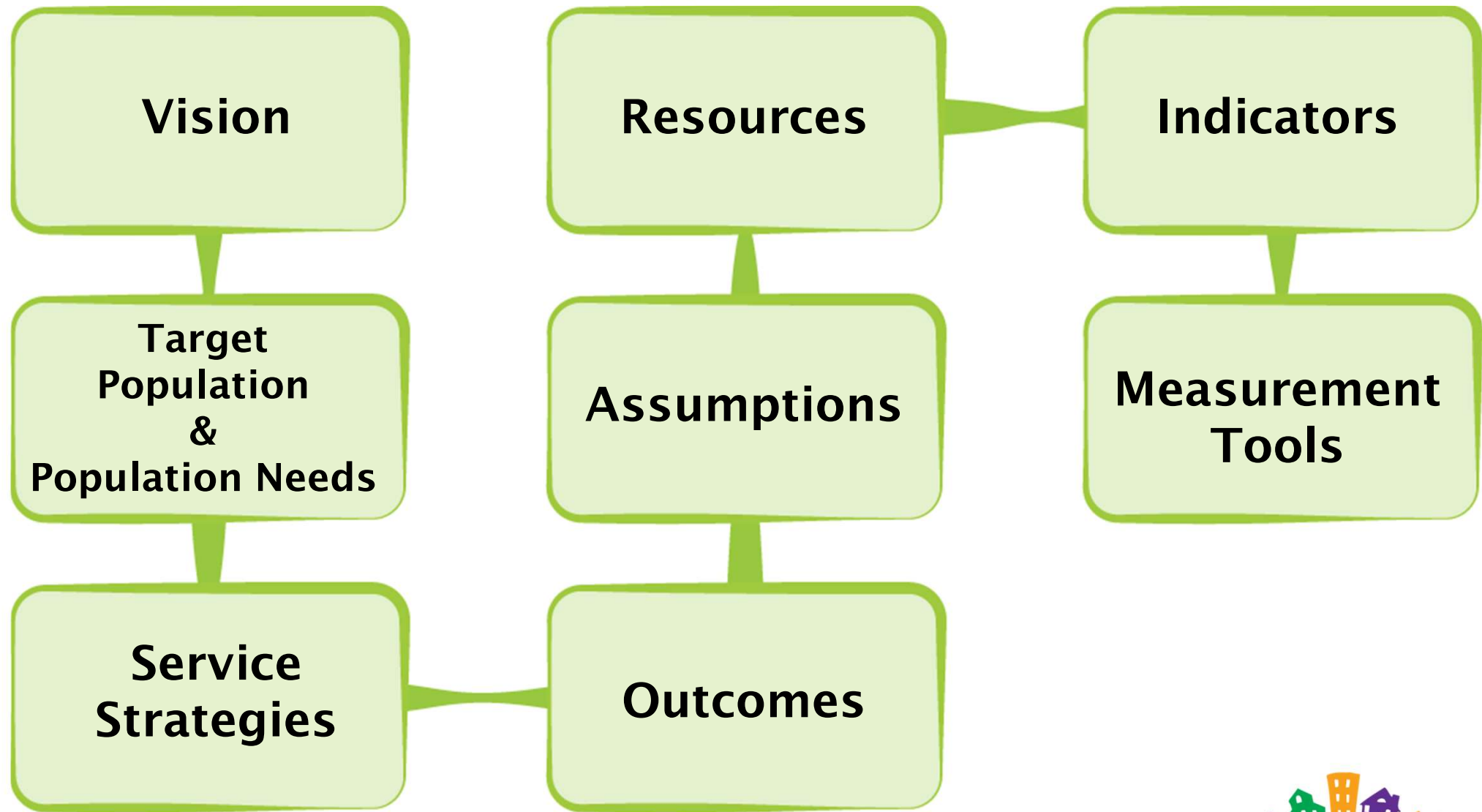
Vision (goal, impact, long-term outcome)

A broad statement of well-being that your program strives to create/contribute to the community. An effective Vision will tell the world what will be different in the lives of our families.

Examples:

- Safe and Healthy Children
- Stable Nurturing Families
- Children Successful in School
- Nurturing Communities that Value Children

Target Group – Population Served

Who are your participants?

What problems are they facing?

What are their demographics?

How do you know?
- Needs assessments
- Focus groups

Identify the Need
your Agency is Trying to Address

There may be many needs, but you probably cannot address them all. Choose carefully what you can do.

What caused the problem?

✓ Before you plan actions to 'fix' something, you need to understand the underlying cause of the trouble.

✓ Services that focus on the troubles and not the cause will lack longer term impact on families' capacity.

Explore the cause(s) of the problem, before planning the solutions.

Logic Model Activity

- Write vision statement

- Identify target population

- What needs are you working to address?

- What do you believe is the cause or causes of the problem?

SERVICES AND ASSUMPTIONS

Assumptions

Services should be based on what is known to be effective.

What assumptions are you making that suggest your services will be successful?

What research or evaluation literature supports your service strategy?

Services (activities, outputs)

Based on the needs assessment of your target population . . .

What services will you provide?

What will they look like?

Services

✓ Twelve 1-hour parenting education sessions using the Safe Homes curriculum.

✓ Providing participant access to concrete materials such as fencing, stair gates, car seats, etc.

Assumptions ▶ Two evaluations of the *Safe Homes* curriculum (Fisher, 2000, Hale & Carter, 2003), each conducted over a 3-year period, found that children of parents who had participated in the program were *50%* less likely to experience preventable injuries than children in comparison groups.

Researching Assumptions

If uncertain of the empirical foundations of your approach, now is the time to stop and investigate what works.

Explore:

- **Child Welfare Information Gateway**

  https://www.childwelfare.gov/topics/preventing/

  California Evidence-Based Clearinghouse for Child Welfare

  http://www.cebc4cw.org

- **Title IV-E Prevention Services Clearinghouse**

  https://preventionservices.acf.hhs.gov/

RESOURCES (INPUTS)

Resources (inputs)

✓ For the services you identify what will be needed to provide them? What do you already have and what do you need?

✓ List supplies, equipment, staff needed to provide the services.

✓ Paper, room space, a chosen curriculum, facilitator training are all considered resources.

Resources: Exploring it Further

When considering resources, two questions might help you drill down:

1. What resources do you already have?

2. What resources do you need?

Logic Model Activity

- Identify Services

- State the assumptions you are making that suggest your services will work

- Identify Resources (what you have—what you need)

OUTCOMES

Outcomes

Movement towards or attainment of a change in attitude, belief, behavior

Participant, not program, focused

What has changed for the people you serve as a direct result of the services you offered?

Envisioning CHANGE

If you conduct your program's activities, and succeed with participants, what do they believe, know, have or do as a result?

What one or two changes do you believe will occur in the lives of your program's participants as a result of your services?

Challenges in Evaluating Outcomes

Claiming responsibility for preventing negative outcomes or things that didn't happen

Showing long-term growth within a short and rigid time-frame

Outcomes

- Short-term

- Intermediate

- Long-term
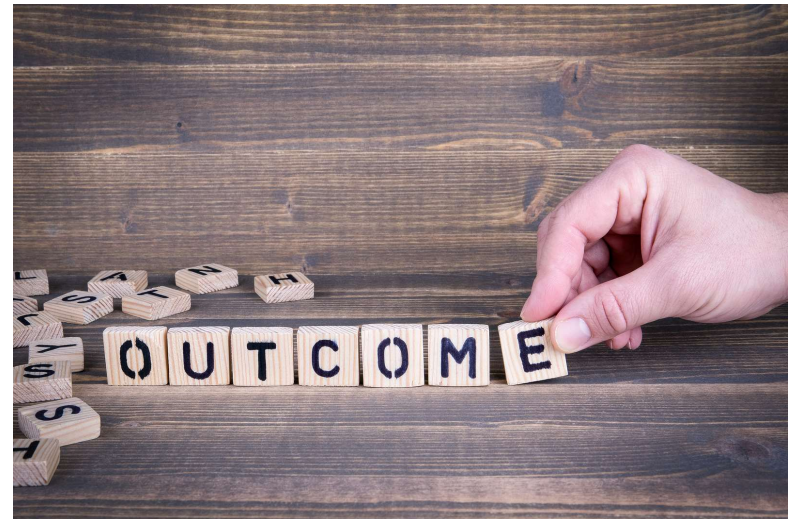
Short-Term Outcomes

Engagement outcomes:

First steps, gaining trust, interest, and involvement

Learning outcomes:

Changes in knowledge, attitudes, beliefs

Intermediate Outcomes

Intermediate (practice)	Moving from learning to action	Practicing and refining new skills	Adopting or changing behaviors
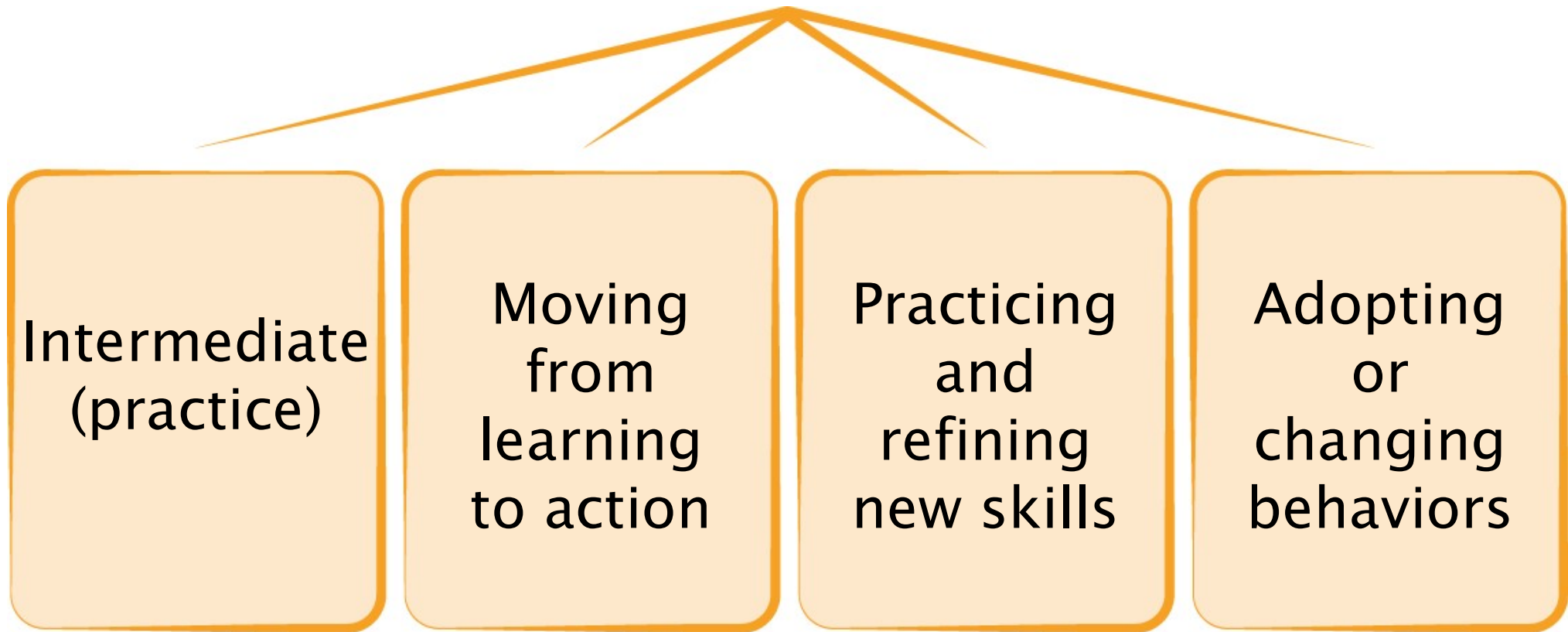
Long-term Outcomes (integration)

When participants have integrated new behaviors into their lives over time

Consistently practicing new skills and behaviors

Formatting Outcomes

Short-term → Participants know how to appropriately supervise their children.

Intermediate → Participants provide appropriate supervision of their children.

Long-term → Participants provide appropriate supervision according to the changing needs of the children as they grow and develop.

INDICATORS

Outcomes Need Indicators

Desired Change → ← **Evidence of Change**

Indicators

✓ Indicators are specific signs needed to track progress

✓ Indicators answer the question:

  – *What would I see or hear that would tell me that the outcome was being achieved?*

  They can spell out what will be measured and can set a level of achievement to attain in **#'s** or **%'s**

Participants Appropriately Manage Child Behavior

★ Participants encourage positive behaviors

★ Participants use words of encouragement to their children

★ Participants consistently enforce their household rules

★ Participants enforce rules without coercion or physical punishment

Indicators or Outcomes?

Participants encourage positive behaviors

- Participants pinpoint the behaviors they want to see
- Participants reinforce appropriate behavior with words and actions
- Participants model appropriate behavior
- Participants look for their children's good behavior

Setting Benchmarks

✓ You may need to identify performance targets (benchmarks) for each indicator.

✓ If possible, set benchmarks based on earlier evaluations.

✓ If you need to set benchmarks before you provide service, consult with peers to set realistic benchmarks and adjust them based on your evaluation findings.

Parents know how to provide a safe home environment for their children.

80% of the participants name 6 features of a child-safe house.

80% of the participants identify at least 6 common household hazards.

80% of participants describe how to eliminate or reduce at least 6 household hazards.

Indicators Can Reference Evaluation Tools

Outcome:

Parents provide a home environment that encourages their child's healthy cognitive development

Indicator:

Parents score at or above the normative range on the HOME (Home Observation Measurement of the Environment)

Logic Model Activity

- Outcomes
- Indicators

Outcomes

Indicators

Measurement

Measurement Tools Test Whether the Indicator was Achieved

Outcome

First time parents improve in nurturing their child

Indicator:

Parent improves on Nurturing Attachment subscale

Measure:

Protective Factors Survey 2
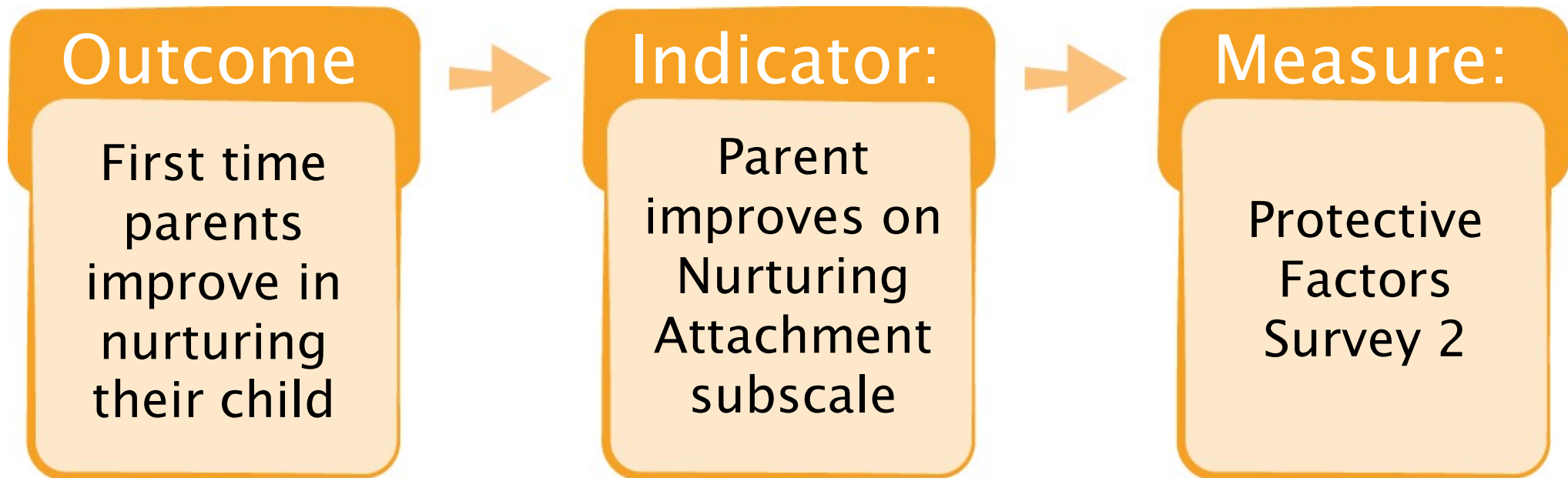
Outcome: Participants foster the social/emotional development of their infants

Indicator: Parents correctly identify their infants verbal and non-verbal cues

Measure: NCAST PCI Feeding and Teaching Scales

LOGIC MODEL ACTIVITIES

LOGIC MODEL Shuffle

The Southside neighborhood has a high incidence of births to teenagers. These babies are disproportionately victims of abuse or neglect. The Southside High School is offering the **Southside Parents Program** for all mothers in the sixth month of pregnancy and the fathers. It provides a classroom-style prenatal and parenting education program in the high school for one hour, twice a week. The program continues through the child's first birthday.

The staff evaluation planning team has been working on a logic model. They have identified outcomes, indicators, services, and resources and have written each item onto its own index card. Alas, the cards have been shuffled. In which category does each card belong?

Logic Model Shuffle—where do they go?

Home Visiting

Services / Activities

- Training on pre-natal development

- Baby and Me nutrition classes

- Weekly play groups for parenting teens and their babies

- Home visiting

Short Term Outcome

Pregnant and parenting teens understanding the importance of pre-natal care.

Intermediate Outcome

Pregnant and parenting teens eat a healthy diet during pregnancy.

Long term Outcome

Parenting teens consistently respond appropriately to their infant's cues.

Indicator: Short Term

90% of parenting teens in the program accurately describe the benefits of pre-natal care.

Indicator: Intermediate

90% of parenting teens eat 5 servings of fresh vegetables and fruit daily.

Indicator: Long term

80% of parenting teens consistently sooth their infants when they expresses distress.

FRIENDS Resources

Evaluation Planning

https://friendsnrc.org/evaluation/evaluation-planning/

Menu of Outcomes and Indicators

https://friendsnrc.org/evaluation/logic-models/menu-of-outcomes-and-indicators/

Compendium of Annotated Measurement Tools

https://friendsnrc.org/evaluation/logic-models/compendium-of-annotated-tools/

Logic Model Builder

https://friendsnrc.org/evaluation/logic-models/logic-model-builder/

FRIENDS Online Learning Center

https://friendsnrcelearning.remote-learner.net/
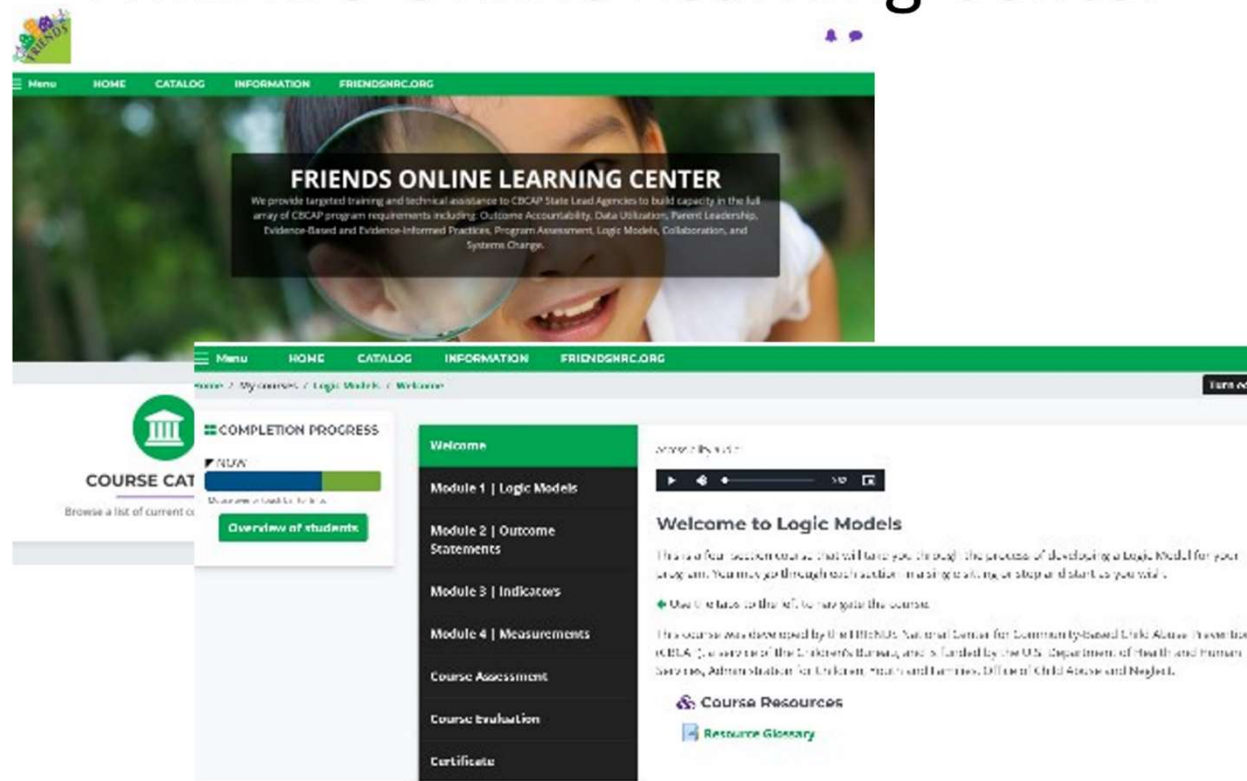
Questions?

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FRIENDS is a service of the Children's Bureau
www.friendsnrc.org

Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now

- Register now for the Logic Model Development Support Workshop!

- We'll send a follow-up email with training resources in the next 2 days

- Watch your inbox for the next issue of CalTrin Connect

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