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While you're waiting...


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## Housekeeping

**Recording**  
This presentation is being recorded.

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

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

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

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## 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

**CALTRIN**  
California Training Institute

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CDC. CalTrin and do not necessarily reflect the views of the California Department of Social Services.



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# UPCOMING TRAININGS


mark your calendars!

Visit [caltrin.org](https://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




11/04 | Art & Science of Father Engagement Programming




10/26 | Deepening Constituent Engagement



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



11/03 | Logic Model Development Support Workshop



11/09 | Historical and Racial Trauma

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## Utilizing Logic Models to Demonstrate Outcome Accountability

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

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# Speakers SPOTLIGHT



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





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## 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



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## 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.



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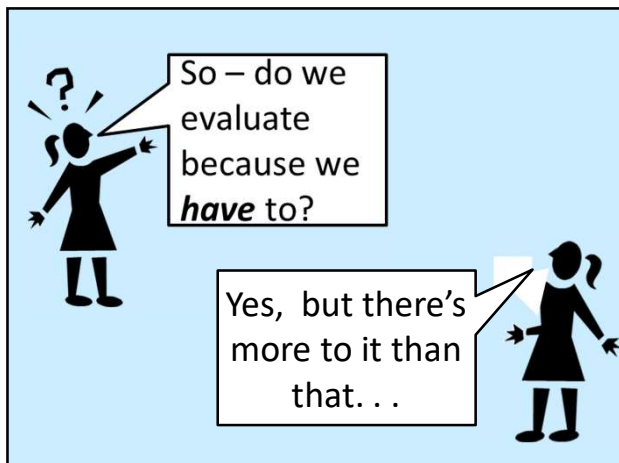
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## We evaluate because we have an obligation:

- 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.



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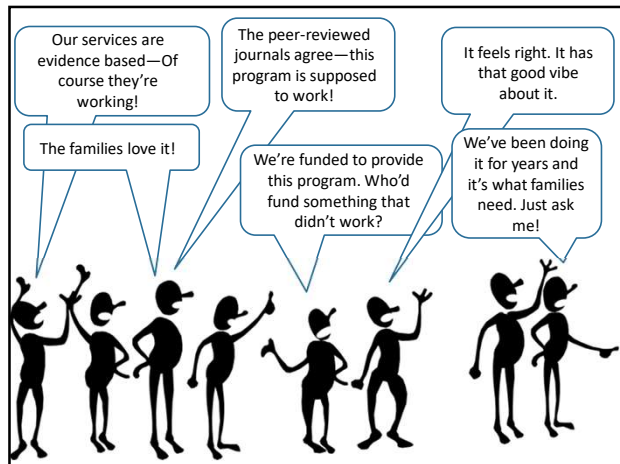
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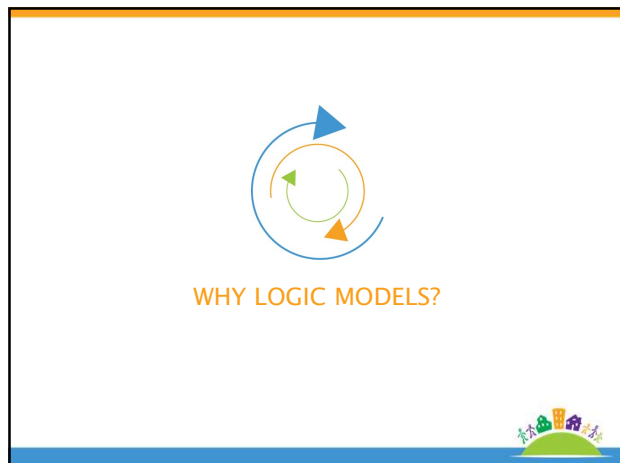
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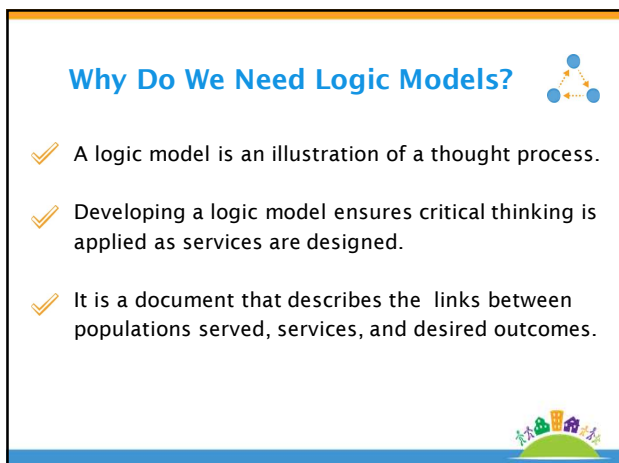
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## Think of it as a Drawing Board

- ✓ 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.



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LOGIC MODEL COMPONENTS



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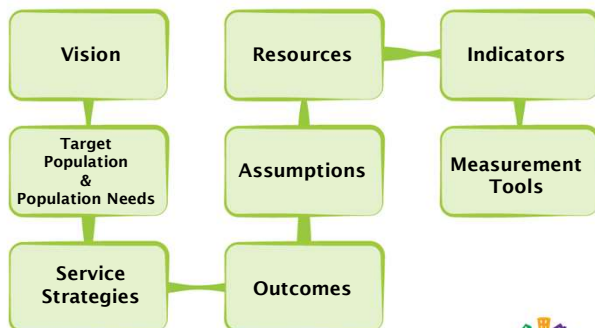
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## Logic Model Components



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## 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



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## 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



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## 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.



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## 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.*



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## 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?



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SERVICES AND ASSUMPTIONS



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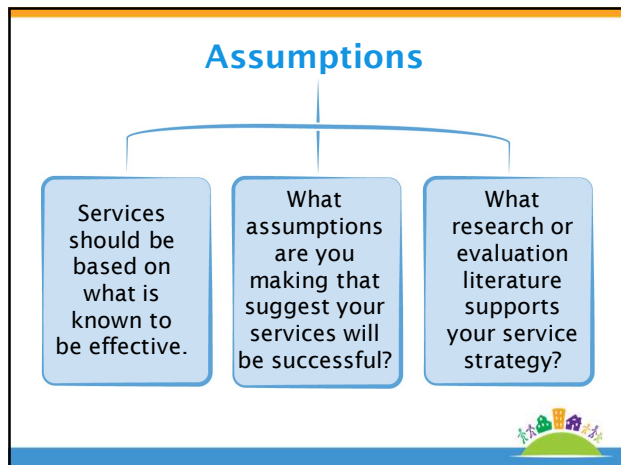
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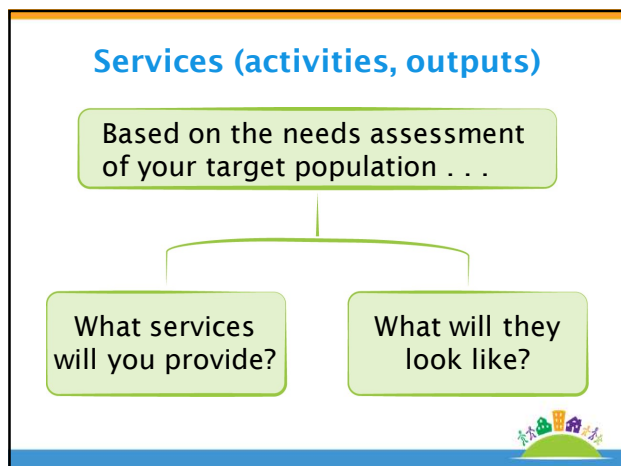
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### Services

- ✓ 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.

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.

**Assumptions**

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## 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/>



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RESOURCES (INPUTS)



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## 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.



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## 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?



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## 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)



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OUTCOMES



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### 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?



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### 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?



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### 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 



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## Outcomes

- Short-term
- Intermediate
- Long-term



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## Short-Term Outcomes



### Engagement outcomes:

First steps, gaining trust, interest, and involvement



### Learning outcomes:

Changes in knowledge, attitudes, beliefs



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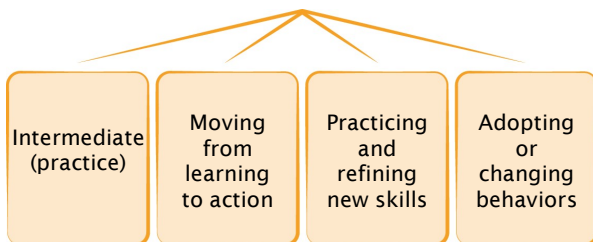
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## Intermediate Outcomes



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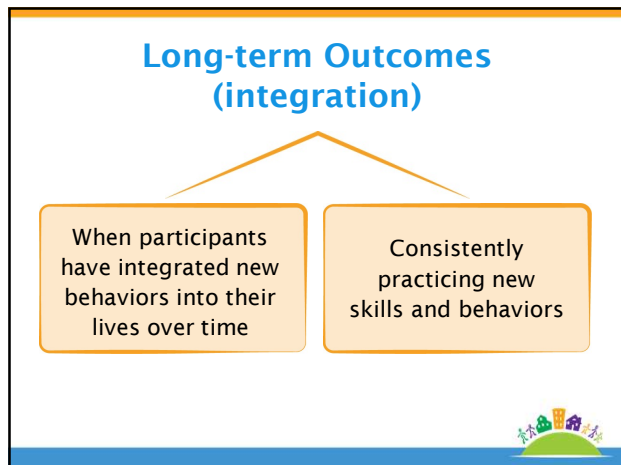
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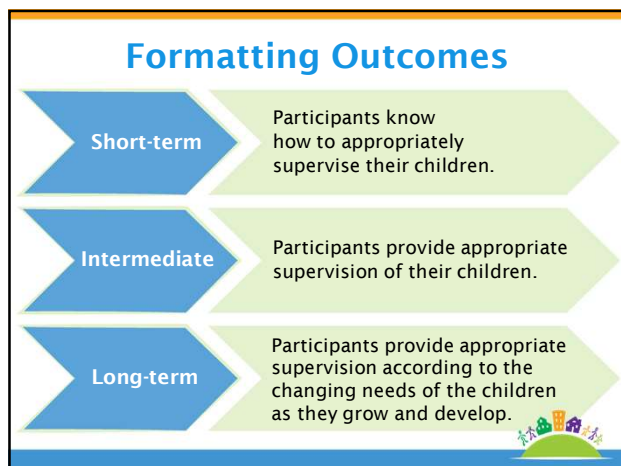
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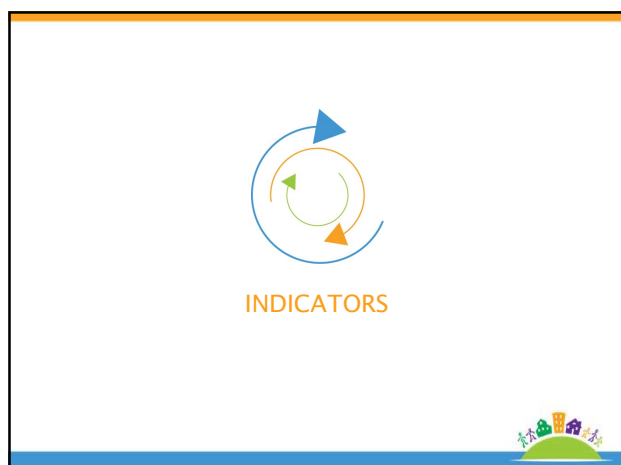
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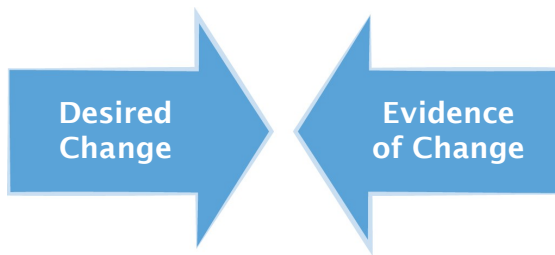
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## Outcomes Need Indicators



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## 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



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## 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



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## 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



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## 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.



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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.



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## 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)



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## Logic Model Activity

- Outcomes
- Indicators



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**Outcomes**

**Indicators**

**Measurement**



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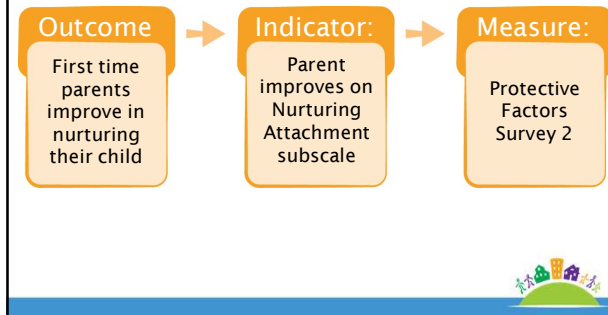
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## Measurement Tools Test Whether the Indicator was Achieved



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**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

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LOGIC MODEL ACTIVITIES

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## 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?



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## 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 soothe their infants when they expresses distress.

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## 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/>



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## FRIENDS Online Learning Center

FRIENDS Online Learning Center



<https://friendsnrcelearning.remote-learner.net/>



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Questions?

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FRIENDS is a service of the Children's Bureau  
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Thanks for joining us!

### WHAT'S NEXT?

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- Register now for the Logic Model Development Support Workshop!
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