

Welcome!

Community Workshop:

Ways to Design a Child Abuse Prevention Program



Welcome & Introductions

The Santa Clara County Child Abuse Council and the Social Services Agency Welcome and Thank you for attending

Presenters:

Jennifer Kelly, OCM

Roshni Shaw, ORE

Rocio Abundis, DFCS



Housekeeping

- ▶ **Community input welcome!**
- ▶ **Bathrooms**
- ▶ **Water Fountain**
- ▶ **Exits**
- ▶ **Turn phones on silent**



Agenda

- ▶ **Purpose of today's workshop**
- ▶ **Introduction to the Program Evaluation Cycle**
- ▶ **Logic Models**
- ▶ **Outcomes**
- ▶ **Surveys**
- ▶ **Evidence Based Practices**
- ▶ **CQI**
- ▶ **Questions & Answers**



Purpose of Today's Workshop

Today's workshop is an opportunity to:

- Think about how to create a child abuse prevention program
- Consider the effectiveness of services and how to make your program meaningful



What won't be covered?

- How to write an RFP
- Endorsements of any particular program
- “Must” dos

The Program Evaluation Cycle

Figure 3: Evaluation Management Cycle

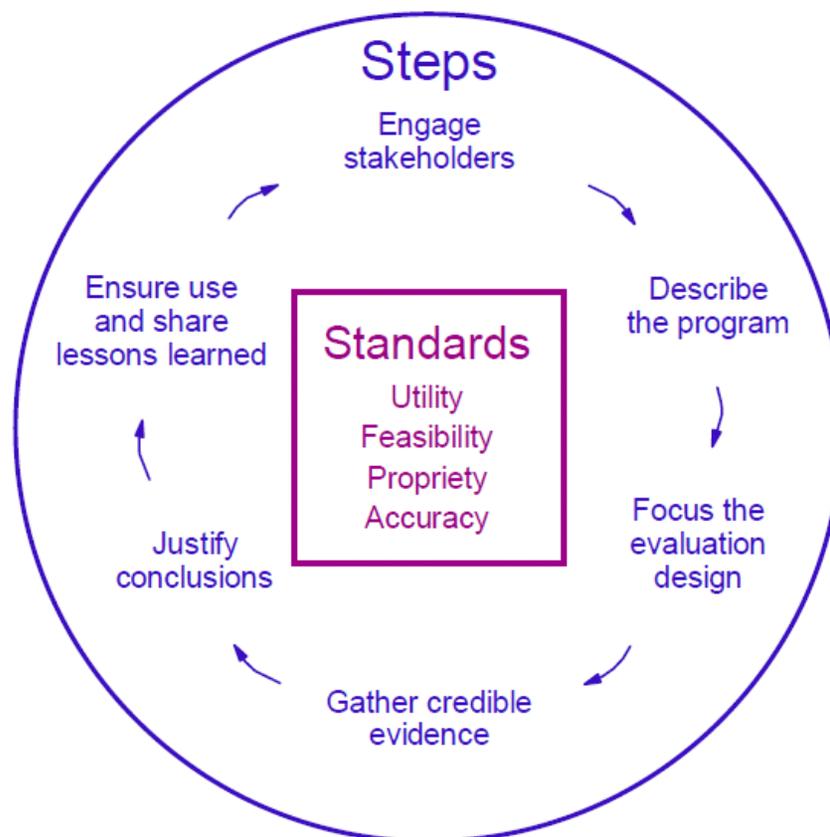


SOURCE: US Department of Health & Human Services, Office of the Assistant Secretary for Planning & Evaluation

<https://aspe.hhs.gov/report/performance-improvement-2007/chapter-iii-program-evaluation-department-health-human-services>

The Program Evaluation Cycle

FIGURE 1. Recommended framework for program evaluation



SOURCE: cdc.gov: Framework for Program Evaluation in Public Health

<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm>

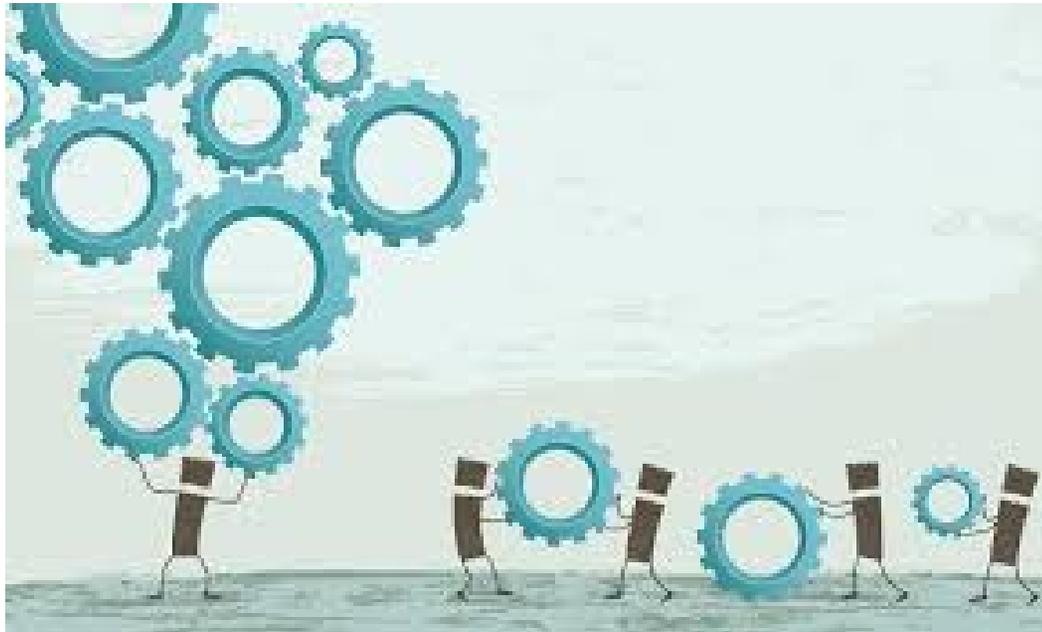
Steps in the Program Evaluation Cycle

- ▶ ***Step 1: Engaging Stakeholders***
- ▶ ***Step 2: Describing the Program***
- ▶ ***Step 3: Focusing the Evaluation Design***
- ▶ ***Step 4: Gathering Credible Evidence***
- ▶ ***Step 5: Justifying Conclusions***
- ▶ ***Step 6: Ensuring Use and Sharing Lessons Learned***

SOURCE: cdc.gov: Framework for Program Evaluation in Public Health

<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm>

Understanding Logic Models



Presented By:
Roshni Shah

Senior Research and Evaluation Specialist
SSA Office of Research and Evaluation

October 2, 2017

Overview

□ Logic Models

- ❖ Logic Models: What? Why?
- ❖ Components of a Logic Model
- ❖ Writing outputs and outcomes

□ Survey 101

□ Questions

Logic Models: What? Why?

- ❑ Logic models are pictures of your program
 - ❖ What you are putting into the program
 - ❖ What you are doing
 - ❖ What you are trying to achieve

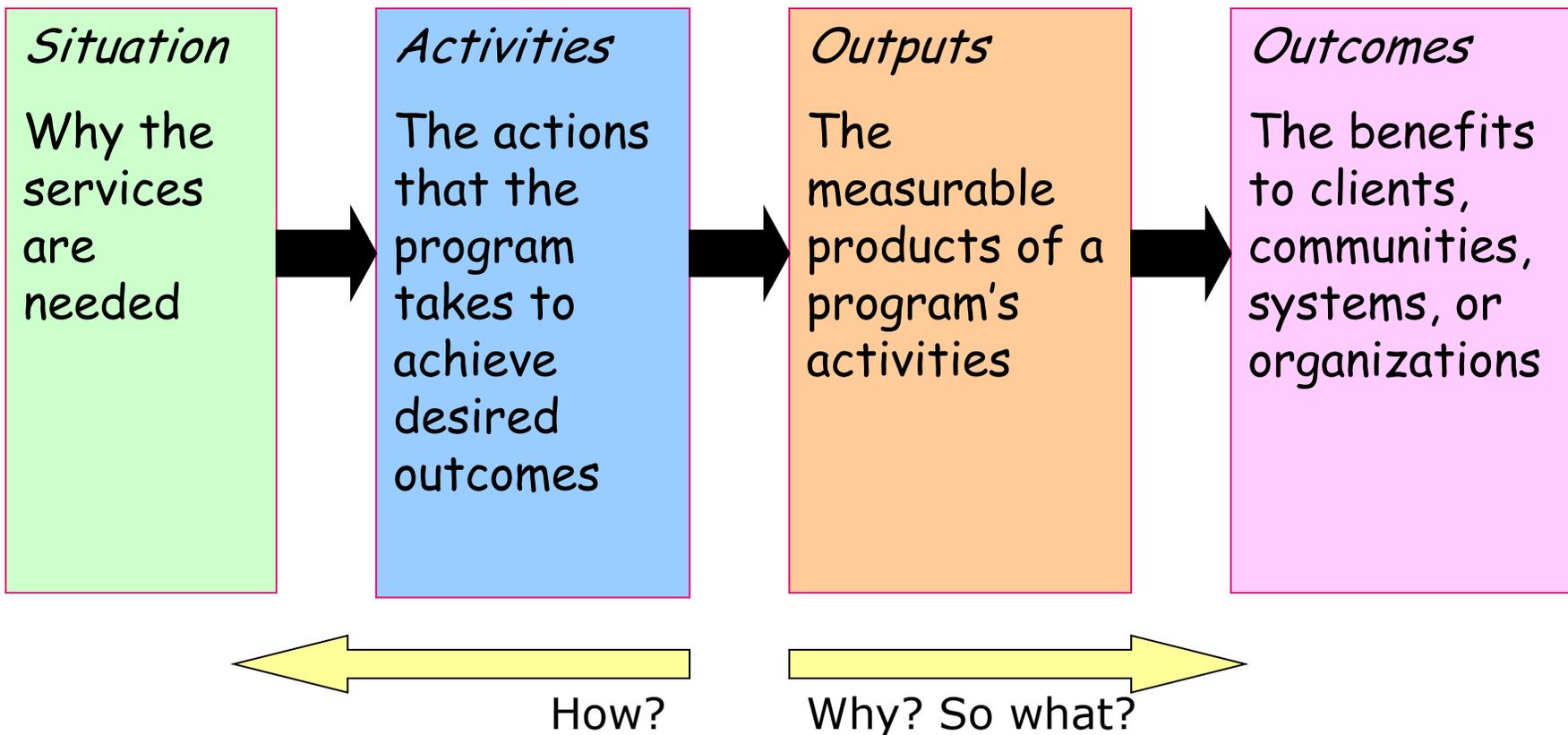
- ❑ Communicates what your program is (and is not) about

- ❑ Helps to show an understanding between your action and your results

- ❑ Forms the basis for evaluation

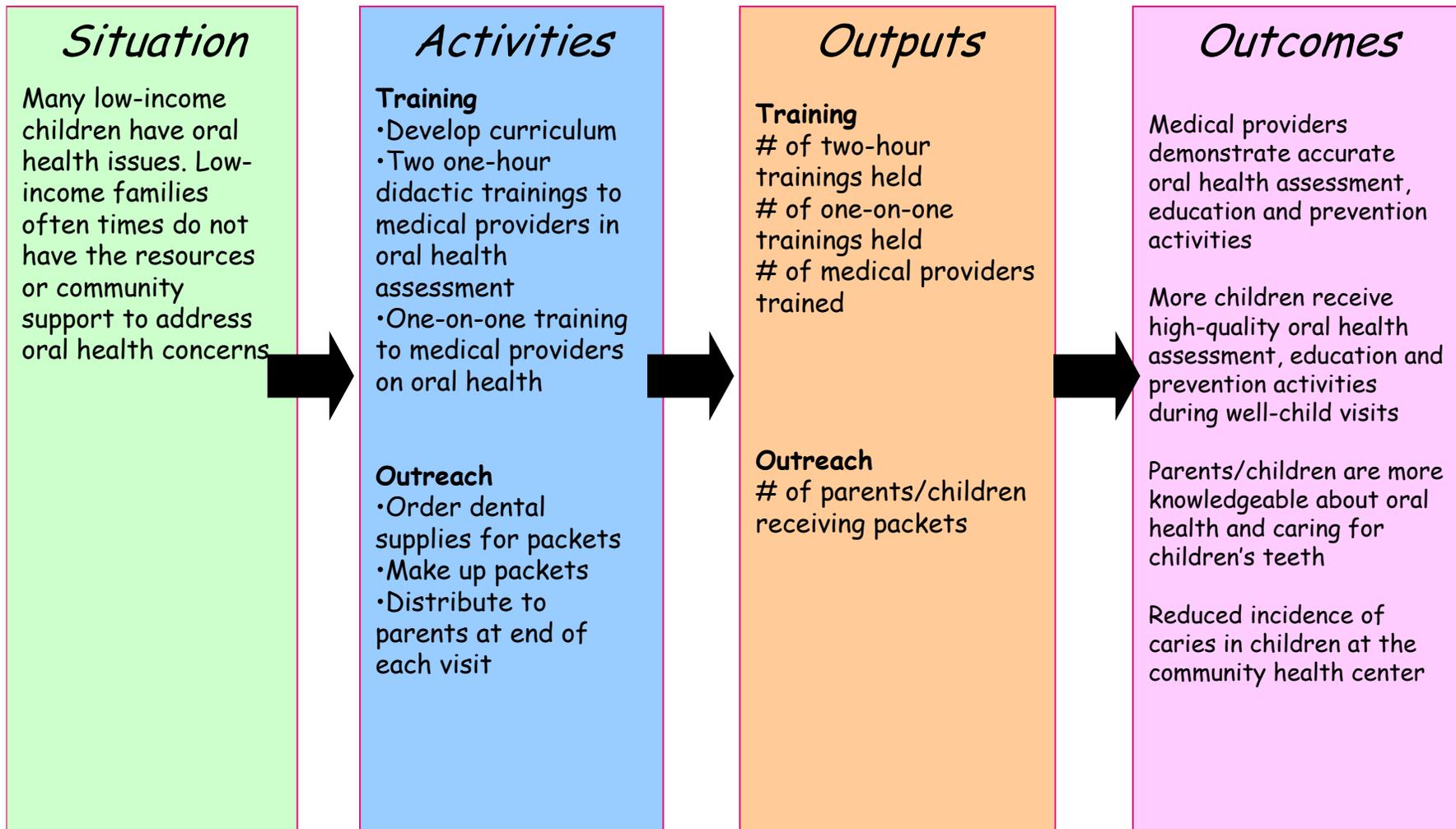
The Logic Model

Program Goal: overall aim or intended impact



Example Logic Model

Program Goal: To improve the oral health of low-income children who receive primary care in a community health center



Logic Model: Components

□ Goal

- ❖ What is the program hoping to achieve?

□ Situation

- ❖ Why are the services needed?
- ❖ What are the specific needs/challenges of the population?

□ Services/Activities

- ❖ How will the program address the needs/challenges of the target population?
- ❖ Includes: specific services, activities, tools, processes, or other interventions that are intentionally employed in order to reach the goal
- ❖ e.g. case management, counseling, transportation, trainings, etc

Logic Model: Components

□ Outputs

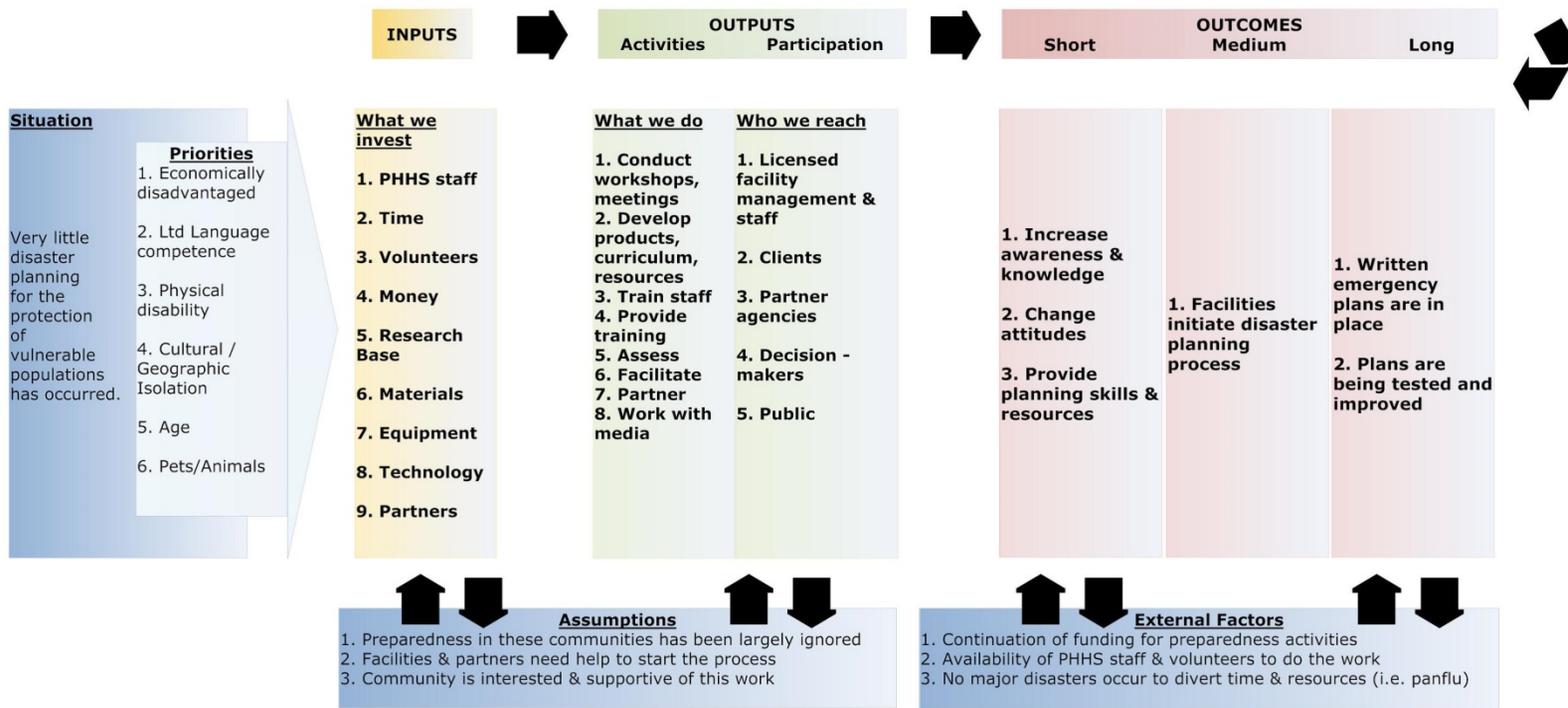
- ❖ Produced by the activities/services
- ❖ Often quantified or qualified in some way
- ❖ Characterize the delivery of activities/services
- ❖ Include: number of services provided in various processes, as well as how well the services are provided to the participants
- ❖ e.g., number of one-hour case management sessions per month

□ Outcomes

- ❖ Measures that assess whether the contract is on the right track to fulfill its goal
- ❖ Reveal the expected impact as a result of the program and are dependent on the information listed in the “Activities/services” and “Outputs” categories
- ❖ Can include specific changes in a variety of domains such as performance, awareness, knowledge, skill, and behavior

Sample Logic Model

St. Louis County Public Health & Human Services CHAAP Improvement Plan Area of Public Health Responsibility - Public Health Preparedness



Evaluation
Focus - Collect Data - Analyze and Interpret - Report

Writing Outputs

What are outputs?

□ These are our:

❖ Activities

❖ Services

□ Describe WHAT we actually do

□ Do not address the impact of the services on clients

Examples of outputs

- ❑ # of clients served
- ❑ # of services provided

- ❑ Some examples:
 - ❖ The number of participants who receive hourly case management sessions

 - ❖ The number of participants who know how to structure the child's environment to facilitate positive behaviors

 - ❖ The number of participants who complete the high school courses necessary to prepare themselves for secondary education

 - ❖ The number of participants who read with their children daily

Writing Outcomes

What are outcomes?

- ❑ Aims to define changes that take place because of an organization's work

- ❑ Describes what change occurred and how much changed occurred over what period of time

- ❑ These are our:
 - ❖ Results
 - ❖ Impacts
 - ❖ Accomplishments

Examples of outcomes

□ Remember: **Time** + Standard + Measure



6 months after the completion of the workshop,

50%

of enrolled youth will apply for a job position.

Examples of outcomes

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Examples of outcomes

□ Remember: Time + Standard + **Measure**

6 months after the completion of the workshop,

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of enrolled youth will apply for a job position.

Some more examples of outcomes

- ❖ 1 year after enrolling in the program, 50% of participants will know the importance of having a mutual support network of friends, family and neighbors.
- ❖ 3 years after enrolling in the program, 80% of participants will show a 1 point increase in their grade point average (GPA).
- ❖ 5 years after enrolling in the program, 75% of participants will provide care that fosters their children's optimal developmental achievement.

Survey 101

- ❑ Outcomes are generally measured using indicators
- ❑ One way to get data on an indicator is by doing a survey
- ❑ Pre & post surveys can help to assess:
 - ❖ The client's skills
 - ❖ Change in the client's attitudes
 - ❖ Change in the client's understanding/knowledge
- ❑ The same survey questions should be administered before and after to eliminate bias



Questions?

Thank you!

Logic Models

The US Department of Health and Human Services has a logic model builder on its Child Welfare Information Gateway.

<https://www.childwelfare.gov/topics/preventing/evaluating/toolkit/>



Indicator & Outcome Resource

The state Office of Child Abuse Prevention (OCAP) has identified the FRIENDS National Center for Community-Based Child Abuse Prevention website below as a resource for indicators and outcomes.

<https://www.friendsnrc.org/evaluation-toolkit/menu-of-outcomes-and-indicators>



Indicator & Outcome Resource

FRIENDS provides lists of indicators and outcomes.

Domains:

- ▶ [Child and Family Health Outcomes](#)
- ▶ [Parenting Skills Outcomes](#)
- ▶ [Child Development Outcomes](#)
- ▶ [Family Relationships Outcomes](#)
- ▶ [Formal and Informal Supports Outcomes](#)

Protective Factors:

- ▶ [Parental Resilience](#)
- ▶ [Concrete Supports For Parents](#)
- ▶ [Social Connections Outcomes](#)
- ▶ [Nurturing and Attachment Outcomes](#)
- ▶ [Knowledge of Parenting and Child and Youth Development](#)
- ▶ [Social/Emotional Competence of Children](#)

Protective Factors Survey

PROTECTIVE FACTORS SURVEY

(Program Information-- For Staff Use Only)

Agency ID _____ Participant ID # _____

1. Date survey completed: ____ / ____ / ____ Pretest Post test

2. How was the survey completed?

- Completed in face to face interview
- Completed by participant with program staff available to explain items as needed
- Completed by participant without program staff present

3. Has the participant had any involvement with Child Protective Services?

- NO
- YES
- NOT SURE

4.a. Date participant began program (complete for pretest) _____ / ____ / ____

4.b. Date participant completed program (complete at post test) _____ / ____ / ____

5. **Type of Services:** Select services that most accurately describe what the participant is receiving.

- Parent Education
- Parent Support Group
- Parent/Child Interaction
- Advocacy (self, community)
- Fatherhood Program
- Planned and/or Crisis Respite
- Homeless/Transitional Housing

Protective Factors Survey

OCAP encourages providers of child abuse prevention services to use the Protective Factors Survey.

- ▶ **What is the Protective Factors Survey (PFS)?**
- ▶ The PFS is a pre-post evaluation tool for use with caregivers receiving child maltreatment prevention services. It is a self-administered survey that measures protective factors in five areas: family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development.

Information is available at:

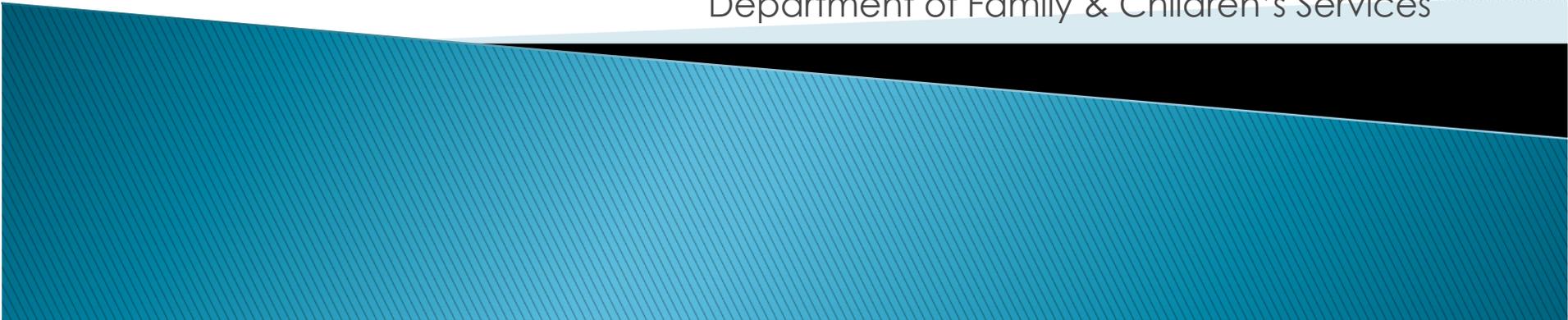
<https://friendsnrc.org/prevention/protective-factors-prevention-activities>

Protective Factor	Definition
Family Functioning/ Resiliency (5 items)	Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.
Social Support (3 items)	Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.
Concrete Support (3 items)	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.
Child Development/ Knowledge of Parenting (5 items)	Understanding and utilizing effective child management techniques and having age-appropriate expectations for children's abilities.
Nurturing and Attachment (4 items)	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.

Evidence Based Practices in Child Welfare

What is it and where do I find?

Presented by: Rocio Abundis, Management Analysis Program Manager III
Department of Family & Children's Services



What is “Evidence Based”?

- ▶ Experimental design, an evaluation where people are assigned randomly into the treatment group (these folks get the program) or a control group (these folks don't). When the program is done, both groups are compared.
- ▶ A Peer review is done on evaluation, and it's often published in peer-reviewed journals.
 - The program is often submitted to a federal agency or another scientific organization that endorses the program as evidence-based.
- ▶ Treatment fidelity, evaluated ensure that program is executed, as close as possible, to the way the program was designed.
 - Important to achieve the demonstrated results of the program.
 - <https://www.youtube.com/watch?v=n0fQxh740Ok>

Source: Cornell University, Evidence-based Living

Why Does Evidence Based Matter?

- ▶ Help design your program
- ▶ Increases the odds that a program will achieve results
- ▶ Can learn from other's experiences – What worked and what didn't
- ▶ Funders likely to fund programs with promise
- ▶ Others?



Pitfalls of Evidence Based Practice

- ▶ One size does not fit all
- ▶ Need to be responsive to the cultural and unique needs of community
- ▶ Other



How does Evidence Influence my Program Design?



Figure. Domains that influence evidence-based decision making. Source: Satterfield JM et al (2). |

SOURCE: *Tools for Implementing an Evidence-Based Approach in Public Health Practice*

Navigate This Article

Julie A. Jacobs, MPH; Ellen Jones, PhD; Barbara A. Gabella, MSPH; Bonnie Spring, PhD; Ross C. Brownson, PhD



[HOME](#) > [TOPICS](#) > [PREVENTING CHILD ABUSE & NEGLECT](#) > [EVIDENCE-BASED PRACTICE](#)

Evidence-Based Practice

Use the following resources to learn more about child abuse prevention programs and strategies supported by scientific research. These resources can help programs choose and implement evidence-based practices that will suit the needs of the families and communities they serve. Resources include State and local examples.

The practices included below have been identified by their developers or an outside group as "evidence-based." Child Welfare Information Gateway and the Children's Bureau do not endorse individual practices or programs or make any claims about the effectiveness of the approaches described. This information is provided as a resource.

[Better Evidence for Decision Makers](#) (PDF - 6,880 KB)

Center for the Study of Social Policy (2016)

Examines flaws with current systems providing access for decision makers, provides information about evidence-based programs, and proposes collaborative and fluid models where programs can adapt to new information and changing circumstances.

[Evidence and Innovation](#)

Youth.gov

Provides interactive tools and other resources to help youth-serving organizations and community partnerships plan, implement, locate, and participate in effective programs for youth. The website includes information on positive youth development, mentoring, transitioning youth, evidence-based programs, and more.

[Evidence-Based Model Crosswalk to Benchmarks: Model Alignment With Benchmark](#)

PDF - 211 KB

Spotlight On

[Evidence-Based and Evidence-Informed Programs: Prevention Program Descriptions Classified by CBCAP Evidence-Based and Evidence-Informed Categories \(PDF - 659 KB\)](#)
FRIENDS National Resource Center for Community-Based Child Abuse Prevention (2009)

[Supporting Evidence-Based Home Visiting](#)
FRIENDS National Resource Center for Community-Based Child Abuse Prevention

[Home Visiting Evidence of Effectiveness \(HomVEE\)](#)
U.S. Department of Health and Human Services

Related Content

[Prevention Evidence-Based Practice Registries](#)
[Child Welfare Practice Improvement](#)

Preventing Child Abuse & Neglect



[ABOUT US](#) [CONTACT](#) [CHAT](#) [RESOURCES IN SPANISH](#)



HOME > TOPICS > PREVENTING CHILD ABUSE & NEGLECT

Preventing Child Abuse & Neglect

Resources on child abuse prevention, protecting children from risk of abuse, and strengthening families. Includes information on supporting families, protective factors, public awareness, community activities, positive parenting, prevention programs, and more. Also access the [National Child Abuse Prevention Month](#) website.

Overview

Understanding child abuse prevention and what to do when children are at risk. Includes frequently asked questions and links to related Federal and national organizations and State contacts that work to prevent child abuse.

Promoting child & family well-being

Information on well-being and ways programs and systems can support it. Includes resources on protective factors, marriage, fatherhood, and parenting.

Public awareness & creating supportive communities

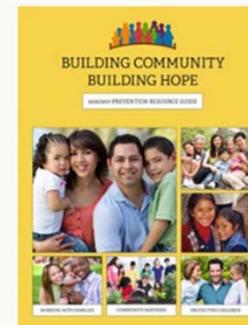
Tools for sharing a child abuse prevention message with your community and building community support.

Prevention programs

Standards for prevention programs, research on what works, information on the role of related professionals, and resources for specific types of programs.

Developing & sustaining prevention programs

Considerations for managing a prevention program, including community needs assessment, collaborating with community partners, family engagement and retention, cultural



(PDF - 9,001 KB)

Selected Preventing Child Abuse & Neglect Resources

- [Prevention Resources from the Information](#)



<https://humanservices.ucdavis.edu>

SEARCH RESULTS

Search results

evidence

FILTER BY TYPE

- [Course \(4\)](#)
- [General info \(6\)](#)

Strengthening Families through Protective Factors

20 015 699 500453 Evidence supports the idea that five protective ... and integrating services to support families Evidence supports the idea that five ... Evidence supports the idea that five protective factors are foundational ...

Motivational Interviewing for Probation

and is considered a best evidence-based practice in many settings around the world ... a best evidence-based practice in many settings around the world ... trials across disciplines and is considered a best evidence-based practice ...

Child and Adolescent Needs and Strengths (CANS) Certification

of individualized service plans, including the application of evidence ... of individualized service plans including the application of evidence ...

Everything You Ever Wanted to Know About Juvenile Probation

applicability to probation Probation Data and CWS/CMS challenges Evidence ... *Evidence-based practices in probation *Interpret acronyms of commonly used terms ... Probation Data and CWS/CMS challenges Evidence-based practices in probation ...

Archived Webinars

and Evidence Tested Practice May 12, 2009 By Penny Knapp This presentation will review evidence-based approaches to screening children for developmental ...

Archived Webinars

concerns arise. Madera uses various evidence based/promising practice tools, ...

Wraparound Institute 2010

strengthening our practice weaving evidence-based programs through Wraparound ...



<https://chronicleofsocialchange.org>



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REPORT - RESEARCH AND RESOURCES - RESEARCH RELATED

Evidence-Based and Promising Practices with Latino Families

July 29, 2014 | Brian Rinker

This report by the California Child Welfare Indicator Project focuses on strategies and practices that meet the specialized cultural needs of Latino families. To read the full report, please click here.

REPORT - RESEARCH AND RESOURCES - RESEARCH RELATED

Collection of Evidence-based Practices for Children and Adolescents with Mental Health Treatment Needs 5th Edition

June 23, 2014 | Brian Rinker

The report summarizes current evidence-based techniques for treating children, including juvenile offenders, with mental health disorders, symptoms and mental health treatment needs. The collection of information is intended for all educators,...

SUBSCRIBER CONTENT

National: Juvenile Justice Systems Reform Promising Practices

May 30, 2017 | Elizabeth Green

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<http://cssr.berkeley.edu/>

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DATA >

RESEARCH >

PRACTICE ✓

- > Culturally responsive assessment
- > Cultural mediator programs
- > Evidence-based parent training
- > Evidence-based child welfare practice models
- > Linguistically responsive services
- > Adoptive/foster parent recruitment
- > Practice strategies with immigrant families
- > Cultural adaptation

POLICY >

LEGAL >

ORGANIZATIONAL >

LPAC MATERIALS >

PRACTICE

The resources in this section present information on innovative and/or evidence-based practice strategies that can be used to facilitate culturally responsive practice with Latino and/or immigrant families.

Please note - References in this section were posted as part of a time-limited project and may not be up to date

A **Summary of Practice Innovations** and an **Annotated Bibliography** of research findings are available here. The categories below provide additional information and links to articles included in the annotated bibliography:

Culturally responsive assessment

Information on unique assessment issues as well as tools for conducting culturally responsive assessments.

Cultural mediator programs

Resources that address the use of lay community members or staff to provide education and outreach to Latino families within their communities.

Evidence-based parent training

Parent training programs that are evidence supported and have been developed or adapted to be culturally responsive for Latino families.

Evidence-based child welfare practice models

Child welfare practice models that are based on empirically supported practices, with an emphasis on those that have demonstrated promise in improving outcomes for Latino children and families.

Linguistically responsive services

Issues associated with the provision of linguistically responsive services and strategies to facilitate linguistically responsive services.

Adoptive/foster parent recruitment

Information and research findings on adoptive and/or foster parent recruitment strategies targeted to the Latino community.

Practice strategies with immigrant families

Information and practice toolkits/guidelines that specifically address the unique needs of immigrant children and families.

Cultural adaptation

Resources and guidelines for adapting materials and/or programs to ensure cultural responsiveness.



Outcomes

Office of Child Abuse Prevention:

<http://www.cdss.ca.gov/Child-Abuse-Prevention>

Center for Study of Social Policy:

<https://www.cssp.org/young-children-their-families/strengtheningfamilies/about>



Funding Sources

<http://www.cdss.ca.gov/Child-Abuse-Prevention>

http://www.childsworld.ca.gov/res/OCAP/CAPIT_FactSheet.pdf

<http://www.childsworld.ca.gov/res/OCAP/CCTFactSheet.pdf>

http://www.childsworld.ca.gov/res/OCAP/CBCAP_FactSheet.pdf

<http://everychildmatters.org/>

Evidence Based Practice Clearinghouses

Clearinghouses compile and review various practices. There are many clearinghouse available online.

Examples

The California Evidence Based Clearinghouse for Child Welfare: <http://www.cebc4cw.org/>

Pew Results First Clearinghouse Database:

<http://www.pewtrusts.org/en/multimedia/data-visualizations/2015/results-first-clearinghouse-database>

What Works: <https://ies.ed.gov/ncee/wwc/>

EBPs and the Program Evaluation Cycle

Implementing Evidence-Based Programs



Where
are you?



Selecting
Programs



Implementing
& Adapting



Monitoring
& Evaluating



Innovating

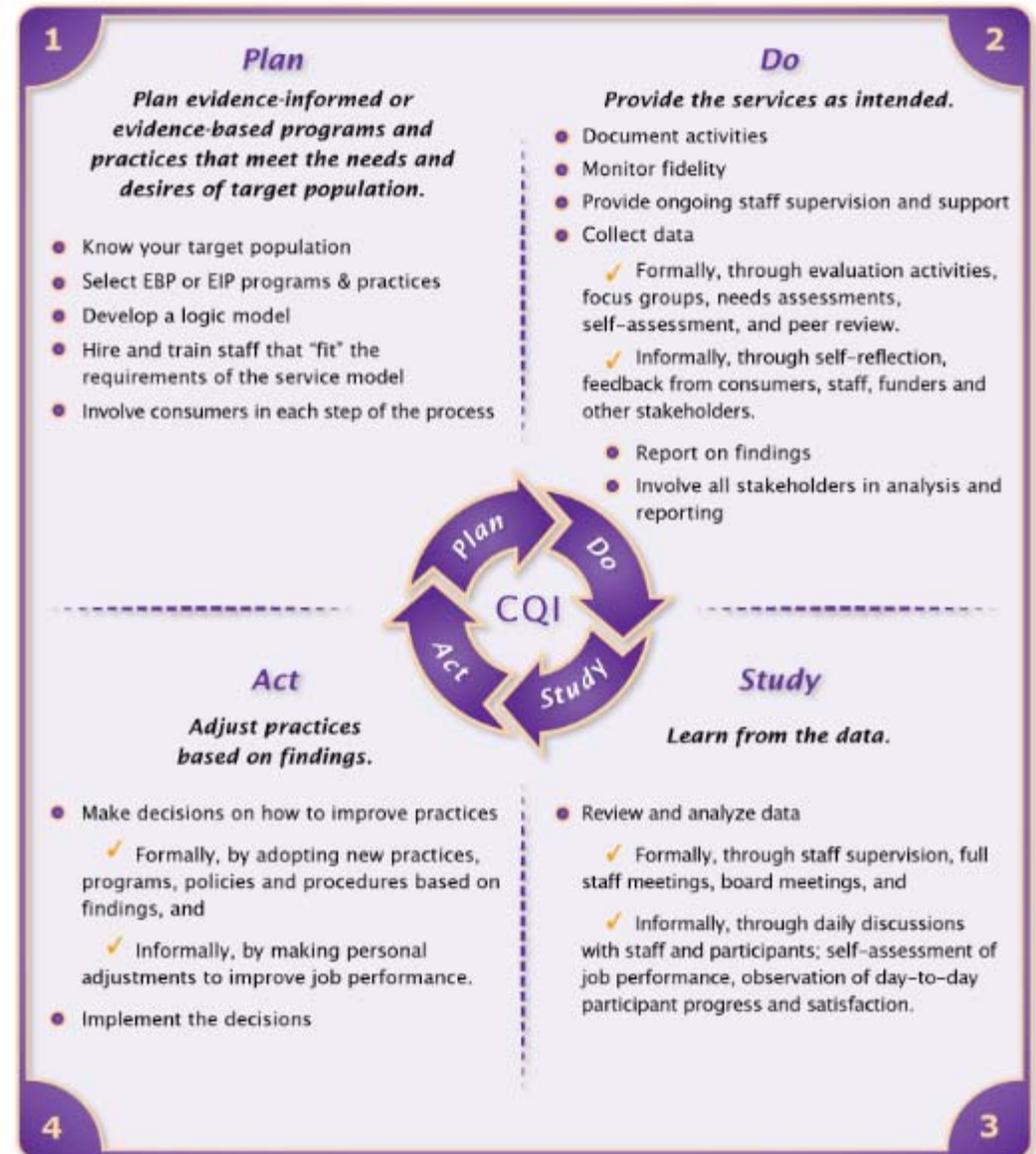
SOURCE: youth.gov

Continuous Quality Improvement

Continuous Quality Improvement (CQI) is a process to ensure programs are systematically and intentionally improving services and increasing positive outcomes for the families they serve. CQI is a cyclical, data-driven process; it is proactive, not reactive.

(Source: FRIENDS website

<https://friendsnrc.org/continuous-quality-improvement>)



Resources

US Department of Health & Human Services Child Welfare Gateway:

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

Family Resource Information, Education, and Network Development Service (FRIENDS)

<https://www.friendsnrc.org/>

Questions & Answers



THANK YOU
FOR
ATTENDING

