

# **Managing for Outcomes in Child Welfare**

## **Trainer's Manual**

Volume I



Developed by:

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# Module 1: Welcome and Introductions

## Time

Approximately 20 minutes

## Rationale

In order to derive maximum benefit from the workshop, each participant should be introduced to the instructors and other participants and be familiar with the workshop's goals, agenda and handouts.

## Learning Objectives

When this module is complete, the participant should be able to:

- Explain the goals of the workshop
- Understand the workshop agenda and the organization of the handouts
- Understand his/her expected role in the training
- Identify his/her desired outcomes for the training

## Activities

- Welcome and introductions (5 minutes)
- Walkthrough the agenda, goals and handouts (5 minutes)
- Exercise: Determine what each of the participants wants to get out of the workshop (10 minutes)

## Materials

Sample handouts and overheads

- Workshop Agenda (1.1)
- Workshop Goals (1.2)
- Workshop handouts containing copies of all overheads

The trainer may want to make overheads/handouts of the learning objectives for each module.

The numbers following the name of a handout or overhead refer to the number of the handout or overhead not to a page number. The handout/overhead number is found on the top right hand corner of each document; the page number is on the right lower corner. For example, Workshop Agenda (1.1), the first sample handout and overhead in chapter one, is found on page 1.4

## **Advance Preparation**

Identify with the state/county sponsor the mix and level of participants (administrators, managers, providers).

Determine the group's familiarity with outcomes based management, the sponsor's desired outcomes for the workshop and suggested ways to achieve those outcomes.

Gather state/county specific outcomes, measures or issues that the sponsor wants to see incorporated into the session.

Determine local terminology/definitions for key words, such as titles, goals, outcomes etc.

Prepare workshop workbook for each participant.

Make sure flip chart, markers, newsprint pad, overheads and overhead projector are in the room.

## **Glossary of Terms**

## **Bibliography and Suggested Reading**

## **Trainer's Instructions**

1. Begin the session by welcoming the group, introducing him/herself and other presenters, highlighting the goals of the workshop and reviewing the agenda for the workshop. Use the Workshop Agenda (1.1) and Goals of the Workshop (1.2) overheads and handouts.

2. Highlight the purpose and learning objectives of this module using the following as your guide:

*The purpose of this module is to help you understand the goals, timing and training materials for the workshop. When this module is complete, you should be able to:*

- *Explain the goals of the workshop*
- *Understand the workshop agenda and the organization of the handouts*
- *Understand your expected role in the training*
- *Identify your desired outcomes for the training*

3. Review the handouts, using one module as a sample of the materials included.

4. Ask each participant to introduce himself/herself and to state his/her desired outcomes for the workshop. Record each participant's desired outcome(s) on a flip chart.

5. Ask for and address questions. Mention that questions and comments are welcome anytime during the workshop.

6. Introduce the next module, *What are Child Welfare Outcomes? Why are They Important to Me? To the Agency? To Children and Families?* by stating that managing toward outcomes is not only required by the federal government, it's just good management.

Notes in italics are talking points, comments that the trainer may make directly to the participants or use to form the basis of his/her presentation.

In preparation for upcoming exercises, the trainer may find it useful to divide the large group into smaller groups of 3-4 people at this point.

## **Managing for Outcomes in Child Welfare Agenda**

Welcome and Introductions

Time: 20 minutes

What are Child Welfare Outcomes? Why are They Important to Me? To the Agency? To Children and Families?

Time: 40 minutes

Using Visual Displays to Plan, Manage and Evaluate a Child Welfare Program

Time: 30 minutes

Break

Time: 15 minutes

So...How Does this Really Work? Developing a Logic Model for A Program, Practice or System

Time: 1 hour and 45 minutes

Lunch

Time: 60 minutes

So... How Does this Really Work? Developing a Logic Model for A Program, Practice or System (con't)

Time: 1 hour and 15 minutes

Break

Time: 15 minutes

What Happens Next?

Time: 60 minutes

Wrap-up and Evaluation

Time: 15 minutes

## **Managing for Outcomes in Child Welfare**

### **Goals of the Workshop**

The goals of the workshop are:

- To increase your familiarity with the concept of outcomes based management in Child Welfare
- To understand how outcomes can promote the goals of safety, permanency and well being for children and families, including implementing related program, practice and systems changes
- To understand how to build work plans that contribute to achievement of the outcomes, using Logic Models as a program planning tool
- To have the opportunity to create a work plan using the Logic Model to visually display key elements of that plan

# **Module 2: What are Child Welfare Outcomes? Why are They Important to Me? To the Agency? To Children and Families?**

## **Time**

Approximately 40 minutes

## **Rationale**

Federal requirements such as the Adoptions and Safe Families Act reinforce a national commitment to and growing emphasis in child welfare on what is being achieved versus what is being done. Participants need an understanding of the driving forces behind the emphasis on goals, outcomes and measures, a review of the Federal and their state/county goals, outcomes and measures and a common understanding of the terminology.

## **Learning Objectives**

When this module is complete, the participant should be able to:

- Define the key components and vocabulary associated with performance measurement, including goals, outcomes and indicators
- Use a common vocabulary when speaking of goals, outcomes and indicators
- Explain child welfare goals, outcomes and measures as defined by the U.S. DHHS, Children's Bureau and his/her state/county
- Understand that outcomes and related measures can be made to work for more than just required federal reporting
- Identify current and needed changes in practice and systems to promote achievement of outcomes

## Activities

- Exercise: Define goal, outcome and indicator (5 minutes)
- Present the Performance Measurement Glossary (5 minutes)
- Exercise: Negotiate and agree on a performance measurement vocabulary (5 minutes)
- Review ASFA Goals, the Final List of Federal Outcomes and Measures and the Child and Family Services (CFS) review criteria (5 minutes)
- Exercise: Review state/county outcomes and measures (15 minutes)
- Present the ‘Why Child Welfare Outcomes?’ Material (5 minutes)

## Glossary of Terms

*Data Source:* Locations from which facts and figures supporting conclusions may be drawn.

*Goal:* Expression of direction or priority.

*Indicator:* Evidence of achievement or non-achievement of any outcome.

*Outcome:* Consequence or result of actions or a set of actions.

## Materials

- Performance Measurement Glossary (2.1)

Your preliminary discussion with the state/county sponsor will let you know if you need to spend time negotiating a performance vocabulary. If the terminology use is very diverse, it may take far longer than 5 minutes to reach agreement.

Another definition of a goal is ‘a dream with a deadline’.  
Source: Bumper sticker

- ASFA Goals (2.2)
- Comparison of the **Final List of Child Welfare Outcomes and Measures** – August, 1999 – and the Review Performance Measures – January, 2000 (2.3)
- **Systemic Factors** – January, 2000 (2.4)
- State/County Goal, Outcomes and Indicators (provided by sponsor)
- Why Child Welfare Outcomes? (2.5)

### **Advance Preparation**

Gather the state/county's outcomes and measures, determine how familiar the participants will be with the material and prepare the trainer's instructions and materials for that section of this module. One of the materials will be the state/county's goals, outcomes and measures written on individual note cards, one goal, outcome and measure per card.

Make sure flip chart, markers, newsprint pad, overheads and overhead projector are in the room.

### **Bibliography and Suggested Reading**

Federal Register/Vol. 64, No. 161/Friday, August 20, 1999/Notices

Federal Register/Vol. 65, No. 16/Tuesday, January 25, 2000, Rules and Regulations

### **Trainer's Instructions**

1. Introduce the module by presenting the purpose and objectives using the following as a guideline:

Obtain sample county/state goals from the state sponsor prior to the training.

*This module gives you some understanding of what outcomes and related performance measures are and why they are important to you. When this module is complete, you should be able to:*

- *Define key terms, including goals, outcomes and indicators*
- *Use a common vocabulary when speaking of goals, outcomes and indicators*
- *Explain child welfare outcomes and measures as defined by the federal government and state/county*
- *Define the state/county's outcomes and measures*
- *Understand that outcome performance measures can be made to work for more than just required federal reporting*

2. Begin the module using the following as a guide:

*Let's start off with a fundamental principle, which is that measuring performance toward achievement of outcomes is a basic management responsibility, part of a continuous quality improvement process. This is true for businesses, governments and child welfare. Does anyone disagree with that statement?*

*In child welfare the primary reason that we measure performance is to collect information that lets us know how we are doing toward achieving agreed upon goals and outcomes, make corrections or alter practice if needed and thus improve services to children and families. To effec-*

*tively measure performance, whether at work or in your personal life, you need to know what the ultimate aim, what the expected results will be and how you'll know when you get there.*

3. Launch the first exercise by asking each small group to spend 2 minutes defining the terms 'goal', 'outcome' and 'indicator'. At the end of 2 minutes have one group share its definition of the term 'goal'. Record on a flipchart. Ask if any more words need to be added to the definition. Repeat the process for the terms 'outcome' and 'indicator'.
4. Ask participants to find handout 2.1, the Performance Measurement Glossary. Compare the definitions with those generated by the small groups, highlighting the following if necessary:

*Over the next few minutes, we are going to learn and practice a common vocabulary so when we talk about goals, indicators, outcomes and data sources we have a clear understanding of what the terms mean. Let's quickly walk through each of these terms starting with goal.*

*Goals are an expression of direction or priority. They are value laden, reflecting what you care deeply about. Goals are always in front of you; you work toward them. We have an example of a goal here...Keep children safe in their own homes.*

*Outcomes are the result of actions; they help answer the question ..what are we trying to accomplish here? They are measurable, tangible, time-specific. An example of an*

*outcome related to safety is reduced neglect of children known to the child welfare system. You use your outcomes to help you organize your resources...people, dollars and time.*

*If outcomes result from actions or sets of actions, indicators help us determine if we are hitting the target. They measure achievement or non-achievement of outcomes by looking at extent, quality, quantity. They compare, can be historical and usually have a numerical component somewhere. Sticking with our example here, an indicator might be percent decrease in abuse/neglect during a specified period when compared to a previous period.*

5. Move into the next activity, which is to obtain agreement of the use of the terms. Continue the discussion:

*The definitions of goal, outcome and measure that we just went through are the federal definitions of these terms. Our experience tells us that these terms may have different meanings in different locations. For example, some folks use goal and objectives instead of goal and outcome; other folks use mission statement as we were using goal. There is no right or wrong use of terms here; the aim is clarity in communication. As we progress through our time together its critical that we have and use a common vocabulary so let's spend a few minutes confirming how you define and use each of the words.*

6. Clarify and obtain agreement on the use of the words by looking at the sample goals, outcomes and indicators that

the state/ sponsor provided. Write the final definitions on a flipchart and refer to it through out the remainder of the session if terminology becomes cloudy.

2. Transition into the discussion of ASFA Goals using overhead 2.2.

*Now that we have a basic understanding of terms, lets look for a minute at The Adoption and Safe Families Act of 1997, also known as ASFA. ASFA established 3 broad goals for children and families served by the child welfare system: safety, permanency, and child and family well being. ASFA also requires the development of a set of outcome measures to assess the performance of states in operating their child protection and child welfare programs.*

*The Final Rule, published by HHS on January 25, 2000, established new approaches to monitoring state child welfare programs under ASFA. It addresses the Child and Family Services (CFS) reviews and the Title IV-E eligibility review. The new reviews focus on outcomes for children and families, rather than on the accuracy and completeness of the case files in isolation*

3. Reference the ‘Comparison of the **Final List of Child Welfare Outcomes and Measures** – August, 1999 – and the **Review Performance Measures** – January’ overhead and handout (2.3) and continue:

*Handout 2.3 presents the list of child welfare outcomes and measures as published August, 1999 in the Federal Register and the Review Performance Measures – January, 2000.*

*These outcomes and measures focus on safety, permanency and child and family well being. These measures will be the basis for the Children's Bureau reports to Congress on how states are doing meeting the goals and objectives of the child welfare system and state by state reviews. These Federal reviews have been revised to reflect the increased emphasis on outcomes and performance measures. The Final Rule, published by HHS on January 25, 2000, established new approaches to monitoring state child welfare programs under ASFA. It addresses the Child and Family Services (CFS) review and the Title IV-E eligibility review. The new reviews focus on outcomes for children and families, rather than on the accuracy and completeness of the case files in isolation.*

4. Ask if participants are familiar with these outcomes and measures. If so, highlight one or two of the outcomes by mentioning the outcome and related measure. If participants are not familiar with outcomes, walk quickly through the overhead.
5. Put up over head 2.4, Systemic Factors, and continue:

*The Final Rule, published by HHS on January 25, 2000, also lists systemic factors that the feds will look at during the upcoming child and family reviews. These factors are:*

1. *Information System Capacity*
2. *Case Review System*
3. *Quality Assurance*
4. *Staff and Provider Training*
5. *Service Array*
6. *Agency Responsiveness to the Community*
7. *Foster and Adoptive Parent Licensing, Recruitment and Retention*

6. Transition into the exercise to brainstorm the state/county's goals, measures and outcomes. Explain that this exercise will provide an opportunity to move from a national perspective to a local one and will focus on the state/county's child welfare goals, outcomes and measures. Ask participants to go into their small groups. Distribute the cards with the state/county's goals, outcomes and measures statements written on them. Ask the groups to organize the materials into goals, outcomes and measures statements. After 5 minutes reconvene the large group and ask one group to present the statements they thought were goal statements. Ask the other groups to comment based on their discussions. Repeat for the process for outcomes and then acknowledge that the remaining cards are measures.
7. Ask participants to go into their small groups and have them organize the cards into goal statements with related outcomes and measures. After 5 minutes reconvene the large group and ask one group to present how they organized the materials. Ask the other groups to comment based on their discussions. Wrap up the exercise by distributing the state/county outcome and measure materials.
8. Begin to wrap-up the module using the 'Why Child Welfare Outcomes?' overhead and handout (2.5) and the following as a guide:

*We're in this room discussing outcomes and measures primarily because of a process launched by Federal requirements and expectations. The federal focus on achieving the goals of safety, permanency and well being for each child and family is a driving force in the discussion of outcomes and measures.*

*However, these federal requirements are in concert with a broader national commitment to and growing emphasis on what is being achieved versus what is being done. One of the most important aspects of measuring outcomes is that since you have to do it, you might as well make it work for you —if we're spending all of this time and money and doing all of this work, we want to be sure that we achieve some improvements in services for children and families.*

*Setting goals and priorities helps us understand what is most important and where we are heading, create a common vision and explain that vision to stakeholders. Making work plans to support the achievement of the goals and priorities helps organize the work and identify who is expected to do what by when. Planning also is key to assuring that we avoid duplicative or conflicting activities. We're going to spend a lot of time today working with tools that assist us in goal and priority setting as well as work planning.*

*Evaluating results helps us answer questions such as does it work? If not, why not? Are certain activities more effective than others in moving us toward our desired outcomes? Here is a key message for you to take away from our time together – evaluation is designed to inform and educate us, not cast blame.*

*Looking at outcomes helps us make day to day decisions about the work we do and the people who do it. Decisions such as— does our practice serve the client mix we are seeing today?*

*So outcome based management is here; it's a way of life in child welfare. Managers thus must constantly ensure that their day to day work effort is responsive to an outcomes approach. This may involve learning or enhancing skills in planning, managing for results and evaluating performance. The traditional focus on compliance with procedures in assessing program performance is no longer the model, rather we must move to results oriented, outcome based management practices in the child welfare system; aimed at increasing accountability and attention to service performance. This approach puts new emphasis on responsibility, accountability, effectiveness, and results, both for child welfare agencies and families.*

10. Wrap up the module by asking for and responding to questions. Introduce the next module using the following as a guide:

*We've been discussing how setting up outcomes and performance measures forces us to shift our thinking from a focus on what we've been doing to a focus on what are we accomplishing and looking at how that effects child welfare practice. We're now going to delve more deeply into this topic by looking at a tool that helps us develop a way to plan, manage and evaluate our work—a logic model.*

## Performance Measurement Glossary

	<b>Goal</b>	<b>Outcome</b>	<b>Indicator</b>
<b>Definition</b>	Expression of direction or priority	Consequence or result of actions or set of actions	Evidence of achievement or non-achievement of any outcome
<b>Characteristics</b>	Indicates a direction and/or vision Broad statements Abstract	Can be measurable Tends to be more concrete and tangible than goals	Extent Degree Quality Quantity
<b>Examples</b>	Keep children safe	Reduced abuse/neglect of children known to the child welfare system	5% decrease in abuse/neglect during a specified period when compared to a previous period
	Keep adolescents out of secure care	Reduced number of adolescents placed in a secured facility	10% increase in placements in community step down programs during a specified period when compared to a previous period

## **The Adoption and Safe Families Act of 1997 (ASFA) Goals**

Established 3 broad goals for children and families served by the child welfare system:

- *Safety*
- *Permanency and*
- *Child and Family well being*

Goal	Final List Outcomes	Final List Measures *	Review Performance Outcomes	Review Performance Indicators **
Safety	<p>1. Reduce Recurrence of Child Abuse and /or Neglect</p> <p>2: Reduce the Incidence of Child Abuse and /or Neglect in Foster Care</p>	<p>Measure 1.1 Of all children who were victims of substantiated or indicated child abuse and/or neglect during the reporting period, what percentage had another substantiated or indicated report within a 12-month period?</p> <p>Measure 2.1: Of all children who were in foster care during the reporting period, what percentage was the subject of substantiated or indicated maltreatment by a foster parent or facility staff?</p>	<p>1. Children are, first and foremost, protected from abuse and neglect</p> <p>2. Children are safely maintained in their homes whenever possible and appropriate</p>	<p>Timeliness of initiating investigations of reports of child maltreatment</p> <p>Repeat Maltreatment</p> <p>CAN by foster care provider</p> <p>Services to families to protect children in the home and to prevent removal</p> <p>Current risk of harm to the child</p> <p>Permanency</p>
	3: Increase Permanency for Children in Foster Care	<p>Measure 3.1: For all children who exited the child welfare system, what percentage left either to reunification, adoption, or legal guardianship?</p> <p>Measure 3.2: For children who exited the system and were identified as having an identified diagnosed disability, what percentage left either to reunification, adoption, or legal guardianship?</p> <p>Measure 3.3: For children who exited the system and were age 12 or older at the time of their most recent entry into care, what percentage left either to reunification, adoption, or legal guardianship?</p> <p>Measure 3.4: For all children who exited the system, what percentage by racial/ethnic category left either to reunification, adoption, or legal guardianship?</p> <p>Measure 3.5: Of all children exiting the system to emancipation, what percentage was age 12 or younger at the time of entry into care?</p>	<p>1. Children will have permanency and stability in their living situations</p> <p>2. The continuity of family relationships and connections will be preserved for children</p>	<p>Foster care reentry's</p> <p>Length of stay in foster care</p> <p>Stability of foster care placement</p> <p>Length of time to achieve permanency goal of reunification; of adoption</p> <p>Length of time to achieve permanency goal of adoption</p> <p>Permanency goal for the child</p> <p>Independent living services</p> <p>Achievement of adoption</p> <p>Permanency goal of other planned permanent living arrangement</p> <p>Proximity of current placement</p> <p>Placement with siblings</p>

Goal	Final List Outcomes	Final List Measures *	Review Performance Outcomes	Review Performance Indicators **
	<p>4: Reduce the Time in Foster Care to Reunification Without Increasing Re-entry</p> <p>5: Reduce Time in Foster Care to Adoption</p>	<p>Measure 3.6: Of all children exiting the system to emancipation, what percentage was age 12 or younger at the time of entry into care?</p> <p>Measure 4.1: Of all children who were reunified with their parents or caretakers at the time of discharge from foster care, what percentage was reunified in the following time periods?  (1) Less than 12 months from the time of latest removal from the home  (2) At least 12 months, but less than 24 months  (3) At least 24 months, but less than 36  (4) At least 36 months, but less than 48 months  (5) 48 or more months</p> <p>Measure 4.2: Of all children who entered foster care during the reporting period, what percentage re-entered care within 12 months of a prior foster care episode?</p> <p>Measure 5.1: Of all children who exited care to a finalized adoption, what percentage exited care in the following time periods?  (1) Less than 12 months from the time of latest removal from the home  (2) At least 12 months, but less than 24 months  (3) At least 24 months, but less than 36  (4) At least 36 months, but less than 48 months  (5) 48 or more months</p> <p>Measure 5.2: Of all children who exited care to a finalized adoption and were age 3 or older at the time of entry into care, what percentage exited care in the following time periods?  (1) Less than 12 months from the time of latest removal from the home</p>		<p>Visiting with parents and siblings in foster care</p> <p>Relative placement</p> <p>Current relationship of child in care with parents</p>

<b>Goal</b>	<b>Final List Outcomes</b>	<b>Final List Measures *</b>	<b>Review Performance</b>	<b>Outcomes Review Performance</b>
	<p>6: Increase Placement Stability</p> <p>7: Reduce Placements of Young Children in Group Homes or Institutions</p>	<p>(2) At least 12 months, but less than 24 months  (3) At least 24 months, but less than 36  (4) At least 36 months, but less than 48 months  (5) 48 or more months</p> <p>Measure 6.1: Of all children served who had been in care for the time periods listed below, what percentage had no more than two placement settings during that time period?  (1) Less than 12 months from the time of latest removal from the home  (2) At least 12 months, but less than 24 months  (3) At least 24 months, but less than 36  (4) At least 36 months, but less than 48 months  (5) 48 or more months</p> <p>Measure 7.1: For all children who entered care during the reporting period and were 12 or younger at the time of their most recent placement, what percentage was placed in a group home of institution?</p>		<b>Indicators **</b>
Well Being			<p>1. Families will have enhanced capacity to provide for their children's needs</p> <p>2. Children will receive appropriate services to meet their educational needs</p> <p>3. Children will receive adequate services to meet their physical and mental health needs</p>	<p>Needs and services of child, parents, foster parents</p> <p>Child and family involvement in case planning</p> <p>Worker visits with child</p> <p>Worker visits with parents</p> <p>Educational needs of the child</p> <p>Physical health of the child</p> <p>Mental health of the child</p>

\* August 20, 1999 –Final List of Child Welfare Outcomes and Measures- “The following outcome measures will be used as the basis for the first and subsequent Annual reports to the Congress on the performance of each State in meeting the goals and objectives of the child welfare system”

\*\* Review Performance Measures - February 2000 - State/Regional Training Sessions on the New Child Welfare Regulations - Handouts – Pathway to Substantial Conformity – performance indicators and outcomes

## **Systemic Factors and Indicators**

### **1. Information System Capacity**

1.1 The state is operating a statewide information system that, at a minimum, can readily identify the status, demographic characteristics, location and goals for the placement of every child who is (or within the immediately preceding 12 months, has been) in foster care.

### **2. Case Review System**

2.1 Provides a process that assures that each child has a written case plan to be developed jointly with the child parent(s) that includes the required provisions

2.2 Provides a process for the periodic review of the status of each child no less frequently than once every six months by either a court or administrative review

2.3 Provides a process that assures that each child in foster care under the supervision of the state has a permanency hearing in a qualified court or administrative body no later than 12 months from the date that the child entered foster care and no less frequently than every 12 months thereafter

2.4 Provides a process for termination of parental rights proceedings in accordance with ASFA

2.5 Provides a process for foster parents, pre-adoptive parents and relative caregivers with notice of and an opportunity to be heard in any review or hearing held with respect to the child

### **3. Quality Assurance**

3.1 The state has developed and implemented standards to ensure that children in foster care placements are provided quality services that protect the safety and health of the children

3.2 The state is operating an identifiable quality assurance system that is in place in the jurisdictions where the services included in the CFSP are provided, identifies strengths and needs of the service delivery system, provides relevant reports and evaluates program improvement measures implemented.

### **4. Staff and Provider Training**

4.1 The state is operating a staff development and training program that supports the goals and objectives of the CFSP, addresses services provided under IV-B and IV-E and provided initial training for staff who deliver these services.

4.2 The state provides ongoing training for staff that addresses the skills and knowledge base needed to carry out their duties with regard to the services included in the CFSP.

4.3 The state provides short-term training for current or prospective foster parents, adoptive parents, and staff of state licensed or approved facilities that care for children receiving foster care or adoption assistance under title IV-E that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children.

## 5. Service Array

5.1 The state has in place an array of services that assess the strengths and needs of children and families and determine other service needs, address the needs of families in addition to individual children in order to create a safe home environment, enable children to remain safely with their parents when reasonable, and help children in foster and adoptive placements achieve permanency.

5.2 Such services are accessible to families and children in all political jurisdictions covered in the state's CFSP.

5.3 Such services can be individualized to meet the unique needs of children and families.

## 6. Agency Responsiveness to the Community

6.1 In implementing the provisions of the CFSP, the state engages in ongoing consultation with tribal representatives, consumers, service providers, foster care providers, the juvenile court and other public and private child and family serving agencies, and includes the major concerns of these representatives in the goals and objectives of the CFSP.

6.2 The agency develops, in consultation with these representatives, annual reports of progress and services delivered pursuant to the CFSP.

6.3 The state's services under the CFSP are coordinated with services or benefits of other federal or federally assisted programs serving the same population.

## 7. Foster and Adoptive Parent Licensing, Recruitment and Retention

7.1 The state has implemented standards for foster family homes and childcare institutions which are reasonably in accord with recommended national standards.

7.2 The standards are applied to all licensed or approved foster family home or childcare institution receiving title IV-E or IV-B funds.

7.3 The state complies with federal requirements for criminal background clearances as relating to or approving foster care and adoptive placements, and has in place a case planning process that includes provisions for addressing the safety of foster care and adoptive placements for children.

7.4 The state has in place a process for effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children.

Federal Register/Vol. 65, No. 16/Tuesday, January 25, 2000, Rules and Regulations

## **Why Manage for Outcomes?**

- Improving Services for Children and Families
- Federal Requirements and Expectations
- State Requirements and Expectations
- Creating a Common Vision
- Explaining that Vision to stakeholders
- If You Have To Do It, You Might as Well Make It Work
- Setting Goals and Priorities
- Making Plans
- Preventing Duplication and Conflicting Activities
- Allocating and Maximizing Existing Resources
- Evaluating Results
- Making Day to Day Decisions

# **Module 3: Using Visual Displays to Design, Manage, and Evaluate Child Welfare Programs**

## **Time**

Approximately 30 minutes

## **Rationale**

To support outcomes based management, child welfare managers need tools to make sure their programs clearly identify what they hope to achieve and how they will do it. One such tool, known as a 'Logic Model,' is a device used by planners, managers and evaluators to help think through, understand and organize a series of complex relationships that lead to the accomplishment of specific goals and outcomes.

## **Learning Objectives**

When this module is complete, the participant should be able to:

- Define what a logic model is
- Explain the purposes and components of logic models
- Identify potential uses for and users of logic models

## **Activities**

- Present a brief explanation of what a logic model is (15 minutes)
- Walkthrough several sample Logic Models (15 minutes)

## **Materials**

- What is a Logic Model? (3.1)
- Uses and Users of Logic Models (3.2)

- Components and Linkages of a Logic Model (3.3)
- Logic Models selected from the following samples:
  - Adoption Initiative (3.4)
  - Nana's House (3.5)

### **Advance Preparation**

Make sure flip chart, markers, newsprint pad, overheads and overhead projector are in the room.

### **Glossary of Terms**

*Activities:* the work to be done.

*Assumptions:* what you know or think you know about the program, system or practice.

*System outcomes:* what results the activities will produce in the administrative systems.

*Child and Family Outcomes:* the results affecting the child or family.

*Logic Model:* a visual tool used to frame, display, describe, manage and evaluate a program.

### **Bibliography and Suggested Reading**

#### **Trainer's Instructions**

1. Introduce the module by presenting the purpose and objectives using the following as a guideline:

*To support outcomes based management, managers need a variety of tools to make sure their programs clearly identify what they hope to achieve and how they will do it. One such tool, known as a 'Logic Model,' is a device used by planners, managers and evaluators to help think through, understand and organize a series of complex program relationships that lead to the accomplishment of specific outcomes. Logic model is a lousy name for this invaluable tool but since we haven't been able to come up with a better name, let's just use it for right now.*

*When this module is complete, you should be able to:*

- *Define what a logic model is*
- *Explain the purposes and components of logic models as well as potential uses for and users of logic models.*

2. Begin the discussion using the 'What is a Logic Model?' overhead and handout (3.1) using the following as a guide:

*What is a logic model? It's a visual display of information that helps frame a way to describe a program, the expectations and organization of the work, for example, as well as evaluate a program. Logic models can be used to describe any program that has integrity and definition. Additionally, logic models display the linkages between the components of the program.*

3. Put up the 'Uses and Users of Logic Models' overhead and handout (3.2) and continue the discussion:

*Logic Models are a way to help managers plan, manage and evaluate programs The process used to create the logic model helps establish direction, set priorities, and allocate resources.*

*Logic models are management tools. They give managers a simple, precise visual way to explain their programs to a variety of audiences such as new staff, legislators, media, as well as monitor expected progress toward achievements of stated outcomes. The logic model offers managers a structured way to look at a program and start discussions with key personnel by asking questions such as... 'we said we were going to start X activity last week, did we?' and 'has there been a decrease in fatalities thus far this year?'*

*Logic models are also evaluation tools. So often to folks who don't perform them, program evaluations seem scary, mysterious or overly complex. Using a logic model can help break down some of those myths and increase comfort with program evaluations. As an evaluation tool, logic models can help answer questions like... 'how can the project be evaluated? What indicators should we use to measure our progress? Were the targets hit? Did our work have the intended results?' They help focus the evaluators and thus management's attention on specific issues, hopefully the issues that need that attention.*

4. Put up the 'Components and Linkages of a Logic Model' (3.3) overhead and continue the discussion:

*So what are the components of a logic model? The components can vary from situation to situation depending on the need of the agency and the complexity of the program. In a few minutes we will look at two real life logic models and you will see the variations. Yet, in general, logic models have six components and are supported by a detailed work plan. The six components are:*

1. **Underlying assumptions:** *what you know or think you know about the program that has meaning for the design of the program. Often, the assumptions are statements of need. We'll see that more clearly in a few minutes.*
2. **Activities:** *what work will be done.*
3. **System outcomes:** *what results will the work produce in the administrative systems? Often these are short term, less than 12 months.*
4. **Child and Family outcomes:** *what results will the activities produce further down the road on the children and families? These are often associated with a more than 12-month timeframe?*
5. **Final program goals:** *Goals being defined as an expression of direction or priority, this addresses the 'Does all the work you have been doing fit into the framework of the goals that you laid out?'*
6. **The measures or indicators:** *These help you measure the progress being made (or not made).*

*The assumptions, lead to the activities, which support the system outcomes, which should result in the child and family outcomes, which ultimately should promote the goal.*

*Several logic models I've seen also have slots for who the responsible person or unit is for each activity and associated time lines. The who and the when can be part of the logic model or a related work plan but they must be considered in the planning process.*

*Ok, we've covered a lot here... does anyone have any questions on the purposes of logic models and their several potential uses?*

*Let's look at a few examples of logic models then.*

5. Select one or two of the sample logic models to walk the participants through. The notes in this section refer to each sample; use as many as you think are needed to highlight the key concepts.

### **County Social Service Agency Adoption Initiative Logic Model**

*This logic model is an example of one developed to meet mandated outcomes. In response to some extremely negative publicity regarding kids languishing in care for excessively long periods of time, the Governor set out the outcomes of reducing the length of stay in foster care by an established % and placing a certain number of children in adoptive homes. Failure to meet these targets would result in sanctions. This was pretty cold stuff. Clearly the name of the game here, the goal, was permanency, adoption.*

*The first step was to set out the assumptions, which in this case is really a barrier analysis... 'children in long term care are not consistently reviewed for adoption potential, the level of collaboration between adoption and other child welfare staff is poor, kinship placements are not targeted for special focus...' These, and the other assumptions listed, were considered organizational issues that were retarding effectiveness.*

*Once the main barriers were specified, the activities to address these assumptions were developed; they actually flowed from the assumptions. You can see how an activity like ‘reviewing and re-assessing status of all children with a permanent plan of long term care’ flows from the first assumption of sporadic adoption reviews. The activity of having adoption workers participate in pre-placement process and provide secondary support clearly addresses the perceived poor collaboration between adoption and other workers.*

*You can see that the outcomes are mostly system outcomes, the agency felt that it had a lot of internal work to do to get the desired benefits of the children...things like increased % of new kinship homes willing to consider adoption. And the child and family outcomes and indicators... the 12-month targets... are the ones mandated by the Governor.*

*Wrap-up—this logic model presents assumptions as a barrier/needs analysis and strong links between the assumptions and the concrete, solid activities.*

### **Child and Family Service of Linhue, Hawaii (Kauai)...**

#### **Nana’s House**

*This logic model represents a Family Preservation, Family Support Program where following a report, the child is not removed from the home however the family then is referred to Nana’s House to receive a variety of services. This is sort of the settlement house model.*

*Looking at this logic model, you can see that the assumptions are truly that...assumptions, with only a hint of the needs assessment element. ‘Most parents of children known to the child protective system want to be effective parents...’ Basic services are often unavailable.*

*The activities do flow from the assumptions...offering drop in, emergency food and shelter services is responsive to the assumption that basic services are unavailable.*

*What's neat about this model is that its linked to the data source.*

6. Wrap up this module using the following text as a guideline:

*We've now looked at the components of logic models, the uses of logic models and a sample of real life logic models. We've seen that Logic models can portray what is or what can be or what should be. They are versatile, useful tools to add to your managerial skill set. As most of the remainder of our time together will be spent crafting logic models, are there any other questions or comments we can address now before we move on?*

## **What is a Logic Model?**

A Logic Model is a visual tool used to describe the components of a program.

## Uses and Users of Logic Models

### Uses

- Planning Tool
- Management Tool
- Evaluation Tool

### Users

- Agency Administrators, Managers, Supervisors and Caseworkers
- New Staff
- Providers
- General Public
- Legislators
- Courts
- Faith Community
- Business Community
- Potential Funding Sources
- Federal Regional and Central Office Staff

### Media

## Components of a Logic Model

- The model begins with identifying the **underlying assumptions** about the program, clients, agency, needs or environment
- These assumptions lead to the conduct of a variety of **activities** (interventions)
- Each activity is assumed to result in **system outcomes**
- The system outcomes lead to **child and family outcomes**
- Your **indicators** help you know the progress being made toward achieving the **final program goals**

Include the ‘who is responsible for doing what by when and with which data’ in your logic model or associated work plan

## County Social Services Agency Adoption Initiative Logic Model<sup>1</sup>

**Goal:** Establish stable permanent home settings for all children who cannot be reunited with their families of origin

Assumptions	Activities	System Outcomes	Child and Family Outcomes	Indicators
Children in long term care are not consistently reviewed for adoption potential	Review and re-assess status of all children w/permanent plan of long term care	Expanded adoptions staff for assignment to pre-placement review + joint case planning.	Decreased time in foster care	Average length of stay for children in foster care reduced by ____%
Problems re: paternity, available relatives, completion of evaluations delay placement planning and finalization	Allocate additional staff resources for joint adoptability assessments	Avg. placement planning and evaluation procedure time spans reduced by __ days	Increased placement of children in safe adoptive homes	182 children placed in adoptive homes by end of FY 98
Support services for foster-adopt families during reunification effort not provided by adoption staff	Require social workers + supervisors to follow protocol re: paternity, relative availability, placement evaluations	% of children in care with long term care as the permanency plan reduced by __		209 children placed in adoptive homes by end of FY 99
Level of collaboration between adoption and other child welfare staff is poor	Conduct key staff adoptions finalization workshops	All child and family histories include family information called for on adoption forms AD512, AD67, AD67A		
Kinship placements not targeted for special focus in Adoptions Program	Adoption workers participate in pre-placement process + provide secondary support to placement of children needing concurrent plans	Medical and social histories for all children coming into care completed within 90 days		
Distinctions between adoptive issues for relatives and non-relatives do not inform case practice	Revise training to emphasize kinship adoption, streamlined home studies.	Increased percentage of new kinship homes willing to consider adoption		
Court reports do not include alternative plans if reunification efforts fail	Establish agreement w/court requiring social workers to provide alternative placement plans	All new cases presented in court include alternative permanent placement options		



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<sup>1</sup> The starting point is April, 1997. One hundred eighteen adoptions projected for the 96-97 fiscal year.

## Child and Family Service of Linhue, Hawaii (Kauai) Nana’s House Logic Model

Goal: Increase Child Safety

Assumptions	Activities	System Outcomes	Child and Family Outcomes	Measures
<p>Most parents of children known to the child protective system want to be effective parents</p> <p>Families at risk are reluctant to make use of supportive services</p> <p>Basic services for high risk families are often inaccessible</p> <p>Many families at risk need periodic access to emergency services</p>	<p>Negotiate memoranda of agreement w/DHS regarding referral protocols and confidentiality policies and procedures</p> <p>Establish on-site intra-program referral and case coordination protocols</p> <p>Offer drop-in, emergency food and shelter services to target populations</p>	<p>Referral process for response between DHS and Nana’s House implemented</p> <p>Increased number of appropriate referrals from DHS<sup>2</sup></p> <p>Expanded participation in drop in programs and parenting classes</p> <p>Expanded family utilization of on-site programs and services</p>	<p>Increased parental knowledge and skills regarding child development, discipline and family communication</p> <p>Families achieve identified treatment goals</p> <p>Reduced subsequent reports</p>	<p>80 percent of parents participating increase knowledge and skills regarding child development, discipline, family communication<sup>3</sup></p> <p>65 percent of families achieve treatment goals identified in the case plan<sup>4</sup></p> <p>80 percent of participants have no subsequent report within 12 months of initial enrollment<sup>5</sup></p>



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- 1 Enrollment count
- 2 Pre and post tests, client self-reports
- 3 DHS worker reports, client self reports
- 4 DHS abuse/neglect reports

## **Module 4: So...How Does this Really Work? Developing a Logic Model for A Program, Practice or System.**

### **Time**

Approximately 3 hours

### **Rationale**

To increase proficiency in, comfort with and understanding of the logic model tool, managers need the opportunity to practice the presented theory in a real life situation. This practice demonstrates how the use of Logic Models can guide managers in planning managing and evaluating practice, systems and programs toward the achievement of desired outcomes.

### **Learning Objectives**

When this module is complete, the participant should be able to:

- Understand how to apply logic models to a real world situation
- Take back to the office a logic model depicting a program, system or practice of his/her selection

### **Activities**

- Exercise: Small group development of a logic model of a practice, program or system selected by the participants (3 hours)

### **Materials**

- Blank Logic Model format (4.1)

## **Advance Preparation**

Make sure flip charts, markers, newsprint pad, overheads and overhead projector are in the room.

The trainer and the sponsor must decide prior to the training event what the logic model focus will be. The sponsor may want to define the specific focus or provide a list of 2-3 ideas and let the group select whether to work on one or all of them.

## **Glossary of Terms**

## **Bibliography and Suggested Reading**

### **Trainer's Instructions**

1. Introduce the module by presenting the purpose and objectives using the following as a guideline:

*To increase proficiency in, comfort with and understanding of the performance evaluation process, we're going to now apply the logic theory in a real life situation. This practice demonstrates how the use of Logic Models can guide you in planning and managing your programs, systems and practice toward the achievement of desired outcomes. When this module is complete, you should be able to:*

- *Understand how to apply logic models to a real world situation*
- *Take back to the office a logic model depicting a program, system or practice of your selection*

2. Continue the module by reminding participants that the implementation of the federal, state/county outcomes and measures has resulted in or created the need for changes on both the practice and system levels. Based on the advance discussions with the sponsor, introduce the area(s) of focus. Have each group spend approximately 90 minutes developing a logic model. Give each group a flip chart and marker. Ask each group to appoint a recorder who will write the group's answers on the flip chart, and mention that they will be presenting their logic models to the larger group.

3. Offer some start up guidance using the following as a guide:

*So...where do you start when developing a logic model? You can start from any of the columns although you usually start with the goal, then assumptions then activities. When you are starting a new program, you start with the goal then move to the assumptions, then activities. When looking at an older program, you usually start with activities. Today, a good place to start might be to convert your problem statement into a goal although feel free to start wherever you want. Good luck.*

4. After 60 minutes, bring the group back together and have each group present their logic model. Encourage participants to comment and ask questions on the presentations. Comment on and critique the models for logic, content, specificity etc.

5. Ask for and respond to questions.

6. Introduce the next module using the following as a guide:

*Today we started a discussion about the effect that state/county and federal outcomes have had on programs, practice and systems. This workshop and logic model exercise created an understanding of outcomes based management that you will want to carry back and implement on the job. So let's look at what will happen next and what your role will be in the follow-up steps.*

# Logic Model Format

**Goal:**

<b>Assumptions</b>	<b>Activities</b>	<b>System Outcomes</b>	<b>Child and Family Outcomes</b>	<b>Measures</b> (Including data sources)

## **Module 5: What Happens Next?**

### **Time**

Approximately 60 minutes

### **Rationale**

The workshop created an understanding of outcomes based management that the participants should carry back and implement on the job. Participants will benefit from an understanding of what will happen next and what his/her role will be in the follow-up steps.

### **Learning Objectives**

When this module is complete, the participant should be able to:

- Describe the follow-up work plan, including who will be doing what and when it will be done.
- Understand his/her role in the follow-up work plan.

### **Activities**

- Exercise: Group planning process resulting in a common understanding of the next steps, timeline and responsible persons (60 minutes)

### **Materials**

- Sample Work plan (5.1)

### **Advance Preparation**

A potential concern about this module is that it will raise the expectation of the participants that certain activities may happen when, in reality, they are not an organizational priority. Thus you

should discuss with workshop sponsors what type of next steps they would support, believe are appropriate and would like to see come out of this workshop.

Find out whom in the agency should receive the plans.

Invite the sponsor to address the group about next steps.

Make sure flip chart, markers, newsprint pad, overheads and overhead projector are in the room.

## **Glossary of Terms**

## **Bibliography and Suggested Reading**

### **Trainer's Instructions**

1. Introduce the module by presenting the purpose and objectives using the following as a guideline:

*The workshop created an understanding of outcomes based management that we want you to carry back and implement on the job. It will probably also be helpful for you to have an understanding of what will happen next and what your role will be in the follow-up steps. When this module is complete, you should be able to:*

- *Describe the follow-up work plan, including who will be doing what and when it will be done.*
- *Understand your role in the follow-up work plan.*

2. Begin the discussion using Overhead 5.1, the Sample Work plan.

Explain:

*Earlier today we talked about the use of logic models as tools to plan, manage and evaluate. Additionally we noted that the ‘who’ and the ‘when’ can be part of the logic model or a related work plan but they must be considered in the planning process. Looking at the sample work plan here, we see that it has elements of a logic model but add the additional features of specifying who will do what, when. Remember that the process for developing this work plan is a critical element of its success. The lead or responsible folks are involved, integral, in fact, to the priority and timeline setting process.*

*Now we are going to work with the logic models you developed to create the associated work plans.*

3. Refer to the logic models created in the previous exercise. Based on the sponsor’s advice and desired outcomes, either break into the small groups that created each logic model or brainstorm with the large group the next steps; in other words what it would take to implement each logic model. Whatever method is used, be precise; probe for **who** needs to do **what** by **wh en** and in **what sequence**. Spend time on each model. Record the work plans on a flip chart.

4. Ask the workshop sponsor to give some closing comments about next steps or inform the group who you will forward the work plans to.

5. Wrap-up the workshop by introducing the closing module.

## Sample Work Plan

Assumptions: Permanent plans for some children are not being achieved in a timely manner. Some children are experiencing multiple moves while in foster care. There is an insufficient number of appropriate placement options for children in care.

Goal: All children should reside in stable, permanent homes.

Activities	Lead	Time Frame	System Outcome	Client and Family Outcome
1.1 Recruit, license and train specialized foster homes	Licensure	On-going	1.1 Increased number and type of placement options for children	1. Decrease the average number of placement moves per child in foster care
1.2 Develop support services for foster and adoptive parents.	Licensure and Adoption	4 <sup>th</sup> Quarter 2000	1.2 Increased family support services statewide	Method: This outcome will be measured using data from SACWIS.  Baseline: In FY 99, there were 11,048 placement moves for 4,818 children, which is an average of 2.29 moves per child.
1.3 Strengthen training for foster families.	Protection and Training	2 <sup>nd</sup> Quarter 2000, pilot 1 <sup>st</sup> Quarter 2001 foster families are trained	1.3 Improved child welfare practice	

# Module 6: Wrap-up and Evaluation

## Time

Approximately 15 minutes

## Rationale

Participants need a sense of closure to the workshop, an opportunity to wrap-up unfinished items and to express his/her thoughts on the workshop through an evaluation component.

## Learning Objectives

When this module is complete, the participant will be able to:

- Complete the session evaluation form
- Understand his/her expected next steps

## Activities

- Check in on progress towards meeting the participants stated objectives (10 minutes)
- Complete the session evaluation form (5 minutes)

## Materials

- Participant Evaluation Form
- Flipchart of Participant's Desired Outcomes

## Advance Preparation

Make sure flip chart, markers, newsprint pad, overheads and overhead projector are in the room.

Prepare the participant evaluation form.

## Glossary of Terms

## Bibliography and Suggested Reading

**Trainer's Instructions**

1. Thank participants for their good work, attention and contributions. If there were any 'aha,' funny or memorable moments, recollect them with the group.
2. Refer to the flipchart of participant expectations and review with the progress toward achieving them, offering ideas for closure for any expectations that didn't get satisfied.
3. Ask for any last minute questions and address any raised.
4. Explain the importance of the evaluation and ask that they take a few minutes to honestly, accurately and completely fill out the evaluation and then turn it in.
5. Thank participants for their hard work and cooperation.