



Evidence-Based Practice and Logic Models: Tying Them Together



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**FRIENDS National Resource Center for Community Based Child Abuse
Prevention**

A Service of the Children's Bureau

Desired Outcomes

- Understand the components and definition of evidence-based practice
- Understand the development of evidence-based practice guidelines
- Understand Federal guidelines for reporting levels of EBP
- Identify Basic Components of Logic Models

Defining Evidence-Based Programs/Practices

- *The integration of best researched evidence and clinical expertise with patient values.*

Institute of Medicine, 2001

- *A range of treatments and services whose effectiveness is well documented.*

***The President's New Freedom
Commission on Mental Health, 2003***

Practices vs. Programs

- **Evidence-based *practices*** are skills, techniques, and strategies that can be used by a practitioner, program, or collaboration.
- **Evidence-based *programs*** consist of collections of practices that are done within known parameters (philosophy, values, service delivery structure, and treatment components) and with accountability to the consumers and funders of those practices.

Defining Evidence-Informed Approaches

Evidence-Informed

Using the best available research and practice knowledge to guide program design and implementation within the context of:

- Child Characteristics
- Family Characteristics
- Community Characteristics
- Culture
- Preferences

Defining Evidence-Informed Approaches

Evidence-Informed

Studies and data may be less rigorous (e.g. pre/post data) but there is a sound theory base that is incorporated into a logic model with ongoing data collection and use of data to make decisions for program improvement

Why is it important?

Why is it important to be evidence-informed?

- 1) To be effective: Every year, we learn more and more about how to prevent child abuse and neglect, but many providers of services, don't know what the research says!
- 2) To improve over time
- 3) To be accountable to the community
- 4) PART Scores

Why is it important?

Why is it important specifically to your councils?

- 1) To provide sound feedback to CTF about what programming priorities they should focus on
- 2) To provide effective marketing campaigns
- 3) To provide the most effective education and training available
- 4) To strengthen your local collaborations

The Need to Measure EBP

- The Children's Bureau is responding to the Program Assessment Rating Tool (PART)
 - PART seeks to build on the Government Performance and Results Act of 1993 to integrate performance information and budget decision-making
 - PART seeks to identify strengths and weaknesses of programs to inform funding and management of programs and improve program performance

The Need to Measure EBP (cont.)

- PART seeks to identify whether a program's:
 - Purpose is clear and designed to achieve objectives
 - Strategic planning establishes valid long-term goals for its programs
 - Management includes financial oversight and program improvement efforts
 - **Results that programs can report with accuracy and consistency**

Bottom Line

- Across government there is increased focus on demonstrating program effectiveness through performance measurement and program evaluation
- CBCAP programs can help by providing input, support, and ideas to develop and disseminate information that will paint a reliable picture of the importance of our programs

CBCAP Guidelines for EBP

- Level I – Emerging Programs and Practices
- Level II – Promising Programs and Practices
- Level III – Supported Programs and Practices
- Level IV – Well Supported Programs and Practices

Basic Components for all Levels

- Articulated Theory of Change (Logic Model)
- Book, manual, or training materials with components of practice protocol and describes how to administer it
- Practice is generally accepted in clinical practice working with families in prevention programs
- There is no evidence that the practice is harmful compared to its likely benefits

Emerging Programs and Practices

- Engaged in less rigorous outcomes evaluation, “pre-post” design or the absence of a control group
- Program is committed to continuous quality improvement activities

Promising Programs and Practices

- A least one study using quasi-experimental study design with a control group or comparison group demonstrated a reduction in risks and an increase in protective factors
- Commitment to continuous quality improvement activities
- Demonstrates adherence to model fidelity

Supported Programs and Practices

- Sustained Effect of at least one year after treatment and no effect lost
- Outcome measures are reliable and valid
- Committed to on-going evaluation, fidelity and continuous quality improvement activities.
- Research supports the efficacy of the program and meets one or more of:
 - ✓ At least 2 rigorous randomized control trials
 - ✓ At least 2 between group design studies

Well Supported Programs and Practices

- All elements of research of level three and...
- Multiple Site Replication

Where should programs fall?

- CB has no intent that all programs eventually become well-supported
- Programs should all strive for:
 - The emerging program level
 - Thoughtful service selection based on the best available information
 - Conduct evaluation of program outcomes to help determine effectiveness

Logic Model: Linking Services to Outcomes, Outcomes to Measures

- Vision
- Target Group
- Service Strategies
- Resources Needed
- Outcomes
- Indicators
- Measurement Tools



Vision

A participant-focused, broad statement of well-being.

Examples:

- Safe and Healthy Children
- Stable Nurturing Families
- Children Ready for School

Target Group – Population Served



- Who are your participants?
- What are their characteristics and demographics?
- What are their needs?
- How do you know?
 - Needs assessments
 - Focus groups

Services

- Based on the needs assessment of your target population-
 - What services are you providing/will you provide?
(You will revisit this section as you move further in your logic model)
 - What will they look like?
 - How frequently will they occur?

Assumptions

- What assumptions are you making that suggest your services will be successful?
- Services should be based on what is known to be effective.



Resources

- Based on the services you identify
 - What resources do you need to carry out these services?

•Money	•Staff
•Space	•Curriculum
•Materials	•Office Support

- If you don't have them, can you get them?

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?*”

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

Contact Information

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