## APPENDIX A LOGIC MODEL

INPUTS		OUTPUT	s		OUTCOMES	
	1	Activities	Participants	IMMEDIATE	INTERMEDIATE	LONG-TERM
Project Team:		-Focus Groups on existing process -Kick Off Meeting -Work Groups established	Project Team RCCHSD Staff Community Mbrs Evaluation Team	Implementation  Protocol for implementation finalized	Workers' Practices	Client Outcomes
Project Director Advisory Board	PHASE ONE	-Practice Implementation Work Groups -Mgmt & QA	Project Team RCCHSD Staff Evaluation Team Community Mbrs	Refinement of implementation process	Washing will	
Evaluation Team:  UMN Principal Investigator  Co-Investigator		-Retrospective Evaluation of Cases -Evaluation of currer	Evaluation	Training manual begun  Recommendations for further refinement of pilot CFA model	Workers will: -Identify concerns regarding safety, permanence and child well-being	
Research Assts.		FCA process	"	pilot GFA model	-Create treatment plans -Prioritize services	
RCCHSD Staff: Administrators Supervisors		Internal Mgmt Review	Project Team RCCHSD Staff	Training manual refined  Management needs	-Use the 10 Step process in case planning and	
Case workers	Q	New model for CFA drafted & reviewed	Project Team Evaluation Team	are documented	-Address the big picture	
Community Mbrs: Cultural Consultants Citizens Clients/Former	PHASE TWO	New model for CFA piloted	Project Team Evaluation Team RCCHSD Staff	Pilot model implemented by workers	-Address individual family members needs in light of family dynamics and environmental/social context	Assessment practices begin to improve delivery of client services
Clients/Former Clients Community- Based Services		Evaluation of pilot CFA	Evaluation Team Project Team	Pilot CFA model adapted	-Explore such areas as -Parenting concerns -Resources and strengths	Client engagement increases
representatives		Revised model is marketed to RCHHSD child protection program and community agencies	Project Team RCCHSD Staff Community Mbrs	Revised CFA model developed  All agency staff are informed about revised model	-Alternative care options, including kin and fictive kin -Unique needs of children and caregivers	More fathers are included in the process
Resources		Workers at community service agencies are trained		Monitoring of revised model for QA	-Address issues specific to cultural, ethnic, linguistic and other individual factors	RCCHSD clients experience more comprehensive, inclusive assessment
RCCHSD:  Monitoring Structure  County Services	THREE	Revised model is implemented	Project Team Evaluation Team RCCHSD Staff	Enhancements made to training manual	-Acknowledge that developmental stages of different family members may require	process that leads to more intact families, reduction of placements
Interagency Referrals Training	PHASE THREE	Revised model is reviewed	Project Team Evaluation Team	Analysis of client service delivery & outcomes	different areas of assessment and assess family, children, and youth accordingly	Clients involved in revised model indica that assessment is
Experience SSIS information/data		Ongoing evaluation of revised model	Project Team Evaluation Team	Evaluation of revised CFA model continues	-Provide ongoing assessment of strengths and needs -Re-assess following	Greater inter-agenc collaboration takes
University of MN: Evaluation Infrastructure Research Facilities		Model for intake (investigation & AR) is created	Project Team Evaluation Team RCCHSD Staff Community Mbrs	Analysis of placement and re-entry rates	-Emphasize client skills and strengths -Establish effective working partnerships -Build relationships with community partners -Develop service plans which detail the desired frequency of contact with other agencies s	place  Number of placements decreases; fewer reentries into foster care; decreased rereferrals to child protection; families remain intact more often  Clients are better served by the new evidence-based, comprehensive CFA model
Research Experience Data Analysis		Intake model is piloted	Project Team Evaluation Team RCCHSD Staff			
expertise  Community:	PHASE FOUR	Model for intake is revised	Evaluation Team Project Team	Intake models are finalized		
Child Welfare experience Cultural/Ethnic awareness Community knowledge		Model for intake is implemented	Evaluation Team Project Team	Evaluation of		
	PHASE FIVE	Final models are revised and go to scale in RCCHSD	Project Team Evaluation Team RCCHSD Staff Community Mbrs	models is completed Final model is developed		
	XIS	-Documentation of models is finalized	Project Team	Documentation of models available via variety of media Articles from the evaluation		
	PHASE	Dissemination of models begins     Technical assistance if provided to other.	Evaluation Team	process are written  Other sites are assisted		