

QIC-AG LOGIC MODELS

COMPONENTS OF A WELL-BUILT RESEARCH QUESTION

- P** Target population
- I–** Intervention
- C–** Comparison group
- O–** Outcomes

(Richardson, Wilson, Nishikawa and Hayward, 1995)

REFINING A TARGET POPULATION

P

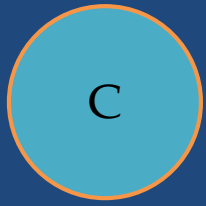
Refine the definition of the target population

- Are there geographic areas, specific demographics the data suggests should be targeted?
- Does the sample of the population have sufficient power to detect minimally important differences and effect sizes?

WELL-BUILT RESEARCH QUESTION

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COMPARISON

Select the method of comparison that best approximates the desired counterfactual and strengthens causal inference:

- Does the comparison group offer sufficient contrast with the intervention?
- Are there confounding factors that could suppress or exaggerate the impact of the intervention and are there data available to measure them?

SELECTION BIAS

- Selection of intervention & comparison groups.



vs.



- Is this a fair comparison?

POTENTIAL OUTCOMES

- What if the identical group of children could be simultaneously observed under the intervention and comparison conditions?



Intervention Group

vs.

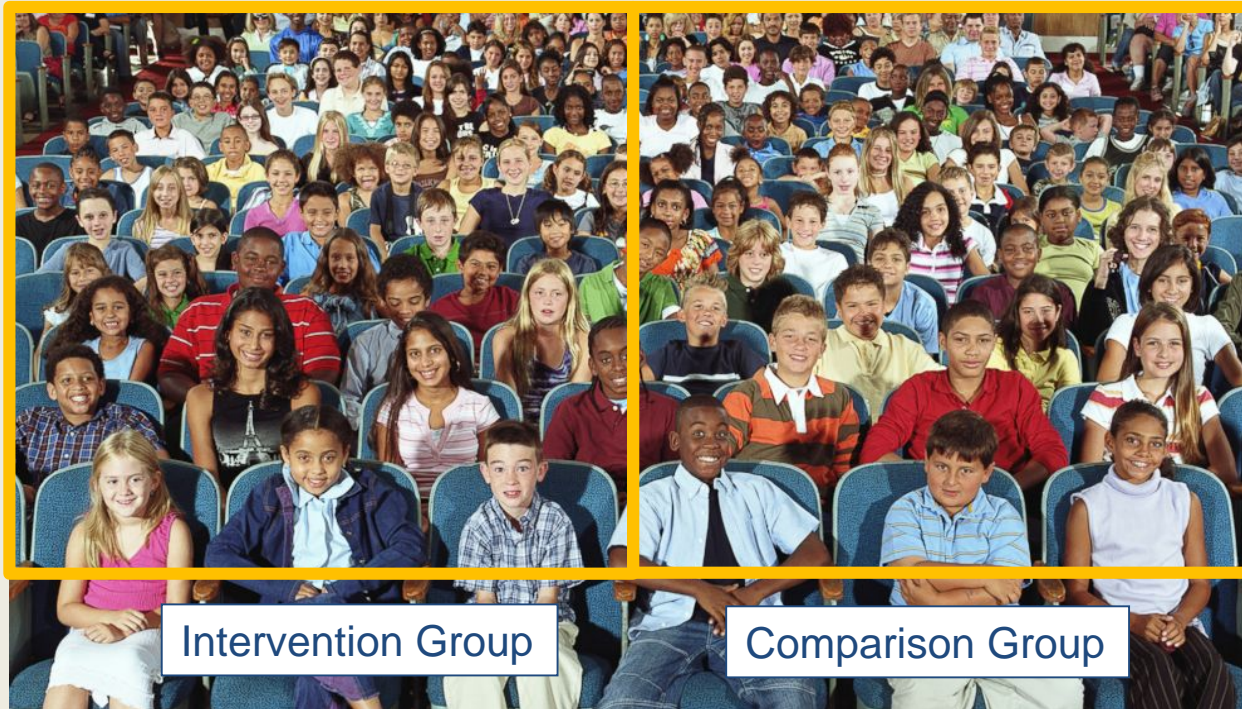


Comparison Group

- This is the ideal (but impossible) comparison

BALANCED GROUPS

- Random assignment to intervention & comparison groups.



- This is the best approximation to the desired comparison.

WELL-BUILT RESEARCH QUESTION

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(Richardson, Wilson, Nishikawa and Hayward, 1995)

QIC-AG OUTCOMES

Long Term Outcomes

- Increased post-permanency stability
- Improved child and family well-being
- Improved behavioral health for children and youth

QIC-AG OUTCOMES

Short Term Outcomes

- Specific to the intervention selected

QIC-AG Logic Model Template

Program Inputs

[Describe the **POPULATION** that is the target of the intervention. The description can include population conditions, such as problem, age, SES, which are preset prior to the intervention and might moderate the intervention's impact.]

[Identify the resources or **INTERVENTION**. Also identify the alternative course of action against which comparisons will be made (**COMPARISON** group).]

Implementation

[List the staff recruitment, selection, manual development, training, coaching and supervisory activities for delivery of services.]

[List the services, activities, and products that are to be delivered to the target population.]

[List the organizational mechanisms and supports for ensuring adherence to program model (fidelity) and best practice standards.]

Program Outputs

[List the quantities of services, activities or products that are delivered. Outputs can also include measures of the extent to which service delivery adheres to program model and best practice standards.]

Short-Term Outcomes

[Describe the short-term changes in the population that are intended to result from the program outputs.]

Long-Term Outcomes

[Describe the long-term changes in the population that are intended to result from the proximal **OUTCOMES**.]

[List any unintended consequences (positive or negative) of a specific intervention beyond its targeted impact.]

External Conditions

[The exogenous historical, political, cultural, and social factors that are beyond an agency's control but influence the capacity of the agency to achieve the desired outcomes. They may include an assessment of the timeliness and importance of the problem being addressed.]

Theory of Change

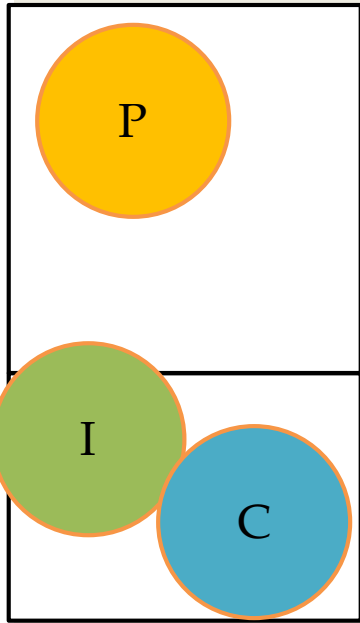
[The underlying beliefs and postulates about human nature, motivation, and purposive action that bring about change and help interpret why a specific intervention is expected to result in the desired outcome. These assumptions can be based on one or more behavioral and social science theories for explaining and understanding the etiology, incidence, and prevalence of social problems for purposes of social intervention.]

End Values

[Identify the general end-values under which specific outcomes can be included. These can include equity, efficiency, economic benefit, freedom, voice, subjective well-being, group solidarity, social integration, as well as community-specific values.]

QIC-AG Logic Model Template

Program Inputs



Implementation

- Modify existing assessments
- Modify consent process
- Develop referral process
- Attend training
- Develop new supervisory structure
- Modify procedures
- Make changes to the data base

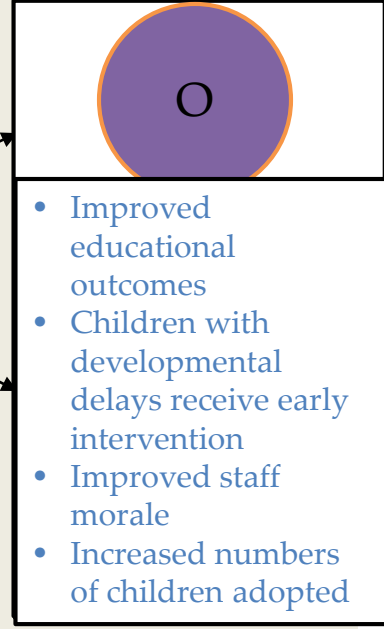
Program Outputs

- # of assessments modified
- # of consents signed
- # of referrals made
- # of workers trained/certified
- # of supervisors trained
- # of procedures changed
- # of data base elements changed

Short-Term Outcomes

- Decrease in familial stress
- Increase in understanding about how to address issues causing problems
- Improvement in targeted behaviors
- Improved school-related outcomes
- Mitigation of the trauma

Long-Term Outcomes



- Improved educational outcomes
- Children with developmental delays receive early intervention
- Improved staff morale
- Increased numbers of children adopted

External Conditions

- Cultural norms around reaching out for help
- Increase in use of heroin in the area
- New 'rehoming' legislation that requires...
- ACYF priority to encourage...
- CFSR round 3 in 2018
- Staff turnover: implications for trust in system
- Adoptive parent's lack of knowledge about available services
- No services for guardians

Theory of Change



End Values

- Replicable evidence-based practice, policy, services and supports
- Cost-effective interventions
- Improved access to supports and services