## The Building Bridges Initiative (BBI) & Chapin Hall at the University of Chicago

Developing a Theory of Change for Evaluating Residential Interventions from Multiple Perspectives

Association of Children's Residential & Community Services 66th Annual Conference - July 13, 2022 - Louisville, KY





#### THE UNIVERSITY OF CHICAGO

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#### Introductions



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#### Today's Agenda



- 1. Introductions
  - The Building Bridges Initiative and Outcomes Workgroup
- 2. The Opportunity: Measuring Residential Outcomes and Impact
- 3. Theory of Change Overview
- 4. The BBI Theory of Change for Residential Interventions and Logic Models
- 5. Workshop
- 6. Next Steps







## The Opportunity







#### The Opportunity



How might we measure the impacts of residential interventions, facilitate evaluation and develop shared understanding of change with partners and stakeholders?







#### Context

- The Building Bridges Initiative (BBI) and its Outcomes Workgroup have identified the need to measure the impact of using a system of care framework for residential interventions.
- The BBI theory of change and logic model help to achieve this objective.
- BBI engaged ACRC conference participants to help validate and refine the theory of change in 2021.









# Theory of Change Overview







#### Overview of Theory of Change

- ✓ A method used to select an intervention
- ✓ A model of the expected causal relationships that lead to desired outcomes
- ✓ A visual representation of a change process
- ✓ Can be used at different stages depending on the purpose





## Draft Theory of Change – REACT Assessment Clinic

#### Population & Problem

 Children & families exposed to community violence & other types of trauma

#### Interventions

- Identification of trauma exposure
- Assessment of symptoms/problems
- Education about trauma, coping & mindfulness
- Linkage to services

#### Short-Term Outcomes

Reduced stress
 Enhanced coping
 Improved mood

#### Distal Outcomes

 Resolution of mental health issues
 Prevention of health

problems

Increased safety and resilience













Inform families about publicly available resources statewide and local resources

Connect eligible families with referrals to programs and services

Collaborate with families seeking more engagement to offer individual advocacy and support

Children experience positive outcomes

Caregivers feel supported and able to care for their families in ways that are important to them

Navigation services are provided in an equitable and culturally responsive way

Roadmap to
Support Communities

Local
human
service
systems are
more aware
of and
responsive to
K&A families

A robust, tailored, equity-oriented and continuously improving service array is available and accessible across Ohio

Promote community awareness of OhioKAN and reduce stigma for seeking equitable and inclusive support

> Establish community partnerships to ensure the effective implementation of OhioKAN

> > Build community level awareness and develop connections with places families already are







## How the Theory of Change and Logic Model Work Together

- The BBI theory of change describes the expected causal relationship between the residential intervention and its impacts for youth and families.
- The BBI *logic model* clarifies the mechanisms by which the residential intervention achieves the intended effects, thereby operationalizing the theory of change as an actionable evaluative framework.

Understanding
HOW the
intervention
makes change

Describing WHAT
to measure to
understand the
change





Logic Model Example

	Eogic Woodel Example					
INPUTS	ACTIVITIES	OUT	PUTS	<b>&gt;</b>	OUTCOMES	
What we	What we do	Who we reach	What we produce	Short-Term	Intermediate	Long-Term
invest	Engagement:	- # systems engaged	- Regional System		System Level	
Staff, family, and partner time  Facilities  Computers  Supplies	- Expand the FCWB Team - Engage parents as leaders w/in Primary Prevention System - Parent Partnering Coaching Academy - Connect parents to parent partners - Regional outreach & education - Communications platform design, planning, & campaign - Alignment with state efforts  Training	in FCWB team  - # of parents on advisory board  - # parents participating in Coaching Academy  - # partners educated on SDoH  - # users who engage with social media of the Project	Journey Map  - Matrix of common well-being measures  - Regional web-based platform  - Framework for expansion across state	<ul> <li>Increased voice of individuals w/lived experience in systems</li> <li>Improved cross-system infrastructure</li> <li>Greater understanding of SDoH</li> <li>System-wide use of well-being matrix</li> <li>Greater knowledge of poverty-driven neglect &amp; preventative role of concrete supports</li> </ul>	<ul> <li>Increased collective responsibility</li> <li>Increased resource-sharing</li> <li>Expanded prevention service options</li> <li>Shift in reporting practices; mandated reporters become mandated supporters</li> <li>Reduced barriers to services &amp; supports for families</li> </ul>	<ul> <li>Improved staff norms &amp; values around primary prevention</li> <li>Use of framework can be tailored to address the context &amp; culture of regions across the State and beyond</li> <li>Measurable change in system disparities</li> </ul>
Who we target	- Training staff and partners (ideal	- # of staff and			dividual and Family Leve	1
Families & communities	norms, racial equity, family centered coaching, well-being) - Training for parents, youth, & service providers on KYNECT	partners trained - # parents, youth, & service providers trained on KYNECT		<ul> <li>Increased capability to navigate primary prevention system</li> <li>Increased interactions</li> </ul>	<ul> <li>Increased resilience</li> <li>&amp; parental protective</li> <li>capacities</li> <li>Increased trust in</li> </ul>	<ul> <li>Increased help- seeking behavior</li> <li>Improved view of primary prevention system</li> </ul>
DCBS staff & primary prevention system partners	<ul> <li>Primary Prevention Direct Services</li> <li>Place –based Parent Pods</li> <li>Parent Cafes</li> <li>Concrete assistance via Safety Net Alliance; warm lines</li> <li>Structured assessment process</li> <li>Evaluation Activities:</li> <li>Process &amp; Outcomes Evaluation</li> <li>Project Performance Assessment</li> <li>Build CQI Plan &amp; infrastructure</li> </ul>	<ul> <li># of Parent Pods &amp;</li> <li># participants</li> <li># parents who participate in Parent Cafes</li> <li># of families connected to concrete supports</li> <li># families assessed and referred</li> </ul>	<ul> <li># Parent Cafes offered monthly</li> <li>Comprehensive evaluation reports</li> <li>Established CQI infrastructure &amp; plan</li> </ul>	w/diverse provider - Increased experiences with anti-racist & equitable services - Increased feelings of being valued, affirmed - Serving as resources to other families	resources - Greater use of services when needed - Less socially isolated - Fewer material hardships - Child educational & medical needs met - Increased housing & income stability	- Improved well-being - Lower involvement with the child welfare system





Can be read as a series of if-then statements

IF an intervention has the following inputs...

**THEN** it will deliver the following activities...

Inputs/Resources (what programs need to operate)	Activities (what the programs do to address needs)	Outputs (evidence of successful service delivery)	Outcomes (individual- and family-level outcomes)	Impact (community-level impacts over time)
An input goes here	An activity goes here	An output goes here	An outcome goes here	An impact goes here









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Can be read as a series of if-then statements

**IF** it has the following outcomes...

**THEN** it will contribute to the following impact...

Inputs/Resources (what programs need to operate)	Activities (what the programs do to address needs)	Outputs (evidence of successful service delivery)	Outcomes (individual- and family-level outcomes)	Impact (community-level impacts over time)
An input goes here	An activity goes here	An output goes here	An outcome goes here	An impact goes here

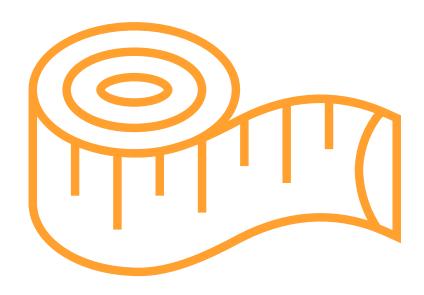








#### Measuring Change



- Process measures: A measure of whether an activity has occurred
- Functional outcomes measures: A measure of the effect of an intervention
- Experience measures: A measure of the value of the experience from the family's perspective









# BBI Theory of Change for Residential Interventions

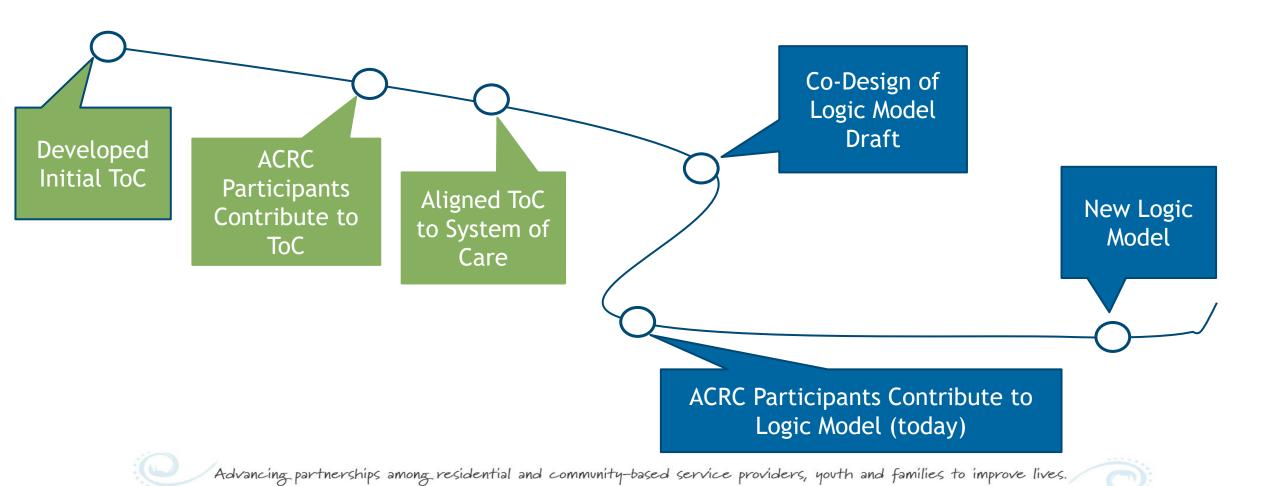






#### Our Development Process







#### Our First Workshop



- The Outcomes Workgroup developed a contextualized theory of change with logic models at the child and family, residential program, community, and system levels.
- This was the focus of a workshop at the ACRC conference in 2021.
- Attendees provided extensive input, which was consolidated into a more fully iterated version.







#### Problem Statement and TOC Draft





- Youth and families receive residential interventions because of each family's individualized needs for treatment and supports.
  - Although there have been some evidence supported approaches to residential (ex. Teaching Family Model, RE-Ed, CARES) and many residential programs incorporate specific evidence base practices developed in community settings as part of their clinical programming, currently, there is scant evidence for the overall residential intervention, per
- Many communities do not have a robust array of community programs and supports; in these communities, youth are more likely referred to residential programs that involve the youth residing at a distance from their family and community.
- The process by which youth are placed often doesn't take into account the unique, distinct
  needs of the youth and family. Residential is not thought of as an appropriate and targeted
  option and is sometimes used as placement based on expediency. Needs of youth and
  families are not necessarily assessed for appropriateness and not matched with the clinical
  abilities of the provider, creating a "failing up" process.
- The role of families and community partners in the residential intervention is highly variable, leading to challenges upon leaving the residential program and at odd with the Systems of Care family-driven mantra of "nothing about us, without us."
  - The degree to which youth are active, valued participants, with voice, in their own treatment is also highly variable.

#### BUILDING BRIDGES INITIATIVE THEORY OF CHANGE TEMPLATES

TARGET POPULATION	KEY STRATEGIES	PRACTICES/OUTPUTS	PROXIMAL OUTCOMES	DISTAL OUTCOMES
			(Proximal/Instrumental)	(Longitudinal)
YOUTH AND FAMILIES	What approaches/strategies	What mechanisms, practices,	What outcomes will youth and	What long term sustained
Whose outcomes do we aim to	are used to involve youth and	outputs implement the	families experience/achieve	positive outcomes will youth
improve?	families as partners in	strategies?	during the residential	and families experience?
	residential interventions?		intervention?	,
Youth with behavioral and		Use of parent partners		INCREASED PERCENTAGE OF:
mental health challenges	Child and family team planning		MEASURED IMPROVEMENT IN:	
significant enough to need an	process	An active family/caregiver		Youth in school or working
out-of-home intervention.	ļ ·	advisory council connected to	Youth skills needed to safely	Į ,
	Frequent interactions and	agency leadership.	navigate life at home and in the	Youth not returning to a
Foster families and kinship	communication with staff (daily	, ,	community	residential program, or higher
families of youth needing	ideal no less than weekly)		,	level of intervention or out-of-
residential intervention.			Percentage of youth returning	home placement
			to a permanent living situation	
		1		
		[1		





#### Since Then...

- BBI contracted with Chapin Hall at the University of Chicago to consult on further development and visualization of the Theory of Change.
- The Outcomes Workgroup reviewed the feedback and reconceptualized the theory of change based on pillars of the system of care approach, as opposed to the four contextualized levels. This put the focus more squarely on the anticipated outcomes for youth and families, aligned with the systems of care framework, upon which the BBI framework is built.







#### The System of Care Framework

- Family- and Youth-Driven
- Culturally Humble and Linguistically Competent
- Equitable
- Home- and Community-Based
- Trauma-Informed
- Strengths-Based and Individualized
- Data-Driven and Outcome Oriented







#### Our Draft Logic Model

- The result is a set of logic models in seven domains aligned with the framework. That is the focus of our workshop today.
- The work of visualizing the TOC will occur following the consolidation of the input from today.









## Workshop





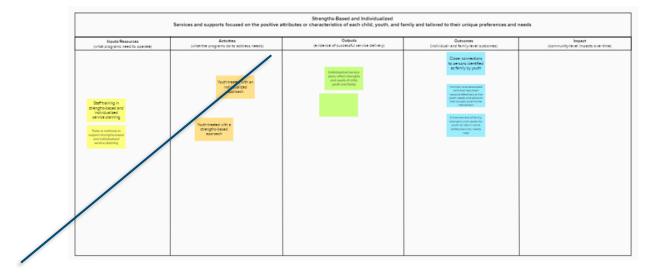


#### Adding to and Prioritizing the Logic Model



For the pillar at your table, discuss the following questions as a group:

- What is missing in any of the columns?
- What can be removed or combined with other items?
- Which of the items in the activity column are priorities for this pillar?
- What other feedback do you have?











#### Discussion

What did you notice about the logic model? Any insights to share?

What recommendations do you have for the team as it prepares to collect data on residential interventions?

What questions do you still have about this effort?









### Next Steps







#### Our Next Steps

- 1. Undertake a longitudinal study of the impact of residential interventions using this framework
- 2. Provide the logic model to residential providers to support improved practice and impact
- 3. Offer technical assistance to interested providers to operationalize the framework







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