NTDC LOGIC MODEL

^outcome added by evaluation team

Program Inputs

Population: Prospective foster, adoptive and guardianship parents interested in being foster/adoptive parents for children placed through the child welfare system and those interested in adopting privately and/or internationally.

Goal:

Develop a state-of-the-art training program for foster, adoptive & guardianship parents that includes intensive preparation and on-going development components

Activities

- Review current curricula, literature on characteristics of families and best practices
- Develop core competencies
- Develop a comprehensive curriculum that incudes self-assessment, classroom training and on-going post classroom development
- Develop a train-the-trainers guide and process
- Develop specialty areas for international adoptive families and relative caregivers
- Develop structured delivery for integration into STTs
- Select 6 to8 pilot sites and implement curriculum in sites
- Scale up for national dissemination in a sustainable manner
- Design evaluation tools
- Monitor fidelity, curriculum evaluation, dissemination and cost

Program Outputs

- Identified competencies reflective of literature and best practices and vetted by stakeholders
- # and type of curriculum elements developed that are conducive to differential learners
- Curriculum that incorporates specialty areas including relative caregivers & international adoptive families
- Train-the-trainers guide/process
- 6 to 8 pilot sites identified for staggered rollout
- # of families that complete a self-assessment
- # of families trained
- # of sites and/or agencies using the curriculum
- Finalized curriculum with tools and other products for implementation
- Ongoing evaluation reports
- # of trainers trained on curriculum

Short & Intermediate Outcomes

- Higher % of families in the pilot sites compared to families in the control group who report that they feel confident that they can care for children placed in their homes
- Higher % of families in the pilot sites compared to the families in the control group who move forward with placement.
- Higher % of families in the pilot sites compared to families in the control group who understand the impact of trauma
- Increased knowledge in core competency areas
- Improved caregiver attitudes and skills related to the training proficiencies ^
- Increased self-awareness in determining ability to foster/adopt
- Increased access to training & supports after pre-service training
- Increased knowledge of intervention strategies utilized to address trauma, mental health, emotional and behavioral challenges children may

Long-Term Outcomes

- Improved placement stability
- Improved permanency rates
- Increased child well-being
- Increased family well-being

Long-Term Vision

Timely access to training and information for foster, adoptive and guardianship parents

Curriculum consistently applied throughout the nation

External Conditions

- Lack of information on the outcomes of foster/adoptive pre-service training programs
- Families' lack of knowledge of trauma and other essential concepts
- Families' lack of access to training and information as it is needed.
- Lack of nationally recognized competencies for successful foster/adoptive parents and guardians.
- Lack of agreed upon characteristics that are common to foster/adoptive parents and guardians that lead to successful placements and increased well-being and stability
- Variation in training requirements and supports provided to resource families
- Increase in number of children entering care and STT's having fewer resources dedicated to recruitment and training of families
- Lack of standardization in the information families are receiving in pre-service training

Theory of Change

If sites use a state-of-the-art curriculum for foster, adoptive and guardianship parents that includes intensive preparation and ongoing development components, then:

- Families will be better prepared to determine their ability and capacity to parent
- Families will increase their knowledge and be able to understand and respond to the unique needs of children placed in their care.

If families increase their knowledge about the needs of the children placed in their care and have a better sense of their capacity, then:

- Families will be more likely to provide stable and nurturing placements and support the permanency planning process
- Families will have increased capacity to meet the current needs of children and the capacity to continue to develop to meet the changing needs of the children

Then foster, adoptive and guardianship parents will be better prepared to facilitate the healing and recovery, and promote the social and emotional well-being of children who have experienced early adversity

End Results

Improved placement stability rates.

A replicable training curriculum based on evidence that can be consistently integrated into training systems across the nation.

Increased capacity of sites to prepare and support foster, adoptive and guardianship families.

A list of competencies identified for successful foster, adoptive and guardianship families.

Families have the capacity to meet the needs of children in care.

Model for private domestic and international adoptive families