Relief Nursery Logic Model*

October 2018

PROBLEM STATEMENT

How can Relief Nurseries reduce incidences of child abuse and neglect and improve outcomes for the most vulnerable families in Oregon?

GOAL

To keep children safe and strengthen families through a strong network of Relief Nurseries throughout Oregon.

INPUTS *what we invest*	ACTIVITIES *what we do*	OUTPUTS *how many we reach*	OUTCOMES *what we expect to see as a result of services*		

INPUTS — *what we invest*

Human capital:
- Trained qualified staff
- Volunteers and interns
- Professional development

Facilities tailored to Relief Nursery services

Sufficient, diverse funding (public & private)

Community engagement:
- Partnerships
- Investment
- Commitment

Oregon Association of Relief Nurseries (OARN) trade organization

Oregon Relief Nursery Quality Assurance Standards

OARs 414-600-005
ORS 417.788

CHILD SERVICES

ACTIVITIES

Therapeutic Early Childhood Program (TECP) classroom sessions

Developmental screenings and assessments

OUTPUTS
- # of children served in the therapeutic classroom
- # of classroom sessions per child / length of service
- Types of children served (demographics, vulnerabilities)
- Total # of sessions held
- # of ASQ/ASQ-SE screenings
- % of children screened
- % of children referred to EI/ECSE services

OUTCOMES

SHORT-TERM (1-3 years)	INTERMEDIATE (4-6 years)	LONG-TERM (7-10 years)
Increased ability of children to: • identify and regulate emotions • interact positively with adults and peers Increased early detection of developmental concerns	Increased social and emotional competence Increased approaches-to-learning skills Fewer Relief Nursery children require special education services	Increased social and emotional competence Increased approaches-to-learning skills Fewer Relief Nursery children require special education services

FAMILY SERVICES

ACTIVITIES

Primary services:
- Respite care
- Home visiting
- Parent education
- Crisis Response
- Resource and Referrals

Ancillary services:
- Transportation
- Food program
- Basic needs support (e.g., food, clothing, hygiene products, diapers)

Some provide Early Intervention / Early Childhood Special Education, mental health, health screenings, addiction / recovery services

OUTPUTS
- # of children served in the therapeutic classroom
- # of classroom sessions per child / length of service
- Types of children served (demographics, vulnerabilities)
- Total # of sessions held
- # of ASQ/ASQ-SE screenings
- % of children screened
- % of children referred to EI/ECSE services

OUTCOMES

SHORT-TERM (1-3 years)	INTERMEDIATE (4-6 years)	LONG-TERM (7-10 years)
Children remain safely in the home Increased stability Increased parent knowledge of: • how to support children's healthy development • appropriate expectations for children • effective positive parenting practices Increased parent identification of: • parenting strengths • supportive resources • personal resilience	Children remain safely in the home Increased protective factors in parents, including improvements in: • nurturing and attachment • social support • access to concrete support in times of need • family functioning/ resiliency	Children remain safely in the home Children experience fewer Adverse Childhood Experiences Less child abuse/neglect Increased resiliency in parents Improved health outcomes / lower medical costs Children less likely to be incarcerated