Logic Model: Co-Parenting for Successful Kids

Situation: Although some change in children's lives is normal, abrupt or involuntary disruptions can affect children's feeling of security. Instability is often associated with family stress and can negatively impact children's physical, emotional and cognitive development. With the national average of about half of marriages ending in divorce, this affects many children. Family structure influences a child's development. Children living with a single parent or experiencing family structure transitions face barriers that may hinder a child's developmental outcomes. In Indiana, nearly one in three children live in a single parent household.

INPUTS	OUTPUTS		OUTCOMES – IMPACT		
	Activities	**Participation**	**Short-term**	**Medium-term**	**Longer-term**
What we invest	What we do	Who is reached	What do we think participants will know, feel, or be able to do after participating in program?	How do we think participants will behave or act differently after participating in program?	What kind of impact can result if participants behave or act differently after participating in program?
Train HHS Educators to facilitate the program, both in-person and online. Contract with University of Nebraska-Lincoln for use of CPSK. Business plan model developed with UNL. Parents pay $50 for the program which is split with UNL for program	The co-parenting education program is offered in two formats. Face-to-face format is provided with one session of four hours, or two sessions of two hours. Participants enrolled in the on-line program submit "homework", and feedback is provided by a trained HHS facilitator within 3 business days.		Parents increase their understanding of how: • children are affected (Q1) • to help their children adjust based on ages and stages (Q2) • to use "I" message (Q3) • to keep children "out of the middle" of interactions with the other parent (Q4) • to develop a child focused parenting plan (Q5) Parents use the skills taught to: • help their children adjust to life changes (Q6) • actively point out positives of the other parent to their children (Q7) • use "I" messages more frequently (Q8) • stop criticizing the other parent in front of the children (Q9) • use strategies to keep children "out of the middle" in interactions with the other parent (Q10) • develop and follow a child-focused parenting plan (Q11)	Participants will report • helping their child adjust to changes • increase use of "I" messages • increase of using positive communication techniques with other parent • keeping their children "out of the middle" of interactions with other parent • using a child-focused parenting plan	Children in families that do not have biological parents living together, will grow and thrive in responsive and nurturing environments. Both parents will provide children with an affirmative environment. Co-parents and children will have less stress with communications and shared custody of children.

updates, training, and on-line support. Program evaluation Provide marketing materials			• not use children to relay messages to the other parent (Q12) • recognize and reduce their own stress		

Assumptions	External Factors
1. Parents are willing to make their children's needs as first priority. 2. Parents are willing to make changes to their current attitudes and behaviors. 3. Parents realize that their child's other parent is just as important to the child, and for the child's emotional growth and development, as they are. 4. Parents that choose to take the program on-line will complete and submit the "homework". 5. Parents that choose to take the program on-line have adequate computer skills.	1. Some parents cannot afford the program fee cost of $50 per participant. 2. Whether the parents attend the program as voluntary participants or are court-ordered. 3. Program held in a location and at a time that is not easily assessable to participants. 4. Participants that choose to take the program on-line may not have access to a computer and internet provider with enough broadband to access all the materials.