

Logic Model: HERO'S Story Time

Situation: "Research shows that safe, stable and nurturing relationships and environments (#smallmoments) support optimal child development, have the potential to reduce child abuse and other forms of violence, to foster resilience among youth who have experienced trauma (CDC, 2014) and to prevent substance abuse behaviors in adolescence (NIDA, 2016)."¹ Across the state around 70% of households with children under the age of six, have all parents in the work force, therefore needing child care.² HERO'S Story Time targets preschool aged children, their teachers and families, to promote skill development leading towards mastering some of the Search Institute's 40 Developmental assets. Through the literature based discussion opportunities and activities, children will experience an increase in safe, stable, nurturing relationships and environments.

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?
<p>Researching and developing program and materials.</p> <p>Selecting age appropriate books based on 40 Developmental Assets.</p> <p>Revise content based upon suggestions from experts.</p> <p>Development of professional looking guides and family newsletters and post on</p>	<p>Provide program to preschool teachers and family service organizations to support their teaching of social emotional skills and skills to develop assets in children.</p> <p>Provide dialogic reading coaching and support to families through reading videos and one page family newsletters.</p>	<p>Preschool to early elementary age children</p> <p>Families of preschool to early elementary age children</p> <p>Preschool teachers</p> <p>Family service staff</p>	<p>Teachers use strategies to support children in developing social-emotional skills such as friendships, communicating with others, and self-regulation.</p> <p>Children gain more skills and strategies for developing friendships, communicating with others, and self-regulation.</p> <p>Families know the developmental assets and work on developing social-emotional skills in their children.</p> <p>Participants gain information that will be used in working with young children (Q1).</p> <p>Participants gain information related to developmental assets that will improve lives (Q2).</p>	<p>Teachers will report they read the books to the children.</p> <p>Teachers will report that they engaged children in some of the suggested activities</p> <p>Families will report that they have engaged with their children using the HERO'S Story Time stories and activities.</p> <p>Participants and families use more positive communication tools to develop social-emotional skills in children (Q3).</p> <p>Participants and families use positive ways to respond to children's emotions and feelings (Q4).</p>	<p>Children will develop stronger social-emotional skills as they work towards mastering 8 of the 40 developmental assets.</p> <p>Children will experience increased positive relationships.</p> <p>Children will experience an increase in safe, stable, nurturing relationships and environments.</p>

¹ <https://icadv5.wixsite.com/smallmoments/what-are-ssnres>

² http://datacenter.earlylearningin.org/deserts-hubs.html#First_Sub_Point_1

<p>Education Store for download.</p> <p>Create recorded readings of selected books.</p> <p>Develop program evaluation using Survey Builder.</p>			<p>Participants will be able to teach children how to recognize and label their feelings (Q8).</p>	<p>Participants and families will use strategies to help children learn self-regulation (Q5).</p> <p>Participants will verbally identify emotions and/or feelings young children are experiencing to help them understand emotions (Q6).</p> <p>Participants will assist children in expressing emotions or feelings to others (Q7).</p>	
---	--	--	--	--	--

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Since teachers are already reading books and engaging in activities, they will use the HERO'S Story Time materials in their classrooms to promote growth of social-emotional skills and developmental assets. 2. Children will engage with the books and activities to practice skills. 3. Children will develop more developmental assets through the books and activities provided in HERO'S Story Time. 	<ol style="list-style-type: none"> 1. Teachers will not engage in suggested activities to promote social-emotional skills development. 2. Families do not practice or use the newsletter tips at home.