

NCACH Population Health Workgroup Logic Model_Draftv.1

Program Title: Children's Diabetes Prevention Program: *Walk the Walk! Talk the Talk! Call the Doc!*

Date: 7/21/2015

Draft Goal: To generate personal awareness, self-efficacy and environmental support for a pilot group of children ages 6 – 11 around the disease prevention strategies of physical activity, healthy food choices, and regular medical check-ups.

Inputs	Strategies	Reach	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
To accomplish our strategies, we will need:	To make improvements or address existing health problems, we will:	Our strategies target the following audience(s):	Once accomplished, we expect to produce the following evidence or service delivery:	Expected changes in 1 – 3 years: (often related to learning)	Expected changes in 4 – 6 years: (often related to actions)	Expected changes in 7 - 10 years: (often related to conditions)
<ul style="list-style-type: none"> • Workgroup participation • ACH Governing Board support (serve as champion for workgroup) • Time • Amerigroup support • Teacher/school staff support • Local teen leaders and/or Community Health Workers as instructors/class support • Spanish-language instructors • Marketing messages and materials to promote program • Meaningful participation incentives (e.g., farmers market vouchers, FINI grant Safeway vouchers) • Demographic and baseline knowledge data of program participants • Funding for class materials (e.g., classroom props, printing, incentives) • Potential partnerships with regional medical/dental agencies, food distribution sites, farmers markets 	<p>As a program pilot, target two (2) low income / high Hispanic enrollment school populations. Contact for interest:</p> <ul style="list-style-type: none"> • Mission View Elementary, Wenatchee • Rock Island Elementary, Rock Island <p>Offer classes as a voluntary educational activity in existing After School Programs</p> <p>Recruit local teens for program support and provide train-the-trainer instruction</p> <p>Provide 6 week, instructor-led Walk-the-Walk curricula at two interested schools</p> <p>Incorporate language-appropriate take-home materials to involve families (e.g., quizzes, fact sheets, activity sheets, recipes)</p> <p>When possible, tie program marketing and rollout to other scheduled events (school health fairs and community events) to create program awareness and generate interest</p> <p>Partner w/ medical/dental providers to provide incentives to children who complete a medical visit</p>	<ul style="list-style-type: none"> • Children ages 6 – 11 years • Parents / caregivers making decisions in food/ beverage selection, preparation and portioning, and activity oversight • Teens (peripheral target in role of modeling and teaching) • Teacher/school staff 	<p># of target children who participate</p> <p># of target parents/ caregivers who participate</p> <p>Direct feedback (short quiz) from children and parents/ caregivers at end of each session and at program conclusion</p> <p>Post-program school staff feedback</p> <p>Conduct a timed follow-up:</p> <ul style="list-style-type: none"> • Develop a follow-up evaluation tool • Include select MyPlate indicators and measurements. • Assess knowledge retention • Assess behavioral changes • Assess program reach - was the information shared with family and friends beyond the participant or parent/ caregiver? <p>Replicable, scalable, modifiable program for similar target audiences</p>	<p>Select MyPlate Metrics</p> <p>Personal & Interpersonal Factors:</p> <ul style="list-style-type: none"> • Awareness, knowledge of MyPlate and Dietary Guidelines for Americans (DGA) • Self-efficacy to choose a healthy diet for self, for household members <p>Environmental Setting Factors:</p> <ul style="list-style-type: none"> • School exposure of MyPlate • School exposure of key program messages <p>Self-efficacy to increase activity levels</p>		

Planning and Progress Quality Criteria

Criteria		Yes	No	Revisions
1	A variety of audiences are taken into consideration when specifying credible outputs, outcomes, and impacts.	<input type="checkbox"/>	<input type="checkbox"/>	
2	Target participants and/or partners are described and quantified as outputs (e.g., 100 teachers from 5 rural high schools).	<input type="checkbox"/>	<input type="checkbox"/>	
3	Events, products, or services listed are described as outputs in terms of a treatment or dose (e.g., 30 farmers will participate in at least 3 sessions of the program; curriculum will be distributed to at least 12 agencies).	<input type="checkbox"/>	<input type="checkbox"/>	
4	The intensity of the intervention or treatment is appropriate for the type of participant targeted (e.g., higher risk participants warrant higher intensities).	<input type="checkbox"/>	<input type="checkbox"/>	
5	The duration of the intervention or treatment is appropriate for the type of participant targeted (e.g., higher risk participants warrant longer duration).	<input type="checkbox"/>	<input type="checkbox"/>	
6	Outcomes reflect reasonable, progressive steps that participants can make toward longer-term results.	<input type="checkbox"/>	<input type="checkbox"/>	
7	Outcomes address awareness, attitudes, perceptions, knowledge, skills, and/ or behavior of participants.	<input type="checkbox"/>	<input type="checkbox"/>	
8	Outcomes are within the scope of the program's control or sphere of reasonable influence.	<input type="checkbox"/>	<input type="checkbox"/>	
9	It seems fair or reasonable to hold the program accountable for the outcomes specified.	<input type="checkbox"/>	<input type="checkbox"/>	
10	The outcomes are specific, measurable, action-oriented, realistic, and timed (SMART objectives).	<input type="checkbox"/>	<input type="checkbox"/>	
11	The outcomes are written as change statements (e.g., things increase, decrease, or stay the same).	<input type="checkbox"/>	<input type="checkbox"/>	
12	The outcomes are achievable within the funding and reporting periods specified.	<input type="checkbox"/>	<input type="checkbox"/>	
13	The impact, as specified, is not beyond the scope of the program to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	
14		<input type="checkbox"/>	<input type="checkbox"/>	
15		<input type="checkbox"/>	<input type="checkbox"/>	