Formal/Informal Sources of Support and Community Involvement

Please Note: Other outcomes and indicators related to this domain may be found in other domains. If you cannot find what you are looking for on this page, please review the outcomes in other domains or search in the Logic Model Builder.

Informal Sources of Support

Programs from the FRIENDS' Program Directory* with components that promote outcomes or indicators in this sub-domain are: Early Head Start, Nurse Family Partnership, Infant Health and Development, Parents As Teachers, Dare to Be You, Healthy Families America, Healthy Families New York, Infant Health and Development, Nurturing Parenting Program, Project SafeCare, Reaching Educators, Children, and Parents (RECAP), Creating Lasting Family Connections, 1-2-3 Magic: Effective Discipline for Children.

Short-term

Outcomes

Participants know the importance of having a mutual support network of friends, family and neighbors.

Indicators

- Participants know how reliable, safe and appropriate friends, family members and neighbors can provide their families with support when they need it.
- Participants know how they can assist friends, family and neighbors with support when they need it.
- Participants know their personal needs for support.
- Participants know their limits on the help/time they can give to others in their support networks.
- Participants know when support from family, friends and neighbors becomes dependence.

Intermediate/Long-term Outcomes

Outcomes

Participants have a mutual support network of friends, family and neighbors that they use for support and assistance as needed.

Indicators

- Participants ask reliable, safe and appropriate friends, family members and neighbors for support and assistance when they need it.
- Participants set reasonable limits on the help/time they can give to others in their support networks.
- Participants develop plans to meet their family's needs without outside assistance when they have the capacity to do so in order to not become overly dependent on the help of others.

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Formal Sources of Support

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Short-term

Outcomes

Participants know how to access formal support systems in their communities.

Indicator

- Participants know family needs that can best be met through community organizations or agencies.
- Participants know the array of services available to them in the community.
- Participants know the procedures to be followed in order to access needed services available to them in the community.
- Participants know the federal, state and local entitlement programs for which they qualify and where to go to apply for them.
- Participants know the support they can receive from a church, synagogue, mosque, other religious association or secular support group.
- Participants know their own abilities to meet theirs and their family's needs independently.

Intermediate/Long-term

Outcomes

Participants access formal support systems in their communities when they need them.

Indicators

- Participants contact the agencies that are most likely to help them meet their family's needs.
- Participants complete the necessary paperwork and/or interviews necessary to qualify for services.
- Participants are affiliated with a church, synagogue, mosque, other religious association or secular support group that they turn to for support when they need it.
- Participants reduce their reliance on formal support systems when they have the capacity to meet their family's needs independently.

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Family Management/Self Sufficiency

Programs from the FRIENDS' Program Directory* with components that promote outcomes or indicators in this sub-domain are: _Creating Lasting Family Connections, Early Head Start, Families and Schools Together, Dare to Be You, Perry Preschool Project, Project SafeCare.

Short-term

Outcomes

Participants will know how to manage family life to promote self-sufficiency, safety, and stability.

Indicators

- Participants know how to find high-quality, reliable child care.
- Participants know where to go and how to access adult education and jobs preparation services as needed.
- Participants know how to effectively search for employment with livable wages.
- Participants know how to develop and manage a household budget.
- Participants know how to comparatively shop for food, services and household goods to stay within budgets.
- Participants know how to obtain safe and affordable housing.
- Participants know where they can access emergency clothing, food, medications and shelter in emergency situations.

Intermediate/Long-term

Outcomes

Participants will manage family life to promote self-sufficiency, safety, and stability.

Indicators

- Participants access high-quality, reliable child care as needed.
- Participants access adult education and jobs preparation services as needed.
- Participants who are able and needing work, actively, sincerely and competently conduct employment searches.
- Participants who are able, needing work and/or looking for a better job, obtain and maintain employment with a living wage.
- Participants develop and manage a household budget.
- Participants comparatively shop for food, services and household goods to stay within budgets.
- Participants access emergency clothing, food, medications and shelter in emergency situations as needed.
- Participants obtain safe and affordable housing.

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Community Awareness and Involvement in Prevention

Programs from the FRIENDS' Program Directory* with components that promote outcomes or indicators in this sub-domain are: Triple P - Positive Parenting Program

Short-term

Outcomes
Individuals in the community understand how community involvement can reduce the likeliness of child maltreatment.

Indicators
- Individuals in the community believe that the community can play a role in supporting families to raise children in safe, nurturing environments.
- Individuals in the community understand that social support from friends and family can reduce likelihood of child maltreatment.
- Individuals in the community understand how programs such as parks, play-groups, health clinics, energy assistance programs, parent education classes, respite programs, etc. can reduce likelihood of child maltreatment.
- Individuals in the community understand that access to medical care (including mental health services) can reduce likelihood of child maltreatment.
- Individuals in the community understand how substance abuse treatment can reduce likelihood of child maltreatment.
- Individuals in the community understand that parental stress can increase likelihood of child maltreatment.
- Individuals in the community understand that knowledge of effective parenting skills can decrease likelihood of maltreatment.
- Individuals in the community know when and how to report suspected child maltreatment.

Outcomes
Public and private agencies (schools, child development centers, faith-based groups, health departments, etc.) understand how they can enhance their services to strengthen families.

Indicators
- Public and private agencies understand the benefits of developing meaningful partnerships with parents.
- Public and private agencies are familiar with support services available to families.
- Public and private agencies identify ways that they can offer supports or make appropriate referrals to families as needed.
- Public and private agencies identify ways to promote parent involvement in agency decision-making activities.

Intermediate/Long-term

Outcomes Individuals in the community are actively involved in activities that can reduce the likeliness of child maltreatment.

Indicators
- Individuals in the community volunteer for programs that promote healthy families and children (such as recreational programs, parks, play-groups, health clinics, energy assistance programs, parent education classes, respite programs, etc.).
- Individuals in the community make in-kind or financial contributions to programs that promote healthy families and children (such as recreational programs, parks, play-groups, health clinics, energy assistance programs, parent education classes, respite programs, etc).
- Local businesses make in-kind or financial contributions to programs that promote healthy families and children (such as recreational programs, parks, play-groups, health clinics, energy assistance programs, parent education classes, respite programs, etc).
- The faith community offers space, financial support, and/or volunteer programs to assist family support programs.
- Local newspapers contain stories related to family-strengthening programs for children and families.
- Individuals in the community make appropriate referrals to Child Protective Services when child maltreatment is suspected.

Outcomes
Public and private agencies (schools, child development centers, faith-based groups, health departments, etc.) enhance their services to strengthen families.

Indicators
- Public and private agencies have policies in place that support meaningful partnerships with parents.
- Public and private organizations communicate with other helping agencies to coordinate and enhance family strengthening activities.
- Public and private agencies make appropriate referrals to families as needed.
- Public and private agencies include parents on their advisory boards.
- Public and private agencies help parents actively participate in agency decision-making activities. Agencies assist with childcare and transportation needs, schedule meetings to accommodate parents' schedules, etc.

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Parent Leadership and Involvement in Prevention

No programs listed on the FRIENDS Program Directory* specify targeting outcomes or indicators related to this sub-domain.

Short-Term	Intermediate/Long-Term
Outcomes Parents are prepared to become actively involved in prevention service activities. **Indicators** • Parents adjust their schedules to have time for participation in parenting groups/other prevention-related activities. • Parents report confidence in their abilities to offer meaningful contributions (such as opinions, suggestions, critical observations) to parenting groups/other prevention-related activities. • Parents report feeling confident that their contributions to parenting groups/other prevention-related activities will be taken seriously by group leaders/facilitators.	**Outcomes** Parents are actively involved in prevention service activities. **Indicators** • Parents regularly attend parenting groups/other prevention-related activities. • Parents contribute their opinions/suggestions/critical observations to parenting groups/other prevention-related activities. • Parents demonstrate respect for the opinions/suggestions/critical observations of other parents and group facilitators.
Outcomes Parents are prepared to assume a leadership role in developing and implementing program policies and activities (such as participation on boards of directors, curriculum development, and evaluation committees). **Indicators** • Parents report feeling welcome to participate on advisory boards and committees. • Parents have sufficient knowledge to meaningfully participate on advisory boards and committees. • Parents report feeling confident enough to contribute ideas to advisory boards and committees. • Parents report feeling confident that their contributions to advisory boards and committees will be taken seriously. • Parents know how to volunteer to participate on advisory boards and committees. • Parents understand that childcare, transportation, and work leave issues will affect their level of participation when serving on a board.	**Outcomes** Parents assume an active role in developing and implementing program policies and activities (such as participating on boards of directors, curriculum development, and evaluation committees). **Indicators** • Parents have the resources and supports in place to participate on advisory boards and committees (such as childcare, transportation, leave from work, etc.). • Parents serve on advisory boards and committees, such as boards of directors, curriculum development, and evaluation committees, etc. • Parents attend organization-wide trainings, conferences, or member meetings. • Parents make suggestions for program services/activities. • Parents lead program activities. • Parents design and implement program activities in partnership with program staff. • Parents advocate for community support of the program via outreach, legislative advocacy, or public awareness.

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Parent Leadership and Involvement in Prevention
(continued)

Outcomes

Parents are prepared to enter into mentoring relationships with other parents, agency staff, board members, policymakers, or funders.

Indicators

- Parents express confidence that they have a contribution to make in mentoring other parents (and/or staff).
- Parents identify personal boundaries they should establish/maintain in order to participate in a mentoring relationship.
- Parents are aware of opportunities to develop mentoring relationships with other parents, agency staff, board members, policy makers or funders.
- Parents express interest in mentoring other parents (and/or staff).

Outcomes

Parents develop mentoring relationships with parents, agency staff, board members, policymakers, or funders.

Indicators

- Parents mentor new staff.
- Parents mentor new program participants.
- Parents help facilitate other mentoring relationships between parents and other parents, agency staff, board members, policymakers, or funders.

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