Healthy Relationship and Marriage Education Training Project: One-day Training Logic Model

**Problem Statement:** Families and children receiving child welfare services exhibit high levels of marital and family instability. While child welfare professionals have training to provide families with services that improve child safety, permanency and well-being, they may lack access to knowledge, skills, and resources related to offering healthy relationship and marriage education services that can facilitate family stability and promote positive coparenting and parenting.

**Assumptions** (Learning readiness)
- Healthy couple and marital relationships promote child safety, permanency and well-being.
- Child welfare professionals see the value of RME for their clients.
- Child welfare professionals are open to and capable of integrating healthy RME strategies into their existing services.

**External Factors** (Team attitude, management support, organizational support)
- Training participants receive support from management and co-workers.
- Training participants struggle with competing demands and availability of agency resources.
- Policies, organizational and external resources, and partnerships exist to support training participants' integration of RME into their services.

**Outputs**
- 1670 State/local child welfare professionals registered.
- 52 one-day trainings (n=1375 trainees):
  - AR: 6 trainings (n=167)
  - GA: 12 trainings (n=386)
  - IA: 7 trainings (n=144)
  - MO: 17 trainings (n=354)
  - NC: 10 trainings (n=324)
- Survey response rate:
  - Pre:1282 (93.2%)
  - Post: 1322 (96.1%)
  - 1-wk: 828 (60.2%)
  - 2-mth: 526 (38.3%)
  - 6-mth: 390 (28.4%)
- 8 module curriculum
- 8 on-line modules
- 11 professional briefs
- 13 tip sheets for clients
- 40 teaching tools

**Activities**
- Coordinate and promote training.
- Identify and engage state and local professionals to participate in training.
- Conduct one-day training:
  - Round 1: 2011
  - Round 2: 2012
  - Round 3: 2013

**Participation**
- Impact evaluation:
  - Pre: prior to training
  - Post: at conclusion of training
  - Follow-up: 1-wk, 2-mth, and 6-mth post training.

**Reactions**
- Affective: trainees are satisfied with the training and training materials. (Post)
- Utility: trainees perceive the training materials to be useful for their work. (Pre & Post)
- Increase in awareness of strategies and skills to support healthy couple relationships. (Pre & 1wk)
- Increase in ability to discuss and teach RME skills with clients. (Pre & 1wk)
- Increase in confidence in helping clients develop healthy relationships. (Post)
- Retention: trainees report sustained improvements in knowledge, ability and confidence (6mth)

**Outcomes**
- Transfer: trainees report sharing the tools and resources with supervisors and co-workers. (2mth & 6mth)
- Transfer: trainees report applying the tools and resources shared with clients. (2mth & 6mth)
- Increased integration of healthy RME into existing child welfare services.
- Improvements in marital and family stability resulting in improved child safety, permanency and well-being.

**Inputs**
- Extension System
  - Univ. of Arkansas
  - Univ. of Georgia
  - Iowa State Univ.
  - Univ. of Missouri
  - North Carolina State
- State-level agencies and partners that coordinate child welfare services and trainings.
- County-level partners that offer child welfare and family services
  - Extension
  - Public agencies
  - Private agencies
- National Extension Relationship and Marriage Education Network
- HRMET National advisory board
- Training facilities and ancillary services

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