

## Beginning with the End Goal: Using a Logic Model to Script Your Path

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#### Introductions

- Pacific Research and Evaluation ("PRE")
- Participant introductions
  - What does your organization do?
  - Have you ever developed a logic model?
- Is there anything specific about logic models that you're hoping to learn today?



### Agenda

Logic Models Defined

Purpose of Creating Logic Models

Benefits of Logic Models

Logic Model Mechanics Activity

Common Stumbling Blocks

Lessons Learned

### Logic Models Defined

- A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve. (W.K. Kellogg Foundation, 2004).
- When you read a good logic model, you should have a clear understanding of what a program does and what it is trying to achieve.

### Program Manager Reflection



I learned that logic models are about what the program does, not what the staff do. It is not job tasks, it's what your marketing brochure looks like.

### Logic Model Benefits

- Provides a concise overview of your program's purpose, activities, and desired outcomes.
- Logic models are a bridge between program implementation and program evaluation.
- Logic models are useful to program administrators who are trying to implement changes in their program.

### Program Manager Reflection



From a data standpoint, I like logic models because they help us track outcomes and look backwards if we aren't meeting the outcome. A Theory of Change is not as "day to day" as a logic model. Logic models are more concrete and more applicable to staff running the program.

### Logic Model Benefits

Logic models show funders that you are thinking strategically about the impact of your program. They can:

- Strengthen case statements to donors
- Help improve data tracking
- Strengthen grant proposals
- Guide annual reporting to a funder

### Logic Model Formats

- Logic Models can be developed in a variety of different formats
- They are typically arranged in columns and flow from left to right
- The way categories are labeled, shown in column headings, can differ across logic models
- Some are more visually appealing than others

#### **Example 1: School Based Mental Health Centers**

#### Inputs

Resources dedicated to or consumed by the program

Bicultural/ bilingual Certified Alcohol and Drug Counselor (I FTE)

Time (36 months)

Money (\$150 K KPNW)

Equipment needed (Too Good for Drugs High School curriculum)

Community Stakeholders

Billable insurance revenue

#### **Activities**

The tasks and actions needed to implement program and achieve objectives

Culturally-specific Substance abuse treatment for youth who meet ASAM 0.5 or 1.0

Too Good for Drugs prevention curriculum

CADC participation in weekly Care Team Meetings

Youth outreach at clubs, classes, cafeteria, etc.; Parent/faculty outreach

Referral system for youth exhibiting risky behavior

#### **Outputs**

The direct products of program activities

A minimum of 60 students per year will receive an A&D assessment and further substance abuse treatment if they meet criteria

Prevention materials available/visible to all 1300 students

A minimum of 20 students per year participate in Too Good for Drugs prevention curriculum

320 students will attend Universal Prevention presentations; 150 students will participate in lunch programming

#### Measurable Outcomes

Can be short, intermediate or long term outcomes but should represent measurable data from the project please express measurable data in a quantitative value using numbers & percentages.

**Actual Measurable Outcomes** 

This section is completed and returned with written evaluation once the grant has finished or within one year of funding date. Please report on the actual number impacted by funding.

At exit, at least 70% of students receiving substance abuse treatment will have an ACORN Global Distress Scale score of 1.5 or less.

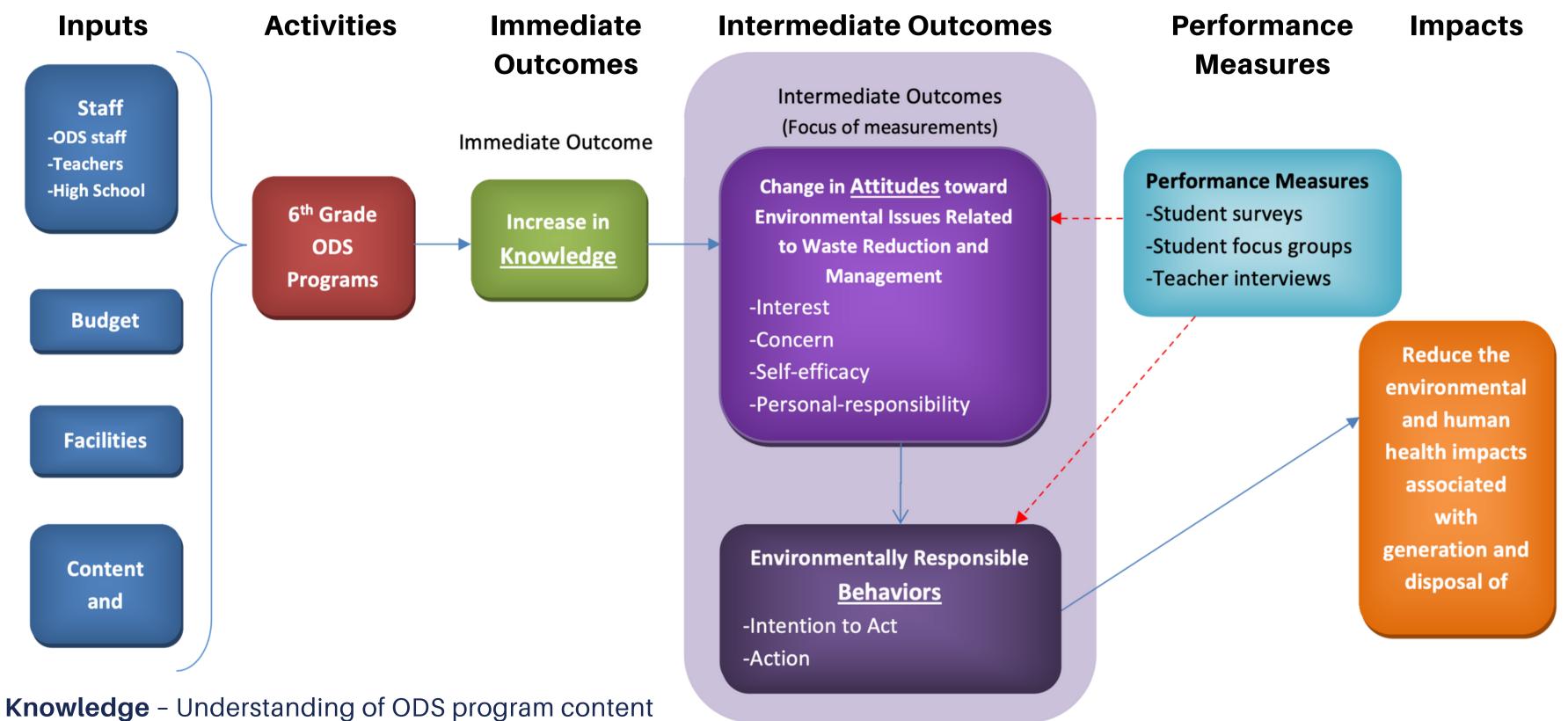
At least 70% of students receiving substance abuse treatment will progress I or more stages on the SOCRATES stage of change measure from intake to exit, or will remain in the maintenance stage from intake to exit.

At least 70% of students receiving substance abuse treatment will show a decrease in emotional dysregulation, as measured by the DERS, from intake to exit.

At least 60% of students receiving substance abuse treatment will maintain or improve their attendance rate compared to their semester of intake.

#### **Example 2: Outdoor School Program**

**Program Goal**: Students learn why and how to make environmentally friendly choices that use fewer natural resources and reduce the amount and toxicity of waste they produce.



Attitudes - Improved disposition toward environmental issues related to waste reduction/management Environmentally Responsible Behaviors - Persuasion, consumerism, political action, eco-management, and legal action

#### **Example 3: North Wasco County Trauma-Informed Care**

**Activities** Inputs Outcomes

#### Training and Technical Assistance

Planning

phone)

 5-Day Training • Technical Assistance and Consultation (on-site or by

#### Materials

- Implementation Manuals
- Practice Based **Learning Materials**
- Fidelity Checklists
- Toolkit Lessons
- Manuals

### Individual

- Attend training
- Participate on Core Team and/or Steering Committees
- Advocate in community

## Organizational

- Develop Core Teams
- Establish organization specific implementation plans
- Develop communication plan
- Begin implementing Sanctuary tools

- Create a Community Collaborative group
- Schedule and participate in joint training
- Planning and leading trainings
- Inter-organizational informational sessions

#### Staff at multiple agencies share a common language Agency leaders develop a common

- Improved communication across agencies
- Implement Sanctuary practices at inter-agency meetings
- Joint case management is done using sanctuary practices
- Targeted audiences are knowledgeable about the impacts of trauma and can

#### Long-Term (5-10 Years)

- Core Team members participate or otherwise lend support in training and/or mentoring others
- · Professional behaviors are consistently aligned with sanctuary principles

#### • Staff begin to share a common language

Short-Term (1 Year)

• Core Team members

Model concepts.

Model

demonstrate a deep

understanding of Sanctuary

• Team members demonstrate

buy-in to the Sanctuary

- Staff are knowledgeable about the Sanctuary concepts
- Core teams are established and meeting regularly

- Increased hope and morale within the organization
- Changes in policy & procedure to align agency practices with the r Sanctuary Model
- Decreased staff turnover
- Improved client outcomes
- Improved collaboration across agencies
- Agencies demonstrate a shared vision and common direction
- Agencies are integrating their work practices utilizing the sanctuary model

## Community

Inter-organizational

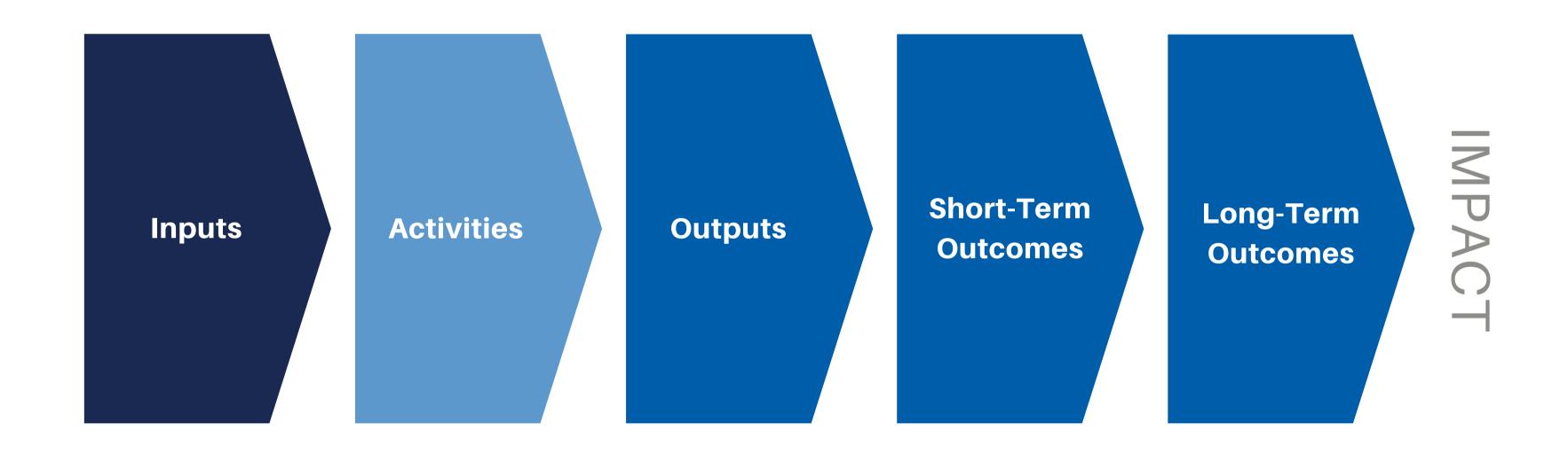
- Develop and implement a communication plan that includes outreach activities to the community.
- Re-frame or re-script long-term community trauma(s)
- Participate in advocacy for the Sanctuary movement

- · Increased awareness of the initiative
- relate that knowledge to local events
- Community members demonstrate improved perception(s) of The Dalles
- Community members are safe, healthy, and ready to learn

### Logic Model Mechanics

- Find a partner.
- We will be walking through logic model mechanics.
- You and your partner will complete a logic model.
- Choose a program with your partner.
- Our Example: Catholic Community
   Services Forever Homes.
  - Homes owned and services provided by CCS
- Creates a stable environment for youth

### Logic Model Overview



#### Inputs

Inputs

**Activities** 

**Outputs** 

**Short-Term Outcomes** 

Long-Term Outcomes

- Resources include the human, financial, organizational, and community resources a program has available to direct toward doing the work.
- Sometimes this component is referred to as Inputs.
- Example
- Brainstorm the Resources for your program
- Stumbling blocks for Resources?

#### **Example: Catholic Community Services Forever Homes Logic Model**

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Donor Funding				
FTE (3.4)				
State Foster Care Funding				
Foster Parents				
Homes (6)				
Youth Council				
Community Support				

#### Activities

Inputs Activities Outputs Short-Term Outcomes Outcomes

- What is done with the resources
- Activities are the processes, tools, events, technology, and actions that are an intentional
  part of the program implementation. These interventions are used to bring about the
  intended program changes or results.
- Services and activities that participants experience
- Example
- Brainstorm the Activities for your program
- Stumbling blocks for Activities?

#### **Example: Catholic Community Services Forever Homes Logic Model**

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Donor Funding	Foster Parent Trainings -Protective Factors -Sanctuary			
FTE (3.4)	-Boys and Girls Town -Financial Literacy			
State Foster Care	-CPS and BPS			
Funding	Youth Life Skills Training -Sanctuary			
Foster				
Parents	1:1 Staff/Youth Meeting			
Homes (6)	1:1 Staff/Parent Meeting			
Youth Council	Wrap Team Meetings			
	<b>Mentoring for Youth</b>			
Community				
Support	Community Guardianship, Voc			
	training and ILP			
	Permanency Advocacy			
	Community Cafes (future)			
	Supports for Foster Parents			
	(e.g. counseling, respite services)			

#### Outputs

Inputs

**Outputs** 

**Short-Term Outcomes** 

**Long-Term Outcomes** 

- Outputs are the direct products of program activities and may include types, levels, and targets of services to be delivered by the program.
- Example
- Brainstorm the Outputs for your program
- Stumbling blocks for Outputs?

#### **Example: Catholic Community Services Forever Homes Logic Model**

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Donor	Foster Parent Trainings	% of foster parents up		
Funding	-Protective Factors -Sanctuary	to date trainings		
FTE (3.4)	-Boys and Girls Town	Percentage of youth		
State Foster	-Financial Literacy -CPS and BPS	receiving trainings		
Care	-CF3 allu DF3	Average number of		
Funding	Youth Life Skills Training	youth 1:1 weekly		
randing	-Sanctuary	meetings per quarter		
Foster	ourroudin's	ge per quarter		
Parents	1:1 Staff/Youth Meeting	Average number of		
		parent 1:1 weekly		
Homes (6)	1:1 Staff/Parent Meeting	meetings per quarter		
Youth	Wrap Team Meetings	% of youth with a		
Council		mentor		
	<b>Mentoring for Youth</b>			
Community		Planned/crisis respite		
Support	Community Guardianship, Voc training and ILP	provided		
	•	% of youth with		
	Permanency Advocacy	community guardian		
	Community Cafes (future)	# of youth employed or volunteering		
	<b>Supports for Foster Parents</b>			
	(e.g. counseling, respite services)			

#### Outcomes

Outcomes

Inputs

Activities

Outputs

**Short-Term Outcomes** 

Long-Term
Outcomes

- Outcomes are the specific changes in program participants' behavior, knowledge, attitude, skills, and level of functioning. Sometimes a distinction is made between short-term and long-term outcomes.
- Example
- Brainstorm the Outcomes for your program
- Stumbling blocks for Outcomes?

#### **Example: Catholic Community Services Forever Homes Logic Model**

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Donor Funding	Foster Parent Trainings -Protective Factors -Sanctuary	% of foster parents up to date trainings	Youth and parents build strong social connections with family members, friends, and neighbors	
FTE (3.4)	-Boys and Girls Town -Financial Literacy	Percentage of youth receiving trainings	Tangible supports to youth and	
State Foster Care	-CPS and BPS	Average number of	parents in times of need	
Funding	Youth Life Skills Training -Sanctuary	youth 1:1 weekly meetings per quarter	Youth have knowledge of adolescent development and	
Foster Parents	1:1 Staff/Youth Meeting	Average number of	trauma theory	
Homes (6)	1:1 Staff/Parent Meeting	parent 1:1 weekly meetings per quarter	Parents have knowledge, skills, and virtues related to parenting and	
Youth	Wrap Team Meetings	% of youth with a	child development	
Council	Mentoring for Youth	mentor	Increase youth resilience	
Community Support	Community Guardianship, Voc	Planned/crisis respite provided	Increase parent resilience	
	training and ILP	% of youth with	Increase social and emotional competence of youth	
	Permanency Advocacy	community guardian		
	Community Cafes (future)  Supports for Easter Parents	# of youth employed or volunteering		
	Supports for Foster Parents (e.g. counseling, respite services)			

#### **Example: Catholic Community Services Forever Homes Logic Model**

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Donor Funding FTE (3.4)	Foster Parent Trainings -Protective Factors -Sanctuary -Boys and Girls Town -Financial Literacy	% of foster parents up to date trainings  Percentage of youth receiving trainings	Youth and parents build strong social connections with family members, friends, and neighbors  Tangible supports to youth and	Academic success (for those youth served for at least 1 full
State Foster Care Funding	-CPS and BPS  Youth Life Skills Training	Average number of youth 1:1 weekly	parents in times of need  Youth have knowledge of	term) Permanency
Foster Parents	-Sanctuary 1:1 Staff/Youth Meeting	meetings per quarter  Average number of	adolescent development and trauma theory	achieved Increase
Homes (6)	1:1 Staff/Parent Meeting	parent 1:1 weekly meetings per quarter	Parents have knowledge, skills, and virtues related to parenting and child development	youth self sufficiency
Youth Council	Wrap Team Meetings  Mentoring for Youth	% of youth with a mentor	Increase youth resilience	Increase foster parent retention
Community Support	Community Guardianship, Voc training and ILP	Planned/crisis respite provided	Increase parent resilience Increase social and emotional	Improve health and
	Permanency Advocacy	% of youth with community guardian	competence of youth	wellness of parents and youth
	Community Cafes (future)	# of youth employed or volunteering		youtii
	Supports for Foster Parents (e.g. counseling, respite services)			

### Program Manager Reflection

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The fact that logic models are outcomes driven was a big 'ah-ha' for me. We were trying to fit other elements of what the organization is trying to measure into the logic model and it didn't apply. Figuring out that they were outcomes driven was really helpful.

### **Impact**

Inputs

**Activities** 

Outputs

**Short-Term Outcomes** 

Long-Term Outcomes

- Impact is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities.
- High level impact vs. impact analysis
- Example
- Brainstorm the Impact statement for your program
- Stumbling blocks for Impact?

# IMPACT safe healthy

transition successfully to a permanent nurturing

#### **Example: Catholic Community Services Forever Homes Logic Model**

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Donor Funding	Foster Parent Trainings -Protective Factors -Sanctuary	% of foster parents up to date trainings	Youth and parents build strong social connections with family members, friends, and neighbors	Academic success (for those youth
FTE (3.4)	-Boys and Girls Town -Financial Literacy	Percentage of youth receiving trainings	Tangible supports to youth and	served for at least 1 full
State Foster Care	-CPS and BPS	Average number of	parents in times of need	term)
Funding	Youth Life Skills Training -Sanctuary	youth 1:1 weekly meetings per quarter	Youth have knowledge of adolescent development and	Permanency achieved
Foster Parents	1:1 Staff/Youth Meeting	Average number of	trauma theory	Increase
Homes (6)	1:1 Staff/Parent Meeting	parent 1:1 weekly meetings per quarter	Parents have knowledge, skills, and virtues related to parenting and child development	youth self sufficiency
Youth Council	Wrap Team Meetings	% of youth with a mentor	Increase youth resilience	Increase foster parent
	Mentoring for Youth			retention
Community Support	Community Guardianship, Voc	Planned/crisis respite provided	Increase parent resilience	Improve
	training and ILP	% of youth with	Increase social and emotional competence of youth	health and wellness of
	Permanency Advocacy	community guardian		parents and youth
	Community Cafes (future)	# of youth employed or volunteering		
	Supports for Foster Parents (e.g. counseling, respite services)			

### Logic Model Application

- Logic models show funders and stakeholders that you are thinking strategically about the impact of your program.
- Bellevue College NSF Advanced Technical Research Grant
- Focused on providing professional development to college faculty focused on creating industry partnerships

### Example: Working Partners Project

#### **Activities**

#### **Outputs**

#### **Outcomes**

- Curriculum development; workshop planning and preparation; informational webinar; presentations at conferences (Y1)
- 1.5-day regional workshop (Y2-4)
- 1-day pre-conference session at HITEC conference (Y2-4)
- ½ day pre-conference workshop at NSF ATE PI meeting (Y2-4)
- Participant follow-up zoom meetings
- Webinars (Y2-4)
- All community calls (Y2-4)
- Participants engage in moderated and unmoderated online space and online resources (Y2-4)

- Number of workshops each year
- Number of participants at each workshop
- Number of participants who engage in follow-up zoom meetings at each time point
- Number of participants who engage in webinars annually
- Number of participants who engage in community calls annually
- Number of participants that utilize the moderated cohort-specific online supports
- Number of participants that utilize the unmoderated online space and online resources
- Industry partnerships created and/or sustained

- Participant satisfaction with workshops (Level 1)
- Perceived utility of the workshops (L1)
- Participant knowledge of creating industry partnerships (L2)
- Quantity of industry partnerships created (L3)
- Perceived quality of industry partnerships (L4)
- Increased awareness of industry trends (L4)
- Industry aligned educational pathways (L4)

### Logic Model Application

- Logic Models can help non-evaluators to learn about, and buy into, evaluation.
- Catholic Community Services uses logic models for operations planning annually.

#### Catholic Community Services

#### Preferred Future – Logic Model

Community Counseling Center (CCC) Impact Statement: Clients no longer have a need to receive mental health counseling services from CCC due to their own increased social & emotional navigation.

RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES
			Clients are/have
<ul> <li>Support Staff</li> </ul>	<ul> <li>Family, individual, and couples</li> </ul>	<ul> <li># of customers satisfied</li> </ul>	1. Protective Factors
More/Larger office space	<ul><li>counseling services</li><li>Group counseling</li></ul>	<ul> <li>% increase of staff feeling supported</li> <li># of billable hours</li> </ul>	A. Increased social connections with family members friends and neighbors
with better air flow	<ul> <li>Case management</li> </ul>	<ul> <li>95% or better of contractual obligations</li> </ul>	B. Increased resiliency (the ability to deal with
Local community	<ul> <li>Medication management &amp; evaluation</li> </ul>	<ul> <li>% risk related to outcomes &amp; protective factor growth</li> </ul>	adversity) a. Reached identified treatment goals
<ul> <li>Donor funding</li> </ul>	Psychiatric assessment &	<ul> <li># of assessment tools completed</li> </ul>	C. Increased social and emotional competence
BCN Contract	<ul> <li>evaluation services</li> <li>daycare during sessions (goal)</li> </ul>		a. Physically & emotionally safe in their homes b. Functioning to the best of their ability
<ul> <li>Scheduling system</li> </ul>			c. Increased non-violent communication skills d. To overcome social injustices
<ul> <li>Trainings, CEU's</li> </ul>			D. Increased tangible supports in times of need (on
Our own internet			their own)
domain-separate identity			E. Increased knowledge, skills and virtues related to development (parent/child/adult)
<ul> <li>Office supplies</li> </ul>			a. Self-advocacy skills
Internal resource list for			2. Increased knowledge of trauma theory  a. Increased self-awareness of their own
			resiliency related to trauma
customers			3. Increased Satisfaction
			<ul> <li>a. Highly trained and skilled intern program</li> </ul>
			that continue to be sought
			4. Increased Self-sufficiency
			5. Permanency

#### Lessons Learned

- As you gain experience developing logic models, you start to get a feel for what belongs and what is appropriate.
- It's less important that a logic model is "perfect", and more important that it's useful for the intended audience and purpose

### Questions?

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