



PACIFIC
Research &
Evaluation

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

Kristi Manseth, Ph.D. &
Steven Rider, Ph.D.

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 (1 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.

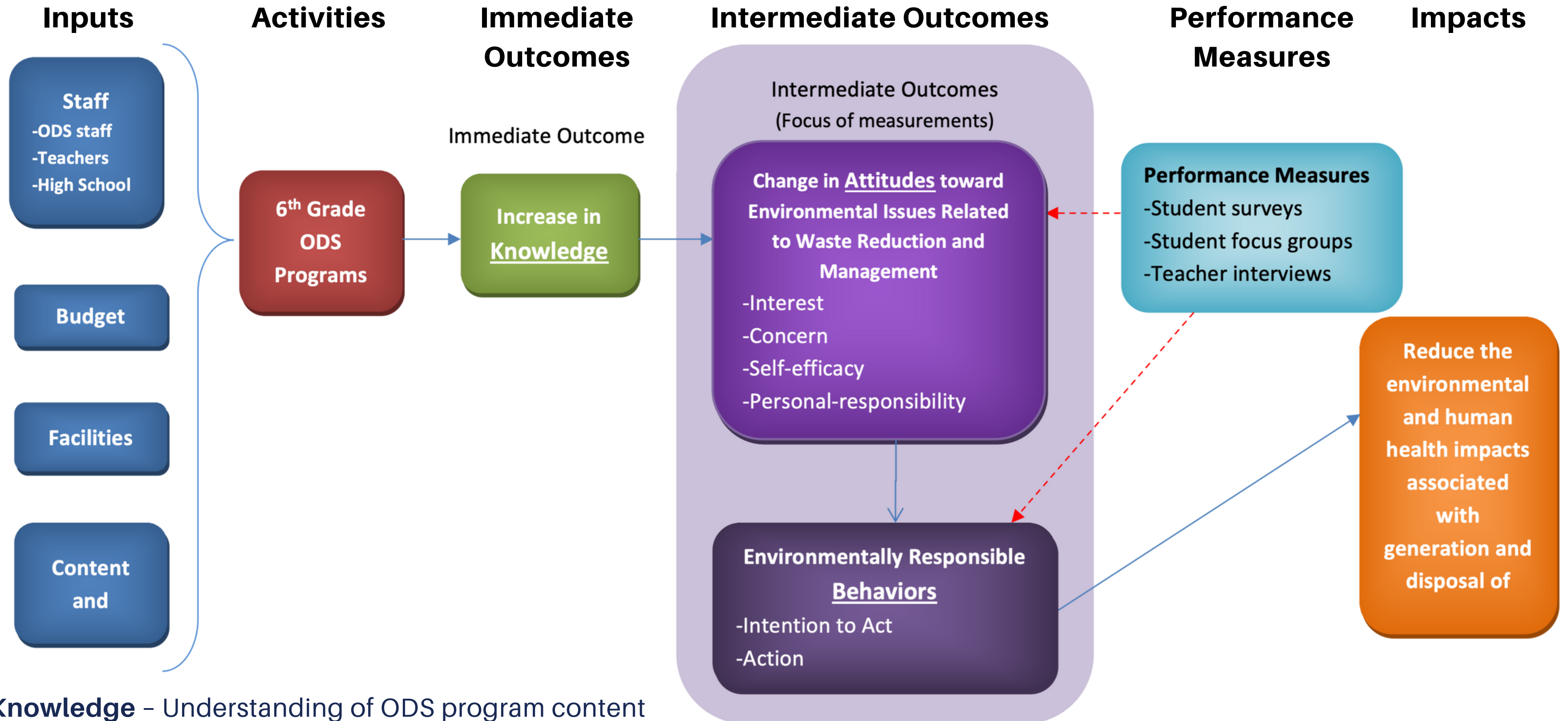
At exit, at least 70% of students receiving substance abuse treatment will have an ACORN Global Distress Scale score of 1.5 or less.
At least 70% of students receiving substance abuse treatment will progress 1 or more stages on the SOCRATES stage of change measure from intake to exit, or will remain 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.

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.

[Empty box for reporting actual measurable outcomes]

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.

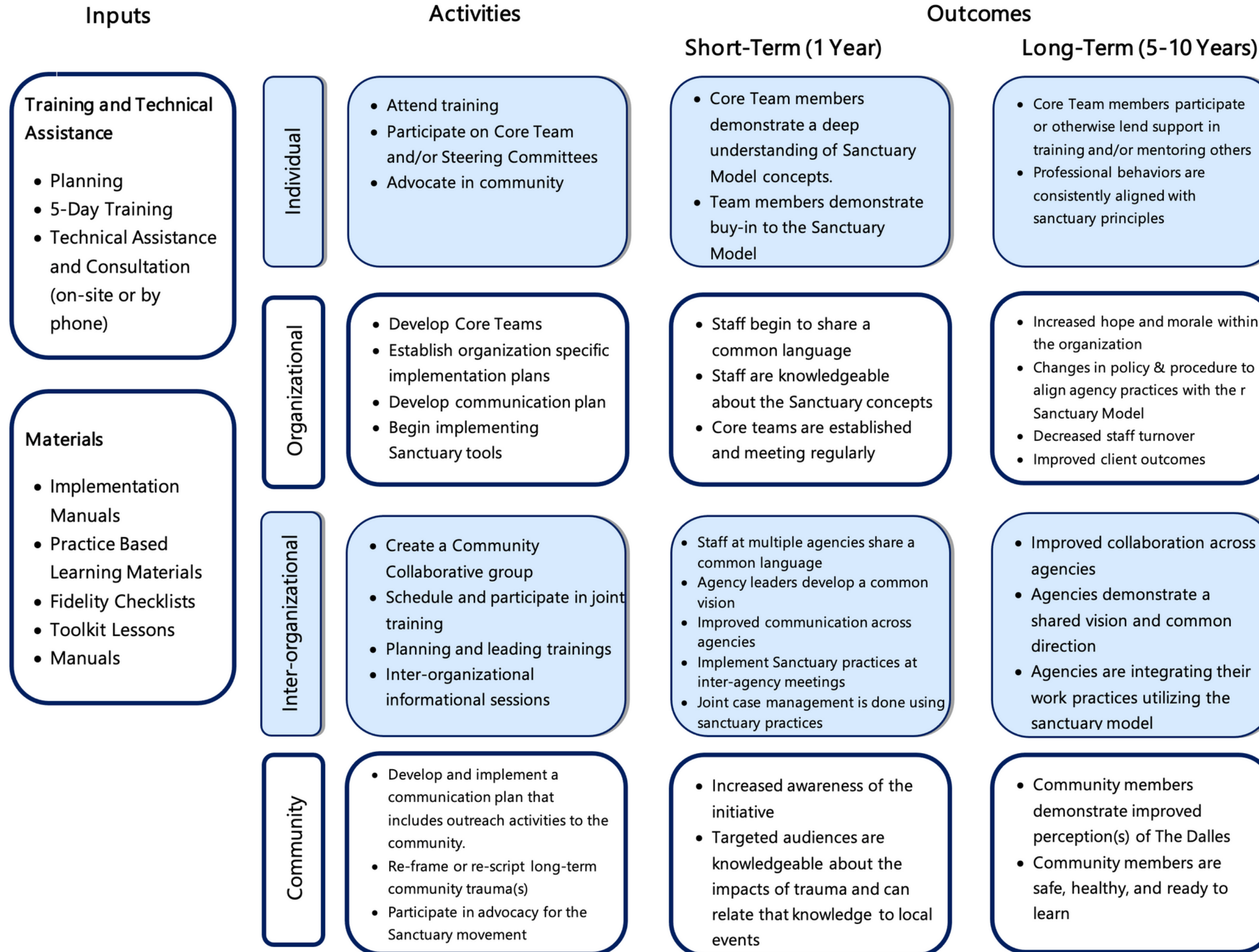


Knowledge - Understanding of ODS program content

Attitudes - Improved disposition toward environmental issues related to waste reduction/management

Environmentally Responsible Behaviors - Persuasion, consumerism, political action, eco-management, and legal action

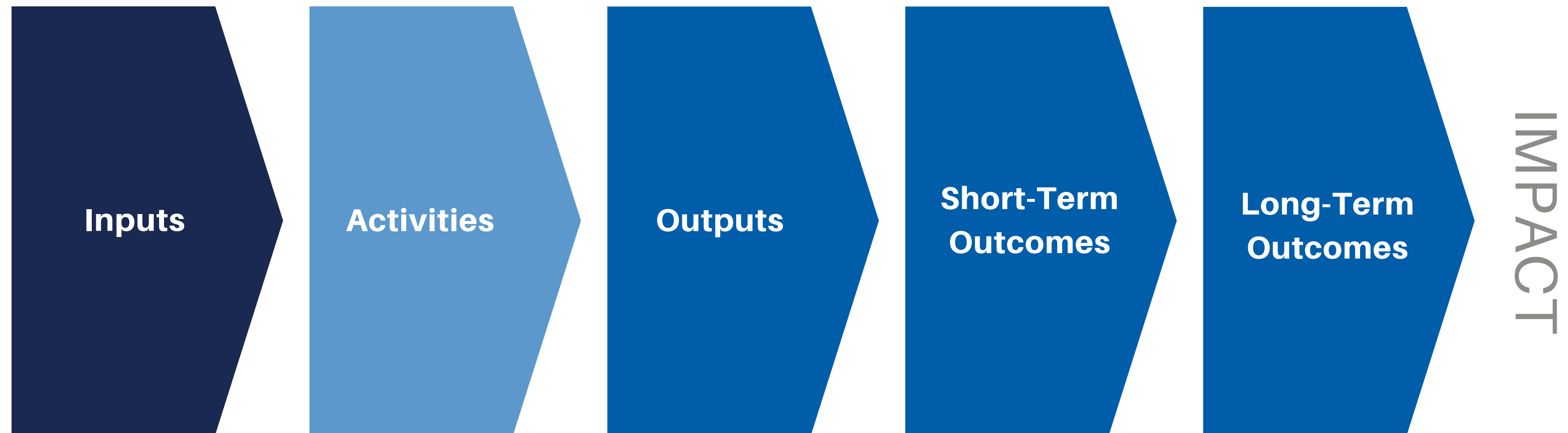
Example 3: North Wasco County Trauma-Informed Care



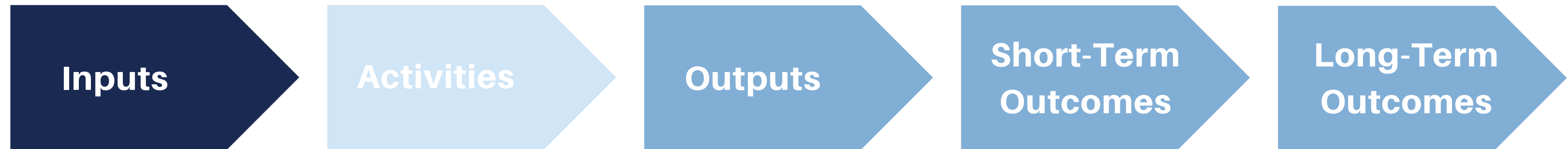
Logic Model Mechanics

- 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

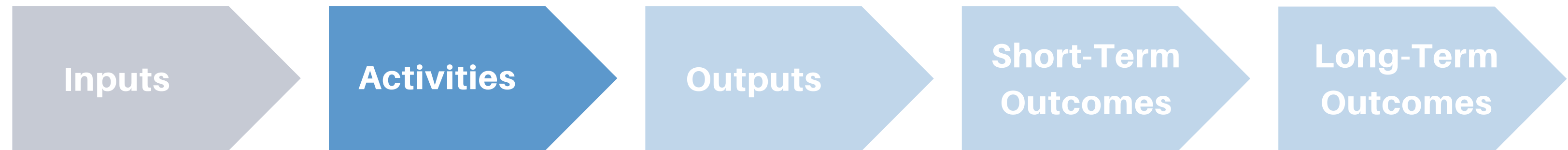


- Resources include the human, financial, organizational, and community resources a program has available to direct toward doing the work.
- Sometimes this component is referred to as Inputs.
- Example
- Brainstorm the Resources for your program
- Stumbling blocks for Resources?

Example: Catholic Community Services Forever Homes Logic Model

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
<p data-bbox="259 328 436 422">Donor Funding</p> <p data-bbox="259 487 436 534">FTE (3.4)</p> <p data-bbox="226 596 469 741">State Foster Care Funding</p> <p data-bbox="259 812 436 906">Foster Parents</p> <p data-bbox="243 971 453 1018">Homes (6)</p> <p data-bbox="259 1084 436 1178">Youth Council</p> <p data-bbox="226 1243 469 1337">Community Support</p>				

Activities



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

Outputs

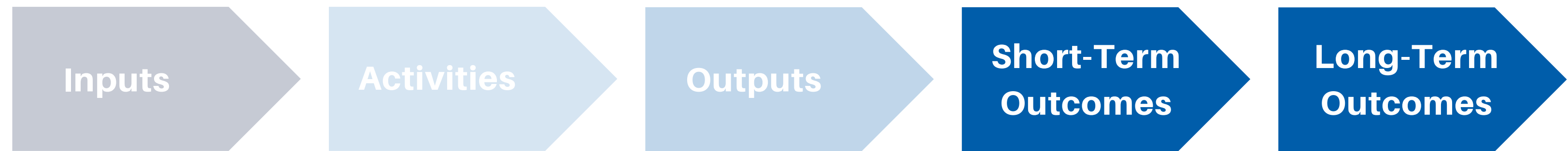


- Outputs are the direct products of program activities and may include types, levels, and targets of services to be delivered by the program.
- Example
- Brainstorm the Outputs for your program
- Stumbling blocks for Outputs?

Example: Catholic Community Services Forever Homes Logic Model

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

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

Example: Catholic Community Services Forever Homes Logic Model

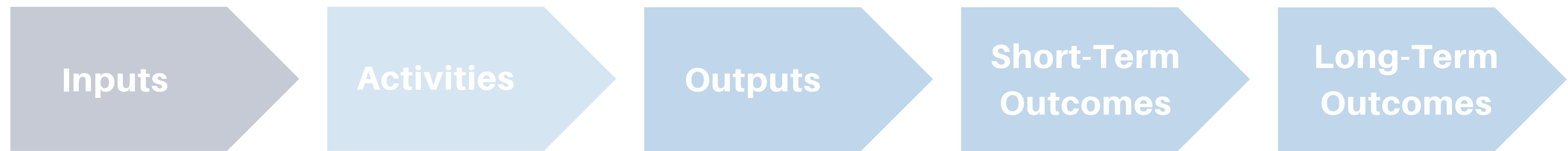
INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Donor Funding</p> <p>FTE (3.4)</p> <p>State Foster Care Funding</p> <p>Foster Parents</p> <p>Homes (6)</p> <p>Youth Council</p> <p>Community Support</p>	<p>Foster Parent Trainings -Protective Factors -Sanctuary -Boys and Girls Town -Financial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

Program Manager Reflection



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



IMPACT

- 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?

Example: Catholic Community Services Forever Homes Logic Model

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

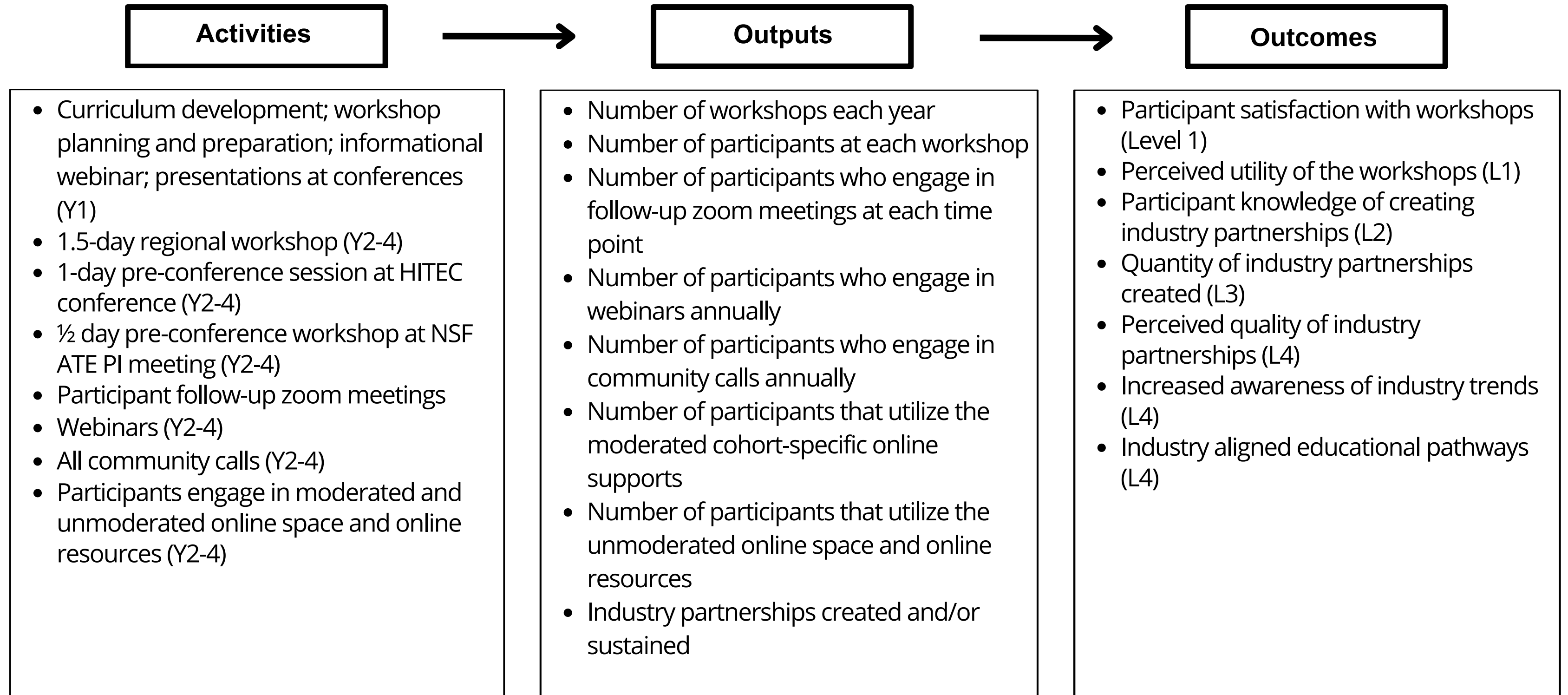
IMPACT
 Children/youth are safe, healthy, succeed in school and transition successfully to a permanent nurturing home.

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



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
<ul style="list-style-type: none"> • Support Staff • More/Larger office space with better air flow • Local community • Donor funding • BCN Contract • Scheduling system • Trainings, CEU's • Our own internet domain-separate identity • Office supplies • Internal resource list for customers 	<ul style="list-style-type: none"> • Family, individual, and couples counseling services • Group counseling • Case management • Medication management & evaluation • Psychiatric assessment & evaluation services • daycare during sessions (goal) 	<ul style="list-style-type: none"> • # of customers satisfied • % increase of staff feeling supported • # of billable hours • 95% or better of contractual obligations • % risk related to outcomes & protective factor growth • # of assessment tools completed 	<p>Clients are/have...</p> <ol style="list-style-type: none"> 1. Protective Factors <ol style="list-style-type: none"> A. Increased social connections with family members friends and neighbors B. Increased resiliency (the ability to deal with adversity) <ol style="list-style-type: none"> a. Reached identified treatment goals C. Increased social and emotional competence <ol style="list-style-type: none"> a. Physically & emotionally safe in their homes b. Functioning to the best of their ability c. Increased non-violent communication skills d. To overcome social injustices D. Increased tangible supports in times of need (on their own) E. Increased knowledge, skills and virtues related to development (parent/child/adult) <ol style="list-style-type: none"> a. Self-advocacy skills 2. Increased knowledge of trauma theory <ol style="list-style-type: none"> a. Increased self-awareness of their own resiliency related to trauma 3. Increased Satisfaction <ol style="list-style-type: none"> a. Highly trained and skilled intern program 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?

Contact:

Kristi@pacific-research.org

Steve@pacific-research.org

Website: www.Pacific-Research.org

Follow us on LinkedIn:

<https://www.linkedin.com/company/pacific-research-and-evaluation/>