LOGIC MODELING AND STRATEGIC PLANNING: KEYS TO PROGRAM SUCCESS

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Reflection Questions

- How do you know your program(s) are successful?
- What does evidence/data mean to you?
- What types of evidence/data do you currently collect?
- What additional types of data do you need to be able to generate (any, more, different, better) to show your program is successful?
What is a Logic/Program Model?

A logic/program model is:
- A diagram of theory of how the program is supposed to work
- A graphic depiction of the relationship between activities and results
- A road map to reach program goals
# Why Should You Use a Program/Logic Model?

<table>
<thead>
<tr>
<th>Program Stages</th>
<th>Benefits of the program/logic model</th>
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<tbody>
<tr>
<td>Planning &amp; Program Design</td>
<td>Finds “gaps” in the theory or logic of a program and works to resolve them</td>
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<td>Builds a shared understanding of what the program is all about and how the parts work together</td>
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<td>Implementation &amp; Management</td>
<td>Focuses attention of leadership on the most important connections between action and results</td>
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<tr>
<td>Communication, Marketing, &amp; Assessments</td>
<td>Provides a way to involve and engage stakeholders in the design and processes</td>
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The Logic

I think you should be more specific here in step two

Then a miracle occurs...
“A theory of change is a description of how and why a set of activities — be they part of a highly focused program or a comprehensive initiative — are expected to lead to early, intermediate, and longer term outcomes over a specified period.”

Anderson, 2000
Logic Model Components

Your planned work

Inputs
- What we invest

Activities
- What we do

Outputs
- Products of what we do

Your intended work

Outputs
- Benefits of what we do

External Factors

Assumptions

Situation
Outputs vs. Outcomes

**Outputs**: Accomplishments or products of program activities or number of people exposed to the program

e.g. *Number of participants that completed financial training*

**Outcome**: What difference does it (accomplishment or product) make?

e.g. *Percentage of participants that track their spending using a budget*
Chain of Outcomes

**Short Term**
Changes in knowledge, skills, attitudes, opinions

**Medium Term**
Changes in behavior or action that result from participants’ new knowledge

**Long Term**
Meaningful changes, often in their condition or status in life

**E.g.** Participants increase knowledge and skills of financial management

**E.g.** Participants establish financial goals and use budget

**E.g.** Participants reduce their level of debt and have established savings
## Writing Good Outcomes

**SMART: Specific, measurable, attainable, results, timely**

<table>
<thead>
<tr>
<th>Who/what</th>
<th>Changes/desired effect</th>
<th>In what</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Increase</td>
<td>Their earnings by at least 10%</td>
<td>Within six months of completing program</td>
</tr>
<tr>
<td>Participants</td>
<td>Create</td>
<td>A budget to manage their spending</td>
<td>By the end of the one-day training</td>
</tr>
</tbody>
</table>
Unintended Outcomes

- Can be positive, negative, or neutral

- Key questions:
  - What might result other than what is intended?
  - How else might the program unfold?
  - Who might be affected, unintentionally, and/or negatively?
  - How might the external environment have unintended influences?
“If-Then” relationships

Inputs
If We invest staff time and funds
Then Activities
If We develop credit workshops
Then Outputs
If Clients complete 4 weeks of credit workshops
Then Outcomes
If Clients have the knowledge and skills to improve their credit score
**INPUTS:** Participants ◆ Staff ◆ Job Developers ◆ Employers ◆ Vendors ◆ Funding Streams

**TANF PROGRAM ACTIVITIES**
- Job Club/Job Search
- Work Supports
- Assessment
- Education and Training
- Work Experience

**SUBSIDIZED EMPLOYMENT PROGRAM ACTIVITIES**
- Job Development
- Subsidized Employment
- Unsubsidized Employment

**OUTCOMES**

**SHORT TERM OUTCOMES**
- Increase in participant self-confidence.
- Increase in job skills and soft skills.
- Community Beautification.
- Quality job opportunities/work experience.
- Employers immediate hiring needs are met.

**MEDIUM TERM OUTCOMES**
- Increased ability of participants to obtain unsubsidized employment.
- Trained employees with specialized skill set.

**LONG TERM OUTCOMES**
- Community development.
- Increased placement opportunities through county employer network.
- Participants become self-sufficient.
- Increase in tax revenue.
- Decrease in expenditures on public benefits.
- Labor force needs of Erie County employers are met.
Process Maps

- Understanding the order of activities
- Understanding who is responsible
- Being able to understand workflow
- Expanding to other sites
Activities

Building a Community Garden Logic Model

Hosting a Family Dinner Logic Model
Cultural adaptations

- Is the logic model culturally appropriate?
- What can be done to the logic model to make it suitable for the cultural context?
- What defines self-sufficiency? What defines success of a program?

Logic Model Indicators...

- Are well defined measures to show an occurrence of an event, accomplishment, or change
Properties of Indicators

- **Relevant**: Useful to the program being assessed
- **Valid**: Accurately reflect the underlying concept
- **Reliable**: As little measurement error as possible
- **Practical**: Possible to obtain the data within the time and resources available
- **Culturally appropriate**: Relevant to the cultural context
- **Adequate**: There is no correct number or type of indicators
Quantitative and Qualitative Indicators

- Quantitative indicators are often expressed as numbers or percentages.
  - E.g. *Number of women that participated in all four workshops*

- Qualitative indicators relate to the perceptions/quality of the change being measured.
  - E.g. *The quality of the women’s participation in the four workshops*
# Tanana Chiefs Conference Subsidized Employment Program Logic Model

## Inputs
- **Tribes**
- **Athabascan Cultural Values**
- **Staff**
- **Employers**
- **Participants**
- **Funding**
- **Relevant Industry Research/Knowledge**
- **Other Partners**
  - Alaska Job Services
  - State & Federal Agencies
  - Non-Profits
  - Churches
  - Employment & Training
  - Education
  - Youth Employment
  - Social Services
  - Job Coaches

## Activities
- **Training**
  - Workshop Sessions
  - Targeted Participants Attended
  - Interviewing Skills
  - Work Search Skills
  - Work Behavior Skills
  - GILA Giveaways
  - Interview Clothes and Hairstyle
  - Back-to-School Clothes and School Supplies for Children
  - Work Equipment and Clothes
  - Child Care Provided for 30 Days
  - Resumes
  - Job Coaches’ Logs
  - Written Plan for Future Employment and Career Goals and Objectives
- **Motivating**
  - Employer Contacts
  - Job Placement
  - Hours
  - Jobs Created
  - Job Retention
- **Mentoring**
  - # of Case Managers/Staff, # of Job Coaches, # of Participants
  - # of Participants Assigned to Job Coaches, # of Participants
  - # Placed in Subsidized Employment, # of Hours in Subsidized Employment

## Outputs
- **Output Indicators (Monitoring/Measuring)**
  - # of Workshops/Session Held
  - Training and Learning Objectives
  - # of Topics per Workshop/Session
  - # Attended Interviewing Skills Workshop
  - # Attended Work Search Skills Workshop
  - # Attended Work Behavior Skills Workshop
  - # Received Giveaways
  - # Received Interview Clothes and # of Vouchers for Haircuts
  - # Received Back-to-School Clothes and School Supplies
  - # Received Work Equipment and Clothes
  - # Receiving PASS 1 Child Care
  - # Completed, Updated Resume
  - # of Calls to Participants and Employers
  - # of Completed Plans, # of Non-Completed Plans
  - # of Employer Contacts Made
  - # of Participants in Subsidized Employment
  - # of Hours Participated Per Week in Subsidized Employment
  - # of Jobs Created
  - # of Participants Who Are Employed in Subsidized Employment For Six Months
  - # Earning Above Minimum Wage

## Outcomes
### SHORT TERM OUTCOMES
- GILA is successful as shown through GILA Survey Responses
- Participants are Job Search Ready (Train/Motivate)
- Participants Take Job Pursuit Actions (Motivate/Mentor)
- Participants Successfully Complete Subsidized Employment (Mirror)
- Participants Increase Household Income During Employment

### MEDIUM TERM OUTCOMES
- Participants Earn Seasonal and Part-time Unsubsidized Employment
- Participants Earn Full-Time Unsubsidized Employment
- Increase in Household Income

### LONG TERM OUTCOMES
- Improve the Economy Long-Term in Villages
- Increase in Native-Owned Businesses
- Participants Become Self-Sufficient
- Reallocation in funding to sustain self-sufficiency

## Activities Indicators (Monitoring/Measuring)
- **Training**
  - # of Trainings
- **Motivating**
  - # of Case Managers/Staff, # of Job Coaches, # of Participants
- **Mentoring**
  - # of Case Managers/Staff, # of Job Coaches, # of Participants Assigned to Job Coaches, # of Participants
  - # Placed in Subsidized Employment, # of Hours in Subsidized Employment

## Outcome Indicators (Monitoring/Measuring)
- **Short Term**
  - GILA Evaluation Survey Responses
  - Self-Sufficiency Achievement Survey
  - Employer and Employee Feedback Surveys
  - #, % Obtain Seasonal and Part-time Unsubsidized Employment
  - #, % Who Earn Full-Time Unsubsidized Employment
  - #, % Increase Household Income Before-After
- **Medium Term**
  - Self-Sufficiency Achievement Study
  - Employer and Employee Feedback Surveys
  - #, % Obtain Seasonal and Part-time Unsubsidized Employment
  - #, % Who Earn Full-Time Unsubsidized Employment
  - #, % Increase Household Income Before-After
- **Long Term**
  - #, % Native-Owned Businesses Before-After
  - # Who Remain Off Cashier
  - # Who Retain Employment 5-7 Years After Program
  - With Benefits 5-7 Years After Program
References


