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?

Program Stages	Benefits of the program/logic model
Planning & Program Design	Finds "gaps" in the theory or logic of a program and works to resolve them Builds a shared understanding of what the program is all about and how the parts work together
Implementation & Management	Focuses attention of leadership on the most important connections between action and results
Communication, Marketing, & Assessments	Provides a way to involve and engage stakeholders in the design and processes

The Logic

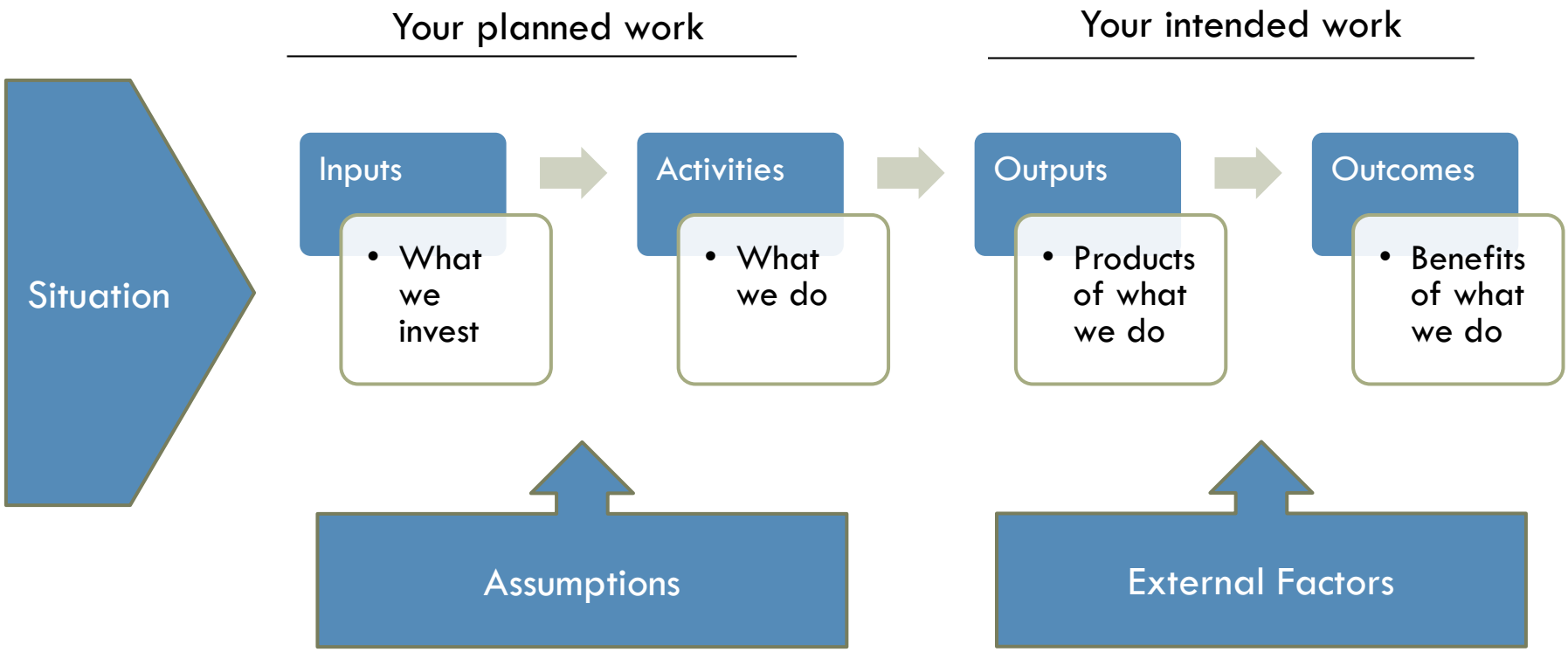
Source: www.evaluationtoolkit.org

"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

Program Theory

Logic Model Components



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	Medium Term	Long Term
Changes in knowledge, skills, attitudes, opinions	**Changes in behavior or action that result from participants' new knowledge**	**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

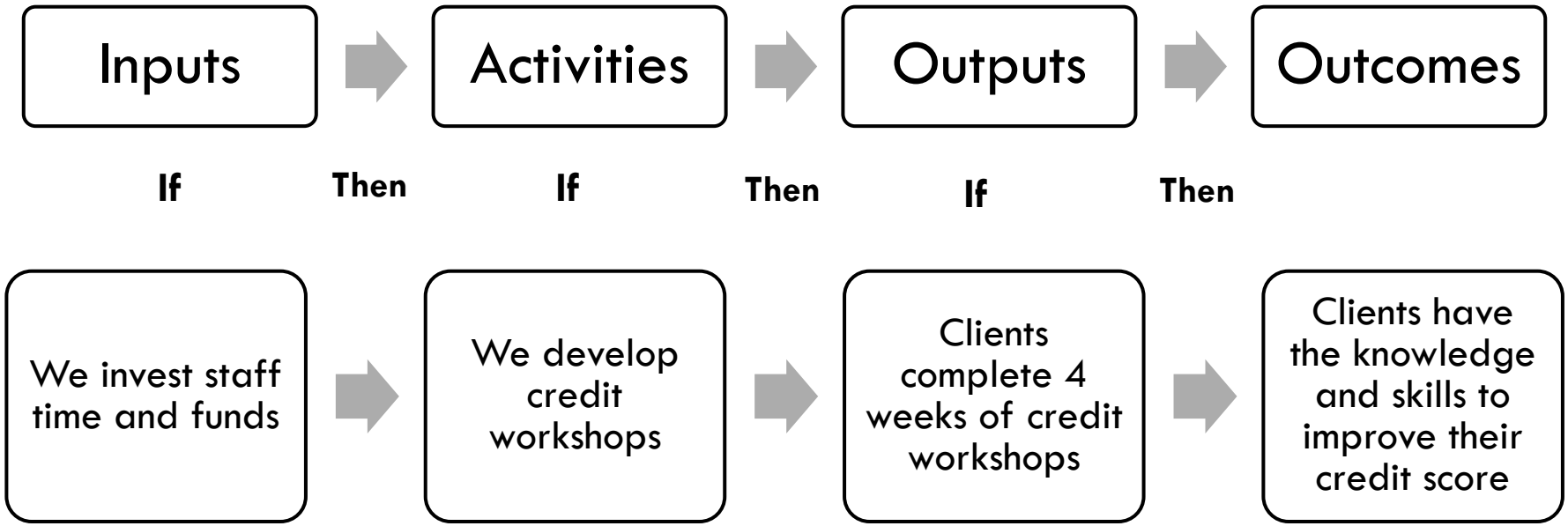
SMART: Specific, measurable, attainable, results, timely

Who/what	Changes/desired effect	In what	By when
Participants	Increase	Their earnings by at least 10%	Within six months of completing program
Participants	Create	A budget to manage their spending	By the end of the one-day training

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: Participants ◆ Staff ◆ Job Developers ◆ Employers ◆ Vendors ◆ Funding Streams

ACTIVITES

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

OUTPUTS

Job Club/Job Search	Work Supports	Assessment	Education and Training	Work Experience	Job Development	Subsidized Employment	Unsubsidized Employment
•Resumes and Cover Letters •Soft Skills •Interview Experience •Filed Job Applications	•Child Care •Transportation •Counseling •Referrals for Domestic Violence, Mental Health, and Substance Abuse	•Understanding of Participant Strengths and Barriers •Electronic Case File •Referral to Universal Occupational Health/IMA	•GED attainment •ESL •Grade-level gains •Vocational Education •Skills	•Job Skills •Work Behavior •Case management	•Job Fairs •Interviews •Engage Employers •*Screen Potential Candidates*	•Wages •Job Experience •Employer Contacts •Work behavior •*Employees*	•Long-term Employment •*Employees*

Hours/Attendance

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

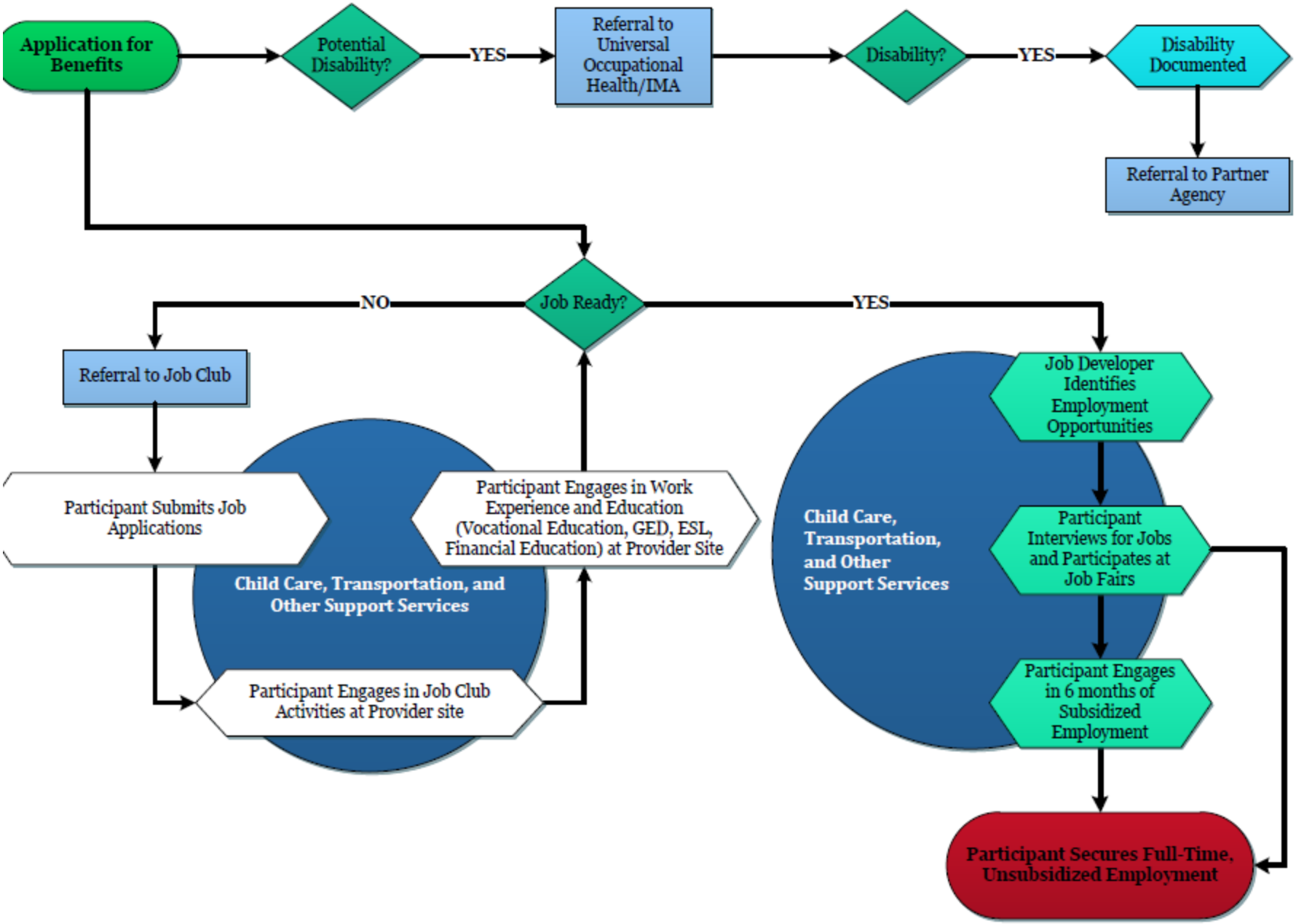
- Increased ability of participants to obtain unsubsidized employment.
- *Trained employees with specialized skill set.*

LONG TERM OUTCOMES

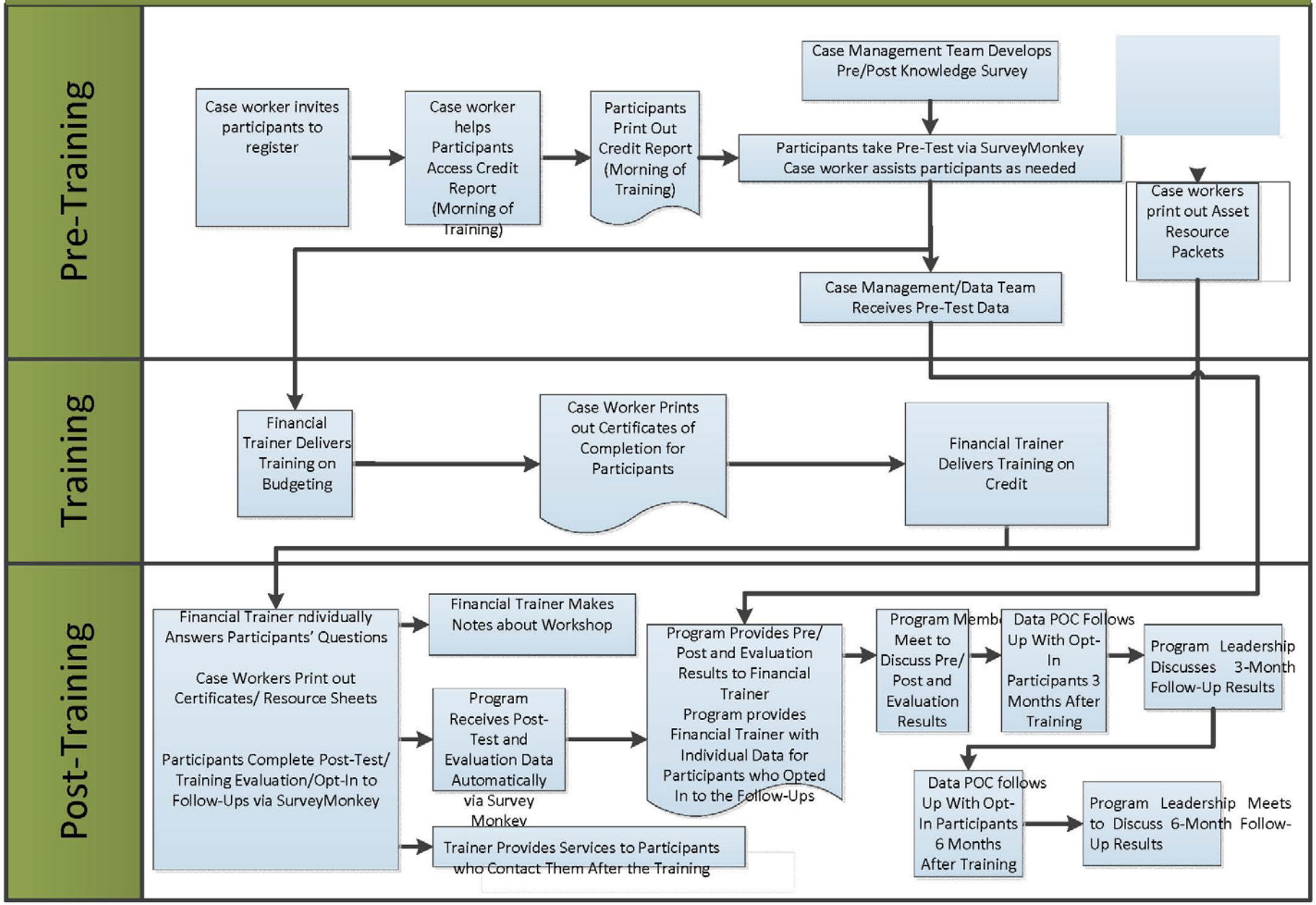
- Community development.
- Increased placement opportunities through county employer network.
- Participants become self-sufficient.
- Increase in tax revenue.
- Decrease in expenditures on public benefits.
- *Labor force needs of Erie County employers are met.*

Process Maps

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


Application for Benefits
Potential Disability?
YES
Referral to Universal Occupational Health/IMA
Disability?
YES
Disability Documented
Referral to Partner Agency
Job Ready?
NO
YES
Referral to Job Club
Participant Submits Job Applications
Participant Engages in Work Experience and Education (Vocational Education, GED, ESL, Financial Education) at Provider Site
Child Care, Transportation, and Other Support Services
Participant Engages in Job Club Activities at Provider site
Job Developer Identifies Employment Opportunities
Participant Interviews for Jobs and Participates at Job Fairs
Participant Engages in 6 months of Subsidized Employment
Child Care, Transportation, and Other Support Services
Participant Secures Full-Time, Unsubsidized Employment

Building Debt and Credit Awareness Training

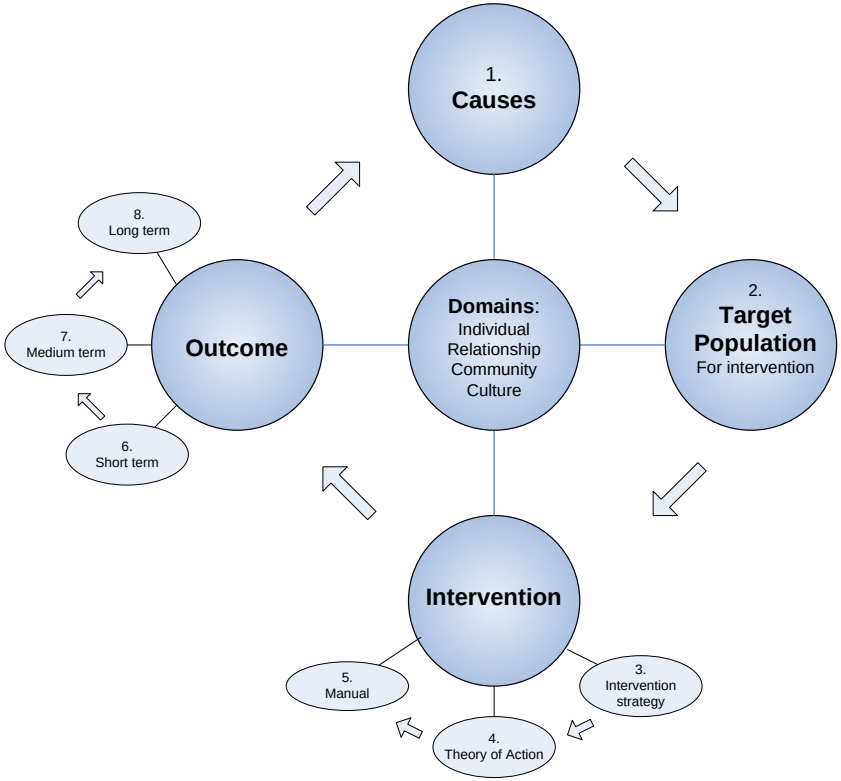


Activities

Building a Community Garden Logic Model

Hosting a Family Dinner Logic Model

Cultural adaptations



Source: One Sky Center, Oregon Health & Science University. (2008). *Culture-based interventions: The Native Aspirations Project.*

- 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

Input Indicators (Monitoring/Measuring)

- # of Tribes
- # of Staff
- # of Employers
- # of Participants
- Amount ($) of Funding
- # of Partners
- # of Native Businesses

Activities / Outputs / Output Indicators (Monitoring/Measuring)

Activities	Outputs	Output Indicators (Monitoring/Measuring)
Training	Workshop Sessions	# of Workshops/Sessions Held Training and Learning Objectives # of Topics per Workshop/Session
Training	Targeted Participants Attended	#, % Attended Per Workshop
Motivating	Interviewing Skills	# Attended Interviewing Skills Workshop
Motivating	Work Search Skills	# Attended Work Search Skills Workshop
Motivating	Work Behavior Skills	# Attended Work Behavior Skills Workshop
Motivating	GILA Giveaways	# Received Giveaways
Motivating	Interview Clothes and Hairstyle	# Received Interview Clothes and # of Vouchers for Haircuts
Motivating	Back-to-School Clothes and School Supplies for Children	# Received Back-to-School Clothes and School Supplies
Motivating	Work Equipment and Clothes	# Received Work Equipment and Clothes
Motivating	Child Care Provided for 30 Days	# Receiving PASS 1 Child Care
Mentoring	Resumes	# Completed, Updated Resume
Mentoring	Job Coaches' Logs	# of Calls to Participants and Employers
Mentoring	Written Plan for Future Employment and Career Goals and Objectives	# of Completed Plans, # of Non-Completed Plans
Mentoring	Employer Contacts	# of Employer Contacts Made
Mirroring	Job Placement	#, % Participants in Subsidized Employment
Mirroring	Hours	# of Hours Participated Per Week in Subsidized Employment
Mirroring	Jobs Created	# of Jobs Created
Mirroring	Job Retention	#, % of Participants Who Are Employed in Subsidized Employment For Six Months
Mirroring	Wages	# 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, #, % Participants Assigned Job Coaches, # of Participants
Mirroring	# 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
- #, % Completed Subsidized Employment
- #, % Increase Household Income During Employment 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 Caseload
- # Who Retain Employment 5-7 Years After Program
- # With Benefits 5-7 Years After Program

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