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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<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

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
Logic Model Components

**Situation**

- **Inputs**
  - What we invest
- **Activities**
  - What we do
- **Outputs**
  - Products of what we do
- **Outcomes**
  - Benefits of what we do
- **External Factors**

**Your planned work**

**Assumptions**

**Your intended work**
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

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**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

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**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
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
- 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
- Employer Contacts
- Job Placement
- Hours
- Jobs Created
- Job Retention
- Wages

#### Outputs
- # 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

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#### 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

- **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
- #, % of Participants Who Are Employed in Subsidized Employment
- #, % Increase Household Income During Employment Before-After

##### Medium Term
- Self-Sufficiency Achievement Study
- Employer and Employee Feedback Surveys
- #, % of Participants Who Are Employed in Subsidized Employment
- #, % Increase 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
References


