

# LOGIC MODELING AND STRATEGIC PLANNING: *KEYS TO PROGRAM SUCCESS*

Louisa Jones

August 13, 2013

2013 Tribal TANF Summit to Improve Performance and  
Strengthen Native Families

# 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	<p>Finds “gaps” in the theory or logic of a program and works to resolve them</p> <p>Builds a shared understanding of what the program is all about and how the parts work together</p>
Implementation & Management	<p>Focuses attention of leadership on the most important connections between action and results</p>
Communication, Marketing, & Assessments	<p>Provides a way to involve and engage stakeholders in the design and processes</p>

# The Logic



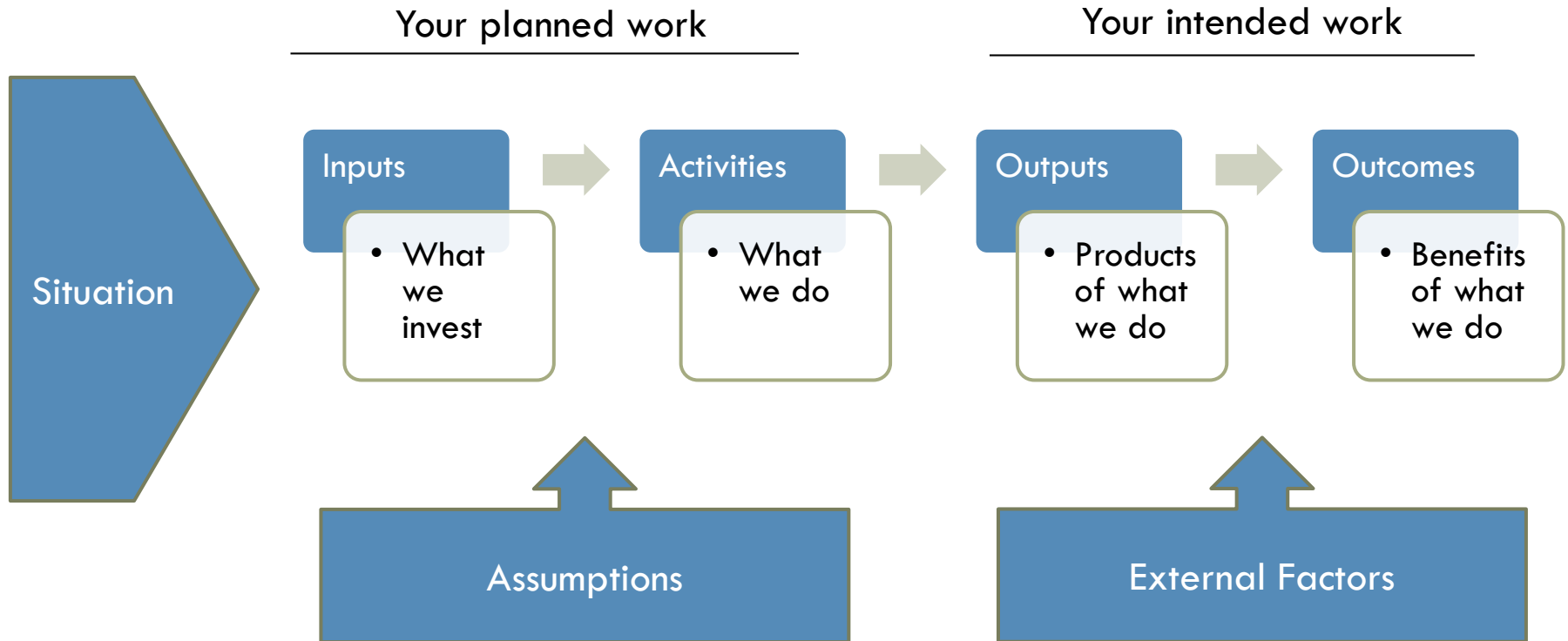


“A theory of change is a description of how and why a set of activities – be they part of a highly focused program or a comprehensive initiative – are expected to lead to early, intermediate, and longer term outcomes over a specified period.”

*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

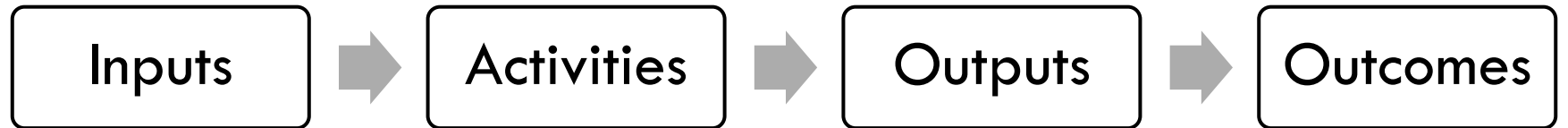
**SMART: Specific, measurable, attainable, results, timely**

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



**If**

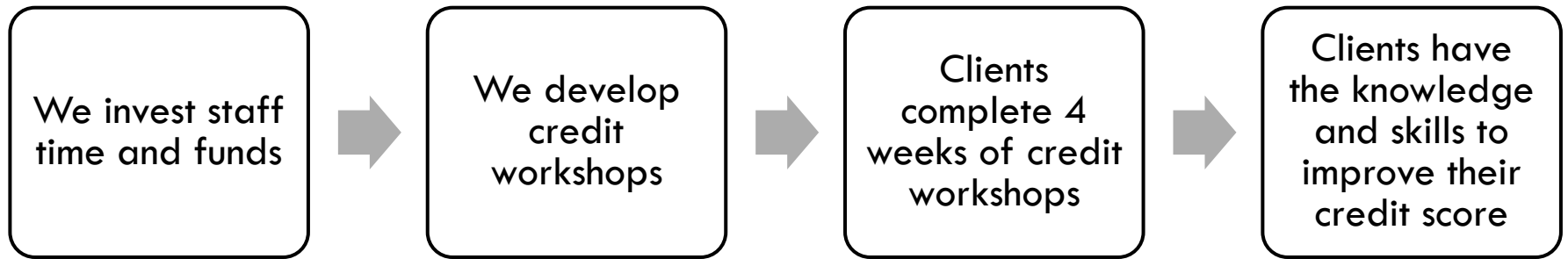
**Then**

**If**

**Then**

**If**

**Then**



**INPUTS:** Participants ♦ Staff ♦ Job Developers ♦ Employers ♦ Vendors ♦ Funding Streams



**ACTIVITIES**

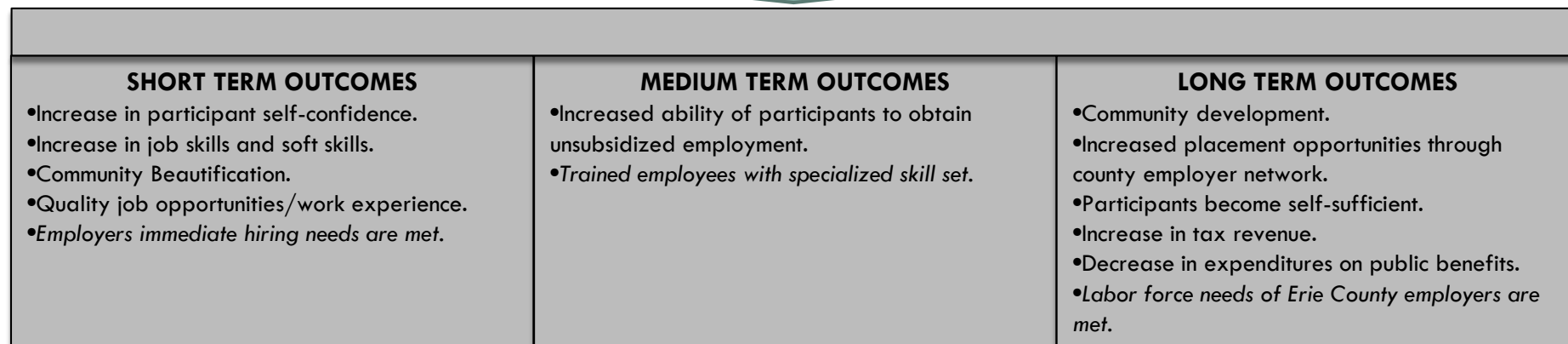


**OUTPUTS**



Hours/Attendance

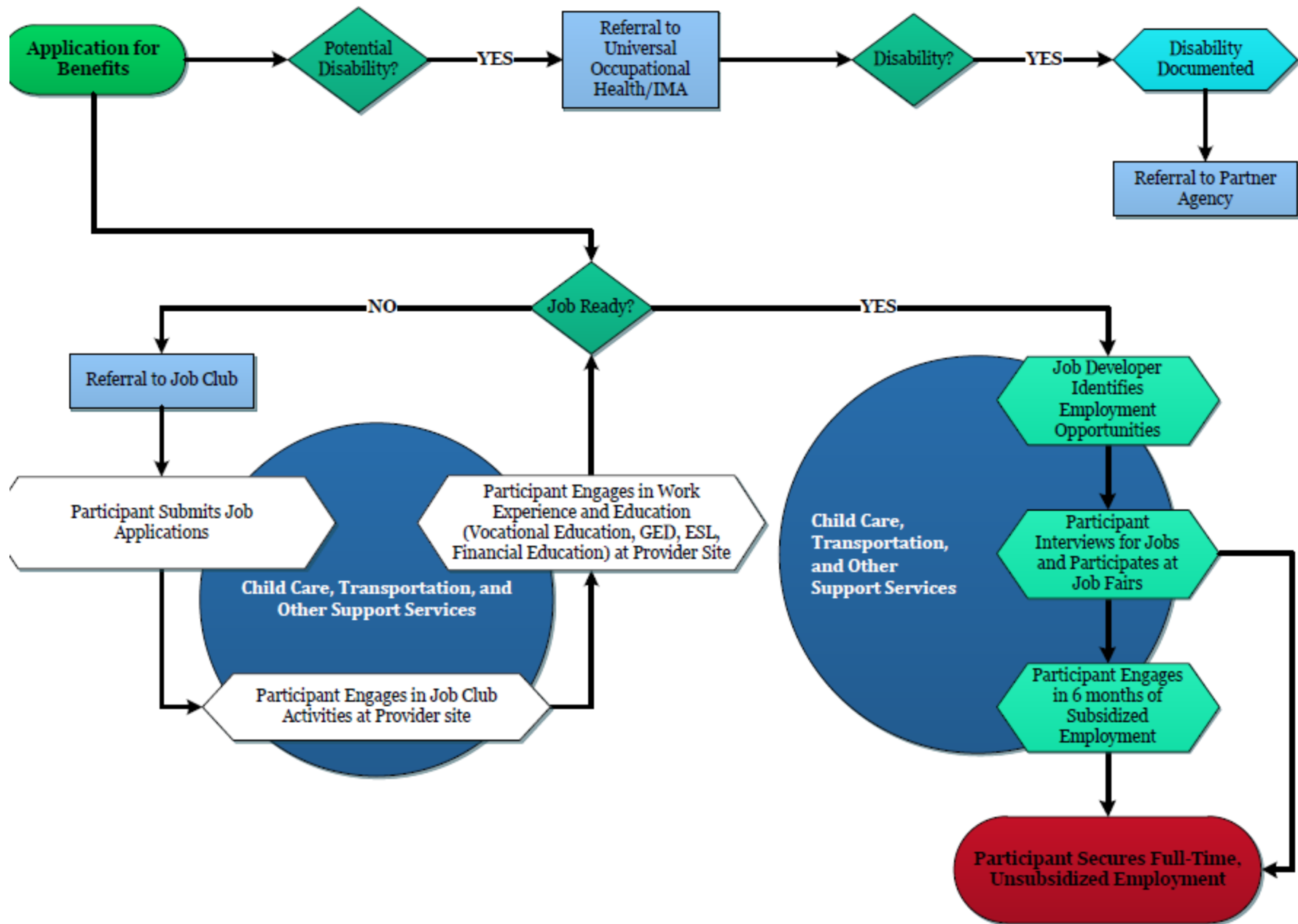
**OUTCOMES**



# Process Maps

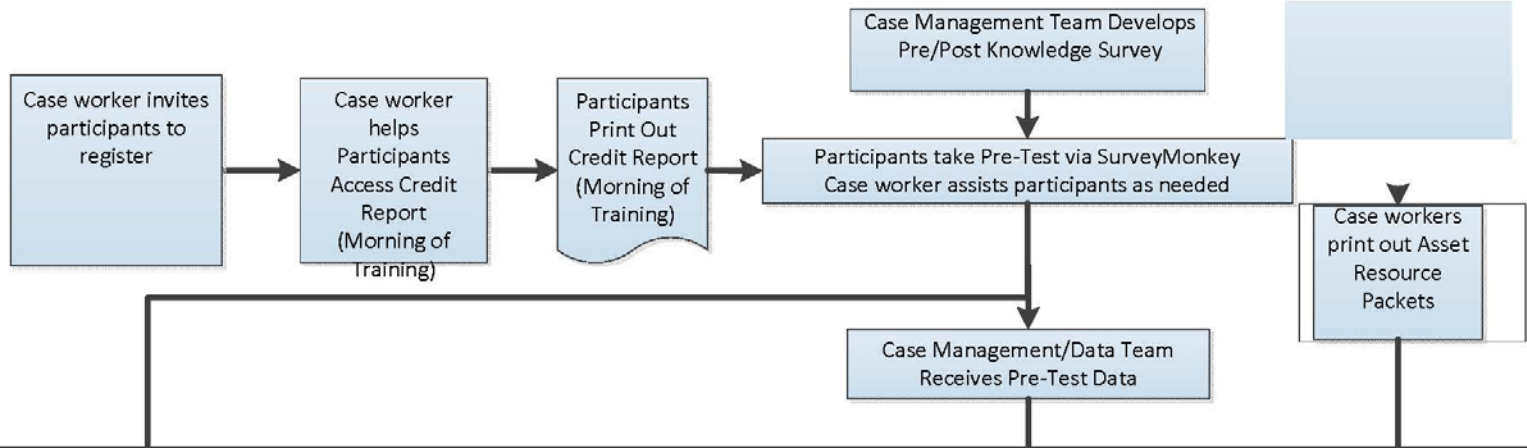
---

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



# Building Debt and Credit Awareness Training

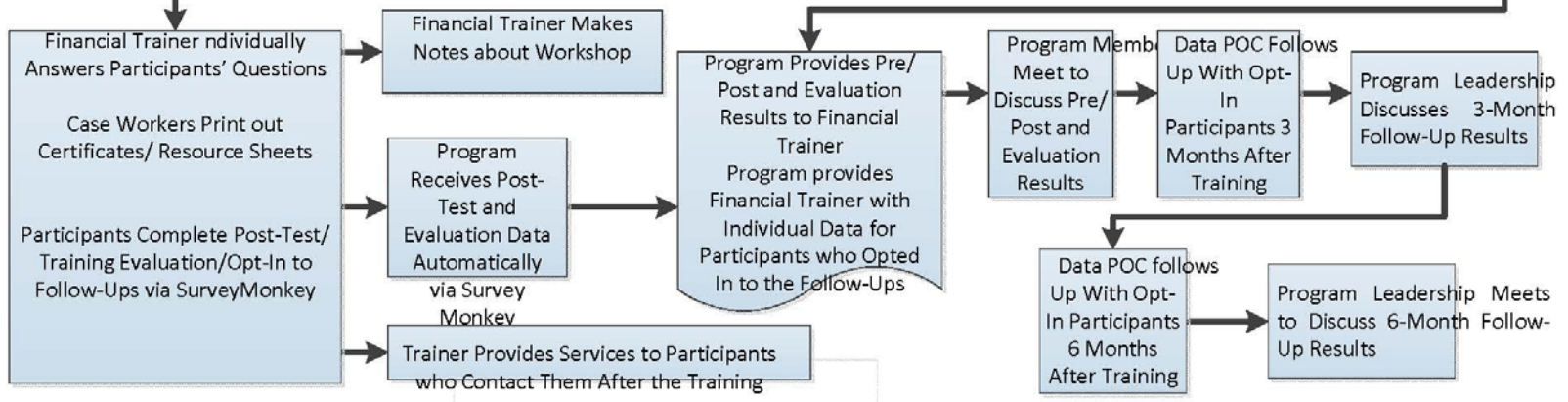
Pre-Training



Training



Post-Training





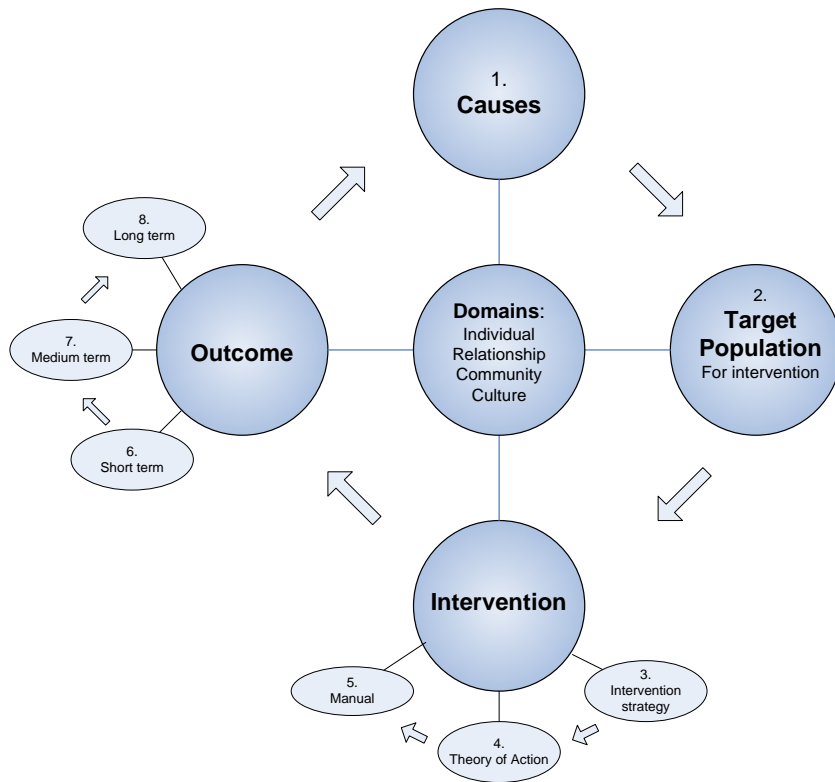
# Activities

---

**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?

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

# Logic Model Indicators...



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

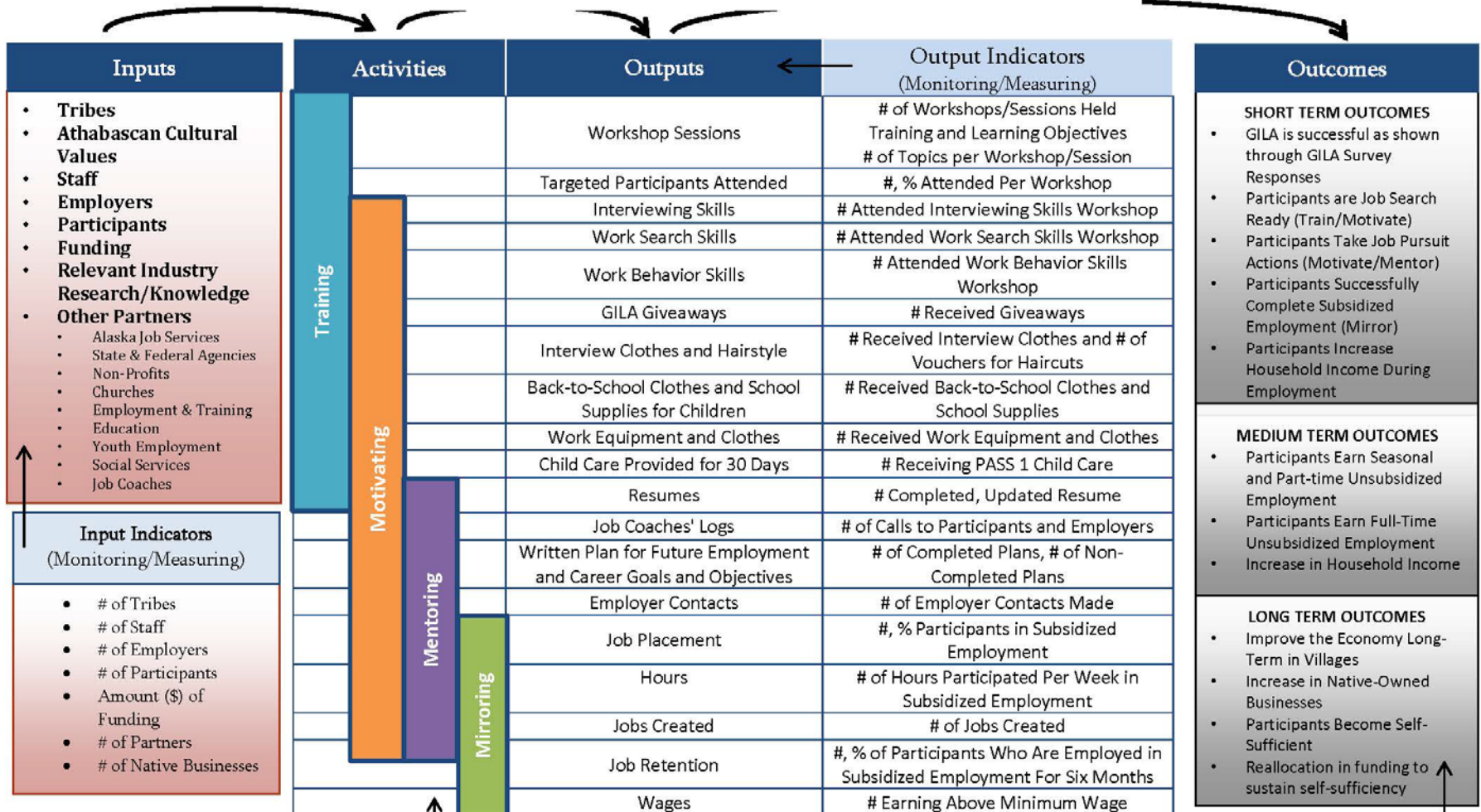
# Properties of Indicators

- **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



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)		
<b>Short Term</b> <ul style="list-style-type: none"> <li>• GILA Evaluation Survey Responses</li> <li>• Self-Sufficiency Achievement</li> <li>• Employer and Employee Feedback Surveys</li> <li>• #, % Completed Subsidized Employment</li> <li>• #, % Increase Household Income During Employment Before-After</li> </ul>	<b>Medium Term</b> <ul style="list-style-type: none"> <li>• Self-Sufficiency Achievement Study</li> <li>• Employer and Employee Feedback Surveys</li> <li>• #, % Obtain Seasonal and Part-time Unsubsidized Employment</li> <li>• #, % Who Earn Full-Time Unsubsidized Employment</li> <li>• #, % Increase Household Income Before-After</li> </ul>	<b>Long Term</b> <ul style="list-style-type: none"> <li>• #, % Native-Owned Businesses Before-After</li> <li>• # Who Remain Off Caseload</li> <li>• # Who Retain Employment 5-7 Years After Program</li> <li>• # With Benefits 5-7 Years After Program</li> </ul>

# References

Hallberg, K. (2001). Framework for Evaluating the Impact of SME Programs. *SME Evaluation Workshop*. Mexico City.

Odor, R. K. (2006). Logic Model and Program Design. *CDC Sexual Violence Prevention Regional Training*.

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

Taylor-Powell, E., & Henert, E. (2008). *Developing a logic model: Teaching and training guide*.

University of Wisconsin-Extension. (2003). *Enhancing Program Performance with Logic Models*.

W.K.Kellogg Foundation. (2004). *Logic Model Development Guide*.