# LOGIC MODELING AND STRATEGIC PLANNING: KEYS TO PROGRAM SUCCESS

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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

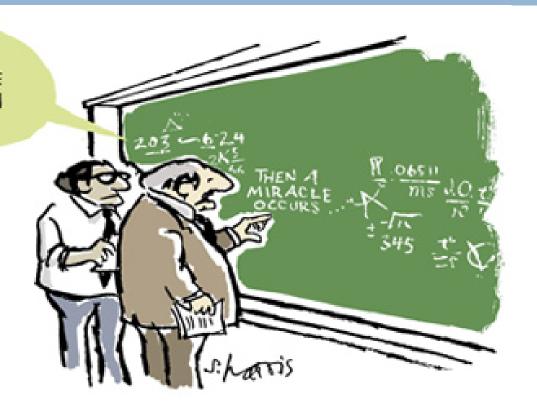


#### Why Should You Use a Program/Logic Model?

Program Stages	Benefits of the program/logic model		
Planning & Program Design	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

I THINK YOU SHOULD BE MORE SPECIFIC HERE IN STEP TWO



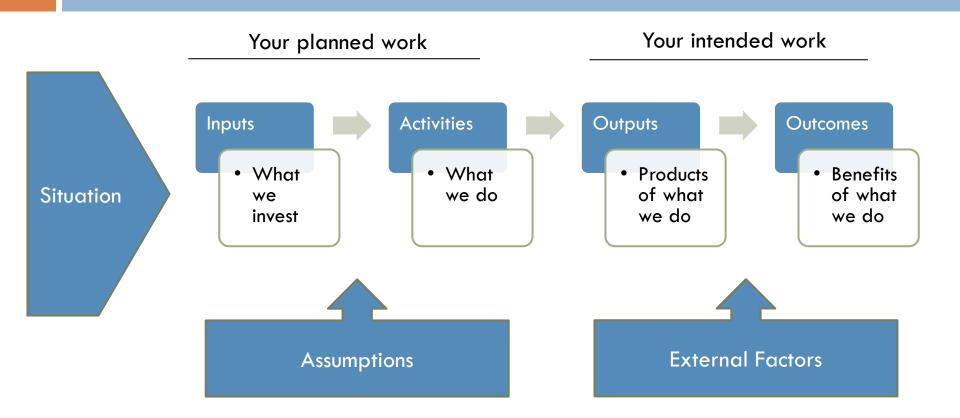
Source: www.evaluationtoolkit.org

"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

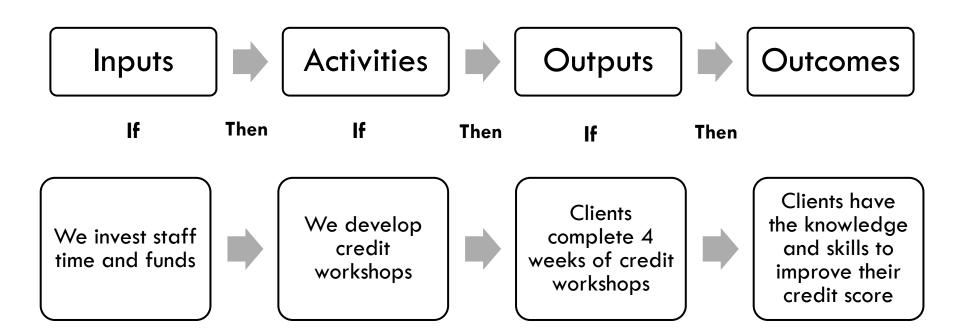
#### SMART: Specific, measurable, attainable, results, timely

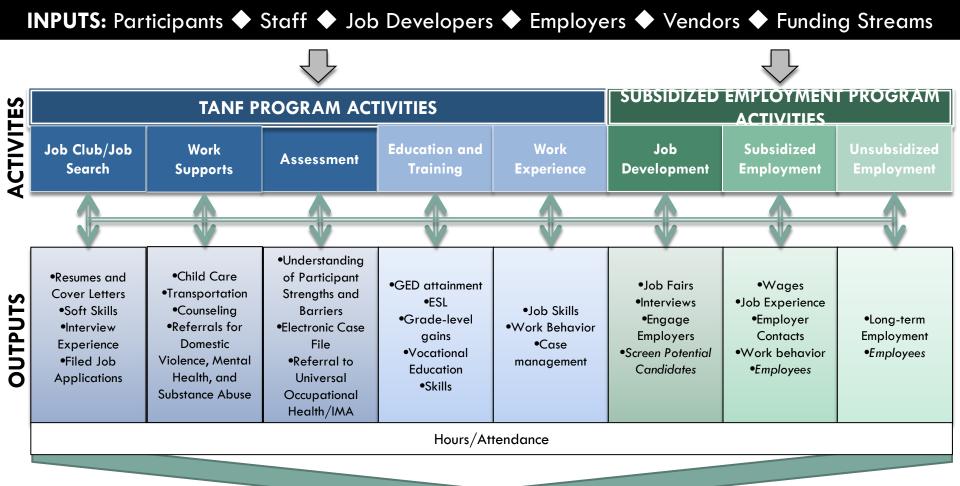
Who/what	Changes/desired effect	In what	By when
Participants	Increase	Their earnings by at least 10%	Within six months of completing program
Participants	Create	A budget to manage their spending	By the end of the one-day training

#### 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

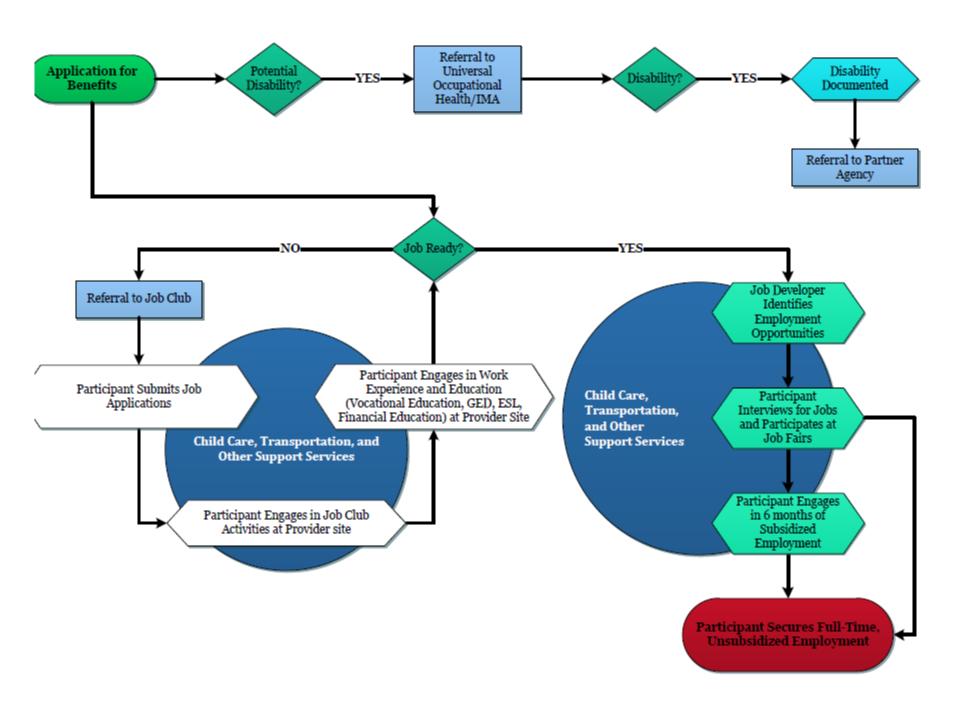




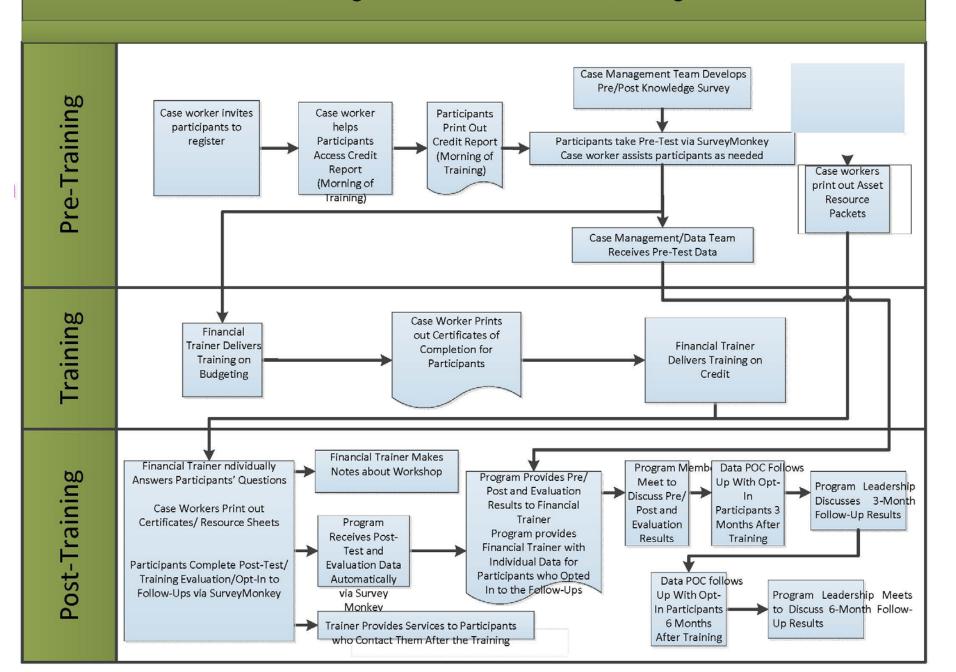
#### **SHORT TERM OUTCOMES MEDIUM TERM OUTCOMES** LONG TERM OUTCOMES OUTCOMES •Increase in participant self-confidence. •Increased ability of participants to obtain •Community development. •Increase in job skills and soft skills. unsubsidized employment. •Increased placement opportunities through •Community Beautification. •Trained employees with specialized skill set. county employer network. •Quality job opportunities/work experience. •Participants become self-sufficient. •Employers immediate hiring needs are met. 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 Debt and Credit Awareness Training**

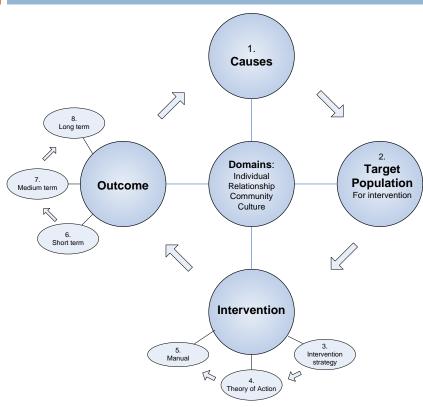


#### Activities

## 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 **Output Indicators** Inputs Activities Outputs Outcomes (Monitoring/Measuring) # of Workshops/Sessions Held Tribes SHORT TERM OUTCOMES Athabascan Cultural Workshop Sessions Training and Learning Objectives GILA is successful as shown Values # of Topics per Workshop/Session through GILA Survey Responses Staff Targeted Participants Attended #, % Attended Per Workshop Participants are Job Search **Employers** Interviewing Skills # Attended Interviewing Skills Workshop Ready (Train/Motivate) **Participants** Work Search Skills # Attended Work Search Skills Workshop Participants Take Job Pursuit Funding # Attended Work Behavior Skills Actions (Motivate/Mentor) Relevant Industry Training Work Behavior Skills Participants Successfully Workshop Research/Knowledge Complete Subsidized GILA Giveaways # Received Giveaways Other Partners Employment (Mirror) Alaska Job Services # Received Interview Clothes and # of Participants Increase Interview Clothes and Hairstyle State & Federal Agencies Vouchers for Haircuts Household Income During Non-Profits Back-to-School Clothes and School # Received Back-to-School Clothes and Churches Employment **Employment & Training** Supplies for Children School Supplies Motivating MEDIUM TERM OUTCOMES # Received Work Equipment and Clothes Work Equipment and Clothes Youth Employment Participants Earn Seasonal # Receiving PASS 1 Child Care Child Care Provided for 30 Days Social Services and Part-time Unsubsidized **Job Coaches** # Completed, Updated Resume Resumes Employment Participants Earn Full-Time Job Coaches' Logs # of Calls to Participants and Employers Input Indicators Unsubsidized Employment Written Plan for Future Employment # of Completed Plans, # of Non-(Monitoring/Measuring) Increase in Household Income and Career Goals and Objectives Completed Plans Mentoring # of Employer Contacts Made # of Tribes **Employer Contacts** LONG TERM OUTCOMES # of Staff #. % Participants in Subsidized Improve the Economy Long-Job Placement # of Employers Employment Term in Villages # of Participants # of Hours Participated Per Week in Hours Increase in Native-Owned Amount (\$) of Subsidized Employment Businesses Funding Participants Become Self-Jobs Created # of Jobs Created # of Partners Sufficient #, % of Participants Who Are Employed in # of Native Businesses Job Retention Reallocation in funding to A Subsidized Employment For Six Months sustain self-sufficiency Wages # Earning Above Minimum Wage Outcome Indicators (Monitoring/Measuring) Activities Indicators (Monitoring/Measuring) **Medium Term Short Term Training** Self-Sufficiency Achievement **GILA Evaluation Survey Responses** Self-Sufficiency Achievement Employer and Employee Feedback Survey Caseload #. % Obtain Seasonal and Part-

# of Case Managers/Staff, # of Job Coaches, #, % Mentoring Participants Assigned Job Coaches, # of Participants

Mirroring

- Employer and Employee Feedback
- #, % Completed Subsidized Employment
- #, % Increase Household Income **During Employment Before-After**
- time Unsubsidized Employment #, % Who Earn Full-Time
- Unsubsidized Employment #, % Increase Household Income Before-After

#### Long Term

- #. % Native-Owned Businesses Before-After
- # Who Remain Off
- # Who Retain Employment 5-7 Years After Program
- # With Benefits 5-7 Years After Program

#### References

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