Building a Blueprint for Success
Using a Logic Model to Drive an Organization's Mission

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Objectives

Learn the purpose of a logic model

Learn how to read a logic model

Learn the components of a logic model

Practice making high-level logic models for your place of work

Learn how to practically use a logic model at your place of work

Mercy Home for Boys and Girls

Residential

AfterCare

Ridgeland Supportive Housing

Friends First Mentoring

Background

"Blueprint Project"
◦ Becoming an evidence-based agency

Started working on a new, more meaningful logic model

Old logic models
◦ Mostly a list of data points and work functions
◦ One for every department/team

Benefits of a good logic model

Comprehensive

Logical

Decision making

Scale-able

Audiences Served	Services/Functions Provided	Objectives for Services/Functions	Expected Results	Results Objectives
• Youth • Families and others in youths' support networks • The Community • Referral Sources • Donors • Schools • Employers • Licensing, monitoring and accrediting entities • Other Mercy Home departments/co-workers • Other social service agencies • Boards of Directors and Regents • Volunteers • The Archdiocese of Chicago	1. An effective transition and orientation in to program 2. Transition planning 3. A safe environment that provides for basic physical and emotional needs 4. A supportive, nurturing environment and relationships 5. Strengths-based, family inclusive treatment planning and management 6. Individual, group, family and specialized therapies 7. Feedback and guidance to help develop healthy relationships and acquire life skills 8. A structured, therapeutic environment that supports spiritual and moral development, self-discipline, reflection and personal growth 9. Support of regular academic/school regimen and supplemental educational supports/resources 10. Linkage to vocational supports, guidance and opportunities 11. Documentation of status, plans, activities and progress 12. Linkage to AfterCare supports	1. __% of care planning meetings include the youth and family 2. Of the weekly advocate meetings that occur 90% meet the criteria of established quality components 3. 75% of responding youth and families indicate that they recognize how the elements of the milieu provide them opportunities to reflect, learn and grow 4. Of the therapy sessions that occur 91% meet the criteria of established quality components 5. 75% of quarterly ITP reports are received and approved within two weeks of scheduled staffings 6. Of the family contacts that occur 80% meet the criteria of established quality components 7. 66% of the time program will score a 3.5 or above on their cleanliness walkthrough	1. The youth and their families are the drivers of their growth and they effectively utilize the tools offered by programs to maximize their strengths and progress 2. Youth progress toward established treatment objectives 3. Youth and families display effective living, coping and relating skills 4. Youth have more opportunities to achieve success 5. Youth maintain effective functioning with fewer artificial supports 6. Youth are positive leaders/models inside and outside of program 7. Youth are self-aware, know their strengths and skills and are empowered to function to their potential 8. Youth return to the community and maintain or increase their level of functioning apart from the structure of program	1. __% of youth transitioned from Mercy Home have completed their positive transition plan 2. Youth attain 75% of the goals set for their quarterly treatment plans 3. __% of youth show increasing strengths and competencies as they progress through program 4. 75% of youth and families indicate that they are active partners in their treatment and growth 5. __% of youth who complete their positive transition plan at least maintain their level of functioning for 6 or more months after leaving Mercy Home

Logic Models

What's the point of a logic model?
◦ Umm, to logically model the work of an organization (from the very beginning to the very end)
◦ "Mission drift"

"If, then"
◦ That's the logic of it

We created three main components of the logic model
◦ What we believe
◦ What we do
◦ What participants achieve

Vision

A brief statement that captures the organization's hope for the future. If this hope were to be fully realized, the organization's supports and services would not be needed.

Questions to ask
◦ What would the organization need to accomplish to put itself out of business?
◦ What would it look like if all [youth] were thriving?
◦ What is the ideal end-state?

Examples
◦ Everyone has access to adequate, affordable health care
◦ Every child arrives to kindergarten having achieved major developmental milestones

Core Principles

Statements of an organization's key beliefs and assumptions about its programs, operations, participants, and effects. Because these premises guide the organization's approach to its work, it is important that they are intentionally developed, reflect alignment within the organization, and are effectively communicated.

Questions to ask
  ◦ What do we believe about our work?
  ◦ What do we believe about our participants?

Examples
  ◦ Everyone is capable of change and growth
  ◦ People are inherently good

External Factors

Elements within the community that an organization anticipates will influence its efforts, either negatively or positively (or both).

Questions to ask
  ◦ What factors will help or hinder us?

Examples
  ◦ Access to health care, gangs, juvenile justice system, other organizations, state or federal policy

Current Statement

A description of current conditions and circumstances in a community that require a response. Names the issues, their causes, and specific community needs.

Questions to ask
◦ What is true about our community?
◦ What needs responding to in our community?

Examples
◦ XX% of public school students on the west side do not graduate high school.

Current Statement (cont'd)

Describes the community, not the program in any way

May include information from a needs assessment

Census data or other publicly available data
◦ Current Population Survey
◦ American Community Survey
◦ dataferrett.census.gov

Mission Statement

A statement of the organization's purpose and planned response to the conditions described in the current statement.

Questions to ask
- What, specifically, does the agency do to respond to the community need?

Examples
- To honor and empower wounded warriors (Wounded Warriors).
- To feed America's hungry through a nationwide network of member food banks, and engage our country in the fight to end hunger (Feeding America).

Target Population

The individuals the organization commits to serving in its core programming. Based on its competencies and scope of practice, the organization is best equipped to enable these individuals to achieve the stated outcomes.

Questions to ask
- What, specifically, are the characteristics of the individuals (or groups) targeted by the agency?

Examples
- Age range, mental health profile, criminal history, immigration status, housing status

NOT the Service Population
- All people touched by the program in one way or another

Resources

All the tangible materials and intangible investments required to perform program activities.

Questions to ask
◦ What do we need at our disposal in order to undertake this work?

Examples
◦ Personnel, skills and expertise, time, materials, money, technology, facilities

Program Activities

The supports and services offered by the organization, including the actions performed by the staff and the programming offered to participants.

Questions to ask
◦ What are the activities we will undertake to help our target population move towards the desired outcomes?
◦ What does research say are effective strategies for achieving these outcomes?

Examples
◦ Family therapy, strengths-based case management, legislative advocacy, adoption

Outputs

Specific descriptions of what is generated by the organization's program activities, such as the number of participants served or the amount of programming that occurs. Outputs alone have no social value and should not be confused with outcomes.

Questions to ask
◦ What is created as a result of our organization's activities?
◦ How will we know that we are completing the activities we say we will complete?

Examples
◦ Number of participants, occupancy rates, admission and discharge figures, number of therapy sessions, group attendance rates

Outcomes

Changes in status, knowledge, attitudes, behaviors, and actions achieved by the organization's program participants.

Questions to ask
◦ What are the goals or objectives of our work?
◦ What changes in a participants behavior, status, or attitude would indicate success?

Examples
◦ Improved familial relationships, Improved coping skills, acquisition of specific competencies or strengths, attainment of development milestones

Outcomes (cont'd)

Short-term
◦ During participation in program

Intermediate
◦ Around the time of program completion

Long-term
◦ Some interval after program completion (depending on nature of program)
◦ Long enough after, but not too long

Performance Indicators

Specific measurements used to demonstrate how well programming is being delivered by program staff and to reflect participants' progress towards outcomes.

Questions to ask
◦ What, specifically, does success look like?
◦ How will we identify success in an outcome or group of outcomes?

Examples
◦ Results of psychometric tools such as Achenbach, school grades, standardized test scores, personal finances

Measurement Tools

Specific instruments and methods used to gather information about program delivery and progress towards outcomes

Questions to ask
- How, specifically, will we gather the information that indicates success?
- What is observed? By whom?
- Where and how is it recorded?

Examples
- Surveys, psychometric tools, school transcripts, pay stubs, observation, data entry

Impact

The social value created within the community by an organization whose participants consistently achieve desired outcomes. While impact cannot be related solely to the program, it can be reasonably inferred (based on research) that program participation was a contributing factor.

Questions to ask
- What is the community-level impact of our work, if outcomes are realized?

Examples
- Lower rates of recidivism lead to decreased burden and cost on justice system

Let's practice!

Using this design, we can start by making a simple logic model that's only a few sentences long.

What does your organization believe?

What does it do?

What does it aim for its participants to achieve?

QI and Feedback Loops

Plan, Do, Study, Act (used by Chapin Hall, originated from The Deming Institute: https://www.deming.org/theman/theories/pdsacycle)

Focus, Analyze, Develop, Execute, Evaluate (used by Duke University: http://patientsafetyed.duhs.duke.edu/module_a/methods/fade.html)

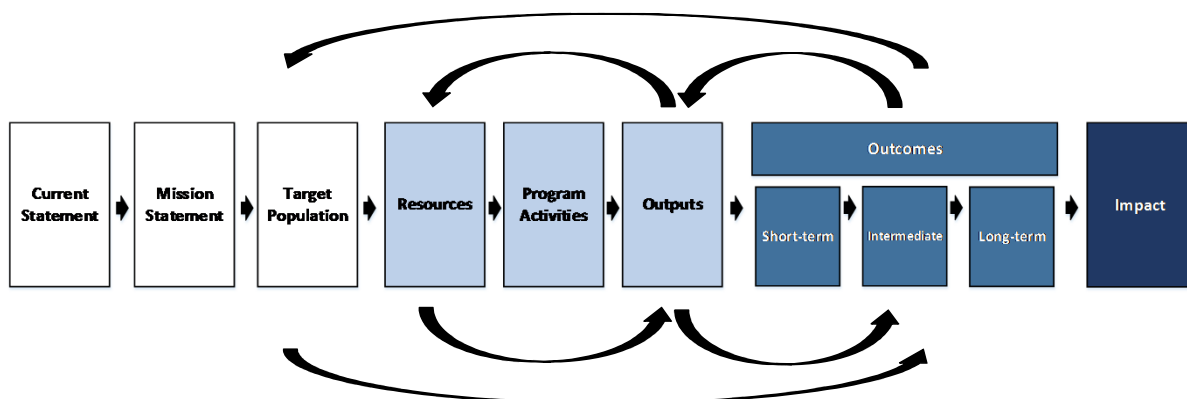Define, Measure, Analyze, Improve, Control (Six Sigma model : http://www.6sigma.us/)

QI and Feedback Loops

Regardless of exact QI framework, use a logic model to drive feedback loops

Can draw feedback loops between any two (or more) segments of the logic model

Examples of Feedback Loops

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