

LOGIC MODELS AND OUTCOMES AND PERFORMANCE MEASURES, OH MY!!

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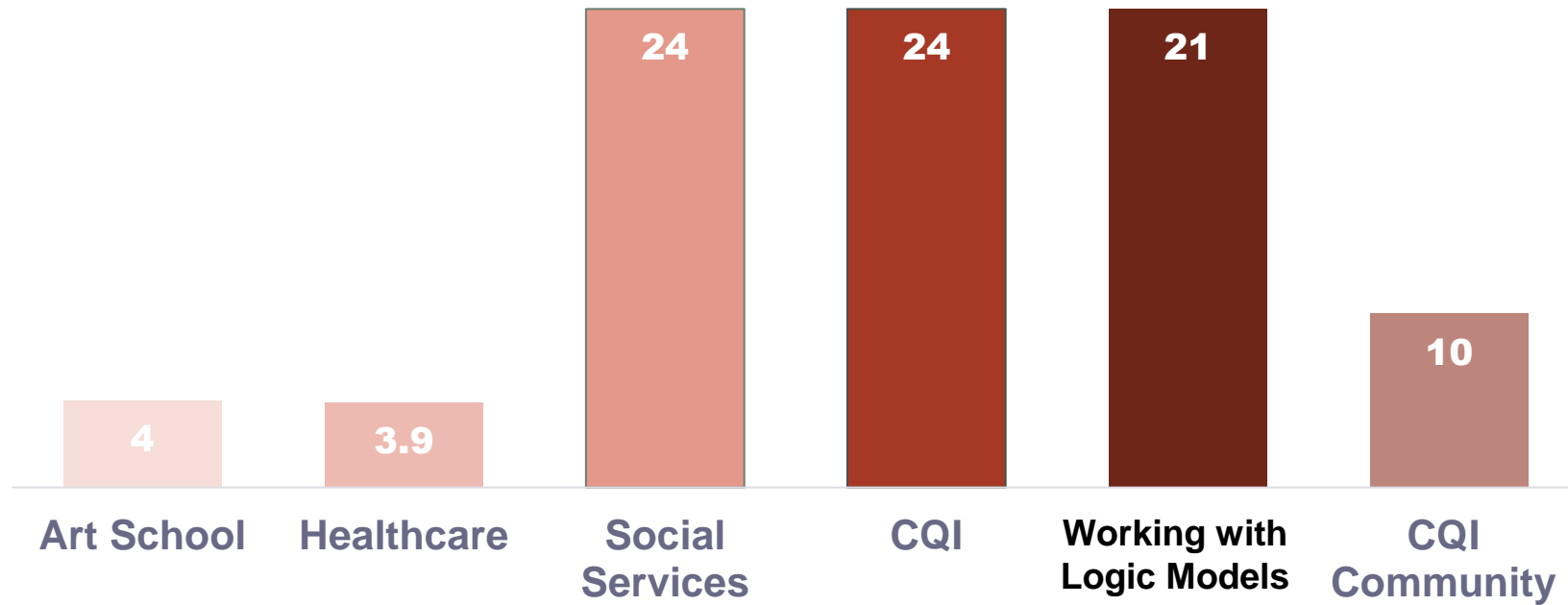
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Lawrence Hall

CQI Community July 20, 2023

Who Am I?

Melissa Curtis
Years of Experience





Lawrence HallSM

Serving Children, Families and Communities Since 1865

Mission: Empowering those who have experienced trauma by providing healing, stability, and community connection.

Vision: Hope, healing and resiliency for children.

Programs: Foster Care, Residential, Therapeutic Day School, Older Adolescent Program, Clinical Services, Expressive Therapies, and Youth and Community Development (Workforce Development, Mentoring, Juvenile Diversion)

Once upon a time...

...there was a girl named Dorothy. She was very far from home (aka “over the rainbow”), but had met many friends in this new land, which was called Oz. She and her friends were all in need of services from the Great Wizard of Oz who resided in Emerald City. When he found out what they needed, he provided services for each of them. The Scarecrow got a brain. The Tin Man acquired a heart. The Cowardly Lion received courage. And Dorothy finally got to return home. And they all lived happily ever after.

Now here are the tough questions...

- Did the brain help the Scarecrow pass his classes at school and finish Career Readiness Training? Did he graduate from both and get a good job?
- Was the Tin Man able to establish and maintain healthy relationships now that he had a heart? Was he able to improve his ability to identify and regulate his emotions? Did he give back to his community?
- Did courage make the Cowardly Lion feel safe in his home in the forest? Did courage help him take responsibility in his job as the king of the forest? Was he able to maintain his employment?
- When Dorothy got home, did she try and run away again? Did she stay out of trouble with the neighbors? Did she remain safe in her placement?

Takeaways

- Learn the purpose of a Logic Model
- Clarify program theory and create problem/issue statements
- Learn the components of a Logic Model
- Write an outcome statement, performance measure and set a target
- Create your own Logic Model

What is a Logic Model?

A logic model is a relatively simple image that reflects how and why your program will work.

Why Use a Logic Model?

- Using a simple logic model produces (1) an inventory of what you have and what you need to operate your program; (2) a strong case for how and why your program will produce your desired results; and (3) a method for your program management and assessment.
- Using evaluation and the logic model results in effective programming and offers greater learning opportunities, better documentation of outcomes, and shared knowledge about **what works** and **why**.

-Taken from the W.K. Kellogg Foundation Logic Model Development Guide: Using Logic Models to Bring Together Planning, Evaluation, and Action

What is the Purpose of a Logic Model?

“The purpose of the logic model is to provide stakeholders with a road map describing the sequence of related events connecting the need for the planned program with the program’s desired results. Mapping a proposed program helps you visualize and understand how human and financial investments can contribute to achieving your intended program goals and can lead to program improvements.”

-Taken from the W.K. Kellogg Foundation Logic Model Development Guide: Using Logic Models to Bring Together Planning, Evaluation, and Action

*“The success of our work is measured by a single question:
Are people better off now than when we started?”*

President William J. Clinton
Foundation website, What We Do

What is the Point of a Logic Model?

- To **logically model** the work of an organization or program (from the very beginning to the very end)
- To **answer key questions**
 - What are we hoping our participants accomplish?
 - What are we doing to accomplish those outcomes?
 - What do we need in order to do those things?
 - Are we doing them? If so, how well?

What is the Point of a Logic Model?

- To drive **feedback** and **improvement** cycles
- **Decision Making**
- **Strategic Planning**
- **Evaluation** of implementation, consistency, and outcomes

Clarifying Program Theory

- Describe the problems your program is attempting to solve or the issues your program will address.
- What will clients gain from the services provided by the program?
- If the program reached its highest level of success, what would the clients look like? (e.g. what knowledge, attitudes, and behaviors would clients exhibit?)
- What is the program trying to accomplish (what are the primary goals of the program?)
- What would the organization need to accomplish to put itself out of business?

Main Components of a Logic Model

- What we **BELIEVE**
- What we **DO**
- What participants **ACHIEVE**

PROGRAM LOGIC MODEL

FY 2023

Mission Statement: WHAT WE BELIEVE

PROBLEM/ISSUE STATEMENT (include population served)	RESOURCES	PROGRAM ACTIVITIES	OUTPUTS	OUTCOME	IMPACT
<p><i>What is the problem or issue this program is intending to solve?</i></p> <p><i>Who is the target population being served by the program?</i></p>	<p><i>In order to accomplish our set of activities, we need the following:</i></p>	<p><i>In order to address our problem or asset, we will accomplish the following:</i></p>	<p><i>We expect that once accomplished these activities will produce the following evidence of service delivery:</i></p>	<p><i>We expect this change in the client due to these activities:</i></p>	<p><i>We expect that if accomplished these program activities will lead to the following changes in 7-10 years.</i></p>
WHAT WE BELIEVE	WHAT WE DO	WHAT WE DO	WHAT WE DO	WHAT PARTICIPANTS ACHEIVE	WHAT PARTICIPANTS ACHEIVE

Definitions (What We Do)

- **RESOURCES** include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to as Inputs.
- **PROGRAM ACTIVITIES** are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended program changes or results.
- **OUTPUTS:** A measure of activity. The direct product of program activities and are usually measured in terms of the volume of work accomplished (they are hard numbers, not percentages). They are important because they are intended to lead to a desired benefit for participants or target populations.
 - Number of participants served
 - Number of hours of service delivered
 - Number of educational materials distributed
 - Number of classes taught
 - Number of counseling sessions conducted

Definitions (What Participants Achieve)

- **OUTCOMES:** Benefits for participants during and after program activities. Clients show...
 - New knowledge
 - Increased skills
 - Changed attitudes or behaviors
 - Modified behaviors
 - Improved condition
 - Altered status
- **IMPACT** is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years.

Compliance vs. Impact

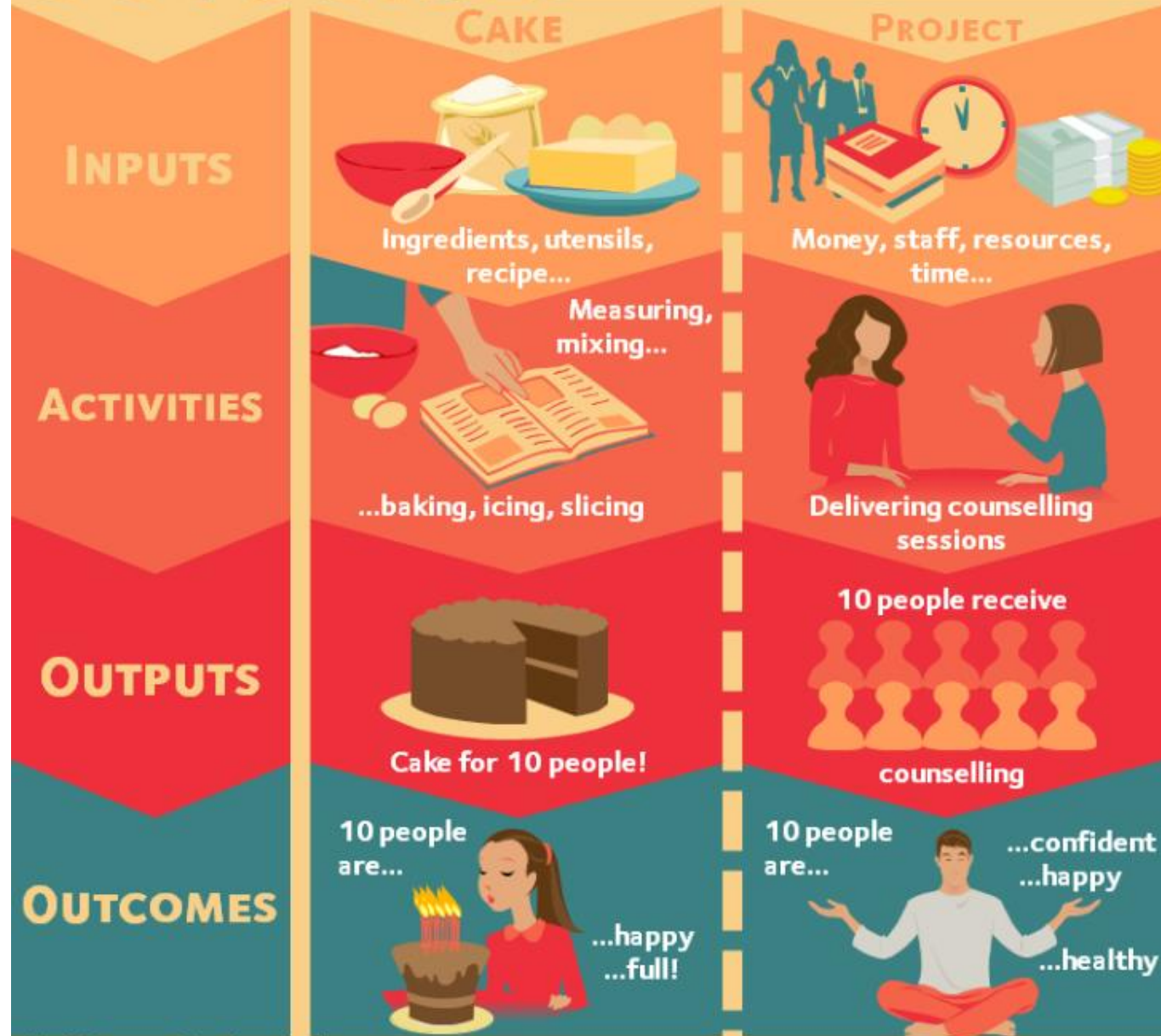
- **COMPLIANCE** is an adherence to standards, regulations, and other requirements.
- **IMPACT** is to have an impact or effect on; influence; alter.
- *The goal is for organizations to go beyond just compliance and attempt to make a difference, to change behaviors and make people more secure in their daily lives. This is much harder to do than compliance. It requires much more planning (such the different groups you want to teach and which behaviors to change) and requires much more resources as this is a long-term investment.*

If...Then Assumptions

- Certain resources are needed for your program.
- If you have access to them, then you can use them to accomplish your planned activities.
- If you accomplish your planned activities, then, you will, it is hoped, deliver the amount of product and/or service that you intended.
- If you accomplish your planned activities to the extent intended, then your participants will benefit in specific ways.
- If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might occur under specified conditions.

Outputs vs. Outcomes

OUTCOMES ARE A PIECE OF CAKE!



Is it a Output? or an Outcome Indicator?

1. Number of participants served.
2. Percent of youth show increased financial stability.
3. Percent of clients that progress to the next educational level.
4. Number of educational materials distributed to clients.
5. Percent of youth obtaining employment.
6. Number of reports submitted in a timely manner.
7. Number of classes provided.
8. Percent of youth graduating from high school.
9. Number of counseling sessions conducted.
10. Percent of youth showing a decrease in arrests.
11. Number of hours of service delivered to youth.
12. Percent of youth that demonstrate positive change in behavioral and emotional functioning.

Create Your Own Logic Model

- Some youth need assistance with safety, housing, education, juvenile justice and other needs. But, sometimes the transitions can be tough and extra services are needed to promote stability and safety. **(Dorothy)**
- Youth have behavioral and learning disabilities and need specialized education to improve academic functioning, develop appropriate social skills, and to assist them in earning passing grades and credits toward graduation. **(Scarecrow)**
- Young adults that have experienced instability fall behind their same age peers in obtaining and maintaining jobs due to instability in housing and education as well as past traumatic experiences. **(Lion)**
- Youth who have experienced trauma exhibit poor social skills, anger, depression, and aggressive behaviors towards themselves and others. They need treatment to learn new pro-social skills. **(Tin Man)**

PROGRAM LOGIC MODEL
MEASUREMENT

OUTCOMES	OUTCOME INDICATOR(S)	DATA REQUIRED	DATA SOURCE	DEFINITIONS and ELIGIBILITY
<p><i>We expect this change in the client due to program activities.</i></p> <p><i>This column should match the outcome column on the page 1.</i></p> <p>WHAT PARTICIPANTS ACHEIVE</p>	<p><i>How will you measure the outcome?</i></p> <p>WHAT PARTICIPANTS ACHEIVE</p>	<p><i>Define the Numerator/Denominator</i></p> <p>WHAT PARTICIPANTS ACHEIVE</p>	<p><i>Where are you getting the data? Where and how is the data recorded?</i></p> <p>BE SPECIFIC</p>	<p><i>Who is eligible for this outcome? What does it mean? Age? Dosage?</i></p>

Measurement of Outcomes

- **OUTCOME INDICATOR:** Identifies what is being measured to track the program's success on an outcome. An indicator is observable and measurable.
- **OUTCOME TARGET:** The desired level of achievement of a program on its outcome indicators.
- **DATA REQUIRED:** Define the Numerator/Denominator
- **DATA SOURCE:** Where are you getting the data? Where and how is the data recorded?
- **DEFINITIONS AND ELIGIBILITY:** Who is eligible for this outcome? What does it mean? Age? Dosage?

Writing an Outcome Indicator and Target

Of the _____ we serve, at least _____
will _____

_____.

Number and percent of (service recipients) who...

Performance Indicators Checklist

- ☐ Do your indicators make sense in relation to the outcomes they are intended to measure?
- ☐ Are your indicators directly related to the outcomes?
- ☐ Are your indicators specific?
- ☐ Are your indicators measureable or observable? Can they be seen (observed behavior), heard (participant interview) or read (assessments/surveys)?
- ☐ Is it reasonable that you can collect data on the indicators?
- ☐ Is it likely within your resources to collect the data?

So, what about Dorothy, the Scarecrow, the Tin Man, and the Cowardly Lion?

Did they live happily ever after? Once Emerald City Youth Services (ECYS) started using Logic Models and outcome measurement, they found that the Wizard of Oz's services had benefited each of them.

The Scarecrow

The **Scarecrow** had some trouble with his grades (he was behind from having no brain at all), but once he was referred to Special Education, he caught up with the other scarecrows and graduated with honors. He quit scaring crows and is now working in the Quality Improvement Department at ECYS where he uses his brain all the time to create data reports and come up with new ideas to improve services!

The Tin Man

The **Tin Man** had trouble warming up to others when he was placed in a new forest but was provided with counseling and therapy where he learned how to form healthy relationships. He is working on his MSW at Emerald City University so he can give back to the community and keep his heart warm all year round!

The Cowardly Lion

The **Lion** went back to the forest with his new found courage and took over the role of King. If he experiences any fear (which he sometimes does), he just calls his mentor at ECYS. He helps the other animals with fear issues and has also eased the tensions between species. He truly is the King of the Enchanted Forest!

Dorothy Gale

When **Dorothy** went home to Kansas, it was more difficult to follow up on her progress. But the staff at Emerald City Youth Services didn't give up so easily...They sent a letter to Kansas Family Services the next time a tornado came and found out Dorothy started volunteering at a runaway hotline when she got home as part of her service plan. Her therapy dog, Toto, also helped her with her trauma. She eventually opened up a non-profit called "The Ruby Slipper" and serves as CEO!



Questions?

Thank You!

For more information, you can email me at: mcurtis@lawrencehall.org