

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

Characteristics of a good logic model

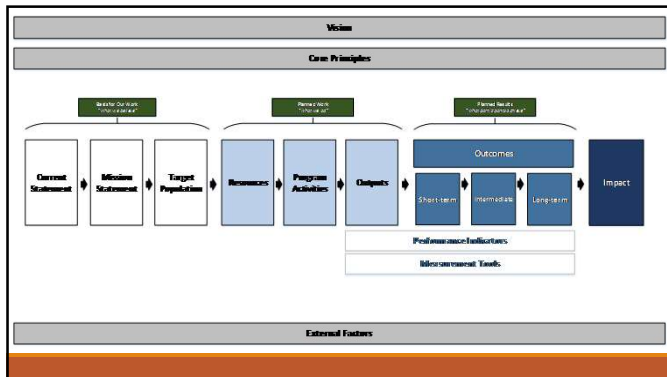
Comprehensive

Logical

Scale-able

Alive but invisible

Audiences Served	Services/Functions Provided	Objectives for Services/Functions	Expected Results	Results Objectives
<ul style="list-style-type: none"> Youth Families and others in greater support systems The Community Federal Sources Community Individuals Employers Knowledge, membership and accountability Other identity issues Other social service agencies Health of Children and Families Volunteers The Accessibility of Chicago 	<ol style="list-style-type: none"> 1. An effective transition and orientation to the program 2. Transition planning 3. A safe environment that provides for basic physical and emotional needs 4. A supportive, nurturing environment and relationships 5. Strength-based, family inclusive treatment planning and management 6. Individual, group, family and specialized therapies 7. Feedback and guidance to help develop healthy relationships and explore the future 8. A structured, therapeutic environment that supports spiritual and social development, self-discovery, reflection and personal growth 9. Support of regular medical/behavioral responses and supplemental educational opportunities 10. Linkage to vocational supports, guidance and opportunities 11. Documentation of status, plans, activities and progress 12. Linkage to AfterCare supports 	<ol style="list-style-type: none"> 1. 100% of care planning meetings include the youth and family 2. Of the weekly advocate meetings that occur 100% meet the criteria of established quality measurements 3. 75% of responding youth and families indicate that they are comfortable with the services provided from the service providers in terms, tone and goals 4. Of the therapy sessions that occur 90% meet the criteria of established quality measurements 5. 75% of quarterly IEP reports are reviewed and approved within the window of established standards 6. Of the family meetings that occur 90% meet the criteria of established quality measurements 7. 60% of the time program will meet a 2.5 or higher on the observation scale through 	<ol style="list-style-type: none"> 1. The youth and their families are the drivers of their growth and they effectively utilize the tools offered by programs to accelerate their strengths and progress 2. Youth progress toward established functional objectives 3. Youth and families display effective living, coping and coping skills 4. Youth have more opportunities to achieve success 5. Youth maintain effective functioning with their cultural supports 6. Youth are positive in educational, social and academic progress 7. Youth are well-rounded, know their strengths and all the good and empowered to flourish in their potential 8. Youth active in the community and maintain or increase their level of functioning apart from the structure of program 	<ol style="list-style-type: none"> 1. % of youth transitioned from identity issues care completed their positive transition plan 2. Youth attain 75% of the goals and metrics quarterly behavioral plan 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 in 4 or more domains after leaving identity issues



Logic Models

What's the point of a logic model?

- To **logically model** the work of an organization (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?

Logic Models

What's the point of a logic model?

- To drive **feedback and improvement** cycles
- **Decision-making**
- **Strategic-planning**
- **Evaluation** of implementation, fidelity, and outcomes

Logic Models

We identified three main components of the logic model

- What we **believe**
- What we **do**
- What participants **achieve**



The Best Cookies Ever

Have a hungry family? These will bring happiness to anyone who is hungry!

Ingredients:

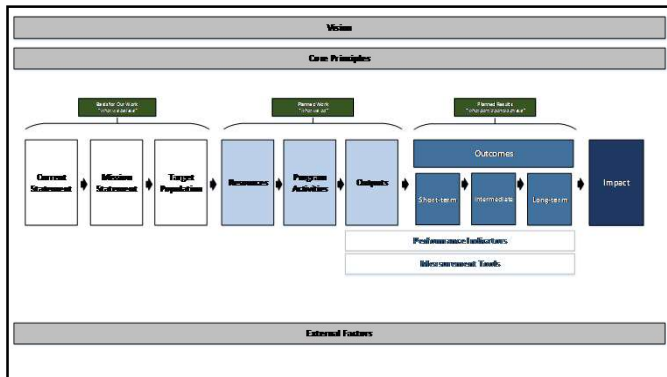
2 ½ c. flour	2 eggs	1 tsp. vanilla
1 ½ tsp. baking soda	1 ½ c. brown sugar	1 bag chocolate chips
1 tsp. salt	1 ½ c. butter	

Instructions:

Preheat oven to 350 degrees F. Mix dry ingredients, set aside. Combine brown sugar and butter. Beat in eggs and vanilla. Slowly mix in dry ingredients. Add chocolate chips. Spoon tablespoon-sized cookie dough balls onto ungreased baking pan. Bake for 6-8 minutes, or until golden brown. Remove pan from oven, allow to cool for 1 minute, remove cookies from pan and place on paper towel. Store in airtight container.

Makes 4 dozen cookies.

You'll be filled with deliciousness and happiness. You'll never be hungry again!



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

Focus on Outcomes



Alyssa's Story

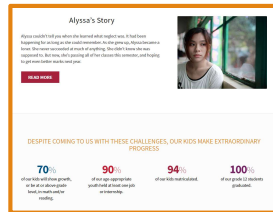
Alyssa couldn't tell you when the hardest time might come. It happened happening to her living in the world's most dangerous place. She was a young girl, just 10 years old, when she was kidnapped. She was taken to a place where she was held for 10 years. She was then rescued and brought back to her family. She is now a young woman, and she is thriving.

READ MORE

DESPITE COMING TO US WITH THESE CHALLENGES, OUR KIDS MAKE EXTRAORDINARY PROGRESSES

70% of our kids make significant gains in reading skills by the end of the year.	90% of our kids participate in at least one extracurricular activity.	94% of our kids are confident in their ability to learn.	100% of our kids are happy and healthy.
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Focus on Outcomes



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 participant's 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

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)

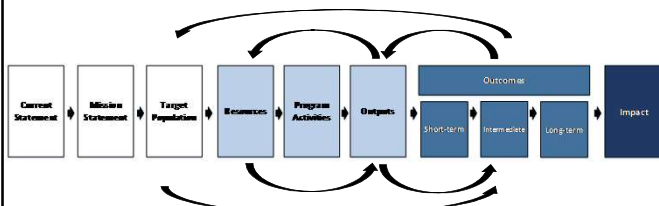
Define, Measure, Analyze, Improve, Control (Six Sigma model :
<http://www.6sigma.us/>)

QI and Feedback Loops

Regardless of exact QI framework, use a logic model to create and sustain feedback loops

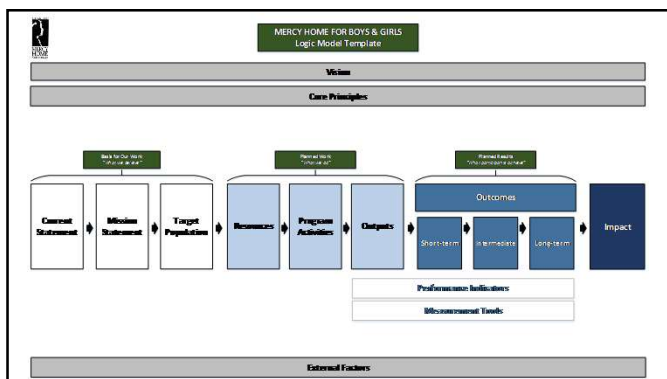
Can draw feedback loops between any two (or more) segments of the logic model

Logic Model and Feedback Loops



Mercy Logic Model

Helps us understand the design of our program and how things fit together



Building our Logic Model

What do you need to know to understand how your program is operating?

What do you need to know to understand the extent to which you're accomplishing the stated outcomes?

	Task/Outcome Statement (What is to be done?)	Task/Outcome Statement (What is to be done?)	Task/Outcome Statement (What is to be done?)	Task/Outcome Statement (What is to be done?)	Task/Outcome Statement (What is to be done?)
Outcome	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
Activities	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
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	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
Resources	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program	Establish a baseline for the program
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Current Statement	Mission Statement	Target Pop.	Resources	Activities	Outputs	Outcomes	Impact
			Physical space (MRO)	Match oversight	# of matches	Matchovers	N/A for new
			Outings/Events/Event app. Group outings		# of hours that matches meet	Goal accomplishment	
			Diverse group of volunteers/One-based sessions		# of outings	Satisfaction surveys	
			Staff	Mentor supervision	gender: mentors and mentees	Match quality	
			Referrals (staff and mentor)		diversity: mentors/mentees		
			Referral source (partners) (in and out)		Paperwork/Logsheet		
			Activity update		Screening mentors		
			Assessment tools		matching mentors		
			Existing research		Referrals		
			Internal resources (Emily, etc)		Intake meeting		
			KBB Toolbook		Match into		
			Wingspan/Budgetprint		Ratifications		
			Casebook		File reviews		
					Ad hoc troubleshooting		
					Length of matching process		
					Length of waitlist		
					Recruitment activities		
					Early ending matches		
					Reasons for early ending matches		
					# of people on waitlist		
					# of people turned away		
					Mentor retention		
					Info session attendance		
					Flowchart data		
					% of matches that re-up		
					Mentor recruitment trends (time of year)		
					Referral source tracking		
					# of assessment conducted		
					Report writing (timeliness, quality)		
					Weekly phone calls (medium)		
					% of supervisors		

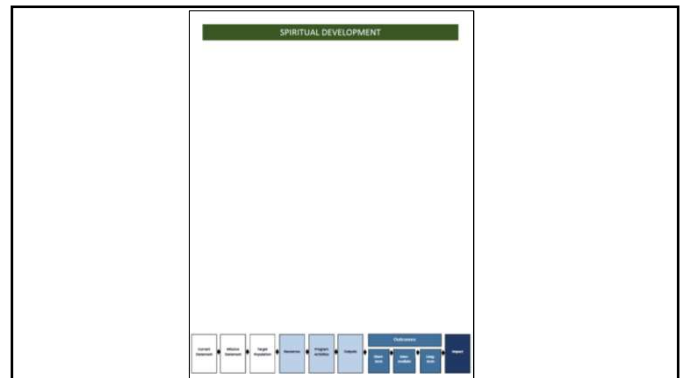
Communicating via Logic Model

What do you need to know to understand how your program is operating?

What do you need to know to understand the extent to which you're accomplishing the stated outcomes?

What data are you looking at?

What is it telling you?



Communicating via Logic Model

What data are you looking at?

What is it telling you?

