Fostering a Healthier Community.
Serving Our Neighbors.
Investing in Meaningful Transformation.

Developing a Strong
Logic Model and Evaluation Plan

April 15, 2015

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Christian support that heals lives and the community

Agenda

- Foundation Updates
- Year Two Funding Guidelines
- Developing Strong Logic Models
- Creating Strong Evaluation Plans
- Application Process
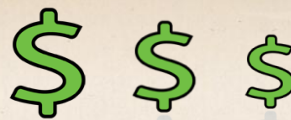- Questions & Answers

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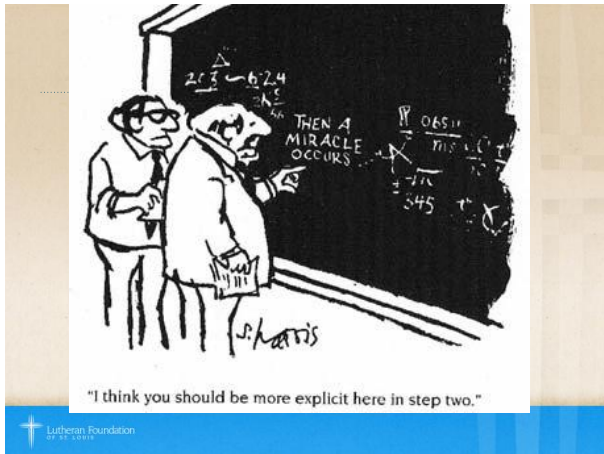OF ST. LOUIS

Foundation Updates

- Revised Application & User's Guide
- Revised Expectations for Outcomes & Evaluation
- Website changes
- Expanded capacity building
  – Evaluation & Learning Officer

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Year Two Funding Pointers

- Year Two funding level
- Unspent Year One funds

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"I think you should be more explicit here in step two."

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We invest in   well-designed programs.

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Logic Models: Definition

A systematic & visual way to present & share your understanding of the relationships among the resources you have to operate your program (inputs), the activities you plan to do (activities/services), and the changes or results you hope to achieve (outcomes/impact).

W.K. Kellogg Foundation

A simple, visual way to show your program – from soup to nuts

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A Logic Model

- Is . . .
  - A means to an end.
  - A tool.
  - A visual representation of a logical thought process.
  - Ever-evolving.
  - Yours.

- Is Not . . .
  - An end in itself.
  - A Product.
  - A collection of disconnected parts.
  - Set in stone.
  - Ours.

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Value of Logic Models: Process

- Creates Alignment
- Tests Assumptions
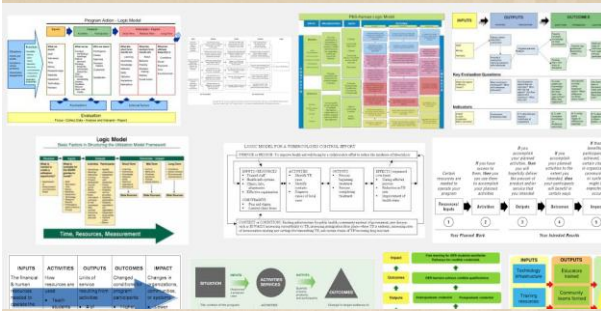- Builds Ownership

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Value of Logic Models: Uses

- Tool for:
  - Program Design
  - Communication & Training
  - Evaluation
  - And . . . As a bonus, Grant Applications

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Logic Models: Shapes and Sizes

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Logic Models for Lutheran Foundation

- How We Use Logic Models
  - Understand assumptions, beliefs and ultimate aims
  - Concise, at-a-glance summary
  - Alignment
    - Within Application
    - With Foundation
  - **Accountability**

GOAL

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Accountability: Grant Reporting

1. Activities	
PROPOSED - List all of the **activities/services as proposed** in your Grant Application's Logic Model.	ACTUAL – List the **activities/services you actually implemented/delivered** during the entire grant period.

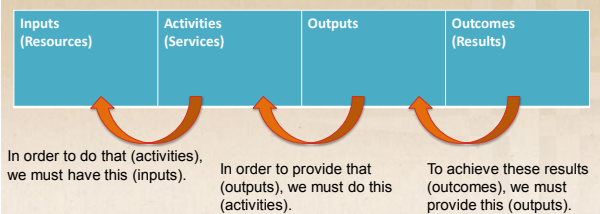| 4. Outcomes	
PROPOSED – List all of the Outcome Statements you agreed to measure in your Evaluation Plan.	ACTUAL – Using the same format for Outcome Statements, report on **actual outcomes achieved** during the entire grant period.

- Interim and Final Reports Describe:
  - Activities and Outputs you outline in your Logic Model
  - Outcomes and Evaluation Methods in your Evaluation Plan

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Logic Model Components: Definitions & Examples

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Our Revised Logic Model Template: New Components

Inputs (Resources) *What do you need in order to do what you do?*	Activities (Services) *What will you do?*	Outputs *How much will you do? How many will you serve?*	Outcomes (Results) *What difference will it make?*
Materials, Staff, Equipment, Space, Equipment, Training	Activities, Services, Efforts	Activities **Quantified** Numbers Served	**Knowledge, Beliefs, Attitudes, Skills**
Quantified Align with Budget and Narrative			**Behavior**
			Status/Condition

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Show Us Your Logic

Inputs (Resources)	Activities (Services)	Outputs	Outcomes (Results)

In order to do that (activities), we must have this (inputs).

In order to provide that (outputs), we must do this (activities).

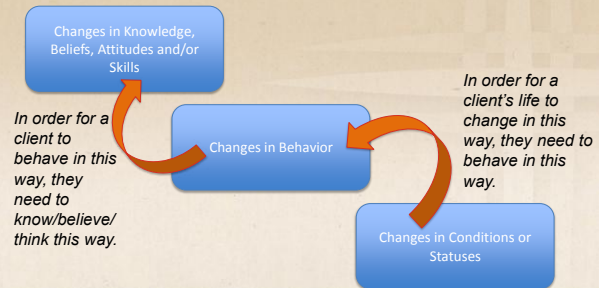To achieve these results (outcomes), we must provide this (outputs).
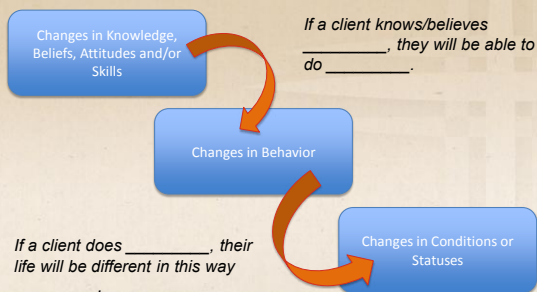
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Types of Outcomes

- **Knowledge, Skill, Attitude, Belief**
  - What will clients *know* or *believe* as a result of your program?
    - Ex. Gain knowledge about positive parenting.
- **Behavior**
  - What will clients *do* differently as a result of your program?
    - Ex. Interact more positively with children.
- **Condition/Status**
  - What will be different about your *clients' lives* as a result of your program?
    - Ex. Family remains intact.

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Outcomes: Again, Show Us Your Logic (Starting from the End)

Changes in Knowledge, Beliefs, Attitudes and/or Skills

In order for a client to behave in this way, they need to know/believe/ think this way.

Changes in Behavior

In order for a client's life to change in this way, they need to behave in this way.

Changes in Conditions or Statuses

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Outcomes: Again, Show Us Your Logic (Starting from the Beginning)

Changes in Knowledge, Beliefs, Attitudes and/or Skills

If a client knows/believes _____, they will be able to do _____.

Changes in Behavior

If a client does _____, their life will be different in this way _____.

Changes in Conditions or Statuses

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Outputs vs. Outcomes

- Outputs
  - Represent milestones in program implementation
  - Describe <u>activities</u>
  - Are about <u>your</u> efforts
  - Keywords:
    - Attend, complete, provide, engage, recruit, enroll, receive

- Outcomes
  - Represent "solutions" to the problem you identified in your "needs statement"
  - Describe <u>change</u>
  - Are about the <u>client</u>
  - Keywords:
    - Increase, decrease, improve, change, gain, implement, apply, demonstrate, more, less

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Output or Outcome?

- Clients will create individualized service plans.
- ✔ Clients will increase employment readiness.
- 100 clients will receive health screenings.
- Clients will report satisfaction with services.
- ✔ Clients will feel less isolated and more connected to their communities.
- ✔ 95% of clients avoid recidivism.

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Activities vs. Outputs vs. Outcomes

Activity (What?)	Output (How much?)	Outcome (So what?)
Teach weekly workshops	**32** workshops	Clients **gain knowledge** of coping skills.
Provide lunch every M, T, W	Serve **300** lunches to **150** people	Clients **experience** the love of God.
Provide Case Management	Serve **15** clients Provide **100** home visits	Clients will **reduce** risk factors and increase safety at home.
Match & Facilitate Mentoring	Make **12** mentor matches. **10** mentor meetings/year	Clients **gain knowledge** in job seeking.
Subsidize & Manage Transitional Housing	House **20** ex-offenders for **6-9** months each	Ex-offenders **avoid recidivism**.

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Our Logic Model Template

Defined broadly.
Not quantified.

Applicant name:	Project Name:		
Inputs List & quantify the materials, staff, equipment, training, etc. that you need to deliver your program	**Activities** List the various activities you will perform to deliver your program	**Outputs** List what & quantify how much you will deliver as a result of your activities.	**Outcomes** Describe broadly the changes your program is intended to make in the lives of participants

QUANTIFIED

QUANTIFIED

CONCISE BULLET POINTS

Knowledge, Beliefs, Attitudes, Skills:

Behavior:

Status/Condition:

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Completing a Logic Model: The Thought Process

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Start at the End

- Design programs with the End in mind
  - Existing vs. New programs
- Identifying Various Levels/Types of Outcomes
  - Start with ultimate ends
  - Then ask yourself, "What has to happen in order for C to occur?" = B
  - Then ask yourself, "What has to happen in order for B to occur?" = A

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But If You've Already Started in the Middle

- Starting with the Beginning and Follow the Chain
  - Skill/Knowledge/Attitude Belief → Behavior Change
    - Why do they need to know/believe that?
    - What will change as a result of that knowledge or those beliefs?
    - How will I know? How can I tell?
  - Behavior Change → Status/Condition Change
    - If they maintain that behavior, what will be different in their life down the road?
    - What difference will it make in their life?

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Let's Practice

- Example program:
  - Agency Mission: to strengthen families and prevent child abuse and neglect
  - Provides in-home individual and family counseling, parent training, and case management to at-risk families

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Completing a Logic Model

Inputs List & quantify the materials, staff, equipment, training, etc. that you need to deliver your program	Activities List the various activities you will perform to deliver your program	Outputs List what & quantify how much you will deliver as a result of your activities.	Outcomes Describe broadly the changes your program is intended to make in the lives of participants
Applicant name:		Project Name:	
•	•	•	Knowledge, Beliefs, Attitudes, Skills: •
			Behavior: •
			Status/Condition: • START

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Brainstorming Outcomes: Practice

- Status/Condition – ultimate ends, life trajectory change
  - What will be different in the client's life as a result of this program?
- Behavior Change
  - What does a client need to DO, in order to achieve that status/condition change? What behavior of theirs will contribute to that ultimate change?
- Knowledge/Attitude/Belief/Skill Change
  - What does a client need to know/believe in order to be able to DO the necessary things?

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Brainstorming Activities & Outputs: Practice

- In order to support clients in achieving those outcomes, what do WE need to do? (Activities)
- And how much do we need to do? (Outputs)

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Brainstorming Inputs: Practice

- In order to carry out our activities and deliver all our outputs, what do we need to have?
  - Materials
  - Equipment
  - Staff
  - Training
  - Space
  - Partnerships
  - Etc.

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Completed Logic Model: Example

Inputs List & quantify the materials, staff, equipment, training, etc. that you need to deliver your program	Activities List the various activities you will perform to deliver your program	Outputs List what & quantify how much you will deliver as a result of your activities.	Outcomes Describe broadly the changes your program is intended to make in the lives of participants
• 1 FT Family Therapist • 20% FT Program Manager • 20% FT Intake Assistant • Protective Factors Training • Therapeutic Games & Toys • Cell phone for therapist	• Marketing presentations at schools • Phone Screenings & Resource Referral • Comprehensive Assessment • Individualized Service Planning • Weekly In-home therapy and case management	• 300 families screened • 200 families served with at least 1 session • 150 families complete program • 4,800 sessions	**Knowledge, Beliefs, Attitudes, Skills:** • Parents gain knowledge of positive parenting strategies • Parents learn skills to reduce stress **Behavior:** • Parents interact more positively with children • Children reduce psychiatric symptoms & difficult behaviors **Status/Condition:** • Families remain in tact • No incidents of child abuse and neglect

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Evaluation

> *The systematic collection of information about the activities, characteristics, & outcomes of programs to reduce uncertainties, improve effectiveness, & make decisions regarding what those programs are doing & affecting.*

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But We Don't Track All Those Types of Outcomes . . . (yet)!

- **THAT'S OK!**
- Logic Model Outcomes show us your assumptions, intentions and hopes – broadly stated.
- You do not have to measure and track all types of outcomes each year of funding.
- We will help you build capacity to define, measure, and track outcomes year over year.

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Evaluation Capacity Building

Outcomes	Year One	Year Two	Year Three	
Knowledge, Attitudes, Skills, and/or Beliefs	✔ During Program	✔ During Program	✔ During Program	
Behavior		✔ During Program	✔ During Program / ✔ Post Program	And / Or
Status/Condition			✔ Post Program	

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Evaluation Plan

- **Includes Only Required Levels of Outcomes**
  - Depending on year of funding
- **Outcome Statements Correspond to Logic Model**
- Outcome statements must be:
  - Specific
  - Measurable
  - Quantified Targets
  - **Required Format**
- Evaluation Methods – named for each outcome

ANSWERS — FINDINGS
CONCLUSIONS — RESULTS
SOLUTIONS — OUTCOMES

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Evaluation Plan Template

Outcome Statement	Impact Area(s)	Type of Outcome	Evaluation Method
Specific Measurable Numeric Target Required Format ⭐	Corresponding to those provided by the Foundation for your selected Focus Area	Knowledge, Skill, Attitude, Belief Behavior Status/Condition	Name and Type of Tool

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Impact Areas

SECTION D: PROGRAM INFORMATION

7. **Which of the Foundation's Impact Area(s) will be addressed by the proposed program?** Check the Impact Area(s) that correspond to the Funding Focus Area you selected on page 2 of the Grant Application. *Please see Lutheran Foundation's website and the User's Guide for additional information.* **(question added by Lutheran Foundation of St. Louis)**

Christian Volunteerism – Congregations, faith-based organizations, and social service outreach ministries:
[ ] have in place a quality volunteer management system. (Impact Area #1)
[ ] intentionally connect volunteer service with Biblical teaching. (Impact Area #2)
[ ] are better able to meet their mission through the involvement of volunteers. (Impact Area #3)

Congregation Social Service Outreach Ministry
[ ] Congregations/organizations have in place quality social service outreach ministries that meet the needs and assets of the congregation/organization and the community. (Impact Area #1)
[ ] Congregations/organizations believe that part of their response to the Gospel is to become engaged in the hurting lives of people in the community. (Impact Area #2)
[ ] Those served by congregation/organization social service outreach ministries experience improved outcomes. (Impact Area #3)

Lutheran Education – no Impact Areas

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Writing an Outcome Statement

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Outcome Statements

__ of ___ (___%) participants who ____ will ____ by _____.
Each Outcome Statement specifies 6 components:
- # Achieved
- # Measured
- % Achieved
- "Who": Participants included in Measure (subset)
- "Will": Outcome
- "By": Timeframe

Ex. 75 of 80 (94%) of parents who participate in at least 10 counseling sessions will gain knowledge of positive parenting strategies within 3 months.

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Why Does "Who" Matter?

- **Attrition (Drop Outs)**
- An in-home family counseling program provides services up to one year. 100 families enroll in the program, but 25 drop out after 2 sessions. Another 25 drop out after six months. Only 50 complete the program.
  - 95 of 100 families (95%) who enroll in the program will gain knowledge of area resources within two sessions.
  - 45 of 50 families (90%) who complete the program will improve parenting practices by the end of the program. ☺
  - Otherwise, it'd be 45 of 100 families (45%) improve parenting practices. ☹

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Why Does "Who" Matter?

- **Multi-Component Programs**
- A multi-service agency provides several forms of support to older adults. 200 older adults will be served, overall. 150 will participate in recreational/social activities. 75 will participate in health screenings. 85 will receive home visits. 50 will receive transportation assistance.
  - 100 of 150 (67%) of participants who participate in social activities will report decreased loneliness and increased connectedness after each event.
  - 45 of 50 (90%) of participants who receive transportation assistance will increase compliance with medical care by keeping appointments during the program.

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Writing an Outcome Statement: Key Words

- Focused on Change
  - Knowledge, Attitudes, Beliefs, Skills
    - Gain, increase, demonstrate, express, etc.
  - Behavior
    - Apply, choose, demonstrate, join, use, etc **YES!**

- Focused on Activities
  - Receive, participate, attend, complete, enroll

NO

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Making It Measurable

- **Outcome**: *What are we trying to accomplish?*
  - **Indicator**: *What will that look/sound/feel like?*
    - **Evaluation Method/Measure**: *How will we know or track?*

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Evaluation Methods: Examples

- Inventories & Assessments
- Pre/Post of Knowledge and/or skills
- Behavioral Observations
- Subjective Ratings by Staff
- Case Notes, Treatment Plans
- Client Surveys
- Focus Groups or Interviews
- Follow Up phone calls or Surveys

Does not have to be "off the shelf" - You can create your own!

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Crafting Outcome Statements: Let's Practice

__ of ___ (___%) participants who ____ will ____ by _____.

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Evaluation Plan Example

Corresponding Numbers   *Name or Type*

Outcome Statement[1]	Impact Area(s)[2]	Type of Outcome[3]	Evaluation Method[4]
75 of 80 parents (94%) who participate in at least 10 counseling sessions will gain knowledge of positive parenting strategies within three months.	1	Knowledge	Protective Factors Checklist
75 of 80 parents (94%) who participate in at least 10 counseling sessions will gain knowledge of strategies to reduce stress by discharge.	3	Knowledge	Parental Stress Index
75 of 80 parents (94%) who participate in at least 10 counseling sessions will demonstrate improved parent/child interactions by discharge.	1	Behavior	Protective Factors Checklist
45 of 60 children (75%) who have mental health issues and complete at least 10 counseling sessions will demonstrate improved psychiatric symptoms and behavior.	3	Behavior	Pediatric Symptoms Checklist
145 of 150 families (97%) who complete the program will remain free of child abuse and/or neglect at 3 months post discharge.	2	Status	Follow-Up Visit
145 of 150 families (97%) who complete the program will remain intact at discharge.	2	Status	Discharge Report

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They Go Together

For required levels of outcomes only

Logic Model (Broad, Not Quantified)

Outcomes
Describe broadly the changes your program is intended to make in the lives of participants

Knowledge, Beliefs, Attitudes, Skills:
- Parents gain knowledge of positive parenting strategies
- Parents learn skills to reduce stress

Behavior:
- Parents interact more positively with children
- Children reduce psychiatric symptoms & difficult behaviors

Status/Condition:
- Families remain in tact
- No incidents of child abuse and neglect

Evaluation Plan (Specific, Quantified)

Outcome Statement[1]
75 of 80 parents (94%) who participate in at least 10 counseling sessions will gain knowledge of positive parenting strategies within three months.
75 of 80 parents (94%) who participate in at least 10 counseling sessions will gain knowledge of strategies to reduce stress by discharge.
75 of 80 parents (94%) who participate in at least 10 counseling sessions will demonstrate improved parent/child interactions by discharge.
45 of 60 children (75%) who have mental health issues and complete at least 10 counseling sessions will demonstrate improved psychiatric symptoms and behavior.
145 of 150 families (97%) who complete the program will remain free of child abuse and/or neglect at 3 months post discharge.
145 of 150 families (97%) who complete the program will remain intact at discharge.

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Resources

- Foundation
  - Website
  - User's Guide
  - Workshops
  - Learning & Evaluation Consultations with Sarah

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Upcoming Workshops

- April 16: Webinar "The Performance Imperative" from Social Solutions
- April 24: Beyond Logic Models: Performance Management in Action
  - $30-$50 per participant
  - Register online with Brown School of Social Work Professional Development
- May 14: Selecting or Designing Measurement Tools

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Visit Our Website!

www.LutheranFoundation.org

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Application Process

	Summer Cycle	Winter Cycle
Pre-Application Consultations*	Ongoing	Ongoing
Applications Due	June 1	December 1
Site Visits**	July	January
Board Decisions	August 31	February 28
Grants Start	No earlier than September 1	No earlier than March 1

* Strongly recommended, especially for new applicants or new projects
** At Staff discretion

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Questions & Answers

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Your Feedback

(Please complete your evaluation)

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Contact Us!

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