Logic Models for Prevention Planning II
Schedule

• 9:20 – 10:30 -> Our planned activities: external factors, assumptions, resources, activities

• 10:45 – 11:45 -> The outcome of our planned activities: outputs, outcomes, impact

• 11:45 – Noon -> Next steps and closing
Review: Logic Model Webinar from July
Our learning objectives in July

• Identify and describe the value and utility of creating a logic model
• Define the main terms that facilitate the creation of a logic model
• Establish connection between logic model, evaluation tools, and measurable outcomes in scope of work
PROGRAM:

SITUATION:

<table>
<thead>
<tr>
<th>INPUTS/RESOURCES</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>IMPACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to accomplish our set of activities we will need:</td>
<td>In order to address our problem or asset we will need to conduct the following activities</td>
<td>The activities will result in the targeted participants having received the intended services, as evidenced by:</td>
<td>We expect that, when implemented, these activities will lead to the following changes:</td>
<td>We expect that, when implemented in their entirety, the ultimate achievement of the program activities will be the following:</td>
</tr>
</tbody>
</table>

ASSUMPTIONS
These are beliefs we have about the program, the people involved, and how we think the program will operate.

EXTERNAL FACTORS
These are aspects external to the program that influence the way the program operates. These can include political environment, background and experiences of participants, media and policies.
Today: Logic Model in Practice
Our learning objectives for today

• Connect one objective from your existing CDPH scope of work with a logic model format

• Create a logic model for that SOW objective through worksheets, informational interviews, and group work.

• Prepare to use your logic model to craft S.M.A.R.T objectives to be used in your RPE SOW

• Lay the ground for developing relevant and helpful outcome evaluation plans
What are our collective goals for the day?

What information do we need to move forward?
How are we going to get there?

Options
- Resources
- Activities
- Outputs
- Outcomes
- Impact

Assumptions and External Factors
Your planned work

Assumptions and External Factors

| Resources | Activities | Outputs | Outcomes | Impact |
Your intended results

Assumptions and External Factors

- Resources
- Activities
- Outputs
- Outcomes
- Impact
Connecting your logic model with your scope of work

Exhibit A
Scope of Work
November 1, 2012 – October 31, 2013

<table>
<thead>
<tr>
<th>MEASURABLE OBJECTIVES</th>
<th>MAJOR ACTIVITIES</th>
<th>TIME LINE</th>
<th>PERFORMANCE MEASURE AND/OR DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Staff Responsible:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use an objective from your scope of work to practice developing a logic model

• We’ll use the information as a starting point for our logic model

• Keep in mind – it might change and grow!
We’ll follow a parallel process with a current campaign happening in Rhode Island

TEN MEN

NO MORE

CALCAS
CALIFORNIA COALITION AGAINST SEXUAL ASSAULT
Logic models help us to explain our work

Turn to another person at your table who does not work at or with your agency, and ask each other the following

- What is your objective?
- Who is your audience?
- What do you hope to change as a result of your objective?
- How do you know the objective works?
What did you learn?

• Was it challenging to explain your program to someone who had never worked with it?
• What was the easiest question to answer?
• What was the most challenging question to answer?
Before staring: What’s the problem?
Before staring a program:
Assumptions

Headache (situation) → Get pills (inputs) → Take pills (outputs) → Feel better (outcomes)
External and Influential Factors

- Culture
- Physical Environment
- Economic Structure
- Housing Patterns
- Demographics
- Experience of participants
How this happened with Ten Men

Assumption:
• Men would participate if they were asked
• Men have social influence over their peers
• Men engaged in the IPV movement will contribute to reduced rates of IPV

External factors:
• Small state, easy to do state level work
Identify internal resources

• Do you have what you need “in-house” in order to implement the program?
• What partnerships do you have and what do you need?
• Is there internal support?
In Rhode Island...

- RICADV dedicated time from the Director of Prevention and Community Outreach and the Communications Team
- RICADV assessed the need to engage men as part of the solution to end domestic violence
- Determined the time it would take to develop materials for trainings
Connecting program goals to the intended impact

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

from What’s so Funny about Science? by Sidney Harris (1977)
“But I can’t explain how I do the magic that is our program...!”

I sit at my desk → Something happens → The world is a better place
In Rhode Island...

Figure 3. Theory of Reasoned Action and Theory of Planned Behavior

Behavioral beliefs → Attitude toward behavior
Evaluation of behavioral outcomes → Subjective norm
Normative beliefs → Behavioral intention
Motivation to comply → Behavior
Control beliefs → Perceived behavioral control
Perceived power →

Note: Upper blue section shows the Theory of Reasoned Action; the entire figure shows the Theory of Planned Behavior.
What activities do you need to conduct to achieve your outcomes?

- How can your program accomplish its goals?
In Rhode Island...

MORE!!

The first cohort of Ten Men wanted more meetings, formalized agendas, public speaking opportunities
Outputs
Clarifying the difference between outputs and outcomes

• Outputs are focused on the quantity or product
  • did you carry forward with your listed activities to the participants you targeted?
  • did it happen?

• Outcomes are focused on quality and efficacy
  • what changes occurred as a result of carrying out the activities?
## Outcomes

<table>
<thead>
<tr>
<th><em>Direction of Change</em> (increase/ decrease/ maintain)</th>
<th><em>Unit of Measurement</em> (#, %, or rate)</th>
<th><em>What Will be Measured</em> (one single measurement per objective)</th>
<th><em>Baseline</em></th>
<th><em>Target</em></th>
<th><em>Data Source</em></th>
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<tbody>
<tr>
<td>Increase</td>
<td>number of</td>
<td>people participating in Ten Men group who demonstrate self-efficacy in utilizing bystander intervention strategies</td>
<td>0</td>
<td>10</td>
<td>Pre-post test, qualitative interviews w/ follow-up</td>
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* *Outcome Description:*

- **Increase:** The number of people participating in the Ten Men group who demonstrate self-efficacy in utilizing bystander intervention strategies will be measured. The baseline value is 0, and the target value is 10. The data source is a pre-post test, qualitative interviews with follow-up.
Reflections

- Did you have any insights while creating your logic model?
- How do you think this format can be useful to program planning and evaluation?
- What is difficult about utilizing this process?
- Anything else come to mind?
Using your logic model in the current RPE year

- Promote program integration activities
- Strengthen internal capacity
Check it!
Using your logic model for next year

• Use your logic model to modify your existing SOW so that it is reflective of new funding formula to:
  • Identify resources needed for completion of objectives
  • Prioritize objectives and desired outcomes
Connecting your logic model with your scope of work

Exhibit A
Scope of Work
November 1, 2012 – October 31, 2013

<table>
<thead>
<tr>
<th>GOAL # 1:</th>
<th>MEASURABLE OBJECTIVES</th>
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In the next RPE application

• Use the knowledge and skill acquired to create a complete logic model if one is requested
Next step: Regional Trainings

• Using your logic model to create an explicit SOW using S.M.A.R.T objectives
• Develop an evaluation plan that is relevant to your stated objective and program process
Regional Training Dates

• Friday September 13 10am-1pm (Mid-coast)
  • Community Solutions (Morgan Hill, CA)

• Wednesday September 18 10am-1pm (Central Coast)
  • UCSB (Santa Barbara, CA)

• Friday September 27 10am-1pm (Southern)
  • Peace Over Violence (Los Angeles, CA)

• Monday September 30 9am-12pm (Central Valley)
  • CSU Fresno (Fresno, CA)

• Friday October 18 10am-1pm (North)
  • WEAVE (Sacramento, CA)

• Tuesday October 22 10am-1pm (Bay Area)
  • Rape Trauma Service (Burlingame, CA)