INTRODUCTION TO LOGIC MODELS: A PLANNING TOOL TO DEVELOP, REDEVELOP, SCALE

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Logic Model Definition

- A tool used most often by managers and evaluators of programs to evaluate the effectiveness of a program
- Graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program
A description of how your project is to work
- the theory and assumptions underlying the program

Links outcomes (both short- and long-term) with:
- program activities/ processes
- the theoretical assumptions/ principles of the program
To assess the “if-then” relationships between elements of the program, i.e., if the resources are available for a program, then the activities can be implemented. If the activities are implemented successfully, then certain outputs and outcomes can be expected.
PURPOSE:

Good work... but I think we might need just a little more detail right here!
<table>
<thead>
<tr>
<th>Resources/Inputs</th>
<th>Activities/Goals</th>
<th>Outputs/Core Components</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain resources are needed to operate your program</td>
<td>If you have access to them, then you can use them to accomplish your planned activities</td>
<td>If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended</td>
<td>If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways</td>
<td>If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur</td>
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*Your Planned Work*

*Your Intended Results*
ADVANTAGES:

- Easier way to define work and measure it
- Performance measures drawn from any step
- Emphasis on measuring final outcomes or results so not spinning wheels on work activities or outputs without achieving desired outcomes
USE OF THE LOGIC MODEL:

• Program Planning
  ✓ helps to “plan with the end in mind”
  ✓ with focus on ultimate outcomes, can think backwards to identify how best to achieve desired results

• Performance Evaluation
  ✓ important to carefully specify desired results and how to monitor them over time
<table>
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<tr>
<th>Program Elements</th>
<th>Criteria for Program Success</th>
<th>Benefits of Program Logic Models</th>
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<td>Planning &amp; Design Program</td>
<td>Program goals and objectives, and important side effects are well defined ahead of time.</td>
<td>Finds “gaps” in the theory or logic of a program and work to resolve them.</td>
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<tr>
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<td>Program goals and objectives are both plausible and possible.</td>
<td>Builds a shared understanding of what the program is all about and how the parts work together.</td>
</tr>
<tr>
<td>Implementation &amp; Management</td>
<td>Relevant, credible, and useful performance data can be obtained.</td>
<td>Focuses attention of management on the most important connections between action and results.</td>
</tr>
<tr>
<td>Evaluation, Communication, &amp;</td>
<td>The intended users of the evaluation results have agreed on how they will use the information.</td>
<td>Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation.</td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
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Reading Logic Models

- When “read” from left to right:
  - Logic Models describe program basics over time from planning through results.
  - Following the chain of reasoning or “If...then...” statements which connect the program’s parts.
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EXAMPLE:

- **Input:** Money, staff, equipment
- **Activities:** Development of materials, training programs
- **Output:** Number of booklets produced, workshops held, people trained
- **Outcomes/Impacts:** Increased skills/knowledge/confidence leading in longer-term to promotion, new job, entry into post-secondary, etc.
TOOLS FOR PLANNING

- ICAPS Planning Notes
- ICAPS/IET Planning Template
- ICAPS Gap Analysis
- Logic Model
ICAPS Planning Notes

Employer Engagement

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<tr>
<th>Possible Employers</th>
<th>Credential/Certificates Required by Employer</th>
<th>Service(s) Employer can Provide</th>
<th>Benefits to Employer</th>
<th>Contact, by whom? How?</th>
<th>Next Steps/Person Responsible/Due Date</th>
</tr>
</thead>
</table>

Other sources of information on how to engage employers:
## ICAPS/IET Planning Template

### Demonstrate need/demand for career pathway
- Gather Labor Market Information
  - Available jobs
  - Desired skills by employers
  - Earning potential
  - Employment options
  - Opportunities for advancement
- Verify inclusion of Certification on LWIB Demand List
- Verify industry jobs from proposed certificate program is in alignment with Local and Regional Plans for Workforce Development
- Industry job is in the LWIB/LWIA Plan

### Create partnerships related to Career Pathway

**Partners include:**
- Business and industry
- Career and Technical Education departments/training facilities
- LWIB/LWIA
- Institutional departments
- Obtain letters of commitment from ALL partners

### Pathway flowchart
- Articulation of one or more educational pathways
- Progression of classes/training – starting point and possible paths
- Connection to Bridge program
Rend Lake College I-CAPS Logic Model

**Situation - Needs**

- Too few adult education students transition to college and persist long enough to obtain certificate or degree
- Adults need to learn soft skills to obtain and retain a job
- Health care community has need for qualified workers

**Inputs**

- Buy-in from key members of the leadership team
- Qualified and enthusiastic staff and instructors to carry out the program (Allied Health, Basic Skills & Student Services)
- Tuition Waiver for qualified students
- Employer input & interest
- AO grant & Perkins dollars

**Outputs - Activities**

1. Identify program goals and objectives
2. Develop stackable credential in Allied Health
3. Establish delivery method for contextualized and basic skills courses – select instructors
4. Identify and recruit students / assess & orient
5. Deliver student support services / retain students
6. Maintain complete and accurate records, both qualitative and quantitative
7. Evaluate
8. Make plans for continuation and expansion

**Outputs - Participants**

1. Leadership team
2. Allied Health faculty & staff, Addus (employer)
3. Leadership team
4. Leadership team, WIGA, RLC marketing, testing center, students reading scores 6+
5. Adult Ed student support coordinators
6. Instructors, coordinators, & leadership team
7. Leadership team
8. Leadership team & RLC administration, faculty & staff

**Outcomes - Direct**

1. Enroll 6 students – 50% earn at least 1 certificate (CNA), 35% earn 2 certificates (CNA & Personal Care Aide)
2. 60% of students earn a GED certification
3. Adapt tuition waiver to include AO students
4. Students enter/retain employment
5. Students advance in employment — including pay raise
6. Students continue postsecondary education in a related pathway earning an additional credential(s)

**Outcomes - Broad**

1. Students prepared for postsecondary education or workforce
2. Increased awareness of AO by RLC faculty & staff
3. Community awareness of the educational needs of middle to low skill adults
4. Reduce the number of unemployed in the RLC district

**Assumptions**

Undereducated adults can become productive employees with adequate support and training.

**External Factors**

Job market, economy
YOUR TURN!
WHAT ARE YOUR QUESTIONS?

HOW CAN WE HELP YOU SUCCEED?