



# Serve Washington

Changing Communities. Changing Lives.

## Planning Grants – TOC, Logic Models, Evidence

August 20 – 10am

Please sign-in via the chat box:

- Organization/Program
- Name(s)
- What is your favorite summer beverage?

# Resources...reminder...

Serve WA Online Subgrantee Resources:

- [Planning Grant Meeting Materials](#)
  - Planning Grant Curriculum & Benchmarks
  - Recorded Webinars & Materials
- [Additional Resources](#)
  - Serve WA Special Terms & Conditions (Planning Grant)
- [AmeriCorps Program Handbook](#)
  - Guide for Operational Grants
  - Basis for our Planning Grant Year



# Learning To Date

## Previous Content

- Orientation/AmeriCorps 101
- Locating/Reviewing/Reading AmeriCorps Guidance
- Fiscal Introduction

## Today's Agenda

- **Theory of Change**
- **Logic Models**
- **Evidence**

## Next Up (*September 17*)

- Introduction to NOFO, Partnerships



# Quarterly Questions

- *Is there alignment between the need, intervention, and intended outcome? Clear design/dosage?*
- *What level of evidence supports this alignment?*
- *How many AmeriCorps members will be needed? Are the member activities allowable?*
- *What are the characteristics and qualifications of desired AmeriCorps members?*
- *How many staff members and what roles will be supporting the program and members?*
- *Will you have host sites? What other partners are necessary to be successful?*
- *How will you obtain the cash match necessary to operate the program?*





# Designing Effective Action for Change

How a Theory of Change helps you  
clarify the cause-and-effect  
relationship at the heart of your  
program

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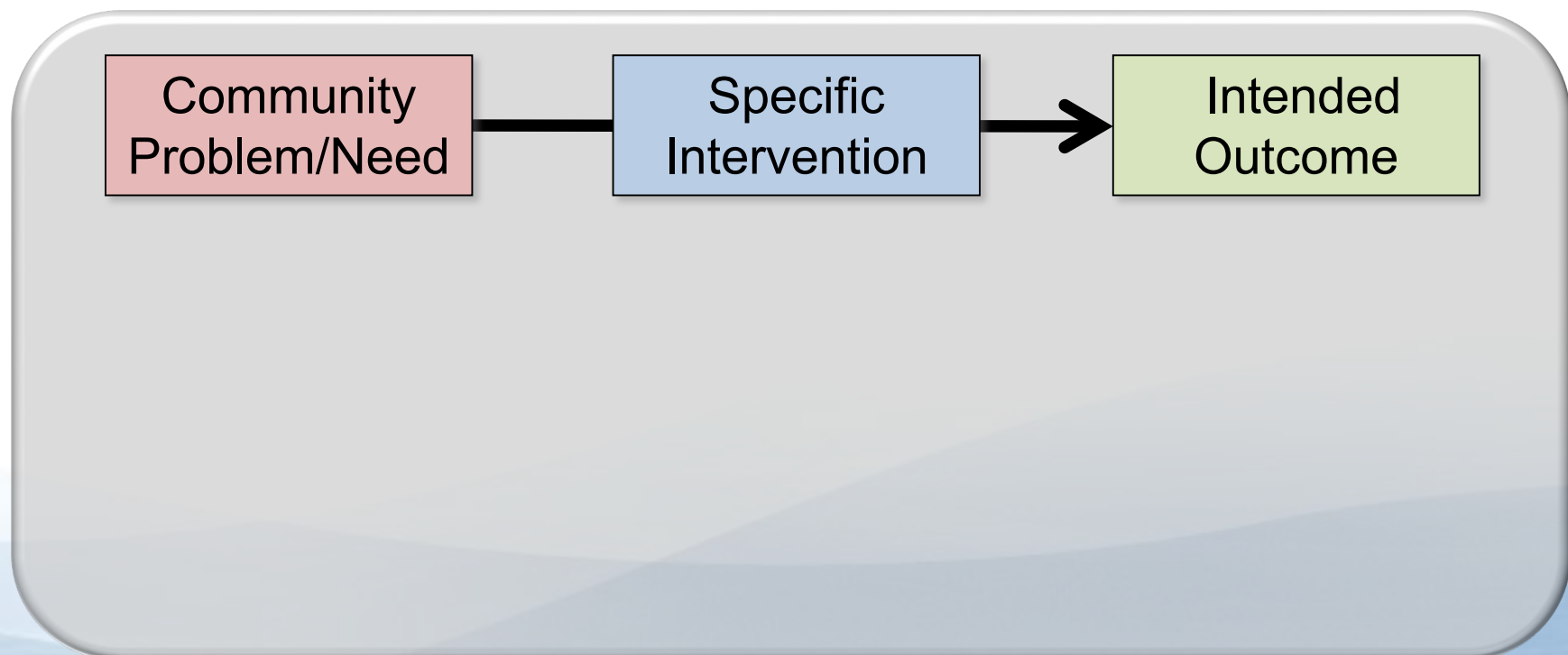
*Developed by JBS International for the Corporation for National & Community Service*

# Learning Objectives

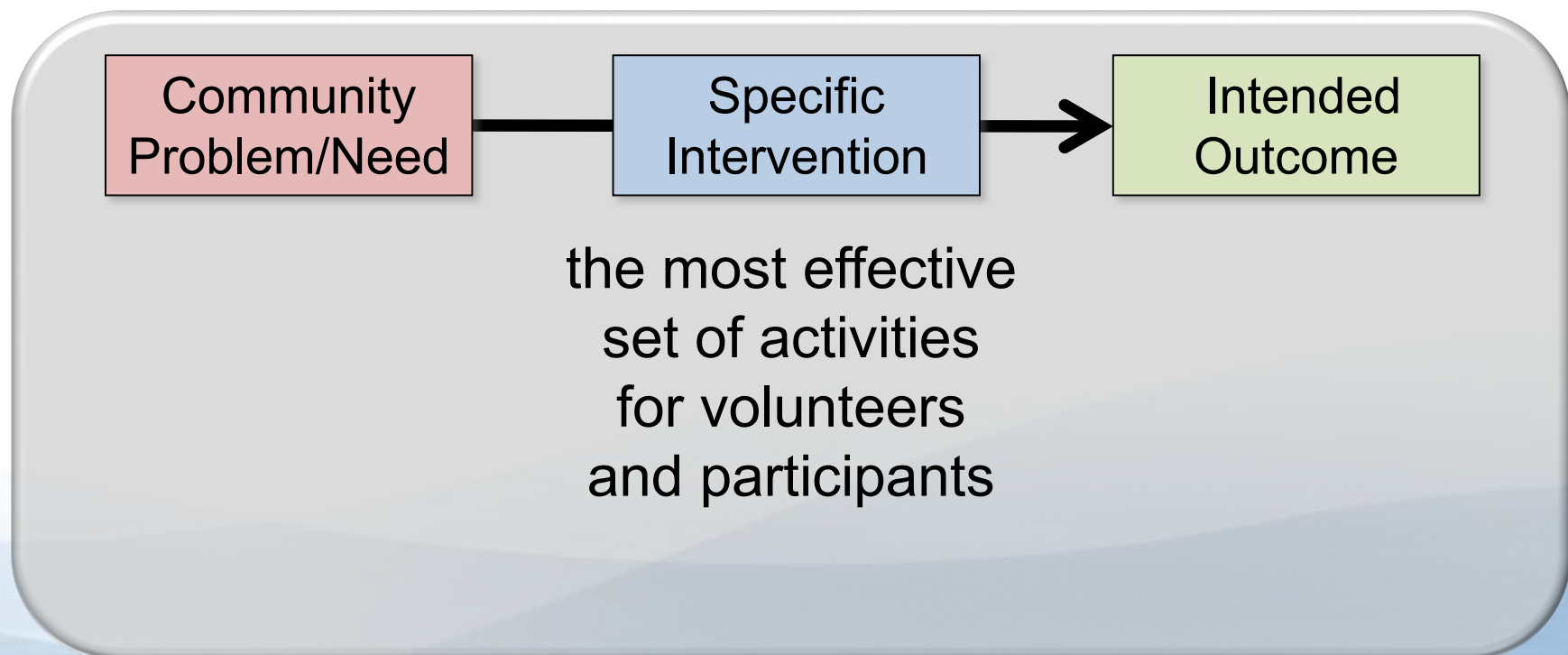
**By the end of the module, you will be able to:**

- Describe the benefits of a Theory of Change
- Define the three elements needed to construct a Theory of Change
- Identify how the Theory of Change informs the program design

# Theory of Change Elements

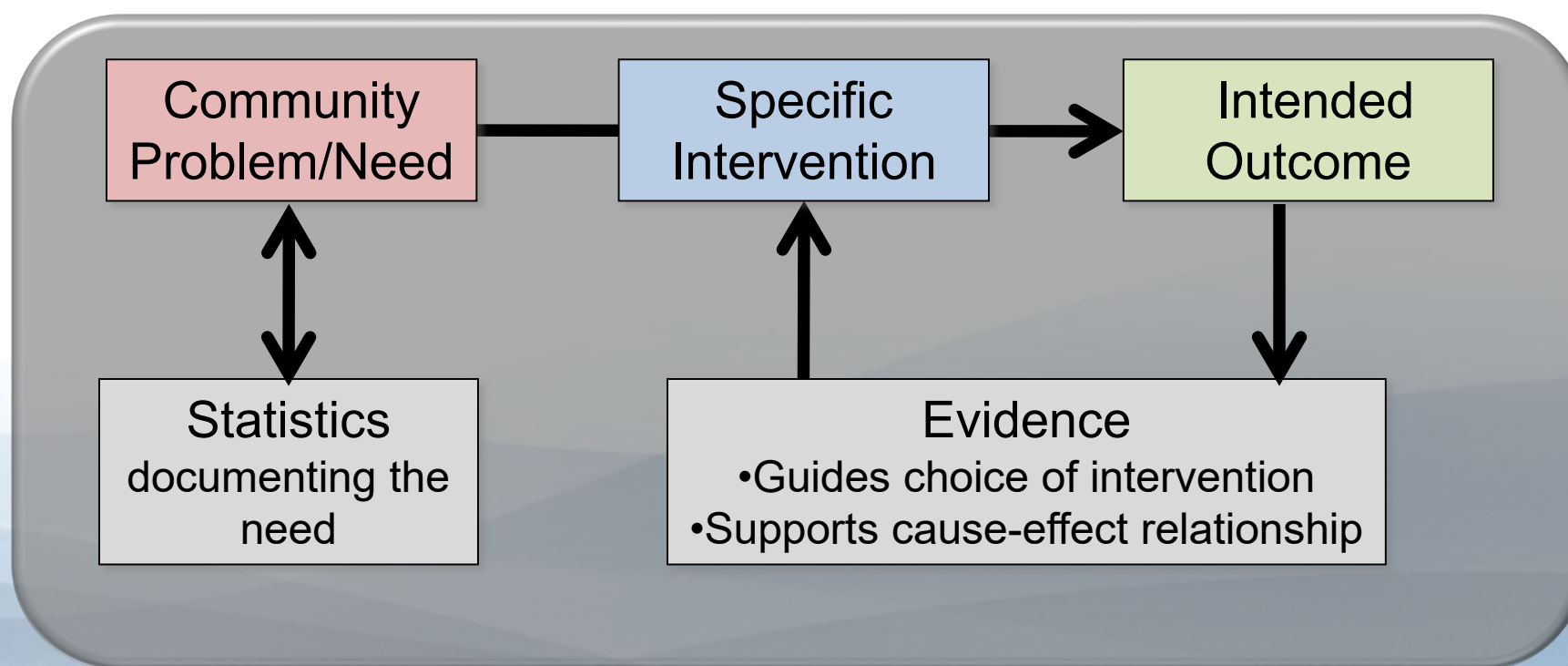


# Theory of Change Perspective



- Looks at cause and effect relationships

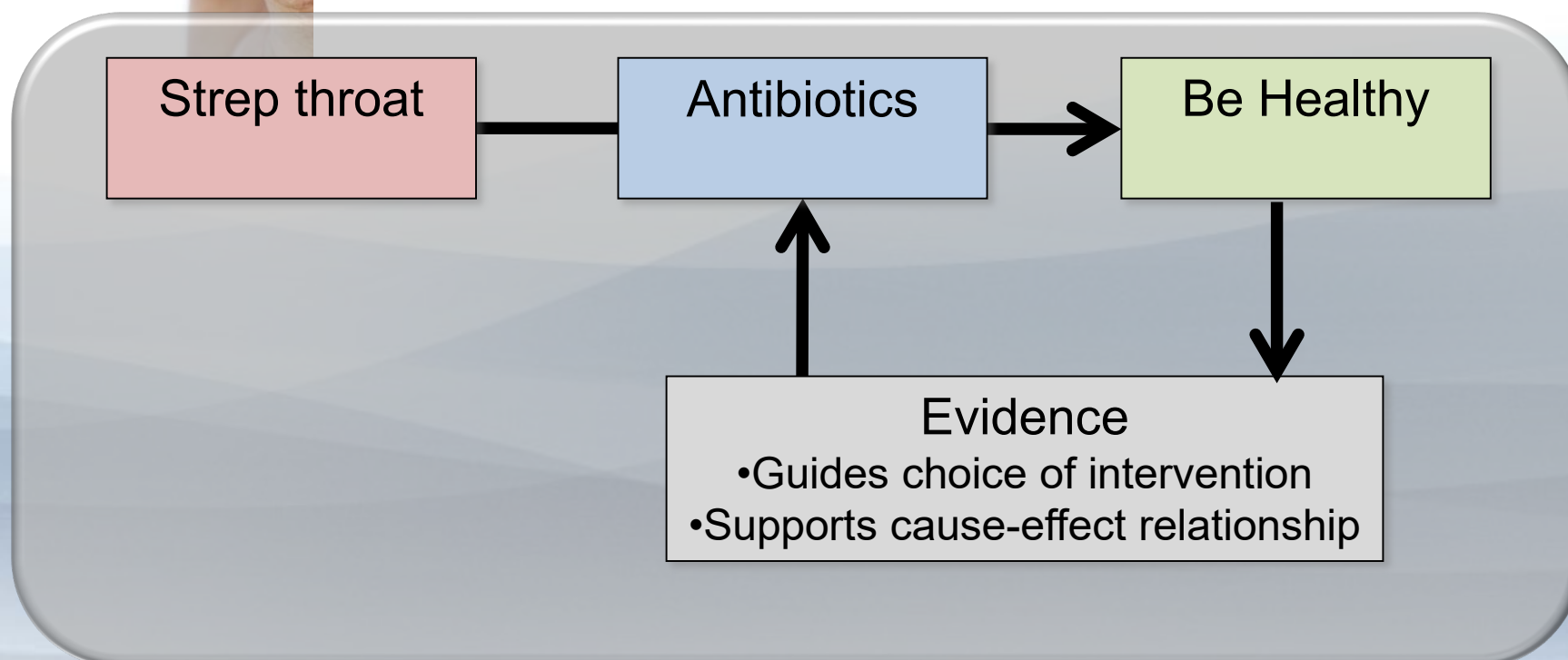
# Theory of Change Elements



# Everyday Life Example



- I have strep throat (problem)
- I will take antibiotics (intervention)
- I will get better (outcome)



# Everyday Life Example

## Evidence:

- Guides choice of intervention
- Supports cause-effect relationship

But which antibiotic(s) fight strep the best?  
(Look at evidence to make the choice)

# Example: Riverton Literacy Corps

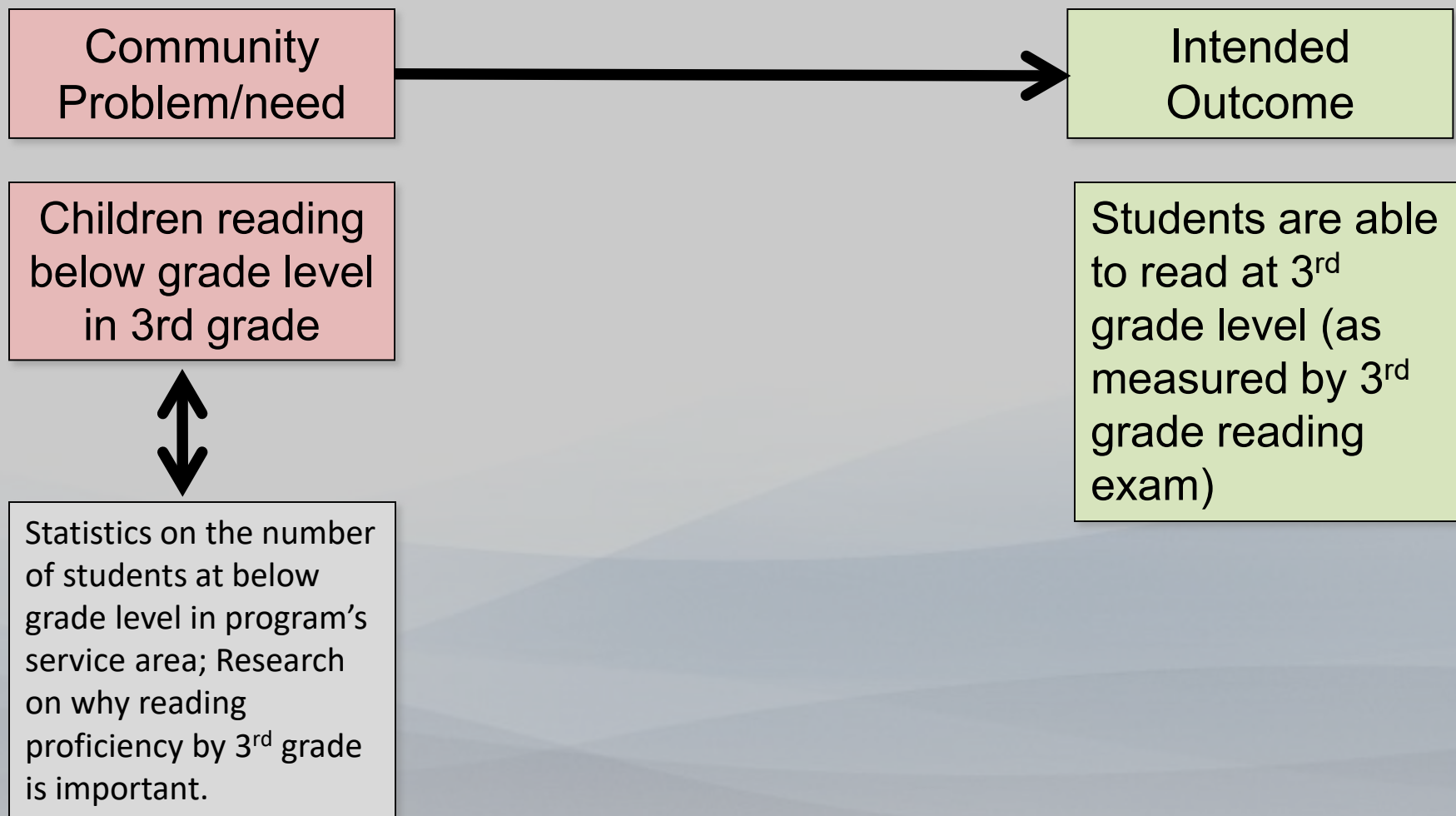
Community  
Problem/need

Children reading  
below grade level  
in 3rd grade

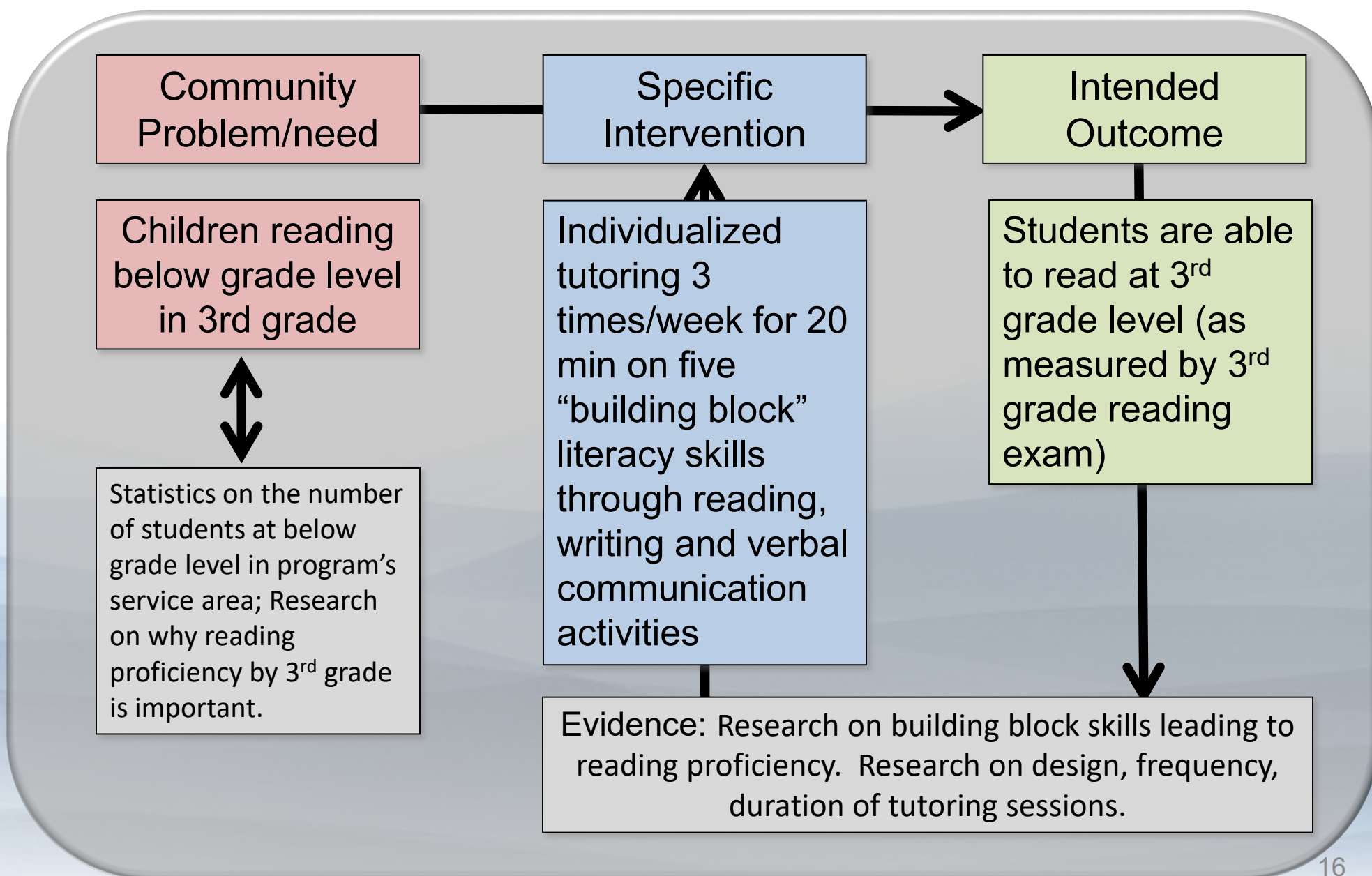


Statistics on the number  
of students below grade  
level in program's  
service area; Research  
on why reading  
proficiency by 3<sup>rd</sup> grade  
is important.

# Example: Riverton Literacy Corps

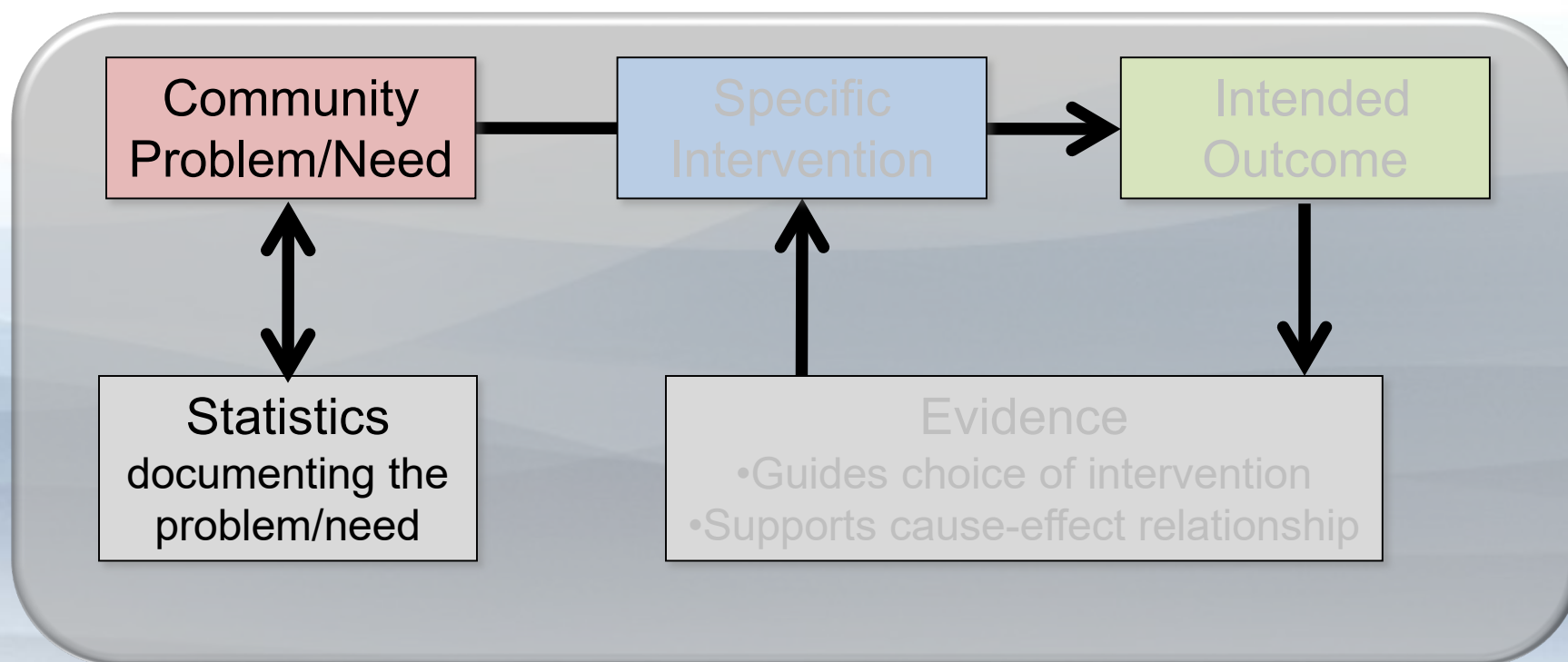


# Example: Riverton Literacy Corps



# Theory of Change Elements

**Community Problem/Need** is the specific issue your project, with its specific intervention (service activity), is designed to address. What is the extent and severity of this need in the community?



# Theory of Change Elements

**Statistics**  
documenting the  
problem/need



Viewing **invasive species removal** in a whole-ecosystem context

[ES Zavaleta](#), [RJ Hobbs](#), [HA Mooney](#) - Trends in Ecology & Evolution, 2001 - Elsevier

Eradications of **invasive species** often have striking positive effects on native biota. However, recent research has shown that **species removal** in isolation can also result in unexpected changes to other ecosystem components. These secondary effects will become more likely ...

**COMMUTING CHARACTERISTICS BY SEX**

Survey/Program: American Community Survey  
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010      Table: S0801

Grays Harbor County, Washington		
Male		
Margin of Error	Estimate	Margin of Error
..	..	..

# Searching for Statistics

## *Examples*

Census data

County Health Rankings

Office of Superintendent of Public Instruction

Environmental Protection Agency

National Oceanic and Atmospheric  
Administration

Department of Natural Resources

Others?



# Community Problem/Need

**Data documenting problem/need should answer these questions:**

- **SCOPE:** Who and how many are directly affected? How severe is this?
- **SIGNIFICANCE:** What makes this a compelling need? Is it likely to become worse? What will happen if we do nothing?
- **CAUSE(S):** Why does the need exist? How is it perpetuated?



# Searching for Statistics

## COMMON ISSUE: DATA DUMP

### *Example*

*Iberia County parks have deteriorating trails. Lack of maintained trail system leads to soil erosion and water runoff polluting nearby streams as well as hikers not staying on the trail and damaging fragile habitats. EnviroCorps maintains trails throughout public parks.*

### Which data are LESS directly relevant?

*Water pollution*

*Measures of soil erosion*

*Poverty rates*

*Invasive species cover rates*

*Miles of unmaintained trail*

*Average number of hikers*

*Number of native bird species*



# Searching for Statistics

**EQUITY LENS – consider these common terms**

***At-Risk Youth***

***Underserved Community***

***Achievement Gap***

***Under Resourced***

**<https://shelterforce.org/2019/11/12/the-opposite-of-deficit-based-language-isnt-asset-based-language-its-truth-telling/>**



# Searching for Statistics

Terms to Avoid	<del>Ideal Language</del> Better Language
Aliens, Illegals, Illegal immigrants	Individuals who are undocumented, immigrants
Challenged, Differently-abled, Handicapable, Handicapped, Special needs	People with disabilities
Citizens	If it is not necessary to refer to citizenship status, use people or residents.
Developing nations, Developing world, First world, Third world, Global South	Be specific—name the country (e.g., Somalia) or the geographical region (e.g., East Africa). When trying to communicate the level of monetary resources, use low-, middle-, and high-income countries.
Disparities due to race, Disproportionality by race/ethnicity	Inequities due to racism – <b>see next section, Improving the Way We Talk About Inequities Due to Racism</b>
Homosexual	LGBTQ+ people, the LGBTQ+ community
Minorities	People of color, Communities of color
Sexual preference(s)	Sexual orientation
Special interest groups, Special populations, Vulnerable populations	Marginalized communities, Marginalized people
Transgendered, Transsexual	Transgender, Trans



[https://healthequity.wa.gov/Portals/9/Doc/Publications/Reports/EquityLanguageGuide\\_Final\\_.pdf](https://healthequity.wa.gov/Portals/9/Doc/Publications/Reports/EquityLanguageGuide_Final_.pdf)

# Searching for Statistics

## EQUITY LENSE

**SCOPE:** Who and how many are directly affected? How severe is this?

**SIGNIFICANCE:** What makes this a compelling need? Is it likely to become worse? What will happen if we do nothing?

**CAUSE(S):** Why does the need exist? How is it perpetuated?



# Searching for Statistics

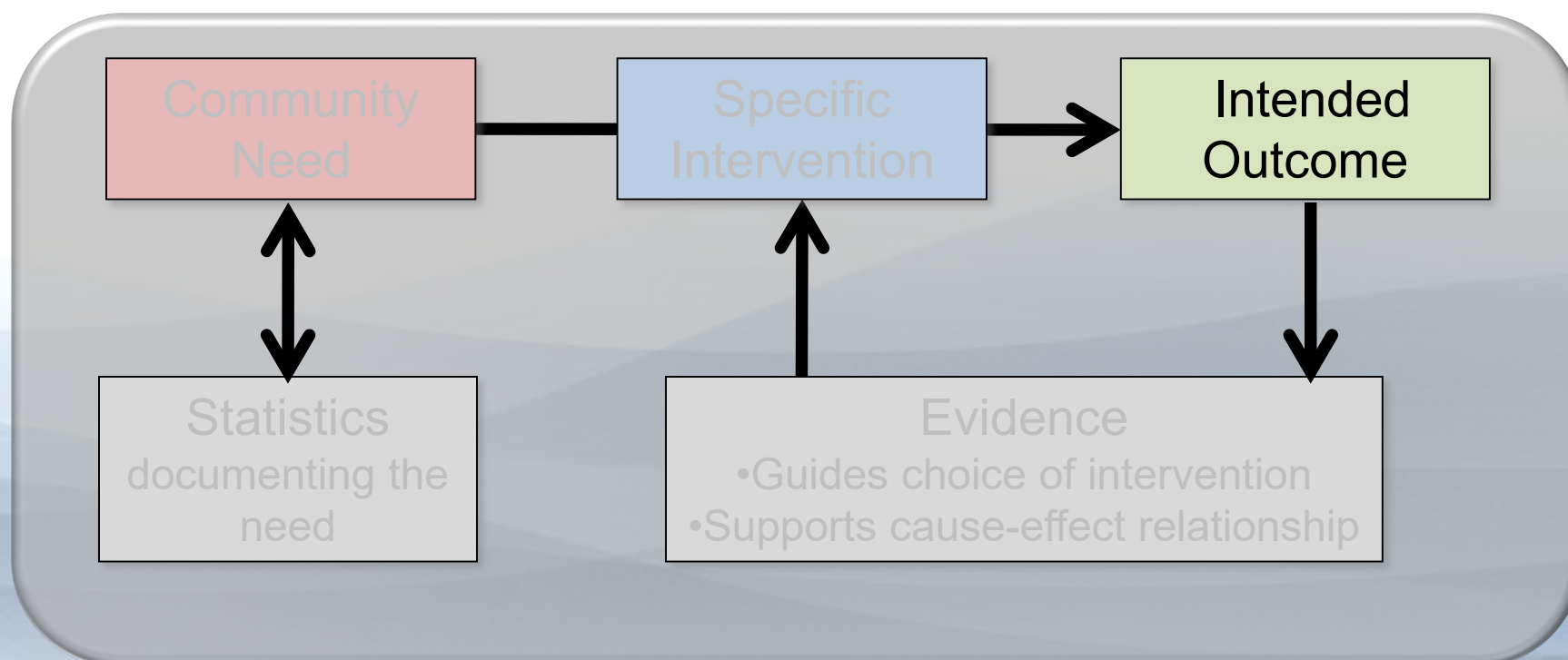
## RACIAL EQUITY LENS

Language matters. “State data have consistently pointed to differences in access and outcomes experienced by people of color. ...Be explicit about racism and other forms of oppression as the underlying causes for the inequities that exist and show up in state data.”



# Intended Outcome

**What change are you hoping to make related to the identified need?**



# Identifying the Intended Outcome

## Economic Opportunity Program Example

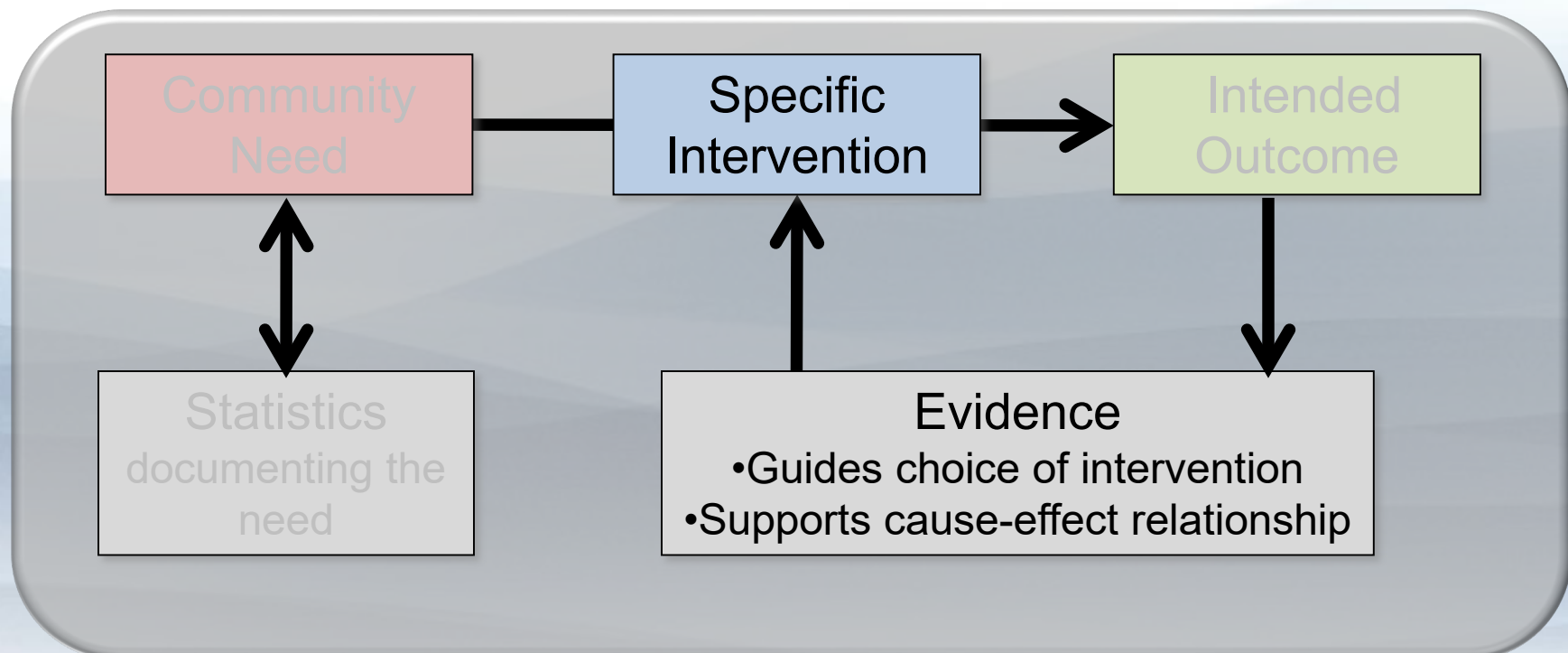
### Possible outcomes to measure:

- secured employment
- transitioned into safe, healthy, affordable housing
- improved job readiness



# Intervention

An **intervention** is the specific set of activities in which participants and volunteers will be engaged. What is the best way to achieve the intended outcome?



# Intervention

**Describe the design and dosage of your intervention (service activity):**

- **Design** (who does what with whom?)
- **Dosage**
  - **Frequency** (how many sessions a week?)
  - **Intensity** (length of each session)
  - **Duration** (how many total weeks of sessions?)

# Intervention Example

## Healthy Futures Program Example

- **Design:** national service participants implement the Run Up curriculum with youth ages 17-21 to increase physical fitness (30 minutes/session) and educate them on body awareness
- **Frequency:** twice a week
- **Intensity:** 60 minutes per session
- **Duration:** 12 weeks



**Intervention:** Tutoring, structured physical activities, field trips etc. 3-4 hours daily, throughout the school year.

**Evidence:** There is growing evidence that quality out of school opportunities matter- that they complement environments created by schools and families and provide movement that deters chronic pain and depression and promote general fitness - and that they matter in ways that are observable and measurable.

# Testing Your Theory of Change:

## IS YOUR THEORY OF CHANGE:

**PLAUSIBLE:** Does the logic of the model seem correct: “if we do these things, will we get the results we expect?”

**FEASIBLE:** Are resources sufficient to implement the chosen intervention?

**MEANINGFUL:** Are intended outcomes important? Is the magnitude of expected change worth the effort?

# Summary of Key Points

- A theory of change identifies cause/effect
- The three elements of a theory of change; community problem/need, intervention, intended outcome are supported by data and evidence
- Data documenting community need should show scope, significance, and causes
- Consider how you might apply an equity lens to your theory of change

# Break

- 5 minute stretch break!
- Chair Yoga (5 minutes)  
[https://www.youtube.com/watch?v=-YTPV0f\\_DFs](https://www.youtube.com/watch?v=-YTPV0f_DFs)





# How to Develop a Program Logic Model



# Learning objectives



By the end of this presentation, you will be able to:

- Describe what a logic model is, and how it can be useful to your daily program operations
- Identify the key components of a logic model
- Develop a logic model for your program
- Use a logic model for evaluation planning

# What is a program's theory of change?

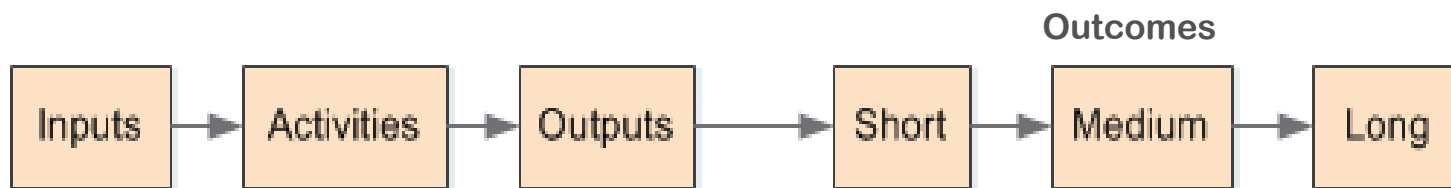
- The general underlying idea of how you believe your intervention will create change.
- There are three main elements:



For an overview of theory of change and evidence, CNCS grantees can refer to the modules, “Designing Effective Action for Change” and “Evidence: What It Is and Where to Find It”, respectively, located on the Knowledge Network.

# What is a logic model?

- A visual representation of a program and its theory of change.
- Communicates how a program works by depicting the intended relationships among program components:
  - Inputs or resources
  - Activities
  - Outputs
  - Outcomes



# Key components of a logic model



- **Inputs or resources** include the human, financial, organizational, and community resources available for carrying out a program's activities.
- Examples:
  - Funding
  - Program staff
  - AmeriCorps members
  - Volunteers
  - Research

Source: W.K. Kellogg Foundation Evaluation Handbook (2004)

# Key components of a logic model



- **Activities** are the processes, tools, events, and actions that are used to bring about a program's intended changes or results.
- Examples:
  - Workshops on healthy food options
  - Food preparation counseling
  - Referrals to food programs and resources

Source: W.K. Kellogg Foundation Evaluation Handbook (2004)

# Key components of a logic model



- **Outputs** are the direct products of a program's activities and may include types, levels and targets of services to be delivered by the program.
- Examples:
  - # individuals attending workshops
  - # individuals receiving services
  - # individuals receiving referrals

Source: W.K. Kellogg Foundation Evaluation Handbook (2004), Adapted

# Key components of a logic model



- **Outcomes** are the expected changes in the population served that result from a program's activities and fall along a continuum, ranging from short to long term results:
  - **A – KSA.** Short-term: changes in **k**nowledge, **s**kills, and/or **a**ttitudes (e.g., ↑ knowledge healthy choices)
  - **B.** Medium-term: changes in **b**ehavior or action (e.g., ↑ adoption of healthy food practices)
  - **C.** Long-term: changes in **c**ondition or status in life (e.g., ↑ food security)

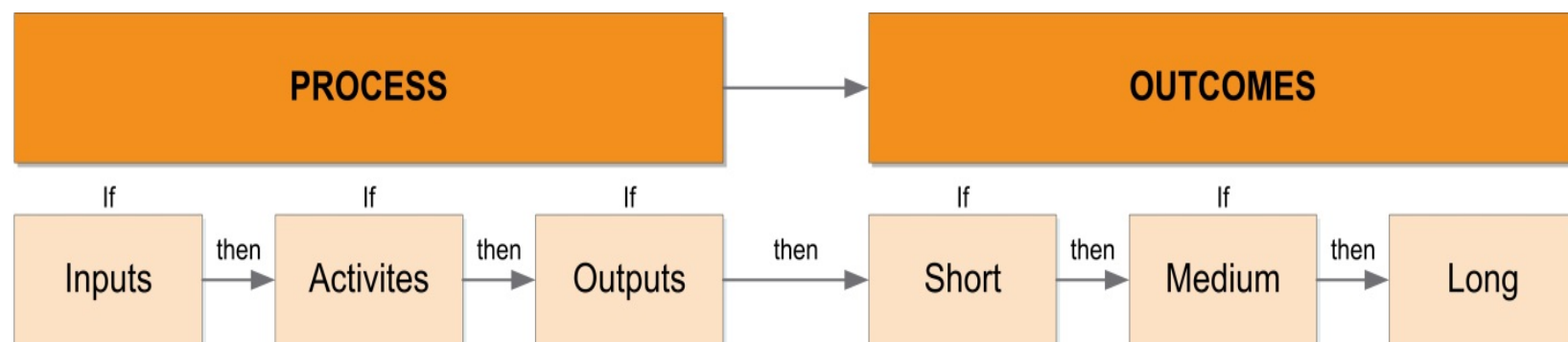
Source: W.K. Kellogg Foundation Evaluation Handbook (2004), Adapted

# Difference between outputs and outcomes

Outputs	Outcomes
<ul style="list-style-type: none"><li>• Direct products of a program's activities/services</li><li>• Often expressed numerically or quantified in some way</li><li>• Examples:<ul style="list-style-type: none"><li># attending workshops</li><li># receiving services</li><li># receiving referrals</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Changes resulting from a program's activities/services</li><li>• Quantify changes in knowledge, attitude, behavior, or condition</li><li>• Examples:<ul style="list-style-type: none"><li>↑ knowledge more environmental choices</li><li>↑ adoption green practices</li><li>↑ climate resiliency</li></ul></li></ul>

# How to read a logic model

- Read from left to right
- Two “sides” to a logic model - a process side and an outcomes side

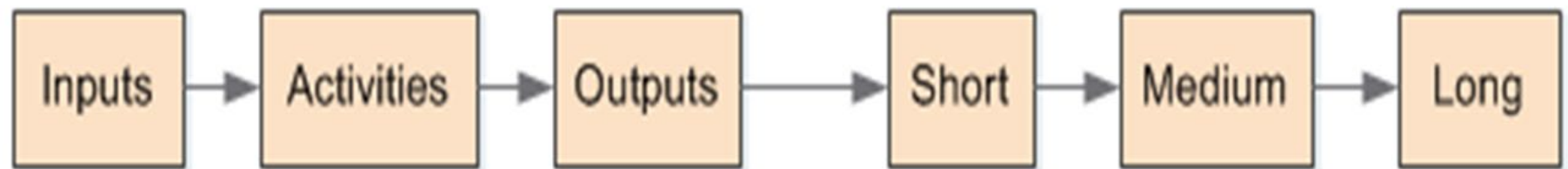


# Logic Model

Join AmeriCorps.  
Go to [AmeriCorps.gov](http://AmeriCorps.gov)

*If...Then...* →

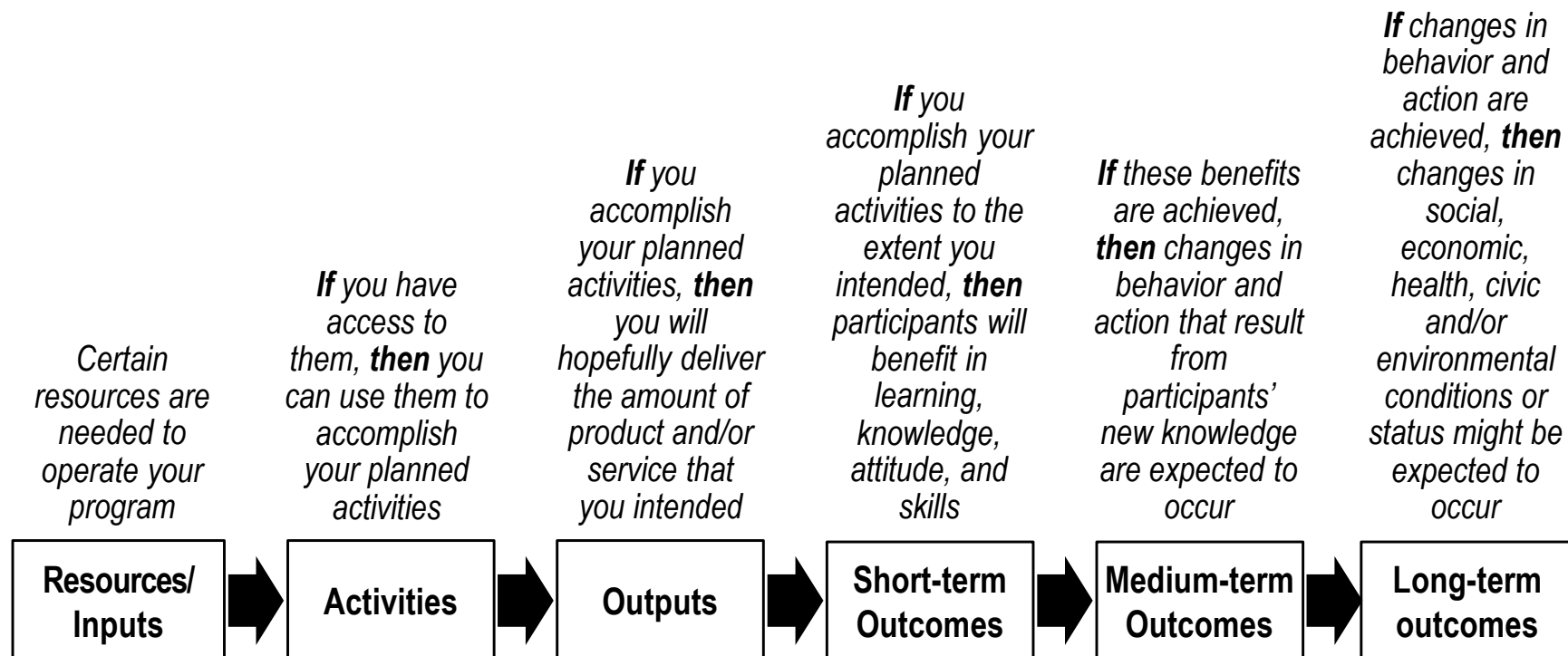
Outcomes



← *...But...How*







# How to create a logic model using forward logic

Forward logic uses “**if-then**” statements.



Source: W.K. Kellogg Foundation Evaluation Handbook (2004), Adapted

# How to create a logic model using reverse logic

- What is the desired long-term outcome?
  - Increase # of healthy families. ***But how?*** 
- What is the desired intermediate outcome?
  - Increase # of families using healthy food practices. ***But how?*** 
- What is the desired short-term outcome?
  - Individuals gain knowledge of healthy food choices. ***But how?*** 
- What outputs are needed to achieve the outcomes?
  - 200 families complete an educational workshop. ***But how?*** 
- What activities are needed to achieve the outcomes?
  - Conduct four educational workshops per month. ***But how?*** 
- What inputs are needed to achieve the outcomes?
  - Funding, program staff, AmeriCorps members, volunteers, research. 

# Group exercise: Develop a logic model for a wildlife conservation program

## Exercise #1

A wildlife conservation program is designed to create healthy, productive, and sustainable ecosystems for the benefit of wildlife in areas of need.

**What might this program's logic model look like?**

# Example logic model for wildlife conservation program

INPUTS	ACTIVITIES	OUTPUTS	Outcomes		
			Short-Term	Medium-Term	Long-Term
What we invest	What we do	Direct products from program activities	Changes in knowledge, skills, attitudes, opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in their condition or status in life

# Questions to consider as you create a logic model

Component		Questions to consider
	Inputs/ Resources	What resources do you need to implement your program?
	Activities	What activities will be or are being carried out to achieve your program's desired outcomes?
	Outputs	What are the direct products of your program's activities?
Outcomes	Short-term	What changes in knowledge, skills, and/or attitudes do you expect from your program?
	Medium-term	What changes in behavior or actions do you expect from your program?
	Long-term	What changes in status or condition do you expect from your program?

# Verify your logic model



- Consider asking the following questions:
  - **Level of detail:** Does your model contain an appropriate amount of detail for its intended use? Does it include all key program components?
  - **Plausible:** Does the logic of the model seem correct? Are there any gaps in the logic of the program?
  - **Realistic:** Is it reasonable to assume that the program can achieve the expected outcomes?
  - **Consensus:** Do program staff and external stakeholders agree that the model accurately depicts the program and its intended results?

# Things to remember



- Developing a logic model is not completed in one session or alone.
- There is no one best logic model.
- Logic models represent intention.
- A program logic model can change and be refined as the program changes and develops.
- Programs do not need to evaluate every aspect of a logic model.
- Logic models play a critical role in informing evaluation and building the evidence base for a program.

# Resources for logic model development

W.K. Kellogg Foundation Logic Model Development Guide

<http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Innovation Network Logic Model Workbook

[http://www.innonet.org/client\\_docs/File/logic\\_model\\_workbook.pdf](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf)

# Resources for logic model development

University of Wisconsin Extension: Program Development and Evaluation

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

CDC Program Evaluation Resources:

<http://www.cdc.gov/eval/resources/index.htm>

Measuring Program Outcomes: A Practical Approach (United Way)

Developing and Working with Program Logic Models (Bureau of Justice Assistance)



# **Building Evidence of Effectiveness**

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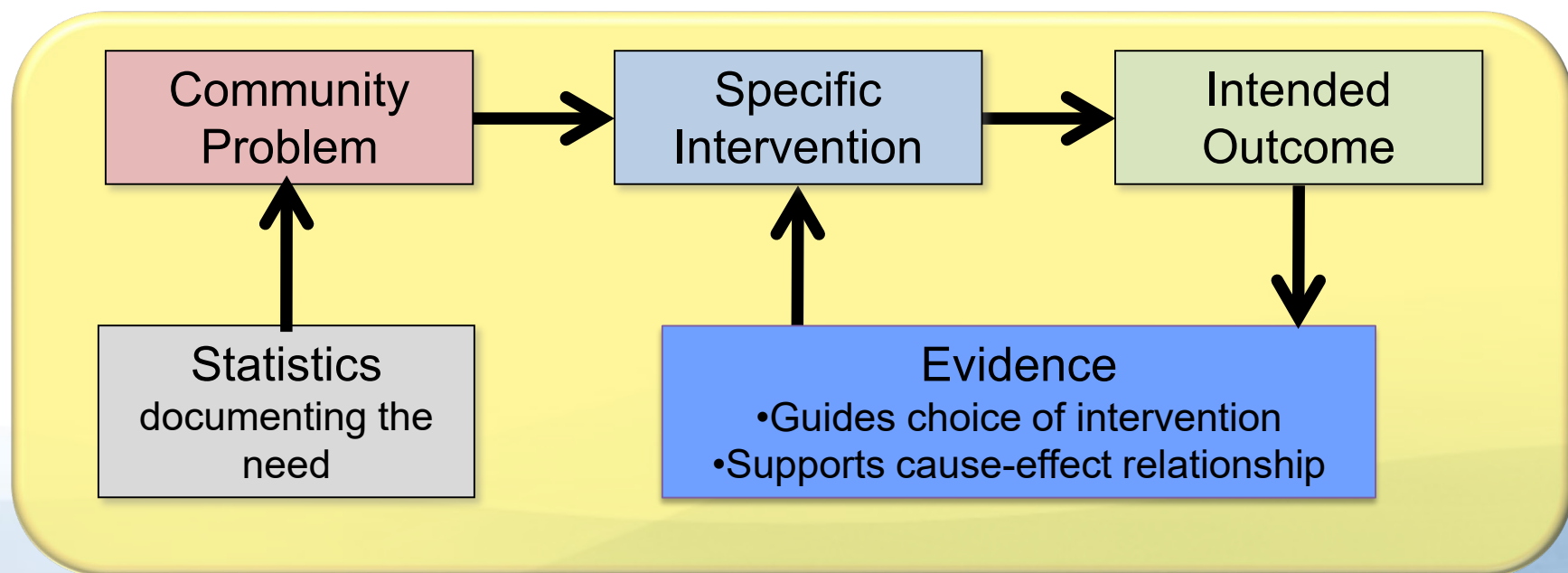
# **Overview/Learning Objectives**

**Understand how evidence informs theory of change  
and program design**

**Be familiar with various types of evidence**

**Understand how to assess evidence**

# Theory of Change Elements



# Evidence

**EVIDENCE:** Information or facts that are systematically obtained in a manner that is replicable, observable, credible and verifiable for use in making judgments or decisions. Evidence enables us to determine whether or not a program is achieving its intended outcomes.



<http://vetoviolence.cdc.gov/evidence/faqs.aspx>

# How Evidence Informs Program Design

## New Programs:

- What existing interventions have demonstrated success in solving the problem?
- Where have existing interventions fallen short?
- What is the recommended design (specific program activities) and dosage (frequency, intensity, and duration) to achieve an intended outcome?

# How Evidence Informs Program Implementation

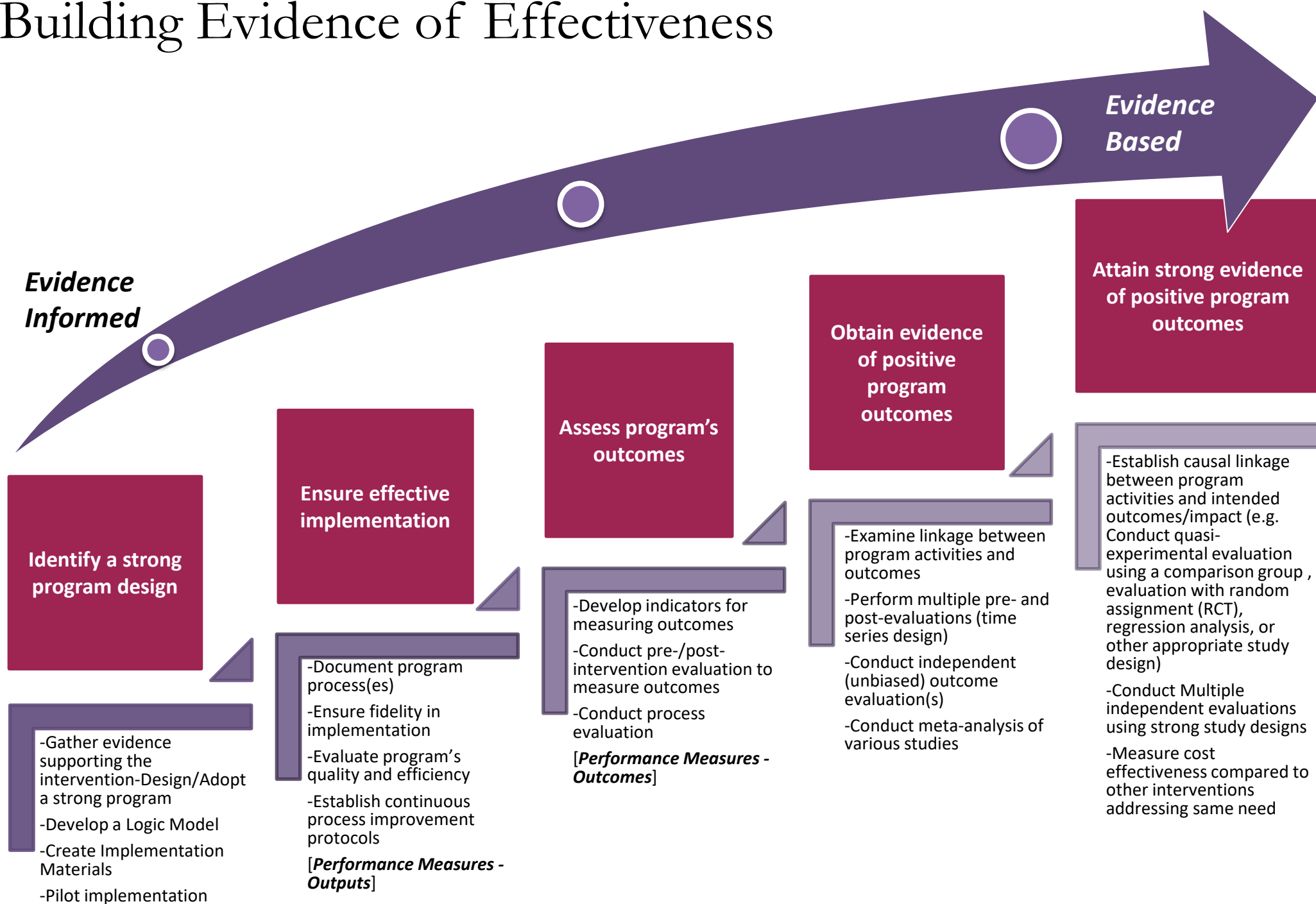
## Existing Programs:

- Is there sufficient evidence for the intervention to continue its use?
- Based on the evidence, are there modifications to the intervention that would make it more effective?
- Do you need to choose a new intervention?

## **Most Rigorous Type Of Evidence**

**Program designs where evaluation has established a causal linkage between program activities and intended outcomes**

# Building Evidence of Effectiveness



# Evidence Basis for Interventions

## Possible sources of evidence include:

- Evaluations that document the outcomes of similar programs
- Performance measurement outcome data
- Results from an evaluation of your program outcomes



## Evidence Source: Evaluations from Other Organizations

- Have similar programs been successful in achieving the outcomes you want your program to produce?

## Evidence Source: Your Performance Measurement Data

### Past performance measurement outcome data:

- What do your past performance measurement results tell you?
- Can you show positive outcomes over time?



## Evidence Source: Your Program Evaluation

### Results from an evaluation of your program outcomes:

- What type of evaluation is it?
- Does it document change in knowledge, attitude, behavior or condition of beneficiaries?
- Does it show that your intervention is what caused the change?



# Assessing Evidence

## Considerations:

- **Similar:** Cites comparable intervention with similar beneficiaries and results
- **Significant:** Findings show that the program had a positive and statistically significant effect on beneficiaries
- **Up-to-date:** Recently published or most recent available
- **High Quality:** Use well-implemented and appropriate research methodologies given the research questions of interest
- **Reputable:** Source with no stake in outcome and published in a peer reviewed journal or by credible organization

# Evidence Continuum

## Causation

**Low**

**High**

Pre-preliminary /Preliminary	Moderate	Strong
<ul style="list-style-type: none"><li>• Outcome results from performance measurement or outcome evaluations</li><li>• Doesn't show causality</li><li>• No comparison group</li></ul>	<ul style="list-style-type: none"><li>• Impact evaluations</li><li>• Show causality, compares intervention recipients to non-recipients</li><li>• Comparison groups: Quasi-experimental Design</li></ul>	<ul style="list-style-type: none"><li>• Impact evaluations</li><li>• Show causality, compares intervention recipients to non-recipients</li><li>• Randomly-assigned control groups: Experimental Design</li><li>• Results can be generalized</li></ul>

## Searching Online

<https://www.nationalservice.gov/impact-our-nation/evidence-exchange> (CNCS Evidence Exchange)

<https://scholar.google.com/> (Google Scholar)

<https://ies.ed.gov/ncee/wwc/> (What Works Clearinghouse - reviews the existing research on different programs, products, practices, and policies in education)

# Key Points

- Evidence helps us understand whether or not a program is achieving its intended outcomes
- A program's theory of change should be informed by evidence about what interventions are, and are not, likely to be successful in achieving the intended outcomes
- The strength of a program's evidence exists on a continuum, and different types of evidence are appropriate at different stages of a program's life cycle
- Factors to consider when assessing evidence quality include: similarity, significance or strength of findings, recency, quality and whether the evidence is from a reputable source

## **Additional Resources**

**CNCS Performance Measurement Core Curriculum:**

**<https://www.nationalservice.gov/resources/performance-measurement/training-resources>**

**CNCS Evaluation Core Curriculum:**

**<https://www.nationalservice.gov/resources/evaluation/all-evaluation-resources>**

# “Homework”

- *Continue reviewing and reading AmeriCorps guidance documents.*
- **Begin developing a Theory of Change and Logic Model.**
- **Identify evidence to support the Theory of Change framework.**



# Deliverables

- Theory of Change
- Logic Model

Submit to **Program Officer** anytime through October 31 (end of quarter) for general feedback. Lou and Robyn will also be supporting that feedback process internally at Serve WA.

Continue to discuss/asses throughout the planning grant year.

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Mary Van Verst – [mary.vanverst@ofm.wa.gov](mailto:mary.vanverst@ofm.wa.gov)



# Closing

Questions?

