AmeriCorps Washington

Planning Grants –

TOC, Logic Models, Evidence

January 20 – 10am

Please sign-in via the chat box:

- Organization/Program
- Name(s)
- What is your favorite winter food/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 *(February 2 – Note this is a Wednesday)*

- Performance Measures/Data Collection/Evaluation

Questions to Consider

- ***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?***
- *Are any partner agreements necessary for data collection?*
- *How will members/sites be oriented to data collection?*
- *What checks and balances will be needed to ensure fidelity in data collection?*
- *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?*

3 Part Webinar

- **Theory Of Change** (TOC): Designing Effective Action for Change
- **Logic Models** (LM)
- Building **Evidence** of Effectiveness

https://americorpsonlinecourses.litmos.com/account/login

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Designing Effective Action for Change

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

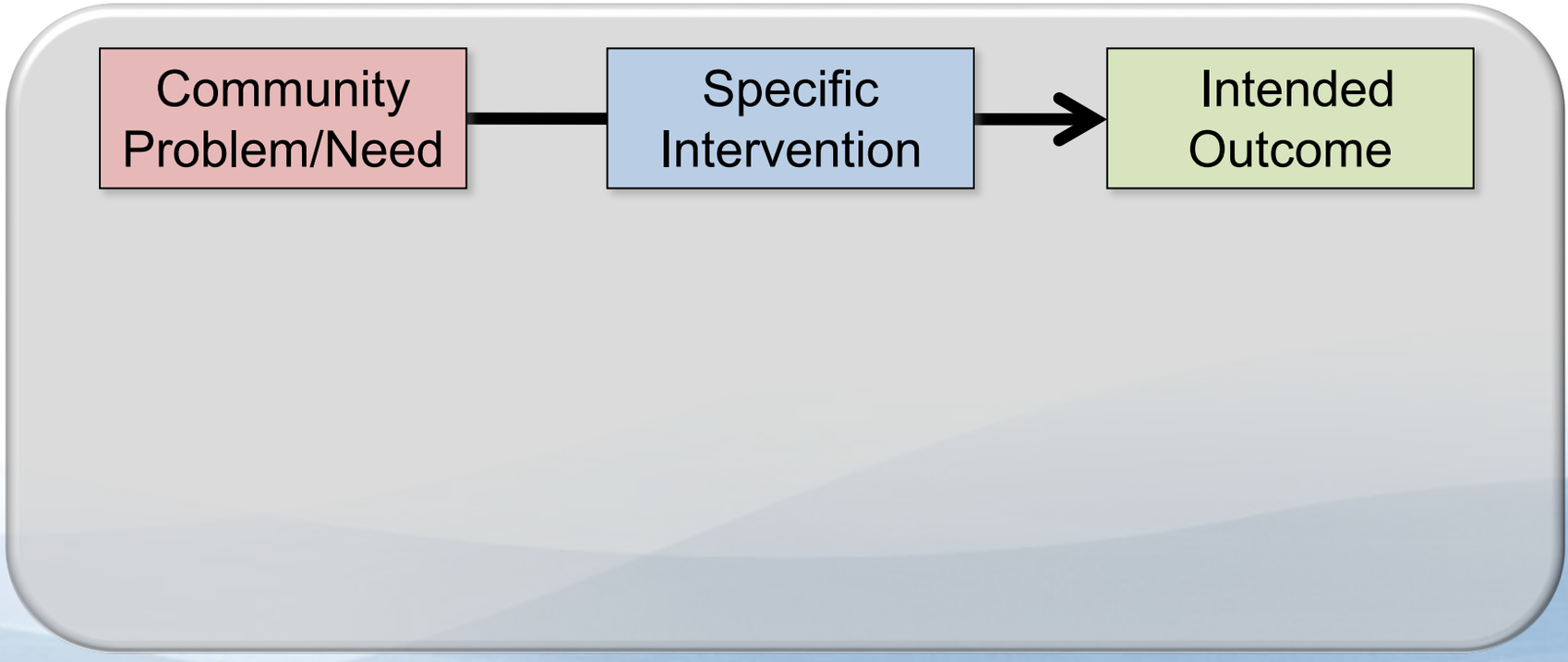
Developed by JBS International for the Corporation for National & Community Service

Learning Objectives

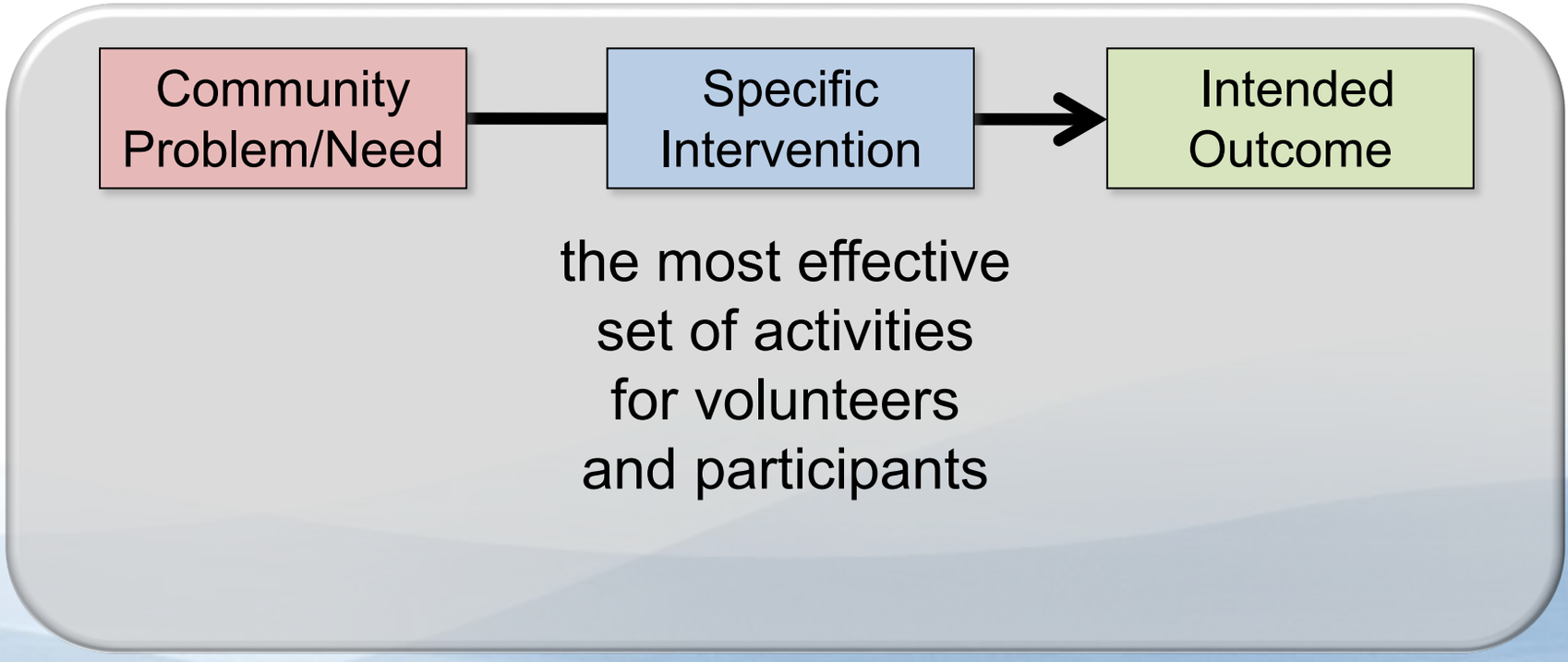
By the end of the module, you will be able to:

- 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



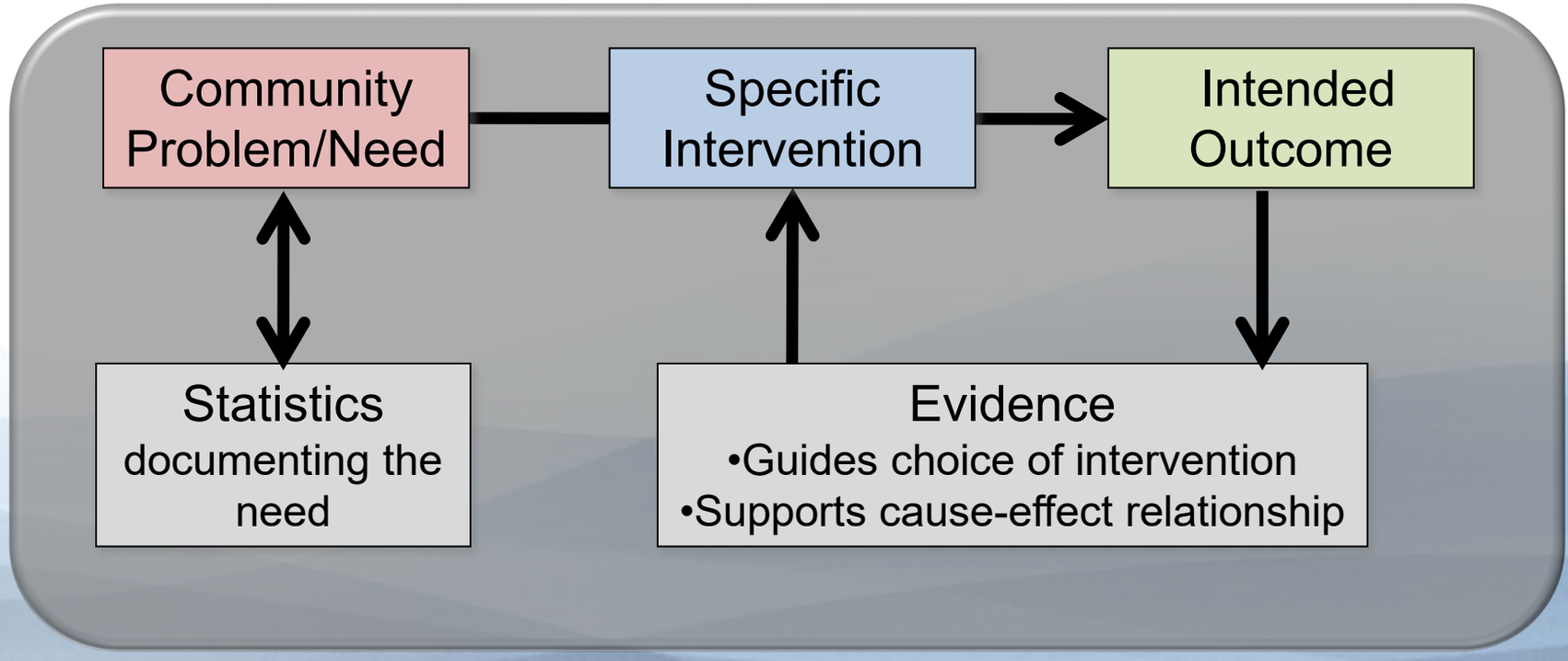
Theory of Change Perspective



- Looks at cause and effect relationships

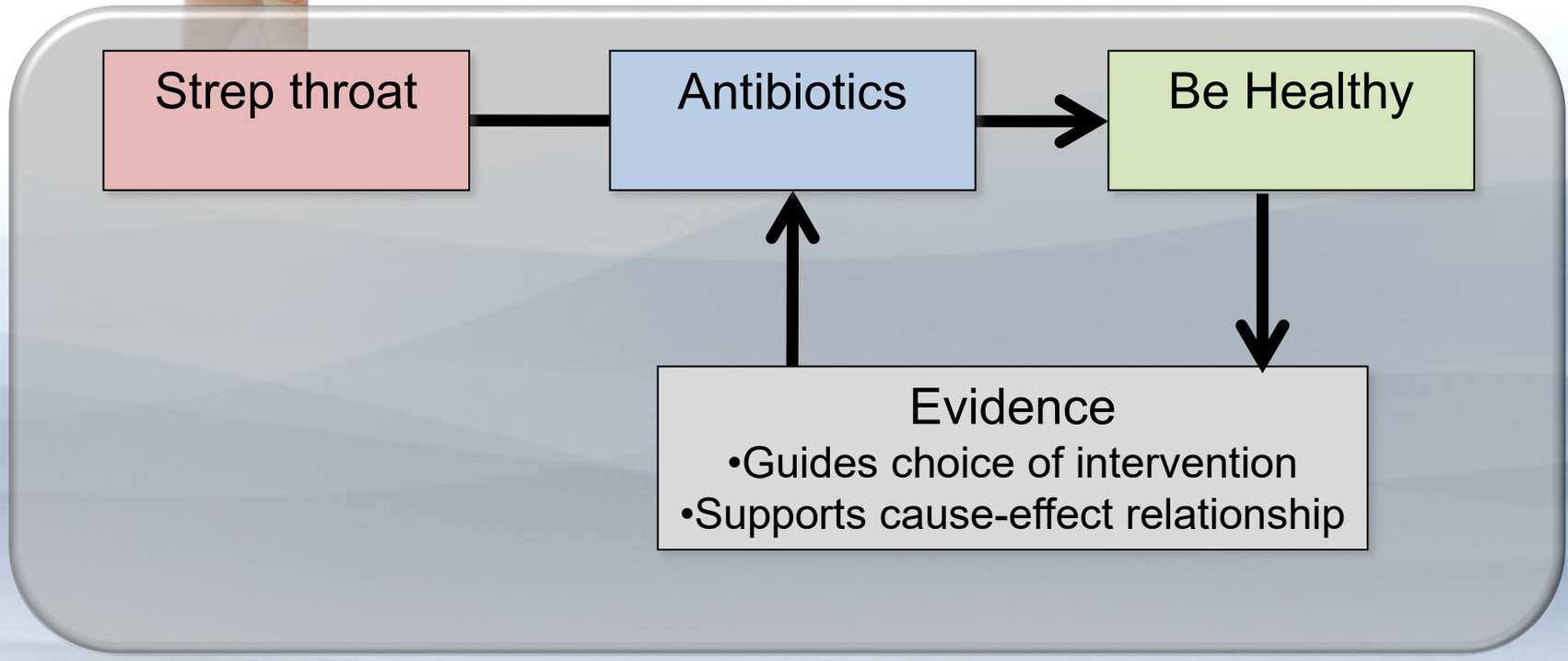
Adapted from www.theoryofchange.org/about/

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

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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 3rd grade is important.

Example: Riverton Literacy Corps

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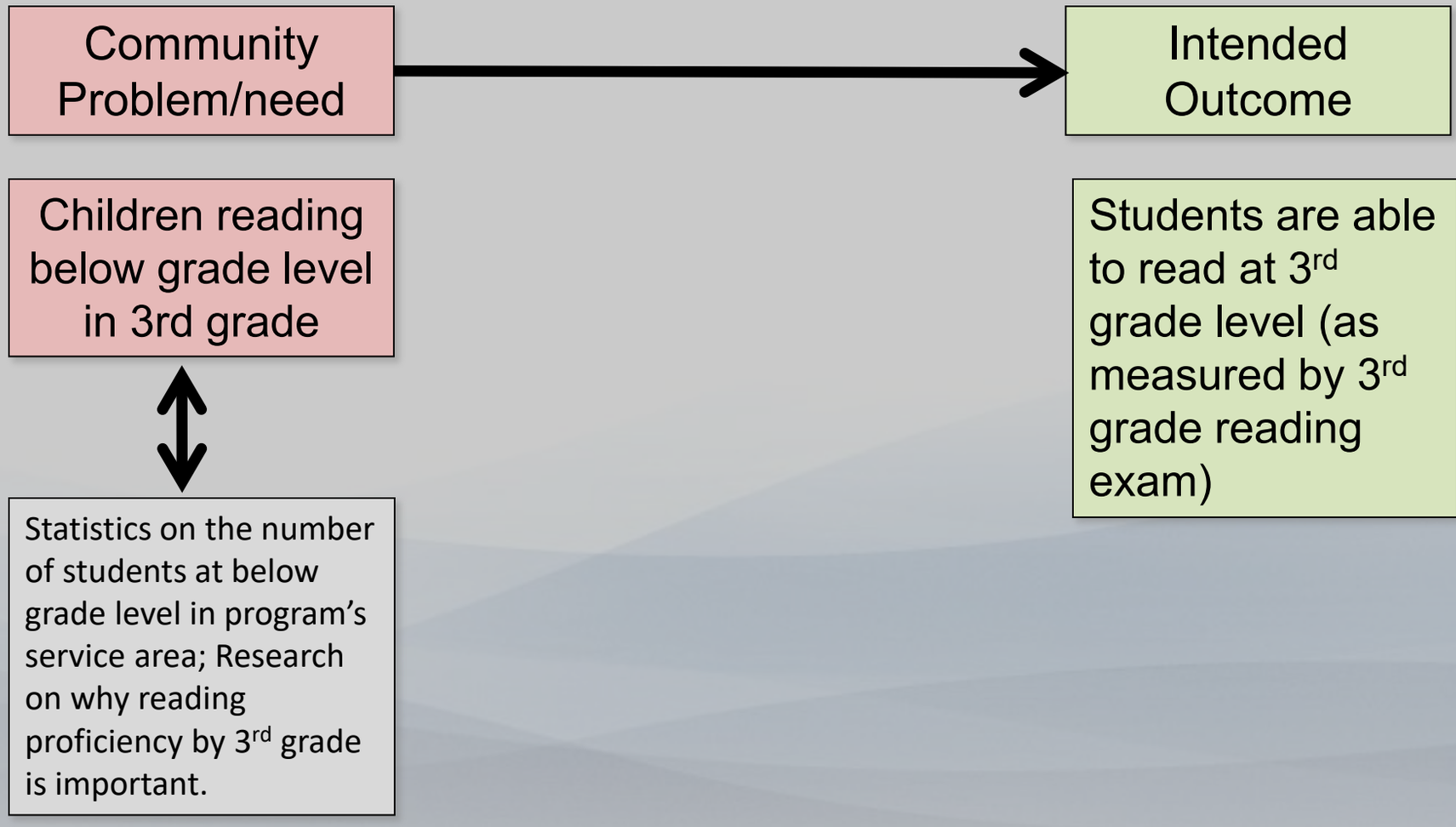

Example: Riverton Literacy Corps

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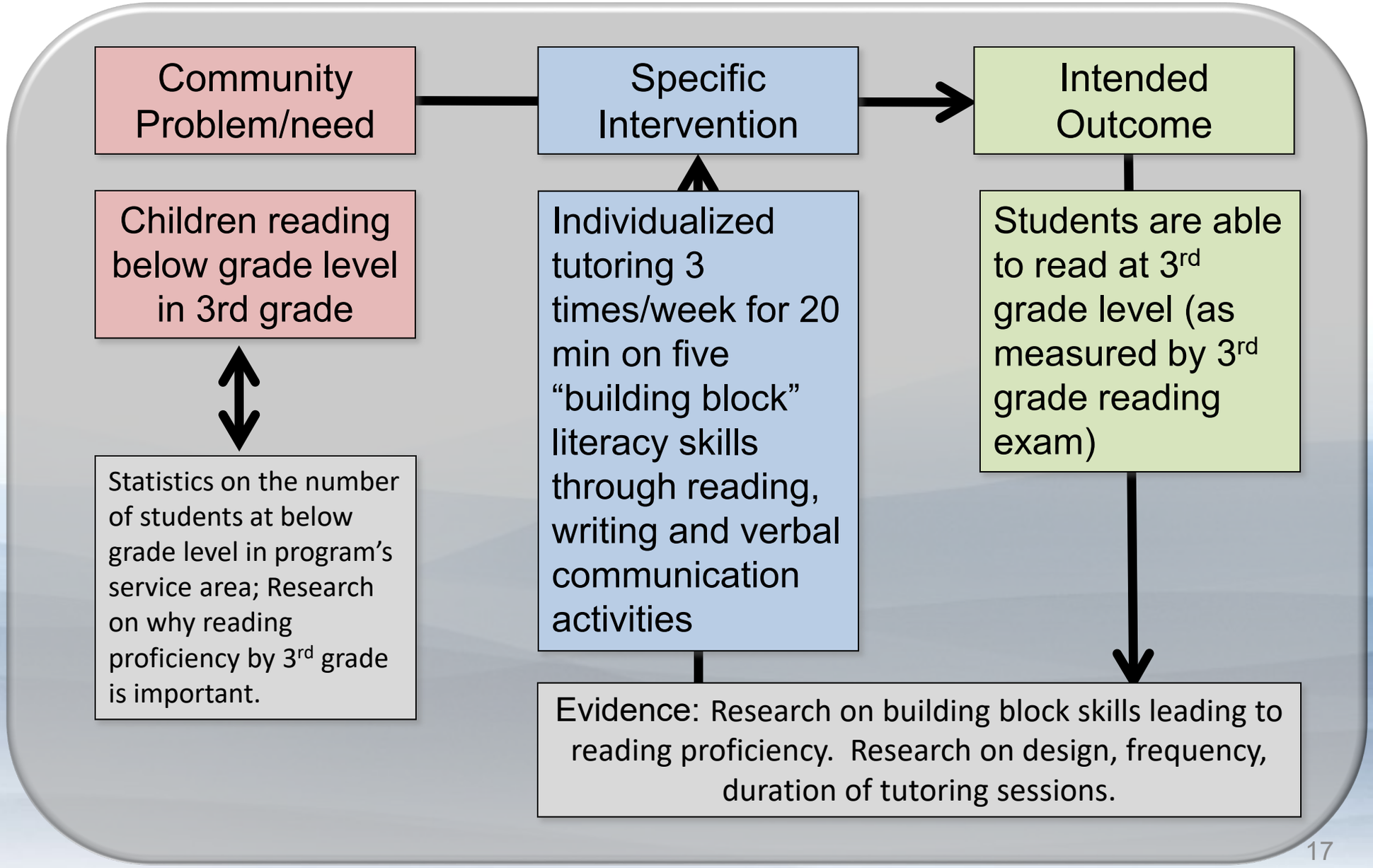
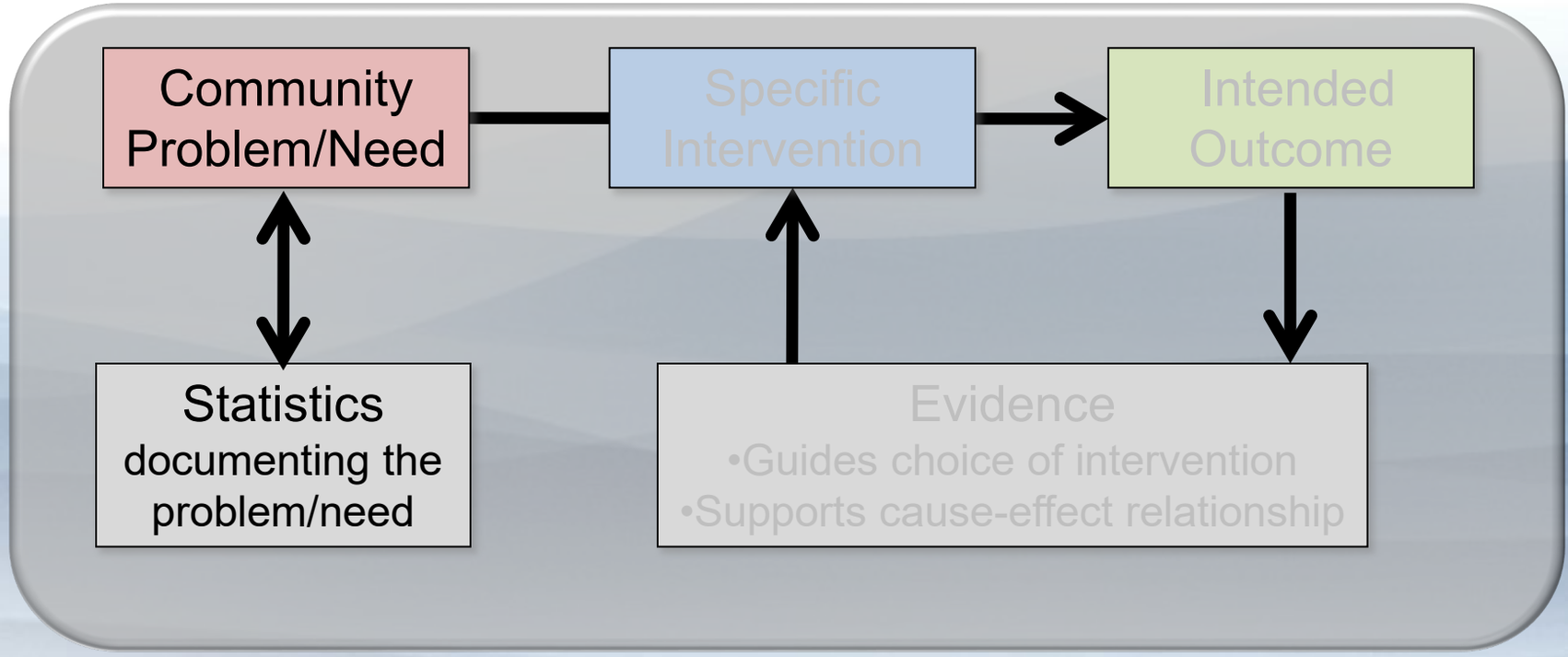


Theory of Change Elements

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

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Statistics

documenting the problem/need

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

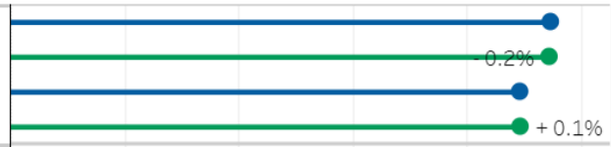
ES Zavaleta, RJ Hobbs, HA Mooney - Trends in Ecology & Evolution, 2001 - Elsevier

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 ...

Washington State HEDIS Quality Measures (Claims Based)

Measure	Primary Payer Type	ACH
(All)	Commercial	Better Health Together

HEDIS Category	Measure ..	Measure	Measure Y..	Measure Val..
Access/Availability of Care	AAP	Adult Access	2016	94.8%
		Preventative/Ambulatory	2017	94.5%
	CAP	Child and Adolescent Access to	2016	89.4%
		Primary Care Practitioners	2017	89.4%



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?

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Searching for Statistics

COMMON ISSUE: DATA DUMP

Example: EnviroCorps maintains trails throughout public parks in Iberia County. Many parks have deteriorating trails. Lack of maintained trail system leads to soil erosion and water runoff polluting nearby streams as well. Hikers are more likely to not stay on the trails that aren't maintained and end of causing damage fragile habitats.

<u>Which data would be LESS directly relevant to include?</u>

Water pollution concentrations

Measures of soil erosion

Poverty rates

Invasive species cover rates

Miles of unmaintained trail

Average number of hikers

Searching for Statistics

EQUITY LENS – reconsidering 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/

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Searching for Statistics

Terms to Avoid	~~Ideal Language~~ 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 **– see next section, Improving the Way We Talk About Inequities Due to Racism**
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

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

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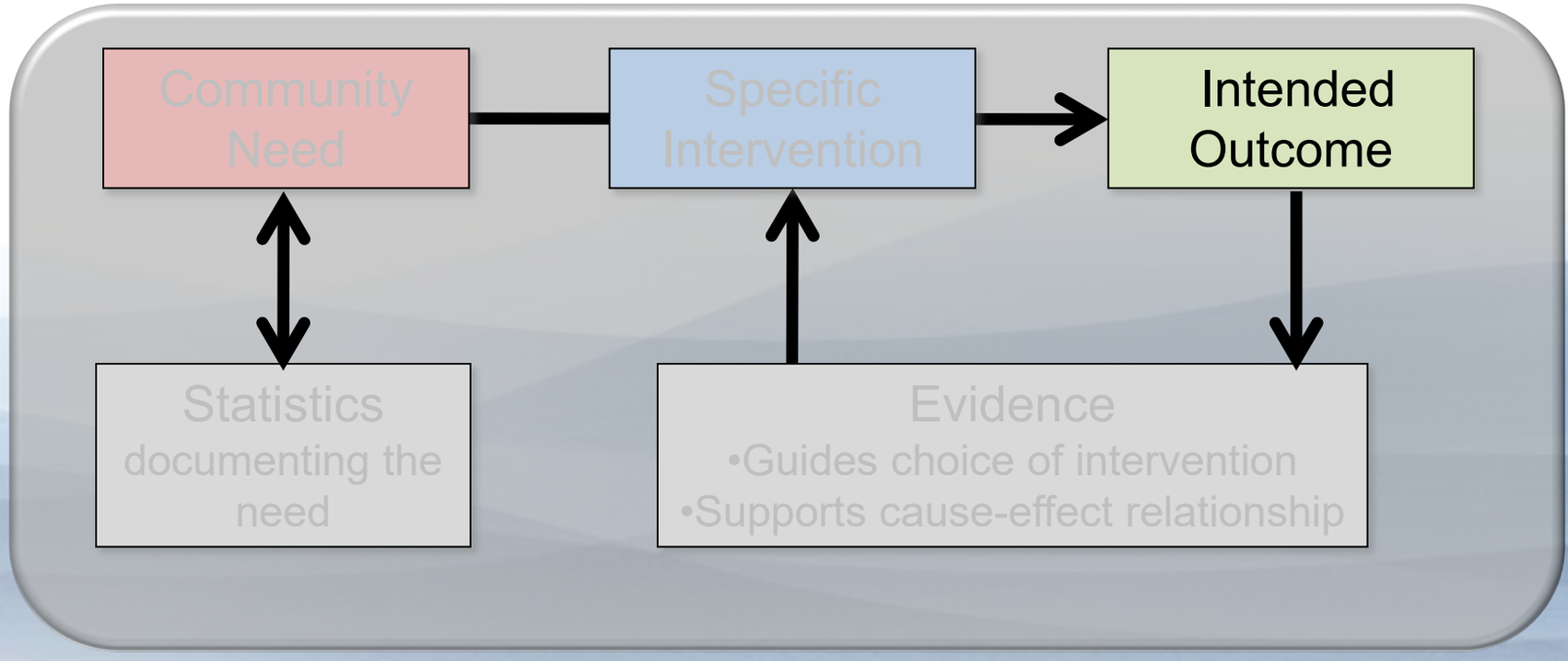
What change are you hoping to make related to the identified need?



Identifying the Intended Outcome

Economic Opportunity Program Example

Possible outcomes to measure:

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

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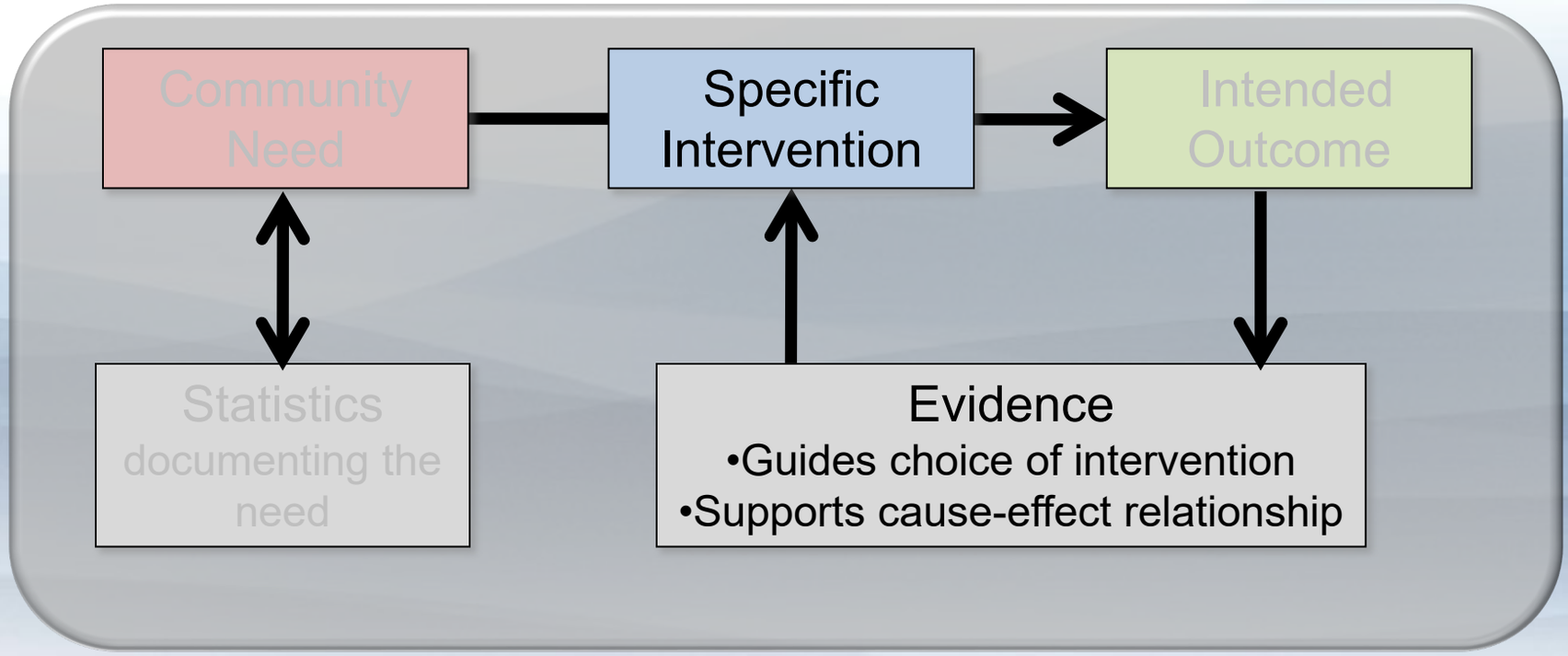
Intervention

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

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

Intervention REFINED: 30 AmeriCorps members will provide teacher identified 3rd-6th graders 1-1 tutoring at least two hours per week and structured small group physical activities for 1-2 hours afterschool each day throughout the school year.

Testing Your Theory of Change:

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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

- 10 minute stretch break!

- Chair Yoga (5 minutes)
  https://www.youtube.com/watch?v=-YTPV0f_DFs

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How to Develop a Program Logic Model

AmeriCorps | Senior Corps | Social Innovation Fund | Volunteer Generation Fund

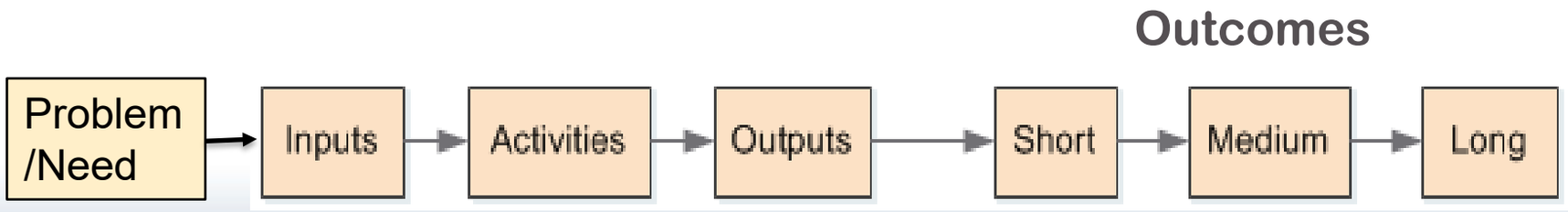
Learning objectives

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

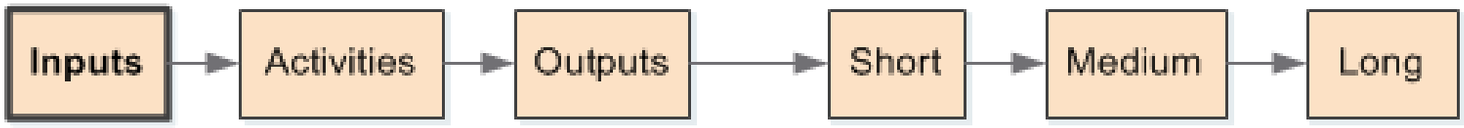
- Describe what a logic model is, and how it can be useful to your daily program operations
- Identify the key components of a logic model
- Develop a logic model for your program
- The relationship between logic models and evaluation planning

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:
  - Problem/Need
  - Inputs or resources
  - Activities
  - Outputs
  - Outcomes



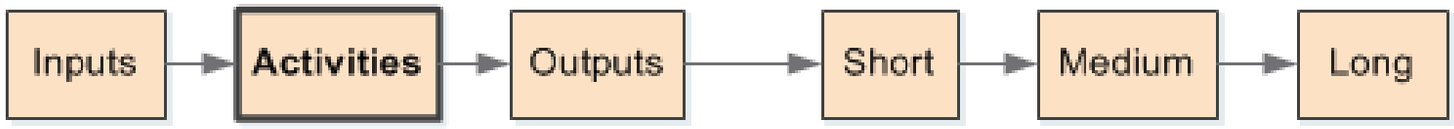
Key components of a logic model



- **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)

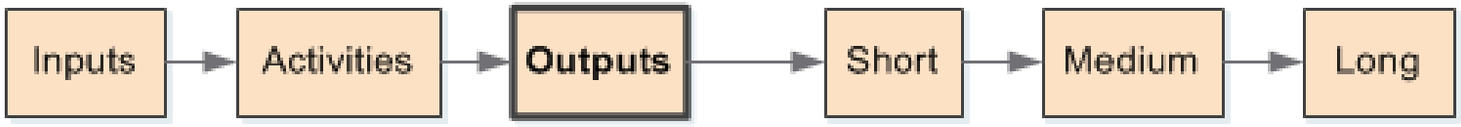
Key components of a logic model



- **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)

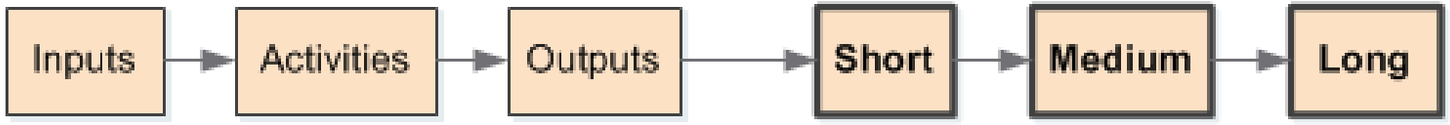
Key components of a logic model



- **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)

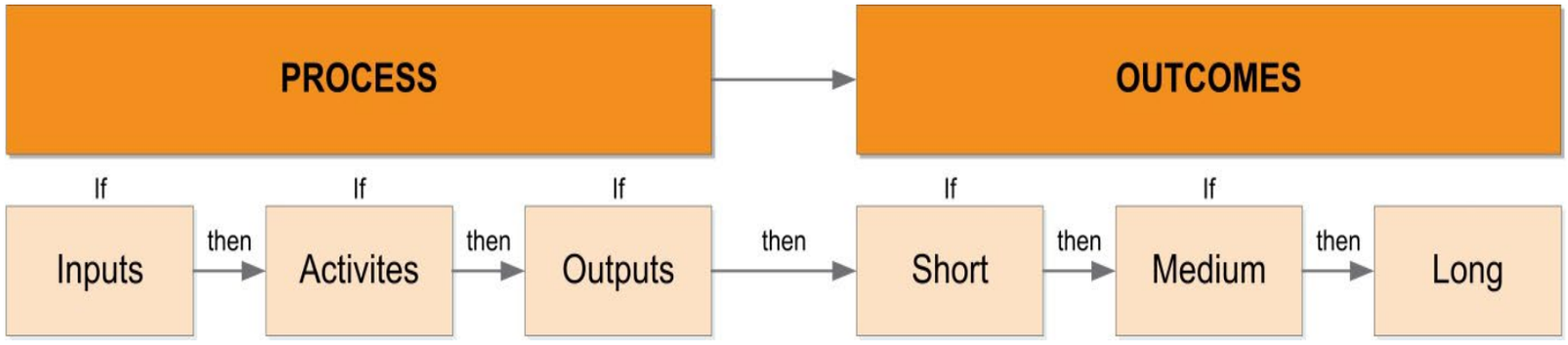
Source: W.K. Kellogg Foundation Evaluation Handbook (2004), Adapted

Difference between outputs and outcomes

Outputs	Outcomes
• Direct products of a program's activities/services • Often expressed numerically or quantified in some way • Examples: # attending workshops # receiving services # receiving referrals	• Changes resulting from a program's activities/services • Quantify changes in knowledge, attitude, behavior, or condition • Examples: ↑ knowledge more environmental choices ↑ adoption green practices ↑ climate resiliency

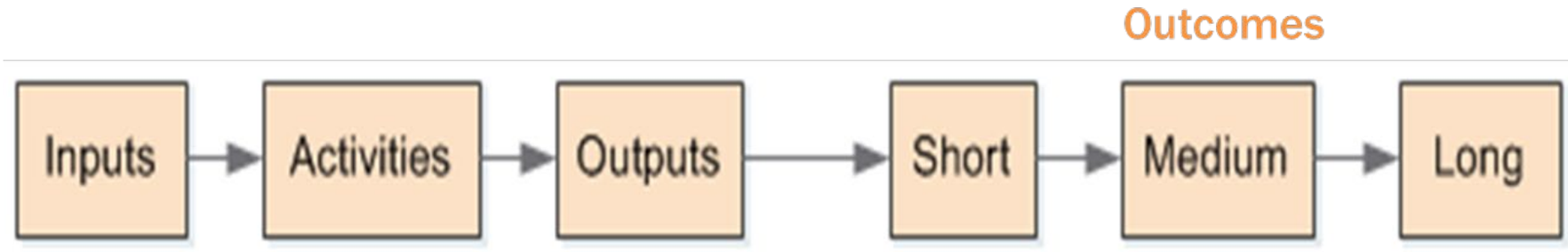
How to read a logic model

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



Logic Model

If…Then…



…But…How

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?

After you create your Logic Model

- Verify your LM by 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

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)

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Building Evidence of Effectiveness

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

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

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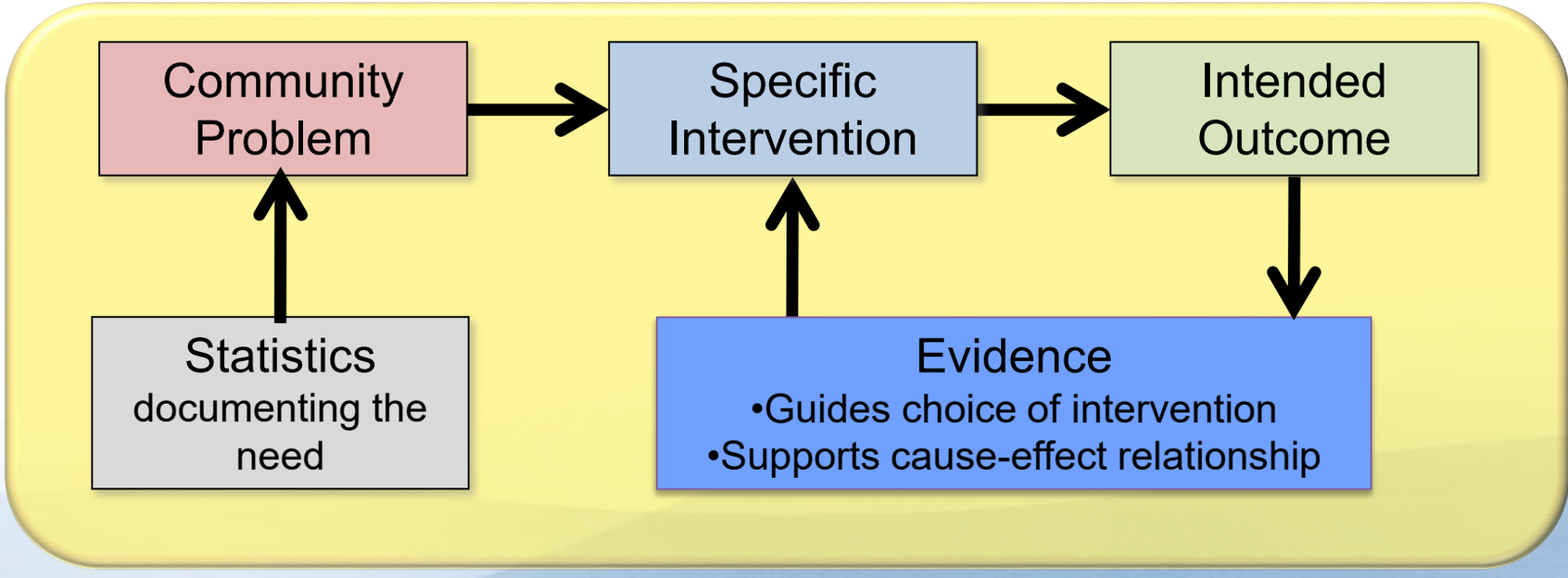
Theory of Change Elements



Evidence

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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

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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

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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?

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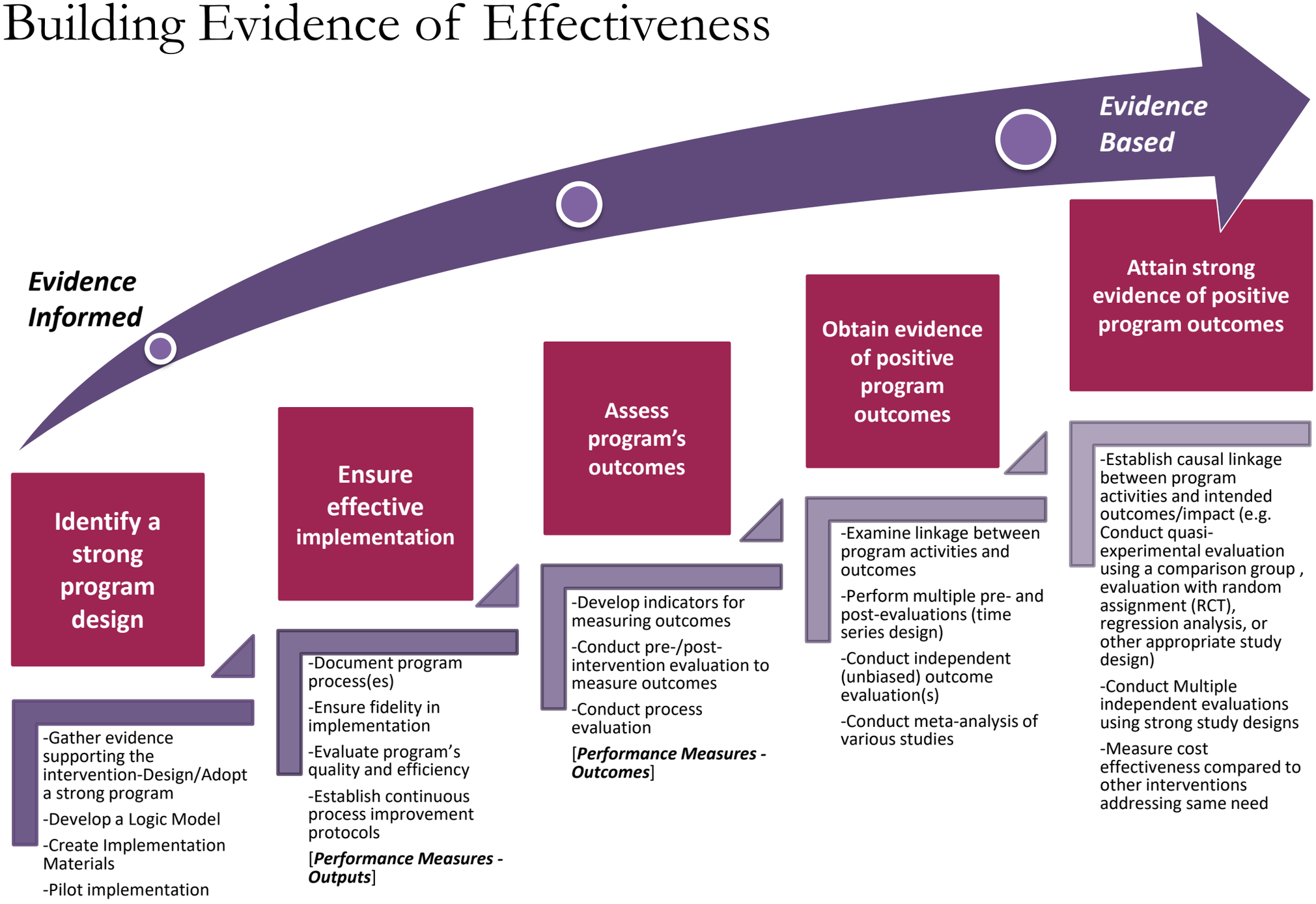
Most Rigorous Type Of Evidence

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

Building Evidence of Effectiveness



Evidence Basis for Interventions

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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

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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

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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

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Causation

Low **High**

Pre-preliminary /Preliminary	Moderate	Strong
• Outcome results from performance measurement or outcome evaluations • Doesn't show causality • No controlled comparison group	• Impact evaluations • Show causality, compares intervention recipients to non-recipients • Comparison groups: Quasi-experimental Design	• Impact evaluations • Show causality, compares intervention recipients to non-recipients • Randomly-assigned control groups: Experimental Design • Results can be generalized

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Searching Online

https://www.nationalservice.gov/impact-our-nation/evidence-exchange - **AmeriCorps 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**

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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

AmeriCorps Evaluation and Performance Measurement Core Curriculums:

https://americorpsonlinecourses.litmos.com/account/login

“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 **Lou and Robyn** anytime through end of February for general feedback.

Continue to discuss/asses throughout the planning grant year.

Lou Thompson – lou.thompson@ofm.wa.gov

Robyn Harris – robyn.harris@ofm.wa.gov

Closing