AmeriCorps Washington

# Planning Grants – Logic Model, Performance Measures, Data Collection

September 1 – 10am

Please sign-in via the chat box:

- Organization/Program
- Name(s)
- What is your best self-care tip?

# Learning To Date

Previous Content

- AmeriCorps 101/Program & Fiscal Orientation
- Locating/Reviewing/Reading AmeriCorps Guidance
- Theory of Change/Evidence

**Today's Agenda**

- **Logic Models**
- **Performance Measures**
- **Data Collection**

Next Up *(October 6)*

- Operational RFGA/Partners/Budgeting/Fund Development

# Qtr. 1: Questions to Consider

- *Is there alignment between the need, intervention, and intended outcome? Clear design/dosage?*
- *What level of evidence supports this alignment?*
- ***Which aspects of your program are best measured annually?***
- ***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

- *Logic Models*
- *High Quality Performance Measures*
- *Data Collection*

  - https://americorps.gov/grantees-sponsors/evaluation-resources (For Logic Model resources)

  - https://americorps.gov/grantees-sponsors/national-performance-measurement-core-curriculum (For high quality performance measurement and collecting data)

# How to Develop a Program Logic Model

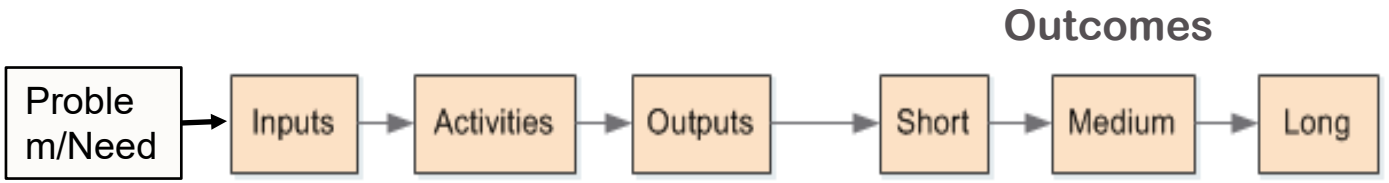
# Learning objectives

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

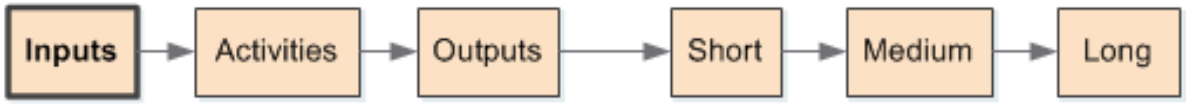
- Describe what a logic model is, and how it can be useful to your daily program operations
- Identify the key components of a logic model
- Develop a logic model for your program
- The relationship between logic models and evaluation planning

# 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



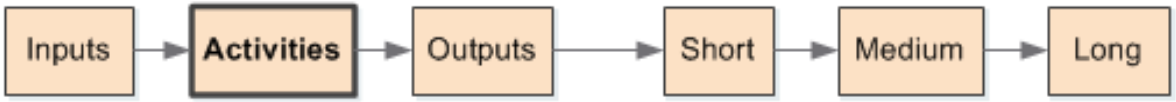
# Key components of a logic model




- **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)

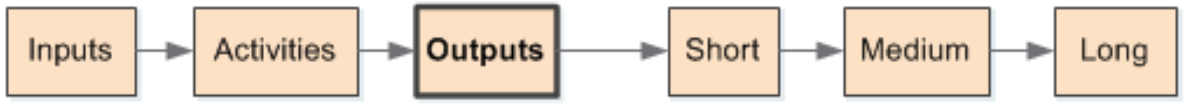
# Key components of a logic model




- **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)

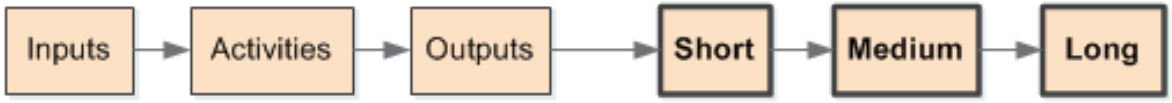
# Key components of a logic model




- **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)

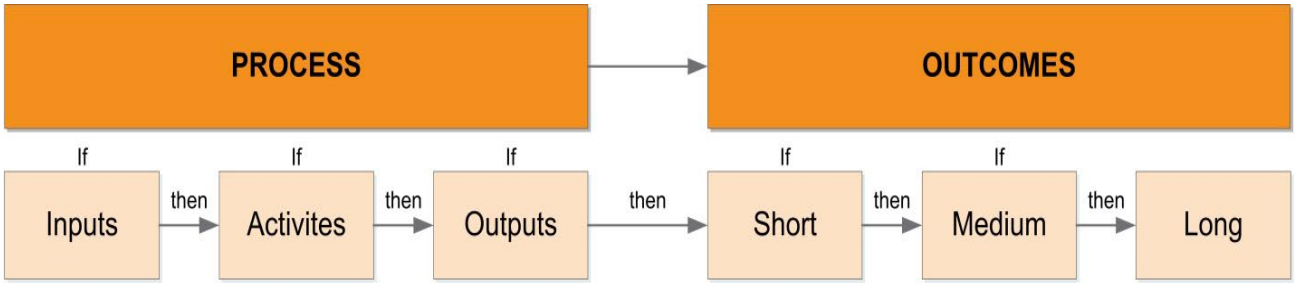
Source: W.K. Kellogg Foundation Evaluation Handbook (2004), Adapted

# Difference between outputs and outcomes

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

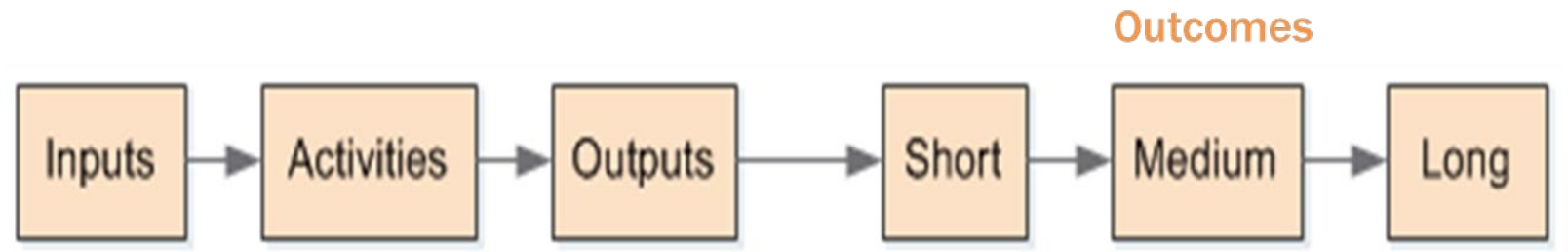
# How to read a logic model

- 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.

# High Quality Performance Measures

- What is Performance Measurement?
- What makes a high quality performance measure?

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- Performance Measurement
  - Review of concepts and definitions
  - Comparison to Impact Evaluation

- Ensuring High Quality Performance Measures
  - Understand alignment within theory of change
  - Review characteristics of a high quality outcome
  - Check alignment of outputs and outcomes

# *Where do Performance Measures come from?*

## 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 |
| Funding<br><br>Staff<br><br>200 AmeriCorps members<br><br>200 non-AmeriCorps volunteers<br><br>Member Training<br><br>Research | Conduct habitat development projects<br><br>Conduct invasive species removal | Installed ramps and hand rails on X miles of trail.<br><br>Planted native trees and other native species on X sites.<br><br>Removed invasive plant species on X sites | Increase in food and clean water supply for native wildlife<br><br>Increase in available shelter for native wildlife | Increase in native wildlife population sizes<br><br>Increase in biodiversity | Enhancement of conservation of healthy, productive, sustainable ecosystems for the benefit of wildlife |

# Systematic Process for Measuring Outputs and Outcomes

**Outputs**

– Amount of service provided (people served, products created, or programs developed)

# Systematic Process for Measuring Outputs and Outcomes

**Outcomes**

- Reflect the changes or benefits that occur
- Can reflect changes in individuals, organizations, communities, or the environment
- Address changes in attitudes/beliefs, knowledge/skills, behavior, or conditions

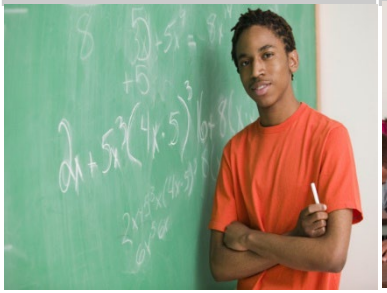
# Outcomes

## Types of Outcomes

| Attitude/Belief | Knowledge/Skill | Behavior | Condition |
|---|---|---|---|
| Thought, feeling | Understanding, know-how | Action | Situation, circumstance |

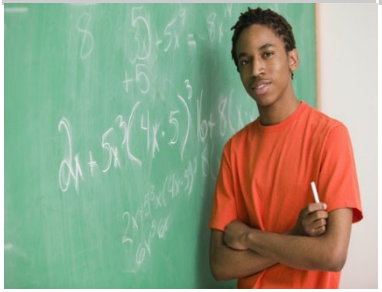



# Outcome Examples - Education

| Attitude/Belief | Knowledge/Skill | Behavior | Condition |
|---|---|---|---|
|  |  |  |  |

- Increased school attendance
- Increased interest in school
- Successful completion of High School
- Improved math ability

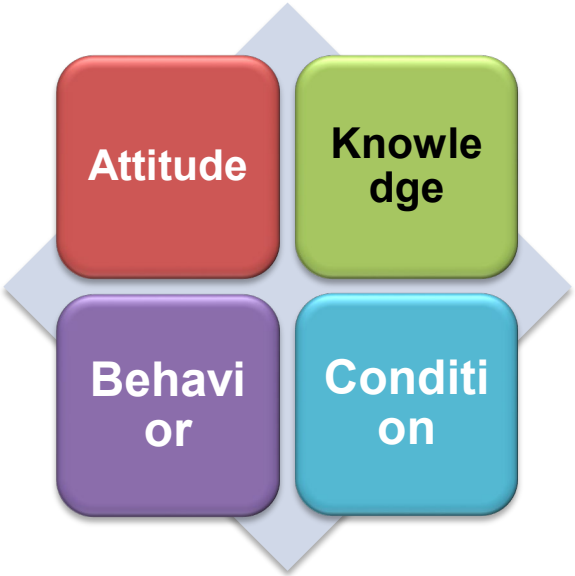
# Outcome Examples - Education

| Attitude/Belief | Knowledge/Skill | Behavior | Condition |
|---|---|---|---|
| Increased interest in school | Improved math ability | Increased school attendance | Successful completion of High School |
|  |  |  |  |

# Identifying a High Quality Outcome

•The Outcome should:

- Be meaningful
- Be ambitious yet realistic
- Reflect the type of change (attitude, knowledge, behavior, or condition) you want to measure



# Meaningful Outcome

•Criteria for a meaningful outcome. Consider:

- Community Need/problem: Is the outcome addressing it?
- Compelling/powerful. Is the outcome central or peripheral?

# Meaningful Outcome

•Criteria for a meaningful outcome. Consider (continued):

- Beneficiaries. Is the target audience identified in the outcome?
- Scope of the outcome. How many will benefit?
- Magnitude of the outcome. How much change will occur for beneficiaries?
- Evidence. Is the outcome supported by evidence for the intervention?

# Ambitious yet Realistic

•Is the outcome too modest? Consider:

- Outcome should reflect an ambitious change expected from the intervention
- Outcome resulting from full “dosage” of intervention

# Ambitious yet Realistic

•Is the outcome too ambitious?
Consider:

- Program timeframe
- Severity of the problems being addressed
- Program resources

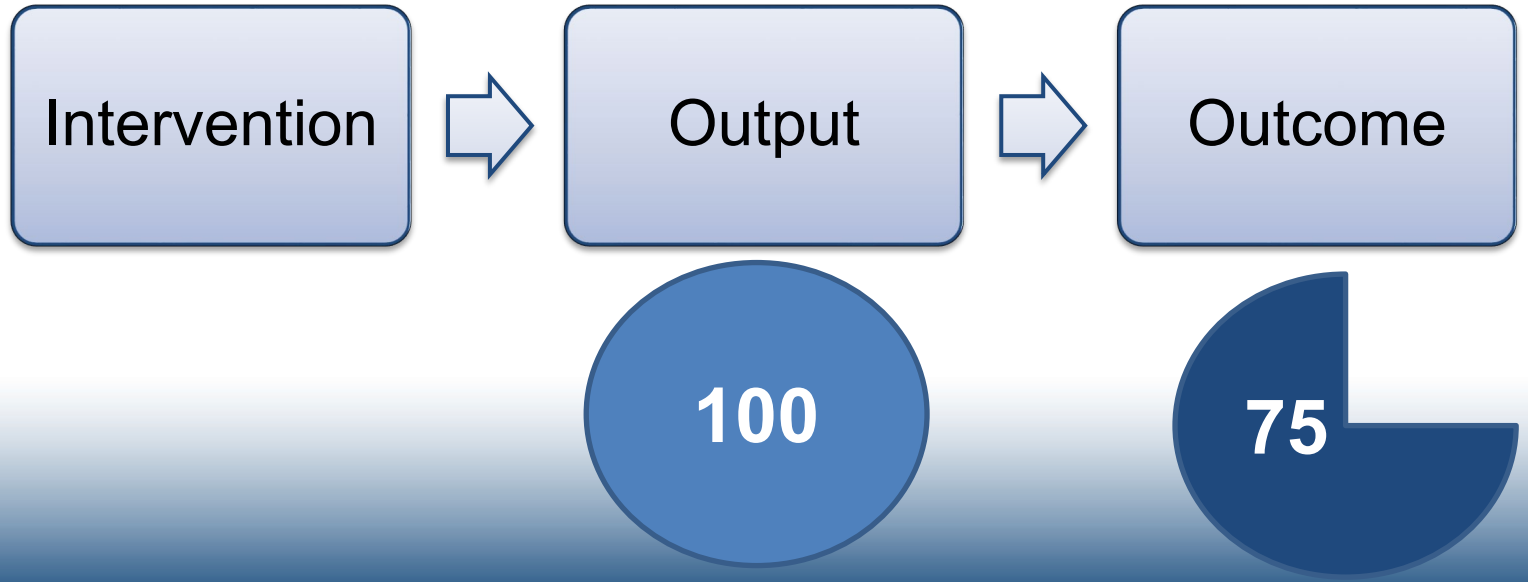
# Reflect the Type of Outcome

•Has the outcome type been identified: attitude, knowledge/skills, behavior or condition?

- Outcome type should be same as theory of change
- Outcome type will inform instrument

# Alignment of Outputs and Outcomes

- Intervention produces output
- Output leads to the outcome
- Output and outcome measure the same intervention and beneficiaries



# Housing Example: Output-Outcome Alignment

**INTERVENTION:** Construction teams assess housing request, plan and execute housing upgrades and repairs and complete inspection requirements for individuals with disabilities.

**OUTPUT:** Individuals with disabilities receive housing service (upgrades and repairs).

**OUTCOME:** Construction team members improve construction skills.

- Do the intervention and output align?
- Why or why not?

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- Do the intervention and output align?

✓ Yes

❑ No

- Why or why not?
- Logical to assume if well-designed and implemented

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# Housing Example: Output-Outcome Alignment

**INTERVENTION:** Construction teams assess housing request, plan and execute housing upgrades and repairs and complete inspection requirements for individuals with disabilities.

**OUTPUT:** *Individuals with disabilities* receive housing service (upgrades and repairs).

**OUTCOME:** *Construction team members* improve construction skills.

- Do the output and outcome align?

❑ Yes

✓ No

- Why or why not?
- 2 different groups of beneficiaries

# Using Performance Measurement in Program Management

- Site Recruitment and Selection
  - Define expectations
  - Assess site applications; determine which sites are best able to implement intervention

# Using Performance Measurement in Program Management

- Using Results/Data and Reporting
  - Progress reports
  - Marketing and promotion
    - Strengthen stakeholder buy-in
    - Resource development; make the case for support
  - Celebrate success!

# Identifying a Data Source

- Data source: The person, group or organization that has information to answer the measurement question
  - Identify possible data sources; list pros and cons of each
  - Identify a preferred data source; consider its accessibility
  - Alternative data sources: consider if they can give you same or comparable data

# Data source and type of outcome

- Depends partly on the type of change you want to measure - attitude, knowledge, behavior, or conditions.
  - Data on changes in attitudes or knowledge usually come directly from persons experiencing these changes.
  - Data on changes in behavior or conditions can come from either persons experiencing these changes or from other observers.

# Where to Find Instruments

- Programs and projects can look anywhere they like to find instruments:
  - Use Internet search engines
  - Talk to others within your professional network to find out what they are using
  - Look at evidence for intervention – how has it been measured before?

# What else to look for in selecting an instrument

- Can the instrument work in your context?
- Does the instrument use simple and clear language?
- Is the instrument appropriate for the age, education, literacy, and language preferences of respondents?

# Summary of Key Points

- Performance measurement is a systematic process of measuring progress (outputs and outcomes)
- Performance measurement does not seek to "prove" a theory of change but can provide snapshots.
- Impact evaluation can determine if results occurred because of the intervention.

# Becoming a learning organization

- A learning organization:
  - Reflects on past successes and challenges
  - Uses data to inform decision making
  - Makes adjustments to programs and processes based on data
  - Is not afraid to question assumptions
  - Thinks strategically about how to improve
  - Builds evidence of effectiveness
  - Sets a research agenda for the future

# Milestones

By the end of your first grant cycle, you should have:

- Refined your program and ensured effective implementation
- Built and refined data collection systems
- Utilized accurate performance measures
- Built staff capacity and defined responsibilities
- Prepared a plan for your first evaluation

+

- Become a learning organization

And hopefully you've also had some fun!

# “Homework”

- *Continue reviewing and reading AmeriCorps guidance documents.*
- *Continue building Theory of Change and Evidence*
- **Begin developing a Logic Model**
- **Begin developing one aligned performance measure (one output, one outcome, and associated data collection plan)**

# Deliverables

- Theory of Change
- Logic Model
- Performance Measure
- Data Collection Plan

Submit to **Lou and Jenny** anytime through **October** for general feedback.

Continue to discuss/asses throughout the planning grant year.

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Jenny Benson – jenny.benson@ofm.wa.gov

# Closing