Web Conference

Using Logic Models for Planning Primary Prevention Programs

CALCASA
CALIFORNIA COALITION
AGAINST SEXUAL ASSAULT

Wednesday, January 28, 2009
1:00 PM –2:30PM

We will start soon!

This web conference is sponsored by the California Department of Public Health, Epidemiology and Prevention for Injury Control (EPIC) Branch, and the Preventive Health and Health Services Block Grant.

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Resources

Prevention
- Technical Assistance
  - David Lee
    david@calcasa.org
  - Chad Sniffen
    chad@calcasa.org
- MyStrength Training (summer 2009)
- Web Conferences
- Prevention Connection
  www.PreventConnect.org

- Technical Assistance
  - Advocacy
  - Management
  - other issues
- Ebridge and EDTalk
- www.calcasapublicpolicy.org
- Library Resources
- In-Person and Web Trainings
- Leadership Conference

How to Use This Technology

- **Raise Hand**
- **Q&A**
- **Text Chat**
- **PowerPoint Slides**
  - *members section of www.calcasa.org*

How do we know we've made the change we want to see?

Using Logic Models for Planning Primary Prevention Programs

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AGAINST SEXUAL ASSAULT

January 28, 2009

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Technology

- **For trouble on the web please send a private chat**
- **You can call iLinc technical assistance at 800-799-4510**
- **For other information, call CALCASA at 888-922-5227**

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## Welcome and Introductions

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Overview

- Building On Where You've Been
- What Is A Logic Model?
- When To Use A Logic Model
- A Conversation on Using Logic Models
- Logic Model Basics: A Series of Questions
- The Foundation of A Good Logic Model: Outcomes
- Next Steps

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Example Work Plan							
Hill County IPV Primary Prevention Workplan 2007-2010							
Goals	Outcomes	Programs or Activities	What Needs To Happen?	Who will do this?	Start Date	Complete Date	Source of Outcome Evaluation Data
Goal 1: High school students in Hill County will know how to form healthy relationships	1.1: In the 2007-2008 school year, there will be a 50% increase in the number of students who report that they can differentiate between "Power With" and "Power Over" attitudes and behaviors	▪Healthy Relationships Curricula	▪Order curricula materials	▪Krista – B&G Club	June 2007	July 2007	Pre-post surveys
			Adjust curricula (if necessary) to make fit with Hill County high school students	Krista and Kate (take lead), consult with rest of CCR	July 2007	September 2007	
			▪Contact XX and YY school health teachers and principal	▪Kate – DELTA Coordinator	August 2007	August 2007	
			▪Schedule dates to present in Health Class	▪Kate – DELTA Coordinator	August 2007	September 2007	
			▪Gather flip charts, pens, make copies, get refreshments, other materials	▪Max – student intern at B&G Club	September 2007	September 2007	
			▪Copy evaluation tools/surveys and get/sharpen pencils	▪Max	September 2007	September 2007	
			▪Present curricula	▪Kate and Max	October 2007	November 2007	
			▪Distribute and collect pre-post surveys	▪Kate and Max	October 2007	November 2007	
			▪Enter survey data	▪Max	December 2007	January 2008	
			▪Analyze and summarize	▪Kate, Krista and Max	February 2008	March 2008	
	1.2: In the 2007-2008 school year, there will be a 50% increase in the number of students who understand the	▪Healthy Relationships Curricula	▪Same as above	▪Same as above	Jun 2007	Jun 2008	Pre-post surveys

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CDPH RPE Requirement

- Gather local information and data for a needs and resources assessment that identifies **strengths**, **gaps**, and **issues**
- Conduct planning session to develop **goals**, **objectives**, **strategies**, and **evaluation**
- Draft **Action Plan** and/or **Logic Model** based on results of the planning process

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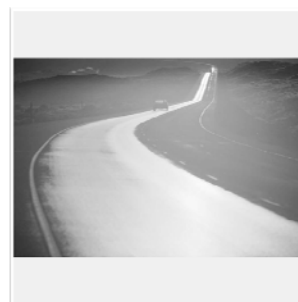
Building On Where You've Been

A note…

- A logic model is *different* than a workplan

Work plan: Focuses more on how each activity will be implemented (who will do what, when, etc.) rather than…

Logic Model: displays why your chosen activities will reach your goals (the logic)

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Building On Where You've Been

In the past, what was the first thing that came to mind when you were asked to do a logic model?

Use chat to answer

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Slide 1

What is a logic model?

Slide 2

What is a logic model?

Helps you make mid-course adjustments (detours)

DRIVE A BETTER ROUTE

BATHROOM STOPS

I'M NOT DOING THAT DRIVE IN ONE DAY EVER AGAIN

Slide 3

What is a logic model?

It's like a road map that tells you:

Where you are going

SACRAMENTO

Slide 4

What is a logic model?

- Where you are going — GOALS
- What you expect to accomplish — OUTCOMES
- Helps you make mid-course adjustments (detours) — PLANNING

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Slide 5

What is a logic model?

What you expect to accomplish
▫ Along the way
▫ When you get there

LISTEN TO MUSIC

BATHROOM STOPS

EATING

ARRIVE SAFE BY 8:00PM

Slide 6

A more formal version…

Goal	Programs or Activities	Outcomes
I will get from Seattle to Sacramento	Driving	I will eat at least twice during my trip
		I will have listened to at least 75% of my iPod's playlists
		I will stop to use a bathroom at least 4 times during my trip
		My car will be parked in front of CALCASA by 8:00pm

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What does a logic model look like?

- Any shape, usually rectangles
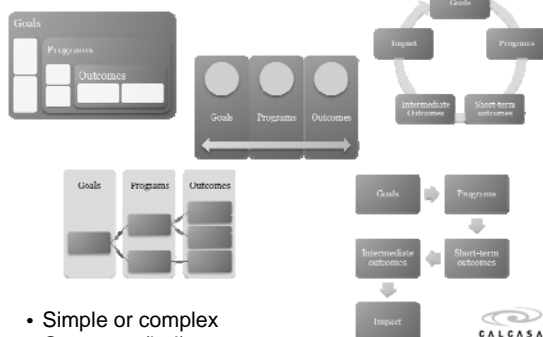
- Simple or complex
- One page (ha!)

When to use a logic model

- Partnership-Building

  ◦ Approaching funders

  ◦ Gaining stakeholder buy-in
  · e.g., school admin

  ◦ Meeting with your board/management
  · Organizational planning
  · Capacity-building

When to use a
logic model

A conversation with

Margie Lee
Human Response Network
Weaverville, CA

When to use a logic model

- Before, During and After Program Implementation

  ◦ Program planning – new program development

  ◦ Evaluating existing programs

  ◦ Program Improvement

- How has your organization used logic models to change your current programming?

- What are some examples of how you have used logic models to explain your work to community stakeholders?

Questions for rape crisis center

Benefits of a logic model

- Helps others understand what you are doing and why

- Helps you keep track of what you expect to see change

- Helps to identify gaps in program logic and clarifies assumptions so success may be more likely

- Organizes your planning in one place

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Thanks to: W.K. Kellogg Foundation's *Logic Model Development Guide* available at www.wkkf.org/pubs/tools/evaluation/pub3669.pdf for parts of this slide

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Concerns About Logic Models

Logic models are too complex!

We already implement prevention activities that we like, won't creating a logic model take time away from more important work?

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Benefits of a logic model

- Builds buy-in and teamwork

- Helps clarify what is appropriate to evaluate, and when, so that evaluation resources are used wisely

- Summarizes complex programs to communicate with stakeholders, funders, audiences

- Helps your organization's long-term visioning and overall effectiveness

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Thanks to: W.K. Kellogg Foundation's *Logic Model Development Guide* available at www.wkkf.org/pubs/tools/evaluation/pub3669.pdf for parts of this slide

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How Could You Use a Logic Model?

In what ways do you think you might use a logic model?

Chat
Public   Private

Type here to send a message

Use chat to answer

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Potential pitfalls

- Programs are not really linear
- Can over-simplify a program
- Can bog-down your program if not done well
- Won't tell you if the right outcome is being identified and measured
- Hard to identify and communicate the assumptions
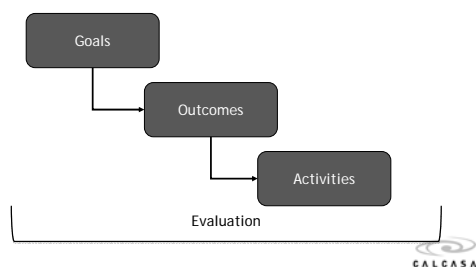- Could be based on faulty research data

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Thanks to: W.K. Kellogg Foundation's *Logic Model Development Guide* available at www.wkkf.org/pubs/tools/evaluation/pub3669.pdf for parts of this slide

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Logic Model Basics

...A Series of Questions

Bringing it all together:
Using a Logic Model

Goals

Outcomes

Activities

Evaluation

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Using a logic model in two ways

- To 'describe' your CURRENT programs and overall programmatic approach (Human Response Network)

- To outline the expectations of NEW programming (Monterey County Rape Crisis Center)

- You will answer the same questions for both types of logic models

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A conversation with

Cynthia Patterson
Monterey County Rape Crisis Center

RAPE CRISIS CENTER

A series of questions...

1. What is the change we want to see happen?

2. What are the prevention activities/programs that will be implemented to meet this goal?

3. What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)

4. What changes do we expect to see **within one year** after we implement this activity?

5. What will be the **long-term effects** of this activity? (On the individual? On the community? etc…)

6. What will we do to measure HOW these activities are implemented?

7. What will we do to measure if the expected change/outcomes happened?

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- Why are you moving to primary prevention?

Questions for rape crisis center

- What are you trying to accomplish with this program?

A series of questions...

1. What is the change we want to see happen?

A + B = Change

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A series of questions…

2. What are the prevention activities or programs that will be implemented to meet this goal?

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3. What changes do you expect to see **immediately** after you implement this activity?

Questions for rape crisis center

4. What changes do you expect to see **within one year** after you implement this activity?

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1. What do you expect to change as a result your prevention efforts?

Questions for rape crisis center

2. What are the prevention activities/programs that will be implemented to meet this goal?

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5. What will be the **long-term effects** of this activity?

Questions for rape crisis center

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A series of questions…

✓ • What is the change we want to see happen?
✓ • What are the prevention activities/programs that will be implemented to meet this goal?
  • What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)
  • What changes do we expect to see **within one year** after we implement this activity?
  • What will be the **long-term effects** of this activity? (On the individual? On the community? etc…)
  • What will we do to measure HOW these activities are implemented?
  • What will we do to measure if the expected change/ outcomes happened?

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A series of questions…

✓ • What is the change we want to see happen?
✓ • What are the prevention activities/programs that will be implemented to meet this goal?
✓ • What specific changes do we expect to see immediately after we implement this activity? (knowledge, attitude, behavior, beliefs)
✓ • What changes do we expect to see within one year after we implement this activity?
✓ • What will be the long-term effects of this activity? (On the individual? On the community? etc…)
  • What will we do to measure HOW these activities are implemented?
  • What will we do to measure if the expected change/ outcomes happened?

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Slide 1

A series of questions...

6. What will we do to measure HOW these activities are implemented?

7. What will we do to measure if the expected change/outcomes happened?

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Slide 2 — Table

GOALS	PROGRAMS OR ACTIVITIES	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM IMPACT	PROCESS MEASURES	OUTCOME MEASURES
Hill County Primary Prevention Activities Logic Model 2009-2012						
What is the change we want to see happen?	What are the prevention activities/programs that will be implemented to meet this goal?	What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)	What changes do we expect to see **within one year** after we implement this activity?	What will be the **long-term effects** of this activity? (On the individual? On the community? Etc…)	What will we do to measure HOW these activities are implemented?	What will we do to measure if the expected change/outcomes happened?
High school students in Hill County will know how to form healthy relationships	Healthy Relationships Curricula (in Health Class) Social Norms Campaign	25% increase in the number of students who report that they can differentiate between "Power With" and "Power Over" attitudes and behaviors 25% increase in the number of students who understand the myths and facts about violence in relationships and sexual harassment 50% increase in the number of students who are able to state the connection between gender stereotypes and conflict in relationships	50% increase in the number of students who report that they can differentiate between "Power With" and "Power Over" attitudes and behaviors 50% increase in the number of students who understand the myths and facts about violence in relationships and sexual harassment 60% increase in the number of students who are able to state the connection between gender stereotypes and conflict in relationships 25% of students will recall one of the	The majority of high school students in Hill County will know how to form healthy relationships High school teachers will better understand the elements of a healthy teen relationship	Facilitator Notes (Program Coordinator) Focus groups with random selection of high school students who participated in Healthy Relationships (Program Coordinator and one staff volunteer) Media Campaign meeting notes (Community Education Coordinator)	Pre-post surveys of students who participated in Healthy Relationships curricula Annual school-wide survey

Slide 3

6. What will you do to measure HOW these activities are implemented?
   Process Evaluation: Was it done as planned?

7. What will you do to measure if the expected change/outcomes happened?
   Outcome Evaluation: Did it work?

Questions for rape crisis center

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Slide 4

Beginning tips

- Use visuals/group facilitation

- Work backwards

- Keep it simple
  - Short terms, focus on main outcomes

- Keep it achievable – your programmatic goal should *not* be to end sexual violence

- Use the one-page test

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Slide 5

We did it !!

- **GOALS**
  - What is the change we want to see happen?
- **PROGRAMS OR ACTIVITIES**
  - What are the prevention activities/programs that will be implemented to meet this goal?
- **SHORT-TERM OUTCOMES**
  - What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)
- **INTERMEDIATE OUTCOMES**
  - What changes do we expect to see **within one year** after we implement this activity?
- **LONG-TERM IMPACT**
  - What will be the **long-term effects** of this activity? (On the individual? On the community? Etc…)
- **PROCESS MEASURES**
  - What will we do to measure HOW these activities are implemented?
- **OUTCOME MEASURES**
  - What will we do to measure if the expected change/outcomes happened?

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Slide 6

Checking In...

Do you think you will use a logic model for designing new programs, reviewing current programs, or both?

Chat
Public   Private

Type here to send a message

Use chat to answer

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Checking In...

What do you think will be the most challenging part of doing a logic model at your agency?

Use chat to answer

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THANK YOU!

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The Foundation of A Good Logic Model:

Outcomes (and their goals)

See handout on goals and outcomes

Resources

- Developing a Logic Model: Teaching and Training Guide by Ellen Taylor Powell and Ellen Henert.
  www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf
- W.K. Kellogg Foundation's Logic Model Development Guide.
  www.wkkf.org/pubs/tools/evaluation/pub3669.pdf
- CDC Evaluation Working Group
  www.http://www.cdc.gov/eval/resources.htm#logic
- CDC Sexual and Intimate Partner Violence Prevention Programs Evaluation (Guide 99-9234)
  Order at http://wwwn.cdc.gov/pubs/ncipc.aspx

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