Fully Articulating Your Vision:
Using Logic Models to Support Innovation

Citywide Nonprofit Monitoring Program
San Francisco, CA
May 17, 2016

Introduce Yourself!

- Learn what a logic model is

- Learn how to use logic models to map the planned program activities to the outcomes you want

- Understand where logic models fit in to an evaluation

Inputs → Activities → Outputs → Outcomes

Goals   Inputs   Activities   Outputs   Outcomes   **Impact**
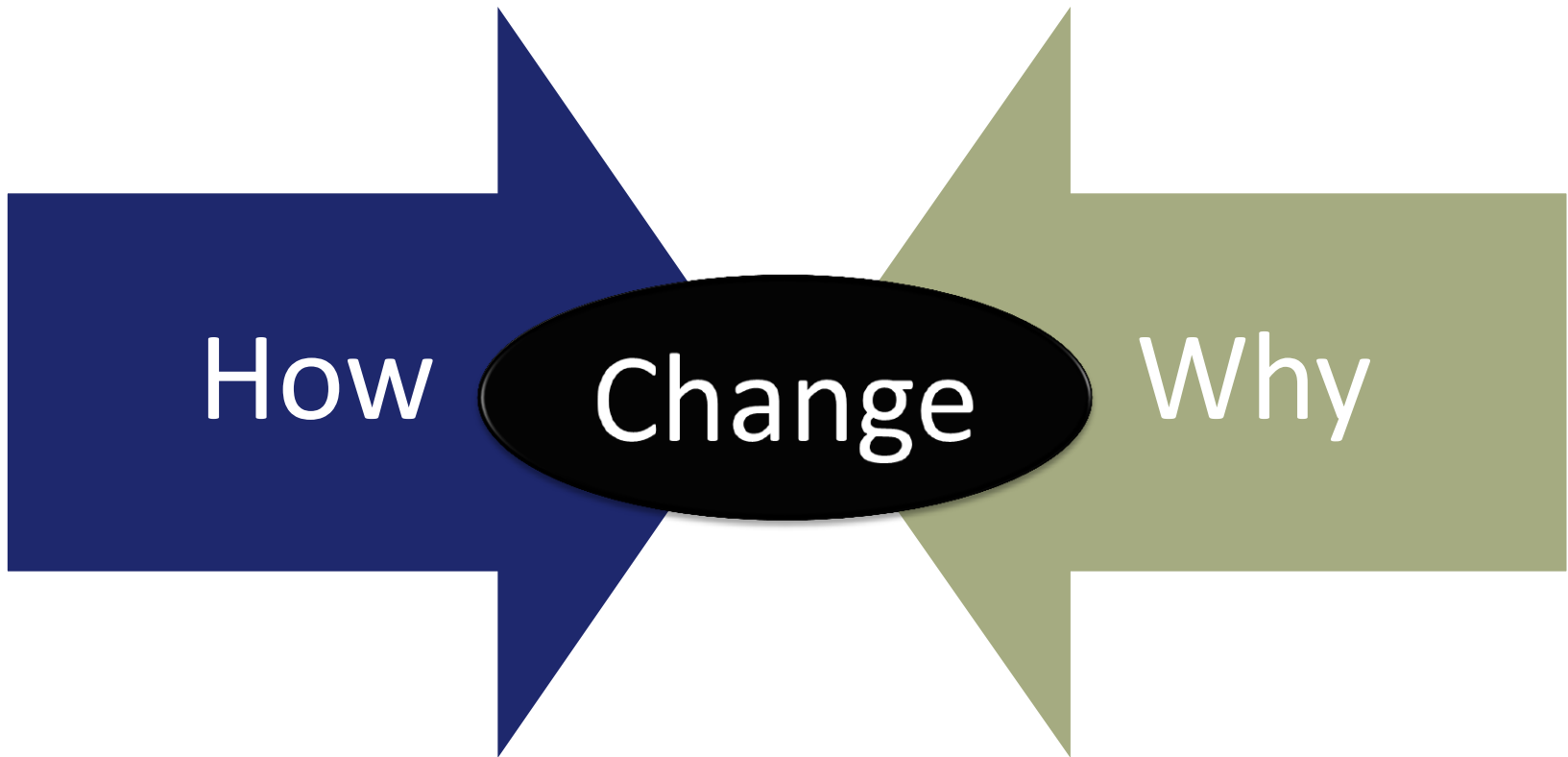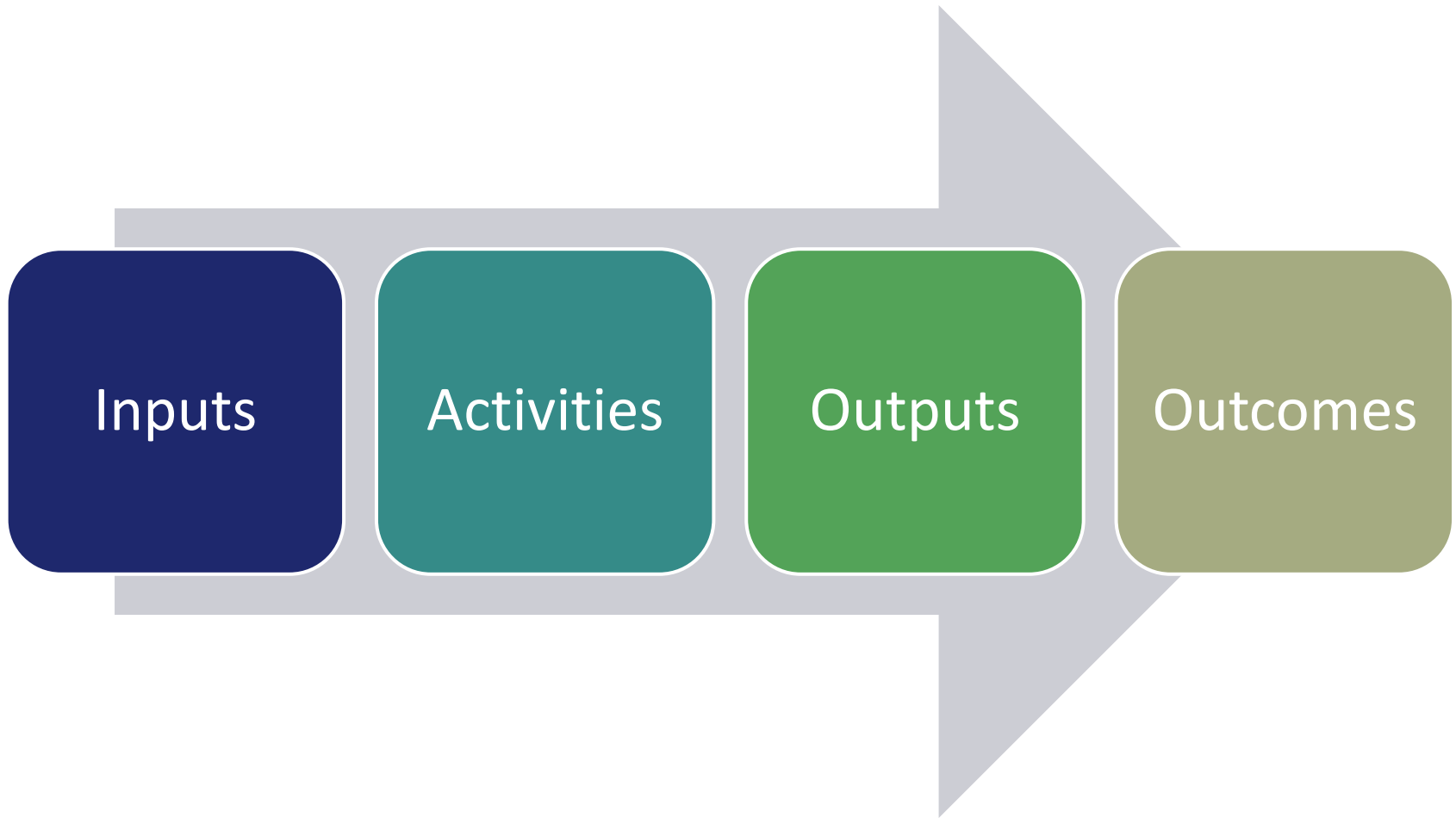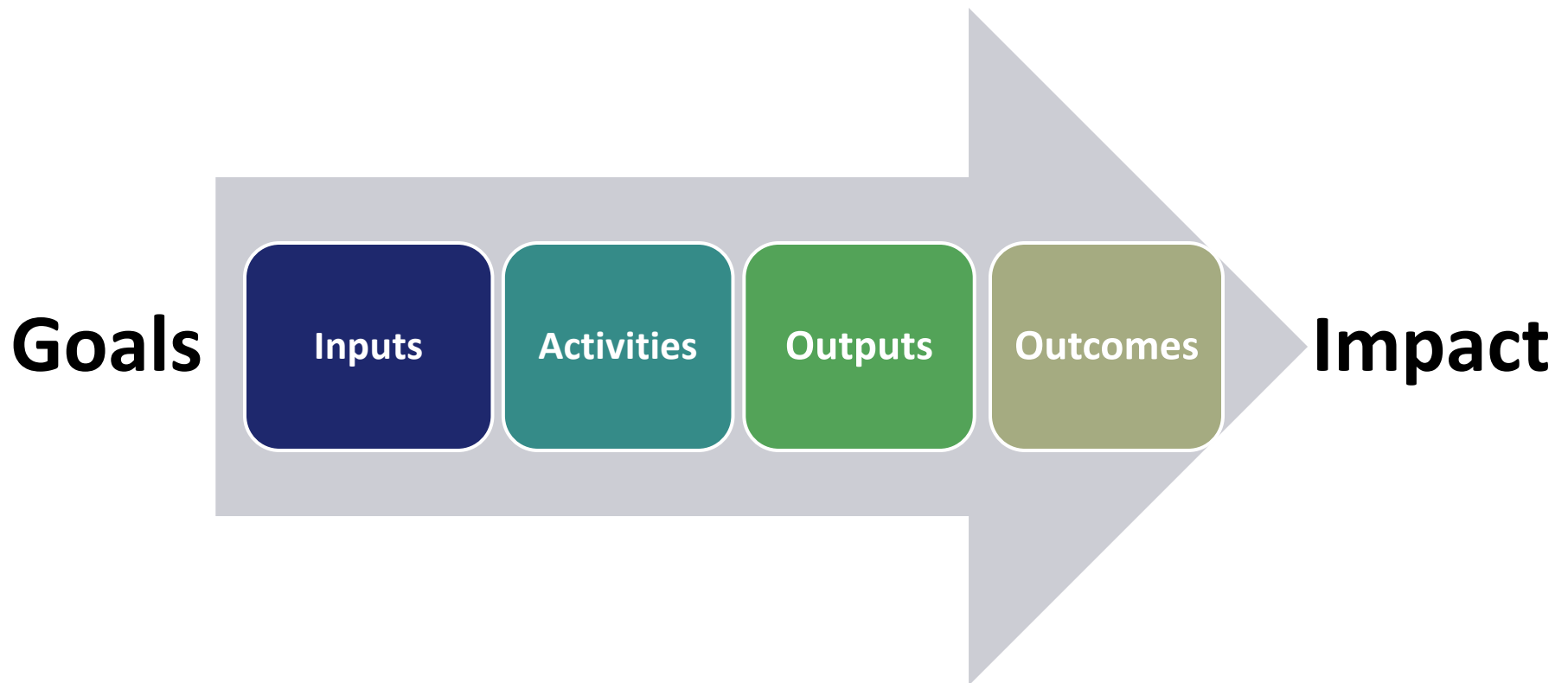
Logic Model Components
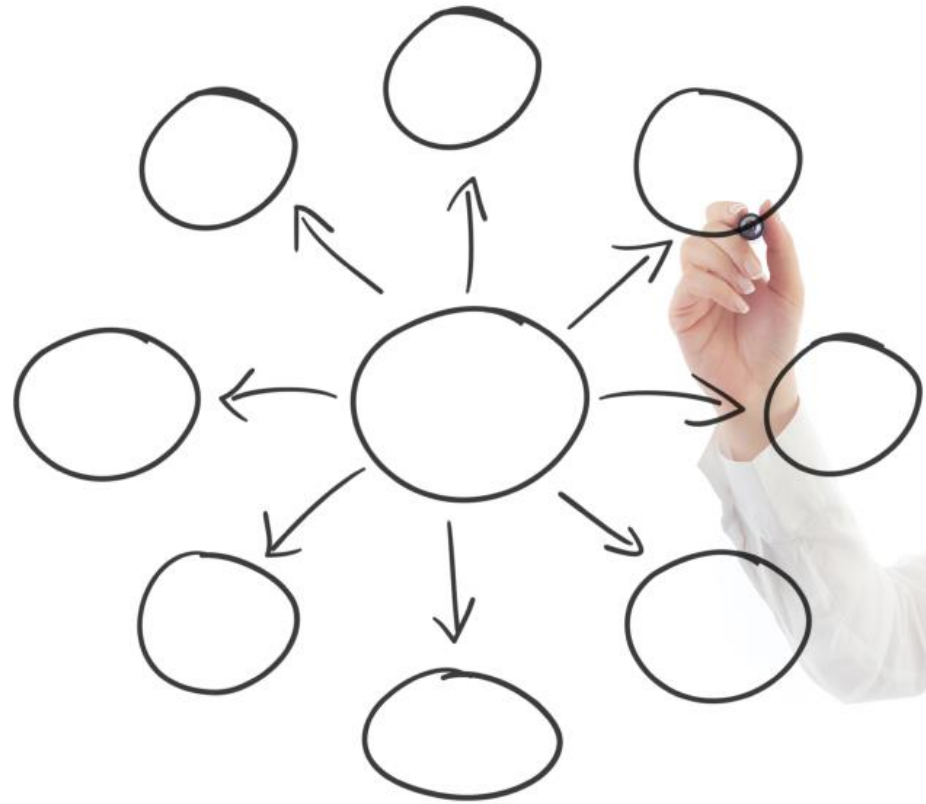
Why Would you Want a Logic Model?

Clarify

Identify

Provide

Engage

Activity!

What's the difference between a *Theory of Change* and a *Logic Model*?

GOAL:

Inputs	Activities	Outputs	Outcomes	Impact
			Short-term	
			Long-term	
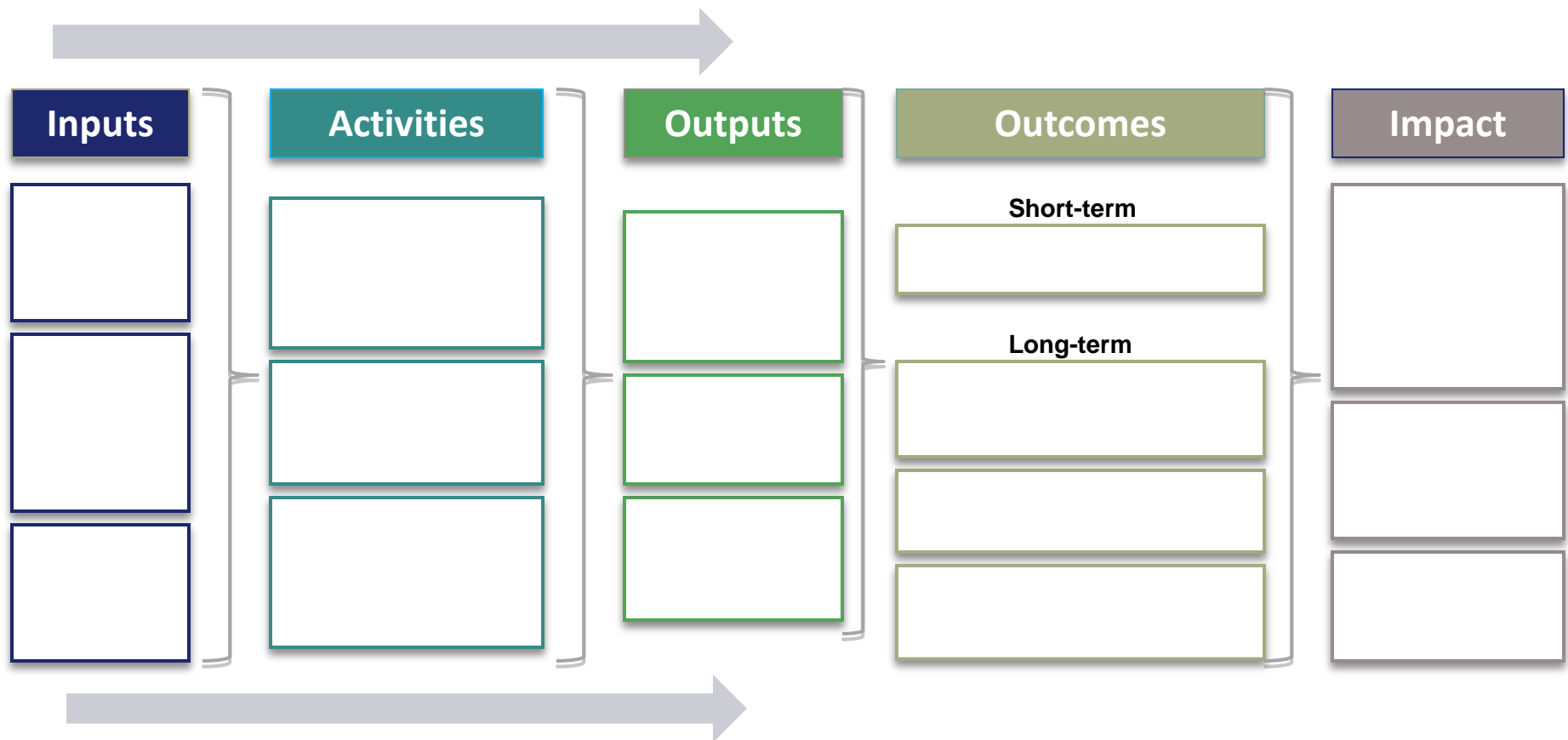
high youth unemployment

history of collaboration among agency and employers in certain industries

new industry – no agency relationship yet

Goals Inputs Activities Outputs Outcomes Impact
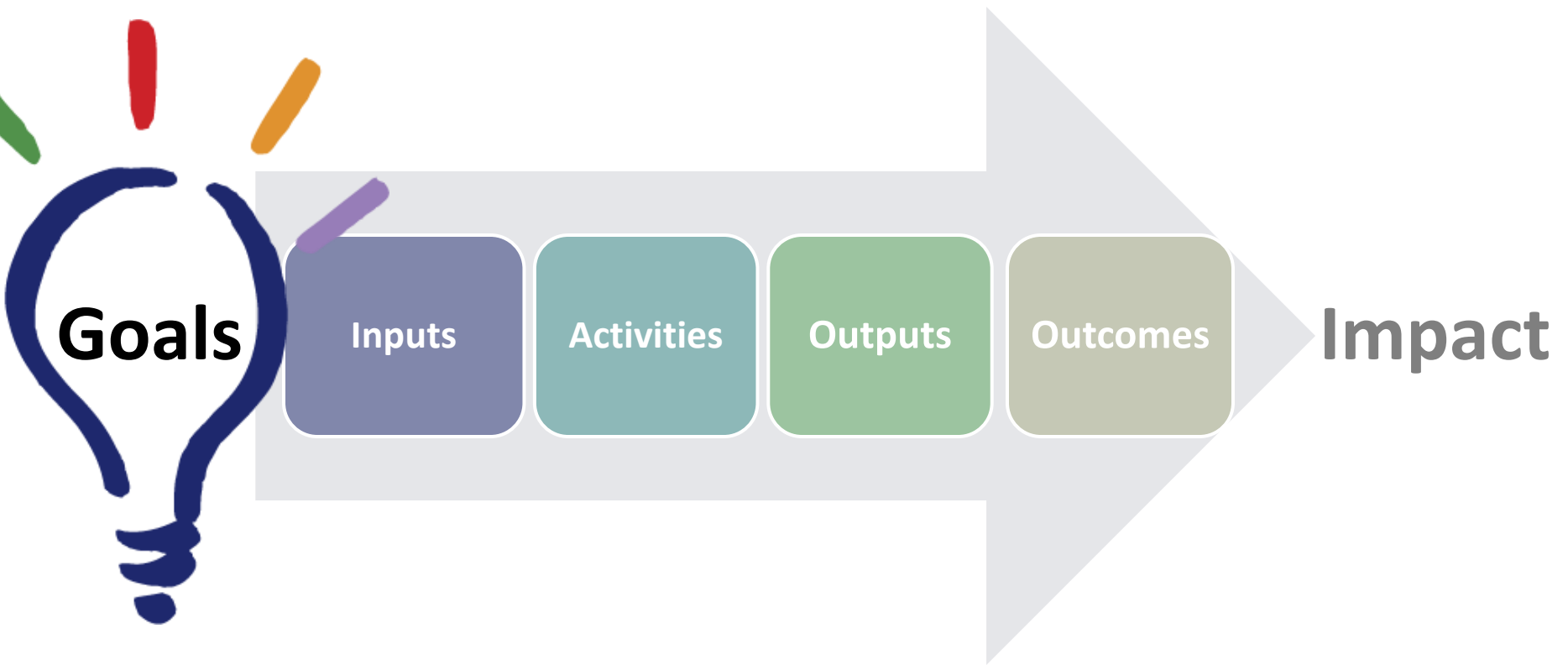
What do you hope to achieve?

What are your priorities?

Who do you want to impact?

Are your goals feasible?

GOALS

- **Increase number of neighborhood residents aware of agency services**
- **Expand access to after-school programming**
- **Provide workforce training to underemployed individuals**

Activity!

Goals · Inputs · Activities · Outputs · Outcomes · Impact
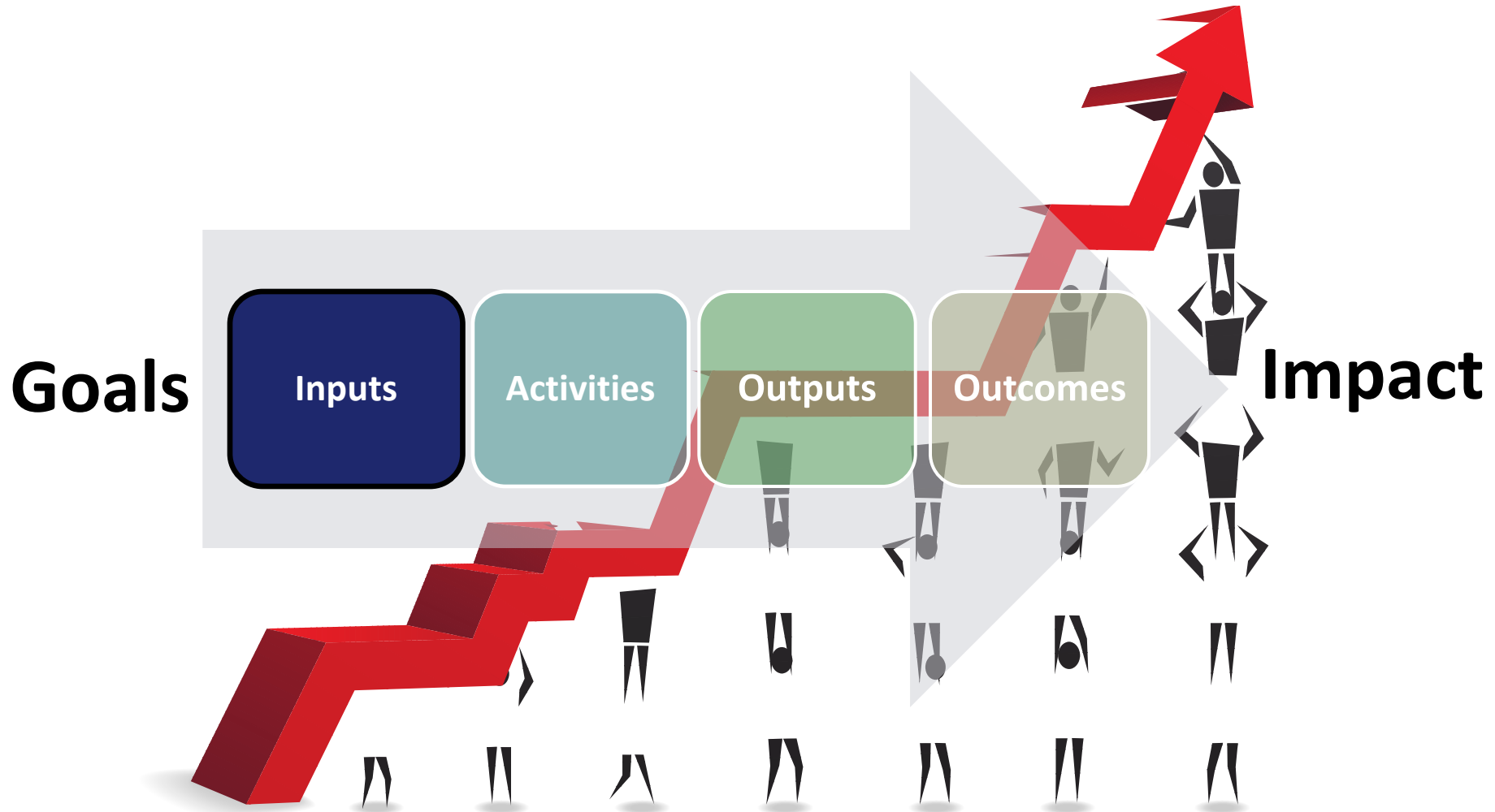
Experienced program staff

Volunteers

Flexible funding

Facility for participants

Activity!

Goals **Inputs** **Activities** **Outputs** **Outcomes** Impact

Vocational skills training

Subsidized internships

Basic skills remediation

Supportive services

Activity!

Goals   Inputs   Activities   Outputs   Outcomes   Impact

# of outreach events participated in

# of direct actions in advocacy areas

# of workforce trainings

# of youth enrolled in GED classes

Activity!

Goals | Inputs | Activities | Outputs | Outcomes | Impact
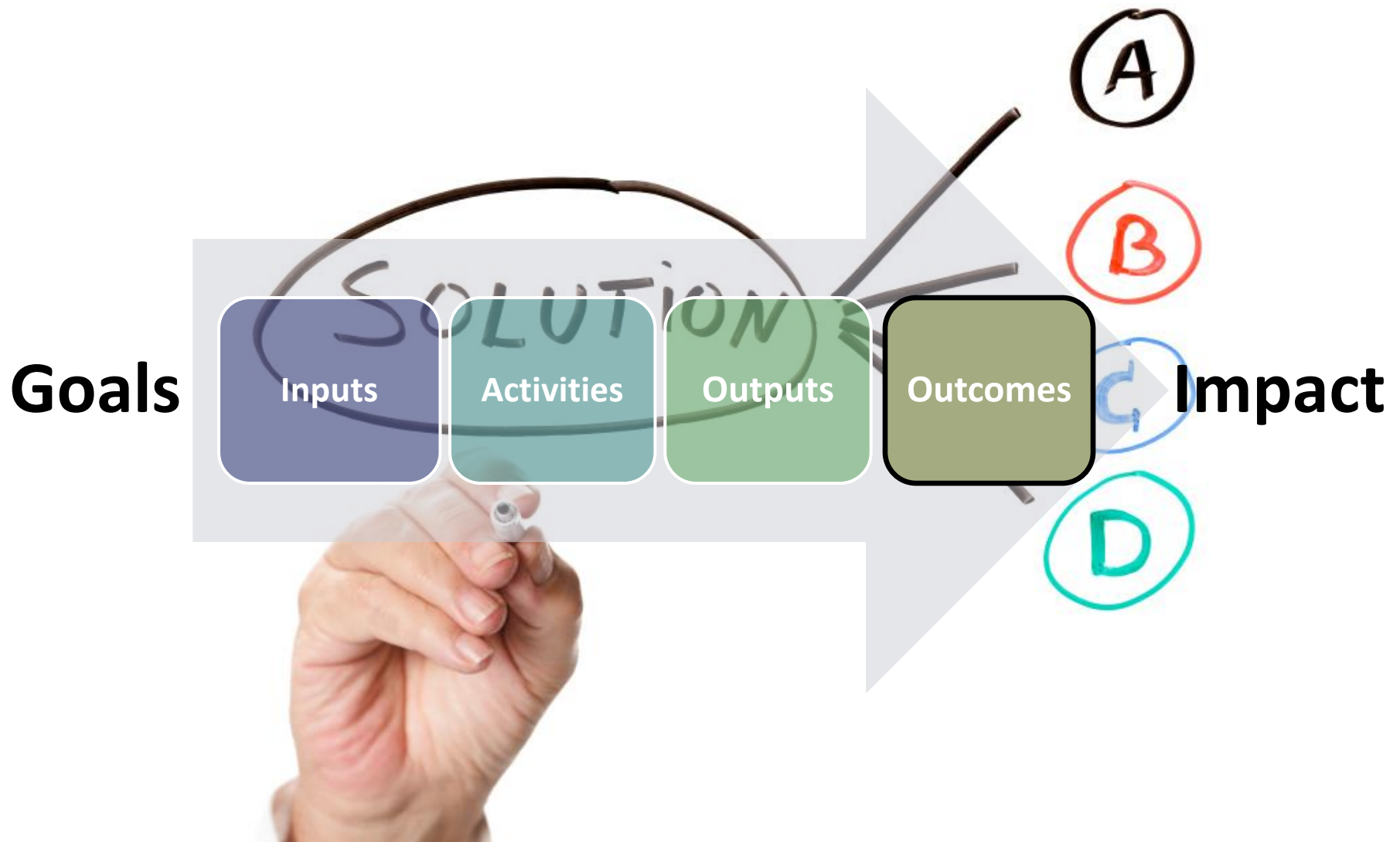
Participants obtained employment

Direct actions contributed to change in local policy

Youth obtained GEDs and high school diplomas

SOLUTION

(A)
(B)
(C)
(D)

Participation in trainings increased from last year

Activity!

Goals

Inputs | **Activities** | **Outputs** | **Outcomes** → **Impact**
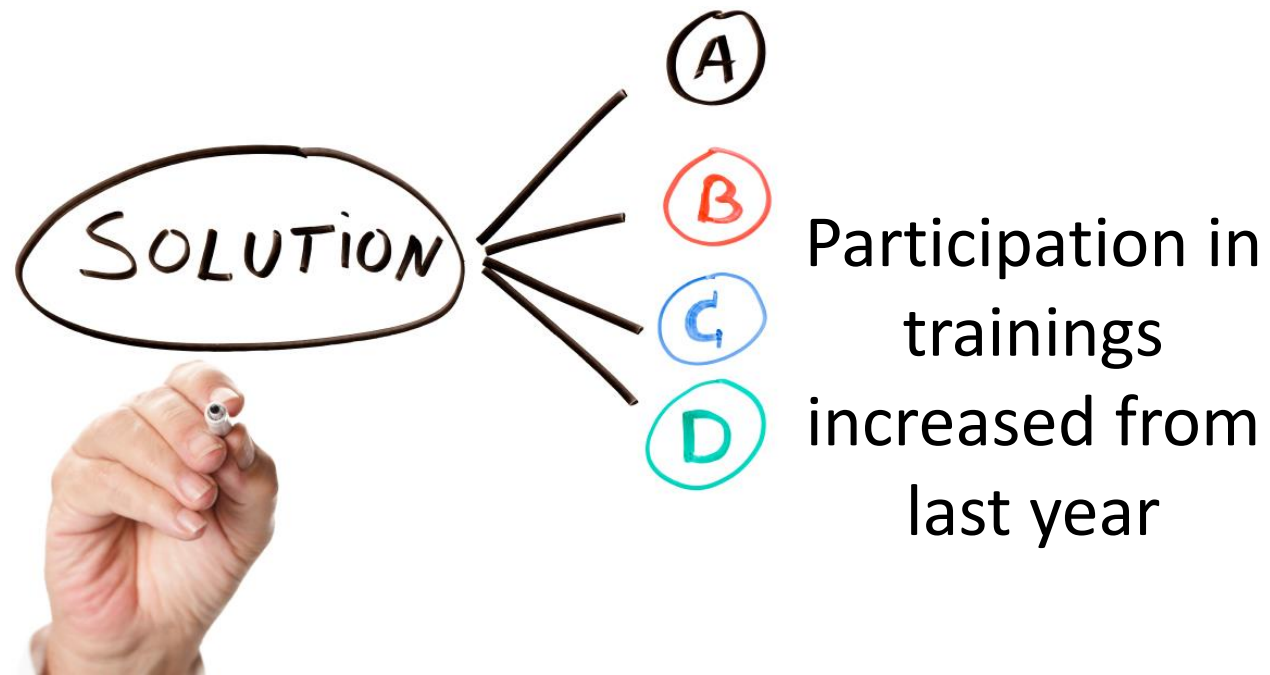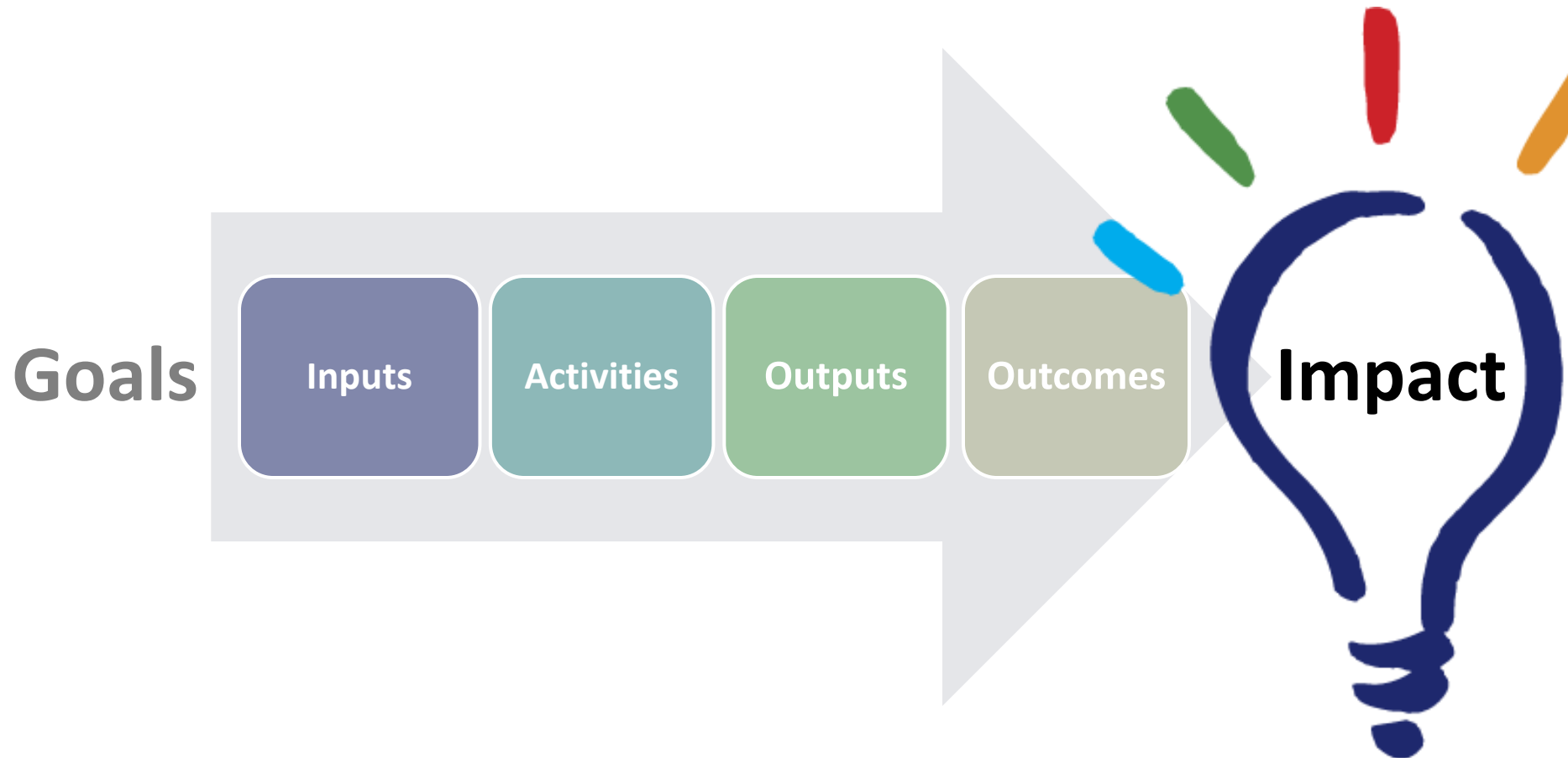
Does the program work?

Does it help those who participate in it?

What outcomes did the program "cause" to happen?

Program	Percent of program participants getting their GED within one year (Outcome)	Percent of control group getting their GED within one year (Outcome)	Impact
A	45 %	35%	10%
B	60%	60%	0
C	50%	48%	2%

Activity!

Break

Goals Inputs Activities Outputs Outcomes **Impact**
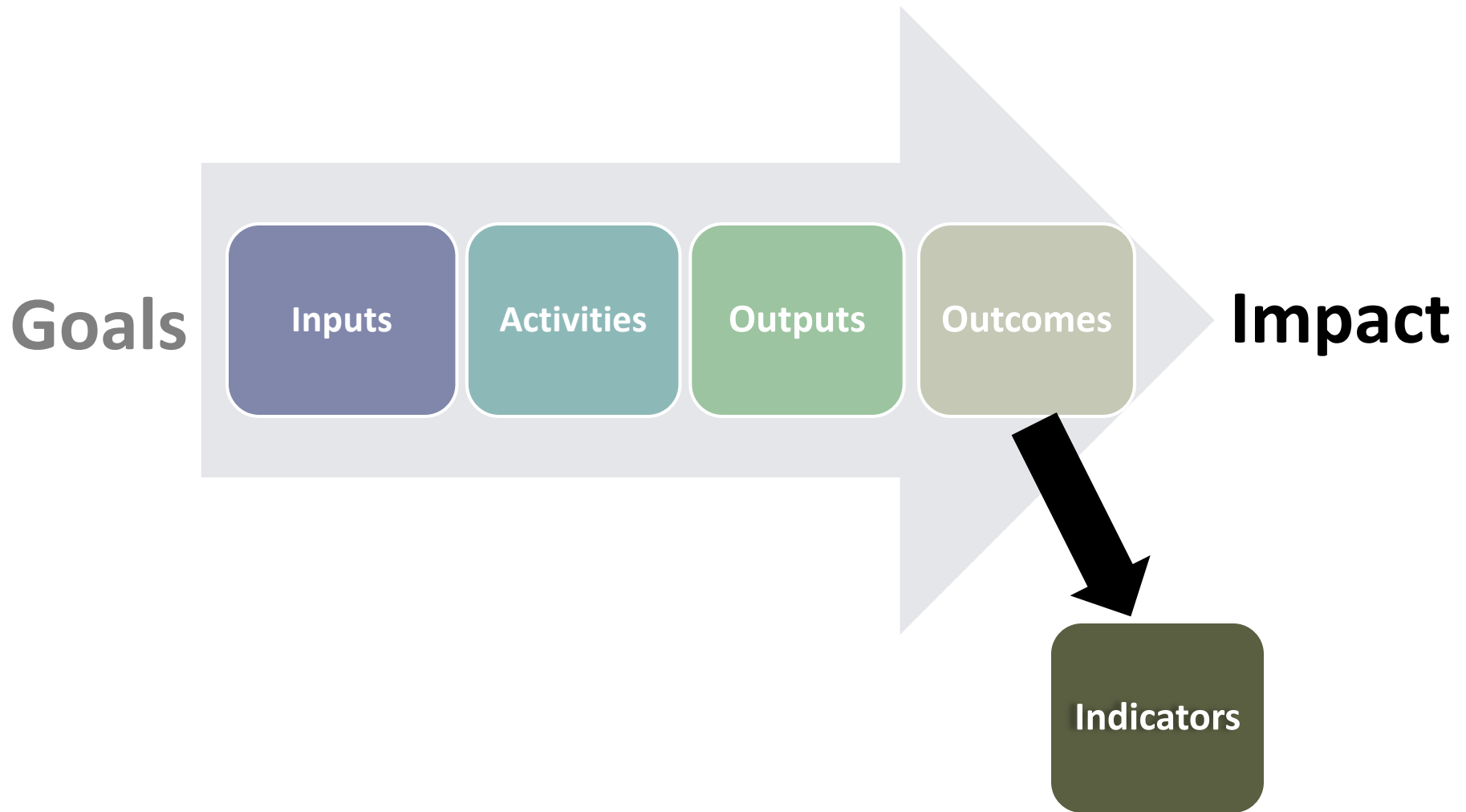
Indicators

☐ **Indicators** are evidence of changes that have occurred as a result of program participation. They are observable, concrete, measurable markers of changes in skills, behavior, knowledge, etc.

☐ **Identifying appropriate indicators** is important to measuring how your program is impacting individuals and the community.

Sample Outcomes and Indicators

Outcomes	Indicators
Changes in attitude about environmental pollution	❖ Decrease in littering ❖ Increase in recycling ❖ Awareness of effects of environmental pollution ❖ Awareness of different types of environmental injustices
Increased participation in social change	❖ Communicates with elected officials about social policy ❖ Knowledge about public policy that affects own community ❖ Increased community involvement, e.g. volunteering, ❖ participating in rallies, actions, etc.
Improved communication skills	❖ Able to identify social injustices ❖ Improved writing and oral communication skills ❖ Increased knowledge and use of media outlets to express views

How Do You Develop Indicators?

Indicators should tie directly to expected program outcomes.

For each outcome answer this question:

How will we know if these outcomes are happening?

Sample Categories:
- Knowledge
- Attitudes
- Skills
- Awareness
- Behavior

Tips for Good Indicators

- ☐ Reflects program's activities and outcomes.

- ☐ Easily measurable.

- ☐ Adaptable to changes in program activities.

- ☐ Logically connects to what is measured.

- ☐ Understandable to all stakeholders.

Activity!

Program Planning & Evaluation Cycle

- Develop an evaluation plan
- Create a theory of change/logic model
- Identify benchmarks & indicators
- Decide on tools and methods
- Collect data
- Analyze data
- Share findings
- Modify practice

☐ **Culture**: a set of values, beliefs, norms that guide & sustain communities.

▪ **Culturally Responsive Evaluation** (CRE) integrates culture into analysis & practice.

The Paradigm Shift

Evaluation Component	Traditional Evaluation	Culturally Responsive Evaluation
EVALUATOR	Formally trained evaluators are the experts.	Grantees, community members know best their issues and strengths.
ROLE OF EVALUATOR	Leader, judge, expert	Facilitator, translator, convener
DESIGN & PLANNING	Evaluator presents design for funder approval.	Prioritizing rapport and trust building in an inclusive planning process that infuses multiple world views.
DATA COLLECTION	Conducted by evaluation professional	Facilitated by evaluator; stakeholders trained in some collection methods and implement them.
ANALYSIS	Results and their meaning are analyzed by evaluator	Results and their meaning are derived based on culture and system analysis.
REPORTING	Written report & briefing to funder	Disseminated to broader community.
APPLICATION OF FINDINGS	Findings used as monitoring, judging device.	Findings used to build capacity of community and community organizations.

Culturally Responsive Evaluation

When designing and selecting evaluation tools, it is useful to consider the cultural contexts of the communities in which programs operate.

Some guiding questions:

☐ Are data collection methods relevant and culturally sensitive to the population being evaluated?

☐ Do the instruments consider language barriers that may inhibit some respondents from understanding the evaluation questions?

☐ Do the instruments consider the cultural context of the respondents?

☐ Are there multiple methods so that information can be gathered in different ways?

Some guiding questions:

- ☐ How have we created opportunities for authentic input from diverse communities?

- ☐ Are data collection tools relevant and culturally sensitive to the population targeted by the evaluation?

- ☐ Do the instruments consider the cultural context of the respondents? (i.e., language barriers, different cultural interpretations of question wording, etc.)

- ☐ What steps have we taken to allow for multiple world views in the analysis and interpretation of findings?

Activity!

ACTIVITY: Culturally Responsive Evaluation

Refer to Handout. Work in small groups.

Discuss the following questions:

☐ Who is your audience?

☐ What key cultural considerations associated with your audience would you want your team to consider in data collection & analysis?

☐ How can you make sure that you take into account multiple perspectives?

Report out to the large group.

Logic Model

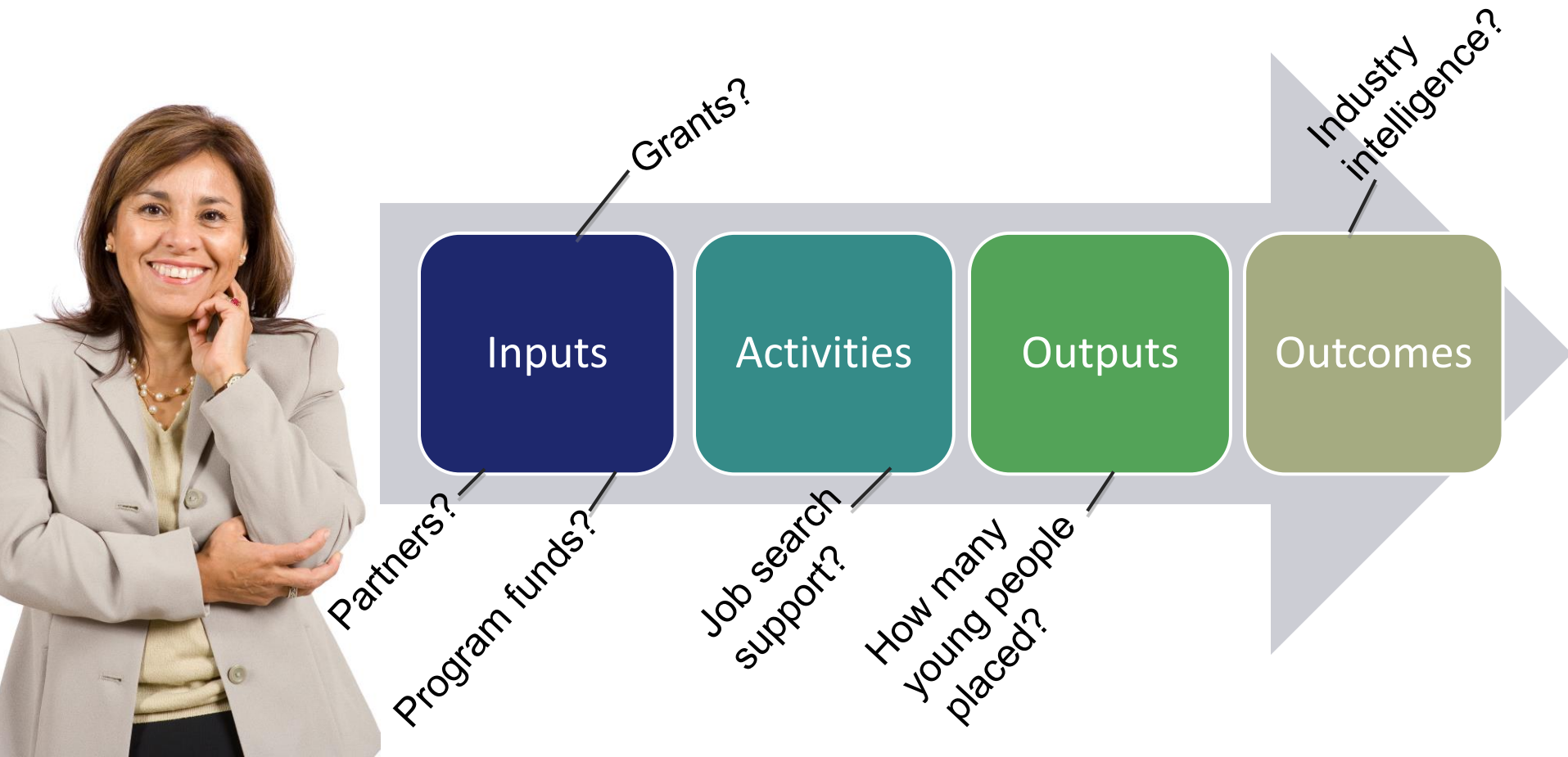# How Do You Develop a Logic Model?

1. Revisit your program mission and organizational goals.

2. Gather input from multiple stakeholders.

3. Gain consensus on the outcome goals that you would like to achieve.

4. Generate ideas on how to achieve outcomes.

5. Review your mission and goals periodically.

Overarching Goal: Connecting Young People to Jobs & Careers in the Growing New Media Industry

Sample Logic Model

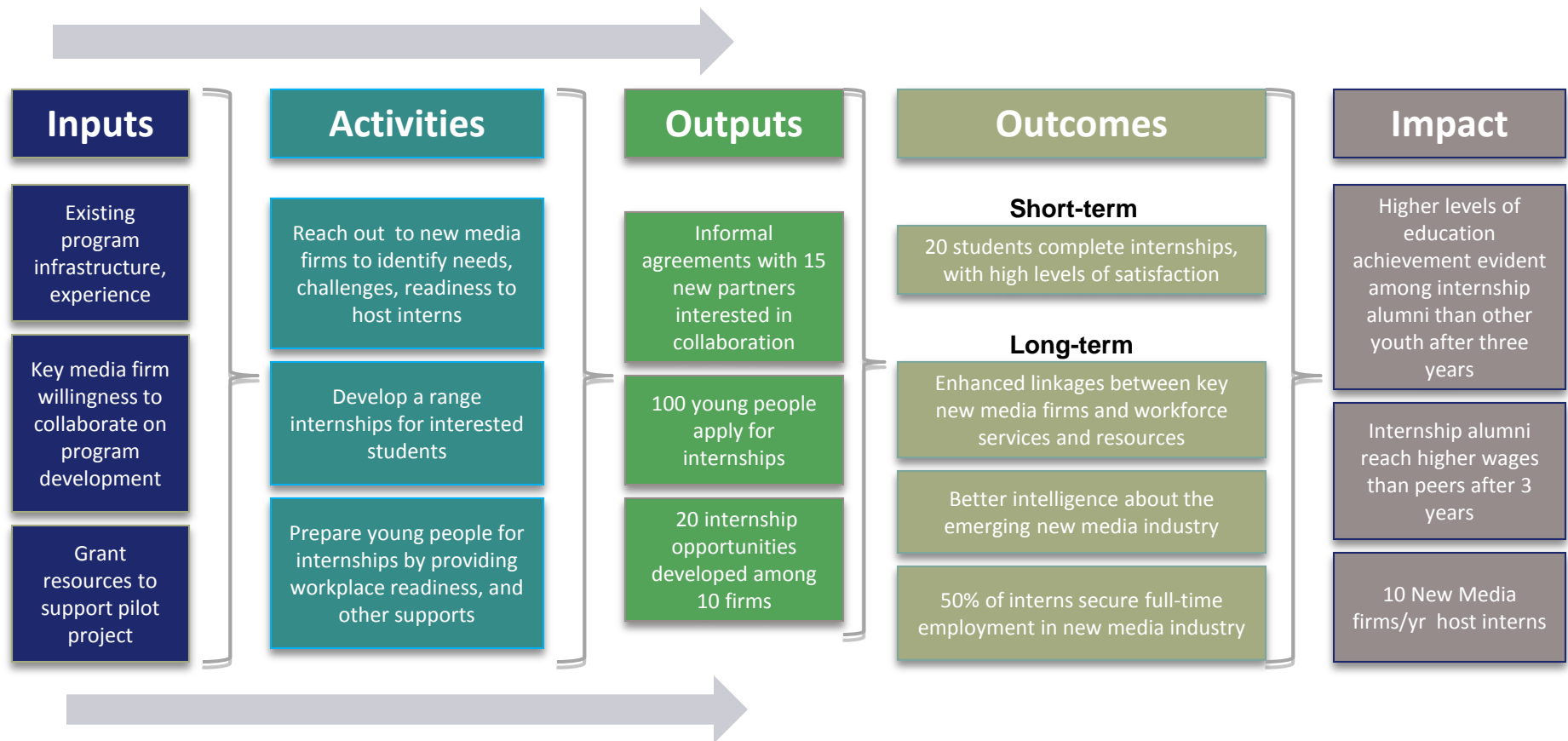**GOAL: Connect young people to jobs & careers in the new media industry.**

Inputs	Activities	Outputs	Outcomes	Impact
Existing program infrastructure, experience	Reach out to new media firms to identify needs, challenges, readiness to host interns	Informal agreements with 15 new partners interested in collaboration	**Short-term** 20 students complete internships, with high levels of satisfaction	Higher levels of education achievement evident among internship alumni than other youth after three years
Key media firm willingness to collaborate on program development	Develop a range internships for interested students	100 young people apply for internships	**Long-term** Enhanced linkages between key new media firms and workforce services and resources	Internship alumni reach higher wages than peers after 3 years
Grant resources to support pilot project	Prepare young people for internships by providing workplace readiness, and other supports	20 internship opportunities developed among 10 firms	Better intelligence about the emerging new media industry	10 New Media firms/yr host interns
			50% of interns secure full-time employment in new media industry	

Adapted from W.K. Kellogg Foundation's Logic Model Development Guide

Grant Craft – Mapping Change
http://www.grantcraft.org/index.cfm?fuseaction=Page.ViewPage&pageId=1542

Annie E. Casey Foundation – Theory of Change Toolkit
http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid=%7B33431955-1255-47F4-A60B-0F5F3AABA907%7D

W.K. Kellogg Foundation – Logic Model Development Guide: http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx

Citywide Nonprofit Monitoring & Capacity Building Program

Public Website:
http://sfcontroller.org/nonprofits
- -Training Materials
- -Resources for Nonprofits

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