Overview of Session

- The Utility of a Logic Model & Theory of Change Approach to Program Planning
- Terminology
- How to Develop a Logic Model
- Developing a Theory of Change
- Using a Theory of Change and Logic Model for Self-Evaluation
- Wrap-up
THE UTILITY OF A LOGIC MODEL & THEORY OF CHANGE APPROACH TO PROGRAM PLANNING

Definitions

- Theory of change: a theoretical description of a problem, a program (or intervention), and the expected outcomes of the program identifying the links between these elements

- Logic Model: a graphic representation of a theory of change
Components

• Description of context
• Overview of activities
• Articulation of desired goals or outcomes
• Identification of the links between these

Utility & Limitations

• Utility
  – Guide program planning
  – Determine what and when to measure
  – Support grant applications
• Limitations
  – Captures intent, not actual results
  – Simplify complex causal factors
  – May stifle creativity if followed exactly
  – Focus on positive outcomes only
Example Program

Problem

Families with a child (<9 years) who has a disability are under increased stress and are more likely to experience child abuse and neglect.

Intervention/Activities

Case Management
1. Home visitation
2. Referrals to community resources
3. Provision of information
4. Parenting Classes
5. Child development
6. Developing a nurturing environment
7. Stress management
8. IEP
9. Support Groups

Short-term Outcomes

Learn about new resources
Learn how to better interact with support systems
Learn how to better handle disruptive behavior
Learn new techniques for nurturing children
Learn new techniques for handling frustration and anxiety

Medium-term Outcomes

Make contact with and arrange for new services
More productive interactions with providers
More nurturing interactions with children

Long-term Outcomes

Reduction and/or eradication of child abuse and neglect in families who have a child with a disability

Resources

Financial resources from:
1. Grants
2. Reimbursements
3. Fundraisers
4. In-kind resources

Strong network of community partners and support

TERMINOLOGY
Key Terms

• Problem: the issue or challenge that needs to be addressed
• Input: resources a program has to address a problem
• Activity: the intervention design to address a problem
• Output: a count of activities and goods and services delivered
• Outcomes:
  – Short-term: learning OR immediate results from the intervention
  – Medium-term: behavior change OR proximate results from the intervention
  – Long-term: cumulative change OR permanent change from the intervention

Exercise Instructions

• Find the “Terminology Worksheet”

• For each item,
  – Identify what type of a logic model event it is
  – Think through why you answered this way and justify your answer

• Review answers as a group
HOW TO DEVELOP A LOGIC MODEL

Steps

1. Start with the problem and the long-term outcome
2. Identify resources
3. List activities
4. Lay out short- and medium-term outcomes
5. Make the causal links
6. Review for missing pieces
Exercise Instructions

- Work with the people from your organization or alone
- Find the “Logic Model Worksheet Instructions” and “Logic Model Worksheet”
- Complete Parts I and II
- Large group discussion (will need 2-3 volunteers)

DEVELOPING A THEORY OF CHANGE
Major Components

• 1-2 page narrative to accompany the logic model

• Usually includes:
  – Articulation of need
  – Understanding of change
  – Overview of organization
  – Program overview and justification

Exercise Instructions

• Work in the same groups you were in for the logic model exercise

• Find the “Theory of Change Worksheet”

• Answer the questions in Part I

• If time permits, use the instructions in Parts II-IV for planning
USING A THEORY OF CHANGE AND LOGIC MODEL FOR SELF-EVALUATION

Why Self-Evaluate

- Mid-course corrections
- Future planning
- Grant applications
**Benchmarks and Indicators**

- A benchmark (or indicator) is an observable, empirical measure of an activity or outcome.
- For each activity, consider possible benchmarks (our outputs from earlier).
- For each outcome, consider possible benchmarks that will help you mark progress.

**Exercise Instructions**

- Continue working with your earlier groups.
- Pull out your completed “Logic Model Worksheet”
  1. For each activity, identify measurable outputs.
  2. For each outcome, identify measurable benchmarks.
  3. Use this to brainstorm about what to measure and when.
WRAP UP