

# Prevention Program Planning: How Logic Models Can Help!



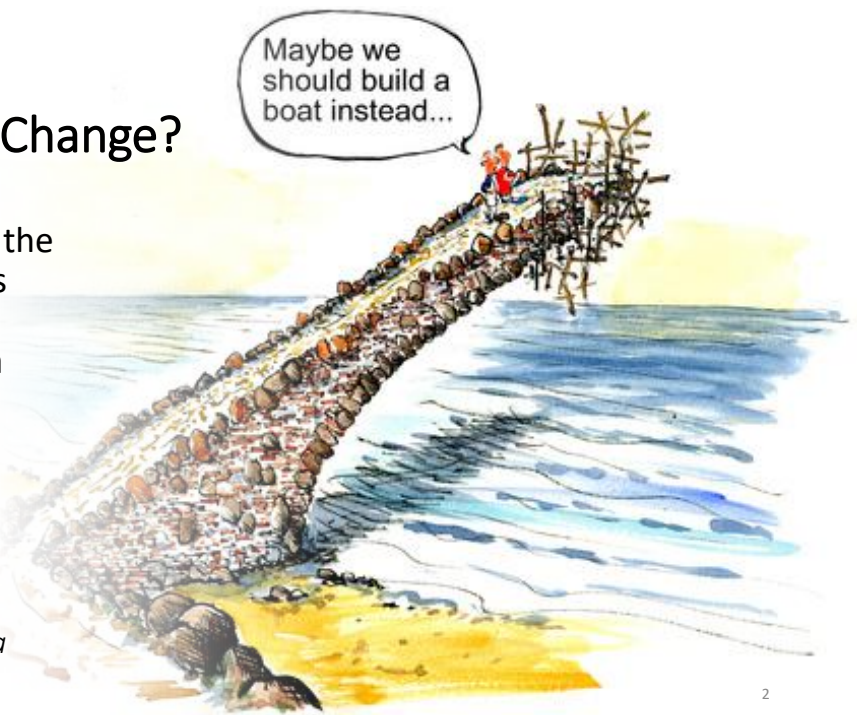
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## What is Theory of Change?

A process that refers to the beliefs and assumptions about how a desired change will happen or a goal will be realized.

*"If you don't know where you're going, how are you gonna know when you get there?"*

- Yogi Berra

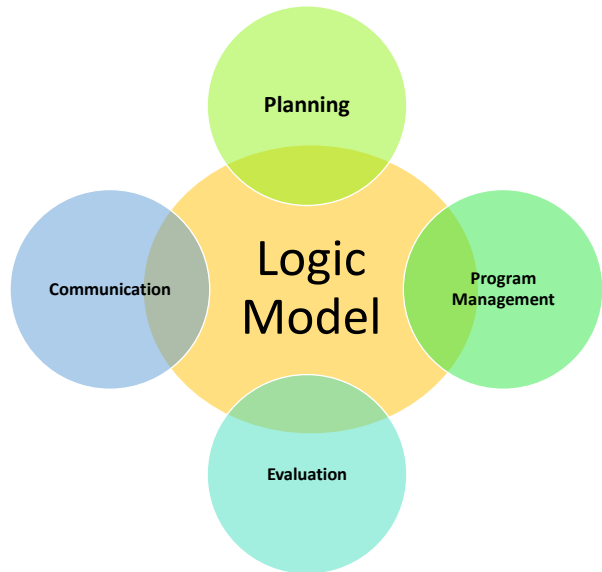


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## Logic Models: The Core of Programming

- Planning – a framework and process
- Program management – used to track and monitor program fidelity
- Evaluation – outlines expected process and outcome measures
- Communications – serves as a concise graphic representation of the program or initiative



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## Logic Model Components:

- Problem Statement
- Inputs/Resources
- Outputs: Activities/Services
- Outputs: Participation
- Objectives
- Outcomes
- Indicators
- Impact/Goal



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## Problem Statement

- Very simply:
  - Why your program exists.
  - Your program's purpose.
  - Why you do what you do.
- Should be quantified – WHY?
  - To show that you are not working under gut assumptions
  - To localize the problem
  - To legitimize the need for your program

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## Examples of Problem Statements

### UNACCEPTABLE

- “Our community lacks after school programs and tutors.”
- “Our organization doesn’t have enough staff to run our after-school program.”
- “Too many young people in this community don’t graduate from high school. Youth need to graduate high school in order to succeed in life.”

### ACCEPTABLE

- Middle-school aged children in Happytown USA face multiple academic, behavioral, and social-emotional barriers with exposure to very few positive age-appropriate out-of-school activities, and approximately 43% of these youth have a diagnosed mental, emotional, and/or behavioral health disorder that creates barriers to academic success. These factors contribute to an 80.8% high school graduation rate and 5% ninth grade incompleteness rate for the region.

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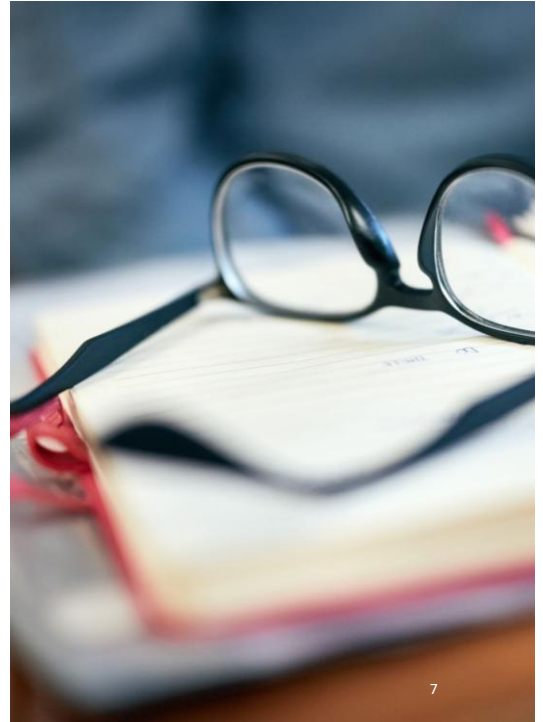
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# Problem Statements

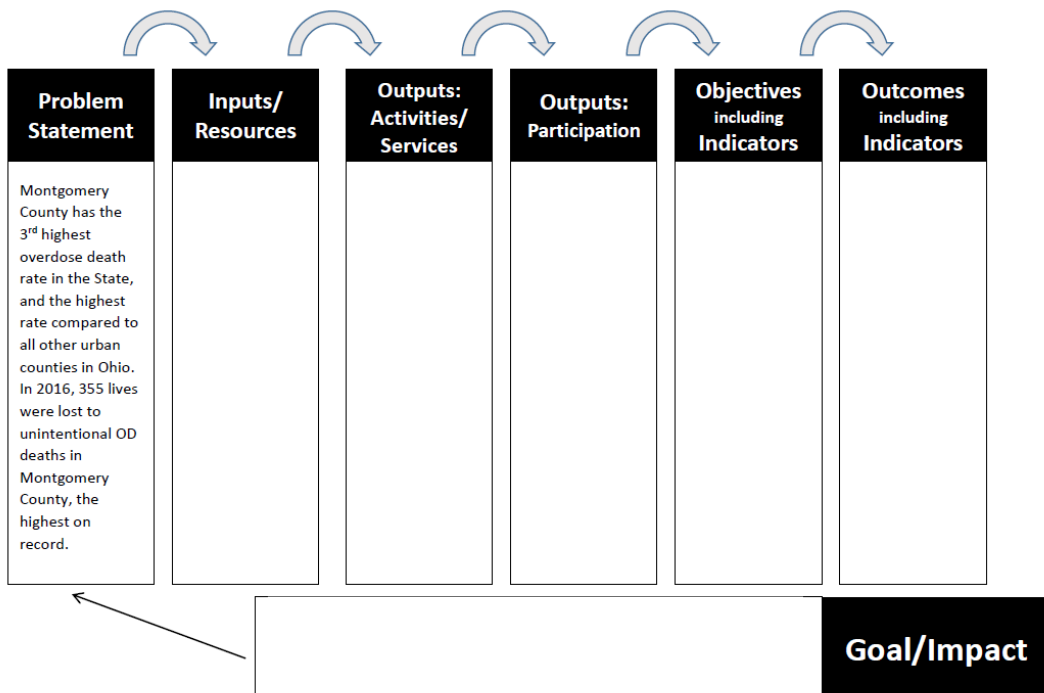
What problems in the community will/does your program address?

## Things to consider:

- Why is this problem more important to address over others in your community?
- What conditions or factors in your community contribute to this problem?
- What community-level data exist to quantify this problem?



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## Inputs / Resources

- What you NEED
- Inputs ensure that it is possible to deliver your services and achieve the intended results of your program
- Tangible and intangible resources: human resources (personnel), money, machinery (computers, vehicles, etc.), equipment, space, partnerships.
- Examples:
  - \$50,000
  - A minimum of one Subject Matter Expert (SME)
  - 1 FTE academic tutor
  - Donated quiet space after school 5 days per week
  - Academic supplies: textbooks, spiral notebooks, etc.
  - Prevention curriculum materials
  - Cooperation with the school administration

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## Inputs

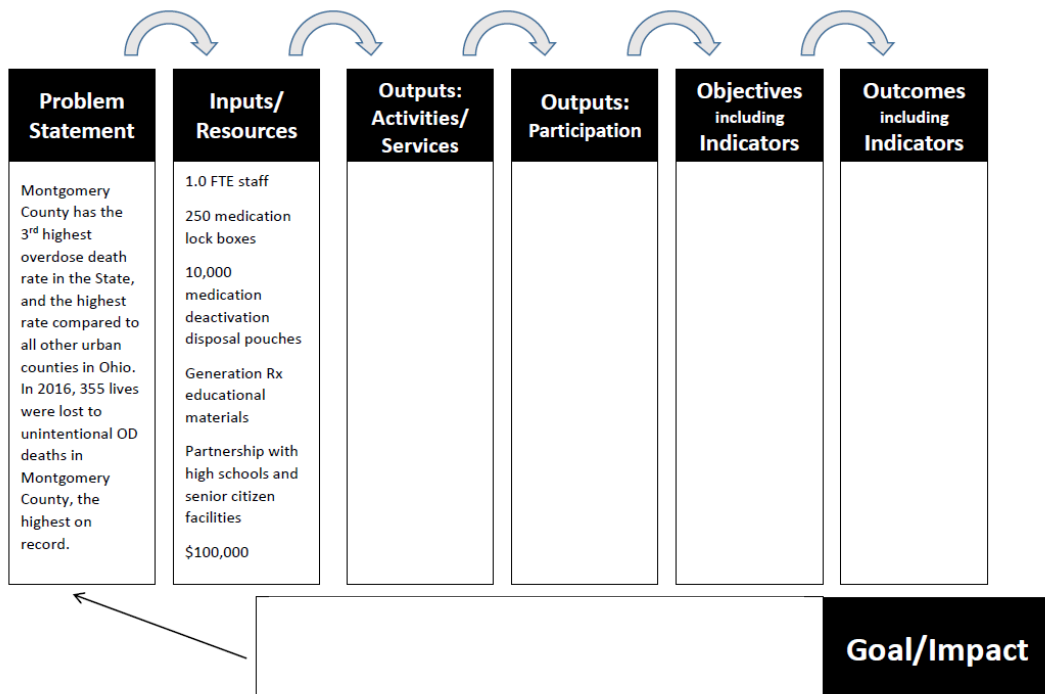
What resources do you need to run your prevention activities?

- Things to consider:
  - What evidence-based program or practice are you using?
  - How much funding is needed?
  - How many staff or volunteers will be needed for implementation?
  - What needs to be purchased or secured to implement the activities?



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## Outputs

**Quantification** of a process, or the measure of an activity that contributes to the achievement of goals.

1. Outputs: Activities or Services
  - What you **do** to address the problem
2. Outputs: Participation
  - Who you **reach**



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## Outputs: Activities or Services

### ➤ WHAT YOU DO (by frequency and/or duration):

- After-school prevention classes 5 days per week for 36 weeks
- Weekly progress meetings with classroom teachers
- Weekly parent discussions
- Monthly family involvement events

### ➤ QUANTIFY, QUANTIFY, QUANTIFY!

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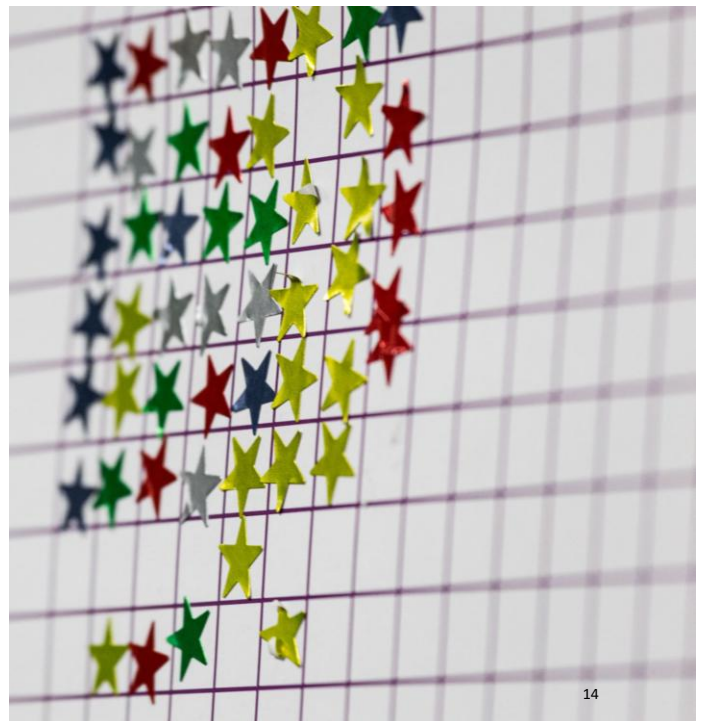
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## Outputs: Participation

### ➤ WHO YOU REACH

- 120 students will participate in prevention programming
- 75 teachers will attend progress meetings
- 65 parents will participate in discussions
- 100 family members will attend monthly family involvement events
- At least 90 students will attend a minimum of 75% of prevention sessions

### ➤ QUANTIFY, QUANTIFY, QUANTIFY!



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## Outputs

### Outputs: Activities or Services

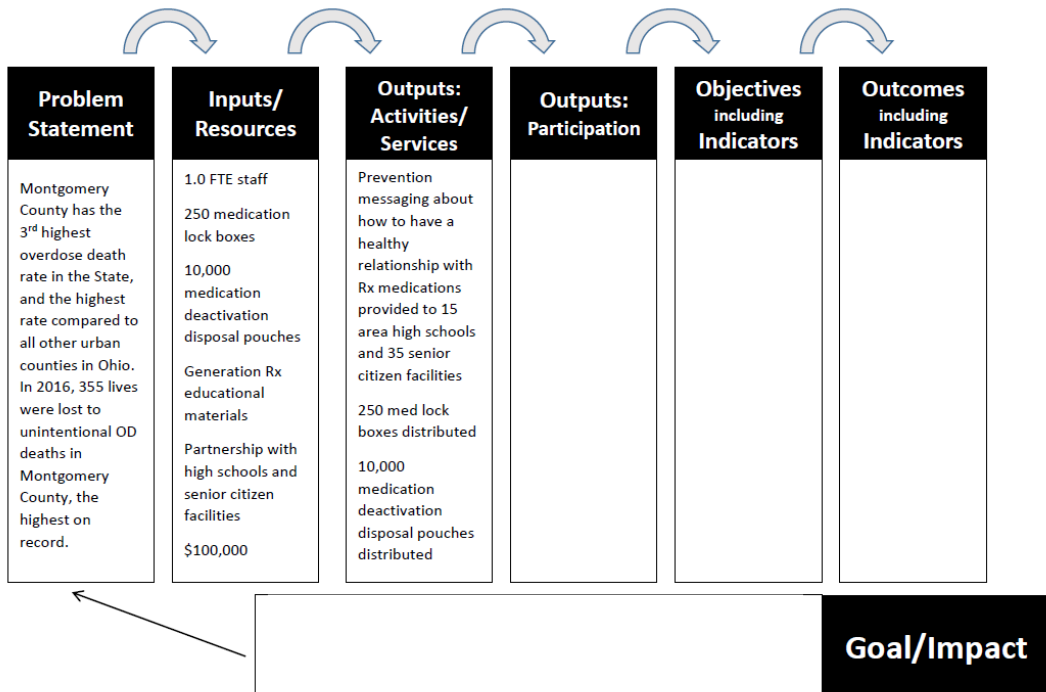
- Things to consider:
  - How many sessions of the evidence-based program or practice will be delivered this year?
  - How many trainings?
  - How many newsletters?
  - How many coalition meetings?

### Outputs: Participation

- Things to consider:
  - How many total participants will you serve?
  - How many participants per session?
  - What attendance rate are you striving for?

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# Objectives and Outcomes



Both are determinations and evaluation of the results of an activity or program



Both are concrete measurements of change



**Objectives** describe progress towards program goals



**Outcomes** describe the expected results once the objectives are reached

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## OBJECTIVES & OUTCOMES: THE DIFFERENCE

### OBJECTIVES:

Describe detailed measures of change.

Youth will learn drug refusal skills.

Youth will agree that it is unacceptable to drink alcohol before their 21<sup>st</sup> birthday.

Youth will learn healthy coping strategies to address their stress.

### OUTCOMES:

Describe broader aspects of change that occur as a result of accomplishing the objectives.

Youth will use drug refusal skills.

Youth will not drink alcohol before their 21<sup>st</sup> birthday.

Youth will use healthy coping strategies to address their stress.

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## Be SMART

- Specific – who and what?
  - *Example: Reduce the percent of Warren County students in grades 6 through 12 who have smoked cigarettes in the past 30 days.*
- Measurable – How much? How many?
  - By 2%
- Achievable - Can it be done in the proposed timeframe?
- Realistic - Do we have the resources available to achieve this objective? Is it possible to achieve this outcome?
- Time-bound - When will this objective be accomplished? What is the stated deadline?

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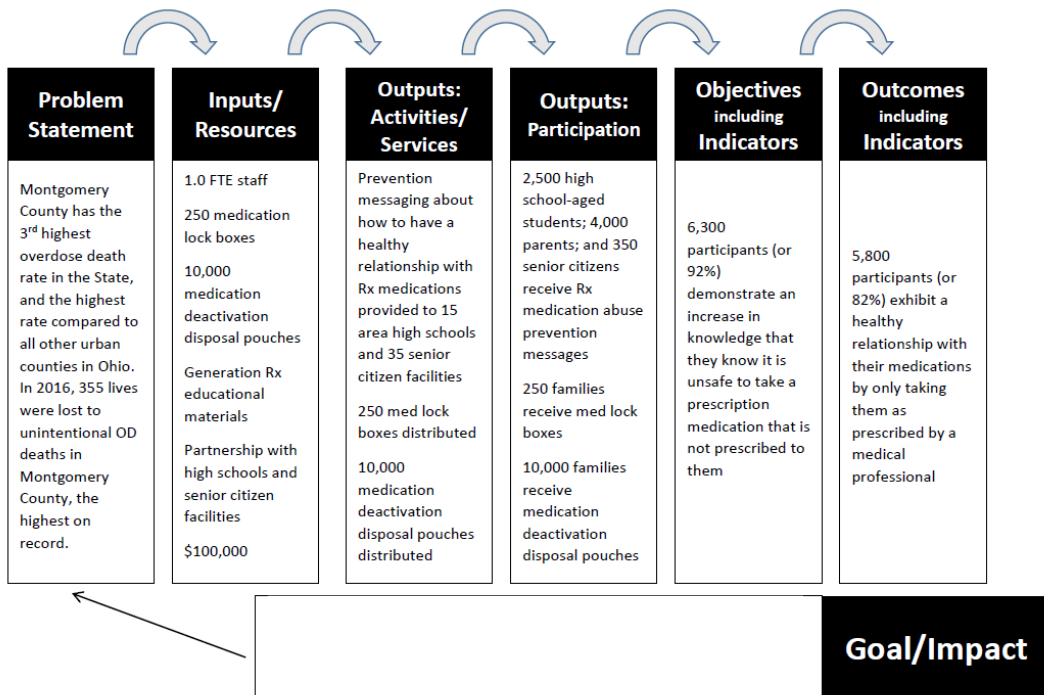
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## Objectives & Outcomes with Indicators

Objectives	Outcomes
225 students will submit at least 90% of their homework daily	190 students will improve by at least one letter grade
97% of the students will attend school without any unexcused absences	95% of the students will pass to the next grade level
25% of students will report a change in beliefs and attitudes toward mental health concerns	15% of students will demonstrate help seeking behavior for themselves or others

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## Goal / impact

- Goal statements should be grandiose!
- A *pie in the sky* statement
- Typically, does NOT need to be quantified
- Should tie DIRECTLY BACK to your problem statement

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# Goal / Impact

UNACCEPTABLE –

“To improve the graduation rate at Happytown School.”

“To decrease substance abuse among teenagers in Mahoning County.”

ACCEPTABLE –

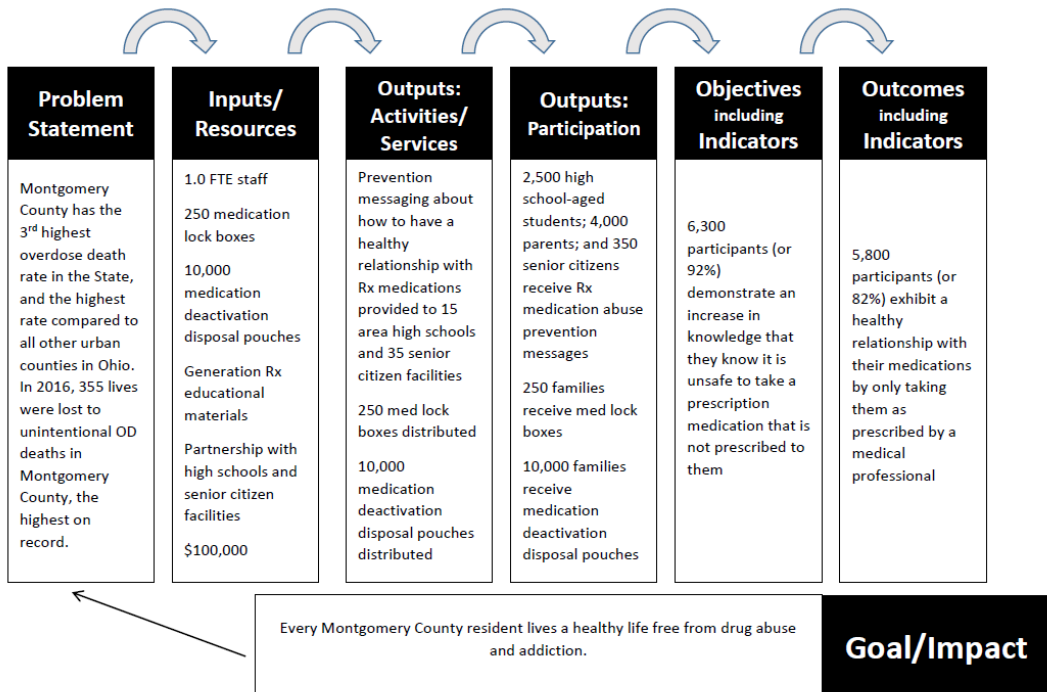
“Every child in Greene County has healthy food to eat, every day.”

“Every high school senior graduates from the Happytown School District.”

“Every young person makes healthy choices including avoiding alcohol and other drugs.”

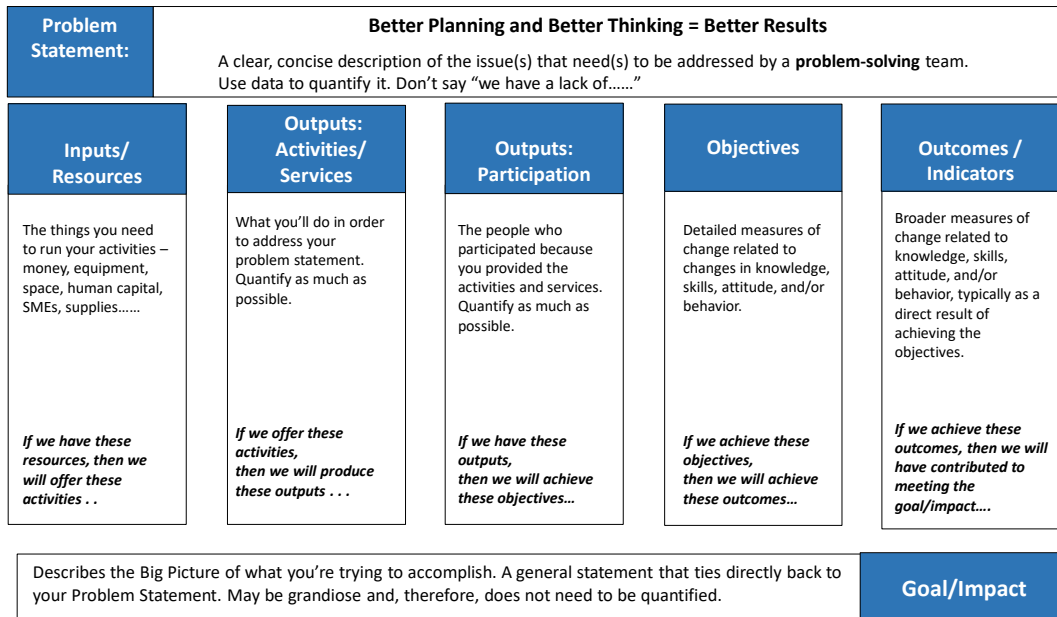
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**THANK YOU!**

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