

# Logic Models for Prevention Planning II



# Schedule

- 9:20 – 10:30 -> Our planned activities: external factors, assumptions, resources, activities
- 10:45 – 11:45 -> The outcome of our planned activities: outputs, outcomes, impact
- 11:45 – Noon -> Next steps and closing



# Review: Logic Model Webinar from July



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# Our learning objectives in July

- Identify and describe the value and utility of creating a logic model
- Define the main terms that facilitate the creation of a logic model
- Establish connection between logic model, evaluation tools, and measurable outcomes in scope of work



PROGRAM:

SITUATION:



INPUTS/RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
In order to accomplish our set of activities we will need:	In order to address our problem or asset we will need to conduct the following activities	The activities will result in the <b>targeted participants</b> having received the intended services, as evidenced by:	We expect that, when implemented, these activities will lead to the following changes:	We expect that, when implemented in their entirety, the ultimate achievement of the program activities will be the following:

**ASSUMPTIONS**

These are beliefs we have about the program, the people involved, and how we think the program will operate.



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**EXTERNAL FACTORS**

These are aspects external to the program that influence the way the program operates. These can include political environment, background and experiences of participants, media and policies.



# Today: Logic Model in Practice



# Our learning objectives for today

- Connect one objective from your existing CDPH scope of work with a logic model format
- Create a logic model for that SOW objective through worksheets, informational interviews, and group work.
- Prepare to use your logic model to craft S.M.A.R.T objectives to be used in your RPE SOW
- Lay the ground for developing relevant and helpful outcome evaluation plans



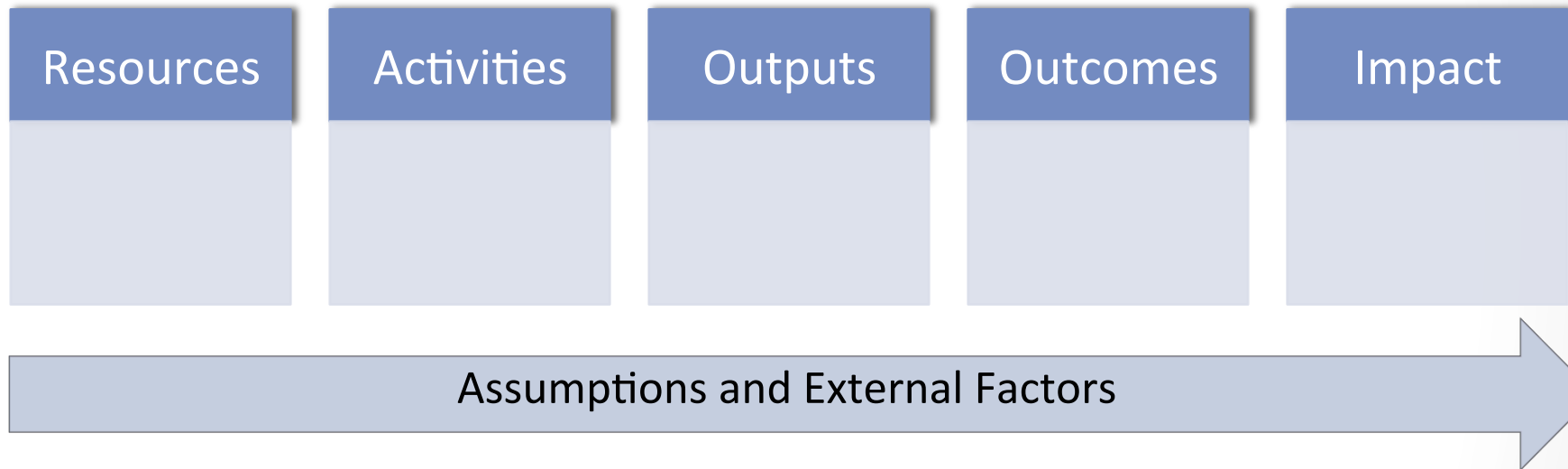


What are our collective  
goals for the day?

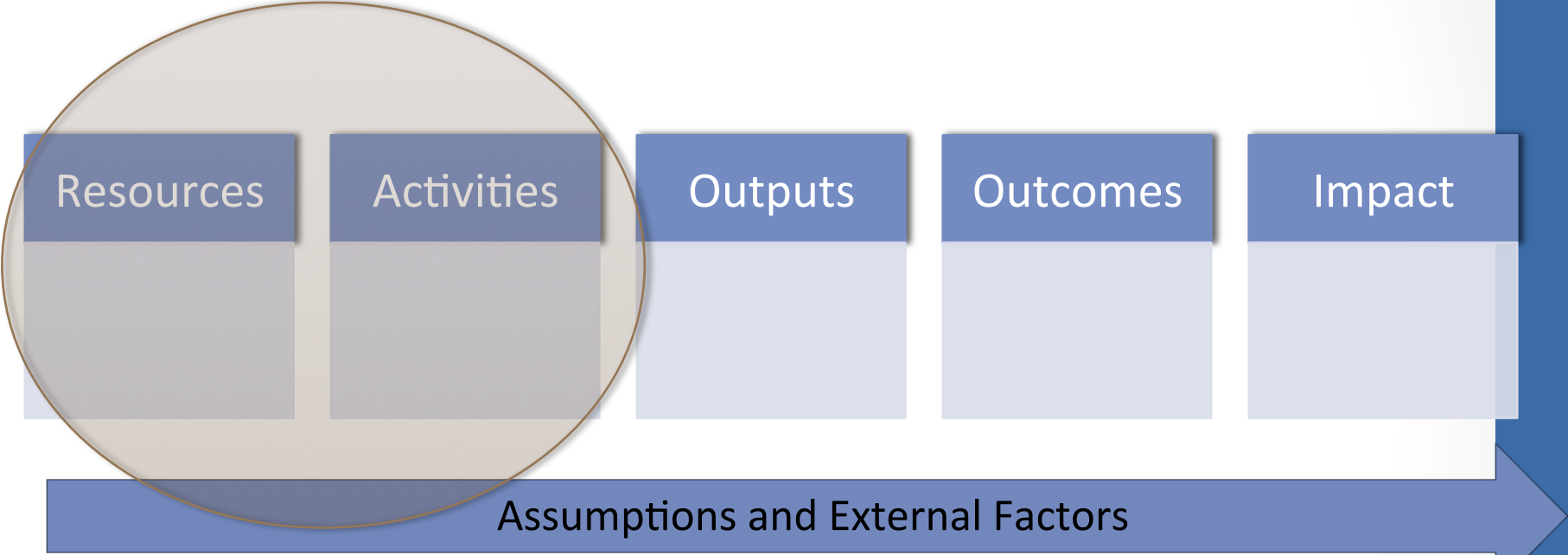
What information do we  
need to move forward?



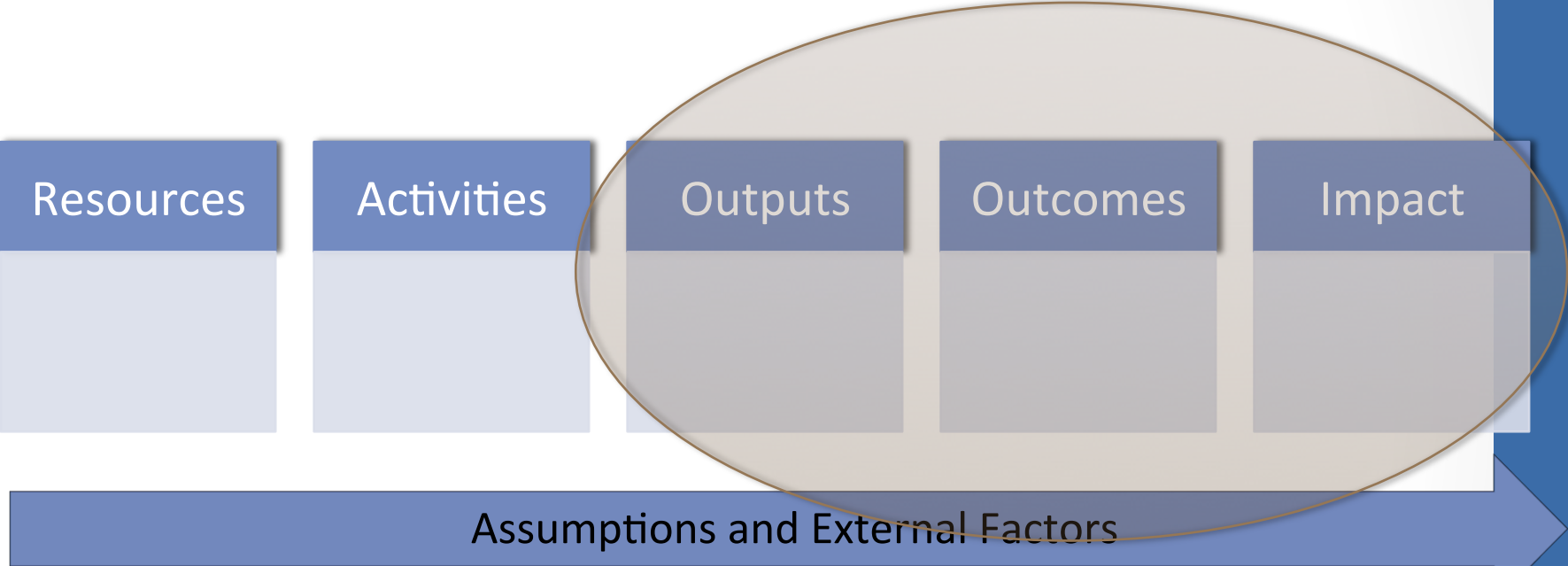
# How are we going to get there?



# Your planned work



# Your intended results



# Connecting your logic model with your scope of work

**Exhibit A**  
**Scope of Work**  
**November 1, 2012 – October 31, 2013**

GOAL # 1:			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
1.  Staff Responsible:	1.1	1.1	1.1



# Use an objective from your scope of work to practice developing a logic model

- We'll use the information as a starting point for our logic model
- Keep in mind – it might change and grow!

# We'll follow a parallel process with a current campaign happening in Rhode Island



# Logic models help us to explain our work

Turn to another person at your table who does not work at or with your agency, and ask each other the following

- What is your objective?
- Who is your audience?
- What do you hope to change as a result of your objective?
- How do you know the objective works?



# What did you learn?

- Was it challenging to explain your program to someone who had never worked with it?
- What was the easiest question to answer?
- What was the most challenging question to answer?

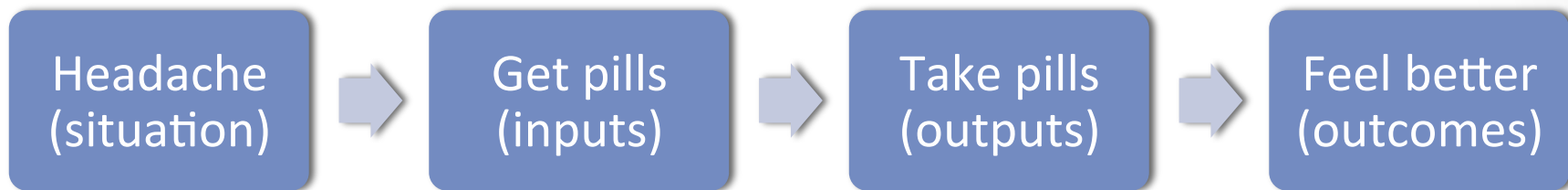


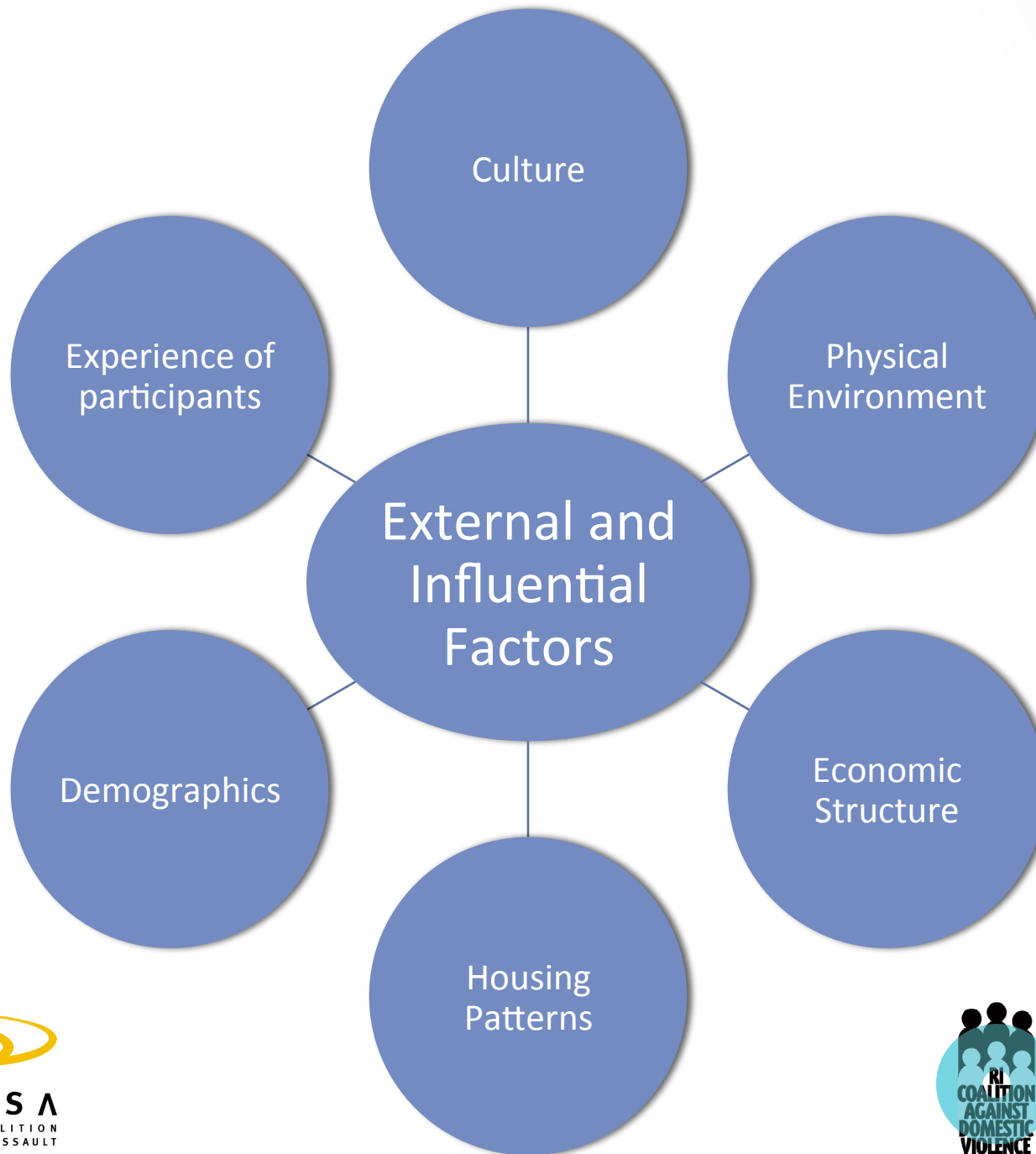


# Before starting: What's the problem?



# Before starting a program: Assumptions





# How this happened with Ten Men

## Assumption:

- Men would participate if they were asked
- Men have social influence over their peers
- Men engaged in the IPV movement will contribute to reduced rates of IPV

## External factors:

- Small state, easy to do state level work



# Identify internal resources

- Do you have what you need “in-house” in order to implement the program?
- What partnerships do you have and what do you need?
- Is there internal support?

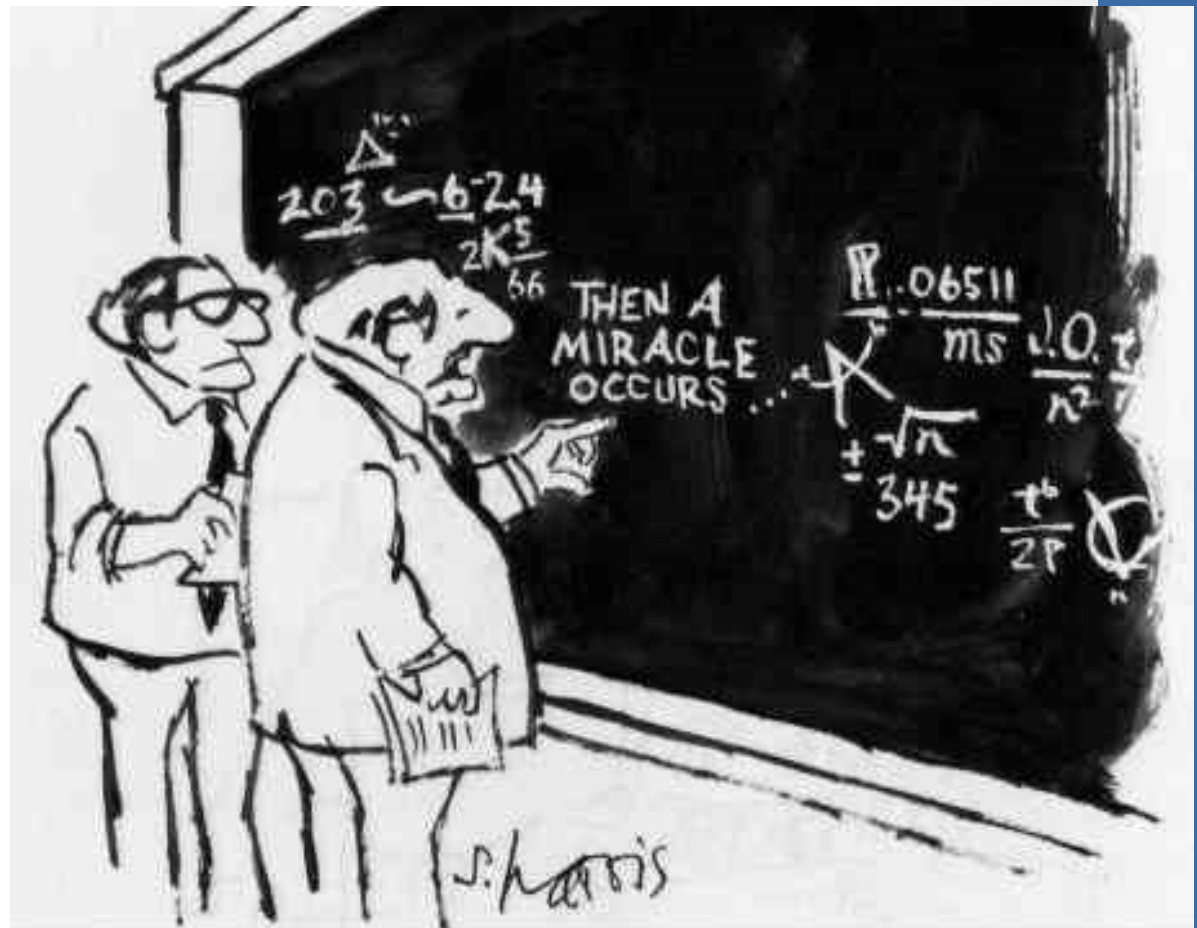


# In Rhode Island...

- RICADV dedicated time from the Director of Prevention and Community Outreach and the Communications Team
- RICADV assessed the need to engage men as part of the solution to end domestic violence
- Determined the time it would take to develop materials for trainings



# Connecting program goals to the intended impact



"I think you should be more explicit here in step two."

from *What's so Funny about Science?* by Sidney Harris (1977)

“But I can’t explain how I do the magic that is our program...!”

I sit at my desk



Something happens



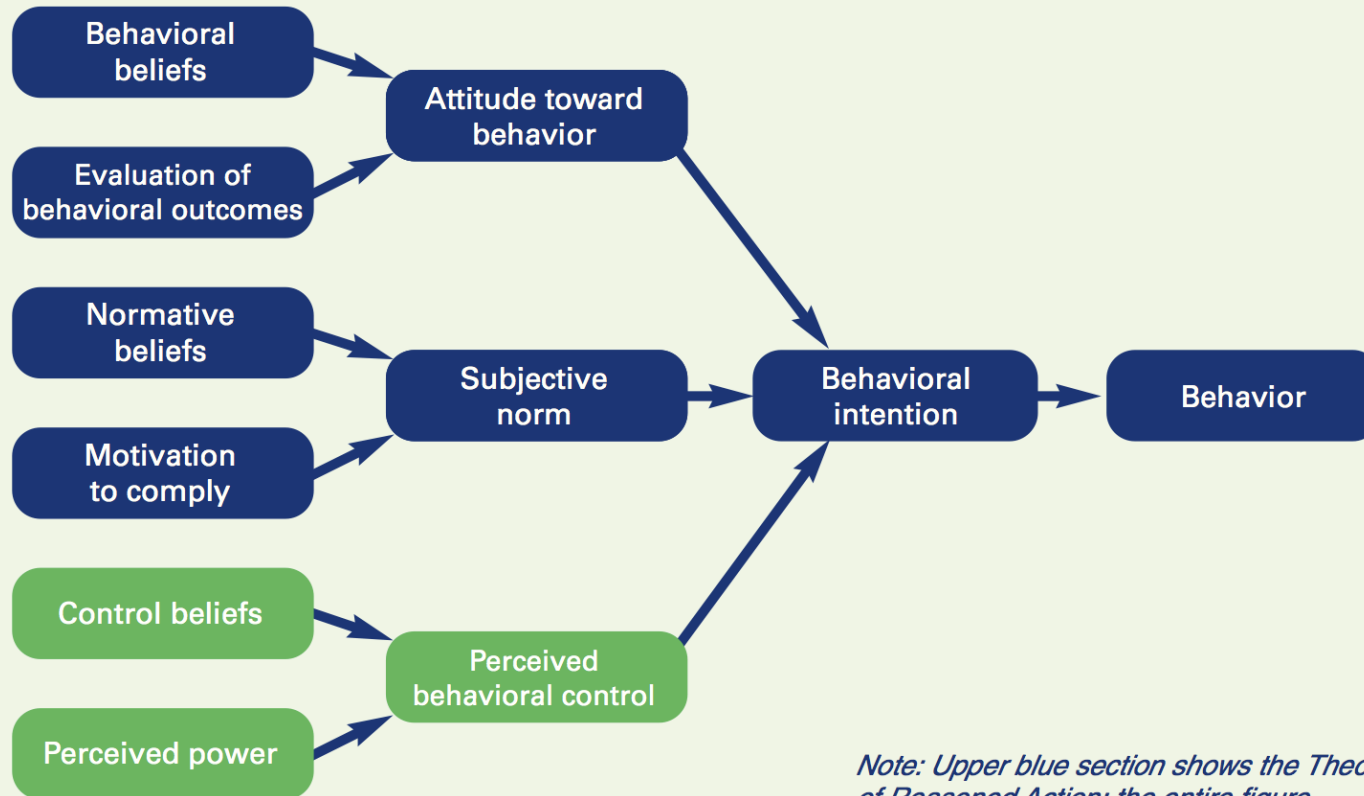
The world is a better place





# In Rhode Island...

**Figure 3.** Theory of Reasoned Action and Theory of Planned Behavior



# What activities do you need to conduct to achieve your outcomes?

- How can your program accomplish its goals?



In Rhode Island...

**MORE!!**

The first cohort of Ten Men wanted more meetings, formalized agendas, public speaking opportunities



# Outputs



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# Clarifying the difference between outputs and outcomes

- Outputs are focused on the quantity or product
  - did you carry forward with your listed activities to the participants you targeted?
  - did it happen?
- Outcomes are focused on quality and efficacy
  - what changes occurred as a result of carrying out the activities?



# Outcomes

*Direction of Change (increase/ decrease/ maintain)	*Unit of Measurement (#, %, or rate)	*What Will be Measured (one single measurement per objective)	*Baseline	*Target	*Data Source
Increase	number of	people participating in Ten Men group who demonstrate self-efficacy in utilizing in bystander intervention strategies	0	10	Pre-post test, qualitative interviews w/ follow-up

# Reflections



# Reflections

- Did you have any insights while creating your logic model?
- How do you think this format can be useful to program planning and evaluation?
- What is difficult about utilizing this process?
- Anything else come to mind?





# Using your logic model in the current RPE year

- Promote program integration activities
- Strengthen internal capacity



# Check it!



# Using your logic model for next year

- Use your logic model to modify your existing SOW so that it is reflective of new funding formula to:
  - Identify resources needed for completion of objectives
  - Prioritize objectives and desired outcomes



# Connecting your logic model with your scope of work

**Exhibit A**  
**Scope of Work**  
**November 1, 2012 – October 31, 2013**

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# In the next RPE application

- Use the knowledge and skill acquired to create a complete logic model if one is requested



# Next step: Regional Trainings

- Using your logic model to create an explicit SOW using S.M.A.R.T objectives
- Develop an evaluation plan that is relevant to your stated objective and program process



# Regional Training Dates

- Friday September 13 10am-1pm (Mid-coast)
  - Community Solutions (Morgan Hill, CA)
- Wednesday September 18 10am-1pm (Central Coast)
  - UCSB (Santa Barbara, CA)
- Friday September 27 10am-1pm (Southern)
  - Peace Over Violence (Los Angeles, CA)
- Monday September 30 9am-12pm (Central Valley)
  - CSU Fresno (Fresno, CA)
- Friday October 18 10am-1pm (North)
  - WEAVE (Sacramento, CA)
- Tuesday October 22 10am-1pm (Bay Area)
  - Rape Trauma Service (Burlingame, CA)



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