Planning & Measuring Outcome-focused work with Young People – A Logic Model Approach

National Youth Health Programme
Specialist Certificate in Youth Health Promotion
Tuesday 17th January, 2012
2.00pm -4.30pm

Siobhán Mc Grory
H.P. Training & Support Services
Tel: 087-2354912
Email: smcgrory1@eircom.net
Session 1: Planning & Measuring our current work with Young People

• How do we currently plan, measure and record our work?
• What is working well in how we do this?
• What changes or improvements are required to our current processes?
Session 2: An Outcome-focused approach in our work –WHAT & WHY?

- The purpose and rationale for outcome-focused work with young people i.e. the national and organisational contexts?
- What is an outcome-focused approach and why work in this way?
- How do we move beyond ‘what we do’ and ‘how we do it’ in our work with young people?
Session 3: An Outcome-focused Approach in our work – HOW?

• Practical Logic Model framework for planning and measuring outcome-focused work.
• Template for measuring outcomes in our work with young people
• Template(s) for recording outcome-focused work with young people
A Systematic approach to planning our work

1. Assessment (Needs Assessment)
2. Planning
3. Implementation (Activities & Programmes)
4. Evaluation

APIE – A BASIC PLANNING MODEL
(Assessment, Planning, Implementation, Evaluation)

Adapted from: http://youthworkcentral.tripod.com/apie.htm
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Understanding the language

- Aims
- Objectives
- Activities
- Inputs
- Outputs
- Outcomes
Programme Planning Process......

Objectives

Aims

Objectives

Objectives

Objectives

Day-to-day or Week-to-week Activities

Day-to-day or Week-to-week Activities

Day-to-day or Week-to-week Activities
Aims & Objectives

• Aim – the overall purpose or goal for your programme/project i.e. the change you wish to achieve through your programme/project……the ‘WHAT’

• Objective – tells the ‘HOW’ of the project aim.
• Objectives should be SMART
Inputs & Outputs

• **Inputs.** Resources that go into a programme/project including staff time, materials, money, equipment, facilities, volunteer time.

• **Outputs.** The activities, products, and participation generated through the investment of resources i.e. the goods and services delivered.

What you do  
Who you reach
Outcomes

• Results or changes from the programme/project such as changes in knowledge, awareness, skills, attitudes, opinions, aspirations, motivation, behaviour, practice, decision-making, policies, social action, condition, or status.

• Outcomes may be intended and/or unintended, positive and negative.

• Outcomes fall along a continuum from immediate (short-term) to intermediate (medium-term) to final outcomes (long-term).
<table>
<thead>
<tr>
<th>SHORT</th>
<th>MEDIUM</th>
<th>LONG-TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Action</td>
<td>Conditions</td>
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<tr>
<td>Changes in</td>
<td></td>
<td>Changes in</td>
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<tr>
<td>Awareness</td>
<td>Behavior</td>
<td>Conditions</td>
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<tr>
<td>Knowledge</td>
<td>Decision-making</td>
<td>Social (well-being)</td>
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<td>Attitudes</td>
<td>Policies</td>
<td>Health</td>
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<td>Skills</td>
<td>Social action</td>
<td>Economic</td>
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<tr>
<td>Opinion</td>
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<td>Civic</td>
</tr>
<tr>
<td>Aspirations</td>
<td></td>
<td>Environmental</td>
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<tr>
<td>Motivation</td>
<td></td>
<td></td>
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<tr>
<td>Behavioral intent</td>
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</tbody>
</table>

**Chain of Outcomes**

University of Wisconsin - Extension, Cooperative Extension, Program Development and Evaluation
Identifying Outcomes

Ask yourself:

• What is/will be different as a result of the programme? For whom? What will be changed/improved?

• What do/will beneficiaries say is the value of the programme? What do/will they say about why they participate?

• For an existing programme, look at all the programme's major activities. For each activity, ask yourself, "Why are we doing that?" Usually, the answer to the "Why?" question is an outcome.
In summary......

Outcomes:

• Are not "what we do" but what results from what we do that is of value or benefit to others.
• Often occur over time on a continuum from short- to longer-term results.
• May focus on the individual, group, family, agency, systems, or community.
• Are usually best identified through the involvement of others.
• Should be important, realistic, and reasonable.
• Can be articulated in succinct, action-oriented statements.
• Can be unintended and negative so it is important to think about the unexpected, as well as the expected, as we craft our logic models.
## Writing Outcomes

Enhancing Program Performance with Logic Models, University of Wisconsin-Extension, Feb. 2003

<table>
<thead>
<tr>
<th>Who/What (the target subject)</th>
<th>Change/Desired effect (action verb)</th>
<th>In what (expected results)</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenage youth aged 13-17 years attending camp</td>
<td>improve</td>
<td>their leadership skills</td>
<td>by the end of camp</td>
</tr>
<tr>
<td>Low-income families participating in the program</td>
<td>increase</td>
<td>their use of community services</td>
<td>within three months after the program finishes</td>
</tr>
<tr>
<td>County management board</td>
<td>implements</td>
<td>waste management plan</td>
<td>within one year of program start-up</td>
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</tbody>
</table>

**Examples**
The *WHAT*: Logic Model Definition

Basically, a logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.

<table>
<thead>
<tr>
<th>Resources/ Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*Your Planned Work*  *Your Intended Results*
Figure 2. How to Read a Logic Model.

Certain resources are needed to operate your program.

If you have access to them, then you can use them to accomplish your planned activities.

If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended.

If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways.

If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur.

Resources/Inputs  ➔ Activities  ➔ Outputs  ➔ Outcomes  ➔ Impact

1  ➔ 2  ➔ 3  ➔ 4  ➔ 5

Your Planned Work  ➔ Your Intended Results

WK Kellogg Foundation, 2004
Basic Logic Model

**INPUTS**
- Program investments

**OUTPUTS**
- Activities
- Participation

**OUTCOMES**
- Short
- Medium
- Long-term

**IMPACT**
- Much Longer term

Your planned work
Your intended results
Everyday example

Get food → Eat food → Feel better
Every day logic model – Family Vacation

**INPUTS**
- Family Members
- Budget
- Car
- Camping Equipment

**OUTPUTS**
- Drive to state park
- Set up camp
- Cook, play, talk, laugh, hike

**OUTCOMES**
- Family members learn about each other; family bonds; family has a good time
Youth and community service

**INPUTS**
- Staff
- Grant
- Partners
- Time

**OUTPUTS**
- Youth identify project to work on
- Plan project
- Carry out the project
- Evaluate how they did

**OUTCOMES**
- Youth ages 12-16
- Youth improve skills in planning, decision making, problem solving
- Youth learn about their community
- Youth gain confidence in doing community work
- Youth demonstrate leadership skills
- Youth successfully complete projects
- Youth engage in additional community activities
- Youth are connected with and feel valued by their community

**Adults**

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Developing a logic model

• Determine the purpose of the logic model and who will use it and for what purposes?
• Involve others – who are your stakeholders?
• Set the boundaries for the logic model
• Understand the situation your programme or project is trying to address
• Explore the research, knowledge base, and what others have done/are doing in this context and see how this can inform your work.
Logic Model
- What are the benefits?

• Provides a common language
• Helps us differentiate between ‘what we do’ and ‘results’ --- outcomes
• Increases understanding about programme/project
• Guides and helps focus the work
• Leads to improved planning and management
• Increases intentionality and purpose
• Provides coherence across complex tasks, diverse environments
• It supports documentation, recording and record keeping
Logic Model

- What are the benefits?

- Enhances teamwork
- Guides prioritisation and allocation of resources
- Motivates staff
- Helps to identify important variables to measure and how to use evaluation resources wisely
- Increases resources, opportunities, recognition
- Supports replication
- Is becoming a requirement of many funders.
References

• Paul F. McCawley (n.d.). The logic Model for Program Planning and Evaluation. University of Idaho Extension
Resources and reference materials

- **Community Tool Box.** ctb.ku.edu/tools/en/sub_section_examples_1877.htm

- **Logic Model Tools.** A comprehensive list provided by the CDC. (www.cdc.gov/eval/resources.htm#logic%20model)


- **Basic Guide to Outcomes-Based Evaluation for Nonprofit Organizations with Very Limited Resources © Copyright Carter McNamara, MBA, PhD, Authenticity Consulting, LLC.** Adapted from the Field Guide to Nonprofit Program Design, Marketing and Evaluation.
Resources and reference materials

- **Online course on developing logic models and evaluation plans.** Offered by University of Wisconsin, Extension and designed for the beginner. ([www1.uwex.edu/ces/lmcourse/](www1.uwex.edu/ces/lmcourse/))

- **Logic Model Overview.** Also from University of Wisconsin, includes links to workbooks, PowerPoint presentations, etc. ([www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html))


- **Excerpts from Measuring Program Outcomes: A Practical Approach © 1996 United Way of America**