

Logic Models: Setting the Stage for Performance Measurement

December 6, 2006
2:30pm – 4:30pm EST



Presenters


- Kathleen Pritchard, Director of Community Impact Product Development, United Way of America
- Kristi Kordus, Finance Director, Marathon County, WI
- Brad Karger, Deputy County Administrator, Marathon County, WI



Agenda

- Logic Models – A Primer
- Deploying and Using Logic Models – A Case Study
- Using Logic Models to Communicate Program Outcomes
- Lessons Learned
- Q & A






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Logic Models: Setting the Stage for Performance Measurement

Government Finance Officers Association
December 6, 2006
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Topics



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- Logic Models—what and why?
- Developing a logic model
 - Examples
- Using a logic model

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What is a Logic Model?



- a picture of how a program works to achieve benefits for participants.
- the “if-then” sequence of changes to be set in motion to achieve outcomes.

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Logic Models: Roots and influence



- 1960's Evaluation literature focusing on international development efforts
- Results based measurement (Canadian government)
- 1980's Evaluation of domestic Health and Human service programs (United Way)
- Private Sector---Continuous Improvement
- Government Performance Review Act

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Reinventing Government

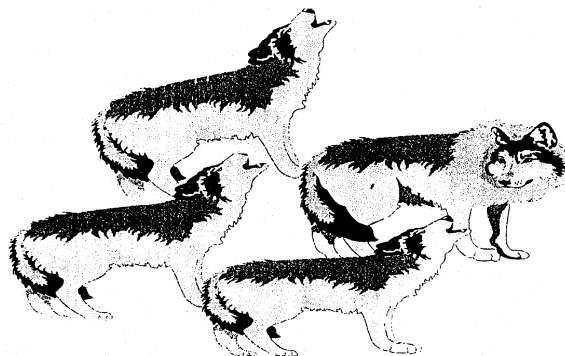


- What gets measured gets done.
- If you don't measure results, you can't tell success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

David Osborne and Ted Gaebler, Chapter 5 "Results Oriented Government"

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**But are we
having any effect?**



Source: Young & Gardner

Why use a logic model?



Absent established benchmarks and/or research that supports the choice of a service strategy, one way to test potential effectiveness is to look at the underlying assumptions or theories.

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Guiding Principles



- Focus, focus, focus.
- Specificity is your friend.
- Fewer is better.
- Expect it to be messy.
- Write it in pencil.

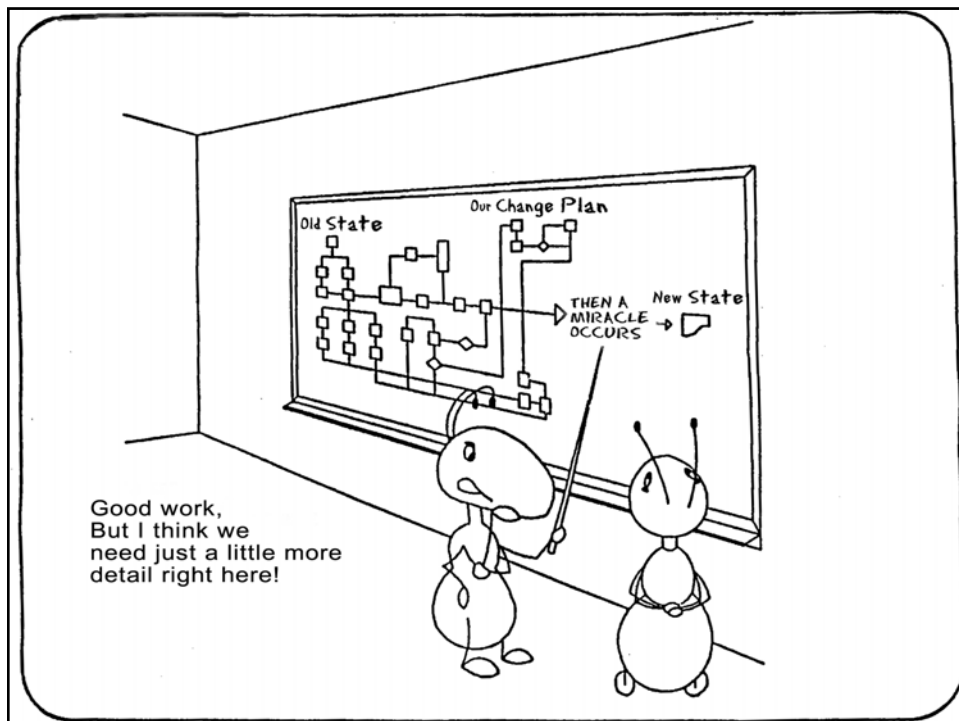
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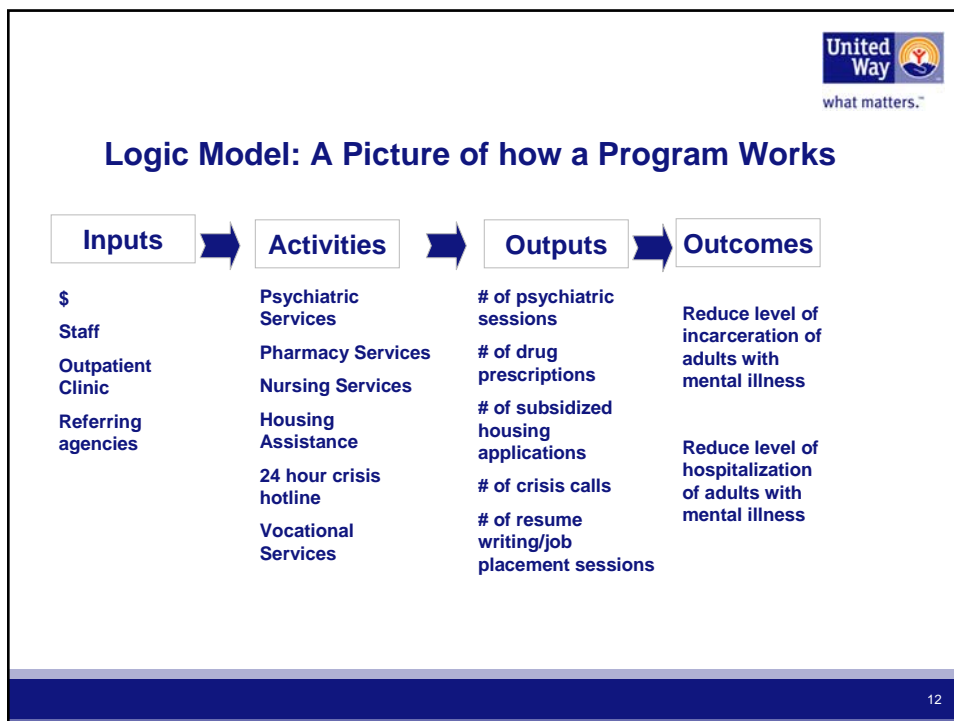
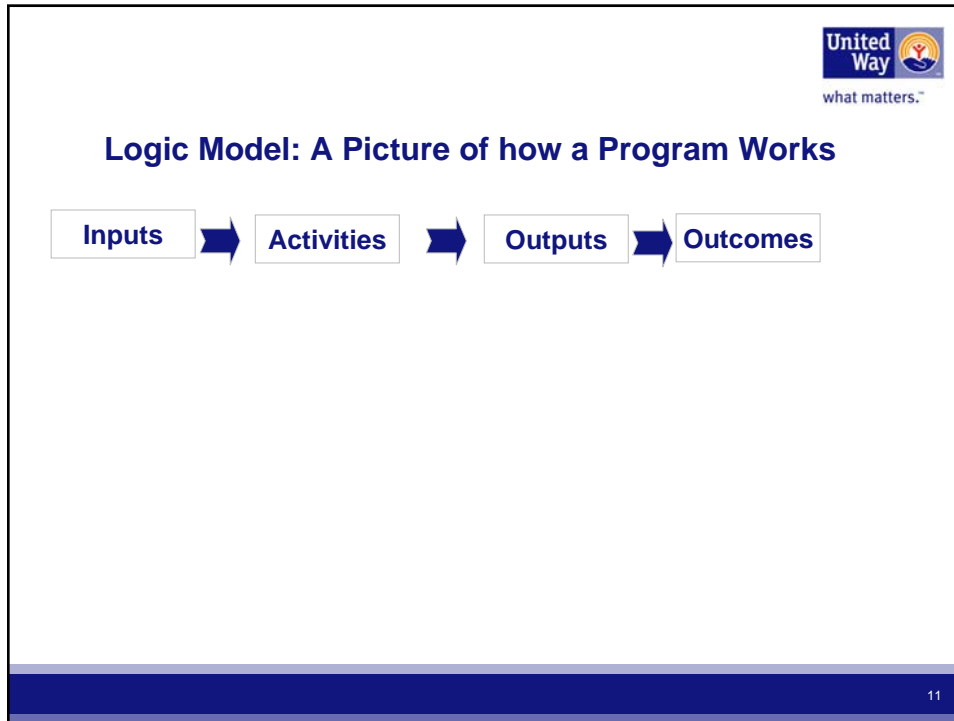
Logical Arguments

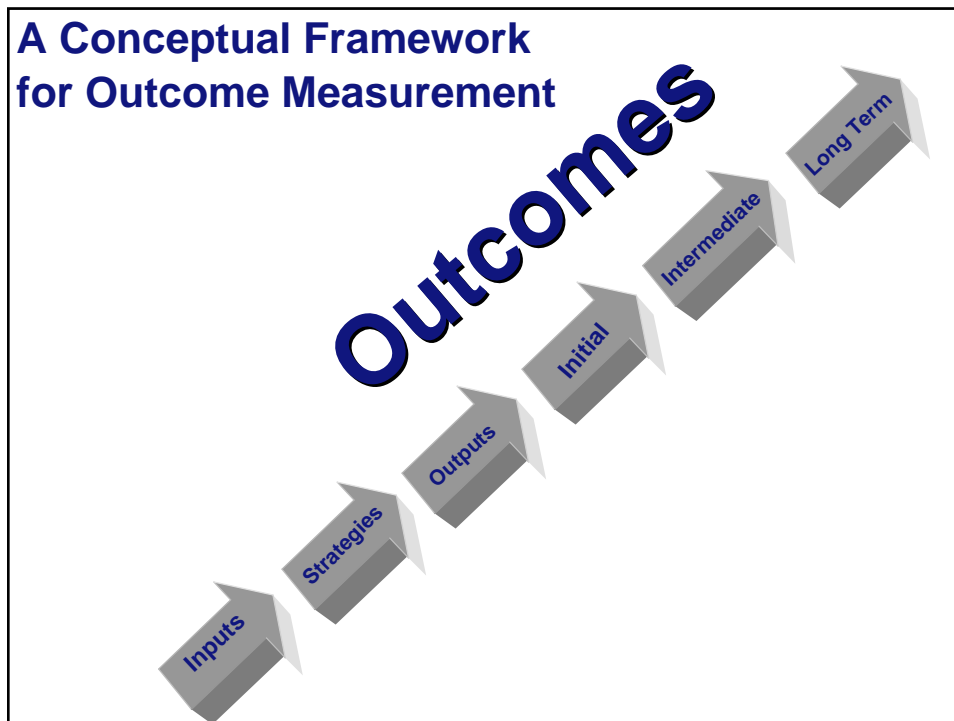
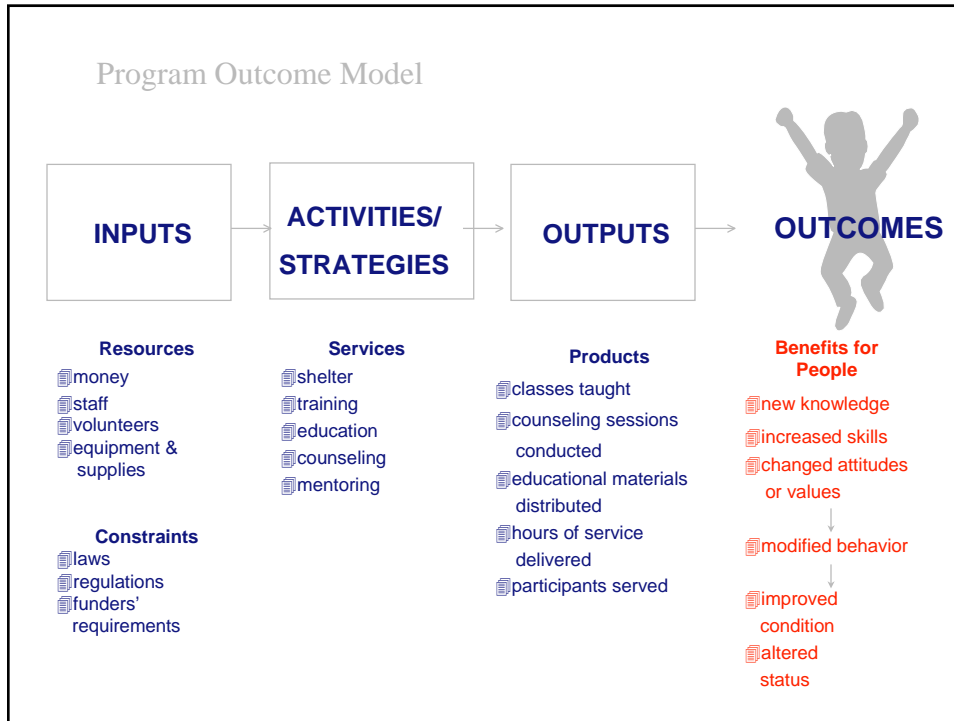
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If X → Then Y


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Outcomes


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<u>Initial</u>	<u>Intermediate</u>	<u>Long Term</u>
Results that can be achieved in a relatively short period of time (6-12 months) and link logically to intermediate and long-term outcomes	Results that will lead to the long term outcome, but can't be accomplished until initial outcomes have set the stage for attainment	The ultimate outcomes that a program desires for its participants

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Some Considerations



- Short term outcomes are easier to accomplish and easier to measure .
- Long term outcomes are more difficult to accomplish and more difficult to measure.

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A “Formula” for Outcomes

Who

Will do

What

Examples:

Parents..

Improve..

Their parenting skills

Older adults..

Maintain..

Their independence

Participants..

Obtain..

Employment

Youth..

Are aware..

Of the effects of
smoking


Good Outcomes are



- Achievable
- Realistic
- Directly related to service
- Based on the needs/ desire of the population served
- Consistent with the mission
- Linked to research
- Measurable

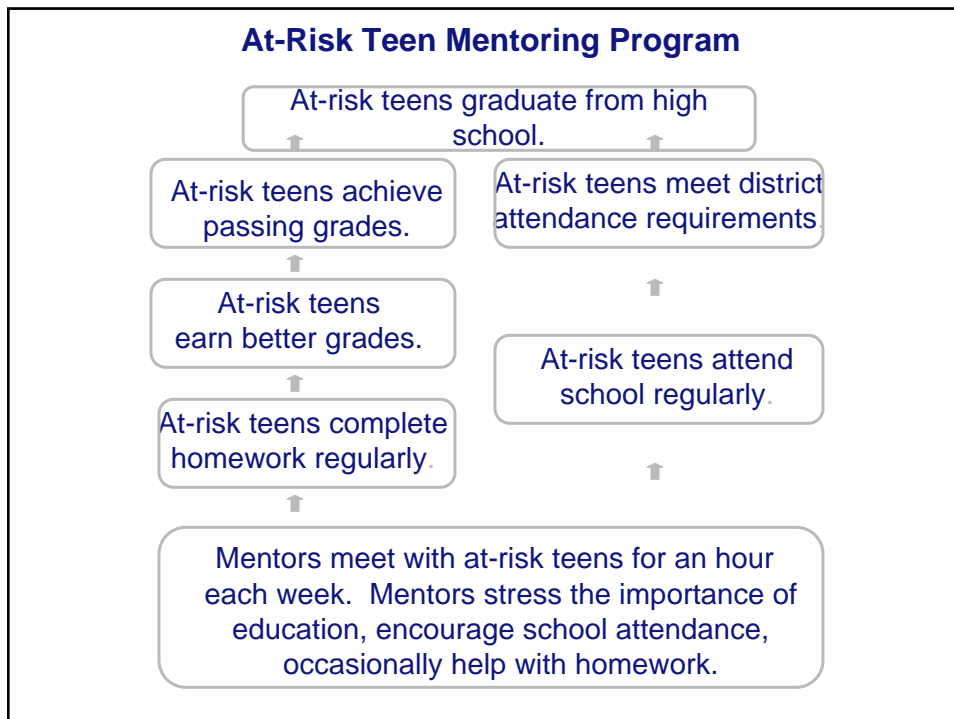


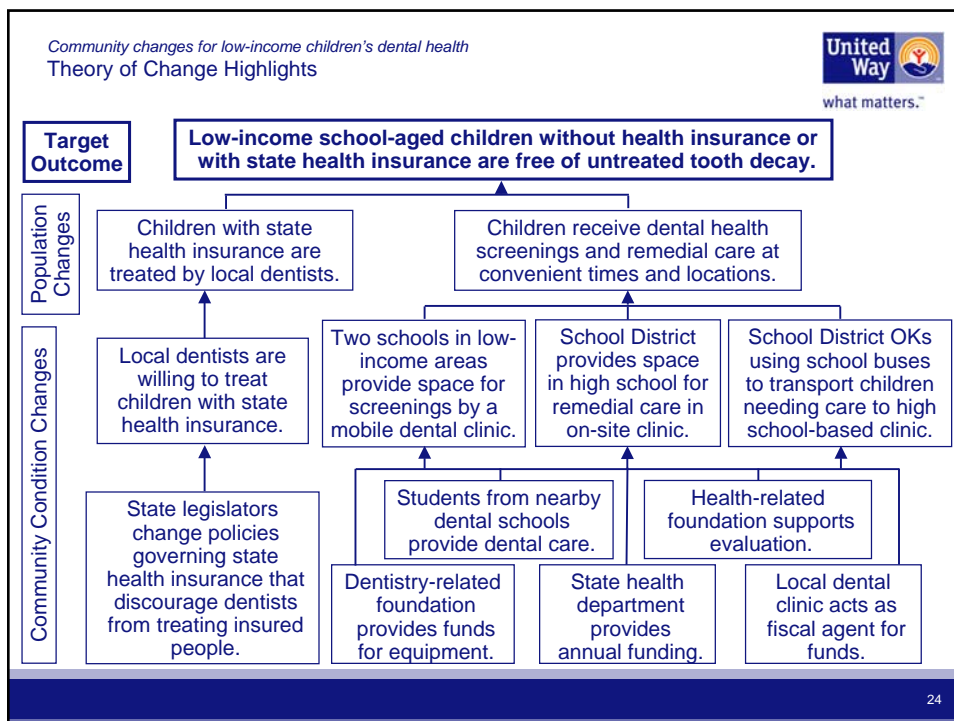
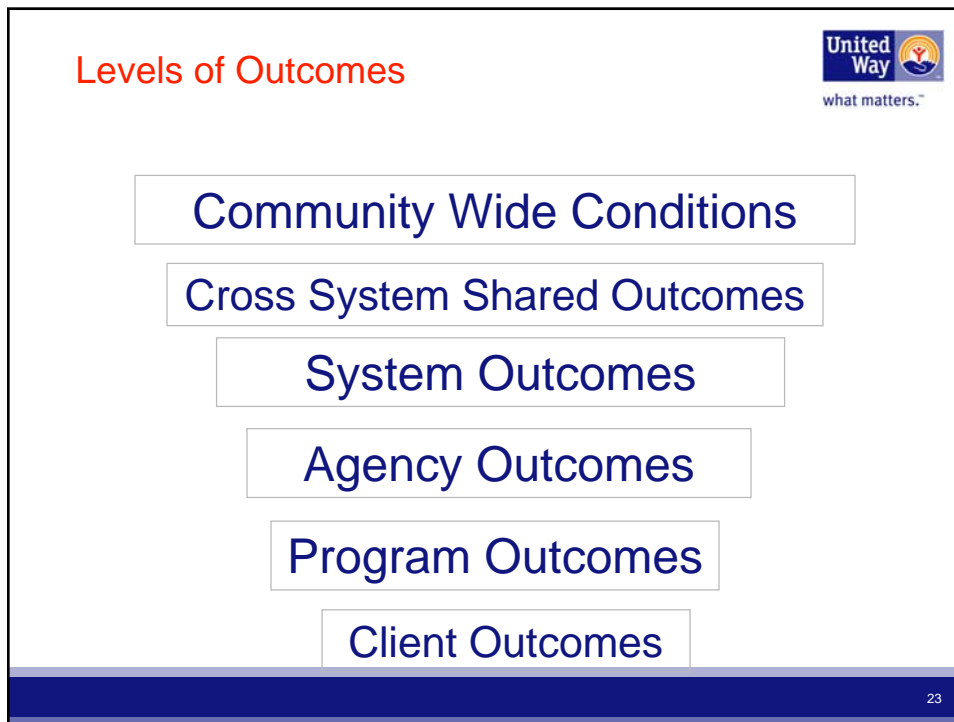
<u>Inputs</u>	<u>Activities</u>	<u>Outputs</u>	<u>Initial Outcomes</u>	<u>Intermediate outcomes</u>	<u>Long term outcomes</u>

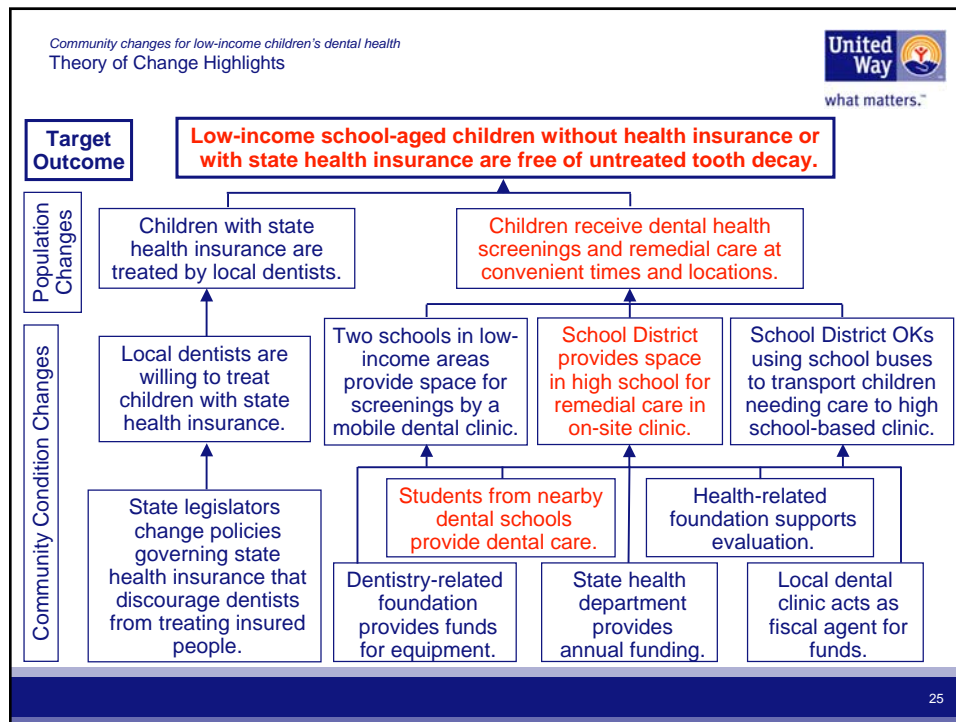


<u>Inputs</u>	<u>Activities</u>	<u>Outputs</u>	<u>Initial Outcomes</u>	<u>Intermediate outcomes</u>	<u>Long term outcomes</u>
senior service staff Volunteers Office hours Phone lines Funding sources	Answer phone calls Match volunteers Outreach, public relations and education to the senior population Follow up	#of phone calls answered # of matches made # of units of help provided (rides, visits, chores)	Seniors identify and acknowledge their needs	Seniors have their needs met	Seniors maintain their personal well being

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Why Use Logic Models?

Increase effectiveness

Communicate value

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Uses of a “Logic Model”



- Stimulate discussion of the program’s purpose
- Create a shared vision of the program
- Make the program’s theory explicit
- Orient and train staff
- Communicate the program’s intent to stakeholders
- Explain the program to potential clients and customers
- Negotiate “fair” accountability with funders and others
- Guide review of outcome data to identify improvement opportunities

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A “Formula” for Outcomes

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What

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Of the effects of
smoking

Performance Measurement




Who ? Will do? What?

Once the logic of the program is established,
performance targets set may be set, tested and measured.
By adding the questions of:
how much?
and by when?

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Some Cautions



- Benefits come from use
- This will take time
 - It takes training
 - It requires transparency
 - One size won't fit all

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Resources



Fiscal Policy Studies Institute www.resultsaccountability.com

Grantmakers for Effective Organization www.geofunders.org

Kellogg Foundation Evaluation Handbook & Logic Model Guide www.wkcf.org

Logic Model Builder
<http://toolkit.childwelfare.gov/toolkit/login/logout.do>

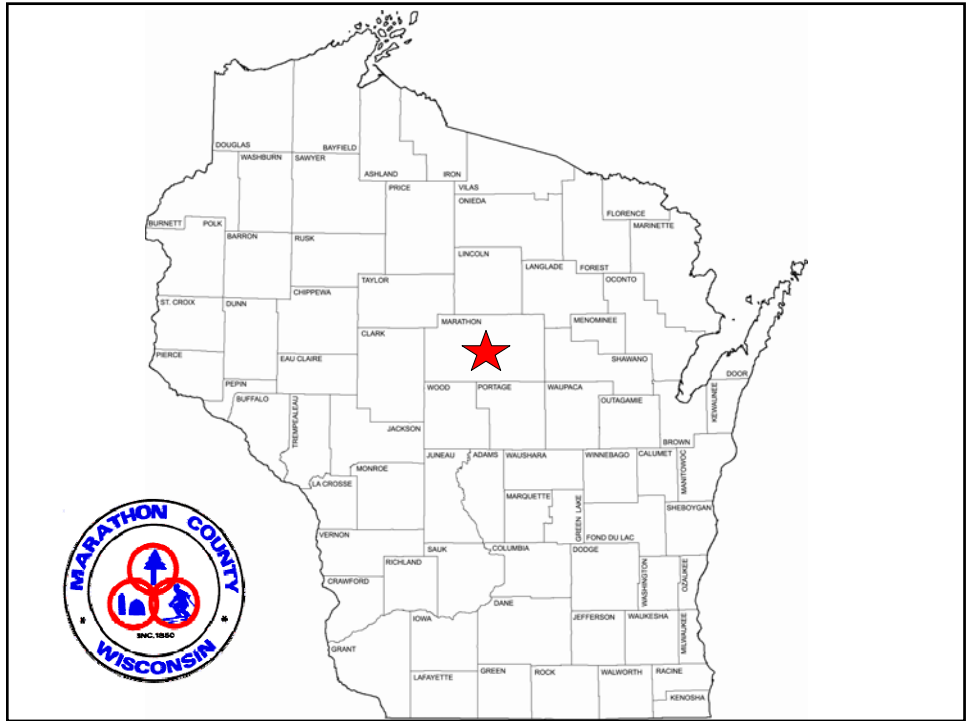
Theory of Change www.theoryofchange.org
Theory of change: a Practical tool for Action www.aecf.org

United Way of America Outcome Measurement Resource Network www.unitedway.org/outcomes

Urban Institute www.urban.org

What Works <http://www.whatworks.org>

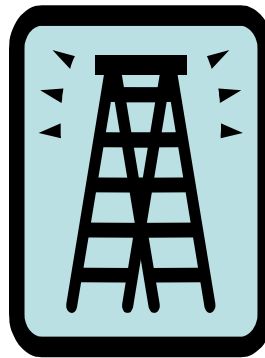




Leadership Philosophy

Organizational Alignment

- Mission
- Vision
- Core Values
- Strategy
- Structure
- Leadership
- Culture



Outcome Measurement Oversight Team

- **Mission:** to provide leadership for creating an outcome measurement process. This will enhance decision-making, accountability and the continuous improvement of our public services.



Oversight Team Members

- **Qualifications:** A genuine commitment to the mission of the team, the willingness to serve up to four hours per month for a two-year period. Permanent membership will come from the three largest departments and the Finance Department. New members will be expected to complete an educational program on outcome measurement, approximately four hours in length.



Oversight Team Principal Activities

- Continue education on the principles and benefits of outcome measurement.
- Coordinate training and formulate goals.
- Provide guidance and serve as a resource for other departments.
- Create a problem-solving environment.
- Facilitate the creation of an infrastructure to collect, track and use data.
- Standardize a format for departments to use.
- Provide feedback and support for improvements.
- Arrange for and oversee any use of consulting services.
- Explain to key stakeholders the benefits of outcome measurement.



Oversight Team Principal Activities

In summary, the team's purpose is to:

- Support organizational learning
- Encourage program improvement



Logic Model Template



Department/Program Name:

Contact Name:

Brief program description:

Mission:

Program customer:

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-term Outcomes
Staff					
Clients					
Funding					
Equipment					
Supplies					
Partners					

Measurement Plan Template



MEASUREMENT PLAN SUMMARY

The following is a format for submission of your measurement system. For the first year of measuring outcomes please choose one outcome to measure. We are requesting a plan for measurement, not the resulting data.

.....

(Chosen outcome restated from logic model)

1. indicator #1: By (date), (target)
 - a. Data source: (state which audience will receive the measurement tool and what kind of tool will be used)
 - b. Data source: (you may choose to use more than one source, record any others)]
2. indicator #2: you may state another indicator which provides evidence that the outcome is happening. Format any additional indicators the same as above for indicator #1.

Measuring this will help strengthen this program by _____

Reporting Template



Outcome Measurement Report
Department/Year

Program Information:

Program Outcome:

Expected indicators:

Outcomes achieved:

What did you learn about your program based on this outcome?

What will you do with the outcome information and will you make any changes to the program?

Examples of Logic Models



Department/Program Name: Outcome Measurement Program

Contact Name: Brad Karger

Brief program description: A systematic approach to clarifying the intended purpose of County administered programs, documenting the impact of our services and applying data to our commitment to continuous improvement.

Mission: Measuring the impacts of the public investments we administer.

Program customer: Primary-County Board and County Departments Secondary-General Public

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-term Outcomes
Outcome Measurement Committee Members Budget - Consultant - Administration - Committee Members' Time Training Materials	Meetings – Committee Members Training – Committee members and Departments Technical Support Collection and analysis of Data Presentation of information to County Board/Committees/Stakeholders (Power Point, Web Page, Multiple Media)	Number of department heads/staff at trainings. Number of support contacts with outcome measurement group. Number of Logic Models submitted. Number of reports generated from logic models -Indicators -Outputs Number of presentations or reports.	County employees have a basic understanding of outcome measurement. County Board members and department heads understand and value outcome measurement. County Departments have a system in place to measure outcomes.	County employees and board improve their understanding of programs. County employees use outcome information to improve programs. Policy makers incorporate outcome information into their decision-making.	Public receives improved services. Public's understanding of County programs increases. Public has increased confidence in the county to deliver effective services. Public safety, health and economic security are enhanced.

Examples of Logic Models



Department/Program Name: Highway Dept. – Winter Maintenance

Contact Name: Dan Raczkowski

Brief program description: Plowing, De Icing and Anti icing of County and State highways in Marathon County

Mission: The Marathon County Highway Department will make every effort to maintain all State and County highways in a safe and reasonable condition at all times.

Program customer: Motoring Public

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-term Outcomes
Budgeted Amounts: State - \$920,000.00 County - \$1,160,529.00 Hwy Dept Staff •5 Supervisors •19 State Patrolmen •15 County Patrolmen •23 Backup Personnel •11 Equipment Maintenance Personnel Winter Maintenance and Storage Facilities Winter Maintenance Equipment	Plow and apply de- Icing and anti-icing materials to State and County Highways Respond to Emergency Services calls Communicate with adjoining Counties Provide equipment and staff for 24 hour service when applicable Provide Level of Service information to Local Media Groups	Plow and De Ice 682 miles of County Hwys and 355 miles of State Highways Worked 15983 hours on Winter Maintenance Activities Applied 22060 Gallons of liquid Anti Icing and De Icing materials Spread 15871.15 tons of salt and 1489.46 tons of Sand/Salt on County and State highways Wis. D.O.T. and Marathon County sponsored Public Informational spots and meetings	Motorists travel on a safer driving surface. Roadways are open. Motorists expectations are met when driving throughout the winter season.	Motorists reach their destination safely. Motorists experience consistent road conditions. Motorists reach their destination in a reasonable amount of time.	Motorists are able to safely traverse County and State highways throughout the winter season.

Examples of Measurement Reports



Highway Winter Maintenance Program Outcome Measurement Report

Program Information: Marathon County Highway Dept provides Plowing, De Icing and Anti Icing winter maintenance services on State and County highways in Marathon County.

Program Outcome: Strive to provide safe and reasonable road conditions on State and County highways in Marathon County during Winter Weather events.

Expected indicators: By April 15th of 2006, 75% of the School Bus drivers surveyed reported that their expectations for snow removal on County and State highways in Marathon County were met or exceeded.

Outcomes achieved: 87% of Wausau and D.C. Everest district School Bus driver's surveyed expressed overall satisfaction with Winter Maintenance services provided on County and State highways in Marathon County during the 2005 – 2006 winter season.

What did you learn about your program based on this outcome? Overall snow removal expectations were met, however survey information indicated that when it has snowed overnight 40% of the early morning route drivers indicated below average satisfaction with the level of early morning service provided. Comments provided indicated School Bus drivers would like to see Hwy Dept trucks out earlier in the morning.

What will you do with the outcome information and will you make any changes to the program? Meetings will be held with Highway Dept staff to discuss survey results and research options for increasing early morning operational efficiency. Additional School district Bus companies across Marathon County will be surveyed to gain a broader scope of the level of satisfaction with Winter Maintenance services provided on County and State highways in Marathon County.

Examples of Logic Models



Department: Health

Brief program description: Start Right is a program that offers parenting education and support to all families of newborn to three-year-old children in Marathon County. Services are provided by public health nurses, paraprofessional family visitors, and a network of Family Resource Centers.

Program customer: Families of newborn to three-year-old children in Marathon County

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-term Outcomes
Marathon County Health Department (MCHD) Staff: Public Health Nurses (PHN) Parent Child Health (PCH) Program Manager Children's Service Society of Wisconsin (CSSW) Staff: Family Visitors (FV) Family Resource Center (FRC) Staff Start Right Program Board Curriculum for Parenting Education Protocols and Procedures for PHN Care Evaluation Tools Used by CSSW and MCHD staff Equipment (Scales, Denver Developmental Kits, Brochures, Handouts, etc.) # of births to Marathon County families	PHN initial contact & assessment of families within 10-14 days of birth PHN Home Visit (when accepted—approx. 50% of families) Referral to FV—if indicated by family need and/or desire (approx. 15% of families) Development of Family Support Plan FV in-home visits over child's first three years of life to teach parenting curriculum, assess needs, and refer to community resources. Annual assessment of child development Family Resource Center classes, drop-in playtime, consultations, and support groups.	# of PHN phone contacts & home visits # of families who accept a FV referral # of families who receive FV services # of FV visits # of FRC programs directed towards Start Right population # of people (adults & children) who attend FRC programs	Parents will understand their parenting support options and select options that best meet their needs (PHN Visit, Family Visitor, and FRC Activities) Parents will understand and use positive parenting techniques and develop appropriate expectations for their baby's development. Families understand the need for internal (i.e. family, friends, books, Internet, etc.) & external (i.e. Start Right, health care providers, Job Center, counseling, etc.) support systems and use them. Families can identify stressors and identify where/when to seek help.	Children will not be abused or neglected. Children will not enter out-of-home placements. Children will be fully immunized. Children will have an identified primary health care provider. Children will have well child exams on the schedule recommended by the American Academy of Pediatrics. Parents will access early preventive health care for their children Children will be well nourished. Developmental delays will be identified and children with delays will be referred to and receive early intervention services.	Children will be safe in their family's home. Children will be healthy. Children will be "school-ready" when they begin school. Children will experience the most fulfilling and nurturing relationship possible with their parents.

Examples of Measurement Reports



Health: Start Right Program Outcome Measurement Report

Program Information: The purpose of Start Right is to strengthen families through parenting education and support. Three types of services are provided—public health nurse visits to parents of newborns, long-term family visiting services to families who desire more assistance, and Family Resource Center classes and activities.

Program Outcome: Parents will understand and use positive parenting techniques and develop appropriate expectations for their baby's development.

Expected indicators: At one year of family visiting service, 70 % of parents will increase their knowledge about parenting and will be using that knowledge as they parent. This will be measured by a pre-test of parenting knowledge and a post-test administered once/year.

Outcomes achieved:	2005	Jan-June, 2006
Parenting knowledge scores improved:	61%	43%
Parenting knowledge scores stayed the same:	22%	37%
Parenting knowledge scores decreased:	17%	20%
Parents improved or stayed the same:	83%	80%

What did you learn about your program based on this outcome?

During this time period, a new curriculum and test were introduced into the Start Right program. The new curriculum, Growing Great Kids, is very comprehensive, but the pre-test appears to be rather simple. This makes it difficult to achieve the expected levels of knowledge improvement. For example, in 2006, 57% of those that stayed the same had a perfect score on the pre-test. Of those who had a knowledge decrease, the majority (52% in 2005 and 58% in 2006) had scores of 81% or better on the post-test. What we learned is that pre-test/post-test methodology can be complicated. It is also probably best to use more than one measure to look at changes in knowledge and behavior.

What will you do with the outcome information and will you make any changes to the program?

We are re-evaluating the pre-test and looking at ways to make it more challenging. We are also adding a second measure for this indicator—the HOME score. This is an observational tool that evaluates parenting knowledge and behavior. The scores, to date, on the HOME evaluation indicate parents are internalizing the parenting education they are receiving which suggests the curriculum and support services are effective.



Government Finance Officers Association
Tools for Managing Performance: Using Logic Models to Create Measures
 December 6, 2006

Internet Course Evaluation

Using the scale below, please respond to the following statements.

6= Completely Agree • 5 = Generally Agree • 4= Somewhat Agree • 3 = Somewhat Disagree • 2 = Generally Disagree • 1 = Completely Disagree

CONTENT	6	5	4	3	2	1
1. Seminar content was logically organized						
2. The seminar met stated objectives <i>(as presented in brochure or training)</i>						
3. The length of the seminar was appropriate						
4. The material presented was up-to-date						
5. Seminar content will add value to my work						
6. Instructions to print out handouts were clear and easy to follow						
7. The satellite format was east to fit into my work schedule						
COURSE MATERIALS	6	5	4	3	3	1
1. The course materials were valuable to my learning						
2. The course materials will be helpful beyond the seminar						
OTHER	6	5	4	3	2	1
1. Overall, I was pleased with this seminar						
2. I would recommend this seminar to others						
INSTRUCTORS COVERED THE ASSIGNED TOPIC EFFECTIVELY	6	5	4	3	2	1
Kathleen Pritchard						

What were your objectives for taking this course? Were they met? _____

2) How could the course structure/content be improved? _____

3) How could the instructor(s) improve the course delivery? _____

4) How could the course packet and/or audiovisual be improved to increase learning? _____

Thank you for taking the time to complete this course evaluation. Your comments are very important to GFOA.

Please fax your completed form to (312) 977-4806.