Metro Healthy Comprehensive Plans Work Group Meeting
Friday, March 17, 2017
9:00 a.m. – 11:00 a.m.
Southdale Library, 2nd floor “Full Meeting Room”
7001 York Ave. S. Edina, MN 55435

Agenda

1. Welcome and Introductions  9:00 AM

2. Presentation:  9:15 AM
   - Danette Buskovick, Hennepin County, Community Corrections
   - Hannah Dietrich, Hennepin County, Community Corrections
     - How and why to develop a “theory of change” for your project to build your logic model
     - Increase your understanding of how to create usable logic models by creating one at the workshop!
     - Understand the varied uses of logic models

3. Workshop  9:45 AM
   - Test what you learned by building a Logic Model for your plan or project. If you don’t have a project, join a group to work on their project.

4. Wrap Up  10:45 AM
   - Partner Updates (as time allows)
   - Next Meeting: April 7, 9 AM – 11 AM,
     NOTE Location – Washburn Library, 5244 Lyndale Ave. S. Minneapolis, MN 55419
Logic Model

Situation:

Priority:

INPUTS

ACTIVITIES

OUTPUTS

OUTCOMES

Short Term

Intermediate Term

Long Term

Assumptions:

External Factors:
Logic Model Planning to Inform Program Development, Implementation and Evaluation

March 17, 2017
Agenda/Learning Objectives

- How and why to develop a logic model to guide planning and implementation
- Increase your understanding of how to create usable logic models by creating a logic model
- Understand the varied uses of logic models
Before we begin...

Tell us about your comprehensive plans!
Vision of Impact

- Ask yourself:
  - If we were wildly successful at our work and really got it right, what would be different in 20 years (for participants, the community, etc.)?
  - When you imagine the future impact that our work has had in the community, what are you deeply proud of?
Target Audience

- Consider:
  - Who do we serve or help, both directly or indirectly?
  - Who benefits from our work?
  - Who do we ultimately serve?
What is a Logic model?

- Tool for illustrating how the work you do leads to your vision of impact.
- Illustrates the LOGICAL linkages between program’s inputs and activities to outputs outcomes
- Can be portrayed in various ways (text, table, diagrams, etc.)
Logic models can....

- Be used to guide evaluation
- Show how a program works
- Or both
Why Use the Logic Model?

- Bring detail to broad goals
- Identify gaps in program logic and clarify assumptions to make programmatic success more likely
- Build understanding and consensus (this happens during the development process as well)
- Make underlying beliefs of the program explicit
- Explain complex programs/problems with stakeholders and funders in a straightforward way
Steps in developing logic models

1. Identify a vision of impact & target audience
2. Involve stakeholders
3. Consider the situation and priorities
4. Consider the components of your plan
5. Consider the outcomes and factors influencing those outcomes
6. Construct a draft model
7. Review and revise as needed
Steps in developing a logic model:

1. Identify a vision of impact & target audience
2. Who should be involved
3. Situation and priorities
4. Inputs, outputs, underlying assumptions
5. Outcomes and external factors
6. Construct draft
7. Review and revise
Juvenile Probation Education Initiatives

- What is it?
  - Education is identified as a criminogenic risk factor for criminal activity

- What are we doing?
  - Provide education opportunities to serve as a protective factor for juveniles on probation against further involvement in the criminal justice system
Plan backwards

Implement forward

Vision of Impact

Target Audience

Assumptions

External Factors

Inputs → Activities → Outputs → Outcomes

Short term

Intermediate term

Long term
Vision of Impact:
- The problem or issue that the program is to address within a setting or situation.

JP Education Initiative Situation Statement:
- Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.
Vision of Impact:
Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.
Contextual Components

- **Target Audience (priority):** We can’t undertake everything

- Juvenile Probation clients have many needs:
  - Chemical or mental health treatment
  - Legal services
  - Education or credit attainment
  - Safe, stable housing
  - Mentor
  - Involvement in prosocial activities
  - Employment
Situation Statement:
Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

Target Audience:
Provide education opportunities for juvenile probation clients.
Core Components

- **Outcomes:**

  At the beginning of every evaluation

  I know our project works

  No, you don't

  freshspectrum.com
Core Components

- **Outcomes:**
  - Any characteristics of the participants that, according to the theory and goals of the services, can be reasonably expected to *change* as a result of receiving services
Thinking about outcomes

- Important
- Reasonable
- Realistic

- Caution: potentially negative/accompanied by negative consequences
Outcomes:

- **Short Term**: Change in knowledge (learning)
- **Intermediate Term**: Change in behavior
- **Long Term**: Change in conditions/system
Short Term Outcomes - Knowledge

May include language such as:
- Learned
- Become Aware
- Increased Knowledge
- Changed Attitude/Opinions
- Developed Aspirations/Motivations
- Understand
Short Term Outcomes - Knowledge

- Clients will:
  - **Learn** about education opportunities

- Probation Officers will:
  - **Know** about education resources for their clients
  - **Have increased awareness** of education alternatives or options for their clients
  - **Changed attitude/opinions** about the value of education as a protective factor against future criminal behavior
Example from Juvenile Probation

Situation Statement: Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

Priorities: Provide education opportunities for juvenile probation clients.

**Inputs**

**Activities**

**Outputs**

**Outcomes**

- **Short term**
  - Clients: will learn about education options.
  - POs: · Know about education resources · Understand value of education as a protective factor

- **Intermediate term**

- **Long term**

**Assumptions**

**External Factors**
Intermediate Term Outcomes - Behavior

- May include language such as:
  - Practice what they’ve learned
  - Taken action
  - Change behaviors
  - Improve decision making about
  - Demonstrate
Intermediate Term Outcomes - Behavior

- Clients will:
  - Enroll in school or education alternatives
  - Abide by probation conditions

- Probation Officers will:
  - Take action to make appropriate referrals to education resources or opportunities
  - Document a client’s education progress
Example from Juvenile Probation

Situations Statement:
Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

Priorities:
Provide education opportunities for juvenile probation clients.

Assumptions

External Factors

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

Short term

Intermediate term

Long term

Clients: will learn about education options
POs:
• Know about edu resources
• Understand value of education as a protective factor

Clients:
• Attend school/program
• Abide by probation conditions
POs:
• Make referrals
• Document client’s education progress

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POs:
• Make referrals
• Document client’s education progress
Long Term Outcomes - Conditions

- Participants in the program will have improved overall:
  - Socially
  - Economically
  - Civically
  - Environmentally
  - Academically
Long Term Outcomes - Conditions

- System impacts of JP Education Initiatives include:
  - Reduce the likelihood to recidivate
  - Clients graduate or obtain GED
  - Clients obtain gainful employment
Example from Juvenile Probation

Situation Statement: Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

Priorities: Provide education opportunities for juvenile probation clients.

Inputs

Activities

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Clients: Attend school/program
- Abide by probation conditions
POs:
- Make referrals
- Document client’s education progress

Clients: Reduce recidivism
- Clients graduate or obtain GED
- Clients obtain gainful employment

Assumptions

External Factors
## Using Outcome Statements for Evaluation

<table>
<thead>
<tr>
<th>Who/What (target population)</th>
<th>Change desired (action verb)</th>
<th>Expected results</th>
<th>By when</th>
<th>Data Source (from where?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth under 18 who have experienced sexual exploitation</td>
<td>Increase</td>
<td>Knowledge about having healthy relationships</td>
<td>Within 3 months of program start</td>
<td>Pre-post questionnaires</td>
</tr>
<tr>
<td>Youth under 18 who have experienced sexual exploitation</td>
<td>Increase</td>
<td>Demonstrate developing healthy relationship with others</td>
<td>Within 6 months of program start</td>
<td>Case notes, incident logs</td>
</tr>
<tr>
<td>Youth under 18 who have experienced sexual exploitation</td>
<td>Sustain</td>
<td>Ongoing healthy relationships</td>
<td>Program end</td>
<td>Exit interviews</td>
</tr>
</tbody>
</table>
Contextual Components

- **External Factors:**
  - The influence of the environment in which the program operates that can effect a program’s success.
    - Programs often have little control over external factors!
  - JP example:
    - Courts
    - Schools and other community based resources
    - Contracted providers
    - Change in strategic direction of the county
    - Funding for alternative programs
    - Minnesota Department of Education
Example from Juvenile Probation

**Situation Statement:** Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

**Priorities:** Provide education opportunities for juvenile probation clients.

**External Factors:**
- Courts, schools, community based resources, contracted providers, change in strategic direction of the county, funding, MDE

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**Assumptions**

**Inputs**

**Activities**

**Outputs**

**Outcomes**

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<tr>
<td>• Clients graduate or obtain GED • Clients obtain gainful employment</td>
<td>• Reduces recidivism • Clients graduate or obtain GED • Clients obtain gainful employment</td>
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**Clients:**
- Reduce recidivism
- Clients graduate or obtain GED
- Clients obtain gainful employment

**POs:**
- Make referrals
- Document client’s education progress

**Outputs:**
- Clients: will learn about education options
- POs: • Know about edu resources • Understand value of education as a protective factor

**Intermediates:**
- Clients: • Attend school/program • Abide by probation conditions

**Activities:**
- Clients: will learn about education options
- POs: • Know about edu resources • Understand value of education as a protective factor

**Clients:**
- Reduce recidivism
- Clients graduate or obtain GED
- Clients obtain gainful employment
Outcomes

- **Short Term (knowledge change)**
  - Learned, became aware, increased knowledge or understanding, changed attitude/opinions

- **Intermediate Term (behavior change)**
  - Practice, take action, change behavior, improved decision making about, demonstrate, document, abide, etc.

- **Long Term (system impact)**
  - Overall improvement: socially, economically, civically, environmentally, academically
Core Components

**Activities:**
- Any services, interventions or treatments provided by the program
- JP Education:
  - **Scan** metropolitan schools and programs
  - **Build partnerships** with schools/programs; credit recovery
  - **Create** case management tool for POs
  - **Facilitate** connection to schools and programs for POs
  - **Develop** an evaluation plan
  - **Establish** education leadership team
  - **Share** quarterly education data with stakeholders
Example from Juvenile Probation

**Situation Statement:** Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

**Priorities:**
- Provide education opportunities for juvenile probation clients.

**Assumptions**
- Courts, schools, community based resources, contracted providers, change in strategic direction of the county, funding, MDE

**Inputs**
- Scan metro programs
- Build credit recovery
- Create case management tool for POs
- Develop an evaluation plan
- Establish ELT
- Share data w/stakeholders

**Activities**
- Clients: will learn about education options
- POs:
  - Know about education resources
  - Understand value of education as a protective factor
- Clients: Attend school/program
- POs:
  - Make referrals
  - Document client’s education progress
- Clients: Reduce recidivism
- Clients graduate or obtain GED
- Clients obtain gainful employment

**Outputs**
- Short term
- Clients: will earn about education options
- POs:
  - Know about education resources
  - Understand value of education as a protective factor
- Clients: Attend school/program
- POs:
  - Make referrals
  - Document client’s education progress

**Outcomes**
- Intermediate term
- Long term
Core Components

- **Outputs:**
  - Any quantifiable *products* of a program
  - JP Education:
    - Number of (and type of) resource/referral requests
    - Number of new education partnerships in development
    - Number of resources developed
    - Number of outreach activities
    - Number of clients enrolled/on-track
    - Number of POs with up-to-date education data
Example from Juvenile Probation

**Situation Statement:** Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

**Priorities:**
- Provide education opportunities for juvenile probation clients.

**Assumptions**
- Scan metro programs
- Build credit recovery
- Create case management tool for POs
- Develop an evaluation plan
- Establish ELT
- Share data w/stakeholders

**Inputs**
- Number of:
  - Referral requests
  - Education partnerships
  - Outreach activities
  - Clients enrolled/on track
  - POs with updated edu info

**Activities**
- Clients: will learn about education options
- POs:· Know about edu resources
- Understand value of education as a protective factor
- Clients:· Attend school/program
- Abide by probation conditions
- POs:· Make referrals
- Document client’s education progress

**Outputs**
- Clients:
  - Reduce recidivism
  - Clients graduate or obtain GED
  - Clients obtain gainful employment

**External Factors:** Courts, schools, community based resources, contracted providers, change in strategic direction of the county, funding, MDE
Core Components

- **Inputs:**
  - Any resources or materials used by the program to provide its activities
  - Juvenile Probation
    - Education Coordinator in JP
    - Education Leadership Team
    - JP Division Manager
    - Budget
    - Materials/brochures
    - SharePoint Site
    - Office of Policy, Planning & Evaluation
    - IT Support/Case management system
**Example from Juvenile Probation**

### Situation Statement

Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

### Priorities

- Provide education opportunities for juvenile probation clients.

### Inputs

- Education Coordinator
- Education Leadership Team
- Division Manager
- Budget
- Materials/brochures
- SharePoint Site
- PPE
- IT Support

### Activities

- Scan metro programs
- Build credit recovery
- Create case management tool for POs
- Develop an evaluation plan
- Establish ELT
- Share data w/stakeholders

### Outputs

**Short term**

- Number of:
  - Referral requests
  - Education partnership
  - Outreach activities
  - Clients enrolled/on track
  - POs with updated edu info

**Intermediate term**

- Clients: will learn about education options
- POs:
  - Know about edu resources
  - Understand value of education as a protective factor

**Long term**

- Clients:
  - Attend school/program
  - Abide by probation conditions
  - Clients graduate or obtain GED

### Assumptions

- Reduce recidivism
- Clients graduate or obtain GED
- Clients obtain gainful employment

### External Factors:

- Courts, schools, community based resources, contracted providers, change in strategic direction of the county, funding, MDE
Assumptions:
- The beliefs we have about the program and people involved, and the way we think the program will work
- Juvenile Probation
  - Juveniles on probation face many risk factors for continued systems involvement
  - Education is a protective factor against the risk of re-offense
  - Clients have individual education needs
  - Clients need to be aware of their options
**Assumptions:**
Juvenile probation clients can use education as a protective factor against future criminal justice involvement.

**External Factors:**
Courts, schools, community based resources, contracted providers, change in strategic direction of the county, funding, MDE

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### Situation Statement
Juveniles on probation are faced with a number of risk factors that increase their likelihood of continued involvement in the criminal justice system.

### Priorities
Provide education opportunities for juvenile probation clients.

### Inputs
- Education Coordinator
- Education Leadership Team
- Division Manager
- Budget
- Materials/brochures
- SharePoint Site
- PPE
- IT Support

### Activities
- Scan metro programs
- Build credit recovery
- Create case management tool for POs
- Develop an evaluation plan
- Establish ELT
- Share data w/stakeholders

### Outputs
**Short term**
- Number of:
  - Referral requests
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  - Outreach activities
  - Clients enrolled/on track
  - POs with updated edu info

**Intermediate term**
- Clients: will learn about education options
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**Long term**
- Clients:
  - Attend school/program
  - Abide by probation conditions
  - POs:
    - Make referrals
    - Document client’s education progress

### Clients:
- Reduce recidivism
- Clients graduate or obtain GED
- Clients obtain gainful employment
Quiz Time!

- Input
- Activities
- Output
- Short term outcome
- Intermediate outcome
- Long term outcome
Questions to ask about your logic model

- Does the model include all important activities and outcomes?
- Do the outcomes represent meaningful benefits or changes for participants or society?
- Does the model make the appropriate connections between inputs, activities, outputs and outcomes?
Questions to ask about your logic model

- Will the outcomes help program managers identify successes and problems?
- Will the outcomes help you communicate the benefits of your program?
REMEMPBER: Once developed, the logic model can be used to...

- Describe the program to funders or fulfill a funding requirement
- Illustrate program approach to other stakeholders
- Train new staff about the program
- Control ‘program drift’
- Provide a basis for developing an evaluation
- Facilitate program management
- Guide implementation; serve as a basis for a work plan
Final logic model thoughts

- Involve stakeholders – especially staff
- Keep it simple
- Do not use jargon
- Look for examples but make it specific to your organization
- Be prepared to adapt the model – revisit when the first evaluation is complete
- Make it look nice

USE IT!
Logic model example 1 – basic/common

- Provide educational groups for parents
  - # of parents served
  - # of sessions held
  - Amount of educational materials distributed
- Parents are aware of the impact of family violence on their children and recognize abusive parenting practices
- Parents have increased knowledge of non-violent anger management and parenting strategies
- Parents use non-violent anger management and parenting strategies
- Parents provide a safe environment for children, with appropriate limits, discipline, and structure
- Child abuse is reduced

- Provide therapeutic and educational groups for children
  - # of children served
  - # of sessions held
  - Amount of educational materials distributed
- Children increase their awareness of safe/unsafe situations and develop safety plans
- Children learn strategies for identifying and communicating about their feelings
- Children learn strategies for resolving conflicts with peers non-violently
- Children implement personal safety plans as needed
- Children effectively communicate regarding their feelings
- Children use strategies for resolving conflicts with peers non-violently
- Children are safe
- Children do not exhibit unhealthy coping or conflict resolution strategies
Logic model example – linear with details

Participant needs at intake:
- Need for improved daily living skills to maintain safe stable home, obtain employment
- Need for improved parenting skills to avoid future CP involvement, develop healthy parent-child relationship
- Need for sober support network and activities, improved relationships with peers, partners, family
- Need for skills/support to avoid substance use

Activities:
- Program classes/groups: Daily living group, budgeting group, healthy living group, employment classes/seminars, Thinking for a Change
- Monthly family social event
- Relationship group
- Outpatient treatment, aftercare
- AANA Recovery group
- Random drug tests

Supported by structure of frequent staff interaction, house guidelines, weekly staffings

Outcomes:
- Increase self-confidence and self-esteem through interactions with staff, feedback during weekly staffings
- Improve daily living skills
- Increase employability
- Increase self-reliance, self-sufficiency
- Improve decision making/decrease impulsivity
- Identify and develop healthy relationships
- Develop healthy support network
- Reduce drug use

Note: Clients at Program also receive a number of individual services, as needed, including psychological services, family counseling, and individual educational supports.
Logic model example – culturally designed

Chemical Dependency Program Logic Model

Priorities
- Culture
- Youth
- Maintenance
- Sobriety
- Education
- Family
- Community
- Violence/crime prevention

What we do
- Referrals
- Talking Circles
- Culturally-specific sober activities
- Form and maintain community collaborative
- Case management
- Adventure-based/life skills programming
- Encourage and assist clients to meet outside of the program

What we invest
- Staff
- Time
- Money
- Materials
- Partners
- Staff training and development

Short-term outcomes
- Increase openness with family and peers about ATOD use and related topics

Intermediate outcomes
- Develop problem-solving skills and ability to regulate emotions

Long-term outcomes
- Develop commitment to prosocial norms

Community is a close, strong, healthy, connected community.

Physical
- Learn triggers and warning signs of being triggered
- Increase knowledge about the causes and consequences of ATOD use
- Learn current behavior pattern when triggered and healthier options, including physical releases for stress/fear/anger
- Increase physical activity
- Manage physical manifestations of anger and stress without ATOD use

Spiritual/Cultural
- Learn about physical aspects of stress and ATOD use
- Take ownership of and show commitment to own health
- Develop connection to community
- Develop stronger sense of identity as American Indian person
- Become comfortable attending cultural and spiritual events
- Learn the importance of community service and develop skills related to helping others

Mental/Emotional
- Learn more about and increase use of culturally relevant resources and services
- Manage emotions and stress without use of ATOD

Social
- Create/improve support system
- Develop relationships with peers also striving for sobriety
- Improve family relationships
- Build commitment to prosocial norms
- Develop communication skills
- Develop refusal skills

Who we reach
- At-risk youth between the ages of 14 and 18
- The families of these youth
- Community stakeholders
## Workshop logic model

### Situation
Logic models are confusing and underutilized.

### Priority
Have people understand the basics of logic models.

### Assumptions
Logic models are not people's favorite thing.

### External Factors
- Competing work priorities
- Weather
- Participation-level

### Inputs
- Brain
- Power point
- Space
- Participants
- Staff time
- Training space

### Activities
- Provide a presentation
- Engage in participatory learning

### Outputs
- # of attendees

### Outcomes

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<th>Short term</th>
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<td>Learn about logic model</td>
<td>Make your own logic model</td>
<td>Continued use of logic model for service improvement</td>
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### Logic Model Flowchart

Input: Brain, Power Point, Space, Participants, Staff time, Training space

Activity: Provide a presentation, Engage in participatory learning

Output: # of attendees

Outcome: Learn about logic model, Make your own logic model, Continued use of logic model for service improvement
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