Logic Model Development Process for Project Prevent Grantees

Thursday, April 9, 2015 – 3:00-4:30 p.m. EST

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Agenda

1. Purpose of a logic model
2. Steps in developing a logic model
3. Next steps
4. Wrap-up

Logic Model Development Process

- **The Logic Model Development Process will consist of three phases:**

1. Today's webinar:
    - This will be archived and available to you.

2. A self-paced logic model online module:
    - This will be released the week of April 13 for all to use at their convenience.

3. Calls with your Technical Assistance Specialist:
    - These will be scheduled during the weeks of April 13 and April 20.

Purpose of a Logic Model

- **The *purpose* of a logic model is to illustrate:**
  - The *relationship* between the needs and gaps with corresponding goals, objectives, activities, programs, services, and policies.
  - Each partner's *role* in program implementation, program outcomes, and methods for evaluating process and outcome measures.

Purpose of a Logic Model

- **Once completed, the logic model will:**
  - Be the foundation of your strategic planning and implementation process for your Project Prevent grant so you can meet program objectives and performance measures.
  - Provide documentation as you successfully accomplish project milestones and build foundations for sustainability.
  - Help you with your evaluation process because you will be able to compare your baseline data (in the “needs and gaps” section) with the progress you have made with your objectives and outcomes.

Steps in Developing a Logic Model

1. Specify Project Prevent requirements
2. Define goals
3. Define baseline data/needs
4. Specify objectives
5. Specify activities, curricula, programs, services, policies and procedures
6. Identify and list partners' roles
7. Identify and list process measures
8. Identify and list outcomes and project performance measures

Step 1: Specify Project Prevent Requirements

- **Focus activities, curricula, programs, services, strategies, and policies in a manner that responds to the community's needs and gaps in the Project Prevent requirements.**
- **These requirements are the major organizational framework upon which the logic model rests, and are intended to help organize the project thematically.**
- **The first step in developing the logic model is to identify which of the four requirements each page of the logic model addresses.**

Step 1: Requirements 1 and 2

- **Requirement #1: Access to School and Community-Based Counseling**
  - Discussion about increasing access to counseling services for students affected by violence

- **Requirement #2: Social and Emotional Supports**
  - Training/discussion about the research and outcomes of establishing social and emotional supports in schools

Step 1: Requirements 3 and 4

- **Requirement #3: Violence Prevention Strategies**
  - Training/discussion about the research and outcomes of evidence-based violence prevention strategies/programs
- **Requirement #4: Safer and Improved School Environment**
  - Training/discussion about strategies to decrease bullying, gang activity, and substance use

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Step 1: Example of Specified Requirement (#4)

<table>
<tr><td colspan="6">Project Prevent Requirement: Safer and Improved School Environments (4th requirement)</td></tr>
<tr><td colspan="6">Goal: To reduce the level of bullying among middle grades youth (Grades 6–8) in our school district.</td></tr>
<tr><td colspan="6">GPRA Measure 1: The percentage of grantees that report a measurable decrease in violent, aggressive, and disruptive behavior in schools served by the grant.</td></tr>
<tr><th>Baseline Data/Needs</th><th>Objectives</th><th>Activities</th><th>Partners</th><th>Process Measures</th><th>Indicators and Project Performance Measures</th></tr>
<tr><td>1.1. X number of bullying incidents were reported in grades 6-8 during the XX school year.</td><td>1.1. To reduce the number of bullying incidents in grades 6-8 by X% from the baseline by the end of the project in XX.</td><td>1.1.1. Implement the STOP Bullying program with middle school youth in Grades 6–8 in all schools in the district.</td><td>1.1.1. Mental health partner will train teachers in use of the curriculum.

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</table>

Step 2: Define Goals

- Goals are broad statements that describe the long-term effects that grantees are trying to reach.
- Goals are intended to be overarching and continually guide the project.
- In writing the goals, grantees should ask what they are trying to accomplish and what is to be achieved in the long term.
- Each page of the logic model should have its own goal that relates to the actual GPRA measure/project performance measure, although it is acceptable to use more than one page to describe the objectives, activities, and other factors associated with a single goal.

Step 2: Example of a Defined Goal

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Step 3: Define Baseline Data/Needs

- Needs or gaps statements seek to identify the extent to which needs or gaps in services, infrastructure, opportunities, and/or resources exist.
- Data for the needs and gaps should come from a needs assessment.
- Needs and gaps statements should be based on quantitative and/or qualitative data for students, families, and communities.
- Identify if data are associated with the related GPRA measure.

Step 3: Example of Defined Baseline Data/Needs

The logic model should include baseline data for each of the objectives.

As described in the Project Prevent Program Notice Inviting Applications, grantees must collect baseline data *before* implementing any activities.

If baseline data are not included in the logic model, grantees should identify when the data will be collected.

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Step 4: Specify Objectives

- Objectives are specific statements that identify what will change for whom, by how much, and by when.
- Typically, objectives are related to changes in knowledge, attitudes, skills, and behaviors.
- Objectives can be short-term, intermediate, or long-term.
- It is possible (in fact, probable) to have multiple objectives for each goal based on the needs that have been identified.

Step 4: Specify Objectives (cont.)

- **Some guiding questions might include:**
  - What changes are reasonable to expect?
  - What difference will the activities make, for whom, and by when?
  - How is this objective linked logically to the needs and goal?
  - How do the specified objectives relate/connect to the program measures/GPRA measures?

Step 4: Example of a Specific Objective

There should be a one-to-one relationship between the needs identified and the number of objectives.

Each objective should be numbered sequentially based on the Requirement number and Objective number.

- For example, the first objective under Requirement #1 would be numbered Objective 1.1. The first objective under Requirement #2 would be numbered Objective 2.1.

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Step 5: Specify Activities, Curricula, Programs, Services, Policies and Procedures

- **The next step in developing the logic model is to specify the program activities, curricula, programs, services, and strategies intended to address each element and reach the stated goals and objectives.**
  - Activities are the things grantees are proposing to do to accomplish goals and objectives.
  - **Grantees' program's needs, goals, and objectives should guide their choice of activities — not vice versa.**

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Step 5: Example of a Specific Activity

This column should include *the evidence-based programs, practices, and policies* that will be put into place with Project Prevent funding.

Each activity should be numbered so that it can be linked to the process measures and partners. For example, the first activity corresponding to Objective 1.1 would be Activity 1.1.1.

<u>Link activities to objectives</u> so that the completion of activities can be expected to cause the intended changes described in the objectives.

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Questions?

If you have a question, please type it in the chat pod or share it verbally.

Step 6: Specify Partners' Roles

- After the activities, curricula, programs, services, and strategies have been identified, grantees should identify the partners who will help with each activity.
- This will help map out how partners are contributing to the overall initiative and can help to serve as a work plan or the basis for ongoing memoranda of agreement with partners.
- Having staff and partners involved in the development of the logic model is an essential part of the process.

Step 6: Example of Partners' Roles

Each entry in the Partners column should be numbered in a way that links it to a specific activity, such as Activity 1.1.1.

This field is designed to describe the means available to achieve outcomes. It can also help to promote accountability by defining roles and responsibilities for all of the grant partners.

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Step 7: Specify Process Measures

- **Process measures are important in the creation of the project evaluation plan and to measure the progress and success of implementation.**

- **Process measures are the data used to document the implementation of activities.**
  - There should be at least one process measure for *each activity identified* in the logic model.
  - For the evidence-based programs and activities, there must be *at least one process measure* related to fidelity of implementation.

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Step 7: Example of Specific Process Measures

Process measures should use the same numbering convention as activities so that it is clear which process measure goes with each activity.

More than one process measure for an activity can be accommodated by using letters.

- For example, the first process measure for Activity 1.1.1 would be Process Measure 1.1.1a, and the second would be Process Measure 1.1.1b.

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Step 8: Specify Outcome and Project Performance Measures

- **Outcome, project performance measures, and GPRA performance measures:**
  - Are the source of evidence for determining whether the program is reaching its objectives.
  - The project performance measures will be used to determine the GPRA performance measures.
  - Match the objectives and describe **how** performance will be assessed.
- **Copy the objectives in this column and add a phrase at the end of each objective that identifies the source of information that will be used to measure the objective.**
- **The numbering in this column should match the Objectives column.**

Step 8: Example of a Specific Indicator and Project Performance Measure

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Thank You!

Thank you for participating in today's call!

- **A link to a recording to today's webinar will be available on the Project Prevent Grantee Gateway tomorrow.**
- **A full list of questions and answers from today's webinar will be available on the Project Prevent Grantee Gateway next week.**
- **Technical Assistance Specialists will set up a call at your convenience to help you develop your logic model and answer any of your questions in the upcoming two weeks.**
- **A link to the self-paced logic model module will be sent to you next week. This module will reinforce what you have learned today.**
- **If you have any additional questions, please contact Earl Myers.**

Earl.Myers@ed.gov

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