

State Personal Responsibility Education Program (PREP)

Logic Model Training Webinar

Thursday, May 12, 2011
3:00 pm – 4:00 pm EDT

U. S. Department of Health and Human Services
Administration on Children, Youth and Families (ACYF)
Family And Youth Services Bureau (FYSB)
Teen Pregnancy Prevention Division



Asking Questions During the Webinar

It is our expectation that the webinar will answer many questions and concerns of grantees. Additionally, every attempt will be made to answer questions posed by participants at the conclusion of the webinar.

Questions may be typed in the chat box at any time during and at the conclusion of the webinar.



Welcome/Introductions

- **FYSB**

- Marc Clark, Director, Teen Pregnancy Prevention Division
- LeBretia White, Project Officer
- Sarah Axelson, Project Officer
- Itege Bailey, Project Officer

- **T/TA Program Support – Olé Professional Services**

- Valerie Boykin, PREP T/TA Project Manager
- Laura Caldwell-Aden, PREP T/TA Asst. Project Manager
- Jae'Mie Hughes, PREP Project Associate

Presenters

- **BA Laris, MPH**

Research Associate, ETR Associates, Inc

- **Pam Drake, PhD**

Senior Research Associate, ETR Associates, Inc



Agenda

- Welcome / Introductions
- Objectives
- What is a Logic Model?
- Creating Your Logic Model
- Finishing Up
- Questions and Answers



Webinar Objectives

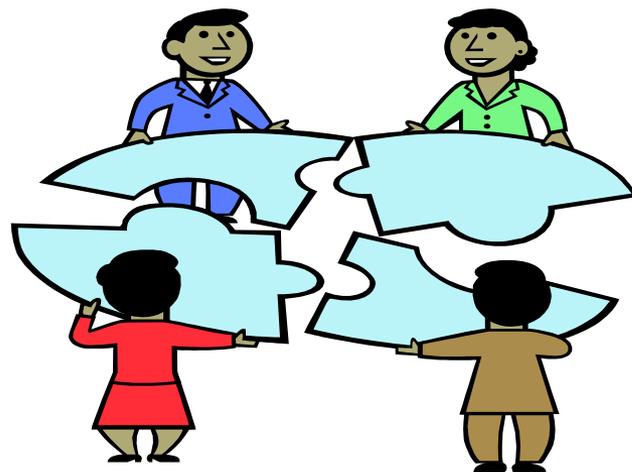
- Enhance knowledge of the usefulness of the logic model
- Improve skills to write statements for the main components of a logic model and *SMART* objectives



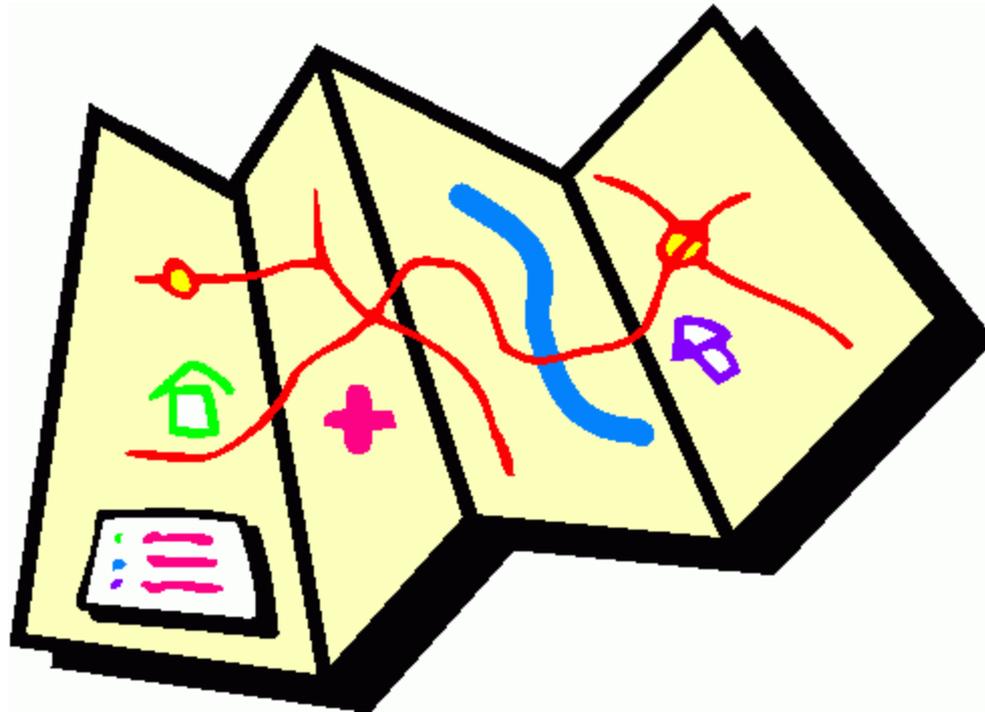
What is a Logic Model?



***A logic model is a graphic illustration
of the relationship between a
program's resources, activities,
outputs and its intended effects.***



A Logic Model is your Road Map



Where are we?

How will we get there?

Where do we want to go?

Inputs and Resources

Activities and Outputs

Outcomes

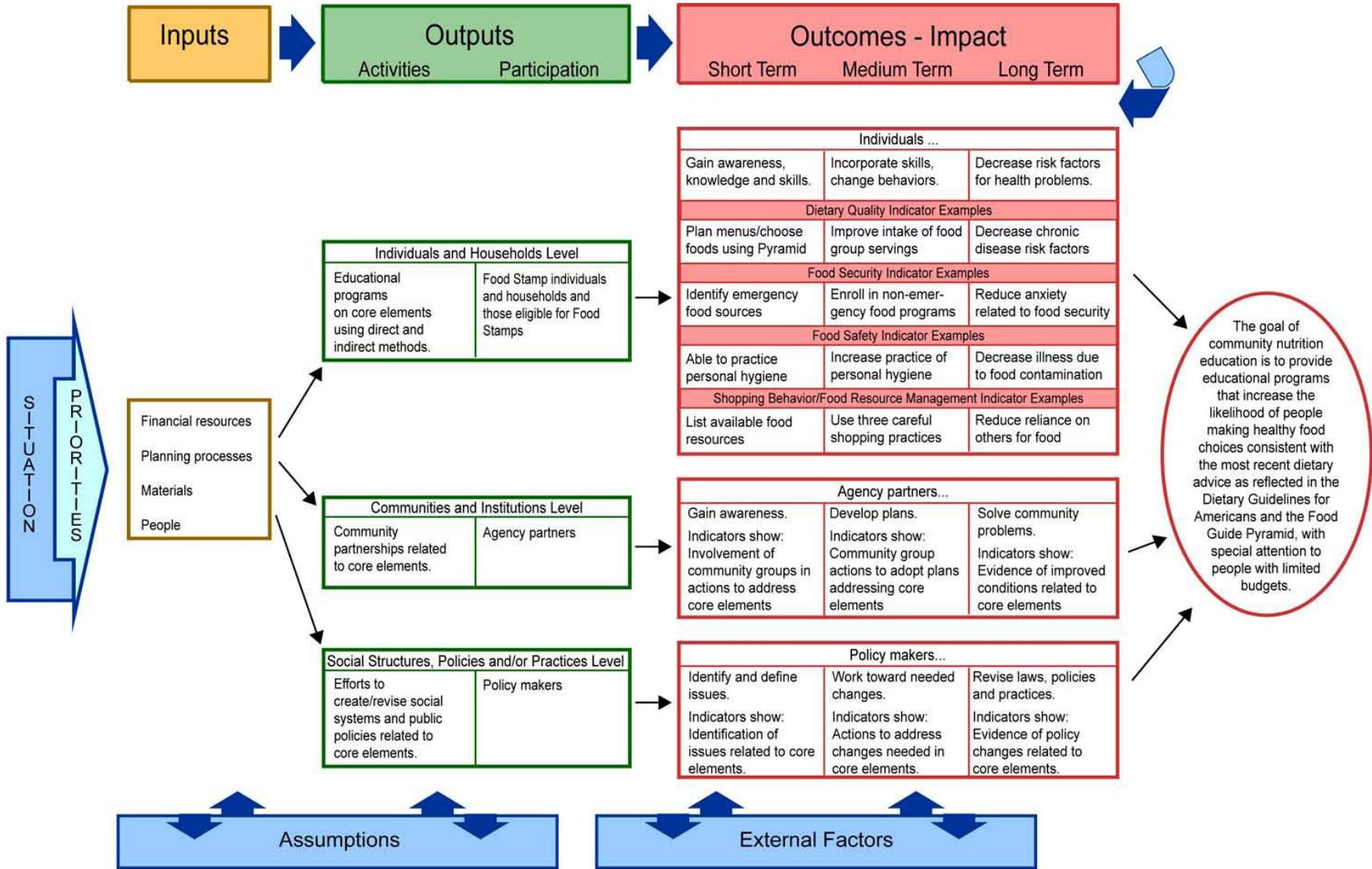
Logic Models are Useful for...

- Program Development and Planning
- Program Implementation
- Program Evaluation

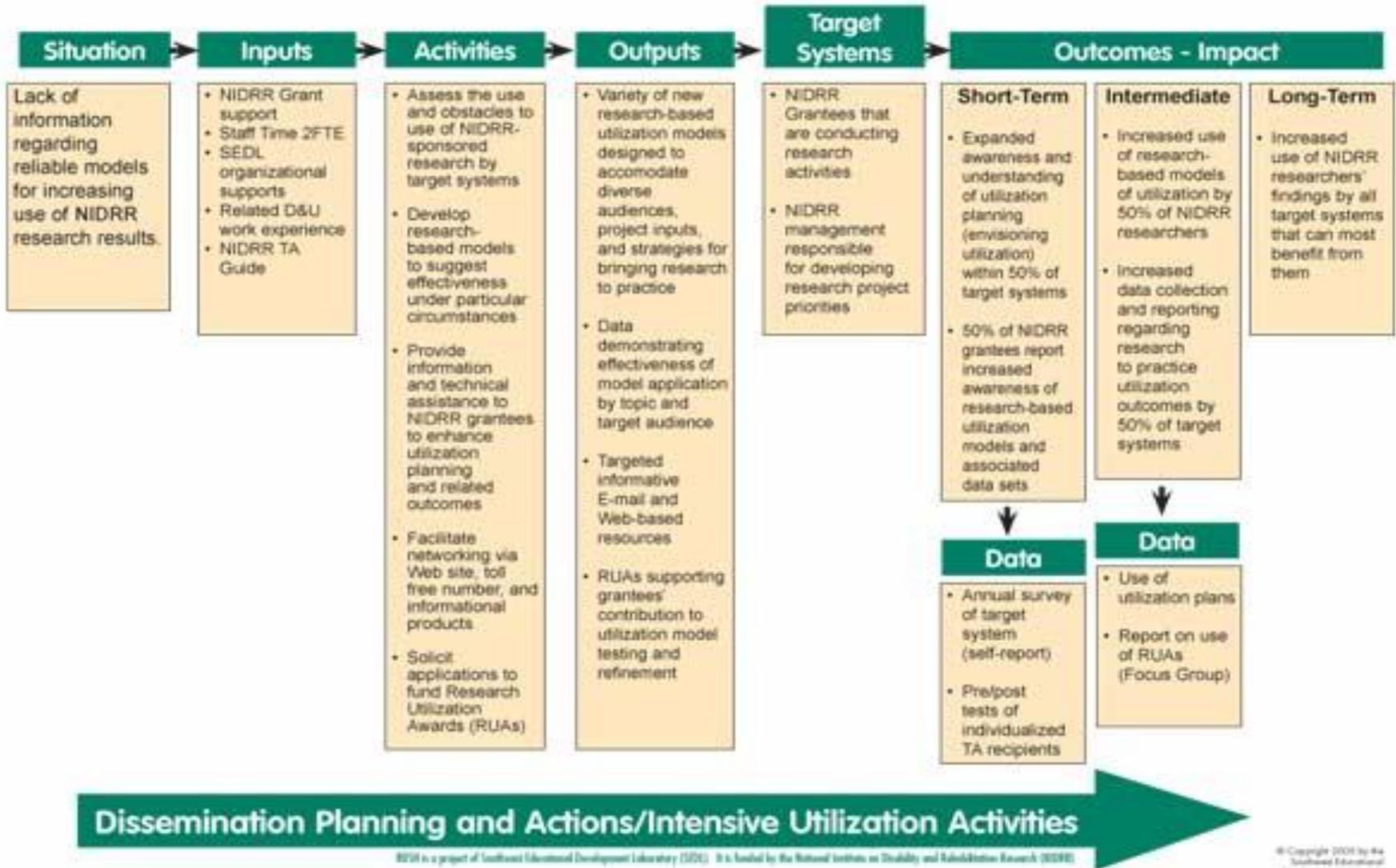
Basic Components



However, there are many ways to depict a logic model...



RUSH Logic Model

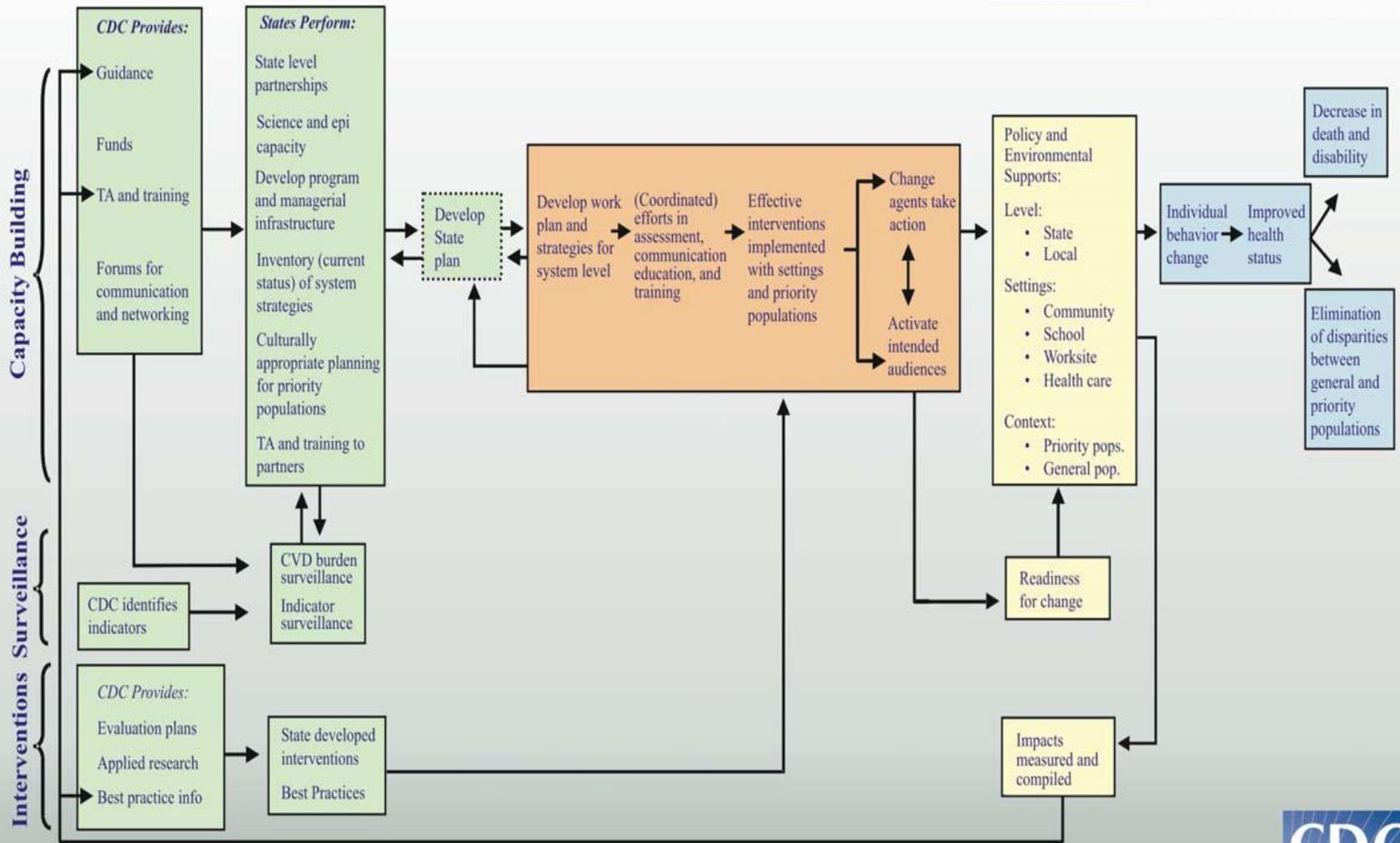


Process

Short Term Outcomes

Intermediate Outcome

Long Term Outcomes



Inputs

- What resources you have
 - Staff
 - Materials
 - Curricula
 - Funding
 - Equipment



Activities

- What you will do
 - Select a curriculum
 - Develop a training program
 - Train educators
 - Implement
 - Identify a coalition



Outputs

- Participation and Deliverables
 - # youth served
 - # educators trained
 - Curricula or training packages being developed
 - Policies
 - Reports



Outcomes

- Your intended results
 - Short-term
 - Intermediate
 - Long-term



Creating Your Logic Model



Before starting...

- Make sure you have a clear and comprehensive understanding of the problem situation in your State (communities) and the resources you bring to the table



Where are we?



Do your research...

- Review existing data
- Conduct a needs assessment
- Collect additional data
- Review theories and published research

Filling in Your Logic Model



GOAL:

PROBLEM

INPUTS

ACTIVITIES

**SHORT-
TERM
OUTCOMES**

**INTER-
MEDIATE
OUTCOMES**

OUTPUTS

From your research...

- Fill in your problem statement and your inputs



GOAL:

PROBLEM

HIV rates among African American and Latino youth in urban areas are high

INPUTS

- Mandatory health education classes**
- Federal funding**
- Health educators**

ACTIVITIES

OUTPUTS

SHORT-TERM OUTCOMES

INTER-MEDIATE OUTCOMES

Where do we want to go?



Goal Statement

- Broad statement of desired accomplishment or condition
- Establishes overall direction and focus
- Not always intended to be attained
- Specific to your situation

Goal Statement Examples

- To reduce HIV rates among adolescents in X community
- To reduce obesity rates in young adolescents in X state
- To improve cardio-vascular fitness of youth participating in X program

GOAL: Decrease HIV rates among African American and Latino adolescents in the urban areas of our state

PROBLEM

HIV rates among African American and Latino youth in urban areas are high

INPUTS

- Mandatory health education classes
- Federal funding
- Health educators

ACTIVITIES

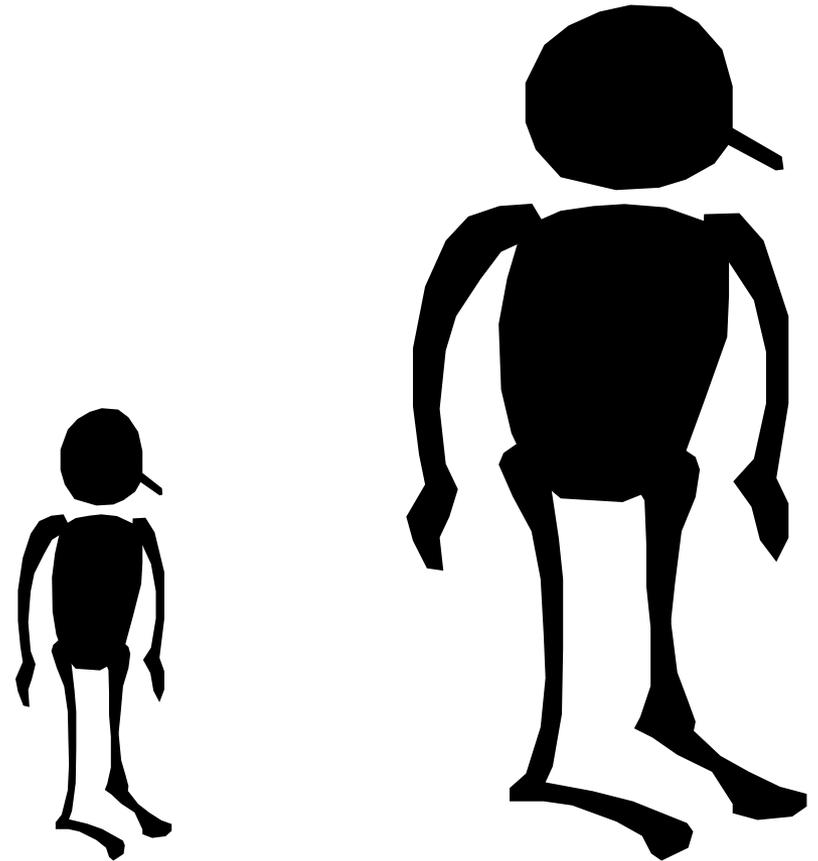
OUTPUTS

SHORT-TERM OUTCOMES

INTER-MEDIATE OUTCOMES

Logic Model Outcomes

- Short-term



Short-Term Outcome Examples

- Increase awareness of pregnancy prevention resources in community
- Increase knowledge of contraception options
- Improve self-efficacy to use condoms
- Increase intentions to delay initiation of sexual intercourse

GOAL: Decrease HIV rates among African American and Latino adolescents in the urban areas of our state

PROBLEM

HIV rates among African American and Latino youth in urban areas are high

INPUTS

- Mandatory health education classes
- Federal funding
- Health educators

ACTIVITIES

OUTPUTS

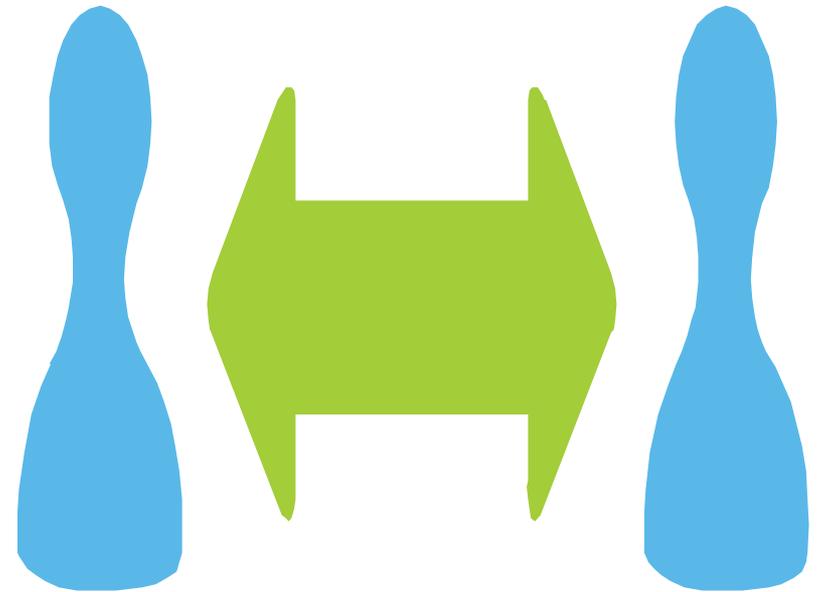
SHORT-TERM OUTCOMES

- Increase knowledge of where to buy condoms
- Increase intentions to use condoms

INTER-MEDIATE OUTCOMES

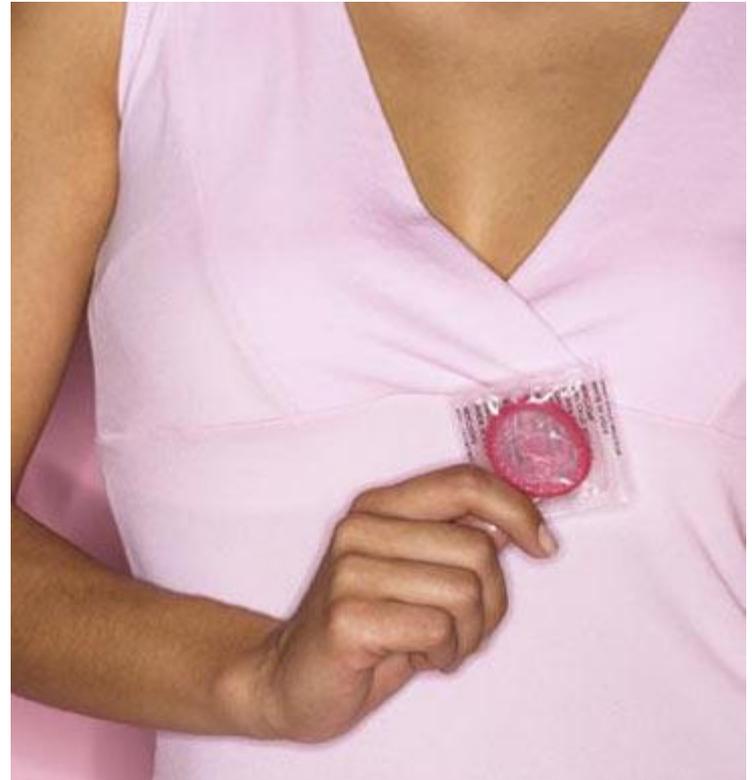
Logic Model Outcomes

- Short-term
- Intermediate



Intermediate Outcomes

- What you do with short-term Outcomes
 - Behaviors
 - Practices
 - Actions
 - Intentions*



Intermediate Outcome Examples

- Delay initiation of sexual activity
- Increase condom use

GOAL: Decrease HIV rates among African American and Latino adolescents in the urban areas of our state

PROBLEM

HIV rates among African American and Latino youth in urban areas are high

INPUTS

- Mandatory health education classes
- Federal funding
- Health educators

ACTIVITIES

OUTPUTS

SHORT-TERM OUTCOMES

- Increase knowledge of where to buy condoms
- Increase intentions to use condoms

INTER-MEDIATE OUTCOMES

- Increase incidence of condom use at last intercourse
- Decrease rates of intercourse without a condom

Logic Model Outcomes

- Short-term
- Intermediate
- Long-range



Long-Range Outcomes

- May reflect your goals
- Intentions as intermediate outcome and behaviors as long-range
- Project-specific sequencing

GOAL: Decrease HIV rates among African American and Latino adolescents in the urban areas of our state

PROBLEM

HIV rates among African American and Latino youth in urban areas are high

INPUTS

- Mandatory health education classes
- Federal funding
- Health educators

ACTIVITIES

OUTPUTS

SHORT-TERM OUTCOMES

- Increase knowledge of where to buy condoms

INTER-MEDIATE OUTCOMES

- Increase intentions to use condoms

LONG-RANGE OUTCOMES

- Increase incidence of condom use at last intercourse
- Decrease rates of intercourse without a condom

GOAL: Decrease HIV rates among African American and Latino adolescents in our state

PROBLEM

HIV rates among African American and Latino youth in urban areas are high

INPUTS

- Mandatory health education classes
- Federal funding
- Health educators

ACTIVITIES

OUTPUTS

SHORT-TERM OUTCOMES

- Increase knowledge of where to buy condoms
- Increase intentions to use condoms

INTER-MEDIATE OUTCOMES

- Increase incidence of condom use at last intercourse
- Decrease rates of intercourse without a condom

LONG-RANGE OUTCOMES

- Decrease HIV rates in 2 urban areas

Outcome Objectives in Detail

- Describe in narrative text
- Provide more information
- SMART



Outcome Objectives are...

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime-Phased

Outcome Objective Examples

- *By June 30, 2012, 75% of a random sample of 8th grade students who receive the HIV-prevention curriculum will report an increase their assertive communication skills as observed in role-play situations before and after receiving the curriculum.*
- *By the end of the project, of the 500 youth participants, 80% will indicate an 80% increase in knowledge regarding where to access reproductive health services, as measured by pre-post survey.*
- *On the 2012 state YRBS, 90% of middle school respondents will report on a youth survey that they have not engaged in sex.*

How will we get there?



Activities are what you will DO...

- Conduct RFP process
- Develop and pilot training materials
- Conduct training of trainers
- Provide technical assistance

Outputs are your participants and products...

- Educators trained
- Youth served
- Materials and documents
- Policies

GOAL: Decrease HIV rates among African American and Latino adolescents in the urban areas of our state

PROBLEM

HIV rates among African American and Latino youth in urban areas are high

INPUTS

- Mandatory health education classes
- Federal funding
- Health educators

ACTIVITIES

- Work with committee to select curriculum
- Develop training program
- Train educators
- Implement curriculum

OUTPUTS

- 12 trained educators
- Training package

SHORT-TERM OUTCOMES

- Increase knowledge of where to buy condoms
- Increase intentions to use condoms

INTER-MEDIATE OUTCOMES

- Increase incidence of condom use at last intercourse
- Decrease rates of intercourse without a condom

Process Objectives

- Provide more detail in narrative text
- SMART



Process Objective Examples

- *By year two of the project, LEA staff will have trained 100 health education teachers in the state on the selected scientifically based health education curriculum.*
- *By December 30, 2012, health educators will have delivered all lessons from X curriculum to 90% of youth participants in the middle school HIV-prevention program.*
- *Of the 300 high risk youth targeted, 80% will complete all 8 prevention education sessions by the end of the school year, 2012.*

Finishing Up



Ask yourself...

- Will this get us where we want to go?
- Is the logic model “logical”
- Is anything missing
- Is everything necessary



Describe your logic model in your narrative

- Describe how inputs and activities will lead to outcomes (theory of change)
- Explain the details of your Process and Outcome Objectives

Final Points

- Involve a wide range of stakeholders
- Start early
- Revise as necessary



Selected Resources

- BDI Logic Model Online Course
<http://www.etr.org/recapp/logicmodelcourse/index.htm>
- Centers for Disease Control. Logic Models 1: The Basics Tutorial; and Logic Models 2: Constructing a Logic Model Tutorial.
<http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>
- Kellogg Foundation (Logic Model Development Guide).
<http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-Development-Guide.aspx>
- University of Wisconsin Extension Logic Model Course
<http://www.uwex.edu/ces/lmcourse/>
<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Questions and Answers

Thank you!

