


Theory of Change and Logic Model

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A blue decorative graphic at the bottom of the slide, consisting of a solid blue horizontal bar with a white mountain-like shape cut out from its center.

Agenda

- Theory of Change
- Logic Model



- Community Need
 - Long Term Outcomes (want to accomplish)
- Intervention
 - Evidence-based intervention (what will your members do?)
 - Research phase: what intervention models are available to me?
 - How to use the intervention to get:
 - Short Term Outcomes
 - Mid Term Outcomes
- Activities to get the outcomes

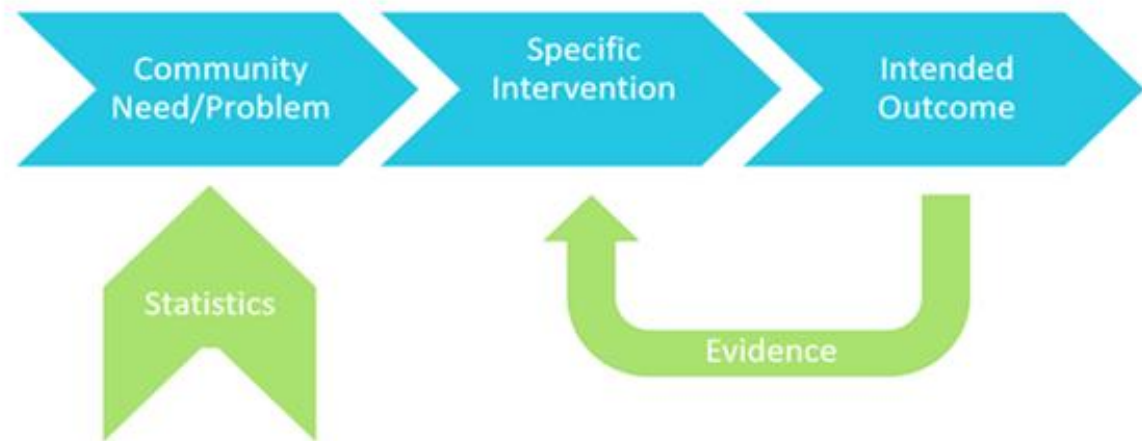


- Resources
 - What do I need to do all the activities?
 - How do I achieve my outputs and outcomes?

What is the Theory of Change?

- The narrative portion of our application that describes our AmeriCorps program
- It should include:
 - Community Need
 - Intervention
 - Outcomes- the changes we believe we will see after delivery of the intervention

Supported by Statics and Evidence



Link for Notice of Funding Opportunity

[2023 ASN Notice of Funding Opportunities](#)

Categories/Subcategories	Percentage
Executive Summary	0
Program Design	50
• Theory of Change and Logic Model	24
• Evidence Tier	12
• Evidence Quality	8
• Notice Priority	0
• Member Experience	6
Organizational Capability	25
• Organizational Background and Staffing	13
• Compliance and Accountability	8
• Member Supervision	4
Cost-Effectiveness and Budget Adequacy	25

Criteria for the Theory of Change from the NOFO

- The proposed intervention is responsive to the identified community problem.
- The applicant's proposed intervention is clearly articulated including the design, dosage, target population, and roles of AmeriCorps members and (if applicable) leveraged volunteers.
- The applicant's intervention is likely to lead to the outcomes identified in the applicant's Theory of Change.
- The expected outcomes articulated in the application narrative and logic model represent meaningful progress in addressing the community problem identified by the applicant.
- The rationale for utilizing AmeriCorps members to deliver the intervention(s) is reasonable.
- The service role of AmeriCorps members will produce significant contributions to existing efforts to address the stated problem.

Example Program: Stronger Families, Stronger Students



Community Need

- **What is the specific challenge in your community that your AmeriCorps program will address?**
 - Data and Statistics
 - Scope of the Problem
 - Impact
- Example: Discipline referrals for high school students in the Austin metro area have increased XX percentage since 2016 (citation). School administrators recently surveyed these kids as well as their teachers and parents/adult caregivers. The survey showed that xx% of these students feel negatively about their family relationships and specifically report not feeling heard or valued by their parents or adult caregivers. XX% of the parents who responded to these surveys stated that they did not feel they possessed the tools or strategies to support their youth. Both agreed that negative family dynamics were impacting behavior at school (citation). Discipline referrals in high school students are shown to directly impact the engagement with academics, the academic progress, and ultimately the graduation rates (citation).

Intervention

- **Describe the intervention your AmeriCorps program will be using to address the community need.**
- Should include:
 - Target population
 - Design
 - Core activities of members and any leveraged volunteers
 - Dosage
- Example: Our members will be providing a 10-week parenting class with two 1.5-hour sessions per week. Members will conduct the full 10-week classes three times per service year with three different cohorts of participants. The members will cover topics including communication skills, problem solving skills, strengths-based positive parenting strategies, importance of quality time, and self-care. Our target beneficiaries are parents/adult caregivers of high school students who have received a discipline referral or who have been identified by school staff as at risk for receiving a discipline referral.

Intervention and Outcomes

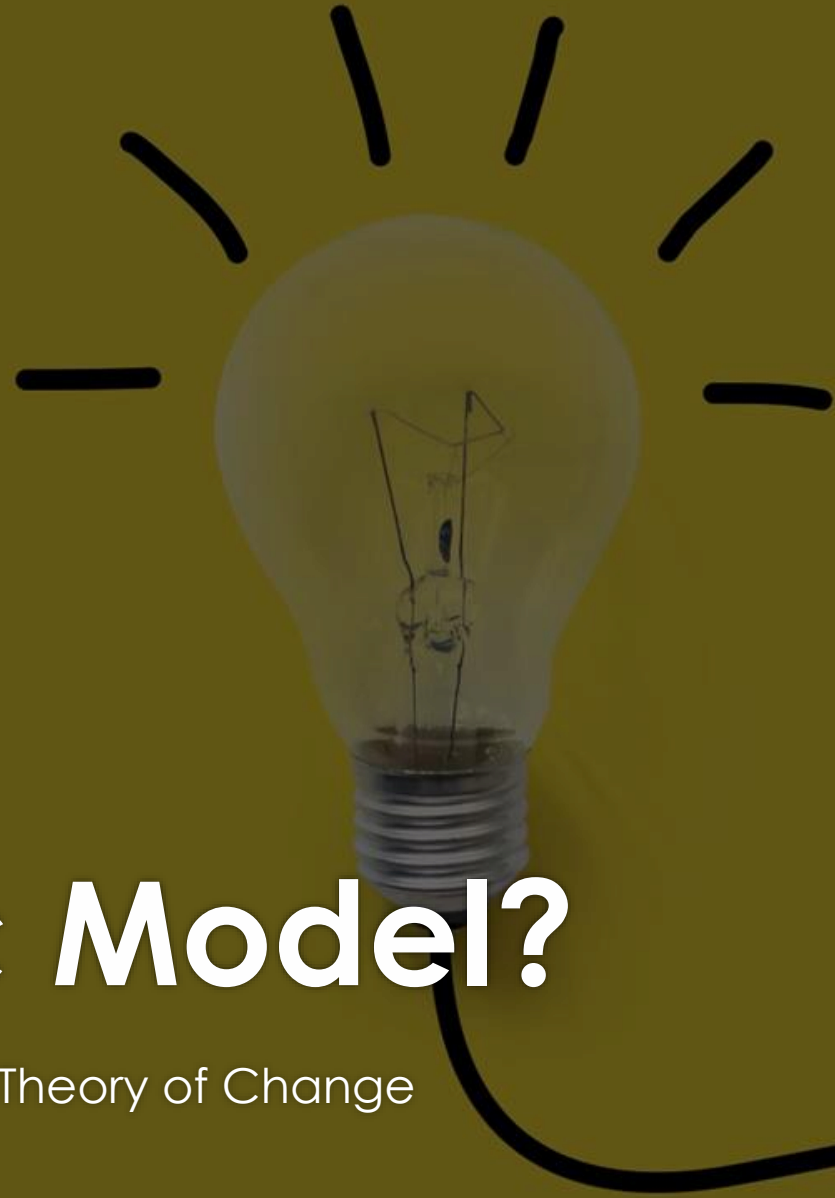
- Describe how the intervention will likely lead to the changes/outcomes
- Include:
 - Learned skills or knowledge
 - Changes in attitudes or opinions
 - Changes in behaviors
 - Changes in social condition/community need
- Example: Our intervention will increase the ability of parents/adult caregivers to problem solve and communicate effectively with their youths. Parents/adult caregivers will learn how to utilize positive, strengths-based parenting strategies and will feel they have the tools and knowledge to support their youth. Youths will feel understood and heard within their families through improved communication and relationship quality. in turn will lead to decreased discipline referrals in these youths, leading to increased academic engagement, increased academic progress, and higher graduation rates.

Why AmeriCorps members?

- **How does this fit into existing efforts to address this community need?**
- **How do AmeriCorps members fit into your intervention and program design?**
- Include:
 - Any targeted populations for members
 - Rationale for utilizing members
 - Capacity building rationale
- Example: The program will specifically target members with experience related to parenting youths. This could include individuals with a lived experience parenting youths or an educational background in social work, youth development, education or related fields. This will allow members to nurture closer rapport with parents /adult caregivers and families. While funding exists for teaching social emotional skills to youths in school, Austin metro area school districts do not have the resources or capacity to provide training and support to parents/adult caregivers.

Non-duplication: Federal AmeriCorps funds may not be used to duplicate an activity that is already available in the locality of a program. Funds will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.

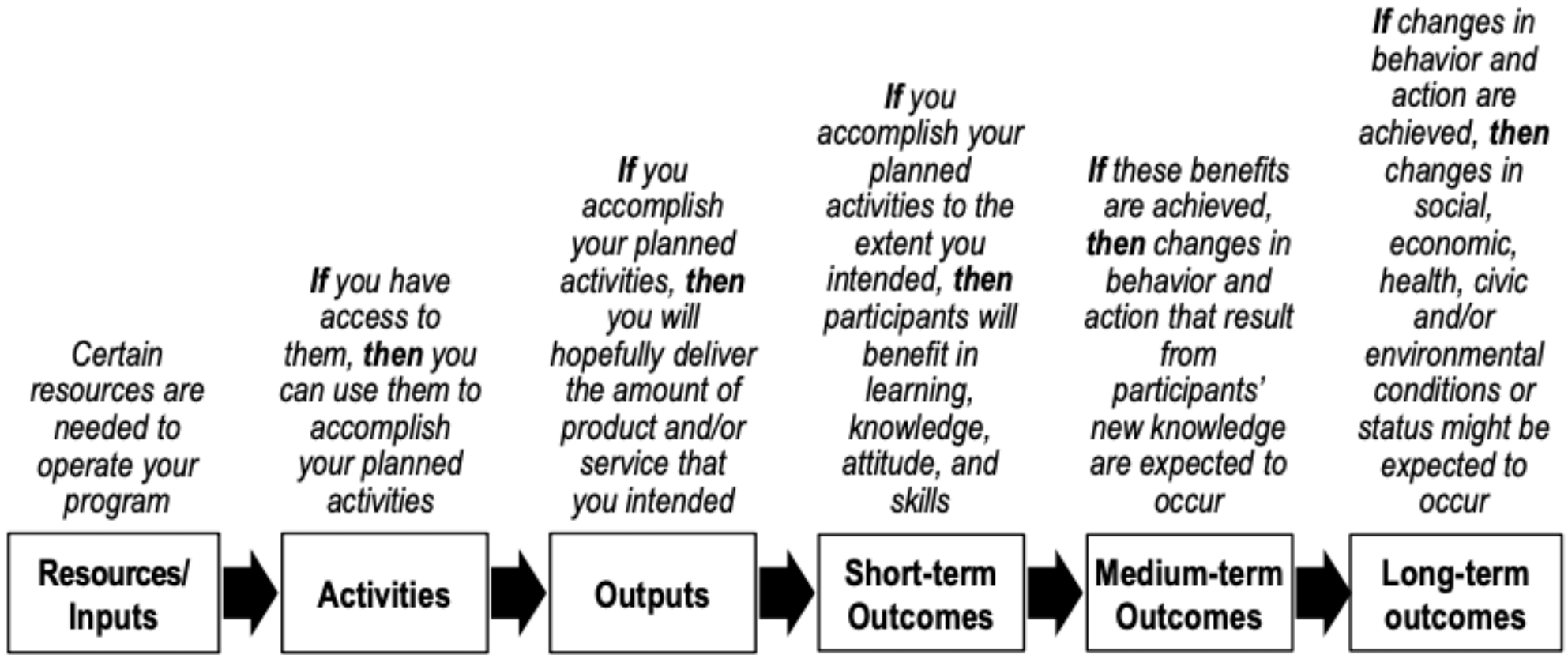
Non-displacement: An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in the program receiving funds.



What is the Logic Model?

The Logic Model is a VISUAL representation of the Theory of Change

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<i>The community problem that the program activities (interventions) are designed to address.</i>	<i>Resources that are necessary to deliver the Program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.</i>	<i>The core activities that define the intervention or program model that members will implement or deliver, including design and dosage (frequency, intensity, duration) and target population.</i>	<i>Direct products from program activities.</i>	<i>Changes in knowledge, skills, attitudes and opinions. Will almost always be measurable during the grant year.</i>	<i>Changes in behavior or action. May or may not be measurable during the grant year.</i>	<i>Changes in condition. Will most likely not be measurable during the grant year.</i>



Source: W.K. Kellogg Foundation Evaluation Handbook (2004), Adapted

Criteria for Logic Model from NOFO

- A summary of the community **problem**.
- The **inputs** or resources that are necessary to deliver the intervention, including but not limited to:
 - Locations or sites in which members will provide services
 - Number of AmeriCorps members who will deliver the intervention
- The core **activities** that define the intervention or program model that members will implement or deliver, including:
 - The duration of the intervention (e.g., the total number of weeks, sessions or months of the intervention)
 - The dosage of the intervention (e.g., the number of hours per session or sessions per week)
 - The target population for the intervention (e.g., disconnected youth, third graders at a certain reading proficiency level)
- The measurable **outputs** that result from delivering the intervention (i.e. number of beneficiaries served, types and number of activities conducted). If applicable, identify which National Performance Measures will be used as output indicators.
- **Outcomes** that demonstrate changes in knowledge/skill, attitude, behavior, or condition that occur as a result of the intervention. If applicable, identify which National Performance Measures will be used as outcome indicators.

Problem

- What community need will our program address?
- Include:
 - Recent data
 - Local data
 - Data that supports the intervention
 - Citations

Problem

Example:

- Discipline referrals for high school students in the Austin metro area have increased XX percentage since 2016 (citation).
- School administrators recently surveyed these students as well as their teachers and parents/adult caregivers. The survey showed that xx% of these kids feel negatively about their family relationships and specifically report not feeling heard or valued by their parents or adult caregivers. XX% of the parents who responded to these surveys stated that they did not feel they possessed the tools or strategies to support their youths. Both agreed that negative family dynamics were impacting behavior at school (citation).
- Discipline referrals in high school students are shown to negatively impact their engagement with academics, their academic progress, and ultimately their graduation rates (citation).

Inputs

- What resources do I need?
- These inputs could be:
 - Locations or sites where services will be provided
 - Money/Funds
 - Partners
 - AmeriCorps members
 - Staff
 - Board members
 - Expertise
 - Research
 - Curriculum
 - Technology/Systems

Inputs

Example:

- 30 AmeriCorps members
- Staff for supervision and expertise
- Evidence based curriculum for parents/adult caregivers
- Space within organization or schools to conduct trainings
- AmeriCorps funding and matching funds
- Supplies for use during training
- Software to document performance and other data related to participation in program and parent/adult caregiver progress
- Possible childcare and/or transportation assistance for participants
- Partnerships with Austin metro area school districts

Activities

- What will my members be doing?
- The core activities that define the intervention or program model that members will deliver.
- Include:
 - Design
 - Dosage
 - Target Population

Activities

Example:

- Target beneficiaries are parents/adult caregivers of high school students who have received a discipline referral or who have been identified by school staff as at risk for receiving a discipline referral
- Conduct a 10-week (twice per week for 1.5 hours each class) parenting class. The members will cover topics including communication skills, problem solving skills, strengths-based positive parenting strategies, importance of quality time, and self-care
- Members will conduct three 10-week parenting classes, with three different cohorts of participants, each service year

Outputs

- What are the immediate effects of your invention?
- Make sure these are measurable and think through how you will measure them
- Include:
 - Number of beneficiaries served
 - Types and numbers of activities implemented
 - A performance measurement if applicable

Outputs

Example:

- 60 total sessions conducted across three 10-week classes
- 60 individuals attending a 10-week parenting class

Short-Term Outcomes

- What changes in knowledge, skills, or attitudes did our intervention affect?
 - Include performance measurements if applicable
 - Think through how this data might be measurable

Short-Term Outcomes

Example:

- Parents/adult caregivers will increase their knowledge of positive parenting strategies
- Parents/adult caregivers will increase their communication skills related to their youths
- Parents/adult caregivers will increase their time spent on self-care activities
- Families will increase their quality time spent together

Mid-Term Outcomes

- What changes in behavior or actions did our intervention bring about?
 - These might not be measurable within the program year
 - Think through what data might be used to measure these outcomes

Mid-Term Outcomes

Example:

- Increased percentage of youth with participant parents/adult caregivers that feel positively about their relationship with their parents or adult caregivers
- Increased percentage of youth with participant parents/adult caregivers that report feeling heard or feeling valued
- Increased percentage of participant parents/adult caregivers who feel they possess the tools or strategies to support their youths

Long-Term Outcomes

- What is the ultimate long-term change in a societal condition that our intervention is seeking to affect?
 - This might not be measurable within the program year
 - Think through what data might be used to measure these outcomes

Long-Term Outcomes

Example:

- Increased academic engagement, increased academic progress, and increased graduation rates in those youths with participating parents/adult caregivers
- Decreased discipline referrals in Austin metro area high school students

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>-Discipline referrals for high school students in the Austin metro area have increased XX percentage since 2016 (citation).</p> <p>-School administrators recently surveyed these kids as well as their teachers and parents/adult caregivers. The survey showed that xx% of these kids feel negatively about their</p>	<p>-30 AmeriCorps members</p> <p>-Staff for supervision and expertise</p> <p>-Evidence based curriculum for parents/adult caregivers</p> <p>-Space within organization or schools to conduct trainings</p> <p>-AmeriCorps funding and matching funds</p> <p>-Supplies for use during training</p> <p>-Software to document performance and other data related to participation in program and</p>	<p>-Target beneficiaries are parents/adult caregivers of high school students who have received a discipline referral or who have been identified by school staff as at risk for receiving a discipline referral</p> <p>-Conduct a 10-week (twice per week for 1.5 hours each class) parenting class. The members will cover topics including communication skills, problem solving skills, strengths-based positive parenting strategies,</p>	<p>-60 total sessions conducted across three 10-week classes</p> <p>-60 individuals attending a 10-week parenting class</p>	<p>-Parents/adult caregivers will increase their knowledge of positive parenting strategies</p> <p>-Parents/adult caregivers will increase their communication skills related to their youths</p> <p>-Parents/adult caregivers will increase their time spent on self-care activities</p> <p>-Families will increase their quality time spent together</p>	<p>-Increased percentage of youth with participant parents/adult caregivers that feel positively about their relationship with their parents or adult caregivers</p> <p>-Increased percentage of youth with participant parents/adult caregivers that report feeling heard or feeling valued</p>	<p>-Increased academic engagement, increased academic progress, and increased graduation rates in those youths with participating parents/adult caregivers</p> <p>-Decreased discipline referrals in Austin metro area high school students</p>

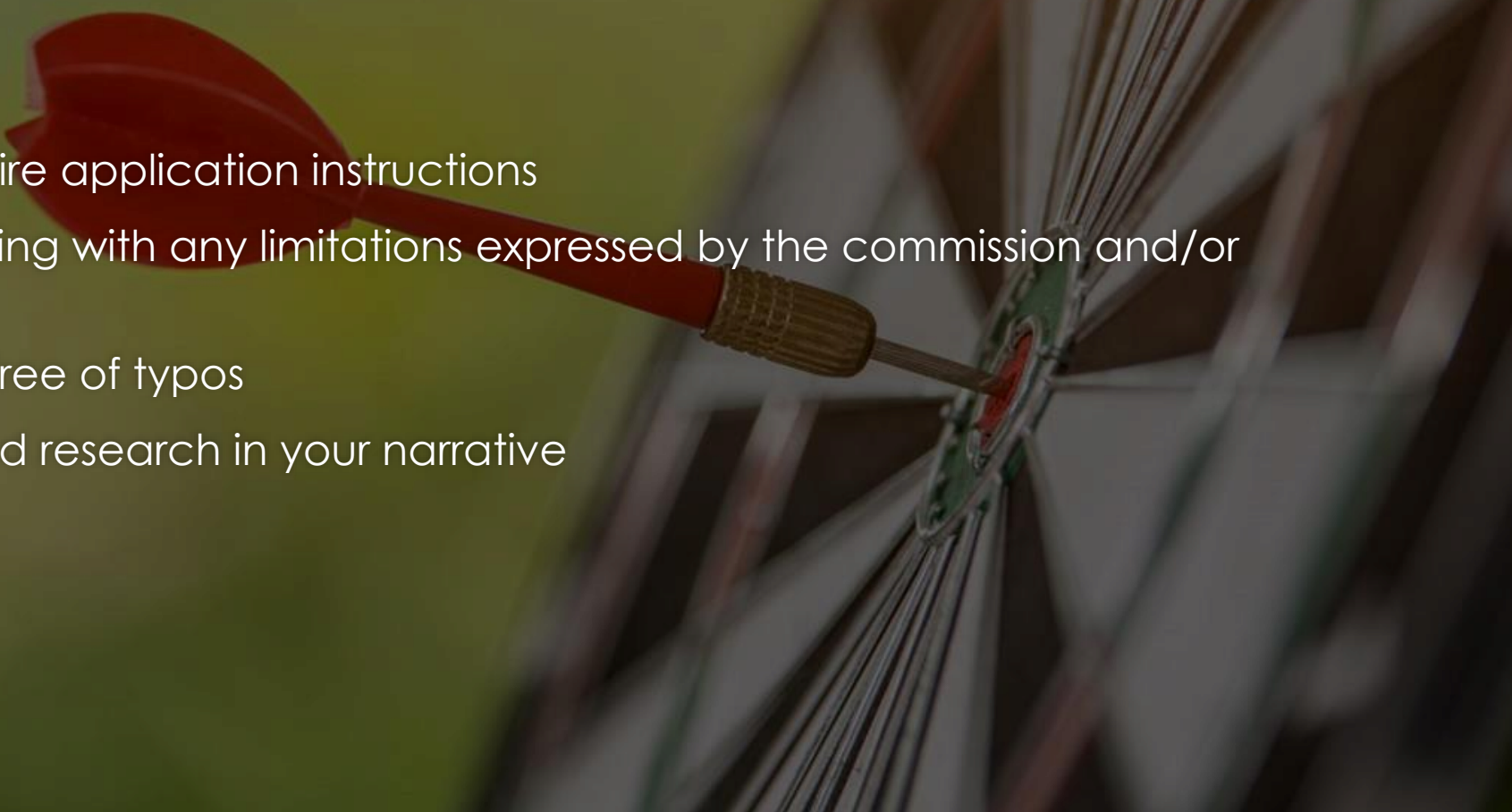
Questions

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Tips

- Ensure you read the entire application instructions
 - Ensure you are conforming with any limitations expressed by the commission and/or AmeriCorps
 - Ensure your narrative is free of typos
 - Ensure you cite data and research in your narrative
- 
- A red dart with a wooden handle is shown hitting the bullseye of a target. The target is a circular board with a grid of white and black segments. The background is a blurred green and yellow gradient.