INTRODUCTION TO LOGIC MODELS: A PLANNING TOOL TO DEVELOP REDEVELOP SCALE

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

Presented by
Bevan Gibson
Sarah Goldammer
SIPDC

HOW A LOGIC MODEL CAN HELP BUILD YOUR ICAPS/IET

- **Logic Model Definition**
  - A tool used most often by managers and evaluators of programs to evaluate the effectiveness of a program
  - Graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

PROGRAM LOGIC MODEL DEFINED

- A *description* of how your project is to work
  - ✓ the theory and assumptions underlying the program
- *Links* outcomes (both short- and long-term) with:
  - ✓ program activities/ processes
  - ✓ the theoretical assumptions/ principles of the program

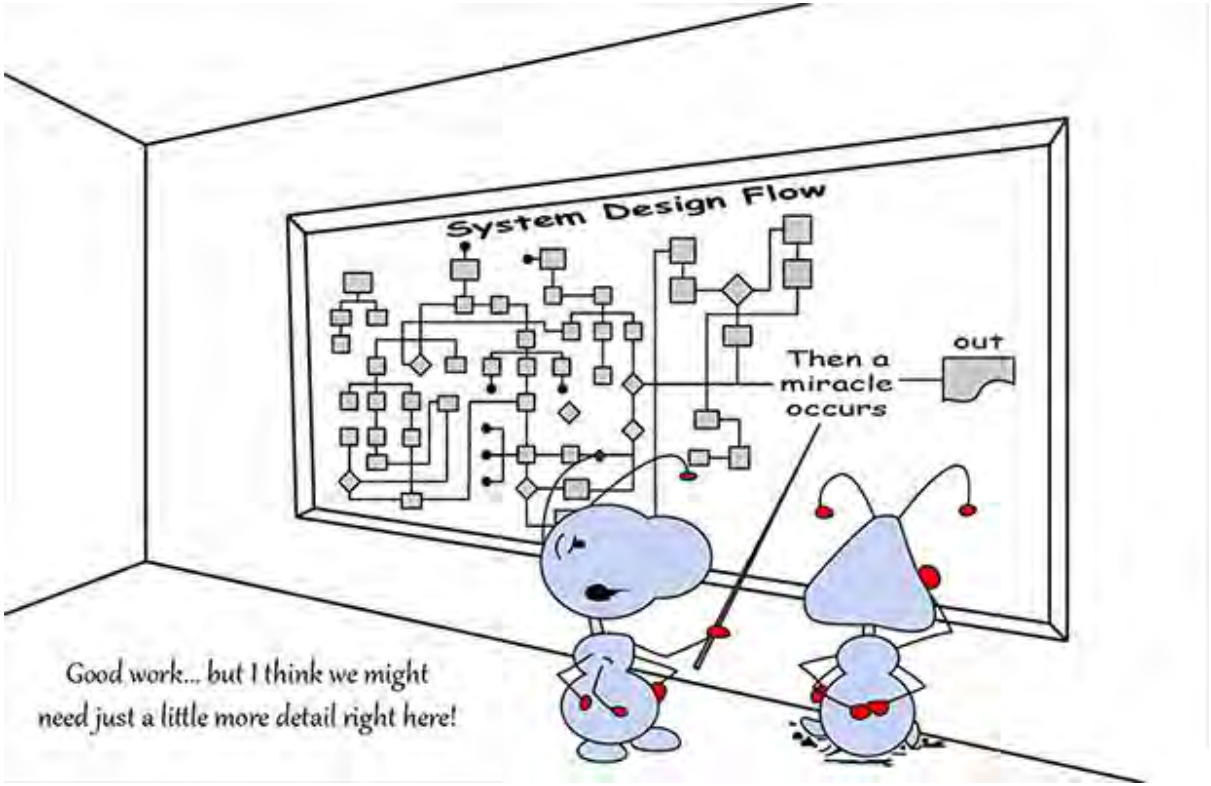
TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

PURPOSE:

- To assess the “if-then” relationships between elements of the program, i.e., if the resources are available for a program, then the activities can be implemented. If the activities are implemented successfully, then certain outputs and outcomes can be expected.

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

PURPOSE:



TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

COMPONENTS OF A LOGIC MODEL

Resources/ Inputs	Activities/ Goals	Outputs /Core Components	Outcomes	Impact
Certain resources are needed to operate your program	If you have access to them, then you can use them to accomplish your planned activities	If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended	If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways	If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur

Your Planned Work

Your Intended Results

ADVANTAGES:

- Easier way to define work and measure it
- Performance measures drawn from any step
- Emphasis on measuring final outcomes or results so not spinning wheels on work activities or outputs without achieving desired outcomes

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

USE OF THE LOGIC MODEL:

- Program Planning

  - ✓ helps to “plan with the end in mind”
  - ✓ with focus on ultimate outcomes, can think backwards to identify how best to achieve desired results

- Performance Evaluation

  - ✓ important to carefully specify desired results and how to monitor them over time

Program Elements	Criteria for Program Success	Benefits of Program Logic Models
Planning & Design Program	Program goals and objectives, and important side effects are well defined ahead of time.	Finds "gaps" in the theory or logic of a program and work to resolve them.
	Program goals and objectives are both plausible and possible.	Builds a shared understanding of what the program is all about and how the parts work together.
Implementation & Management	Relevant, credible, and useful performance data can be obtained.	Focuses attention of management on the most important connections between action and results.
Evaluation, Communication, & Marketing	The intended users of the evaluation results have agreed on how they will use the information.	Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation.

HOW LOGIC MODELS CAN POSITION PROGRAMS TOWARD SUCCESS

READING LOGIC MODELS

- When “read” from left to right:
  - ✓ Logic Models describe program basics over time from planning through results.
  - ✓ Following the chain of reasoning or “If...then...” statements which connect the program’s parts.

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

Resources/ Inputs	Activities/ Goals	Outputs /Core Components	Outcomes	Impact
Certain resources are needed to operate your program	If you have access to them, then you can use them to accomplish your planned activities	If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended	If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways	If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur

Your Planned Work

Your Intended Results

EXAMPLE:

- Input: Money, staff, equipment
- Activities: Development of materials, training programs
- Output: Number of booklets produced, workshops held, people trained
- Outcomes/Impacts: Increased skills/knowledge/confidence leading in longer-term to promotion, new job, entry into post-secondary, etc.

TOOLS FOR PLANNING

- ICAPS Planning Notes
- ICAPS/IET Planning Template
- ICAPS Gap Analysis
- Logic Model

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

ICAPS Planning Notes

Employer Engagement

Possible Employers	Credential/Certificates Required by Employer	Service(s) Employer can Provide	Benefits to Employer	Contact, by whom? How?	Next Steps/ Person Responsible/ Due Date
Other sources of information on how to engage employers:					

ICAPS/IET Planning Template

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy

ICAPS/IET Planning Template

☐ Demonstrate need/demand for career pathway

- ☐ Gather Labor Market Information
  - ☐ Available jobs
  - ☐ Desired skills by employers
  - ☐ Earning potential
  - ☐ Employment options
  - ☐ Opportunities for advancement
- ☐ Verify inclusion of Certification on LWIB Demand List
- ☐ Verify industry jobs from proposed certificate program is in alignment with Local and Regional Plans for Workforce Development
- ☐ Industry job is in the LWIB/LWIA Plan

☐ Create partnerships related to Career Pathway

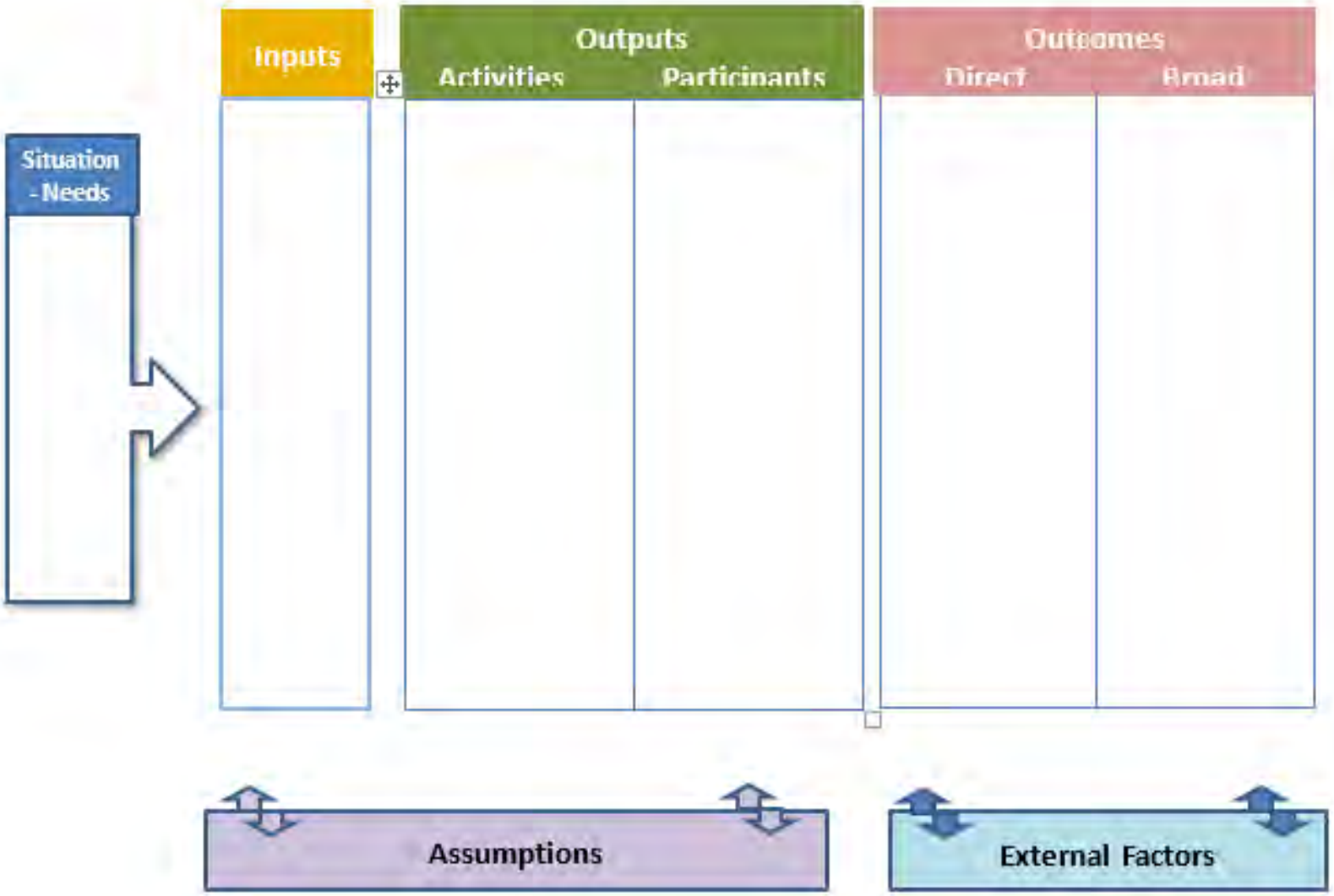
Partners include:

- ☐ Business and industry
- ☐ Career and Technical Education departments/training facilities
- ☐ LWIB/LWIA
- ☐ Institutional departments
- ☐ Obtain letters of commitment from ALL partners

☐ Pathway flowchart

- ☐ Articulation of one or more educational pathways
- ☐ Progression of classes/training – starting point and possible paths
- ☐ Connection to Bridge program

I-CAPS Logic Model



Rend Lake College I-CAPS Logic Model

Situation - Needs

Too few adult education students transition to college and persist long enough to obtain certificate or degree

Adults need to learn soft skills to obtain and retain a job

Health care community has need for qualified workers

Inputs

Buy-in from key members of the leadership team

Qualified and enthusiastic staff and instructors to carry out the program (Allied Health, Basic Skills & Student Services)

Tuition Wavier for qualified students

Employer input & interest

AO grant & Perkins dollars

Outputs

Activities

1. Identify program goals and objectives
2. Develop stackable credential in Allied Health
3. Establish delivery method for contextualized and basic skills courses – select instructors
4. Identify and recruit students / assess & orient
5. Deliver student support services / retain students
6. Maintain complete and accurate records, both qualitative and quantitative
7. Evaluate
8. Make plans for continuation and expansion

Participants

1. Leadership team
2. Allied Health faculty & staff, Addus (employer)
3. Leadership team
4. Leadership team, WIOA, RLC marketing, testing center, students reading scores 8+
5. Adult Ed student support coordinators
6. Instructors, coordinators, & leadership team
7. Leadership team
8. Leadership team & RLC administration, faculty & staff

Outcomes

Direct

1. Enroll 8 students – 50% earn at least 1 certificate (CNA), 35% earn 2 certificates (CNA & Personal Care Aide
2. 60% of students earn a GED certification
3. Adapt tuition wavier to include AO students
4. Students enter/retain employment
5. Students advance in employment – including pay raise
6. Students continue postsecondary education in a related pathway earning an additional credential(s)

Broad

1. Students prepared for postsecondary education or workforce
2. Increased awareness of AO by RLC faculty & staff
3. Community awareness of the educational needs of middle to low skill adults
4. Reduce the number of unemployed in the RLC district

Assumptions

Undereducated adults can become productive employees with adequate support and training.

External Factors

Job market, economy

TRANSITIONS ACADEMY

Illinois Community College Board

Career and Technical Education and Adult Education and Literacy

YOUR TURN!

WHAT ARE YOUR QUESTIONS?

HOW CAN WE HELP YOU SUCCEED?

TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy