CAPP Component 2: Measuring Outcomes

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ACT for Youth Center of Excellence

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Component 2

April webinar:

Best practices in youth development programming

Today:

Logic model overview
Developing a logic model
Example component 2 inputs to outcomes

Next:

Developing your component 2 logic model

What is a logic model?

How is a logic model used?

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"…a graphic representation of the program elements (inputs) and their relationships that indicates how they will function to produce program proximal (short-term) and distal (long-term) outcomes. Logic models serve as frameworks for evaluation researchers as well as plans for program managers. Also known as 'program theory.'"

Dictionary of Statisitics and Methodology, 2011

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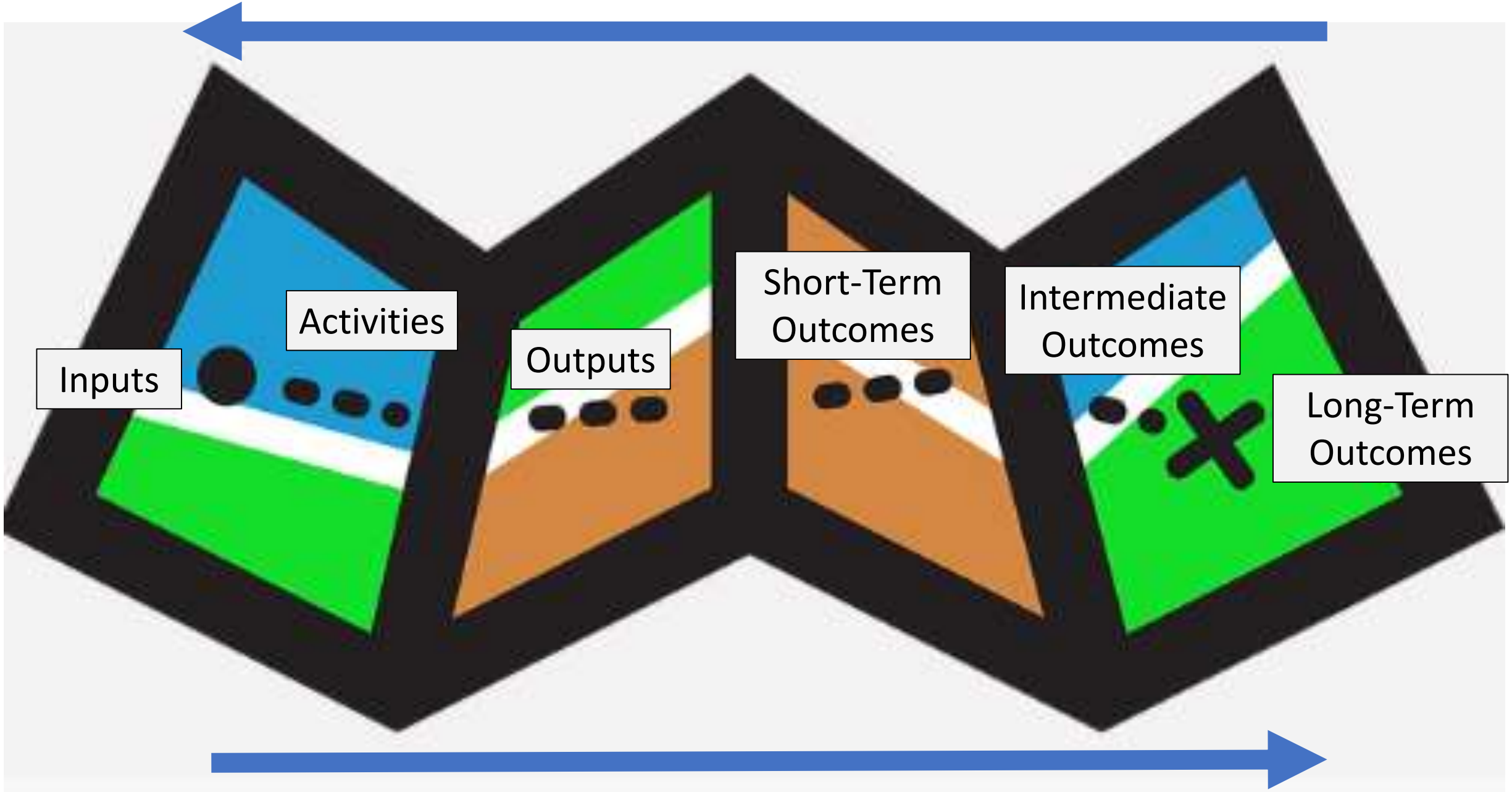

Inputs
Activities
Outputs
Short-Term Outcomes
Intermediate Outcomes
Long-Term Outcomes

Developing a Logic Model

1. Find the logic in existing materials

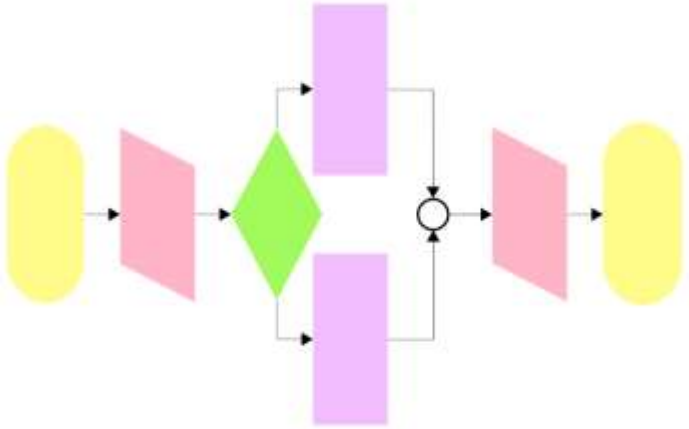
   CAPP RFA
   Your grant application
   Narrative descriptions
   Project descriptions

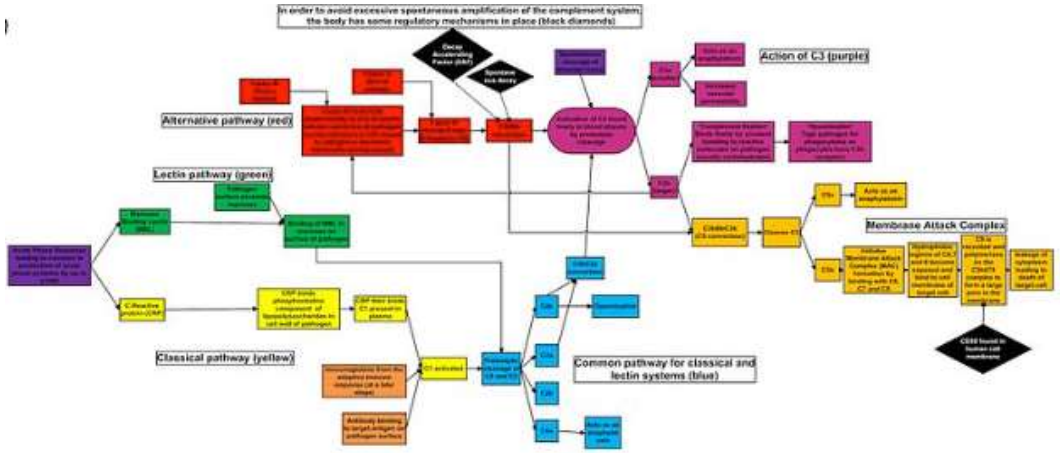
   Existing research:
   Positive youth development, Social emotional learning

Developing a Logic Model

2. Determine scope of model

    Consider: Audience, potential uses & level of detail needed





Developing a Logic Model

3. Check the logic!

    Does the model make sense?

    Is the model complete?

    Try it out!

Revisit and Revise as needed

Benefits of a Logic Model

- Incorporates planning, implementation & evaluation
- Prevents misalignment between activities & outcomes
- Keeps focus on outcomes

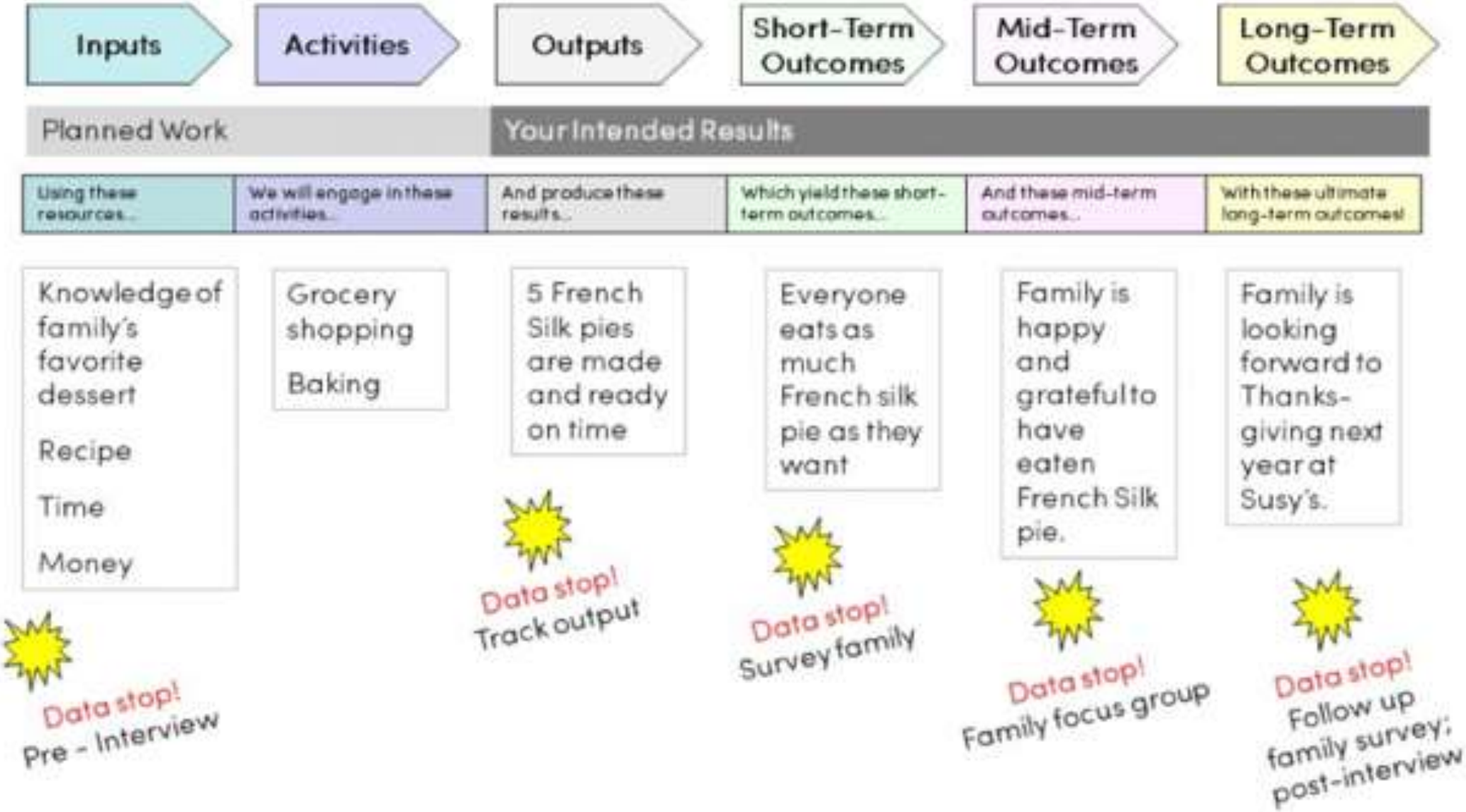
Adapted from *The Community Toolbox*

http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

Logic Model: An Example

Problem statement: Susy's family loves dessert. No one is bringing dessert to Susy's Thanksgiving dinner.

Goal: Family has fun and is looking forward to Thanksgiving next year at Susy's house.



Developed by the Data Innovation Project, November 2016

Component 2 Logic Model

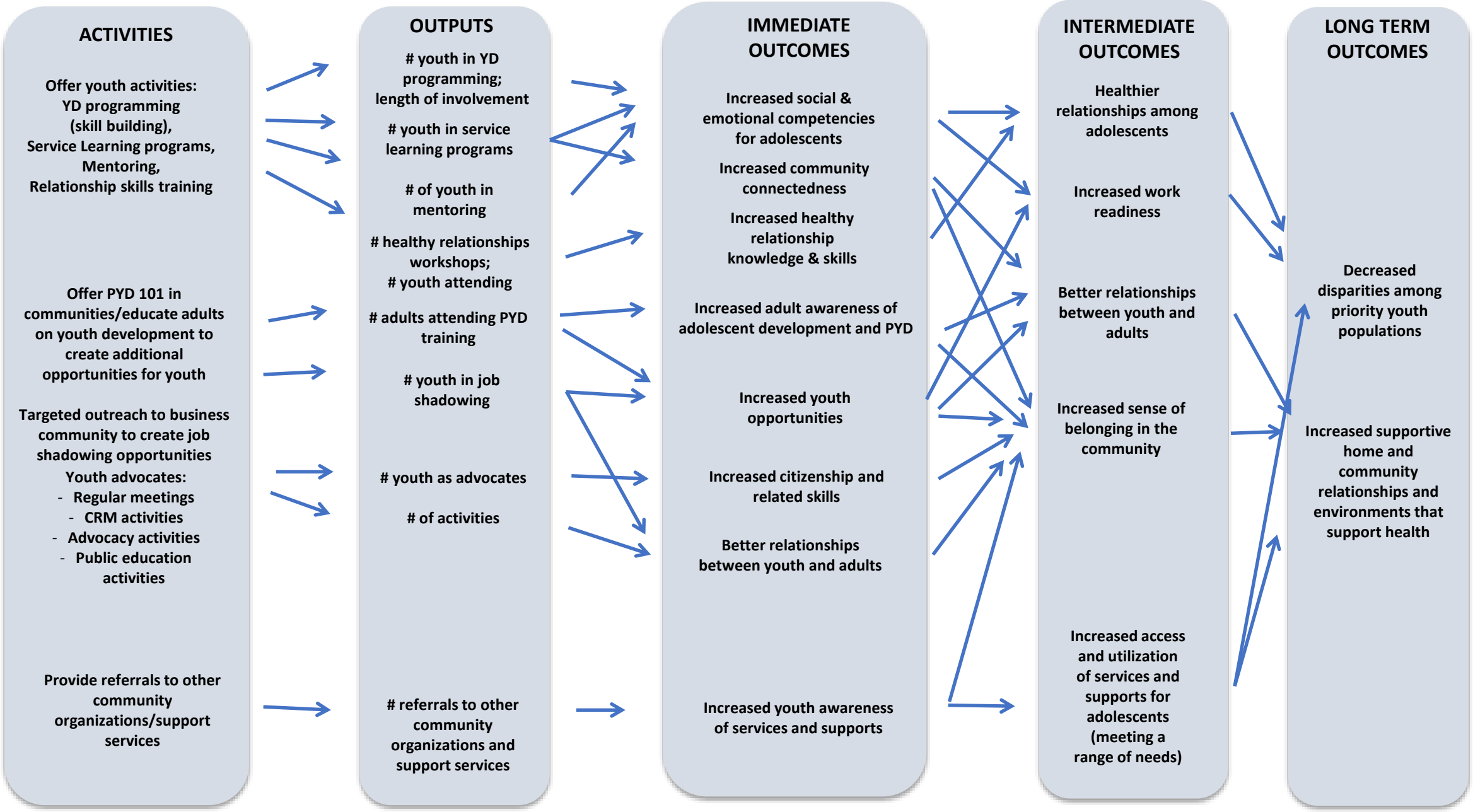
CAPP Component 2 Objectives

Long-Term Outcomes

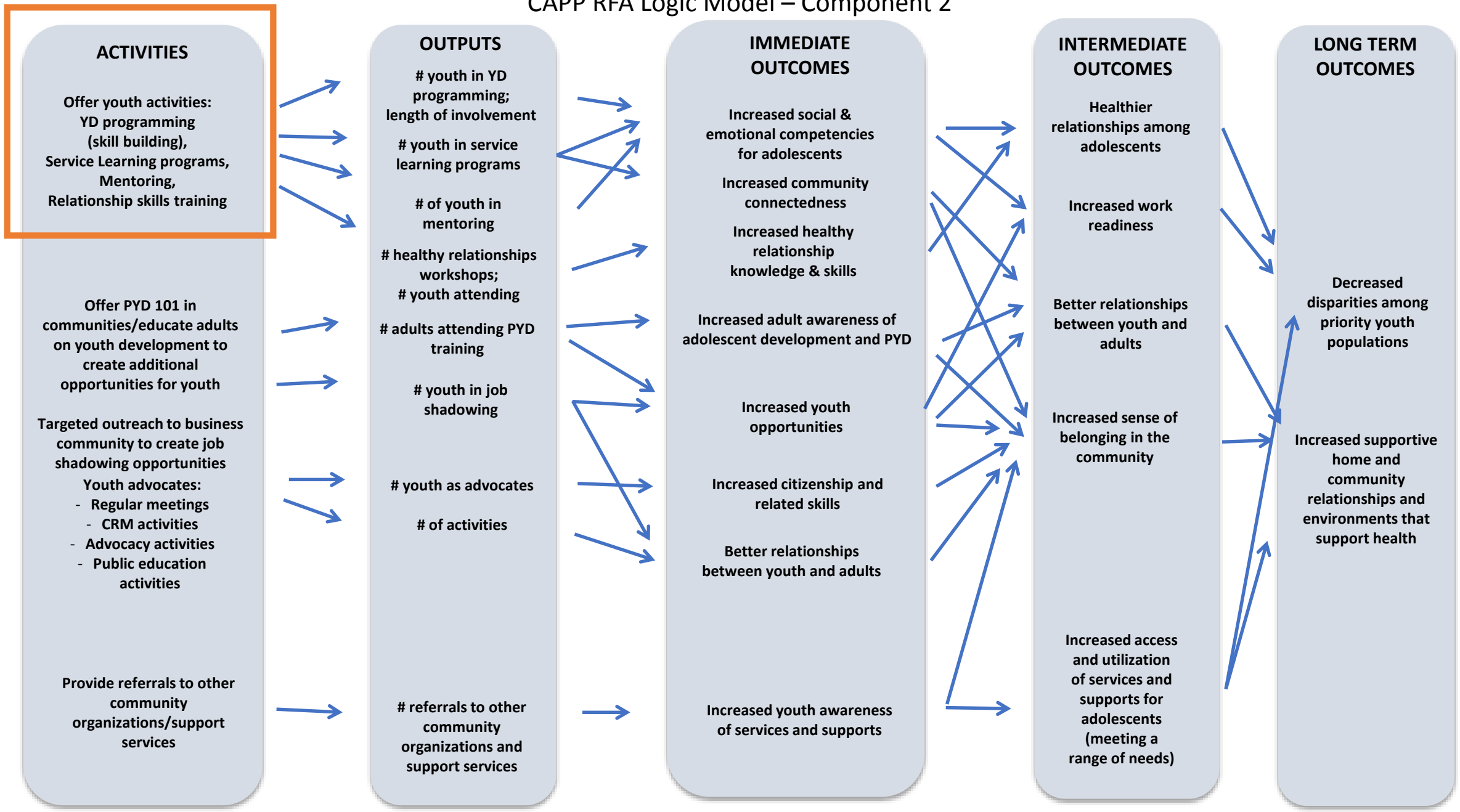
- Increase percentage of adolescents who live in supportive and cohesive communities
  - Implement multi-dimensional educational, vocational, economic and recreational opportunities for youth on multiple health and developmental related topics that introduce them to new situations, ideas and people, and challenge them to build or learn skills
  - Potential strategies: Service learning, mentoring, healthy relationship training, youth as advocates…

Potential strategies, general activities

CAPP RFA Logic Model – Component 2



CAPP RFA Logic Model – Component 2



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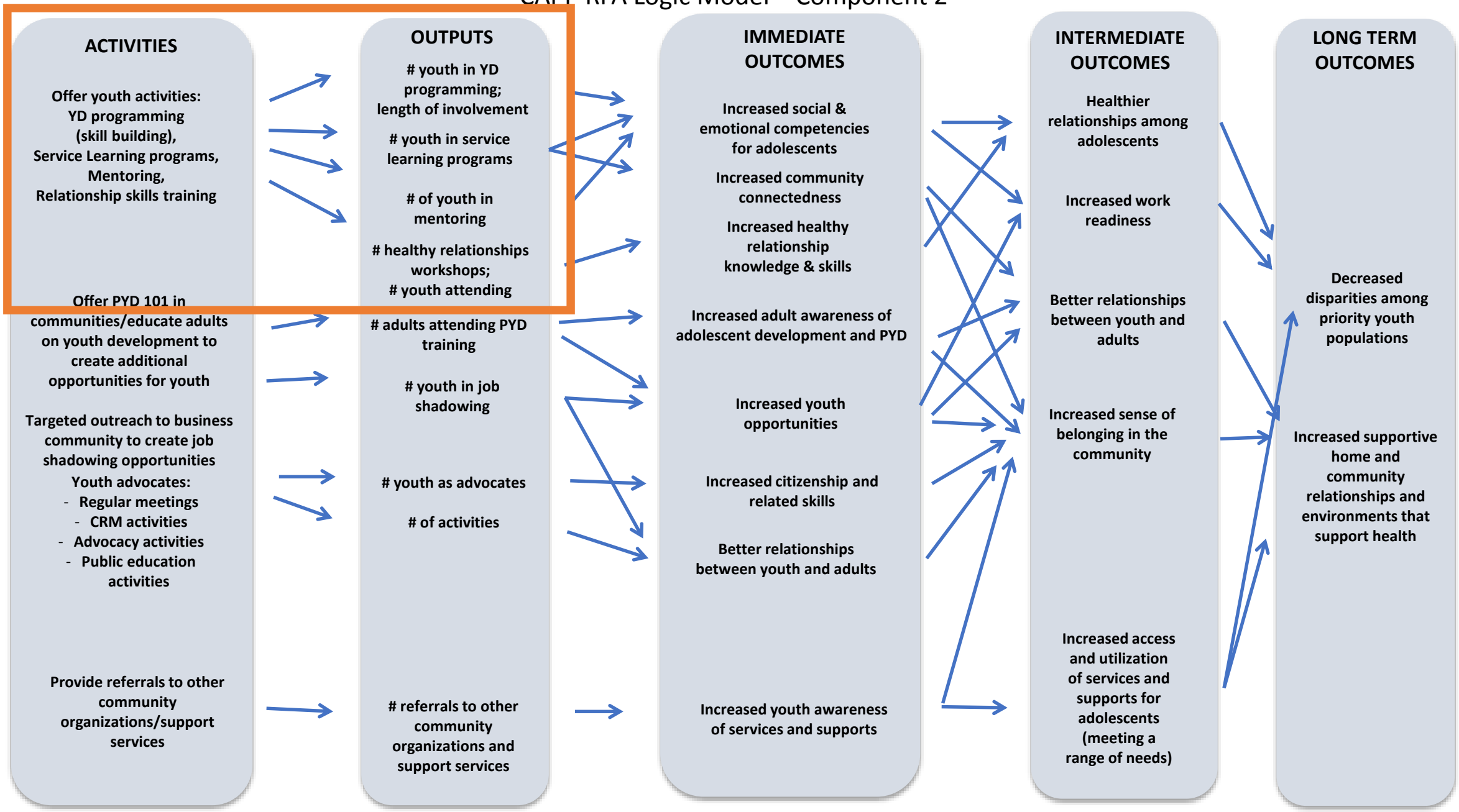

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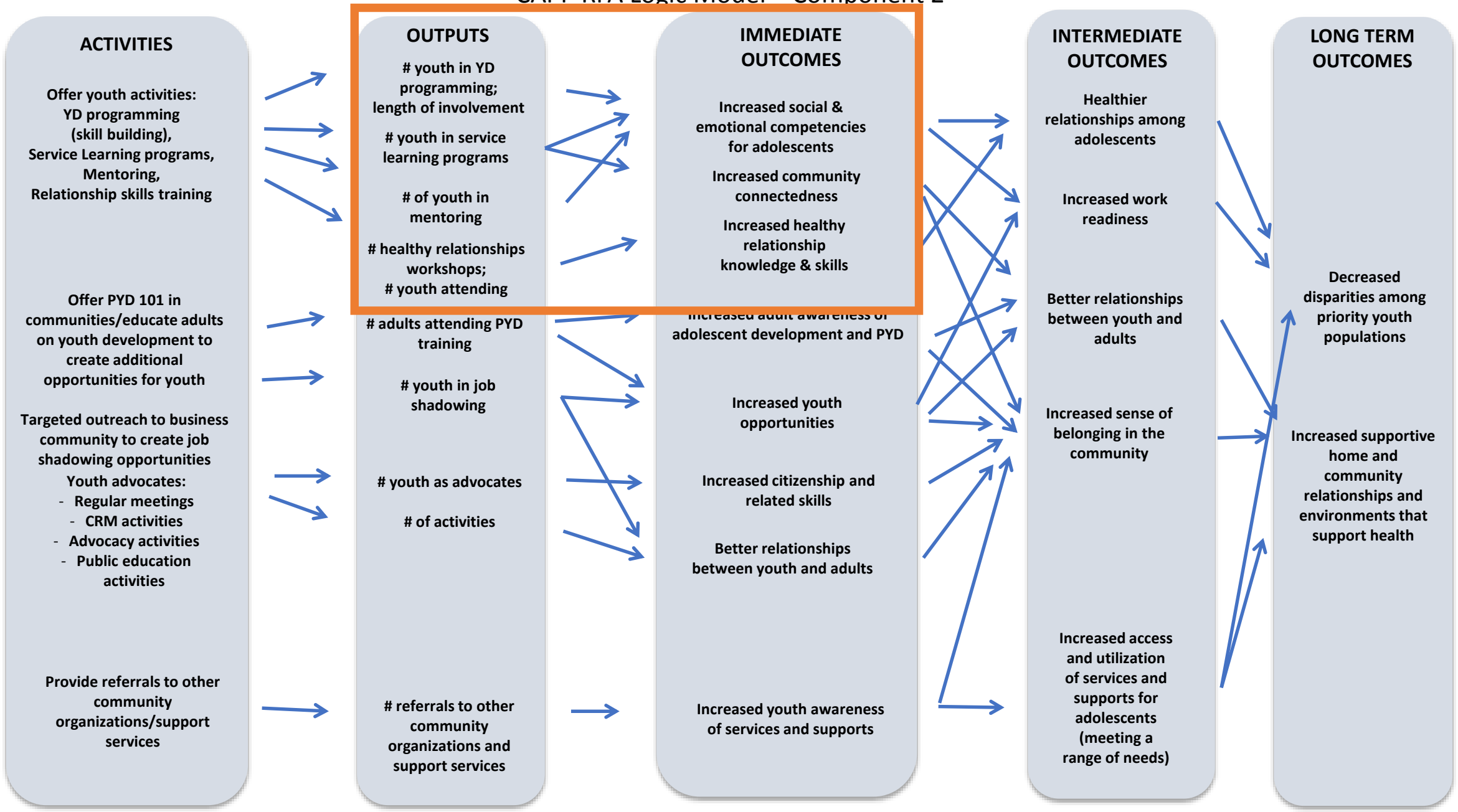

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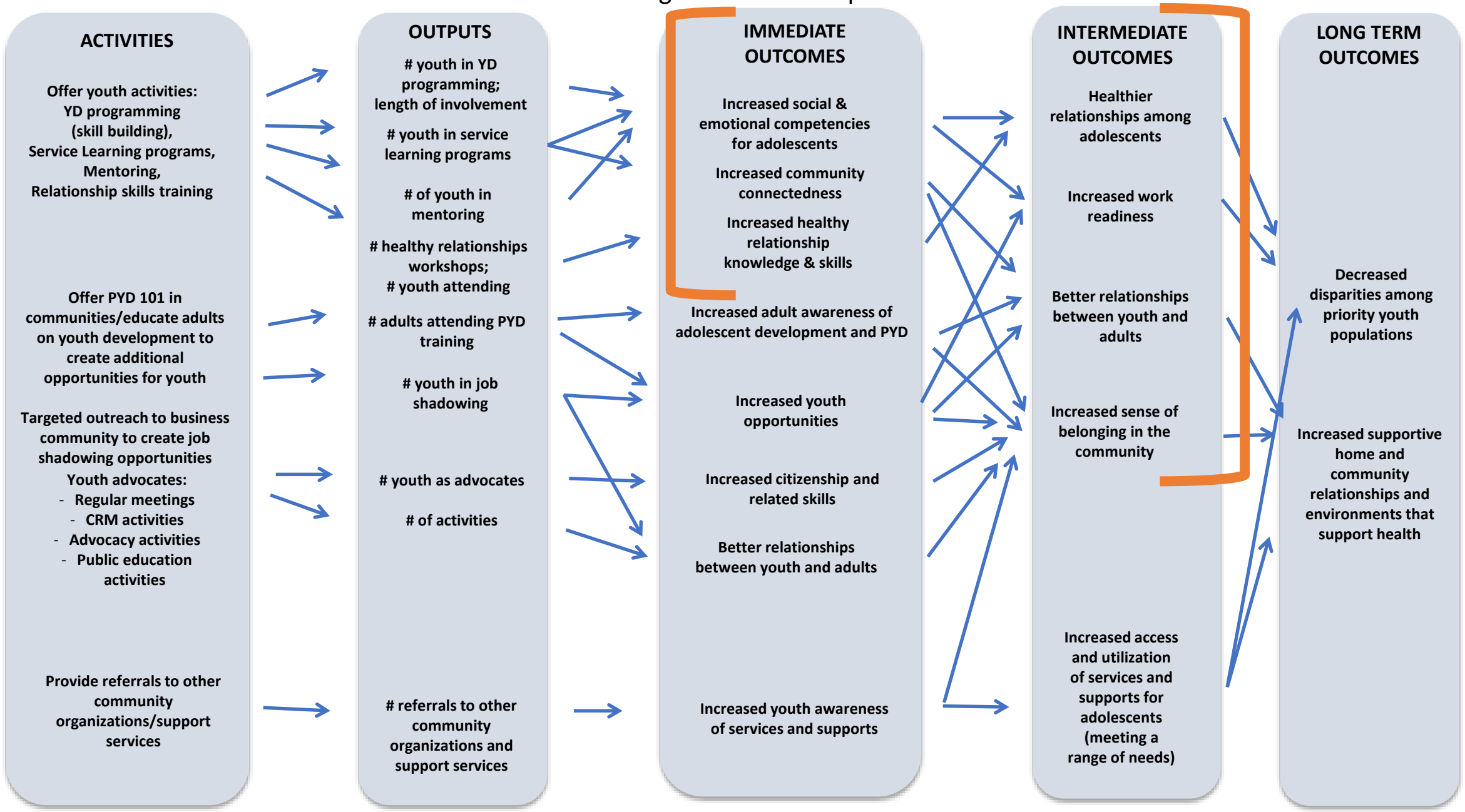

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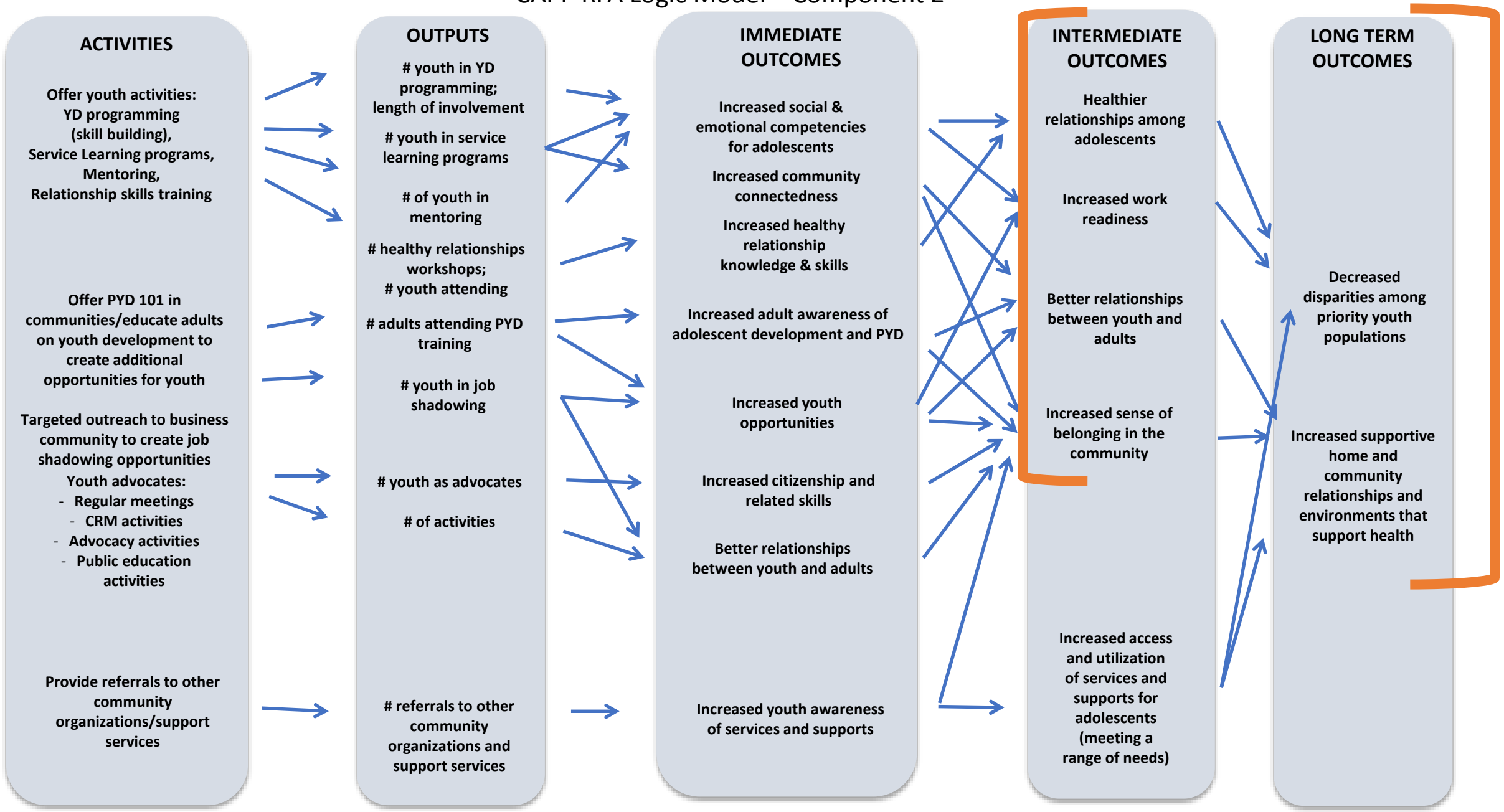
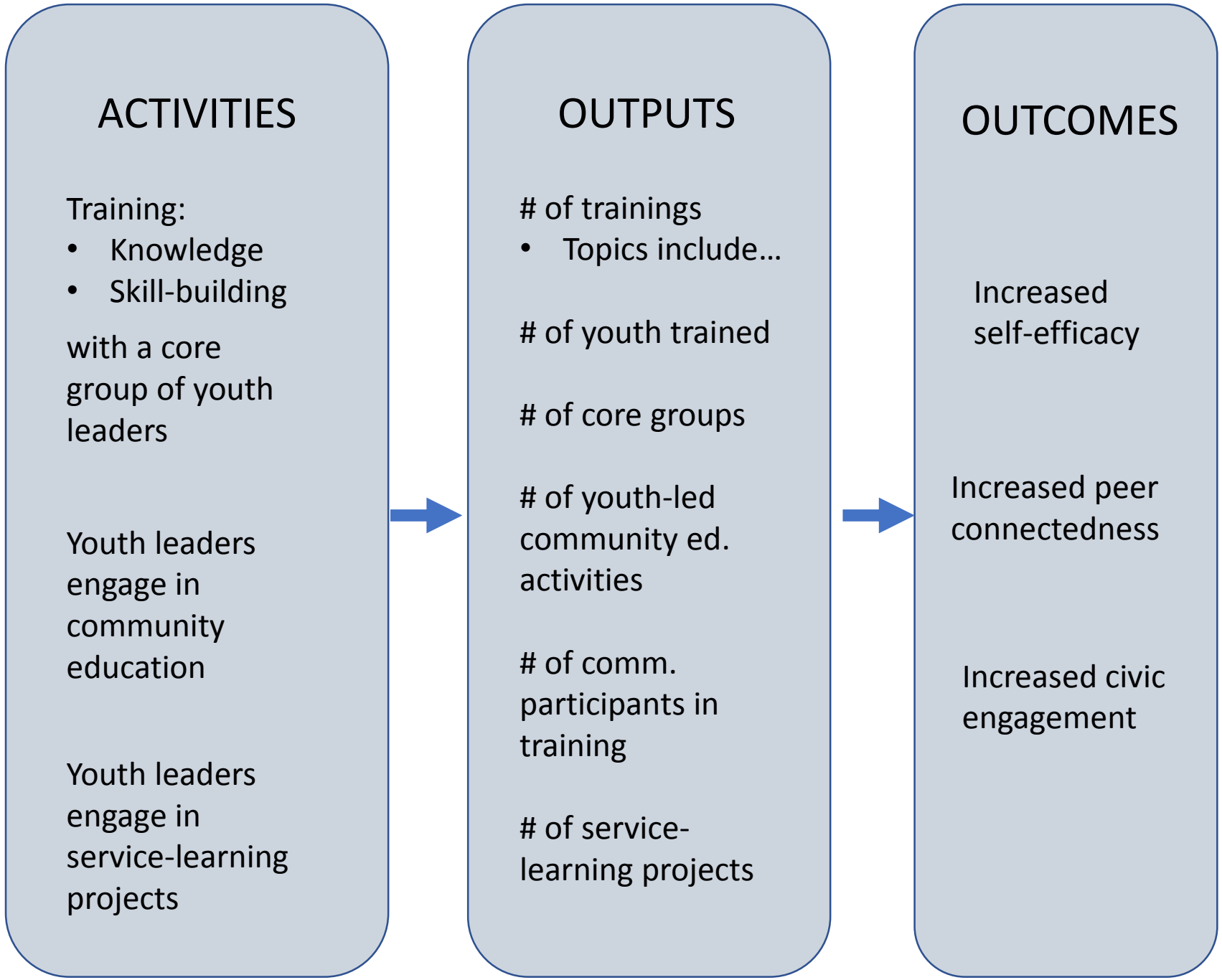
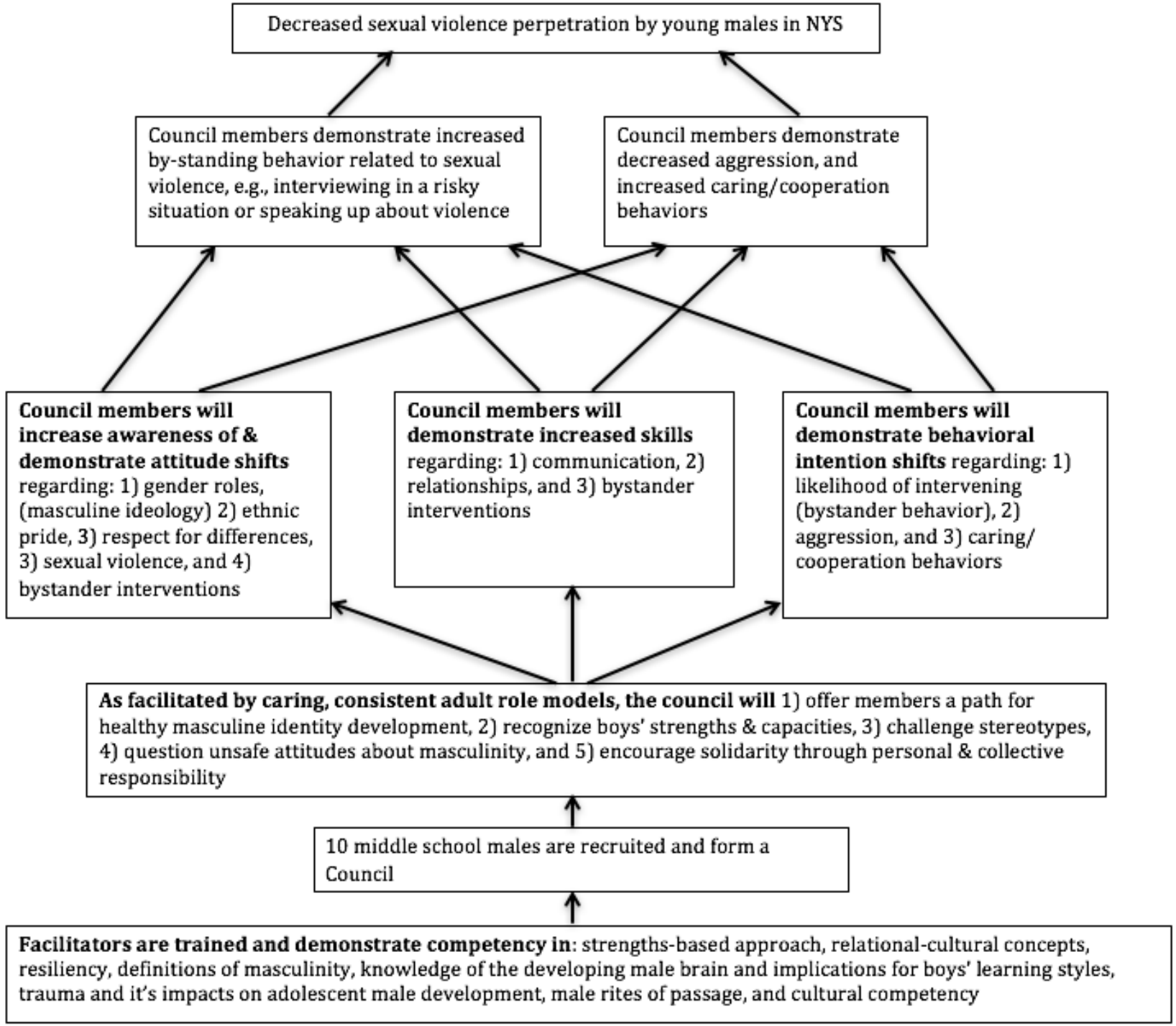
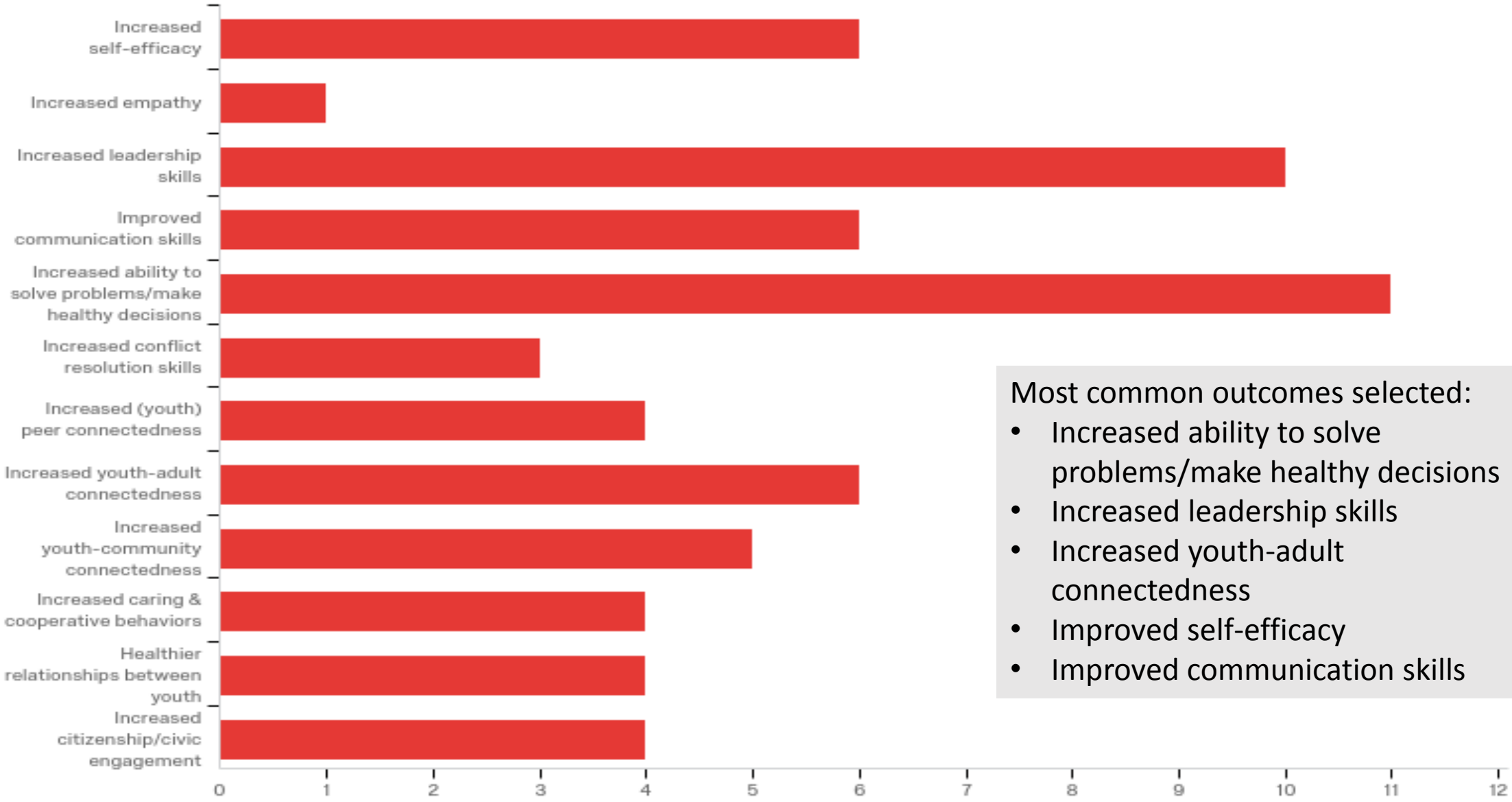



ACTIVITIES
Training:
• Knowledge
• Skill-building
with a core group of youth leaders
Youth leaders engage in community education
Youth leaders engage in service-learning projects
OUTPUTS
# of trainings
• Topics include…
# of youth trained
# of core groups
# of youth-led community ed. activities
# of comm. participants in training
# of service-learning projects
OUTCOMES
Increased self-efficacy
Increased peer connectedness
Increased civic engagement


Decreased sexual violence perpetration by young males in NYS
Council members demonstrate increased by-standing behavior related to sexual violence, e.g., interviewing in a risky situation or speaking up about violence
Council members demonstrate decreased aggression, and increased caring/cooperation behaviors
Council members will increase awareness of & demonstrate attitude shifts regarding: 1) gender roles, (masculine ideology) 2) ethnic pride, 3) respect for differences, 3) sexual violence, and 4) bystander interventions
Council members will demonstrate increased skills regarding: 1) communication, 2) relationships, and 3) bystander interventions
Council members will demonstrate behavioral intention shifts regarding: 1) likelihood of intervening (bystander behavior), 2) aggression, and 3) caring/ cooperation behaviors
As facilitated by caring, consistent adult role models, the council will 1) offer members a path for healthy masculine identity development, 2) recognize boys' strengths & capacities, 3) challenge stereotypes, 4) question unsafe attitudes about masculinity, and 5) encourage solidarity through personal & collective responsibility
10 middle school males are recruited and form a Council
Facilitators are trained and demonstrate competency in: strengths-based approach, relational-cultural concepts, resiliency, definitions of masculinity, knowledge of the developing male brain and implications for boys' learning styles, trauma and it's impacts on adolescent male development, male rites of passage, and cultural competency

Which of the following shorter-term changes or outcomes for youth do you expect your CAPP component 2 activities will achieve?



Most common outcomes selected:

- Increased ability to solve problems/make healthy decisions
- Increased leadership skills
- Increased youth-adult connectedness
- Improved self-efficacy
- Improved communication skills

Assessing increased ability to solve problems/ make healthy decisions

	Not at all true	Hardly true	Moderately true	Exactly true
I can always manage to solve difficult problems if I try hard enough	○	○	○	○
If someone disagrees with me, I can find a way to work out the problem	○	○	○	○
It is easy for me to stick to my plans and accomplish my goals	○	○	○	○
When an unexpected thing happens, I am confident that I can deal with is successfully	○	○	○	○
I can find ways to handle new situations	○	○	○	○
I can solve most of the problems if I put in the necessary effort	○	○	○	○
When something stressful happens, I can stay calm and figure out how to deal with it	○	○	○	○
When I have a problem, I can usually find several solutions	○	○	○	○
If I am in trouble, I can usually think of a solution	○	○	○	○
I can usually handle whatever comes my way	○	○	○	○

Next steps: Developing your logic model!

Resources

The Community Toolbox

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Your evaluation support team member!

www.actforyouth.net