# Building Community Capacity:
## Sustaining *America's Promise* Partnerships in the Aftermath of Hurricane Katrina

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**Training and Technical Assistance Summit
New Orleans, LA
July 19-20, 2007**

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# Sustainability:
# A Matter of Responsibility

● "*We have a responsibility to our program recipients; they've had so many losses in their lives and for us to come in for a year or two or three and give them hope, only to have the program go away, we've just caused another loss and a further loss of hope in their lives*" (Akerlund, 2000).

# What is sustainability?

"**Sustainability is the capacity of programs to continuously respond to community issues. A sustained program maintains a focus consonant with its original goals and objectives, including the individuals, families, and communities it was originally intended to serve.**"

- Programs ebb and flow and wax and wane regarding the breadth and depth of their programming. Some contract and others expand, whereas other maintain original program activities.

- Some become aligned with other organizations and established institutions, whereas others maintain their independence.

- Certain programs offer the same prevention activities for years, and others introduce difference activities that remain focused on their general goals and objectives.

The key element of sustainability is providing continued benefits, regardless of particular activities delivered or the format (institutionalization versus independence) in which they are delivered.  Thus it is more important to sustain benefits to families and communities than to sustain program activities per se" (Mancini & Marek, 2004, pp. 339-340).

# Training Modules and Schedule

- Module 1-Overview training and introduction of training participants
- Module 2-Frameworks
  - Capacity building framework and implications
  - Effective collaborations
  - Sustainability framework and implications
- Module 3-Mapping the community program terrain
- Module 4-Results management and logic models
- Module 5-Sustainability plan

# Module 1:
# Overview of Training

# Overview of the Training

- Focused on factors of sustaining community-based programs for children and families
- Oriented toward producing a sustainability plan at the conclusion of the training
- Grounded in long-term research on program sustainability
- Grounded in reliable frameworks designed to further understanding of building community capacity, sustainability, and program planning
- Dependent on interactive training environment

# Specific Training Results

- Over the course of the two-day training participants will:
  - Be exposed to the building community capacity framework
  - Learn methods of effective collaboration
  - Learn the factors of sustainability
  - Learn results management approach to program sustainability planning using logic models
  - Develop a viable sustainability plan

# Who are we?
# Community-building exercise

- In your next life, what occupation would you like to pursue?

- What occupation would you not want to pursue?

- What is something about you that until now no one (or almost no one) in this room knows?

- When you are not working, what is your favorite activity?

# Module 2: Frameworks

- Community Capacity
- Effective Collaborations
- Sustainability

# Building Community Capacity

- Behind our approach to program sustainability is a building community capacity framework
  - Resilience oriented
  - Focused on connections between people, between organizations, and between people and organizations
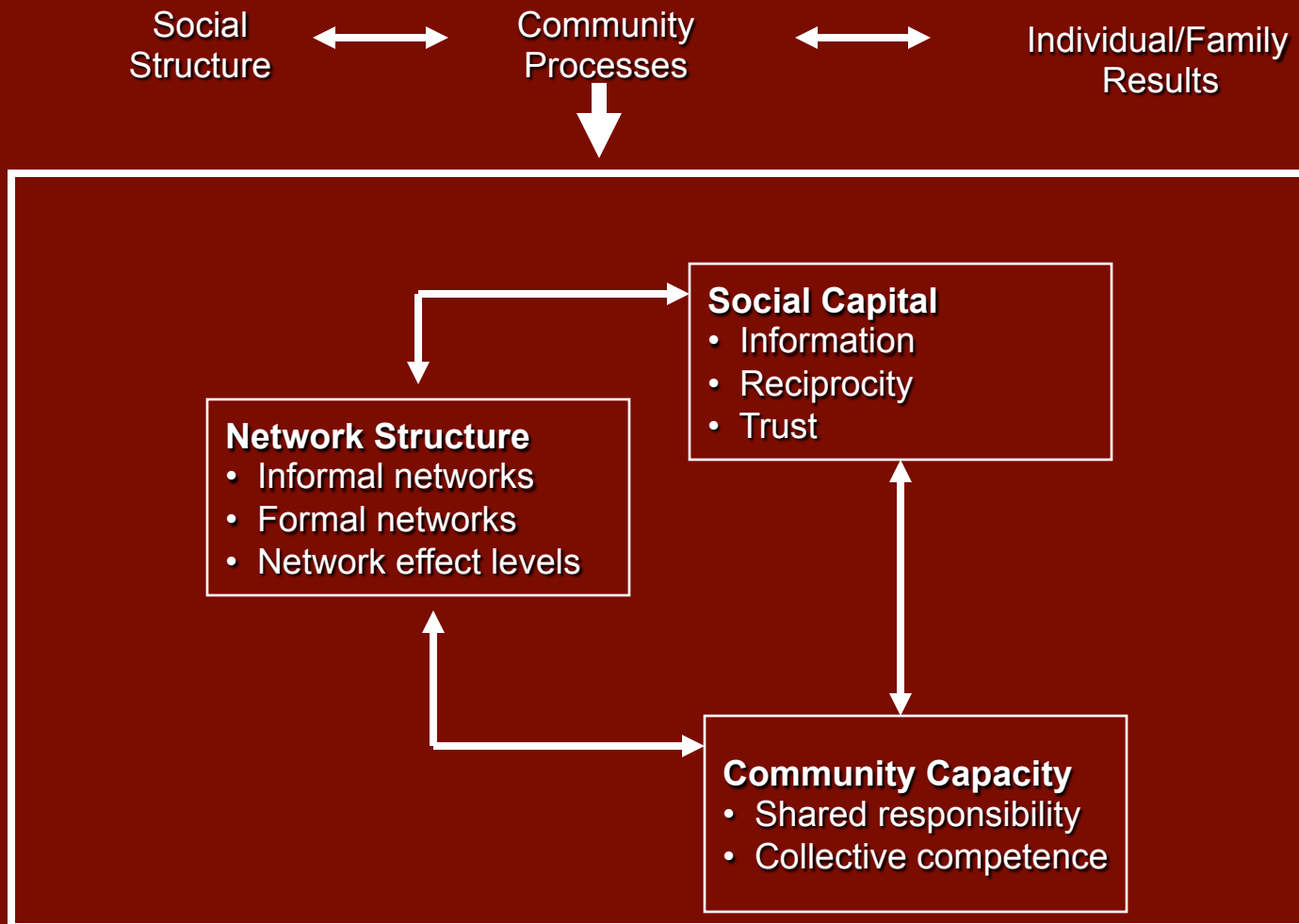- Sustaining community based programs is part of capacity building

# Building Community Capacity

- Requires commitment from agency professionals, community leaders, and individuals and families in the community, as well as interaction between them
- Rests on the foundation of connections
- Implications for sustainability
    - "The people" underwrite important and enduring programs
    - Collaborations can be key in making it happen

# Community Processes and Individual and Family Results

Social Structure ↔ Community Processes ↔ Individual/Family Results

**Social Capital**
- Information
- Reciprocity
- Trust

**Network Structure**
- Informal networks
- Formal networks
- Network effect levels

**Community Capacity**
- Shared responsibility
- Collective competence

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# Community Processes

- The previous slide depicts in simple terms some important aspects of a community
- There are several touch points with sustainability:
  - Networks
    - Especially formal networks
  - Social Capital
    - Especially trust, within and between organizations
  - Community Capacity
    - Shared responsibility and collective competence
  - Results for families
    - What do collaborations want to happen to help families?

# Community Processes

- Reminder: Main focus is on processes
  - Networks
  - Social Capital
  - Community Capacity
- Relationships between them
  - Networks provide context for the development of social capital, and for building community capacity

# Networks

- Primary ways through which community life is enacted

- Informal networks comprise web of relationships with friends, neighbors, work associates

- Formal networks associated with agencies and organizations

- Voluntary and obligatory relationships

# Networks

- Networks effect levels
  - Action element of our framework
  - Nexus of informal and formal networks
  - First level-within a network
  - Second level-between like networks
  - Third level-between dissimilar networks
- Network configurations provide leverage for achieving results through generation of social capital and production of community capacity

# Social Capital

- Information, reciprocity, and trust
  - Aggregate of resources (information, opportunities, and instrumental support)
- Arise from reciprocal social relationships
- Results from participation in formal and informal settings
- Social capital observed in actions of civic groups, faith communities, and any number of community-based groups
- Increases odds of achieving results otherwise not attained

# Community Capacity

- Shared responsibility
  - For general welfare of the community and its individual members
  - Sentiments
- Collective competence
  - Taking collective action, confronting situations
- Assumptions
  - Concern directed at community as a whole and at particular elements, action is beyond expression of positive sentiments, action is proactive and reactive, action targeted at threats and at normative situations

# Community Results

- Consequences of effective social organization and processes
- Desired results (examples, safety, health and well-being, family resilience)
- Results not owned by any particular group but valued across community
- Identified results assist to determine leverage points for change
- Moves theory from interesting framework to theory of action

# Capacity and Connections

- Community capacity is hard to build if connections are weak
- High quality communities exist when connections are at multiple levels, are frequent, are meaningful, and are purposeful
- Connections provide the foundation for shared responsibility and for collective competence

# A Community Capacity Oriented Organization

- Is a part of the community rather than apart from it
- Knows the communities within "the community"
- Understands and values connections
- Is not satisfied with the status quo
- Committed to intentionally addressing community issues

# A Community Capacity Oriented Organization

- Places more emphasis on outreach
- Works in partnership with other agencies and organizations
- Sees community members as partners
- Places building community capacity at the top of the agenda
  - The raw material of resilience

# Building Community Capacity: Collaboration as a Key

- Community capacity framework places high value on professionals, their organizations and agencies, and the collaboration that can occur between them

- Collaboration becomes a vehicle for positive community change and resilience

# The Importance Of Collaboration

- *When collaboration succeeds, new networks and norms for civic engagements are established and the primary focus of work shifts from parochial interests to the broader concerns of the community. Collaboration…not only achieves results in addressing…substantive issues…it also builds…[civic community].*

  - *Chrislip & Larson, 1994*

# Definition Of Collaboration

- Uniting previously separate groups into a new structure to achieve a mutual purpose (Reilly, 2001).

# Benefits Of Collaboration

- Improve and extend the existing capacity of agencies or organizations to address community issues.

- Broaden understanding of community issues and their solutions.

- Pool resources together to address issues and implement solutions.

- Strengthen community buy-in for intervention and prevention programming.

- Achieve goals that otherwise might not be achieved.

# Forms Of Collaboration

- Collaboration, depending on circumstances and community needs, may take different forms:
  - Collaboration Hierarchy:
    - levels of collaboration range from informal networking to the more structured and complex relationships involved with cooperation and coordination (Bergstrom et al., 1996; Chrislip & Larson, 1994).

# Dialog and Common Understanding

- Clearinghouse for information
- Create base of support
- Loose/flexible link
- Roles loosely defined
- Community action is primary link among members
- Low key leadership
- Minimal decision making
- Little conflict
- Informal communication

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# Cooperation or Alliance

- Match needs and provide coordination
- Limit duplication of services
- Ensure tasks are done
- Central body of people as communication hub
- Semi-formal links
- Roles somewhat defined
- Links are advisory
- Group leverages/raises money
- Facilitative leaders
- Complex decision making
- Some conflict
- Formal communications within the central group

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# Coordination or Partnership

- Share resources to address common issues
- Merge resource base to create something new
- Central body of people consists of decision makers
- Roles defined
- Links formalized
- Group develops new resources and joint budget
- Autonomous leadership but focus in on issue
- Group decision making in central and subgroups
- Communication is frequent and clear

# Coalition

- Share ideas and be willing to pull resources from existing systems
- Develop commitment for a minimum of three years
- All members involved in decision making
- Roles and time defined
- Links formal with written agreement
- Group develops new resources and joint budget
- Shared leadership
- Decision making formal with all members
- Communication is common and prioritized

# Collaboration

- Accomplish shared vision and impact benchmarks
- Build interdependent system to address issues and opportunities
- Consensus used in shared decision making
- Roles, time and evaluation formalized
- Links are formal and written in work assignments
- Leadership high, trust level high, productivity high
- Ideas and decisions equally shared
- Highly developed communication

# Facilitators Of Successful Collaboration

- The most comprehensive approach to identifying collaboration facilitators was done by Mattessich and Monsey (1992).
  - Through an extensive literature review and research on collaboration they delineated six factors that were associated with successful collaboration.
    - Environment, Membership Characteristics, Process/ Structure, Communication, Purpose, and Resources
- These were expanded to seven with our own research and further literature review.
- These factors were consistently supported in more recent literature.

# Factors for Effective Collaboration

- Collaboration Membership
- Collaboration Involvement and Support
- Collaboration Funding
- Collaboration Leadership
- Collaboration Goals and Objectives
- Collaboration Context
- Collaboration Communication

# Collaboration Membership

Collaboration members' characteristics and the understanding those members have for the function and process of the collaboration and its work contribute to effective collaborations.

# Collaboration Membership

- Members share an understanding and respect for each other and for the various organizations represented within this collaboration.

- Members trust one another, bring unique skills, and are willing to compromise.

- Members, and the agencies they represent, are willing to distribute power in a manner that is in the collaboration's best interest, share credit for successes and feel ownership in the results/products of their work.

- Communication among collaboration members is effective (promotes understanding, cooperation, and transfer of information as well as settle disagreements in a safe environment).

# Community Involvement and Support

Communities need to be aware of and support the work of the collaboration for its continuation.

# Community Involvement and Support

● The collaboration has an established system to regularly assess community needs and resources.

● Community members, political and key community leaders are aware of, support, and view the collaboration as a leader in relation to its goals and activities.

● The collaboration is as adaptable as necessary in meeting the needs of a changing community.

● The collaboration utilizes the cultural assets of their community and membership represents the community.

# Collaboration Funding

Resources involve both the financial and human resources necessary for the Collaboration to best meet its goals.

# Collaboration Funding

● There is adequate financial support to maintain collaboration operations.

● There is adequate in-kind support to maintain collaboration operations.

● There are plans in place to secure future funding for collaboration operations.

● There are sufficient funds to sustain collaboration operations for the next two years.

# Collaboration Leadership

Effective collaborations need effective leadership and this factor articulates many of the necessary characteristics of a successful leader.

# Collaboration Leadership

- The collaboration leader(s) has strong organizational and interpersonal skills.
- The collaboration leader(s) supports and facilitates team building.
- The collaboration leader(s) utilizes members' skills and strengths to meet collaboration goals and objectives and supports them in carrying out their roles and responsibilities.
- The collaboration leader(s) carries out the role with fairness.
- The collaboration leader(s) maintains a focus on the goals and objectives of the collaboration.

# Collaboration Goals and Objectives

The function of the collaboration is the determination and articulation of its work:

- the goals and objectives the collaboration has determined for itself.

# Collaboration Goals and Objectives

- This collaboration has clearly defined the problem that it wishes to address.
- The goals and objectives of this collaboration are based upon key community needs.
- This collaboration has clearly defined short and long term goals and objectives.
- Members agree on the goals and objectives.
- There is a system in place by which progress toward goal attainment is measured.

# Collaboration Context

The collaborative context takes into account:

- **The history that collaboration partners have with each other (or their organizations),**

- **The context in which they function (community), and**

- **Its role within the community**

# Collaboration Context

- The collaboration has a history of collaboration or cooperation with other local agencies or organizations in the community.

- Community needs are viewed as multifaceted.

- Community needs are viewed as not being effectively addressed by one agency or organization alone.

# Collaboration Communication

Both formal and informal communication between members and then the larger community is important for effective collaboration.

# Collaboration Communication

- Collaboration members communication is adequate (in frequency) to effectively work towards meting the Collaboration's goals and objectives.
- Members interact to discuss issues openly.
- Members frequently communicate formally (e.g., meetings, trainings, interagency work groups).
- The collaboration has established communication channels with local community leaders.
- The collaboration has established communication channels with the broader community.

# Community Capacity, Collaboration, and Sustainability

- So far we have reviewed a general way to think about building community capacity

- We have also taken an in-depth look at collaboration because of the nature of the *America's Promise* programs

- We now move to the broad program sustainability framework

# Visualizing Sustainability: Factors and Patterns

Strategic Funding

Leadership Competence

Staff Involvement and Integration

SUSTAINABILITY

Understanding the Community

Demonstrating Program Results

Program Responsivity

Effective Collaboration

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# Visualizing sustainability: key questions

- What do you see and what does it mean to you?
  - What story is being told?
  - Words/symbols that "jump off" the page
  - Reactions
  - Surprises
  - Confusion and needed clarification
  - Your conjectures and conclusions
  - Implications for your programs and your communities
    - Considerations and cautions
    - First steps and continuing steps

# Program Sustainability Research Initiative and Framework

- ● History
  - ▪ Initiated in the mid-1990's
  - ▪ Funded by USDA Children, Youth, and Families at-Risk Initiative
  - ▪ Thus far examination of over 200 community-based programs
- ● Purpose
  - ▪ Track sustained programs
  - ▪ Cite lessons learned
  - ▪ Translate to training

# Program Sustainability Research Initiative and Framework

- Process
  - Scouring extant literature on sustainability
  - Qualitative study of 96 community-based programs
  - Follow-up quantitative study
  - Initial training in 1997
  - Continued data collection on 125 programs
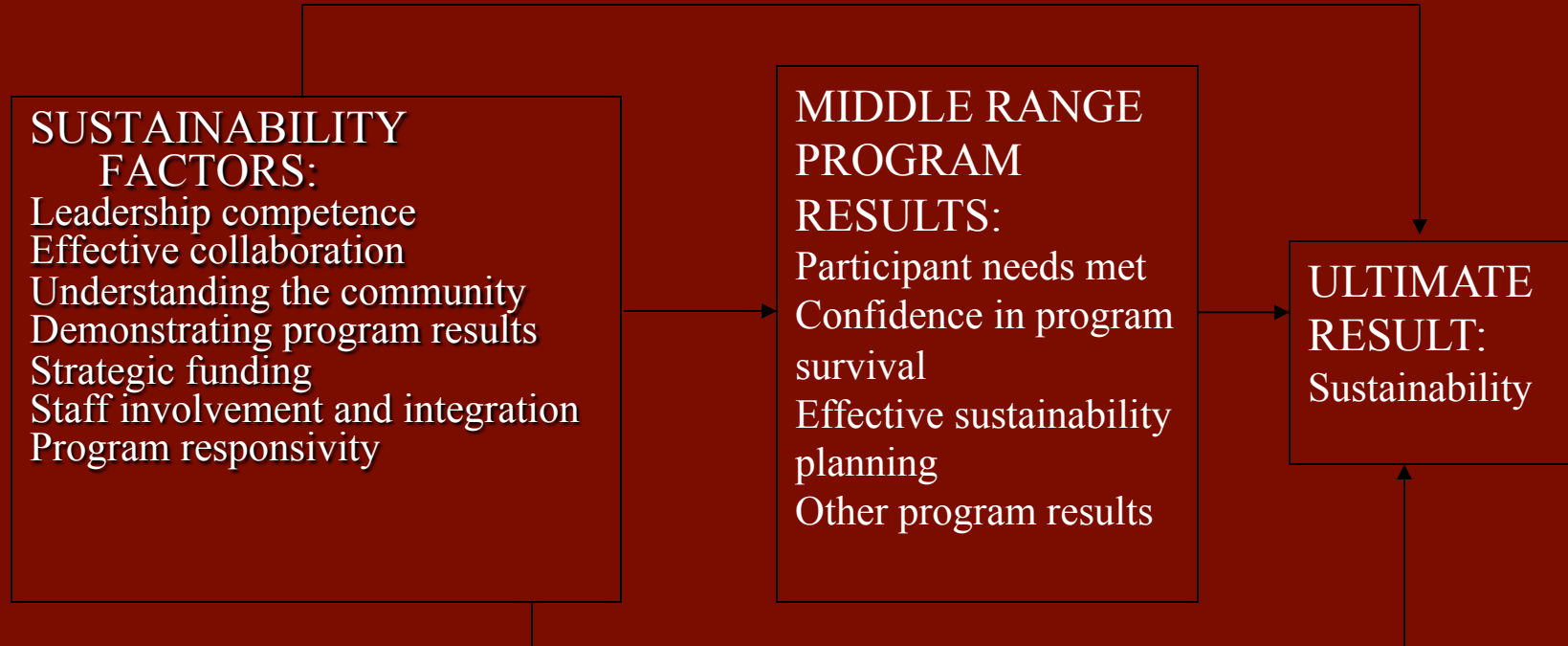  - Iterative and emergent interplay of theorizing, research, and training

# Reminder:
# Definition of Sustainability

- Capacity of programs to continuously respond to identified community issues
- It is more important to sustain benefits to families and communities than to sustain program activities per se
  - Programs can vary in intensity and frequency
  - Actual program activities can change

# Model of Sustainability

SUSTAINABILITY
   FACTORS:
Leadership competence
Effective collaboration
Understanding the community
Demonstrating program results
Strategic funding
Staff involvement and integration
Program responsivity

MIDDLE RANGE
PROGRAM
RESULTS:
Participant needs met
Confidence in program
survival
Effective sustainability
planning
Other program results

ULTIMATE
RESULT:
Sustainability

# Model of Sustainability

- Sustainability factors:  The focus of the *America's Promise* July summit
- Middle-range program results
  - Participant needs met
  - Confidence in program survival
  - Effective sustainability planning
  - Other program results
- Ultimate result
  - Program is sustained

# Ultimate Result:  Program Sustained

- Can be observed in various ways
- Being sustained always transitory, here today and gone tomorrow
- Possible indicators:
    - Program goals met or exceeded
    - Programs expanded, sites expanded
    - Number of years in existence
    - Functioning to full capacity
    - Routine part of larger organization
    - Anticipated changes in neighborhoods realized

# Factors of Sustainability: Framework and Research Results

- Leadership Competence
- Effective Collaboration
- Understanding the Community
- Demonstrating Program Results
- Strategic Funding
- Staff Involvement and Integration
- Program Responsivity

# Leadership Competence

**Leaders establish goals, develop clear and realistic plans regarding development, implementation, and evaluation.**

- **Leaders clearly establish the project's mission and vision.**

- **Leaders planned within the first two years for sustaining the project.**

- **Leaders continue planning for sustainability.**

- **Leaders develop and follow a realistic project plan**

- **Leaders have identified alternative (and multiple) strategies for project survival.**

# Research Results:
## Leadership Competence

- Program Developers should look for leaders who have:
  - a range of skills and experiences
  - a commitment to sustainability
  - the ability to develop and articulate a long range plan
  - the foresight to engage the community in their plans
- Contingencies for unstable leadership should be incorporated into the sustainability plan.

# Effective Collaboration

**Stakeholders who understand and support program goals, have clear roles, and who are actively involved in programs**

- Local decision makers are project collaborators.
- Community service agencies are project collaborators.
- Collaborators share responsibility for providing program resources.
- Collaborators share credit for project success.
- Collaborators have clearly defined roles and responsibilities.
- Collaborators share a vision for the project.
- Turf issues are resolved.
- Collaborators' work on this project is supported by their agency.
- Collaborators are involved in program design, implementation, or evaluation.

# Research Results:

## Effective Collaboration

- Projects that expect to be sustained should recognize that a partnership must be active rather than passive, must be about supportive behaviors rather than only about supportive sentiments.
  - Partnerships should more effectively address community issues together than they could otherwise do separately.
  - Over time, partnerships may provide a permanent home for a project or program.
  - Partnerships contributions to sustainability are most evident in the resources they provide and the breadth and depth of their involvement.

# Understanding the Community

**Entails knowledge of community needs and assets, respect for community members, and involving them in meeting program goals.**

- Community needs are regularly assessed.
- The project addresses key community needs.
- Community resources/assets are regularly assessed.
- Project goals are matched with community needs.
- Project goals are matched with community resources.
- The project accounts for diversity in the community.
- The project has strong local governmental support.
- Community members are involved in program design or implementation.

# Research Results:
## Understanding the Community

● Program Developers should...

- Assess both community needs <u>and</u> assets.

- Assess the match between project goals and community needs and resources.

- Assess the receptivity of community members and existing community organizations to new programs.

- Have knowledge of the community climate prior to developing programs

- Use good public relations and marketing to promote program success to the community.

- Involve <u>adults</u> from the community in program efforts.

# Demonstrating Program Success

**The evaluation of program process and outcomes with acceptable methods; informing stakeholders of results.**

- Evaluation plans are developed prior to implementing programs.
- Project effectiveness is demonstrated through evaluation.
- Evaluations are conducted on a regular basis.
- Evaluation results are used to modify programming (expand, reduce, eliminate).
- Project successes are made known to the community, funders, etc…
- Public relations (marketing) strategies are in place to highlight successes and recruit participants, funders, and collaborators.

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# Research Results:
## Demonstrating Program Success

- Project success needs to be documented through <u>outcome based</u> evaluation.

- When creating program budgets, Program Developers should specify monies dedicated to evaluation.

- There should be continuous assessment of community needs <u>and</u> assets.

- These successes should be marketed to both the community and to funders.

# Strategic Funding

**Plans and resources in place for present and future programming; ongoing mechanisms to secure funding**

- Current funding is sufficient for project operations.
- Funding is available on a long term basis (at least 2 or more years).
- There are plans in place for obtaining additional funding.
- There is adequate funding for hiring and retaining quality staff.

# Research Results:
## Strategic Funding

- The search for additional funding should be made an ongoing, continuous activity.

- Arranging a mechanism whereby another person or organization is responsible for securing funding will prevent staff time being diverted from program implementation.

# Staff Involvement and Integration

**Staff committed to program goals, involved in important program decisions and activities**

- Staff are involved in program design.
- Staff are involved in project decision making.
- Staff are committed to the project mission, vision, and goals.
- Staff are qualified to work on the project.
- Staff are adequately trained.
- Staff are from the community that the project serves.

# Research Results:
## Staff Involvement and Integration

- To address the issue of insufficient qualified staff, staff training should be an ongoing component of a project.

- Program Developers should continuously assess program needs and hire staff that are well matched with those needs.

- Project leaders need to address staff issues early and promote frequent and open communication.

# Program Responsivity

**Projects need to have the ability to adapt to changing community needs if they are to be sustained.**

- Goals and programming that no longer meet the community's needs are reassessed and changed as appropriate.

- Projects that no longer meet the community's needs are eliminated.

- When there are community needs that are not being met, programs are developed or expanded to better meet those community needs.

- Site are consolidated, as appropriate, to better use project resources.

# Research Results:
## Program Responsivity

● Program Developers should...

- Develop new program in response to changes in the community.

- Respond to redundancy, gaps, and duplication of services within the community.

- Create new programming approaches to match community needs and interests.

- Make sure programs are both timely and relevant.

- Have a system, formal or informal, for assessing changes in the community.

# Research Results Summary

All seven factors in the Sustainability Framework are empirically related to program sustainability, though the strength of those relationships may vary.

# In Summary:
# Implications for Sustainability

- The roads to sustainability are complex

- Answering the sustainability question requires more than one answer

- Consequently program professionals must be "intentional" about elevating the sustainability conversation

- A first step in this intentionality is the analysis of situations, conditions, purposes, desires, statuses, and discomfort

# Module 3:
# Mapping the Community Program Terrain

- Focus on your *America's Promise* project
- Respond to all items individually, rather than conferring with you colleagues
- For each item, please indicate whether what is being described is:
  - GREEN - clearly a characteristic of your project
  - YELLOW – somewhat characteristic of your project or has an uncertain status to you
  - RED – clearly NOT a characteristic of your project

# Next Steps in Mapping

- Now that you have completed your individual analysis of sustainability factors and items, transfer your "data" to the sustainability factor wall chart
- You have been given red, yellow, and green dots to use
- Please place the dots exactly as you have determined on your individual worksheet
- On the wall chart:
  - Column 1 is for New Orleans participants
  - Column 2 for Gulf Coast participants, and
  - Column 3 for Houston participants

# Reading the Wall Map of Sustainability factors

- Step back far enough from the wall chart to see it all
- What is your first response?
- Particular patterns?
- Surprises?
- Confirmations?
- Within the 3 community collaborations?
- Between the 3 collaborations?
- Summing the 3 collaborations all together?
- Implications?
- Next steps?

# What are your program's strengths and gaps with regard to sustainability?

As we end today, look at the seven factors for your project:

- Where are the most "greens" - the successes in your project?
- Where are the most "reds" - those gaps in your project?
- Where are the most "yellows"-uncertainties in your project?
- Are there particular sustainability factors that stand out for you either in terms of successes or gaps?
- What can be done to strengthen the gaps that you have identified?
  - Can any of the "greens" be used to accomplish this? Sometimes the strength of one factor contributes to improving another factor.
- All things considered, how satisfied are you with what you see?
- What are your next steps in turning the "reds" into "greens" or "yellows?"

# End of the First Summit Day

# Second Day of the Summit

- What was the most exciting thing that happened to someone last night?
- What 3 words would you use to describe yesterday's training?
- What 3 "things" did you learn yesterday?

# Recap

- To summarize:  On the first training day this occurred:
    - We got to  know each other a bit
    - There was discussion on building community capacity, on collaboration, and on the sustainability framework and associated results
    - You also conducted an analysis of your *America's Promise* program according to the sustainability framework factors.

- We concluded Day One by discussing the findings within groups (New Orleans, Gulf Coast, and Houston), and somewhat between groups, and across groups.

- We begin Day Two with break-out groups to determine your project's sustainability needs and priorities.

- A discussion of results management and logic models will then be addressed as a way to capture sustainability plans.

# Small Group Work: Tallying Sustainability Factors

- Add up each of the Green, Yellow, and Red dots for each sustainability factor.

- Put the numbers in the space of your worksheet.

- These numbers will help provide a very general representation of the status of your project.

- Discuss the strengths, gaps, and uncertainties.

  – Are there different perceptions within your group?

# Small Group Work:
# Highlighting and Prioritizing Factors

- What story is being told about the current status of your *America's Promise* project?
  - Check those factors that were mainly "green" (Demonstrating Program Results, Program Responsivity, and so on)
  - Check those factors that were mainly "red"
  - Check those factors that were mainly "yellow"

# Small Group Work: Determining Item Priority

- Look at the overall schema for each factor (green, yellow, red dots)

- Under each factor, list 2-3 items that your group determines needs to be set as a priority for sustainability planning (you may think of these as desired results related to sustainability)

- List those items on your worksheet.

- [You do not need to include something for every factor… that is your group's decision.]

# Small Group Work:
# Building Priority Consensus

- Work within your group to come to a consensus of 5-10 items based on prior worksheets

- These items will form the basis for your initial sustainability plan

- This plan will be reassessed and modified over time (it is a point of entry)

# Module 4:  Results Management and Logic Models

# Results Management:
# Tools for Sustainability Planning

- ●You now have the basic data needed for developing a working sustainability plan
- ●Organizations commonly use logic models to efficiently express plans
- ●We use a Results Management approach
  - ▪ The results menu in this training are the sustainability factors and associated items

# Core Assumption:
# Results rather than Activities

- A primary assumption of the Results Management approach is that it is important to manage results than to manage activities

- A focus on results
  - Sharpens the focus of programs
  - Helps to evaluate the merits of various activities
  - Opens-up prevention and intervention options

# The Essence of Logic Models

- A framework for examining "fit"
  - Examples:
    - Intervention goals and supportive activities
    - Parts and sequences
    - Cumulative thinking and procedures
- Tools for determining whether our inquiry and discourse are:
  - Plausible
  - Doable
  - Testable
- Pictorial way to address planning

# Logic Model Template

**Identified Needs and Assets** → **Results** → **Indicators** → **Activities** → **Resources**
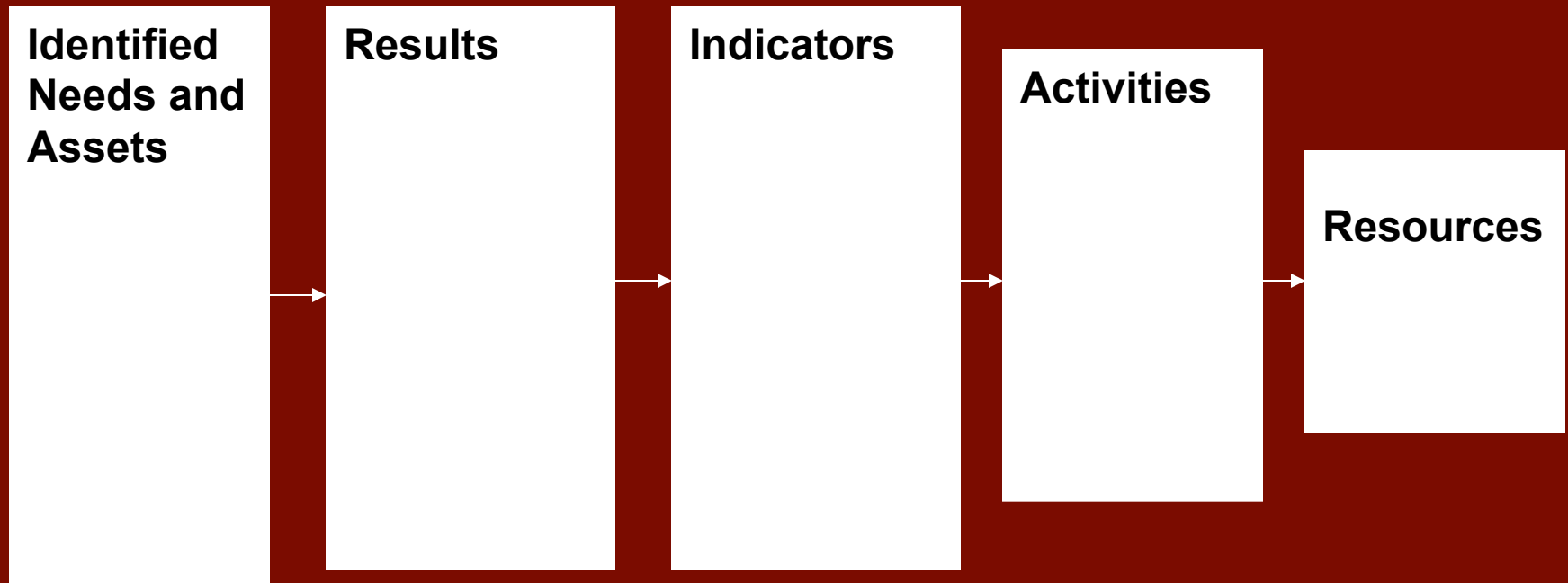
Note: Monitoring and evaluation activities permeate all aspects of the logic model.

# Step 1: Identified Needs and Assets

- The first step is to identify needs and assets in the community which allow program personnel to clearly identify and understand the issues.

- Because this is the basis for the entire program, it is important to use accurate and valid information rather than uninformed hunches.

- Be sure to look at needs and assets at many levels, from the community systems such as health, education, legal, etc. to families and to individuals.

- To some degree your projects are based on an assessment of needs, and perhaps assets

- Needs and assets analysis is a systematic way of gathering information that helps set priorities for action while also recognizing the assets that already exist in a community.

- In the logic model process the information assists in determining program priorities, and results that accrue from program activities.

- Census data, observations, records and existing data bases, and literature reviews are sources of existing information to identify needs and assets.

# Step 2:  Desired Results

- The second step in the logic model process is to articulate the desired result or change you expect to see because of your what you do.
- This is arguably the most important aspect of a logic model because it provides the focus that all successful programs need.
- If your program (collaboration) is successful, what will be different?

- Results may be defined as program-oriented and community-oriented
  - Former is the responsibility of your program (you have some say about it)
  - Latter is responsibility of many agencies, organizations, leaders, and so on
- Specifying results is useful because it enables program professionals to have a more realistic sense of how parts of the program theory fit.

# Program Results

- Typically changes in knowledge, attitudes, behaviors, or conditions that are anticipated as a result of a program
- Typically more proximal than distal, expected to occur sooner rather than later; may also be precursors to community results
- Examples:
  - Improved decision-making among young parents in the *New Beginnings Seminar*
  - Effectiveness of a collaboration
  - In this training:  sustainability factors and items

# Community Results

- "Big ticket" system change or changes in communities.
- Not the responsibility of a single program, organization, or even collaboration
- Examples:
  - Improved well-being of children
  - Improved community safety

# Step 3:  Indicators

- Indicators flow logically from the desired results. How will you know if the results have been achieved, with what evidence?

- By determining program indicators, program activities and results can be tracked.  Consequently notions, hunches, hearsay, and anecdotes are not good indicator candidates.

- Indicators can be far-ranging, including results from surveys and focus groups, agency administrative data, population data, in-depth conversations, observations, as well as other measures.

- You should specify program indicators for each of your desired sustainability results.

# Step 4:  Activities

- Activities describe what is actually implemented to achieve the desired results.

- Program activities become important only when they are linked to desired results.

- Attention to the choice of programs (intervention), research upon which it is based, population to be served and critical elements of successful programs must all be considered.

- Exactly what are the intervention activities that logically relate to the sustainability result?

# Step 5:  Resources

- Resources include the people, stakeholders, curricula, spaces, approvals, funds and anything else needed to conduct the activities to achieve the desired results to meet the identified needs and capitalize on the available assets.

# Example of Logic Model Use
## Children and Divorce Seminar

*As a new employee at the local mental health center, you have inherited the "Children and Divorce Seminar," a 6-hour education program for divorced parents and their children. The seminar has been enormously popular in the community for 12 years.  Judges order all divorcing couples with children to attend the seminar before granting them a final divorce.  Community agencies refer a constant stream of participants.  Parents who have completed the seminar formed an on-going support group which provides volunteers to help conduct the sessions.  The program has found such acceptance in the community, that a local foundation provides financial support.  But does it work?  That is the question the mental health center director tells you needs to be answered as part of the center's re-accreditation.  The accrediting body wants all programs it accredits to measure results and benefits for families.  How do you answer such a question?*

# Logic Model of Children and Divorce Seminar
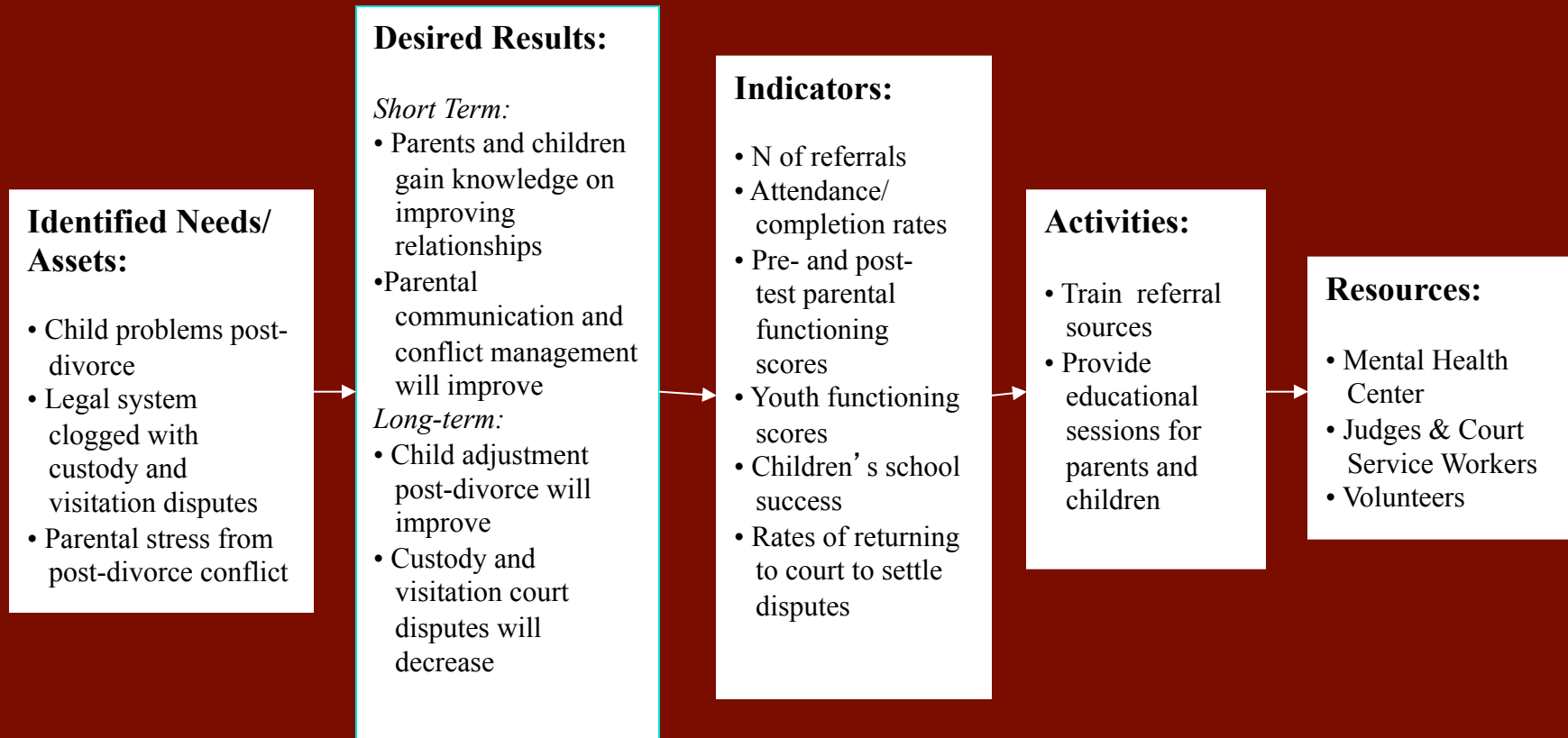
**Identified Needs/ Assets:**

- Child problems post-divorce
- Legal system clogged with custody and visitation disputes
- Parental stress from post-divorce conflict

→

**Desired Results:**

*Short Term:*
- Parents and children gain knowledge on improving relationships
- Parental communication and conflict management will improve

*Long-term:*
- Child adjustment post-divorce will improve
- Custody and visitation court disputes will decrease

→

**Indicators:**

- N of referrals
- Attendance/ completion rates
- Pre- and post-test parental functioning scores
- Youth functioning scores
- Children's school success
- Rates of returning to court to settle disputes

→

**Activities:**

- Train referral sources
- Provide educational sessions for parents and children

→

**Resources:**

- Mental Health Center
- Judges & Court Service Workers
- Volunteers

Note: Monitoring and evaluation activities permeate all aspects of the logic model.

# Logic Model of Children and Divorce Seminar

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# Module 5:
# The Sustainability Plan

- This plan is your entry-level map into the future as you work toward sustaining your program

- You have several worksheets that you completed that will enable you to develop your plan

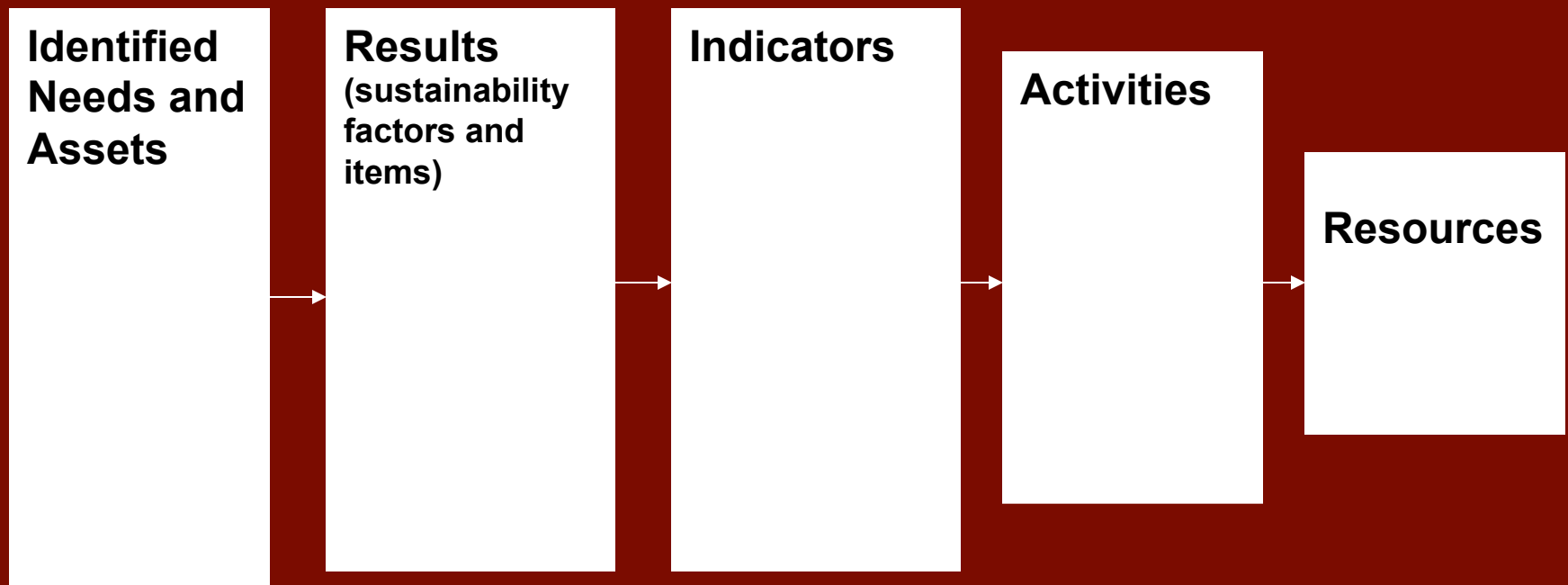- Worksheet content can now be discussed and transferred to the logic model template

# Logic Model Completion

- 5 blank logic models
- 5 blank sheets of paper to use as worksheets for completion of logic model
- 10 worksheets

# Logic Model Template

| Identified Needs and Assets | Results (sustainability factors and items) | Indicators | Activities | Resources |
|---|---|---|---|---|

Note:Monitoring and evaluation activities permeate all aspects of the logic model.

# Building Community Capacity:
## Sustaining *America's Promise* Partnerships in the Aftermath
## Of Hurricane Katrina

Logic Model Activities Implementation Worksheet

● **List the factor and item on the worksheets provided**
  - List activity (ies):
  - Who will do what?
  - What is the timeline?
  - How will you know that you have made progress on this activity?
  - How and when will progress on this activity be disseminated to this group?

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# Processing Logic Models and Sustainability Plans

- At this point in time where do your sustainability efforts need to occur?
- Level of difficulty?
  - So-called low hanging fruit?
  - More challenging areas?
- Your next steps after July 20

# Post-Training Next Steps

- Next Steps:
  - Follow-up in next few weeks with collaboration chairs to revise and finalize entry-level sustainability plan
    - To-ing and Fro-ing between Virginia Tech and collaborations
  - November/December – collaboration members complete sustainability framework (reassessment of sustainability factors/items); particular attention to plan decisions made in July; implementation enablers and barriers
  - Continued availability pf Jay and Lydia for sustainability plan refinement and technical assistance

# Post-Training Next Steps

- April/May 2008–collaboration members complete sustainability framework (second reassessment of sustainability factors/items); particular attention to sustainability plan; implementation enablers and barriers

- April/May - Assess results of sustainability plan and implementation since July 2007

- Final report due June 2008
  - Overall discussion of sustainability plan lifecycle
  - Lessons learned

# Training Assessment

1. On a scale from 1 to 10 – how much did the 2 day training contribute to your understanding of your collaboration?
2. On a scale from 1 to 10  - how much will the training contribute to the sustainability of your project.
3. What more do you need from AP to sustain your program?
4. What kind of technical assistance do you think you will want/need over the next 6-8 months?
5. What do you wish had occurred (that did not) as part of the training?
6. What was (were) the most valuable aspect (s) of the training?
7. On a scale of 1 to 10, what would you rate the value of the training for your project?

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