MIKE HENDRICKS: Hi and welcome.

Thanks a lot for joining us on this video training.

As you can see here at the top of this slide this is brought to you by IL-NET.

It's a program of Independent Living Research Utilization in partnership with the National Council on Independent Living and the Association of Programs for Rural Independent Living.

You can see that the title of these sessions is Developing an Outcomes Focused SPIL.

Now, I'll be very honest with you, outcomes focused SPIL may be something new to you so hopefully there will be a lot of new information in here, and maybe a little bit of concern on your part about what exactly does it mean to develop an outcomes focused SPIL.

But notice the next line, Three Easy Steps.

Several of us have spent quite a lot of time thinking about this, and thinking about the best way to make some suggestions to you, and we have come up with three easy steps that I think you're going to find are actually going to be pretty helpful to you.

So it's a series of workshops and you can see that this is Module 1.

There are four of them.

This is the first of the four.

And it's for SILCs, and we also know that some of you in the SILC may have been there for several years and know quite a lot about the SILC and about the SPIL.

And some of you may not.

Some of you may be fairly new and we try to recognize that, so throughout these modules we're trying to present it in a way so that we don't insult the intelligence of the people who have been in the SILC for a long time,

but we also provide basic information for those of you who are brand-new.

So we hope we succeed in doing that.

And as you can see I'm Mike Hendricks, and I'm very honored to be asked to be here and I appreciate it very much that you've joined us.

So who am I quickly.

I am a consultant in program outcomes and evaluation, and I've had the pleasure of working very closely with ILRU and with NCIL for the past five years or so.

I've developed some training and TA materials which are on the ILRU website, which by the way is ILRU.org if you want to go look for those, and I've given several webinars and in-person trainings.

I was very flattered to be invited to a couple of SILC Congresses where I got to speak with maybe many of you; I hope so.

And I've had a chance to work with the NCIL Outcome Measures Task Force.

So let's look at an overview of these four video modules.

There are four of them and they do cover the entire process.

And each lasts about 40 minutes.

And they have roughly the same format for each module, and we've done that on purpose.

And at first I'll start off by explaining some concepts and examples.

Now, some of those concepts and examples will be from the IL world, and will seem very familiar to you but we start off often with some concepts and examples not from the IL world and we do that on purpose because sometimes it's easier to think about a new concept if you're not focusing so much on the substance but focusing on the idea.

So you'll see that we do that, and I hope that works for you.

And then you get a chance to actually apply that material to your own SILC, and I really, really encourage you to do this.

In other words, there's a couple of different times in almost each module when we ask you to do something, to turn off this video, and work among yourselves and create a product, a real product.

Obviously you don't have to do that.

But frankly I think you'll be missing a lot if you don't.

I think a lot of the learning from these modules will be the exercises that you folks do around your table there.

So we do strongly encourage you to do that.

And then after you do that, you'll turn the video back on and I'll offer some suggestions.

You may have better suggestions.

But I'll offer some suggestions for how you might review the work you've just done, and then we'll ask you to go back and again work on whatever you were working on and see if you can't make it better.

And let's be honest, we always can, can't we?

No matter what we're doing, our first effort is usually not as good as our second.

We hope you'll engage with that process very much too.

Now, you could do this privately.

You could be watching these videos by yourself in your office, but we really don't think that's the best way to use them.

So we hope you're working together in a group.

So that's obviously your decision, but we think that would be a good thing to do.

So Module 1 is going to cover four different things.

Introduction, and then a few terms that we need to all make sure we're on the same wavelength about.

So let's start off just to make sure we're on the same wavelength about our SPIL, our State Plan for Independent Living.

I think you all know that to receive federal funding for your state independent living services program and for the CIL program, your state has to, with Section 704 of the Rehab Act of 1973, requires you to submit a State Plan for Independent Living every three years.

And obviously the purpose of this plan is to describe how your state's network of independent living programs and services will meet the IL needs of persons with disabilities in your state.

And the plan really must address how the federal, state and other funds will be used within the state to develop and maintain an IL program.

And as you know there are two parts to the plan.

Part one is really just some legalese, if you will.

It's a series of assurances based on legal and regulatory provisions governing the programs, but part two is more of the narrative if you will, the substantive, of what you're going to actually do.

That is where you will describe your IL objectives, your services, your activities, your financial plans, operational details.

That's the part, part two, that's the part that has to become more outcomes focused and that's what these four training modules are about.

About helping you with part two.

I think it's important for you to know that these aren't just ideas we've

pulled out of the air that have no credibility with anyone else.

Actually RSA, the Rehabilitation Services Administration, the federal level, the federal agency with oversight of the program within the U.S. Department of Education, they have approved the content of these modules.

They also agree, and this is important I think, they also agree that these are good suggestions.

We've heard that both through e-mails and in person they agree that these are good suggestions.

However, however, RSA does not require you to do what we're suggesting.

So let me say that again, this is not required.

RSA does not require you to do what we're suggesting so these are simply ideas for you to consider and pick and choose what you think is best.

Frankly, I think there's some good ideas here.

It's up to you to see what you think.

There is maybe two important caveats.

First of all, states are different in lots of ways, and we know that.

And we're not going to pretend there's one way to develop a SPIL and our way is the only way.

So obviously you need to do what works in your state and we recognize that.

However, we have given this a lot of thought, not just me, but people that know a lot more than I do, so please consider these ideas seriously.

See if there's something in here for you.

So in this Module 1 one thing we need to do is make sure is that we are all using three key terms the same way.

A state's "total IL program", an "outcome", and a "logic model".

So let's just start off.

Let's ask ourselves what do we mean by a state's "total IL program "?

And here's what we mean.

This graphic kind of captures it nicely for us.

First of all, as always in any IL work the consumers are in the center.

Very consumer centered, consumer focused.

The key circle, the first concentric circle, if you will, around the consumers, would be the three big key partners, the three big players if you will, your SILC, DSU or DSUs if you have more than one in your state, and the CILs in your state.

Those are obviously the most important circle around the consumer and supporting the consumers.

But here's where it may be a little different from what you've traditionally thought or some people have traditionally thought.

Notice we have another ring around those three, and we think that the other ring is important too.

For instance, you can see other state agencies, councils, service clubs, other public and private entities, local agencies, schools.

Maybe groups we haven't thought of that you want to write in there yourself.

Obviously these are not as central, as key if you will as the three main players in the ring inside but we think they are important, and they're – frankly there are times when those groups are also involved in helping the IL services within your state or within many states.

So from our perspective and during these modules, when we say a state's total IL program, we mean this entire picture here.

All of those folks working together because we think that's the best way to go.

Let me say and be honest that some SPILs don't take that perspective.

I've read quite a few SPILs.

They don't take that broad a perspective.

In fact, I read one SPIL.

I won't say where it's from, but read one SPIL, the entire SPIL was essentially a three-year plan for just the SILC.

Not even the DSUs and CILs included, just the SILC.

That's obviously too narrowly focused in our opinion.

We would urge you to have this bigger picture of a state's total IL program and that's the way we'll be using it.

But let's recognize too, that there is a core IL group and that consists of the three main partners.

The centers for independent living, the SILC, and the DSU or the DSUs.

These are the three that are the most significantly impacted, obviously by the content of the SPIL financially.

And these are the three that carry the imperative responsibility for maintaining a cooperative and productive working relationship in both drafting and in implementing a SPIL.

So there is this core of the IL network.

So that's our vision of the state's total IL program.

Now what do we mean by outcome?

I'm sure you've heard that word a lot.

Different people use it in different ways, and if we're going to be talking about focusing our SPIL more on outcomes, we need to make sure that all of us are thinking the same thing when we say that word.

So let's start off by talking about what an outcome isn't, if you will.

I want to thank our friends at the United Way; you can see their logo here at the bottom.

They've loaned us this slide which we greatly appreciate.

And this is what I call the way the world used to be.

On the left we've all seen this, used to care about our inputs.

The resources our programs used, the money, staff, staff time, volunteers, volunteer time, facilities, equipment, supplies, things like that, the resources or the inputs.

And we also know that if we have those kind of resources and inputs then we can do something with them.

That are our activities.

Those are our activities.

It is what our program does with its inputs.

And here I think it's handy to think about i-n-g words.

Usually the activities is feeding, sheltering homeless families, providing job training.

These are not necessarily IL activities but just activities in general.

Educating teachers about signs of child abuse.

Counseling pregnant women.

These are the activities we do with our inputs.

Now, for a long time those of us who have been around a while remember this, for a long time what we then cared about was how hard we worked.

Or how much work our program does or another way to say this is the volume of work accomplished by our program.

That's actually not a bad way to think about outputs, the volume of work accomplished by our program.

And that would be things like number of classes taught, number of counseling sessions conducted, number of educational materials distributed, number of hours of service delivered, number of participants served.

These are very familiar to us, right, these are output measures and they capture how hard we're working or the volume of work.

Well, these are all great.

These are all-important, right?

We need to know our inputs.

We need to know our activities.

We need to know how hard we're working, but I think we all realize that that's no longer sufficient.

All that is necessary but not sufficient anymore because none of this says if anything changed in the world, does it?

Nothing says if a person got better or if an organization got better or a situation got better.

That's not addressed here at all.

So the world has changed, and let's look here to what I call now the way the world is now.

Obviously we still care about those three things.

We care about inputs.

We care about activities.

We care about working hard at our outputs and creating a lot of volume.

But, we also, in addition, we care about what's happened as a result of those activities.

We care about the outcomes in the right-hand column here.

And those can maybe be best described as changes in individuals or families or organizations or communities.

It doesn't have to be just in individuals.

For instance, you see some words down below.

For individuals it could be new knowledge, increased skills, changed attitudes or values, modified behavior.

For individuals or organizations or situations, it could be improved condition or altered status.

So it's these outcomes on the right that this is the new element, isn't it?

This is the new element.

This is the element that RSA and we want to now start putting into our SPILs, into our SPIL thinking really, if you will.

So let's look at some examples of outcomes.

Now these are not IL situations.

But these give us a sense about what we mean by an outcome.

For instance, high risk teenagers.

Say we're working with them, and we would very much like for them to show healthy attitudes about young parenthood.

My opinion is their attitude should be don't do it.

But you could have a different opinion.

But, we want them to show healthy attitudes about it.

Seniors have new knowledge about mental health and aging.

Homeless individuals display adequate job search skills.

Patients follow medical advice.

That would be a behavior change, wouldn't it?

These are examples of generic.

Let's look at some examples of outcomes in the IL world.

For instance, and these are real IL outcomes, by the way.

Independent living services operate efficiently.

Obviously I would say that's a desired outcome.

Individuals currently residing in institutions transition successfully into community settings.

Yes, absolutely.

Members of the IL network are effective at community organizing.

Persons with disabilities have the capacities to participate and choose.

Transportation options are accessible to persons with disabilities.

So these are examples of IL outcomes that would result from the activities that are done.

Well, why are we caring about this?

Why focus on outcomes?

Why not keep our focus on inputs, activities or outputs, and I know there's a temptation to do just that.

Because frankly it's a lot easier to keep track of your inputs, your activities and your outputs.

Focusing on outcomes means you have to look at some different things in perhaps some different ways.

It's not good enough anymore to focus just on inputs, activities or outputs.

There's a growing national emphasis on results.

Let's step outside the IL world for a second.

You've probably followed the news about hospitals.

Increasingly hospitals are rated even -- they're even rated on things like the percentage of good results from surgeries after six months.

Things like that.

And in the education field it's a little more controversial, but very much, are our kids learning something or are they not learning something?

Not just in our field, not even just in human services in general, but nationally people are caring very much about results or what we would call outcomes.

So that's a larger trend of which we are simply just a part.

It really makes a lot of sense.

Because if you think about it you want to start from where you want to end up.

You want to ask yourself what you want to achieve.

Then figure out the steps to get there and an analogy I really like a lot is programming a GPS for a trip in your car.

So when you get in your car and you program your GPS you don't tell it where you are right now.

And you don't even tell it where your first turn is going to be.

No, you tell it where you want to end up.

You tell it your final destination, and then you figure out how to get there.

It's exactly the same analogy with outcomes.

Let's figure out where we want to end up, and then let's figure out how to get there.

So the focusing on outcomes really helps us to do that, and finally if we need any more convincing which I don't think we do because it makes such good sense to focus on outcomes, we really don't have a choice.

RSA requires that we focus on outcomes.

You can see this in their guidance and in their instructions and in their other materials.

So this is a focus that we are going to be doing.

And my personal suggestion is let's accept and adopt it wholeheartedly because it's going to be good for us.

So we're now going to talk a bit about the third key term which is logic model.

But I realize you've been sitting a little bit and maybe you want to take a break and get some more coffee or something.

And that's fine.

So if you want to do that this would be a good time.

You can either pause or stop the video, whatever makes sense for you there and just come back and when we come back we'll pick up with the logic model.

Okay.

Welcome back.

So remember we had just talked about a state's total IL program and an outcome.

And now we're going to talk about the third of the three key terms; this is logic model.

You know, if you're like most people you're thinking what the heck is that?

What is a logic model?

This is kind of some nerdy jargon.

And it is.

Let's be honest about it, it is.

But you also may have heard that before

because these are getting to be increasingly common, sometimes even required.

So I wouldn't be a bit surprised if maybe the majority of you around your table have either done a logic model or know something about a logic model.

But there are different ways to do it, different ways to think about it.

So again to make sure we're all on the same wavelength for our modules let's talk about what we mean by a logic model, and the approach we would suggest that you take.

Do you remember that we looked at this slide a few minutes ago and we said, yes, this is really important to realize now we're in an outcomes world where outcomes really matter and we have to focus on them also?

That's very true.

And this is a very helpful and useful page, if you will.

But there's something a little misleading about it too and what's misleading, if you think about it, here's what this page says.

It says we take these inputs, we do something with them in our activities, we work nice and hard so we don't just do a little bit of work.

We do the proper amount of work, and then bam, all of the outcomes happen all at once.

That's what this says, right?

You take your inputs and your activities and you work hard and then, bam, your outcomes happen all at once.

Hmm, does that happen in real life?

I don't think so.

I don't think so.

Generally what happens -- I think we all know this, generally what happens is something changes first.

And then because of that that leads to other kinds of changes.

And then because of that that leads to other kinds of changes and so there's a series of outcomes that result, if you will, and they happen in a particular kind of order depending on the situation, but the key thing is to know they don't all happen at once, do they?

So let's recognize that.

So we can't really use this page to think about our logic model.

Let's look at a slightly different graphic which shows it a little bit better.

So you can see that this one still captures the fact that there are inputs and we use those for activities, and then we work nice and hard.

And then there are outcomes, but notice here now this captures reality better.

This captures the fact that there are some initial outcomes that will happen right away, and then those -- because we've achieved those will lead to some intermediate outcomes, right?

We'll call them intermediate outcomes and then because we've achieved those, those will lead on to some longer term outcomes.

And so there is this, sequencing isn't there of outcomes that will result.

Will flow if you will from the activities.

That's really important.

And it's that sequencing of activities.

It's that sequencing between the initial, the intermediate, and longer term that is really, really important for good planning purposes to think through.

To think through, what are we expecting will happen first, what will that then produce?

What will that then produce?

And that is exactly why logic models were created, to help us with that kind of thinking.

So let's step outside the IL world for a second, and let's build, if you will, let's build ourselves a logic model so we can just see what they look like and then as we get into our IL work later on we'll have that template in our mind.

So to do that let's start off with the program, again non-IL.

That's for overweight kids.

And I kind of frankly like the fact that you can abbreviate overweight kids to be OKs.

Let's not demonize these kids.

It's not their fault that they're overweight so let's call them OKs.

But at the same time we want them to weigh less just for health reasons, for social reasons, for mobility, who knows for what reason.

We want them to weigh less.

So let's say we're designing a program and that's going to be really our highest level outcome.

That's what we're aiming for, overweight kids weigh less.

Well, that's great.

But let's ask ourselves does something have to be achieved before that?

Do we just automatically jump straight to that based on our activities?

Not really.

So ask yourself what has to be achieved before that, and I would say that one of the changes that has to occur before that, because this would be what, a change in condition, probably a change in condition, those words we talked about earlier.

I would say that there's probably something that has to happen before that, and I'll just lay out that I think one of the achievements that we would have to achieve would be that OKs are eating healthier foods.

That's a change we're going to have to achieve somehow.

We're going to have to have them eating healthier foods if we want them to then weigh less.

By the way, that if then, notice I just said if they're eating healthier foods, then they'll weigh less, that's a really nice way to think about logic models.

You'll hear me say that again.

So a good way to think about it is, if OKs are eating healthier foods then they will weigh less.

Ask yourself, does that seem reasonable?

Does that make sense?

It does to me, frankly.

I know frankly if I eat healthier foods I would weigh less so that would be good.

So I think that makes sense.

But then let's ask ourselves is that all, is that all we need to do?

Is just eating healthier foods going to lead to weighing less?

Well, maybe some.

But in this program we're not going to be satisfied with a small change.

We really like to make a nice change in these kids.

I'm going to say just for exercise there's another outcome that has to be achieved.

Another change that has to be accomplished also before and I'm going to say that's that they're exercising more.

So the OKs, the overweight kids, are exercising more.

So I'm going to suggest using our if then logic here that we've just learned that if these kids are eating healthier foods and if they're exercising more, notice that and, and if they're exercising more, then they'll weigh less.

You know, I think that's not only good common sense, I think there's a lot of research that backs that up.

Those are the two components that you need to have.

Another way to think about is the eating healthier foods that's different calories in and the exercising more, that's more calories out.

So calories in, calories out, they weigh less.

So that's good.

This is a start.

This is a start of our logic model for this program to help overweight kids weigh less.

But you have to ask ourselves okay let's work our way down.

Are there things that have to be achieved?

Are there outcomes that have to be achieved before we can get them to eat healthier foods or exercise more?

In other words, can we work our way down this logic model?

And in fact, yes.

Let's ask ourselves well, what has to be changed before they'll be eating healthier foods?

I'm a big believer frankly in personal motivation.

I think not too many of us do things we don't want to do.

Or at least we don't do it very regularly if we don't want to do it.

I would suggest that one of the outcomes we need to achieve is that these kids want to eat healthier foods.

And I would say, if they want to eat healthier foods, then they will be eating healthier foods.

But again, same logic we saw earlier.

I don't think that's fully sufficient.

I think something else is probably needed.

Because I think wanting to eat healthier foods is one thing, but if you don't know what foods are healthier then it doesn't really help too much, does it?

So I'm going to suggest that another outcome that needs to be achieved is that these kids in fact know which foods are healthier and I'm going to say that even there it isn't fully sufficient because you can want to eat healthier foods, right?

You can know which foods are healthier but if you don't have any access to those foods, maybe you're a poor kid or maybe you live in a food desert.

If you don't have access to those healthier foods what good is it going to do you?

So I think in our logic, in our thinking through this program, we've got to put in the fact that another desired change we want to see is that these kids have access to healthier foods, right?

I think that just makes good sense.

So now let's use our if then thinking about it.

I think what I'm suggesting here is that if kids want to eat healthier foods and if they know which foods are healthier, and if they have access to healthier foods, then they will be eating healthier foods.

You may not agree with that logic.

You may think I've left something out.

You may think something is unnecessary.

That's fine.

This is the one I'm putting together so for me this is what I'm putting so those three together, and they seem to make sense and they illustrate the kind of thing we're talking about here.

So let's look now on the right-hand side.

So what might have to be achieved before the kids are exercising more?

Well, again you may have your opinion.

I'm sure you do.

Here's mine.

Again, I start back with the motivation thing again.

I think we don't do things we don't necessarily want to do.

So I'll say that we have to first somehow make the change so that the kids want to exercise more.

And again I don't think that by itself will be fully sufficient.

I think they have to have easy opportunities to exercise and not just -- notice the word "easy", not just the opportunity to exercise, but easy opportunities to exercise.

Here I think I'm supported by some research which says that's the case, that if we don't have easy opportunities it's just not going to happen very often.

And now this third one, this third outcome that I think we have to achieve before we get kids exercising more is one that you definitely may not agree with.

But I think personally it's important.

See what you think.

I think having consistent exercise partners has been shown by research, has been shown to really increase the frequency of exercise on not just kids, but pretty much everybody, so again, in my opinion this is my example.

I get to do the logic model the way I want so I'm going to suggest that what we need on the right-hand side or here's our logic on the right-hand side, that if these kids want to exercise more, and if they have easy opportunities to exercise, and they have consistent exercise partners, then they will be exercising more.

Of course working our way up then what we're saying is if they're eating healthier foods and they're exercising more, then they'll weigh less.

So now you're starting to see a logic model here.

You can see why it's called a model, because it's got boxes and arrows and things like that.

So it is a model.

And you can see why it's called logic model

because what it tries to do is capture the logic, if you will, of what this program is about.

And as you'll see in a minute there's a lot of really good advantages to doing that.

Well, I wanted to say this before going on, is that you'll notice there are three levels here.

So there's this top level, and there's this middle level, and then there's this lower level and the lower level meaning the things that are accomplished first and then later and then later as we work our way up.

Well, what's really nice is that RSA also recognizes the importance of these different levels.

And actually has terminology and words to describe each of these different levels.

I'm guessing you've heard these words before or read these words before.

But I'm also guessing you may not have realized how they fit into this vision of a logic model.

So hopefully this will be helpful to you.

So RSA does have special terms to describe these three levels of outcomes.

So the top level, the highest outcome on our logic model, is what RSA calls its mission or your mission really, your mission of your state's total IL program.

The next level down you've heard them talk about goals, you've heard RSA talk about goals.

That's what they mean, it's the next level down.

The intermediate outcomes.

That's RSA's goals and then the very first level, the initial outcomes, the ones that are achieved first, that's what RSA calls objectives.

Frankly I hope this is helpful to you because as I said I think you may have heard these three words before but not known how they exactly fit into a logic model framework so let's go back here.

So the overweight kids weigh less, that would be the mission level.

And then the kids are eating healthier foods and exercising more, that would be the goals level.

And then those six boxes at the bottom capture the very first outcomes that will be achieved, or that we want to achieve, certainly, those are what RSA calls the objectives level.

Let me mention the objective levels.

You'll hear us talk about a lot more in the other modules because that's the level, that bottom level, that's the key level for you to focus on.

You'll hear that again later.

But you remember we said that a logic model had more than just the outcomes.

It also had the inputs and the activities and the outputs.

Well, the most important of those other three is clearly the activities.

We really have to plan our activities very carefully.

I think we all know that.

So then the question comes how do we capture activities?

How do we include them in our logic model?

Well, you see the dotted line there right below the objectives?

That's a really important dotted line because what it says it says that everything above that dotted line, those are all outcomes.

Those are all outcomes.

They're different levels of outcomes, for sure, objectives, goals, mission but they're all outcomes.

Everything below the dotted line in our logic model are the activities, the activities that someone in your state's total IL program is going to have to accomplish in order to achieve the objectives.

So that dotted line is really a very important thing.

So let's look for instance.

Now, I don't know exactly what kind of motivating activities you're going to have to do in your state to get kids to want to eat healthier foods.

It will depend on the conditions, the kids, the specifics, but I think we all know that some kind of motivating activities are going to be needed to do that.

Well, the next objective is that they know which foods are healthier.

Those also need some activities but they're different.

They're not motivating activities, are they?

You might call those educating activities.

Again, I don't know the specifics.

Once we know the specific activities we can list them right there.

But right now let's just say they're educating activities of some sort.

And then having access to healthier foods.

Well, that's yet a different kind of activities, isn't it?

Those are what we would call providing activities.

So this is the way we need to think.

We need to ask ourselves, and here again on the right-hand side we need to ask ourselves what kinds of activities do we have to achieve -- do we have to conduct, I'm so sorry, what kinds of activities do we have to conduct or does someone have to conduct to achieve these levels of objectives?

And so you can see to get the kids to want exercise more, then obviously some kind of motivating activities.

And to get them to have easy opportunities, again, some kind of providing.

Now this last one, this last objective that they have consistent exercise partners, that's a different kind of activities completely, isn't it?

And here we'll call those matching activities.

So it's just useful to know that there are different kinds of activities that need to be conducted by someone in order to achieve these different levels of -- these different objectives, and this is a good way to describe that.

Okay.

Now, the problem is -- let me go back one second.

The problem is often these two are confused, these objectives and these activities.

So that dotted line doesn't become so much of a dotted line as a very fuzzy line so it's easy to confuse what are activities and what are objectives?

The difference is really simple and once you get it you'll never forget it, but it is really important right up front before we start any of our own work to make sure we know the difference.

So objectives, remember, they're the changes you want to result among persons' lives or institutions.

It's how the world will be different because of the activities or the action steps that are done.

So these are the first levels of changes.

Activities, though are very different, right?

Activities are what will be done to achieve these desired results or outcomes.

It's the actions that will be conducted with the available resources to change the world.

So again looking back here, you can see that the objectives are the changes we want to see.

We want to see kids wanting to eat healthier foods, to having access to healthier foods, wanting to exercise more, to having consistent exercise partners.

Those are the changes we want to see in the world, and below them are the activities, something is going to have to be done to bring about those changes.

So those are really, really important differences and I just urge you to keep those in mind.

Earlier I mentioned if then.

And this is a really good way to think about it.

And again I'll thank our friends at United Way.

So think about it this way.

If these activities, then this outcome.

And if this outcome, then this outcome above it.

And if this outcome, then this outcome above it.

So that if then is an awfully good way to think.

And of course we can apply it to this just as we did before.

So if we do let's say on the far right, if we do these matching activities, then kids have consistent exercise partners.

So that if then all the way up is an awfully good way to think about it.

Okay.

So we've shown you what a logic model is and how one is constructed.

And why it's called a logic model and the different parts of it.

Let's talk for a second and hopefully you'll see the point that we agree with, seven reasons to develop a logic model.

Because frankly I see these all the time.

I see them being very, very helpful.

I would strongly urge you in your SILC to develop a logic model for your

state's total IL program.

So here's the first reason.

It starts a discussion about the program's overall mission.

Now, to be honest this overall mission in most programs, not just yours, most programs, is a little fuzzy, a little vague, and certainly is not consistent from one person to another.

So this can start that discussion.

But even more than starting that discussion, once you create your logic model, it makes your program's logic or some people would call it the theory.

Some people would call it the program's theory or the theory of the program, and if you think about it - it kind of is it, isn't it?

We can say logic.

It makes that very explicit.

You know, there's no fuzziness about it because it's down on paper.

Equally important it's very succinct.

It's on one piece of paper.

How nice is that?

How nice is that to have one piece of paper that captures what your program is about?

Now you can use that one piece of paper to create a shared vision of the program.

Everybody involved can get that piece of paper and everybody can talk about it.

And there's some nice ways you can then use that.

One is to orient and train staff.

If all staff know exactly what you're about, what outcomes you're trying to achieve first, and what they should lead into, and what they should lead into, how nice is that, right?

And I would suggest that even before orienting and training I would suggest even hiring staff.

When you're hiring someone you can talk with them and say is this a program you want to be a part of?

Another is explaining the program to potential consumers.

So someone comes in and wants to work with you and you can show them the logic model and you can say this is what we're about.

Is this what you want to be about?

Do you want to be a part of this?

And that can sometimes be very helpful in orienting you together at the beginning.

Also describing the program to funders and other stake holders.

You know, I mentioned that many funders, more all the time, actually, are requiring a logic model.

They want you to think through your program and so you'll have it.

You can describe it.

And then finally the last one, to negotiate fair accountability for your program.

We all know that accountability is going to exist.

I think what we all want simply is fair accountability and the logic model can help you do that.

Okay.

Now I promised earlier you were going to get a chance to work with some things so now it's your turn and don't quite stop the video yet.

Just in a moment I'm going to ask you to stop it, and here's what I'm going to ask you to do.

Individually and separately, that is, privately, each of you please jot down anything that stood out for you as you watched this module.

I'm sure something struck your mind as you were watching it.

Just jot that down, and then come together and discuss as a group what you saw individually, and see what you all see collectively.

And then jot down those questions down because there are three more modules in this series so if hopefully we will answer those modules in the future -- we will answer those questions in future modules and you'll be able to see that.

And then turn this video back on after you've done that so turn it off for now, please.

Do these things and then turn the video back on.

Welcome back.

I hope you had a good discussion.

This is obviously an important topic and maybe a new topic for you too.

I hope you had a good discussion and came up with some good questions.

This is the end of Module 1.

Thank you for joining us, and we look forward to

seeing you in Module 2.

Thanks very much.