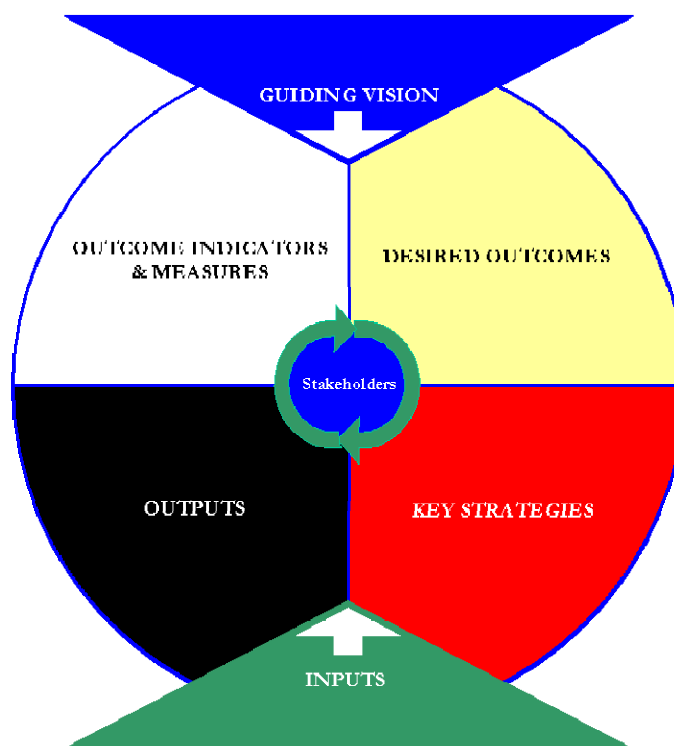


Building the Pathway of Change



Logic Model Workbook

ABORIGINAL EARLY CHILDHOOD DEVELOPMENT

Logic Model Workbook

Prepared by Angela Matheson
on behalf of
Aboriginal Head Start Association of BC



“Ensuring the Strength, Pride & Respect of Aboriginal Children and Families”

Do you have any questions or comments about this workbook?

Contact: (250) 898-4543

Table of Contents

About the AECD Logic Model Tool	1
Making the Model Pathway Useful	2
Telling the Story of Change	3
Modelling the Pathway of Change	4
The Foundation Supporting the Pathway	5
The Vision Directing the Pathway	6
What is the program planning to change?	7
What is the program doing to make change?	8
What is involved in making the change?	9
What kind of change is occurring?	10
Weaving the Elements into a Story	12
Appendix A: Additional Blank Templates	14
Appendix B: Program Examples	17

About the AECD Logic Model Tool

“We live immersed in narrative, recounting and reassessing the meanings of our past actions, anticipating outcomes of future projects, situating ourselves at the intersection of several stories not yet completed” - Donald Polkinghorne.

The 2002/03 Aboriginal Early Childhood Development (AECD) initiative focuses on 43 programs that deliver culturally appropriate prevention and intervention services for children and their families from the prenatal period to age six in both rural and urban, on and off-reserve communities. Agencies funded under this initiative provide services for their communities with three specific visions in mind:

- Increase the health and well-being of Aboriginal children
- Strengthen the capacity of Aboriginal communities to deliver a full range of services with an emphasis on early childhood development
- Increase awareness, outreach and access to a wide range of culturally appropriate ECD programs and services for Aboriginal children, families and communities.

This workbook is a do-it-yourself guide for agencies interested in using a logic model tool for propelling the above visions into actions. This tool is similar to a standard logic model, but has been redesigned to fit a more culturally-relevant context.

A logic model tool propels the above visions into actions.

The AECD logic model tool tells a story of how the program is making changes to achieve the visions. The model pathway is circular in design to show how each element connects and works together to produce change. Each element found along this pathway must be equally attended to in a well-balanced program.

This workbook shows you how to tell your program story by walking you through, step-by-step, each of the elements which form the pathway of this model. Each step will demonstrate how to get the most benefit from this tool. Also, examples are provided on how you can use the tool to fit the unique needs of your program.

Blank templates of the AECD logic model tool are located in Appendix A. You may want to create copies of these templates to allow for adjustments and updates to the logic model as your program evolves over time.

Making the Model Pathway Useful

“Everything on the earth has a purpose, every disease an herb to cure it, and every person a mission” - Mourning Dove (Christine Quintasket), Salish.

The ACED logic model is a versatile tool that tells the story of the program. Before we begin our journey into how to build that story, it is important to reflect on the ways to use the tool to its maximum benefit. This story is most useful when agencies use the story for supporting a wide range of functions, such as:

- Program management and evaluation: Improving program planning and performance by identifying ways to measure success and areas for improvement.
- Advocacy and fundraising: Serving to outline accomplishments and resources necessary to further achieve the vision.
- Consensus-building: Creating and building consensus and shared understanding of program’s assumptions, stakeholder beliefs and desired outcomes.
- Promotion of core values: Enhancing agency accountability and transparency to program stakeholders (children, families, communities and other key partners).
- Communication: Communicating the value of the program at a glance—the story of what the program is doing to achieve its vision.

The AECD logic model pathway you build in this workbook can be used for any or all of the above activities. In each of the sections that follow, we will show you, step-by-step, how to link the elements of the pathway together to form a story that is most useful for you.

Telling the Story of Change

“The life of a person is a circle from childhood to childhood. Within each child lies our future and our past” - Anon.

The AECD model pathway tells a story about how and why a program will work and produce the changes needed to meet its overall vision. There is no one right or wrong way to build this story; however it is important that the information provided along the pathway tells a story in a clear and concise way.

For the logic model tool presented in this workbook, there are four steps or elements that are used to tell a program’s story of change. Each element is positioned carefully in the model, depending on which of the following key questions it addresses.

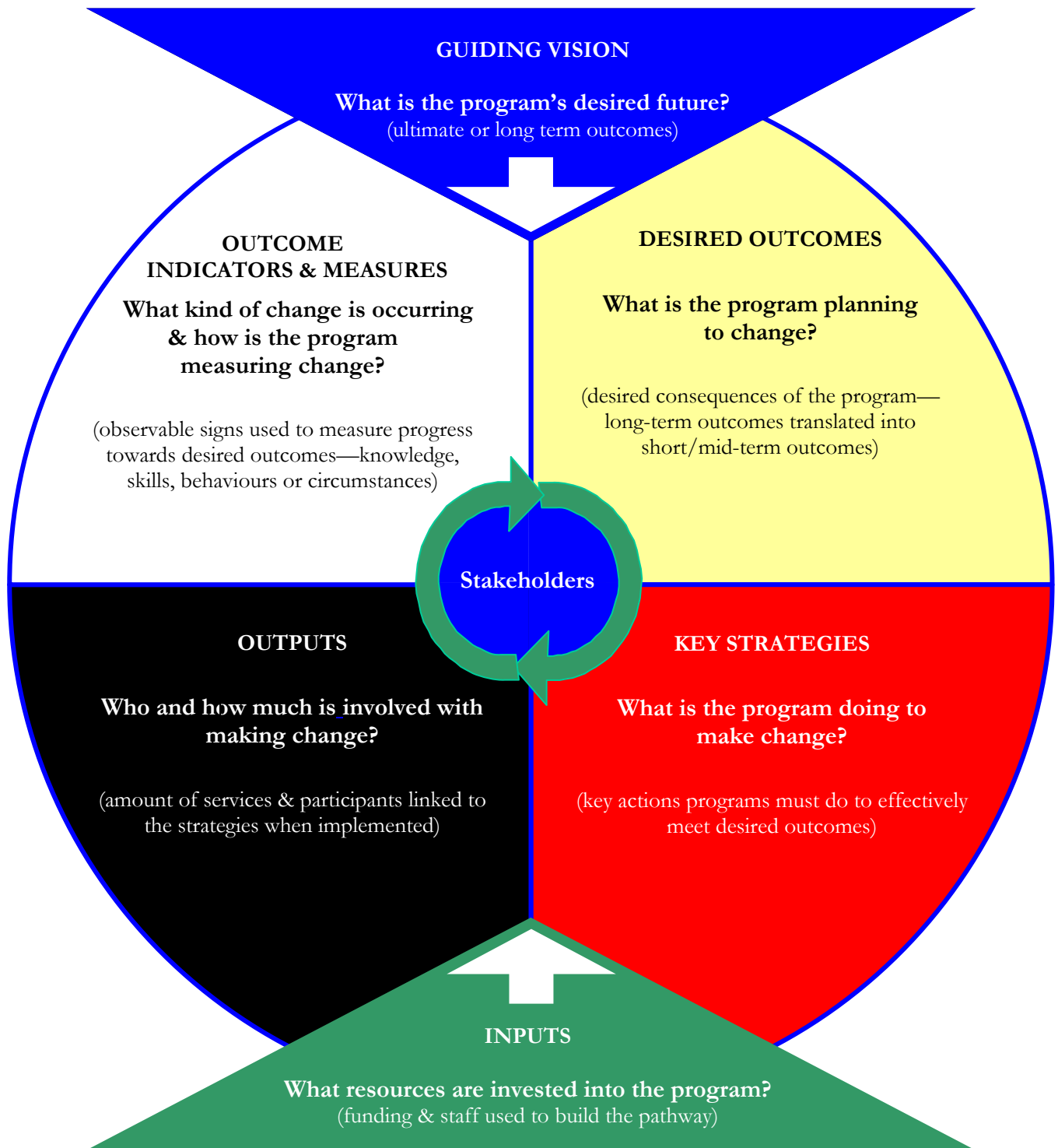
1. What is the program planning to change?
2. What the program is doing to make change?
3. Who and what is involved with making change?
4. What kind of change is occurring and how is the program measuring change?

The story of change can be told by answering four key questions that form the model’s pathway.

Each of these questions represent a key element of change and the position of these elements along the model’s pathway demonstrates how each element relates to each other and works together to produce change.

The model pathway with all its elements is pictured on the next page. First we will introduce two key features that play an important role in the size, scope and direction of the pathway. Then we will walk you through each of the four questions that form the elements that make up the pathway of the model.

Modelling the Pathway of Change



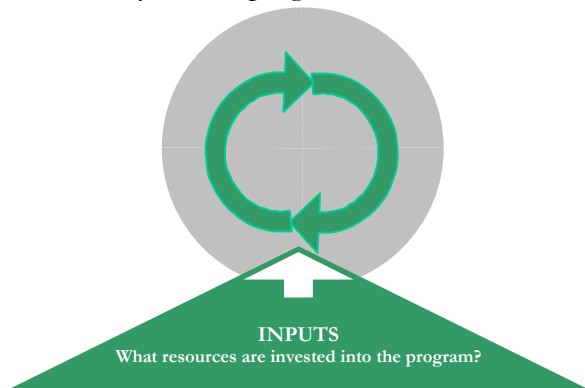
The Foundation Supporting the Pathway

“I have seen that in any great undertaking it is not enough to depend simply upon yourself” - Lone Man (Isna-la-wica), Teton Sioux.

Inputs are the resources invested into making the program’s pathway toward change. In the AECD model, inputs are located at the base of the pathway because they are the foundation which supports each element along the pathway. The size and scope of the pathway is based on the amount of inputs available. In other words, it is the funding, staff, space, equipment and materials used to carry out the program.

Other words for
“Inputs”

You might also hear inputs called resources and/or program investments.



Tips:

- Remember to include major types of inputs, whether it is human, financial, space, technology, equipment or materials.
- Important inputs can be found in the program budget.

Examples from BC Communities:

- *Staff: 3 full-time and 1 part-time.*
- *Financial: grants, operating budget and/or other monetary resources.*
- *Tools: office and art supplies, training materials and/or program equipment.*

✎ Identify your program’s inputs in the space provided.

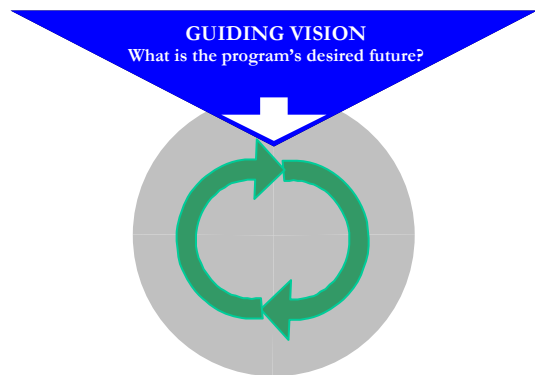
The Vision Directing the Pathway

“Our vision of what we can become is like a strong magnet pulling us toward it” -
The Four Worlds Development.

Guiding Vision is the overarching vision of future conditions and situations among Aboriginal children, families and communities. The vision is the program’s desired future of where it wants children, families and communities to be. In the AECD model, the vision is pictured above the pathway because it is seen as a force shining down onto the pathway of change. It illuminates the direction for all four pathway elements to follow.

Other words for
“Guiding Vision”

You might also hear guiding vision called ultimate outcome or long-term outcome, long-term goal, purpose and/or objective.



Tips:

- Phrase it as a “big picture” statement on what your program wants to see changed in the next two to five years.
- Make your vision clear and simple. Keep in mind all program elements along the pathway need to relate back to the vision.

Examples from BC communities:

- *Aboriginal children grow up healthy and connected to their parents, communities and have a positive identity with their aboriginal culture.*
- *There is a reduction in the incidence of Fetal Alcohol Spectrum Disorder (FASD).*
- *Fewer infants and children are in care due to optimizing the health and well being of children and families.*

 State your program’s guiding vision.

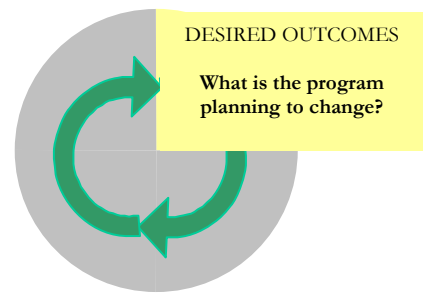
What is the program planning to change?

“We will be known forever by the tracks we leave” - Dakota Proverb.

Desired Outcomes is the guiding vision translated into measurable short and mid-term outcomes. It is the desired consequences of the program and involves changes in knowledge, skills, attitudes, behaviors, circumstances and status among children, families and/or communities. Desired outcomes are positioned at the eastern door of the AECD model because the beginning of the pathway starts with desired outcomes. Desired outcomes symbolize the capacity to believe in the unseen as the changes have yet to occur.

Other words for
“Desired Outcomes”

You might hear desired outcomes called expected or intended results, impacts, effects, short-term and/or mid-term goals.



Tips:

- Describe desired outcomes in terms of change. Use words such as increase, decrease, reduce, enhance, maintain, prevent, expand, improve and strengthen. Clarify who/what will experience the change.
- Not all outcomes occur at the same time. Short-term outcomes happen before mid-term outcomes can be achieved. The achievement of both contributes to the success of guiding vision.

Examples from BC Communities:

- *Improve parents' ability to prepare nutritious affordable meals.*
- *Increase parents' knowledge of early child development.*

 What is your program planning to change? Specify a desired outcome.

What is the program doing to make change?

“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect” - Chief Seattle, Suqwanish and Duwamish.

Key Strategies are the key actions a program must do to effectively meet the desired outcomes representing the guiding vision. In the AECD model pathway, this element is situated at the southern door because it represents the time for engaging in actions that target feelings and behaviors.

Other words for
“Key Strategies”

You might also hear key strategies called activities, tasks, processes, methods, procedures, action steps, solution-focused counseling and/or service deliverables.



Tips:

- Begin with “doing” verbs when naming strategies. Use words such as facilitate, encourage, promote, teach, deliver, give, attend, provide, refer, foster, assist, share, serve and offer.
- Save the micro-details for the work plan. Focus on key interventions by identifying and grouping similar micro-tasks into one overall strategy.
- Make sure the key strategies connect to your desired outcomes.

Examples from BC Communities:

- *Provide culturally-sensitive parenting program and family services: Nobody’s Perfect, Mother Goose Parent Education Program, Parent Circle Literacy Program, drop-in centre, individual counseling and H.I.P.P.Y home visits.*
- *Teach children about relationships and empathy: Roots of Empathy Program.*

✍️ What is your program doing to make change? Summarize a key strategy.

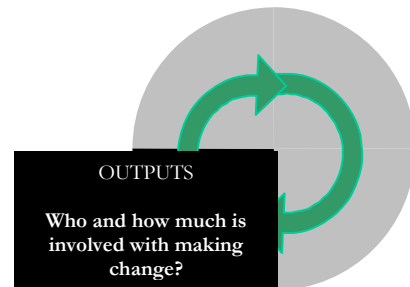
What is involved in making the change?

“Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand” - Proverb.

Outputs are seen as who and what are involved as a result of the key strategies. In other words, outputs are the types and amounts of services produced when the key strategies are implemented. Outputs categorize and tally the number of recipients of the services. In the AECD model pathway, outputs are located at the western door. At the western door, outputs signal the program’s commitment to assist in the development of those travelling on the pathway of change.

Other terms
for “Outputs”

You might hear outputs called products, deliverables, and/or units of service.



Tips:

- Identify or estimate numbers for your outputs. Count the occurrences of each service as well as the children and parents receiving services.
- Apply clear, consistent time frames. Monthly totals are recommended.
- Make sure outputs correspond with your key strategies.

Examples from BC Communities:

- *Group Sessions: total number provided, total number of hours, total/average number of children and parents (grouped by ancestry, age and gender).*
- *Home Visits: total number of children and family units served, total number visits provided, total number of hours, total number of program exits and completes.*

 Who and how much is involved with making change? List some outputs.

What kind of change is occurring?

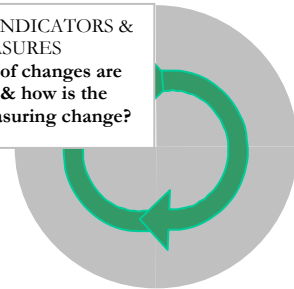
“The North, the Mother of winter whose sharp air awakened a time of preparation for the long days ahead. . . Today we are again evaluating the changing winds. May we be strong in spirit and equal to our Fathers of another day in reading the signs accurately and interpreting them wisely” - Unknown Speaker addressing the National Congress of American Indians in the mid 1960s.

Outcome indicators and measures are the observable signs used to measure progress towards desired outcomes. Outcome indicators are changes in knowledge, attitudes, skills, behaviors or circumstance. Outcome measures are the tools used to measure these changes (e.g., surveys, standardized or needs assessments, goal attainment, interviews or observations). Together they show the difference the program’s pathway of change is making for children, families and communities. They are also signals of what kinds of adjustments need to be made to the pathway as it begins a new program cycle towards the guiding vision. For these reasons, outcome indicators and measures are positioned at the northern door of the AECD model pathway.

Other words for
“Outcome Indicators”

Indicators of success, evidence of success, met goals, goal attainment, program results, program impacts and lessons learned.

OUTCOME INDICATORS &
MEASURES
What kinds of changes are
occurring & how is the
program measuring change?



Tips:

- Outcome indicators are signs of progress along the pathway of achieving desired outcomes. Indicators should not only link back to desired outcomes, but also be realistic and measurable signs of progress.
- Short-term outcome indicators are the first steps towards change. Mid-term indicators are the changes we want to see after the short-term indicators have been achieved. For example, new knowledge and increased skills (short-term indicators) lead to new/modified behaviors (mid-term indicators).
- Phrase your outcome indicators according to the amount, degree or quality of change to be expected (e.g., percentage or number of

parents with new knowledge, skills or behaviours; percentage or number of children experiencing improved circumstances).

- Decide when the measurement tool will be used. For measuring short-term indicators, administer tools before and after implementing key strategies. For measuring mid-term indicators, administer measurement tools one to twelve months after implementing key strategies.

Examples from BC Communities:

- *Percentage/ number/examples of parents who demonstrate an increased number of skills/ ideas for managing children's behavior (observations and interviews).*
- *Percentage/ number/examples of participants who know healthy food choices and servings required for pregnancy (participant survey).*
- *Percentage/ number/examples of parents who know how to support age-appropriate developmental milestones (parent surveys).*
- *Percentage/ number of children who display age-appropriate motor, cognitive and verbal skills (Ages and Stages Questionnaire).*
- *An increase in the percentage/ number of children who are immunized (file reviews).*
- *Reduction in the percent/ number of children who have "baby bottle rotten teeth" and cavities (staff reports).*
- *An increase in the percentage/ number of infants with birth weights between 2500 and 4500 grams (file reviews).*

✎ What kind of change is occurring and how are you measuring it? Describe an outcome indicator and a corresponding measure.

Weaving the Elements into a Story

“... The power of the world always works in circles, and everything tries to be round. . . The sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind, in its greatest power, whirls. Birds make their nest in circles, for theirs is the same religion as ours.... Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves” -Heinmot Tooyalaket (Chief Joseph), Nez Perce.

Now it is time to practice building your model pathway towards change. The process of building your pathway works best when applying one guiding vision at a time. If your program has multiple visions, then use as many models as there are visions. Build your model pathway by following the six steps for below. A blank template is provided on the next page.

Step 1: Think about your program’s guiding vision. At the eastern door of the pathway, translate your guiding vision into desired outcomes—what you plan to change.

Step 2: Next, move clockwise to the southern door of the pathway. Describe your key strategies—what you will do to make that change.

Step 3: Then move to the western door of the pathway and list your outputs—who and how much is involved with making the change.

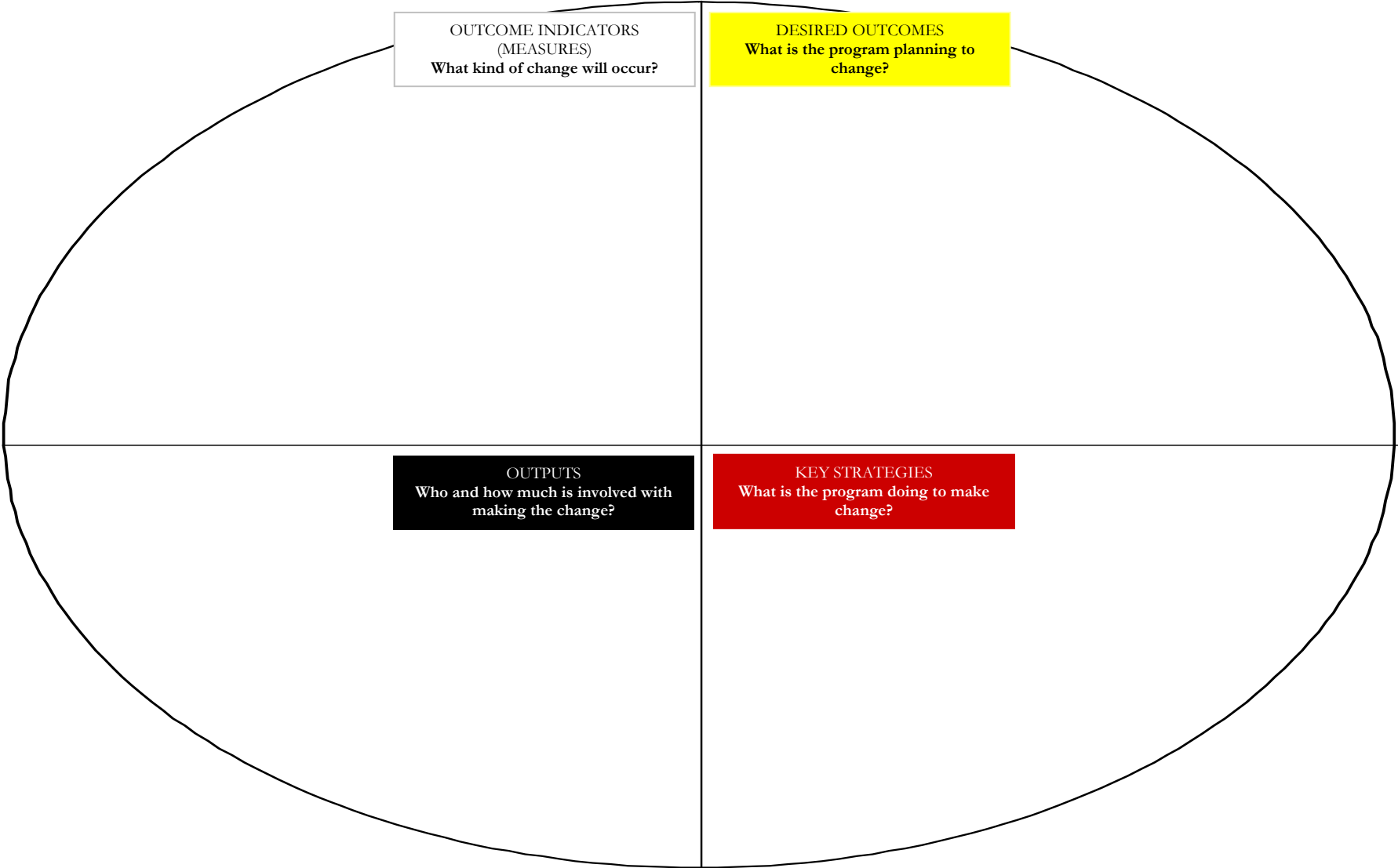
Step 4: At the northern door of the pathway, describe your outcome indicators and measures—what kinds of changes you expect the program to produce.

Step 5: Review the entire pathway and check for logic, flow and scope. Make sure each element fits with each other along the pathway.

Step 6: Use the information in your pathway to communicate and celebrate. The pathway elements are easily transferable to other recording systems. This means you can transfer the pathway information into online/software information systems that are currently available and in use at your agency.

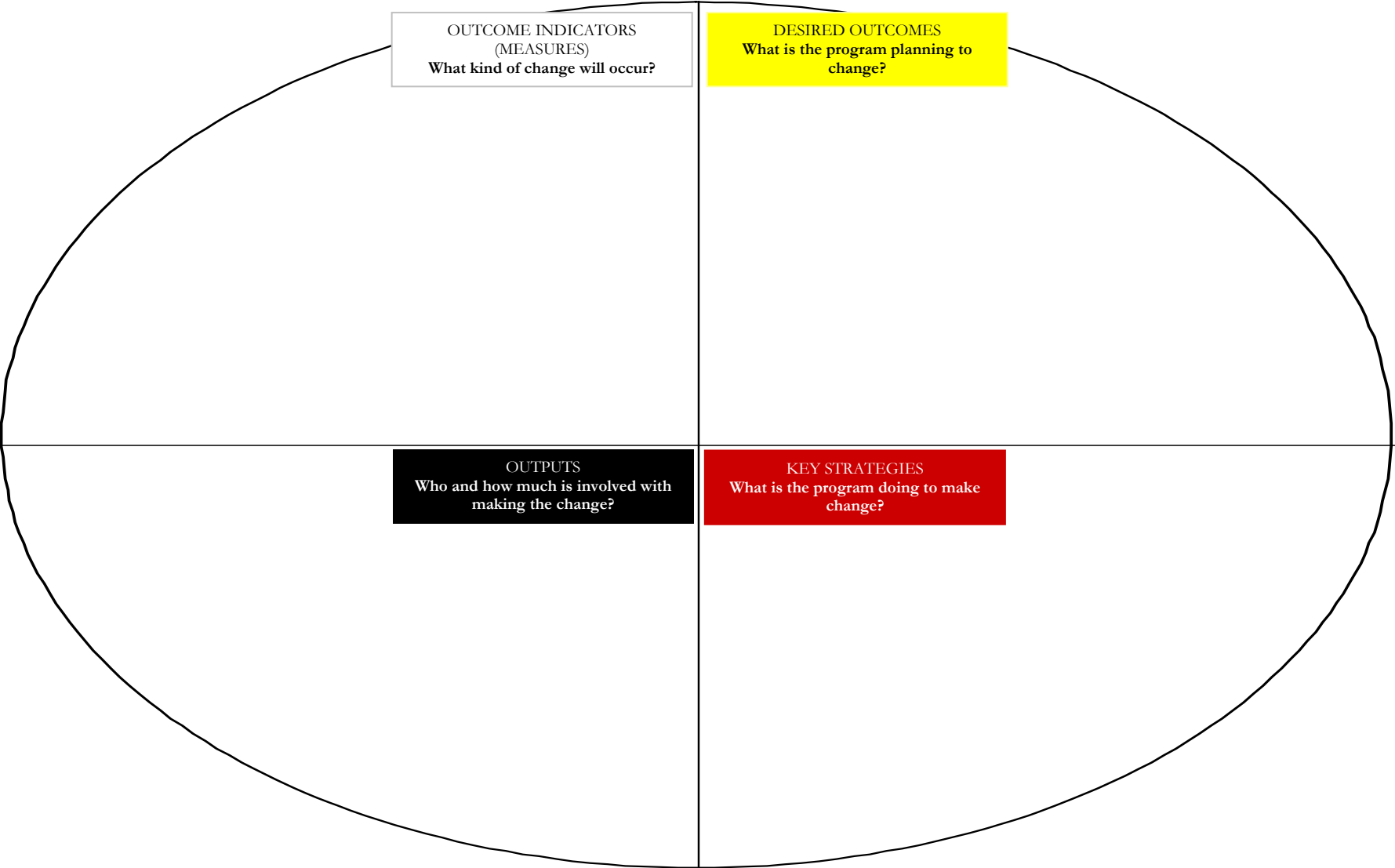
Appendix B provides examples of what some model pathways look like for two AECD programs.

Guiding Vision: _____

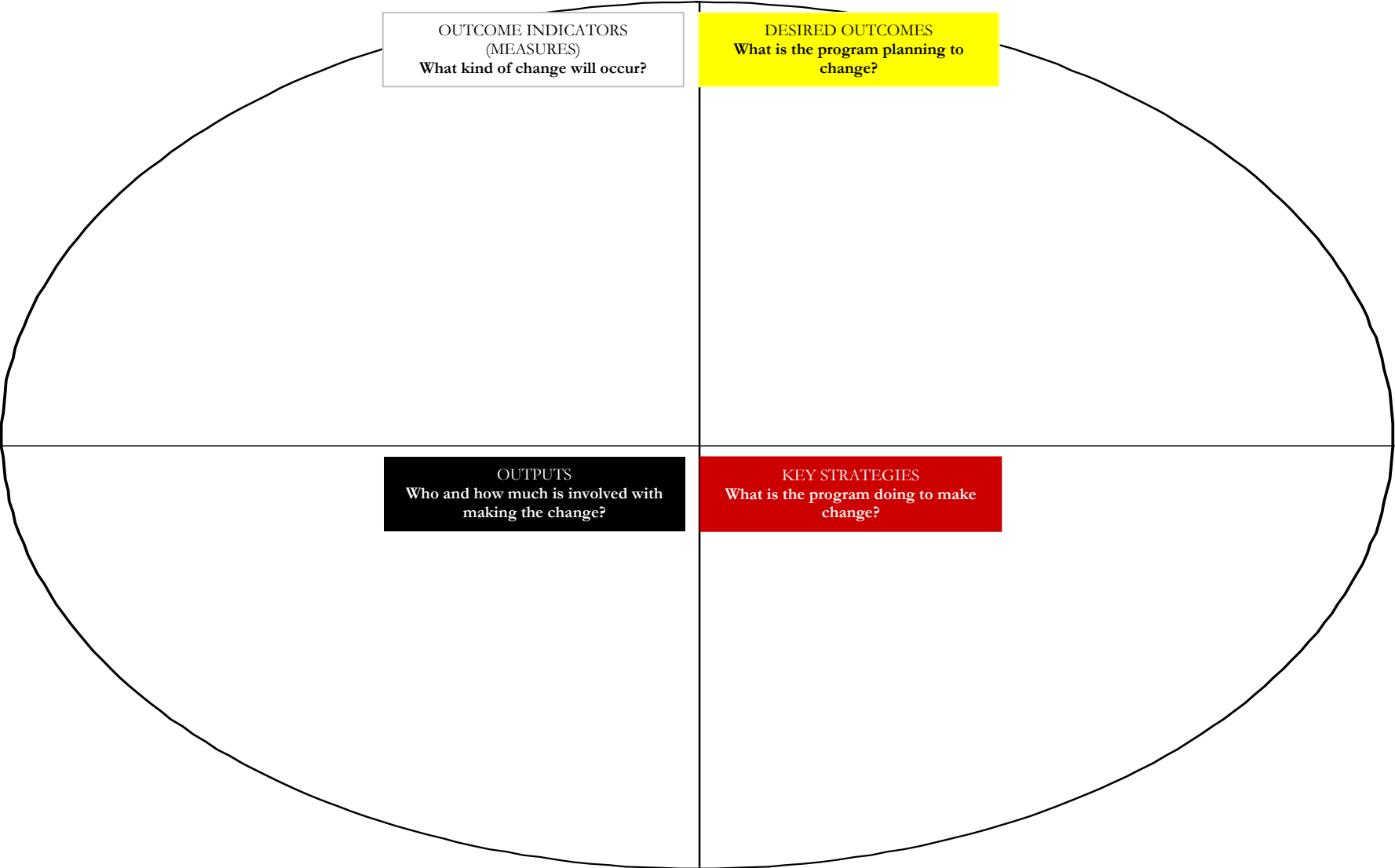


Appendix A: Additional Blank Templates

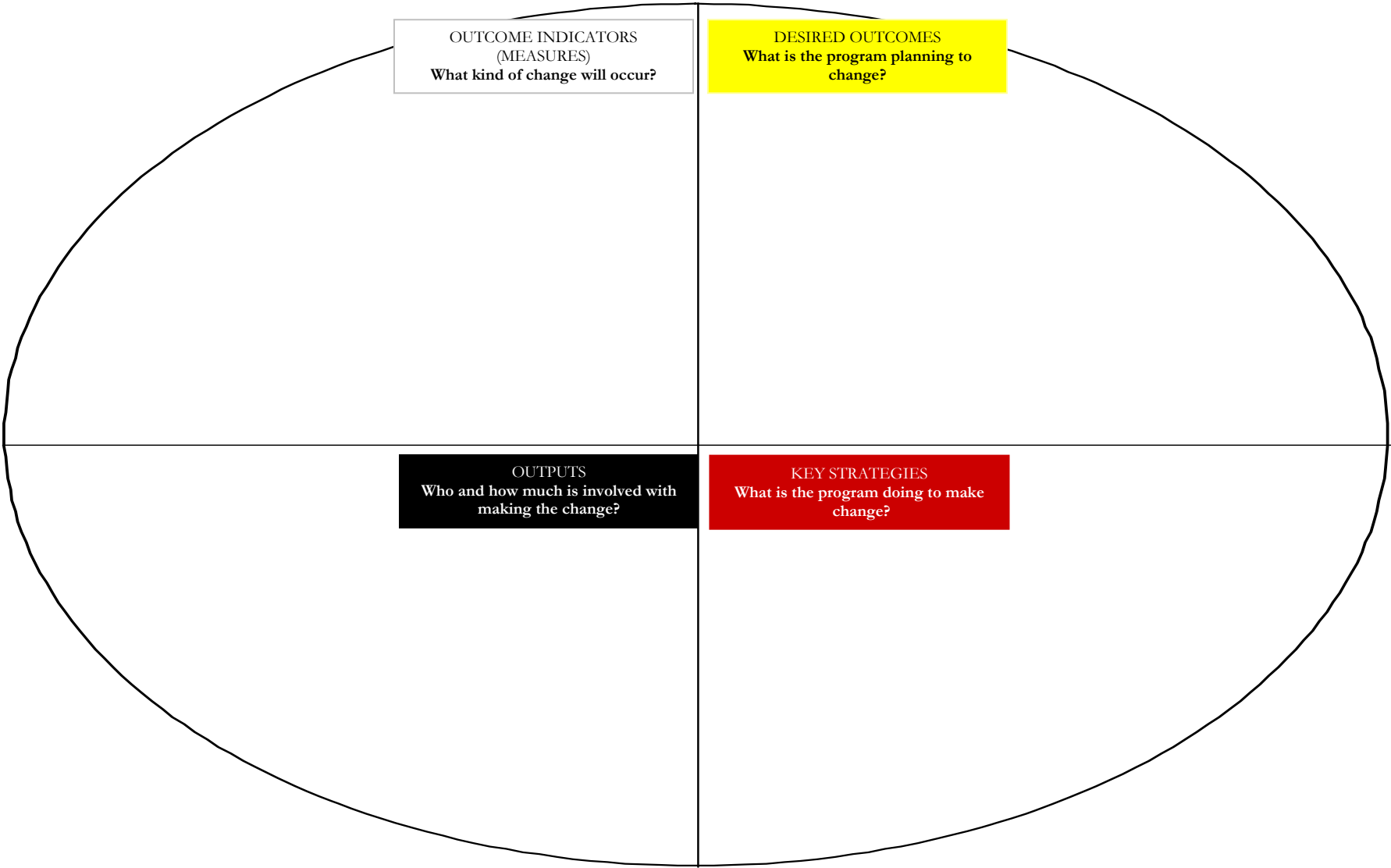
Guiding Vision: _____



Guiding Vision: _____

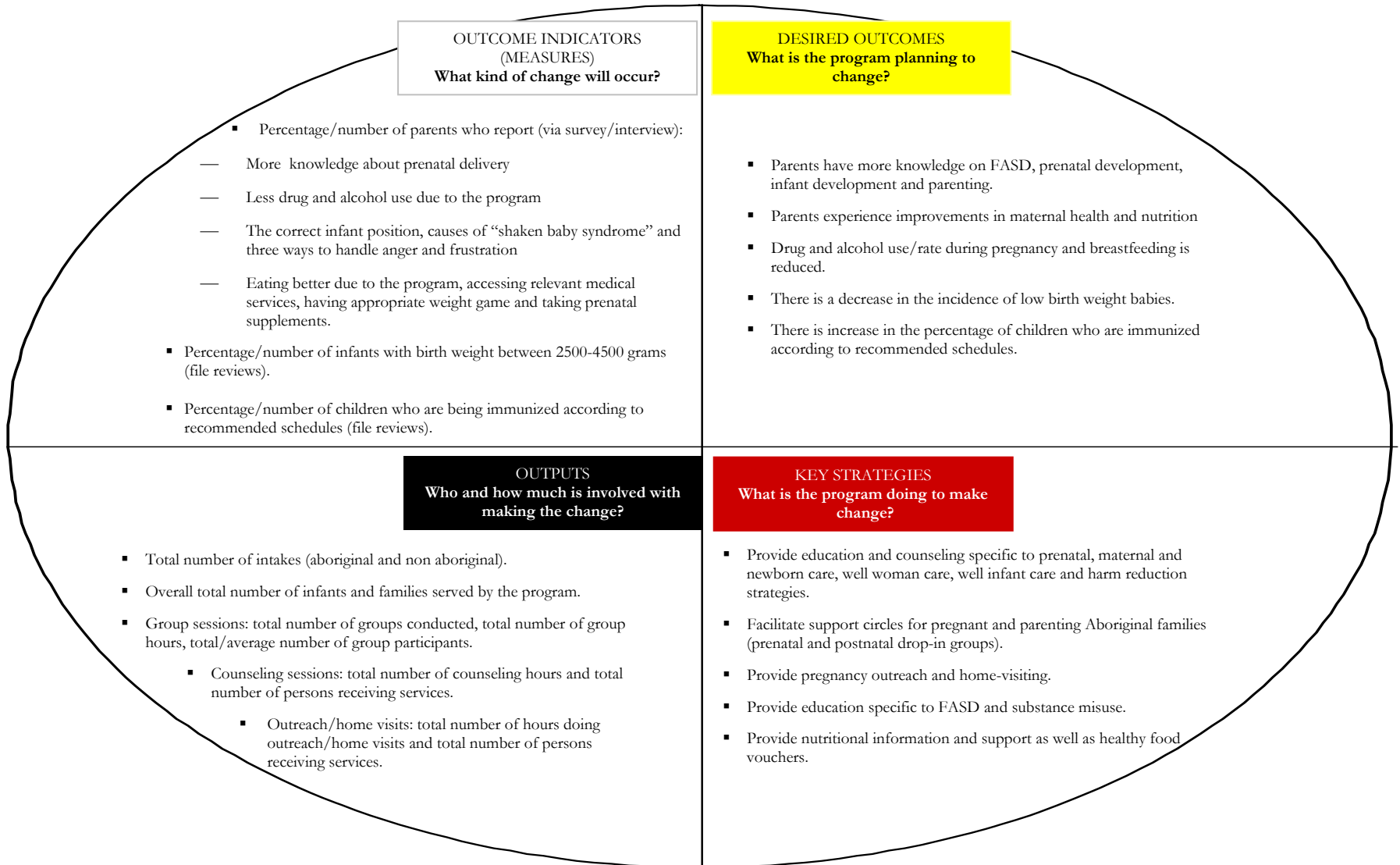


Guiding Vision: _____



Appendix B: Program Examples

Guiding Vision: Promote the healthy development of Aboriginal children ages 0 to 6 years by improving the health status and well-being of infants at birth and reducing the rates of children born with FASD.



Guiding Vision: Aboriginal children grow up healthy and connected to their parents, communities and have a positive identity with their aboriginal culture.

