

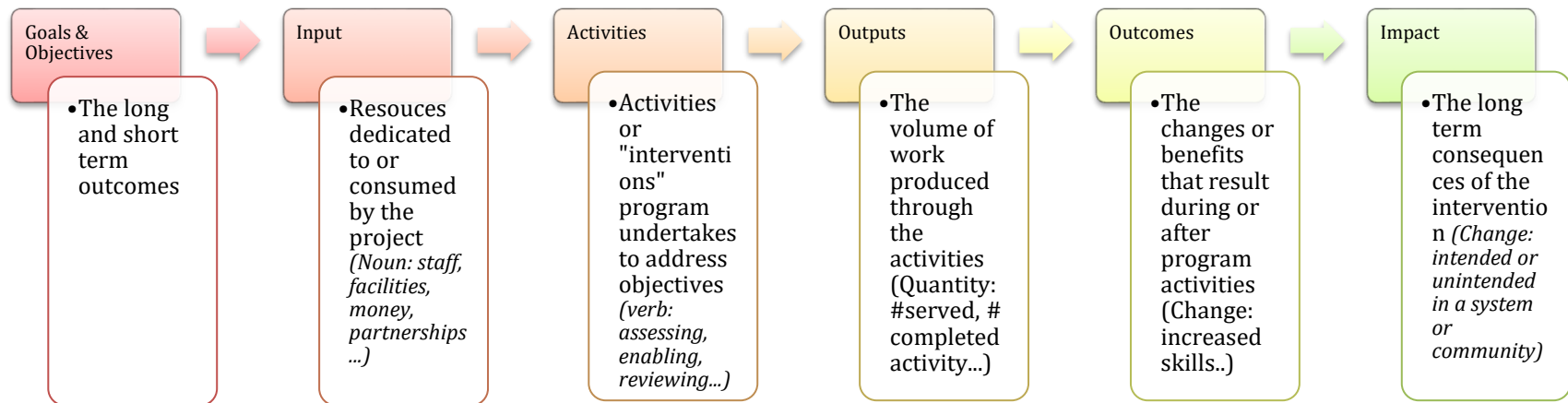
Logic Model

Overview of Logic Model

A logic model is a mapping tool for operationalizing the Theory of Change, which is broad, by taking a more narrowly practical look at the relationship between inputs and results. A logic model entails thinking through all the steps along a path toward a desired change, identifying the preconditions that will enable (and possibly inhibit) each step, listing the activities that will produce those conditions, and explaining why those activities are likely to work. It is often, but not always presented as a flow chart or a table listing the steps from inputs or resources through the achievement of a desired program or goal. **Some people use the terms “theory of change” and “logic model” interchangeably but DHTI starts with a TOC and uses a logic model to chart the implementation components of a TOC.** See Figure 5 below for a template of a logic model and Figure 6 on the next page for HCPI’s Logic Model.

Logic Model Template

Figure 1 Logic Model Template



HCPI Logic Model

Figure 2 DHTI HCPI Logic Model

HCPI Logic Model



GOAL	OBJECTIVE	INPUT (Resource)	ACTIVITY (Intervention)	EFFORT-quantity (volume of work done)	EFFORT - quality (immediate benefits or changes)	Effect - Quantity	Effect - Quality	Long-Term Impact
<p>1.0 Assist immigrant youth and adults become qualified and <u>communicatively</u> competent in one of the growing allied health careers, creating a cohort-based training pathway to successfully move participants through the workforce continuum from career qualification, entry, and enrichment in a healthcare field, leading to expanded opportunities</p>	<p>1.10 Introduce healthcare education and employment opportunities and provide resources for success in advancing career planning for 60 immigrant youth and adults leading to one or more outcomes for 80% enrolled</p>	<p>Staff: 1.0 FTE Program Director 3.0 FTE Coach .5 FTE Workforce Placement Coordinator .5 FTE Data, Reporting & evaluation Coordinator 1.0 FTE Program Assistant</p> <p>Partners: Educational & Training: Adult schools with healthcare career technical education classes;</p>	<p>1.10 Service components for ALL HCPI TRACK, Healthcare Exploration, Healthcare Launch, & Healthcare Success:</p> <p>1.1 Career Pathway Exploration, Planning, & Navigation: Healthcare Career Awareness, exploration, pathway planning, and navigation; work-based exploration activities</p> <p>1.2 Healthcare Systems Navigation: Healthcare Providers and Settings; Systems and Theory; Medical Terminology; Culture and Communication; Professional Behavior and Workplace Expectations</p> <p>1.3 Workplace Skills Building: Pronunciation; computer, communication and job readiness skills and Work-based Learning: Job Shadowing, Internship, volunteer, healthcare professional mentors</p> <p>1.2 Coaching/Mentoring and Support Services: Case Management, barrier removal, limited financial aid, peer alumni mentors</p>	<p>1.10:</p> <ul style="list-style-type: none"> • 120 inquiries • 75 registered • 60 enrolled 	<p>1.10:</p> <ul style="list-style-type: none"> • 80% of enrolled participants have career plans developed • 80% of enrolled participants have program plans developed • 80% of enrolled participants receive 6 coaching sessions • 80% of participants enrolled in courses/works hops completes • 70% of participants completing courses/works hops report an increase in content 	<p>At least 70% of participants' program plans are met as demonstrated by the following examples of milestones:</p> <ul style="list-style-type: none"> • Build language and computer skills needed for further education success: enter/complete VESL/ESL, ESL improvement, improve computer skills (via pre/post). • Satisfy pre-requisites: complete coursework to apply to vocational training/certificate programs or higher education 	<ul style="list-style-type: none"> • Meet qualifications for healthcare jobs: Obtain certificate/credentials/degrees to qualify for healthcare jobs • Employment placement: At least 20% of participants completing HCPI pre-requisites are placed in entry-level healthcare jobs that can build towards career goal • Career placement: At least 10% of participants completing HCPI pre-requisites are placed in jobs related to 	<p>Educated and talented immigrants fulfill their potential in the healthcare workforce where their skills, cultural backgrounds and language skills are already recognized as potential enhancements to the delivery of healthcare in this diverse region:</p> <p>Navigate and thrive within US healthcare education & environments: Support for qualifying, entering, and advancing in HC careers</p>

<p>for self-sufficiency.</p> <p>2.0 To enable healthcare sector to more effectively qualify and employ immigrants for healthcare jobs</p>	<p>2.10 Engage educational and community-based providers in health professional development of newcomer communities</p> <p>2.20 Maintain and deepen relationships with new and existing healthcare employers to diversify their workforce</p>	<p>Community Colleges with strong allied health program community;</p> <p>Workforce: Workforce investment boards and their One-Stops; local, regional, and state <u>collaboratives</u></p> <p>Immigrant serving Community Based organizations:</p> <p>Healthcare employers: Hospitals, Community Clinics, Eldercare providers, private doctors</p>	<p>2.11 Develop a healthcare workforce pipeline among immigrant high schools, adult schools, one stops (ACWIB), community colleges, and DHTI</p> <p>2.12 Participate in workforce <u>collaboratives</u> and initiatives</p> <p>2.21 Convene interviews with employer partners to identify ways DHTI might help meet short-term workforce needs, to examine the demand for allied health professionals in the Bay Area, and more specifically to understand the specific qualities that employers seek in an individual worker as they aim to build a diverse healthcare workforce.</p> <p>2.22 Secure commitments from employers to offer work-based exposure and learning activities and placements for program participants.</p> <p>2.23 Pilot an incumbent workers program with healthcare employers employing entry-level healthcare jobs to improve communication skills and</p>	<p>2.12: MOUs with educational partners</p> <p>Membership in workforce <u>collaboratives</u> and initiatives</p> <p>2.21: Focus groups convened with eldercare providers, health clinics, hospitals, and private practitioners:</p> <p>20-25 employer partners developed for work-based exposure and learning</p> <p>incumbent workers served</p>	<p>knowledge as evidenced by self-reports or pre-post tests</p> <ul style="list-style-type: none"> • 38 participate in work-based exposure, learning, or placed in healthcare jobs • promoting DHTI by: <ul style="list-style-type: none"> - willing to refer others to DHTI - willing to tell their story internships, interviewing <p>2.21: Data on ways to help meet demand</p> <p>Strategy for working with physicians (e.g. residency for foreign-trained in clinics)</p>	<p>degree programs</p> <ul style="list-style-type: none"> • Enroll in vocational training and/or further education 	<p>healthcare career</p>	<p>Pipeline to educational providers established</p> <p>Pipeline to healthcare employers established</p>
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