

Quick Course Outline

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Self-Directed Quick Course

Creating a Logic Model

*Brought to you by
Georgia Health Policy Center*



Welcome!

Welcome to your very own Evaluation Logic Model Quick Course. It's expected that this Quick Course is either self directed (by you) or facilitated in a group setting by a member of the evaluation team.

While you may be jumping up and down and can't wait to get your hands dirty with creating a logic model, we recognize that every participant comes to the table with a different level of experience and excitement about evaluation logic models. Here is our promise - by the end of the course you or your team will:

- Understand how a logic model fits into the evaluation process
- Know what a logic model looks like, its purpose and how to create your own
- Understand two purposes for evaluation
- Develop a quality evaluation logic model draft for your program

We'll start with a simple example and the frequently asked questions about the basics. Following, we'll roll up our sleeves and move into the general ins and outs of sound evaluation logic models. Finally, we'll explore your program and work plan to create an evaluation logic model draft and process to kick-off the evaluation process for your program.

Basics and FAQ's of Evaluation Logic Models

Evaluation can mean many different things. For our purposes, let's start by setting up a standard definition to keep everyone on the same page.

EVALUATION:

Program evaluation is a formalized approach to studying the goals, processes (*outputs*), and impacts (*outcomes*) of projects, policies and programs.

Adapted from Taylor-Powell, E., Jones, Larry, Hernert, E. (2008). *Enhancing Program Performance with Logic Models*. Retrieved June 2008, from University of Wisconsin-Extension-Cooperative Extension, Program Development and Evaluation Unit Web site:
<http://www.uwex.edu/ces/pdande/evaluation/>

Let's look at a sample logic model. As you look at the sample, answer the following questions. Feel free to mark up the sample with your initial thoughts and connections.

1. What do you notice?
2. How would you define each section of the model (inputs, outputs, etc.)?
3. What confuses you?

Program: Elder Nutrition

Inputs

(What is invested?)

- Community-based nutrition educators
- Agency Partners who collaborate
- Campus-based specialists that support county educators
- Research base
- Funding and other resources that support this program

Outputs

Activities (What do we do?) **Participation** (What will be measured?)

- | | |
|---|--|
| Educational Sessions
- presentations
- Learn-while-you-wait
- Games and interactive learning activities
- Posters, print materials | Number of participants in each presentation

Number of posters and print materials posted/distributed

Number of participants in games/activities

Number of Learn-while-you-wait participants |
| Topics:
- Eating more fruits and vegetables
- Storing and handling food safely
- Portion sizes
- Choosing healthy snacks
- Balancing food with physical activity | |

Outcomes

(What are the changes and the ultimate impact?)

- Participants will increase the average number of fruit and vegetable servings per day
- Increase in knowledge of safe food handling and storage habits by participants
- Decrease in amount of food spoilage in participants' homes
- Greater number of participants that choose healthy snacks
- Improved BMI scores for program participants

Basics and FAQ's of Evaluation Logic Models

Compare your thoughts on the sample logic model to the information below.

LOGIC MODEL: graphic representation of a program showing the intended relationships between investments and results.

INPUTS: resources that go into a program including staff time, materials, money, equipment, facilities and volunteer time.

OUTPUTS: the activities, products, and participation generated through the investment of resources. Goods and services delivered. *"What we do."*

OUTCOMES: (participant focused) results or changes from the program such as changes in knowledge, awareness, skills, attitudes, opinions, aspirations, motivation, behavior, practice, decision-making, policies, social action, condition, or status. Outcomes may be intended or unintended: positive or negative. *See *Appendix Case Study One* for more clarification.

It may be useful to mark these definitions so that you can easily refer back to them when creating a logic model for your program. These definitions came from *Developing a Logic Model: Teaching and Training Guide* © 2008 by the Board of Regents of the University of Wisconsin System. This is a wonderful on-line resource for further information on developing logic models.

<http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidcomplete.pdf>

Basics and FAQ's of Evaluation Logic Models

Why use a logic model?

Two reasons that stand out include: establishing asking rights and monitoring progress from an administrative standpoint.

1. Provides asking rights to seek additional funding by documenting realized outcomes that provide evidence of program impact.
2. While the evaluation process is designed to evaluate outcomes, a well monitored process, guided by a logic model, naturally assists with monitoring different aspects of program progress such as: level of staff effort, number of activities/participants, processes used.

Creating an Evaluation Logic Model for Your Program

Now it's your turn to create an evaluation logic model for your program.

Where to start: We are predicting that at this point, your team has identified the desired long-term outcome for your program and has a working plan somewhat similar to the working plans in the case studies provided in the appendix. If this is indeed where you are, then we suggest starting with technique one. If your team isn't quite to this spot or it would serve you well to back up a little, try proceeding with technique two.

A blank evaluation logic model template is provided for your use following the techniques.

Technique One: Focus on Activities

Often program staff and stakeholders are most comfortable talking about what they DO in the program or intend to do...the program ACTIVITIES.

1. Write down all activities involved in (or planned for) the program—workshops, services, products, etc.
2. For each activity, complete one of the following statements, continue repeating and completing the statement until you reach a logical end point.

"We do _____ SO THAT _____ will occur."

IF we do _____, THEN _____ will occur."

3. You can also ask the question "*But, why?*" For example: *But, why* do I advertise the workshop? Answer: so that people will attend. *But, why?* Answer: so that people will increase their knowledge about...etc.
4. Continue until a chain of connections is created that links program activities to desired end results.
5. List the resources needed to ensure the chain of connections is achieved.

Program:

Inputs

(What is invested?)

Outputs

Activities
(What do we do?)

Participation
(What will be measured?)

Outcomes

(What are the changes and the ultimate impact?)



Creating an Evaluation Logic Model for Your Program

Evaluating your logic module: Like anything, your logic model will most likely need some editing. Below is a checklist to help you double check that you've included all the parts and pieces followed by a set of questions to determine if your logic model is on track.

Inputs: Are all the major resources listed such as:

- Service providers, e.g., staff, volunteers
- Support from key groups or organizations
- Funding sources, e.g., private or public funding, donations, fee for service
- Research base
- Do the resources seem comprehensive?
- Do the inputs seem to match the program?

Comments: _____

Activities

- Are all the major activities listed that comprise the program, e.g., outreach, counseling, case management, meal service, home visiting, training workshops, information and referral, small group sessions?
- Is it clear what the program will actually do?
- Do the activities seem sufficient?

Comments: _____

Creating an Evaluation Logic Model for Your Program

Participation:

- Is it clear who the activities are to reach and benefit? (e.g., youth ages 6-11)
- Are all the primary audiences included?
- Are the mix and intensity of activities appropriate for the type of clients/participants?

Comments: _____

Ask Yourself

- Is each listed outcome truly an 'outcome'? Does the logic model clearly separate outcomes from outputs, or are the distinctions blurred?
- Is the model truly logical? Do the relationships among the program elements make sense? Are the causal relationships supported? Three ways to check:
 - Start at inputs, ask “*why?*” at each level: why do we need these inputs? Why do we need to conduct these activities?
 - Start at the impact level, working backward, ask “*how?*”: How are we going to produce these outcomes? The items immediately preceding an outcome should show “*how.*”
 - Sometimes components are necessary but not sufficient. Ask yourself, “*What else?*” For example, achieving healthy one-year-olds requires not only achieving a healthy birth but also achieving proper care during the baby’s first year. Asking ‘*what else*’ helps spot leaps of faith.

Adapted from Taylor-Powell, E., Hernert, E. (2008). *Developing a logic model: Teaching and training guide*. Retrieved June 2008, from University of Wisconsin-Extension-Cooperative Extension, Program Development and Evaluation Unit Web site:
<http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidcomplete.pdf>

Creating an Evaluation Logic Model for Your Program

Congratulations on creating evaluation logic model for your program! You're efforts today will help guide your program and sustainability efforts. Celebrate your accomplishment and continue your evaluation efforts with the following:

- Schedule times to meet as an evaluation team
 - Set a date to revise your logic model after receiving feedback
 - Set dates before and/or after critical activities in the program process
- Share your logic model with your TA provider and critical stakeholders and request feedback

Case Study One: *Breast Cancer Screening Initiative*

Below is sample case study from a past grant program. Included is a brief scenario, the program work plan and the evaluation logic model they developed. As you make your way through the case study, answer the following questions:

1. What parts of the work plan are comparable to the logic model?
2. How is the work plan different from the logic model?
3. How is the “term” outcome used differently in the work plan versus the logic model?

Scenario:

Leaders among rural hospitals and service providers in eastern New Mexico began to share stories about the noticeable rate of terminal breast cancer among women and believed that the high rate was due to a lack of screenings by women in their 40s, 50s and 60s. Community surveys validated this assumption and the network of leaders set out to develop a program plan to solve the problem. The network received a three-year state grant to enact the program. The project is about to initiate work and desires to develop an evaluation logic model from the project work plan.

Work plan:

Program	Goal	Objective	Activities	Outcomes
Breast Cancer Screening Initiative	Reduce breast cancer morbidity in our community	Increase breast cancer screening	Women's Health Fair: - Distribute breast cancer screening information -Distribute vouchers for free mammograms	Women gain access to breast cancer screening information and free mammograms

Evaluation Logic Model (next page):

Program: Breast Cancer Screening Initiative

Inputs

(What is invested?)

Breast Health educators
Breast cancer screening facts sheet
Vouchers for free mammograms

Outputs

Activities (What is done?) Participation (What will be measured?)

Womens Health Fair	Number of health fair attendees
	Number of pamphlets distributed
	Number of vouchers distributed
	Number of women who received free mammogram

Outcomes

(What are the results?)

Increase in early stage diagnoses
Decrease in late stage dianoses

Case Study One: *Breast Cancer Screening Initiative*

Note: Pay special attention to outcomes

Evaluation outcomes can be a little tricky and can be confused with outputs. Remember this:

- Output level evaluation is counting noses
 - o 14 people signed in at the cooking class
 - o We distributed 73 pamphlets at the health fair
- Outcome level evaluation measures change
 - o 52% of our participants lowered their BMI
 - o Over half maintained their new BMI for more than six months

Turn back to the Breast Cancer Screening logic model and note the differences between outputs and outcomes.

Case Study Two: *Physical Activity Initiative*

Now it's your turn to practice. Below is another case study and work plan followed by a blank logic model. Using what you know about logic models and the information provided below, create a simple logic model for this case study.

Scenario:

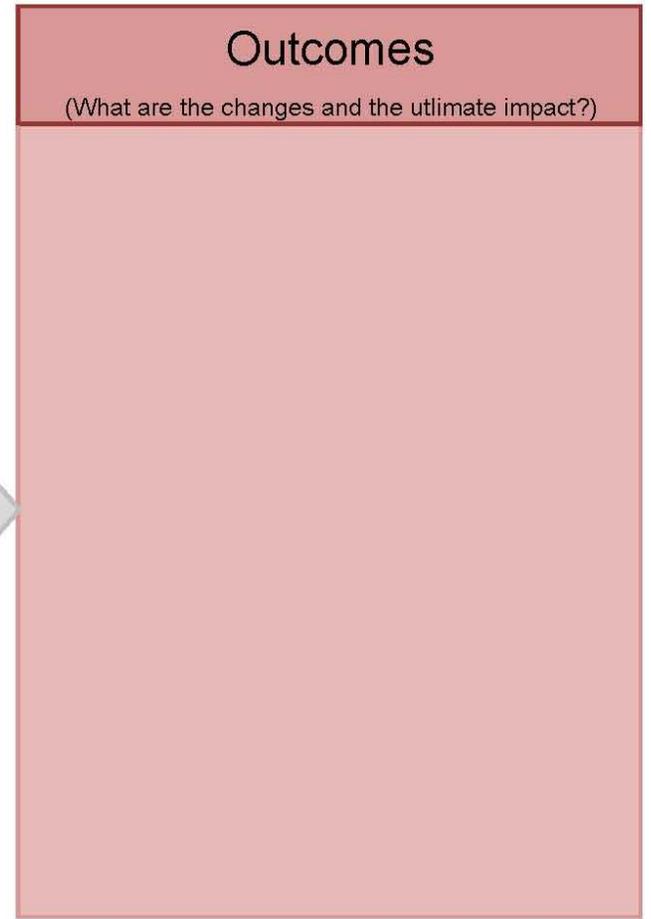
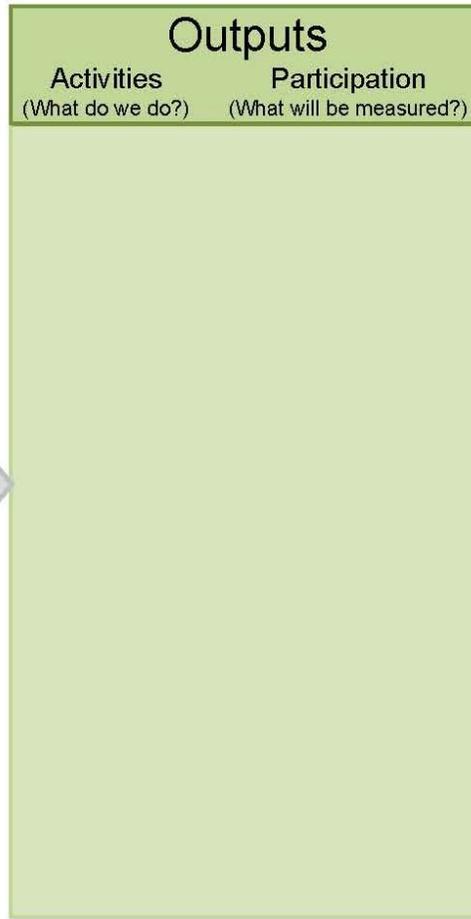
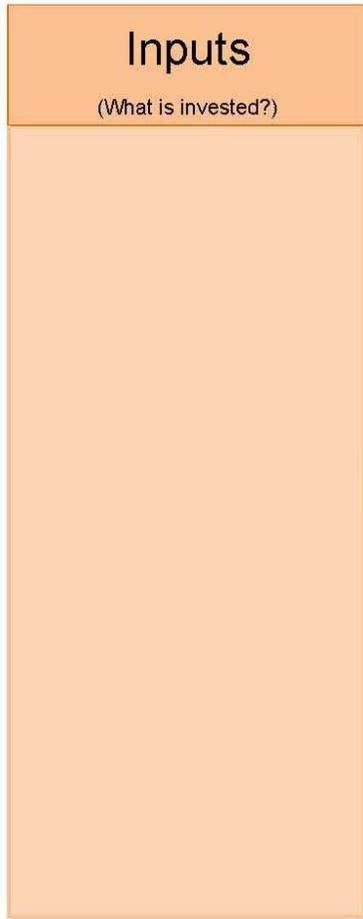
School leaders approached the director of the community health program and expressed concern over the seemingly high rate of obesity and obesity-related illness among students and their parents. After conducting a community analysis, a group of community leaders formed a coalition to seek funding to start a program. They just received notice of funding and want to hire an external evaluator to help their team. They have a work plan and want to have a logic model in place to help hire the right evaluator.

Work plan:

Program	Goal	Objective	Activities	Outcomes
Physical Activity Initiative	Reduce obesity and obesity-related illnesses in our county	Increase physical activity and weight loss in our county	<ul style="list-style-type: none">- High school walking club- 5K fun run (training club, competition)	Increased physical activity and weight loss among program participants

Blank logic model template to fill in (next page):

Program:



Case Study Two: *Physical Activity Initiative*

Compare your logic model you created to one on the next page. Consider the following questions:

1. How closely do they compare?
2. Based on looking at the logic model provided, what would you add/delete/change in the logic model you created?
3. Do you disagree with any of the items included or not included in the provided logic model? Why?

Program: Physical Activity Initiative

Inputs

(What is invested?)

Volunteer coaches
Promotional materials
Volunteers to organize and operate 5K fun run
T-shirts for fun run participants
Water coolers and cups
Measuring tapes
Scales
Calculators

Outputs

Activities (What do we do?)	Participation (What will be measured?)
High school walking club	Number of high school students who participated in walking club
5K fun run (training club and competition)	Number of participants who completed fun run training Number of participants in the fun run

Outcomes

(What are the changes and the ultimate impact?)

Lower BMI among walking club participants (BMI measurements taken at the beginning, midpoint and end of semester)

Lower BMI among the fun run training participants (BMI measurements taken at the beginning and end of training session)