Before We Begin

- **The webinar will begin at 2:00 p.m. (Eastern)**
- **Be sure you have a copy of your logic model available—you will work!**
- **You will have opportunities to work with your team in breakout rooms. Please watch the time to ensure you rejoin the main session on time.**
- **When we re-gather following time in a breakout room, we hope that volunteers will share one or two salient points from their time together as a team**

Using your Logic Models as a Tool to Guide Program Refinement and Evaluation

Webinar for Teen Pregnancy Prevention 2019 Grantees

M. C. Bradley

October 22, 2019

Agenda

How can a logic model help you?

→ Breakout room work: How does your logic model help you?

Logic models for different audiences and purposes

→ Breakout room work: What is the audience and purpose of your logic model?

Diving deep into the elements of a logic model

→ Breakout room work: How do your logic model elements work for you?

How Can a Logic Model Help You?

A Logic Model Can Be Used As…

A programming tool

- Depicts the program and vision for stakeholders
- Maps out how activities are expected to lead to outcomes
- Supports communication between program staff and stakeholders

A continuous quality improvement (CQI) tool

- Identifies elements to monitor to ensure program quality

An evaluation tool

- Illuminates research questions of interest
- Identifies what to measure and when to measure it
- Highlights contextual factors that might come into play

A graphic representation of what the program will do and what happens as a result

Parts of a Logic Model

Vision

- Objectives and reasons for proposing the program

Assumptions

- Beliefs about how the program will work and supporting resources

Inputs – what we invest*

- Organizational profile, collaborative partners, key staff, budget

Target population

Activities – what we do and who we reach*

- Approach, including listing of key program components

Outputs – what we produce*

- Direct products or deliverables from activities

Outcomes (short – learn; intermediate – action/behavior; long – condition)*

Mathematica

* Indicates noted in the Tier 1 FOA.

If … Then and the Seven Parts

If we combine these inputs with these assumptions

…then we can do these activities.

If we do these activities

…then we have these outputs.

If we have these outputs

…then we expect to achieve these outcomes (short term, intermediate, and long term).

If we achieve these outcomes

…then we have achieved our vision for this target population.

Breakout Room – Total Time 15 min

Has your team looked at your logic model recently?

How does your team use your logic model? How could your team use it more?

Does your logic model include all of the parts mentioned? What could you add?

Look for and talk about the presence of the *if … then* structure in your logic model.

- **Is this a new way to look at a logic model? How does it help you when looking at a logic model?**

Are there any gaps in your logic that become clear when looking at the logic model with the *if … then* lens?

- **If so, what changes can be made to fill those gaps?**

Share Expectation: Two groups to share, about three minutes each
You do not need to address all questions, choose what you think will be of interest to other teams.

Mathematica

Logic Models for Different Audiences and Purposes

Logic Models: One Size Does Not Fit All

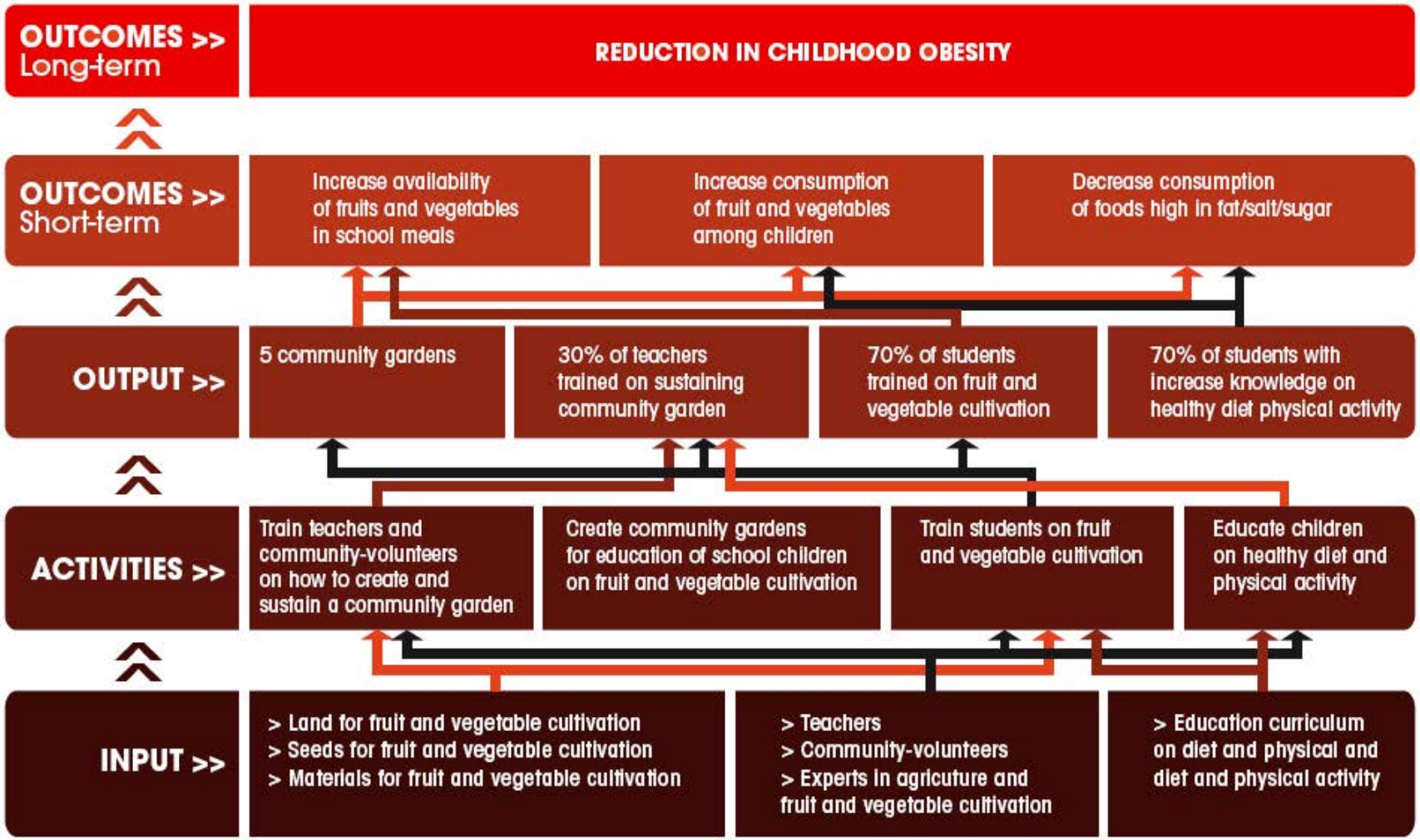
A program can have more than one logic model

- One that is a full overview, and one (or more) with more details and a specific focus

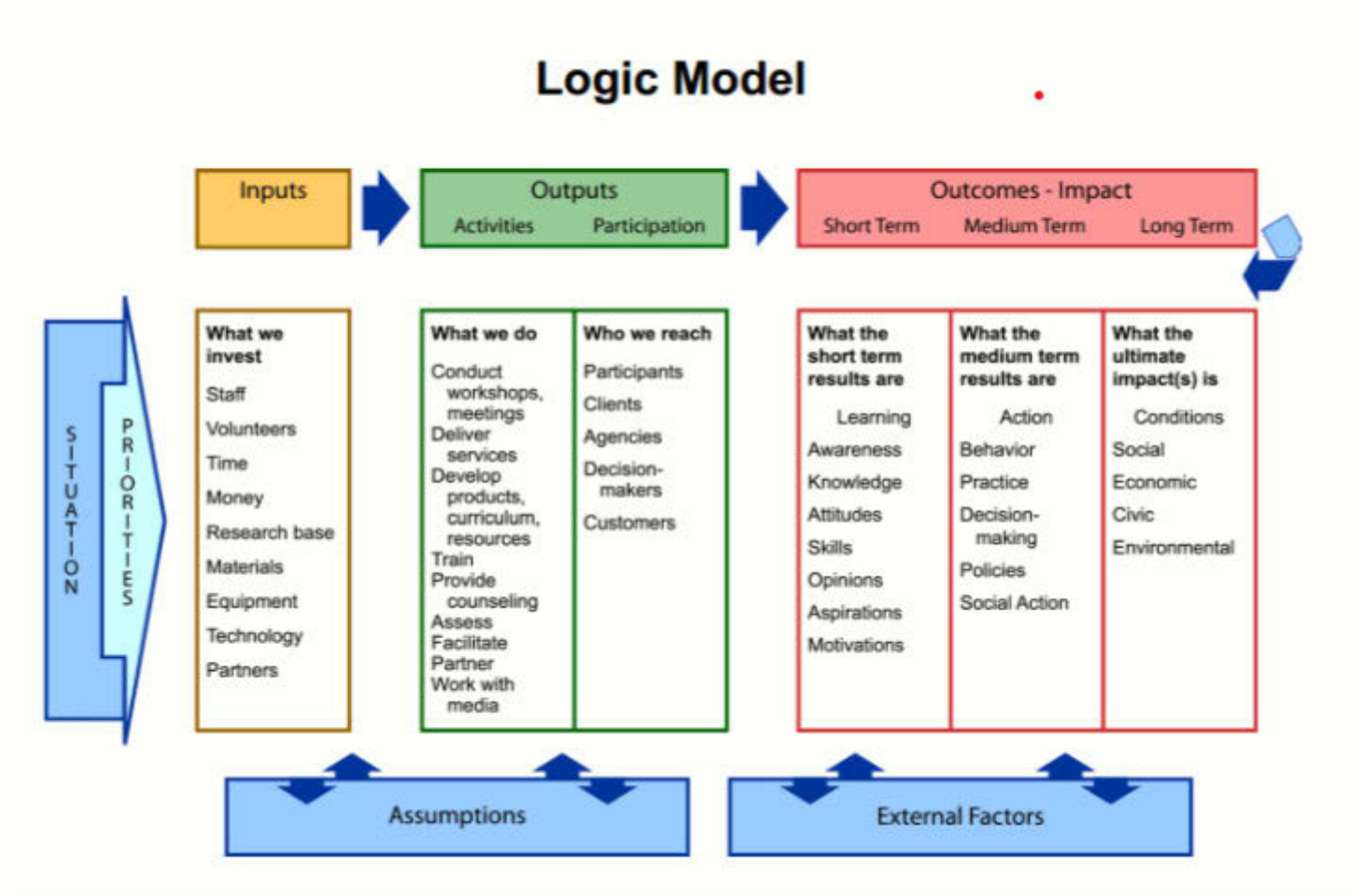
Different presentation possibilities

- Less-detailed version to support discussions with funders and key stakeholders
- More-detailed version, with certain sections fleshed out or contained in their own logic model to facilitate evaluation planning and/or CQI

Plain, with Functional Details, which Highlight Options for Supplemental Logic Models

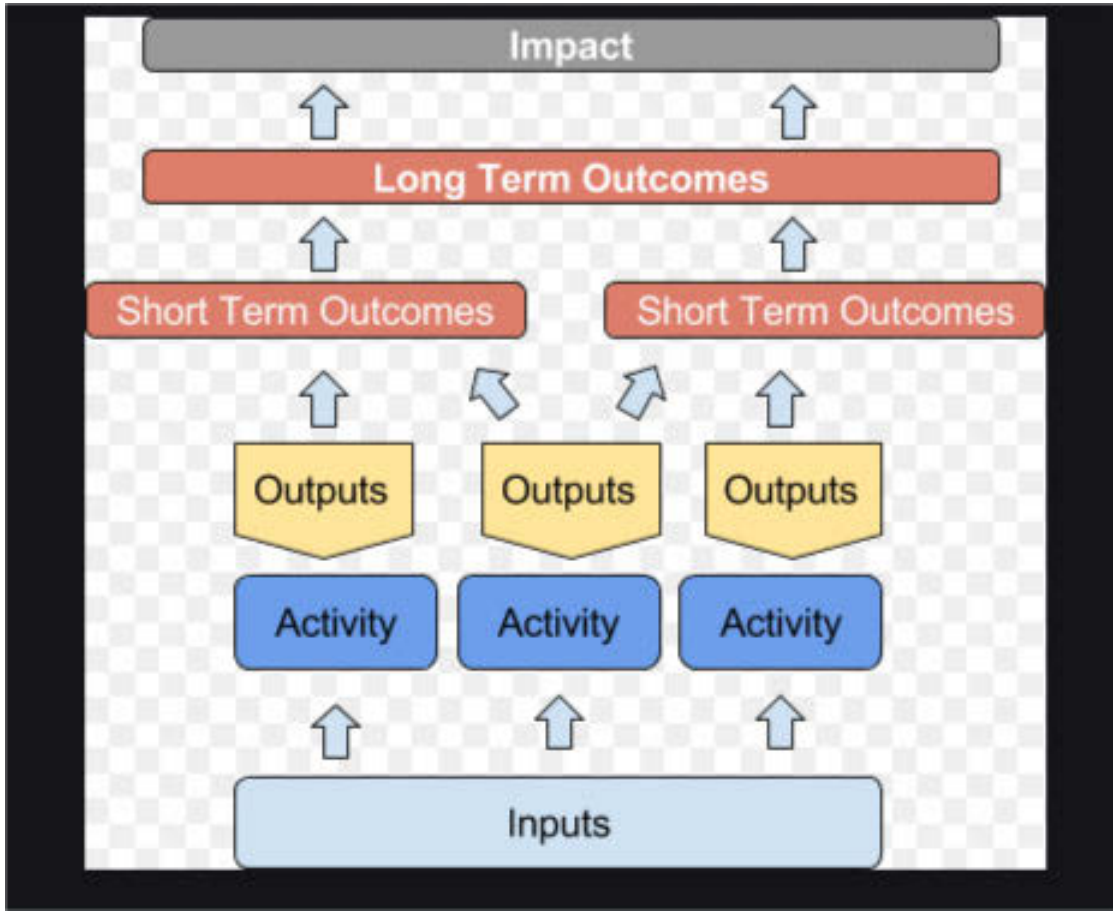


Fairly Standard Presentation



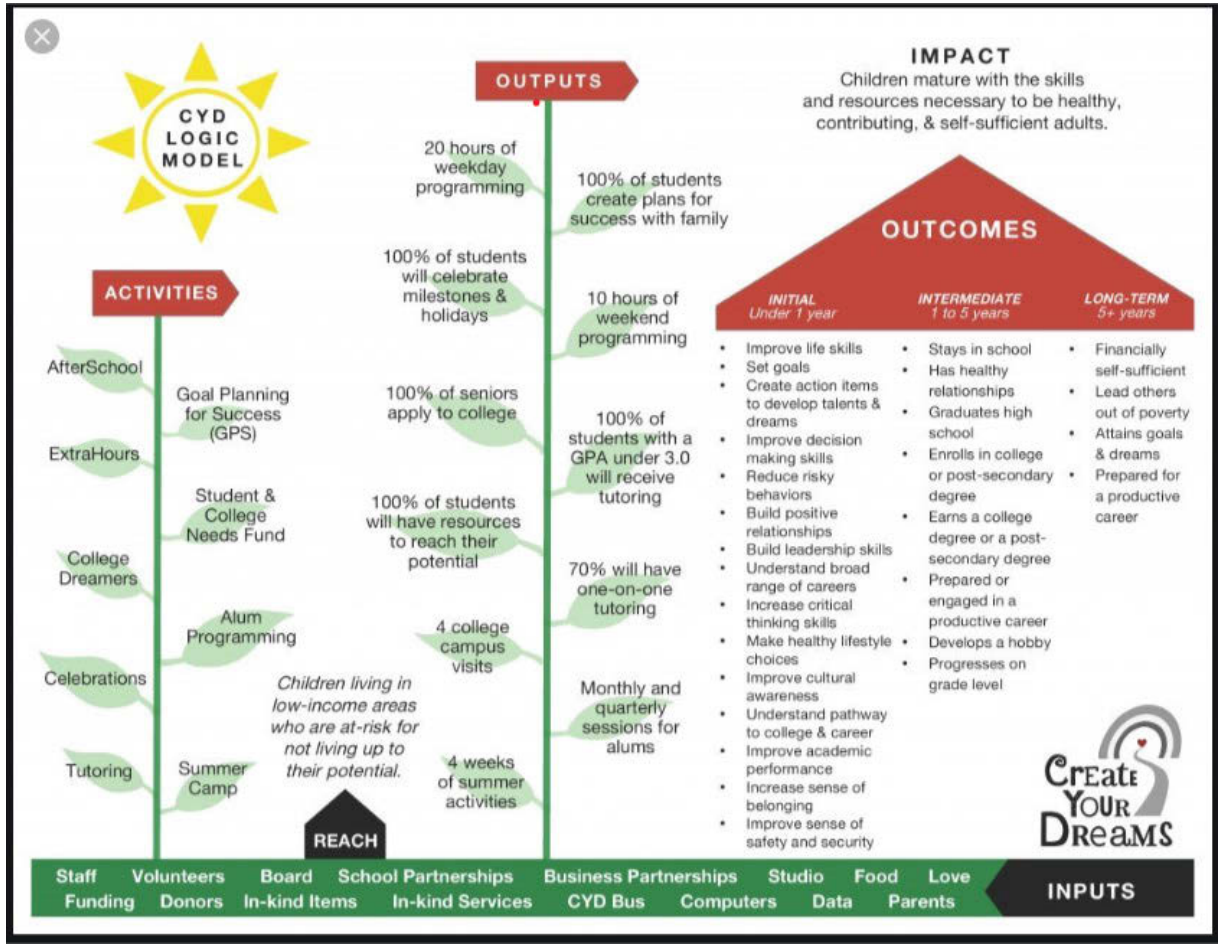
Enhancing Program Performance with Logic Models, University of Wisconsin-Extension, Feb. 2003

Bottom-Up Presentation



https://www.informalscience.org/news-views/start-developing-logic-model

Picture with Flow



https://www.networkforgood.com/nonprofitblog/logic-models-and-fundraising-what-you-need-to-know/

Breakout Room Work – 15 minutes

Can you think of other presentations or supplemental logic models that could help your team?

How can you use your logic model to help build support for your program with community leaders? parents? schools? youth?

Could you use your logic model to design an evaluation?

Could you use your logic model to support conversations about sustainability?

Share Expectation: One volunteer to share, about three minutes

Skimming the Surface on the Elements of a Logic Model

Vision

A logic model should have a vision that includes objectives and gives a rationale for the program described in the logic model

It should identify the particular problem the program is designed to address

Questions to consider when developing a vision statement:

- What is the problem or issue?
- Why is it a problem? What are the causes?
- Who is affected by this problem (individuals, households, groups, communities, etc.)?
- What do we know about the types of people involved in the problem?
- What do research and experience tell us about the problem?
- What benefits to society will be realized if the vision is achieved? (financial and non-financial)

Assumptions

Beliefs held about the program, the people involved, and how the program will work

Questions to consider:

- Why do you think the program will work this way?
- What is the basis for your beliefs: Research? Best practice? Experience? Local wisdom? Intuition?
- Is there evidence that supports the theory of change in your logic model?

Example Assumptions

1. Youth are engaged with partner agencies and can easily be referred to this program.
2. Parents and youth will want to engage in the program (and evaluation, if applicable).
3. The chosen curriculum is appropriate for youth in the target counties, and supplemental content can be easily integrated.
4. Youth do not need transportation to attend after-school and weekend sessions.
5. Other agencies, for example mental and physical health clinics, will be able to serve participants, as needed.
6. Existing data collection systems are sufficient for CQI and evaluation needs.
7. This program is a starting point, and youth will continue to participate in curriculum and activities that reinforce the messages of our program as they progress through school.

Outcomes: What Will Change?

The intended changes or benefits, which could be changes in behavior, norms, decision making, knowledge, attitudes, motivation, skills, protective factors, etc.

- Immediate (or short-term) outcomes (learn)
- Intermediate outcomes (action or behavior)
- Long-term outcomes (condition)

Questions to consider

- What is or will be different as a result of the program?
- What would be the headline of a news story on the program?
- Why is the program being offered?

NOTE: The focus of your formative evaluation might not go beyond short-term outcomes. You can still include intermediate and long-term outcomes in your logic model.

Create an Outcome Chain

Questions to ask:

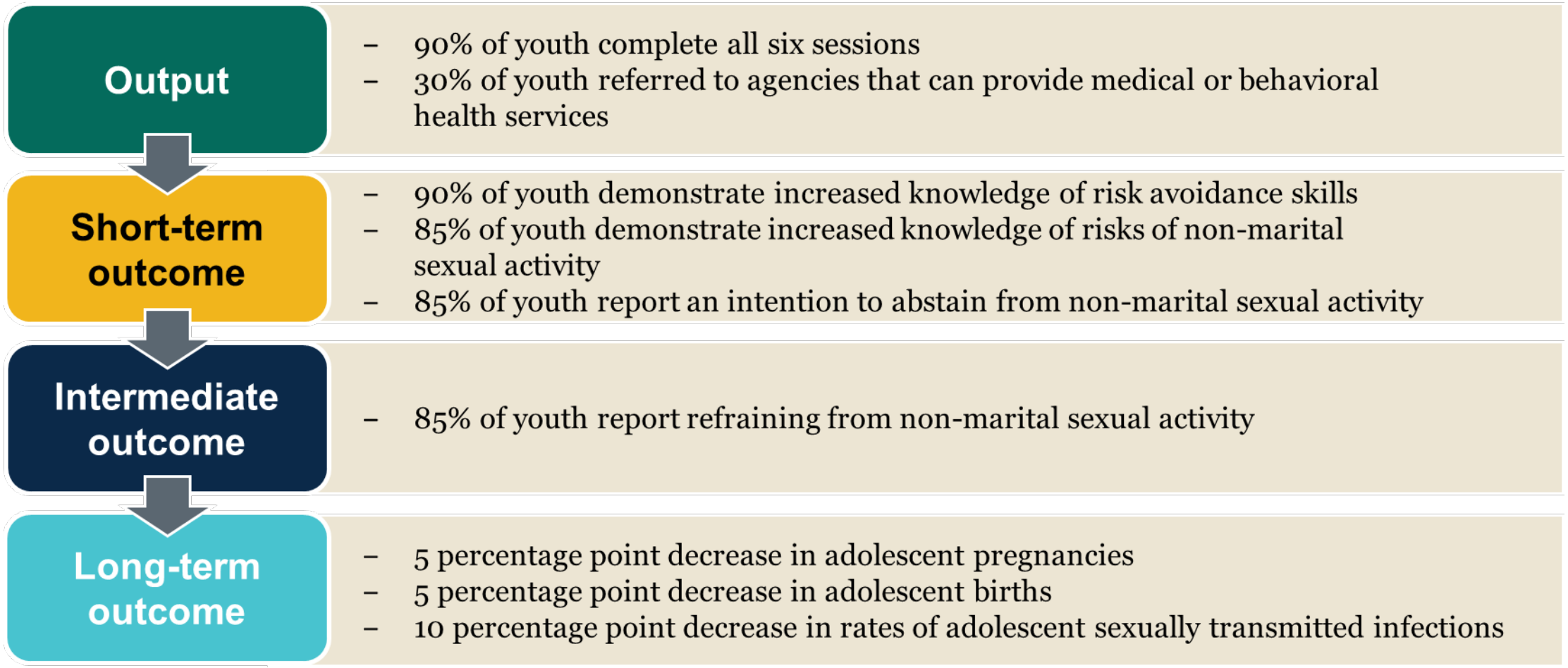
- What are the important outcomes?
- For every important outcome, what has to come before it? What comes after it?
- When will the outcome be observable? Using what tool or measure?

Outcomes should be SMART

- Specific: who or what is expected to change
- Measurable: can see, hear, count, or smell the outcome
- Attainable: likely to be achieved
- Results-oriented: meaningful, valued
- Timed: to be completed in a set time frame

NOTE: The focus of your formative evaluation might not go beyond short-term outcomes. You can still include intermediate and long-term outcomes in your logic model.

Outcome Chain



Outputs: What We Produce

Outputs lead to outcomes

Outputs are direct products or deliverables that result from the activities

Questions to consider

- What do we do?
- What do we offer?
- Which outputs might be the focus of your CQI process? Why?
- Are there outputs the evaluation might want to monitor? If so, which ones? What is the rationale for monitoring each output?

Activities: What We Do and Who We Reach

Specific actions that use inputs to create outputs

Questions to consider

- Are all critical activities represented?
- Can a reader understand your program from the list of activities?
- Can you see how each output is created?
- Who is involved in, or touched by, your program activities?

Inputs: What We Invest

What needs to be invested to fund or accomplish activities to achieve outputs and outcomes?

Might be good candidates for separate logic models

- Staff certification
- Data system

Questions to consider

- What staff are needed to provide the services?
- What materials are needed to provide the services?
- What partnerships are needed?

Breakout Room Work – 20 minutes

Talk through at least one outcome chain in your logic model. Did you identify missing elements?

Are all critical outcomes represented in your logic model? Do all outcomes have outcome chains?

Can you find a place for all inputs, activities, and outputs in at least one outcome chain? Are you missing any inputs, activities, or outputs from your outcome chains?

Are there aspects of the program that program staff needed to unpack for evaluators?

Can your evaluator identify data sources for fidelity? For outcomes?

Is your logic model helpful to think about CQI processes?

Sharing Expectation: Two grantees, no more than three minutes each

Things to Remember

Logic models should be living documents

Logic models can serve multiple purposes

- Do you have enough detail in your logic model(s) to achieve your goals related to program implementation, CQI, and evaluation?
- Do you need more than one logic model? If so, what does each logic model focus on? How do they connect?

For More Information

See the TPP Formative Evaluation Toolkit available on max.gov

Kellogg Foundation. *Logic Model Development Guide*. 2004. http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx

University of Wisconsin-Extension. *Enhancing Program Performance with Logic Models.* 2003. https://lmcourse.ces.uwex.edu/

Education Logic Model Application, available at https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp

Logic Model Builders, available at https://www.childwelfare.gov/topics/management/effectiveness/logic-model/

Mathematica

Questions?

For More Information or Assistance

E-mail the Eval TA Team

TPPEvalTA@mathematica-mpr.com