

USING YOUR LOGIC MODEL AS A TOOL TO GUIDE PROGRAM REFINEMENT AND EVALUATION:

Webinar for Teen Pregnancy Prevention 2019 Grantees

Tuesday, October 22, 2019

2:00–3:30 p.m. ET

Webinar transcript

Cay Bradley: So my name is Cay Bradley, and I have had the pleasure of working with Office of Adolescent Health/Office of Population Affairs grantees for a number of years regarding teen pregnancy prevention grants. I have also worked with a number of other grant programs as well. So as I said, this is an interactive presentation. You all will go into breakout rooms. For the breakout rooms to work properly, you need to have logged in so that your phone and log-in are linked. So hopefully you've used the URL in your email, and that way everything will move smoothly.

We would appreciate it if people stayed muted during the presentation when I'm speaking just so everybody can hear me. But you should certainly unmute yourself if you have a question. I welcome questions during the presentation. If you haven't figured it out yet, there's a little microphone next to your name, and if you click on it and it becomes red, that means you're muted. You'll also see an X next to your little image of your computer or your phone on the participant list. So that's how you can tell that you have been muted or not.

I'd like to say thank you to the staff at the office at OPA and at Mathematica and also to the host of local grantees who have worked with us previously on evaluating programs. Their input and reaction to this webinar have helped shape the presentation over the years.

Our goal today is to help your team develop good habits with respect to your logic models. And that starts with using your logic model today and continuing to do so throughout your grant period and beyond. So hopefully everybody has a copy of your logic model.

And so on today's agenda, we have three topics that we're going to talk about. After each topic, we will go into the breakout room, and you all will do some work.

So first we're going to talk about how logic models can help you. Then we're going to move on to talk about why you might need different logic models for different audiences and purposes. And finally, we're going to dive more deeply into the elements of a logic model.

Please make sure that at least one member of your team has—if not all of you—have the breakout slides that were shared on Monday with the reminder invitation. You're going to need those to help you guide your conversations while you're in the breakout rooms.

And when we come back from the breakout room, I'll be looking for a team to share with the group about something that you all spoke about in your breakout room.

Before we dive in too deeply, at the bottom of the participant screen, you should see a bunch of icons. There's a little hand, there's a green check mark, there's a red X mark. What I would like you to do is go to the green arrow if you have looked at your logic model since it was submitted as part of your grant application. I'm going to give you all just a moment to do that. So click the green arrow if you have looked at your logic model since it was submitted as part of your grant application.

Green check mark. I'm sorry. Green check mark. Down at the bottom of the participant list.

Participant 1: I don't see a participant list.

Participant 2: I don't either.

Participant 3: I'm not seeing it.

Cay Bradley: Okay. So there's a box that says "participants," and it has a long list of names in that. Do you see that?

Participant 1: No.

Participant 2: No.

Cay Bradley: So my problem is I have a different view than the rest of you, but there is, on your screen, you should be able to view the participant list. And you'll see a long list of names. More of you are finding it.

Participant 1: Where?

Participant 2: Okay.

Diana McCallum: If you're just viewing on your computer, you can just take your mouse and hover to the top center of the screen. And then "participants"—"audio," "mute," "participants" will drop down. If you click on "participants," that will expand the list that Cay is talking about. And you can use any of those functions.

Cay Bradley: Thank you, Diana. All right. So I'm going to give you one more minute. Hopefully everybody has found it, right? Okay. Great.

So it looks like most of you have looked at your logic model since you submitted it as part of your grant application. That's great. We are at 30 people having said yes and climbing, so we're more than 50 percent. That is wonderful. I'm happy to hear that. I'm going to clear the results right now, and you all can stop responding because I have another question for you.

Click the red X, which is next to the green check mark, if your team has not updated your logic model since you submitted the grant application. So click the red X if you have not updated since the grant application.

I'm going to wait a few more minutes. All right. Just a little bit longer. All right.

So it looks like most of you have not updated your logic models, which is fine. But I'm going to encourage you, hopefully, in this webinar, to think about reasons why you might want to change that behavior and why you might find that you do need to update your logic model as you move forward.

All right. I'm going to clear the feedback. Thank you all very much for that.

All right. So, I want you to take away that a logic model is way more than a grant requirement. There is so much that you can use a logic model for. So you can use it as a programming tool, right? It lays out your program. It gives a vision for stakeholders. So this could be funders. It could be participants, trying to help youth and parents understand what your program is. It could also be for those gatekeepers. So, for people who are principals of schools or head of the health department, and you're trying to convince them that your program is actually going to be meaningful, a logic model can be helpful for that.

Logic models map out how your activities are expected to lead to your outcomes. And it gives everybody the same language to use when talking about your program. So really think about your logic model as a programming tool. Use it in that way.

Logic models are also really useful when you're doing continuous quality improvement, or CQI. And what I mean by this is the logic model can help you identify elements that you want to monitor for quality reasons, or to monitor for outcomes. And if you're having trouble with something in your program, so let's just say you're having trouble with getting youth to attend a second session, you can go back and look at your logic model and look at sort of how you thought that was all going to play out, and it can help you think about the data you might want to be collecting as a part of your CQI process.

Now, I have to confess, I tend to see logic models as evaluation tools because of my own bias as an evaluator. So, for me, a logic model can help me identify research questions that are appropriate to answer. I never want to work with you all to carry out an evaluation that has a research question that isn't appropriate for your program. So a logic model helps with that.

It can also help me think about what I need to measure and when I need to measure it, right? So what are the things we think are going to change? What are the things we think the program is going to do? When should I be measuring those?

And finally, the logic model can help identify contextual factors that I might want to document because sometimes, despite our best efforts, an evaluation doesn't show you what you were hoping to see, and in that case, it can be really helpful to have used your logic model to collect some contextual data.

So think of your logic model as a tool that will help you sell your program to a wide range of people, and a communication tool so that people don't talk over each other or around each other by using different language.

And it also, as I said, can be really helpful if you need to talk about how to do a CQI process, an evaluation, or sustainability.

All right. So these are the parts of a logic model. And I want to make sure we're all using the same labels because lots of people talk about different parts to a logic model.

So, for me, there's seven parts here. But the Tier One FOA that you all responded to only mentioned four parts, which is fine. Not all logic models have all parts. But I want you to consider all parts. So you all thought that you had to have inputs. You had to have activities, outputs, and outcomes. But there are other things here that I think are helpful. I think it's helpful to articulate your vision. This is the reason why you're doing your program, right? What are the objectives and reasons for the program?

We also don't always articulate our assumptions about how things work. But we have assumptions. And sometimes they can trip us up. And I'll talk about that a lot later. But as I said, inputs are the investments that are needed. It's more than just staff and budget, so remember that.

We should also make the target population clear in a logic model. Help people understand who it is you are trying to provide the survey to.

And then also we talked about activities, which is what you do and who you reach. Outputs, which is what's being produced by those activities. And then outcomes. And in outcomes, we've got short-term outcomes, intermediate outcomes, and long-term outcomes.

A critical way to think about your logic model, which not all of us are trained to do—so this was kind of new to me, but it's really helped me here—is to see your logic model as a series of if/then statements. So if we combine these outputs/inputs with these assumptions, then we can do these activities. If we do these activities, then we have these outputs. If you think about your logic model in this way, it's really going to help you articulate the logic between the parts. And it will help you make sure that you have everything in your logic model that you need and that you don't have things that you don't need.

Now, this makes everything look very linear and [like] a singular path. And not all programs are that way, and not all logic models are that way. So again, this is simply something to try to do with your logic model to make sure that the logic is there. But you may have different paths through your logic model, and that's fine. Just make sure that the if/then structure follows all the way through.

Now, I'll be honest, sometimes I do develop my logic model from the beginning, or the inputs, to the end, or the outcomes. In other cases, it's a lot easier for me to go from outcomes to inputs. And so, regardless of which way I develop my logic model, whether I go from inputs to outcomes or outcomes back to inputs, by sitting down and going back through it with the if/then structure, this really helps me make sure that my logic is there. And as I said, it can also help you edit your logic model if it gets too crowded like mine do.

All right. So we're about to go into our first breakout room. Let me explain what we're going to do before Derek moves you.

So, first of all, Derek is going to move you all into breakout rooms so that you're with your colleagues, your team members. And only you all can hear each other for a little bit. And you're not going to be able to see my slide, which is why I recommended that you all made sure somebody has the breakout room slides, which we sent with the reminder.

We're going to give you about 15 minutes to work on this list of questions. And you don't have to get through all of them. Some of them are going to resonate more with your team than others. And these questions, as you can see, are focused on what we just talked about.

So I'm going to give you 15 minutes and then when we come back, we're looking for two groups to share about 3 minutes. We're not looking for, you know, life stories or dissertations here, and just choose something that came out of your conversation with your group.

All right. Let me give Derek the ball so that he can move you all around. And you should be moved into your rooms momentarily.

All right, Derek, you should have the ball and be able to do what you need to do.

Webinar producer: Okay. Thanks, Cay.

Cay Bradley: Okay.

Patrick Hardesty: Hello?

Cay Bradley: Hello? Is someone there?

Patrick Hardesty: I'm here. Hello?

Webinar producer: What's your name?

Patrick Hardesty: This is Patrick Hardesty with Lake Cumberland District Health Department.

Lauren Harris: Okay. What District Health Department?

Patrick Hardesty: Lake Cumberland District Health Department.

Lauren Harris: Oh, hello. I'm Lauren Harris with Change Happens in Houston, Texas.

Angel Young: And I'm Angel Young with GCAPP in Atlanta, Georgia.

Tricia Evans: Hello, all. Hi. This is Tricia Evans. I work with Angel. Hey, Angel.

Webinar producer: Hi, everyone. This is Derek Mitchell. I'm the webinar producer for the event. You're in a room because you didn't sign up for breakout sessions. So I'll read off the

attendees, and you tell me which breakout session you'd like to join. I'll add you to that breakout session.

Participant 4: Okay.

Webinar producer: So our first attendee, Beulah Greer. Beulah, you here? Okay. Do I have a Courtney Smollett? Okay. Helen Stagg?

Lauren Harris: I'm here representing Helen Stagg. My name is Lauren Harris. Am I also on the list?

Webinar producer: I'm sorry, your name again is...?

Lauren Harris: Lauren Harris.

Webinar producer: Lauren, did you join the WebEx platform? Because I don't see your name listed.

Lauren Harris: Okay. I'm actually calling in because I just left a meeting at a school, and I'm on my way back to my office right now. But I'm here. I did register for this presentation, but I'm also representing Helen Stagg. That's the CEO of my organization, and we're working on the grant together.

Webinar producer: Okay. Because you're dialing in and you're not on your computer, I can't add you to a breakout session until you join from your computer.

Lauren Harris: That's fine. I should be back to my office in about 15 minutes. Would you be able to connect me when I get back?

Webinar producer: Yes. Just let me know which room you need to be added to, and I can add you.

Lauren Harris: Thank you.

Webinar producer: All right. So our next attendee, Jennifer Duffy?

Jennifer Duffy: Yes, I'm here.

Webinar producer: Jennifer, which breakout session do you need to be added to?

Jennifer Duffy: I believe I should be with the Urban League of the Upstate. I'm not sure which breakout they're in. It would be Kim Arnold.

Webinar producer: Okay. All right, Jennifer, I'm going to see if I can add you.

Jennifer Duffy: Thank you.

Webinar producer: Okay. Do we have Natalie Lane Cable?

Jennifer Duffy: This is Jennifer Duffy, still here. I have not been added to the breakout session yet.

Webinar producer: Okay, that's okay. Sorry about that, Jennifer. Let me try again.

Jennifer Duffy: Thank you.

Webinar producer: All right, Jennifer, I'm having some problems adding you. It looks like it was two breakout sessions, and Kimberly Arnold is in one, but I cannot add you to the second. See, let's delete this session. And see if I can try it again. Yeah, cannot add you. Okay, I'll work on this.

Jennifer Duffy: All right.

Natalie Cable: This is Natalie Cable. Sorry, I think you mentioned me a second ago. I was having technical difficulties.

Webinar producer: Okay, Natalie. Thank you for joining us. Can you let me know which breakout session you need to be added to?

Natalie Cable: I'm with Community Students [inaudible] Center. I'm not sure which breakout session we're in. I also know that Ms. Beulah Greer is also in the same group that I am in.

Webinar producer: Okay. Yeah. And she's also not in a breakout room.

Natalie Cable: Okay. I'm not sure which session we're supposed to be in.

Webinar producer: Beulah, are you on the line?

Maria Townsend: Hello?

Webinar producer: Hi, is this Beulah?

Maria Townsend: No. This is Maria Townsend.

Webinar producer: Maria, are you joining from your phone?

Maria Townsend: I am joining from my phone, and then it called me back on my phone, and I'm also on the computer.

Webinar producer: Okay.

Maria Townsend: And it says I'm in the breakout session for [inaudible] Health, and it looks like I'm the only participant in the breakout session. Um, where is Courtney, um, Small? Or Anna Kay.

Webinar producer: Courtney is not in a breakout session.

Maria Townsend: Okay. And then what about Anna Kay, uh, Yah—I don't even know how you pronounce the last name. Y, A, G, H, O, U, D, I, A, N. Yaghoudian. Is she there anywhere?

Webinar producer: Um, I'm looking. I do not see her.

Maria Townsend: Okay, so neither one of them are in this, I guess, then.

Webinar producer: Okay.

Maria Townsend: Yeah. I'm the evaluator, and I thought they were going to join it but maybe not because—on my screen, it says I'm in the [inaudible] Health breakout, but it lists no other participants except me, so that must mean that nobody else signed up for it, correct?

Webinar producer: Yeah, that's correct. Yeah.

Maria Townsend: Okay. So then I will just hang out and go back when people come back.

Webinar producer: Okay, yeah, because the breakout session should be ending pretty soon. I'm going to go to our next attendee, Patrick Hardesty. Hi, Patrick. Which breakout session do you need to be added to?

Patrick Hardesty: Lake Cumberland District Health Department. In Kentucky. See it?

Webinar producer: Okay. Rebecca Che?

Patrick Hardesty: I didn't end up going anywhere.

Webinar producer: Okay. Is this Patrick?

Patrick Hardesty: Yeah.

Rebecca Che: This is Rebecca Che. I'm supposed to be with Tammy Lindell in that breakout room.

Webinar producer: Do you know the name of the breakout room? Is it M. Lindell?

Rebecca Che: Yeah. Tammy Lindell.

Webinar producer: Okay. One second, please.

Rebecca Che: Thank you.

Rebecca Che: Hello.

Webinar producer: Rebecca, I'm sorry. I cannot add you. Did you join late, or did you register late for the event?

Rebecca Che: I registered yesterday.

Webinar producer: Okay. Give me one second [inaudible].

Rebecca Che: Thank you.

Webinar producer: No problem. And is Brad Osborne also supposed to be in that group?

Rebecca Che: Yes, I believe so.

Webinar producer: Okay.

Rebecca Che: Yes, yes.

Webinar producer: Yeah, Rebecca, I'm not sure, but it's not adding you, so I think there's supposed to be another breakout session, so I will make a note that you need to be added to that particular group.

Rebecca Che: Okay, thank you.

Webinar producer: All right. No problem.

Thomas Sileo: This is Thomas Sileo. No one was in my breakout session with me.

Webinar producer: Thomas, which breakout session are you in?

Thomas Sileo: NEREC number four.

Webinar producer: Okay.

Thomas Sileo: And if there's nobody here from that program, I can just hang out and wait until we get back together as a group.

Webinar producer: Okay. Yes, Thomas, because I don't see anyone that's supposed to be added to your group.

Thomas Sileo: Okay. That's fine.

Webinar producer: Okay. Sorry. We apologize for that.

Angel Young: This is Angel Young from GCAPP. I do see that I'm connected to the Georgia Alliance of Boys and Girls Clubs, but I also am the only one in this group.

Webinar producer: Okay. And you said your name is Angel?

Angel Young: Yes. And Tekla Evans is also supposed to be with me, but I don't know.

Webinar producer: Okay.

Angel Young: Angel, I'm still here.

Cay Bradley: Hey, Derek, it's Cay. Is it about time to start bringing people back? I came out of the breakout room early.

Webinar producer: Whenever you're ready, just let me know, and I can end the breakout.

Cay Bradley: Yes. They should have been in for about 15 minutes, so I think it's time to bring them back out.

Webinar producer: Okay.

Cay Bradley: Please. Thank you.

Webinar producer: All right.

Cay Bradley: Hi, everybody. It's Cay again. We're going to start bringing you out of breakout groups, so if you could just make sure that you're wrapping up your conversation as you come in. And think about muting yourself if you're not the member of your group who might be speaking, sharing with the group.

Okay. I know that there were some people who had problems because I know some people were talking with Derek. So, all right.

So I hope you all had good conversations. I know some of you had trouble getting into breakout rooms. So there are two things to think about. One is, if you did not join the webinar using the URL that was sent to you in the email, that would have caused the problem for you getting into your breakout room. So consider dropping off quickly and joining with your URL in hopes that we can get you into the right breakout room in the next time we break out.

The second challenge may be that you either registered late—for example, today—or you just didn't indicate what your group was. And so if that's the case, please use the chat feature, which you can find if you do the pull-down in the middle of your screen, you can find the chat feature. And chat to Diana McCallum. Let her know what group you need to go into, and hopefully we'll be able to get you into the group you need to be a part of next time.

So coming out of this breakout room, does anybody have anything that they'd like to share with the group in thinking about these questions, and working with your logic model, and looking at the if/then structure? Don't be shy.

Jeffrey Guidry: Dr. Jennings? Yes.

Cay Bradley: Would you like to share, Jeffrey?

Jeffrey Guidry: Well, hold on. My colleague is Dr. Jennings. Let me see if she can hear me. We two were in the room together.

Cay Bradley: Okay.

Jeffrey Guidry: Okay. I'm going to go ahead and start and see if I can remember everything. She typed everything down. But it was a great exercise. And we were able to really look at the questions and look at our logic model. And—has your team looked at your logic model most recently? The answer was no, but in preparation for this webinar, we did discuss, as a group, that we would review it.

Cay Bradley: Okay.

Jeffrey Guidry: How does your team use your logic model? We're using it for both program implementation and evaluation. And we're using it for more training as part of a process to train the staff.

Cay Bradley: Great.

Jeffrey Guidry: Yeah, as part of the process. And—Dr. Jennings, are you there? Oh, I'm sorry. Okay, I'll just finish it up. And we looked [at] if/then, what we could add to it was the vision. We didn't have a vision statement at all.

Cay Bradley: Okay. That's good.

Jeffrey Guidry: And other than the if/then, the if/thens were pretty good with short term and long term. And that was clear with the if/thens. And were there any gaps that we could see in the logic model and changes? We said, yeah, we could use it to identify more outcomes.

Cay Bradley: Okay. Great. So thank you so much for sharing. And I do want to encourage you all to remember that the if/then is not just for the outcomes. You should be able to take the if/then all the way through the logic model. So remember to start all the way through inputs and move all the way across.

All right. Is anybody else dying to share, because if not, I'm just going to move along, and we have other opportunities for people to share as well. Does anybody have anything else they'd like to say right now? Okay.

Participant 5: It was kind of just said. We have what's called all it an ultimate goal in our logic model, and that's kind of there to provide a little bit of context but also say what we ultimately want to do.

Cay Bradley: Okay. So that's kind of your vision.

Participant 5: Yeah, exactly. But we felt that after reading that one handout that we could add a little bit more to that in terms of the rationale for the program, really establishing the need for it, saying what the problems in the community are that we're trying to address. So we might add that kind of stuff.

Cay Bradley: Great. So one thing that did appear in the chat box related to this was somebody was asking about environmental constraints. And you certainly can add a portion to your logic model that's external factors, which is where you could put those environmental constraints if you want to. The other place that those tend to be captured are actually in your assumptions. So some of your environmental constraints are actually assumptions that you have about your environment, or things that you know about your environment, so you could put them in assumptions, or you could add external factors.

All right. So now what I want to do is talk about the fact that sometimes you might decide that one logic model is not enough. So just one logic model may be necessary. Remember, you had to submit one with your FOA. But it may not be sufficient. It may not enable you to do everything that you want to do. So what I want to do now is talk about different audiences and different purposes of logic models.

So first of all, a program can have more than one logic model. You could have—and let me tell you that I have a really strong preference that logic models are only one page. And, quite honestly, one letter-size page. And not in font that I can't read. So sometimes, if you try to get it all on one page, it's too much. It's just overwhelming. Or people get to a font that they can't read. So sometimes you want to have multiple

logic models. And you could think of them as being nested logic models, maybe. So you have an “overview” one, for example, and then you might have a logic model that has a lot more details or has a specific focus. And so we’ll talk about that a little bit.

But one example would be sometimes you have an input that is something as simple as “train staff.” But the truth of the matter is to get to that input, that input is actually the output, or the outcome of another logic model, because the training process is so laborious. There’s six months of classrooms and six months of observations or whatever it is. And so it may be that you have a series of logic models.

The other thing to think about is not everybody you show a logic model to is going to be interested in the same thing. So you want to think about who your audience is. If you’re developing a logic model for a funder or a stakeholder, they may have a very particular view that they want to look at. They want to see the whole thing. If you’re developing a logic model for your program staff or for your evaluation staff to use, it may need to be much more detailed. Or it may need to have certain sections fleshed out much more than in other ones. So again, think about the fact that one logic model does not fit every purpose and every audience.

What I’m going to do now is show you some examples that I pulled off of the web, and the URLs are always at the bottom, so you can figure out where I pulled them from.

So this is a logic model that’s very plain. But it has functional details. You can see the inputs there at the bottom, and it works up to long-term outcomes. But what I want to show you here is that there are a couple of places where you might actually have another logic model to get you to that particular activity or that particular input.

So if you look in the bottom row on the far right, it says “education curriculum on diet and physical activities.” Don’t mind the typo there. That is an input. But any of you who have developed a curriculum know that developing a curriculum is a laborious process, and perhaps you actually have a logic model to help you develop your curriculum. So that’s an example of one box on one logic model that might actually be the outcome from another logic model.

Similarly, thinking about in their activities to train teachers and community volunteers on how to create and sustain a community garden, that is a very concise activity statement, but there’s a lot packed into there, right? You need to recruit the teachers, and recruit the community volunteers. You need to figure out what you need to do to train them. You need to develop the curriculum. So this is a very plain one. It’s got some great functional details. But at the same time, it also highlights where you might need some other logic models.

This slide is a fairly standard presentation. You can see there [are] the assumptions, and here are the external factors that we were talking about as well. And here the external factors are just affecting the outcomes, but they could also affect your outputs in reality. They have inputs, outputs, and outcomes just like we talked about. And they have a situation and a priority as opposed to a vision statement. So this is just another way to look at this.

There's also this bottoms-up presentation as I've described it. The inputs are at the bottom. Then you go to activities and outputs. They're showing how different outputs are going to different outcomes, which is really helpful if you can remember, it's going to help you with your if/then structure if you sort of show this output goes to this outcome.

This one I like because it doesn't really look like a traditional logic model for most of us. Most of us are used to seeing boxes. But it does have some boxes. It has columns and things like that. So across the bottom, you can see the inputs. And then you see that reach arrow, and they actually tell you who their target population is. It's children living in low-income areas who are at risk for not living up to their potential.

You can see that the arrow for activities is actually pointing to the right, showing that the activities are going to result in the outputs. And they have two trees there, and the outputs lead to the outcomes, which have this house-like structure to them. And their initial outcomes, which most of us would consider short-term or immediate outcomes, intermediate outcomes, and they very nicely told us that that's a one- to five-year window that they're looking at. And then they have long-term outcomes that they're looking at as well.

So this is a different type of presentation and might be really useful for some audiences who don't like boxes and arrows, for example.

All right. Let me check the chat box quickly to see if any of you have chatted me any questions. All right, you did see some example logic models. I hope that was helpful. All right. Okay. I am going to give the ball back to Derek, and we're going to move back into breakout sessions. You were supposed to have 15 minutes for this next session, but I'm only going to give you 10 minutes because we're running tight on time. So I want to make sure that you all have time to talk about everything and also see everything that I wanted to share with you.

So we're going to move into the breakout room. Instead of 15 minutes, it's going to be 10 minutes, so watch your clocks. And the focus of your discussion today is thinking about how you might need other presentations or supplemental logic models, how you can use your logic model to build support. And here I have community leaders, parents, schools, and youth. Because, of course, you might actually want to think about how can I use my logic model to help engage—to help youth understand what they're getting into. What are they signing up for? What am I expecting from them?

And then also thinking about how to use your logic model to design an evaluation or to support conversations about sustainability.

All right. One last quick check. And Derek, I'm going to give you the ball back so we can go back into breakout rooms.

Webinar producer: Okay.

Cay Bradley: And we'll come out of breakout rooms at about 2:55. Thanks, everybody.

Webinar producer: All right.

Cay Bradley: The bullet didn't move. Derek, why won't it let me give you the ball? Let's see. Oh, hold on. There we go. Okay. Well, it's not working still.

Webinar producer: I know. Hang on because I haven't moved either.

Cay Bradley: Oh, okay. I think it's working on it.

Webinar producer: Cay, can you pass me the ball?

Cay Bradley: I did pass you the ball. You have it.

Webinar producer: Okay. It's still listing you as the host.

Cay Bradley: Well, I gave it away. Mine shows that you have the ball.

Webinar producer: Okay.

Cay Bradley: But it still says I'm host. I don't know how to make myself not be host.

Webinar producer: Okay. Try over here.

Cay Bradley: Hold on, here we go. All right. I tried to make you host.

Webinar producer: Okay. That didn't work.

Cay Bradley: And Kelley just invited me into a breakout session. Yeah, it says you're host now, Derek.

Webinar producer: Let me put you into your breakout room. Okay.

Cay Bradley: Yes. Well, I had been, but I came out of it. I can get Kelley to take me back in.

Webinar producer: Yeah. Please.

Brandon Osborne: Hello?

Cay Bradley: Hi. What's going on?

Brandon Osborne: For some reason, I'm not in my breakout room.

Webinar producer: You're not in your breakout room?

Brandon Osborne: Yeah, I was just there. I don't know what happened.

Webinar producer: Who is this?

Brandon Osborne: Brandon Osborne. I'm supposed to be with the Obira group.

Cay Bradley: Brandon, I have you listed as presenter in that group.

Brandon Osborne: I was just there. I don't know what's going on.

Cay Bradley: So, Derek, he was there and he came out. Can you put him in again?

Webinar producer: It won't allow me to put him back in. And, Brandon, you're on here twice.

Brandon Osborne: Let me close out and rejoin. That probably will solve it.

Cay Bradley: And, Derek, Kelley says you need to put me back. Well, let me see if I can join. Hold on.

Webinar producer: Okay.

Rebecca James: Derek?

Webinar producer: Hi, yes.

Rebecca James: Hi. This is Rebecca James. I don't believe I've been placed in a session.

Webinar producer: Rebecca?

Rebecca James: Yeah. Rebecca James.

Webinar producer: Rebecca James?

Rebecca James: Yes. I saw a quick pop-up that I was with the Illinois Department, but then it went away. And I'm the only one participating from our organization.

Webinar producer: Rebecca, were you supposed to be in with Cynthia Hall, Don Carpenter, and Mary White?

Rebecca James: I am not sure. I didn't receive anything in advance that indicated who my breakout session would be. I don't know if that was something that was sent in advance or how it was assigned.

Webinar producer: And you say you're supposed to be in the Illinois Department of Health and Human Services?

Rebecca James: Well, my name was attached to theirs when you all just switched over to the breakout session. I scrolled down and saw me connected to them.

Webinar producer: Uh huh.

Rebecca James: I'm with HCET in Indianapolis, Indiana.

Webinar producer: Health Care Education and Training?

Rebecca James: Yes.

Webinar producer: Okay. Do you know who else was supposed to be in your room? Because again, like you said, you're the only one there. But there are two other attendees who haven't been assigned to a room.

Rebecca James: Okay. Maybe that's it. I mean, I've looked at the questions, kind of like the group [inaudible] in the last breakout. I mean I worked by myself, and I'm fine with that. I just wanted to give you a heads-up should there be something funny on your end.

Webinar producer: Yeah, these breakout sessions are funny because what happens is when we start the event, if you join after we start, you can't manually be assigned to a breakout session. So you have to, when you register, to put in which breakout or which grantee group you would like to join.

Rebecca James: Hmm. I wonder. I preregistered and logged on early.

Webinar producer: Yeah. Yeah. And you certainly did your part.

Rebecca James: Okay.

Webinar producer: I'm just not sure who else was supposed to be in your breakout session.

Rebecca James: Oh, I see. Okay. Got it. I just wanted to make sure I didn't slip on something.

Webinar producer: No, no. You didn't.

Rebecca James: Okay.

Webinar producer: You're just the only one in your breakout session right now.

Rebecca James: Well, that's okay.

Webinar producer: Me and you.

Rebecca James: I'm okay with that.

Webinar producer: Okay.

Rebecca James: Thank you.

Webinar producer: No problem. Thank you for joining the webinar today.

Rebecca James: Yep. I'll work quietly. Don't worry.

Webinar producer: Okay.

Cay Bradley: Hey, Derek.

Webinar producer: Yes?

Cay Bradley: It's time to start gathering them back together again, please.

Webinar producer: All right, I will do that right now.

Cay Bradley: Thank you.

Webinar producer: No problem.

Cay Bradley: Did we solve Brandon Osborne’s problem?

Webinar producer: I’m not sure.

Cay Bradley: Do you know?

Webinar producer: I’m not sure.

Cay Bradley: All right.

Webinar producer: I’ll give you the ball back.

Cay Bradley: Okay. Thank you.

Webinar producer: No problem.

Cay Bradley: Hi, everybody. I hope you enjoyed your time together. In just a minute, I am going to hopefully share the right desktop so that we can move along. All right.

So again, I’m looking for somebody to share a little bit. You don’t have to answer every question on my slide, but tell me a little bit about how your time with your team went in that breakout session. What was sort of the takeaway? Do I have a volunteer to talk?

Participant 7: We were talking about how the outcomes can be, we think, pretty straightforward in terms of building support. We just talked about the impact the programs are intended to have on the community.

Cay Bradley: Yep. Yep. I think outcomes are a big selling point. That’s true.

Participant 7: But the one we really saw in the logic model, we might have to have a different one for like parents and youth, and then maybe a different one for community leaders and a school administration audience.

Cay Bradley: Yep. That’s a great way to think about it. Different outcomes are going to resonate with different people. And so in order to not have a logic model that is too crowded, you may very well want to have different logic models for different audiences simply because your outcomes need to be different for those different audiences. That’s great.

Does anybody else have something they want to share? Because if not, I’m going to move along. All right. Well, thank you all so much for sharing and doing your breakout rooms so far.

So right now we’re going to move into talking about the elements of a logic model. I’m going to move fairly quickly in some places, both because there’s some elements that you guys already know about and also just because I never time my webinars very well. So I need to move a little quickly in order to give you guys time to work together again.

So you all have the content that is on the slides that I'm about to talk about. It was sent to you either as a Word document or a PDF document with the reminder on Monday. And if you don't already have that handy, you might want to get it handy. That is just my reminder that you don't need to keep taking notes and try to keep up with me as I move through this. So here we go.

All right. So we talked about a vision and the fact that a vision should include objectives and give a rationale for a program that's described in the logic model. And at the bottom here are some questions to think about when you're developing your vision statement. And it's just things to consider. What's the problem? What are the benefits to society? Really thinking about sort of what is it that you're trying to accomplish.

Assumptions. All right. Assumptions are beliefs that are held about the program, the people involved, and how the program will work. I will be honest, as I said at the beginning. Most of us do not articulate our assumptions on our logic models. Sometimes we don't even articulate them to our friends. But it's really important because assumptions can get an evaluation or a program in trouble because you're assuming one thing, and you didn't think to say it out loud, and you didn't check it, and all of a sudden it doesn't work.

So I want to share with you all some assumptions that are. Where are my numbers? Hold on. There we go. Okay. I was trying to be fancy with animation for you all, but clearly I failed. So let's focus on a few of these.

The first one is one of my favorite assumptions. User engaged with partner agencies and can be easily referred to this program. The problem, of course, is that sometimes your partner agencies don't have the youth who want your program or who fit your eligibility criteria. So this is an assumption that lots of people have going into delivering a program or conducting an evaluation. And it causes big problems because it means that you're not getting the sample that you're looking for. You're not able to serve the number of youth you were planning to serve.

The next one I want to talk about is number three: the chosen curriculum is appropriate for youth in the target county or target area, and supplemental content can easily be integrated. So a lot of times, what I've discovered is that grantees are actually sort of—they found a program, they like a program, but it's missing a piece that they need, and so they're adding on something else to it. And all of us assume that will be easy-peasy, it will go smoothly. It doesn't always go smoothly. And so this is another assumption that can get you in trouble.

The last one I want to point out is number five: other agencies—for example, mental and physical health clinics—will be able to serve participants if needed. A lot of times programs have an assumption that if a youth needs a particular service, that they could be referred out to another community agency, and that community agency will be able to provide that service for them. Unfortunately, sometimes some of your community agencies have long waiting lists. And if they have long waiting lists, that means the youth is not going to get the services you were hoping for. And of course, if your logic model assumes that if a youth needs a physical or a mental health service or something

else, and that they can get it, in order to get to your outcomes, and they can't get that additional service, you may not see the outcomes you're looking at.

All right. So there's assumptions, and you can see why I worry about them all the time.

So, outcomes. What I want to emphasize here about outcomes is most of us think of outcomes in three buckets. Immediate or short-term outcomes, which tend to be related to knowledge. They tend to be related to things that people can learn because you're not giving the youth a long time between the end of your program and measuring the outcome.

The second bucket is intermediate outcomes, which could be actions or behaviors.

And the third one is long-term outcomes, which tend to be conditions that you want to see changed. And that may take a really long time.

You all have a two-year grant period—is my understanding.

Participant 8: No, three.

Cay Bradley: Three. Thank you. A three-year period. So there is a very high chance you will not get to your long-term outcomes. And there's even a chance you won't get to your intermediate outcomes because you won't have enough time from the end of the program until that outcome to see it. Now, just because an outcome is not going to be measured during your grant period doesn't mean that it shouldn't appear in your logic model. Because, of course, as we were talking about earlier when we came out of that second breakout, sometimes it's the outcomes that you need to be able to articulate to your stakeholders to get buy-in. So just because you can't measure it doesn't mean it shouldn't appear on your logic model. But, similarly, just because it appears on your logic model does not mean that you can measure it in your evaluation. You need to think about the time aspect there.

All right. Okay. How many people have heard the term "outcome chain"? Click that green check arrow if you have ever heard the phrase "outcome chain" before. Oh, good. Somebody has. It always makes me happy not to be the one who's introducing too many new terms. Okay, there are a couple of you. Growing numbers. Okay. Hopefully you're not all cheating because you're reading the slide and saying I've now heard of an outcome chain.

All right. Great. Thank you so much for responding. You can stop responding, and we're going to talk about outcome chains.

So an outcome chain is a tool that helps you ensure that you have logic between your outcomes. It also helps with editing, to be perfectly honest. So in an outcome chain, you should be able to go from your short-term outcome to your intermediate outcome to your long-term outcome. You should be able to see how each one of them is building for the next one.

When you're thinking about building an outcome chain—I'm sorry, did somebody have a question? Okay. You need to think about what the important outcomes are, and then think about what has to come before it and what comes after it. Okay?

Your outcomes should also be SMART. Most of us think of SMART goals, but your outcomes should also be SMART. Same, you know, same specific, measurable, attainable, results oriented, and time. So you need to make sure that you've got that. Okay?

As I said before, you need to remember that your three-year formative evaluation may not be able to go beyond the short-term outcomes. That's fine. That doesn't mean that your logic model should stop with short-term outcomes. Short-term outcomes. Okay.

Here is an example—if I can get my right screen—here is an example of an outcome chain. So we're going to start with an output, which, as we know, is what comes out of your activities. So here we have youth completing session. You're going to move to short-term outcomes, which are about knowledge, because remember that's something that I said could change very quickly. Then we're going to have an intermediate outcome, which is about an action or a behavior. So this is about youth reporting that they have refrained from nonmarital sexual activity. And there are long-term outcomes, which are things that are going to take us longer to see, maybe. Right? Decreases in adolescent pregnancies. Decreases in adolescent births. And decreases in the rates of adolescent sexually transmitted infections.

All right. Outputs, as I said, are coming out of your activities. They are what you produce. And you need to think about what you do, what you offer. Outputs are frequently the focus of a CQI process, but not always. But frequently.

And sometimes evaluators are going to want to monitor outputs as well in order to understand whether or not what was supposed to be delivered as a part of the program, if you will, was actually delivered because it can help explain the findings.

All right. Activities. We talked about this a little bit. It's what you do. It is basically the start of your outcome chain because, remember, we've got those outputs there. You really need to think about making sure all of your critical activities are represented in your logic model. So you need to think about what must happen in order for you to reach those outcomes. That's why those outcome chains are really helpful and why the if/then structure is really helpful.

All right. Inputs are what you're investing. Remember, it's not just staff and money. It's also about partnerships. And as I said, you may have some inputs that are actually good candidates for separate logic models as well. Things like staff certification. That's a nice two-word input. There's a lot behind it. Same thing with data system. If you have a data system input, there's been a lot of work done to have that data system.

All right. Breakout room. You're going to have 10 minutes so that we can come back and wrap things up. A lot shorter than what I'd hoped. Terribly sorry. But hopefully you can do this. So I want you to talk through an outcome chain in your logic model and see if you identify things that are missing. I also want you to look to see if you have all of your critical outcomes. And as we talked about before, critical outcomes

may vary by the audience that your logic model has been developed for. Then make sure you can get all of your inputs, activities, and outputs into an outcome chain. So make sure that everything is there and see what might be missing. Okay?

And then we also threw in here looking at data sources for fidelity and for outcomes. So can your evaluator figure out what data they might need? And when we come back, we're going to share. All right. Let me just check the chat really quickly to see if there are any questions before I let Derek have the ball.

All right. So I am not going to provide a TPP-specific logic model in this webinar, but you can certainly reach out to the team, and we can give you some guidance there and some thought there.

There are tons of assumptions, as somebody has noted. And just like there are tons of inputs and tons of outcomes, you really need to edit, and that's where thinking about the if/then structure and thinking about the outcome chain come into play. If you think about things from an outcome chain perspective, anything on your logic model should feed into an outcome chain. Okay? Anything in your logic model, you should be able to put it in an if/then statement all the way across the board. If it doesn't, it may mean that you need to take something out. Okay?

Derek, I'm going to give you the ball. Like I said, you all are going to have 10 minutes, not the 20 that we had originally thought. But I have faith that you all will do your work quickly because it will just be the start of a conversation.

So, hold on there. I'm coming. All right, Derek, I've given you the ball and I've made you host, but it seems to have backed up on me again.

Webinar producer: Okay.

Cay Bradley: Derek, I don't know what. It won't let me do this. Oh, wait. I forget. My message always goes to the other screen. Sorry. Here you go.

Participant 9: Hello?

Cay Bradley: I'm working on it. I have a new computer, and it's giving me fits. I knew I shouldn't have done that. Uh, Derek, I think I'm locked. I can't tell what's going on.

Webinar producer: Okay, hold on a second.

Cay Bradley: Yeah, I'm locked.

Webinar producer: Okay, Cay. So on your main screen, do you see the participant list?

Cay Bradley: Yeah. And I tried to move the ball, and now on the other screen.

Webinar producer: Can you right-click on the client meeting?

Cay Bradley: It won't let me do anything, Derek. I have driven WebEx crazy. Because I can't get the Assigned Hosting to be live. I can't get any of the WebEx windows to be live for me.

Webinar producer: Okay. You need me to say yes to give control to you, right?

Cay Bradley: Yes. Which is what I can't do. Let me turn off my other monitor and see what happens. Yeah. I can't do anything, Derek.

Webinar producer: Okay. Let me just reclaim the ball. Cay?

Cay Bradley: Okay. It helps if I can unmute myself as well. All right, guys. I need a brave person to save me from myself and share with me whether or not you can see an outcome chain in your logic model, please. Nobody's willing to save me from myself, huh?

Participant 10: I can.

Cay Bradley: Okay. Thank you.

Participant 10: So yes, we are Teen Hype using Love Notes. We have a logic model that shows an outcome chain. Basically, it starts with the activities and interventions. So it has the lessons. And it has the number, like Lesson 1 through 14. And it says what the lessons are, the content.

Cay Bradley: All right.

Participant 10: It includes the individual determinants, like shorter-term goals. And those shorter-term goals go to behavior changes, to our longer-term goals, and here we have our ultimate goals.

Cay Bradley: Okay. So tell me what one of your short-term outcomes is and how it feeds. Oh, something just happened on my computer. And how it feeds to an intermediate into a long. Talk to me about the outcome chain specifically. Tell me, my short-term outcome is this. And it leads to this, which leads to this. Does that make sense?

Participant 10: Yeah, I got you. So one of the short-term outcomes is increase knowledge of sexual issues, including social and emotional and personal sexual values clarification.

Cay Bradley: Okay.

Participant 10: Which will lead to—one of our behavior changes is longer term. So returning to abstinence or continue to remain sexually abstinent. And then the ultimate goal of that would be preventing teen pregnancy and promoting healthy adolescent development and increasing healthy relationships.

Cay Bradley: Okay. That's great. That's a wonderful outcome chain that you just talked us through. Thank you so much. And as you said, you can see how the knowledge is leading to a behavior which is leading to a long term.

Do I have another volunteer to talk a little bit about one of the other questions on this slide? I know I didn't let you go into breakout. I'm sorry.

So I'm going to throw a question out there. Those of you who are evaluators, when you look at the logic model that you have from your program, is there something in that logic model that you think they are going to have to explain to you because you

think there's a lot packed in there? Or is it all crystal clear? And you don't have to identify who you work with.

Participant 10: Our logic model has some outreach activities that I think could use some further explanation.

Cay Bradley: Okay.

Participant 10: They're not as clear-cut as the evidence-based programs we're going to implement.

Cay Bradley: Okay. And so some of the reasons to try to spell out those outreach activities, of course, is so that you all can understand whether or not outreach was happening the way it was intended. Right? So you can understand how that plays into your evaluation questions if you're looking at youth engagement. The other way it could play out, of course, is thinking about getting some contextual information about things. Okay?

Anybody else have something that you and program people—by the way, if you're now looking at your logic model and going, oh my gosh, that's not going to make any sense to somebody, or they're going to completely misunderstand what that phrase on my logic model is, you can pipe up, too. Is there something else that people would like to think about changing and unpacking?

All right. So there are a couple of things that I really want you guys to remember as a part of this presentation.

First of all, your logic models should be living documents. Particularly when you're doing a formative evaluation—because when you're doing a formative evaluation, you're really looking at whether or not things are happening the way that you intended them to happen. Whether or not you need to change something because it didn't work quite the way you were hoping. Those are all potential changes to your logic model. So, particularly in a formative evaluation, but really in any evaluation, you should be the one who should be changing your logic model.

Hold on because I just saw that apparently somebody thought I wasn't presenter anymore, but I can't share my screen. All right. Okay, here we go. All right.

So as I said, living document. Think about your logic model as something that you should be looking at and thinking about changing. You may need to change it if you need to go make presentations about your program to different audiences, like we talked about. You may need to change it because as you're doing your formative evaluation, you realize something didn't work. So think about it that way.

The other thing is, remember that your logic model has a lot of different purposes. It's not just something that OPA asked for in their FOA and that you need to be able to cross off your to-do list. Okay? You need to make sure you have enough detail in your logic model that you can figure out what it is to do program implementation. You can think about what it means to measure fidelity. If you're doing a CQI process, your logic model can really help you understand what it is you want to capture data on. And

same thing with an evaluation. Your logic model will really help you think about what it is you want to capture and when you want to capture it, as I said.

The other thing is, remember, you may actually find that you need more than one logic model. And logic models, as I've said, might have different audiences. It might have different purposes. So think about that, and don't be afraid to have multiple logic models. Just make sure that you, you know, you really do need it.

Okay. So because I had technical difficulties, and I appreciate you all bearing with me while I was having all of my technical difficulties, I want to pause here for a moment and see if anybody has any questions that you want to raise right now. And I will try not to cause trouble with myself and look at the chat box as well in case you would rather put it into the chat box.

Anybody have any questions?

Participant 10: I have a question. Will we receive copies of these slides that you included?

Cay Bradley: Yes. My understanding is you will both receive the slides and we did record this, so you all can relive my technical difficulties if you would like to at another point in time.

Participant 10: And when will we receive the slides?

Cay Bradley: I'm guessing within a week or two. Kelley, can you correct me if I'm wrong?

Kelley Borradaile: I think that sounds right, Kay.

Cay Bradley: Okay. So in about a week or two, you should get an email with the slides and a link to the recording.

Participant 10: Okay. Thank you.

Cay Bradley: I do want to point out that when we sent the reminder on Monday, it had both the breakout session slides attached to it. So if you're thinking about you want those questions to work with your team, those are there. And the other thing that was attached to that reminder is basically the meat, if you will, of the different elements of a logic model, so you can go and look at that as well.

Participant 11: I have a question. Can you say more about the slides that you used for the presentation?

Cay Bradley: Yes. Those will come in about a week or so. Yep.

Participant 11: All right. Thank you.

Cay Bradley: Somebody else had a question?

Participant 12 Yes. When do we expect to get feedback on our evaluation plan?

Cay Bradley: So, Kelley or Diana, I believe you guys said at the beginning in the next weeks. When should they expect feedback on their evaluation plans?

Lauren Scher: This is Lauren. So we are actively reviewing them, and you should be hearing from us in the next few weeks, if not sooner.

Cay Bradley: So a lot is going to happen in a couple of weeks for you guys. All right. Any other questions? All right.

So there are resources out there for you all related to logic models. You can look at the TPP Formative Evaluation Toolkit, which is available on max.gov. I believe “logic model” is actually one of the categories you can sort by, so you can find something there.

I’ve also, on these slides, put some of the hyperlinks to some of my favorite resources. Many of you may know the Kellogg Foundation, their Logic Model Development Guide. It’s old, but it’s good.

The University of Wisconsin-Extension has also got a great course about this.

And there is Logic Model Builders, which came out of the child welfare field, but it will still be a good resource to think about building a logic model. And same thing with the Education Logic Model Application. That, again, will help you build a logic model. It comes out of education, but truthfully, a logic model is a logic model. It’s just what particular program that you’re looking at.

All right. Are there any other questions? All right. Well, thank you all very much for joining us today and being patient with me and my technology challenges. If you have any questions, want some more information, or would like some assistance with your logic model, please feel free to email the EvalTA Team. That email is right here, TPPEvalTA@mathematica-mpr.com.

As we said, the slides should come to you in a week or two along with the recording. And feedback on your evaluation plans should also be coming in the next number of weeks. Not two weeks. Give us a little bit more than that, but in the upcoming weeks, you should be getting feedback on your evaluation plans as well.

Are there any other questions?

All right. Well, Kelley or Lauren, do you want to say anything before we end a couple minutes early?

Kelley Borradaile: Nope. No, just thank you, Cay. Thank you, everybody. We look forward to working with you in the very near future.

Cay Bradley: All right. Thanks, everybody, and have a wonderful afternoon.