

Logic models to enhance program performance



Ellen Taylor-Powell, Ph.D.

Evaluation Specialist
University of Wisconsin- Extension-Cooperative Extension





Where are you going?
How will you get there?
What will tell you that
you've arrived?

A logic model is your program ROAD MAP





Logic model is a...

- Picture of your program or intervention
- Graphic representation of the "theory of action" – what is invested, what is done, and what results
- Core of planning and evaluation

Provides a common framework for your work



Definition

LOGIC

- the principles of reasoning
- reasonable
- the relationship of elements to each other and a whole

MODEL

- small object, representing another, often larger object (represents reality, isn't reality)
- preliminary pattern serving as a plan
- tentative description of a system or theory that accounts for all of its known properties



The accountability era

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't reward success, you're probably rewarding failure
- If you can't see success, you can't learn from it
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

Re-inventing government, Osborne and Gaebler, 1992

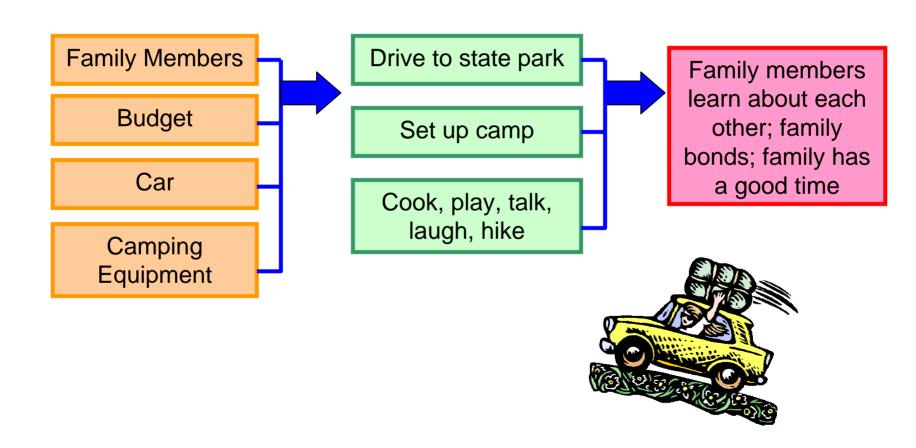


Logic model is in widespread use

- Private Sector
- Public Sector: GPRA
- Non-Profit Sector
- International Arena
- Evaluators



Example: Every day logic model – Family Vacation





Example: Financial management program

<u>Situation:</u> Local residents lack knowledge and skills in basic financial management so they are unable to meet their financial goals and manage money to meet their needs.

INPUTS

Extension invests time and resources



OUTPUTS

We conduct a variety of educational activities targeted to individuals who participate



OUTCOMES

Participants gain knowledge, change practices and have improved financial well-being







WHAT WE DO

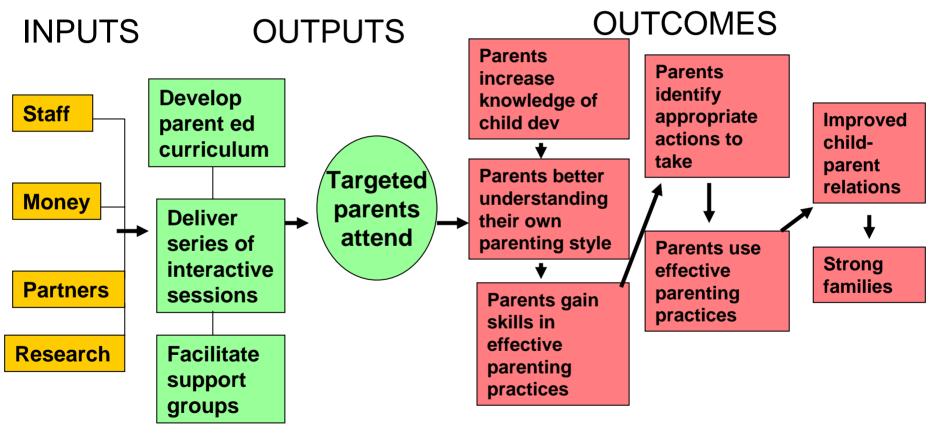
WHAT RESULTS

WHAT WE INVEST



Example: One component of a comprehensive parent education and support initiative

Situation: During a county needs assessment, majority of parents reported that they were having difficulty parenting and felt stressed as a result



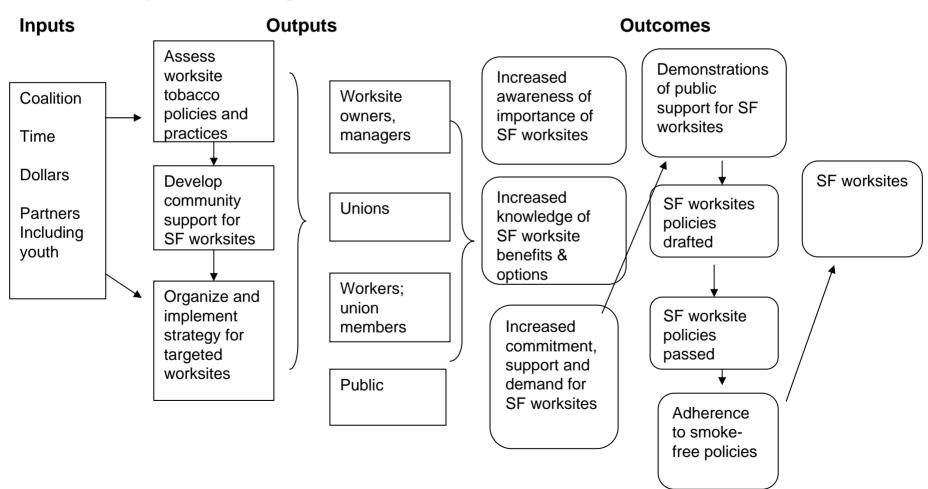
Assumptions:

External factors:



Example: Smoke free worksites

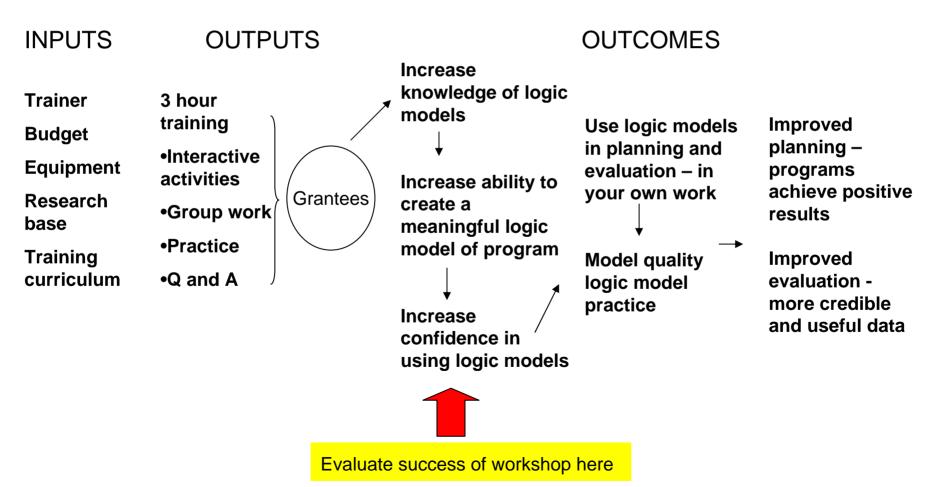
Situation: Secondhand smoke is responsible for lung cancer, respiratory symptoms, cardiovascular disease, and worsens asthma. Public policy change that creates SF environments is best known way to reduce and prevent smoking.





Example: Logic model training workshop

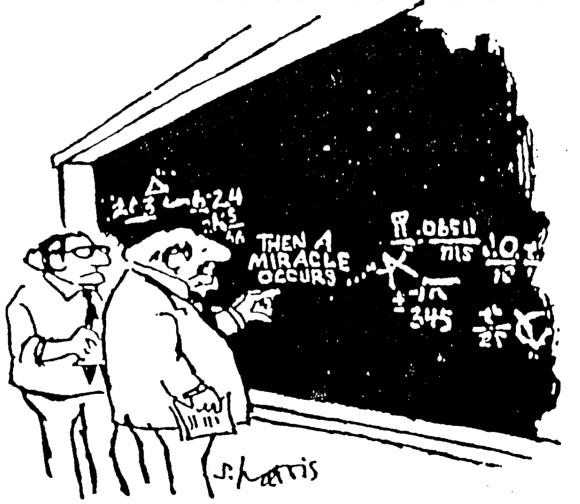
Situation: Funder requires grantees to include a logic model in funding request; grantees have limited understanding of logic models and are unable to fulfill the funding requirement



Program Action - Logic Model Outputs Outcomes - Impact Inputs Activities Participation Medium Term Short Term Long Term What we What we do Who we reach What the What the What the **Priorities** invest short term medium term ultimate Conduct **Participants** Situation Consider: results are results are impact(s) is Staff workshops. Mission Clients Needs and meetings Conditions Learning Action Vision Volunteers assets Deliver Agencies Social Values Awareness Behavior services Time Symptoms Decision-Mandates Develop Knowledge Practice **Economic** makers versus products, Money Resources problems Civic Attitudes Decisioncurriculum, Customers Local dynamics Research base resources making Stakeholder Skills Environmental Collaborators Train Materials engagement **Policies** Competitors Provide **Opinions** Satisfaction Equipment counseling Social Action Intended Aspirations outcomes Assess Technology **Facilitate** Motivations Partner **Partners** Work with media Assumptions **External Factors Evaluation** Focus - Collect Data - Analyze and Interpret - Report

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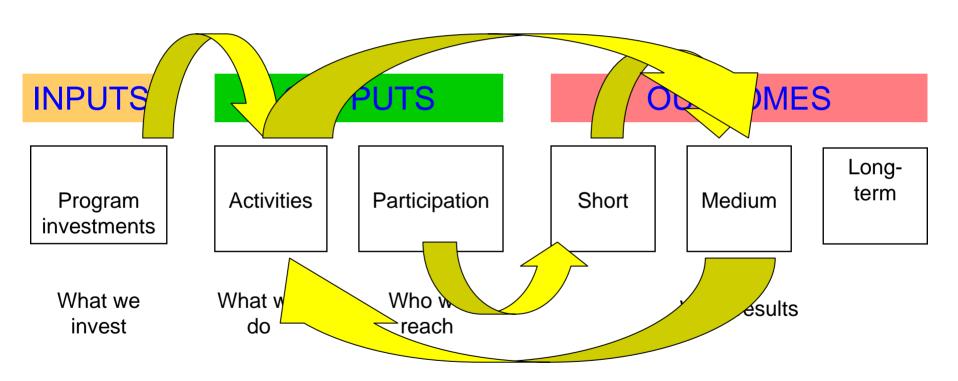
Connecting outputs to outcomes is a challenge



"I think you should be more explicit here in Step Two."



Programs aren't linear





Chain of outcomes

| SHORT | MEDIUM | LONG-TERM |
|--|---|---|
| Seniors increase knowledge of food contamination risks | Practice safe cooling of food; food preparation guidelines | Lowered incidence of food borne illness |
| Participants increase knowledge and skills in financial management | Establish financial goals, use spending plan | Reduced debt and increased savings |
| Community increases understanding of childcare needs | Residents and employers discuss options and implement a plan | Child care needs are met |
| Empty inner city parking lot converted to community garden | Youth and adults learn gardening skills, nutrition, food preparation and mgt. | Money saved, nutrition improved, residents enjoy greater sense of community |



Focus of outcomes

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|-----|------------------------------------|-------|
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Child, parent, client, resident

Child is ready to enter school; farmer implements nutrient management practice

- Group
 - family, team, community group

Families control spending to maintain family financial stability

Agency, organization

Agency institutes policy that encourages physical activity of staff

System

Family serving agencies share resources to better meet clientele needs

Community

Communities develop and preserve decent safe and affordable housing



Writing good outcomes

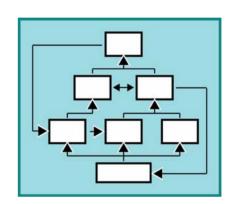
SMART objectives

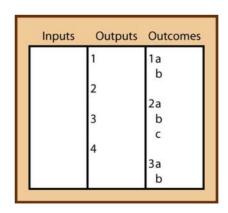
| Who/what | Change/desired effect | In what | By when |
|--|-----------------------|---|----------------------------|
| Families participating in the Family Resource Center | increase | their use of community resources and services | within one year of joining |
| 4 school boards | adopt | policies to improve student nutrition and physical activity | by Dec 2005 |
| | | | |

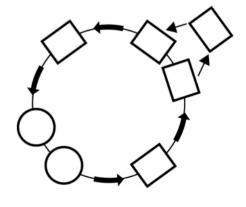


What does a logic model look like?

- Graphic display of boxes and arrows; vertical or horizontal
 - Relationships, linkages
- Any shape possible
 - Circular, dynamic
 - Cultural adaptations;
 storyboards
- Level of detail
 - simple
 - complex
- Multiple models









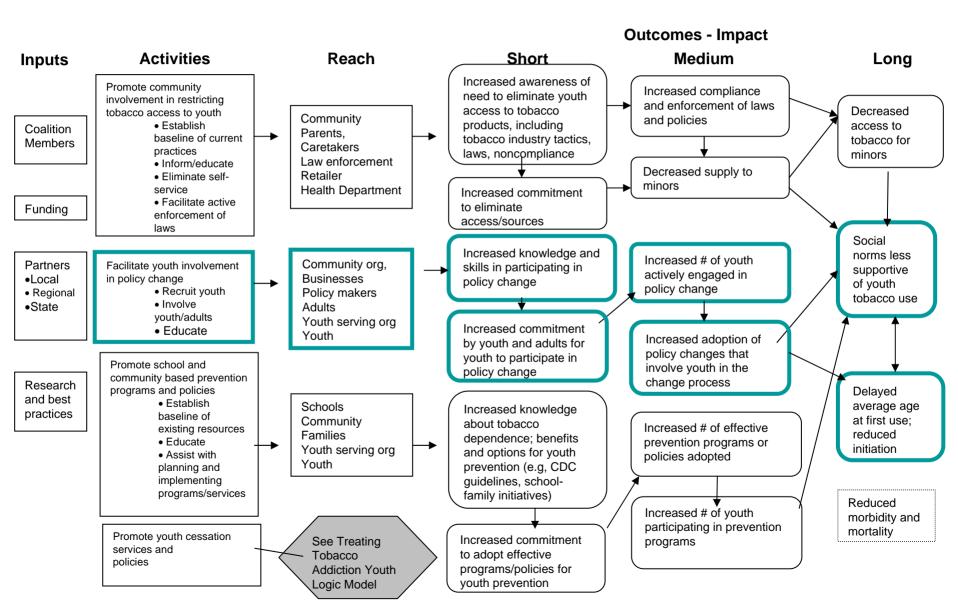
Multiple logic models

Multiple models may be needed to describe and explain complex initiatives or systems.

- 1. Multi-level programs: Series of linked models to depict varying levels such as national-state-county levels OR, institution-division-unit levels
- 2. Multi-component programs: Series of models to depict various components (goals, sites, target populations) within a comprehensive initiative



State level logic model: Reducing and preventing youth tobacco use





community affairs/

policy change

Component Logic Model Youth: Youth Advocating for Policy Change

tobacco products in

the community

Outcomes - Impact Reach **Short** Medium **Inputs Activities** Long Coalition Establish baseline for Increased # of youth Increased # youth, Community members policy change in actively engaged in community community with help organization advocating for policy members who: from vouth s. change in community businesses Understand Increased policy tobacco use issues Time number of Educate vouth and makers in their tobacco adults on policy change communities policies in options and how to Know how to Increased # of achieve them Adults community advocate for policy **Funding** activities or increased change intensity of activities Identify partners, that involve youth to including youth serving accomplish policy Social organizations and **Partners** Youth change Increased # youth schools, for engaging norms less I ocal servina wanting to be youth in policy change supportive Regional organizations involved in of youth State advocating for tobacco use Develop strategy for Increased adoption policy changes and promote of policies that engagement of youth in involve youth in the Schools Effective practice policy change policy change strategies Increased # youth Counter industry Delayed skilled in being Assist with development influence average age able to advocate of youth advocacy skills YOUTH at first use: for policy change Promote clean Local media reduced indoor air outlets Promote community initiation Decrease support for youth Increased support availability of involvement in for vouth

involvement in

policy change



Getting started

- Determine purpose of logic model
 - Who will use it? For what?
- Involve others
- Set boundaries for logic model
- Understand situation
- Explore research, knowledge base, what others are doing/have done



Check your logic model

- 1. Is it meaningful?
- 2. Does it make sense?

3. Is it doable?

4. Can it be verified?





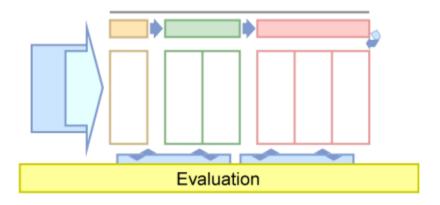
Limitations

Logic Model...

- Represents reality, is not reality
- Focuses on expected outcomes
- Challenge of causal attribution
 - ✓ Many factors influence process and outcomes
- Doesn't address: Are we doing the right thing?

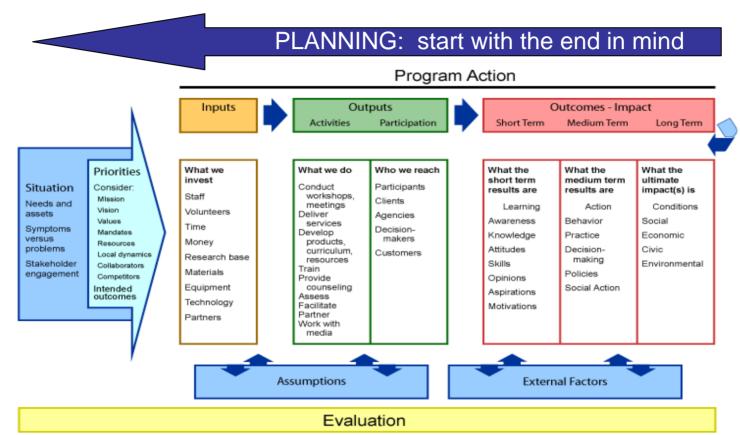


Where does evaluation fit?



From beginning to end





What do you want to know?

How will you know it?

EVALUATION: check and verify

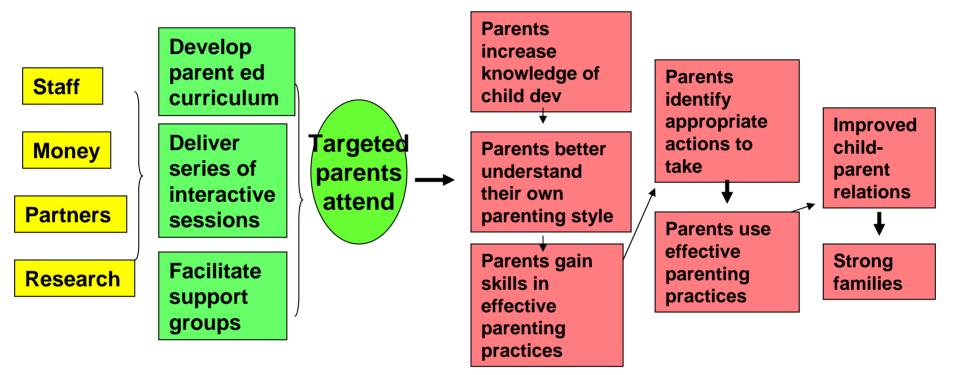


What does evaluation mean to you?

Evaluation means asking good, critical questions about programs that will help improve them AND them be accountable for the wise use of resources.



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EVALUATION: What do you (and others) want to know about this program?

What amount of \$ and time were invested?

Were all sessions delivered? How effectively?

Did all parents attend that we intended? Who did/not not?Did they attend all sessions? To what extent did knowledge and skills increase? For whom? Why? What else happened?

To what extent did behaviors change? For whom? Why? What else happened?

To what extent are relations improved? Does this result in stronger families?



Prioritize

Lots of questions and so little time

Prioritize evaluation questions

Evaluation purpose

- -Need
- -Context
- Process
- Outcomes

Stakeholder needs



Who wants to know what about your program?

| WHO might use the evaluation? | WHAT do they want to know? | HOW will they use the info? |
|-------------------------------|----------------------------|-----------------------------|
| You – staff | | |
| Participants | | |
| Funder | | |



Developing an evaluation plan based on your logic model

| 3. Indicators | 4. Timing | 5. Data colle | 5. Data collection | | |
|---------------|---------------|---------------|--------------------|-----------------|------------------------|
| | | Sources | Methods | Sample | Instruments |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | 3. Indicators | | Sources | Sources Methods | Sources Methods Sample |





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