Logic Model Training



Agenda

- What is a Logic Model (Definition and Examples)
- Key Terms
- Practice
- Developing Your Logic Model
- Questions



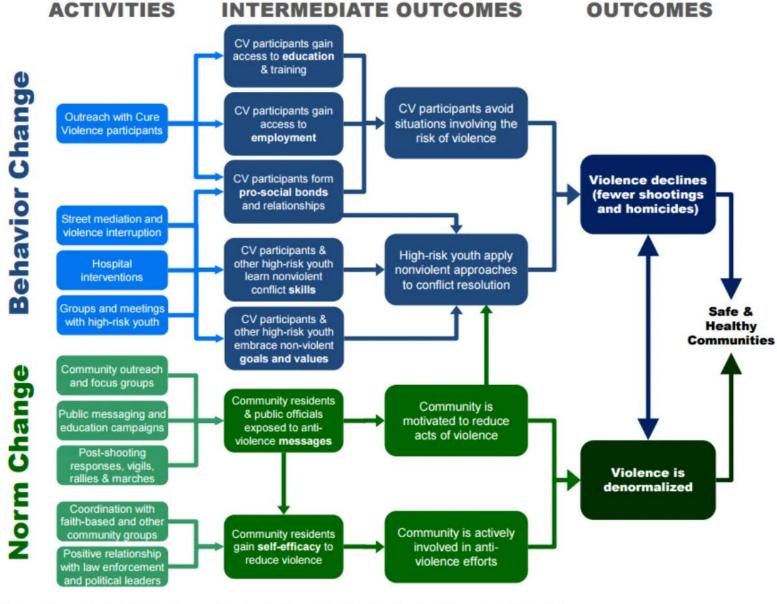
What is a logic model?

"A logic model is a graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes, and impact for your program. It depicts the relationship between your program's activities and its intended effects."

-- Center for Disease Control (CDC)







Source: Research & Evaluation Center, John Jay College of Criminal Justice, City University of New York.



Bicycle Helmet Public Information Campaign

Situation Inputs

Funding for an

informational

campaign to

helmets has

been received

bicyclists to use

encourage

Three full-time staff members Volunteers with traumatic brain injuries

Space and equipment (donated by a local nonprofit agency)

Target Systems

- Individuals and organizations aligned with riding bicycles for recreation and / or transportation
- Journalists and publications covering disability, athletic, and mainstream issues
- Bicycle helmet and bicycle manufacturers conducting marketing/ public relations campaigns
- Community-based charities interested in bicycle helmet give-away programs
- Community and state chapters, and the national association on brain injury

Gather current information on deaths due to

Activities

- Gather information about rate of traumatic brain injuries from bicycle accidents currently
- documented Gather data about injury prevention from use of helmets when bicycling
- Develop press kits for media
- Develop and support use of Public Service Announcements for television and radio
- Attract key individual journalists to the issue of traumatic brain injuries from bicycle accidents
- Promote attention and award recognition to media attention on helmet use campaign

Special Report Comparing Costs

- of Helmet Safety and Traumatic Brain bicycling accidents Injury produced and shared with all local state, and national TBI-related agencies Fact sheets produced
 - on available data concerning incidence rates of traumatic brain injury and helmet safety programs distributed by local, state, and federal elected officials

Outputs

- Establish national recognition program for effective helmet safety programs and solicit volunteer "celebrity" to work in association with this recognition effort
- PSA announcements about people benefited by helmet safety programs and people (including family members) experiencing injuries that they consider preventable through the wearing of a
- helmet while bicycling Contact Governors' Committees for People with Disabilities concerning past "journalist awards" and also coverage (related through pres kits) of helmet safety effects on TBI (including consumer

stories)

Short-Term

Bicycle riders will become more aware of benefits of wearing helmet while cycling

Disability and mainstream journalists will be more aware of bicycle helmet use

Data

- Individual interviews with volunteer group of bicyclists
- Focus groups with disability and mainstream journalists
- Individual interviews with journalists to asses specific changes in awareness and

Outcomes - Impact

will use frequently

Intermediate

Bicycle riders helmets more

Data

Focus groups

Survey of

TBI-related

consumer

organization

information

campaigns

implemented

project activities

and information

s a result of

sharing

sharing

to identify new

to asses helmet

use and attitude

regarding helmet

Rate of traumatic brain injuries from bicycling accidents will decline

- Focus groups measuring change in awareness
- understanding

National data sources

Data

Long-Term

Frequency of

deaths due

to bicycling

decrease

accidents will

Dissemination Planning and Actions/Intensive Utilization Activities

Key Terms

Inputs

- The resources dedicated to or consumed by the program.
 - Examples: money, staff, volunteers, facilities, equipment, and supplies.

Activities

- What the program does with the inputs to fulfill its mission.
 - Examples: Impaired driving checkpoints, RBS training, educating youth, etc.

Outputs

- The direct products of program activities and usually are measured in terms of the volume of work accomplished
 - Examples: number of students taught, educational materials distributed, and participants served.

Key Terms

Outcomes

- Benefits or changes for specified populations during or after participating in program activities.
 - Outcomes can relate to behavior, skills, knowledge, attitudes, values, or other attributes.
 - They are what participants know, think, do, etc. that is different as a result of the program.

Indicators

 Specific items of data that are tracked to measure how well a program is achieving an outcome

Note: Outputs are sometimes confused with indicators as they can be very similar or even the same!

Outcomes vs. Indicators

Program Type	Outcome	Measurement Indicator	Objective
Smoking Cessation program	Participants stop smoking	Number of participants that complete a cessation class Number of participants that reports they have stopped smoking	50% or more of participants stop smoking
Youth HIV Prevention Program	Reduce Transmission of HIV	Increased perception of risk of unprotected sex among youth participants Number of safe sex materials distributed	Of all youth participants, 80% or more perceive unprotected sex as "very risky"
Reentry Program	Improved reentry outcomes	Number of participants that are employed	85% of more of participants maintain employment

Time to Practice!

Exercise 1 — Alzheimer's Resources

Request for proposal (RFP):

- \$250,000 for an outreach and support program for the caregivers of persons with Alzheimer's disorder.
- Program is intended to relieve caregiver stress, increase quality of caregiving and improve the well being of persons with Alzheimer's.

A needs assessment within the county indicated:

- Increasing numbers of older adults with Alzheimer's noted for the past 20 years
- There is a lack of knowledge of existing support services among many caregivers resulting in high levels of caregiver stress and less than optimal service delivery
- The entry rates to nursing home settings among those with Alzheimer's is increasing

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Inputs and Outputs

What are possible **INPUTS** (concrete things that could allow the program to be implemented) for this program?

What are the **OUTPUTS** of this program?

a) Describe **ONE ACTIVITY** (actual service to be delivered)

b) Describe program **PARTICIPATION**, including: type of participant(s) for the service, and level of participation

Process Evaluation

Consider how the program evaluation could assess the ways in which the ACTIVITY described above is actually implemented.

What are some types of data that could be used to assess this activity?

Consider how the program evaluation could assess who is PARTICIPATING in this service and to what degree they are participating.

What are some types data that could be used to assess participation?

Outcome Evaluation

Describe ONE SHORT-TERM outcome (e.g. learning)

a) What are some types of data that could be used to assess this outcome?

Describe ONE MEDIUM-TERM outcome (e.g. behavior)

a) What are some types of data that could be used to assess this outcome?

Describe ONE LONG-TERM outcome (e.g. conditions)

a) What are some types of data that could be used to assess this outcome?

Time to Build!

Developing Your Logic Model

- Step 1: Layout and sequence your activities, outputs, outcomes
- Step 2: Describe your program components
- Step 3: Focus the evaluation
- Step 4: Select indicators of progress Shared measurement



Step 1: Describe your program

- What changes (outcomes) does the program want to accomplish?
- What needs to be in place for change to occur?
- What strategies will be used?
- Who are the target audiences?
- What does "success" look like?
- How will information gleaned from activities be disseminated and used for improvement?



Step 2: Layout & sequence logic model components

- Draw your model.
- Program components should be linked by drawing arrows that depict sequence, interactions, or relationships between activities and outcomes.



Step 3: Focus the evaluation

- Identify the information needs of stakeholders.
- Identify how the information produced could be used.
- Identify the evaluation questions.
- Determine what will be measured, the level of data needed, when data will be collected, who will collect the data, and how the findings will be disseminated.

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Step 4: Select indicators of progress – Shared measurement

- For each activity component identified, indicators should be selected that measure progress toward implementation and outcomes.
- Objectives, indicators, and data sources should be linked to each other across time.
- Data sources should be identified.
- What data will be available and by when?



Designing SMART Objectives

Specific

- Who
- What
- Use only one action verb
- Avoid verbs with vague meaning
- The greater the specificity the greater the measurability

Measurable

- Quantify change expected
- It is impossible to determine if objectives have been met unless they can be measured

Achievable

 Attainable in a given time frame with available resources

Realistic

- Must accurately address program steps that can be implemented within a specific timeframe
- Should be directly related to the program goal

Time-phased

- Provide a time frame
- This helps with planning and evaluating



