

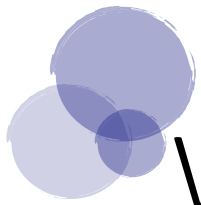


# Logic Model Training

# Agenda



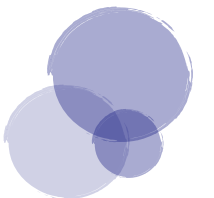
- What is a Logic Model (Definition and Examples)
- Key Terms
- Practice
- Developing Your Logic Model
- Questions

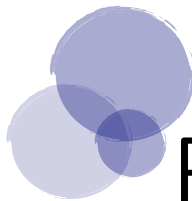


# What is a logic model?

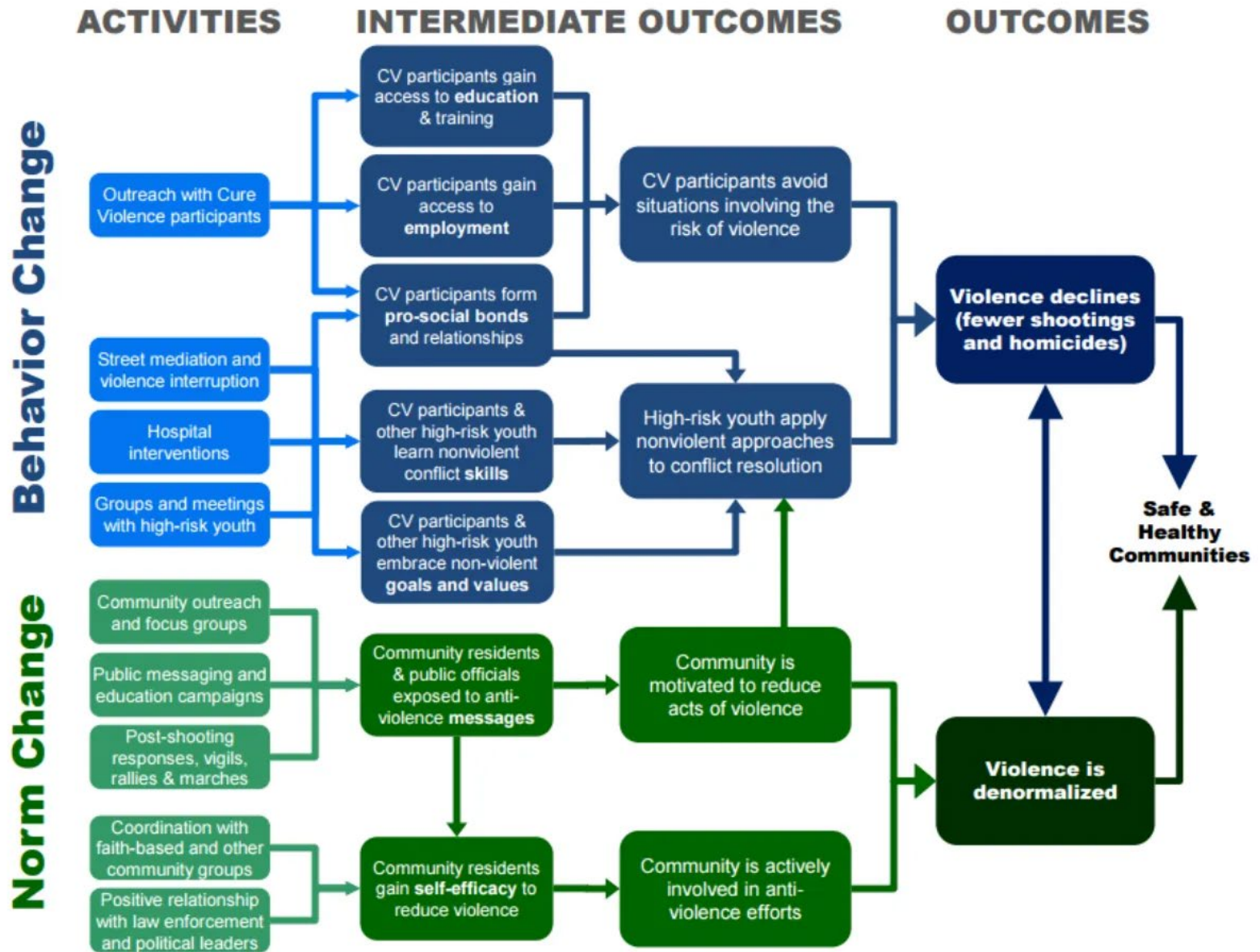
*“A logic model is a graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes, and impact for your program. It depicts the relationship between your program’s activities and its intended effects.”*

*-- Center for Disease Control (CDC)*

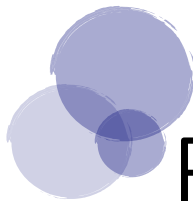




# Example

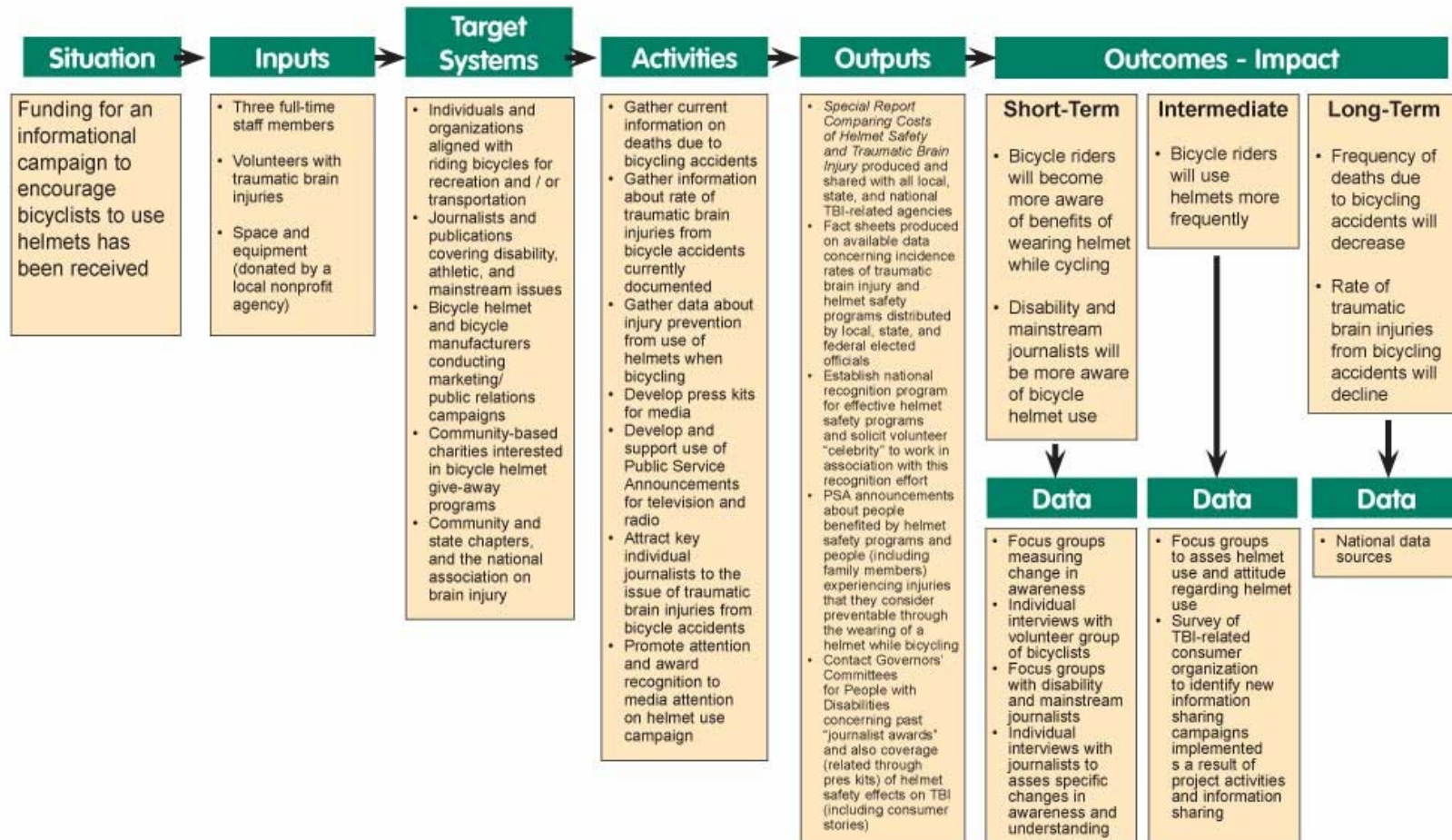


Source: Research & Evaluation Center, John Jay College of Criminal Justice, City University of New York.



# Example

## Bicycle Helmet Public Information Campaign



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

<b>Program Type</b>	<b>Outcome</b>	<b>Measurement Indicator</b>	<b>Objective</b>
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!



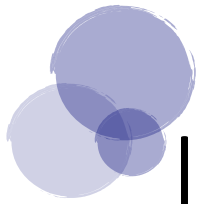
# Exercise 1 – Alzheimer’s Resources

## 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

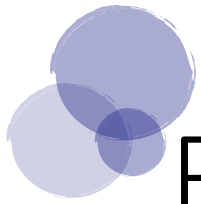


# Inputs and Outputs

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)

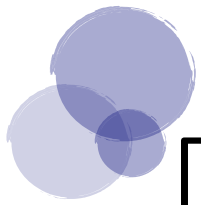
- a) What are some types of data that could be used to assess this outcome?

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

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

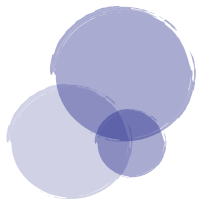


# Time to Build!



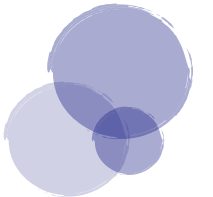
# Developing Your Logic Model

- 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?

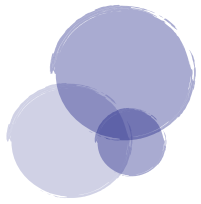






## Step 2: Layout & sequence logic model components

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

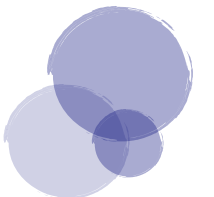


## Step 3: Focus the evaluation

- 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.

# 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

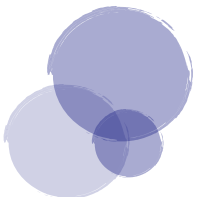
- Attainable in a given time frame with available resources

## 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





Questions?