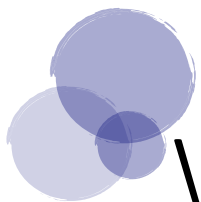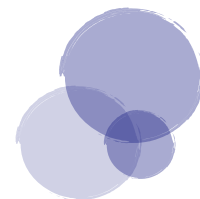# Logic Model Training

Agenda

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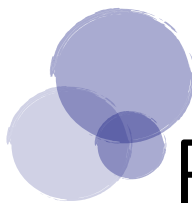- Developing Your Logic Model
- Questions

What is a logic model?

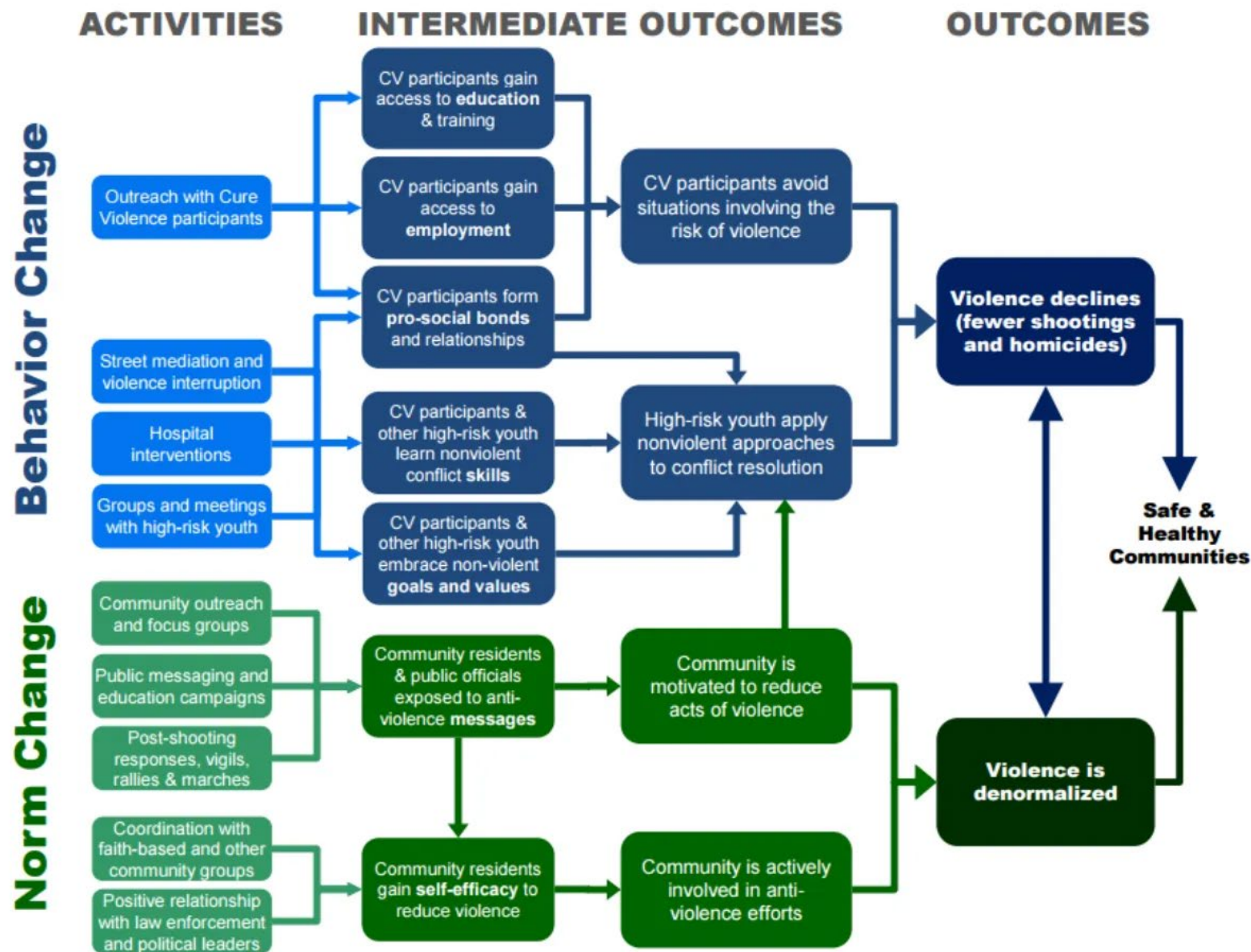*"A logic model is a graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes, and impact for your program. It depicts the relationship between your program's activities and its intended effects."*

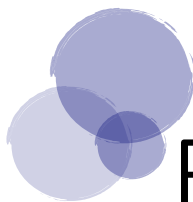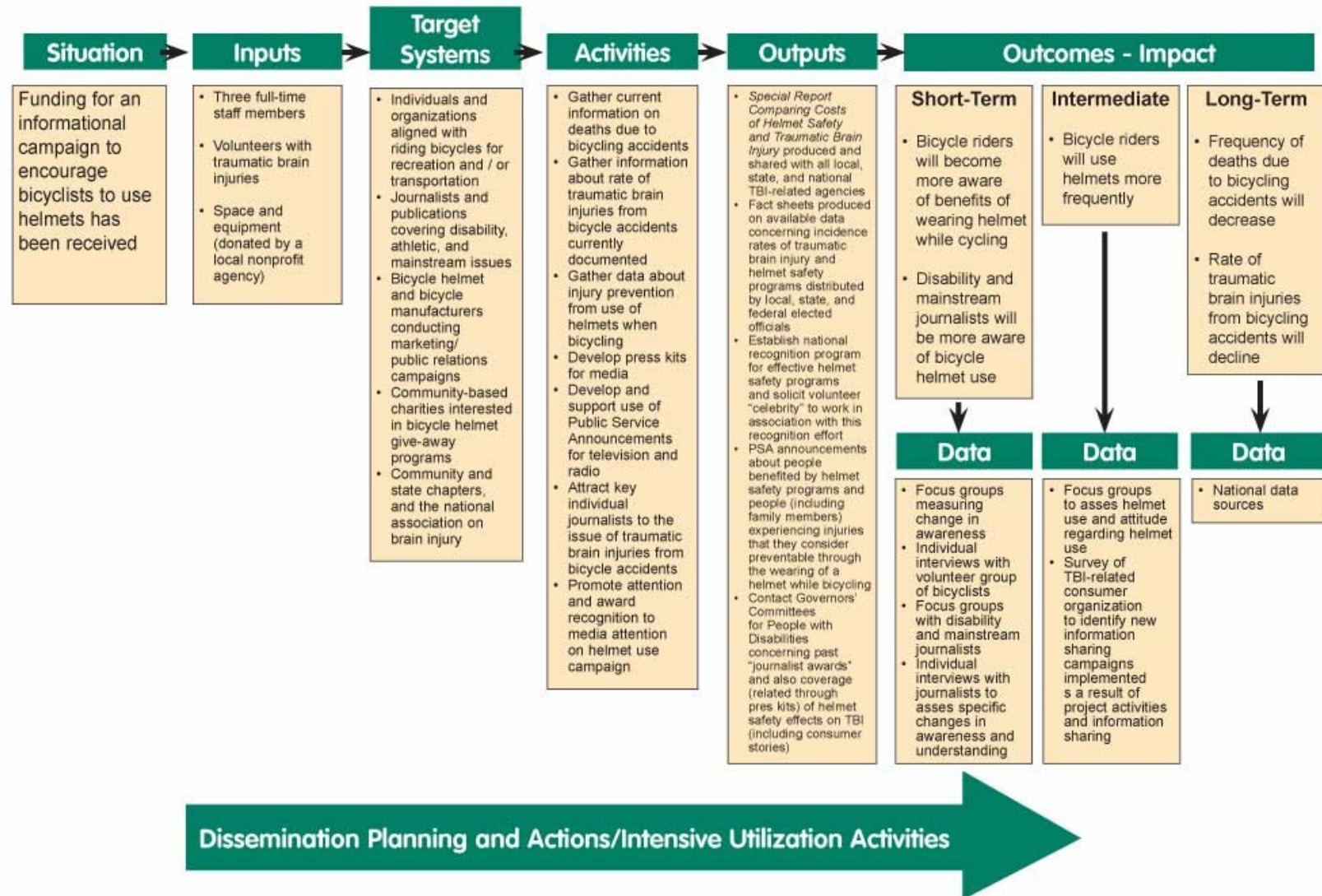*-- Center for Disease Control (CDC)*

Example

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

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Example

Bicycle Helmet Public Information Campaign

Situation	Inputs	Target Systems	Activities	Outputs	Outcomes - Impact		

Situation
- Funding for an informational campaign to encourage bicyclists to use helmets has been received

Inputs
- 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

Activities
- Gather current information on deaths due to bicycling accidents
- 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

Outputs
- *Special Report Comparing Costs of Helmet Safety and Traumatic Brain 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
- 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)

Outcomes - Impact

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

Intermediate
- Bicycle riders will use helmets more frequently

Long-Term
- Frequency of deaths due to bicycling accidents will decrease
- Rate of traumatic brain injuries from bicycling accidents will decline

Data (Short-Term)
- Focus groups measuring change in awareness
- 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 understanding

Data (Intermediate)
- Focus groups to asses helmet use and attitude regarding helmet use
- Survey of TBI-related consumer organization to identify new information sharing campaigns implemented s a result of project activities and information sharing

Data (Long-Term)
- National data sources

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
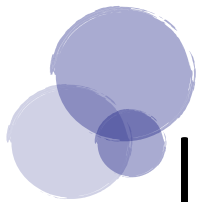
Inputs and Outputs

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!
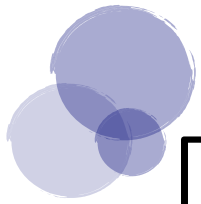
Developing Your Logic Model

- 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
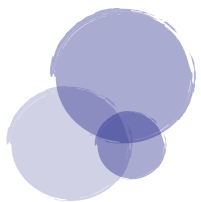
Step 1: Describe your program

- 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?
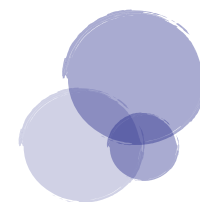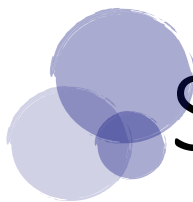
Step 2: Layout & sequence logic model components

- Draw your model.

- Program components should be linked by drawing arrows that depict sequence, interactions, or relationships between activities and outcomes.
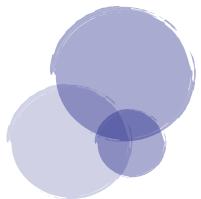
Step 3: Focus the evaluation

- 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?
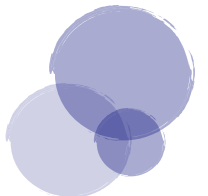
Designing SMART Objectives

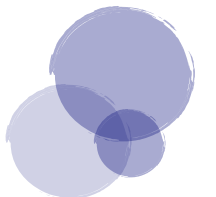| Specific	Measurable	Achievable	Realistic	Time-phased
• Who • What • Use only one action verb • Avoid verbs with vague meaning • **The greater the specificity the greater the measurability**	• Quantify change expected • It is **impossible to determine if objectives have been met unless they can be measured**	• Attainable in a given time frame with available resources	• Must accurately address program steps that can be implemented within a specific timeframe • **Should be directly related to the program goal**	• Provide a time frame • This helps with planning and evaluating

Questions?