Using Logic Models to Inform Programs and Build Relationships

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Session Goals

- Explain the idea of “a theory of change”
- Identify components of a logic model
- Understand how logic models inform program planning and evaluation while building team relationships
What can evaluation do for you?

- Collect evidence on program’s effectiveness
- Assist in program selection
- Identify ways to improve programs
- Influence policy-makers and funders
- Build staff capacity
- Engage communities
- Strengthen accountability
- Ensure sustainability

The Theory of Change

Identifying long-term goals

“Backwards mapping” (connecting requirements necessary to achieve the goals)

Identifying interventions to create the desired change

Developing indicators to measure outcomes

Documenting the logic of the program
Logical Linkages
Series of If-Then Relationships

IF THEN IF THEN IF THEN IF THEN

Program invests time & money → Resource inventory can be developed → Families will know what is available → Families will access services → Families will have needs met

INPUTS OUTPUTS OUTCOMES

Haven’t we already done this?
(Sort of, but not really…)

- Strategic plan - describes the broad strategies a program will use to achieve its long term goals
- Work plan – provides guidance to running a program on a shorter term basis
- Logic model - illustrates the presumed effects of implementing the strategies described in the strategic plan and/or activities described in the work plan
Logic models…
come in all shapes and sizes!
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Activities

Outputs

Impacts

Long term Outcomes

Intermediate Outcomes

Short term Outcomes

Resources

Logic models… come in all shapes and sizes!

Problem

Root Causes

Local Conditions

La Crosse COMPASS Prevention Network Logic Model

Alcohol Available to Youth

Community Laws & Norms Favorable Toward Alcohol Use

Underage Drinking is a Problem in La Crosse County

Stores & Bars Selling to Minors

Individuals Over 21 Providing Alcohol

Youth Taking Alcohol from Parent Supply

Parents Allowing Parties at Homes

Permissive Parental Attitudes Toward Alcohol Use

Inconsistent & Ineffective Consequences for UAD

Alcohol Advertising Targeting Youth

Presence of Alcohol at Community Events
Logic Model Components

- **Inputs**: What we invest
  - Resources dedicated to or consumed by the program (e.g., money, staff and staff time, volunteers, facilities, equipment, supplies)

- **Activities**: What we do...
  - ...with the inputs to fulfill our mission (e.g., conduct meetings/workshops, deliver services, develop products, curriculum, train, assess, facilitate, partner...)

- **Outputs**: What we accomplished
  - Direct products of activities; measured in terms of the volume of work accomplished (e.g., numbers of classes taught, materials distributed, participants served)

- **Outcomes**: What we accomplished
  - Results or changes for individuals and/or populations after participation. Can be examined on the individual, group, agency, system and/or community level

Situation/Environment and Assumptions

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An “easy to use” logic diagram

- **Inputs**:
  - Family members
  - Budget
  - Car
  - Map
  - Camping equipment

- **Activities**: Drive to state park
  - Set up camp
  - Cook, play, laugh, talk, and hike

- **Outputs**:
  - # of family members
  - Tent in place, fire started
  - # of meals cooked as family, # of hikes taken, # of other activities and list of types

- **Outcomes**: Family members learn about each other
  - Family members bond
  - Family has fun

Source: University of Wisconsin-Extension, Program Development and Evaluation
Logic model and reporting

Let’s practice!

Your kids are hungry for chocolate chip cookies
Logic Model Components

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Real World: Parenting Program Logic Model

**INPUTS**
- Staff
- Money
- Partners
- Research

**OUTPUTS**
- Develop parent ed curriculum
- Deliver series of interactive sessions
- Facilitate support groups

**OUTCOMES**
- Parents increase knowledge of child dev
- Parents better understanding their own parenting style
- Parents gain skills in effective parenting practices
- Parents identify appropriate actions to take
- Parents use effective parenting practices
- Improved child-parent relations
- Strong families

Source: University of Wisconsin-Extension, Program Development and Evaluation
**Evaluation at every step**

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What amount of $ and time were invested?

# sessions and support groups delivered? How effectively? Who attended? Attend all sessions? Are they satisfied?

Parents better understanding their own parenting style

Parents gain skills in effective parenting practices

Parents identify appropriate actions to take

Parents use effective parenting practices

Improved child-parent relations

Strong families

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?

Source: University of Wisconsin-Extension, Program Development and Evaluation

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**Logic models in community practice**

**Implementation includes feedback loops**

**INPUTS**
- Program investments
- Activities
- Participation

**OUTPUTS**
- Short
- Medium
- Long-term

**OUTCOMES**
- What we invest
- What we do
- Who we reach
- What results

Source: University of Wisconsin-Extension, Program Development and Evaluation
Question

- How does the process of developing a logic model build relationships?

Relationship Building

- Team Building
- Common Language
- Facilitate Internal and External Communication
- Assessing Underlying Assumptions
Useful Websites:

- University of Wisconsin-Extension: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
- The use of logic models by community-based initiatives: http://www.uic.edu/sph/prepare/courses/chsc433/kaplan.pdf

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Thank you!