

Developing a Program Logic Model
UCLA Graduate School of Education & Information Studies

SRM Evaluation Group

Mark Hansen, Nicole Gerardi, Lisa Dillman, Workshop Facilitators
Professor Marvin Alkin, Director

Workshop Overview

Logic models are tools that depict beliefs or expectations about how a program is meant to work. They help to connect a program's context or situation to the activities implemented and the intended outcome objectives. Developing a program logic model often clarifies and builds consensus concerning the goals of a program. In this way, logic models become useful communication tools for both internal and external purposes. Logic models can also guide program implementation and serve as a roadmap for evaluation efforts, identifying possible questions to be addressed. Today's session will provide an introduction to logic models. Participants will work on developing models of their programs, with the assistance of the facilitators and partners.

Workshop Agenda

Part 1 – An Introduction to Logic Models

- Purposes of Logic Models
- Definitions of Key Terms (Logic Model Components)
- Examples of Logic Model Frameworks
- Sample Models
- Steps in Developing a Program Logic Model
- Case Study: The Logic of a Public Service Announcement
- Applications or Uses for Logic Models

Part 2 – Logic Models for B.E.S.T. Collaboration Partners

- Brainstorming: Situation/Need, Activities, and Outcomes
- Sample Logic Model for Coalitions or Collaborations
- Drafting the Model
- Mapping Evaluation Efforts
- Self-critique
- Group Sharing

Workshop Objectives

By the completion of the workshop, participants should (1) gain familiarity with the elements of program logic models, (2) understand the various uses for these models, and (3) become more comfortable developing models for their own programs.

Part 1. An Introduction to Program Logic Models

Reasons for Constructing Program Logic Models

- Explicitly articulate how a program supposes to work
- Diagram causes (the “what” or “means”–program activities) and effects (the “how” or “ends”–expected outcomes) relationships
- Logic models provide direction for program planning, implementation, and evaluation.
- Logic models help explain and make program theory explicit.

Key Terms - Common Elements of Logic Models

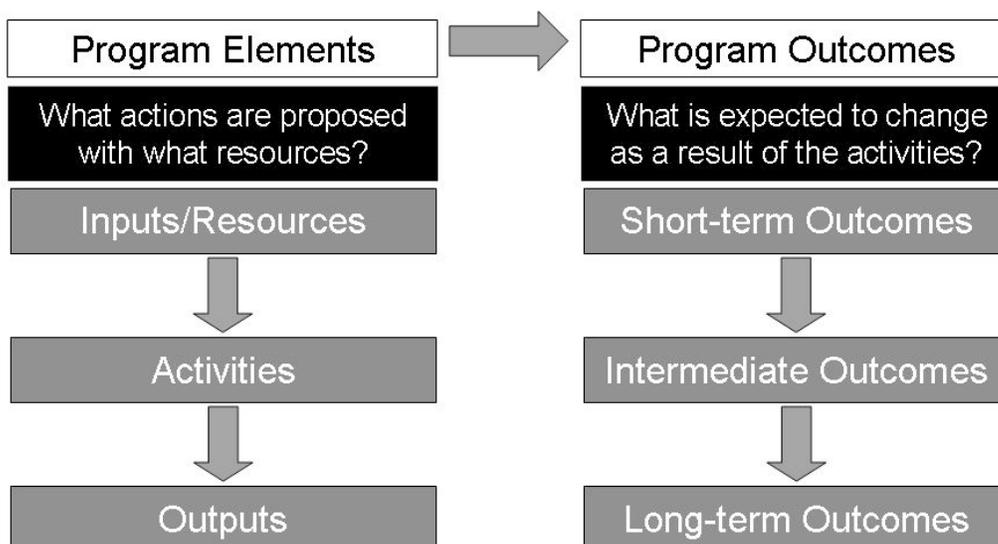
- Inputs/Resources – what is required to support the program
- Activities – the *actions* of a program
- Outputs – the indicators, evidence, or products of program implementation
- Short-term Outcomes – the desired/expected direct and immediate consequences of the program (part of the mechanism by which the program achieves long-term goals)
- Intermediate Outcomes – the desired/expected consequences of the short-term outcomes (part of the mechanism by which the program achieves long-term goals)
- Long-term Outcomes – the desired/expected consequences of earlier outcomes

Additional Elements to Consider

- Situation, Context, or Need – the circumstances that result in a need for the program
- Assumptions – beliefs about the nature of the problem and how it might best be addressed, beliefs about why the program ought to be effective
- External Factors – things outside the control of the program but which influence (for better or for worse) the likelihood that intended outcomes will be achieved
- Target Audiences – those intended to be influenced by the program
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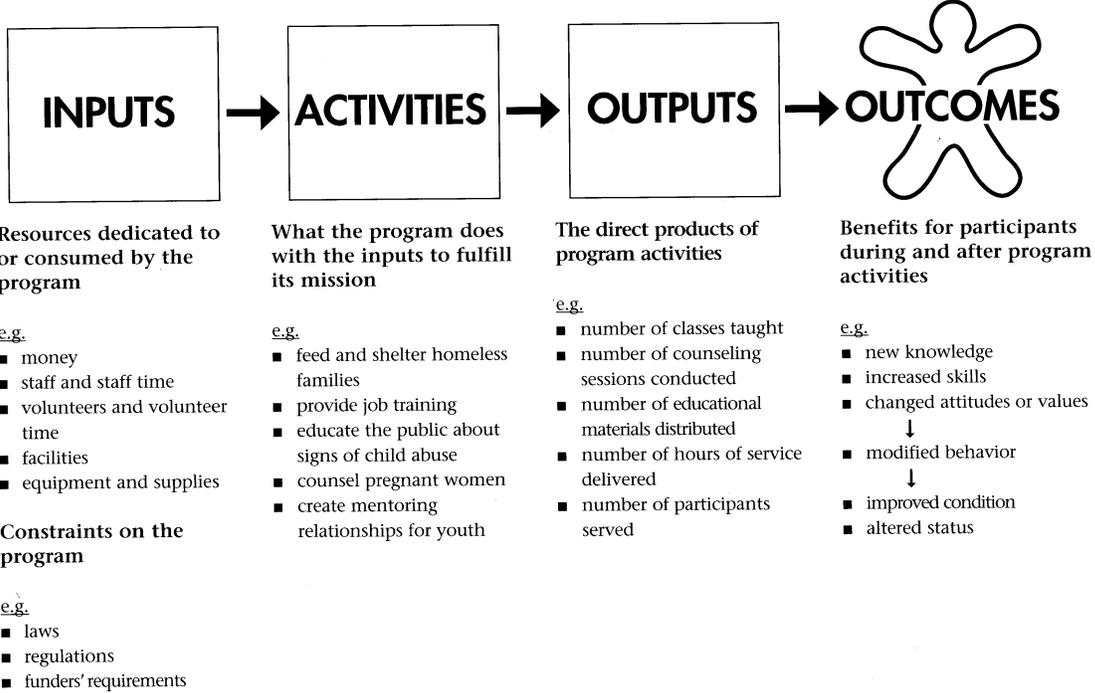
Relationship Between Program Components and Their Intended Outcomes

[source: United Way (1996) *Measuring Program Outcomes: A Practical Approach.*]



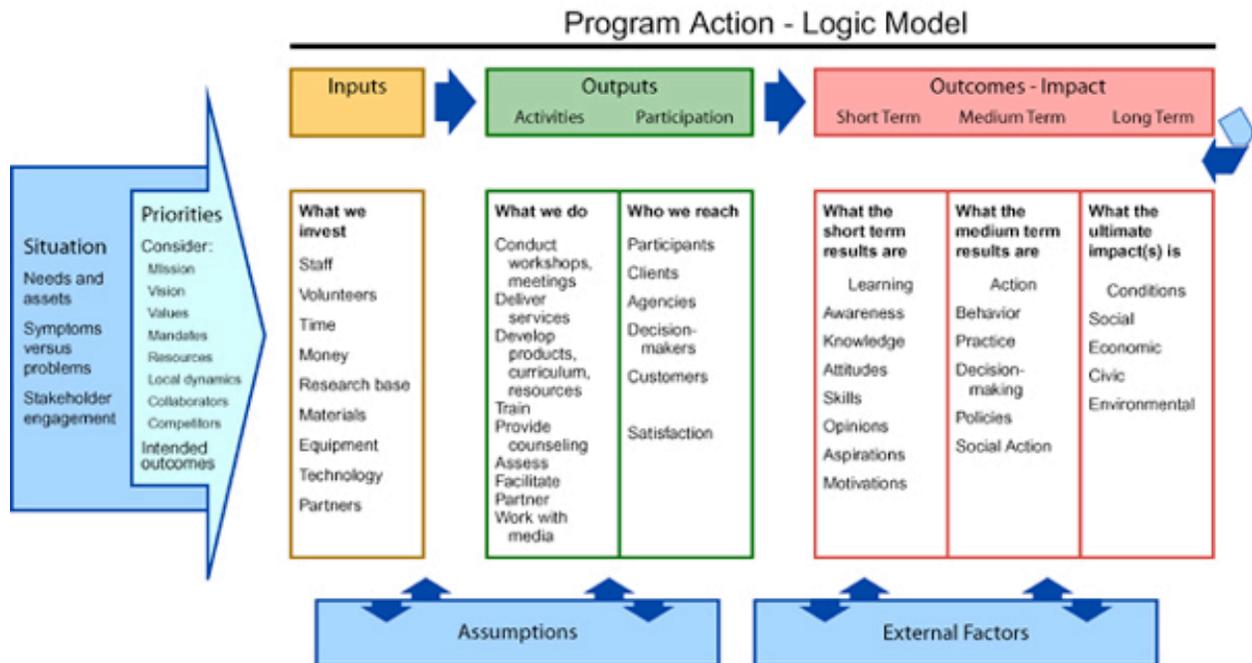
Examples of Logic Model Frameworks: United Way

[source: United Way (1996) *Measuring Program Outcomes: A Practical Approach.*]

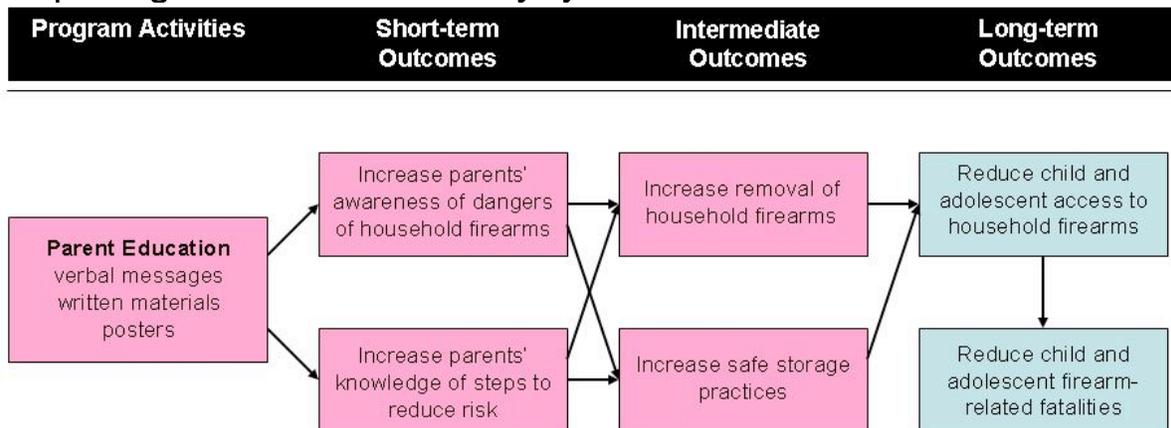


Examples of Logic Model Frameworks: University of Wisconsin-Extension

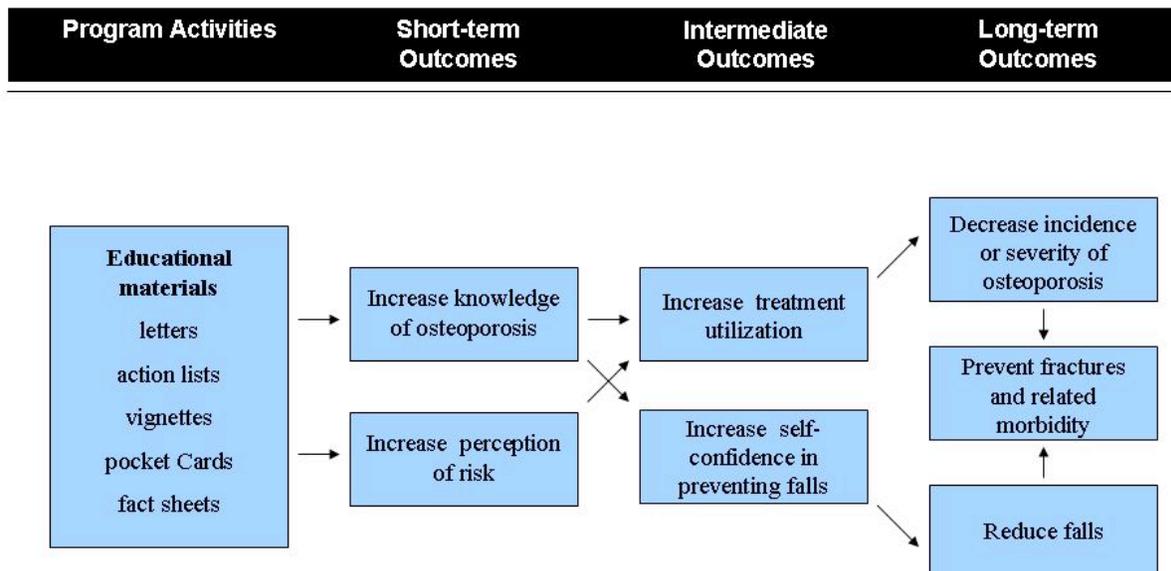
[source: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>]



Sample Logic Model 1: Firearm Injury Prevention



Sample Logic Model 3: Fall-related Injury Prevention



Steps in Developing a Program Logic Model

[McLaughlin and Jordan (1999) *Evaluation and Program Planning* 22: 65-72]

1. Collecting relevant information
2. Defining the problem and its context
3. Defining elements of the logic model
4. Drawing the logic model
5. Verifying the logic model with stakeholders

Resources/References

Web

United Way Outcome Measurement Resource Network
<http://liveunited.org/outcomes>

W.K. Kellogg Foundation Evaluation Unit
<http://www.wkkf.org> (Knowledgebase > Toolkits > Evaluation)

University of Wisconsin Extension
<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Print

Bartholomew, Parcel, Kok, and Gottlieb (2001) *Intervention Mapping*. New York: McGraw-Hill.

Chen (2005) *Practical Program Evaluation*. Thousand Oaks, CA: Sage.

Green and Kreuter (1999) *Health Program Planning: An Educational and Ecological Approach*. Mountain View, CA: Mayfield

Kettner, Moroney, and Martin (1990) *Designing and Managing Programs: An Effectiveness-based Approach* (pp. 94-95).

McLaughlin and Jordan (1999) Logic models: A tool for telling your program's performance story. *Evaluation and Program Planning* 22: 65-72.

United Way of America (1996) *Measuring Program Outcomes*. Arlington, VA: United Way of America.

W.K. Kellogg Foundation (2004) *Logic Model Development Guide*. W.K. Kellogg Foundation.

Notes:

Logic Model Exercise: “Airplane” Public Service Announcement (PSA)

To get some practice with logic models, we’ll try to depict the rationale for a PSA produced jointly by the American Council on Education, the Lumina Foundation for Education, and the Ad Council. The piece is titled, “Airplane,” and was developed as part of a larger campaign called “KnowHow2GO.” We’ll watch the PSA twice. Pay attention to the images, the tone, and the words. (Note that for some of the discussion questions below, it might be helpful to take a quick look at some additional information about the campaign, provided on the following page.)

“Airplane” (from KnowHow2GO.org)

Narrator: “Big dreams and good grades aren’t enough to get into college. There are actual steps you need to take. Finding someone who can help is the first and most important. For the next steps, go to KnowHow2GO.org.”

Note on the unfolded paper airplane: “CAN YOU HELP ME GO TO COLLEGE?”

Discussion

1. Think of this PSA as an intervention or a program. What’s it trying to accomplish? What’s the problem or situation that it seeks to address?

2. Who is the target of this PSA? Who is it trying to impact or change?

3. How does the PSA try to affect its target? How does the PSA connect to the ultimate concern or issue you identified in question 1? What changes might happen as a result of viewing this PSA?

About the KnowHow2GO Campaign

(from <http://knowhow2go.org/about.php#.html>)

Young people in all socio-economic groups have college aspirations. In fact, eight out of 10 expect to attain a bachelor's degree or higher, according to the U.S. Department of Education. But despite their aspirations, low-income students and those who are the first in their families to pursue higher education are severely underrepresented on college campuses. Studies show these students often lack the guidance they need to prepare for postsecondary education.

In order to turn these students' college dreams into action-oriented goals, the American Council on Education, Lumina Foundation for Education and the Ad Council launched the KnowHow2GO campaign in January 2007. This multiyear, multimedia effort includes television, radio and outdoor public service advertisements (PSAs) that encourages 8th through 10th graders to prepare for college using four simple steps.

The Four Steps to College

- Be a pain – Let everyone know that you're going to college and need their help.
- Push yourself – Working a little harder today will make getting into college even easier.
- Find the right fit – Find out what kind of school is the best match for you and your career goals.
- Put your hands on some cash - If you think you can't afford college, think again. There's lots of aid out there.

To ensure that students and adult mentors who connect with the powerful messages of the PSA campaign can easily find real-time, on-the-ground assistance, we have built and continue to support a strong grassroots network of partners. To date, more than 15 state and regional coalitions and 60 national partners have signed onto the campaign.

More on KnowHow2GO

(from http://www.luminafoundation.org/our_work/our_initiatives/KnowHow2GO.html)

KnowHow2GO, a Lumina-funded public-awareness effort involving the Ad Council, the American Council on Education and other allies, is designed to encourage low-income students in grades eight to 10 and their families to take the necessary steps toward college. The campaign's public-service advertisements urge young people to find someone who can help them get to college and direct students and their mentors to a Web site and other resources. KnowHow2GO also features a network of educational institutions, youth organizations, community groups that offer support to students. This "ground campaign" complements the media campaign. Through Lumina's support of the KnowHow2GO ground campaign, direct-service grants are helping underserved, low-income students learn how to get to college.

Part 2 - Logic Models for B.E.S.T. Collaboration Partners

Developing Your Own Logic Model: Identifying Activities and Outcomes

Take a few minutes to read through then questions below and write down some thoughts individually. Then gather with other members of your coalition or partnership to exchange and discuss your responses.

What is the situation or need that your partnership seeks to address?

What activities are implemented by your partnership in response to that situation? What are the things your partnership is doing? Make a list of the activities that your partnership implements.

What things must the program change or affect in order to change the situation or address the need? Make a list of the short-term and intermediate outcomes of your efforts.

What external factors might affect how effective you are at accomplishing your goals? What factors could help? What factors could hinder?

Developing Your Own Logic Model: Assembling the Model

Working as a group, try to identify repeated themes in your responses above (use the worksheet on the following page). Write a statement (one or two sentences) that describes the situation or need that your partnership seeks to address. Create lists of the activities implemented and their intended outcomes. Transfer the items in your reduced lists onto Post-It notes. Use one color for program activities, another for outcomes.

How are the ideas represented on the Post-It notes related in time? How are they related in terms of influence? Begin to arrange the Post-It notes into sequences, chains, or pathways. Use the chart paper hanging on the walls. Arranging the Post-It's may be difficult. Just do your best.

If you think that an item in your logic model has a direct influence on another item, draw an arrow to show this relationship and to indicate the probably direction of influence.

As you become more satisfied with the model, begin to copy it onto the template provided on the following page.

Some Final Principles and Suggestions for Creating Program Logic Models

- The logic behind activities and the identified outcomes should be discussed and reviewed with stakeholders. The more perspectives, the better—especially when gathering information about the program.
- At the logic model construction stage, don't let measurement concerns constrain the outcomes.
- When diagramming relationships between outcomes, rely on both your common sense and empirical literature.
- Sometimes, activities are causally related to each other. For example, program staff recruitment precedes and enables staff training, while training enables the implementation of a workshop. Recruitment, training, and the workshop may all be considered program activities. Draw arrows between stacked activity items in order to show such relationships.
- When the program uses activities targeting different populations, identify the target group for each outcome.
- Be clear about the distinction between outputs and outcomes. For short-term outcomes in particular, avoid language that restates the implementation of the activity from either the perspective of program staff ("provide," "disseminate," "teach," etc.) or the target population ("read," "learn," "use," etc.). Use language that conveys the *change* resulting from exposure to the program.
- Use arrows to show the relationships between individual items in the logic model. Every activity should have at least one arrow leaving. Every short-term and intermediate outcome should have at least one arrow entering and at least one leaving. Every long-term outcome should have at least one arrow entering.
- Concerning the complexity of a logic model (the number of boxes and arrows), aim for a balance. Provide enough information to describe the program without overwhelming the viewer with the details. When possible, group activities together.

Developing Your Own Logic Model: Assembling the Model

Coalition or Partnership Name:

1. Situation/Need/Context (1-2 Sentences):

2. Activities Being Implemented:

3. Intended Outcomes/Goals:

Short-term/Immediate Intermediate Long-term/Ultimate

4. External Factors

Logic Model Template

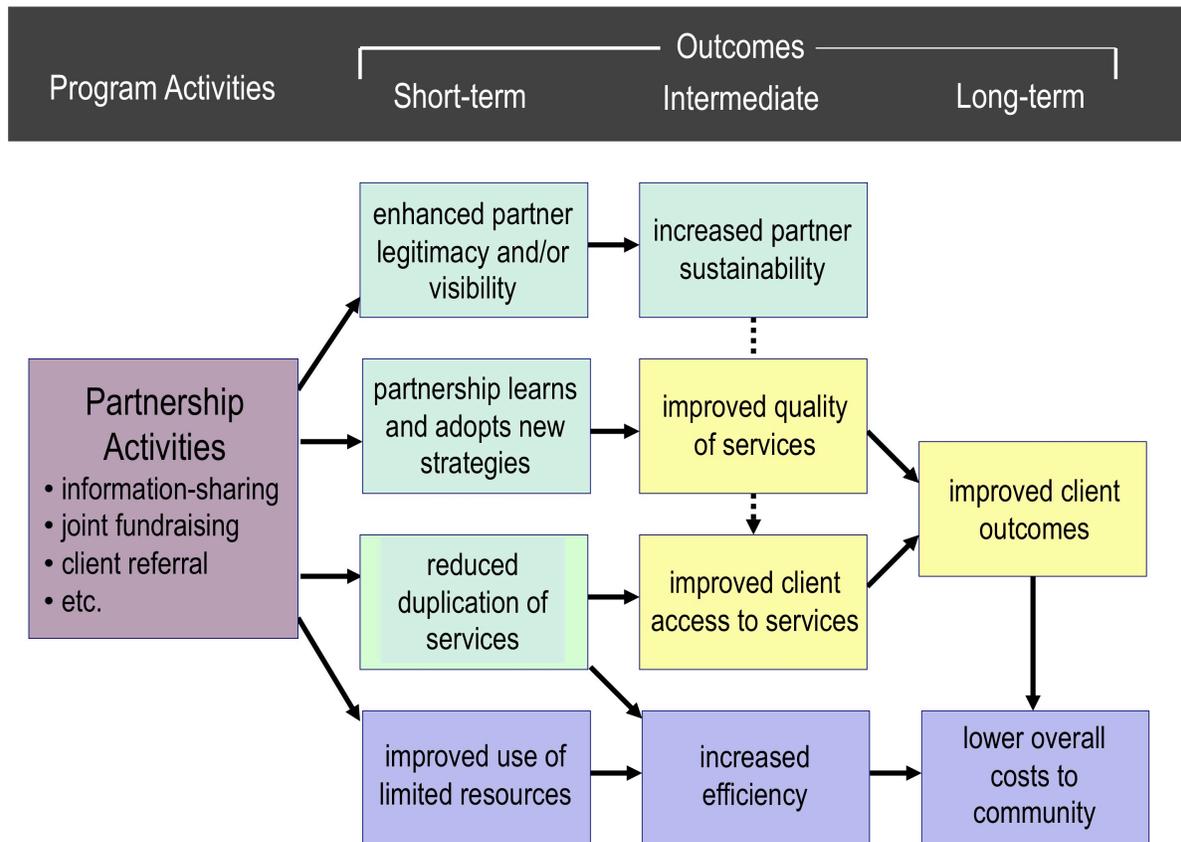
Coalition or Partnership Name:

Situation/Need:

Activities	Outcomes		
Short-term	Intermediate	Long-term	

External Factors:

Sample Logic Model for a Coalition or Partnership



Mapping Current Evaluation Efforts

Within your group, discuss the following questions:

1. What aspects of your logic model (if any) are you currently examining through evaluation?
2. What's one thing that collaboration would like to examine (assess/test) in the future?
3. Why would that be useful or helpful?

Debriefing – Self-critique

Within your group, discuss the following questions: What do you like and dislike about this first draft? What does it capture well, and what does it fail to capture?

Group Sharing and Feedback

Pair up with one other group and take turns presenting your logic models and your self-critique.

After listening to the brief presentation, the other group should take about 5 minutes to ask questions and provide feedback, which might touch on the following questions (though any comments or feedback is OK):

1. To someone unfamiliar with the program, is the model clear (does it provide a general sense of what the collaboration is about, why it's important)?
2. Do the connections seem reasonable, or do some seem like a bit of a stretch?
3. Are there places where the model is too detailed or too vague?