



Creating & Using Logic Models for Program Planning and Evaluation  
Thursday, December 19<sup>th</sup> - 10:30 am to 12:00 pm

**Pat Reyes, MPH,**

patricia@strategicpreventionsolutions.com

SENIOR RESEARCH ASSOCIATE

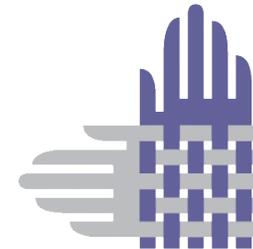
Strategic Prevention Solutions



This training is sponsored by the

## **California Partnership to End Domestic Violence.**

*This training is supported by the Cooperative Agreement Number, NUS4CE002302-01-00, funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.*



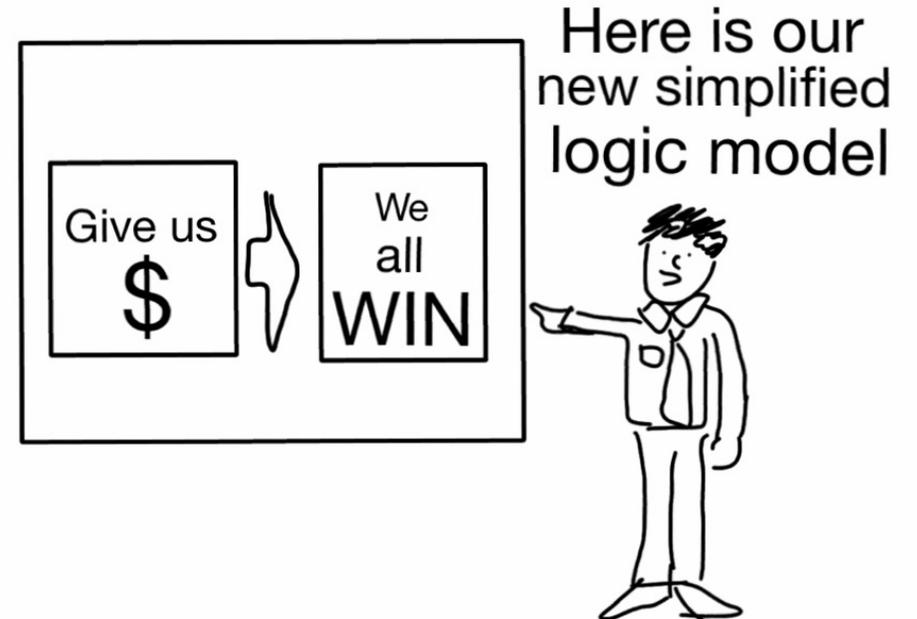
CALIFORNIA  
**PARTNERSHIP TO END  
DOMESTIC VIOLENCE**

Together, We're Stronger.

# Building On Where You've Been



In the past, what was the first thing that came to mind when you were asked to do a logic model?



# Why Create a logic model?

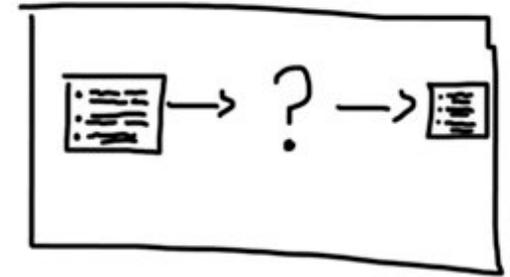


- To ‘describe’ your CURRENT programs and overall programmatic approach
- To outline the expectations of NEW programming
- You will **answer the same questions** for both types of logic models

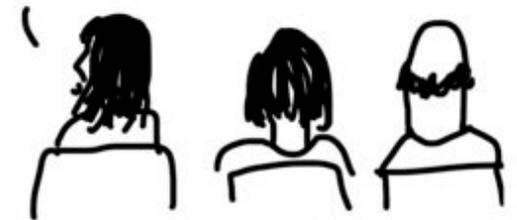


# Benefits of a logic model

- Helps others understand what you are doing and why, summarizing complex programs to communicate with stakeholders, funders, audiences
- Helps you keep track of what you expect to see change
- Helps to identify gaps in program logic and clarifies assumptions so success may be more likely



Could you provide us with a little more detail on step two?



freshspectrum.com



# Benefits of a logic model

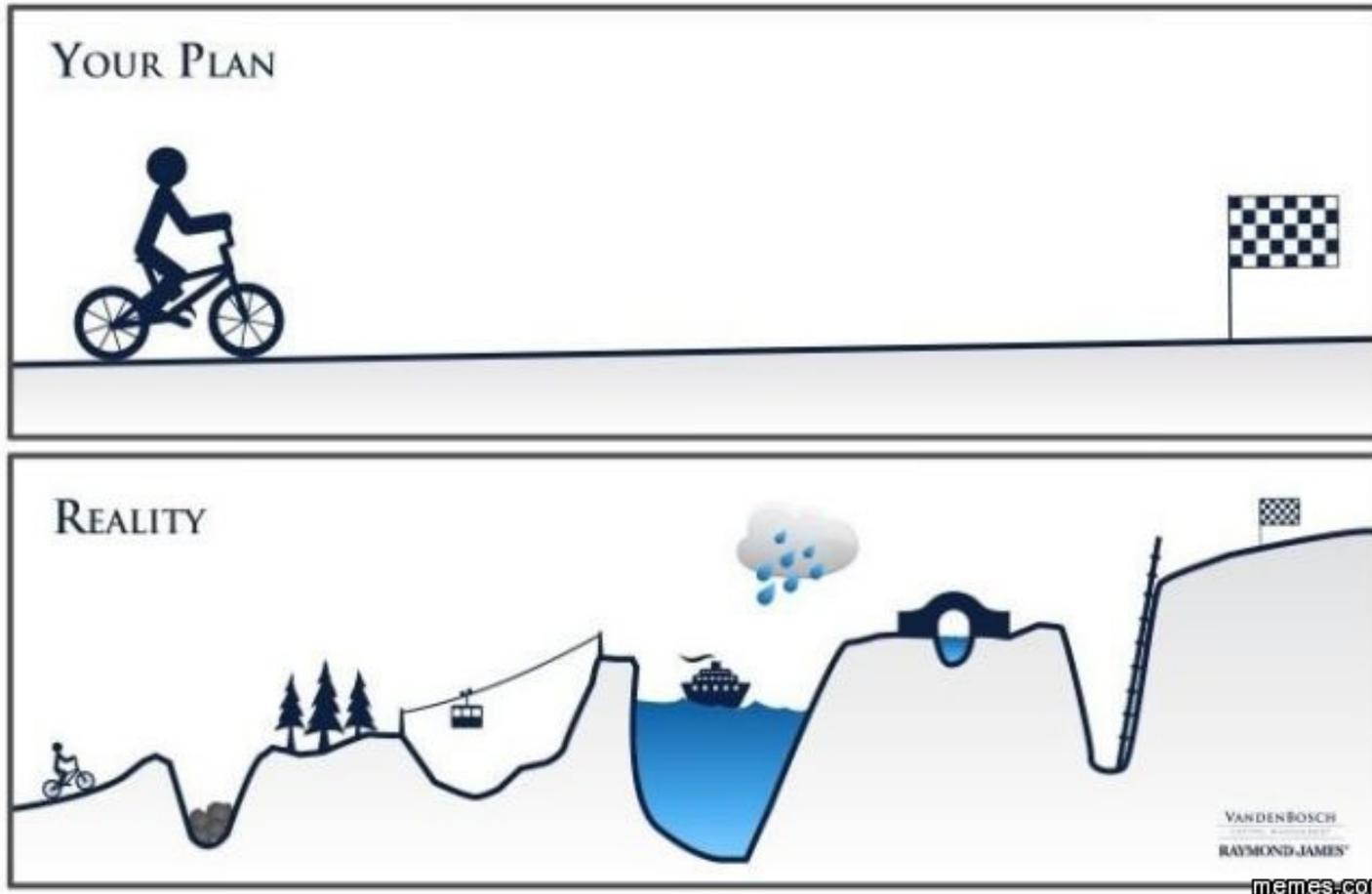
- Organizes your planning in one place
- Builds buy-in and teamwork
- Helps clarify what is appropriate to evaluate, and when, so that evaluation resources are used wisely
- Helps your organization's long-term visioning and overall effectiveness

# Keeps you focused through the complexity of the work



## Implementation

## Evaluation



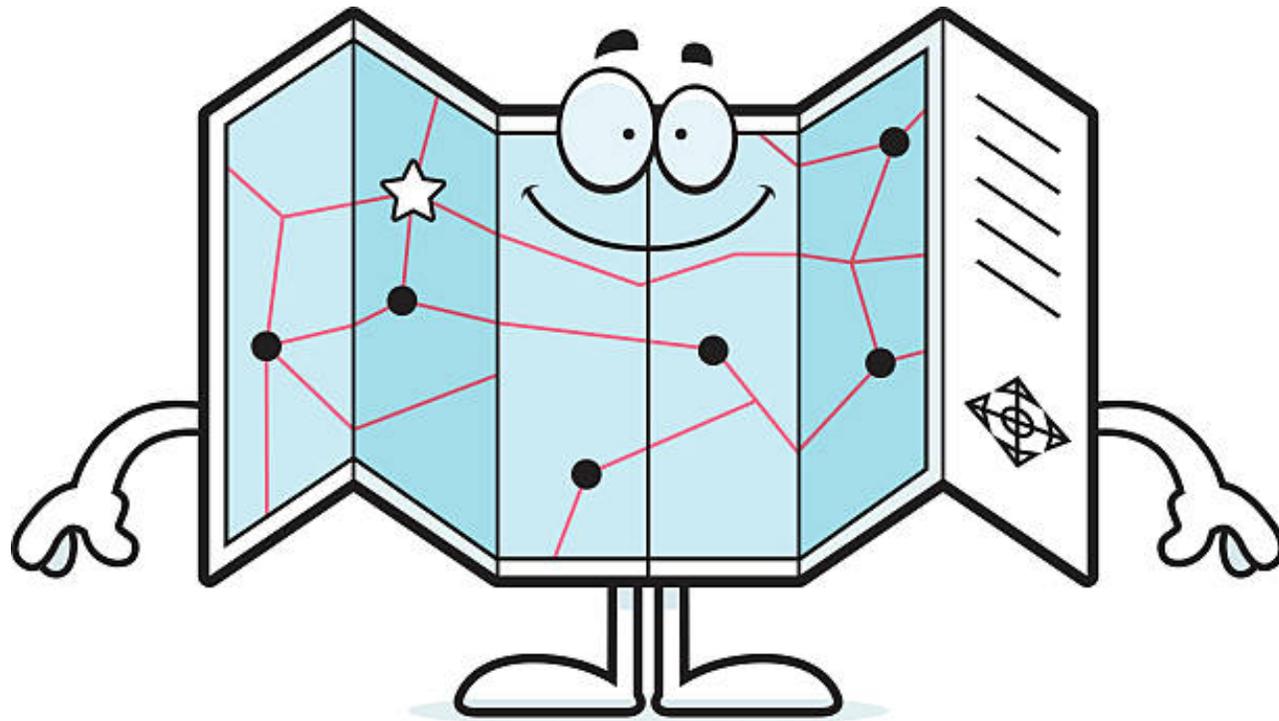
Does it work?

Did the program change what you said it would?  
(OUTCOME)

How does it work?

Was the program implemented as planned?  
(PROCESS)

# What is a Logic Model?





# It's like a road map that tells you:

- Where you are going

Los Angeles!

- What you expect to accomplish

- Along the way
- When you get there

Sit in the world's largest rocking chair

See the giant blue whale

Meet an alien

Walk through a petrified forest

See the world's largest golden nugget

- Helps you make mid-course adjustments (detours)

DRIVE A BETTER ROUTE

I'm not stopping in \_\_\_\_\_ EVER AGAIN



# It's like a road map that tells you:

- Where you are going



- What you expect to accomplish

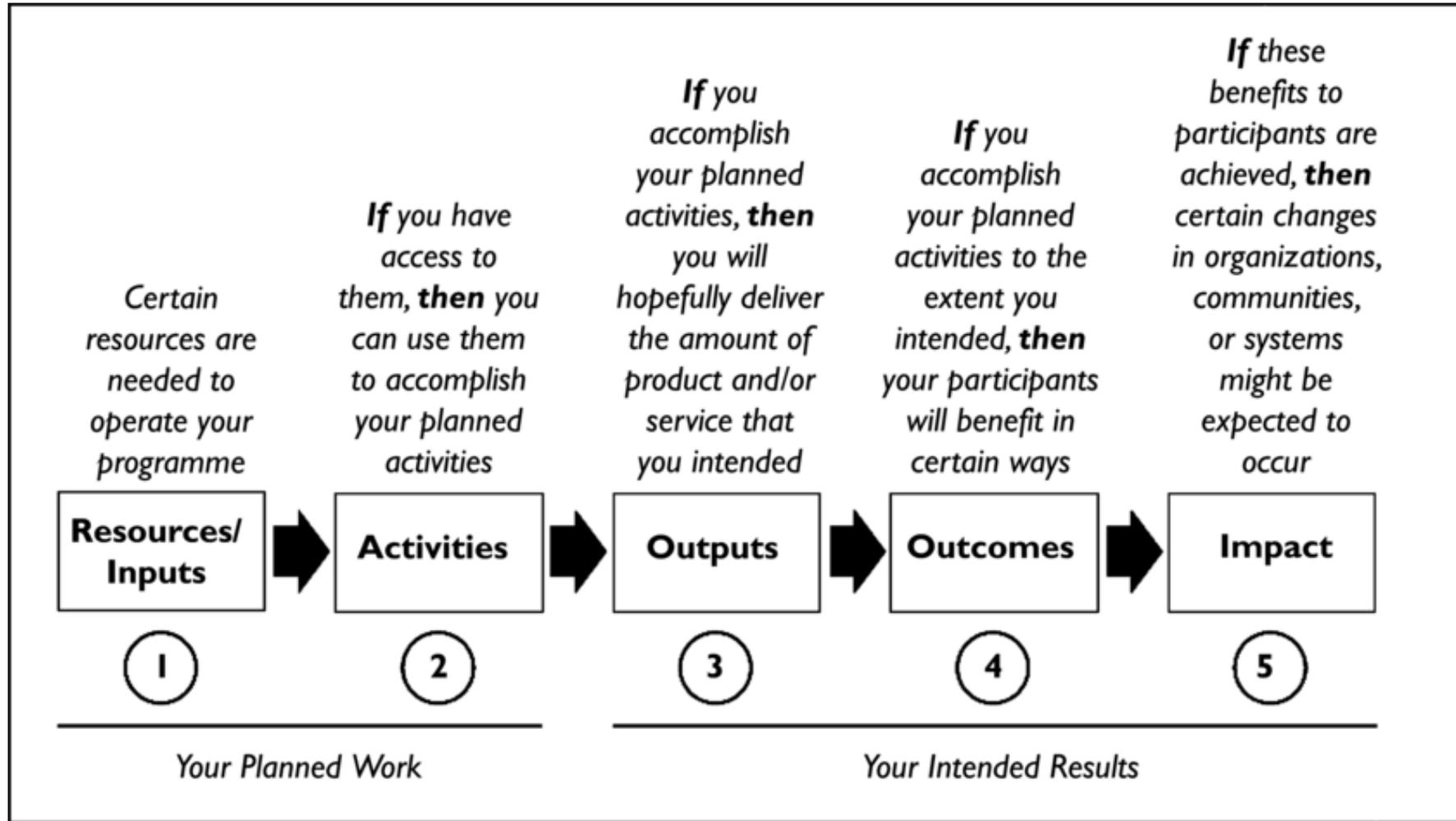
- Along the way
- When you get there



- Helps you make mid-course adjustments (detours)



# Illustrates your assumptions of WHY you will achieve your goal



Logic models illustrate a sequence of cause-and-effect assumptions (if/then statements) to communicate the path toward a desired result.



# Potential pitfalls

- Programs are not really linear
- Can over-simplify a program
- Can bog-down your program if not done well
- Won't tell you if the right outcome is being identified and measured
- Could be based on faulty research data
- Hard to identify and communicate the assumptions



# Logic Model: Goal

What is the change we want to see happen?

**GOAL**

# Logic Model: Long-term Outcomes



GOAL

Long-term  
Outcomes

What will be the **long-term effects** of this activity?

On the individual?

The community?

# Logic Model Intermediate Outcomes



GOAL

Intermediate  
Outcomes

What changes do we expect to see **within one to two years** after we implement this activity?

# Logic Model: Short-term Outcomes



GOAL

Short-term  
Outcomes

What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)



# Logic Model: Outputs

**GOAL** [Empty box for Goal]

**Participation**

**Outputs**

[Empty box for Participation]

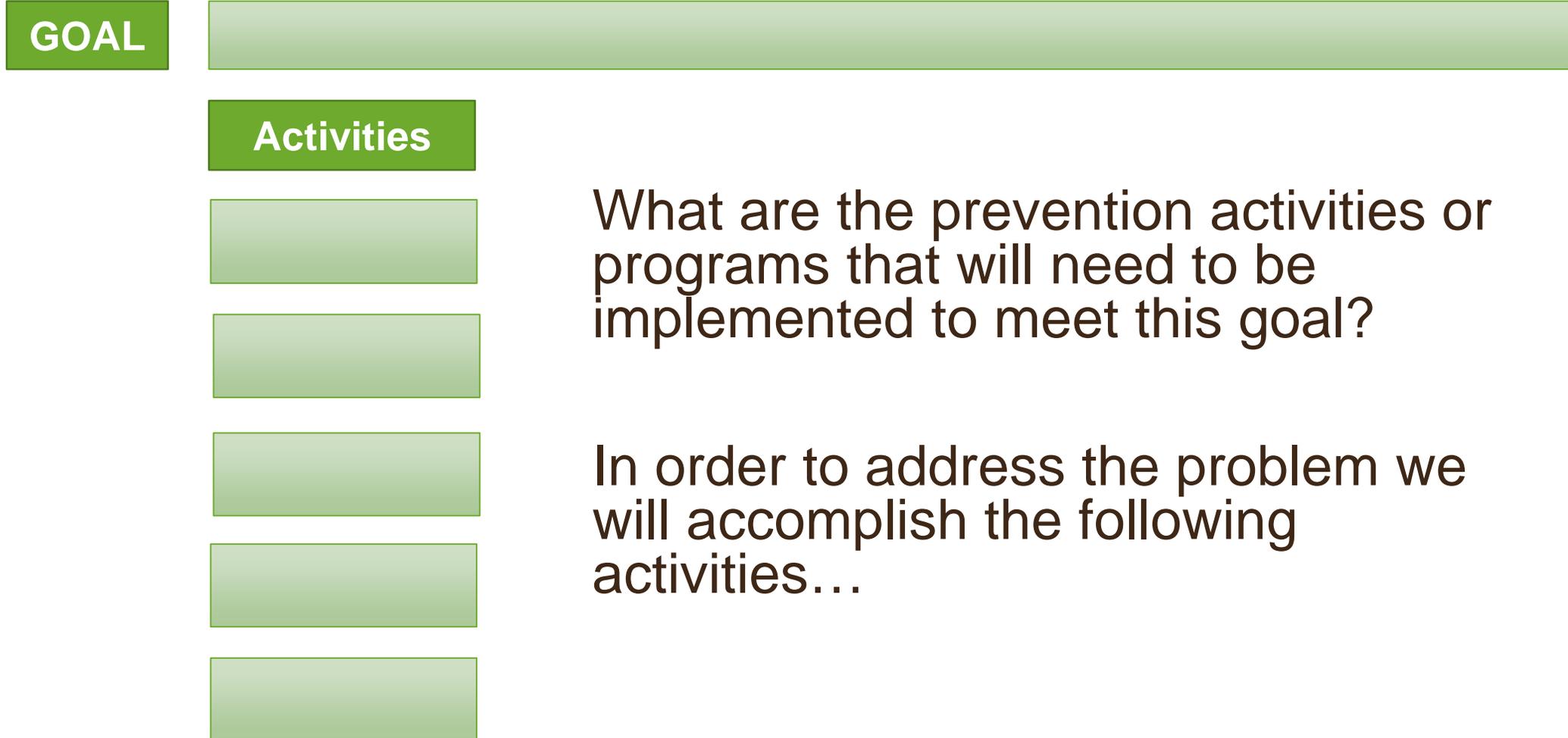
[Empty box for Outputs]

Who will you reach with your activities?

What will be produced as a result of your activities (trainings, materials...)



# Logic Model: Activities





# Logic Model: Inputs

**GOAL**

**Inputs**

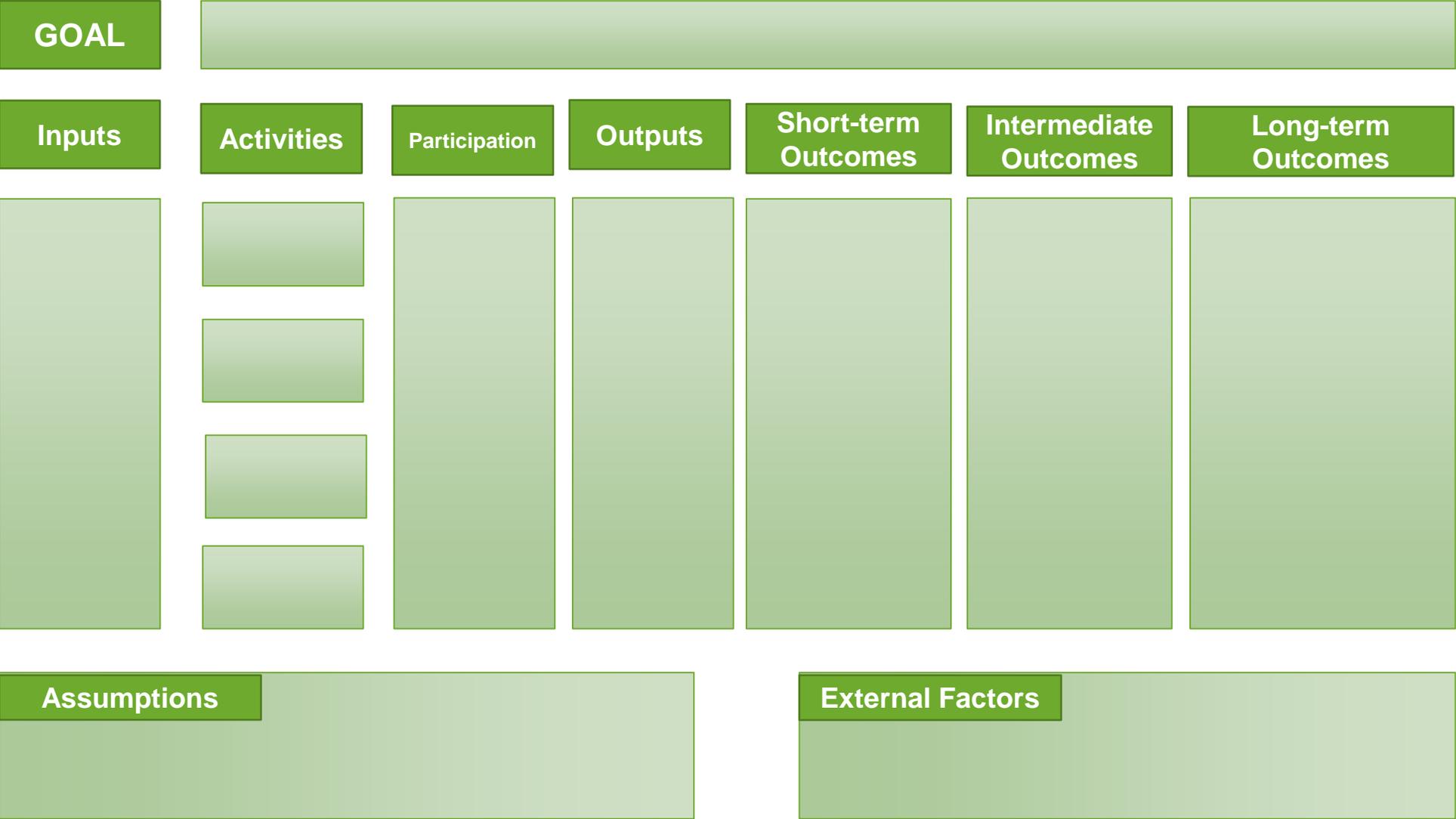
What do you need to implement your program successfully (resources, materials, \$\$, people...)?

# Full Logic Model



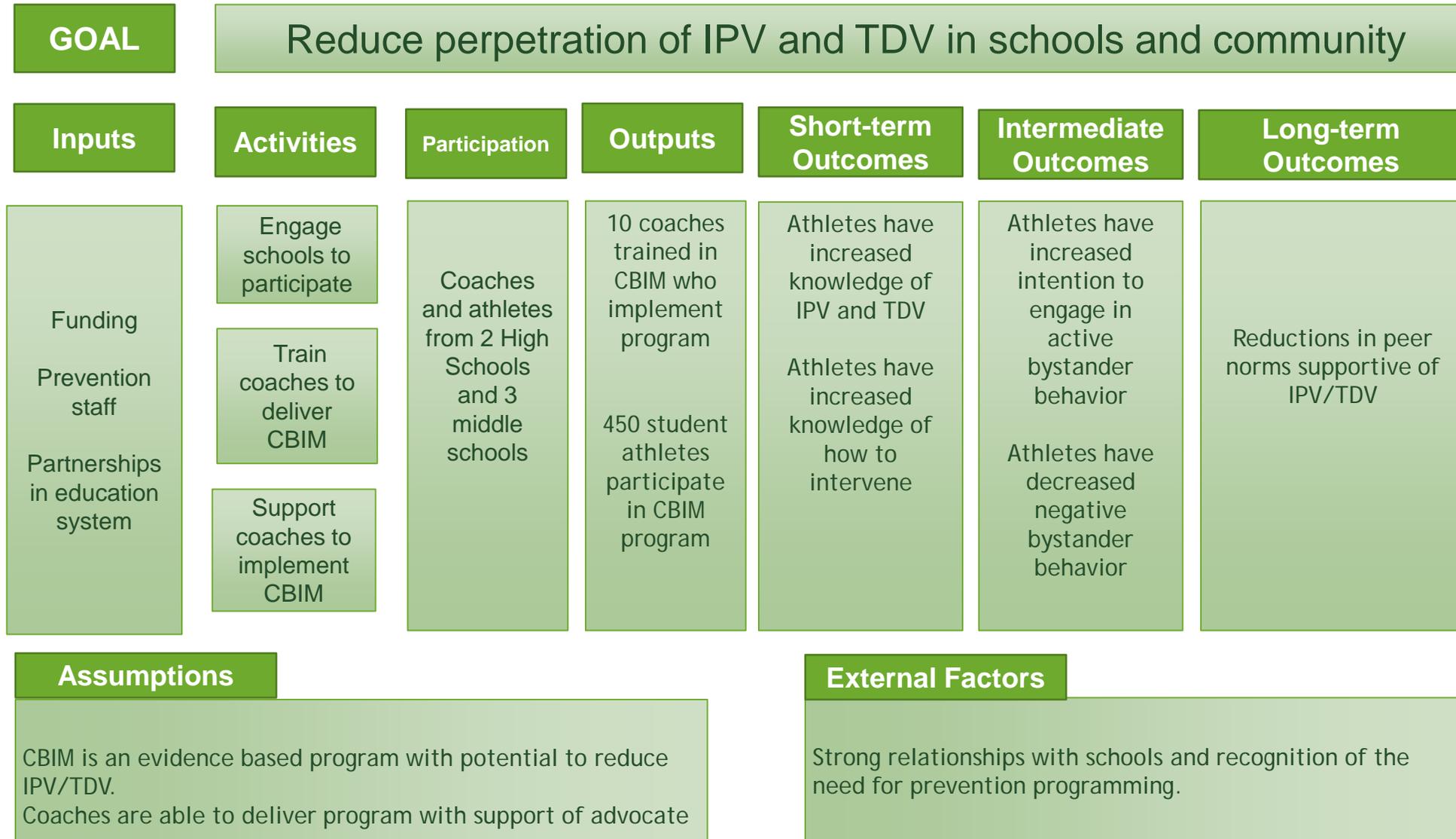
GOAL						
Inputs	Activities	Participation	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes
	<div data-bbox="359 554 575 668"></div> <div data-bbox="359 711 575 825"></div> <div data-bbox="359 868 575 982"></div> <div data-bbox="359 1025 575 1139"></div> <div data-bbox="359 1182 575 1296"></div>					

# Full Logic Model

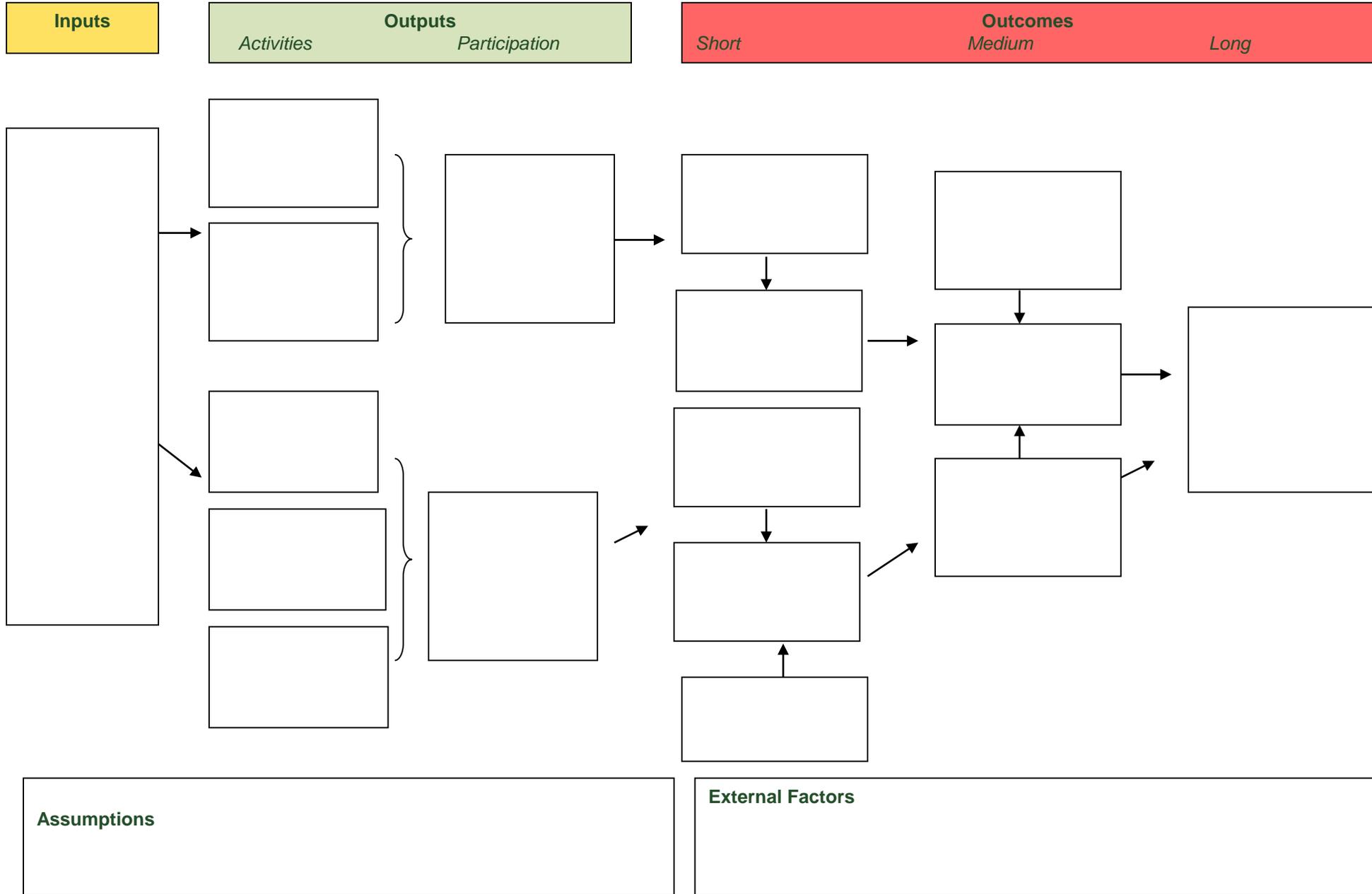




# Example: CBIM Logic Model



Program: \_\_\_\_\_ (name) **Logic Model** (uses text boxes: add/change boxes and arrows as needed)  
 Situation or Goal:



Let's Have a Conversation



# A series of questions...



1. What is the change we want to see happen?
2. What are the prevention activities/programs that will be implemented to meet this goal?
3. What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)
4. What changes do we expect to see **within one year** after we implement this activity?
5. What will be the **long-term effects** of this activity? (On the individual? On the community? etc...)
6. What are your assumptions about how this program will work?
7. What are the external factors within which this effort will operate?

# Tips



- Use visuals/group facilitation
- Work backwards
- Use the one-page test
- Write SMART goals and objectives



# A series of questions...



1. What is the change we want to see happen?
2. What are the prevention activities/programs that will be implemented to meet this goal?
3. What specific changes do we expect to see **immediately** after we implement this activity? (knowledge, attitude, behavior, beliefs)
4. What changes do we expect to see **within one year** after we implement this activity?
5. What will be the **long-term effects** of this activity? (On the individual? On the community? etc...)
6. What are your assumptions about how this program will work?
7. What are the external factors within which this effort will operate?

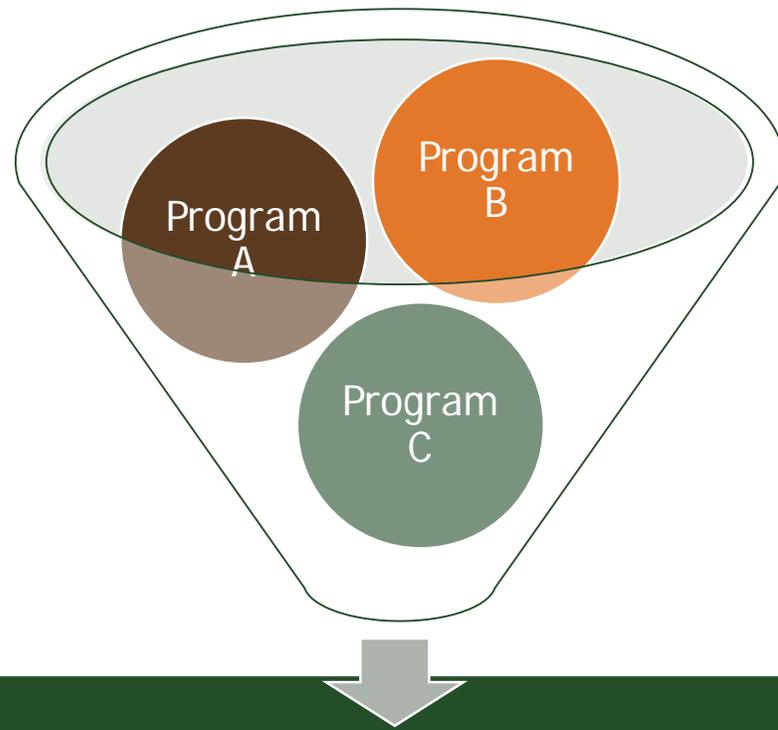


Who should be involved in the development of your program or organization's logic models?



How will you use  
your logic model?

How can you share  
this with stakeholders  
or your community?



# Comprehensive Prevention Programming



# The Social Ecological Model of Prevention



- Our lives are affected by multiple factors
- Problems do not occur in isolation
- The social ecological model helps us understand these contexts



# The Spectrum of Prevention



## The Spectrum of Prevention

**INFLUENCING POLICY & LEGISLATION**

**CHANGING ORGANIZATIONAL PRACTICES**

**FOSTERING COALITIONS & NETWORKS**

**EDUCATING PROVIDERS**

**PROMOTING COMMUNITY EDUCATION**

**STRENGTHENING INDIVIDUAL KNOWLEDGE & SKILLS**

Inputs
What resources are needed to do program/activity?

Activities
Programs and strategies employed to achieve outcomes

Outcomes		
Short-term	Intermediate	Long-term
E.g. increased knowledge, awareness, skills, participation	E.g. increased healthy behaviors, decreased risk taking, enhanced partnerships and capacity	E.g. Improved health outcomes, changes in a system

Funding

Programs, Trainings, & Materials purchased

University Partners

Community Partners

Technical Assistance

Prevention education events on campus

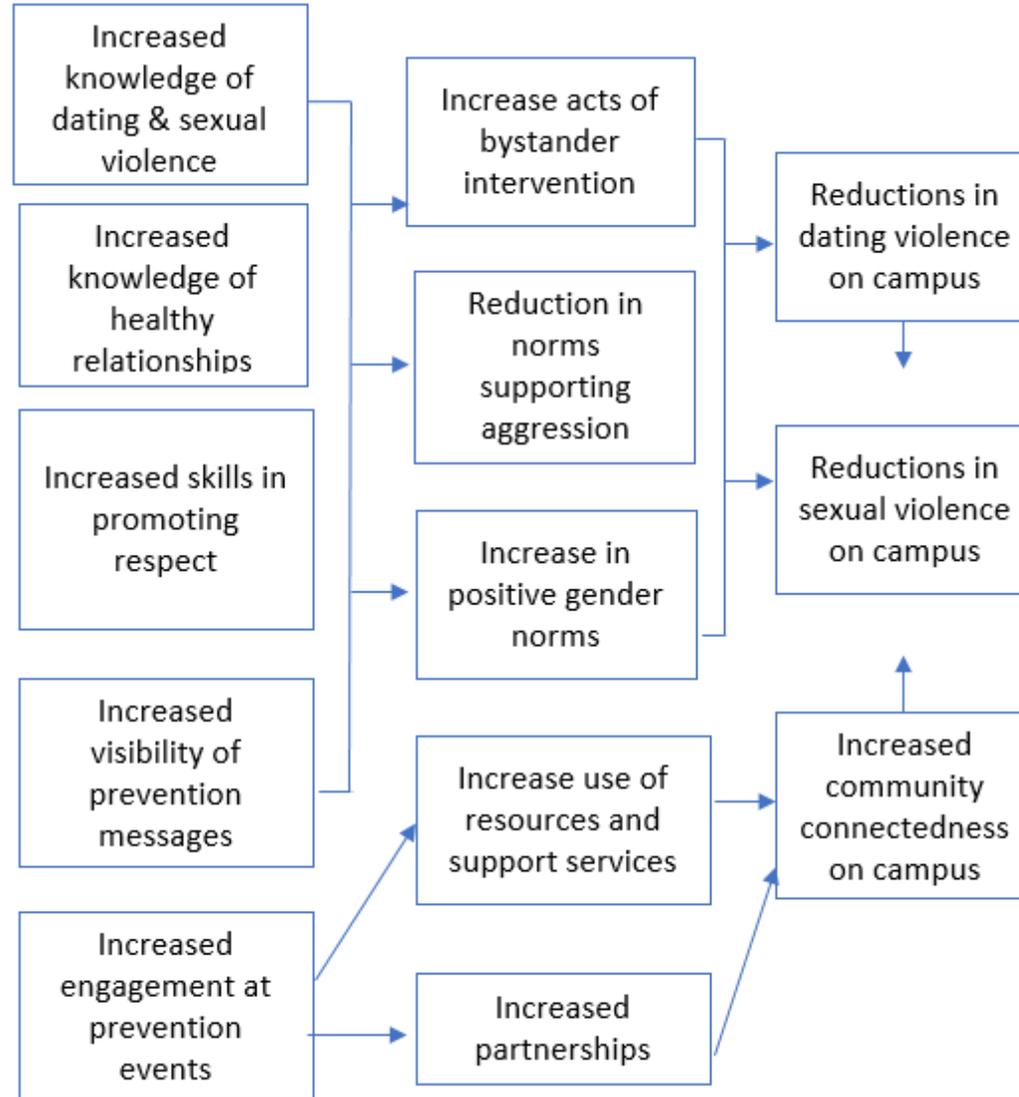
Mandatory New Student Orientation

Residence Life Programming

Workshops and Presentations

Faculty / Staff Training

Social Marketing Campaigns



**GOAL: End Sexual Violence**

# Getting Practical



# Resources



## Developing a logic model: Teaching and training guide

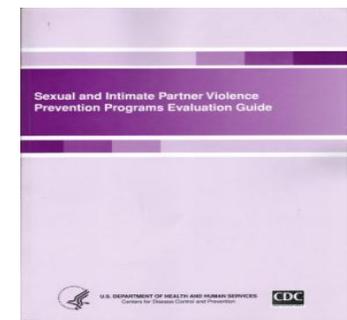


February 2008

Ellen Taylor-Powell, PhD  
Distinguished Evaluation Specialist

Ellen Henert  
Systems Design Specialist

**Extension** UNIVERSITY OF WISCONSIN EXTENSION  
COOPERATIVE EXTENSION  
PROGRAM DEVELOPMENT AND EVALUATION  
450 TILGEM DRIVE, MADISON, WI 53706  
(608) 262-8800  
© 2008 by the Board of Regents of the University of Wisconsin System. All rights reserved.



- Developing a Logic Model: Teaching and Training Guide by Ellen Taylor Powell and Ellen Henert.  
[www.uwex.edu/ces/pdande/evaluation/pdf/Imguidecomplete.pdf](http://www.uwex.edu/ces/pdande/evaluation/pdf/Imguidecomplete.pdf)
- W.K. Kellogg Foundation's Logic Model Development Guide.  
[www.wkkf.org/pubs/tools/evaluation/pub3669.pdf](http://www.wkkf.org/pubs/tools/evaluation/pub3669.pdf)
- CDC Evaluation Working Group  
[www.http://www.cdc.gov/eval/resources.htm#logic](http://www.cdc.gov/eval/resources.htm#logic)
- CDC Sexual and Intimate Partner Violence Prevention Programs Evaluation (Guide 99-9234)  
Order at <http://wwwn.cdc.gov/pubs/ncipc.aspx>

# Additional Resources



- **Primary Prevention & Evaluation Resource Kit (Pennsylvania Coalition Against Rape, 2014)**  
<http://www.pcar.org/resource/primary-prevention-and-evaluation-resource-kit-analyzing-evaluation-data>

- **PreventConnect (California Coalition Against Sexual Assault)**

<http://www.learn.preventconnect.org>

- **EvaluAction: Putting Evaluation To Work (VETO Violence, CDC)**

<http://vetoviolence.cdc.gov/apps/evaluaction/>

**VetoViolence**

- **Community Toolbox (University of Kansas)**

<http://ctb.ku.edu/en>

PRIMARY PREVENTION AND EVALUATION RESOURCE KIT

Volume 3:  
Analyzing Evaluation Data



PENNSYLVANIA COALITION AGAINST RAPE



COMMUNITY TOOL BOX



Scroll down to the bottom of the page to select the resources you would like to receive. SPS provides these resources free of charge for you to be more effective and efficient in your program planning and evaluation!



### Get The Word Out

A simple visual to help you decide what to produce for dissemination based on your resources and purpose (awareness, understanding, action)



### Writing Outcomes Worksheet

A worksheet to walk you through the elements of a 'SMART' outcome. Very helpful for getting the hang of it!



### Content Crosswalk Worksheet

Use this worksheet to make sure that your evaluation tools match the content that is covered in your prevention programming.



### Comprehensive Programming Worksheet

How comprehensive is your prevention programming? Use these worksheets to determine which of your prevention activities are working together to form a strategy, and which strategies could be considered a program.

# Additional Evaluation Training:



- How to write a SMART Outcomes
- The difference between measuring HOW a program is implemented (process) vs whether it worked (outcome)
- Data collection beyond the survey
- Other . . .

# THANK YOU!



**A GPS FOR  
PREVENTION**