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

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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.
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

Thanks to: W.K. Kellogg Foundation’s Logic Model Development Guide available at www.wkkf.org/pubs/tools/evaluation/pub3669.pdf for parts of this slide
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

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Keeps you focused through the complexity of the work

**Implementation**

*Your Plan*

- Keeps you focused through the complexity of the work

**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?
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
    • Walk through a petrified forest
    • See the giant blue whale
    • Meet an alien
    • 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
What is a logic model?

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

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Logic Model: Goal

What is the change we want to see happen?
Logic Model: Long-term Outcomes

What will be the long-term effects of this activity?
On the individual?
The community?
What changes do we expect to see within one to two years after we implement this activity?
Logic Model: Short-term Outcomes

What specific changes do we expect to see immediately after we implement this activity? (knowledge, attitude, behavior, beliefs)
Who will you reach with your activities?

What will be produced as a result of your activities (trainings, materials...)
What are the prevention activities or programs that will need to be implemented to meet this goal?

In order to address the problem we will accomplish the following activities…
Logic Model: 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
Example: CBIM Logic Model

**GOAL**
Reduce perpetration of IPV and TDV in schools and community

**Inputs**
- Funding
- Prevention staff
- Partnerships in education system

**Activities**
- Engage schools to participate
- Train coaches to deliver CBIM
- Support coaches to implement CBIM

**Participation**
- Coaches and athletes from 2 high schools and 3 middle schools

**Outputs**
- 10 coaches trained in CBIM who implement program
- 450 student athletes participate in CBIM program

**Short-term Outcomes**
- Athletes have increased knowledge of IPV and TDV
- Athletes have increased knowledge of how to intervene

**Intermediate Outcomes**
- Athletes have increased intention to engage in active bystander behavior
- Athletes have decreased negative bystander behavior

**Long-term Outcomes**
- Reductions in peer norms supportive of IPV/TDV

**Assumptions**
CBIM is an evidence-based program with potential to reduce IPV/TDV. Coaches are able to deliver the program with support of advocate.

**External Factors**
Strong relationships with schools and recognition of the need for prevention programming.
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

SMART

- Specific
- Measurable
- Attainable
- Relevant
- Time Based
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?
Let's Have a Conversation

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

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills
**Inputs**

- Funding
- Programs, Trainings, & Materials purchased
- University Partners
- Community Partners
- Technical Assistance

**Activities**

Programs and strategies employed to achieve outcomes

- Prevention education events on campus
- Mandatory New Student Orientation
- Residence Life Programming
- Workshops and Presentations
- Faculty / Staff Training
- Social Marketing Campaigns

**Short-term**

- Increased knowledge of dating & sexual violence
- Increased knowledge of healthy relationships
- Increased skills in promoting respect
- Increased visibility of prevention messages
- Increased engagement at prevention events

**Intermediate**

- Increase acts of bystander intervention
- Reduction in norms supporting aggression
- Increase in positive gender norms
- Increased visibility of prevention messages
- Increased engagement at prevention events

**Long-term**

- Reductions in dating violence on campus
- Reductions in sexual violence on campus
- Increased community connectedness on campus
- Increased partnerships
- Increased use of resources and support services
- Improved health outcomes, changes in a system
Resources

• Developing a Logic Model: Teaching and Training Guide by Ellen Taylor Powell and Ellen Henert.  
  www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf

• W.K. Kellogg Foundation’s Logic Model Development Guide.  

• CDC Evaluation Working Group  

• CDC Sexual and Intimate Partner Violence Prevention Programs  
  Evaluation (Guide 99-9234)  
Additional Resources

• Primary Prevention & Evaluation Resource Kit (Pennsylvania Coalition Against Rape, 2014)

• 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/

• Community Toolbox (University of Kansas)
  http://ctb.ku.edu/en
Visit Our Website!

www.strategicpreventionsolutions.com

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