Teaching Logic Models: Helping Clients Face, Manage, and Love Evaluation

Tobacco Prevention and Evaluation Program (TPEP)
Department of Family Medicine
University of North Carolina at Chapel Hill

Southeast Evaluation Association Annual Conference
February 2, 2006
Objectives

- Provide strategies for teaching logic models to evaluators’ clients
- Group discussion
- Experiential learning activities
- Handout with activity ideas & resources
- Review benefits and challenges of teaching logic models
- Workshop participants increase knowledge and skill in logic model training
- Workshop participants have increased desire to use experiential learning activities when working with clients
Challenges of Teaching Logic Models

- Anxiety towards evaluation
- Lack of resources (i.e., time, money, expertise)
- Unfamiliar way of thinking of programs
- Jargon can be confusing and intimidating
- Questioning program assumptions
- Need for ongoing follow-up from TA providers

Benefits of Teaching Logic Models

+ Provides framework for planning and evaluation
+ Better stewardship of resources and use of best practices
+ Greater buy-in from funders/partners
+ Increased accuracy in reporting
+ Helps partners see their role in the ‘big’ picture

What is a Logic Model?

"I think you should be more explicit here in step two."
Exhibit A

Summary of Program Outcome Model

**INPUTS**

Resources dedicated to or consumed by the program
- e.g. money
- staff and staff time
- volunteers and volunteer time
- facilities
- equipment and supplies

**ACTIVITIES**

What the program does with the inputs to fulfill its mission
- e.g. feed and shelter homeless families
- provide job training
- educate the public about signs of child abuse
- counsel pregnant women
- create mentoring relationships for youth

**OUTPUTS**

The direct products of program activities
- e.g. number of classes taught
- number of counseling sessions conducted
- number of educational materials distributed
- number of hours of service delivered
- number of participants served

**OUTCOMES**

Benefits for participants during and after program activities
- e.g. new knowledge
- increased skills
- changed attitudes or values
- modified behavior
- improved condition
- altered status

PROGRAM DEVELOPMENT
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs
- Outputs
  - Activities
  - Participation

Outcomes - Impact
  - Short Term
  - Medium Term
  - Long Term

Priorities
- Situation
  - Needs and assets
  - Symptoms versus problems
  - Stakeholder engagement

What we invest
- Consider:
  - Mission
  - Vision
  - Values
  - Mandates
  - Resources
  - Local dynamics
  - Collaborators
  - Competitors
  - Intended outcomes

What we do
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

What the short term results are
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact(s) is
- Conditions
- Social
- Economic
- Civic
- Environmental

Assumptions

External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report

Cooperative Extension - Program Development & Evaluation
http://www.uwex.edu/bes/pd/nde/© 2003

UW-Extension provides equal opportunities in employment and programming, including Title IX and ADA.
Logic Model Scramble

**Green: Funder**
(could be local/state/federal government or foundation)

**Blue: Manager**
(could be Health Department Director or School Superintendent)

**Red: Program Coordinator**
(person hired to carry out the tobacco prevention program)
### Outcome Measurement Framework

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<th>OUTCOME</th>
<th>INDICATOR(S)</th>
<th>DATA SOURCE</th>
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S.M.A.R.T Outcomes

Specific
Measurable
Achievable and Ambitious
Relevant
Time bound
S.M.A.R.T Outcomes

**Short Term:** Increase the proportion of pregnant teens who can identify three benefits of quitting smoking from X to Y by the end of the second program year.

**Intermediate:** Increase the proportion of smoke-free restaurants in Orange County from 25% in 2005 to 75% in 2007.

**Long Term:** Decrease the proportion of middle and high school students who have used any tobacco product in the previous month from X% in 2001 to Y% in 2005.

**Process:** Train 10 members of high school youth group in media literacy and advocacy by the end of the first school semester.
**Review Objectives**

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<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
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<tr>
<td>UNC TPEP</td>
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<td>Knowledge and skills</td>
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<td>Handout with activity ideas &amp; resources</td>
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**Short Term**

- Participants increase knowledge and skill in logic model training
- Participants increase confidence in logic model training
- Participants have increased desire to use experiential learning activities with clients
- Participants conduct logic model trainings with clients

**Intermediate**

- Improved capacity for strategic program planning & evaluation
- Improved accuracy & compliance from partners in reporting activities
- Improved programs & sustainability

**Long Term**

- Greater progress toward goals of the initiative that is being evaluated

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**Participants**

- Have increased confidence in logic model training
- Conduct logic model trainings with clients
- Have increased desire to use experiential learning activities with clients
- Attend logic model trainings

**Outputs**

- Improved capacity for strategic program planning & evaluation
- Improved accuracy & compliance from partners in reporting activities
- Improved programs & sustainability

**Resources**

- UNC TPEP
- Knowledge and skills of workshop participants
- SE Evaluation Association Conference

**Activities**

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**Outputs**

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- Greater progress toward goals of the initiative that is being evaluated

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**UNC Health Wellness Trust Fund**

**Tobacco Prevention Evaluation Program**

**UNC School of Medicine**
Contact Information

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**Workshop Evaluation**

**Green Card**
Write 2 or 3 ideas or skills from the workshop that you will use in the next six months. Include your name if you want to be entered into t-shirt drawing.

**Purple Card**
Tell us what you wished you had learned in this workshop but didn’t and/or any ideas you have to improve this workshop.