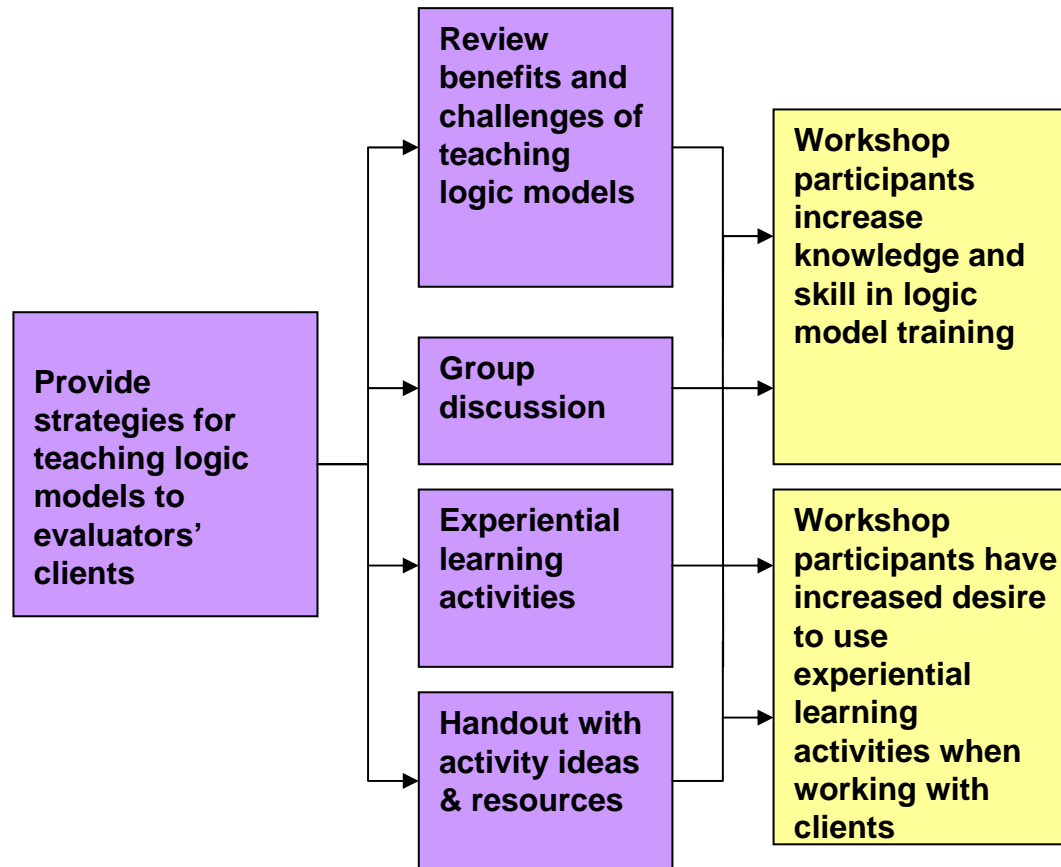# Teaching Logic Models: Helping Clients Face, Manage, and Love Evaluation

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

NORTH CAROLINA
Health Wellness
TRUST FUND

TPEP Tobacco Prevention Evaluation Program
Supporting Community Change Through Evaluation

UNC
SCHOOL OF MEDICINE

Objectives

```
Provide strategies for teaching logic models to evaluators' clients
```
→
```
Review benefits and challenges of teaching logic models
```
→
```
Workshop participants increase knowledge and skill in logic model training
```

```
Group discussion
```
→

```
Experiential learning activities
```
→
```
Workshop participants have increased desire to use experiential learning activities when working with clients
```

```
Handout with activity ideas & resources
```

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
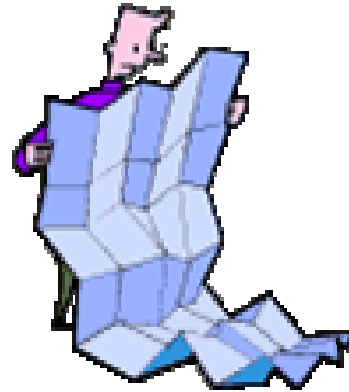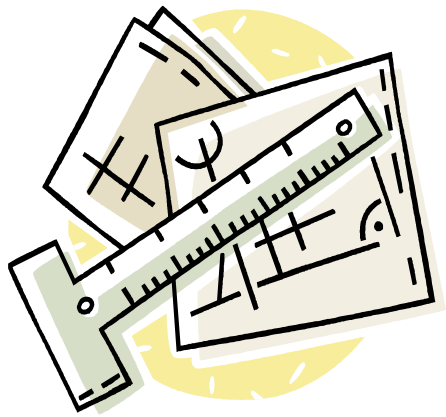- – Need for ongoing follow-up from TA providers

Kaplan SA, Garrett KE The use of logic models by community-based initiatives, *Evaluation and Program Planning,* 2005; 28: 167-172

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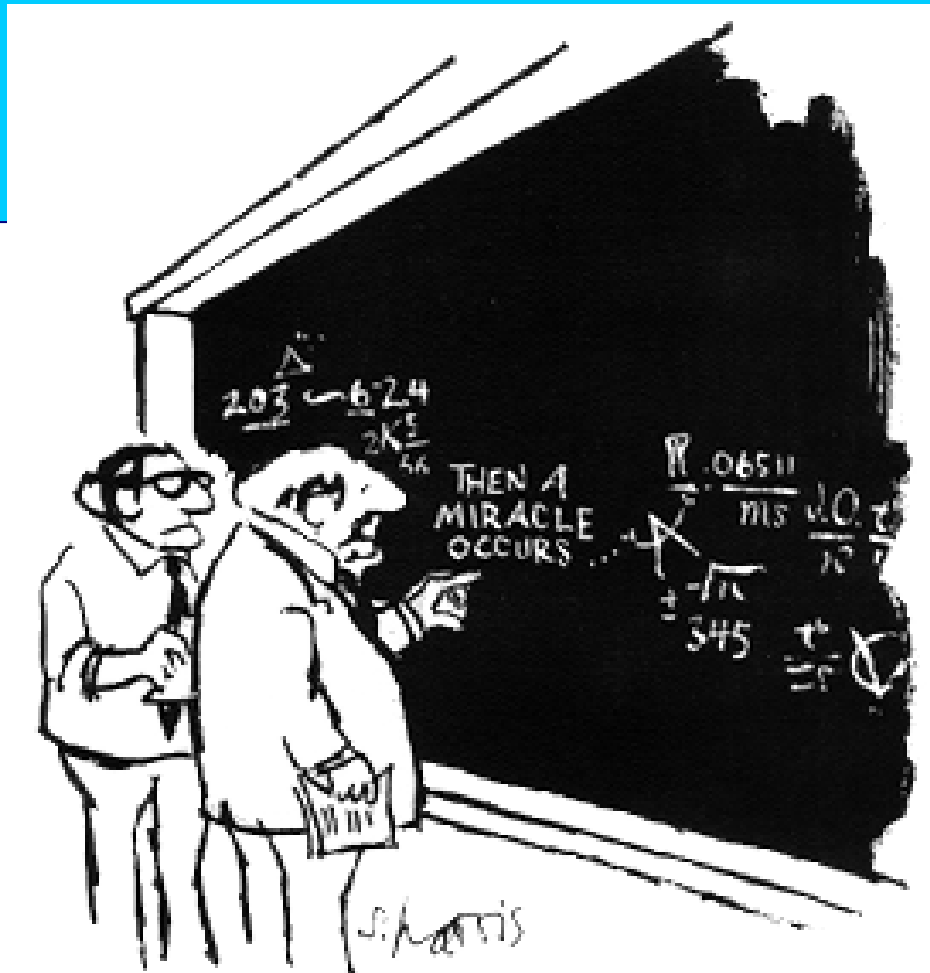
+ Provides framework for planning and evaluation
+ Better stewardship of resources and use of best practices
+ Greater buy-in from funders/partners
+ Increased accuracy in reporting
+ Helps partners see their role in the 'big' picture

Kaplan SA, Garrett KE The use of logic models by community-based initiatives, *Evaluation and Program Planning,* 2005; 28: 167-172

What is a Logic Model?

| INPUTS | → | ACTIVITIES | → | OUTPUTS |

From Measuring Program Outcomes: A Practical Approach (United Way, 1996)

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

Exhibit A

Summary of Program Outcome Model

INPUTS	→	ACTIVITIES	→	OUTPUTS	→	OUTCOMES
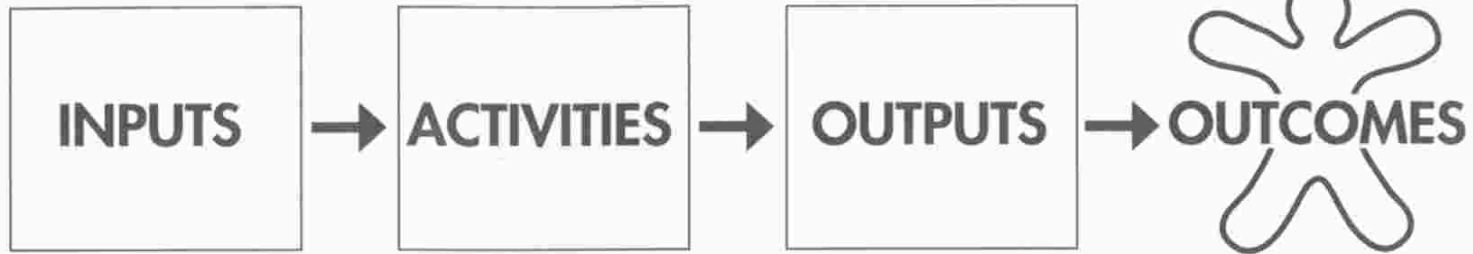
Resources dedicated to or consumed by the program

e.g.
- money
- staff and staff time
- volunteers and volunteer time
- facilities
- equipment and supplies

Constraints on the program

e.g.
- laws
- regulations
- funders' requirements

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

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

Benefits for participants during and after program activities

e.g.
- new knowledge
- increased skills
- changed attitudes or values
  ↓
- modified behavior
  ↓
- improved condition
- altered status
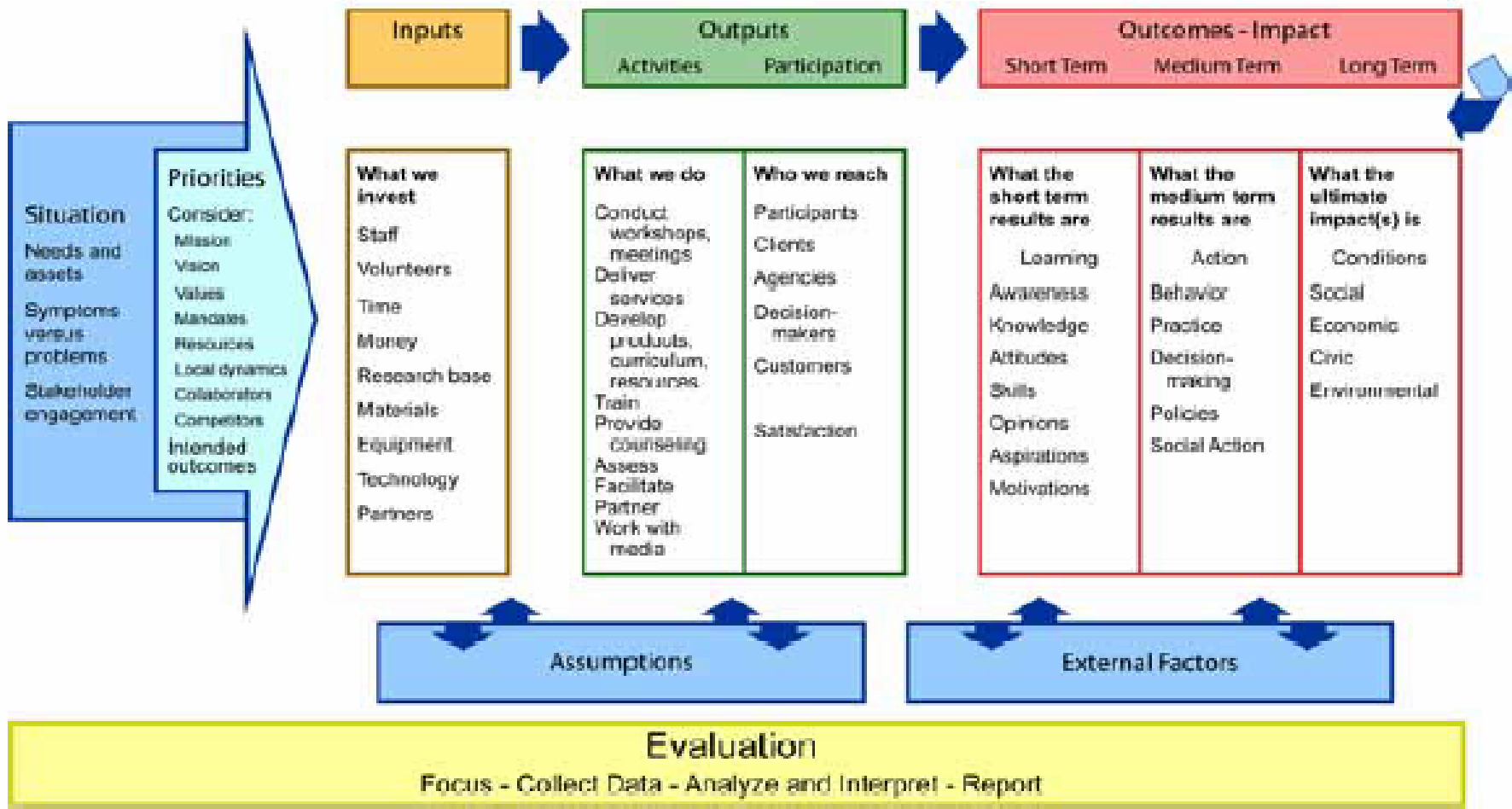
From Measuring Program Outcomes: A Practical Approach (United Way, 1996)

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PROGRAM DEVELOPMENT
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

Situation

Needs and assets

Symptoms versus problems

Stakeholder engagement

Priorities

Consider:

Mission
Vision
Values
Mandates
Resources
Local dynamics
Collaborators
Competitors

Intended outcomes

What we invest	What we do	Who we reach	What the short term results are	What the medium term results are	What the ultimate impact(s) is
Staff	Conduct workshops, meetings	Participants	Learning	Action	Conditions
Volunteers	Deliver services	Clients	Awareness	Behavior	Social
Time	Develop products, curriculum, resources	Agencies	Knowledge	Practice	Economic
Money		Decision-makers	Attitudes	Decision-making	Civic
Research base	Train	Customers	Skills	Policies	Environmental
Materials	Provide counseling		Opinions	Social Action	
Equipment	Assess	Satisfaction	Aspirations		
Technology	Facilitate		Motivations		
Partners	Partner				
	Work with media				

Assumptions

External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report

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

OUTCOME	INDICATOR(S)	DATA SOURCE

S.M.A.R.T Outcomes

Specific

Measurable

Achievable and Ambitious

Relevant

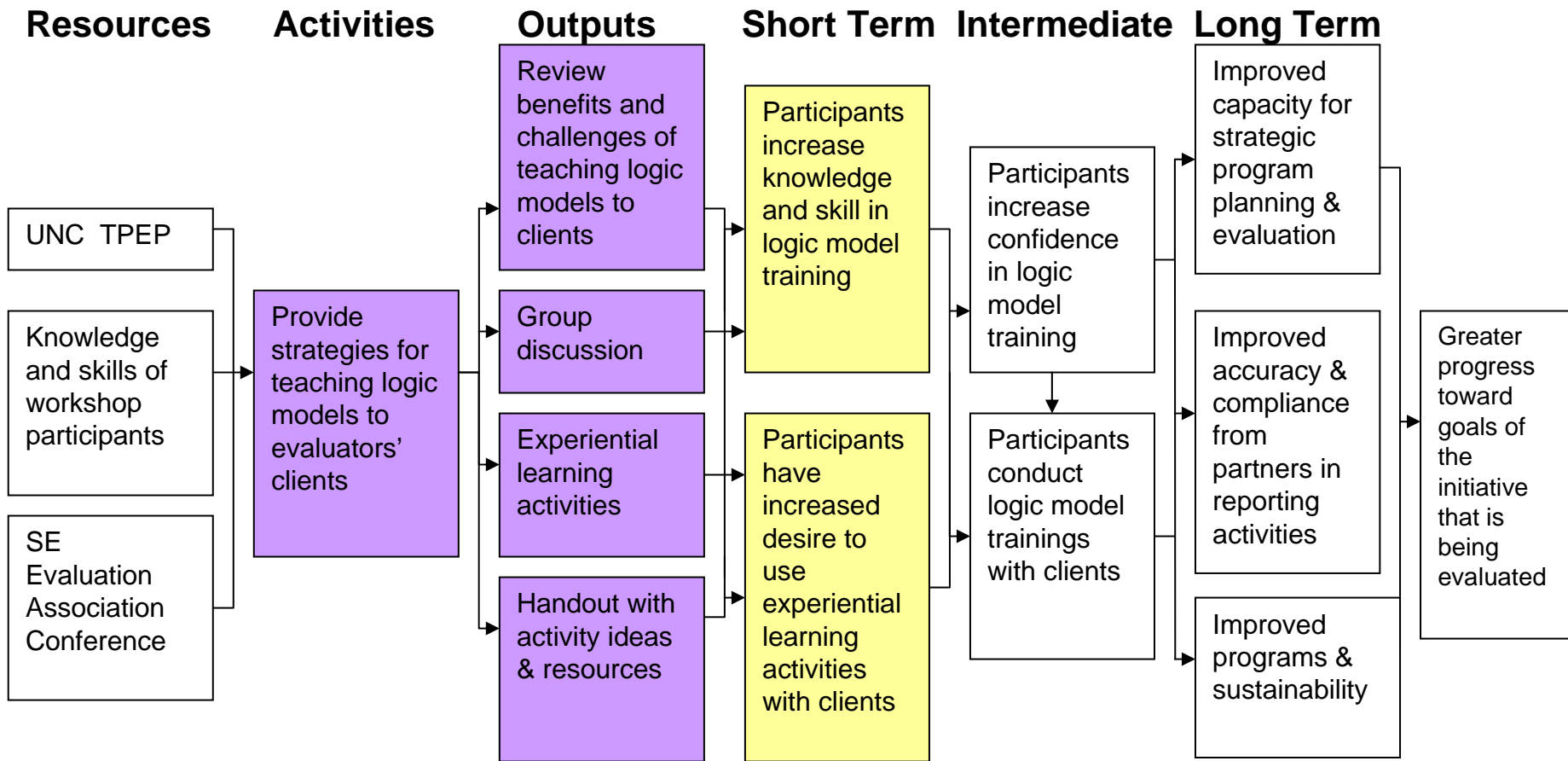**T**ime bound

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

Resources	Activities	Outputs	Short Term	Intermediate	Long Term
UNC TPEP	Provide strategies for teaching logic models to evaluators' clients	Review benefits and challenges of teaching logic models to clients	Participants increase knowledge and skill in logic model training	Participants increase confidence in logic model training	Improved capacity for strategic program planning & evaluation
Knowledge and skills of workshop participants		Group discussion			Improved accuracy & compliance from partners in reporting activities
SE Evaluation Association Conference		Experiential learning activities	Participants have increased desire to use experiential learning activities with clients	Participants conduct logic model trainings with clients	Greater progress toward goals of the initiative that is being evaluated
		Handout with activity ideas & resources			Improved programs & sustainability

Contact Information

UNC Tobacco Prevention and Evaluation Programs

Dept. of Family Medicine, CB# 7595

Chapel Hill, NC 27599-7595

www.tpep.org

tpep@med.unc.edu

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