Logic Models in Participatory Evaluation

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Session Objectives

- Describe the core components of a logic model
- Distinguish between inputs, outputs, short-term and long-term outcomes, and impact and apply them within your own programmatic setting(s)
- Identify ways in which logic models can inform evaluation design
- Identify key stakeholders to involve in program evaluation through logic model design
- Describe methods for eliciting and incorporating participatory feedback in the development and refinement of logic models
Definitions
(American Heritage Dictionary)

**Logic:**
- *the principles of reasoning*
- *the relationship of elements to each other and a whole*

**Model:**
- *small object representing another, often larger object (represents reality, isn’t reality)*
- *preliminary pattern serving as a plan*
- *tentative description of a system or theory that accounts for all its known properties*

(U. of Wisconsin-Extension)
Logic Models
(United Way)
Logic Models

University of Wisconsin-Extension, Program Development and Evaluation

Program Action - Logic Model

**Inputs**
- Activities
- Participation

**Outputs - Impact**
- Short Term
- Medium Term
- Long Term

**What we invest**
- Consider: Mission, Vision, Values, Mandates, Resources, Local dynamics, Collaborators, Competitors

**Priorities**
- Needs and assets
- Symptoms versus problems
- Stakeholder engagement
- Intended outcomes

**What we do**
- Conduct workshops, meetings, deliver services, develop products, curriculums, resources
- Train, provide counseling, assess, facilitate, partner, work with media

**Who we reach**
- Participants, Clients, Agencies, Decision-makers, Customers

**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
Logic Models: Feedback Loop

- Inputs
- Activities
- Outcomes
- Outputs

Diagram showing the flow from Inputs to Activities, then Outcomes, and finally Outputs, forming a feedback loop.
Why Use a Logic Model?

- Due to their pictorial nature, systematic thinking and planning is required to describe program

- Helps create a shared understanding of program goals, activities, and outcomes

(W.K. Kellogg Foundation)
Why Use a Logic Model?

- In *Program Design and Planning*, a logic model serves as a tool to develop program strategy and to clearly explain and illustrate program concepts for key stakeholders, including funders.

- In *Program Implementation*, a logic model serves to focus a management plan that helps you identify and collect data needed to monitor and improve programming.

- In *Program Evaluation and Strategic Reporting*, a logic model presents program information and progress toward goals in ways that inform key stakeholders.

(W.K. Kellogg Foundation)
Logic Models: Program Inputs

(United Way)

- **Inputs**: *Resources dedicated to or consumed by the program*
  - money
  - staff and staff time
  - volunteers and volunteer time
  - facilities
  - equipment and supplies
Logic Models: Program Activities
(United Way)

- **Activities**: *What the program does with the inputs to fulfill its mission*
  - feed and shelter homeless families
  - provide job training
  - educate the public about signs of child abuse
  - counsel pregnant women
  - create mentoring relationships for youth
Logic Models: Program Outputs
(United Way)

- **Outputs**: *Direct products of program activities*
  - number of classes taught
  - number of counseling sessions conducted
  - number of educational materials distributed
  - number of hours of service delivered
  - number of participants served
Logic Models: Program Outcomes

- **Outcomes**: Benefits for participants during and after program activities
  - Short-term (focus on *Learning*)
    - new knowledge, increased skills, changed attitudes or values, aspirations, motivations
  - Long-term (focus on *Behavior*)
    - practices, actions, behaviors, policies
- **Impact**: Change in condition based on outcomes
  - quality of life, economic status, environmental status
Approaches

- “If-then” method
  - Delineates conditions needed for next steps (consequences) in LM occur
- “Reverse logic” method
  - Begin with desired long-term outcome, and work backward through defining other components
- Mixed method
Modeling Steps

1. Identify desired results or impact
2. Describe series of outcomes (changes) that will show progress toward impact
3. Describe all activities necessary to produce series of outcomes
4. Define resources/inputs that will support the activities
5. Identify the outputs that reflect the accomplishments of activities

Model Quality

- **Specific**: content is connected to outcomes
- **Measureable**: content can be both quantified and qualified
- **Action Oriented**: content selected to generate change in awareness, knowledge, skill, or behavior
- **Realistic**: content is plausible and feasible
- **Timed**: content specifies duration and illustrates time-dependent sequence of outcomes and results

## Exercise

<table>
<thead>
<tr>
<th><strong>Resources/Inputs</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Outputs</strong></th>
<th><strong>Short- &amp; Long-Term Outcomes</strong></th>
<th><strong>Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to accomplish our set of activities we will need the following:</td>
<td>In order to address our problem or issue we will conduct the following activities:</td>
<td>We expect that once complete or under way, these activities will produce the following evidence of service delivery:</td>
<td>We expect that if completed or ongoing, these activities will lead to the following changes in 1-3 then 4-6 years:</td>
<td>We expect that if completed these activities will lead to the following changes in 7-10 years:</td>
</tr>
</tbody>
</table>
Types of evaluation

● Formative evaluation
  ● “When the cook tastes the soup”
  ● Used chiefly for program improvement (how can the program be more effective)
  ● Can be used to examine logical connection between process and outcomes

● Summative evaluation
  ● “When the guests taste the soup”
  ● Used chiefly for accountability (did the program do what it was supposed to do)
Logic Models in Evaluation

- Process indicators
  - Gauge progress against outputs
  - “What the program does”

- Outcome indicators
  - Gauge progress toward results
  - “What the program achieves”
Logic Models in Evaluation

- Graphically depict program model to inform evaluation
- Graphically depict evaluation model to inform program
- Illustrate relationship between planned or actual activities and results
- Facilitate communication between evaluators and evaluation consumers (stakeholders)
"Is the program doing things right?" (Examine process indicators to answer questions about implementation quality.)

"What difference has the program made among participants?" (Examine changes to participants that can be attributed to the program)

"What difference has the program made to the community?" (Examine changes to community that can be attributed to the program)

Adapted from Knowlton and Phillips (2009)
Logic Models in Evaluation

Who are Evaluation Consumers?

- Consumers
- Community Members
- Funding Organizations
- Service Providers
- Board of Directors
Steps for Participatory Logic Models

1.) Establish working group
   - Who should be involved?
   - What do they “bring to the table”?  
   - What incentives are there to participate?

2.) Convene group and discuss purpose of constructing logic model
   - Review and summarize relevant literature, reports, and data sources
   - If necessary, develop mission/vision statement for group

3.) Provide overview of logic modeling process
   - Review definition of terms, outline steps in LM development
   - Determine how consensus process will proceed
   - What structures (if any) are needed to facilitate process?
     - Working groups
     - Timelines

Adapted from CDC, “Logic Model Basics” (2006)
Steps for Participatory Logic Models

4.) Decide on approach
   - “if-then” method
   - “reverse logic” method
   - mixed method

5.) Brainstorm ideas for each logic model component
   - Consideration given to all stakeholders’ suggestions
   - Weigh pros and cons of each suggestion
   - Group suggestions, if necessary, by topic area within each component

6.) Determine contents of each logic model component
   - Components finalized through consensus process
   - Perform checks to assure links across the LM components
   - Final model should represent program goal(s), but does not need to provide unnecessary detail

Adapted from CDC, “Logic Model Basics” (2006)
Bibliography and Resources

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● United Way
  ● http://www.unitedway.org/outcomes/

● Centers for Disease Control & Prevention
  ● http://www.cdc.gov/healthyyouth/evaluation/index.htm

● American Evaluation Association
  ● http://www.eval.org