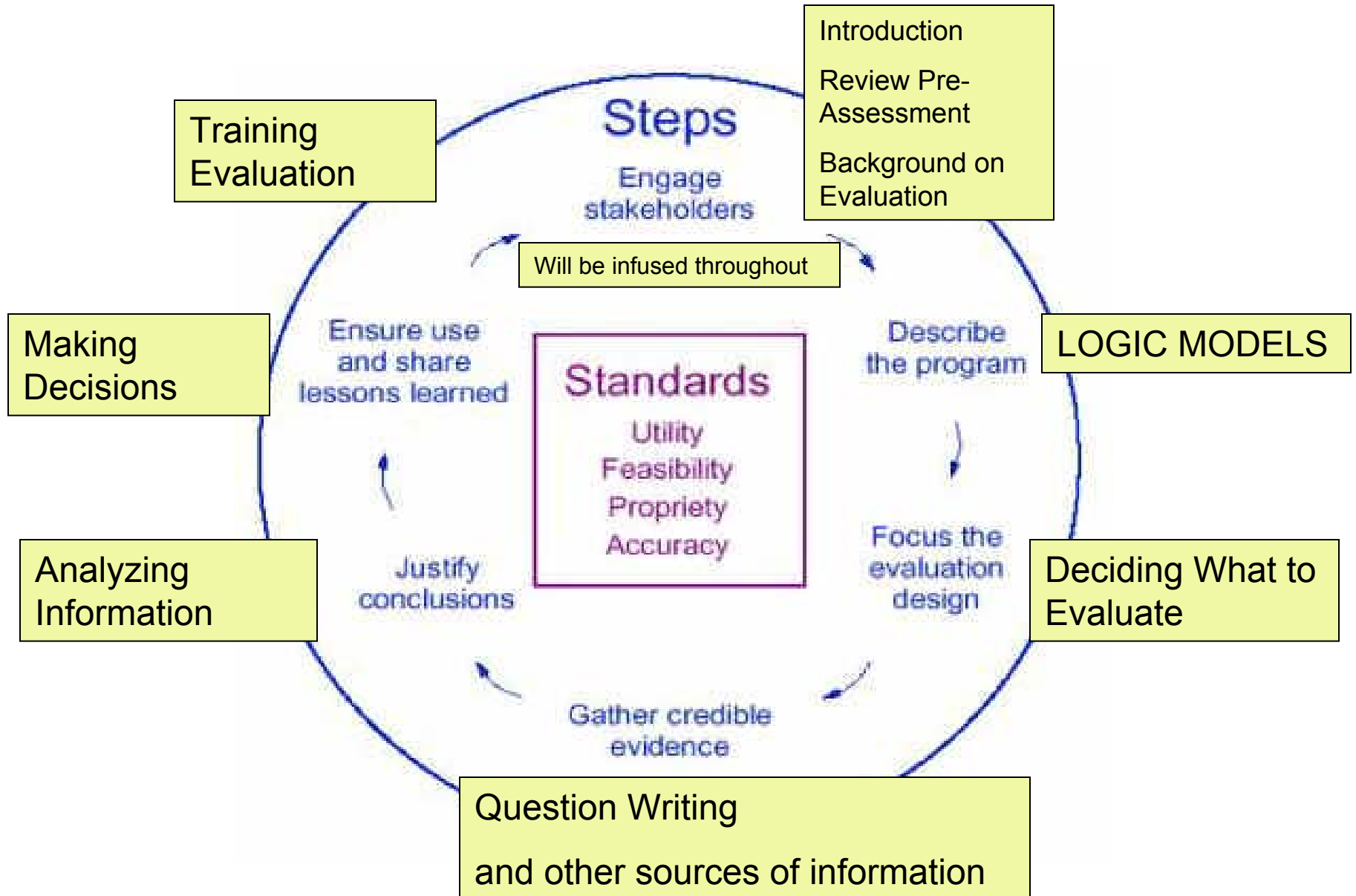


Agenda



Examples of Logic Models

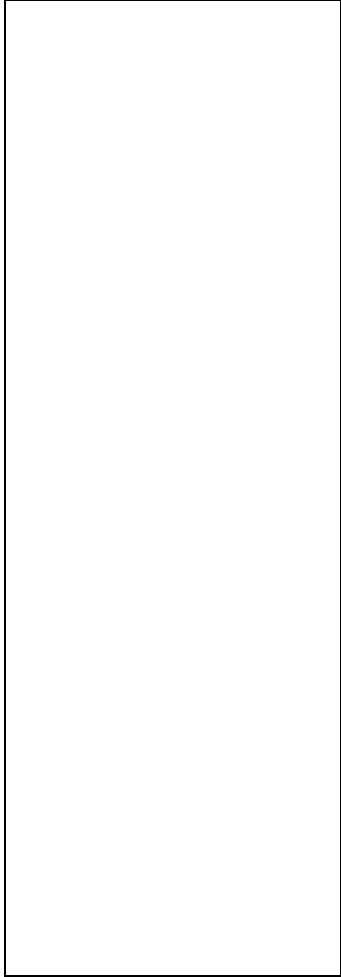
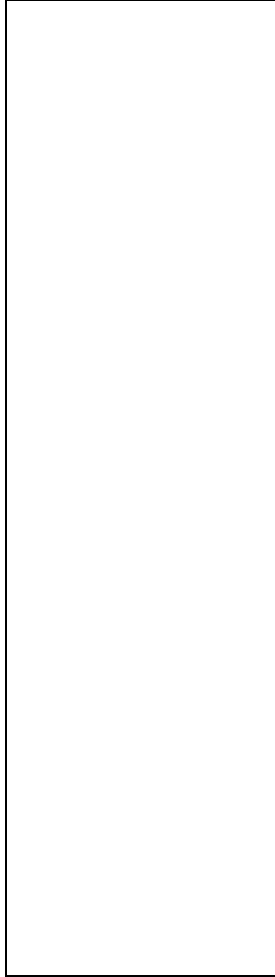
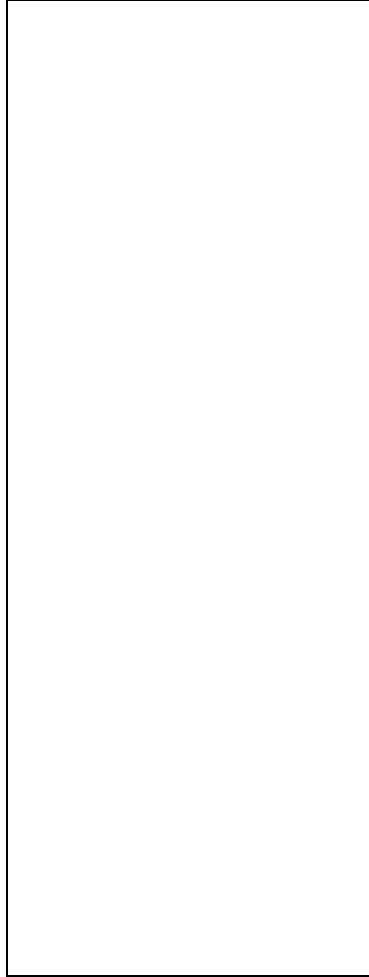
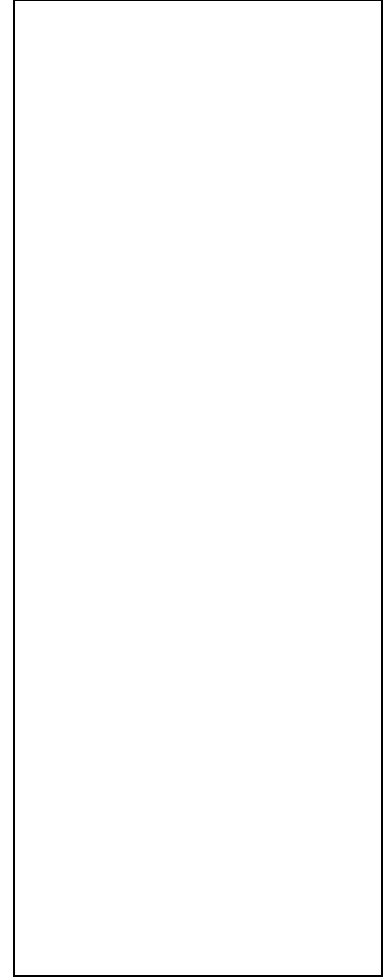
Activities

Outputs

Short-term

Outcomes
Intermediate

Long-term

A large, empty rectangular box with a black border, intended for listing activities.A large, empty rectangular box with a black border, intended for listing outputs.A large, empty rectangular box with a black border, intended for listing short-term outcomes.A large, empty rectangular box with a black border, intended for listing intermediate outcomes.A large, empty rectangular box with a black border, intended for listing long-term outcomes.

Activities

Outputs

--

Short-term

--

Outcomes

Intermediate

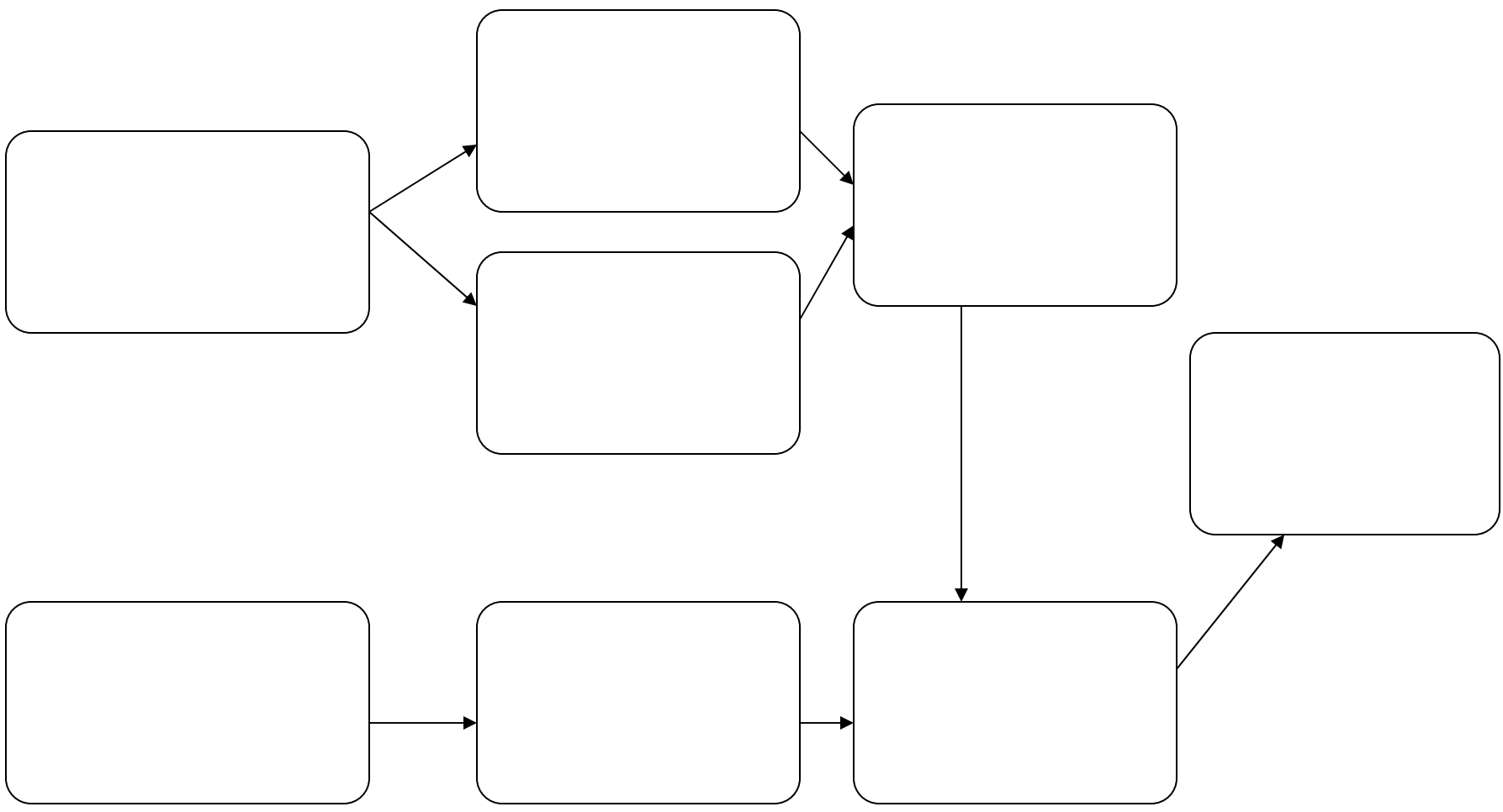
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Long-term

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Activities

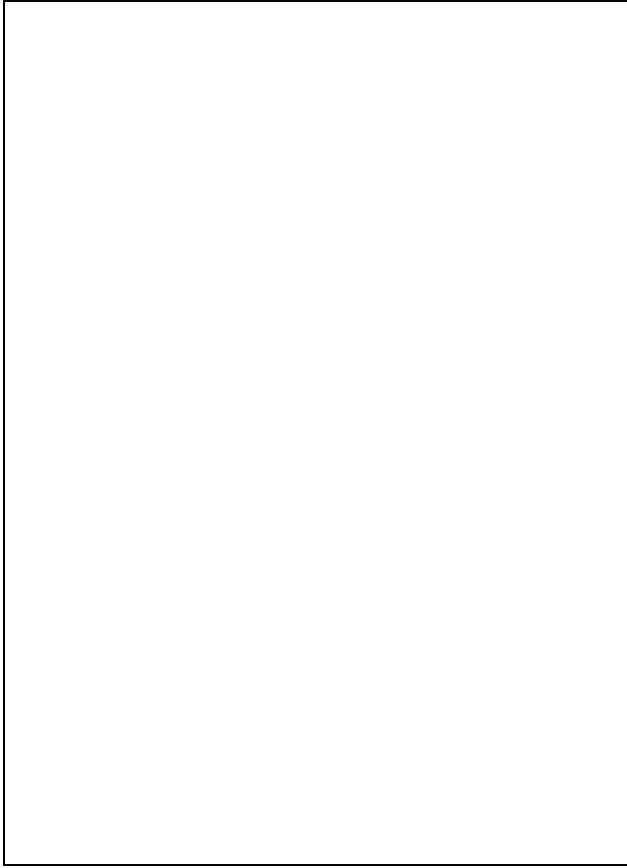
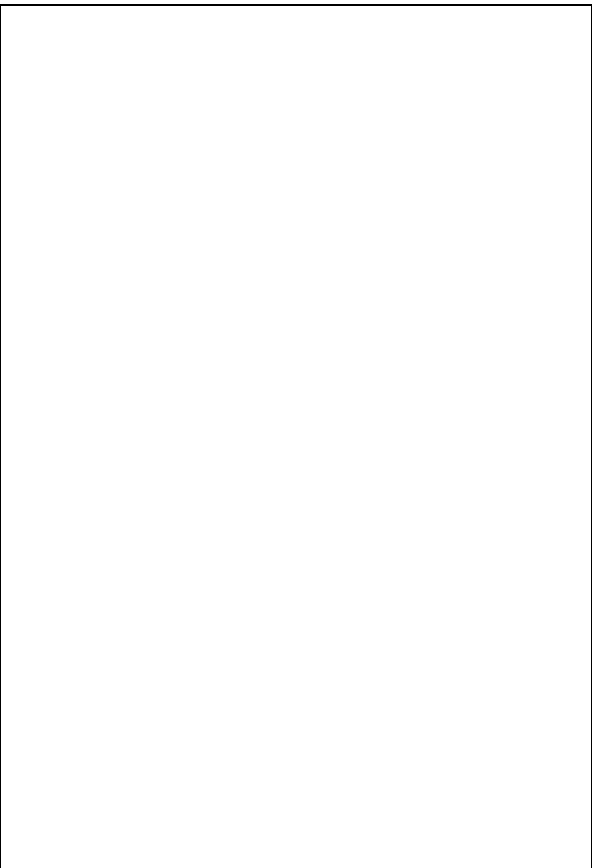
Outcomes
Short-term Intermediate Long-term



Drug Free Communities Logic Model Example with Data/Indicators

Problem Statement			Strategies	Activities	Outcomes		
Problem	But why?	But why here?			Short Term	Intermediate	Long-Term
<p>Underage Drinking <i>Data:</i> <i>Lifetime use HS X%</i> <i>Past 30 days HS X% MS: X% 2009.</i></p> <p><i>Youth reporting drinking regularly by age of 13 HS: X% MS: X% 2009.</i></p>	<p>Favorable parental attitudes.</p>	<p>Parents see underage drinking as inevitable and they do not feel effective in talking with children about alcohol. Parents don't see alcohol use as harmful.</p> <p><i>Data:</i> <i>One on One interviews</i></p>	<p>Training for parents of middle school students</p>	<p>Conduct five week Guiding Good Choices program</p> <p><i>Data: Attendance logs</i></p>	<p>Parents are aware of communication strategies to use with youth about underage drinking.</p> <p><i>Data: pre/post test.</i></p>	<p>More youth report parents speaking to them about dangers of underage drinking.</p> <p><i>Data: YRBS</i></p>	<p>Fewer youth under 21 drink alcohol. Decrease in lifetime use, and past 30 day use. Increase in age of onset.</p> <p><i>Data: Lifetime, 30 day use, age of onset</i></p>

Use pictures or words to describe:



What is the current situation that exists?

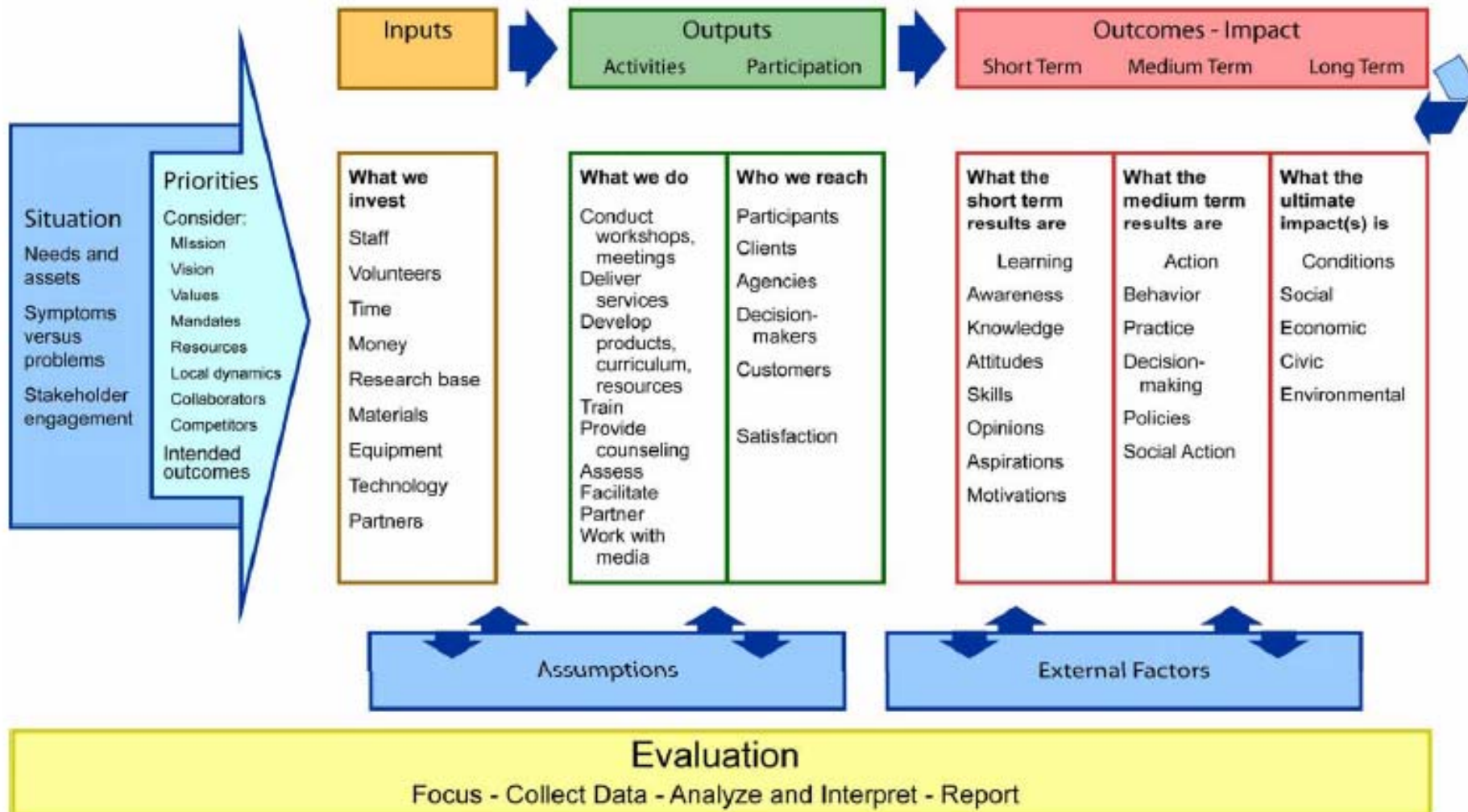
What activity will address this?

What change will you see in the community as a result of your activity?

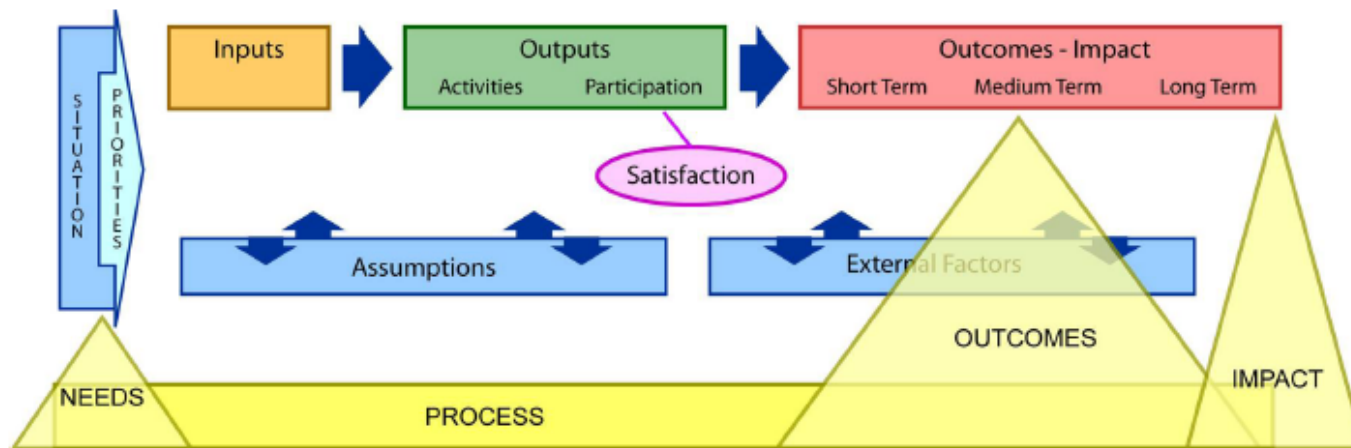
PROGRAM DEVELOPMENT

Planning – Implementation – Evaluation

Program Action - Logic Model



LOGIC MODEL AND COMMON TYPES OF EVALUATION



Types of evaluation

Needs/asset assessment:

What are the characteristics, needs, priorities of target population?
 What are potential barriers/facilitators?
 What is most appropriate to do?

Process evaluation:

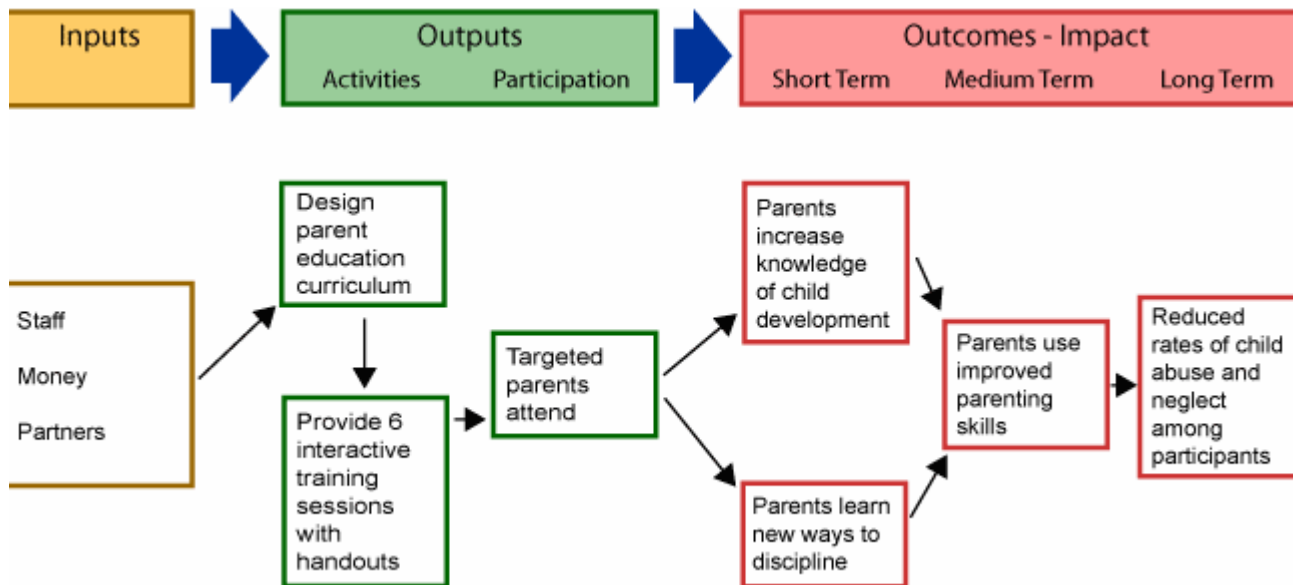
How is program implemented?
 Are activities delivered as intended? Fidelity of implementation?
 Are participants being reached as intended?
 What are participant reactions?

Outcome evaluation:

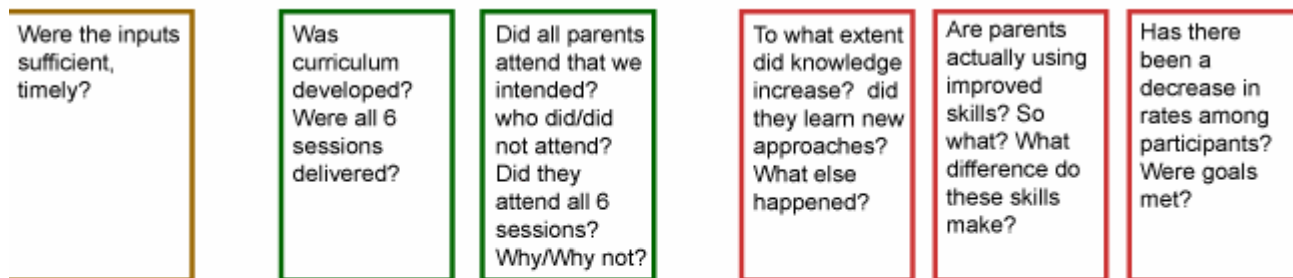
To what extent are desired changes occurring? Goals met?
 Who is benefiting/not benefiting? How?
 What seems to work? Not work?
 What are unintended outcomes?

Impact evaluation:

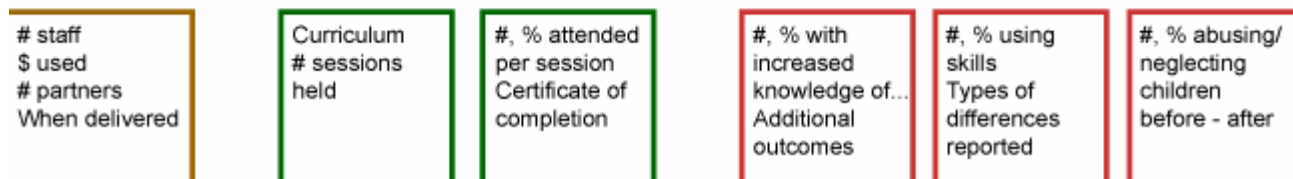
To what extent can changes be attributed to the program?
 What are the net effects?
 What are final consequences?
 Is program worth resources it costs?



Key Evaluation Questions



Indicators



What are the evaluation questions?	How will you know/what will you see if this happens?	Where will you get this information?	When will you collect the information?	Who will collect the information?
(e.g. answer to: “This project will be successful if...” or “What changes do you expect to see?”)	(What are the key indicators? How will you measure?)	(Data sources and process)	(Possibly indicate this on workplan or other working document.)	

How will you share the results with your community/stakeholders and when?

Question Writing Tips

Use Clear, Concise Language

- Avoid big words
- Avoid complex sentences
- Avoid jargon, slang, technical language, acronyms and loaded words
- Aim for 25 words or less
- Use Microsoft Word's grade-level tool

Ask One Question at a Time

Instead of: Did you find this training useful and engaging?

Try: Did you find this training useful?
Did you find this training engaging?

Instead of: Are you in favor of increasing the speed limit to 65 miles per hour?

Try: Are you in favor of increasing the speed limit?
What speed limit do you favor?

Root Questions in Reality

- Ask Things They Will be Able to Answer
- Use time frame
- Avoid hypothetical questions

Beware of Social Desirability, Leading

Instead of: Most people feel that voting is an important civic virtue. Did you vote in the last election?

Try: Sometimes people are not able to vote because they are not interested in the election, can't get off from work, have family pressures or other reasons. Did you vote in the election in November of last year?

Try: In the past month, how often did you drink five or more alcoholic beverages in one sitting?

Use Already Proven Questions Whenever Possible

- Try your local university
- Look on government websites
- Review published literature

PILOT TEST!

- See if you get the responses you're expecting (and that are useful to you)
- Create a pilot report from this data as well

Evaluation Resources

W.K. Kellogg Foundation

Logic Model Development Guide: <http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-Development-Guide.aspx>

Evaluation Handbook: <http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx>

University of Wisconsin Extension

Logic Model Course: <http://www.uwex.edu/ces/lmcourse/>

Centers for Disease Control and Prevention (CDC)

Evaluation Working Group: <http://www.cdc.gov/eval/index.htm>

Evaluation Framework Summary: <http://www.cdc.gov/eval/framework%20summary.PDF>

Web Presentations:

http://www.cdc.gov/asthma/program_eval/evaluation_webinar.htm

Wordle

Creating word clouds, visual representation of text data www.wordle.net

University of Kansas

Community Toolbox: <http://ctb.ku.edu/TakingActionInTheCommunity.aspx#Evaluate>

Regional Center for Healthy Communities

Tools on our webpage: <http://www.healthier-communities.org/srwp.net/info/rchctoolbox>

Search our library catalog online: <http://www.rchcweblibrary.org/>