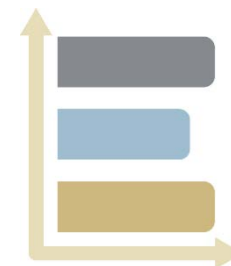




University of Colorado  
Denver

**The Evaluation Center**

*A center for the advancement and practice of evaluation*



# LOGIC MODELING & EVALUATION PLANNING

**JEFF PROCTOR & PETER RUMBACH**  
**THE EVALUATION CENTER – CU DENVER**  
**11/29/2016**



# *Learning objectives*

- Develop a community-specific theory of change;
- Gain confidence to develop a community-specific logic model with stakeholders; and
- Understand how to build an evaluation plan.





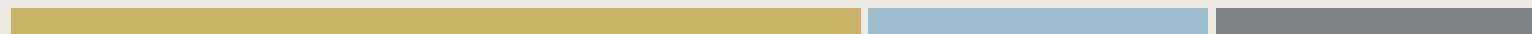
Theory of  
Change Model



Program Logic  
Model

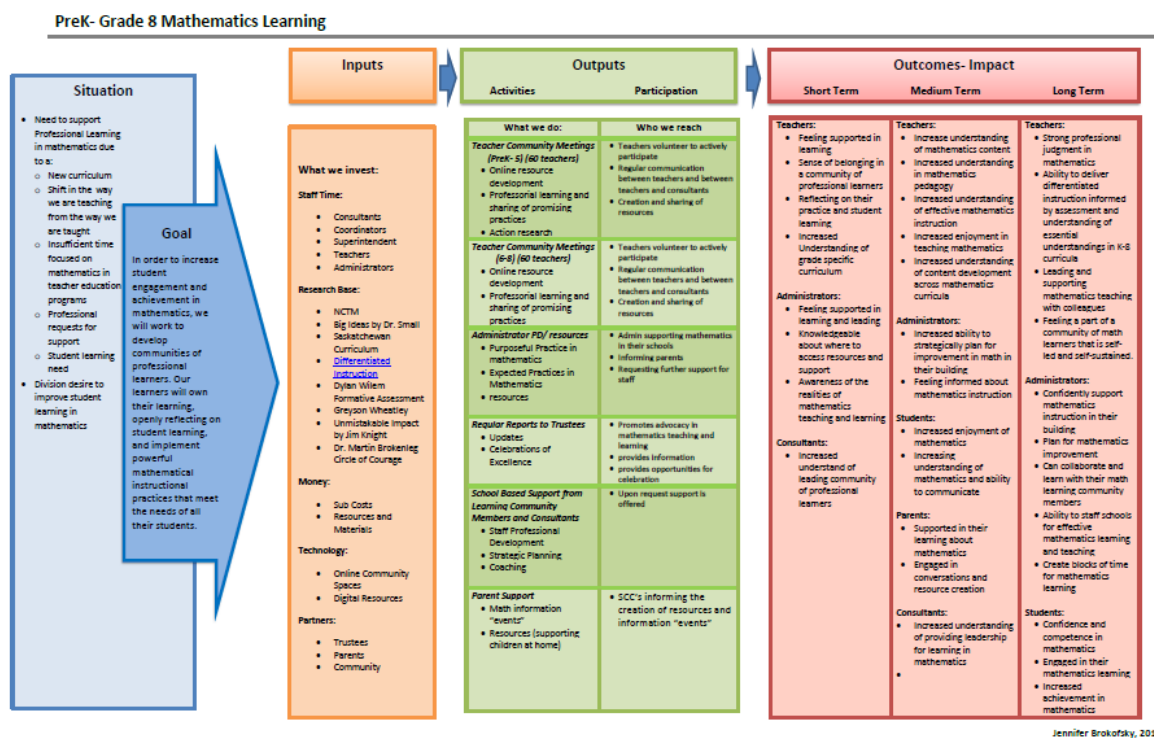


Evaluation  
Plans



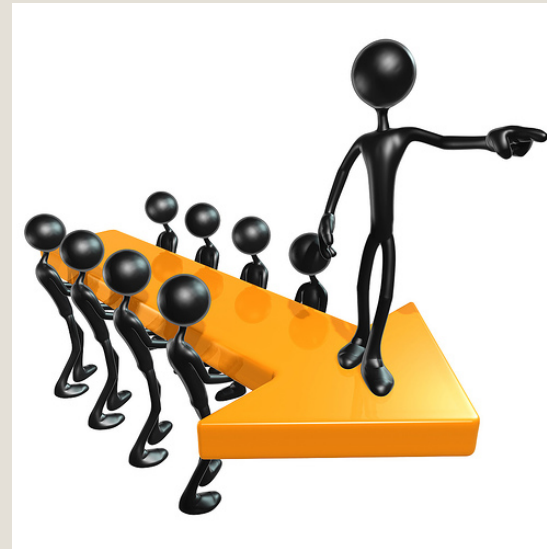
# What are logic models?

- A graphic representation
- Follows a “do-get” or “if-then” logic
- Different models serve different purposes





# *What can logic models be?*



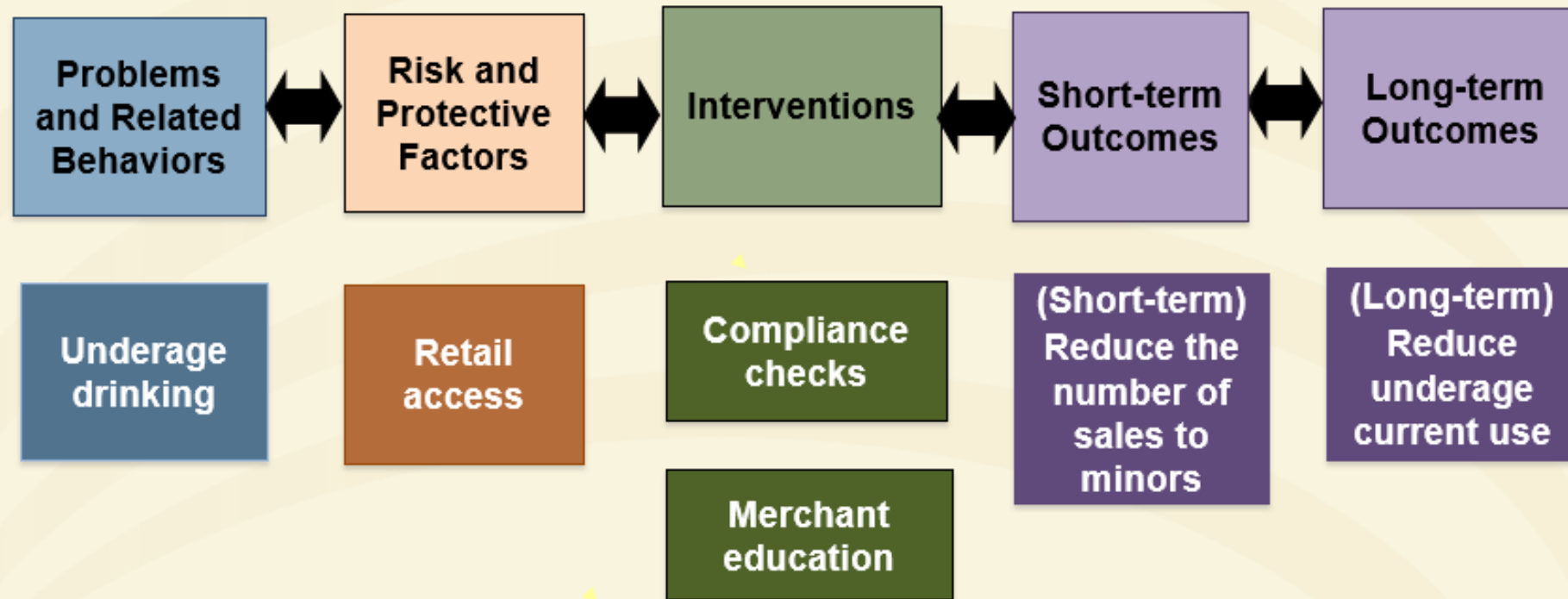


# *Two types of logic models*

Feature	Theory of Change Model	Program Logic Model
<i>Time frame</i>	No time	Time bound
<i>Level of detail</i>	Low	High
<i>Elements</i>	Few (“do + get”)	Many
<i>Focus</i>	Generic	Targets + specified results



# Example: Underage Drinking





# *Small Group Activity*



**Directions:** With members of your agency, create a theory of change model based on your current work

**Time:** 5 minutes

**Share back** with larger group:

- What is your theory of change? How did the process go? What was helpful? What was challenging?







# *Program Logic Models*

## Key Components and Definitions



# “If...then”

Planned Work (do)		Intended Results (get)				
Resources/Inputs	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes	Impact
What resources will we need to be successful?	What activities will we provide to achieve these outputs/ outcomes ?	What direct data will we have to provide evidence we have accomplished these activities?	What changes in individuals will occur as a result of our activities? (Changes in individuals -- attitudes, behaviors, knowledge, skills, status)			What “big picture” change do we expect? (Future social change we are working to create)

# Inputs

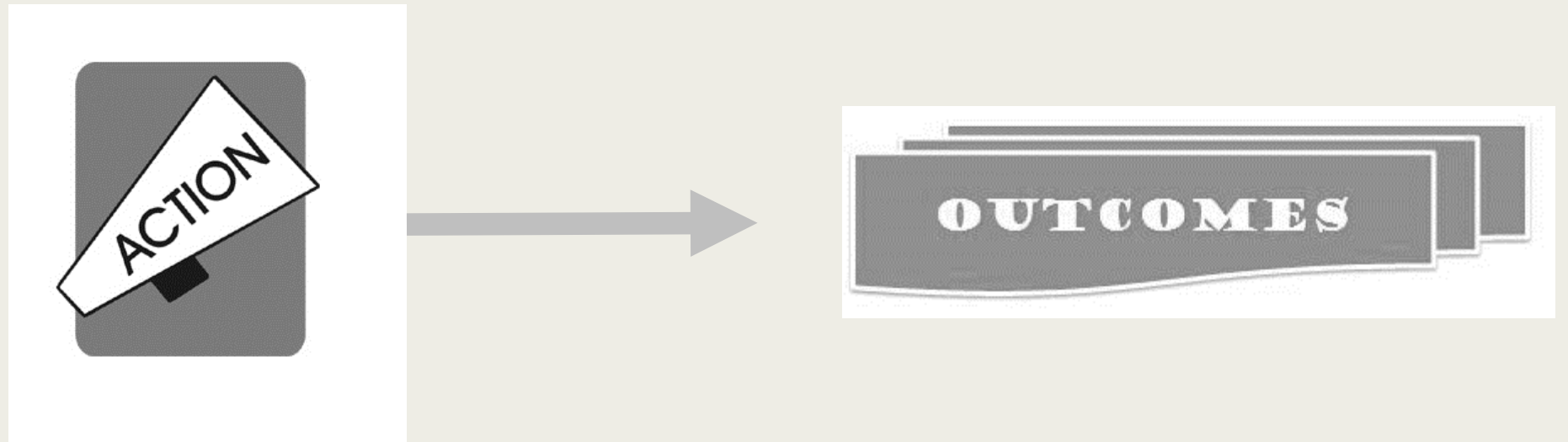


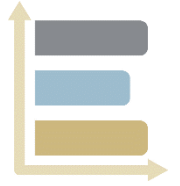
- Resources ***necessary:***
  - Personnel
  - Technology
  - Monetary resources
  - Infrastructure
  - Etc.



# Activities

- What **activities** will we undertake to **achieve** the desired **outputs and outcomes**?





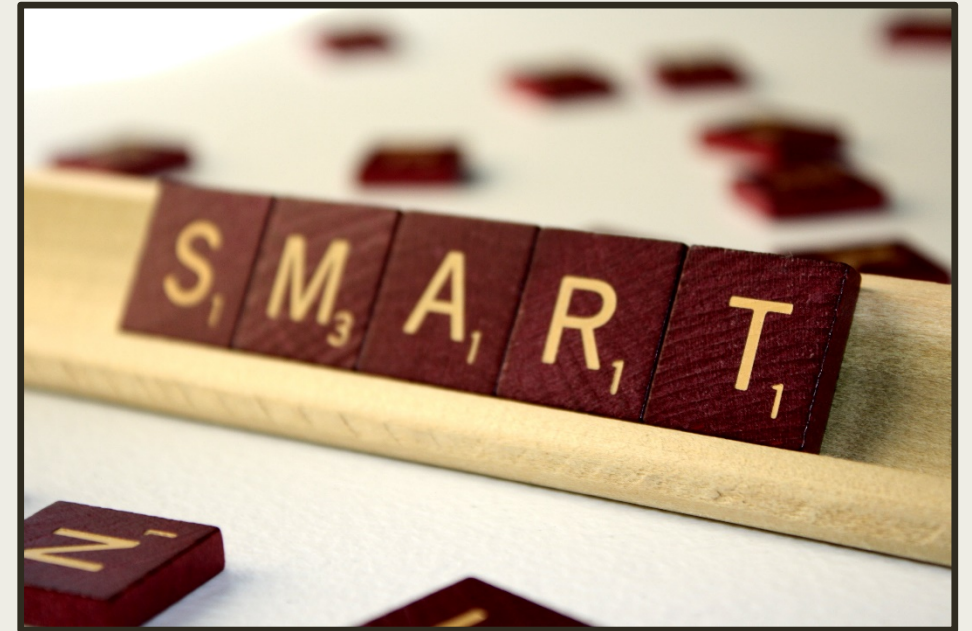
# *Outputs*

- Descriptive indicators of what the specific activities generate
- Measurable or “**FIT**”
  - Frequency of occurrence
  - Intensity of strength of the given effort
  - Targeted at a specified market or audience
- “Metrics”



# Outcomes

- Short and Intermediate outcomes are  
“**SMART**”
  - Specific
  - Measurable
  - Action Oriented
  - Realistic
  - Timed
- Typically these are changes at the individual level



# *Impact*

- “Big Picture”
- Societal changes



# *Additional Component: Assumptions*



- Provide context for the model
- May describe a set of given conditions which would should be assumed to be true

CONTEXT  
MATTERS





# *Pairs Activity*

## *Cookie Logic Model*

**Directions:** With the person sitting next to you, use the puzzle pieces and blank model to assemble a logic model based on Jeff's story.

**Time:** 10 minutes



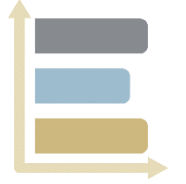


# Large Group Activity



**Develop a program logic model** for the Strategic Prevention Framework-Partnerships for Success grant at the state level

- We have approximately **40 minutes**
- Develop **draft** logic model – NOT a final product
  - Our logic model will be a **living document**
- No right or wrong answers – this is a **brainstorming** exercise
- You will have a **chance to review** and **provide additional feedback** of the draft at later time



# *Logic model to evaluation plan*

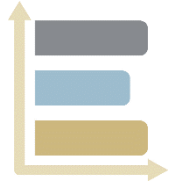
“The logic model serves as the focal point for discussion about evaluation because it displays when, where, and how to look for the information most needed to manage [an intervention] and determine its effectiveness.” – Knowlton & Phillips, pg. 65, *The Logic Model Guidebook*



# *Evaluation Plans*

- What will be evaluated
- Purpose and criteria for the evaluation
- Key evaluation questions
- How data will be collected, analyzed, synthesized, and reported





# *Tools for evaluation planning*

## **Evaluation matrices**

- Evaluation questions
- Outcome/output measured
- Indicators
- Method for collecting data
- Time and frequency of data collection
- Responsible personnel
- Time/resources required



# Example evaluation matrix

Evaluation Question	Outcome Measured	Timeframe of Outcome	Target Issues	Indicators	Method	Time of Data Collection
Did the program increase awareness of PDM, storing medication and prescription drop off initiatives?	Increased awareness of PDM	Short Term	PDM	Community members' and participants' awareness of PDM, storing unused medications, and prescription drop off initiatives	Community survey* School survey*	Pre and Post
	Increased awareness about storing medication				Participant survey	Post
	Increased awareness about PDols					



# *Two Types of Evaluations*

Process (do)	Outcome (get)
Describe how an intervention is delivered	Describe, explore, or determine changes that occur as a result of an intervention
Involves documentation of specific program activities	Involves documentation of specific outcomes



# *Questions to consider*

## Process

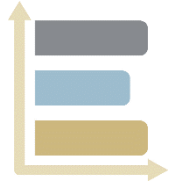
- Are we doing things right?
- Are we doing the right things?

## Outcomes

- What differences have our efforts made?
- With our immediate audience?
- With our wider community?



# *Resources we will send...*



- Blank logic model & cookie exercise
- Process and Outcome matrices templates including examples from today's logic modeling session
- Developing good evaluation questions and indicators checklists

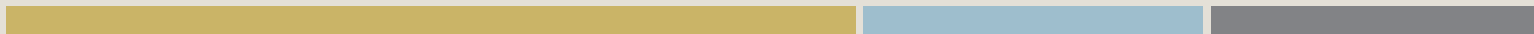


# *Learning Objectives*

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*Questions?*





# References \*

Knowlton, L. W. & Phillips, C. C. (2013). *The logic model guidebook: better strategies for great results*. Thousand Oaks, CA: Sage Publications, Inc. (Slides 6, 13, 19)

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Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: alternative approaches and practical guidelines*. Boston, MA: Pearson Education Inc. (Slide 23)

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Canadian Centre on Substance Abuse. *Prescription drop-off initiative: evaluation toolkit*. April 2014. (Slide 22)

*\*Please note citations are for references contained in both slides and facilitator's notes*