

Building Evaluation Capacity Session 2

Evaluation Logic



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What is a Logic Model?

A Logic Model is a simple description of how a program is understood to work to achieve outcomes for participants.

It is a process that helps you to identify your vision, the rationale behind your program, and how your program will work.



Summarizing Logic Models . . .

- Can be useful for program planning, evaluation and fund development.
- Can be used to build consensus on the program's design and operations.
- Can be done to show programs currently or optimally.
- Can help develop a realistic picture of what can be accomplished.



What's the Difference Between a Logic Model and a Theory of Change

A Logic Model is a widely used tool that graphically presents specific details of an individual program's inputs, activities and outcomes.

Theory of Change is a model designed to link outcomes and activities to explain how and why desired change is expected to come about.

The terms are sometimes used interchangeably but they are actually different tools.



A Theory of Change

- Is generally more useful for a whole organization or collection of program/strategies in a department (or initiative)
- Is a causal model that shows underlying assumptions and clarifies necessary pre-conditions that must be achieved before long-term outcomes can be achieved
- Often includes components to describe internal and external context



Use of Logic Models and Theory of Change

Use LOGIC MODELS	Use THEORY of CHANGE
<ul style="list-style-type: none"> • Present a quick and simple representation of something • Show basic inputs, activities and outcomes and guide basic evaluation • Summarize a more complex undertaking into basic categories 	<ul style="list-style-type: none"> • Design or summarize a complex initiative • Evaluate appropriate outcomes at right time in right sequence • Explain more precisely why an initiative did or did not work

(Adapted from Clarke and Anderson, 2004)



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To Construct a Logic Model You Must Describe:

- **Inputs:** resources, money, staff/time, facilities, etc.
- **Activities:** how a program uses inputs to fulfill its mission - the specific strategies, service delivery.
- **Outputs:** tangible, direct products of program activities
- **Outcomes:** changes to individuals or populations during or after participation. It's easiest to embed targets here (on simple form).
- **Indicators:** Indicators are specific characteristics or changes that represent achievement of an outcome. Targets can be embedded here.
- **Targets:** specify the amount or level of outcome attainment that is expected, hoped for or required.

Inputs	Activities	Outputs	Outcomes (w/ targets)	Indicators (w/ targets)

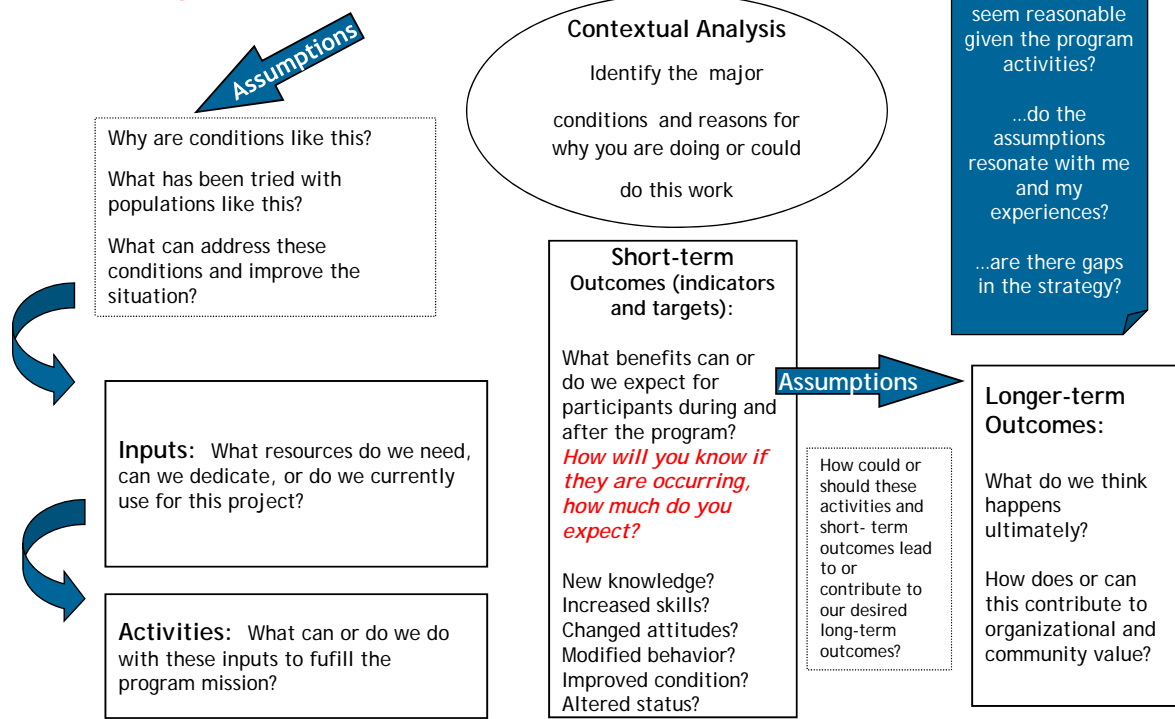


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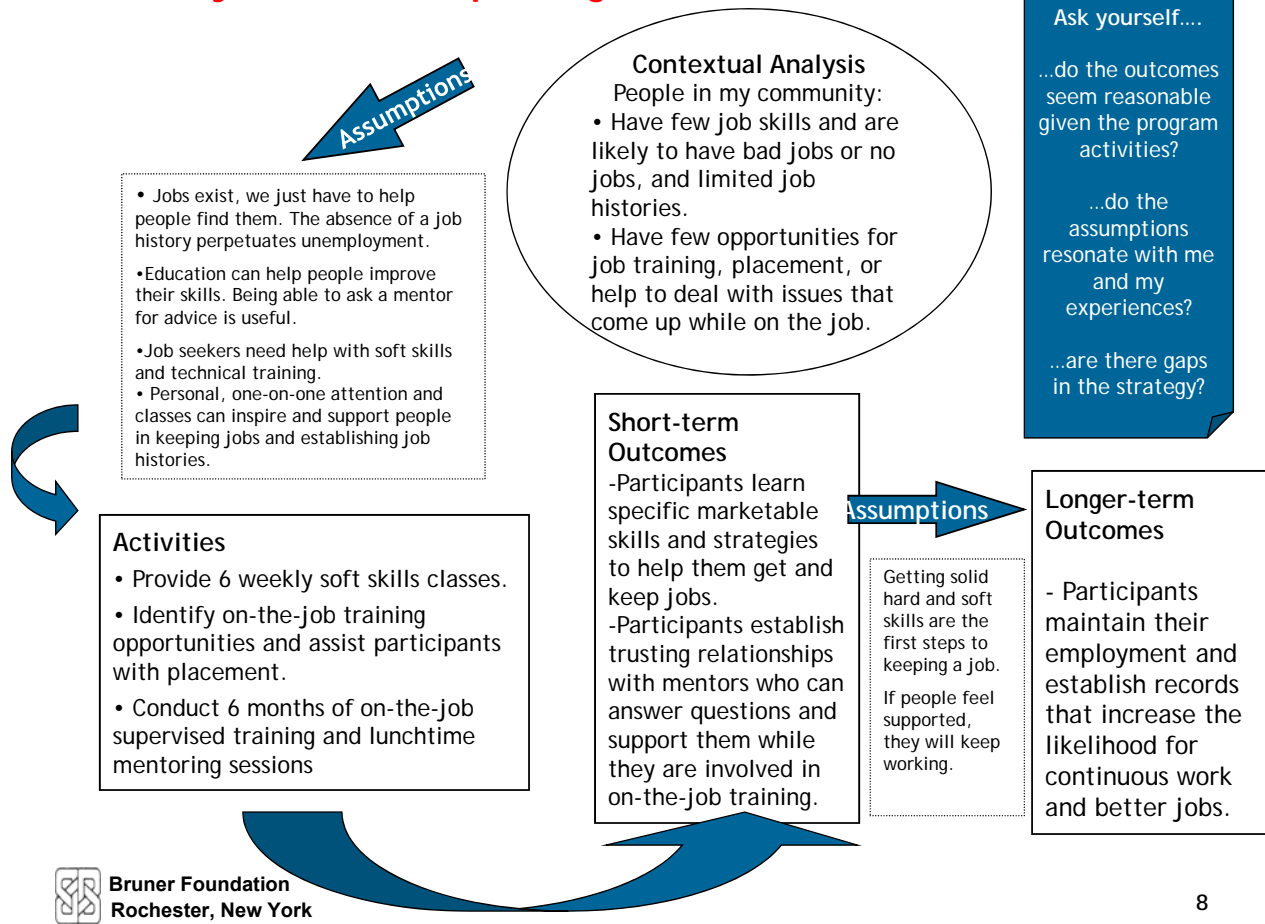
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Logic Models Can Incorporate Context and Assumptions: Using a Pathway Map



Let's analyze an example logic model



Important Things to Remember

- ★ There are several different approaches and formats for logic models.
- ★ Not all programs lend themselves easily to summarization in a logic model format.
- ★ The relationships between inputs, activities and outcomes are not one to one.



Important Things to Remember

- ★ Logic models are best used in conjunction with other descriptive information or as part of a conversation.
- ★ When used for program planning, it is advisable to start with outcomes and then determine what activities will be appropriate and what inputs are needed.
- ★ It is advisable to have one or two key project officials summarize the logic model.
- ★ It is advisable to have multiple stakeholders review the LM and agree upon what is included and how.



Logical Considerations - Planning

1. Think about the results you want.
2. Decide what strategies will help you achieve those results?
3. Think about what inputs you need to conduct the desired strategies.
4. Specify outcomes, identify indicators and targets.**

DECIDE IN ADVANCE,
HOW GOOD IS GOOD ENOUGH?



**use caution with these terms



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Logical Considerations - Evaluation

4. Identify outcomes, indicators and targets.**

DECIDE IN ADVANCE,
HOW GOOD IS GOOD ENOUGH?

- 5a. Collect descriptive information about participants.
- 5b. Document service delivery.
6. Compare results to targets.



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Outcomes

Changes in or levels of skills,
behavior, knowledge, attitudes,
condition or status.

Must be:

- ▶ Realistic and attainable
- ▶ Related to core business
- ▶ Within program's sphere of influence



Outcomes: Reminders

- ▶ Time-sensitive
- ▶ Programs have more influence on more immediate outcomes
- ▶ Usually more than one way to get an outcome
- ▶ Closely related to program design; program changes usually = outcome changes
- ▶ Positive outcomes are not always improvements (maintenance, prevention)



Indicators

Specific, measurable characteristics or changes that represent achievement of an outcome.

Indicators are:

- ▶ Directly related to the outcome, help define it
- ▶ Specific, measurable, observable, seen, heard, or read



Indicator: Reminders

- ▶ Most outcomes have more than one indicator
- ▶ Identify the set of indicators that accurately signal achievement of an outcome (**get stakeholder input**)
- ▶ When measuring prevention, identify meaningful segments of time, check indicators during that time
- ▶ Specific, Measurable, Achievable, Relevant, Timebound (SMART)



Targets

Specify the amount or level of outcome attainment expected, hoped for or required.

Targets can be set:

- ▶ Relative to external standards (when available)
- ▶ Past performance/similar programs
- ▶ Professional hunches



Target: Reminders

- ▶ Targets should be specified in advance, require buy in, and may be different for different subgroups.
- ▶ Carefully word targets so they are not over or under-ambitious, make sense, and are in sync with time frames.
- ▶ If target indicates change in magnitude - be sure to specify initial levels and what is positive.





Let's "break it down"

Use the "I'll know it when I see it" rule

➤ The BIG question is what evidence do we need to see to be convinced that things are changing or improving?

➤ The "I'll know it (outcome) when I see it (indicator)" rule in action -- some examples:

I'll know that retention has increased among home health aides involved in a career ladder program

when I see a reduction in the employee turnover rate among aides involved in the program

and when I see survey results that indicate that aides are experiencing increased job satisfaction



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"I'll know it when I see it"

➤ **I'll know** that economic stability has increased among the clients I place in permanent employment

when I see an increase in the length of time that clients keep their jobs

and when I see an increase in the number of clients who qualify for jobs with benefits

➤ **I'll know** my clients are managing their nutrition and care more effectively

when I see my clients consistently show up for scheduled medical appointments

and when I see decreases in my clients' BMIs



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Outcome, Indicator, **Target** - EXAMPLE

Outcome	Indicators
Participants will be actively involved in program activities	At least 500 participants will be enrolled each month.
	Participants will attend 70% or more of all available sessions.
	At least half of participants will participate in 100 or more hours per cycle.



Outcome, Indicator, **Target** - EXAMPLE

Outcome	Indicators
65% of clients show slowed or prevented disease progression at 6 and 12 months	Sustained CD4 counts within 50 cells
	Viral loads <5000
50% of clients with MH issues show improvement at 3 months, by 6 months or at program end.	Maintaining or decreasing mental health distress symptoms from baseline to follow-up using SDS

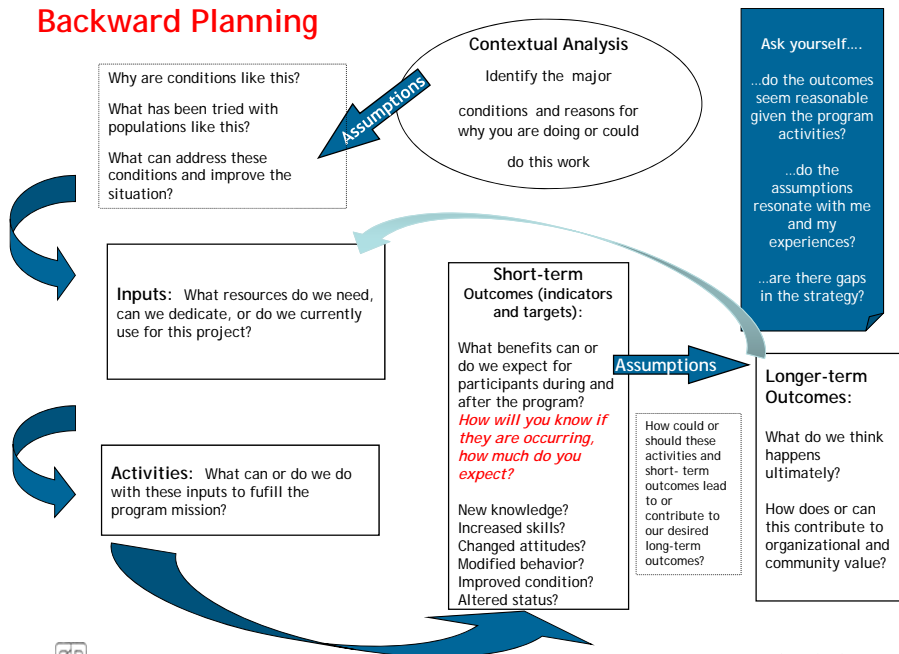


Examples of Indicators with Time References

Outcomes	Indicators
Initial: Teens are knowledgeable of prenatal nutrition and health guidelines	Program participants are able to identify food items that are good sources of major dietary requirements
Intermediate: Teens follow proper nutrition and health guidelines	Participants are within proper ranges for prenatal weight gain Participants abstain from smoking Participants take prenatal vitamins
Longer Term: Teens deliver healthy babies	Newborns weigh at least 5.5 pounds and score 7 or above on the APGAR scale.



Backward Planning



The Innovation Network Version

Problem Statement:

A description of the problem that a program seeks to solve

Goal

The intended aim or impact over the life of a program

Outcomes:

The changes expected to result from a program – changes among clients, communities, systems, or organizations

Rationales:

Why will program activities produce results?

Assumptions:
What factors necessary for program success are already in place?

Resources:

People, time, materials, funds dedicated to or consumed by a program

Activities:

The actions a program takes to achieve desired results

Outputs:

The tangible, direct products of program activities

External Factors:

Other influences on program results; circumstances beyond program control



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http://www.innonet.org/client_docs/File/logic_model_workbook.pdf

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