Logic+Model

7:44

Presenter:
Leah Goldstein Moses
President & CEO
The Improve Group

Ms. Goldstein Moses founded the Improve Group in 2000 to help organizations deliver effective services through planning and evaluation.

• Masters in Urban & Regional Planning
• Ten years designing and conducting evaluations
• Expert in obtaining and understanding high-quality data for program planning, development and evaluation

Wednesday February 10, 2010

7:48 We'll get started at 8:00 CST.

Wednesday February 10, 2010

8:01 **ImproveGroup:**
Good morning! Say "hello" to let me know you are here. That will also help me make sure your questions and comments are approved as the session continues.

Wednesday February 10, 2010

8:02 [Comment From B]
Good morning!

Wednesday February 10, 2010

8:02 [Comment From L]
Hello!

Wednesday February 10, 2010

8:02 [Comment From K]
Good morning from SC!

8:03 Wednesday February 10, 2010

8:04 **ImproveGroup:**
Well, we are pretty even-stevens!

I'll start by talking about the first step I usually take - thinking about what to include in a logic model.

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8:05 **ImproveGroup:**
Please do ask questions as we go along!

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8:05 **ImproveGroup:**
One of the first things I like to do when working with a client on a logic model is to think about who will be using the logic model and what it should include.

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8:06 **ImproveGroup:**
For example, if the logic model will only be used by people who are pretty familiar with your program, you may not need to include resources or inputs used in your program. However, if you want to use the logic model to communicate to external people how you do your work, you may want to include those items.

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8:06 **ImproveGroup:**
Other things to consider:

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8:06 **ImproveGroup:**
- Are you a theory-guided organization? You may want to include a theory of change as part of your logic model (see http://www.theoryofchange.org/ for some background)

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8:07 **ImproveGroup:**
- Is your budget partially or fully funded by public agencies or large-scale foundations? Or are your services accredited in some way? You may want to include program mandates. (Vision will still be important, but you should acknowledge what you MUST do as well)

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8:07	**ImproveGroup:** - Are you still working out what your sources of data are? You may want to include the measures you'll use, as well as any outcomes and/or indicators. Wednesday February 10, 2010
8:08	**ImproveGroup:** I plan to cover some of these terms, but will pause now for questions. -- any challenges or questions about what to put in your logic model so far? Wednesday February 10, 2010
8:08	**K:** Is there a sample we can look at online as we go along? Wednesday February 10, 2010
8:08	**ImproveGroup:** Good question! I have a lot of resources that I'll share at the end. One of the challenges is that your logic model will look so different depending on what you want to do. Wednesday February 10, 2010
8:09	**K:** great, thanks Wednesday February 10, 2010
8:09	**ImproveGroup:** An example I share a lot is http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html - it combines some graphic and table elements. Wednesday February 10, 2010
8:10	**K:** Thanks, I see it now! Wednesday February 10, 2010
8:10	**ImproveGroup:** Many of our clients find a simple table format to be the easiest to prepare and understand; see http://www.performingartsworkshop.org/pages/resources_administrators.html#7 for examples. Wednesday February 10, 2010
8:11	**ImproveGroup:** I'm going to go over some terminology that is frequently used in logic models to help you think about what you might want to include. Wednesday February 10, 2010

8:12 **ImproveGroup:**
Inputs - the resources used to support the initiative

- Partnerships
- Curriculum/technology
- Expertise/knowledge
- Staff
- Locations/facilities
- Participants

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8:13 **ImproveGroup:**

Activities are **what the initiative does to fulfill its goals**

- Communications activities
- Training/development activities
- Management activities
- Direct-service activities
- Collaboration activities

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8:13 **ImproveGroup:**
Again, sometimes people leave out inputs and activities, depending on who will use the logic model.

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8:14 **ImproveGroup:**

Goals are **what will be different as a result of the initiative**

- Changes in behavior
- Changes in attitude
- Changes in knowledge

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8:15 **ImproveGroup:**
Sometimes I think of goals visually on a little person diagram -- I sometimes understand them better if I can diagram them. I imagine the head showing the knowledge change, the heart showing the attitude change, and the hands showing the behavior change.

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8:16 **ImproveGroup:**
Sometimes I think of goals visually on a little person diagram -- I sometimes understand them better if I can diagram them.

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8:16 **B:**

My work is related to development projects, which generally have components. How do we reflect different components towards common goals?

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8:17 **ImproveGroup:**

That's a great question. You could show them as sub-goals, or have a master goal with sections.

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8:17 **ImproveGroup:**

One example that comes to mind is self-sufficiency; that could have a lot of different components.

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8:17 **ImproveGroup:**
One might be employment, another might be cost of living, another might be quality of life.

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8:18 **ImproveGroup:**
B, what are some of the common goals and/or components you are looking at?

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8:19 **B:**
An example of goal is to reduce poverty in rural areas. Components are micro financing, infrastructure, capacity building, etc.

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8:20 **ImproveGroup:**

I would see those as the activities or programs that support the common goal -- what you are doing to achieve your goals.

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8:20 **ImproveGroup:**
You might also look at specific outcomes for each of those components, and then show how those outcomes relate to the common goal.

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8:20 **ImproveGroup:**

Outcomes are the **benefits for participants**

Short term: increased sense of well-being; increased skills, improvement on subject-related tests

Data will usually be collected during or at conclusion of a program (particularly *when participation lasts less than one year)*

Long term: application of knowledge to life, adherence to a treatment plan, improved relationships, improved grades

Data will usually be collected after a program, or during later stages of a program

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8:22 **ImproveGroup:**

Indicators of Success are the **evidence that expected outcomes occurred;** they complete the sentence "We know we are successful when…"

For example: 80% of our participants' attendance improves over the course of the year

Indicators can determine success from:

Change over time (i.e., pre- to post-test)

One group to another (i.e., comparison or treatment group)

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8:24 **B:**
Yes, I understand now. So in the Program Action you sent us we would add them as rows, with pertaining details, sort of

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8:25 **ImproveGroup:**
People usually think about indicators in one of two ways.

1. They want to measure individual indicators of success -- and each of those individual changes indicates that they have made progress towards the overall program goal. For example, one person might start as unemployed, and for them success would be finding a part-time job; another would start in another area and have a different type of success. I would call these individualized indicators.
2. You want everyone to achieve a certain level of proficiency, or you want the broader community to achieve something. For example, you might want the average BMI in a community to decrease (we've been working with obesity programs lately, so that has been a common one).

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8:26 **ImproveGroup:**
Right, B -- you can have arrows going INTO your goal of things you are doing, including some specific outcomes.

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8:27 **ImproveGroup:**

Measures are **your sources of data:**

- Program records
- Observations
- Surveys
- Tests/assessments
- Materials created through your program (i.e., assignments, projects)
- Insights from others (gathered through interviews/focus groups)

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8:28 **ImproveGroup:**
Question: Which of these elements do you think is most difficult to develop?
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8:28 **ImproveGroup:**
Or which elements do you feel challenged by?
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8:28 **Guest:**
Selecting meaningful indicators that have available or collectible data.
Wednesday February 10, 2010

8:29 **ImproveGroup:**
We've found outcomes and indicators to be particularly challenging – it forces you to pick and choose.
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8:29 **L:**
"Guest" was me--somehow I wiped out my name. Sorry
Wednesday February 10, 2010

8:29 **ImproveGroup:**
And to justify -- why does this particular indicator represent success?
Wednesday February 10, 2010

8:29 **B:**
Frequently when evaluating we find that program records are either nonexistent or inaccurate.
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8:30 **ImproveGroup:**
B, we have that challenge, too. And no matter how great of a form you make to collect data after the fact, recall of program managers will only take you so far!
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8:31 **K:**
I find that sometimes it's difficult to identify outcomes you truly have control over and those you do not
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8:32 **ImproveGroup:**

Sometimes we create a list of things people should be tracking so that we can do evaluation later. We don't want to force people to use a specific data system, but we can say things like "we will be asking for your records on referrals, services, how many days each person participated, what speakers/presenters you had, etc."

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8:32 ImproveGroup:
K - that is so true. Even if you don't directly control an outcome, you may hope to influence that outcome.

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8:33 ImproveGroup:
So maybe instead of holding yourself accountable for changing that outcome, you could just hold yourself accountable for attempting to influence those who have more direct control.

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8:33 ImproveGroup:
You could measure influence by asking people things like how often they referred to your materials, how they used information they gained from you, etc. You could also ask them how you could more effectively influence them in the future.

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8:33 :
For example, we offer classes for professional artists to help them build their entrepreneurial skills. We can offer the tools, but we can't make them use those tools, ultimately.

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8:34 ImproveGroup:
That is completely true. You can ask how valuable they found the tools and why they did or did not use them, though.

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8:34 K:
Right, so we're learning how to watch things like additional help they seek, how often they collaborate with others they meet in classes (students and teachers)

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8:34 ImproveGroup:
Perfect - those are really good indicators of your influence!

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8:35 K:
and we always ask how they found the experience

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8:35 K:
Originally we wanted to measure increase in artist income

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8:35 K:
but we decided there are too many other factors that play into that

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8:35 ImproveGroup:

I think it was smart to back away from that - you have very little control over that!

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8:36 ImproveGroup:
But, you could potentially measure an entrepreneurial sensibility; for example, think about what attitudes and/or knowledge you hope your artists possess.

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8:37 ImproveGroup:

Next, steps in a logic model. How do you go about creating (or fine-tuning) one of these things?

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8:37 ImproveGroup:

Gather people up! Take them to lunch, or meet over coffee. This part can be a fun activity: Brainstorm what you hope the logic model will accomplish for you and what elements it needs to have:

- What changes do we hope to see in our participants? What should they know, feel, or do differently after using our services?
- What do we do (what are all of our activities) to support these changes?
- Why do we think these activities are good ones? Why are those changes in participants important (our “theory of action”)?
- What information can we use to document that change?
- How does the environment in which we work support what we do? What are the external barriers to what we do? What makes our services important to our unique community?

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8:38 ImproveGroup:
A facilitator can be helpful, but isn't necessary - you can make this as formal or informal as you like.

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8:39 ImproveGroup:
Stakeholders are really important at this stage. They can give you a variety of perspectives on these questions.

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8:40 ImproveGroup:

Second – analyze what you came up with. This is more intense, but can be invigorating: Use brainstormed information to draft a logic model:

- Review results of brainstorming and align inputs and activities to discrete outcomes and to broad goals as applicable.
- If necessary, note where inputs and activities, discrete outcomes and broad goals cannot be matched or aligned or seem outside of the organization's mission and vision.
- Work to change subjective terms such as "some," "a few," and "most" into concrete, objective numbers.

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8:41 ImproveGroup:
I'm meeting with someone later today who has struggled with this last bullet, primarily because of the issue B mentioned -- they don't have very good program records. I think we are going to come up with some ways they can collect baseline numbers for a few months or a year, and set some targets after the baseline has been established.

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8:43 ImproveGroup:
Third – get reactions – are we right, wrong, completely off? Go back to some of the stakeholders you involved in brainstorming and see whether you captured their ideas. Not everyone will be very invested, but some will want to see what you came up with.

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8:43 ImproveGroup:
Fourth – jazz it up! Use graphics, icons or images to show what you mean. If you are not an artistic person (1) you and I share that! And (2) you can draw on your circle of stakeholders. Ask them—what images does this make you think of? How would you diagram this logic?

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8:44 ImproveGroup:
I'm not a good role model for this fourth element, but I am trying to reform.

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8:44 ImproveGroup:

Finally – use your logic model as a living document. Share and use the logic model. Once the logic model has been refined and finalized, share it and begin using it in your work:

- Present at a staff meeting. Ask staff if efforts are focused on the most important activities
- Develop needed evaluation instruments to gather data for the indicators of success
- Share your logic model with partners, funders and other supporters to discuss how it relates to their goals and priorities

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8:45 ImproveGroup:

Questions? Thoughts?

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8:46 ImproveGroup:
I have a few questions.

What part of developing a logic model has been challenging for you?

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8:46 K:
Is it possible that when you begin part of your inputs may be the roles certain people play in your organization, and by the end, after really defining what you are trying to achieve, those roles might need to change?

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8:47 K:
in order to be, you know, logical?

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8:47 ImproveGroup:

I do think that is possible. You might see that your inputs aren't fully supporting your intended goal.

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8:47 B:
Extremely useful that brainstorming part. I also work on project design, and teams expect you to come up with the logic model when it should be participatory. Great idea!

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8:47 L:
How does the logic model relate to other documents you may use to track progress, such as project plans or Gantt charts?

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8:47 ImproveGroup:
You may need to reach out for new resources, or see how those you already have can act differently.

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8:47 K:
ok, thanks

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8:49 ImproveGroup:
L, I think a logic model shows an overall framework. It can be used to pick out elements you want to measure, report on, or investigate. A Gantt chart or project plan will have much more specific information about activities and how they all relate to each other - but are used more like a checklist (once something is done, you aren't likely to go back to it and keep trying to do it better).

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8:50 ImproveGroup:
Of course, you could think of the logic model as the framework - sort of a blue print for how you work, and the gantt chart as the scaffolding.

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8:50 **ImproveGroup:**
If you wanted to be metaphorical!

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8:51 **ImproveGroup:**
If you've created a logic model, what have you included?

Who was involved?

What other resources did you use?

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8:51 **L:**
Thanks. So, is it accurate to say that your logic model is the "big picture" and will remain relatively static, and you would track the activities and results that actually occur elsewhere (e.g., project plan)?

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8:52 **ImproveGroup:**

Logic models should be refreshed as circumstances change, but, yes, would be relatively static. They point you to which activities and results you want to track.

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8:52 **K:**
My notebook is apparently full of logic models, but I'm not sure anyone else could read them. They seem to be the inner monologue of a strategic plan.

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8:53 **ImproveGroup:**
What an interesting way to think about it. I also find logic models to be intimately connected to strategic planning - they force you to be focused and cultivate the values/goals/outcomes that are most important.

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8:54 **ImproveGroup:**
You can have logic models for individual programs or components, and separate ones for an overall organization.

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8:54 **K:**
thus the full notebook

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8:56 **ImproveGroup:**
I recently saw a demo on a tool to help you build logic models. The demo passed, but you can still find some information online:

Thursday, January 7, 2:00 PM - 2:20 PM EST: Building Stakeholder-Friendly Visual Logic Models With DoView 2.0 - Paul Duignan
Do you spend hours drawing and formatting outcomes models and program logic

models, yet end up with results that are cramped and confusing? Paul Duignan has been a practicing evaluator for over 20 years and is involved in the development of DoView software. This webinar will be a product demonstration of the newly released DoView version 2.0, purpose-built to allow you to save time while developing attractive, useful, detailed logic models.
Register: Free for AEA members (you will need your AEA username) - click below to register HYPERLINK "https://www1.gotomeeting.com/register/369412257"https://www1.gotomeeting.com/register/369412257
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8:56 B:
An important benefit is also you can "see" whether you are heading towards your goals. Detours do occur a lot in real life and sometimes we find out a little late.

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8:57 ImproveGroup:
Those detours can be pretty important, too. For example, you may focus a lot on microfinance, but find that it isn't appropriate in one community for some reason -- but you still have poverty alleviation as a goal. A logic model can help you think through how you can achieve the same broad goal, but with more specific outcomes.

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8:57 ImproveGroup:
We’ve gathered several links on logic models; you can find them through http://www.theimprovegroup.com/ImproveGrooveJan2010.htm

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8:57 ImproveGroup:
We'll be wrapping up soon and I'll post a poll to help us evaluate this session.

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8:58 B:
Exactly, thanks.

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8:58 ImproveGroup:
Feel free to ask more questions while I'm getting the poll ready!

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8:58 K:
Will a transcript be available?

Wednesday February 10, 2010

8:58 B:
Can I save this chat? or do you save it somewhere to share later?

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8:58 ImproveGroup:
Yes, we'll publish the transcript in the next day or two. If you don't want to wait, I think

you can select, copy and paste the entire contents of the chat window. Otherwise, come back to our website to find the transcript by the end of the week.

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8:59

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8:59 ImproveGroup:

If you have other feedback about this chat, feel free to email me at leah@theimprovegroup.com.

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9:00 K:

great, thank you

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9:00 L:

Thanks!

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9:00 ImproveGroup:

Join us at our next webinar, **How Fit is your Health Program?**

April 14, 2010: Liz Radel Freeman presents lessons learned from the MN Statewide Health Improvement Program. In this chat we will cover measuring change form policy to health behavior; getting the data you need by making evaluation simple and, what to do when you need data now for a long-term change.

All of our upcoming chats are listed at http://theimprovegroup.com/resources.html

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9:00 B:

Very useful! Thanks and regards from Dominican Republic!

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9:00 ImproveGroup:

Send us some warm weather, ok B?

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9:00 ImproveGroup:

You too, K!!

Wednesday February 10, 2010

9:01 ImproveGroup:

'Bye everyone - thank you for coming.

Wednesday February 10, 2010

9:01 B:

Yes, its warm and sunny here all year round!!!

Wednesday February 10, 2010

9:01 K:

We feel for y'all up there!

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9:02