

Your Logic Model: Putting It All Together

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Presenter

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Another Logic Model Session



Please, no more!

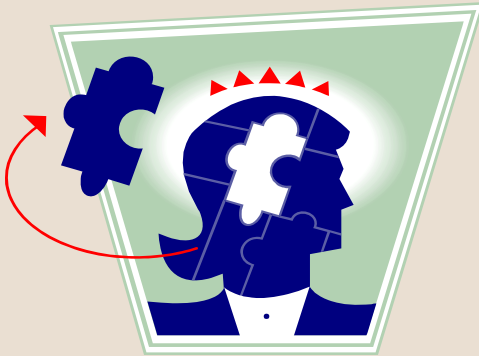
I can't get the picture out of my head as it is.



Hang In There!!



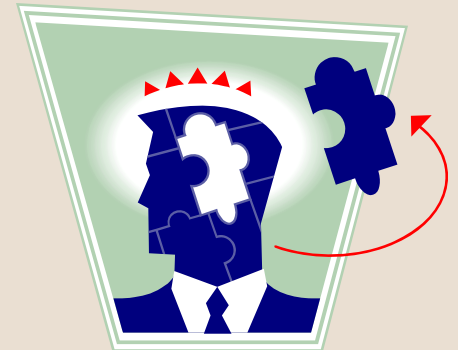
The Stages of Use



Conceptual
Framework



Implementation & Data
Collection



Interpretation &
Conclusions

Conceptual Framework

Definition

Graphic representation of the “theory of action” – what is invested, what is done, and what results are expected



Conceptual Framework

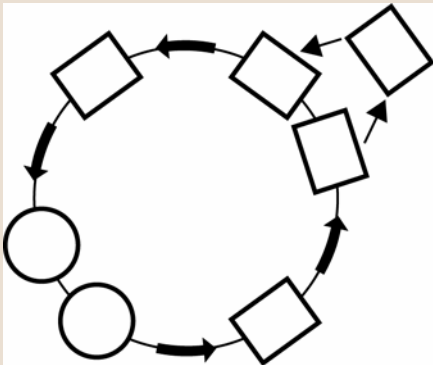
Uses

- Provides a logical diagram that can be used for replication
- Increases understanding of the inter-connectedness (relationship) of resources, activities, participation and outcomes
- Guides us through the steps to accomplishing our project goals (outcomes)

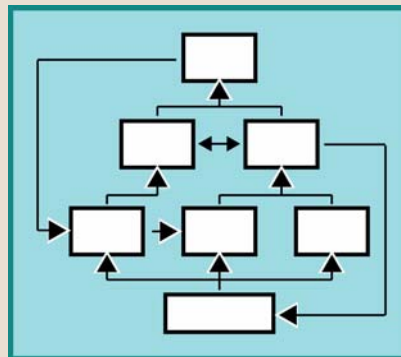
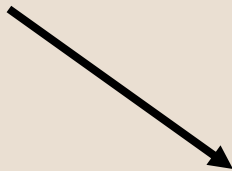


The Model Look

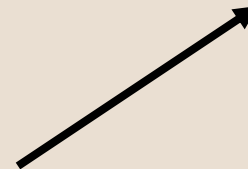
Simple verses Complex



Inputs	Outputs	Outcomes
	1	1a b
	2	
	3	2a b c
	4	
		3a b



ADD



Proposed ADD Model

Inputs	Output		Outcomes		
	Activities	Participation	Short term	Intermediate	Long term

Logic Model Expectations

- ✓ Focus on quantitative rather than qualitative information
- ✓ Highlight the most significant program requirements addressed by the program
- ✓ Have goals/objectives/outcomes that are measurable
- ✓ Display resources/activities needed

Specific Items to Include

- ✓ Collaboration
- ✓ Training
- ✓ Information Dissemination
- ✓ Capacity Building
- ✓ Number of participating youth and emerging leaders (for all areas)

PUTTING IT TOGETHER

Issues Identified

- Too much detail
- Picking a Presentation – work plan vs. evaluation vs. logic model
- Defining Outcomes
 - Differences (short, intermediate, long term)
 - Measurable
- Understanding/presenting interrelatedness

Too much detail

								OUTCOMES		
INPUTS				OUTPUTS		PARTICIPATION	Reach	SHORT	MEDIUM	LONG
Volun	Money	Staff	Partners	Objective				Learning	Behavioral	Change
Sally	A lot\$\$	Sam Susan	IBG XYZ	Update binder on how to use the curriculum on the website in order to download the information on graduating with a diploma	During year 12 we reviewed spiral workbook that was part of the binder which improved the content of the workbook.	Over 200 spiral workbooks on employment were sent out	Teachers loved them. We have more requests than we can fill. Last year we sent out 115.	New binders more user friendly and thereby increase learning curve for families who read them and their providers.	Teachers and service providers report that they share the information in the 3 ring binder.	Everyone likes the new product that was disseminated.

Work plan

INPUTS				OUTPUTS		PARTICIPATION	REACH	OUTCOMES		
Volunteer	Money	Staff	Partners	Objective #3: Disseminate Center Products				SHORT	MEDIUM	LONG
								Learning	Behavioral	Change
See above	See above	Project Director, Project Associates, People w/ DD	County gov., county school district, non-profit DD org.	Disseminate to 30 families or their service providers who reside in the county	In year 3 we expanded dissemination total 112 3-ring binders and expand dissemination throughout the U.S.	We disseminated 52 3-ring binders in yr. 3 who live in the county. We disseminated 200 "Seek and Maintain Employment" workbooks,	County, county schools, U.S. business leadership network, local non-profit DD org., at the non-profit DD org. meeting we disseminated 2 3-ring binders.	People who received 3-ring binder report that they learned 'how to' include kids with DD and the general ed. Curriculum and graduate w/ a standard diploma	People share the 3-ring binder w/ others in the DD community, increasing the number of people who actively integrated kids w/ DD.	A social change is occurring, a shared belief that Youth with DD can be integrated into the general education curriculum and graduate with a standard diploma. The 'Seek and Maintain Employment' focused on the outcome of inclusive education for Youth with DD, getting a real job with the goal of increasing

Work plan

Activities

INPUTS				OUTPUTS		PARTICIPATION	REACH	OUTCOMES		
Volunteer	Money	Staff	Partners	Objective #3: Disseminate Center Products				SHORT Learning	MEDIUM Behavioral	LONG Change
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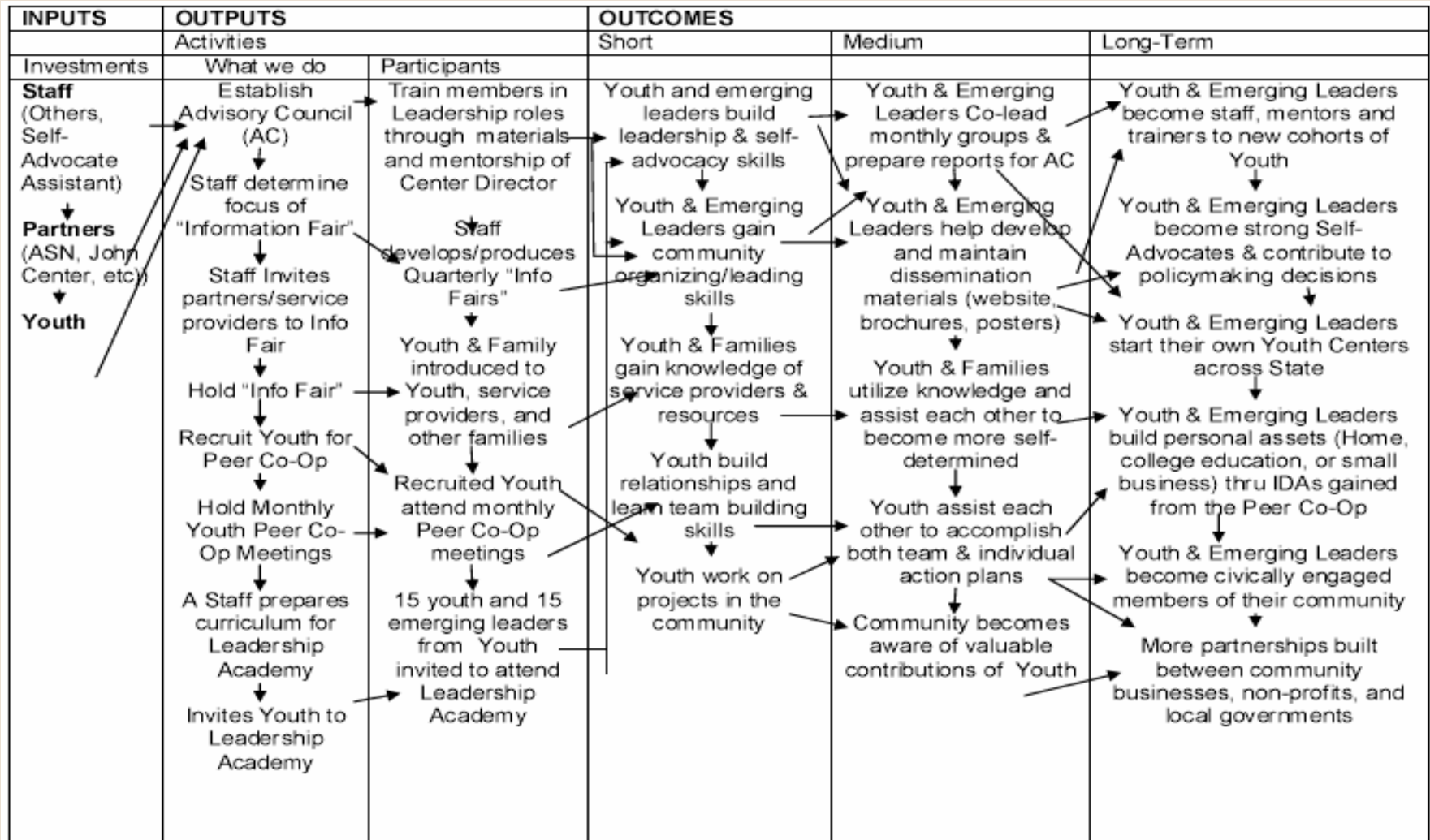
Evaluation

Objective	Measure	Rationale	Time Frame
Build a base of youth leadership	Weymeyer self-Determination Scale to determine changes in individual behaviors	<p>Outcome: to determine the effects of: 1) project participation, 2) Partners in Policymaking, 3) mentoring</p> <p>Implementation: Make sure project is on track</p> <p>Outcome: Effect of leadership and mentoring activities</p>	<p>Twice Annually</p> <p>Quarterly</p>

Logic model

INPUTS	OUTPUTS		OUTCOMES (IMPACT OBJECTIVES)		
	Activities	Participation	Short	Medium	Long-term
Project staff including youth mentors and summer employment program staff Materials Equipment Grants Trainings Community Partners Web site Meetings	Hired 2 new youth mentors Review and revise empowerment center implementation plan based on evaluation outcome Develop summer employment program	2 self advocates hired as youth mentors 2 youth mentors 5 youth and emerging leaders hired part-time for summer employment	Staff project with youth mentors Staff project with youth and emerging leaders for summer	Plan and implement with support of the principle investigator and the project manager activities to engage youth and emerging leaders in empowerment groups and resource center activities	Involve youth, emerging leaders, self-advocacy groups, independent living organizations, parent information and training centers and other related groups and organizations to work together to design community-based information, training, and resource center for youth and emerging leaders

Understanding/Presenting Interrelatedness



Defining Outcomes-Differences

Outcomes specified in terms of:

- learning, including enhancements to knowledge, understanding/perceptions/attitudes, and behaviors = **Short term (1-2 years)**
- skills (behaviors to accomplish results, or capabilities)= **Intermediate (3-4years)**
- conditions (increased security, stability, pride, etc.) = **Long term (4+ years)**

Defining Outcomes -Measreable

- **Criteria**
 - Numeric or descriptive
 - Quantity, quality, cost

- **Example 1**

Original Objective

The Youth Program Planning Committee will increase attendance at its program.

Measurable Objective

The Youth Program Planning Committee will increase attendance at its quarterly meetings by at least 20% at the end of the year.

Defining Outcomes -Measreable

- **Example 2**

- **Original Objective**

The Youth Action Committee will encourage community partner nominations by creating a convenient Web-based nomination form that will be published on the web site.

Measurable Objective

The Youth Action Committee will receive at least 10 nominations from the new Web based nomination form that will be created and published on the web site.

Smart Outcomes

- **Specific**
- **Measurable**
- **Action-Oriented**
- **Realistic**
- **Timed**



QUESTIONS