Creating Program Logic Model

Initial Set-up

1. Meet with Key Stakeholders, esp. include the Executive Director, Perhaps Board

- Have the ED or Program Manager describe their agency. What is it that they do? What is their vision? Mission Statement? Build the answers to this into the PLM sheets prior to the workshop.
- Are they able to separate their programs/services?
- Have them describe what type of services they provide.
- How are they funded? Usually the type of service provided funds programs.
- Create a flow chart of the agency.
- Each program within the agency will require a Program Logic Model.
- Describe the process/planning of the Program Logic Model.

2. Identify Key Stakeholders and Program People within the agency

- Who are the key people? (Personnel, Board, Mayor, etc.)
- Who will be committed to developing a PLM?
- Who can implement the PLM?
- Who can also teach a PLM process to various staff groups (train the trainer)?
- These are the people to hash out the PLM for their program or service

3. Organizational Self-Assessment Survey.

- How many programs will use the PLM and database? Prioritize and choose the first as a pilot.
- What are the technology needs?
- What are the informational needs?
- What are the barriers? Where/who will create the greatest resistance to change?
- Where/who will create the greatest support and advocacy for the upcoming change?

4. Identify what Direct, Indirect, Internal, and External Services the Organization Provides

- What direct services are provided to the clients and community using internal services
- What services are contracted, or subcontracted, out and use external agencies to provide the direct services.

5. Identify Existing Resources within the Organizations where Logic Model information Exists

- What information is contained in funding proposals, Schedule A, etc.; What is required by Funders?
- What policies state the objects/mission, vision, philosophy, operational goals, program divisions, etc.?
- Do Annual Reports, Job Descriptions, and Organizational Charts contain useful information?
- What does government legislation, policy, and directives state needs to be collected?

6. Set a date for a Community Introduction

7. Set a date for each program to create a PLM.

- Arrange for key people within the program to come together to brainstorm and create a PLM.
- Ideally, this would involve no more than eight people.

8. What is already being done for Program Evaluation and Information Management.

- Ask, “What do you already do, and what could you do that other like programs already do?” Build the answers to this into the PLM sheets prior to the workshop.
- Ideally, this would involve no more than eight people.

By the end of the description of the logic model, the following should be easily described:

ie: What resources and inputs will be needed for staff/practitioner to act in specific ways so that they may deliver which outputs so the client/participants will learn something or demonstrate change (short-term outcome) to address his/her/community problems (mid-term outcome) which will in turn solve a larger community need (long-term outcome).

Creating the Program Logic Model: A Workshop Outline

1. Overview
- Explain why they are creating a PLM.
- Explain what they are going to do.
- Explain the process involved, handout the questions as you go along.
- Define the concepts within a PLM from mandate to inputs to impact.

Define the Program or Project

2. Mandate
- Ask "Why does the program/project exist?"
- What is it's unique role?
- What is the purpose of the organization/project?

3. Vision
- Ask "If you wave a magic wand and all of your program goals were met, what social condition would occur?"
- What is the ideal state the project is working toward?
- Use the verb to be (i.e. The program will be…)

4. Statement of Need
- Who is your community or target client group?
- What are they telling you about their situation?
- What problem or issues will be addressed in the community or target client group?

5. Broad Strategy
- What is the type of service you have?
- What do other programs like yours do?.
- What will your program do that other programs like yours do?
- What model will use that is unique?

6. Rationale
- If you address the statement of need with the broad strategies, then what does the literature and research indicate will happen?
- What evaluation information exists that supports your program to address the statement of need with the broad strategies?
- To what degree can you predict it will be successful?

7. Project Goals
- Describe the bodies and organizations that the project requires some accountability.
- What are the outcome statements required by governments, funders, and/or professional bodies?
- Given all the above information, in general, what do you hope to achieve with the project?

8. Target Group
- Describe the population, then who in the population will you serve.
- Who is your client group, consumer, or stakeholder receiving services and program benefit?
- Who will benefit from the services you provide?
- Who will you need to survey?

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9. Long Term Impact = Overall Impact.

- This is the area to start with when developing a PLM. Ask the question “If you waved a magic wand, what problems would you solve in your community or target group?”
- Have them think of what they would like to see five years down the road.

10. Mid-Term Impact

- What achievements will lead up to realizing the long-term impact?
- After completing the service to be provided, what does the program hope to have addressed? After six months? After twelve months? After 2 years?
- Which mid-term goals will help to achieve the long-term impact?

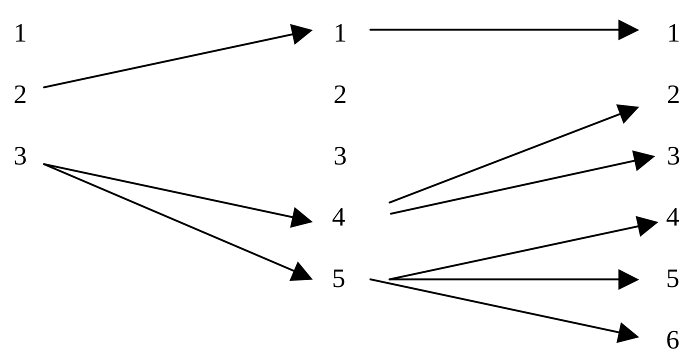
11. Short-Term Outcome

- Immediately following service, what do you hope to achieve?
- How will people have changed?
- Try to keep to three or four statements. Keep it short and manageable.
- Which short term goals will aid in the achievement of the mid-term goals?
- What Domains of change will results occur?
- Look for things the participants and clients will have or will have changed by the end of the project.

12. Link all related Outcome Statements

- Link all the components with if-then statements. If the long-term outcome is to be achieved, then what mid-term outcomes need to be achieved? If the mid-term outcomes are to be achieved, then which short-term outcomes need to be achieved?
- Which short-term goals will address which mid-term and which mid-term will address long-term?
- Delete the stragglers. Reduce by eliminating all short-term, mid-term or long term outcomes that are not interconnected.
- Logic = one thing is connected to the next.

Long-Term Outcome **Mid-Term Outcome** **Short-Term Outcome**



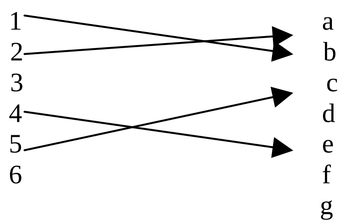
13. Outputs

- If the short-term outcomes are to be achieved, then which outputs need to be delivered?
- What are the deliverables of the project?
- Look for counts of things, i.e. workshops, sessions, client counts, volunteer counts, hours etc.

14. Activities

- If the short-term outcomes are to be achieved, then which activities need to occur?
- What activities will help achieve each short-term goal?
- Look for action verbs.

<u>Short-term goals</u> <u>Activities</u>



- What will be the result for the activities that occur?
- Which activities or actions do staff and practitioners complete, and which do participants or clients complete?

15. Resources/Inputs

- What resources (inputs) will you need to ensure each of the activities will occur?
  ie: A staff (input) will teach (activity) at a workshop (output) so the client will learn something (short-term outcome) to address his/her problems (mid-term outcome) which will in turn solve a larger community need (long-term outcome).
- Attach monetary value to these items.
- Be linguistic and take out the items that do not fit.

Now Focus only on the Short-Term Outcomes

16. Indicators and Measurement Tools

- This is your yardstick for measuring the success of your outcomes
- Pick an outcome and ask "How will you know when this has been achieved?" "What is the evidence and how will it be measured?"
  Target = a measurement to work toward
  Baseline = a measurement that acts as a minimum, or starting place
  Benchmark = overall in the research or in the industry, the typical achievement or how many are expected to achieve the target
- Describe the measurement tool or measure. What is being used? COI Profiles? Standardized test? Survey?
- Describe if it increases or decreases
- Identify every Measurement tool
- Every tool must be quantifiable

17. Research Design

- When are they going to collect the data? Pre, Post, Time-Series, Follow-up, etc.
- What is the sampling technique?
- Who will collect the data – stress Integrated Data Collection Design.

18. Work Plan and Training Plan

- To implement the program logic model what is the step-by-step plan.
- Create plans for dealing with resistance, use inclusion wherever possible.
- Use the training plan.
- Set dates for PLM completion
- Set dates for PLM entry into the database
- Set dates for subsequent program/project completion and data entry of the PLM's
- Set dates for Data instrument design and entry into the database
- Set dates for begin of data entry
- Set dates for follow-up
- Set dates for analysis
- Set dates for Quality improvement review

Putting the Components Together: Creating a Program Logic Model

The basis of Program Logic Model approaches is that there is a logical flow among the components that comprise the program evaluation plan. Program Mandates flow into Program Areas, and Program Areas have Program Goals. Program Goals are often synonymous with Short-Term Outcomes and should have accompanying logic components such as Inputs, Activities, Indicators, and Measurements. Statements of mixed concepts are often termed Objectives. Objectives often have an outcome and activity component mixed together.

Inputs	Activities	Outputs	Target Group	Outcome Statements			Indicator	Outcome Measurement		Design
Resources, Budget Lines	Activities, Tasks, and Strategies	Deliverables	Client Group, Sample, or Community	Short-Term	Intermediate Mid-Term (Impact)	Long-Term (Impact)	Success Indicator; Evidence of Success	Tests & Surveys: Standardized or Otherwise	Other Measures	Data Measurement Design
Inputs are usually the resources that a program uses to implement activities directed toward goals/short-term outcomes. Budgets will list important inputs. Some inputs are required by funders or accountability/ professional bodies, but are not funded (staff qualifications). Participants may contribute to program design and input allocation. An input in evaluation is complexity of measures. Keep Measurements few in number and as simple as possible	Program and Practitioner Activities Should be separately identified from Client or Participant Activities Note and look for the verbs: To encourage To promote To deliver To give To Attend Doing verbs suggest the concept is an activity. Other names for activities are strategies, tasks, procedures. Micro tasks can be grouped into strategies, that can be grouped again into procedures. Multiple procedures often comprise the entirety of an intervention.	Frequency Counts, Occurrences of… Occurrences of workshops, presentations, sessions, and so on are all examples of deliverables. A critical distinction here is that something can be delivered but no change necessarily occurs with participants or targeted groups/clients. Satisfaction Measures should go here. Satisfaction Measures Program Acceptance and Liking, not Client Change	The group of people being surveyed or tested for an evaluation. This is a group receiving service; it is not an employee group. Some different types of sample selection include non-random, randomized, matched group, snow-ball, convenience group sampling. The most common method in evaluation is to use non-randomized sampling. A randomized sample with multiple comparison groups, including at least one control group, is a much better method but not always possible.	Note and look for verbs such as: To have… To be… Outcome is PERSON, CLIENT, or PARTICIPANT CHANGE and identifies what clients or target groups have at the end of an intervention. Look for change in domains: • Knowledge • Behaviour • Cognition • Affect • Social Networks • Characteristics • Resources • Etc. A change occurs from pre to post intervention with the immediate target group or clients.	All outcome Statements at any level should logically flow with one another Short-term outcome is the immediate client change visible right at the end of an intervention; it is the easiest outcome to measure and programs have the greatest control over this change. Intermediate outcome is often the change one would observe after the end of the service and directed toward long-term client change. Sometimes change is referred to the broader community that has contact with the immediate target group.	All Outcome Statements can eventually boiled-down, or be measured, Pre to Post at a Person or CLIENT level, then aggregated at broader levels. Often Long-term outcomes are aggregates of person by person measurements. Long-Term Outcome is sometime referred to as Client Impact Impact or Long-Term Outcome is very often measured at follow-up periods, or with longitudinal time series analyses. Programs have the least control over long-term client change. Sometimes change is referred to in the Broader Society.	Note and Look for Words indicating: • Increase • Decrease • Improve • Number of… • Percent • Ratio of … Indicators show how one knows an outcome has been reached, usually with a focus on change from a baseline status. Indicators can be for Short-Term, Intermediate, or Long-Term Outcomes. In each case the types of indicators may change.	Program Constructed Measures or Program Surveys are often not reliable nor valid measures of outcome and should be used with caution. Standardized tests are great when resources and training allow for these tests. Many agencies do not have the trained personnel, nor resources to use such instruments. Tests used to develop client clinical profiles are often poor outcome measures, but great for stable diagnostic purposes.	Very Commonly Outcome and Process are mixed together, all measures should be reviewed to ensure the two are not mixed. Counts of change in client characteristics and status are common here but still require a Pre Measure. Money used as a measure is usually a measure of cost effectiveness, not client change. Measures of wealth are an exception. Community change usually still requires measurement of people variables or the environment associated to people regardless of whether or not they received intervention.	Collection Method • Pre Only • Post Only • Pre to Post • Time Series • Follow-Up Sample Selection • Non-Random • Randomized • Matched Group • Snow-Ball • Convenience Independent Variables • Groups • Demographic • Programs • Service Types • Area Controls • Internal • External

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Blank Program Logic: Each row relates to one short-term outcome, listing in the center column one the page.

Inputs	Activities	Outputs	Target Group	Outcome Statements			Success Indicator	Outcome Measurement Tools	Evaluation Design
Resources, Budget Lines	Activities, Tasks, and Strategies	Deliverables	Client Group, Sample, or Community	Short-Term	Intermediate Mid-Term (Impact)	Long-Term (Impact)	Evidence of Success	Surveys; Standardized Tests; Other Measures	Data Measurement Design

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