Designing Programs Using the Logic Model

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Objectives for today

After our discussion, you will be able to:

- State the reasons for planning educational programs with the end in mind
- Organize content for a comprehensive educational program using the Logic Model
Are you familiar with the logic model?
Have you used the logic model?
How have you used the logic model?
What is the “Logic Model”? 

- A tool used to organize thoughts and content 
- Helps us plan with the end in mind 
- A depiction of a program showing what the program will do and what it is to accomplish. 
- A series of “if-then” relationships that, if implemented as intended, lead to the desired outcomes 
- The core of program planning and evaluation
A graphic representation that shows logical relationships between inputs, outputs and outcomes relative to a situation.
Program Development
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs
Activities
Participation

Outputs

Outcomes - Impact
Short Term
Medium Term
Long Term

Assumptions
External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report
Situation
Situation

The first step in planning what you will do is defining the issue or problem.

- **Logic Model terminology: “situation”**
  - What is the situation that could benefit from Extension education?
  - What would you like the situation to be... what would be a better situation?
  - Why are you doing this work? Can you make a difference? Is it a priority?
Situation

- It is extremely important to define the situation well
  - You don’t want to spend time on an issue that isn’t an issue

- Involve partners and stakeholders in defining the situation
PROGRAM DEVELOPMENT
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs
Output Activities Participation

Outputs - Impact
Short Term Medium Term Long Term

Situation
Needs and assets
Symptoms versus problems
Stakeholder engagement

Priorities
Considers:
Mission
Vision
Values
Mandates
Resources
Local dynamics
Collaborators
Competitors
Intended outcomes

What we do
Conduct workshops, meetings
Deliver services
Develop products, curriculum, resources
Train
Assess
Facilitate
Work with media

Who we reach
Participants
Clients
Agencies
Decision-makers
Customers
Satisfaction

What the short term results are
Learning
Awareness
Knowledge
Attitudes
Skills
Opinions
Aspirations
Motivations

What the medium term results are
Action
Behavior
Practice
Decision-making
Policies
Social Action

What the ultimate impact(s) is
Conditions
Social
Economic
Civic
Environmental

Assumptions
External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report
What will you need to conduct the program?

- Staff
- Volunteers
- Time
- Funding
- Technology
- Materials
- Etc.
Outputs
Another thing to consider is who needs the education and how would they best receive it?

- **Understand your audience**
  - What audience needs the education?
  - What do they already know?
  - What do they need to know to be able to improve?
  - Gather as much info as you can
Audience Needs Assessment

- Doesn’t have to be formal
- How?
  - Ask key people
  - Ask the person who contacted you, if appropriate
  - Ask someone else that has worked with the group
  - Survey the people who are coming by phone, email, etc.
- What to ask?
  - What is your biggest challenge related to...?
  - What is one question you would like answered?
  - What do you need to know how to do?
Methods to Reach the Audience

- We need to use teaching methods that are appropriate to the audience
  - For example, the adult learner
  - Those that learn visually
  - Those that are there because they “have” to be
  - Those we can only reach through technology
  - Etc.
Narrow your focus

- Be careful about how much you try to accomplish at one time.
  - We often want to tell them everything we know about a topic
  - Better to stick to a limited number of concepts and cover them well
  - Need to read your audience to know this

- Build on their current knowledge and skills

- If sequence is important for the topic, progress from simple to complex
PROGRAM DEVELOPMENT
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs
- What we invest
  - Mission
  - Vision
  - Values
  - Mandates
  - Resources
  - Local dynamics
  - Collaborators
  - Competitors
  - Intended outcomes

Outputs
- Activities
  - Conduct workshops, meetings
  - Deliver services
  - Develop products, curriculum, resources
  - Train
  - Provide counseling
  - Asses
- Participation
  - Facilitate
  - Partner
  - Work with media

Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

What the short term results are
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact(s) is
- Conditions
- Social
- Economic
- Civic
- Environmental

Assumptions

External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report
Outcomes
Beginning with the End in Mind

Once you clearly know the situation and believe there is a role for Extension education in addressing the problem, what would you like the end result to be?
Outcomes

• Help you plan with the end in mind
• Focuses on the learner, not the teacher
• They can be broad or specific
  ○ Long term outcomes = Changes in condition
  ○ Medium term outcomes = Changes in practices or actions
  ○ Short term outcomes = Changes in knowledge or belief
For planning, we need to have the long term (broad, goals or program objectives) identified, then identify the medium term (behaviors) needed to get there, and finally the short term (learning) needed to make the behavior change.
PROGRAM DEVELOPMENT
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs
- What we invest
  - Staff
  - Volunteers
  - Time
  - Money
  - Research base
  - Materials
  - Equipment
  - Technology
  - Partners

Outputs
- What we do
  - Conduct workshops, meetings
  - Deliver services
  - Develop products, curriculum, resources
  - Train
  - Provide counseling
  - Assess
  - Facilitate
  - Partner
  - Work with media
- Who we reach
  - Participants
  - Clients
  - Agencies
  - Decision-makers
  - Customers
  - Satisfaction

Outcomes - Impact
- Short Term
  - What the short term results are
    - Learning
    - Awareness
    - Knowledge
    - Attitudes
    - Skills
    - Opinions
    - Aspirations
  - What the medium term results are
    - Action
    - Behavior
    - Practice
    - Decision-making
    - Policies
  - What the ultimate impact(s) is
    - Conditions
    - Social
    - Economic
    - Civic
    - Environmental

Assumptions: 

External Factors:

Evaluation
Focus - Collect Data - Analyze and Interpret - Report
<table>
<thead>
<tr>
<th></th>
<th>Short-Term</th>
<th>Medium-Term</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Producers</td>
<td>Producers increase knowledge of water contamination rules</td>
<td>Unused wells are sealed</td>
<td>Improved water quality</td>
</tr>
<tr>
<td>Participants</td>
<td>Participants increase knowledge and skill in financial management</td>
<td>Establish financial goals, use spending plan</td>
<td>Reduced debt and increased savings</td>
</tr>
<tr>
<td>Community</td>
<td>Community increases understanding of childcare needs</td>
<td>Residents and employers discuss options and implement a plan</td>
<td>Child care needs are met</td>
</tr>
</tbody>
</table>
# Logic Model for Planning

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmatic</td>
<td>Activities</td>
<td>Short</td>
</tr>
<tr>
<td>Investments</td>
<td>Participation</td>
<td>Medium</td>
</tr>
<tr>
<td>What we invest</td>
<td>What we do</td>
<td>Long term</td>
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<tr>
<td></td>
<td>Who we reach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What results</td>
<td></td>
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</tbody>
</table>
Everyday Logic Model

Input: Pills
Output: Take Pills
Outcome: Feel Better

Assumptions??  Environment??
Inputs, Outputs, Outcomes??

- Reduced rates of child abuse
- Partners
- Design a parent ed curriculum
- Parents increase knowledge of child development
- Staff time
- Parents use improved parenting skills
- Targeted parents attend workshops
- Provide six training sessions
- Money
Inputs, Outputs, Outcomes??

- Reduced rates of child abuse  Outcome
- Partners  Input
- Design a parent ed curriculum  Output
- Parents increase knowledge of child development  Outcome
- Staff time  Input
- Parents use improved parenting skills  Outcome
- Targeted parents attend workshops  Output
- Provide six training sessions  Output
- Money  Input
Example... Parenting Program

**Inputs** → **Outputs** → **Outcomes**

- **Staff**
  - Design parent ed curriculum
- **Money**
  - Provide six training sessions
- **Partner**
  - Targeted parents attend

**Parents increase knowledge of child development**

**Parents learn new ways to discipline**

**Parents use improved parenting skills**

**Reduced rates of child abuse and neglect**
The Logic Model

- Shows the difference between what we do and the impact we are having
- Provides a common vocabulary
Planning

Evaluation

SITUATION

INPUTS → OUTPUTS → OUTCOMES
**Evaluation**

**INPUTS** → **OUTPUTS** → **OUTCOMES**

- **Staff**
  - Design parent ed curriculum
  - Provide six training sessions

- **Money**
  - Targeted parents attend

- **Partner**
  - Parents increase knowledge of child development
  - Parents use improved parenting skills
  - Reduced rates of child abuse and neglect

**EVALUATION:** What do you want to know? What data do you need?

- Quality of curriculum
- # of sessions delivered
- # parents attending session/which parents
- Increase in skill
  - Post session survey
- Actual use
  - Follow-up phone interview
- Decrease in rates
  - Agency records
Why Create a Logic Model?

- Helps bring detail to broad, fuzzy goals
- Shows the “chain of events” that link inputs to results
- Summarizes the key elements of the program
- Clarifies difference between activities and outcomes
- Signals what to evaluate
- Builds consensus around what the program is
Summary

Whatever you teach:
  it needs to lead toward the intended learning
  that leads toward the intended behavior change,
  that leads toward your intended impact,
  that improves the situation.
Many individual sessions done in a variety of ways, perhaps with many different audiences, will lead toward the same outcomes... and the ultimate impact.
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