LOGIC MODELS
PART 2: A DEEPER DIVE

Encore Institute
FOR SOCIAL IMPACT

**ARCHDIOCESE OF KANSAS CITY IN KANSAS
ADVANCEMENT CONFERENCE**

MAY 30, 2024

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Meet your Presenters

SHELLEY LOETHEN, GPC
FOUNDER,
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CATHERINE HOOPER, GPC, MA
DIRECTOR OF
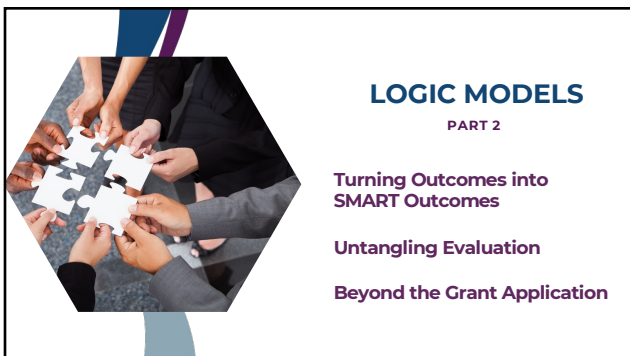STRATEGY &
ENGAGEMENT

LEARNING OBJECTIVES
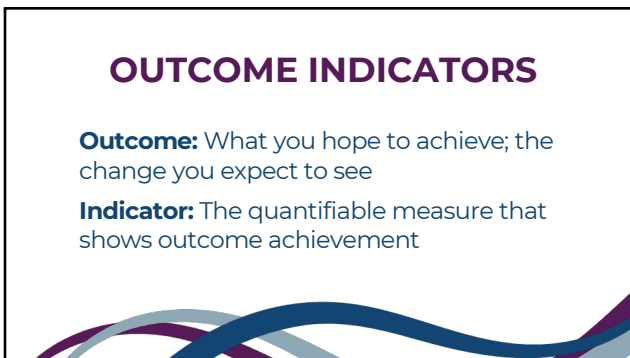### LOGIC MODELS PART 2

STRENGTHEN SKILLS TO DEVELOP SMART OUTCOMES

**INCREASE KNOWLEDGE OF EVALUATION AND HOW TO
UNTANGLE CONFUSING EVALUATION TERMINOLOGY**

**INCREASE KNOWLEDGE OF THE POWER OF LOGIC MODELS
BEYOND GRANT APPLICATIONS**

Before we get started...

This Workshop

Funder's Instructions

LOGIC MODELS

PART 2

Turning Outcomes into SMART Outcomes

Untangling Evaluation

Beyond the Grant Application

OUTCOME INDICATORS

Outcome: What you hope to achieve; the change you expect to see

Indicator: The quantifiable measure that shows outcome achievement

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
Flyer with block party info	Create food sign-up form in Google Docs	50 flyers created & distributed	New connections made between neighbors	Neighborhood crime watch committee created	Increased community safety
Food, beverages, ice	Create invitation flyer (w/Google Doc link)	4 Facebook posts created & posted	New friendships formed between neighborhood children	Reduction in car/house break-ins	Increased community investment
Fireworks	Distribute flyer and post in Facebook group	2 volunteer judges secured for parade		Increased neighborhood pride	Increased intergenerational connectedness
Tables	Rent tables and chairs	3 volunteer judges secured for Pie Palooza	Neighborhood babysitting, pet sitting, and house sitting directories created		Improved mental health/reduced incidence of depression
Chairs	Hire face painters	3 parade prizes purchased			
Pop-up tents	Secure Donations/Volunteers:	3 Amazon gift cards purchased ($25 each)	Increased feelings of community		
Coolers	• Pop-up tents from neighbors	4 pop-up tents secured	New neighborhood tradition created		
Plates/utensils/ napkins	• Coolers (4)	4 coolers borrowed			
Face painter	• Judges (2 for parade, 3 for Pie Palooza)	2 face painters hired			
Food sign-up form	• Financial donations to cover exps	5 tables rented			
Judges for parade and Pie Palooza	• Fireworks	40 chairs rented			
Parade prizes	Purchase supplies:	100 plates, napkins, sets of utensils purchased			
Pie Palooza prizes	• Plates, utensils, napkins (100)	8 bags of ice purchased			
Donations	• Ice (8 bags)	4 coolers filled with ice			
	• Purchase food, beverages (for 100 people)	72 people attend (43 adults, 29 children)			
	• Purchase parade (3 items - TBD) and Pie Palooza prizes (3 $25 Amazon gift cards	32 people bring food			
	Day of/after Event:	17 children participate in parade			
	• Set up tables, chairs, pop-up tents	12 people participate in Pie Palooza			
	• Fill coolers with ice and beverages	3 Amazon gift cards awarded to Pie Palooza winners			
	• Hold bike/trike/scooter parade; award prizes	3 prizes awarded to parade winners			
	• Hold Pie Palooza judging; award prizes	31 adults and 10 children provide feedback			
	• Set off fireworks				
	• Clean up				
	• Return rented tables and chairs				
	• Post lost items in neighborhood Facebook group				
	• Follow up with neighbors to get feedback				

S M A R T

SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-BOUND
Be clear about what you want to achieve and quantify it	Make sure it's defined so you'll know when you achieve it (it's hard to know if you've *influenced* someone)	Consider the amount of time available to achieve the outcome	Make sure the outcome (or goal, objective, etc.) is a good indicator of what you're trying to achieve	Set a deadline for completion or to review progress and make adjustments

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FROM OUTCOMES TO *SMART* OUTCOMES

INTENDED RESULT (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED
SPECIFIC		MEASURABLE	TIME BOUND

FROM OUTCOMES TO *SMART* OUTCOMES

INTENDED RESULT (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED
Reduction in car/house break-ins			

SPECIFIC   MEASURABLE   TIME BOUND

FROM OUTCOMES TO *SMART* OUTCOMES

INTENDED RESULT (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED
Reduction in car/house break-ins	Residents of Willowbrook Heights		

SPECIFIC   MEASURABLE   TIME BOUND

FROM OUTCOMES TO *SMART* OUTCOMES

INTENDED RESULT (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED
Reduction in car/house break-ins	Residents of Willowbrook Heights	Car and house break-ins (combined) will decrease 30%	

SPECIFIC   MEASURABLE   TIME BOUND

FROM OUTCOMES TO *SMART* OUTCOMES

INTENDED RESULT (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED
Reduction in car/house break-ins	Residents of Willowbrook Heights	Car and house break-ins (combined) will decrease 30%	July 31, 2025
SPECIFIC		MEASURABLE	TIME BOUND

SMART OUTCOME

By December 31, 2025, *(time bound)* the residents of Willowbrook Heights *(specific)* will experience a 30% reduction of car and home break-ins annually (*measurable, specific).*

Baseline: Number of car and home break-ins (combined) between August 1, 2023 and July 31, **2024**

OUTCOME POPULATIONS

PAGE TURNERS READING PROGRAM

INTENDED RESULT (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED
Improved reading skills	3rd graders in Page Turners after-school reading program	72% of students will be reading at or above grade level	May 1, 2025
	SPECIFIC	MEASURABLE	TIME BOUND

SMART OUTCOME

By May 1, 2025, 72% of third-grade students participating in the Page Turners after-school reading program will be reading at or above grade level.

Baseline: Reading grade level as determined by the Grade Level Assessment System at the end of second grade.

OUTCOME EVALUATION

By the end of the school year, 72% of third-grade students participating in the Page Turners after-school reading program will be reading at or above grade level.

- Number of students participating: 50
- Number of students who achieved the outcome: 30
- 60% (30/50) of students enrolled achieved the outcome.
- *Report to funder shows outcome was not achieved (60% vs 72%)*

OUTCOME POPULATION REFINEMENT

Is it likely that
- all participants will achieve the outcome regardless of when they joined?
- all participants will achieve the outcome if they miss a significant number of sessions?

Options:
- Number of sessions attended
- Cutoff date (also consider defining number of sessions)

REVISED OUTCOME

By May 1, 2025, 72% of third-grade students **who attended at least 15 sessions** of the Page Turners after-school reading program will be reading at or above grade level.

REVISED OUTCOME EVALUATION

By the end of the school year, 72% of third-grade students **who attended at least 15 sessions** of the Page Turners after-school reading program will be reading at or above grade level.

- Total number of students enrolled: 50
- Number who completed at least 15 sessions: 40
- Number who were reading at or above grade level by end of school year: 30
- 75% (30/40) of students enrolled achieved the outcome.
- Report to funder shows outcome **was** achieved/ exceeded (75% vs 72%)

SIDE-BY-SIDE COMPARISON

SIDE-BY-SIDE COMPARISON	OUTCOME 1	OUTCOME 2
NUMBER OF STUDENTS PARTICIPATING	50	50
NUMBER ATTENDING AT LEAST 15 SESSIONS	N/A	40
NUMBER ACHIEVING OUTCOME (READING AT GRADE LEVEL)	30	30
OUTCOME ACHIEVEMENT GOAL	72%	72%
ACTUAL OUTCOME ACHIEVEMENT	30/50 = 60%	30/40 = 75%

What other factors might require a second look at the outcome evaluation population?
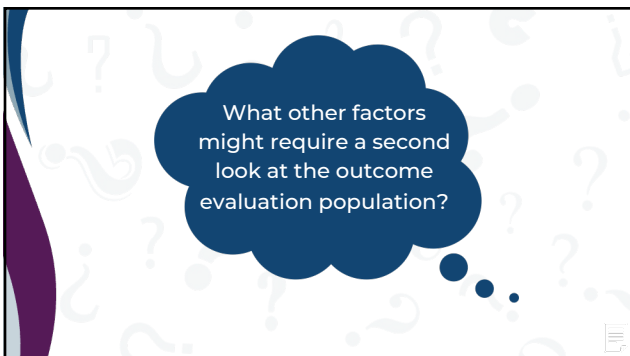
WHAT IS AN EVALUATION PLAN?

"An evaluation plan is an integral part of a grant proposal that provides information to improve a project during development and implementation."

- Brown University, Writing an Evaluation Plan

"An evaluation plan is a written document that describes how you will monitor and evaluate your program, as well as how you intend to use evaluation results for program improvement and decision making."

- National Institutes of Health

AN EVALUATION PLAN ANSWERS THE BIG QUESTIONS

WHAT	What program, services, or activities will be evaluated? What will the results help you learn, show, understand, improve?
WHEN	When will evaluation occur compared to the program or services?
HOW/ WHERE	How/where will data be gathered (in person, digitally)? How/where will it be entered or uploaded How/where will it be saved and stored?
WHEN	When will data be collected? When will it be input for saving? When/how often will it be analyzed?
WHO	Who will gather, input, analyze, and report on data? Who will be included in the actual evaluation? All participants? Some participants?
WHY	Why are you collecting the data? What do you hope to learn?

BASIC OUTCOME EVALUATION PLAN

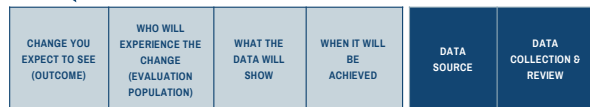| INTENDED RESULT (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED	DATA SOURCE	DATA COLLECTION & REVIEW (AND HOW IT WILL BE USED TO MAKE PROGRAM REVISIONS)
Reduction in car/house break-ins	Residents of Willowbrook Heights	Car and house break-ins (combined) will decrease 30%	July 31, 2025	City police records	Crime watch committee chair will gather data quarterly and provide to HOA president. Results will be reviewed at quarterly HOA board meetings. HOA board and crime watch committee will determine if program changes are needed and oversee implementation (as needed).

SMART   **EVALUATION PLAN**

SOUP TO NUTS: LOGIC MODEL TO EVALUATION

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES

LOGIC MODEL

CHANGE YOU EXPECT TO SEE (OUTCOME)	WHO WILL EXPERIENCE THE CHANGE (EVALUATION POPULATION)	WHAT THE DATA WILL SHOW	WHEN IT WILL BE ACHIEVED	DATA SOURCE	DATA COLLECTION & REVIEW

SMART OUTCOME   **OUTCOME EVALUATION**

EVALUATION: DIGGING DEEPER

Three Common Types of Evaluation

- Process or Formative
- Performance or Implementation (or Process)
- Summative or Outcome or Effectiveness Evaluation

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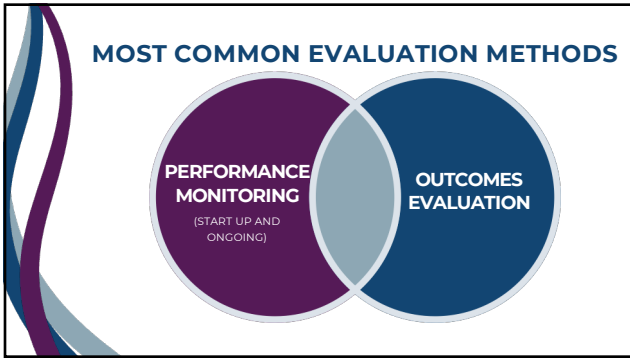
WARNING

NUTS & BOLTS: FORMATIVE EVALUATION

WHAT YOU'RE TRYING TO EVALUATE	LIKELY TIMEFRAME	COMMON NAME(S)
Is this the right intervention? Is it needed? Is it appropriate for whom you will serve? Is the intervention feasible, given the intended aims?	When developing or starting an initiative When changing an initiative or intervention (or applying it in a new situation) While changes can still be made	• Formative Evaluation • Process Evaluation • (Same term?!?) (Less common for grants, though may be formally/informally conducted when designing new programs)

NUTS AND BOLTS: PERFORMANCE MONITORING OR PROGRAM EVALUATION

WHAT YOU'RE TRYING TO EVALUATE	LIKELY TIMEFRAME	COMMON NAME(S)
Is the activity/initiative/intervention being implemented as planned? Is it on track? Is it "working?" (# of activities, type of activities, #s being recruited, #s being served, demographics and characteristics, etc.) Is it being implemented as projected? What are its strengths/weaknesses?	• Once a program begins operating • While it is operating • Supports adjustments	• Process Evaluation • Performance Monitoring • Program Monitoring (Common for grants)

NUTS AND BOLTS: SUMMATIVE/OUTCOMES EVALUATION

WHAT YOU'RE TRYING TO EVALUATE	LIKELY TIMEFRAME	COMMON NAME(S)
If the program or project is leading to change regarding your agency's aims or mission Changes in attitudes, beliefs, behaviors, environments, status (health, education, graduation, etc.) Is the intervention effective	At regular intervals, often annually At the end of a project's time unit (e.g., every end of a school year) At the end of a project	• Summative Evaluation • Outcomes Evaluation • Effectiveness Outcome (Most common for grants)

MOST COMMON EVALUATION METHODS

PERFORMANCE MONITORING (START UP AND ONGOING)

OUTCOMES EVALUATION

PERFORMANCE MONITORING

START-UP	ONGOING
Monthly when launching a new program or project. (May reduce to every other month, or quarterly for a multi-year program or project that is operating smoothly.)	Monthly when launching a new program or project. (May reduce to every other month, or quarterly, for a multi-year program or project that is operating smoothly.)
Initial tracking of things like: • Staff recruited, hired, trained • Supplies and equipment purchased • Curricula, databases, or specialized staff training secured and set up • Initial marketing/outreach materials designed or planned • Partners secured, finalized, documented • Compliance with any start-up funder requirements (DIS, commitments) • Model fidelity (ongoing, too)	Key outputs demonstrating the work: • # people enrolled/engaged • # people served • # events held • # trainings, sessions • # units of service • # active partners • # referrals made/completed • Client retention or persistence • Short-term outcomes (vary widely: # of clients who set and achieve at least one stability goal within 30 days)

Answers the questions: Are we getting the initiative moving smoothly? Is it going as predicted? If not, why not, and how can we adjust?

OUTCOMES EVALUATION

OUTCOMES EVALUATION	TYPES OF TOOLS
Ideally monthly for a new program or initiative; transition down to every other month or quarterly for an established program that is running smoothly. Reports expected to occur at least annually and possibly quarterly or semi-annually.	Types of tools: • Client enrollment logs or client case notes, electronic health records (EHRs) • Client case notes, EHRs, academic database reports • Pre/post-tests • Exit surveys • Follow-up surveys (incentivized?) • Records for organizational capacity
Directional changes in knowledge, attitude, status, beliefs, behaviors, etc. • # and % increase in the number of people served • # and % of clients completing the program • # and % of individuals demonstrating knowledge gain • # and % self-reporting increased confidence or well-being. • # and % of individuals achieving a goal • # and % increase in partnerships • # and % example: (40% increase in the number of families served, from 100 to 140)	

Answers the question: Does the work create change? Is the model effective?

COMMON TOOLS

PERFORMANCE MONITORING	OUTCOMES EVALUATION
• Sign-in sheets • Attendance logs/trackers • Records of items/material distribution • Intake screenings (numbers, demographics) • Session/unit trackers (e.g., encounters, visits, classes, etc.) • Communication, distribution lists	• Pre/Post tests • Surveys (self-report) • Status assessment comparisons (intake vs later assessment) • Status changes (initial vs. later, e.g. unemployed to employed) • Comparison to another group (% graduating high school vs. comparison group)
CHARACTERISTICS	**CHARACTERISTICS**

• Countable items (outputs) showing that work occurred
  ○ # sessions, classes, meals
  ○ # enrolled, engaged, referred
	• Percentage based showing directional change
	  ○ Increased # and % of enrollees
	  ○ Increased # and % of completers
	
	SHOWS CORRELATION, NOT CAUSATION

A NOTE ABOUT EVALUATION TERMINOLOGY

EVALUATION TERMINOLOGY AND THEIR ALIASES

	Impact	Purpose	Overarching Goal	Goal	Outcome	Objective	Strategy	Output	Intervention	Action	Activity	Resource	Input
Impact		•	•	•									
Purpose	•		•	•		•							
Overarching Goal	•	•		•									
Goal	•	•	•		•	•							
Outcome						•	•						
Objective		•		•	•				•	•			
Strategy									•	•	•		
Output											•		
Intervention					•	•				•	•		
Action					•	•		•			•		
Activity					•	•	•	•					
Resource													•
Input											•		

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
Flyer with block party info Food, beverages, ice Fireworks Tables Chairs Pop-up tents Coolers Plates/utensils/ napkins Face painter Food sign-up form Judges for parade and Pie Palooza Parade prizes Pie Palooza prizes Donations	Create food sign-up form in Google Docs Create invitation flyer (w/Google Doc link) Distribute flyer and post in Facebook group Rent tables and chairs Hire face painters Secure Donations/Volunteers: • Pop-up tents from neighbors • Coolers (4) • Judges (2 for parade, 3 for Pie Palooza) • Financial donations to cover exps • Fireworks Purchase supplies: • Plates, utensils, napkins (100) • Ice (8 bags) • Purchase food, beverages (for 100 people) • Purchase parade (3 items - TBD) and Pie Palooza prizes (3 $25 Amazon gift cards Day of/after Event: • Set up tables, chairs, pop-up tents • Fill coolers with ice and beverages • Hold bike/trike/scooter parade; award prizes • Hold Pie Palooza judging; award prizes • Set off fireworks • Clean up • Return rented tables and chairs • Post lost items in neighborhood Facebook group • Follow up with neighbors to get feedback	50 flyers created & distributed 4 Facebook posts created & posted 2 volunteer judges secured for parade 3 volunteer judges secured for Pie Palooza 3 parade prizes purchased 3 Amazon gift cards purchased ($25 each) 4 pop-up tents secured 4 coolers borrowed 2 face painters hired 5 tables rented 40 chairs rented 100 plates, napkins, sets of utensils purchased 8 bags of ice purchased 4 coolers filled with ice 72 people attend (43 adults, 29 children) 32 people bring food 17 children participate in parade 12 people participate in Pie Palooza 3 Amazon gift cards awarded to Pie Palooza winners 3 prizes awarded to parade winners 31 adults and 10 children provide feedback	New connections made between neighbors New friendships formed between neighborhood children Neighborhood babysitting, pet sitting, and house-sitting directories created Increased feelings of community New neighborhood tradition created	Neighborhood crime watch committee created Reduction in car/house break-ins Increased neighborhood pride What else might a logic model help with in program planning?	Increased community safety Increased community investment Increased intergenerational connectedness Improved mental health/reduced incidence of depression

THANK YOU

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FOR SOCIAL IMPACT

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