Logic Model Workshop Handout #1

Brainstorming Your Case Example

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Think of a program that you work with that is in need of a logic model or logic model redesign. We will be using a series of activities to get you thinking about elements to include in your program of choice's logic model. These activities will build to a final product of developing a full draft logic model. Use this form to start thinking and scoping out program specifics.

Program Name:_____

Goals or Objectives	Activities	Data Collected	Resources

Handout from the National Center for Education Evaluation and Regional Assistance Logic Model Workshop Kit: https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

Logic Model Workshop Handout #2

Workshop Example Logic Model

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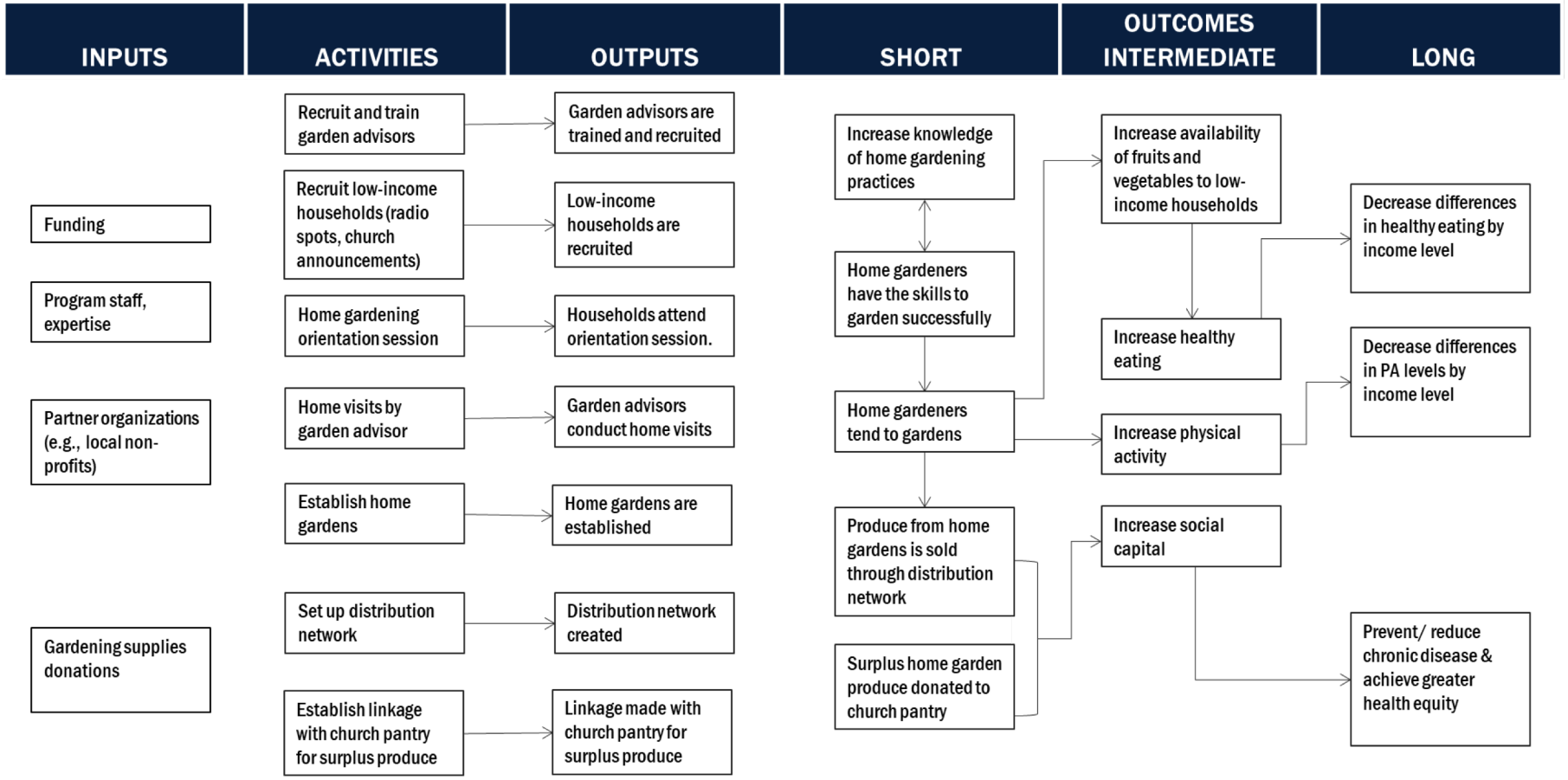

Adapted handout from Kearney, S. C. (2009). The community garden as a tool for community empowerment: a study of community gardens in Hampden County. Masters Theses, 361.

Logic Model Workshop Handout #3

If-then Statements

Refer to the garden case example in handout #2. Move the statements around to make a series of logical if-then statements. Consider the sequencing of events. The statements below include strategies and activities, traditional outputs, and outcomes.

IF_____ THEN/IF_____

THEN/IF_____ THEN/IF_____

THEN/IF_____ THEN/IF_____

THEN_____

1. Advisors run a home gardening orientation with participants.
2. Increase participants' physical activity.
3. Participants tend to gardens.
4. Train garden advisors.
5. We recruit participants from low-income households.
6. Decrease differences in physical activity levels by income level
7. Participants establish home gardens.

Handout from the National Center for Education Evaluation and Regional Assistance Logic Model Workshop Kit:
https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

Logic Model Workshop Handout #3 KEY

If-then Statements

Refer to the garden case example handout #1. Move the statements around to make a series of logical if-then statements. Consider the sequencing of events. The statements below include strategies and activities, traditional outputs, and outcomes.

IF_____5_____

THEN/IF_____1_____

THEN/IF_____3_____

THEN_____6_____

THEN/IF_____4_____

THEN/IF_____7_____

THEN/IF_____2_____

1. Advisors run a home gardening orientation with participants.
2. Increase availability of fruits and vegetables.
3. Participants tend to gardens.
4. Train garden advisors.
5. We recruit participants from low-income households.
6. Prevent/reduce chronic disease & achieve greater health equity
7. Participants establish home gardens.

Handout from the National Center for Education Evaluation and Regional Assistance Logic Model Workshop Kit: https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

Logic Model Workshop Handout #4

Outcome Statements

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Being clear about program outcomes is essential for both focused program implementation and effective evaluation. The table below is designed to promote a step-by-step approach to outcome development. The columns are:

- **Who is the target?** Who is the group targeted with the strategy? Is it students? Parents? A school? In this example, based on the College Ready case, the target is participating high school seniors in three high schools that participate in the program.
- **What is the desired change?** Use an action verb to demonstrate a kind of change or an impact. For example: increase, improve, engage.
- **In what?** What is the activity, strategy, or program in which the target population is going to enact this desired change? What is the resulting action in which the target population will engage to achieve the goal?
- **By when?** Here is where the timeline for outcomes is clarified. Is a particular outcome a short- or long-term outcome?

Enter an example from your own context, related to a program or policy initiative you have in place or would like to develop. If you prefer, consider the College Ready or blended learning case and fill in the table with a relevant example from one of those cases.

Who is the target?	What is the desired change? (action verb)	In what? (results)	By when?
Participating low-income households	Increase	Healthy eating	By October 2019

Handout from the National Center for Education Evaluation and Regional Assistance Logic Model Workshop Kit: https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

Logic Model Workshop Handout #5

Assumptions

Assumptions may be **INTERNAL** (assumptions about participants, resources, and how the program will function) or EXTERNAL (beliefs about how change occurs, values embedded in the program, or findings from prior research).

Consider your program or initiative. Brainstorm the range of assumptions embedded in the program design and in the overall theory of change driving the initiative.

Internal Assumptions	External Assumptions
Program participants want to grow a garden.	Growing and eating vegetables reduces chronic disease.

Handout from the National Center for Education Evaluation and Regional Assistance Logic Model Workshop Kit: https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

Logic Model Workshop Handout #7

Next Steps

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1. What new perspectives about your program did you gain after learning more about logic models?

2. If had a magic wand, what is one action step you want to take regarding program development?

3. If had another magic wand, what is one action step you want to take regarding logic model development?

Logic Model Workshop Handout #7

Data Collection Plan

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COLLECTION PLAN		Outcome #1	Outcome #2	Outcome #3
OUTCOMES	List your outcomes from your logic model.			
INDICATOR	Enter indicators that measure your outcomes.			
DATA SOURCES	In this field, enter sources that can provide the information necessary to measure your outcomes.			
IS DATA ALREADY AVAILABLE?	In many cases, information is already available from registration forms, participant lists, etc.			
DATA-COLLECTION INSTRUMENTS	Enter the data-collection instruments you propose using.			
WHEN AND HOW OFTEN WILL DATA BE COLLECTED?	At what points in time will the collection of the necessary data fit the project's schedule?			
WHO COLLECTS THE DATA?	Who is capable, authorized, and has sufficient time & resources?			
FEASIBILITY: YES/NO?	Can the planned data collection be completed with the time and funds available?			

Handout from the Social Impact Navigator: http://www.social-impact-navigator.org/impact-analysis/data/3-steps/

Logic Model Workshop Handout #8

Resources

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1. Knowlton, L. & Phillips C. (2013). The logic model guidebook, better strategies for great results. Thousand Oaks, California: Sage Publishing.

2. Shakman, K. & Rodriguez, S. (2015). Logic models for program design, implementation, and evaluation: workshop toolkit. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

3. Taylor-Powell, E. (2011). Logic model workshop. https://www.scsu.edu/files/logicmodelworkshop.pdf

4. Taylor-Powell, E. & Henert, E. (2008). Developing a logic model: teaching and training guide. https://peerta.acf.hhs.gov/sites/default/files/public/uploaded_files/Logic%20Model%20Guide.pdf