# Webinar Presentation

## Evaluation and Logic Models

*By Karen Norris, Principal*
*Kanoco Consulting*

*Prepared for*
*Governor's Office of Planning and Research*
*State of California*

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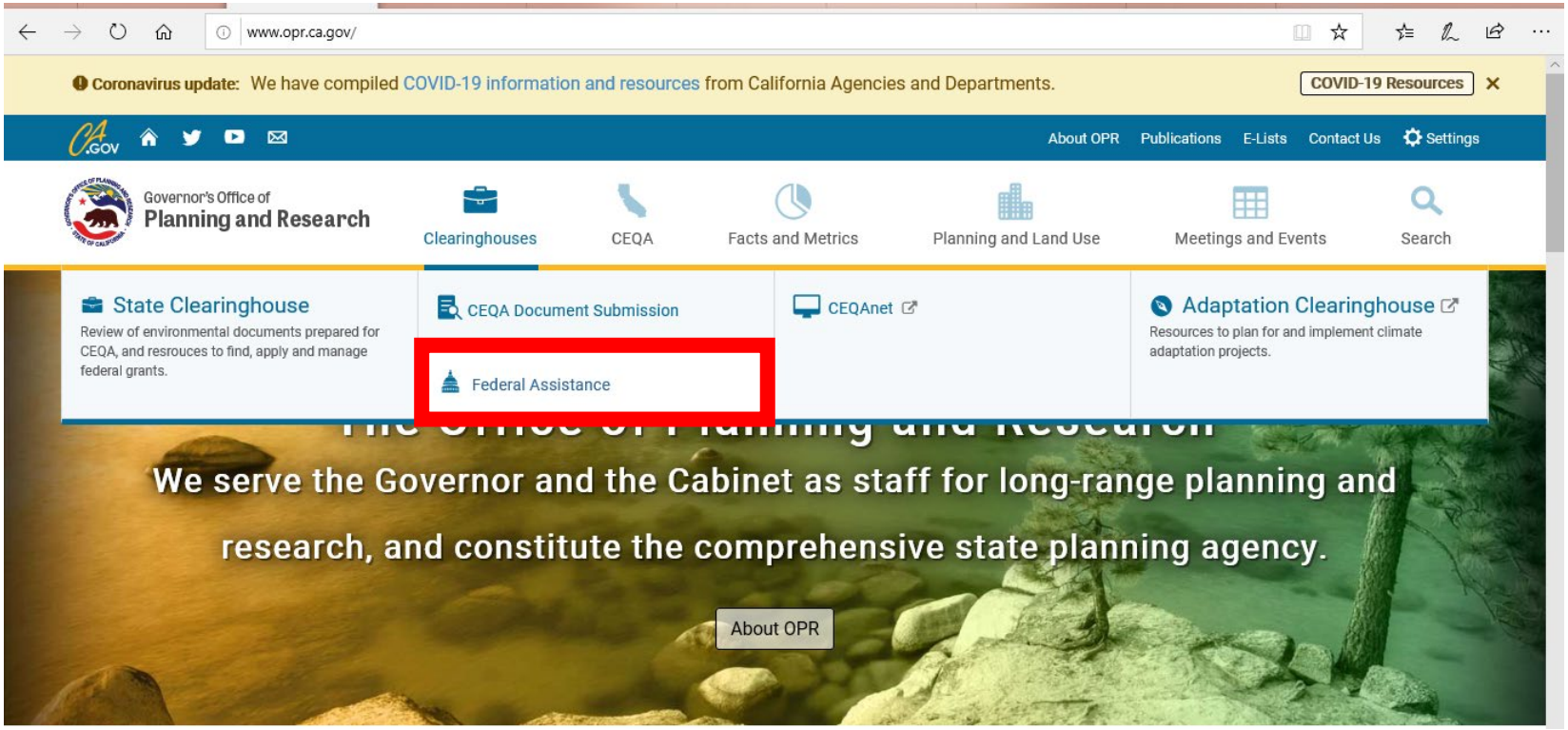
# OPR Federal Assistance



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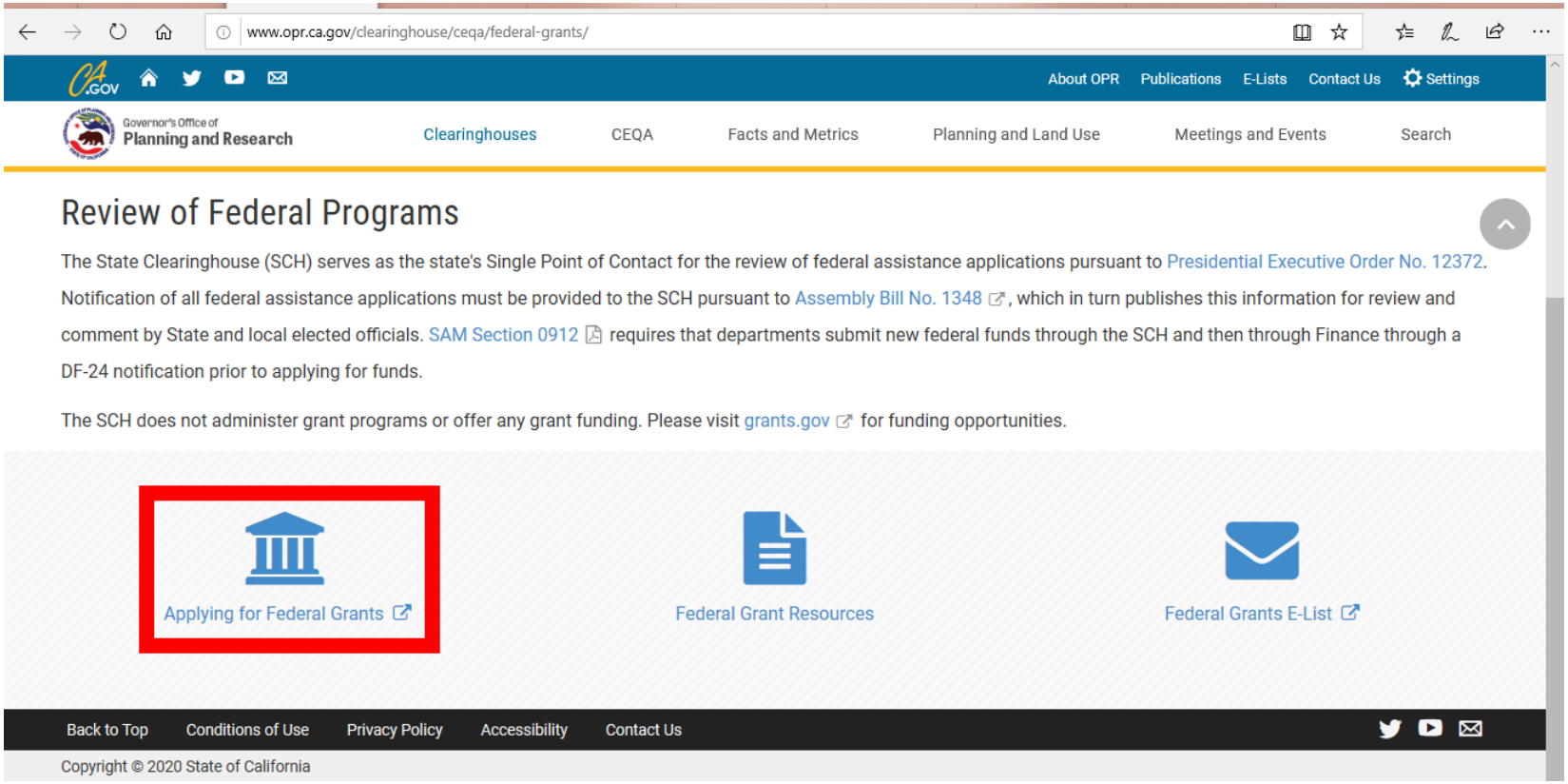
# OPR Federal Assistance



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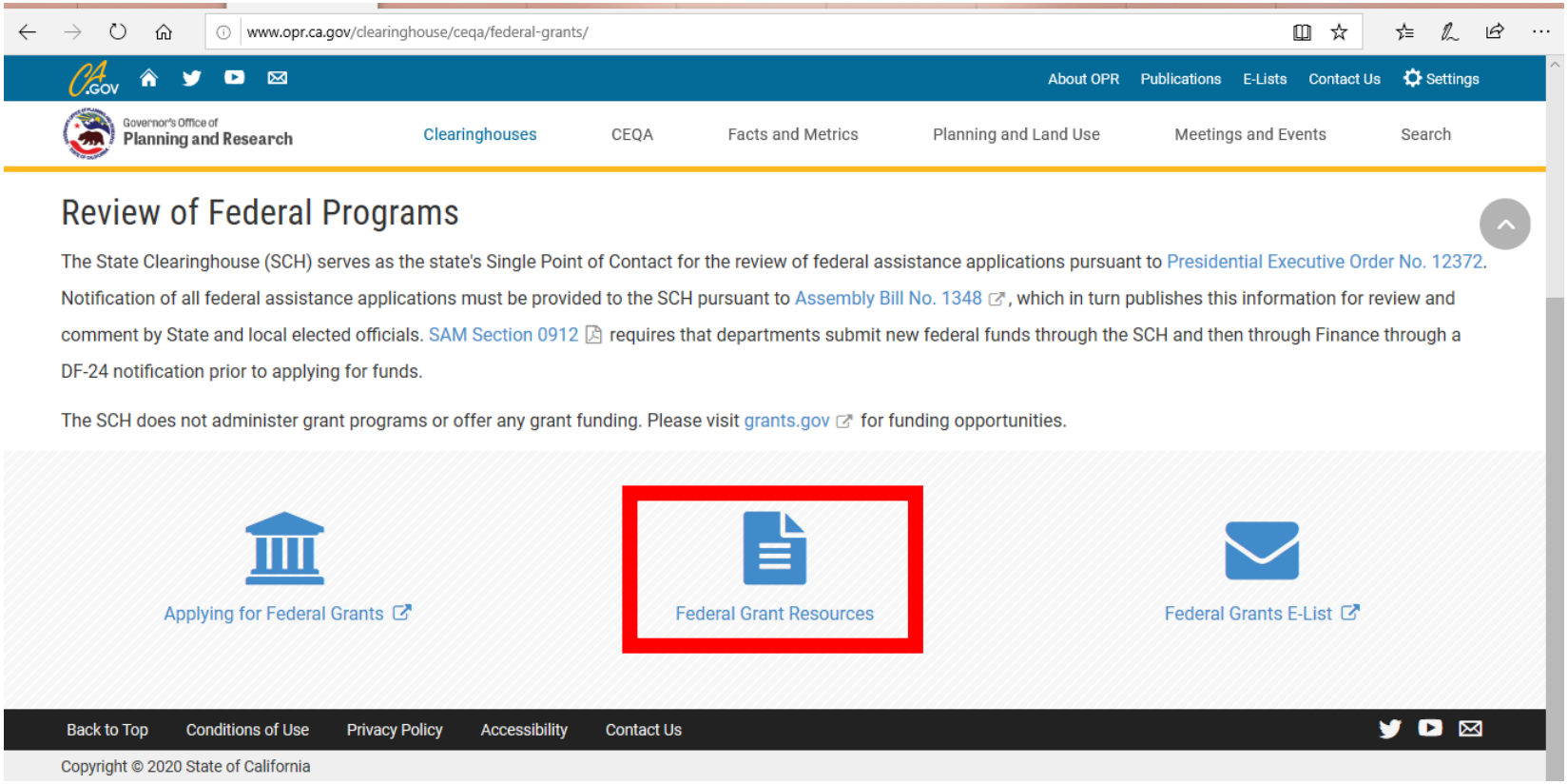
# OPR - Federal Grant Resources



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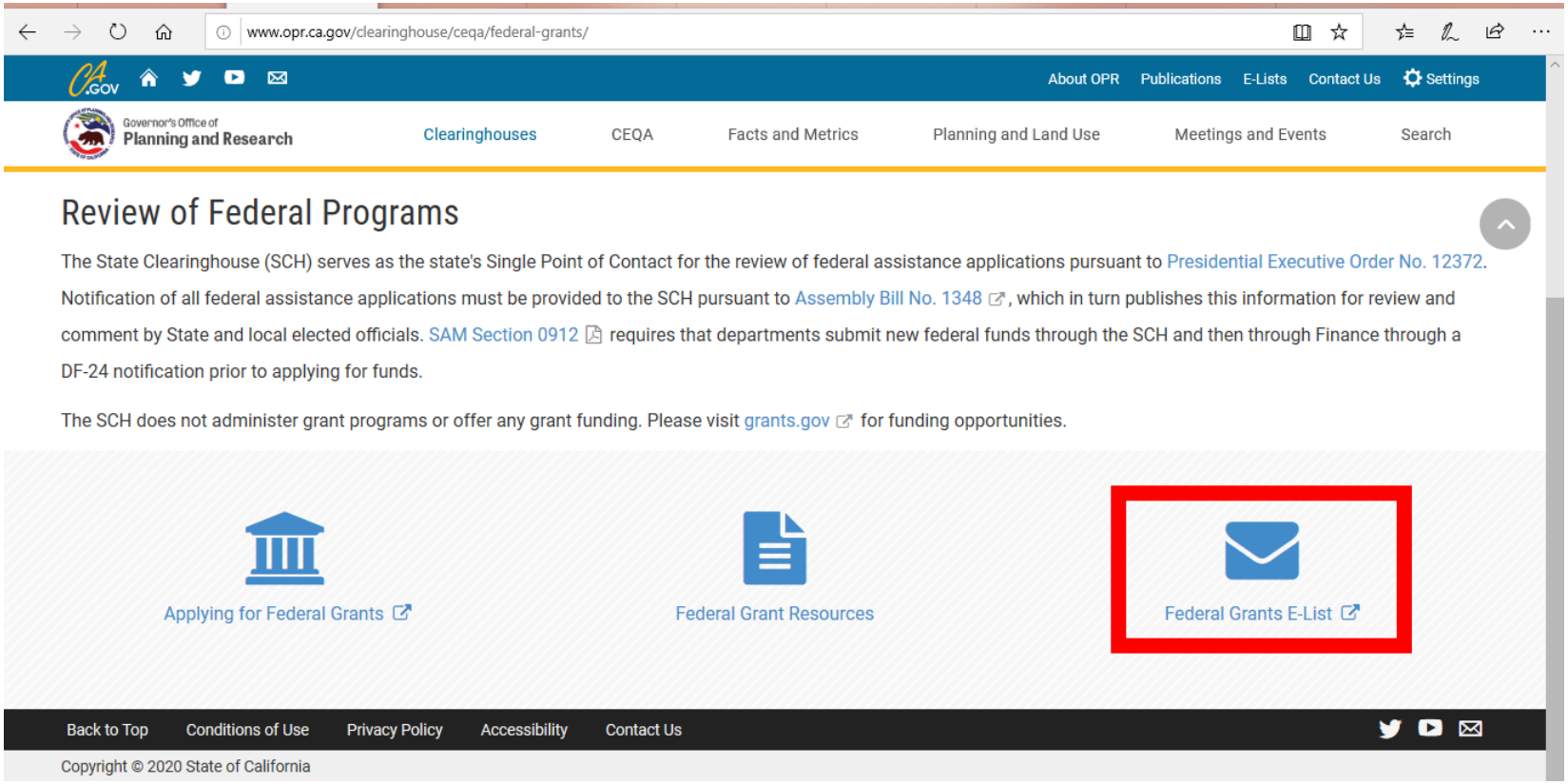
# OPR - Federal Grants E-List



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# Attendee Polls

*Who is attending today?*

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# Logic Models

**Learning Objectives**

- Define a logic model.
- Identify common challenges when communicating outcomes and results.
- Recognize a variety of logic model formats.
- Use logic models to demonstrate outcomes linked to resources and activities.



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# Logic Models

## A Few Words



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# Logic Models

## A Few Words

The uniform guidance requires performance and results. Federal agencies and nonfederal entities must demonstrate performance and deliverables under grant award agreements (200.210).



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# Learning Objective #1

**Define a Logic Model**



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# LO1: Define a Logic Model

**In General**

- Effective evaluation tool.
- Component of an evaluation plan.
- The entire evaluation plan.
- Greatest assets:
  - Demonstrates performance and results over time.
  - Aligns program progress with financial data.



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# LO1: Define a Logic Model

**Definition**

- A logic model is a formatted, prescribed way to develop relationships among the activities you plan to do, the change you plan to achieve, and your program operating resources.



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# LO1: Define a Logic Model

## Visual Display

- Formatted as a chart or table.
- Demonstrates cause/effect relationships.
- Four basic components:
  - Inputs or resources.
  - Activities.
  - Outputs.
  - Outcomes (change, impact).

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# LO1: Define a Logic Model

**Components**

- Inputs/Resources: What resources, such as funding, personnel, or equipment, that support the program.
- Activities: What work, such as a training program, will accomplish the objectives.



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# LO1: Define a Logic Model

**Components**

- Outputs: What is produced, such as the number of workshops, number of attendees.
- Outcomes: What benefits or change, such as increased knowledge, resulted.



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# LO1: Define a Logic Model

**Components**

- The first three components (resources, activities, outputs) are used to achieve results or make change happen.
- The fourth component (outcome) is the change that resulted, the impact.

*Cause/effect.*



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# LO1: Define a Logic Model

## Causal Relationships

- Logic models show cause/effect relationships:
  - What is the effect of using the resources?
  - What work/activities are performed using the resources?
  - What is produced from the activities?
  - What benefits or impacts would result?



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# LO1: Define a Logic Model

**Logic Models and Uniform Guidance**

- All four components are based on terms frequently used in grants.
- Many grant professionals use some of these terms in evaluations as standard practice.
- Logic models are well-aligned with the focus of the uniform guidance and its performance-based requirements.



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# LO1: Define a Logic Model

**Attendee Poll**

Logic models show:

1. Cause/effect relationships
2. Stop/go relationships.
3. On/off relationships.
4. In/out relationships.



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# Learning Objective #2

**Common Challenges When Communicating Outcomes and Results**



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# LO2: Outcomes and Results

**Common Challenges**

- Address uniform guidance requirements.
- Demonstrate long-term results.
- Manage cause and effect relationships.
- Distinguish between outputs and outcomes.



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# LO2: Outcomes and Results

**Address Uniform Guidance**

- Federal agencies must note performance goals and outcomes intended to be achieved in the award agreement (§200.210).
- Performance goals must be associated with a timeline for completion (§200.210).



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# LO2: Outcomes and Results

**Address Uniform Guidance**

- Recipients must related financial data to performance accomplishments (§200.301).
- Recipient performance should be measured in a way to improve program outcomes (§200.301).



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# LO2: Outcomes and Results

**Address Uniform Guidance**

- Performance reporting should reflect recipient progress and identify promising practices to build evidence upon which future federal agency awarding decisions are made (§200.301).



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# LO2: Outcomes and Results

**Address Uniform Guidance**

- Nonfederal entities must monitor activities under federal awards to assure compliance and performance expectations are being achieved (§200.328).



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# LO2: Outcomes and Results

**Address Uniform Guidance**

- Nonfederal entities must submit performance reports using OMB-approved government-wide standard information collections (§200.327 and §200.328).
  - Comparison of accomplishments to objectives.
  - Reasons why goals were not met.
  - Additional information about any cost over-runs or high unit costs.



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# LO2: Outcomes and Results

## Long-Term Outcomes

- Long-term outcomes are often difficult to articulate in a proposal.
- If the awarded program is for a short period of time, long-term outcomes would likely occur beyond the end date.



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# LO2: Outcomes and Results

**Demonstrate Long-Term Outcomes**

- Challenge to commit to long-term outcomes:
  - Often would occur beyond end date.
  - Federal agencies seek sustainability.
- Logic models can help demonstrate the likelihood of long-term outcomes without committing the recipient beyond the end date.



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# LO2: Outcomes and Results

**Manage Cause and Effect**

- Some financial managers, for example, monitor the amount of funding spent (resources).
- While important, it is not the best indicator of achieving results.
  - What occurred after spending the resources?
  - What was the change, the impact, the effect?



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# LO2: Outcomes and Results

**Manage Cause and Effect**

- Some program managers monitor the number of participants served or amount of hours logged (activities, production).
- Production numbers provide an indication that something happened or was produced, but don't reflect that needs were met or desired goals achieved (the effect).



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# LO2: Outcomes and Results

**Distinguish Between Outputs and Outcomes**

- To manage cause/effect, grant managers (financial and program) must correlate their data and understand outputs and outcomes.
  - An output is usually a measure, such as the number of classes attended.
  - An outcome is a benefit, a change.



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# LO2: Outcomes and Results

**Outputs**

- Example: 30 participants, 5 workshops = 150 trained.
- Many evaluations stop with outputs and miss the significance of the work effort, the outcomes.

*What was the result or change because of the training?*



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# LO2: Outcomes and Results

**Outcomes**

- From the training example, what increased knowledge or skills resulted from the workshops?
- What were the benefits, change, impact:
  - Were attendees better qualified to work?
  - Did they earn a credential?
  - Were the promoted?
  - Were they retained?



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# LO2: Outcomes and Results

**Another Example - Athlete**

- An output: The number of coaching sessions an athlete received.
- An outcome: How well the athlete ran.



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# LO2: Outcomes and Results

**Example - Athlete (cont)**

- Other associated measures:
  - Improved speed of the athlete.
  - Number of races won.

*Associated measures would support or provide evidence for the primary outcome, how well the athlete ran.*



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# Learning Objective #3

**Variety of Logic Model Formats**



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# LO3: Logic Model Formats

**Typical Format**

- Several ways to present a logic model.
- Typically presented as a table with columns.
- Could be a diagram or chart.



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# LO3: Logic Model Formats

**Column Format**

- Captures information as a progression from cause to effect.
- There are generally four columns:
  - Col. #1: Resources or inputs.
  - Col. #2: Activities.
  - Col. #3: Outputs.
  - Col. #4: Outcomes.



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# LO3: Logic Model Formats

**Formats**

- Some formats include the objective written above the columns.
- Some formats split the outcomes column into three:
  - Col. #4a: Short-term outcomes.
  - Col. #4b: Mid-term outcomes.
  - Col. #4c: Long-term outcomes.



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# LO3: Logic Model Formats

**Other Formats**

- Some awarding agencies have their own version of the basic logic model format.
- More funding agencies and nonfederal entities are using logic models:
  - EPA, ED, CDC, HUD.
  - WK Kellogg Foundation, United Way.



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# LO3: Logic Model Formats

Let’s look at some formats on the next slides.



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# LO3: Logic Model Formats

| INPUTS | ACTIVITIES | OUTPUTS* | SHORT TERM OUTCOMES* | MEDIUM TERM OUTCOMES* | LONG TERM OUTCOMES* |
|---|---|---|---|---|---|
| In order to accomplish our goals will need the following resources | Accomplishing the following activities will result in the following measurable deliverables | Accomplishing these activities will result in the following evidence of progress | We expect the following measurable changes within the life of the grant | We expect the following measurable changes within the next one to three years | We expect the following impacts/trends within the next three to seven years or more |

Column style of logic model.



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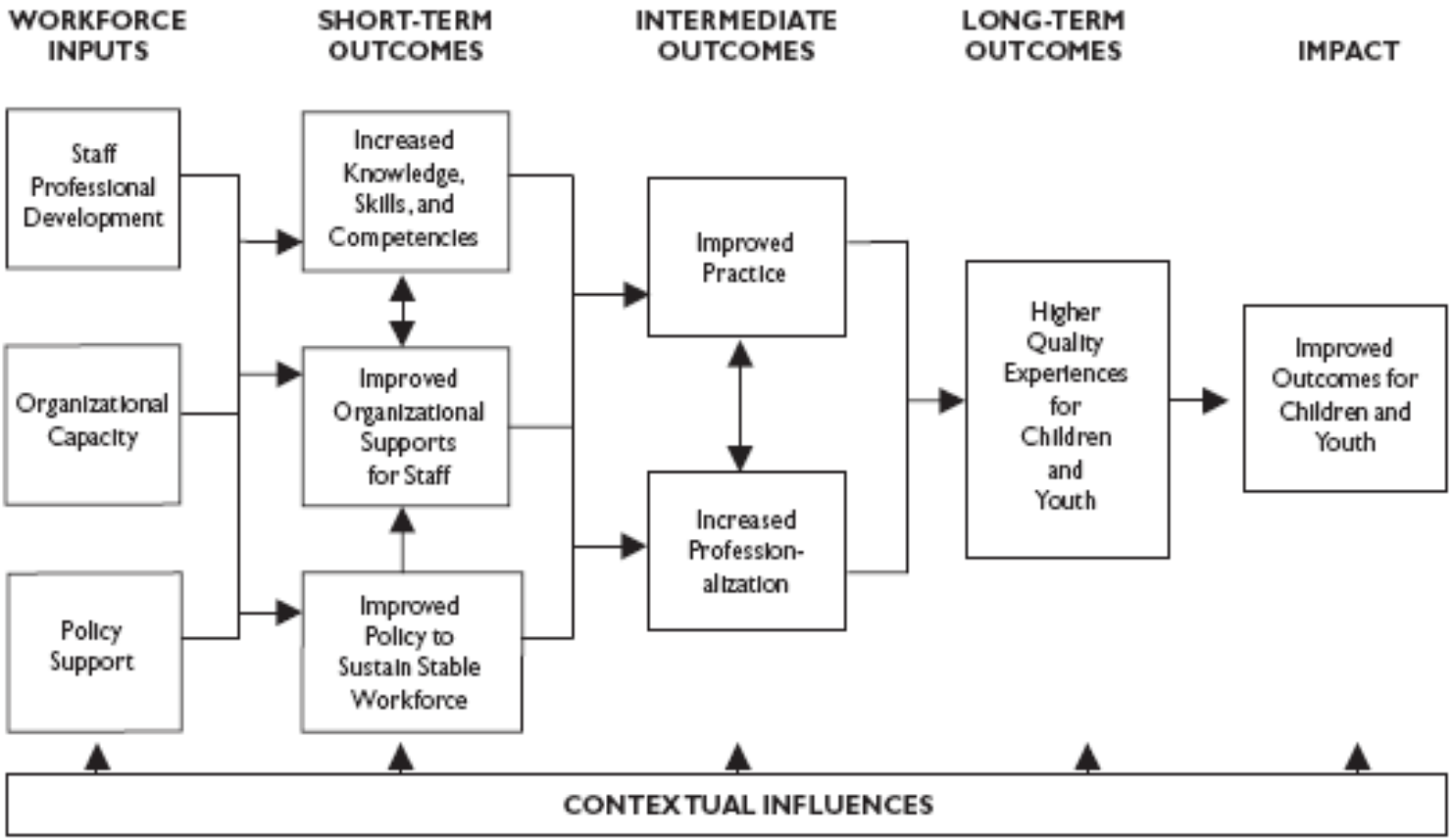
# LO3: Logic Model Formats




A research logic model – no activities.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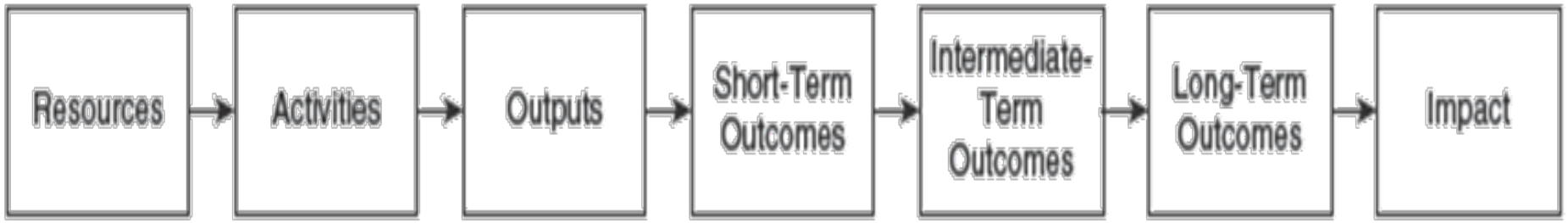
# LO3: Logic Model Formats




A linear progression to demonstrate cause/effect from resources to results.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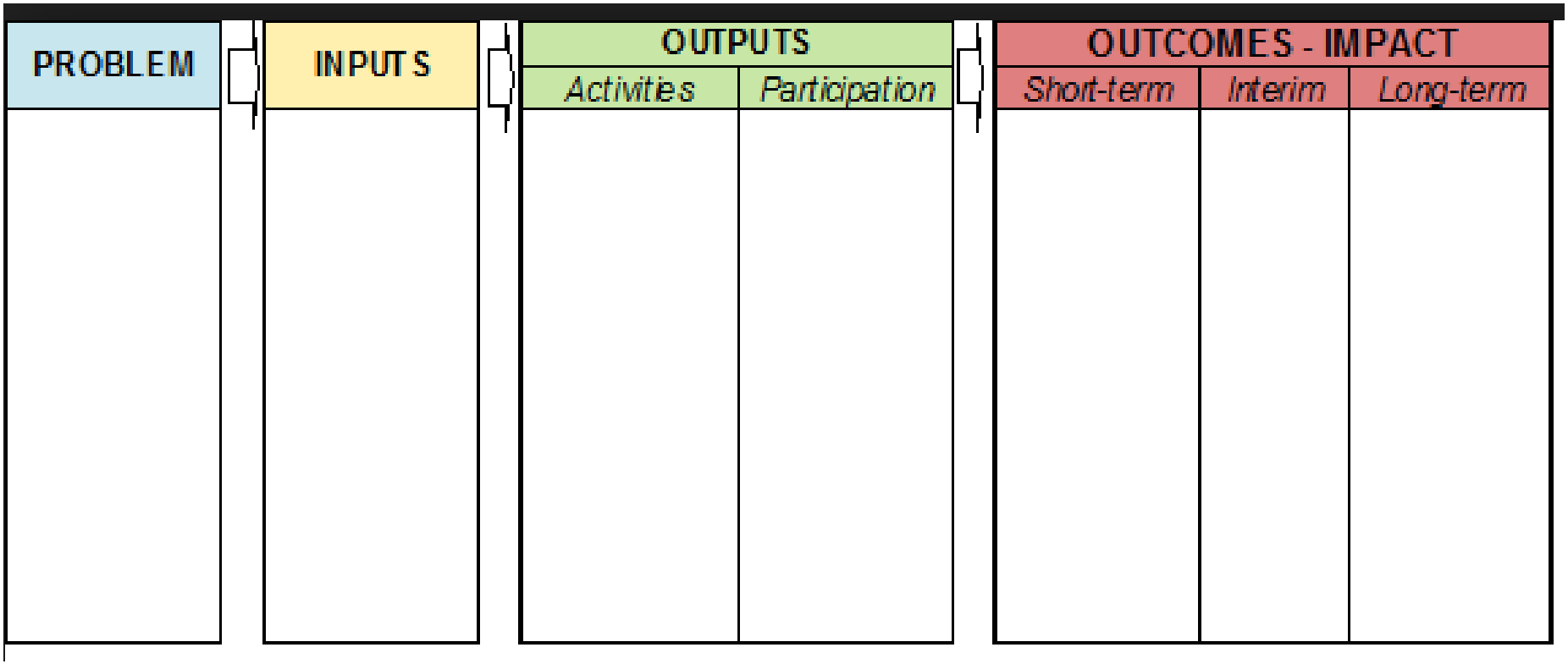
# LO3: Logic Model Formats




Starts with “problem.” Merges activities and participation under outputs.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# LO3: Logic Model Formats

| Obj: To ... | | | |
|---|---|---|---|
| **Inputs** | **Activities** | **Outputs** | **Outcomes** |
| Resources | Work | Production | Change<br>Benefit<br>Impact |

Four basic components, includes objective.



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# Learning Objective #4

**Use Logic Models To Demonstrate Outcomes that are Linked to Activities and Resources**



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# LO4: Use Logic Models

## Goals and Objectives

- A goal establishes the overall direction of a program.
- Goals are typically broad statements of intent.
- Examples:
  - To improve academic achievement of students.
  - To reduce adverse environmental impacts of pollution.
  - Often start with “To.”



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# LO4: Use Logic Models

**Goals and Objectives**

- An objective defines the steps to achieve the goal.
- Objectives are specific and measurable.



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# LO4: Use Logic Models

**Attendee Poll**

- Well-written objectives are:
  - Generally vague.
  - Optional components in an evaluation.
  - Specific and measurable.
  - Almost always an estimation.



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# LO4: Use Logic Models

**Objectives**

- There are several kinds of objectives:
  - SMART objectives.
  - Process objectives.
  - Outcome objectives.



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# LO4: Use Logic Models

## SMART Objectives

- SMART objectives follow a formula:
  - Specific.
  - Measurable.
  - Achievable.
  - Realistic.
  - Time-dependent.



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# LO4: Use Logic Models

**Weak vs SMART Objective**

- Weak objective: Increase math achievement scores for Program X attendees.
- SMART Objective: The percentage of students in Program X who meet or exceed the math standard will increase by 10 percent by the end of the school year.

*Which sounds more worthy of funding?*



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# LO4: Use Logic Models

**Process Objectives**

- All about actions, activities, numbers, tasks to complete:
  - Production.
  - Outputs.
  - Numbers of activities.



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# LO4: Use Logic Models

**Outcome Objectives**

- All about results of the actions and activities:
  - Impact.
  - Benefit.
  - Change.



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# LO4: Use Logic Models

**Process vs. Outcome Objectives**

- Process: 85% of students will participate in at least one academic activity a week throughout the year.
- Outcome: 85% of students will participate in at least one academic activity a week throughout the year, thereby engaging in learning and increasing retention rates by 20% compared to students who do not participate in the program.

*Which one sounds more worthy? Which is easier to measure?*



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# LO4: Use Logic Models

**Process vs. Outcome Objectives**

- Process: 80% of Program X attendees will participate in at least three recreational programs a season.
- Outcome: 80% of Program X attendees will participate in at least three recreational programs a season, promoting healthy behavior and making good choices, thereby improving healthcare data for 75% of participants.

*Which one sounds more worthy? Which is easier to measure?*



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# LO4: Use Logic Models

**Process vs. Outcome Objectives**

- Process: By the end of Year 1, a minimum of 30 parents/guardians will participate in an extended day activity at the school.
- Outcome: By the end of Year 1, a minimum of 30 parents/guardians will participate in an extended day activity at the school to enable them to develop their own skills and better help their children with homework, as evidenced by pre- and post-surveys.



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# LO4: Use Logic Models

## A Few More Words

- Process objectives measure outputs, and assume that benefits and change take place.
- Outcome objectives measure outcomes, and document that benefits or change take place.



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# LO4: Use Logic Models

**More Objectives**

- We will hold a conference in the spring offering a session on grant writing attended by 50 staff (*assumes increased skills*).
- 75% of staff attending the grant-writing session in the spring will demonstrate an increase in knowledge of strategies for writing based on pre- and post assessments (*documents increased skills*).



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# LO4: Use Logic Models

**More Objectives**

- We will create a new math computer lab that includes the latest software designed to help students learn college algebra (*assumes that learning takes place*).
- Students enrolled in college algebra in the fall semester who complete 30 hours of computer-based academic support in the new math lab will reflect a course completion rate 10% higher than a comparable cohort of students with no access to the lab (*documents that learning takes place*).



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# LO4: Use Logic Models

| Obj: To … (workforce development) | | | |
|---|---|---|---|
| **Inputs** | **Activities** | **Outputs** | **Outcomes** |
| Resources<br><br>Funding<br>Personnel<br>Classrooms<br>Instructional mat'ls | Work in progress<br><br>30 participants per workshop<br><br>5 workshops | Production #s<br><br>150 trained | Change/Impact<br><br>150 eligible to work<br><br>120 earned a required credential and gained employment.<br><br>105 remained employed after there years. |



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# LO4: Use Logic Models

| Obj: To … (parenting skills) | | | |
|---|---|---|---|
| **Inputs** | **Activities** | **Outputs** | **Outcomes** |
| Resources<br><br>Funding<br>Staff<br>Partners<br>Research evidence | Work in progress<br><br>Develop parent curriculum<br><br>Deliver 8 sessions for 25 parents each session<br><br>Conduct 8 support groups each month over 6 months | Production #s<br><br>200 parents trained<br><br>100 parents receive supplemental support services | Change/Impact<br><br>Parents understand their own parenting style<br><br>Parents gain confidence in their abilities<br><br>Parents identify appropriate actions to take |



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# LO4: Use Logic Models

| Obj: To … (improve access to health information) | | | |
|---|---|---|---|
| **Inputs** | **Activities** | **Outputs** | **Outcomes** |
| Resources<br><br>Funding<br>Staff<br>Partners<br>Research evidence<br>Curriculum<br>Equipment<br>Internet | Work in progress<br><br>Conduct workshops and meetings<br><br>Provide access to digital resources<br><br>Work with media, press | Production #s<br><br>Improved county website<br><br>500 individuals trained<br><br>Media supports public outreach | Change/Impact<br><br>Improved public's ability to find and use health information<br><br>Improved decision-making about diet and health |



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# LO4: Use Logic Models

| Obj: To … (bike helmets) | | | |
|---|---|---|---|
| **Inputs** | **Activities** | **Outputs** | **Outcomes** |
| Resources<br><br>Funding<br>Staff<br>Volunteers<br>Associations | Work in progress<br><br>Locate data about deaths and brain injury<br><br>Develop public service annc's<br><br>Hold award event<br><br>Develop press kits<br><br>Conduct focus groups | Production #s<br><br>Produce special report<br><br>Produce press kits<br><br>Obtain air time for PSAs<br><br>Conduct award recognition for 300 attendees | Change/Impact<br><br>Bike riders use helmets more frequently (survey data)<br><br>Deaths and rate of traumatic brain injury decrease (ER data) |



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# Logic Models and Performance

**Summary**



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# Logic Models and Performance

**Summary**

- Uniform guidance focuses on program and financial performance.
- Award agreements include deliverables that must be met.
- Deliverables are based on promises (objectives) presented in the proposals.



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# Logic Models and Performance

**Summary**

- Nonfederal entities are under increased scrutiny to demonstrate performance – financial and program.
- Awarding agencies have more responsibility to select low-risk programs that deliver results.



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# Logic Models and Performance

**Summary**

- Logic models reflect performance and results linked to expended resources.
- Logic models demonstrate impact, change, and benefits of the work effort.

*Logic models provide a tool to demonstrate results.*



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# Logic Models and Performance

**Q & A**



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# Friendly Disclaimer

## Please be reminded:

*This presentation is intended to provide general information and does not constitute legal or financial advice. Please consult with your legal and financial advisors. I hope, however, that the information helps provide some insights as you further pursue your work in the grants community.*



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## Prepared For

- Governor's Office of Planning and Research.
- State of California.


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