

## Evaluation Mini-Guide #1: LOGIC MODELS AND PROGRAM OUTCOMES

This mini-guide is one of a series designed to provide recipients of the OAC's Connecting Students to the World of Work grants with guidance for conducting evaluations of their funded programs. Each mini-guide offers basic information on a specific topic to help grantee organizations build their capacity to implement evaluation activities.

This mini-guide focuses on development of a program logic model and identification of program outcomes. Many organizations define the expected outcomes of their program and often include these definitions in grant proposals. Program outcomes should be derived from a program logic model. There are many ways to construct a logic model, which feature different components, depending upon an organization's needs. A logic model can also be referred to as an outcome map, theory of action, or theory of change. There are many ways to conduct evaluations, and an evaluation can be conducted without a logic model, but defining the logic model will likely make the evaluation process easier.

## What is a logic model?

A common definition comes from the W. K. Kellogg Foundation Logic Model Development Guide:<sup>1</sup>

"The program logic model is defined as a picture of how your organization does its work—the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program."

Through a collaborative process engaging all key stakeholders, an organization develops a model that visually depicts what is implemented and what is expected to change, articulates the theoretical assumptions and underpinnings of the program, and structures all activities and evaluation efforts. Logic models can have several components and can vary which components they have, depending upon their program's needs and stakeholder preferences. A guide published by the Georgia Council of the Arts<sup>2</sup> provides an example of a logic model and defines the following components:

- Program/Outcome Goal: What do we hope to change? (This can also be noted as the "program impact".)
- Inputs: What resources will we invest as part of our program?
- Activities: What events, action steps, or activities will happen as part of our program?
- **Outputs**: What does our program produce? (i.e., attendees, materials distributed, membership renewed, etc.)
- **Outcomes**: What actually changed for our constituents, community or organization?

## How is the logic model related to program outcomes?

The logic model defines program outcomes by illustrating alignment among program activities, outputs, outcomes, and the desired impact (or overarching program goal). The model provides a clear path—essentially a road map—to elucidate what constructs should be measured to assess the program's effectiveness in achieving its goals.

For example, an arts-related program may have the goal of supporting students' choice of arts-related careers. To do this, the program may conduct activities such as having students job-shadow arts professionals to gain exposure to arts-related careers and develop skills and experience necessary to find jobs in the field. Articulating specific pathways in the logic model will help clarify specific program outcomes. For example, as a result of job-shadowing in various professional arts-related areas, student may develop "an increased awareness of career paths in the arts" and "an increased familiarity with professional working environments." These would be two program outcomes that would lead toward achieving the program goal of supporting students in choosing arts-related careers. Next, measures that assess the degree to which each outcome has occurred will be selected (see Evaluation Mini-Guide #2).

An example of a logic model for an arts education program and an associated outcome measurement follows on the next page. Many other resources offer examples of program logic models for reference.<sup>2, 3, 4</sup>

<sup>&</sup>lt;sup>1</sup> <u>http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</u>

<sup>&</sup>lt;sup>2</sup> <u>http://www.nasaa-arts.org/Member-Files/Evaluation\_Guide.pdf</u>

<sup>&</sup>lt;sup>3</sup> <u>http://www.uwex.edu/ces/pdande</u>

<sup>&</sup>lt;sup>4</sup> <u>http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html</u>

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## Example Logic Model and Outcome Selection for a World of Work Arts Education Program

Measurement methods and tools should address articulated program outcomes. For example, the program represented by the logic model below could administer surveys to students before and after the program that would address the targeted outcomes, including their interest in arts-related careers.



Program Outcome: Students have increased interest in pursuing arts-related careers.

**Measurement Method: Pre/post survey** on which students would answer item(s) before and after they participate in the program, so a comparison of ratings could assess any change over time. Other variables would be taken into consideration that could impact change in these areas.

**Possible Survey Item:** How likely are you to pursue an arts-related career? Circle one option below.

Definitely Will	Probably Will	Not sure	Probably Won't	Definitely Won't

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