Logic Models to Support Program Design, Implementation, and Evaluation

Session I: Learning about Logic Models

Hosted by the [insert alliance here]
Moderator:
Presenter:
Date
Time
Introductions

Workshop facilitator:

Participants:
Name and affiliation
## Agenda

<table>
<thead>
<tr>
<th>Introduction and goals</th>
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<tbody>
<tr>
<td>Introducing the cases</td>
</tr>
<tr>
<td>What is a logic model?</td>
</tr>
<tr>
<td>Elements of a logic model</td>
</tr>
<tr>
<td>The logic in a logic model</td>
</tr>
<tr>
<td>Next steps</td>
</tr>
</tbody>
</table>
Session I – Goals

• Introduce logic models as an effective tool for program and policy design, implementation, and evaluation
• Practice the elements of a logic model
• Provide guidance on the appropriate steps for building a logic model for a program or initiative
Case Examples

College-Ready and Blended Learning Programs

Activity I.1: Discussion of Cases

Consider one of the cases:

• What are the goals of the program or policy?

• What might we want to know about it?
What Is a Logic Model?

- Where are you going?
- How will you get there?
- What will tell you that you have arrived?
What Is a Logic Model?

A logic model:

• Provides a simplified picture of the relationships between the program inputs and the desired outcomes of the program

• Is a framework for:
  o Planning
  o Implementation
  o Monitoring
  o Evaluation

• Is a graphic and explicit representation of relationships, assumptions, and rationale
What Is a Logic Model?

A logic model is not:

• A strategic plan or a fully developed plan for designing or managing a program or policy

• An evaluation design or an evaluation method
What Is a Logic Model?

Types of logic models:

- Theory approach model: Conceptual, emphasizes theory of change (program design)
- Activities approach model: Activities and relationships, detailed steps (program management and implementation)
- Outcomes approach model: Connects resources and activities with results and outcomes, may break up outcomes and impacts over time segments (program evaluation)
What Is a Logic Model?

The simplest form of a logic model:

INPUTS → OUTPUTS → OUTCOMES
What Is a Logic Model?

The simplest form of a logic model:

**Inputs**: What is invested in the program (e.g., money, people, time, and space)

**Outputs**: What is done in the program (e.g., program strategies and activities)

**Outcomes**: What results from the program (i.e., short- and long-term outcomes)
## What Is a Logic Model?

### Case: Blended-Learning Program

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing technology infrastructure</td>
<td>Infrastructure audit completed</td>
<td>Teachers’ reported use of diverse instruction strategies increases.</td>
</tr>
<tr>
<td>Technology integration staff person for three schools</td>
<td>Six days of summer teacher professional development completed</td>
<td>Student engagement increases.</td>
</tr>
<tr>
<td>Teachers’ enthusiasm in three schools</td>
<td>Six blended-learning classrooms established</td>
<td>Student achievement on districtwide assessments improves.</td>
</tr>
<tr>
<td>Technology integration grant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


## Activity I.2: Inputs – Outputs – Outcomes

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### What Is a Logic Model?

#### Case: College-Ready Program

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Course for parents</td>
<td>Parent involvement increases.</td>
</tr>
<tr>
<td>Volunteer mentors</td>
<td>Mentoring for students</td>
<td>College applications increase.</td>
</tr>
<tr>
<td>School space and resources</td>
<td>Guidance meetings</td>
<td>College acceptances increase.</td>
</tr>
<tr>
<td>Teacher time</td>
<td>Student meetings</td>
<td>College attendance increases.</td>
</tr>
</tbody>
</table>
Elements of a Logic Model

Problem Statement

Resources (inputs)  | Strategies and Activities | Outputs | Short-Term Outcomes | Long-Term Outcomes | Impacts

Assumptions
Elements of a Logic Model

The elements of a logic model:

- Problem statement
- Short- and long-term outcomes
- Impacts
- Outputs
- Strategies and activities
- Resources (inputs)
- Assumptions
Elements of a Logic Model: Problem Statement

Problem statement: The problem or challenge that the program or policy is designed to address

Questions to ask in defining the problem:

- What is the problem or issue?
- Why is this a problem?
- For whom does this problem exist?
- Who has a stake in the problem?
- What is known about the problem (through previous work, research, etc.)?
Elements of a Logic Model: Problem Statement

Problem statement: The problem or challenge that the program or policy is designed to address

Case: Blended-Learning Program

- Students are not actively engaged in their learning.
- Courses are sometimes monotonous.
- Students have limited one-on-one attention from adults.
- Students’ courses are not personalized.
- Students are all expected to work at the same pace.
Elements of a Logic Model: Problem Statement

**Problem statement:** The problem or challenge that the program or policy is designed to address

**Activity I.3: Problem Statement**

- Articulate a targeted and specific problem
- Avoid a problem statement that restates the program as a need
Outcomes: What difference does it make?
Elements of a Logic Model: Outcomes

Outcomes: What difference does it make?

Short-term ➔ Long-term ➔ Impacts
Elements of a Logic Model: Outcomes

Outcomes: What difference does it make?

Short-term → Long-term → Impacts

Most immediate and measurable results for participants that can be attributed to strategies and activities
Elements of a Logic Model: Outcomes

Outcomes: What difference does it make?

Short-term  →  Long-term  →  Impacts

Most immediate and measurable results for participants that can be attributed to strategies and activities

More distant, though anticipated, results of participation in strategies and activities

Regional Educational Laboratory at EDC  relnei.org
Elements of a Logic Model: Outcomes

Outcomes: What difference does it make?

Short-term  Long-term  Impacts

Most immediate and measurable results for participants that can be attributed to strategies and activities

More distant, though anticipated, results of participation in strategies and activities

Desired outcomes of long-term implementation of strategies and activities, dependent on conditions beyond the scope of the program
Outcomes: What difference does it make?
Case: College-Ready Program

Short-term
- Increased contact with parents or guardians

Long-term
- Improved attendance and academic performance

Impacts
- Increased percentage of students graduating from postsecondary institutions
## Elements of a Logic Model: Outcomes

### Outcomes: What difference does it make?

**Activity I.4: Focus on Outcomes**

<table>
<thead>
<tr>
<th>Who is the target?</th>
<th>What is the desired change? (action verb)</th>
<th>In what? (results)</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school seniors in three urban comprehensive high schools</td>
<td>Increase</td>
<td>Applications to postsecondary institutions</td>
<td>By June 2014</td>
</tr>
</tbody>
</table>


Elements of a Logic Model: Outcomes

Outcomes Checklist

- Important
- Reasonable
- Realistic
- Unintentional, possibly negative
Elements of a Logic Model: Strategies and Activities

**Strategies and activities:** What you propose to do to address the problem

Activities, services, events, and products:
- Are designed to address the problem
- Are, together, intended to lead to certain outcomes
Elements of a Logic Model: Strategies and Activities

Strategies and activities: What you propose to do to address the problem

Example: Blended-Learning Program

<table>
<thead>
<tr>
<th>Activities</th>
<th>Sequence</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop teacher training materials</td>
<td>1st</td>
<td>Professional training</td>
</tr>
<tr>
<td>Deliver summer institute</td>
<td>2nd</td>
<td>Professional training</td>
</tr>
<tr>
<td>Conduct technology audit</td>
<td>1st</td>
<td>Infrastructure</td>
</tr>
</tbody>
</table>

And so forth…
Elements of a Logic Model: Strategies and Activities

Any questions so far?
**Elements of a Logic Model: Resources**

**Resources (inputs):** The material and intangible contributions that are or could reasonably be expected to be available to address the problem.

Examples:

- Money, materials, and equipment (material/tangible)
- People, time, and partnerships (intangible)

Resources are the inputs that enable the creation of the strategies and activities that are designed to respond to the stated problem.
Elements of a Logic Model: Resources

**Resources (inputs):** The material and intangible contributions that are or could reasonably be expected to be available to address the problem

Case: College-Ready Program

- Community mentors
- Local university space for parent meetings
- Volunteer college admissions directors for application workshop
- Student volunteers for childcare at parent meetings
Elements of a Logic Model: Resources

**Intangible resources:** What intangible resources are at your disposal?

**Activity I.5: Intangible Resources**

Brainstorm at least five nonmonetary resources that are available to you in a program you operate or manage.
Elements of a Logic model: Assumptions

**Assumptions:** Beliefs about participants, staff, the program, and how change or improvement may be realized.

Make explicit all implicit assumptions:

- Assumptions can be internal and external.
- Ask: What is known, and what is being assumed?
## Elements of a Logic model: Assumptions

**Assumptions:** Beliefs about participants, staff, the program, and how change or improvement may be realized

### Case: Blended-Learning Program

<table>
<thead>
<tr>
<th>Internal Assumptions</th>
<th>External Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The participating school leadership will continue to support the program.</td>
<td>• Access to a range of modalities will increase student engagement.</td>
</tr>
<tr>
<td>• Three staff members will be sufficient to support the program in three schools.</td>
<td>• Increased student engagement will increase academic achievement.</td>
</tr>
</tbody>
</table>
Elements of a Logic model: Assumptions

Assumptions: Beliefs about participants, staff, the program, and how change or improvement may be realized

Activity I.6: Uncovering Internal and External Assumptions

What assumptions are you or your program making?
The Logic in a Logic Model

The theory embedded in the model…

A series of if-then statements across the model
The Logic in a Logic Model

The theory embedded in the model...

A series of if-then statements across the model

Case: Blended-Learning Program

If: District invests in blended learning in three schools

Then: Instruction will be personalized and participating students will be more engaged

and

If: Student achievement will increase as measured by standardized assessment
Activity I.7: If-Then Statements

Order the if-then statements in the example from the College-Ready Program case
Next Steps

What we have accomplished so far?

- Discussed the purpose of a logic model
- Presented the elements of a logic model
- Considered the logic embedded in a logic model
Next Steps

Ask yourself the following:

• Do I understand the elements of the logic model and how they differ?

• Who should I consult in developing the model? What colleagues and stakeholders should be participants in developing the logic model?

• Who will shepherd or see through the development of the logic model?

• How do I know we have captured the theory of action?

• How will we use the logic model?

• How will we ensure we make it a living document?
Next Steps

Your next steps…

Activity I.8: What Are Your Next Steps with Regard to Logic Models?
Some final thoughts…

• Logic models are tools for program design, implementation, and evaluation.

• The process of developing a logic model is important: Engage stakeholders in developing a logic model.

• Logic models should be living documents and returned to frequently.

• Logic models are useful for evaluation but best when developed at the program design phase.
Thank You!

For any questions about this workshop, contact:
Logic Models to Support Program Design, Implementation, and Evaluation

Session II: From Logic Models to Program and Policy Evaluation

Hosted by the [insert alliance here]
Moderator:
Presenter:
Date
Time
Introductions

Workshop facilitator:

Participants:
Name and affiliation
## Agenda

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<td>Introduction and goals</td>
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<td>Review of logic models</td>
</tr>
<tr>
<td>Introducing evaluations</td>
</tr>
<tr>
<td>Moving from logic models to evaluation questions</td>
</tr>
<tr>
<td>Generating indicators</td>
</tr>
<tr>
<td>Building an evaluation design</td>
</tr>
<tr>
<td>Putting it all together</td>
</tr>
</tbody>
</table>
Session II – Goals

• Reintroduce logic models as an effective tool, specifically for evaluation.
• Practice using logic models to develop evaluation questions and indicators of success.
• Provide guidance on how to determine the appropriate evaluation for a specific program or policy.
Review of Logic Models

A logic model is:

• A graphic representation of theory of change
• A framework for planning, implementation, monitoring, and evaluation

A logic models is not:

• A strategic plan or a fully developed plan for designing or managing a program or policy
• An evaluation design or evaluation method
Review of Logic Models

Problem Statement

Resources (inputs)  Strategies and Activities  Outputs  Short-Term Outcomes  Long-Term Outcomes  Impacts

Assumptions
**Problem Statement:** Low-income high school students in selected communities attend college at a lower rate than their middle-class peers, leading to more limited opportunities, higher rates of unemployment, and lower earnings.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Strategies and activities</th>
<th>Outputs</th>
<th>Short-term outcomes</th>
<th>Long-term outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership with 3 public high schools</td>
<td>Establish local college mentorship program.</td>
<td>Recruited adequate number of mentors for student cohort.</td>
<td>Participating students apply to at least one college on time.</td>
<td>Participating students are accepted to and attend college, remaining enrolled into the third semester.</td>
<td>Low-income students in participating communities attend college at the same rate as middle-class peers.</td>
</tr>
</tbody>
</table>

**Assumptions:** College attendance is desired goal for participating communities; high school leaders will remain consistent and support program; parents will show interest and participate in program.
Review of Logic Models

Questions to ask about your logic model:

• What elements of the logic model were hardest to develop?

• Is the problem statement the right “grain size”?

• Within the strategies and activities, did you identify overarching strategies?

• What assumptions did you uncover?

• What is the time frame for your outcomes?

• What are the impacts?

• What was your process for developing the model?

• What requires further explanation or discussion?
Introducing Evaluation

Evaluation asks the questions:

• Are we **successful**?
• Have we had an **impact**?
• What are the most **influential aspects** of the program?
Introducing Evaluation

Consider:

- Is the program or policy effective?
- Is the program or policy working as intended?
- What aspects of the program are working? What aspects are not working?

Timing:

- Ask these questions at the onset of program design.
- Involve stakeholders in the evaluation design.
- Invest early in designing a good evaluation.
Introducing Evaluation

Consider:

• Is the program or policy effective?

• Is the program or policy working as intended?

• What aspects of the program are working? What aspects are not working?

Activity II.1: How Will You Know?
Introducing Evaluation

Most evaluations are designed to improve or prove:

- **Improve**: Formative evaluations focus on strategies, activities, and outputs. They are also called *process* or *implementation* evaluations.

- **Prove**: Summative evaluations focus on outcomes. They are also called *results* or *outcomes* evaluations.
Introducing Evaluation

Four types of evaluation:

• Formative
  o Needs assessment
  o Process evaluation

• Summative
  o Outcome evaluation
  o Impact evaluation
Moving from Logic Model to Evaluation Questions

Formative questions:

- Asked while program is operating
- For program improvement or midcourse correction

Summative questions:

- Asked at completion or after the program
- What was the result?
- Was it effective?
Guidelines for good evaluation questions:

• Can the questions be answered given the program?
• Are the questions high priority?
• Are the questions practical and appropriate to the capacity you have to answer them?
• Are the questions clear and free of jargon?
Activity II.2: Formative and Summative Evaluation Evaluation

What is a formative evaluation question you have about a program or policy?

or

What is a summative evaluation question you have about a program or policy?
Moving from Logic Model to Evaluation Questions

When considering an evaluation, keep your audience in mind:

- **Audience**: Who wants to know? (participants, funders, staff)
- **Questions**: What does the audience want to know? (Is the policy helping? Did we reach the target population? How could the program be improved?)
- **Use**: How will results be used? (continued participation, program changes, funding)
## Moving from Logic Model to Evaluation Questions

<table>
<thead>
<tr>
<th>Audience</th>
<th>Typical Questions</th>
<th>Evaluation Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program staff</td>
<td>Are we reaching our target population?</td>
<td>Program operations</td>
</tr>
<tr>
<td>Participants</td>
<td>Is the program helping people like me?</td>
<td>Participation</td>
</tr>
<tr>
<td>Public officials</td>
<td>Who does the program serve?</td>
<td>Support, commitment, scale-up, and duplication</td>
</tr>
<tr>
<td>Funders</td>
<td>Is the program meeting its goals? Is the program worth the cost?</td>
<td>Ongoing funding, accountability</td>
</tr>
</tbody>
</table>

Source: W.K. Kellogg Foundation, 2006
# Activity II.3: Generating Questions for Different Audiences

<table>
<thead>
<tr>
<th>Audience</th>
<th>Typical Questions</th>
<th>Evaluation Use</th>
</tr>
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<tbody>
<tr>
<td>Program staff</td>
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</tr>
<tr>
<td>Funders</td>
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<td></td>
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</table>
Moving from Logic Model to Evaluation Questions

Any questions so far?
Generating Indicators

Activity II.4:
How Do We Know If a Child Has the flu?
Generating Indicators

How will we know the program is successful?

Indicators of success…
Generating Indicators

Indicators are:

- Specific, measureable targets
- Seen, heard, read, and felt
- Connected to strategies, activities, outputs, and outcomes
- Evidence representing phenomenon of interest
Generating Indicators: Using the Logic Model

From the logic model

- **Inputs**: For example, resources (tangible and intangible)
- **Outputs**: For example, strategies or activities, participation
- **Outcomes or Impact**: For example, short-term, long-term, impact
Generating Indicators: Using the Logic Model

From the logic model

- **Inputs**
  - For example, resources (tangible and intangible)

- **Outputs**
  - For example, strategies or activities, participation

- **Outcomes or Impact**
  - For example, short-term, long-term, impact

Indicators

- Amount of resources used
## Generating Indicators: Using the Logic Model

### From the logic model

<table>
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### Indicators

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of resources used</td>
<td>Number of workshops, number of participants</td>
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# Generating Indicators: Using the Logic Model

## From the Logic Model

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</table>

## Indicators

<table>
<thead>
<tr>
<th>Amount of resources used</th>
<th>Number of workshops, number of participants</th>
<th>Number &amp; percent who learned material, overall improvement</th>
</tr>
</thead>
</table>
Generating Indicators: Using the Logic Model

From the logic model

Activity
- Deliver parent education classes

Outcome
- Parents understand college application process

Indicators
- Number of classes delivered, number of parents attended
- Number of parents reporting increased understanding
Generating Indicators: Using the Logic Model

Ask these basic questions:

• What would achieving the goal reflected in the outcome look like?

• How would we know if we achieved it?

• If I were visiting the program, what would I see, hear, or read that would tell me that the program is doing what it intends?
Activity II.5: Process and Outcome Indicators

Look at the logic model and map a path:
Activity → Output → Outcome → Indicator
### Generating Indicators: Using the Logic Model

#### Example: College-Ready Program

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deliver a set of parent workshops for college readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>Six workshops developed and delivered, 100 parents recruited to participate</td>
</tr>
<tr>
<td>Outcome</td>
<td>Parents increase their understanding of college application process</td>
</tr>
</tbody>
</table>
| Indicators | \[
\text{Process:} \\
\text{Outcome:} 
\] |
### Generating Indicators: Using the Logic Model

#### Example: College-Ready Program

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Output</td>
<td>Six workshops developed and delivered, 100 parents recruited to participate</td>
</tr>
<tr>
<td>Outcome</td>
<td>Parents increase their understanding of college application process</td>
</tr>
</tbody>
</table>
| Indicators | *Process*: 70 percent of parents attend at least five of the six workshops.  
*Outcome*: 80 percent of students in program complete at least one college application by deadline. |
Generating Indicators: Identifying the Right Indicators

**From the logic model**

- **Inputs**
  - Amount of resources used

- **Outputs**
  - Number of workshops, number of participants

- **Outcomes or Impact**
  - Number & percent who learned material, overall improvement

**Evaluation questions**

- Were the inputs sufficient?
Generating Indicators: Identifying the Right Indicators

From the logic model

**Inputs**
- Amount of resources used

**Outputs**
- Number of workshops, number of participants

**Outcomes or Impact**
- Number & percent who learned material, overall improvement

Evaluation questions

**Were the inputs sufficient?**

**Were workshops implemented as intended? Well attended?**
Generating Indicators: Identifying the Right Indicators

**From the logic model**

**Inputs**
- Amount of resources used

**Outputs**
- Number of workshops, number of participants

**Outcomes or Impact**
- Number & percent who learned material, overall improvement

**Evaluation questions**

**Were the inputs sufficient?**

**Were workshops implemented as intended? Well attended?**

**Did program change participant knowledge? Skill?**
Generating Indicators: Identifying the Right Indicators

• One indicator to measure drop-out reduction =
Generating Indicators: Identifying the Right Indicators

• One indicator to measure drop-out reduction =
  o Graduation rate
Generating Indicators: Identifying the Right Indicators

• One indicator to measure drop-out reduction =
  o Graduation rate

• Several indicators to measure parent involvement =
Generating Indicators: Identifying the Right Indicators

• One indicator to measure drop-out reduction =
  o Graduation rate

• Several indicators to measure parent involvement =
  o Attendance at school meetings
  o Participation in parent–school organization
  o Parent calls made to the school
  o Attendance at school functions
Generating Indicators: Quantitative and Qualitative

Quantitative: Outcomes focused and summative

Qualitative: Process focused and formative
Generating Indicators: Quantitative and Qualitative

Indicators can be quantitative:

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the program increase students’ interest in college?</td>
<td>Number of college applications completed</td>
</tr>
</tbody>
</table>
### Generating Indicators: Quantitative and Qualitative

Indicators can be quantitative or qualitative:

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the program increase students’ interest in college?</td>
<td>Number of college applications completed (quantitative)</td>
</tr>
<tr>
<td></td>
<td>Guidance counselors report increased student interest (qualitative)</td>
</tr>
</tbody>
</table>
Final Considerations about Indicators

Remember, indicators may:

• Match the outcomes of interest or questions asked
• Be singular for a given outcome or question
• Be quantitative or qualitative
• Vary based on the audience
Building an Evaluation Design

Consider:

- **Purpose** of evaluation: Formative? Summative? Hybrid?
- **Audience**: Who is the audience for the evaluation? what do they want to know? How will the information be used?
- **Capacity**: Who will conduct the evaluation? What resources will be use? What is the time frame?
- **Priority**: What do you need to know?
Building an Evaluation Design: Identifying Appropriate Data Sources

Data collection:

• What are pre-existing data sources (e.g., school attendance records, existing survey data)?

• What are existing instruments (e.g., existing surveys measuring same constructs)?
Building an Evaluation Design: Identifying Appropriate Data Sources

Types of data:

- Administrative data
- Focus groups
- Interviews
- Observations
- Surveys
- Student test scores and grades
- Teacher assessments
- Other data sources
Activity II.6: Consider Data Sources

Data Source Brainstorm

Consider your own program:
What relevant data sources do you already collect?
# Building an Evaluation Design: Creating a Data Collection Framework

## Data Collection Framework

<table>
<thead>
<tr>
<th>Strategy or Activity</th>
<th>Output or Outcome</th>
<th>Formative</th>
<th>Summative</th>
<th>Indicator</th>
<th>Data Source</th>
<th>Data Collection Instrument</th>
<th>When Collected</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
### Data Collection Framework Example: College-Ready Program

<table>
<thead>
<tr>
<th>Strategy or Activity</th>
<th>Output or Outcome</th>
<th>Formative</th>
<th>Summative</th>
<th>Indicator</th>
<th>Data Source</th>
<th>Data Collection instrument</th>
<th>When Collected</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent education strategy</td>
<td>High rate of parent attendance at workshops</td>
<td>✔️</td>
<td>70 percent of parents attend five out of six workshops</td>
<td>Administrative data</td>
<td>Attendance log at workshops</td>
<td>At beginning of each session</td>
<td>Program director</td>
<td></td>
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<tr>
<td>Parent education strategy</td>
<td>Increased parent understanding of college application process</td>
<td>✔️</td>
<td>85 percent of parents who attend more than four workshops report increased understanding</td>
<td>Parent feedback</td>
<td>Survey and interviews</td>
<td>Beginning of program, end of program</td>
<td>Program staff</td>
<td></td>
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</tbody>
</table>
### Building an Evaluation Design: Creating a Data Collection Framework

<table>
<thead>
<tr>
<th>Strategy or Activity</th>
<th>Output or Outcome</th>
<th>Indicator</th>
<th>Data Sources</th>
<th>Data Collection Instrument</th>
<th>When Collected</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term</strong></td>
<td></td>
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</tr>
<tr>
<td>Parent education strategy</td>
<td>Increased parent understanding of college application process</td>
<td>85 percent of parents who attend more than 4 workshops report increased understanding</td>
<td>Parent feedback</td>
<td>Survey and interviews</td>
<td>Beginning of program, end of program</td>
<td>Program staff</td>
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<td><strong>Long Term</strong></td>
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<tr>
<td>Student education strategy</td>
<td>Increased student understanding of the college application process</td>
<td>80 percent of students who attend the workshops apply to college and get accepted to at least one college or university</td>
<td>Student feedback</td>
<td>Survey and interviews</td>
<td>End of program</td>
<td>Program staff</td>
</tr>
</tbody>
</table>
Putting It All Together

If you have:

• Developed a logic model in collaboration with stakeholders
• Clarified who the audience is for the evaluation and how it will be used
• Identified and prioritized evaluation questions based on the logic model
• Selected indicators based on the outcomes of interest
• Identified data sources and a data collection plan
• Considered evaluation design, with awareness of resources, capacity, and timeline

Then…
Putting It All Together

Create an evaluation prospectus:

- What are you going to evaluate?
- What is the purpose of the evaluation?
- How will the results of the evaluation be used?
- What specific questions will the evaluation answer?
- What data sources will be necessary to answer these questions?
- How will the data be analyzed (evaluation design)?
- What resources are needed to conduct this evaluation?
- What is the timeline for the evaluation?
- How will the results be shared or disseminated?
- Who will manage the evaluation?
## Putting It All Together

### Timeline: Gantt chart

<table>
<thead>
<tr>
<th></th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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</thead>
<tbody>
<tr>
<td>Develop survey</td>
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<td>Select sample</td>
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<td>Administer survey</td>
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<td>Analyze survey</td>
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<td>Compare data to</td>
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<td>indicators</td>
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<td>Write up findings</td>
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Review

- Logic models are a useful tool for program design, implementation, and evaluation.
- Planning for evaluation at the onset of program or policy development ensures an evaluation that is relevant and, potentially, more rigorous.
- Engaging stakeholders in the process of developing the logic model and evaluation encourages support and buy-in and increases authenticity.
Next Steps

Your next steps…

What is one thing you’ve learned or will take back with you to your colleagues?
Thank You!

• Contact Information:

For any questions: [Place name title and email here]