Program Evaluation Toolkit

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Module 1

Logic Models

Chapter Progression

1. What Is a Logic Model?
2. The Problem Statement
3. Resources, Activities, and Outputs
4. Outcomes

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Chapter 1

1 2 3 4

What Is a Logic Model?

Module 1 Logic Models

The Jungle of Terms

Many terms that describe the same basic process:

- **Logic model**
- Conceptual framework
- Conceptual map
- Mental model
- Program description
- Program framework
- Program plan
- Program theory
- Theory of action
- Theory of change

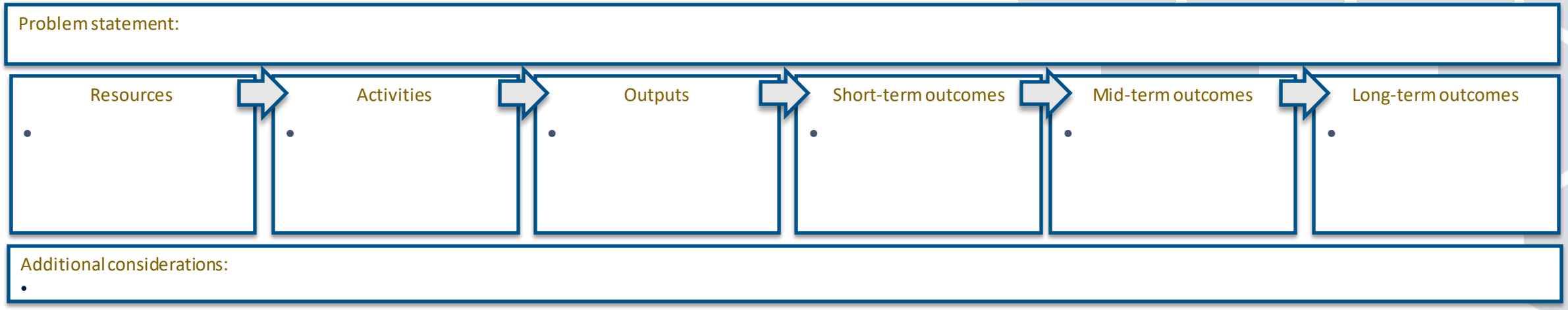
Logic Models Are the Center of Program Evaluation

Module 1 Logic Models

Module 1 Logic Models

What Is a Logic Model?[1,2]

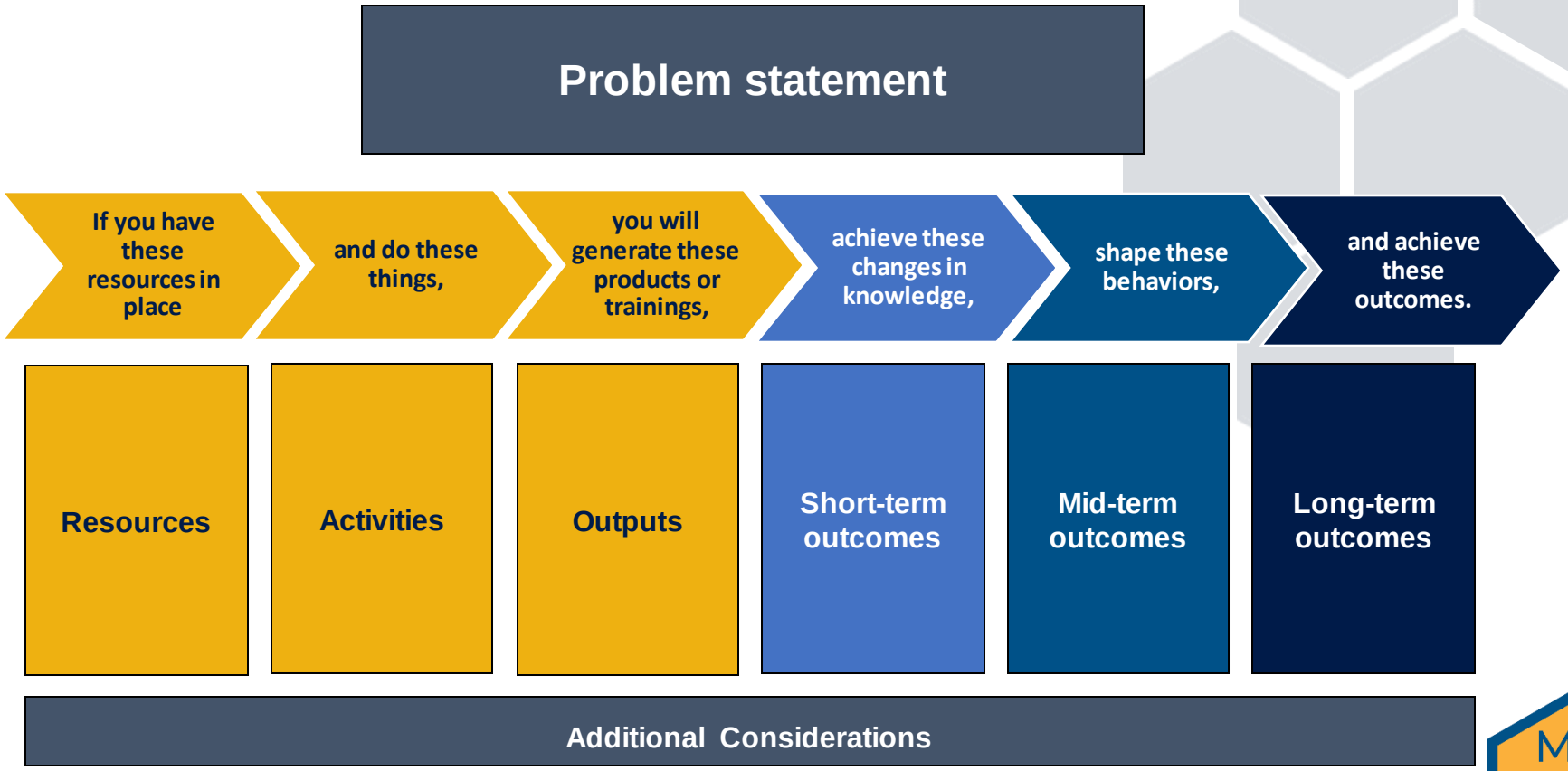
- A graphical representation of the relationships between the parts of a program and its expected outcomes.
- A framework for program planning, implementation, and evaluation.



Why Create a Logic Model?[1,2]

- To create a common language among evaluation team members.
- To showcase connections between program components.
- To support every activity of a program evaluation.

Components of a Logic Model[1,2]



After-School Middle-Grades Math Program (AMMP!)

- A middle school has been experiencing
  - low rates of math homework completion, which may contribute to low math achievement scores; and
  - high numbers of unsupervised students, which may contribute to community issues such as vandalism.
- AMMP! offers math tutoring, math extension activities, homework completion support, recreational activities, and field trips during after-school hours.

AMMP! Logic Model

Problem statement: Students at the middle school have low homework completion rates (lower than 40 percent) and low performance on state math assessments (only 25 percent proficient or advanced). In addition, the community around the middle school is experiencing issues with unsupervised students after school. Incidents involving middle school students are up 17 percent over the last three years. Stakeholders, including district staff, students, parents, community services, and community members, are concerned about the low performance and unsupervised after-school time. Research has indicated that low math performance in middle school is correlated with low graduation rates and that unsupervised after-school time is related to an increase in community issues. The school district has recently received a federal grant and would like to use these funds to address the problem.

Resources	Activities	Outputs	Short-term outcomes	Mid-term outcomes	Long-term outcomes
• Grant funding • School facilities (office space, gym, classrooms, outdoor space) • School transportation • Volunteer tutors • School staff • Teacher-designed math extension activities • Partnerships with the local recreation center and businesses	• Training of volunteer tutors • Tutoring or homework help • Outreach activities, such as newsletters • Math extension activities, such as math games and experiments • Recreational activities • Field trips, such as community-sponsored activities	• Student attendance in AMMP! • Hours of provided tutoring • Tutor attendance in training • Tutoring records • Lesson plans • Schedules of math extension, recreational activities, and field trips • Meeting minutes	• Community awareness of AMMP! • Increased tutor knowledge of effective techniques • Student awareness of AMMP! • Teacher promotion of AMMP! • Increased teacher support for AMMP! activities	• Increased student participation in AMMP! • Increased homework completion rates • Increased readiness for high school math • Increased engagement in math classes • Increased community and business participation in AMMP! activities	• Increased graduation rates • Decreased number of issues in the community • Increased enrollment in advanced math courses in high school • Improved performance on state math assessments • Improved school–community relationships

Additional considerations: Availability of tutors and school facilities.
Unsupervised after-school time results in increased community issues. Including recreational activities will improve attendance.

Further Guidance

- Logic model development team
  - Representatives from all stakeholder groups.
  - Representatives from both the evaluation team and the program team, if possible.
- Data
  - Collect existing data and materials to help inform the logic model.
- Direction
  - Logic models can be developed both forward and backward.

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Module 1 Logic Models

Chapter 1 Complete

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Recommended next: Chapter 2 – The Problem Statement

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Module 1 Logic Models

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References

1. Bledsoe, K., Cox, J., Goodyear, L., & Rodriguez, S. (2014, April 15). *ISBE 21st CCLC program evaluation webinar* [Webinar]. Education Development Center. https://iqa.airprojects.org/events/webinars/LogicModel_Workbook_2014.pdf
2. Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. (2014). *Logic models: A tool for effective program planning, collaboration, and monitoring* (REL 2014-025). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf