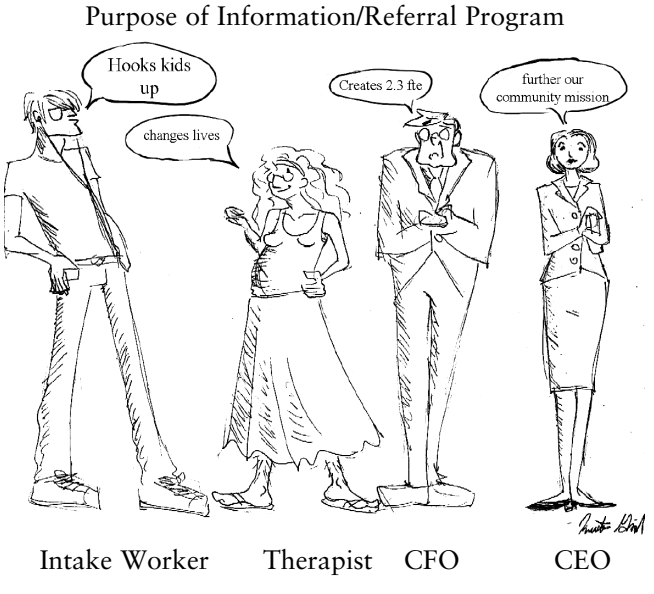
CHAPTER 7

Program Definition

Using Program Logic Models to Develop a Common Vision



With most evaluation projects, one of the first things to address is the way the program is supposed to operate. Who are the intended clients? What services should they get? How will those services help them? At the beginning of an evaluation project, it is fairly standard to ask a variety of stakeholders, people

with an interest in the program (more about this later), about the program. These interviews are typically informal and unstructured and usually include a series of basic questions that encourage stakeholders to tell the evaluator about the more significant aspects of the program from their point of view. Also, it gives the person doing the evaluation a chance to meet some of the folks associated with the program in a safe and nonthreatening environment.

Checking Vitals

In doing a program evaluation, you must first address the way the program is supposed to operate:

- Who are the intended clients?
- What services should they get?
- How will those services get to them?

Interview stakeholders:

- Use informal interviews.
- Give a series of basic questions that encourage stakeholders to tell the evaluator about the more significant aspects of the program from their point of view.

Consider the situation where a residential program for delinquent children was about to be evaluated. These are some of the comments that came up in informal conversation: One staff member spoke in great detail about the physical surroundings of the facility, saying that for many of the children, it was the first time they had a safe place to sleep and good nutrition in years. Another staff member was fixated on the educational program. He stated that children who had not attended school in years were able to attend school regularly, achieve academic success, and catch up with their age-group. Yet a third person spoke about the group treatment model. She saw the therapeutic process helping these historically violent youth find ways to negotiate with each other in a constructive manner and resolve conflict productively. Finally, a fourth person, a referral source outside the program, praised the program for giving kids a safe place to stay.

It is interesting to note that people, very knowledgeable about this program, working side-by-side on the same program, have very different viewpoints

about the most important part of the program, as well as its purpose. In the example above, two different staff people thought that group therapy was the key to the program. When asked about the key element of this program component, one of them felt the structure provided by the group process was the key, while the other person felt the experienced and trained staff was the factor that made the difference.

All of the discussants in this exchange are most likely correct. Social work programs do some amazing things, so it is likely that one program could conceivably accomplish all of the above. Additionally, it is common for two coworkers who have worked together for years to have very different points of view about a specific program. As you would expect, a number of factors contribute to this.

The role of persons with respect to the program has a major impact on their perspective. A group worker will probably have a different view than a family worker. Additionally, personal and professional factors will influence this perspective. A person with years of experience will see the program differently than a newly hired employee. Professional training, life experience, individual experiences with the program, and many more things have an influence on one's perspective. The organizations where programs reside are also subject to program expansion/cutbacks, changes in leadership, philosophical shifts, and other dynamics that impact a program's intentions. Most likely, the program will have multiple purposes based on the perspective of the person describing the program. In order to get the most complete description of the program, you must include people with many different viewpoints.

Checking Vitals

The relationship of practitioners and other constituents with respect to the program has a major impact on their perspective.

Professional training, life experience, individual experiences with the program, and many more things have an influence on one's perspective.

The organizations where programs reside are also subject to program expansion/cutbacks, changes in leadership, philosophical shifts, and other dynamics that impact a program's intentions.

In order to get the most complete description of the program, you must include people with many different viewpoints.

Undoubtedly, this primary task of clarifying a program's intent is complicated with a range of views and different key actors. One way to address the multiple points of view surrounding a program is to develop a program logic model (PLM). The development of a program logic model accomplishes a number of purposes:

Stakeholders are allowed to articulate their views about the program.

Stakeholders are allowed to hear and appreciate the views of other stakeholders.

Divergent views about the program are synthesized in a collaborative process.

An integrated model is developed with stakeholder ownership.

The integrated model is scrutinized publicly for feasibility.

The model serves as a solid reference for program management decisions.

The model is used as an organizing tool for evaluation.

The model can be used as a promotional tool for the program.

The model can be employed to support program proposals for grant activity.

In this discussion, PLMs will be the common reference; however, there is a little baggage around the name at the onset of the process. It reeks a little bit of jargon. Often the term "logic model" connotes some type of computer programming reference that makes many practitioners a little nervous. In some cases, the term "program model" is used as an effective replacement. A student aware of this concern suggested using "happy program description." As the process continues, this detail becomes irrelevant as the respective rendition is known as the hospice program model or the diversion program model. The investments made by practitioners to describe the model create an investment that provides ownership, and this concern, in effect, goes away. Prior to advancing and illustrating this approach, the historical development of this approach should facilitate a deeper understanding of its original intent and reinforce its utility.

BRIEF HISTORY OF PROGRAM LOGIC MODELS

Logic models were first introduced during the 1960s and 1970s to evaluate large federal social programs. A process called evaluability assessment that involved utilizing program logic models was introduced as an alternative to the standard large-scale evaluation process, which would often take years to complete. The traditional process included sending an evaluation project proposal to possible consulting firms,

reviewing and accepting a proposal, conducting the evaluation, and finally, reporting the findings. From start to finish, this process would take months and sometimes years from requesting proposals to receiving information. Obviously, this process did not lend itself to collection of useful and timely program information. The key questions would often change as would the key actors invested in specific questions (Horst, Nay, Scanlon, & Wholey, 1974; Nay, Scanlon, Graham, & Waller, 1977). Logic models were a critical part of this expedited evaluation process that would focus initially on getting the program's intended functioning clarified (Rutman, 1980; Wholey, 1983, 1994). The use of logic models has enjoyed significant popularity since that time (Alter & Egan, 1997; Alter & Murty, 1997; Hartnett & Kapp, 2003; Kapp, 2000; McLaughlin & Jordan, 2004; Savas, 1996). One of the authors of this book had the good fortune to work with Joe Wholey in the mid-1980s. As a result, much of our experience is inspired and informed by his work.

BUILDING A PROGRAM LOGIC MODEL

The process of constructing a program logic model provides an extensive amount of information for the evaluator. Additionally, it provides some very productive initial exchanges that allow the evaluator and the program people to get acquainted. One of the first steps in developing the program logic model is deciding who to interview.

Whom Do You Interview?

The term "stakeholder," as stated earlier, is used to describe individuals who may have some investment in the program. See Table 7.1 for a list of potential stakeholders.

While the list is long, it is useful to be as inclusive as possible. Additionally, efforts should be made to include different points of view. It may also be useful to consult with your contacts in the agency about critical interviewees who may represent divergent views or key actors who need to be supportive of the evaluation process. For example, with a hospice program, the interview group might include the clinical director, the medical director, the social worker, the bereavement counselor, the nurse, the local hospital staff, a financial staff person, and a representative of a funding source. This group would most likely offer different perspectives about the process. In another project, one of the authors was developing a multi-program logic model, a model of juvenile justice services within a judicial district, and all the different service providers were included: probation, diversion, detention, intake, and assessment.

Table 7.1 Stakeholder Groups

Clients	Children, adults, partners, spouses, relatives, friends, clergy, community members
Direct service staff	Educational staff, family therapists, group workers, direct care staff, intake workers, information/referral staff
Supervisory/management staff	Team leaders, program managers, clinical supervisors
Executive staff	Executive directors, associate executive directors, regional managers
Board of directors	Members of the agency board
Funders	City, state, and federal funders, United Way, foundation funders
Community partners	Juvenile court, child welfare offices, probation office, mental health center, law enforcement, job centers, religious groups, youth center personnel

However, the evaluator did not include local legislators serving on a juvenile justice advisory committee, which proved to be a faux pas on the evaluator's part as these stakeholders held distinct views and were quite influential. In retrospect, it would have been beneficial for their input to be included in developing the model. In hindsight, the evaluator should have spent more time investigating key stakeholder groups with the members of the evaluation team.

Checking Vitals

One of the first steps in developing the program logic model is deciding who to interview.

Considerations when choosing stakeholders:

It is useful to be as inclusive as possible.

Efforts should be made to include different points of view.

Consult with your contacts in the agency about critical interviewees who may represent divergent views or key actors who need to be supportive of the evaluation process.

The Interview Process

After deciding who to interview, one needs to decide what questions to ask (see questionnaire in Table 7.2, adapted from Wholey's [1983] exemplar). A list of straightforward questions provides a sound structure for collecting the information needed to construct a program logic model. While the questionnaire format works nicely in individual interviews, it can be adapted to the setting.

In some cases, there may be an evaluation team or a project team that will continually work together. On occasion, the authors have used the interview guide to facilitate a discussion among a group. A group interview can facilitate discussion among members that may lead to more refined input into the model.

Table 7.2 Logic Model Questionnaire

Eco-Structural Family Program IW Guide

1. How is the program staffed and organized?
2. What components are involved with the program other than staff?
3. Can you describe the major activities of the program?
4. What resources are devoted to these activities?
5. What are the main objectives of the program? What is the program trying to accomplish?
6. What accomplishments is the program likely to achieve in the next 2 to 3 years? What would you expect?
7. How will the activities undertaken by the program accomplish these results?
8. What kinds of information do you have on the program?
9. How do you use this information?
10. What kinds of information do you need to assess program performance?
11. How would you use this information?
12. What measures or indicators are relevant to the program?
13. What problems face the program?
14. What factors are likely to influence the program over the next 2 to 5 years?

Source: Adapted from Stroul et al., 1980; Wholey, 1983.

If a group discussion seems to support the ongoing evaluation process, it may be important to give members a set of questions to answer privately and then share with the group—particularly when some of the group members may be more talkative or dominant. Each individual team member can talk about answers to specific questions as the initial part of the group's discussion. The evaluator can then attempt to compare and contrast the individual feedback.

Checking Vitals

A list of straightforward questions provides a sound structure for collecting the information needed to construct a program logic model.

A group interview can facilitate discussion among members that may lead to more refined input into the model.

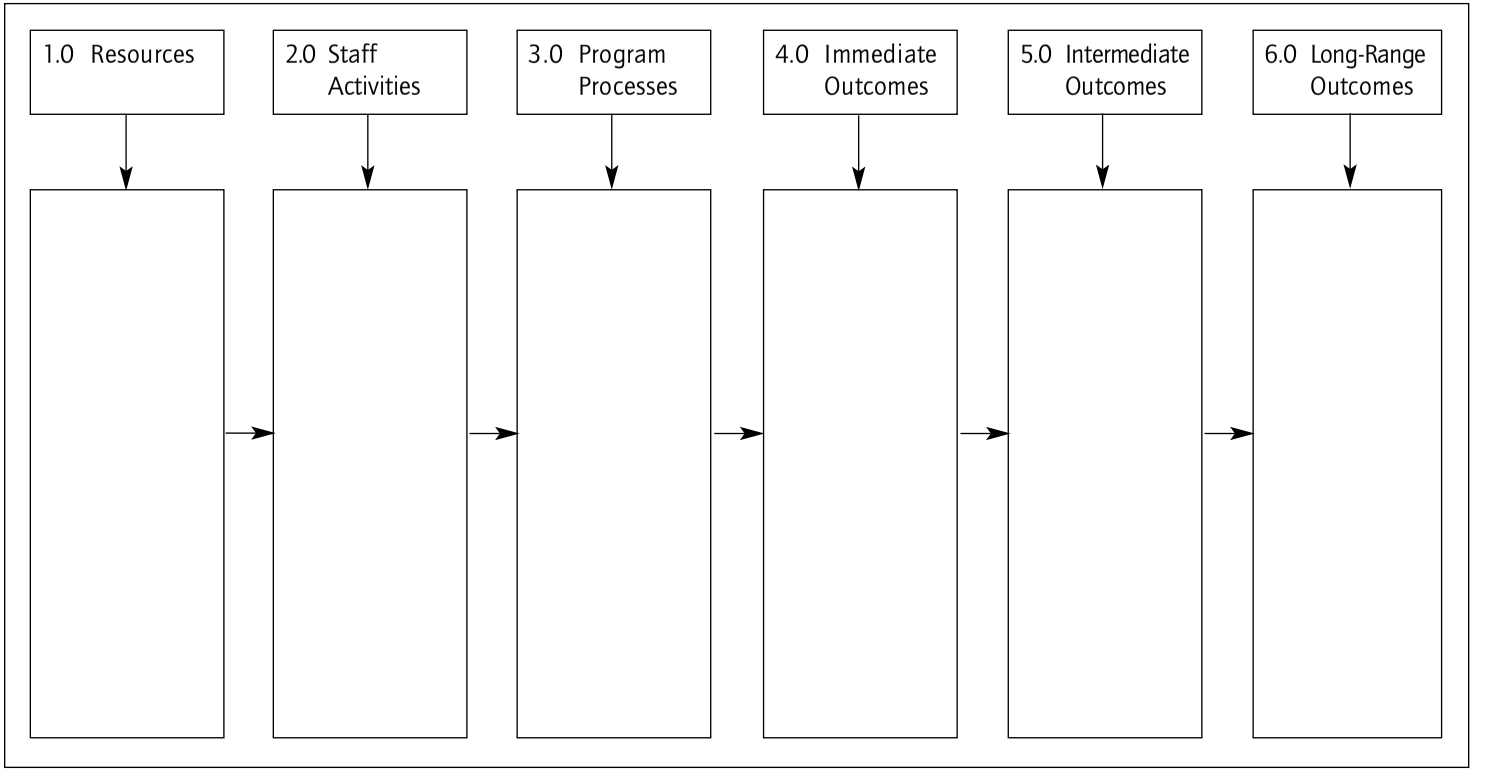
If a group discussion seems to support the ongoing evaluation process, it may be important to give members a set of questions to answer privately and then share with the group.

DEVELOPING THE INITIAL PROGRAM LOGIC MODEL

The completed interviews, group or individual, will give the evaluator an extensive amount of detail about the program functioning. The information is then organized around the structure provided in PLM #1. Using this structure, a logic model is developed which describes the program's resources, activities, program processes, and immediate, intermediate, and long-term outcomes. Although the input is often varied, this format allows the inclusion of many different programs. It is flexible enough to include a variety of perspectives. Additionally, it is the evaluator's job to present the program in a logic model that represents the perspectives offered during the interviews. While the evaluator makes every effort to organize the information in the most concise manner, this is not the time for the evaluator to select or filter the information. The task at this point is to present a program logic model that reflects the program ideas reflected in the interviews. A variety of different models are presented at the end of the chapter. Some of these are single program models and some are examples where a logic model was constructed to represent a group of programs. This is often useful when grouping services together is useful for funding or planning purposes.

PLM #1

Program Logic Model



What Is in a Logic Model

In our experience in developing logic models, jargon is used in many different ways; therefore, some basic clarification may be useful. While everyone may not agree with our definitions, the following may help to make them more explicit and hopefully clear up some of the confusion. PLM #1 is a blank logic model that includes the column headings in the model. The first column identifies the "Resources" that are invested in the program to make all the good things happen. If you look at the other PLMs, you will see things listed like staff, clients, and facilities—not that surprising. Some other models also include collaborative partners in the community or the organization like the committees listed in PLM #3 (Juvenile Justice Service Programs) or the agency partners listed in PLM #4 (Homework Hotline Project Logic Model), and others. Additionally, some models include less concrete things that are still viable resources, like the best practices reference in PLM #3 and positive relationships with the "Community" in PLM #8 (Non-Custodial Parent Program Logic Model).

The "Staff Activities" column usually includes broader groupings of the significant program components (service and those that support service). When it is made clear that this is a broader rubric than is refined in the next column, much of the confusion usually subsides. PLM #9 (Hospice Program Logic Model) lists the different aspects of a hospice program. PLM #3, a multi-service model, lists the different juvenile justice services available in the respective counties.

The next column lists the key processes associated with service delivery. We usually ask program people to think of the key things that need to get completed for effective service to occur. In PLM #4, for example, it is imperative for students to contact the "Hotline" before any support can be offered. PLM #8, on the other hand, lists different service pieces: assessment, referrals, mediation, and so forth. Additionally, a one-to-one relationship between "Staff Activities" is not necessarily needed. In some cases, certain activities are more important than others. In addition, some service components are more fully developed than others. In PLM #5 (Resident Treatment Program Project Logic Model), two things are notable: (1) Family therapy is more developed because there are two more specific processes listed than in the other service areas; and (2) having therapy-focused services, especially during aftercare, is essential to the success of the program.

The remaining three columns list program outcomes separated by timing. "Immediate Outcomes" are those that are intended to be accomplished toward the end of service. This distinction is very concrete in residential programs where clients tend to leave the program and less discrete when services are continuous.

In those cases, efforts are often made to describe this part of the program as the early parts of discharge from the facility. Intermediate outcomes focus on the idea of clients adjusting to the ongoing adjustment to life in the community. These outcomes tend to occur at a later point in time and also represent a more advanced level of accomplishment. In PLM #5, it is one thing to place youth in less restrictive settings (Immediate Outcome), but in the intermediate outcome, youth are expected to be maintaining that status.

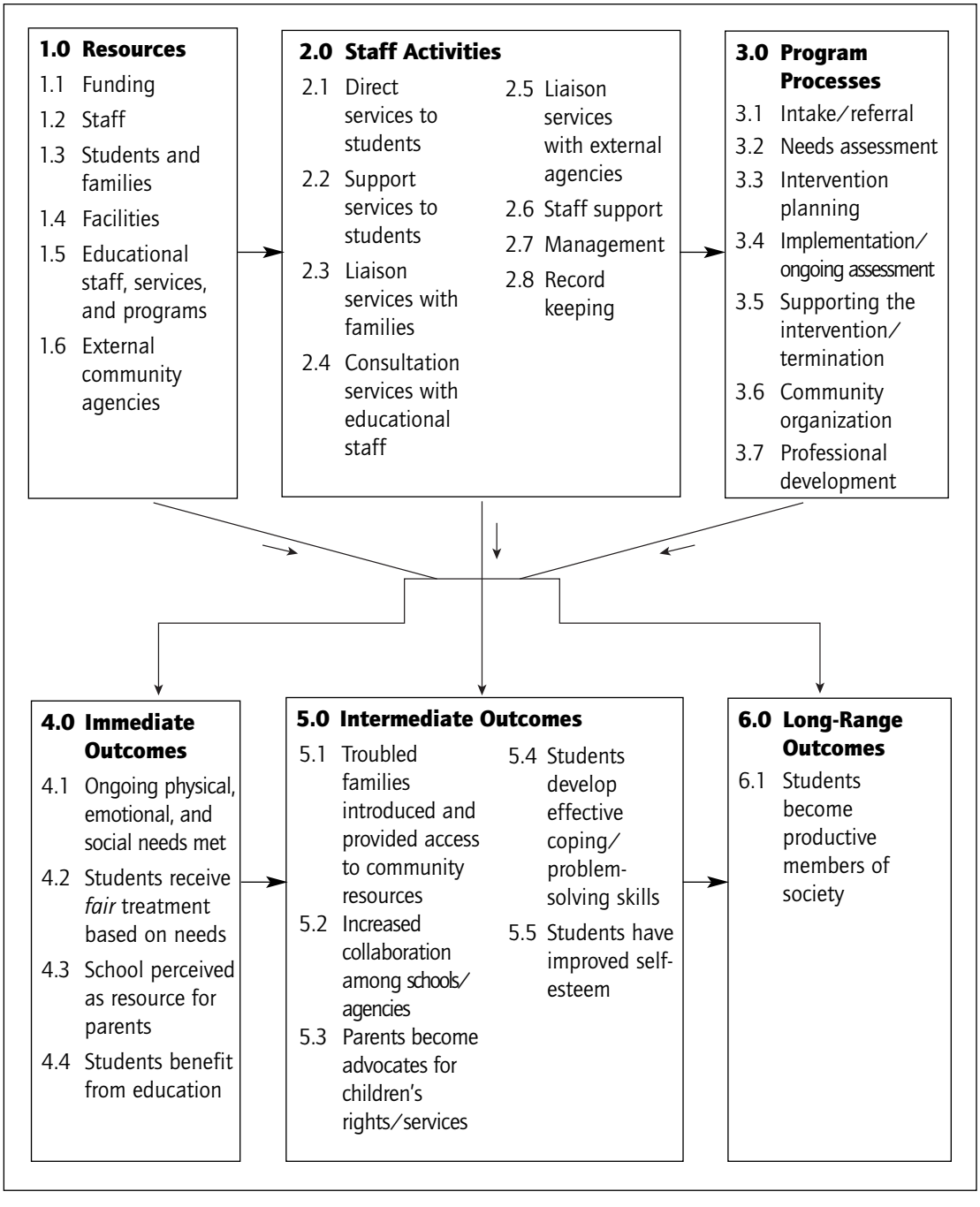
The last level of outcomes looks at a longer time frame. Continuing with PLM #5, the youth are integrating the behaviors listed previously into their long-term lifestyles. Additionally, a type of ripple effect is often implied. When the earlier outcomes are accomplished, broader undertakings are intended to take place. For example, in PLM #3 the long-range outcomes expected as a result of a range of individual youth-oriented outcomes focus more on societal phenomena, like the crime rate and family violence rates decreasing.

Reviewing the Program Logic Model

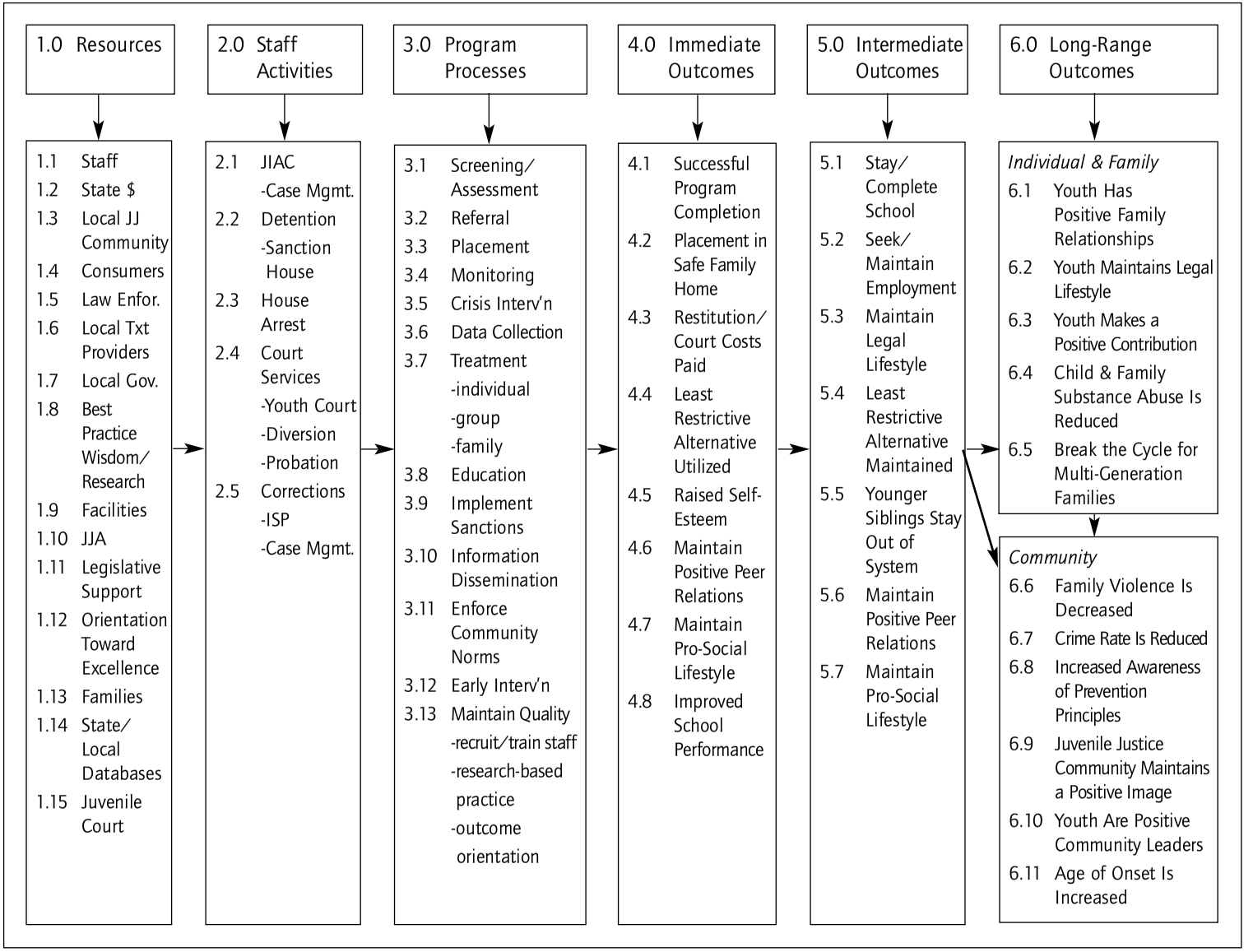
The initial model is then presented to the project team or stakeholder groups. It is best if the review of the model is somewhat structured. First, make sure the stakeholders understand the presentation of the model; that is, what is represented in each of the boxes. Second, ask the members to look for surprises; that is, things they did not expect to see that were included and program aspects that were excluded. The final step of this initial review is to ask for revision ideas.

This may include presenting the model in a different fashion. For example, in a presentation of an initial model of school social work to school social workers, the social workers felt the model looked entirely too linear; so it was modified to its form as shown in example PLM #2. The resources, activities, and program processes all appear to contribute to all of the outcomes, as opposed to a more sequential order that is presented in a traditional logic model. In another example (see PLM #3, a logic model of juvenile justice services), the project team decided that outcomes should be organized by the recipients: youth and families, and communities. The revisions suggestions are then integrated into the model and presented to the team with a preference toward consensus agreement on the model, or at least a version of the model with which all parties can live. While it may seem impossible to develop a model

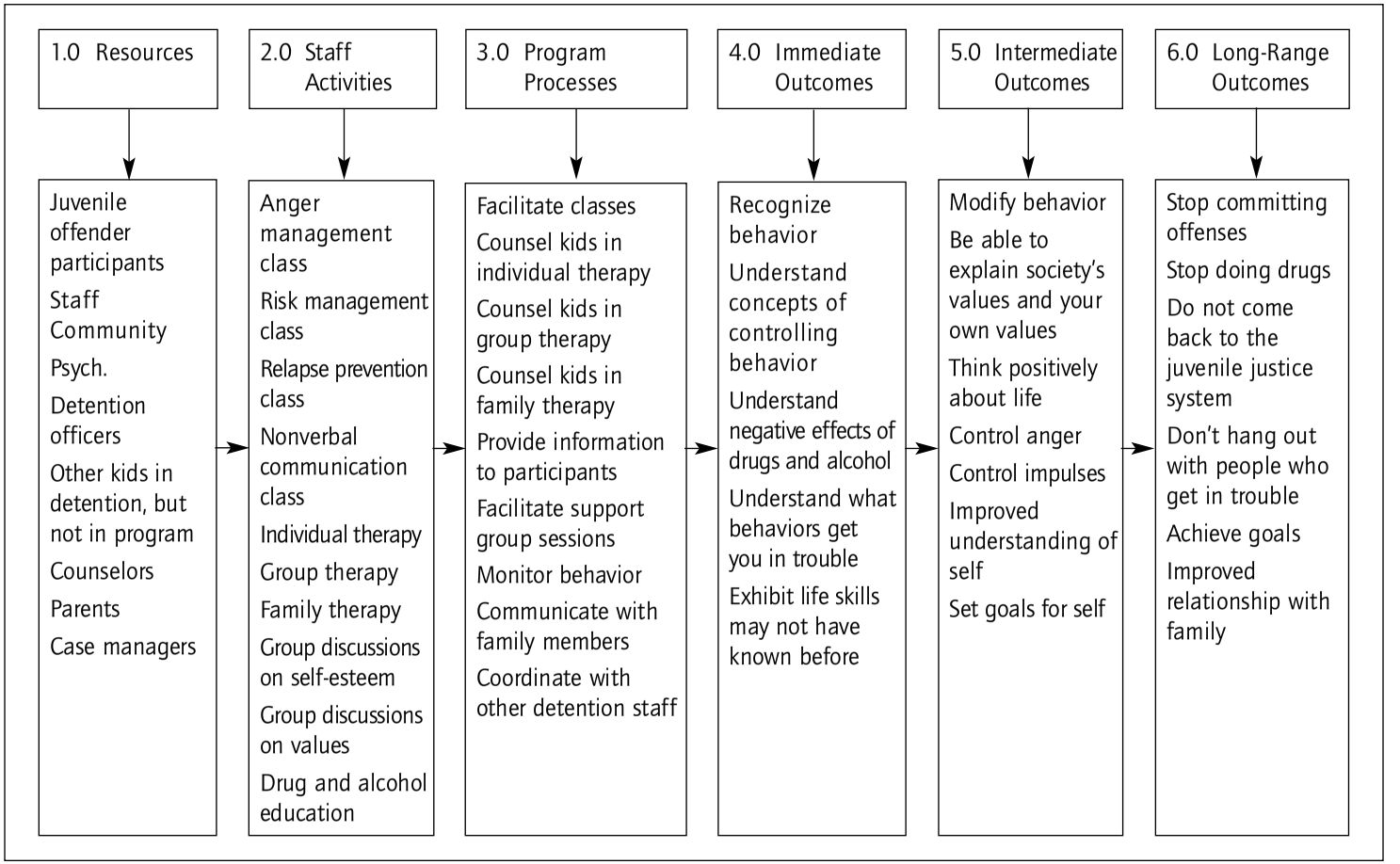
PLM #2 **School Social Work Program Model**



PLM #3 **Juvenile Justice Service Programs**



PLM #3a **Juvenile Justice Service Programs–Youth Version**



that integrates a number of divergent perspectives, our experience is that a few revisions usually produce a model that is almost always supported. Also, the logic models are not presented as final; it is more palatable to describe the models as susceptible to revision at a later date, as works in progress, much like the programs they represent.

Checking Vitals

Make every effort to get the stakeholders to understand the presentation of the model, that is, what is represented in each of the boxes and the overall model.

Ask the members to look for things they did not expect to see that were included and program aspects that were excluded.

Ask for revision ideas.

Revision suggestions are then integrated into the model and presented to the team with a preference toward consensus agreement on the model, or at least a version of the model with which all parties can live.

Different Points of View

There has been extensive discussion around the different points of view that can exist for the same program. To highlight that point, we would like to compare and contrast two different program logic models about the same program. PLM #3 and PLM #3a focus on the juvenile justice services for youth in a specific county. PLM #3 reflects the perspective of program managers of different services. PLM #3a is based on the input of youth in detention about the juvenile services offered in that jurisdiction. One difference is the specificity of the youth model; as expected, the youth describe things very concretely. The resources describe individuals that a youth might meet in the context of services. The description of the service provided by the youth in the activities and processes boxes are surprisingly similar. There is a difference in language that reminds those in the position of constructing program logic models to avoid as much jargon as possible to make it easy for all audiences to use.

Obviously, the description forwarded in PLM #3 is more detailed, but the portrayal offered by the youth (PLM #3a) can be distinguished when you compare both models. We find it fascinating to look at the different specifications of the program

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outcomes between the two models. The youth model has "Intermediate" and "Long-Range Outcomes" that are listed in the three levels of outcomes offered by the other model. However, the youth model adds a level of detail related to intermediate outcomes. Interestingly, the youth model describes these outcomes with more of a clinical focus, specifically, on the types of things that would be in individual youth treatment plans. This example illustrates that there are many vital and viable points of program viewpoints often associated with the different program perspectives, which in this case is defined by a managerial point of view versus a client's point of view. If the client perspective were excluded, an important aspect of the program would have been most likely underrepresented. This example hopefully illustrates the unique and useful points of view held by different parties and the value of being as inclusive as possible.

Checking Vitals

There are many credible points of program viewpoints often associated with the different program perspectives.

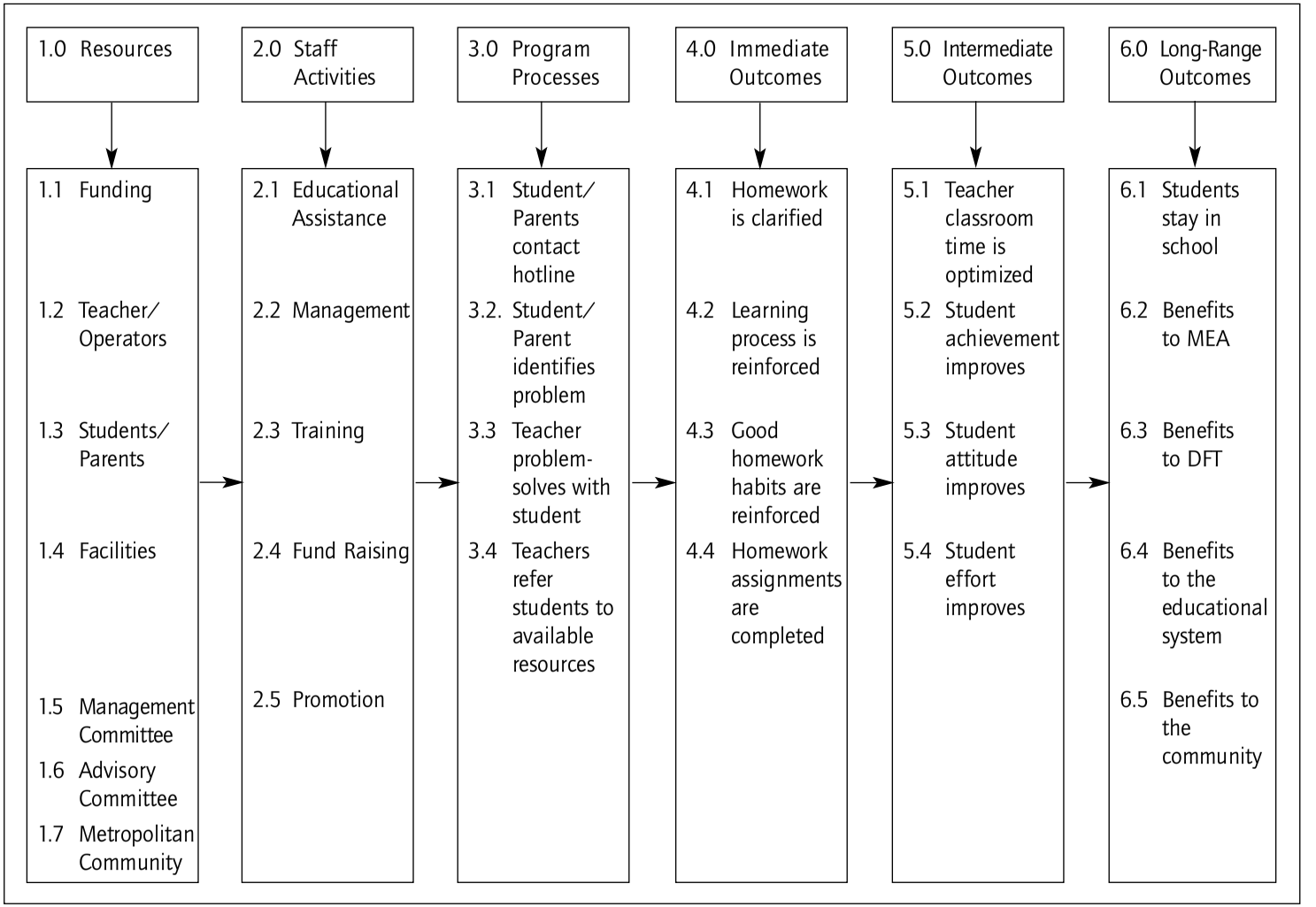
It is important to be inclusive and to value the views held by different parties:

Example: The case above is defined by a managerial point of view versus a client's point of view. If the client perspective were excluded, an important aspect of the program would have been most likely underrepresented.

Assessing the Program

The next phase is to use the program logic model as a tool to critique the program. The material about using the logic model to assess the program comes from the evaluability assessment process mentioned earlier (Rutman, 1980; Wholey, 1983). Wholey (1983) describes this phase as a "plausibility analysis" (p. 48). At this point, the evaluation team is asked to critique the theory behind the program as described. In other words, if the resources are invested and the activities/processes occur, is it realistic that the outcomes will occur? In one case, one of the authors was evaluating a tutoring program where children call an 800 number to get help with their homework (see PLM #4). Initially, the logic model described outcomes that focused on the young participants' grade point

PLM #4 **Homework Hotline Project Logic Model**



averages, graduation rate, college choice, and so forth. In this phase of the discussion, the program staff agreed that these outcomes were overly ambitious, and the more likely goals were to help kids complete their homework and promote the collaboration among the teachers' union who were staffing the project. The model was adjusted to include the more realistic outcomes.

Another aspect of this process is assessing the program in light of the clear vision forwarded by the program logic model. In one case, a group of practitioners were reviewing the program logic model for a residential treatment program (see PLM #5), with a special focus on the program's actual implementation. The team of managers and practitioners came to the conclusion that the program's aftercare was not being implemented and this was having a severe impact on the program's intermediate outcomes. Administrative attention and resources were invested in a more complete implementation of the aftercare services. In these cases, positive program improvements focusing on outcome were forwarded by simply viewing the program through the fresh perspective offered by the logic model.

Checking Vitals

Use the program logic model to critique the program:

If the resources are invested and the activities/processes occur, is it realistic that the outcomes will occur?

Is the implementation of the program achieving the desired outcome?

Can we make positive program improvements that will help us achieve the desired outcome?

IDENTIFYING INFORMATION NEEDS

A program's information needs can also be assessed using a program logic model. While many evaluators use the program logic model as a sort of roadmap for the evaluation design, Wholey (1983) was one of the earliest to suggest this option. One of the central questions in any evaluation is what aspects of the program require some type of evaluative attention? The logic model can be used to facilitate that discussion. Program staff can sit around a

PLM #5 **Residential Treatment Program Project Logic Model**

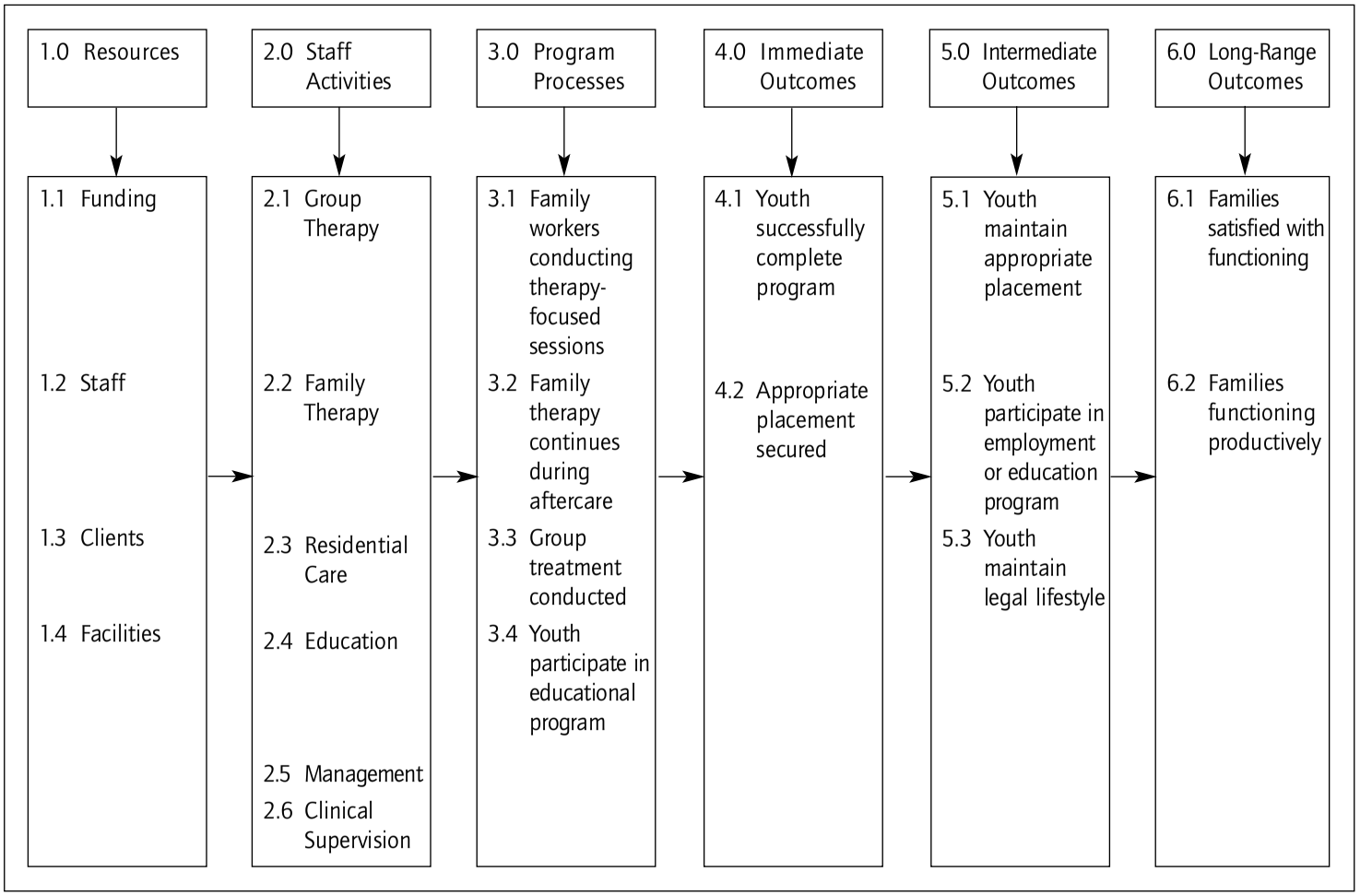


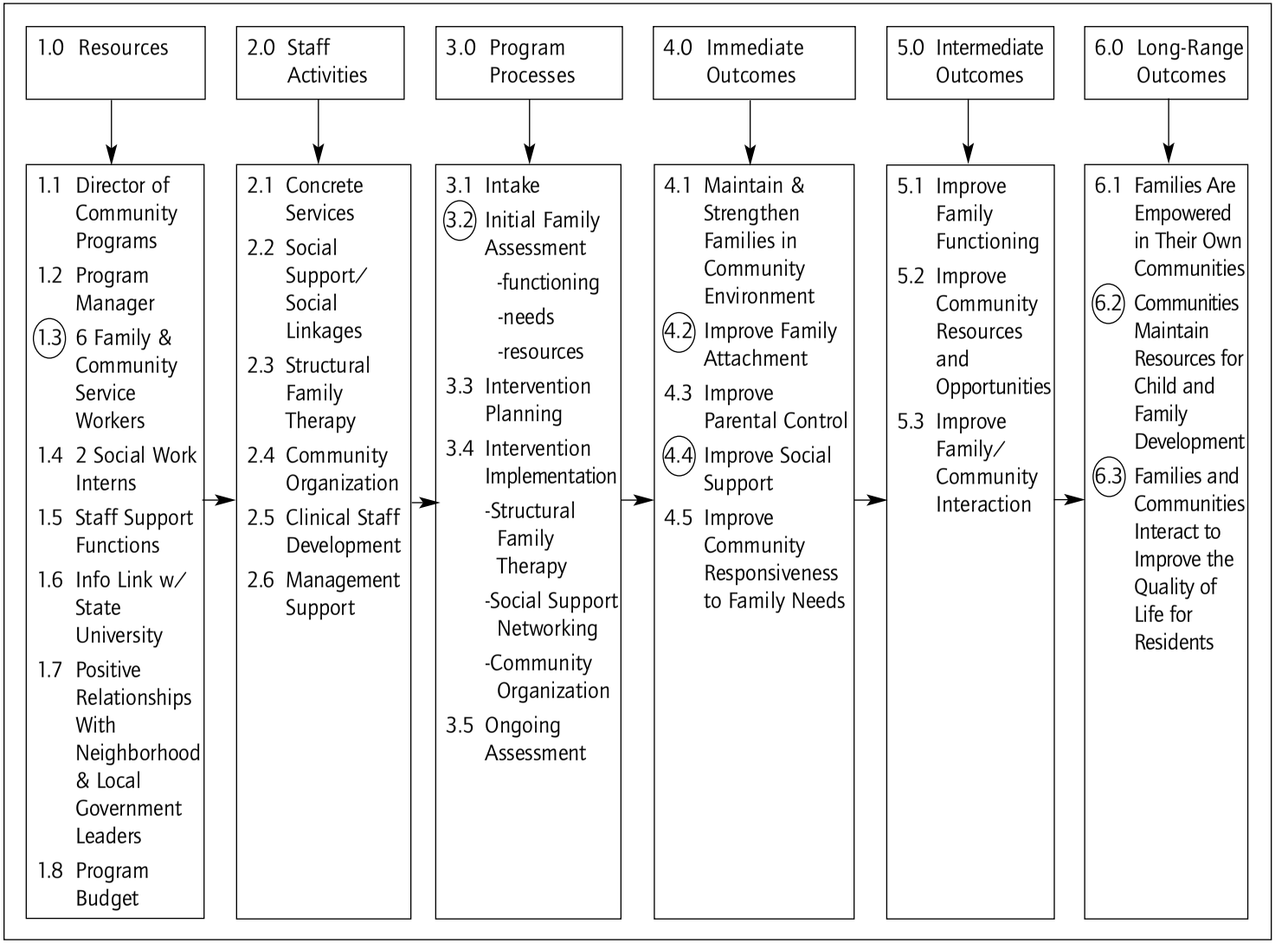
table and circle areas on the logic model that represent key information needs. The result of this discussion is an inventory of what critical information is available and what needs to be collected. PLM #6 includes a logic model where the information needs for an Eco-Structural In-Home Family Support program have been circled. Table 7.3 describes the area of the program, its respective

Table 7.3 Eco-Structural In-Home Family Support Program Information Needs

Program Component	*Indicator*	*Information Source*
1.3 Family and community service worker	% of family and community service worker positions filled	Quarterly human resources staff roster reports
3.2 Intake and family assessments	# of intake and family assessments completed each month	Program manager intake reports
4.2 Improve family attachment	% of families classified as balanced on the Circumplex Family Typology	Faces II research forms completed at program completion* (Olson, Russell, & Sprenkle, 1983)
4.4 Improve social support	% of families with an increase in social support	Change in reported social support scores from intake to program completion, using the Social Support Inventory* (Tracy, Whittaker, Pugh, Kapp, & Overstreet, 1994)
6.2 Communities maintain resources for child and family development	% of families that report involvement in community resources	3-month follow-up survey with parents*
6.3 Families and communities interact to improve quality of life for residents	% of families with at least one family member participating in pro-social community activity	3-month follow-up survey*

*original data collection

PLM #6 **Eco-structural In-Home Family Support Program**



indicator, the measure used to assess that aspect of program performance, and the source of that information. In this example, the logic model functions as a centerpiece for the design of the program evaluation. The evaluation plan for this program includes using some available information like the *human resources rosters of clinical staff* (1.3) and *program manager intake reports* (3.2). Original data collection is required to access program performance on outcomes, *improve family attachment* (4.2), and *improve social support* (4.4). These outcomes will be assessed using existing clinical measures. The remaining outcomes will be assessed in a follow-up survey with parents, developed by the agency, which will look at their involvement in community services and community activities. Starting with the logic model, the team is able to develop a plan to address the program's information needs by tapping existing information and doing some additional original data collection.

Checking Vitals

A program's information needs can also be assessed using a program logic model.

A program logic model can be used to facilitate a discussion that leads to identifying which parts of the program need evaluative attention.

The result of this discussion is an inventory of what critical information is available and what needs to be collected.

The program logic model allows teams to develop a plan to address the program's information needs by tapping existing information and doing some additional original data collection.

A Few Words About Measurement

Another source of confusion in working with practitioners is the difference between a process and an outcome. We hope this will help to clear that up, or at least our approach to this may provide a strategy. The different program logic models illustrate that a process is the implementation of a key program component; as in PLM #8, when a client is interviewed or referred for service, a legal review is conducted or in PLM #6 when a family assessment is completed. These are key events in the delivery of the service. Oftentimes, program managers will simply count the number of occurrences. This is called a process measure. For example, a process measure might include the number of legal reviews that were completed.

Outcomes, on the other hand, are results that occur when program processes are effectively implemented. For example, when the services included in PLM #6 are completed, then accordingly child support payments should increase. The outcome measure would include the number or percentage of clients whose child support payments increased.

Checking Vitals

A process is the implementation of a key program component:

Example: the number of legal reviews that were completed.

Outcomes are results that occur that are directly linked to program processes:

Example PLM #6: If the stated services are completed, then child support payments should increase.

The outcome measure would include the number or percentage of clients whose child support payments increased.

Promoting the Program

Social workers often struggle to promote their programs. Some social workers feel their efforts should be devoted to providing services and not self-promotion. Promoting their own work is not client-centered; these efforts are not perceived as helping the service recipients. Additionally, social workers are not accustomed to describing their work to audiences outside of their profession. This is due to the complex nature of their work and inexperience in this type of activity. While some social workers may prefer to bypass this type of activity, it is becoming increasingly necessary for social workers to describe their services in a manner that can be clearly understood. Program services are being forced to be more accountable to funders about the quality of services. Social workers also practice in a diverse set of arenas with professionals who are products of very different training, which often requires the clarification of many basic assumptions and ideals. In addition, social workers often compete with other professions for their jobs. In this example, the services provided by

school social workers were questioned by the administration of all specialized services. Lacking a firm grasp of their work, the administration wondered why the work had to be completed by a social worker and not a psychologist or other school professional. In some cases, as funding dwindled, superintendents were considering hiring paraprofessionals to work with special needs children and did not see the need to hire trained social workers at a higher salary.

One of the authors was invited to work with a school social work department to help them develop a clear model of practice (see PLM #2). The assistant superintendent had the highest respect for school social workers as he knew them personally to be very dedicated workers. However, he was unclear about what a school social worker actually did. To address this need, the department worked with one of the authors to develop a program logic model and disseminate the model. A review of the model highlighted some of the ambiguities of their practice and led to the development of new procedures.

When the model was presented to the assistant superintendent, he changed his attitude about the services. He not only felt the model helped to clarify and justify school social work, he partnered with the department to present the model and new procedures to principals and superintendents throughout the district. In this case, a key actor in the school district had been converted from a skeptic to a champion of school social work services by the development and presentation of a program logic model accompanying new procedures.

Checking Vitals

Social workers need to have the ability to describe services in a manner that can be clearly understood.

Program services are being forced to be more accountable to funders about the quality of services.

Logic models can help clarify ambiguities and can lead to the development of new procedures.

Logic models can help clarify and justify social work positions in the competitive workforce.

USING PROGRAM LOGIC MODELS IN GRANT PROPOSALS

Funding for social service programs continues to be competitive and often scarce. As a result, social work programs are becoming more reliant on public

and private grants. One of the keys of a good grant proposal is a clear presentation of the service and accompanying plan to evaluate the services. It is often difficult to describe a program—especially a new or non-existing service—in a narrative format. The logic model is a great tool to assist in that process.

All of the features of a logic model can be applied to a new program in the grant proposal process. First, a logic model can facilitate a critical review of the planned service prior to submitting it for funding. Additionally, the discussion of the program via a logic model provides a natural flow between the evaluation plan and the program. Finally, the logic model is a very clear way to present a complex service entity with many program components and multiple levels of intended outcomes. More and more funding sources are requiring the inclusion of logic models in the proposal. The United Way and many federal grants mandate the inclusion of a program logic model.

PLM #7 was developed to complement a proposal for an integrated service model that includes both family court and services for victims of domestic violence. The logic model was critical for helping the planning team actually visualize what components would need to fit together. The development of the model forced discussions about how the pieces would fit together. This discussion helped the planners to discover pieces of the program that were left hanging, especially areas where the systems would be integrated and/or left separate. This brought clarity to the proposal and made for a stronger grant proposal.

Checking Vitals

Funding sources are beginning to require the inclusion of logic models in the grant application process.

The United Way and the federal government mandate the inclusion of a program logic model.

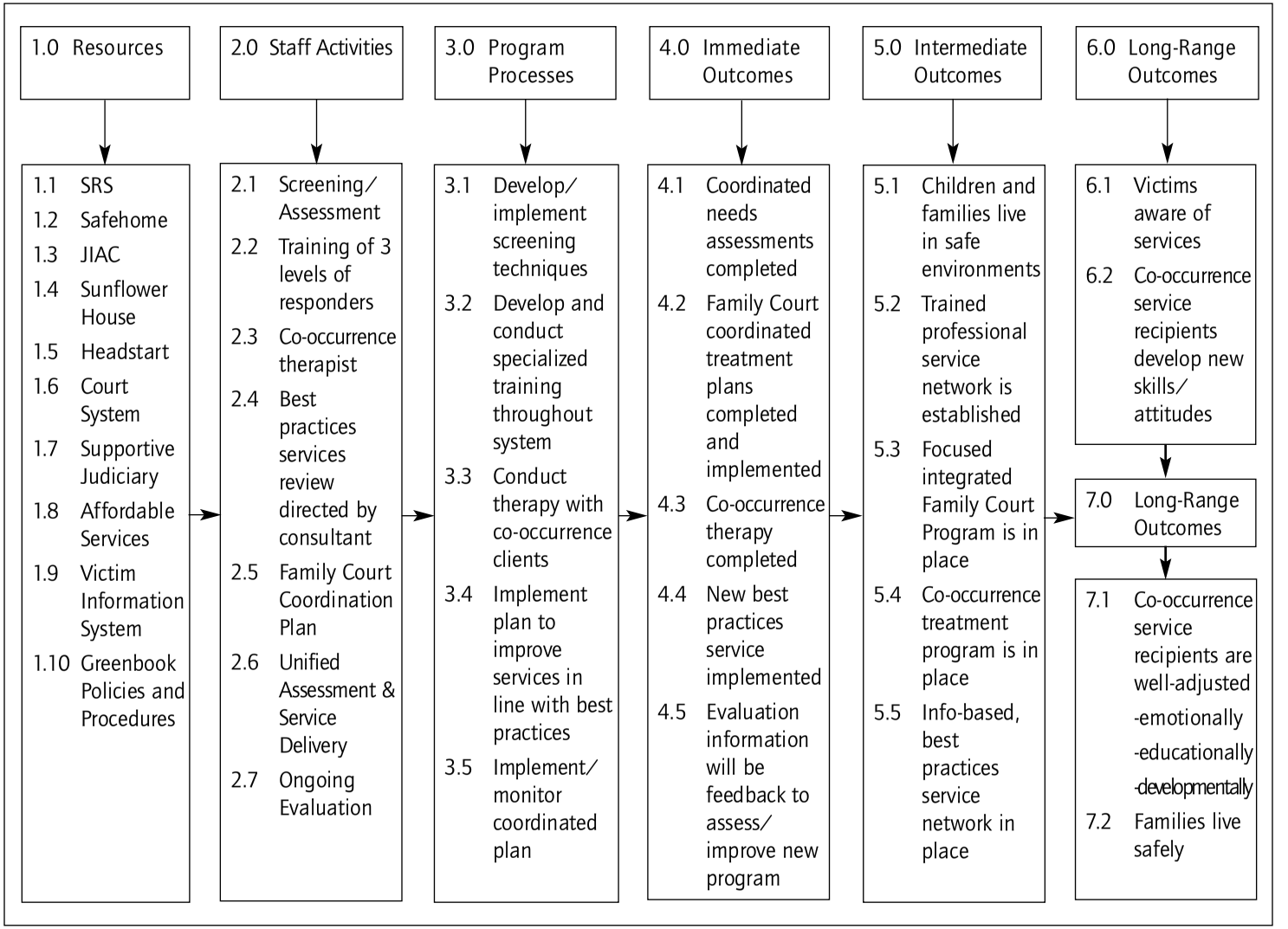
The features of a logic model can be applied to a new program in the grant proposal process.

A logic model can facilitate a critical review of the planned service prior to submitting it for funding.

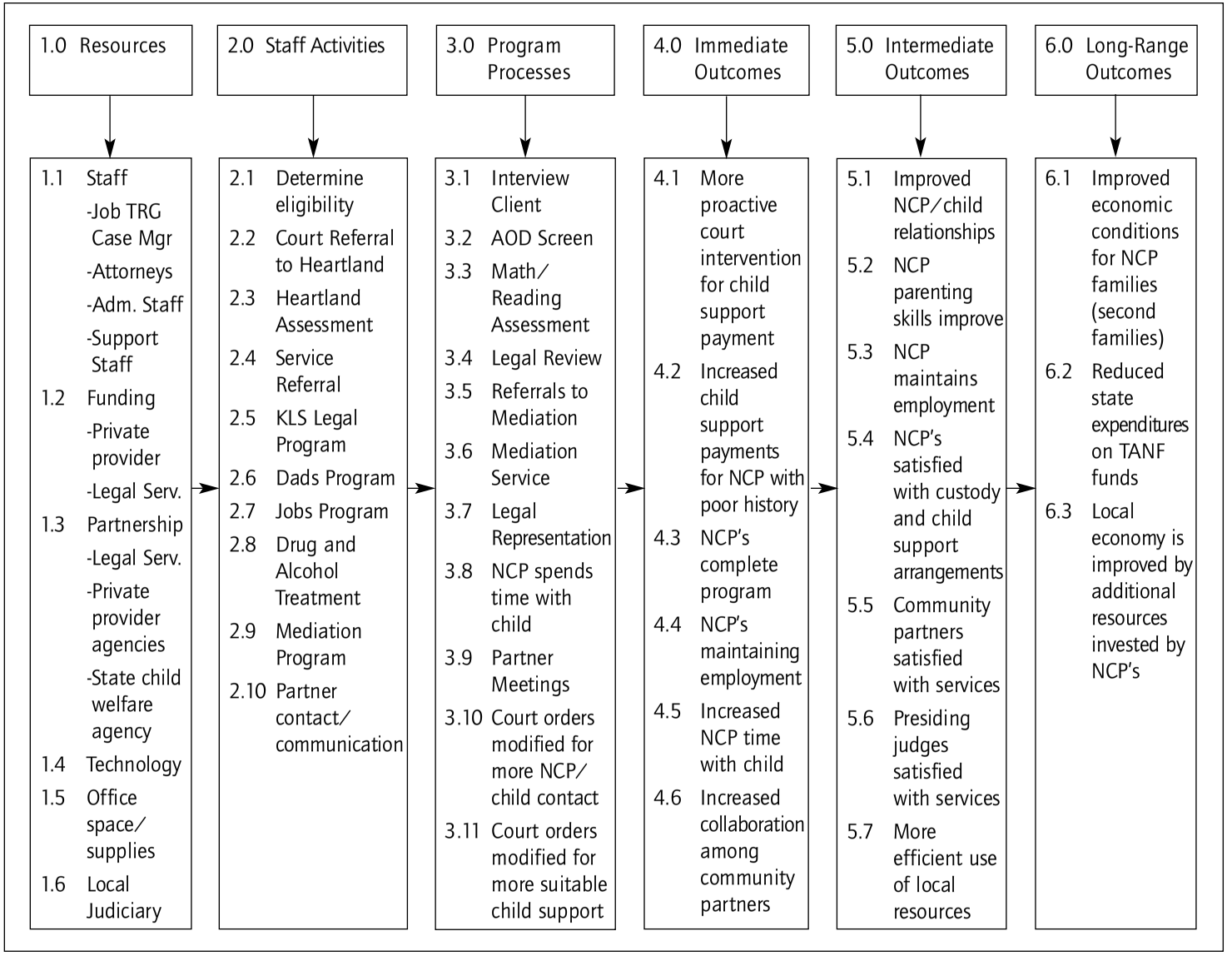
The discussion of the program via a logic model provides a natural flow between the evaluation plan and the program.

The logic model is a clear way to present a complex service entity with many program components and multiple levels of intended outcomes.

PLM #7 **Integrated Family Court and Domestic Violence Program Logic Model**

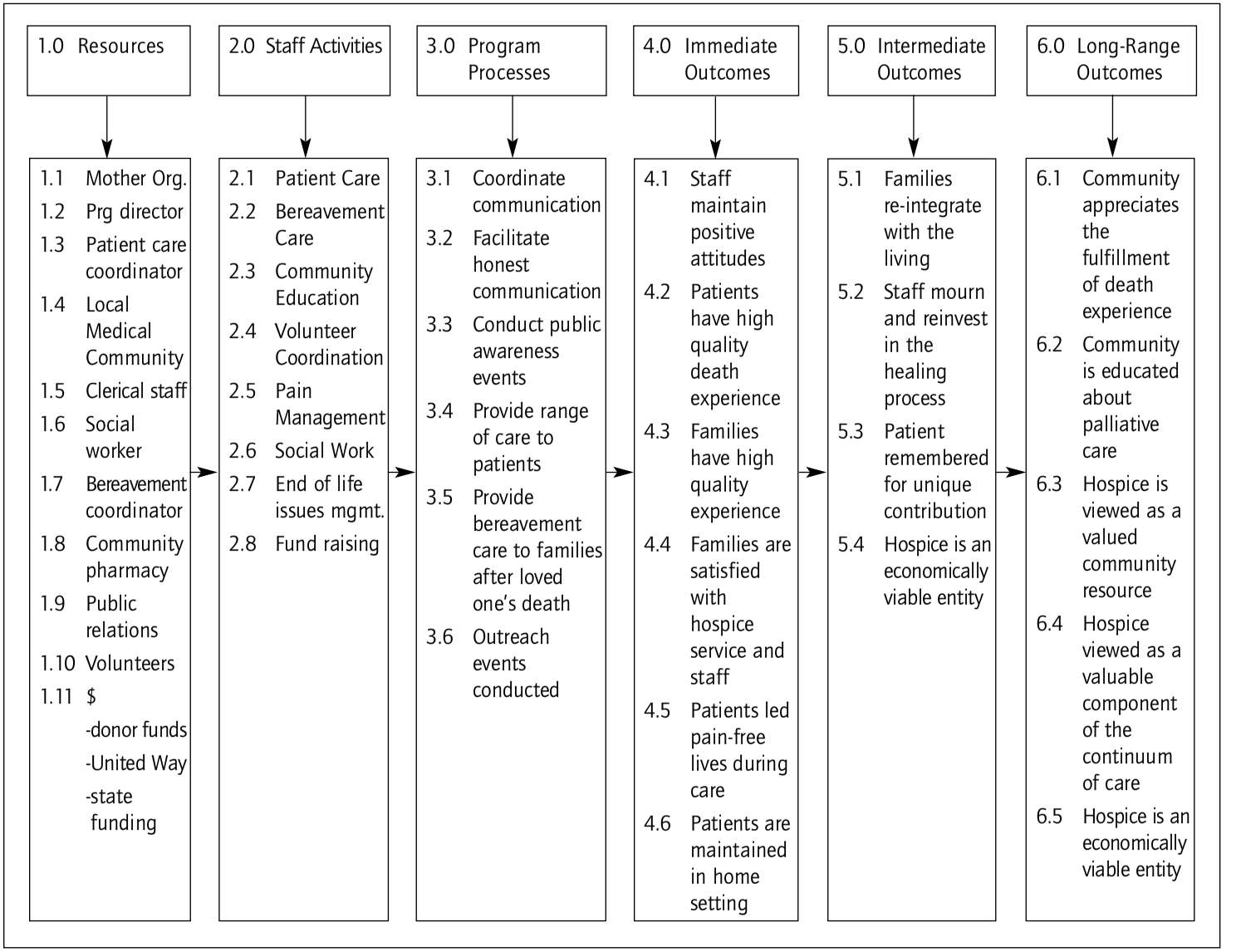


PLM #8 **Non-Custodial Parent Program Logic Model**



PLM #9

Hospice Program Logic Model



This chapter has illustrated a process for taking on the first task in most evaluation activities; that is, getting the stakeholders to specify the program. Through the use of program logic models, the initial task is completed in a manner that facilitates other key evaluation activities: a clear vision is forwarded and supported; the design of the program is scrutinized from a fresh point of view; an evaluation plan can be laid out with a focus toward program outcomes; and a tool is in place to use for promoting the program to internal and external constituents as well as possible funding sources.

REVIEW AND REFLECT

Big Ideas

- Program evaluation questions and designs need to be considered and developed within an informed concept of an existing program.
- Program logic models provide a great opportunity to flesh out varying perspectives, combine a range of ideas, and synthesize those program notions into an agreed-upon model.
- Program logic models can be used to critique existing theories about program function/operation, succinctly promote programs to diverse constituencies, and identify program information needs that drive evaluation designs.

Discussion Questions

- How can practitioners working with the same program have different points of view about its functioning?
- Why is it necessary to have multiple points of view when developing a program logic model?
- What was one of the benefits of the logic models over the traditional model of evaluation?
- How can a program logic model be used to critique an existing program?
- How do the authors suggest a program logic model is used to develop a list of information needs?

Activities

- Pick one of the models and identify the different viewpoints that may be associated with that program.

- Pick one of the models listed in the chapter. Identify the clearest aspects of the model, then the vaguest, and then decide if you think the model as proposed is actually feasible.

- A more traditional approach to program evaluation would be to develop a research question based on the opinion of a researcher and an upper-level administrator. Contrast and compare this model with the approach to developing information needs based on a logic model. What are the potential benefits and drawback of each approach? If you were king or queen of a specific evaluation project, which option would you choose and why?

Resources

- Center for What Works. (n.d.). *Performance measurement toolkit for nonprofits and funders*. Retrieved from http://www.whatworks.org/displaycommon.cfm?an=1&subarticlenbr=13%20

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- James Irvine Foundation. (n.d.). *Evaluation: Tools and resources*. Retrieved from http://www.irvine.org/evaluation/tools-and-resources

- McNamara, C. (1997–2008). *Basic guide to outcomes-based evaluation for non-profit organizations with limited resources*. (Adapted from: *Field guide to nonprofit program design, marketing and evaluation*.) Retrieved from http://www.managementhelp.org/evaluatn/outcomes.htm

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- W. K. Kellogg Foundation. (n.d.). *Evaluation toolkit*. Retrieved from http://wkkf.org/Default.aspx?tabid=90&CID=281&ItemID=2810002&NID=2820002&LanguageID=0