# How to Develop Strong Programming Using Outcomes-Based Evaluation Tools

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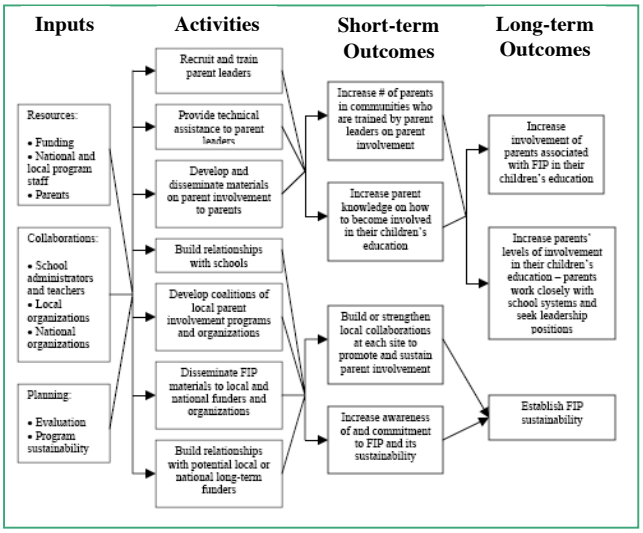
## Example Logic Model 1: United Way Training

| **Helping Kids After School Program** *(for middle school age children)* | | | | | |
|---|---|---|---|---|---|
| **Inputs** | **Activities** | **Outputs** | **Outcomes** | | |
| | | | **Initial** | **Intermediate** | **Long Term** |
| Licensed Case workers<br>$50,000 from county<br>$5,000 from UWMA<br>Partnership with 3 local principals<br>Free space in East town middle school | Daily homework assistance<br>Nationally proven reading activities weekly<br>Organized recreational activities<br>Cultural/arts activities weekly | Avg. daily attendance – 45<br>3000 hours of homework time each quarter<br>25 hours of music class each quarter<br>35% of students below poverty | Students enjoy learning | Improved school attendance | |
| | | | | Improved relationships with peers and adults | |
| | | | Students complete homework each week | Improved grades in core subjects | Maintain B average in core subjects |

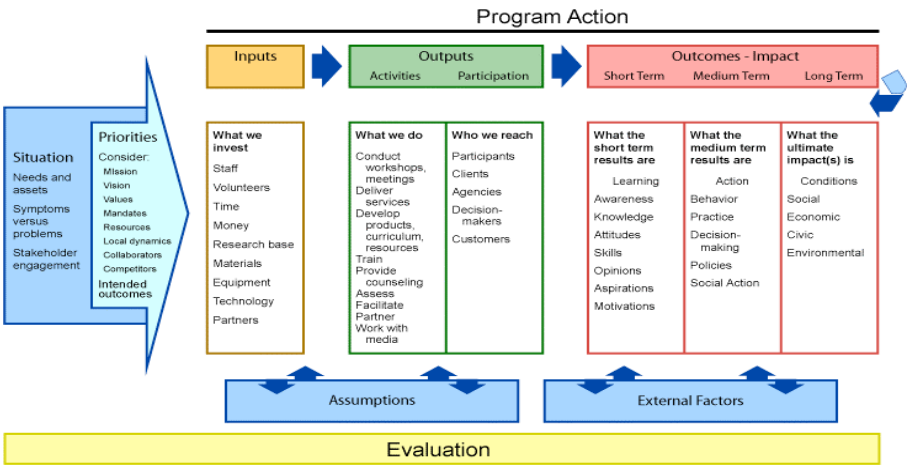
## Example Logic Model 2: Family Involvement Project




From: Learning from Logic Models, Harvard Family Research Project



## Example Logic Model 3: UW Extension



## Developing a Logic Model: Steps

1. **Think about what you know and what you want to communicate.**
2. **Identify a format for your logic model.**
3. **Start with what's easiest…**
   - –Identify important (long-term) outcomes. ***What are the BIG outcomes that we hope to achieve?***
   - –Identify activities or outputs. ***What activities or outputs have we already decided to deliver?***
4. **Develop a logical path between the activities or outputs and the long-term outcomes.**

   ***What must happen between our activities/outputs for us to achieve our long-term outcomes?***
5. **Reflect and revise.**

   ***What else to we need to know?*** ***Does our logic hold?***

   ***What have we left out?***



## Developing a Logic Model: An Example for Discussion

**Program Scenario Handout: Teacher Retention and Renewal through Bioregional Outdoor Education**
Four Corners School of Outdoor Education
NSF -- ESI-0243523

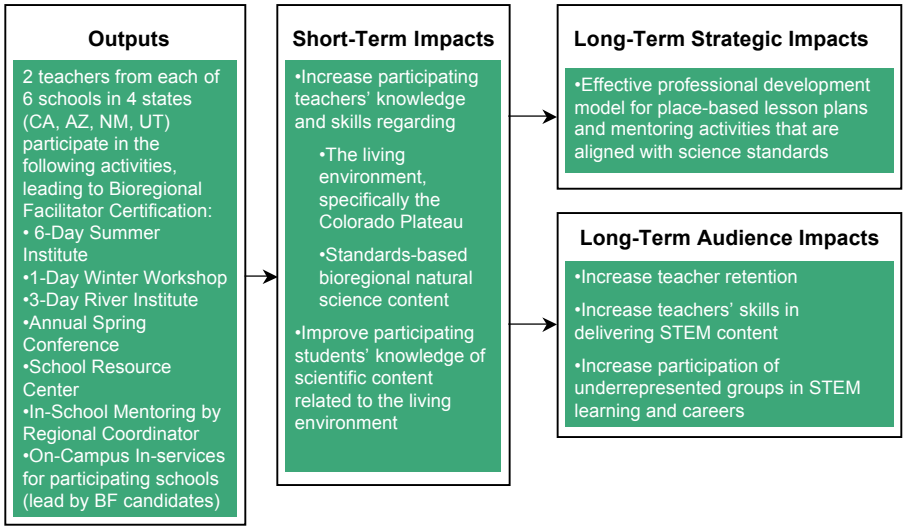

***Please take a moment to review the Program Scenario Handout.***

**Assuming we are developing a logic model for a funder…**

…What do we know?

….What things will be important to communicate?

## Developing a Logic Model: The TRRBOE Example

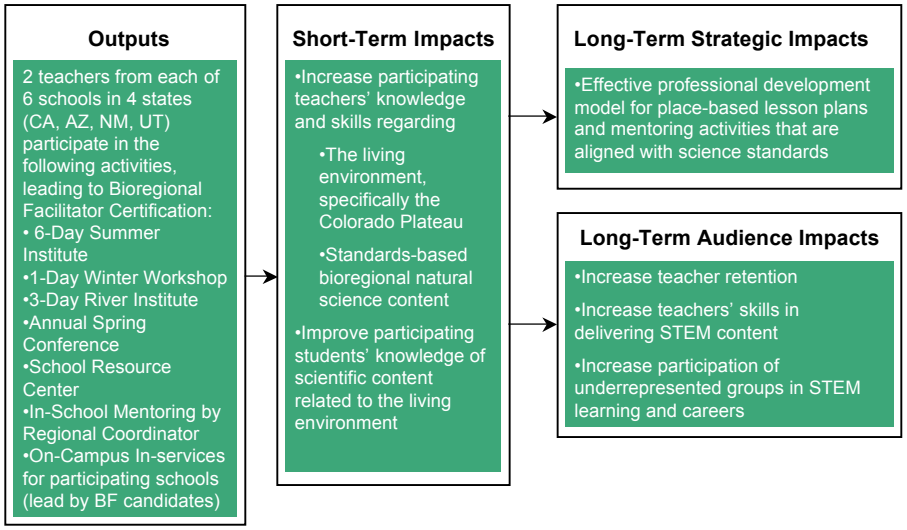





## Developing a Logic Model: Some Tips

- **Focus on clearly communicating your program model**. Don't get bogged-down in terminology.
- **Pay attention to what your funder wants.** e.g. NSF "Strategic Impacts"
- **Be clear on outputs vs. outcomes/impacts.**
- **Highlight what's important.** It may not be necessary to include all elements of the logic model (activities & outputs).
- **Work backwards.** For long-term outcomes, ask yourself… Why did I want to do this project in the first place?

## Using your Logic Model to Develop an Evaluation Plan






## Using your Logic Model to Develop an Evaluation Plan

**Outputs**

2 teachers from each of 6 schools in 4 states (CA, AZ, NM, UT) participate in the following activities, leading to Bioregional Facilitator Certification:
• 6-Day Summer Institute
•1-Day Winter Workshop
•3-Day River Institute
•Annual Spring Conference
•School Resource Center
•In-School Mentoring by Regional Coordinator
•On-Campus In-services for participating schools (lead by BF candidates)

**Evaluation Questions**

- Was the program implemented as it was attended?
- What challenges did the program administrators and staff face in implementing the program?

**Data Collection Strategies:**

- Attendance Records
- Staff Interviews

## Using your Logic Model to Develop an Evaluation Plan

**Short-Term Impacts**

- Increase participating teachers' knowledge and skills regarding
  - The living environment, specifically the Colorado Plateau
  - Standards-based bioregional natural science content
- Improve participating students' knowledge of scientific content related to the living environment

**Evaluation Questions**

- Do participating teachers report an increase in their knowledge and skills regarding the living environment of the Colorado Plateau?
- Do participating teachers report a better understanding of standards-based bioregional science content?
- Do participating students show an increase in their knowledge of the scientific content related to the living environment?

**Data Collection Strategies:**

- Pre- and Post-Program Teacher Surveys
- Pre- and Post-Program Student Surveys



## Using your Logic Model to Develop an Evaluation Plan

**Long-Term Strategic Impacts**

- Effective professional development model for place-based lesson plans and mentoring activities that are aligned with science standards

**Long-Term Audience Impacts**

- Increase teacher retention
- Increase teachers' skills in delivering STEM content
- Increase participation of underrepresented groups in STEM learning and careers

**Evaluation Questions**

- Does the TRRBOE program result in improvements in teacher retention in participating schools?
- Do teachers in participating schools show improved skill in delivering STEM content?
- Do students in participating schools express increased interest in STEM learning and careers?

**Data Collection Strategies:**

- Annual teacher retention rates by school
- Teacher observations
- Student interviews/surveys

**Contact Information:**

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