

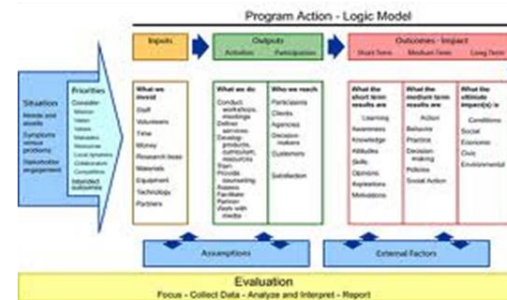
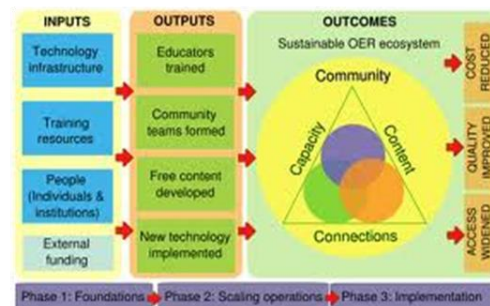
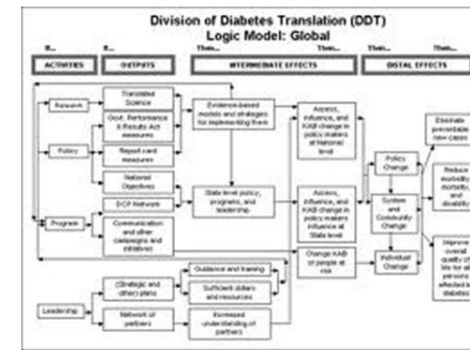
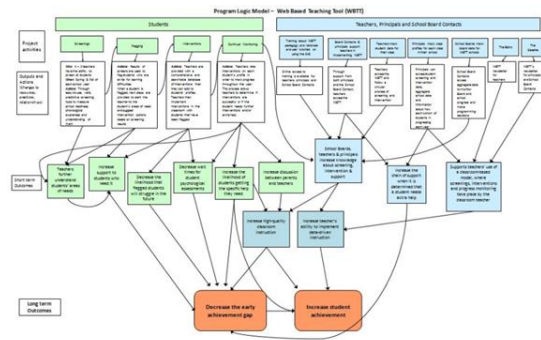
# Easy Evaluation – Online

Jeff Adams PhD  
Verne McManus

## Aims

- **Greater familiarity and more experience with developing programme logic models**
- An increased understanding of different forms of evaluation
- Gained knowledge, skills and confidence about planning and conducting evaluation

# Logic models – the basics



## Terminology (Funnell & Rogers, 2009)

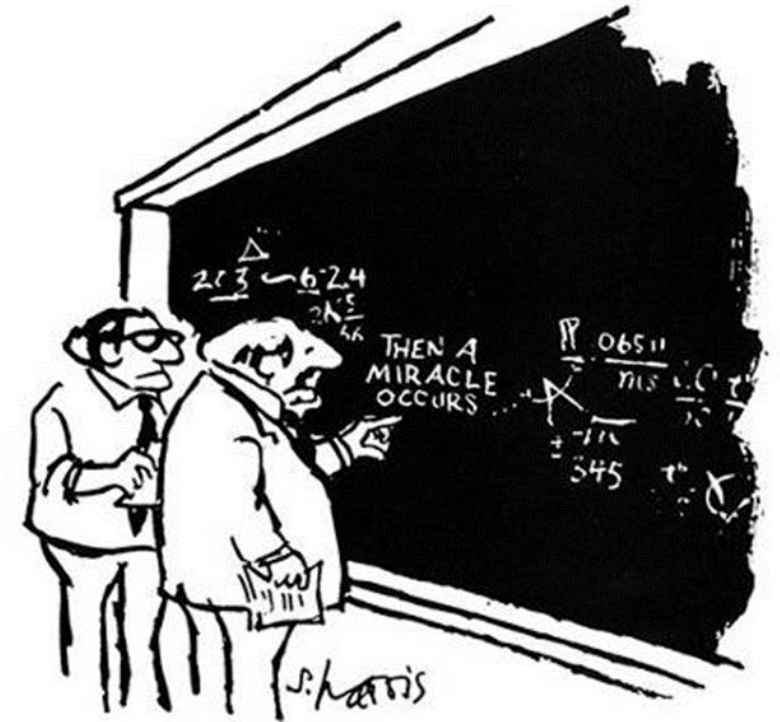
Programme theory  
Logic model  
Programme logic  
Impact pathways  
Intervention framework  
Intervention logic  
Outcomes hierarchy  
Causal model  
Cause map  
Outcome line  
Intervention theory  
Theory-of-change  
Theory-of-action  
Theory-based evaluation  
Theory-driven evaluation

## What is a logic model?

A visual depiction of programme theory

Clarifies and explains the **rationale**  
or **thinking** (underpinned by evidence)

Sets out **intended changes** or **outcomes**



"I think you should be more explicit here in step two."

## Outcomes

The changes made to the lives of participants and/or the environments of those experiencing it

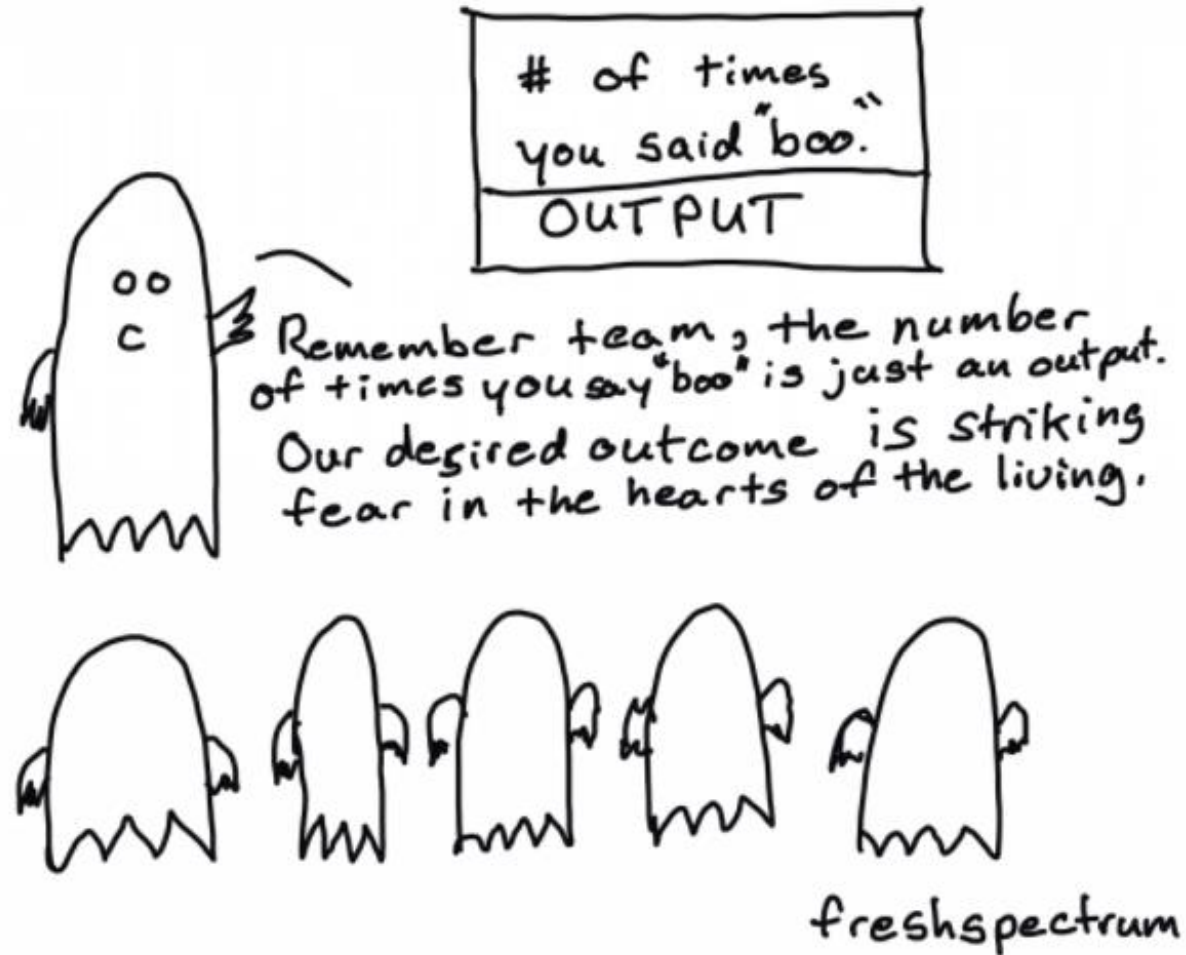




## Outputs

Something that is delivered or produced e.g., a workshop, a brochure





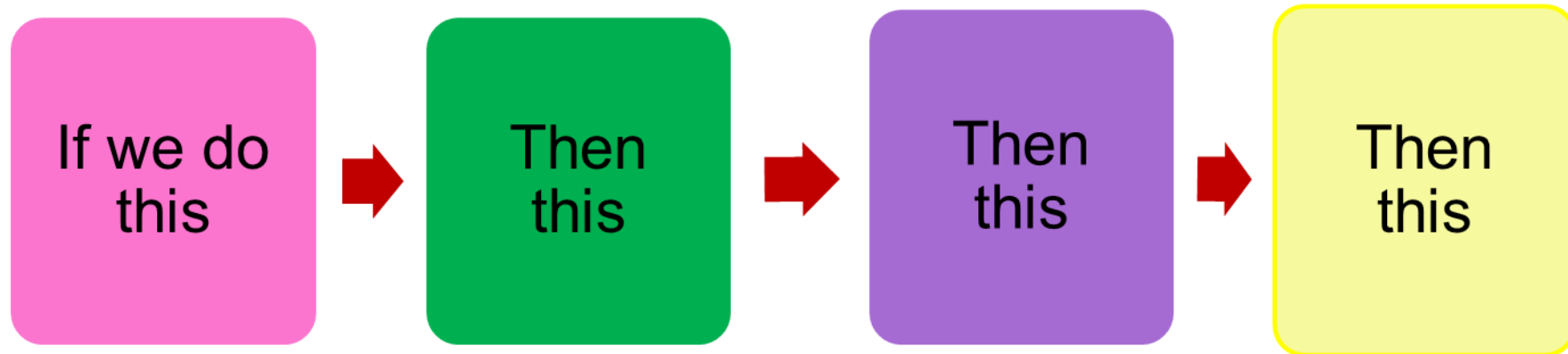


## Logic models ...

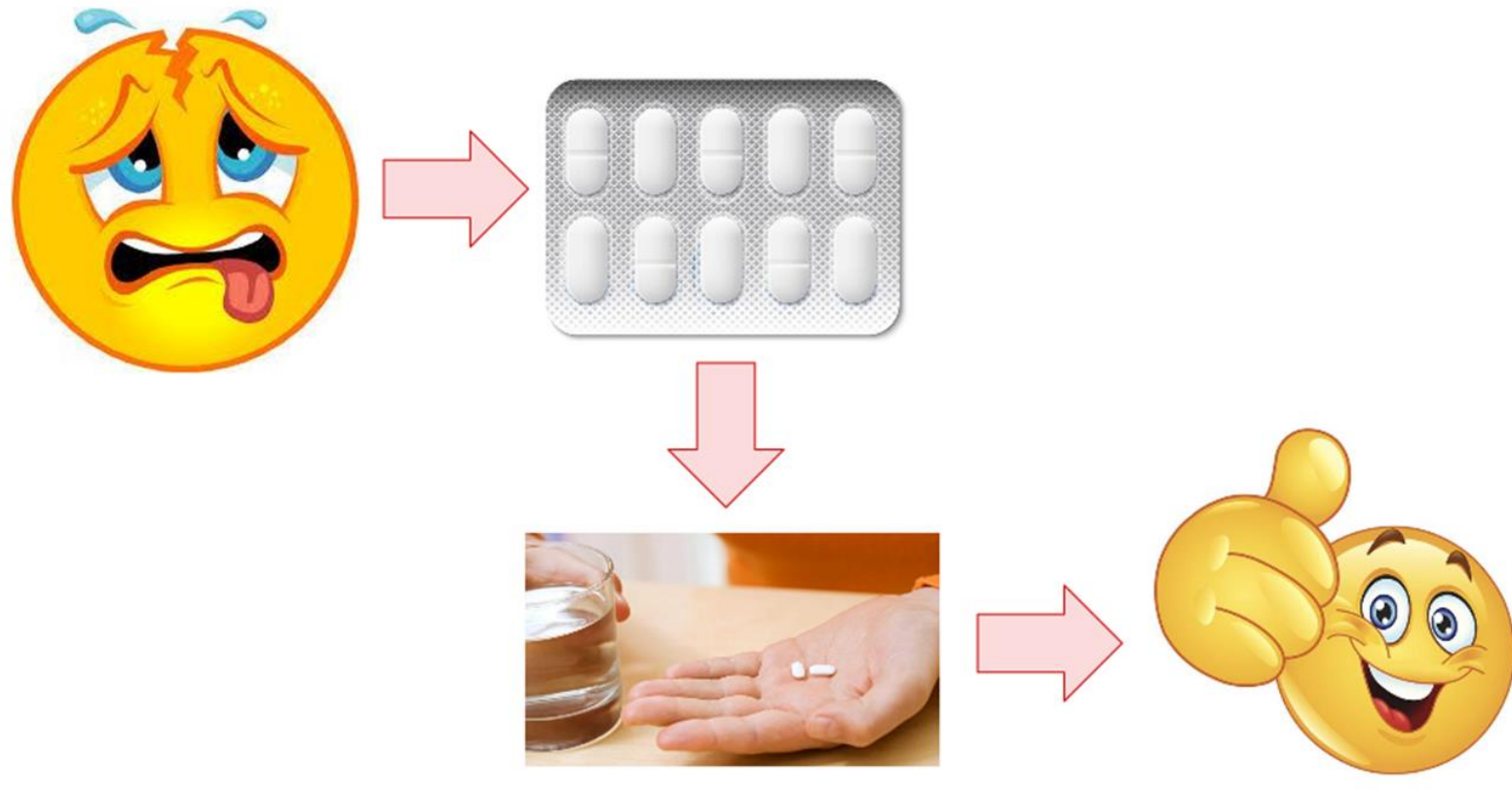
An **important** tool for ...

- Project planning (and formative evaluation)
- Programme evaluation

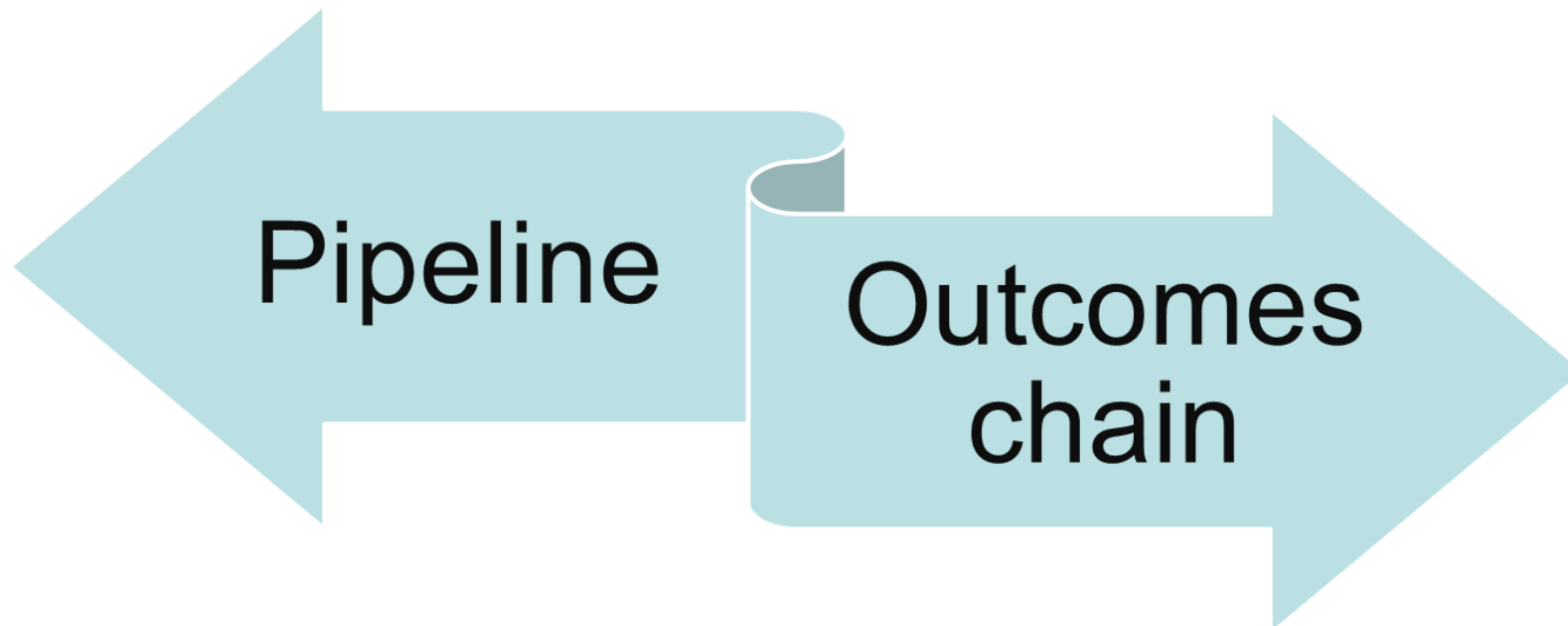
## If ... then



## If – then: A headache



## Two broad approaches



# “Road Map” to Logic Model Components

## Problem Statement

“What issue am I addressing?”

In this document, we describe each of our six intervention types according to the problem they aim to address (see pages 9 and 10).

How to use it: Use these problem statements to help you focus on logic models related to the types of interventions that most directly apply to your needs and priorities.

## Resources

“What do I need?”

In this document, we identify a list of resource types and some questions about needed resources for states and districts to consider asking (see pages 36 and 37).

How to use it: When identifying an intervention and the primary activities, use our guiding questions to identify resources. *If sufficient resources are not available, consider other intervention types.*

## Activities

“What do I do?”

In the logic models, we identify activities associated with each of the six categories of leadership interventions and report additional detail on how specific interventions we reviewed undertake these activities (see pages 12 to 35).

How to use it: Determine whether your current or future intervention has the activities commonly found in evidence-based programs.

## Outputs

“What happens immediately?”

In the logic models, we identify outputs—or the immediate things that should happen if the intervention is implemented effectively—for each of the six intervention categories, and indicate possible indicators that can be used to measure implementation success (see pages 12 to 35).

How to use it: Identify the key outputs that you might want to examine and measure to determine whether the intervention is being implemented properly.

## Outcomes

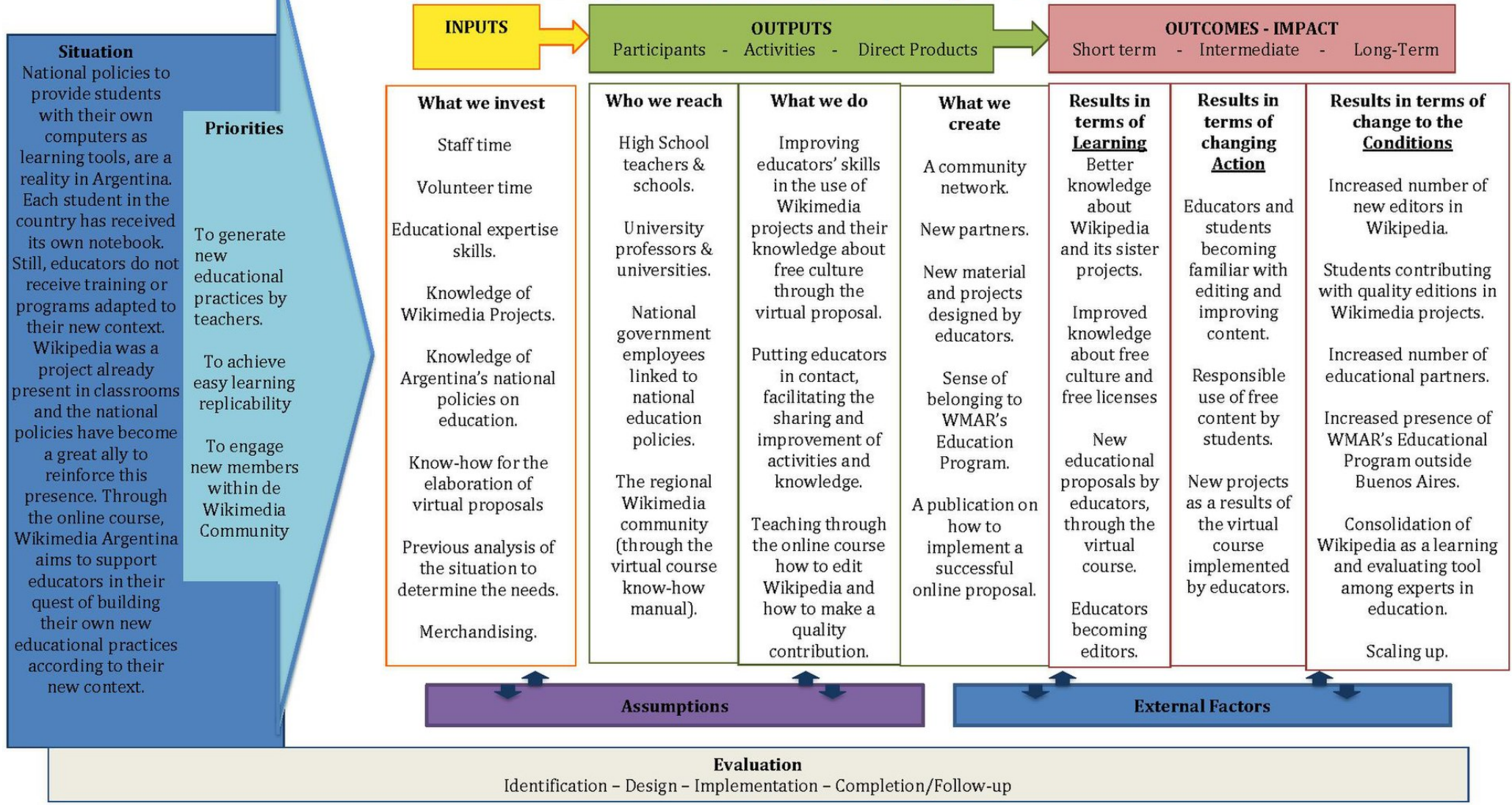
“What are my goals?”

In this document, we identify a number of common short-, medium-, and long-term outcomes for school leadership interventions (see page 11).

How to use it: Understand how leadership interventions work to achieve improved outcomes for students, identify the principal competencies the current or future intervention aims to affect, and align the design of the intervention with outcomes.

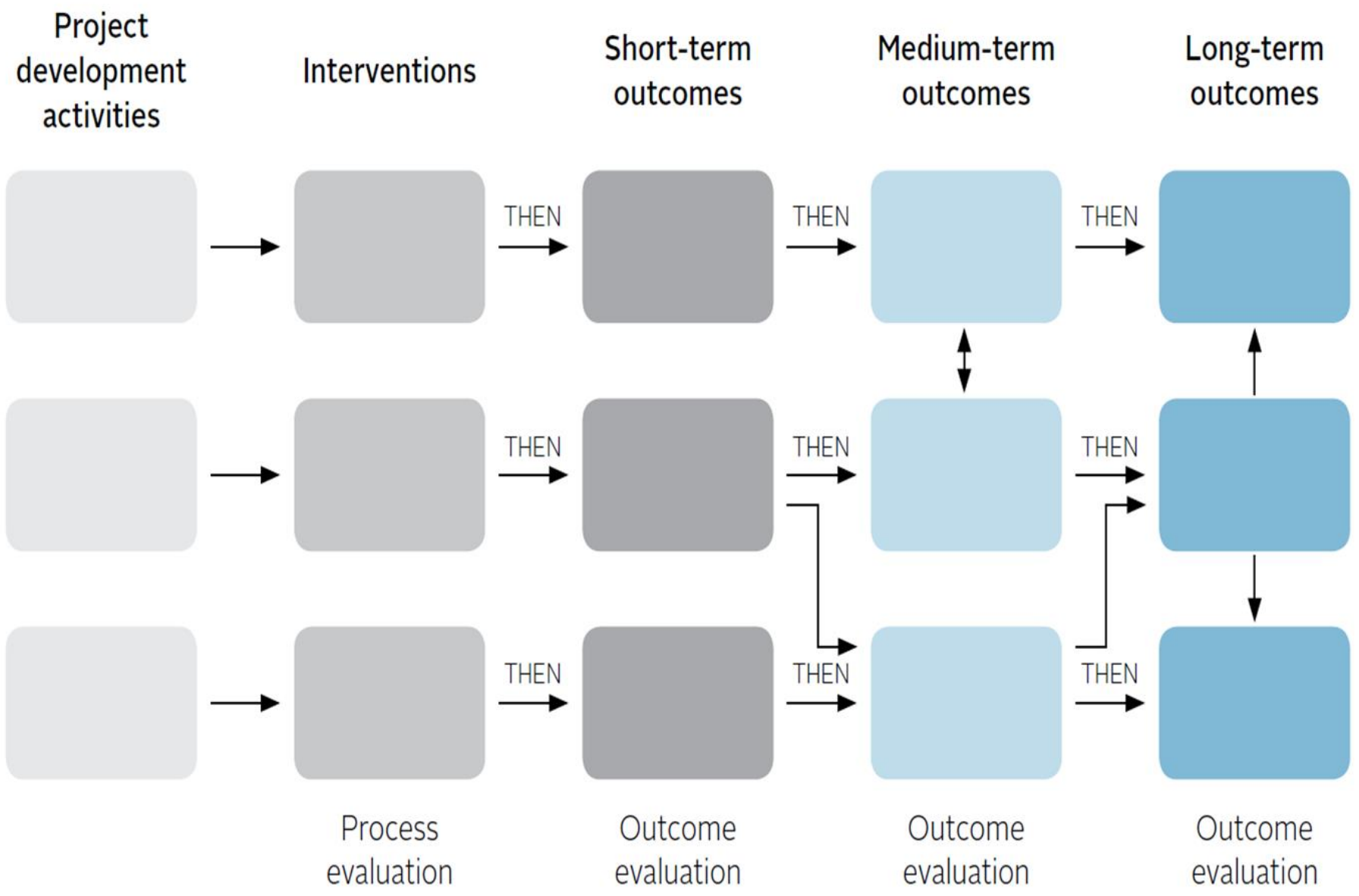


## Virtual course (Education Program)– Logic Model



Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf> (Retrieved 6/22/2013)





# Reducing child obesity: the intervention logic model

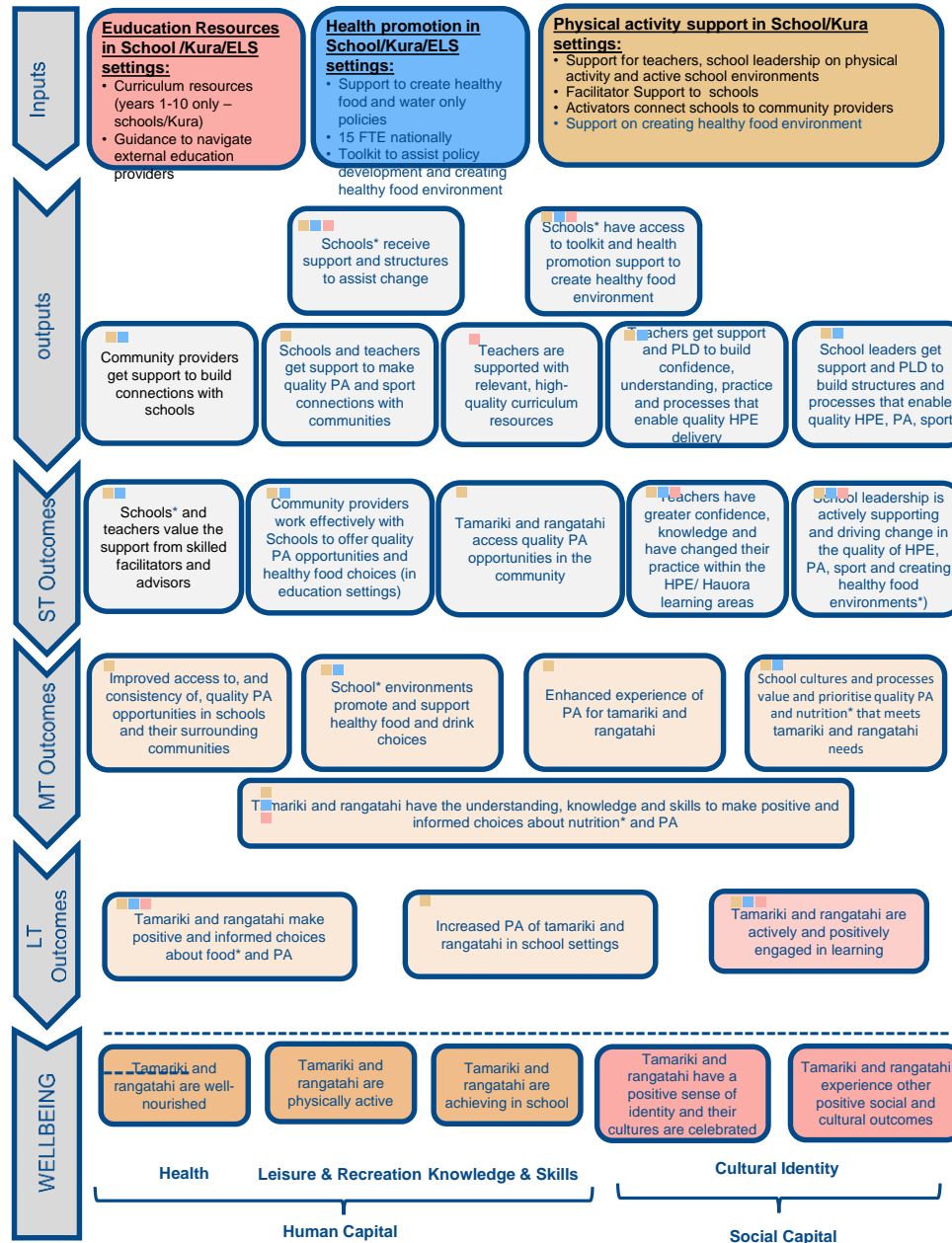
<b>Ultimate goal</b>	Children and young people living and staying well							
<b>Long-term goal</b>	Reduce childhood obesity in New Zealand equitably*							
<b>Medium-term outcomes</b>	<b>More children are physically active</b>		<b>More children eat well</b>		<b>Children's environments support physical activity and healthy eating</b>		<b>More children have improved health outcomes</b>	
	Indicator	Measure	Indicator	Measure	Indicator	Measure	Indicator	Measure
	Time spent watching television, videos or screens	Percentage of children (aged 2–14 years) who usually watch two or more hours of television (including DVDs and videos) per day (New Zealand Health Survey)	Breastfeeding	Percentage of infants who are exclusively or fully breastfed at 2 weeks, 6 weeks, 3 months, and who are still receiving breast milk at 6 months (Well Child Survey)	Awareness of the Health Star Rating system	Percentage of grocery shoppers who recognise, understand and use the Health Star Rating system (Health Star Rating Monitoring and Evaluation report, Colmar Brunton)	Body mass index	Percentage of children (aged 2–14 years) with a body mass index that indicates they are thin, a healthy weight, overweight or obese
	Sleep duration	Percentage of children (aged 5–13 years) who get 9 to 11 hours of sleep per day (New Zealand Health Survey)	Consumption of fast food	Percentage of children (aged 2–14 years) who ate fast food at least once in the past week (New Zealand Health Survey)	Active transport to and from school	Percentage of children (aged 5–14 years) who usually use an active mode of transport, such as walking, biking or skating to get to and from school (New Zealand Health Survey)	Gestational diabetes	Percentage of births where the mother had gestational diabetes (National Maternity Collection)
	Time spent on physical activity	Percentage of children (aged 5–17 years) who spent at least one hour per day being physically active (New Zealand Health Survey)	Consumption of sugary drinks	Percentage of children (aged 2–14 years) who had fizzy drink three or more times in the past week (New Zealand Health Survey)	Use of a bike	Percentage of children (aged 5–17 years) who have ridden a bike in the last week for sport, exercise or fun and the average number of hours they spent riding a bike (Active New Zealand Survey)	Raising Healthy Kids health target	Percentage of obese children identified in the B4 School Check programme who were offered a referral to a health professional for clinical assessment and family-based nutrition, activity and lifestyle intervention (B4 School Check database, Ministry of Health)
			Fruit and vegetable intake	Percentage of children (aged 2–14 years) who eat at least two servings of fruit each day and who meet New Zealand's age-specific vegetable intake guidelines (New Zealand Health Survey)	Water in schools	This measure is still under development	Birth weight	Percentage of babies whose birth weight (kg) was extremely low, very low, low, normal or high (Report on Maternity, Ministry of Health)
<b>Short-term outcomes</b>	Capability built across sectors to promote healthy lifestyle choices in food and nutrition and physical activity		Strong sustainable relationships across communities and the wider sector developed		Raised community knowledge about the benefits of physical activity and nutrition		Guidelines implemented across sectors	
	Environments/settings that make healthy eating and physical activity the norm		Industry commits to providing foods and non-alcoholic beverages that contribute to a healthy diet and reduce rates of childhood obesity					
<b>Outputs</b>	Develop guidance and support for the promotion of good nutrition, healthy diets and physical activity for prospective parents, before conception and during pregnancy		Promote healthy school environments that improve health and nutrition literacy and physical activity		Provide guidance on and support for healthy diet, sleep, and physical activity in early childhood		Provide guidance and support for weight management for children and young people	
	Implement programmes that promote physical activity and reduce sedentary behaviours in children and young people							
<b>Childhood obesity prevention initiatives – multiple pathways to achieve outcomes</b>								
<b>Inputs</b>	Workforce		Funding		Collaborative relationships		Leadership	
							Information	

\*Reduce rates of obesity for all children, particularly Māori, Pacific and high deprivation groups

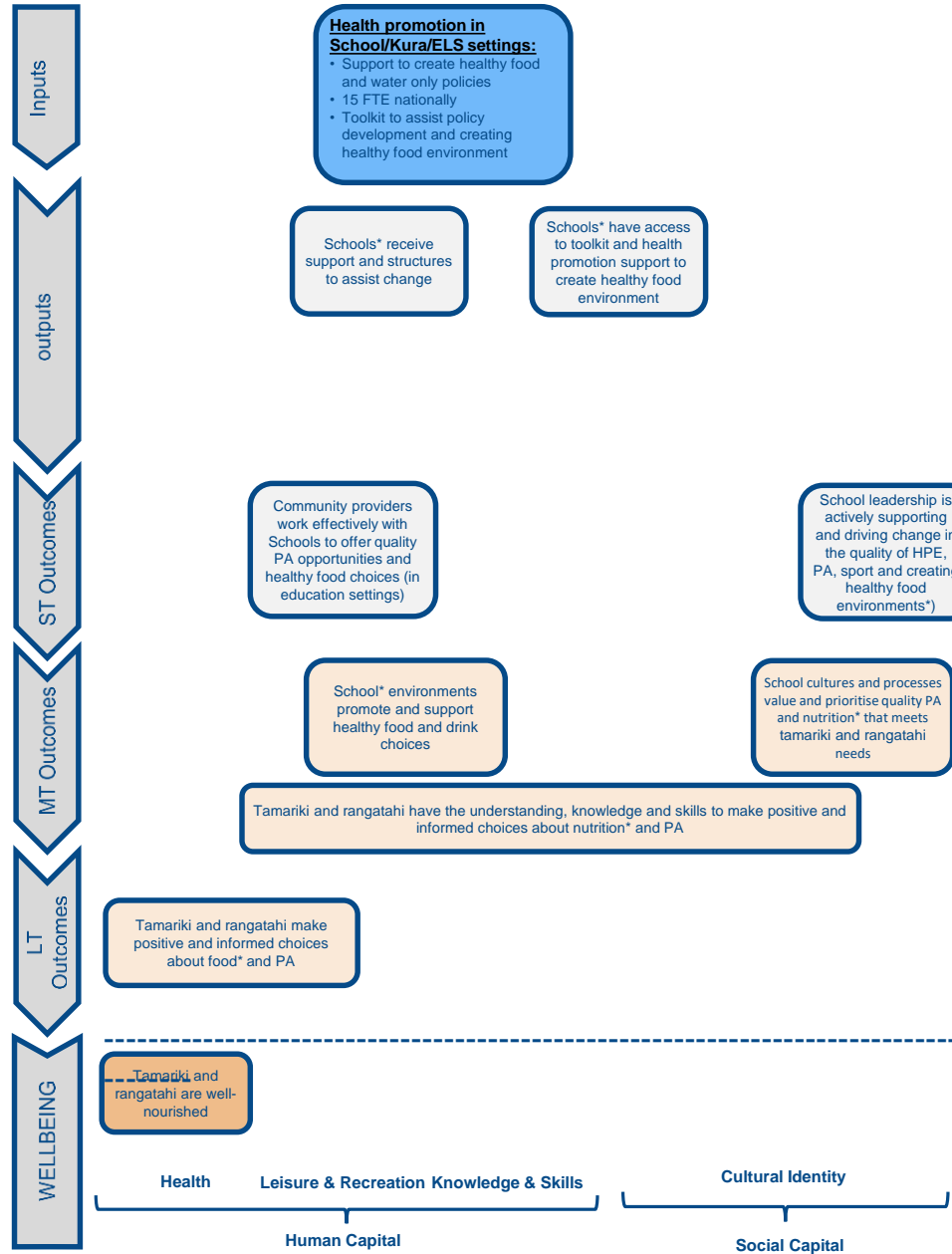
# INTERVENTION LOGIC: Healthy Active Learning

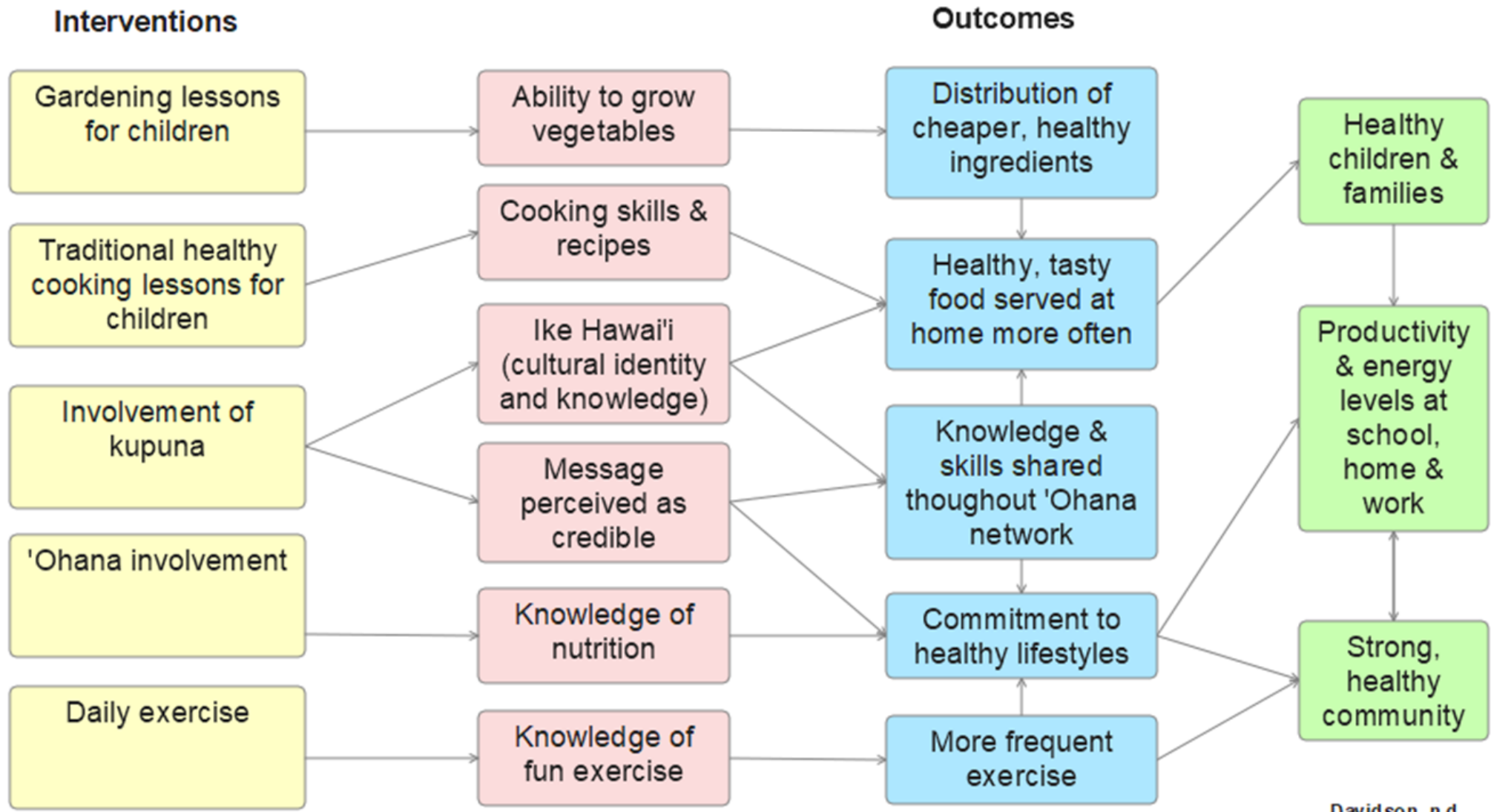
- Key:**  
■ Sport NZ  
■ Health  
■ Education

**Notes:**  
 \* Schools: Refers to the education settings of mainstream schools and Kura  
 \* Refers also in Early Learning Services



# INTERVENTION LOGIC: Healthy Active Learning

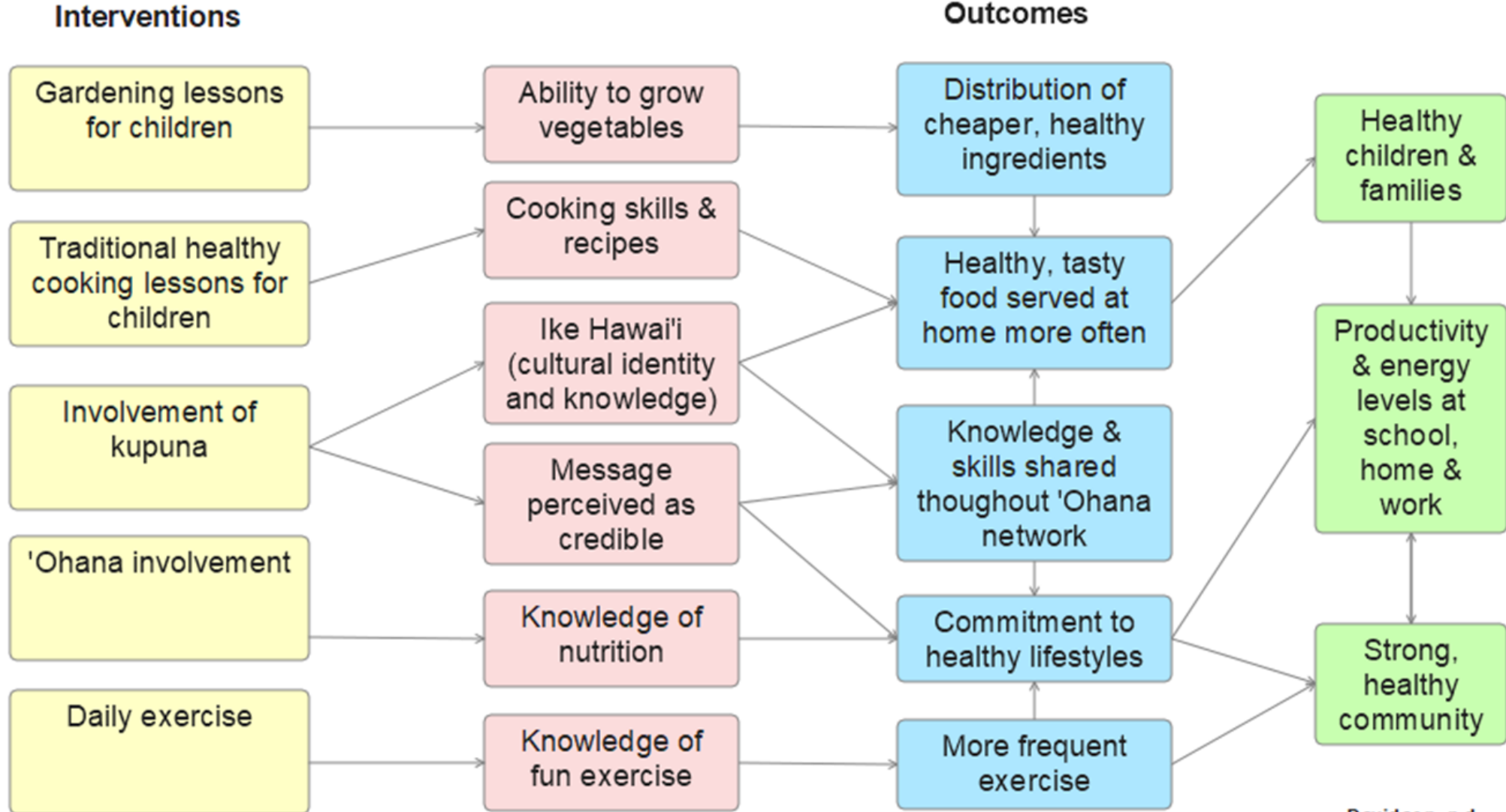




Davidson, n.d.



# Kamehameha Schools, Hawai'i

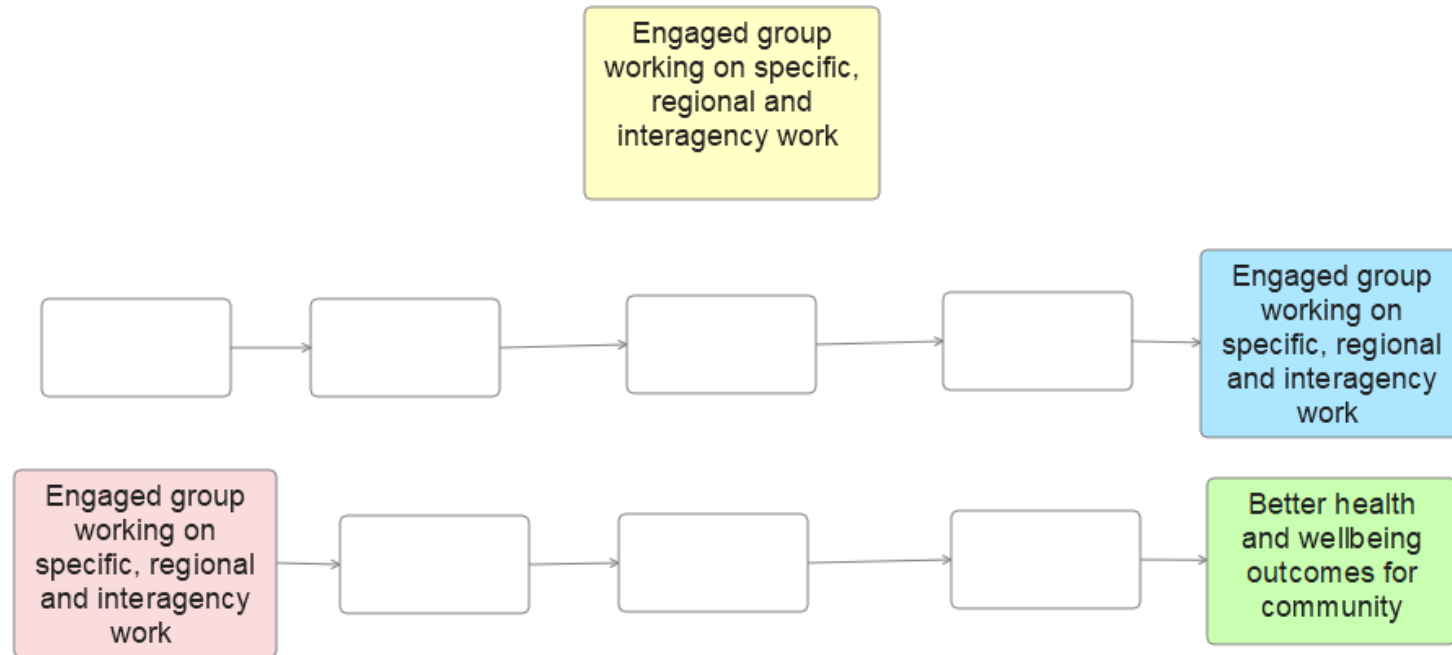


Davidson, n.d.



## Logic models are good for ...

- Designing a programme
- Testing new ideas
- Identifying monitoring requirements
- Negotiating accountability
- Communication
- Framework for evaluation



## Logic models are good for ...

- Designing a programme\*
- Testing new ideas
- Identifying monitoring requirements
- Negotiating accountability
- Communication
- Framework for evaluation

## Realistic expectations and cautions

Vision and patience needed



## Realistic expectations and cautions

Small groups are great  
for development



## Realistic expectations and cautions

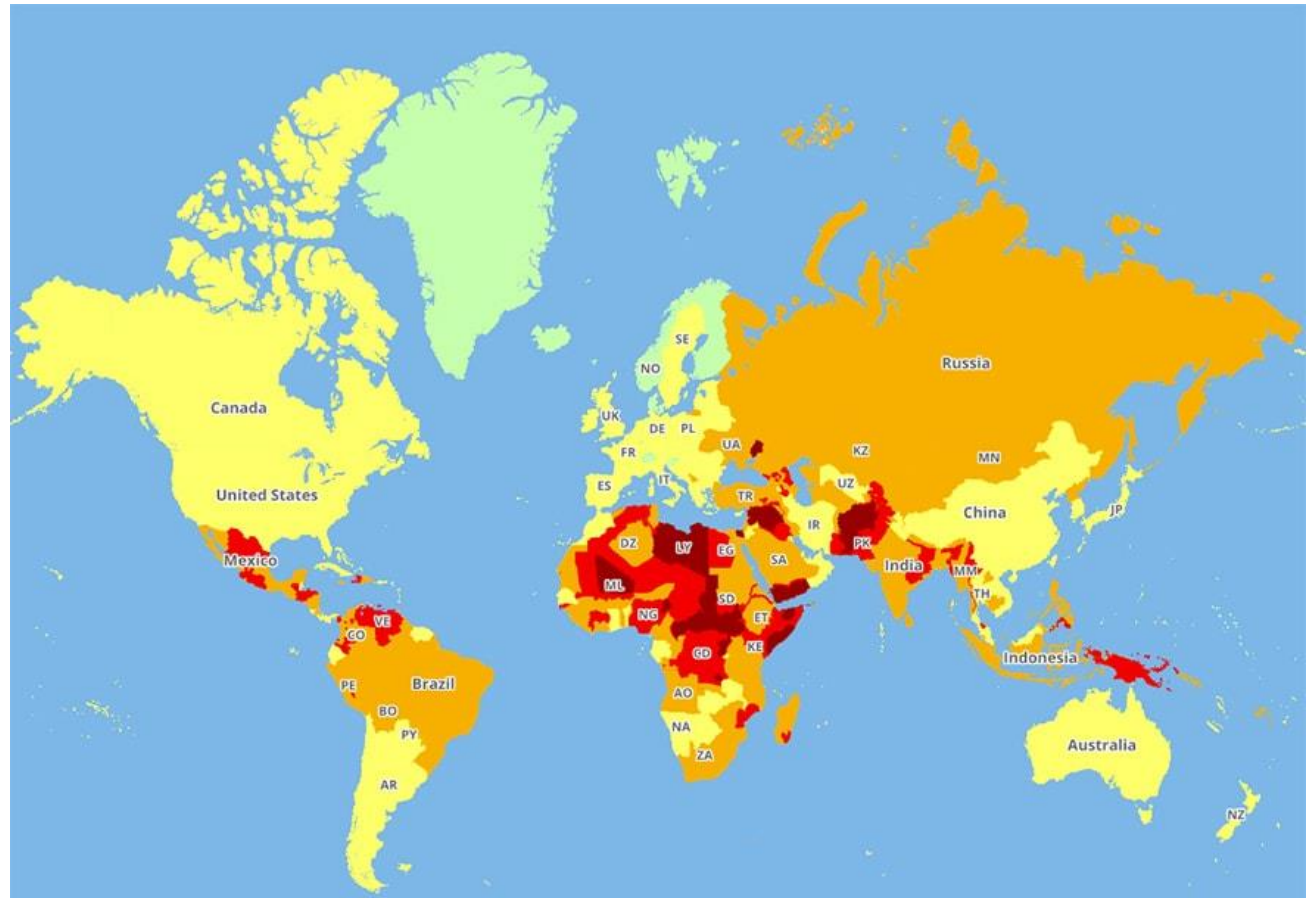
Takes time to develop  
(5-15 drafts)





## Realistic expectations and cautions

It's a model, not reality



## Logic model practice

### Marae-based exercise and nutrition programme

## Logic model practice

Put these boxes in order

Healthy tasty  
food served at  
home more  
often

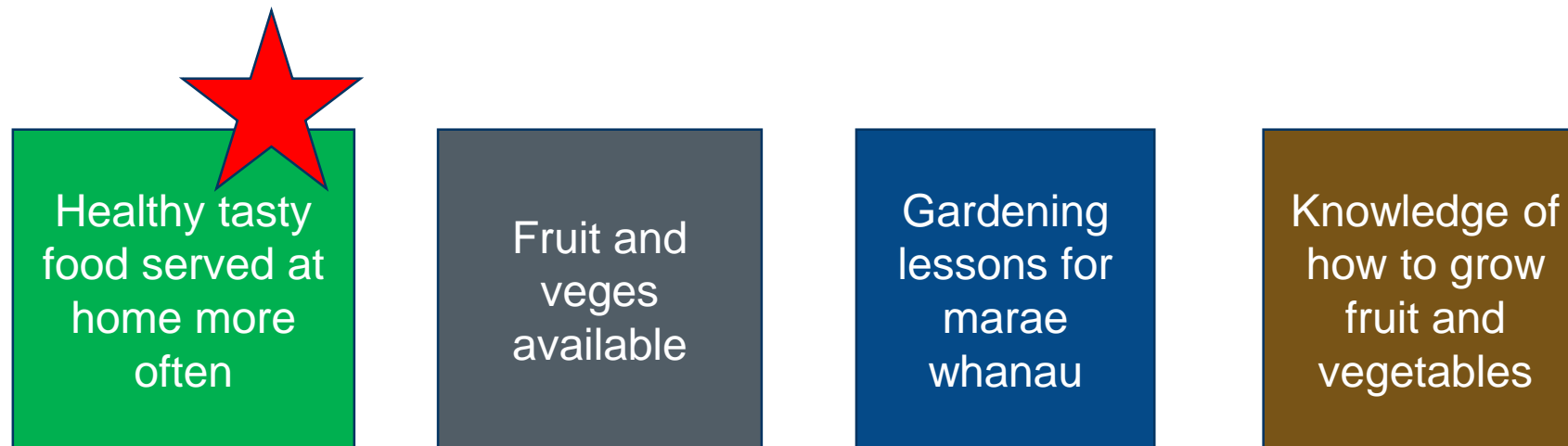
Fruit and  
veges  
available

Gardening  
lessons for  
marae  
whanau

Knowledge of  
how to grow  
fruit and  
vegetables

## Logic model practice

Put these boxes in order



## Logic model practice

Put these boxes in order

Fruit and  
veges  
available

Gardening  
lessons for  
marae  
whanau

Knowledge of  
how to grow  
fruit and  
vegetables



Healthy tasty  
food served at  
home more  
often

## Logic model practice

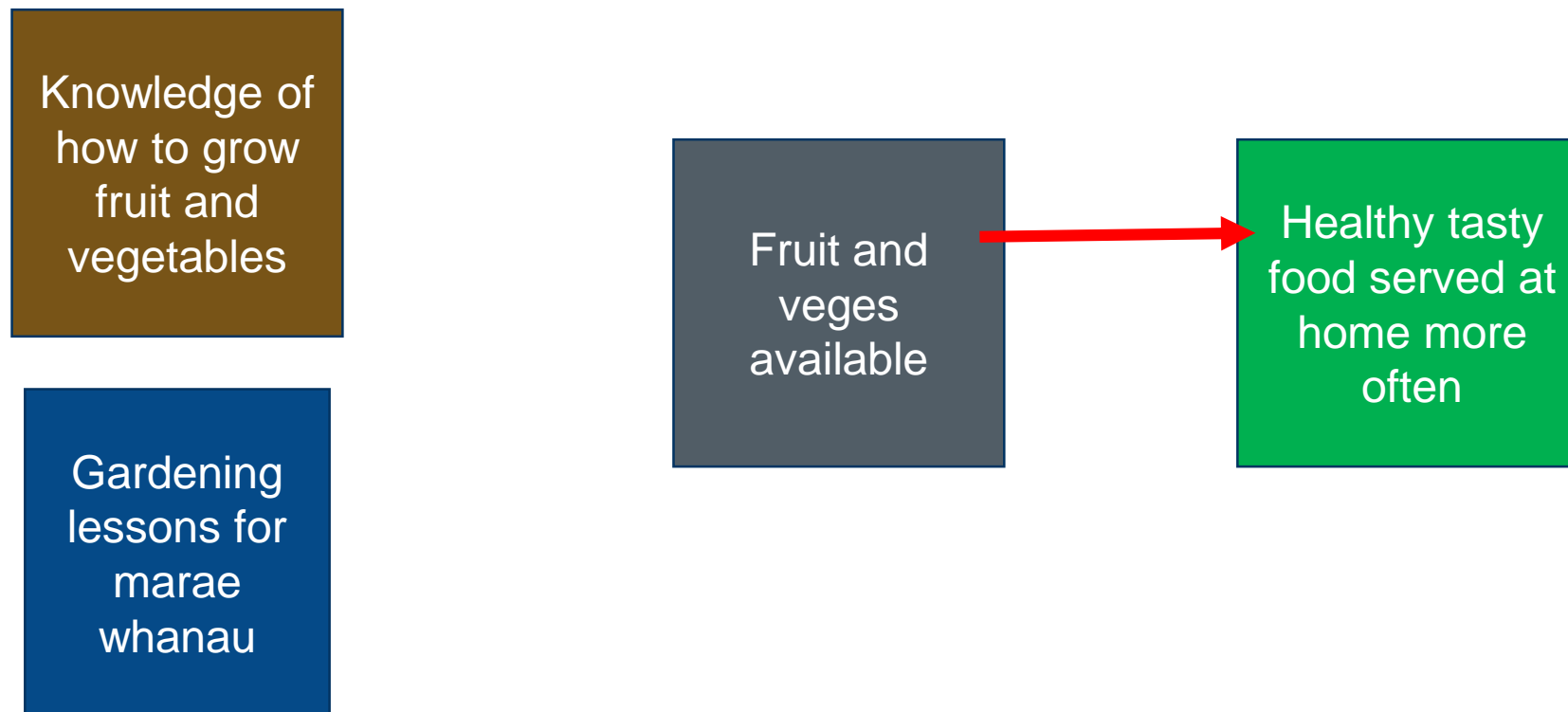
Put these boxes in order





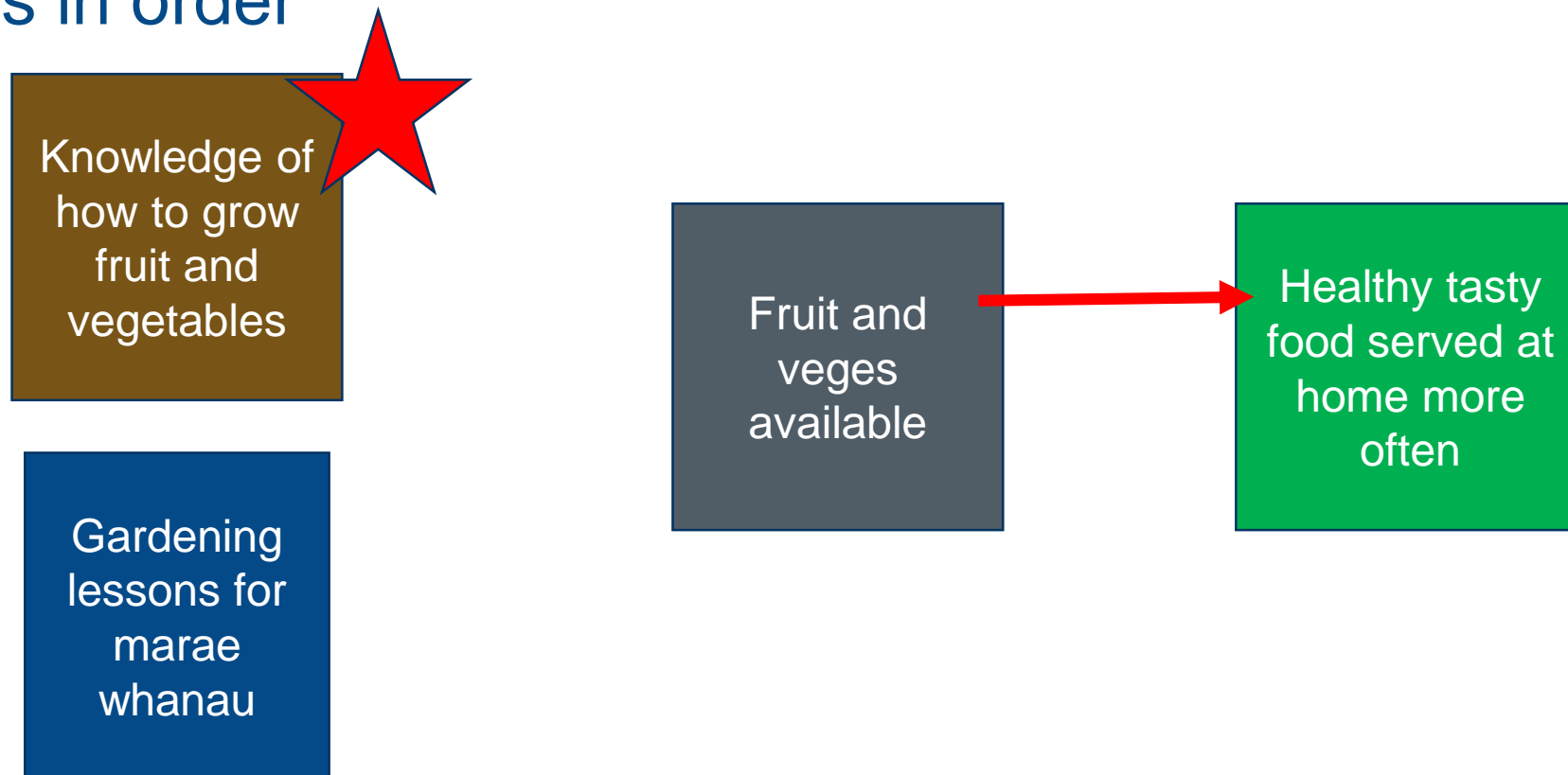
## Logic model practice

Put these boxes in order



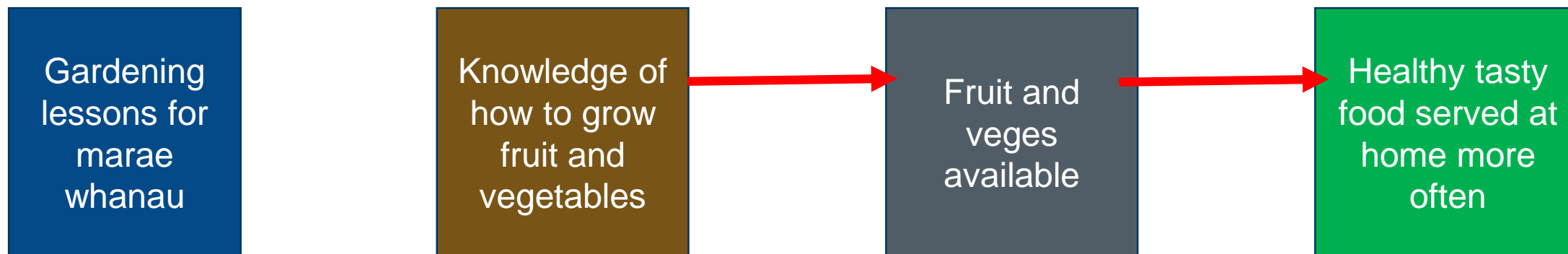
## Logic model practice

Put these boxes in order



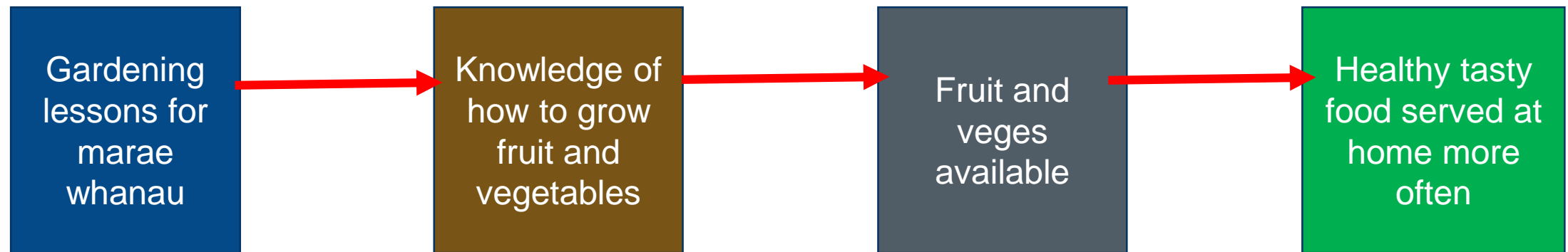
## Logic model practice

Put these boxes in order



## Logic model practice

Put these boxes in order



## Logic model practice

Put these boxes in order

Healthy tasty  
food served at  
home more  
often

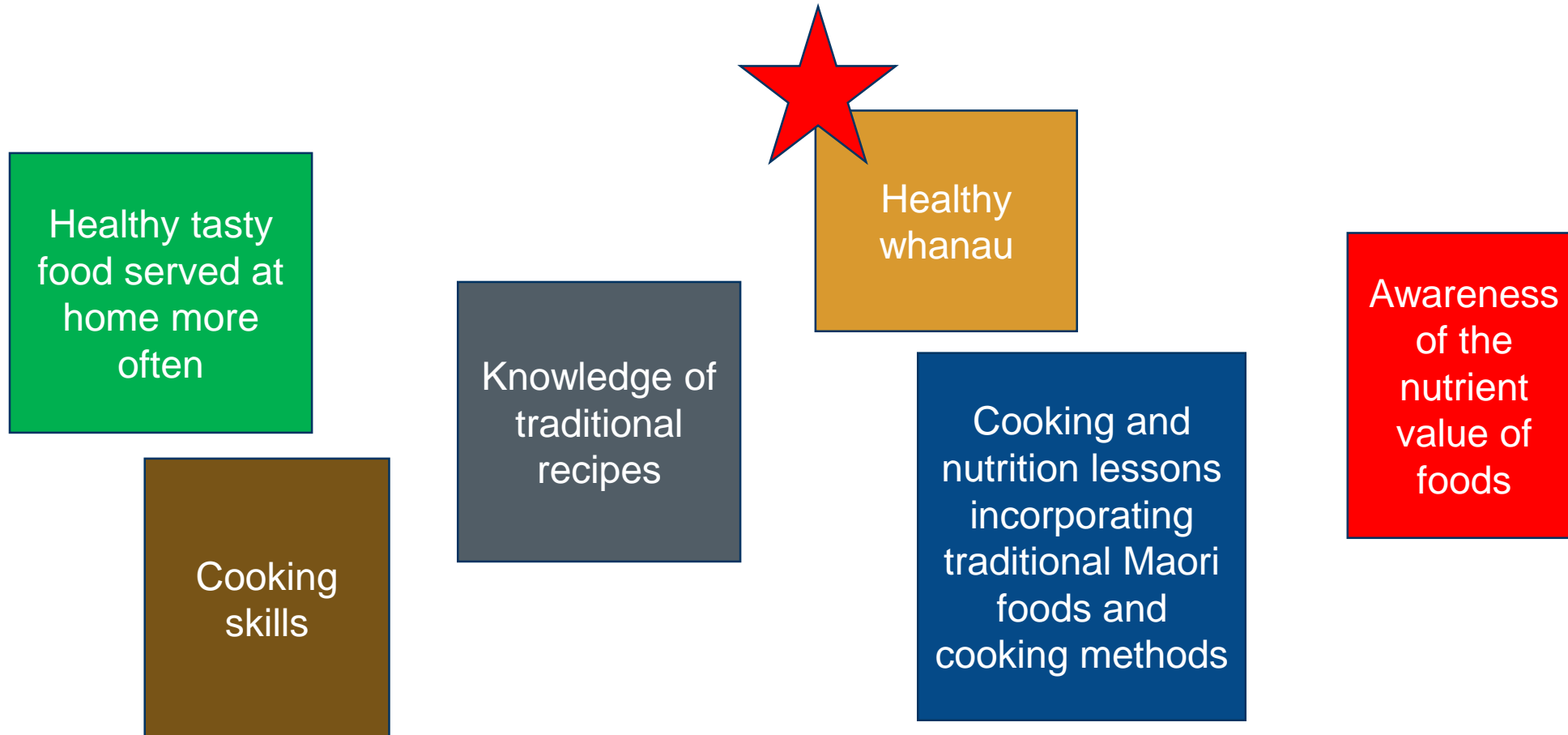
Cooking  
skills

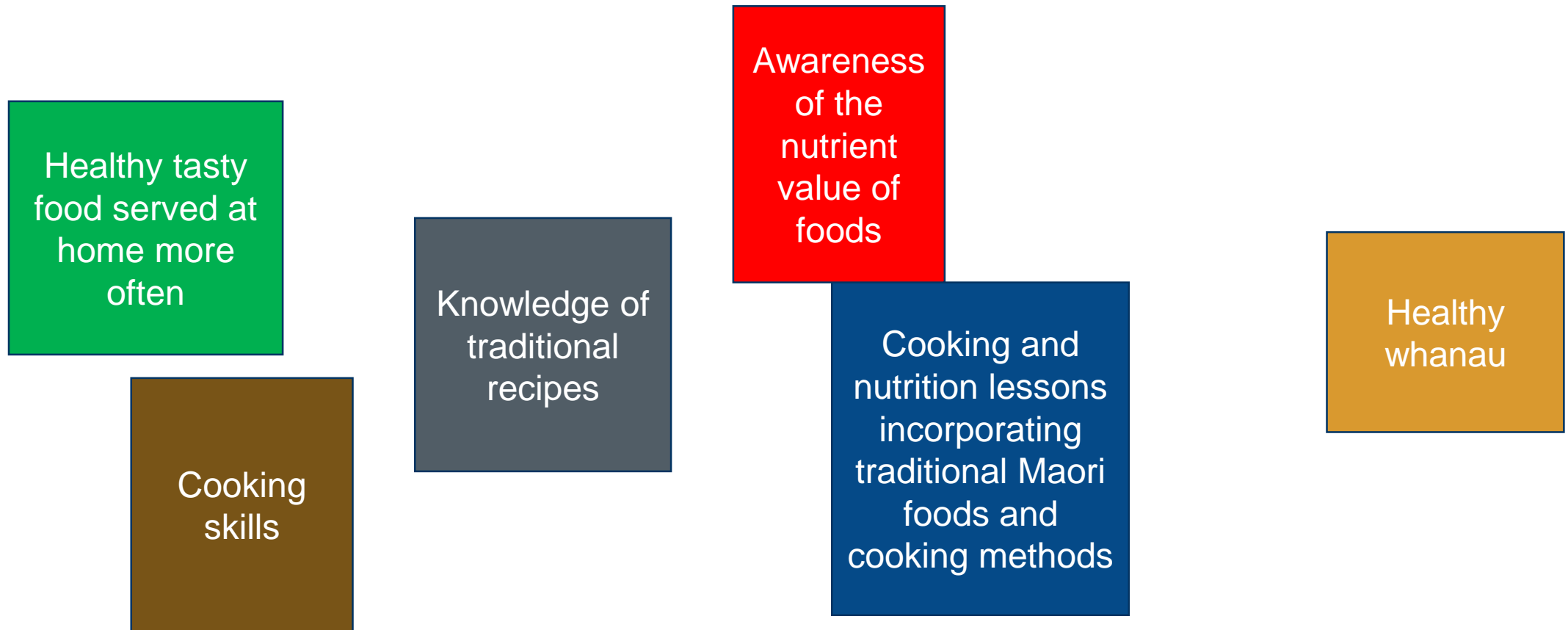
Knowledge of  
traditional  
recopies

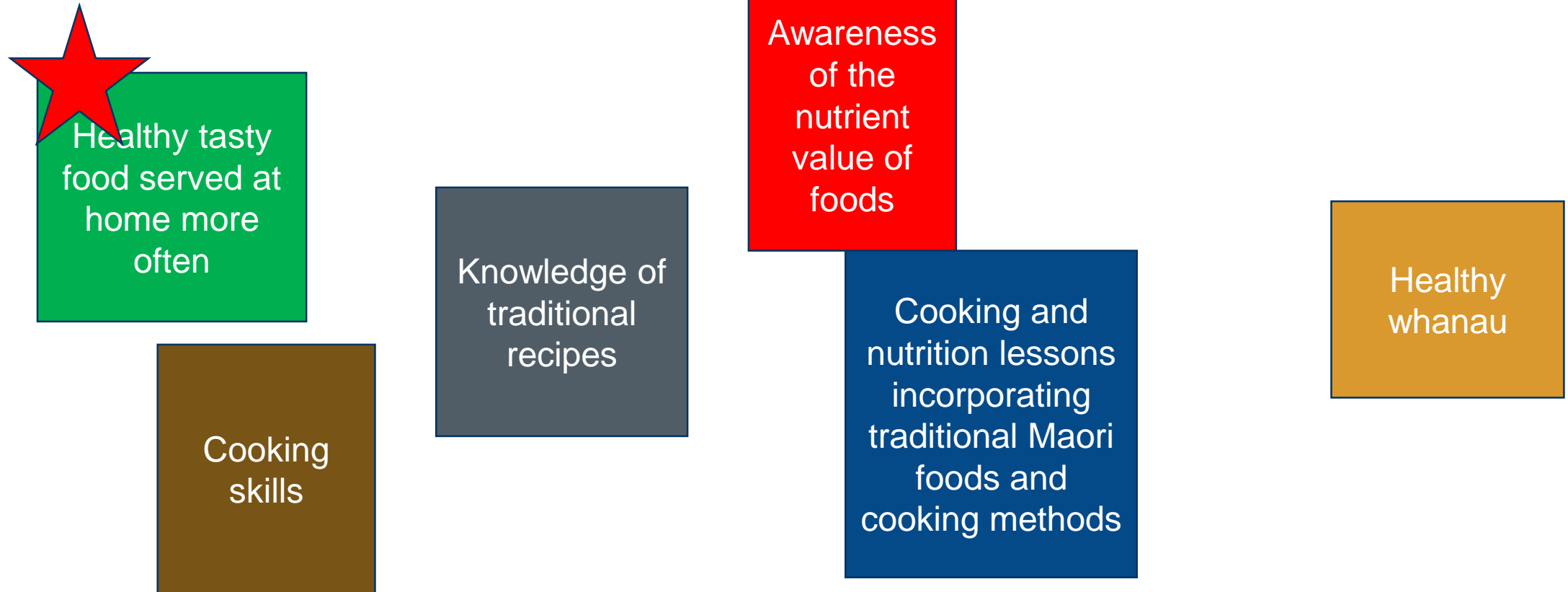
Healthy  
whanau

Cooking and  
nutrition lessons  
incorporating  
traditional Maori  
foods and  
cooking methods

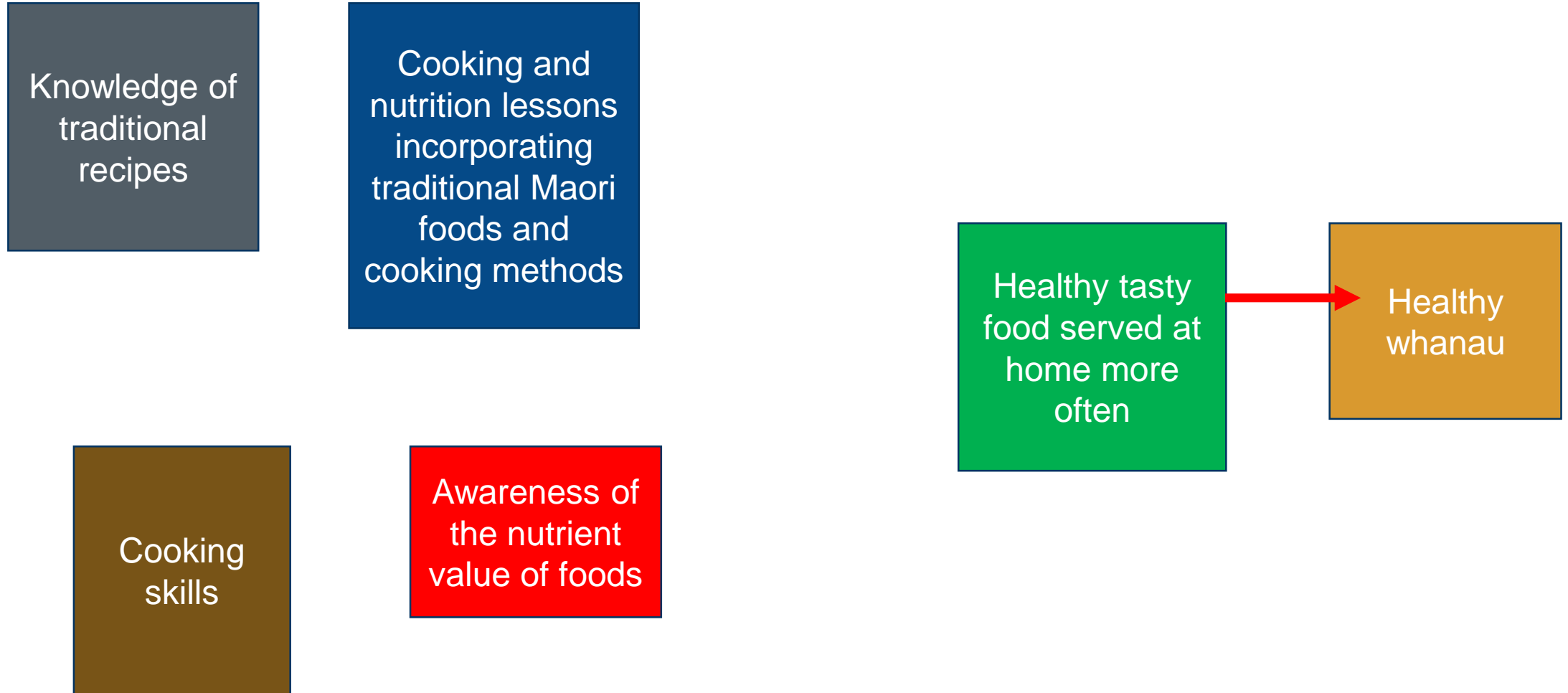
Awareness  
of the  
nutrient  
value of  
foods

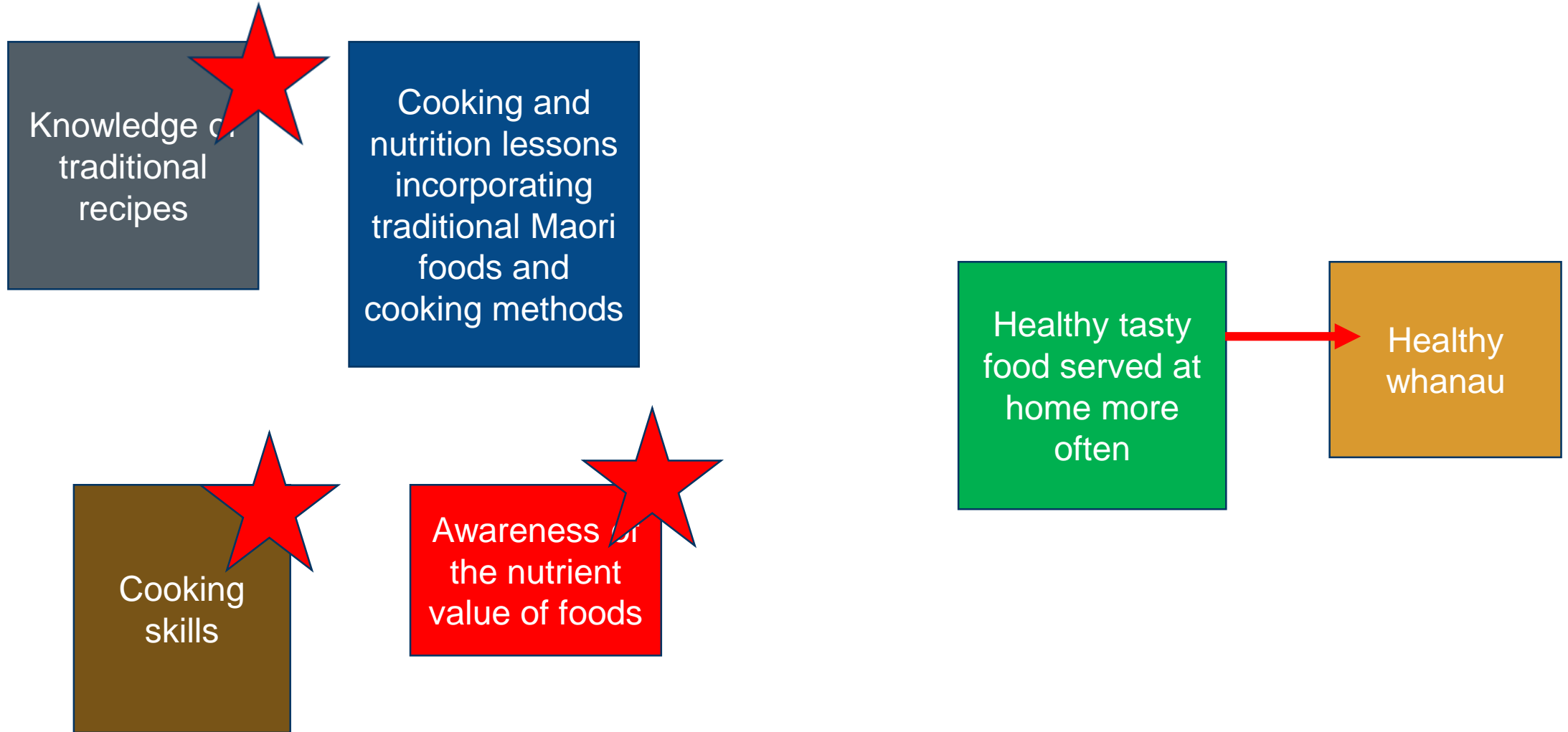


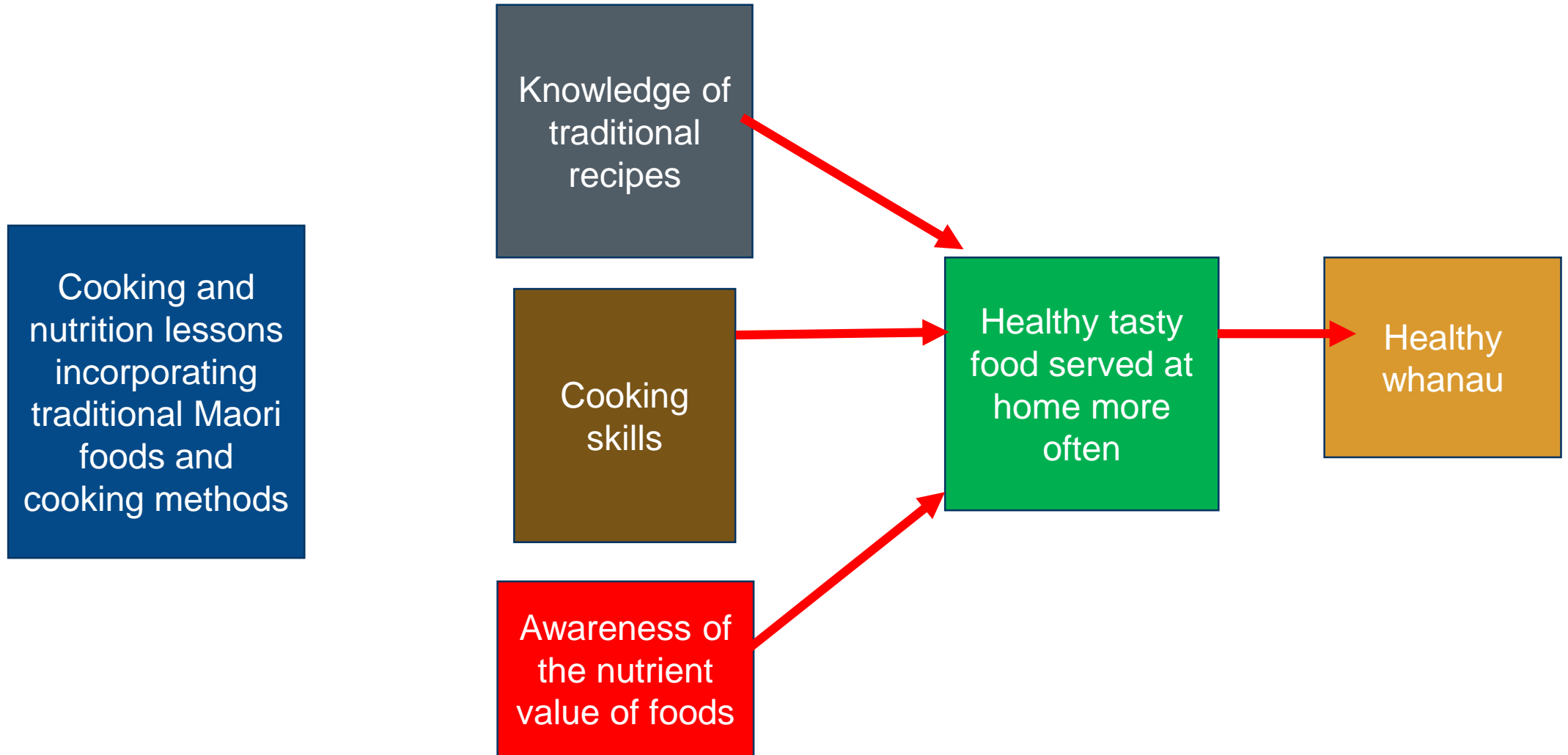


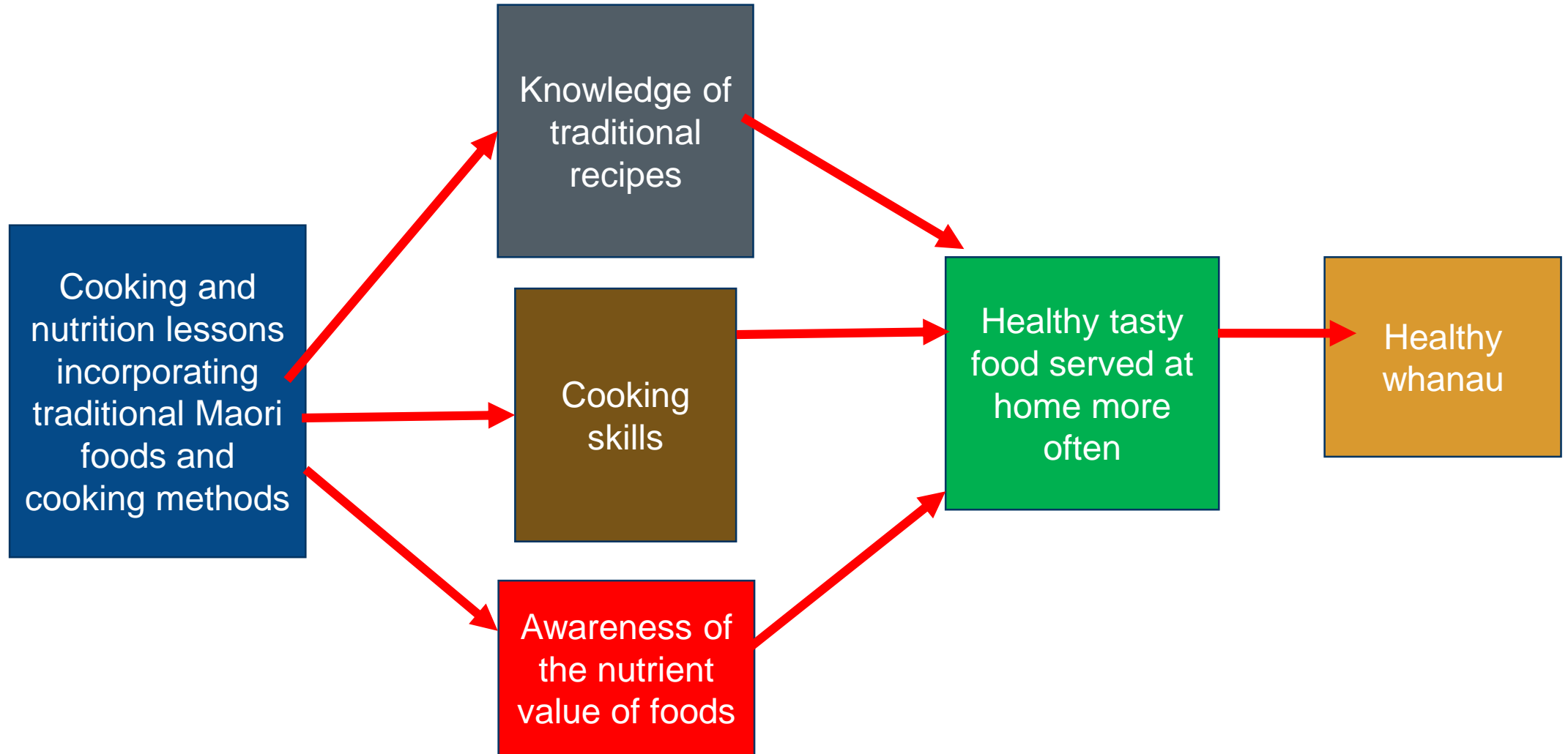




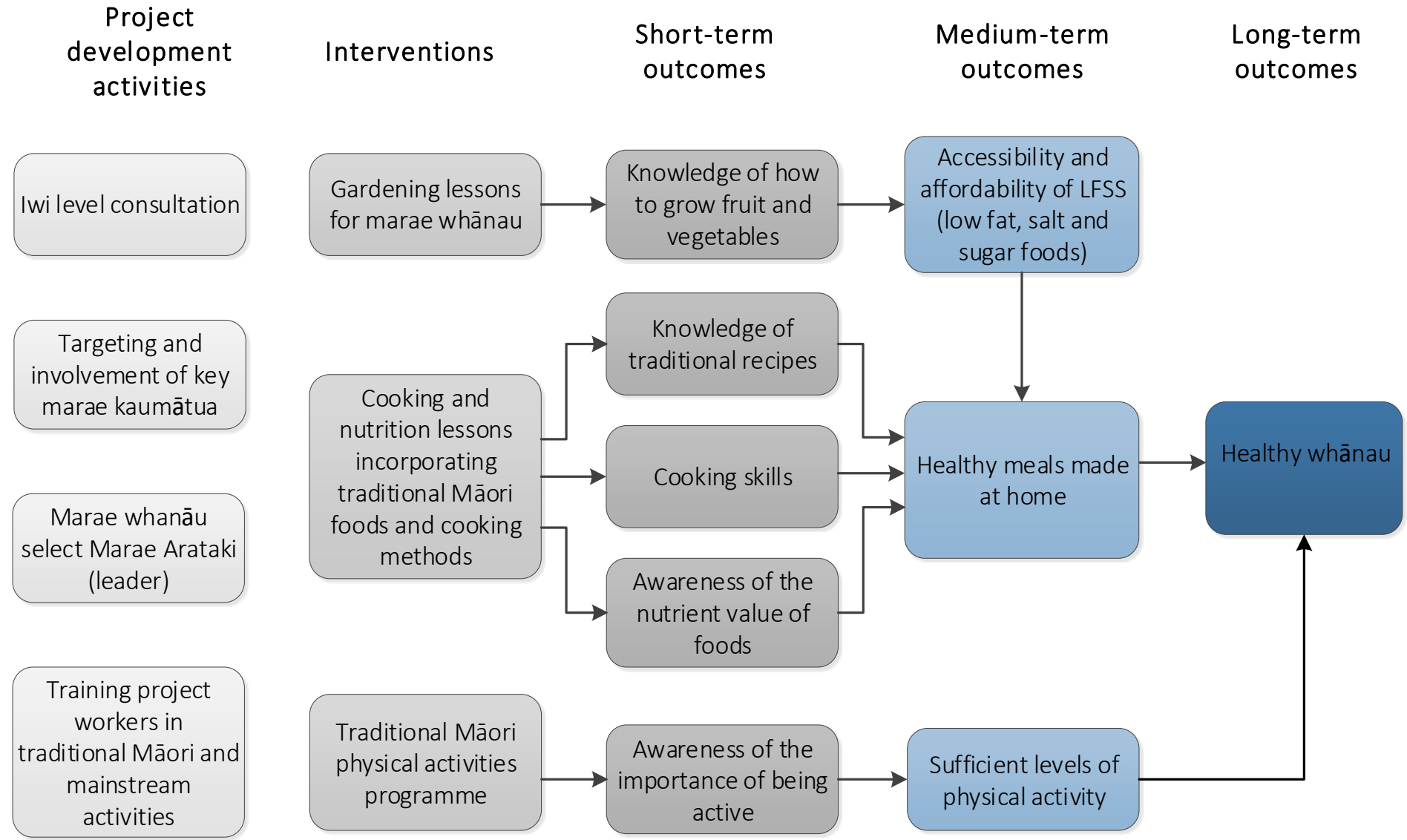








# Marae-based Nutrition and Exercise Programme



## Tips for logic models

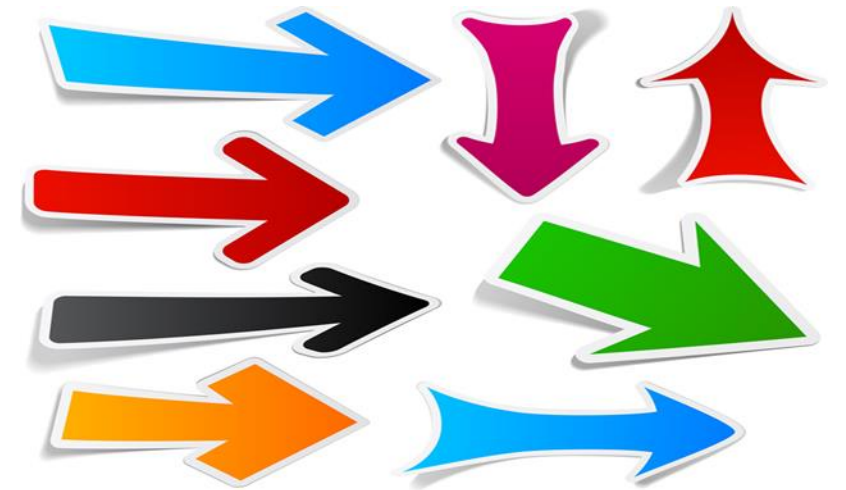
Key elements only – ensure everything has meaning

Avoid too many arrows

Arrows meaningful and in same direction

Direction of expected change is clear

No dead ends



## Tips for logic models

Give the model a title

Max. 10 words per box – less is better!

Focus on key elements

Just do it! Write ideas as they come to you





## Getting going

What are the long-term key outcomes you expect? (Often the issue or need stated positively)

Ideally work back from long term → medium term → short term → intervention

Or go with what you know (often interventions are already determined)