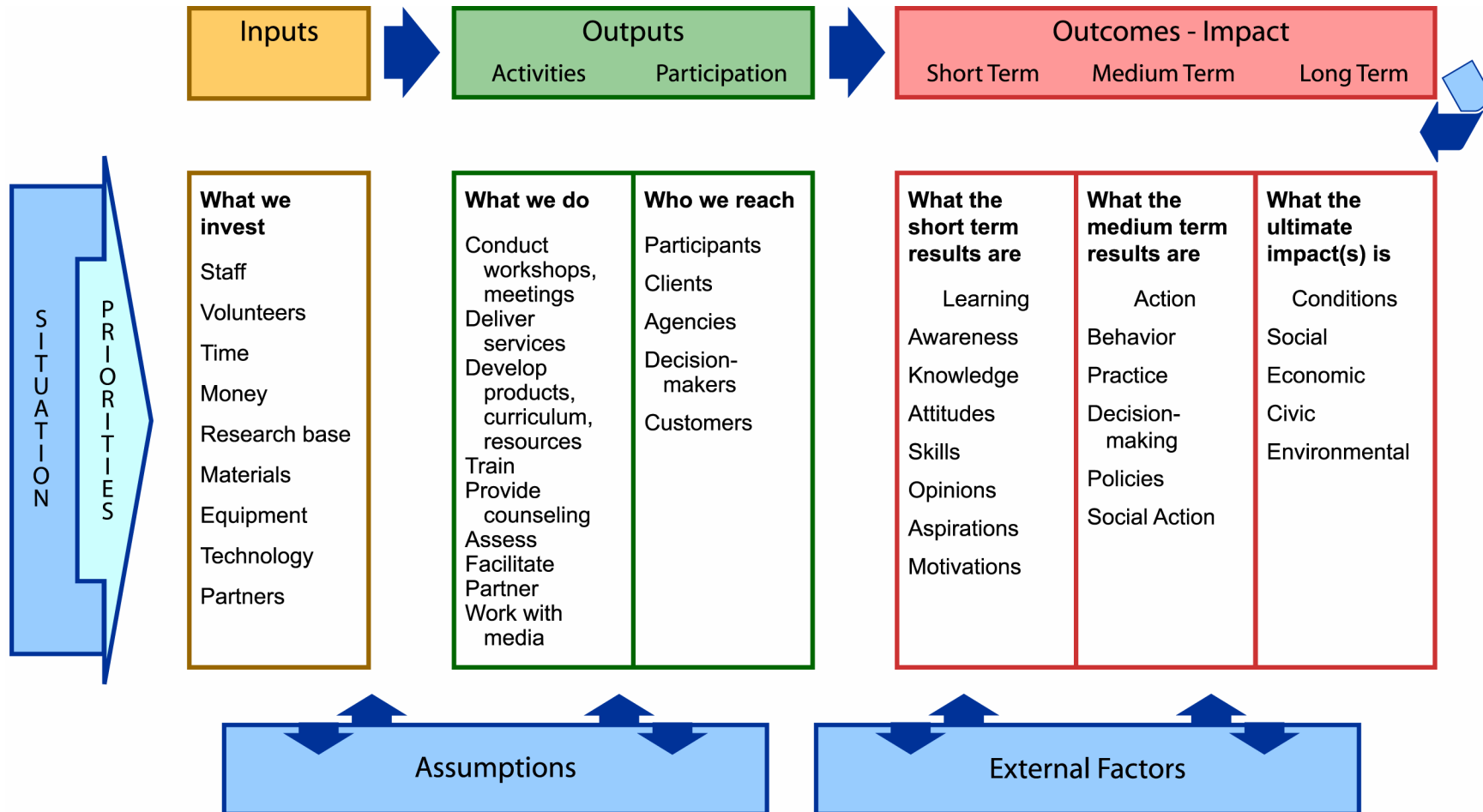
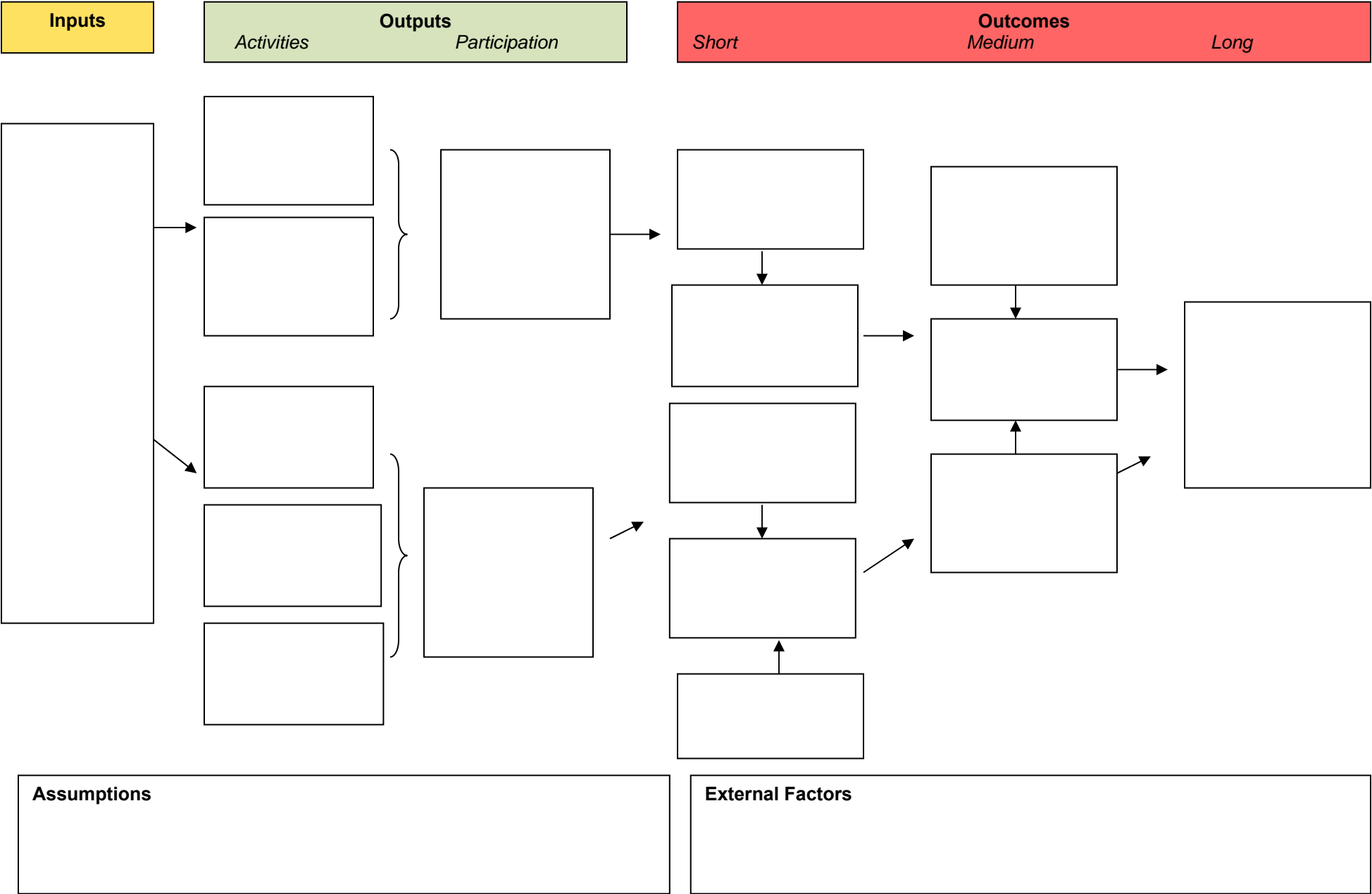


Logic Model



Program: _____ (name) _____ Logic Model (uses text boxes: add/change boxes and arrows as needed)
Situation:





Developing Program Goals and Measurable Objectives

Program goals and objectives establish criteria and standards against which you can determine program performance. You will need to identify the goals and objectives of the program component or intervention you plan to evaluate. Logic models are a useful tool that can help you do this.

Goal	Objectives
<p>A broad statement about the long-term expectation of what should happen as a result of your program (the desired result). Serves as the foundation for developing your program objectives.</p> <p>Criteria: 1) Specifies the STD problem or STD-related health risk factors; 2) Identifies the target population(s) for your program.</p>	<p>Statements describing the results to be achieved, and the manner in which they will be achieved. You usually need multiple objectives to address a single goal.</p> <p>Criteria: SMART attributes are used to develop a clearly-defined objective.</p>

Attributes of **SMART** objectives:

- **Specific:** includes the “who”, “what”, and “where”. Use only one action verb to avoid issues with measuring success.
- **Measurable:** focuses on “how much” change is expected.
- **Achievable:** realistic given program resources and planned implementation.
- **Relevant:** relates directly to program/activity goals.
- **Time-bound:** focuses on “when” the objective will be achieved.


Objectives can be **process** or **outcome** oriented.

For more information and examples, see Steps 2.2–2.3 in the Practical Use of Program Evaluation among STD Programs manual.

<http://www.cdc.gov/std/program/pupestd.htm>



TIP: Complete Exercise 2: “Writing Goals and Smart Objectives” on pages 64–65 of the manual.



Process objectives describe the activities/services/strategies that will be delivered as part of implementing the program. Process objectives, by their nature, are usually short-term.

Example of a SMART process objective:

By (month/year), (X%) of providers who reported incorrect gonorrhea treatment in County Z will be contacted within 1 month.

Outcome objectives specify the intended effect of the program in the target population or end result of a program. The outcome objective focuses on what your target population(s) will know or will be able to do as a result of your program/activity.

Example of a SMART outcome objective:

By (month/year), increase the percentage from (X%) to (Y%) of providers in County Z that fully adhere to the CDC-STD treatment guidelines for appropriate treatment of gonorrhea. [Intermediate objective]

Outcome objectives can be classified as short-term, intermediate, or long-term.

Well-written and clearly defined objectives will help you monitor your progress toward achieving your program goals.

Short-term outcome objectives are the initial expected changes in your target population(s) after implementing certain activities or interventions (e.g., changes in knowledge, skills, and attitudes).

Intermediate outcome objectives are those interim results that provide a sense of progress toward reaching the long-term objectives (e.g., changes in behavior, norms, and policy).

Long-term objectives are achieved only after the program has been in place for some time (e.g., changes in mortality, morbidity, quality of life).

Note: Objectives are different from listing **program activities**. *Objectives* are statements that describe the results to be achieved and help monitor progress towards program goals. *Activities* are the actual events that take place as part of the program. Following is an example of how program activities differ from objectives.

Example: Activity versus Objective

Goal: Reduce gonorrhea rates among male adolescents in County Z.

Activity: Educate providers on appropriate treatment for gonorrhea.

SMART process objective: By (month/year), (X%) of providers who reported incorrect gonorrhea treatment in County Z will be contacted within 1 month.



Develop a Logic Model

[illegible]

Evaluation 101 Worksheet

This worksheet is designed to help you develop an evaluation mindset. The following exercises will help you identify evaluation goals, develop a realistic understanding of evaluation, and think strategically about the data you will need to collect. When you finish this worksheet you will be ready to begin working through the Evaluation Toolkit Evaluation Guide.

I. Identify the Reason(s) You Want to Evaluate

Define one or more of the reasons why you need to evaluate your program and write the reason (s) in a clear statement. Your statement will set the foundation for developing an evaluation plan and completing the rest of the evaluation process.

We are evaluating our _____ program in order to:
Name the program (e.g., Upward Bound)

1. _____
2. _____
3. _____

II. Demystify the Myths about Program Evaluation

Exposing and responding to perceived myths about program evaluations up front will set the foundation for developing an evaluation mindset and completing the rest of the evaluation process successfully. Consider these three steps:

1. Ask your immediate staff and stakeholders "What notions do they have that make them uncomfortable with evaluating their program or make them not want to evaluate their program?"
 - ❖ _____
 - ❖ _____
 - ❖ _____
2. After naming any discomforts about or oppositions to doing program evaluations, determine the truths and inaccuracies about these concerns.
 - ❖ What is true? _____
 - ❖ What is false? _____
 - ❖ What is uncertain? _____
3. Establish the aspect of the concerns that are indeed myths, and in a statement provide a clear and informed response that debunk or discredit the concerns.
 - ❖ _____
 - ❖ _____

III. Define Program Goals

When planning an evaluation, it often helps to begin by thinking of what short term and long term goals you want to achieve. In the column on the left, make a list of realistic and specific short term goals (e.g., achieve a high school graduation rate of 95%, achieve a college enrollment rate of 90%). In the column on the right, make a list of long term goals (e.g., achieve a 50% bachelor's degree attainment rate for all college enrollees).

Short Term	Long Term

What will achieving long term goals tell you about your program that short term goals may not reveal?

IV. What Type of Evaluation Should I Conduct?

Check the questions you are interested in answering with your evaluation.

<input checked="" type="checkbox"/>	Question:	Type of timeline
<input type="checkbox"/>	Are you concerned about the extent to which your program services are working as your program is taking place?	Formative
<input type="checkbox"/>	Do you want to look at specific areas of your program to determine where improvements can be made to help your program better assist your students?	Formative
<input type="checkbox"/>	Is there a specific problem or oversight in the functioning or implementation of your program that you are aware of which needs to be addressed immediately?	Formative
<input type="checkbox"/>	Were your program objectives met?	Summative
<input type="checkbox"/>	Will you need to improve and modify the overall structure of the program?	Summative

<input type="checkbox"/>	What is the overall impact of the program?	Summative
<input type="checkbox"/>	What resources will you need to address program's weaknesses?	Summative

IV. Do we need to collect quantitative or qualitative data...or both?

Categorize what type(s) of data you need to collect by describing what story you want your evaluation to reveal from the analysis of the data (see the first two examples in the chart).

THE STORY YOU WANT YOUR DATA TO TELL	QUALITATIVE	QUANTITATIVE
<i>The number of our student s in our program who enrolled in college in comparison with their peers who did not participate in our program.</i>		X
<i>How providing tutoring late in the evening helped immigrant students in our program get the needed support to pass the math section of the state achievement test.</i>	X	

According to your list which form of data do you need to collect for your evaluation?:

- ☐ Quantitative Only
- ☐ Qualitative Only
- ☐ Both Quantitative and Qualitative

Developing Youth Leaders: LOGIC MODEL

Situation: Older youth lack opportunities to learn and practice leadership skills that build strong citizens of the future. Research shows the importance of educating adults and building their commitment to help create the opportunities for youth to develop their leadership skills.

