Visualizing your program for funding success: Logic & Theory of Change Models

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Our agenda

1) What do we mean by visualizing your program?
2) When to start?
3) Program Mapping
4) Stakeholders
5) Evaluation Questions
6) Sharing results

This is our evaluator. Every time she collects data it will help us remember what we said we were going to do in the first place.
What is program evaluation?

A systematic way for collecting, analyzing, and using information to answer questions about projects and programs.
When is the right time to get started with an evaluation?

Begin with the end in mind

Consider:
- What is it that we want to accomplish?
- What steps will we take and how and when will we measure success?
One way to map your program is with a **Logic Model**

- **Situation:** Problem you are solving
- **Inputs:** What you invest
- **Activities:** What you do
- **Participants:** Who you involve
- **Outputs:** Learning: Knowledge, skill, behaviors...
- **Long-Term**
  - Actions: behavior, practice, policy...
- **Intermediate:** Conditions for long term goals
- **Goals:** Broad, general statement about what the project intends to accomplish
An example project
Logic Model for Hands On Classrooms

**Inputs**
- Social media professional
- Customer Contact Information
- Hands On website, Facebook, Twitter, & YouTube accounts
- Hands On curriculum
- Current and former employee contact Information
- Grant sponsor Information
- Program retention data

**Activities:**
- Increased posts to Facebook & Twitter
- Initiate blogging
- Update curriculum on website
- Develop and initiate direct mail marketing
- Interview program sponsors, director, graduate students, teacher and administrative sampling
- Generate and conduct survey

**Outputs**
- Participants:
  - Middle school teachers & administrators
  - Graduate Students
  - Funding and Sponsor Agents
  - Program Director

**Outcomes**

**Short-Term:**
- Increase number of participants in our social media outlets

**Medium-Term:**
- Increase interaction between teachers and Hands On

**Long-Term:**
- Increase number of school and teachers participating in Hands On
- Retention of teachers in the program

**Situation:**
Increase number of participating schools and sustain enrollment through engagement with social media.
Pros and Cons of Logic Models

Pros:
✓ Links outcomes and activities to explain how and why desired change is expected to happen.
✓ Requires justifications at each step (evidence) “Causal Model”

Cons:
➢ Doesn’t always identify indicators or
c➢ evidence to measure whether outcomes are met.
Another way to map a project is with a **Theory of Change (TOC) Model**

```
Explain WHY here
Show activities here also

Long-term Outcome

Necessary Pre-condition
Necessary Pre-condition
Necessary Pre-condition

All outcomes that must be achieved BEFORE long-term
```
Increase online engagement and participation in Hands On Classrooms Program

Long-term Goals

Intermediate Goals

Long-term Outcomes

Intermediate Outcomes

Activities

Initiatives

Challenges

Teachers become regulars and user ship increases

Teachers continue to use curriculum

Followers increase

More likes, shares, and comments on SM platforms

Daily posts

Roll-out SM platforms

Continued engagement for T
Pros and Cons of theory of change (TOC) models

Pros:
- Graphically illustrates program components.
- Helps stakeholders clearly identify components.

Cons:
- Time intensive to make
- Have a shorter history than logic models - less known”
Who are your **Stakeholders**?

Identify stakeholders to maximize your impact, sustainability and growth.
## Mapping Stakeholders

<table>
<thead>
<tr>
<th>Importance in the project</th>
<th>Involvement in the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep Satisfied</td>
<td>Manage Closely</td>
</tr>
<tr>
<td>Invest Minimum Effort</td>
<td>Keep Informed</td>
</tr>
</tbody>
</table>
Mapping **Stakeholders** in our example project

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<tbody>
<tr>
<td><strong>Keep Satisfied</strong></td>
<td><strong>Manage Closely</strong></td>
</tr>
<tr>
<td></td>
<td>Teachers using the social media platforms</td>
</tr>
<tr>
<td>Funding agency</td>
<td>Hands On staff</td>
</tr>
<tr>
<td>Foundation support</td>
<td>Graduate students</td>
</tr>
<tr>
<td>Invest Minimum Effort</td>
<td>Keep Informed</td>
</tr>
<tr>
<td>Materials suppliers</td>
<td>Program managers</td>
</tr>
<tr>
<td>Box packers and shippers</td>
<td>Graduate student mentors</td>
</tr>
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<td></td>
<td>Website designers</td>
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</table>
Wait, how will more Twitter followers help us reach our target outcomes?

Why don't we just let the evaluators figure that one out.
Evaluation vs. Research

This **research** is really going to help move our field forward.

This **evaluation** is really going to help our program become more effective.

What is the relationship between research and evaluation?

Why is it important to define?
## Evaluation Questions for Hands On Classrooms example

<table>
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<tr>
<th>Stakeholders</th>
<th>Evaluation Questions</th>
<th>Data Collection (Timing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands On Teachers</td>
<td>To what extent do teachers participate with Hands On Facebook page?</td>
<td>Social media platform analysis (weekly)</td>
</tr>
<tr>
<td></td>
<td>Do they find the social media posts useful?</td>
<td>Teacher surveys (bi-annual)</td>
</tr>
<tr>
<td></td>
<td>Which platforms do they use most?</td>
<td>Focus Groups with teachers (annual).</td>
</tr>
<tr>
<td>Graduate Student Hands On Videos</td>
<td>Did graduate students receive appropriate information and training regarding their roles in the project?</td>
<td>Graduate student surveys (bi-annual)</td>
</tr>
<tr>
<td></td>
<td>To what extent did Hands On graduate students become involved with planning videos?</td>
<td>Focus Groups with graduate students.</td>
</tr>
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<td></td>
<td></td>
<td>Observation of graduate student video planning meetings (monthly).</td>
</tr>
</tbody>
</table>
### Evaluation & Research Questions (F=Formative, S=Summative)

- To what extent are the teachers involved in the professional development activities? (F)
- Is the project providing teachers with the necessary tools and supports to achieve learning goals? (F)

To what extent do/did teachers:
- develop interest in teaching pedagogy? (F,S)
- feel supported by program implementers in their professional development? (F,S)
- feel the program activities prepare them for teaching? (F)
- Navigate barriers toward teaching X and X their classroom? (F,S)
- engage summer camp workshop opportunities (S)

### Participants (Stakeholder Groups)

- Classroom Teachers

### Sampling and Instruments for Evaluation (Timing for data collection)

- teacher retrospective surveys (following professional development & annual)
- Teacher interviews/focus groups (biannual)
- Program staff interviews (biannual)
- Principal/administrator interviews annual
- Observation of interventions (as needed)
- Document review (monthly)
- School & district data (annual)
- Principal & administration interviews/ discussions (annual)

### Measures of Success

- Increased rates of targeted success in developing X program in the classroom
- Grade specific X standards
- Decrease social transitions/sociocultural barriers:
- Increased sense of belonging in STEM fields
- Increased perceived community and parental support
- Increased skills for navigating teaching and learning barriers and curriculum expectations:
- Increased understanding X
- Connections developed between X curriculum and students’ future interests in STEM education & careers.
Sharing your results with stakeholders

Who:
• Audience
• You

What:
• Action
• Mechanism
• Tone

So what?
• Story

(Knaflcic, 2015, pg. 24)
Visualize your data meaningfully
I'm not a visual person.

How about your audience?

I'm not a visual person.
So I will deliver my report in song, hit it boys.

Sharing your results
Hey guys, did you read this part?

It basically says we need an evaluation to keep getting money.

Recap

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