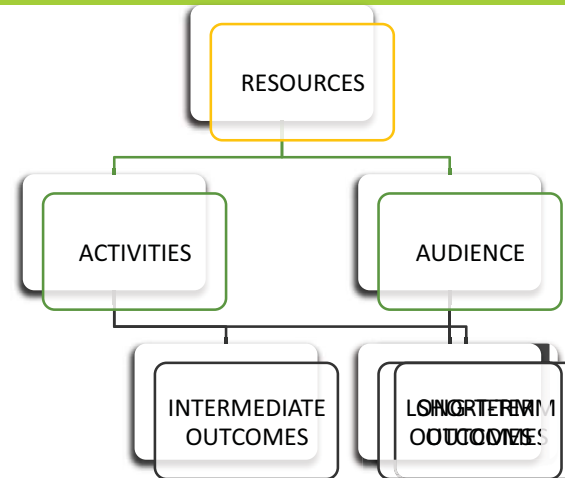
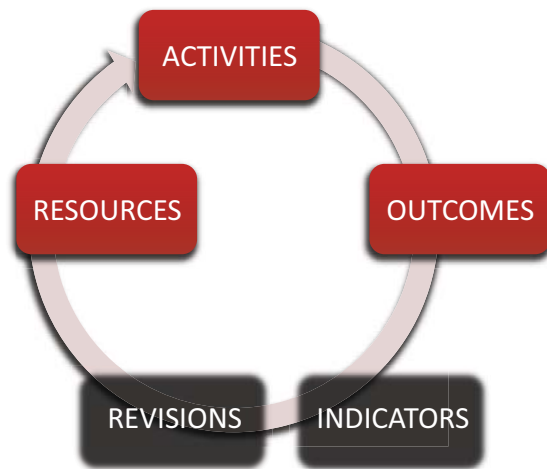


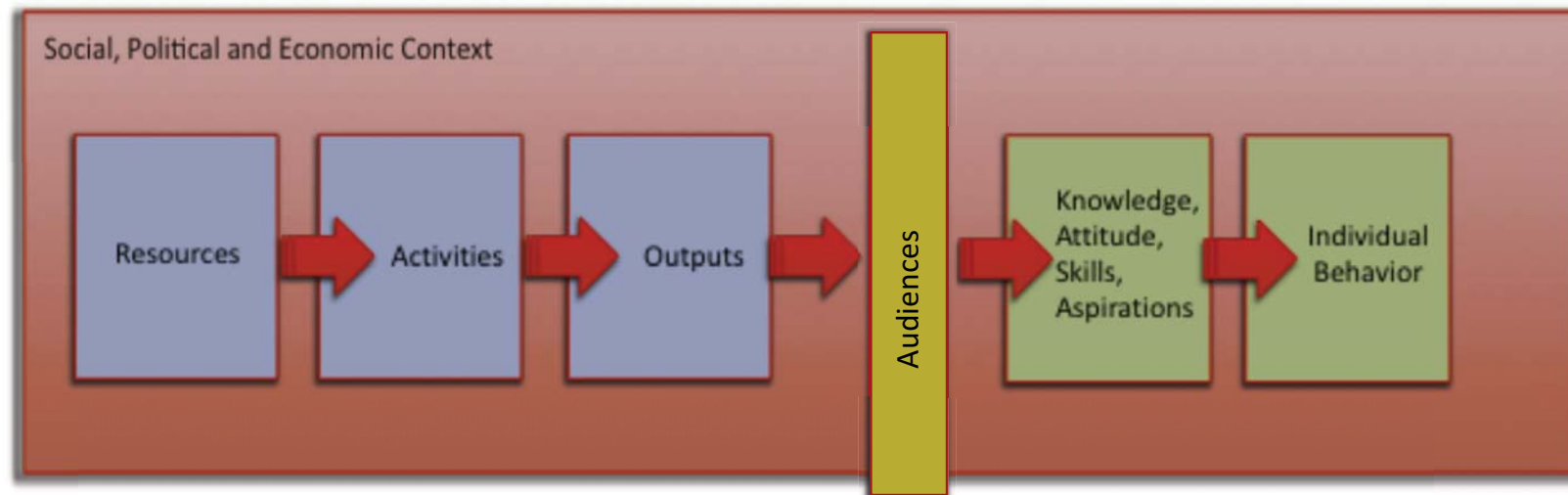
# Doing & Using Logic Models

Presented by Cheryl Kessler, Principal, Blue Scarf Consulting



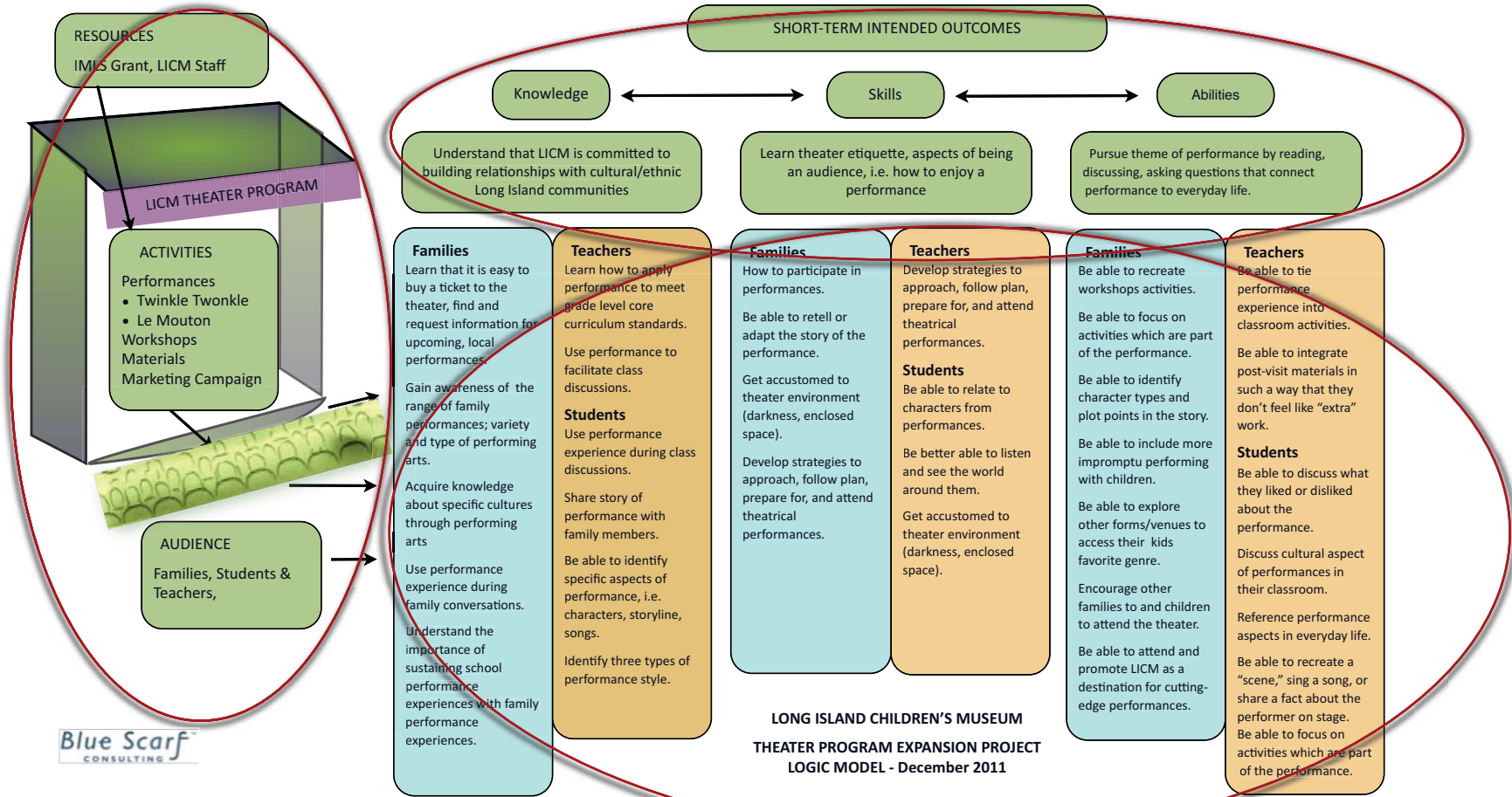


A logic model can be thought of as surrounding an audience... with two sides



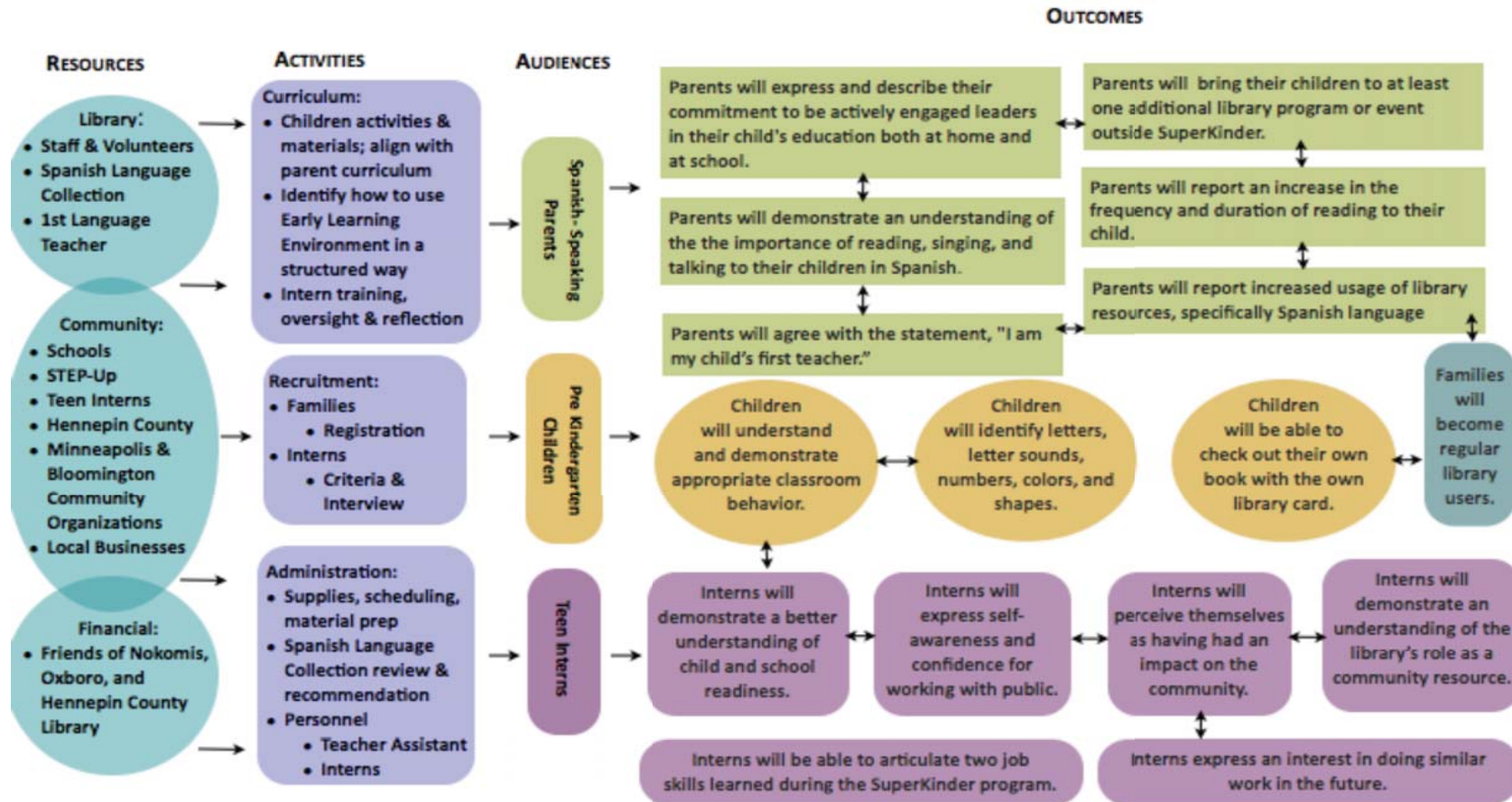
# Three Examples

- Long Island Children's Museum Theater Program
- Nokomis Library Kindergarten Readiness Program
- Bakken Museum & Library Exhibit Planning



**LONG ISLAND CHILDREN'S MUSEUM  
THEATER PROGRAM EXPANSION PROJECT  
LOGIC MODEL - December 2011**

## SÚPER KÍNDER: LISTOS PARA EL KINDER 2013 LOGIC MODEL



Situated within Hennepin County Library Strategic Plan, AGRA-RFD, and Every Child Ready to Read



## Mary and Her Monster Logic Model

### Activities/Exhibit components\*

### Audience

### Intended Outcomes: Visitors will...

### Resources

- IMLS Grant
- Matching Funds
- Bakken:
  - Staff experience/expertise with subject matter.
  - Current related programming and exhibit.
  - Relevant historical book and artifact collections.
- Partners
- Experts

- Cornerstone: Electricity & Magnetism
  - Bio electricity (The Vital Essence)
  - History of science (Cutting-Edge Knowledge)
- Perspective: Related to the Human Experience
  - Interaction of Arts and Science (Meet Mary and her friends)
  - Human Experience (The Place of Women)
- Process: Inquiry, experimentation, creative thinking and reasoned debate
  - Collaboration, public engagement
  - Creative thinking (A Cautionary Tale)
  - Experimentation (Frankenstein Lives!)
- Approach: Learner-centered and asset-based
  - Connected to the human experience (What's Your Frankenstein Story?)
  - Invites emotional connection (A Cautionary Tale)

Learning Families, Curious Youth through school groups (grades K-6)

Learning Families, Curious Youth through school groups (grades 7-12)

Engaged Adults (ages 18-60+)

### Changed Perspectives\*

#### SCIENCE IDENTITY: MARY SHELLEY & YOU

- Children & families will discover that the original story of Frankenstein was written by a teenage girl over 200 years ago.
- Youth will identify with Mary Shelley as a young woman author who was inspired by the science of her time.
- Adults & youth will reflect & compare fears evoked by science in Mary's time and now.
- Adults will understand that Mary Shelley challenged the values of her day through her life & intellectual pursuits & writing.
- Children will discover some of the same creepy science that fascinated Mary Shelley.

#### Ethical Issues

- Adults & youth will debate the extent of scientists' responsibility for the effects of their work.
- Children & families will discuss who the "bad guy" is in the Frankenstein story.
- Adults will identify social and cultural values that impact scientific research.

#### Shared Enthusiasm for Science

- Youth will be inspired to share ideas about science with their friends as Mary did with her young friends.
- Children, youth & families will be inspired to create and share artwork/story with a science aspect.
- Adults will participate in discussions about creativity and ethics and their relationship to science.

### Expanded Social Relationships\*

#### Science/Culture

- Children will wonder about the science in the science fiction stories they know, the fiction in science.
- Adults & youth will discover how and why the practice of science was different in Mary's day.
- Children & families will connect their own imaginary monsters with Mary's story.
- Adults & youth will identify ways that the story (meme) of Frankenstein has permeated our culture and framed some ways we talk about science and scientists.

\*based on Bakken Learning Framework & Exhibit Plan

# Outcomes and Indicators

## Outcomes

- ***Intended results for individuals or groups (families, communities).***
- ***Clearly stated***
- ***Specific intent***
- ***Realistic***
- ***Measurable***
- ***Meaningful.***

## Indicators

- ***Signs, signals, actions that outcomes have been or are beginning to be achieved.***
- ***Specific***
- ***Descriptive***
- ***Realistic***



# Example Outcomes & Indicators

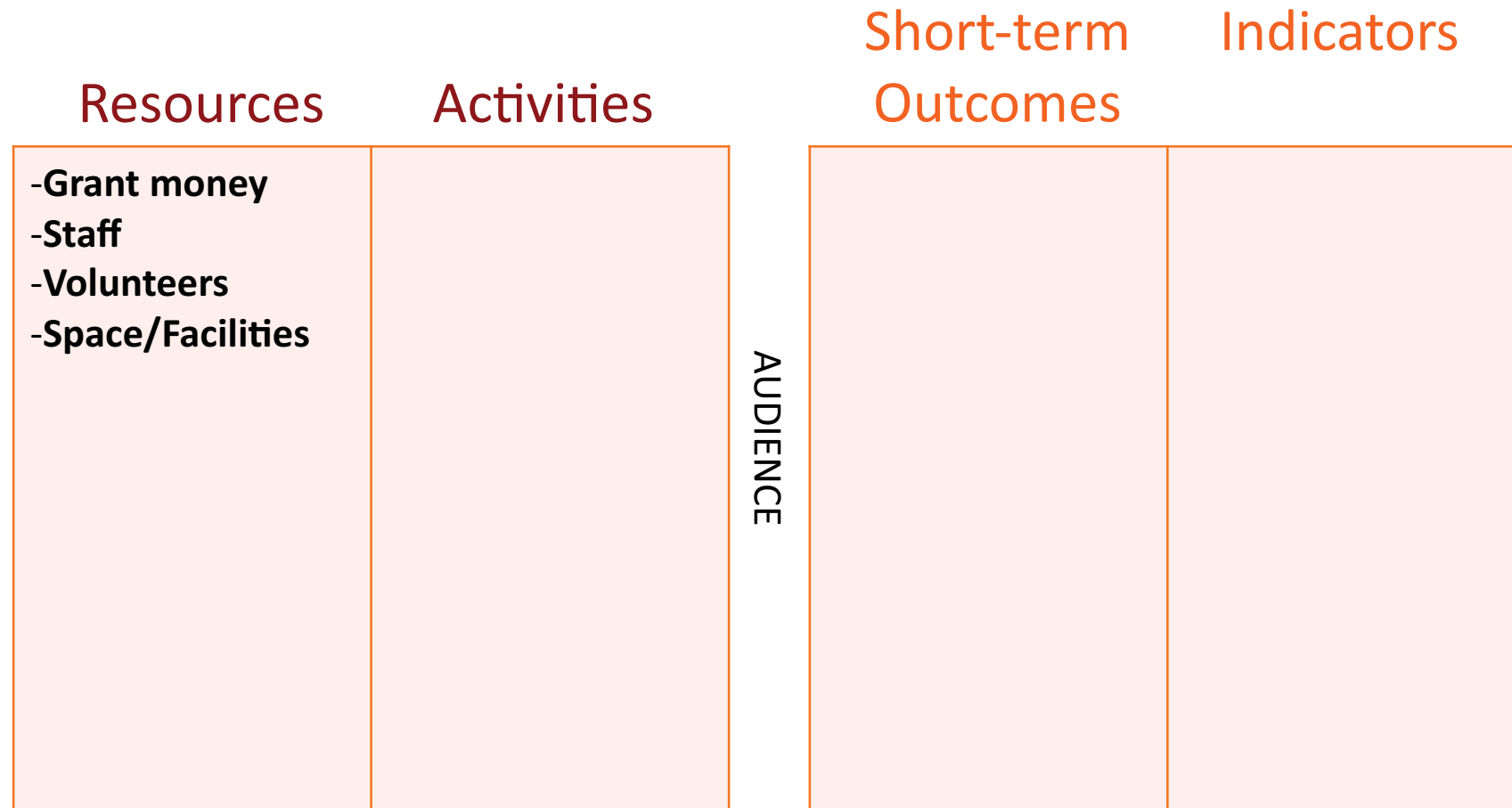
## Outcomes

- Visitors will become **aware** of a specific topic presented in an exhibit.
- Visitors will be **motivated** to take action related to information provided in a program.
- Visitors will **aspire** to follow a suggested path or behavior based on the exhibit experience

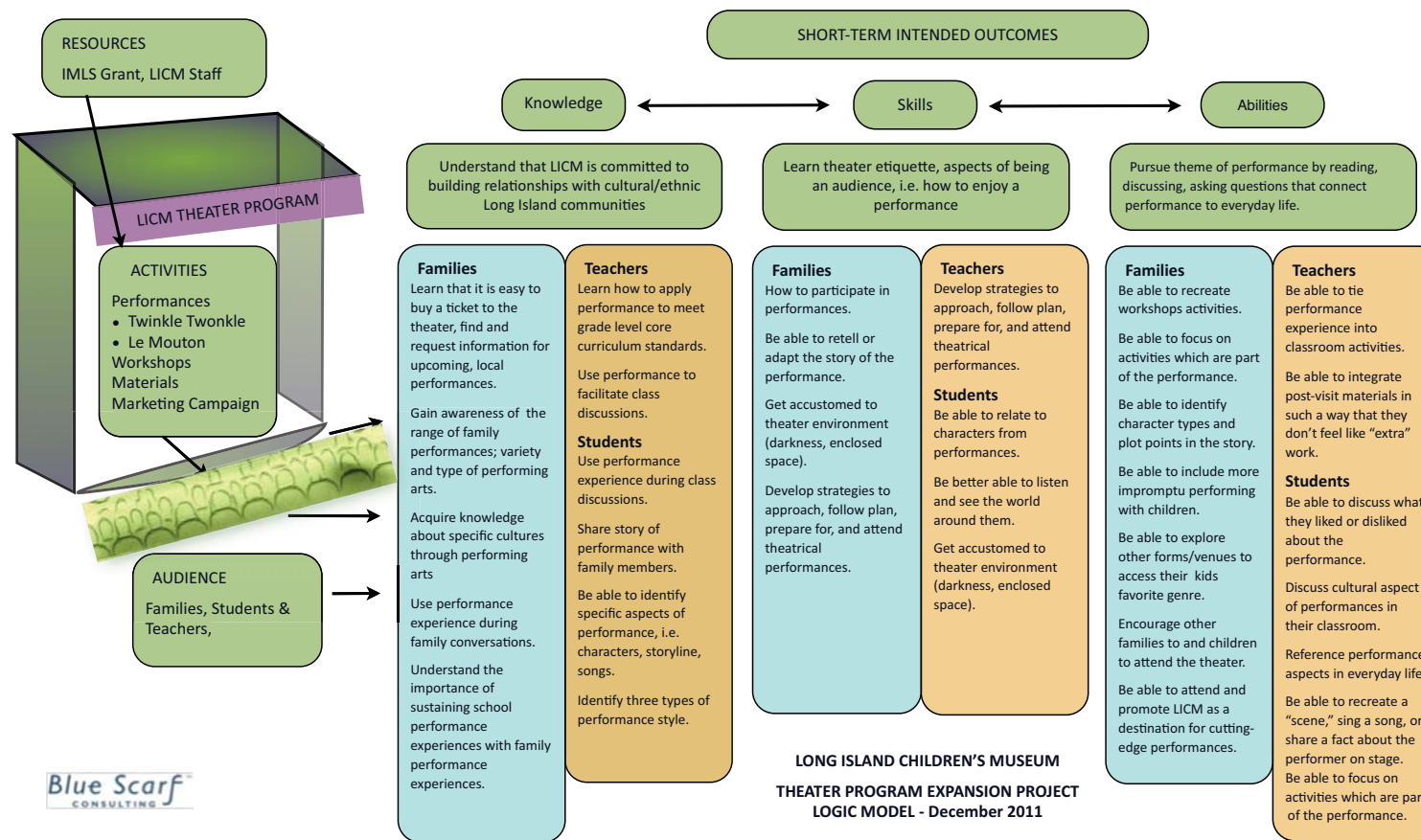
## Indicator

- Visitors will **identify** a specific topic they learned about in the exhibit.
- Visitors will say they **intend to take** one of three possible actions suggested in a program.
- Visitors will **express a desire** to practice one or more ideas they learned about in the exhibit.

# Building a logic model



# Using a logic model





AUDIENCES	OVERARCHING OUTCOMES		
	☺ = EVIDENCE OF ACHIEVEMENT	☞ = SOME EVIDENCE OF ACHIEVEMENT OR UNKNOWN	☹ = NO EVIDENCE OF ACHIEVEMENT
FAMILY	<b>UNDERSTAND THAT LICM IS COMMITTED TO BUILDING RELATIONSHIPS WITH CULTURAL/ETHNIC LONG ISLAND COMMUNITIES</b>	<b>LEARN THEATER ETIQUETTE, ASPECTS OF BEING AN AUDIENCE, I.E. HOW TO ENJOY A PERFORMANCE</b>	<b>PURSUE THEME OF PERFORMANCE BY READING, DISCUSSING, ASKING QUESTIONS THAT CONNECT PERFORMANCE TO EVERYDAY LIFE.</b>
	<ul style="list-style-type: none"> <li>☺ Learn that it is easy to buy a ticket to the theater, find and request information for upcoming, local performances.</li> <li>☺ Acquire knowledge about specific cultures through performing arts.</li> <li>☺ Use performance experience during family conversations.</li> <li>☞ Gain awareness of the range of family performances; variety and type of performing arts.</li> <li>☹ Understand the importance of sustaining school performance experiences with family performance experiences.</li> </ul>	<ul style="list-style-type: none"> <li>☞ How to participate in performances.</li> <li>☞ Be able to retell or adapt the story of the performance.</li> <li>☞ Get accustomed to theater environment (darkness, enclosed space).</li> <li>☹ Develop strategies to approach, follow plan, prepare for, and attend theatrical performances.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>☺ Attend and promote LICM as a destination for cutting-edge performances.</li> <li>☺ Identify character types and plot points in the story.</li> <li>☺ Encourage other families to and children to attend the theater.</li> <li>☞ Include more impromptu performing with children.</li> <li>☞ Explore other forms/venues to access their kids' favorite genre.</li> <li>☹ Focus on activities, which are part of the performance.</li> <li>☹ Recreate workshops activities.</li> </ul>
	<ul style="list-style-type: none"> <li>☞ Learn how to apply performance to meet grade level core curriculum standards.</li> <li>☞ Use performance to facilitate class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Develop strategies to approach, follow plan, prepare for, and attend theatrical performances.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>☞ Tie performance experience into classroom activities.</li> <li>☹ Integrate post-visit materials in such a way that they don't feel like "extra" work.</li> </ul>
STUDENTS	<ul style="list-style-type: none"> <li>☞ Use performance experience during class discussions.</li> <li>☞ Share story of performance with family members.</li> <li>☞ Be able to identify specific aspects of performance, i.e. characters, storyline, songs.</li> <li>☞ Identify three types of performance style.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Get accustomed to theater environment (darkness, enclosed space).</li> <li>☞ Be able to relate to characters from performances.</li> <li>☞ Be better able to listen and see the world around them.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>☺ Discuss what they liked or disliked about the performance.</li> <li>☺ Recreate a "scene," sing a song, or share a fact about the performer on stage.</li> <li>☞ Focus on activities, which are part of the performance.</li> <li>☞ Discuss cultural aspect of performances in their classroom.</li> <li>☞ Reference performance aspects in everyday life.</li> </ul>

## FINDINGS

Specific program outcomes developed for family, teacher, and student audiences were used to develop measures for the summative evaluation and are used herein to present Year 2 findings. Mapping the data in this way provides many clear instances of whether outcomes were met or somewhat met. For ease of reporting this section is divided by overarching outcomes and within each section, by audience. Specific outcomes for each audience within each section are shown with one of three icons: a “thumbs up” ☺ to indicate evidence of achievement, horizontal pointing finger ➡ to indicate some evidence of achievement or unknown, and “thumbs down” ☹ to indicate no evidence of achievement. Table 1 provides an overview of program achievement based on the data provided in this section. Of the 33 outcomes identified across all audiences, the data suggests that 30% (n=10) were achieved.

TABLE 1: OVERVIEW OF TPEP OUTCOMES ACHIEVEMENT BASED ON SUMMATIVE DATA

AUDIENCES	OVERARCHING OUTCOMES		
	☺ = EVIDENCE OF ACHIEVEMENT	➡ = SOME EVIDENCE OF ACHIEVEMENT OR UNKNOWN	☹ = NO EVIDENCE OF ACHIEVEMENT
FAMILY	<p>☺ UNDERSTAND THAT LICM IS COMMITTED TO BUILDING RELATIONSHIPS WITH CULTURAL/ETHNIC LONG ISLAND COMMUNITIES</p> <p>☺ Learn that it is easy to buy a ticket to the theater, find and request information for upcoming, local performances.</p> <p>☺ Acquire knowledge about specific cultures through performing arts.</p> <p>☺ Use performance experience during family conversations.</p> <p>➡ Gain awareness of the range of family performances; variety and type of performing arts.</p> <p>☹ Understand the importance of sustaining school performance experiences with family performance experiences.</p>	<p>➡ LEARN THEATER ETIQUETTE, ASPECTS OF BEING AN AUDIENCE, I.E. HOW TO ENJOY A PERFORMANCE</p> <p>➡ How to participate in performances.</p> <p>➡ Be able to retell or adapt the story of the performance.</p> <p>➡ Get accustomed to theater environment (darkness, enclosed space).</p> <p>☹ Develop strategies to approach, follow plan, prepare for, and attend theatrical performances.</p>	<p>☹ PURSUE THEME OF PERFORMANCE BY READING, DISCUSSING, ASKING QUESTIONS THAT CONNECT PERFORMANCE TO EVERYDAY LIFE.</p> <p>Be able to:</p> <p>☺ Attend and promote LICM as a destination for cutting-edge performances.</p> <p>☺ Identify character types and plot points in the story.</p> <p>☺ Encourage other families to and children to attend the theater.</p> <p>➡ Include more impromptu performing with children.</p> <p>➡ Explore other forms/venues to access their kids' favorite genre.</p> <p>☹ Focus on activities, which are part of the performance.</p> <p>☹ Recreate workshops activities.</p>
	<p>➡ Learn how to apply performance to meet grade level core curriculum standards.</p> <p>➡ Use performance to facilitate class discussions.</p>	<p>➡ Develop strategies to approach, follow plan, prepare for, and attend theatrical performances.</p>	<p>Be able to:</p> <p>➡ Tie performance experience into classroom activities.</p> <p>☹ Integrate post-visit materials in such a way that they don't feel like "extra" work.</p>
	<p>➡ Use performance experience during class discussions.</p> <p>➡ Share story of performance with family members.</p> <p>➡ Be able to identify specific aspects of performance, i.e. characters, storyline, songs.</p> <p>➡ Identify three types of performance style.</p>	<p>☺ Get accustomed to theater environment (darkness, enclosed space).</p> <p>➡ Be able to relate to characters from performances.</p> <p>➡ Be better able to listen and see the world around them.</p>	<p>Be able to:</p> <p>☺ Discuss what they liked or disliked about the performance.</p> <p>☺ Recreate a "scene," sing a song, or share a fact about the performer on stage.</p> <p>➡ Focus on activities, which are part of the performance.</p> <p>➡ Discuss cultural aspect of performances in their classroom.</p> <p>➡ Reference performance aspects in everyday life.</p>

**OUTCOME: AUDIENCES WILL UNDERSTAND THAT LICM IS COMMITTED TO BUILDING RELATIONSHIPS WITH CULTURAL/ETHNIC LONG ISLAND COMMUNITIES.**

## FAMILIES

Specific outcomes identified as fitting under this overarching outcome for families included:

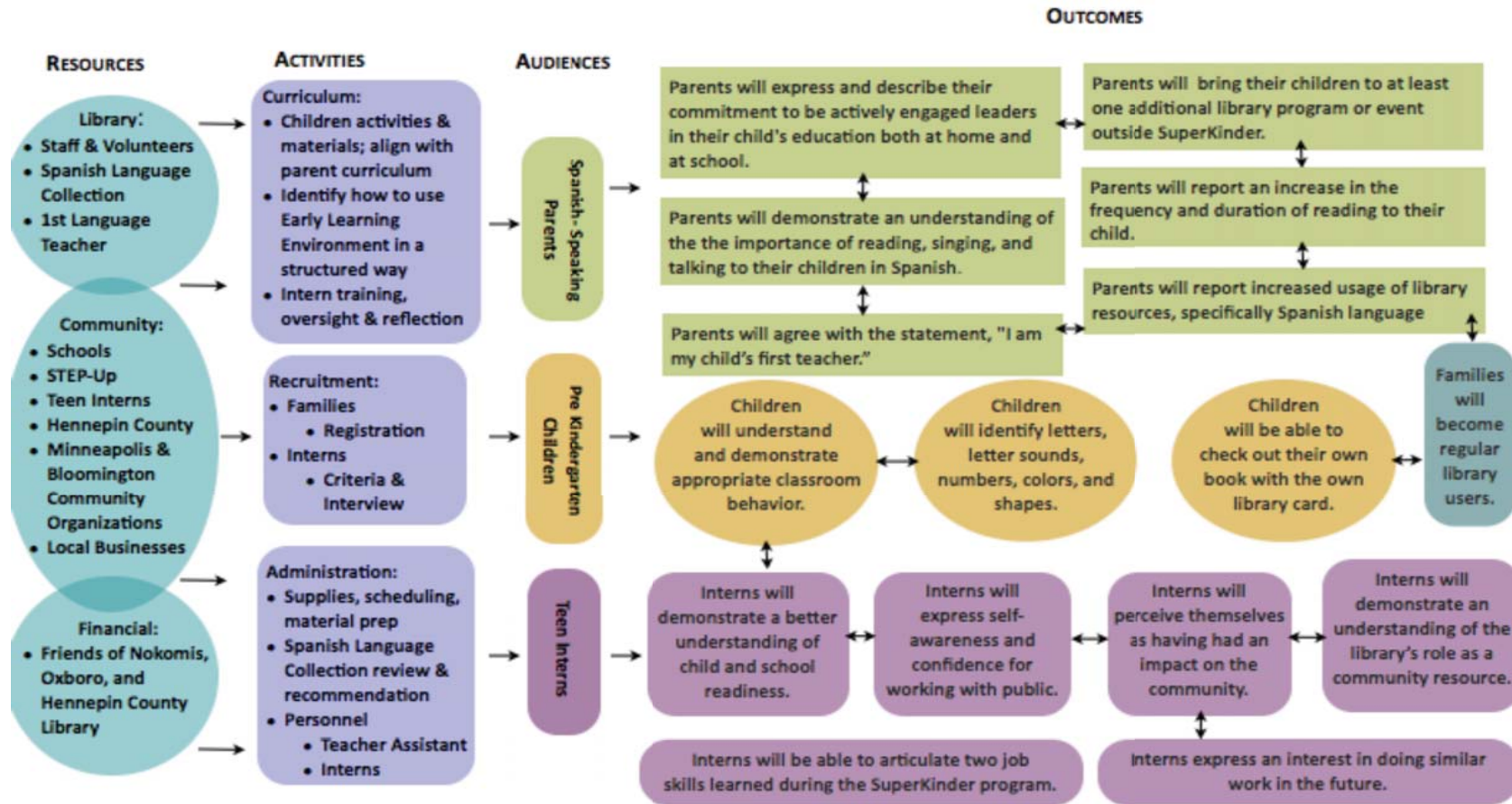
- ☺ Learn that it is easy to buy a ticket to the theater, find and request information for upcoming, local performances.
- ☺ Acquire knowledge about specific cultures through performing arts.
- ☺ Use performance experience during family conversations.
- ➡ Gain awareness of the range of family performances; variety and type of performing arts.
- ☹ Understand the importance of sustaining school performance experiences with family performance experiences.

As the icons indicate, the data from families provide evidence for the achievement of three out of five outcomes, some evidence for one outcome, and no evidence for another outcome. The outcome for which there is no evidence was more an aspiration rather than a strong focus of the program

☺ Learn that it is easy to buy a ticket to the theater, find and request information for upcoming, local performances.

Based on the range of sources families indicated they find information about the LICM Theater, it is clear that this outcome was met. Most family respondents said they learned about the performance they attended through the LICM website, email blast, or onsite ticket sellers (Figure 3). When asked to rate the ease of finding performance information on a scale of 1 to 5, where 1 was “Extremely difficult,” and 5 was “Extremely easy,” the average score was 4.3.

## SÚPER KÍNDER: LISTOS PARA EL KINDER 2013 LOGIC MODEL



Situated within Hennepin County Library Strategic Plan, AGRA-RFD, and Every Child Ready to Read

AUDIENCES	MEASURABLE OUTCOMES
PARENTS/FAMILIES	<ul style="list-style-type: none"> <li>☺ = EVIDENCE OF ACHIEVEMENT</li> <li>☞ = SOME EVIDENCE OF ACHIEVEMENT</li> <li>☹ = <del>NO EVIDENCE OF ACHIEVEMENT</del></li> <li>∅ = NOT MEASURED IN THIS EVALUATION</li> </ul> <ul style="list-style-type: none"> <li>☺ Parents will express and describe their commitment to be actively engaged leaders in their child's education both at home and at school.</li> <li>☺ Parents demonstrate an understanding of the importance of reading, singing, and talking to their children in Spanish.</li> <li>☺ Parents will report an increase in the frequency and duration of reading to their children.</li> <li>☺ Families will become regular library users.</li> <li>∅ Parents will agree with the statement, "I am my child's first teacher."</li> <li>∅ Parents will report increased usage of library resources, specifically Spanish language collection and programs.</li> <li>∅ Parents will bring their children to at least one additional library program or event outside <i>Súper Kínder</i>.</li> </ul>
TEENS/INTERNS	<ul style="list-style-type: none"> <li>☺ Interns will demonstrate a better understanding of child and school readiness.</li> <li>☺ Interns will be able to articulate two job skills they learned during the <i>Súper Kínder</i> program.</li> <li>☺ Interns will express an interest in doing similar work in the future.</li> <li>☞ Interns will express self-awareness and confidence for working with the public.</li> <li>☞ Interns will perceive themselves as having had an impact on the community.</li> <li>☹ Interns will demonstrate an understanding of the library's role as a community resource.</li> </ul>
CHILDREN	<ul style="list-style-type: none"> <li>☺ Children will understand and demonstrate appropriate classroom behavior.</li> <li>☺ Children will identify letters, letter sounds, numbers, colors, and shapes.</li> <li>∅ Children will be able to check out their own book with their own library card.</li> </ul>

# Resources, etc.

- *The Logic Model Guidebook: Better Strategies for Great Results*, Lisa Wyatt Knowlton and Cynthia C. Phillips (Sage, 2009)
- *Logic Modeling Methods in Program Evaluation*, Joy A Frechtling (Jossey Bass, 2007)
- University of Wisconsin Extension – <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

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