

2
Edition

The Logic Model Guidebook

Better Strategies for Great Results

Lisa Wyatt Knowlton ■ Cynthia C. Phillips



Copyrighted material

2
Edition

The **Logic Model Guidebook**

Better Strategies for Great Results

Lisa Wyatt Knowlton ■ Cynthia C. Phillips
Phillips Wyatt Knowlton, Inc.

 **SAGE**

Los Angeles | London | New Delhi
Singapore | Washington DC



Los Angeles | London | New Delhi
Singapore | Washington DC

FOR INFORMATION:

SAGE Publications, Inc.
2455 Teller Road
Thousand Oaks, California 91320
E-mail: order@sagepub.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Acquisitions Editor: Helen Salmon
Senior Associate Editor: Lauren Habib
Editorial Assistant: Kaitlin Perry
Production Editor: Libby Larson
Copy Editor: Kim Husband
Typesetter: C&M Digitals (P) Ltd.
Proofreader: Wendy Jo Dymond
Indexer: Marilyn Augst
Cover Designer: Bryan Fishman
Marketing Manager: Nicole Elliott
Permissions Editor: Adele Hutchinson

Copyright © 2013 by SAGE Publications, Inc.

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Wyatt Knowlton, Lisa.

The logic model guidebook : better strategies for great results / Lisa Wyatt Knowlton, Cynthia C. Phillips. — 2nd ed.

p. cm.
Includes bibliographical references and index.

ISBN 978-1-4522-1675-1 (pbk.)

1. Proposal writing for grants. 2. Logic. I. Phillips, Cynthia C. II. Title.

HG177.K56 2013
658.15'224—dc23 2012016268

This book is printed on acid-free paper.

12 13 14 15 16 10 9 8 7 6 5 4 3 2 1

Brief Contents

Preface	xii
Acknowledgments	xvi
About the Authors	xviii
PART I: CONSTRUCTION	1
1. Introducing Logic Models	2
2. Building and Improving Theory of Change Logic Models	16
3. Creating Program Logic Models	34
4. Modeling: Improving Program Logic Models	48
PART II: APPLICATIONS	63
5. Logic Models for Evaluation	64
6. Display and Meaning	87
7. Exploring Archetypes	117
8. Action Profiles	137
Name Index	163
Subject Index	165

Detailed Contents

Preface	xii
Acknowledgments	xvi
About the Authors	xviii
PART 1: CONSTRUCTION	1
1. Introducing Logic Models	2
Basic Concepts	3
Models and Modeling	3
Logic Model Benefits	3
Logic Models Defined	4
Logic Model Uses	4
Two Types: One Logic	5
Historical Background	5
Examples	6
Theory of Change Model Example	6
Program Logic Model Example	6
Program Logic Model and Evaluation Design	9
Limitations of Logic Models and Modeling	11
Models Begin With Results	11
Logic Models and Effectiveness	12
In Summary	13
Learning Resources	14
2. Building and Improving Theory of Change Logic Models	16
Building a Theory of Change Model	16
Getting Started	16
Preferences and Styles	17
Evidence Based and Plausible	17
The Big Picture	18
Multiple Strategies and Results	18
Realistic Models	20
Knowledge and Assumptions	21
Action Steps: Creating a Theory of Change Logic Model	21
Improving Theory of Change Models	23

Multiple Perspectives	23
“Unpack” and Share Assumptions	24
Toggling	25
Promising Practices and Benchmarking	26
Group Process	26
Nonlinear Theory of Change Models	28
Doing the “Right Work”	29
Tough Questions	30
In Summary	31
Learning Resources	31
3. Creating Program Logic Models	34
From Theory of Change to Program Models	34
Assumptions Matter	35
Key Elements of Program Logic Models	35
Nonlinear Program Logic Models	37
Hidden Assumptions and Dose	37
Building a Program Logic Model	38
Program Logic Model Example	38
From Strategy to Activities	40
Action Steps for a Program Logic Model	43
Creating Your Program Logic Model	43
Guiding Group Process	44
In Summary	45
Learning Resources	45
4. Modeling: Improving Program Logic Models	48
Modeling and Effectiveness	48
Context Challenges	49
Common Pitfalls: Blind Spots and Myths	49
Logic, Scale, and Specificity	50
Politics, Persuasion, and Perception	51
A Learning Culture and External Review	52
Quality Techniques	52
Modeling	52
Testing Model Quality: SMART and FIT	53
A “Mark Up”	54
Quality Questions	58
A Quality Model	59
“Better” Decisions	59
In Summary	60
Learning Resources	60
PART II: APPLICATIONS	63
5. Logic Models for Evaluation	64
Getting More Out of Evaluation	64
Connecting Management With Measurement	64
Evaluation for Effectiveness	66

Evaluation Design Basics	67
Where Consumers Add Value	67
Where Logic Models Add Value	68
A Design Example	70
Two Kinds of Learning	70
Key Evaluation Questions	70
Indicators	73
Indicators and Alignment	80
Results Require Choices	81
Performance Standards	81
Quality Evaluation Designs	81
A Quality Framework	82
In Summary	83
Learning Resources	84
6. Display and Meaning	87
Variation and Learning	88
Graphic Display	88
Complexity and Meaning	89
Content, Uses, and Creation	89
Model Benefits	90
Alternative Approaches	90
Selected Examples	91
Example 1. Eco Hub	92
Example 2. Wayne Food Initiative	94
Example 3. Promoting Preschool Change	96
Example 4. Collaborative Learning, Inquiry, and Practice	102
Example 5. New York Healthy Weight Model	106
Example 6. Evaluation System Development	108
In Summary	113
Learning Resources	113
7. Exploring Archetypes	117
The Blank Page Challenge	117
Archetypes and Learning	118
Recipes for Change	119
Value of Archetypes	120
More Critical Thinking	120
Selected Archetype Examples	121
Example 1. Federal Block Grants	121
Example 2. Education Readiness and Success	124
Example 3. Communications	126
Example 4. School Improvement	130
Example 5. Public Health Research	132
In Summary	134
Learning Resources	135

8. Action Profiles	137
Strategy, Evaluation, and Learning	137
Profile 1. Building Civic Engagement	138
Profile 2. Better Corporate Giving	139
Profile 3. Kyrgyzstan Decent Work Country Programme	146
Profile 4. Alabama Tackles Asthma	150
Profile 5. Resilient Communities	153
Profile 6. Sheltering Families	155
Profile 7. Environmental Leadership	157
In Summary	160
Learning Resources	161
Name Index	163
Subject Index	165

Preface

Responding to and creating change is demanding. Every day, people in nongovernmental organizations, the private sector, universities, and community-based organizations are responding to or creating change. Models can help us see what is and what we want to create. They can be powerful tools that support learning and performance. They can help us with metacognition: thinking about our thinking.

Logic models are used in a huge range of topical content and functions worldwide. They can easily explicate the influence of actions on results. If our aim is coping with change and generating it, a critical review of “do” and “get” is a vital action. As we face complex challenges like climate change, education quality, poverty, homelessness, water distribution, healthcare inequities, aging, and hunger, we need potent ways to communicate the current situation and the desired one. As we consider ways to innovate, transfer, and market knowledge—we need powerful approaches to new contexts. As we deliberate a sustainable planet—we need to be able to co-create options with shared meaning. Logic models are tools that help these examples of important work.

We wrote the *Guidebook* because we care about results. We know people need better skills, knowledge, and tools to have influence. While logic models are never perfect, they do offer a partial remedy for better decisions, plans, and adaptation. They can contribute to effectiveness and are consistent with Palchinsky’s Principles to

- seek out new ideas and try new things;
- when trying something new, do it on a scale at which failure is survivable; and
- seek out feedback and learn from mistakes as you go along.

This second edition of the *Guidebook* provides the reader with a basic understanding of how to create and use logic models. This is important for people who work in the nonprofit, government, and private sectors with responsibilities to lead and manage. Evidence-based models can be particularly helpful to create programs, plan, communicate, and evaluate.

Logic models can provide important help that guides better thinking and focused inquiry. Logic modeling is a process that contributes to clarity about the sequence and the content of interactive relationships. Logic models display relationships of many

kinds: between resources, activities, outcomes, and impact. They can also articulate the interaction of environmental barriers and facilitators. The physical display models provide allows a chance to critically review the relational logic among the “pieces” and context. And they can be a platform to prompt important questions about assumptions and choices. Logic models can significantly aid strategy development if we use them to consider what’s plausible, feasible, and optimal *vis-à-vis* intended results.

All logic models should be considered drafts. Every model example in the *Guidebook* has flaws. Because models represent perception and reflect choices, they have consequent limitations. Any individual has “blind spots,” so people and groups that author models include those. Regardless, models and modeling offer a potent alternative to lengthy narrative because visual display is such a powerful, common way to create shared understanding and test quality.

There are no perfect models, but the quality of models certainly can range from simply “cockamamie” to highly strategic. Quality is a vital matter in creating models. The best standard we can offer to ensure the potential of its intended outcomes is prior evidence. However, when generating innovation, it’s important to simply acknowledge rationale and “see” the prototype on paper. This can ensure fidelity of implementation and focus evaluation or at least document the initial approach in contrast to what actually is executed.

Modeling can be an exciting process. It includes a cycle of display, review, analysis, critique, and revision to develop a model. These action steps, best done with colleagues or stakeholders, can contribute significantly to more informed models and are more likely contribute to results. Using logic models in a systemic and disciplined approach to design, planning, communication, and evaluation can contribute to individual and organizational learning.

The *Guidebook* is a practical text for students and field practitioners. It is organized with the assumption the reader has no knowledge or prior experience. We hope it supports your changes in awareness, knowledge, and skill relative to models and modeling.

New to the Second Edition

Each chapter in the second edition retains some of the prior “classic” resources and includes many contemporary additions. We have added a large number of model examples, associated descriptions, and an entire new chapter with seven profiles that show the reader how models are used in the field.

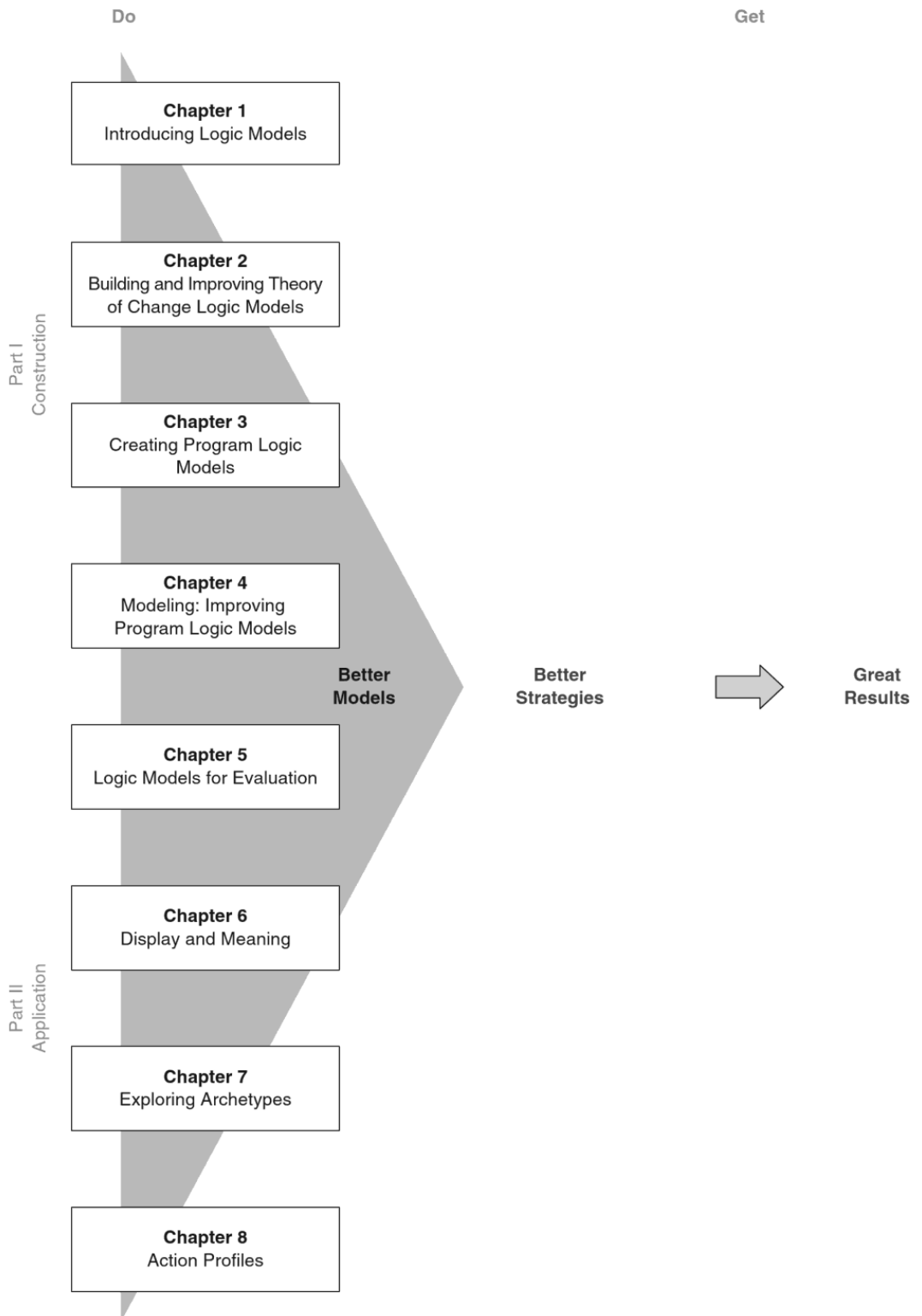
We’ve retained the initial organization of the text in two parts: construction and application. Model construction is covered in Chapters 1 through 4. The application of models is in Chapters 5 through 8. The construction chapters introduce readers to models and their creation and improvement. The application chapters offer a more thorough review of use and include many new examples of models in context.

Every chapter still includes an overview, learner objectives, questions, and exercises along with learner resources. Chapter 1 introduces models, their benefits, and

some caveats. Chapters 2 and 3 detail two types of models: theory of change and program logic models. Chapter 4 describes improving model quality. This is a vital contribution because we suggest that the model quality correlates to quality in planned strategy and tactics. Ultimately, these are important influences for implementation, evaluation, and intended results.

Chapter 5 focuses on how models can be of significant use to monitoring and evaluation. Logic models are an important tool in many aspects of evaluation design, planning, and execution. They are also very useful to those who are evaluation consumers. Chapter 6 provides examples of the range of display for models. We have included several new ones. Likewise, in Chapter 7 we identify some reliable evidence-based examples that can be archetypes for your work. These show how it's possible to "borrow brilliance" and build on the great work of others. Chapter 8 is all new content. It profiles some wonderful work using models as a central tool and process. These profiles show how logic models contribute to a range of functions and disciplines.

We hope this text is read and used in ways that support better thinking, strategies, and models. If so, we're confident you'll secure great results!



Acknowledgments

Our work is valuable because of amazing people, our clients, who care about change and results. Our first and warm thanks go to them.

This edition of the *Guidebook* benefited from many new contributors and more than a dozen new models. We appreciate the time and effort these colleagues made to enrich the text. Some of the models that appeared in the first edition have been retained. In all, contributors include the following:

Chapter 6

Example 1: Eco Hub—Adrian Jones, Integration and Application Network, University of Maryland Center for Environmental Science

Example 2: Wayne Food Initiative—Tes Thraves, North Carolina State University

Example 3: Promoting Preschool Change—Gale Berkowitz, DrPH, (former) Director of Evaluation; Kathleen Reich, MPP, Program Officer, Leader, Preschool Grantmaking; Lois Salisbury, JD, Director, Children, Families and Communities Program, The David and Lucile Packard Foundation. Julia Coffman provided the Kingdon models.

Example 4: Collaborative Learning, Inquiry, and Practice—Beverly A. Parsons, Ph.D., Executive Director, InSites

Example 6: Independent Sector—Sherry Rockey, (former) Vice President Independent Sector

Chapter 7

Example 2: Pathways Mapping—Lisbeth Schorr, PhD, and Vicky Marchand

Example 4: Center on School, Family, and Community Partnerships, Johns Hopkins University—Joyce Epstein, PhD.

Example 5: National Center for Injury Prevention & Control (CDCP)—Sue Lin Yee, MA, MPH, and Howard Kress, PhD.

Chapter 8

Profile 1: *Civic Engagement*—Seattle Works—Tara Smith and Dawn Smart, MA
Clegg Associates

Profile 2: *Better Corporate Giving*—ConAgra Foods Foundation—Kori Reed,
Vice President Cause & Foundation

Profile 3: *Kyrgyzstan Decent Work Programme*—International Labour Organization,
Craig Russon, PhD, and Alexey Kuzmin, PhD Process Consulting

Profile 4: *Alabama Tackles Asthma*—Alabama Department of Public Health—
Debra Hodges, PhD

Profile 5: *Resilient Communities*—Post Carbon Institute—Johanna Morariu, MA,
Innovation Network

Profile 6: *Sheltering Families*—Haven House—Angela Mayeaux, Executive Director

Profile 7: *Environmental Leadership*—Paint Product Stewardship Initiative—
Matt Keene and Chris Metzner

Our thanks to those who graciously submitted example models for this edition. Given limitations in space, most don't appear here in print. We hope there will be other ways to make your efforts more visible. The skills and considerable knowledge of the crew at SAGE were essential to many aspects of this book.

Several other exceptionally capable professionals contributed to new understandings in model development and applications. They include Sal Alaimo, PhD; Johnny Morell, PhD; Rosalie Torres, PhD; and Rodney Hopson, PhD.

Past and recent readers offered valuable critique and constructive feedback on all chapters. They include Kathryn Agard, EdD; Tom Chapel, MA, MBA; Richard Elmore, EdD; Simon Fass, PhD; Nancy Horn, PhD; Gary Miron, PhD; Janice Molnar, PhD; Lois-ellin Datta, PhD; David Osborn, DMin; Faye Richardson-Green; Craig Russon, PhD; Jim Sanders, PhD; Sylvie Taylor, PhD; and Rob Walsh, PhD. Their comments and insights were helpful.

We deeply appreciate the generous and thoughtful comments on our text by Matt Knott, Wendy Puriefoy, David Ray, Kori Reed, Bill Rudnick, Joe Stewart, and Jill Wohlford, as well as several of the readers noted above. We applaud your leadership and the vital work you do in behalf of those most vulnerable—across the globe.

Even if it's the second time around, family provides important support in the many challenges of creating a book. They were bystanders to long hours at the computer and witnessed worry about the details. We are deeply grateful. Lisa applauds, with love, Timothy, Taylor, and Meg. Cynthia offers the very same to Courtney and Nick.

About the Authors



Lisa Wyatt Knowlton, EdD, is a cycling enthusiast, Lake Michigan fan, adoption advocate, and voracious reader. She holds a BA in international relations from Michigan State University, an MPA from Western Michigan University, and an EdD in management and policy from Western Michigan University. Her work history includes senior roles in programming and management of private, community, as well as corporate philanthropy. She has managed change projects for the W. K. Kellogg Foundation as well as the

Aspen Institute, the Bill and Melinda Gates Foundation, the Independent Sector, and the Ball, Nokomis, and Kauffman Foundations. Lisa is a W. K. Kellogg National Leadership Fellow with experience in Central America, Asia, and Europe. Lisa authors a blog called *tinker*. She is a contributor to *Leadership in Nonprofit Organizations* (Sage, 2011). Her areas of specialization include strategy, organization development, leadership, change management, and systems thinking. She is chief strategy officer, management guru, and learning coach with Phillips Wyatt Knowlton, Inc. Lisa has cross-sector experience and speaks Spanish. You can reach her via e-mail at: lisaw@pwkinc.com.



Cynthia C. Phillips, PhD, is a birder, recovering aerobics instructor with 30 million meters rowed, and cyber-sleuth. She received a BS in biology and chemistry from Indiana University, an MA in educational leadership from Western Michigan University, and a PhD in measurement, research, and evaluation from Western Michigan University. Her experience includes consultation with the W. K. Kellogg Foundation, the Ball Foundation, the Bill and Melinda Gates Foundation, Nokomis, Kauffman, and the David and Lucile Packard Foundations in the design and implementa-

tion of evaluation, evaluation training, and knowledge management projects. She is the author of the W. K. Kellogg Foundation *Logic Model Development Guide*. Cynthia is a sought-after presenter on logic models and knowledge management. Her areas of specialization and expertise include evaluation/measurement; knowledge management; organizational learning; logic models, quantitative methods,

and qualitative methods; and electronic data collection and dissemination. Cynthia offers a user-friendly approach to evaluation capacity building. She is chief idea engineer and measurement expert with Phillips Wyatt Knowlton, Inc. You can reach her via e-mail at cynthiap@pwkinc.com.

Phillips Wyatt Knowlton, Inc. (PWK) is a measurement and management resource with cross-sector and international experience. They focus on systems performance and social change with clients worldwide. PWK provides expert counsel in strategy, organization effectiveness, research, and evaluation. For more information, see www.pwkinc.com.



PART I

Construction

Basic Concepts

Models and Modeling

Logic models support design, planning, communication, evaluation, and learning. They are often used when explaining an idea, resolving a challenge, or assessing progress. They can untangle and clarify complex relationships among elements or parts.

Logic models are a graphic way to organize information and display thinking. They are a visual approach to the implicit maps we all carry in our minds about how the world does or *should* work. Logic models are tools that convey a scheme, program, or project in a brief, visual format. Logic models describe planned action and its expected results. A model is a snapshot of an individual's or group's current thinking about how their idea or program might work.

Modeling is a technique. The process of modeling encourages iterative development of an idea, program, or project. It can create a safe space to start a debate, generate ideas, support deliberations, and allow one to think more clearly about specific relationships. A single, coherent logic reflects a consistent thread that connects design, plans, execution, and evaluation. This thread of evidence-based logic is critical to program and organizational effectiveness.

Modeling allows careful consideration of the relationship between activities and results. When tackled by a team or small group of stakeholders, models can be improved by engaging the knowledge and experience of others. We think modeling is significantly underutilized as a valuable process with real benefits. We believe the best models are socially constructed in a shared experience that is facilitated. The shared understanding and meaning they produce among colleagues are valuable and enable success in subsequent steps of implementation and assessment.

Logic Model Benefits

In addition to extraordinary execution, organizational effectiveness ultimately requires design, planning, monitoring, and success measures. Logic models can contribute to the quality of all of these. In Chapters 1 through 4, we address models from the design and planning perspective. In Chapter 5, we offer more detail about their use with monitoring and evaluation. Logic models also

- Develop common language among stakeholders.
- Offer highly participatory learning opportunities.
- Document and emphasize explicit outcomes.
- Clarify knowledge about what works and why.
- Identify important variables to measure and enable more effective use of evaluation resources.
- Provide a credible reporting framework.
- Lead to improved design, planning, and management.

When logic models and modeling are used as a standard technique, they can influence an organization's effectiveness. Logic models offer the strategic means to

Name Index

- Alabama asthma program profile, 150–153
American College of Sports Medicine, 54
American Recovery and Reinvestment Act, 126
America's Second Harvest (Feeding America), 141
Annie E. Casey Foundation, 124
- Bennett, Claude, 6, 119–120
Berkowitz, Gale, xvi
- Center on School, Family and Community Partnerships, 130
Centers for Disease Control and Prevention, 132–134
Chen, Huey, 5
CLIPs (Communities of Learning, Inquiry, and Practice), 103–105
Coffman, Julia, xvi
Communities of Learning, Inquiry, and Practice (CLIPs), 103–105
Community Leadership Academy (CLA), 6–13, 19, 29, 56, 70–81
Nonlinear Theory of Change Model, 29
Outcome Indicators, 79
Process Indicators, 77
Program Evaluation Model, 10
Program Logic Model, 8
Theory of Change Model, 7
ConAgra Foods Foundation, 139–146
Congressional Hunger Center, 142
- Decent Work Country Programme in Kyrgyzstan, 146–150
DiClemente, C. C., 119
- Eco Hub example, 92–94
Epstein, Joyce, xvi, 130
- Feeding America (America's Second Harvest), 141
Food Research Action Center, 142
Fullan, Michael, 5
- Government Performance and Results Act, 1993 (GPRA), 123
Greenleaf, Robert, 78
- Harvard Family Research Project, 130
Haven House, 155–156
Hodges, Debra, xvii
- Improving Head Start for School Readiness Act, 126
Injury Control Research Center, 132–134
International Labour Organization, 146–150
Itzak, A., 119
- Jones, Adrian, xvi
Juvenile Accountability Block Grant (JABG) Logic Model, 124
- Keene, Matt, xvii
Kingdon, John, 96
Kress, Howard, xvi
Kyrgyzstan Decent Work Country Programme, 146–150
Kuzmin, Alexey, xvii
- Logic Model Development Guide, The*, 6
- Management by Objectives, 91
Mayeaux, Angela, 155, xvii
Measuring Program Outcomes, 6
Metzner, Chris, xvii

- Michigan , 155–156
- Morariu, Johanna, xvii
- National Asthma Control Program, 151
- National Network of Partnership Schools, 130
- New York Healthy Weight Model, 27, 89, 106–108, 118
- Office of Juvenile Justice and Delinquency Prevention, 123
- Oregon, 157–160
- Packard Preschool, 89, 96–102, 118
- Paint Product Stewardship Initiative, 90, 157–160
- Palchinsky’s Principles, xii
- Parsons, Beverly A., xvi
- Pathways Mapping Initiative, 124–126
 - Ready for School and Succeeding at Third Grade Theory of Change, 125
- Post Carbon Institute profile, 153–154
- Prochaska, J., 119, 128
- Product Stewardship Initiative model, 157
- Program Assessment Rating Tool, 123
- Program Evaluation Standards*, 49
- Project on Effective Interventions, 124
- Reed, Kori, xvii
- Reich, Kathleen, xvi
- Rockey, Sherry, xvi
- Rockwell, Kay, 119–120
- Rosenstock, L., 119
- Russon, Craig, xvii
- Salisbury, Lois, xvi
- School, Ready and Succeeding at
 - Third Grade map, 124, 125
- Schorr, Lisbeth, xvi
- Scriven, Michael, 66
- Seattle Works, 138–140
- Servant Leadership, 78
- Share Our Strength, 141
- Smart, Dawn, xvii
- Smith, Tara, xvii
- Stretcher, V., 119
- Texas Early Learning Council,
 - 124, 126, 127
- Thraves, Tes, xvi
- United Way of America, 6
- U.S. Agency for International Development, 6
- Wayne Food Initiative, 94–96
- Weiss, Carol, 5
- W. K. Kellogg Foundation,
 - 6, 124
- Yee, Sue Lin, xvi

Subject Index

- Accountability in corporate giving, 144, 146
- Action profiles, 137–162
 - about strategy, evaluation, and learning, 137–138
 - Alabama Asthma Coalition, 150–153
 - ConAgra Foods, corporate giving, 139–146
 - Haven House, 155–156
 - Kyrgyzstan Decent Work Country Programme, 146–150
 - Michigan, sheltering families, 155–156
 - Oregon, environmental leadership with paint, 157–160
 - Post Carbon Institute, resilient communities, 153–154
 - Seattle Works, civic engagement, 138–140
- Action steps
 - in creating program logic model, 43
 - in creating theory of change logic model, 21–22
- Activities
 - defined for program logic models, 36
 - models begin with results, 12
 - from strategy to, 40–41
- Alabama asthma program profile, 148–153
- Alignment and indicators, 80–81
- Alternative approaches to modeling, 90–91
- American College of Sports Medicine, 54
- American Recovery and Reinvestment Act, 126
- America's Second Harvest (Feeding America), 141
- Annie E. Casey Foundation, 124
- Archetypes, 117–136
 - blank page challenge, 117–118
 - definition of, 117–118
 - examples of, 121–134. *See also* Examples of archetypes
 - learning and, 118–121
- Assumptions in logic models
 - for program, 35, 37
 - for theory of change, 21, 22, 24
- Asthma program in Alabama, 150–153
- Behavior change example, 126, 128–129
- Benchmarking in theory of change logic models, 26
- Blank page challenge, 117–118
- Blind spots, 49, 82
- Building logic models. *See* Creation of program logic models; Creation of theory of change logic models
- Business interests in corporate giving, 141–142
- Causal loop diagrams, 90–91
- Center on School, Family and Community Partnerships, 130
- Centers for Disease Control and Prevention, 132–134
 - National Asthma Control Program, 151
- Change recipes, 119–120
- Childhood hunger action profile, 139–146
- Civic engagement profile, Seattle Works, 138–140
- CLA. *See* Community Leadership Academy
- CLIPs (Communities of Learning, Inquiry, and Practice), 103–105
- Collaborative Learning, Inquiry, and Practice example, 102–105
- Communications example, human behavior change, 126, 128–129
- Communities of Learning, Inquiry, and Practice (CLIPs), 103–105

- Community Leadership Academy (CLA),
 - 6–13, 19
 - in evaluation design, 70–74
 - in evaluation design, alignment of indicators, 80–81
 - nonlinear theory of change model, 29
 - outcome indicators, 75, 78, 79
 - process indicators, 75–77
 - program logic model mark up, 56
- Complexity and meaning, 89
- Compromise, 51
- Computer software applications for model creation, 45
- ConAgra Foods Foundation, corporate giving profile, 139–146
- Congressional Hunger Center, 142
- Consumers. *See* Evaluation consumers
- Context
 - challenges in improving program logic models, 49–52
 - features of, in theory of change logic models, 27
- Corporate giving profile, ConAgra Foods, 139–146
- Corporate social responsibility (CSR), 141, 146
- Creation of program logic models, 38–45
 - action steps for program logic model, 43
 - activities, 40–41
 - group process, guiding, 44–45
 - health improvement example, 38–40
 - from strategy to activities, 40–41
- Creation of theory of change logic models, 16–22
 - action steps in creating, 21–22
 - assumptions and knowledge in, 21
 - the big picture, 18
 - evidence-based, 17–18
 - plausibility, 17–18
 - preferences and styles, 17
 - realistic models, 20
 - results, 18–20
 - strategies, 18–20
- Critical thinking, 120–121
- Culture for improving models, 52, 82
- Data collection, 78–79
- Decent Work Country Programme in Kyrgyzstan, 146–150
- Decisions, making better, 59–60
- Desired results, 21
 - See also* Results
- Direct influence, 90, 108
- Display and meaning, 87–116
 - about selected examples, 91
 - alternative approaches, 90–91
 - complexity and meaning, 89
 - examples. *See* Examples of display and meaning
 - graphic display, 88–89
 - model benefits, 90
 - subject matter content, 89–90
 - variation and learning, 88–91
- Doing the right work, 12, 29–30, 59–60, 72
- Dose influence on effectiveness, 37, 76
- Double loop learning, 70, 71
- Draw step in modeling, 52–53
- Eco Hub example, 92–94
- Education readiness and success example, 124–126
 - See also* School entries
- Effectiveness
 - in benefits of logic models, 3–4
 - dose influence on, 37, 76
 - evaluation design and, 66–67, 70
 - and logic models, 12–13
 - and modeling program logic models, 48–49
- Epstein, Joyce, 130
- Evaluation consumers, 65
 - adding value, 67–68, 69, 78
- Evaluation design, 64–86
 - as archetypes, 118
 - contributions of logic models to, 64–66
 - defined, 66
 - design basics, 67–70
 - for effectiveness, 66–67
 - formative evaluation, 67
 - indicators, 74–80
 - indicators and alignment, 80–81
 - learning, two kinds of, 70
 - performance standards, 81
 - and program logic models, 9–11
 - quality questions, 81–82
 - questions, 9, 68, 70–73, 81–82
 - summative evaluation, 66–67
- Evaluation system development, 108–113
- Evidence-based
 - in archetypes, 119
 - in theory of change logic models, 17–18
- Examples
 - community leadership. *See* Community Leadership Academy (CLA)
 - concepts and terms explained, 6–13

- health improvement program example, 19–20, 26–27, 38–40, 58
- of program logic models, 6–9, 92, 95, 96, 107, 108, 110
- of theory of change logic models, 6, 96, 108, 109
- Examples of archetypes, 121–134
 - about selected examples, 121
 - communications, human behavior change, 126, 128–129
 - education readiness and success, Pathways Mapping Initiative, 124–126
 - federal block grants, juvenile justice and delinquency prevention, 121–124
 - public health research, Injury Control Research Center, 132–134
 - school improvement, family and parent engagement, 130–131
- Examples of display and meaning, 91–113
 - about selected examples, 91
 - Collaborative Learning, Inquiry, and Practice, 102–105
 - Eco Hub, 92–94
 - Independent Sector evaluation system development, 108–113
 - New York Healthy Weight Model, 27, 89, 106–108, 118
 - Packard Preschool logic model, 89, 96–102, 118
 - Wayne Food Initiative, 94–96
- Exercise strategy, 41–42
- External review, 52, 55
- Family and parent engagement example, 130–131
- Feasibility
 - quality model features, 59
 - standard for model quality in evaluation design, 82–83
 - testing to improve model quality, 48–49
- Federal block grants example, juvenile justice and delinquency prevention, 121–124
- Feeding America (America’s Second Harvest), 141
- FIT principles
 - in evaluation design, 76, 83
 - testing model quality, 54, 55, 57
- Food Research Action Center, 142
- Formative evaluation, 67
- Government Performance and Results Act, 1993 (GPRA), 123
- GPRA (Government Performance and Results Act, 1993), 123
- Grant proposals, archetypes as, 123
- Graphic display, 88–89
- Group process in logic models
 - for program, 44–45
 - for theory of change, 26–27
- Harvard Family Research Project, 130
- Haven House action profile, 155–156
- Health
 - health improvement program example, 19–20, 26–27, 38–40, 58
 - New York Healthy Weight Model, 27, 89, 106–108
 - program logic model mark up, 58
- Housing for families in Michigan, action profile, 155–156
- Human behavior change example, 126, 128–129
- Hypotheses, 17
- Idea maps, 16
- If-then sequence, 7
- Impact
 - defined for program logic model, 7
 - models begin with results, 10
 - in program logic models, 37, 43
- Improvement of program logic models, 48–62
 - context challenges, 49–52
 - decisions to do the right work, 59–60
 - modeling and effectiveness, 48–49
 - quality model features, 59
 - quality questions, 58
 - quality techniques in modeling, 52–53
 - testing model quality with SMART and FIT, 53–54
 - using a mark up, 54–58
- Improvement of theory of change logic models
 - benchmarking, 26
 - doing the right work, 29–30
 - group process, 26–27
 - knowledge and assumptions, 24
 - multiple perspectives, 23–24
 - nonlinear theory of change logic models, 28–29
 - promising practices, 26
 - questions in reviewing, 27, 30
 - toggling, 25