



**MILWAUKEE
PUBLIC SCHOOLS**
RESEARCH AND DEVELOPMENT

Workbook Supplement to A Guide for Developing Logic Models Through a Program Theory of Change

MPS Department of Research and Development
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Milwaukee Board of School Directors



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Introduction

Many in the social service sector are familiar with the use of logic models for identifying outcomes. Incorporation of an *intentional* identification of a program theory of change demonstrates *why* those activities will positively affect the individuals served. The program theory of change may be implied in a logic model, but making a conscious effort to explicitly examine assumptions of program planners about why an intervention might (or might not) work will ensure program activities logically support the achievement of targeted outcomes.

In 2012, the Center for Urban Initiatives and Research at the University of Wisconsin-Milwaukee developed a guidebook for MPS on creating logic models with a program theory of change. Building upon this foundation, the MPS Department of Research and Development developed this supplemental workbook for use by MPS staff.

What is a Logic Model?



A logic model is a visual representation of a plausible and sensible method of how a program will work under certain conditions to solve an identified problem. It is a visualization of what a program will do and what it hopes to accomplish. The purpose of a logic model is to show stakeholders such as administrators, line staff, funders, and others the underlying rationale for a particular program. In addition, it identifies the necessary resources for implementation, and the intended effects of implementation. A well-crafted logic model shows, in a simple, common sense manner, the relationship between the underlying rationale and the elements of evaluation. Logic models provide a “snap-shot” of the program that is easily understood. These are dynamic documents that change over time based on emerging program needs, resources, and contextual factors.

This workbook provides a step-by-step process to develop a logic model based on a program theory of change logic modeling, from identifying important stakeholders through evaluating a program’s process and impact. A Logic Model template can be found on the last page of the workbook.

Using this Workbook

This workbook was designed to be used in conjunction with *A Guide for Developing a Logic Models through a Program Theory of Change*. There are four key objectives: (1) to inform the reader about logic models and a program theory of change; (2) to provide considerations for the reader in development of a logic model and theory of change; (3) to suggest tasks for developing a logic model and theory of change; and (4) to offer questions for the reader to use in review of the logic model and theory of change.

A specific icon representing the objective being addressed will be presented to inform the reader and provide a quick reference of the content to the design of a logic model and theory of change, as shown in Illustration 2.

Illustration 2: Objective Icons



Information



Considerations



Tasks



Review

If you have questions or comments about this workbook, please contact Scott Davis, Research Specialist, at davisgs@milwaukee.k12.wi.us.

Key Stakeholders



Before starting any logic modeling process, key stakeholders should be identified and recruited to be involved from the beginning of the process. Stakeholders may have differing levels of involvement or input in the various aspects of program planning and implementation, but it is essential to connect them to process from the onset. **Bottom line: Know who knows and involve them.**

Stakeholders should be any and all individuals (or organizations) who will have a part in:

- Planning,
- Implementing,
- Acting as a partner (for instance, those that will contribute resources),
- Receiving services, or
- Evaluating the efforts.

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Questions to consider regarding stakeholders

- Who are all of the possible stakeholders?
- Who will play a role in implementation?
- Who will be impacted by this work?
- Who is an opinion leader that may influence others?
- Who has financial resources that are critical to this work?
- What are all of the audiences? Who needs to know?
- What are their roles?
- Can or will they be involved in the process?
 - o How will they be utilized in the process?
- How do they relate to the program?

Other Considerations

- Funding
- Time
- Utilization Potential: Who will use the results the most, or most effectively?

Steps to Consider in Identifying the Intended Stakeholders for an Evaluation

1. Identify all stakeholders (knowing all stakeholders is essential)
2. Identify importance of each
3. Select as many as can be utilized effectively (see considerations – need to be logistically possible)
4. Communicate with each
 - a. Perceptions of the problem
 - b. Perceptions of the solution
5. Select and identify the role of each in the process



TASK 1: Involve Key Stakeholders

With a small workgroup, brainstorm a list of key and salient stakeholders who will be essential for the development and implementation of a successful program.

Be sure to try to include individuals in each of the following groups:

Content Experts:

Program Administrators:

Community Partners:

Program Staff:

Evaluator:

Intended Recipients:

Others:

You should visit and revisit this list as the process continues.

Bring the Stakeholder List to each workgroup meeting. Adjust as needed.

The Importance of Research



Basing program development on sound, relevant research is recommended. Research can provide a sturdy foundation for program development, providing scientific and rigorous support for decisions throughout the process. It also provides insight and information that clarify the assumptions, actions, and results. In addition, research can help to identify components and elements of the theory of change, logic model, and ultimately the implemented program. This strengthens the model, and increases the chances for successful outcomes.

Where research will help:

Assumptions. Knowing the theory and science behind an issue and successful solutions will start the creation of a logic model off from a position of strength. This begins with the root-cause analysis (identification of problems and solutions). Carefully and mindfully coalescing this information will prepare for a cohesive theory of change upon which the logic model is founded. Familiarizing yourself with the literature also provides you with an opportunity to test your own assumptions about the issue for which you are creating the logic model.

Actions. Research identifies evidence-based models of action and best practices. Through use of scientifically-proven activities, two gains are possible: First, this knowledge allows for innovation in program development and implementation as you identify where there are gaps in the literature. Second, it provides a competitive edge in comparison to other efforts (commonly, grant proposals).

Results. Research furnishes insight and information related to the impact of interventions on intended recipients. These are often concrete, measureable, and realistic outcomes in the short-term, intermediate-term, and long-term. In addition, it is common for research to provide field-tested measures and benchmarks that are easily adapted and adopted.

In general, there are three sources of research to consider:

Personal Experiences. This is helpful because it shows what is being done specific to this community or population. However, it is often more anecdotal than scientifically validated, so it can be the weakest link. Relying on personal experiences can also limit the possible solutions available to address the issue.

Expert Opinions and Suggestions. This is helpful because it gives instant name-recognition to the identified rationales for the problem or solution. This name-branding can be helpful if the theory presented is supported by the agency (or community). However, problems may arise if the expert or theory is controversial or out-of-sync with the organization or community. (e.g., distributing condoms in schools).

Literature Review. This is helpful because it is the latest published information about your problem or solution. The use of the most current (e.g., try to limit to last 5 years, if possible) shows that you have a connection to the latest cutting-edge practices and research.



Task 1A: Review of Research Literature/Best Practices

Assign members of the workgroup to conduct a literature review related to the problem(s) and identified solutions. This is a place where content experts can be especially helpful, and is essential to have before proceeding.

Be sure to cover the following topic areas:

<u>Topic</u>	<u>Person Assigned</u>
1. Problem(s): Root cause analysis	1.
2. Population(s) Affected	2.
3. Solution(s): Best-practices	3.

The importance and value of research at the beginning cannot be over-emphasized.

Share the Research with the workgroup soon after for future reference and review.



Check Your Thinking

When reviewing research think about the following questions:

- Who conducted the research?
- What questions does the study answer?
- When was the study done? Is it timely? If the research is older than five years, is there a good reason for including it in your review? For example, is the study a foundational work in its field?
- How many sources did you consider? If you have limited your search to a few articles from a professional organization, you may want to expand your search to ensure you have developed a comprehensive picture, one that considers multiple perspectives of the issue.
- Are the subjects of the research comparable to your target population?
- What are the key points of the research?
- Have all interests been considered and acknowledged?
- What examples or experiences from our district might help us better understand this research?
- What do we most appreciate about these studies? Why is this important to you?
- What concerns you most about these studies?
- What new insights have you gained from these studies?
- What implications might emerge if we took actions based on this body of research?
- What other information do we need as a result of completing this literature review?

The Problem, Target Population, and Solutions



A logic model should start with the key assumptions one has about the problem(s), the target population(s) to be served, and the solution(s).

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At this early stage, a comprehensive review of the relevant research related to the root causes of the issue, how these issues are manifested (which helps show need for intervention), and possible solutions will be incredibly useful. It provides the stakeholders involved with the process to start from the same page, so to speak. This may be easiest for the content expert to prepare and share.

Questions to Consider

- What is the evidence that the issue is a problem?
- What does the research say about the root cause(s) of the identified problem?
 - What is the core theory (or competing theories) related to this issue?
 - Who is primarily affected by the problem?
 - Who is secondarily affected by the problem?
- What is the target population(s) or beneficiaries that you think should be served?
- What does the research say about the best solution(s) to the problem?
- Are there any programs that successfully address the problem?
 - What are the target populations being served by these successful programs?
 - Do these programs match the target population(s) you would like to serve?
 - How do other programs' target populations differ from the target population for this program?
 - Are any of them "evidence-based"¹ or "promising practice" programming?
- What specific activities have other programs used to successfully address the problem?
- What are the outcomes for other programs addressing the same problem?
 - How have these outcomes been measured?
 - What are the benchmarks for success?
- What obstacles or challenges have other programs faced in addressing the targeted problem that threatened successful development, implementation or outcome achievement?

¹ These are programs which have undergone rigorous process and outcome evaluation and refinement in preparation for replication.



Task 2: Identify Problem(s), Target Population(s), and Solutions(s)

Phase I – Divergence:

Based on the completed research and personal experiences, have the workgroup brainstorm the possible problems to be addressed, the affected target population, and potential solutions.

Two possible ways that one can complete this task:

- a) **Separate problems, target populations, and solutions:** Have the group identify each separately and distinctly. It can be easier for the group to identify possibilities, but may be less useful later in trying to match specific solutions to specific problems.
- b) **Linked problems, target populations, and solutions:** Have the group identify the problem specifically to the target population and the specific solution. This can be helpful later, but is often more challenging to the workgroup.

Phase II – Convergence:

After the divergent phase of brainstorming has been completed, allow some time for the workgroup to review, revise, and digest the identified problems, target populations and solutions. Reconvene the workgroup with the following deliverables:

- (1) **Categorization of Problems and Solutions:** Sort problems and statements into logical categories. These may be grouped by target population, general intervention type or area, or other category developed by the workgroup. The key is to sort both problems and solutions into the same categories, which will allow for greater connection between the two.
- (2) **Problem Statement:** Develop a single statement which identifies the overarching problem being faced by the primary target population.

The more carefully and mindfully one accomplishes this task the easier it will be to articulate a theory of change.

Share the Problem, Target Population, and Solutions listings, and Problem Statement with the workgroup soon after for future reference and review.



Check Your Thinking

- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left your skeptical or frustrated?
- What relationships do you see between the problems, target populations and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you?

Theory of Change



A good logic model is simply a summary of a program's theory of change along with a description of the outcomes, resources and activities that are needed to support that theory. Although there are many ways to display a logic model, each expresses the assumptions of stakeholders who are connected to the program, as well as their hopes for impacting the identified problem with the targeted population.

The program theory of change is a combination of two related theories: process and impact.

Process theory relates to the program itself. It incorporates a description of the target population, type of intervention used by the program and length of time needed to impact the target population (also known as the “intensity of the intervention”). Note that this process theory is limited to the program activities only, and does not address benefits for students involved at this point.

Impact theory addresses specifically the benefits to the target population itself; it expresses a causal relationship between the target population and program intervention. Rather than define elements of how the program will work, impact theory is focused exclusively on improvement in the lives of the target population, as shown in the example below.

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Ideally, a program's theory of change is rooted in formal social or behavioral science theory or previous research. However, a program theory of change often comes out of the experiences and observations of staff or “best practices” of specialists in the field. In either case, developing a solid theory of change is essential to program development, as well as logic modeling and consequential outcome development. Be sure to check your assumptions, as they will determine the direction in which you develop the theory of change.

Process Theory Questions to Consider

- What specifically is the program going to do?
- What activities will be involved?
- What is done in the program?

Impact Theory Questions to Consider

- What will change in recipients?
- What is the expected, specific objective(s)?
- What should the program do?

Other Considerations for Developing a Theory of Change

- Review the Categorization of Problems and Solutions from the previous task
- Review the Problem Statement



Task 3: Articulate the Theory of Change

Based on the identified Problem Statement and the Categorized Solutions, have the workgroup develop a theory of change, including both the process theory and impact theory.

Process Theory:

Based on the Problem Statement and identified Solutions, have the workgroup identify the process theory.

There are two parts to a process theory: WHAT THE PROGRAM WILL DO (SERVICES PROVIDED) and INTENDED BENEFICIARY/ RECIPIENT (usually the identified target population).

Impact Theory:

Based on the Problem Statement, have the workgroup identify the impact theory.

Impact theory describes the INTENDED CHANGE (outcome) on the INTENDED BENEFICIARY/RECIPIENT.

Theory of Change:

Combine the Process and Impact theory into one statement that explains what the program will do to get the planned change. Theory of Change = Process Theory + Impact Theory

Another possible way to think of a Theory of Change is through an “IF – THEN” statement.

IF Process Theory THEN Impact Theory.

IF we provide SERVICES to TARGET POPULATION, THEN there will be INTENDED CHANGE in TARGET POPULATION.

The better one articulates the theory of change, the easier the development of the rest of the logic model.

Add the finalized Theory of Change to the Logic Model Template.



Check Your Thinking

- How have we used research to inform this process?
- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left you skeptical or frustrated?
- What relationships do you see between the theory of change and the problems, target populations, and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you?

Outcomes



Outcomes are the concrete and measureable result of the activities. Outcomes should be progressive, logically interconnected, and represent specific types of change anticipated for the target population. In addition, outcomes should clearly reflect the theory of change and activities. They should be expressed in terms of a desired change (increase or decrease) one expects to see in the program participants. Outcomes should be SMART: Specific, measurable, attainable, realistic, and time-bound; and should be identified from long-term to intermediate to short-term.

- Long-term outcomes identify the ultimate desired change in conditions and/or well-being for the target population, at large – the main purpose of the program. Long-term outcomes are the most important and most closely associated with the program’s impact theory of change.
- Intermediate outcomes are the behaviors or actions that the target population needs to change in order to achieve the long-term outcomes. This is also known as second-order change: behavioral change.
- Short-term outcomes are the skills, learning, knowledge, or change in attitudes the target population needs to gain in order to bring about change in their behaviors or actions (intermediate outcomes). These are first-order change. Typically, short-term outcomes are most directly connected to program activities.

Outcomes should be based on substantive evidence, preferably previous research or prior experience of program implementers or the opinions of other experts in the field. Outcomes should not be based merely on stakeholders’ presumptions. If the program activities are research-based models, then not only will outcomes be identified, but also realistic indicators of effectiveness. Often the outcomes are identified in the literature, and can be adopted or adapted for one’s activities or model.

Questions to Consider



- What is the primary expected change or impact that should result from offering the program for the target population (long-term outcome)?
 - o What is the ultimate, lasting benefit for the target population?
- What behaviors, actions, or other external measures have to change in the individual in order for the target population to realize the long-term outcome?
- What specific skills, learning, knowledge, or other internal aspect in the individual should logically bring about a change in actions or behaviors?
- Are there specific requirements or restrictions on outcomes from external sources (i.e., funders)?
- What does research suggest as realistic outcomes from similar interventions with similar target populations?

Other Considerations

- Review the Research
- Review the Problem Statement, Categorized Solutions, and Theory of Change
- Be SMART: Specific, Measureable, Attainable, Realistic, and Time-bound
- Involve and Engage the Evaluator



Task 4: Specify Outcomes

Have the workgroup review the Research, Problem Statement, Categorized Solutions, and Theory of Change (especially the Impact Theory).

Based on this information and foundation, have the workgroup specify expected outcomes by target population in this order:

- (1) Long-term Outcome:** What is the eventual desired change in conditions or well-being for the target population at large? What impact is expected on the target population as a group as a result of successfully implemented activities?
- (2) Intermediate Outcome:** Which (and how so) behaviors or actions of the individuals within the target population have to change in order to achieve the long-term outcome?
- (3) Short-term Outcome:** What (and how so) knowledge, skill, awareness, attitude, or other internal aspects within the individuals within the target population have to change to achieve the intermediate outcome?

Have the workgroup work on one long-term outcome at a time. However, it is possible to have more than one intermediate or short-term outcome per long-term outcome.

Be mindful that too many outcomes make monitoring and evaluation difficult, and too few do not provide enough actionable information. Unfortunately, there is no “Goldilocks” number; however, resources available for evaluation and the involvement of the Evaluator can help to prioritize and develop a manageable list.

Add the Outcomes to the Logic Model Template.



Check Your Thinking

- How have we used research to inform this process?
- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left you skeptical or frustrated?
- What relationships do you see between the theory of change and the problems, target populations, and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you

Indicators



Outcome indicators are the measures through which the effects of the program will be measured. Indicators are concrete operations that reflect the outcomes, and are also commonly referred to as measures or objectives.

To identify outcome indicators, one needs to move from the idea to the process to the measure. The concepts are identified in the outcome statement as the aspect of knowledge, behavior or condition that is targeted for change. These general concepts are often vague or difficult to measure concretely. As such, one must develop an operational definition, which moves from the abstract to the concrete. Operational definitions are one or more specific, observable events or conditions that can be independently assessed, measured, or tested within the context of the program. From here one is able to identify the variables and targets for success in the indicators.

Like the outcomes they describe, indicators should be progressive, logically interconnected, and represent specific types of change anticipated for the target population. In addition, it is possible to have multiple indicators per outcome, particularly if there are multiple targeted populations.

Indicators should be SMART: Specific, Measureable, Attainable, Realistic, and Time-bound.

It is important to consider that achievement of outcomes becomes increasingly difficult for participants, and takes longer to happen, as outcomes progress from short-term to long-term. Given these factors, projected achievement standards would logically be higher for short-term outcomes than intermediate outcomes, which in turn will be higher than long-term outcomes. Standards should be targets that are challenging, but attainable. Remember to avoid standards that are 100% or 0%.

If the program activities are research-based models, then not only will outcomes likely be identified, but also realistic indicators. These are easily adoptable or adaptable.

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Questions to Consider

- What are the general concepts within each outcome?
- How can these abstract concepts be further defined as concrete events or conditions that can be measured?
- How might these events or conditions be measured?
- What is an appropriate benchmark or target for success on the identified measure?
- Are there specific requirements or restrictions on indicators from external sources (i.e., funders)?
- What does research suggest as realistic indicators from similar interventions with similar target populations?

Other Considerations

- Review the Research
- Review the Outcomes
- Be SMART: Specific, Measureable, Attainable, Realistic, and Time-bound
- Involve and Engage the Evaluator



Task 5: Formulate Indicators

Based on this information and foundation, have the workgroup formulate SMART indicators for the specified outcomes. The workgroup should address each outcome pathway from long-term to intermediate to short-term, as follows:

- (1) **Identify Concepts:** What are the concepts inherent within the outcome? What is meant by these concepts?
- (2) **Develop Operational Definitions:** How might these concepts be redefined as one or more specific, observable events or conditions that can be independently assessed, measured, or tested within the context of the program?
- (3) **Determine Indicators:** How might one measure the operational definitions? What is the benchmark or standard which defines success?

Like outcomes, the workgroup should focus on one outcome at a time. In addition, it is common to have more than one intermediate or short-term indicator per outcome.

Like outcome, it is important to be mindful that too many indicators can make monitoring and evaluation difficult, and too few do not provide enough actionable information.

Add the Indicators to the Logic Model Template.



Check Your Thinking

- How have we used research to inform this process?
- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left you skeptical or frustrated?
- What relationships do you see between the theory of change and the problems, target populations, and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you?

Activities



Program activities are all of the actions that must take place in order to implement the program successfully toward the intended outcomes. These should be operationally defined, specific and concrete, with a sound rationale for each activity. Ideally, activities should be selected based on formal social or behavioral science theory or research. This allows for the activities to be considered “evidence-based” or best-practices.” This strengthens the model, and increases the chances for successful outcomes.



Questions to Consider

- What does the research say about the best solution(s) to the problem?
- What programs or activities successfully address the problem?
 - Are any of them “evidence-based²” or “promising practice” programming.
- What are the specific activities that have to take place from entry to completion of programming?
- Do the activities directly connect to the identified outcomes?
- Are there specific requirements or restrictions from external sources (i.e., funders)?

Other Considerations

- Review the Research
- Review the Problem Statement, Categorized Solutions, and draft Logic Model
- Involve and Engage the Content Expert



Task 6: Identify Activities

Have the workgroup review the Research, Problem Statement, Categorized Solutions, Theory of Change (especially the Process Theory), and Outcomes. Based on this information and foundation, have the workgroup identify and specify the required activities necessary to achieve the outcomes. Be as detailed as possible.

Consider having the workgroup identify activities by specific target population, and in relation to specific outcomes.

If the menu of activities is too large to be realistically implemented, then have the workgroup distinguish more plausible offerings (e.g., feasibility, return on investment, research-basis, etc.).

The use of research-proven practices can often give competitive advantage.

Add the Activities to the Logic Model Template.

² These are programs which have undergone rigorous process and outcome evaluation and refinement in preparation for replication.



Check Your Thinking

- How have we used research to inform this process?
- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left you skeptical or frustrated?
- What relationships do you see between the theory of change and the problems, target populations, and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you?

Inputs



Inputs are any resources needed by the program to carry out the program activities. Input is simply everything that goes into the implementation of your program.



Questions to Consider

- Who needs to be involved to provide resources or services?
- Where will the activities take place?
- What equipment is needed for development and/or implementation?
- How much time will be needed to accomplish the outcomes?
- What knowledge is needed by practitioners?
- Review the Key Stakeholders
- Involve and Engage the Program Administrator and Program Staff



Task 7: Specify Inputs

Develop an inventory of inputs which will be necessary for development and implementation of the program and its subsequent activities.

Revisit, review, and revise the stakeholders identified in Step 1 based on this work.

Add the Inputs to the Logic Model Template.



Check Your Thinking

- How have we used research to inform this process?
- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left you skeptical or frustrated?
- What relationships do you see between the theory of change and the problems, target populations, and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you?

Outputs



Program outputs are simply the tangibles that happen as a result of the implementation of your program. These are the deliverables of the activities; often the “beans” being counted. Funders typically require grantees to report on a standard set of outputs, which can include the number of participants served, the number of sessions offered, the number of persons trained, and so on.



Questions to Consider

- What outputs are necessary to the measure of the program’s implementation or success?
- What outputs may be interesting to observe?
- What outputs are required by external sources?
- Are the outputs directly connected to the identified activities?
- How will the outputs be measured?



Task 8: Clarify Outputs

Develop a listing of outputs for the program which are directly connected to the identified activities.

Have the workgroup members identify the following:

- (a) Necessary for measurement, interesting, and required outputs;
- (b) Direct connection to identified activities;
- (c) How measured.

This catalog may be quite long, so after completion have the workgroup prioritize what should be included in the final logic model to have a manageable list.

A possible method for prioritization of outputs: required, necessary, and interesting.

Add the Outputs to the Logic Model Template.



Check Your Thinking

- How have we used research to inform this process?
- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left you skeptical or frustrated?
- What relationships do you see between the theory of change and the problems, target populations, and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you?

Obstacles and Challenges



There are often obstacles and barriers which will need to be identified and addressed for successful implementation of the program. These are the obstacles to development, implementation, or achievement of outcomes which may work against your efforts.



Questions to Consider

- What is the source of the obstacle or challenge?
- Is this internal or external?
- Is this an obstacle to development, implementation, or achievement of outcomes?
- Is the obstacle or challenge active (resistance) or passive (persistence)?
- How might the obstacle or challenge be overcome?
 - If it cannot be overcome, how might it be endured?



Task 9: Determine Obstacles and Challenges

Have the workgroup create a listing of obstacles and challenges to the success of the program. In addition to identifying the source, have workgroup members identify whether an obstacle or challenge is –

- (a) Internal or External;**
- (b) Related to Development, Implementation, or Achievement of Outcomes;**
- (c) Persistence or Resistance.**

After completion of the list, have the workgroup address how these obstacles and challenges may be overcome or endured.

The better one is in recognizing a potential obstacle or barrier, the better one will be in overcoming that obstacle or barrier.



Check Your Thinking

- How have we used research to inform this process?
- What parts of this exercise really caught your attention?
- What situations were you reminded of?
- What excited you? What left you skeptical or frustrated?
- What relationships do you see between the theory of change and the problems, target populations, and solutions?
- What other work needs to be completed before moving on with the process?
- What other questions does this exercise raise for you?

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Appendix: Logic Model Template

Program Theory of Change:					
Process Theory:			Impact Theory:		
↓ Inputs	↓ Activities	↓ Outputs	↓ Short-term Outcomes	↓ Intermediate Outcomes	↓ Long-term Outcome
↓			↑		
Obstacles and Challenges:					

About Research & Development

The mission of the department is to support the use of evidence to inform policy and practice. The department is responsible for facilitating the district's research agenda, working with the Grants Office to develop grants, approving research applications, developing administering surveys for the district, and completing reports in collaboration with others in the district.

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