Introduction to Program Development

Using Logic Models
What is program development

- Program development is a process by which community leaders work with Extension educators to identify issues, establish program plans and implement education to help people reach their goals (Marshall, 1990).
Identifying program goals
Conducting needs assessment
Setting program priorities
Identifying target audiences
Writing program objectives

Planning/implementing procedures to measure program success and impact

Selecting/developing content
Selecting/developing delivery methods & resource materials
Constructing implementation timeline

Social Factors             Historical Factors
Economic Factors   Educational Factors
Emotional Factors         Political Factors

Program Development Using Logic Models

(EXAMPLE: UNIVERSITY OF WISCONSIN LOGIC MODEL)

What is the Logic Model?

- Provides a “road map” for planning
- Shows logical relationships
- Provides underlying rationale for program
- Focuses on accountability

Source: UGA Cooperative Extension, Janet Valente Presentation
Why Use the Logic Model?

- Focuses goals based on an issue
- Identifies gaps, clarifies assumptions
- Builds understanding/promotes consensus
- Makes underlying beliefs explicit
- Clarifies appropriate evaluation
- Summarizes complex programs

Source: UGA Cooperative Extension, Janet Valente Presentation
Discuss with your group other reasons why one should use the Logic Model when planning Extension programs.
Why use the Logic Model?

- **A logic model is your process road map**
  Where are you going? How will you get there? What will tell you that you’ve arrived?

- **Provides a framework for your work**
  What is invested (inputs), what is done and to whom (outputs), and what results are achieved (outcomes and impact)
Why use the Logic Model?

- Provides a common language
- Helps us differentiate between “what we do” and “results”
- Increases understanding about program
- Guides and helps focus work
- Leads to improved planning and management
- Increases intentionality and purpose
- Provides coherence across complex tasks, diverse environments
Why use the Logic Model?

- Enhances team work
- Guides prioritization/allocation of resources
- Motivates staff
- Helps to identify important variables to measure and use evaluation resources wisely
- Increases resources, opportunities, recognition
- Supports replication
- It is often required
How does one start?

- **Group discussion**
- Discuss the importance of starting with the end in mind... (e.g., where do you want to be five years from now?)
Evaluation...throughout the program

- Evaluation is not something you do at the end of the program...

Situation

- Needs (sheep factors) and assets
- Symptoms versus problems
- Stakeholder engagement
- What do we know? (research, exp.)

Needs (sheeeep factors)

Needs of the community and society

- Social
- Historical
- Economic
- Educational
- Emotional
- Environmental
- Political
Priorities

- Identification of desired outcomes
- Consider mission, vision, values, mandates, resources (personnel, infrastructure, money, etc), local dynamics, collaborators, competitors

Inputs: What we invest

- Staff, volunteers, time, money, research base and knowledge, materials, equipment, technology, partners

Outputs:
What we do and who we reach

Outcomes and impact

Group activity

- What are the expected outcomes and impacts of your program?
- Practice writing program objectives
- Discuss with the group

Handout: Writing program objectives
Assumptions

External factors

Model not linear

Evaluation

- Throughout the program

• Asking the right questions throughout the program

Example of an evaluation a program on:
RENEWABLE ENERGY PRODUCTION FROM ORGANIC INDUSTRIAL AND AGRICULTURAL WASTES-
WORKFORCE DEVELOPMENT AND TECHNOLOGY (U.S-Mexico Green Energy Partnership)

Program action – Logic Model

Outputs and process
What is done?  
Who is reached?  
Evaluation Questions:  
What were the results and how can outputs and process be improved?  Evaluator will address questions for at least the following outputs:  
Organic waste management symposia in the US; Hands-on-training at digester in WVSU, and structured site visits to large-scale operating digesters; Work (by faculty from the six universities) with two medium-scale industries in Mexico; Technology demonstrations; Internships (anaerobic digestion, scientific outreach, program development and evaluation); Training programs and workshops in Mexico; Development of a renewable energy course in Mexico; Training Mexican faculty in the US

Products, outcomes, impacts
Examples of evaluation questions:
Short term outcomes:
How successful has the program been with the following?  
Identification of practices that enhance Mexico’s business, competitiveness and rural economics, while protecting its environment; Development of a case study and demonstration of anaerobic digestion; Development of design criteria, construction of digester, and development of training materials; Increasing knowledge and skills of Mexican students and faculty; Involvement of stakeholders in program development and evaluation; Collaborative research and joint publications

Medium term outcomes:
How successful has the program been with the following?  
Increase in industry investment in renewable energy technologies, use of technology regarding anaerobic digestion of organic waste, and improvement in government regulatory policy; Increase in income through co-product generation from waste treatment; Improvements in Mexican Universities outreach programs to industry, and renewable energy curriculum; Increase in Mexican universities institutional capacity to strengthen the sustainability of Mexico’s renewable energy production and organic waste management in industrial and agricultural sectors

Long term impacts:
How successful has the program been with the following:  
Cleaner environment; Strengthened international competitiveness of Mexico’s renewable energy industry; And increased standard of living for Mexican rural agricultural communities

Sustainability and transferability  
Examples of evaluation questions:  
Are the changes and impacts sustainable? Can the lessons learned be transferred to other situations?

Formative and Summative Evaluations:  
Focus and design evaluations (participatory by partners, and independent by evaluator), Collect data (all - document analysis, stakeholder interviews and focus groups, questionnaires), Analyze and interpret (mostly evaluator), Report (partners ongoing reporting, and evaluator, mid-project and summative evaluation)
To prepare for our next meeting, please develop the logic model for an extension program in Mexico addressing the issue of

Integrated waste management with energy production for increased competitiveness of the livestock industry in Northeast Mexico
References


- ALDR 7070 Presentations

- UGA Cooperative Extension