SSIP WORKSHEET: EVALUATION *SUMMARY CHART* AND *LOGIC MODEL*

A summary chart and a logic model can provide the starting point for developing an effective evaluation plan. The purpose of their use is to augment your theory of action with sufficient detail so that decisions can be made about the scope and nature of the evaluation. That is, a summary chart and logic model provide precision and include features and content that give the theory of action utility for evaluation purposes. Use these worksheets to (1) define outcomes that are meaningfully connected to project activities and (2) that are useful for the process of improving a project's overall performance. More concretely, they serve to clarify the relationships among a program's inputs, activities, and outputs and to lay out the connections between them and the expected outcomes. With regard to evaluation, they can be used by project leaders and evaluators to plan, refine, and guide data collection and analysis for assessing both process (implementation) and performance (outcomes).

A summary chart contains the information that will populate a logic model. The chart displays, in table format from left to right, the project's inputs, strategies/activities, outputs, and outcomes. Note that strategies/activities are aligned with outputs but that inputs and outcomes typically cut across multiple strategies/activities.

From the chart, a logic model can be prepared. The logic model may be less comprehensive than the chart in its content but it uses lines and arrows to connect specific project elements and thus provides a dynamic display. Not surprisingly, multiple lines or arrows come to or from most of the boxes, indicating the complexity of the relationships that are expected. Also depicted are the anticipated results in the form of direct, intermediate, and long-term outcomes. The outcomes are themselves interconnected. Thus, direct outcomes, as well as outputs, lead to the higher level, more distal outcomes.

Both the chart and the logic model should be continuously updated as the content of specific elements changes, such as when planned activities are revised or when unintended outcomes occur. The logic model will also change as the relationships among the components develop over time, mostly likely by becoming more complex and interactive. In sum, a summary chart and logic model depict a program theory and accompanying hypotheses, highlighting (1) the resources or inputs dedicated to an effort, (2) the planned activities to be carried out with those resources, and (3) the specific outputs and outcomes the activities will generate.

Definitions of Components

Inputs	Strategies/Activities	Outputs	Short-term outcomes	Intermediate outcomes	Long-term outcomes

▪ Fiscal and other resources
▪ Project staff
▪ Organizational partners
▪ Stakeholders
▪ Technology
▪ Evidence-based practices related to intervention and implementation
	▪ Infrastructure-development strategies
	  o Implementation
	▪ Improvement strategies
	  o Implementation
	▪ Scale-up and sustainability strategies
	  o Implementation
	▪ Analysis and reporting
	  o Implementation
		▪ Project accomplishments
		▪ Description and number of intervention products and events
		▪ Customer contacts with products and events
		▪ Fidelity of implementation activities
		▪ Reports of implement-ation and results
			▪ Direct results of the implementation activities
			▪ What customers/clients learn as a result of outputs
			▪ What awareness, attitudes, or skills customers/clients develop
				▪ Changes in adult actions or behaviors based on knowledge or skills acquired
				▪ Fidelity of the intervention
				▪ Improved organizational functioning
				▪ Improved infrastructure and system functioning
					▪ Broadest program outcomes
					▪ Results that fulfill the project's goals
					▪ Impact on children or families
					▪ Program scale-up and sustainability

SUMMARY CHART WORKSHEET

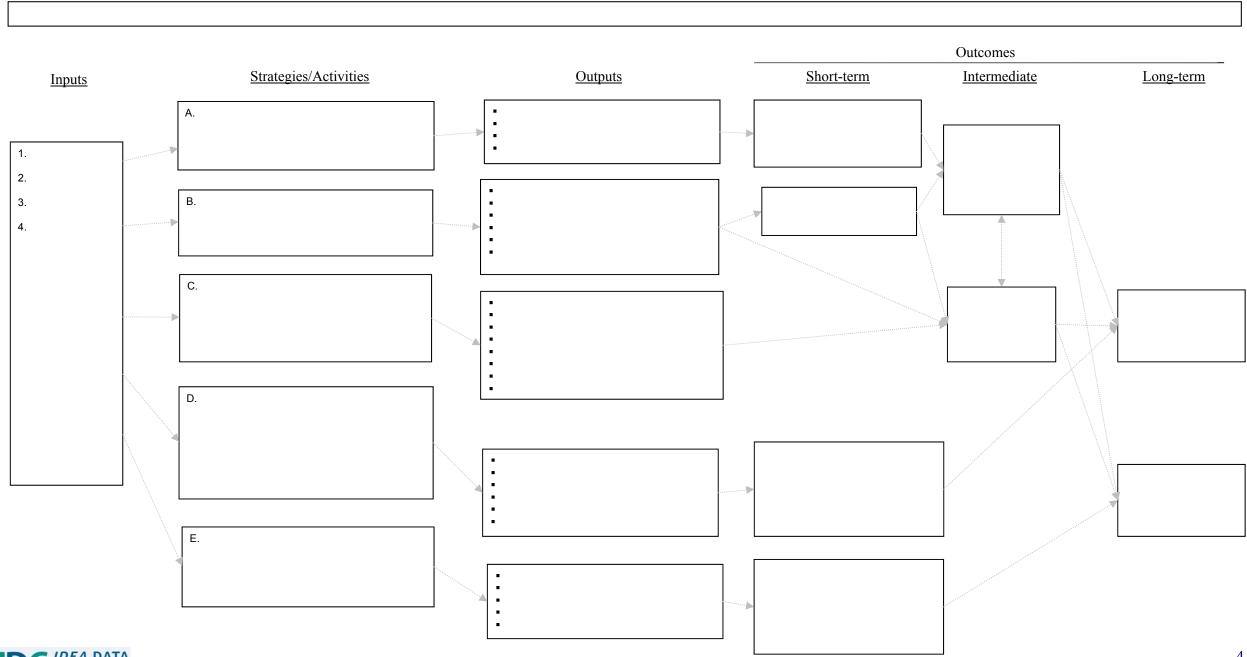**SIMR**: The State-identified Measurable Result for children with disabilities

Inputs	Strategies/Activities	Outputs	Outcomes

1.
 	
2.
 	
3.
 	
4.
	A.
	    (1)
	    (2)
	    (3)
		•
		•
		•
			Short-term:
			•
			•
			•
			•

	B.
	    (4)
	    (5)
	    (6)
	    (7)
	    (8)
	    (9)
		•
		•
		•
		•
		•
		•
			Intermediate:
			•
			•
			•
			•

	C.
	    (10)
	    (11)
		•
		•
		•
			Long-term:
			•
			•

	D.
	    (12)
	    (13)
	    (14)
		•
		•	

	E.
	    (15)
	    (16)
	    (17)
	    (18)
	    (19)
		•
		•
		•
		•	

Inputs	Strategies/Activities	Outputs	Outcomes

	F.
	    (20)
	    (21)
	    (22)
		•
		•
		•	

	G.
	    (23)
	    (24)
	    (25)
	    (26)
	    (27)
	    (28)
	    (29)
		•
		•
		•
		•
		•
		•
		•	

	H.
	    (30)
	    (31)
	    (32)
		•
		•	

LOGIC MODEL WORKSHEET

SIMR

Outcomes

Inputs	Strategies/Activities	Outputs	Short-term	Intermediate	Long-term

1.

2.

3.

4.

A.

B.

C.

D.

E.