a New Day for Federal Service
Evaluating the Effectiveness of SESCDPs
Today’s Session

- What is a logic model?
- General examples
- Why use it?
- SESCDP sample logic model
- Q & A
- Contacts & Additional References
A logic model ...

• Is a framework for describing and linking relationships between investments, activities and results
• Provides a common language and communication between stakeholders and program coordinators
• Supports continuous program improvement
A logic model is not...

- A final plan
- An evaluation model or method

**See OPM’s Training Evaluation Field Guide for detailed instruction on evaluating your CDP programs**
Logic models can be applied to a...

- large, multi-component program or initiative (e.g. Succession Management Program)
- program component or initiative (e.g. SESCDP)
- process (e.g. Assessment, Mentor matching, evaluation)
- course (e.g. interagency training)
Simple example...

**Situation:** Hungry

**INPUTS**
Ingredients

**OUTPUTS**
Meal

**OUTCOMES**
Not Hungry
Situation: Water contamination is contributing to public illnesses

**Resources**
- Approximately $10 million annually in BEACH Act grants
- EPA HQ technical expertise and $1 million contract support

**Activities**
- 8 EPA Regions distribute funds to eligible coastal and Great Lakes states, territories and tribes
- 35 eligible States and Territories and 2 eligible Tribes may redistribute funds to municipalities, counties, universities
- Funding recipients:
  - Monitor Tier 1 beaches
  - Test water quality

**Outputs**
- State beach data websites
- Annual Data Submittal to EPA

**Target Audience**
- Local authorities and beach managers
- Identify sources of beach contamination
- Remediate sources of contamination
- Reduced illnesses

**Short-term**
- Identified sources of beach contamination
- Remediated sources of contamination
- Reduced illnesses

**Intermediate**
- Public is aware of:
  - Poor water quality
  - Notifications: advisories and closures
  - Health impacts of poor water quality
- Public makes informed decisions to:
  - Visit beach
  - Not visit beach
  - Avoid water contact
  - Visit different beach
- Reduced illnesses, such as gastrointestinal illness and ear, eye, nose, and throat infections

**Long-term**
- Public better understands:
  - Why to modify behavior
  - What behaviors are safe
- Local government authorities and local businesses
- Remediate sources of contamination

**Key:**
- EPA HQ
- Regions
- States, Territories, Tribes
- Funding Recipients
- Target Audience
- Notification Component
Relevant example...

**Situation:** OPM suggests agencies use a logic model to assist in the planning and meaningful evaluation of their SESCDPs to increase coordinators awareness and understanding.

**INPUTS**
- What we invest
  - Presenter
  - Space
  - Equipment
  - PPT slides
  - Agenda
  - Job Aids

**OUTPUTS**
- What we do
  - 1 hour presentation
  - Practice
  - Q and A

**OUTCOMES**

**Short Term LVL 1-2**
- 90% Participants will increase knowledge & understanding of logic models
- 90% Participants will increase ability to create a useful logic model of program
- 90% Participants will increase confidence in using logic models

**Mid-term LVL 3**
80% of participants create a logic model for one or more processes or courses within their existing SESCDP or another program component or initiative

**Long-term LVL 4**
70% of participants create a logic model in the planning phase for the next SESCDP program
70% evaluation beyond levels 1 & 2
Well, what do you think...

“This seems like a lot of work.”
With the basic information (program goals & inputs) it take around 20 minutes to complete. We’re also here to assist you.

“Where in the world would I get all the information to put in a logic model?”
You would get the basic information from stakeholders--those invested in the success of the program. The other information is regulatory requirements, research, best practices and logic.

“I’m a right brain type of person – this isn’t for me.”
Actually, your creative mind is essential in generating effective activities that are outcomes-focused, engaging for the learner and within the program budget.

“Even if we created one, what would we do with it?”
Among other things, you can use it to develop work plans, program measures, and as a guide for performance discussions with stakeholders.
Value: What does the research indicate?

- Helps differentiate between “what we do” and “results” --- outcomes
- Guides and helps focus work for employees
- Provides a clear “line of sight” to agency strategic goals
- Provides coherence across complex tasks
- Guides data-driven prioritization and allocation of resources
- Helps to identify important variables to measure; use evaluation resources wisely
- Increases resources, opportunities, recognition
- Supports replication
- Makes your job easier!!
Q & A

It's QUESTION TIME!!
Contacts/ Additional References

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FREE EPA Online Course on Logic Modeling
http://www.epa.gov/evaluate/lm-training/index.htm

Training Evaluation Field Guide

Executive Development Best Practices Guide
http://www.chcoc.gov/Transmittals/Attachments/trans5241.pdf

OPM Federal Training and Development Wiki
http://www.opm.gov/WIKI/training/Index.aspx

Leadership Development Matrix (Draft)
**Please contact us for a draft copy of the matrix

PowerPoint will be included with the feedback survey.