Sign-up for the Logic Model Workshop → Attend the Workshop → Learn Something!

Logic Model Development

5th Annual Homeless Summit

Learning Objectives

- Learn about the purpose of logic models

- Understand how to develop a logic model

- Construct a logic model

Activity

- A logic model is…

- A logic model is not…

Snap Shot

- The terms "logic model" or "evaluation" or "planning" often conjure up anxiety and disinterest.

And they can be really simple.....

A logic model is…

- A depiction of a program showing what the program will do and what it will accomplish.
- A series of "if-then" relationships that, if implemented as intended, lead to the desired outcomes
- The core of program planning and evaluation

What logic model is not…

- A theory
- Reality
- An evaluation model or method

It is a framework for describing the relationships between investments, activities, and results.

It provides a common approach for integrating planning, implementation, evaluation and reporting.

Logic model may also be called…

- Theory of change
- Program action
- Model of change
- Conceptual map
- Outcome map
- Program logic

The development of a Logic Model is a way of thinking…

"We build the road and the road builds us."
-Sri Lankan saying

Why bother with Logic Models?

- Why logic models? (fundraising with your board, donors, and grantmakers)

- Logic models are useful in planning, implementing, evaluating, and communicating.

- Focus on and be accountable for what matters – OUTCOMES

- Provides common language

Why bother with Logic Models?

- Makes assumptions EXPLICIT

- Supports continuous improvement

- Promotes communications

- Builds team understanding of your project/service/program to be funded….$$$

- Clearly explains the positive impact of your work

Some people call a logic model their "roadmap"

- Logic models come in many shapes, sizes and levels of detail
- <u>INPUTS</u> are the resources that go into the program
- <u>OUTPUTS</u> are the activities a program undertakes. (Answers WHAT WE DO...)
- <u>OUTCOMES</u> are the changes or benefits that result from our program activities. (Answers SO WHAT...)

BASIC LOGIC MODEL

SIMPLEST FORM OF LOGIC MODEL

INPUTS	→	OUTPUTS	→	OUTCOMES

Everyday example

HEADACHE	Get pills	→	Take pills	→	Feel better
Situation	INPUTS		OUTPUTS		OUTCOMES

Everyday example

HUNGRY → Get food → Eat food → Feel better
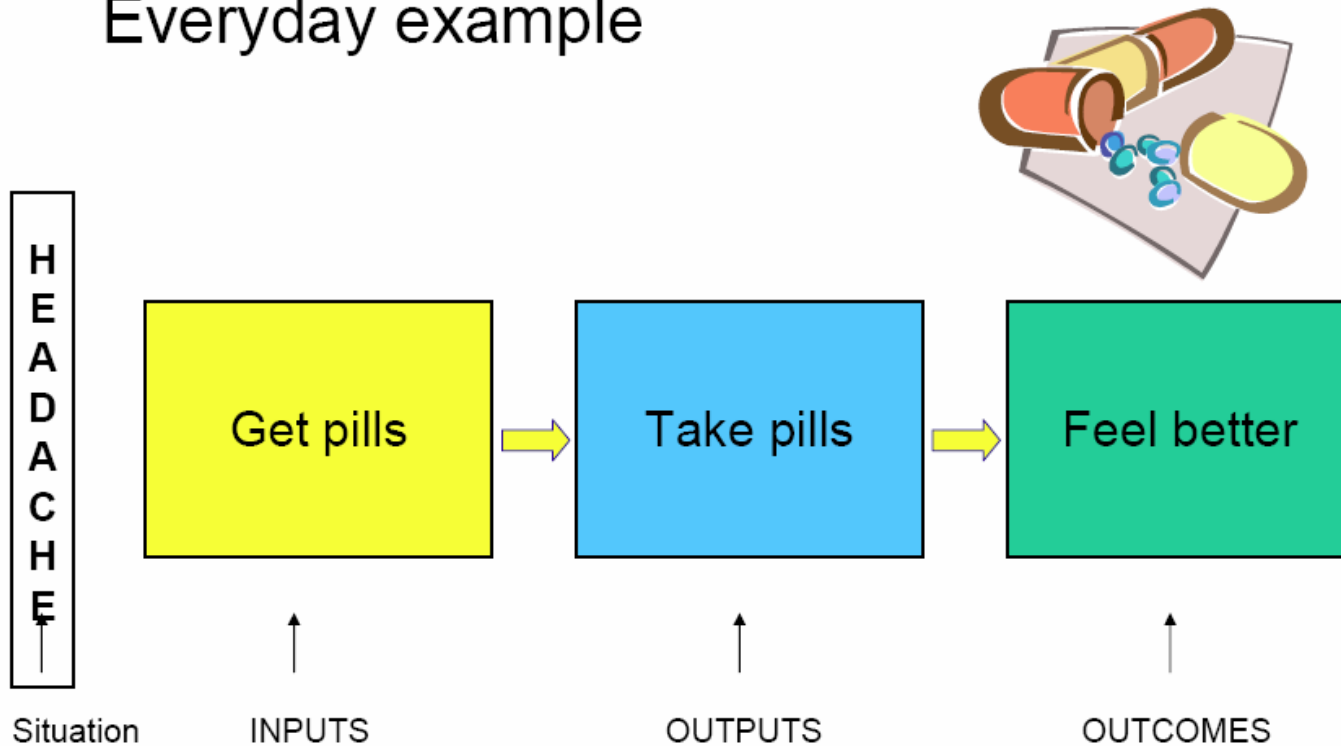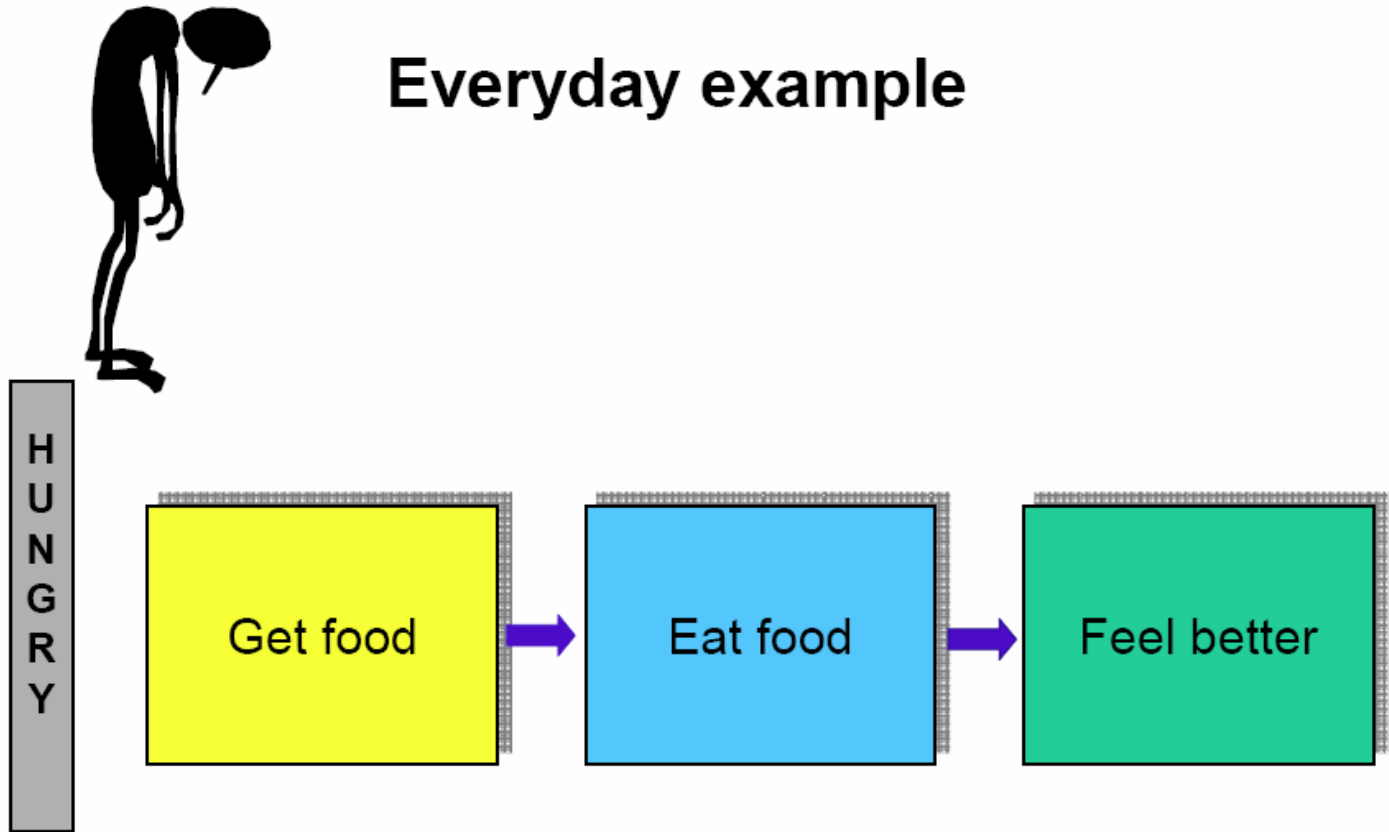
Every day logic model –
Family Vacation

INPUTS
- Family Members
- Budget
- Car
- Camping Equipment

OUTPUTS
- Drive to state park
- Set up camp
- Cook, play, talk, laugh, hike

OUTCOMES
- Family members learn about each other; family bonds; family has a good time
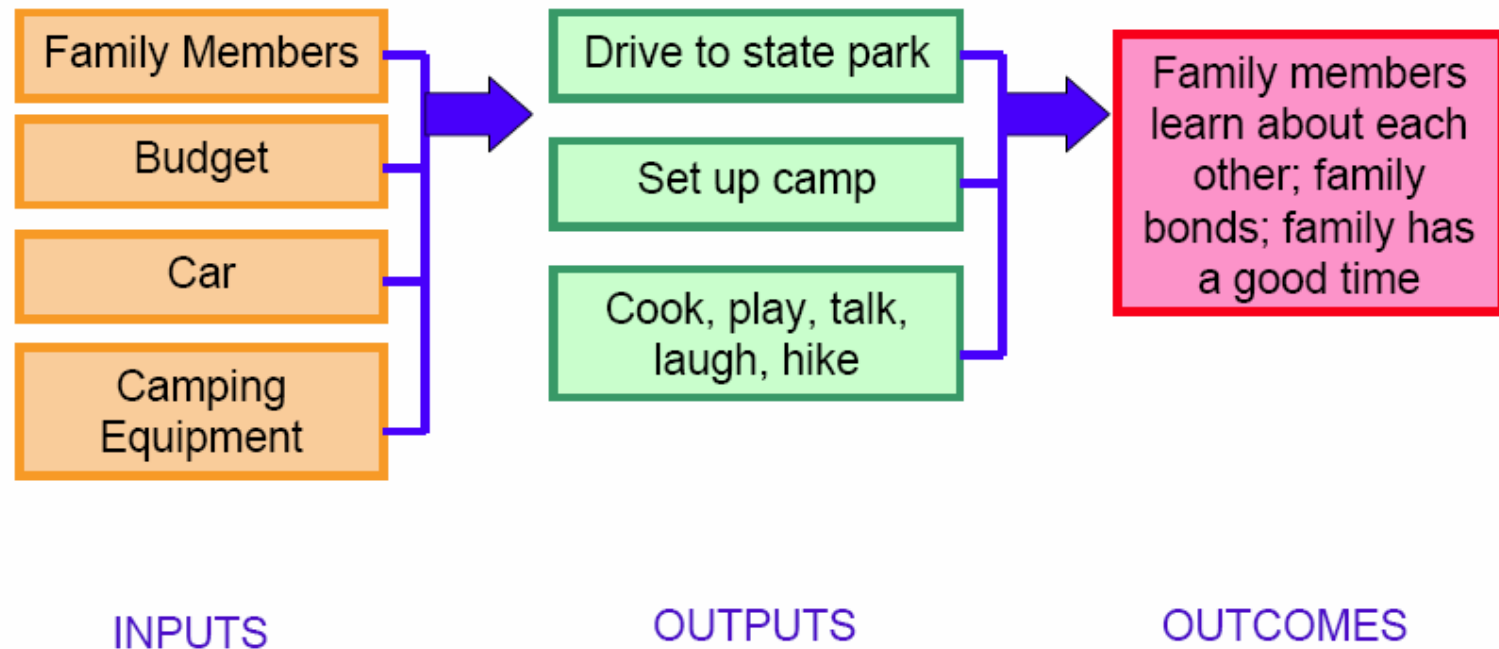
If-then relationships: Underlying a logic model is a series of "if then" relationships that express the program's theory of change

San Bernardino County Office of Homeless Services

Theory of change

"A theory of change is a description of how and why a set of activities – be they part of a highly focused program or a comprehensive initiative – are expected to lead to early, intermediate, and long-term outcomes over a specified period."

(Anderson, 2000)

Logic model components: Definitions

Even though programs are diverse, they all share common elements.

- Programs are developed in response to a situation.

- Programs have INPUTS ➔ OUTPUTS ➔ OUTCOMES

NEED/SITUATION

- The originating problem, or issue, set within a complex of sociopolitical, environmental and economic circumstances.

- The situation is the beginning point of logic model development.

This tends to be identified during Strategic Planning…

INPUTS

- What goes into the program: resources and contributions that are invested.

- Inputs include such elements as…

OUTPUTS

➔ What we do and whom we reach: activities, services, events, products and the people reached.

➔ Outputs include such elements as workshops, conferences, counseling, classes, products produced and the individuals, clients, groups, families, and organizations targeted to be reached by the activities.

OUTCOMES

➤ What results: the value or changes for individuals, families, groups, agencies, businesses, communities, and/or systems.

➤ Outcomes include short-term benefits such as changes in awareness, knowledge, skills, attitudes, opinions and intent.

➤ Outcomes include medium-term benefits such as changes in behaviors, decision-making and actions.

➤ Outcomes include long-term benefits (often called impact) such as changes in social, economic, civic, and environmental conditions. This is what connects to our missions and overarching goals.

Outputs vs. Outcomes

Example:

- Number of patients discharged from state mental hospital is an <u>output</u>.

- Percentage of discharged who are capable of living independently is an <u>outcome</u>.

Program	Outputs	Outcomes
Crime control	Hrs of patrol # responses to calls # crimes investigated Arrests made	Reduction in crimes committed Reduction in deaths and injuries resulting from crime; Less property damaged or lost due to crime
Highway construction	Project designs Highway miles constructed Highway miles reconstructed	Capacity increases Improved traffic flow Reduced travel times Reduction in accidents and injuries

Cookie Exercise
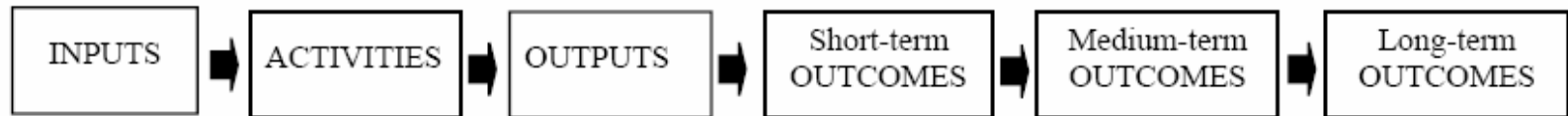
INPUTS	ACTIVITIES	OUTPUTS	Short-term OUTCOMES	Medium-term OUTCOMES	Long-term OUTCOMES

COOKIE BAKING LOGIC MODEL

SITUATION: Kids are hungry for chocolate chip cookies

INPUTS
Cookie baker
Baker's helper
Butter
Sugar
Eggs
Flour
Vanilla
Baking soda
Brown sugar
Salt
Nuts
Chocolate Chips

OUTPUTS
Preheat oven
↓
Grease cookie sheet
↓
Measure ingredients
↓
Sift together
↓
Stir ingredients
↓
Drop by spoonful
↓
Bake dough
↓
Put cookies on plate

Hungry cookie eaters

Dirty kitchen

OUTCOMES
Hungry cookie eaters eat the cookies
↓
Hungry cookie eaters like the taste

Satiated cookie monster

Happy baker

Baker's helper decides to open a bakery

A BIT MORE DETAIL

INPUTS	OUTPUTS		OUTCOMES		
Program investments	Activities	Participation	Short	Medium	Long-term
What we invest	What we do	Who we reach	What results		
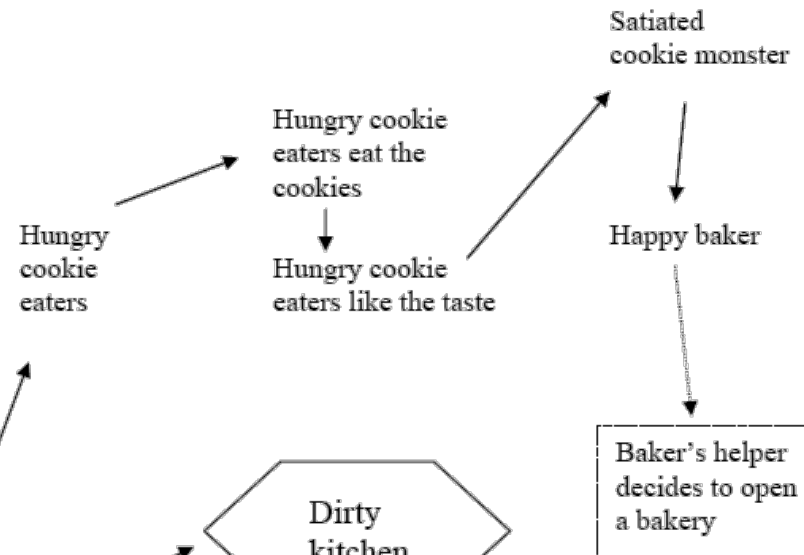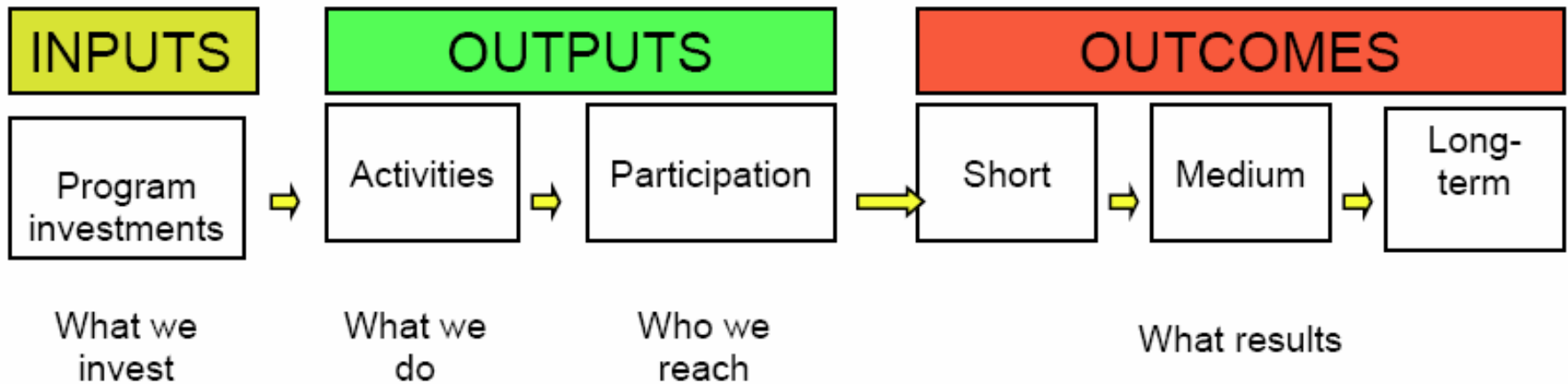
SO WHAT??
What is the VALUE?

Program Action - Logic Model

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

Situation

Needs and assets

Symptoms versus problems

Stakeholder engagement

Priorities

Consider:
- Mission
- Vision
- Values
- Mandates
- Resources
- Local dynamics
- Collaborators
- Competitors

Intended outcomes

What we invest

Staff

Volunteers

Time

Money

Research base

Materials

Equipment

Technology

Partners

What we do

Conduct workshops, meetings

Deliver services

Develop products, curriculum, resources

Train

Provide counseling

Assess

Facilitate

Partner

Work with media

Who we reach

Participants

Clients

Agencies

Decision-makers

Customers

Satisfaction

What the short term results are

Learning

Awareness

Knowledge

Attitudes

Skills

Opinions

Aspirations

Motivations

What the medium term results are

Action

Behavior

Practice

Decision-making

Policies

Social Action

What the ultimate impact(s) is

Conditions

Social

Economic

Civic

Environmental

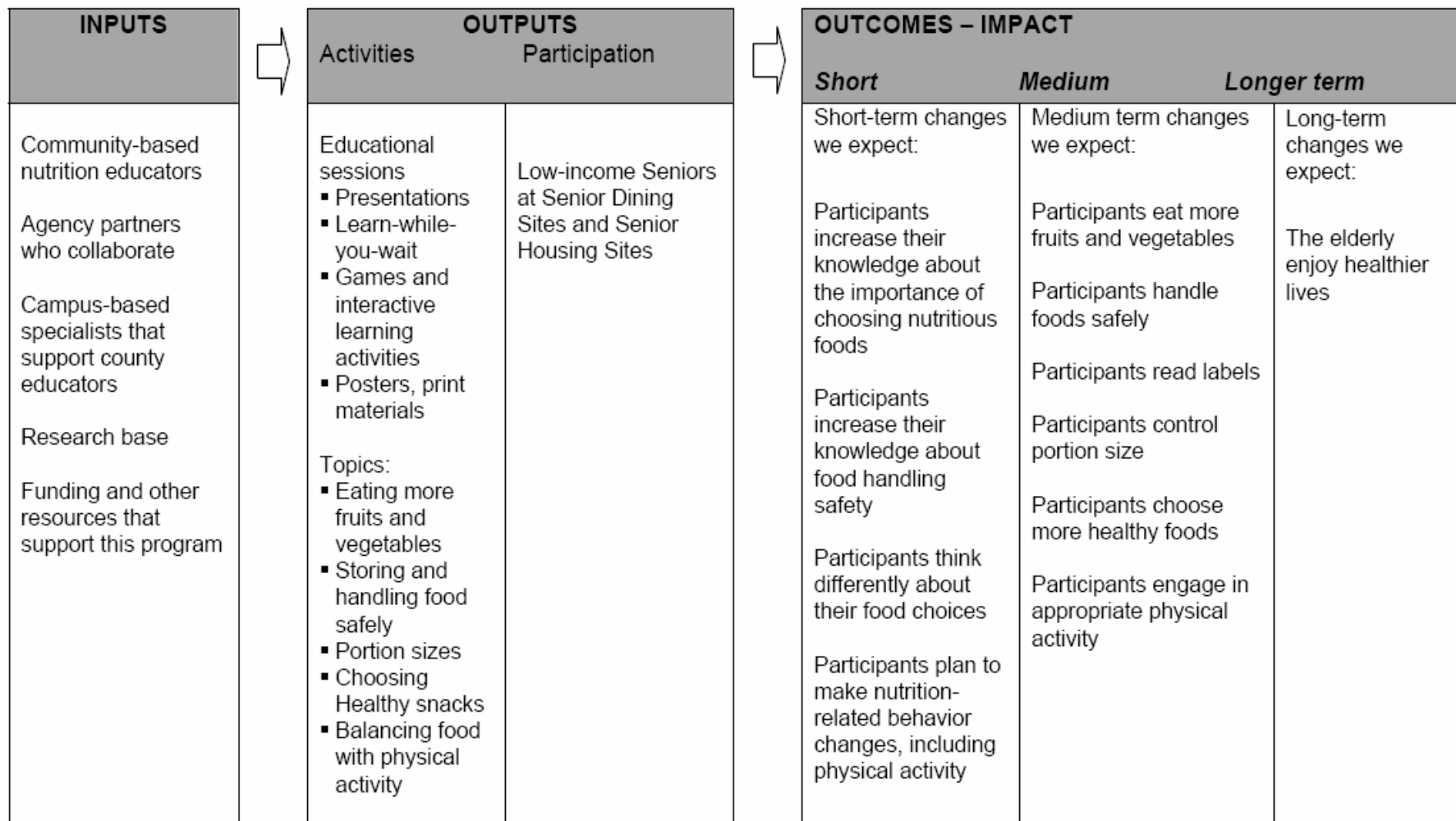*San Bernardino County Office of Homeless Services*

ELDER NUTRITION

Situation:
Older adults who make healthier choices live longer and better lives. Diet and exercise play the most important roles in determining the quality and length of life for the elderly. Older adults, especially the very old, consume inadequate amounts of key nutrients. Low-income adults tend to have poorer diets than their higher income peers.

INPUTS	OUTPUTS	OUTCOMES – IMPACT
	Activities / Participation	Short / Medium / Longer term

INPUTS	Activities	Participation	Short	Medium	Longer term
Community-based nutrition educators Agency partners who collaborate Campus-based specialists that support county educators Research base Funding and other resources that support this program	Educational sessions ▪ Presentations ▪ Learn-while-you-wait ▪ Games and interactive learning activities ▪ Posters, print materials Topics: ▪ Eating more fruits and vegetables ▪ Storing and handling food safely ▪ Portion sizes ▪ Choosing Healthy snacks ▪ Balancing food with physical activity	Low-income Seniors at Senior Dining Sites and Senior Housing Sites	Short-term changes we expect: Participants increase their knowledge about the importance of choosing nutritious foods Participants increase their knowledge about food handling safety Participants think differently about their food choices Participants plan to make nutrition-related behavior changes, including physical activity	Medium term changes we expect: Participants eat more fruits and vegetables Participants handle foods safely Participants read labels Participants control portion size Participants choose more healthy foods Participants engage in appropriate physical activity	Long-term changes we expect: The elderly enjoy healthier lives

YOUTH FINANCIAL LITERACY

Situation:

High school youth lack basic skills in management of their personal finances. Many are unable to balance a checkbook and most have little knowledge of basic principles of earning, spending, saving and investing. Many young people fail in managing their first consumer credit experience and establish bad financial management habits that follow them through life.
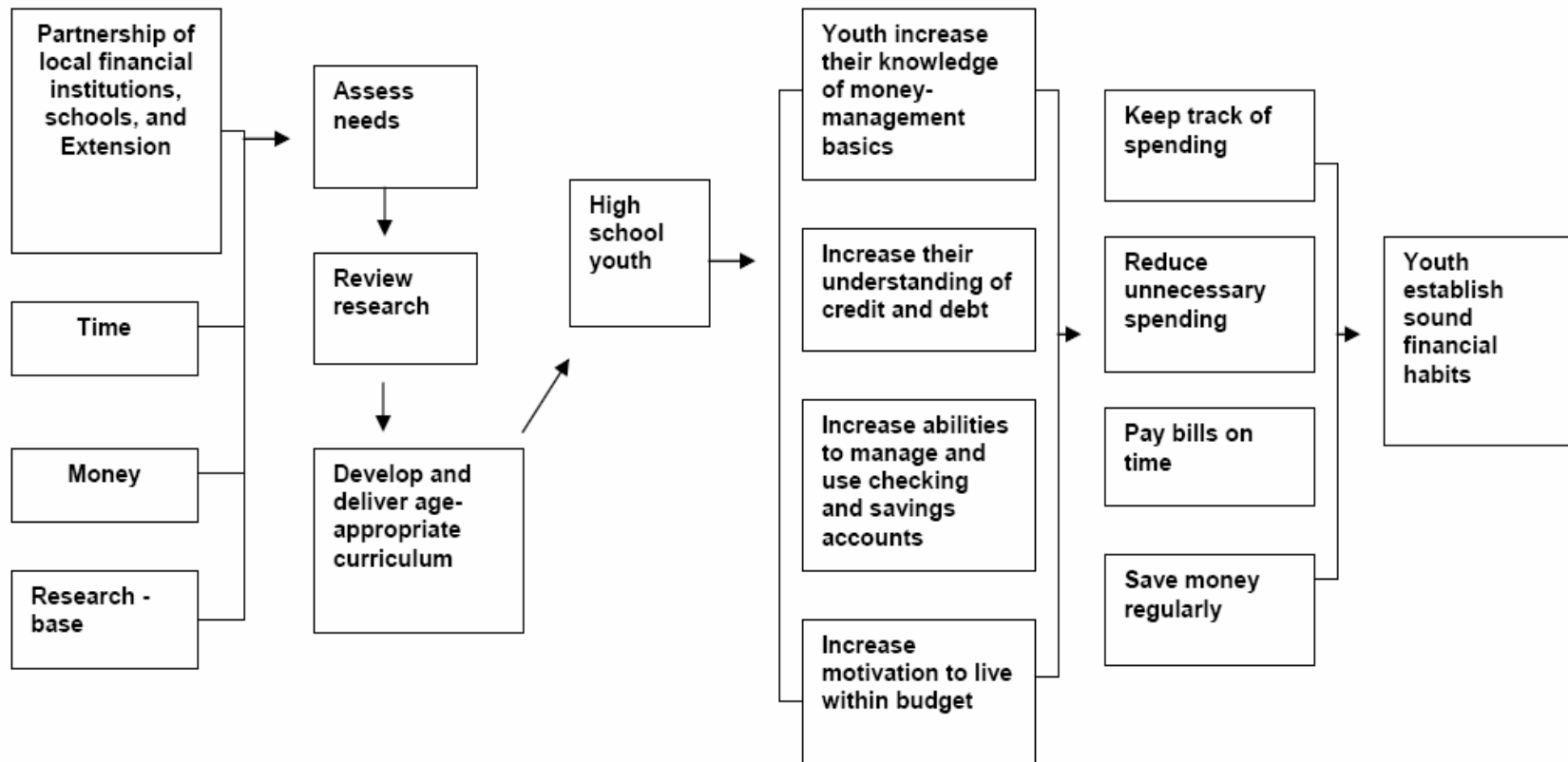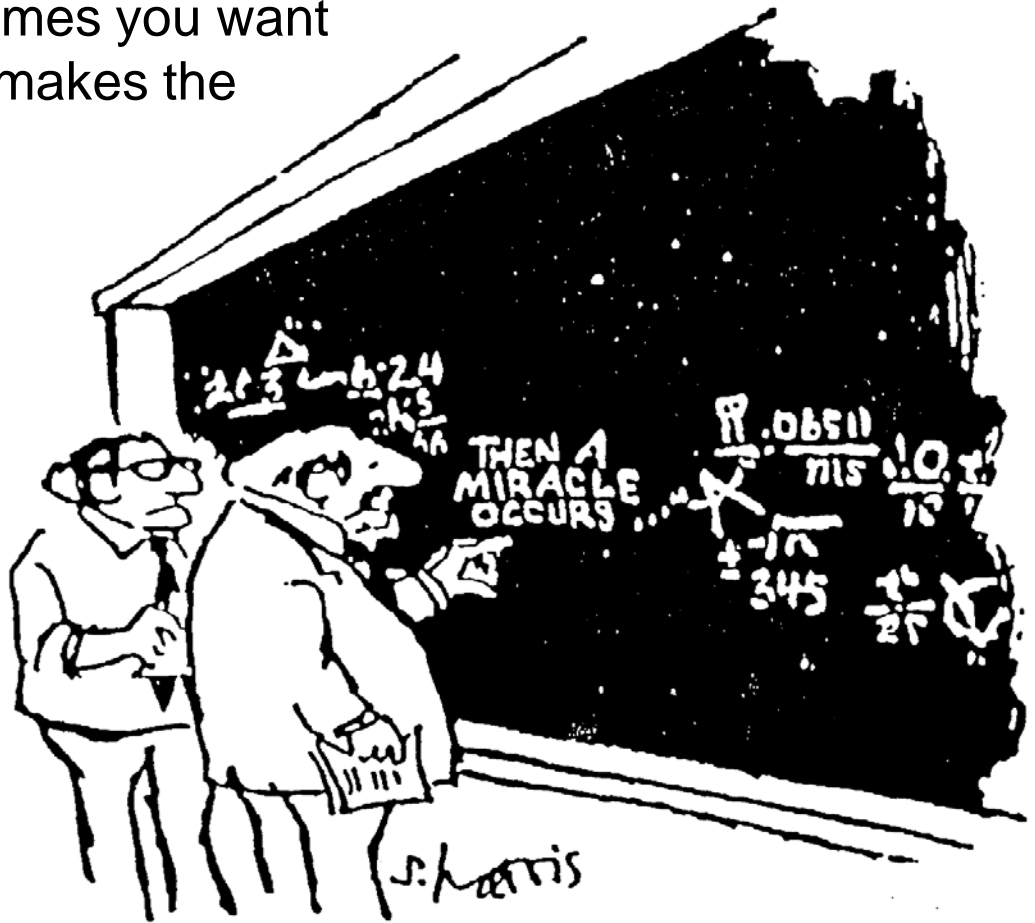
INPUTS

OUTPUTS

OUTCOMES
Short-term   Medium-term   Long-term; final

| Partnership of local financial institutions, schools, and Extension |
| Time |
| Money |
| Research - base |

| Assess needs |
| Review research |
| Develop and deliver age-appropriate curriculum |

| High school youth |

| Youth increase their knowledge of money-management basics |
| Increase their understanding of credit and debt |
| Increase abilities to manage and use checking and savings accounts |
| Increase motivation to live within budget |

| Keep track of spending |
| Reduce unnecessary spending |
| Pay bills on time |
| Save money regularly |

| Youth establish sound financial habits |

A common problem is that activities and strategies often do not lead to the desired outcomes. Check your 'if-then' statements and ensure that they make sense and lead to the outcomes you want to achieve. A logic model makes the connections EXPLICIT.

"*I think you should be more explicit here in Step Two.*"

Logic Model Language

- Goal = Impact
- Impact = Long-term outcome
- Objectives (participant focused) = Outcomes
- Activities = Outputs
  - Outputs may signify "tangible" accomplishments as a result of activities; products

Logic Model Lingo

1 Input

2 Output: Activity, Participation

3 a. Outcome: Short-term – Learning

3 b. Outcome: Medium-term – Action

3 c. Outcome: Long-term – Ultimate benefit

0 Cannot identify

Teen Parenting Program Group Activity

LOGIC MODEL WORKSHEET

Inputs	Outputs		Outcomes – Impact		
	Activities	Participation	Short Term	Medium Term	Long Term
What we invest	What we do	Who we reach	What the short term changes are	What the medium term changes are	What the ultimate impact(s) is
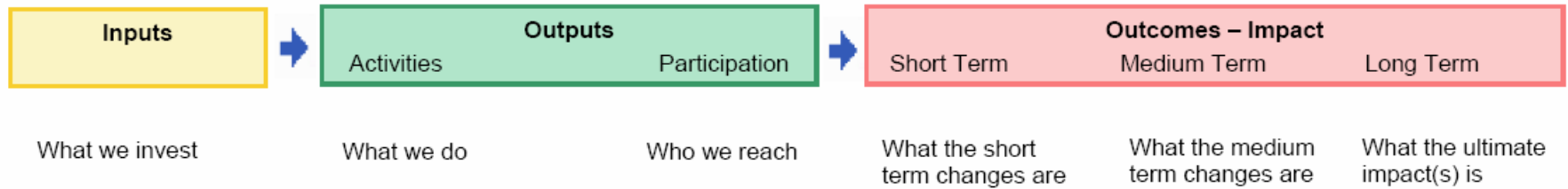
Things we invest are in-kind as well as externally funded resources

If we invest these resources to implement these activities for these participants then

we can expect these outcomes….

Logic Model Checklist

1. Is it meaningful?

2. Does it make sense?

3. Is it doable?

4. Can it be verified?

Resource list

Innovation Network http://www.innonet.org/
Targeting Outcomes of Programs http://citnews.unl.edu/TOP/english/
The Evaluation Forum. http://www.evaluationforum.com/publications/
Tobacco Technical Assistance Consortium.
http://www.ttac.org/power-of-proof/setting_stage/logic_midels/6-5.html
U.S. Dept. of Health and Human Services (2005). Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. *Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide.* Atlanta, GA. http://www.cdc.gov/eval/evalguide.pdf
United Way of America. *Measuring program outcomes: A practical approach* http://national.unitedway.org/outcomes/resources/mpo/
University of Kansas, Community Toolbox
http://ctb.ku.edu/tools/en/section_1877.htm
University of Wisconsin, Online logic model course
http://www.uwex.edu/ces/lmcourse
University of Wisconsin-Program Development and Evaluation
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html
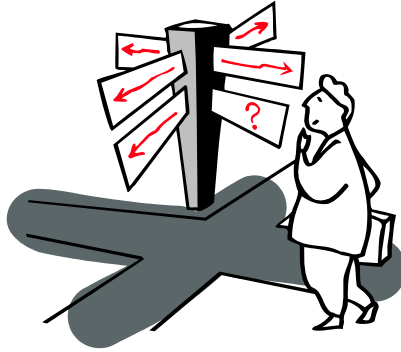W.F. Kellogg logic model
http://www.wkkf.org/
http://www.wkkf.org/default.aspx?tabid=101&CID=281&CatID=281&ItemID=2813669&NID=20&LanguageID=0
Western CAPT. CSAP'S Western Center for the Application of Prevention Technology
http://captus.samhsa.gov/western/resources/bp/step7/index.cfm

Questions?

Thank you for your time!

LOGIC MODEL LINGO

1 Input	0 Cannot identify
2 Output: Activity, Participation	
3 Outcome	

      a. Short - Learning
      b. Medium - Action
      c. Long-term – Ultimate benefit

Place a number code, from above, on each line. Be prepared to explain your choice.

_____ a. Teens learned leadership skills

_____ b. A new curriculum was developed

_____ c. Students reported increased confidence in negotiation skills

_____ d. Training programs included seminars and workshops

_____ e. Parents from around the state attended

_____ f. Operators applied their new skills on the job

_____ g. Two agencies partnered to design the program

_____ h. Volunteers provided over 300 hours of support to the project

_____ i. Teen mentors were trained

_____ j. Owners learned how to develop a woodland management plan

_____ k. Sessions were held in 10 locations

_____ l. Reported cases of abuse declined

_____ m. Food safety skills were taught to food vendors and restaurant workers

_____ n. Books were distributed to children

_____ o. Parents increased their employment skills

_____ p. Increased numbers of high school students graduate

_____ q. We helped the community assess the needs of families

_____ r. Specialists educated owners about effective production methods

_____ s. Youth serving agencies increased their collaboration

_____ t. Teens established a teen court and hear cases monthly

_____ u. 3 two-day workshops were conducted in each region

_____ v. Newsletters are distributed in three languages

_____ w. 30 listeners per week tune into the radio broadcast

_____ x. Teens learned to counsel other teens on tobacco prevention

_____ y. Town enacted a policy for youth curfew

_____ z. More kids walk to school

LOGIC MODEL REVIEW WORKSHEET

INPUTS

Are all the major resources listed such as:

☐ Service providers, e.g., staff, volunteers

☐ Support from key groups or organizations

☐ Funding sources, e.g., private or public funding, donations, fee for service

☐ Research base

☐ Do the resources seem comprehensive?

☐ Do the inputs seem to match the program?

Comments: _____

ACTIVITIES

☐ Are all the major activities listed that comprise the program, e.g., outreach, counseling, case management, meal service, home visiting, training workshops, information and referral, small group sessions?

☐ Is it clear what the program will actually do?

☐ Do the activities seem sufficient?

Comments: _____

PARTICIPATION

☐ Is it clear who the activities are to reach and benefit? (e.g., youth ages 6-11)

☐ Are all primary audiences included?

☐ Are the mix and intensity of activities appropriate for the type of clients/participants? (e.g., greater intensity for higher-risk populations than for lower-risk ones)

Comments: _____

OUTCOMES

☐ Is each outcome truly an "outcome"?

☐ Are the outcomes written as change statements? Will things increase, decrease or stay the same?

☐ Are the outcomes linked as progressive steps towards a long-term goal?

☐ Are the outcomes meaningful and relevant?

☐ Are the outcomes realistic and attainable?

Comments: _____

OVERALL REVIEW QUESTIONS

☐ Do the inputs, outputs, and outcomes link together in a sequence to achieve the desired result? Is the logic model truly logical?

☐ Do the steps that turn inputs into outputs into outcomes seem sensible and logical?

☐ Can the program, as described in this logic model, be implemented with available resources? Is what you intend to do possible, given your resources? If not, what will be done?

☐ What might be unintended or negative outcomes?

☐ Does the one-page graphic communicate well?

Comments: _____

WHICH ARE OUTCOMES?

NUTRITION EDUCATION PROGRAMS

___ (1) Older adults increased the amount of calcium-rich foods they eat

___ (2) A series of lessons on healthy eating was taught in collaboration with a drug treatment program

___ (3) Participants serve more than one kind of vegetable to their families every day after participating

___ (4) Participants report savings as a result of wiser spending at the grocery store

___ (5) 75 adults have consistently attended all the nutrition workshops

FOOD SAFETY PROGRAMS

___ (1) The ServSafe education program is working with 80% of all food service managers in the state

___ (2) Food poisonings dropped from 677 in 1996 to 225 in 1997

___ (3) Food service workers reported increased knowledge of safe handling practices

___ (4) Food safety skills were taught to state fair food vendors and restaurant workers

___ (5) Food safety information in English and Spanish is available on the University web site

SMALL BUSINESS DEVELOPMENT PROGRAMS

___ (1) The small business development network grew from 10 to 13 offices in two years

___ (2) Clients generated nearly $40 million in sales

___ (3) Clients received 12,138 hours of counseling in 1999

___ (4) 6,349 participants attended 380 seminars and workshops

___ (5) Clients created and retained 681 jobs

YOUTH CITIZENSHIP PROGRAMS

___ (1) 4-H groups in 45 counties participated in community service projects

___ (2) Teens volunteered in community service an average of 10 hours over the year

___ (3) Teens reported increased ability to identify and help solve a community need

___ (4) Teens feel more engaged in and responsible for their community

___ (5) A local industry contributed $1500 to the 4-H community service project

QUALITY ASSURANCE

___ (1) Producers decreased their use of medications and made biosecurity improvements to prevent health problems

___ (2) 724 adults and 1026 youth participated in training sessions

___ (3) Producers changed management practices because of what they learned

___ (4) Veterinarians co-taught the sessions

___ (5) Overall herd health increased reducing production costs

Adapted from United Way, *Outcome Measurement*, 1999

Answer key:
Nutrition: 1,3,4; Food safety: 2,3,; Small business: 2,5; Youth Citizenship: 3, 4; Quality Assurance: 1, 3, 5

COOKIE BAKING LOGIC MODEL

SITUATION: Kids are hungry for chocolate chip cookies

INPUTS

Cookie baker

Baker's helper

Butter

Sugar

Eggs

Flour

Vanilla

Baking soda

Brown sugar

Salt

Nuts

Chocolate Chips

OUTPUTS

Preheat oven

Grease cookie sheet

Measure ingredients

Sift together

Stir ingredients

Drop by spoonful

Bake dough

Put cookies on plate

Hungry cookie eaters

OUTCOMES

Hungry cookie eaters eat the cookies

Hungry cookie eaters like the taste

Satiated cookie monster

Happy baker

Dirty kitchen

Baker's helper decides to open a bakery