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Why Use a Logic Model?

- information provided by the Pell Institute and available at: http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model/
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Among their many functions, logic models are great for:

- Organizing a program evaluation
- Explaining a program evaluation
- Reflecting on and/or analyzing a program evaluation

In program evaluations, logic models rely on the tight link between:

- Program goals
- Program Services
- Measurement plans

Use a logic model to help generate the clarity and specificity required for success and often demanded by funders and constituents.

- Logic modeling offers an organized way of defining your program goals, services, and measurable outcomes by producing:
  - An inventory of what you have and what you need to operate your program
  - A strong case for how and why your program will produce desired results
  - A method for program management and assessment

Logic modeling can enhance a practitioner's ability to plan, design, implement, analyze, and generate knowledge.

- The process of developing the model is an opportunity to chart the course.
- It is a conscious process that creates an explicit understanding of the challenges ahead, the resources available, and the timetable in which to hit the target.
- Additionally, it helps to focus on the big picture as well as the component parts.

Constructing a logic model should be part of an ongoing process of discussion, commitment, and reflection as part of an organization's dedication to program improvement and accountability.

- The logic model process serves as the starting point for this conversation and can later be considered the "report card" that you might use to understand whether or not you are meeting your program goals and objectives.
- Logic models can be developed to meet large or small-scale outreach program goals.
- They should be revisited on regular basis and should closely reflect the goals of your program and evaluation plan.

Finally, logic models can illustrate how prevention programs are part of the strategic and ongoing access, retention, and success conversation within an organization.

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Logic models: The why

It's important to spend time understanding the situation you are trying to change, the existing priorities of the agency, and your program's priorities. The "situation" is the originating problem, or issue, set in a complex sociopolitical, environmental, and economic circumstance.

- What situation are we working to address?

- How do we know that it is a problem?

- What is the current state of the problem?

- Does our community view it as a problem? How do we know?

- What is the audience we are hoping to reach? What do we know about that audience?

- What are relevant barriers and facilitators?

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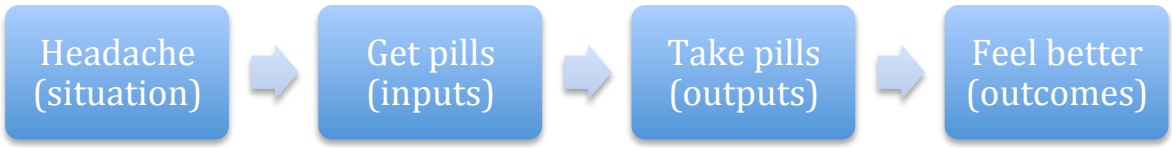
Assumptions and things outside of our control

Assumptions are beliefs we have about the program, the people involved, and how we think the program will operate.

For example…



Our assumptions might include: we can get/find the needed pills, that we will take the pills as prescribed, that the pills will lead to an improvement, and that we will not experience any negative side effects

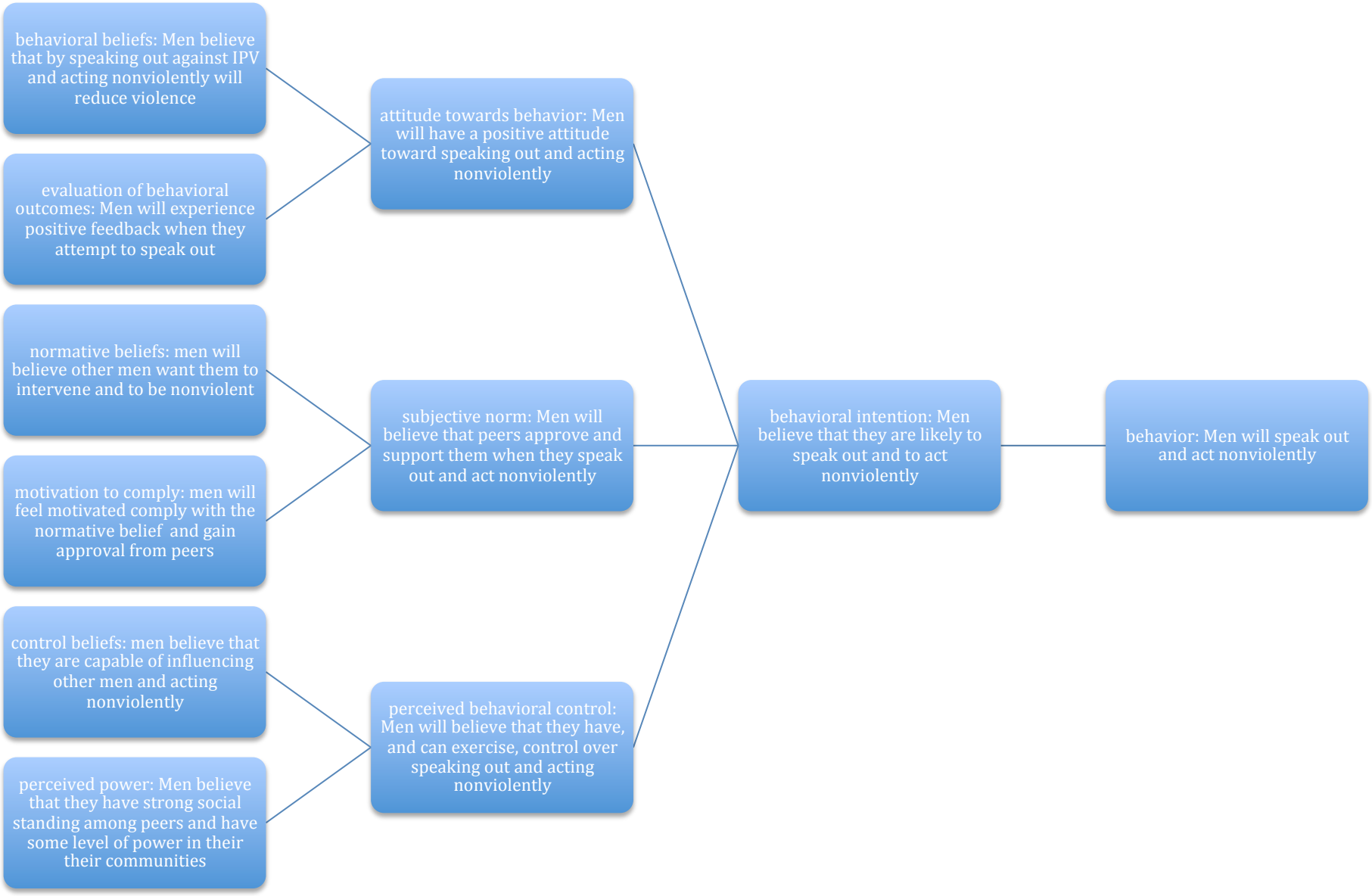
"Speak the unspoken" – let's name the unnamed assumptions!

Can you identify 5 assumptions that you make about your prevention programming?

External factors are aspects external to the program that influence the way the program operates, and are influenced by the program. Dynamic systems interactions include the cultural milieu, biophysical environment, economic structure, housing patterns, demographic makeup, family circumstances, values, political environment, background and experiences of participants, media, policies, priorities, etc. These are elements that affect the program over which there is little to no control.

Can you identify 5 external factors that could impact both the outputs and outcomes of your logic model?

Theory of Planned Behavior – Engaging Men and Boys Work in Rhode Island



* Working Draft, Last updated 8/19/13

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Writing output statements

Outputs are the “widgets”, they are the trainings that you do or policies you write or products you develop. Output statements help to identify process evaluation measures. *Process measures* document activities that take place during the initiative which help you determine how well things are going. Outputs can include many aspects of your initiative, such as:

- *Members who participate:* the number and type of participants, frequency of attendance, and turnover rate of the members.Example: *At the last general meeting of the initiative, 17 people attended. Of these folks, 10 were regular members, and 7 were sitting in on a meeting for the first time.*

- *Services that are ultimately provided:* classes, programs, workshops, coalitions or committees convened or other services provided for the community by the initiative. Example: *Nutrition education workshops were conducted by childcare providers.*

- *Products that are developed:* publications, policies, educational materials or other products. Example: *A sample policy was developed and approved by a group of community and content experts.*

- *Media coverage:* by radio, television, and print media.Example: *Several five minute radio spots describing one of your group's projects aired on a local FM radio station.*

- *Financial resources:* grants or donations. Financial resources also can include "in-kind" services, such as free advertising or products that an individual or business might offer instead of money.Example: *$8000 was received at a $50 per plate lunch that was held to raise money for local drug and alcohol abuse efforts.*

- *Community actions:* actions taken to encourage change in the community.Example: *Merchants were asked to display signs describing the penalty for selling alcohol to minors and the need for proper identification*.

(http://ctb.ku.edu/en/tablecontents/sub_section_main_1364.aspx)

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Writing outcome statements

"Outcomes - are specific, measurable statements that let you know when you have reached your goals. Outcome statements describe specific changes in your knowledge, attitudes, skills, and behaviors you expect to occur as a result of your actions.

Good outcome statements are specific, measurable, and realistic. Think carefully about what you can realistically accomplish given the groups you want to reach and the scope of your resources.

Develop outcomes as follows:

- **Outcomes** should describe what you want to happen after your activity is completed. Focus your intermediate outcomes on what you want people to do when they go back to their [classes, workplaces, etc] and apply what they have learned. (For example, coaches learn about the risk and protective factors for sexual violence and/or intimate partner violence, they also apply what they have learned by interrupting incidents of sexual harassment.
- **Impacts** describe the impact you hope to have on the primary prevention of sexual violence and/or intimate partner violence after the trainings are completed, but farther into the future. Describe what you hope will change as a result of your activities. An example an impact would be that athletic department becomes intolerant of sexual harassment and so incidents of sexual harassment decrease.

Well-written and complete outcome statements will usually define the following five elements (Fisher, Imm, Chinman & Wandersman, 2006) as you describe:

- **Who will change** - the [people] you are training
- **What will change** - the knowledge, attitudes, and skills you expect to change
- **By how much** - how much change you think you can realistically achieve
- **By when** - the timeframe within you hope to see change
- **How the change will be measured** - the surveys, tests, interviews, or other methods you will use to measure the different changes specified

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How do logic models and evaluation fit together?

Many evaluation experts agree that use of the logic model is an effective way to plan for and monitor program success. Using a logic model throughout your program helps organize and systematize program planning, management, and evaluation functions.

1. In **Program Design and Planning**, a logic model serves as a planning tool to develop program strategy and enhance your ability to clearly explain and illustrate program concepts and approach for key stakeholders, including funders.

Logic models can help craft structure and organization for program design and build in self-evaluation based on shared understanding of what is to take place. During the planning phase, developing a logic model requires stakeholders to examine best practice research and practitioner experience in light of the strategies and activities selected to achieve results.

2. In **Program Implementation**, a logic model forms the core for a focused management plan that helps you identify and collect the data needed to monitor and improve programming.

Using the logic model during program implementation and management requires you to focus energies on achieving and documenting results. Logic models help you to consider and prioritize the program aspects most critical for tracking and reporting and make adjustments as necessary.

3. For **Program Evaluation and Strategic Reporting**, a logic model presents program information and progress toward goals in ways that inform, advocate for a particular program approach, and educate program stakeholders.

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Regional Training Dates & Times

Friday September 13, 2013 10am-1pm (Mid-Coast)
Community Solutions 16264 Church Street, #103 Morgan Hill, CA 95037

Wednesday September 18, 2013 10am-1pm (Central Coast)
UCSB Women's Center 1220 Student Resource Building Santa Barbara, CA 93106-7910

Friday September 27, 2013 10am-1pm (Southern)
Peace Over Violence 1015 Wilshire Blvd. Suite 200 LA, CA 90015

Monday September 30, 2013 9am-12pm (Central Valley)
CSU Fresno 5241 N. Maple Ave. Fresno, CA 93740 University Center, Room 123

Friday October 18, 2013 10am-1pm (North)
WEAVE 1900 K Street Sacramento, CA 95811

Tuesday October 22, 2013 10am-1pm (Bay Area)
Rape Trauma Services 1860 El Camino Real, STE 406 Burlingame, CA 94010

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Logic Model Assessment Checklist

CLEAR, CONSISTENT AND LOGICAL	**Yes**	**No**	**Comments**
Do the steps that turn inputs and outputs logically lead to the identified outcomes?	☐	☐	
Is the logic model clear and easily understood?	☐	☐	
Do the causal relationships make sense?	☐	☐	
Starting with inputs, ask “why” at each level; why are these inputs needed? Why do we need to conduct these activities?	☐	☐	
Starting at impact level and working backwards ask “how”? How will this outcome be produced? The items preceding an outcome should demonstrate “how.”	☐	☐	

INCLUSIVE OF ALL KEY STAKEHOLDERS	**Yes**	**No**	**Comments**
Does the LM reflect the support and opinions of key community stakeholders and targeted audiences?	☐	☐	
Were any stakeholders left out?	☐	☐	
Were the people directly responsible for executing the plan in the LM involved in its creation?	☐	☐	
Were different people with different roles in the agency involved/consulted when constructing the LM?	☐	☐	

ASSUMPTIONS	**Yes**	**No**	**Comments**
Is the problem to be solved/issue addressed clearly stated?	☐	☐	
Are assumptions informed by any available research evidence?	☐	☐	

Is there a connection between the problems to be solved by the program and identified causes of those problems?	☐	☐	
Are assumptions connected to community assessments and characteristics? (Contextual evidence)	☐	☐	
Are program objectives connected to any theory of change?	☐	☐	
Have assumptions about influential factors been informed by expert/practitioner wisdom?	☐	☐	
Are assumptions consistent with an ideological orientation?	☐	☐	
The assumptions for how and why strategies should work are based on a balance of research, contextual and experiential evidence.	☐	☐	

INPUTS	**Yes**	**No**	**Comments**
Are all agency resources included?	☐	☐	
Do you have the support of relevant community groups?	☐	☐	
Is the list comprehensive?	☐	☐	
Do the identified inputs connected to prog goals?	☐	☐	
Are the inputs realistically available and able to be utilized?	☐	☐	
Are the resources sufficient to implement planned activities?	☐	☐	

ACTIVITIES	**Yes**	**No**	**Comments**
Is this an exhaustive list of activities needed to implement the objective? Are outreach, scheduling, training, materials development, evaluation development etc. included?)	☐	☐	

Do these activities seem sufficient?	☐	☐	
Is it reasonable to expect that the activities be accomplished in the timeline desired and with identified resources?	☐	☐	
Are any activities superfluous or not connected to an outcome?	☐	☐	

OUTPUTS	**Yes**	**No**	**Comments**
Are the activities, events, products and services described as demonstrable outputs?	☐	☐	
Is it clear which audience(s) the activities are to reach?	☐	☐	
Is the intensity and duration of activities appropriate for the targeted participants?	☐	☐	
Are program participants quantified as outputs? (number of participants, sessions etc.)	☐	☐	
Are all primary audiences included when specifying outputs?	☐	☐	

OUTCOMES	**Yes**	**No**	**Comments**
Is this truly an outcome and not an output?	☐	☐	
Is the outcome written as a change statement?	☐	☐	
Do outcomes address awareness, attitudes, perceptions, knowledge, skills and or/ behaviors?	☐	☐	
Is the outcome within the scope of the program's control?	☐	☐	
Can the outcomes be realistically achieved given program resources and reach?	☐	☐	
Does the highest-level outcome or impact benefit the community?	☐	☐	

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Logic Model Sharing Worksheet

Convene a group of stakeholders in your agency and take some time to review your sample logic model using the Logic Model Assessment Checklist.

Did anything emerge from the group conversation that was surprising to you or made you think differently about any aspect of your logic model?

Were other people at your agency interested in how logic models are being used in the RPE planning process?

Did your understanding of your program change in light of the discussion with other stakeholders?

Were the other stakeholders able to gain any insight into the program, or were they able to understand the program more fully in light of the logic model discussion?

Anything else?

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