

How I Learned to Stop Worrying and Love the Logic Model



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By the end of our time together today, participants should be able to:

- Identify LM components
- Identify ways a LM can be used to inform a SOW
- Describe the components of SMART objectives
- Use the SMART format to improve quality of objectives
- Identify factors that inform sexual violence prevention



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Components of a logic model

PROGRAM:

SITUATION:



INPUTS/RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<p>In order to accomplish our set of activities we will need:</p>	<p>In order to address our problem or asset we will need to conduct the following activities</p>	<p>The activities will result in the targeted participants having received the intended services, as evidenced by:</p>	<p>We expect that, when implemented, these activities will lead to the following changes:</p>	<p>We expect that, when implemented in their entirety, the ultimate achievement of the program activities will be the following:</p>

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

EXTERNAL FACTORS
 These are aspects external to the program that influence the way the program operates. These can include political environment, background and experiences of participants, media and policies.



Logic model development progress

- Where are you in your process? What have you done so far?
- What is your planned next step?
- Record answers (anonymously) on paper provided. (Please leave paper on your table when you leave.)



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Using a logic model to develop a SOW

- Strengthens program planning by ensuring it is explicit and connected to real world factors (assumptions, inputs/resources, external factors)
- Names what needs to be done (activities and outputs)
- Identifies what success/deliverables look like (outcomes and impacts)



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INPUTS/RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
In order to accomplish our set of activities we will need:	In order to address our problem or asset we will need to conduct the following activities	The activities will result in the targeted participants having received the intended services, evidenced by:	We expect that, when implemented, these activities will lead to the following changes:	We expect that, when implemented in their entirety, the ultimate achievement of the program activities will be the following:

ASSUMPTIONS

EXTERNAL FACTORS

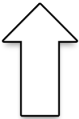
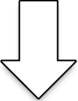
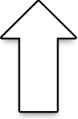
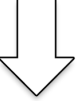
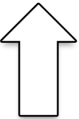
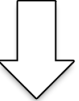

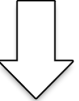

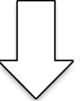
**Exhibit A
Scope of Work
November 1, 2012 – October 31, 2013**

GOAL # 1:			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
1. Staff Responsible:	1.1	1.1	1.1

PROGRAM:

SITUATION:



INPUTS/RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
 <i>Can inform</i> Scope of Work 	 <i>Can inform</i> Scope of Work 	 <i>Can inform</i> Scope of Work 	 <i>Can inform</i> Scope of Work 	 <i>Can inform</i> Scope of Work 
CONDITIONS OF PROGRAM IMPLEMENTATION	OBJECTIVES & ACTIVITIES	OBJECTIVES & DELIVERABLES	OBJECTIVES	GOAL

ASSUMPTIONS

FRAMEWORK FOR HOW and WHY PROGRAM IS EXPECTED TO BE EFFECTIVE

EXTERNAL FACTORS

CIRCUMSTANCES THAT WILL INFLUENCE EFFECTIVE IMPLEMENTATION



Components of a SMART objective

SMART objectives are:

- Specific
- Can be Measured
- Attainable
- Realistic
- Time-bound



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Using the SMART format to improve objectives

- Each group review the sample objective and answer the questions in the callout bubble
- Report back



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Objectives for your SOW

- Skim your SOW objectives and discuss the following questions with your group:
 - What changes, if any, do you plan to make to your objectives to make them more inline with the SMART format?
 - What changes will you make to your objectives so that they reflect the new funding allocation?
- Record answers (anonymously) on paper provided. (Please leave paper on your table when you leave.)



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Behind the logic model

- Factors that contribute to sexual violence prevention
 - Factors that facilitate sexual violence
 - Factors that mitigate sexual violence



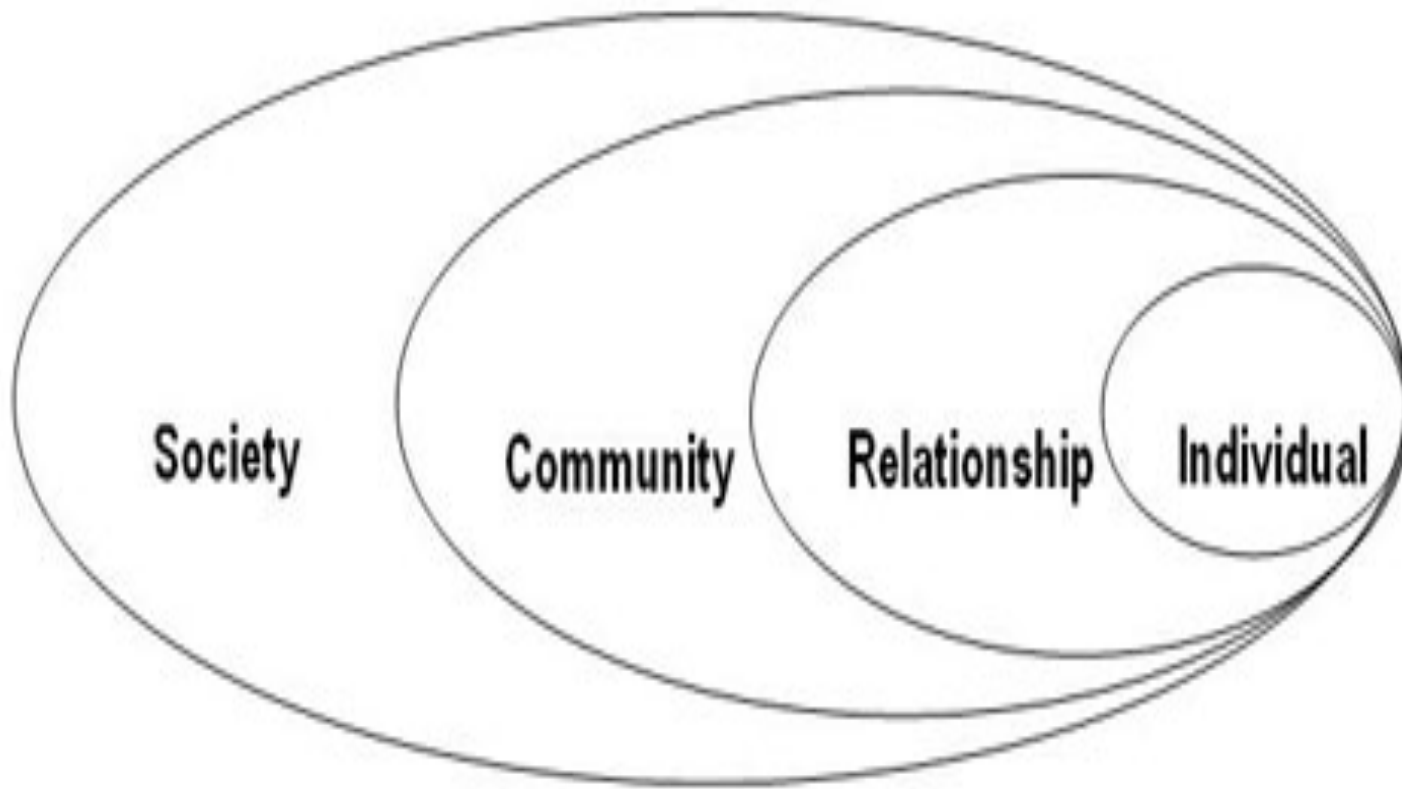
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Activity

- Discuss the conditions that you believe allow sexual violence to happen in your community
- Discuss the conditions that you believe inhibit sexual violence
- As a group, select at least 4 (2 facilitating and 2 inhibiting) factors for each level of the SEM and record those on the worksheet at your table



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Connecting your program to meaningful outcomes

- Select a few conditions (use the risk and protective factor handout if you so desire) that most align with your program objective
- Share the factors you selected and how they correlate with your program objectives and desired outcomes



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Contact us!!!!

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