
Bringing Your Logic Model to Life

**Presentation at the SRAE Grantee
Orientation and Training
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Agenda

- **How can a logic model help you?**
- **Table work: How does your logic model help you?**
- **Logic models for different audiences and purposes**
- **Table work: What audience and purpose is your logic model for?**
- **Diving deep into the elements of a logic model**
- **Table work: How do your logic model elements work for you?**

Starting Point

- **Have you updated your logic model since your application was submitted?**
 - If so, keep your hand up if you are the project director

- **Do you plan to update your logic model in the near future?**
 - If so, keep your hand up if you are the project director

How can a logic model help you?

A Logic Model Can Be Used as

- **A programming tool**
 - Maps out how activities are expected to lead to outcomes
 - Depicts the program and vision for stakeholders
 - Support communication among program staff and stakeholders
- **A continuous quality improvement (CQI) tool**
 - Identifies elements to monitor to ensure program quality
- **An evaluation tool**
 - Illuminates research questions of interest
 - Identifies what to measure and when to measure it
 - Highlights contextual factors that might come into play

Parts of a Logic Model

- **Vision**
 - Objectives and reasons for proposing the program
- **Assumptions**
 - Beliefs about how the program will work and supporting resources
- **Inputs – what we invest**
 - Organizational profile, collaborative partners, key staff, budget
- **Target Population**
- **Activities – what we do and who we reach**
 - Approach, including listing of key program components
- **Outputs – what we produce**
 - Direct products or deliverables from activities
- **Outcomes (short – learn; intermediate – action/behavior; long – condition)**

If ... Then and the Seven Parts

- If we have these **inputs** combined with these **assumptions**
 - Then we can do these **activities**
- If we do these **activities**
 - Then we have these **outputs**
- If we have these **outputs**
 - Then we expect to achieve these **outcomes** (short-term, intermediate, and long-term outcomes)
- If we achieve these **outcomes**
 - Then we have achieved our **vision** for this **target population**

Table Work – 5 mins

- Do you see the *if ... then* structure in your logic model?
 - If not, what can you change to help the reader see the *if ... then* structure?
- Are there any gaps in your logic that become clear when looking at the logic model with the *if ... then* lens?
 - If so, could you make changes to fill those gaps?

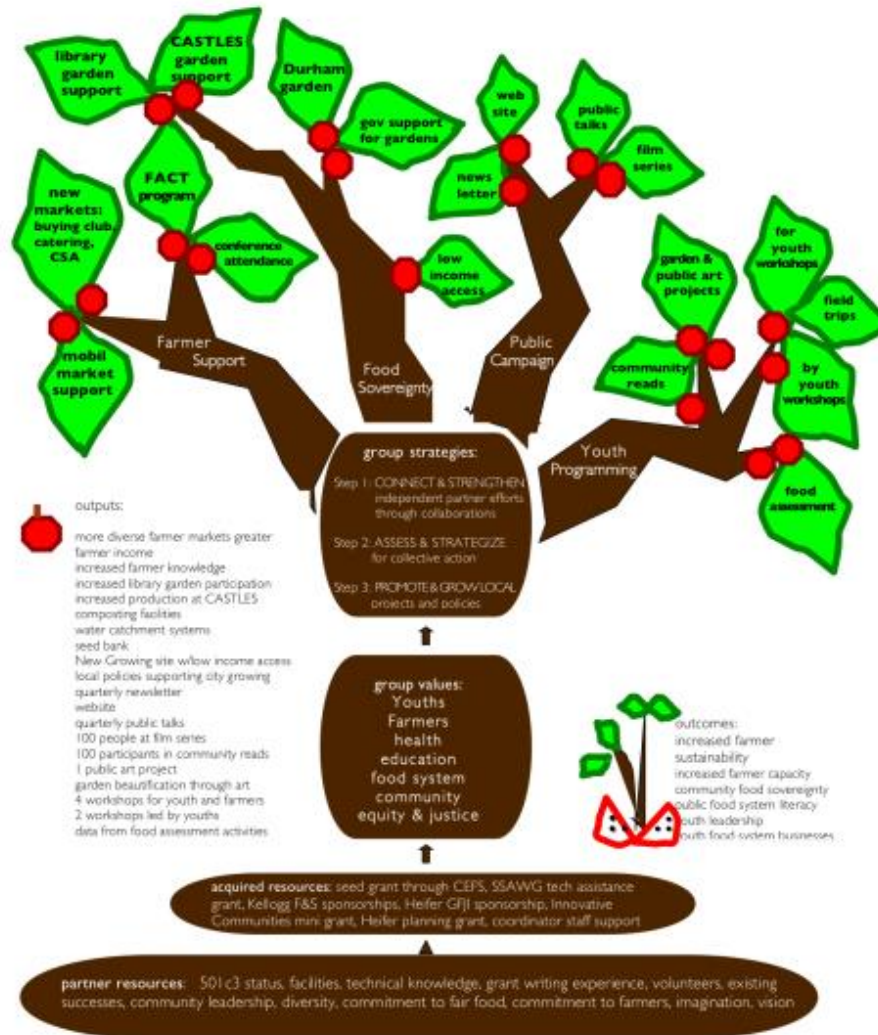
Logic models for different audiences and purposes

Logic Models: One Size Does Not Fit All

- **A program can, and maybe should, have more than one logic model**
 - One that is a full overview, and one (or more) with more details and a specific focus

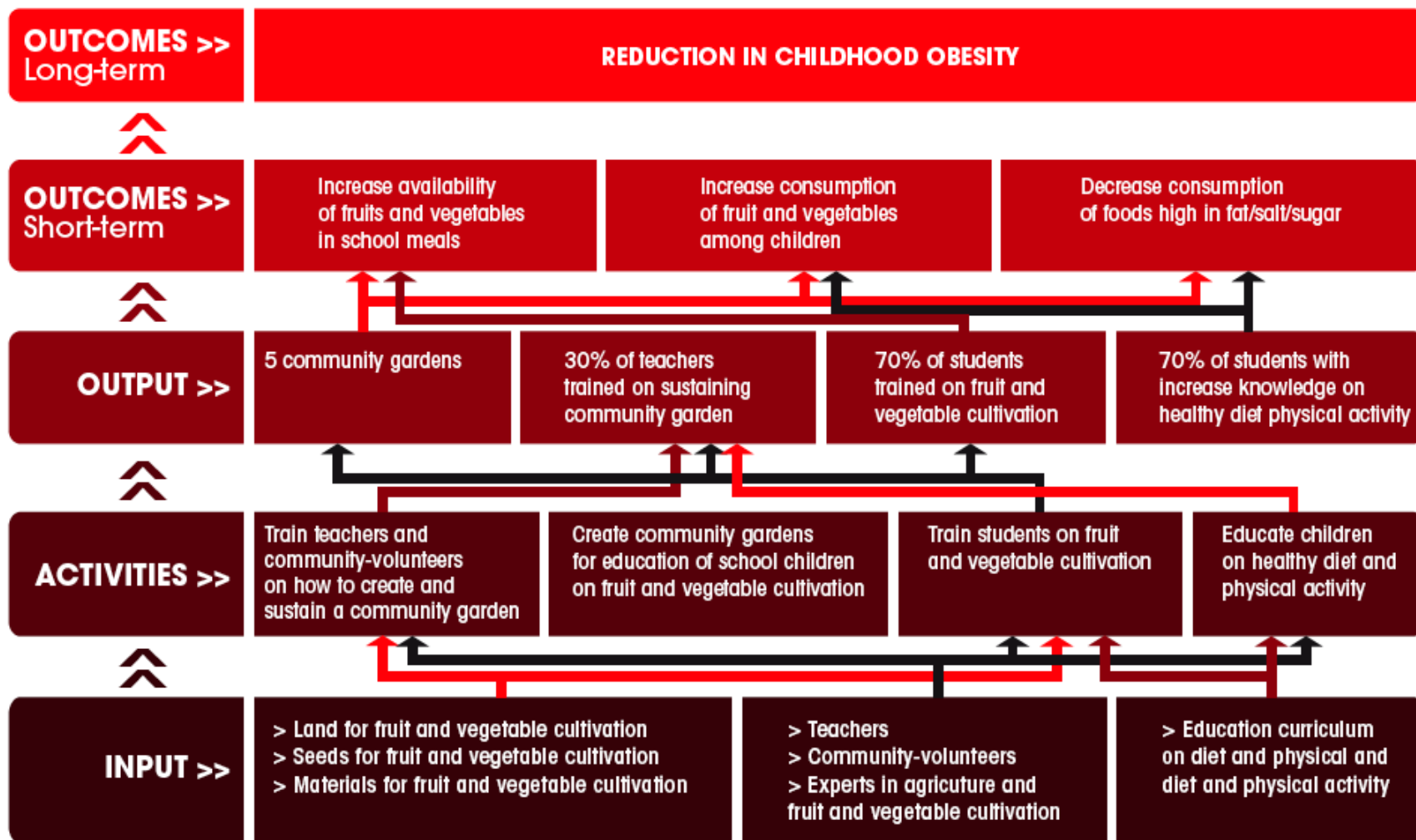
- **Different presentation possibilities**
 - Less detailed version to support discussions with funders and key stakeholders
 - More detailed version, with certain sections fleshed out or contained in their own logic model

Eye-Catching with Just Enough Detail to Support Discussions with Funders and Stakeholders

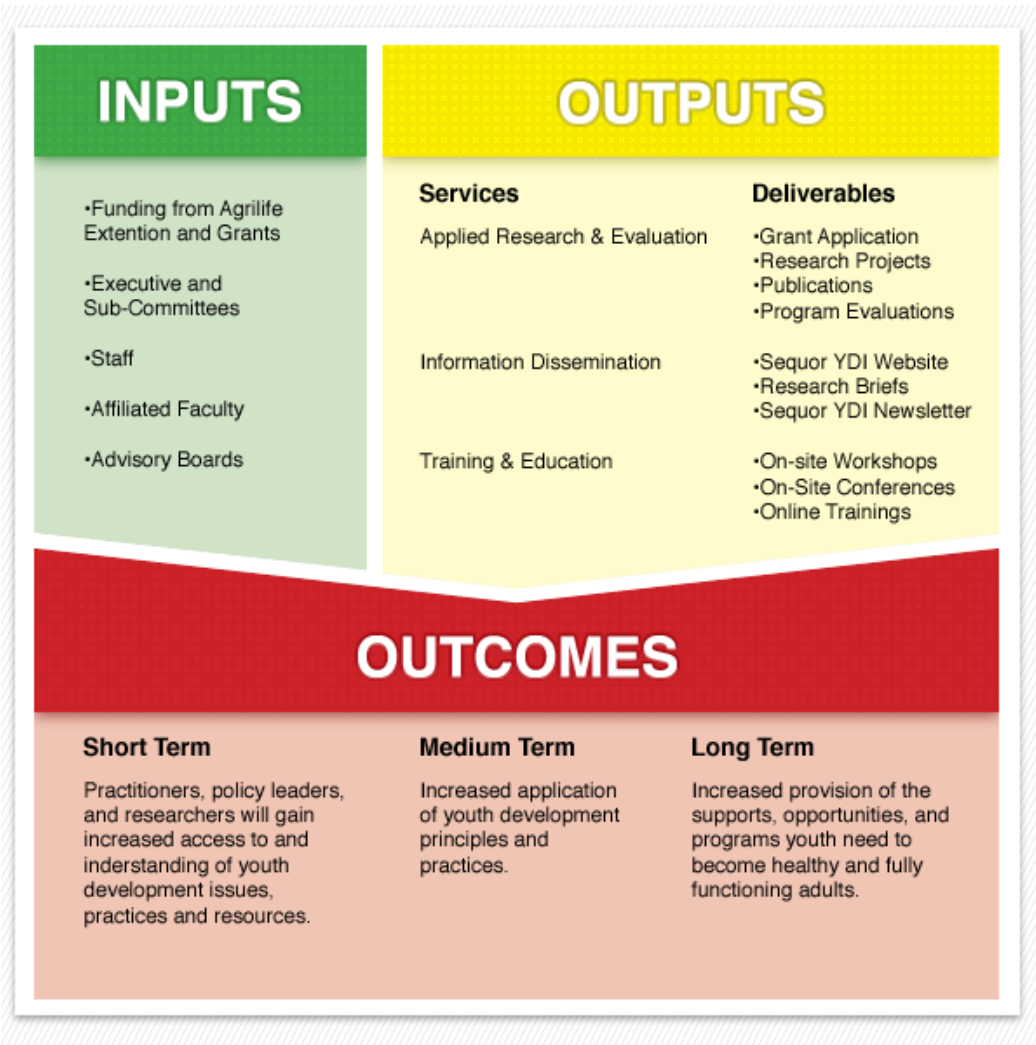


Source: [Wayne Food Initiative](#)

Plain, with Functional Details, which Highlight Options for Supplemental Logic Models



Straightforward and Initiative-Focused



Source: [Sequor Foundation](#)

Table Work – 10 minutes

- **Can you think of other presentations or supplemental logic models that could help your team?**
- **How can you use your logic model to help build support for your program with community leaders? Parents? Schools?**
 - What is likely to appeal to each group?
 - What could you change so it would appeal to them?
- **Could you use your logic model to support conversations about sustainability?**
- **Is there enough detail for someone to develop continuous quality improvement (or CQI) activities from your logic model? (We'll discuss CQI later today.)**
 - Would they get all the critical parts?

Diving into details on the elements of a logic model

Vision

- **A logic model should have a vision that includes objectives and gives a rationale for the program described in the logic model**
- **It should identify the particular problem the program is designed to address**
- **Questions to consider when developing a vision statement:**
 - **What is the problem or issue?**
 - **Why is it a problem? What are the causes?**
 - **Who is affected by this problem (individuals, households, groups, communities, etc.)?**
 - **What do we know about the types of people involved in the problem?**
 - **What does research and experience tell us about the problem?**
 - **What benefits to society will be achieved if the vision is achieved? (financial and non-financial)**

Assumptions

- **Beliefs held about the program, the people involved, and how the program will work**
- **Questions to consider:**
 - **Why do you think the program will work this way?**
 - **What is the basis for your beliefs? Research? Best practice? Experience? Local wisdom? Intuition?**
 - **Is there evidence that supports the theory of change in your logic model?**

Example Assumptions

1. Youth are engaged with partner agencies and can easily be referred to this program.
2. Parents and youth will want to engage in the program (and evaluation, if applicable).
3. The chosen curriculum is appropriate for youth in the target counties and supplemental content can be easily integrated.
4. Youth do not need transportation to attend after-school and weekend sessions.
5. Other agencies, for example mental and physical health clinics, will be able to serve participants, as needed.
6. Existing data collection systems are sufficient for continuous quality improvement and evaluation needs.
7. This program is a starting point, and youth will continue to participate in curriculum and activities that reinforce the messages of our program as they progress through school.

Table Work – 15 minutes

- **Does your vision:**
 - Focus on specific effects?
 - Identify the target population?
- **Is your vision:**
 - Free of jargon?
 - Concise and easy to understand?
- **Is your assumption list complete?**
 - Are the assumptions correct?
- **Do you need to update any of your assumptions in response to changes in the community? Partnerships? Funding resources?**

Outcomes: What Will Change?

- The intended changes or benefits, which could be changes in behavior, norms, decision making, knowledge, attitudes, motivation, skills, etc.
 - Immediate (or short-term) outcomes (learn)
 - Intermediate outcomes (action or behavior)
 - Long-term outcomes (condition)
- Questions to consider
 - What is or will be different as a result of the program?
 - What would be the headline of a news story on the program?
 - Why is the program being offered?

Create an Outcome Chain

- **Short-term outcomes can be linked to intermediate outcomes, which can be linked in turn to long-term outcomes**
- **Questions to ask:**
 - What are the important outcomes?
 - For every important outcome, what has to come before it? What comes after it?
 - When will the outcome be observable? Using what tool or measure?
- **Outcomes should be SMART**
 - **Specific:** Who or what is expected to change
 - **Measurable:** Can see, hear, count, or smell the outcome
 - **Attainable:** likely to be achieved
 - **Results-oriented:** meaningful, valued
 - **Timed:** to be completed in a set time frame

Example of an Outcome Chain

Output

Dynamic, engaging classroom lectures will be offered
Youth will participate in classroom lectures and activities
Interesting field trips will be offered, both to study something in situ and to see how science is a part of local businesses



Short-term outcome (learn)

Youth pass daily quizzes
Youth successfully complete extra credit assignments
Youth pass unit tests



Intermediate outcome (action/behavior)

Youth pass semester exams
Youth pass Biology for the year
Youth continue their science education in high school



Long-term outcome (condition)

Youth participate in the science fairs as a volunteer or judge
Youth pursue degrees in STEM
Youth pursue jobs in STEM fields

Outputs: What We Produce

- **Outputs lead to outcomes**
- **Outputs are direct products or deliverables that result from the activities**
- **Questions to consider**
 - **What do we do?**
 - **What do we offer?**
 - **Which outputs might be the focus of your CQI process? Why?**
 - **Are there outputs the evaluation might want to monitor? If so, which ones? What is the rationale for monitoring each output?**

Activities: What We Do and Who We Reach

- **Specific actions that use inputs to create outputs**
- **Questions to consider**
 - Are all critical activities represented?
 - Can a reader understand your program from the list of activities?
 - Can you see how each output is created?
 - Who is involved in, or touched by, your program activities?

Inputs: What We Invest

- **What needs to be invested to achieve outputs and outcomes?**
- **Inputs often hide a lot of things**
- **Might be good candidates for separate logic models**
 - **Staff certification**
 - **Data system**
- **Questions to consider**
 - **What staff are needed to provide the services?**
 - **What materials are needed to provide the services?**
 - **What partnerships are needed?**

Table Work – 15 minutes

- Can you identify outcome chains in your logic model?
- Do the outcome(s) lead to achieving the vision?
- Can you think of any inputs you are missing?
- Are the critical outputs identified? Do they have all the necessary inputs? Can you tie them to outcomes?
- Are there aspects of the program that program staff will need to unpack for evaluators?
- Can an evaluator build an outcome chain to help draft instruments or identify needed program or administrative data?

Things to Consider

- **Logic models should be living documents**
- **Logic models can serve multiple purposes**
 - **Do you have enough detail in your logic model(s) to achieve your goals related to program implementation, continuous quality improvement, and evaluation?**
 - **Do you need more than one logic model? If so, what does each logic model focus on? How do they connect?**

For More Information

- **The Exchange**
<https://teenpregnancy.acf.hhs.gov/resources/using-your-logic-model-guide-your-project>
- **Kellogg Foundation (KF) *Logic Model Development Guide*. 2004.** <http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx>
- **University of Wisconsin-Extension. *Enhancing Program Performance with Logic Models*. 2003.**
<http://www.uwex.edu/ces/pdande/evaluation/pdf/lmcourseall.pdf>
- **Education Logic Model Application available at:**
<http://www.relpacific.mcrel.org/PERR.html>
- **Logic Model Builders available at:**
https://www.childwelfare.gov/management/effectiveness/ogic_model.cfm