Introduction to Logic Models

January 31, 2019

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Training Overview

- What is a logic model?
  - What goes into it?
  - What is it good for?

- How do I build a logic model for my program?
  - Review components & examples
  - Practice modeling exercise

- Reflections and Q&A

- Wrap-Up and Evaluation
  - Performance Measurement training on February 20, 9-11 AM

Before we begin…

- All slides will be posted on the MUW website within 1 week of this training.

- The slides include active links to resources used in this training; download the slides and click the links to access tools, templates and more.

- The "Logic Model Workbook" inside of your packet is a wonderful resource – use it!

- This training is focused on logic models. Contact MUW for additional program evaluation support.

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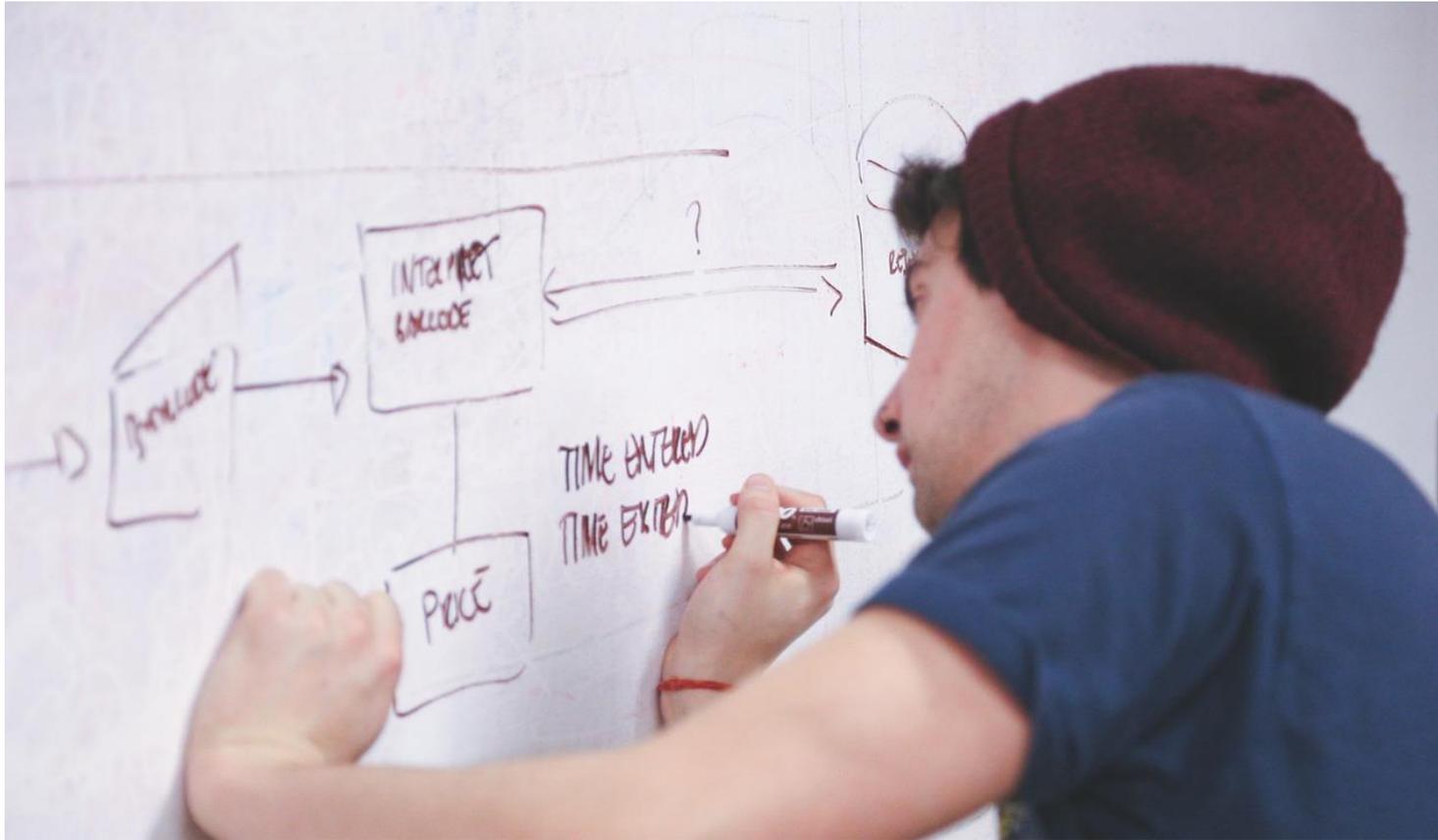
What is a Logic Model?

- <u>Definition</u>: "Graphic representation of a program showing the intended relationships between investments and results." [(Source)](Source)

- Also known as...
  - Logical framework
  - Theory of change
  - Program matrix
  - Scary diagram thing

What goes into a Logic Model?

<u>Simplest Form</u>

Inputs		Activities		Outcomes

What went into the program?

What did the program do?

What difference did it make?

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If you don't know where **you are going**, you might wind up **someplace else.**

– *Yogi Berra*
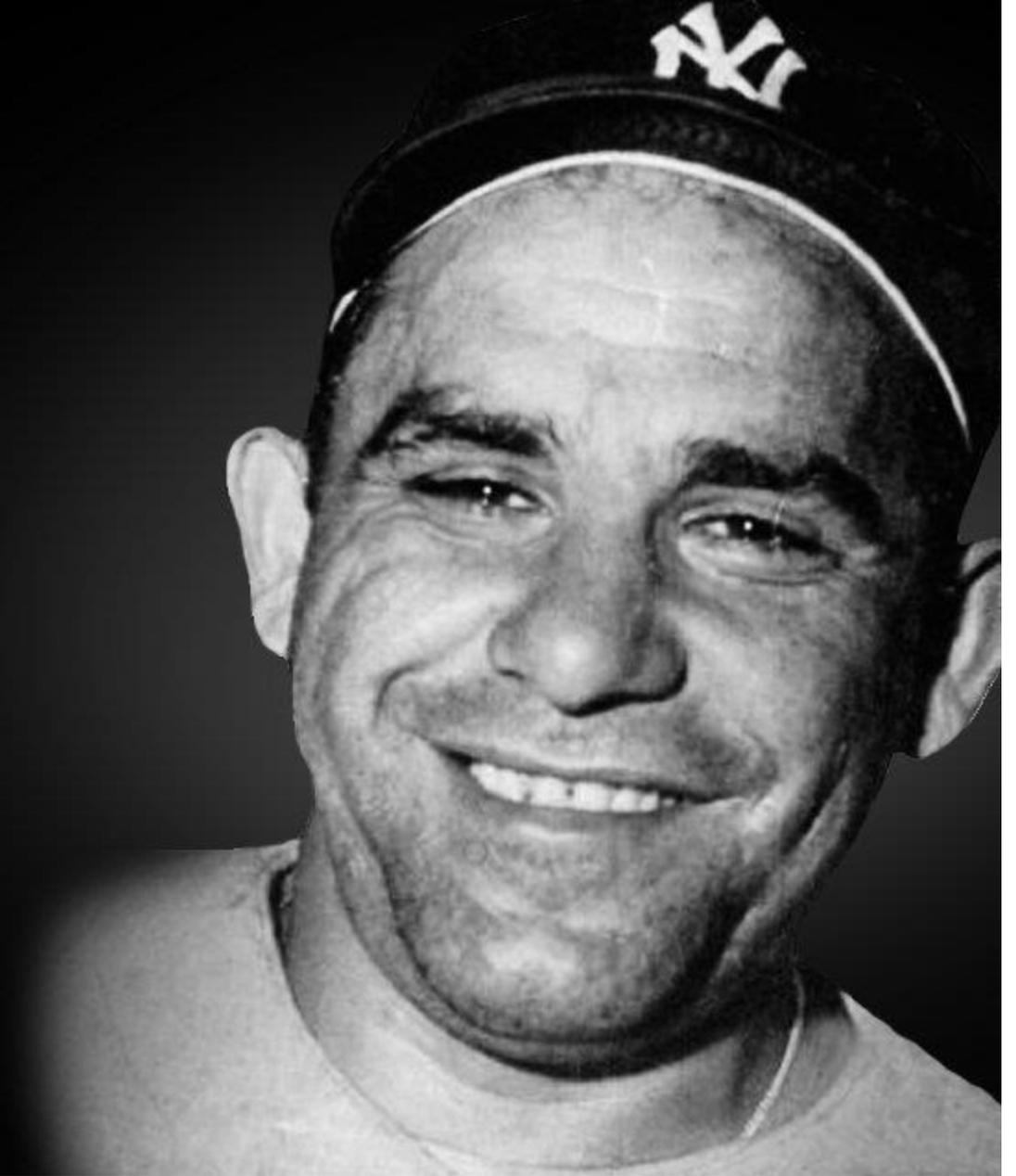
AZ QUOTES

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What is a Logic Model good for?
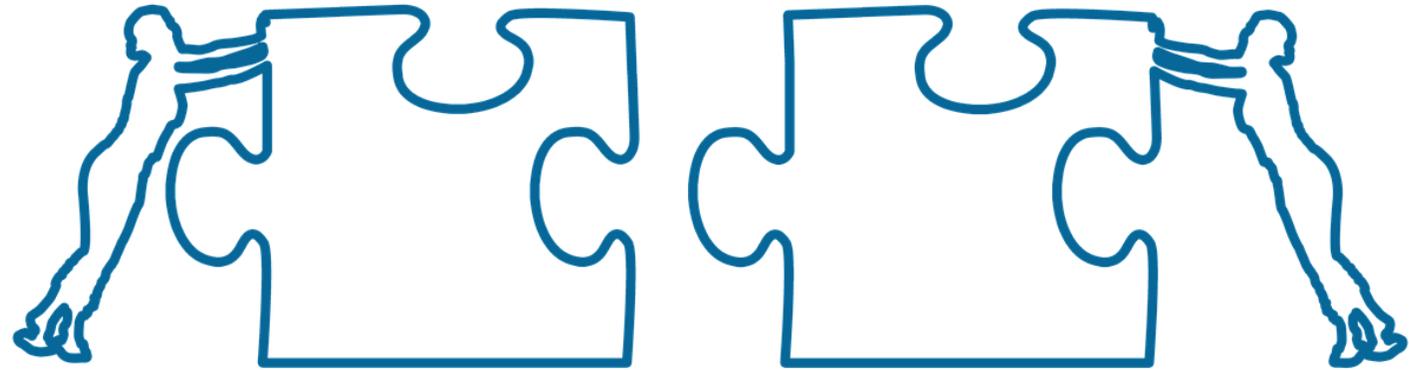
- Program planning
- Program management
  - Informs data collection & evaluation
  - Basis for work plans or project plans
  - May influence budget
- Communications
- Consensus-building
- Fundraising

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Part of a Basic Evaluation/Quality Improvement Framework

PLANNING PHASE

Goal 1: Create Learning Context

Goal 2: Identify Information Gaps

Goal 3: Develop pilot evaluation plan

PILOT PHASE

Goal 4: Assess feasibility

Goal 5: Improve discovery plan

QUALITY IMPROVEMENT PHASE

Goal 8: Address QI opportunities

Goal 9: Evaluate QI intervention

DISCOVERY PHASE

Goal 6: Address Information Gaps

Goal 7: Identify QI opportunities

Source: Jim Fauth & George Tremblay, Behavioral Health Institute, Antioch University New England

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How do I build my own logic model?

TIP: Refer to the Logic Model Workbook for more details and examples!

Pick a Focus

- Develop a <u>problem statement</u>
  - Clearly articulate the problem your program is trying to solve
  - Using quantitative and qualitative data, answer:
    - What is the need/problem? How do you know it is a need/problem?
    - What is the target population that you are trying to help?
    - Is the problem/need urgent? Why does it need to be addressed now?
  - *Also referred to as "issue statement," "statement of need" or "situation"*

- Identify the program <u>goal</u>
  - Ask the Question: What is this program trying to accomplish?
    - The answer to this question is the solution to the problem statement (above), and serves as the goal
  - *Also referred to as "objective" or "priority"*
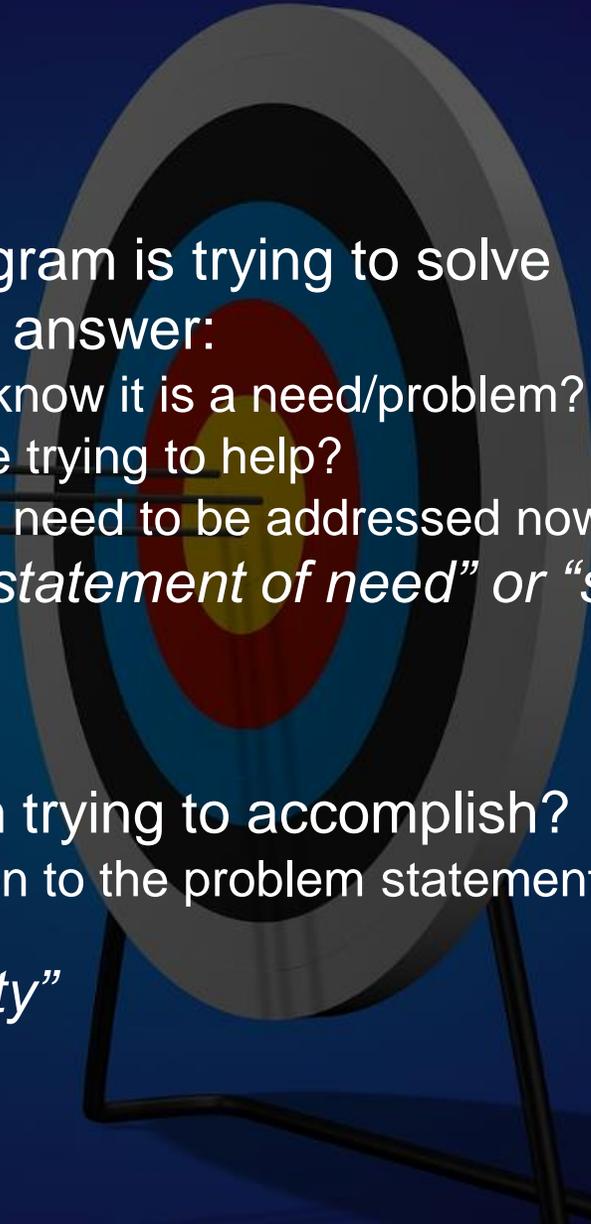
Example: *Read to Succeed! Project*

Problem Statement

Anytown Middle School has 276 students, of which 59 have been determined to be at risk in their reading performance for a variety of reasons including learning disabilities and other economic and language-based difficulties. Anytown Middle School is eligible for Title 1 funds and if these students are not given an opportunity to improve their reading skills they are, as studies show, more likely to be truant and drop out of school.

Goal

The goal of the Read to Succeed! Project is to enable at risk students and students with learning and reading disabilities to improve their reading skills to the point where they can succeed in school and develop the reading skills that will prepare them for high school and post secondary education.

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Consider the Inputs

- Identify the <u>resources</u> and investments needed to enact the program

- May want to separate resources into "have" and "need" headings

- Consider:
  - Human resources – staff, volunteers, consultants, etc.
  - Financial resources – operating budget, grants, fundraisers, etc.
  - Space – office and other facilities
  - Technology – computers, communications infrastructure, etc.
  - Other – printers, copiers, program-specific materials or equipment

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Name the Activities

- List the activities that are needed to implement the program
- *Also referred to as "processes," "methods" or "strategies"*
- Activities listed in Logic Model should be strategic and related to the outcomes; avoid writing laundry list of all program activities
  - Logic Model ≠ Work Plan
- <u>Examples</u>
  - Distribute program brochure
  - Offer professional development trainings to program staff
  - Run workshops for clients

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Determine the Outputs of the Activities

Examples

Activity: Distribute program brochure to local businesses
➔ **Output**: 500 brochures distributed to 35 businesses

Activity: Provide professional development training to program staff
➔ **Output**: 3 trainings provided to 10 staff

Activity: Hold workshops for clients
➔ **Output**: 12 workshops held, 300 total clients served

- Outputs are the measurable, tangible and direct results (or projected results) of program activities
  - *Also known as "deliverables," "units of service" or "products"*

- Outputs lead to desired outcomes, but are not themselves the changes you expect the program will produce

- Output statements do not speak to program quality

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Identify Outcomes

- Outcomes express the **results that the program intends to achieve** if implemented as planned
  - Can be short-term, intermediate and/or long-term
  - Program does not necessarily need to be able to measure all outcomes on its own

- Capture **changes that occur** or the **difference that is made** as a result of the program
  - <u>Changes in Learning</u> - New/increased knowledge or skills; changes in attitude or values
  - <u>Changes in Action</u> - Modified behavior or practices; changed decisions or policies
  - <u>Changes in Condition</u> - Human, economic, civic or environmental

- Be clear about who or what will experience the outcome
  - Clients? Families? Community? System? Organization?

Capture the Context

- List the <u>assumptions</u> that tie the program elements together, which may include beliefs/ideas about:
  - The problem statement/situation
  - The program and/or how it operates
  - The people involved and how they learn/behave
  - The knowledge base behind the program
  - The resources available to the program

- List the <u>external factors</u> that influence the program, over which you have little/no control. These may include:
  - Community demographics
  - Economic factors
  - Political environment
  - Cultural milieu
  - Media coverage of the issue

In constructing a Logic Model, these contextual pieces are sometimes combined.

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Program Goal: To improve the oral health of low-income children who receive primary care in a community health center

Resources

Dental Clinic Coordinator

Community Health Director

Staff dentist

Staff pediatrician

Medical providers

Money for supplies

Activities

Training
- Develop curriculum
- Two one-hour didactic trainings to medical providers in oral health assessment
- One-on-one training to medical providers on oral health

Outreach
- Order dental supplies for packets
- Make up packets
- Distribute to parents at end of each visit

Outputs

Training
# of two-hour trainings held
# of one-on-one trainings held
# of medical providers trained

Outreach
# of parents/children receiving packets

Outcomes

Medical providers demonstrate accurate oral health assessment, education and prevention activities

More children receive high-quality oral health assessment, education and prevention activities during well-child visits

Parents/children are more knowledgeable about oral health and caring for children's teeth

Reduced incidence of caries in children at the community health center

Examples

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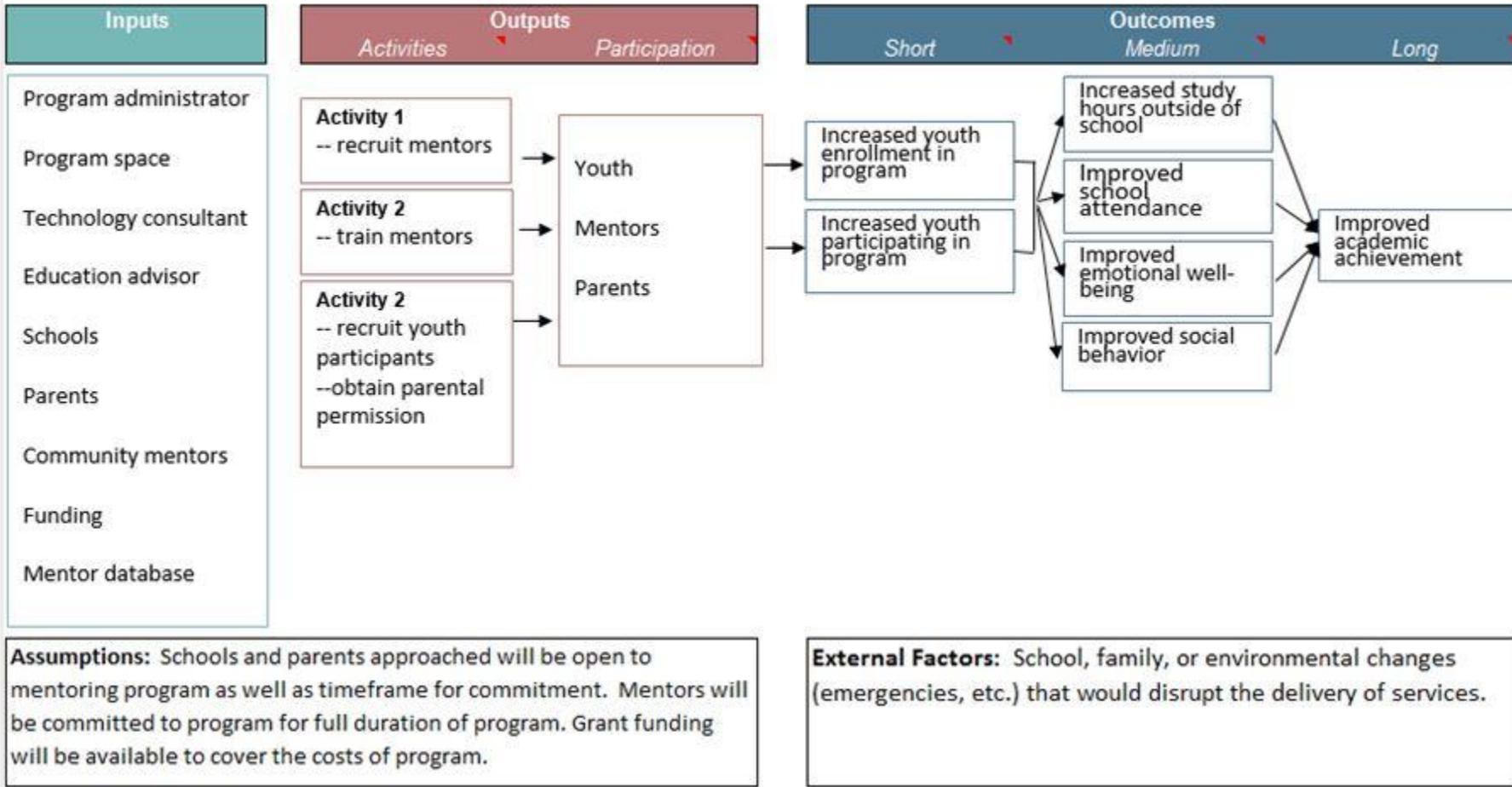
Examples

Sample Logic Model: Dusk to Dawn Project

Inputs	Activities	Reach	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes
Staff Internet access Garlic Computer Projector Holy water Protective stakes	Evening hands-on training on MedlinePlus and PubMed Start a 12-hour "Dusk to Dawn" health reference hotline	4 classes to reach 50% of Internet savvy vampires (approx. 25% of overall vampire population)	Sunnydale vampires found their MedlinePlus/PubMed classes to be engaging and relevant to their "lives." Sunnydale vampires demonstrate that they learned how to find needed resources in PubMed and MedlinePlus	Sunnydale vampires use MedlinePlus and PubMed to research current and new health issues for themselves and their brood	Vampires have improved health and even longer lives. Healthier vampires form stronger bonds with their human community and there is less friction between the two groups.

Assumptions			External Factors		
Vampires will be willing to share health issues (or weaknesses) with human librarians Librarians will sign up to teach vampires, even though risky			The Golds Gym teaches self-defense against vampires classes Vampires have self-help groups that meet secretly in their lairs that discuss health concerns There is a historic lack of trust between vampires and humans in Sunnydale		

Examples

RBA & Logic Models

Results-Based Accountability (RBA)
framework for performance measurement:

How much did we do?

How well did we do it?

Is anyone better off?

Logic Model framework

Inputs | Activities | Outputs | Outcomes
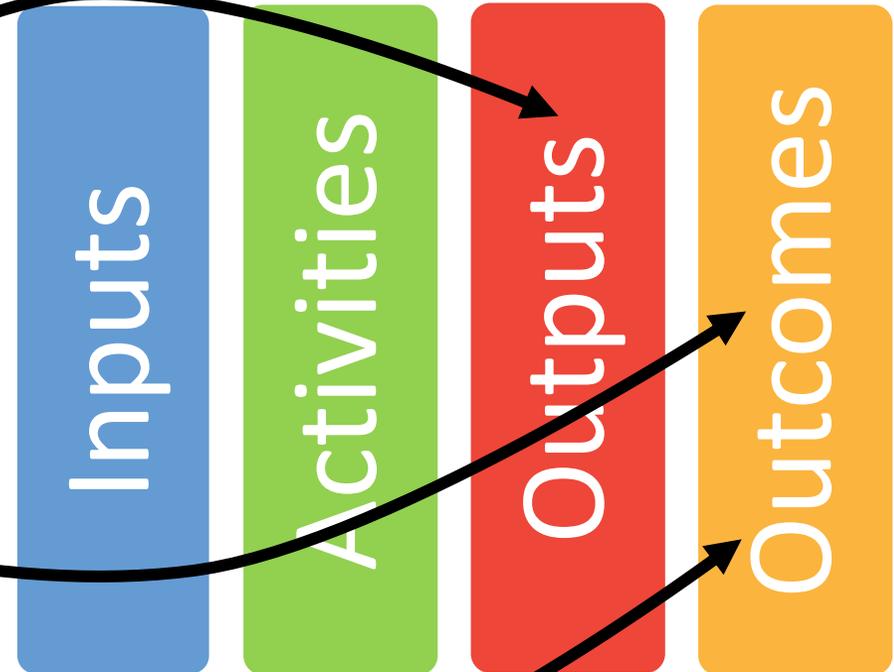
Your Turn!

Practice building *one layer* of a logic model

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Modeling Exercise Instructions

- Partner with another program (all staff from a program stick together; find another program to partner with)
- You have 50 minutes – 25 minutes for each program – to create *one layer* of a logic model
- Focus on a specific program or policy
- Use Logic Model Template provided to complete *a few boxes*
- Work from program ends (Outcomes) to beginnings (Resources/Assumptions) and complete the following:
  - **Outcomes:** Identify ONE short-term outcome that your program aims to achieve within one year
  - **Activities:** Identify no more than TWO activities designed to directly achieve that outcome
  - **Outputs:** Identify ONE output for EACH activity listed
  - **Resources:** List THREE or FOUR key resources necessary to effectively implement those activities
  - **Assumptions:** Identify ONE assumption that underlies your model
- Help your partner think through the steps; document work in the Logic Model Template
- MUW staff will move around to consult & keep track of time
- Raise your hand if you need assistance

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Reflections

- What did you learn?

- What went well?

- What was challenging?

- Where could you use more support?

Resources

- Logic Model Workbook (provided at training) – *Innovation Network*
- Developing a logic model: teaching and training guide – *University of Wisconsin System*

Fillable Templates

- Logic Model Workbook Template (Word) – see pages 21-22
- Logic Model Table Template (Word)

Upcoming Trainings

Performance Measurement Training: *February 20, 2019 from 9-11 a.m.*

- Understand the differences between indicators, measures and metrics, and learn how to develop strong performance measures to evaluate the outputs and outcomes of your program. Get hands-on support at this skill-building training.

MUW Funding Application Tips & Tricks: *March 6, 2019 from 9-11 a.m.*

- If your nonprofit program is considering applying for MUW funding for 2020, this session is for you! Join MUW staff to learn tips & tricks on writing a strong application for funding.

To register, to go: www.muw.org/2019trainings

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For more assistance with Logic Models, contact Nikki Sauber

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