Logic Models

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Session objectives

- Understand what a logic model is and why it's so useful
- Distinguish between outputs and outcomes
- Gain clarity and confidence for creating (or refining) a logic model for your program
- Begin the process of creating (or refining) your logic model

Disclaimer: If you already have a logic model

- Encourage you to take a second look at it
- Talk about how you are using it with your organization
- Stay tuned for now getting everyone on the same page
- Share your logic model in small group

What is a Logic Model?

- One-page description of your program that shows the connection between day-to-day activities, resources and your outcomes and mission
- A chart, illustration or table
- Living document!

Logic Models are AWESOME!!!!

SHARED VISION

• If developed or reviewed regularly by stakeholders, gets everyone on the same page and working together

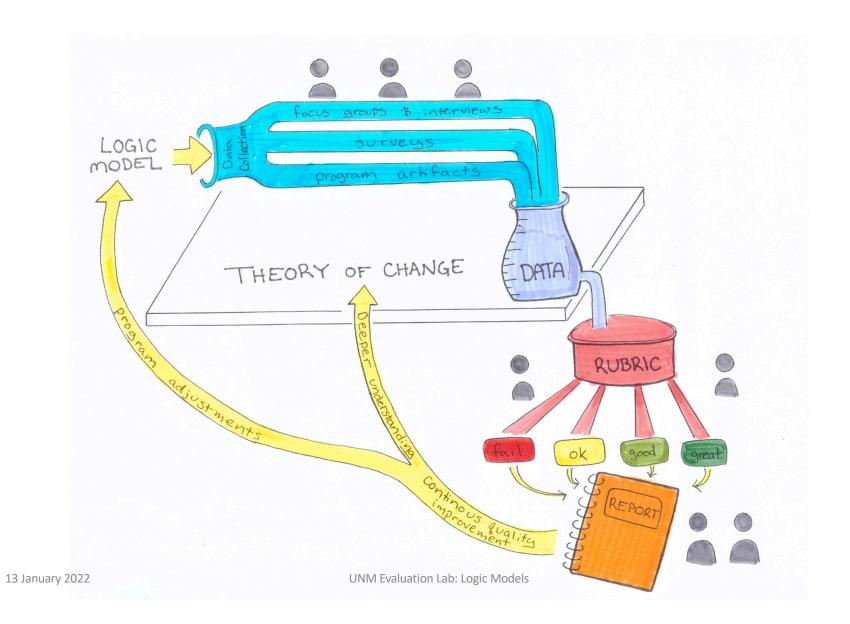
ROAD MAP for Evaluation

- Tells you exactly what to track
- Provides guidance for how to become even more effective

COMMUNICATES your program succinctly to public and funders

LOGIC

Helps you figure out if your program makes sense!



Logic Model components

A logic model will highlight and link:

Resources and inputs

Activities

Outputs

Short- and long-term Outcomes

and articulate:

Assumptions – beliefs

External Factors – barriers

Goal: Host a birthday party for a dear friend/family member.						
Resources What you need	Activities What you do	Outputs Evidence that you did activities	Outcomes How your program affects participants			
			Short-Term (at end of party)	Long-Term (in the future)		
Host Birthday Person Venue/space Food & cake Tables & chairs Decorations Games Funding Music Piñata & candy	Eating Singing "happy birthday" and cutting the cake Opening gifts Beating the Piñata Dancing Playing games	# of guests who attend # of gifts (maybe) # of games available to guests % of food and cake eaten vs. left- over Engagement: # of people dancing, playing games Enthusiasm Atmosphere Welcoming Comfortable	The birthday person feels special & happy Attendees have a good time	The birthday person has a positive memory of your party The party makes a positive impact on guests – people use your party for ideas for their own parties		
Assumptions: Culture – it's culturally appropriate to celebrate the way you've planned The birthday person WANTS to be celebrated (and celebrated in the way you've planned/organized) The resources you have and activities you've planned meet the preferences and needs of the guests			External Factors: COVID Food allergies/restrictions Maybe the day you've chosen is popular and there are several other events happening – guests will have to choose between your event and others Funding/space limitations or availability			

Outcomes =

Changes in participant behavior
Knowledge
Skills
Level of functioning
Outlook
Life trajectories

Outcomes are the evidence that your program is making a difference.

Outcomes

Short-term Outcomes:

 What you want to see for a participant on the day he or she completes your program

Long-term Outcomes:

 What you hope participants take with them into the future.



- The birthday person feels special & happy
- Attendees have a good time

Long-term Outcomes:

- The birthday person has a positive memory of your party
- The party makes a positive impact on guests – people use your party for ideas for their own parties

Resources =

The things and people that you need to operate your program:

- **Space** for staff meetings, client meetings, storage, group activities, etc.
- **Funding** Grants and donations Funding sources.
- **Staff** Administrative, operations, legal
- Training for new staff, certifications, licensing
- Etc.

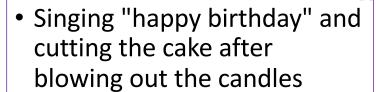
- Host
- Birthday Person
- Venue/space
- Food & cake
- Tables & chairs
- Decorations
- •Games
- Funding
- Music
- Piñata & candy

Activities =

What you are doing when your program is happening:

- Classes
- Counseling
- Home visits
- Events
- Etc.

Eating

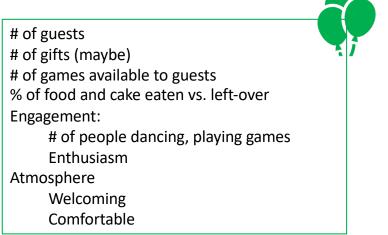


- Opening gifts
- Beating the Piñata
- Dancing
- Playing games (yard games, board games, etc.)

Outputs =

Activities happened!

- # of participants
- # of events
- # of meals served
- Engagement
- Trust built



Outputs are the evidence that you are doing what you planned to do.

Outputs versus outcomes

OUTPUTS: You did your program!

```
# of guests
# of gifts (maybe)
# of games available to guests
% of food and cake eaten vs. left-over
Engagement:
# of people dancing, playing games
Enthusiasm
Atmosphere
Welcoming
Comfortable
```

OUTCOMES: Your program made a difference!!

The birthday person feels special & happy

Attendees have a good time

The birthday person has a positive memory of your party

The party makes a positive impact on guests – people use your party for ideas for their own parties

Assumptions

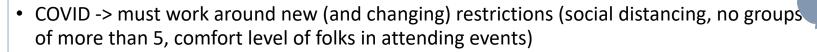
Beliefs you have about what will work and why



- Culture it's culturally appropriate to celebrate the way you've planned
- The birthday person WANTS to be celebrated (and celebrated in the way you've planned/organized)
- The resources you have and activities you've planned meet the preferences and needs of the guests

External Factors – Barriers

What might limit or be an obstacle to success?



- Maybe the birthday persons or guests have food allergies/restrictions that mean modifications or alterations to your menu
- Maybe the day you've chosen is popular and there are several other events happening guests will have to choose between your event and others
- Funding/space limitations or availability

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Logic model template

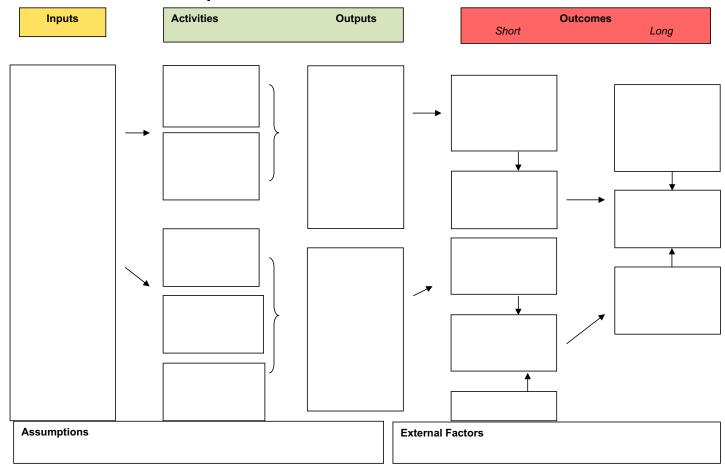
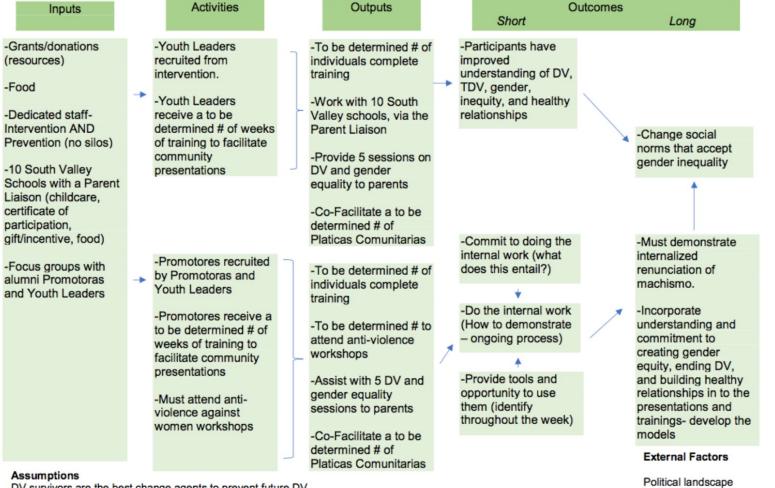


Figure 1. Logic Model for Prevention Programs



DV survivors are the best change agents to prevent future DV. Survivors of Childhood Domestic Violence (CDV) ARE survivors.

One cannot unlearn a behavior in just one "touch"/session. Must have multiple touches/sessions (amount TBD).

Logic Model

from Enlace

Comunitario

Logic model template

Resources/ Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	
Assumptions:			External Factors:		

RESOURCES & INPUTS

- Physical Space Location supported by survey data
- Furniture, Computers, Lockers. Kitchen, shower access
- Donations
- Internet Access
- · Staff and Partners
- · Youth Advisory Council
- School partnerships
- · Bilingual staff (English & Spanish)
- Clear purpose for youth involvement
- Governmental support
- · Local and national consultation
- Youth peer supports
- Peer Support paid positions & structures of support for positions
- Training resources
- Bus passes
- Community partnerships & resource coordination

personal development and growth.

YOUTH ADVISORY COUNCIL

"The voice of Youth BLAST;" advocacy, leadership, research, service development & peer support

- · Youth leadership pathways
- · # of youth active in the council
- Youth contributions to space, programs, policies, etc.
- · # of events & meetings attended to represent YB

Safety & **Basic Needs**

informed

outreach

judgmental,

physically safe

place; LGBTQI

inclusive; no-

discrimination

management

Distribution of

· Group meals

creeper list

Safety planning

· Harm reduction

· Data tracking on

youth needs

· Bus passes

Bad guy/

basic necessities

Non-

Case

Effective, youth-

Relationships · Nurtured Heart

Approach

Therapeutic

supports

Promoting

(safety,

belonging,

inclusivity)

Games, social

activities &

leadership

events

Trauma-

Youth

positive culture

Mastery

Empowerment

- system navigation
- Career exploration
- Job development

- opportunities informed
- routines & communication Community
- building & engagement opportunities

- Physical & artistic expression life skill
- development Resource &

- Life skill coaching STD Counseling/ testing / referral
- Harm reduction
- Legal rights knowledge & access to legal representation Emotional
- literacy Health & wellness practices

- Youth Advisory Council
- Paid Youth **BLAST Peer** Advocates
- Internship opportunities
- Youth BLAST representation at community meetings
- Access to a diversity of leadership opportunities
- Community & coalition building; advocacy.

OUTCOMES OUTPUTS

- # of Youth Attending
- # referred by other youth
- Positive relationship & engagement
- Supportive, inclusive & safe environment
- # of youth connected to other support services
- # participating in Youth BLAST activities # of formal
- partners # of monthly
- activities # of peer supports
- # of community meetings with Youth BLAST representation
- Program evaluation plan informed and facilitated by young people.

- · Youth basic needs are
- Decrease in youth homelessness
- · Youth develop their own goals & path for
- Youth know their rights
- Youth use their voice (strategic sharing, advocacy, peer support, language)
- Young people given space to express & celebrate themselves
- · Paradigm for supporting young people is redefined
- Model for youth-driven and community collaborative initiatives
- Increase community's understanding of young people's needs
- · Reduced stigma
- Increased community involvement
- · Policy Change
- Create networks/ communities of support
- Improved sense of safety & belonging
- Improved connectedness to peers, adults and community supports

ASSUMPTIONS & VALUES: Young people have the power and capacity to be the author and hero of their own journey. A "one-stop-shop" model increases access for youth to engage in opportunities for their development. Creating a sense of safety, belonging and inclusivity lead to positive engagement and authentic relationships that are a catalyst for

Youth BLAST PARTNERS

Shared vision; Clarity of expectations regarding partnership continuum; Mutuality & reciprocity of support; Cross training opportunities in core models, practices & knowledge; Regular Youth BLAST partnership and stakeholder meetings; Courageous conversations to keep strong/healthy partnerships; Partners represent Youth BLAST in community meetings; Processes for on-boarding new partnerships to support the collective

Getting started

Choose single program or whole organization

Today*

- 1. Outcomes
- 2. Activities
- 3. Outputs

This month's org mission time* (before next Eval Institute):

- 4. Resources
- 5. Assumptions
- 6. Barriers

^{*}May be aspirational: go at your own pace!

Let's do this!

2:30-2:55pm Define outcomes with your colleagues, facilitators available!

2:55-3:05pm BREAK

3:05-3:35pm Share work (small groups)

3:55-4:00pm Define activities & outputs with your colleagues, facilitators available!

4:00-4:10pm BREAK

4:10-4:40pm Share work (small groups)

4:40-5:00pm Debrief & Survey (all)

2:30-2:55pm Define OUTCOMES with your colleagues

Templates at <u>evallab.unm.edu</u> → Eval Institutes

Facilitators are available to help!

2:55 - 3:05 PM BREAK

3:05 – 3:35 Share work with small groups

Small group breakout room Come Pop back to back in share with ?s Meet with your colleagues

Templates at <u>evallab.unm.edu</u> → Eval Institutes

3:35-4:00pm
Define activities
& outputs with
your colleagues

Facilitators are available to help!

4:00 – 4:10 PM BREAK

4:10 – 4:40 Share work with small groups

Small group breakout room Pop back to back in share with ?s Meet with your colleagues

4:40-5:00pm Debrief / What's Next / Feedback

• Debrief: reflections

What's next

Between now and February 10

Org Mission Time: complete logic model draft!!!

February 10, 1:00-3:00 PM — Eval Institute #2

Measuring What Matters with rubrics

February 15, 9:00-10:30 AM

First ECHO Learning Community

Feedback



Thank you! See you February 10!

https://www.surveymonkey.com/r/7S963KW