

Logic Models

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UNM Evaluation Lab: 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

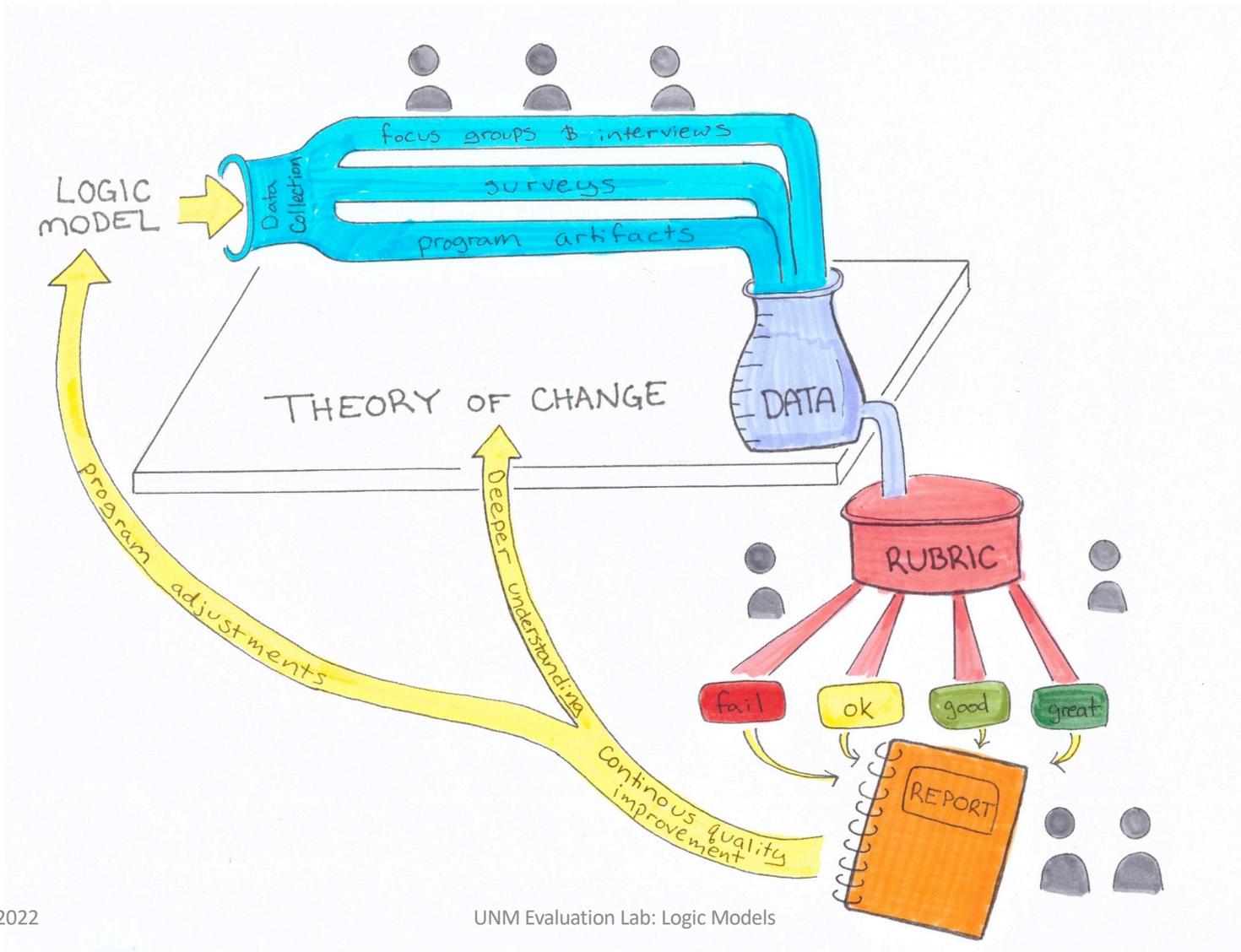
ROAD MAP for Evaluation

- 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.

Short-term Outcomes:

- 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
 - Singing "happy birthday" and cutting the cake after blowing out the candles
 - 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



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

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?

- COVID -> must work around new (and changing) restrictions (social distancing, no groups of more than 5, comfort level of folks in attending events)
- 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





Goal: Host a birthday party for a dear friend/family member.

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Logic model template

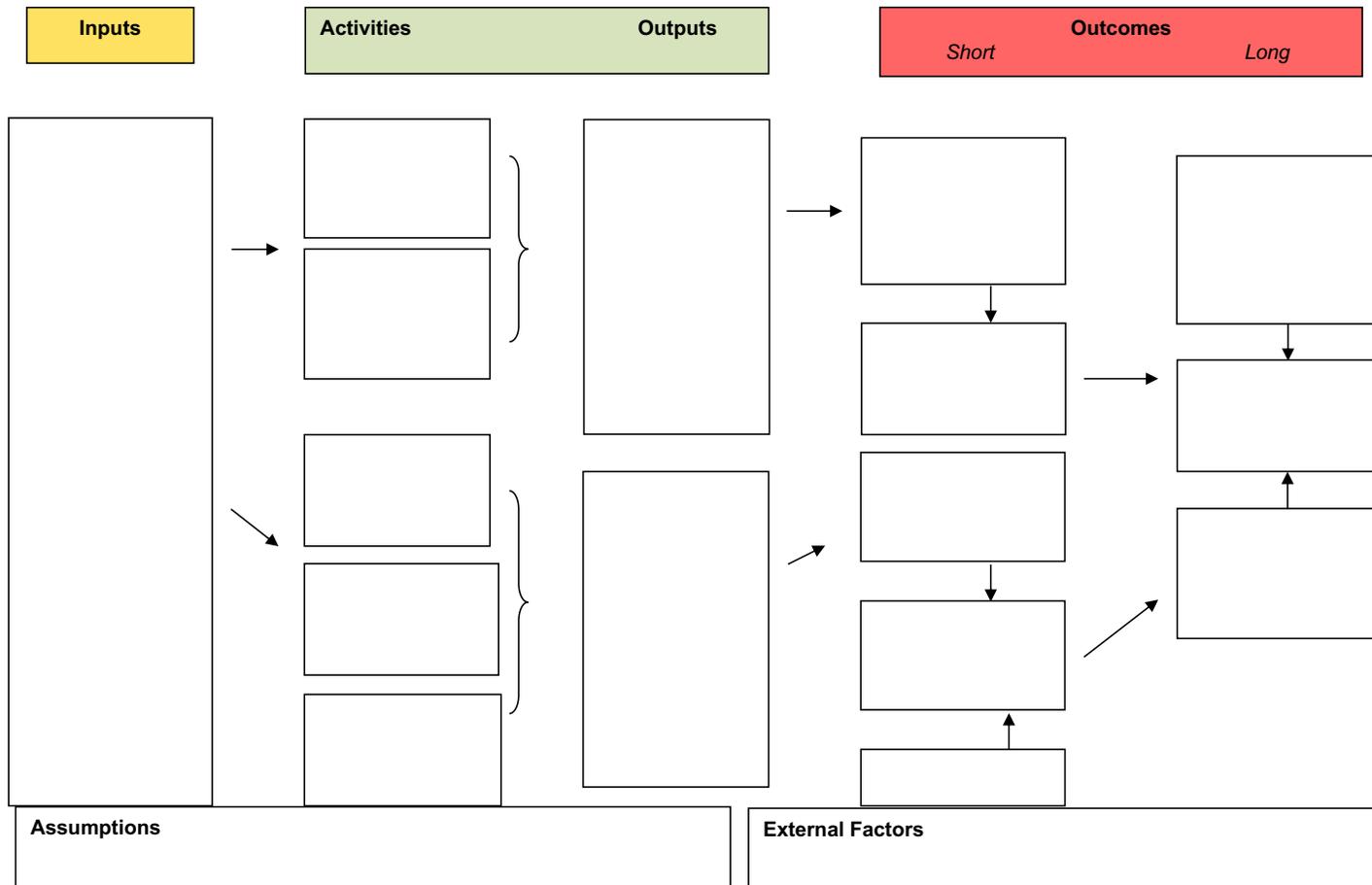
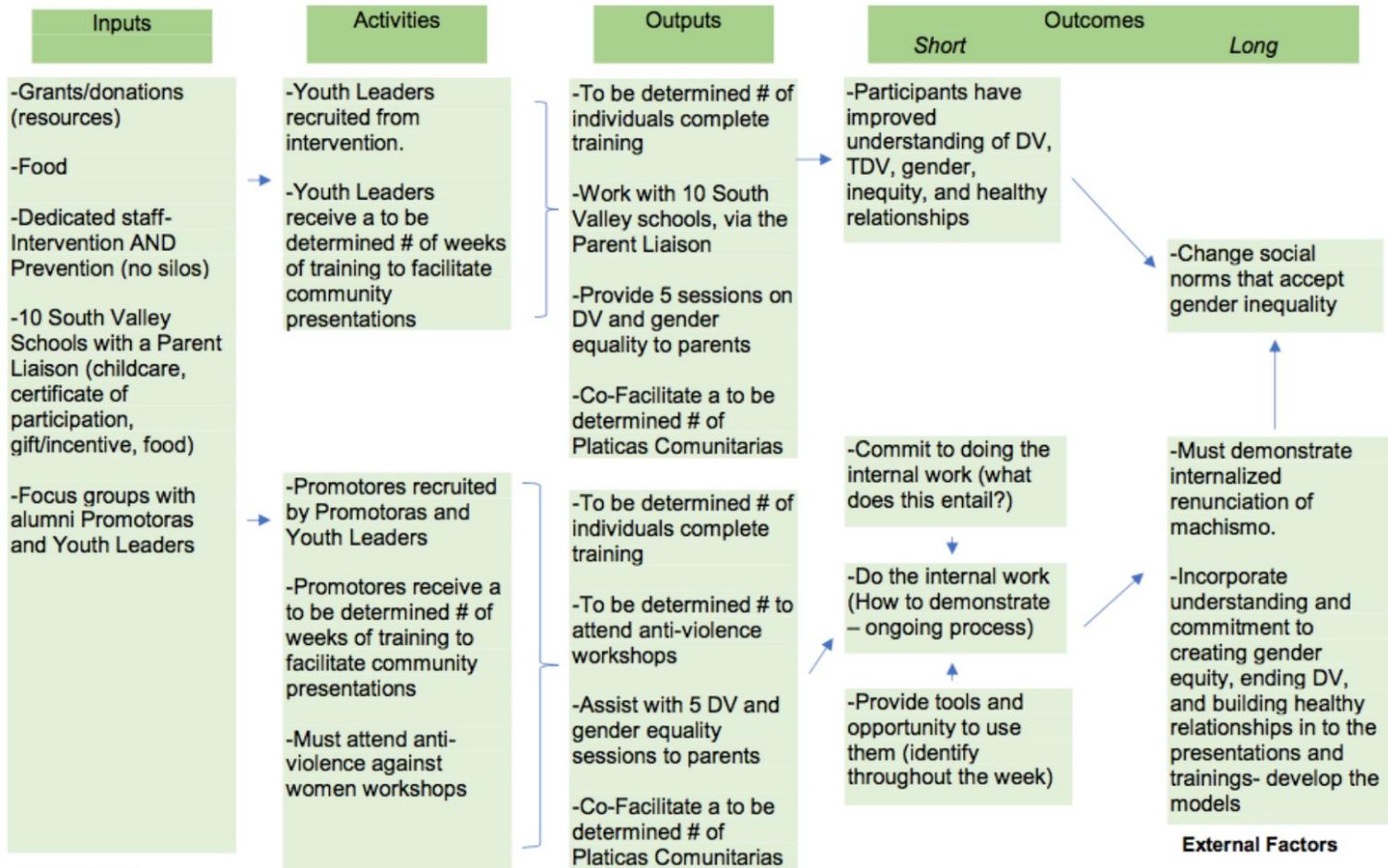


Figure 1. Logic Model for Prevention Programs



Assumptions

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).

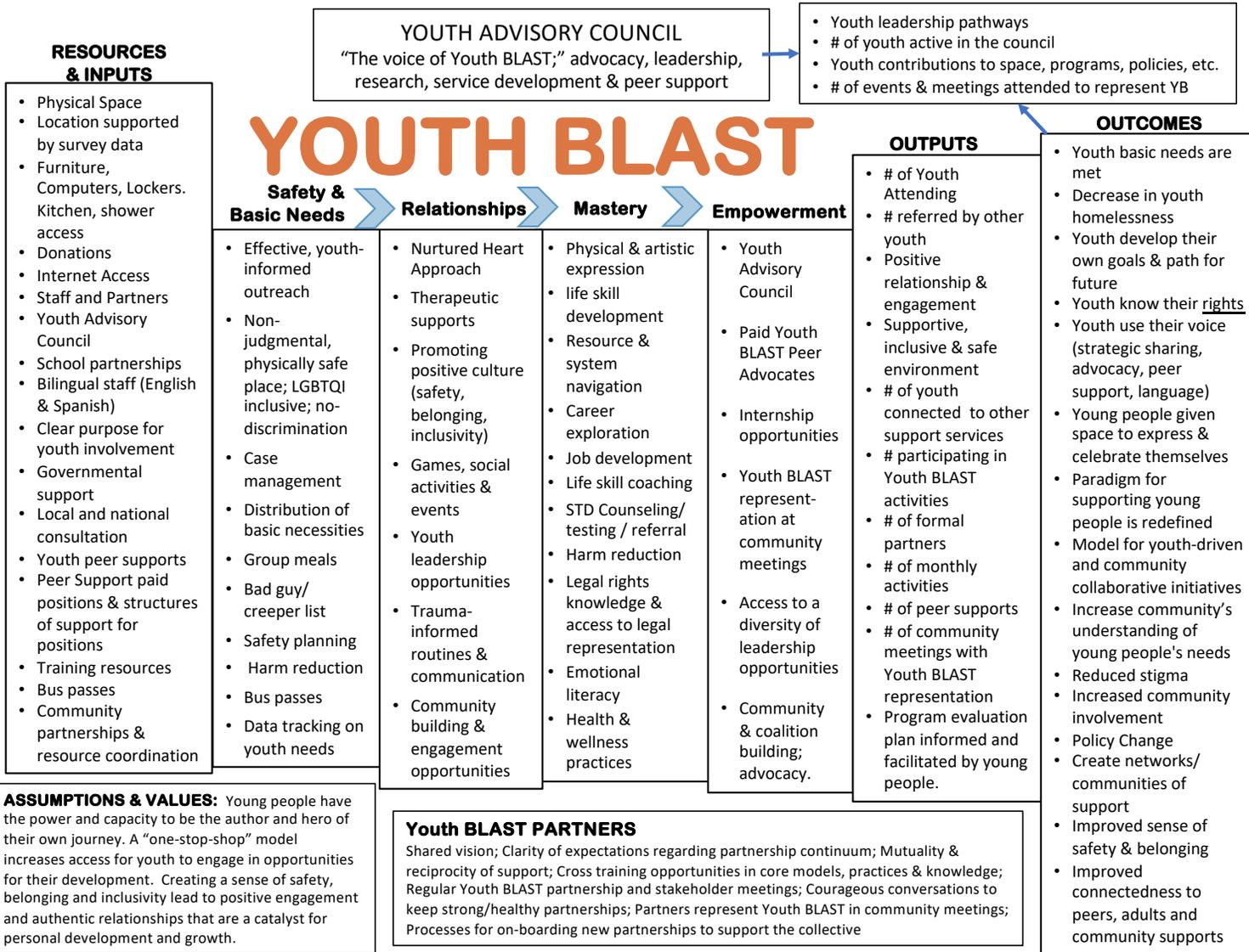
Logic Model from Enlace Comunitario

External Factors

Political landscape

Logic model template

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



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!

Small Groups / Breakout Rooms

- 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)

Blue = plenary
Purple = small groups
Green = take a break
Orange = work on your own

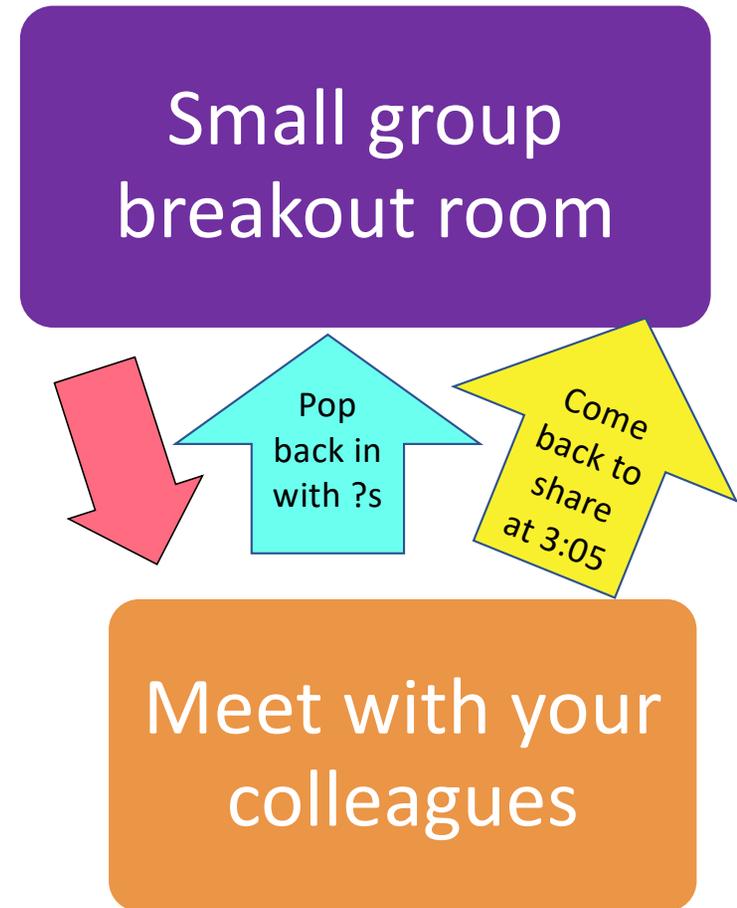
2:30-2:55pm
Define OUTCOMES
with your
colleagues

Templates at evallab.unm.edu → Eval Institutes

Facilitators are available to help!

2:55 – 3:05 PM BREAK

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



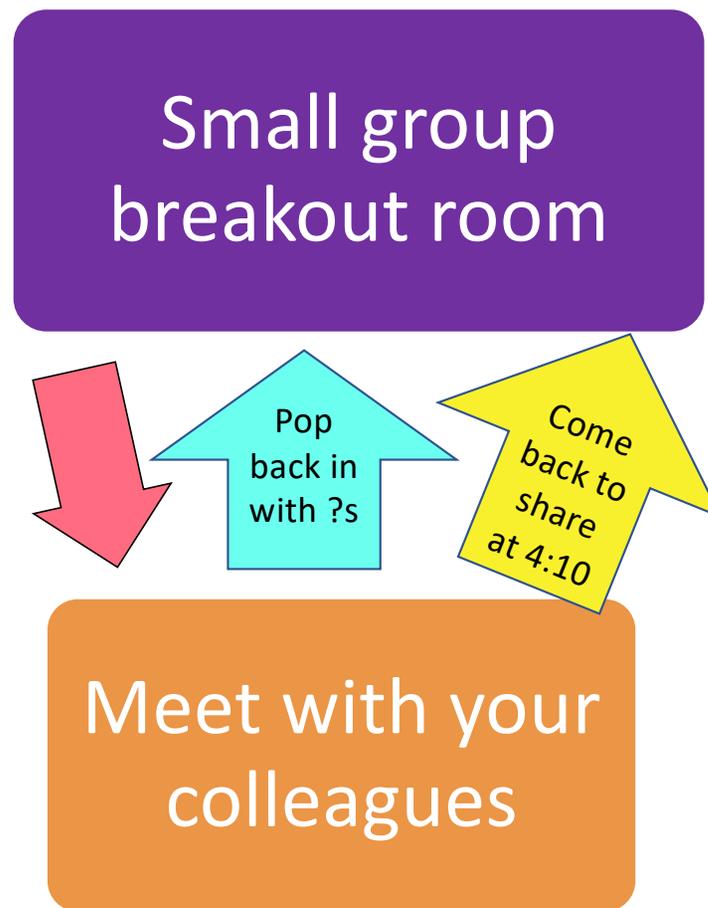
Templates at evallab.unm.edu → Eval Institutes

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



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



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

Thank you!
See you February 10!