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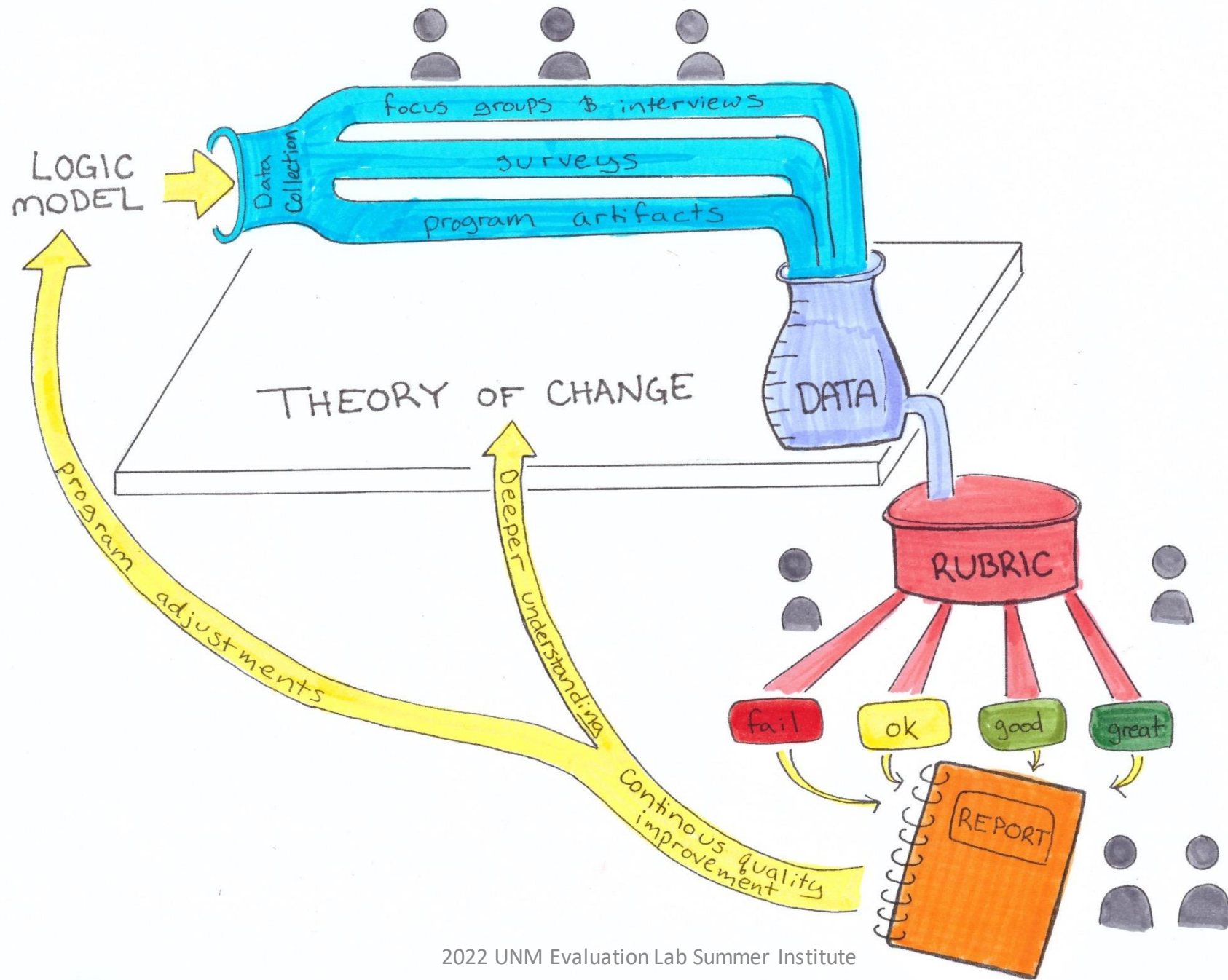
ROAD MAP for Evaluation
- Tells you exactly what to track
- Provides guidance for how to become even more effective

COMMUNICATES your program succinctly to public and funders

LOGIC
- Helps you figure out if your program makes sense!

2022 UNM Evaluation Lab Summer Institute

Logic Model components

A logic model will highlight and link:

Resources and inputs

Activities
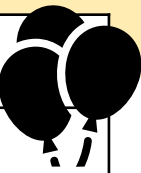
Outputs

Short- and long-term Outcomes

and articulate:

Assumptions – beliefs

External Factors – barriers

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

Resources	Activities	Outputs	Outcomes	
What you need	**What you do**	**Evidence that you did activities**	**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.**

Resources What you need	Activities What you do	Outputs Evidence that you did activities	Outcomes How your program affects participants	
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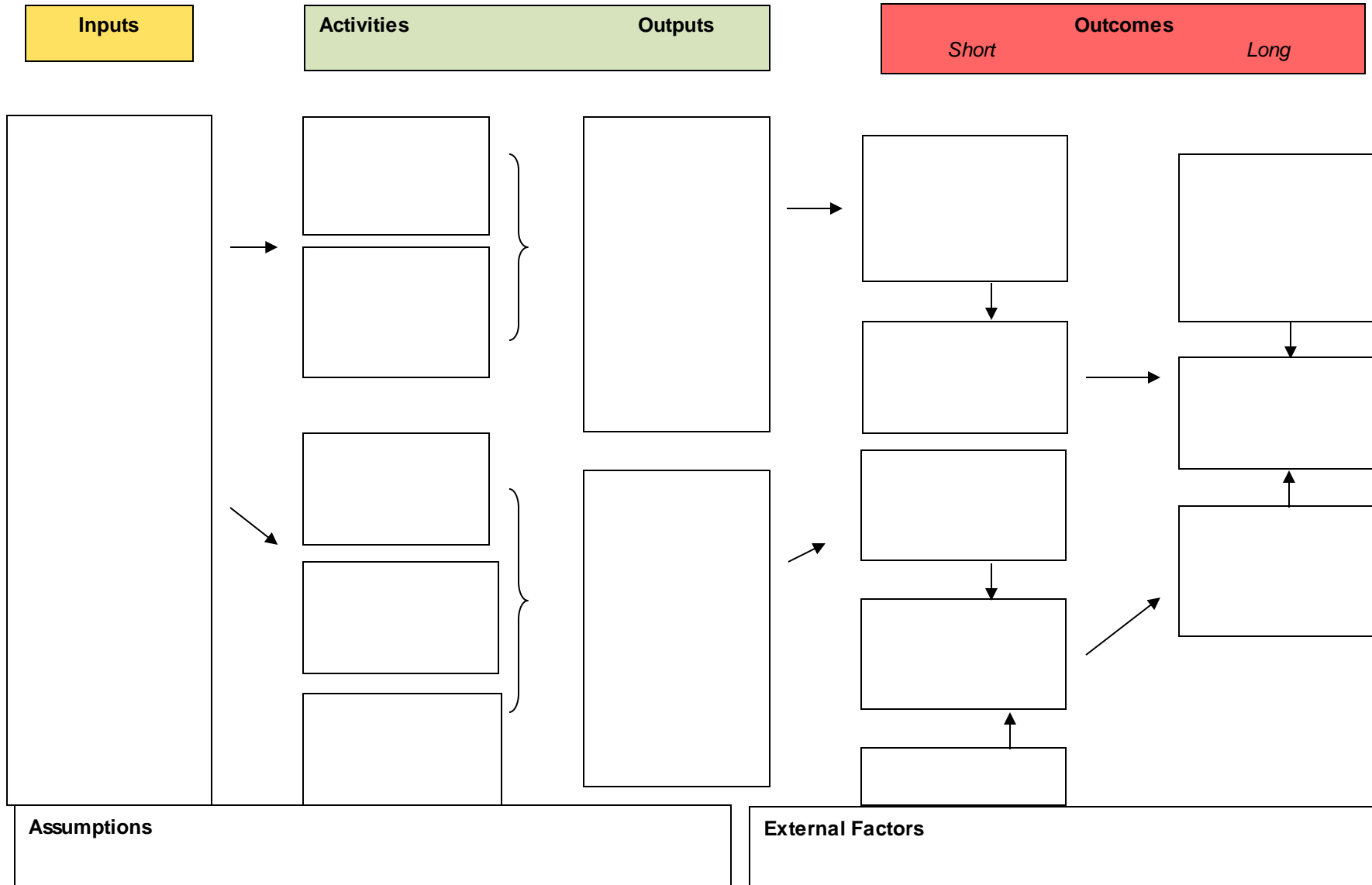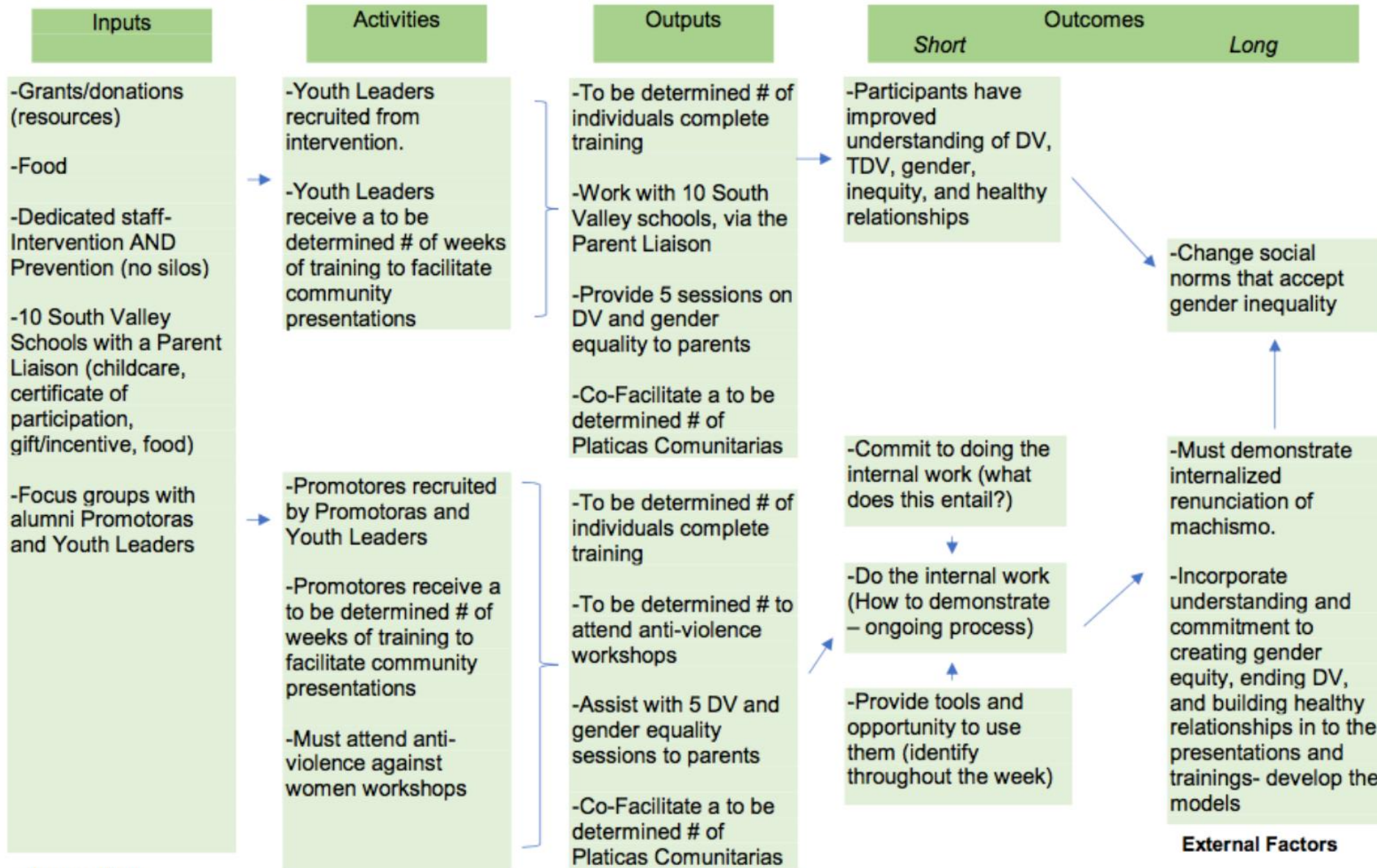
Logic model template

Figure 1. Logic Model for Prevention Programs

Logic Model from Enlace Comunitario

Inputs	Activities	Outputs	Outcomes Short	Outcomes Long
-Grants/donations (resources) -Food -Dedicated staff-Intervention AND Prevention (no silos) -10 South Valley Schools with a Parent Liaison (childcare, certificate of participation, gift/incentive, food) -Focus groups with alumni Promotoras and Youth Leaders	-Youth Leaders recruited from intervention. -Youth Leaders receive a to be determined # of weeks of training to facilitate community presentations	-To be determined # of individuals complete training -Work with 10 South Valley schools, via the Parent Liaison -Provide 5 sessions on DV and gender equality to parents -Co-Facilitate a to be determined # of Platicas Comunitarias	-Participants have improved understanding of DV, TDV, gender, inequity, and healthy relationships	-Change social norms that accept gender inequality
	-Promotores recruited by Promotoras and Youth Leaders -Promotores receive a to be determined # of weeks of training to facilitate community presentations -Must attend anti-violence against women workshops	-To be determined # of individuals complete training -To be determined # to attend anti-violence workshops -Assist with 5 DV and gender equality sessions to parents -Co-Facilitate a to be determined # of Platicas Comunitarias	-Commit to doing the internal work (what does this entail?) -Do the internal work (How to demonstrate – ongoing process) -Provide tools and opportunity to use them (identify throughout the week)	-Must demonstrate internalized renunciation of machismo. -Incorporate understanding and commitment to creating gender equity, ending DV, and building healthy relationships in to the presentations and trainings- develop the models

External Factors

Political landscape

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 template

Resources/ Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes

Assumptions:

External Factors:

YOUTH BLAST

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

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

Safety & Basic Needs
- Effective, youth-informed outreach
- Non-judgmental, physically safe place; LGBTQI inclusive; no-discrimination
- Case management
- Distribution of basic necessities
- Group meals
- Bad guy/ creeper list
- Safety planning
- Harm reduction
- Bus passes
- Data tracking on youth needs

Relationships
- Nurtured Heart Approach
- Therapeutic supports
- Promoting positive culture (safety, belonging, inclusivity)
- Games, social activities & events
- Youth leadership opportunities
- Trauma-informed routines & communication
- Community building & engagement opportunities

Mastery
- Physical & artistic expression
- life skill development
- Resource & system navigation
- Career exploration
- Job development
- Life skill coaching
- STD Counseling/ testing / referral
- Harm reduction
- Legal rights knowledge & access to legal representation
- Emotional literacy
- Health & wellness practices

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

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.

OUTCOMES
- Youth basic needs are met
- Decrease in youth homelessness
- Youth develop their own goals & path for future
- 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 personal development and growth.

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 – Your turn!

1. Outcomes
2. Activities
3. Outputs
4. Resources
5. Assumptions
6. Barriers

Choose single program or whole organization

*May be aspirational: go at your own pace!