

LOGIC MODELS

An Introduction to Crafting a Logic Model for Your Program

LEARNING OBJECTIVES:

By the end of this presentation, you will have learned:

- What a THEORY OF CHANGE logic model is
- The individual components of a logic model
- How to *begin* to build a logic model for the CCMHB

CCMHB CAN ALSO HAVE A LOGIC MODEL?

- Logic Models can be used to guide action at multiple levels
 - Programs
 - Agencies
 - Boards
 - Funders

PART I: WHAT IS A THEORY OF CHANGE LOGIC MODEL?

This section will define and elaborate on the purpose of and benefits to using theory of change logic models

IMPORTANT TERMS

Theory of change: A description of how and why a set of activities are supposed to lead to certain outcomes

- Visual Representation

Outcomes: Changes one wants to occur as a result of their program

Assumptions: Beliefs we have about a program and how we think it will operate; can also include *evidence* for how and why program components and activities will result in certain outcomes

WHY USE A LOGIC MODEL?

PURPOSE

Make the **assumptions** underlying an intervention **explicit**

Define the **explanatory mechanisms** that guide change

Understand **where you want to be** and how what you do helps you to get there

Define evaluation efforts

BENEFITS

- Logic models are a concrete way to link specific actions and outcomes
- Provides a clear view of the difference between ‘what we do’ and what results

PART 2: WHAT DOES A LOGIC MODEL LOOK LIKE?

TYPES OF LOGIC MODELS

Diverse approaches to logic models (some are more linear than others)

All have explicit strengths

Examples:

- Kellogg Model (inputs-outputs)
- **Theory-Based Approach**
 - **Activities Approach**
 - **Outcomes Approach**

USING THE THEORY OF CHANGE APPROACH TO LOGIC MODELS

Research suggests that this is an effective method of crafting logic models **because of the emphasis theory of change puts on linking activities and outcomes with logic and evidence, leading to an organic and meaningful integration** (Hernandez, 2000; Funnell & Rogers, 2011).

Crafting a logical theory of change necessitates following the logic from one element to the next:



PART 3: HOW DO YOU CREATE A LOGIC MODEL?

This section will guide you in developing a logic model for your program or project

IMPORTANT CONSIDERATIONS BEFORE YOU BEGIN:

Begin with a clear problem definition (this often reflects the broader mission of your organization or program or your “big picture” aims)

Context is important (programs are created in specific places, historic moments, to reach particular populations, etc.)

Check your assumptions (ask yourself *how and why* your activities lead to certain outcomes – this is the heart of your theory of change)

CORE ELEMENTS OF A THEORY OF CHANGE

-Population Context: The people, culture, resources, and other contextual factors that a program or intervention interacts with

-Strategies: The activities, interventions, and methods that a program uses to achieve outcome goals

-Outcomes: Change that occurs as a result of an intervention or program; outcome goals are usually the way that a program understands how well it is doing

REARRANGING THE COMPONENTS FOR OUTCOMES-BASED MODELS

When conceptualizing a theory of change for an outcomes-based logic model it can be useful to consider items in the order of

Population Context

Desired Outcomes

Strategies

Ensures outcomes chosen are directly relevant to population context

Encourages strategies in direct response to relevant outcomes

Avoids post hoc creation of outcomes that are not meaningful or useful for clients

INDIVIDUAL TOC COMPONENTS TO CONSIDER:

1. What is the problem we are trying to address?

What is the mission of your program or agency? What problem do you want to impact?

2. What are the longer-term outcomes we hope to achieve?

What does a successful “end” look like? What are some ways you would know your program was successful?

3. What shorter-term outcomes might lead to longer-term outcomes?

What are some indicators that usually lead to the longer-term goals described earlier? What is something that typically occurs before the long-term goal is achieved?

4. What activities or strategies can we use to achieve these shorter and longer term outcomes?

What activities will lead to the shorter-term outcomes we last described? What activities have evidence to support linking them to the shorter- and longer-term outcomes we named?

EXAMPLE: COMMUNITY ADVOCACY PROJECT

1. What is the problem we are trying to address?

Domestic Violence in Champaign County

2. What are the longer-term outcomes we hope to achieve?

Increased safety (physical and psychological)
Increased well-being (physical and psychological)
Increased access to needed resources (effective acquisition as needed over time)
Changes in the “systems” response to domestic violence in a given community

3. What shorter-term outcomes might lead to longer-term outcomes?

Increased personal control
Increased knowledge and skills related to safety and well-being
Increased access to needed resources
Changes in the “local” ecology of a given survivor (as defined by her needs and wants)

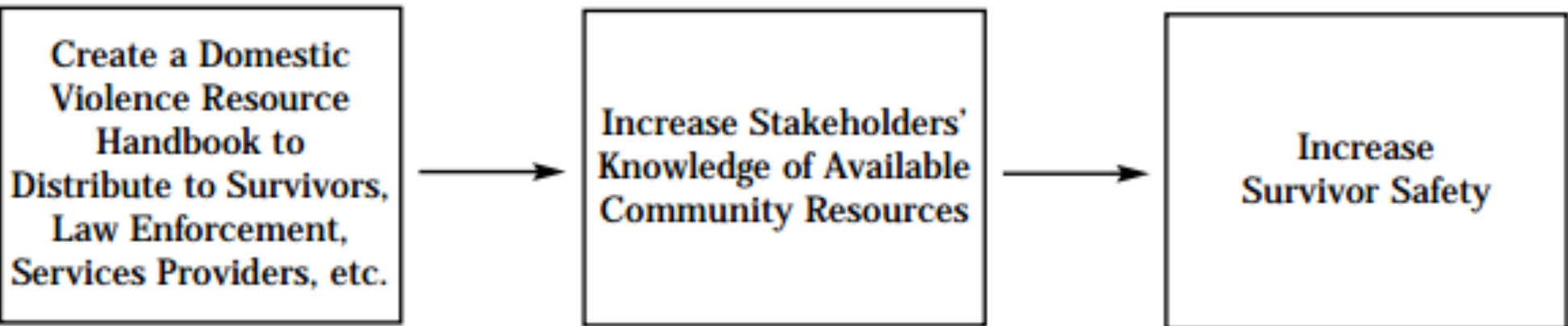
4. What activities or strategies can we use to achieve these shorter and longer term outcomes?

Increase access to resources as defined by the survivor
A strengths-based, empowerment-focused, survivor-driven service delivery process
At least 10 weeks of advocacy 4 – 6 hours/week

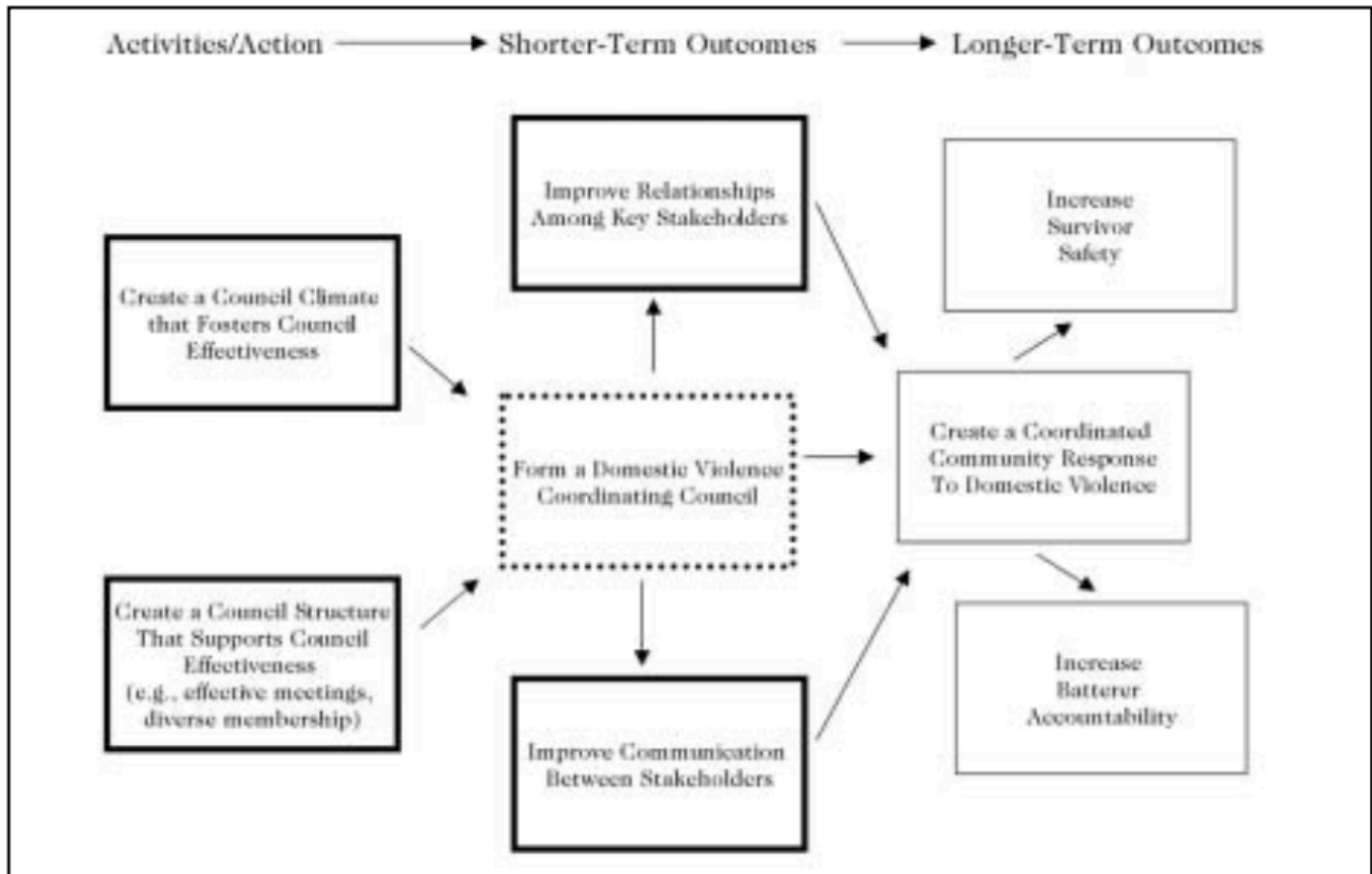
AN EXAMPLE:

Statement of the Issue: Domestic violence is a pervasive problem in our community. Given the negative effects for victims, their children and the community as a whole, we must take action and work together this violence.

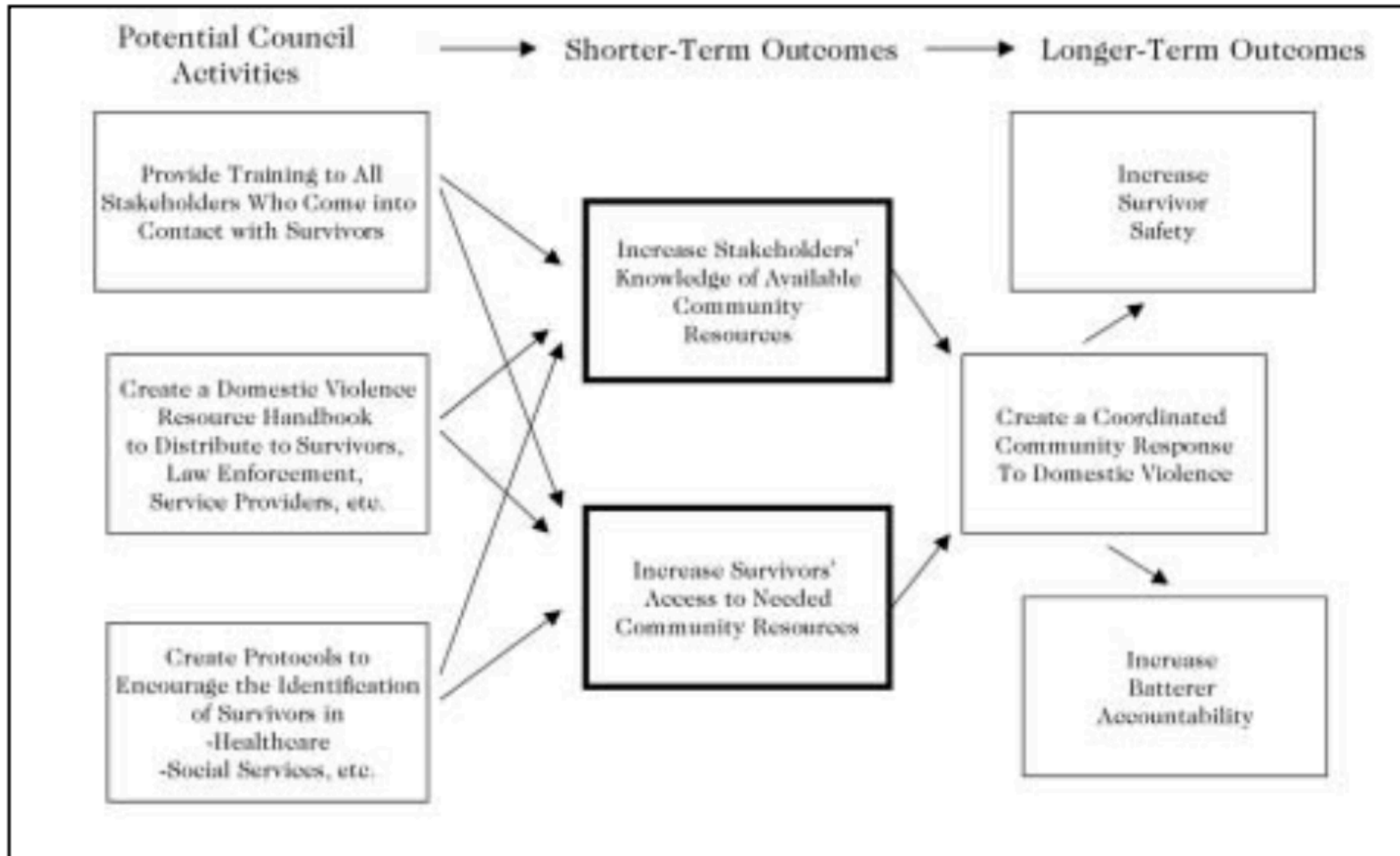
Actions/Activities → **Shorter-Term Outcomes** → **Longer-Term Outcomes**



Logic Model A: Creating Changes in Relationships Among Stakeholders



Logic Model B: Increasing Knowledge and Access to Community Resources



CREATING A LOGIC MODEL- WORKSHEET

Statement of the Issue:

Actions/Activities → **Shorter-Term Outcomes** → **Longer-Term Outcomes**

A NOTE ABOUT ASSUMPTIONS:

- Arrows imply a causal link – so, every time an arrow is placed, one should have evidence that an increase on one outcome will lead to an increase in another
- It is equally important to ensure that your links are based on evidence and not common myths
 - e.g. Faulty Assumption: Women leaving an abusive partner → increased safety

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LINKING TO EVALUATION: ADDING INDICATORS OF SUCCESS

After composing your logic model, it can also be helpful to link short-term outcomes to measurable, clearly defined indicators of success.

For example, in the context of a logic model for a program addressing domestic violence, the following short-term outcomes can be assessed by a number of possible indicators, including those in the figure.

OUTCOMES AND INDICATORS:

- What are indicators of the short-term examples we've listed?

Worksheet B: Matching Shorter-Term Outcomes with Indicators

Shorter-Term Outcomes	Possible Indicator(s)	Possible Data Collection Methods	Source of Information
What is the shorter-term outcome you want to evaluate?	What change or occurrence would indicate that you have achieved this shorter-term outcome?	How could you collect this information (interviews, written questionnaires)?	From whom or where could you collect the information (e.g., law enforcement, police reports).

Table 12: Indicators of Shorter-Term Outcomes from Logic Models A, B and C

Shorter-Term Outcomes	Possible Indicator(s)	Possible Data Collection Methods	Source of Information
Increase Stakeholders' Knowledge of Available Community Resources	Stakeholders report increased knowledge of available community resource for survivors of domestic violence	Written questionnaires Interviews Archival data collection	<ul style="list-style-type: none"> • Survivors • Domestic Violence Advocates • Law Enforcement • Healthcare Practitioners • Service Delivery Records
	Increased referrals to available community resources (e.g., order of protection office, domestic violence shelter programs)		
Increase Survivors' Access to Needed Community Resources	Survivors report they are receiving the support they need from the community	Written questionnaires Interviews Archival data collection	<ul style="list-style-type: none"> • Survivors • Service Delivery Records
	Service providers indicate they are consistently able to		

RESOURCES

We are maintaining a Box that includes some additional resources for you:

<https://uofi.box.com/s/jidv3wz8s5k8k0t9yh2puqvrsrfit85ka>

IN SUMMARY...

KEYS TO A SUCCESSFUL LOGIC MODEL:

- ensure matching outcomes to strategies (Renger & Hurley, 2006)
- value the process (Porteous, Sheldrick, & Stewart, 2002)
- establish accountability (Hernandez, 2000)
- use evaluation information to track your progress towards goals (Hernandez, 2000)
- use theory of change to guide planning and implementation stages (Kaplan & Garrett, 2005)