The Beauty of the Logic Model
A Practical Approach to Developing and Using the Logic Model

A Professional Development Program
Presented at the NMC Conference
Midland, Texas

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Presented By: Ken Fyfe
Starfish & Associates – Victor, New York
Our Ground Rules Today -

- Casual and comfortable in a professional development setting
- Question and challenge everything
- Support and encourage your colleagues
- Call focus check
- Play different group process roles
- Call for a break / time-out
- Cell phone on mute / vibrate
Stages in the Learning Process

Milestones in the Journey

- Forming
- Storming
- Norming
- Performing
When you hear *outcomes and the logic model*, is this what immediately comes to mind?
Or maybe….

- A practical tool for you to use to:
  - Provide direction for staff
  - Identify training needs
  - Improve programs and services
  - Support long-range and annual planning
  - Guide budgets and resource allocations
  - Focus board members’ attention on programmatic issues
Or possibly even....

- A communication vehicle to:
  - Recruit talented staff and volunteers
  - Promote the program to potential participants and referral sources
  - Identify partners for collaboration
  - Enhance the program’s public image
  - Retain and increase funding
What is a logic Model?

- The graphical representation of your theory of intended changes for a particular group/population that can be used to:
  - *Increase effectiveness*
and to….

- *Communicate value*
Target Population – Clients – Participants – Intended Beneficiaries

- Who are the individuals that are the focus of your attention and efforts?
- What are the specific characteristics, attributes, needs, and requirements of these individuals?
- What is it about these individuals that influences the design and delivery of your program and services?
- Have there been any significant trends recently in the community regarding these individuals?
Understanding Your Target Population

Using the Web Diagram

Why are the members of the target population not achieving the intended longer-term outcome?
Force Field Analysis

*What is supporting the current condition, and what is working against it?*
Figuring Out Our Outcomes

*Questions to ask yourself*

- What do we want to be true of participants because of their involvement with our program? … What do we want to be able to say about them?

- If we succeed with a participant (or don’t), what has changed (or hasn’t)?

- If we conduct this activity, then what do participants believe, know, have, or do as a result? … And what benefit or change flows from that?
Asked Somewhat Differently ….

- What are you trying to accomplish with your clients/participants?
- What is the purpose of your program?
- What do you want the legacy of this program to be?
- When you are successful, what do you celebrate?
Outcome-Focused Logic Model

Presenting your Theory of Change

INPUTS ➔ ACTIVITIES ➔ OUTPUTS ➔ OUTCOMES

Resources dedicated to or consumed by the program

What the program does with the inputs to fulfill its mission

The direct products of program activities

The results - benefits or changes for program participants
Basic Elements of the Logic Model

- Inputs – e.g.
  - Staff positions & staff time
  - Volunteers & volunteer time
  - Facilities
  - Equipment and supplies
  - Funding and funding sources
  - Collaborative/cooperative partners
Basic Elements of the Logic Model

- Overall strategy / approach
- Activities – e.g.
  - Conduct job skill training
  - Feed and shelter homeless families
  - Create mentoring relationships for youth
  - Immunize children
Basic Elements of the Logic Model

- Outputs – e.g.
  - Number of classes taught
  - Number of counseling sessions conducted
  - Number of educational materials distributed
  - Number of shelter nights
  - Number of participants served
Basic Elements of the Logic Model

- **Outcomes – e.g.**
  - New knowledge
  - Increased skills
  - Changed attitudes or values
  - Modified behavior
  - Improved condition
  - Altered status
## Outputs vs. Outcomes

### What’s the difference?

<table>
<thead>
<tr>
<th>Program Example</th>
<th>Outputs (amount of work) might be …</th>
<th>Intended outcomes (results of the work) might be …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive child care</td>
<td>Number of children registered</td>
<td>Children exhibit age-appropriate social skills</td>
</tr>
<tr>
<td></td>
<td>Number of days of care</td>
<td>Children are ready for kindergarten</td>
</tr>
<tr>
<td>Domestic violence shelter</td>
<td>Number of residents</td>
<td>Participants participate in individual and group counseling</td>
</tr>
<tr>
<td></td>
<td>Number of shelter days</td>
<td>Participants develop a safety and self-sufficiency plan</td>
</tr>
<tr>
<td></td>
<td>Number of counseling sessions</td>
<td></td>
</tr>
<tr>
<td>Congregate meals for seniors</td>
<td>Number of seniors enrolled</td>
<td>Seniors eat at least one nutritious meal each day</td>
</tr>
<tr>
<td></td>
<td>Number of meals served</td>
<td>Seniors interact socially with their peers, and feel a part of a community</td>
</tr>
<tr>
<td></td>
<td>Number of hours of operation</td>
<td></td>
</tr>
</tbody>
</table>
Inputs Through Outcomes:

The Conceptual Chain
Teen Mother Parenting Education Program

- Babies achieve appropriate 12-month milestones for physical, motor, verbal, and social development
- Teens deliver healthy babies
- Teens follow proper nutrition and health guidelines
- Teens are knowledgeable of prenatal nutrition and health guidelines
- Teens provide proper care, feeding, and social interaction to their babies
- Teens are knowledgeable of proper care, feeding, and social interaction with infants
- Pregnant teens attend program

Parenting classes on prenatal through infant nutrition, development, safety, and caretaking delivered in high schools twice a week for one hour to teen mothers from 3 months prior to one year after delivery of a child

Agency and high school identify pregnant teens to participate in program

MSW program manager, part-time RN instructor, nationally certified educational manuals, videos, and other teaching tools
Uses of a *Logic Model*

- Stimulate discussion of the program’s purpose
- Create a shared vision of the program
- Make the program’s theory and logic clear
- Communicate the program’s intent to stakeholders
- Staff and volunteer orientation and training
- Guide budget allocations and decisions
- Negotiate “fair” accountability with funders
- Guide identification of improvement opportunities
Mentoring Program

Volunteer mentors meet with at-risk teens for one hour each week. Mentors stress the importance of education, encourage school attendance, and occasionally help with homework.

- At-risk teens complete homework regularly.
- At-risk teens earn better grades.
- At-risk teens achieve passing grades.
- At-risk teens meet district attendance requirements.
- At-risk teens attend school regularly.
- At-risk teens graduate from high school.
Mentoring Program

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- At-risk teens achieve passing grades.
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- At-risk teens graduate from high school.

45%
Mentoring Program - Outcome analysis by level of outcome

Volunteer mentors meet with at-risk teens for one hour each week. Mentors stress the importance of education, encourage school attendance, and occasionally help with homework.

- At-risk teens complete homework regularly. 85%
- At-risk teens earn better grades. 60%
- At-risk teens achieve passing grades
- At-risk teens meet district attendance requirements.
- At-risk teens graduate from high school.
Volunteer mentors meet with at-risk teens for one hour each week. Mentors stress the importance of education, encourage school attendance, and occasionally help with homework.

At-risk teens graduate from high school.

Yes 75%
At-risk teens achieve passing grades
At-risk teens earn better grades.
At-risk teens complete homework regularly.

No 45%
At-risk teens meet district attendance requirements.
At-risk teens attend school regularly.

At-risk teens earn better grades.
At-risk teens complete homework regularly.

At-risk teens attend school regularly.
At-risk teens meet district attendance requirements.
At-risk teens earn better grades.
At-risk teens complete homework regularly.

Yes 75%
Mentors stress the importance of education, encourage school attendance, and occasionally help with homework.
Mentoring Program - Outcome analysis by difficulty of the case (Student from the juvenile justice system.)

Volunteer mentors meet with at-risk teens for one hour each week. Mentors stress the importance of education, encourage school attendance, and occasionally help with homework.

At-risk teens meet district attendance requirements.

At-risk teens attend school regularly.

No 75%

Yes 30%

At-risk teens earn better grades.

No 80%

Yes 35%

At-risk teens complete homework regularly.

At-risk teens achieve passing grades.

At-risk teens graduate from high school.
Outcome analysis by client and program characteristics (Boys only, by mentor’s gender)

Volunteer mentors meet with at-risk teens for one hour each week. Mentors stress the importance of education, encourage school attendance, and occasionally help with homework.

- At-risk teens meet district attendance requirements.
  - F: 45%
  - M: 70%

- At-risk teens attend school regularly.
  - F: 80%
  - M: 80%

- At-risk teens complete homework regularly.
  - F: 80%
  - M: 80%

- At-risk teens earn better grades.

- At-risk teens achieve passing grades.
Specifying Outcomes: How *Far Out* to Go

- Choosing a program’s longest-term outcome requires a balance:
  - Far enough out to show meaningful change for participants
  - Not so far out that the program can’t reasonably influence the outcome
Outcome Measurement Arena

Program Participants and Intended Outcomes

Target Population

National, State, and Regional Issues, and Social Forces

Control

Immediate Community

Contribution

Greater Community

Awareness & Concern

Theory of Change, and Program Design
Program Outcome Toolkit

Some Practical and Useful Tools, Techniques, and Resources
Developing Your Logic Model

Guiding Principles:

- All in good time – Proceed through the process step by step, don’t get ahead of yourself
- Explore each step thoroughly – Avoid making any assumptions
- It depends – Develop your model and OM plan based on your particular situation
- Stay open to ideas and perspectives – Keep asking why, and consider all the possibilities
- Don’t base your outcomes strictly on what you believe you can measure
Developing Your Logic Model: Steps in the Process

1. Select the program, initiative, or special event
2. Identify and describe the intended beneficiaries
3. Determine the outcomes
4. Describe the activities and outputs as part of your overall strategy and approach
5. List the specific required resources to support your strategy
6. Build your logic model
7. Test your model
8. Revise as needed
Your Program/Initiative/Special Event for logic model development purposes

A set of related activities and outputs directed at common or closely held purposes that a meaningful portion of the agency’s resources is dedicated to achieve
Some Questions to Guide the Development of Your Logic Model

- **Target Population / Intended Beneficiaries**
  - Who are these individuals, and why do they need the services that you provide?

- **Activities**
  - What are the services that you provide to these individuals? What do you do with them or on their behalf?
  - Is there a standard level of intensity and duration for each service? (e.g., one 45 minute counseling session weekly for 8 weeks)
Some More Questions …

- **Inputs**
  - What are the resources needed to effectively conduct the activities? (i.e., people, facilities, equipment, supplies, technology, materials, collaborative partners, funding …)

- **Outputs:**
  - For each service, how would you describe the amount of service delivered or products produced (e.g., number of staff hours expended, number of events occurring, number of clients or participants involved, number of graduates, number of brochures distributed)
  - Does the level or intensity and duration of service vary for different participants? How would you describe the amount of service delivered in those cases?
Even More Questions …

- **Intended Outcomes:**
  - Why do you provide the services that you do? What do you intend to accomplish?
  - What do others say is the value of your program?
  - When you provide your services, what is the first change you expect to see happen for the clients/participants?
  - If that initial change occurs, then what will it lead to? Why do you want that change to happen?
Gathering Ideas for a Program’s Outcomes

- Some approaches:
  - Talk with beneficiaries, past and present
  - Review program materials, and any press coverage
  - Meet with program volunteers
  - Contact parents and other care givers
  - Review complaints and compliments made about the program
  - Talk with “next step” programs and collaborative partners
  - Interview funder representatives
Writing Effective Outcome Statements

■ Some tips:
  ◆ Specifically states what will be true of the clients/participants as the result of your influence on their lives?
  ◆ Outcomes focus on the participants/beneficiaries, not on the program
  ◆ Statement contains only one intended change or benefit
  ◆ Be very intentional in the desired change or benefit, and not simply that something is now improved, increased, decreased, enhanced, or expanded
Developing the Sequence of Intended Changes

*If* .... that outcome

*Then* .... this outcome

*If* .... that outcome

*Then* .... this outcome

*If* .... these activities
**Why Not? Outcome Worksheet**

Intended Outcome: *e.g. Students graduate from high school*

<table>
<thead>
<tr>
<th>Why not?</th>
<th>So what must be true?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do not advance through the grades</td>
<td>Students advance through the grades</td>
</tr>
<tr>
<td>Students do not meet the advancement requirements</td>
<td>Students meet the advancement requirements</td>
</tr>
<tr>
<td>Students do not pass all their core subjects</td>
<td>Students pass all their core subjects</td>
</tr>
<tr>
<td>Students do not fulfill the requirements for each subject</td>
<td></td>
</tr>
</tbody>
</table>
Why are the participants from the target population successfully achieving the intended outcome?
Testing…. Testing…. 

Why?

Outcome

What else?

How?
Youth Development Program Outcomes

Program participants graduate from high school

- Students advance through the grade levels
- Students believe in themselves
- Students meet passing requirements in all their core subjects
- Students complete their homework and pass their exams
- Students experience positive recognition
- Students participate in class
- Students attend all of their classes
- Students go to school
- Students see value in education
- Students give back to the school community
- Students feel a part of the school community
- Students communicate, negotiate and compromise
- Students trust peers and adults
- Students complete conflict resolution program
- Students develop a positive relationship with their mentor
- Students have hope
- Students see the connection between school, work, and their future
- Students maintain a good job record
- Students secure a part-time job
- Students effectively present themselves to employers
- Students know how to search for jobs and present themselves
- Students successfully complete the career development program

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First Questions to Ask in Reviewing Logic Models

- **Are the outcomes really outcomes?** Do they describe changes or benefits for program clients/participants?

- **Is the logic logical?** Does it make sense that the activities will lead to the initial outcomes, which will lead to the next outcomes, etc.?

- **Is the longest-term outcome meaningful for program participants?** Have clients/participants experienced a change or benefit that makes a real difference in their lives?

- **Is the longest-term outcome reasonable?** Is it reasonable to think that the program actually can influence this outcome to a reasonable degree?
The Stranger Test

*Do you see the program the same way we do?*

- Ask participants
- Ask program partners
- Ask Board members
- Ask individual donors
- Ask funders
- Ask ....
Reviewing the Draft Logic Model

- Logic model attributes:
  - Logical
  - Consistent
  - Comprehensive
  - Reasonable
  - Plausible
  - Complete
  - Accurate
  - Compelling
  - Clear
Some Variations on the Program Model

- Organizational Logic Model
- Initiative Logic Model
- Collaboration Logic Model
- Special Event Logic Model
Organizational Logic Model

- Mission
- Vision
- External Outcomes
- Internal Outcomes
- Key Groups/Constituencies
- Intended Outcomes
- Comprehensive Strategy
- Required Resources
Some Favorite Online Resources

- Outcome Measurement Resource Network
  [www.unitedway.org/outcomes](http://www.unitedway.org/outcomes)

  [www.gseweb.harvard.edu/~hfrp](http://www.gseweb.harvard.edu/~hfrp)

- American Evaluation Association
  [www.eval.org](http://www.eval.org)
Thank you for your participation today. Best wishes on your logic model journey.

Also, thank you again to the Nonprofit Management Center
Contact Information:

Ken Fyfe
Starfish & Associates
585-398-7750
kfyfe1@rochester.rr.com