

## LOGIC MODELS: GETTING STARTED

# AGENDA

- I. Review logic model purposes
- II. "Logic" of a logic model
- III. Components
- IV. STEM PUSH Network examples
- V. Tips for getting started
- VI. Q&A

# WHY CREATE A LOGIC MODEL?



.... clarify program activities, how activities lead to outcomes, and how outcomes link to the program goals



...articulate implicit and explicit assumptions



...organizational tool to break down program components



...shared language for understanding and evaluating



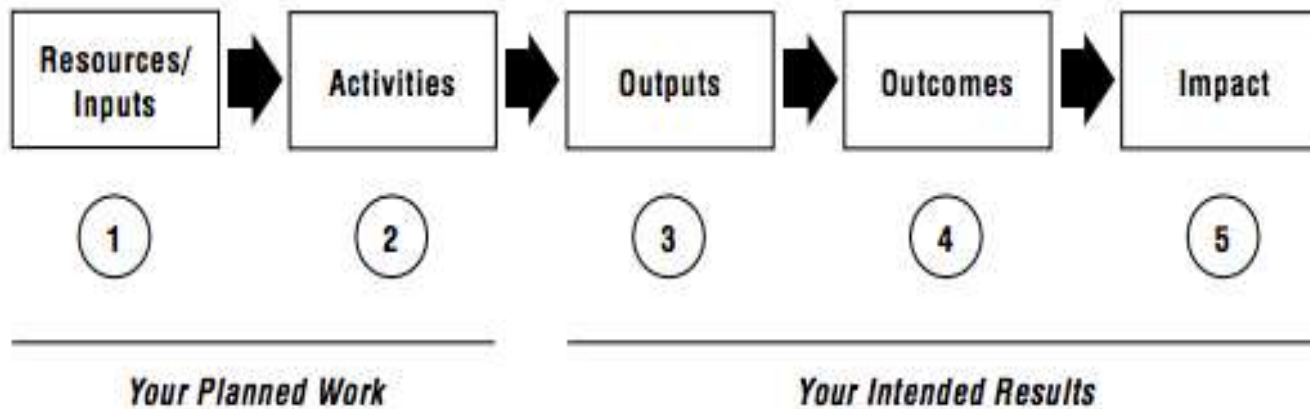
...external communication



**IN CHAT:**

Why are you interested in developing a logic model?

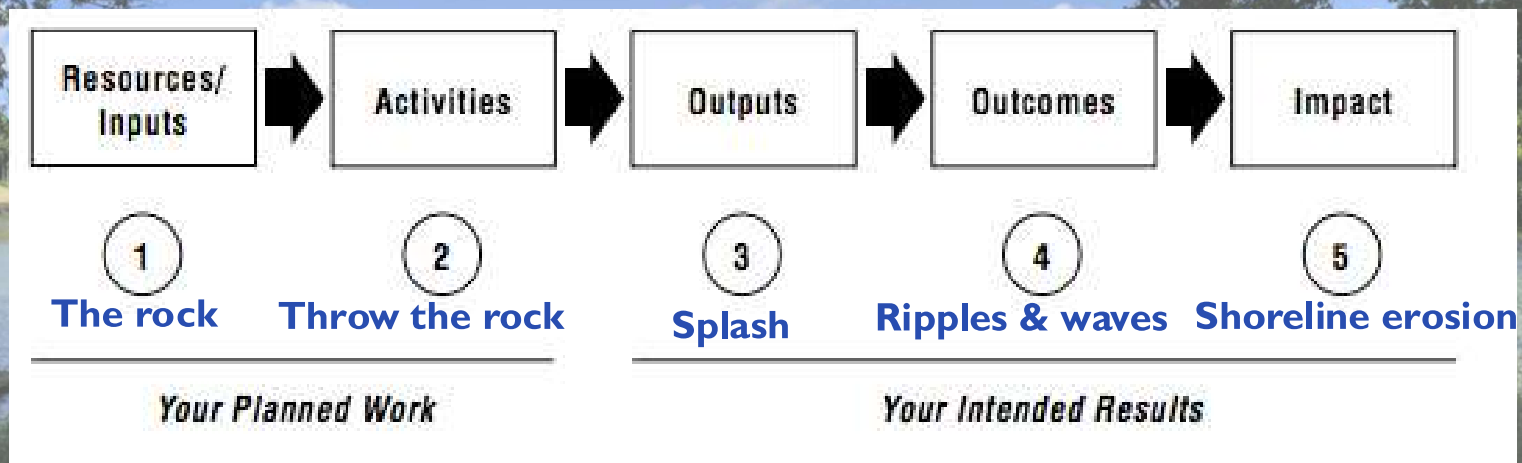
# LOGIC MODEL COMPONENTS\*



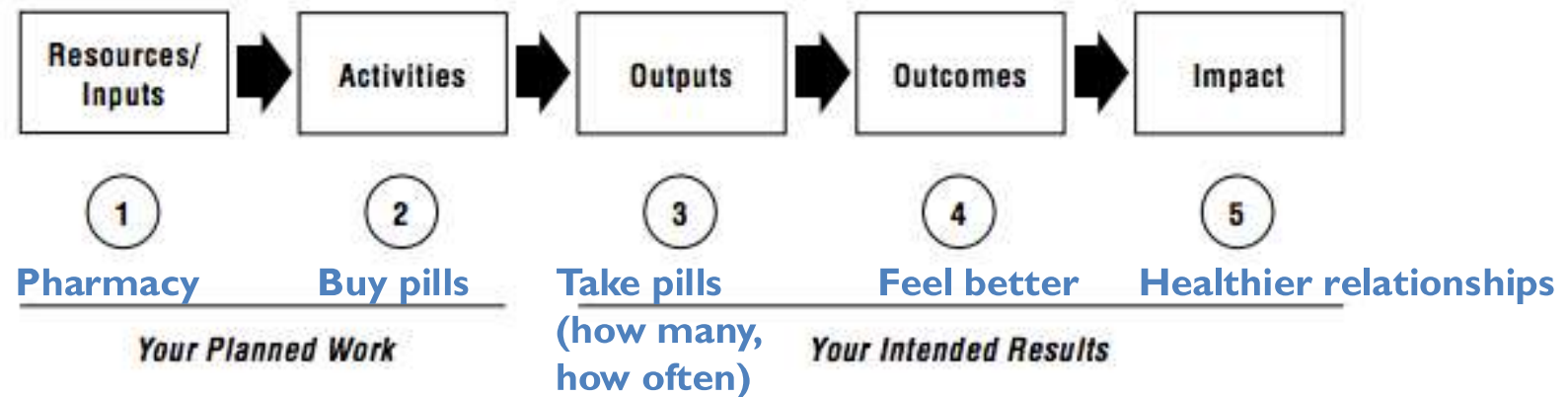
\*Source: The W.K. Kellogg Foundation Logic Model Development Guide

# GENERAL ANALOGY

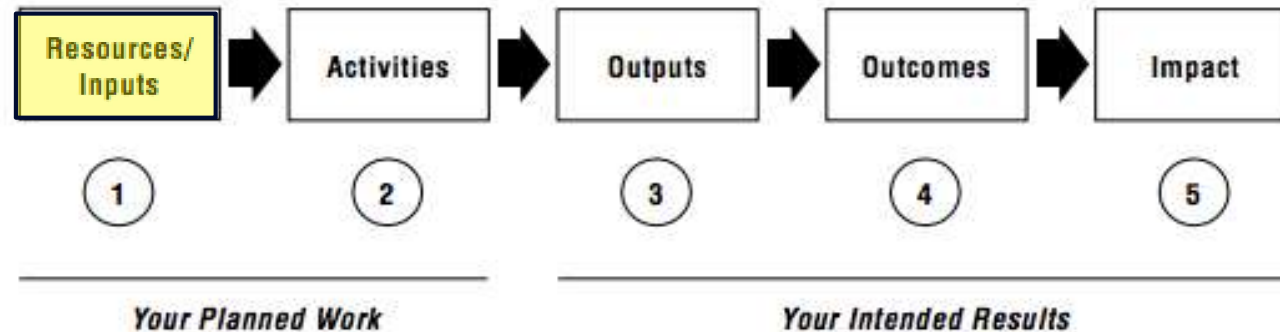
## YOUR PROGRAM IS THE LAKE



# SPECIFIC ANALOGY



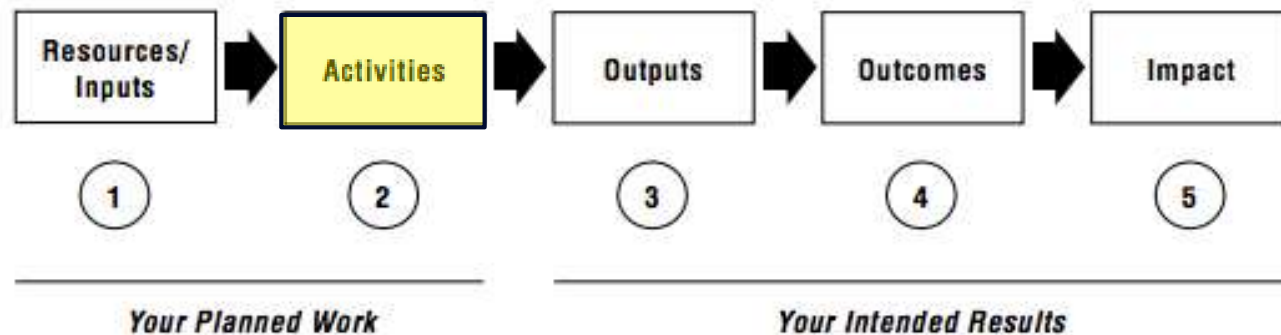
# RESOURCES



Resources are the asset a program draws upon to enable its effectiveness.

Examples: funding, collaborators, organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, supplies.

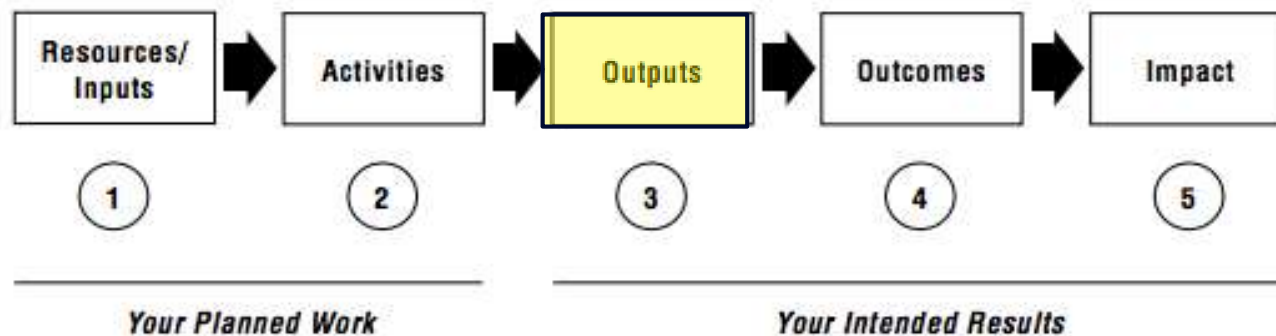
# ACTIVITIES



Activities are the processes, techniques, tools, events, and actions the program plans to implement, deliver, and/or produce.



# OUTPUTS

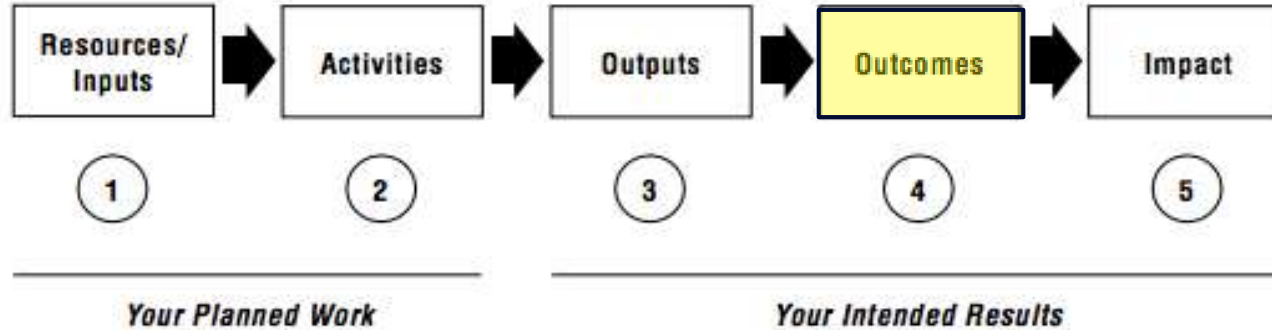


Outputs are the direct results of program activities. They are usually described in terms of the size and/or scope of the services delivered or produced by the program; how many, how much, how often.



Examples: the number of classes taught, meetings held, materials produced and distributed, participants served, hours of each type of service provided.

# OUTCOMES



Outcomes are specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities.



Often broken down in a logic model by short-, medium-, long-term

## CONSIDERATIONS WHEN ARTICULATING OUTCOMES

### 1. Is this outcome SMART?

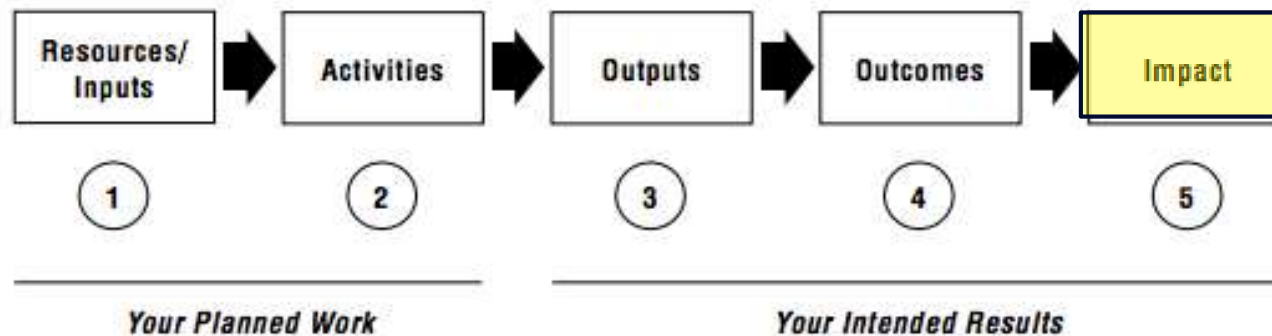
- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

### 2. What does this outcome “look like” in practice?

- What would count as evidence of progress towards this outcome?
- Is this data already available? If not, what would we need to collect?
- Is there program capacity to collect this data? Who would be responsible for collecting it?
- Confidentiality - what can and can't be shared?

### 3. What other factors might affect this outcome?

# IMPACT

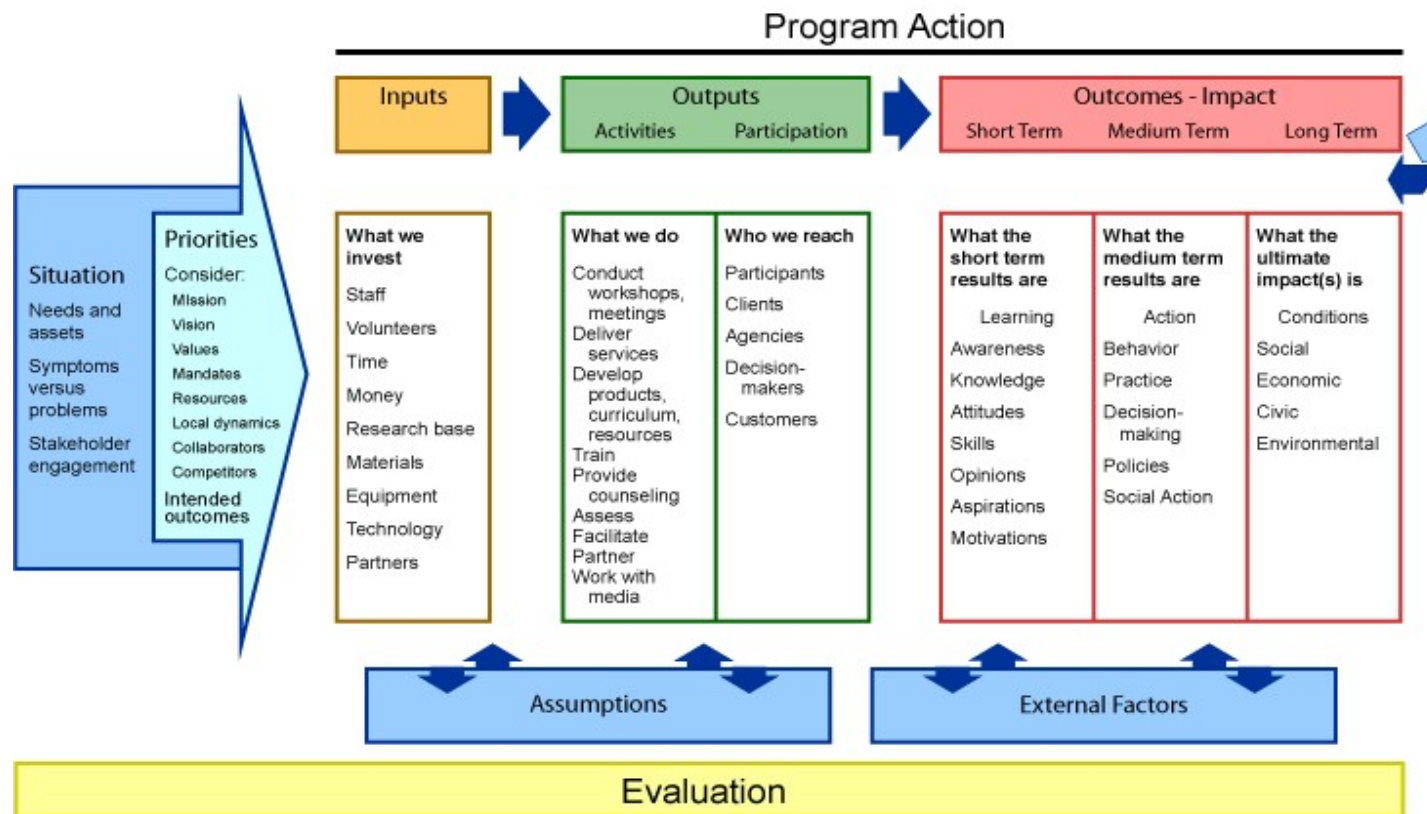


Impacts are organizational, community, and/or system level changes expected to result from program activities. How will our community/society *as a whole* change because of what we do?

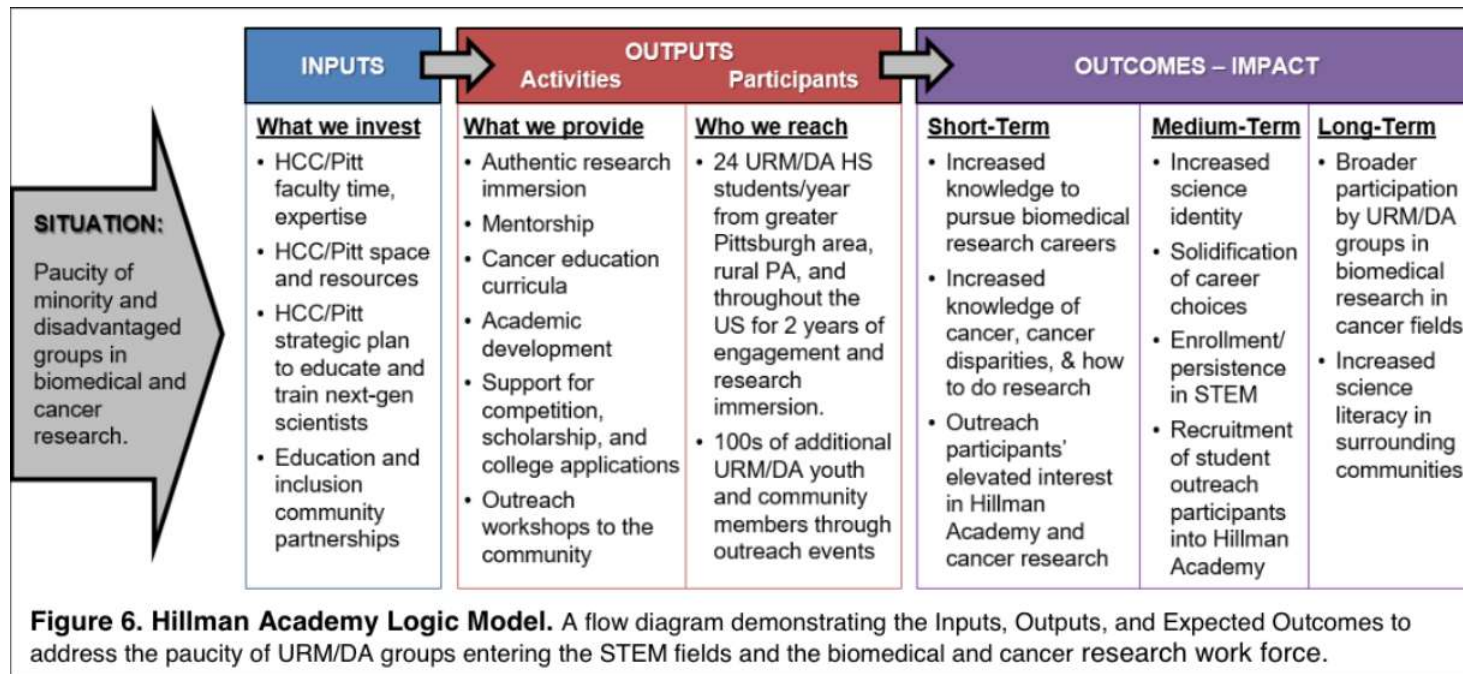


IN CHAT: What is the intended impact of your PCSP, in your own words?

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i>

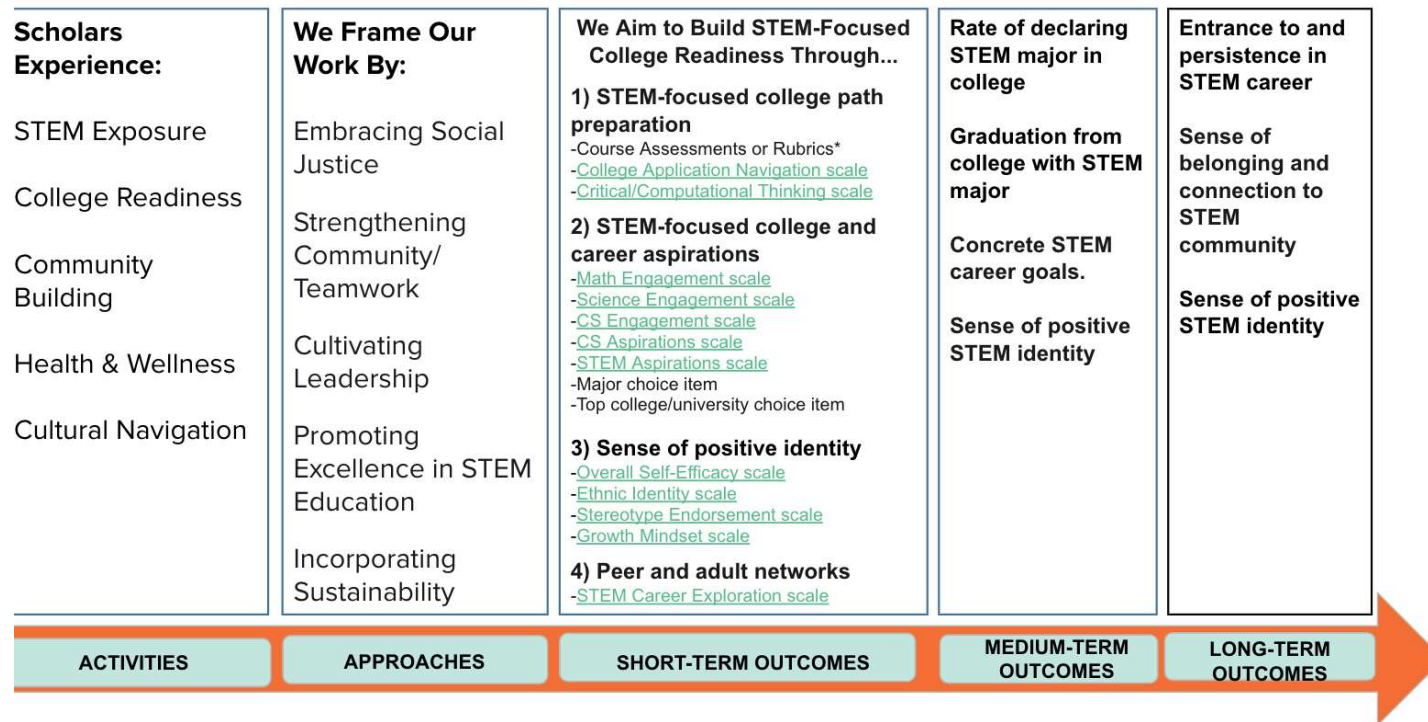


# EXAMPLE – HILLMAN ACADEMY



# EXAMPLE - SMASH

## SMASH FRAMEWORK





# TIPS FOR GETTING STARTED

- Review exemplars from similar programs
- Include relevant stakeholders
- Backwards design
  1. Impact
  2. Outcomes
  3. Activities
- Kellogg Guide
- Maintain alignment across components (esp. activities, outputs, and outcomes)
- Set development timeline for yourself
- Use our office hours to help move your development forward

# QUESTIONS

