

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

September 16, 2009



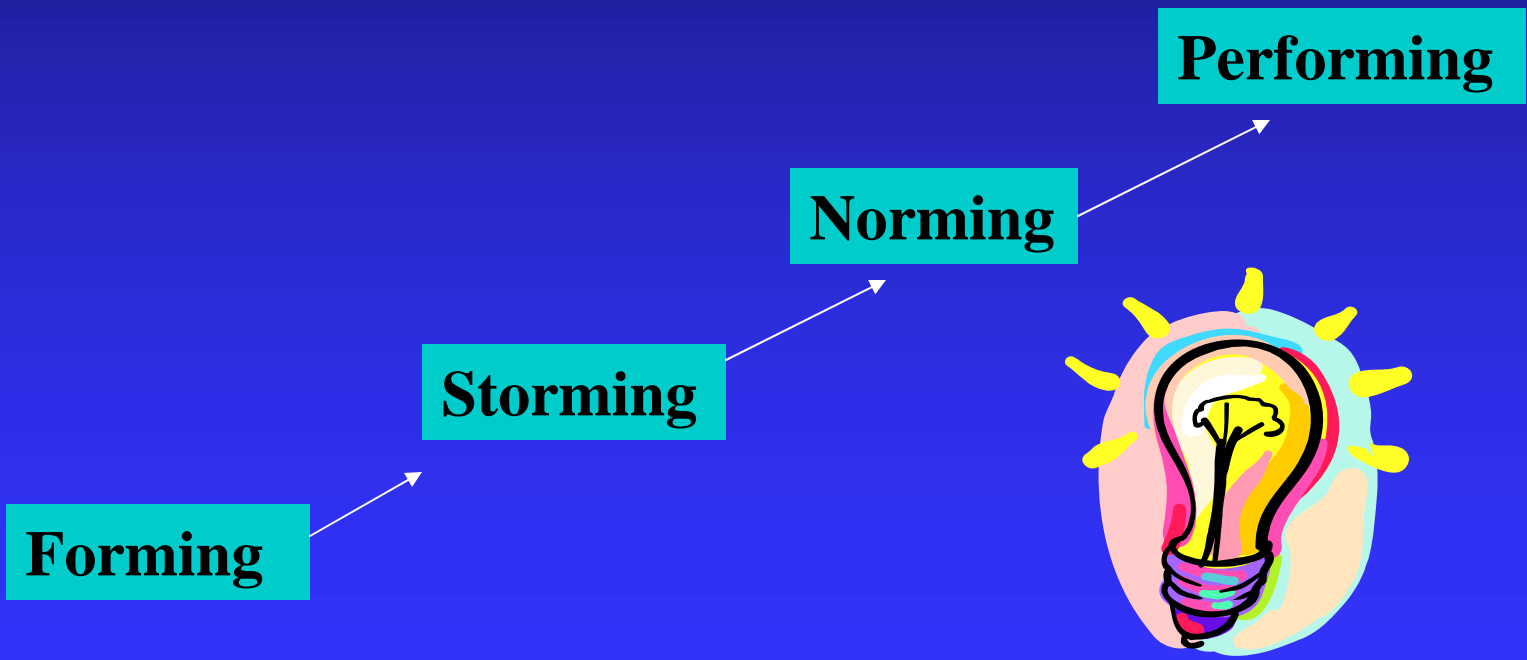
Presented By: Ken Fyfe
Starfish & Associates – Victor, New York

Our Ground Rules Today -

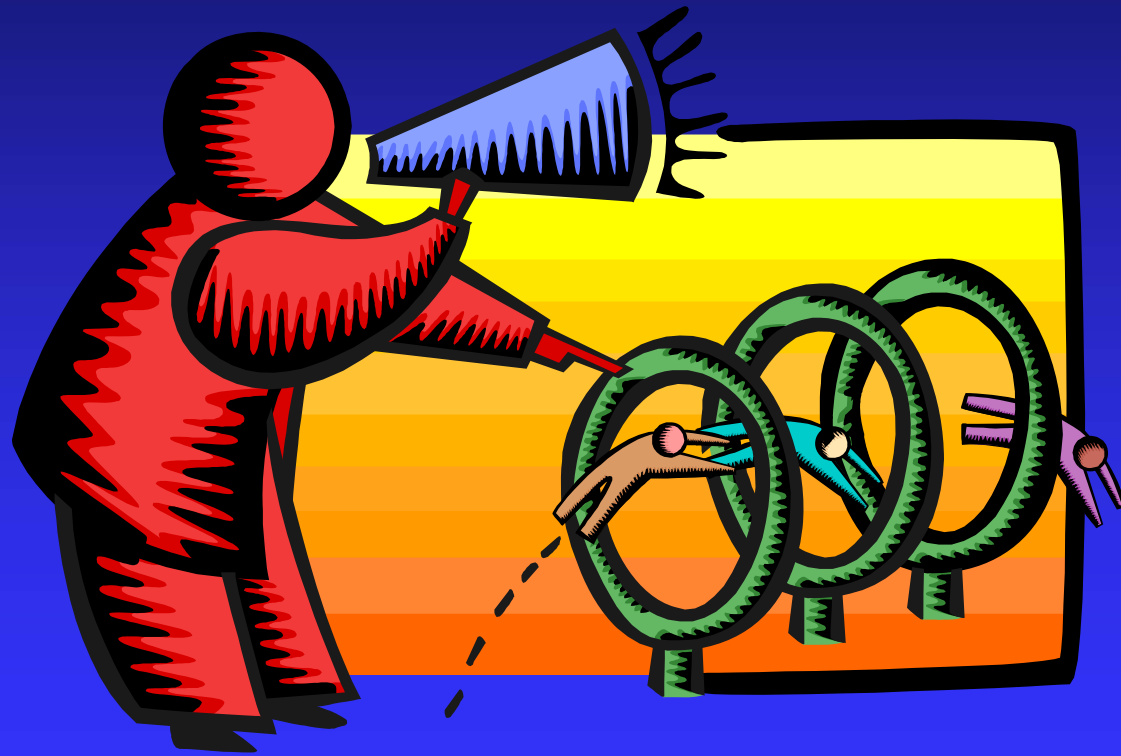
- Casual and comfortable in a professional development setting
- Question and challenge everything
- Support and encourage your colleagues
- Call focus check
- Play different group process roles
- Call for a break / time-out
- Cell phone on mute / vibrate

Stages in the Learning Process

Milestones in the Journey



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*



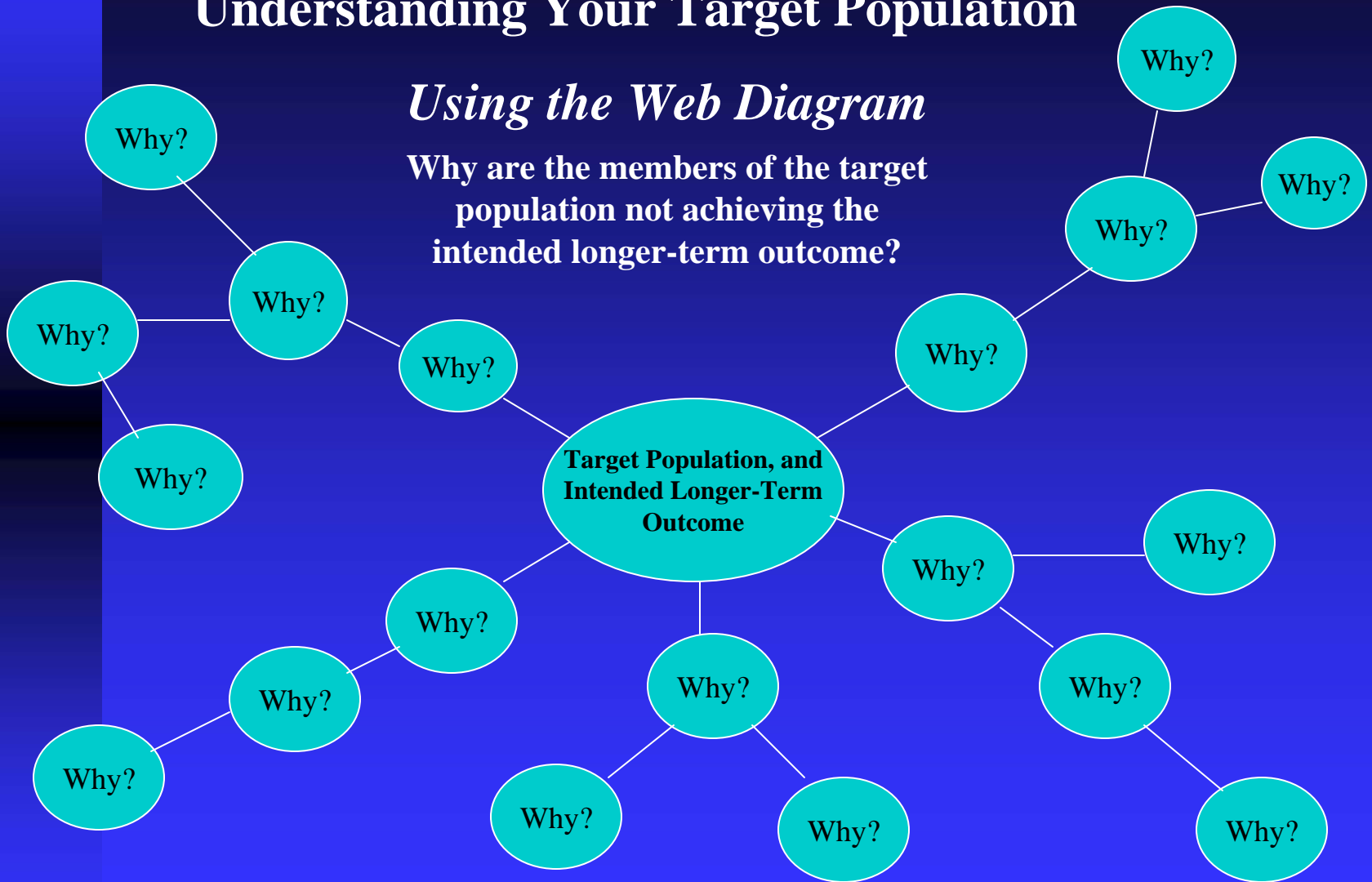
Target Population – Clients – Participants – Intended Beneficiaries

- 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

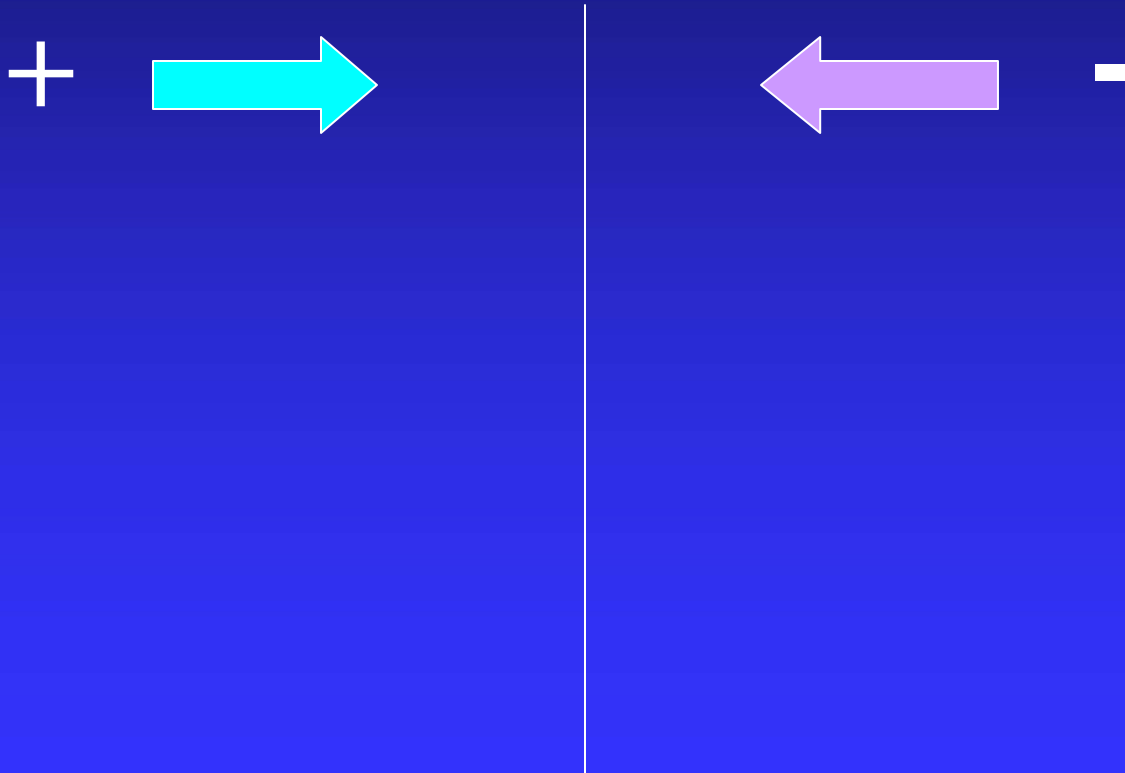
Using the Web Diagram

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

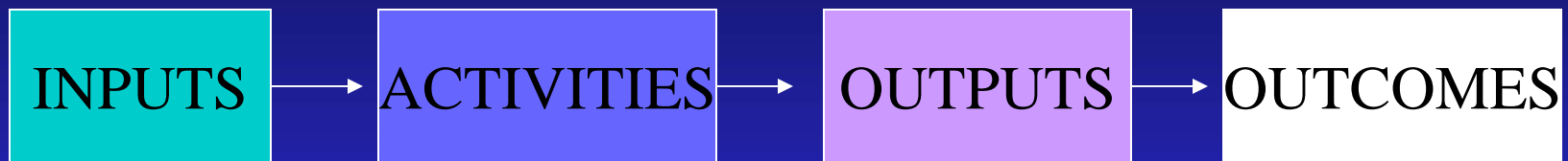
- What do we want to be true of participants because of their involvement with our program? ... What do we want to be able to say about them?
- If we succeed with a participant (or don't), what has changed (or hasn't)?
- If we conduct this activity, then what do participants believe, know, have, or do 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



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



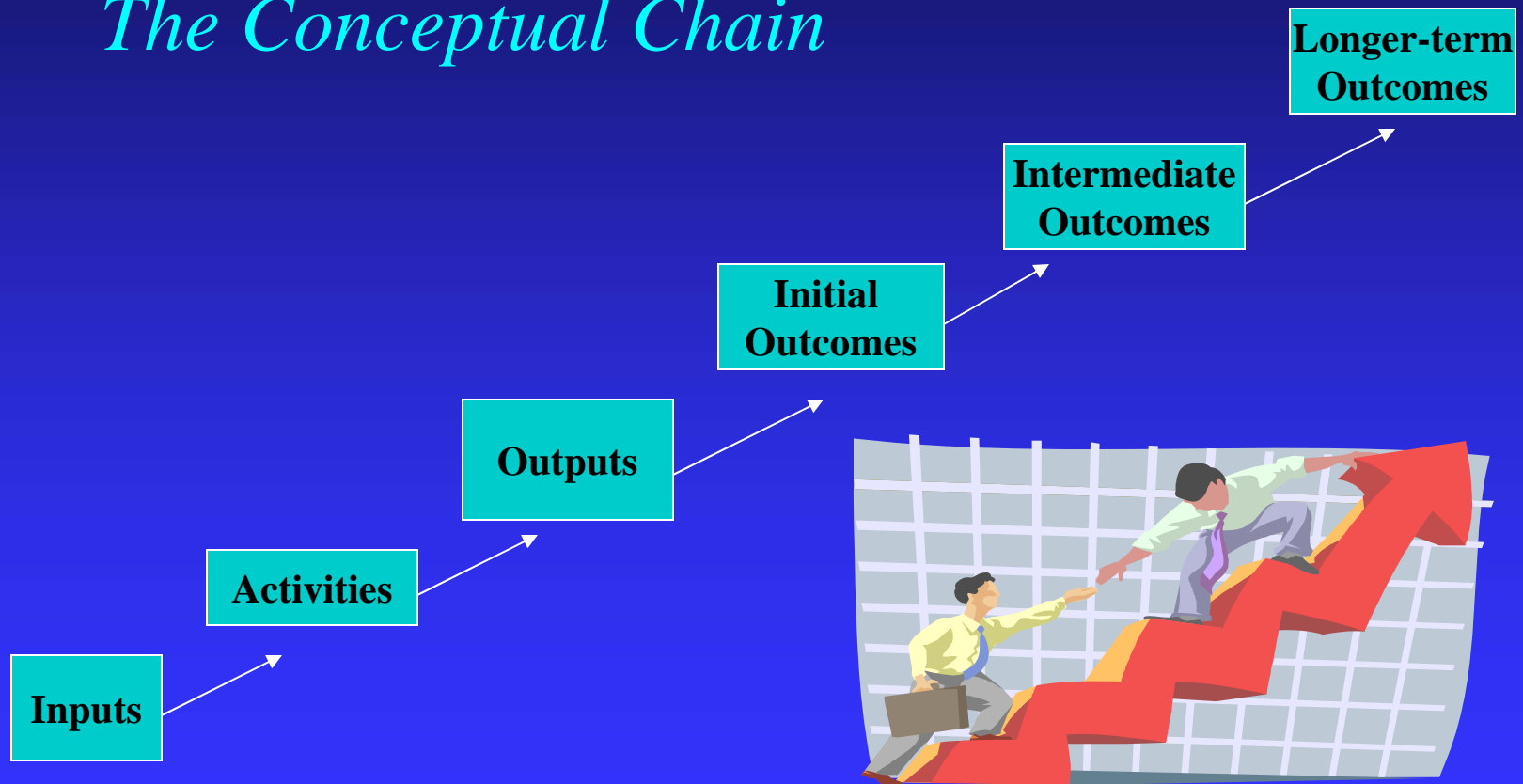
Outputs vs. Outcomes

What's the difference?

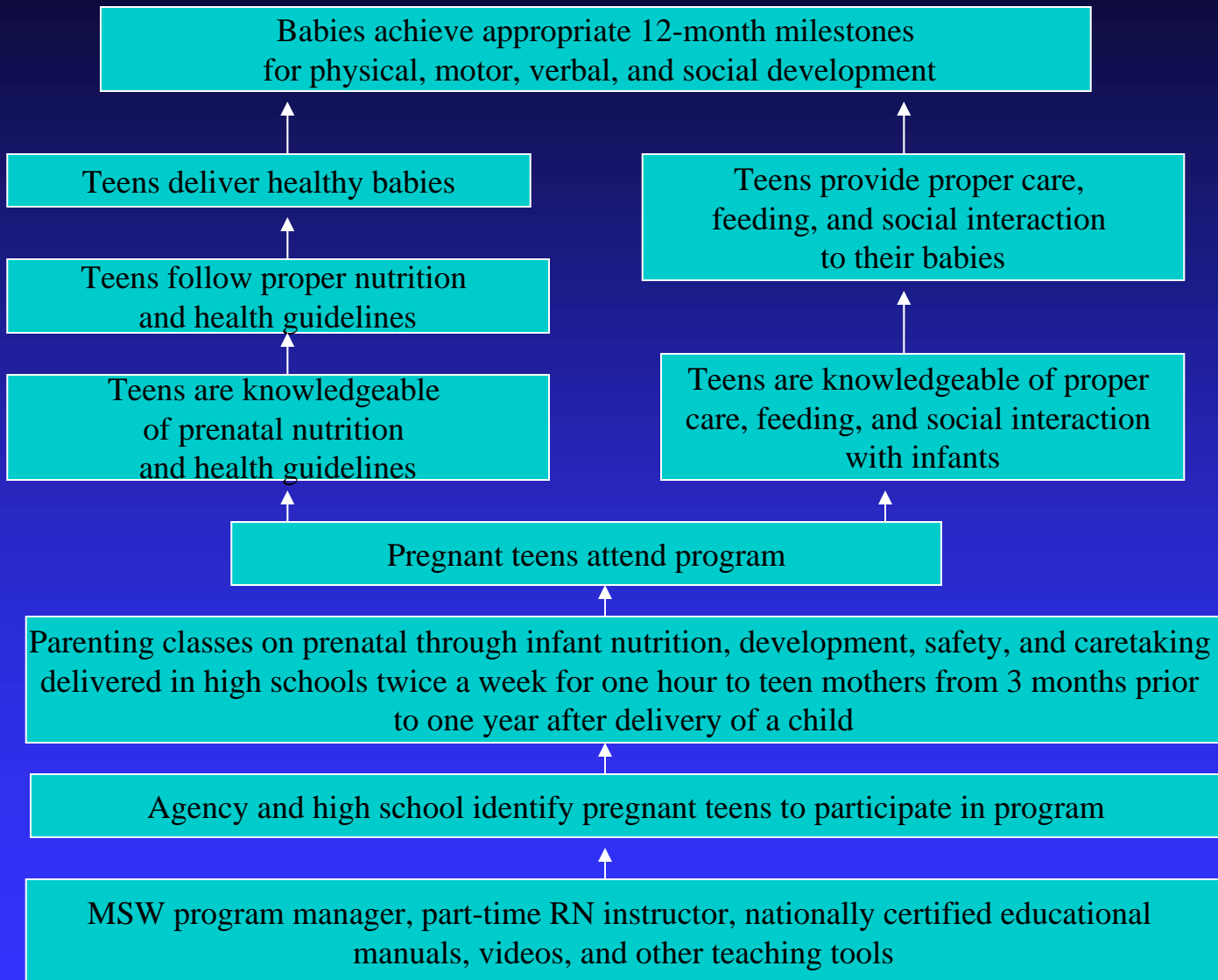
Program Example	Outputs (amount of work) might be ...	Intended outcomes (results of the work) might be ...
Comprehensive child care	<ul style="list-style-type: none"> ■ Number of children registered ■ Number of days of care 	<ul style="list-style-type: none"> ■ Children exhibit age-appropriate social skills ■ Children are ready for kindergarten
Domestic violence shelter	<ul style="list-style-type: none"> ■ Number of residents ■ Number of shelter days ■ Number of counseling sessions conducted 	<ul style="list-style-type: none"> ■ Participants participate in individual and group counseling ■ Participants develop a safety and self-sufficiency plan
Congregate meals for seniors	<ul style="list-style-type: none"> ■ Number of seniors enrolled ■ Number of meals served ■ Number of hours of operation 	<ul style="list-style-type: none"> ■ Seniors eat at least one nutritious meal each day ■ Seniors interact socially with their peers, and feel a part of a community

Inputs Through Outcomes:

The Conceptual Chain



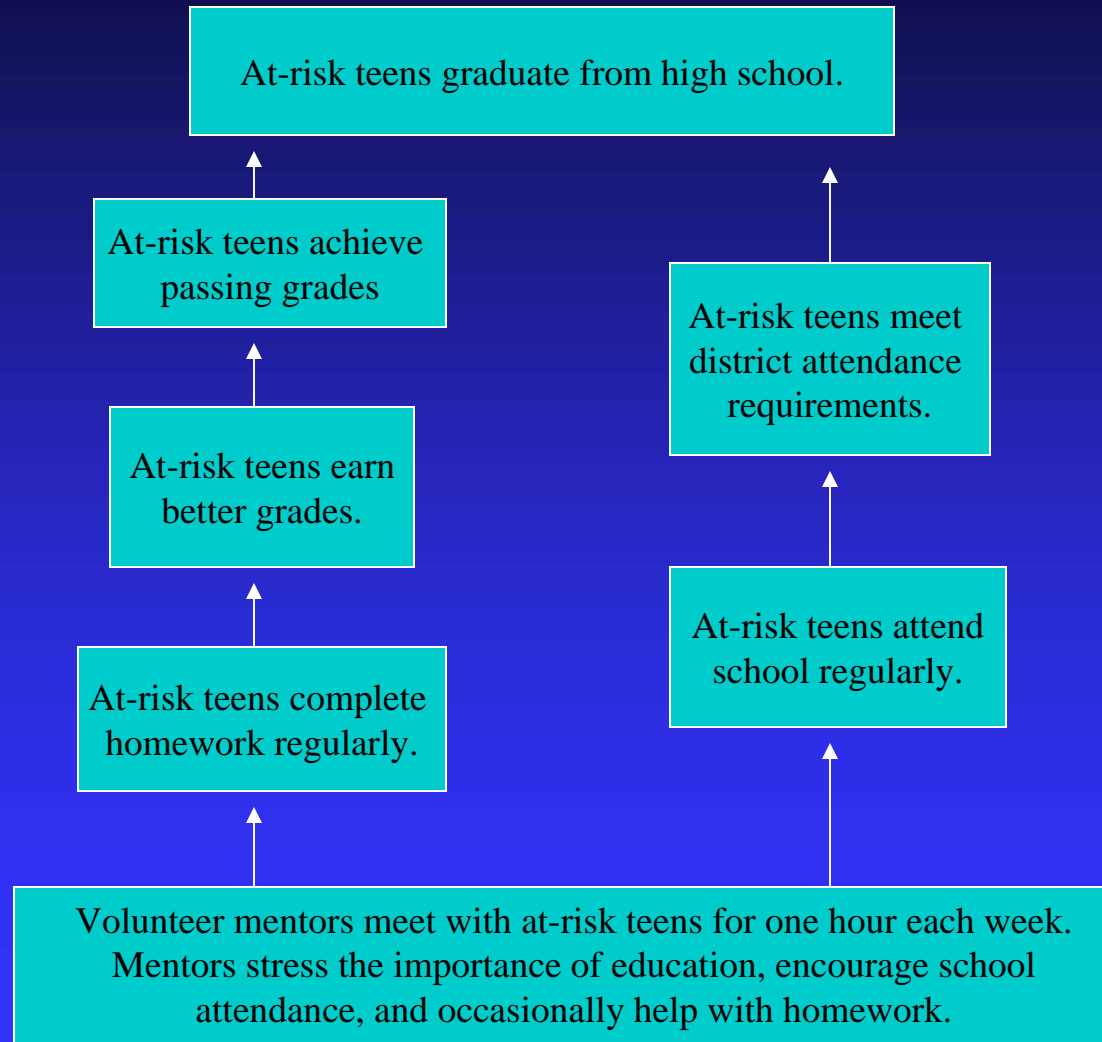
Teen Mother Parenting Education Program



Uses of a *Logic Model*

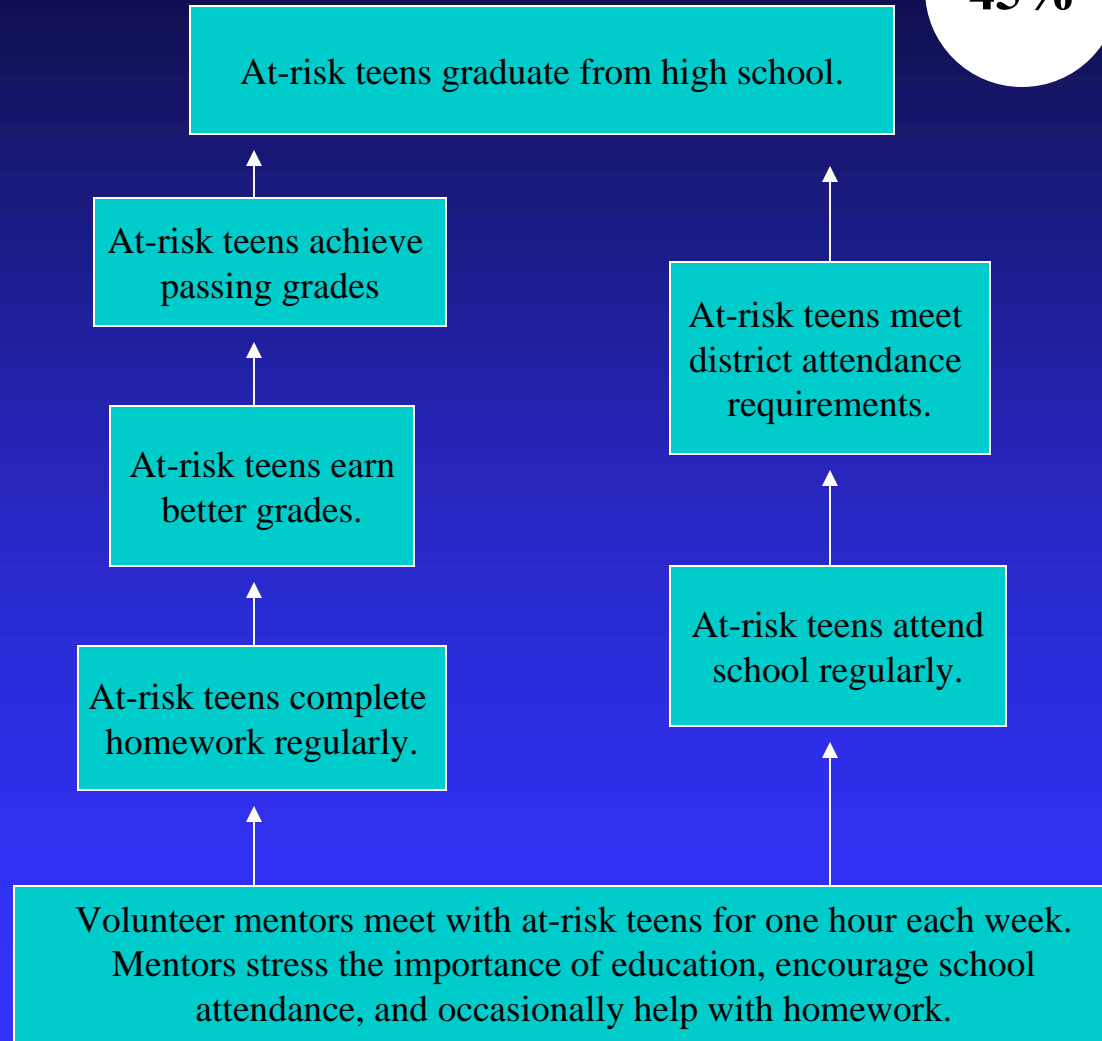
- Stimulate discussion of the program's purpose
- Create a shared vision of the program
- Make the program's theory and logic clear
- Communicate the program's intent to stakeholders
- Staff and volunteer orientation and training
- Guide budget allocations and decisions
- Negotiate "fair" accountability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

Mentoring Program

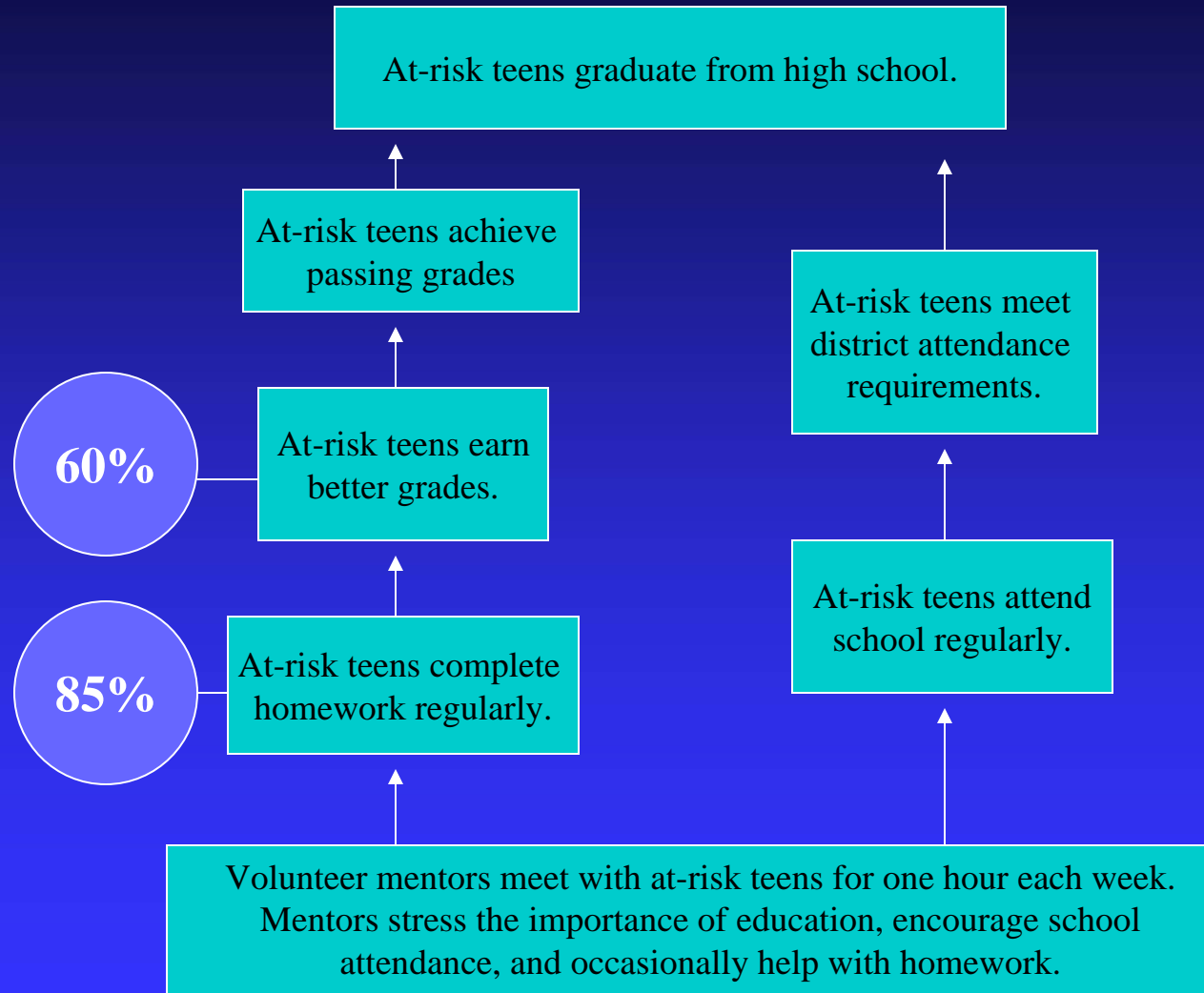


Mentoring Program

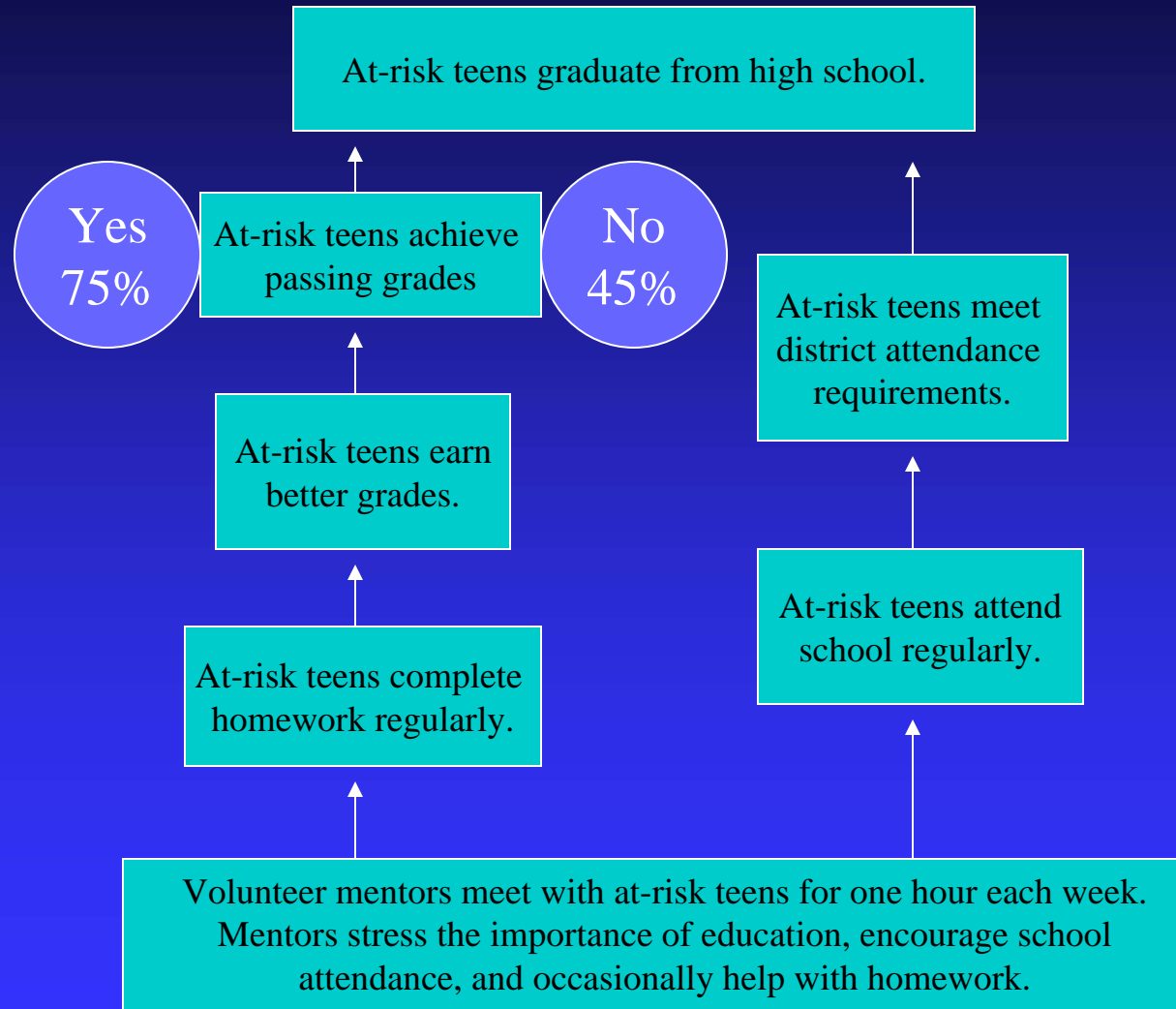
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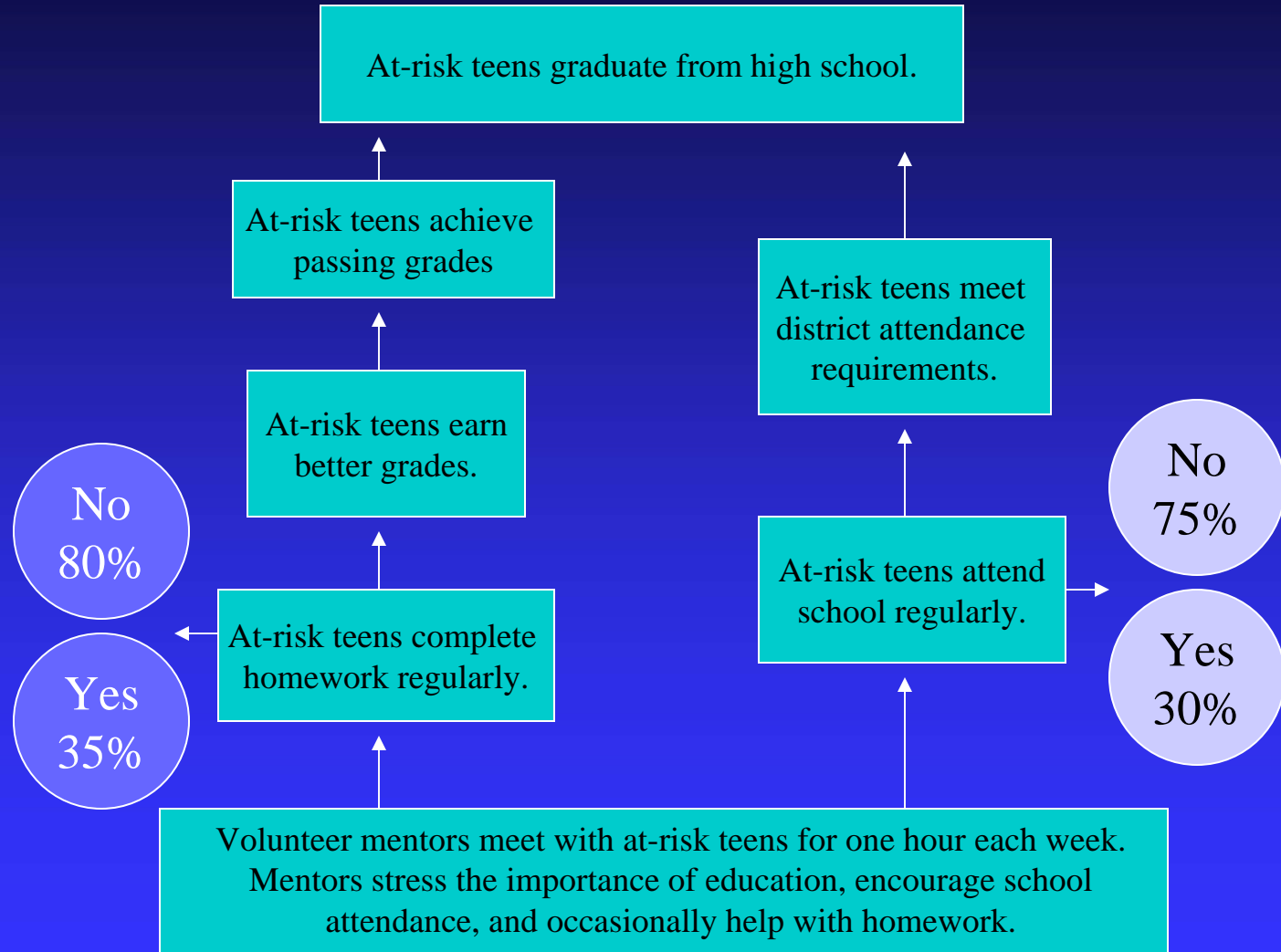
Mentoring Program - Outcome analysis by level of outcome



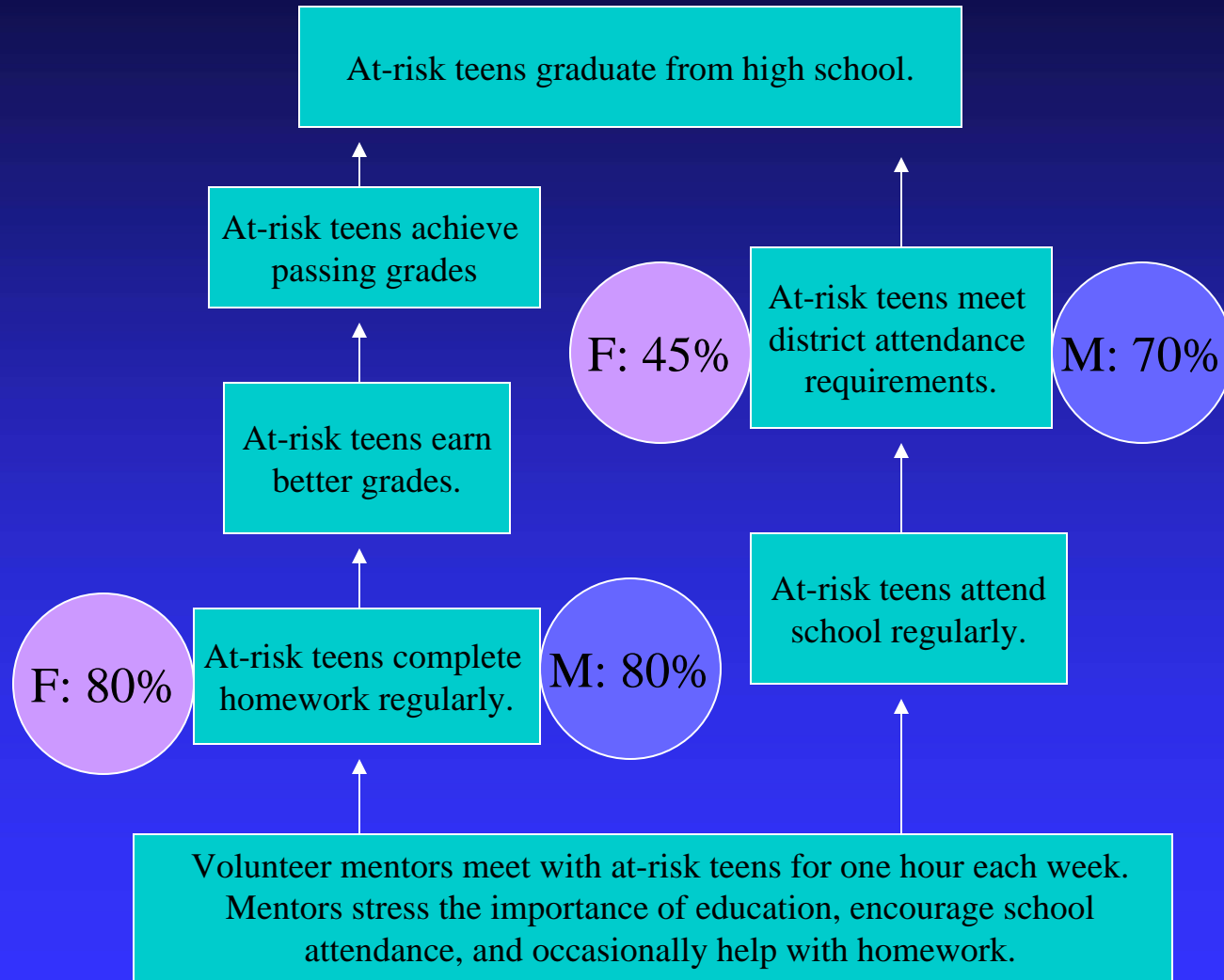
Mentoring Program - Outcome analysis by client characteristic (Parents attended teacher conferences.)



Mentoring Program - Outcome analysis by difficulty of the case (Student from the juvenile justice system.)



Outcome analysis by client and program characteristics (Boys only, by mentor's gender)

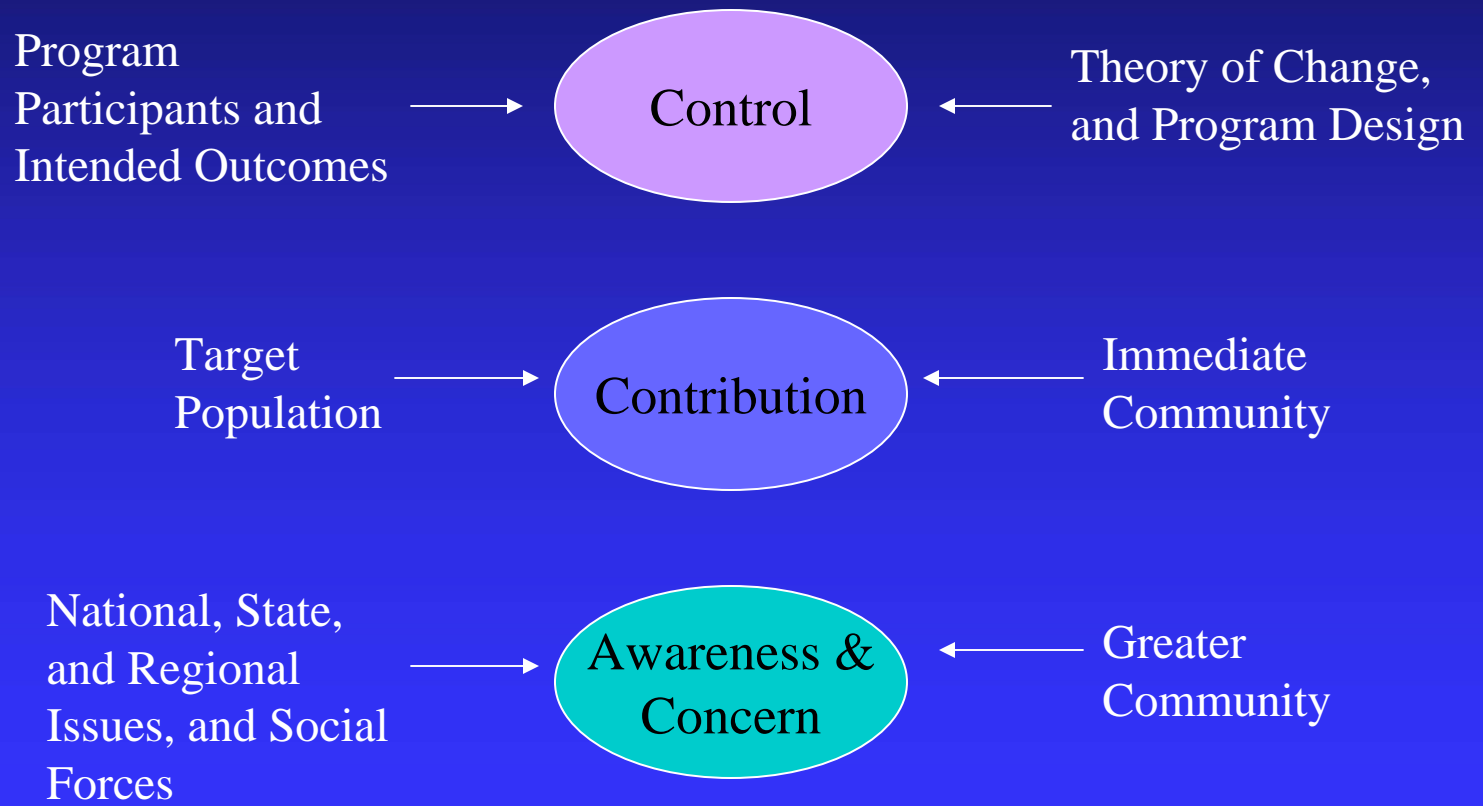


Specifying Outcomes: *How Far Out to Go*



- 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 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 a 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?

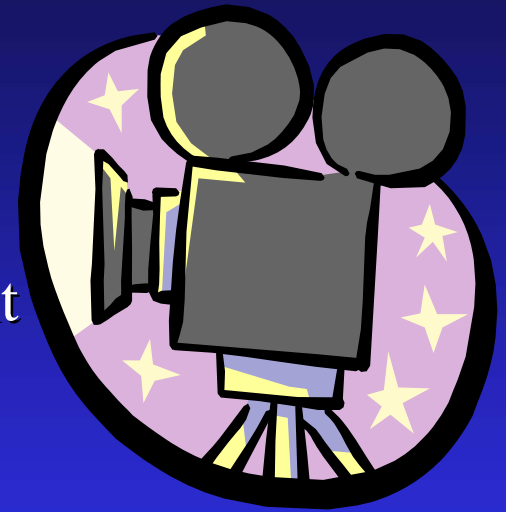
Gathering Ideas for a Program's Outcomes

- 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

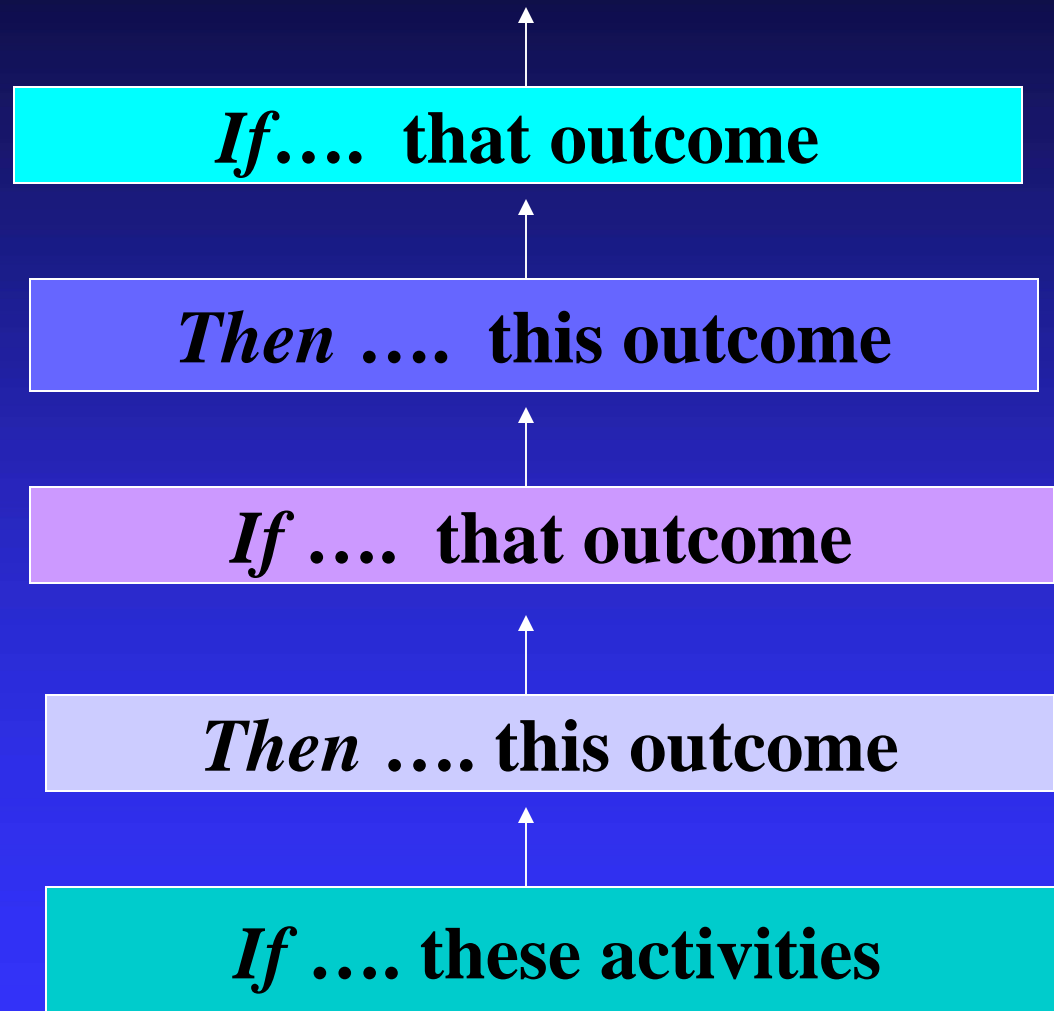
Writing Effective Outcome Statements

■ 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

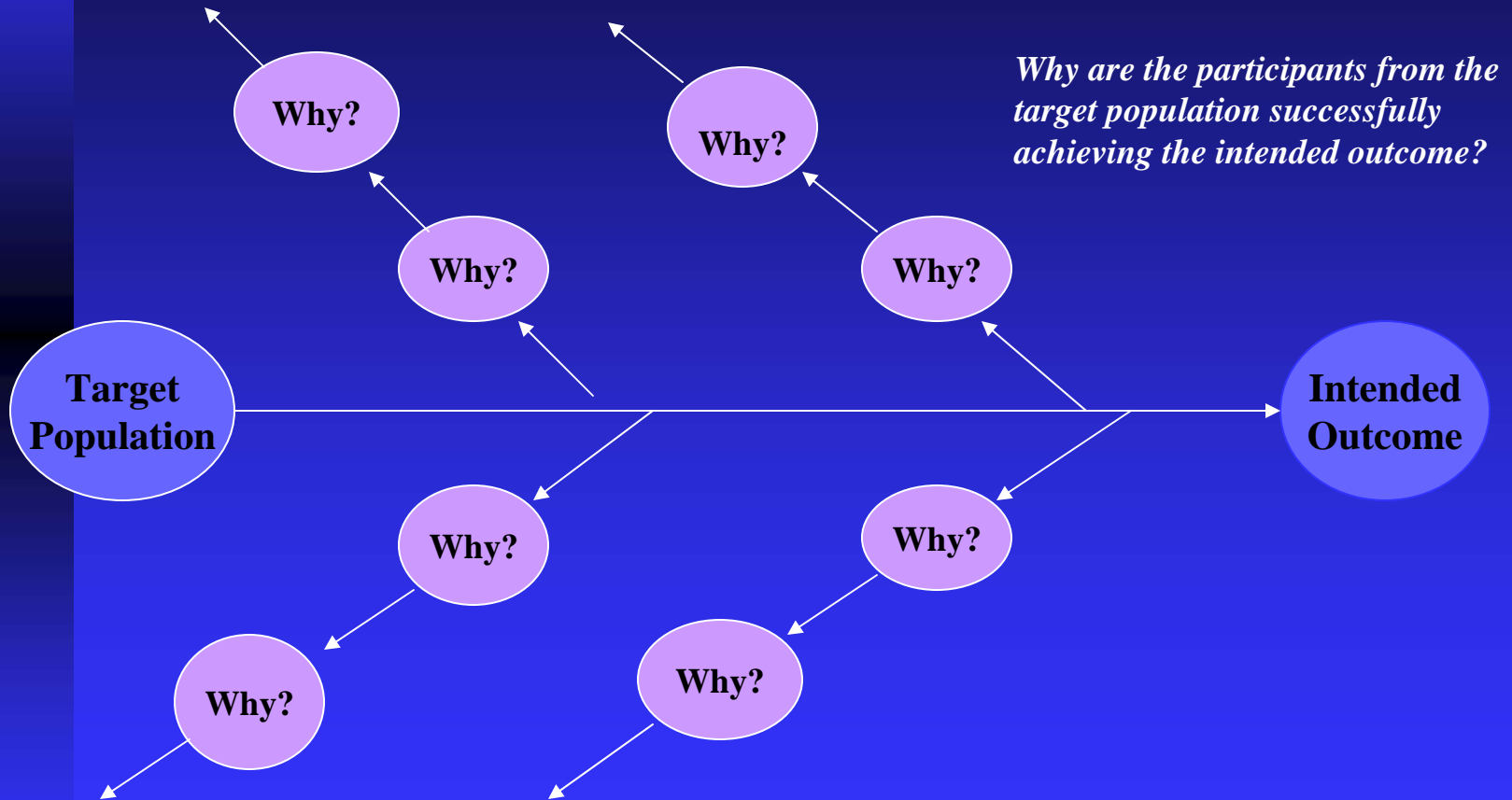


Why Not? Outcome Worksheet

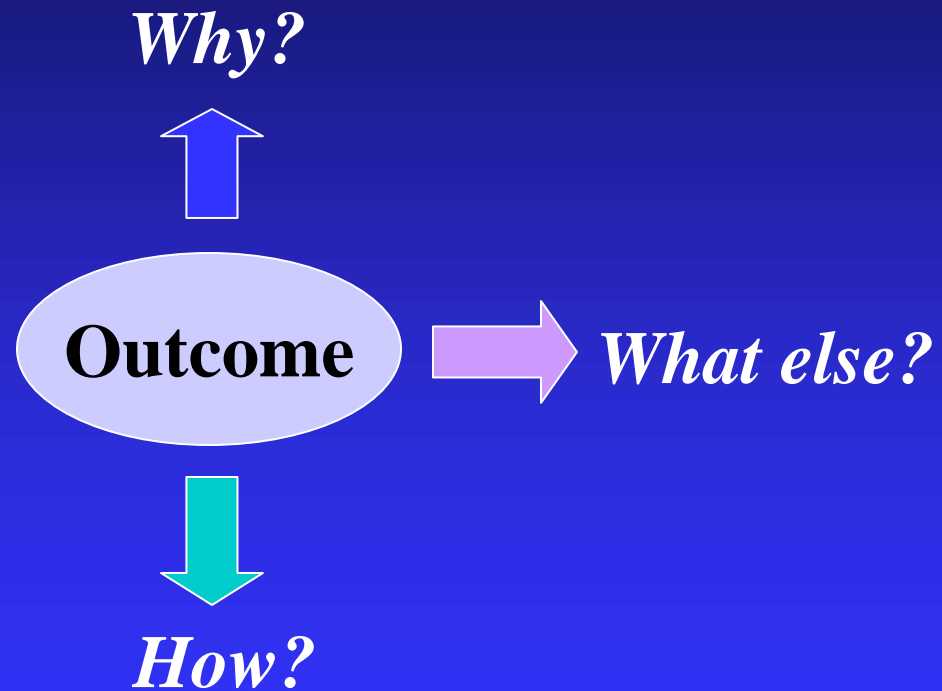
Intended Outcome: e.g. Students graduate from high school

<i>Why not?</i>	<i>So what must be true?</i>
Students do not advance through the grades	Students advance through the grades
Students do not meet the advancement requirements	Students meet the advancement requirements
Students do not pass all their core subjects	Students pass all their core subjects
Students do not fulfill the requirements for each subject	_____ ?

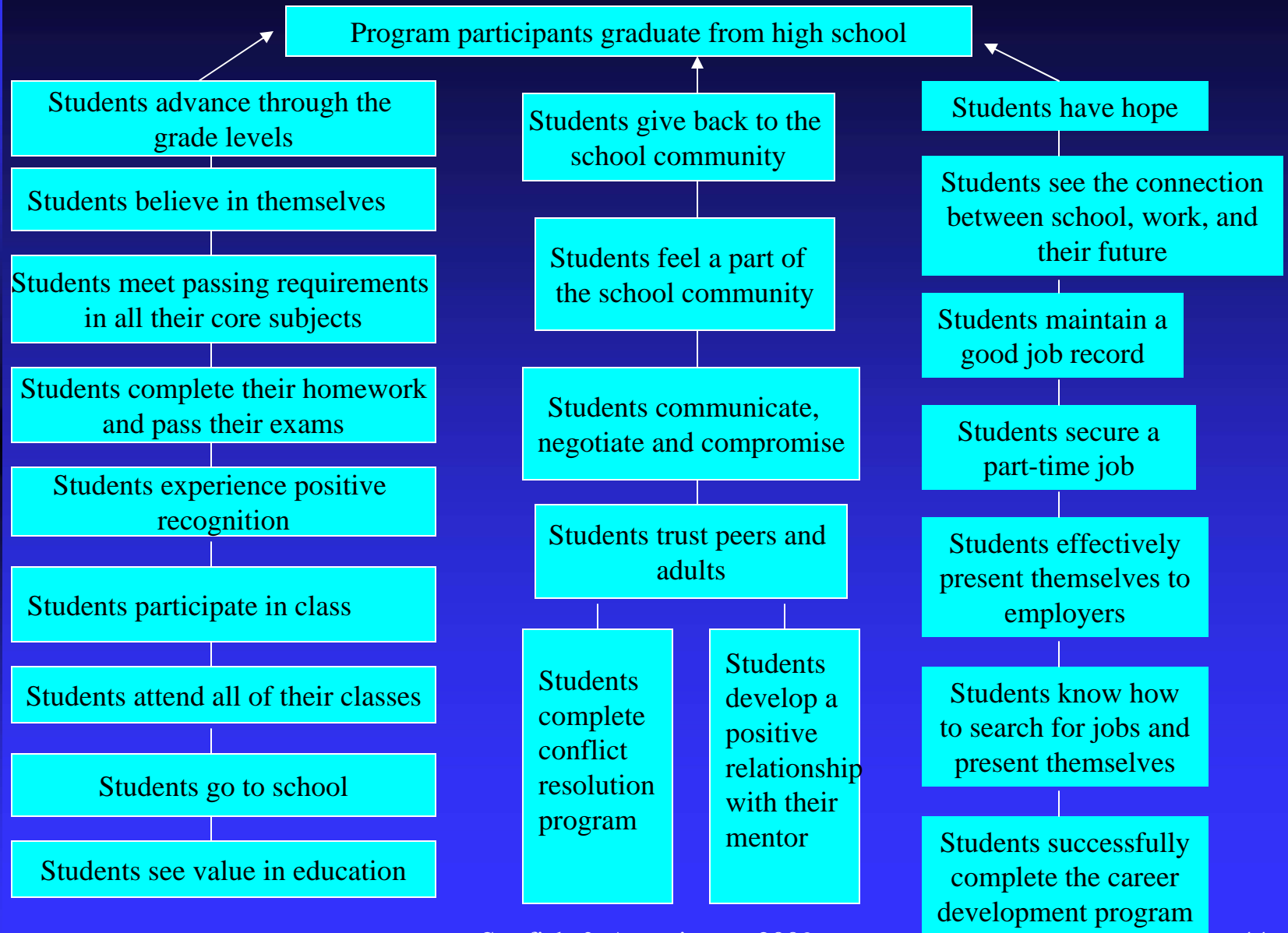
Fishbone Diagram



Testing.... Testing....



Youth Development Program Outcomes



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



Initiative Logic Model

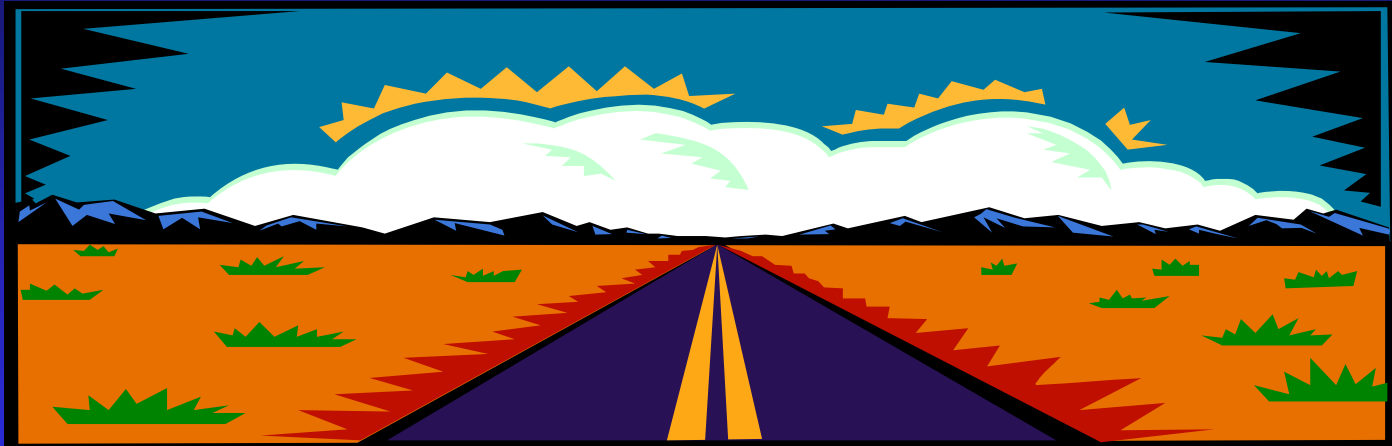


Some Favorite Online Resources



- Outcome Measurement Resource Network
www.unitedway.org/outcomes
- *The Evaluation Exchange: Emerging Strategies in Evaluating Child and Family Services* – Harvard Family Research Project
www.gseweb.harvard.edu/~hfrp
- American Evaluation Association
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*

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