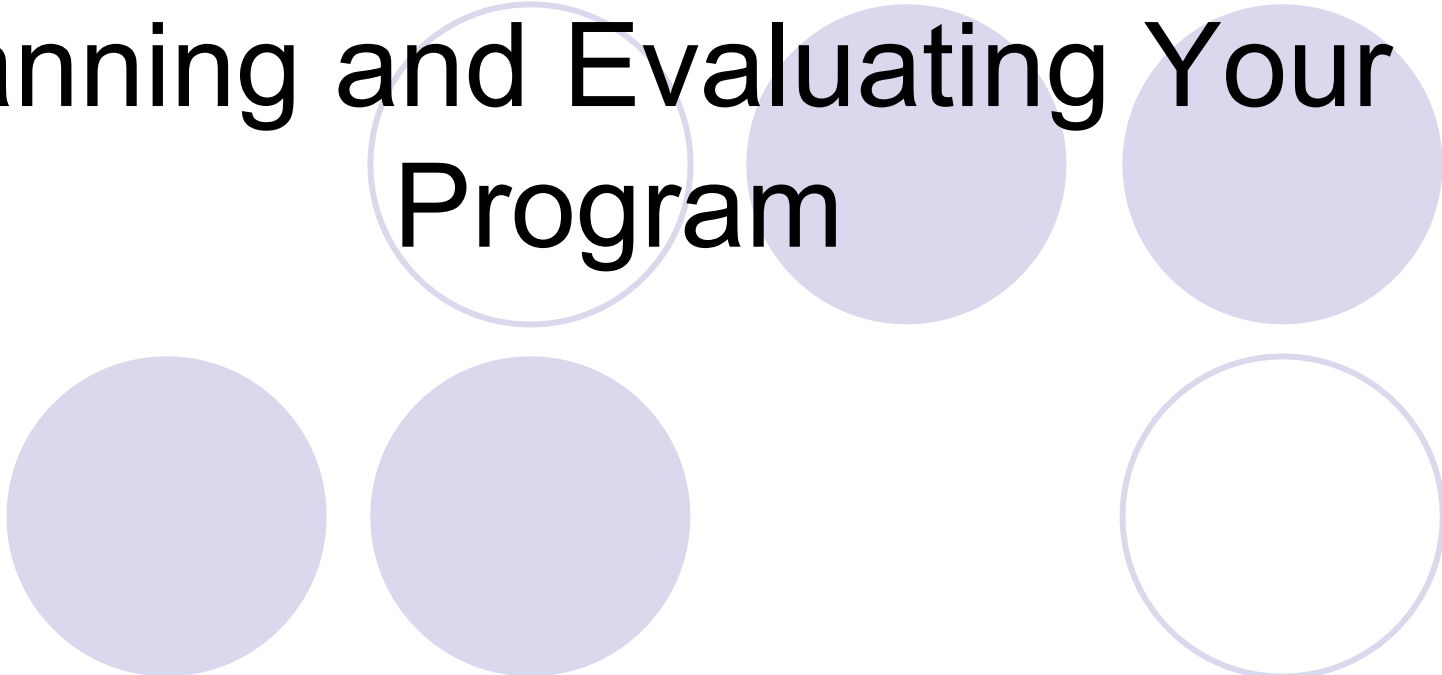


# The Logic Model: A Tool for Planning and Evaluating Your Program

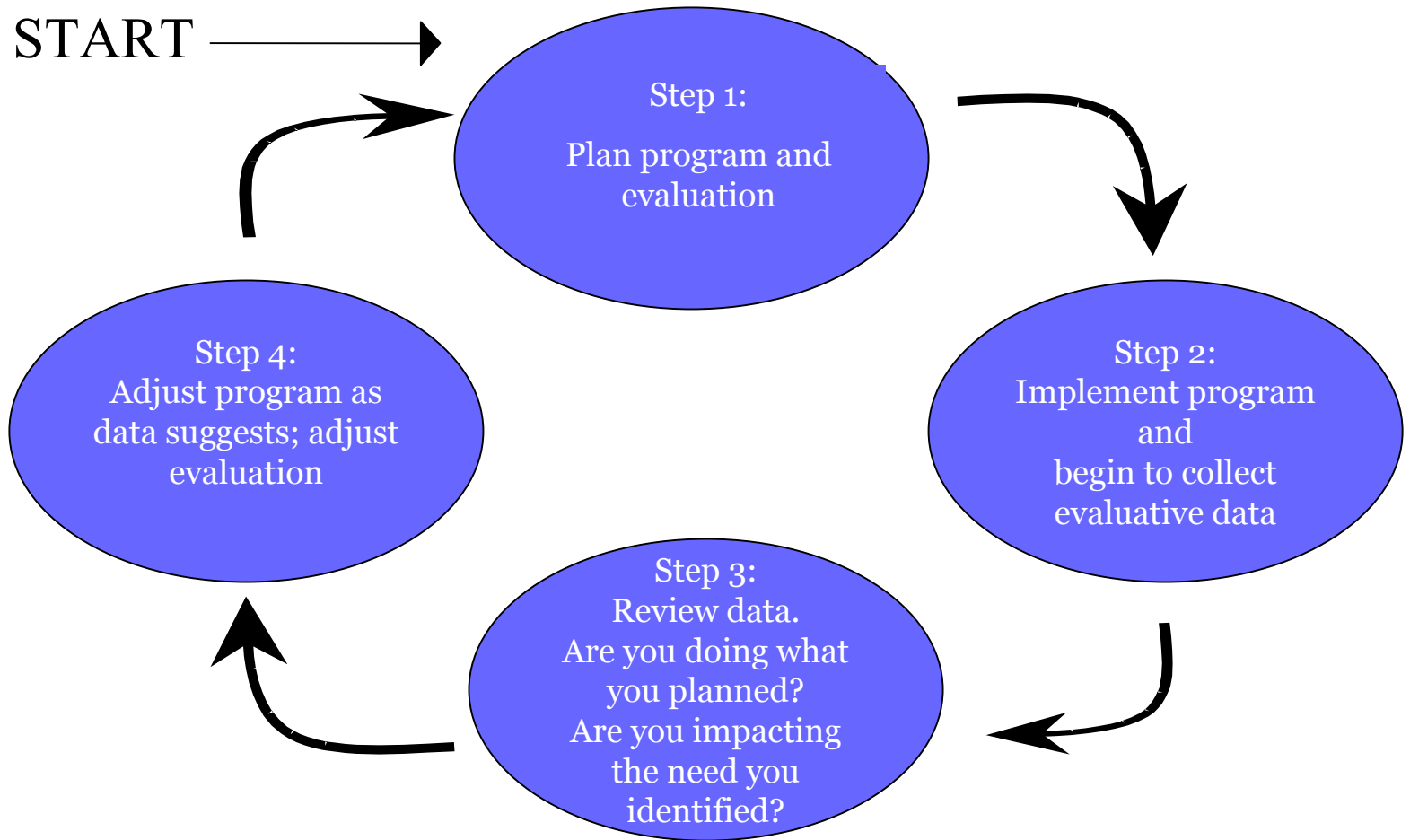
A decorative graphic consisting of six circles arranged in two rows of three. The top row has three circles: the left one is hollow with a light purple outline, and the middle and right ones are solid light purple. The bottom row has three circles: the left and middle ones are solid light purple, and the right one is hollow with a light purple outline.

Holly S. Ruch-Ross, ScD

The speaker for this session has no relevant financial relationships with the manufactures(s) of any commercial products(s) and/or provider of commercial services discussed in this CME activity.

# Review: The Evaluation Cycle

START





# Review: Types of Evaluation

- Process Evaluation

- Is the program being implemented the way it was designed?

- Outcome Evaluation

- Is the program having the intended effect?


# What is a logic model?



*If you don't know where you're going, you might wind up someplace else.*  
-Yogi Berra

- Adapted from a business model
- A brief (preferably one page) summary of your program
- A “snapshot” of the logical sequence of steps connecting resources to intended results
- Diverse templates, but the central idea remains the same

# How is a logic model useful for my program?



- Summary that is easy to share with new staff, boards, funders
- Helps stakeholders keep focus on what is most important for program
- Facilitates program planning, implementation *and* evaluation
- Process of developing LM is itself useful for building consensus by planning together and for identifying gaps or problems in your planning.

# The Logic Model

TARGET POPULATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
<p>The characteristics of people or communities you work with and the needs they present.</p>	<p>The resources required for this program to operate.</p>	<p>Strategies you use or services you provide to try to achieve your goal.</p>	<p>Basic data on program participation.</p>	<p>Desired changes in the target population as a result of the program activities.</p>
<p><i>Age, gender, SES, ethnicity, language, geographical location, low health care utilization, high cancer incidence, lack of mental health information, etc.</i></p>	<p><i>Money, staff, volunteers, facilities, etc.</i></p>	<p><i>Provide training, counseling, education, screenings, referrals, develop materials, etc.</i></p>	<p><i>Number of participants attending a training, number of counseling sessions, etc.</i></p>	<p><i>Changes in knowledge, attitude, behavior, health status, health care utilization, incidence, prevalence, etc.</i></p>

# Logic Model Example: STEP ONE

Peer Advocates for Health – Chicago, Illinois

## TARGET

### POPULATION

characteristics and needs

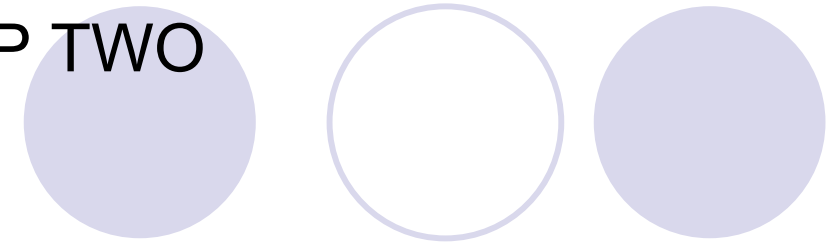
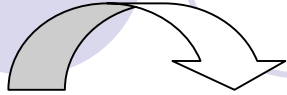
- Adolescent
- African American
- Male
- Living in high risk neighborhoods
  
- Under-served population at risk for poor reproductive health, unintended parenthood, HIV/AIDS and other STDs.

*Who does the program serve? What problem does the program address?*

*Be as specific as possible.*

# Logic Model Example: STEP TWO

Peer Advocates for Health – Chicago, Illinois



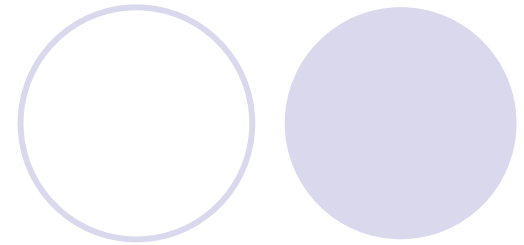
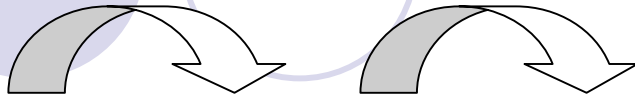
<b>TARGET POPULATION</b> characteristics and needs	<b>INPUTS</b> resources
<ul style="list-style-type: none"><li>● Adolescent</li><li>● African American</li><li>● Male</li><li>● Living in high risk neighborhoods</li> <li>● Under-served population at risk for poor reproductive health, unintended parenthood, HIV/AIDS and other STDs.</li></ul>	<ul style="list-style-type: none"><li>● Grant support</li><li>● Project staff</li><li>● Professional staff and resources of clinic</li></ul>

*What resources are available to the program?*

*Consider resources other than the immediate dollars and staff specified for the program.*

# Logic Model Example: STEP THREE

Peer Advocates for Health – Chicago, Illinois

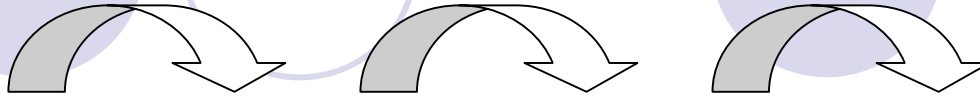


<b>TARGET POPULATION</b> characteristics and needs	<b>INPUTS</b> resources	<b>ACTIVITIES</b> strategies and services
<ul style="list-style-type: none"> <li>● Adolescent</li> <li>● African American</li> <li>● Male</li> <li>● Living in high risk neighborhoods</li>   <li>● Under-served population at risk for poor reproductive health, unintended parenthood, HIV/AIDS and other STDs.</li> </ul>	<ul style="list-style-type: none"> <li>● Grant support</li> <li>● Project staff</li> <li>● Professional staff and resources of clinic</li> </ul>	<ul style="list-style-type: none"> <li>● Develop curriculum</li> <li>● Train                             <ul style="list-style-type: none"> <li>✓ Staff</li> <li>✓ Advisory group</li> <li>✓ Peer Advocates</li> </ul> </li> <li>● Work with clinic staff                             <ul style="list-style-type: none"> <li>✓ Define PA job responsibilities</li> <li>✓ Develop guidelines for clinic services for young men.</li> </ul> </li> </ul>

*What does the program do in its day to day operations?*

# Logic Model Example: STEP FOUR

Peer Advocates for Health – Chicago, Illinois



<b>TARGET</b> <b>POPULATION</b> characteristics and needs	<b>INPUTS</b> resources	<b>ACTIVITIES</b> strategies and services	<b>OUTPUTS</b> program participation
<ul style="list-style-type: none"> <li>● Adolescent</li> <li>● African American</li> <li>● Male</li> <li>● Living in high risk neighborhoods</li>   <li>● Under-served population at risk for poor reproductive health, unintended parenthood, HIV/AIDS and other STDs.</li> </ul>	<ul style="list-style-type: none"> <li>● Grant support</li> <li>● Project staff</li> <li>● Professional staff and resources of clinic</li> </ul>	<ul style="list-style-type: none"> <li>● Develop curriculum</li> <li>● Train                             <ul style="list-style-type: none"> <li>✓ Staff</li> <li>✓ Advisory group</li> <li>✓ Peer Advocates</li> </ul> </li> <li>● Work with clinic staff                             <ul style="list-style-type: none"> <li>✓ Define PA job responsibilities</li> <li>✓ Develop guidelines for clinic services for young men.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Written curriculum</li> <li>● Peer Advocates employed in clinic                             <ul style="list-style-type: none"> <li>✓ Trained</li> <li>✓ Certified</li> </ul> </li> <li>● Written guidelines for clinic services for young men</li> </ul>

*What do participants “get” or “do” as a part of their program participation?*

# Logic Model Example: STEP FIVE

Peer Advocates for Health – Chicago, Illinois

<b>TARGET</b> <b>POPULATION</b> characteristics and needs	<b>INPUTS</b> resources	<b>ACTIVITIES</b> strategies and services	<b>OUTPUTS</b> program participation	<b>OUTCOMES</b> desired changes in the population
<ul style="list-style-type: none"> <li>● Adolescent</li> <li>● African American</li> <li>● Male</li> <li>● Living in high risk neighborhoods</li>   <li>● Under-served population at risk for poor reproductive health, unintended parenthood, HIV/AIDS and other STDs.</li> </ul>	<ul style="list-style-type: none"> <li>● Grant support</li> <li>● Project staff</li> <li>● Professional staff and resources of clinic</li> </ul>	<ul style="list-style-type: none"> <li>● Develop curriculum</li> <li>● Train                             <ul style="list-style-type: none"> <li>✓ Staff</li> <li>✓ Advisory group</li> <li>✓ Peer Advocates</li> </ul> </li> <li>● Work with clinic staff                             <ul style="list-style-type: none"> <li>✓ Define PA job responsibilities</li> <li>✓ Develop guidelines for clinic services for young men.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Written curriculum</li> <li>● Peer Advocates employed in clinic                             <ul style="list-style-type: none"> <li>✓ Trained</li> <li>✓ Certified</li> </ul> </li> <li>● Written guidelines for clinic services for young men</li> </ul>	<p><b>Short-term</b></p> <ul style="list-style-type: none"> <li>● Increased reproductive health knowledge</li> <li>● Healthy lifestyle choices</li> <li>● Increased clinic utilization</li> </ul> <p><b>Long-term</b></p> <ul style="list-style-type: none"> <li>● Improved reproductive health status</li> <li>● Reduced pregnancy among adolescents</li> </ul>

# Logic Model Example: Outputs vs Outcomes

- Outputs are the direct products of program activities (number of participants attending, number of sessions, materials produced and distributed).
- Outputs reflect program implementation, and are usually measured as a part of process evaluation.
- Outcomes are changes in the target population that result from the program (changes in knowledge, attitude, behavior, health status).
- Outcomes reflect program impacts, and are usually measured as a part of outcome evaluation.



## Logic Model Example: Where are my Goals and Objectives?

- Your logic model can be seen as an expression of your goals and objectives.
- Goals are most often reflected in the target population and outcomes columns.
- Objectives are most often reflected in the activities, outputs and outcomes columns.

# Getting Started on Your Logic Model

- Think very specifically about one program.
- Keep in mind that your logic model will be useful for planning, implementation, *and* evaluation.
- Consider who your audiences might be.
- Work as a team if possible.
- Don't make it too hard – the goal is a “snapshot” of your program; don't worry too much about the jargon.
- It's okay to work “backwards” if that is easier for you – beginning with the end in mind.

# Your Logic Model: STEP ONE

## **TARGET**

### **POPULATION**

The characteristics of people or communities you work with and the needs they present.

*Who does the program serve? What problem does the program address?*

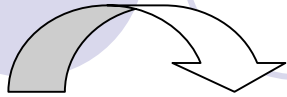
*Be as specific as possible.*

# Step One - Questions and Reflections



- Was this step easy or difficult?
- What do you need more information about?
- Whose help do you need?

# Your Logic Model: STEP TWO



<b>TARGET POPULATION</b> The characteristics of people or communities you work with and the needs they present.	<b>INPUTS</b> The resources required for this program to operate.

*What resources are available to the program?*

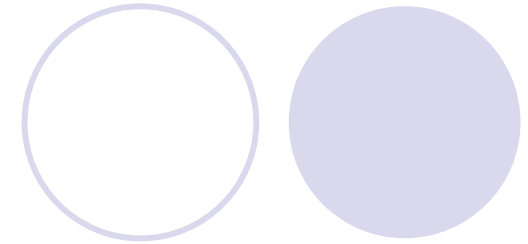
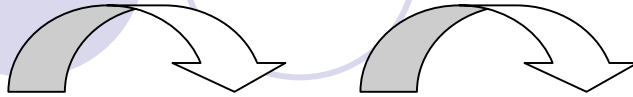
*Consider resources other than the immediate dollars and staff specified for the program.*

# Step Two - Questions and Reflections



- Was this step easy or difficult?
- What do you need more information about?
- Whose help do you need?


# Your Logic Model: STEP THREE



<b>TARGET POPULATION</b> The characteristics of people or communities you work with and the needs they present.	<b>INPUTS</b> The resources required for this program to operate.	<b>ACTIVITIES</b> Strategies you use or services you provide to try to achieve your goal.

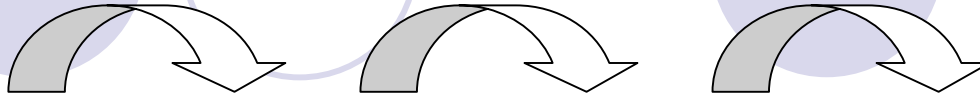
*What does the program do in its day to day operations?*

# Step Three - Questions and Reflections



- Was this step easy or difficult?
- What do you need more information about?
- Whose help do you need?

# Your Logic Model: STEP FOUR



<b>TARGET POPULATION</b> The characteristics of people or communities you work with and the needs they present.	<b>INPUTS</b> The resources required for this program to operate.	<b>ACTIVITIES</b> Strategies you use or services you provide to try to achieve your goal.	<b>OUTPUTS</b> Basic data on program participation.

*What do participants “get” or “do” as a part of their program participation?*

# Step Four - Questions and Reflections



- Was this step easy or difficult?
- What do you need more information about?
- Whose help do you need?

# Pre-Step Five

## Identifying Outcomes



- An outcome is a measurable change that occurs in your target community or population beyond the point of service or intervention. Outcomes define the logical and desired results of the services your program provides.
- Measuring outcomes is a way to detect whether your program is making a difference.
- Long term outcomes may need to be assessed using shorter term indicators.
- Limit the number of outcomes so that you can focus resources.
- Use standard outcomes when appropriate.

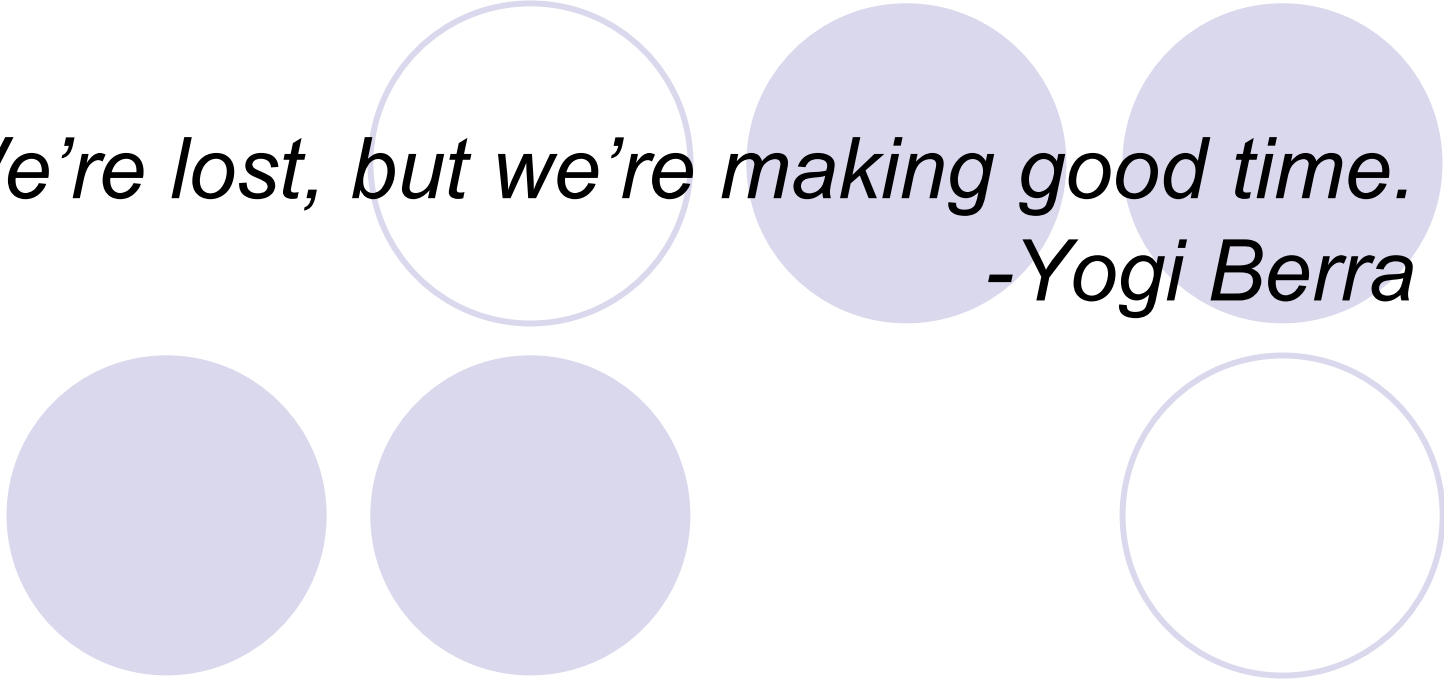
# Your Logic Model: STEP FIVE



<b>TARGET POPULATION</b> The characteristics of people or communities you work with and the needs they present.	<b>INPUTS</b> The resources required for this program to operate.	<b>ACTIVITIES</b> Strategies you use or services you provide to try to achieve your goal.	<b>OUTPUTS</b> Basic data on program participation.	<b>OUTCOMES</b> Desired changes in the target population as a result of the program activities.

# Taking it Home: What comes next?

- Who should you share/ work on this with?  
When? Why?
- How could this be used to guide program planning and implementation?
- How might it inform you evaluation planning and your evaluator?

The image features a decorative arrangement of seven circles. In the top row, there is a white circle with a light purple outline on the left, followed by two solid light purple circles on the right. In the bottom row, there are two solid light purple circles on the left and one white circle with a light purple outline on the right. The text is centered horizontally between the two rows of circles.

*We're lost, but we're making good time.*  
*-Yogi Berra*