

# Planning for Success: Using Logic Models as a Road Map

Lisa Lunghofer, Ph.D.



---

---

---

---

---

---

---

---

## Today's agenda

- ▶ What is a logic model?
- ▶ What goes into a logic model?
- ▶ How can I use logic models in my daily work?
- ▶ Examples from my work with nonprofits across the country
- ▶ Q and A



---

---

---

---

---

---

---

---

## Our goals today

- ▶ Help you to think about your programs in a new way
- ▶ Provide a tool for you to show stakeholders (e.g., funders, the community) what your program hopes to achieve and how
- ▶ Offer ideas for how you can use the tool when you get home



---

---

---

---

---

---

---

---

## A logic model analogy

- ▶ If you were planning a road trip, what's the first question you would need to answer?
- ▶ Once you know where you want to go, you need to figure out how to get there.
- ▶ The logic model is your program's road map.



---

---

---

---

---

---

---

---

## Do I really need a road map?

*"If you don't know where you are going, you will wind up somewhere else."*

*Yogi Berra*

The logic model addresses three key questions:

- ▶ Where are you going?
- ▶ How will you get there?
- ▶ How will you know when you've arrived?

---

---

---

---

---

---

---

---

## It's all about connections

A logic model graphically displays connections between:

- ▶ Program inputs, activities, outputs, and outcomes
- ▶ What you plan to do and what you will achieve



---

---

---

---

---

---

---

---

## If...then...if...then...if...

Think of a logic model as a series of 'if... then' statements

- ▶ If I have these inputs, then I will do these activities....
- ▶ If I do these activities, then I will deliver the program as planned....
- ▶ If I deliver the program as planned, then these changes will occur.

---

---

---

---

---

---

---

---

## A more formal definition

"A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan to do, and the changes or results you hope to achieve."

*(Logic Model Development Guide, W.K. Kellogg Foundation)*

[www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf](http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf)

---

---

---

---

---

---

---

---

## A rose by any other name...

- ▶ Logic model
- ▶ Conceptual framework
- ▶ Program model
- ▶ Theory of change
- ▶ No single format



---

---

---

---

---

---

---

---

## Components of a logic model

- ▶ Inputs
- ▶ Activities
- ▶ Outputs
- ▶ Outcomes (short-, medium-, long-term)



---

---

---

---

---

---

---

---

## Inputs

- ▶ Think of inputs as resources you'll need to develop and implement your program
- ▶ Resources can be financial, human, organizational, community
- ▶ Examples: staff, funding, space, supplies



---

---

---

---

---

---

---

---

## Activities

- ▶ What will you do with your resources?
- ▶ What actions will you take to achieve desired outcomes?
- ▶ What components will you include in your program (e.g., hands-on work with animals)



---

---

---

---

---

---

---

---

## Outputs

- ▶ Direct products of program activities
- ▶ Examples: number of participants served, number of trainings conducted
- ▶ Outputs are **NOT** the changes you expect your program to produce



---

---

---

---

---

---

---

---

## Outcomes: Short- and medium-term

- ▶ Individual-level changes in attitudes, behaviors, knowledge, skills, status, or level of functioning
- ▶ Short-term: Immediately or shortly following program completion
- ▶ Medium-term: 1 year (or so)

---

---

---

---

---

---

---

---

## Outcomes: Long-term

- ▶ Long-term outcomes (sometimes called impacts) are fundamental changes in organizations, systems or communities
- ▶ Typically several years following program completion



---

---

---

---

---

---

---

---

## Working backwards

- ▶ Long-term outcomes: What do we want to have accomplished 10 years from now?
- ▶ What short- and medium-term outcomes are required to get there?
- ▶ What activities are logically connected to those outcomes?
- ▶ What resources will those activities require?

---

---

---

---

---

---

---

---

## Outcomes: A caution

- ▶ Be realistic
- ▶ Consider program “dose”
- ▶ Adjust the outcome time frames as needed
- ▶ Three outcome points may not be relevant
- ▶ Make sure outcomes are measurable



---

---

---

---

---

---

---

---

## Common problems (to avoid)

- ▶ Links among elements are missing or illogical
- ▶ Too much or too little information in the logic model
- ▶ Outcomes are confused with activities or outputs

---

---

---

---

---

---

---

---

## When can I use a logic model?



---

---

---

---

---

---

---

---

## Planning and design

- ▶ Create shared understanding of the program and what it will accomplish
- ▶ Explain program concepts and approach to stakeholders, including funders
- ▶ Strengthen program by identifying gaps in logic
- ▶ Select program activities that are clearly tied to desired outcomes



---

---

---

---

---

---

---

---

## Planning: Connecting the dots



---

---

---

---

---

---

---

---

## Planning: What's the problem and how will we solve it?



Problem: Too many old dogs in shelters

?

Solution 1: Keep old dogs out of shelters

Decrease # of old dogs in shelters

Problem: Too many old dogs in shelters

?

Solution 2: Adopt out more old dogs from shelters

---

---

---

---

---

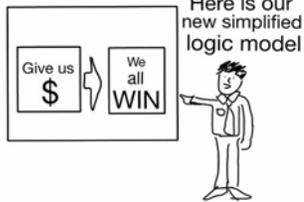
---

---

---

## Planning, grant writing, and 'The Art of the Sale'

Create a "logic model"



---

---

---

---

---

---

---

---

## Planning to solve the problem: Seniors4Seniors



- ▶ **Activities:** Identify senior dogs, recruit senior adopters, match dogs and seniors, publicize success/market program
- ▶ **Outputs:** 30 senior dogs are placed in forever homes with senior people; marketing efforts reach 10,000 people
- ▶ **Short-term outcomes:** Community awareness of program increases
- ▶ **Medium-term outcomes:** Annual 30% increase in the number of senior dogs adopted by senior people
- ▶ **Long-term outcomes:** # of senior dogs euthanized in local shelter decreases by 80% over 5 years

---

---

---

---

---

---

---

---

## Planning: What's illogical?



- ▶ Activities: Volunteers and dogs participate in reading program with 3<sup>rd</sup> graders
- ▶ Outputs: 30 3<sup>rd</sup> graders complete 12 reading sessions
- ▶ Short-term outcome: Children are more confident in their reading skills
- ▶ Longer-term outcome: Math scores improve

---

---

---

---

---

---

---

---

## Implementation

- ▶ Management tool: Identify and collect data needed to monitor and improve programming
- ▶ Focus on achieving and documenting results
- ▶ Make changes before it's too late!
- ▶ Increase the odds of getting where you want to go



---

---

---

---

---

---

---

---

## Implementation: What's illogical?

- ▶ Activities: Train therapists on the AniCare approach to treating people who have abused animals
- ▶ Outputs: Number of therapists trained
- ▶ Short-term outcome: Increase the number of people who receive treatment for abusing animals
- ▶ Long-term outcome: Reduce animal abuse

---

---

---

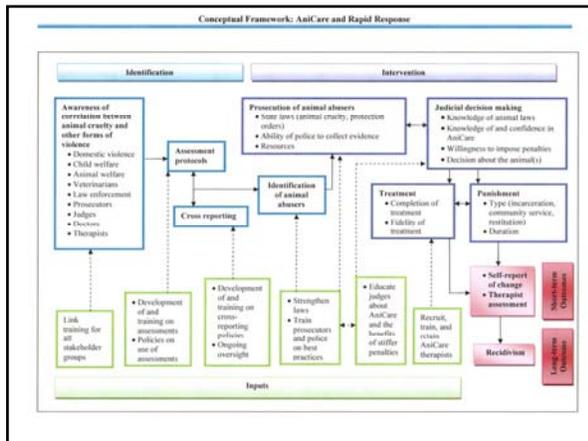
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

## Evaluation

- ▶ Select indicators of each outcome
- ▶ Track progress
- ▶ Demonstrate results
- ▶ Use findings for program improvement, grant applications, public relations/marketing

---

---

---

---

---

---

---

---

---

---

## Oh no, not evaluation!

- ▶ "I'm not an evaluator."
- ▶ "Evaluation is expensive. We don't have those kinds of resources."
- ▶ "Participants love the program, so it must be working."
- ▶ "Our program is complicated; it's impossible to measure outcomes."

---

---

---

---

---

---

---

---

---

---

## Top 8 reasons to evaluate

### #8: Clarify program objectives

- ▶ *What are you trying to accomplish?*
- ▶ *How will you define success?*



---

---

---

---

---

---

---

---

## Top 8 reasons to evaluate

### #7: Solidify support and raise money

- ▶ *People—including funders—want to support successful efforts.*
- ▶ *Demonstrating positive outcomes is an invaluable fundraising tool.*

Hi, I donated \$20 last year. Can you tell me exactly how many children I've saved?



---

---

---

---

---

---

---

---

## Top 8 reasons to evaluate

### #6: Monitor your program.

- ▶ *Are you really doing what you said you would do?*



---

---

---

---

---

---

---

---

## Top 8 reasons to evaluate

### #5: Make informed decisions about program changes

- ▶ Do you need to make mid-course corrections? Better to make those changes before the opportunity to get back on track is lost.



---

---

---

---

---

---

---

---

## Top 8 reasons to evaluate

### #4: Identify unintended program effects

- ▶ Are there "side effects" that need to be addressed?



---

---

---

---

---

---

---

---

## Top 8 reasons to evaluate

### #3: Assess overall effectiveness

- ▶ Did the program work as intended?
- ▶ Are program recipients better off? If so, how?

At the beginning of every evaluation



---

---

---

---

---

---

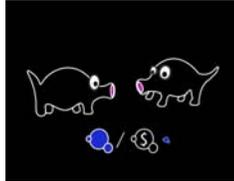
---

---

## Top 8 reasons to evaluate

### #2: Assess program cost versus benefit(s)

- ▶ *Do the program outcomes justify the investment?*



---

---

---

---

---

---

---

---

## Top 8 reasons to evaluate

### #1: Do even more good

- ▶ *If you can show your program works, you have the opportunity to increase your reach and broaden your impact.*



---

---

---

---

---

---

---

---

## Evaluating program implementation vs. outcomes

- ▶ Outputs and outcomes are important, but implementing programs with fidelity also matters.
- ▶ Program implementation is like cooking: You have to follow the recipe!



---

---

---

---

---

---

---

---

## Evaluation: Assessing program fidelity

- ▶ What is program fidelity anyway?
- ▶ Why assess it?
- ▶ The dangers of not assessing
- ▶ Tools to use (checklists, guides)



---

---

---

---

---

---

---

---

## Evaluation: Outputs, outcomes, and indicators (Oh my!)

- ▶ Outputs and outcomes are great but how do measure or assess them?
- ▶ An indicator provides evidence that a certain condition exists or certain results have or have not been achieved (Brizius & Campbell, p. A-15).
- ▶ What will we see change?



---

---

---

---

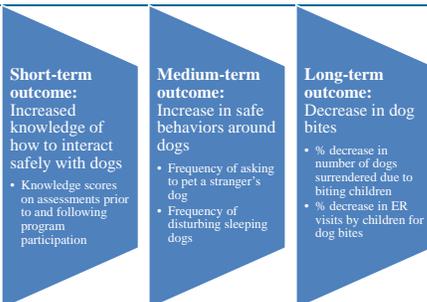
---

---

---

---

## Outcomes and indicators: Dog bite prevention program



---

---

---

---

---

---

---

---

## Case Study: Lifetime Bonds

- ▶ Safe Humane Chicago's 12-week program for boys ages 13-18 held at the Illinois Youth Center (secure detention facility)
- ▶ Boys work with volunteers and a professional trainer alongside 5-6 dogs
- ▶ 60-90 minute sessions include an education component, group discussion, and hands-on work with dogs



---

---

---

---

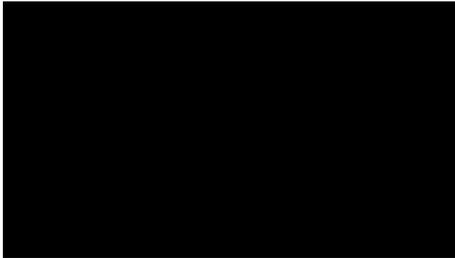
---

---

---

---

## Lifetime Bonds



---

---

---

---

---

---

---

---

## Lifetime Bonds: Objectives

- ▶ Teach boys dog handling and training skills using only positive reinforcement
- ▶ Help boys learn and practice communication skills by interpreting dogs' body language and responding appropriately and compassionately

---

---

---

---

---

---

---

---

### Lifetime Bonds: Objectives (cont.)

- ▶ Educate boys about career opportunities involving animals
- ▶ Develop boys' sense of social responsibility by educating them about animal abuse and population issues and allowing them to give back to the community by saving dogs' lives

---

---

---

---

---

---

---

---

### Fidelity Assessment: Lifetime Bonds

- ▶ What would you assess to determine whether or not the program was implemented as intended?



---

---

---

---

---

---

---

---

### Outcome Evaluation: Lifetime Bonds

- ▶ Name some outputs of Lifetime Bonds
- ▶ What are some short-term outcomes?
- ▶ What are some longer-term outcomes?
- ▶ How about indicators of outcomes?



---

---

---

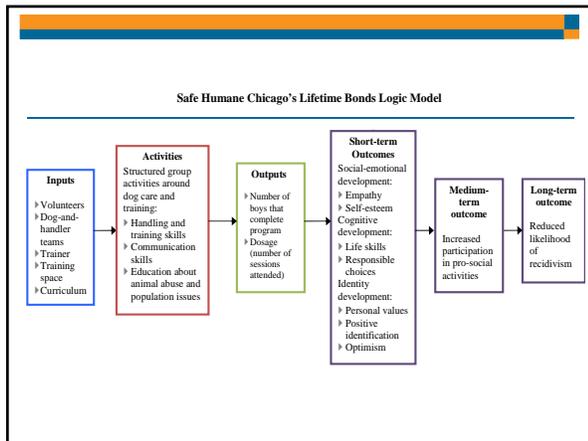
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

---

---

**A final thought...**

Logic models represent a way of thinking that can be applied in infinite ways!

---

---

---

---

---

---

---

---

---

---

---

---

**Questions?**

---

---

---

---

---

---

---

---

---

---

---

---



## Contact Information

---

- ▶ For more information, please contact Lisa Lunhofer at [llunhofer@makinggoodwork.org](mailto:llunhofer@makinggoodwork.org).

---

---

---

---

---

---

---

---