



BUILDING LOGIC MODELS

A STANDARD PLANNING TOOL TO DESIGN & MANAGE COMMUNITY ACTIVITIES

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“Building Anti-Racism Capacity through Mental Health Research, Resources and Training”

June 28, 2022



WHAT IS A LOGIC MODEL?



LOGIC MODELS & THEORY OF CHANGE

- A **logic model** is a visual illustration of a program's resources, activities and expected outcomes (Kellogg 2006, CDC 2011).
- A logic model presents a picture of how your program or initiative is supposed to work. Effective logic models make an explicit, often visual statement of the activities that will bring about change and the results you expect to see for the community (University of Kansas 2015).
- It is a tool used to simplify complex relationships between various program components and can be used during planning, implementation and evaluation phases (University of Kansas 2015, Public Health Ontario 2015).
- A term that is sometimes used concurrently with logic models is **theory of change**. Logic models can be viewed as a representation of the program's underlying theory of change (Public Health Ontario 2016).
- Logic models are a common tool used to map a theory of change of an organization, training, or program by outlining the linkage from input, to activities, to output, to outcomes, and ultimately to impact (So & Staskevicius 2015).

LOGIC MODELS, A.K.A.

Some other names for logic models include:

- road map, conceptual map, or pathways map
- mental model
- blueprint for change
- framework for action or program framework
- program theory or program hypothesis
- theoretical underpinning or rationale
- causal chain or chain of causation
- theory of change or model of change

LOGIC MODEL AS A ROADMAP

- Like a road map, a logic model shows the route traveled (or steps taken) to reach a certain destination.
- A detailed logic model indicates precisely how each activity will lead to desired changes or outcomes.
- This road map aspect of a logic model reveals what causes what, and in what order.
- At various points on the map, you may need to stop and review your progress and make any necessary adjustments.
- The logic model provides guidance on possible evaluation questions and what measures or indicators to use to identify program success.
- It also aids in identifying how program components should affect each other and facilitates measuring the degree to which a program is delivered as intended.



LOGIC MODEL AS A TOOL

- As a tool, a logic model serves multiple purposes and can be utilized throughout the lifecycle of a program, from the planning stage to evaluation, and all steps in-between.
- It is never too late to introduce a logic model into a program or initiative...
 - In the **planning phase of a program**, a logic model can serve as a planning tool by shaping program strategies, clarifying and setting priorities, and illustrating program approaches to stakeholders. In addition, logic models can be used as a communication tool to gather support or funding for an initiative (Kellogg 2006).
 - During **implementation of an initiative**, a logic model can help with program management by maintaining accountability to the activities or areas identified in the logic model. It can also support program monitoring ensuring the program stays on track or identify areas in need of adjustment (Kellogg 2006, University of Kansas 2015).





COMPONENTS OF A LOGIC MODEL



COMMON COMPONENTS OF LOGIC MODELS

Component	Description	Examples
Goal(s)	The overall long-term outcomes a program aims to achieve.	To increase the resiliency and adaptability of the settlement sector in meeting the needs of immigrant users who experience trauma from racism.
Inputs	The resources invested into a program or initiative.	Staff, Funding, Time, Materials, Supplies.
Activities	Activities or program trainings that will be carried out as part of the program.	Activity 1: Mental health research on racism and trauma. Activity 2: Community Resource Development and Training. Activity 3: Implementation of Advocate Training Program.
Audience(s)	Whom the program is targeting. Programs may target specific groups such as South and Southeast Asian Canadians, but may also be broader in nature (i.e., “Asian Canadians”).	A program designed to train settlement and community workers on how to aid immigrant clients in navigating public institutions for the purpose of reporting racism. <i>Primary audience:</i> the main population being targeted (e.g., settlement and community workers). <i>Secondary audience:</i> groups who are impacted or influenced by a program, but are not the program’s direct recipients (e.g., immigrants, S and SE Asian Canadians).

COMMON COMPONENTS OF LOGIC MODELS

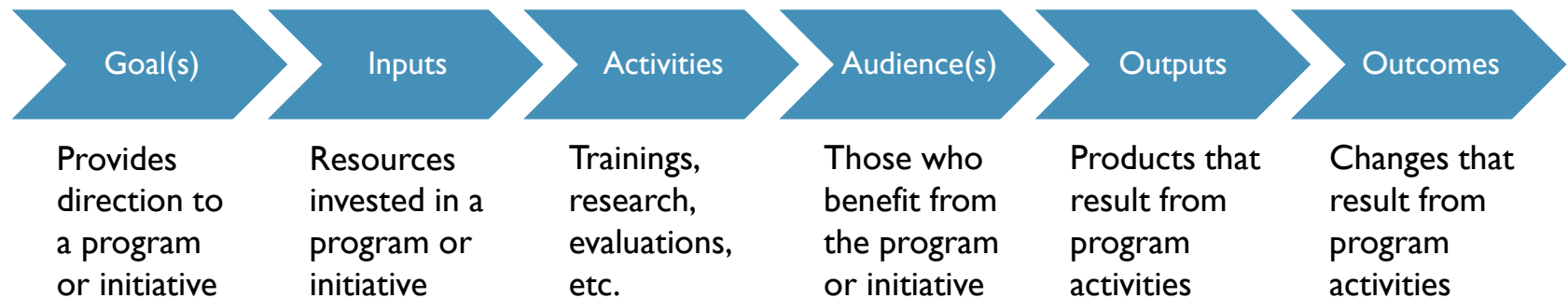
Component	Description	Example
Outputs	<p>Products that are produced from program activities.</p> <p>Outputs can be viewed as quantifying activities and providing numeric values or percentages.</p>	<ul style="list-style-type: none">• # of surveys collected from target audience.• # of training workshops held and # of community and settlement workers trained in program.• # of focus groups held with program stakeholders.• # and % of community and settlement workers trained in evidence-based programming related to mental health, racism and trauma.
Outcomes	<p>The changes expected to result from the program.</p> <p>Outcomes can range from short-term to long-term, and are associated with changes in knowledge, awareness, behaviours and skills.</p>	<ul style="list-style-type: none">• The capacity and confidence of settlement and community workers in supporting clients who experience racism and trauma is improved.• Community partners deliver responsive and coordinated settlement and community services.• Community and settlement workers are implementing the program learnings 6 months following the training.

OTHER COMPONENTS OF LOGIC MODELS

Component	Description	Example
Situation	The situational context that lead to the creation of the program.	<p>Lack of community and settlement worker knowledge and capacity in serving S/SE Asian communities in Canada who experience racism and mental health trauma.</p> <p>Increased incidence of racism and discrimination faced by newcomers and refugees to Canada.</p>
Assumptions	Underlying theories and beliefs about the program and its context which can influence the development of a program and which activities are implemented.	<p>Community and settlement organizations are interested in building the capacity of their workers to better serve immigrants and other populations.</p> <p>By training community and settlement workers to better navigate the system and report incidents of racism, immigrant communities will experience less trauma.</p>
External Factors	Factors that impact the program but are beyond the control of program planners and overseers. Factors may be positive or negative and are likely to influence program success.	<ul style="list-style-type: none">• Cultural norms• Political climate• Social policies• Welcoming communities• Environmental factors

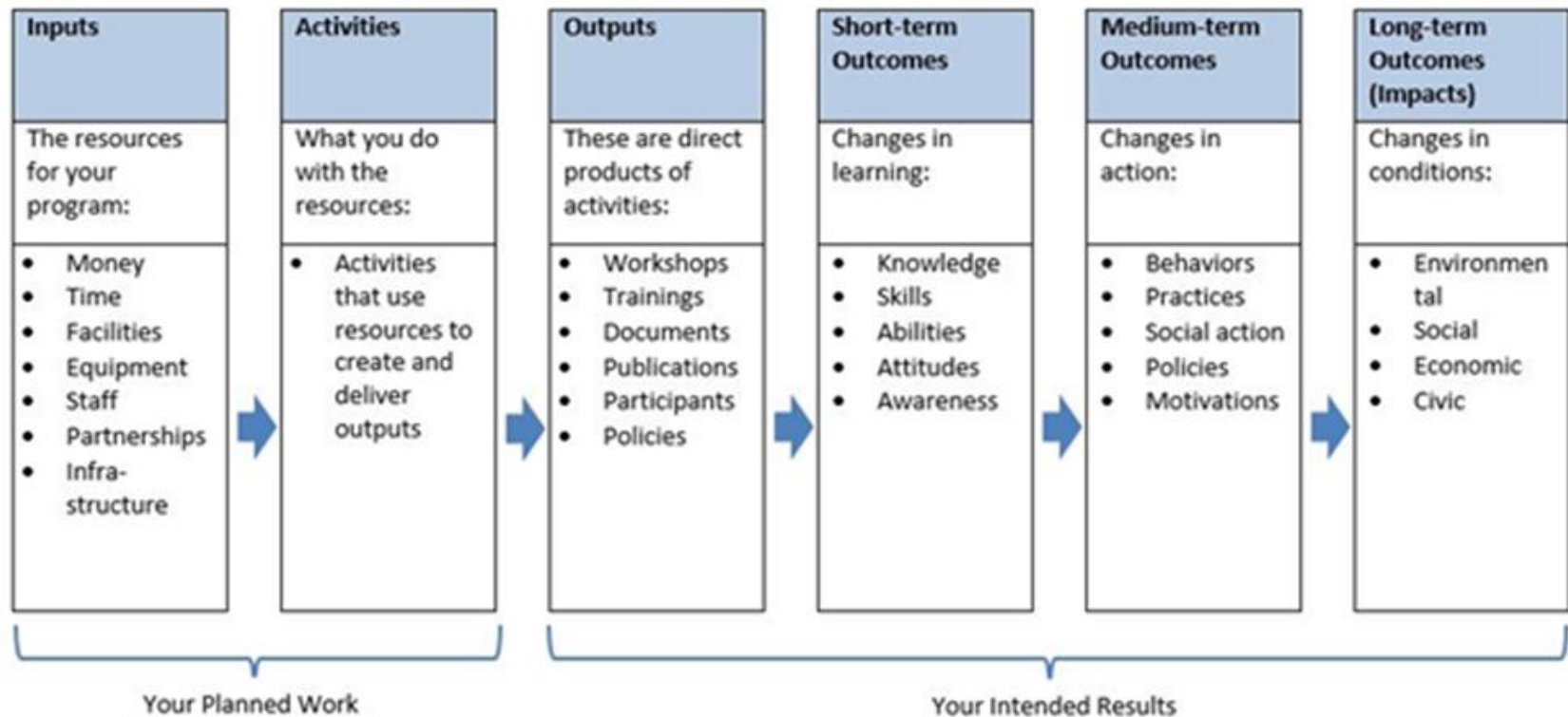
LINEAR VISUALIZATION OF A LOGIC MODEL

- Logic models can be simple or complex, and allow for great flexibility in design.
- Different types of logic models will be appropriate for different programs – what works in one program area may not work in another.
- Although there are common components, the aim is not a one-size-fits-all approach.
- Logic models are often shown in a linear fashion for simplicity, logical flow, and ease of understanding (University of Kansas 2015, Knowlton & Phillips 2013).



LINEAR COMPONENTS OF A LOGIC MODEL

Program Logic Model Description

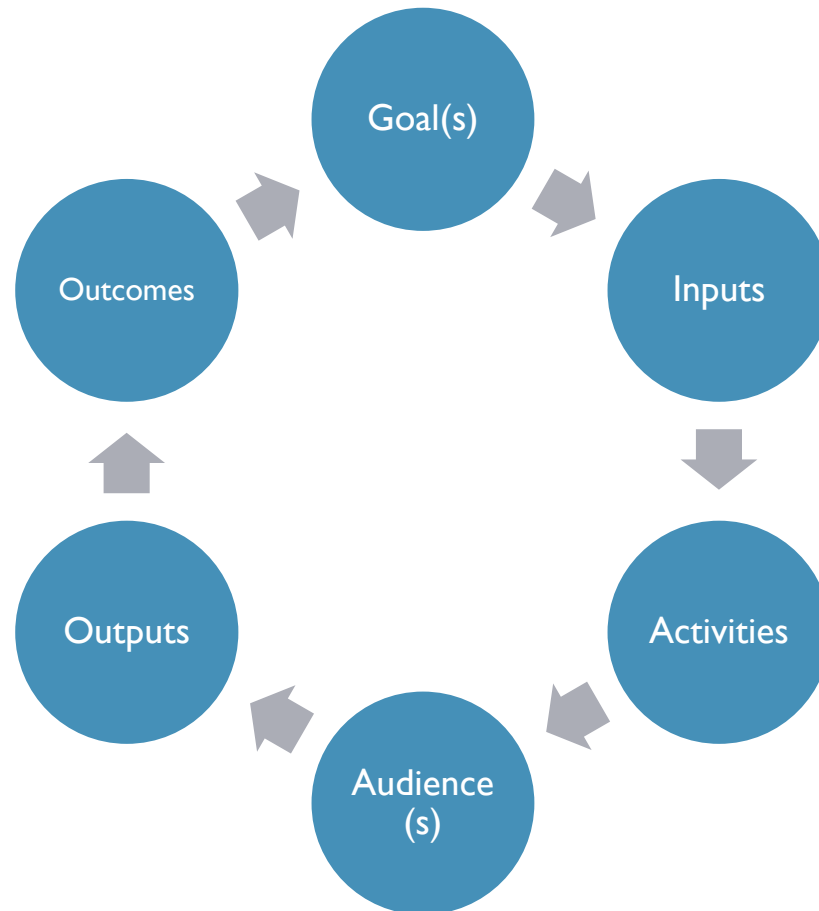


LINEAR COMPONENTS OF A LOGIC MODEL

LOGIC MODEL



CYCLICAL VISUALIZATION OF A LOGIC MODEL



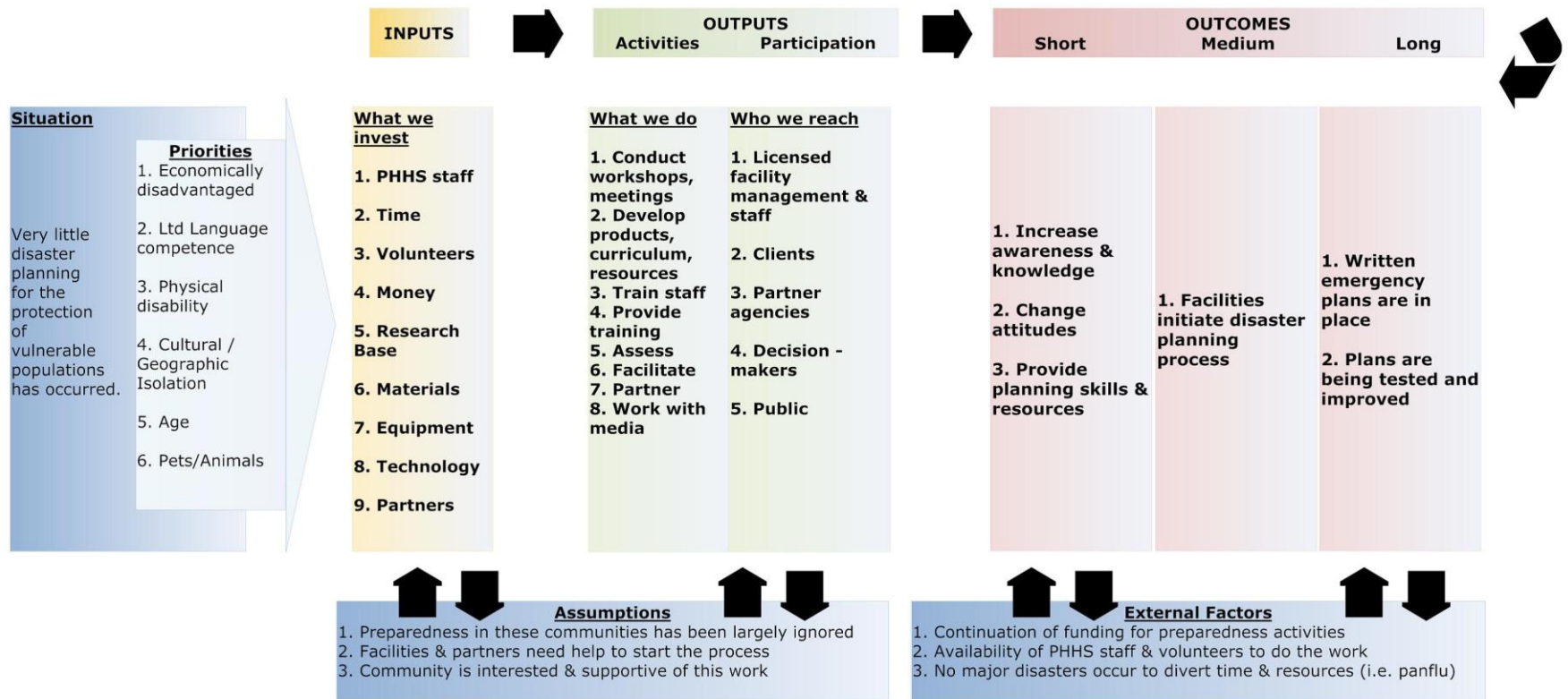


LOGIC MODEL EXAMPLES



EXAMPLE 1: COMMUNITY HEALTH ASSESSMENT AND ACTION PLANNING (CHAAP) PROCESS IMPROVEMENT PLAN IN ST. LOUIS COUNTY

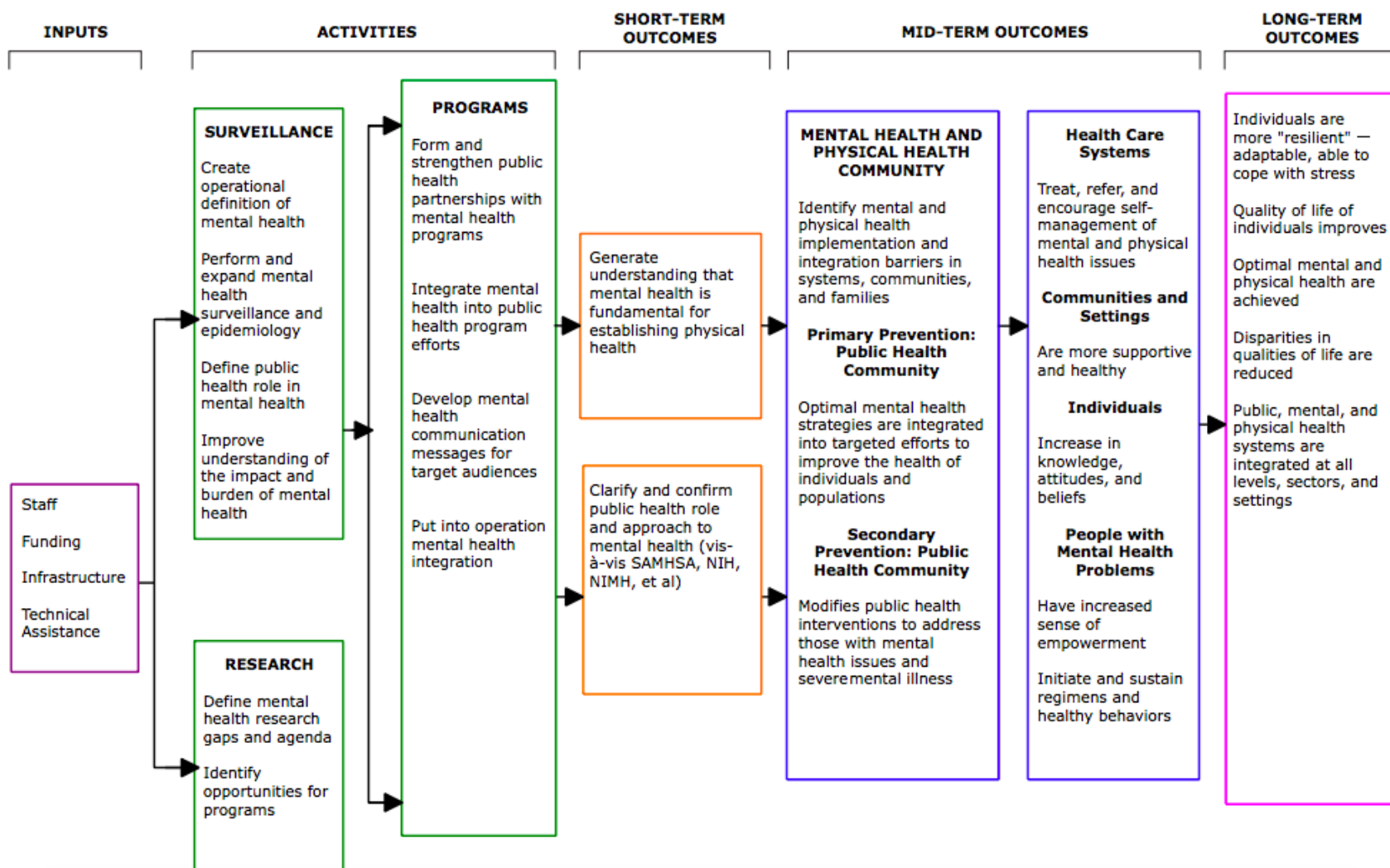
St. Louis County Public Health & Human Services CHAAP Improvement Plan Area of Public Health Responsibility - Public Health Preparedness



Evaluation

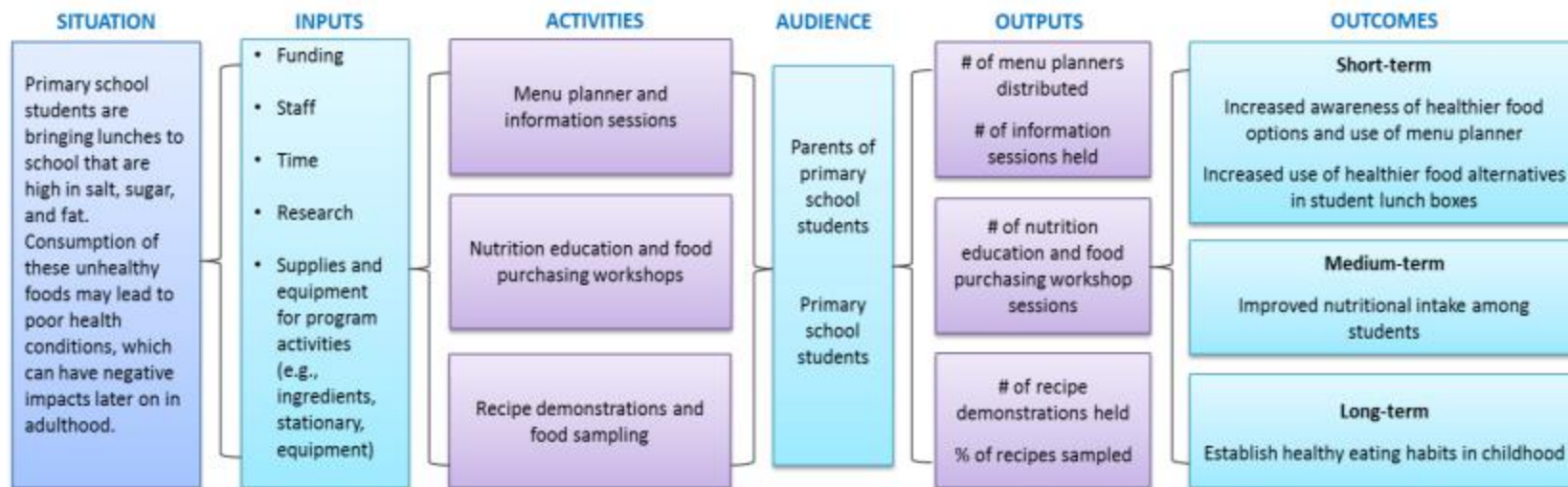
Focus - Collect Data - Analyze and Interpret - Report

EXAMPLE 2: INTEGRATION OF MENTAL HEALTH INTO CHRONIC DISEASE PREVENTION STRATEGIES AND HEALTH PROMOTION EFFORTS



EXAMPLE 3: LOGIC MODEL INCLUDING SITUATION, ASSUMPTIONS AND EXTERNAL FACTORS

Program goal: To prevent diet related health problems in adulthood.



ASSUMPTIONS

- Parents have an interest in healthy eating
- Parents will be interested in attending information sessions, workshops, and sampling food.
- Parents have the means to afford healthier alternatives for their children
- Food outlets that sell healthier foods are accessible to families
- Program activities will be effective in changing behaviors
- Children will maintain changed behaviors throughout adolescents and into adulthood

EXTERNAL FACTORS

- Preconceived notions about diet and/or personal preferences for specific foods, including cultural and ethnic cuisines
- Actual number of parents and guardians who attend information sessions, workshops, and recipe demonstrations
- Affordability and accessibility of food (e.g., fruits, vegetables)
- Influence of social environment, including family and friends
- Unexpected changes in program resources and funding

EXAMPLE 4: NATIONAL ENDOWMENT FOR THE ARTS – "OUR TOWN" LOGIC MODEL

OUR TOWN: Logic Model

PROBLEM STATEMENT: American communities everywhere face a distinctive set of local economic, physical, and/or social challenges. Yet community leaders are often unaware of solutions that stem from the successful adoption and integration of arts, design, and cultural strategies.



OUR TOWN GOAL: Sustained support and recognition of arts, design, and cultural strategies as integral to every phase of community development across the United States.

**National
Endowment
for the Arts**
arts.gov



Project Community Contexts

Local Our Town projects respond to and are shaped by community type, existing social and human capital, existing policies, local assets, and other community development activities.

Project Inputs

Our Town projects require:



Leadership



Cross-sector
partnerships



Financial
resources



Community
buy-in

Project Activities

Creative placemaking strategies strengthen local communities by:



Envisioning



Connecting



Illuminating



Energizing

Arts tactics advance creative placemaking strategies through:

- Artist residencies
- Arts festivals
- Community co-creation of art
- Performances
- Public art
- Cultural planning

- District planning
- Creative asset mapping
- Public art planning
- Artist/designer-facilitated community planning
- Design of artist space

- Design of cultural facilities
- Public space design
- Creative business development
- Professional artist development

Innovation/ Systems Change Outcomes

Project activities as well as local community change lead to:

Sustained cross-sectoral partnerships and collaboration

Replication or scaling of project activities

Long-term funding streams and policies that enable creative placemaking

Local Community Change Outcomes

Increased integration of arts, design, and cultural strategies among local, cross-sector partners, leading to economic, physical, and social change.



Economic Change

- Local business and job growth
- Professional development/training



Physical Change

- Beautification
- New construction

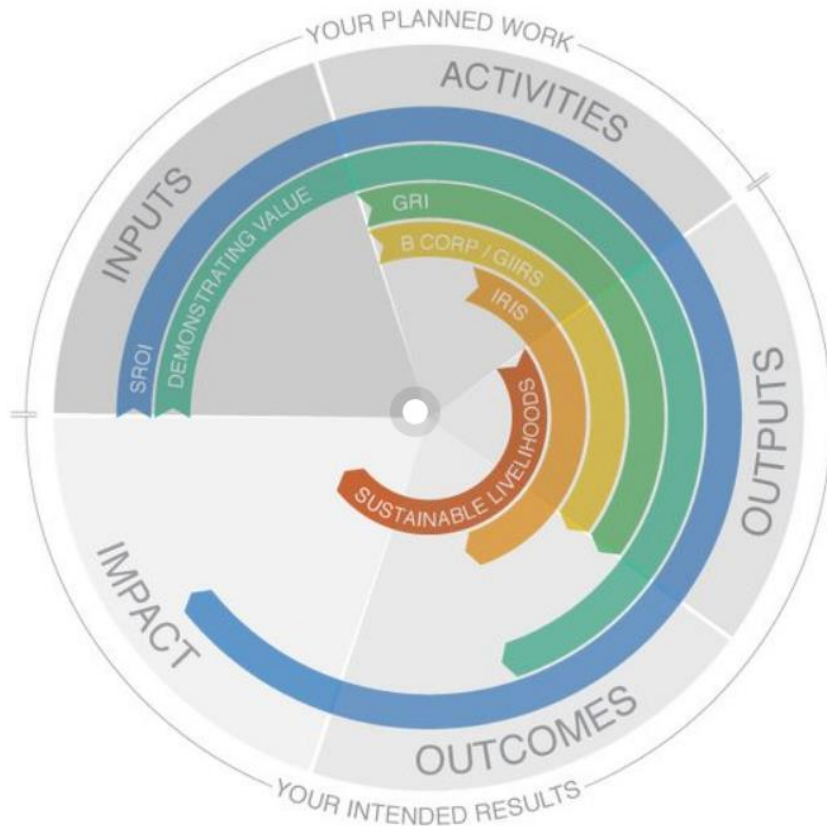


Social Change

- Civic engagement
- Social cohesion

And more

EXAMPLE 5: CYCLICAL VERSIONS OF A LOGIC MODEL



LOGIC MODEL DEFINITIONS AND GUIDANCE (UC BERKLEY)

Inputs	Activities	Outputs	Short-term (ST) outcomes	Mid-term (MT) outcomes	Long-term (LT) outcomes
...are the key resources that go into making a program possible.	... are the primary, intentional mechanisms by which program outcomes are achieved. They are often conducted or implemented by program staff.	...are the artifacts or by-products created as a result of an activity taking place.	...are changes directly connected to Activities, typically including awareness, knowledge, attitudes, and skills; these are the first set of outcomes that might be observed.	...are changes directly connected to Activities, Short- or other Mid-term outcomes, typically including behavior, or decision making; these are a bridge between Short-term and Long-term outcomes.	... are ultimate changes or impacts, directly connected to Mid- or other Long-term outcomes, typically including social, economic, civic, or environmental changes.
examples: - staff (incl. hours, or FTE) - outside partners - funding	examples: - Workshop on [topic] - Site Tour(s) - Newsletter "XYZ" on[topic(s)] - Materials development	examples: - certificates of completion - attendance record - record of sessions offered	examples: - increased knowledge of [topic] - improved skills - improved attitudes toward [topic]	examples: - participants apply knowledge to outside contexts - participants adopt and use new methods	examples: - change in knowledge of the broader population - increased economic stability
checklist: - does it include key resources? - does the list give a sense of your program's size and scale?	checklist: - do boundaries of Activities accord with your boundary analysis? - would Activity names be clear to an outsider?	checklist: - are your Outputs tangibles or by-products of participation in Activities? - do any of your Outputs look like they belong in Outcomes?	checklist: - does each ST Outcome describe short-term changes logically related to Activities or other ST Outcomes? - do boundaries of ST Outcomes accord with your boundary analysis?	checklist: - does each MT Outcome describe mid-term changes logically related to Activities or ST or other MT Outcomes? - do boundaries of MT Outcomes accord with your boundary analysis?	checklist: - does each LT Outcome describe long-term changes that logically relate to either MT or other LT Outcomes? - do boundaries of LT Outcomes accord with your boundary analysis?
Assumptions: Beliefs and thought patterns about how and why a program is expected to succeed that are not otherwise explicitly stated; also, things that would prevent a program from achieving its long-term outcomes. Examples: the approach to teaching used in the program is effective for this audience; the starting condition of participants is understood to be ... [x]; the program will have access to resources provided by partners or funders through the entire program cycle; participants are able to find transportation to program site, ...					
Context: Information about the program setting or history, the environment in which a program will take place, and participants that paints a good but concise picture of the program. Examples: The program is the first effort in this community to provide a ...; ...is adapted from a long-established curriculum in order to attract a younger audience; ... is held within an afterschool program; ...at the university; ...within the Spanish-speaking community; ...for at-risk middle school youth...etc.					

ACTIVITY: BUILDING LOGIC MODELS

- **Step 1:** Think of a program or initiative that your organization is currently implementing or plans to undertake in the future... what is the **overall goal**?
- **Step 2:** Now describe all the resources (**inputs**) that are required (or will be invested) to implement the program or initiative successfully in the community.
- **Step 3:** What are the main **activities** of the program or initiative? (e.g., research, needs assessments, awareness campaigns, trainings of community workers, evaluations, etc.)
- **Step 4:** Who are the intended **audiences** of the program or initiative and how will they benefit from being involved in activities?
- **Step 5:** What are the main products (**outputs**) that are expected to result from program activities? (e.g., # of training sessions held, # community workers trained, partnerships formed in the community).
- **Step 6:** What are the anticipated **outcomes** of the program or initiative? Think about short-term outcomes immediately following program participation (e.g., *increased knowledge, skills or awareness*), medium-term outcomes (e.g., *community workers adopt new training program*) and long-term outcomes or impacts (e.g., *better reporting of incidents of racism in communities*).



PROGRAM REACH & IMPACT



WHY MEASURE PROGRAM REACH & IMPACT?

- Reach and impact are concise, objective, quantifiable measures of a program's progress. Reach and impact are essential to the following:
 - **Demonstrate results.** Reach and impact offer program staff, partners, and funders a concise way of communicating the key accomplishments of a program.
 - **Use as a management tool.** Reach and impact can help you track your program's achievements and progress from year to year.
 - **Show accountability.** Policymakers, funders and the public often ask who has been affected and what has been accomplished. Directors are better prepared to account for resources spent when they can speak to a program's reach and impact.
- Reach and Impact can be used to demonstrate results in addressing complex social problems such as racism and racial discrimination.

PROGRAM REACH: WHO ARE THE INTENDED AUDIENCES?

- ***What Is Program Reach?*** The extent to which a program attracts and includes its intended audience(s).
- Reach can be expressed as people, organizations, communities, etc.
- Reach is calculated using a simple formula:

$$\text{Program Reach} = \frac{\text{Actual \# of people/entities served}}{\text{Potential \# of people/entities served}}$$

*Source of Information:
Centers for Disease Control (2011)*

- Reach is based on the program's scope. As the program grows, so may the reach. The focus may move from specific groups of individuals or communities to an entire province or the nation as a whole.

THE NEXT STEP: MEASURING PROGRAM IMPACT

What Is Program Impact? Impact is the effect that programs have on people, organizations, and/or communities.

- ***Impact is Measurable.*** Impact is concrete, meaningful to stakeholders, and speaks to the value of your programs and/or services delivered.
- ***Impact is Achievable.*** Impact is how a program or services helps achieve the mission and goals of your organization. However, measuring this can take time...
 - For instance, how do you go about measuring progress related to “...the elimination of racism and all forms of racial discrimination in Canadian society”?
 - And how do you link any progress made (i.e., reduction of racism and trauma experienced by S and SE Asians in Canada) to the activities of a program or initiative?
 - *One step at a time (incrementally).* Measure changes for a specific group, organization or community. Demonstrate impact using short-term change.

OBJECTIVES BEHIND IMPACT MEASURING

Measurement efforts can be grouped into four key objectives:

1. **Estimating impact:** Conducting due diligence pre-implementation of a program or initiative.
2. **Planning impact:** Developing metrics and data collection methods to monitor program impact.
3. **Monitoring impact:** Measuring and analyzing impact to ensure mission alignment and performance.
4. **Evaluating impact:** Understanding post-investment social impact of a program or initiative.

(Source: So & Staskevicius, 2015)



HOW REACH & IMPACT MIGHT BE DEFINED FOR A CANADIAN RACE RELATIONS FOUNDATION PROGRAM

The CRRF Youth Ambassador Program provides an opportunity for young people from across Canada to develop leadership skills and become agents of change.

Organizational Reach	<ul style="list-style-type: none">• # of communities across Canada where a CRRF Youth Ambassador Program was developed and implemented / # of communities across Canada that CRRF intended to reach
Individual Reach	<ul style="list-style-type: none">• # of youth involved in development and implementation of programs in their own communities that promote harmonious race relations and tackle issues of racism / # of youth targeted
Impact	<ul style="list-style-type: none">• E.g., Increased awareness among youth and other community members about evidence-based strategies to counter racism and discrimination at a local level.• Increased civic engagement among youth related to protecting and promoting human rights in identified communities.• Youth development of policy briefs that influence decision-makers to improve equitable access to employment and social services for visible minority youth.

HOW TO MEASURE IMPACT OF THE CANADA LECTURE SERIES? A LOGIC MODEL APPROACH

- **Goal:** The **Canada Lecture Series** aims to raise awareness and understanding of critical issues related to racism and racial discrimination and creating social harmony in Canadian society.
- **Inputs:** Who were all the key players involved in developing and implementing the Lecture Series? What resources were required? Who was consulted during the process?
- **Activities:** What platform or medium was used/leveraged for sharing views, experiences and visions about Canadian identity and citizenship?
- **Audience:** Who participated in the Lecture Series? Did the program reach its intended audience(s)? How diverse was the audience?
- **Outputs:** How many lectures were held and in how many communities across Canada?
- **Outcomes:** How did participants benefit from the Lecture Series? Do participants better understand the vastness and richness of Canadian culture? Do they intend to use the information to promote dialogue and action in advancing Canadian diversity and unity? How so? Evaluation methods may include surveys, interviews, etc.
- **Impacts:** How many individuals, organizations and communities have been impacted by the Canada Lecture Series (over time)? Have we 'moved the needle' in the right direction? For instance, are we improving dialogue and awareness of racism and discrimination in the communities where Lectures were hosted?

LOGIC MODEL FOR MEASURING IMPACT

Inputs	Activities	Outputs / Audiences	Outcomes	Impacts
<i>What goes in</i>	<i>What happens</i>	<i>What results (immediate)</i>	<i>What results (short and medium-term)</i>	<i>What results (long-term changes)</i>
<ul style="list-style-type: none"> • Funding • Staffing • Equipment and supplies • Knowledge and technical expertise 	<ul style="list-style-type: none"> • Programs and Services delivered • Capacity building activities • Development of infrastructure or platforms • Conferences and forums held • Policy dialogues and workshops 	<ul style="list-style-type: none"> • Organizations and/or community workers trained • Partnerships formed between key stakeholders • Coalitions and networks built • Policy papers written and disseminated 	<ul style="list-style-type: none"> • Improved social conditions • Increased awareness or racism and discrimination • Changes in attitudes, beliefs, behaviors, skills and knowledge • Enhanced political voice and agency 	<ul style="list-style-type: none"> • Sustainable drop in incidence and prevalence of racism in Canada • Changes in public policies and practices • Fundamental changes in social norms and attitudes

Logic Model modified from Ebrahim and Rangan, Harvard Business School, 2010

SOME POTENTIAL OUTCOMES AND IMPACTS

Short-Term (Outcomes)

- Changes in knowledge, attitudes, beliefs, skills, etc. among program participants.
- Increased awareness of systemic barriers that disadvantages certain groups or communities (among policymakers, service providers, the general public).
- Improved communications between organizations and agencies working towards the elimination of racism and racial discrimination in Canada.
- Increased civic engagement and opportunities for youth to take on leadership roles.
- Establishment of platforms to address historic and emerging issues affecting minority communities in Canada and to give them a voice.

Long-Term (Impacts)

- Reduced rates of discrimination on the basis of ethnicity or culture, race or skin colour, language, sex, religion, physical appearance, etc.
- Reduced barriers for visible minorities in Canadian society. Better access to meaningful employment, health and social services in language of choice.
- Leadership and representation in civic and political life. Policies that reflect the needs of *all* members of Canadian society.
- Improved social and economic conditions for Canada's racialized communities.
- A more inclusive and diverse Canadian society.

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