

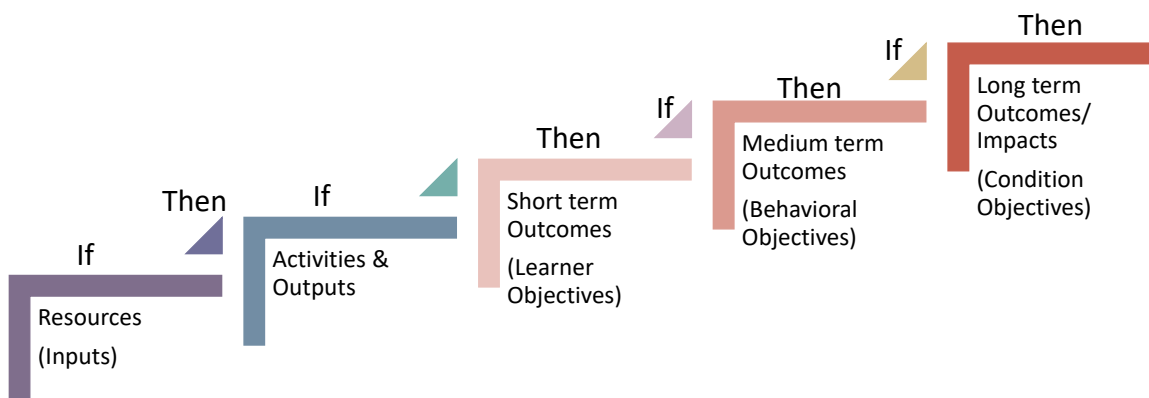
BUILDING A LOGIC MODEL FOR YOUR PROPOSAL

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September 14, 2021



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REACHING OUR GOALS



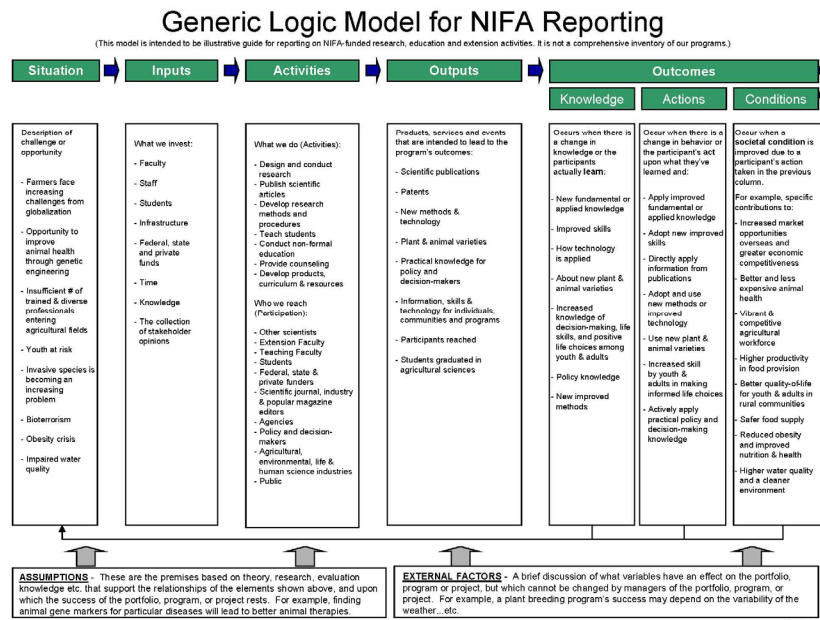
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WHAT IS A LOGIC MODEL?



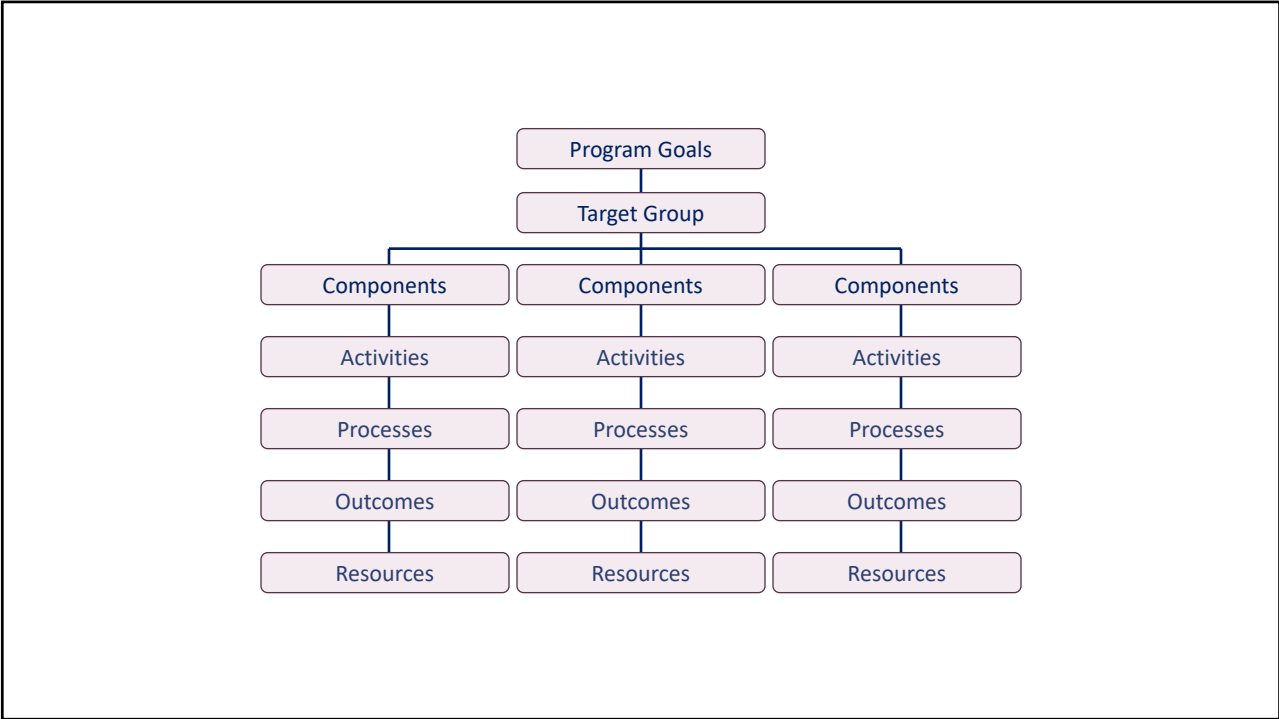
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LOGIC MODELS COME IN ALL SHAPES AND SIZES!

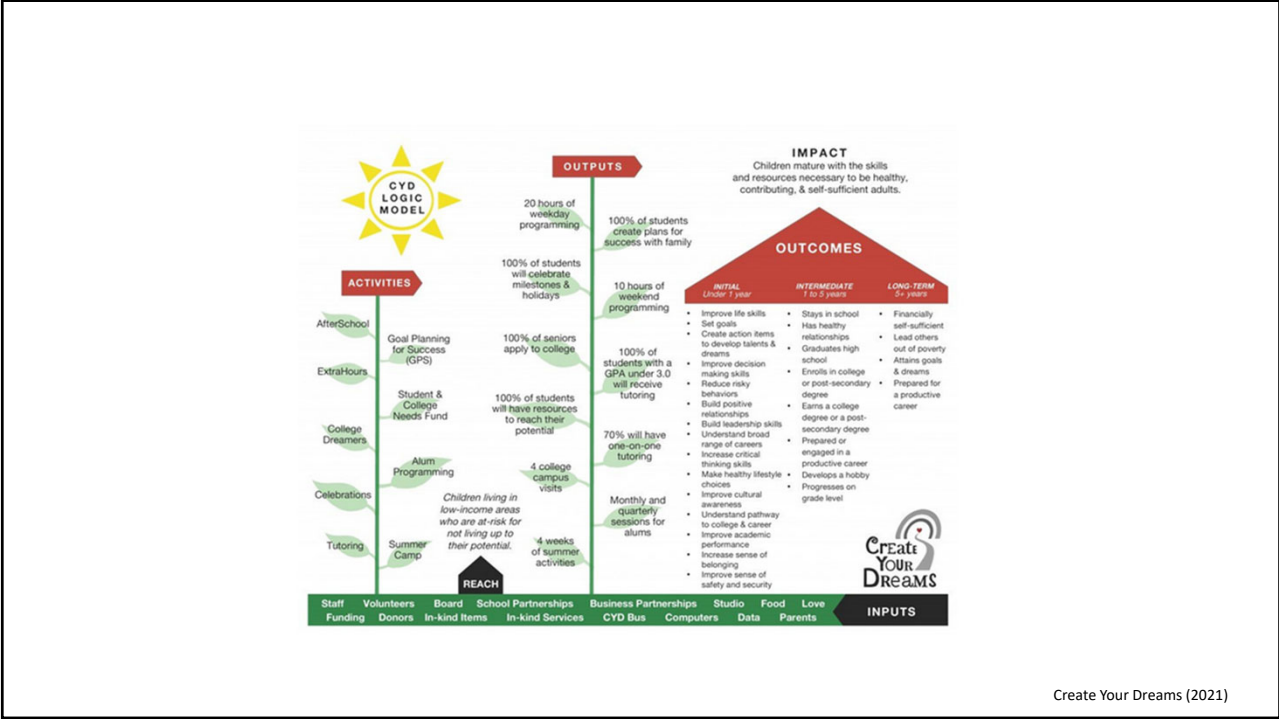


USDA-NIFA (n.d.)

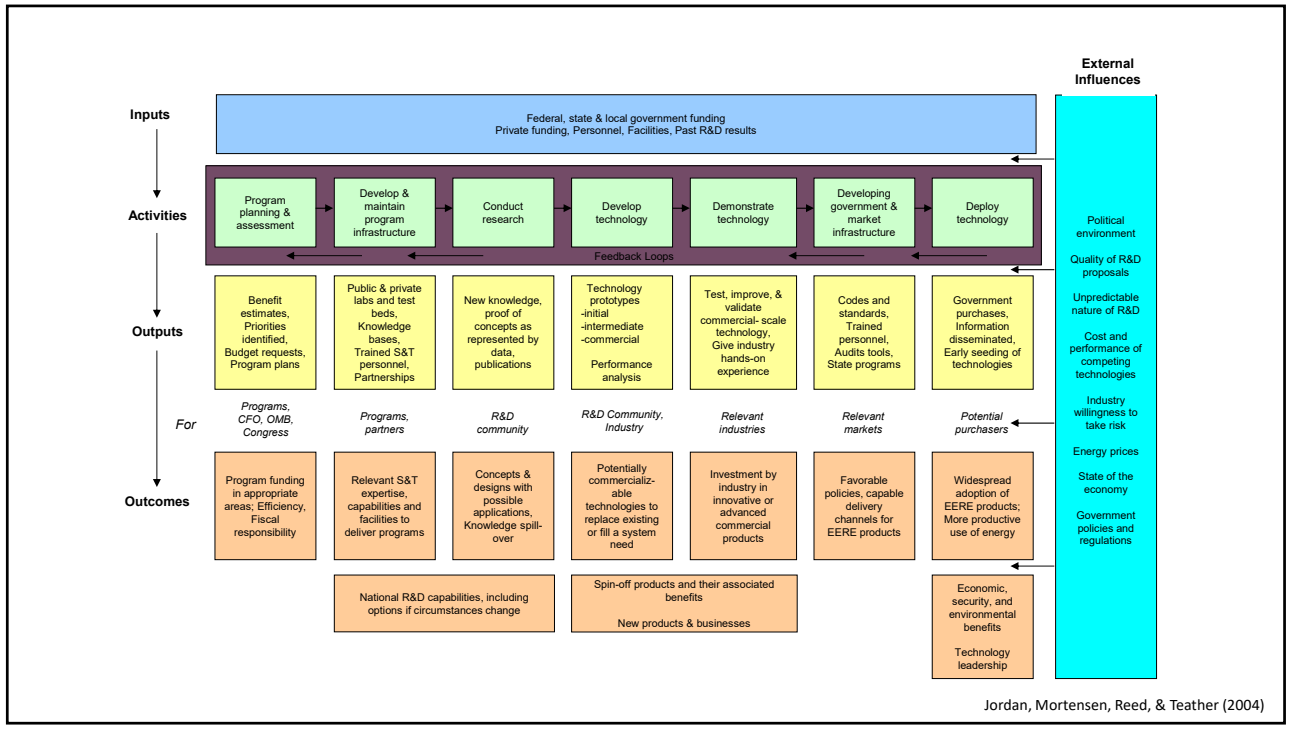
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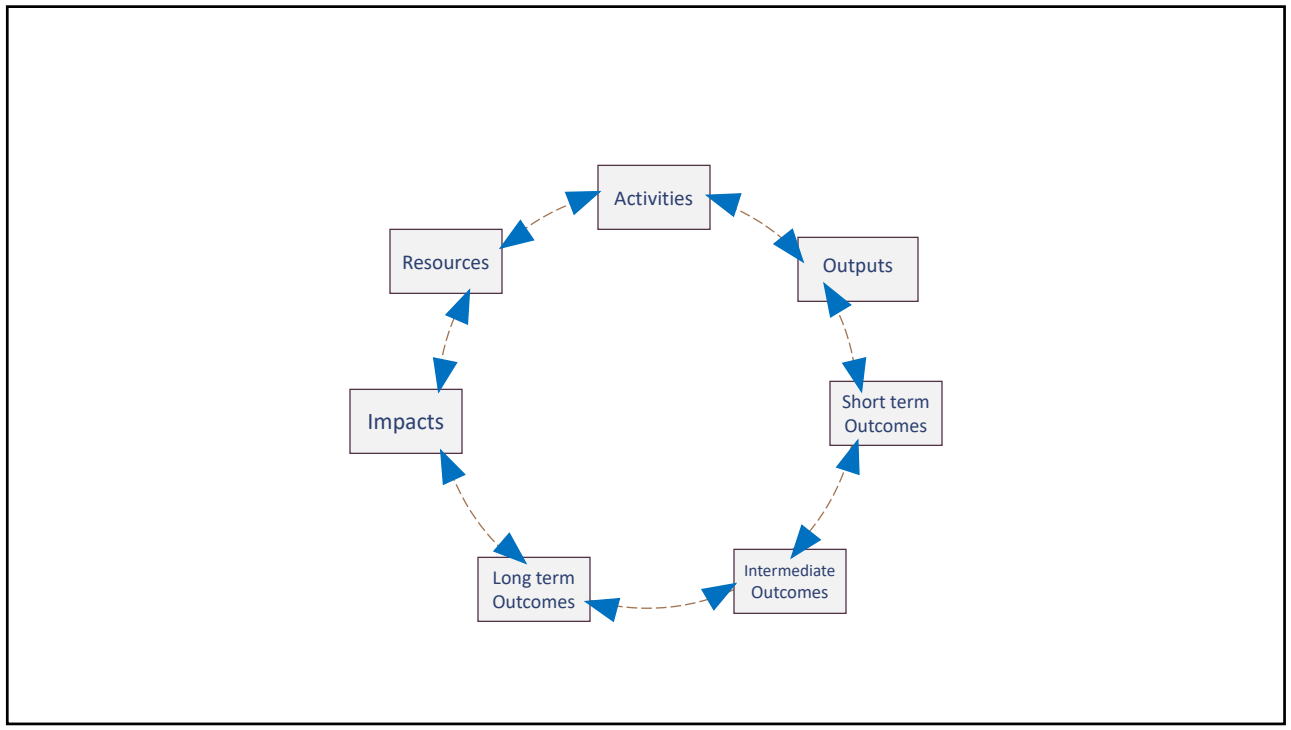
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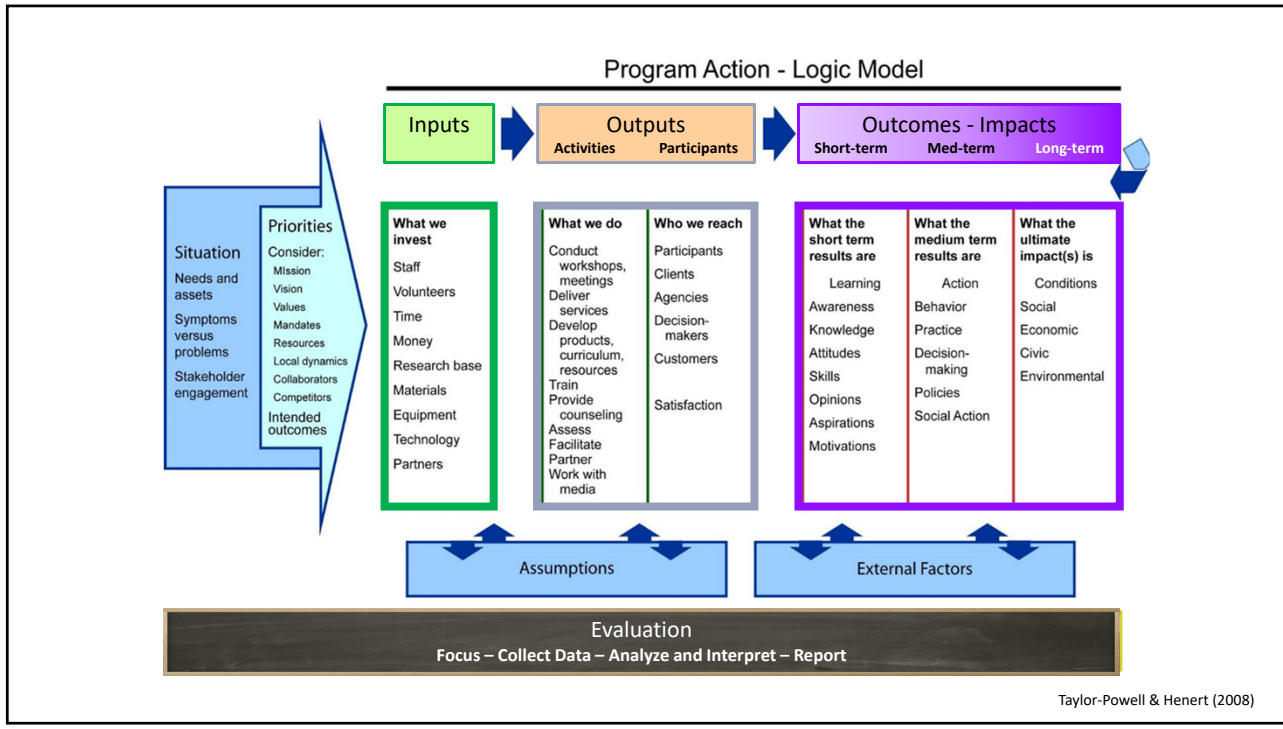
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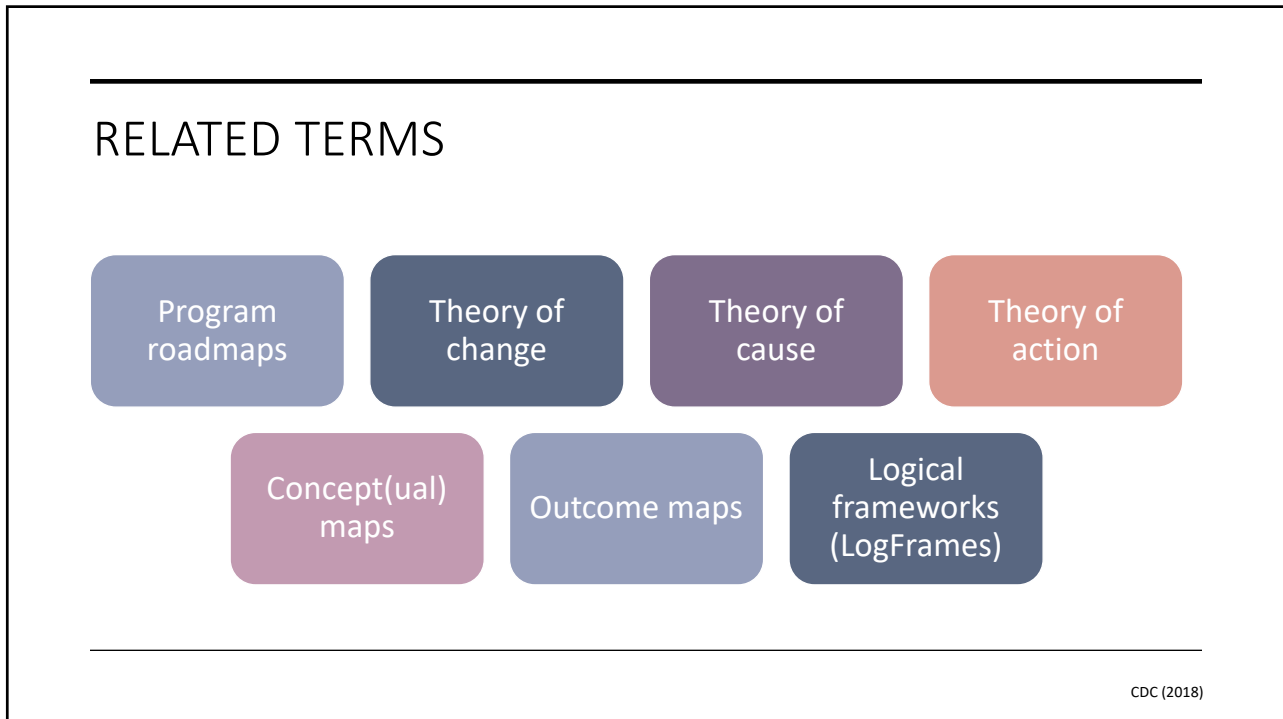
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WHY USE A LOGIC MODEL?

For you and your team	For education programs	For research	For reviewers	For evaluators
<ul style="list-style-type: none">• Planning tool• Underlying beliefs explicit• Detail to broad goals• Resource allocation• Implementation guide• Reporting checklist	<ul style="list-style-type: none">• Specifies activities that lead to a chain of outcomes – changes in knowledge, behaviors, conditions• Identifies gaps in logic between activities and outcomes	<ul style="list-style-type: none">• Required for grant submission• Demonstrates “Broader Impacts”• Enhances accountability by keeping stakeholders focused on outcomes	<ul style="list-style-type: none">• Visually represents a project or program• Summarizes a complex project• Makes the case for how and why your project (as planned) will lead to the desired results	<ul style="list-style-type: none">• Identifies what should be measured and how• Provides a framework for interpreting results

Jacobi & Mihajlovich (2021); Taylor-Powell & Henert (2008); etc.

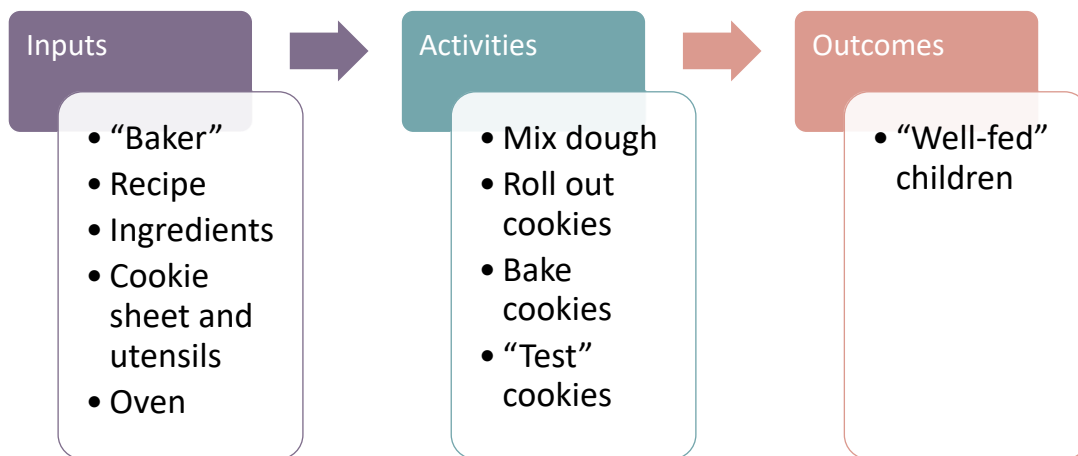
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SIMPLEST FORM OF A LOGIC MODEL



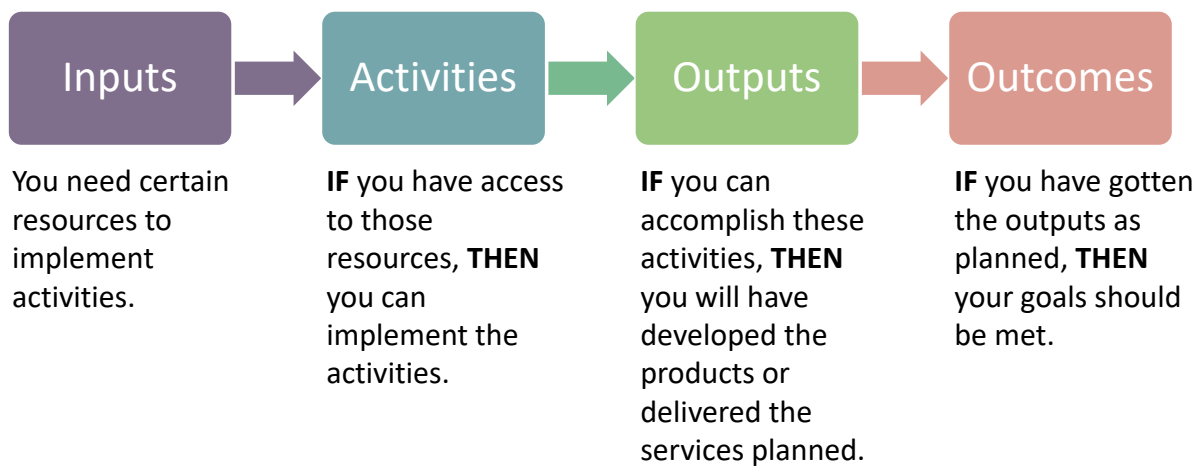
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EXAMPLE: Children are Hungry for Cookies

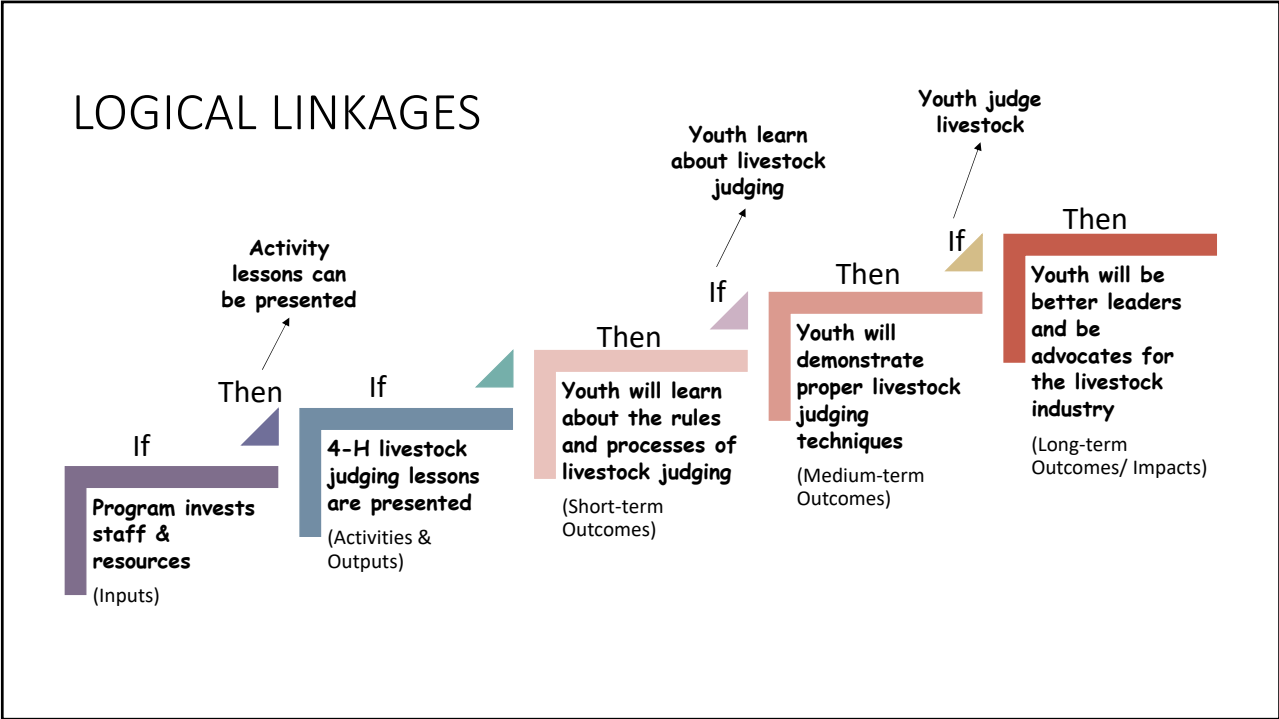


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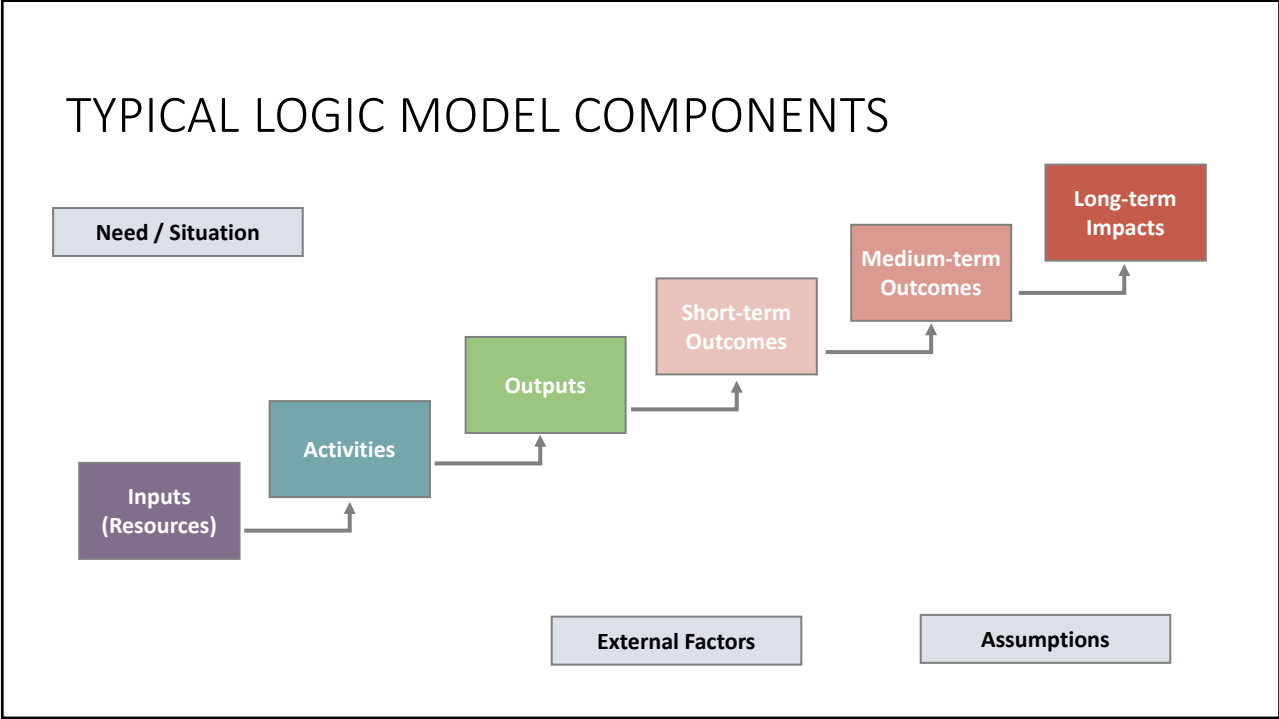
A SERIES OF IF-THEN STATEMENTS



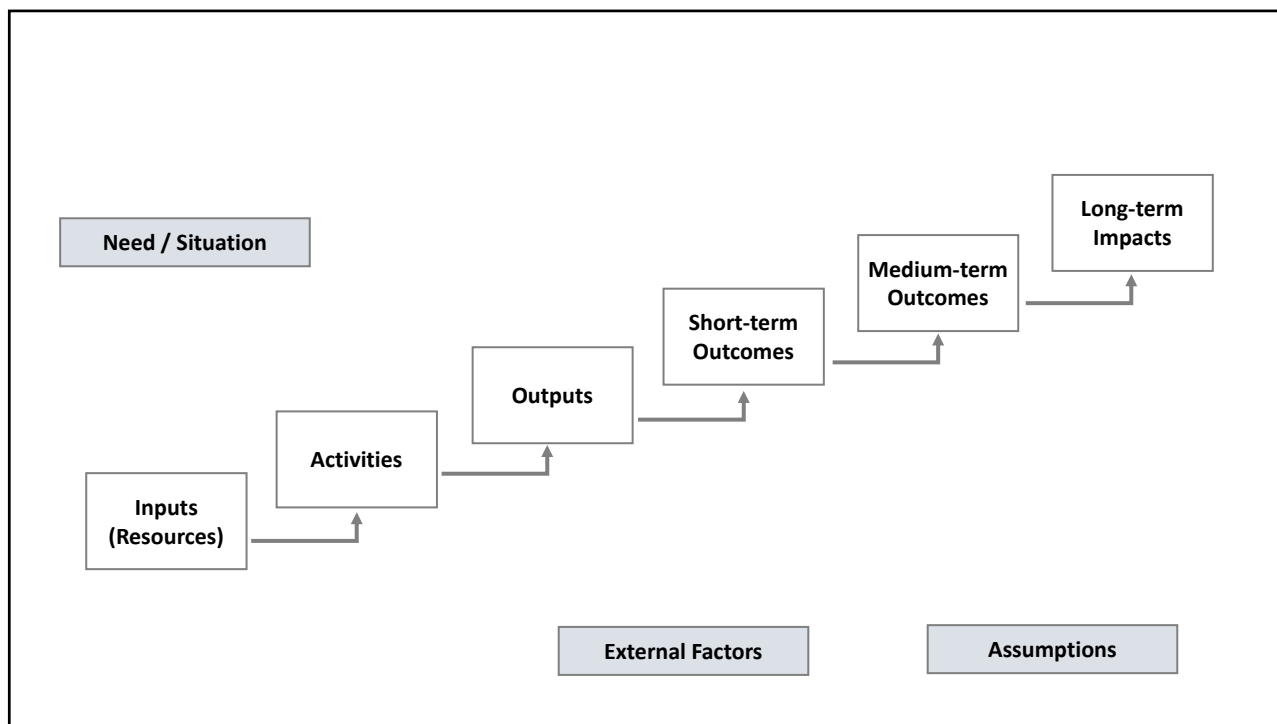
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DEFINING THE SITUATION: CRITICAL FIRST STEP

1. What problematic condition or lack of understanding exists that demands attention?
 2. Why does it exist?
 3. For whom does it exist?
 4. Who has a stake in it?
 5. How do we know it exists?
 6. What can be changed?
-



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A community needs assessment revealed that many elderly do not eat well. The elderly report that it is difficult to get to the grocery store to purchase food and to prepare meals on a regular basis.

1. What is the problem/issue/need?	Many elderly do not eat well
2. Why is it a problem/issue/need?	Grocery store access; regular meal preparation
3. For whom does this problem exist?	Elderly in the community
4. Who has a stake in the problem?	The elderly; their families / caretakers; healthcare providers
5. How do we know this problem exists?	Community needs assessment
6. What can be changed?	Meal prep classes; transportation; couponing workshops; grocery shopping app workshops; nutrition classes; etc.

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WHAT ELSE DO WE NEED TO KNOW?

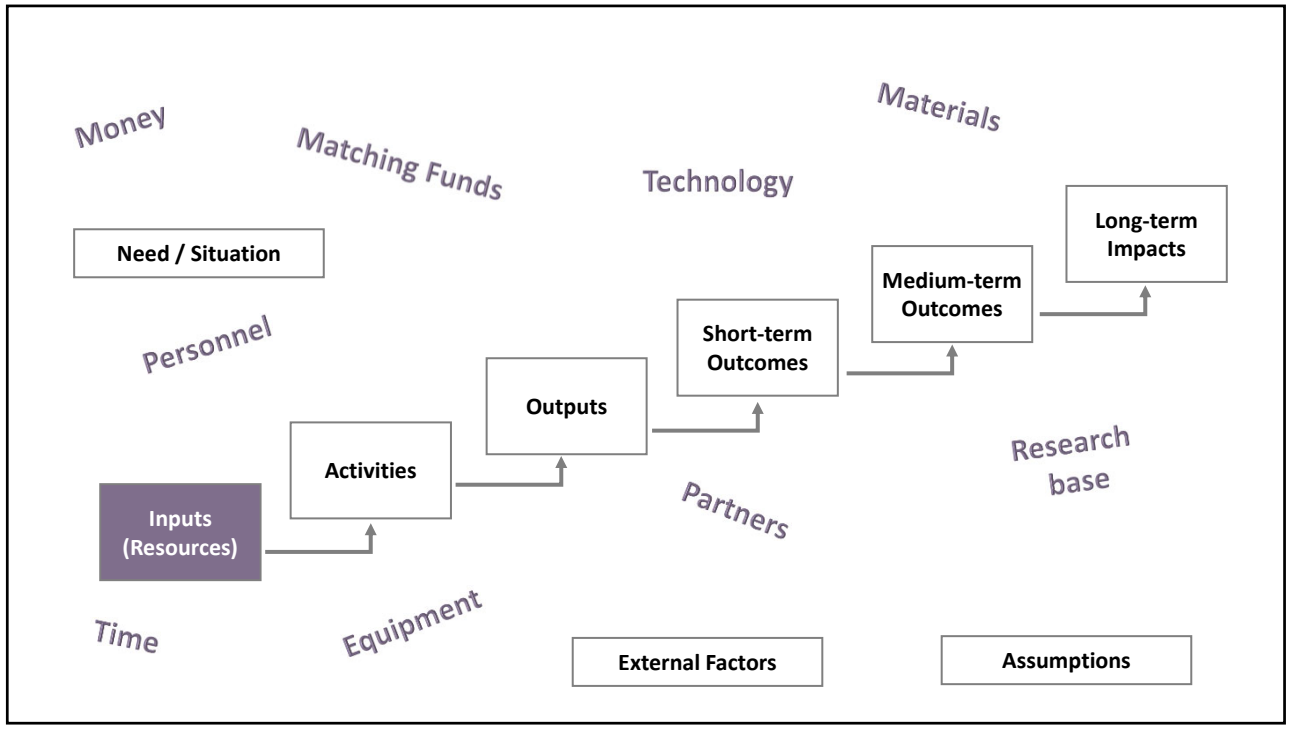
External Factors

- Aspects external to the program / project that influence the way the it operates and can be influenced by the program / project
- Elements that affect the program / project over which there is little control

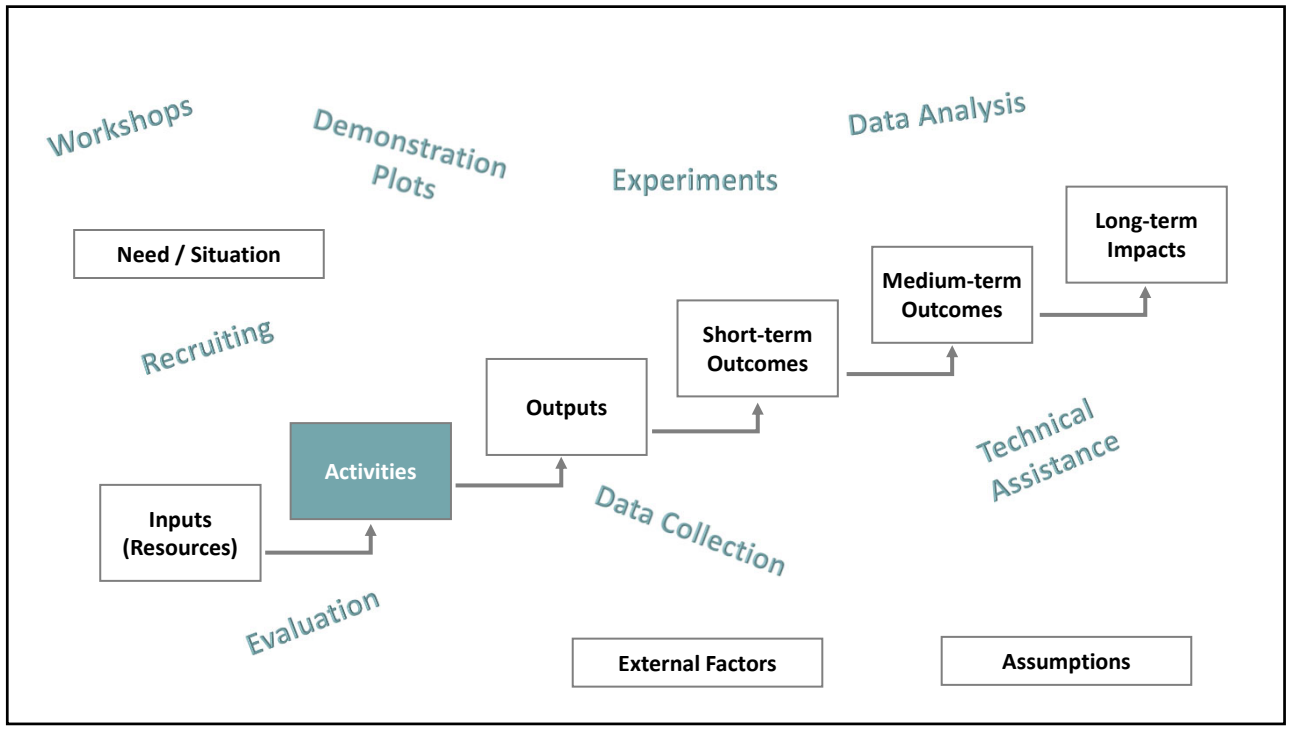
Assumptions

- Beliefs, principles, ideas about:
 - A program / project
 - The people involved
 - The way we think the program / project will work

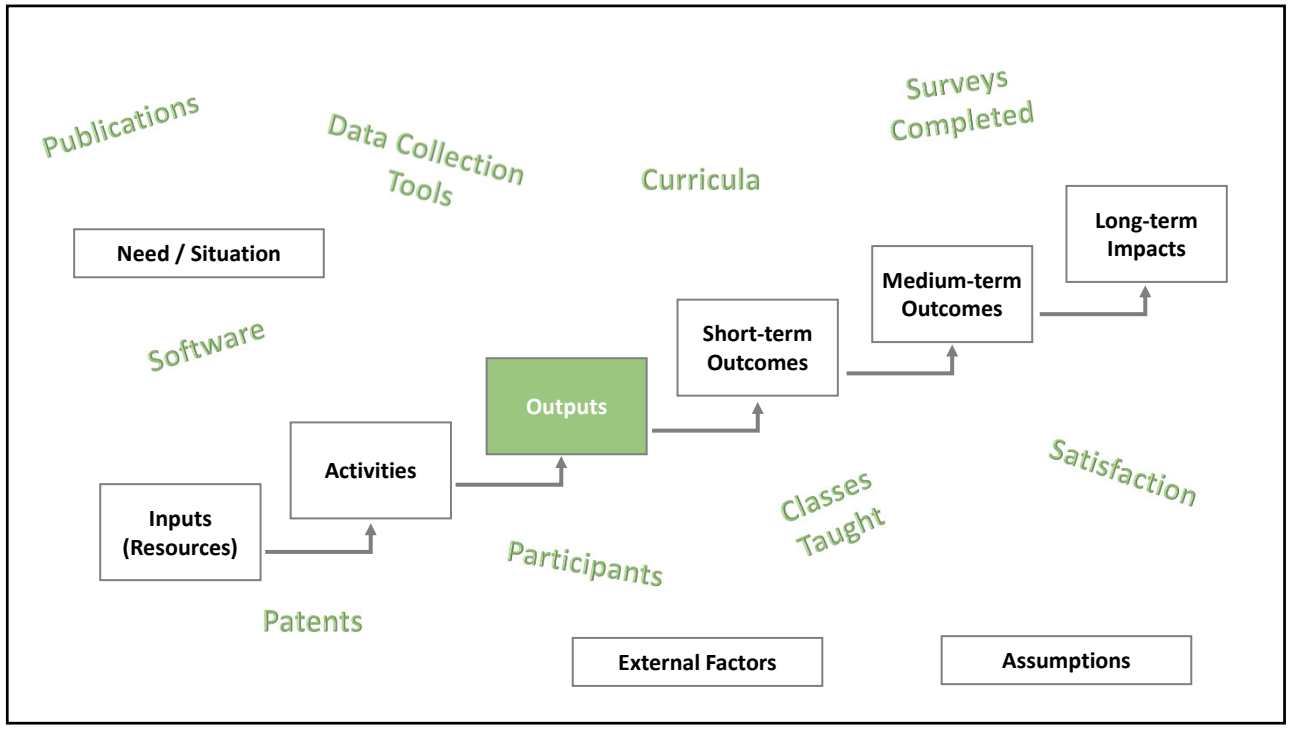
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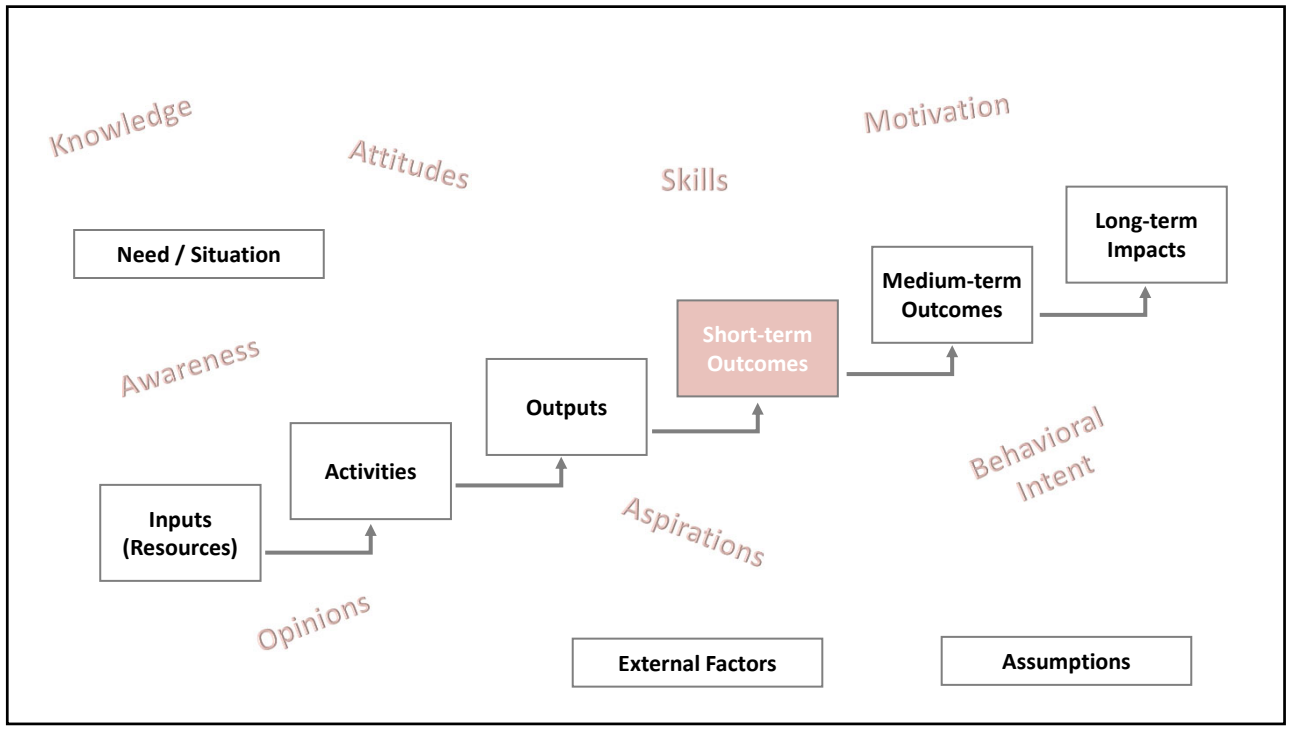
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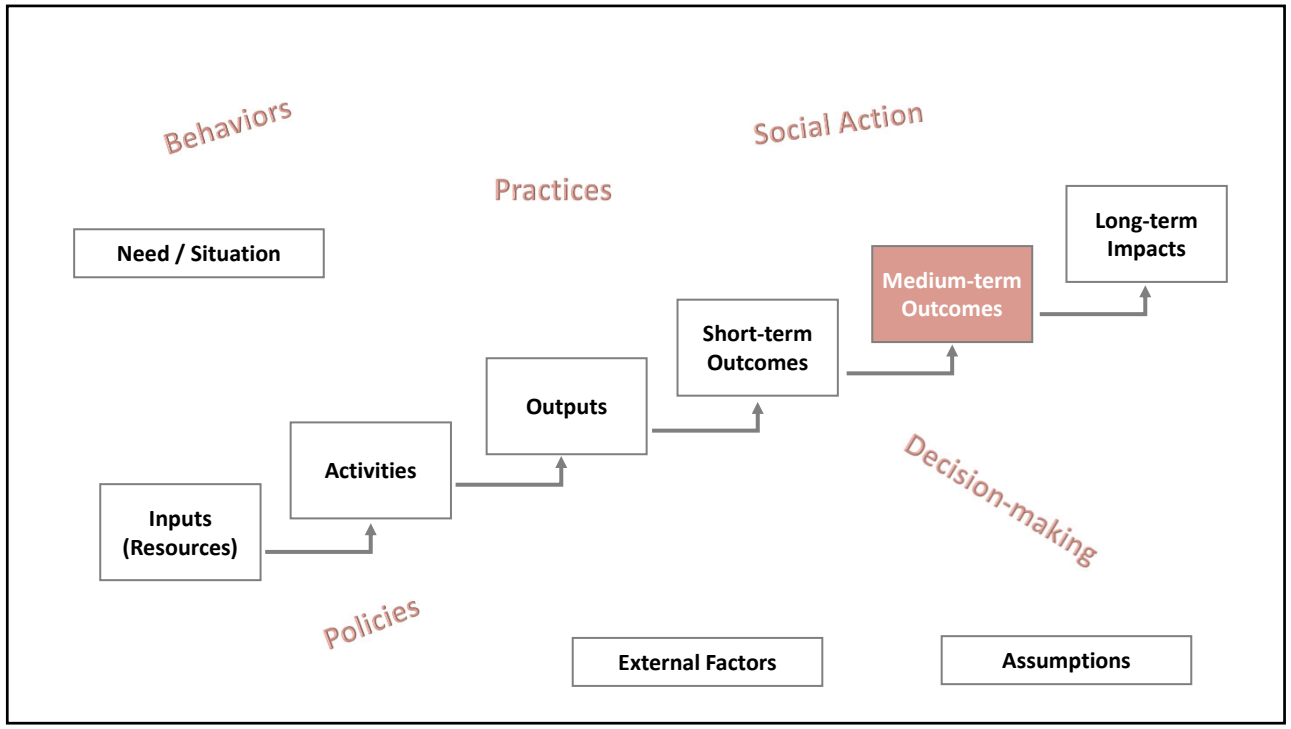
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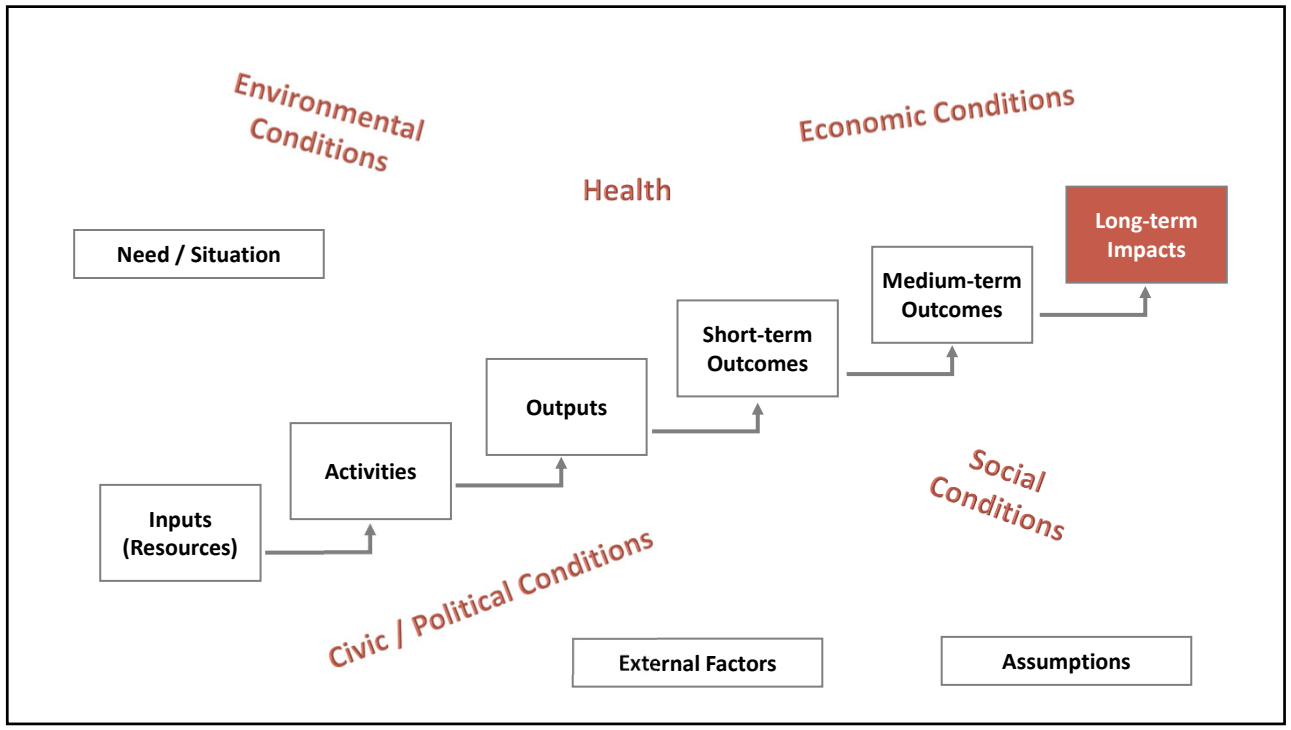
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CHAIN OF OUTCOMES



Taylor-Powell & Henert (2008)

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INPUT, ACTIVITY, OUTPUT, OR OUTCOME?

Research assistants learned how to conduct a literature review.	Short-term Outcome
Four peer-reviewed articles were published on the results.	Output
Funding from NSF	Input
A follow-up study will be conducted based on initial findings.	Medium-term Outcome
A survey was distributed to assess perceptions of climate change.	Activity

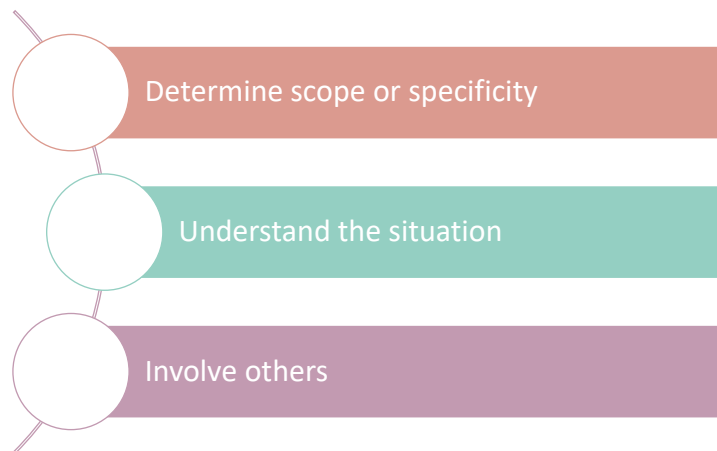
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INPUT, ACTIVITY, OUTPUT, OR OUTCOME?

PSAs about community food programs for the elderly will be developed.	Activity
Elderly adults in the community are healthier.	Long-term Outcome
Transportation is available for the elderly to come to classes.	Input
The participants know how to prepare easy/healthy meals.	Short-term Outcome
2 rounds of cooking classes (8 total) were conducted.	Output
The elderly participants will choose healthier food products.	Medium-term Outcome

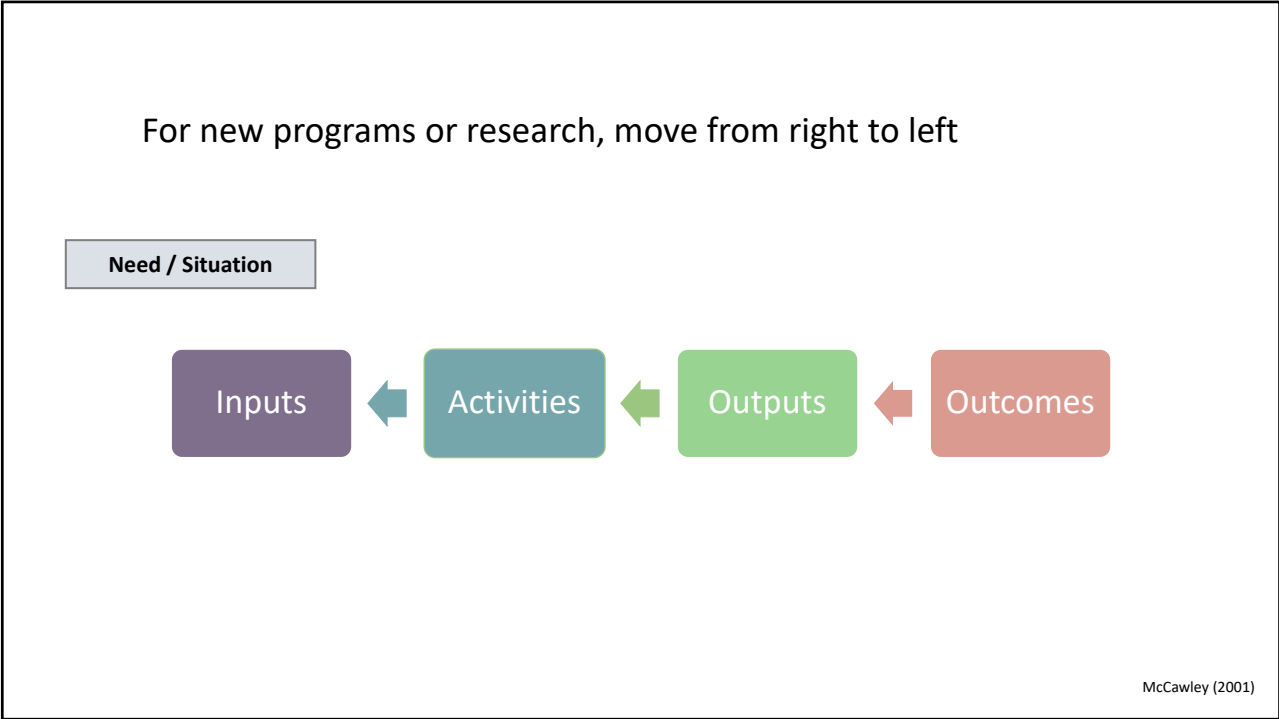
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CREATING A LOGIC MODEL: WHERE TO START?

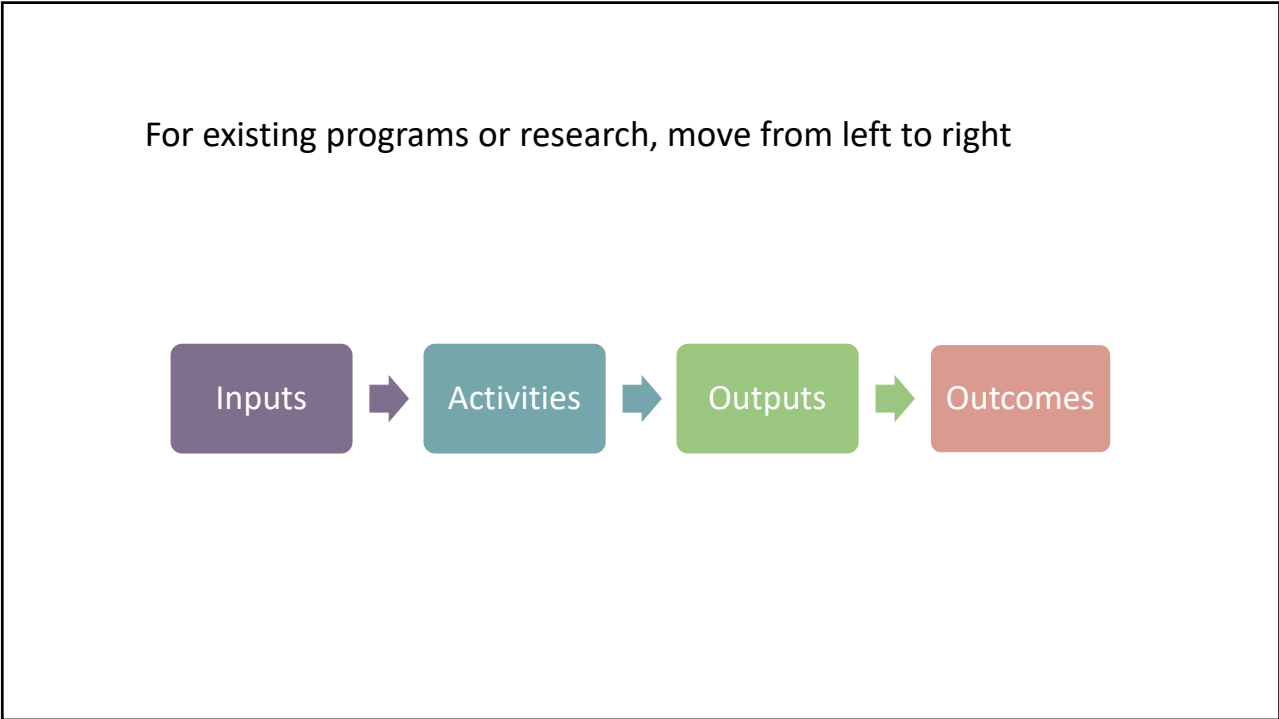


Taylor-Powell & Henert (2008)

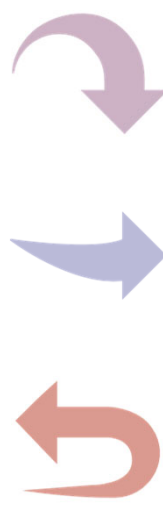
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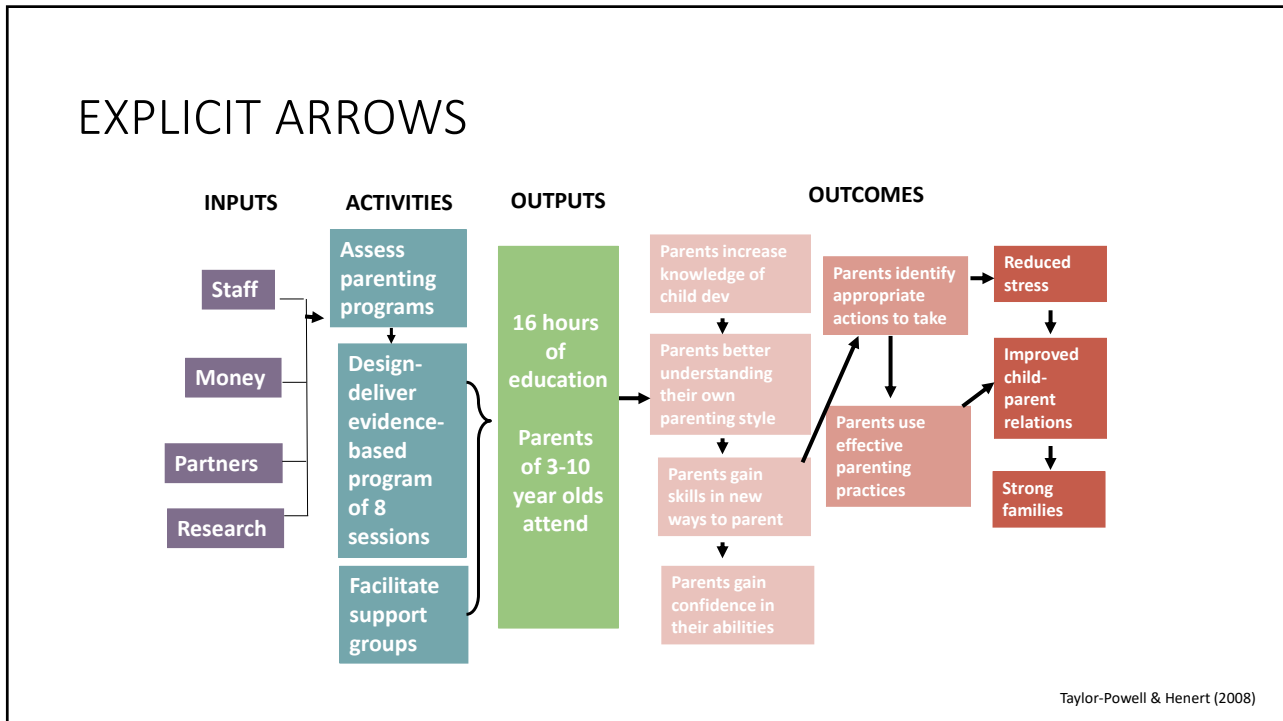


DON'T FORGET THE ARROWS!

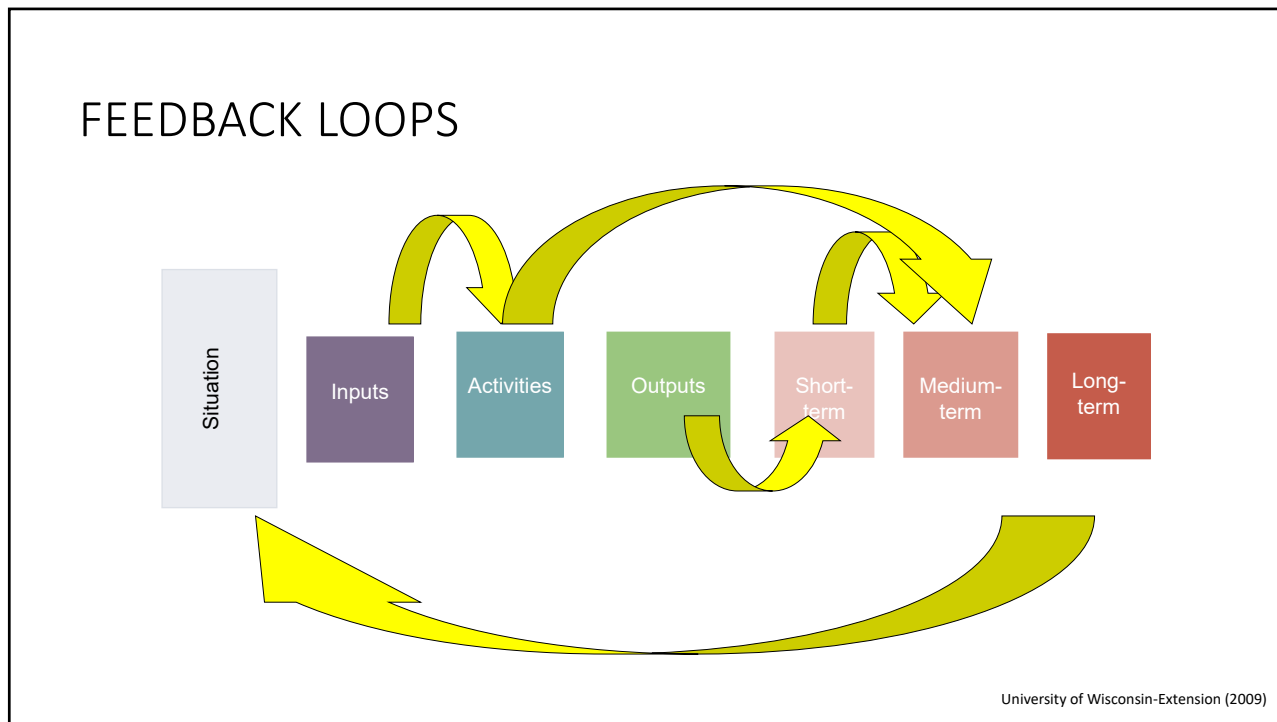
- Arrows and feedback loops show the links between inputs, activities, outputs and outcomes
- Arrows depict the underlying causal connections

Taylor-Powell & Henert (2008)

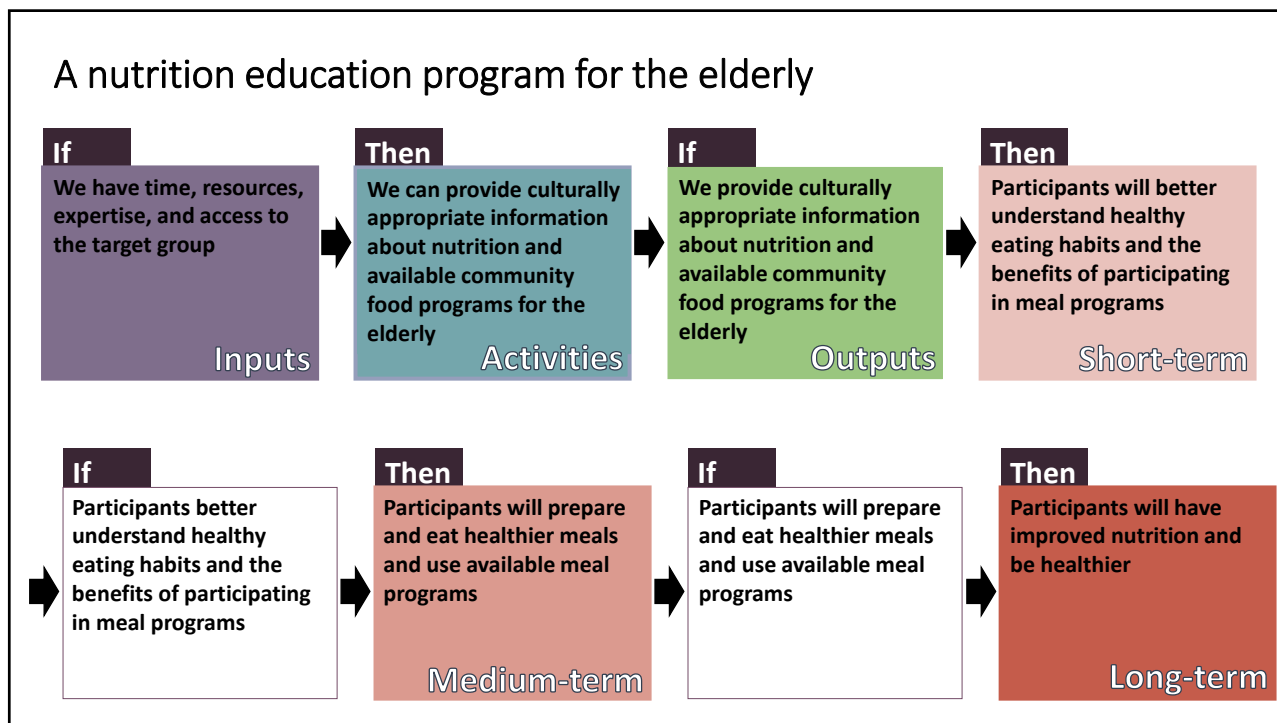
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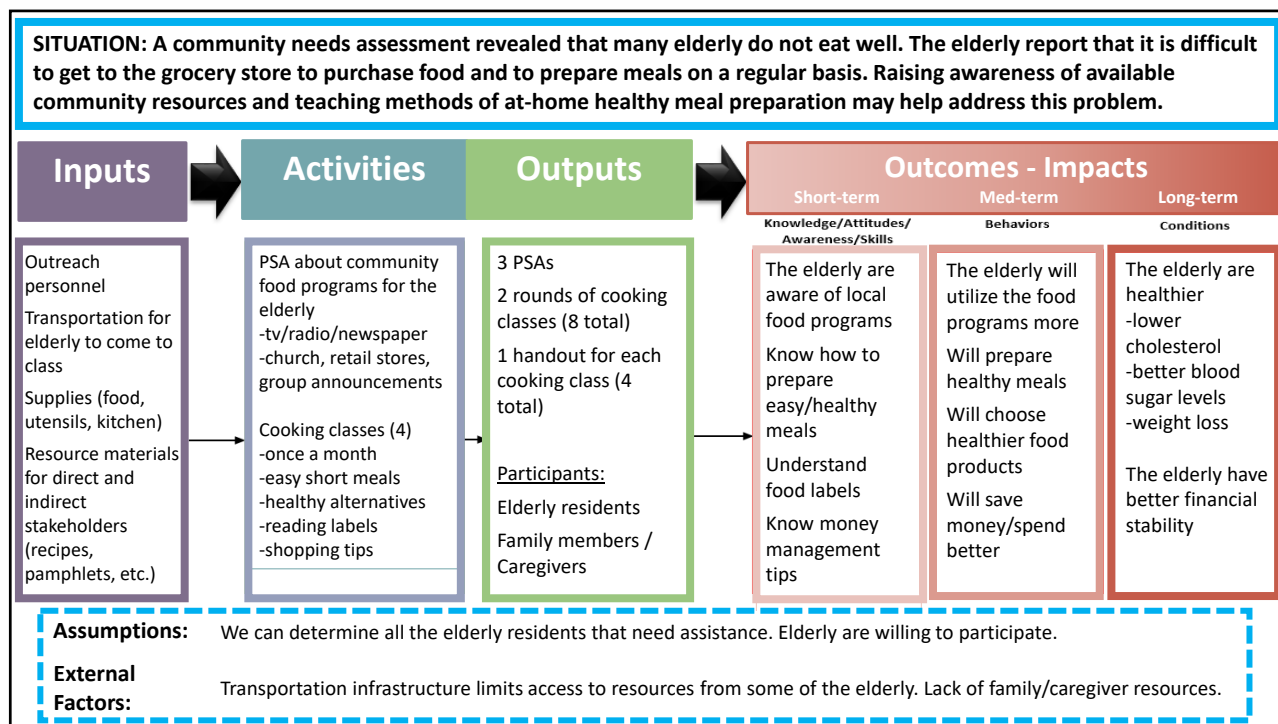
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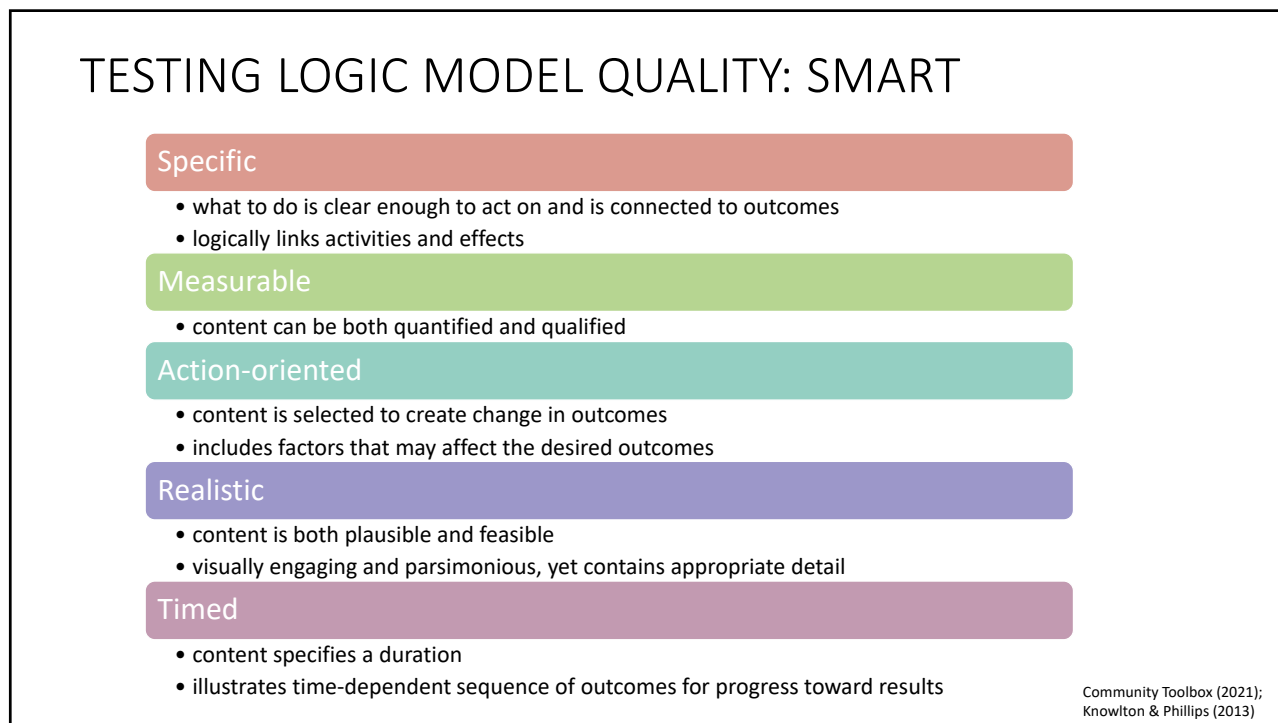
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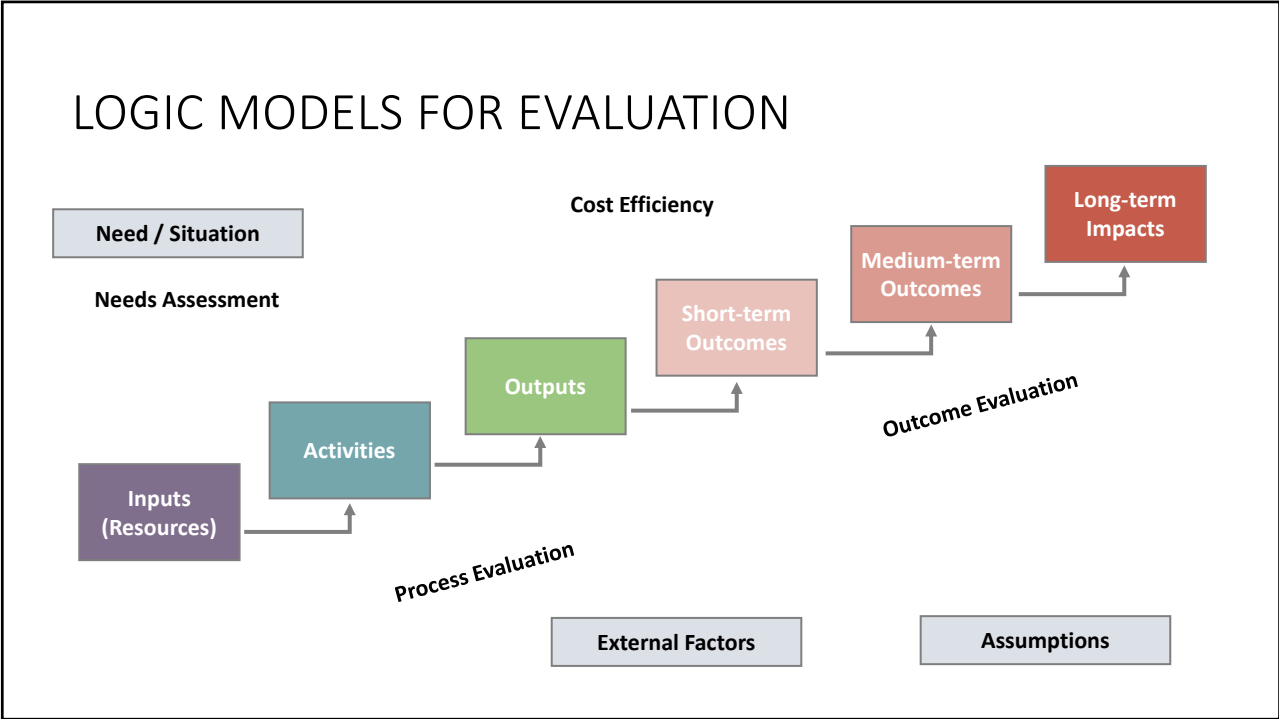
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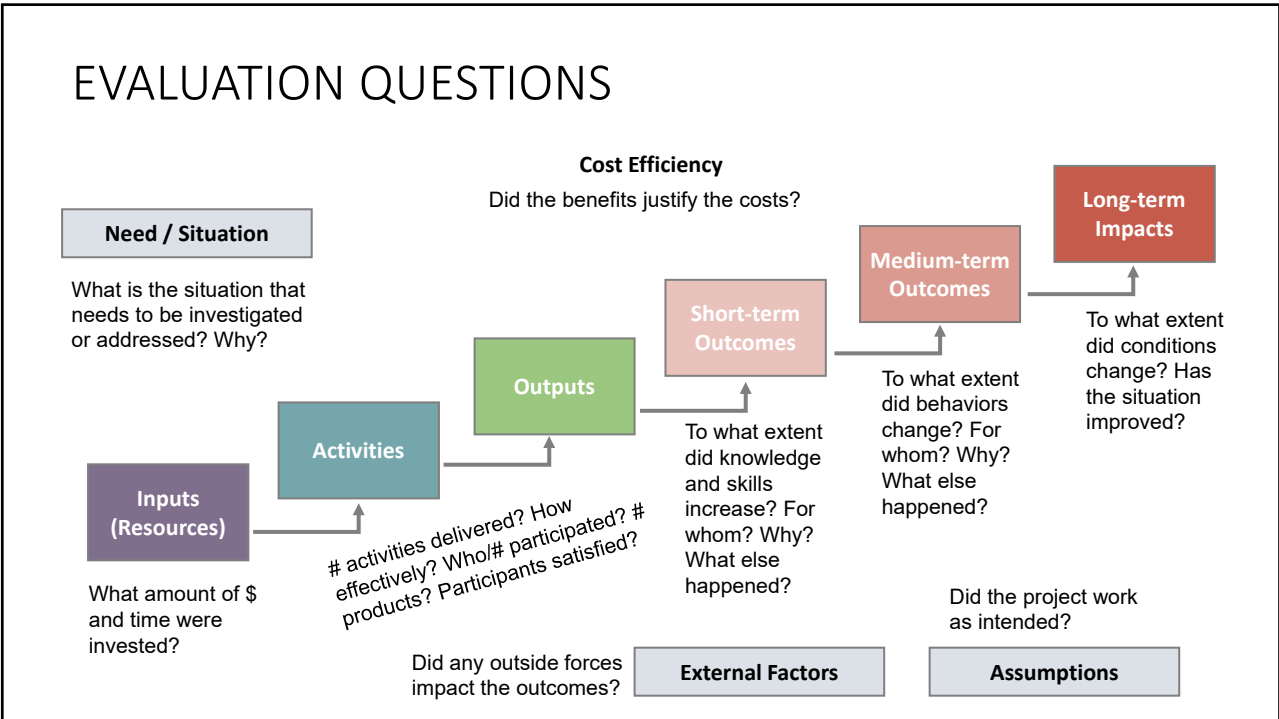
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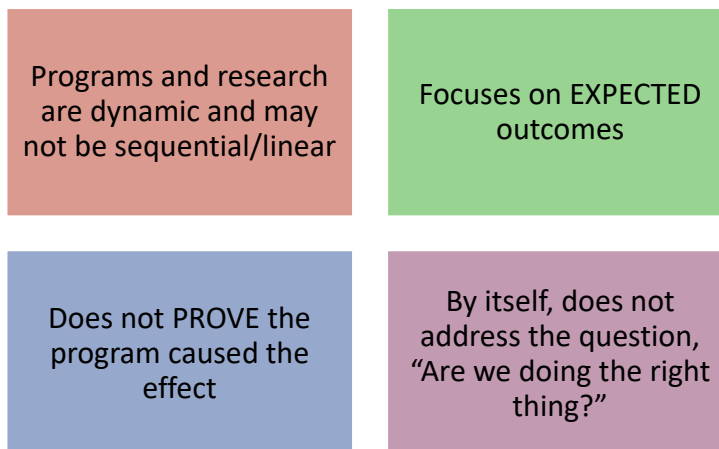
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ALIGNING LOGIC MODELS AND PROPOSAL NARRATIVES

Proposal Narrative Section(s)	Logic Model Component(s)
Introduction and Rationale	Situation – Need, Long-term Outcomes
Role of Stakeholders	Situation, Inputs, Activities, Outcomes
Resources for Project Implementation	Inputs, Activities
Why this Institution?	Inputs, Activities
Approach	Activities (at a minimum), All
Aims and Objectives	Outcomes (maybe Activities)
Expected Results / Outcomes	Outputs, Outcomes
Significance / Overall Impact / Benefits	Long-term Outcomes
Anticipated Problems / Alternative Strategies	Assumptions, External Factors, Activities
Performance Monitoring and Evaluation	All

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LIMITATIONS OF LOGIC MODELS



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RESOURCES

- Centers for Disease Control and Prevention. (2018). *CDC program evaluation framework checklist for step 2: Describe the program*. <https://www.cdc.gov/eval/steps/step2/index.htm>
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