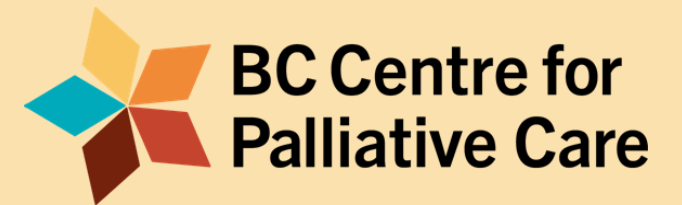




Click on “Slide Show”

# Introduction to Logic Models

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# “Let’s Bake a Cake”

Introduction to Logic Models



# Purpose of this workshop

Using a “Let’s Bake a Cake!” project, we’ll describe:

- What a LOGIC model is,
- What a LOGIC model can do for your group/organization,
- How to use the LOGIC model to:
  - Plan a project
  - Implement a Project
  - Evaluate a Project



# What is a LOGIC model?

- **A Logic model is** systematic and visual way to see and show the relationships between the vision your organization has and the activities that will be enacted to achieve this vision. (Kellogg Foundation, 2004)
- **Logic models come in various shapes and sizes.**



# What can LOGIC models do?

- Plan programs
- Guide the implementation process
- Evaluate programs
- Support a cause
- Showcase your work to the world!



# Basic Components of the LOGIC Model

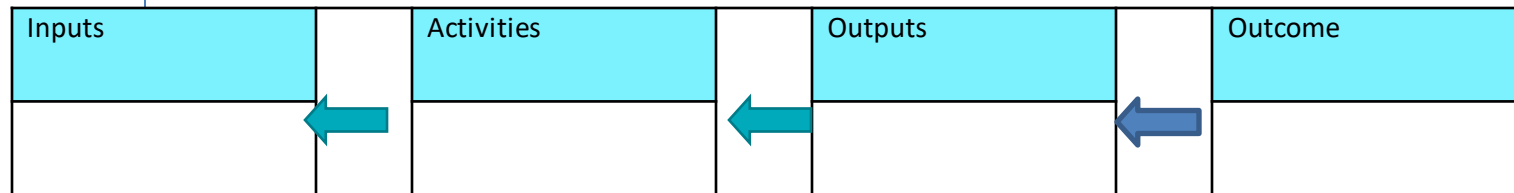
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
What is invested	What we do	What is produced Who we are reaching	Short Term	Medium Term	Long Term



# The “Bake a Cake” project

## “Plan Backwards, Implement Forwards!”

Plan backwards!



# Let's Look At The Situation That You Are Hoping To Solve/Improve:

Project Title						
Goal:						
<p><b>Situation: What is the problem/issue related to why we are baking a cake?</b>          Why is it a problem?          Who is it a problem for?          What are the needs of the person/group?          What is the most appropriate thing to do?</p>						
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES			
			Short Term	Medium Term	Long Term	
ASSUMPTIONS			EXTERNAL FACTORS			





# Let's Look at your Goal:

Project Title					
<b>Goal: What is your vision for the future? How will your project provide a solution to the problem. Use one or two sentences to say it.</b>					
Situation:					
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short Term	Medium Term	Long Term
ASSUMPTIONS			EXTERNAL FACTORS		



# What are Your Assumptions?

Project Title					
Goal:					
Situation:					
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short Term	Medium Term	Long Term
<b>ASSUMPTIONS</b>  What is the <b>*'change theory'</b> behind what your program is offering- is it based on research? experience? Who identified this? Was there any one missing in this decision? *The change theory assumes that "IF" an activity occurs "THEN" a condition/issue will be changed because of it.			EXTERNAL FACTORS		






# External Factors

Project Title					
Goal:					
Situation:					
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short Term	Medium Term	Long Term
ASSUMPTIONS			EXTERNAL FACTORS		
			<p><b>What External Factors (positive and negative) could influence:</b></p> <ul style="list-style-type: none"> <li>-your ability to do the work you planned</li> <li>-your participants or your community's ability to be affected too many commitments-</li> </ul>		



# Identifying Outcomes:

Project Title					
Goal:					
Situation:					
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short Term	Medium Term	Long Term
					
ASSUMPTIONS			EXTERNAL FACTORS		



# Outcomes are:

Short Term	Medium Term	Long Term
<b>Learning:</b> <ul style="list-style-type: none"> <li>• awareness</li> <li>• knowledge</li> <li>• attitudes</li> <li>• skills</li> <li>• opinions</li> <li>• motivations</li> </ul>	<b>Action:</b> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Practice</li> <li>• Decision making</li> <li>• Social movements</li> <li>• Policy creation</li> </ul>	<b>Conditions:</b> <ul style="list-style-type: none"> <li>• Social</li> <li>• Economic</li> <li>• Financial</li> <li>• Environmental</li> </ul>
<b>My family will:</b> <ul style="list-style-type: none"> <li>• know how to bake a cake</li> <li>• feel happy about spending time to talk.</li> <li>• become aware that the difference that having conversations make in problem solving &amp; socializing</li> <li>• feel loved and cared about.</li> </ul>	<b>My family will be able to:</b> <ul style="list-style-type: none"> <li>• Cope better with shared decision making, team work and problem solving</li> <li>• Report better confidence in engaging with others around them.</li> </ul>	<b>A happy family with socially and emotionally well-developed children</b>



Project Title						
Goal:						
Situation:						
INPUTS	ACTIVITIES	<b>OUTPUTS</b> <b>What is produced</b> <b>Who we are reaching</b> <b>(they are a direct result of the activities)</b> # cakes a year # of family members able to partake in baking event # of times family baked together # times family talked together # times they solved problems together # of times the family ate the baking together # of times family reported they appreciated activity together # times family reported feeling more positive about coping because of activity	OUTCOMES			
			Short Term	Medium Term	Long Term	
ASSUMPTIONS			EXTERNAL FACTORS			



# What Activities Will You Need To Engage In To Provide These Services/Activities?

Project Title					
Goal:					
Situation:					
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short Term	Medium Term	Long Term
	<p><b>What we do</b></p> <p>Put the “Bake a cake” event on the calendar (with help of the kids)</p> <p>Purchase supplies</p> <p>Gather the baking supplies</p> <p>Prepare the cake together</p> <p>Bake the cake</p> <p>Eat the cake</p> <p>Talk about anything the kids want to.</p>				
ASSUMPTIONS			EXTERNAL FACTORS		



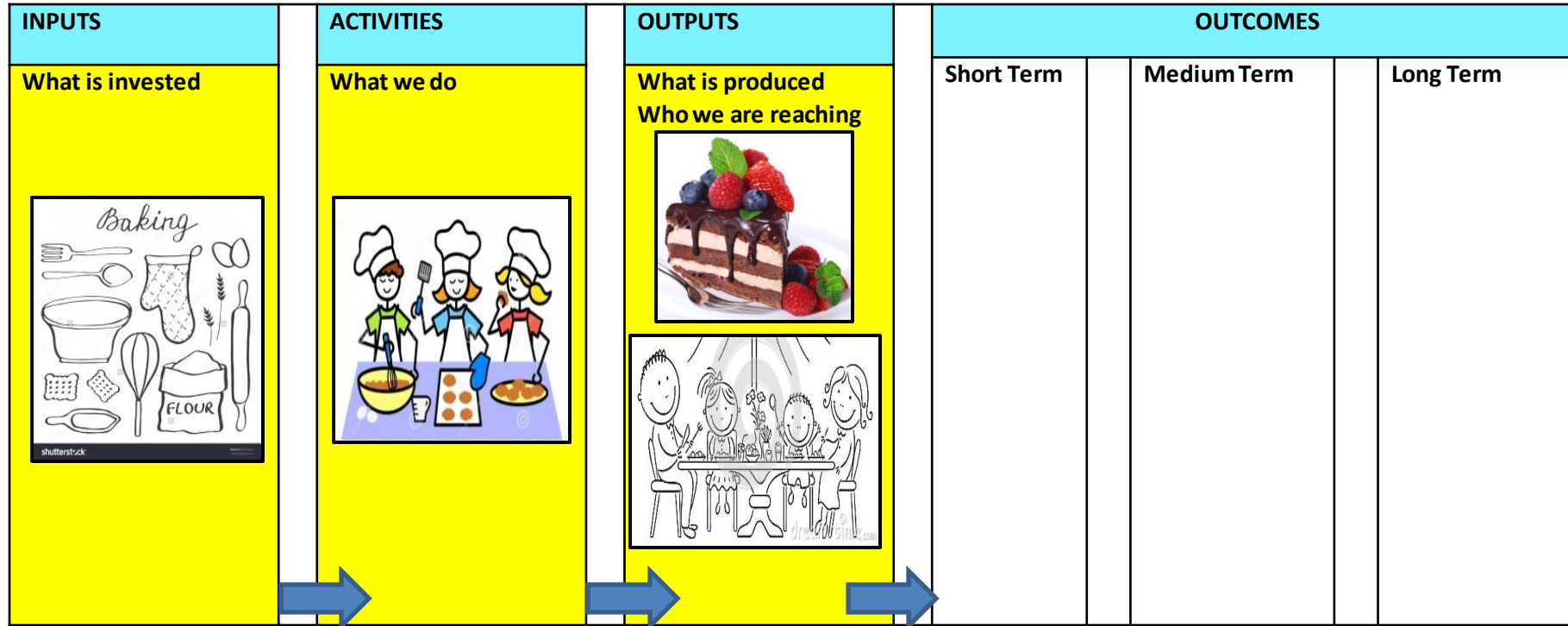
# Inputs

Project Title						
Goal:						
Situation:						
<b>INPUTS</b>	ACTIVITIES	OUTPUTS	OUTCOMES			
			Short Term	Medium Term	Long Term	
<b>What resources we will need?</b> Baking tools (including oven) Ingredients Recipe Mom Kids Time						
ASSUMPTIONS			EXTERNAL FACTORS			





# Implement Forward!



<b>Project Title Lets Bake a Cake!</b>						
<b>Goal:</b> My children will feel loved, secure and better able to cope in the world from the foundation of memories of activities such as baking together.						
<b>Situation:</b> A concern related that potential inability to experience love, security related to a busy household where everyone is coming and going and limited family. It is a problem for me and potentially for my children, who have normal developmental needs to be loved and cared for.						
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES			
			Short Term	Medium Term	Long Term	
<b>What resources we will need?</b>  Baking tools (including oven) Ingredients Recipe Mom Kids Time	<b>What we do</b>  Put the "Bake a cake" event on the calendar (with help of the kids) Purchase supplies Gather the baking supplies Prepare the cake together Bake the cake Eat the cake Talk about anything the kids want to.	<b>What is produced</b> <b>Who we are reaching (they are a direct result of the activities)</b>  # cakes a year # of family members in baking event # of times family baked together # times family talked together # times they solved problems together # of times the family ate the baking together # of times family reported they appreciated activity together # times family reported feeling more positive about coping because of activity	<b>Learning:</b> awareness knowledge attitudes skills opinions Motivations <b>My family will:</b> <ul style="list-style-type: none"> <li>know how to bake a cake</li> <li>feel happy about spending time to talk.</li> <li>become aware that the difference that having conversations make in problem solving &amp; socializing</li> <li>feel loved and cared about.</li> </ul>	<b>Action:</b> Behaviour Practice Decision making Social movements Policy creation  <b>My family will be able to:</b> <ul style="list-style-type: none"> <li>Cope better with shared decision making, team work and problem solving</li> <li>Report better confidence in engaging with others around them.</li> </ul>	<b>Conditions:</b> Social Economic Financial Environmental  A happy family with socially and emotionally well-developed children	
<b>ASSUMPTIONS</b>			<b>EXTERNAL FACTORS</b>			
If we bake something together, we will have opportunities to talk, and they will feel loved, be better able to cope			<ul style="list-style-type: none"> <li>time constraints</li> <li>too many other commitments</li> </ul>			



# Evaluating the Process:

- How was the program implemented? I picked a time that was right for most of the kids, prepared all the items I need, invited my 3 kids to bake a cake together. It took us one and half hour to enjoy a home-baked cake.
- Were the activities delivered as intended? Yes, but I had to be flexible as to time and resources, i.e. use ingredients that were in the house.
- Were the participants reached as hoped for? In the first three years all partook in the baking activity but as they got older some found other interests.
- What were the reactions of the participants? They enjoyed it better when they were younger.



# Evaluating the Outcomes:

- What are the changes related to the activities and outputs? *I saw a difference in my children's ability to engage with others and cope with team work challenges. They feel happy after every time we bake a cake together.*
- Are these changes valued by the stakeholder? *It is now! I get beautiful Mothers Day cards telling me how much they loved our times together in the kitchen.*
- What are some of the unintended outcomes (positive and negative)?
  - *Negative- I put on a few pounds!*
  - *Positive- neighborhood kids came over to bake with us- great memories/friendships, sense of community in sharing this activity.*



# Evaluating the Impact:

- To what extent has the project made a difference to the hoped for outcome down the road (usually 7-10 years).

Hard to measure-I did not create any indicators at the time, but:

Children are now strong, confident adults.

I get praise and comments now of memories spent together baking-not sure it was the cake or the time spent- (perhaps the cake was more of a means to the end- but it was delicious).

- Is the program worth the cost of its resources? **Yes!**



# Finally, what will you do differently:

## What I will do differently:

I will still spend some time baking with my grandkids and my kids.



## BUT:

I will also spend more time playing with them, talking to them (still quality caring time, but less fattening!)



## What else I will do differently:

- There are **many activities** we should have chosen to produce a happy family with well adjusted children...
- I should have **consulted** with my family (**partners**) more often...



# References:

- W. K. Kellogg Foundation: Logic Model Development Guide <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- Community toolbox: <http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>
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- Taylor-Powell, E. (2008). Developing a logic model: Teaching and training guide.  
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