ACTIVITY: LOGIC MODELING

Overview

This activity is designed to help youth and adults jointly develop a logic model of their community-building effort. The result is a document that depicts a shared understanding of how their work will produce the outcomes they desire.

This activity is best done in the planning phase of the community-building effort. The logic model that results then becomes the blueprint for achieving the group's vision. It also identifies key milestones at which evaluation activity should occur and helps the group plan for evaluation from the outset.

This activity is written specifically for groups designing a new community-building effort. It encourages the group to begin with the end results in mind. Accordingly, the activity begins with the specification of the long-term outcomes that the group is working toward. These long-term outcomes may have already been identified through a community visioning exercise or similar activity. The team then identifies the intermediate and initial outcomes that are precursors to achieving the long-term outcomes. Only then does the group engage in a discussion about strategies for achieving the outcomes and the resources needed to support its efforts.

For groups designing new community-building efforts, the activity can be conducted as written. However, *groups wishing to develop a logic model for an existing community-building effort may want to change the order in which major elements of the logic model are identified*. For example, in an existing effort, members of the community-building team may be familiar with what the group does and how it functions, but participants may have less clarity about what the group is trying to accomplish in terms of initial, intermediate, or long-term outcomes. In such cases, it may be beneficial to begin by identifying what resources the group consumes (inputs) and what the groups does (outputs) before initiating discussions about outcomes.

Tips for Involving Youth as Partners

A logic model for an existing community-building effort depicts relationships between events and occurrences that have already happened. But the manner in which adults and young people experience these events and occurrences may be somewhat different. It is possible they did not even experience the same things. Consequently, it is not at all unusual for adults and youth to have very different perceptions of the community-building effort and what it is accomplishing. When building logic models for existing efforts, listen carefully for differing interpretations of what is happening. Explore differing perceptions to assure the logic model is not biased toward adults or program authorities.

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Feel free to adapt this activity to your specific needs.

Objective

To build a logic model for a community-building effort that reflects a shared understanding of how actions of the group lead to desired outcomes

Materials Needed

Photocopies of preceding pages on logic modeling

Flip chart paper

Markers

Tape

Half sheets of paper

Spray adhesive

"Community-Building Logic Model" template, page 34

Time Required

Approximately 2 hours

WHAT	TIME	HOW	MATERIAL
Step 1 Setting the context	10 min.	✴ Briefly summarize the content from the previous pages on logic models, discussing the importance of a theory of change and the basic elements of a logic model. ✴ Then say to the group, "Today we are going to develop a picture of how our community-building process is to operate. We are going to show how the actions we take within the community produce the results we desire. What we produce today will be a draft version of our logic model. But a part of the task will also be to identify a team that will further refine what we do today."	Handouts of the previous pages. Make enough copies so that each participant can have a copy.

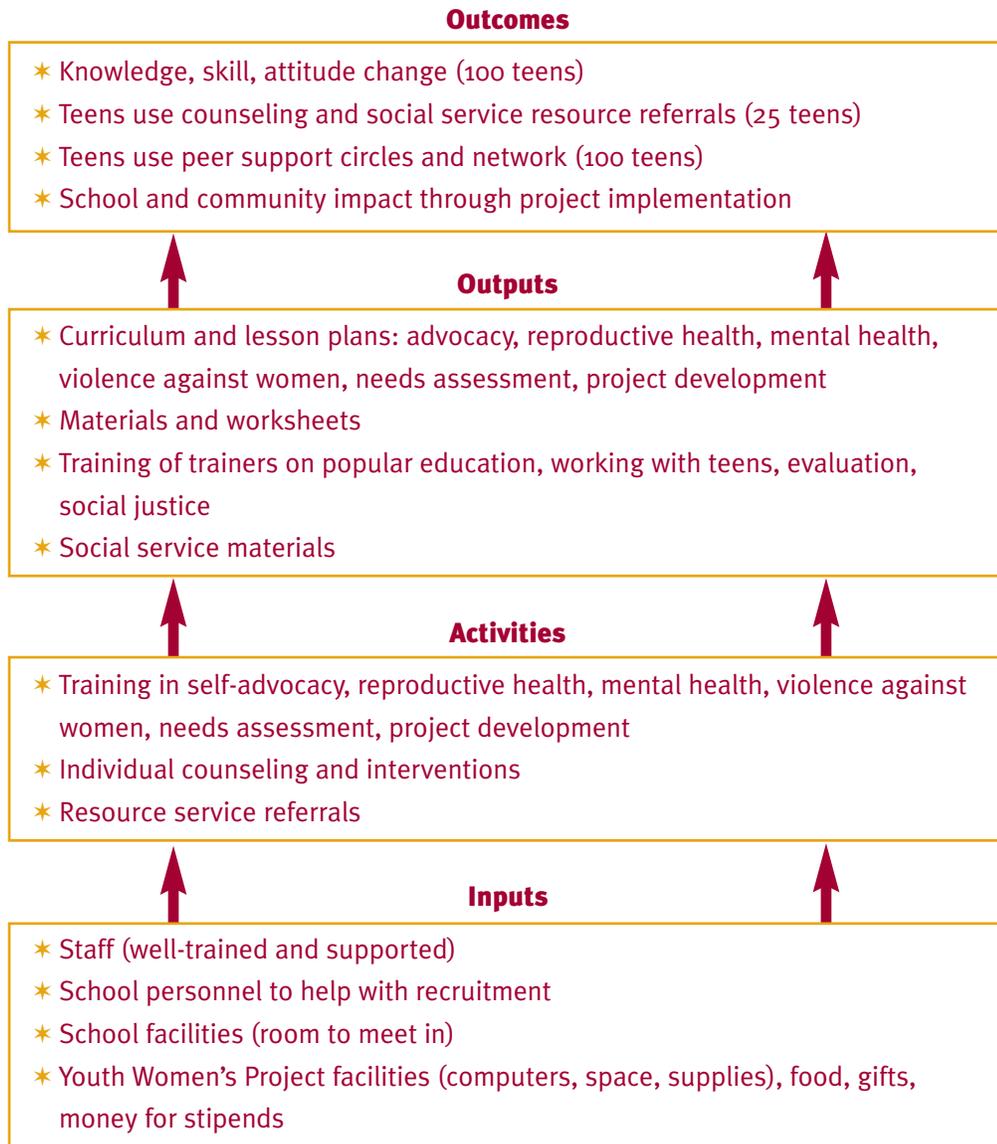| WHAT	TIME	HOW	MATERIAL
Step 2 Articulating the vision	20 min.	★ At the top of a sheet of flip chart paper, write the words "Long-Term Outcomes." (If you are building a logic model for an existing community-building effort, you may choose to start with Step 5.) ★ Place the sheet of flip chart paper on the wall. ★ Say to the group, "We are going to begin by identifying what we want to see happen as a result of our efforts. We are going to identify the desired outcomes of the community-building effort. We will begin with identifying the long-term outcomes of our work. The long-term outcomes should be statements that represent the vision we have for the community—that is, the conditions which will exist as a result of our work." ★ Distribute the half sheets of paper and markers. Have each person identify two or three long-term outcomes of the community-building effort. Have them write each outcome on a separate half-sheet of paper. ★ Collect all the half sheets, read them aloud to the group, and affix them to the flip chart paper. (For best results, spray the flip chart paper with adhesive prior to the activity.) ★ Work with the group to group similar ideas in pairs or clusters. When the group has completed its work, go on to identifying intermediate outcomes.	Flip chart paper Markers Tape Half sheets of paper Spray adhesive
Step 3 Identifying intermediate outcomes	20 min.	★ At the top of a sheet of flip chart paper write the words "Intermediate Outcomes." Place the sheet of paper on the wall to the left of the previous one. ★ Say to the group, "We are now going to identify the intermediate outcomes for our community-building effort. Intermediate outcomes are typically those things that people must do differently if the long-term outcomes we just identified are to be achieved. Intermediate outcomes include changes in policies, procedures, behaviors, actions, or practices." ★ Repeat the process described above in Step 2: Cluster similar responses, then ask whether any items, pairs, or clusters previously identified as long-term outcomes now look more like intermediate outcomes.	Flip chart paper Markers Tape Half sheets Spray adhesive

WHAT	TIME	HOW	MATERIAL
Step 4 Identifying initial outcomes	20 min.	★ At the top of a sheet of flip chart paper write the words "Initial Outcomes." Place the sheet of paper on the wall to the left of the previous one. ★ Say to the group, "We are now going to identify the initial outcomes for our community-building effort. Initial outcomes are typically represented by increased awareness of an issue or changes in knowledge, attitudes, skills, or intentions." ★ Repeat the process described above.	Flip chart paper Markers Tape Half sheets Spray adhesive
Step 5 Identifying actions	20 min.	★ At the top of a sheet of flip chart paper write the words "Outputs or Activities." Place the sheet of flip chart paper on the wall to the left of the previous one. ★ Say to the group, "We are now going to identify the outputs or activities for our community-building effort. These are the activities we will carry out to produce the outcomes we have identified. For each of these, please also identify the audience for or with which the activity is undertaken." ★ Repeat the process described above.	Flip chart paper Markers Tape Half sheets Spray adhesive
Step 6 Identifying inputs	20 min.	★ At the top of a sheet of flip chart paper write the words "Inputs or Resources." Place the sheet of flip chart paper on the wall to the left of the previous one. ★ Say to the group, "We are now going to identify the inputs or resources needed to support our activities. These typically include money, staff, volunteers, facilities, and the efforts of partners." ★ Repeat the process to identify resources needed.	Flip chart paper Markers Tape Half sheets Spray adhesive
Step 7 Review and refine	10 min.	★ Ask the group to review what it has created. Then ask the following questions, pausing after each one for discussion: – Looking at our work, what stands out to you? – How are the various elements related? – Do some sections seem more difficult than others? – How can we use this in our evaluation efforts? ★ Be sure to mention, "The planning of our community-building effort has unfolded from right to left as we have moved across the wall. We started with the end results in mind. Now, how will the actual events unfold as we move into the implementation stage?" ★ Then secure volunteers to further refine the logic model using the "Community-Building Logic Model" template.	"Community-Building Logic Model" template

TEMPLATE: COMMUNITY-BUILDING LOGIC MODEL

| INPUTS | OUTPUTS | | OUTCOMES | | |
	Actions	Audience	Initial	Intermediate	Long-Term
Resources deployed to address situation	Actions supported by resources invested	Individuals or groups for whom actions are intended	Learning that results from involvement	Behaviors that result from learning	Conditions that change as a result of behaviors

Example: Outcomes-Based Logic Model

Young Women's Project Theory of Change

Outcomes

- Knowledge, skill, attitude change (100 teens)
- Teens use counseling and social service resource referrals (25 teens)
- Teens use peer support circles and network (100 teens)
- School and community impact through project implementation

Outputs

- Curriculum and lesson plans: advocacy, reproductive health, mental health, violence against women, needs assessment, project development
- Materials and worksheets
- Training of trainers on popular education, working with teens, evaluation, social justice
- Social service materials

Activities

- Training in self-advocacy, reproductive health, mental health, violence against women, needs assessment, project development
- Individual counseling and interventions
- Resource service referrals

Inputs

- Staff (well-trained and supported)
- School personnel to help with recruitment
- School facilities (room to meet in)
- Youth Women's Project facilities (computers, space, supplies), food, gifts, money for stipends

LIMITATIONS OF LOGIC MODELS

Logic models are helpful and sound tools to use as a basis for planning and evaluation activities, but they have some limitations that should be made known to participants in the process:

- Logic models only *represent* reality; they are not reality.
  - Programs are not linear.
  - Programs are dynamic interrelationships that rarely follow sequential order.
- Logic models focus on expected outcomes—you also need to pay attention to unintended or unexpected outcomes: positive, negative, and neutral.

✶ Outcomes cannot always be attributed to items listed in the logic model.
  – The program is likely to be just one of many factors influencing outcomes.
  – Consider other factors that may be affecting observed outcomes.
  – There is no "proof" that the program caused the outcome.
✶ Logic models *do not* address the questions:
  – Are we doing the right thing?
  – Should we have this program at all?

CHECKING THE LOGIC MODEL

✶ Are the outcomes really outcomes?
✶ Is the longest term outcome
  – meaningful?
  – logical?
  – realistic?
✶ Do the activities/outputs realistically lead to outcomes?
✶ Do we have the resources needed for the activities?
✶ Does the logic model represent the program's purpose?
✶ Does it respond to the situation?
✶ How will the context of the program and community affect the resources, outputs and outcomes?

USING LOGIC MODELS TO FRAME EVALUATION

Logic models guide evaluation by
✶ Answering a variety of questions about the program, such as:
  – How many youth did we reach in our community-organizing effort?
  – What activities best help youth learn about social change work?
  – What skills are youth learning in our programs?
✶ Generating evaluation questions about context, implementation, and outcomes:
  – Context: What community factors contributed to successful youth organizing?
  – Implementation: How are adult staff involved in community work?
  – Outcomes: What have we learned about our work in the community?

Now it is time to move on to the development of the evaluation plan.