Logic Models: What They Are and How to Use Them
What is a logic model?

• A visual or graphic description that links program resources, activities, and intended program outcomes

• “a plausible and sensible model of how a program is supposed to work” (Bickman, 1987, p.5)

• Can be simple/complex

• May or may not be linear
Logic models ....

- **Roadmap**: to help us plan for and arrive at our destination

- **Connections**: between resources, activities, and outcomes

- **Communication**: simple, clear graphic representation of a program or activity

- **Evaluation**: when and what to evaluate
Benefits of using a logic model

- Provides way to visually illustrate our leadership vision, goals, action plan.
- Helps us to identify where we are, where we want to go, and what we need to do to get there.
- Helps us communicate our plan to others
- Monitoring success is built into the model
- Uses information from multiple sources
It’s like planning for a vacation ...

Where are you now?

Where do you want to go?

How will you get there?

How will you know you are there?

Would you pile everyone and everything in the car and start without a plan?
Logic Model Components

Structure of a simple logic model

Input
- Program Investments
  - Resources that you need to achieve goals

output
- Activities
  - What you need to do to achieve goals
- Participants
  - Others who are involved

outcomes
- Short Term
  - Learning
- Mid Term
  - Action
- Long Term
  - Results
  - Where you want to go
  - What you need to do to achieve goals
If I invest time and money, etc., then I can participate in professional development activities.

If I take classes, work with mentors, etc., then I will develop the knowledge I need

If I have an understanding of leadership, then I will be able to seek opportunities to lead

If I engage in leadership, then I can .....
What do you want to address?

• Develop self-awareness of your values, beliefs, strengths, preferences (Where you are)

• Envision your short-term and long-term goals (Where you want to go)

• Identify what you will need to do (e.g., resources, education, experience, networking, etc.) (how to get there)

• Develop benchmarks or indicators of success that help you to stay on track (how you will know you are there)

• Re-examine your goals periodically to determine if you need to make modifications to your plan
Begin with the end

- ENVISION BIG
- IMAGINE THE POSSIBILITIES
Develop Outcomes

- What are your ultimate desired outcomes?
- Long-Term - Result, impact, benefit
- Mid-Term – Action, behavior
- Short-Term – Knowledge and Skills
Decide on Outputs

• What will you need to do to achieve your outcomes?

• Activities, services, events, products that reach people (individuals, groups, agencies) who participate or who are targeted

• What you do or offer – workshops, services, conferences, education, etc.
What inputs are needed?

• What resources will you need to implement your activities, reach your desired population, and achieve your outcomes?
What are your underlying assumptions?

• Assumptions
  – your values, beliefs, strengths, preferences
  – Your leadership vision
Now You Do It!
Example of a logic model created for CASA

**Assumptions and Rationale**

The first 3 years of life is a critical period of development and responsive, nurturing relationships are essential for developing trust, security and attachment. CASA/LA volunteers, judges, and other court system individuals need to understand the unique and special developmental needs of children 0-3 and how to advocate effectively on behalf of every young child who enters the Los Angeles County Dependency Court system.

1. **CASA/LA requires resources to meet the following needs:**
   - Increase number of volunteers with desire and/or expertise in 0-3 development
   - Practical/feasible and efficient volunteer training in 0-3 development
   - Increase the number of children 0-3 referred and assigned to CASA/LA
   - Metric system for evaluation of program processes and outcomes procedures

2. **CASA/LA will provide the following activities and outputs:**
   - Develop protocols for recruiting volunteers with desire/expertise to work with 0-3
   - Develop and provide 6 volunteer training modules for 0-3 development
   - Needs analysis to identify barriers/challenges that hinder judges and court referral of children 0-3 to CASA/LA
   - Develop measurement, collection, tracking procedures for monitoring outcomes

3. **Achieve the following short-term objectives:**
   - Recruit desired number of volunteers
   - Volunteers complete 6 training modules in 0-3 development
   - Develop protocols for increasing judges/court members awareness of 0-3 development
   - Conduct process evaluation

4. **Demonstrate the following intermediate goals:**
   - Desired number of volunteers have motivation and commitment to work with 0-3
   - Volunteers demonstrate and apply knowledge and skills to advocate effectively for 0-3
   - Judges/courts understand unique needs of 0-3 and increase referrals to CASA/LA
   - Conduct outcome evaluation

5. **Provide the following long-term benefits:**
   - Capacity and sustainability to recruit and retain volunteers with expertise in 0-3 development
   - Volunteers provide high quality/developmentally supportive advocacy that supports informed decision making on behalf of children 0-3
   - All children 0-3 who enter dependency court are referred by judges/court members to CASA/LA
   - Evaluation procedures provide feedback loop that informs and improves practices

**CASA/LA will use the following metrics to monitor processes and outcomes:**

**Evaluation of Implementation Processes**
- # of volunteers recruited
- # of volunteers who complete 6 training modules
- % increase in # of volunteers who complete training from prior year
- Monthly average of in-service training hours available compared to average # of hours attended
- # of judges/court members informed of 0-3 development

**Evaluation of Outcomes**
- Satisfaction survey results from volunteers
- Pre-Post training surveys/assessments of knowledge/skills
- # of children 0-3 referred to CASA/LA
- % increase in # of children 0-3 referred and assigned from prior year
- # and % increase of Judges/court members who refer children 0-3

**Evaluation of Ultimate Results/ Benefits**
- % increase of volunteers recruited and remain for X amount of time from prior years
- % increase of volunteers who demonstrate competencies in 0-3 development
- % increase in # of children 0-3 referred and assigned to CASA/LA from prior years
- % increase of Judges/court members who refer children 0-3 to CASA/LA from prior years
Economically and socially strong communities are possible when there is a strong, well-prepared early childhood and allied professional workforce that works collaboratively with families and the community to coordinate and integrate community-driven promotion/prevention/intervention systems of support using culturally responsive and family strengthening strategies and practices; thus increasing family and community involvement in nurturing and supporting young children’s health, well-being and optimal developmental and social-emotional competence, resulting in their successful transition to preschool and kindergarten and academic success.

**Problem**

Families and communities experience multiple factors that threaten young children’s social, emotional, and developmental competence, as well as their health and well-being.

- Gaps and inconsistencies in community-driven promotion/prevention/intervention programs that work collaboratively to provide coordinated and integrated supports that strengthen all families and their capacity to promote optimal children’s developmental outcomes.
- Gaps in early childhood and family workforce preparation and their capacity to use integrated and inclusive culturally responsive strategies and practices that support and strengthen families and children.

**Target Population**

- All families of children 0-6 years of age
- Vulnerable Families and Children
- Community-Neighborhood Networks of Support
- Early Childhood and Allied Professional Workforce

**Intervention Activities**

- Early childhood programs use *Strengthening Families* strategies and practices that:
  1. Value and support parents
  2. Facilitate social connections
  3. Strengthen parenting and promote nurturing, responsive parent-child interactions
  4. Facilitate children’s social-emotional and literacy competence through culturally and developmentally supportive early learning experiences that are integrated and inclusive
  5. Assist families with accessing services and supports when needed
  6. Provide universal observation and screening for early signs of developmental, social or behavioral challenges

**Determinants**

- Families and children can achieve desired outcomes depending on the extent to which there are:
  - Collaborative and community-driven promotion, prevention, intervention programs that link systems of supports using culturally responsive strategies and practices that strengthen and support families and promote optimal child development and social-emotional competence.

**Outcomes**

- **Families demonstrate 5 Protective Factors:**
  1. Parental resilience
  2. Social connections
  3. Knowledge of child development and parenting
  4. Concrete supports as needed
  5. Child social and developmental competence

- **Families are Empowered to:**
  1. Provide responsive, nurturing parent-child interactions
  2. Provide developmentally and age appropriate early learning experiences that promote social-emotional competence and literacy
  3. Access resources that promote health, safety and well-being

- **Children demonstrate:**
  1. Optimal social, emotional & developmental competencies
  2. Literacy skills that prepares them for success in kindergarten and beyond
CDI Early Learning Center
Theory of Change and Action

Program Rationale
Theory of Change

Resources
Personnel/Staff
Community Partners
Volunteers and Interns
Funding and Grant Partners
Rehabilitated Historical Library

*See Attached for Expanded Theory of Change

Intervention
Problem
Target Population

Determinants

Outcomes

Implementing Organization
Implementers
CDI Staff
Volunteers
Interns

Associate Organization
& Community Partners
CRA
CCRC
Providence
HS, IHE
CBO, FB
Business
Volunteer/Non-Profit Org.
Parents/Families

Ecological Context
Low Income
Low Ed Level
Immigration Status
ESL
Low School API
High Drop Out
High Teen Parenting
High Gang Affiliation

Intervention & Service Delivery Protocols
Developmental Systems
(Guralnick)
Promotion
Prevention
Intervention

Strengthening Families

CDE/NAEYC
ECE Standards

Target Population
• Children 0-6 Years & Families
• Vulnerable Families and Children
• Community-Neighborhood Networks of Support
• ECE & Allied Professional Workforce

Implementers

Program Plan
Theory of Action

Action Steps
Activities or steps that create or strengthen an implementation system

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