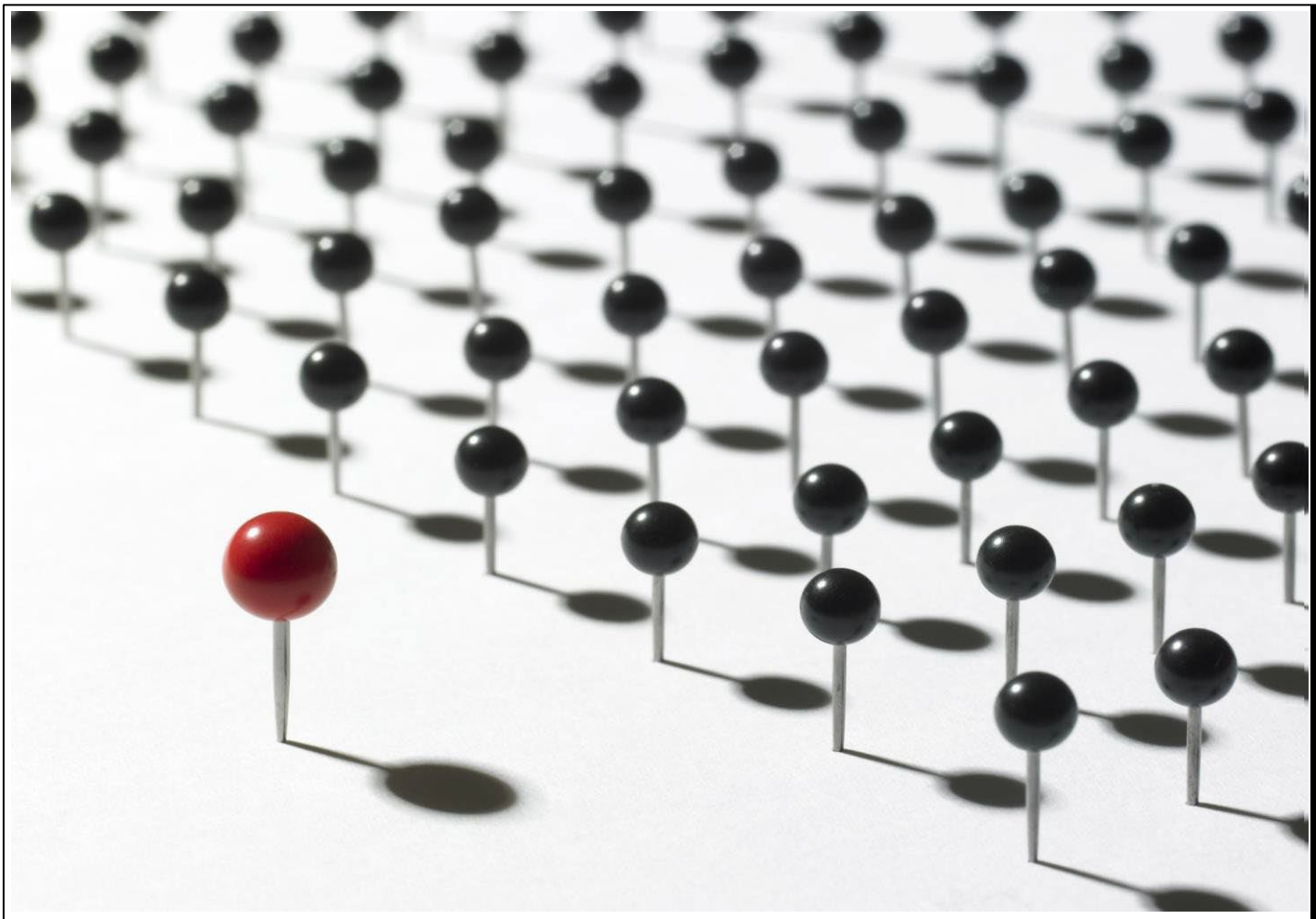

Logic models

A how-to guide for Nebraska Office of Violence Prevention grantees

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The following document describes logic models and theories of change. It provides guidance to OVP Grantees in developing these tools for their violence prevention program and using them in program evaluation.

Logic models

What is a Logic Model?

A **Logic Model** is a graphic representation of a program's strategic objectives, the relationships between a program's activities and its intended effects, and the context in which the program operates. Logic models should be created collaboratively by program stakeholders and updated as needed over time (e.g., as objectives or resources change).

Logic models increase the likelihood that programs will meet their strategic objectives because they:

- Communicate the specific purpose(s) of the program.
- Describe the actions expected to lead to the desired results.
- Involve stakeholders, enhancing the likelihood of program buy-in.
- Become a reference point for everyone involved in the program.
- Identify potential obstacles to program operation so staff can address them early on.
- Incorporate findings from evaluation research and/or demonstration projects over time.
- Cultivate program staff expertise in program planning, implementation, and evaluation.

What makes a good logic model?

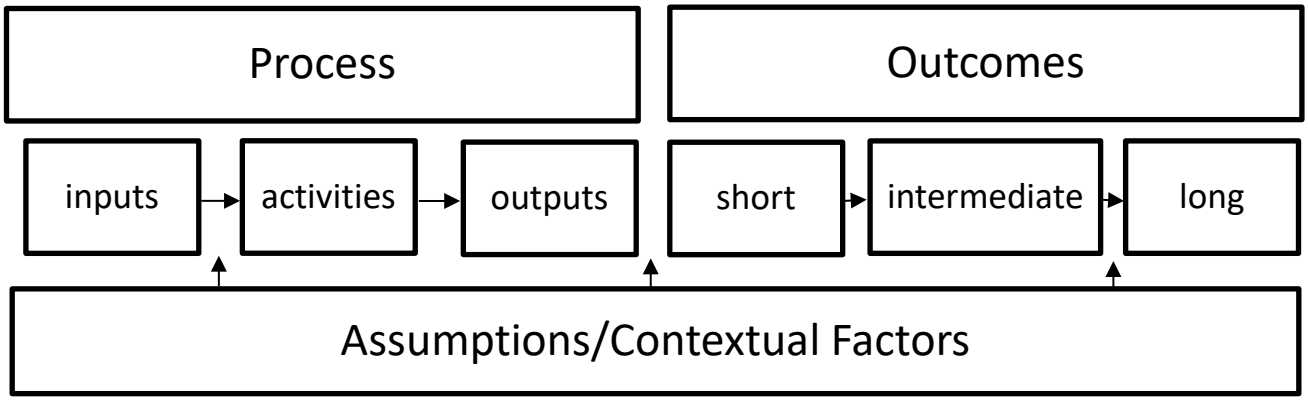
- Displayed on one page
- Visually engaging
- Easy to understand
- Appropriate in its level of detail
- Clear about program activities and expected outcomes
- Reflective of the context in which the program operates

COMPONENTS OF A LOGIC MODEL.

A basic logic model typically has two "sides" (1) processes and (2) outcomes (see Figure 1 below).

- The process section describes the program's inputs (resources), activities, and outputs (direct products).
- The outcome section describes the intended effects of the program, which can be short-, intermediate-, and/or long-term.
- Assumptions under which the program or intervention operates, and the contextual factors can also be included in a logic model. They are often noted in a box below or on the left side of the logic model diagram.

Figure 1. Layout of a Logic Model



Each component of a logic model is explained below using a *hypothetical* example: the Nebraska State Patrol's implementation of the lethality assessment program (LAP). The LAP is a program where law enforcement officers complete a lethality risk assessment with victims of domestic violence (DV) when responding to calls for DV service and provide a warm hand-off of high-risk victims to victim service providers via phone on scene.

Inputs are the resources that go into a program – **what you invest**. They include financial, personnel, and in-kind resources from any source.

For example:

- Funding - a grant from the Crime Commission.
- Program partners - NSP and victim service providers.

Activities are events undertaken by the program/partners to produce desired outcomes - **what you do**. You can include clear identification of "early" activities and "later" activities.

For example:

- Train NSP officers and victim service providers on the LAP.

Outputs are the direct, tangible results of activities – **what you get**. These early work products often serve as documentation of progress.

For example:

- NSP conducts LAP with victims of domestic violence.
- High-risk victims are connected with victim service providers.

Outcomes are the desired results of the program – **what you achieve**. Outcomes can be short, intermediate, or long-term depending on the program objective(s) and the length of the program.

Short-term outcomes are the immediate effects of the program activities such as knowledge and attitudes of the intended audience.

For example:

- Increased knowledge of lethality risk factors for domestic violence by NSP officers.

- Increased attitudes/perceptions of the seriousness of domestic violence calls for service by NSP officers.

Intermediate outcomes are changes in behaviors, norms, and policies.

For example:

- Increased safety planning with victim service providers by victims of domestic violence.
- Increased self-protective measures by victims of domestic violence.

Long-term outcomes refer to the desired results of the program and can take years to accomplish.

For example:

- Increased feelings of satisfaction with NSP's response to domestic violence by victims of domestic violence.

Impacts refer to the ultimate impacts of the program. They could be achieved in a year or take 10 or more years to achieve. These may or may not be reflected in the logic model, depending on the purpose and audience of the logic model.

For example:

A logic model that portrays NSP's adoption of the lethality assessment program may show an expected long-term outcome of increased feelings of satisfaction with NSP's response to domestic violence by victims of DV, and in turn, a long-term impact could be greater reporting rates of DV by victims to NSP.

Assumptions are the beliefs about the program or intervention and the resources involved. Assumptions include the way we think the program will work – the "theory of change" used to develop the program. Assumptions can be based on research, best practices, past experience, and common sense.

For example:

- Because we provide training on the program/program components, the program will be adopted and used in the way we intended.
- Agency staff will be motivated to attend and participate in trainings.
- Staff in the agencies where the program will be implemented have the necessary skills and abilities to implement the program.

Contextual Factors describe the environment in which the program exists and external factors that interact with and influence the program or intervention. Contextual factors are the conditions over which we have little or no control that affect success (e.g., competing agency priorities, political climate, motivation of the target population).

STEPS FOR OVP GRANTEES TO DEVELOP A LOGIC MODEL.

1. Determine the **purpose** of the logic model, who will use it and for what? Is this the first time you have developed a logic model for your program or are you revising a previous, outdated logic model?

2. Determine **who** from your program/partners **should participate** (e.g., agency staff and supervisors, others with a stake in program outcomes) and **convene the group**.

3. Determine a **focus** for the logic model. Will the logic model depict a single year of the program or multiple years? Determine what level of detail is needed to make this a useful tool and how long it might take to indicate program success.

4. Using the program **objective(s) or goal(s) as your anchor,** set **priorities for each component** and **clarify** expectations. Realistically, what can your program accomplish?

5. **Consider** the research and practical knowledge/experience on your program and what others have done/are doing with similar programs. **Identify and discuss** assumptions you are making and any contextual factors.

6. **Construct** a series of linked activities and outcomes using a "left-to-right" approach. Then connect the activities with arrows to show linkages in the logic model template (See the Template).

For example, the working group might ask how they can complete the following to describe your program:

If we have _____and _____, we can (do) _____and _____, which will result in _____and _____.

The first two blanks list the **resources** available to conduct your program, the third and fourth blanks describe the **activities** to be conducted, and the final two blanks list the expected **outputs** of those activities.

For example:

If we have trainers and funding, we can train NSP officers and train victim service providers on the lethality assessment program, which will result in NSP conducting the LAP with victims of domestic violence and victim service providers connecting with high-risk victims via telephone.

By asking other similar questions, you can determine your short-, intermediate-, and/or long- term **outcomes**.

If we _____and _____, then we will see _____ and

_____ occur in the short-term (and repeat for intermediate-, and/or long- term outcomes as needed).

For example:

If NSP conducts the LAP and connects high risk victims to service providers, then we will see increased knowledge of lethality risk factors for domestic violence and increased attitudes/perceptions of the seriousness of domestic violence calls for service by NSP officers in the short-term.

If NSP conducts the LAP and connects high risk victims to service providers, then we will see increased safety planning with victim service

providers by victims of domestic violence and increased self-protective measures by victims of domestic violence in the intermediate-term.

If NSP conducts the LAP and connects high risk victims to service providers, then we will see increased feelings of satisfaction with NSP's response to domestic violence by victims of domestic violence in the long-term.

Finally, identify **contextual factors and assumptions** that were considered when developing the program and should be stated when developing the logic model.

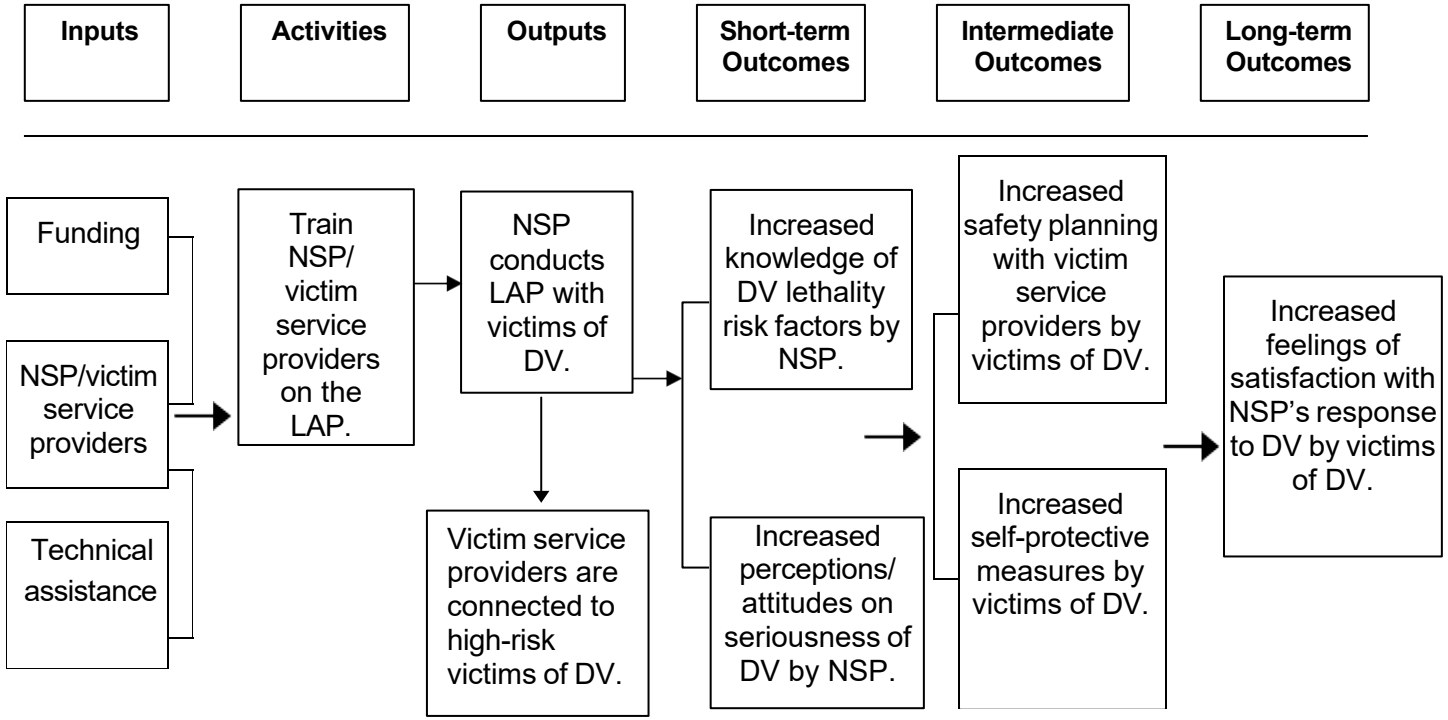
Regarding contextual factors, *for example:*

1. NSP has competing priorities for officer training and limited training time.
2. Victim service providers have finite capacity to respond to crisis calls.

Regarding assumptions, *for example:*

1. NSP officers and victim service providers will be available and motivated to attend training on the LAP.
2. NSP officers will implement the LAP as trained with victims of domestic violence.
3. High-risk victims of domestic violence will agree to speak with victim service providers.

If we put this all together in a logic model, it would look like this:



Assumptions: (1) NSP officers and victim service providers will be available and motivated to attend training on the LAP. (2) NSP officers will implement the LAP as trained with victims of DV. (3) NSP officers will connect high-risk DV victims to victim service providers via telephone before leaving the scene. (4) High-risk victims of DV will agree to speak with victim service providers.

Contextual factors: (1) NSP has competing priorities for officer training and limited training time. (2) Victim service providers have finite capacity to service victims/calls.

PROGRAM THEORIES OF CHANGE.

In a logic model, arrows are drawn to indicate the links between inputs, activities, and outcomes. A program **theory of change** provides the theoretical foundations of change processes: it explains how and why activities are expected to lead to outcomes in the particular order depicted.

Violence prevention and intervention programs are based on numerous theories of change — a reasonable explanation of why and how a certain set of activities leads to certain outcomes. These theories are based on our beliefs, expectations, experience, and conventional wisdom. Theories of change allow us to hypothesize that a program's intermediate and long-term outcomes are a result of short-term outcomes, which are a result of the activities implemented.

For example, the LAP's theory of change indicates that changes in norms and access to resources (i.e., knowledge, practice, connection with services) will increase victim safety as well as satisfaction with police response in DV cases. Thus, LAP's logic model depicts training activities (e.g., training on the assessment with police and victim service providers) which are expected to (1) change knowledge and perceptions of DV seriousness among officers, (2) increase immediate connection between high-risk victims and service providers, (3) increase safety planning and self-protective measures among victims, and (4) enhance victims' satisfaction with police response.

HOW TO USE YOUR LOGIC MODEL TO EVALUATE YOUR PROGRAM.

You can use your logic model to design the evaluation of your program processes and outcomes by identifying indicators for the components in your logic model: activities, outputs, and short-, intermediate-, and long-term goals.

An **indicator** describes how you will track or measure each component in your logic model.

Tracking **activities** and **outputs** usually consists of simple counts. For example, you might track the numbers of meetings you hold, the number of trainings you host, or the number of participants who receive an intervention.

Measuring your (short, intermediate, and long-term) **goals**, will usually require more than simple counts. You might conduct surveys with trainees or participants before and after each activity to measure change in attitudes, knowledge, or self-reported behavior. Or, you might use administrative data to examine participants' behaviors before and after an intervention. For example, you might examine participant's school attendance records before and after an intervention targeting increasing students' school attendance.

Our Support

We recognize that logic models may seem complex at first, but we want to reassure you that you will not be working through this process alone. Before any assessment begins, we will meet with you to walk through how your program works and how that aligns with the logic model approach. Our goal is to support you every step of the way so that you can collect meaningful data that accurately reflects your program's efforts and impact in the community.