

“Let’s Bake a Cake”

An Introduction to the LOGIC model

Presenter: Terry Webber RN BSPN CHPCN (C)



Institute for Health System
Transformation & Sustainability



BC Centre
for Palliative Care

What I Do Matters.

Purpose of this workshop

- Using a “Let’s Bake a Cake!” project, we’ll describe:
 - What a LOGIC model is,
 - The components of a LOGIC model
 - 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)



+



=



What can LOGIC models do?

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



Institute for Health System
Transformation & Sustainability



BC Centre
for Palliative Care

What I Do Matters.

Basic Components of the LOGIC Model

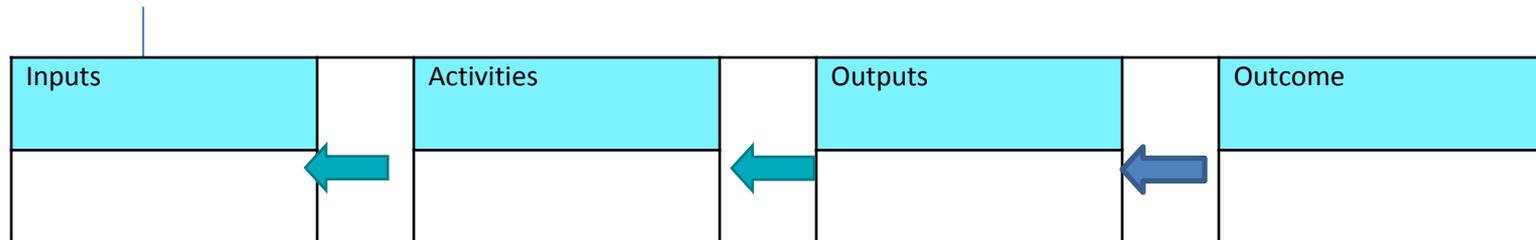
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
What is invested	What we do	What is produced Who we are reaching	Short Term	Medium Term	Long Term



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>Situation: What is the problem/issue related to why we are baking a cake?</p> <p>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					
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.					
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	
ASSUMPTIONS What is the *'change theory' 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			

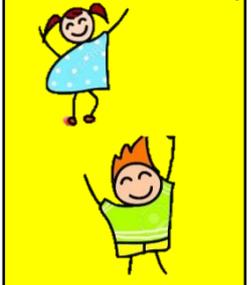


External Factors

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



Identifying Outcomes:

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



Outcomes are:

SMART: Specific Measurable Action –Oriented -Realistic -Timed

Short Term		Medium Term		Long Term
<p>Learning:</p> <ul style="list-style-type: none"> • awareness • knowledge • attitudes • skills • opinions • motivations 		<p>Action:</p> <ul style="list-style-type: none"> • Behaviour • Practice • Decision making • Social movements • Policy creation 		<p>Conditions:</p> <ul style="list-style-type: none"> • Social • Economic • Financial • Environmental
<ul style="list-style-type: none"> • My family will know how to bake a cake • They will feel happy attitudes about spending time baking and talking. <p>They will become aware that :</p> <ul style="list-style-type: none"> • good conversations can come out of baking & • the difference that having conversations make in problem solving & socializing and • They will feel loved and cared about. 		<p>Both now and in the future, they will be able to:</p> <ul style="list-style-type: none"> • cope better, • make better decisions, • Report better confidence in engaging with others around them. 		<ul style="list-style-type: none"> • Healthy individuals • Healthy families • Future healthy families /generations



Project Title						
Goal:						
Situation:						
INPUTS	ACTIVITIES	OUTPUTS What is produced Who we are reaching (they are a direct result of the activities) # 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>What we do</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		

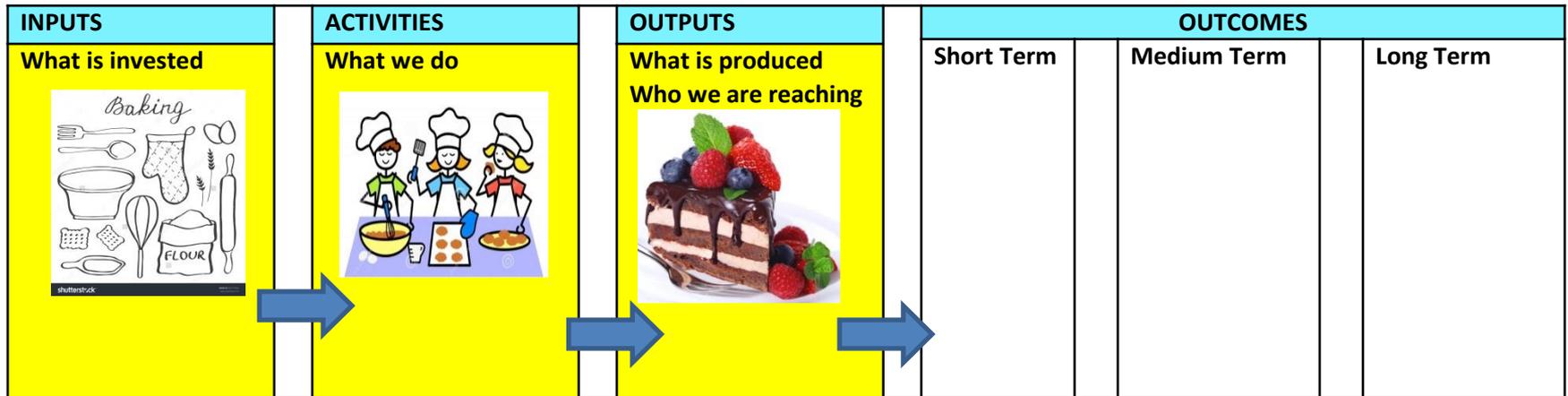


Inputs

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



Implement Forward!



Evaluating the Process:

- How was the program implemented? I picked a time that was right for the most of the kids. I based the project on my history of enjoying time baking with my own mom. The kids were eager to do the project.
- Were the activities delivered as intended?
 - If not, review your inputs: Were they adequate? (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? (not all partook in the baking activity, some found other interests as they got older)
- What were the reactions of the participants? They always enjoyed it when they were younger- as they got older, they found other interests more important)



Evaluating the Outcomes:

- What are the changes? Are they related to the activities and outputs? **I saw a difference in their ability to communicate because the activity offered time and space for open conversations. They reported feeling better after.**
- If so:
- To what extent? Is it a significant change?
- How are they benefitting? Is it 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 is working well? What is not working so well.
- 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).
- Are the changes realistic, given the problem and the resources). How will you know? (What are some of the indicators?)
 - Hard to measure-I did not create any indicators at the time, but:
 - Children are grown now-
 - We had fun, great conversations, great problem solving, great memories
 - They are strong, confident adults now.
 - 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!**



Keep Monitoring the Impact:

Evaluating is not just for new programs but for ongoing ones as well.

- Modifying your program to meet the changing needs is an important part of sustaining the energies needed for your organization.

Reviewing the Situation:

- Is the analysis correct, or has it changed? (Environmental scanning or further research may be helpful) **The situation changed as they got older. They did not want to bake as much, but they would bring friends home and prepare snacks and light meals together and enjoy the baking I had left out for them! Now, they say they don't want to bake, they just want to "hang out" with me and talk. I've learned that conversations can better happen now when we are out driving around together.**

Reviewing the Inputs

- Are the resources still there, and are they being used as planned? (Financial, people, other resources, gifts in kind).

Reviewing the Activities

- Are we still delivering the activities as planned? (Record your activities). **Less activity baking. More time talking.**

Reviewing the Outputs/ Participants

- Are we still reaching the right people? If not, why? (Ask participants) **The product has changed. The outputs have shifted –they are eating less sweets because they want to eat more healthy, but they still ask me to make deserts when they come over. They are bringing their girlfriends and families!**

Reviewing the Outcomes

- Are we making a difference? Evaluations are important.

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!)



Tips

1. Clarifying Outputs versus Outcomes

Outputs:	Outputs Affect Outcomes	Outcomes:
Relate to what we do:		Relates to what difference it makes
The activities or products we achieve.		The results of those activities on people, groups, organizations.

2. Logic models come in various shapes and sizes.

3. The Importance of Partners

- Involving partners (volunteers, stakeholders, and other community organizations) is key to enhancing efficacy through building on strengths. Funders look for partnerships as a sign of greater success of achieving goals.

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>
- The Covenant Foundation:
<https://ca.search.yahoo.com/search?fr=mcafee&type=C211CA876D20151025&p=The+Covenant+Foundation+logic+model>
- Taylor-Powell, E. (2008). Developing a logic model: Teaching and training guide.
<http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf>

