

Family and Consumer Sciences

Using Logic Models to Build Better Lives, Stronger Communities

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BUILD YOUR OWN LOGIC MODEL

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Learning Module Menu

Planning for Effective Program Evaluation

- What is a logic model?
- What does a logic model look like?
- Developing Outcomes
- Activities and Outputs
- Outputs or Outcomes?
- Conducting a Needs Assessment
- Build Your Own Logic Model

BUILD YOUR OWN LOGIC MODEL

Now that you have had the chance to familiarize yourself with different components of the logic model, we will walk you through the steps of building your own. We will be using the CYFAR Logic Model Template for this process. If you would like to download a copy of the Form for Completion or the Logic Model Worksheets, click here: [Form for Completion](#), [Logic Model Worksheets](#).

When developing your logic model, it is important to establish and maintain a focus on results rather than on [activities](#). Logic models help program professionals, evaluators, and [stakeholders](#) reach consensus about which elements are essential to the program. Consequently, program professionals and researchers are more able to identify faulty or implausible links early on.

THE LOGIC MODEL INCLUDES FIVE ELEMENTS:

- Identified needs and assets
- Desired results (short term and long term)
- Indicators (short term and long term)
- Activities
- Resources

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http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

Cooperative Extension Extension

PD&E **Program Development and Evaluation**
University of Wisconsin - Extension

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LOGIC MODEL

- [Templates for creating a logic model](#)
- [Examples of logic models](#)
- [Logic model on-line, self-study module: "Enhancing Program Performance with Logic Models"](#)

Now available (October 2010) - [PDF version](#) (216 pages, 3.35 MB) of the online course. This file may be downloaded to view offline or print all or selected pages for reference. Note that this file contains the content of the Feb. 2003 online course, no revisions have been made.

- [Developing a logic model: Teaching and training guide](#) - includes handouts and printed slide notes pages (118 pages, 5.1 MB)
- [PowerPoint slide file](#) (88 slides, 5.8 MB)

Program Action - Logic Model

Inputs	Outputs Activities Participation	Outcomes - Impact Short Term Medium Term Long Term
<p>What we invest</p> <p>Staff Volunteers Time Money Research base Materials Equipment Technology Partners</p>	<p>What we do</p> <p>Conduct workshops, meetings Deliver services Develop products, curriculum, resources Train Provide counseling Assess Facilitate Partner Work with media</p> <p>Who we reach</p> <p>Participants Clients Agencies Decision-makers Customers Satisfaction</p>	<p>What the short term results are</p> <p>Learning Awareness Knowledge Attitudes Opinions Aspirations Motivations</p> <p>What the medium term results are</p> <p>Action Behavior Decision-making Policies Social Action</p> <p>What the ultimate impact(s) is</p> <p>Conditions Social Economic Civic Environmental</p>

Assumptions External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report

The logic model is at the center of UW-Extension Program Development. It displays the sequence of actions that describe what the program is and will do – how investments link to results. We include 5 core components in this depiction of the program action:

1. **INPUTS:** resources, contributions, investments that go into the program
2. **OUTPUTS:** activities, services, events and products that reach people who participate or who are targeted
3. **OUTCOMES:** results or changes for individuals, groups, communities, organizations, communities, or systems
4. **Assumptions:** the beliefs we have about the program, the people involved, and the context and the way we think the program will work

Program: Mobilizing Rural Low Income Communities to Assess and Improve the Ecological Environment to Prevent Childhood Obesity

Situation: Communities and families are increasingly concerned about the weight and health of their children. Obesity prevention has not been successful using traditional educational approaches. More promising approaches would take into account the larger community in which the child lives. A coordinated community approach to obesity intervention is often the missing component necessary to support and sustain lifestyle changes that influence childhood obesity.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<p>AARI funding</p> <p>Research and/or Extension Faculty time and expertise in nutrition, children and weight, physical activity, youth and family development, community development, coaching and program evaluation from 7 states of the North Central Region.</p> <p>Expertise in working with limited resource families with young children in nutrition and physical activity programming.</p> <p>Expertise of community-based faculty/staff in coalition-building and building local trust-based relationships.</p> <p>Evidence-based programs to improve food choices and physical activity of 4 year old children</p> <p>Evidence-based practices in Collaboration Coaching training for faculty and staff.</p>	<p>1.Hire program coordinator for multi-state project.</p> <p>2 Create a multi-state team of Research/and or Extension specialists to oversee the identification or development of a Child Ecological Model Community Assessment tool kit.</p> <p>3. Hire a graduate student to work with co-PI in each state to help communities administer and evaluate the community assessment prior to delivery of evidence-based programs.</p> <p>4. Develop/adapt a community assessment tool package and pilot test it.</p> <p>5. Identify evidence-based or evidence-informed approaches for improved nutrition and physical activity for 4-year olds and provide as a "menu" for community change</p> <p>6. Identify two rural, low-income communities in each state (one control and one intervention for a total of 14) to participate in this project</p> <p>7. Identify community coalition in each community.</p> <p>8. Hire a half time Community Coach for each intervention community.</p> <p>9. Train Community Coaches and other key leaders of intervention communities on community coaching to help them develop intervention strategies, based on community assessment and to help them identify appropriate evidence-based programs to implement (the second community in each state will do this without the coach)</p>	<p>All 7 states</p> <p>All states for 7 intervention communities only</p>	<p>All Community Coalitions will:</p> <p>Become aware of environmental factors impacting food choices and physical activity of 4-year olds in their community by using the Child Ecological Model Assessment Tool Kit.</p> <p>Control Community Coalitions will:</p> <p>Gain knowledge of strategies to change the local environment in support of improved food and physical activity choices for 4-year olds.</p> <p>Intervention Community Coalitions will:</p> <p>Become aware of the support that a community coach can provide;</p> <p>Gain knowledge of strategies to change local environment in support of improved food and physical activity choices for 4-year olds.</p>	<p>All Community Coalitions will:</p> <p>Assess their community for environmental factors that impact food choices and physical activity of 4-year olds.</p> <p>Control Community Coalitions will:</p> <p>Create and implement a strategic plan to improve the environment, to include at least one nutrition and one physical activity strategy from the menu of evidence-based or evidence-informed approaches.</p> <p>Intervention Community Coalitions will:</p> <p>Work with a community coach to create and implement a strategic plan to improve the environment, to include at least one nutrition and one physical activity strategy from the menu of evidence-based programs;</p> <p>Work with community coach to create a plan for sustainability.</p>	<p>Within a generation,</p> <p>Environmental and social changes will support healthy food and activity for low income 4-year olds in rural communities;</p> <p>Children exhibit healthy behaviors that carry into adulthood;</p> <p>Rate of child obesity will decline.</p>



(continued)

	<p>10. Coach the intervention community in each state during years two to five. (Control communities will receive no coaching.)</p> <p>11. Provide each of the control and intervention communities with \$5000 and their coalition begins implementation of at least one nutrition and one physical activity intervention</p> <p>12. Each intervention community develops a sustainability plan</p> <p>13. Hire a graduate student to work with PD in each state to help all communities administer and evaluate the community assessment following the delivery of evidence-based programs</p> <p>14. Analyze data</p> <p>15. Organize findings of best practices into a tool kit for dissemination via technology, including eXtension.</p> <p>16. Prepare manuscripts and present results at national conferences.</p> <p>17. Conduct coaches training for key leaders of control communities</p>	<p>All states for 7 intervention communities only</p> <p>All states for all 16 communities</p> <p>All states for 7 intervention communities only</p> <p>All 7 states</p>			
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Assumptions

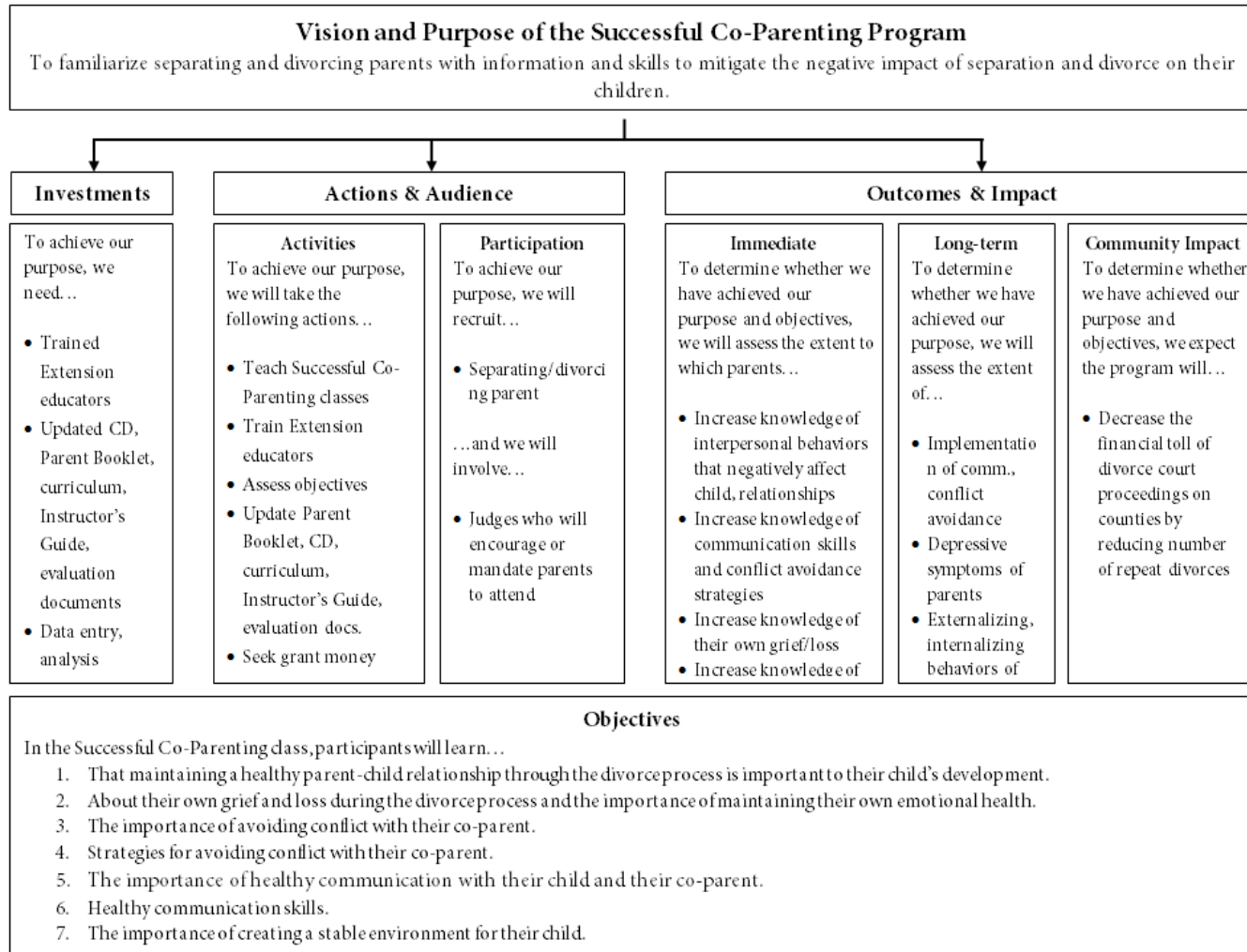
Communities are concerned about their rate of childhood obesity and believe that there is a need to lower the rate
 Community coalitions can help improve the socio-ecological environment of low-income 4 year olds to decrease risk of obesity

External Factors

Other issues may arise in communities that may be of a critical nature and detract from the effort (e.g., natural disaster, economic downturns leading to the closing of plants or layoffs, flu epidemic, local school or political crisis or issue).
 Leadership may change locally which could impact an effort.

Multi State AFRI Grant
 Contact: Carol Smathers
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Successful Co-Parenting Logic Model



Questions? Contact:

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