iNtend the incubator hub by Healthy Teen Network

Mapping Impact
Unlocking the Power of Logic Models
Tip Sheet

Child Trends

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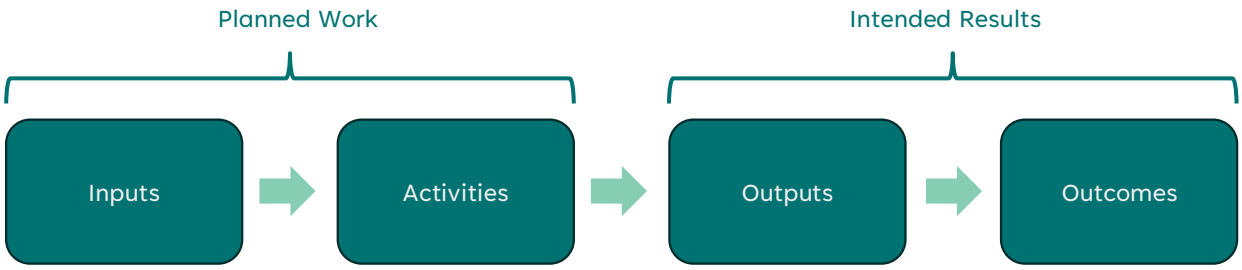
Introduction to Logic Models

What is a logic model?

A logic model is a systematic and visual way to present the relationships between the resources and activities of your program and the results you hope to achieve. In its simplest form, a logic model shows how your planned work relates to the intended results of that work.

Figure 1. Essential Components of a Logic Model



Why is a logic model valuable?

Logic models can serve as powerful tools for innovation. By clarifying your program's goal and connecting the dots between investments, activities, and expected outcomes, you can leverage logic models to support your program in a variety of ways.

Program Planning:

- Clarifies program goals
- Connects the dots between resources, activities, and outcomes
- Identifies assumptions, gaps, or contexts that may influence your program
- Serves as a foundation for more detailed budgets and work plans

Program Evaluation:

- Guides the development of research questions and data collection plans
- Identifies milestones or metrics for monitoring implementation
- Defines measurable outcomes
- Identifies factors that may influence your program's impact on intended outcomes

Communication and Consensus Building

- Simplifies complex information in a clear, visual representation
- Helps craft the story of the program
- Conveys the relationship between efforts and outcomes to internal and external stakeholders at a glance
- Supports common understanding of program goals, language, and components

Fundraising

- Demonstrates to funders that you have done your due diligence, including your commitment to data-driven decision-making
- Shows how their investment leads to tangible results
- Shows how your work aligns with the funder's mission and priorities
- May be required

Innovation

- Clarifies early assumptions
- Guides adaptation & learning
- Prevents aimless iteration
- Supports sustainability and scaling

Building Your Logic Model

Identifying Components of Your Program

By answering the questions below, you will identify key components to include in your logic model. As you consider each component, focus on the if-then relationship between them—each component should clearly connect to others in a logical sequence. If a connection is unclear or missing, adjust accordingly. This adjustment could involve modifying activities to better align with the desired outcomes or revising outcomes to ensure they are achievable with the available resources.

To help guide your thinking, each section includes a description of the component and examples from a sample program scenario. However, every intervention is unique, so tailor your logic model to fit your specific program.

While you may be able to create an initial draft of your logic model in one sitting, think of your logic model as a "living document" that evolves alongside your work. There is also no "right way" to build your logic model, so feel free to modify your components and language as you work through this guide. Some people also find it helpful to work backward from outcomes to inputs, so approach these questions in whatever order you find most helpful.

Scenario: *A high school-based health center is enhancing support for young people but recognizes ongoing barriers to care due to stigma and lack of accessible information. To address this, the school-based health center wants to pilot a peer navigator program to:*

- *Provide a welcoming entry point into care*
- *Increase access to youth-friendly health resources*
- *Promote sexual and reproductive health agency*

Challenge

What needs to change, or why is there a need for intervention?

Challenge: *Many young people struggle to find youth-friendly healthcare providers and information that meets their specific sexual and reproductive health needs.*

This section should include a description of the challenge that your program or intervention seeks to address. Your challenge definition should briefly explain why there is a need for intervention and how you know about that need. Try to include the "what, who, and why" of your challenge in your problem statement.

- What needs to change?
- Do you have data or information about this need?
- Who is most impacted?
- Why does it need to change now?
- **Our challenge:**

Impact

What are you trying to accomplish?

Impact: *Promote sexual and reproductive health agency amongst young people through peer navigation and school-based health care.*

The impact is the big-picture goal of your program or intervention. The impact statement will serve as a frame for assessing all other parts of your logic model—do they feasibly and successfully contribute to your stated impact?

There may be many ways to address the challenge you have identified, so be sure to include how your program or intervention aims to address your challenge in this statement. Try to include the "who, what, and how" of your work here.

- What are we trying to accomplish with this program or intervention?

- What population do we intend to serve?

- How are we going to achieve our goal?

- **Our impact:**

Inputs

Resources that go into your work

Inputs are the resources required to conduct activities and generate outputs for your program. The inputs available to your program will inform how many activities you can implement and outputs you can generate. Common inputs include human resources, financial resources, space and facilities, technology, materials, tools, and equipment.

Inputs:

- *Funding*
- *Peer navigator coordinator*
- *Peer navigators (4 young people, 1 per grade) with 3 hours available per week*
- *Space for confidential meetings*
- *Onboarding and training materials for peer navigators*
- *Protocol for integrating peer navigators into school-based health services*
- *Youth-friendly health education materials*

- What resources do we currently have?

- What additional resources are needed?

- What unique existing capacity or assets can we leverage?

- How do each of your inputs connect to your outputs and outcomes?

- Are your outputs and outcomes possible given your inputs?

- **Our inputs:**

Activities

Activities conducted and actions taken

Activities are the actions taken to implement the program or intervention. Common activities are coordinating programming, developing materials, providing services, delivering educational content, completing tools, collecting data, and advocating.

The amount and type of activities can vary widely depending on the size, goals, and structure of your program or intervention. We recommend that you group related activities if you have multiple distinct aspects of your program or intervention.

Activities:

- *Weekly check-in meetings with coordinator and peer navigators*
- *Peer navigator training*
- *Promote peer navigators as new aspect of school-based health center care*
- *Peer navigators maintain availability during weekly "office-hours"*
- *Peer navigators support young people in navigating and accessing care*

- What are our key activities and strategies to achieve our outcomes?

- How do these activities connect to the defined challenge?

- What coordination is needed to carry out these activities?

- Are any partnerships needed to carry out activities?

- **Our activities:**

Outputs

Measurable, tangible products generated from activities

Outputs are the measurable, tangible products generated by your program. They may include, but are not limited to, materials developed, services provided, events held, people trained, participants served, or data collected. Outputs are key to supporting the changes you expect to see because of your program but are not themselves the outcomes your program intends to produce.

Outputs:

- *4 peer navigators recruited and trained*
- *96 hours of "office hours" held over the semester*
- *# young people accessing peer navigator supports*
- *# young people who receive health education materials on different topics*
- *# of young people supported in making or preparing*

Outputs should be framed in terms of quantities to reflect the existence of something newly generated by your program or intervention. Begin with an estimate based on experience, available resources, and desired impact. Amounts can be adjusted as you know more.

- What specific products, services, or participation will result from our activities?

- What does our program need to produce or generate to achieve our outcomes?

- How will we track and measure these outputs?

- **Our outputs:**

Outcomes

Results or changes attributed to the program

Outcomes are the concrete results that you intend to achieve if your program or intervention is implemented as planned. Outcomes should be within the scope of your program's control or influence and possible to achieve within your established timeframe.

Frequently, programs measure outcomes as changes in learning, action, or condition. Changes in learning may include knowledge, skills, attitudes, or motivations. Changes in action may include behaviors, practices, decisions, or policies. Changes in conditions may include status (e.g., health or well-being), human (e.g., social support), economic, civic, or environmental.

Short-term outcomes:

- *Increased utilization of school-based health services*
- *Increased youth confidence in accessing and navigating school-based health services*
- *Increased young people reporting they have access to youth-friendly health services*

Long-term outcomes:

- *Increased rates of self-referral for school-based health services*
- *Decreased young people reporting they delayed or avoided care due to stigma or fear*

Outcomes should be framed using change-oriented language and should be measurable. Changes may occur at the individual, group, organization, system, or community level.

Short-Term
Closer in time
More attributable to program

Long-Term
More distant in time
Less attributable to program

Some changes may occur over time or be dependent on more immediate outcomes. For example, a public campaign to promote HPV vaccination may immediately result in learning about the importance of vaccination and where to access it, which then leads to more individuals electing to get immunized, which could ultimately lead to a decrease in the prevalence of cervical cancer.

- What changes do we envision resulting from our program?

- Who or what will experience changes because of our program or intervention? This will help identify at what level the change occurs.

- Do we think these changes will all occur immediately, or will they take some time?

- What changes do we expect to occur immediately? These are likely short-term outcomes.

- What changes do we think will occur over time? These are likely intermediate or long-term outcomes.

- Do any of these changes depend on each other? If changes depend on others, they are more likely to be intermediate or long-term.

- **Our short-term outcomes:**

- **Our intermediate outcomes:**

- **Our long-term outcomes:**

Contextual Factors

Results or changes attributed to the program

Contextual factors refer to external factors that your program may have little control over or influence on. These factors may have real impacts on your programming, your participants, and how well your program can achieve its goals. Contextual factors may include political environment, economic situations, social and cultural context, and geographic or logistical constraints. The contextual factors may operate at the individual, group, organization, system, or community level. It is important to consider these contextual factors to tailor your programming and increase its acceptability and relevance, as well as to consider how you may address challenges posed by these uncontrollable factors.

Contextual factors:

- *Other school personnel perceptions of the program*
- *Family and caregiver perceptions of the program*
- *Parents' right laws and other legal factors*
- *Reproductive health services funding restrictions*
- *Fear of disclosure or privacy concerns*
- *Misinformation*

- How might the current political environment impact our program?

- Are there economic barriers to achieving our outcomes as a program or for participants?

- How do the community and key stakeholders feel about our program, and what might influence their opinion?

- Are there logistical barriers that might impact our activities, outputs, or outcomes?

- **Our contextual factors:**

Other Components to Consider

Causal Pathways: *How specific components are expected to influence other components*

Casual pathways provide a visual indicator for the relationship and direction of causality between two components. These relationships may be developed through wisdom and experience, research and evaluation, or adopted from other programs. Causal pathways are frequently used in a specific type of logic model called a Theory of Change. A Theory of Change is often used to isolate specific relationships for research purposes.

Assumptions: *Results or changes attributed to the program*

Assumptions are the conditions you believe to be true and that are necessary for your logic model to play out as expected. Assumptions may include facts, the relevance and acceptability of your intervention, anticipated relationships between components, the status of external factors like community circumstances, the capacity of staff, or the availability of resources. Try to test and refine your assumptions during prototype development and iteration.

Figure 2. Logic Model Template

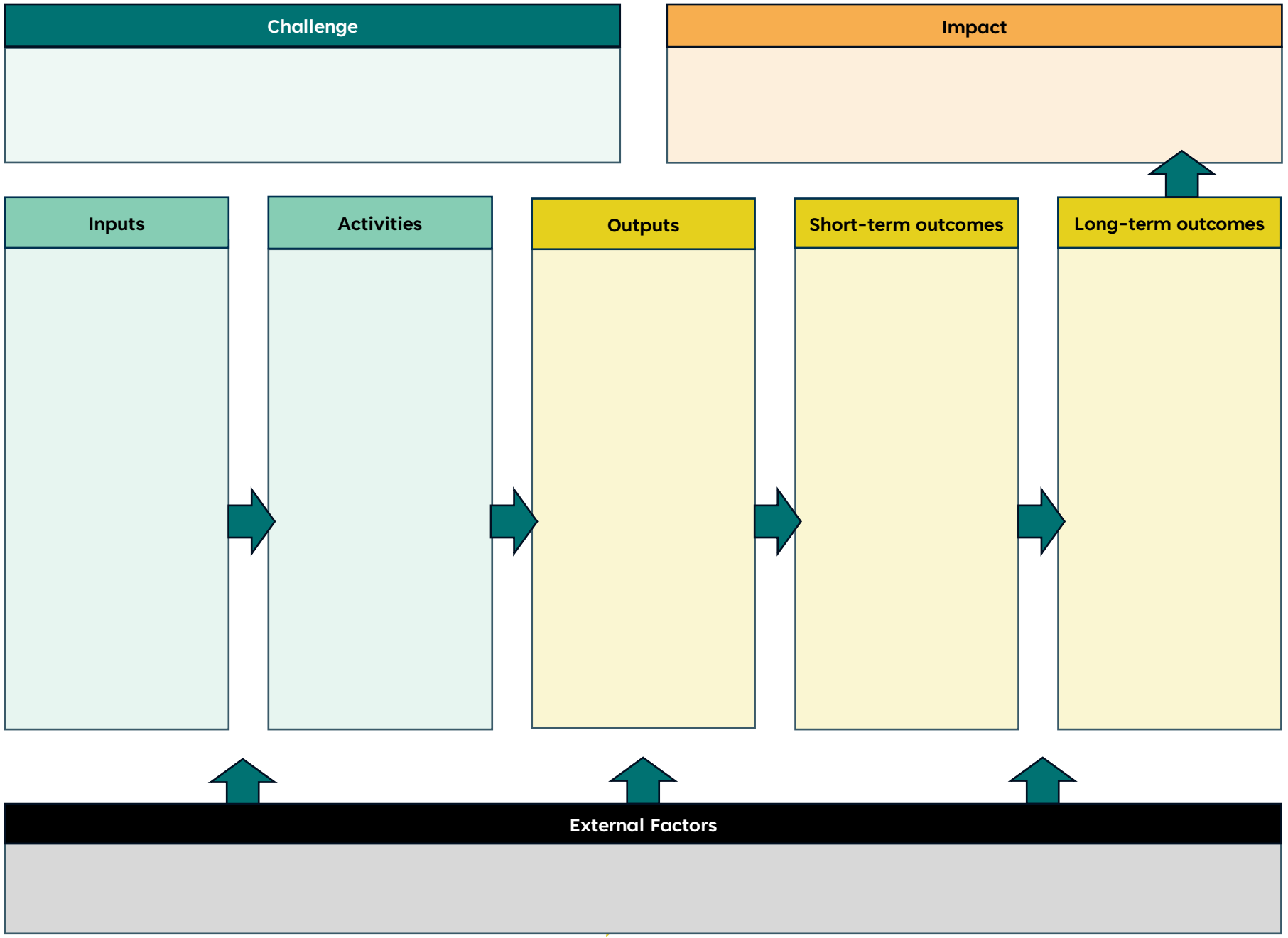
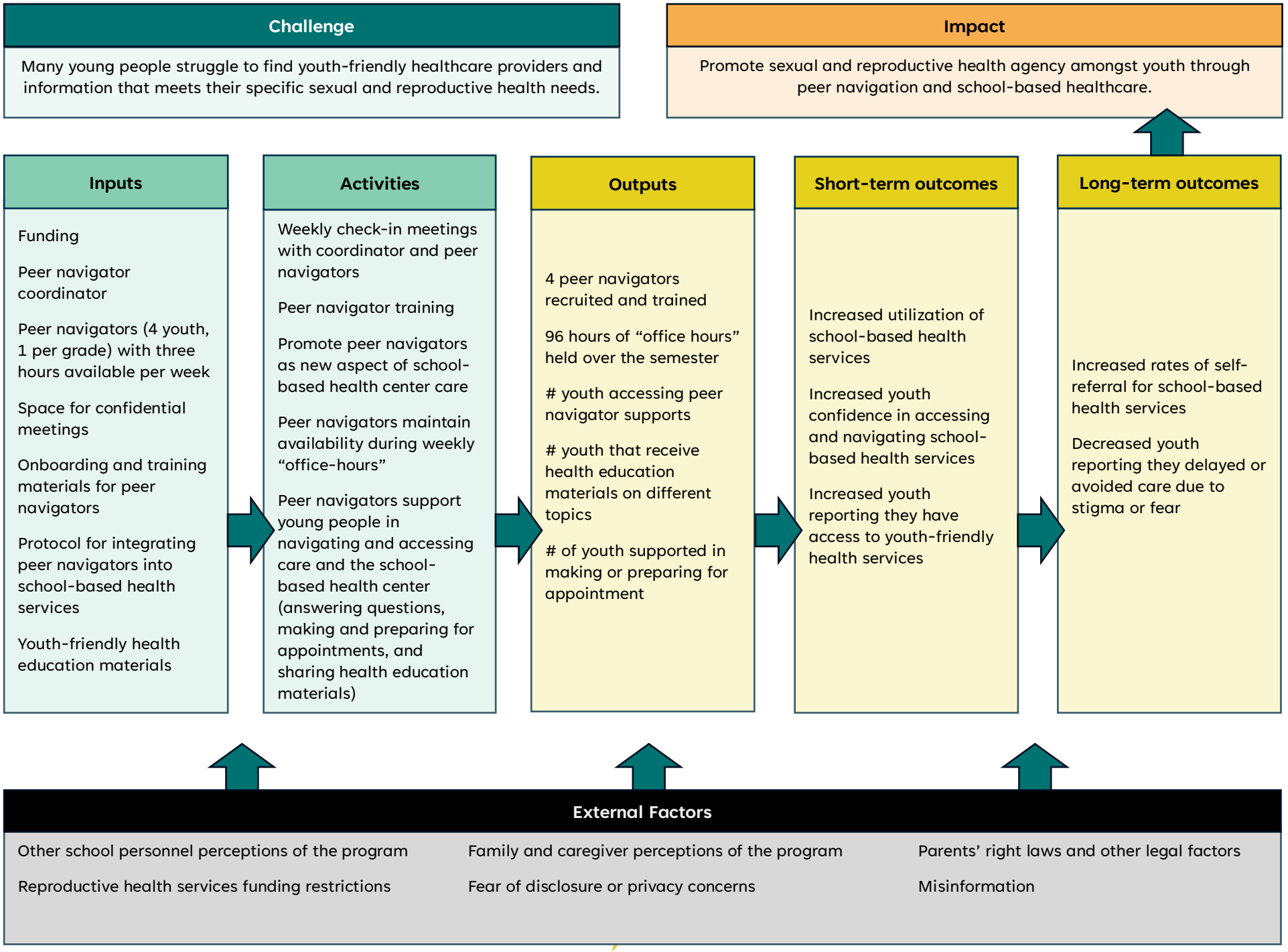


Figure 3. Logic Model Template Completed for Scenario



Designing and Refining

Format and Design

Simplify and communicate your program through a one-page visual. After identifying your components, play around with formats and arrangements to find one that best represents your intervention's relationships. You can start with the template provided, but feel free to branch out and design your own. Additional examples are included below.

- Arrange in an expected visual flow (e.g., left to right, top to bottom).
- Use boxes and arrows to depict the underlying logical flow of components.
- Choose fonts that are easy to read.
- Make sure the content isn't overcrowded.

Content

When designing your logic model, assume that your audience will view it as a standalone document with no contextual information. What seems obvious to you, like the setting or target population, may not be to others. Balance having all the necessary information while avoiding unnecessary details. Here are some best practices:

- Include a title for the model.
- Include an explicit title for categories of components (e.g., inputs, activities).
- Make sure the setting and target population are clear.
- Include estimated targets or quantities of outputs (e.g., 5 facilitators).
- Be sure outcomes are reasonable and within the scope of the program's control during the anticipated timeline.
- Ensure outcomes are written as change statements (e.g., increased/decreased).
- Use plain language.
- Limit unnecessary details.

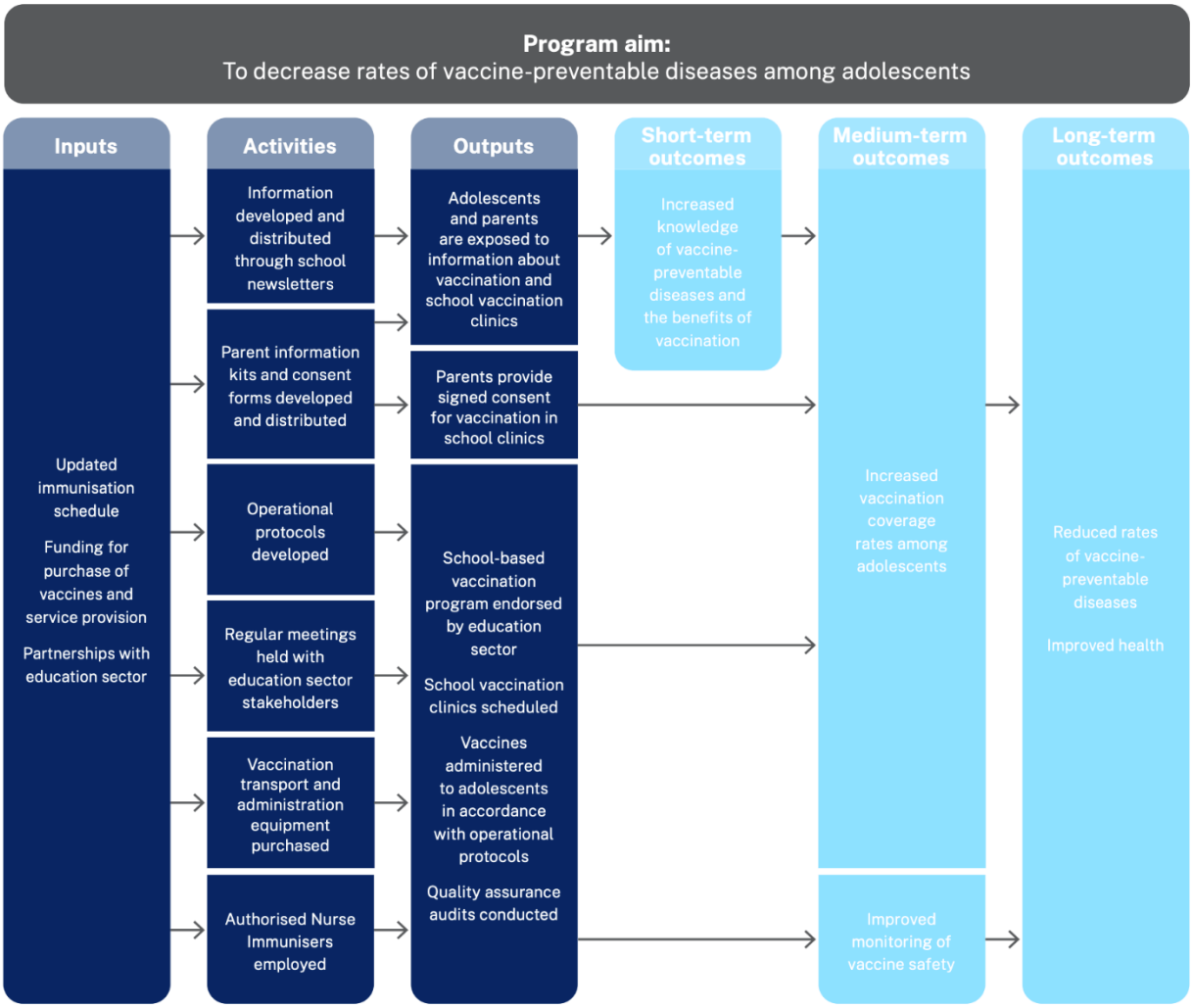
Covering Your Bases and Identifying Gaps

When reviewing and finalizing your current logic model, you can use this checklist to make sure your components are associated and you have minimized gaps:

- ☐ Outcomes are clearly associated with the inputs, activities, and outputs. (*Starting at outcomes, ask "How?" and it should be answered by the preceding component.)*
- ☐ Relationships among the program elements make sense. (*Starting at inputs, ask "Why?" and it should be answered by the following component.)*
- ☐ There are no missing components or gaps in logic. (*Ask yourself, "What else?")*
- ☐ Outputs, outcomes, and impact are clearly differentiated.
- ☐ It is clear that we have considered contextual factors that might affect implementation.

Example 1. NSW Vaccination

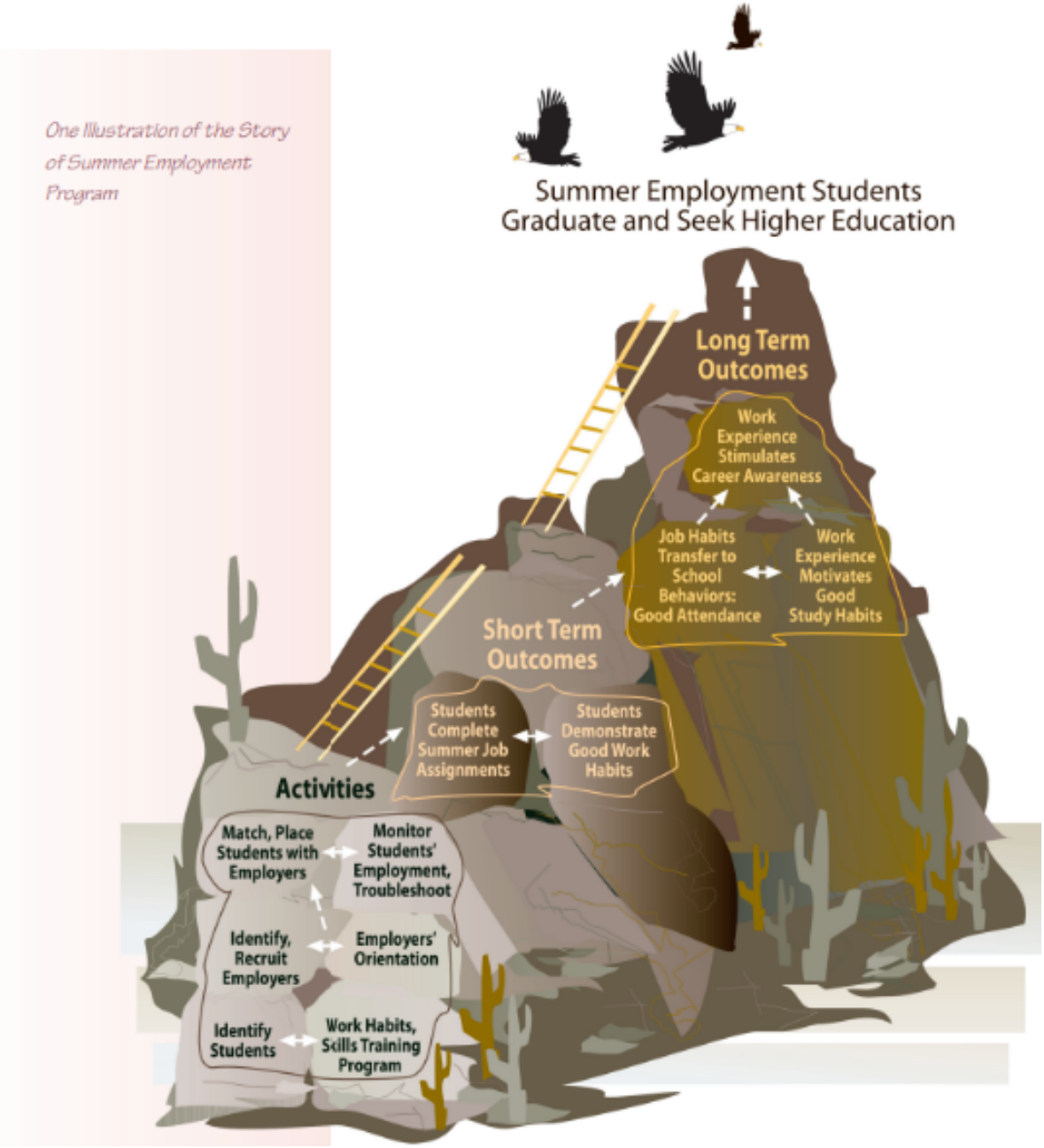
- Uses arrows to highlight specific relationships between components
- Flows from left to right
- Visually differentiates inputs, activities, and outputs from outcomes



Adapted from Meijer and Campbell-Lloyd (2014)[10]

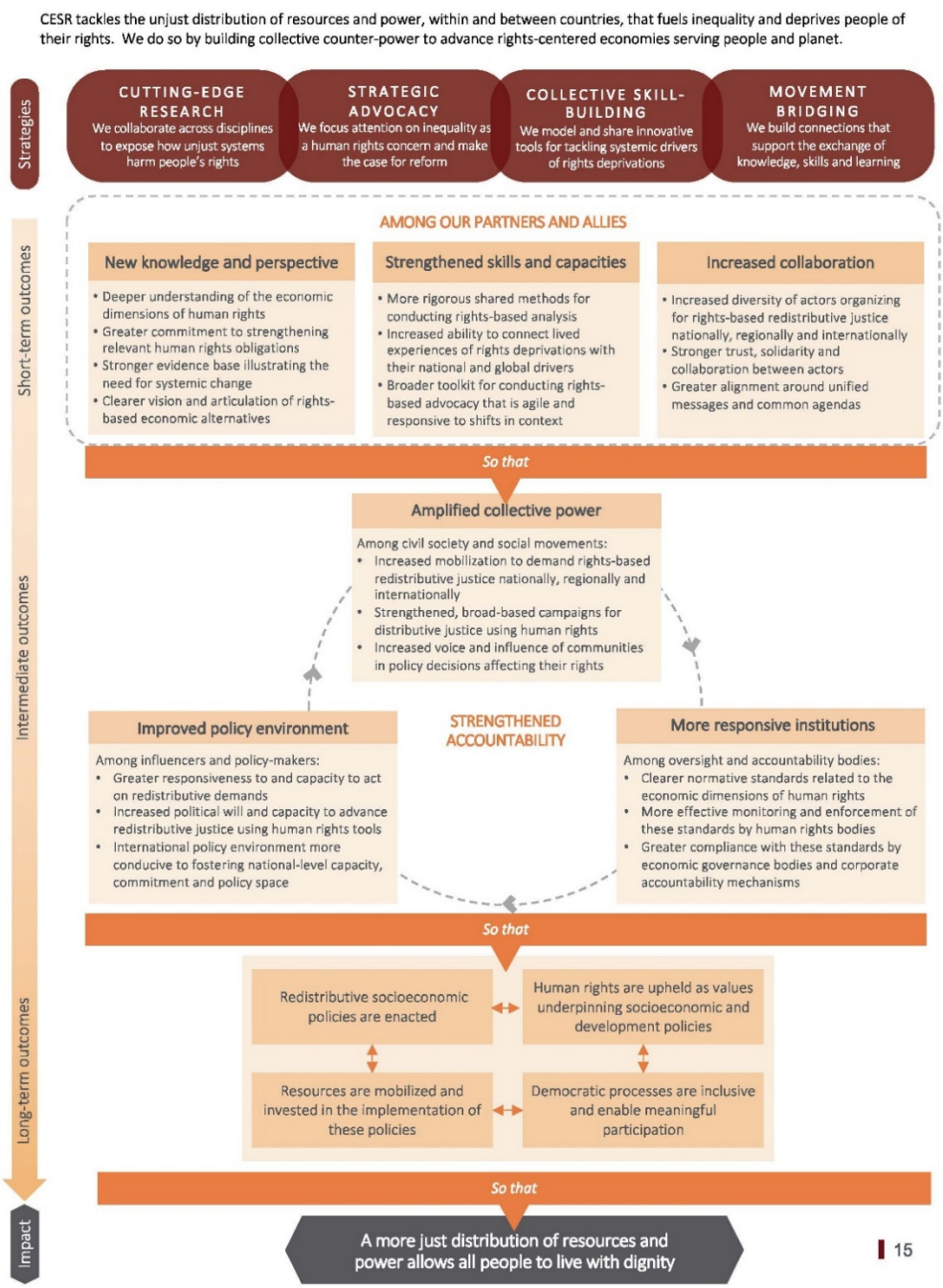
Example 2: AIHEC Indigenous Evaluation Framework

- Uses visuals to tell the program's story
- Incorporates non-linear relationships
- Flows from bottom to top
- Activities and outcomes focused, leaves out inputs and outputs



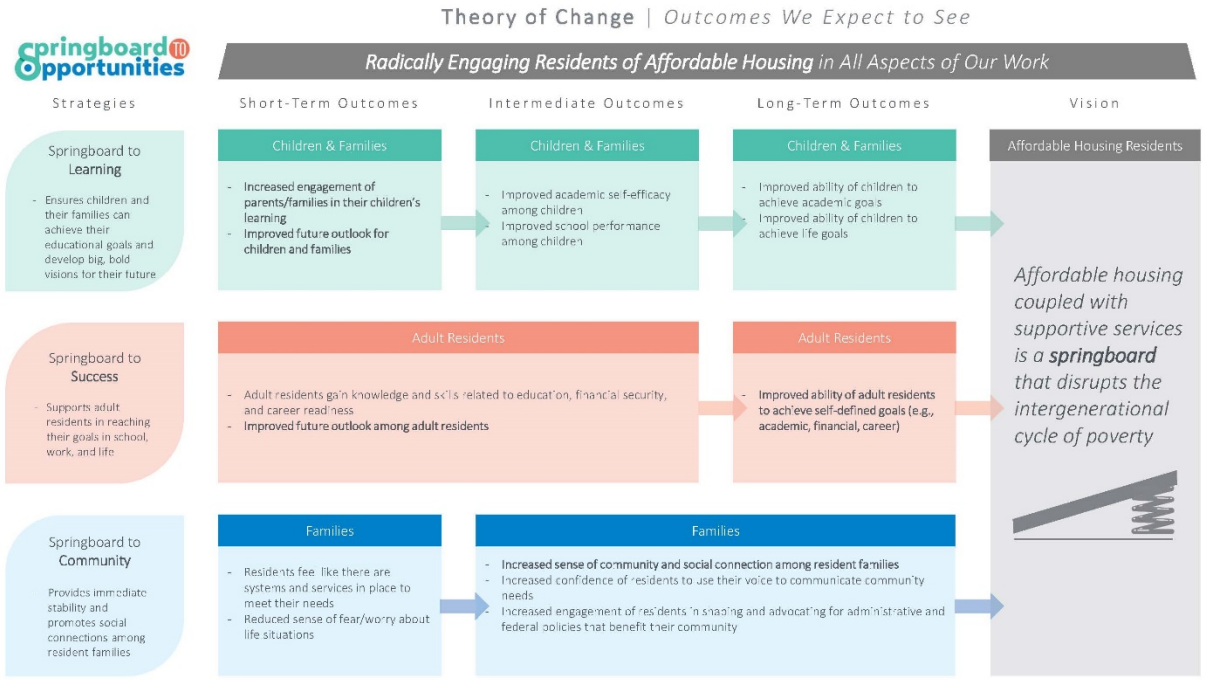
Example 3: CESR Logic Model

- Incorporates non-linear relationships and feedback loops
- Flows from top to bottom from strategies to impact
- Accompanies arrows with text to emphasize flow between components
- Condenses inputs, activities, and outputs into strategies and focuses on outcomes



Example 4: Springboard Opportunities

- Flows from left to right from strategies to impact
- Uses color to emphasize multiple components
- Condenses inputs, activities, and outputs into strategies and focuses on outcomes specific to each strategy
- Visually emphasizes impact



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