Office of Juvenile Justice & Delinquency Prevention

Tribal Youth Resource Center

OJJDP
TRIBAL YOUTH

How to Create a Logic Model

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If you don't know where you're going, how are you gonna' know when you get there? –Yogi Berra

Sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Tribal Youth Resource Center (TYRC) is led by the Tribal Law and Policy Institute in partnership with the National Native Children's Trauma Center, University of Montana.

Tribal Youth Resource Center

As the training and technical assistance provider for the OJJDP Tribal Youth Resource Center, Tribal Law and Policy Institute and its partner the National Native Children's Trauma Center bring in-depth understanding and appreciation of American Indian and Alaska Native history, customs, and indigenous justice systems.

Native youth benefit from a value held by Native peoples: **Our Children are Sacred.**

We will work diligently with American Indian and Alaska Native Tribes, OJJDP Tribal Youth Program and Tribal Juvenile Healing to Wellness Court grantees, and federally recognized tribes, to indigenize successful approaches and evidence based practices, while innovating and reinstating culturally appropriate responses that will contribute to addressing and reversing the challenges Native youth face in today's society.
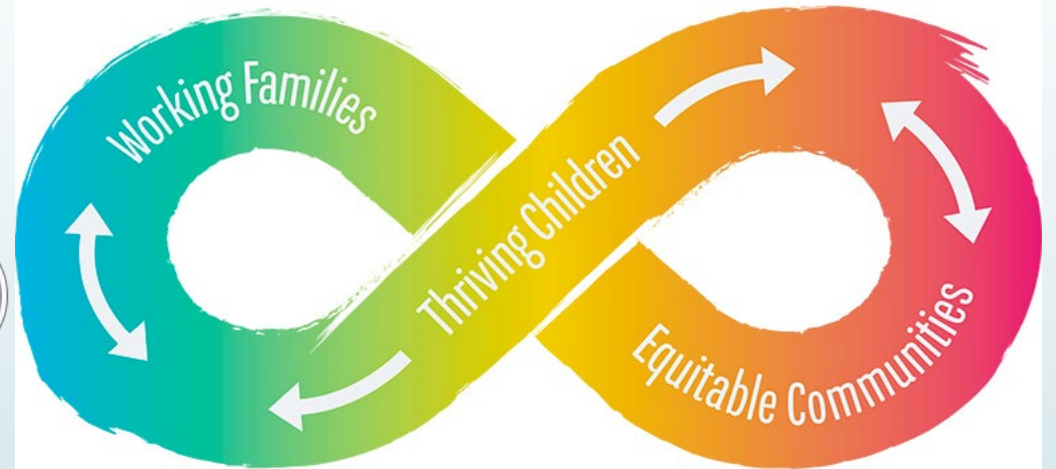
Resource Used:

Logic Model Development Guide: W.K. Kellogg Foundation

https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide

Logic Model

- Supports Effective program planning
- Implementation
- Evaluation

  - A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.

Types of Logic Models

Approach's	What it does/doesn't do
A) Theory Approach: uses underlying assumptions	**A)** Big Picture, theory of change that will influence design and plan of program. Does not focus on nuts and bolts
B) Outcomes Approach: the causal linkages among program components	**B)** early program development, focus on connecting resources to activities
C) Activities Approach: connects program resources and activities in a very detailed way	**C)** Maps the process of the program, useful for implementation and monitoring

Why Use a Logic Model

Program Design and Planning

Program Implementation

Program Evaluation and Strategic Planning

What is a logic model?

A model that shows your **planned** work and your **intended** outcomes

Planned Work:

- **Inputs**:
- 1. *Resources*: funding/budget, partners, staff, community and cultural
- 2. *Program Activities*: process, events, curriculum, technology, assessments

- **Outputs:**
- 3. *Outputs* are the direct products of program activities and may include types, levels and targets of services to be delivered by the program.
  - Including the foundational vision and guiding values/principals of how the program will do the work in their tribal communities
- **Outcomes:**
- 4. *Outcomes* are the specific changes in program participants' behavior, knowledge, skills, status and level of functioning.
  - Short-term outcomes should be attainable within 1 to 3 years, longer-term outcomes should be achievable within a 4 to 6 year timeframe.

Logic Model Development

Resources	Activities	Outputs	Short Term Outcomes	Long Term Outcomes
In order to accomplish our set of **activities** *we will need the following:*	In order to address our problem or asset we will conduct the following activities:	*We expect that once completed or under way these activities will produce the following evidence of service delivery:*	*We expect that once completed or under way these activities will produce the following evidence of service delivery:*	*We expect that once completed or under way these activities will produce the following evidence of service delivery:*
Your Planned Work		Your Intended Results		

Non-indigenous Logic Model Headings for Work Planned and Intended Results

Context			Implementation		
Effectiveness					
Relationships and Capacity			**Quantity and Quality**		
What are the changes we want to see?	What are the issues that impact making the changes?	What are the activities/resources/inputs we will employ to meet each goal?	What will be the outputs for each specific activity?	What will you do to measure the outcomes and outputs of the program?	
Identified Issue 1) **Tribe youth do not have strong cultural identity** 2) **Tribe youth at risk develop a strong cultural identity**	Involving Issue 1) Lack of access to cultural traditions and ceremonies denies our youth their cultural identity	Activities/Resources/ Inputs 1) CTAS grant will fund all activities 2) Staff hired for program 3) Establish Community Advisory Committee (CAC) 4) Talking Circles as process for guiding principles, cultural identity survey, and designing process for cultural identity 5) Develop a communication plan: parents, tribal leadership, youth, community	Outputs 1) CAC Guide Tribal Name of Program, formalize guiding principles 2) CAC assist in design of cultural identity survey 3) CAC assist in design of a process for cultural identity (ex: naming, coming of age, healing, gender roles) 4) CAC assist in youth selection process 5) Administer survey's, engage youth in ceremonies, interviews 6) Materials used for communication to stakeholders	Outcomes/Short Term 1) Growth in Cultural Identity recognized by 30 Pre/post Cultural Identity survey completed by 30 youth 2) 30 Youth receive their Tribe name, participate in coming of age ceremony and a healing ceremony, gender roles 3) Youth understand and are able to use ceremonial elements for prayer 4) Utilize all outcomes for final report	Outcomes/Long Term 1) Tribe youth have a foundational cultural identity 2) The youth cultural identity enhances their wellbeing

Logic Model Draft Template

Example of a Logic Model to Increase Cultural Pride and Identity					
What are the changes we want to see?	What are the issues that impact making the changes?	What are the activities/resources/inputs we will employ to meet each goal?	What will be the outputs for each specific activity?	What will you do to measure the outcomes and outputs of the program?	What is our hope for the future?
Our Story Wellbeing 1)	**Our story of resilience** 1)	**What we can do today, Supporting our relatives** 1)	**There is healing in our culture** 1)	**Honoring our youth today** 1)	**Honoring our youth tomorrow** 1)
What are the changes we want to see?	**Our Hope** 1)				
Healing is our future:	What are the Cultural values and principles that will guide our work? **Strong Hearts:**				
The Foundation for Our Work: *Vision:* *Mission:*					

*Denotes OJJDP Performance Measure.

Indigenous Logic Model Example

Example of a Logic Model to Increase Cultural Pride and Identity

What are the changes we want to see?	What are the issues that impact making the changes?	What are the activities/resources/inputs we will employ to meet each goal?	What will be the outputs for each specific activity?	What will you do to measure the outcomes and outputs of the program?	What is our hope for the future?
Our Story Wellbeing 1) Historically our *Tribe* had a strong Cultural foundation that contributed to the well-being of the entire Tribe.	**Our story of resilience** 1) Historical impacts contributed to the lack of access to Cultural traditions and ceremonies and denies our youth their Cultural identity 2) Connecting with *Tribe* youth to actively support their development of a strong Cultural identity	**What we can do today, Supporting our relatives** 1) Cultural skill building/Cultural pride* 2) Establish Community Advisory Committee (CAC) 3) Talking Circles as process for guiding principles, Cultural identity survey, and designing process for Cultural identity 4) Develop a communication plan: parents, tribal leadership, youth, community	**There is healing in our culture** 1) CAC Guide *Tribal Name of Program*, formalize guiding principles 2) CAC assist in design of Cultural identity survey 3) CAC assist in design of a process for Cultural identity (ex: naming, coming of age, healing, gender roles) 4) Administer surveys, engage youth in ceremonies, interviews 5) Materials used for communication to stakeholders 6) Performance Measure: Cultural Skill building/cultural pride	**Honoring our youth today** 1) 30 Youth receive their *Tribe* name, participate in coming of age ceremony and a healing ceremony, gender roles 2) Youth understand and are able to use ceremonial elements for prayer 3) Number of program youth served during the reporting period with the noted behavioral change* 4) Total number of youth receiving services for the target behavior during the reporting period* 5) Percent (A/B)*	**Honoring our youth tomorrow** 1) Increase in Cultural skill-building and Cultural pride 2) The youth Cultural identity enhances their wellbeing 3) Growth in Cultural Identity as a result of participating in ceremony and healing activities, evidenced by 30 completed pre/post Cultural Identity surveys
What are the changes we want to see?	**Our Hope** 1) Promote *Tribe* youth Cultural identity by creating opportunities and access to tribal Cultural values, traditions and ceremonies.				
Healing is our future: Create Cultural Identity scale Create pathway to Cultural traditions and ceremonies resulting in strong Cultural identity.	What are the Cultural values and principles that will guide our work? **Strong Hearts:** 1) Wellbeing of youth will remain focus of program. 2) Establishing an approach of being a good relative and mutual regard with the youth and among all partners. 3) Honoring of Culture will be the foundation of the program. 4) Cultural Identity supports the wellbeing of our tribe.				

The Foundation for Our Work:

Vision: Restoration of our families and our communities.

Mission: The revitalization and reconnection of *Tribe* Youth to their Culture. *Tribe* Youth have a strong foundational Cultural identity.

*Denotes OJJDP Performance Measure.

Activities/Resources/Inputs:
Your Planned Work

- What are the activities/resources/inputs we will employ to meet each goal?

- *What you know about what works to solve problems or build assets as for your program and in your community, what specific activities have you planned to do?*

- *What resources are available to your program to support the specific activities you have planned to do (for some programs, it may also be important to state those influential factors you are counting on to support your work?*

Activities/Actions

Exercise 2 Checklist:
Review what you have created using the checklist below to assess the quality of your draft.

Theory into Action Quality Criteria	Yes	Not Yet	Comments/Revisions
1. Major activities needed to implement the program are listed.	☐	☐	
2. Activities are clearly connected to the specified program theory.	☐	☐	
3. Major resources needed to implement the program are listed.	☐	☐	
4. Resources match the type of program.			
5. All activities have sufficient and appropriate resources.	☐	☐	

➧ What are the activities/resources/inputs we will employ?

Outputs: Your Intended Results

We expect that once completed or under way these activities will produce the evidence of service delivery.

- *What are the outputs for each specific activity?*

- Intended Results:

    - Outputs: types (agendas, attendance, pre/post, product development), levels (program staff development, elder engagement, ceremony experienced) targets (youth attending talking circle, staff trained, staff practice changed) of services delivered

Outputs: information/data about activities

Chapter 2

Exercise 1 Checklist:
Review what you have created using the checklist below to assess the quality of your draft.

	Progress Toward Results Quality Criteria	Yes	Not Yet	Comments Revisions
1.	A variety of audiences are taken into consideration when specifying credible outputs, outcomes, and impacts.	☐	☐	
2.	Target participants and/or partners are described and quantified as outputs (e.g. 100 teachers from 5 rural high schools).	☐	☐	
3.	Events, products, or services listed are described as outputs in terms of a treatment or dose (e.g. 30 farmers will participate in at least 3 sessions of program, or curriculum will be distributed to at least 12 agencies).	☐	☐	
4.	The intensity of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher-risk participants warrant higher intensities).	☐	☐	
5.	The duration of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher-risk participants warrant longer duration).	☐	☐	
6.	Outcomes reflect reasonable, progressive steps that participants can make toward longer-term results.	☐	☐	
7.	Outcomes address awareness, attitudes, perceptions, knowledge, skills, and/ or behavior of participants.	☐	☐	
8.	Outcomes are within the scope of the program's control or sphere of reasonable influence.	☐	☐	
9.	It seems fair or reasonable to hold the program accountable for the outcomes specified.	☐	☐	
10.	The outcomes are specific, measurable, action-oriented, realistic, and timed.	☐	☐	
11.	The outcomes are written as change statements (e.g. things increase, decrease, or stay the same).	☐	☐	
12.	The outcomes are achievable within the funding and reporting periods specified.	☐	☐	
13.	The impact, as specified, is not beyond the scope of the program to achieve.	☐	☐	

➡ They are the direct results of program activities.

➡ They are usually described in terms of size and scope of the services or products delivered or produced by the program.

➡ They indicate whether or not a program was delivered to the intended audiences at the intended way/dose

➡ Examples: the number of classes taught, meetings held, materials distributed, program participation rates, or total service delivery hours.

Outcomes (Your Intended Results)

Use Specific, Measurable, Action-oriented, Realistic, Timed (SMART)

Short Term Outcomes	Long Term Outcomes
We expect that once completed or under way these activities will produce the following evidence of service delivery:	*We expect that once completed or under way these activities will produce the following evidence of service delivery:*

- Long Term: 3-5 years
  - Increase of cultural identity among *Tribe* youth:
  - Increase the well-being of tribal youth

- Short Term: 1-3 years
  - Increase number (30) of participating youth with foundational cultural identity by:
    - Receiving a *Tribe* name
    - Receiving teaching of tribal gender roles
    - Participating in coming of age ceremonies
    - Understanding and able to use traditional elements and ways of praying

S.M.A.R.T. Goals Defined

- **S**pecific (Clear, concise, tangible)

- **M**easurable (Dollars, volume, time, experiences)

- **A**ctionable (You can do something to actually make this happen

- **R**ealistic (50% realistic is fine)

- **T**imed — (Deadlines announced, committed to)

Outcomes

Exercise 1 Checklist:

Review what you have created using the checklist below to assess the quality of your draft.

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6.	Outcomes reflect reasonable, progressive steps that participants can make toward longer-term results.	☐	☐	
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11.	The outcomes are written as change statements (e.g. things increase, decrease, or stay the same).	☐	☐	
12.	The outcomes are achievable within the funding and reporting periods specified.	☐	☐	
13.	The impact, as specified, is not beyond the scope of the program to achieve.	☐	☐	

Do our outcomes need revision?

Long Term: 3-5 years

Increase of cultural identity among *Tribe* youth, which will increase the well-being of tribal youth

Short Term: 1-3 years

30 participating youth will develop a cultural identity by

Receiving a *Tribe* name

Receiving teaching of tribal gender roles

Participating in coming of age ceremonies

Understanding and demonstrating the use of traditional prayer and ceremonial elements and ways of praying

Exercise 1 Checklist:
Review what you have created using the checklist below to assess the quality of your draft.

	Progress Toward Results Quality Criteria	Yes	Not Yet	Comments Revisions
1.	A variety of audiences are taken into consideration when specifying credible outputs, outcomes, and impacts.	☐	☐	
2.	Target participants and/or partners are described and quanti-fied as outputs (e.g. 100 teachers from 5 rural high schools).	☐	☐	
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5.	The duration of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher-risk partici-pants warrant longer duration).	☐	☐	
6.	Outcomes reflect reasonable, progressive steps that partici-pants can make toward longer-term results.	☐	☐	
7.	Outcomes address awareness, attitudes, perceptions, knowl-edge, skills, and/ or behavior of participants.	☐	☐	
8.	Outcomes are within the scope of the program's control or sphere of reasonable influence.	☐	☐	
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12.	The outcomes are achievable within the funding and reporting periods specified.	☐	☐	
13.	The impact, as specified, is not beyond the scope of the pro-gram to achieve.	☐	☐	

Guiding Principals

Wellbeing of our youth will remain focus of program

Mutual regard will be practiced by all advisory members, program staff and partner agencies

Honoring culture will be the foundation of this program

Cultural identity supports the wellbeing of our youth and our tribe

Mission and Vision

- The purpose of the **mission statement** is to tell the world what you do and how you do it, every day.

- The **vision statement** is the dream;
- the mission statement is the intended reality

Using the Logic Model to Lay a Foundation for Evaluation

INPUTS (Resource) → ACTIVITIES (Intervention) → OUTPUTS (Dosage) → OUTCOMES (Result/Goals/Impact)
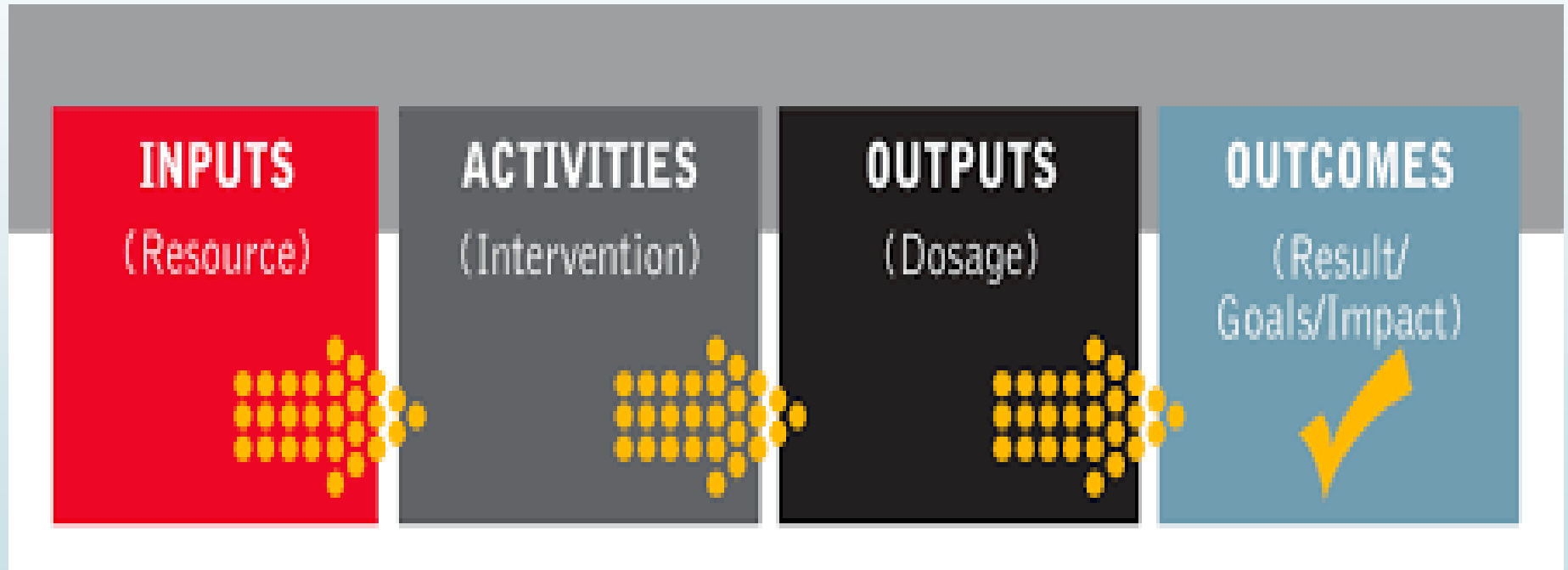
Evaluation

- There are two different types of evaluation questions –

- *formative* help you to *improve* your program and **summative** help you *prove* whether your program worked the way you planned.

- Both kinds of evaluation questions generate information that determines the extent to which your program has had the success you expected and provide a ground- work for sharing with others the successes and lessons learned from your program.

Improve and Prove

Benefits of Formative and Summative Evaluation Questions [3]

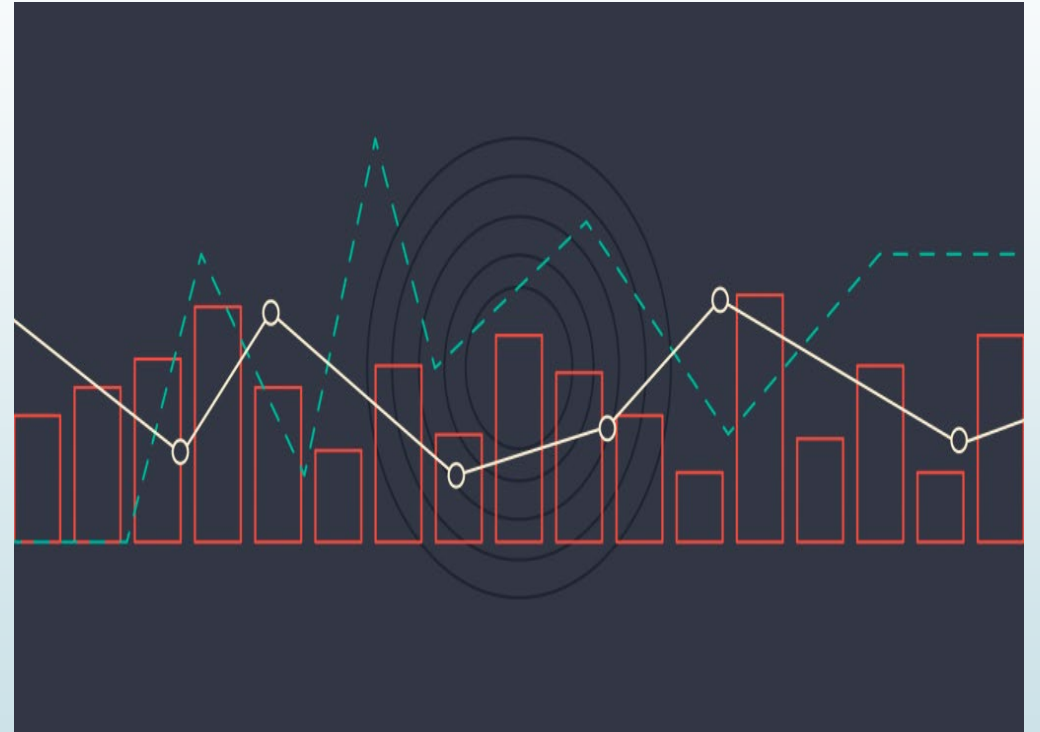| Formative Evaluation – Improve	Summative Evaluation – Prove
Provides information that helps you improve your program. Generates periodic reports. Information can be shared quickly.	Generates information that can be used to demonstrate the results of your program to funders and your community.
Focuses most on program activities, outputs, and short-term outcomes for the purpose of monitoring progress and making mid-course corrections when needed.	Focuses most on program's intermediate-term outcomes and impact. Although data may be collected throughout the program, the purpose is to determine the value and worth of a program based on results.
Helpful in bringing suggestions for improvement to the attention of staff.	Helpful in describing the quality and effectiveness of your program by documenting its impact on participants and the community.

[3] Adapted from Bond, S.L., Boyd, S. E., & Montgomery, D.L.(1997 *Taking Stock: A Practical Guide to Evaluating Your Own Programs, Chapel Hill, NC:* Horizon Research, Inc. Available online at http://www.horizon-research.com.

Use Logic Model to Develop Evaluation Questions
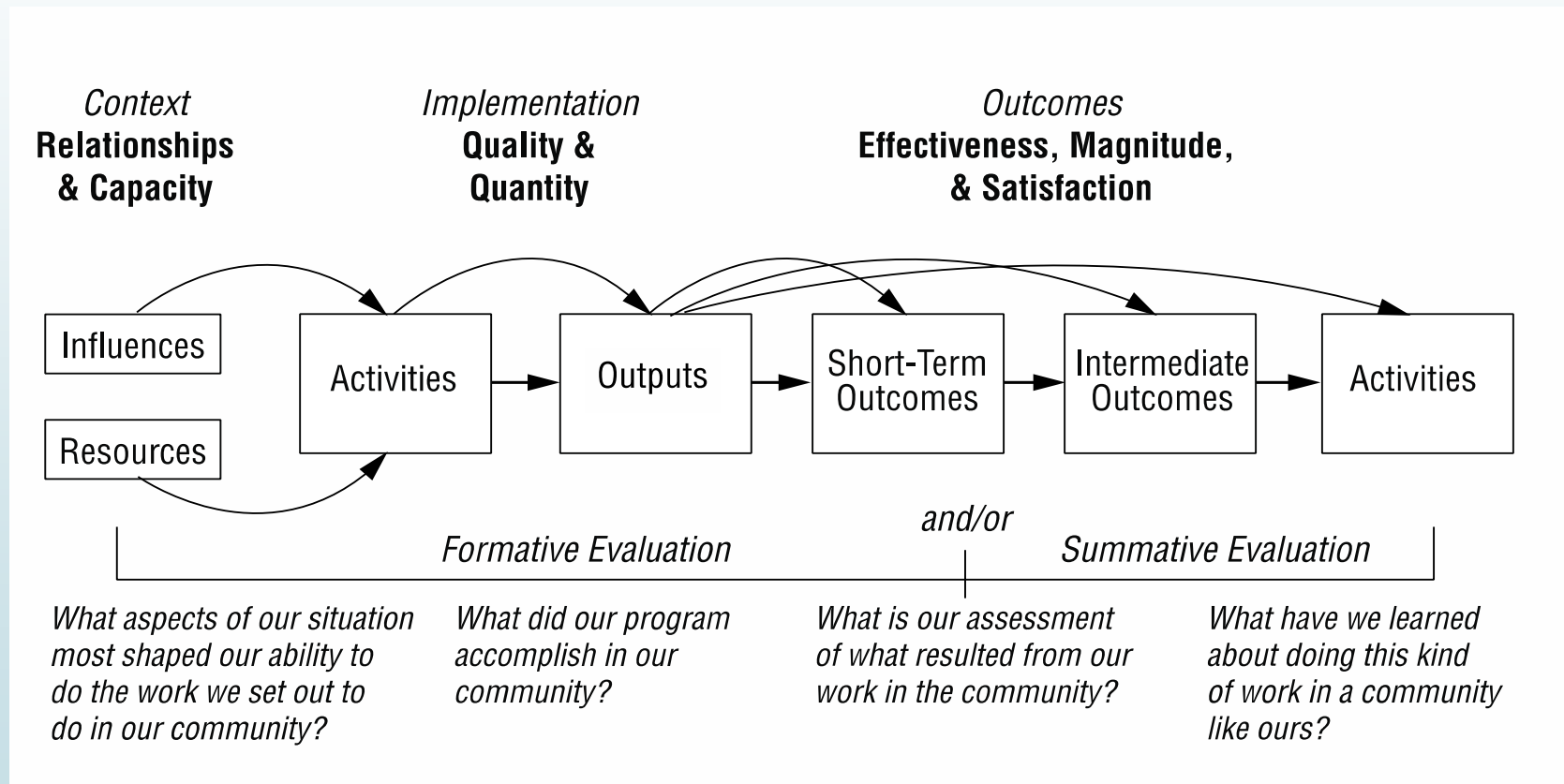
Communicating About Your Program

- Who is the audience?
  - Tribal leadership
  - Community
  - Federal partners
  - Participants