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**[Organization’s Name] Logic Model for [Program Name]**

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| **Program and Mission statement** (note the target population, audience served, and what the program hopes to impact) | | | | | |
| Type the mission statement here. | | | | | |
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| **Challenge to be Addressed** | | | | | **Short Term Outcomes**  (Awareness, Knowledge, Attitude) |
| What is the problem that the organization is trying to address through the programs? | | | | | **Outcomes** are the measurable, meaningful, and expected ***changes*** in the population served that result from a program’s activities.  Short-term outcomes generally focus on changes in attitude, awareness, or knowledge. These are the outcomes desired by the program mid-point. |
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| **Assumptions** | | Assumptions the organization makes about the program, the people involved, and how change will occur. The assumptions might include the theory behind the program, underlying beliefs about how and why it will work, or the conditions for success. | | |
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| **Inputs/Resources**  (Needed to operate program) |  | **Activities**  (Program Opportunities for Kids) |  | **Outputs**  (Result of Program Activities) |
| **Inputs or resources** that go into a program including human, financial, organizational, and community resources available for carrying out a program’s activities. Examples include funding, program staff, number and ages of youth expected to serve, curricula, volunteers, and research. | **Activities** (program activities) are the actions or events provided to generate desired outcomes. Include the **dosage**—the amount of time or number of activities. For example, Workshops (4 @ 2 hours), Guest Speakers (6 per year), or Training Programs (2 hours/week for 10 weeks). The dosage is an important determining factor for whether the program can achieve its outcomes. A program that does one hour of tutoring per semester should not claim to improve grades. However, a program that does one hour of tutoring per week for a semester could make that claim. | **Outputs** are the direct products of a program’s activities and may include types, levels, and targets of services to be delivered by the program. Examples include # of individuals who will complete training, # of individuals who expressed satisfaction with the program, or # of individuals receiving referrals. | **Intermediate Outcomes**  (Skills, Action, Behavior) |
| Intermediate or mid-term outcomes generally focus on changes in skills, behaviors, and actions. These are the outcomes desired by the program end. Think about 0-3 months after the program ends when identifying these outcomes. |
| **Long Term Outcomes**  (Status or Condition) |
| Long-term outcomes generally focus on changes in status or condition. These are the outcomes intended for participants to achieve or exhibit after 6 months or longer at the end of the program. The time for achieving this outcome should take into consideration how long participants are tracked beyond the program. |
| **External Factors**  (Realities) | Factors that are outside of organization’s control that might affect the planned work or achieve the desired change. Examples include funding, political changes, or participants relocating. | | | |