
Logic Model 101

November 2020

Facilitated by Tristan Kirkman
Office of Out of School Time Grants and Youth Outcomes

Welcome and Introductions

Housekeeping

WebEx Features

Engage

Workshop Objectives

4

Participants will:

- Describe and develop a logic model
- Understand key terms and definitions related to logic models
- Examine the differences between outputs and outcomes

Agenda

Overview of Logic Model

Terms and Definitions

Building a Logic Model

Closing

About Logic Model

6

- A picture of how the program or initiative is supposed to work.
- Explains the strategy to a problem.
- Explicit statement about the activities and intended results
- Provides a common language and a common point of reference.
- Mechanism for sharing with funders how the program will achieve the goals of the project.

Value of a Logic Model

7

- Generate a clear and shared understanding of how a program is supposed to work, i.e. a logical explanation of the program model
- Support program planning and improvement
- Serve as foundation for evaluation

Terms and Definitions

Inputs/Resources

9

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, curricula, volunteers, and research.

Activities

Activities (program activities): actions or events provided to generate desired outcomes.

Dosage: amount of time or number of activities.

Services: provision of resources, knowledge, or goods.

Opportunities: the availability, situation, chance, or event that may normally not be an option

Supports: interpersonal relationships addressed by expectations, guidance, and boundaries.

Evidence-based practices: processes in which research is used to guide and inform the delivery of services.

Outputs

11

Outputs are direct products of a program's activities

Indicators are specific items of information that track program success on measures outcomes.

Benchmarks are numerical goals that measure program performance against at certain intervals.

Outcomes

12

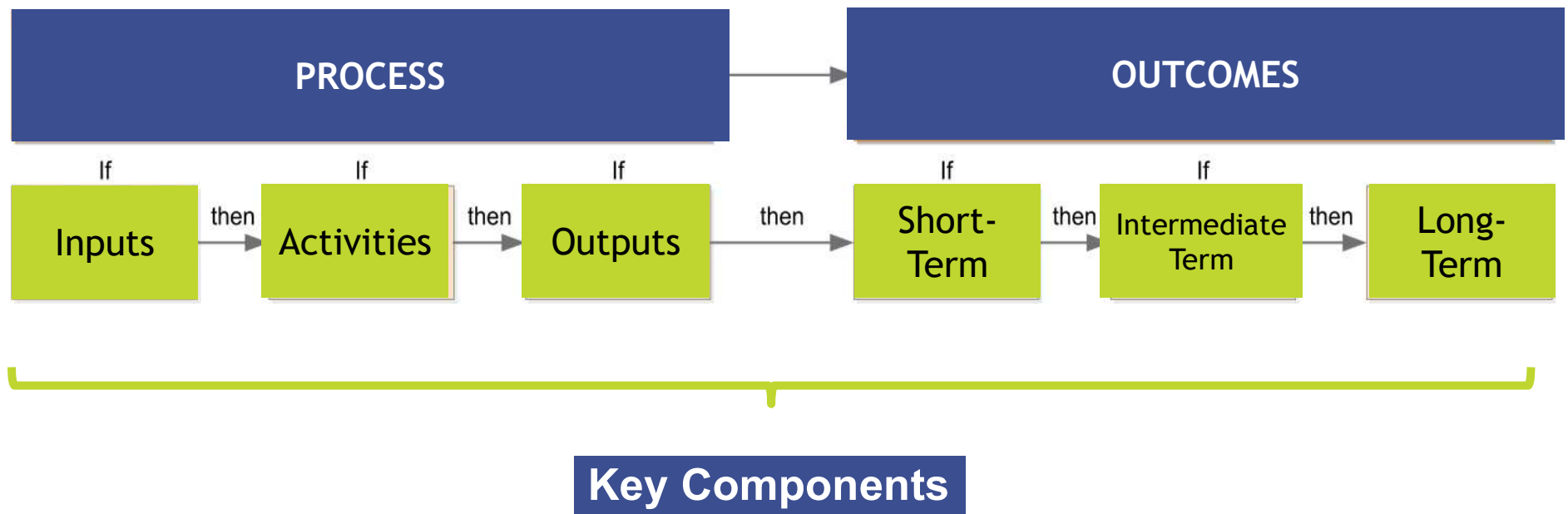
Outcomes: measurable, meaningful, and expected **changes** in the program participants that result from a program's activities.

Goals: what participants will achieve at the end of program.

Targets: defined, specific, and measurable goals

Reading a Logic Model

13



Logic Model Example

14

Inputs	Activities & Dosage	Outputs	Outcomes		
			Short-Term	Mid-Term	Long-Term
<ul style="list-style-type: none"> • Workshop Facilitators • Curricula • Facilities 	<ul style="list-style-type: none"> • Life Skills Workshop • Personal Budget (2 hrs) • Time Mgmt. (3 hrs) • Personals Strengths/Goals (3 hrs) 	40 students develop <ul style="list-style-type: none"> • Personal Budgets • Personal Checklist and Calendar • Written goals for college and career 	Youth are aware of the importance of goal setting, learn time mgt. techniques and financial responsibilities related to achieving their college and career goals.	Youth develop written goals and create timelines for achieving the steps toward their goals.	Youth make progress on their college and career goals achieving the first three steps on their timeline

Logic Model Example

15

Inputs	Activities & Dosage	Outputs	Outcomes		
			Short-Term	Mid-Term	Long-Term
<ul style="list-style-type: none"> • Workshop Presenter • Workshop Facilities • Computer Lab • Bus • Staff and chaperones 	<ul style="list-style-type: none"> • College Preparation • Guest speakers on college admission (4 hours), financial aid (4 hours), student life (2 hours) • 6 College tours 	<p>40 students complete workshops in:</p> <ul style="list-style-type: none"> • College admission • Paying for college/ understanding financial aid • 35 students participate in college tours 	Youth are aware of college options and the requirements for admission and completing financial aid forms	Youth identify a list of colleges that are a good fit for them based on their grades, SAT scores and desired major.	Youth are accepted to and matriculate in college

Logic Model Example

16

Inputs	Activities & Dosage	Outputs	Outcomes		
			Short-Term	Mid-Term	Long-Term
<ul style="list-style-type: none"> • Guest speakers • Industry trainers • Workshop Facilitators • Curricula • Facilities to host speakers and trainers • Monthly Stipends 	<ul style="list-style-type: none"> • Career Preparation <ul style="list-style-type: none"> • Guest speakers from local growth industries • Training programs in above listed growth industries • Employment Readiness Workshops • Internships 	<ul style="list-style-type: none"> • 40 students complete training: <ul style="list-style-type: none"> • Workplace Email Guidelines • Conflict Mgmt. Techniques • Communications Techniques • 40 students develop resumes • 40 students complete a 160-hour internship 	Youth are aware of potential careers in local growth industries and are able to match their interests to one of these industries,	Youth develop the skills necessary to secure employment in a growth industry of their choosing.	Youth secure livable wage employment

Reverse Logic

17

What is the desired long-term outcome?	Improved family health. <i>But how?</i>
What is the desired intermediate outcome?	Increase in families using healthy food practices. <i>But how?</i>
What is the desired short-term outcome?	Individuals gain knowledge of healthy food choices. <i>But how?</i>
What outputs are needed to achieve the outcomes?	200 families complete an educational workshop series. <i>But how?</i>
What activities are needed to achieve the outcomes?	Conduct four, 2 hour educational workshops per month. <i>But how?</i>
What inputs are needed to achieve the outcomes?	Funding, program staff, AmeriCorps members, volunteers, research.

Building a Logic Model

Learn24 Logic Model Template

19

Program and Mission statement (note the target population, audience served and what you hope to impact) Type the mission statement here.			
Challenge to be Addressed What is the problem that your organization is trying to address through your programs?			
Assumptions Assumptions are the beliefs you have about your program, the people involved and how you think change will occur. They might also include the theory behind the program, underlying beliefs about how and why it will work, or the conditions for success.		Short Term Outcomes (Awareness, Knowledge, Attitude) 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 you desire by the program mid-point.	
Inputs/Resources (Needed to operate program) 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, curricula, Volunteers, and Research.	Activities (Program Opportunities for Kids) Activities (program activities) are the actions or events provided to generate desired outcomes. You should also include the dosage : 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 your 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 (Result of Program Activities) 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 trainings, # 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 you desire by the program end. Think about 0-3 months after your program ends when identifying these outcomes.
External Factors (Realities) Those factors that are outside of your control that might influence your ability to do the planned work or achieve the desired change. Examples include funding, political changes, or participants relocating.		Long Term Outcomes (Status or Condition) Long-term outcomes generally focus on changes in status or condition. These are the outcomes you desire for participants to achieve or exhibit 6 months or longer after the end of your program. The time period for achieving this outcome should take into consideration how long you track participants beyond the actual program.	

Mission and Program

20

Mission Statement and Program Name (note the target population / audience served and what you hope to impact)

- Include the name and description of your program.
- E.g. Our mission is to inspire and motivate youth from low-income and first-generation college bound families to achieve social and economic success by providing guidance, encouragement, and support in obtaining a college degree.

Challenge/Problem Statement

21

Challenge to be Addressed

What is the problem that your organization is trying to address through your programs?

An effective **problem statement** will:

- Describe the nature of the problem and the difficulties facing the people you serve.
- Is based on current research or authoritative data.
- Is specific and provides measurable indicators or demonstrated proof of the issues existence.
- Clearly shows the need is important

Example Problem Statement

Weak: many youth are disrespectful and violent.

Strong: ABC County high schools have a high incidence of school violence. ABC high schools experienced their highest suspension rate in 12 years, with an average of 32 suspensions each month. At one school, more than 1,200 referrals were made for discipline issues in a three-month period. As a result, students are missing school, falling behind academically, and for more serious incidents entering the juvenile justice system. (*ABC School District Discipline Report, 2017*).

Challenge/Problem Statement

What is the problem that your organization is trying to address through your programs?

An effective **problem statement** will:

- Describe the nature of the problem and the difficulties facing the people you serve.
- Is based on current research or authoritative data.
- Is specific and provides measurable indicators or demonstrated proof of the issues existence.
- Clearly shows the need is important

Key Components of a Logic Model

24



Inputs - the resources you need to carry out a program's activities or provide services.

Examples:

- Funding
- Staff
- Volunteers
- Curricula
- Research
- Partnerships

Key Components of a Logic Model

25



Activities are the actions or events provided to generate desired outcomes.

Examples:

- Workshops (Healthy foods) – 3 workshops @ 4 hours each
- Guest Speakers (Nutritionists/Chef for Q&A) – 2 speakers @ 1 hour each
- Tours or Site Visits (Visit supermarket to select healthy foods) – 1 visit to each of 3 local grocery stores
- Training Programs (Chef do cooking classes) – 3 classes @ 2 hours each
- Referrals (Food programs such as SNAP or other resources)

Key Components of a Logic Model

26



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:

- # individuals attending who attended healthy food workshops
- # individuals who met with nutritionists
- # individuals who attended supermarket site visit
- # individuals receiving food preparation training services
- # individuals referred to food programs or resources

Key Components of a Logic Model

27

Outcomes are the measurable, meaningful, and expected changes in the participants that result from a program's activities.

Outcomes

Short-Term

Focus and Timing

Short-term outcomes generally focus on changes in attitude, awareness, or knowledge. These are the outcomes you desire by the program mid-point.

Examples

Individuals/families increase their knowledge of healthy food choices and their awareness of the resources to help them to purchase healthy foods.

Intermediate

Intermediate outcomes generally focus on changes in skills, behaviors, and actions. These are the outcomes you desire by the program end. Think about 0-3 months after your program ends when identifying these outcomes.

The change in knowledge and awareness is expected to lead to individuals and families actually utilizing resources and adopting healthy food practices- a behavioral change that represents an intermediate or mid-term outcome.

Long-Term

Long-term outcomes generally focus on changes in status or condition. These are the outcomes you desire for participants to achieve or exhibit 6 months or longer after the end of your program. The time period for achieving this outcome should take into consideration how long you track participants beyond the actual program.

This, in turn, is expected to lead to an increase in families' overall household food security - a long-term outcome of the program.

Youth Development Outcomes

ASPECTS OF IDENTITY

SAFETY & STRUCTURE: a perception that one is safe in the world and that daily events are somewhat predictable.

SELF-WORTH: a perception that one is a “good person” who contributes to self and others.

MASTERY & FUTURE: a perception that one is “making it” and will succeed in the future.

BELONGING & MEMBERSHIP: A perception that one values, and is valued by, others in the family and in the community.

RESPONSIBILITY & AUTONOMY: a perception that one has some control over daily events and is accountable for one's own actions and for the consequences on others.

SELF-AWARENESS & SPIRITUALITY: a perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles.

ASPECTS OF ABILITY

PHYSICAL HEALTH: the ability and motivation to act in ways that best ensure current and future physical health for self and for others.

MENTAL HEALTH the ability and motivation to respond affirmatively to and cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun.

INTELLECTUAL ABILITY: the ability and motivation to learn in school and in other settings, to gain the basic knowledge needed to graduate from high school, to use critical thinking, to be creative, to use problem-solving and expressive skills, and to conduct independent study.

EMPLOYABILITY: the ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals.

CIVIC & SOCIAL ABILITY: the ability and motivation to work collaboratively with others for the larger good and to sustain caring friendships and relationships with others.

CULTURAL ABILITY: the ability and motivation to respect and affirmatively respond to differences among groups and individuals with diverse backgrounds, interests, and traditions.

What are Outcomes?

Outcomes Definition	Outcomes Types	Outcome Example
Outcomes are the measurable, meaningful, and expected changes in the participants that result from a program's activities.	Short-term Outcomes <ul style="list-style-type: none"> • Learning: Awareness, Knowledge, Attitudes, Opinions, Aspirations, or Motivations 	<ul style="list-style-type: none"> • Increase youth awareness of STD/STI • Decrease youth high-risky sexual behavior • Decrease youth STD/STI diagnosis rates
	Intermediate Outcomes <ul style="list-style-type: none"> • Actions: Behaviors, Skills, Practice, Decision-Making, Policies, or Social Action 	
	Long-term Outcomes <ul style="list-style-type: none"> • Conditions: Social, Economic, Civic, or Environmental 	

Difference Between Outputs and Outcomes

30

Outputs	Outcomes
<ul style="list-style-type: none">• Direct products of a program's activities/services• Often expressed numerically or quantified in some way• Examples:<ul style="list-style-type: none"># attending workshops# receiving services# receiving referrals	<ul style="list-style-type: none">• Changes resulting from a program's activities/services• Quantify changes in knowledge, skills, attitude, behavior, or condition• Examples:<ul style="list-style-type: none">↑ knowledge of healthy choices↑ adoption of healthy practices↑ food security

A single outcome is often the result of multiple outputs.

OUTPUT

Students have developed resumes

OUTCOME

Students decrease their high-risk sexual behavior

OUTPUT

**Students are satisfied
with program offerings**

OUTCOME

**Students improve reading skills
and abilities**

Identifying Outcomes

LONG-TERM	MID-TERM	SHORT-TERM
<ul style="list-style-type: none"> How long do you track program participants after leaving your program-6 months, 6 years? Imagine participants X months or years after leaving the program. If participants got the fullest extent of benefit of your program, <u>what conditions or status</u> would they have achieved or what significant change/impact will occur? 	<ul style="list-style-type: none"> Think about the half-way point of your program (e.g. 6 months for a one-year program) What <u>behaviors, skills or actions</u> do you want them to exhibit? Where should they be in relation to long-term outcomes? 	<ul style="list-style-type: none"> Think 0-3 months <p>Imagine participants at the end of your program intervention 0-3 months after leaving the program</p> <ul style="list-style-type: none"> What <u>awareness, knowledge, or attitude</u> do you want participants to gain as a result of your intervention?

Key Components of a Logic Model

36

ASSUMPTIONS

- The beliefs you have about your program, the people involved and how you think change will occur.
- The theory behind the program or underlying beliefs about how and why it will work.
 - Documenting the assumptions behind a program and behind the logic model is a good way to make implicit assumptions explicit.
 - This can serve to ensure that all staff and stakeholders have a common understanding of how your program will work.
- The conditions for success.

Key Components of a Logic Model

37

EXTERNAL FACTORS

- The factors that might influence your ability to do the work that you planned
- The factors that might influence change in your community or participants
- Potential barriers to achieving the change you desire

Logic Model Example

Program and Mission statement (note the target population, audience served and what you hope to impact)			
The mission of the Challenge is to prepare young adults in Ward 10 for livable wage employment through career skills training and college preparation.			
Challenge to be Addressed			Short Term Outcomes (Awareness, Knowledge, Attitude)
<ul style="list-style-type: none">75,000 youth ages 16-24 are out of school and out of work in Washington, DC;the largest percentage of them live in Ward 10.3 out of 4 families living in ward 10 live below the poverty line and most have unsteady income and limited income potential due to lack of education and training.			Youth are aware of college and career options and develop goals based on this <u>knowledge</u> .
Assumptions	<ul style="list-style-type: none">If youth are given the tools to succeed in college and careers, they willWorkshops and internships provide hands-on, practical learning that meets youth where they are and help youth who may not have felt successful in a traditional classroom to succeed.We are able to secure the necessary funding for staff and facilities		
Inputs/Resources (Needed to operate program)	Activities (Program Opportunities for Kids)	Outputs (The Result of Program Activities)	Intermediate Outcomes (Skills, Action, Behavior)
<ul style="list-style-type: none">Program StaffFacilitators to lead programCurricula - Life Skills, College and Career, Work-ReadinessFacilities at the School or ChurchComputer LabMonthly Stipends	Life Skills Workshop (3 hours each) <ul style="list-style-type: none">Personal Strengths/Goals; Goal-setting ; Personal Budget; Time Management; Conflict Management Employment Readiness Workshops <ul style="list-style-type: none">Resume Writing (1 @ 4 hours)Communications (2 @ 4 hours)Customer Service (2 @ 8 hours) College Readiness <ul style="list-style-type: none">Academic Tutoring (3 hours/weekly)SAT Prep (4 hours/wk @ 8 weeks)College Admission AssistanceFinancial Aid workshops Career Readiness <ul style="list-style-type: none">Guest speakers on careers (6 spkrs)Internships (20 hr/wk @ 8 weeks)	<ul style="list-style-type: none"># Participants who complete 7 trainings# students receive Academic Support# students participate in SAT Prep# complete college admissions applications# students complete FAFSA#students participate Career SpeakerInternships/Work Experience	Long Term Outcomes (Status or Condition)
			External Factors (Realities)

Verify the Logic Model

39

Consider asking the following questions:

- **Level of detail:** Does your model contain an appropriate amount of detail for its intended use? Does it include all key program components?
- **Plausible:** Does the logic of the model seem correct? Are there any gaps in the logic of the program?
- **Realistic:** Is it reasonable to assume that the program can achieve the expected outcomes?
- **Consensus:** Do program staff and external stakeholders agree that the model accurately depicts the program and its intended results?

Tips to Move Forward

40

- Developing a logic model is not completed in one session or alone.
- There is no one best logic model.
- Logic models represent intention.
- A program logic model can change and be refined as the program changes and develops.
- Programs do not need to evaluate every aspect of a logic model.
- Logic models play a critical role in informing evaluation and building the evidence base for a program.

Closing

What's one thing you learned from today's training?

Thank You!

42



Questions



Evaluation



Learn24@dc.gov