Logic Model 101

June 2021

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

WebEx Features

Engage
Workshop Objectives

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

- 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

• 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

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 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 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:

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

Goals:

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

Targets:

Targets: defined, specific, and measurable goals
Reading a Logic Model

Key Components
## Logic Model Example

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities &amp; Dosage</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>Life Skills Workshop (2 hrs)</td>
<td>40 students develop Personal Budgets, Personal Checklist and Calendar, Written goals for college and career</td>
<td>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.</td>
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<tr>
<td>Facilitators</td>
<td>Time Mgmt. (3 hrs)</td>
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<tr>
<td>Curricula</td>
<td>Personals Strengths/Goals (3 hrs)</td>
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<tr>
<td>Facilities</td>
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</tbody>
</table>
# Logic Model Example

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities &amp; Dosage</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workshop Presenter</td>
<td>• College Preparation&lt;br&gt;• Guest speakers on college admission (4 hours), financial aid (4 hours), student life (2 hours)&lt;br&gt;• 6 College tours</td>
<td>40 students complete workshops in:&lt;br&gt;• College admission&lt;br&gt;• Paying for college/understanding financial aid&lt;br&gt;• 35 students participate in college tours</td>
<td>Youth are aware of college options and the requirements for admission and completing financial aid forms&lt;br&gt;Youth identify a list of colleges that are a good fit for them based on their grades, SAT scores and desired major.&lt;br&gt;Youth are accepted to and matriculate in college</td>
</tr>
</tbody>
</table>

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

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<tr>
<th>Inputs</th>
<th>Activities &amp; Dosage</th>
<th>Outputs</th>
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</tr>
</thead>
</table>
| • Guest speakers  
• Industry trainers  
• Workshop Facilitators  
• Curricula  
• Facilities to host speakers and trainers  
• Monthly Stipends | • Career Preparation  
• Guest speakers from local growth industries  
• Training programs in above listed growth industries  
• Employment Readiness Workshops  
• Internships | • 40 students complete training:  
• 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

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

### Program and Mission Statement

Type the mission statement here.

### Challenge to be Addressed

What is the problem that the organization is trying to address through the program?

### 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.

### 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—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 (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 training, # of individuals who expressed satisfaction with the program, or # of individuals receiving referrals.

### 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.

### 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.

### 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 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.
<table>
<thead>
<tr>
<th>Mission Statement and Program Name (note the target population / audience served and what you hope to impact)</th>
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</thead>
<tbody>
<tr>
<td>• Include the name and description of your program.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>
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).*
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**

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

Examples:
- Funding
- Staff
- Volunteers
- Curricula
- Research
- Partnerships
**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)
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
**Outcomes** are the measurable, meaningful, and expected changes in the participants that result from a program’s activities.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Focus and Timing</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-Term</strong></td>
<td><strong>Short-term outcomes</strong> generally focus on changes in attitude, awareness, or knowledge. These are the outcomes you desire by the program mid-point.</td>
<td>Individuals/families increase their knowledge of healthy food choices and their awareness of the resources to help them to purchase healthy foods.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td><strong>Intermediate outcomes</strong> 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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Long-Term</strong></td>
<td><strong>Long-term outcomes</strong> 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.</td>
<td>This, in turn, is expected to lead to an increase in families’ overall household food security – a long-term outcome of the program.</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Outcomes Definition</th>
<th>Outcomes Types</th>
<th>Outcome Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td>• <strong>Learning:</strong> Awareness, Knowledge, Attitudes, Opinions, Aspirations, or Motivations</td>
<td>• <strong>Increase</strong> youth awareness of STD/STI</td>
</tr>
<tr>
<td></td>
<td>• <strong>Actions:</strong> Behaviors, Skills, Practice, Decision-Making, Policies, or Social Action</td>
<td>• <strong>Decrease</strong> youth high-risky sexual behavior</td>
</tr>
<tr>
<td></td>
<td>• <strong>Conditions:</strong> Social, Economic, Civic, or Environmental</td>
<td>• <strong>Decrease</strong> youth STD/STI diagnosis rates</td>
</tr>
</tbody>
</table>

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

- **Short-term Outcomes**
- **Intermediate Outcomes**
- **Long-term Outcomes**
## Difference Between Outputs and Outcomes

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Direct products of a program’s activities/services</td>
<td>• Changes resulting from a program’s activities/services</td>
</tr>
<tr>
<td>• Often expressed numerically or quantified in some way</td>
<td>• Quantify changes in knowledge, skills, attitude, behavior, or condition</td>
</tr>
<tr>
<td>• Examples:</td>
<td>• Examples:</td>
</tr>
<tr>
<td># attending workshops</td>
<td>↑ knowledge of healthy choices</td>
</tr>
<tr>
<td># receiving services</td>
<td>↑ adoption of healthy practices</td>
</tr>
<tr>
<td># receiving referrals</td>
<td>↑ food security</td>
</tr>
</tbody>
</table>

A single outcome is often the result of multiple outputs.
Students have developed resumes
Students decrease their high-risk sexual behavior
Students are satisfied with program offerings
Students improve reading skills and abilities
# Identifying Outcomes

<table>
<thead>
<tr>
<th>LONG-TERM</th>
<th>MID-TERM</th>
<th>SHORT-TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ How long do you track program participants after leaving your program-6 months, 6 years?</td>
<td>▪ Think about the half-way point of your program (e.g. 6 months for a one-year program)</td>
<td>▪ Think 0-3 months Imagine participants at the end of your program intervention 0-3 months after leaving the program</td>
</tr>
<tr>
<td>▪ Imagine participants X months or years after leaving the program.</td>
<td>▪ What behaviors, skills or actions do you want them to exhibit?</td>
<td>▪ What awareness, knowledge, or attitude do you want participants to gain as a result of your intervention?</td>
</tr>
<tr>
<td>▪ If participants got the fullest extent of benefit of your program, what conditions or status would they have achieved or what significant change/impact will occur?</td>
<td>▪ Where should they be in relation to long-term outcomes?</td>
<td></td>
</tr>
</tbody>
</table>

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**LONG-TERM**

- 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, what conditions or status would they have achieved or what significant change/impact will occur?

**MID-TERM**

- Think about the half-way point of your program (e.g. 6 months for a one-year program).
- What behaviors, skills or actions do you want them to exhibit?
- Where should they be in relation to long-term outcomes?

**SHORT-TERM**

- Think 0-3 months.
- Imagine participants at the end of your program intervention 0-3 months after leaving the program.
- What awareness, knowledge, or attitude do you want participants to gain as a result of your intervention?
Key Components of a Logic Model

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

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
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.

<table>
<thead>
<tr>
<th>Challenge to be Addressed</th>
<th>Short Term Outcomes (Awareness, Knowledge, Attitude)</th>
<th>Intermediate Outcomes (Skills, Action, Behavior)</th>
<th>Long Term Outcomes (Status or Condition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 75,000 youth ages 16-24 are out of school and out of work in Washington, DC;</td>
<td>Youth are aware of college and career options and develop goals based on this knowledge.</td>
<td>Youth develop the skills necessary to pursue college or career goals. Indicators: improved grades and SAT scores; applied to or accepted to college; developed resume that highlights skills, scored well on mock interview, received A-rating from internship.</td>
<td>Youth matriculate in college or secure livable wage employment</td>
</tr>
<tr>
<td>• the largest percentage of them live in Ward 10.</td>
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<tr>
<td>• 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.</td>
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</tr>
<tr>
<td>Assumptions</td>
<td>If youth are given the tools to succeed in college and careers, they will Workshops 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</td>
<td></td>
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</tr>
<tr>
<td>Inputs/Resources (Needed to operate program)</td>
<td>Life Skills Workshop (3 hours each)</td>
<td># Participants who complete 7 trainings</td>
<td></td>
</tr>
<tr>
<td>Activities (Program Opportunities for Kids)</td>
<td>• Personal Strengths/Goals; Goal-setting; Personal Budget; Time Management; Conflict Management</td>
<td>• students receive Academic Support</td>
<td></td>
</tr>
<tr>
<td>Outputs (The Result of Program Activities)</td>
<td>Employment Readiness Workshops</td>
<td>• students participate in SAT Prep</td>
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<tr>
<td></td>
<td>• Resume Writing (1 @ 4 hours)</td>
<td>• complete college admissions applications</td>
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<td></td>
<td>• Communications (2 @ 4 hours)</td>
<td>• students complete FAFSA</td>
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<tr>
<td></td>
<td>• Customer Service (2 @ 8 hours)</td>
<td>#students participate Career Speaker</td>
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<tr>
<td></td>
<td>College Readiness</td>
<td>Internships/Work Experience</td>
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<td></td>
<td>• Academic Tutoring (3 hours/weekly)</td>
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<td></td>
<td>• SAT Prep (4 hours/wk @ 8 weeks)</td>
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<tr>
<td></td>
<td>• College Admission Assistance</td>
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<td></td>
<td>• Financial Aid workshops</td>
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<td>Career Readiness</td>
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<td></td>
<td>• Guest speakers on careers (6 spkrs)</td>
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<tr>
<td></td>
<td>• Internships (20 hr/wk @ 8 weeks)</td>
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<td>Life Skills Workshop (3 hours each)</td>
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<td></td>
<td>• Internships (20 hr/wk @ 8 weeks)</td>
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<tr>
<td>External Factors (Realities)</td>
<td>Secure ongoing financial and human capital</td>
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<td>Foster youth may move prior to completing the program and others may drop out due to the need to find immediate employment</td>
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<td>Political climate might reduce governmental funding</td>
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</table>
Verify the Logic Model

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

• 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!

Questions
Evaluation
Learn24@dc.gov

https://www.flaticon.com/