

Logic Model Workbook

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Introduction - How to Use this Workbook

Welcome to Innovation Network's *Logic Model Workbook*. A logic model is a commonly-used tool to clarify and depict a program within an organization. It serves as a foundation for program planning and evaluation.

This workbook is a do-it-yourself guide to the concepts and use of the logic model. It describes the steps necessary for you to create logic models for your own programs. This process may take anywhere from an hour to several hours or even days, depending on the complexity of the program.

We hope you will use this workbook in the way that works best for you:

- As a stand-alone guide to help create a logic model for a program in an organization,
- As an additional resource for users of the Point K Learning Center, and/or
- As a supplement to a logic model training conducted by Innovation Network.

You can create your logic model online using the **Logic Model Builder** in Innovation Network's **Point K Learning Center**, our suite of online planning and evaluation tools and resources at www.innonet.org. This online tool walks you through the logic model development process; allows you to save your work and come back to it later; share work with colleagues to review and critique; and print your logic model in an attractive, one-page presentation view for sharing with stakeholders.

For those of you who prefer to work on paper, a **logic model template** is located in Appendix A of this workbook. You may want to make several copies of this template, to allow for adjustments and updates to your logic model over time.



This checklist icon appears at points in the workbook at which you should record something – either write something in your template, or enter it into your online Logic Model Builder.

In preparing to create a logic model, you may want to consider:

What stakeholders should I involve?

The development of a logic model offers an opportunity to engage your program's stakeholders in a discussion about the program. Stakeholders might include program staff, clients, partners, funders, board members, community representatives, and volunteers. Their perspectives can enrich your program logic model by clarifying expectations for the program.

How can I use a logic model to support my program over time?

A program's logic model is not static. You can, and should, change the model over time as the program unfolds.

What is the scope of this logic model?

- Identify a **timeframe** for the logic model you are about to create. It will help you frame short-, intermediate, and long-term outcomes and make better decisions about resources and activities. Many groups design logic models for a funding or program cycle, a fiscal year, or a timeframe in which they believe they can achieve some meaningful results.
- This logic model structure is intended for **program** planning. Define the parameters of your program clearly. If your organization is small and only has one program, you can also use this structure for small-scale strategic planning.

Developing a Logic Model

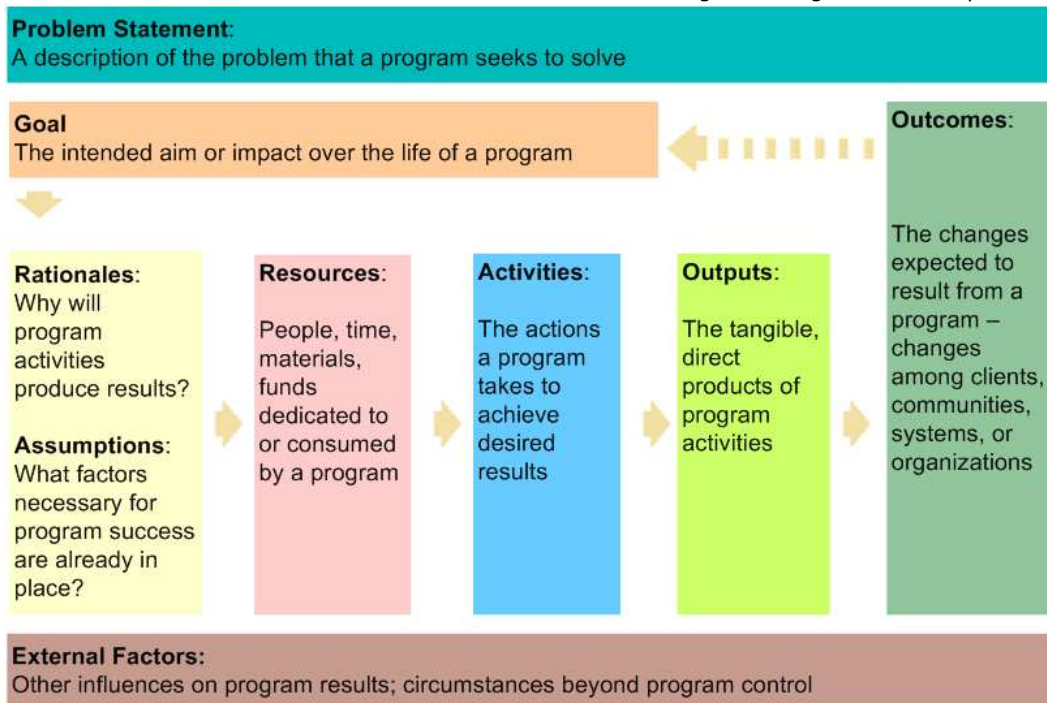
Many different logic model formats exist, but they all contain the same core concepts. The format we use in this workbook and in our online tools has proven useful and manageable for the nonprofit partners we have worked with, and is the result of more than thirteen years of program planning and evaluation experience in the field.

It's not necessary to create your logic model all in one sitting. It will almost certainly be useful to talk to other program stakeholders and get their input along the way. You can work through the process as we have it laid out here – starting with the problem your program is meant to solve, and ending with your intended outcomes – or, if it's easier for you, you can work in reverse, starting with Outcomes and working your way back.

Similarly, the names of key components may also vary among different logic models used in the field, but the underlying concepts are the same. In this workbook, we identify other terms used in the field for similar concepts – you'll see these other terms marked with this symbol: 🔄. As you develop your logic model, we encourage you to find a common language to use among key stakeholders, whether that language reflects the terms used here or elsewhere.

The components of the logic model used by Innovation Network are:

Figure 1: Logic Model Components



A series of “if-then” relationships connect the components of the logic model: **if** resources are available to the program, **then** program activities can be implemented; **if** program activities are implemented successfully, **then** certain outputs and outcomes can be expected.

As you draft each component of the logic model, consider the if-then relationship between the components. If you cannot make a connection between each component of the logic model, you should identify the gaps and adjust your work. This may mean revising some of your activities to ensure that you are able to achieve your outcomes, or revising intended outcomes to be feasible with available resources.

Purposes of a Logic Model

The logic model is a versatile tool that can support many management activities, such as:

- **Program Planning.** The logic model is a valuable tool for program planning and development. The logic model structure helps you think through your program strategy—to help clarify where you are and where you want to be.
- **Program Management.** Because it "connects the dots" between resources, activities, and outcomes, a logic model can be the basis for developing a more detailed management plan. Using data collection and an evaluation plan, the logic model helps you track and monitor operations to better manage results. It can serve as the foundation for creating budgets and work plans.
- **Communication.** A well-built logic model is a powerful communications tool. It can show stakeholders at a glance what a program is doing (activities) and what it is achieving (outcomes), emphasizing the link between the two.
- **Consensus-Building.** Developing a logic model builds common understanding and promotes buy-in among both internal and external stakeholders about what a program is, how it works, and what it is trying to achieve.
- **Fundraising.** A sound logic model demonstrates to funders that you have purposefully identified what your program will do, what it hopes to achieve, and what resources you will need to accomplish your work. It can also help structure and streamline grant writing.

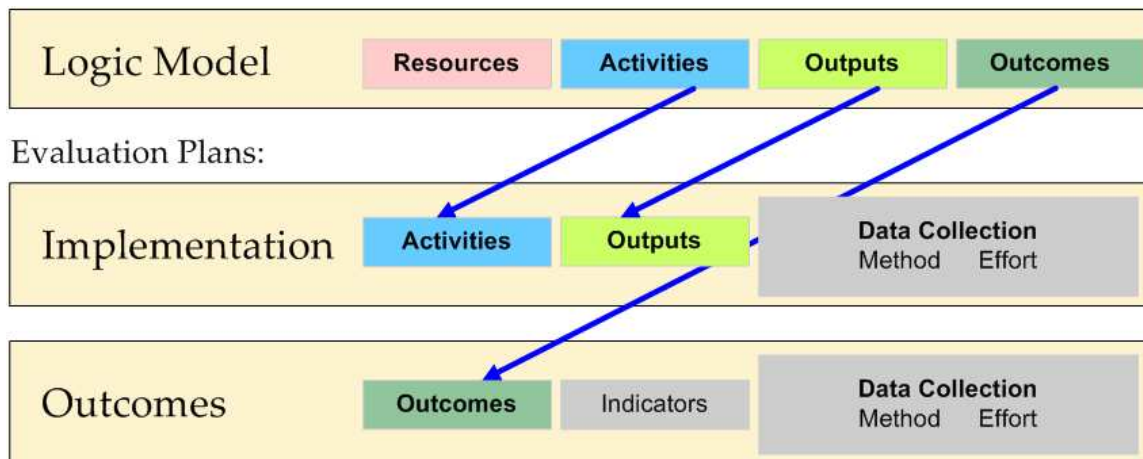
The logic model you create with this workbook can be used for any or all of the above purposes – any time you need to show or refer to a clear and succinct picture of your program.

The Logic Model's Role in Evaluation

The cornerstone of effective evaluation is a thorough understanding of a program: what resources it has to work with, what it is doing, what it hopes to achieve, for whom, and when. In conducting an evaluation, it is tempting to focus most of your attention on data collection. However, your evaluation efforts will be more effective if you start with a logic model. Going through the logic model process will help ensure that your evaluation will yield relevant, useful information.

The figure below illustrates how the logic model you will build can serve as the foundation for future evaluation plans. (Our *Evaluation Plan Workbook* and online Evaluation Plan Builder offer guidance for creating evaluation plans.)

Figure 2: Connections between Logic Model and Evaluation Planning



Components – Step by Step

Problem Statement

Other Terms for
"Problem Statement"



You might also hear a problem statement called an "issue statement" or "situation."

Programs are created to address particular problems or needs. The first step in creating a logic model for a program is to state the problem that frames a particular challenge for the population your program will serve.

Your problem statement should briefly explain what needs to change: why is there is a need for intervention? Your problem statement answers the question, "What community problem does my program solve?" Include "*who, what, why, where, when, and how*" in your statement.

Sample problem statements:

"A growing number of women in Highland Falls lack the confidence and know-how to obtain employment and be self-sufficient."

"In Townsville, low-income residents with bad or no credit do not have resources available to help them improve their current living situations."



Build Your Logic Model: When you have identified your problem statement, insert it into the Problem Statement box in your logic model template, or on the "Problem/Goals" tab of the online Logic Model Builder.

Goal

Other Terms for
"Goal"



You might also hear a goal called an "objective" or a "long-term outcome."

Next, think about the overall purpose of your program. What are you trying to accomplish over the life of the program? The answer to this question is the solution to your problem statement, and will serve as your program goal.

Goals serve as a frame for all elements of the logic model that follow. They reflect organizational priorities and help you steer a clear direction for future action.

Goals should:

- Include the intended results—in general terms—of the program or initiative.
- Specify the target population you intend to serve.

Examples of goal statements include:

Significantly increase the literacy rates among children with reading difficulties at George Washington Elementary School by implementing a teen-tutored reading program

Assist clients in their effort to become economically self-sufficient

Improve the health status of children in Harrison County, ages birth to 8 years

Improve enforcement of the workplace and organizing rights of low-wage, contingent, and immigrant workers in our state through litigation and educational outreach

Increase long-term and meaningful civic participation among students in grades 9 – 12 in the tri-county area

Goal Tips:

- All programmatic components should be connected to your goal. Having a clear goal helps fight the temptation to implement an interesting program that doesn't really "fit."
- Phrase your goal in terms of the change you want to achieve over the life of your program, rather than a summary of the services you are going to provide.
- **Don't** make your statement so broad and general that it provides no guidance for your program.



Build Your Logic Model: Insert your goal statement(s) into the Goal box in your logic model template, or on the "Problem/Goals" tab of the online Logic Model Builder.

Resources

Other Terms for
"Resources"

You might also hear resources called "inputs" or "program investments."

Identify the available resources for your program. This helps you determine the extent to which you will be able to implement the program and achieve your intended goals and outcomes.

List the resources that you **currently have** to support your program. (If you intend to raise additional resources for the program during this program timeframe, account for them under "Activities.")

An exception: If you're building your logic model as part of a proposal or to justify a funding request, list **all** the resources you will need for a successful program, whether or not you have them in hand. (You may wish to separate resources under headings for "need" and "have.")

Common types of resources include:

- **Human resources:** Full- and part-time staff, consultants (e.g., fundraising, technical support, strategic planning, communications), pro bono staff services, and volunteers
- **Financial resources:** Restricted grants, operating budget, and other monetary resources
- **Space:** Office and other facilities
- **Technology:** Computer hardware & software, communications infrastructure (email, website)
- **Other Equipment:** Office machinery (printers, copiers) and equipment specific to the program
- **Materials/Other:** Office supplies, program materials (training materials), insurance, etc.

Resource Tips:

- Identify the major resource categories for your program.
- Be as specific as you can about these resources, but do not spend a lot of time developing a detailed list of all actual or anticipated program expenditures.

Not specific enough	Just right	Too specific
Staff	3 full-time staff 1 part-time	3 FT staff @ 30 hrs/wk 1 PT staff @ 20 hrs/wk
Supplies	Art Supplies	25 paintbrushes 50 bottles of paint Soap

- Remember to include resources such as technology, materials, and space: these are often overlooked at the program planning stage, which can cause trouble later.
- You can use your resource list as the foundation for developing a program budget.
- Do you receive in-kind contributions? List those among your resources.



Build Your Logic Model: List your resources statement(s) in the Resources box in your logic model template, or on the “Timeframe/Resources” tab of the online Logic Model Builder.

Activities

Other Terms for “Activities”



You might also hear activities called “processes,” “strategies,” “methods,” or “action steps.”

Activities are the actions that are needed to implement your program—what you will do with program resources in order to achieve program outcomes and, ultimately, your goal(s).

Common activities are:

- Developing products (e.g., promotional materials and educational curricula),
- Providing services (e.g., education and training, counseling or health screening),
- Engaging in policy advocacy (e.g., issuing policy statements, conducting public testimony), or
- Building infrastructure (e.g., strengthening governance and management structures, relationships, and capacity).

It is often helpful to group related activities together. The number of activity groups depends on your program’s size and how you administer it. For a large program, there might be numerous activity groups; smaller programs may consist of just one or two.

Examples:

A program with the goal of reducing the teen pregnancy rate in its city might have the following activity groups: family planning education, mentoring, and providing individual and group counseling. Each of these would have associated activities – a listing of the things you do to support those aspects of the program.

A program with a goal of increasing organizational capacity through strategic use of technology might have the following activity categories: technology planning, selecting and implementing technology infrastructure, staff assessment and training, and network support.

Activities Tips:

- You can use the activities you identify here as an outline for a work plan. Use the activities as headings in a more comprehensive work plan that includes staff assignments and a timeline.
- Providing a complete list of activities helps people who are not familiar with your understand what it really takes to implement it.

Figure 3: Activity Group Do's and Don'ts

Activity Group: Mentor Training	
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Hire trainer • Conduct training 	<p>This set of activities is not detailed enough. It omits a number of key steps needed to implement mentor training.</p>
Activity Group: Mentor Training	
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Conduct Google search • Interview best practice program staff • Hire curriculum writer • Write first draft of material • Send material to 6 reviewers • Compile responses • Set up review meeting • Edit curricular material • Copy curricular material • Contact different training spaces • Fill out applications for space • Buy snacks • Arrange for markers and flip charts • Obtain men's and ladies room keys 	<p>This is too detailed. It would more appropriately belong in a work plan.</p>
Activity Group: Mentor Training	
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Research best practices • Develop curriculum • Prepare materials • Arrange logistics • Select trainer • Conduct training • Develop & implement feedback survey 	<p>This is just about the right level of detail for a logic model.</p>



Build Your Logic Model: List all activities required to implement your program, and group related activities together. Record them in your template or on the “Activities/Outputs” tab of the online Logic Model Builder.

Other Terms for
“Outputs”



You might also hear outputs called “deliverables,” “units of service,” or “products.”

Outputs

Outputs are the measurable, tangible, and direct products or results of program activities. They lead to desired outcomes—benefits for participants, families, communities, or organizations—but are not themselves the changes you expect the program will produce. They do help you assess how well you are implementing the program.

Whenever possible, express outputs in terms of the size and/or scope of services and products delivered or produced by the program. They frequently include **quantities** or reflect the existence of something new.

Examples of program outputs include **numbers and descriptions** of:

- Classes taught or meetings held
- Materials developed or distributed
- Participants served
- Hours of service provided
- Partnerships or coalitions formed
- Focus groups held
- Policy briefings conducted
- Lobbying sessions with public officials held
- Curriculum/curricula developed

An output statement doesn’t reveal anything about *quality*. You will assess the quality of your outputs in your evaluation.

Outputs Tips:

- Make sure your outputs have activities and resources associated with them. This is one way a logic model is useful—to check whether a program has planned how it will create a product or deliver a service.
- Many people identify specific numbers for their outputs. Begin with an estimate, based on experience, desired impact, and resources available. Don’t get stuck on exact numbers; you can adjust them later.



Build Your Logic Model: List all the outputs you expect your program’s activities will produce. Place these in the Outputs box of the logic model template or on the “Activities/Outputs” tab of the online Logic Model Builder.

Outcomes

Other Terms for "Outcomes"



You might also hear outcomes called "results," "impacts," or "objectives."

Outcomes express the results that your program intends to achieve if implemented as planned. Outcomes are the **changes that occur or the difference that is made** for individuals, groups, families, organizations, systems, or communities during or after the program.

Outcomes answer the questions: "What difference does the program make? What does success look like?" They reflect the core achievements you hope for your program.

Outcomes should:

- Represent the results or impacts that occur because of program activities and services
- Be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe you have chosen for your logic model
- Be generally accepted as valid by various stakeholders of the program
- Be phrased in terms of **change**
- Be **measurable**. (It may take work to translate them into measurable indicators.)

Types of Change: Organizations with diverse missions and services share common categories of outcomes, because outcomes are about **change**: changes in **learning**, changes in **action**, or changes in **condition**.

Changes in Learning:

- New knowledge
- Increased skills
- Changed attitudes, opinions, or values
- Changed motivation or aspirations

For example:

- Participating new mothers increase their knowledge of child development.
- Teens ages 15-18 increase their commitment to community service.

Changes in Action:

- Modified behavior or practice
- Changed decisions
- Changed policies

For example:

- Participating new mothers engage in developmentally appropriate child rearing practices.
- Teens ages 15-18 participate in community service.

Changes in Condition:

- Human
- Economic
- Civic
- Environment

For example:

- Children of participating new mothers are at their appropriate developmental stage.
- There's a decrease in unemployment rate among women participating in the program.

Focus of Outcomes: Clarify who or what will experience the intended changes.

1. *Individual, Client-Focused Outcomes:* These reflect the difference the program will make in the lives of those directly served by the program. Examples include:

- Parents use alternative discipline approaches (behavior)
- Participants are better able to organize and advocate for their rights (skills)
- Children are better prepared to enter school (changed status/condition)

2. *Family or Community Outcomes:* Some programs intend to create change for families, neighborhoods, or whole communities. Examples include:

- Improved communication among family members
- Increased parent-child-school interactions
- Decreased neighborhood violence
- Shifts in authority and responsibility from traditional institutions to community-based agencies and community resident groups
- Community group has an inclusive membership policy, work group practices, and democratic governance

3. *Systemic Outcomes:* These illustrate changes to overall systems and might include cases where agencies, departments, or complex organizations work in new ways, behave differently, share resources, and provide services in a coordinated fashion. Examples include:

- Integrated system of services or interagency resource sharing
- Greater coordination among partners in a system

4. *Organizational Outcomes:* Some programs lead to internal outcomes—both individual and institutional—that affect how well a program can achieve external outcomes. These produce improvements in program management and organizational effectiveness. Examples of organizational outcomes include:

- Increased efficiency
- Increased staff motivation
- Increased collaboration with other organizations

Chain of Outcomes. Not all outcomes will occur at the same time. Some outcomes must occur before the achievement of other outcomes and program goals. Distinguish between outcomes that occur over the short-, intermediate, and long-term. This is referred to as the “**chain of outcomes.**”

- **Short-term Outcomes:** *What change do you **expect** to occur either immediately or in the near future?* Short-term outcomes are those that are the most direct result of a program’s activities and outputs. They are generally achievable in one year. They are typically not ends in themselves, but are necessary steps toward desired ends (intermediate or long-term outcomes or goals).
- **Intermediate Outcomes:** *What change do you **want** to occur after that?* Intermediate outcomes are those outcomes that link a program’s short-term outcomes to long-term outcomes.
- **Long-term Outcome:** *What change do you **hope** will occur over time?* Long-term outcomes are those that result from the achievement of your short- and intermediate-term outcomes, and often take a longer time to achieve. They are also generally outcomes over which your program has a less direct influence. Often long-term outcomes will occur beyond the timeframe you identified for your logic model.

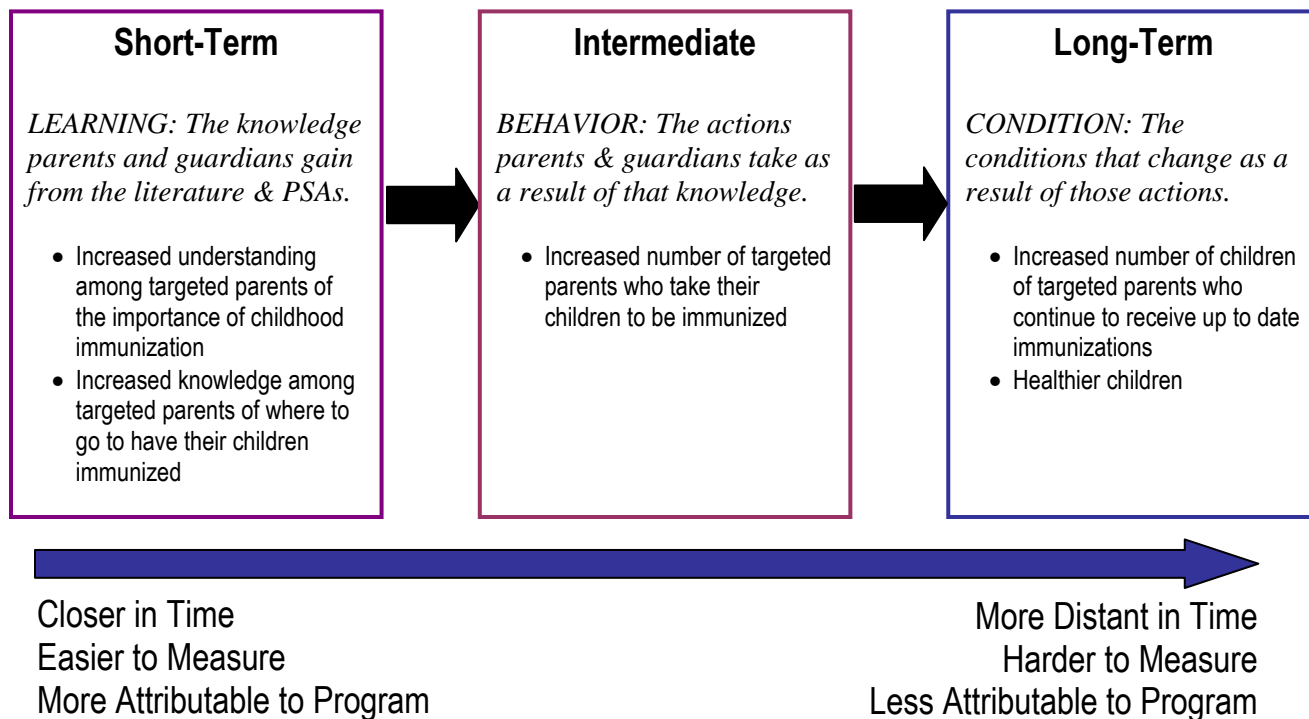
The example on the next page illustrates the connections between different levels of outcomes.

Outcomes Chain Example

Good Health for Kids is an advocacy organization that educates parents and guardians about the importance of immunizing children. The staff has identified the following program activities:

- Develop educational literature
- Disseminate literature to social service agencies
- Develop public service announcements (PSAs)
- Identify and work with radio stations to air radio spots

The outcomes associated with these activities fall into three categories:



A worksheet on the Chain of Outcomes concept is attached as Appendix B.

Outcomes vs. Outputs

Since outcomes are sometimes confused with outputs, we'd like to go over the differences again. Here are their distinguishing characteristics:

- **Outputs** are the direct and measurable *products* of a program's activities and services; they are often expressed in terms of volume or units delivered.
- **Outcomes** are the *results* or *impact* of the activities and services. Outcomes often represent the results of multiple outputs; each outcome usually corresponds to more than one output.

Output	Outcome
# of new mothers receiving six home visits	Participating new mothers increase their knowledge of child development
# of public service announcements on child abuse and neglect airing on radio and television	Target audiences are knowledgeable about the signs of child abuse and neglect and the appropriate actions to take
# of pamphlets about child abuse and neglect distributed to local libraries and social service agencies	
Action Plan developed to clean and monitor neighborhood play areas	Residents in Community X sign up to clear vacant lots and build playgrounds
# of funding proposals submitted	Increased and diversified resources for the program
# of meetings held with potential individual donors	
Board job descriptions developed	Board members understand their responsibilities
Board policy manual written and approved	
# of meetings held with legislators	Increased legislators' awareness of policy options
# of legislators receiving policy options paper	

Outcome Scope: Clarify the scope of your outcomes by creating realistic boundaries. Do not identify outcomes beyond your program's reach. Possible characteristics to use in narrowing an outcome's scope include:

- Geography (people in Harrison County; students attending Hillandale High School)
- Age (youth ages 8-12; children in grades K-6)
- Income level or financial circumstance (low-income; middle class with bad credit)
- Ethnicity or culture (predominantly Latino; recent immigrants)
- Other characteristics of the people to be served (part-time worker; victims of sexual assault)



Build Your Logic Model: Identify the changes that will occur as a result of your program. Place these in the Outcomes boxes of the logic model template, or on the Outcomes tab of the online Logic Model Builder.

- Place the outcomes you **expect** to see during the program term in the “short-term” box
- Place the outcomes you **want** to see over more time in the “intermediate” box
- Place the outcomes you **hope** to see eventually in the “long-term” box.

Other Terms for
"External Factors"



You might also hear external factors called "surrounding circumstances" or "environmental factors."

External Factors

Programs do not occur in a vacuum. Many factors over which you have little or no control may affect your program's outcomes. These external factors – such as the political and economic situation, social influences, and even weather – can help or hinder a program's success. Changes in any of these contextual factors may require program adjustments.

Review some of the following categories and consider what external factors may affect your program. Keep stakeholders informed of these possibilities, to help identify and explain unexpected hurdles and unanticipated outcomes.

Political environment

- Is the current political environment supportive of your program strategies?
- Is there a risk of losing that support if particular policies or funding sources change?

Economic situation

- Will this economy support your program goals and outcomes?
- Are there economic barriers to achieving your outcomes?

Social/cultural context

- Are you working in a community that welcomes your program?
- Is community support for your program a critical component? If so, are there political or economic characteristics that will influence the community and affect your program?

Geographic and other natural constraints

- Is your work dependent on reliable public transportation to reach your constituency?
- Is transportation a critical challenge to achieving program outcomes?
- Is bad weather likely to interfere with service delivery?



Build Your Logic Model: Identify the external factors that will, or could, affect the success of your program in the "External Factors" box on the template, or in a Comments box in the online Logic Model Builder.

Theory of Change & the Logic Model

Every social program is based on a *theory of change*—a set of ideas that describes how and why the program will work. The theory connects what is happening in the program (the program's activities) with the program goal – it expresses the relationship between actions and results.

A theory of change may be based on:

- Wisdom and experience: Your work in the field leads you to believe that this set of actions will lead to your intended results.
- Research and evaluation: Formal research indicates that this set of strategies has been successful in achieving your intended results.
- Best practices: Well-regarded and successful programs in the field use these strategies to achieve the results you are seeking.

Investing time identifying your organizational theory of change can be a powerful exercise. This often involves leaders and staff members from all levels of an organization and may be part of a strategic planning process. It reveals assumptions behind your work and connects multiple programs to the organization's reason for being.

To find out more information on the theory of change process, please visit www.theoryofchange.org, the website of ActKnowledge and the Aspen Institute Roundtable on Community Change. (ActKnowledge is in the process of developing an online Theory of Change tool which will integrate with the tools at the Point K Learning Center.)

Even if your organization does not engage in a formal theory of change process, we encourage you to complete your logic model by including two final program elements: Rationales and Assumptions.

Rationales

A program's *rationales* are the beliefs about how change occurs in your field and with your specific clients (or audience), based on research, experience, or best practices. For example, the Women at Work program's rationales are:

Current research on women leaving public income support systems indicates that targeted job training, partnered with a menu of support and coaching services, can help women get and keep living wage jobs.

Success in moving into higher-paying jobs and achieving economic self-sufficiency is closely related to the availability of opportunities for training and education.

The likelihood of a woman getting and retaining a job after leaving public income support systems is increased when support services are available.

These rationales all demonstrate a core set of beliefs based on knowledge about how changes occur in the field.



Build Your Logic Model: If you choose to include Rationales in your logic model, record them in the “Rationales” box on the template, or on the “Rationale/Assumptions” tab in the online Logic Model Builder.

Assumptions

The *assumptions* that underlie a program’s theory are conditions that are necessary to program success, and you believe are true. Your program needs these conditions in order to success, but you believe these conditions already exist – they are not something you need to bring about with your program activities.

These assumptions can refer to facts or special circumstances in your community, region, and/or field. Examples of program assumptions are:

There are living wage jobs available within a reasonable distance of this neighborhood, with adequate public transportation to reach those jobs.

Two counselors can serve a client population of approximately 40.

The first assumption demonstrates that there is a circumstance within the community that supports the program. The second example shows that the program manager has clearly thought out how many counselors are needed to support the number of participants the program will serve.



Build Your Logic Model: If you choose to include the Assumptions behind your program choices in your logic model, record them in the “Assumptions” box on the template, or on the “Rationale/Assumptions” tab in the online Logic Model Builder.

Logic Model Review

Once your logic model is complete, take time to revisit and review your work. Consider the following questions:

- Does your organization have adequate resources to implement the activities and achieve the desired outcomes? If you need further resources, is that reflected in your activities?
- Have you included all the *major* activities needed to implement your program and achieve expected outcomes? Would the activities list enable someone who is unfamiliar with your program to understand its scope?
- Have you expressed your outcomes in terms of change? Have you identified who/what will experience that change, and over what time period?
- Do activities, outputs, and short- and long-term outcomes relate to each other logically (the “if-then” relationship)?
- Does your logic model clearly identify the scope of your program’s influence?
- Have you considered a variety of perspectives? It’s a good idea to get feedback from colleagues and stakeholders. (Remember, the online Logic Model Builder makes collaboration easy, and gives you a head start on evaluation planning by pre-filling work from one plan to the next.)

Next Steps

Now that you have created a logic model, put it to work!

- Use it to **build clarity** and consensus with colleagues and volunteers about intended outcomes.
- Use it to **communicate** with funders about accomplishments and resource needs.
- Use it to **tell your story** to potential clients, donors, and media.
- Use it to **evaluate** your work – a sound logic model is the foundation of effective evaluation.

Innovation Network provides several resources to help you develop evaluation plans. In addition to our in-person training, we offer an Evaluation Plan Builder and an evaluation workbook through the Point K Learning Center (www.innonet.org/pointk; free registration is required).

Thank you for your interest!

We hope this workbook has been valuable to you and that you'll continue to use it as a reference for your program logic models.

If you have any questions about program planning or evaluation, or are interested in our in-person services, please visit our website, www.innonet.org or contact us at:

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Appendix A: Logic Model Template

Program Name:

PROBLEM STATEMENT:

PROGRAM GOAL (S):

Resources
What resources do we have to work with?

Activities <i>What happens in our organization?</i>	Outputs <i>What are the tangible products of our activities?</i>	Short-term Outcomes <i>What changes do we <u>expect</u> to occur within the short term?</i>	Intermediate Outcomes <i>What changes do we <u>want</u> to see occur after that?</i>	Long-term Outcomes <i>What changes do we <u>hope</u> to see over time?</i>
Activity Category				

Appendix A: Logic Model Template

Program Name:

Activities <i>What happens in our organization?</i>	Outputs <i>What are the tangible products of our activities?</i>	Short-term Outcomes <i>What changes do we <u>expect</u> to occur within the short term?</i>	Intermediate Outcomes <i>What changes do we <u>want</u> to see occur after that?</i>	Long-term Outcomes <i>What changes do we <u>hope</u> to see over time?</i>
Activity Category				

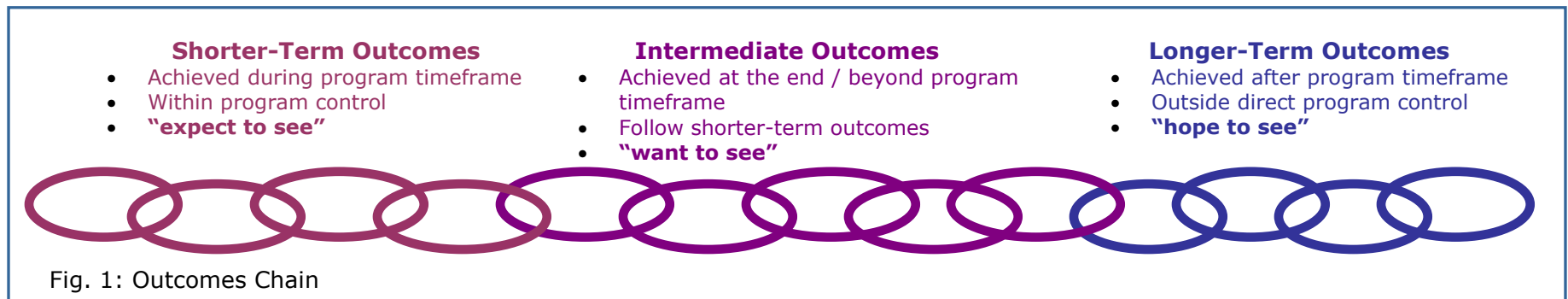
Appendix A: Logic Model Template

Program Name:

Rationale(s): <i>The explanation of a set of beliefs, based on a body of knowledge, about how change occurs in your field and with your specific clients (or audience).</i>	Assumptions: <i>Facts or conditions you assume to be true.</i>
External Factors:	

WORKSHEET: DEVELOPING AN OUTCOMES CHAIN

Outcomes don't all happen at once. This worksheet will help you see how your outcomes connect to one another in a logical chain – sometimes called a Pathway of Outcomes, or an “Outcomes Chain.” As you build your logic model, make sure that your activities are moving you toward your program goals. Even if you won't be able to achieve those goals within the program timeframe, it's important to see how they are connected.





Your shorter-term outcomes might happen right away—early in your program, or sometime during your program. Shorter-term outcomes are the results you **expect** to see during your logic model's timeframe. Shorter-term outcomes lead to intermediate outcomes: the results you **want** to see. Intermediate outcomes may happen at the end of your program, or just outside your program's timeframe. Both shorter-term and intermediate outcomes need to happen before your longer-term outcomes can happen. Longer-term outcomes are closely related to your program goal(s), and will happen after your program timeframe—they aren't completely within your control, but you **hope** they will happen.



Think about the connections between outcomes.		
Shorter-Term Outcomes lead to...	Intermediate Outcomes which in turn lead to...	Longer-Term Outcomes
What are the most direct results – the outcomes you expect to achieve? What has to happen first?	What results come next – the things you want to happen, but that can't happen without your short-term outcomes?	What do you hope will result over time, as a result of your short and intermediate outcomes?

Logic Model Workbook
Appendix C

<p>Think about the connections between outcomes.</p> <p>Shorter-Term Outcomes lead to...</p> 	<p>Intermediate Outcomes which in turn lead to...</p> 	<p>Longer-Term Outcomes</p>
<p>What are the most direct results – the outcomes you expect to achieve? What has to happen first?</p>	<p>What results come next – the things you want to happen, but that can't happen without your short-term outcomes?</p>	<p>What do you hope will result over time, as a result of your short and intermediate outcomes?</p>