Logic Model Workbook:
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Workbook Introduction

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 has multiple purposes and serves as the foundation for evaluation.

This guide describes the steps necessary for users to create logic models for their own programs. This process may take several hours, depending on the complexity of the program. You do not need to complete it all at one time.

A logic model template is located on pages 19-20. You may want to make several copies of this template, to allow for adjustments and updates to your logic model over time.

Different logic model formats exist. While the format may appear different, logic models contain the same core concepts. Similarly, the names of key components vary among different logic models in use. However, the underlying concepts are shared. Innovation Network uses the version included in this workbook because it has proven useful and manageable for our nonprofit partners. Throughout the workbook, we identify other terms used in the field for similar concepts. We encourage organizations developing logic models to find a common language to use among key stakeholders, whether that language reflect the terms used here or elsewhere.

Readers may use this document in several ways. It may serve as a stand-alone guide to help create a logic model for a program in an organization, or as an extra resource for users of Innovation Network’s Logic Model Builder online tool (www.innonet.org/tools/logic). Additionally, it may serve as a supplement to a logic model training conducted by Innovation Network.
Theory of Change and 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.

A logic model is a picture of a program’s structure. It shows the relationships between what is put into the program (resources), what the program does (activities and outputs), and what results (outcomes) the program achieves. It is often a simplified, graphic representation of the core components of a theory of change.

Articulating your program’s theory of change and putting a logic model on paper will enable you to:

- Describe what you plan to do, why, and how—which means you can identify any gaps in thinking about your program.
- Have a common framework to share with program stakeholders, helping you come to consensus about the program and what it is trying to achieve.
- Set realistic expectations for your program by identifying the important short-term and intermediate changes that need to happen before long-term change can take place.
- Learn about your program as it is unfolding. Using your logic model in conjunction with evaluation, you’ll be able to modify the theory of change and the work of your program in order to increase the potential for achieving long-term impact.

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.

This workbook does not address the process for identifying an organizational or program-level theory of change. Instead, it focuses on the use of a logic model for specific programs within an organization.
Developing a Logic Model

If you don’t know where you are going, how will you know when you get there?

The cornerstone of effective evaluation is a thorough understanding of a project or program: what resources it has to work with, what it is doing, what it hopes to achieve, for whom, and when. The logic model\(^1\) displays this information in a simple format.

The components of the logic model are:

**Program Goal(s):** intended aims or impacts over life of program

- **Resources:** The resources dedicated to or consumed by the program
- **Activities:** The actions that the program takes to achieve desired outcomes
- **Outputs:** The tangible, direct products of a program’s activities
- **Outcomes:** The expected changes among clients, communities, systems, or organizations as a result of the program

**External Factors:** other influences on the program’s results

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, then certain outputs and outcomes can be expected.

As you draft each part of the logic model, read through your work and consider the if-then relationship. If you cannot make the connection between each element of the logic model, identify gaps, and adjust your work. This may mean that you revise some of your program elements to ensure that you are able to achieve your program outcomes, or you adjust your intended outcomes to reflect available resources.

\(^2\) In developing these materials, we have drawn from a variety of resources. These include: Logic Model Development Guide from the W.K. Kellogg Foundation, Measuring Program Outcomes: A Practical Approach by the United Way of America, and the Logic Model Workshop materials prepared by the University of Wisconsin-Extension. Full citations and information about obtaining these materials are provided in the attachment identifying resources.
Multiple Purposes of a Logic Model

- **Evaluation.** It helps to determine when and what to evaluate, to form the basis of an efficient evaluation. (See graphic below to understand connection between logic model and evaluation).
- **Program Planning.** It can serve as a tool in program development. The logic model 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.** It is a powerful tool to communicate what a program is doing (activities) and reporting what it is achieving (outcomes), emphasizing the link between the two.
- **Consensus-Building.** It builds common understanding and promotes buy-in among both internal and external stakeholders about what the program is, how it works, and what it is trying to achieve.
- **Fundraising.** It 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.

Logic Model as the Foundation of Evaluation

This workbook addresses the creation of a logic model, for any of the above purposes. The chart below illustrates how the logic model you will build can serve as the foundation for future evaluation plans. A separate workbook offers guidance for creating those evaluation plans.
**Stakeholders and the Development of a Program Logic Model**

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 while at the same time clarify different understandings and expectations for the program.

**Before You Begin, Some Food for Thought**

A logic model is a graphic representation of your program, reflecting a set of linear relationships. It includes the critical components of a program, but is a simplification of a more complex structure.

A program’s logic model is not static – you can and should change the model over time as your experience with and knowledge about the program increases.

The logic model shows the “if-then” relationships from resources to outcomes. This is how the program functions, chronologically. However, when launching new programs or considering program improvements, you may want to create your logic model “backwards.” First, articulate the program’s intended outcomes, then identify the set of activities and outputs that will lead to those outcomes, and finally, list the resources necessary to run the program.

Remember that you are designing a logic model for a single program rather than a whole organization. Clearly define that program and ensure that the logic model you create reflects the scope of that program.

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.

**Let’s Get Started.**
Goals: What is the overall purpose of your program?

The first step in creating a logic model is to state the overall purpose of your program. What are you trying to accomplish over the life of the program?

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

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 XYZ 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 ages birth to 8 years in XYZ County
- Improve enforcement of the workplace and organizing rights of low-wage, contingent, and immigrant workers in XYZ state through litigation and educational outreach
- Increase long-term and meaningful civic participation among students in grades 9 – 12 in XYZ district

Goal Tips:

- All programmatic components should be connected to your goals. Having clear goals helps fight the temptation to implement an interesting program that doesn’t really “fit.”
- Phrase your goals 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. The purpose of the after school program is to improve the lives of children in our community.

IDENTIFY YOUR GOAL(S)
Insert your goal statement(s) into the Goal box in your logic model template on page 19.
Resources: What do you have to work with?

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 those resources that you currently have to support your program. (If you intend to raise additional resources for the program during this program timeframe, you should account for them under "Activities," rather than in the Resources section.)

An exception: If you’re building your logic model to justify a funding request, list all the resources you think you will need for a successful program, whether or not you have those resources 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.

<table>
<thead>
<tr>
<th>Not specific enough</th>
<th>Just right</th>
<th>Too specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>3 full-time staff 1 part-time</td>
<td>3 FT staff @ 30 hrs/wk 1 PT staff @ 20 hrs/wk</td>
</tr>
<tr>
<td>Supplies</td>
<td>Art Supplies</td>
<td>25 paintbrushes 50 bottles of paint Soap</td>
</tr>
</tbody>
</table>

- Remember resources that are often underestimated or overlooked entirely, such as technology.
- You can use your resource list as the foundation for developing your program budget.

LIST YOUR RESOURCES

In your logic model template’s Resource box, identify your assets, including in-kind contributions.
Activities: What will you do with your resources?

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

Common activities are:

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

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

Examples:

A program with the goal of reducing the teen pregnancy rate in a given 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 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. Each of these would have related activities.

Activities Tips:

- Don’t forget to include evaluation and fundraising activities, if appropriate.
- 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.
- Provide ensure in your list of activities so those who are not familiar with your program can understand what it takes to implement it.
### Activity Category: Mentor Training

**ACTIVITIES:**
- Hire trainer
- Conduct training

This set of activities is not detailed enough. It omits a number of key steps needed to implement mentor training.

### Activity Category: Mentor Training

**ACTIVITIES:**
- 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

This is too detailed. It would more appropriately belong in a workplan.

### Activity Category: Mentor Training

**ACTIVITIES:**
- Research best practices
- Develop curriculum
- Prepare materials
- Arrange logistics
- Select trainer
- Conduct training
- Develop & implement feedback survey

This is just about the right level of detail.

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**LIST YOUR ACTIVITIES**
List all the activities required to implement your program, and group related activities together under umbrella categories. Place these categories and specific activities in the Activities boxes of the template.
Outputs: What are the tangible products of your activities?

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:

- # 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 developed

An output doesn’t reveal anything about the quality of the products that result from stated activities. 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.

LIST YOUR OUTPUTS

List all the deliverables you expect your program’s activities will produce. Place these in the Outputs box of the logic model template.
Outcomes: What changes do you expect to occur as a result of your work?

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, or communities during or after the program.

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

Outcomes should:

- Represent the results or impacts that occur as a result of activities and services in your program
- 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; however, it may take work to translate these concepts into measurable indicators

Common Types of Change: Organizations with diverse missions and services share common categories of outcomes. Generally, changes occur in learning, action and 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
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 following illustrates the connections between different levels of outcomes.

**Good Health for Kids is an advocacy organization that is involved in a campaign to educate parents and guardians about the importance of immunizing their children. The organization’s staff has identified the following 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

<table>
<thead>
<tr>
<th>Short-Term</th>
<th>Intermediate</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING:</strong> The knowledge parents and guardians gain from the literature &amp; PSAs.</td>
<td><strong>BEHAVIOR:</strong> The actions parents &amp; guardians take as a result of that knowledge.</td>
<td><strong>CONDITION:</strong> The conditions that change as a result of those actions.</td>
</tr>
<tr>
<td>• Increase understanding among targeted parents of the importance of childhood immunization</td>
<td>• Increase number of targeted parents who take their children to be immunized</td>
<td>• Increase number of children of targeted parents who continue to receive up to date immunizations</td>
</tr>
<tr>
<td>• Increase knowledge among targeted parents of where to go to have their children immunized</td>
<td></td>
<td>• Healthier children</td>
</tr>
</tbody>
</table>

Closer in Time
Easier to Measure
More Attributable to Program

More Distant in Time
Harder to Measure
Less Attributable to Program
Outcomes vs. Outputs:
Outcomes are sometimes confused with outputs. 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.

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

**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 County X; students attending Y High School)
- Age (youth ages 8-12; children in grades K-6)
- Income level (low-income)
- Ethnicity (African American and Asians)
- Other characteristics (part-time worker; victims of sexual assault)

LIST YOUR OUTCOMES
Identify the changes that will occur as a result of your program. Place these in the Outcomes boxes of the logic model template. Place those you expect to see shortly in the “short-term” box, those you want to see over more time in the “intermediate” box, and those you hope to see after that in the “long-term” box.
**External Factors**

_The best laid plans of mice and men often go awry._
_Robert Burns, “To a Mouse”_

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 environment, social and cultural influences -- can facilitate or impede a program’s ability to succeed. Changes in any of these contextual factors that influence your program may require program adjustments.

Review some of the following categories and consider what external factors may affect your program. Inform stakeholders of these external factors, to identify and explain mitigating circumstances over the course of your program and explain 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 constraints**
- Is your work dependent on reliable public transportation to reach your constituency?
- Is transportation a critical challenge to achieving program outcomes?

**LIST YOUR EXTERNAL FACTORS**
Identify the factors that will or may affect the success of your program. To keep the logic model simple, the template does not include space for these factors. For planning purposes, keep a list of these factors and be prepared to adjust your program in response.
Logic Model Review

Once your logic model is complete, 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 it needs further resources, is that reflected in your activities?
- Have you included all the major activities needed to implement your program and achieve expected outcomes? Does the list include enough detail for someone 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 or benefit?
- 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 when developing your program logic model?

Next Steps

Now that you have created a logic model, put it to work. Use it with colleagues and volunteers to build clarity and consensus about intended outcomes; use it to communicate with donors about accomplishments and resource needs; use it to tell your story to various audiences; and use it as the foundation for evaluation. Innovation Network provides several resources to develop evaluation plans: training, a workbook, or the online Evaluation Builder. For more information on these resources, visit our website at http://www.innonet.org/tools/plan.

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 further questions about program planning or evaluation, please visit our website, www.innonet.org or contact us at:

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Measure results.
Make informed decisions.
Create lasting change.
**Logic Model Resources**

**Innovation Network's Online Tools:** An online workstation with evaluation and planning tools designed specifically for nonprofit organizations and foundations. Three integrated tools are currently available: the Organizational Assessment Tool, Logic Model Builder, and Evaluation Plan Builder. We are currently creating additional tools, including Survey Builder, a Data Analysis Tool, and Grant Proposal Builder. We hope these tools result in stronger programs with measurable results. ([http://www.innonet.org/tools/index](http://www.innonet.org/tools/index)).

*Introducing Program Logic Models.* A six-page summary of logic model concepts prepared by the W.K. Kellogg Foundation. ([http://www2.uta.edu/sswmindel/S6324/Class%20Materials/Program%20Evaluation/Executiv.pdf](http://www2.uta.edu/sswmindel/S6324/Class%20Materials/Program%20Evaluation/Executiv.pdf)).

**Logic Model Overview.** A logic model overview with links to workbooks, PowerPoint presentations, etc. from the University of Wisconsin, Extension. ([http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)).

**Online course on developing logic models and evaluation plans.** An online course from the University of Wisconsin, Extension on developing and applying logic models. Designed for the beginner, this user-friendly course includes an audio track, worksheets, resources, and examples. ([http://www1.uwex.edu/ces/lmcourse/](http://www1.uwex.edu/ces/lmcourse/)).

**Outcomes Based Evaluations Using the Logic Model.** 2002. Center for Substance Abuse Prevention. Substance Abuse & Mental Health Services Administration. A training program about logic models and evaluation. ([http://capt.cnsusa.com/docs/OutcomesBased.pdf](http://capt.cnsusa.com/docs/OutcomesBased.pdf)).


### PROGRAM GOAL(S):


### Resources

*What resources do we have to work with?*

### Activities

*What happens in our organization?*

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