

LOGIC MODEL

Date:

Status:

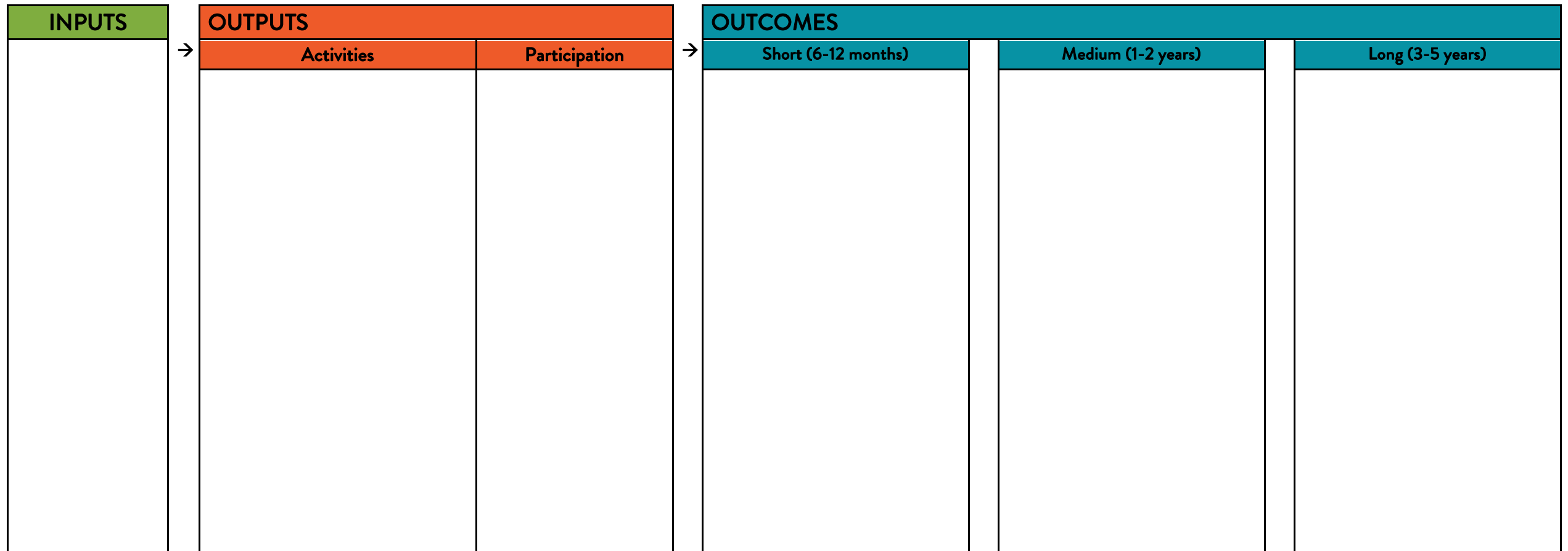
Contributors:

PROGRAM:

SITUATION:

PRIORITIES:

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participation	Short (6-12 months)	Medium (1-2 years)	Long (3-5 years)



ASSUMPTIONS/EXTERNAL FACTORS

ADDITIONAL NOTES

LOGIC MODEL COMPONENTS: DEFINITIONS

SITUATION

The situation is the context or ‘reality’ that the program is operating in. This includes stakeholder engagement, defining the root problem or issue that the program was designed to address, and acknowledging relevant social, political, and economic factors.

Understanding and acknowledging the broader context should always be the first step in logic modelling. Ex. A low-income neighbourhood with a high rate of high school dropout.

PRIORITIES

Priorities refer to an organization’s top program priorities in relation to the situation. This could include the program’s mission, vision, mandates, and intended outcomes. Ex. To foster a sense of community in youth.

INPUTS

Inputs refer to what is invested into a program or what is available for program activities. Inputs refer to things such as staff, volunteers, time, money, technology, and partnerships. It is important to list inputs because it promotes a realistic evaluation scope by encouraging a ‘big picture’ understanding of a program.

OUTPUTS

Outputs refer to what is done in a program (**Activities**) and who is reached (**Participants**). Ex. Outputs can include activities like workshops, art jams, counseling sessions, and the youth participants targeted by those activities.

References

Taylor-Powell, E., & Henert, E. (1996). Developing a logic model: Teaching and training guide [Training guide]. Retrieved from:

<http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf>

OUTCOMES

Outcomes refer to the changes that occur as a result of program activities. A logic model should focus on short-term outcomes, but provide a logical sequence of the chain of outcomes from **short-term outcomes** (6-12 months; immediate changes in knowledge, awareness, attitudes, skills) and **medium-term outcomes** (1-2 years; changes in behaviour) to **long-term outcomes** (3-5 years; changes in the broader community, population). When thinking about program outcomes, it is important to also be thinking about ways that those outcomes can be measured.

It is important to select outcome indicators that are **SMART**: That is, **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**rackable. Click [here](#) to see the 20 *Stepping Up* outcomes related to positive youth development.

ASSUMPTIONS & EXTERNAL FACTORS

Assumptions refer to the beliefs we have about the program, the youth involved, the situation, and the way we think the program will work. Ex. program may engage youth in activities meant to foster a sense of environmental stewardship. Some assumptions might be: Youth are the best target for this type of programming, a lack of stewardship is the root problem that should be addressed (vs. other factors), and engaging in program activities will foster a sense of environmental stewardship. Faulty assumptions are often the reason for program failures.

External factors refer to elements that affect the program over which there is little control. Aspects external to the program that influence the way the program operates include larger social, political, and economic factors. Ex. Funding and policy shifts.