Logic Models

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Excerpts from
W.K. Kellogg Foundation Logic Model Development Guide

W.K. Kellogg Foundation (2004)

Introduction

The *Logic Model Development Guide* contains four chapters and two comprehensive appendices.

Chapter 1 presents a basic introduction to the logic model as an action-oriented tool for program planning and evaluation. It also offers an array of sample logic models.

Chapter 2 consists of exercises and examples focused on the development of a simple program logic model. Exercises include practical examples, checklists for reviewing content quality, and a template for developing a logic model.

Chapter 3 gives instructions on how to expand a basic logic model to explore and explain the theory-of-change that describes the rationale for your program. A template and checklist are provided.

Chapter 4 offers two exercises that afford the reader with an introduction to how the basic logic modeling techniques introduced in the previous chapters can be applied to inform thinking about what should be included in an evaluation plan. Templates and checklists are also provided.

The ***Resources Appendix*** provides logic model development resources – references and Web sites worth visiting. The ***Forms Appendix*** includes blank templates to copy when developing your own logic models.

Logic Model Components, Example Entries, and Template

Logic models are useful tools for defining the educational and environmental outputs and outcomes that are planned to accomplish the goals and objectives of the project. A logic model is a visual presentation of the relationships between your work and your desired results. It communicates the performance story of your project, focusing attention on the most important connections between your actions and the results. A logic model can serve as a basic road map for the project, explaining where you are and where you hope to end up.

The *WHAT*: Logic Model Definition

Basically, a logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.

Resources/ Inputs	→	Activities	→	Outputs	→	Outcomes	→	Impact
1		2		3		4		5

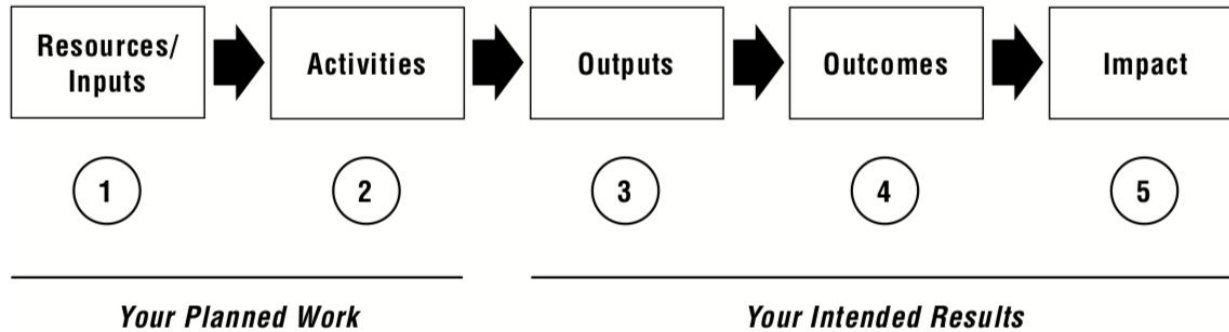*Your Planned Work*   *Your Intended Results*

Figure 1. The Basic Logic Model.

The most basic logic model is a picture of how you believe your program will work. It uses words and/or pictures to describe the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve.
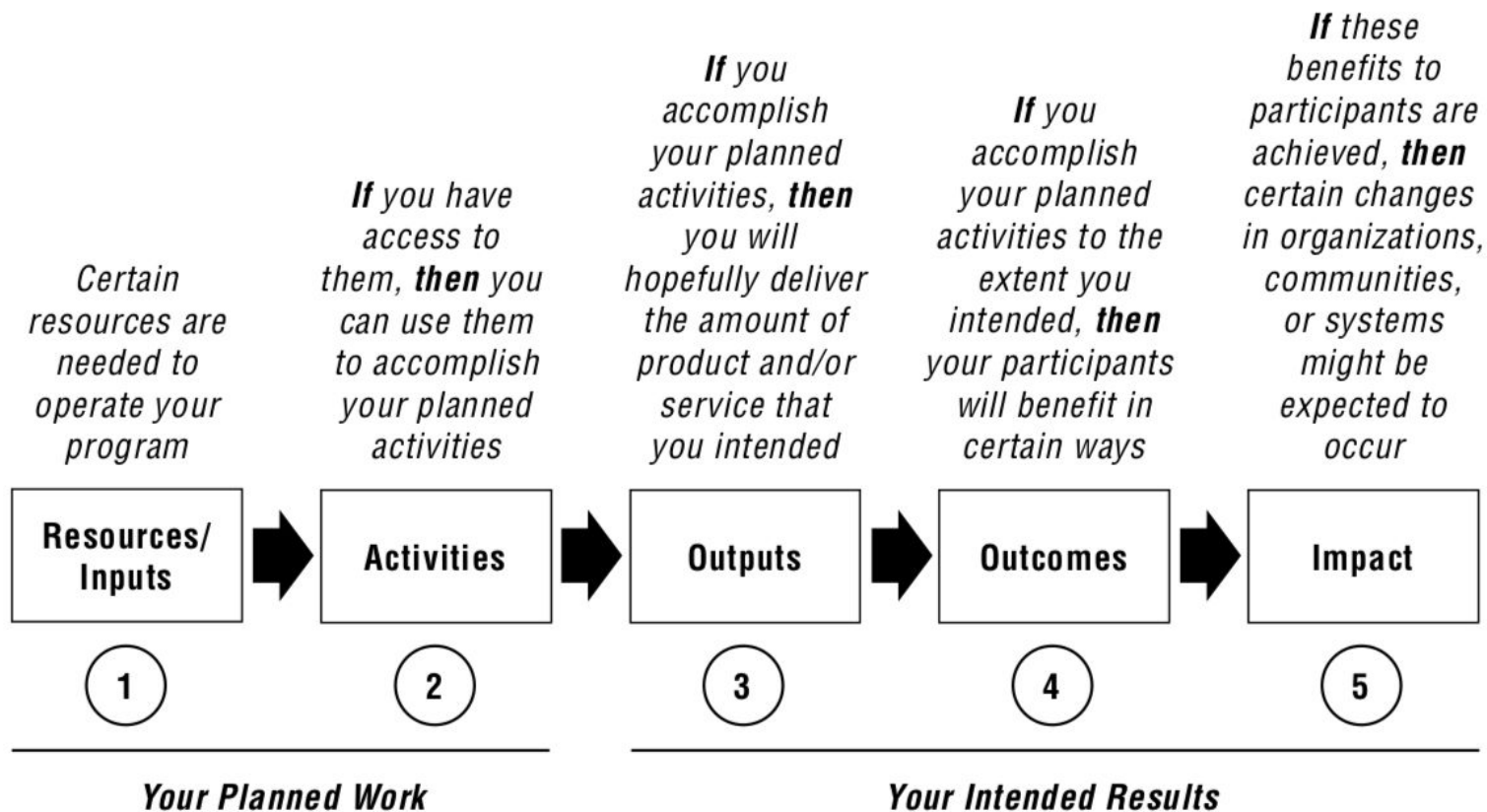
Certain resources are needed to operate your program

If you have access to them, **then** you can use them to accomplish your planned activities

If you accomplish your planned activities, **then** you will hopefully deliver the amount of product and/or service that you intended

If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways

If these benefits to participants are achieved, **then** certain changes in organizations, communities, or systems might be expected to occur

Resources/ Inputs	Activities	Outputs	Outcomes	Impact
1	2	3	4	5

Your Planned Work   **Your Intended Results**

Figure 2. How to Read a Logic Model.

The program logic model is defined as a picture of how your organization does its work — the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program.

The *W.K. Kellogg Foundation Logic Model Development Guide,* a companion publication to the *Evaluation Handbook,* focuses on the development and use of the program logic model. We have found the logic model and its processes facilitate thinking, planning, and communications about program objectives and actual accomplishments. Through this guide, we hope to provide an orientation to the underlying principles and language of the program logic model so it can be effectively used in program planning, implementation, and dissemination of results.

The premise behind this guide — and our view of the role of evaluation in programming — is simple: Good evaluation reflects clear thinking and responsible program management. Over the years, our experience in using logic models in initiatives such as the Kellogg Youth Initiative Partnerships, Devolution, ENLACE (Engaging Latino Communities for Education), and the Native American Higher Education Initiative, to name just a few, has provided ample evidence of the effectiveness of these methods.

Learning and using tools like logic models can serve to increase the practitioner's voice in the domains of planning, design, implementation, analysis, and knowledge generation. The process of developing the model is an opportunity to chart the course. It is a conscious process that creates an explicit understanding of the challenges ahead, the resources available, and the timetable in which to hit the target. In addition, it helps keep a balanced focus on the big picture as well as the component parts.

Logic Model Development
Program Implementation Template – Exercise 1 & 2

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- AND LONG-TERM OUTCOMES	IMPACT
In order to accomplish our set of activities we will need the following:	*In order to address our problem or asset we will accomplish the following activities:*	*We expect that once accomplished these activities will produce the following evidence or service delivery:*	*We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years:*	*We expect that if accomplished these activities will lead to the following changes in 7–10 years:*
• IRS 501(c)(3) status • Diverse, dedicated board of directors representing potential partners • Endorsement from Memorial Hospital, Mytown Medical Society, and United Way • Donated clinic facility • Job descriptions for board and staff • First year's funding ($150,000) • Clinic equipment • Board & staff orientation process • Clinic budget	• Launch/complete search for executive director • Board & staff conduct Anywhere Free Clinic site visit • Board & staff conduct planning retreat • Design and implement funding strategy • Design and implement volunteer recruitment and training • Secure facility for clinic • Create an evaluation plan • Design and implement PR campaign	• # of patients referred from ER to the clinic/year • # of qualified patients enrolled in the clinic/year • # of patient visits/year • # of medical volunteers serving/year • # of patient flyers distributed • # of calls/month seeking info about clinic	• Memorandum of Agreement for free clinic space • Change in patient attitude about need for medical home • Change in # of scheduled annual physicals/follow-ups • Increased # of ER/physician referrals • Decreased volume of un-reimbursed emergencies treated in Memorial ER	• Patient co-payments supply 20% of clinic operating costs • 25% reduction in # of uninsured ER visits/year • 300 medical volunteers serving regularly each year • Clinic is a United Way Agency • Clinic endowment established • 90% patient satisfaction for 5 years. • 900 patients served/year

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Components of a Logic Model

Inputs/Resources	Project Activities/ Workplan Tasks	Outputs	Outcomes and Status		
			Short-Term (6-12 months)	Medium-Term (12-24 months)	Long-Term (2+ years)
Resources that are invested into a project to reach your educational and environmental goals. Examples of inputs include but are not limited to: • Staff time • Money • In-kind contributions	Activities you and partners do to produce the desired outcomes and reach the educational and environmental goals of your project. Examples of project activities include but are not limited to: • Development of work products • Actions taken to benefit the environment and natural resources	Number and types of activities, efforts, and/or work products that you produce or provide during the project period, as well as the audiences that participate in those activities. Examples of outputs include but are not limited to: • Workshops • Events • Publications • Curricula	Immediate effects of the program or intervention activities, often focusing on changes in the knowledge and attitudes of the intended audience. Examples of short-term outcomes include but are not limited to changes in: • Knowledge • Skills • Awareness • Motivation	Changes or human actions resulting from the achievement of the short-term outcomes. Examples of medium-term outcomes include but are not limited to changes in: • Behavior • Practices • Procedures	Desired results of the program, which can take years to accomplish (i.e., after the project period of the grant). Examples of long-term outcomes include but are not limited to expected changes in: • Environmental conditions • Social conditions • Economic conditions • Policies

Inputs/Resources (What you invest)	Project Activities/ Workplan Tasks (What you do)	Outputs (What you produce or deliver and to whom)	Outcomes and Status (The desired results or effects)		
			Short-Term (6-12 months)	Medium-Term (12-24 months)	Long-Term (2+ years)
• 4 project staff • 7 volunteers • $1,000 in-kind from partner organization	Hold 3 two-day Garden Educator Workshops on integrating outdoor learning and stewardship activities into science lesson plans	• 3 two-day training workshops, each attended by 50 K-12 teachers • 150 educators each receive 10 native seed packets with instructions to start school gardens	• 150 educators are empowered to integrate outdoor learning and hands-on environmental stewardship activities into their science lesson plans	• 500 K-5 students are empowered to change their behavior in ways that decrease pollution, build and improve soil structure, increase biodiversity, and protect the environment	• Children and youth are actively improving environmental sustainability through their daily actions, sharing their knowledge with their families, and leading change in their communities
• 5 project staff • 2 volunteers • 1 subaward awarded for $4,000	Create a *Farm to School in Indian Country Resource Guide*	• Production of ~100 copies of a new *Farm to School in Indian Country Resource Guide*	• Distribution of the resource guide to 100 state schools	• 25 state schools adopt the practices outlined in the resource guide and start a "Native Farm to School Program"	• Students report eating more locally grown fruits and vegetables
• 2 project staff • 12 students	Conduct student-led community service projects at schools in underserved neighborhoods	• 12 high school students conduct projects • 300 underserved students reached	• Improved environmental literacy of underserved students	• Increased environmental stewardship within the underserved community	• Improved environmental conditions in the underserved community

Optional Logic Model Template

The blank logic model template provided below may be used by grant applicants to identify the outputs and outcomes of proposed grant activities. As described in the Solicitation Notice, grant applicants are required to specify outputs and outcomes in their work plans. If selected for funding, grant recipients are required to report on the progress of their planned outputs and outcomes during the project period.

The template below is provided as a reference, and grant applicants are not required to use it. Grant applicants may develop their own format for presenting the outputs and outcomes of the proposed grant activities.

Inputs/Resources (What you invest)	Project Activities/ Workplan Tasks (What you do)	Outputs (What you produce or deliver and to whom)	Outcomes and Status (The desired results or effects)		
			Short-Term (6-12 months)	Medium-Term (12-24 months)	Long-Term (2+ years)

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