

Logic Models

June 8, 2026



Session objectives

- Understand what a logic model is and why it's so useful
- Distinguish between **outputs** and **outcomes**
- Gain clarity and confidence for creating (or refining) a logic model for your program
- Begin the process of creating (or refining) your logic model

Disclaimer: If you already have a logic model

- Encourage you to take a second look at it
- Talk about how you are using it with your organization
- Stay tuned for now – getting everyone on the same page
- Share your logic model in small group

What is a Logic Model?

- One-page description of your program that shows the connection between day-to-day activities, resources and your outcomes and mission
- A chart, illustration or table
- **Living document!**

YOUR EVALUATION JOURNEY

WHY?

START

Theory of Change

Logic Model

+

PRIORITIZE!

Goals & Questions

Methods

Rubric

Reporting

Embedding

HOW?

The infographic illustrates a cyclical evaluation process. It begins with a large teal arrow pointing right, labeled 'START'. This arrow points to two hexagons: 'Theory of Change' (with an atom icon) and 'Logic Model' (with gear icons). These two hexagons are connected by a plus sign (+) to a central teal circle labeled 'PRIORITIZE!'. From this central circle, the process flows into three more hexagons: 'Goals & Questions' (with a question mark icon), 'Methods' (with a magnifying glass and speech bubble icon), and 'Reporting' (with a bar chart icon). These three hexagons are connected by a curved arrow pointing down to a final hexagon labeled 'Embedding' (with a lightbulb icon). The 'Embedding' hexagon is connected back to the 'START' arrow by a curved arrow pointing up, completing the cycle. The entire process is framed by a large teal arrow pointing right, labeled 'YOUR EVALUATION JOURNEY'. The words 'WHY?' and 'HOW?' are placed on the left side of the diagram, and 'PRIORITIZE!' is in the center.

Logic Models are AWESOME!!!!

SHARED VISION

- If developed or reviewed regularly by stakeholders, gets everyone on the same page and working together

ROAD MAP for Evaluation

- Tells you exactly what to track
- Provides guidance for how to become even more effective

COMMUNICATES your program succinctly to public and funders

LOGIC

- Helps you figure out if your program makes sense!



Logic Model components

A logic model will highlight and link:

Resources and inputs

Activities

Outputs

Short- and long-term Outcomes

and articulate:

Assumptions – beliefs

External Factors – barriers

Goal: Host a birthday party for a dear friend/family member.



Resources What you need	Activities What you do	Outputs Evidence that you did activities	Outcomes How your program affects participants	
			Short-Term (at end of party)	Long-Term (in the future)
Host Birthday Person Venue/space Food & cake Tables & chairs Decorations Games Funding Music Piñata & candy	Eating Singing "happy birthday" and cutting the cake Opening gifts Beating the Piñata Dancing Playing games	# of guests who attend # of gifts (maybe) # of games available to guests % of food and cake eaten vs. left-over Engagement: # of people dancing, playing games Enthusiasm Atmosphere Welcoming Comfortable	The birthday person feels special & happy Attendees have a good time	The birthday person has a positive memory of your party The party makes a positive impact on guests – people use your party for ideas for their own parties
Assumptions: Culture – it's culturally appropriate to celebrate the way you've planned The birthday person WANTS to be celebrated (and celebrated in the way you've planned/organized) The resources you have and activities you've planned meet the preferences and needs of the guests			External Factors: COVID Food allergies/restrictions Maybe the day you've chosen is popular and there are several other events happening – guests will have to choose between your event and others Funding/space limitations or availability	

Outcomes =

Changes in participant behavior

Knowledge

Skills

Level of functioning

Outlook

Life trajectories

*Outcomes are the evidence that your program is **making a difference.***



Outcomes



Short-term Outcomes:

- What you want to see for a participant on the day he or she completes your program

Long-term Outcomes:

- What you hope participants take with them into the future.

Short-term Outcomes:

- The birthday person feels special & happy
- Attendees have a good time

Long-term Outcomes:

- The birthday person has a positive memory of your party
- The party makes a positive impact on guests – people use your party for ideas for their own parties

Outputs =

Activities happened!

- # of participants
- # of events
- # of meals served
- Engagement
- Trust built



of guests
of gifts (maybe)
of games available to guests
% of food and cake eaten vs. left-over
Engagement:
 # of people dancing, playing games
 Enthusiasm
Atmosphere
 Welcoming
 Comfortable

Outputs are the evidence that you are doing what you planned to do.

Activities =

What you are doing when your program is happening:

- Classes
- Counseling
- Home visits
- Events
- Etc.

- 
- Eating
 - Singing "happy birthday" and cutting the cake after blowing out the candles
 - Opening gifts
 - Beating the Piñata
 - Dancing
 - Playing games (yard games, board games, etc.)

Resources =

The things and people that you need to operate your program:

- **Space** – for staff meetings, client meetings, storage, group activities, etc.
- **Funding** – Grants and donations – Funding sources.
- **Staff** – Administrative, operations, legal
- **Training** – for new staff, certifications, licensing
- Etc.

- 
- Host
 - Birthday Person
 - Venue/space
 - Food & cake
 - Tables & chairs
 - Decorations
 - Games
 - Funding
 - Music
 - Piñata & candy

Outputs versus outcomes

OUTPUTS:

You did your program!

of guests
of gifts (maybe)
of games available to guests
% of food and cake eaten vs. left-over
Engagement:
 # of people dancing, playing games
 Enthusiasm
Atmosphere
 Welcoming
 Comfortable

OUTCOMES:

Your program made a difference!!

The birthday person feels special & happy
Attendees have a good time
The birthday person has a positive memory of your party
The party makes a positive impact on guests – people use your party for ideas for their own parties



Assumptions – Preconditions (things that need to be true to make your program work)

Beliefs you have about what will work

- Culture – it's culturally appropriate to celebrate the way you've planned
- The birthday person **WANTS** to be celebrated (and celebrated in the way you've planned/organized)
- The resources you have and activities you've planned meet the preferences and needs of the guests



External Factors – Barriers (things outside of your sphere of influence that may impact you/your organization)

What might limit or be an obstacle to success?

E.g. Changing political tides, limited funding, labor shortages, resources, etc.

- COVID -> must work around new (and changing) restrictions (social distancing, no groups of more than 5, comfort level of folks in attending events)
- Maybe the birthday persons or guests have food allergies/restrictions that mean modifications or alterations to your menu
- Maybe the day you've chosen is popular and there are several other events happening – guests will have to choose between your event and others
- Funding/space limitations or availability





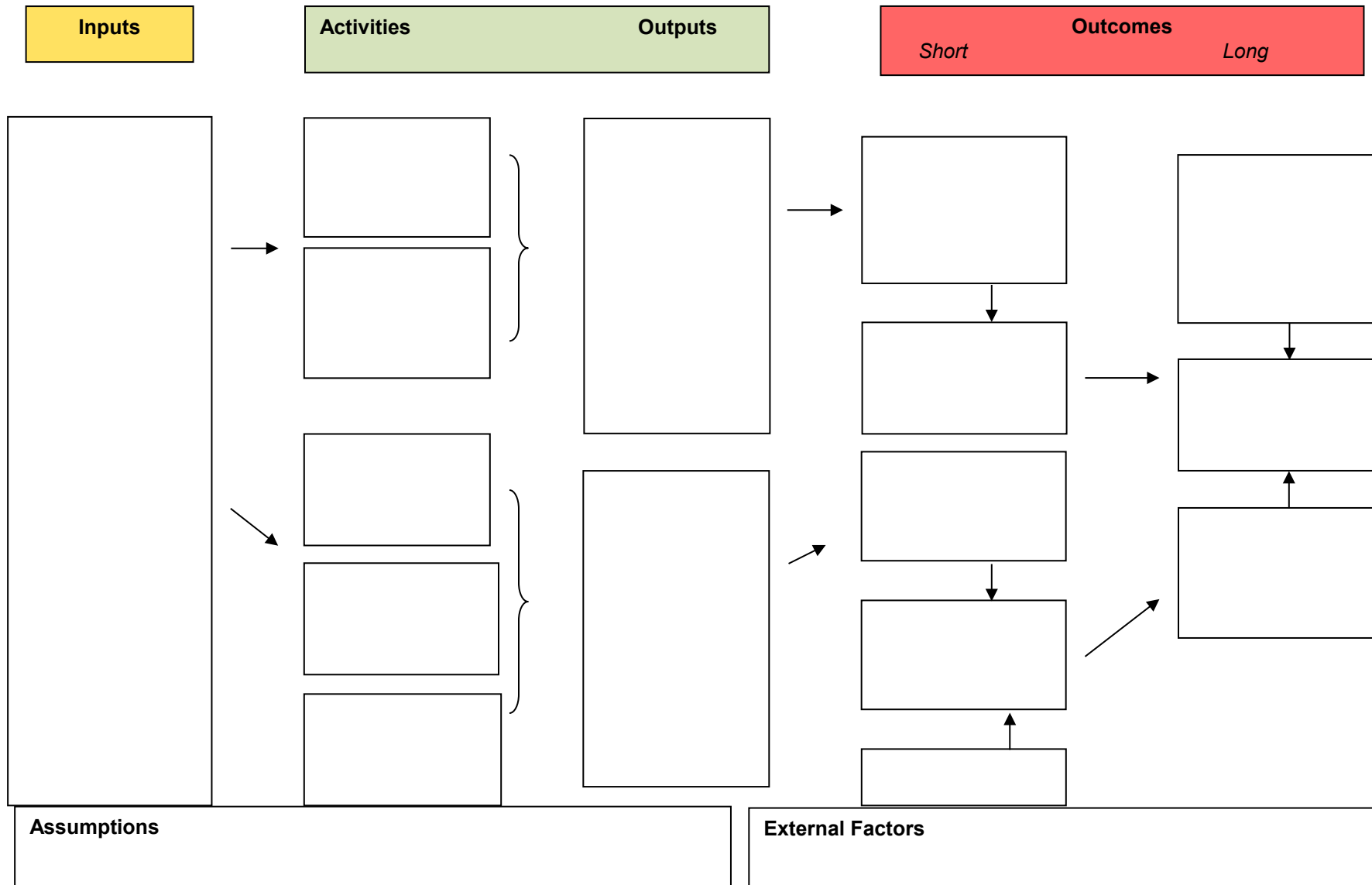
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Logic Model Examples

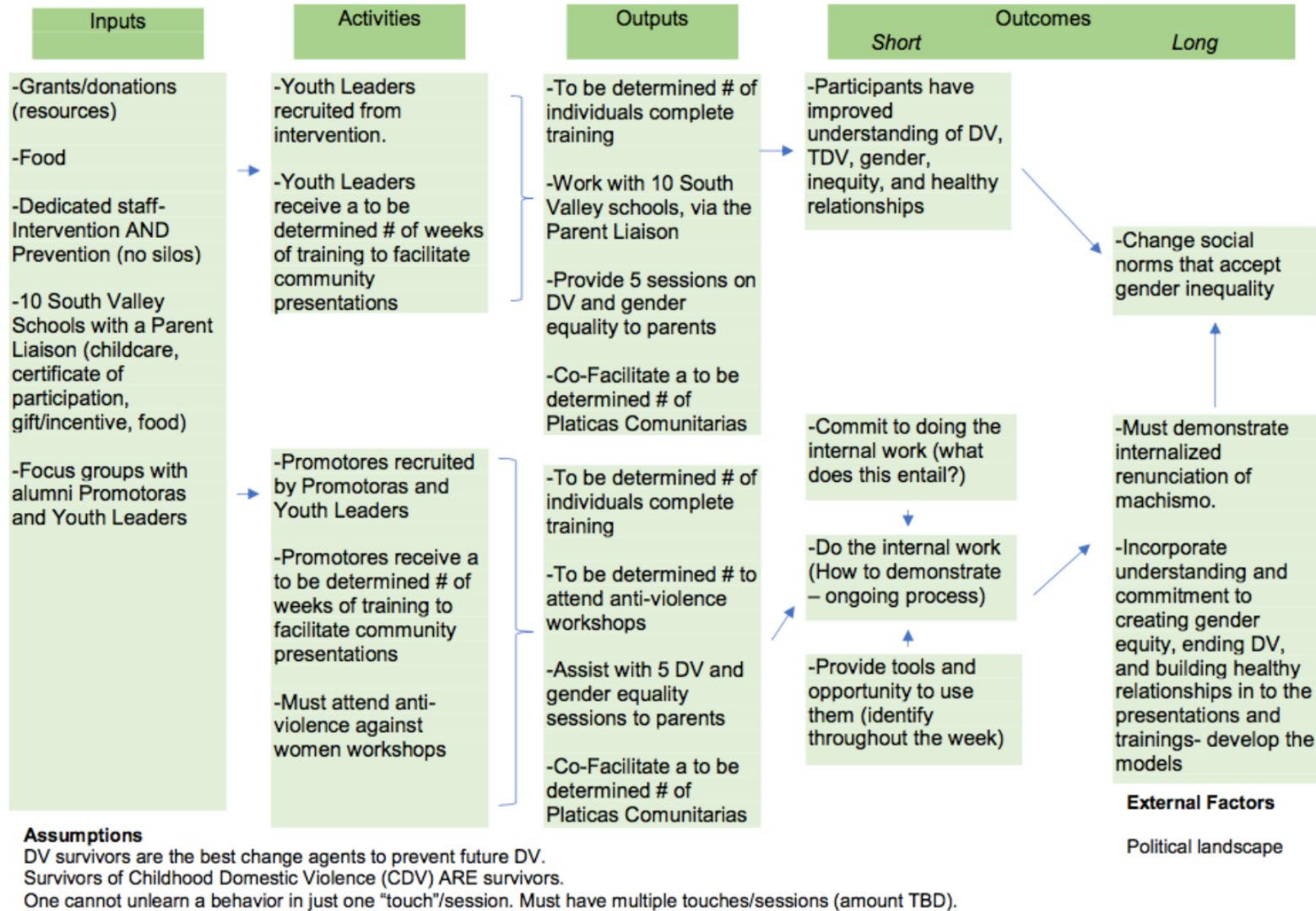
Logic model template



Logic model template

Resources/ Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Assumptions:		External Factors:		

Figure 1. Logic Model for Prevention Programs



Logic Model
from Enlace
Comunitario

RESOURCES & INPUTS

- Physical Space
- Location supported by survey data
- Furniture, Computers, Lockers. Kitchen, shower access
- Donations
- Internet Access
- Staff and Partners
- Youth Advisory Council
- School partnerships
- Bilingual staff (English & Spanish)
- Clear purpose for youth involvement
- Governmental support
- Local and national consultation
- Youth peer supports
- Peer Support paid positions & structures of support for positions
- Training resources
- Bus passes
- Community partnerships & resource coordination

YOUTH ADVISORY COUNCIL

“The voice of Youth BLAST;” advocacy, leadership, research, service development & peer support

- Youth leadership pathways
- # of youth active in the council
- Youth contributions to space, programs, policies, etc.
- # of events & meetings attended to represent YB

YOUTH BLAST

Safety & Basic Needs

- Effective, youth-informed outreach
- Non-judgmental, physically safe place; LGBTQI inclusive; no-discrimination
- Case management
- Distribution of basic necessities
- Group meals
- Bad guy/ creeper list
- Safety planning
- Harm reduction
- Bus passes
- Data tracking on youth needs

Relationships

- Nurtured Heart Approach
- Therapeutic supports
- Promoting positive culture (safety, belonging, inclusivity)
- Games, social activities & events
- Youth leadership opportunities
- Trauma-informed routines & communication
- Community building & engagement opportunities

Mastery

- Physical & artistic expression
- Life skill development
- Resource & system navigation
- Career exploration
- Job development
- Life skill coaching
- STD Counseling/ testing / referral
- Harm reduction
- Legal rights knowledge & access to legal representation
- Emotional literacy
- Health & wellness practices

Empowerment

- Youth Advisory Council
- Paid Youth BLAST Peer Advocates
- Internship opportunities
- Youth BLAST representation at community meetings
- Access to a diversity of leadership opportunities
- Community & coalition building; advocacy.

OUTPUTS

- # of Youth Attending
- # referred by other youth
- Positive relationship & engagement
- Supportive, inclusive & safe environment
- # of youth connected to other support services
- # participating in Youth BLAST activities
- # of formal partners
- # of monthly activities
- # of peer supports
- # of community meetings with Youth BLAST representation
- Program evaluation plan informed and facilitated by young people.

OUTCOMES

- Youth basic needs are met
- Decrease in youth homelessness
- Youth develop their own goals & path for future
- Youth know their rights
- Youth use their voice (strategic sharing, advocacy, peer support, language)
- Young people given space to express & celebrate themselves
- Paradigm for supporting young people is redefined
- Model for youth-driven and community collaborative initiatives
- Increase community's understanding of young people's needs
- Reduced stigma
- Increased community involvement
- Policy Change
- Create networks/ communities of support
- Improved sense of safety & belonging
- Improved connectedness to peers, adults and community supports

ASSUMPTIONS & VALUES: Young people have the power and capacity to be the author and hero of their own journey. A “one-stop-shop” model increases access for youth to engage in opportunities for their development. Creating a sense of safety, belonging and inclusivity lead to positive engagement and authentic relationships that are a catalyst for personal development and growth.

Youth BLAST PARTNERS

Shared vision; Clarity of expectations regarding partnership continuum; Mutuality & reciprocity of support; Cross training opportunities in core models, practices & knowledge; Regular Youth BLAST partnership and stakeholder meetings; Courageous conversations to keep strong/healthy partnerships; Partners represent Youth BLAST in community meetings; Processes for on-boarding new partnerships to support the collective

Good to Great Logic Model

Assumptions

1. Recognizing their particular strengths and expertise, the different partner organizations are committed to working together to bring about collective impact around early care and education in Arkansas.
2. While the partners are committed to measuring the impact of their work over the course of the project, they anticipate the effects of the work will grow over time; social change can be slow but lasting.



G2G Vision:

Every child has access to quality early care and education (ECE) from 0 to 8 years old.



G2G Purpose:

To expand access to quality early care and education through increasing staff capacity, family engagement, and influencing statewide policy by sharing lessons learned in Marvell and Prescott, Arkansas.

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Resources / Inputs

- Funding
- Partner organizations' knowledge, models, and strategies
- Parents (APPP)
- Community organizers (APPP)
- Early childhood educators (ASU-CS)
- Coaches for early childhood educators (ASU-CS)
- School administrators (ASU-CS)
- Policymakers (AACF)
- Researcher (CSPS)
- National Experts (CSPS)
- Respected Research and Advocacy Platform (CSPS)

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Activities

- Data Management (AACF, APPP, ASU-CS)
- Support professional growth for teachers and program administrators (ASU-CS)
- Developing communication strategies and resources (AACF, APPP, ASU-CS)
- Engaging the community and coalition building (APPP, ASU)
- Advocating for funding and policies that support early care and education (AACF, APPP)
- Convening stakeholders (APPP, ASU-CS)
- Conducting research and capturing G2G's model. (AACF, CSPS)

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Output

- Implementing professional development opportunities for educators through trainings, coaching, and facilitating peer networks
- Assessing and tracking program quality and progress of teachers' professional development plans
- Providing classroom materials to enhance curriculum implementation
- Community survey development and implementation
- Measuring community awareness
- Identifying and fostering potential community leaders and advocates
- Developing an advocacy strategy
- Creating research products
- Developing a model for partner collaboration

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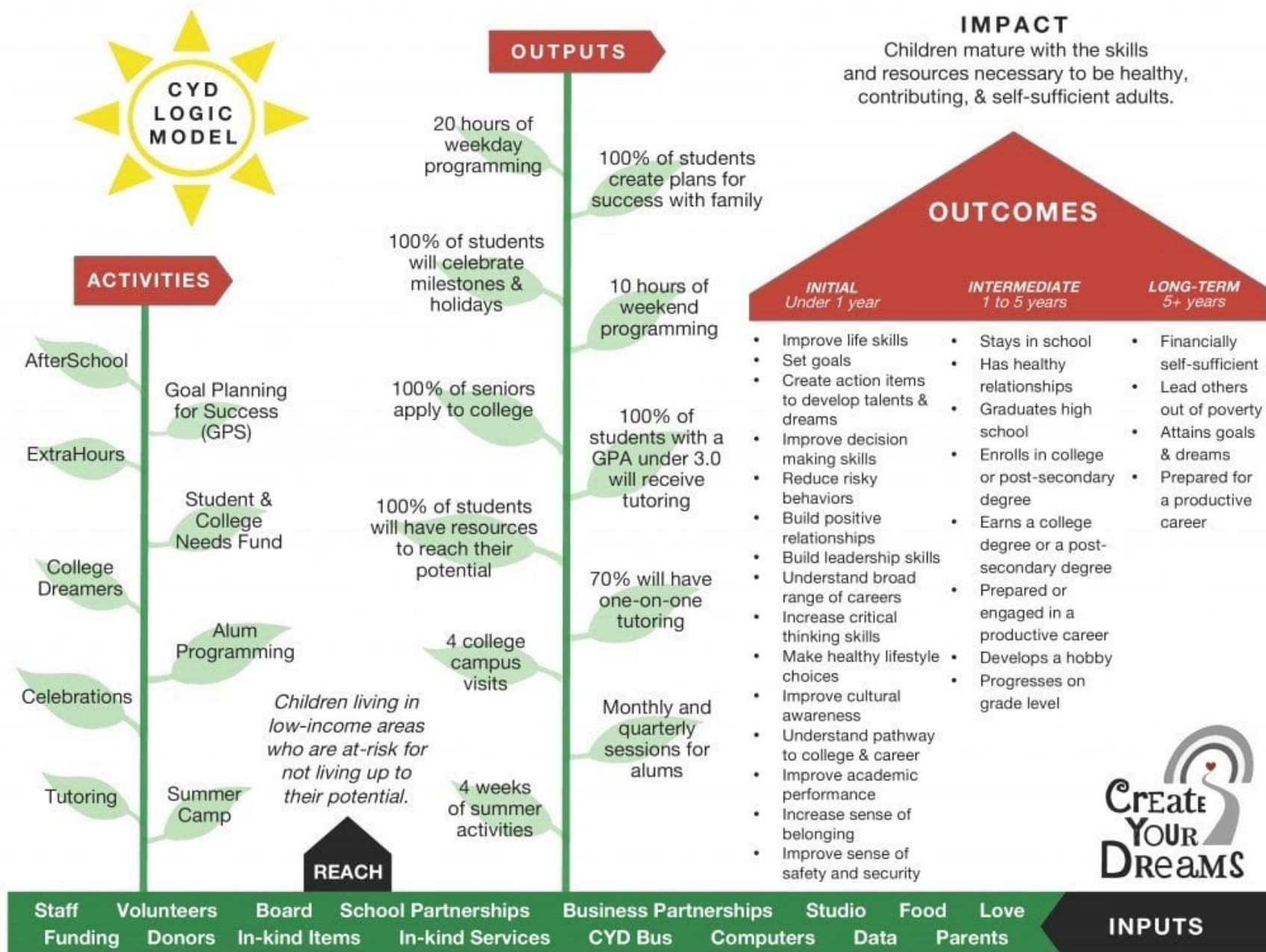
Outcomes

- Increase the quality of ECE programs
- Increase the quality of ECE experience for families and children
- Increase access to quality ECE
- Raise competencies of teachers
- Increase community engagement
- Increase engagement of parents and bolster parents as leaders and decision-makers
- Impact ECE policy
- Secure additional funding
- Ensure ECE is in the public domain as a top policy issue

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Impact

- Maintain quality ECE so children start kindergarten ready to learn
- Create alignment between education systems from 0 to 8 years of age that result in engaged parents, competent teachers, and well prepared children
- Yield a scalable model for other communities in AR and across the country from lessons learned Good to Great





More examples here!



Break time – 10 min

Before you try

- Here's how we'll be sharing our work this week - [Uploading to the Share Your Work Folder.docx](#)

Getting started – Your turn!

1. Outcomes
2. Activities
3. Outputs
4. Resources
5. Assumptions
6. Barriers

Choose single program or whole organization

*May be aspirational: go at your own pace!

Join at menti.com use code 4500 3884

 Mentimeter

If you're leaving the room, let us know if you need help and where (generally) you're located

Waiting for responses ...

