Logic Model Workshop

South Carolina State University

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What we will cover:

- Logic model concepts and practices
  - Reason and purpose of logic models
  - Core components
  - Outcomes vs. outputs
    - Focus of outcomes
    - Chain of outcomes
- We will move from simple to more complex
Why logic models?

The Age of RESULTS and ACCOUNTABILITY

Focus on OUTCOMES

What difference are we making?
Logic model - Outcomes oriented

Program Action - Logic Model

Inputs
- Outputs
  - Activities
  - Participation

Outcomes - Impact
- Short Term
- Medium Term
- Long Term

What we invest
- Staff
- Volunteers
- Time
- Money
- Research base
- Equipment
- Technology
- Partners

What we do
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

What the short term results are
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact is
- Conditions
- Social
- Economic
- Civic
- Environmental

Assumptions

External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report
Outcomes: Answer the “so what” question.

So, what difference are we making?

- For whom?
- How?
- At what cost compared to returns?
- Are there any unintended or negative consequences?
Logic Model

- Logic model is...
  - depiction of a program/initiative/effort showing what it will do and what it is to accomplish.
  - A series of “if-then” relationships that, if implemented as intended, lead to the desired outcomes.
  - The core of planning and evaluation.
Logic model may also be called...

- Theory of change
- Program action
- Model of change
- Conceptual map
- Outcome map
- Program logic

Many call it a ROAD MAP

Where are you starting from?
Where are you going?
How will you get there?
What will tell you that you’ve arrived?
Why do we use?
Research shows …

- Provides a common language
- Helps us differentiate between “what we do” (outputs) and “results” (outcomes)
- Clarifies program purpose
- Improves service planning and delivery
- Improves communications with stakeholders
- Helps staff focus on shared goals
- Provides coherence across complex tasks, diverse environments
- Helps us do better evaluation: what variables to measure; use evaluation resources wisely
Simple form  “3-box version”

INPUTS  OUTPUTS  OUTCOMES

Link investments to results
Everyday Example

Situation

HUNGRY

Assumptions

Get food
(Outcome)

Eat food
(Output)

Feel better
(Input)
Simple program example: Tutoring

**Situation**
Senior volunteers provide one-on-one tutoring to 4th grade elementary students in jeopardy of failing

**Input**
- Staff
- Senior volunteers
- School support

**Output**
50, 4th graders receive 20 hours of homework help per week for entire school year

**Outcome**
50, 4th graders
- pass to 5th grade
- improve study habits
- reduce tardiness
Water Quality Example

Situation: Some farmers overfeed phosphorus that leads to manure phosphorus and runs off polluting the water.
# Logic Model of a Training Workshop

**Situation:** Funder requires grantees to include a logic model in their funding request; grantees have limited understanding of logic models and are unable to fulfill the funding requirement.

### Inputs
- Trainer
- Funds
- Equipment
- Research base
- Training curriculum

### Outputs
- Participants will increase knowledge of logic models
- Participants will increase ability to create a useful logic model of program
- Participants will increase confidence in using logic models

### Outcomes
- Create meaningful logic models
- Use logic models in own work
- Fulfill requirement of funder
- Improved planning
- Improved evaluation

**3 hour training**
- Interactive activities
- Group work
- Practice
- Q and A

Grantees
Logic model: Widespread use

- Private Sector
- Public Sector
- Non-Profit Sector
- International Arena
- Evaluators
# Generic Logic Model for CSREES Reporting

(This model is intended to be illustrative guide for reporting on CSREES-funded research, education and extension activities. It is not a comprehensive inventory of our programs.)

<table>
<thead>
<tr>
<th>Situation</th>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of challenge or opportunity</td>
<td>What we invest:</td>
<td>What we do (Activities):</td>
<td>Occurs when there is a change in knowledge or the participants actually learn:</td>
</tr>
<tr>
<td>- Farmers face increasing challenges from globalization</td>
<td>- Faculty</td>
<td>- Design and conduct research</td>
<td>New fundamental or applied knowledge</td>
</tr>
<tr>
<td>- Opportunity to improve animal health through genetic engineering</td>
<td>- Staff</td>
<td>- Publish scientific articles</td>
<td>- New improved skills</td>
</tr>
<tr>
<td>- Insufficient or trained &amp; diverse workforce entering agricultural fields</td>
<td>- Students</td>
<td>- Develop research methods and procedures</td>
<td>- Improved skills</td>
</tr>
<tr>
<td>- Youth at risk</td>
<td>- Infrastructure</td>
<td>- Teach students</td>
<td>- How technology is applied</td>
</tr>
<tr>
<td>- Invasive species is becoming an increasing problem</td>
<td>- Federal, state and private funds</td>
<td>- Conduct non-formal education</td>
<td>- About new plant &amp; animal varieties</td>
</tr>
<tr>
<td>- Food terrorism</td>
<td>- Time</td>
<td>- Provide counseling</td>
<td>- Additional knowledge of decision-making, life skills, and positive life choices among youth &amp; adults</td>
</tr>
<tr>
<td>- Obesity crisis</td>
<td>- Knowledge</td>
<td>- Develop products, curriculum &amp; resources</td>
<td>- Increased skill by youth &amp; adults in making informed life choices</td>
</tr>
<tr>
<td>- Impaired water quality</td>
<td>- The collection of stakeholder opinions</td>
<td>- Who we reach (Participation):</td>
<td>- Actively apply practical policy and decision-making knowledge</td>
</tr>
</tbody>
</table>

Who we reach |
- Other scientists |
- Extension Faculty |
- Teaching Faculty |
- Students |
- Federal, state & private funders |
- Scientific journal, industry & popular magazine editors |
- Agencies |
- Policy and decision-makers |
- Agricultural, environmental, life & human science industries |
- Public

Products, services and events that are intended to lead to the program's outcomes: |
- Scientific publications |
- Patents |
- New methods & technology |
- Plant & animal varieties |
- Practical knowledge for policy and decision-makers |
- Information, skills & information for extension, communities and programs |
- Participants reached |
- Students graduated in agricultural sciences

Occurs when a societal condition is improved due to a participant's action taken in the previous column. |
For example, specific contributions to: |
- Increased market opportunities overseas and greater economic competitiveness |
- Better and less expensive animal health |
- Vibrant & competitive agricultural workforce |
- Higher productivity in food production |
- Better quality-of-life for youth & adults in rural communities |
- Safer food supply |
- Reduced obesity and improved nutrition & health |
- Higher water quality and a cleaner environment

**ASSUMPTIONS** - These are the premises based on theory, research, evaluation, knowledge etc. that support the relationships of the elements shown above, and upon which the success of the portfolio, program, or project rests. For example, finding animal gene markers for particular diseases will lead to better animal therapies.

**EXTERNAL FACTORS** - A brief discussion of what variables have an effect on the portfolio, program or project, but which cannot be changed by managers of the portfolio, program, or project. For example, a plant breeding program's success may depend on the variability of the weather, etc.

Version 1.3
Situation

- What problem/issue exists that demands a response?
  - Why is this a problem?
  - For whom? Who is affected/involved?
  - For whom does it exist?
  - Who has a stake in the problem?
  - What can be changed?
- Review EVIDENCE – what do we know about this situation?

Write a succinct clear statement, or brief description, that clearly states what the problem/issue is
Situation - EXAMPLE

- Farmers face declining farm income
- Research shows that adding value to agriculture stems the decline in farm income
- Niche markets and a growing demand by consumers for a variety of preprocess, ready-to-cook, and ready-to-eat foods is becoming a significant force in the development of value-added products
- Producers do not have information on the different approaches and procedures necessary to establish or organize value-chains.

Inputs

What we invest
Staff
Volunteers
Time
Money
Research base
Materials
Equipment
Technology
Partners
## What we do

### Activities
- Design and conduct research
- Publish articles
- Teach/train
- Develop curriculum
- Provide counseling
- Facilitate collaboration
- Deliver services
- Partner
- Work with media

### Outputs
- Publications
- Patents
- New methods & technology
- Workshops conducted
- Curriculum developed
- Participants reached
- Students graduated
- Studies completed
# OUTCOMES

*What results for individuals, families, communities…*

<table>
<thead>
<tr>
<th>SHORT</th>
<th>MEDIUM</th>
<th>LONG-TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in <em>Learning</em></td>
<td>Changes in <em>Action</em></td>
<td>Changes in <em>Conditions</em></td>
</tr>
<tr>
<td>• Awareness</td>
<td>• Behavior</td>
<td>• Social (well-being)</td>
</tr>
<tr>
<td>• Knowledge</td>
<td>• Decision-making</td>
<td>• Health</td>
</tr>
<tr>
<td>• Attitudes</td>
<td>• Policies</td>
<td>• Economic</td>
</tr>
<tr>
<td>• Skills</td>
<td>• Social action</td>
<td>• Civic</td>
</tr>
<tr>
<td>• Opinion</td>
<td></td>
<td>• Environmental</td>
</tr>
<tr>
<td>• Aspirations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Behavioral intent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chain of Outcomes**

**TIME**
### Chain of outcomes - Food Safety Example

<table>
<thead>
<tr>
<th>Short</th>
<th>Medium</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Action</td>
<td>Conditions</td>
</tr>
<tr>
<td>[Consumer, food service, catering, grocery store, farmer’s markets, concessions, child care providers, cooks]</td>
<td>* Practice safe food handling practices</td>
<td>* Reduction in food borne illness</td>
</tr>
<tr>
<td>* increase knowledge of safe food handling /preparation practices</td>
<td>* Decreased mortality due to unsafe food handling practices</td>
<td>* Reduced health costs</td>
</tr>
<tr>
<td></td>
<td>* Improved quality of live</td>
<td></td>
</tr>
</tbody>
</table>

Source: North Central Region/NDSU: Food Safety Logic Model
Chain of outcomes – Energy Conservation Example

<table>
<thead>
<tr>
<th>Short</th>
<th>Medium</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Action</td>
<td>Conditions</td>
</tr>
<tr>
<td>Homeowners increase knowledge of practical energy conservation measures</td>
<td>Implement energy efficient measures in their homes</td>
<td>Reduced energy use per home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electricity savings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oil and gas savings</td>
</tr>
</tbody>
</table>
Chain of outcomes— Childhood Obesity Example

<table>
<thead>
<tr>
<th>Short</th>
<th>Medium</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Action</td>
<td>Conditions</td>
</tr>
<tr>
<td>Families with young children increase their knowledge of what contributes to childhood obesity</td>
<td>Adopt recommended practices, e.g., eat dinner as a family; limit TV; increase fruit and vegetables; reduce sweetened beverages</td>
<td>Reduced rate of childhood obesity</td>
</tr>
<tr>
<td>Increase their desire to promote healthy eating habits</td>
<td></td>
<td>Reduced health costs</td>
</tr>
</tbody>
</table>
## Chain of Outcomes - Soy bean rust Example

<table>
<thead>
<tr>
<th>Short</th>
<th>Medium</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Action</td>
<td>Conditions</td>
</tr>
<tr>
<td>• Producers increase</td>
<td>• Producers reduce fungicide use (cease</td>
<td>• Cost savings</td>
</tr>
<tr>
<td>awareness of spread</td>
<td>treating in advance of spread)</td>
<td>• Less fungicide in</td>
</tr>
<tr>
<td>of soy bean rust</td>
<td></td>
<td>ground water</td>
</tr>
<tr>
<td>• Increase knowledge of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to follow recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Chain of Outcomes - Crop Production Example

<table>
<thead>
<tr>
<th>Short</th>
<th>Medium</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Action</td>
<td>Conditions</td>
</tr>
<tr>
<td>Organic grain and forage crop producers increase:</td>
<td>Align existing organic fertility approach with pest mgmt goals</td>
<td>Increased farm net income and profitability</td>
</tr>
<tr>
<td>• Awareness of soil test analytical methods</td>
<td>Use insect IPM tactics</td>
<td>Enhanced environmental sustainability</td>
</tr>
<tr>
<td>• Knowledge of plant mineral nutrition and insect response</td>
<td>Apply IPM knowledge in decision making</td>
<td></td>
</tr>
<tr>
<td>• Motivation to use IPM practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Cullen, et al, 2010 NIFA grant proposal
## Outputs (activities) vs. Outcomes

<table>
<thead>
<tr>
<th>Output - Activity</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Provide 4 day care home provider trainings per year with on-site follow-up        | Participating day care home providers  
• Increase knowledge of recommended practices  
• Implement recommended quality care practices within 6 months of program completion |
| Provide services to 300+ homeless people in the city of Avon                      | Homeless people receiving program services  
• develop a service/treatment plan  
• increase their self sufficiency                                                 |
## Writing outcome statements

<table>
<thead>
<tr>
<th>Who/what is expected to change</th>
<th>How?</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children entering kindergarten in Dane County</td>
<td>demonstrate skills to be successful in school</td>
<td>by 2013</td>
</tr>
<tr>
<td>Families participating in the Family Resource Center</td>
<td>increase their use of community resources and services</td>
<td>within 1 year of joining</td>
</tr>
<tr>
<td>Parents</td>
<td>increase their involvement in children’s education</td>
<td>by end of program</td>
</tr>
</tbody>
</table>
Assumptions

Beliefs we have about the program, the people involves and how the program will work

Beliefs and ideas we have about:

- The situation, context
- The participants and how they learn, behave, their motivations
- How the program will work – the theory of change
- Program operations
- How resources, staff will be engaged
- Etc.
Assumptions - Examples

- Funding will be secure throughout the project’s life
- Staff can be recruited and hired with necessary skills and abilities
- People will be motivated to participate
- Finding animal gene markers for particular diseases will lead to better animal therapies
External Factors

- Factors, variables that influence project success, over which we have little control
- May influence the project and achievement of outcomes
- Constraints, risks

Project and programs do not sit in isolation
- they function in a complex system
Context is all important
External Factors - Examples

- Climate
- Market conditions
- Political environment
- Media influence
- Changing policies and priorities
- Etc…
If-Then Relationships

Underlying a logic model is a series of ‘if then’ relationships that express the program’s theory of change...how and why a set of activities is expected to lead to short, medium and long-term outcomes over a specified period.
How is the program expected to achieve desired outcomes?

Tutoring Program Example

If we invest time and money then we can provide tutoring 3 hrs/week for 1 school year to 50 children.

If students struggling academically can be tutored then they will learn and improve their skills.

If they will get better grades then they will move to next grade level on time.

Informed by Research
A common problem is that activities and strategies often do not lead to the desired outcomes. Check your “if-then” statements and ensure that they make sense. A logic model makes the connections EXPLICIT.

“I think you should be more explicit here in Step Two.”
KidsWalk-to-School Logic Model*

Statement of Problem: Few opportunities exist for schoolchildren to be physically active throughout the day.

**INPUTS**
- Community members
- Local officials
- Volunteers
- Children
- Schools

**ACTIVITIES**
- Community Assessment
  - Identify need and interest
  - Assess walkability
- Program Planning
  - Recruit volunteers
  - Develop partnerships
- Advocate for safe routes to school
- Organize regular walks
- Hold kick-off event

**INITIAL OUTCOMES**
- Increase levels of community involvement
- Increase awareness of walkability issues
- Increase walking to school

**INTERMEDIATE OUTCOMES**
- Increase community cohesion
- Improve walkability of neighborhoods
- Increase children’s awareness of traffic safety

**LONG-TERM OUTCOMES**
- Provide opportunities for children to be physically active through walking to school

**GOAL**
Healthier children in healthier neighborhoods

Youth and community service logic model

**Situation:** Youth lack opportunities to engage in service that both meets community needs and contributes to their own development (developing leadership, service ethic, sense of community). Adults undervalue youth and their potential as community members.

**OUTPUTS**
- Youth increase knowledge about community needs and issues
- Youth increase skills in planning, decision making, problem solving
- Youth gain confidence in their leadership skills
- Youth feel more valued and involved
- Youth put their knowledge and skills into action and meet a real community need
- Youth are connected with and contribute to communities

**OUTCOMES**
- Youth engage in additional community activities
- Adults automatically think of youth in community roles
- Adults expand opportunities for youth involvement

**INPUTS**
- Staff
- Grant
- Partners
- Time

**OUTPUTS**
- Promote community service
- Plan and organize a community service initiative
- Provide assistance, mentoring, best practices
- Foster positive youth - adult interactions
- Reflect and evaluate

**OUTCOMES**
- Adults increase skills in working with youth
- Adults increase their appreciation for youth and their role in communities
- Adults expand opportunities for youth involvement
- Adults increase their appreciation for youth in community roles
- Adults automatically think of youth in community roles
- Adults expand opportunities for youth involvement
Statewide Tobacco Control

Statement of problem

- Coalition
- Time
- Money
- Partners including youth
- Research and best practices

- Organize and implement Smoke-free campaign
- Organize and implement strategy for treating tobacco addiction
- Organize and implement strategy to prevent youth tobacco use

OUTCOMES

- Public
  - Elected officials
  - Mgrs of public areas/events
  - Worksite contacts
  - Residential owners, mgrs
- Tobacco users
  - Adults
  - Youth
- Influential others
- Youth
- Parents, schools, etc.
- Policy makers
- Retailers

- Changes in awareness, knowledge and attitudes about SF
- Increased commitment, support, demand for SF environments
- SF policies implemented, enforced
- Demonstrations of support
- Increased use of cessation resources
- Increased # of quit attempts
- Increased # of prevention programs, policies adopted, enforcement
- Change in behaviors
- Change in knowledge, attitude, motivations
- Increased commitment to eliminate access
- Increased knowledge of availability of cessation resources
- Changes in attitudes and motivations

Reduction in tobacco use and exposure

Increased use of cessation resources

Increased # ofquit attempts

Increased # of prevention programs, policies adopted, enforcement

Change in behaviors

Increased commitment to eliminate access

Change in knowledge, attitude, motivations

Increased knowledge of availability of cessation resources

Changes in attitudes and motivations

Increased commitment, support, demand for SF environments

SF policies implemented, enforced

Demonstrations of support
“Families” of models or “nested” models

Multiple models may be needed to describe and explain complex systems or initiatives. Bring coherence across an organization

- **Multi-level**: A way to describe and link activities across an organization to depict varying levels such as national-state-county levels OR, institution-division-unit levels.
- **Multi-component programs**: A series of models to depict various components (goals, sites, target populations) within a comprehensive initiative.
Parent Education Program

SITUATION: During a county needs assessment, majority of parents reported that they were having difficulty parenting and felt stressed as a result.

INPUTS

- Staff
- Money
- Partners
- Research

OUTPUTS

- Assess parent ed programs
- Design-deliver evidence-based program of 8 sessions
- Facilitate support groups

OUTCOMES

- Parents increase knowledge of child dev
- Parents identify appropriate actions to take
- Reduced stress

- Parents better understanding their own parenting style
- Parents use effective parenting practices
- Improved child-parent relations

- Parents gain skills in new ways to parent
- Parents gain confidence in their abilities

Lines and arrows more clearly articulate the theory of change.
Parent Support Initiative

OUTCOMES

Parents increase knowledge, skills, confidence levels
Identify and use appropriate parenting practices
Use community supports/resources
Advocate for self and family
Demonstrated language, communication and social skills
Implement quality improvement strategies
Early detection of delays and referrals

OUTCOMES

Reduced stress
Improved child-parent relations
Inclusive, appropriate services available
Children enter school ready to learn
Families connected to community

Parent education 1
Parents/caregivers:
- Single parent
- Couples
- Divorced
- Teen parent
- Fathers
- Low-income
- Homeless
- Mandated

Parents increase knowledge of community resources
Parents increase ability to advocate for self and families

Children increase abilities to socialize and communicate
Children enter school ready to learn

Childcare providers:
directors, staff

Providers increase knowledge of quality improvement strategies:
developmentally appropriate practice, child assessments, learning environments

Parent support groups 2
Individual services; counseling 3
Parent/child Activities:
- Play group
- Toy lending

Parent/child Activities:
- Play group
- Toy lending

Home visitation Outreach 5

Volunteer

Partners

Research-best practices

Materials Supplies

Time

Money

Staff

Trainingsup Support Assessments 6

Home visitation Outreach 5

Parent/child Activities:
- Play group
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Home visitation Outreach 5

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Logic models can be applied to:

- A small program,
- A process (i.e. a team working together),
- A large, multi-component program,
- A community, regional or national initiative
- Or, even to an organization, business or collaborative.
Logic models are used in…

- Planning
- Communications
  - Sharing what you are doing
  - Reporting progress and accomplishment
- Grant writing
- Monitoring implementation
- Evaluation
Logic models in planning -- Plan with the end in mind

Start at the end: Where do you want to be in Year X?

I n f o r m e d  b y  R e s e a r c h
Logic models in evaluation

**Monitor and Evaluate**

What do you want to know? How will you know it? - your stakeholders??

### Situation
- Needs and assets
- Symptoms versus problems
- Stakeholder engagement

### Priorities
- Consider:
  - Mission
  - Values
  - Mandate
  - Resources
  - Local dynamics
  - Collaborators
  - Competitors
  - Intended outcomes

### Inputs
- What we invest
  - Staff
  - Volunteers
  - Time
  - Money
  - Research base
  - Materials
  - Equipment
  - Technology
  - Partners

### Outputs
- What we do
  - Conduct workshops, meetings
  - Deliver services
  - Develop products, curriculum, resources
  - Train
  - Provide counseling
  - Assess
  - Facilitate
  - Partner
  - Work with media

### Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers

### Outcomes
- What the short term results are
  - Learning
  - Awareness
  - Knowledge
  - Attitudes
  - Skills
  - Opinions
  - Aspirations
  - Motivations

### Impact
- What the medium term results are
  - Action
  - Behavior
  - Practice
  - Decision-making
  - Policies
  - Social Action

- What the ultimate impact(s) is
  - Conditions
  - Social
  - Economic
  - Civic
  - Environmental
Check your logic model

1. Is it meaningful?
2. Does it make sense?
3. Is it doable?
4. Can it be verified?

“It may be a model, Captain, but it’s highly illogical.”
www.FieldstoneAlliance.org
Summing up

LOGIC MODEL:

- Helps us be accountable with focus on outcomes
- Links activities to results: Prevents mismatches
- Integrates planning, implementation, evaluation and reporting
- Creates understanding
- Promotes learning

- A way of thinking – not just a pretty graphic
Logic models  Resources

- **CSREES:**
  [http://www.csrees.usda.gov/about/strat_plan_logic_models.html](http://www.csrees.usda.gov/about/strat_plan_logic_models.html)

- **Template:**
  [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html)

- **Self-instructional module:**
  [www.uwex.edu/ces/pdande/lmcourse](http://www.uwex.edu/ces/pdande/lmcourse)

- **Logic model examples, resources, etc.**
  [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html#more](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html#more)
Logic model Resources

- *Enhancing Program Performance with logic models. Univ. of Wisconsin-Extension (free online course)*
  www.uwex.edu/ces/pdande/lmcourse

- CDC Evaluation Working Group Resources
  http://www.cdc.gov/eval/resources.htm#logic%20model

- W.K.Kellogg Foundation Logic Model Guide
  http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf


- DoView –software for building logic models www.doview.com