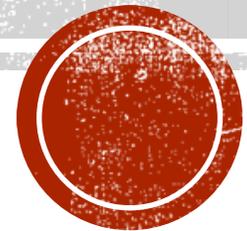# Program Planning: Build a Logic Model

Click through the steps

WHY BUILD A LOGIC MODEL?

- A logic model provides a framework for linking program activities with outcomes and goals.

- It helps you answer the question: "Do these program activities lead to the desired outcomes and goals?"

- The framework helps test if the program theory is accurate—if the program activities make sense.
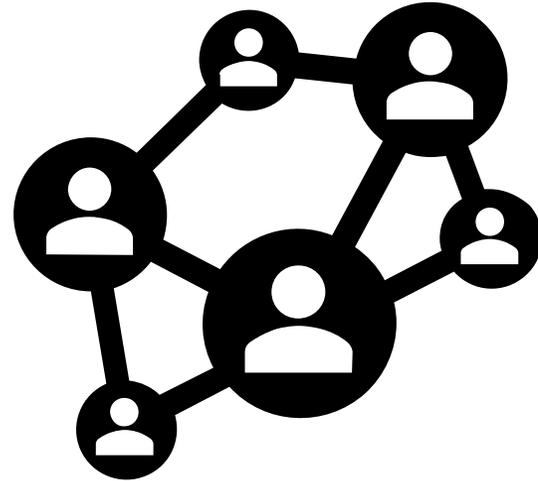
PROGRAM THEORY - LOGIC MODEL

Inputs:
Staff experience
Staff training
Curriculum
Setting

Activities
Group activities
Community projects
Excursions/Field trips

Outputs:
Sessions
Projects
Length of involvement
Youth involved

Outcomes:
Knowledge
Commitment
Skills
Intentions

Impact/Goal:
Youth self-efficacy
Independence
Work readiness
Life skills

STEP 1 - GOAL

- Start with the end (goal) in mind and work backwards:

- What is the goal?

- Who will benefit from it? What is the priority population?

Example:

Young people (14-16 years of age) in my community (town, neighborhood) are able to apply for and hold down summer jobs.

STEP 2 - OUTCOMES

Determine the competencies and behaviors that young people need to meet this goal.

- What are the knowledge areas, skill sets, qualities, intentions we want to see?

Example:

- *Knowledge of work ethics*
- *Communication and social skills*
- *Interview skills*
- *Self-efficacy*

STEP 3 - ACTIVITIES

Think about what you know about research and best practices to determine your intervention or program activities.

- What type of programming will lead to the desired behavior? Think about content/curriculum, learning strategies such as experiential learning, group learning, and role plays.

- Consider the length and frequency of program activities.

Example: Work Readiness Program

- *The program will include activities to explore young people's interests/talents and jobs for youth in the community. It will give young people opportunities to practice communication, social, and problem-solving skills (role play, scenarios) and engage them in resume writing and interview skills practice. It may involve facilitating a job placement in the summer.*

- *6-month program, meeting twice a week (ends beginning of summer).*

STEP 3 - PART 2

Based on the best practices you identified you can determine the type and number of activities you will offer.

Example:

6-month program, 1-hour sessions twice a week (January through June):

- *# of sessions on exploration of individual interests/talents and available jobs*

- *# of sessions on workplace ethics (guest speakers)*

- *# of sessions on communication in the workplace*

- *# of sessions on social and problem-solving skills*

- *One month of job shadowing*

- *# of sessions on resume writing, completing application forms*

- *# of sessions on interview practice*

STEP 4 - INPUTS

Think about your own capacity and what's needed in terms of resources and staff to do the program.

- What is our staff and agency capacity?

- Do we have curricula/resources/ activity material?

- Do we need training?

- Do we have community partners we can collaborate with?

Depending on your internal resources you may need to adjust scope of the program.
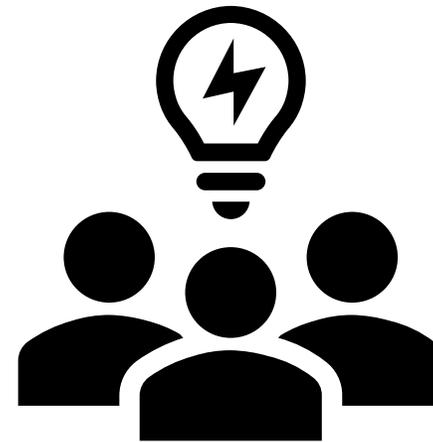
STEP 5 - OUTPUTS

Finally, we want to think about how we can measure what we do. This will help determine if we are moving in the right direction, or if we have to make adjustments in our programming.

- Are we reaching the number of youth we want to reach?

- Are we delivering all the program components?

- Are young people staying engaged?

Outputs:

- Number of sessions

- Type of sessions

- Length of session

- Frequency of sessions

- Number of youth attending

WORK READINESS PROGRAM – DOES IT MAKE SENSE?

Inputs:
Staff experience
Staff training
Curriculum
Community partners

Activities
6-month program:
Group activities
Job shadowing
Guest speakers

Outputs:
Sessions
Length of involvement
Job shadowing placements
Youth involved

Outcomes:
Knowledge of workplace ethics
Skill sets gained: Communication, social, problem-solving, resume writing, interview skills

Impact/Goal:
Youth self-efficacy
Work readiness skills
Summer employment

RESOURCES

- Community Tool Box: Developing a Framework or Model of Change
  https://ctb.ku.edu/en/4-developing-framework-or-model-change

- University of Wisconsin-Madison, Division of Extension: Logic Models
  https://fyi.extension.wisc.edu/programdevelopment/logic-models/

- ACT for Youth: Logic Model Worksheet
  https://actforyouth.net/docs/pyd-resources/logic-model-worksheet.docx