Logic Model Instructions

What is a Logic Model?
A Logic Model is a type of flow chart that succinctly describes how project resources and activities relate to project outcomes.

What is the purpose of a Logic Model?
- To show how needs align with activities and desired outcomes
- To establish a clear and consistent program logic or "theory"
- To orient staff to what you want to accomplish and how you plan to do it
- To maintain focus on data that will be most useful for telling the story of what you have accomplished

General Instructions for the Logic Model:
- As part of Durham's Partnership for Children Activity Application for the FY 21-23 grant cycle, each proposal will include a logic model. The DPFC Logic Model format consists of two parts: the **Activity Logic Model** and the **Evaluation Logic Model**. Please complete both parts.
- Complete the Logic Model based on proposed activities for FY21-22 Each agency will be asked to complete a Year 2 Logic Model if funded for FY 22-23.
- Each activity element (program, curriculum, model) incorporated in your program should have a separate row on the Logic Model. Use as many rows as you need – the format includes 3 rows as an example.
- The rows of the Evaluation Logic Model should match the activities/rows in the Activity Logic Model – for example, Row 1 of the Evaluation Logic Model should include plans for evaluating the specific activity described in Row 1 of the Activity Logic Model.

ACTIVITY LOGIC MODEL (PART 1):
The Activity Logic Model describes the need for the activity, target population served, activity components, outputs, and outcomes.

Need Statement (Why?): The need statement should describe specific factors related to school readiness that will be addressed by the project. Provide data to support identified needs within the Durham community, including numbers as well as percentages. Refer to local (county-level) data when possible; state and national data may be substituted if necessary. Be sure to cite data sources.

Program or Activity Elements (What and Where?): How will you use your assets and resources to address needs? What are the key activities associated with your project? Please be specific in describing the services offered (include any curriculum or tools used and frequency of activities). Please use brief bullet points that describe strategies or activity components. For each strategy or component, there should be a target population, outputs, and outcomes. Please remember to include any grants or incentives for participants.

Target Population (Who?): Who is served directly by this project (e.g., children, parents, teachers, child care centers)? Please include descriptors for the target population as appropriate, e.g., "1- to 3-star child care homes". Please list risk factors specific to the target population. Use a separate row to align each target population with strategies, outputs, and outcomes.

Outputs (How Many?): Outputs are the direct and measurable products of a program's activities and services; they are often expressed in terms of volume or units delivered. How many times will a service be offered? How many people or organizations will be served directly? Include outputs for each strategy.

Outcomes (So What?): Outcomes are the results or impact of the activities and services. Outcomes often represent the results of multiple outputs; each outcome usually corresponds to more than one output. Describe the short-term changes (in behavior, knowledge, skill, attitude) the activity is expected to produce for participants. Please use numbers as well as percentages, e.g. "90% (9/10) of participants will _____." Include outcomes for each strategy.

Long-term Change (How does outcome impact children and families over time?): Explain out how outcomes lead to changes in EC Profile Indicator or other long-term indicators of a strong early childhood system.

Outputs vs. Outcomes

- **Outputs** are the direct and measurable products of a program's activities and services; they are often expressed in terms of volume or units delivered.

  Example: 10 new mothers receiving six home visits.

- **Outcomes** are the results or impact of the activities and services. Outcomes often represent the results of multiple outputs; each outcome usually corresponds to more than one output.

  Example: 90% (9 of 10) of new mothers increase their knowledge of child development.

EVALUATION LOGIC MODEL (PART 2):

The Evaluation Logic Model describes how the data related to the activities will be collected for client feedback, outputs, and outcomes. The rows of the Evaluation Logic Model should correspond to the activities/rows in the Activity Logic Model.

Client Feedback: What kind of feedback from clients will help you improve the services you offer? What evidence is there of the quality of project activities, and how will it be collected? All proposals must include client feedback mechanisms in their proposal/program and use this information to continually improve services that are offered.

Output tracking: How will you track outputs? How will you gather accurate counts related to outputs? How will you store this information for easy retrieval?

Short-Term Outcome Measurement: How will you collect evidence that your project has had an impact on the knowledge, skills, behavior, and/or attitudes of the people or organizations that you have served directly? What will count as evidence of short-term change and how will you obtain that evidence? Include names of specific evaluation tools/assessment measures, if applicable.

If you have any questions when completing your logic model, please contact Alee LaCalamito, Data Analyst Program Coordinators at 919-403-6960 x229 or alee@dpfc.net.