Creating a Program Logic Model

A logic model is a tool designed to provide a visual map of a program—it illustrates the resources that are used, the activities carried out and the social changes to take place as a result of program activities. It is best to involve the various interested parties from inside and outside the organization when creating the model (the program team, volunteers, principal donors, management committee, and any other partners).

The logic model is a tool and dynamic representation of the program and is best examined and updated in accordance with the organization's requirements.

THE PURPOSE OF A LOGIC MODEL

1. **Provides Infrastructure**
   A program appraisal requires a deep understanding of the program, an agreement about its nature, and what capabilities can be achieved—all these are provided by the logic model.

2. **Tool for Planning New Programs**
   The logic model is a tool for program planning and development. It helps to define thinking about the overall program and its current and future status.

3. **Ongoing Management**
   The logic model can serve as an annual work plan for a program and for monitoring its progress.

4. **Uniform and Clear Communication**
   The model makes it possible to offer interested parties with a visual understanding of the program activities and the results they are designed to produce.

5. **Achieve a Consensus**
   The model helps to establish an agreement with all parties in regards to the nature of the program and its aims.

6. **For Fundraising**
   The logic model is a clear presentation of what the program is attempting to achieve, the resource requirements, and how it can be used to apply for a grant. (There are foundations that require the preparation of a logic model as a condition for receiving a grant.)
DEFINITIONS

Resources, Inputs: The resources required for implementing the program i.e., money, personnel, buildings, equipment, materials etc. This refers the resources the organization puts into the project and the resources provided from outside.

Outputs: The direct products of the program or the tangible, measurable outputs.

Outcomes: The changes that will take place as a result of the program in the short, medium and long terms. Define the program’s impact on the participants, organizations, community and Partnership.

LOGIC CONNECTION TOOL

The logic model conveys the connection between the inputs, activities, outputs and results, with the emphasis on the logical connection: if… then…

If we place all the inputs in the program then we will be able to carry out the planned activities.

If we carry out the activities, then we will manage to produce the planned outputs.

When different components of the model are defined, verification should be made to ensure that the connections actually exist— is the new component we inserted actually contingent on the previous components? If a connection between the new component and previous components cannot be found the cause for the discrepancy should be identified, and an adjustment should be made to the model.

STAGES OF CONSTRUCTING THE LOGIC MODEL

The timing you choose for building the logic model is likely to impact its content.

If you decide to build the logic model while you are planning a new program you should include the inputs and activities connected to building the program infrastructure (for example: acquiring a building, recruiting a teaching team).

If you decide to build the logic model for a program that is already operational you should only include the inputs and activities connected to its ongoing operation.
COMPONENTS OF THE LOGIC MODEL

1. DESCRIPTION OF THE NEED
   Define a solution for social needs or for a social situation in the initial stage and include specific examples of its nature and details on the target audience. Also include why the need formed, why intervention is necessary, and what needs to change.

   Examples
   - Only a small percentage of people from the Ethiopian community have managed to find professional positions at technology organizations. Examination of the subject reveals that there are almost no students from the community on study programs in technological fields. Technological professions should be made accessible to young members of the community and they should receive assistance in finding work in the field.
   - Jewish youth living in the United States struggle to maintain their Jewish identity, distance themselves from Judaism, as a result there is a high rate of assimilation.
   - Road accident victims suffer from the serious effects of the trauma which impacts on most areas of their life for many years. The victims find it difficult to deal with the trauma, to rehabilitate their life and to function normally.

2. PROGRAM OBJECTIVE
   Establish a goal, what are you trying to achieve with the program, what solution will the program provide for the defined need? The definition of the objective should address the results that are provided and note the population in question.

   Examples
   - A significant rise in the number graduates from the Ethiopian community who succeed to find jobs in the technology field and retain them for the long term.
   - Reinforce the Jewish identity of American Jews aged 13-19 (of course, at a later stage we will have to define what Jewish identity is, and how to evaluate it).
   - Road accident victims manage to resume full functioning (in accordance with their physical abilities).

   Notes
   - A precise objective should be defined so the program can provide a focused solution for the requirement.
   - The objective should be drafted to make it clear what change the organization wishes to generate rather than the services the organization wants to provide.

3. WORKING PREMISES
   Working premises are the foundation for the program activities and often lead to the success or failure of the program. The working premises can relate to the program’s target audience, to the expected results, to the program participants (their motivation, positions, behavior) or to other components of the program.

   Examples
   - One of the program initiators’ assumptions for placing members of the Ethiopian community in technological positions is that the program graduates will find work in the technology field and achieve economic stability. They will become ‘agents of change’—they will work in their community to influence other young adults to follow their example.
   - One of the working premises for reinforcing the Jewish identity of young people in the United States is that hosting young Israelis at the homes of Jewish Americans will strengthen their bond with Israel and Judaism.
One of the program’s working premises for helping road accident victims is that, with the help of suitable instruction, the victim’s family members will be able to help the victims resume functioning.

Notes
- Present the premises explicitly so it will be possible to hold a discussion about them and to examine whether data can validate them.
- If validation is not possible during the first stage it is important that they appear in the logic model so that they can be reexamined at a later stage.

4. INPUTS
Document the resources required for the program’s success. If in the initial planning stages, consideration should be given for the inputs required to establish a one-time infrastructure (constructing a building, developing a study program, etc.), as well as the inputs for ongoing operation of the program.

Examples
- Personnel —full-time or part-time members of staff, outside consultants, volunteers, professionals, operation and ongoing support for the program.
- Financial resources
- Domain where the activity is to take place—building, offices etc.
- Technologies—hardware and software: computers, programs, networks, wiring, Internet access etc.
- Equipment—equipment required to operate the program, such as: printers, boards, a projector, special accessories, therapy facilities, sports facilities, vehicles etc.
- Materials—materials for creativity, for preparing meals etc.

Notes
- You should be specific and list all required inputs but realize you do not need to provide too much detail (there is no need to describe quantities of the required equipment or to describe office equipment in detail).
- The list of inputs can provide a basis for costing the program.

5. ACTIVITIES
List the activities necessary for program implementation—what you will do with the inputs in order to achieve the results and ultimately achieve the objective. The activities include:
- If in the initial planning stages…Building an infrastructure for the program (establishing cooperation arrangements, constructing a building, establishing facilities, recruiting and training professionals etc.)
- Developing products (study programs, services, explanatory leaflets, accessories, facilities etc.).
- Providing services (study programs, treatment, extra-curricular activities, workshops etc.)

Examples
Infrastructure establishment stage:
- Renting a building, adapting it to the activity, purchasing computers, building a computer laboratory, devising study programs, recruiting staff for ongoing management of the program, recruiting teachers.
Regular activity stage:
- Recruiting participants to the program, training courses on technological subjects, workshops on looking for work, placement in jobs, establishing relations with business partners to hire graduates of the training.
- Recruiting rabbis in the United States, intensive training in Israel for rabbis from the United States on the subject of reinforcing Jewish identity, youth exchanges between groups in Israel and in the United States and hosting at homes.
- Emotional therapy for road accident victims, operating a 24-hour hotline, establishing support groups in a social network, instruction for family members of victims, seminars and conferences for social workers and other practitioners to increase awareness of the subject, and the nature of treatment.

Notes
- Activities should be divided into a number of categories based on content (activities connected to treatment, activities connected to operation, etc.).
- Separate activities connected to establishing the program’s initial infrastructure from activities connected to the program’s day-to-day operation.
- Include the preliminary activities required for routine operation of the program such as training the staff.
- Include details of the activities that are fundamental to the program objective. It is not necessary to provide details of support activities such as building maintenance and staff meetings.

6. OUTPUTS
The outputs are the direct and tangible products of the program activities. Outputs help you assess how you are executing the program and ultimately lead you to the desired program results. The outputs are generally described in terms of size and/or services provided by the program. Assessment of outcomes will give you indications if the program is succeeding in providing its products to the planned target audience.

Examples
- The number of students who complete the technological training, the volume of placements in employment.
- The number of rabbis from the United States who undergo training, the number of youth who visit Israel as part of youth exchanges.
- The number of people who receive psychological care, the number of participants who regularly attend the club, the volume of applicants who are helped by the hotline, the number of social workers who attend the conferences and seminars.

Notes
- Outputs should reflect the project objectives. For example, a manager of a program that operates senior citizens’ clubs may find himself deliberating over the following two outcomes: "the number of senior citizens taking part in club activities" or "opening senior citizen clubs in all the city’s neighborhoods." The choice between them relates to the question of what the program objective is. Is the objective to achieve the greatest number of senior citizens who are active in the clubs? Or is the objective to make the clubs accessible to the senior citizens dispersed around the city's neighborhoods?
- It is important to ascertain that every output results from a particular activity. The logic model allows you to know how to create each of the outputs.
- Invest defined quantities in the outputs, if this is difficult to do you can start form assessments or estimates and update the model at a later stage. Defining quantities
is important; it allows measurement of the degree of success achieved in accordance with the planning.

7. **OUTCOMES**
Outcomes are the changes your program is supposed to generate among various groups: participants, their families, organizations, systems, the social milieu and society as a whole. These changes include changes in knowledge, skills, positions, opinions, behavior, and performance of people, organizations, and situations. **The outcomes that the program creates do not all appear at the same time**—some of results appear within a short time of operating the program while some appear at later stages.

**Short term outcomes** can be discerned immediately or within a short time of launching the program. They generally relate to changes in knowledge, skills, positions, behavior, and performance among the program participants. In many cases, they are not the final desired outcomes but an essential stage in the process.

**Examples**
- The participants were placed in jobs in a technology related field.
- The rabbis from the United States acquire knowledge and tools for teaching Jewish identity.
- An improvement in the victims' confidence in their ability to resume functioning, the victims' family members acquire tools and develop confidence in their ability to help the victim, and social workers who attended conferences have develop awareness of the topic.

**Medium term outcomes** are changes that will occur at a later stage, on the way to the desired long term outcomes.

**Examples**
- The participants manage to retain their jobs over the long term. The program participants help members of their community to find jobs.
- The rabbis from the United States work in their communities to strengthen Jewish identity using the tools they have acquired, host families strengthen the bond with the families of the youths who stayed with them.
- Improvement of the program participants' emotional state, social workers who attended conferences identify more victims in the community and work with them.

**Long term outcomes** relate to a wider application (the community, organizations, and whole systems) beyond the level of the program participants. Sometimes these outcomes are not only impacted on by your program but also other outside parties. It is important to focus solely on the outcomes that are directly connected with your program. This generally includes a timeframe of a number of years.

**Examples**
- A significant increase in the number of workers in technological fields in the Ethiopian community.
- A change in the perception of Jewish identity among young Jews in the United States.
- A significant rise in the number of road accident victims who have regained their ability to function.
Notes
- The definitions of short, medium and long term timeframes are not exclusive and can be relevant to the specific program in the organization.
- It is important to only include the outcomes your program impacted.

8. OUTSIDE FACTORS
Document the outside parties that are not within your control, factors that may impact the program or its outcomes. For example, laws and regulations, political situations, possible opponents or supporters, and the economic situation. A list of factors should include those that will further the program and factors that may hinder it. Their introduction into the program will make it possible to examine their expected impact and to prepare for them.

Examples
- Senior officials in the municipality who supported the program are expected to leave their positions in the near future, a coalition of organizations that address the needs of the Ethiopian community has been established.
- The government has decided to allocate a budget for treating road accident victims.
- A severe economic crisis is expected to reduce response to youth exchange programs (the programs are partially financially supported by the youths). Severe floods will make it difficult for the youths to access the places they are due to get to.
## Model Component Diagram: A Format for Completion

<table>
<thead>
<tr>
<th><strong>1. Need Description</strong></th>
<th><strong>2. Program Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The need or situation the program aims to address and solve.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. Assumptions</strong></th>
<th><strong>4. Inputs</strong></th>
<th><strong>5. Activities</strong></th>
<th><strong>6. Outputs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we believe that the program will help to offer a solution for the need?</td>
<td>Resources that needed to be allocated to the program – personnel, budget, equipment and materials, building etc.</td>
<td>Activities and processes to be carried out on the program.</td>
<td>Define direct, measurable outputs.</td>
</tr>
</tbody>
</table>

### 7. Short, Medium and Long Term Outcomes
The changes the program is expected to lead in its participants, their family members, organizations, systems, social milieu and society in general.

### 8. Outside Factors
Factors that are outside the program’s control and may impact it positively or negatively.

### Notes
- There are different approaches to the logic model, this document presented one.
- The logic model does not have to be devised according to the above order of components.
- The logic model can be presented horizontally or vertically, or in any other visual form which is suitable for you as long as the above principles are adhered to, as well as the arrows which connect the various components.
- The logic model can also be used to describe complex programs, projects that comprise a number of programs, or complete organizations.
- One should take into account that the logic model is simplistic, it provides linear connections between the components while reality is sometimes more complex.
- One can use the services of an assessment professional for initial logic model construction to learn how to address its complexity correctly.

### Examples of Logic Models are on the following pages.

### Sources of information used and further reference:
- Logic Model Workbook – Innovation Network, Inc
- Logic Model Development Guide – W.K. Kellogg Foundation
- Developing a Logic Model - University of Wisconsin-Extension Program
- Development and Evaluation
Municipal Program for Stronger Families Logic Model

Need Description
A survey initiated by the Municipality has indicated that many parents of young children (ages 3-10 years old) are experiencing difficulty raising their children and are struggling with their role as parents. This results in increased parental stress and tension, affecting the entire family, and particularly the young children.

Assumptions – In order to improve parental performance, two areas need to be addressed: – Parents’ need to acquire tools and knowledge as well as parents’ need to receive emotional support. This assumption is based on articles written about this topic as well as similar projects executed overseas.

Program Objectives
Stronger families in the Municipal area: – Improved parents-children relationships.

Improvement of parental performance, the atmosphere at home, improved parents-children relationship within families of young children who struggle with their parental role and live within the Municipality’s region.

Inputs
- Building an infrastructure for the project
  - Budget for project development
  - A professional consultant to develop the project
  - Activity rooms in different city neighborhoods
- Computerized data of parents to 3-10 year olds as a basis for recruitment
  - Equipment (computers, projectors, office supplies...)
  - Budget for executing the project
  - Staff to manage the project and to recruit parents
  - Staff to facilitate the workshops
- Staff to facilitate the support groups

Activities
- Building an infrastructure for the project
  - Developing the workshops
  - Developing concept for support groups
- Recruiting parents according to project criteria
  - Better parenting workshops
  - Parents’ support groups

Outputs
- 10 workshops per year, executed in different city neighborhoods
  - 120 parents who graduated the workshops
  - 6 parents’ support groups in different city neighborhoods
  - 80 parents participating in support groups

Outcomes
- Parents enrich their knowledge about raising children
- Parents better understand their personal parenting style
- Parents gain knowledge on other parenting styles
- Parents experienced implementing new methods and tools
- Parents gain confidence in their abilities as parents

External Factors – Senior position holders in Municipality oppose the project and might attempt to fail it

*Original materials downloaded from Sheatufim - www.sheatufim.org.il*
Leadership Training Program for Shnat Sherut in Toronto

**Goal:**
To increase the number of young Israelis from Ellat-Elilot who serve as shinshinim in Toronto

**Mission:**
To engage young Jews from Israel and abroad in community activism and to develop a commitment to Jewish Peoplehood.

**Specific Objectives:**
- For the Federation: To create integration between its funded projects in Israel and its local Israel education programs.
- For Jewish institutions in Toronto: To recruit qualified young madrichim to represent contemporary Israel.
- For the Partnership: To enable young adults from Ellat-Elilot and Toronto to maintain a meaningful dialogue.
- For Ellat-Elilot: To train a cadre of young leaders.

**Assumptions:**
- 14 shinshinim currently serve in Toronto; over the past five years, only five have been recruited from the Partnership region.
- Candidates for shlichut from the Ellat-Elilot region require pre-screening training.
- The Shnat Sherut experience strengthens participants’ leadership skills, their Jewish and Israeli identity and makes them better citizens.
- There is an added value in having shinshinim from the Partnership region.
- The project will create strong bonds between young Israelis and their counterparts in the Diaspora.
- The project will create lasting connections between Toronto and Ellat-Elilot, strengthening the Jewish identity of both communities.

**Resources**
1. Knowledge and experience of training shlichim, professional mentoring, and Israel education resources
2. Experience in managing multi-agency, long-term projects
3. Cooperation with schools, youth organizations and other local partners
4. Personnel
5. Funding

**Activities**
1. Recruitment of 25 candidates by the Partnership
2. 80 hours of training (spread over 12 months)
3. Participation in UJA Federation-sponsored summer camps
4. Screening process for shlichut by JAFI
5. Interview by Toronto community reps
6. Support of shinshinim by professional staff in Toronto

**Outputs**
1. Recruitment of 25 candidates
2. 80% (i.e., 20) complete training
3. 80% (i.e., 16) pass JAFI screening process
4. 50% (i.e., 8) pass Toronto interview
5. 90% (i.e., 7) go on shlichut

**Outcomes**

<table>
<thead>
<tr>
<th>Training period</th>
<th>Service period</th>
<th>Post-service</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the individual</td>
<td>Enhanced skills, knowledge &amp; exploration of Jewish Identity</td>
<td>Meaningful service, development of personal connections</td>
</tr>
<tr>
<td>For the Partnership</td>
<td>Better understanding of the Partnership</td>
<td>Ongoing contact between individuals and organizations in the Partnership communities</td>
</tr>
<tr>
<td>For Ellat-Elilot</td>
<td>Better understanding of the importance of shnat sherut in Diaspora communities</td>
<td>Strengthened connections with the Toronto Jewish community</td>
</tr>
<tr>
<td>For Toronto</td>
<td>Increased exposure</td>
<td>Presence of authentic representatives of Israel and the region</td>
</tr>
</tbody>
</table>