The Youth Guide to Developing Logic Models

By Katherine Gaughen
As a leader of a youth initiative, you and your peers understand the importance of your work and the goals that you are trying to accomplish. While you may feel like your mission is clear,

**IT IS CRITICAL THAT YOU ARE ABLE TO COMMUNICATE IT** to other youth and adults in your community. One way to do this is through a logic model.

_Eprise Armstrong of Indiana currently trains young leaders through her work with the National Resource Center for Youth Development._
A logic model is a one-page picture that shows the connection between what your program is doing and what you are trying to accomplish. A good logic model can help guide important decisions about your program and build support in your community.
This guide provides step-by-step instructions, tips and strategies that you can use to develop a logic model.

The guide is organized into the following sections:

**SECTION 1**
provides an overview of logic models

**SECTION 2**
gives tips on the process of designing a logic model

**SECTION 3**
is a step-by-step guide to help your team build a logic model

The guide concludes with a glossary of terms and a list of publications and web-based resources on logic model development.
UNDERSTANDING LOGIC MODELS
What Does a Logic Model Look Like?

There are many different types of logic models. A logic model can be a table filled with text or a one-page graphic that looks like a flowchart. Because no one format is universally accepted, you must choose the type of logic model that is most useful to you.

There are also different words that are used to describe the sections of a logic model. Despite these differences, the underlying concepts are the same in every logic model. The resources section of this guide includes links to websites where you can find examples of different program logic models.

Throughout this guide we will use a logic model that has two sides. The left side describes your program or what you want to accomplish and the right side describes how you will measure your progress along the way.

Why Should You Complete a Logic Model?

There are many reasons for developing a logic model.

1. First, a logic model will provide a clear roadmap to guide decisions about your program. This is especially important if young people in your program tend to come and go. A logic model will help keep your program on track even if the leaders involved change.

2. Second, a logic model can help build support for your program by clearly explaining your activities and their intended effects. Sometimes just the process of drafting a logic model can help rally support for your program, because it helps ensure that everyone is working toward the same goals.

3. Finally, a logic model can help new participants in your program get “up to speed”. A logic model is a great way to orient new members to your program or to use to explain to adult supporters.

What is a Logic Model?

A logic model is a picture of how your work will impact your larger community. A good logic model will include all of the following information on just one page:

- The big picture, long-term changes you will see in your community if your program is successful
- The things you would have to change in your community to accomplish your vision
- The way that your program is going to go about making those changes
- How you will know when your program is working successfully

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THE ELEMENTS OF THE LOGIC MODEL

The logic model that we will be using for this guide has five boxes. The three boxes on the left hand side – vision and desired results, critical conditions, and activities – all relate to what you want to accomplish. The boxes on the right hand side – measures of effort and measures of effect – relate to how you will measure your accomplishments.

Starting with the left hand side of the logic model, think of what you want to accomplish:

Vision is what success would look like for your program. Desired Results are your long-term goals and describe the differences you expect to see if your program is successful.

Critical Conditions are the circumstances that must exist in your community so that you can be successful and can achieve your desired results.

Activities are the specific actions that you will take to address the critical conditions in your community.

<table>
<thead>
<tr>
<th>PROGRAM (What Do You Want To Accomplish?)</th>
<th>OUTCOMES How Will You Measure Your Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision and Desired Results</td>
<td>Measures of Effect</td>
</tr>
<tr>
<td>Critical Conditions</td>
<td>Measures of Effort</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
</tbody>
</table>

Moving clockwise to the right hand side of your logic model, think of how you will measure your accomplishments:

Measures of Effort measure your short-term activities and describe the amount of service you provide.

Measures of Effect are long-term measures that reflect big picture progress toward results. They attempt to measure whether your work has contributed to positive changes in individuals, communities, or systems.

This logic model is based on the work of Mark Friedman of the Fiscal Policy Studies Institute and was originally developed by Sara Watson and published in Using results to improve the lives of children and families: A guide for public-private child care partnerships. (Washington, DC: The Child Care Partnership Project, June 2000).
ONE EASY WAY TO THINK ABOUT THE ELEMENTS OF A LOGIC MODEL IS THROUGH THE EXAMPLE OF THE CLASSIC MOVIE THE WIZARD OF OZ.

As you probably remember, The Wizard of Oz begins when Dorothy’s farmhouse in Kansas is caught in a tornado and lands in the Land of Oz right on top of the Wicked Witch of the East. Glinda, the Good Witch of the North greets Dorothy and gives her the Wicked Witch of the East’s ruby slippers to protect her during her journey to the Emerald City.

Glinda tells her that once she reaches the Emerald City, she can ask the Wizard of Oz to help her return to Kansas. So, Dorothy travels along the yellow brick road, meeting the Scarecrow, the Tinman, and the Cowardly Lion along the way.

Together, they overcome many obstacles, including all of the spells of the wicked Witch of the West, to reach the Emerald City where the Wizard helps Dorothy return to Kansas.

Now let’s try to think about just Dorothy’s journey in terms of a logic model. We start by thinking about what Dorothy wants to accomplish and how she goes about doing that.
First, consider Dorothy’s vision. What did she broadly want to accomplish through making her journey to see the Wizard?

Dorothy would be safe and sound with her family.

Next, think about Dorothy’s desired results. How will we know if Dorothy is successful in achieving her vision?

Dorothy would be home in Kansas.

The second step is to think through the critical conditions that must exist in the Land of Oz so that Dorothy can achieve her desired result of returning to Kansas.

People must be willing to trust each other and become friends.

There needs to be a safe path to get to Emerald City.

Next, list the activities that Dorothy does in order to achieve her desired result of going home.

• Dorothy makes friends with the Scarecrow, the Tinman, and the Cowardly Lion.
• Dorothy follows the Yellow Brick Road.
• Dorothy makes friends with the Scarecrow, the Tinman, and the Cowardly Lion.
• Dorothy defeats the Wicked Witch by throwing water on her.
• Dorothy asks the Wizard of Oz for help.

How many friends does Dorothy make to help her along her journey?

How many steps has Dorothy traveled down the yellow brick road?

How many times does Dorothy talk to the Wizard of Oz?

How many obstacles does Dorothy overcome?

How many times does Dorothy make to help her along her journey?

Now that we have listed what Dorothy set out to do and how she did it, it’s important to think about how she will know if she is successful along the way.

First, let’s consider how Dorothy’s measures of effort, or how she will know that she’s on the right track as she attempts to get back to Kansas.

How many times does Dorothy talk to the Wizard of Oz?

How many obstacles does Dorothy overcome?

How many times does Dorothy throw water on the Wicked Witch?

How many steps has Dorothy traveled down the Yellow Brick Road?

How many friends does Dorothy make to help her along her journey?

Finally, we need to know how to measure whether Dorothy is effective in accomplishing her big picture vision, or her measures of effect.

Does Dorothy make it back to Kansas?
<table>
<thead>
<tr>
<th>What Does Dorothy Want To Accomplish?</th>
<th>How Will Dorothy Measure Her Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision and Desired Results</strong></td>
<td><strong>Measures of Effect</strong></td>
</tr>
<tr>
<td><strong>Vision Statement:</strong> Dorothy will be safe and sound with her family.</td>
<td>• Does Dorothy make it back to Kansas?</td>
</tr>
<tr>
<td><strong>Desired Result:</strong></td>
<td></td>
</tr>
<tr>
<td>• Dorothy will be home in Kansas.</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Conditions</strong></td>
<td></td>
</tr>
<tr>
<td>• People must be willing to trust each other and become friends.</td>
<td></td>
</tr>
<tr>
<td>• There needs to be a safe path to get to Emerald City.</td>
<td></td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
</tr>
<tr>
<td>• Dorothy makes friends with the Scarecrow, the Tinman, and the Cowardly Lion.</td>
<td></td>
</tr>
<tr>
<td>• Dorothy follows the Yellow Brick Road.</td>
<td></td>
</tr>
<tr>
<td>• Dorothy defeats the Wicked Witch by throwing water on her.</td>
<td></td>
</tr>
<tr>
<td>• Dorothy asks the Wizard of Oz for help.</td>
<td></td>
</tr>
<tr>
<td><strong>Measures of Effort</strong></td>
<td></td>
</tr>
<tr>
<td>• How many friends does Dorothy make to help her along her journey?</td>
<td></td>
</tr>
<tr>
<td>• How many steps has Dorothy traveled down the yellow brick road?</td>
<td></td>
</tr>
<tr>
<td>• How many obstacles does Dorothy overcome?</td>
<td></td>
</tr>
<tr>
<td>• How many times does Dorothy talk to the Wizard of Oz?</td>
<td></td>
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</tbody>
</table>
Now that you have traced Dorothy's logic model to get home, think of another movie or video game and create a logic model for the main character by filling in the boxes below. Movies you might consider include Cinderella, The Lion King, Spiderman, or Batman Returns.
section two

THE PROCESS OF DESIGNING YOUR LOGIC MODEL
Now that you understand the pieces of a logic model, it’s time to get started designing your own. Before the work gets underway, however, it’s important that you think about the process of designing a logic model. After all, just like in sports:

**PROPER PREPARATION LEADS TO PEAK PERFORMANCE!**

Before you start designing the logic model, consider the five w’s: why, what, who, when and where.

**WHO?**

Before you start designing your logic model, it’s important to consider who should be involved in the process. You will certainly want to make sure that the other leaders of your initiative are involved.

You might also want to consider involving an adult supporter in the process. An experienced adult can help by serving as a neutral facilitator to keep your discussions moving along and by being available to answer any questions that you may have along the way.

Other members of your initiative or supporters of your work in the community might also want to be involved in developing your logic model. Sometimes it is helpful to have many voices at the table — after all, the process of developing a logic model can help you build widespread support for the initiative. On the other hand, too many people at the table can also create confusion. If you think that might be the case with your initiative, you might want to consider drafting a logic model with a small group of people and then sending it out or holding a larger meeting to get feedback from others.

Regardless of who you decide to include directly in the process, it’s important to be clear about your process up front. That way, no one will question how you went about developing your logic model and the process will help you gain supporters.
WHAT?

Hopefully, you are starting to have a good sense of what a logic model is. Your peers may not know as much about them. As you invite people to participate in designing your logic model, it might be helpful to have a brief paragraph that explains and logic model and why you are building one. Here’s one example that you can customize for your own program:

A LOGIC MODEL IS A PICTURE OF HOW OUR WORK WILL IMPACT OUR COMMUNITY. A LOGIC MODEL WILL TELL OTHERS ABOUT THE CHANGES THEY WILL SEE IN OUR COMMUNITY IF OUR PROGRAM IS SUCCESSFUL, THE WAY OUR PROGRAM IS GOING TO GO ABOUT MAKE THOSE CHANGES. OUR ORGANIZATION IS GOING TO CREATE A LOGIC MODEL TO HELP US GUIDE OUR FUTURE DECISIONS AND SO THAT WE CAN SHOW OTHERS IN OUR COMMUNITY OUR PLAN FOR MAKING POSITIVE CHANGES.
WHY?

First, it is helpful to think about why you want to build a logic model – hopefully, it’s not just because we said it was a good idea!

• Are you building a logic model because you want a road map to guide your program’s decisions?
• Are you building a logic model to help explain your program to supporters in the community?
• Are you applying for funding and need a logic model to explain how your program will make changes in your community and how you will measure your progress?

All of these are good reasons to build a logic model and more than one of them might apply to your program. Nonetheless, having a good sense of why you are beginning this process will help you design a good process for drawing your logic model and will make sure that you get the results that you are seeking.

WHERE?

It is also important to consider where you will meet to build your logic model and the supplies you might need. If your group has a regular meeting space, it will probably work just fine. Otherwise, you might be able to reserve a classroom at a school or at a library to have your discussions. You might want to consider having access to a chalkboard, whiteboard, or an easel, so you can write down people’s ideas during the course of your discussion. You might also want to consider making sure that everyone has a copy of this guide that they can read in advance and the worksheets.

Now that you have considered why, what, who, when and where, it’s time to get started building your logic model!
section three

BUILDING YOUR LOGIC MODEL
As we explained earlier, there are five pieces of a logic model: vision and desired results, critical conditions, strategies and activities, performance measures and indicators. This section will walk you through how to fill in each box of your logic model.

**STEP 1: VISION AND DESIRED RESULTS**
The first step in building your logic model is to define your vision and desired results.

**WRITING YOUR VISION STATEMENT**
Your vision should be a brief, inspirational statement that captures what you want to achieve in just one or two sentences. It should be easy to understand and describe what success looks like for your program.

Here are two examples of good vision statements:

*The Jim Casey Youth Opportunities Initiative envisions that all young people leaving foster care will make successful transitions to adulthood.*

*Teen Voices envisions a world of equality and opportunity for all girls, in which we are a premier center for positive teen girl-produced media. With the support of an intergenerational network, we provide a space for girls to become competent, confident, and courageous leaders for change.*

As you get started drafting your vision, it may help to ask yourself and your group:

**WHAT WOULD OUR COMMUNITY LOOK LIKE IF OUR WORK WAS SUCCESSFUL?**

Writing your vision statement can seem a little overwhelming. Remember, if the vision statement that you draft is powerful and inspiring to the group of young people invested in your program, then it’s right.

As you draft your vision statement, remember the **K.I.S.S.** principle – Keep It Short and Simple!

Once you have finished writing your vision statement, fill it in on Worksheet One on page 19.

*Anthony Reeves of Georgia is a member of EmpowerMEnt*
Defining Your Desired Results

Your desired results are your long-term goals. When thinking about your results, it is helpful to answer the question,

What specific changes will we see in our community in five years if our program is successful?

Your program may be working toward changes in outcomes for youth, for the adults who work with youth, or for the organizations, community, and systems serving youth. While it is important to have lofty goals, it is really critical that your results are actually achievable – they should be the priorities that you have the time and resources to focus on.

In order to develop a list of your desired results, it may be helpful to have an open brainstorming session, where all of the members of your logic model team write down all of their ideas. Once you have a comprehensive list, you can then narrow your desired results down to the most critical priorities that are also achievable. Remember that your desired results are the outcomes that you are trying to achieve, not the way that you plan to achieve those outcomes.

It can be difficult to eliminate some priorities, but in the end it will help make sure that your initiative stays focused. It is also important to remember that you can always update and revise your logic model at a later date if your priorities change or if you accomplish many of your goals.

Once you have finalized your desired results, fill them in on Worksheet 1.
Vision and Results

Download the worksheets in this guide in Word format - and use them to build your own custom logic model. Visit www.fosterclub.org or www.financeproject.org

<table>
<thead>
<tr>
<th>VISION STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would our community look like if our work was successful?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DESIRED RESULTS (OUTCOMES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific changes will we see in our community in five years if our program is successful?</td>
</tr>
</tbody>
</table>
SAMPLE CRITICAL CONDITIONS

Each community is unique. As such, the factors that need to be present to ensure that your program achieves its desired results will vary widely among youth engagement initiatives. Nonetheless, some widely applicable critical conditions include:

- The public education system has the resources necessary to prepare youth for postsecondary education.
- Recreational activities are available for youth.
- Employment opportunities for youth are available in the community.
- Public transportation is available in the community.
- Treatment options are available for youth and families struggling with addiction.
- Affordable housing is available for youth and families.
- Young people are actively engaged in the community.
- Community partners actively engaged in meeting the needs of young people.
- Community partners value young people’s voice.

CRITICAL CONDITIONS

Once you have clarified your vision and desired results, you can take the next step of considering what critical conditions need to be present in the community to ensure your success. When thinking about causes and conditions, it is helpful to answer the question:

WHAT WOULD HAVE TO EXIST IN OUR COMMUNITY IN ORDER TO ACHIEVE OUR RESULTS?

These factors may represent a condition that must be present in the community in order to be successful, such as afterschool activities. They may also be a condition that exists in your target population, such as youth leadership. Conditions and causes should be based on research or on experiences about what helps make initiatives like yours successful.

You should consider as many of the critical conditions as possible that are related to your desired results. By considering many possible conditions and causes, you can be realistic about what your specific program can hope to accomplish.

Identifying critical conditions involves thinking through the following questions:

- What does research say are the most important critical conditions that need to be present in order to achieve your results?
- What does your experience indicate are the most important conditions that need to be present in order to achieve your results? What does the experience of others indicate?

Once you have brainstormed a list of critical conditions, it is time to complete Worksheet 2. You will fill out one worksheet for each of the Desired Results that you listed in Worksheet 1.

1. Copy your desired result for Worksheet 1 in the first box.
2. In the left hand column, list the critical conditions that need to exist in your community to achieve your desired result
3. In the middle column, briefly write whether your organization addresses the critical condition and if so, how you do so.
4. In the last column, write down whether there are any other groups in your community who also address the critical condition. This will help you identify partners that you can work with in your community.

Remember, each one of the critical conditions that you list, should relate to the desired result that you listed at the top of the page.
## Identifying Conditions and Causes

**DESired RESULT:**

Here's an example:
*Improve post-secondary educational outcomes for young people in foster care*

<table>
<thead>
<tr>
<th>Related Conditions and Causes</th>
<th>Do you address this condition? How?</th>
<th>Who else in the community addresses this condition?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster youth are</td>
<td></td>
<td></td>
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<tr>
<td>forced to switch schools too</td>
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<tr>
<td>often</td>
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</table>

You may need to do some research... remember to utilize your adult supporters!
The next step in developing a logic model is to identify and prioritize the activities that will use to achieve your results. When thinking about activities, it is helpful to answer the question, “What will our program do to change the causes and conditions of the problem, so that we can achieve our results?”

When you completed the second column in Worksheet 2, you actually began the process of listing your activities. When considering your activities, however, it is important to think about:

1. Do they address the critical conditions that will help you achieve your desired results?
2. Do you have the resources, including financial resources, to implement them effectively?

Considering both of these questions will help you prioritize your activities so that you can make the most effective use of your resources. For example, if you find that some of your activities are particularly effective and supported by the community, you may want to expand them. On the other hand, if you find that one of you strategies does not address a critical condition that you identified, you might decide to implement a new strategy or activity.

To begin thinking more about your strategies and activities:

- Look at the activities you listed in the second column of Worksheet 2 and record them in the first column of Worksheet 3.
- Once you have listed your strategies and activities, identify which conditions and causes each strategy and activity addresses in Column 2. If there are some strategies that you do that do not affect any of your critical conditions, you might want to re-consider whether it makes sense to keep working on that strategy. Refer back to Worksheet 2 to help with this task.
- Next, think about whether you have the resources, including time and money, to implement your strategy effectively. For strategies where the answer is “yes”, circle “yes.” For the strategies where the answer is “no”, list what additional resources you need in order to implement the activity. Examples of resources might include more funding, volunteers, computer equipment, etc.

Once you complete Worksheet 3, you should have a good idea of which activities it makes sense for your group to move forward with in order to achieve your desired results.
Prioritizing Existing Strategies and Activities

<table>
<thead>
<tr>
<th>Strategy and/or Activity</th>
<th>What condition(s) or cause(s) does this strategy or activity address?</th>
<th>Do you have the resources to implement this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
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<td>Yes</td>
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<td>No</td>
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</tbody>
</table>

- You might want to brainstorm activities at first, then narrow down your list to select the best ones.

- Sure – an activity might sound like a lot of fun... but will it actually help solve the problem?

- Thinking through this will help you select the best activities for your project.

- Resources you might need can include money, staff, training, equipment, or supplies.
Support for Determining Measures of Progress

Deciding on your measures of progress can be the most challenging part of completing your logic model. It is a good idea to ask for assistance from a supportive adult who has experience completing logic models. An expert will help you make decisions about what measures of progress to use and will know what data collection tools are available to gather the information. Contact a local United Way, university, or college to find an expert that might help you through this process.

Measures of Effort

Measures of effort are the short-term measures of the programs, services and activities you offer. Measures of effort answer questions like “How many?” and “At what level of quality?”

Measures of effort quantify the actions you take, the amount of services you provide, the products you produce, and/or the number of youth you serve. Examples of common measures of effort include:

- The number of youth/adults trained
- Satisfaction with training classes/sessions
- The number of youth/adults that attended weekly meetings or events
- The number of youth that received a service provided by your program (such as tutoring, savings accounts, or temporary housing)
- The number of adult mentors recruited
- The number of volunteer hours contributed by youth
- An increase in a youth/adult’s knowledge of a certain subject as measured by pre- and post-tests (such as protecting the environment, applying to college, budgeting, understanding human sexuality and relationships, or preventing drug abuse)

When identifying measures of effort, it is important to be realistic about the amount of data and information you can collect and use. Take into account both the time and resources that you have available for collecting and analyzing data. Whenever possible, identify measures with existing data sources or for which you could easily begin collecting data.

To begin thinking about measures of effort, complete Worksheet 4.

1. Begin by listing your activities in the first column.

2. In the second column, list the way(s) that you will know whether your activity has been successful - your short-term measures of effort.

3. In the third column, list how you will collect the data for your measure of effort.
### Measures of Effort

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>SHORT-TERM MEASURES OF EFFORT</th>
<th>WHERE OR HOW CAN THE DATA BE COLLECTED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Youth are trained about how to apply for financial aid for higher education</td>
<td>Number of youth trained</td>
<td>Attendance logs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEASURES OF EFFECT

The final step in developing a logic model is to identify measures of effect. Measures of effect are measures that track big picture progress toward results. These are long-term measures that may take several years to achieve.

To help brainstorm long-term measures of effect, consider the following questions:

IF WE WERE SUCCESSFUL IN ACHIEVING THIS RESULT, WHAT WOULD WE SEE; WHAT WOULD SUCCESS LOOK LIKE? HOW WOULD WE MEASURE THIS?

Examples of measures of effect include:

- The graduation rate
- Percent of youth that pass state standardized tests
- The percent of youth enrolled in postsecondary education
- The percent of youth employed
  - The number of youth involved in traffic accidents
  - The number of homeless youth
  - Teen pregnancy rate
  - Juvenile crime rates
  - The percent of youth that smoke

To begin thinking about measures of effect, complete Worksheet 5.

1. Begin by listing your activities in the first column. These should be the same activities that you listed in Worksheet 4.

2. In the second column, brainstorm and write down your measures of effect -- the measures that will tell you whether you are making progress toward your desired results.

3. In the third column, list how you will collect the data for your measure of effect.

RESOURCES FOR SELECTING PERFORMANCE MEASURES

If you need help brainstorming and selecting performance measures, visit the following online resources:

- Child Trends’ Youth Development Outcomes Compendium provides people working in the field of youth development with a resource to identify the range of measures of effect that program might seek to affect. http://www.childtrends.org/what_works/clarkwww/compendium_intro.asp

- United Way of America Outcome Measurement Resource Network offers information, downloadable documents, and links to resources related to measures of effort and measures of effect. http://national.unitedway.org/outcomes
# Worksheet 5

**Measures of Effect**

<table>
<thead>
<tr>
<th>ACTIVITIES (from worksheet 4)</th>
<th>LONG-TERM MEASURES OF EFFECT</th>
<th>WHERE OR HOW CAN THE DATA BE COLLECTED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the same activities in this column that you used on Worksheet 4</td>
<td>Example: Graduation rate</td>
<td>Survey</td>
</tr>
</tbody>
</table>

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PUTTING THE TWO SIDES OF YOUR LOGIC MODEL TOGETHER

The final step is to fill out your logic model, using all of the information that you generated in this workbook.

Step 1: Vision and Results — Worksheet 1
Review Worksheet One. Your vision should be a compelling statement of what success would look like for your initiative, and your results are the long-term goals for your target community. Record your vision and desired results from Worksheet 1 in this box.

Step 2: Critical Conditions—Worksheet 2
Critical conditions are the factors that need to be present in your community in order for you to achieve success. On Worksheet 2, you identified a broad array of conditions and causes related to your results. When completing your logic model, review Worksheet 2 and include those conditions and causes that your initiative is most directly addressing through its strategies and activities.

Step 3: Strategies and Activities—Worksheet 3
Your strategies are the broad practice approaches that you employ to achieve your results. Your activities are the specific services and actions that you implement to carry out those strategies. List the strategies and activities that you will use (from Worksheet 3) in this box.

Step 4: Measures of Effort —Worksheet 4
Measures of effort are the short-term measures of the programs, services and activities you offer. Record your measures of effort from Worksheet 4 in these boxes.

Step 5: Measures of Effect —Worksheet 5
Performance measures are the measures that you use to capture the effect that your strategies and activities have on the populations or systems that they reach. Record your measures of effect from Worksheet 5 in these boxes.

Rita is a member of the California Youth Connection and past FosterClub All-Star
### Your Logic Model

Place the information from worksheets 1-5 in the proper location on this logic model... and you've completed your logic model!

<table>
<thead>
<tr>
<th>What Do You Want To Accomplish?</th>
<th>How Will You Measure Your Progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision and Desired Results</strong></td>
<td><strong>Measures of Effect</strong></td>
</tr>
<tr>
<td><em>Use info from worksheet 1 here</em></td>
<td><em>Worksheet 5</em></td>
</tr>
<tr>
<td><strong>Critical Conditions</strong></td>
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<tr>
<td><em>Worksheet 2</em></td>
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<td><strong>Activities</strong></td>
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<tr>
<td><em>Worksheet 3</em></td>
<td><em>Worksheet 4</em></td>
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</table>
REVIEW YOUR WORK

You have now completed a first draft of your logic model. It has involved important decisions about the vision for your program, the activities that will help you achieve that vision, and the measures you will use to ensure that you have successfully achieved your goals. Now that you have developed your logic model, you should review your work to ensure that the model makes sense and develop a process to periodically revisit your model.

As you review your logic model, you’ll want to ensure that the model is complete and that there is a logical connection between the various components of the model. For example, are the critical conditions and strategies and activities you have identified known to influence your desired results? For each of the activities you are implementing, your logic model should include one or more measures of effort and effect to track your success in achieving your desired result.

To ensure that you are on the right track, ask yourself the following questions:

- Does the model show our desired results?
- Does the model clearly outline our program activities?
- Does the model identify the critical conditions that must exist to ensure success?
- Does the model identify performance measures to track our progress and document our results?

While it may be tempting to include every detail of your program in your logic model, what is most important is that your logic model captures those aspects of your program that you and your stakeholders believe are most valuable.

USING YOUR LOGIC MODEL

Now that you have completed your logic model, make sure to consider how to make the most out of this important document. Ideas for using your logic model include to:

- Introduce new people to your program
- As part of any proposal you write to get funding to support your program
- To help design an evaluation of your program
- To continue to consider the overall direction of your program

Consider posting copies of your logic model throughout your organization so everyone is reminded of the results you are working towards. The more you use your logic model, the more valuable it becomes.
KEEPING YOUR LOGIC MODEL UP TO DATE

To make sure that your program stands the test of time it is important to revisit your logic model about once a year. Revisions may include:

- Revising your goals or desired results;
- Updating the critical conditions that must exist in your community;
- Expanding or changing the strategies and activities you implement; and
- Revising your performance measures to reflect new results you expect to achieve.
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ABOUT THE FINANCE PROJECT

Helping leaders finance and sustain initiatives that lead to better futures for children, families and communities.

The Finance Project is an independent nonprofit research, consulting, technical assistance and training firm for public- and private-sector leaders nationwide. It specializes in helping leaders plan and implement financing and sustainability strategies for initiatives that benefit children, families and communities. Through a broad array of tools, products and services, The Finance Project helps leaders make smart investment decisions, develop sound financing strategies and build solid partnerships. To learn more, visit http://www.financeproject.org.