

# APPENDIX V-B-2

## HOW TO USE A LOGIC MODEL: STEP BY STEP

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The logic model is a graphic representation of your program. We are defining program as an intervention or set of interventions to achieve specific desired results and will use the term program throughout the remainder of this document. The logic model tests the program theory and shows the relationships between program resources, activities/interventions and outcomes. It shows how a program will work to solve identified problems.

### ASSUMPTIONS

What are the program assumptions? Fill in the box labeled Assumptions with the following type of information. Program assumptions can include proven theories such as documented best practices, program successes documented in the research literature, findings of your needs assessment, and professional/personal expertise. Examples include, best practices research about how information is best delivered to a teen audience, how many times a prevention message should be delivered to program participants, how increasing access to presumptive eligibility will result in early entry into prenatal care.

ASSUMPTIONS

### ENVIRONMENTAL FACTORS

Now fill out the box labeled Environmental Factors, and list important environmental factors. Explain how these factors may affect program outcomes. Environmental factors describe what else besides the planned program may affect the outcomes/results your program is designed to achieve. List key factors external to the program and not under its control that could influence your program's success either positively or negatively. Environmental factors can also be thought of as confounding factors.

ENVIRONMENTAL FACTORS

### INPUTS

List program inputs in the box labeled Inputs. These are key resources needed to implement the program. Inputs are essential to the accomplishment of the activities. For example, staff (level/and or experience of staff), funding, technology, allocation of time, equipment necessary to successful implementation. Without these resources or with inadequate resources the objectives or outcomes expected cannot be achieved.

INPUTS

## OUTPUTS

List program outputs. Note that in this model, outputs are divided into “activities” or interventions and “participation”. In Column A, list the program activities/interventions. These are actions - what the program will actually do. For example, provide 20 educational classroom presentations about abstinence, create a brochure that provides information about the importance of early prenatal care in Spanish and English, disseminate the brochure at 20 community based sites and provide case management services to 15 high risk pregnant women. Your process objectives should be reflected here. Process objectives indicate the effort made, for example the number of sessions delivered, number of brochures distributed or number of conferences held.

OUTPUTS	
ACTIVITIES	PARTICIPATION
A	B

In Column B list the key participants/recipients. Think of them as the target population or those individuals or groups at which the activity is aimed. For example, for a program to increase entry into early prenatal care, the participants might be Hispanic women in specified low-income neighborhoods (zip code), teens ages 13-18, and women who use drugs.

## OUTCOMES

List desired outcomes. Remember outcomes are results. Short-term outcomes (Column A) are generally immediate results (e.g., changes in attitude, knowledge, skills, motivation, awareness). Intermediate outcomes (Column B) are those that demonstrate actual behavior, practice, policy, system change (actions). Long-term outcomes (Column C) are generally those that show desired measurable change in the quality of life, morbidity and/or mortality rates. If your outcome objectives are clear, quantifiable, and time and population specific, long-term outcomes will be easy to fill in.

OUTCOMES		
SHORT	MEDIUM	LONG-TERM
A	B	C

## THE LOGIC MODEL

Once you have completed the individual boxes, fill in the logic model table. Then, assess the relationships between the inputs, outputs and outcomes. Are they logical? Given the inputs or resources identified, could the activities be accomplished? If the activities were accomplished as planned/designed, is it logical that the short term, intermediate and long-term outcomes (results) can be achieved? Why? Go back to the assumptions (what programs, research, needs assessment, theories or experience have you based your assumptions on?)

