

# LOGIC MODEL FOR (INSERT YOUTH PROGRAM NAME HERE)

Program Outcome Statement: *A brief statement of ultimate purpose*

INPUTS	OUTPUTS		YOUTH OUTCOMES - IMPACT		
	Program Activities	Youth Participation	SHORT (LEARNING)	MEDIUM (ACTION)	LONG (CONDITIONS)
<p><i>The resources you will bring to the program. One approach is to focus on things that are quantifiable so that you can calculate return on investment later.</i></p>	<p><i>What you are actually doing....</i></p>	<p><i>Who are your target participants, and what is the nature of their participation?</i></p>	<p><i>What changes in student knowledge or skills do you expect to see at the end of your program?</i></p>	<p><i>What changes in student behavior (i.e. outcomes) do you expect to see as a result of these changes in knowledge?</i></p>	<p><i>What are the aspirational, long-term changes to which your work contributes?</i></p>
<p><b>Assumptions</b></p> <p><i>What are you assuming to be true in order for your model to be true?</i></p>			<p><b>External Factors</b></p> <p><i>What are the known factors that can influence your success, over which you have little or no control?</i></p>		

Logic Model Template Courtesy of the Program Development and Evaluation Unit at the University of Wisconsin – Extension, <http://www.uwex.edu/oes/pdande/index.html>

# What *assets* will you bring to this work?

INPUTS

*The resources you will bring to the program. One approach is to focus on things that are quantifiable so that you can calculate return on investment later.*

For your **Partnership/Organizational Overview**, think about...

- Your strengths as an organization
- Your existing or potential partnerships
- Your participation in, or readiness for, quality improvement work

For your **Budget**...

33					
34	<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>TOTAL</b>
35	Other Project Funding/Revenue	-	-	-	-
36	Salary, Wages, & Benefits	-	-	-	-
37	Project Supplies and Equipment	-	-	-	-
38	Travel & Transportation	-	-	-	-
39	Professional Development & Training	-	-	-	-
40	Contractors & Consultants	-	-	-	-
41	Other	-	-	-	-
42	In-Kind Expenses	-	-	-	-
43	Overhead	-	-	-	-
44	<b>TOTAL FUNDING REQUEST</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

# ***What*** do you propose to offer, ***for whom***, and ***how much***?

For **POC-led** organizations:

“iii. Describe the racial, ethnic and/or cultural community(ies) on which your organization focuses its work. Detail how many children and youth your organization currently serves, the locations of your current programs, and the types of programming provided.”

OUTPUTS	
Program Activities	Youth Participation
<i>What you are actually doing....</i>	<i>Who are your target participants, and what is the nature of their participation?</i>

In your **Narrative**, be as specific as possible about...

- Which **activities** will be available to participants
- **Who** will provide these activities
- The **dosage** that will be offered

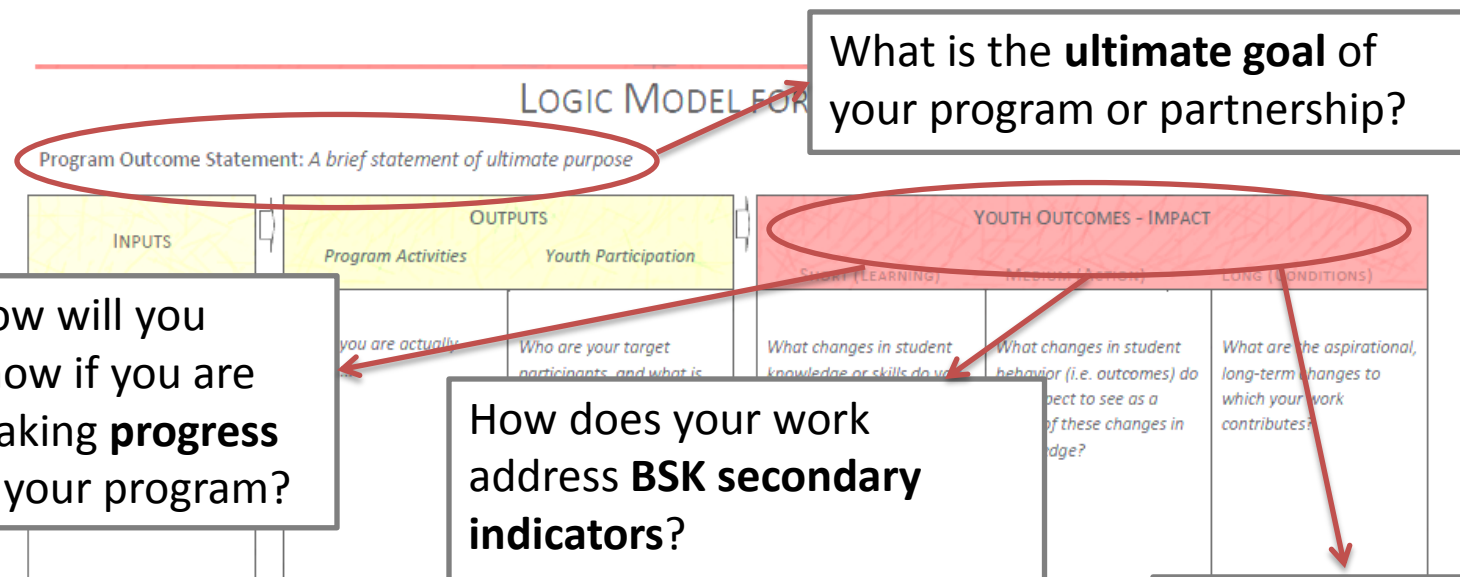
For **Place-Based** partnerships:

“iv. Detail how many children and youth each of the partner organizations currently serve, their demographics, the locations of your current programs, and the types of programming provided.”

“vii. Provide demographic information on the children and youth your Place-Based Partnership intends to serve.”

Be aware of **minimum dosage requirements** (these differ for POC-led versus Place-Based Partnerships)

# What are the *outcomes* you are working toward?



What is the **ultimate goal** of your program or partnership?

How will you know if you are making **progress** in your program?

How does your work address **BSK secondary indicators**?

- o Lowering the rate of adolescent births
- o Youth who have supportive adults
- o Youth believe in their ability to succeed
- o Youth are not chronically absent from school
- o Youth are getting good grades in school
- o Youth are completing 9th grade
- o Young adults participate in civic activity and are engaged
- o Youth are not justice system involved
- o Youth have positive social-emotional development
- o Youth are not suspended/expelled from school
- o Youth are physically active
- o Youth have strong family relationships
- o Youth have strong peer relationships
- o Youth have strong school relationships
- o Youth live in supportive neighborhoods
- o Youth and young adults are successful beyond school or employment

What about **BSK headline indicators**?

- o 3rd graders who meet reading standard
- o 4th graders who meet math standard
- o Youth who are flourishing and resilient
- o Youth and young adults who are in excellent or very good health
- o Youth who graduate from high school on time
- o Youth and young adults in school or working
- o High school graduates who earn a college degree or career credential
- o Youth not using illegal substances

**Assumptions**  
What are you assuming to be true in order for your model to...