



Introducing the Logic Model: Connecting Activities to Outcomes in School-Community Partnerships

December 1, 2021

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Agenda

What is a logic model, and why might you make one?

Anatomy of a logic model

Tips and tools for getting started

[YDEKC Partnership Toolkit](https://ydekc.org/resource-center/school-community-partnership-toolkit/): on the web at <https://ydekc.org/resource-center/school-community-partnership-toolkit/>

What is a logic model?

"A logic model is a graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes, and impact for your program. It depicts the relationship between your program's activities and its intended effects."

Source: [Centers for Disease Control and Prevention, Program Performance and Evaluation Office](#)

"A logic model presents a picture of how your effort or initiative is supposed to work."

Source: [Community Toolbox, University of Kansas](#)



Which type of cook are you?

When might you create a logic model? Who should be involved?

WHEN

At the program design phase

When establishing a funder or partner relationship

When there is a change in strategy

At regular intervals

WHO

Program staff

Organizational leadership

Partners

Clients, beneficiaries, youth, families

Why might you make (or revise) a logic model?

Streamline activities and/or reporting

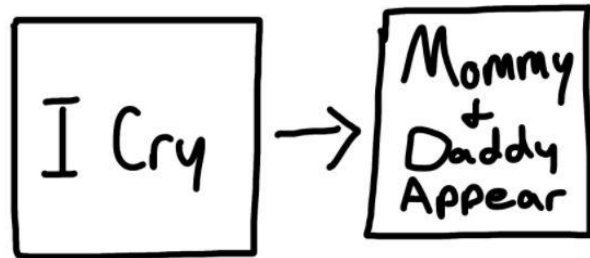
Strengthen internal and external communication

- Connect stakeholders to mission and vision
- Check (and recheck) your work against your values

Ensure organizational sustainability

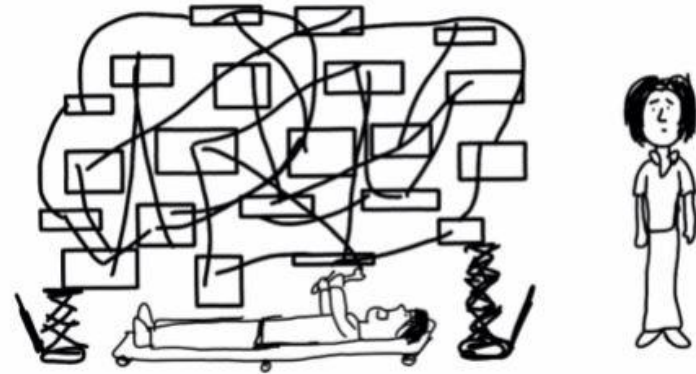
One size does not fit all

Baby's first logic model



freshspectrum

At the logic model repair shop...



So, I'm guessing this is for a comprehensive program-level intervention

freshspectrum.com

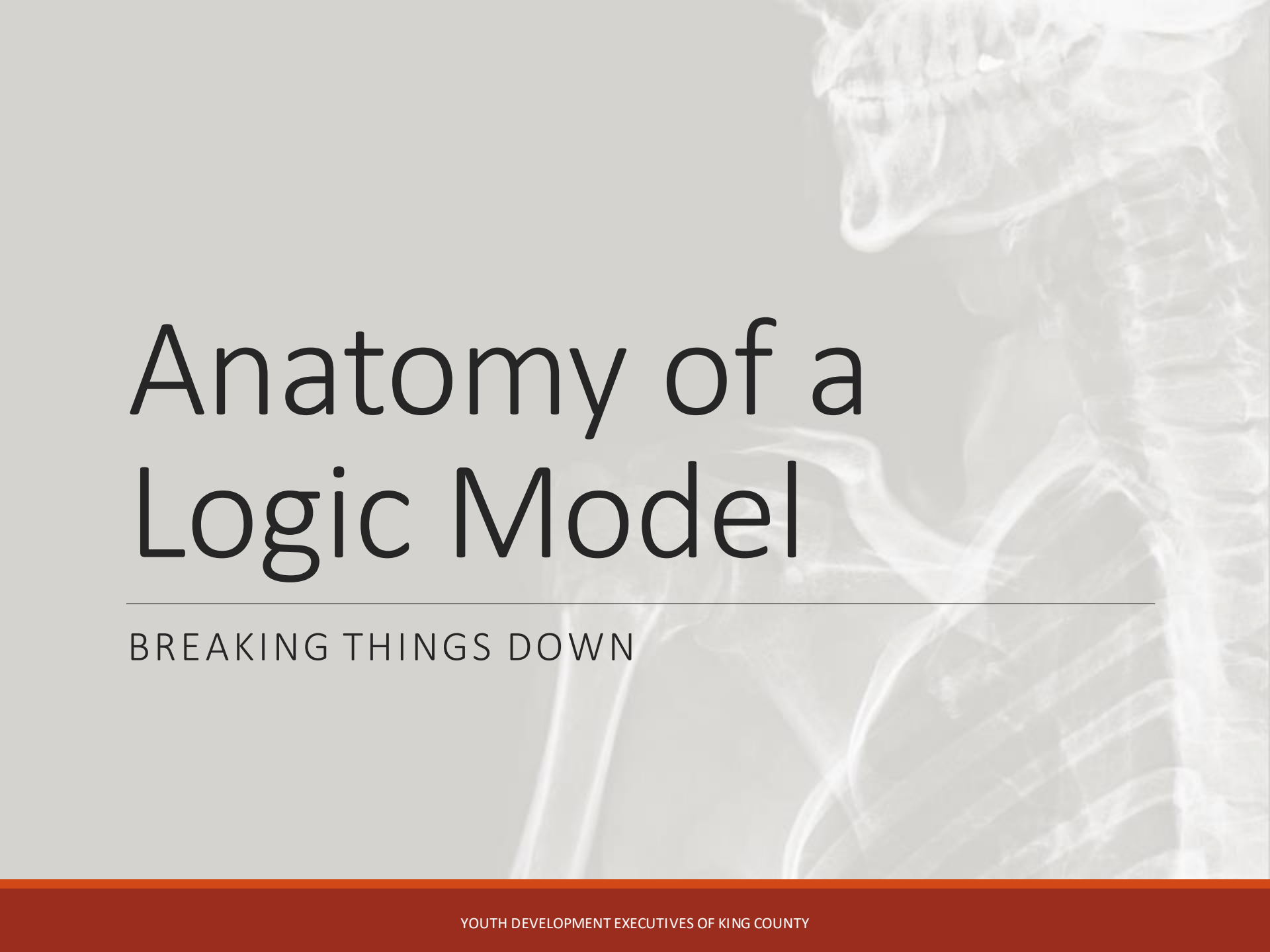
Source: Chris Lysy, freshspectrum.com

Tool suggestion

Logic Model for Partnerships Template from YDEKC's Partnership

Toolkit:

LOGIC MODEL FOR (INSERT PROGRAM NAME)					
<p>Partnership Outcome Statement: A brief statement of the shared, high-level purpose of the partnership</p> <p>Program Outcome Statement: A brief statement of the high-level purpose of your program; this should align with the partnership outcome statement, but need not be the same</p>					
INPUTS	OUTPUTS		OUTCOMES - IMPACT		
	Program and Partnership Activities	Program and Partnership Participation	Short (Learning)	Medium (Action)	Long (Conditions)
<p>The resources you will bring to the program and to the partnership; inputs can be quantitative (\$ of funding, # of staff) or qualitative (expertise, program model or approach)</p> <p>Also think about partner resources that your program will use. Will you be sharing space or supplies, or relying on a data sharing agreement?</p>	<p>What you are actually doing...</p> <p>List out the program services you are providing to young people and/or families</p> <p>Consider including the activities that you will direct toward sustaining the partnership. Are there regular meetings? Joint trainings?</p>	<p>Who are your target participants, and what is the nature of their participation?</p> <p>Is your program intended for a certain age group? Toward students in a specific school? Are there demographic groups you are particularly focused on?</p> <p>How often and for how long will youth engage in programming?</p>	<p>What changes in youth knowledge or skills do you expect to see at the end of your program?</p> <p>Are there changes in adult knowledge or skills that you expect to occur as a result of program or partnership activities?</p>	<p>What changes in youth behavior do you expect to see as a result of these changes in knowledge or skills?</p> <p>What changes in adult behavior do you expect to see?</p>	<p>What are the aspirational, long-term changes to which your work contributes?</p> <p>Think about changes to systems here. Are there ways that your work, if successful, will make the systems that serve youth more effective? More equitable?</p>
<p>Assumptions</p> <p>What are you assuming to be true in order for your model to be valid?</p>			<p>External Factors</p> <p>What are some factors that can influence your success, over which you have little or no control?</p>		

A faded, light-colored anatomical illustration of a human skeleton, showing the skull, spine, and ribcage, positioned in the upper right quadrant of the slide.

Anatomy of a Logic Model

BREAKING THINGS DOWN

Some definitions

Inputs are all the things that go into your program (staff, stuff, space, and systems)

Activities are the things you do

Outputs are what is produced as a result of your activities

Outcomes are changes that you expect to occur as a result of what you do or produce; these can be short-, medium-, or long-term

Indicators *represent* all of the above; they provide evidence that something has been done, produced, or achieved (or not)

Starting from the top...

LOGIC MODEL FOR (INSERT PROGRAM NAME)

Partnership Outcome Statement: A brief statement of the shared, high-level purpose of the partnership.
Program Outcome Statement: A brief statement of the high-level purpose of your program; this should align with the partnership outcome statement, but need not be the same.

INPUTS	Program and Partnership Activities	OUTPUTS
<p>The resources you will bring to the program and to the partnership; Inputs can be quantitative (\$ of funding, # of staff) or qualitative (expertise, program model or approach)</p> <p>Also think about partner resources that your program will use. Will you be sharing space or supplies, or relying on a data sharing agreement?</p>	<p>What you are actually doing...</p> <p>List out the program services you are providing to young people and/or families</p> <p>Consider including the activities that you will direct toward sustaining the partnership. Are there regular meetings? Joint trainings?</p>	<p>What are the short-term and long-term outputs of the program?</p> <p>Is your program for a specific demographic?</p> <p>How long will the program run?</p>
<p>Assumptions</p> <p>What are you assuming to be true in order for your model to be successful?</p>		

“Partnership Outcome Statement: A brief statement of the shared, high-level purpose of the **partnership**

Program Outcome Statement: A brief statement of the high-level purpose of your **program**; this should align with the partnership outcome statement, but need not be the same”

Tool Suggestion: [Sample Visioning Process for Partnerships](#) from YDEKC’s Partnership Toolkit

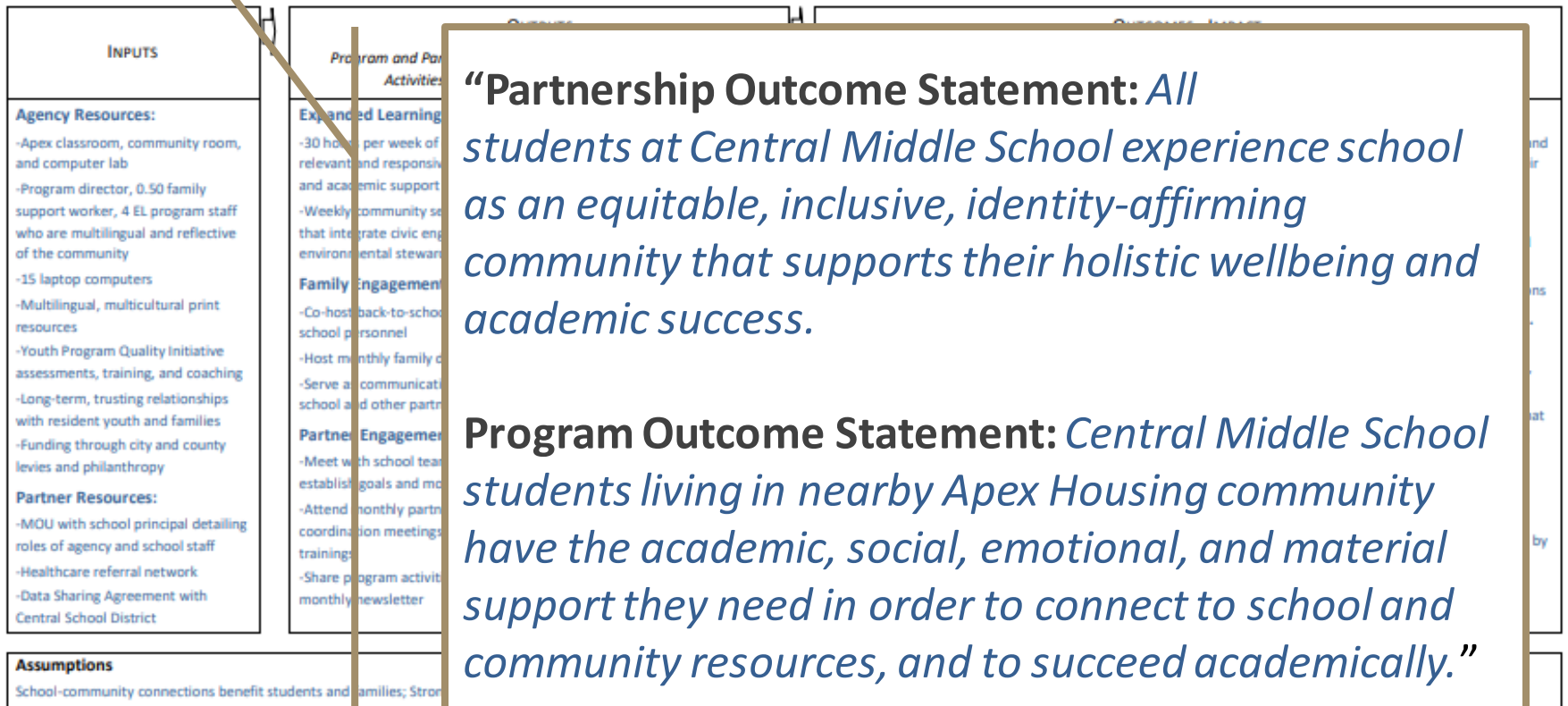
Logic Model Template Courtesy of the Program Development and Evaluation Unit at the University of Wisconsin – Extension, <http://www.uwex.edu/ces/pdande/index.html> and adapted by Youth Development Executives of King County, <http://ydekc.org>

Example outcome statements

EXAMPLE LOGIC MODEL FOR APEX EXPANDED LEARNING (EL) PROGRAM

Partnership Outcome Statement: *All students at Central Middle School experience school as an equitable, inclusive, identity-affirming community that supports their holistic wellbeing and academic success.*

Program Outcome Statement: *Central Middle School students living in nearby Apex Housing community have the academic, social, emotional, and material support they need in order to connect to school and community resources, and to succeed academically.*



INPUTS

The resources you will bring to the program and to the partnership; Inputs can be quantitative (\$ of funding, # of staff) or qualitative (expertise, program model or approach)

Also think about partner resources that your program will use. Will you be sharing space or supplies, or relying on a data sharing agreement?

Inputs: What *assets* will you bring to this work?

Think about your strengths as an organization AND the 4 S's:

- Space
- Staff (also consider staff expertise)
- Stuff
- Systems (Do you use technology? What about YPQA or a similar quality improvement system?)

Also consider partner resources

Quantify resource inputs as needed

INPUTS

Agency Resources:

-Apex classroom, community room, and computer lab

-Program director, 0.50 family support worker, 4 EL program staff who are multilingual and reflective of the community

-15 laptop computers

-Multilingual, multicultural print resources

-Youth Program Quality Initiative assessments, training, and coaching

-Long-term, trusting relationships with resident youth and families

-Funding through city and county levies and philanthropy

Partner Resources:

-MOU with school principal detailing roles of agency and school staff

-Healthcare referral network

-Data Sharing Agreement with Central School District

Example includes:

- Agency resources
 - Classroom and computer lab (*space*)
 - People who will work on the program (*staff*)
 - Laptop computers, funding (*stuff*)
 - YPQI (*systems*)
 - Relationships, expertise (*staff*)
- Partner resources
 - MOU, DSA
 - Referral network

Outputs: *What* do you propose to offer and *for whom*?

Be as specific as is helpful about the **activities** that will be available to participants; also specify **how much** if possible

Remember that partnerships take time; include partnership activities to reflect this investment

OUTPUTS	
<i>Program and Partnership Activities</i>	<i>Program and Partnership Participation</i>
<p><i>What you are actually doing/..</i></p> <p><i>List out the program services you are providing to young people and/or families</i></p> <p><i>Consider including the activities that you will direct toward sustaining the partnership. Are there regular meetings? Joint trainings?</i></p>	<p><i>Who are your target participants, and what is the nature of their participation?</i></p> <p><i>Is your program intended for a certain age group? Toward students in a specific school? Are there demographic groups you are particularly focused on?</i></p> <p><i>How often and for how long will youth engage in programming?</i></p>

Think about how many youth you serve, and about their characteristics. Do you have goals around recruitment?

Also, consider program dosage. How many days or hours do you want young people to participate?

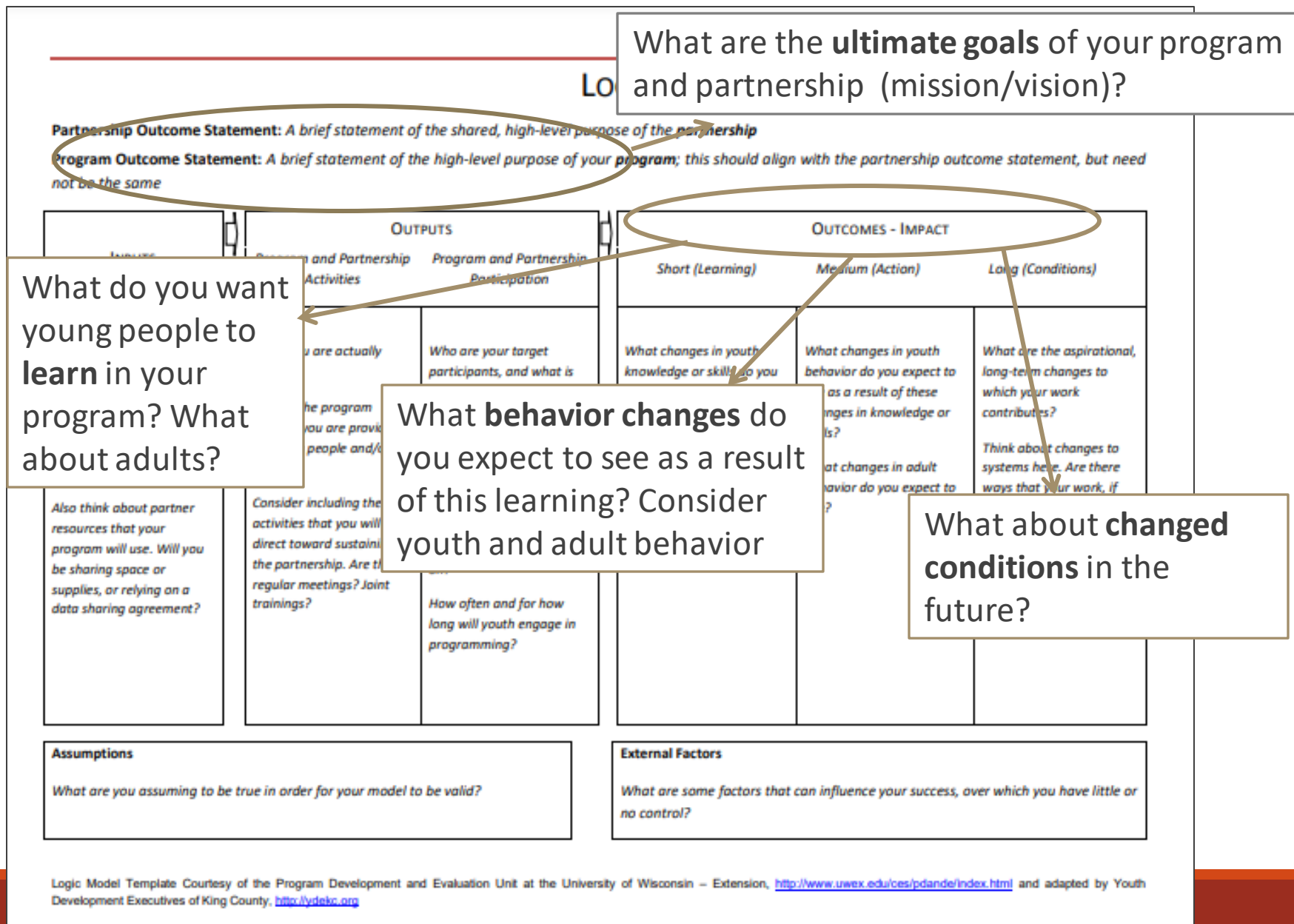
Lists program components, along with their frequency or amount (answers **how much** questions)

OUTPUTS	
Program and Partnership Activities	Program and Partnership Participation
<p>Expanded Learning Program:</p> <ul style="list-style-type: none"> -30 hours per week of culturally relevant and responsive enrichment and academic support programming -Weekly community service projects that integrate civic engagement and environmental stewardship <p>Family Engagement:</p> <ul style="list-style-type: none"> -Co-host back-to-school night with school personnel -Host monthly family dinners -Serve as communications hub for school and other partner agencies <p>Partner Engagement:</p> <ul style="list-style-type: none"> -Meet with school team annually to establish goals and monitoring plan -Attend monthly partnership coordination meetings and joint trainings -Share program activities via monthly newsletter 	<p>Youth Participation:</p> <ul style="list-style-type: none"> -EL program recruitment of resident youth attending Middle School and represent groups historically excluded from educational justice (youth of immigrant and refugee background experiencing poverty) -Average daily attendance of 40 youth; individual youth attend at least 2 days per week for 10 weeks <p>Family Participation:</p> <ul style="list-style-type: none"> -At least 30 families attend person events -Bi-weekly contact with families <p>Partner Participation:</p> <ul style="list-style-type: none"> -School partners include lead counselor, partnership coordinator, classroom teacher -CBO partners from health and human services agencies

Describes demographic and other characteristics of target youth population *and* sets targets for their participation (“*average daily attendance target of 40 youth; individual youth attend at least 2 days per week for at least 10 weeks*”)

Family and partner participation are also included, but with less specificity

What are the *outcomes* you are working toward?



OUTCOMES - IMPACT		
<i>Short (Learning)</i>	<i>Medium (Action)</i>	<i>Long (Conditions)</i>
<p>Youth...</p> <ul style="list-style-type: none"> -Experience a sense of belonging in school and community -Develop strong interpersonal skills -Are confident in their ability to succeed in school -Feel hopeful about their future <p>Families...</p> <ul style="list-style-type: none"> -Find program and school welcoming and affirming of family culture -Feel confident in their ability to support their children's education -Know how to access resources to support family wellbeing <p>Partners...</p> <ul style="list-style-type: none"> -Understand community resources available for students and families -Appreciate the contribution of EL program to student success -Feel well equipped to engage families in culturally relevant ways 	<p>Youth...</p> <ul style="list-style-type: none"> -Attend school more than 90% of the time -Maintain healthy relationships with peers and adults in school and community -Regularly complete schoolwork -Set personally relevant goals, and make plans to achieve them <p>Families...</p> <ul style="list-style-type: none"> -Attend family events at school -Establish cooperative, mutually supportive relationships with program and school staff -Access external support when needed <p>Partners...</p> <ul style="list-style-type: none"> -Refer to partners when appropriate -Communicate regularly about shared priorities -Work together productively 	<p>Youth...</p> <ul style="list-style-type: none"> -Persist and succeed in school, and are well prepared to pursue their chosen future <p>Youth and Families...</p> <ul style="list-style-type: none"> -Experience physical, social, and emotional wellbeing -Maintain community connections <p>Schools and Communities...</p> <ul style="list-style-type: none"> -Routinely and equitably collaborate to support students, families, and one another -Provide a community of care that is welcoming and inclusive to all families -Achieve sustainability <p>For All...</p> <ul style="list-style-type: none"> -Outcomes cannot be predicted by race, ethnicity, cultural, or socioeconomic background

LOGIC MODEL FOR (INSERT PROGRAM NAME)

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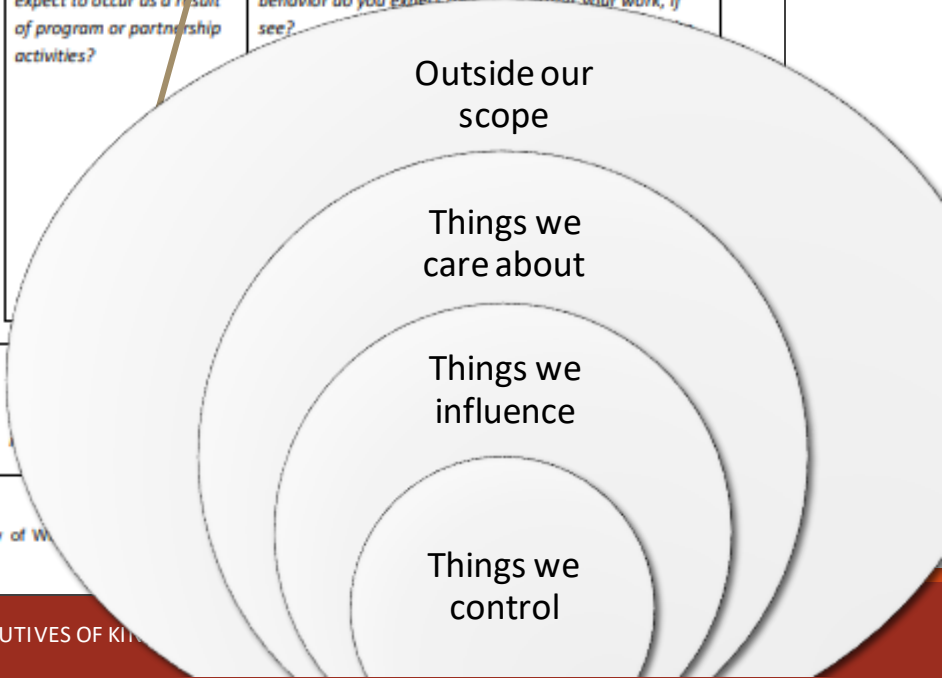
INPUTS	OUTPUTS		Short-Term Outcomes (What you expect to see in the next 6-12 months)	Long-Term Outcomes (What you expect to see in 1-5 years)
	Program and Partnership Activities	Program and Partnership Participation		
The resources you will bring to the program and to the partnership; Inputs can be quantitative (\$ of funding, # of staff) or qualitative	<p>What you are actually doing...</p> <p>List out the program services you are providing to young people and/or families</p> <p>Consider including the activities that you will direct toward sustaining the partnership. Are there regular meetings? Joint trainings?</p>	<p>Who are your target participants, and what is the nature of their participation?</p> <p>Is your program intended for a certain age group? Toward students in a specific school? Are there demographic groups you are particularly focused on?</p> <p>How often and for how long will youth engage in programming?</p>	<p>Are there changes in adult knowledge or skills that you expect to occur as a result of program or partnership activities?</p> <p>What changes in adult behavior do you expect to see?</p>	<p>Think about changes to systems here. Are there changes to work conditions?</p> <p>What are the aspirational, long-term changes you want to see?</p>

What about **external factors** (things that are outside of your control, and beyond your influence)?

What are the underlying **assumptions** in this model?

Assumptions

What are you assuming to be true in order for your model to be valid?



Logic Model Template Courtesy of the Program Development and Evaluation Unit at the University of Washington. Adapted by Youth Development Executives of King County. <http://ydebc.org>



Odds and Ends

What about theory of change?

How do I get started?

Tool Suggestions:

- [Group “So-That” Chain Activity](#)
- [Theory of Change Storyboard Activity](#)
- [Logic Model Interview Activity](#)

All from [YDEKC’s Measurement Toolkit](#)



Q and A

USE YOUR “RAISE HAND” FEATURE, THE Q AND A FEATURE, OR UNMUTE...