

Logic Model Exercise for BSK Expanded Learning Initiative



Program Design Exercise for Best Starts for Kids Expanded Learning Programs – Linking Activities to Outcomes

LOGIC MODEL FOR (INSERT YOUTH PROGRAM NAME HERE)

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

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 (\$ of funding, # of staff) or qualitative (expertise, program model or approach).</i></p>	<p><i>What you are <u>actually</u> doing...</i></p> <p><i>List out the program services you are providing to young people and/or families</i></p>	<p><i>Who are your target participants, and what is the nature of their participation?</i></p> <p><i>for a certain age group? Toward students in a specific school or community? Are there demographic groups you are particularly focused on?</i></p>	<p><i>What changes in youth knowledge or skills do you expect to see at the end of your program?</i></p>	<p><i>What changes in youth 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><i>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?</i></p>
<p>Assumptions</p> <p><i>What are you assuming to be true in order for your model to be valid?</i></p>			<p>External Factors</p> <p><i>What are the known factors that can influence your success, over which you have little or no control?</i></p>		

Place-Based Collaboratives – Partnership Components

After defining youth activities and outcomes in the Program Logic Model, add a layer of partnership to your design if you are doing this work in collaboration with others.

Partnership Outcome Statement: *A brief statement of the shared, high-level purpose of the partnership (aligned with the Program Outcome Statement, but not the same)*

Inputs	Outputs			Outcomes - Impact			
		Program and Partnership Activities	Program and Partnership Participation		Short (Learning) Medium (Actions)	Long (Conditions)	
<p>The resources you will bring to the program and to the partnership;</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>Consider including the activities that you will direct toward sustaining the partnership. Are there regular meetings? Joint trainings?</p>	<p>Who are your target (adult) participants, and what is the nature of their participation?</p>		<p>What 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>What are the aspirational, long-term changes to which your work contributes? 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>

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	Budget Categories	Project Year 1	Project Year 2	Project Year 3	TOTAL
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	TOTAL FUNDING REQUEST	-	-	-	-

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

For **BIPOC-led** organizations:

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.

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

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>

For **Place-Based** partnerships:

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

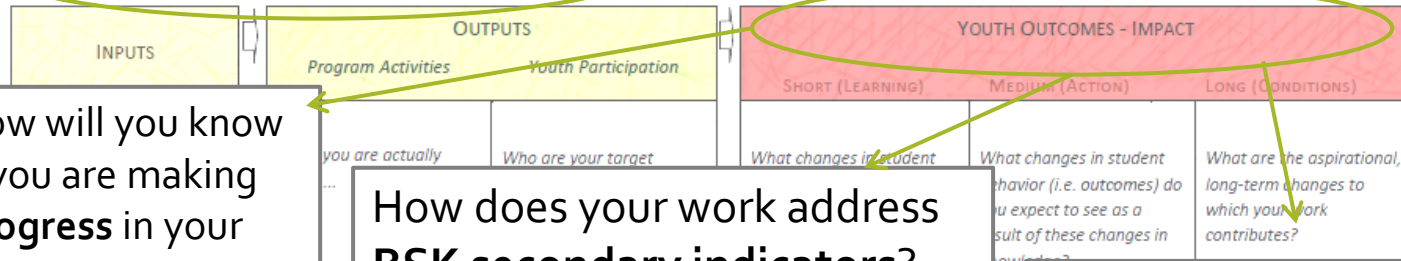
Be aware of **minimum dosage requirements** (these differ for BIPOC-led versus Place-Based Partnerships)

What are the *outcomes* you are working toward?

LOGIC MODEL FOR (INSERT)

Program Outcome Statement: A brief statement of ultimate purpose

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 you

Partnership Toolkit

Program Development and Evaluation Unit at the University of
edu/oes/pdande/index.html

<http://ydekc.org/resource-center/partnership-toolkit/>