PROGRAM LOGIC MODEL

Agency: _____

Program: _____

Program Goals and Objectives:

Inputs (Resources)	Activities (Services)	Outputs (Participation)	Outcomes (Results)
Inputs are the people, places and things you need to conduct your program. ✓ **Funding** ✓ **Staff** ✓ **Volunteers** ✓ **Facilities** ✓ **Equipment and supplies** ✓ **Any laws or regulations you must follow should also be listed in this column**	**Services you will provide to your clients aimed at helping them to achieve the outcomes.** ✓ **Training** ✓ **Education** ✓ **Counseling** ✓ **Mentoring** ✓ **Internships** ✓ **Childcare**	**Outputs reflect the program's production level and generally have quantities indicated** ✓ **# classes taught** ✓ **# counseling sessions conducted** ✓ **# educational materials distributed** ✓ **# hours of service delivered** ✓ **# meals served** ✓ **# clients served**	**Outcomes are the benefits you expect your clients to achieve as a result of participation in your program. Outcomes must be (1) specific and (2) measurable.** ✓ **New knowledge** ✓ **Increased skills** ✓ **Changed attitudes/values** ✓ **Modified behavior** ✓ **Improved condition** ✓ **Altered Status**

PROGRAM LOGIC MODEL

Agency:_____

Program:_____

Program Goals and Objectives:

Inputs (Resources)	Activities (Services)	Outputs (Participation)	Outcomes (Results)
	▪	▪	▪

Exhibit 2-D

Southside Children's Agency

The Southside Children's Agency is a fictitious multi-service neighborhood center focused on enhancing the well-being of children in a specific geographic section of a city. The agency's services include parenting education, child care, public awareness, and neighborhood organizing. The four specific programs that are followed throughout this manual are:

- **Teen mother parenting program.** The Southside neighborhood has a high incidence of births to teenagers. These babies are disproportionately victims of abuse or neglect. This program targets mothers in the sixth month of pregnancy. It provides a classroom-style prenatal and parenting education program in the high school for one hour, twice a week. The program continues through the child's first birthday.

- **Developmental child care program for children of teen mothers.** The agency has identified that there is a very high incidence (almost 90%) of pregnant teenagers dropping out of school following the birth of their child. One of the key reasons identified by these mothers is lack of child care. The agency also knows that there is a lack of quality, affordable child care in the area. They have therefore established a developmental child care program located on the high school grounds for children of high school-age mothers. Only children of mothers who attend school are eligible for the program.

- **Child abuse public awareness and prevention program.** This program targets community residents, and particularly members of the education and medical professions, with information about signs of child abuse and appropriate reporting procedures for suspected abuse. The purpose of the program is to prevent child abuse from recurring by identifying it in time to intervene. However, the agency itself does not provide services for abused children or their parents.

- **Neighborhood organizing program.** The agency's mission includes creating a safe and nurturing environment for the neighborhood's children. It has formed a neighborhood organizing program to organize the residents in self-managed projects to create clean, safe, play areas and develop Crime Watch and Block Parent programs.

Exhibit 2-E

Example Logic Models for Four Programs of Southside Children's Agency

Program: Teen Mother Parenting Education

Inputs	Activities	Outputs	Outcomes		
			Initial	Intermediate	Longer-term
Agency provides MSW program manager, part-time RN instructor, nationally certified education manuals, videos, and other teaching tools. Agency and high school identify pregnant teens to participate in program.	Program provides parenting classes on prenatal through infant nutrition, development, safety, and caretaking delivered in high schools twice a week for one hour to teen mothers from 3 months prior to one year after delivery of a child.	Pregnant teens attend program.	Teens are knowledgeable of prenatal nutrition and health guidelines. Teens are knowledgeable of proper care, feeding, and social interaction with infants.	Teens follow proper nutrition and health guidelines. Teens deliver healthy babies. Teens provide proper care, feeding, and social interaction to their babies.	Babies achieve appropriate 12-month milestones for physical, motor, verbal, and social development.

Discussion: This program has two "If-Then" sequences—one related to prenatal health and the other to infant care. Both outcome sequences contribute to the longer-term outcome of appropriate 12-month milestones for the babies.

Program: Developmental Child Care

Inputs	Activities	Outputs	Outcomes		
			Initial	Intermediate	Longer-term
Child care licensing is acquired and maintained. Agency provides director with M.A. in child development, 3 full-time child care workers, facilities and equipment for child care center.	Developmental child care is provided on school grounds for children of teen mothers attending high school.	Children are enrolled in child care.	Children are present at child care regularly.		Children exhibit progress toward age-appropriate motor, verbal, and social skills.
			Teen mothers attend school regularly.		Teen mothers graduate from high school.

Discussion: This program has no intermediate outcomes. This does not mean that the program is of short duration or that it is not sophisticated. It means that the program expects a straightforward relationship between its initial and longer-term outcomes: if children regularly attend developmental child care, then they will exhibit progress toward developmental milestones, and if teen mothers regularly attend classes, then they will graduate (see further discussion on page 49). One might ask why attendance—children's regular presence at child care and the teen mothers' regular attendance at school—is considered an outcome for the program. In most cases, program attendance is an output. In this example, however, the children's presence at child care depends on the mothers' actions and the desired outcome for the teen mothers is attending school, not the program. Using the child care service and attending school are behaviors of teen mothers that the program wants to influence in order to achieve the longer-term outcomes. This example illustrates why program context is so important to developing and understanding a logic model.

Exhibit 2-E (cont'd)

Program: **Child Abuse Public Awareness and Prevention**

Inputs	Activities	Outputs	Outcomes		
			Initial	Intermediate	Longer-term
Agency has one full-time staff member with an MSW and 10 years experience in child welfare, including research on indicators of child abuse and neglect. Program is supported by a volunteer advisory board representing local media, medical and education professions, and pro bono assistance from a local advertising agency.	Agency designs public service announcements (PSAs), brochures, posters, and presentation materials on signs of child abuse and neglect and tests them for clarity, interest, and acceptability.	PSAs air on radio and television. Brochures distributed at community events, to school administrators, pediatricians' offices, child care centers. Posters placed in stores and buses. Presentations made to community civic groups, medical and school professionals' meetings by program director, agency director, and advisory board members.	General public, educators, child care workers, and medical professionals hear or read information.	Target audiences are knowledgeable of signs of child abuse and neglect and of appropriate actions to take.	Target audiences identify and report suspected abuse and neglect.

Discussion: Note that this program does not claim to reduce abuse and neglect rates in the community. In fact, since such rates generally are based on the number of reported cases, the rate actually may increase for a short period after this program begins. Relating one program alone to community-level change is very risky. (See page 51 for further discussion.)

Program: **Neighborhood Organizing**

Inputs	Activities	Outputs	Outcomes			
			Initial	Intermediate		Longer-term
Agency has 2 community-building staff, meeting space, and board representing major constituencies of the community.	Agency staff and a team of board members hold community meetings to discuss proposed response to community-identified need of a safer neighborhood for children.	Residents attend meetings. Action plans developed for 3 priorities: ■ clean play areas ■ crime watch ■ block parents	Residents sign up to clean up vacant lots and build playgrounds.	Volunteers for each vacant lot meet and develop action plans.	Volunteers create clean, drug-free play areas.	Children play in clean, safe areas.	Residents feel neighborhood is safer place for children.
			Residents sign up as Crime Watch organizers for their block.	Residents attend "Block Parties" for Crime Watch training.	Residents follow Crime Watch guidelines.	Crime in participating blocks decresases.	
			Residents sign up to serve as Block Parents to provide emergency support for children on their block.	Block Parents are trained. Parents and children know of program.	Children go to Block Parents in emergencies.	Fewer children are harmed by accidents or are victims of crime.	

Discussion: The initial outcomes of this program involve residents signing up. Why would this be an outcome? The target for this program is the neighborhood. By increasing citizen participation and voluntarism, the agency benefits the neighborhood. This is the first behavior the program must influence through its organizing program. Therefore, it is the initial outcome.

Exhibit 2-F

Example Logic Models for Four Programs of Southside Children's Agency

Program: Teen Mother Parenting Education

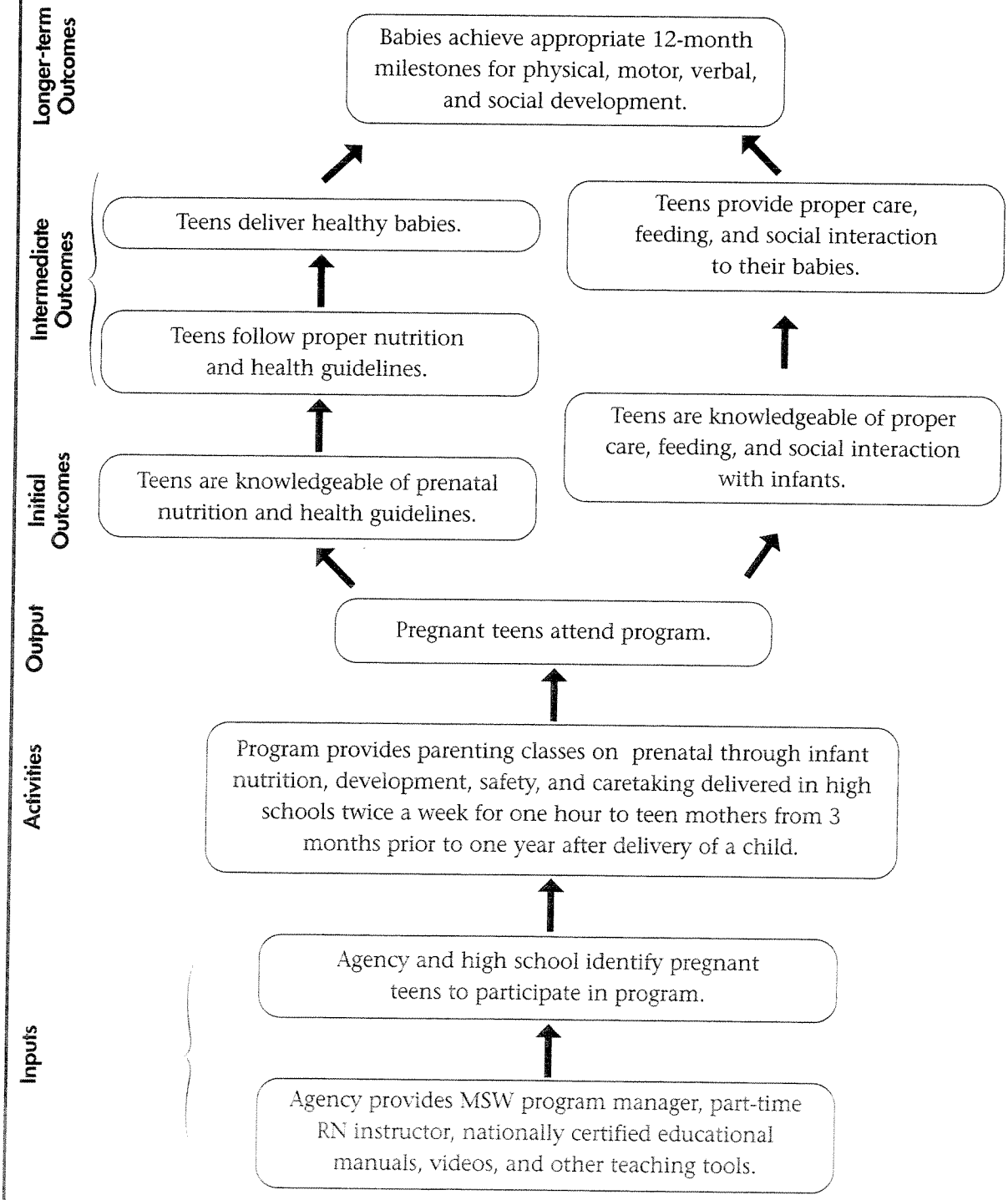


Exhibit 2-F, cont'd

Program: **Developmental Child Care**

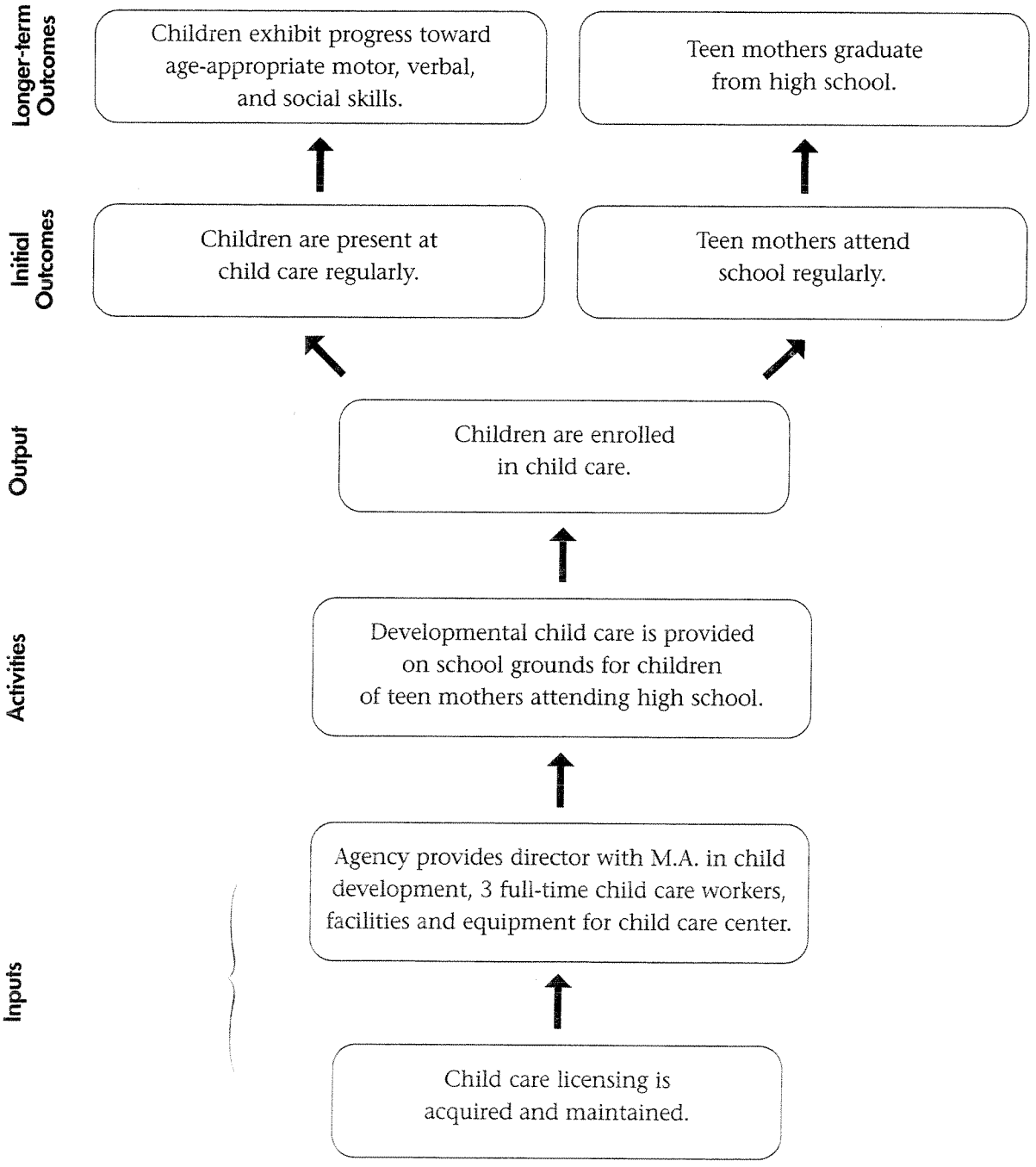


Exhibit 2-F, cont'd

Program: Child Abuse Public Awareness and Prevention

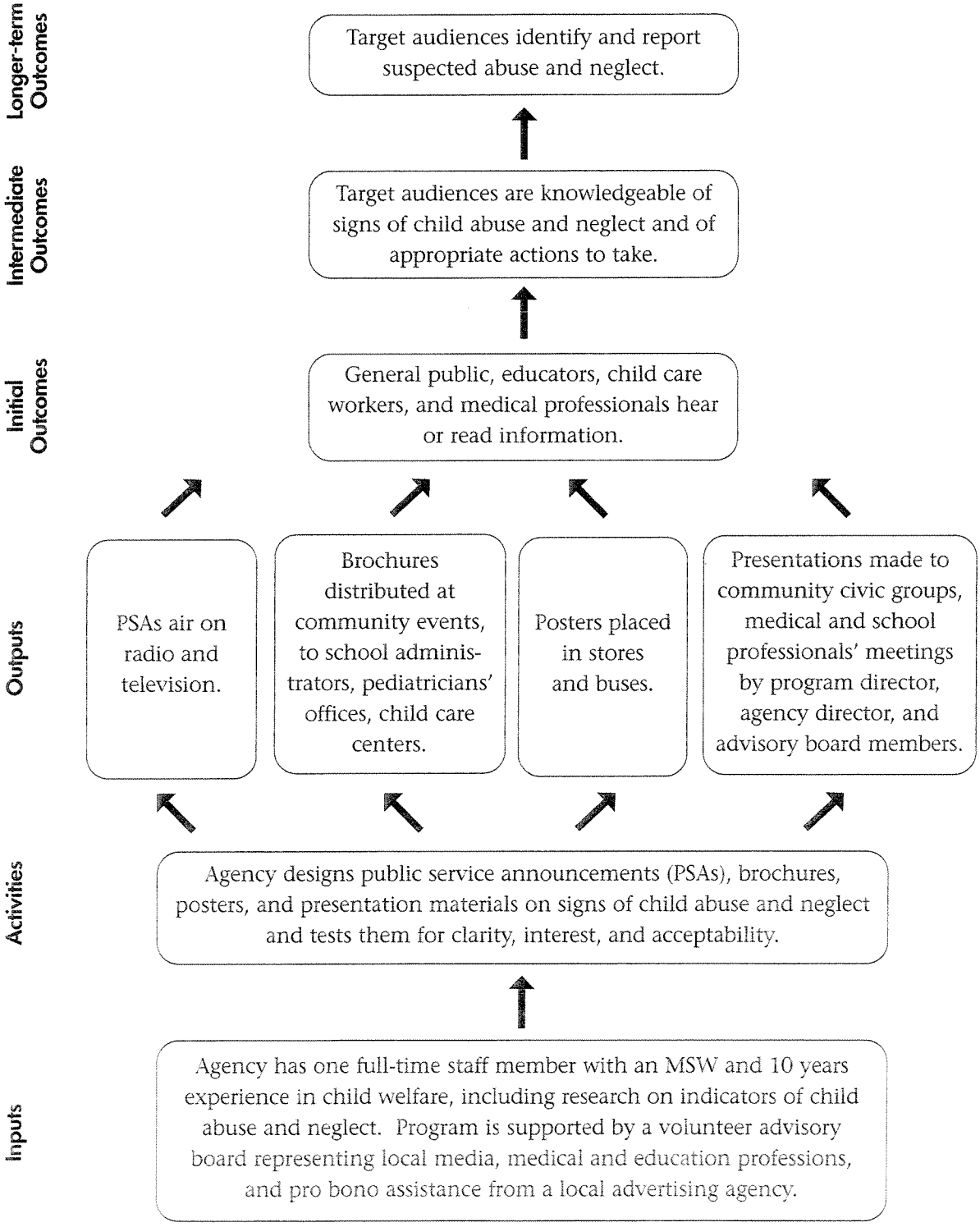
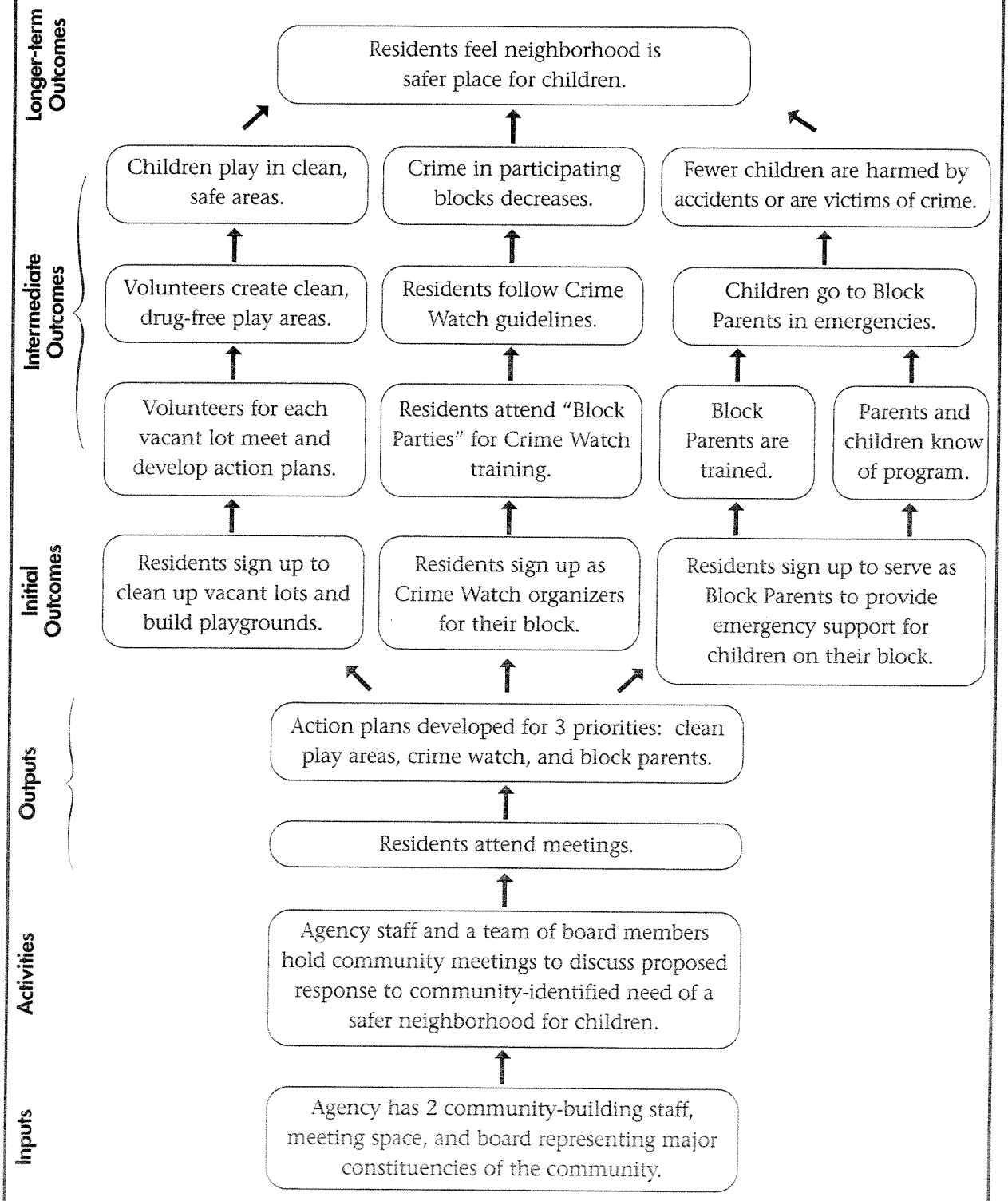


Exhibit 2-F, cont'd

Program: Neighborhood Organizing