

## Logic Model Definitions and Guidance

Inputs	Activities	Outputs	Short-term (ST) outcomes	Mid-term (MT) outcomes	Long-term (LT) outcomes
...are the key resources that go into making a program possible.	... are the primary, intentional mechanisms by which program outcomes are achieved. They are often conducted or implemented by program staff.	...are the artifacts or by-products created as a result of an activity taking place.	...are changes directly connected to Activities, typically including awareness, knowledge, attitudes, and skills; these are the first set of outcomes that might be observed.	...are changes directly connected to Activities, Short- or other Mid-term outcomes, typically including behavior, or decision making; these are a bridge between Short-term and Long-term outcomes.	... are ultimate changes or impacts, directly connected to Mid- or other Long-term outcomes, typically including social, economic, civic, or environmental changes.
<b>examples:</b> - staff (incl. hours, or FTE) - outside partners - funding	<b>examples:</b> - Workshop on [topic] - Site Tour(s) - Newsletter “XYZ” on[topic(s)] - Materials development	<b>examples:</b> - certificates of completion - attendance record -record of sessions offered	<b>examples:</b> - increased knowledge of [topic] - improved skills - improved attitudes toward [topic]	<b>examples:</b> - participants apply knowledge to outside contexts - participants adopt and use new methods	<b>examples:</b> - change in knowledge of the broader population - increased economic stability
<b>checklist:</b> - does it include key resources? - does the list give a sense of your program’s size and scale?	<b>checklist:</b> - do boundaries of Activities accord with your boundary analysis? - would Activity names be clear to an outsider?	<b>checklist:</b> - are your Outputs tangibles or by-products of participation in Activities? - do any of your Outputs look like they belong in Outcomes?	<b>checklist:</b> - does each ST Outcome describe short-term changes logically related to Activities or other ST Outcomes? - do boundaries of ST Outcomes accord with your boundary analysis?	<b>checklist:</b> - does each MT Outcome describe mid-term changes logically related to Activities or ST or other MT Outcomes? - do boundaries of MT Outcomes accord with your boundary analysis?	<b>checklist:</b> - does each LT Outcome describe long-term changes that logically relate to either MT or other LT Outcomes? - do boundaries of LT Outcomes accord with your boundary analysis?
<p><b>Assumptions:</b> Beliefs and thought patterns about how and why a program is expected to succeed that are not otherwise explicitly stated; also, things that would prevent a program from achieving its long-term outcomes.  <i>Examples:</i> the approach to teaching used in the program is effective for this audience; the starting condition of participants is understood to be ... [x]; the program will have access to resources provided by partners or funders through the entire program cycle; participants are able to find transportation to program site, ...</p>					
<p><b>Context:</b> Information about the program setting or history, the environment in which a program will take place, and participants that paints a good but concise picture of the program. <i>Examples:</i> The program is the first effort in this community to provide a ...; ...is adapted from a long-established curriculum in order to attract a younger audience; ... is held within an afterschool program; ...at the university; ...within the Spanish-speaking community; ...for at-risk middle school youth...etc.</p>					