# Logic Model Definitions and Guidance

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-term (ST) outcomes</th>
<th>Mid-term (MT) outcomes</th>
<th>Long-term (LT) outcomes</th>
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</thead>
<tbody>
<tr>
<td>…are the key resources that go into making a program possible.</td>
<td>… are the primary, intentional mechanisms by which program outcomes are achieved. They are often conducted or implemented by program staff.</td>
<td>…are the artifacts or by-products created as a result of an activity taking place.</td>
<td>…are changes directly connected to Activities, typically including awareness, knowledge, attitudes, and skills; these are the first set of outcomes that might be observed.</td>
<td>…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.</td>
<td>… are ultimate changes or impacts, directly connected to Mid- or other Long-term outcomes, typically including social, economic, civic, or environmental changes.</td>
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</tbody>
</table>

**examples:**
- staff (incl. hours, or FTE)
- outside partners
- funding

**checklist:**
- does it include key resources?
- does the list give a sense of your program’s size and scale?

**examples:**
- Workshop on [topic]
- Site Tour(s)
- Newsletter “XYZ” on [topic(s)]
- Materials development

**checklist:**
- are boundaries of Activities accord with your boundary analysis?
- would Activity names be clear to an outsider?

**examples:**
- certificates of completion
- attendance record
- record of sessions offered

**checklist:**
- are your Outputs tangibles or by-products of participation in Activities?
- do any of your Outputs look like they belong in Outcomes?

**examples:**
- increased knowledge of [topic]
- improved skills
- improved attitudes toward [topic]

**checklist:**
- 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?

**examples:**
- participants apply knowledge to outside contexts
- participants adopt and use new methods

**checklist:**
- 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?

**examples:**
- change in knowledge of the broader population
- increased economic stability

**checklist:**
- 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?

**Assumptions:**
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.

**Examples:**
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, ...

**Context:**
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.

**Examples:**
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.

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