



**CENTER FOR SCHOOLS AND COMMUNITIES**

Strengthening the capacity of organizations serving children, youth and their families



**First Monday Series  
Organizational Development Seminars for Nonprofit Professional**

# **Introduction to Logic Models**

**Michael Brand, MNO  
Family Support & Community Development Coordinator**

**Live, Online Session  
Monday, October 1, 2007  
9:00 a.m. to 10:00 a.m. (EST)**

**Sponsored by the Pennsylvania Departments of Education and Public Welfare,  
in partnership with the Center for Schools and Communities**



Center for Schools & Communities Online Learning

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# Welcome

**This morning's session is being offered to:**

**21<sup>st</sup> Century Community Learning Centers**

**and Children's Trust Fund Grantees**



# Moderator for Today's Session



## Marilyn Bradley

Afterschool/Youth Development Coordinator  
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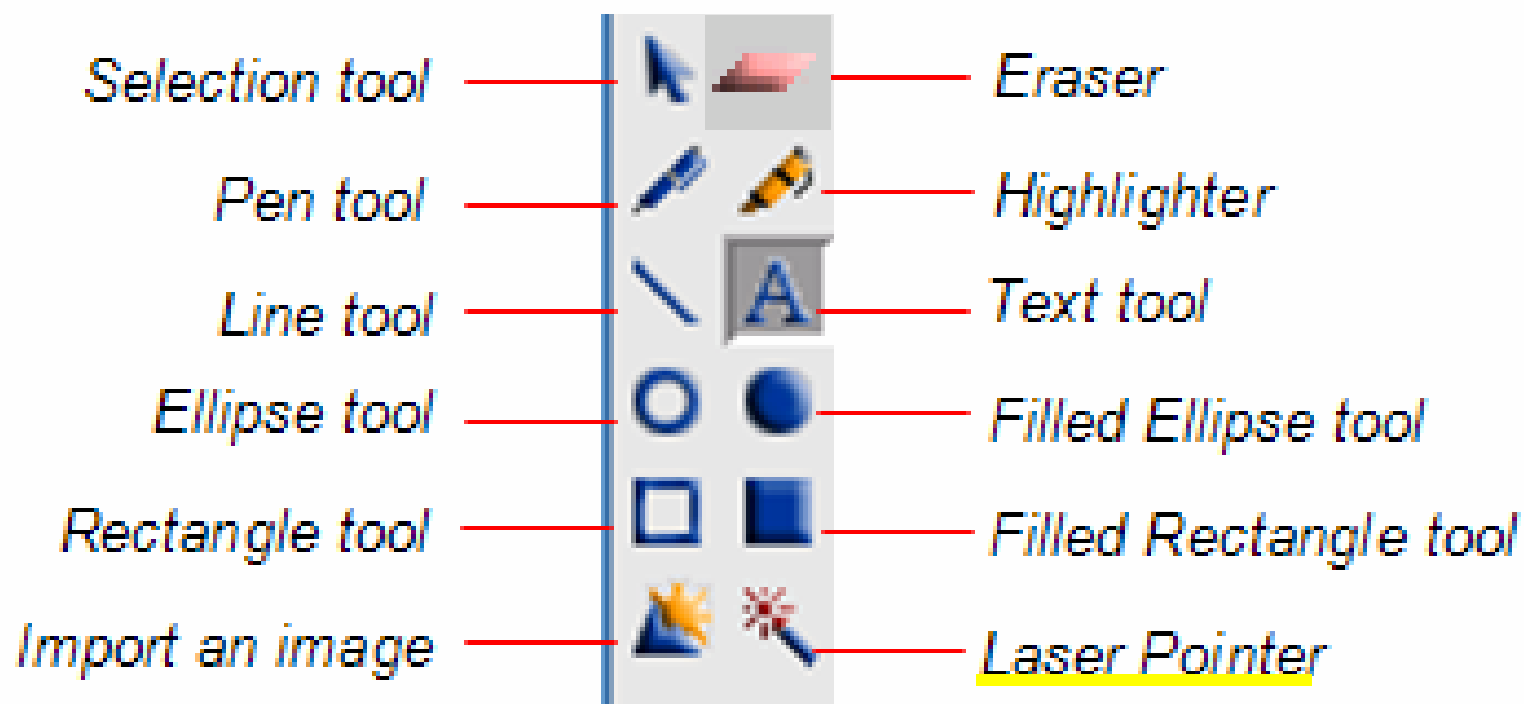


# Today's Session – Housekeeping Notes

- **Optimize the whiteboard viewing area**
  - Tools > Whiteboard and then select “Scale to Window” option
- **Interactive polling questions**
  - A number interactive polling questions will be asked during today's session. Select the option that best represents your choice. The moderator will guide you through the polling process and the options presented.
- **Question & answer segment**
  - A question & answer segment will be offered at the end of today's session.
- **Online evaluation**
  - A brief online evaluation will be presented at the conclusion of today's session. Your feedback is important to us. Please take a few minutes to complete the evaluation.



# Where are you located?



# Where are you located?



# Presenter



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# **First Monday Series: Organizational Development Seminars for Nonprofit Professionals**

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**The only thing worse than training an employee and having them leave is not training an employee and having them stay.**

**- Zig Ziglar**



# **First Monday Series: Organizational Development Seminars for Nonprofit Professionals**

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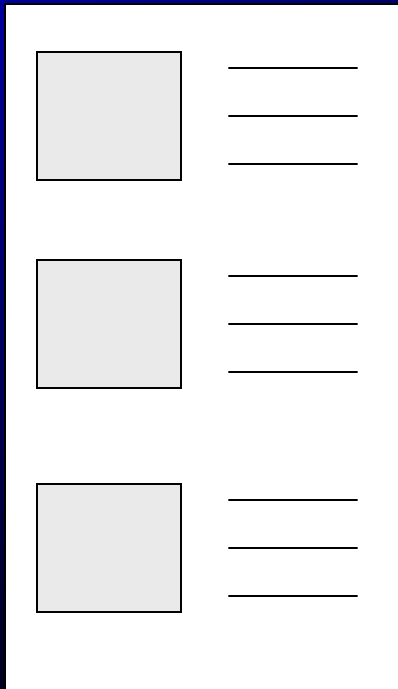
## **Purpose**

**To provide consistent, intense, and focused professional development to human service and education managers.**



# Using PowerPoint Notes

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- ➔ It's helpful to human learning to write notes
- ➔ Most slides are in the handouts, but not all (to save paper)



# Slides

If a particular slide is NOT in your notes, you'll see a

**RED**

box in the right hand corner



# Slides

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If the slide is on your notes,  
you'll see a

**GREEN**

box with the page number  
on which it appears



# Introduction to Logic Models

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Monday  
October 1, 2007

9:00 a.m. to 10:00 a.m.



# What's a Logic Model?

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## ➔ Visual Representation

- Your Resources
- Your Activities
- Your Outcomes

## ➔ Generally a Single Page



# Logic Models

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- ➔ Picture of how your organization does its work
- ➔ Shows what you can measure and what you can't
- ➔ Strengthen the case for investing in you



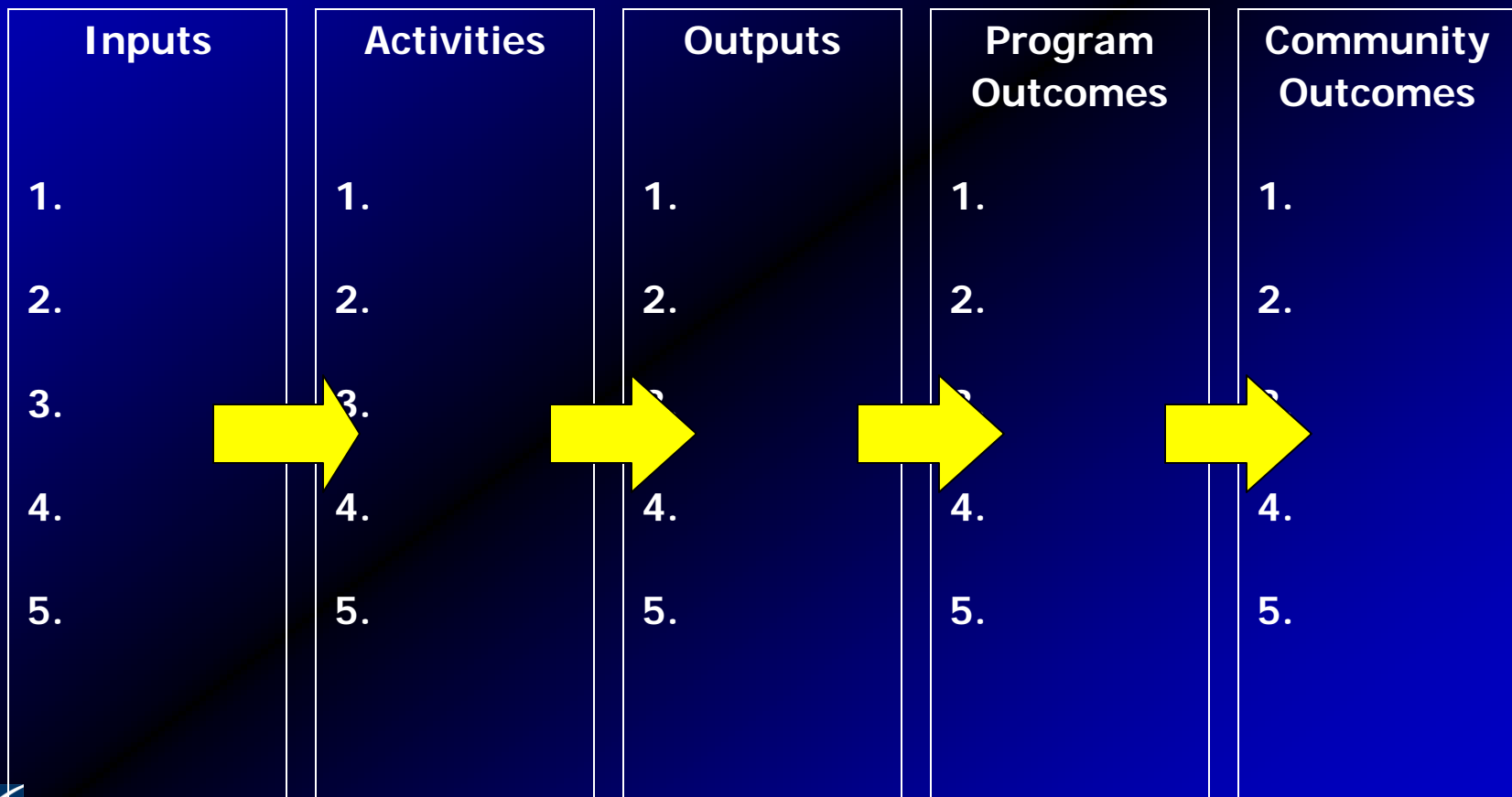
# Note

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- ➔ There is no one 'standard way' to create a Logic Model
- ➔ Many approaches
- ➔ Some simple, some extremely detailed
- ➔ Today's will be simple



# What It Looks Like





# 5 Parts Of Logic Model

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# 5 Parts Of Logic Model

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➔ **Inputs – The Resources You Use**



# 5 Parts Of Logic Model

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➔ **Inputs – The Resources You Use**

➔ **Activities – What You Do With Those Resources**



# 5 Parts Of Logic Model

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- ➔ **Inputs – The Resources You Use**
- ➔ **Activities – What You Do With Those Resources**
- ➔ **Outputs – The Product Of Those Activities**



# 5 Parts Of Logic Model

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- ➔ **Inputs – The Resources You Use**
- ➔ **Activities – What You Do With Those Resources**
- ➔ **Outputs – The Product Of Those Activities**
- ➔ **Program Outcomes – Changes In Customers Resulting From Activities**



# 5 Parts Of Logic Model

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- **Inputs – The Resources You Use**
- **Activities – What You Do With Those Resources**
- **Outputs – The Product Of Those Activities**
- **Program Outcomes – Changes In Customers Resulting From Activities**
- **Community Outcomes – Broad Macro-level Or System Changes**



# Inputs

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➡ What resources do you put into your program?

- Staff
- Volunteers
- Time
- Money
- Materials
- Equipment
- Technology
- Partners



# Inputs

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## ➔ Example

- Volunteers
- School Match Funds
- Church Meeting Halls



# Exercise

## Inputs

- 1.
- 2.
- 3.
- 4.
- 5.



# Analogy

## Inputs

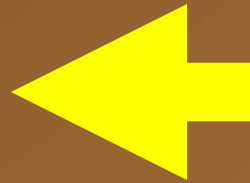
- \$100
- Car Keys



# Analogy

## Inputs

- \$100
- Car Keys



What are you going to do with that?



# Activities

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## ➡ What You Do With Those Inputs...

- Programs
- Curriculum
- Facilitation
- Coordination



# Activities

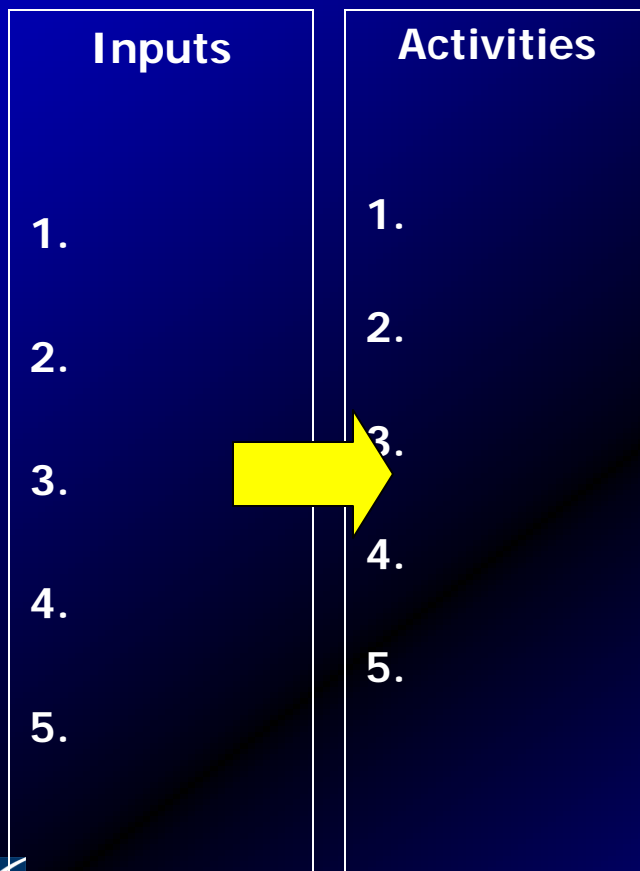
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## ➔ Example

- **Bullying Prevention Program**
- **Tutoring Tutoring**
- **Community Collaboration**
- **Public Education Presentations**



# Exercise



# Exercise

Inputs	Activities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



# Analogy

## Inputs

➤ \$100

➤ Car  
Keys

## Activities

➤ Go To  
The Mall



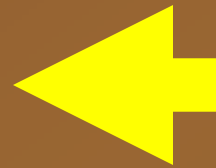
# Analogy

## Inputs

- \$100
- Car Keys

## Activities

- Go To The Mall



What Are You  
Going To Get For  
All That?



# Outputs

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## ➔ Your Production

- Hours of Service Delivered
- # of Students Tutored
- # of Volunteers Recruited
- # of Sites



# Outputs

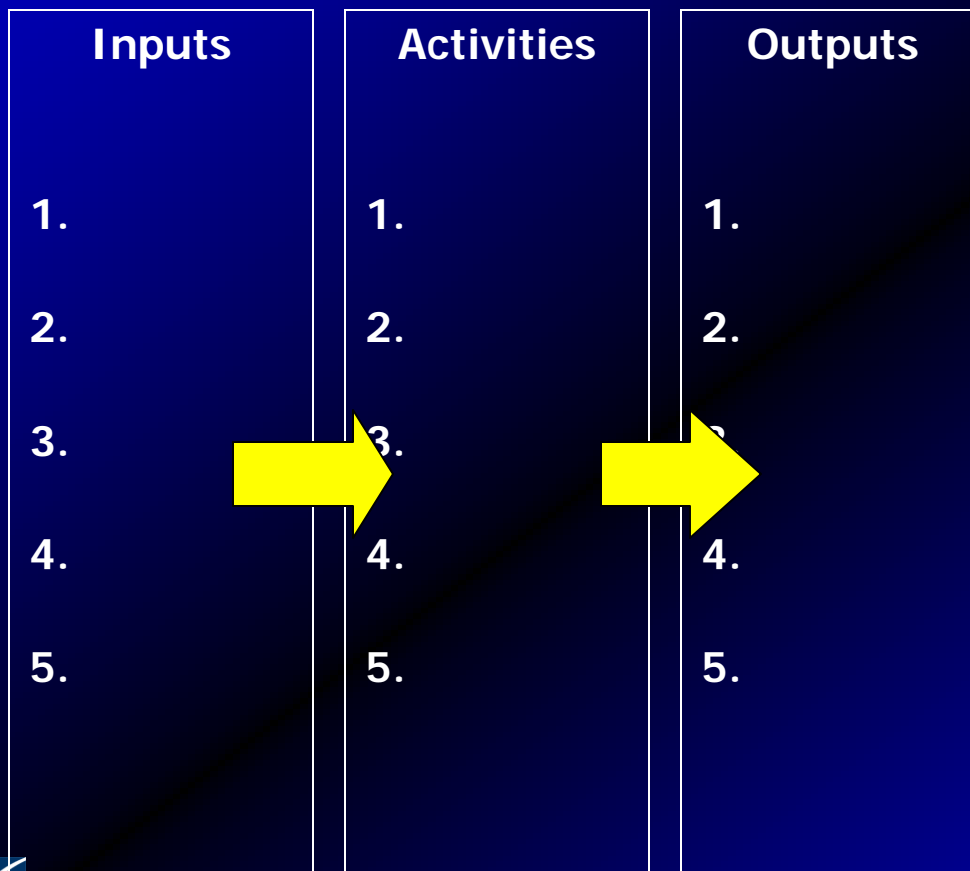
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## ➔ Example

- 18 Hours Of Tutoring
- 325 Students
- 867 Volunteer Hours
- 4 Rural Churches In County
- 27 Parents Enrolled



# Exercise



# Exercise

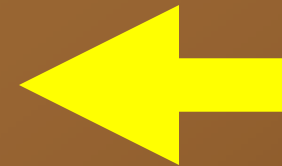
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Inputs	Activities	Outputs
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.



# Analogy

Inputs	Activities	Outputs
\$100 Car Keys	Go To The Mall	A Pair Of Sneakers



**What Will  
You  
Accomplish  
With That?**



# Program Outcomes

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## ➡ Short Term

- *Refers to impact upon customers*
- *It's A Change In Something*
  - Behavior
  - Knowledge
  - Attitudes
  - Skills



# Program Outcomes

## ➔ Example

- 18% Increase in Parenting Skills
- 44% Increase In Homework Completion
- Reduce Delinquency behaviors 9%



# Program Outcomes

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## ➔ Medium Term

- *Also Refers to impact upon customers*

- Behavior
- Practice
- Decisions
- Policies



# Program Outcomes

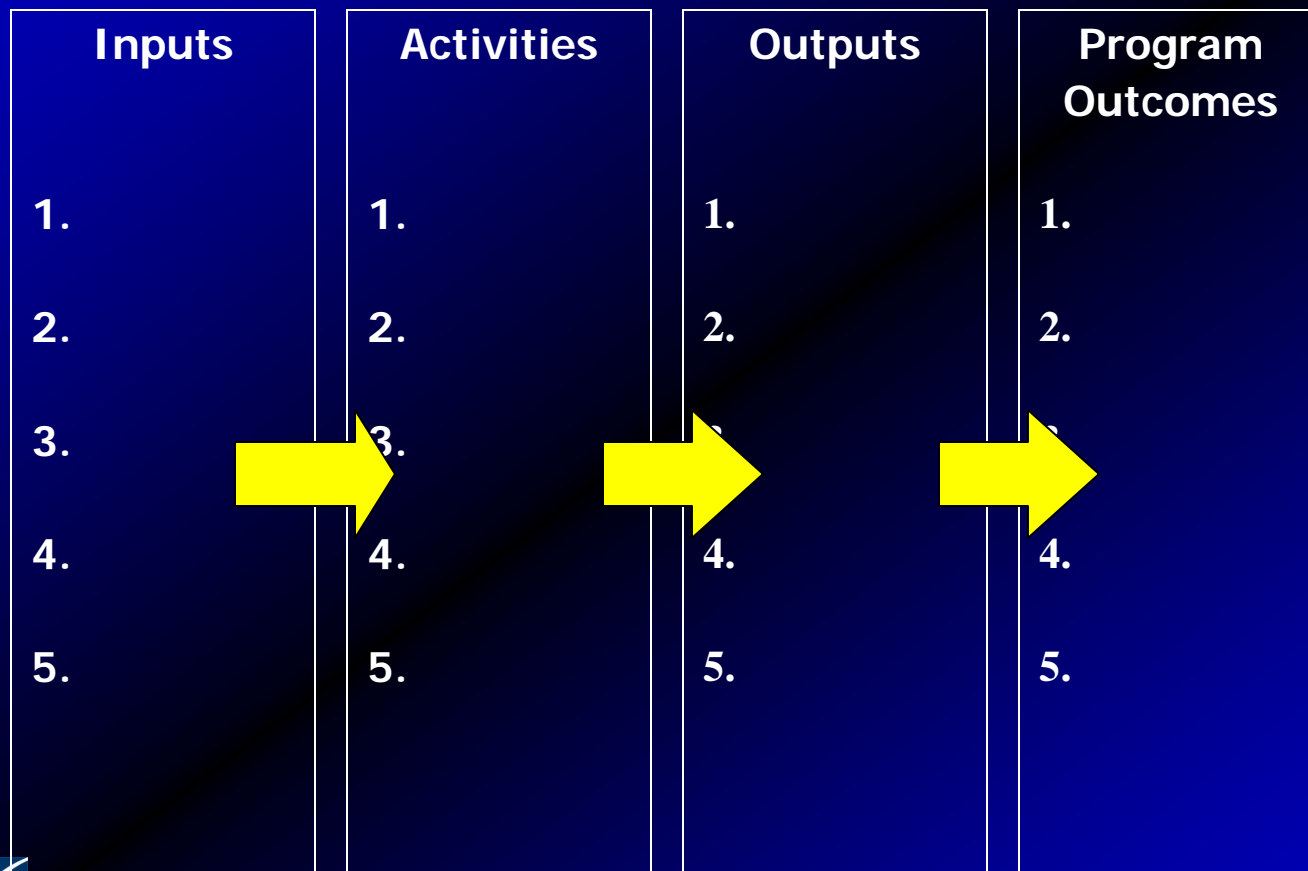
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## ➔ Example

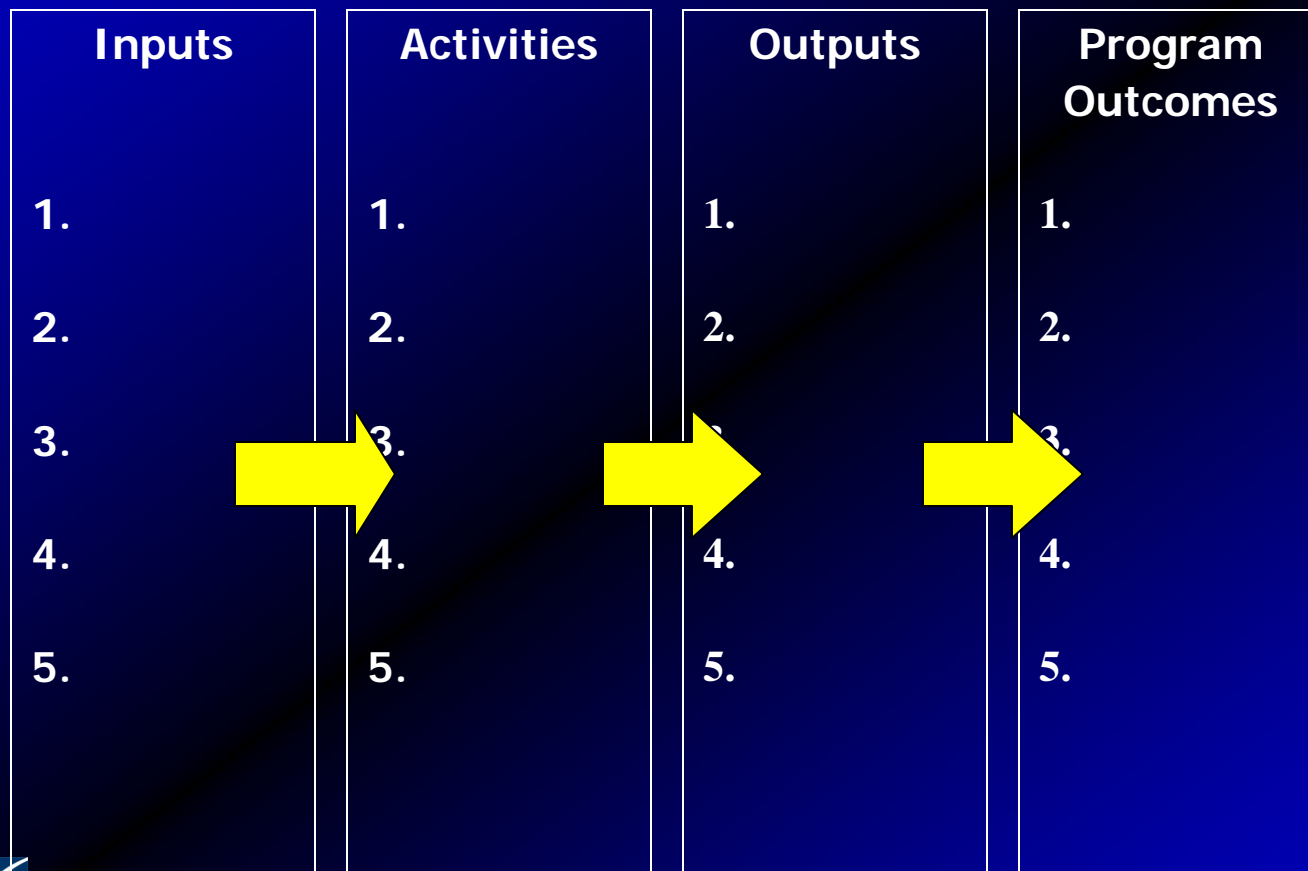
- **Increased Parenting Skills**
- **Decreased Adolescent Drug Use**
- **Increased School Attendance**
- **Decreased Sexual Activity**



# Exercise



# Exercise

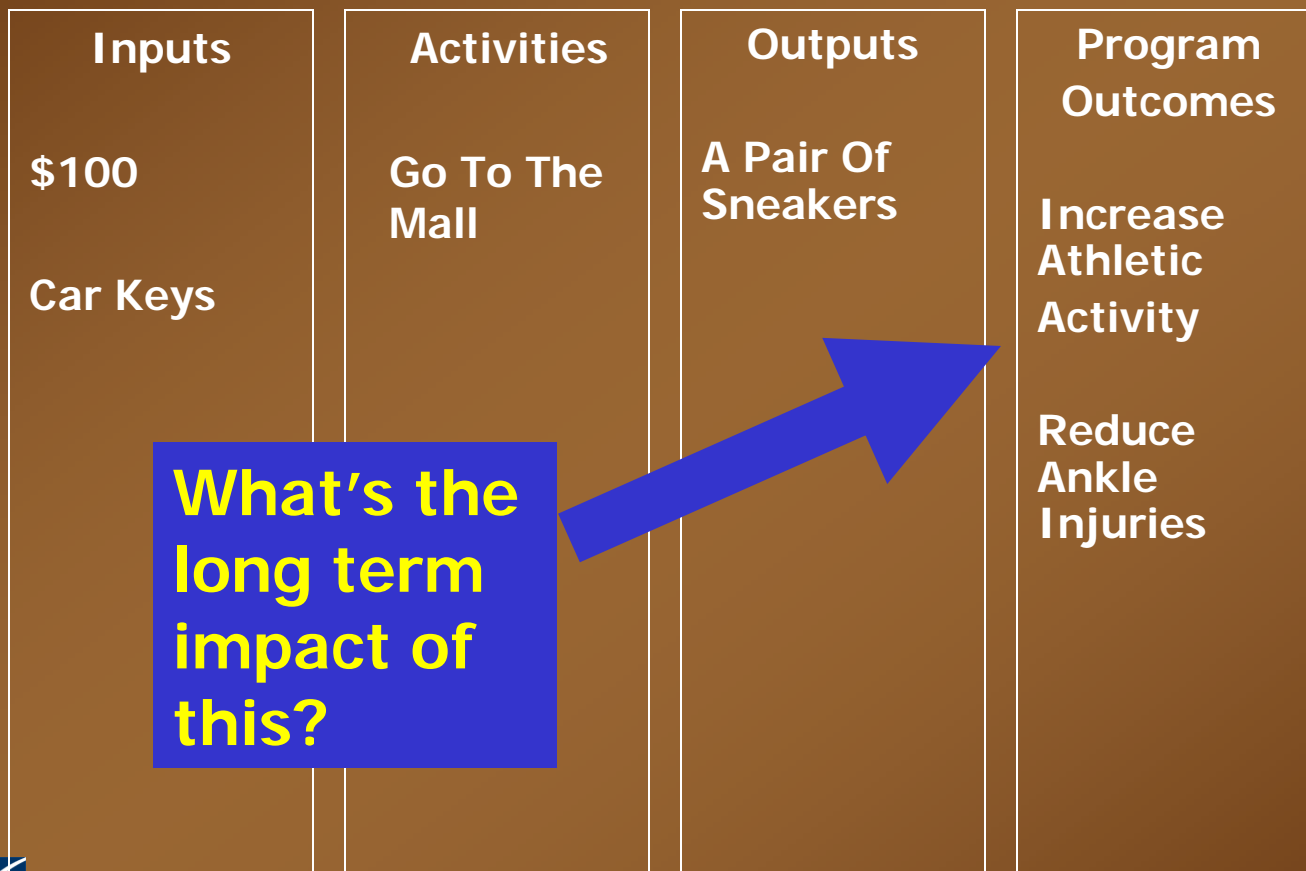


# Analogy

Inputs	Activities	Outputs	Program Outcomes
\$100 Car Keys	Go To The Mall	A Pair Of Sneakers	Increase Athletic Activity Reduce Ankle Injuries



# Analogy



# Community Outcomes

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## ➡ Long Term

- *Refers to the change in our community*

- Conditions
- Social
- Economic
- Civil
- Environmental



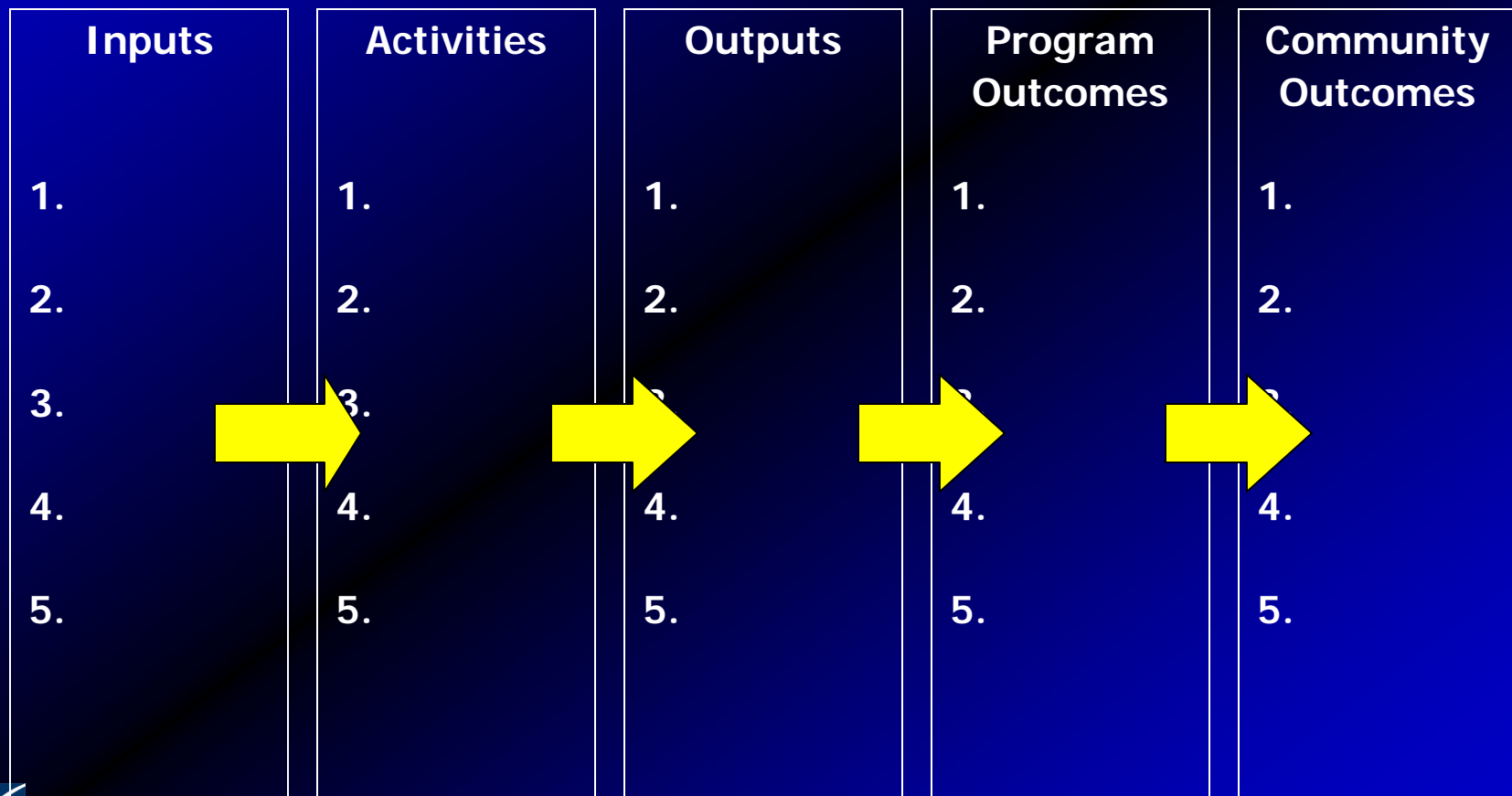
# Community Outcomes

## ➔ Example

- Healthy Youth Development
- Stable Families
- Safe Communities



# Exercise



# Analogy

## Inputs

\$100

Car Keys

## Activities

Go To The Mall

## Outputs

A Pair Of Sneakers

## Program Outcomes

Increase Athletic Activity

Reduced Ankle Injuries

## Community Outcomes

Healthy Youth

Academic Success



# Analogy

## Inputs

\$100

Car Keys

## Program Outcomes

Increase Athletic Activity

Reduced Ankle Injuries

## Community Outcomes

Healthy Youth

Academic Success

**As the funder,  
I'll invest \$100  
to buy these  
outcomes**



# Be Logical....

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*and thanks for coming*



Center for Schools & Communities

First Monday Series

# First Monday Series: Organizational Development Seminars for Nonprofit Professionals

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Next Session

Monday  
November 5  
9:00 am

## The 4 Levels of Evaluation

You will be able to  
clarify what you should  
be evaluating and what  
you can evaluate

