# Developing Program Theory and Logic Model – Social Innovation Fund (SIF) Evaluation Plan Guidance

Additional Resources

The Kellogg Foundation’s 2004 Logic Model Development Guide (**http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx**) provides advice and examples for constructing a logic model.

The SEP should include an overview of your program’s theory and a logic model that guides the evaluation and complies with all of the guidance in this document. A description of program theory will provide the reader with a better understanding of how your program is expected to achieve its targeted outcomes and impacts.

A description of program theory, coupled with an informative logic model, frames the evaluation design. Understanding the theory and assumptions behind how a program is designed is an important precursor upon which all subsequent evaluation activities fundamentally rest (Rossi, Lipsey, & Freeman, 2004). A program logic model usually includes both a graphic display and a narrative description of the resources/inputs, the program activities that constitute the intervention, and desired participant outcomes/results.

Logic models, which are grounded in a [theory of change](#Theoryofchange), use words and graphics to describe the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve. This process includes sequentially thinking through and aligning the following areas:

* *Resources/Inputs:* Include resources that are available and directly used for the program activities. This might includehuman, financial, organizational, and community resources;
* [*Intervention*](#inter)*:*Include program activities (i.e., what constitutes the program intervention) with the resources you listed previously that lead to the intended program results/outcomes; and
* *Outcomes/Results:* Include changes that occur because of the program intervention previously described, using the resources previously described. These can be any of the following:

1. Short-term outcomes (outputs) may include the amount of intervention (i.e., the quantity and type(s) of program activities a participant actually takes part in) an individual receives or specific changes in knowledge or skills;
2. Intermediate outcomes may include changes in individuals’ behaviors or attitudes; and
3. Long-term outcomes (impacts) may include the changes occurring in communities or systems as a result of program interventions.

An example of a logic model can be found on the following page.

## Specific Guidance: Program Theory and Logic Model

Reviewer Checklist: Logic Model

* Both a narrative and a graphical display that follows the chain of reasoning are included.
* The logic model concepts, including all outcomes to be measured, are clearly defined.
* How the resources and activities lead to the outcomes is described.
* Only aspects directly related to the theory of change are included.
* Existing literature to describe the theoretical or research basis that the model draws upon is included.
* Existing literature to support the connections between the activities and outcomes is used.

The program theory and logic model in the SEP should do the following:

1. Briefly describe in the narrative the basis for the logic model (theory or prior research, or both) along with aspects of the model, if any, which have been confirmed (or refuted) by previous research;
2. Ensure good alignment between the logic model elements. Focus on key factors in the cause-and-effect relationship. Think about and describe how the resources/inputs link to the intervention and then link to the desired outcomes/results. A logic model graphic is read from left to right and describes the program basics over time. This means following the chain of reasoning or “If...then...” statements that connect the program’s parts;
3. Detail the elements of the resources/inputs and articulate the paths through which the services (the activities that constitute the intervention) provided by the SIF subgrantee affect individual outcomes (e.g., employment, health, education). Make sure that the activities directly lead to the explanation of short-term outcomes/outputs (e.g., more healthcare) and intermediate-term outcomes (e.g., better health care) that would be necessary to achieve the program’s long-term outcomes/impacts (e.g., better health);
4. Emphasize in the graphic and/or narrative the outcomes that the proposed evaluation will measure; and
5. Include only information that is directly related to the theory of change. Keep the logic model simple to minimize attention to things that cannot be controlled.

The logic model should ultimately be used to guide the collection of data to inform an assessment of program effectiveness. The logic model should emphasize details of the program that directly relate to the core aspects of the evaluation.

## Logic Model Example

### Sample Logic Model: Sample Program, College Preparation “Go College!”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Inputs | Activities | Outputs | Outcomes | Impacts |
| Collaborating schools and staff  Go College! board  Go College! leaders and national staff  Financial support for Go College! from foundations, private individuals, businesses, and government  Data system to track students’ progress and provide ongoing feedback | Quarterly leadership workshops for peer leaders  Tailored professional development for teachers and counselors  Year-long class for seniors on college/ postsecondary planning  Go College! program for ninth through eleventh-graders | 30 Peer leaders trained  30 Teachers and counselors receive 40 hours of professional development  200 seniors attend the year-long class  600 ninth through eleventh graders participate in the Go College! programming | Staff and students increase expectations for students’ high school academic achievement  Staff and students increase expectations for postsecondary education  Seniors gain knowledge about the college application and enrollment process | School-wide college-going culture that looks beyond high school graduation  Increase in completed college applications and in other milestones in the college application process  Increase in high school attendance, persistence, and graduation  Increase in college enrollment and success |