

How to develop a logic model

This tool provides a roadmap, a set of questions and a template to support the development of a logic model aligned to the ten features that are common to effective youth employment programs.

Why is a logic model important?

A logic model is a critical element in program design and planning because it sets out an easily understandable relationship between what you're going to do and what the result of your activity is.

In a nutshell, it identifies the resources and activities that comprise the program, and the changes that are expected to result from those resources and activities. It visually represents the relationships between the program inputs, the resources, activities and the expected outputs and effects.

Other terms that are commonly used for models that depict a similar causal pathway for programs are 'Theory of Change', 'Program Theory' and 'Program Logic'.

A logic model is a "living document", that is, it should be reviewed regularly to see if it is still an accurate representation of the program or if it needs to be adapted.

Logic model key terms

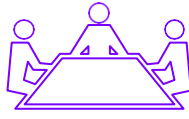
Term	Definition
Inputs	Resources that are used by a program. Examples are money, staff, time, facilities, equipment, etc.
Activities	The actions that are taken to respond to an identified social issue. Activities might include delivering one or more programs or services or funding others to deliver programs or services.
Evidence	Information (including analysed data) that helps to prove a fact and inform decision-making.
Outputs	The direct and measurable products of an intervention's activities and services (often expressed in terms of volume or units delivered).
Outcomes	The expected changes that will occur for individuals, groups, families, organisations, systems or communities during or after a program. Changes can include attitudes, values, behaviours or conditions. Changes can be short term, intermediate or long term (impact)

Roadmap to developing a logic model



01. Start

Talk to stakeholders and program staff to understand the issue to which you are responding



02. Form a working group

Form a working group with people involved in the design and implementation of the program



03. Identify the context

With your working group agree on, and write down, the issue you are trying to solve, who your participants are and the activities you will provide



06. Link outcomes (to each other)

Try to draw links between the changes, indicating when one change leads to another. Use a pen, draw arrows, challenge the logic – this stage of the process does not have to be ordered or pretty



05. Group outcomes

Arrange all the post-it notes on a big table or wall. Try to identify which of the outcomes are short-term outcomes, which are medium-term outcomes, and which are long-term outcomes. Group the post-it notes into short, medium and long-term clusters



04. List all outcomes

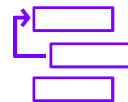
With your working group, use post-it notes to write down all the outcomes that might result from your program.

- Draw on what staff or stakeholders told you and evidence from activities elsewhere.
- Be as specific as possible as the outcomes will form the basis of what you will measure.
- Outcomes might start with words like 'improve', 'decrease', 'develop', 'expand' or 'increase'



07. Reject with justification

Remove the program outcomes that are not leading to any longer-term change for individuals. How does this affect the program activities that you offer?



08. Prioritise outcomes

Take a step back and observe the story as a whole. See if you can identify the vital outcomes – those that are needed for a young person to achieve meaningful change. These are your priority outcomes – they are the ones you should measure



09. Link outcomes (to impact)

Describe the ultimate impact you want to see for the people you work with. If there is a gap in the logic between changes that will happen as a consequence of your program, and the long-term impact you want for people, write down outcomes to fill that gap. Other services might achieve those outcomes



10. Create your story of change

Finally, if you read the priority outcomes out with the words "and this will lead to" in between, it should tell a compelling story of change

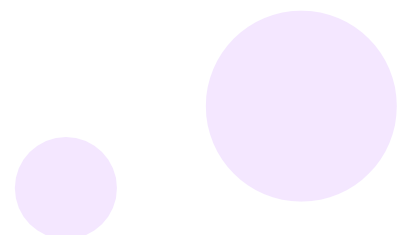







How to develop a logic model aligned to the ten features

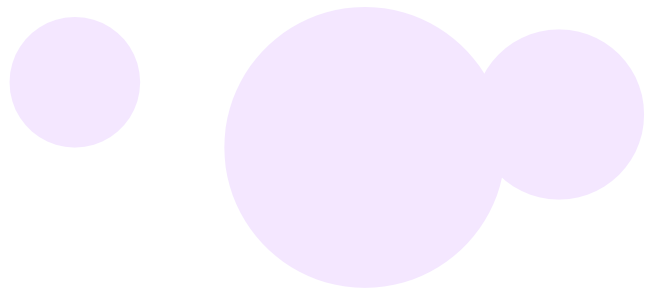
We're trying to make this as easy as possible, so we've broken down the road map into steps and a set of questions. All you need to do is answer each question and connect everything in the template at the end.






This tool should be completed by people involved in the design of the program as part of the design and planning phase of a program. Use the Roadmap above to guide how you develop a logic model (the process) and the template below to record the outcomes of your discussions.

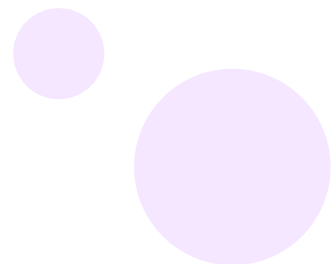
Step	Question	Answer (for you to complete)	Examples
Question 1: Define the issue	What is the social issue to which you are responding?	<i>Fill in your answer here</i>	School leavers are unable to find work and are not in education or training Low employment rates for those who have been in out-of-home care
Question 2: Define the participants	Who do you want to help and where are they located?		Children of recent migrants living in Fairfield/Liverpool area Out-of-home care leavers, South East Queensland Recent graduates, X high school
Question 3a: Describe the activities	What are you going to do?		<ul style="list-style-type: none">• Work-focused mentoring• Work placements across three local sites• Practical project (to develop teamwork and communication skills)• Career advice• Technical / vocational skills development• Referrals to specialist support services



Step	Question	Answer (for you to complete)	Examples
Question 3b: Link activities to the features of an effective program 	1. A way of recognising each young person's strengths and aspirations		One-on-one mentoring relationship. Initial meeting between project supervisor and each participant.
	2. A way of identifying personal goals; employment specifically and life goals if relevant		Participants complete a goal planning template Participants research local opportunities in X different areas of work
	3. A way of identifying and responding to the range of issues (housing, health etc.) that may be affecting the young person		Mentors are given mental health awareness training and a mechanism to make referrals Youth worker meets with program participant once per fortnight
	4. A way of developing trusted relationships		Case managers are trained in a strengths-based approach
	5. Inclusion of activities that develop employability skills (relevant to the young person and role or industry), e.g. problem solving		Practical projects are used to develop team, communication and problem-solving skills Mentors work with mentees to help them overcome obstacles at work

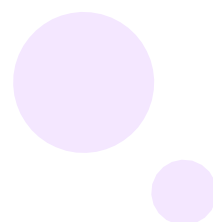


Step	Question	Answer (for you to complete)	Examples
	6. The inclusion of activities (that might include training) that develop technical skills that meet employer/job needs		<p>Participants learn basic construction skills through a shared project</p> <p>Pre-apprenticeship program includes specific work skills</p>
	7. The provision of high quality, relevant information that supports the search for employment		<p>Each participant meets with job placement officer</p> <p>Participants have a period of supported job search</p>
	8. Provision of practical experience of the world of work (e.g. work experience)		<p>Identify relevant work experience placement by Week X of the program and completed in Week Y</p>
	9. A way of extending a young person's network		<p>Work placement</p> <p>Mock interview and feedback session with a local employer</p> <p>'Alumni' connected with current participants</p>
	10. Active support of the participant for the time that is required to meet their goals		<p>Mentor maintains contact with mentee on an agreed basis</p> <p>Case manager visits young person at work site</p> <p>'Warm' handover with TTW provider to allow ongoing support for participant post program.</p>



Step	Question	Answer (for you to complete)	Examples
Question 4: List the inputs	What resources do you need to do what you want to do incl. funding, staff, time, facilities, equipment?		Skilled case manager Partnership with employers through Rotary to place at least 20 participants Referral arrangement with local TTW provider

Question 5: Identify the evidence	Why do you think the activities will work?		Activities were developed in line with the features of effective programs Activities were developed with reference to feedback collected from young people in the program Evidence of success in similar programs elsewhere
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Step	Question	Answer (for you to complete)	Examples
Question 6: Identify the outputs	How many activities will you offer and how many people will you support?		X programs over Y months with a Z% completion rate.

Question 7: Identify the outcomes for the people you support	a) What change will activities lead to in the short term (up to 6 months)?		Increased employability skills Extended employer networks Increased confidence in job search
	b) What change will the short-term outcomes lead to in the intermediate term (6 months – 2 years)?		Identified percentage of participants in meaningful employment
	c) What is the ultimate impact you want to have on the people you support?		Increased number of young people in the specified target group are in long-term employment





Step	Question	Answer (for you to complete)	Examples
Question 8: Identify the links between activities and short-term outcomes and how short-term outcomes lead to intermediate and long-term outcomes	Is there a logical connection between them? (If not, think about adding or removing activities or outcomes)		

Question 9: Prioritise outcomes to support a plan for measurement	Which outcomes are most vital for the people you support and will be influenced by the program?		Priority outcomes should include meaningful employment
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Issue	Participants	Inputs	Activities	Evidence	Outputs	Short-term outcomes	Medium term outcomes	Medium term outcomes
Insert answer to Question 1 here	Insert answer to Question 2 here	Insert answer to question 4 here	Insert answer to question 3 here	Insert answer to Question 5 here	Insert answer to Question 6 here	Insert answer to Question 7a here	Insert answer to Question 7b here	Insert answer to Question 7c here