ATTACHMENT 6: USING LOGIC MODELS AS A GUIDE FOR PROGRAM EVALUATION

The Strategic Planning Tool (Attachment 7) introduced the concept of a logic model. A logic model can be very helpful in designing your NPO’s evaluation. A good logic model clarifies your NPO’s:

- “Activities”—what you are doing to carry out your strategies
- “Outputs”—what you hope to produce as a result of your activities. (Outputs are the same as the “measurable performance targets” described in Part 1, Process Step 2 of this tool.)
- “Outcomes”—the changes you hope to bring about in the community you serve.

In a process evaluation, you will measure your NPO’s performance with respect to the “activities” and “outputs” listed in the logic model.

In an outcome evaluation, you will measure your NPO’s performance with respect to the “outcomes” listed in the logic model.

This is illustrated by the following logic model for the Children’s Reading NPO.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>VISION</th>
<th>MISSION</th>
<th>STRATEGIES</th>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many school age children in HCMC have difficulty learning to read.</td>
<td>All school age children can read</td>
<td>Our NPO promotes childhood literacy by providing books and tutoring to children age 5-8.</td>
<td>Develop an after-school tutoring program using volunteer tutors</td>
<td>Skilled volunteers</td>
<td>Enter into tutoring agreements with schools</td>
<td>By December 2013, 50 children will have received at least 10 hours of tutoring</td>
<td>By August 2014, 80% of the students who have received tutoring will pass a reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Get donated books and distribute them</td>
<td>Participating schools</td>
<td>Train skilled volunteers on tutoring</td>
<td>By December 2013, 100 books will be distributed to children receiving tutoring.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NPO staff</td>
<td>Identify children for tutoring</td>
<td>Provide tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Book publishers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This logic model illustrates how the Children’s Reading NPO plans to address the problem of children having difficulty learning to read. The vision is that all school age children can read. The mission is to promote childhood literacy by providing books and tutoring to children age 5-8. The strategies include developing an after-school tutoring program using volunteer tutors, getting donated books and distributing them, and participating in schools. The inputs are skilled volunteers, participating schools, NPO staff, and book publishers. The activities include entering into tutoring agreements with schools, training skilled volunteers on tutoring, identifying children for tutoring, and providing tutoring. The outputs include receiving at least 10 hours of tutoring by December 2013, distributing 100 books by December 2013, and having 80% of the students who have received tutoring pass a reading test by August 2014.
The **process** evaluation will measure whether the activities and outputs listed in the Activities and Output’s columns (shaded light gray) are achieved. For example:

- Were tutoring agreements with schools arranged?
- Were skilled volunteers trained?
- Were children identified for tutoring?
- Were 100 children’s books distributed?
- Did at least 50 children receive 10 tutoring sessions?

The **outcome** evaluation will measure whether the outcome (shaded dark gray) is achieved.

- What percent of students who received tutoring passed a reading competency test?

In summary, taking the time to develop a good logic model can support both process and outcomes evaluation. It clearly lists what you are trying to achieve, so that you can design your evaluation to measure whether you did indeed achieve what you set out to do.