

Developing Program Logic Models

Grants & Development Department

Flint & Genesee Group

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Introduction to Logic Models

- What is a Logic Model?
- Applications of a Logic Model
- Outputs vs. Outcomes
- Not every output needs an outcome
- Identify a timeframe
- Logic model dictates reporting (if awarded)
- Working backwards (start from Outcomes)
 - “What do I want to see change?”

What is a Logic Model?

Tool to aid the program development process

Visual

Individual or Collaborative (ideal)

Chain of logic: Inputs – Outputs – Outcomes

Applications of a Logic Model



Consensus-Building



Brainstorming

What will we do?



Program Planning

How will we do it?



Program Management

Who will do what, when?



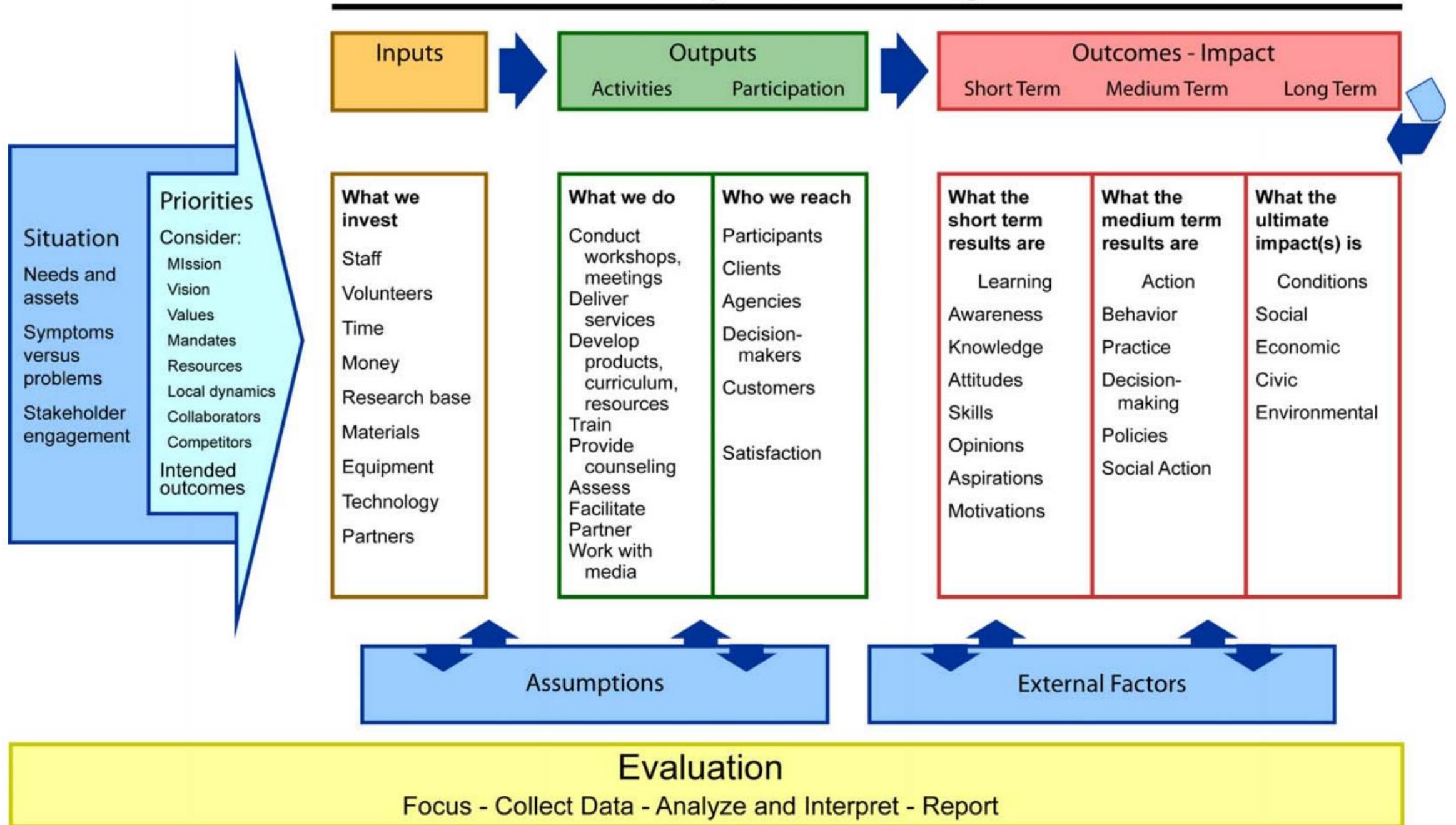
Communication with
Stakeholders

Sharing outcomes and progress toward
impact



Other Ideas?

Program Action - Logic Model





“Solution
looking for a
problem.”

“You bring up an important concern, but I’m looking
for a problem that better fits my preconceived solution.”

Problem Statement & Goal

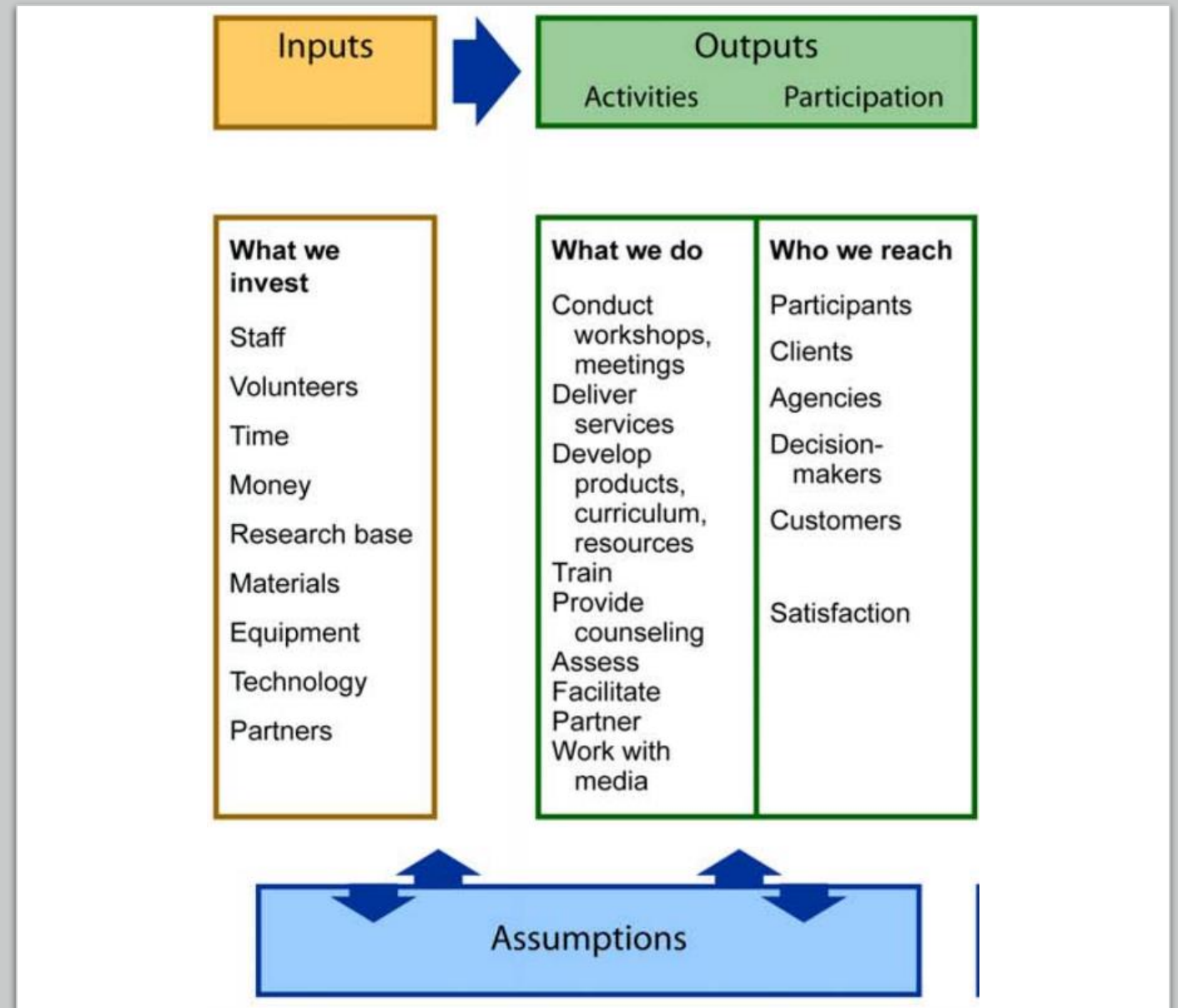
- What is the need?
- What is the actual problem?
- Who can affect change on this?

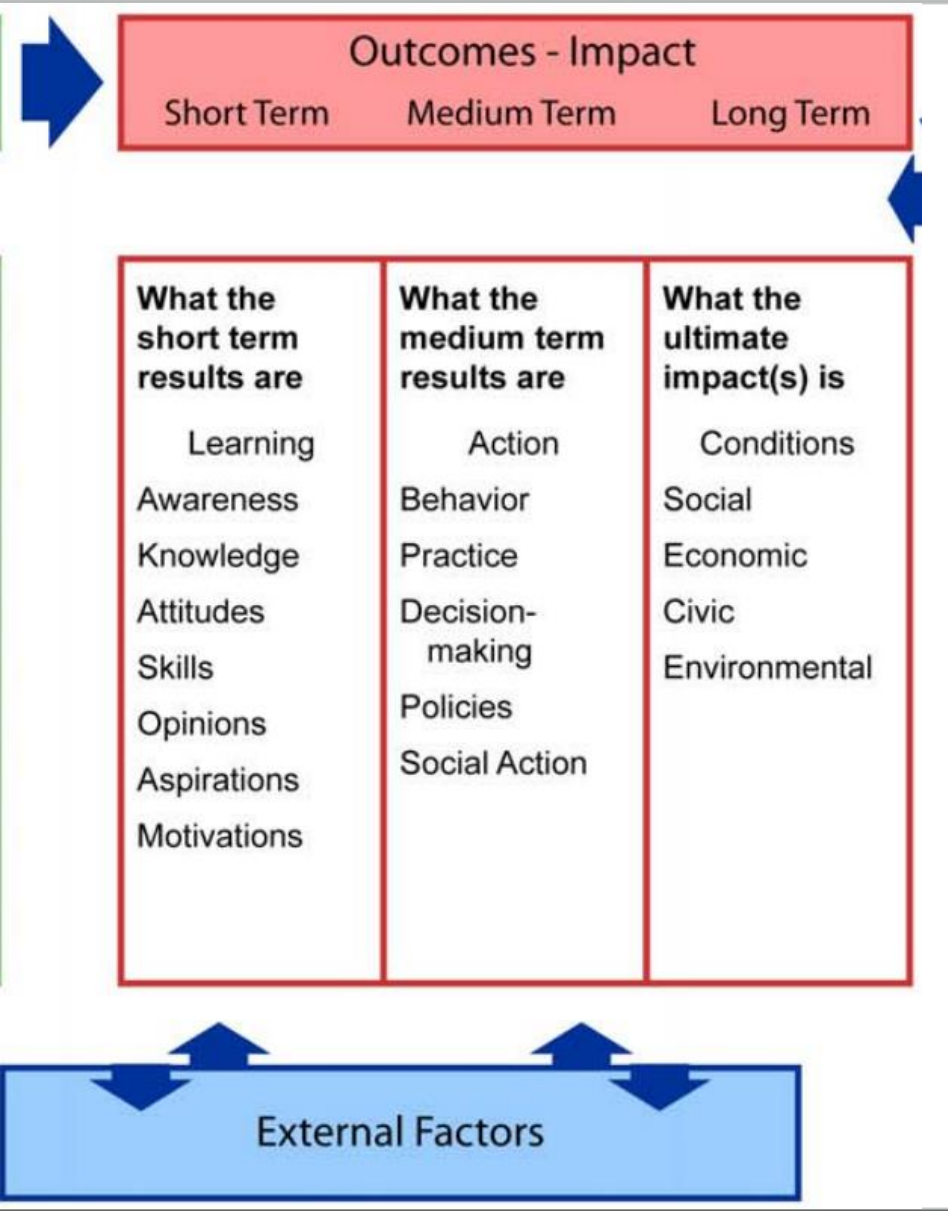
- How do your mission, vision, values inform your intended outcomes?



Planned Work

- Resources required
- Activities are targeted towards recipients or products
- Assumptions: What is necessary to realize intended outcomes





Intended Results

- Outcomes are changes in terms of:
 - Learning (Short Term)
 - Action (Medium Term)
 - Conditions (Long Term)
- External Factors influence success of outcomes.
 - Ex: Federal grants may be affected by

WHY SHOULD YOU CARE ABOUT USING A LOGIC MODEL IN PROGRAM DESIGN?

- Important planning tool
 - Resources -> Activities -> Outputs -> Outcomes
- Increases the likelihood of program success
 - Do you have what you need?
 - Are you doing what you need?
 - Are you measuring your progress?
 - Have you defined success?
- Roadmap to verifiable success
 - Program Evaluation
 - Convince stakeholders



“Do the best you can until you know better. Then when you know better, do better.”

- *Maya Angelou*

Problem statement (Identify the problem to be solved):

Goal (What do you intend to accomplish. Should be the solution to your problem statement):

Planned Work		Intended Results		
Inputs	Activities	Outputs	Outcomes	Impact
<i>What people, funding, space, materials, etc. are needed to do the proposed work?</i>	<i>What services will you will provide? What are you planning to do?</i>	<i>How will you know your activities were successful? Must be measurable/verifiable.</i>	<i>What is going to change as the result of your work? What short-term changes? What long-term changes?</i>	<i>Long-term/ultimate impact: outcomes you hope to see eventually. Changes in environmental conditions as a result of actions taken.</i>
	What you do with the inputs.	What you produce from your activities.	Short-term: outcomes you expect to see during the program term. Knowledge gained in program.	
			Intermediate: outcomes you want to see over more time. Actions taken as a result of learning.	

Assumptions:

External factors:

Problem statement (Identify the problem to be solved): Flint & Genesee Group partners have identified a need for increased grant-making capabilities.

Goal (What you intend to accomplish. Should be the solution to your problem statement): Facilitate a grant-making class designed to increase participant’s capabilities including skills, tools and knowledge.

Planned Work		Intended Results		
Inputs	Activities	Outputs	Outcomes	Impact
<i>What people, funding, space, materials, etc. are needed to do the proposed work?</i>	<i>What services will you will provide? What are you planning to do?</i>	<i>How will you know your activities were successful? Must be measurable/verifiable.</i>	<i>What will change as a result of your work? What short-term changes? What long-term changes?</i>	
Expertise of the Group Grants and Development team	Grants 201 session Oct. 12, 2021 from 8:30-11:30am	Grants 201 session evaluations will indicate 50% + 1 participants found the session beneficial	Short-term change: Participants will feel better-equipped for grant-making and management	We will improve the quality of life for Genesee County residents through increased and improved services provided by agencies and organizations who attended Grants 201 class.
Technology including computers, software, projectors, etc.	Will include: Grant reporting and management, data collection and analysis, quantitative and qualitative data, logic models, evaluation program/project success, financial management, and blended funding	Participants will process class-data and complete a guided exercise using this data	Long-term change: participants will submit more grant proposals/applications	
Support for staff time		Participants will complete their own draft logic models	Long-term change: participants will submit higher quality grant proposals/applications and will better manage grants that are awarded, improving funder-relations and more sustainable funding for local projects and programs.	
Printed evaluations, resources, etc. for Grants 201 session		Participants will complete a simple sample budget		
Space to accommodate >30 participants and 4 trainers		Minimum one (1) participant will contact the grants-team for follow-up information		

Assumptions: Participants have basic knowledge of the grant writing process and the concepts discussed in Grants 101.

External factors: COVID-19 has created an environment where grants are more available than ever before, many local and regional place-based foundations continue to invest in the future of Flint.