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.

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

			to students who are receiving tutoring	Books Participating students	Test progress of children who receive tutoring Arrange for donations of childrens' books Sort and distribute children's books		competency test.

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.