

Guidance for Logic Model Development can be found in the:

- Local Evaluation **Guide** Pages 12-14
- Local Evaluation **Toolkit** Pages 13-14

Logic Model						
Program Year	Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
<i>Definitions</i>	<i>Underlying problem(s) to be addressed through program and center activities</i>	<i>Broad statement indicating desired direction of change</i>	<i>Materials, human resources, or assets being put into (invested in) the program</i>	<i>Activities conducted to reach students and families</i>	<i>The products of activities and extent to which activities are implemented as designed, expose participants to recommended dosages (e.g., program attendance), are delivered with quality, and engage participants</i>	<i>Conditions that we expect to change as a result of what we are doing (attitudes, knowledge, behaviors)</i>
<i>Example</i>	<ul style="list-style-type: none"> <li>• Parent/Guardian of students in Grades 3–5 have difficulty helping their child with homework. Specifically, 40% of parents surveyed with students in Grades 3–5 parents reported not understanding how to help their child with the homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve parent/Guardian knowledge and understanding of academic information.</li> </ul>	<ul style="list-style-type: none"> <li>• One full-time site coordinator who has experience supervising frontline staff, is certified to teach, and has experience in programs that provide academic enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian homework preparation class offered for 2 hours each quarter to parents of students in Grades 3–5. Class will include useful tips for communicating with teachers, understanding what their child is learning, and where to find support for assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of targeted parents/Guardians attend homework prep class</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Guardians understand how to help students with their homework.</li> <li>• Parents who attended the class help their kids with homework more often.</li> </ul>

## Logic Model Template

Program Year	Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2019-2020 <i>Pre COVID-19</i>						
2019- 2020 <i>During COVID-19 School Closures</i>						
2020-2021						

Guidance for Local Evaluation Planning can be found in the:

- Local Evaluation **Guide** Pages 16 - 20
- Local Evaluation **Toolkit** Pages 15 - 19

Process Evaluation Plan				
Program Year	Process question	Process measure	Data collection method and timeline	Responsible party
<i>Definitions</i>	<i>Identify the implementation questions of interest to your program. This may be drawn from the process questions described above and/or additional questions determined to be useful to your program.</i>	<i>Decide what will be reviewed to determine progress (e.g., materials, specific percentages or numbers). Measures should be directly aligned with the activity or program attribute being assessed.</i>	<i>Specify how your process measures will be collected, including the type of measure and the timeline with which it will be administered.</i>	<i>Identify specific individuals who are responsible for data collection and make sure they are adequately trained.</i>
<b>EXAMPLE</b>	<b><u>Quality:</u> Is the program being delivered in a high- quality manner?</b>	<b>3a.</b> Average subscale scores on the Weikart Center’s Youth Program Quality Assessment (YPQA) >= 3.0.	<b>3a.</b> Formal program observation will be conducted 2 times a year using the YPQA.	<b>3a.</b> Local evaluator and/or designated center staff
2019-2020 Pre-COVID-19				
2019- 2020 During COVID-19 School Closures				
2020-2021				

	Outcome Evaluation Plan					
	SMART outcome	Performance measure	Participants	Data source	Procedures	Data analysis and reporting
<i>Definitions</i>	<i>Specify your SMART outcome from the Logic Model.</i>	<i>Represents what you will be using to measure your outcome (indicator of change).</i>	<i>Identify who data will be collected from (e.g., grade levels, gender, groups participating at differing rates).</i>	<i>List the source of data (e.g., survey tools, assessments, focus group protocols) and the time period the data covers.</i>	<i>List procedures for collecting data. This includes detailing who is responsible, what is being collected, and when it is being collected.</i>	<i>Specify upfront how data will be analyzed and reported to examine the evaluation question, as well as who is responsible.</i>
<b>Example</b>	<b>(1)</b> By the end of the school year, 90% of regularly attending youth will be absent for 10% or less of enrolled days.	<b>1.</b> Percentage of youth attending programming 45 days or more during the school year and summer of interest who were <u>absent</u> for 10% or less of school days enrolled.	<b>1.</b> All youth attending the program who attend 45 or more days during the school year or summer.	<b>1.</b> School day attendance records entered into Washington attendee module	Daily, Site Coordinators record program attendance information at the beginning of the program; Daily, school staff record day school attendance.	Program and school day attendance will be merged; Youth attending 45 or more days in the program (summer and school year) and absent 10% or less based on school days enrolled will be tallied. A percent will be reported.
<i>2019-2020 Pre-COVID-19</i>						
<i>2019- 2020 During COVID-19 School Closures</i>						
<i>2020-2021</i>						

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