

# Develop a logic model

Centre for Education Statistics and Evaluation

This resource will support you to build a logic model for a project, program or initiative from any aspect of your 2015-2017 School Plan

**OR**

to plan a key element of your 2018-20 School Plan.

## Developing a logic model is important preparation for planning an evaluation

It allows you to:

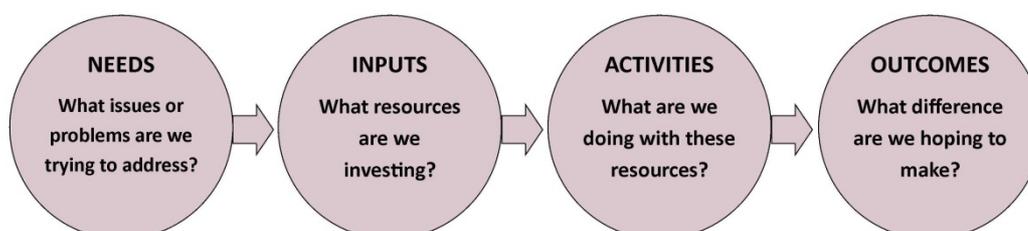
- Clarify the original reason for the project
- Plot the intended causal pathway from inputs and activities to intended outcomes
- Identify possible barriers and enablers to achieving the outcomes, which you can look for in the evaluation.

It will also assist you to:

- Identify assumptions that you can test in the evaluation
- Identify possible indicators of success and data you might need for the evaluation
- Think about what questions you might want to ask in your evaluation.

**Ideally, a logic model is used at the start of planning a program to ensure alignment between the purpose of the program, the inputs, the activities and the intended outcomes.**

The diagram below shows a simple logic model that plots how needs influence the choice of inputs, how the inputs are used in activities and how the activities lead to the intended outcomes.



**This resource assumes you are developing a logic model for an existing project. You start by looking at the activities that were a part of the project, and then work it through from there.**

**If you were developing a completely new project, you would start your logic model thinking about the needs or the reasons you are considering this project.**

**Watch this video for a short overview of logic modelling**

[Select to watch video](#)

**What you will need:**

- the evaluation team leader and team members
- approximately two hours
- a blank sheet of butchers paper
- a big table to work on, or a wall
- sticky notes of four different colours
- pens/markers
- a computer with sound, so you can watch the video of the Robotics logic model demonstration

There are eight steps to work through as a team:

**Step 1:** Note the project's activities

**Step 2:** Note the inputs

**Step 3:** Note the intended outcomes

**Step 4:** Reorder into cause and effect chain

**Step 5:** Note the needs

**Step 6:** Troubleshoot your model

**Step 7:** Write down any assumptions

**Step 8:** Tidy up your model

**Watch this video for a live demonstration of building a logic model (Stage 2 robotics program)**

[Select to watch video](#)

**Step 1: Note the project's activities**

- Think about the activities involved in your project.
- Write down each activity on a separate sticky note using one colour only.
- Space these notes out vertically down the middle of a landscape sheet of butchers paper.

**Step 2: Note the resources used**

- Write the inputs (resources) used in each of the activities, such as funds, time, space, training, release, class time.
- Write each input on its own sticky note.
- Place the sticky notes to the left of the corresponding activity.

**Step 3: Note the intended outcomes**

- Think about the intended outcomes for **EACH** of the activities.
- Write each outcome on its own sticky note. Use a different colour from the inputs and activities.
- Place these sticky notes directly to the right of the corresponding activity or input.

**Step 4: Reorder into cause and effect chain**

- Think about the interaction between different activities, inputs and outcomes.
- Consider which comes first, which are dependent on others, where there are feedback loops and so on.
- Reorder the sticky notes to show the order of events with a flow from left to right.
- You may find you need to split some sticky notes and add some new ones.

**Step 5: Note the needs**

- Think about why you started this project.
- Consider each of the activities individually and write down what need was being addressed or what problem you were trying to solve.
- What was driving the approach in choosing the activities?
- Write each of the needs on a sticky note of a fourth colour.
- Place these sticky notes on the left most side.

### **Step 6: Troubleshoot your model**

In this process, reorder, add and change words if necessary.

#### **Focus on the following three aspects:**

**1 Look at the needs:** What else is being done, if anything, that specifically targets these needs? How does this set of activities relate to that other work?

- **Why do this?** To identify points of interaction between different initiatives that share similar objectives.

**2 Look at the link between the needs and outcomes:** Are the two sides of the model 'symmetrical' or are there needs that aren't being addressed?

- **Why do this?** To test whether the project has been distracted from its original goals, and is now working to achieve outcomes that don't reflect the reasons for going down this path.

**3 Are there any missing links** between our activities and the intended outcomes? How plausible is the chain of cause and effect? Are there any 'miracle moments' or leaps of logic?

- **Why do this?** To help identify assumptions, as well as possible enablers and barriers that might influence capacity to achieve outcomes. You can then look for these in the evaluation.

### **Step 7: Write down any assumptions**

- As you troubleshoot your model, write down any assumptions that you made when you originally planned the project you are going to evaluate.
- Particularly, try to identify assumptions that the project relies on and points where, if an assumption doesn't hold true, the activities might lead to nil or negative outcomes.
- For each assumption, write a number on the sticky note (or arrow) that it relates to.
- Write the assumption on the bottom or side of the butchers paper.

### **Step 8: Tidy up your model**

- Re-write sticky notes that have become too crowded or messy.
- Lay it out as best you can with a logical flow from left to right.
- Draw arrows on the paper or whiteboard, showing the flow of cause and effect.
- Take a photo of your model.
- To create a digital version of your model that you can edit, use PowerPoint or another program designed for laying out diagrams.