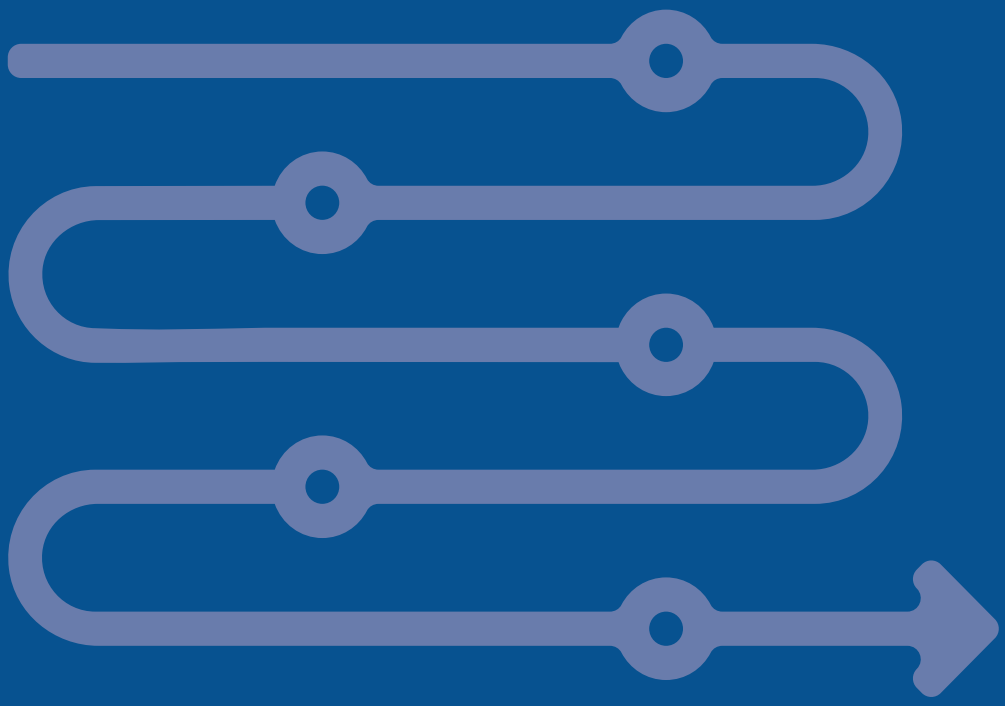

ACL's Logic Model Guidance

Administration for Community Living
Office of Performance Evaluation

SEPTEMBER 2020

ACL
Administration for Community Living

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Overview

This guide presents a brief primer on the development and use of logic models for clarifying program theory, demonstrating progress towards objectives, and answering evaluation questions. This primer is not intended to be a comprehensive guide to the development and use of logic models and should be used in conjunction with additional resources, including consultation with *ACL's Office of Performance & Evaluation (OPE)*.

Developing and using logic models is critical for federal agencies to influence resource allocation, make data-driven decisions, and assist with effective program implementation. Logic models help organizations understand (and explain) how a program works as well as whether it is progressing towards its stated objectives and having an impact on organizational goals and priorities. Developing a logic model is an opportunity to clarify programmatic concerns surrounding investments (inputs), actions (activities and outputs), anticipated results (outcomes and impacts), and it aids an organization in optimizing actions in alignment with its mission.

What is a Logic Model?

A logic model is a **visual** and **systematic** way to describe the relationships between available resources, program activities, and anticipated changes or results. Logic models show how a program is intended to "work" and how a series of activities is intended to achieve expected outcomes.[1]

This knowledge of how a program operates serves several functions, particularly

- clarifying program theory (i.e., explaining why a program should be effective),
- demonstrating a program's progress (i.e., documenting progress towards an identified outcome), and
- informing program evaluation questions and performance indicators
- describing the impact of a grant or program.

The use of a logic model for these purposes clarifies communication concerning resource allocation, usage, and impact.

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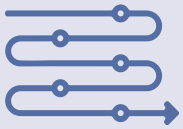
1 W.K. Kellogg Foundation. (2004). *W. K. Kellogg Foundation logic model development guide.* Retrieved from https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf



Logic models, due to their visual depictions of activities, can be used to communicate with diverse audiences—particularly those with varying views and backgrounds in program development or evaluation.

Why Should You Develop a Logic Model?

First and foremost, developing a logic model **clarifies thinking** and aids an organization in identifying outcomes and ways to document and measure **progress toward defined objectives**. Logic models provide a map for what to do, or what is occurring, and why it should contribute to successful progress toward a goal.

During program design and planning, developing a logic model can assist in formalizing program strategy and enhance the ability to explain and illustrate program concepts to key stakeholders (e.g., staff, clients/consumers, Congress). It also promotes a shared understanding of what is expected to happen and how change will be measured for program management and evaluation purposes (see *ACL's Performance Strategy*). Furthermore, the design and planning stages of building logic models require exploring best practice research, practitioner experience, and federal guidance to develop and describe the logic behind the activities needed to achieve desired outcomes.

Logic models also assist program implementation and monitoring due to their focus on identifying the types of data necessary to document results and improve programming. Attention to these aspects of a program can aid in tracking resources, noting accomplishments, and making adjustments in practice as necessary.

Logic Model Template

OPE developed a logic model template *(see Figure 1)* to assist staff with developing or updating a logic model. The template has a section to include the title of the program or grant. It also contains prelabeled logic model components. At the bottom of the template is a section for adding any key statutes or mandates. Once you complete your logic model, please share it with a member of OPE.

Figure 1. **ACL Logic Model Template**

Insert Name of Program/Grant

ACL Administration for Community Living

NEED/PURPOSE	INPUTS	ACTIVITIES	OUTPUTS	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOMES	ULTIMATE OUTCOME

Use ACL's Logic Model template to develop a logic model and share your model with OPE.

Authorizing Statute[s]/Mandates:

Logic Model Components and Definitions

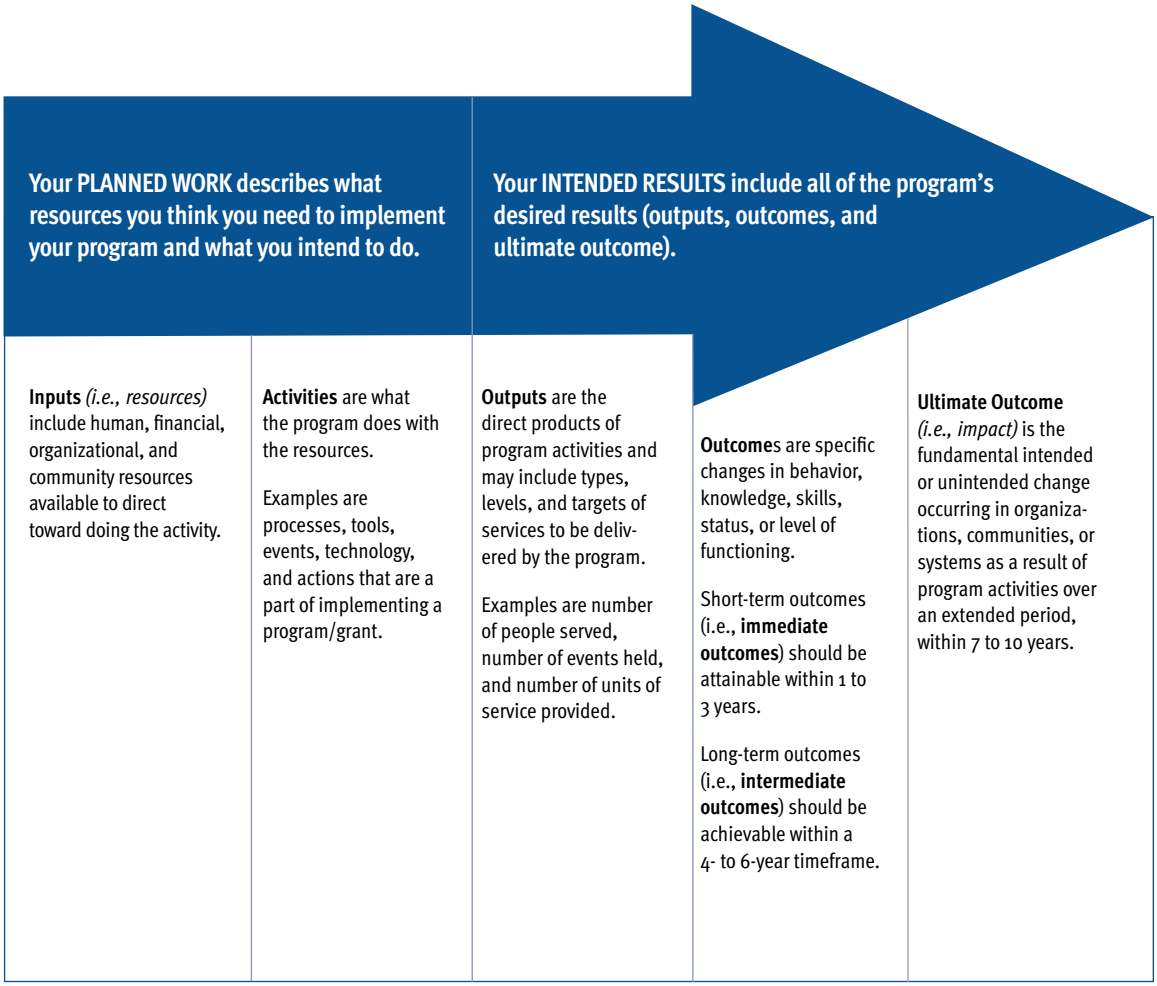
Logic models have five main components that describe planned actions and intended results:

- need/purpose,
- inputs (i.e., resources),
- activities,
- outputs, and
- outcomes (immediate, intermediate, and ultimate [impact]).

Synonyms for these terms are used by many logic model developers throughout key resources. This guide will utilize these particular terms due to their adoption by ACL.

Figure 2 introduces the structure of a logic model and defines the components. The use of the arrow in the logic model reinforces the directionality of the figure and reflects the influence one component has on the next.

Figure 2. **Logic Model Structure**[2]



2 Adapted from W.K. Kellogg Foundation. (2004). *W. K. Kellogg Foundation logic model development guide.* Retrieved from https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf

How to Use a Logic Model

Logic models "read" from left to right, describing programs from the planning phase through the desired results. They illustrate a chain of "If…then…" statements that connect program components.[3] Logic models assist in answering many questions, including:

- Why is the program/grant important?
- What is the fundamental purpose of the program/grant?
- How can research and demonstration projects be incorporated into program planning and implementation?
- How can the theory and structure of the program/grant be effectively communicated to staff, stakeholders, constituents, and leadership?
- What are the outputs and immediate, intermediate, and ultimate outcomes?
- How should outcomes be measured?
- When are midcourse adjustments and improvements needed?

Each of these questions is critical during the development and review of a logic model.

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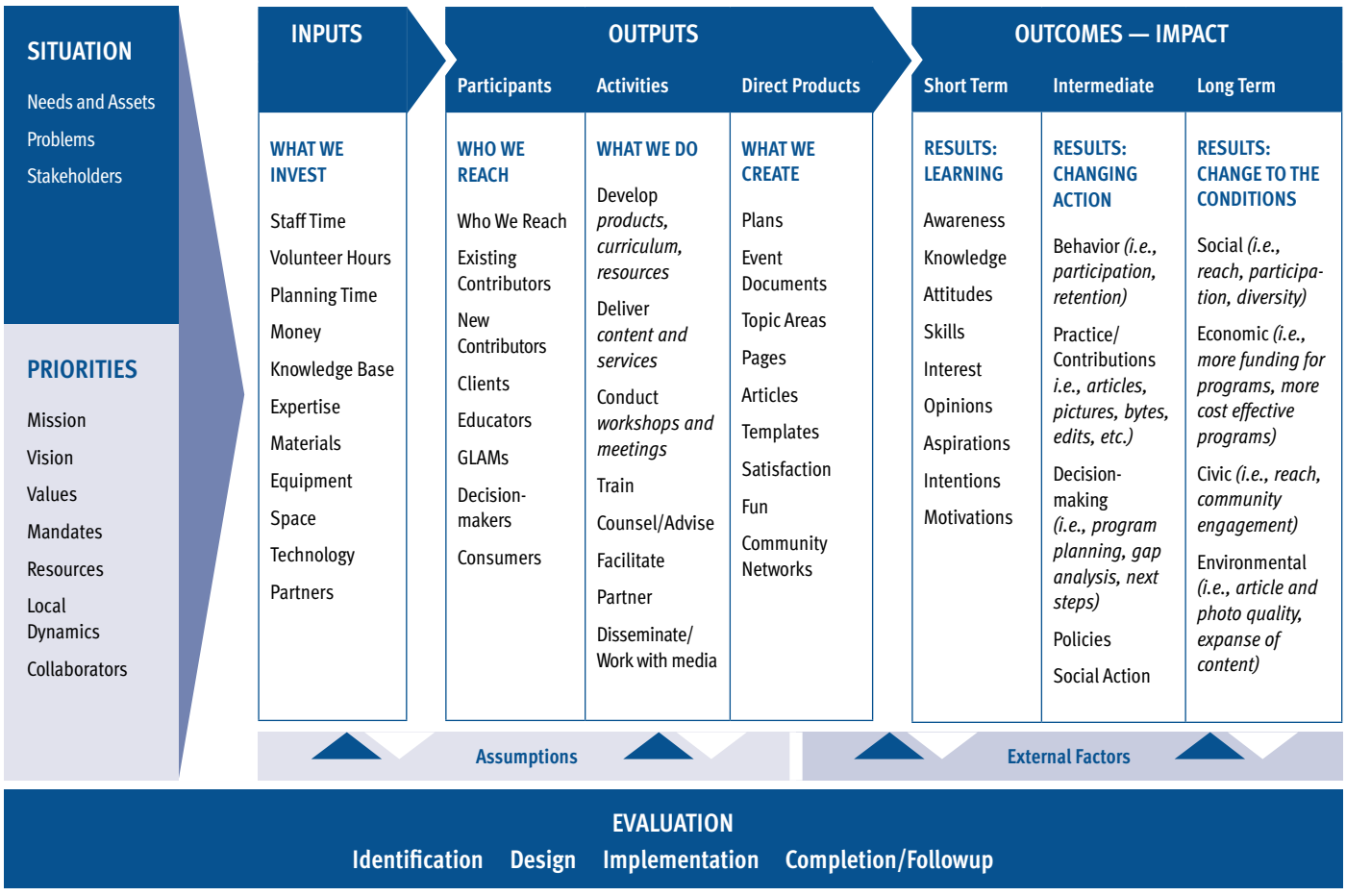
3 Adapted from W.K. Kellogg Foundation. (2004). *W. K. Kellogg Foundation logic model development guide.* Retrieved from https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf

Steps to Building a Logic Model

The W.K. Kellogg Foundation recommends thinking of the impact desired before considering the actions needed to reach the desired goals. This approach promotes thoroughness and leads a logic model developer to consider the ultimate goal and then the necessary steps and components required to achieve it.

Figure 3. **W.K. Kellogg Foundation Logic Model Structure**[4]



4 Adapted from University of Wisconsin-Division of Extension. (2003). *Enhancing Program Performance with Logic Models*. Retrieved from https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf

The W.K. Kellogg Logic Model Structure shown above *(Figure 3)* uses a slightly different format to that recommended by OPE. Still, the examples it provides for what can be an input, an output, and an outcome are useful to reference when developing a logic model.

In alignment with OPE's recommendations, the following is a step-by-step guide to developing a logic model.

STEP 1: WHAT IS THE NEED OR PURPOSE FOR THE PROGRAM/GRANT?

If the program/grant is required via a statute or mandate, the legislation will specify the aim of the program/grants (the need or purpose.). How does the goal of the program/grant relate to ACL's mission, vision, values, goals, or objectives? Giving careful consideration to this question is critical because the next option is to involve stakeholders, who often share a common goal but do not always have the same perspective. Framing the logic model using ACL's perspective will save time by guiding stakeholders in the same direction and distinguishing ACL's priorities.

Including Stakeholders

Developing a logic model that describes how a federal program operates in community context, is a challenging task. Federal agencies, by necessity, often possess a macro-level view of programs. Logic models require an understanding of "community" level (micro-level) contexts, resources, capacities to provide program activities, and abilities to measure and document outputs and outcomes.

For this reason, federal staff partner with practitioners and researchers when developing logic models. Such partnerships enhance the quality of program theory, clarify the contexts in which a program will operate, and identify program activities, outputs, and outcomes that are realistic. The inclusion of a range of stakeholders helps bridge the gap between how a program should ideally function and how it may actually function.

External Factors

Not all logic models explicitly describe external or contextual factors. Some describe the context or a problem to overcome in an associated narrative. Many logic models include them in the graphic model, as seen in *Figure 3*.

The inclusion of external factors—including the "situation" (i.e., assumptions, needs and assets, problems, stakeholders) and the "priorities" (i.e., mission, vision, values, mandates, resources, local dynamics)—assists the developer in framing the problem to be addressed or goal to be achieved, the action to be taken (i.e., resources and activities), and the intended results of these actions (i.e., outputs, outcomes).

While developing or describing the situation as an external factor, the logic model developer drafts statements that describe the current condition or problem to overcome, with consideration of the impacted stakeholders.

> *For example, in a logic model describing the Adult Protection System, one contextual statement could be "Older adults and adults with disabilities are subject to maltreatment—abuse, neglect and exploitation (ANE)—by others or through self-neglect."*

As modeled in *Figure 3*, it is essential to consider the larger priorities of ACL's mission, vision, values, etc., when considering external factors. For example, ACL's mission is to "maximize the independence, well-being, and health of older adults, people with disabilities across the lifespan, and their families and caregivers." Maltreatment-abuse, neglect and exploitation by others, and self-neglect are challenges to the independence, well-being, and health of older adults and adults with disabilities. As such, there is significant alignment between ACL's mission and the interest in addressing the abuse of older adults.

One way to think about the external factors of "situation" and "priorities" is to think of them as "where you are." Statements made should clarify the current condition or problem to overcome, including who the impacted stakeholders are and how the proposed effort aligns with ACL's mission, vision, and values. Then you can begin to consider outcomes or impact (where you want to be).

STEP 2: WHAT ARE INPUTS?

It is important to describe inputs (i.e., resources) needed to support the activities proposed. Inputs include needed funding, staff, facilities, training materials, etc.

Inputs include needed funding, staff, facilities, training materials, etc. It is also important to describe the inputs (i.e., resources) needed to support the activities proposed.

STEP 3: WHAT ARE ACTIVITIES?

Activities are the "interventions" or actions that produce the direct products. Activity statements describe what is occurring or planned to occur. Identifying activities, or planning them for a new program, should be done in collaboration with program implementers so they are accurate descriptions of what is occurring or realistic expectations of what can be done with the proper inputs. Activities should be based on best practice, and there should be demonstrated evidence that they support the outcomes and impact described in the logic model. Examples of program activities include conducting trainings on specified topics, providing a service (e.g., peer counseling, information and referral, congregate meals), or providing technical assistance. There should be a direct product for every program activity to verify completion of the activity.

STEP 4: WHAT ARE OUTPUTS?

Outputs are measurable, but they should be viewed through the lens of "dosage" or "ingredients" needed to reach an outcome and achieve impact. The W.K. Kellogg Foundation presents participants as outputs, and direct products. *Figure 3* provides additional examples.

Participants are individuals targeted by the activity. They may be the recipients of an activity but are not necessarily the recipients of the program.

> *For example, for an activity of training staff in a new skill, those staff are the participants as they are the target of the activity, even if they are not the recipients of the program itself.*

Direct products contribute to an outcome. Examples are documents, templates, community networks, number of people reached, number of units of service provided, etc. Every program/grant should have a direct product, or an activity leading to the development of the outcome.

The following examples of output statements, adapted from the *CDC Division of Heart Disease and Stroke Prevention Program Evaluation Guide* (n.d.), illustrate how logic model output statements can be written:[5]

Example 1: Number of state-level partnerships created

Example 2: Number of health care professionals trained in clinical guidelines

Example 3: Number of community health communication campaigns developed

STEP 5: WHAT ARE THE DESIRED IMMEDIATE AND INTERMEDIATE OUTCOMES?

Immediate and intermediate outcomes are the steps needed to progress toward the long-term outcome. Immediate outcomes (short-term outcomes) examine changes in attitudes, behaviors, knowledge, skills, status, or levels of functioning that contribute to intermediate outcomes. These are the first changes expected as a result of a program activity.

Intermediate outcomes are specific, measurable changes in things like behavior, decision-making practices, and policies expected to result from program activities.

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5 For more information, see Centers for Disease Control and Prevention Division of Heart Disease and Stroke Prevention. (n.d.). *Evaluation guide: Developing and using a logic model.* Retrieved from https://www.cdc.gov/dhdsp/docs/logic_model.pdf

In other words, when you are informed, you can take meaningful action. The following example is from CDC Sexually Transmitted Disease Prevention:[6]

> *An example of short-term outcome or impact would be "changes in knowledge, skills, or beliefs." The intermediate outcomes or impacts are "an increased proportion of partners treated; increased condom use; changes in policies or behaviors."*

Viewed together, these examples align with the University of Wisconsin's Division of Extension (2003) recommendation to focus on anticipated changes in learning, which lead to changes in action and, finally, changes in conditions, when determining an appropriate scale for an outcome or impact. Outcome statements can explicitly state a period and criteria for "success," though these statements are not mandatory.

One way to think of the link between short-term and intermediate outcomes or impacts is to think of long-term outcomes or impacts as what change you expect to see after stable achievement of short-term and intermediate outcome or impact success.

6 For more information, see Centers for Disease Control and Prevention Division of STD Prevention. (n.d.). *Identifying the components of a logic model.* Retrieved from https://www.cdc.gov/std/Program/pupestd/Components%20of%20a%20Logic%20Model.pdf

STEP 6: WHAT ULTIMATE OUTCOMES WILL THE PROGRAM/GRANT ACHIEVE?

A logic model describes a series of steps needed for the program to reach its ultimate goal(s). Ultimate outcomes are organizational-, community-, or system-level changes expected as a result of the program.

Achieving a desired impact is often an ongoing or long-term activity. *Figure 2* shows immediate and intermediate outcomes as precursor steps to achieving ultimate impact, but this is a good example of how determining what constitutes immediate and intermediate could be relative. To differentiate between outcomes and the time necessary to achieve them, think of changes in learning or thinking as occurring rapidly (immediately). In other words, they must occur before an outcome change occurs. Applying changes in learning or thinking to action takes longer, so that creates an intermediate change. Changes in conditions are a result of changes in learning or thinking, and subsequently an action. While the timeframes provided in Figure 1 are helpful, the most important concept is that ultimate outcomes are built on intermediate outcomes, which are in turn built on immediate outcomes.

Examples of ultimate outcomes or impacts include improved conditions, increased capacity, and/or changes in programmatic reach. Impact statements describe change or movement toward an ideal condition. Use words like “increase” or “decrease” to describe a desired change or movement. Identifying goals “big” enough to be viewed as an impact can be challenging, but logic model developers can often look to their organization’s strategic goals or priorities for examples. When drafting ultimate outcome statements, look back to the contextual statements to help define the large or systemic changes to be achieved.

The CDC Division of STD Prevention uses a logic model structure similar to ACL's. Though its areas of focus are different, examples they provide can help illustrate the "scale" of change desired for long-term, intermediate, and short-term outcomes or impact.

> *For example, in a program focusing on sexually transmitted disease prevention, the CDC states that "reduced STD prevalence; changes in morbidity and/or mortality" are desired long-term outcomes or impacts. This level of impact is the appropriate scale for developing long-term outcome or impact statements.*[7]

Examples of Program Logic Models

The logic model development recommendations and template provided are not the only way to present a logic model. Stylistic variations exist, as do synonyms for several of the key components presented. The template provided should be viewed as a starting point.

It is important to recognize that logic models should be updated based on new information such as effectiveness of practice or changes in context which can occur through policy changes.

This logic model *(Example 1)* presents a comprehensive description of the Protection and Advocacy for Individuals with Developmental Disabilities (PADD) program. This example more closely follows the column structure presented in the ACL template.

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7 For more information, see Centers for Disease Control and Prevention Division of STD Prevention. (n.d.). Identifying the components of a logic model. Retrieved from https://www.cdc.gov/std/Program/pupestd/Components%20of%20a%20Logic%20Model.pdf

Example 1. Protection and Advocacy for Individuals with Developmental Disabilities (PADD)

Inputs	Activities	Outputs	Short-Term Outcomes (Changes in knowledge, skill, attitudes, and values)	Medium-Term Outcomes (Changes in behavior, practice, or process)	Long-Term Outcomes (Changes in condition, status, and experience)
ACL contract funding – through the DD Act Collaboration with SAMHSA, CMHS, ODE RSA through PAIMI, PAIR NDRN staff support P&A staff support	**Project Management and Evaluation** Annual strategic plan; monthly report on emerging T/TA needs and trends; self-monitoring process for assessing progress on outcomes; annual evaluation on how T/TA has supported P&As; T/TA with specific attention on the needs of legal advocacy; use evidenced based strategies, resources and tools; apply innovative techniques while maintaining cost-efficiency; develop resources of broad relevancy and provide individualized support to more complex needs **Knowledge Development, Sharing and Transfer** Redesign T/TA website; develop and delivery of trainings using technology and peer to peer techniques; develop and disseminate high quality, expert analysis legal advocacy resources; provide rapid response legal and operational support; provide individualized, outcome oriented T/TA **Strengthening Peer to Peer Contacts and Networking** Establish and maintain a cadre of P&A/legal advocacy experts; electronic means of supporting peer-to-peer networking **Collaboration** Foster partnership with federal agencies, P&As and other key stakeholders; electronic work plans outlining shared goals; establish a participatory group to provide guidance in the design and implementation of the T/TA contract; electronic work plans to address issues related to pressing disability issues; relevant documents to identify and address emerging priorities and needs **Information Management** Web-based information management system of services and supports for electronic submission of federal reports and applications; establish a system that accommodates change to information management systems maintained by the contractor; web-based federal reporting information management system with interactive components; web-based information management system for P&As to report on current and past efforts; T/TA to P&A and federal staff on the PPR and SGP web-based information management system; PAIMI annual report	Data reflecting P&A satisfaction with T/TA and P&A outcomes # of specialized T/TA provided by topic # of resources added to library # on site trainings and # of attendees # Web based trainings and number of attendees # of conferences attended and # of conference presentations with # of participants # Listserv correspondence # conference calls and emails # Legal and disability advocacy resources updated # Legal and disability advocacy resources developed # of TAG meetings	**Development of a foundational program in order to advance knowledge in the following areas:** • The P&A program, including the history of the program and disability rights movement • Historical and emerging issues in the legal field, including civil rights law • Various effective approaches to legal advocacy focused on the protection of and advocacy for the rights of individuals with disabilities • Historical and emerging issues in the disability field and how they relate to legal advocacy aimed at the protection of and advocacy for the rights of individuals with disabilities • Standard P&A practices for individual and systemic legal advocacy, investigations, information and referral, monitoring, and public outreach • Measurement and evaluation of P&A effectiveness • Planning for P&A activities • Personnel management • Financial/Fiscal management • Historical and emerging promising practices in effective P&A operations	Improved P&A performance (e.g., legal advocacy services to include individual and systems advocacy), operations, and outcomes Improve P&A achievement and/or maintenance of statutory compliance, and achieve statutory compliance when needed Improved collaboration with other entities funded under the DD Act and PAIMI Act Increased ability of P&As to: engage in complex litigation and systemic advocacy; • demonstrate leadership in the disability community in their review of HCBS transition plans and implementation of Olmstead • develop capacity in new practice areas—such as juvenile justice and monitoring • utilize their access authority more effectively in correctional facilities and other facilities housing individuals with disabilities allowing P&As to represent a greater cross section of individuals with disabilities • re-invigorate P&A performance through re-structuring their organization, legal practice, Board practices and implementation of P&A principles and values	P&As positioned as leaders and catalysts of systems change, capacity building and advocacy at the national, state/territory, and local levels Improvements in living conditions Increased percentage of cases closed that meet ACL regulations

The next two logic models *(Examples 2 & 3)* describe the implementation of federal grants rather than a program. As you can see, they follow many of the same conventions as those previously described but use statements or requirements from federal grant opportunity announcements (FOAs) for the need/purpose (external factors). They also more clearly link opportunities and outputs than in the previous examples.

Example 2. Protection & Advocacy for Voting Accessibility (PAVA)

Inputs	Activities	Outputs	Short-Term Outcomes (Changes in knowledge, skill, attitudes, and values)	Medium-Term Outcomes (Changes in behavior, practice, or process)	Long-Term Outcomes (Changes in condition, status, and experience)
ACL **grant** funding – through HAVA **NDRN** and **NFB** staff support P&A staff support	**Continually assess HAVA related T/TA needs of P&As** Regular discussions, needs assessments, annual HAVA Program Performance Reports; teleconferences; obtain feedback from Training and Advocacy Support Center (TASC); review evaluations from HAVA related training activities; query P&As about their T/TA needs; annual survey of P&A network; identify P&As that would benefit from targeted outreach; Self-Advocates Becoming Empowered (SABE) GoVoter Advisory Committee **Provide timely and informative T/TA and tools to the P&As** One-on-one T/TA to P&A staff by answering questions, explaining details, troubleshooting, educating, etc.; web-based trainings; teleconference open to P&A network to share information; sessions at annual conference addressing voting issues; targeted outreach; SABE Voter Education Teams internet based trainings; Voting Listserv; quarterly articles; update and maintain websites; content on voting issues; SABE Voter Education Toolkit **Identify promising practices from the Network that improve voting access** Collect information on innovative practices; share information using Voting Listserv, website posts, discussions, etc.; **Monitor voting related trends affecting people with disabilities nationally** Integrate critical voting issues into T/TA activities; participate in national voting coalitions and meetings; work with elections administration community and voting technology manufacturers; monitor national election listservs and publications	# of knowledge transfer strategies developed and used # of resources developed and disseminated # of peer to peer exchanges # training sessions held # consultations provided # evaluation webinars # Voter Experience Survey responses SABE Voter Project Facebook analytics # attendees at teleconferences	P&As are more well-versed in the use of voting systems and technologies as they affect individuals with disabilities P&As are able to demonstrate and evaluate the use of such systems and technologies by individuals with disabilities (including blindness) Improved ability for P&As to meet HAVA stature requirements	Increased accuracy of assessments of the availability and use of systems and technology for individuals with disabilities The meaningful involvement of, and input from, the P&As and individuals with disabilities Improved work related to voting for individuals with disabilities Increased identification of modifications to improve non-visual access	Increase inclusion of individuals with disabilities in the voting process Improved proficiency in the use of voting systems and technology among voting center staff and individuals with disabilities

Example 3. AIDD NAS Interdisciplinary Training Implementation Logic Model

Need/Purpose	Inputs	Activities	Ouptuts	Immediate Outcomes	Intermediate Outcomes	Ultimate Outcome
This FOA supports the Secretary's priority to address the opioid crisis. The grant will address through training gaps in access to and delivery of quality treatment and services to infants, young children and families impacted by neonatal abstinence syndrome (NAS). The purpose of the NTI is to train interdisciplinary teams on emerging knowledge and evidence-based practices in screening, monitoring and care for children with NAS, or impacted by related substance exposure.	AIDD funding of a 3-year cooperative agreement @ $451,952 annually Project Officer Support Input from federal partners (CDC, HRSA, SAMHSA, ACF, ED/ OSEP) URC support to include meetings with federal partners and the grantee and in disseminating findings Initial report with recommendation(s) from current NAS pilot	**Implementation of a NAS Interdisciplinary Training Curriculum in Targeted States** to address health, education and behavioral strategies for professionals to improve outcomes of children and families impacted by NAS in the highest need states as determined by the grantee. **Formation and Training of Interdisciplinary State Teams in Targeted States.** Working through a lead program in the state, interdisciplinary teams will be recruited to include key programs (e.g., Part C, Part B, Head Start, FQHC, Mental Health) as well as others programs the state determines relevant. During the first year, the grantee will provide training and ongoing TA to the teams. For the subsequent years, the grantee will expand to other states based on need and continue to offer additional training as needed to year 1 states. **Sustainability/Dissemination Plan** for continuing the NAS training effort past the project period that demonstrates how it will employ traditional and non-traditional methods for marketing and maintaining the project over time. Plan should include methods that will be used to disseminate the project's results and findings and products in multiple accessible formats, to parties who might be interested in using the results of the project to inform practice, service delivery, program development, and/or policy-making, including and especially those parties who would be interested in replicating the project. **Evaluation Plan:** Evaluation of the results will be collected from interagency state team participants, families, UCEDD network partners and local, state and federal agencies via customer satisfaction surveys. The data will be collected pre and post interventions.	Number of interdisciplinary teams trained in NAS strategies Number of participants from rural and urban areas Number of participants by discipline (e.g., health allied health, education, behavioral health, family systems, early childhood, etc). Number of States/UCEDDs participating in NAS trainings. Number of collaborative partnerships among agencies at the local, state and national levels to jointly address NAS. Number of NAS trainings conducted. Demographic data of participants including gender, race, ethnicity, education, SES. Number of participants continuing in more than one or all trainings. Number/types of NAS training products/ materials disseminated.	(1) Professionals trained report increased knowledge in NAS and trauma-informed care approaches. (2) Professionals report increased confidence in treating NAS and other family challenges.	(1) Training participants report implementation of learned skills/strategies to provide better treatment. (2) Training participants report increased confidence in treating NAS and other family challenges. (3) Providers/ caregivers report increased educational, health and behavioral supports. (4) Caregivers report increased access to quality community services.	Reduction in gaps in access and delivery of quality education and support services to children and families impacted by neonatal abstinence syndrome (NAS) or by related substance exposure. Providers more capable of serving this population.

Logic Model Resources

There are a large number of quality logic model development and other related resources available to program administrators, implementers, and evaluators. The resources referenced below are freely available examples.

Administration for Community Living. (2019). *Performance Outcome Measurement Project*. Retrieved from https://acl.gov/programs/pomp

Administration for Community Living. (2020). *ACL's Performance Strategy*. Retrieved from https://acl.gov/programs/research-and-development/data-collection-projects

Bartholomay, T. (n.d.). Outputs/outcomes/impacts: A framework for objectifying key aspects of a program's intended intervention and identifying resulting intended change. University of Minnesota. Retrieved from https://cyfar.org/sites/default/files/OutputsOutcomesImpacts_pres.pdf

Centers for Disease Control and Prevention. (2009). *Aligning a logic model with a strategic plan*. Evaluation Briefs, No. 3. Retrieved from https://www.cdc.gov/healthyyouth/evaluation/pdf/brief8.txt

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ACL Logic Model Template

Insert Name of Program/Grant

NEED/PURPOSE	INPUTS	ACTIVITIES	OUTPUTS	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOMES	ULTIMATE OUTCOME

Authorizing Statute[s]/Mandates:

Developed by Jennifer Tillery, ACL Sr. Social Science Analyst
in partnership with New Editions Consulting, Inc.

For additional information contact:

Office of Performance and Evaluation
Center for Policy and Evaluation
Administration for Community Living
330 C St SW
Washington, DC 20201
www.acl.gov/contact

Administration for Community Living
Office of Performance Evaluation