

STATE INNOVATION GRANT WORKSHOP--LOGIC MODEL WORKSHEET

In preparation for the Performance Measurement State Innovation Grant (SIG) training, please review the information below and use the attached worksheet to complete the information about your program or project's resources, activities, outputs, and outcomes. Please complete your worksheet prior to attending the workshop. This "homework assignment" is needed so that we can maximize the time available for developing logic models and performance measures for your SIG project during the training. If you have any questions, regarding the worksheet, please contact Yvonne Watson at (202) 566-2239 or watson.yvonne@epa.gov

Many programs and projects often run into trouble because they lack a well-articulated road map describing the logic of the program or project. A logic model is a diagram and text that describes and illustrates the logical (causal) relationships among program elements and the problem to be solved, thus defining measurements of success. A logic model synthesizes the key activities intended to achieve the goals of the program/project into a picture linking inputs to activities and to expected outputs and outcomes.

Your task at this stage of the process is to first identify the major facets or components of your program/project. This is made less difficult if you determine the major functions of the program and then aggregate similar functions into program components. After each major function area or component is identified, it should be described in terms of the resources (inputs) needed to conduct the activities, (staff, time, finances, information, equipment, facilities, etc.), activities (processes) that will be accomplished to achieve your objectives, outputs, and outcomes.

1. **Problem or Issue Statement:** Describe the problem (s) your program/project is attempting to solve or the issue (s) your program/project will address.
2. **Community Needs/Assets:** Specify the community needs and the specific assets of your office that led your organization to design a program that addresses the problem.
3. **Desired Results (Outputs, Outcomes and Impacts):** Identify desired results, or vision of the future, by describing what you expect to achieve near and long-term.
4. **Influential Factors:** Factors that are outside of your control (positive or negative) that may influence the outcome and impact of your program/project.
5. **Assumptions:** State the assumptions behind how and why your program's approach will work.

STEP 2: Demonstrating Your Program's Progress: *Please Use Worksheet I to describe your program resources, activities, outputs and outcomes. An Example Worksheet is also included as a reference.*

1. **Resources/Inputs:** Describe the programmatic investments available to support the program (\$\$, staff, etc)
2. **Activities:** Describe the things you do— activities you conduct in your program.
3. **Outputs:** Identify the product or service delivery/implementation targets you aim to produce.
4. **Customer:** Describe the user of the products/services – the target audience the program is designed to reach.
5. **Outcomes:** Identify the changes or benefits resulting from activities and outputs.
 - a. Short-term – Changes in learning, knowledge, attitude, skills
 - b. Intermediate – Changes in behavior, practice or decisions
 - c. Long-term – Changes in condition
6. **External Influences:** Factors that are outside of your control (positive or negative) that may influence the outcome and impact of your program/project.

Example Program/Project Description Worksheet

Mission: Conduct and enable partners to more effectively conduct program evaluations and analyses that inform management decisions, enhance organizational learning, promote innovation and foster environmental results.

Resources & Partners	Activities	Outputs	Customer Reached	Outcomes		
				Short Term	Intermediate Term	Long-Term
<ul style="list-style-type: none"> • 3 ESD Staff • \$200,000 • OCFO staff & \$200,000 • Contractor support 	Program Evaluation Competition <ul style="list-style-type: none"> • Up to 400,000 awarded for PE • Technical Assistance via ESD Advisors 	<ul style="list-style-type: none"> • Evaluation reports (internal/external) • Evaluation presentations • Fact sheets 	<ul style="list-style-type: none"> • HQ Program Managers • HQ staff • Regional Program Managers • Regional staff • States/Tribes 	<ul style="list-style-type: none"> • Mangers & staff value PE • Value of innovative projects/core programs demonstrated 	<ul style="list-style-type: none"> • Evaluations reported in GPRA Annual Report increase • Evaluations inform management decisions 	Evaluation culture established
<ul style="list-style-type: none"> • 6 ESD Staff • \$65,000 extramural funds • Access to trainer 	Program Evaluation (PE)/ Performance Measurement (PM) Training <ul style="list-style-type: none"> • Design PE/PM training courses • Develop PE/PM training materials • Deliver training 	<ul style="list-style-type: none"> • PE/PM training materials • EPA Managers and staff complete training 	<ul style="list-style-type: none"> • NCEI Staff • IAC Staff • PEN • PEC 04' • OSWER • OW • States/Tribes • HQ/Regional managers & staff 	<ul style="list-style-type: none"> • Knowledge of PE/PM increased • Customers equipped with skills to manage and conduct evaluations • Customers equipped with skills to develop performance measures 	<ul style="list-style-type: none"> • Evaluations conducted and managed increased • PE skills are used by customers in the work place • Staff develop useful performance measures 	Quality of evaluations managed & conducted is improved

External Influences:

Program/Project Description Worksheet I

Program/Project Mission or Goal:

				Outcomes		
Resources & Partners	Activities	Outputs	Customer Reached	Short Term	Intermediate Term	Long-Term

External Influences: