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Logic model review checklist

Please complete this form using **Acrobat Reader**.

This checklist is designed to be used once you have **drafted** a logic model, and your logic model is ready to review. This checklist will not teach you how to develop a program logic model (for this, see our step-by-step practice guide or our instructional video). This checklist can be used by individuals but, if possible, we recommend reviewing your logic model as a group with other staff or stakeholders.

Problem statement

The problem statement is a short description of the issue or problem that your program or service is designed to address.

The problem is not framed as the lack of the service or program (e.g. a lack of a service for couples experiencing relationship breakdown).

The problem statement addresses the causes, not symptoms, of problems.

The problem statement includes the following:

Why does the problem exist?

Who is affected by the problem?

Who has a stake in solving the problem?

What can be changed?

Objective

The objective is a short description of what the program or service aims to achieve.

Does the objective reflect other parts of the logic model? (i.e. Can you see how the activities contribute to the objective?)

Inputs

Inputs are the resources that are required to deliver your program or service.

Do the resources seem comprehensive?

Do the inputs match the activities and outcomes?

Are all the major resources listed? For example:

service providers (e.g. staff, volunteers)

partner agencies or other groups that will provide support or other in-kind contributions

funding sources including: government, philanthropic, fee-for-service, donations

research or evidence base, including program manuals or packages

Outputs: Activities

Activities are the things that you do in your program. For example: delivering group counselling sessions or mindfulness activities.

Are all the major activities listed?

Is there a sufficient level of detail to understand what is delivered as part of the program
(and how and to who)?

Do the activities seem sufficient to achieve the outcomes?

Do the activities match good practice in addressing the problem (as identified in the problem statement)?

Outputs: Participation

The participation column describes the intended participants or clients for your program or service, and any inclusion or exclusion criteria.

Are the intended participants clearly defined?

Are all audiences for the program or service included?

Are the mix and intensity of activities appropriate for the intended participants?
(e.g. Are they culturally appropriate if CALD or Aboriginal and Torres Strait Islander clients are intended participants? If the intended participants require a high level of support to participate, is this reflected in the activities?)

Outcomes

The short, medium and long-term outcomes describe the impact of your program or service on the children, families and communities that you are working with.

Are the outcomes truly outcomes (and not outputs)?

Are the outcomes measurable? Will you be able to measure if the outcome has been achieved?

Are the outcomes logically connected – meaning that one can be expected to lead to another – and supported by evidence?

Are the outcomes realistic? Are they likely to occur given the inputs and activities, and the scale of the problem?

Are the time frames for the outcomes achievable?

Are the outcomes likely to have an effect on the problem in the problem statement?

Are the outcomes meaningful to the participants?

Are the outcomes written as change statements? Will things increase, decrease or stay the same?

Assumptions

Assumptions are the conditions surrounding a program or service that need to be in place for the program or service to work as intended (e.g. the program will be accessible for participants, staff will implement the program material).

Have you asked other people involved with the program or service to identify assumptions?

Have you considered assumptions in relation to:

the problem?

the resources?

staff (e.g. retention rates or having adequately trained staff)?

the activities?

participants?

the way outcomes connect to each other?

External factors

External factors are economic, political, cultural, historical and social factors that affect the way a program is delivered and the outcomes that can be achieved.

Have you asked other people involved with the program or service to identify external factors that might affect program outcomes?

Have you considered external factors in the following areas?

economic

political

cultural

historical

social

organisational

Overall review questions

These are questions to ask once you are happy with the individual elements of your program logic.

Is the model truly logical? Do the inputs, outputs and outcomes lead on from one to another and make sense?

What might be the unintended or negative outcomes of the program?

Can the program logic be understood by someone unfamiliar with the program?

Can the program, as described in the logic model, be implemented with available resources?

What to do with your results

Completing this checklist is likely to highlight some areas where your logic model could be strengthened. You can then use this information to refine your logic model until you have a completed draft that you and your stakeholders are happy with.

Adapted from: Taylor-Powell, E., & Henert, E. (2008). *Developing a logic model: Teaching and training guide February 2008*. Madison, Wisconsin: University of Wisconsin-Extension. Retrieved from: fyi.uwex.edu/ programdevelopment/logic-models/