## [Applicant/Program Name] Logic Model

The italicized text in each logic model section describes the information to include and should be replaced with your responses. Enter the applicant or program name in the header, replacing the brackets.

| Date | $M M / D D / Y Y$ |  |
| :--- | :--- | :--- |
| Desired Result | State precisely what the program or initiative hopes to achieve. The result statement should reflect the purpose of the federal award and the <br> Office of Juvenile Justice and Delinquency Prevention's vision to support a nation where children are free from crime and violence and <br> encounter a just and beneficial juvenile justice system. |  |
| Goals | Goal 1: Goals define how you know you have achieved your desired outcomes or the future condition your program or initiative hopes to <br> achieve. The goals should align with your stated desired result and demonstrate how you intend to meet the purpose of the federal award. You <br> may include an unlimited number of goals. |  |


| Inputs | Activities | Outputs | Outcomes |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Short-term | Intermediate |


| - Inputs describe the resources needed to implement a program's activities successfully. | - Activities describe the actions needed to achieve a program's goals and objectives. | - Outputs identify what happens from a program's intended activity. Outputs are generally represented as a number, such as the number of people trained. | - Outcomes describe the results of an activity, program, or initiative. <br> - Short-term outcomes reflect the immediate result of an activity, such as a change in knowledge, or change in practice. | - Intermediate outcomes reflect the result that occurs after achieving the short-term outcome, such as a change in behavior or implementation of a new system. | - Long-term outcomes demonstrate the ultimate change in a population or system the activity, program, or initiative hopes to achieve, such as decreased youth recidivism or decreased child victimization. |
| :---: | :---: | :---: | :---: | :---: | :---: |

