

LOGIC MODEL

Your Planned Work		Your Intended Results		
Inputs/Resources	Activities	Outputs	Outcomes	Impact
Certain resources needed to operate your program	<i>If you have access to resources, then you can use them to accomplish your planned activities</i>	<i>If you accomplish your planned activities, then you will deliver the types and amount of service that you intended</i>	<i>If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways</i>	<i>If these benefits to participants are achieved, then certain changes are expected to occur in organizations, communities, or systems</i>
<b><u>Access / Equitability Resources:</u></b> <ul style="list-style-type: none"><li>- Non-profits</li><li>- Health</li><li>- Existing programming</li><li>- Funds / Increased Philanthropic/ Community Dollars</li><li>- Materials – Big investments and ongoing programmatic costs</li><li>- Access to natural resources that are safe for programming</li><li>- Transportation</li><li>- Parks preserves</li></ul> <b><u>Cultural Resources:</u></b> <ul style="list-style-type: none"><li>- Residents</li><li>- Community / People</li><li>- Media</li></ul> <b><u>Institutional Resources:</u></b> <ul style="list-style-type: none"><li>- City Departments</li><li>- Education</li><li>- Trainings (Safety and Content)</li><li>- Safety Protocol</li></ul>	<b><u>Access / Equitability:</u></b> <ul style="list-style-type: none"><li>- Providing Programs</li><li>- Building / Improving Green Space</li><li>- Continued Gap Analysis</li><li>- Communication &amp; Promotion</li></ul> <b><u>Cultural Change:</u></b> <ul style="list-style-type: none"><li>- Communication / Marketing</li><li>- Training / Education</li></ul> <b><u>Institutional Change:</u></b> <ul style="list-style-type: none"><li>- Advocacy</li><li>- Policy Development</li><li>- Long Range Planning</li></ul>	<b><u>Access / Equitability:</u></b> <ul style="list-style-type: none"><li>- Number of public greens spaces increases by XX% in underserved communities</li><li>- Participation in nature programs increased by XX%</li><li>- Number of green school yards increased by XX%</li><li>- Every child lives within a ¼ mile of a park</li></ul> <b><u>Cultural Change:</u></b> <ul style="list-style-type: none"><li>- Number of doctors writing prescriptions for parks increases by XX%</li><li>- Children are playing outside in nature X times per week</li><li>- XX% of parents considered time in nature essential to their child’s development</li><li>- Improvement on behavior scores on report cards (personal development scores)</li></ul> <b><u>Institutional Change:</u></b> <ul style="list-style-type: none"><li>- AISD curriculum requires X hours per week for nature based learning</li><li>- Outdoor play / Nature based learning considered high priority to children’s health policy</li><li>- XX% of teachers in AISD trained in nature education</li></ul>	<b><u>Access / Equitability:</u></b> <ul style="list-style-type: none"><li>- Nature is preferred recreational activity</li><li>- Communities value green space over other amenities</li></ul> <b><u>Cultural Change:</u></b> <ul style="list-style-type: none"><li>- Kids are healthier, happier, smarter</li><li>- Children choose nature over screens</li></ul> <b><u>Institutional Change:</u></b> <ul style="list-style-type: none"><li>- Nature access is considered a priority when policy is being created or changed</li><li>- Nature access is considered a priority in school curriculum and buildings schools</li></ul>	<b><u>Access / Equitability</u></b> <p>Every child in Austin has abundant and equitable access to nature in their school, neighborhood, and home</p> <b><u>Cultural Change</u></b> <p>Every parent, health professional, and teacher knows and understands the importance of access to nature for a child’s healthy development</p> <b><u>Institutional Changes</u></b> <p>City codes and school curriculum are designed to allow and encourage kids to play outside in nature more frequently</p> <b><u>Leadership</u></b> <p>Austin is seen as an innovator and leader in the Children in Nature movement</p>