GREENLIGHTS
GRANT INITIATIVE
A PROJECT OF THE JUST KEEP LIVIN FOUNDATION

McALLISTER & QUINN

Understanding Logic Models

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

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salesforce

Meet Your Facilitator

Julie Assel, GPC, CGMS
President/CEO
Assel Grant Services

- Written over $145 million in awarded grants in the last 18 years.
- Expert on federal grant writing and project design with $114 million in federal grant awards.
- Credentialed Grant Professional (GPC) and Approved Trainer from the Grant Professionals Association, presenting over 50 grant related trainings in 2021.

Learning Objectives:

- ✓ Understand the most common elements of a logic model.
- ✓ Understand the different formats of a logic model.
- ✓ How to use a logic model for evaluation.
- ✓ How to use a logic model for program planning.
- ✓ What's next? How can you use this on your next proposal?

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Components of a Logic Model

Definitions

- **Logic Model (*W. K. Kellogg Foundation 2004*)**
  - Graphic display what your project intends to do and what it hopes to accomplish and impact.
  - A “systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.”

One Common Logic Model Format

Goals	Objectives	Activities	Outputs	Outcomes	Impact

Logic Model-Goals

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.					

Logic Model-Objectives

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.	Increase the interest in math of HS students of color.				
	Increase the preparation level in math of HS students of color.				
	Decrease summer learning loss in math for HS students of color.				
	Increase the number of students of color passing Calculus 1.				

Logic Model-Activities

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.	Increase the interest in math of HS students of color.	Math club for HS seniors			
	Increase the preparation level in math of HS students of color.	Tutoring from college students			
	Decrease summer learning loss in math for HS students of color.	Summer bridge program			
	Increase the number of students of color passing Calculus 1.	Peer tutoring			

Planning for the Goal

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.					

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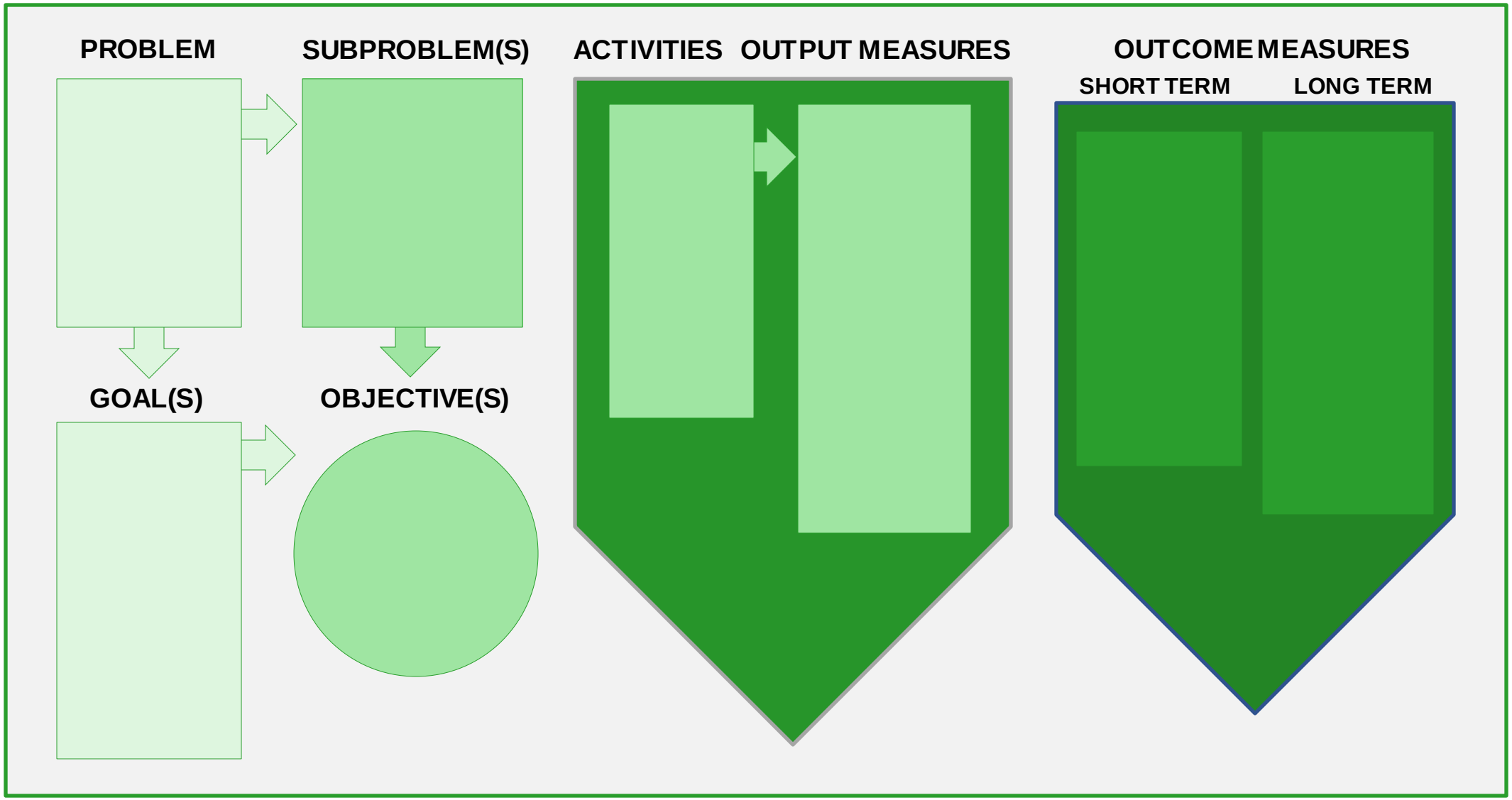
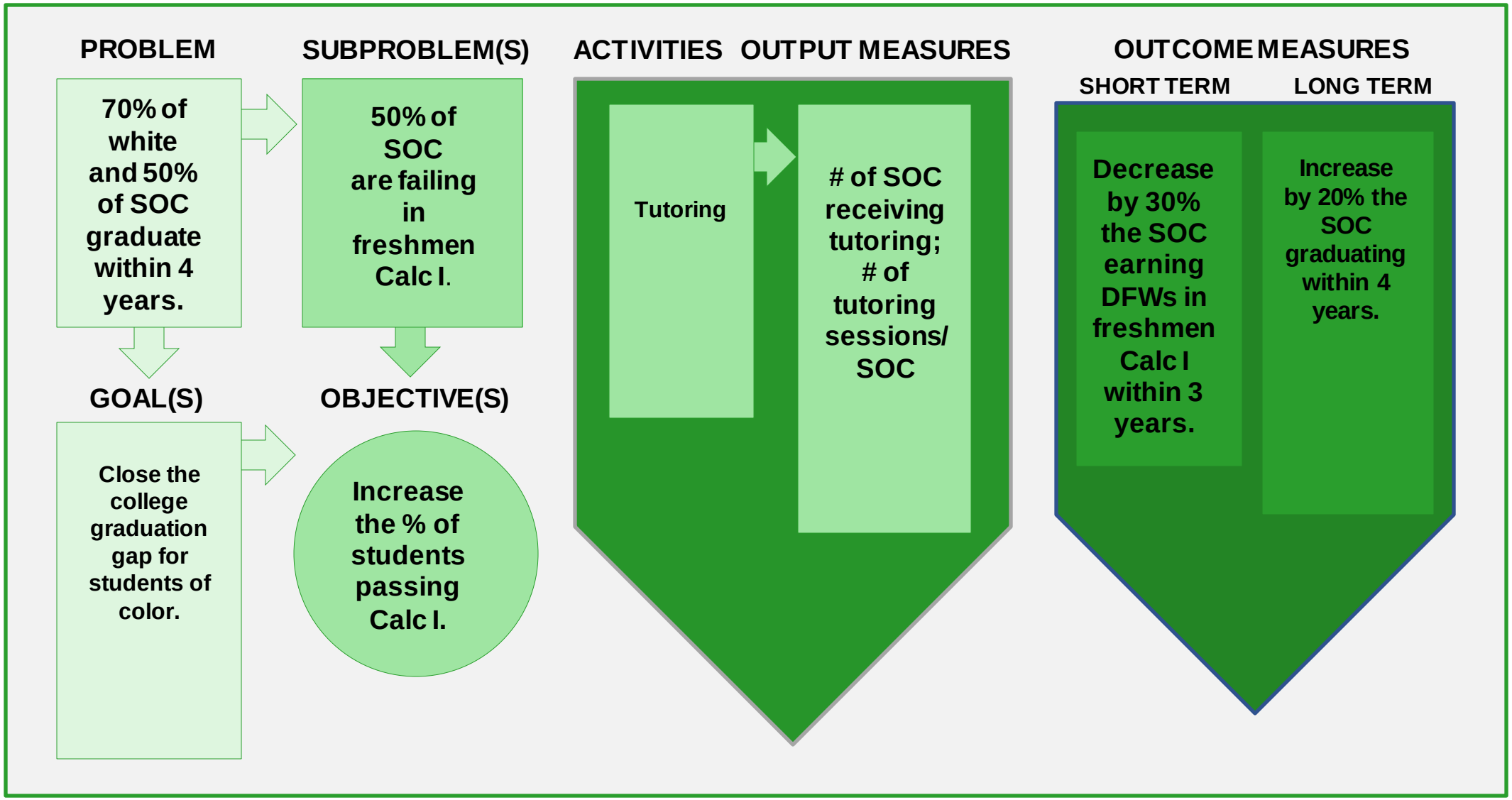
Different Formats of a Logic Model

Another Format



Another Format



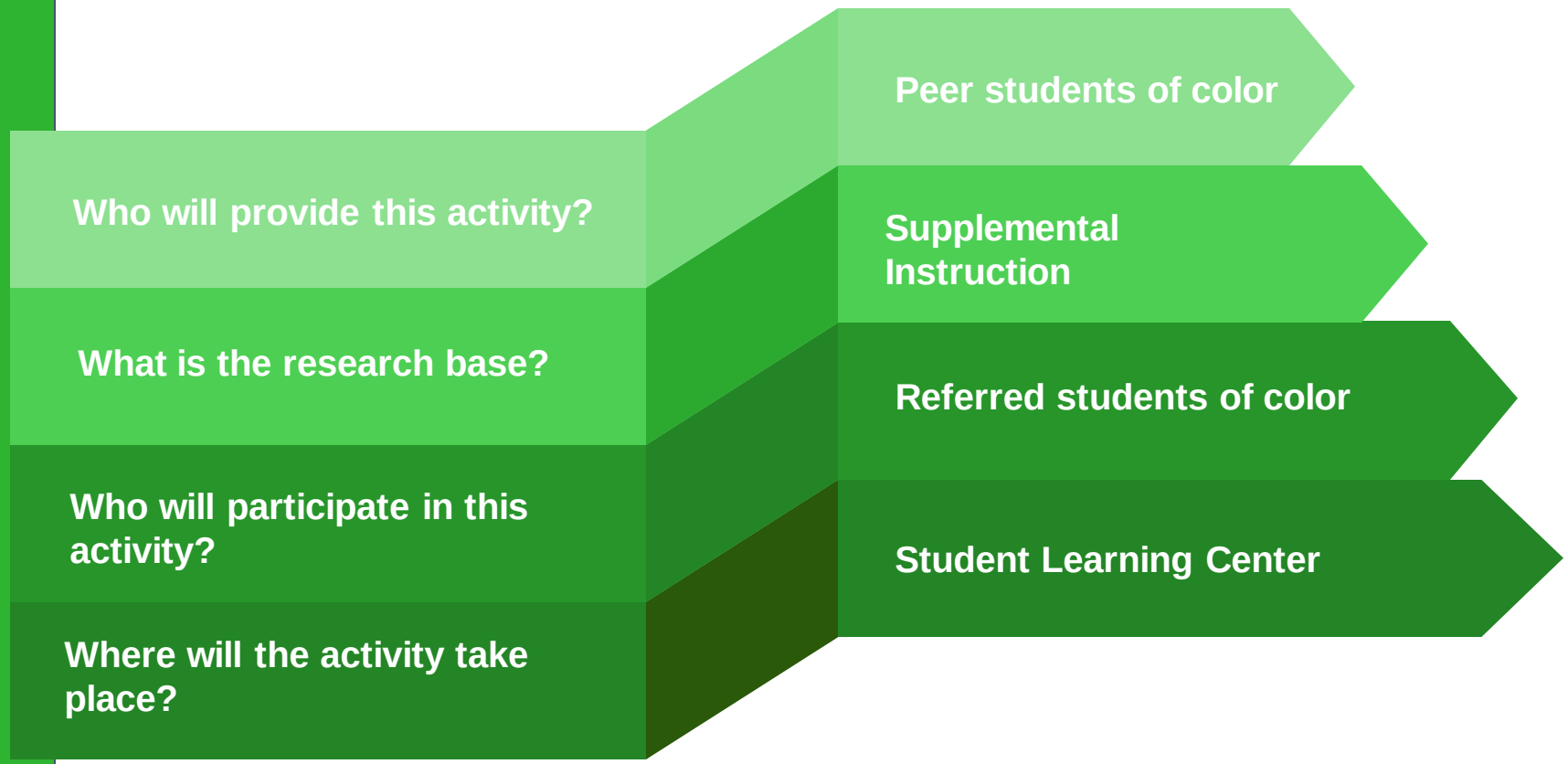
Activity Examples

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.	Increase the number of students of color passing Calculus 1.	Math club for HS seniors			
		Tutoring from college students			
		Summer bridge program			
		Early alert system			

Logic Model-Resources

Goals	Objectives	Resources/ Inputs	Activities	Outputs	Outcomes
Close the achievement gap for underrepresented minority students in math.	Increase the number of students of color passing Calculus 1.		Math club for HS seniors		
			Tutoring from college students		
			Summer bridge program		
			Early alert system		

Resource Questions



Resources:

- Have
- Need

Resource Ideas

Goals	Objectives	Resources/ Inputs	Activities	Outputs	Outcomes
Close the achievement gap for underrepresented minority students in math.	Increase the number of students of color passing Calculus 1.		Math club for HS seniors		
			Tutoring from college students		
			Summer bridge program		
			Early alert system		

Resource Examples

Goals	Objectives	Resources/ Inputs	Activities	Outputs	Outcomes
Close the achievement gap for underrepresented minority students in math.	Increase the number of students of color passing Calculus 1.	School district College students Stipends	Math club for HS seniors		
		College students Stipends	Tutoring from college students		
		Curriculum Housing Food Faculty	Summer bridge program		
		Software	Early alert system		

Detailed Activities

Resources	Start Up Activities	Implementation Activities	Evaluation Activities
District/College lawyer Project director, Math director Math professor, HS teacher Project director, curriculum Calculus faculty, brochures Tutoring coordinator, curriculum, tutor stipends Database Evaluator	Planning and Commitment HS math teachers refer seniors Recruit and train college students on math club curriculum Recruit physics college students as tutors during Calculus I Train college student tutors on the curriculum and study skills	Project director meets with District math director Math club 1.5 hrs/2 days Tutoring from college students 3 days a wk for 1 hour for 9 months	MOU with school district HS student #, attendance and grades, # college students, grades # of tutors, grades HS student #, attendance and grades

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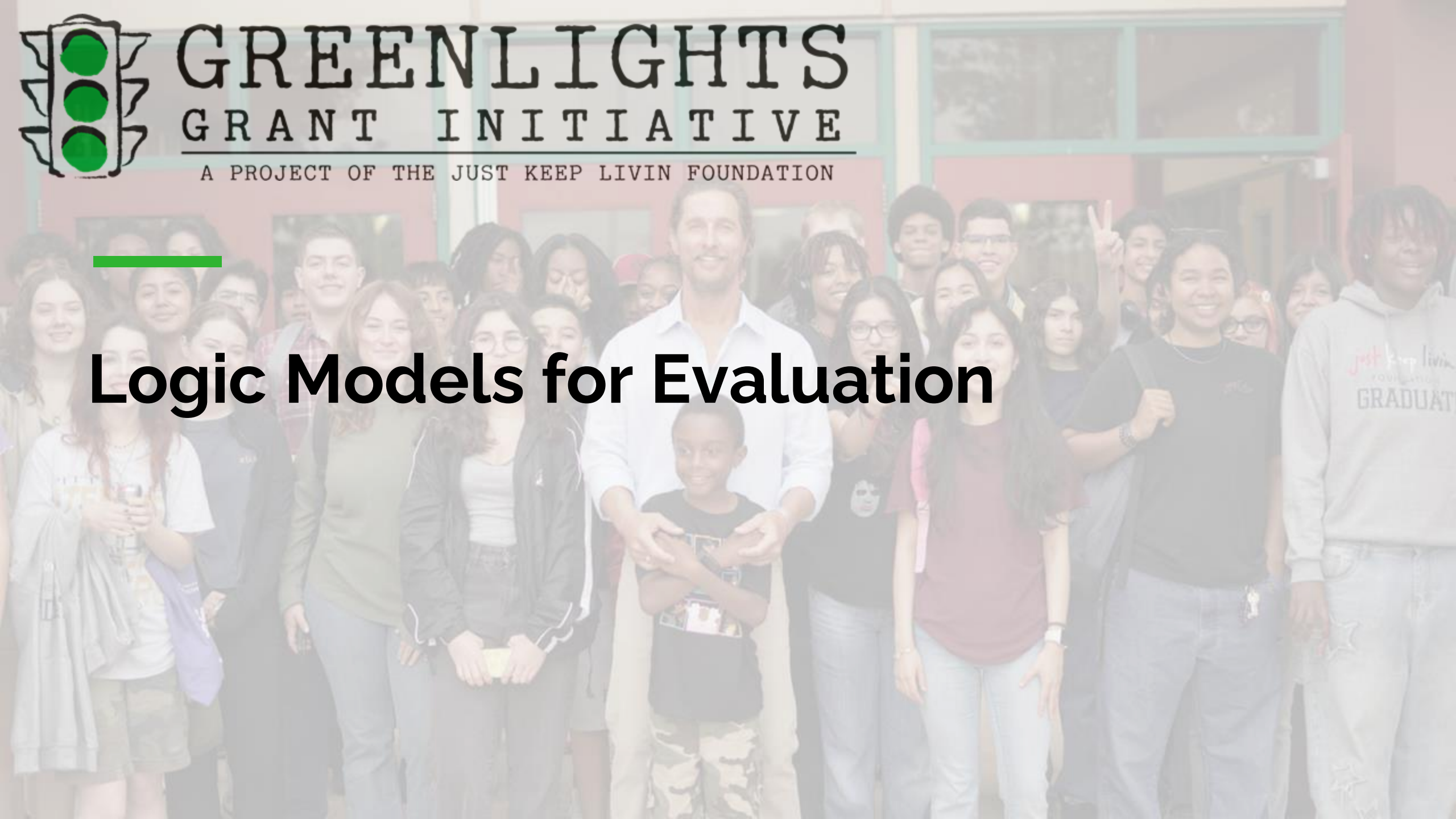

Logic Models for Evaluation

Logic Model-Outputs

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.	Increase the interest in math of HS students of color.	Math club for HS seniors	# students # sessions		
	Increase the preparation level in math of HS students of color.	Tutoring from college students	# minority tutors # HS students # sessions		
	Decrease summer learning loss in math for HS students of color.	Summer bridge program	# students # sessions attended		
	Increase the number of students of color passing Calculus 1.	Peer tutoring	# minority tutors # students # sessions		

Logic Model-Outputs

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.	Increase the interest in math of HS students of color.	Math club for HS seniors	# students # sessions	80% of students express an interest in a math major.	
	Increase the preparation level in math of HS students of color.	Tutoring from college students	# minority tutors # HS students # sessions	50% of tutored students will earn a B or better in their math class.	
	Decrease summer learning loss in math for HS students of color.	Summer bridge program	# students # sessions attended	75% of students will show mastery in pre-calculus concepts.	
	Increase the number of students of color passing Calculus 1.	Peer tutoring	# minority tutors # students # sessions	60% of tutored students of color will earn a C or better in Calculus I.	

SMART Outcomes

SMART Outcomes

Specific	**Name your specific target population**
Measurable	**Quantify the change you seek to make**
Attainable	**What you can achieve based on historical data or research**
Relevant	**Related to the problem, your mission, and the funder's mission**
Time Based	**How long to achieve this particular outcome**

Logic Model-SMART Outcomes

Goals	Objectives	Activities	Outputs	Outcomes
Close the achievement gap for underrepresented minority students in math.	Increase the interest in math of HS students of color.	Math club for HS seniors	# students # sessions	20% more students will express interest in a math major on a survey given at the beginning and end of the year.
	Increase the preparation level in math of HS students of color.	Tutoring from college students	# minority tutors # HS students # sessions	50% of tutored students will earn a B or better semester grade in their math class.
	Decrease summer learning loss in math for HS students of color.	Summer bridge program	# students # sessions attended	75% of students will show mastery in pre-calculus concepts by the end of the summer as measured by an end of program assessment.
	Increase the number of students of color passing Calculus 1.	Peer tutoring	# minority tutors # students # sessions	60% of tutored students of color will earn a C or better in Calculus I.

Logic Model-Time Focus

Activities	Outputs	Short Term Outcomes	Medium Term Outcomes	Long-Term Outcomes
Tutoring from college students	# minority tutors # HS students # sessions	50% of tutored students will earn a B or better semester grade in their math class.	60% of tutored students of color will earn a C or better in Calculus I.	50% of freshmen tutored students of color will persist to sophomore status.
Summer bridge program	# students # sessions attended	75% of students will show mastery in pre-calculus concepts by the end of the summer as measured by an end of program assessment.		

Logic Model-Impact

Goals	Objectives	Activities	Outputs	Outcomes	Impact
Close the achievement gap for underrepresented minority students in math.	Increase the interest in math of HS students of color.	Math club for HS seniors	# students # sessions	80% of students express an interest in a math major.	Fewer SOC will leave college due to poor performance in gateway courses.
	Increase the preparation level in math of HS students of color.	Tutoring from college students	# minority tutors # HS students # sessions	50% of tutored students will earn a B or better in their math class.	
	Decrease summer learning loss in math for HS students of color.	Summer bridge program	# students # sessions attended	75% of students will show mastery in pre-calculus concepts.	
	Increase the number of students of color passing Calculus 1.	Peer tutoring	# minority tutors # students # sessions	60% of tutored students of color will earn a C or better in Calculus I.	

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Logic Models for Program Planning

Planning from the Outcomes

Goals	Objectives	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Close the achievement gap for underrepresented minority students in math.					70% of students of color will graduate from college within four years, similar to the percentage of white students in the same major.
				Only 15% of SOC will earn Ds, 7% will earn Fs and no SOC will withdraw from the Calculus I course.	

Planning from Participant Data

Goals	Objectives	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Close the achievement gap for underrepresented minority students in math.				90% of SOC will pass their first Calculus I exam.	70% of students of color will graduate from college within four years, similar to the percentage of white students in the same major.
				90% of SOC passing their Calculus I exams will state they are able to keep up in their course assignments and content in their mid-term and end of year course evaluation.	
				Only 15% of SOC will earn Ds, 7% will earn Fs and no SOC will withdraw from the Calculus I course.	

Activities Based on Outcomes

Goals	Objectives	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Close the achievement gap for underrepresented minority students in math.		SOC will receive peer tutoring 3 days/wk for 1 hr		90% of SOC will pass their first Calculus I exam.	70% of students of color will graduate from college within four years, similar to the percentage of white students in the same major.
				90% of SOC passing their Calculus I exams will state they are able to keep up in their course assignments and content in their mid-term and end of year course evaluation.	
				Only 15% of SOC will earn Ds, 7% will earn Fs and no SOC will withdraw from the Calculus I course.	

Outputs to Measure Activity Progress

Goals	Objectives	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Close the achievement gap for underrepresented minority students in math.		SOC will receive peer tutoring 3 days/wk for 1 hr	# SOC # tutoring attendance Homework grades	90% of SOC will pass their first Calculus I exam.	70% of students of color will graduate from college within four years, similar to the percentage of white students in the same major.
				90% of SOC passing their Calculus I exams will state they are able to keep up in their course assignments and content in their mid-term and end of year course evaluation.	
				Only 15% of SOC will earn Ds, 7% will earn Fs and no SOC will withdraw from the Calculus I course.	

Objectives

Goals	Objectives	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Close the achievement gap for underrepresented minority students in math.	Increase the success of SOC in Calculus I	SOC will receive peer tutoring 3 days/wk for 1 hr	# SOC # tutoring attendance Homework grades	90% of SOC will pass their first Calculus I exam.	70% of students of color will graduate from college within four years, similar to the percentage of white students in the same major.
	Increase the success of SOC in the physics major course of Calculus I			90% of SOC passing their Calculus I exams will state they are able to keep up in their course assignments and content in their mid-term and end of year course evaluation.	
	Increase the success of SOC in the physics major gateway course of Calculus I.			Only 15% of SOC will earn Ds, 7% will earn Fs and no SOC will withdraw from the Calculus I course.	

Where to Start?

Goals	Objectives	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes

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Key Takeaways

Key Takeaways

- ✓ **Logic models are a visual representation of your entire program.**
- ✓ **There are multiple elements you can put in a logic model and multiple format options.**
- ✓ **Using logic models while you are program planning help to make sure you have all the elements you need to write a proposal.**
- ✓ **Logic models don’t need to be filled in from left to right. Sometimes you start with the end in mind.**

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Questions?

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