IDEAS Program

FY19 RFP

Attachment B – Logic Model

**Logic Model - Template**

Logic models show the *if/then* logic of your program in a visual way on a single page. It helps the team to be sure everyone is on the same page about what the team is trying to accomplish with the grant. The model will also help you to know which activities count as “success” and, therefore, helps you to decide what data to collect.

Use the following guidance to complete your logic model:

1. The following components are required: goal statement, inputs, activities, outputs, outcomes (at least two levels), and assumptions.
2. The model must flow from left to right.
3. **Inputs:** These are available resources to implement your project, e.g. staff.
4. **Activities:** These are the actions that will be undertaken by your project, e.g. trainings, student and/or partner outreach, etc.
5. **Outputs**: You can think of these as the most very immediate results of the activity. For example, “*increased knowledge of…”, “increased awareness of…”, “new professional connections”*, etc. In other words, the result we expect to achieve by the last day of training or after we have finished establishing a new procedure or policy. Questions to help you identify outputs:
	1. *How will you explain when your activity is done? -“The training will be completed.” “The policy will be rolled out.” “Staff will have targets for implementing the new policy.”*
6. **Outcomes:** These areall results higher than outputs. Outcomes are not associate with a specific timeframe. Think about the outcomes you expect, put them in chronological order and categorize them by “short”, “mid” or “long” term. Note that outputs and lower level outcomes may lead to more than one higher level result. Questions to help you identify outcomes:
	1. *When you achieve your output, what do you expect your faculty or staff to do? -“Implement new outreach activities.” “Faculty discussing study abroad options in their classes.”*
	2. *What will happen when they do those things? - “Increase in study abroad applications.” “Increased inquiries on study abroad.” “Increased diversity in students studying abroad.”*
7. **Assumptions:** You cannot always control everything that happens when you implement a project. For example, it is often not possible to compel compliance with a new policy and there may be many reasons faculty or staff may not be able to attend a training. For factors that you cannot guarantee but are reasonably optimistic about (faculty are committed but the realities of teaching might get in the way) you identify as assumptions so that you can be explicit about what you know might be a problem down the road. For your logic model, identify up to three of these kinds of assumptions. Keep in mind, if there is sufficient doubt of anything that is very critical for success, you should consider adjusting your project design to address the issue as an explicit part of your project, rather than treating it as an assumption.

**Applicant: INSERT INSTITUTION**

**INSERT PROJECT TITLE – Logic Model**

**Goal:** **INSERT THE GOAL OF YOUR PROJECT**

**Short-Term Outcomes**

**Long-Term Outcomes**

**Outputs**

**Activities**

**Inputs**

**Assumptions:**