**Logic Model Components’ Definitions1**

A logic model is a visual depiction of causal chain of reasoning. The proposed project’s logic model is how a school will go about “promoting the strategy for creating a high-quality charter school” through the proposed project implementation. Thus, a logic model is the project’s road map. It depicts the project’s underlying operational mechanism.

Logic model components include inputs, activities, outputs, and outcomes. Lines and arrows signify linkages or relationships among components and should depict the project’s theory of action. What follows is a set of the logic model components’ definitions.

**INPUTS**: *What we invest*

What goes into the program: resources and contributions that are invested. Inputs include such elements as staff, money, time, equipment, partnerships, and the research base.

**ACTIVITIES**: *What we do and who we reach*

OUTPUTS: *Products, services, and events that are intended to lead to the project’s (program’s) outcomes*

Outputs include such elements as workshops, conferences, counseling, products produced, and the individuals, clients, groups, families, and organizations targeted to be reached by the activities.

**OUTCOMES:**

What results: the value or changes for individuals, families, groups, agencies, businesses, communities, and/or systems. Outcomes include short-term benefits such as changes in awareness, knowledge, skills, attitudes, opinions, and intent. Outcomes include medium-term benefits, such as changes in behaviors, decision-making and actions. Outcomes include long-term benefits (often called impact), such as changes in student performance.

**ASSUMPTIONS:**

The beliefs we have about: the program, the people involved, and how we think the program will work. Assumptions include our ideas about the problem or situation; the way the program will operate; what the program expects to achieve; how the participants learn and behave, their motivations, etc.; the resources and staff; the external environment; the knowledge base; and the internal environment. Faulty assumptions are often the reason for poor results.

**EXTERNAL FACTORS:**

Aspects external to the program that influence the way the program operates and are influenced by the program. Dynamic systems interactions include the cultural milieu, biophysical environment, economic structure, housing patterns, demographic makeup, family circumstances, values, political environment, background and experiences of participants, media, policies and priorities, etc. Elements that effect the program over which there is little control.

**MEASURE:**

Either quantitative or qualitative information that expresses the phenomenon under study. In the past, the term measure or measurement carried a quantitative implication of precision and, in the field of education, was synonymous with testing and instrumentation. Today, the term measure is used broadly to include both quantitative and qualitative information.

*1 Taylor-Powell, E., & Henert, E. (2008) Developing a logic model: Teaching and training guide. Madison, WI: University of Wisconsin Extension, Cooperative Extension, Program Development and Evaluation.* [*http://www.uwex.edu/ces/pdande*](http://www.uwex.edu/ces/pdande)

**School: ­ ­ Logic Model** (uses text boxes: add/change boxes and arrows as needed)

**Project’s objectives:**

**Outcomes**

*Short Medium Long*

**Outputs**

 *Activities Products*

**Inputs**

**Assumptions**

**External Factors**