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A logic model is a visual depiction of what a project does and is expected to accomplish. Developing a logic model is an important first step for project design and evaluation planning. This document is intended to provide general guidance to ATE program proposers and grantees for developing their own project logic models. *All parts of this document are editable/deletable.* Populate the boxes in each column (adding and deleting boxes as necessary) with succinct statements that relate to the question prompts. To add text to a box, select the box and begin typing. Either delete the extra content (title, instructions, examples, etc.) from this document or copy-and-paste the logic model elements into a new document for your use. To learn more about logic models, see the University of Wisconsin-Extension’s Logic Model Resources at www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html.

What new and existing resources will be used to support the project?	What are the main things the project will do/ provide?	How many and what sort of tangible results will be achieved? (typically, things that can be counted or directly observed)	What will occur as a direct result of the activities and outputs? (typically, changes in knowledge, skills, attitudes)	What results should follow from the initial outcomes? (typically, changes in behavior, policies, practice)	What results should follow from the initial outcomes? (typically, changes in broader conditions)
Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes

Below are examples the *types* of information that might appear under each header of the logic model. When developing a project logic model, be as specific as possible in articulating the components of the model. For example, a project-specific short-term outcome might be phrased as “learners will be able to install, maintain, and troubleshoot high-vacuum systems.”

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| <ul style="list-style-type: none"> • NSF funding • Faculty • Advisory panel • Industry partners • In-kind contributions | <ul style="list-style-type: none"> • Establish regional partnerships • Develop curriculum • Conduct workshops • Provide research/field experiences • Establish articulation agreement | <ul style="list-style-type: none"> • People engaged (students, faculty, industry partners) • Curriculum materials developed • Policies created • Publications issued • New certifications | <ul style="list-style-type: none"> • Faculty learn to use instructional technology • Students gain technical skills • Students’ interest in technical careers increases | <ul style="list-style-type: none"> • Students persist in their programs • Faculty improve instruction • Colleges adopt and implement project-developed curriculum | <ul style="list-style-type: none"> • Increased regional economic vitality • Increased diversity in the technical workforce • A more highly skilled and adaptable workforce |
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