



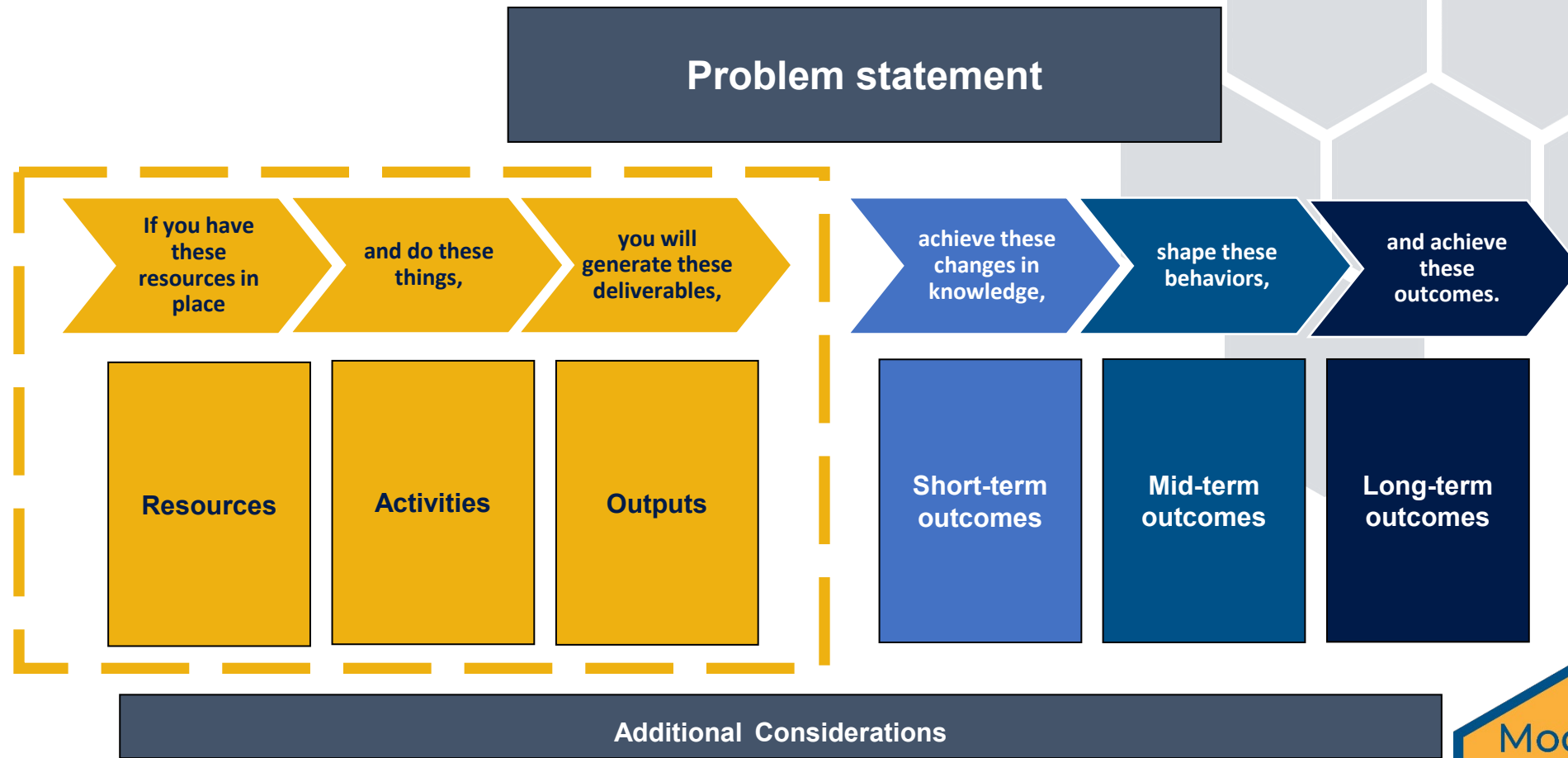
# Chapter 3



Resources, Activities, and Outputs



# Components of a Logic Model



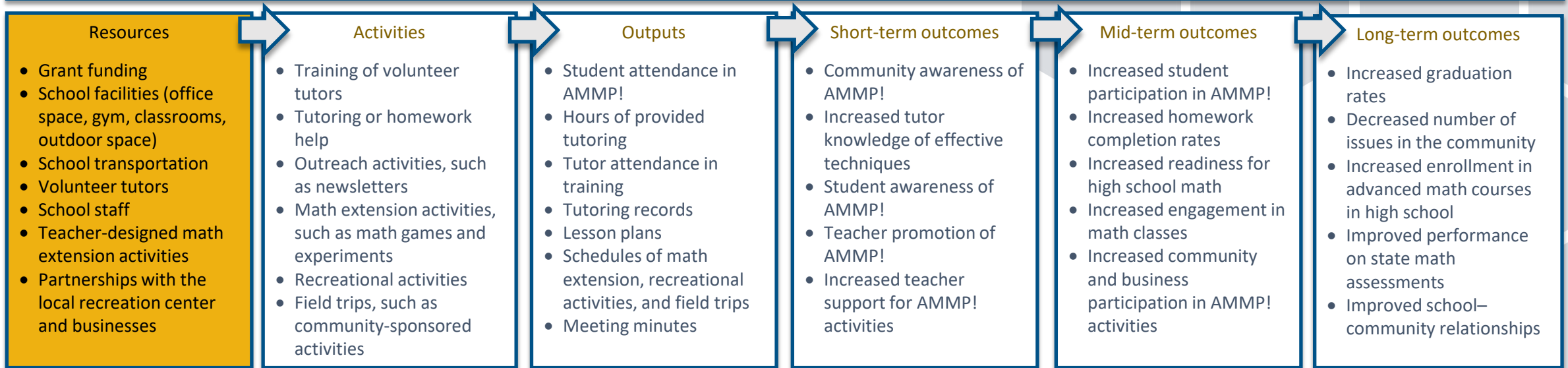
# Resources<sup>1,2</sup>

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- All the available means to address the problem, including investments, materials, and personnel.
- Resources can include the following:
  - Human resources (personnel and volunteers)
  - Monetary resources (funding streams)
  - Facilities
  - Expertise
  - Curricula and materials
  - Time

# AMMP! Resources

**Problem statement:** Students at the middle school have low homework completion rates (lower than 40 percent) and low performance on state math assessments (only 25 percent proficient or advanced). In addition, the community around the middle school is experiencing issues with unsupervised students after school. Incidents involving middle school students are up 17 percent over the last three years. Stakeholders, including school staff, students, parents, community services, property owners, and businesses, are concerned about the low performance and unsupervised after-school time. Research has indicated that low math performance in middle school is correlated with low graduation rates and that unsupervised after-school time is related to an increase in community issues. The school district has recently received a federal grant and would like to use these funds to address the problem.



**Additional considerations:** Availability of tutors and school facilities.

Unsupervised after-school time results in increased community issues. Including recreational activities will improve attendance.

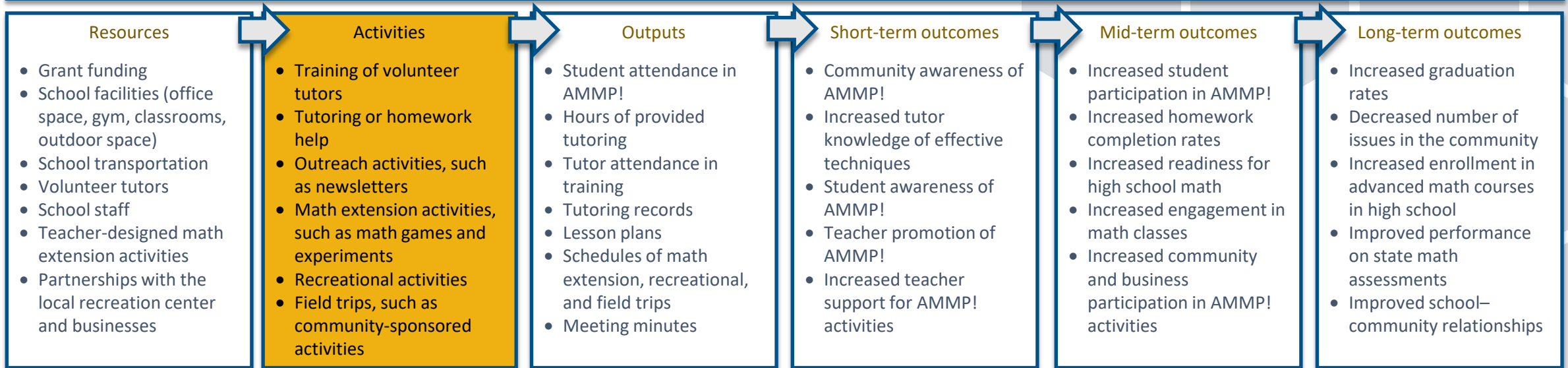
# Activities<sup>1,2</sup>

- Actions taken to implement the program or address the problem.
- Actions may include:
  - Professional development sessions
  - After-school programs
  - Policy or procedure changes
  - Use of a curriculum or teaching practice
  - Mentoring or coaching
  - Development of new materials



# AMMP! Activities

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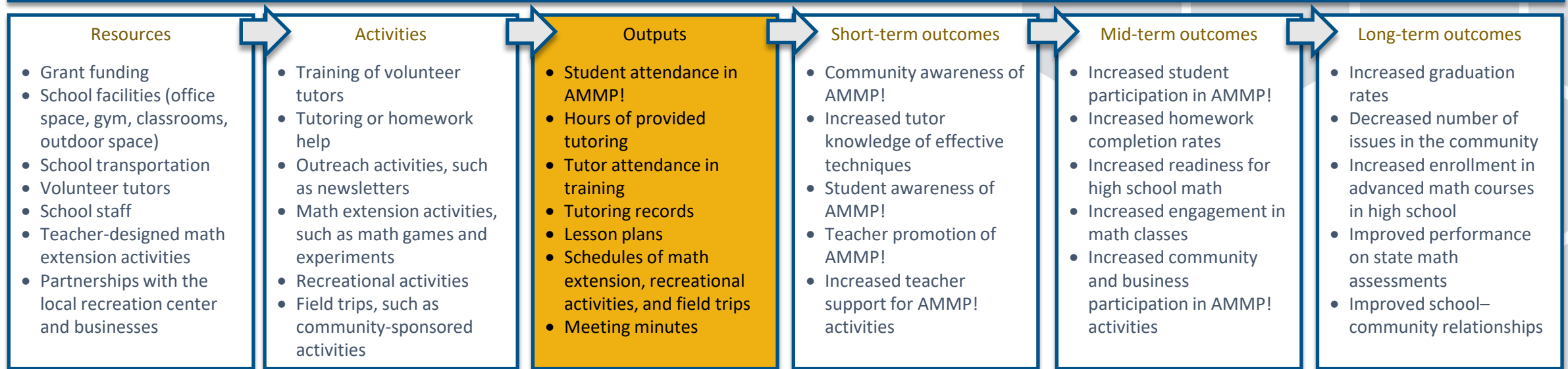
# Outputs<sup>1,2</sup>

- Evidence of program implementation.
- Outputs can include:
  - Required deliverables (for example, funder reports)
  - The number of activities
  - Newly developed materials
  - New policies or procedures
  - Observations of the program in use
  - The numbers of students or teachers involved



# AMMP! Outputs

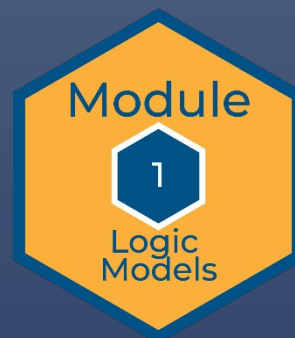
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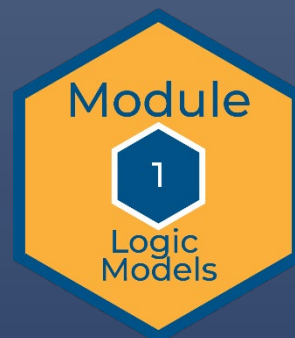




# Chapter 3 Complete



Recommended next: Chapter 4 – Outcomes



# Thank You

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# References

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1. Bledsoe, K., Cox, J., Goodyear, L., & Rodriguez, S. (2014, April 15). *ISBE 21st CCLC program evaluation webinar* [Webinar]. Education Development Center.  
[https://iqa.airprojects.org/events/webinars/LogicModel\\_Workbook\\_2014.pdf](https://iqa.airprojects.org/events/webinars/LogicModel_Workbook_2014.pdf)
2. Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. (2014). *Logic models: A tool for effective program planning, collaboration, and monitoring* (REL 2014-025). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. <https://eric.ed.gov/?id=ED544779>