**ATTACHMENT 7: DEVELOPING A LOGIC MODEL**

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| PROBLEM | VISION | MISSION | STRATEGIES | INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES |
| Many school age children in HCMC have difficulty learning to read. | All school age children can read | Our NPO promotes childhood literacy by providing books and tutoring to children age 5-8. | Develop an after-school tutoring program using volunteer tutorsGet donated books and distribute them to students who are receiving tutoring | Skilled volunteersParticipating schoolsNPO staffBook publishersBooksParticipating students | Enter into tutoring agreements with schoolsTrain skilled volunteers on tutoringIdentify children for tutoringProvide tutoringTest progress of children who receive tutoringArrange for donations of children’s’ booksSort and distribute children’s books | By December 2013, 50 children will have received at least 10 hours of tutoringBy December 2013, 100 books will be distributed to children receiving tutoring. | By August 2014, 80% of the students who have received tutoring will pass a reading competency test. |

How to complete the logic model:

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| Problem | VISION | MISSION | STRATEGIES | INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES |
| Briefly describe the problem that your NPO is trying to solve. | Insert the vision statement from your strategic plan | Insert the mission statement from your strategic plan | List the strategies from your strategic plan | List the resources that will be needed to carry out your strategies, including:* People within your NPO
* Volunteers
* People from other organizations
* Specialized equipment or materials (computers, vehicles, etc.)
 | List the major activities you will carry out to implement your strategies. (You will define strategies in more detail when you develop your Action Plan) | Outputs are the tangible results of your activities—the accomplishments that you can immediately point to.  | Outcomes are the changes that result from your activities. They are the longer-term impacts that your activities have on community you serve. |