

The Heckscher Foundation for Children Logic Model Guidelines

The Heckscher Foundation requires all applicants to complete logic model to help both your organization and the Foundation understand exactly what you would do with Heckscher funds if awarded. More important, the model allows both you and the Foundation to understand what specific shorter- and longer-term *outcomes* you expect as a result of your work.

Our logic model template can be downloaded from the [Apply-Online page](#). Please be sure to have the latest version of Adobe Reader installed in order to complete and save the form.

The First (Lefthand) Column: Activities or Strategies

These are all the things that that YOU --- your agency or organization --- will do during the life of the grant. Each of your entries should state WHAT will be provided to WHOM and WHEN. For example:

- ⌚ During the 2008-9 school year, we will provide an in-school ballet program for 100 first grade students at PS 100, once a week, for 1 hour each session.
- ⌚ We will run 4 six-week GED-prep sessions, each for 25 young men who are currently out-of-school and between the ages of 17-19, including “Next Steps” counseling.
- ⌚ Joe’s Jobs Camp will provide a summer job readiness boot camp, consisting of 2 weeks of employment readiness activities, 4 weeks of paid internships with corporate partners, and 2 weeks of supervised, individualized job search coaching.

If you are applying for a general operating grant, this lefthand column of your logic model should specify the major activities of your organization. For example:

- ⌚ The Apple Agency will continue to provide:
 - An afterschool program for 100 children per year.
 - A referral network for families of these children.
 - Early intervention services for at least 30 siblings younger than 3 years of age.
 - Case management for the most at-risk families served, at least 10.

The Second (Middle) Column: Shorter-Term Outcomes

These are the things that clients will do in the "short-run" as a result of the proposed program --- DURING the life of your grant from the Foundation. Please avoid general, passive statements such as “students will have an opportunity to...” or “youth will develop to their fullest potential.” Remember that workshops or any other interventions YOU provide are not outcomes and belong in the first column only. Some examples:

- 🕒 All children will learn the basic five ballet positions.

All children will demonstrate their new abilities during one midterm recital for parents and one end-of-year all school performance.

- 🕒 Students will have a 90% or above attendance rate.

All participants will take at least 2 prep tests during each program cycle.

Students will attend 2 or more “Next Steps” counseling sessions and create a written personal goals statement.

At least 85% of students will take the GED exam after the conclusion of each program cycle.

- 🕒 Boot camp participants will demonstrate perfect attendance and adhere to a professional dress code in order to remain in the program.

Young people will receive and respond to written feedback from peers and instructors.

Young people will gain real work experience and earn ratings of satisfactory or above from their job-site supervisors.

The Third (Righthand) Column: Longer-Term Outcomes

In this column you should detail the changes that will occur among clients as a result of both the activities and strategies in the first column and the shorter-term outcomes in the middle column. They are what will happen as a result of participants reaching the shorter-term outcomes. For example:

- 🕒 All participants will acquire a greater appreciation of dance and gain exposure to the basics of classic ballet technique.

All first grade teachers at PS 100 will be able to demonstrate that they have met the relevant NYS arts standards.

- 🕒 At least 50% of students will pass the GED exam on the first attempt.

At least 80% of participants will pass the GED exam after two attempts.

All GED graduates will become actively engaged in planning for their futures, demonstrated by referral to other community providers with college- and vocational-readiness expertise.

- 🕒 All program graduates will leave with a portfolio of employment documents (a resume and one professional reference) and a certificate of completion.

All participants will have gone on at least one job interview and at least 50% will have obtained either full- or part-time employment within 3 months of graduation from the program.

These longer-term outcomes will ideally occur inside the time limit of your grant from the Foundation, but it is fine if some fall outside the grant period.

There is no universal time frame that defines “shorter-term” and/or “longer-term.” The time frame will be different for each applicant and program. But the outcomes you expect first should go into the middle column of your model, and those you expect later should go into the righthand column.

TIPS for Making a Good Logic Model

Another name for a logic model is a **theory of change**, and this may help you think about creating a successful document. How, specifically, does your agency believe it will bring about concrete, measurable change among clients? Exactly what changes are expected?

1. Choose Your Longer-Term Outcomes First

Begin planning and writing your logic model from the righthand side, first specifying your longer-term objectives, then backing up to the shorter-term outcomes necessary to produce these longer-term goals, and finally listing your strategies for getting there. In other words, pick your destination first and then map out your route to that destination.

2. Make Sure Everything You Write Is CONCRETE, SPECIFIC, and MEASURABLE

⌚ **NOT:** To help young people maximize life opportunities.

⌚ **BUT:** At least 90% of 9th graders will graduate from high school on time.

3. Use Strong Verbs

⌚ **NOT:** To enhance, to promote, to encourage.

⌚ **BUT:** To increase, to meet, to exceed.

4. State Activities and Outcomes ONE AT A TIME

⌚ **NOT:** We will hold sessions and hand out materials to promote understanding....

⌚ **BUT:** We will hold 6 counseling sessions over 6 weeks (lefthand column).

Students will demonstrate increased understanding of the college application process (middle column).

5. Do Not Try to Make the Model Symmetrical

You might need 6 activities to produce 3 shorter-term outcomes and one longer-term outcome. Or you might have one activity from which you expect several shorter-term outcomes and several longer-term outcomes.

6. Check the Model to Make Sure It Is Logical

- ⌚ Do you have the right **targets** in your plan? If you want funding for a prevention program, it must reach those at risk of what you are trying to prevent. If your program is an afterschool academic project targeting low literacy children, it must serve those, for example, from a low performing school, or those who scored 2 or below on the citywide test.
- ⌚ Do you have enough **coverage** to make the plan work? If you want to make a school-wide impact, for example, you must reach enough young people to bring about change on the school level.
- ⌚ Does the intervention or program have sufficient **intensity** to bring about the outcomes you have listed? For example, you can't improve self esteem with a short exercise or instill a lifelong appreciation of the arts with a single trip to a Broadway show.
- ⌚ Will the intervention or program you have chosen be **effective** at driving the outcomes you have selected? If people do not have insurance or funds to pay for medical care, referral to a physician may not get them the treatment they need. You need to carefully think through your logic model to make sure you are working on the factors that truly underlie the issues you want to address.

Bottom line: Can your activities really be expected to lead to the outcomes you describe?

We believe that you will find logic modeling an excellent way to a) get clear on your plans for a possible Heckscher grant; b) to manage your program as it unfolds, and c) to pave the way for a good evaluation of your work.