

**The SMILE Program Theory of Change**

**Assumptions:**

There are populations of educationally underserved students in Oregon.

Additional support will benefit these students.

Science and math are gatekeepers to STEM professions.

These STEM professions can be pathways to enduring positive changes.

**Inputs**

SMILE students  
 SMILE teachers  
 Families of SMILE students  
 Communities and schools  
 University faculty  
 University students  
 SMILE Staff  
 Grant Partners

**Activities**

Challenge Development  
 SMILE Class  
 Instructional Materials Development for Clubs  
 TWS Planning  
 STARS Coordination  
 Family and Community Involvement Planning  
 Coordination with Grant Partners  
 College Student Mentor Project

**Outputs**

Annual College-Connection Events  
 Community Family Math & Science Nights  
 Weekly Club Meetings  
 Summer Bridge-to-College Program  
 Three Professional Development Workshops per year  
 Archive of instructional materials and resources

**Outcomes**

O1: Positive Student Perceptions about Learning, Math, Science  
 O2: Improved Student Academic Success  
 O3: Improved Student College Readiness  
 O4: Improved Teacher Commitment and Efficacy

**Impact**

Increased High School Graduation Rate (O1, O2)  
 Increased College Enrollment (O2, O3)  
 Increased College Graduation Rate in Math, Science, Engineering, Education, Health Professions, Teaching (O1, O2, O3)  
 Continued Teacher Commitment and Investment in Process (O4)

## Logic Model Basics

A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.

1. **Assumptions** include the conditions that frame your frame and guide your planned project.

YOUR PLANNED WORK describes what resources you think you need to implement your program and what you intend to do.

2. **Inputs** include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to as Resources.

3. **Activities** are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended program changes or results.

YOUR INTENDED RESULTS include all of the program's desired results (outputs, outcomes, and impact).

4. **Outputs** are the direct products of program activities and may include types, levels and targets of services to be delivered by the program.

5. **Outcomes** are the specific changes in program participants' behavior, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4 to 6 year timeframe. The logical progression from short-term to long-term outcomes should be reflected in impact occurring within about 7 to 10 years.

6. **Impact** is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years. Often in the model of grantmaking and evaluation, impact often occurs after the conclusion of project funding.