

Logic Models 101

The Basics

Taking the Mystery out of Logic Models

*Presented by United Way of Dane County with gratitude to the UW
Extension for assistance and materials*

2020 proposal requires a logic model for each program

Activities and Inputs

Outputs

Indicators

Outcomes

United Way
of Dane County



The power of many. Working for all.

*“If you don’t know where you are going,
you might end up someplace else.”*

Yogi Berra

Where are you going? **Goal**

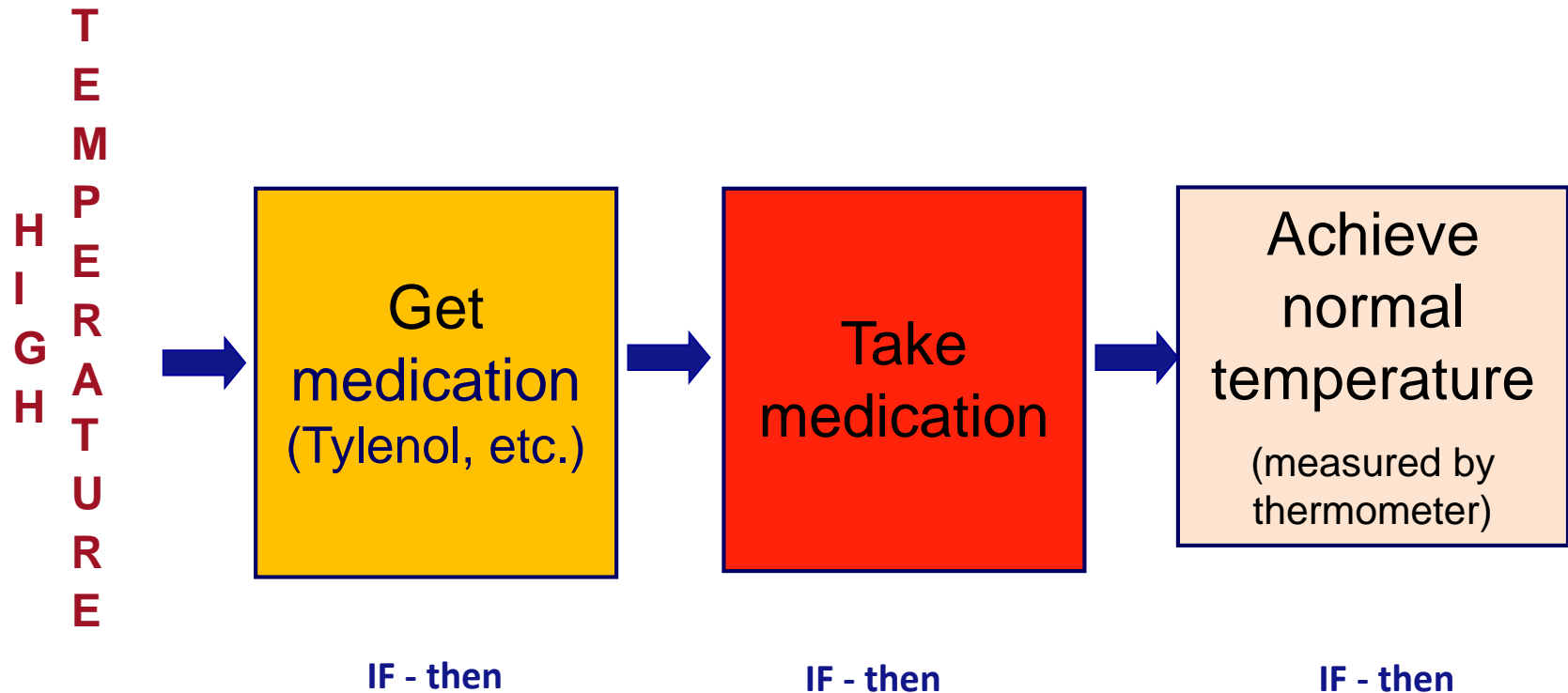
How will you get there? **Program Development**

What will show that you’ve arrived? **Measures**

What is a logic model?

- Goal-oriented
 - Get results
 - Tell how we're doing
- Organized
 - Align resources (people, funding, partners, etc.)
 - Maximize efficiencies
 - Clarify roles
 - Improve decision making
 - Identify problems

Example: Reduce high temperature



Underlying a logic model is a series of “if-then” relationships.

Logic model = if-then relationships

IF then

IF then

IF then

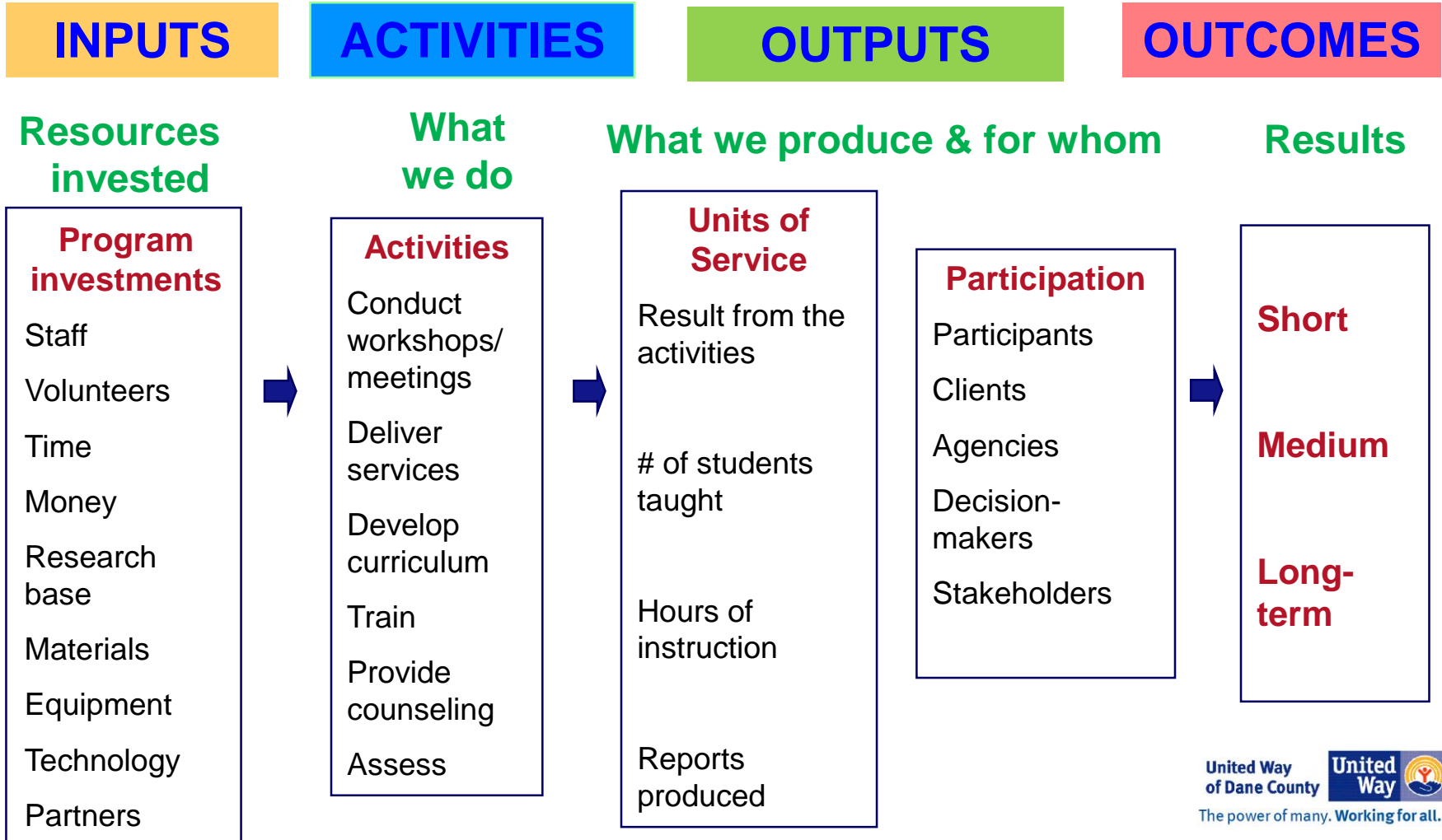
IF then

IF then

Logic models incorporate the “4 Ds”

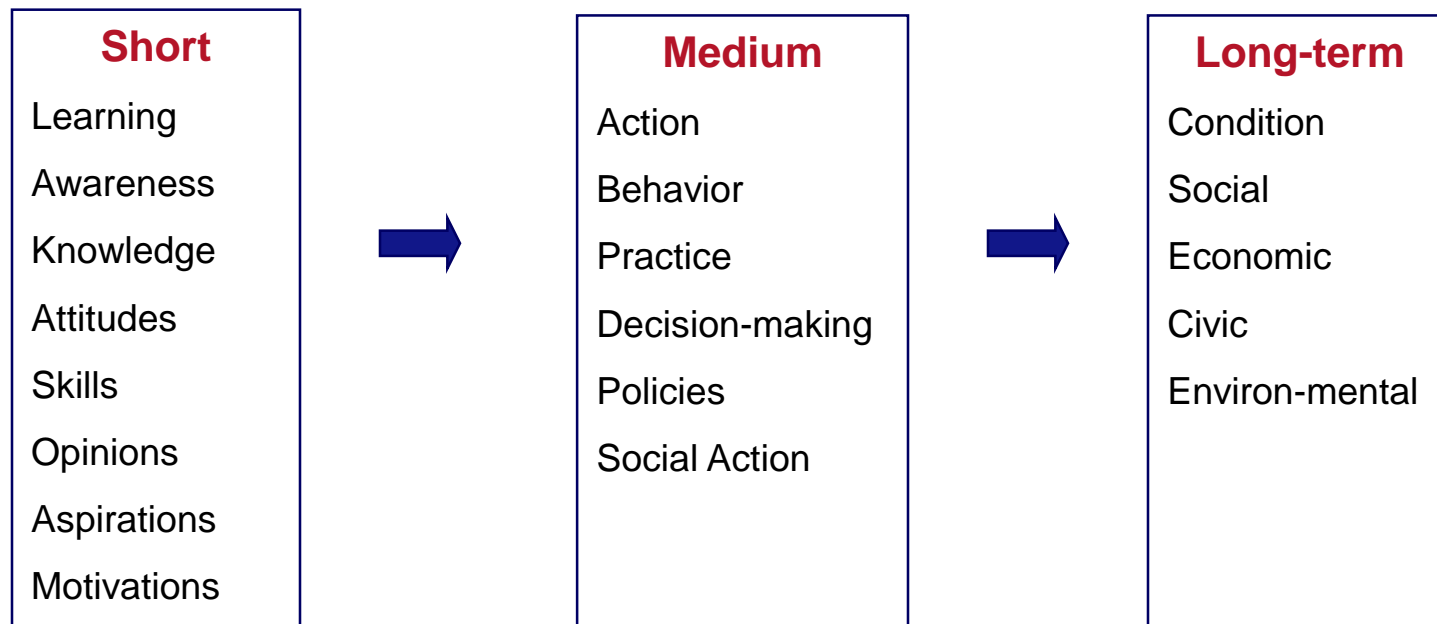
- **Design** *(Program Model)*
- **Dosage** *(How much)*
- **Duration** *(For how long?)*
- **Deliverables** *(Outcomes)*

Logical chain of connections showing what the program is to accomplish



Logic models include a chain of outcomes

OUTCOMES



Activities versus Outputs

- **Activities:** are what the program does with the inputs to achieve its outcome. Activities include the strategies, techniques and types of treatment that comprise the program's service methodology.
- **Outputs:** are the direct products of program activities and usually are measured in terms of the volume of work accomplished. They are important because they are intended to lead to a desired benefit or change for participants or target populations.

Outputs vs. Outcomes

#s of people served, newsletters sent, training sessions offered, hours of counseling provided

Changes in knowledge, skills, behavior, life circumstance (no longer homeless, etc.)

Number of patients with chronic health issues discharged from hospital is an **output**

Percentage of discharged who are capable of living independently is an **outcome**

An **OUTCOME INDICATOR** is a specific, observable, and measurable characteristic or change that will represent achievement of the outcome.

From: United Way of America. Measuring Program Outcomes: A Practical Approach. Alexandria, VA: United Way of America; 1996.

INDICATORS MEASURE CHANGE

A measure of the extent to which you have achieved your desired outcomes.

Logic model with **INDICATORS** for **Outputs** and **Outcomes**

Outputs

Outcomes

Program implemented



Targeted farmers



Farmers learn new techniques



Farmers practice new techniques



Farm profitability increases

**M
E
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S**

Number of workshops held

Number and percent of farmers attending

Number and percent who increase knowledge

Number and percent who practice new techniques

Crop yields are higher; Number and percent reporting increased profits; amount of increase

Quality of workshops

Logic models help with program monitoring, continuous improvement and evaluation

- Keeps us focused on the most important goals and benchmarks along the way
- Guides us to know what and when to measure our progress
- Provides opportunities to celebrate successes along the way
- Helps us problem-solve as a team
- Helps us manage our resources

Other opportunities for assistance

Week of 7/6 – Technical Assistance Webinar on how to complete the proposal forms (to be recorded and sent via link for future use)

AREA	STAFF	“OPEN OFFICE”	
CROSS SYSTEM	Lauren Martin	7/09	2:00 – 4:00 PM
EDUCATION	Joe Maldonado	7/10	2:00 – 4:00 PM
INCOME	Angela Jones	7/09	9:00 – 11:00 AM
HEALTH	Gabe Doyle	7/11	9:00 – 11:00 AM

Sign up sheets are posted on our New Investment Process webpage.

Sample Logic Model

*Shared with Agency Permission

CB Profile Report - Logic Model Report 4

Program: 2018/PARTNER AGENCY / Boys & Girls C / Teens of Promise (1904788)
 CB Year: 2018

Outcome 2018 Short term African American and Latino males will maintain enrollment in the program at a higher rate than the previous year-therefore developing their academic, social and emotional skills to succeed and graduate and graduate from high school.															
Community Outcome 2018 Long term Youth graduate from high school.															
Inputs	Activities	Output Results	Indicators												
Office space at BGDC and school sites. Type: Actual Category: Facilities Amount: 6.00 TOPS Coordinators have designated offices in each of the high school with access to phones, school printers, school district email accounts and IC access. TOPS team meets weekly at Boys & Girls Club Allied location and at other times throughout the year. Administrative building provides office space for senior management.	Boys and Girls Club will work with MMSD and UW-Madison HOPE Lab to produce a report that analyzes student data and the impact of AVID/TOPS for students. African American and Latino students' GPA and credit attainment will likely be included in this analysis (projected publication in Spring 2019).		83% of African American and Latino youth males will maintain enrollment in the program, as measured by enrollment & exit data, Spring and Fall semesters Community Outcome: Youth <table border="1"> <thead> <tr> <th></th> <th>I-Base</th> <th>I-Percent</th> <th>I-Achieved</th> </tr> </thead> <tbody> <tr> <td>Actual</td> <td>240</td> <td>85%</td> <td>203</td> </tr> <tr> <td>Target</td> <td>190</td> <td>83%</td> <td>158</td> </tr> </tbody> </table>		I-Base	I-Percent	I-Achieved	Actual	240	85%	203	Target	190	83%	158
	I-Base	I-Percent	I-Achieved												
Actual	240	85%	203												
Target	190	83%	158												
	TOPS Coordinators recruit community speakers for the classroom and as mentors for out-of-classroom support that model and reflect African American and Latino students in the program		Comment Grant outcome achieved. "Base" is projected based on 16-17 Academic Year levels. *May change. graduate from high school.												
	TOPS Coordinators work with AVID Site Teams to design retention plans for African American and Latino males in the program		Achieved: No Collection method (Required) We receive district data (MMSD) for individual students after each academic semester.												
TOPS Coordinators and Administrative assistants across all four high schools. Type: Actual Category: Staff Amount: 12.00 2 TOPS Coordinators per high school and 1 Administrative Assistant per high school.	TOPS Coordinators work with the AVID Site Team to monitor classroom grades and student learning for African American and Latino students		Measure method (Required) Will will compare spring vs. fall enrollment data as provided by MMSD. Data source (Required) Madison Metropolitan School District data.												
Guest Speakers for AVID/TOPS Classrooms. Type: Actual Category: Volunteers Amount: 100.00 We anticipate over 100 guest speakers to be connected to our AVID/TOPS Classrooms.			Basis for target (Required) We are using a projection based upon 16-17 academic year levels. Because of this, the baseline number may shift when completing next year's 2018 report. Barriers To Achieving (Optional) Retention is something that AVID/TOPS takes very seriously. We need to ensure that staff leverage culturally responsive teaching practices in order to support and empower students in their learning.												

CB Profile Report - Logic Model Report 4

Program: 2018/PARTNER AGENCY / Boys & Girls C / Teens of Promise (1904788)
 CB Year: 2018

Outcome 2018 Intermediate African American and Latino students will have higher GPAs than peers not in the program and be on-track for high school graduation (credit attainment).															
Community Outcome 2018 Long term Youth graduate from high school.															
Inputs	Activities	Output Results	Indicators												
Office space at BGDC and school sites. Type: Actual Category: Facilities Amount: 6.00 TOPS Coordinators have designated offices in each of the high school with access to phones, school printers, school district email accounts and IC access. TOPS team meets weekly at Boys & Girls Club Allied location and at other times throughout the year. Administrative building provides office space for senior management.	Boys and Girls Club will work with MMSD and UW-Madison HOPE Lab to produce a report that analyzes student data and the impact of AVID/TOPS for students. African American and Latino students' GPA and credit attainment will likely be included in this analysis (projected publication in Spring 2019).		African American and Latino students will have a 10% higher GPA than peers not in the program and be on-track for high school graduation (credit attainment) Community <table border="1"> <thead> <tr> <th></th> <th>I-Base</th> <th>I-Percent</th> <th>I-Achieved</th> </tr> </thead> <tbody> <tr> <td>Actual</td> <td>604</td> <td>56%</td> <td>338</td> </tr> <tr> <td>Target</td> <td>500</td> <td>75%</td> <td>375</td> </tr> </tbody> </table>		I-Base	I-Percent	I-Achieved	Actual	604	56%	338	Target	500	75%	375
	I-Base	I-Percent	I-Achieved												
Actual	604	56%	338												
Target	500	75%	375												
	TOPS Coordinators recruit community speakers for the classroom and as mentors for out-of-classroom support that model and reflect African American and Latino students in the program		Actual Target Comment 338 of 604 Latinx or African American students had a 2.70+ GPA. The overall average GPA was 2.76 for the 604 students. Base level is a projection based upon 16-17 demographics. This may shift. Outcome: Youth graduate from high school.												
	TOPS Coordinators work with AVID Site Teams to design retention plans for African American and Latino males in the program		Achieved: No Collection method (Required) We are provided with data from MMSD around GPA's in order to measure our success in this goal.												
TOPS Coordinators and Administrative assistants across all four high schools. Type: Actual Category: Staff Amount: 12.00 2 TOPS Coordinators per high school and 1 Administrative Assistant per high school.	TOPS Coordinators work with the AVID Site Team to monitor classroom grades and student learning for African American and Latino students		Measure method (Required) We will strive to have an average GPA for African American and Latino students of 2.70+ - this is 10% higher than district comparison group as reported in the 2014-2015 HOPE Lab report. The 375/500 is not actually part of the projected measurement, but is a projection to the number of students who will have achieved this goal.												
Guest Speakers for AVID/TOPS Classrooms. Type: Actual Category: Volunteers Amount: 100.00 We anticipate over 100 guest speakers to be connected to our AVID/TOPS Classrooms.			Data source (Required) MMSD Central Office data. Basis for target (Required) We will strive to have an average GPA for African American and Latino students of 2.70+ - this is 10% higher than district comparison group as reported in the 2014-2015 HOPE Lab report. The 375/500 is not actually part of the projected measurement, but is a projection to the number of students who will have achieved this goal.												

CB Profile Report - Logic Model Report 4

Program: 2018/PARTNER AGENCY / Boys & Girls C / Teens of Promise (1904788)
 CB Year: 2018

Outcome 2018 Long term AVID/TOPS aims to have at least 95% of our students graduate from high school.															
Community Outcome 2018 Long term Youth graduate from high school.															
Inputs	Activities	Output Results	Indicators												
Office space at BGDC and school sites. Type: Actual Category: Facilities Amount: 6.00 TOPS Coordinators have designated offices in each of the high school with access to phones, school printers, school district email accounts and IC access. TOPS team meets weekly at Boys & Girls Club Allied location and at other times throughout the year. Administrative building provides office space for senior management.	Boys and Girls Club will work with MMSD and UW-Madison HOPE Lab to produce a report that analyzes student data and the impact of AVID/TOPS for students. African American and Latino students' GPA and credit attainment will likely be included in this analysis (projected publication in Spring 2019).		AVID/TOPS aims to have at least 95% of its students graduate from high school. Community Outcome: Youth graduate from high school.												
	TOPS Coordinators recruit community speakers for the classroom and as mentors for out-of-classroom support that model and reflect African American and Latino students in the program		<table border="1"> <thead> <tr> <th></th> <th>I-Base</th> <th>I-Percent</th> <th>I-Achieved</th> </tr> </thead> <tbody> <tr> <td>Actual</td> <td>205</td> <td>98%</td> <td>201</td> </tr> <tr> <td>Target</td> <td>165</td> <td>95%</td> <td>157</td> </tr> </tbody> </table> <p>Comment 201 of 205 seniors graduated from high school during the Spring 2018. Base is a projected number. May fluctuate.</p>		I-Base	I-Percent	I-Achieved	Actual	205	98%	201	Target	165	95%	157
	I-Base	I-Percent	I-Achieved												
Actual	205	98%	201												
Target	165	95%	157												
	TOPS Coordinators work with AVID Site Teams to design retention plans for African American and Latino males in the program		Collection method (Required) MMSD central office data provided to Boys & Girls Club of Dane County.												
TOPS Coordinators and Administrative assistants across all four high schools. Type: Actual Category: Staff Amount: 12.00 2 TOPS Coordinators per high school and 1 Administrative Assistant per high school.	TOPS Coordinators work with the AVID Site Team to monitor classroom grades and student learning for African American and Latino students		Measure method (Required) We will receive a report from MMSD to determine which seniors complete the AVID/TOPS program and graduate from high school on-time.												
			Data source (Required) MMSD Central Office Data.												
			Basis for target (Required) Based upon 2017 HS graduation levels.												
Guest Speakers for AVID/TOPS Classrooms. Type: Actual Category: Volunteers Amount: 100.00 We anticipate over 100 guest speakers to be connected to our AVID/TOPS Classrooms.			Barriers To Achieving (Optional) Student engagement and retention; ensuring strong academics.												