Overview of Logic Models

Vermont Department of Health

Division of Substance Use Programs

October 2023

The role of logic models and performance measures in funding applications

When applying for funding through the Vermont Department of Health, Division of Substance Use Programs (DSU), please include both a logic model and performance measures.

The logic model should show how the proposed project aligns with DSU and the Vermont Department of Health (VDH) priorities, detailed in the DSU Strategic Plan, the State Health Improvement Plan, and the State Health Assessment.
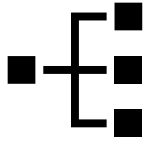
The following slides provide information on logic models
- What they are
- Why they are used
- Examples
- Templates to help you build your own

And information on performance measures
- Why you should have them
- What they should include
- Examples

What are Logic Models?

A simple visual summary of the project that summarizes: the intended outcomes and the process needed to get to that outcome.

A living document. The logic model should be updated to reflect changes in the project and goals.

A general overview - not a detailed plan on how a project will be done.

A series of if...then statements:
- If these resources are available, then these activities can be done
- If these activities are done, then these outputs can be produced
- If these outputs are produced then, then these outcomes will occur

Why use a Logic Model?

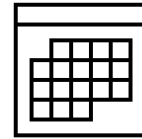Makes it easy to communicate with partners and funders about what you are doing and how funds are being used.

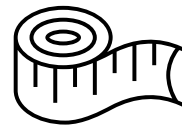Provides an evaluation framework to define if a project is effective.

Makes it clear what you intend to do, what is needed, and what you hope to achieve.

Helps keep the project on track and plan for the future.

Can be used to create performance measures.

Components of a logic model

A logic model consists of the following parts:

1. **Goal Statement** – What do you want to achieve?

2. **Inputs** – What resources do you need?

3. **Processes** – What activities and actions will you do?

4. **Outputs** – What you will measure?

5. **Effects and/or Outcomes** – What are the desired short term, intermediate, and long-term results?

DSU also includes additional sections for **Context** and **Diversity, Equity, and Inclusion** considerations.
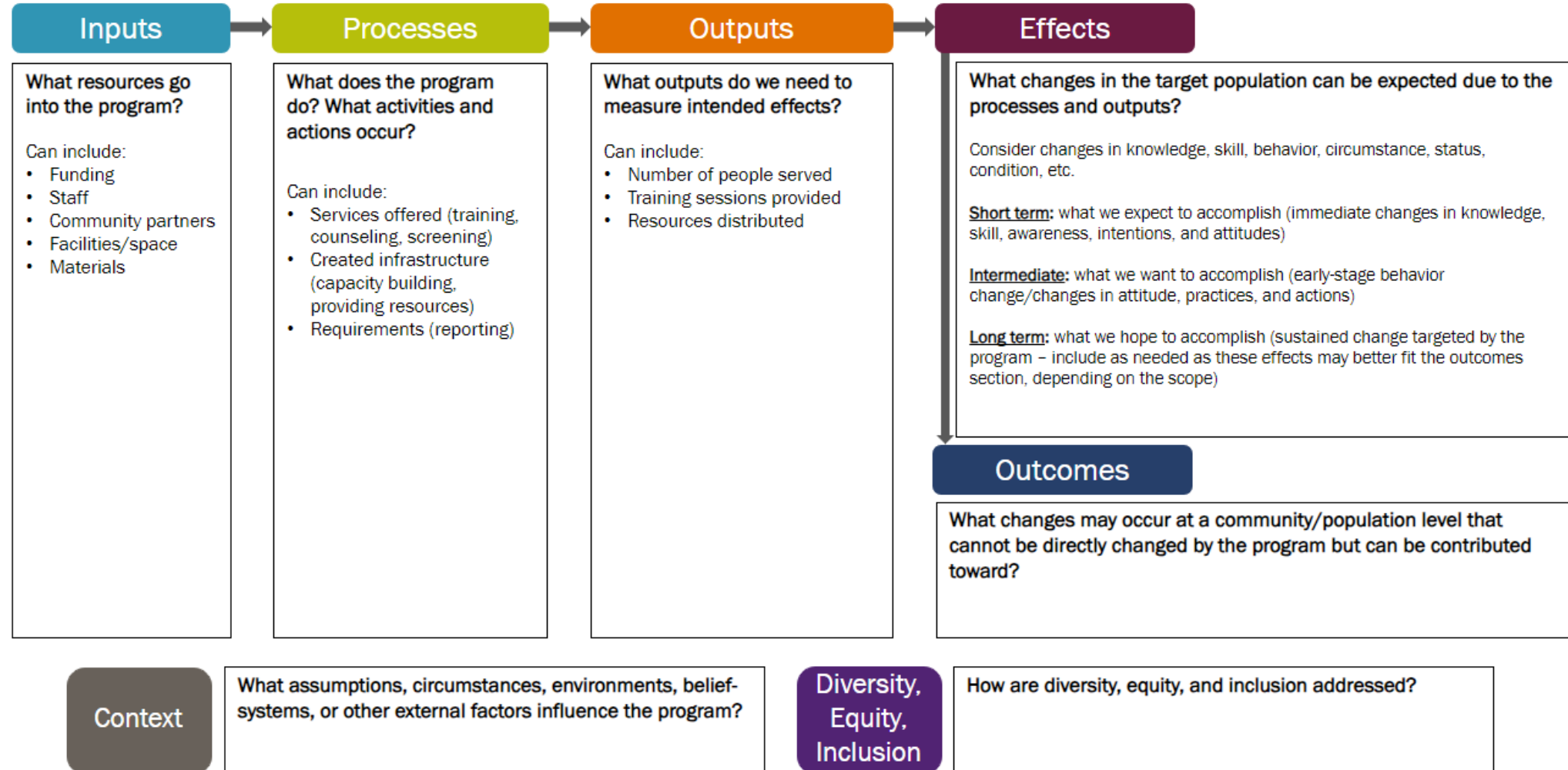
Logic Model for *Program Name*

Date created:
Last updated:

Goal Statement

Summary of program or project objective(s)
The need, issue, or problem being addressed.

Inputs → **Processes** → **Outputs** → **Effects**

Inputs

What resources go into the program?

Can include:
- Funding
- Staff
- Community partners
- Facilities/space
- Materials

Processes

What does the program do? What activities and actions occur?

Can include:
- Services offered (training, counseling, screening)
- Created infrastructure (capacity building, providing resources)
- Requirements (reporting)

Outputs

What outputs do we need to measure intended effects?

Can include:
- Number of people served
- Training sessions provided
- Resources distributed

Effects

What changes in the target population can be expected due to the processes and outputs?

Consider changes in knowledge, skill, behavior, circumstance, status, condition, etc.

Short term: what we expect to accomplish (immediate changes in knowledge, skill, awareness, intentions, and attitudes)

Intermediate: what we want to accomplish (early-stage behavior change/changes in attitude, practices, and actions)

Long term: what we hope to accomplish (sustained change targeted by the program – include as needed as these effects may better fit the outcomes section, depending on the scope)

Outcomes

What changes may occur at a community/population level that cannot be directly changed by the program but can be contributed toward?

Context

What assumptions, circumstances, environments, belief-systems, or other external factors influence the program?

Diversity, Equity, Inclusion

How are diversity, equity, and inclusion addressed?

How do I create a logic model?

Below is an example layout of a simple logic model and the type of information to include in each section:

Goal Statement	What do you want to achieve? Add the need, issue, problem, or goal that is being addressed		

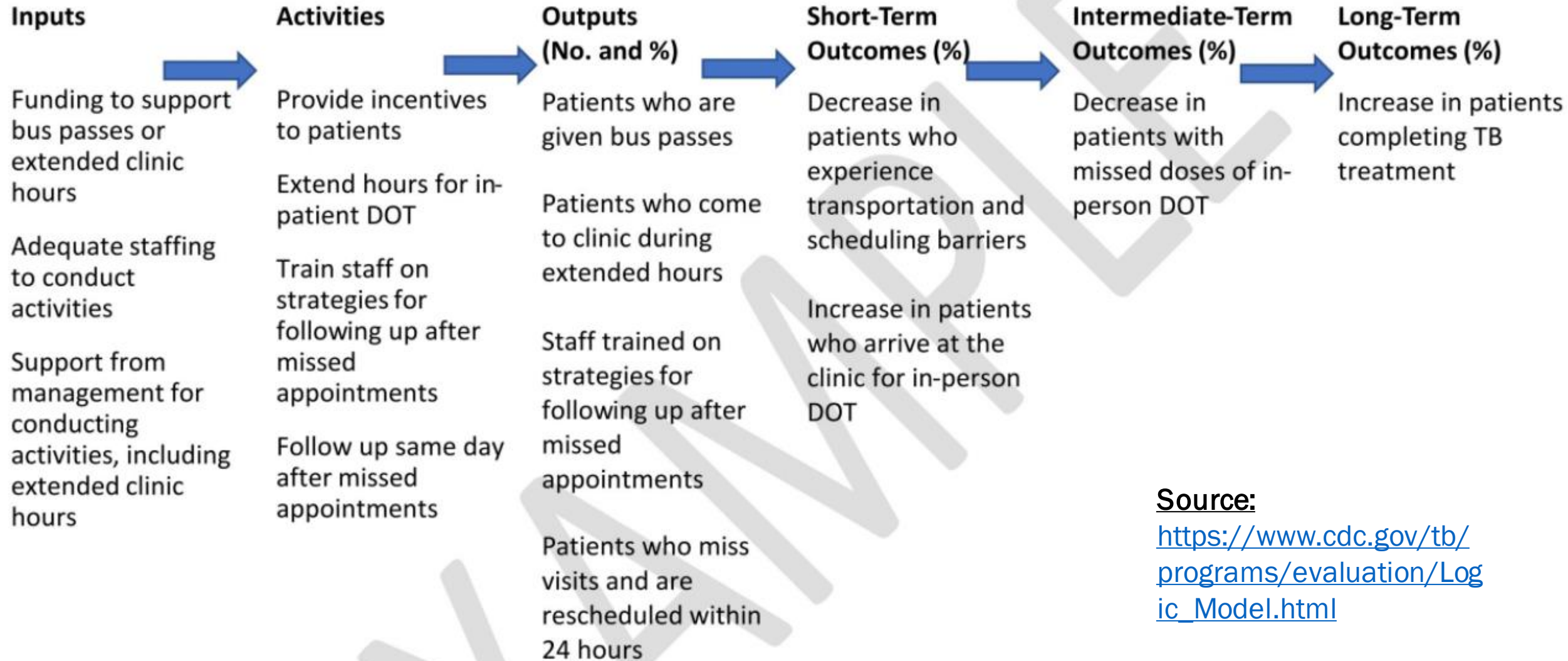| Inputs	Activities	Outputs	Outcomes
What resources do you need? Can include: • Funding • Staff • Volunteers • Materials • Facilities or space	What activities will you do? Can include: • Classes • Training • Reporting • Tangible resources such as providing food or shelter	What will you measure? Can include: • Number of people served • Number of classes or sessions provided • Resources distributed	What are the desired results? Can include: Short-term (immediate effect: during the grant/contract/MOU period) • Increased knowledge • Increased skills Intermediate • Early-stage behavior change e.g., changes in attitude and practice Long-term (years to decades, should be tied to the DSU strategic plan) • Behavior change • Reduction in substance use

Logic model examples

The following slides provide examples of how logic models can be formatted.

For more detailed information, see the following Federal Government Guides:

- CDC – Logic Models
- Department of Health and Human Services – Logic Model Tip Sheet
- Bureau of Justice – Logic Models

Logic Model Example: Completion of Treatment for Tuberculosis Disease by Using Incentives and Enablers*

Inputs	Activities	Outputs (No. and %)	Short-Term Outcomes (%)	Intermediate-Term Outcomes (%)	Long-Term Outcomes (%)
Funding to support bus passes or extended clinic hours	Provide incentives to patients	Patients who are given bus passes	Decrease in patients who experience transportation and scheduling barriers	Decrease in patients with missed doses of in-person DOT	Increase in patients completing TB treatment
Adequate staffing to conduct activities	Extend hours for in-patient DOT	Patients who come to clinic during extended hours	Increase in patients who arrive at the clinic for in-person DOT		
Support from management for conducting activities, including extended clinic hours	Train staff on strategies for following up after missed appointments	Staff trained on strategies for following up after missed appointments			
	Follow up same day after missed appointments	Patients who miss visits and are rescheduled within 24 hours			

Abbreviations: DOT, directly observed therapy; TB, tuberculosis.

* See *Completion of Treatment for Tuberculosis Disease by Using Incentives and Enablers* for the accompanying program evaluation plan example.

Your Planned Work			Your Intended Results	
Inputs/Resources	**Activities**	**Outputs**	**Outcomes**	**Impact**
Certain resources needed to operate your program	*If* you have access to resources, *then* you can use them to accomplish your planned activities	*If* you accomplish your planned activities, *then* you will deliver the types and amount of service that you intended	*If* you accomplish your planned activities to the extent you intended, *then* your participants will benefit in certain ways	*If* these benefits to participants are achieved, *then* certain changes are expected to occur in organizations, communities, or systems
Access / Equitability Resources: - Non-profits - Health - Existing programming - Funds / Increased Philanthropic/ Community Dollars - Materials – Big investments and ongoing programmatic costs - Access to natural resources that are safe for programming - Transportation - Parks preserves **Cultural Resources:** - Residents - Community / People - Media **Institutional Resources:** - City Departments - Education - Trainings (Safety and Content) - Safety Protocol	**Access / Equitability:** - Providing Programs - Building / Improving Green Space - Continued Gap Analysis - Communication & Promotion **Cultural Change:** - Communication / Marketing - Training / Education **Institutional Change:** - Advocacy - Policy Development - Long Range Planning	**Access / Equitability:** - Number of public greens spaces increases by XX% in underserved communities - Participation in nature programs increased by XX% - Number of green school yards increased by XX% - Every child lives within a ¼ mile of a park **Cultural Change:** - Number of doctors writing prescriptions for parks increases by XX% - Children are playing outside in nature X times per week - XX% of parents considered time in nature essential to their child's development - Improvement on behavior scores on report cards (personal development scores) **Institutional Change:** - AISD curriculum requires X hours per week for nature based learning - Outdoor play / Nature based learning considered high priority to children's health policy - XX% of teachers in AISD trained in nature education	**Access / Equitability:** - Nature is preferred recreational activity - Communities value green space over other amenities **Cultural Change:** - Kids are healthier, happier, smarter - Children choose nature over screens **Institutional Change:** - Nature access is considered a priority when policy is being created or changed - Nature access is considered a priority in school curriculum and buildings schools	**Access / Equitability** Every child in Austin has abundant and equitable access to nature in their school, neighborhood, and home **Cultural Change** Every parent, health professional, and teacher knows and understands the importance of access to nature for a child's healthy development **Institutional Changes** City codes and school curriculum are designed to allow and encourage kids to play outside in nature more frequently **Leadership** Austin is seen as an innovator and leader in the Children in Nature movement

EXAMPLE

Source:
https://www.austintexas.gov/sites/default/files/files/Parks/Planning_and_Development/04_-_Initial_Logic_Model.pdf

Templates

Logic model templates can be found at [DSU Reporting Forms & Guidance Documents](#).

When creating your logic model feel free to use one of the template slides or create your own that includes all the logic model components. You are not required to use one of the templates provided.

Performance measures

- Creating performance measures is a way to track if your project is working as intended. They are specific accomplishments you hope to achieve by a certain timepoint, allow you to regularly measure the outcomes, and gather data on the project effectiveness.

- Use your short-term outcomes to create performance measures.

- Don't focus on having a certain number of measures, but more on how well your chosen measures capture progress.

- When coming up with measures, keep in mind that rates better reflect change than single numbers. Using a rate can provide more context. Example:
    - ✕ Do not use: 5 people discharged from treatment maintained stable housing. This is a count.
    - ✓ OK: 20% of people discharged from treatment maintained stable housing (5 out of 25 people). This is a ratio.
    - ✓ **Great:** 20% of people discharged from treatment maintained stable housing for 12 months (20% per year). This is a rate.

- Both meeting and not meeting performance measures allows you to monitor the project over time and make changes as needed.

- As your project progresses and more information is gathered, you can revise your logic model and strategies to better fit the work.

Make S.M.A.R.T. performance measures

Your performance measures should be:

Specific
   Contains who (population) and what (activity)
Measurable
   Desired change and how it will be measured
Achievable
   Something you can accomplish through the planned activities
Realistic
   It is a reasonable goal
Time-based
   Include the time frame during which you plan to meet the objective

Examples of performance measures

Examples of measures that are S.M.A.R.T

- ✓ X% of training participants report increase in knowledge/skills
- ✓ X% of individuals discharged from treatment maintain stable housing for X months
- ✓ In X amount of time of the project, increase the number of individuals who sign up for services by X%
- ✓ The % of people screened for AUD increased at least X% - Y1 to Y2
- ✓ At the end of the project there will be an X% increase in the number of individuals who received assistance from a recovery coach
- ✓ In the first X amount of time of the project, X% of the schools within the state will have received harm reduction education sessions
- ✓ X% increase in # people receiving naloxone from X date to X date

Examples of measures that are not S.M.A.R.T

- x Get Narcan out to everyone who is using opioids
- x Reduce drug use within community to 0%
- x Eliminate all overdoses
- x Get 30 people to attend training
- x Provide outreach to parents who are in recovery

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Thank you!

Questions?

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