Overview of Logic Models

Vermont Department of Health
Division of Alcohol and Drug Abuse Programs

March 2022
The role of logic models and performance measures in funding applications

When applying for funding through the Vermont Department of Health, Division of Alcohol & Drug Abuse Programs, please include both a logic model and performance measures.

The logic model should show how the proposed project aligns with ADAP and the Vermont Department of Health (VDH) priorities, detailed in the ADAP 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.
- Makes it clear what you intend to do, what is needed, and what you hope to achieve.
- Provides an evaluation framework to define if a project is effective.
- Helps keep the project on track and plan for the future.
- Can be used to create performance measures.
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. **Activities** – What activities will you do?
4. **Outputs** – What you will measure?
5. **Outcomes** – What are the desired results?
How do I create a logic model?

Below is an example of the layout of a logic model and the type of information to include in each box.

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>What do you want to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Add the need, issue, problem, or goal that is being addressed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What resources do you need?</strong></td>
<td><strong>What activities will you do?</strong></td>
<td><strong>What will you measure?</strong></td>
<td><strong>What are the desired results?</strong></td>
</tr>
<tr>
<td>Can include:</td>
<td>Can include:</td>
<td>Can include:</td>
<td>Can include:</td>
</tr>
<tr>
<td>• Funding</td>
<td>• Classes</td>
<td>• Number of people served</td>
<td>• Short-term (immediate effect: during the</td>
</tr>
<tr>
<td>• Staff</td>
<td>• Training</td>
<td>• Number of classes or sessions provided</td>
<td>grant/contract/MOU period)</td>
</tr>
<tr>
<td>• Volunteers</td>
<td>• Reporting</td>
<td>• Resources distributed</td>
<td>• Increased knowledge</td>
</tr>
<tr>
<td>• Materials</td>
<td>• Tangible resources such as providing food or shelter</td>
<td></td>
<td>• Increased skills</td>
</tr>
<tr>
<td>• Facilities or space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Behavior change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reduction in substance use</td>
</tr>
</tbody>
</table>
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**
- Funding to support bus passes or extended clinic hours
- Adequate staffing to conduct activities
- Support from management for conducting activities, including extended clinic hours

**Activities**
- Provide incentives to patients
- Extend hours for inpatient DOT
- Train staff on strategies for following up after missed appointments
- Follow up same day after missed appointments

**Outputs (No. and %)**
- Patients who are given bus passes
- Patients who come to clinic during extended hours
- Staff trained on strategies for following up after missed appointments
- Patients who miss visits and are rescheduled within 24 hours

**Short-Term Outcomes (%)**
- Decrease in patients who experience transportation and scheduling barriers
- Increase in patients who arrive at the clinic for in-person DOT

**Intermediate-Term Outcomes (%)**
- Decrease in patients with missed doses of in-person DOT

**Long-Term Outcomes (%)**
- Increase in patients completing TB treatment

**Source:**
[https://www.cdc.gov/tb/programs/evaluation/Logic_Model.html](https://www.cdc.gov/tb/programs/evaluation/Logic_Model.html)

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

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

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

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