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| **Appendix 6.7 Logic Model** |
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| **Phase VI: Develop a Local Public Health Improvement Plan** |
| **Logic Model Template Instructions** |

**SECTION TITLES are in bold text. Do not edit bold text.**

**Text in red clarifies what goes in the column. Do not edit red text.**

Blank boxes are intended to be populated with your own content, or deleted altogether. If you are using the logic-model template created in Word Tables, add and delete boxes by adding or deleting rows, merging as necessary, then adding or deleting borders. If you are using the logic-model template created using Word boxes and arrows (Word Shapes), you can copy and paste new boxes and/or delete those that are unnecessary.

Arrow.eps Use arrows to connect pieces logically to ‘tell a story’ (i.e., which strategies connect to which outcomes, and how outcomes are connected to each other).

Use arrows in 1-point font to denote linkages that reflect promising practices or for which there is some, but limited evidence;

Use thicker arrows (2-point font) to denote linkages that are well established in the literature;

Use dotted arrows to denote linkages for which evidence does not yet exist.

Adding arrows should be the last step in finalizing your logic model. We highly recommend that you sketch out your logic model by hand before trying to create it in an electronic document. This will help you visualize the shapes and space you will need for the final version.

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| **Logic Model Field** | **Guidance** | **Examples\*** |
| Title | The title of the logic model should describe the program, project or priority focus that is mapped out in the logic model. Generally, the title should summarize the primary long-term outcomes from the right hand side of the logic model. Unless you are creating a very broad logic model, the title should reflect a greater degree of specificity than what is described as the “overarching goal” below. | Physical Activity in Children  Screening for Pregnancy-related Depression  Diabetes Self-management Program  Positive Youth Development |

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| **Appendix 6.7 Logic Model (continued)** |
|  |
| **Phase VI: Develop a Local Public Health Improvement Plan** |
| **Logic Model Template Instructions** |

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| **Logic Model Field** | **Guidance** | **Examples\*** |
| Overarching Goals | In this box, enter the overarching goal(s) of the work reflected below. These typically will not be completely within the program’s sphere of control, but the program works to impact these overarching goals (i.e., improve maternal wellness, reduce the prevalence of low birth weight, reduce the prevalence of diabetes, etc.). These are often population-level, broad-based health outcomes. | Reduce the rate of obesity in children  Improve maternal wellness  Reduce the prevalence of diabetes  Improve the physical and mental well-being of Colorado youth |
| Priorities | Entries in this first column should briefly summarize the rationale or context for why the strategies have been selected. Enter short phrases that summarize the burden, any mandates the program is under, higher level priorities, etc. Context will be more fully fleshed out in the Action Plan. | Childhood obesity epidemic  Obesity – a CDPHE “Winnable”  Health care reform |
| Inputs | Entries in this column should describe the existing resources that are available prior to program implementation. These could be reflective of human resources, technology, time, equipment, etc. | Grant funding from CHF  Completed literature review  Childhood obesity experts in CDPHE  OBGYN network  Evidence-based materials for DSME |

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| **Appendix 6.7 Logic Model (continued)** |
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| **Phase VI: Develop a Local Public Health Improvement Plan** |
| **Logic Model Template Instructions** |

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| **Logic Model Field** | **Guidance** | **Examples\*** | |
| Outputs | Entries in these two columns should describe, at a high level, what the program does, and for whom.  Strategies – a strategy is a broad approach by which the program will achieve its objectives. These are not the specific day to day activities or week to week tasks required to implement the strategies. Rather, they describe clusters of activities and tasks that will be conducted in order to accomplish the outcomes. Strategies should be written using a verb. Strategies will become more detailed in your action plan by describing their associated milestones/key activities.  Participation – this column should describe the immediate target population associated with the strategy. In other words, it will describe who is reached by the strategy. | **Strategies**  Develop and disseminate model policies  Educate on depression screening during pregnancy  Fund community-based DSME classes | **Participation**  School district administrators  Pediatricians; health care plan administrators  Community-based organizations |

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| **Appendix 6.7 Logic Model (continued)** |
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| **Phase VI: Develop a Local Public Health Improvement Plan** |
| **Logic Model Template Instructions** |

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| **Logic Model Field** | **Guidance** | **Examples\*** | |
| Outcomes | Outcomes refer to the changes that are expected to occur as a direct result of implementing the strategies. Often, they reflect a change in attitudes, behaviors, knowledge, skills, status, or level of functioning. Outcomes should be written as a state of existence. In other words, they should describe what has changed.  Short term outcomes can typically be accomplished in one to three years and are often expressed at the level of individual change.  Medium term outcomes may take four to six years. These usually build on the progress expected by the short-term outcomes.  Outcomes are written as objectives in your action plan. | **Short Term**  Improved school administrators’ understanding about effective physical activity policies  Increased provider intent to refer for screening  Increased availability of DSME classes | **Medium Term**  More schools with physical activity policies.  More at-risk pregnant women referred for screening.  Quicker diagnosis and treatment times for depressed moms.  Increased number of people with diabetes attending DSME |
| Impact | Impacts are the long-term changes that are expected to result if the strategies are carried out effectively and/or sustained. These are often about conditions, and may take 7-10 years to accomplish. | Increased rates of physical activity for kids.  Reduced rate of untreated pregnancy-related depression.  Improved self-management behavior for people with diabetes | |

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| **Appendix 6.7 Logic Model (continued)** |
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| **Phase VI: Develop a Local Public Health Improvement Plan** |
| **Logic Model Template Instructions** |

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| **Logic Model Field** | **Guidance** | **Examples\*** | |
| Logic Assumptions | Use this section to briefly describe the logic behind your arrows and/or underlying assumptions about why the strategies will produce the desired short term outcomes and why the short term outcomes will lead to long term outcomes and impacts. Refer to any evidence-based linkages, where applicable, in this box. | Community guide IDs physical activity policy as a promising practice to increase prevalence of physical activity for kids.  Emerging literature suggests that women whose providers refer to screening are more likely to seek treatment early. | |
| External Factors | Use this section to describe the environment surrounding your program. Here, you may want to describe the political environment and how it impacts your work, any pending changes that need to be monitored, etc. | Recent bill passed mandating physical activity in school. | |
| Evaluation Focus | Use this section to describe any external factors that could influence the success of your program, or that may need to be monitored throughout. This section is optional.   * Evaluation Focus – Outputs: This is where you would briefly describe what might need to be evaluated with regard to your outputs. * Evaluation Focus – Outcomes: This is where you would briefly describe what might need to be evaluated with regard to your outcomes. | **Outputs:**  Reach of training efforts  Satisfaction with training  Fidelity DSME program implementation | **Outcomes:**  Extent to which implemented policies align with state recommendations |

\*NOTE: The examples provided in the right hand column are made up and are NOT necessarily reflective of the evidence-base.

**Title**

**Logic Model**

**(Enter Date Here)**

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| **Overarching Goal:** |

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| **PRIORITIES** |  | **INPUTS** |  | **OUTPUTS** | |  | **OUTCOMES** | | | | | | |  | | **IMPACT** | |
|  |  | **Strategies** | **Participation** |  | **Short Term**  **Accomplished in 1-3 years** | | |  | | | **Medium Term**  **Accomplished in 4-6 years** |  | | **Long Term**  **Accomplished in 7-10 years** | |
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| **The rationale for doing this** |  | **What are our resources?** |  | **What we do** | **Who we reach** |  | **Are often about learning** | | |  | | | **Are often about action** |  | | **Are often about conditions** | |
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| **LOGIC ASSUMPTIONS** | | | | | | | | | **EXTERNAL FACTORS** | | | | | | | | |
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| **EVALUATION FOCUS - OUTCOMES** | | | | | | | | | **EVALUATION FOCUS - IMPACT** | | | | | | | | |
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Source: Colorado Department of Public Health and Environment, Prevention Services Division, Epidemiology, Planning and Evaluation Branch

For more information, call 303-692-2679

**Title**

**Logic Model**

**(Enter Date Here)**

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| **Overarching Goal:** |

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| **PRIORITIES** |  | **INPUTS** |  | **OUTPUTS** | |  | **OUTCOMES** | | |  | **IMPACT** |
|  |  | **Strategies** | **Participation** |  | **Short Term**  **Accomplished in 1-3 years** |  | **Medium Term**  **Accomplished in 4-6 years** |  | **Long Term**  **Accomplished in 7-10 years** |
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| **The rationale for doing this** |  | **What are our resources?** |  | **What we do** | **Who we reach** |  | **Are often about learning** |  | **Are often about action** |  | **Are often about conditions** |

**EXTERNAL FOCUS**

**LOGIC ASSUMPTIONS**

**EVALUATION FOCUS – OUTCOMES AND IMPACT**

**EVALUTION FOCUS - OUTPUTS**