

Logic Model: Connecting Priority Need to Strategies and Evaluation Measures

Substance-Related Consequences / Problem Area & Supporting Data	Consumption Patterns & Supporting Data	Intervening Variables	Contributing Factors & Supporting Data	Strategies	Process Measures	Evaluation Measures (Immediate, Intermediate, & Longterm)			
<p>A high percentage of youth in Ingham County live in homes with poor family management skills that put them at risk for substance abuse.</p>	<p>1. In Ingham County 37.7% to 53.8% of youth live in a home with poor management skills. 2. The rate per 1,000 in out of home placements of children for abuse and neglect was 9.3 in Ingham County. 3. Ingham was rated the 70th worst county in Michigan out of 78 for abuse and neglect. 4. Michigan Children Budget Summary of State 2010 indicating cuts to parenting programs.</p>	Community Norms	Few and inconsistent rewards of behavior—if a child exhibits good behavior not acknowledged on a regular basis. 2008 PNA Ingham County data for 8th graders 42.5% report rewards for prosocial involvement in the family domain compared to 50.4% in the MidSouth region.	Education: Provide fifteen (15) ten week classes using the Parenting Nurturing Program	Attendance; Client Satisfaction; Pre/Post completed	Pre/Post modest change 5% Clients will complete 10 sessions.	High enrollment of parents attending Parenting classes. 80% of parents will increase knowledge, attitudes and behavior that reflect good family management skills. 85% of parents who successfully complete the program will not have a child removed from the home or have a substantiated CPS compliant.	In Ingham County fewer 6th, 8th, 10th 12th graders will indicate that their family rules are unclear.	
		Community Norms	Unclear expectations for behavior—children are not given clear messages about what behavior is expected of them. Ingham County 2008 PNA data shows that 9.3% of 6th graders, 12.1% of 8th graders, 14.6% of 10th graders and 12.7% of 12th graders indicate the rules in their family are unclear	Education: Strengthening Families Roots and Wings Implement evidence based family prevention education programs that include increasing parenting skills and practice in developing, discussing, and enforcing family policies on substance abuse	Attendance; Client Satisfaction; Pre/Post completed	Pre/Post modest change 5% Clients will complete 10 sessions.	80 % of parents will increase their knowledge, attitudes and behavior that reflect expectations for behavior, consistent discipline, and consistent rewards for good behavior; 85% of youth will indicate family rules are clear	In Ingham County An increased % of youth will indicate that the messages about what behavior is expected of them is clear.	
		Community Norms	<p>According to the 2008 PNA 47% of Ingham County 10th graders perceive they are rewarded for anti-social behavior in the peer domain compared to 41% in the Mid-South Region. Additional local data shows that the link between substance abuse and crime begins at an early age. In 2007, 42 percent of teens participating in the Lansing Teen Court program self-reported having tried alcohol or other drugs. Also, parents' permissive attitudes toward underage drinking have been shown to contribute to the initiation and continuation of drinking by adolescents before reaching the legal drinking age. The 2008 PNA data showed that 39.4% of Ingham County 10th graders perceived that their parents attitudes were favorable for drug use.</p>	Community Mobilization and Education: Coordinate the Teen Court First Time Offenders program, including recruiting and training peer jury members	Case Manage-ment, attendance, satisfaction surveys and #'s of post completion impact surveys completed.	Up to 225 juvenile respondents, 11 to 16 year olds, who reside in Ingham County will agree to participate in the diversion option. 2. 650 teen jury members will be trained and participate in Teen Court Hearing Duty.	80% of the referred youth will successfully fulfill the terms of their Teen Court requirements and dispositional orders issued by a Jury of Peers.	In Ingham County less youth will perceive they are rewarded by their peers for anti-social behavior	
				Education: Implement Parent Education programming around "Staying Connected With Your Teen"	Attendance, Client Satisfaction and #'s of Pre/post completed	50% of parents of youth involved in Teen Court will complete the Staying Connected to Your Teen workshop	80% of parents will increase their knowledge, attitudes and behavior that reflect expectations for behavior, consistent discipline, and consistent rewards for good behavior;	Less Ingham County youth will perceive their parents attitudes as favorable to drug use.	
		Capacity Building	Family History of AntiSocial Behaviors for ingham county 8th graders 43.3% compared to midsouth at 32.6% according to 2008 Ingham County PNA data	Collect Data for support for family programs and programs for Children of Alcoholics compile data on substance abuse clients to include: number of children, the ages of children, gender.	Develop & implement a spreadsheet to collect data and questions for a survey of providers within Ingham County. Make recommendations back to ISAP				
		Capacity Building	Michigan Children Budget Summary of State 2010 indicating cuts to parenting programs. See www.michiganchildren.org get facts Nov 2009	Identify appropriate grants, collaborate with identified partners to submit grants to sustain and expand Parenting/Family Programs and braided funding					

SPF-SIG Logic Model Template Guidance Document

Talking Points - The accompanying logic model is designed to provide an example to assist your coalition in walking through the process of developing a logic model. This logic model is not intended to encompass all possible intervening variables, strategies, or steps but is designed to provide useful examples to the thought process of working through a logic model.

1. Logic models should visually display the connections between needs, strategies, expected outcomes and data.
2. Logic models assist the prevention field in choosing relevant and effective strategies by first understanding the prevalence and patterns of substance abuse problems and the factors that contribute to them.
3. This template stresses the importance of gathering data throughout the logic model development, while also noting that the rigor of the data
a. A variety of data sources can be employed in the development of the logic model (national, state, regional, county or local data indicators, community / school surveys, local program pre/post tests, focus groups, key leader interviews, resource scan reports, etc.)
4. Capacity building strategies are ongoing and should be identified throughout the Strategic Prevention Framework process in order to impact and enhance community readiness. Community Readiness is the capacity of a community to implement programs, policies and practices that are
5. Outcome, process or system outcome measures may be included in the data evaluation section (i.e. evaluation for media campaign strategy should include process as well as outcome measures whereas developing a county implementation plan / agency action plan / or problem area logic model may include only process / system outcome measures.
6. Prioritization of target problem areas, intervening variables, and strategy decisions is a necessity within the logic model framework considering the limited prevention funding, sustainability of outcomes, and available resources to address identified target priorities.
7. Cultural competency is also a central issue within logic models and must be addressed appropriately throughout the logic model progression.

Logic Model Steps - Including Definitions of Terms

SUBSTANCE-RELATED CONSEQUENCES / PROBLEM AREA & SUPPORTING DATA

Identify the data from local, regional or state sources that shows that the substance-related problem area is a significant issue.

Example: Consequence – Alcohol Traffic Crash Deaths – Between 2001-2006, there were 268 alcohol-related traffic crash deaths in Detroit.

Resources ~

1. <http://www.michigantrafficcrashfacts.org/> (MI ARTCD data)

2. <http://www.cdc.gov/HealthyYouth/yrbs/index.htm> (CDC site – national data: Data on “youth risk behavior surveillance” and other relevant epidemiological topics; a great information site).
3. <http://oas.samhsa.gov/drugs.cfm> (national data on various types of drug use); also at this site, go to:
4. http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29233_44681---,00.html (MIPHY)
5. http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29233_41316---,00.html (Michigan YRBS)
6. <http://quickfacts.census.gov/qfd/states/26/26077.html> (Census information per county)

CONSUMPTION PATTERNS

Identify the substance(s) that are being abused in relation to the consequence or problem area

Definition: The way in which people drink, smoke, and use drugs is linked to particular substance-related consequences.

INTERVENING VARIABLES

Identify and list the variables you have selected to target in relationship to your identified consequence and consumption patterns.

Definition: Factors that have been identified as being strongly related to and influence the occurrence and magnitude of substance use and related risk behaviors and their consequences.


Example: Consequence / Problem Area – Alcohol Related Traffic Crash Deaths – Intervening Variables: Access and Availability of substances; Promotion of substances; Social norms regarding use; and Enforcement of existing laws.

 *Ask the coalition / workgroup* ~ What intervening variables contribute to the consequences and consumption patterns you wish to change?

CONTRIBUTING FACTORS & SUPPORTING DATA

Identify the specific Risk and Protective / Causal Factors involving the intervening variable and the overall consequence or problem area. This step also requires the identification of specific data indicators that speak to the risk and protective / casual factors.

Definition: The specific issues in a community that comprise an Intervening Variable. They are identified through focus groups, surveys, observation, and other data gathering processes and are the key link to the identification of programs, policies, and practices that the prevention system will address.

 *Ask the coalition / workgroup* ~ What does the local data (county indicators, focus groups, key leader interviews, etc.) speak to regarding retail availability or laws and policies or social norms in your community?

STRATEGIES

Identify a specific comprehensive strategy that will be implemented to address the contributing factor(s) -- e.g., compliance checks.

Definition: Program, policy, or practice that addresses factors strongly related to and influencing the occurrence and magnitude of substance use and related risk behaviors and their consequences.

Resource Links ~

[The Companion Piece for Strategy Development, ODCP 2008](#)

<http://www.thecommunityguide.org> This is the home page for a CDC resource that lists expert reviews of various literature and recommendations for evidenced based programs and policies. Three specific areas identified on the home page are alcohol, tobacco, and motor vehicle.

Primary Federal Strategies and Associated Evidence-based Programs:

There are six federal prevention strategies as defined by the Center for Substance Abuse Prevention. All prevention services can be categorized under one of the six federal prevention strategies. The six federal strategies are as follows:

1. Information Dissemination: This strategy provides information about the nature and extent of drug use, abuse, and addiction and the effects on individuals, families and communities. It also provides information of available prevention programs and services. The dissemination of information is characterized by one-way communication from the source to the audience, with limited contact between the two. Examples of

Clearinghouses and other information resource centers

Resource directories

Media campaigns

Brochures

Radio and television public service announcements

Speaking engagements involving information sharing

Health fairs

2. Education: This strategy involves two-way communication and is distinguished from merely disseminating information by the fact that it's based on an interaction between the educator and the participants. Activities under this strategy aim to affect critical life and social skills, including decision-making, refusal skills, and critical analysis (e.g., of media messages). Examples of methods used for this strategy include the following:

Classroom and small group discussions

Parenting and family management classes

Peer leader and peer helper programs

Education Programs for youth groups

Groups for children of substance abusers

3. Alternatives: This strategy provides for the participation of target populations in activities that exclude drug use. The assumption is that because constructive and healthy activities offset the attraction to drugs, or otherwise meet the needs usually filled by drugs, then the population would avoid using drugs. Examples of methods used for this strategy include:

Drug-free social and recreational activities

Drug-free dances and parties

Youth and adult leadership activities

Community drop-in centers

Mentoring programs

4. Problem Identification and Referral: This strategy aims to identify those who have indulged in the illegal use of drugs in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if an individual is in the need of treatment. Examples of the methods used for this strategy include the following:

Driving while intoxicated education programs

Employee assistance programs

Student assistance programs

5. Community-Based Process: This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment services for drug abuse disorders. Activities in this strategy include organizing, planning, enhancing the efficiency and effectiveness of service implementation, building coalitions, and networking. Examples of methods used for this strategy include the following:

Community and volunteer training (e.g., neighborhood action training, training of key people within the system)

Systematic planning

Multi-agency coordination and collaboration

Accessing service and funding

Community team building


6. Environmental: This strategy seeks to establish or change community standards, codes, policies, and attitudes, thereby influencing the incidence and prevalence of drug abuse in the general population. Examples of methods used for this strategy include the following:

The establishment and review of drug policies in schools

Technical assistance to communities to maximize local enforcement procedures governing the availability and distribution of drugs

The review and modification of alcohol and tobacco advertising practices

Product pricing strategies

 *Ask the coalition / workgroup* ~ What strategies, related to the contributing factors, can positively impact the intervening variables?

EVALUATION MEASURES

Review data used in identifying the contributing factors for potential use as evaluation measures and ask the following questions.

1. Are data reliable, valid, and appropriate to measure change over time?
2. Are data collected regularly (at least one more time during project period)?
3. Are data readily available and accessible?
4. Consider other data options for measurement and ask the same questions

The overall evaluation design should answer the following questions.

1. Did we implement our strategies as planned?
2. Was there a change in the contributing factors we were targeting?
3. Was the primary problem reduced?
4. What other community conditions should we monitor that may also influence the outcomes?

Special Note: Outcome evaluation is a comprehensive process utilizing multiple approaches to best measure change. The completion of an Evaluation Plan that identifies methods of gathering data, data collection and reporting timelines, as well as ideal target rates and specific process measures will provide additional guidance in evaluating and documenting your intended outcomes over time.

 *Ask the coalition / workgroup* ~ How will you best measure change, and also include them in the development of an evaluation plan?