How would *you* describe your feelings about logic models?

Definitely not a fan

I'd wallpaper my home with logic models if I could

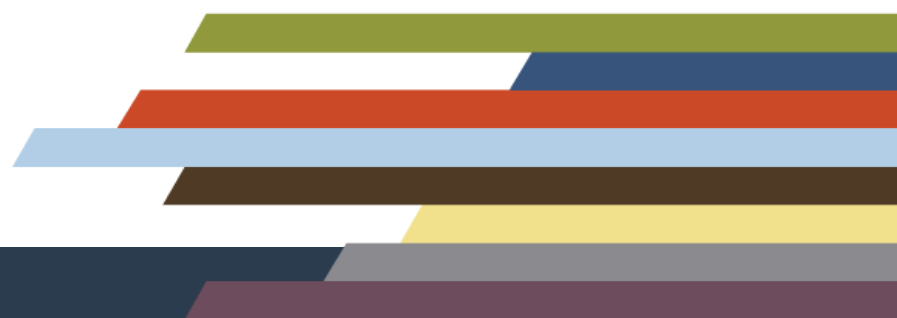# Sharpening Your Prevention Tools

Session 3: Logic Modeling as Your Roadmap
March 22, 2023

Shai Fuxman, Ed.D., Managing Project Director, EDC

Jessica Goldberg, MSW, MPH, CPS, T/TA Specialist, EDC

Clare Neary, Project Coordinator, Rutgers University

Technical Information

This webinar is being recorded. Following the event, we will share the recording with participants and post on our website.

Evaluation

Please take the time to complete a brief evaluation:

https://ttc-gpra.org/P?s=807256
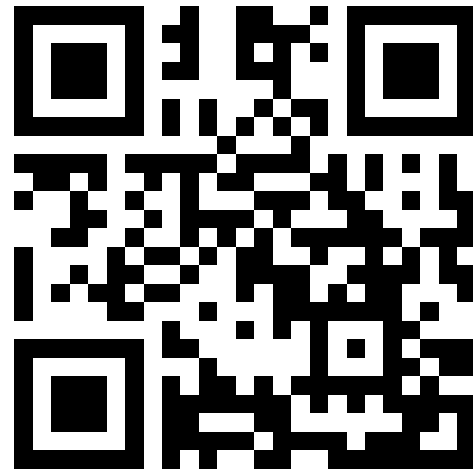
Your feedback is appreciated!

The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.
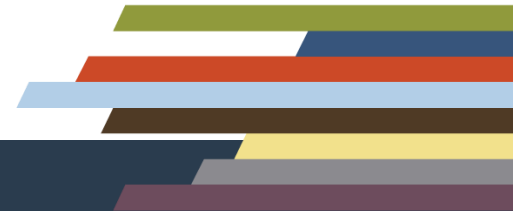
PTTC — Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

PTTC Network

REGION 10
Northwest PTTC
University of Washington

REGION 8
Mountain Plains PTTC
University of Utah

PTTC Network Coordinating Office
University of Missouri - Kansas City

REGION 5
Great Lakes PTTC
University of Wisconsin-Madison

REGION 2
Northeast & Caribbean PTTC
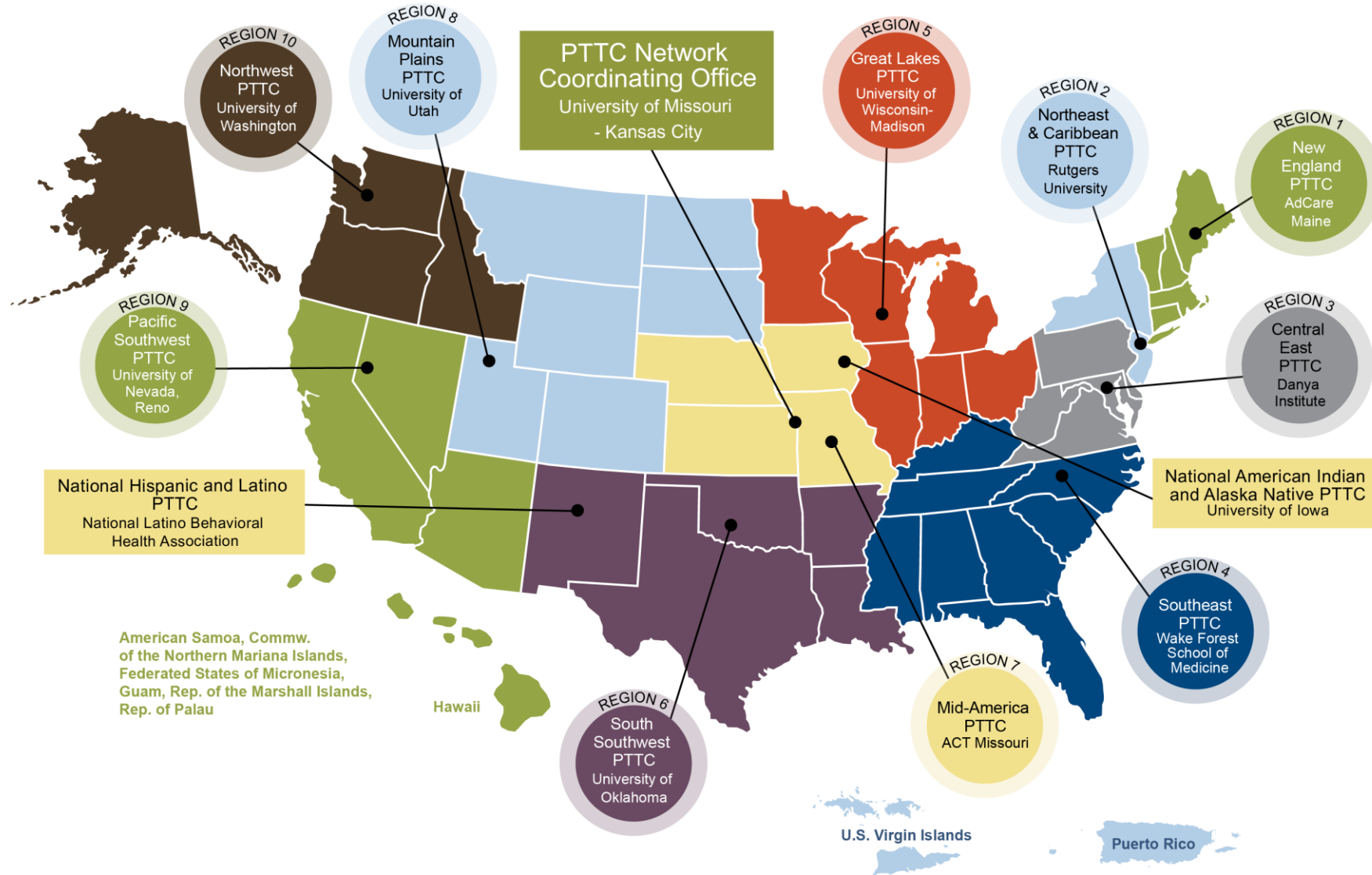Rutgers University

REGION 1
New England PTTC
AdCare Maine

REGION 3
Central East PTTC
Danya Institute

REGION 9
Pacific Southwest PTTC
University of Nevada, Reno

National Hispanic and Latino PTTC
National Latino Behavioral Health Association

National American Indian and Alaska Native PTTC
University of Iowa

REGION 4
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Wake Forest School of Medicine

American Samoa, Commw. of the Northern Mariana Islands, Federated States of Micronesia, Guam, Rep. of the Marshall Islands, Rep. of Palau

Hawaii

REGION 6
South Southwest PTTC
University of Oklahoma

REGION 7
Mid-America PTTC
ACT Missouri

U.S. Virgin Islands

Puerto Rico

Facilitator & Panelist

Jessica Goldberg

T/TA Specialist
Region 2 PTTC, EDC

Shai Fuxman

Managing Project
Director, EDC
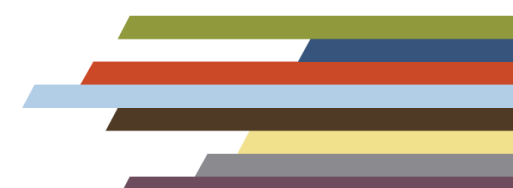
Road Map

- Logic model overview
- Interview with an expert
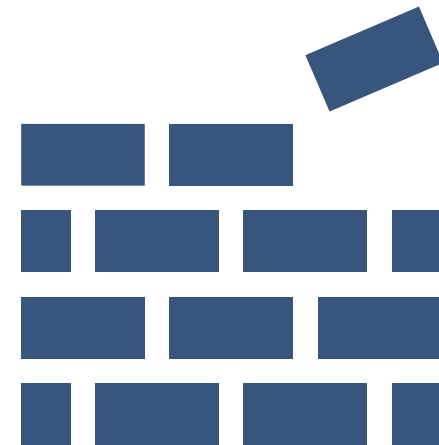- Audience Q & A
- Closing
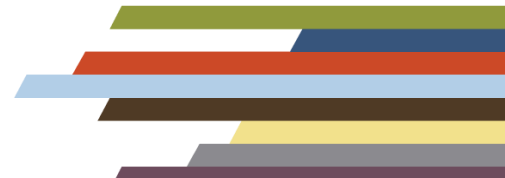
What Is a Logic Model?

A logic model is a visual tool intended to communicate the logic, or rationale, behind a program, intervention, or set of strategies
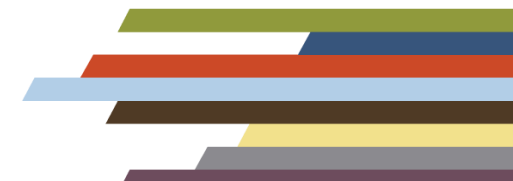
Why Build a Logic Model?

- To explain why your program will succeed

- To identify gaps in reasoning

- To assist evaluation plan development

- To facilitate project reporting

Why Build a Logic Model?
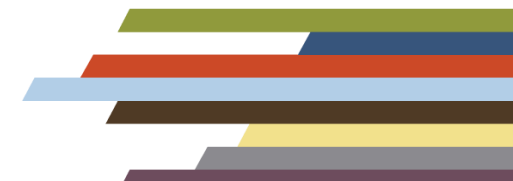
What Does a Logic Model Look Like?
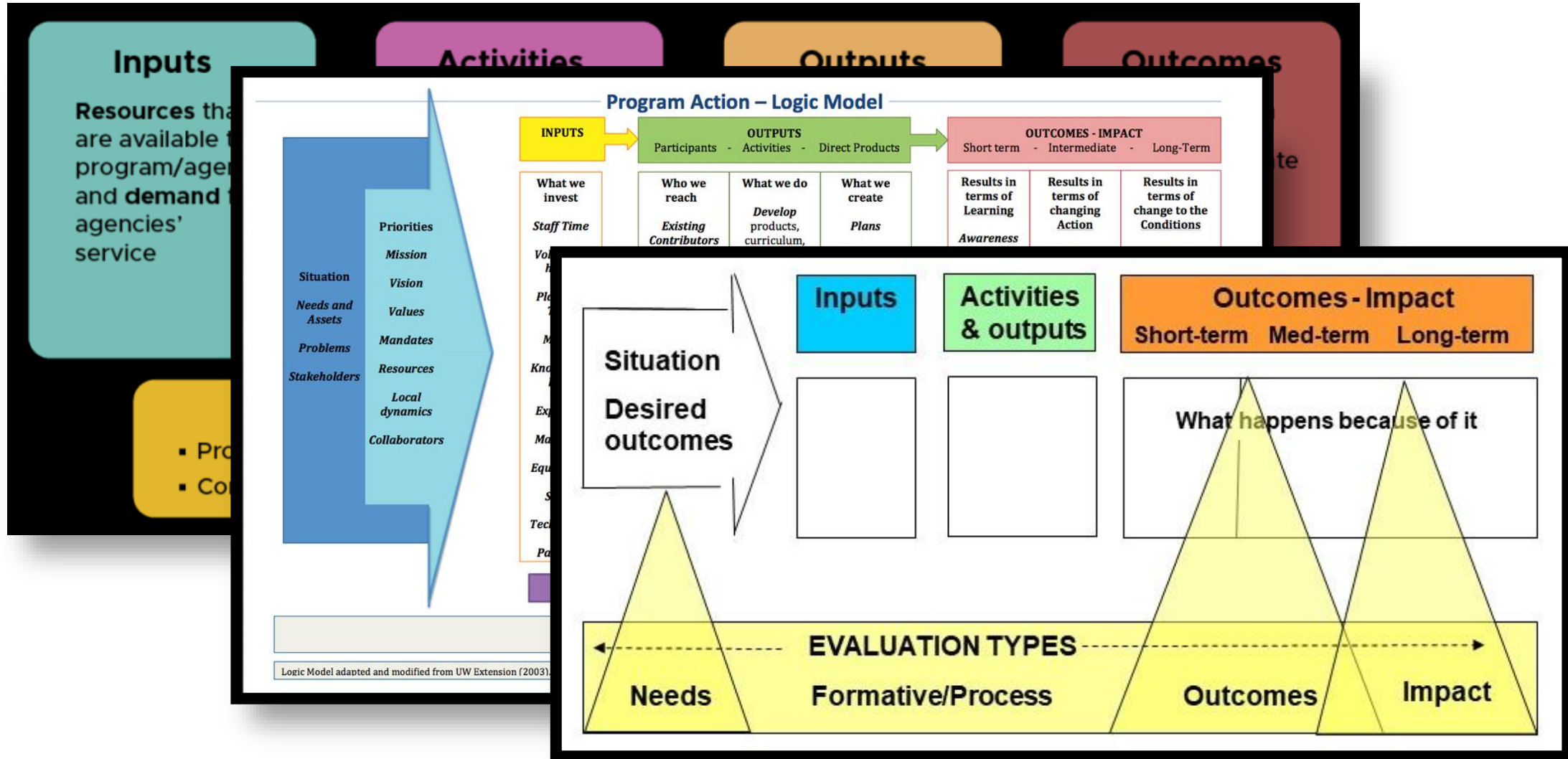
Building a Logic Model
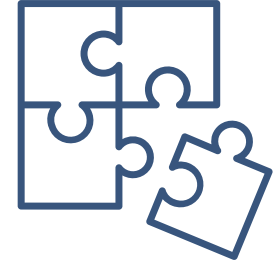
- **Need Statement:** What is the problem?

- **Goals and Objectives:** What do we want to accomplish?

- **Inputs:** What do we need?

- **Activities:** What will we do?

- **Outputs:** What will happen as a direct result of our activities?

- **Outcomes:** How will we know we were successful?
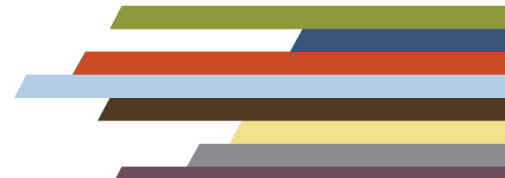
Visual Representation

Need → Goals & Objectives → Inputs → Activities → Outputs → Outcomes
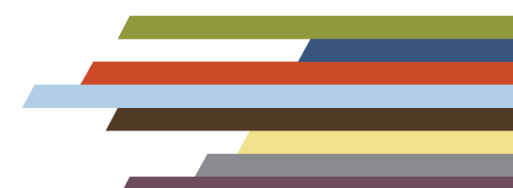
1. Describing The Need

Reducing Problems vs. Building Assets

In this presentation, we will use the term "need" broadly to include any condition that you hope to change.

Describing the Need - Example

Risk Factors → **Consumption** → **Consequences**

Examples:

- Availability
- Low perception of harm
- Social norms
- Lack of parental disapproval

- Underage drinking
- Underage marijuana use

- Driving under the influence
- Underlying mental health issues not addressed

Describing the Need
Risk and Protective Factors

Poverty
Racism

Economic prosperity
Social justice

Unsafe environment
Lack of engagement

Positive school culture
Pro-social activities in community

Lack of family or peer support
Family-related trauma

Positive relationships with trusted adults
Positive parenting practices

Social/Pragmatic disorders
Mental health disorders

Resiliency
Emotional management skills

Societal

School and Community

Family/Peers

Individual

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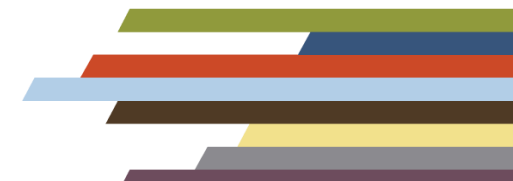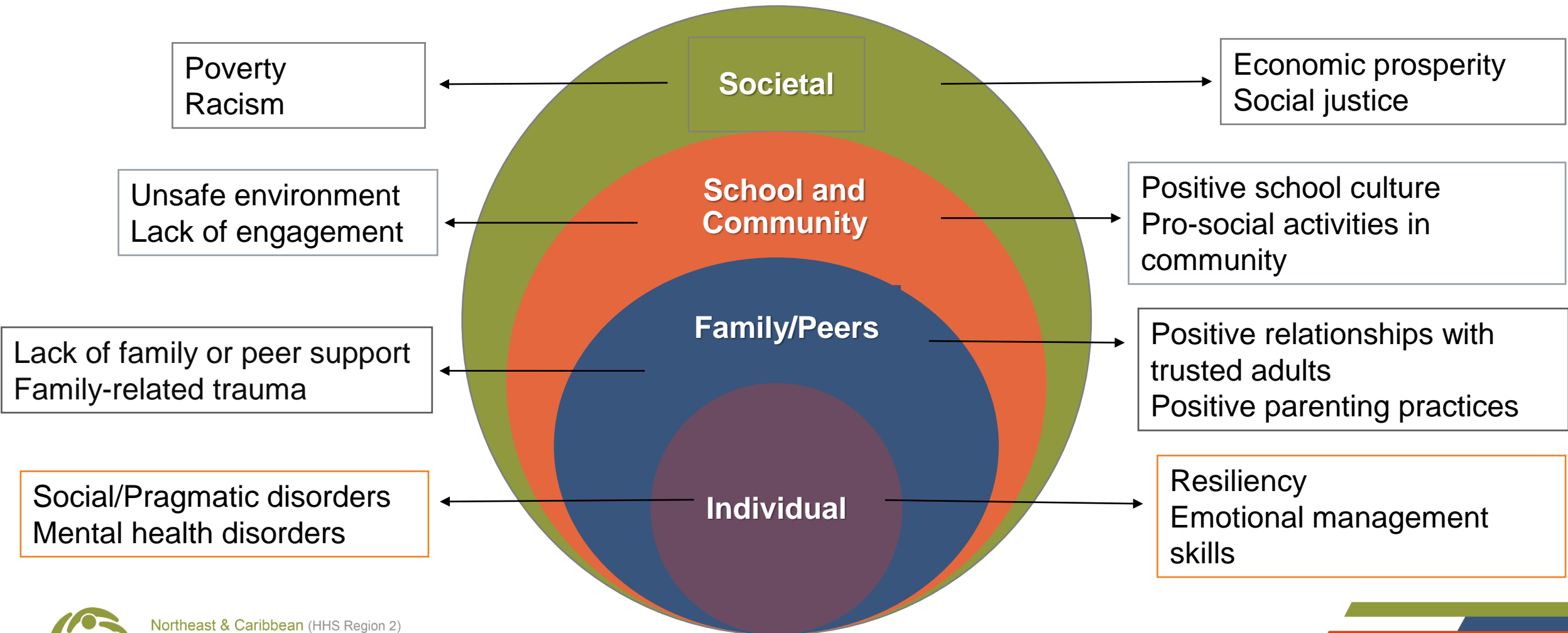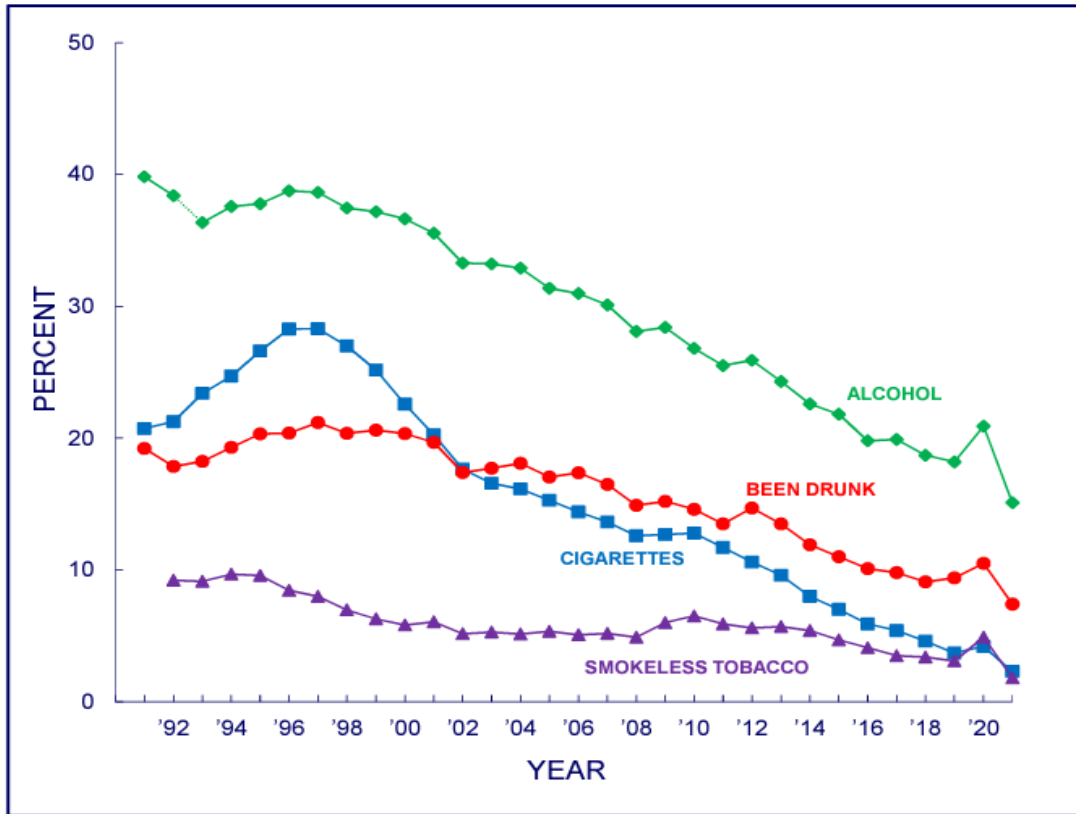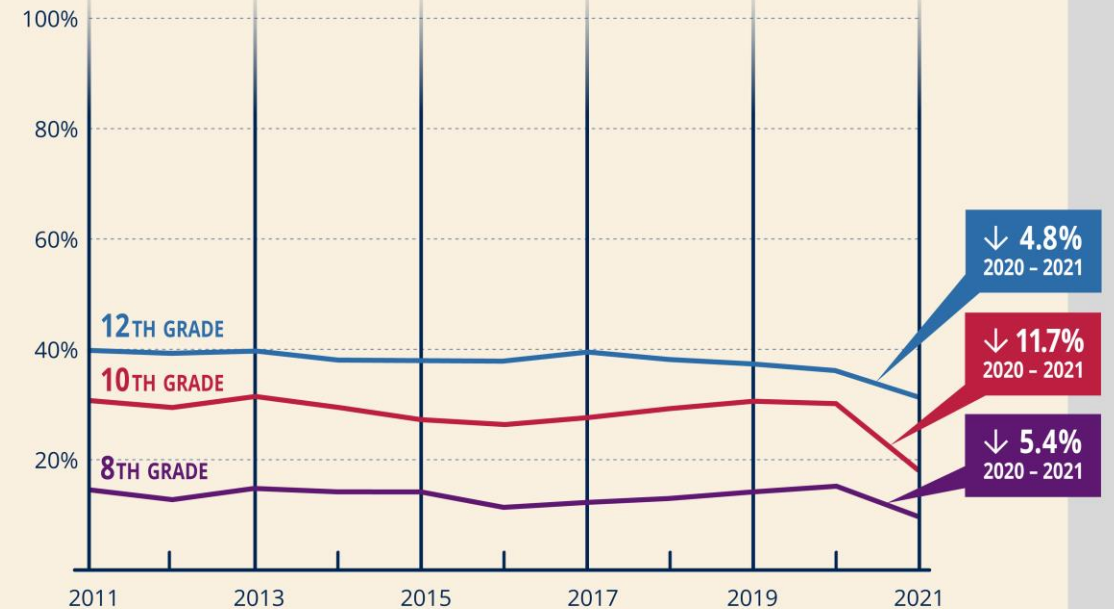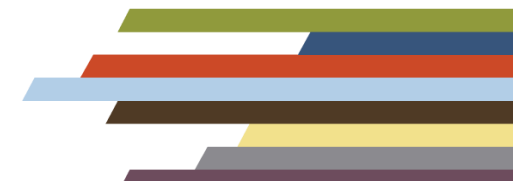Funded by Substance Abuse and Mental Health Services Administration

Describing the Need
Consumption

FIGURE D-9
ALCOHOL AND TOBACCO
Trends in **30-Day** Prevalence
for Grades 8, 10, and 12 Combined

U.S. Students Reporting Any Past-Year Illicit Drug Use*

↓ **4.8%** 2020 – 2021

↓ **11.7%** 2020 – 2021

↓ **5.4%** 2020 – 2021

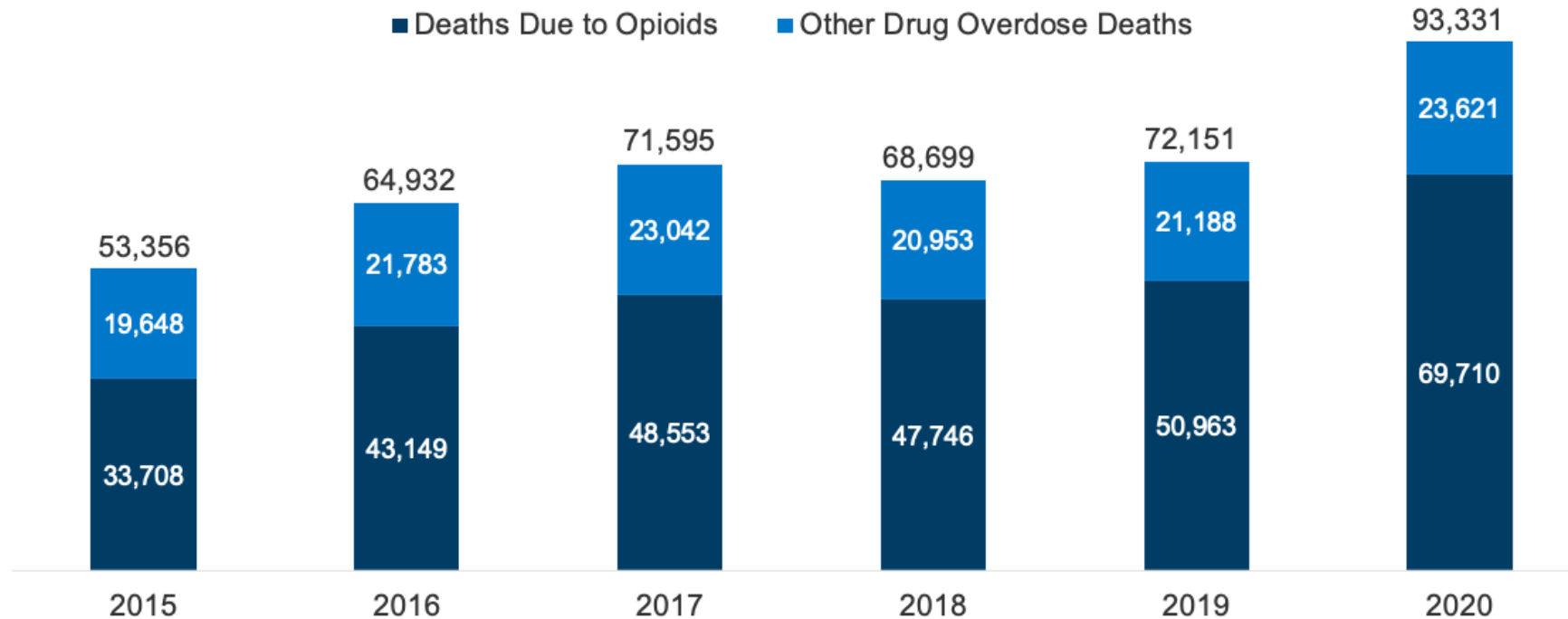**12**TH GRADE

10TH GRADE

8TH GRADE

*Illicit drug use in this survey was defined as use of marijuana, LSD, other hallucinogens, crack, other cocaine, or heroin; or any use of narcotics other than heroin, amphetamines, sedatives (barbiturates), or tranquilizers not under a doctor's orders.

Source: Monitoring the Future, 2021

Describing the Need
Consequences

Deaths due to Drug Overdose, 2015–2020

■ Deaths Due to Opioids ■ Other Drug Overdose Deaths

Year	Deaths Due to Opioids	Other Drug Overdose Deaths	Total
2015	33,708	19,648	53,356
2016	43,149	21,783	64,932
2017	48,553	23,042	71,595
2018	47,746	20,953	68,699
2019	50,963	21,188	72,151
2020	69,710	23,621	93,331

NOTES: Estimates are based on provisional data.
SOURCE: CDC, National Vital Statistics System. Available from: https://www.cdc.gov/nchs/nvss/mortality_public_use_data.htm.

KFF

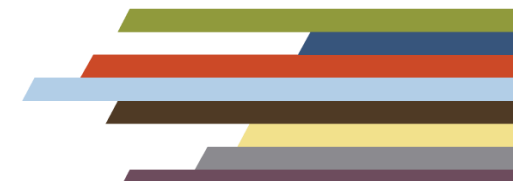# Describing the Need
Questions

- **WHO?** The population of focus

- **WHAT?** Consumption and consequences

- **WHY?** Risk and (lack of) protective factors

- **WHEN?** Age group, time of year, time of day

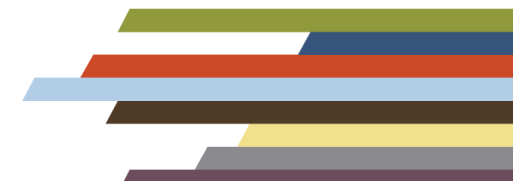- **WHERE?** Settings, specific locations or regions

Data!

- Youth health survey

- Parent/community survey

- Focus groups and interviews with key community members

- School records

- Social and emotional competency assessments

- Hospitalization data

- Police/EMS data

Writing a Need Statement

[WHO] ARE STRUGGLING WITH **[WHAT]** BECAUSE **[WHY]** DURING **[WHEN]** AND IN **[WHERE]**
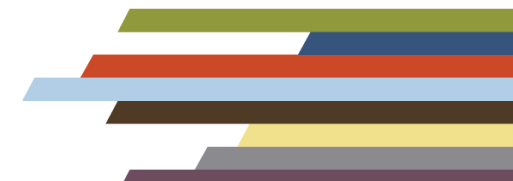
Example:
High school students are engaging in drinking behaviors because of easy access, low perception of harm and favorable social norms, especially in home-based weekend parties.

2. Defining Goals and Objectives

Goals should:

- Be directly tied to need statement, especially the *WHAT*

- Clearly articulate change

- Be supported by all stakeholders
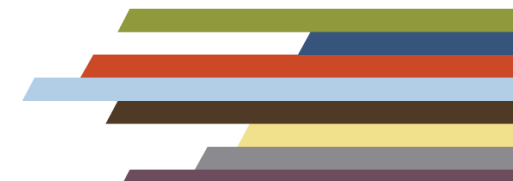
[CHANGE] IN **[WHAT]** FOR **[WHO]?**

Example:
Reduce underage drinking among high school students
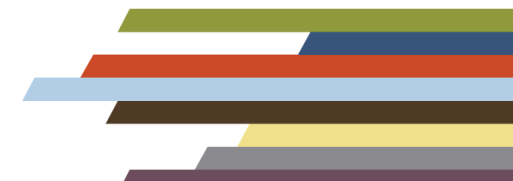
Defining Objectives

- Operationalize goals

- Connect to need statement, especially the *WHY*

- Follow SMART approach:

  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound

Writing Objectives

[CHANGE AND CHANGE AMOUNT] FOR **[WHO]** IN **[WHY]** BY **[WHEN]**

Example:

50% increase of high school students reporting perception of harm from Fall of 2022 to Fall of 2024.
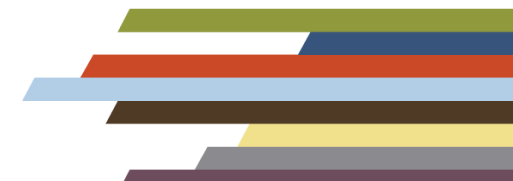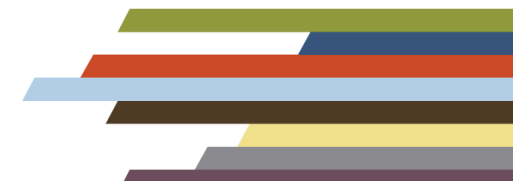
Specificity is Needed For Objectives

- **TOO GENERAL:** To reduce alcohol sales to minors

- **MORE SPECIFIC:** To reduce the number of citations for sales of alcohol by local merchants to youth ages 12-20

- **REALLY SPECIFIC:** To reduce the number of citations for sales of alcohol by local merchants to youth ages 12-20 by 50% one year after policy implementation
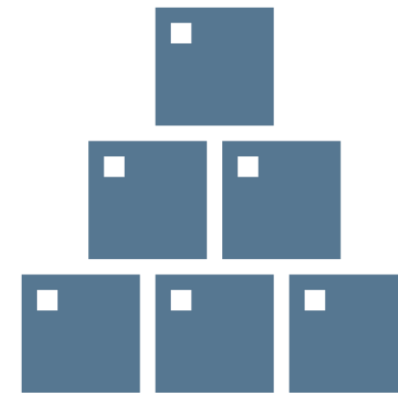
3. Inputs

What Will Go Into Your Efforts?

- People

- Funding

- Materials

- Expertise

- Partners

- Logistics
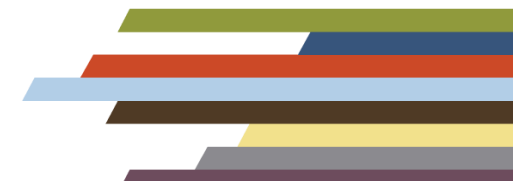
4. Activities

What Will You Do?

- Activities should directly address the factors associated with the problem

- They should be designed to accomplish your objectives

- You should be able to accomplish your activities with your inputs (or add more inputs)
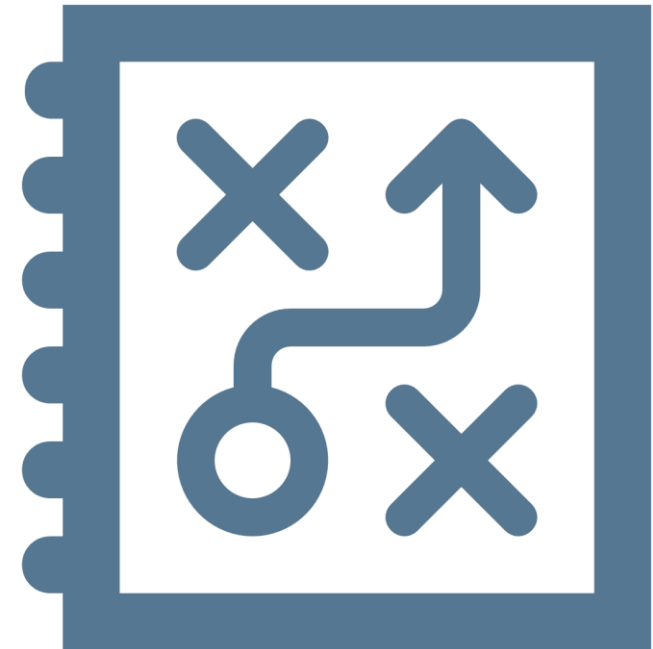
Critical Components

- Activities should have clearly articulated critical components

- Critical components are your **must haves**

- Might be helpful to think about critical components in relation to flexible components—your **nice to haves**

5. Outputs

Outputs are the direct results of your activities. They may include:
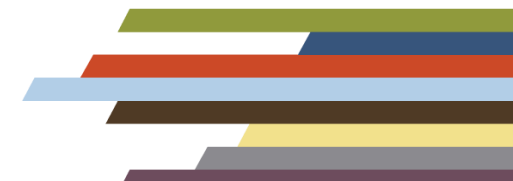
- Knowledge gained

- Skills developed

- Policies enacted

- Ads/newsletters read

ACTIVITY	OUTPUT
Facebook campaign	Post views/liked
Law enforcement training	Officers trained/ knowledge gained

Process Evaluation

- Describes your activities

- Documents implementation of core components—measures fidelity

- Measures your outputs
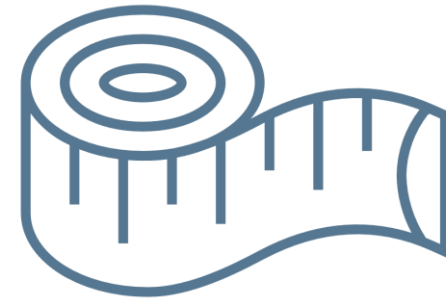
Outputs Example

ACTIVITY → **OUTPUT** → **PROCESS MEASURES**

ACTIVITY	OUTPUT	PROCESS MEASURES
Facebook campaign	Post views/liked	# of posts # of exposures # of posts engaged
Law enforcement training	Officers trained/ knowledge gained	# of officers trained # of officers reporting increase knowledge

6. OUTCOMES

Short- and long-term outcomes measure the extent to which you achieved your objectives and goals.

OBJECTIVES →	SHORT-TERM OUTCOMES
Increase perception of harm	% change in number of students who reported underage drinking is harmful

GOALS	LONG-TERM OUTCOMES
Decrease underage drinking →	% change in students reporting current alcohol use

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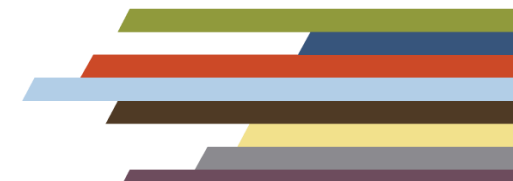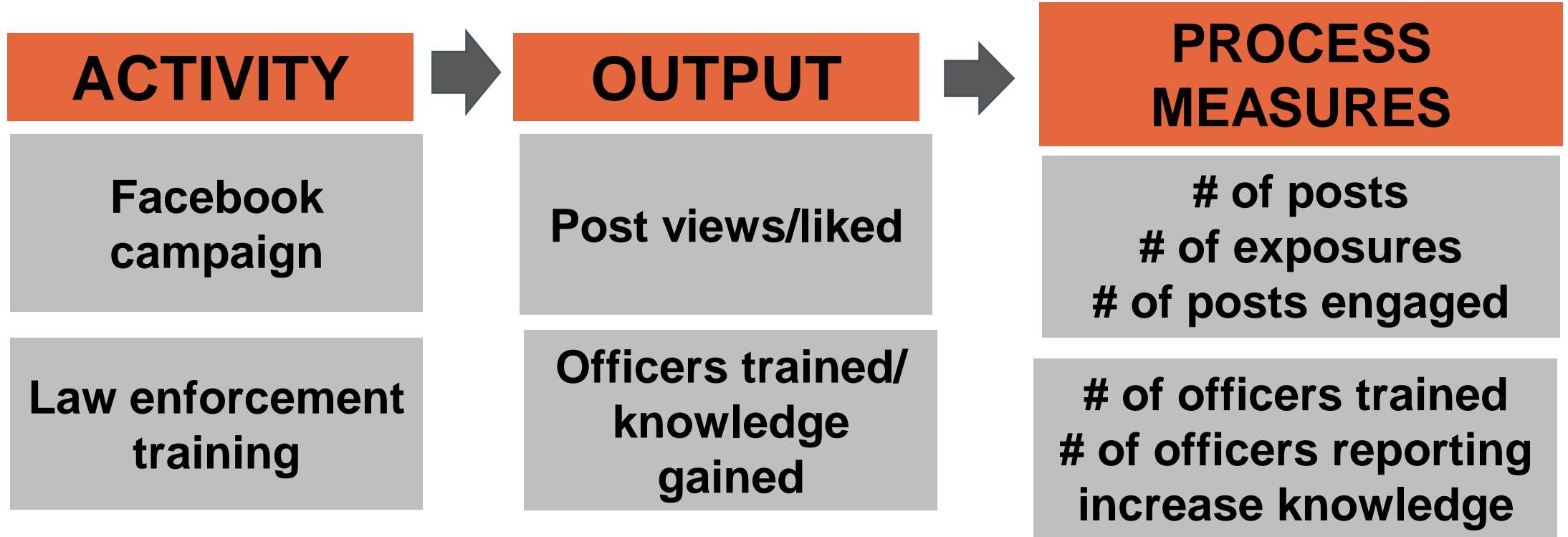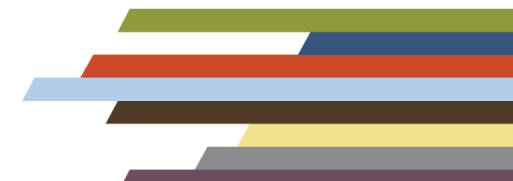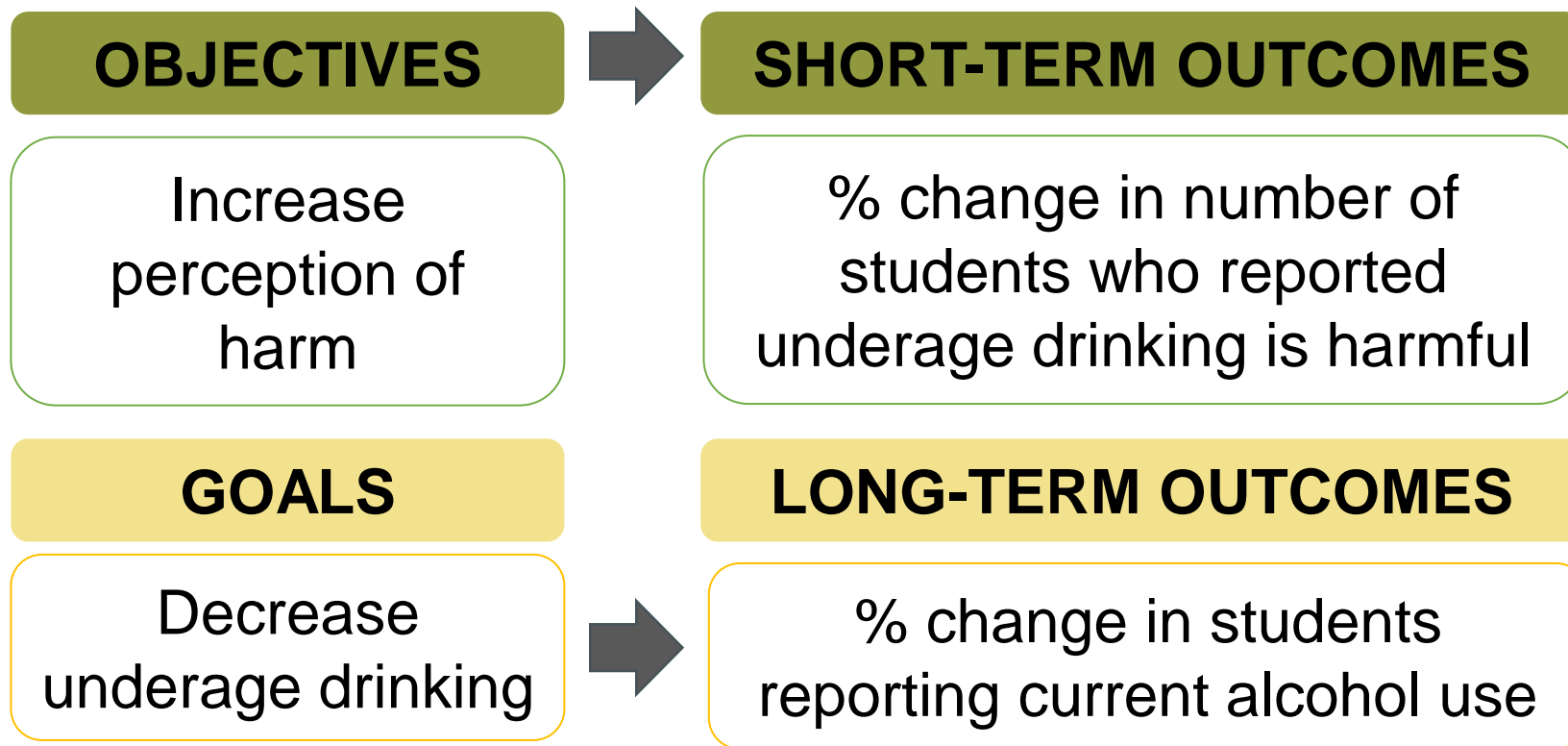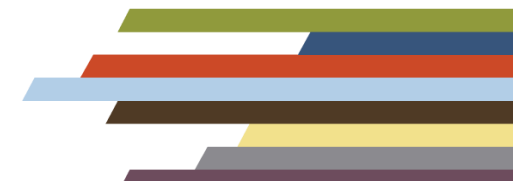Funded by Substance Abuse and Mental Health Services Administration

Selecting Outcome Measures

- Outcome measures should be carefully selected prior to activities starting

- Can be same data sources as those used to define needs

- Should be reliable and valid

Validity and Reliability of Tools

- **Validity**: Whether a data collection system measures what it is intended to measure

- **Reliability**: How well a data collection system consistently measures what it is intended to measure.

Reliable
not valid

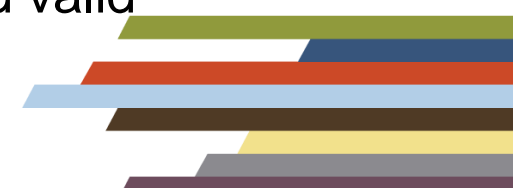Low reliability
Low validity

Not reliable
Not valid

Reliable
and valid

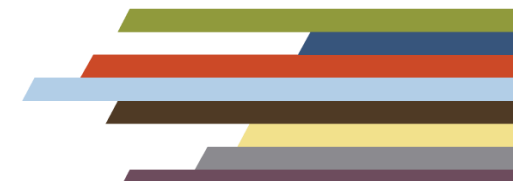# Putting it All Together

Need Statement	Goal	Objective	Inputs
Increase in youth marijuana use, accessed through dispensaries through fake IDs or adults. Perception of harm has decreased in past few years.	Decrease number of HS students reporting lifetime and current marijuana use	Decrease access from dispensaries Increase perception of harm among adults Increase perception of harm among youth	Access to local policymakers Trainers Staff with social media skills Partnership with school system

Putting it All Together

Activities	Outputs	Short-term Outcomes	Long-term Outcome
Enact policy of mandatory dispensary staff training Run media campaign targeting parents about the risk of youth marijuana use Run school-based campaign and education on risk of marijuana	# of staff trained % change in knowledge (pre/post-test) # of media outputs # of parents reporting seeing media outputs # of school posters…	80% of dispensaries staff trained on safe selling practices 50% percent change in parents perceiving risk of harm 50% percent change in students perceiving risk of harm	20% decrease in students reporting accessing marijuana from dispensaries 20% decrease in students reporting lifetime and current marijuana use
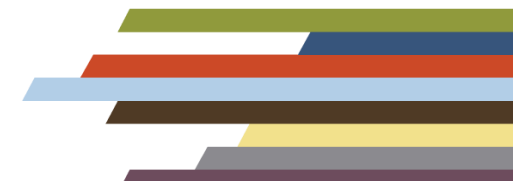
Interview with an Expert

Questions for Panelist: Shai Fuxman

Please unmute and ask your questions verbally or write them in the chat and we will address questions in the order they are received.
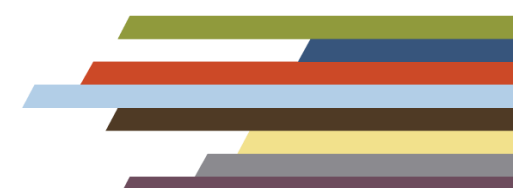
Questions?

Resources

- Health EKnowledge GLPTTC training
- Community Toolbox
- PS@EDC

Thank You!

If you have questions or comments, don't hesitate to contact:

Ivy Jones-Turner
MPA, CPS
T/TA Specialist
Region 2 PTTC, EDC
ijonesturner@edc.org

Jessica Goldberg
MSW, MPH, CPS
T/TA Specialist
Region 2 PTTC, EDC
jgoldberg@edc.org

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Evaluation

Please take the time to complete a brief evaluation:

https://ttc-gpra.org/P?s=807256

Your feedback is appreciated!

Northeast & Caribbean (HHS Region 2)

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