Lobby

Based on your experience, how comfortable are you <u>articulating</u> your program's theory of change?

A. Very comfortable

B. Somewhat comfortable

C. Somewhat <u>un</u>comfortable

D. Very <u>un</u>comfortable

Logic Models and the Theory of Change

Part 2

Kyle Barrington, PhD
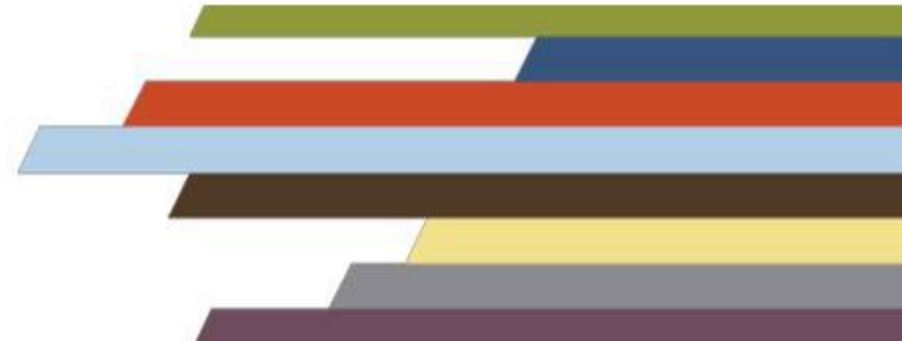
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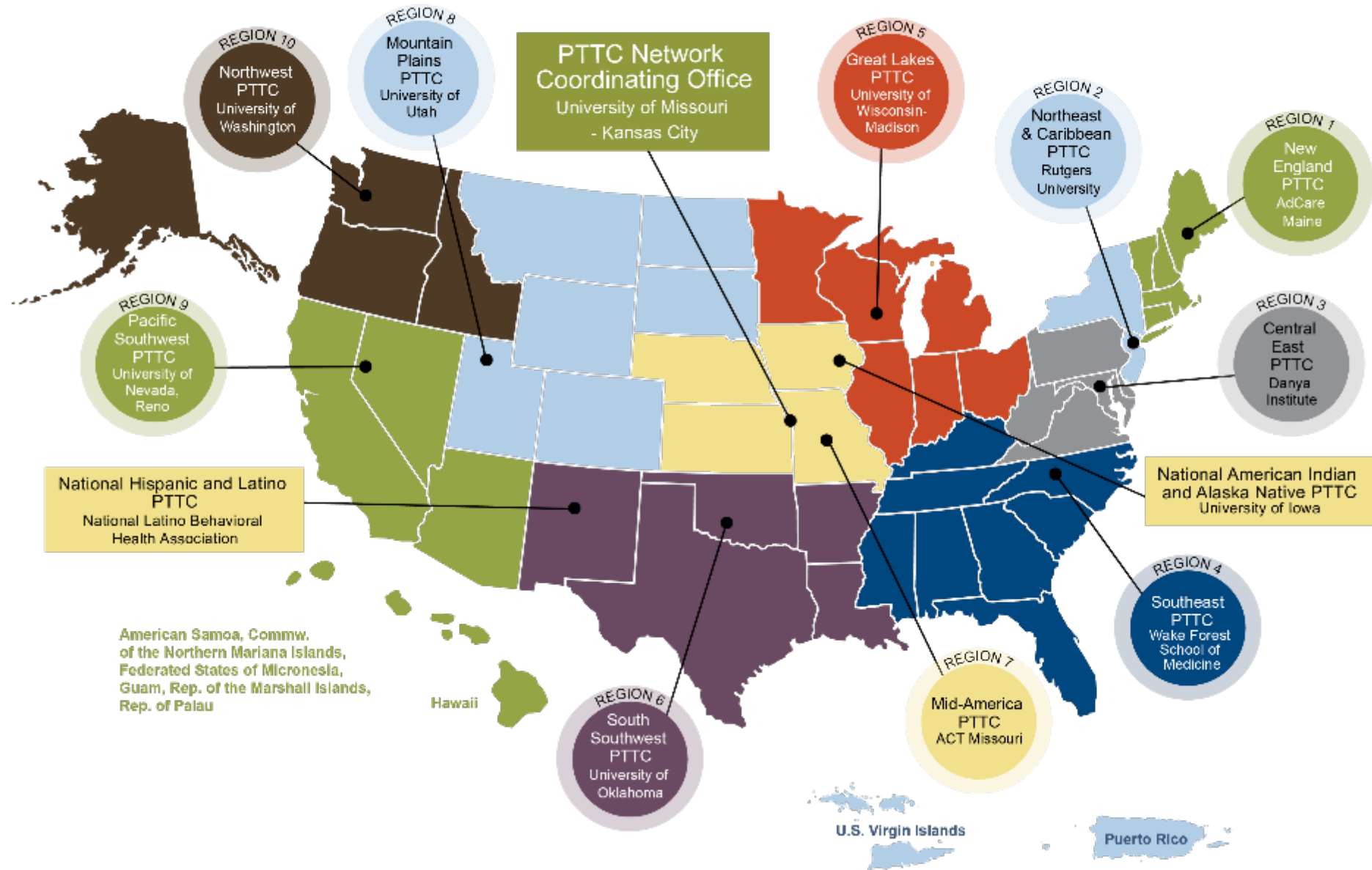
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PTTC
Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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
Southeast PTTC
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

Purpose of the TTCs

1 Develop and strengthen the **workforces** that provide substance use disorder and mental health disorder prevention, treatment, and recovery support services.

2 Help people and organizations incorporate **effective practices** into substance use and mental health disorder prevention, treatment and recovery services.
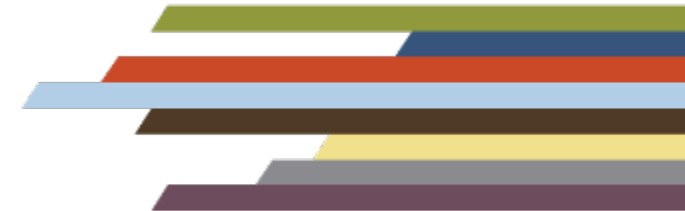
PTTC Network Approach

The PTTCs…

Develop and disseminate tools and strategies needed to improve the quality of substance abuse prevention efforts

Provide training and resources to prevention professionals to improve their understanding of
- prevention science,
- how to use epidemiological data to guide prevention planning, and
- selection and implementation of evidence-based and promising prevention practices.

Develop tools and resources to engage the next generation of prevention professionals

Pacific Southwest
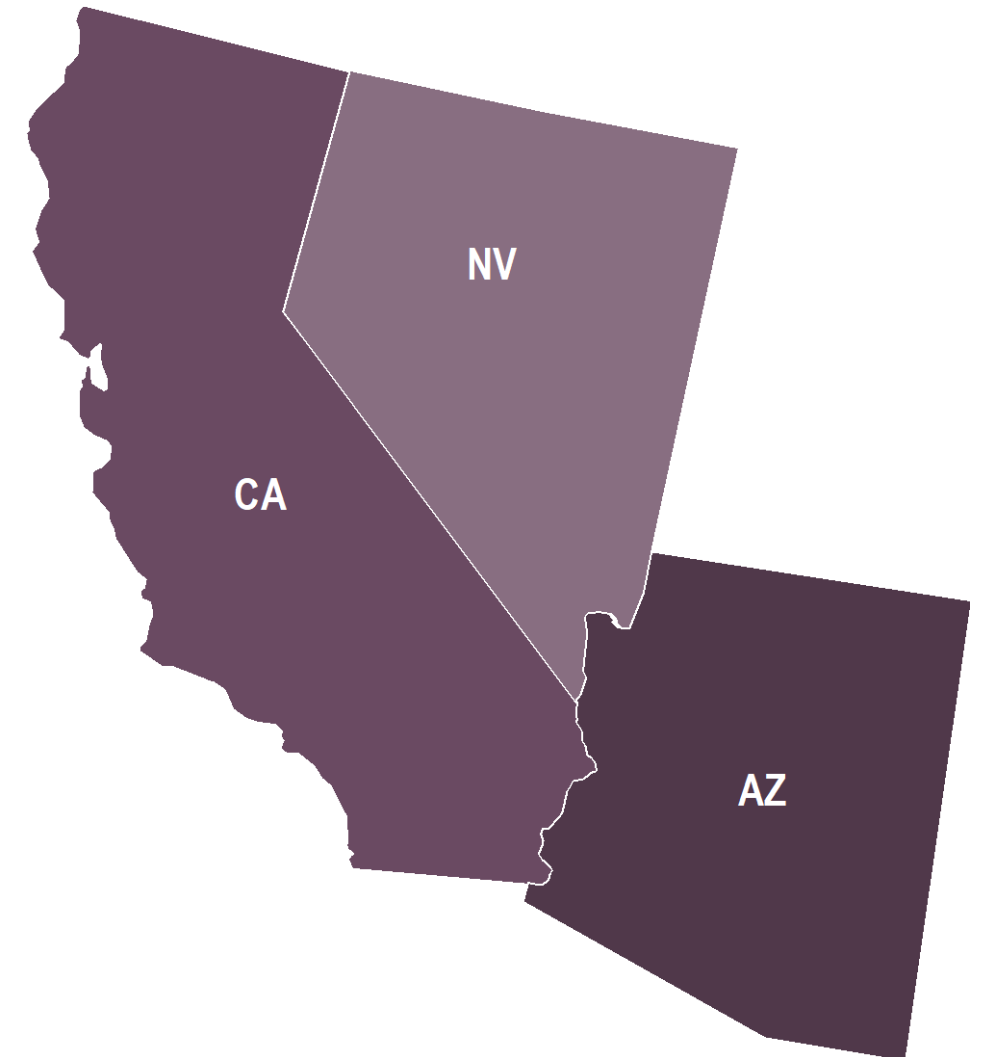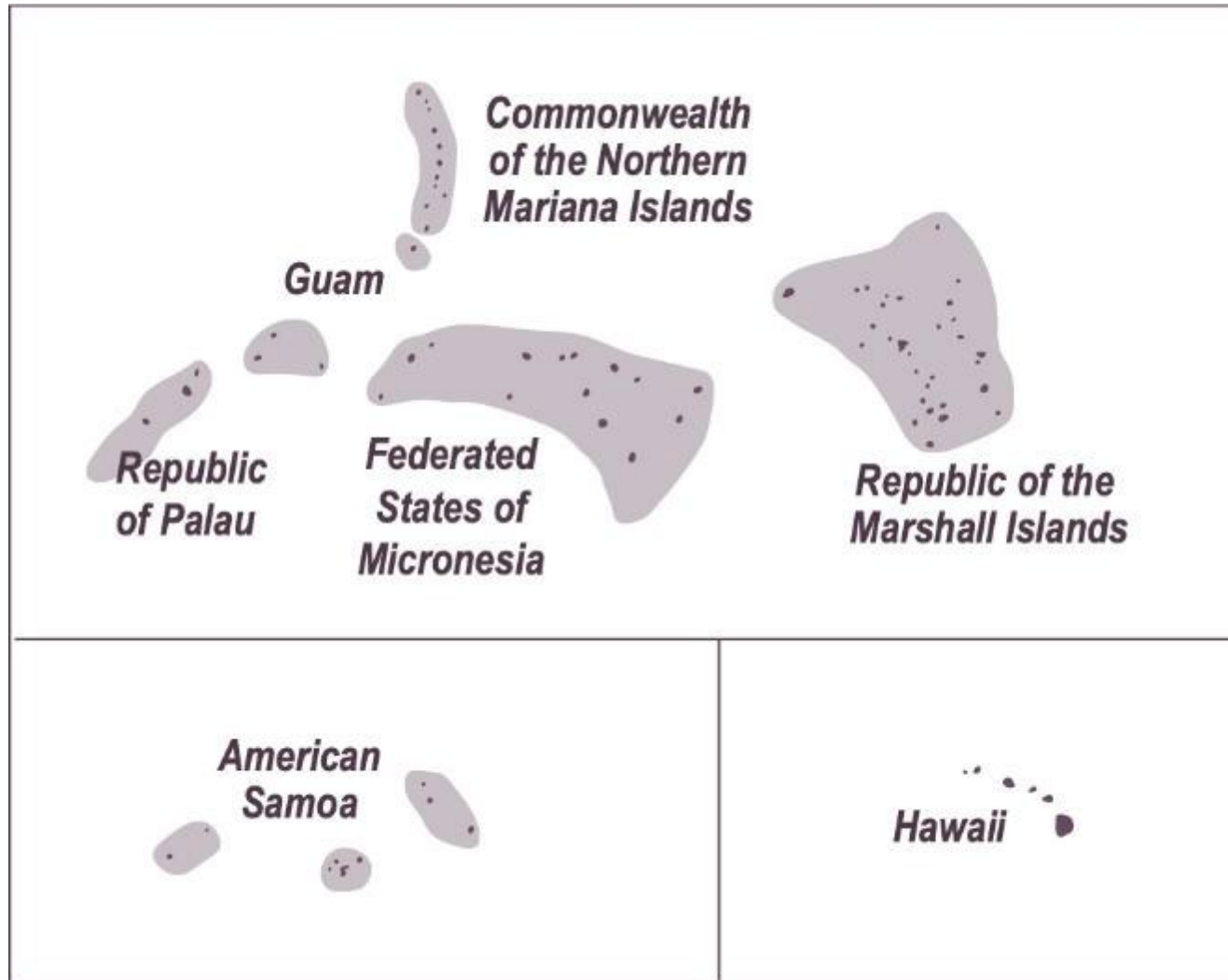
Land acknowledgement

We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.

Housekeeping

- Webinar recording and materials
- Certificates of attendance
- Zoom meeting room

Mark your Calendars!*

Logic Models and the Theory of Change, Office Hours

November 30th at 3:00 pm Pacific

December 5th at 11:00 am Pacific

December 5th at 3:00 pm Pacific

Prioritizing Equity in Prevention: Utilizing Cultural and Social Determinants of Health in Substance Use Prevention Work Among American Indian and Alaskan Native Communities

December 12, 2023

Please visit pspttc.org for registration and more information!

*all times 3:00 Pacific, unless otherwise noted.

Presenter Bio

- 8 years as a Juvenile Probation Officer

- 12 years mental health counselor

- 10 years as director of residential facilities

- 4 years as a coalition director

- Conducted 225 evaluations since 2000

Our Learning Objectives

- Explore where the theory of change is embedded into a logic model.

- Compare different logic model's use of a theory of change.

- Articulate a theory of change.

Agenda

- Review of Part 1

- Identifying the theory of change

- Breakout Room One – Is it Logical?

- Breakout Room Two – Articulate a theory of change

- Questions and answers
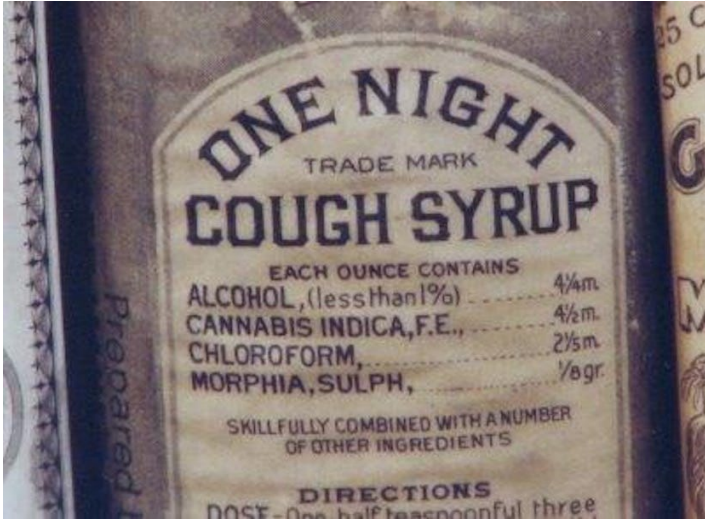
- Evaluation

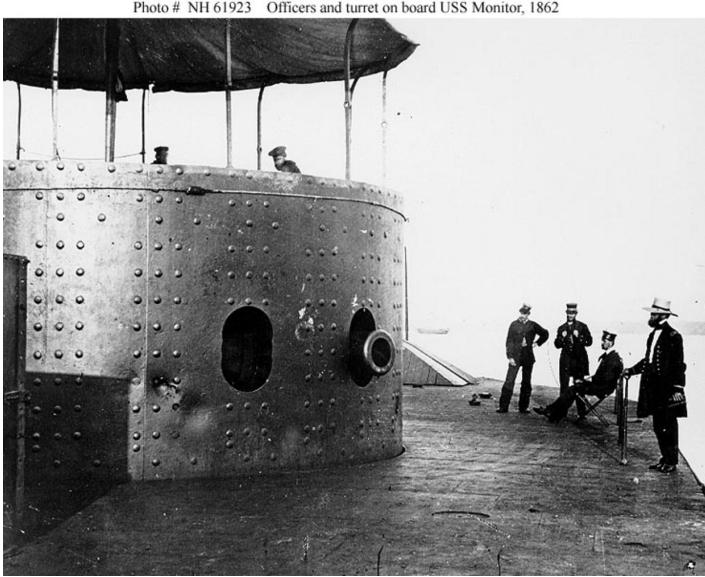# Review of Part 1

Evaluation Matters

Why Evaluate?

Photo # NH 61923 Officers and turret on board USS Monitor, 1862

Prevention Practices Need Evaluation

6,000 years

Evaluation Framework is in SPF

Strategic Prevention Framework
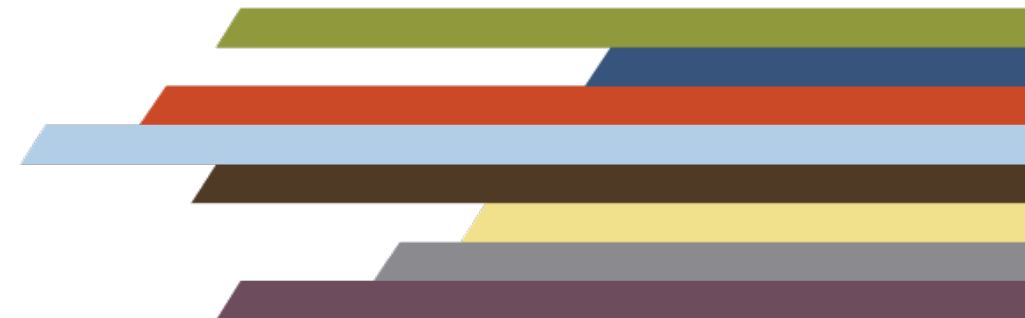
Benefits of a Logic Model
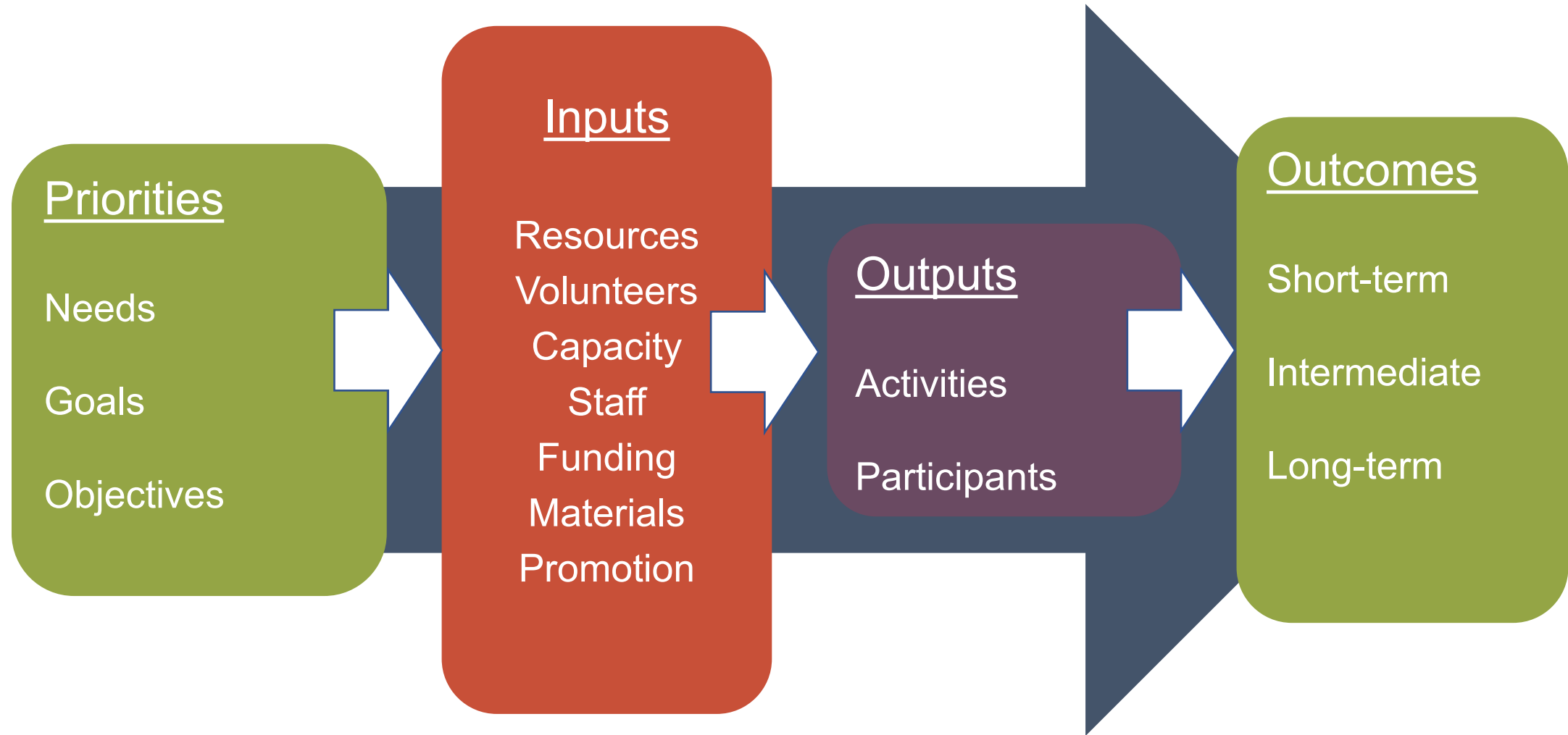
Benefits of using a Logic Model

- Develops understanding
- Helps expose assumptions
- Helps monitor progress
- Helps restrain over-promising
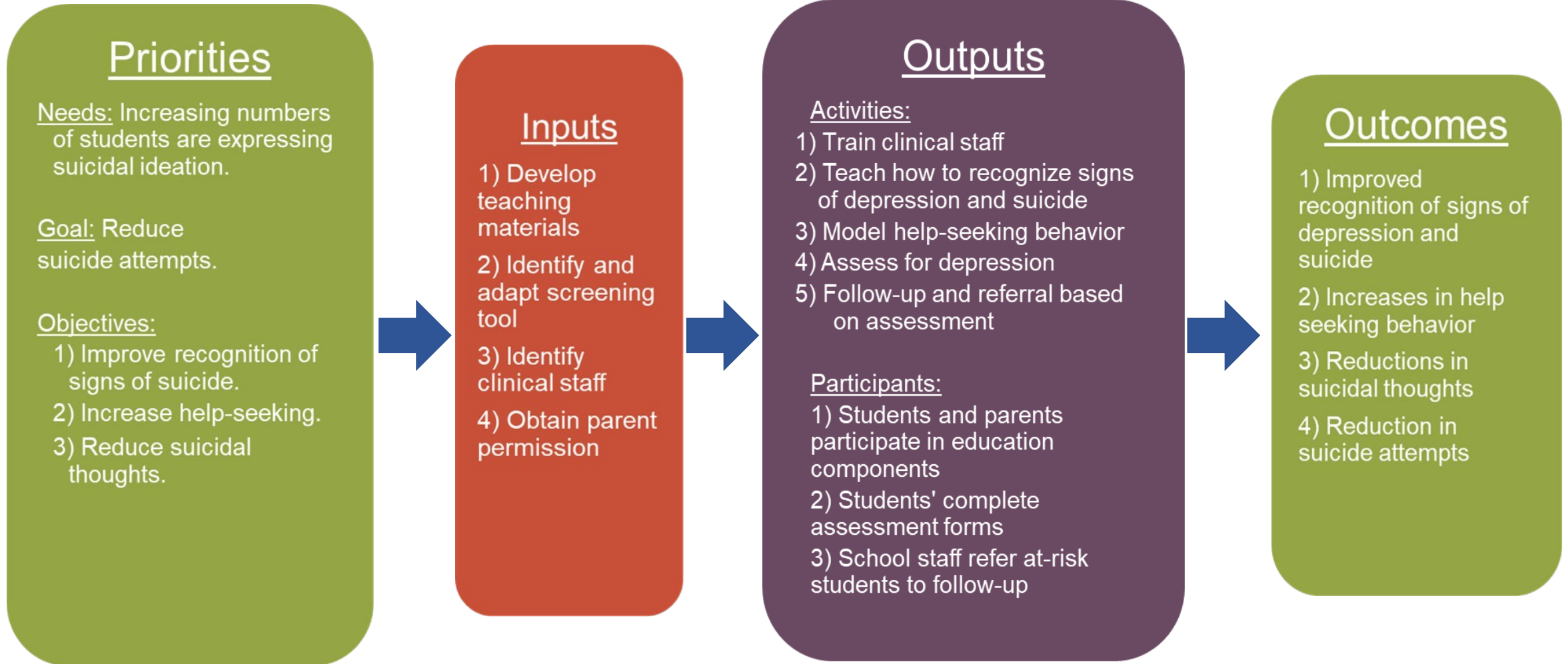- Facilitates project reporting
- Promotes communication

Essential Components of a Logic Model

Pulling It Together – SOS Logic Model

Priorities

Needs: Increasing numbers of students are expressing suicidal ideation.

Goal: Reduce suicide attempts.

Objectives:
1) Improve recognition of signs of suicide.
2) Increase help-seeking.
3) Reduce suicidal thoughts.

Inputs

1) Develop teaching materials
2) Identify and adapt screening tool
3) Identify clinical staff
4) Obtain parent permission

Outputs

Activities:
1) Train clinical staff
2) Teach how to recognize signs of depression and suicide
3) Model help-seeking behavior
4) Assess for depression
5) Follow-up and referral based on assessment

Participants:
1) Students and parents participate in education components
2) Students' complete assessment forms
3) School staff refer at-risk students to follow-up

Outcomes

1) Improved recognition of signs of depression and suicide
2) Increases in help seeking behavior
3) Reductions in suicidal thoughts
4) Reduction in suicide attempts

Described Theory of Change

Theory of Change (TOC)

…a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context (*Center for Theory of Change, 2023*).

Identifying a Theory of Change

The theory of change is typically associated with a risk or protective factor.

Theory of Change Development Process

1. Select a **Need** to address

2. Identify a **Goal**

3. Identify **Intervening Variables** (Risk or Protective Factors)

4. Select a **Strategy** or **Intervention**

5. Clarify your **Outcomes**

6. Test the **Logic** and **Relevance** of your approach

Representing a Theory of Change

NEEDS		

Strategy **"So That"**	**Short-Term Goal**: *"So that…"*
	Intermediate-Term Goal: *"So that…"*
	Long-Term Goal:

Theory of Change - An Example

1. Select a **Need** to address -

    An increased number of students are reporting past 30-day alcohol use.

2. Identify a **Goal** –

    Reduce by 15.0% the number of youth who report past 30-day alcohol use.

3. Identify **Intervening Variables** –

    - ***Perception of Harm***: *Increase students' knowledge related to the harmful effects of underage drinking*

    - ***Assertiveness Skills***: *Increase students' desire to learn peer-refusal techniques*

Theory of Change - An Example

4. Select a **Strategy** or **Intervention** –

   The community chose to implement Botvin Lifeskills.

5. Clarify your **Outcomes** –

   Short-Term: *Increase perception of harm*

   Intermediate-Term: *Increase desire to learn peer-refusal skills*

   Intermediate-Term: *Increase the number of students using peer-refusal skills*

   Long-Term: *Decrease underage drinking*

6. Test the **Logic** and **Relevance** of your approach –

   Using the "So that" OR "If then" statements, is your approach logical and relevant?

A Theory of Change - Botvin Lifeskills

NEEDS

There is a **20.3%** increase in youth reporting past 30-day alcohol use.

STRATEGY

Implement Botvin Lifeskills

"So That"

Short-Term Goal: Students report a **33.3%** increase in knowledge related to the harmful effects of underage alcohol use.

"So that…"

Intermediate-Term Goal: Students report a **25.0%** increase in confidence related to peer-refusal skills.

"So that…"

Long-Term Goal: Students report a **15.0%** decrease in past 30-day alcohol use.

A Theory of Change - SOS

NEEDS

An increasing number of students are struggling with depression.

STRATEGY Implement SOS "So That"

Short-Term Goal: There is increased awareness about the signs of suicide. "So That…"

Intermediate-Term Goal: Students don't feel that depression or anxiety are something they must endure alone. "So That…"

Intermediate-Term Goal: Students report being able to seek help. "So That…"

Long-Term Goal – Students report less suicidal ideation. "So That…"

GOAL – There are fewer suicide attempts.

Logical and Relevant

So, Let Us Consider a Real-World Example…

- Community experienced increased access to alcohol by youth

- Program selected Sources of Strength to reduce access

NEEDS

11.32% of middle school youth report that the most common source of alcohol is parents, AND 22.73% of high school youth report that the most common source is <u>non-familial adults</u> over 21.

STRATEGY Implement Sources of Strength "So That"

Short-Term Goal:

"So That…"

Intermediate-Term Goal:

"So That…"

Long-Term Goal –

"So That…"

Breakout Room One

- Select a moderator for your room

- Read the Breakout Room One Briefing

- Please answer the Breakout Room One Questions.

- What suggestions do you have for this community?

- Be prepared to discuss your group's answers.

Breakout Room One - Debrief

- Did your group find the theory of change logical?

- What suggestions do you have for this community?

Recall: Theory of Change Development Process

1. Select a **Need** to address

2. Identify a **Goal**

3. Identify **Intervening Variables** (Risk or Protective Factors)

4. Select a **Strategy** or **Intervention**

5. Clarify your **Outcomes**

6. Test the **Logic** and **Relevance** of your approach

Breakout Room Two

1. Select a moderator who will report on your progress

2. Select a Program
   a. Fatherhood and Motherhood is Sacred
   b. SMART Moves
   c. Alternative - One of your own

3. Answer the Breakout Room Two Questions

4. Be prepared to present a 90-second Theory of Change

Breakout Room Two Debrief

1. What program/practice did you select?

2. How did the process go?

3. Please deliver your 90-second Theory of Change 'elevator speech.'

Why theory of change is important

Next Steps

1. Work with your community's stakeholders to create a theory of change for each program or strategy.

2. Update your Logic Model accordingly.

3. If needed, attend a session on how to select evidence-based programs.

4. If needed, attend a session on creating "elevator speeches."

Wrapping UP

Example: Logic Model with Needs Statement

Goal 1: Create and Sustain Integrated Student Support to Reduce Disciplinary Referrals				
Identified Needs and Gaps for Goal 1 - Objective 1				
A growing number of juveniles in Karnes County are becoming negatively involved in the Criminal Justice System. Per the Texas Juvenile Justice Division, between 2015 and 2017, there was a **57.1%** *increase* in Karnes County youth becoming involved in the Juvenile Justice System. (NOTE: Going from 21 in 2015 to 33 in 2017.)				
Objectives	**Activities**	**Partners**	**Process Measures (Outputs)**	**Impact/Outcome Indicators**
1.1. Reduce the recidivism rate (i.e., re-referrals resulting in an additional adjudication) of students who have received school-based probation services.	**Short-Term:** 1. Contract with Karnes County Juvenile Probation Department to provide school-based probation services; and 2. Hire and train three school staff to refer students to the program. 3. Identify 55 eligible youth. 4. Begin providing services before-, during, and after school. **Long-Term:** 1. Ongoing use of school-based probation services for identified and referred youth. 2. Work with the evaluator to assess impacts and use evaluation results to sustain the service.	1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. Campus PBIS team 4. School staff 5. School counselors 6. Parents of eligible youth 7. Karnes County Juvenile Probation Department	1. Number of eligible juveniles identified. 2. Number of eligible youths provided school-based services from the Karnes County Juvenile Probation Department. 3. Number of hours of school-based probation services delivered. 4. Number of fidelity assessments conducted. 5. Parent and youth satisfaction with school-based juvenile probation services.	1.1. Reduce the recidivism rate (i.e., re-referrals resulting in an additional adjudication) of students who have received school-based probation services by 5%, 7%, 9%, 11%, and 13% in Years 1, 2, 3, 4, and 5, respectively, as measured by reports from the state-supported Caseworker Database *Adjudication Report*.

Prevention Practices Across the Ages

Questions

Contact Information

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Prevention Consultant

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Post-Webinar Feedback

Please click on the link in the chat to complete a very brief online feedback form!

Thank you!

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Email with general questions: pspttc-info@casat.org

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Follow us on Twitter: https://twitter.com/PS_PTTC

Call us toll-free: 1-833-9SW-PTTC

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