Great Lakes (HHS Region 5)

**PTTC** Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

# How To Create a Logic Model for Substance Misuse Prevention Curricula

An effective logic model will act as a roadmap that tells your prevention workgroup where it is starting from, where it is going, how it will get to where it is going, and if it is going in the right direction. You will need to answer the following 14 questions to create an effective logic model. Once you have answered these questions, you will have the information necessary to create your logic model.

## Step 1: Answer the Following Key Questions.

| Question | Where To Find the Answer | Example | Your Answer |
|---|---|---|---|
| **1. What is your goal related to substance misuse?** | Goals should have been discussed and identified during Step 1: Assessment and reviewed again in Step 2: Capacity and Step 3: Planning of the SPF. | *Reduce alcohol use rate among underage youth.* | |
| **2. What community-level data do you have that supports the need to address this goal?** | Data to support your identified goal should have been documented in Step 1: Assessment of the SPF. | *The past 30-day alcohol use rate for students in 6th to 8th grade is 27.6% HIGHER than the State average.* | |

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| **3. What specific substance misuse risk/protective factor are you attempting to address?** | Risk and protective factors data should have been collected in Step 1: Assessment and prioritized in Step 3: Planning, | *Increase the number of students in the coalition's catchment area who perceive that underage alcohol consumption is harmful.* | |
| **4. What evidence-based program or practice are you using to address your identified risk or protective factor?** | The evidence-based program or practice that will be implemented should have been identified during Step 3: Planning of the SPF. | *Implement XYZ evidence-based practice for 6th graders to address underage alcohol misuse.* | |
| **5. How many staff do you need to hire, or volunteers do you need to recruit?** | How many staff or volunteers will be needed to implement XYZ should have been identified in Step 3: Planning. | *Recruit 21 teachers (18 full-time teachers and three substitute teachers) who are willing to implement XYZ prevention program.* | |
| **6. What needs to be purchased or secured to implement the evidence-based program or practice?** | What needs to be purchased or secured should have been identified in Step 2: Capacity and Step 3: Planning. | *(1) A consultant to provide six hours of XYZs training to facilitators and teachers implementing the curriculum, and (2) Six hours of extra duty pay for each facilitator or teacher implementing XYZ, to attend XYZ implementation training.* | |

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| **7. What partner(s) will help you implement these evidence-based programs and practices?** | Partners are identified in Step 1: Assessment, Step 2: Capacity, and Step 3: Planning. | *(1) The school superintendent to secure executive sponsorship needed to implement XYZ. (2) The junior high school principal to support the implementation of XYZ, and (3) Each of the 21 teachers at the junior high school who are willing to implement XYZ.* | |
| **8. How many participants do you anticipate serving during the year?** | The estimated number of participants provided with the evidence-based program or practice should have been identified in Step 3: Planning. | *Provide XYZ instruction to the 427 6th-8th grade students at ABC-ISD's Junior High School Campus.* | |
| **9.How many staff or volunteers must be trained to implement the evidence-based program or practice?** | The number of staff or volunteers needed to implement the evidence-based program or practice should have been identified in Step 3: Planning. | *21 teachers will need to be trained on how to effectively implement the XYZ curriculum.* | |
| **10. How many sessions of the evidence-based program or practice will be delivered this year?** | The number of sessions an evidence-based program or practice requires should have been determined in Step 3: Planning. | *Each student will receive 10 XYZ lessons each year of junior high.* | |

| | | | |
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| **11. How many minutes long is each session?** | The number of sessions an evidence-based program requires should have been determined in Step 3: Planning. | *Each XYZ's lesson will be at least 50 minutes in length.* | |
| **12. How will you determine if your program is achieving its short-term objectives?** | Short-term objectives should have been identified during Step 3: Planning. | *The short-term objective will be measured by a 5-question survey on the effects of underage alcohol consumption. This survey was administered during the first XYZ lesson, and it was re-administered at the end of the tenth lesson.* | |
| **13. How will you determine if your program is achieving its intermediate-term objectives?** | Intermediate-term objectives should have been identified during Step 3: Planning. | *The intermediate-term objectives will be measured by a three-question survey on participants' perception of how harmful underage alcohol consumption was to them. This survey was administered during the first XYZ lesson, and it was re-administered at the end of the tenth lesson.* | |
| **14. How will you determine if your program is achieving its long-term objectives?** | Long-term objectives should have been identified during Step 3: Planning. | *The long-term objective will be measured by a one-question survey related to the participants' actual past 30-day alcohol consumption. This survey was administered during the first XYZ lesson, and it was re-administered at the end of the tenth lesson.* | |

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## Step 2: Use Your Answers from Step 1 to Complete the Logic Model

Once you have the answers to the 14 questions identified in Step 1, you are ready to create a logic model. Though not all logic models look the same, they have the same basic information. For example, most logic models have an area to identify your long-term goal, your community's needs and gaps that support why achieving the goal is essential, one or more objectives, the inputs you need, the essential partners, and what outputs will be achieved, and then what outcomes (short-term, intermediate-term, and long-term) will be achieved. Thus, answering the questions in Step 1 will allow you to insert your answers into a logic model template. The following tables show you how.

| GOAL [Problem Behavior]: [Insert answer to question #1 here] | | | | |
|---|---|---|---|---|
| NEEDS AND GAPS: [Insert answer to question #2 here] | | | | |
| *Objective - Priority Risk Factor(s)* | *Inputs* | *Partners* | *Process Measures/ Outputs* | *Outcome(s)/Indicator(s)* |
| [Insert answer to question #3 here] | [Insert answer to question #4 here]<br><br>[Insert answer to question #5 here]<br><br>[Insert answer to question #6 here] | [Insert answer to question #7 here] | [Insert answer to question #8 here]<br><br>[Insert answer to question #9 here]<br><br>[Insert answer to question #10 here]<br><br>[Insert answer to question #11 here] | [Insert answer to question #12 here]<br><br>[Insert answer to question #13 here]<br><br>[Insert answer to question #14 here] |

## Step 3: Share Your Draft Logic Model with Your Prevention Workgroup Members and Key Stakeholders

Once you have a draft logic model, it is time to share it with your prevention workgroup members and key stakeholders. Sharing the logic model will help:

- Your coalition/organization develop understanding about your program
- Expose assumptions
- Monitor program progress
- Restrain over-promising
- Facilitate program reporting
- Promote communication
- Serve as an evaluation framework

## Step 4: Publish and disseminate your official logic model

Once you have incorporated any feedback and edits based on your findings from Step 3, it is time to finalize your first working logic model. It is important to note that a logic model is a living document. That is to say, it can and will be revised as your program moves from planning to implementation.

As an example, the results from Step 5: Evaluation may show that your identified evidence-based program is not as effective as you had hoped. In this event, your coalition/organization may select to work with the program developers to make adaptations to the evidence-based program or you may decide to select a different evidence-based program or practice. These types of decisions may require that you go back to Step 1 and determine if the answers are still accurate. If not, then it is time to update your logic model.

# Logic Model Example

| GOAL: Reduce the underage alcohol use rate. | | | | |
|---|---|---|---|---|
| **NEEDS AND GAPS**: The past 30-day alcohol use rate for students in 6th to 8th grade is 27.6% HIGHER than the State average. | | | | |
| *Objective* | *Inputs / Activities* | *Partners* | *Process Measures / Outputs* | *Outcome(s) / Indicator(s)* |
| Increase the number of junior high school students in the coalition's catchment area who perceive that underage alcohol consumption is harmful. | The coalition will secure the following:<br><br>1. Purchase curricula and other materials for the XYZ prevention program for 6th to 8th graders.<br>2. Recruit 21 teachers (18 full-time teachers and three substitute teachers) who are willing to implement the XYZ prevention program.<br>3. Secure the services of a consultant to provide XYZ training to the selected teachers.<br>4. Provide each teacher with six hours of extra duty pay | 1. The school superintendent to secure executive sponsorship needed to implement XYZ.<br>2. The school superintendent to secure executive sponsorship needed to implement XYZ.<br>3. The junior high school principal to support the implementation of XYZ<br>4. Each of the 21 teachers at the junior high school campus who are willing to implement XYZ. | 1. Provide XYZ instruction to the 427 6th-8th grade students enrolled at the junior high school campus.<br>2. 21 teachers will need to be trained on how to effectively implement the XYZ curriculum.<br>3. Each student will receive 10 XYZ lessons each year of junior high.<br>4. Each XYZ's lesson will be at least 50 minutes in length. | 1. The short-term objective will be measured by a 5-question survey related to the effects of underage alcohol consumption. This survey was administered during the first XYZ lesson, and it was re-administered at the end of the tenth lesson.<br>2. The intermediate-term objectives will be measured by a 3-question survey related to the participants' perception of how harmful underage alcohol consumption was to them. This survey was administered during the first XYZ lesson, and it was re-administered at the end of the tenth lesson.<br>3. The long-term objective will be measured by a one-question survey related to the participants' actual past 30-day alcohol consumption. This survey was administered during the first XYZ lesson, and it was re-administered at the end of the tenth lesson. |

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