

Utah Evidence Based Workgroup Logic Model Guide

A. **Goals.** To address this substance abuse or related problem:

- ◆ This column should have one or more substance abuse problem or consequence of substance abuse that will be addressed by the intervention.
- ◆ This is the over-arching primary goal or goals.
- ◆ Examples of substance abuse problems are: Underage drinking, high risk or binge drinking, methamphetamine use, misuse and abuse of prescription narcotics.
- ◆ Examples of consequences of substance abuse are: Prescription narcotic morbidity and mortality, alcohol related motor vehicle crashes, and fetal alcohol syndrome.

Rows two and three:

- ◆ Evaluation Questions: To what extent was lifetime alcohol use reduced?
- ◆ Possible Data Sources: Use the data sources that were used when choosing to prioritize this goal. If this is a recurring source of data, it can be used to evaluate your program. Survey data, archival indicators, epidemiological reports, etc. i.e. 2011 Sharp data

B. **Intervening Variables.** By addressing these intervening variables (e.g., risk and/or protective factors):

- ◆ This column should include causal factors, contributing factors, or risk and protective factors that lead to or underlie the problem(s) listed in column A.
- ◆ Most interventions do not target the column A goal directly; instead they target the intervening variables of column B. Therefore, this column should represent the direct targets of the intervention.
- ◆ Examples of intervening variables are: Low perceived risk of drunk driving, lack of enforcement of DUI/DWI laws, availability of prescription narcotics due to over-prescribing and storage of unused prescriptions, perceptions that prescription drugs are safer and more acceptable than street drugs.

Rows two and three:

- ◆ Evaluation Questions: To what extent were the intervening variables impacted?
- ◆ Possible Data Sources: Again, hopefully there were data sources that used when choosing these intervening variables. i.e. 2011 Sharp data

C. **Focus Population.** For these people:

- ◆ Be very specific in this column. Indicate which communities will be targeted, what age groups will be targeted, plus any other demographic target.
- ◆ Indicate whether the focus population will be universal, selective, or indicated.
- ◆ If appropriate, indicate how individuals will be identified or recruited for the intervention. For example, will they be referred by courts or teachers? Will it be voluntary or mandatory? (Some interventions, such as media campaigns, will not require a recruitment or identification strategy.)
- ◆ Estimate how many individuals will be reached by the intervention. Use reference frames that are appropriate for the intervention. For example, indicate how many individuals will be reached per year, or how many will be reached per class, etc.

- ◆ Example: This Universal program targets parents in Davis County who may need to improve family management and parenting skills. We anticipate service 200-250 parents with this program

Rows two and three:

- ◆ Evaluation Questions: Were the participants members of the target population? Was the target goal reached? (For example, if you planned to have 50 participants, did you get that many?)
- ◆ Possible Data Sources: Program records

D. Strategies. Program activities/strategies (what, where, and how much):

- ◆ When writing down your planned activities, try to answer the questions: "what are we going to be doing" and "when and how much are we going to do?"
- ◆ Your strategies should target the intervening variables listed in column B.
- ◆ Again, be as specific and comprehensive as you can. Do not just give a program name. The reader may not be familiar with the program.
- ◆ If appropriate (for example, if it is an educational program or media campaign), indicate what the message(s) of the intervention will be. These messages should match the intervening variables that you listed in column B, though there may be additional messages as well.
- ◆ As appropriate, indicate how many classes will be held, how often they will be held, and how long each class will be. Or indicate how many billboards, TV commercials, and radio spots will be presented. If you are doing compliance checks, indicate who will do them, where they will be done, how often they will be done, what will be the consequences for success or failure, etc. Provide as much detail as possible about your strategy.
- ◆ Example: The six-week Love and Logic parenting program is taught in elementary schools in Davis County. During the 2014-2015 school year the following schools will host an L&L class: Heritage, East Layton, Centerville, Holt, Valley View, Farmington, Clinton, Snow Horse, Antelope, Tolman, Adams, Readings, Knowlton, Doxey, Adelaie, and Burton Elementary (16 classes). Classes will be held on a Tuesday, Wednesday, or Thursday evening from 6:30-7:30 pm.

Rows two and three:

- ◆ Evaluation Questions: Was the intervention implemented as described in row one? What changes, if any, were made? Why were those changes made?
- ◆ Possible Data Sources: Program records

E. "If-Then" Statements. This activity will lead to changes in these risk/protective factors, which in turn will lead to the program goal:

- ◆ How will the activities listed in column D lead to the expected short-term outcomes, and how will those short term outcomes lead to the expected long-term outcomes?
- ◆ The if-then statements should go logically from 1) activities to 2) intervening variables and short-term outcomes to 3) goals and long-term outcomes.
- ◆ Again, be very detailed. This column is the essence of the logic model. It explains why this particular strategy has been chosen to address the goals and intervening variables.
- ◆ Try to avoid big leaps of logic. An uninformed reader should be able to easily understand why X will lead to Y.

- ◆ Here is an example of an if-then statement: If parents attend the Love and Logic parenting class then they'll learned how to preserve and enhance the child's self-concept, teach children how to own and solve the problems they create, share the control and decision-making, combine consequences with high levels of empathy and warmth, and build the adult-child relationship. If parents learn the five principles mentioned above then there will be an increase in family management skills and a reduction in family conflict. If there is an increase in family management skills and a reduction in family conflict, there will be a reduction in lifetime alcohol use among 8th graders.

Rows two and three:

- ◆ Evaluation Questions: Each if-then statement may generate a question. If the outcomes hoped for are not achieved, the reason may be found in these questions. Did parents increase family management skills? Did parents report a reduction in family conflict?
- ◆ Possible Data Sources: Program records; pre-posttests; post only surveys; interviews with program staff, participants, parents; other data sources as applicable.

F. Short-Term Outcomes. These changes have occurred if:

- ◆ What immediate changes are expected for individuals, organizations or communities?
- ◆ Short-term outcomes should include all of the intervening variables in column B. These outcomes should also match the initial if-then statements provided in column E.
- ◆ If there is a pre/post test in the evaluation, the questions or scales on the pre/post test should be represented here in the short-term outcomes. (In other words, do not assess change on a particular intervening variable unless the program addressed that intervening variable.)
- ◆ Example: Poor family management will decrease in 6th grade from 34% in 2011 to 31% in 2017. Family conflict will decrease in 6th grade from 34.5% in 2011 to 26.5% in 2017. Pre/Post-tests will show a significant decrease in family conflict and a significant increase in family management skills.

Rows two and three:

- ◆ Evaluation Questions: Did the expected short-term changes occur? Again, each expected outcome will probably generate at least one question. There may be overlap in these questions with columns B and E. Did participants show significant increase from pre- to post-test
- ◆ Possible Data Sources: Program records; pre-posttests; post only surveys; interviews with program staff, participants, parents; other data sources as applicable.

G. Long-Term Outcomes. Goals are being reached if:

- ◆ What changes would the program ultimately like to create?
- ◆ Long-term outcomes should match all goals listed in column A, and also the final "then" statements of column E.
- ◆ Long-term outcomes are also called indirect outcomes. They are typically the results of the short-term outcomes.
- ◆ Example: Lifetime alcohol use in 8th grade will decrease from 14% in 2011 to 10% in 2021

Rows two and three:

- ◆ Evaluation Questions: Did the expected long-term changes occur? Again, each expected outcome will probably generate at least one question. There may be overlap in these questions with columns A and E.
- ◆ Possible Data Sources: Program follow-up surveys; school surveys, archival data, epidemiological reports.