**PFS 2015 Logic Model Development Guide**

**Example**

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| --- |
| **Problem identified by BSAS:** NMUPD among high school-age youth |
| **Local manifestation of the problem:** The rate of current misuse and abuse of prescription pain relievers among high school students (8%) in our community has increased by 10% over the past five years. |
| **Intervening Variable** | **Strategy** | **Target Group** | **Outputs** | **Outcomes** |
| **Short-Term** | **Intermediate** | **Long-Term** |
| Low levels of parental disapproval  | Parent media campaignParent workshop  | All parents of 9th–12th-graders in the community | Number of campaign ads placed/distributed throughout communityNumber of parents reached through media campaignNumber of parent workshops deliveredNumber of parents who attended parent workshops | Increase in parents awareness of NMUPD as an issueIncrease in parents’ knowledge of the addictiveness of prescription pain relievers  | Increase in parents’ level of disapproval of NMUPD Increase in parents who report communicating their disapproval of NMUPD to their children | Decreased current (30-day) misuse and abuse of prescription pain relievers among high school students |

**Developing Your Logic Model**

Complete a logic model sheet for each problem identified.

Include additional rows for each intervening variable being targeted.

**Part 1: Problem Identified by BSAS**

This language comes from the RFR (Request for Response) for each BSAS initiative, stating why BSAS has made these grant dollars available.

Example:

|  |
| --- |
| **Problem identified by BSAS:** NMUPD among high school-age youth |

**Part 2: Local Manifestation of the Problem/Problem Statement**

In this section, define the extent of the problem in your community (your description can be quantitative or qualitative).

Example:

|  |
| --- |
| **Local manifestation of the problem/problem statement:** The rate of current misuse and abuse of prescription pain relievers among high school students (8%) in our community has increased by 10% over the past five years. |

**Part 3: Intervening Variable**

List the biological, social, environmental, and economic factors that research has shown to be related to substance use and the consequences of use, including (but not limited to) risk and protective factors.

Example:

|  |
| --- |
| **Intervening Variable** |
|
| Low levels of parental disapproval  |

**Part 4: Strategy (or Intervention)**

List the programs, policies, and/or practices your group has chosen to reduce use—the strategies that you expect will affect the intervening variable(s), which will then affect outcomes. It is likely that you will use multiple strategies to address each intervening variable.

Example:

|  |
| --- |
| **Strategy** |
|
| Parent media campaign |

**Part 5: Target Group**

Name the immediate audience for each strategy, and specify whether this group is specific to the entire community or to a specific subgroup.

Example:

|  |
| --- |
| **Target Group** |
|
| All parents of 9th–12th-graders in the community |

**Part 6: Outputs**

State how you will measure the extent to which your chosen strategies are being implemented as planned (e.g., head counts of individuals participating in a program, estimated views of a prevention billboard).

Example:

|  |
| --- |
| **Outputs** |
|
| Number of campaign ads placed/distributed throughout communityNumber of parents reached through media campaign |

**Part 7: Short-Term Outcomes**

List the anticipated immediate effects of a program. These often focus on the knowledge, attitudes, and skills gained by a target audience.

Example:

|  |
| --- |
| **Short-Term Outcomes** |
|
| Increase in parents’ awareness of NMUPD as an issue. |

**Part 8: Intermediate Outcomes**

List the anticipated changes in behaviors, norms, and/or policies. These are often expressed as changes in the intervening variable.

Example:

|  |
| --- |
| **Intermediate Outcomes** |
|
| Increase in parents’ level of disapproval of NMUPD |

**Part 9: Long-Term Outcomes**

List the ultimate goals of the program, which often take time to achieve. These are often directly related to the selected problem statement(s).

Example:

|  |
| --- |
| **Long-Term Outcomes** |
|
| Decreased current misuse and abuse of prescription pain relievers among high school students |

**Additional Notes**

Your logic model should cover the period from **July 1, 2016**, to **June 30, 2017** (the first full year of *strategy implementation* of the PFS 2015 grant following the strategic planning year and approval of the strategic plan by BSAS).

You are *required* to update your logic model *annually*.

By providing a common language and a point of reference regarding what your group hopes to accomplish, logic models create a solid foundation for evaluating your program’s success.

**Template**

**Problem identified by BSAS:** NMUPD among high school-age youth

**Intervening Variable(s)**

**Short-Term**

**Target Group**

**Strategy**

**Outputs**

**Outcomes**

**Intermediate**

**Long-Term**

**Local manifestation of the problem/problem statement:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |   |  |  |  |