SAPC Logic Model Development Guide

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.

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Logic Model Template

**Problem identified by BSAS:**

**Intervening Variable(s)**

**Short-Term**

**Target Group**

**Strategy**

**Outputs**

**Outcomes**

**Intermediate**

**Long-Term**

**Local manifestation of the problem:**

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

Logic Model Example

Here is an example of a logic model to address a specific problem: the high rate of alcohol use among local high school students. A key intervening variable (*High perceived ease of access to alcohol from commercial sources among 9th–12th-graders in the cluster*) is identified, which then drives the selection of the strategy: *Offer responsible beverage service training to all alcohol retail establishments in the cluster*.

|  |
| --- |
| **Problem identified by BSAS:** Underage drinking |
| **Local manifestation of the problem:** In 2014, past-30-day use of alcohol among high school students in the cluster was higher than the state average of 36% (Smithtown: 42%; Jackson: 38%; Redmond: 39%)**Note:** A *cluster*—which is the organizing structure for SAPC grantees—is a group of towns or municipalities that are banding together to implement a program or grant. |
| **Intervening Variable** | **Strategy** | **Target Group** | **Outputs** | **Outcomes** |
| **Short-Term** | **Intermediate** | **Long-Term** |
| High perceived ease of access to alcohol from commercial sources among 9th–12th-graders in the cluster  | Responsible beverage service training | All alcohol retail establishments in the cluster (both on- and off-premise) | Number of establishments targetedNumber of establishments trainedNumber of individuals trained | Increase in awareness, knowledge, attitudes, and responsible serving/selling practices among those trained | Decrease in perceived ease of access to alcohol from commercial sources among 9th–12th-graders in the cluster  | Decrease in the % of 9th–12th grade students in the cluster who report past-30-day use of alcohol |

Developing Your Logic Model

Your logic model may target several intervening variables related to substance misuse and abuse and its consequences. You will also likely choose multiple strategies to address each intervening variable. Complete a logic model sheet for each problem identified, and include additional rows for each intervening variable you’ve targeted.

### Part 1: Problem Identified by BSAS

This is taken from the RFR (Request for Response) for each BSAS initiative. It describes why BSAS has made these grant dollars available.

Example:

|  |
| --- |
| **Problem identified by BSAS:** Underage drinking |

### Part 2: Local Manifestation of the Problem

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

Example:

|  |
| --- |
| **Local manifestation of the problem:** In 2014, past-30-day use of alcohol among high school students in the cluster was higher than the state average of 36% (Smithtown: 42%; Jackson: 38%; Redmond: 39%) |

**Note:** A *cluster*—the organizing structure for SAPC grantees—is a group of towns or municipalities that are banding together to implement a program or grant.

### Part 3: Intervening Variable

These are the biological, social, environmental, and economic factors that research has shown to be related to substance use and consequences of use. This category includes but is not limited to risk and protective factors.

Example:

|  |
| --- |
| **Intervening Variable** |
|
| High perceived ease of access to alcohol from commercial sources among 9th–12th-graders in the cluster  |

### Part 4: Strategy (or Intervention)

These are the programs, policies, and/or practices to reduce use and/or consequences of use. They are expected to 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** |
|
| Responsible beverage service training |

### Part 5: Target Group

This refers to the immediate audience for each strategy. Please also specify whether this group is specific to the entire area/cluster or to specific communities.

Example:

|  |
| --- |
| **Target Group** |
|
| All alcohol retail establishments in the cluster (both on- and off-premise) |

### Part 6: Outputs

This measures 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 establishments targeted
* Number of establishments trained
* Number of individuals trained
 |

### Part 7: Short-Term Outcomes

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

Example:

|  |
| --- |
| **Short-Term Outcomes** |
|
| Increase in awareness, knowledge, attitudes, and responsible serving/selling practices among those trained |

### Part 8: Intermediate Outcomes

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

Example:

|  |
| --- |
| **Intermediate Outcomes** |
|
| Decrease in perceived ease of access to alcohol from commercial sources among 9th–12th-graders in the cluster  |

### Part 9: Long-Term Outcomes

These are the ultimate goals of the program, which often take time to achieve.

Example:

|  |
| --- |
| **Long-Term Outcomes** |
|
| Decrease in the % of 9th–12th grade students in the cluster who report past-30-day use of alcohol |

### 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 SAPC grant following the strategic planning year).
* You are *required* to update your logic model *annually*.