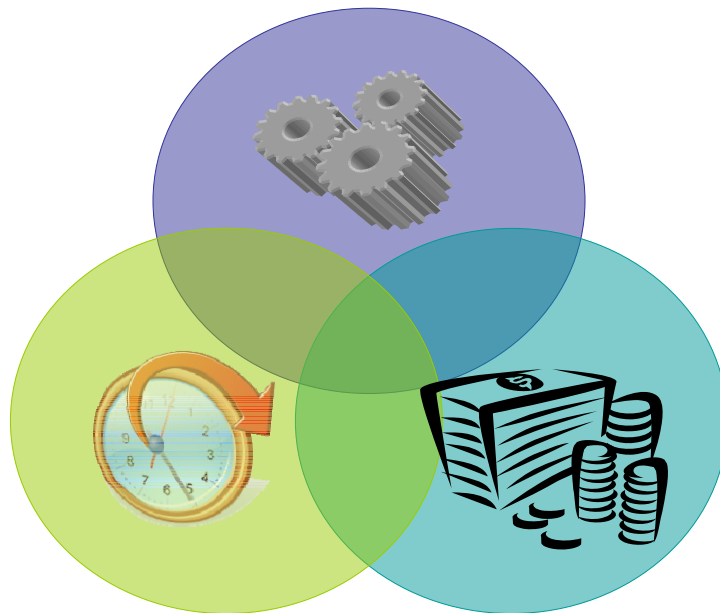


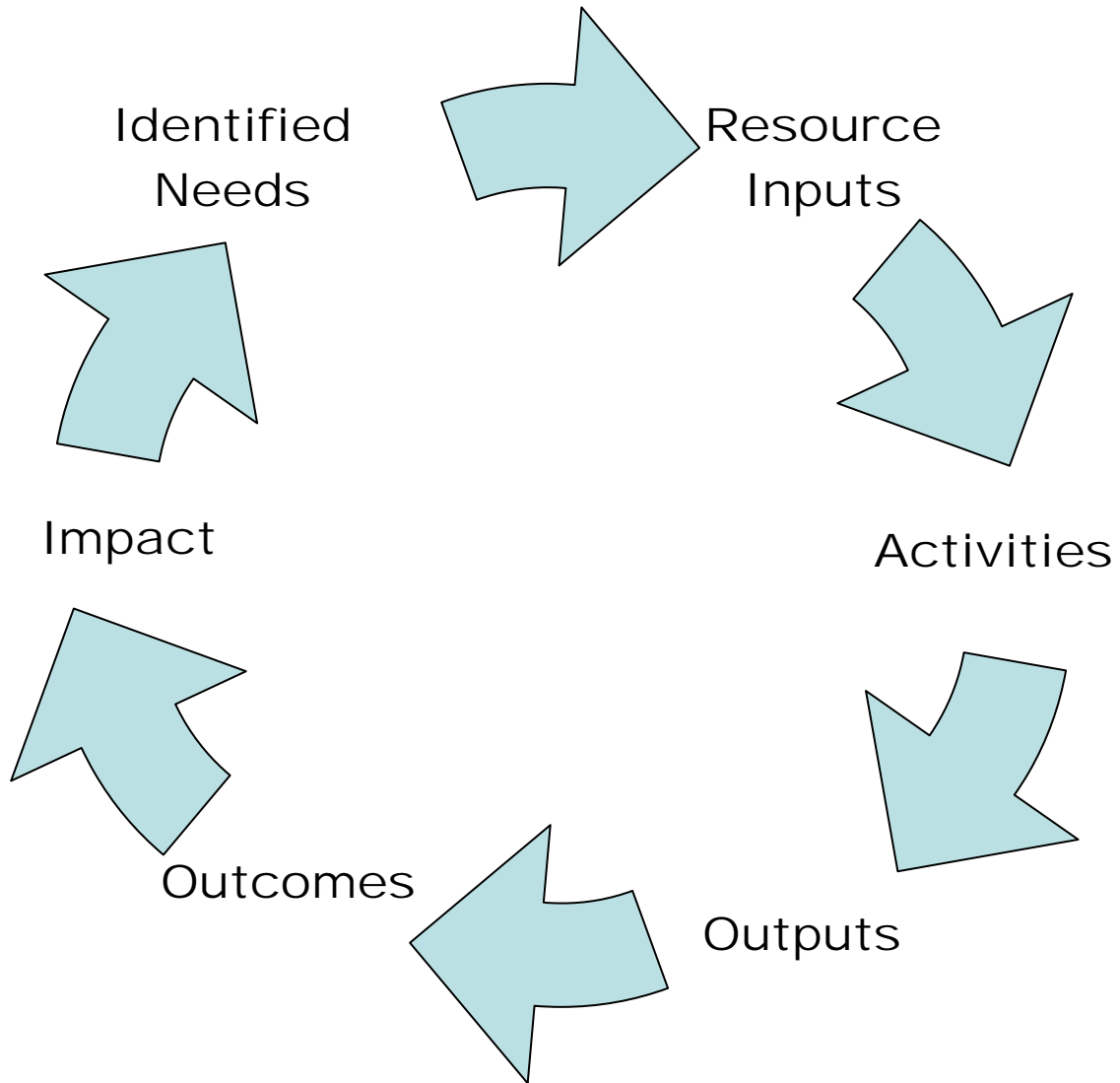
An Introduction to the Logic Model: A Tool for Comprehensive Planning and Evaluation



RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

Safe and Drug-Free Schools and Communities Project
September 17, 2007

Logic Model



Logic Model based on the work of the W.K. Kellogg Foundation January 2004

Identified Needs

- A need is “a condition or situation in which something is required” (*American Heritage Dictionary*)
- In prevention work a need is typically a desirable change in beliefs, attitudes, or behaviors
- Needs are connected to target populations (i.e. what group(s) has/have the need?)
- Needs are identified through a needs assessment process which includes:
 - Data collection (through methods such as interview, survey, focus group, review of existing data sets or records, etc.)
 - Data analysis
 - Conclusions outlining specific needs for target populations, based on analysis of the data
- Can be summarized as the difference between the “Current State of Affairs” and the “Desired State of Affairs”

Resources/Inputs

- Resources/Inputs include all available resources that can be utilized to address identified needs.
- Resources/Inputs include:
 - Financial Resources
 - Time Resources
 - Personnel
- Also consider activities/programs that have been implemented and that are currently in place:
 - What staff members are already trained to implement programs or teach specific curriculum?
 - What supplies/materials do you currently own or have access to?

Activities

- Activities include all programs, services, and activities utilized to address target populations' need(s)
- Activities should have goals and objectives
- Determine what is currently being implemented – make any appropriate changes to existing activities and add additional activities as necessary
- All activities should be researched prior to implementation, taking into consideration target audience(s) and need(s)
- Activities should be planned and coordinated in a comprehensive plan

Outputs

- The activities that were actually implemented
- Also referred to as “process data”
- Examples include:
 - The number of workshops conducted
 - The number of students who participated in a particular program
 - The frequency of trainings/meetings
 - The number of staff members trained to teach a particular curriculum
 - The specific schools in a district that are currently implementing a specific bullying prevention program
- Output data do not indicate whether or not activities are achieving the desired effect
- Output data should be used to adjust activities, as necessary

Outcomes

- Short-term, measurable results of implemented activities
- Determine if short-term goals and objectives are being achieved
- Goals and objectives can be in the direction of increasing or decreasing knowledge, skills, or abilities (e.g an increase in students' awareness of what behaviors are considered bullying)
- Some sources in determining reasonable outcome measures are:
 - Prior year experience
 - Information from other districts
 - Program developers or vendors
 - Credible research or literature
 - Other Resources (such as the Rutgers Safe and Drug-Free Schools and Communities Project)
- Outcomes are incremental steps towards long-range objectives, so specific goals may be different from year to year

Impact

- The long-term effect of implemented activities
- Accounts for changes that require 7-10 years
- Creates a long-term vision for program planning and evaluation

Example Outcomes & Impact

High School Smoking Prevention Program

Objective: Reduce tobacco use by 9th graders

Indicators:

1. 9th graders' level of awareness of the negative health consequences of smoking
2. The number of 9th grade students who report smoking cigarettes
3. The number of 9th grade students suspended for smoking

Tools to Measure:

1. Test scores from 9th grade health classes related to the negative health consequences of smoking
2. 9th grade youth health survey with self-report smoking data
3. Yearly school suspension data related to tobacco use on school grounds by 9th graders

Methods: Who & How

1. SAC coordinates with 9th grade health teachers to provide a summary of test scores on an annual basis, which will be measured and summarized annually
2. Principal coordinates the completion of the youth health survey by administering parental consent process, ordering supplies and working with survey developers, working with 9th grade History teachers for surveys to be completed in class, and hiring an external statistician to review and summarize findings
3. Vice principal will review 9th grade smoking-related suspensions monthly, summarize, and provide final report in June

40 Developmental Assets for Adolescents

Search Institute

Adolescents		
EXTERNAL ASSETS		
Asset Type	Asset Name &	Asset Definition
Support	Family support	Family life provides high levels of love and support.
	Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	Other adult relationships	Young person receives support from three or more non-parent adults.
	Caring neighborhood	Young person experiences caring neighbors.
	Caring school climate	School provides a caring, encouraging environment.
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	Community values youth	Young person perceives that adults in the community value youth.
	Youth as resources	Young people are given useful roles in the community.
	Service to others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
	School boundaries	School provides clear rules and consequences.
	Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	Adult role models	Parent(s) and other adults model positive, responsible behavior.
	Positive peer influence	Young person's best friends model responsible behavior.
	High expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	Religious community	Young person spends one hour or more per week in activities in a religious institution.
	Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS		
Asset Type	Asset Name &	Asset Definition
Commitment to Learning	Achievement motivation	Young person is motivated to do well in school.
	School engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to school	Young person cares about her or his school.
	Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	Caring	Young person places high value on helping other people.
	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person "tells the truth even when it is not easy."
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	Planning and decision making
	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	Personal power	Young person feels he or she has control over "things that happen to me."
	Self-esteem	Young person reports having a high self-esteem.
	Sense of purpose	Young person reports that "my life has a purpose."
	Positive view of personal future	Young person is optimistic about her or his personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

Copyright © 1997, 2007 by Search Institute. All rights reserved. This chart may be reproduced for educational, noncommercial use only (with this copyright line). No other use is permitted without prior permission from Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828. See Search Institute's [Permissions Guidelines and Request Form](#). The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.



HELPING AMERICA'S YOUTH
WWW.HELPINGAMERICASYOUTH.GOV

INTRODUCTION TO RISK FACTORS AND PROTECTIVE FACTORS

Introduction to Risk Factors and Protective Factors



As they grow up, youth are exposed to a number of factors which may either increase their risk for, or protect them from, problems such as abusing drugs or engaging in delinquent behavior.

“Risk factors” are any circumstances that may increase youths’ likelihood of engaging in risky behaviors. Conversely, “protective factors” are any circumstances that promote healthy youth behaviors and decrease the chance that youth will engage in risky behaviors.

Risk factors and protective factors are often organized into five categories:

- Individual
- Family
- School
- Peer group
- Community

Your assessment will disclose potential indicators of risk and protective factors influencing youth in your community. Your coalition will want to explore available data to determine the extent of impact those risk and protective factors are having on youth in the community and their influence on issues you have identified to focus on. Once you have identified the risk and protective factors to be addressed you then can turn your efforts to proven programs and strategies that address those factors.

Bibliography for Research on Risk and Protective Factors

(<http://guide.helpingamericasyouth.gov/programtool-factorsbibliography.htm>)

Risk Factors

Many of the risk factors that make it likely that youth *will* engage in risky behaviors are the opposite of the protective factors that make it likely that a teen *will not* engage in such behaviors. For example, one risk factor is family management problems. If parents fail to set standards for their teen's behavior, it increases the likelihood that the teen will engage in substance abuse or delinquent behavior. Conversely, a protective factor is effective parenting. If parents consistently provide both nurturing and structure, it increases the likelihood that a teen *will not* get involved with substance abuse or delinquent behavior and will become involved in positive activities.



Exposure to risk factors in the relative absence of protective factors dramatically increases the likelihood that a young person will engage in problem behaviors. The most effective approach for improving young people's lives is to reduce risk factors while increasing protective factors in all of the areas that touch their lives.

Risk factors function in a cumulative fashion; that is, the greater the number of risk factors, the greater the likelihood that youth will engage in delinquent or other risky behavior. There is also evidence that problem behaviors associated with risk factors tend to cluster. For example, delinquency and violence cluster with other problems, such as drug abuse, teen pregnancy, and school misbehavior.

Risk factors that predict future risky behaviors by youth are shown below.

Individual

- Antisocial behavior and alienation/delinquent beliefs/general delinquency involvement/drug dealing
- Gun possession/illegal gun ownership/carrying
- Teen parenthood
- Favorable attitudes toward drug use/early onset of AOD use/alcohol/drug use
- Early onset of aggression/violence
- Intellectual and/or development disabilities
- Victimization and exposure to violence
- Poor refusal skills
- Life stressors
- Early sexual involvement
- Mental disorder/mental health problem

Family

- Family history of problem behavior/parent criminality
- Family management problems/poor parental supervision and/or monitoring
- Poor family attachment/bonding
- Child victimization and maltreatment
- Pattern of high family conflict
- Family violence
- Having a young mother
- Broken home
- Sibling antisocial behavior
- Family transitions
- Parental use of physical punishment/harsh and/or erratic discipline practices
- Low parent education level/illiteracy
- Maternal depression

School

- Low academic achievement
- Negative attitude toward school/low bonding/low school attachment/commitment to school
- Truancy/frequent absences
- Suspension
- Dropping out of school
- Inadequate school climate/poorly organized and functioning schools/negative labeling by teachers
- Identified as learning disabled
- Frequent school transitions

Peer

- Gang involvement/gang membership
- Peer ATOD use
- Association with delinquent/aggressive peers
- Peer rejection

Community

- Availability/use of alcohol, tobacco, and other drugs in neighborhood
- Availability of firearms
- High-crime neighborhood
- Community instability
- Low community attachment
- Economic deprivation/poverty/residence in a disadvantaged neighborhood
- Neighborhood youth in trouble
- Feeling unsafe in the neighborhood
- Social and physical disorder/disorganized neighborhood

Protective Factors

Researchers know less about protective factors than they do about risk factors because fewer studies have been done in this area. However, they believe protective factors operate in three ways. First, they may serve to buffer risk factors, providing a cushion against negative effects. Second, they may interrupt the processes through which risk factors operate. For example, a community program that helps families learn conflict resolution may interrupt a chain of risk factors that lead youth from negative family environments to associate with delinquent peers. Third, protective factors may prevent the initial occurrence of a risk factor, such as child abuse. For example, infants and young children who are easy-going may be protected from abuse by eliciting positive, rather than frustrated, responses from their parents and caregivers.

Recent scientific studies have shown that community resources also can influence individual teenagers' positive traits. For example, young people are more likely to be a part of youth organizations and sports teams if their parents perceive that the community is safe and that it has good neighborhood and city services (such as police and fire protection or trash pickup). Similarly, youth are more apt to be exposed to good adult role models other than their parents when communities have informal sources of adult supervision, when there is a strong sense of community, when neighborhoods are perceived to be safe, and when neighborhood and city services are functioning.

Protective factors that protect youth against delinquency and substance abuse are shown below.

Individual

- Positive/resilient temperament
- Religiosity/valuing involvement in organized religious activities
- Social competencies and problem-solving skills
- Perception of social support from adults and peers
- Healthy sense of self
- Positive expectations/optimism for the future
- High expectations

Family

- Good relationships with parents/bonding or attachment to family
- Opportunities and reward for prosocial family involvement
- Having a stable family
- High family expectations

School

- School motivation/positive attitude toward school
- Student bonding and connectedness (attachment to teachers, belief, commitment)
- Academic achievement/reading ability and mathematics skills
- Opportunities and rewards for prosocial school involvement
- High-quality schools/clear standards and rules
- High expectations of students
- Presence and involvement of caring, supportive adults

Peer

- Involvement with positive peer group activities and norms
- Good relationship with peers
- Parental approval of friends

Community

- Economically sustainable/stable communities
- Safe and health-promoting environment/supportive law enforcement presence
- Positive social norms
- Opportunities and rewards for prosocial community involvement/availability of neighborhood resources
- High community expectations
- Neighborhood/social cohesion