LOGIC MODELS 101

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OBJECTIVES

- Describe a logic model
- Understand the value of a logic model in a grant application
- Identify the key components of a logic model
- Examine examples of logic models
- Be able to develop a logic model
LOGIC MODELS

- Developed in evaluation science
- Grounded in theory of change – does a program work??
- Core of planning and evaluation
- Provides a common framework
LOGIC MODELS

- A **ONE** page summary of a program in words and graphics

- Describes the sequence of activities thought to bring about change

- Demonstrates how program activities are linked to anticipated program results
LOGIC MODEL – SIMPELEST FORM

A series of IF-THEN relationships that explain your theory of change
LOGIC MODELS – COMPONENTS

- **INPUTS**: resources, contributions, investments into program
- **OUTPUTS**: activities, services, events
- **OUTCOMES**: results or changes for individuals to systems
- **ASSUMPTIONS**: the beliefs we have about the program, underlying theories
- **EXTERNAL FACTORS**: the environment in which the program exists
**Example: Financial management program**

**Situation:** Individuals with limited knowledge and skills in basic financial management are unable to meet their financial goals and manage money to meet their needs.

**INPUTS**

Extension invests time and resources

**OUTPUTS**

We conduct a variety of educational activities targeted to individuals who participate

**OUTCOMES**

Participants gain knowledge, change practices and have improved financial well-being

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**WHAT WE INVEST**

**WHAT WE DO**

**WHAT RESULTS**
LOGIC MODELS – OUTCOMES

Shorter-Term Outcomes
- Achieved during program timeframe
- Within program control
- “expect to see”

Intermediate Outcomes
- Achieved at the end / beyond program timeframe
- Follow shorter-term outcomes
- “want to see”

Longer-Term Outcomes
- Achieved after program timeframe
- Outside direct program control
- “hope to see”

Shorter-Term Outcomes
are the first steps toward social change, such as:
- New knowledge
- Changed opinion/values
- Increased skills
- Changed motivation
- Changed attitudes
- Changed aspirations

Intermediate Outcomes
can’t happen without short-term outcomes, and are often:
- Modified behavior
- Changed policies
- Changed practices
- Changed social action
- Changed decisions

Longer-Term Outcomes
can’t happen without short-term and intermediate outcomes, and may be:
- Changed human condition
- Changed civic condition
- Changed economic condition
- Changed environmental condition

Source: Innovation Network, Inc.
There is no “BEST” design

Context-dependent for best choice of content to include and arrangement of that content

Try several on for size
<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What we invest</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Participants</strong></td>
</tr>
<tr>
<td>Staff</td>
<td>Technical Assistance</td>
<td>Students</td>
</tr>
<tr>
<td>Money</td>
<td>Fieldwork</td>
<td>Scientists</td>
</tr>
<tr>
<td>Time</td>
<td>Research</td>
<td>Tribes</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Studies</td>
<td>Citizens</td>
</tr>
<tr>
<td>Partners</td>
<td>Workshops</td>
<td>Private Sector</td>
</tr>
<tr>
<td>Equipment</td>
<td>Conferences</td>
<td>Agencies</td>
</tr>
<tr>
<td>Materials</td>
<td>Courses</td>
<td>Planners</td>
</tr>
</tbody>
</table>
LOGIC MODEL - EXAMPLE
Logic Model for Evaluation of the KCSHHHP:

Inputs:
1. Seek community partners
2. HH Demonstration Grant
3. Identify personnel
4. Seek discounts for HH Kit contents
5. Recruitment of participants: media campaign, IRB, legal affairs
6. Material development

Activities:
1. BOTH LEVEL 1 & 2: Networking, increase awareness and access to healthcare
2. LEVEL 1: Train 3 HH Specialists
3. LEVEL 2: EH Coordinators and EH Hygienist (identification & training)

Outputs:
1. LEVEL 1: HH visual assessment & report, family education, HH Kit
2. LEVEL 2: Visual & environmental assessment & report (indoor & outdoor)
3. Case review meeting to select and prioritize interventions

Outcomes:
1. Increase knowledge about safe and healthy home issues
2. Decrease indoor environmental exposures, while ensuring source of exposure is not outdoor
3. Demonstrate cost-savings of healthcare and return on investments

Impact:
1A, 1B, 1C, 1D, 1E, 1F
Reduce symptoms and increase quality of life in 300 asthmatic children aged 2 – 17 years, living in the Kansas City Metropolitan region, over a period of 9 months. Children must have lived in their house for the past 6 months, and must remain there for at least 12 months after initial assessment.

Assumptions:
- The time from case-review report to intervention is NOT associated with intervention & outcome, otherwise this would be a potential source of confounding
- Optimal Asthma Action Plan
  - This may be a potential externality / confounder
LOGIC MODELS

NSF – “like a blueprint”

POWERFUL COMMUNICATION TOOL
**LOGIC MODELS IN GRANT PROPOSALS**

- Sometimes, but not always required
- If required, structure/required elements will be described in the RFP
- If not required, consider including one
- **Why?**
  - Gets investigative team / partners on same page
  - Easy way to communicate to a program officer what you are thinking to see if your proposal is a good fit with the funding agency
  - Makes grant writing much easier
  - Helps reviewers understand your proposed project
LOGIC MODELS - TIPS

- Focus on cause and effect relationships
- Visually linking steps of your work – creating a path to solve the problem or answer the questions
- KEEP IT SIMPLE – Clarity over confusion!
  - Include only information directly related to theory of change
  - Detail is elsewhere in your proposal
- Visually pleasing
  - don’t go crazy with graphics,
  - align info horizontally when possible
LOGIC MODELS – WHERE TO BEGIN?

- Depends on how you think, how you are approaching your project, why you are creating the logic model

- IDEALLY:
  - Consider needs assessment / situational analysis
  - Fit with mission / vision / priorities / capability / theory
LOGIC MODELS – STEP BY STEP GUIDE

- Step 1: Long-term outcomes
- Step 2: Contextual factors (assumptions and external factors)
- Step 3: Inputs
- Step 4: Activities
- Step 5: Outputs
- Step 6: Short-term outcomes
## UNIVERSITY OF MISSISSIPPI
### COLLEGIATE RECOVERY COMMUNITY
#### PROGRAM LOGIC MODEL

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Activities</th>
<th>Participants</th>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty / staff / Graduate Assistant support on volunteer basis</td>
<td>Weekly meeting</td>
<td>Undergraduate and graduate students seeking recovery support</td>
<td>Students seeking recovery support</td>
<td>Motivate students in recovery to engage CRC</td>
<td>Progress with quality of recovery</td>
<td>Students in recovery graduate from UM and continue successful recovery</td>
</tr>
<tr>
<td>Temporary meeting and office space</td>
<td>Support / advocacy</td>
<td>Campus and community supporters</td>
<td>Increase appropriate social support / decrease isolation</td>
<td>Improve ability to manage stressors that are risk factors for relapse</td>
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</tr>
<tr>
<td>Private funding for scholarship</td>
<td>Sober social events</td>
<td></td>
<td>Stay enrolled in school</td>
<td>Succeed academically</td>
<td></td>
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<tr>
<td>Support from university administration</td>
<td>Scholarships</td>
<td></td>
<td>Increase appropriate use of available resources</td>
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<tr>
<td></td>
<td>Celebration of Recovery (12 steps)</td>
<td></td>
<td>Increase awareness of CRC</td>
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<td></td>
<td>Student service organization</td>
<td></td>
<td>Build connections to the community</td>
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<td></td>
<td>Website</td>
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**Assumptions:**
1. Participants are receiving clinical recovery support (i.e., 12 step program participation) elsewhere; 2. The CRC is peer-driven (the students decide what they need)

**External Factors:**
The University of Mississippi has a special responsibility related to alcohol and drug use due to campus culture.
Example: Water quality
Example:
Statewide Tobacco Control: Smoke-free environments

**INPUTS**
- Coalition
- Time
- Money
- Partners including youth
- Research and best practices

**ACTIVITIES**
- Organize and implement Smoke-free campaign
- Organize and implement strategy for treating tobacco addiction
- Organize and implement strategy to prevent youth tobacco use

**PARTICIPANTS**
- Public
- Elected officials
- Mgrs of public areas/events
- Worksite contacts
- Residential owners, mgs
- Tobacco users • Adults • Youth
- Influential others
- Youth
- Parents, schools, etc.
- Policy makers
- Retailers

**OUTCOMES**
- Changes in awareness, knowledge and attitudes about SF
- Increased commitment, support, demand for SF environments
- Demonstrations of support
- SF policies implemented, enforced
- Increased use of cessation resources
- Increased # of quit attempts
- Increased # of prevention programs, policies adopted, enforcement
- Change in behaviors
- Reduction in tobacco use and exposure
- Increased knowledge of availability of cessation resources
- Change in knowledge, attitude, motivations
- Increased commitment to eliminate access
- Change in attitudes and motivations
- Increased # of prevention programs, policies adopted, enforcement
### Program Logic Model

**Mississippi Biomedical Career Compass Program Purpose:**

Develop a new model of graduate training that better prepares graduate students for the broad range of career opportunities in the biomedical workforce.

<table>
<thead>
<tr>
<th>Rationales</th>
<th>Program Goals</th>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-Term/Intermediate</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Only about one quarter of biomedical Ph.D.s work in tenure track faculty positions</em></td>
<td><em>Provide data on time to degree and career placement outcomes to facilitate informed application, enrollment, training decisions</em></td>
<td><em>Academic schedule that facilitates short-course opportunities that do not lengthen time to degree</em></td>
<td><em>Engage stakeholders. Advisory committee - what skills most valuable</em></td>
<td><em>Data is available to both guides and program instructors</em></td>
<td><em>Students make informed enrollment/academic program decisions</em></td>
<td><em>Students successfully transition to careers in the biomedical research workforce</em></td>
</tr>
<tr>
<td><em>Current paradigm only prepares students for academic tenure track careers</em></td>
<td><em>Current paradigm only prepares students for academic tenure track careers</em></td>
<td><em>Existent interdisciplinary, team-based integrative courses, programs</em></td>
<td><em>Engage in planning period to develop programmatic elements</em></td>
<td><em>Inform, support, and mentor faculty mentors are available to students</em></td>
<td><em>Students have working knowledge/experience with broader range of career paths and related skills</em></td>
<td><em>Faculty are aware of and willing advocates for a diverse range of academic and career paths for biomedical doctoral students</em></td>
</tr>
<tr>
<td><em>Career placement data is not widely available, preventing students from making informed decisions regarding enrollment and path through doctoral programs</em></td>
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<td><em>Faculty with demonstrated strong mentoring skills</em></td>
<td><em>Track career placement of graduates</em></td>
<td><em>Students gain skills that will facilitate success in a broader range of career paths</em></td>
<td><em>A new more holistic training model for graduate training in biomedical research is available and adaptable for implementation at a wide variety of institutions</em></td>
<td></td>
</tr>
<tr>
<td>The majority of graduates go on to alternative career paths within the broader biomedical sciences economy with little exposure to these options during training – transition is difficult</td>
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<td><em>Engaged and interested faculty, including many with experience and existing partnerships across the non-academic biomedical enterprise</em></td>
<td><em>Facility training to raise awareness, enhance program support, mentoring skills</em></td>
<td><em>Students have a yearly opportunity to participate in coursework to enhance knowledge, build skills for career success</em></td>
<td><em>Faculty improve awareness and knowledge of broader range of career pathways for biomedical doctoral students</em></td>
<td></td>
</tr>
<tr>
<td>Faculty are experts in training students to do what they themselves do, often lacking awareness and knowledge of alternative career paths</td>
<td><em>Faculty are experts in training students to do what they themselves do, often lacking awareness and knowledge of alternative career paths</em></td>
<td><em>Track record of facilitating students’ successful transition to non-academic careers upon graduation</em></td>
<td><em>CAREER COMPASS Boot Camp for incoming students; Retreat for ongoing students</em></td>
<td><em>Students who are interested complete internships to gain/ deepen practical experience/knowledge</em></td>
<td><em>Novel exit strategy academic track</em></td>
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<td>Great societal benefit from having trained scientists contributing their knowledge and skills in a wide variety of settings to improve policy</td>
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<td><em>Strong institutional support for program</em></td>
<td><em>Develop, implement cross-disciplinary seminar series to develop working knowledge in skills/areas necessary for success in range of biomedical careers</em></td>
<td><em>Potential new degree programs or degree tracks are considered and developed</em></td>
<td><em>Model program is developed and evaluated facilitates program refinement</em></td>
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</tr>
<tr>
<td><em>Develop academic exit strategies for students who desire alternative career path. Masters in Interdisciplinary Studies</em></td>
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<td><em>CAREER COMPASS Boot Camp for incoming students; Retreat for ongoing students</em></td>
<td><em>Develop, implement cross-disciplinary seminar series to develop working knowledge in skills/areas necessary for success in range of biomedical careers</em></td>
<td><em>Data to inform continued program refinement, improvement, dissemination is available</em></td>
<td><em>Mentorship??</em></td>
<td></td>
</tr>
<tr>
<td><strong>Blueprint Mississippi</strong></td>
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<td><em>Mentorship??</em></td>
<td><em>Mentorship??</em></td>
<td></td>
</tr>
<tr>
<td>Need to try something about external partners</td>
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<td><em>Develop, implement cross-disciplinary seminar series to develop working knowledge in skills/areas necessary for success in range of biomedical careers</em></td>
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<td><em>Mentorship??</em></td>
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<td><em>Mentorship??</em></td>
<td><em>Mentorship??</em></td>
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</table>
## Applied Research Grant

### on

**Pre-Spawning Salmon Mortality in Urban Creeks**

**Assumptions (Logic for the Project):**

There is a relationship between pre-spawning salmon mortality (PSM), watershed characteristics, and land use. A scientific understanding of the causes can lead to strategies that reduce the mortality rate. Understanding PSM can lead to policy decisions that will improve watershed health, land use and human health. Strong partnerships coupled with research, communication and coordination are necessary to reduce pre-spawning salmon mortality.

<table>
<thead>
<tr>
<th><strong>INPUTS (DESCRIBE)</strong></th>
<th><strong>ACTIVITIES (DESCRIBE)</strong></th>
<th><strong>OUTPUTS (DELIVERABLES) (QUANTITY)</strong></th>
<th><strong>CUSTOMERS/TARGET AUDIENCE /BENEFICIARIES</strong></th>
<th><strong>SHORT TERM OUTCOMES (MEASURABLE)</strong></th>
<th><strong>MEDIUM TERM OUTCOMES (MEASURED IF POSSIBLE)</strong></th>
<th><strong>LONG TERM OUTCOMES (PROJECTED)</strong></th>
<th><strong>EPA STRATEGIC OBJECTIVES SUPPORTED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EPA Grant $5</td>
<td>Create project partnerships.</td>
<td>- GIS-based land-use and watershed characteristics analyses performed. (Yes or No &amp; Quality)</td>
<td>Agency Science Track: Scientists at USEFS, NMFS, and EPA. WDFW. CommunityTrack: CommunityTrack: CitizenTrack: PolicyTrack: Policymakers are aware of the problem &amp; scope of the crisis. Media coverage. Copies of newsletters &amp; articles referencing the results of the study, including copies of press releases.</td>
<td>Agency Science Track: NOAA Scientists are informed about the study. (Scientists confirm value of study through letters of appreciation. Outputs are to be published in other publications and presentations.) CommunityTrack: PolicyTrack: PolicyTrack: PolicyTrack: PolicyTrack: Ranking land use regulations to lessen PSM. Public Awareness Track: Public awareness track is in place, and scope of the crisis is being communicated. Copies of newsletters &amp; articles referencing the results of the study, including copies of press releases.</td>
<td>Agency Science Track: NOAA Scientists use study results to explain mechanisms for mortality and identify appropriate solutions. CommunityTrack: PolicyTrack: PolicyTrack: PolicyTrack: PolicyTrack: Public awareness track is in place, and scope of the crisis is being communicated. Copies of newsletters &amp; articles referencing the results of the study, including copies of press releases.</td>
<td><strong>Goal 4 Healthy Communities and Ecosystems, Objective 4.2.1 Sustain Community Health</strong></td>
<td></td>
</tr>
<tr>
<td>Staff Time</td>
<td>Field surveys.</td>
<td>- Questionnaire mailed and followed with phone call &amp; compile results (Yes or No &amp; Quality)</td>
<td>Public Awareness Track: Public Awareness Track: Public Awareness Track: Public Awareness Track: Public Awareness Track:</td>
<td>Public Awareness Track: Public awareness track is in place, and scope of the crisis is being communicated. Copies of newsletters &amp; articles referencing the results of the study, including copies of press releases.</td>
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<td></td>
<td><strong>Goal 2 Clean Water, Objective 2.1 Improve Water Quality on a Watershed Basis</strong></td>
</tr>
<tr>
<td>Materials</td>
<td>Develop GIS.</td>
<td>Field surveys performed in 7 Bellington, Seattle, and Olympia watersheds &amp; data entered. (Yes or No &amp; Quality)</td>
<td>Public Awareness Track: Meet with Environmental groups and reporters.</td>
<td>Public Awareness Track: Public awareness track is in place, and scope of the crisis is being communicated. Copies of newsletters &amp; articles referencing the results of the study, including copies of press releases.</td>
<td>Public Awareness Track: Public awareness track is in place, and scope of the crisis is being communicated. Copies of newsletters &amp; articles referencing the results of the study, including copies of press releases.</td>
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</tr>
<tr>
<td>In-kind Contributions</td>
<td>Develop poll information request form</td>
<td>Field surveys performed in 7 Bellington, Seattle, and Olympia watersheds &amp; data entered. (Yes or No &amp; Quality)</td>
<td></td>
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<tr>
<td>Volunteers</td>
<td>Survey local governments and DFW.</td>
<td>Field surveys performed in 7 Bellington, Seattle, and Olympia watersheds &amp; data entered. (Yes or No &amp; Quality)</td>
<td></td>
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<tr>
<td></td>
<td>Document PSM observations.</td>
<td>Final report drafted. (Yes or No &amp; Quality)</td>
<td></td>
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</tbody>
</table>

**Thick Line = Limit of Direct Grant Accountability**
**Assumptions:**
1. **LEED** (Leadership in Energy and Environmental Design) is a nationally recognized, non-regulatory approach that has been shown to result in quantifiable low impact development.
2. **LEED** training and certification for contractors, developers, architects, and other professionals will lead to the use of low impact development practices and construction in the county.
3. Low Impact Development will benefit both the environment and the local economy.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Customers</th>
<th>Short Term Outcomes</th>
<th>Medium Term Outcomes</th>
<th>Long Term Outcomes</th>
<th>Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPA Grant</td>
<td>- Develop LEED* Professional Reference Guide for area professionals</td>
<td>Target: Conduct two LEED certification workshops (three 4 hour sessions each)</td>
<td><strong>Primary targets:</strong> Contractors, Developers, Architects, Engineers.</td>
<td>- Increased LEED capacity and understanding</td>
<td>- Increase in specifications and orders for green building materials documented</td>
<td>LEED certified construction becomes widespread and is shown to be cost effective and affordable</td>
<td>Area becomes a replicable model for visionary planning and development.</td>
</tr>
<tr>
<td>Staff time</td>
<td>- Develop LEED practice exams</td>
<td>Target: 60 professionals complete training</td>
<td><strong>Secondary targets:</strong> Realtors, Elected Officials, Public Works and Planning Professionals, Concerned Citizens.</td>
<td>- Proposed waterfront re-development project meets LEEDS platinum standard.</td>
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<tr>
<td>In-Kind Contributions</td>
<td>- Develop “Green Building Materials Sourcing Guide for professionals.”</td>
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</tr>
<tr>
<td>Volunteer Time</td>
<td>- Design and conduct LEED training workshop series.</td>
<td>Target: Professional Guide, Practice Exams, and Green Building Sourcing Material guide published and available electronically</td>
<td><strong>Secondary targets:</strong> customers attend workshops but do not seek accreditation Target 20</td>
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</tr>
</tbody>
</table>

LOGIC MODELS – WHERE TO BEGIN?

- THEORY APPROACH
- OUTCOMES APPROACH
- ACTIVITIES APPROACH
<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS ACTIVITIES</th>
<th>OUTPUTS PARTICIPANTS</th>
<th>OUTCOMES SHORT</th>
<th>OUTCOMES MEDIUM</th>
<th>OUTCOMES LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged faculty/staff</td>
<td>Develop program</td>
<td>Undergraduate</td>
<td>Build internal and</td>
<td>Center is officially</td>
<td>UM has a vibrant</td>
</tr>
<tr>
<td>Students seeking</td>
<td>plans for AOD</td>
<td>and graduate</td>
<td>and external advocates</td>
<td>recognized</td>
<td>AOD Center with permanent physical space, permanent financial structure, and a mission/vision to provide services, conduct research, and serve as a best practices clearinghouse related to AOD on college campuses</td>
</tr>
<tr>
<td>recovery support</td>
<td>center and CRC</td>
<td>students seeking</td>
<td>University administrators, faculty/staff to</td>
<td>Faculty/staff/students become aware of and engage the AOD</td>
<td></td>
</tr>
<tr>
<td>Support from university</td>
<td>Develop and pilot</td>
<td>recovery support</td>
<td>plan AOD center and CRC</td>
<td>center</td>
<td></td>
</tr>
<tr>
<td>administration</td>
<td>a CRC program</td>
<td>AOD center and CRC</td>
<td>CRC pilot is launched and participants</td>
<td>Funding, staff and space are secured</td>
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<tr>
<td></td>
<td>Seek funding</td>
<td>Campus and</td>
<td>enrolled</td>
<td></td>
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<tr>
<td></td>
<td>support for AOD</td>
<td>community supporters</td>
<td>Document to create AOD center is produced and approved</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>center and CRC</td>
<td>Funders</td>
<td>Best practices are identified</td>
<td>AOD programming is planned and implemented</td>
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<td></td>
<td>Seek appropriate</td>
<td></td>
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<td>CRC is institutionalized</td>
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<td>facilities for and</td>
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<td></td>
<td>AOD Center</td>
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<td></td>
<td>Engage national</td>
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**Assumptions:** 1. CRCs enhance student success; 2. A CRC can be a viable service at UM (may serve as a unique recruiting tool)

**External Factors:** The University of Mississippi has a special responsibility related to alcohol and drug use due to campus culture.