KLASAC Coalition Logic Model

Long-Term Consequences	Behavioral Health Problems	Risk/Protective Factors - Intervening Variables	Local Conditions Contributing Factors	Strategies and Local Implementation	Evaluation Plan
10-15 yrs	*5-10 yrs*	*2-5 yrs*	*6 mons – 2 yrs*		

Outcomes ——— **Actions**

State Assessment

Local Assessment ——— Plan/Implement ——— Report/Evaluate

What is the problem?	Why?	Why here?	But why here?	What are we doing about it?	So what? How will we know?
These problems…	These types of problems…	…with these common factors...	…specifically in our community…	…can be addressed through these strategies…	…and we will use these tools to measure our impact…

Long-Term Consequences	Behavioral Health Problems	Risk/Protective Factors	Local Conditions Contributing Factors	Strategies and Local Implementation	Evaluation Plan
		Low neighborhood attachment/ community disorganization	Community readiness to address ATOD issues	Community engagement/ coalition development: KLASAC Community Outreach	Community engagement/ coalition development: Coalition Assessment Tool, Sustainability, Documentation
	Any underage: Alcohol Use (including Problem or Heavy Drinking) Marijuana/ cannabis use Vapor/ e-cigarette use Opioid/Rx drug use (including adults)	Availability: Primarily social access, (some retail) Also includes: Community laws & norms	Youth access to ATOD Also includes: Policies, social practices favorable toward ATOD use	Public awareness / info dissemination: (ie: Start Talking Now)	Public awareness: Process measures, Community survey
School performance Youth delinquency Mental health				Environmental strategies: Retailer education	Environmental strategies: Process measures, community survey, HYS
		Favorable attitudes towards problem behavior: [parental and youth]	Parental awareness of risk/protective factors and the consequences of involvement Perception of peer use & Perception of harm	School-based Student Assistance Program Project Northland Class Action Positive Community Norms	Student Assistance Program: Pre/post Program Pre/posts
		Early & persistent antisocial behavior Low family bonding Peer bonding	Opportunities, skills & recognition to promote attachment to society, community & school Opportunities, skills, and recognition to contribute to family bonding Opportunities, skills, & recognition for prosocial involvement with peers	Positive Action (in school & parent component) TADAA	Direct Services: Assigned program pre/post and process measures, HYS