



WORKSHEET: THEORY OF CHANGE TO LOGIC MODEL

I. "SO THAT" CHAIN TEMPLATE

Complete the template below to see how your Theory of Change elements connect. Start at the bottom, with your goal or outcome statement, then work from top to bottom.

STRATEGY OR ACTIVITY:

Black, Indigenous, and students of color work together to complete projects designed to build student success skills (academic and social-emotional) and positive racial and cultural identity

SO THAT

BIPOC students develop strong academic and social-emotional skills and positive racial and cultural identity

SO THAT

BIPOC develop positive connections to peers and adults in their school communities

SO THAT

BIPOC students successfully transition to high school

MISSION OR VISION STATEMENT:

All Black, Indigenous, and students of color graduate on time and well prepared to thrive in college, career, and life



Example

Youth Development Executives of King County
Working together to advance the youth development field



Adapted from: Organizational Research Services (2004). *Theory of Change: A Practical Tool for Action, Results, and Learning*. Prepared for the Annie E. Casey Foundation. Retrieved from <http://www.aecf.org/m/resourcedoc/aecf-theoryofchange-2004.pdf>

Example

Youth Development Executives of King County

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II. OUTCOMES FRAMEWORK TEMPLATE

Now that you have mapped out a Theory of Change for your program, think about the **goals** or **outcomes** of your program, and about your program’s major **activities**.

PROGRAM ACTIVITIES	PROGRAM TARGETS	WHAT WILL CHANGE NOW?	WHAT WILL CHANGE LATER?	GOAL OR OUTCOME
<p><i>What are you doing?</i></p> <p><i>Summer:</i></p> <ul style="list-style-type: none"> <i>Orientation</i> <i>Family events</i> <p><i>9th Grade:</i></p> <ul style="list-style-type: none"> <i>Weekly peer cohort meetings</i> <i>One-on-one tutoring</i> <i>School check-ins</i> 	<p><i>For whom are you doing it?</i></p> <p><i>Students identified and recruited in 7th grade (specifically BIPOC students who have a history of chronic absenteeism or have a failing grade in a core subject area)</i></p>	<p><i>How will you know you are on track?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <i>Attend program activities</i> <i>Develop school readiness skills</i> <i>Build relationships</i> <i>Improve interpersonal skills</i> <i>Explore racial and cultural identity</i> 	<p><i>How will you know you are on track?</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <i>Attend school regularly</i> <i>Avoid disciplinary action</i> <i>Do well in classes (“C” or above)</i> 	<p><i>What do you hope to see as a result of this activity?</i></p> <p><i>Better high school graduation rates</i></p> <p><i>Improved postsecondary attainment</i></p> <p><i>More equitable educational outcomes</i></p>

Are there any **assumptions** that underlie your program theory (i.e. that X will lead to Y)? What are they?

9th grade transition is key; positive cultural and racial identity, along with social and emotional skills contribute to school connectedness; school connectedness leads to better performance; support outside of school leads to better outcomes in school

What about **external factors**? Is there anything beyond your control that could get in the way of achieving your outcome(s)?

Student mobility; Attrition; In-school factors; Family dynamics; Program staff and student turnover in the program