



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:

We have students work in groups to complete projects designed to build student success skills (academic and social-emotional)

SO THAT

Our students develop strong collaborative and interpersonal skills

SO THAT

Our students connect to adults and peers in their school communities

SO THAT

Our students have a more successful transition to high school

MISSION OR VISION STATEMENT:

Start
Here

All students graduate on time and well prepared for college, career, and life

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>

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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>Summer:</p> <ul style="list-style-type: none"> • Orientation • Family events <p>9th Grade:</p> <ul style="list-style-type: none"> • Weekly cohort meetings • One-on-one tutoring • School check-ins 	<p><i>For whom are you doing it?</i></p> <p>Students identified as at-risk in 7th grade (referred by school staff or by a parent; history of disciplinary action, chronic absenteeism and/or academic failure)</p>	<p><i>How will you know you are on track?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Attend program activities • Develop school readiness skills • Build relationships • Improve interpersonal skills 	<p><i>How will you know you are on track?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Attend school regularly • Avoid disciplinary action • Do well in classes (“C” or above) 	<p><i>What do you hope to see as a result of this activity?</i></p> <p>Better high school graduation rates</p> <p>Improved postsecondary attainment</p> <p>More equitable educational outcomes</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; 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 on the program