

The Social Change Quotient: Are We Doing Our Share?

Theory of Change Workshop

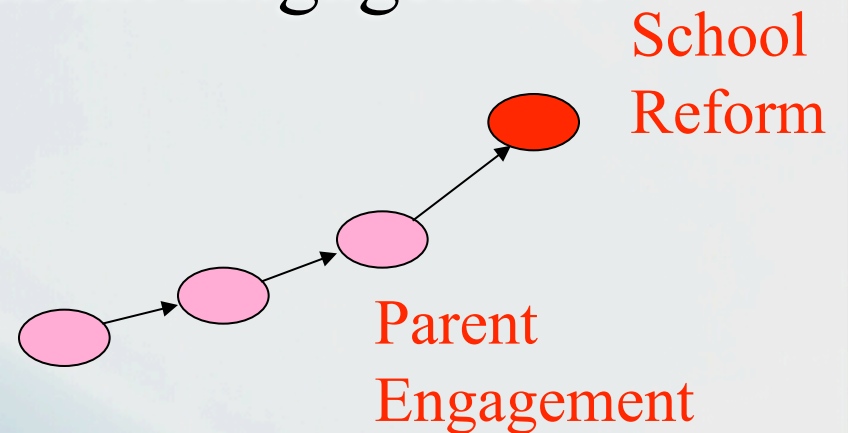
Helène Clark

ActKnowledge

Example:

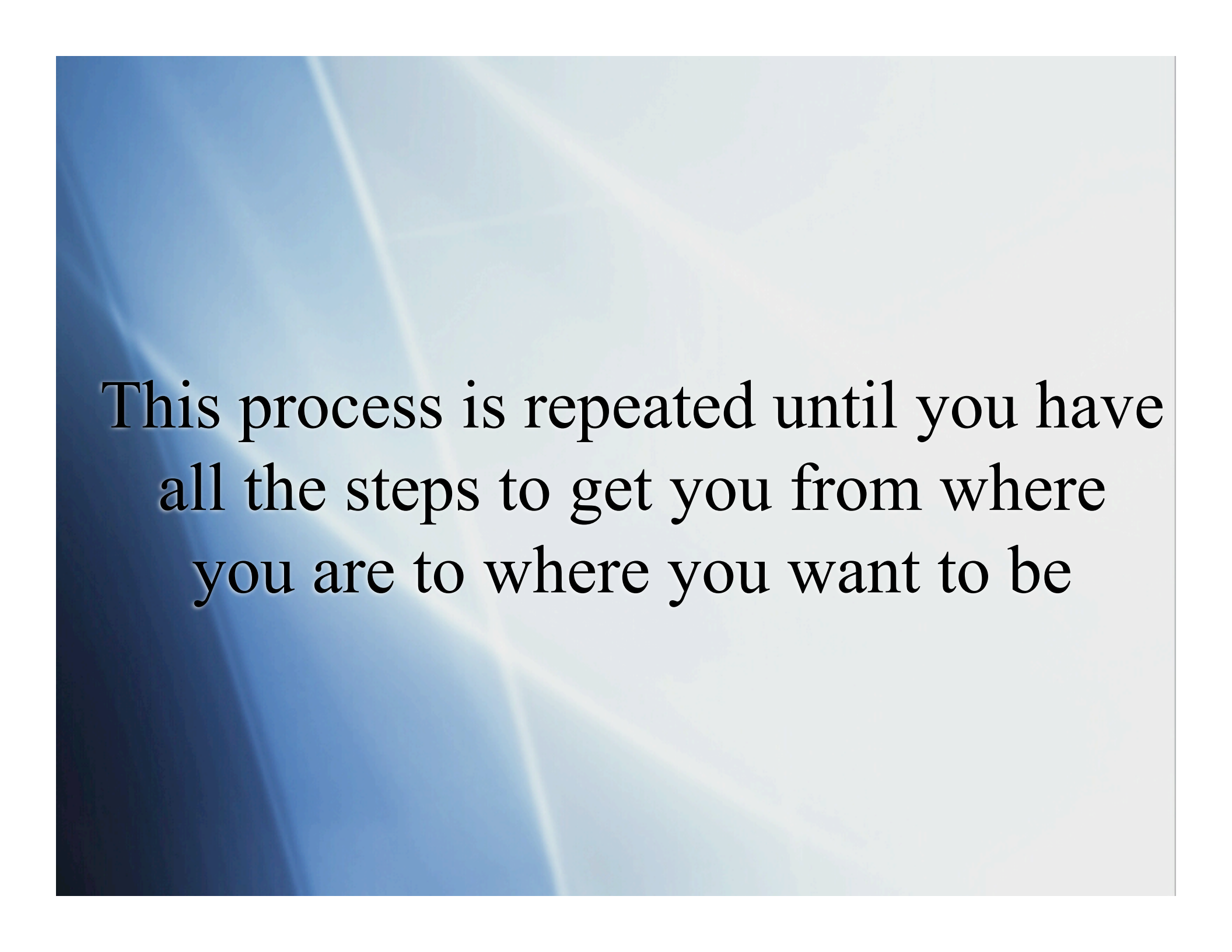
Long-term Goal: School Reform

One possible precondition: Parent Engagement



Next step: Explain why

Why do you think that parent engagement is a **necessary precondition** for reforming schools?

The background of the slide is an abstract composition of soft, diagonal blue and white lines that create a sense of movement and depth. The lines are more pronounced on the left side and fade towards the right.

This process is repeated until you have
all the steps to get you from where
you are to where you want to be

But, there's more....

Each step (or precondition) is a goal itself

E.g. – Parent Engagement is a precondition to school reform, AND it is a goal. Because it's a precondition, it's an EARLIER goal. You need to reach it before you can have school reform (according to your beliefs)



And for each goal:

You need to know:

Did I Get There?



Because:

Your theory depends on meeting each
precondition

(That's what makes it a precondition – it's
NECESSARY)



How Will You Know?

EVIDENCE!

Evidence

Measurable Indicators of Success

What does it look like if the goal is met?

For example

Goal = Academic Achievement

Goal = Academic Achievement

Possible Indicators:

Reading and Math Test Scores

Grades

Graduation Rates

For Every Indicator:

What?

For Whom?

How Many?

How Good?

By When?

Example: Reading Test Scores (the what)

For whom: Fourth-graders

How many: 80%

How good: Read at grade level

By when: One year (or end of after-school program, or whatever you decide)



Now, Let's Look at a Real Theory of Change for a Very Simple Program

Children's Literacy



Family Support Center Takes On Child Literacy Campaign

Children's Literacy

Parents Read to Their Children Regularly

Family Support Center Takes On Child Literacy Campaign



Only ONE Precondition?

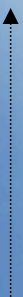
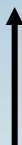
This is only an example!

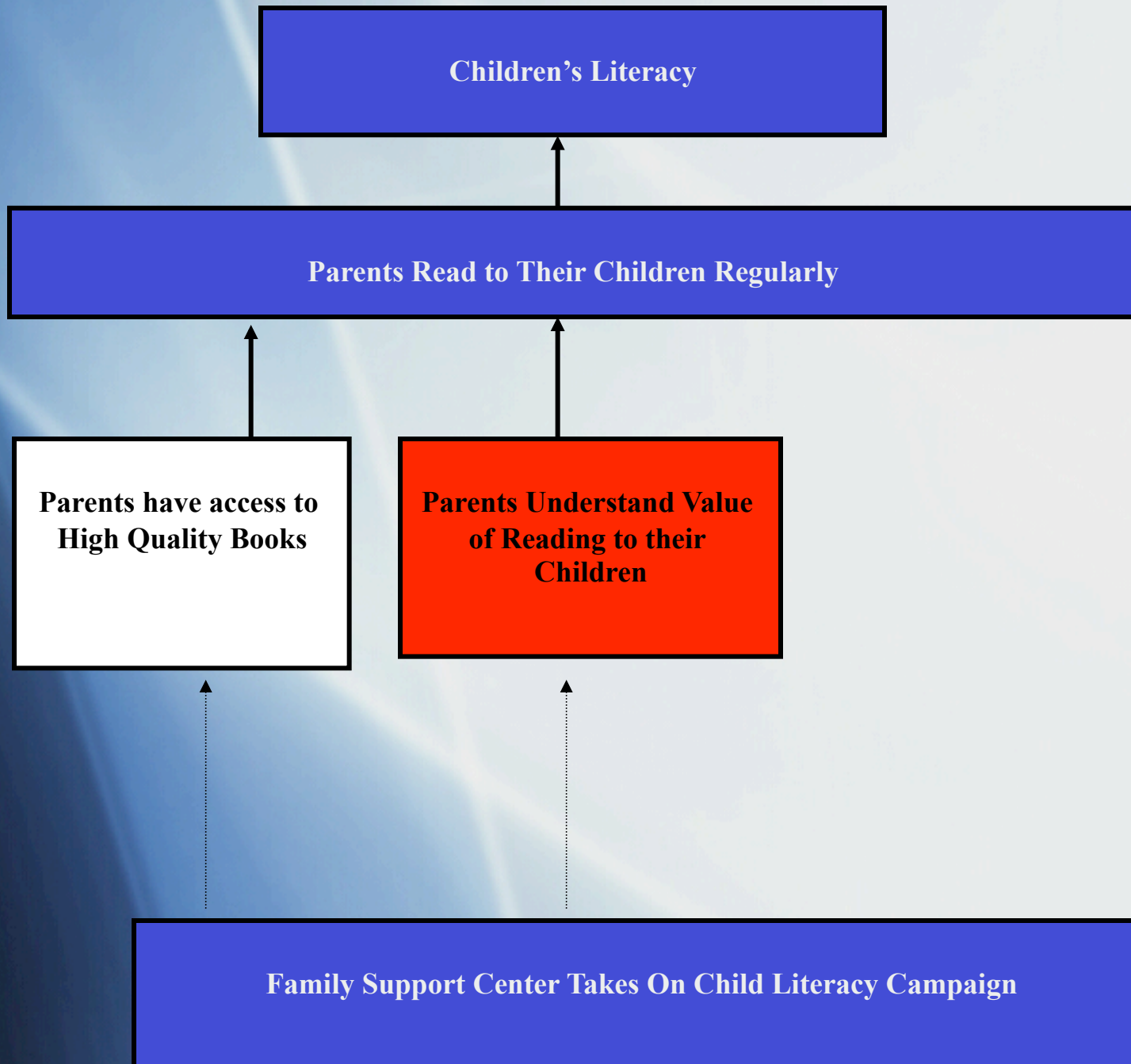
Children's Literacy

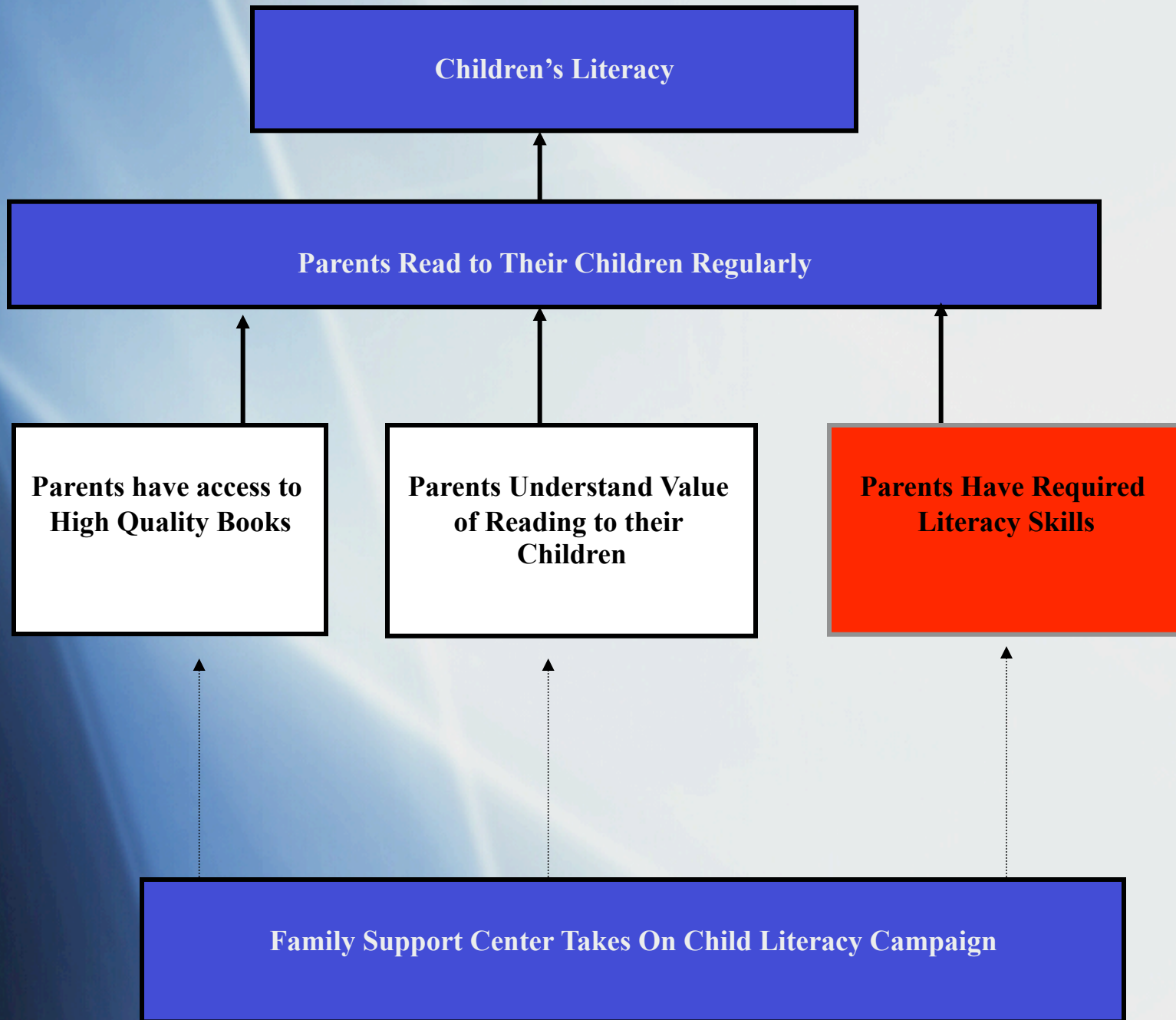
Parents Read to Their Children Regularly

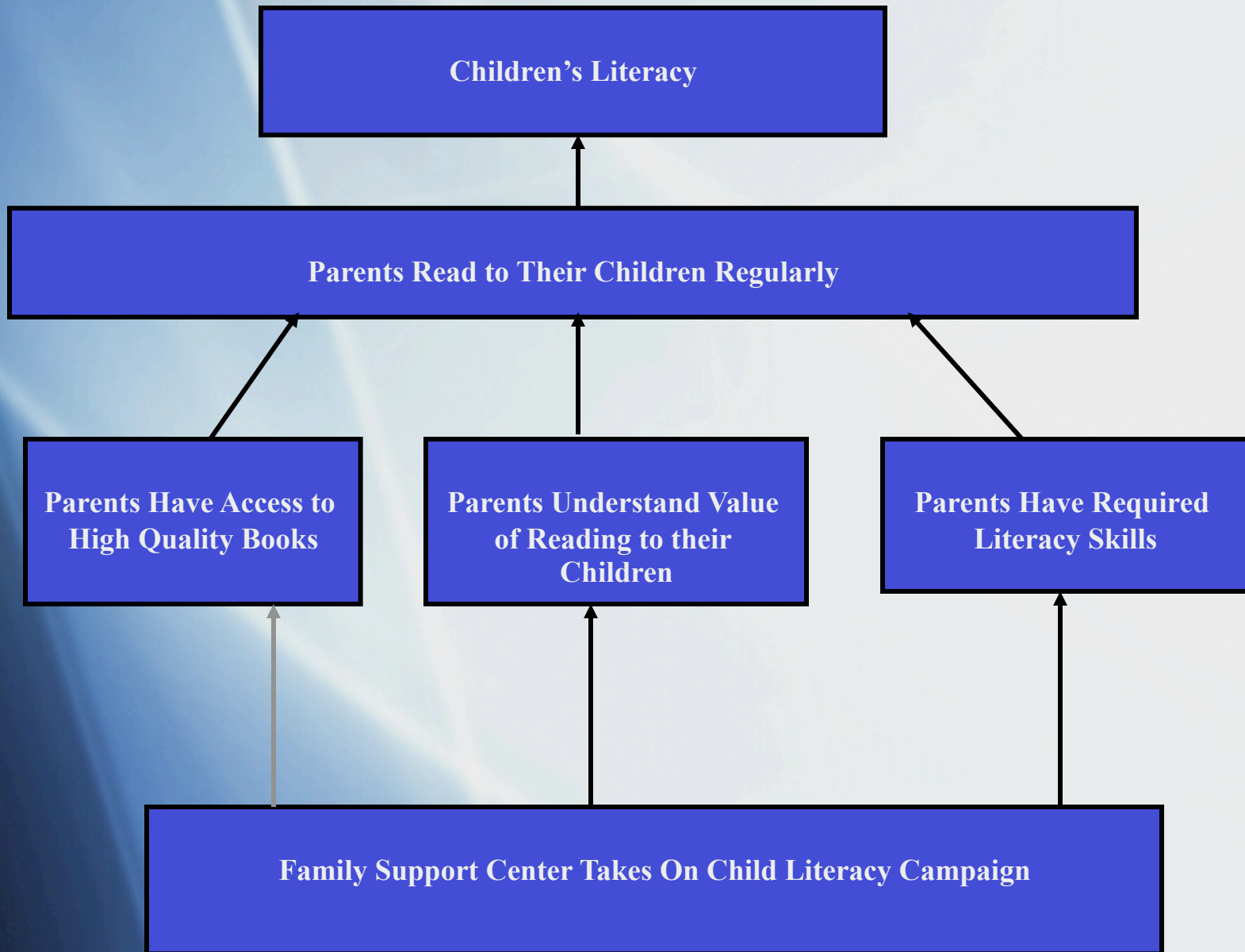
**Parents have access to
High Quality Books**

Family Support Center Takes On Child Literacy Campaign









Remember Being Realistic?

Because they only are addressing ONE precondition for literacy, they SHOULD NOT have a measure of success that is overblown

Without addressing school curricula and barriers to learning, they cannot expect to have all kids reading perfectly

They can expect that a certain percentage of students will improve and have to decide on a REALISTIC TARGET

Now, explain what makes the
outcomes work:

Justifications and Assumptions
about the Context of your
Community

JUSTIFICATIONS AND ASSUMPTIONS

about the context of your
community should explain the
theory and help plan your
interventions

In other words, why do we believe that if the preconditions are met, the outcome at the next level will occur?

How may outcomes interact?

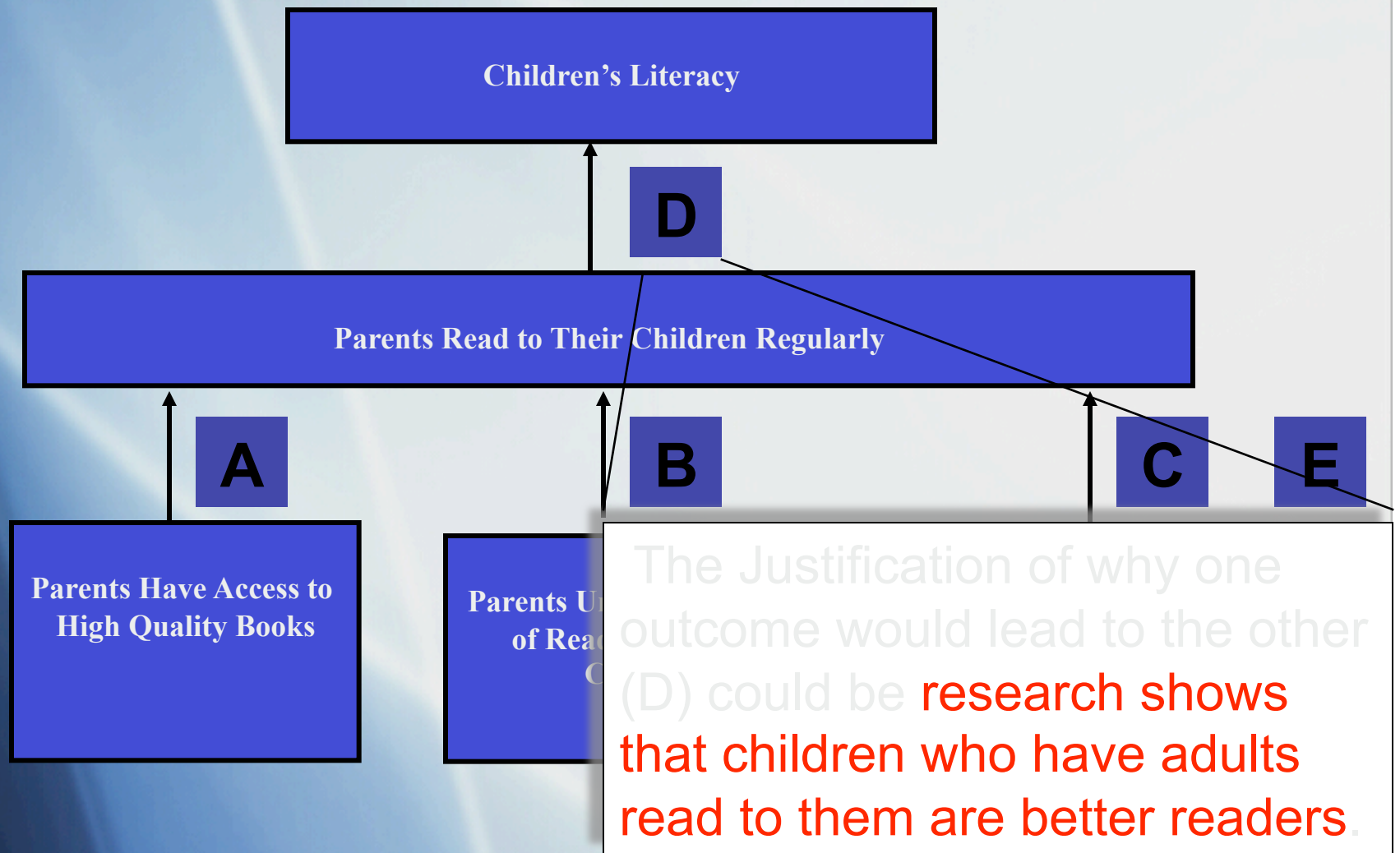
Context

What are you assuming will also happen or exist that will allow the precondition to lead to the outcome?

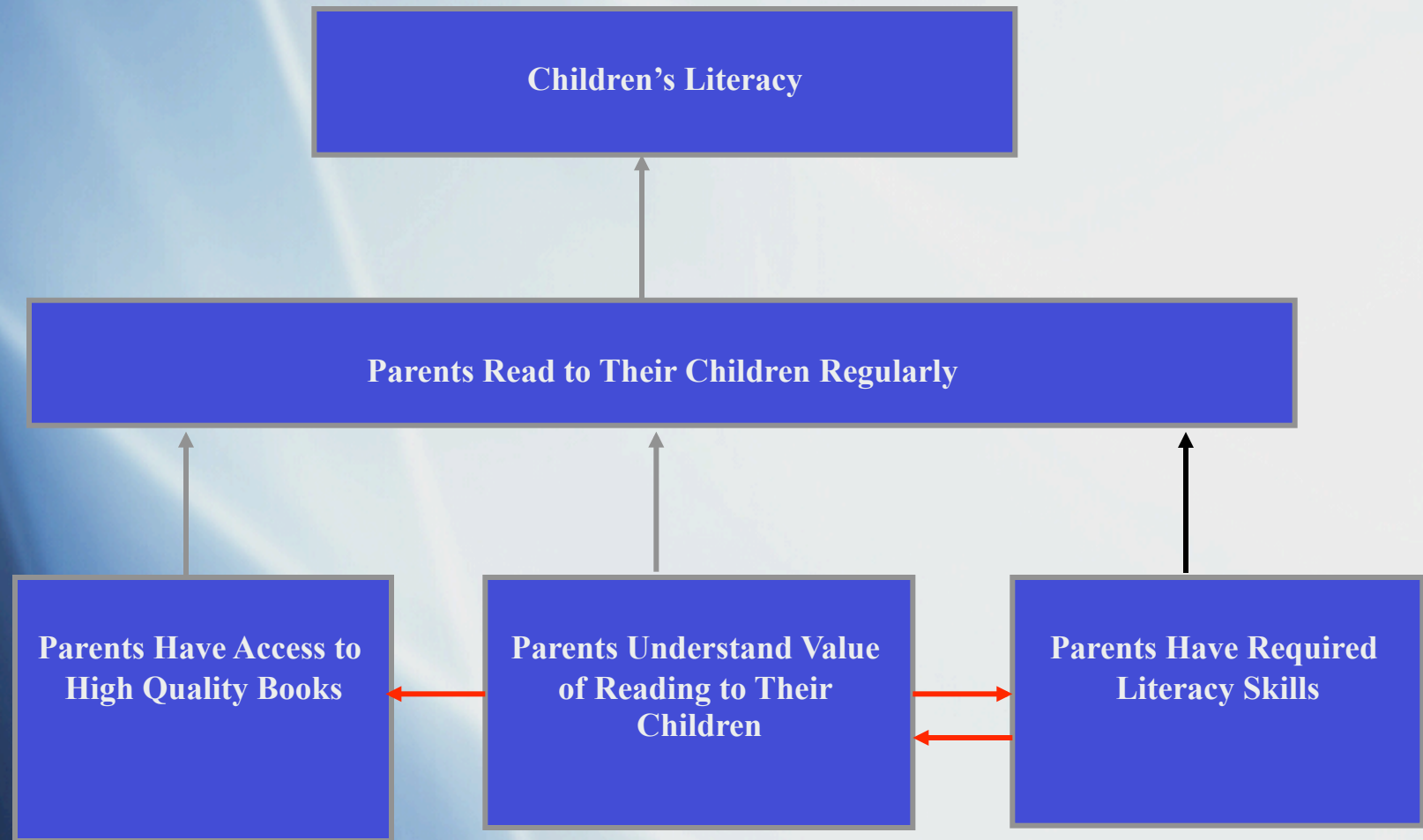


Are there other conditions that you assume will be met?

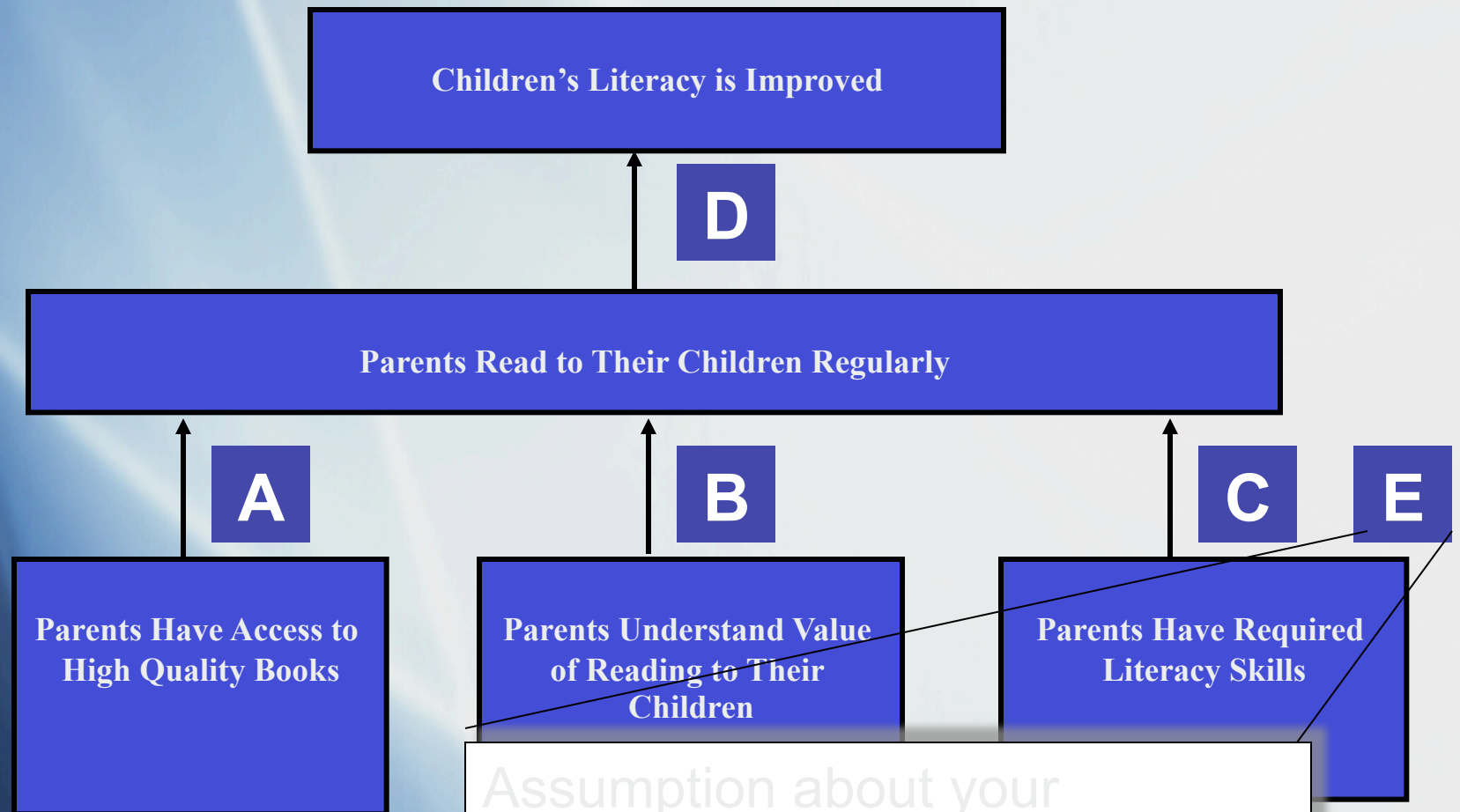
Are there contextual conditions that could limit success?



Justification



Interaction Between Outcomes



Assumption about your community (E) may be that parents will have time to read to their children.

Assumption

Other Possible Assumptions

Non-literate parents will be motivated to attend literacy classes

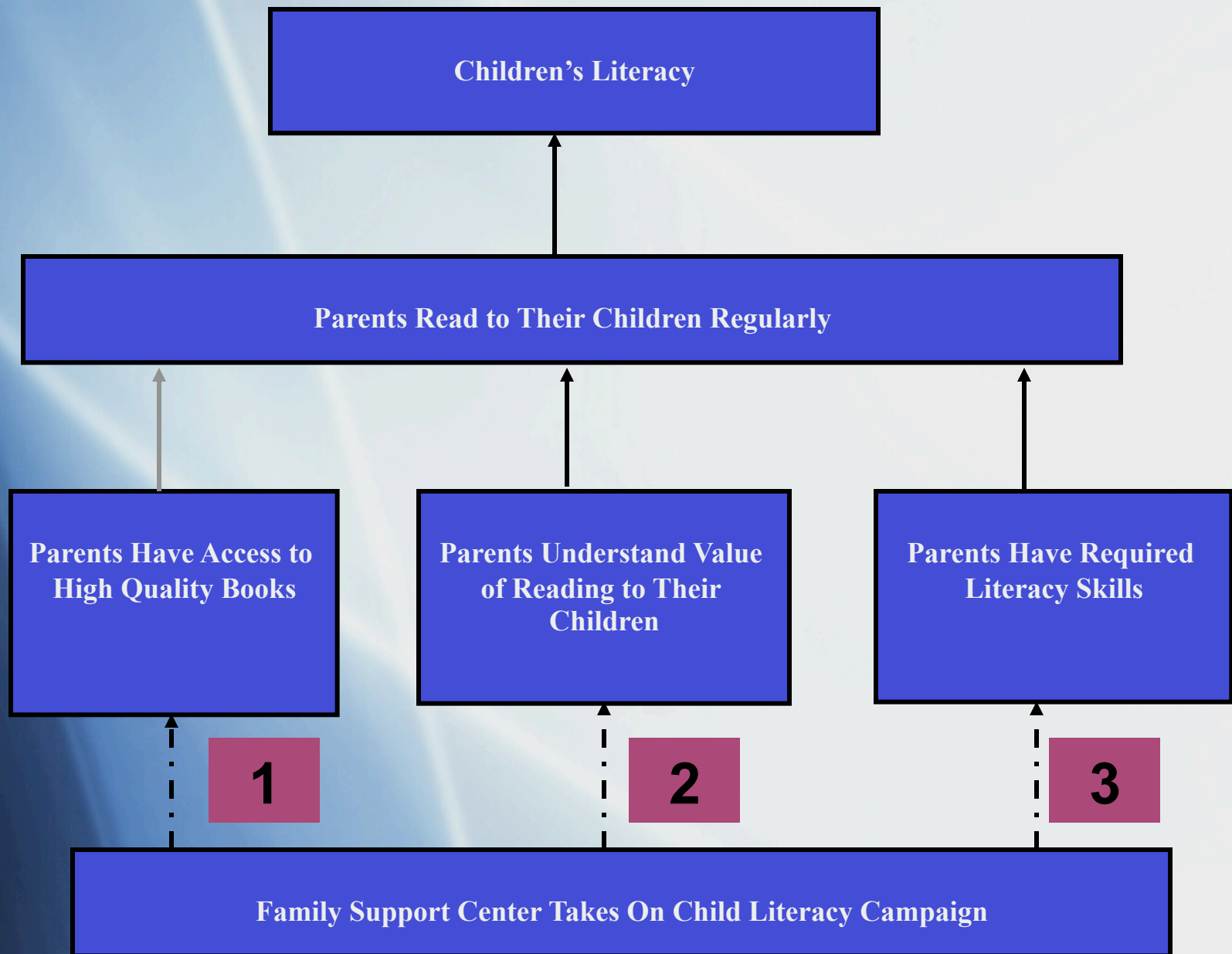
The Family Support Center has the capacity to run the class

Now that they have the WHAT
(their goals)

They can address the HOW
(programs)

Specifying Interventions

For every outcome that can only occur
if you do something, specify the
intervention needed



In this example, the interventions are needed
at :

1

2

3

Intervention

1

Family Support Centers Implement a Lending
Library

Intervention


2

Family Support Centers Implement a Reading
Awareness Class

Intervention

3

Family Support Centers Implement Adult Literacy
Classes



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