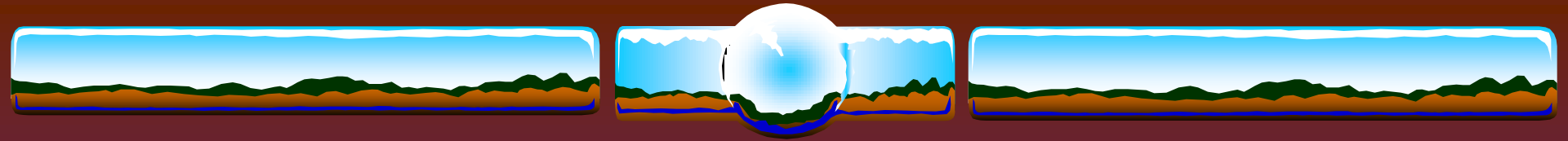


Getting from Here to There: Creating Roadmaps for Community Change



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ActKnowledge



Sustainable and Real Community Change is Daunting

It's complicated:

- Multi-faceted context
 - Political
 - Personal
- Many factors
- Many actors



What Do We Do (usually)?

Create good programs and keep track of who we serve?

That can lead to some people getting good services

But, will it lead to lasting change?

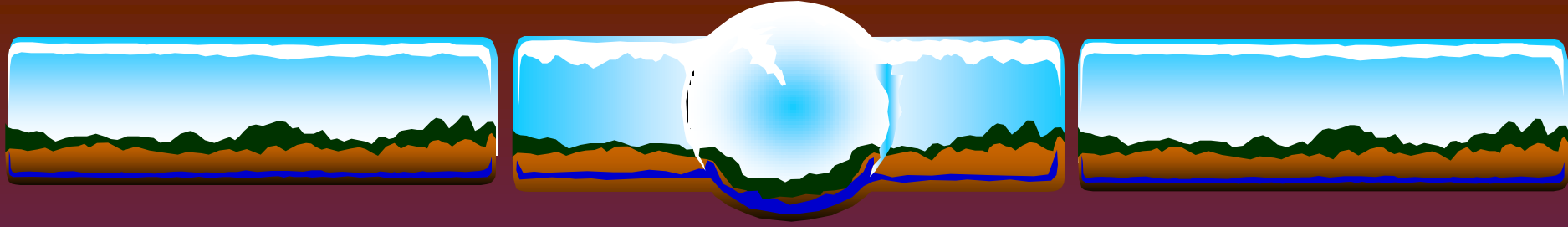


Not necessarily:

For example, we start a mentoring program for youth

But what did we want to accomplish?

- Higher self-esteem?
- Good relationship with adults?
 - Better grades?



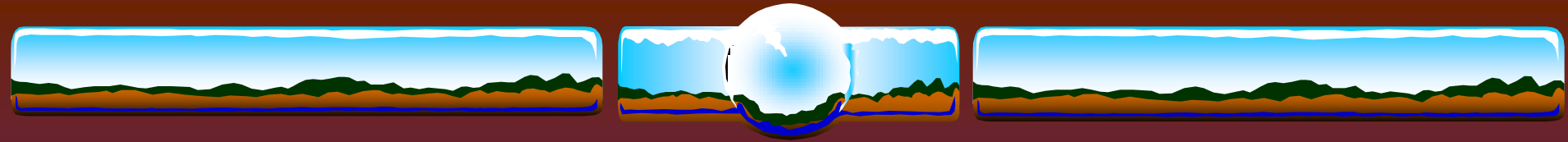
What Can We Do?

First, we can be very clear about what we want to have in our community (or city, or wherever),
and we can be very clear about all the barriers that have prevented that from happening so far.



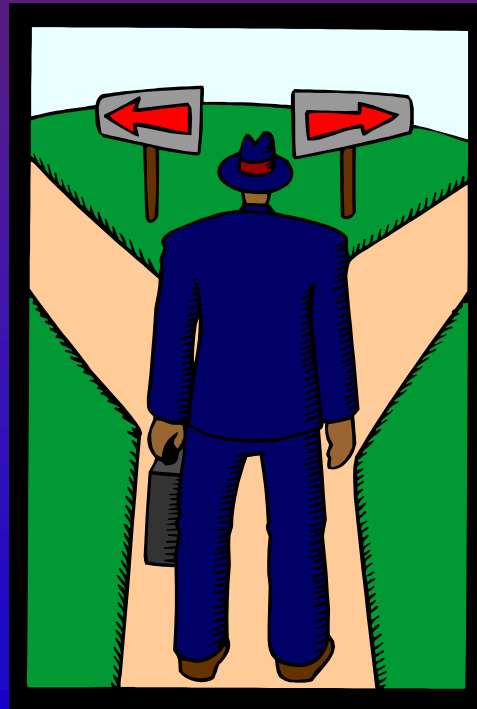
GET ORGANIZED!

We need a means to represent and keep-track of a lot of information. We need to know all the factors and barriers to change; we need to know how different sectors and levels of society interact; we need to know how the many parts of changing a community work together.



WHY?

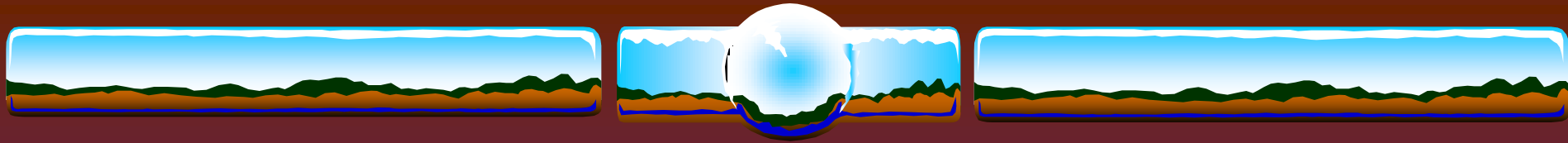
How Do You Know Which Programs and Activities Will Get You Where You Want to Go?





The Importance of Clear Goals

If we aren't sure WHERE WE WANT TO GO, our programs may not get us there!



So:

Start with the long-term goal you want for
your community

e.g.

School readiness

Good health

Vibrant economy



But How Do We Get There?

Introduction to

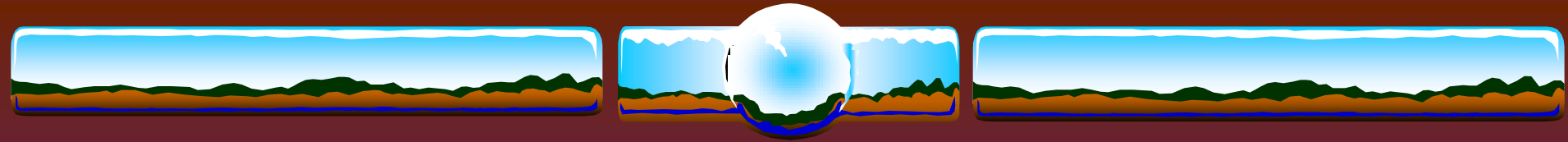
THEORY OF CHANGE

(or, how to create road maps that work)



THEORY OF CHANGE

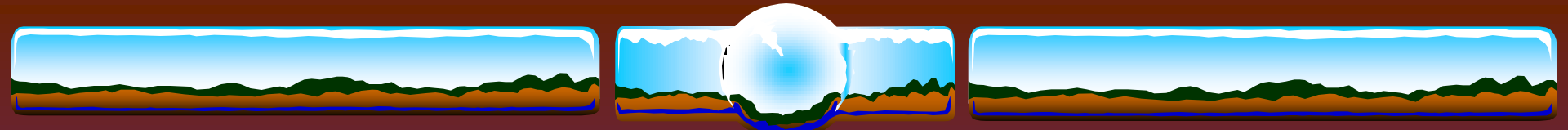
The set of beliefs that guides thinking about how and why a complex change process will unfold...



You Start with Your Long-Term Goal

And,

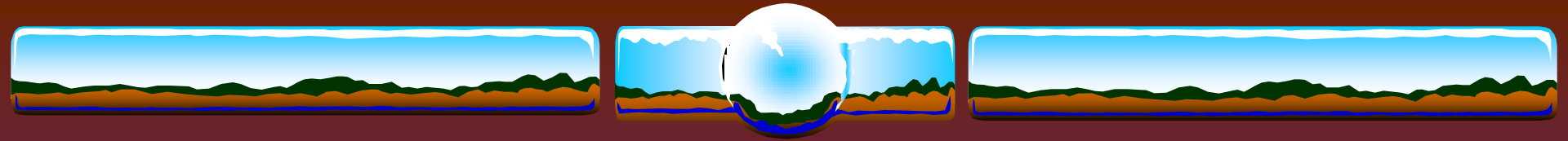
Work Backwards



A good road map (and a good theory of change) identifies:

- Where you want to go
- The route you will take to get there
- Why certain milestones are necessary steps in the path you will travel

And that is the kind of pathway you need to build to get to where you want to be in your community



First, you need to know where you
want to go

(and be specific)



Don't settle for abstract **GOALS**

DEFINE THEM!

School Readiness?

For who? What does it mean to be ready?

What does it look like?



Ask yourself: What would it look like?

Example:

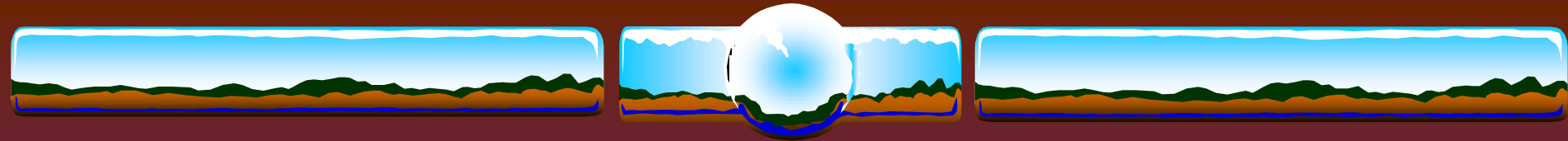
California Endowment –
Long-term Goal: a “healthy” California

No one gets sick?

A certain longevity?

Quality of life?

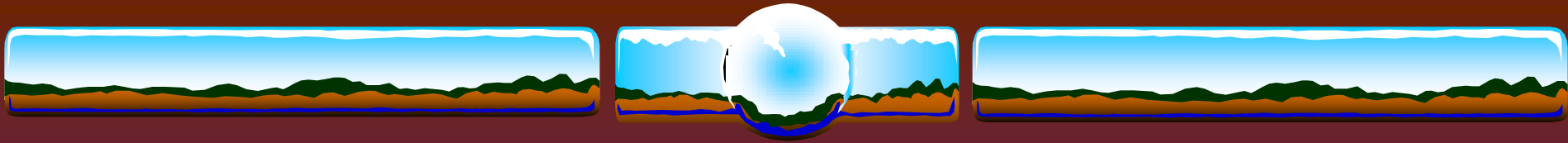
Access to good care?



Then others raised:

What about spiritual health?

And we can't mean no one ever dies, so we have to have realistic expectations



A good way to create your road map is to start with
a well-defined long-term goal and then

work backwards

through
preconditions for getting to your ultimate goal

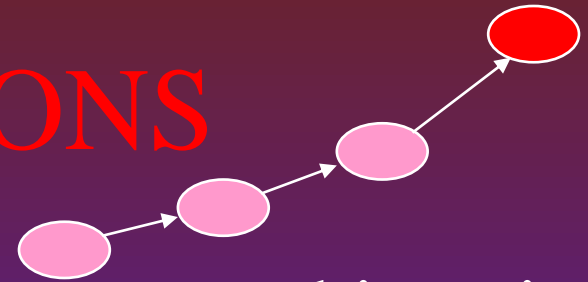


Create a **PATHWAY** to Change





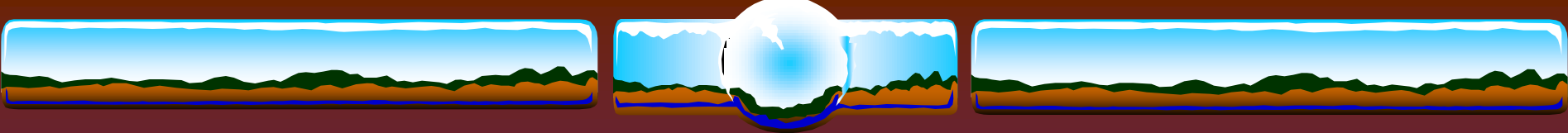
PRECONDITIONS



What HAS to change if the long-term goal is going to happen?

This helps you avoid doing things that are good, but don't get you where you want to go –

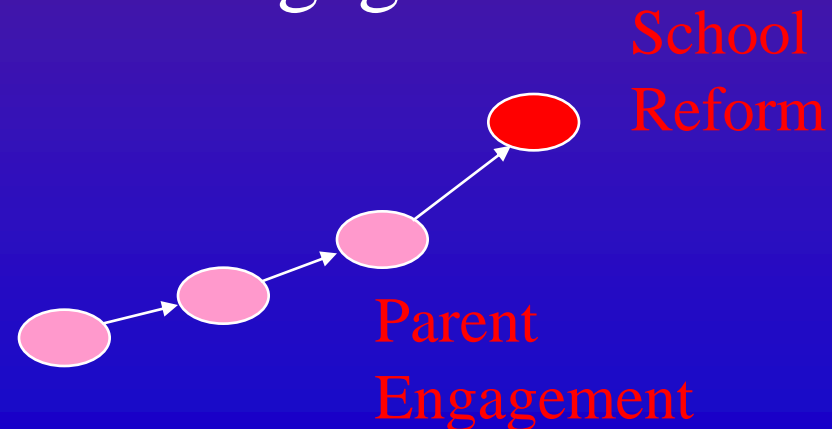
I didn't drive through Florida to get here from New York, even though it would have been nice!



Another example

Long-term Goal: School Reform

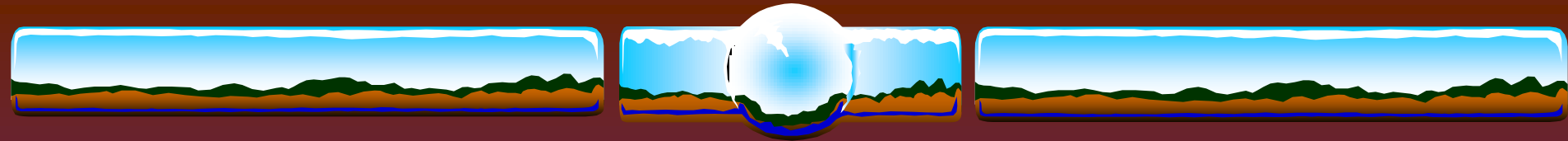
One possible precondition: Parent Engagement





Next step: Explain why

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



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:

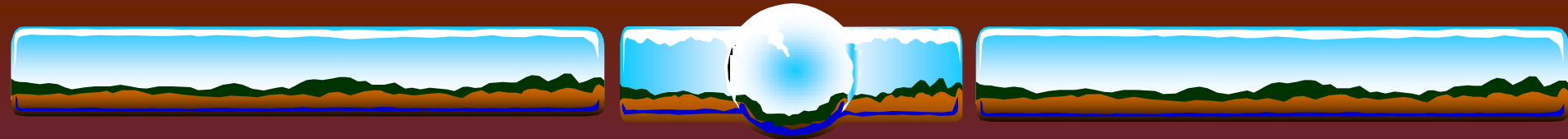
What?

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)



Be Realistic!

If improved reading scores have preconditions that are beyond your resources to address, then don't expect all students to reach the desired level.

If you have an after-school program, but some students are homeless or have serious health issues, then your Theory of Change should reflect all the preconditions and identify the ones YOU can improve.



Add More Later

Perhaps you can partner with a health provider, or
find ways to help parents secure affordable
housing

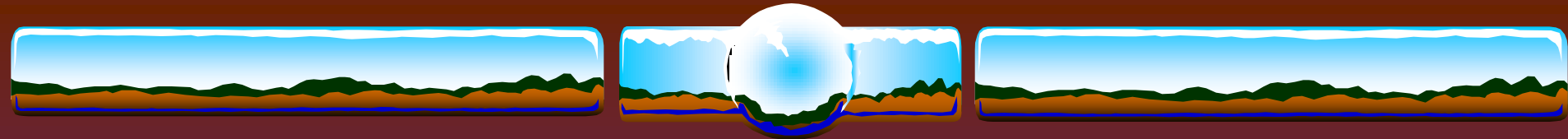
But for now,

All you can do is an after school program
Start there, and don't claim more than you can
reasonably expect.



Indicators Help You Decide on Program Activities

Once you know WHO you are targeting and set realistic expectations given your resources about HOW MANY and HOW WELL you can accomplish the goal, you design program activities geared to meet that indicator at that level.



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!

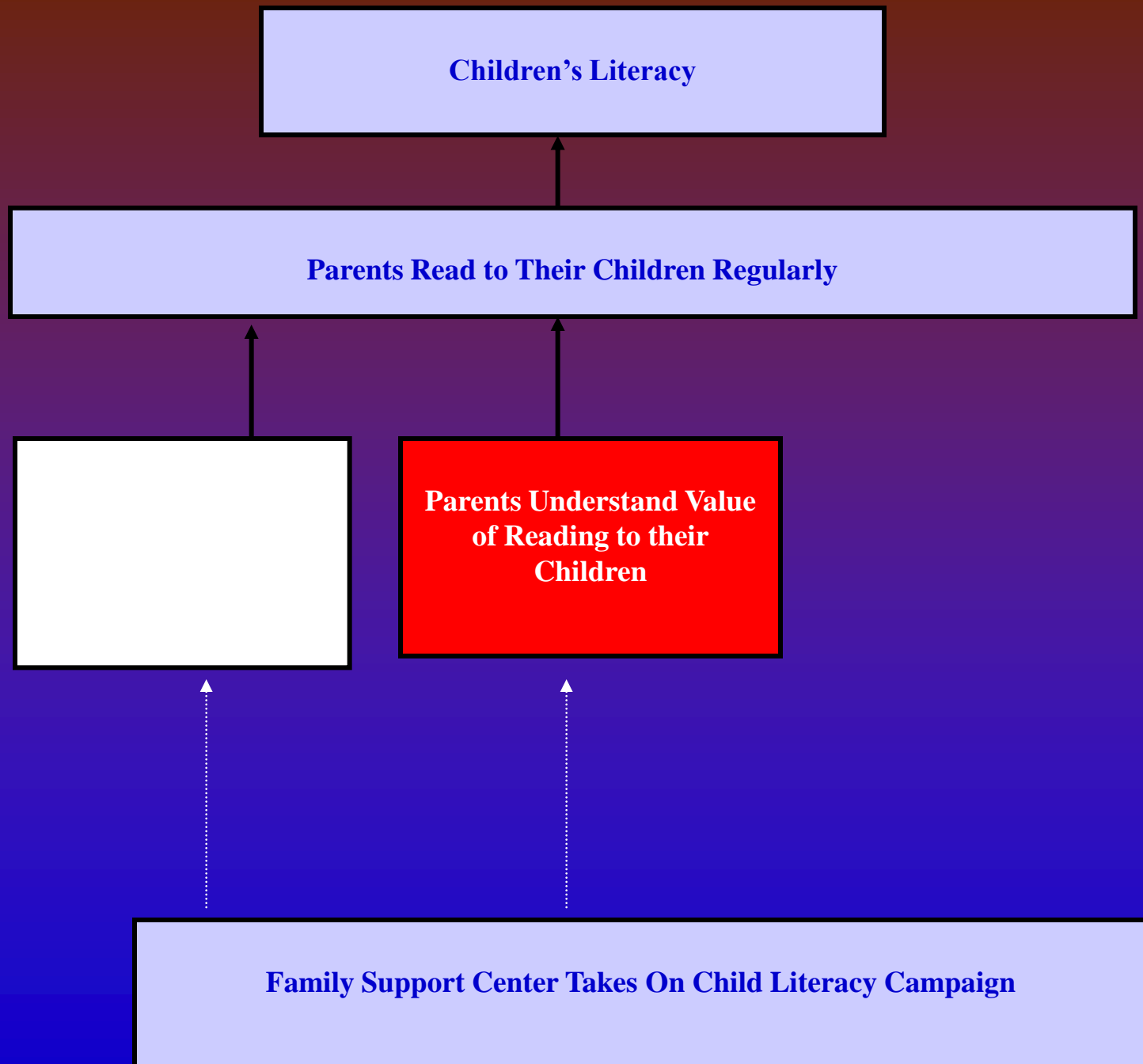
Children's Literacy

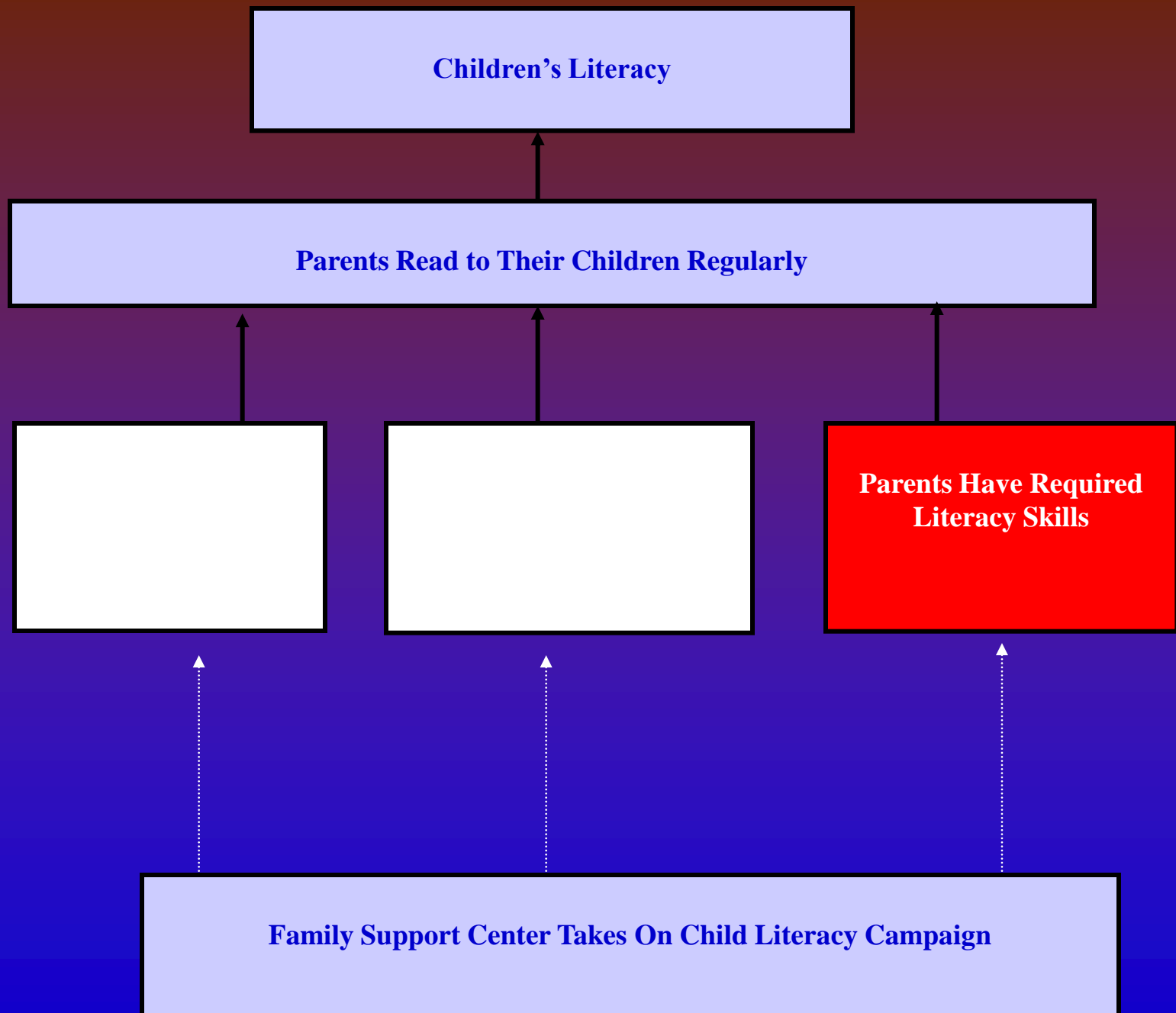
Parents Read to Their Children Regularly

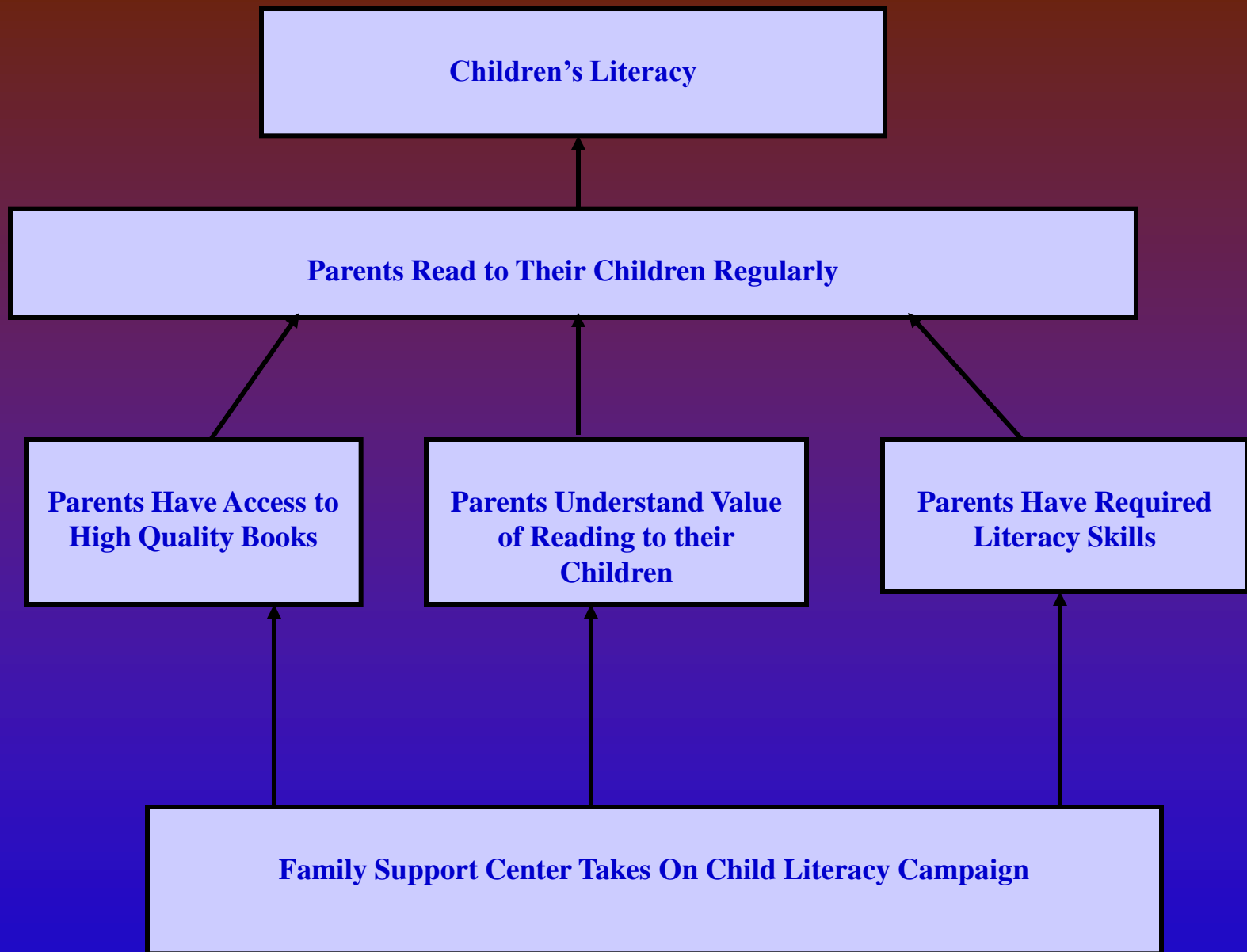
**Parents have access to
High Quality Books**

Family Support Center Takes On Child Literacy Campaign





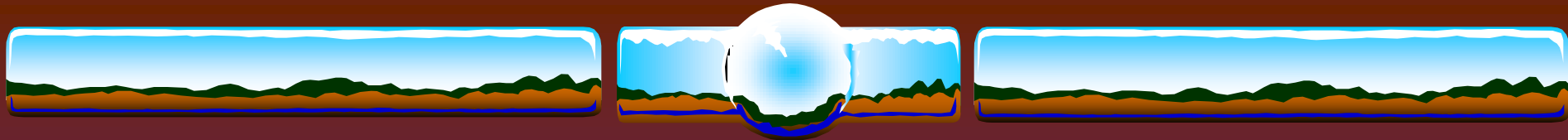






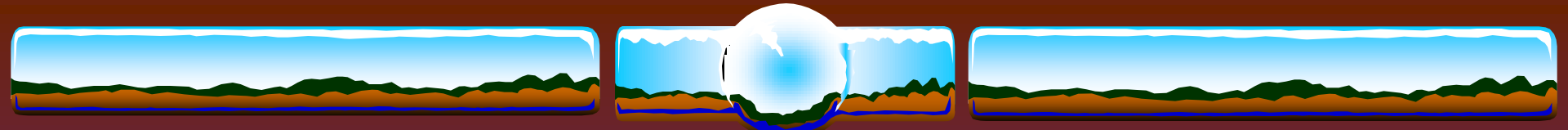
Remember Being Realistic?

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



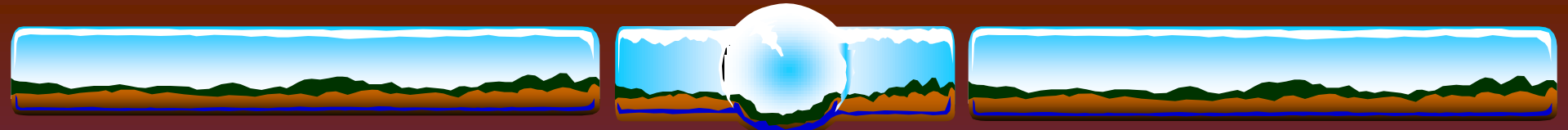
Without addressing school curricula and barriers to learning, they cannot expect to have all kids reading perfectly

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



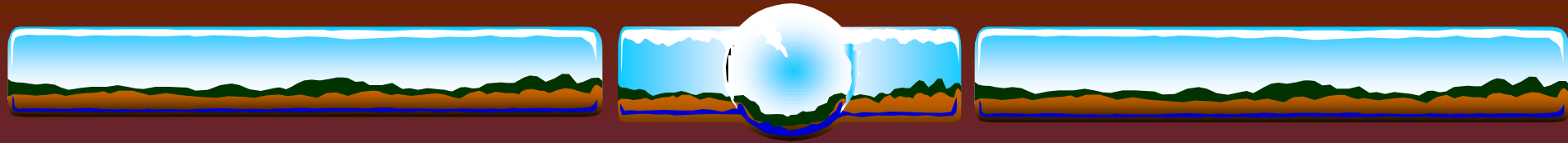
Now, explain what makes the
outcomes work:

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?



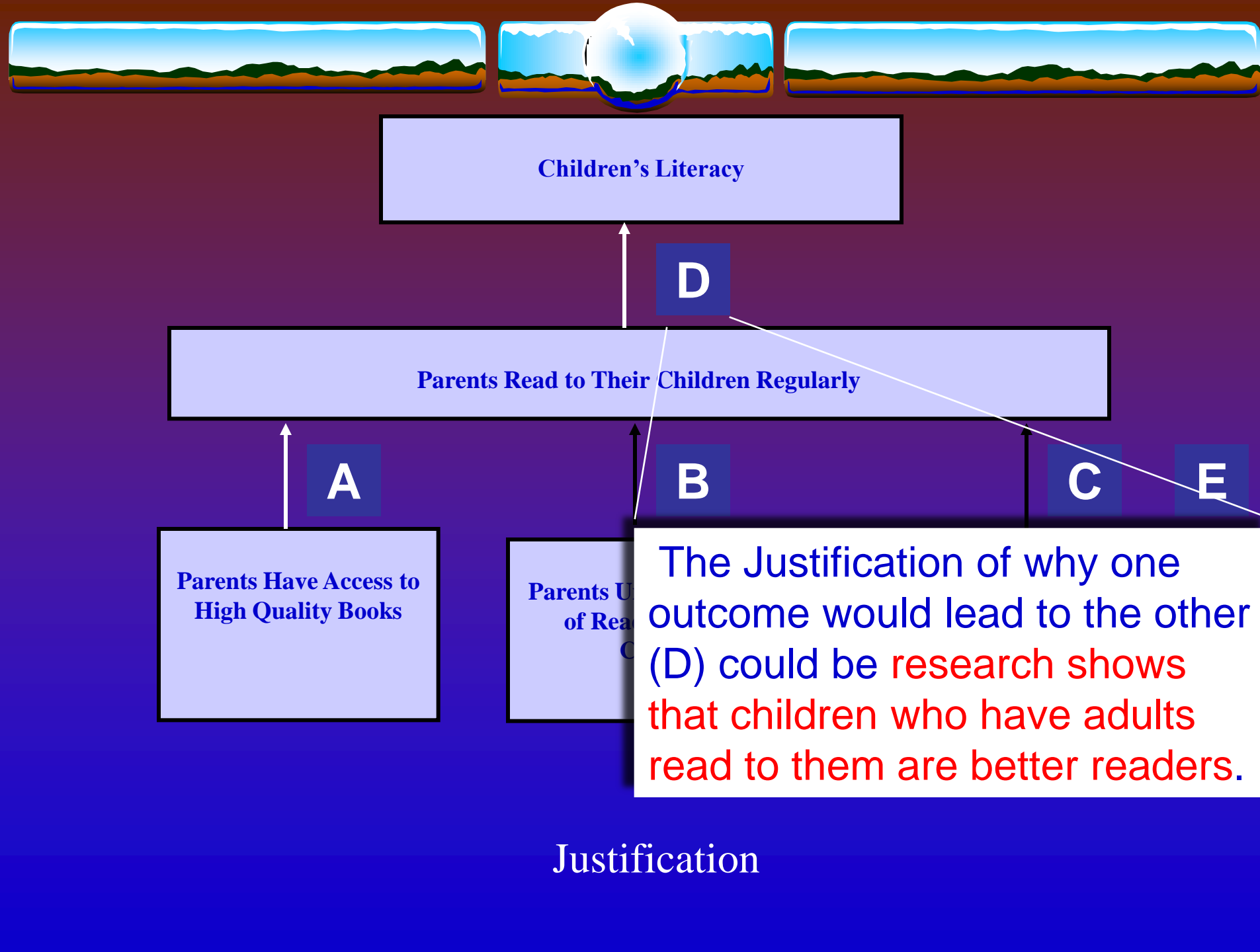
Context

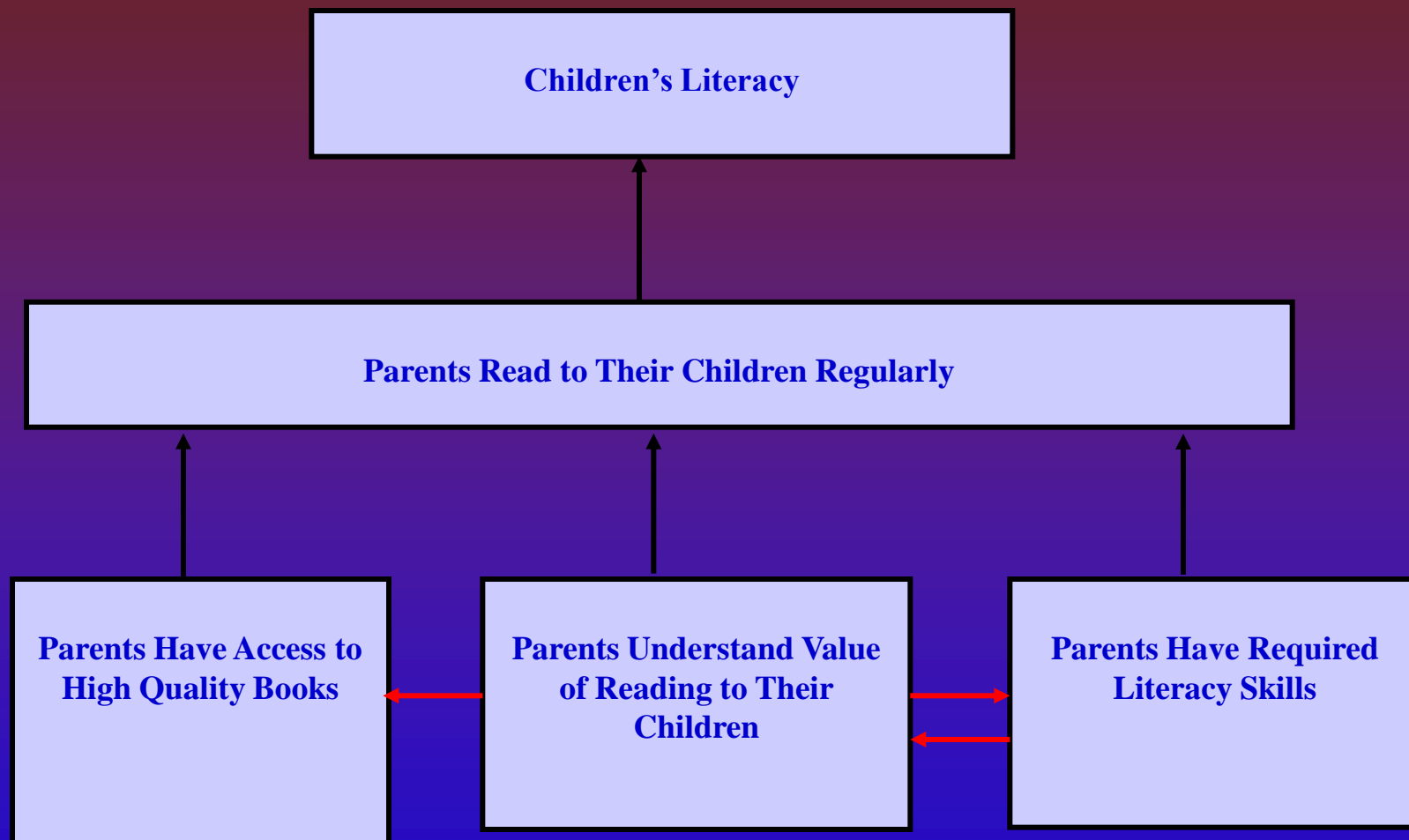
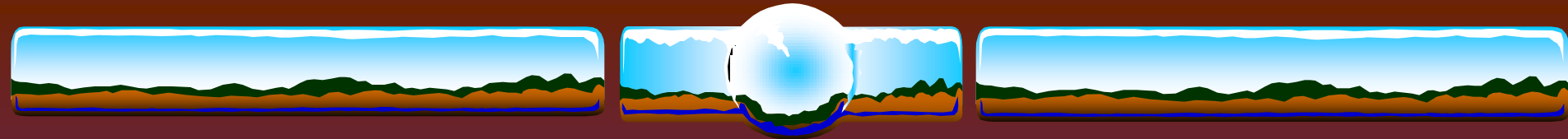
What are you assuming will also happen or exist that will allow the precondition to lead to the outcome?



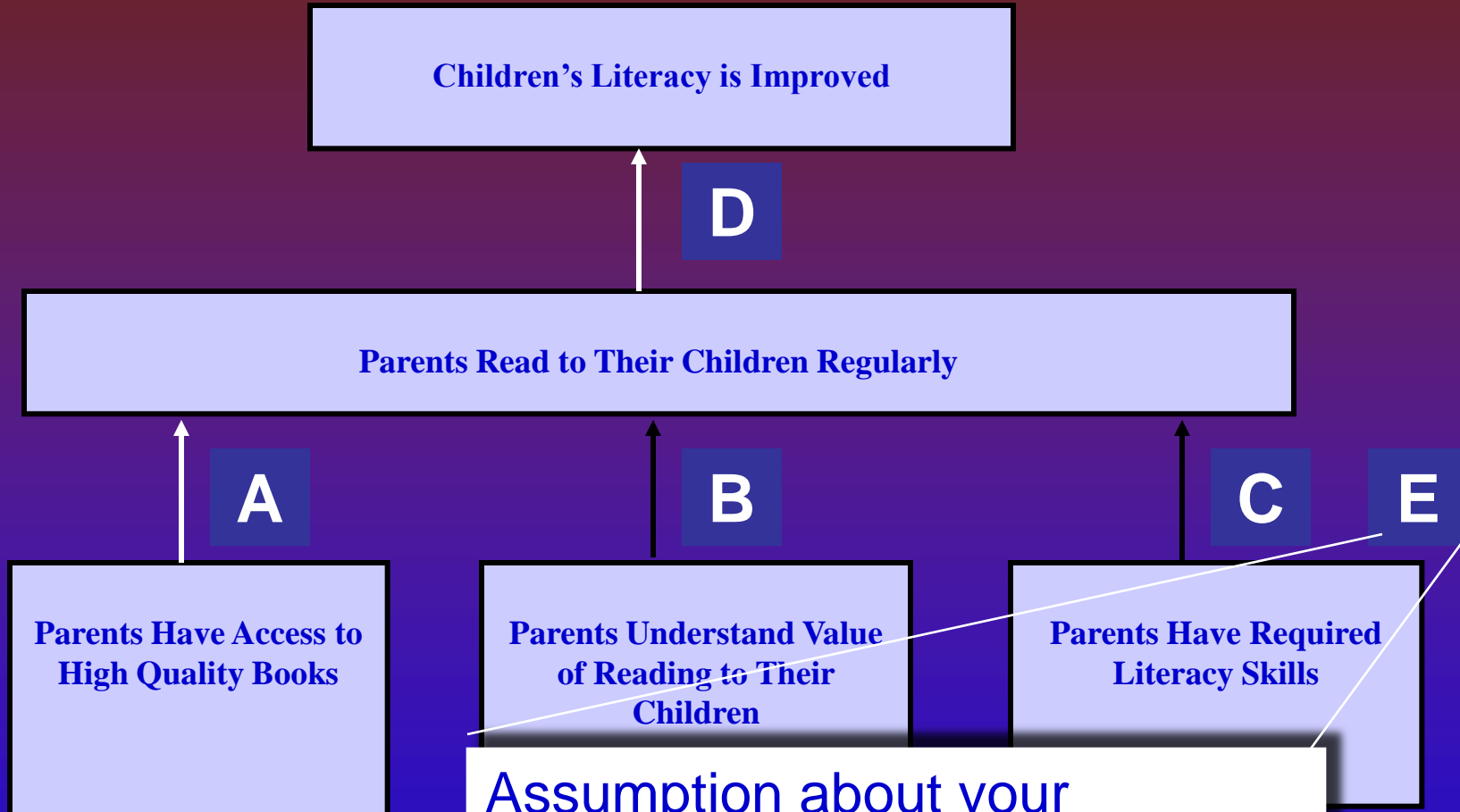
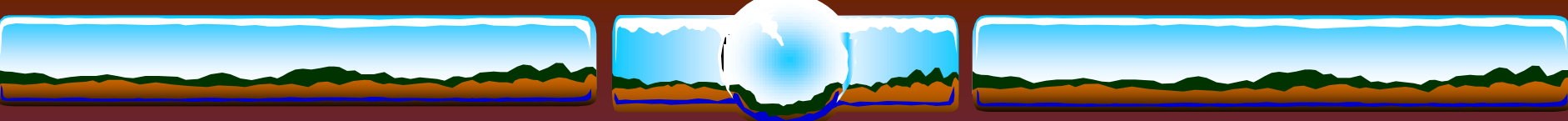
Are there other conditions that you assume will be met?

Are there contextual conditions that could limit success?





Interaction Between Outcomes



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



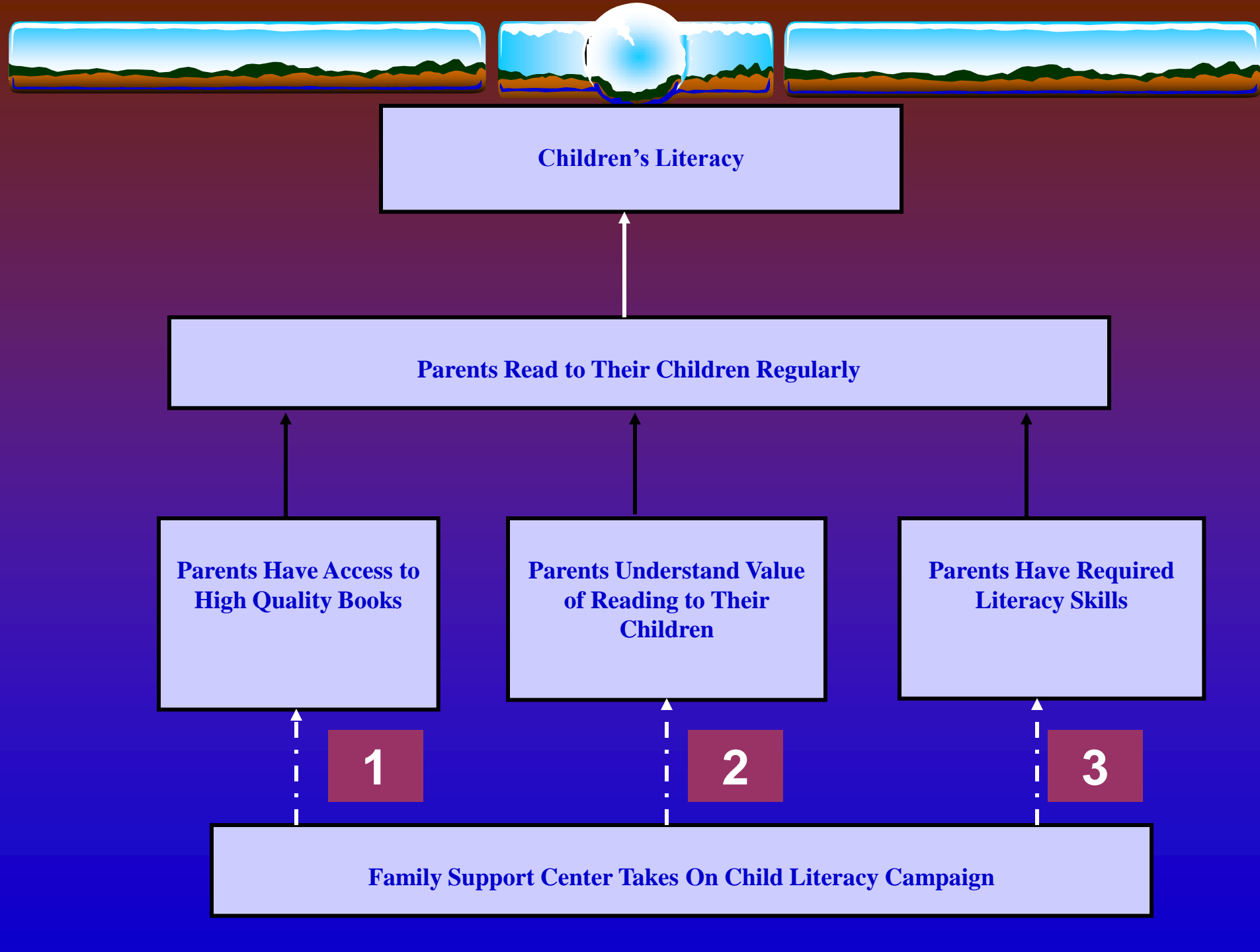
Now that they have the WHAT
(their goals)

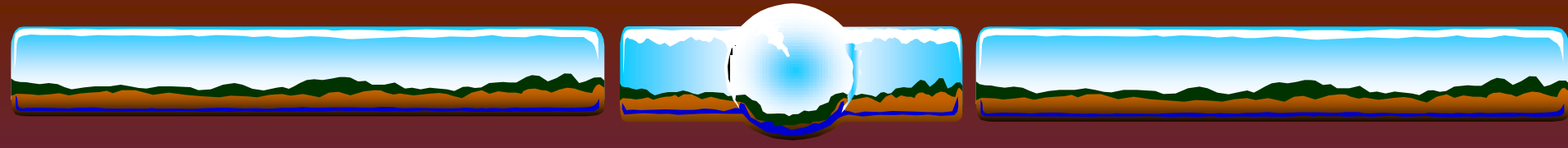
They can address the HOW
(programs)

Three horizontal panels at the top of the slide, each showing a landscape with a blue sky, green hills, and brown ground. A white sphere is positioned in the center, overlapping the middle panel.

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



Adding Activities

For each intervention, specify all the activities needed to carry it out.



Sample Activities for: Intervention

2

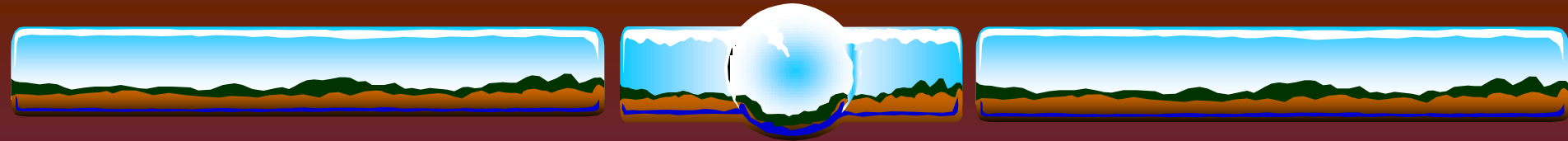
Reading Awareness Classes

Parents' current skill level assessed

Assistance provided to parents in need of transportation

Staff decide on outreach program

Flyers are mailed to all families in community



For more complex goals, the road map will be more complicated, and there may be more building blocks, but the process of creating it is the same

Your Roadmap (Theory) Is Good IF:

- It reflects your values
- It can be supported by research and “common sense”
- It can be traveled (that means, you can do it!)
- It can be measured (there are recognizable landmarks)



TOC ADVANTAGES

- ✓ Stakeholders are asked to be clear about their assumptions
- ✓ Gaps between steps and outcomes become evident
- ✓ Novel solutions may emerge
- ✓ The initiative is more likely to be effective



And more.....

- ✓ Evaluations based on a theory carry more weight
- ✓ Evaluation plans and criteria are transparent to everyone
- ✓ A broader base of knowledge is created

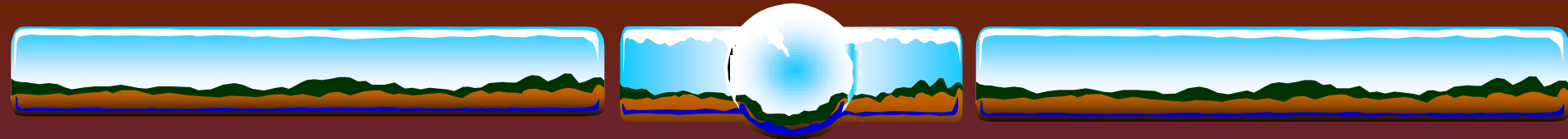


GET ORGANIZED!

(the second meaning)

Getting back to where we started...

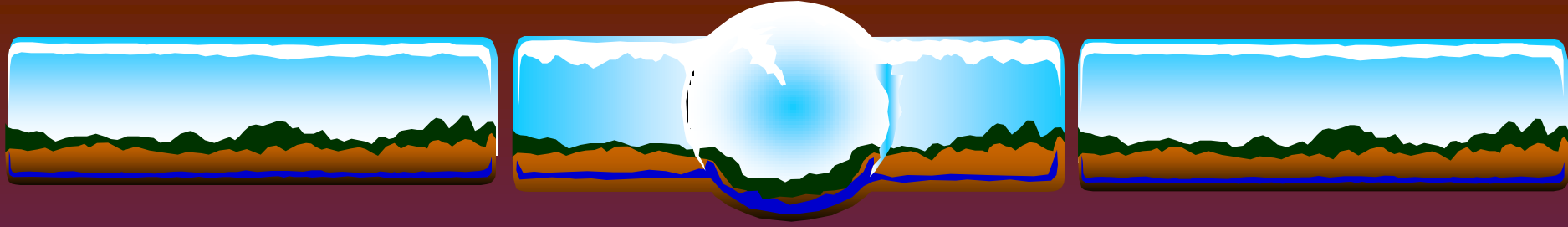
There is **NO SUBSTITUTE** for bringing people together and doing the ground work to decide what and how you will create change



And,

There is no shortcut

THINK IT THROUGH!



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