Theory of Change and Logic Models

Tools in Planning for Sustainability

ICIA Technical Assistance Summit
August 1, 2017
Thinking about sustainability

What would success look like? (end of grant, beyond?)

What steps do we believe will get us there?

Did we achieve what we wanted to achieve?

WHY?
Agenda

• What is a Theory of Change?
• Create a Theory of Change
• What is a Logic Model?
• Create a Logic Model
• Review ICIA logic model
• Q&A
What is a Theory of Change?

- Your hypothesis about the work, the causal relationship between activities and outcomes.

- A wide view of a complex process, thinking through the steps toward change, identifying preconditions, describing activities that will lead to the desired outcome.

- Can be presented as a flow chart, “If...then” statement, or “By...” statement.

1. What would success look like?
2. How do we get there?
How to create a Theory of Change

Compiling and communicating credible data

Providing education programs to the public and those in the justice system

Lobbying public policy officials

Increase public knowledge & shift social norms

Increase public support for policies that prevent drunk driving incidents

Fewer drunk driving related injuries and deaths

If we increase public knowledge, shift norms, and change policies, then we will decrease injuries and deaths from drunk driving.
The Cookie Monsters are hungry!
Theory of Change?

Situation: Cookie Monsters are hungry!

Theory of Change

If

What would success look like?

Then

How do we get there?

Theory of Change:
If we bake cookies for the Cookie Monsters to eat, then they will no longer be hungry.
What is a Logic Model? An example

Theory of Change:

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>What are the underlying assumptions of the project?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>What resources do we have to work with?</td>
</tr>
<tr>
<td>Activities</td>
<td>What is the project doing with its resources?</td>
</tr>
<tr>
<td>Outputs</td>
<td>What are the tangible products of our activities?</td>
</tr>
<tr>
<td>Short-term</td>
<td>What changes do we expect to occur within the short term? (1-2 years)</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>What changes do we want to see? (3-6 years)</td>
</tr>
<tr>
<td>Long-term</td>
<td>What changes do we hope to see over time? (6+ years)</td>
</tr>
</tbody>
</table>

- Maps out the specific pathways in a theory of change
• Provides some evidence supporting causal inference
How do you write a logic model?

1) Outcomes
- Usually a CHANGE
- Ex: increased skills, more opportunities, etc.
- Be clear about the Subject of change
- Teachers? Students? System?
- Have supporting activities

2) Activities
- Begins with a verb
- Have relevant outcomes

3) Outputs
- Usually a noun
- Ex: reports, trainings, charter, MOUs, etc

4) Inputs
- Usually a noun
- Ex: staff, facilities, money, time, etc

5) Assumptions
- Explains scope or context of your work and logic model
- Can include crucial aspects of the work that are outside your scope/control

- Start right to left
- Check left to right AND right to left
Theory of Change: If we bake cookies for the Cookie Monsters to eat, then they will no longer be hungry.
**ToC:** If we bake cookies for the Cookie Monsters to eat, then they will no longer be hungry.

**Assumptions:**
1) Cookie monsters like the taste of our cookies.
2) Cookie monsters only need cookies to satiate their hunger.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-term Outcomes</th>
<th>Mid-Term Outcomes</th>
<th>Long-term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Baker Kitchen Cookie sheet Butter Sugar Eggs Flour Plate Spoon</td>
<td>Pre-heat oven Grease cookie sheet Measure ingredients Mix ingredients Drop by spoonful Bake dough Put cookies on plate Give cookies to Cookie Monsters</td>
<td>Fresh-baked cookies Cookie monsters taste the cookies. Cookie monsters eat many cookies.</td>
<td>Cookie monsters are no longer hungry.</td>
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</table>
Another logic model style: Layered

Program Name

**THEORY OF CHANGE:** By doing this this and this, we’ll achieve this this and this.

**Assumptions:**
- This is the limited and defined scope of this work.
- There is this something already existing.
- This something is already happening.

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<td>Input</td>
<td>Activity</td>
<td>Output</td>
<td>SHORT-TERM (1-2 Years)</td>
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Network Members

Backbone Org

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**THEORY OF CHANGE:** If ICIA's build on the existing Early College High School model and require key partnerships among high schools, regional employers and industry, and two- and four-year universities, then students will have opportunities to acquire dual credit, certifications, and degrees, as well as internships and mentorship opportunities, in high-demand occupations in key regional industry clusters.

**ASSUMPTIONS:** Each ICIA ECHS recruits students starting in middle school.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES / OUTPUTS</th>
<th>SHORT-TERM OUTCOMES (1 YEAR)</th>
<th>MID / LONG-TERM OUTCOMES</th>
</tr>
</thead>
</table>
| - State resources
- Campus Leadership Board
- Campus/District Advisory Board
- Dedicated career counselor | IMPLEMENTATION
- Meet ECHS Blueprint requirements
- Meet with local workforce board to identify high-demand occupations
- Form partnerships with IHEs
- Form partnerships with industry partners
- Create crosswalk of postsecondary coursework
- Provide dedicated career counselor | IMPLEMENTATION
- Students are TSI-tested and -ready
- Students have opportunities to earn significant postsecondary credit toward Industry Cluster (IC) occupations
- Students have work-based learning (WBL) opportunities
- Students have opportunities to earn certifications/credentials in IC occupations
- Career counselors have plans to disseminate IC information | Mid-term Outcomes (2-4 years)
- More students are TSI-tested, -ready, and -complete
- Students obtain significant postsecondary credit toward IC occupations
- Students participate in WBL
- Students earn certifications/credentials toward IC occupations
- MS and HS students are aware of IC occupations and opportunities |
| PROCESS STRUCTURES
- Develop and maintain a Leadership Team
- Develop and maintain an Advisory Board
- Develop sustainability plan | PROCESS STRUCTURES
- ICIA has active Leadership Team
- ICIA has active Advisory Board
- ICIA has sustainability plan | PROCESS STRUCTURES
- Leadership Team effectively addresses issues
- Advisory Board ensures activities align with goals of ICIA, IHE, and industry partners
- Program operation continues beyond grant |
| SITE VISITS
- Conduct 4 in-person visits to each ICIA site
- Advise on industry partner match and WBL
- Ensure career counselor receives PD
- Ensure fidelity, budgeting, sustainability plan
- Support marketing/communications plan | SITE VISITS
- Targeted TA meets grantee needs
- Grantees understand and carry out program and reporting
- Grantee capacity increases in WBL, career counseling, and communication | Long-term Outcomes (5+ years)
- All students are TSI complete by HS graduation
- Students attain postsecondary degrees aligned to IC occupations
- Students have marketable skills
- Students have social capital
- Certifications/credentials lead to employment
- Students enter IC occupations |
| ADVISORY AND LEADERSHIP SUPPORT
- Help structure Advisory Board engagement
- Help facilitate Leadership Team meetings
- Recruit and convene Statewide Advisory Board | ADVISORY AND LEADERSHIP SUPPORT
- Advisory Boards & Leadership Teams are engaged
- Grantees and partners have support from Statewide Advisory Board | PROCESS STRUCTURES
- Policies and practices ensure sustainable success |
| RESOURCE SUPPORT
- Provide virtual support (webinars, phone calls) on CTE, industry, and workforce engagement
- Develop and share tools/resources
- Support grantees to document and share best practices/lessons learned artifacts
- Organize Best Practices Summit August 2017 | RESOURCE SUPPORT
- Grantees have supportive tools
- Program knows effectiveness of efforts for continuous improvement |  |

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• What would you add, specific to your program and partnerships?

• How would you measure these items? What have you already begun measuring?
### Assumptions:
- Ex: This is the limited and defined scope of this work.
- Ex: There is this something already existing.

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Questions?