

# AHSIE GRANTSMANSHIP INSTITUTE 2019 THEORY OF CHANGE & LOGIC MODELS

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# DIFFERENCES?

## Theory of Change

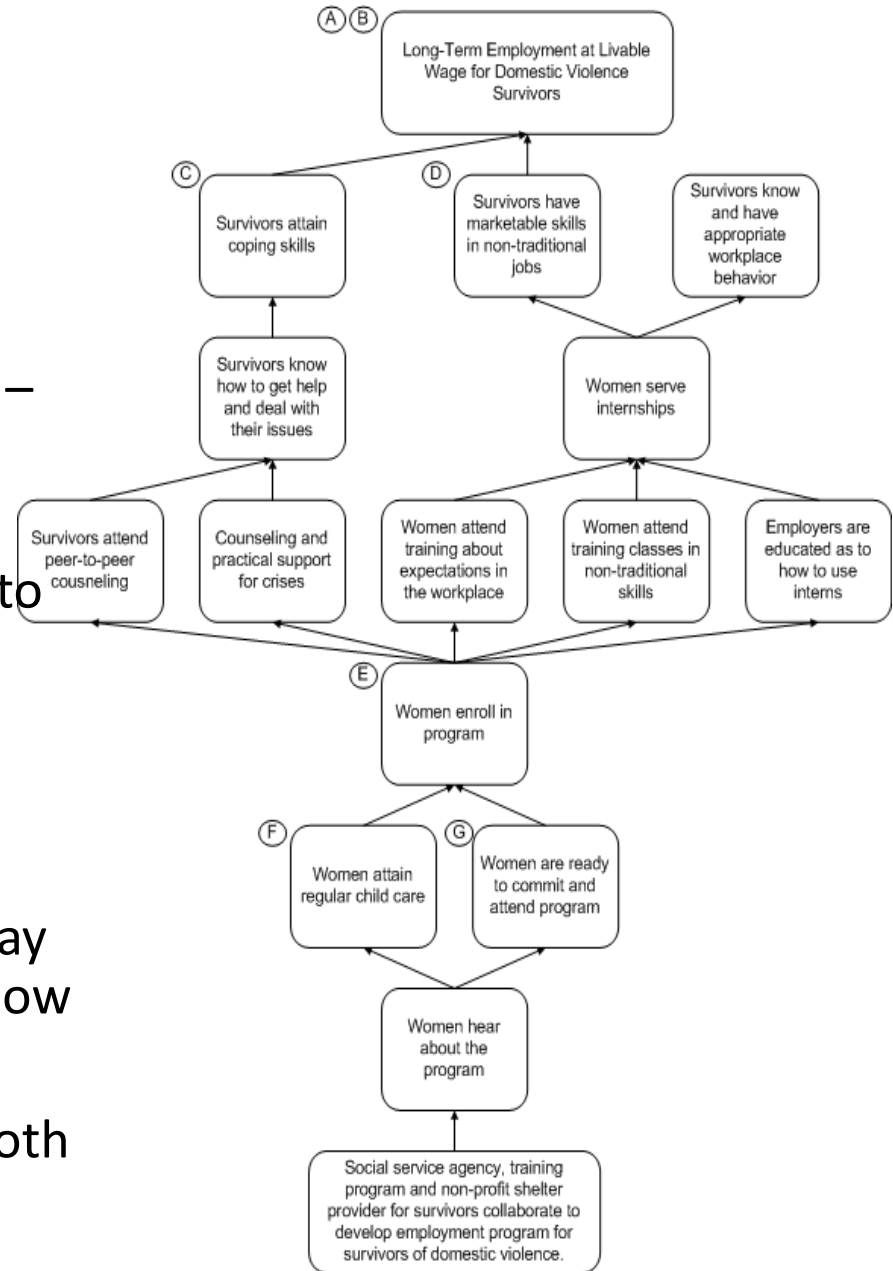
- Links outcomes and activities to explain HOW and WHY the desired change is expected to come about
- Graphically depicted
- Informs program evaluation
- May have elements of LM
- Causal model driven by hypotheses for change

## Logic Model

- Identifies inputs (resources), activities, outputs, and ***measurable*** outcomes specifically
- Linear model
- Blueprint for program evaluation
- May include assumptions and context
- Evaluative model

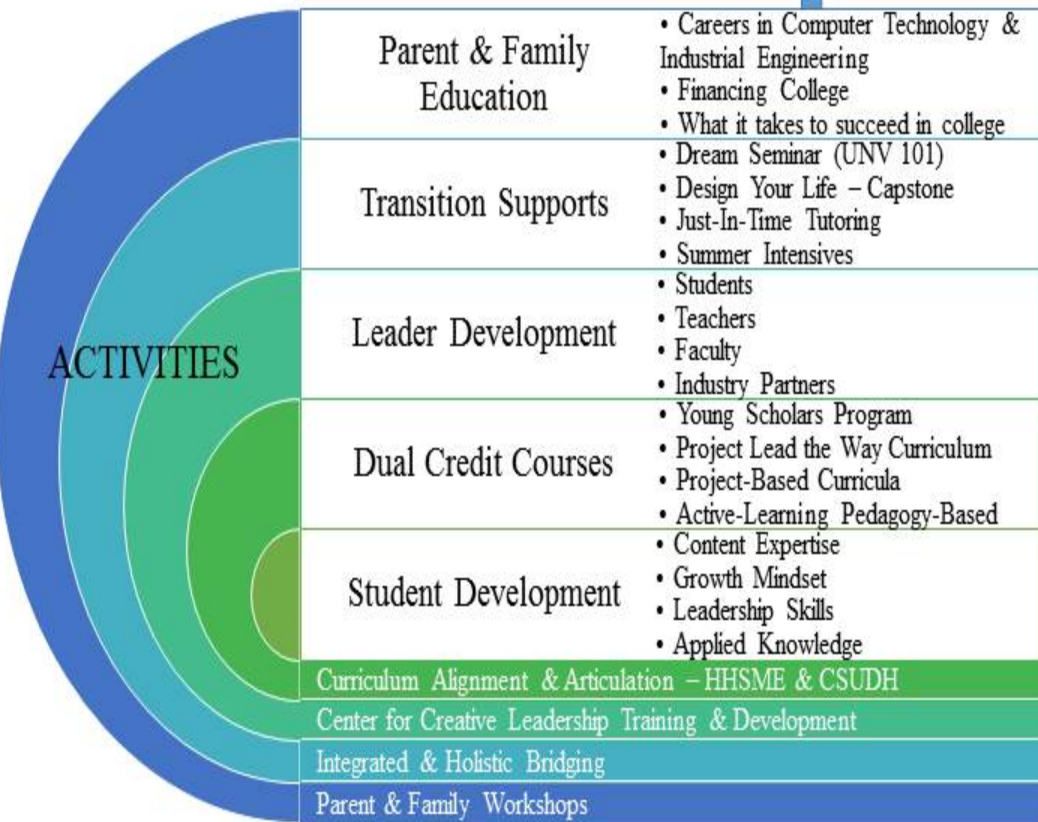
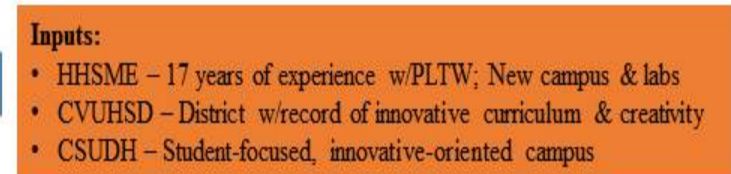
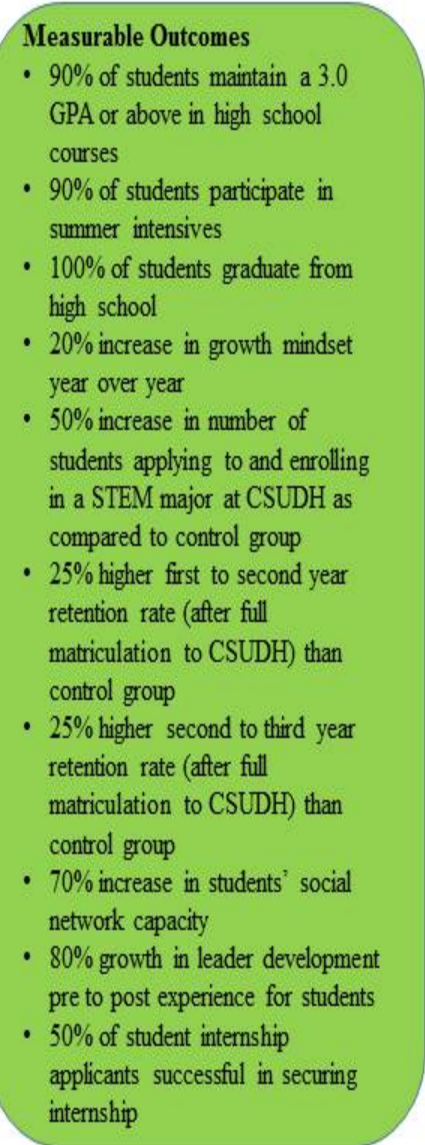
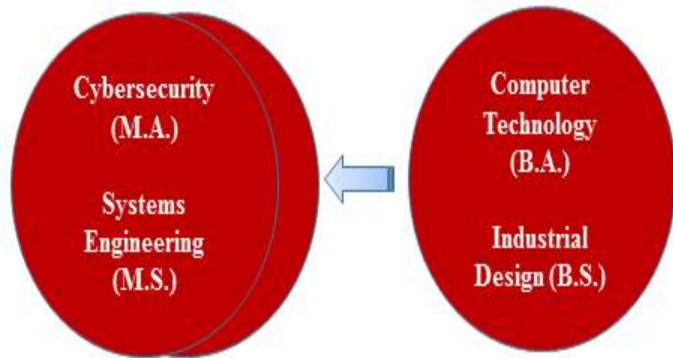
# THEORY OF CHANGE

- Begin with the end in mind (Covey) – work backwards to understand the road to where you might begin
- What are the **conditions** that need to be in place in order for success to occur?
- Develop an Outcomes Framework (flowchart)
- Consider any pre-conditions that may also need to exist in order for this flow to occur and modify accordingly
- Explore and identify assumptions both explicit and implicit in conditions



# THEORY OF CHANGE/LOGIC MODEL

- Outcome = Outcome
  - Indicator = Measurement/Instrument
  - Population = Participant
  - Threshold = Measurable Objective
  - **Then Develop/Identify Interventions that will create this outcome for this population**
- TOC Example
  - **Outcome 1:** Long-term employment at a livable wage for domestic violence survivors
  - **Indicator:** Employment
  - **Population:** Program Graduates
  - **Threshold:** Remain in job at least 6 months and earn at least \$12 per hour



# WHY EVALUATION?

- What gets measured gets done.
- If you don't measure results,
- you can't tell success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success,
- you're probably rewarding failure.

C. Mindel, University of Texas at Arlington  
Center for Research, Evaluation & Technology

# WHY CREATE A LOGIC MODEL?

- Shows the 'chain of events' that link inputs to results.
- Helps bring detail to broad, fuzzy goals.
- Summarizes the key elements of the program.
- Clarifies difference between activities and outcomes.
- Brings to light assumptions, values and context.
- Signals what to evaluate.
- Builds consensus around what the program is and what it is not.

# INPUTS

## (Available Resources)

### Physical

- Existing Materials
- Physical Space (Labs, New STEM Center)
- Funding

### Human

- Individual expertise
- Champions or executives
- Staff
- Pending hires
- Leveraging of Partnerships

### Programmatic

- Existing Programs
- Existing Workshops

### Institutional

- Organizational position
- Industry, public/private partnerships
- Political position



# OUTPUTS

## ACTIVITIES

(What we do)

Number of:

- Workshops
- Counseling sessions
- Facilitation
- Product development
- Meals served
- Trainings
- Conferences
- Media

## PARTICIPATION

(Who we reach)

Number of:

- Participants
- Clients
- Customers
- Users
- Faculty
- Students
- Partners
- Staff

# OUTCOMES

What results for individuals, businesses, communities.....

## SHORT Learning

- Awareness
- Knowledge
- Attitudes
- Skills
- Opinion
- Aspirations
- Motivation

## MEDIUM Action

- Behavior
- Practice
- Decisions
- Policies
- Social action

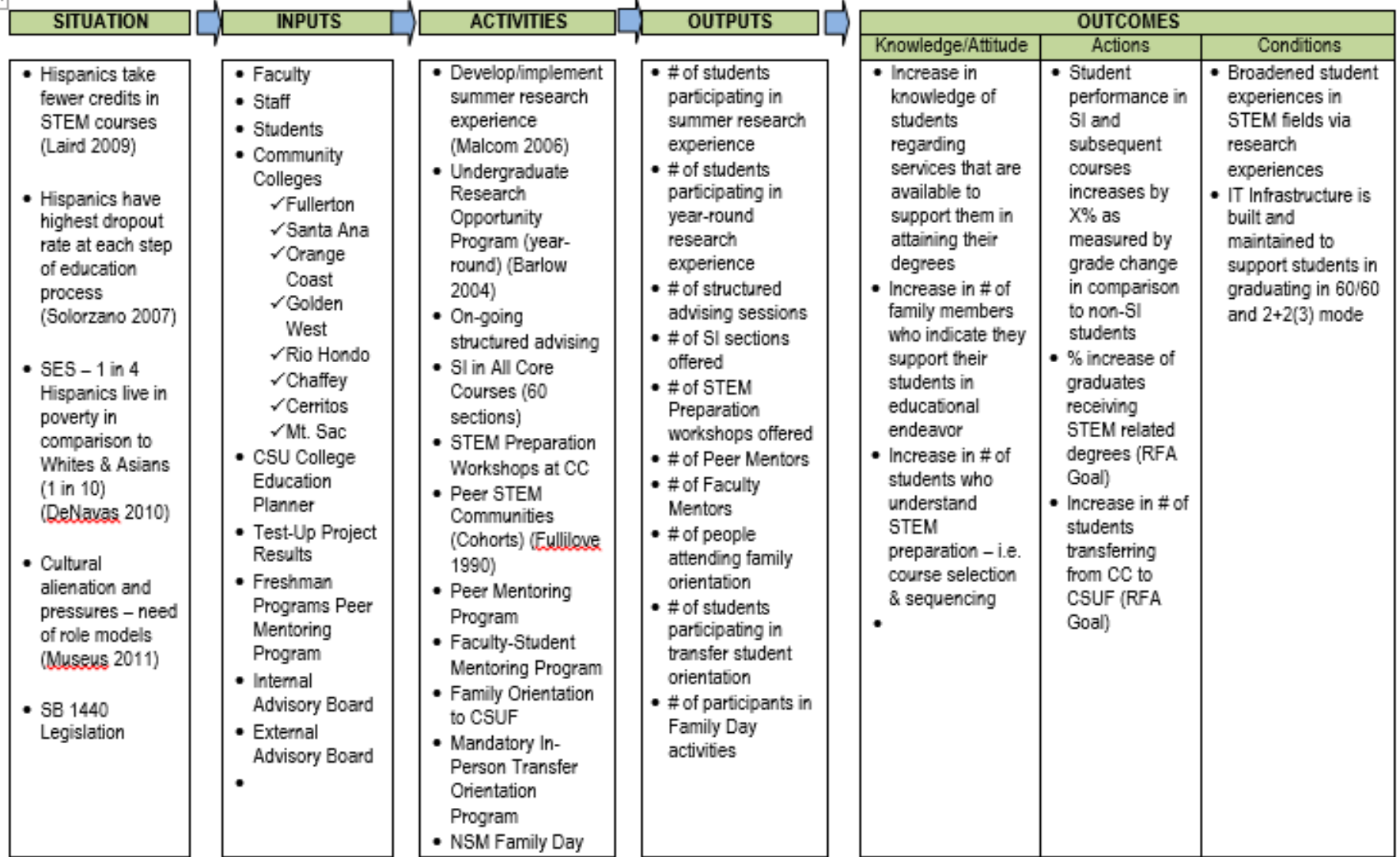
## LONG-TERM Conditions

- Human
- Economic
- Civic
- Environment
- Institutional

# LIMITATIONS OF LOGIC MODEL

- Represents reality, but it is not reality
  - Programs are not linear
- Focuses on *expected* outcomes
- Challenge of causal attribution
  - Many factors influence outcomes
- Doesn't address: Are we doing the right thing?

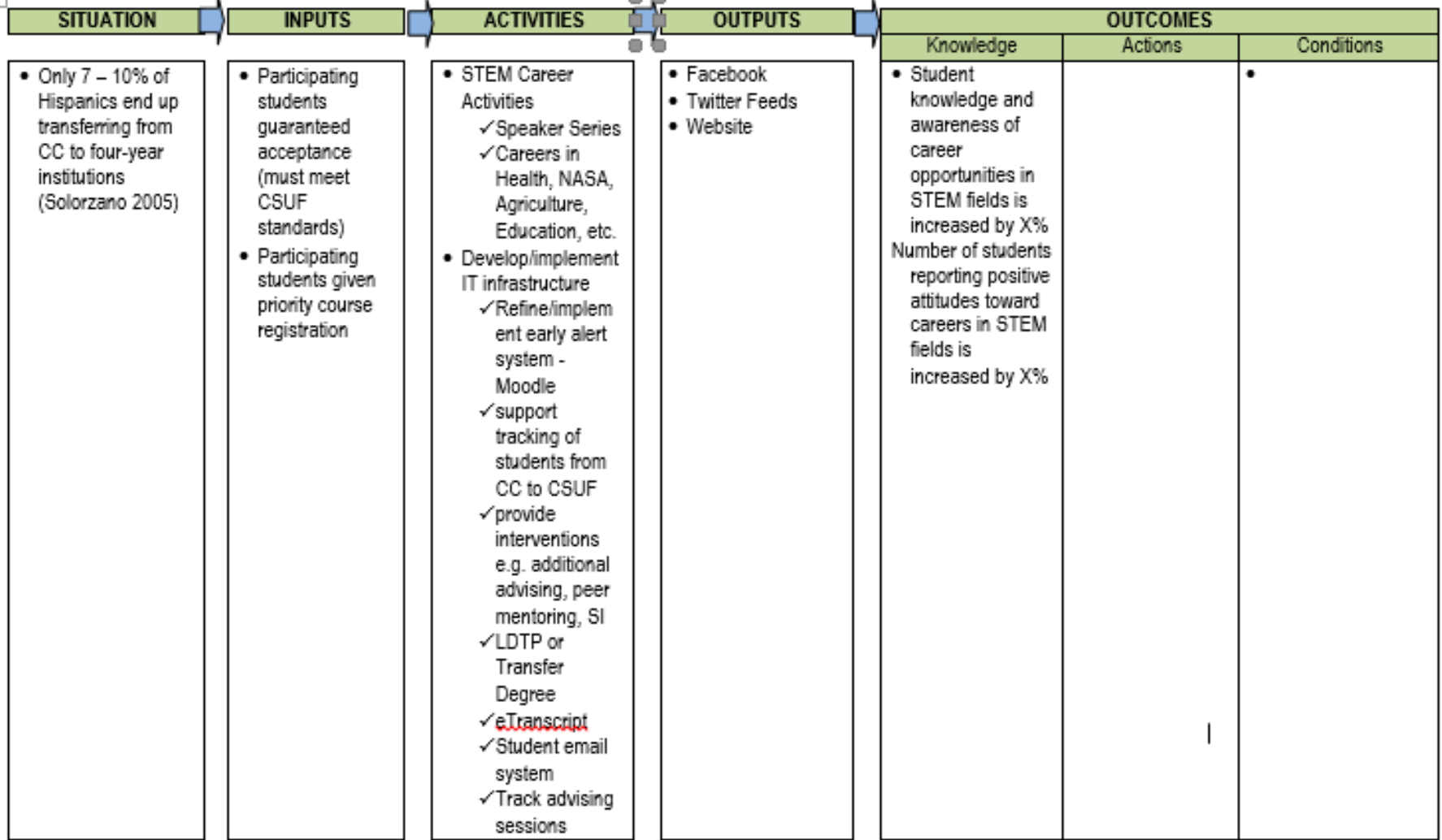
CSUF HSI STEM – INDIVIDUAL PROPOSAL - LOGIC MODEL for PROGRAM & EVALUATION DESIGN – 3.29.2011 - DRAFT



ASSUMPTIONS

EXTERNAL FACTORS

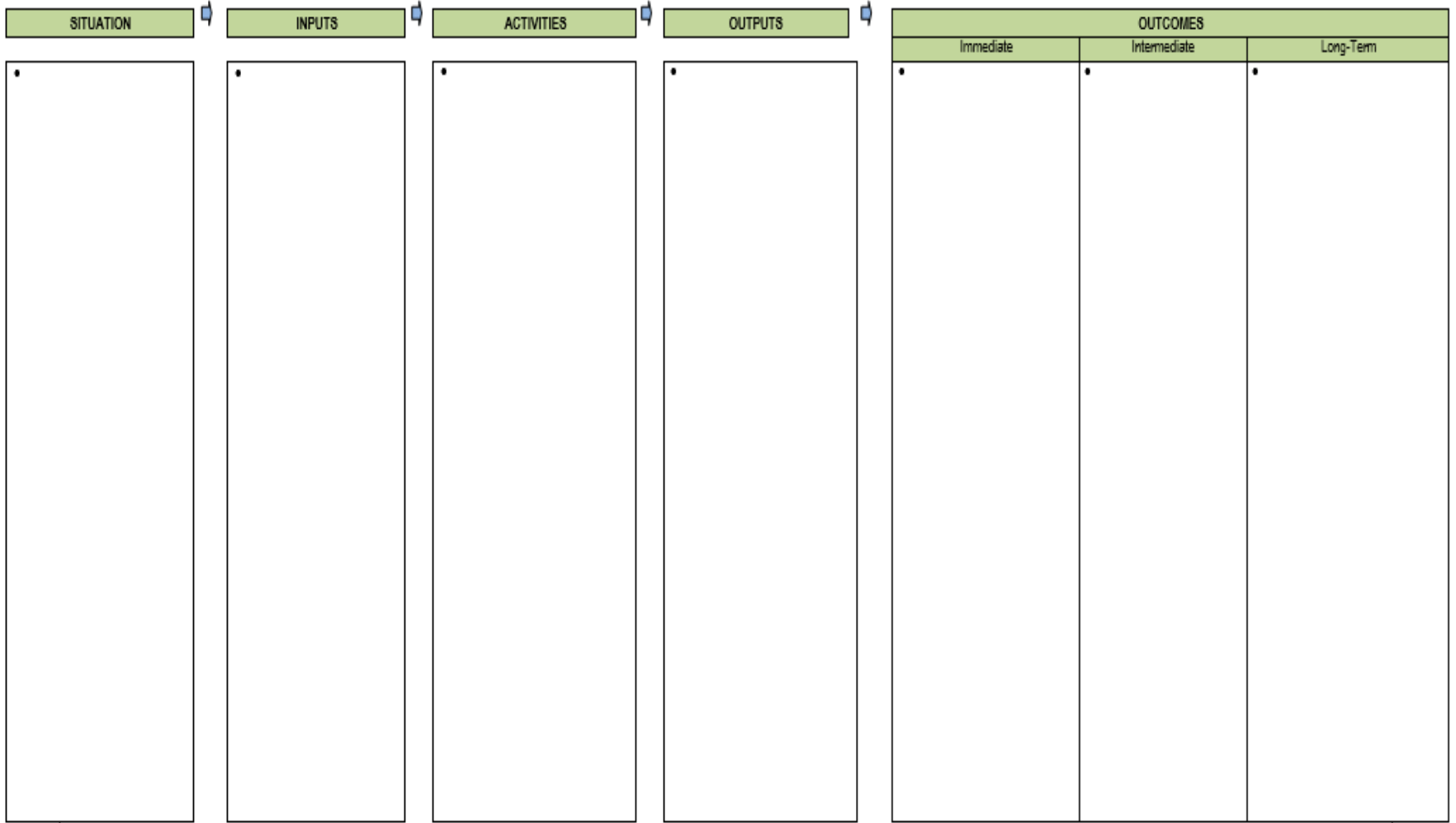
**LOGIC MODEL for PROGRAM & EVALUATION DESIGN**



**ASSUMPTIONS**

**EXTERNAL FACTORS**  
 State budget crisis is jeopardizing the funding for creative and innovative hands-on research opportunities for undergrads and science projects for junior high students.

Logic Model Activity



ASSUMPTIONS

Empty rectangular box for assumptions.

EXTERNAL FACTORS

Empty rectangular box for external factors.

# Resources for Theory Of Change & Logic Models

- University of Wisconsin – Extension

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

- Claremont Graduate University

<http://www.cgu.edu/pages/670.asp>

- Kellogg Foundation

<http://www.wkkf.org>

Theory of Change

- <http://www.theoryofchange.org/>

# CONTACT INFORMATION

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