



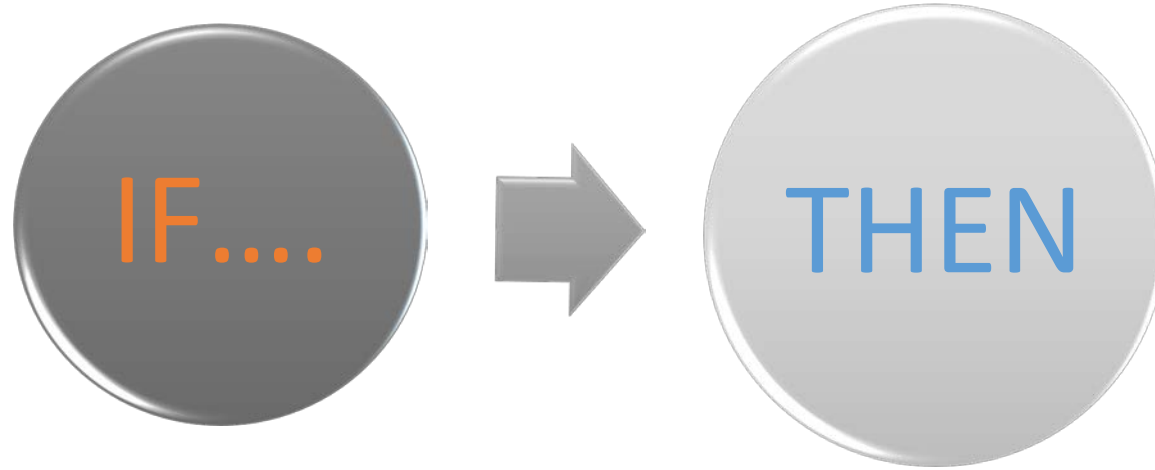
# Theory of Change: Roadmap to Impact

Nonprofit Partners Conference 2019

Presented by: Susie Pratt, Pratt Richards Group

October 5, 2019

# The Challenge: We Make Big Claims (especially in our grant proposals)



**We run an OST program....**

**Kids will graduate from college.**

**We advocate for women's rights....**

**Women will be safe and secure.**

**We provide legal services....**

**Disadvantaged youth will have a bright future.**

What is your  
If/Then Statement?

# If/Then: The Evaluation Problem

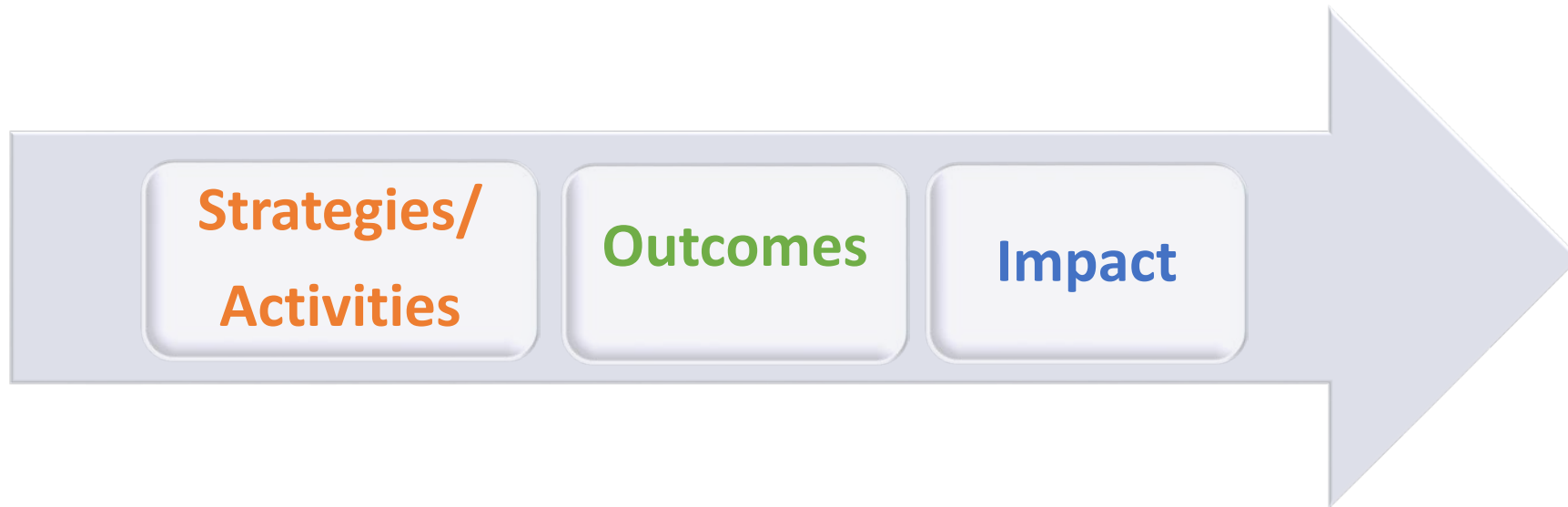
The BIG GAP BETWEEN



*Good for Elevator Speeches  
BUT Not for Evaluation*

# Solution: Create a Logic Model or Theory of Change

*A Nuanced If/Then Statement*



# Some Definitions

“A **Theory of Change** is...an analysis of the causal chain that links your [programmatic] interventions to the goals you want to achieve.”

- Money Well Spent, Brest and Harvey 2008

“A **Theory of Change** reflects an organization’s belief about how impact happens.”

- The Bridgespan Group

# Key Benefits for Evaluation (and Planning!)

## STRATEGIC ALIGNMENT

Discover whether your strategies and activities are **aligned with** your hoped-for-impact

## REALISTIC MEASUREMENT

Better understand your impact – what you can **realistically** accomplish and claim credit for

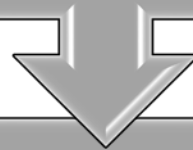
## LEARNING & GROWTH

Tool for both planning & evaluation work, enables your organization to **learn and improve**

# ToC Design: Building Backwards

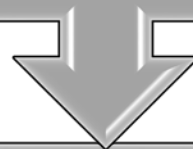
## IMPACT

What does success look like? What is your vision?



## OUTCOMES

What has to happen before this can happen?



## STRATEGIES

What are the core strategies, activities, and values?



# Pratt Richards Group Model



# Youth Development Program ToC

## If WE ...

Create a family atmosphere where youth are personally greeted and welcomed; they feel a sense of belonging and as if our organization is their "second home"

Employ high quality staff who act as care-givers, role models and mentors, providing: *Care, support, and advice; Models of positive communication and relationship building; Case management for assessing behavioral, educational and social development; Validation for strengths, progress and accomplishments; Encouragement to set goals, be challenged, rise to their potential*

Provide needed opportunities and assistance in a holistic way – programming that helps youth gain skills in fun, engaging ways in *5 core areas: Character and leadership, Education and career, Health and life skills, Arts, and Fitness and Sports*

Consistently communicate with parents and teachers to discuss youth's development

Provide quality referrals for youth and their families to other agencies that supplement our work

Partner with community groups and schools to support youth; act as a voice for change within our communities

Follow up with alumnae or individuals who have stopped attending the clubs

## STRATEGIES

## THEN...

### Youth in the programs will be:

Safe (off the streets) and engaged in programs, as evidenced by high attendance and retention rates

Maintaining healthy relationships with their peers and caring adults by demonstrating early changes in attitudes and behaviors, including:

- Respecting and tolerating others (empathy)
- Fostering self-reliance and self-respect
- Developing caring and social behaviors
- Making healthy choices (health and social situations)
- Avoiding risks

Showing progress in the acquisition of important life skills, including:

- Critical thinking
- Leadership
- Communication
- Education and career readiness

## IMMEDIATE OUTCOMES

## WHICH WILL LEAD TO...

### Youth in the programs who are:

Leaders - civically engaged and positively influencing others at the clubs, in their families, and in the community

Feeling hopeful about the future, and aware of/capable of accessing opportunities available to them

Able to articulate short and long-term goals for themselves

Self-confident, self-reliant, and proud of their accomplishments

Life-long learners

Making healthy choices, and encouraging their friends and families to do the same

## INTERMEDIATE OUTCOMES

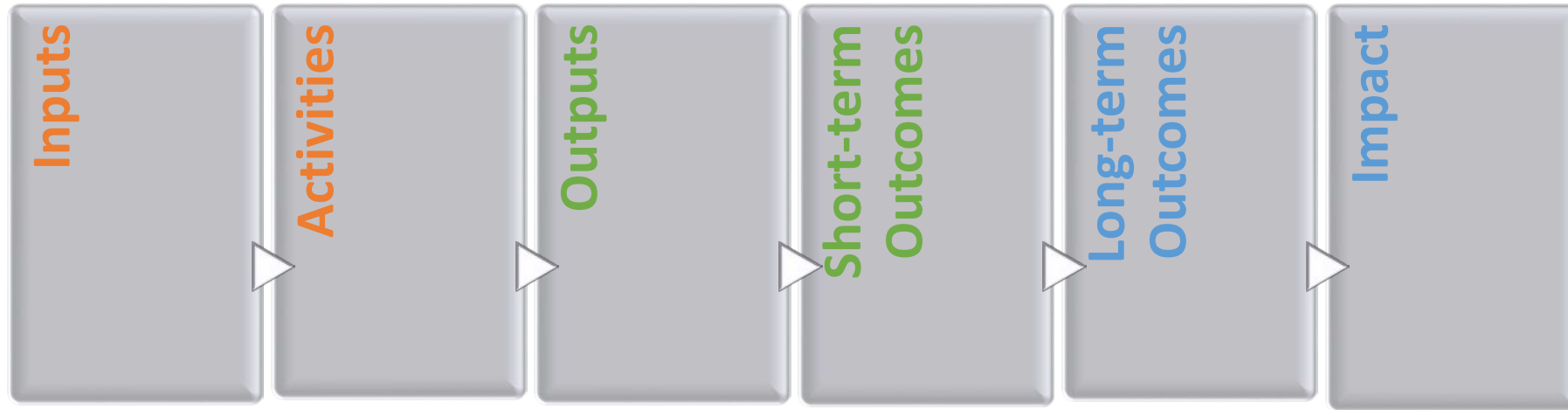
## WHICH WILL IN TURN LEAD TO...

Young people who need us most, *particularly those in most challenged neighborhoods*, will reach their full potential as productive, caring and responsible citizens

## LONGER-TERM IMPACT

# Logic Models

(Translating from ToC)



# Thank You!

Susie Quern Pratt & Jenny Ellis Richards  
Principals, Pratt Richards Group  
[www.prattrichardsgroup.com](http://www.prattrichardsgroup.com)

# **Theory of Change... Reconstructed**



**Kate Bousum, CFRE**  
**Director of Advancement at Child's Voice**  
**WSPN President 2019-2020**

---

# From Classroom to Action



How do we show our success?

What is our Impact?

How are we 'proving the pudding'?

---

# Why do this?



Program successes

Opportunities to better serve students/families

Grant requests

Grant reports

Improving data gathered / Data projects

---

# Where to Start?

Such a big concept, so...  
We started with a single project/program.

Ongoing Process

Quick overview of  
our Program





---

# Begin at the Very Beginning...

Leadership Buy-in

Part of the Program's Goals

Takes Time



---

# Challenges?

Perception of the process/effort

How to do it?

How much extra work will this be?

Who is going to do it?

What if we don't like the results?



---

# What Happened?

- 1) What does this program do?
- 2) Now, how do we measure that?



---

# What Does This Program Do?



Why? Why? Why?

Avoid jargon and alphabet soup

Break down your guides that you already have!

Case statement,

Mission,

Strategic plan

---

---

# How Do You Measure That?

What processes are already in place?

Define what needs to be measured based on objectives/goals.

Can anything be double-counted?

Who else might have this data?

Make sure you can translate the measurements too.



---

# The Technical

Process

Data gathering

Technology's Role & Impact

Finding Support



---

# Where We're At...

Showcasing successes that you know were there!

Improved ease of reporting and increased funding!

Still evolving...

Updates to demographic form

Updates to parent needs

Additional testing

---



---

# Thank you!

Kate Bousum

[kbousum@childsvoice.org](mailto:kbousum@childsvoice.org)

(630) 595-8200 x1051

Linked In

Twitter - @katebousum

---

