

Introduction to Conceptual Model(s):

Results Models and Theory of Change Mapping

Housing Committee Meeting
June 18, 2007

Results Models and Theory of Change Mapping are:

- Results oriented
- Focused on specific outcomes for defined groups
- Appropriate to community wide outcomes
- An efficient process for getting disparate groups on the same page
- End up with specific outcomes/targets by which coalitions can measure their success and make changes

Community or Population Result

Real world changes in people's lives

**Coordinated Collaborative Efforts & Strategic Partnerships
Understanding Environment**

"It takes a village..."
-highlights role of collaboration and environment

**Theory of Change--
Understand result, preconditions, interventions and assumptions**

Understand-- How we all contribute, what we trying to achieve and what we think the essential and sufficient preconditions are to get there

Program Results and Program Operations

**Organization/
Program Plans
Who Does What? When?**

What is a Theory of Change?

think of a “theory of change” as the set of beliefs that guides thinking about how and why a complex community change will unfold...

- **Method** that a group can use to think critically about what is required to bring about change
- **Process** designed to illustrate how a complex change initiative will unfold over time
- **Product**--a document, or set of documents, that explains the underlying logic of an intervention and explains how progress toward goals will be monitored

- A theory of change helps you explain to the “hypothetical man from Mars” **why** you believe that A, B, and C are necessary preconditions for achieving outcomes X and Y
- It is like a detailed road map that tells you which turns to make and why you need to make those turns.

How is it Different?

- Most of us are used to thinking in terms of programmatic road maps—strategic plans or business plans are often programmatic/organization road maps.
- We think about what a particular program or activity will achieve. We think about visions (often vague), and what “we will do”.
- In this process, we turn that upside down and ask—what exactly do you want to achieve for whom in what period of time; what are necessary preconditions to get there; and finally what can we (and others) do to get there.
- Focuses MORE on Ends and lets those lead to Means.
- It is RESULTS oriented and consequently more effective process for getting disparate groups on to the same page.

First Step:

Starting where you want to end up means identifying the long term outcome of interest even if you don't know exactly how to get going...

Hints about “Ultimate Result” or Outcome:

Be clear about who, what the change is for them, and in what time frame. (if community wide, then map of “preconditions” needs to be at a community wide)

Let's do simple example, first...

Children's Literacy is Improved

?

Over time, we'd get clearer about
Which children?
What is literacy?
What is improved?

Next step: Sketch out the basics of the starting point... (no need to get too specific here...) this just gives a little about the approach you are considering and therefore limits options.

Children's Literacy is Improved



Parents Get Involved

Working backwards, you should
ask:

“What are the landmarks we would pass just
before we reached our long term outcome?”

Children's Literacy is Improved

Parents Read to Their Children Regularly

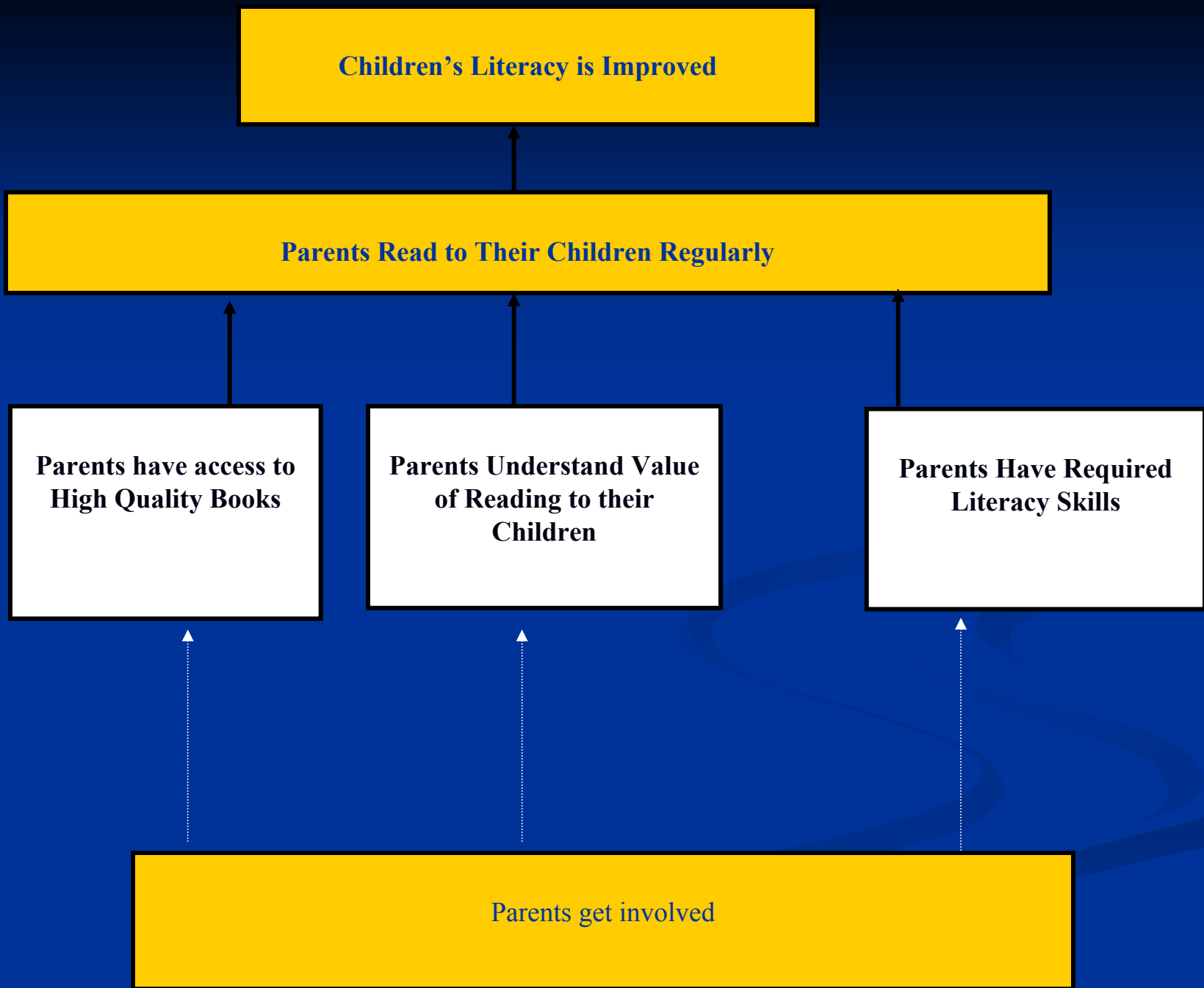
Parents Get Involved



Then ask:

“What landmarks would we pass just before we reached the “next-to-last” step in the pathway?

(or in Nerd-speak: the intermediate outcome?)



Children's Literacy is Improved

Parents Read to Their Children Regularly

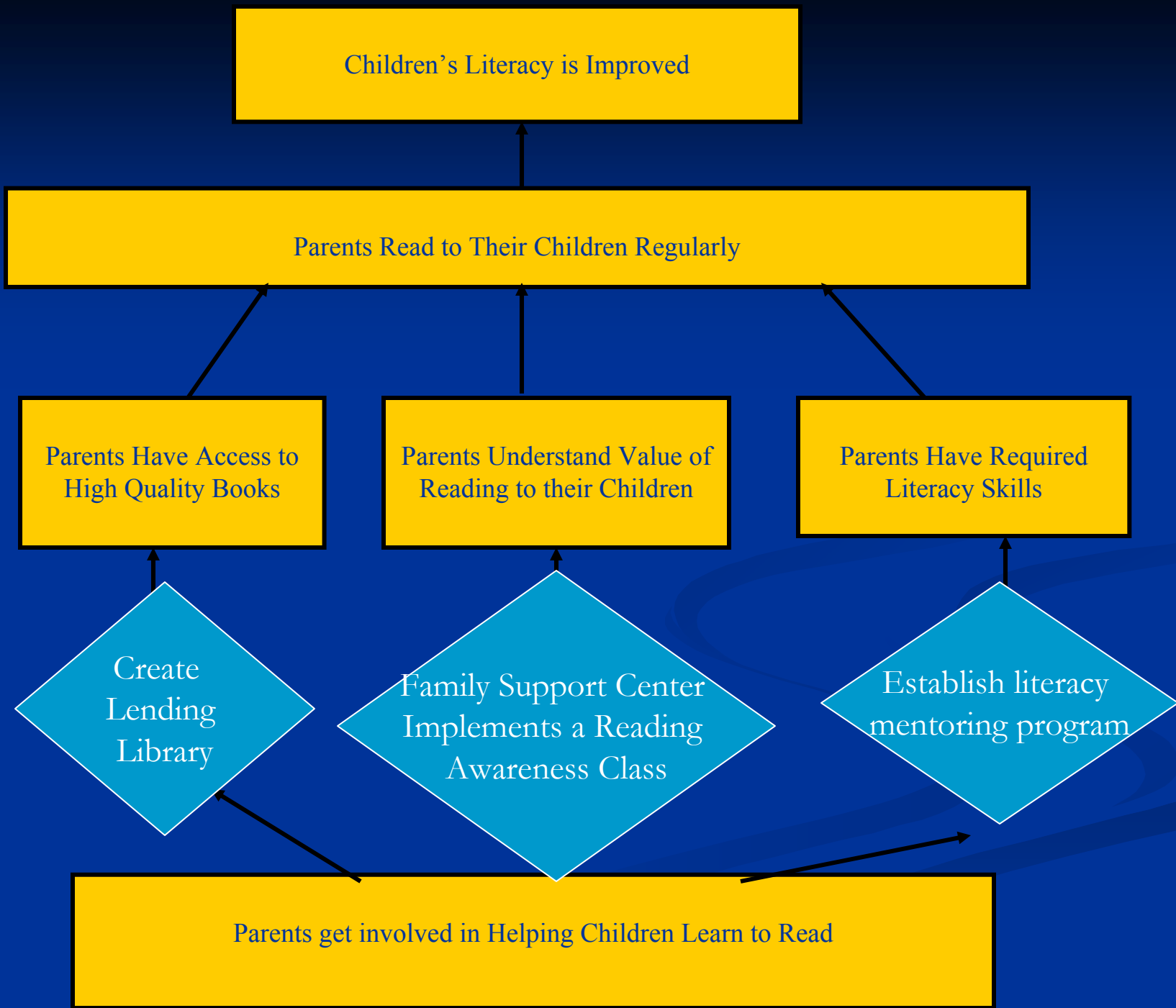
**Parents have access to
High Quality Books**

**Parents Understand Value
of Reading to their
Children**

**Parents Have Required
Literacy Skills**

Parents get involved

- Making these backwards steps continues until you've identified the important landmarks on your pathway...
- Then you talk about actions/interventions/programs



Children's Literacy is Improved

Parents Read to Their Children Regularly

Parents Have Access to High Quality Books

Parents Understand Value of Reading to their Children

Parents Have Required Literacy Skills

Create Lending Library

Family Support Center Implements a Reading Awareness Class

Establish literacy mentoring program

Parents get involved in Helping Children Learn to Read

A more complex example....



These are the three dimensions of school readiness.

For each, backwards mapping reveals a set of necessary & sufficient preconditions for getting there.



Child's Physical Health

Born Healthy

Sustaining Healthy Child

Parents have healthy behaviors

Prenatal Care

Prenatal Nutrition

Toxin-free pregnancy:
No smoking/
alcohol/
drugs

Safe Home Environment

No violence;
no drug abuse

Safety: accident prevention

Family has healthy behavior:
nutrition,
exercise

Safe Community

Violence/
crime/ drug /
toxin free
community

Safe
Schools &
Child Care

Routine Health Care

Parents know how/
when to receive
routine care

Parents have access
to routine
care

Community or Population Result

**Coordinated Collaborative
Efforts &
Strategic Partnerships
Understanding Environment**

**Theory of Change--
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preconditions, interventions
and assumptions**

**Program
Results and
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Who Does
What? When?**

Time Here Tonight
and in the Past

Tonight we'll also
spend a little time
understanding who,
how and when we'll
get to the other
boxes

QUESTIONS?