**Tips and Tools to Develop a Theory of Change and Logic Model**

What is a theory of change?

A visual overview of the link between your program activities and the intended outcomes, including how and why the change will occur.

What is a logic model?

A logic model outlines what your program is trying to achieve, what it needs to achieve the goals and how to evaluate success and progress.Consider it a roadmap for your organization or specific programs. It is also a visual representation of your program.

Training resources

**Sample logic models**: The best way to understand a logic model is to view sample versions. Often times they are very colorful and/or visually appealing. The National Mentoring Resource Center offers several downloadable sample logic models found here: <https://nationalmentoringresourcecenter.org/research-tools/logic-models-theories-of-change/>

The sample logic models provided are available for download and editable - they logic models for the following programming:

* Career Exploration mentoring for grades 3-8
* Cross Age peer mentoring for grades 4-8
* 1:1 Mentoring of Adolescents with Mental Health Needs
* School Based One on One mentoring K-8
* Community based 1:1 Mentoring
* School-Based Group Mentoring for K-8 Youth
* 1:1 Mentoring for Adolescents Early in Juvenile Justice Involvement
* 1:1 Mentoring for Transition Planning out of Foster Care

If your program model is listed above, choose the model which closest resembles yours. Many programs may choose to start with the Community Based 1:1 Mentoring sample, as it represents many traditional mentoring programs. Each sample can be adjusted as needed to fit your program- they are a great guide to get started and hopefully prevent organizations from starting from scratch.

Packet to help your team develop a logic model from National Mentoring Resource Center:

<https://www.mentoring.org/wp-content/uploads/2020/11/Getting_Started_Program_Evaluation_Companion_Packet.pdf#page=4>

Additional Resources:

Measurement Guidance Toolkit: <https://nationalmentoringresourcecenter.org/resource/measurement-guidance-toolkit/>

<https://youthrex.com/wp-content/uploads/2022/07/OMC-Developing-a-Theory-of-Change-and-Logic-Model-2022.pdf>

Additional examples:

<https://albertamentors.ca/wp-content/uploads/2016/08/Logic-Model-YIC-and-Mentoring-2016.pdf>

<https://dwscbcy9jc8hm.cloudfront.net/sites/468/comfy/cms/files/43155/files/original/Sample_Logic_Model.pdf>

<https://www.shieldmentor.org/logic-model>

<https://www.blueprintsprograms.org/resources/logic-model/QOP.pdf>

**Worksheet**

Consider working through these questions when developing your logic model. Input your answers in the chart below. This is a brain drop - more information will better inform your final product!

(resources: <https://www.mentoring.org/resource/getting-started-with-program-evaluation-1-building-a-logic-model/>

<https://youthrex.com/wp-content/uploads/2022/07/OMC-Developing-a-Theory-of-Change-and-Logic-Model-2022.pdf>

<https://youthrex.com/logic-models/>

For assistance on developing your logic model, reach out to the National Mentoring Resource Center for FREE technical assistance: <https://nationalmentoringresourcecenter.org/how-we-can-help/no-cost-assistance/>

**Problem/Need:**

* What needs does the program address?
* What needs exist in our community that our program wants to address or improve?

**Inputs**: What resources are available to the organization

* What resources does our organization already have to address the need?
* What resources are available in our community?
* Resources can be monetary, physical, time, emotional - be exhaustive with what you list
* Other resources might be community, infrastructure, etc.

 **Activities**: What activities, interventions, services and/or programming will be used?

* What activities will be needed within the programming to address the need?
* Considering the resources we have, what we will do with them?
* You can organize activities by roles:
	+ Leadership activities (board members, staff, etc.) Will they need training or additional support?
	+ Program Staff activities (recruitment, screening, training, supporting volunteers, other staff and participants)
	+ Participants: are there prescribed activities, pre-set curriculum, evaluations?

 **Assumptions**: these lay out the underlying beliefs about how your program will work

* How will your specific impact the need. Consider using “If…Then” statements - If leadership activity occurs, then what is the impact?

**Outputs**: Specific and measurable products produced by the activities that impacts participants

* How many mentors will be recruited, how many hours of training completed, how long matches are lasting, how many field trips attended, etc. (keep these reasonable and obtainable given your inputs and activities)
* Consider defining outputs in the following categories
	+ Frequency of incidences (how often they occur - i.e number of matches, amount of sessions, etc.)
	+ Latency - time between two events (i.e.- time between mentor applying to program and being matched)
	+ Duration - how long something lasts (i.e. - length of a match relationship)

 **Outcomes**: changes that occur to the mentees (or program participant) as a result of the activities

* “As a general rule, outcomes are not part of the program itself — they are experienced as a result of being in the program. A good check in this regard is whether the outcome could be experienced by a non-participant. If not, it is probably an input rather than an outcome.” (i.e going to school - which is legally required - vs. doing well in school, or less resistance to attending school, which would only be achieved by someone in your program)
* Consider focusing on short term, intermediate and long term outcomes. It can help to begin with the long term goal and work backwards.
	+ Short term (6-9 months) - What are the immediate changes in participants knowledge, skills, awareness, understanding, etc? Developing relationship with mentor,
	+ Intermediate (1-2 years) - What are the changes in the participant’s behavior? Improvements in certain areas of their life?
	+ Long term (3-5 years) - what improvements will occur over several years (graduate high school, decrease in risky behavior, etc.) Also can consider improvements in community over long term.

State the Need:

| Inputs → | Activities → | Assumptions → | Outcomes → | outputs |
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Please note - one input doesn’t necessarily need to directly connect to an activity. Sometimes they line up, and sometimes they won’t. Review the samples provided to get an idea of how the final product might look.