

Theory of Change Checklist - Use the following checklist to help you determine if the theory of change for your program/project has all needed components and is in alignment.

Community Need	1. Makes clear statement of the problem or issue the program will focus on	<input type="radio"/> Yes <input type="radio"/> No	
	2. Provides statistics to document the problem:	<input type="radio"/> Yes <input type="radio"/> No	
	From a reputable source	<input type="radio"/> Yes <input type="radio"/> No	
	Current (provides explanation if not within past few years)	<input type="radio"/> Yes <input type="radio"/> No	
	Local (Relevant to the proposed service locations)	<input type="radio"/> Yes <input type="radio"/> No	
Intervention	3. Provides a clear description of the activities volunteers / members will provide	<input type="radio"/> Yes <input type="radio"/> No	
	4. Clearly describes the service dosage:	<input type="radio"/> Yes <input type="radio"/> No	
	Frequency	<input type="radio"/> Yes <input type="radio"/> No	
	Intensity	<input type="radio"/> Yes <input type="radio"/> No	
	Duration	<input type="radio"/> Yes <input type="radio"/> No	
	5. Intervention directly addresses the identified need	<input type="radio"/> Yes <input type="radio"/> No	
Evidence	6. Demonstrates high likelihood intervention can achieve intended outcome	<input type="radio"/> Yes <input type="radio"/> No	
	7. Provides directly relevant performance measurement, evaluation and/or research results	<input type="radio"/> Yes <input type="radio"/> No	
	8. Data used appears to be high quality and collected using rigorous methodology.	<input type="radio"/> Yes <input type="radio"/> No	
	9. From a program with similar design	<input type="radio"/> Yes <input type="radio"/> No	
	10. From a program with similar dosage	<input type="radio"/> Yes <input type="radio"/> No	
Outcome	11. Change likely to occur based on proposed intervention	<input type="radio"/> Yes <input type="radio"/> No	
	12. Relates to community need	<input type="radio"/> Yes <input type="radio"/> No	
	13. Is achievable within one year	<input type="radio"/> Yes <input type="radio"/> No	
Overall	14. All elements are in alignment.	<input type="radio"/> Yes <input type="radio"/> No	
	15. Clearly shows cause and effect relationship	<input type="radio"/> Yes <input type="radio"/> No	

Example Theory of Change – Mentoring Program

Problem	Intervention	Outcome(s)
<i>Specific need in the community we have chosen to address</i>	<i>If members/volunteers do this</i>	<i>then this will happen.</i>
<p>Many Marigold City youth are at risk of dropping out due to feeling disengaged from their schools and having no caring adult to confide in.</p> <p>Documentation: According to Euphoria Higher Education Consortium’s 2010 Report, Marigold School District had a high school dropout rate of 28.3% as compared to the statewide average of 13.4% The State of Euphoria Prevention Needs Assessment (PNA) found more than 1 out of every 3 students surveyed responded "no" when asked, "Is there an adult that you can talk to about your problems?" A 2010 United Way Youth Survey conducted in Marigold found that 21% of youth in Marigold have never participated in sports teams and 70% report that they have never participated in a service club. According to the 2008 PNA for Marigold, 30% of surveyed students report that they "often" or "almost always" hate being in school. Research has demonstrated that youth who are disengaged are at risk for poor academic achievement, skipping classes, and ultimately dropping out of school (National Research Council and the Institute of Medicine, 2004).</p>	<p>Three full-time members and five halftime members will be placed in Marigold to recruit and place 60 volunteers to serve as mentors to middle school youth identified as at risk by teachers and parents with Mentor Inc. Mentors will each be matched with one student and will spend at least 2 hours a week with their assigned youth engaged in homework help and enrichment activities for at least one year.</p> <p>Evidence: Research has demonstrated that having caring adult role models mentor at-risk middle school youth at least 2 hours a week for 12-24 months increases youth engagement in school as well as youth graduation rates. (Albert,B., Lippman, L., Franzetta, K., Ikramullah, E., Keith, J., Shwalb, R., et al. (2005) Freeze frame: A snapshot of America's teens. <i>Journal of Adolescent Research</i>.</p>	<p>Youth served will experience improvements in academic engagement (ED27) by demonstrating a positive and significant change in at least one of the following four behaviors or attitudes over the course of one year:</p> <ul style="list-style-type: none"> ● Increased interest in school ● Increased attachment to school ● Increased attendance in school ● Increased participation in school or community activities

Theory of Change Notes Worksheet

Program:	
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Community Need/Problem

Describe the negative condition that exists in the community.

Documentation (reputable, current, local)

Intervention - *If members/volunteers do this*

Describe your intervention design—the specific member or volunteer activities designed to address the problem.

Describe the dosage of your intervention.

Frequency:

Intensity:

Duration:

Outcome(s) ...then this will happen.

Describe the change in beneficiary attitude, knowledge, behavior or condition that will occur as a result of the intervention.

