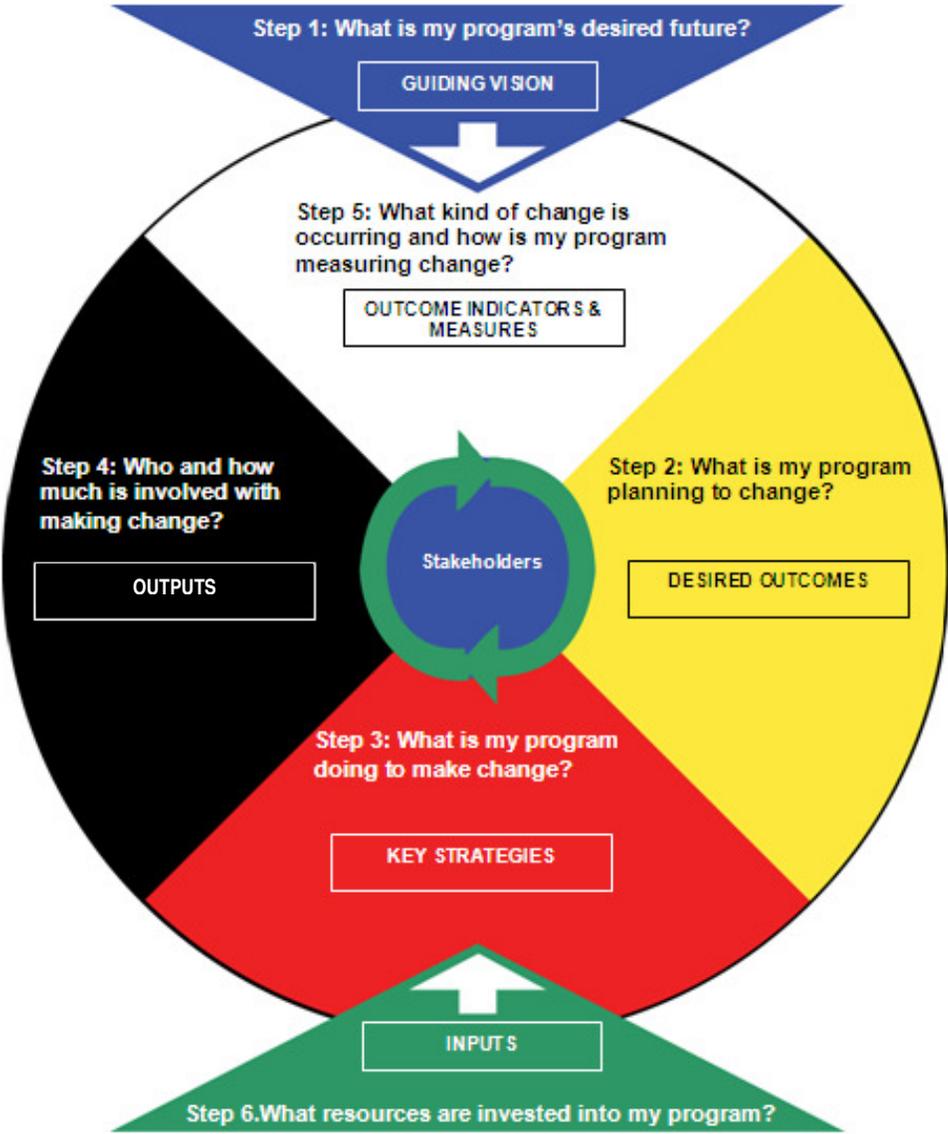

Building the Pathway of Change



Workbook

BUILDING THE PATHWAY OF CHANGE

Workbook

Prepared by Angela Matheson

on behalf of

Aboriginal Head Start Association of BC



“Fostering the Strength, Pride & Respect of Aboriginal Children and Families”

Do you have any questions or comments about this workbook?

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About this Workbook

“We live immersed in narrative, recounting and reassessing the meanings of our past actions, anticipating outcomes of future projects, situating ourselves at the intersection of several stories not yet completed,” Donald Polkinghorne.

This workbook is a do-it-yourself guide for people interested in propelling their program visions into actions. The framework is similar to developing a program logic model, but has been redesigned to fit a more culturally-relevant context.

This framework is described as *Building the Pathway of Change* because its cyclical design shows how six program elements connect and work together to produce change. Each element found along this pathway must be equally attended to in a well-balanced program.

This workbook shows you how to tell your program story using this framework. The workbook explains, step-by-step, each of the elements which form along a pathway. The workbook further demonstrates how to gather your program information in a systematic way, while honoring the unique needs of your program.

This workbook helps you propel your program visions into actions.

Before we begin our journey into how to build your pathway of change, we will first reflect on the ways to use the tool to its maximum benefit.

Making the Pathway Useful

“Everything on the earth has a purpose, every disease an herb to cure it, and every person a mission,” Mourning Dove (Christine Quintasket), Salish.

Building Pathway of Change tells the story behind the program. This story is most useful when people use it to support a wide range of functions, such as:

- **Program management and evaluation:** Improving program planning and performance by identifying ways to measure success and areas for improvement.
- **Advocacy and fundraising:** Serving to outline accomplishments and resources necessary to further achieve the vision.
- **Consensus-building:** Creating and building consensus and shared understanding of program’s assumptions, stakeholder beliefs and desired outcomes.
- **Promotion of core values:** Enhancing agency accountability and transparency to program stakeholders (children, families, communities and other key partners).
- **Communication:** Communicating the value of the program at a glance—the story of what the program is doing to achieve its vision.

The pathway you build can be used for any or all of the above activities. The workbook sections that follow will show you, step-by-step, how to link the elements of the pathway together to form a story that is most useful for you.

Sharing the Story of Change

“The life of a person is a circle from childhood to childhood. Within each child lies our future and our past,” Anon.

The pathway of change tells a story about how and why a program will work and produce the changes needed to meet its overall vision. There is no one right or wrong way to build this story; however it is important that the information provided along the pathway tells a story in a clear and concise way.

There are six steps or elements that are used to tell a program’s story of change. Each element is positioned carefully along the pathway depending on which of the following key questions it addresses.

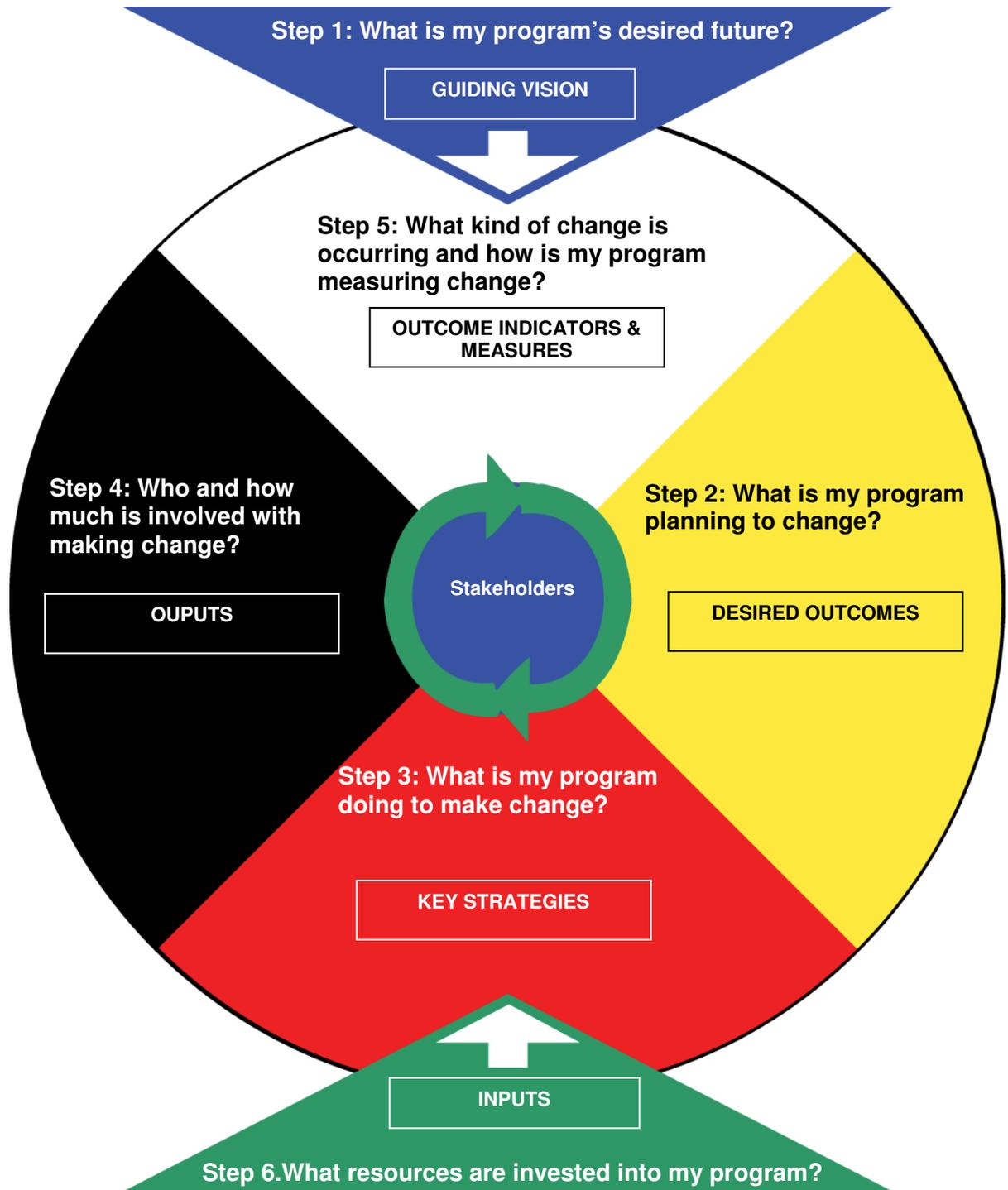
1. What is the program’s desired future?
2. What is the program planning to change?
3. What the program is doing to make change?
4. Who and how much is involved with making change?
5. What kind of change is occurring and how is the program measuring change?
6. What resources are invested into the program?

The story of change can be told by answering six key questions that form the pathway.

Each of these questions represent a key element of change, and the position of these elements along the pathway demonstrates how each element relates to another and works together to produce change.

The pathway with all its elements is pictured on the next page. Sharing the story of change means building your program’s pathway of change step-by-step by answering each of the six questions positioned along the pathway.

The Pathway of Change



1

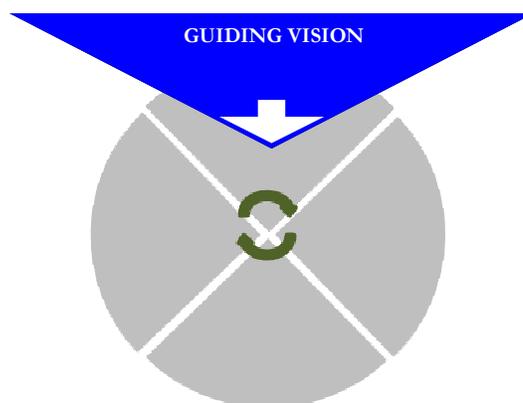
What is the program’s desired future?

“Our vision of what we can become is like a strong magnet pulling us toward it,”
The Four Worlds Development

Guiding Vision is the overarching vision of future conditions and situations. The vision is the program’s desired future of where it wants children, families and communities to be. The vision is pictured above the pathway because it is seen as a force shining down onto the pathway of change. It illuminates the direction for all four pathway elements to follow.

Other words for “Guiding Vision”

You might also hear guiding vision called ultimate outcome or long-term outcome, long-term goal, purpose and/or objective.



Tips:

- Phrase it as a “big picture” statement on what your program wants to see changed in the next two to five years.
- Make your vision clear and simple. Keep in mind all program elements along the pathway need to relate back to the vision.

Examples from BC communities:

- *Aboriginal children grow up healthy and connected to their parents, communities and have a positive identity with their aboriginal culture.*
- *There is a reduction in the incidence of Fetal Alcohol Spectrum Disorder (FASD).*
- *Fewer infants and children are in care due to optimizing the health and well being of children and families.*

✍️ What is your program’s desired future? Write down your program’s guiding vision in the space below.

2

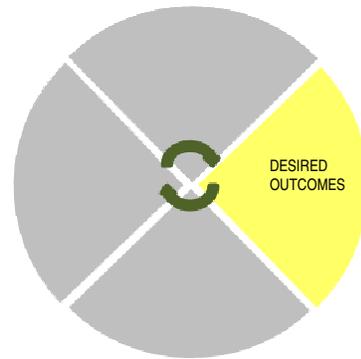
What is the program planning to change?

“We will be known forever by the tracks we leave,” Dakota Proverb.

Desired Outcomes is the guiding vision translated into measurable short and mid-term outcomes. It is the desired consequences of the program and involves changes in knowledge, skills, attitudes, behaviors, circumstances and status among children, families and/or communities. Desired outcomes are positioned at the eastern door of the pathway because change begins with desired outcomes. Desired outcomes symbolize the capacity to believe in the unseen as the changes have yet to occur.

Other words for “Desired Outcomes”

You might hear desired outcomes called expected or intended results, impacts, effects, short-term and/or mid-term goals.



Tips:

- Describe desired outcomes in terms of change. Use words such as increase, decrease, reduce, enhance, maintain, prevent, expand, improve and strengthen. Clarify who/what will experience the change.
- Not all outcomes occur at the same time. Short-term outcomes happen before mid-term outcomes can be achieved. The achievement of both contributes to the success of guiding vision.

Examples from BC Communities:

- *Improve parents’ ability to prepare nutritious affordable meals.*
- *Increase parents’ knowledge of early child development.*

 **What is your program planning to change? Specify a desired outcome in the space below.**

3

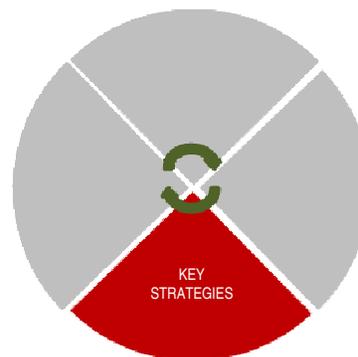
What is the program doing to make change?

“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect,” Chief Seattle, Suqwanish and Duwamish.

Key Strategies are the key actions a program must do to effectively meet the desired outcomes representing the guiding vision. In the pathway, this element is situated at the southern door because it represents the time for engaging in actions that target feelings and behaviours.

Other words for “Key Strategies”

You might also hear key strategies called activities, tasks, processes, methods, procedures, action steps, solution-focused counseling and/or service deliverables.



Tips:

- Begin with “doing” verbs when naming strategies. Use words such as facilitate, encourage, promote, teach, deliver, give, attend, provide, refer, foster, assist, share, serve and offer.
- Save the micro-details for the work plan. Focus on key interventions by identifying and grouping similar micro-tasks into one overall strategy.
- Make sure the key strategies connect to your desired outcomes.

Examples from BC Communities:

- *Provide culturally-sensitive parenting program and family services: Nobody’s Perfect, Mother Goose Parent Education Program, Parent Circle Literacy Program, drop-in centre, individual counselling and H.I.P.P.Y home visits.*
- *Teach children about relationships and empathy: Roots of Empathy Program.*

 **What is your program doing to make change? Summarize a key strategy using the space below.**

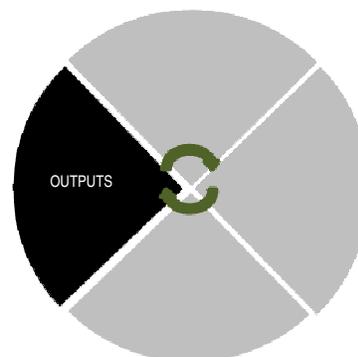
4 Who and how much is involved in making the change?

“Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand,” Proverb.

Outputs are seen as who and what are involved as a result of the key strategies. In other words, outputs are the types and amounts of services produced when the key strategies are implemented. Outputs categorize and tally the number of recipients of the services. In the pathway, outputs are located at the western door. At the western door, outputs signal the program’s commitment to assist in the development of those travelling on the pathway of change.

Other terms for “Outputs”

You might hear outputs called products, deliverables, and/or units of service.



Tips:

- Identify or estimate numbers for your outputs. Count the occurrences of each service as well as the children and parents receiving services.
- Apply clear, consistent time frames. Monthly totals are recommended.
- Make sure outputs correspond with your key strategies.

Examples from BC Communities:

- *Group sessions: total number of sessions, total number of hours, total and average number of children and parents (grouped by ancestry, age and gender).*
- *Home visits: total number of children and family units served, total number visits provided, total number of hours, total number of program exits and completes.*

 **Who and how much is involved with making change? List some outputs in the space below.**

5

What kind of change is occurring and how is the program measuring change?

“The North, the Mother of winter whose sharp air awakened a time of preparation for the long days ahead. . . Today we are again evaluating the changing winds. May we be strong in spirit and equal to our Fathers of another day in reading the signs accurately and interpreting them wisely,” Unknown Speaker addressing the National Congress of American Indians in the mid 1960s.

Outcome indicators and measures are the observable signs used to measure progress towards desired outcomes. Outcome indicators are changes in knowledge, attitudes, skills, behaviors or circumstance. Outcome measures are the tools used to measure these changes (e.g., surveys, standardized or needs assessments, goal attainment, interviews or observations). Together they show the difference the program’s pathway of change is making for children, families and communities. They are also signals of what kinds of adjustments need to be made to the pathway as it begins a new program cycle towards the guiding vision. For these reasons, outcome indicators and measures are positioned at the northern door of the pathway.

Other words for “Outcome Indicators”

Indicators of success, evidence of success, met goals, goal attainment, program results, program impacts and lessons learned.



Tips:

- Outcome indicators are signs of progress along the pathway of achieving desired outcomes. Indicators should not only link back to desired outcomes, but also be realistic and measurable signs of progress.
- Short-term outcome indicators are the first steps towards change. Mid-term indicators are the changes we want to see after the short-term indicators have been achieved. For example, new knowledge and increased skills (short-term indicators) lead to new/modified behaviors (mid-term indicators).

BUILDING THE PATHWAY OF CHANGE

- Phrase your outcome indicators according to the amount, degree or quality of change to be expected (e.g., percentage or number of parents with new knowledge, skills or behaviours; percentage or number of children experiencing improved circumstances).
- Decide when the measurement tool will be used. For measuring short-term indicators, administer tools before and after implementing key strategies. For measuring mid-term indicators, administer measurement tools one to twelve months after implementing key strategies.

Examples from BC Communities:

- *Indicator: Percentage/number/examples of parents who demonstrate an increased number of skills/ideas for managing children's behavior (measured by observations and interviews)*
- *Indicator: Percentage/number/examples of participants who know healthy food choices and servings required for pregnancy (measured by a participant survey)*
- *Indicator: Percentage/number/examples of parents who know how to support age-appropriate developmental milestones (measured by parent surveys)*
- *Indicator: Percentage/number of children who display age-appropriate motor, cognitive and verbal skills (measured by Ages and Stages Questionnaire)*
- *Indicator: An increase in the percentage/number of children who are immunized (measured by file reviews)*
- *Indicator: Reduction in the percent/number of children who have "baby bottle rotten teeth" and cavities (measured by staff reports)*
- *Indicator: An increase in the percentage/number of infants with birth weights between 2500 and 4500 grams (measured by file reviews).*

 **What kind of change is occurring and how are you measuring it? Describe an outcome indicator and a corresponding measure in the space below.**

6

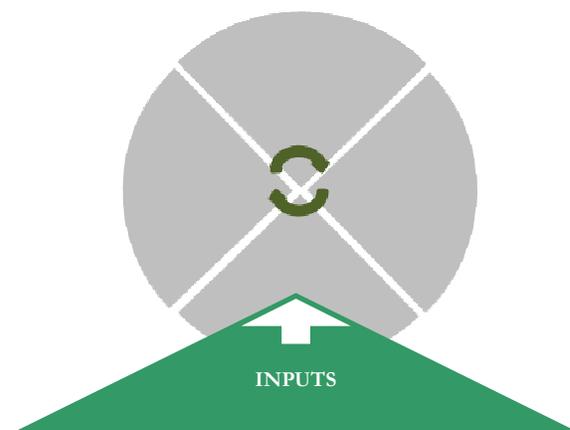
What resources are invested into the program?

“I have seen that in any great undertaking it is not enough to depend simply upon yourself;” Lone Man (Isna-la-wica), Teton Sioux.

Inputs are the resources invested into making the program’s pathway of change. In the pathway of change, inputs are located at the base because it is the foundation which supports each element along the pathway. The size and scope of the pathway is based on the amount of inputs available. In other words, it is the funding, staff, space, equipment and materials used to carry out the program.

Other words for “Inputs”

You might also hear inputs called resources and/or program investments.



Tips:

- Remember to include major types of inputs, whether it is human, financial, space, technology, equipment or materials.
- Important inputs can be found in the program budget.

Examples from BC Communities:

- *Staff: 3 full-time and 1 part-time.*
- *Financial: grants, operating budget and/or other monetary resources.*
- *Tools: office and art supplies, training materials and/or program equipment.*

✂️ What resources are invested into your program? Add your program’s inputs in the space provided.

Turning the Steps into a Story

*"The power of the world always works in circles, and everything tries to be round. . . The sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind, in its greatest power, whirls. Birds make their nest in circles, for theirs is the same religion as ours. . . Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves,"*Heinmot Tooyalaket (Chief Joseph), Nez Perce.

One method you can use to build your pathway is to use the interactive tool that accompanies this workbook. The interactive tool helps you build your pathway by electronically recording, linking, storing and reporting the program information you need for each step that forms the pathway. Open the interactive tool and start building your pathway using the six workbook steps summarized below or practice using a blank template displayed in the final section of this workbook.

Step 1: Think about your program's guiding vision. The process of building your pathway works best when applying one guiding vision or key priority/action area at a time. Use as many pathways as there are visions or key priority areas for your program.

Step 2: At the eastern door of the pathway, translate your guiding vision into desired outcomes—what you plan to change.

Step 3: Next, move clockwise to the southern door of the pathway. Describe your key strategies—what you will do to make that change.

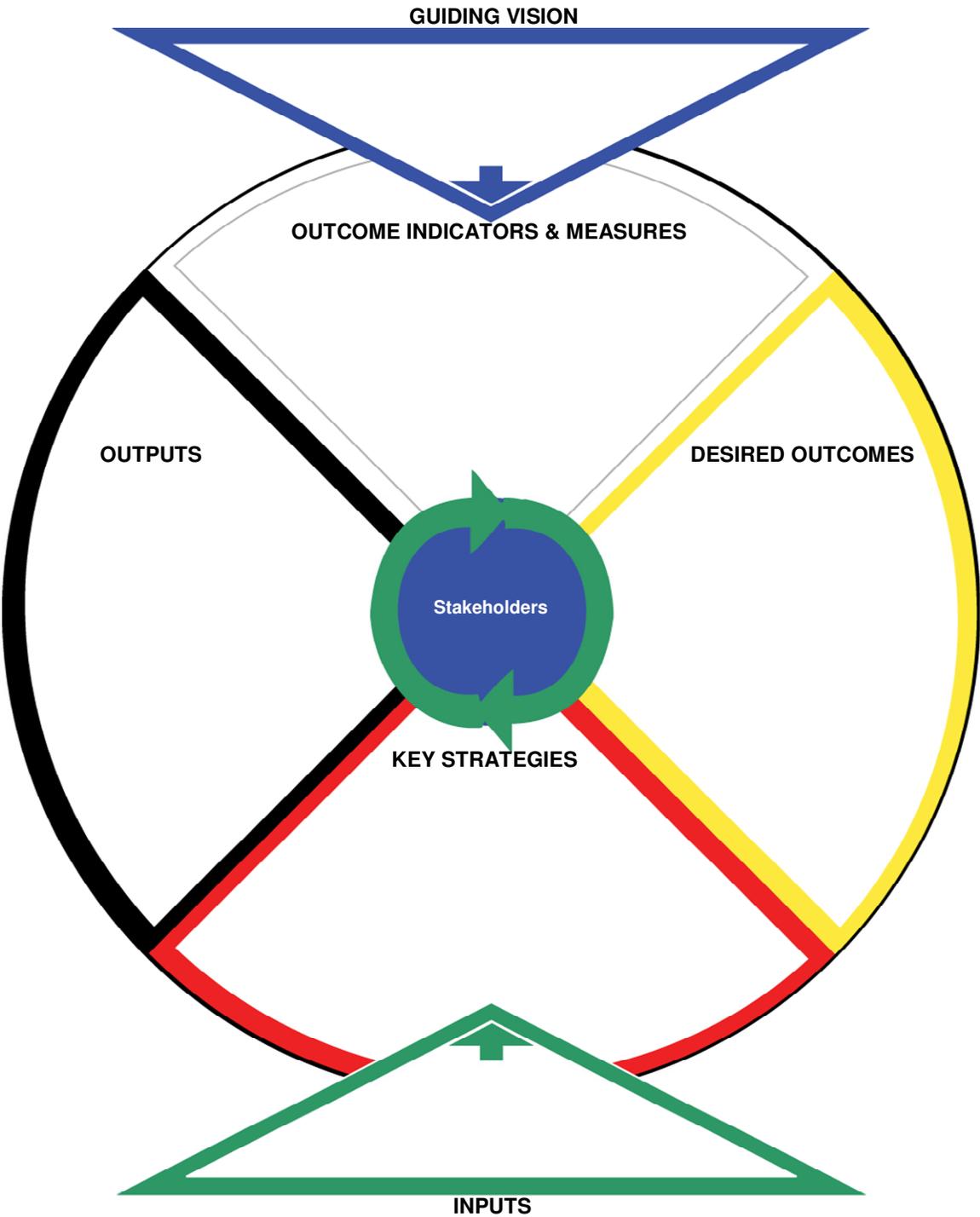
Step 4: Then move to the western door of the pathway and list your outputs—who and how much is involved with making the change.

Step 5: At the northern door of the pathway, describe your outcome indicators and measures—the kinds of changes you expect the program to produce.

Step 6: At the base of the pathway, describe your inputs—the resources invested into the program's pathway of change.

Once you have built your pathway, check for logic, flow and scope. Make sure each element fits with each other along the pathway. Once you have reviewed your work, you are ready to tell your program story and use your pathway to communicate, and celebrate.

Template for Practice



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