

Community Minded Kids Program theory

July 2021

Social Impact Team

UTS Centre for Social Justice
and Inclusion

*'People have an inherent desire
to bring alive community minded
actions.'*

*Program staff,
Community Minded Kids, 2021*

'Community is US!'

*Primary school student,
Community Minded Kids, 2021*

Contents

Lists of Figures and Tables	4
Acknowledgements	5
1. Introduction and background	6
1.1 Introduction to Community Minded Kids	6
1.2 Program context	6
1.2.1 Organisational context: Community Minds	6
1.2.2 Research context: Community mindedness	7
1.3 Program purpose and principles	9
1.4 Program structure	10
1.4.1 Classroom activities	10
1.4.2 Community activities	11
1.4.3 Student recognition	14
2. Approach and method	16
2.1 Approach to program theory	16
2.1.1 Theory of change	16
2.1.2 Appreciative Inquiry	16
2.1.3 Program logic	17
2.2 Program theory design process and methods	18
3. Community Minded Kids program theory	22
3.1 Community Minded Kids theory of change	22
3.1.1 Program vision	22
3.1.2 Outcomes for students, families and schools	23
3.1.3 Preconditions	26
3.1.4 Assumptions and external factors	27
3.2 Community Minded Kids program logic	28
4. Future directions and applications	30
References	32

Lists of Figures and Tables

List of Figures

Figure 1.	The meaning behind the Community Minds logo	7
Figure 2.	Transforming a 'me' generation into a 'we' generation	9
Figure 3.	'Discover' and 'Do' activity pages in the passbook	12
Figure 4.	A sample of passbook quotation pages	12
Figure 5.	The Aboriginal symbol for meeting place	12
Figure 6.	Passbook log sheet	13
Figure 7.	Student sharing 'Discover' and 'Do' activity in class	13
Figure 8.	Student sharing 'Discover' and 'Do' activity	14
Figure 9.	Student receiving a Community Minded Kids certificate	14
Figure 10.	Students graduating from a Community Minded Kids program	15
Figure 11.	Students graduating from a Community Minded Kids program	15
Figure 12.	The elements of a typical program logic model	17
Figure 13.	Appreciative Inquiry informed conversation guide for program staff	18
Figure 14.	Community Minded Kids theory of change during the co-design process	19
Figure 15.	Progressive development of the Community Minded Kids theory of change	20
Figure 16.	The Community Minded Kids theory of change	21
Figure 17.	The Community Minds vision	22
Figure 18.	The vision and intended impact of Community Minded Kids	22
Figure 19.	The purpose of Community Minded Kids	23
Figure 20.	Community Minded Kids outcomes for students, families, and schools	24
Figure 21.	Community Minded Kids program logic	29

List of Tables

Table 1.	Themes of community development explored in weekly lesson plan	10
----------	--	----

Acknowledgements

We acknowledge the Darug and the Eora peoples upon whose ancestral lands Community Minds and the UTS City campus stand. We pay respect to Elders past and present, acknowledging them as the traditional custodians of knowledge for these lands and recognising their continuing connection to land, waters, country, and community. We acknowledge the historical oppression of land, language, and culture of these First Nations Peoples and commit to the healing and decolonising journey we all share.

We would like to express our appreciation to Zizi Charida and Angela Crichton and the Community Minds team for their generous support and willingness to share secondary data in the form of Community Minded Kids program information, documentation and previous reports. We are so grateful for their time, effort and positive approach to engaging in the theory of change design workshop and overall evaluation process.

Dr Gautam Pingali and Dr Clare Netherton

**Social Impact Team,
UTS Centre for Social Justice and Inclusion**



1. Introduction and background

1.1 Introduction to Community Minded Kids

Community Minded Kids is a landmark community building program designed to teach primary school aged children about community and empower them to collaborate in citizen-driven community efforts. Developed and provided by the not-for-profit community development organisation Community Minds, the program runs for a full school term, combining in school and out of school community learning, discoveries, and activities. The program provides useful resources and community-focused lesson plans to teachers, covering topics such as social justice, people power and volunteering in the community. Through the program, teachers promote community minded thinking to children; helping to develop strong community values and inspire community minded actions and participation in community initiatives and events.

In 2021, Community Minds engaged the UTS Social Impact Team to develop an evidence-based framework to support evaluation of the relevance, effectiveness, and impact of Community Minded Kids. As a critical foundation to the development of this evaluation framework, the Social Impact Team and Community Minds worked collaboratively to co-design a formal program theory including a theory of change and program logic. This theory of change is intended to articulate how and why Community Minded Kids contributes to outcomes for students, families, schools, and the community. The theory of change will form the basis for embedded and ongoing evaluation practice in future, leading to the enhanced capacity of Community Minds to demonstrate the contribution of the program to developing community mindedness in primary school aged children, and increased connection and belonging in the community.

1.2 Program context

1.2.1 Organisational context: Community Minds

Community Minded Kids is one of several programs developed and implemented by Community Minds, a not-for-profit community development organisation and registered charity based in south west Sydney. Founded in 2015, Community Minds has a vision to 'invigorate and inspire community mindedness everywhere for better connected, inclusive and resourceful communities across the world'.¹ Driven by its mission to 'educate and enrich, build and connect, and inspire and nurture progressive, inclusive and cohesive communities',² Community Minds offers innovative and engaging community programs and initiatives that place the community at the centre of its work.

To build a resilient, resourceful, connected, and inclusive community, Community Minds focuses on the head, heart, and hand, as reflected in the organisation's logo (Figure 1). Community Minds recognises that all individuals have gifts or assets, including minds that may be enriched through education, hearts that may be inspired and nurtured, and hands that may be called into action to build and create change. These assets are waiting to be recognised by individuals and are invaluable in shaping and enriching communities.

¹ Community Minds (2019). Community Minds Annual Report 2019. Global Reach, Local Thinking.

² Community Minds (2019).

Figure 1. The meaning behind the Community Minds logo



Source: Community Minds (2019b)

In addition to Community Minded Kids, Community Minds offers programs tailored for emerging young community leaders and local businesses. The Community Minded Leaders program is targeted towards young people between the ages of 15 and 21 years. This program encourages young people to be leaders by taking charge and creating change in their community. The program provides mentoring, training, and support to young people to develop their skills, knowledge, and opportunities to be active citizens in their community. The Community Minded Businesses program is designed to engage businesses to build strong and valuable ties with their communities to enable and grow community assets and make their community a better place to live. This program seeks to build genuine relationship between businesses and communities that go beyond community donations, sponsorships, and fulfilling corporate social responsibility.

All Community Minds programs and initiatives are underpinned by four core values that define how the organisation interacts and works together with community. The core values of Community Minds are³:

- **Inclusion** – valuing and encouraging participation and engagement from a range of community members, including children, seniors, people with diverse cultural, racial, religious, and ethnic backgrounds
- **Inspiration** – inspiring people to become more community-minded, so they are enabled and empowered to participate in and contribute to civic and community life
- **Integrity** – working with honesty and integrity to build trusting relationships and deliver on promises
- **Innovation** – offering engaging and creative programs to build stronger communities.

1.2.2 Research context: Community mindedness

Community mindedness has been defined in the literature as ‘seeing the self as interconnected with and acting for the benefit of an inclusive whole’.⁴ Closely connected with concepts of citizenship and civic engagement, community or civic mindedness involves ‘a sense of responsibility towards one’s community, whether local, national or global’,⁵ accompanied by an individual’s ‘inclination or disposition to be knowledgeable of and involved in that community.’⁶

³ Community Minds (2019).

⁴ Nasser, I., and Cheema, J. (2021). Religiosity as a mediator of forgiveness among educators and parents in seven Muslim communities, *Journal of Beliefs and Values*, DOI: 10.1080/13617672.2021.1930930.

⁵ Smart, D., Sanson, A., Da Silva, L., and Toumbourou, J. (2000). The development of civic mindedness in Australian adolescents. *Family Matters*, (57), 4-9.

⁶ Steinberg, K.S., Hatcher, J.A. and Bringle, R.G. (2011). Civic-Minded Graduate: A North Star, *Michigan Journal of Community Service Learning*, pp. 19-33.

There are a range of cognitive and affective attributes that have been suggested as requirements or characteristics of civic mindedness. These attributes or domains have been categorised as knowledge, skills, dispositions, and behaviours that are beneficial to society.⁷ Examples of required knowledge includes understanding of how to contribute to society through volunteering, understanding of how knowledge and skills in a particular discipline can be used to address social issues, and understanding of contemporary social issues and current events. Skills considered characteristic of civic minded individuals include communication and listening, the ability to understand and work with others from diverse backgrounds, and the ability to work across difference to solve social problems.

In addition to knowledge and skills, civic mindedness is associated with the dispositions of valuing community engagement and the importance of being actively involved in the community, having the self-efficacy to take personal and social responsibility and action, and feeling a sense of social responsibility towards others. Finally, actual behaviour demonstrating positive contribution to the community is a critical characteristic of civic minded individuals.

Community Minds has described a community minded person as someone who demonstrates a number of similar attributes to those outlined above, including:

- interest and motivation to help others in their family, neighbourhood, and community
- awareness of how their actions or lack of actions affects their community
- acting on their thoughts and values by getting involved in community activities and events, volunteering in the community, and learning and sharing with others.⁸

There is considerable evidence that when young people engage in the community, both the young people and the community benefit.⁹ Community engagement is associated with a deepened sense of community, a feeling that community members have of 'belonging and being important to each other', and a 'shared belief that members' needs will be met by the commitment to be together.'¹⁰ According to McMillan and Chavis (1986), the four elements essential in developing a sense of community are:¹¹

- **Membership** – sense of belonging and feeling part of the community
- **Influence** – increased self-efficacy to positively contribute and make a difference to the community
- **Integration and fulfillment of needs** – positive reinforcement by being part of the community, and reciprocal meeting of needs of individuals and community members
- **Shared emotional connection** – connections and care between members enhanced through positive interactions and shared events.

A strengthened sense of community has been associated with improved elements of wellbeing in young people, including increased social support and satisfaction with relationships, as well as decreased social isolation and loneliness.¹² Research suggests a critical place for community mindedness in education and curriculum, making it 'an attainable

⁷ Steinberg, K.S., *et al.*, (2011).

⁸ Sheard, A., Patel, J., Ma, R. and Thapaliya, A. (2018). Community Minded Kids: Pilot Program Evaluation Report.

⁹ Lawford, H. L., and H. L. Ramey. (2017). Predictors of Early Community Involvement: Advancing the Self and Caring for Others, *American Journal of Community Psychology* 59 (1–2): 133–143. doi:10.1002/ajcp.12120.

¹⁰ McMillan, D. W., and Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.

¹¹ McMillan, D. W., and Chavis, D. M. (1986).

¹² Pretty, G.M.H, Andrewes, I. and Collett, C. (1994). Exploring adolescents' sense of community and its relationship to loneliness. *Journal of Community Psychology*, 22, 346–358.

skill when we are intentional about teaching it¹³, and supporting collective wellness as well as individual wellbeing in children and young people.¹⁴

1.3 Program purpose and principles

Community Minded Kids is a primary school-based program seeking to inspire community minded thinking in children. The program is designed to expand children's understanding of communities and build capacity to influence and contribute to their community. More specifically, the program aims to:¹⁵

- foster community minded thinking in children by linking important community themes to their education
- introduce and open dialogue about important concepts such as social justice and equality, challenging limited views of community
- inspire children to be active citizens and positive contributors to their school and broader community
- provide children with practical tools and ideas of how they can positively impact their school, neighbourhoods, and communities
- encourage and nurture collaborative relationships between the student, school, family, and community to promote inclusion, cohesion, and community wellbeing.

A key pillar of Community Minded Kids is its grounding in Asset Based Community Development (ABCD), using a strengths-based approach instead of the traditional needs-based one. By recognising that 'everyone is a stakeholder'¹⁶ and 'everyone has something to contribute',¹⁷ the program seeks to identify assets within the community and develop a collective mindset of solidarity over charity. Using this strengths-based approach and learning about community building, collaborating, and participating in citizen-driven efforts, Community Minded Kids intends to strengthen collective efficacy and achieve its fundamental purpose of 'transforming a 'me' generation into a 'we' generation'¹⁸ (Figure).

Figure 2. Transforming a 'me' generation into a 'we' generation



Source: Community Minded Kids (2020a, p. 2)

¹³ Longo, N. V. (2013). Deliberative Pedagogy in the Community: Connecting Deliberative Dialogue, Community Engagement, and Democratic Education, *Journal of Public Deliberation* 9 (2).

¹⁴ Pooley, J. A., Pike, L. T., Drew, N. M., and Breen, L. (2002). Inferring Australian children's sense of community: A critical exploration, *Community, Work and Family*, 5(1), 5-22.

¹⁵ Community Minds Incorporated (2020). Community Minded Kids Program Overview.

¹⁶ Community Minds (2019).

¹⁷ Community Minds (2019).

¹⁸ Community Minded Kids (2020a). Community Minded Kids Program Flyer.

Community Minded Kids works towards achieving its purpose of transforming a ‘me’ generation into a ‘we’ generation through five principles that are interwoven throughout the program.¹⁹

- **Education** – students undertake in-class and out-of-class learnings and activities that develop community mindedness in the children.
- **Empowerment and efficacy** – an asset-based approach that strengthens the community through collective efficacy rather than encouraging the community to be dependent on outside resources.
- **Enrichment** – learnings and activities that teach students about migrant and refugee experiences and the importance of belonging.
- **Engagement** – inspire students, families, schools, and communities to be engaged in building a strong, resilient, and connected community, and develop collective-efficacy to influence change
- **Equity** – students gain an understanding of issues faced by marginalised and disadvantaged groups, including people with disability.

1.4 Program structure

1.4.1 Classroom activities

Community Minded Kids is implemented as a school term outreach program, targeting Stage 3 (Year 5 and 6) children aged between 9 and 12 years. In collaboration with primary schools, program staff provide resources and lesson plans to teachers, covering topics such as community development, citizenship, social justice, diversity, and inclusion. These lesson plans are used as a guide to support student learning about the principles of community mindedness in a series of eight 30 to 45 minute in-class sessions. Themes explored in the lesson plans are listed in Table 1.

Table 1. Themes of community development explored in weekly lesson plans²⁰

Week	Themes of community development
1. Community	Students learn the meaning and characteristics of communities, membership in community, and ways to positively contribute to the community.
2. Belonging	Students explore their sense of identity and belonging in the community, understand the interdependence of people, and their role, within community, identify positive elements of belonging to a community and ways to foster that sense of belonging in others.
3. Citizenship	Students explore responsible citizenship, their rights and responsibilities of being a citizen, recognise that they are already citizens, not just future citizens, and identify ways of participating in civic action to create positive change.

¹⁹ Community Minded Kids (2020b). Community Minded Kids Program Themes and Principles – The 5 E's.

²⁰ Community Minds Incorporated (2020).

Week	Themes of community development
4. Diversity	Students explore cultural diversity of their classmates, understand different opinions and worldviews to gain a greater sense of respect and empathy for others, and recognise the value of diversity in positively influencing the wellbeing of the community.
5. Volunteering	Students learn of the benefits of volunteering for themselves, and the community, and think of ways to contribute to their community by identifying people in their community who volunteer.
6. People power	Students learn the difference between self-interest and community interest, identify issues of community interest that require collective action, and finally understand the power of collective efficacy to address an issue.
7. Pay it forward	Students explore simple acts of kindness through the concept of paying it forward by identifying how their actions can have a positive impact on others and looking for opportunities to pay forward acts of kindness.
8. Social justice	Students understand the difference between equity and equality, identifying the social injustices that negatively impact the quality of life for certain populations, and recognising the benefits of inclusiveness and social justice for all.
9. Reflection	Students reflect on their learnings about community, their role in it, and how they can create change by working with others. Students receive a certificate in recognition of their achievements (see section 1.4.3).

1.4.2 Community activities

In addition to the in-class lesson plans, students are also required to take part in out-of-class activities. Each week students complete a ‘Discover’ and ‘Do’ activity in the local community, encouraging students to both identify assets in their community and act in a way that positively contributes to the community. These activities draw on an asset mapping approach described by Kretzmann and McKnight (1993),²¹ designed to support students to actively seek out the positive aspects of their community. Assets can include people, places, services, talents, knowledge, institutions, cultures, schools, resources, and environments.²²

To assist students with completing and documenting these out-of-class activities, each student receives a Community Minded Kids passbook.²³ The passbook contains blank ‘Discover’ and ‘Do’ pages, as well as inspirational quotations (Figures 3 and 4). The Aboriginal symbol for meeting place features on the pages with quotations (Figure 5), and this element of the passbook can be adapted to other regions and countries to appropriately reflect their Indigenous communities. The passbook is intentionally printed in A6 format, or traditional passport size, to represent a student’s passport to exploring their community, making every ‘Discover’ and ‘Do’ activity akin to passport stamps that symbolise the student

²¹ Kretzmann, J. P. and McKnight, J. L. (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilising a Community's Assets. Chicago, IL, ACTA Publications.

²² Devereux, N. (2021). Asset Based Community Development, Association of Children’s Welfare Agencies / Centre for Community Welfare Training.

²³ Community Minded Kids (2020c). Community Minded Kids Program© Package Contents.

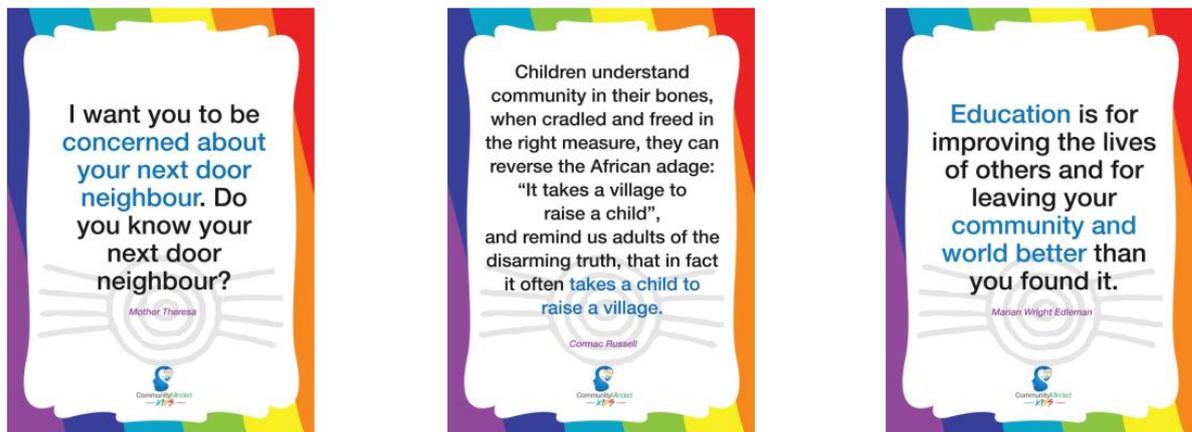
learning and experience of different positive aspects of their community.²⁴ Teachers are also encouraged to maintain a record of students' 'Discover' and 'Do' activities in a log sheet in case a student loses their passbook (Figure 6).²⁵

Figure 3. 'Discover' and 'Do' activity pages in the passbook



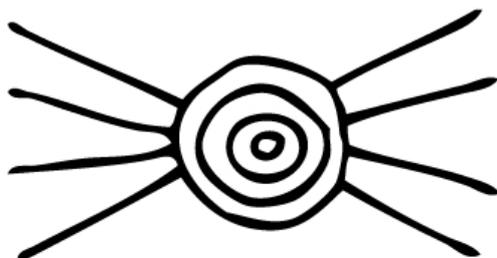
Source: Community Minded Kids (2020d, p. 25)

Figure 4. A sample of passbook quotation pages



Source: Community Minded Kids (2020d, p. 26)

Figure 5. The Aboriginal symbol for meeting place



Source: Community Minded Kids (2020c, p. 2)

²⁴ Community Minded Kids (2020c).

²⁵ Community Minded Kids (2020d). Community Minded Kids Cultivating a Community Minded Generation.

Figure 6. Passbook log sheet

The form is titled "PASSBOOK LOG SHEET" and is for "CommunityMinded KIDS". It includes fields for "Class:" and "Week:". The main body is a table with three columns: "Date", "Student's Name", and "Teacher's Signature". The table has 15 rows. At the bottom, it says "An initiative of CommunityMinded".

Date	Student's Name	Teacher's Signature

Source: Community Minded Kids (2020c, p. 1)

Students brainstorm potential 'Discover' and 'Do' activities in class and are encouraged to come up with their own ideas. Once 'Discover' and 'Do' activities have been completed, students have opportunities to share their learnings and experiences with teachers and peers in class. The in-class sharing of the community-based activities is intended to support students to develop their sense of community, through feeling valued and recognised for their efforts, a sense of pride and belonging for having identified assets in the community and building self-efficacy to positively contribute to their community in future.²⁶

Figures 7 and 8 feature pictures of students sharing their 'Discover' and 'Do' activities.

Figure 7. Student sharing 'Discover' and 'Do' activity in class



Source: Sheard *et al.* (2018, p. 4)

²⁶ McMillan, D. W., and Chavis, D. M. (1986).

Figure 8. Student sharing 'Discover' and 'Do' activity



Source: Community Minded Kids (2020d, p. 31)

1.4.3 Student recognition

Each iteration of the Community Minded Kids program culminates with a celebration of student effort, learning and contribution to community. At the end of the eight-week program, each student receives a certificate of achievement to commemorate their graduation as Community Minded Kids. Students are encouraged to reflect on their learnings about community, their role in it, and the power of collective efficacy to create change. Figures 9 to 11 feature pictures of students with their newly awarded certificates at Community Minded Kids graduation ceremonies.

Figure 9. Student receiving a Community Minded Kids certificate



Source: Community Minded (2020d, p. 5)

Figures 10 and 11. Students graduating from a Community Minded Kids program



Source: Community Minded Kids (2020d, p. 2)



Source: Community Minded Kids (2020d, p. 19)

2. Approach and method

2.1 Approach to program theory

2.1.1 Theory of change

A participatory and outcomes-based approach to theory of change methodology was implemented as the basis for determining a program theory for Community Minded Kids. Broadly speaking, theory of change provides a conceptual framework for social change, articulating ‘a set of beliefs and assumptions about what changes need to happen, and how to bring them about, to reach a stated goal’.²⁷ Successful theory of change processes involve participatory and reflective approaches from multiple program stakeholders and are evidence-based.²⁸ Participatory evaluation, like all collaborative approaches to evaluation, recognises the importance of evaluators working in partnership with program practitioners to co-design and implement evaluation, and to co-create and disseminate evaluation knowledge.²⁹

The development of a theory of change is a rigorous process whereby groups and stakeholders collectively ‘articulate their long-term goals and identify the conditions they believe have to unfold for those goals to be met’.³⁰ Using a graphical representation, the theory of change commences with identification of a long-term change in the conditions of individuals or communities and creates a causal pathway that maps backward the preconditions that must exist in order to achieve that long-term impact or outcome. The long-term change may represent a vision of the way the organisation or program would like the world to be in future, and the theory of change demonstrates the necessary pathways of sequential outcomes needed to make the vision a reality.³¹ Outcomes may be broken down into immediate, intermediate, and long-term outcomes, with the former being preconditions for the latter. Often, an organisation’s vision transcends their long-term goal and may be considered above an ‘accountability ceiling’. This mechanism indicates that while change pathways may be contributing to the desired ultimate impact or vision in some way, the organisation is not accountable for demonstrating that contribution as part of their standard evaluation practice.³²

2.1.2 Appreciative Inquiry

The approach to developing a theory of change for Community Minded Kids was also informed by Appreciative Inquiry, a strengths-based model focused on what works well, contrary to a traditional deficit-based approach.³³ This model begins by inquiring ‘the best of what is, in order to imagine what could be’³⁴ to shift the dialogue from a deficits approach to a strengths approach. The embedding of a strengths-based approach in the Community

²⁷ Clark, H. (2019). Theory of change: The real thing and how to design successful social change projects, in C. Costley and J. Fulton (eds), *Methodologies for Practice Research: Approaches for Professional Doctorates*, SAGE, 227 – 248.

²⁸ James, C. (2011). *Theory of Change Review: A report commissioned by Comic Relief*, ActKnowledge. https://www.actknowledge.org/resources/documents/James_ToC.pdf

²⁹ Cousins, J. B., and Whitmore, E. (1998). Framing participatory evaluation. *New directions for evaluation*, 1998(80), 5-23.

³⁰ Taplin, D and Clark, H (2012). *Theory of change basics: A primer on theory of change*. New York, ActKnowledge, 1.

³¹ Gusheh, M., Firth, V., Netherton, C., and Pettigrew, C. (2019). The creation of the UTS Social Impact Framework: A collaborative approach for transformational change. *Gateways: International Journal of Community Research and Engagement*, 12(2).

³² Taplin, D. and Clark, H. (2012).

³³ Cooperrider, D. L., Whitney, D. K., and Stavros, J. M. (2003). *Appreciative inquiry handbook: The first in a series of AI workbooks for leaders of change* (Vol. 1). San Francisco, CA, Berrett-Koehler Publishers.

³⁴ Bushe, G. (2013). The Appreciative Inquiry model. In E Kessler (ed.), *Encyclopedia of management theory* (pp. 41–44). Los Angeles: Sage Publications, 41.

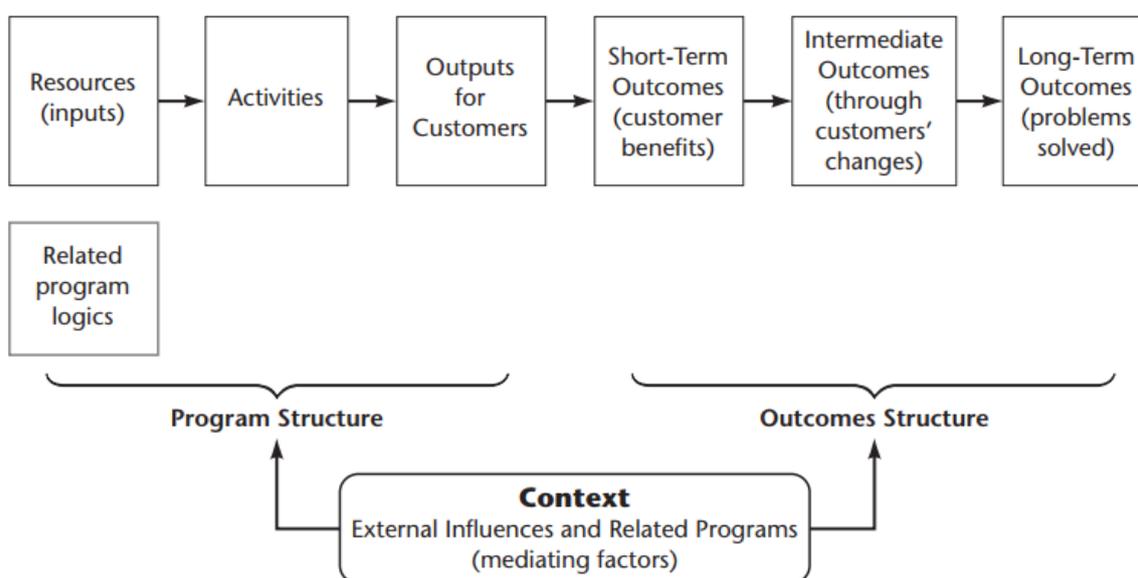
Minded Kids theory of change process was aligned with the asset-based ethos underpinning the program and facilitated the visioning of pathways to outcomes reflective of observations and evidence of what features of the program were consistently contributing to positive outcomes for students, families, and schools.

2.1.3 Program logic

As a supplement to theory of change, program logic methodology was also used to represent Community Minded Kids program theory. A program logic, also referred to as a logic model, is a tool that program managers and evaluators frequently use to categorise and describe the elements of a program. These models can be represented in many different forms, although they generally include a program structure or set of planned work, an outcomes structure or set of intended program results, and some aspects of the program context – such as, the social situation or challenge, assumptions, external influences, or related programs.³⁵ Beyond visual presentation, a program logic can also unpack hypotheses and understandings of the assumptions inherent in a program, however unlike theory of change it does not usually attempt to articulate how and why change takes place.

The typical elements of a program logic are illustrated in Figure 12, and include inputs or resources, activities, outputs, outcomes, impact, and contextual factors external to the program. Immediate or short-term outcomes tend to be characterised by changes in individual awareness, knowledge, and skills, whereas intermediate outcomes tend to be changes in individual or collective attitudes, perceptions, and behaviours. Long-term outcomes or impacts usually refer to significant changes in people’s lives, communities, or systems due to the contribution of an intervention, resulting in improved conditions characterised by enhanced equity, social justice, and inclusion.

Figure 12. The elements of a typical program logic model



Source: McLaughlin and Jordan (2004, p. 57)

³⁵ McLaughlin, J. A., and Jordan, G. B. (2004). Using logic models. In Wholey, J. S., Hatry, H. P., and Newcomer, K. E. (Eds.), *Handbook of practical program evaluation* (pp. 55-80). San Francisco, CA: Jossey-Bass.

2.2 Program theory design process and methods

Although there is no set theory of change methodology, there is considerable consensus on the basic elements of the approach. As a minimum, theory of change is expected to include a discussion of program context, articulation of a desired long-term change, determination of a process or sequence of change or pathways to outcomes, assumptions about how changes might happen, and a diagram and narrative summary.³⁶

Steps in the theory of change process undertaken by Community Minds and the UTS Social Impact Team included consultation and ongoing conversation between both teams to support reciprocal understanding of the program and program theory approach, a review of background research and practice literature related to community development, community mindedness and sense of community, review and analysis of secondary data sources such as program resources and curriculum, prior evaluation tools and program logic, and program reports to support outcome harvesting. A program theory co-design workshop was facilitated with program staff, followed by a post-workshop design and feedback cycle.

To support identification of program strengths, Community Minded Kids program staff undertook a semi-structured guided conversation informed by Appreciative Inquiry principles prior to the theory of change workshop.³⁷ The conversation guide prompted program staff to share a story of when they had seen Community Minded Kids working at its best to turn a 'me' generation into a 'we' generation (Figure 13). Program staff were encouraged to reflect on the things they valued most about the story, who else the story would be important to and why, what difference the story made to particular individuals or groups, key enablers or program strengths revealed through the story, and how these aspects could be further enhanced. Finally, program staff identified key themes or ideas that had emerged from their conversations.

Figure 13. Appreciative Inquiry informed conversation guide for program staff

Community Minds UTS Centre for Social Justice & Innovation

Appreciative Inquiry informed conversations: Building a foundation for the Community Minded Kids theory of change process

Discover the best of Community Minded Kids. When has Community Minded Kids worked at its best to turn a 'Me' generation into a 'We' generation?

What is your story? Share a story of when you have seen the program at its best.

What are the things you value most about this story? Why is it important to you?	Who else do you think this story would be important to? What difference do you think it made to them?	What are the key factors that enabled this story to happen?	How could this aspect of the program be further enhanced?
--	---	---	---

What is the best quote from this conversation?

What are three key themes or ideas that emerged from this conversation?

Source: Authors (2021)

³⁶ Vogel, I. (2012). *Review of the use of 'Theory of Change' in international development. Review Report*. UK Department for International Development, London UK.

³⁷ Cooperrider, D. L., et al., (2003).

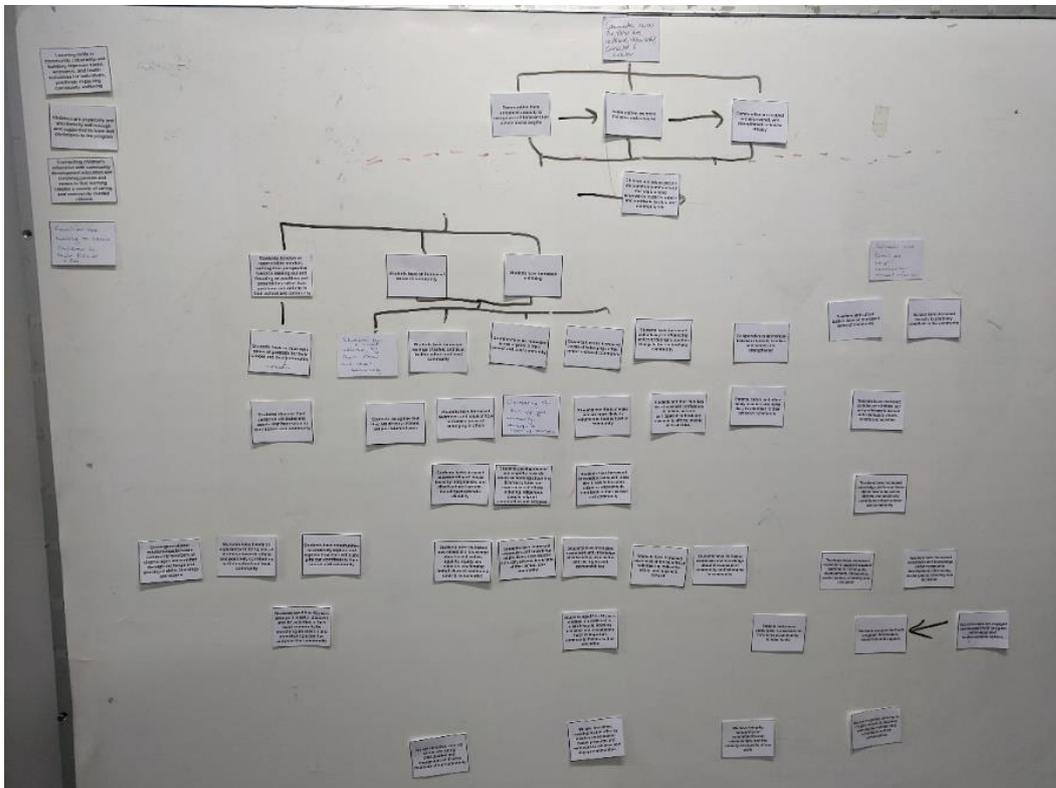
Throughout the program theory building workshop, the evaluation team provided support for the Community Minded Kids team to consider the following guiding questions:

- What is our long-term goal? What are the changes that we are working towards?
- What outcomes must be brought about before we can achieve these long-term outcomes?
- What preconditions need to be in place for these outcomes to be achieved?³⁸

Program staff, with subject-specialist knowledge and experience of the program, identified the long-term impact and outcomes of the program and associated pathways to outcomes, while the evaluation team facilitated the theory of change-building and verifying assumptions and rationale against the literature. The workshop also included discussion and reflection on the program's inputs or resources, strategies and activities, outputs or products and services, and outcomes and impacts. Collaborative analysis and synthesis of inter-relationships between these program components supported the theory of change co-design process and informed the subsequent development of the program logic.

Outcome harvesting prior to the workshop was informed by consideration of the background research literature, review and analysis of secondary data including existing program resources, evaluation tools and reports, and analysis of primary data from the Appreciative Inquiry informed guided conversation. Identified outcomes were printed on small cards and blank cards were provided for unidentified and emergent outcomes to use during the facilitated design phase. The developing structure of the theory of change during the co-design process at the theory building workshop is presented in Figure 14.

Figure 14. Initial Community Minded Kids theory of change in the co-design process

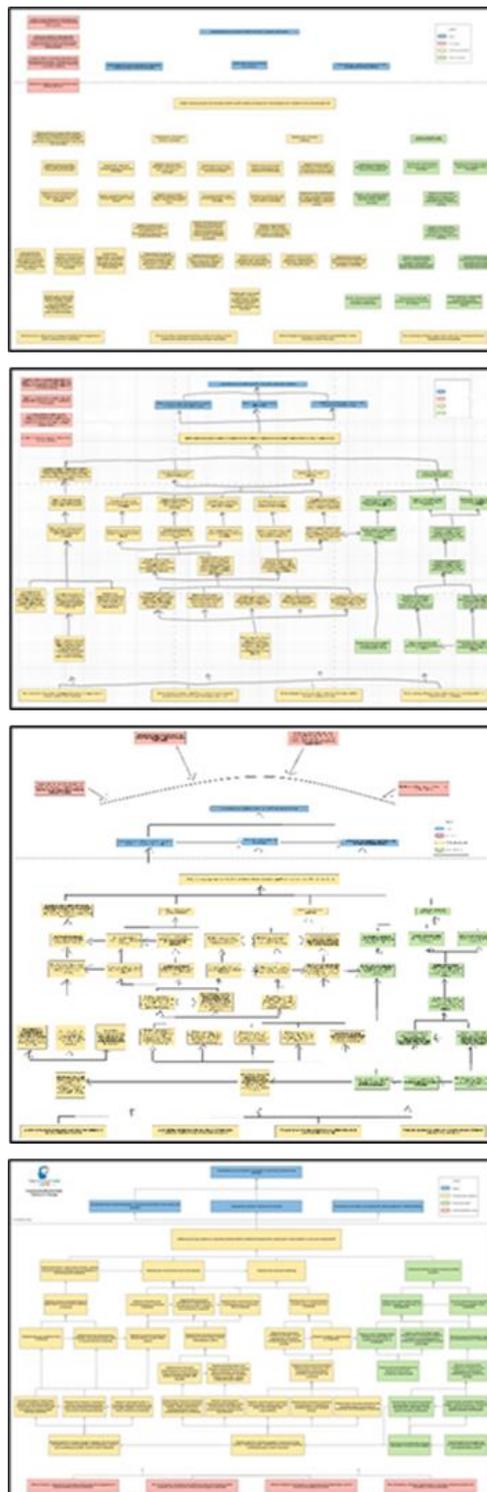


Source: Authors (2021)

³⁸ Clark, H. (2019).

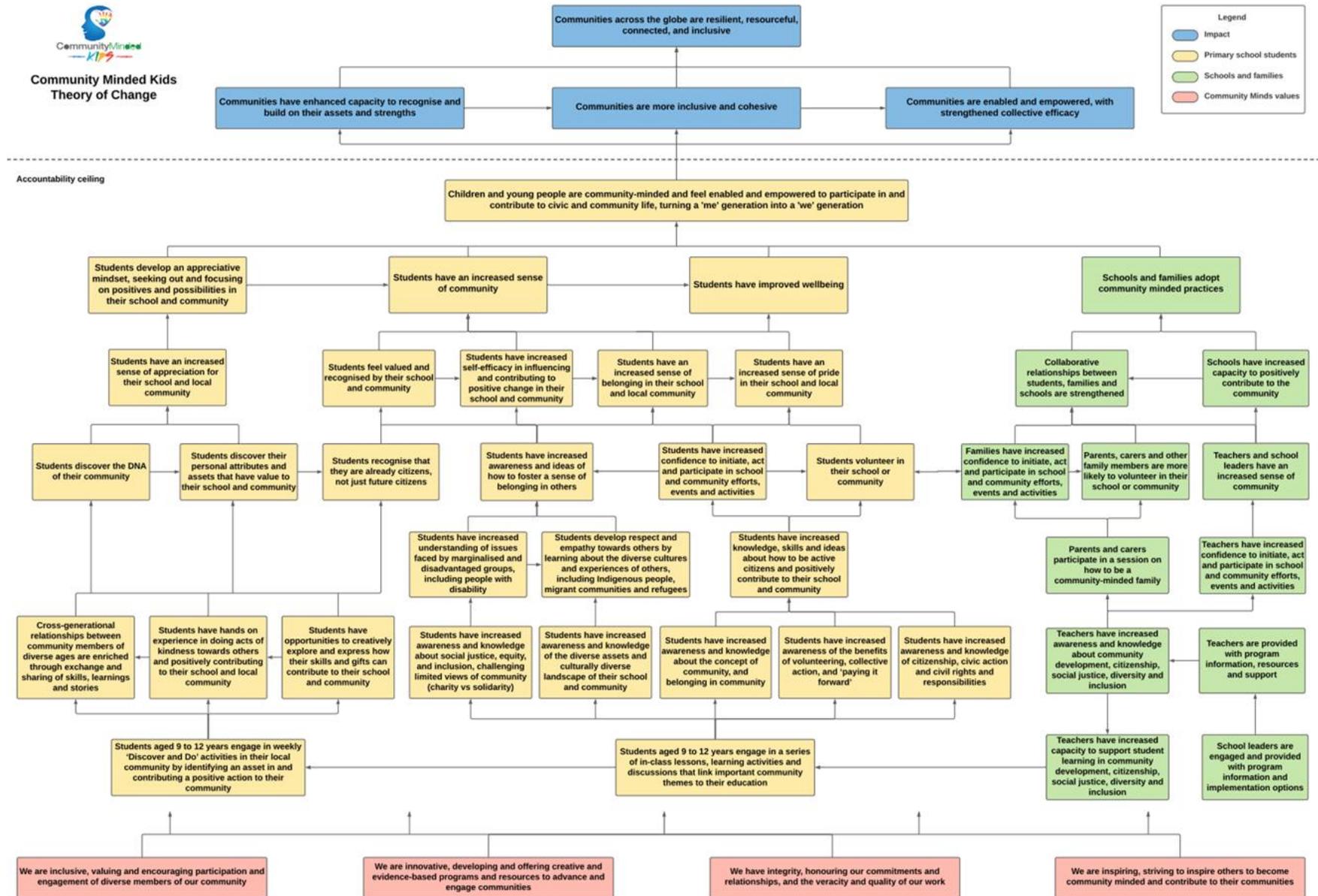
The draft theory of change developed in the program theory workshop was then transferred to Lucidchart by the Social Impact Team. The emerging framework was validated against background literature, and primary and secondary data, as iterations cycled through the Social Impact Team and the Community Minded Kids program staff until, through consensus, the current version of the Community Minded Kids theory of change was delivered. A sample of four of the iterations of the Community Minded Kids theory of change is shown in Figure 15 and the latest and current version is shown in Figure 16.

Figure 15. Progressive development of the Community Minded Kids theory of change



Source: Authors (2021)

Figure 16. The Community Minded Kids theory of change



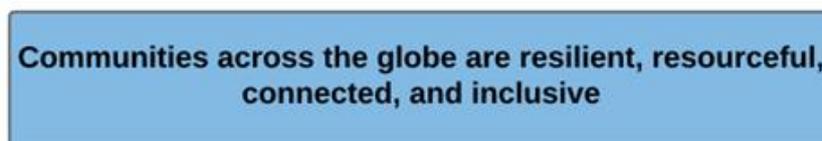
3. Community Minded Kids program theory

3.1 Community Minded Kids theory of change

3.1.1 Program vision

The Community Minded Kids theory of change offers a roadmap of outcomes that supports the program and the organisation to contribute to its vision of resilient, resourceful, connected, and inclusive communities across the globe (Figure 17). This vision was articulated and affirmed by Community Minds staff during the program theory building workshop and is a relevant and unifying aspiration across all Community Minds programs.

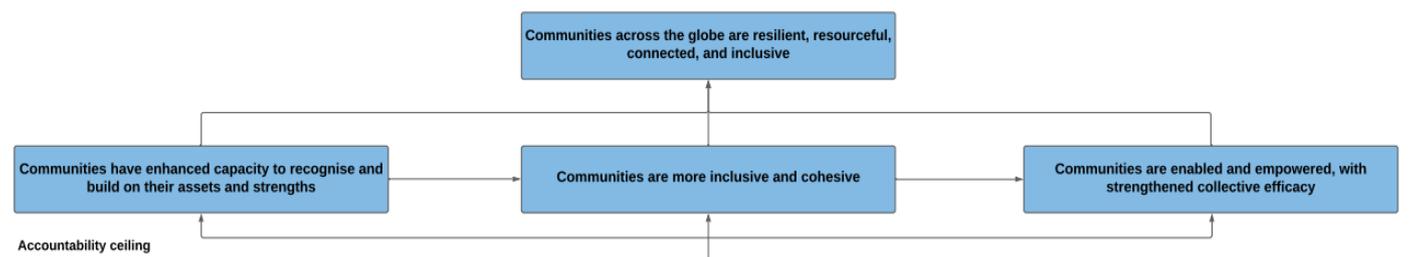
Figure 17. The Community Minds vision



Source: Author's construct

While Community Minds is a Sydney-based not-for-profit charity, their programs are designed to have a global impact – as noted in their slogan, 'Global Reach. Local Thinking'.³⁹ Currently, the Community Minded Kids program operates in five schools in Sydney, New South Wales, and three schools in Mandurah, Western Australia. Furthermore, Community Minds program has representatives in Victoria, Tasmania, and Western Australia, with intentions to expand the program into these states. The program has also piqued interest internationally, from Norway and Ireland, indicating potential to expand globally.

Figure 18. The vision and intended impact of Community Minded Kids



Source: Author's construct

To achieve its vision of communities across the globe that are resilient, resourceful, connected, and inclusive, Community Minded Kids program staff identified the need to positively impact communities by contributing to:

- enhanced capacity of communities to recognise and build on their assets and strengths
- more inclusive and cohesive communities

³⁹Community Minds (2019).

- enabled and empowered communities, with strengthened collective efficacy.

A causal pathway was also identified between these impact statements, whereby ‘enhanced capacity of communities to recognise and build on their assets and strengths’ leads to ‘more inclusive and cohesive communities’, in turn contributing to ‘empowered communities with strengthened collective efficacy’. Significant progress towards the vision and impact statements as articulated in the Community Minded Kids theory of change is highly complex and multifactorial. These statements represent social change beyond the program’s reach, and are, therefore, placed above the ‘accountability ceiling’ (described previously in section 2.1.1) to delineate them from changes that the program would hope to evidence through its usual evaluation practice (Figure 18).

3.1.2 Outcomes for students, families and schools

i. Long-term outcomes for students, families and schools

Having a clear and compelling long-term outcome is arguably ‘the most important step in the theory of change process’.⁴⁰ The long-term outcome essentially captures the purpose of the program and the ultimate goal that it will be held accountable for. The overarching long-term outcome or purpose of the Community Minded Kids program is that ‘children and young people are community-minded and feel enabled and empowered to participate in and contribute to civic and community life, turning a ‘me’ generation into a ‘we’ generation’ (Figure 19).

Figure 19. The purpose of Community Minded Kids

Children and young people are community-minded and feel enabled and empowered to participate in and contribute to civic and community life, turning a ‘me’ generation into a ‘we’ generation

Source: Author’s construct

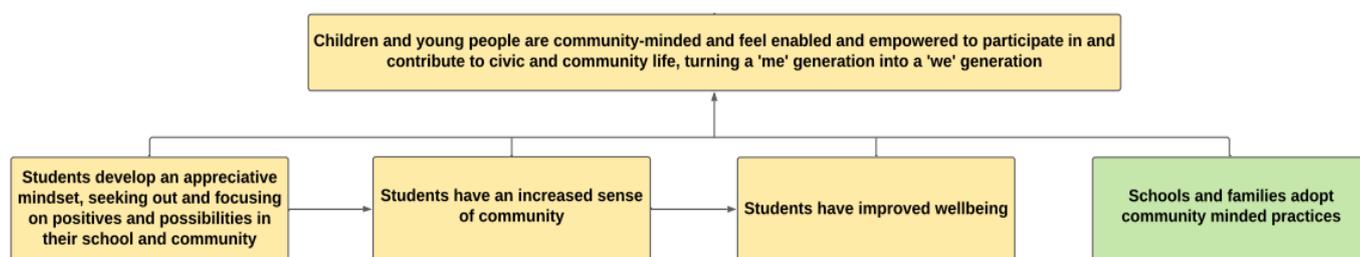
In order to achieve its purpose of transforming a ‘me’ generation into a ‘we’ generation, four overarching outcomes need to be realised (Figure 20). These outcomes include:

- students develop an appreciative mindset, seeking out and focusing on positive and possibilities in their school and community
- students have an increased sense of community
- students have improved wellbeing
- schools and families adopt community-minded practices.

The theory of change graphically represents the chain of interventions or strategies required to achieve these intended outcomes for students, families, and schools.

⁴⁰Taplin, D. and Clark, H. (2012).

Figure 20. Community Minded Kids outcomes for students, families, and schools



Source: Author's construct

ii. Outcomes for students

The purpose and long-term outcome of Community Minded Kids is to develop community-minded children who feel enabled and empowered to contribute to community life. The program does this through:

- developing an appreciative mindset in students
- increasing students' sense of community
- improving student wellbeing.

Pathways to outcomes for primary school students are represented in the yellow sections of the Community Minded Kids theory of change (Figure 16). In order for students to develop an appreciative mindset, the program theory identified that students need to:

- develop an increased sense of appreciation for their school and local community
- discover the DNA of their community
- discover personal attributes and assets that have value to their school and community
- develop cross-generational relationships between community members of diverse ages through exchange and sharing of skills and learnings
- have hands-on experience in doing acts of kindness towards others and positively contributing to their school and local community
- have opportunities to creatively explore and express how their skills and gifts can contribute to their school and community.

Through their participation in the Community Minded Kids program, students develop a sense of community and experience improved wellbeing when they:

- feel valued and recognised by their school and community
- have increased self-efficacy in influencing and contributing to positive change in their school and community
- have an increased sense of belonging in their school and local community
- have an increased sense of pride in their school and local community.

Increased student confidence and agency to influence and effect positive change, as well as an increased sense of belonging and pride in school and community is realised through:

- students recognising that they are not just future citizens, but that they are already citizens
- increased student awareness and ideas of how to foster a sense of belonging in others
- increased student confidence to initiate, act, and participate in school and community efforts, events, and activities
- students volunteering in their school or community.

Changes in awareness, knowledge, and skills resulting from student engagement with the in-class components of the Community Minded Kids program support progress towards the outcomes for students listed above. These changes include increased awareness and knowledge of:

- issues faced by marginalised and disadvantaged groups, including people with disability
- diverse cultures and experiences of others, including Indigenous people, migrant communities, and refugees
- social justice, equity, and inclusion, and how to challenge limited views of community based in principles of charity rather than solidarity
- the diverse assets and culturally diverse landscape of their school and community
- how to be active citizens and positively contribute to their school and community
- the concept of community, and belonging in community
- the benefits of volunteering, collective action, and 'paying it forward'
- citizenship, civic action and civil rights and responsibilities.

Progress towards achievement of all student outcomes is underpinned by student engagement in the core Community Minded Kids classroom and community activities. Students attend a series of in-class lessons, learning activities and discussions that link important community themes to their education, and concurrently engage in weekly 'Discover' and 'Do' activities in their local community by identifying assets in and contributing positive actions to their local community.

iii. Outcomes for parents, carers and families

Community Minded Kids aims to achieve a long-term change in families, where more families adopt community minded practices. This is achieved through the development and strengthening of collaborative relationships between students, families, and schools. Improved relationships between students, families, and schools are realised through the program by:

- parents, carers, and other family members being more likely to volunteer in their school or community
- families having increase confidence to initiate, act and participate in school and community efforts, events, and activities.

The intervention that must be implemented for the above outcomes to be achieved includes families participating in a facilitated program session on how to be a community-minded family. Pathways to outcomes for parents, carers and families are included alongside

pathways to outcomes for schools in the green sections of the Community Minded Kids theory of change (Figure 16).

iv. Outcomes for schools, teachers, and school leaders

In order to achieve the program's purpose and long-term outcome of developing community mindedness in Year 5 and 6 primary school students, Community Minded Kids works towards long-term change in schools, including schools adopting community minded practices. To achieve this, the program intends to:

- increase the capacity of schools to positively contribute to the community
- develop an increased sense of community in teachers and school leaders.

In order to realise the above outcomes, Community Minded Kids needs to develop the capacity of schools and teachers, specifically characterised by:

- increased confidence in teachers to initiate, act and participate in school and community efforts, events, and activities
- increased teacher capacity to support student learning in community development, citizenship, social justice, diversity, and inclusion.

Changes in awareness, knowledge and skills resulting from program engagement underpin progress towards outcomes for teachers, school leaders, and schools in general. These include:

- increased teacher awareness and knowledge about community development, citizenship, social justice, diversity, and inclusion.

Teachers must be provided with program information, resources, support, and training to be facilitators of the program in schools. Another essential requirement for program success is the initial engagement and agreement of school leaders to implement Community Minded Kids in their schools. Pathways to outcomes for teachers, school leaders and schools are represented in the green sections of the Community Minded Kids theory of change (Figure 16).

3.1.3 Preconditions

All program outcomes are supported by the Community Minds values of inclusion, inspiration, integrity, and innovation.⁴¹ These values are foundational preconditions to all program elements, including strategies and activities, outputs, outcomes, and impact. These core values are embedded in program intent and design, and they also define program implementation by influencing how the organisation interacts with students and families and engages with schools and other community partners and stakeholders. The preconditions identified in the Community Minded Kids theory of change make an organisational commitment to:

- being inclusive, valuing, and encouraging participation and engagement of diverse members of the community
- being innovative, developing and offering creative and evidence-based programs, and resources to advance and engage communities

⁴¹Community Minds (2019).

- having integrity, honouring commitments and relationships and the veracity and quality of Community Minds work
- being inspiring, striving to inspire others to become community minded and contribute to their communities.

Fundamentally, these preconditions emphasise the importance for Community Minded Kids program staff, for Community Minds staff, and for the organisation as a whole to embody the principles of community mindedness, and role model a commitment to civic and community engagement in order to support and inspire others to positively contribute to their local and global communities.

3.1.4 Assumptions and external factors

A consideration of assumptions is a critical component of the theory of change process. Assumptions are propositions that are ‘taken for granted, without reference to the facts’,⁴² and may include a diverse set of ideas, ranging from identified drivers of change, proposed causal pathways between activities and outcomes, and individual and organisational values. Assumptions effectively act as a set of rules that influence individual and organisational choices, and the theory of change process provides an opportunity to check to make sure they are influencing program choices in ways that are beneficial for the context or people involved.

There are several assumptions inherent in the Community Minded Kids program theory, including suppositions about the capacity of children to engage effectively in the program, the willingness of schools and families to support students with program activities, and the benefits of developing community mindedness in children. A key assumption of the program is that the primary school student participants are physically and emotionally well enough and supported to learn and participate in the program. It is a requirement of many outcomes articulated in the theory of change that the young people engaged in the program are willing and capable of learning the core concepts necessary for attaining the understanding, knowledge, and skills required for the development of community mindedness.

The presence of sufficient family support for both student learning and broader engagement in the program may also be an underlying assumption of the program theory. Each week, the students are required to complete a ‘Discover’ and ‘Do’ activity, designed to identify local assets in the community as well as inspire active involvement in an aspect of community life. Since students targeted by the program are aged 9 to 12 years, it is reasonable to expect that students would need to be accompanied by a family member when completing their community activities.

The Community Minded Kids program theory also relies on the principle that connecting children’s education with community development education and involving parents and carers in that learning is beneficial for the children involved and ultimately creates a society of caring and community minded citizens. There is research evidence in support of the alignment of community development education with formal curriculum, including positive findings of ‘trust, respect, belonging, mutual obligation and duty’⁴³ in school communities. The involvement of parents in increasing student engagement in learning activities is also well researched.⁴⁴ Much of the civic learning and engagement research, however, is situated

⁴²Vogl, I. (2012).

⁴³Graves, L. N. (1992). Cooperative learning communities: Context for a new vision of education and society. *Journal of Education*, 174(2), 57-79.

⁴⁴ Epstein, J. L., and Sanders, M. G. (2000). Connecting home, school, and community. In *Handbook of the Sociology of Education* (pp. 285-306). Springer, Boston, MA.

in the secondary school or university environment, and almost always in older cohorts than the Community Minded Kids target group⁴⁵.

There is some evidence that children are ‘community beings’⁴⁶ and do commence their trajectory as citizens from a young age, suggesting that children could and should be introduced to the element of collective wellness much earlier than is currently the case. In a study of a similar aged cohort to the Community Minded Kids target group, Year 5 and 6 children provided with opportunities to experience community, connect, and integrate in a community, felt good about themselves, developed competencies, and learned about their community.⁴⁷

In addition to the questioning and testing of assumptions, it is important to consider the potential influence of external factors on program theory. The capacity of the Community Minded Kids program to make progress towards its intended outcomes may be significantly influenced by barriers to implementation such as lack of or interruptions to funding arrangements, the COVID-19 pandemic, severe environmental conditions or extreme weather events, or any other external factors influencing access to schools and school closure.

3.2 Community Minded Kids program logic

Following the development of the Community Minded Kids theory of change, a revised program logic was developed for the program. This program logic was designed to complement the theory of change and provide an alternative and simplified representation of the Community Minded Kids program theory.

The revised logic model draws on the overall structure of the Community Minded Kids theory of change by presenting program elements in broad alignment with theory of change pathways to outcomes for students, families, and schools. The model includes the program elements of inputs, strategies and activities, outputs, immediate outcomes, intermediate outcomes, long-term outcomes, and impacts. Similar to the theory of change, the program logic is underpinned by preconditions represented by Community Minds’ core values.

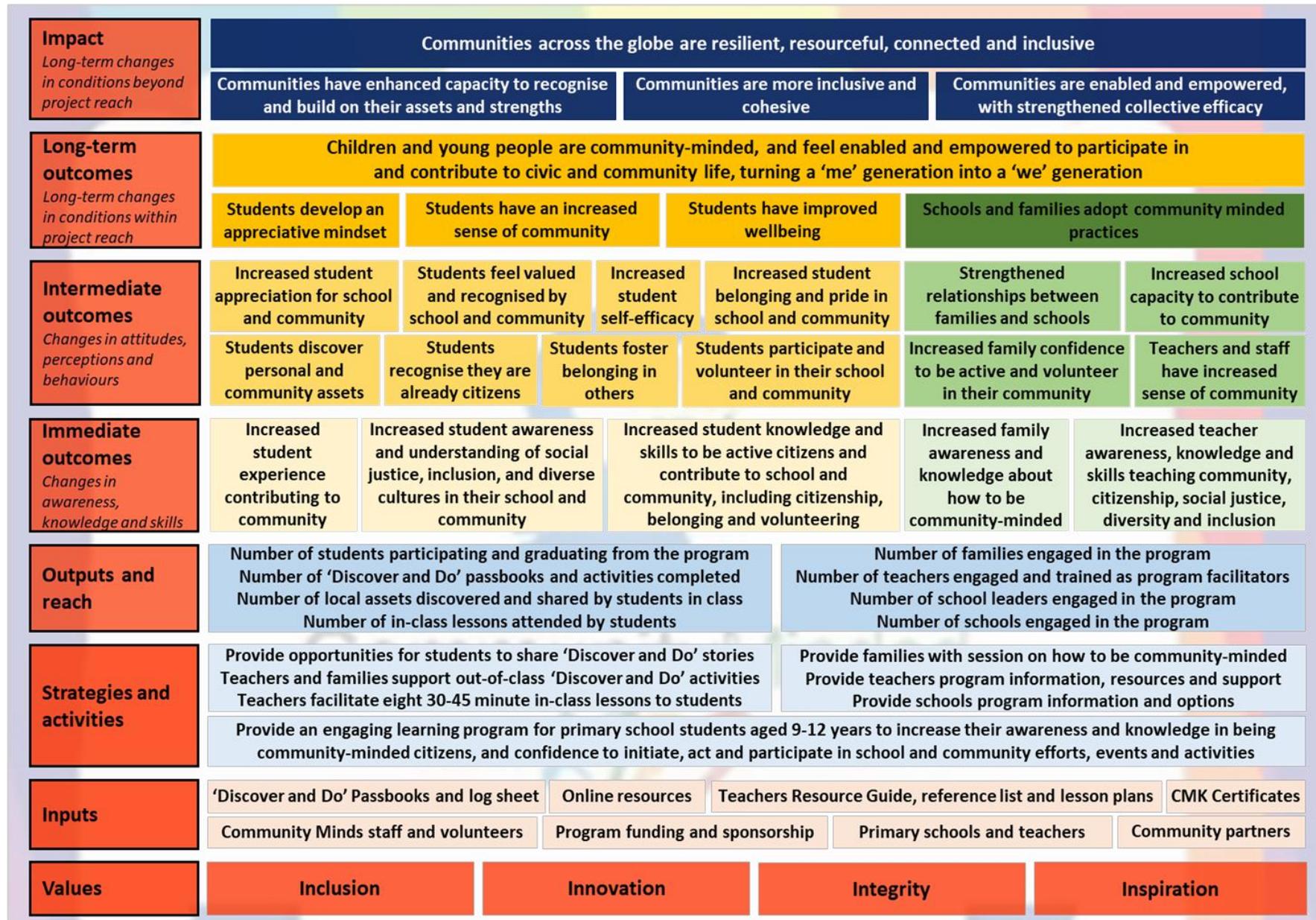
The Community Minded Kids program logic is shown in Figure 21.

⁴⁵Steinberg, K.S., *et al.*, (2011).

⁴⁶Pooley, J. A., Pike, L. T., Drew, N. M., and Breen, L. (2002). Inferring Australian children's sense of community: A critical exploration. *Community, Work and Family*, 5(1), 5-22.

⁴⁷Pooley, J. A. *et al.*, (2002).

Figure 21. Community Minded Kids program logic



4. Future directions and applications

Community Minds and the Social Impact Team from the UTS Centre for Social Justice and Inclusion undertook a collaborative learning and evaluation process to develop a program-level theory of change for Community Minded Kids. Theory of change enhances understanding of a program's role in contributing to social change and strengthens program effectiveness through development of a deeper appreciation for how and why programs might actually be contributing to intended changes in individuals and communities.⁴⁸

The program theory design process for Community Minded Kids built on existing program foundations and strengths to explore how and why change happens for primary school students engaged in the program, as well as for their families and their schools. In particular, the theory of change process identified that Community Minded Kids intends to foster increased community mindedness in children and young people by developing their appreciative mindset, increasing their sense of community, improving their wellbeing, and encouraging their families and schools to adopt community minded practices.

Theory of change is a useful tool for complex programs and partnerships contributing to social change at a community level, but 'only if it is used - to make decisions on implementation, for ongoing monitoring, to develop workplans, and to design evaluations.'⁴⁹ In the context of Community Minded Kids, the collaborative exercise to build the theory of change will critically inform subsequent evaluation design and delivery, as well as build capacity among the program and evaluation team in developing and using program theory as a basis for evaluation. With a well-established program theory, Community Minded Kids is in a strong position to take a theory⁵⁰ and outcomes-based approach to evaluation,⁵¹ specifically exploring how program strategies and activities contribute to progress towards intended and demonstrable changes for students, teachers, and schools.

Clarity about the way a program works has benefits for monitoring and evaluation processes, including increased confidence and capacity to demonstrate and disseminate evidence of progress towards outcomes and impact to stakeholders. The Community Minded Kids theory of change will form the basis for an outcomes measurement framework that defines and supports measurement of indicators of progress towards outcomes specified in the program theory. This framework will guide the tailoring of program evaluation tools for primary data collection and the identification of potential secondary sources of data to measure program effectiveness over time. Measurement of student outcomes will be emphasised, including appreciation for school and community, sense of belonging and pride in community, confidence and self-efficacy, and wellbeing. Outcomes for teachers and schools will also feature in the measurement framework, including sense of community, confidence to contribute to community, and capacity to support student learning in community development related subject areas such as citizenship, cultural diversity, social justice, and inclusion.

This shared journey towards an increasingly robust program theory will form the basis for strengthened and embedded evaluation processes in future and enhance the capacity of Community Minded Kids program staff and practitioners to demonstrate the relevance, effectiveness, and social impact of their work. The participatory approach to evaluation practice involving joint engagement of Community Minded Kids program staff and the UTS

⁴⁸James, C. (2011).

⁴⁹Clark, H., (2019).

⁵⁰ Weiss, C. H. (1997). Theory-based evaluation: past, present, and future. *New Directions for Evaluation*, 76, 41-55.;

⁵¹ Plantz, M. C., Greenway, M. T., & Hendricks, M. (1997). Outcome measurement: Showing results in the nonprofit sector. *New Directions for Evaluation*, 1997(75), 15-30.

Social Impact Team will also encourage collective and critical reflection, inspiring learning, innovation, and improvements in program strategies, and contributing to the evidence base around effective practice in community mindedness programs for students in the local community and beyond.

References

- Bushe, G. (2013). The Appreciative Inquiry Model. In E Kessler (ed.), *Encyclopedia of Management Theory* (pp. 41–44). Los Angeles: Sage Publications.
- Community Minds (2019). *Community Minds Annual Report 2019*. Global Reach, Local Thinking.
- Community Minds (2019b). About Us. Retrieved June 30, 2021 from <https://www.communityminds.org.au/about.html#>
- Community Minds Incorporated (2020). *Community Minded Kids Program Overview*.
- Community Minded Kids (2020a). *Community Minded Kids Program Flyer*.
- Community Minded Kids (2020b). *Community Minded Kids Program Themes and Principles – The 5 E's*.
- Community Minded Kids (2020c). *Community Minded Kids Program© Package Contents*.
- Community Minded Kids (2020d). *Community Minded Kids Cultivating a Community Minded Generation*.
- Cooperrider, D. L., Whitney, D. K., and Stavros, J. M. (2003). *Appreciative inquiry handbook: The first in a series of AI workbooks for leaders of change* (Vol. 1). San Francisco, CA, Berrett-Koehler Publishers.
- Cousins, J. B., and Whitmore, E. (1998). Framing participatory evaluation. *New Directions for Evaluation*, 1998(80), 5-23.
- Devereux, N. (2021). *Asset Based Community Development*, Association of Children's Welfare Agencies / Centre for Community Welfare Training.
- Epstein, J. L., and Sanders, M. G. (2000). Connecting home, school, and community. In *Handbook of the Sociology of Education* (pp. 285-306). Springer, Boston, MA.
- Funnell, S. C., and Rogers, P. J. (2011). *Purposeful program theory: Effective use of theories of change and logic models* (Vol. 31). San Francisco, CA, John Wiley and Sons.
- Graves, L. N. (1992). Cooperative learning communities: Context for a new vision of education and society. *Journal of Education*, 174(2), 57-79.
- Gusheh, M., Firth, V., Netherton, C., and Pettigrew, C. (2019). The creation of the UTS Social Impact Framework: A collaborative approach for transformational change. *Gateways: International Journal of Community Research and Engagement*, 12(2).
- James, C. (2011). *Theory of Change Review: A report commissioned by Comic Relief*, ActKnowledge. https://www.actknowledge.org/resources/documents/James_ToC.pdf
- Kretzmann, J.P. and McKnight, J.L. (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilising a Community's Assets*. Chicago, IL, ACTA Publications.
- Lawford, H. L., and Ramey, H. L. (2017). Predictors of Early Community Involvement: Advancing the Self and Caring for Others, *American Journal of Community Psychology*, 59 (1–2): 133–143. doi:10.1002/ajcp.12120.
- Longo, N. V. (2013). Deliberative Pedagogy in the Community: Connecting Deliberative Dialogue, Community Engagement, and Democratic Education, *Journal of Public Deliberation*, 9 (2).
- McLaughlin, J. A., and Jordan, G. B. (2004). Using logic models. In Wholey, J. S., Hatry, H. P., and Newcomer, K. E. (Ed.), *Handbook of Practical Program Evaluation* (pp. 55-80). San Francisco, CA: Jossey-Bass.

- McMillan, D. W., and Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.
- Nasser, I., and Cheema, J. (2021). Religiosity as a mediator of forgiveness among educators and parents in seven Muslim communities, *Journal of Beliefs and Values*, DOI: 10.1080/13617672.2021.1930930.
- Plantz, M. C., Greenway, M. T., and Hendricks, M. (1997). Outcome measurement: Showing results in the nonprofit sector. *New Directions for Evaluation*, 1997(75), 15-30.
- Pooley, J. A., Pike, L. T., Drew, N. M., and Breen, L. (2002). Inferring Australian children's sense of community: A critical exploration. *Community, Work and Family*, 5(1), 5-22.
- Pretty, G.M.H, Andrewes, I. and Collett, C. (1994). Exploring adolescents' sense of community and its relationship to loneliness. *Journal of Community Psychology*, 22, 346–358.
- Rogers, P. J. (2008). Using programme theory to evaluate complicated and complex aspects of interventions. *Evaluation*, 14(1), 29-48.
- Sheard, A., Patel, J., Ma, R. and Thapaliya, A. (2018). Community Minded Kids: Pilot Program Evaluation Report.
- Smart, D., Sanson, A., Da Silva, L., and Toumbourou, J. (2000). The development of civic mindedness in Australian adolescents. *Family Matters*, (57), 4-9.
- Steinberg, K.S., Hatcher, J.A. & Bringle, R.G. (2011). Civic-Minded Graduate: A North Star, *Michigan Journal of Community Service Learning*, pp. 19-33.
- Taplin, D and Clark, H (2012). *Theory of change basics: A primer on theory of change*. New York, ActKnowledge.
- Weiss, C. H. (1997). Theory-based evaluation: past, present, and future. *New Directions for Evaluation*, 76, 41-55.

