CATEGORY ONE CONSULTING

Collective for Youth

Organizational Assessment & Program Theory Project

PROJECT COMPILATION

April 2021

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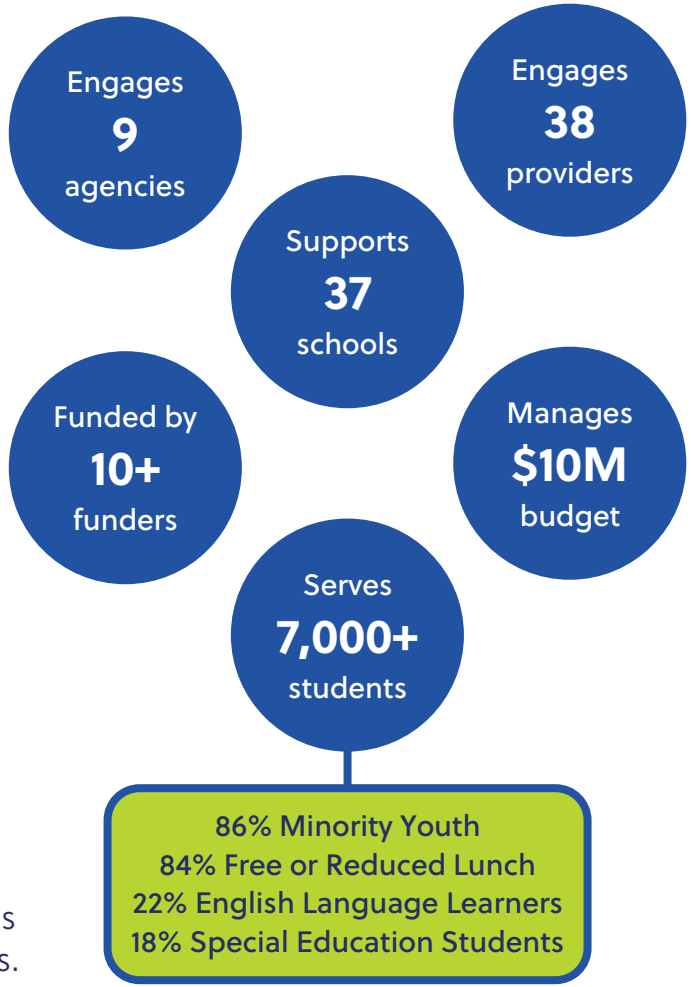
Collective for Youth Overview

History & Overview

Collective for Youth (CFY) has grown significantly since its inception in 2007

- Began in 2007 as the Middle School Learning Center, which served out of school time (OST) programs at seven middle schools in the Omaha Public Schools.
- Started as a partnership between the Omaha Mayor's Office, Omaha Public Schools, and The Sherwood Foundation to address afterschool programming needs.
- Established as a nonprofit in 2011 and identified as an intermediary focused on creating quality partnerships between schools and community organizations.
- Expanded focus over the years to support stakeholders with fundraising, advocacy, data collection, capacity building, quality improvement, and childcare subsidies.
- Has grown since its inception to serve more students, support more schools, engage more coordinating agencies and providers, and receive funding from more foundations.



MVP & Goals

CFY's mission, vision, and purpose are realized through five main goals

Mission
What We Do

To advocate for, facilitate resources, and provide quality training for out of school time program providers.

Vision
What We Strive For

To develop a community of thriving out of school time partners who are empowered to ignite the imagination and grow the minds of youth.

Purpose
Why We Exist

To increase the capacity of out of school time organizations by providing professional development, technical assistance, and coaching.

Goals

Our Current Objectives

1. Grow a culture of continuous improvement to advance quality out of school time programs.
2. Create a blended funding model for out of school time programs and Collective for Youth.
3. Provide access to high quality out of school time programs for youth.
4. Advocate for out of school time programs.
5. Build a strong out of school time system with community partners.

Core Focus Areas

CFY has eight core areas they focus on through their work

Oversees afterschool programs located in schools and connects afterschool sites to resources and funding.

Supports data collection efforts via a data system, surveys and assessments, and technical assistance.

Coordinates the Train to Gain quality improvement cycle by coordinating data sharing and offering trainings.

Offers a variety of programming opportunities to coordinating agencies and program providers.

Facilitates capacity building efforts among various stakeholders across the out of school time system.

Manages fundraising efforts and ensures that 90% of the CFY budget is granted to providers to operate their programs.

Provide guidance to elementary sites to help them collect childcare subsidies from Health and Human Services.

Provides quality and engaging OST opportunities to elementary, middle, and high school students.

Structure & Stakeholders

CFY connects the many stakeholders in an out of school time system

Staff Members

- Megan Addison
- Nicole Everingham
- LaRon Henderson
- Cary Mohiuddin
- Lavone Walker
- Samantha Weiss

Board Members

- Catherine Lang
- Tess Larson
- Jeff Cole
- Tony Veland
- Lisa Utterback
- Bob Whitehouse
- Virgil Johnson
- Kathi Paulsen
- Deepak Khazanchi

Strategic Partners

- Omaha Public Schools
- Nebraska Department of Education
- Peter Kiewit Foundation
- The Sherwood Foundation
- University of Nebraska at Omaha

Local Funders

- Claire M. Hubbard Foundation
- Holland Foundation
- Lozier Foundation
- Nebraska Department of Education 21st Century Community Learning Center Grant Funds
- Peter Kiewit Foundation
- Robert B. Daugherty Foundation
- The Sherwood Foundation
- United Way of the Midlands
- Weitz Family Foundation
- William and Ruth Scott Family Foundation

Coordinating Agencies

- Boys & Girls Club
- Civic Nebraska
- Completely KIDS
- DREAM
- Kids Can
- Omaha Henry Doorly Zoo
- St. Luke United Methodist Church
- Urban League of Nebraska
- YMCA

See Appendix A for Program Providers & Afterschool Sites

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Project Overview & Details

Project Objective

The purpose of this project was to...

Partner with Collective for Youth (CFY) to conduct an Organizational Assessment and Program Theory project. A discovery process and series of facilitated workgroup sessions were used to identify strengths and areas of opportunity with CFY as well as co-create a Situation Analysis, Theory of Change, Theory of Action, and Measurement Framework. An equity lens was applied throughout all stages of the project. Results from the project can be used to guide actions, support partners, align stakeholders, and support future measurement.

Defining Our Approach

An organizational assessment and program theory approach were used

Organizational Assessment

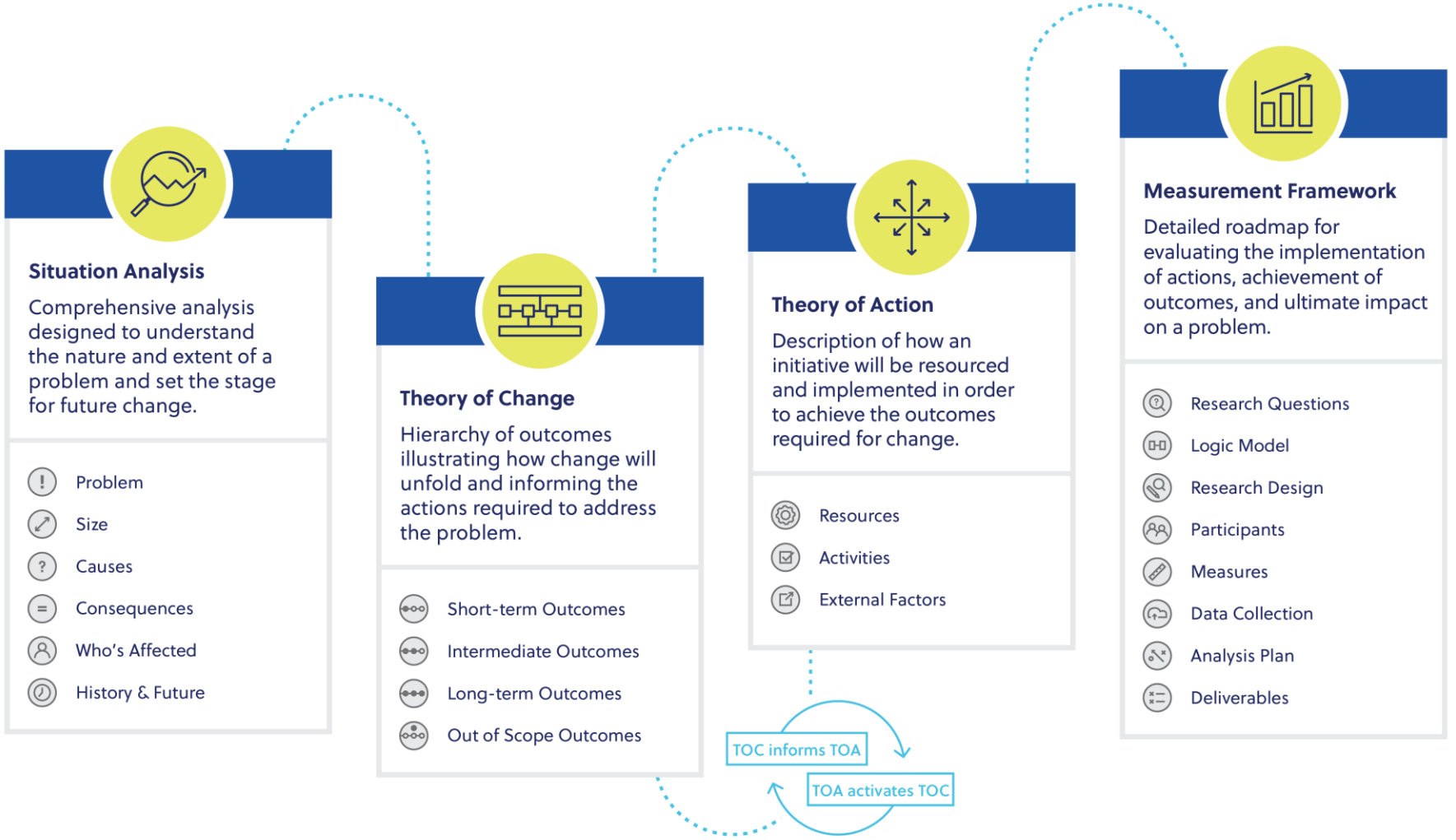
An organizational assessment is a process used to determine what is working well and what could be improved with an organization or initiative. At C1C, we apply an inclusive approach for reviewing internal processes and documents as well as interviewing a variety of internal and external stakeholders.

Program Theory

Program theory is an approach used to determine and describe how an initiative will lead to a chain of outcomes in order to address a problem or need. At C1C, we use an evidence-based four-step process to develop program theories. See the next slide for a depiction of these four stages.

Program Theory Stages

C1C's program theory approach consists of four main stages



Project Stages

The project was implemented in eight main stages

1

Planning & Kick Off

Create project plan and conduct kick-off meeting to discuss discovery details, workgroup sessions, and check-in meetings.

2

Discovery Process

Gather and analyze information from four main data sources in order to inform all of the remaining project stages.

3

Organizational Assessment

Compile discovery findings and document what is working well versus what could be improved upon with CFY.

4

Situation Analysis

Compile discovery findings and document the nature and extent of the problem CFY is focused on addressing through its work.

5

Theory of Change

Use discovery findings and workgroup sessions to document the hierarchy of outcomes CFY is striving to achieve.

6

Theory of Action

Use discovery findings and workgroup sessions to document the resources, activities, and external factors that activate the TOC.

7

Measurement Framework

Use discovery findings and workgroup sessions to create a roadmap for evaluating implementation and impact.

8

Compilation & Reflection

Compile deliverables from all stages into a clear and cohesive set of deliverables and conduct a project reflection session.

Project Timeline

The project was implemented between July 2020 and April 2021

	2020						2021			
Stage	J	A	S	O	N	D	J	F	M	A
Planning & Kick-Off	X									
Discovery Process	X	X	X							
Organizational Assessment			X	X	X					
Situation Analysis			X	X	X					
Theory of Change						X	X	X		
Theory of Action						X	X	X		
Measurement Framework									X	X
Compilation & Reflection									X	X
				WG		WG		WG		WG

NOTE: Four workgroup sessions were conducted during the project to enable a collective impact approach. These are marked with a WG on the table above.

Data Sources

The project included data collected from five main sources

Document Review

Reviewed 89 documents internal to CFY including brochures, grant applications, and reports in order to gain an understanding of its purpose, partners, and practices.

Literature Review

Reviewed 121 articles from academic and mainstream sources to identify best practices related to both collective impact and OST initiatives.

Archival Data Review

Reviewed archival data from 7 tools and identified 36 metrics used to assess the implementation and impact of CFY by internal staff and external stakeholders.

Stakeholder Interviews

Conducted 58 interviews with over 100 key stakeholders including staff members, board members, funders, coordinating agencies, program providers, and schools.

Workgroup Sessions

Conducted 4 workgroup sessions with 15 collective impact partners to gather input, facilitate buy-in, and co-create deliverables throughout the duration of the project.

Source Details

Icons are included on each of the findings slides to indicate the sources from which the findings were gleaned. Blue outlines and other visualizations are used to indicate top mentions by interviewees.

NOTE: Interviews with schools required a different interview guide and timeline. These findings are included in Appendix B of this slide deck.

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Organizational Assessment

Organizational Assessment

An organizational assessment of CFY was conducted

Organization Assessment

An organizational assessment is a process used to determine what is working well and what could be improved with an organization or initiative.

Organizational Assessment Overview

Six main questions were addressed during the organizational assessment

Organization Assessment

Activities

How well does CFY implement the activities that are part of their work?

Slide 18-19

Trust

What is the level of trust with and among partners and providers?

Slide 20

Strengths

What is working really well with CFY and should continue?

Slide 21

Opportunities

What is not working so well with CFY and could be improved?

Slide 22

Equity

Does CFY consider equity when distributing resources and providing services?

Slide 23

Best Practices

How does CFY align with collective impact and OST best practices?

Slide 24

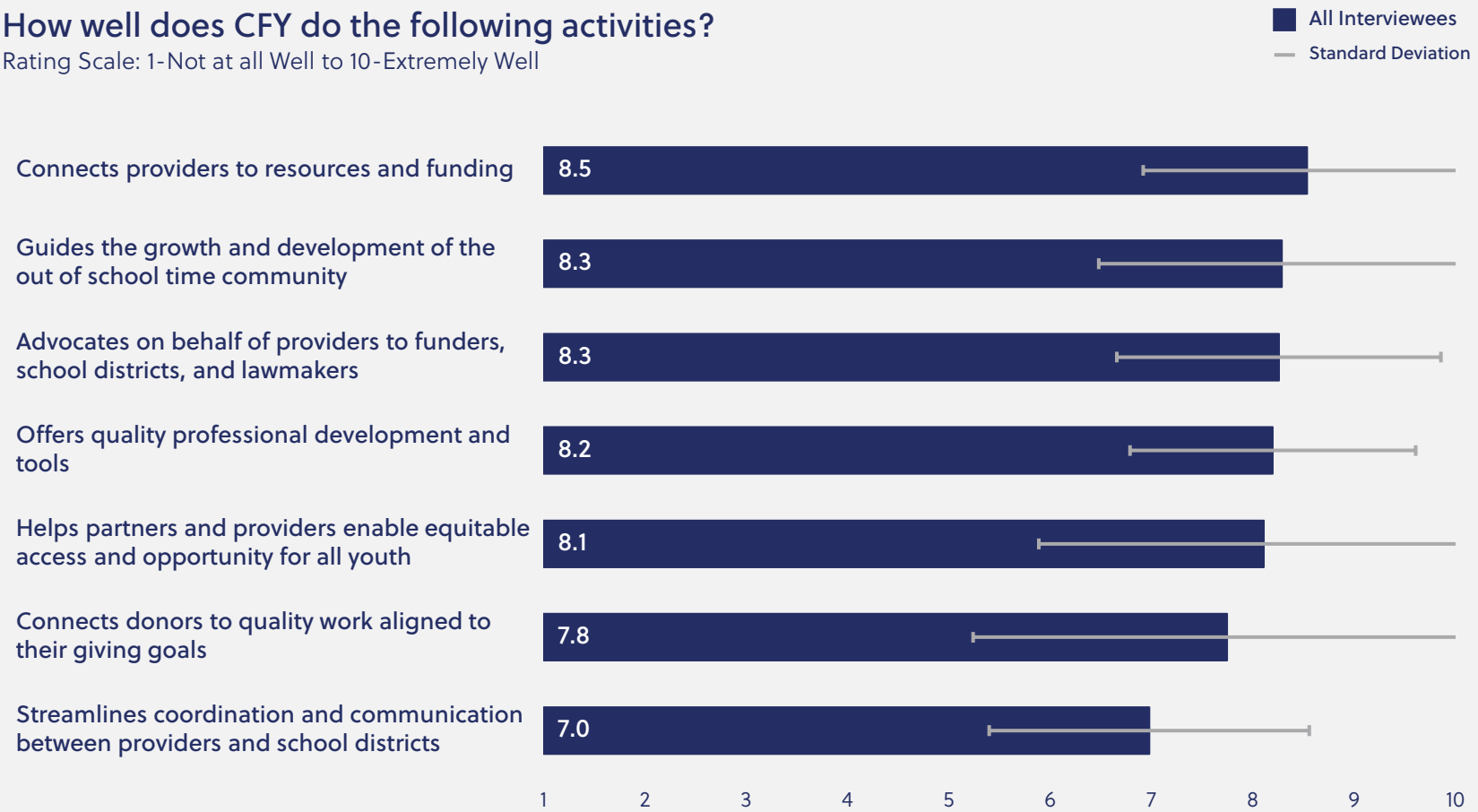
NOTE: Interviews with schools required a different interview guide and timeline. These findings are included in Appendix B of this slide deck.

How Well Does CFY Implement Their Activities?

Interviewees rated CFY's implementation of activities quite high with the highest rated item being connection to resources and the lowest rated item being coordination with schools.

How well does CFY do the following activities?

Rating Scale: 1-Not at all Well to 10-Extremely Well

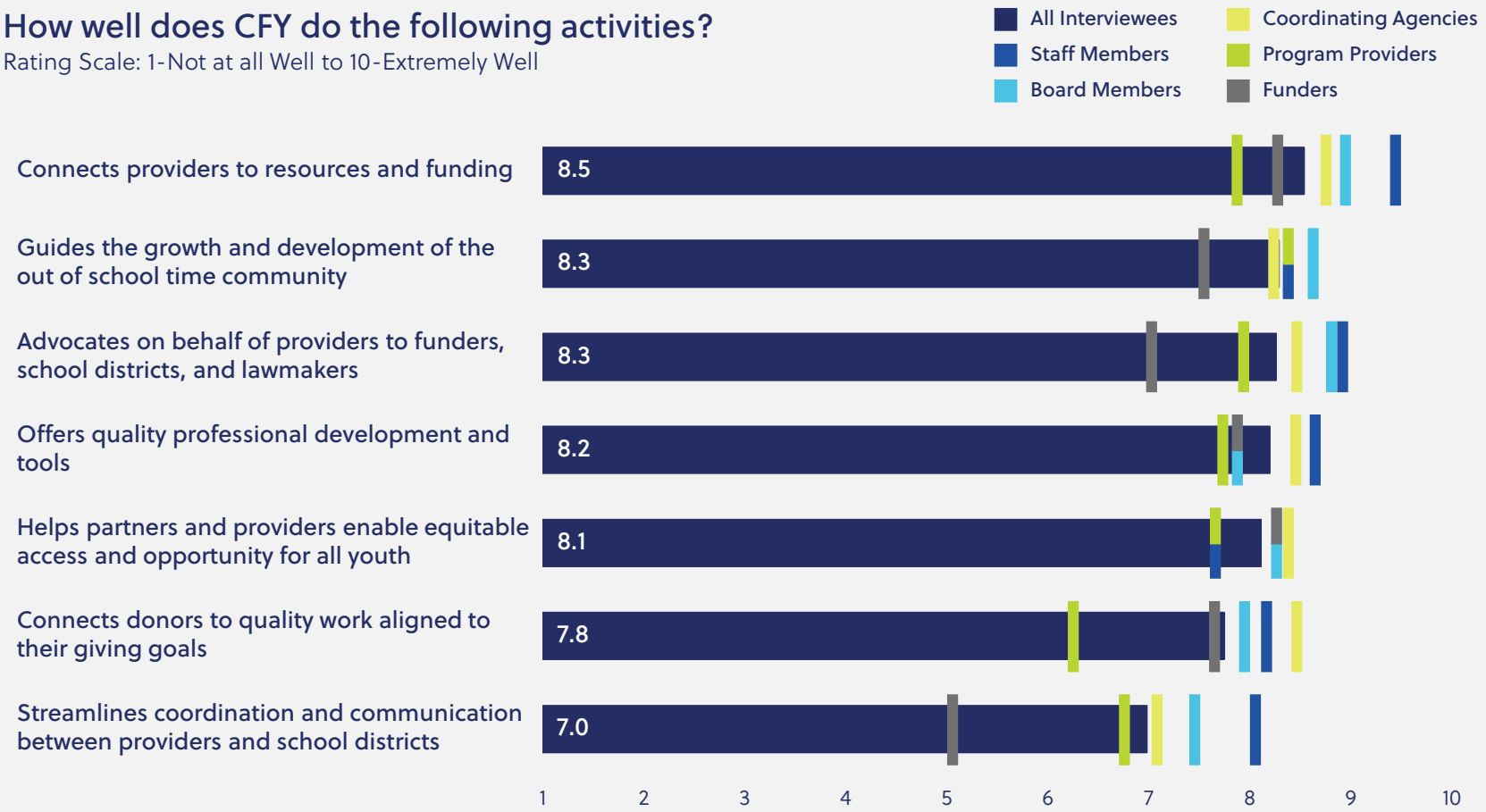


How Well Does CFY Implement Their Activities?

Ratings of activity implementation varied by activity and interviewee. Most ratings were above a 7.0 for all groups. Program Providers and Funders did provide some lower ratings.

How well does CFY do the following activities?

Rating Scale: 1-Not at all Well to 10-Extremely Well

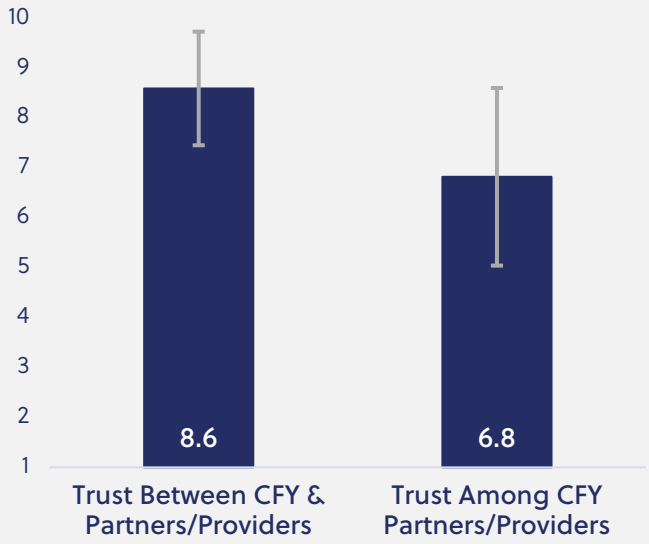


What is the Level of Trust with Partners?

Trust between CFY and their partners was rated higher than trust among CFY partners. Most interviewees cited communication and transparency as key factors for improving trust.

Trust Ratings – All Interviewees

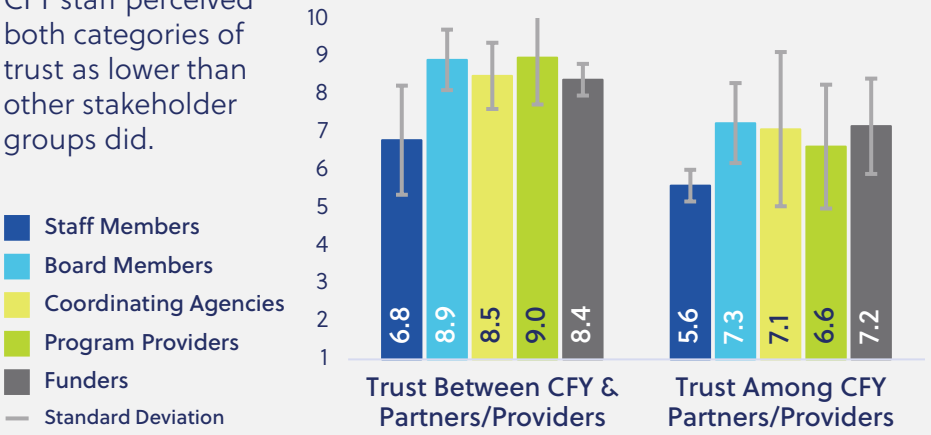
Trust between CFY and partners/providers was rated quite high with most interviewees stating that CFY staff were open and supportive which fosters trust. Trust among partners/providers was rated lower with interviewees primarily citing lack of interaction and an atmosphere of competition as primary reasons for lower ratings.



Rating Scale: 1 – Very Low Trust to 10-Very High Trust

Trust Ratings – Group Differences

CFY staff perceived both categories of trust as lower than other stakeholder groups did.



Top Themes for Improving Trust

- **Streamline communication** to ensure information is received at all levels (e.g., management, coordinating agencies, providers).
- **Increase transparency** including explaining decision making processes.
- **Increase opportunities for collaboration** to get to know other providers, compare notes, and discuss what help is needed.
- **Set clear expectations** and hold partners accountable (e.g., roles, deadlines, attendance, professionalism).

What is Working Well with CFY?

Over 50% of interviewees indicated that the training model and quality is something that is working well with CFY. Other top areas were related to funding and programming.

52%

Training Model & Quality

There is a strong training model with a variety of quality offerings. The racial equity training was mentioned multiple times.

30%

Funding Management

Funding is acquired through diverse streams and disbursement is well managed. CFY's funding role provides needed stability.

30%

Programming Quality

CFY facilitates high quality programming that is educational and fun and still allows providers to be creative and tailor offerings.

28%

Partner Relationships

Strong relationships exist with partners and funders. CFY has a positive reputation in the community and is viewed as an expert.

26%

CFY Staff

CFY staff are experienced, capable, approachable, supportive, and responsive. Megan is an effective leader of this work.

24%

Assessments & Use of Data

The YPQA model and assessments of program quality are effective. CFY facilitates the use of data and asks for feedback.

24%

Network Coordination

CFY has created a solid network and does a good job bringing disparate organizations together around a common goal.

22%

Open Communication

CFY communications are open and transparent. Staff respond quickly and answer all questions.

What Could Improve with CFY?

Over 50% of interviewees reported that streamlined communication is something that could be improved with CFY. Other top areas were related to capacity and funding.

54%

Streamlined Communication

Communications can cause confusion and feel chaotic (multiple emails, topics, people) and don't always reach those who need it.

36%

CFY Capacity to Serve

CFY is understaffed and needs more internal resources. Stakeholders would like to see programming expanded to more schools.

34%

Funding & Communication

More funds to support quality program staff and earlier disbursement is needed, as well as more communication with funders.

30%

Partnership with School District

Stronger partnership and alignment with the school district is needed to increase buy-in, coordination, and communication.

24%

Role Clarity & Onboarding

Lack of clarity in roles and structure exists (who is responsible, who to go to with what). Structured onboarding for partners is needed.

22%

Training Offerings

Expert-led and expanded offerings would be useful (students with special needs, behavior management, tiered options).

14%

Long-Term Visioning

The creation of a long-term vision and overarching goals and sharing that larger purpose with partners would be useful.

12%

Advocacy Efforts

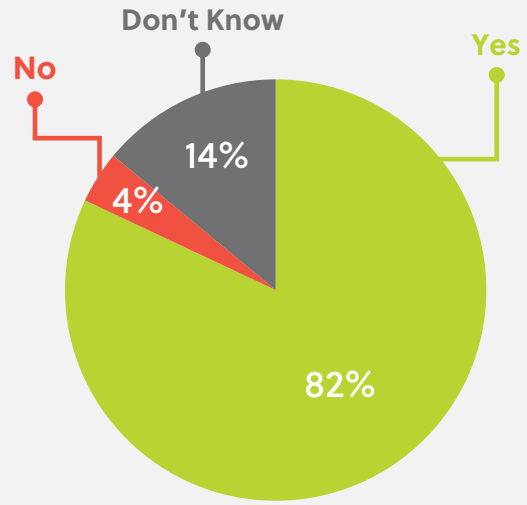
CFY could take on a stronger, more visible advocacy role for the out of school time sector and connect with lawmakers.

Does CFY Consider Equity?

Interviewees felt that CFY does a good job considering issues of equity and provided multiple examples of this practice. Several suggestions for improvement in equity were also provided.

Consideration of Equity

Most interviewees (82%) felt that CFY does a good job of considering issues of equity when distributing resources and providing services. Some (14%) indicated they did not have enough information to respond.



Does CFY consider issues of equity in their work?

Equity in Practice

Interviewees mentioned multiple ways CFY considers equity in their work.

- **Selects school sites** to serve students with the most need.
- **Places programming** where it is most needed to balance opportunities.
- **Offers racial equity and bias trainings** for partners and providers.
- **Leverages data** to support decisions grounded in equity.
- **Uses funding formulas** to disburse funds equitably.
- **Treats partners the same** and does not play favorites.

Equity Improvement

Interviewees had several ideas for continuing to improve equity.

- **Expand to serve more schools** and school districts.
- **Increase funding for** those serving **students with especially high needs.**
- **Continue** to offer **virtual trainings** which allow more staff to attend.
- **Continue to leverage data** and **embed equity** in decisions and practices.
- **Assess and determine** how to best **serve students with special needs.**
- **Provide direction** and assistance **for hiring and retaining diverse staff.**
- **Increase transparency** of decisions (e.g., placement, funding, resources).
- **Get more input** from parents, students, and community on needs or gaps.

How Does CFY Align with Best Practice?

CFY is implementing a collective impact model that aligns with best practice, is using an evidence-based approach to program quality, and is embedding equity into their work.

Collective Impact

CFY is implementing and guiding collective impact as it was intended and is following the five tenets:

Common Agenda

Shared Measurement

Mutually Reinforcing Activities

Continuous Communication

Backbone Support

Program Quality

The Youth Program Quality Intervention (YPQI) used by CFY is a leading continuous improvement system for youth programs. Their assessment is considered to be a quality tool with psychometric properties (e.g., validity, reliability) comparable or superior to other tools available.

Equity

Equity should help guide the vision and solutions, coordination of resources, staffing, programming, and data collection. CFY is practicing equity in many ways and should work to examine equity at deeper levels to ensure each student receives high quality programming.

Organizational Assessment Summary

Summary of Organizational Assessment Findings

01	**Activities.** The implementation of CFY's activities was rated quite high with the highest rated item being connection to resources and the lowest rated item being coordination with schools. Ratings varied by activity and interviewee with Program Providers and Funders providing some lower ratings.
02	**Trust.** Trust between CFY and their partners was rated higher than trust among CFY partners. A lack of interaction and atmosphere of competition were primary reasons cited for perceptions of lower trust among partners. Most interviewees mentioned communication and transparency as key factors for improving trust.
03	**Strengths.** Over 50% of interviewees indicated that the training model and quality is something that is working well with CFY. Other themes included funding management, programming quality, partner relationships, CFY staff, assessments and use of data, network coordination, and open communication.
04	**Opportunities.** Over 50% of interviewees reported that streamlined communication is something that could be improved with CFY. Other themes included CFY capacity to serve, funding and communication, partnership with school district, role clarity and onboarding, training offerings, long-term visioning, and advocacy efforts.
05	**Equity.** Interviewees felt that CFY does a good job considering issues of equity and provided multiple examples including how CFY selects schools, places programming, and provides funding. Interviewees also provided several suggestions for improving equity with most related to schools served, resources, and transparency.
06	**Best Practices.** CFY is implementing a collective impact model that aligns with best practice, is using an evidence-based approach to program quality, and is embedding equity into their work. CFY should work to examine equity at deeper levels to ensure each student receives high quality programming.

Recommendations

CFY is a strong collective impact organization with many strengths. We recommend the following to help ensure continued success and support of the OST network of providers.

Create a Comprehensive Strategic Plan. Build a strategic plan that contains an organizational overview (history, MVP, focus areas, values), capacities and resources (board, staff, agencies, providers, funders), and three-year plan (goals, action plans, KPIs) to establish a shared vision with partners.

Assess Infrastructure & Scalability. Conduct an inventory of processes and systems to determine where inefficiencies exist and whether they are scalable for future growth (e.g., increased staff, sites, providers). Document what is needed for future success and work towards filling gaps.

Document Processes. Identify core internal processes and practices and create task guides documenting the who, what, when, where, why, and how to help ensure roles are clear, work is streamlined and consistent, staff members are set up for success, and partners are fully supported.

Create a Communication Plan. Identify the primary communications between CFY and partners and document the who, what, when, why, and how of each communication. Share the communication plan with partners and work to address breakdowns in these communication channels.

Create Handbook for Partners. Create a comprehensive handbook for coordinating agencies and providers to help them understand the CFY network including roles, services, processes and practices, expectations, how to navigate the network, and how to be successful in their role.

Build on Training Model. Create levels and pathways within the training model for trainees to build skills and focus on content they have not mastered. Continue equity trainings and add specialized offerings for working with youth (e.g., students with special needs, behavior management).

Expand Program Quality Support. Increase professional development opportunities related to quality programming and incorporate additional coaching and site visits. Further leverage data and observations to guide support and identify areas of strength and areas of improvement.

Increase Internal Capacity. Review and update current job descriptions and assess staffing needs and gaps for today and into the future. Hire for open and potentially additional positions to increase capacity and select those who can successfully address the needs of CFY and their partners.

Provide Funding Earlier. If possible, provide funds to partners earlier to allow more time for planning, preparation, hiring, and onboarding. Examine the possibility of multi-year funding to provide established partners more continuity so they can attract and retain qualified talent.

Connect More with Funders and Schools. Meet with funders more regularly to increase transparency and understanding of the work being done and how funds and data are being used. Connect with school leaders more often to facilitate open conversations to build and strengthen that relationship.

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Situation Analysis

Situation Analysis

Situation analysis is the first stage in the program theory process

A situation analysis is a comprehensive analysis designed to understand the nature and extent of a problem and set the stage for future change.

Situation Analysis Overview

Six main questions were addressed during the situation analysis

Problems

What problems and needs is CFY trying to address through their work?

Slide 30

Size

What is the size of the problems and needs that CFY is trying to address?

Slide 31

Causes

What causes these problems and needs? Why do they exist?

Slide 32

Consequences

If left unsolved, what are the consequences of these problems and needs?

Slide 33

Who's Affected

Who is affected by these problems and needs, both directly and indirectly?

Slide 34

History & Future

How have they changed over time? How will they change in the future?

Slide 35

Problems CFY Addresses

CFY is focused on addressing the following problems and needs

Situation Analysis

Collective for Youth is a collective impact entity focused on system-building efforts, agency support, professional development, and macro-level coordination in order to build and enhance the out of school time system which works to address the underlying problems listed below.

Lack of Afterschool Supervision

Many youth do not have supervision, structure, or a safe place to go after school especially during the hours of 3:00-6:00pm when many parents/guardians are working.

Not Enough OST Programs

There are not enough OST programs to meet the needs of all youth who would benefit from participating, leaving some youth without OST programming options.

Program Quality Variability

The OST sector has not historically had a clear set of evidence-based practices or access to capacity building opportunities creating quality and effectiveness variability.

Opportunity & Equity Gaps

There are disparities in access to expanded learning, stemming from poverty and racism, that create inequities between groups of youth based on income, race, and other factors.

Funding & Resource Deficits

There is not enough funding available to acquire the resources needed to provide quality extended learning opportunities to all youth who need them.

Limited System Coordination

Prior to CFY, there was not a formal body to connect efforts among funders, schools, and providers in the OST space making system-wide coordination challenging.

Size of the Problems

The size of the problems CFY addresses is quite large as illustrated below

1 in 5

Number of Nebraska **children** who are responsible for **taking care of themselves** after school

(America After 3pm, 2014)

8.15

Average number of **hours** Nebraska children spend **unsupervised** per week

(America After 3pm, 2014)

81,887

Number of children in Nebraska who would be **enrolled** in an OST program **if one were available**

(Afterschool Alliance, 2020)

66%

Percent of the **achievement gap** that is **due to limited** access to extended learning **opportunities**

(American Sociological Review, 2007)

$127

Average weekly **cost of afterschool programming** in Nebraska for families required to pay

(America After 3pm, 2014)

25%

Percent of **juvenile crime** occurring in Nebraska **during** the peak hours of **2pm and 6pm**

(Fight Crime: Invest in Kids, 2019)

Causes of the Problems

The problems that CFY addresses are caused by a variety of factors

Lack of Afterschool Supervision

- School hours don't align with parent/guardian work hours
- Lack of free or affordable afterschool care options
- Increase in single parent and dual income households

Not Enough OST Programs

- Programs are not embedded into every grade at all schools
- There is not enough funding to support all program needs
- Many providers have limited scale (staff and resources)

Program Quality Variability

- Lack of sector-wide standards or guidelines for the sector
- Limited capacity building opportunities for staff
- Staff issues (hiring, training, compensation, turnover)

Opportunity & Equity Gaps

- Generational and situational poverty
- Systemic and structural racism
- Limited opportunities for disenfranchised groups

Funding & Resource Deficits

- Limited government funds for OST programs
- Funding based on property taxes creates inequities
- Securing funding is time consuming and challenging

Limited System Coordination

- No formal coordinating body prior to the creation of CFY
- Schools do not have resources to facilitate coordination
- Number of schools/providers makes coordination difficult

Consequences of the Problems

Many consequences arise if the problems and causes are not addressed

Funding Declines
Government entities, local foundations, and individual donors reduce or halt investments needed to support programming.

Programming Deteriorates
Programs experience negative outcomes such as increased turnover, decreased quality, reduced trust, and closures.

Basic Needs Not Met
Basic needs related to safety, food, clothes, and supplies go unmet, adversely impacting physical, mental, and emotional health.

Fewer Learning Opportunities
Youth are less aware of and have limited access to experiential learning, mentoring, and career development opportunities.

Achievement Gaps Widen
Gaps persist and widen with attendance, academic goals, grades and GPA, graduation rates, and post-secondary plans.

Juvenile Delinquency Increases
Youth engage in undesirable behaviors such as using drugs/alcohol, becoming pregnant, joining gangs, or committing crimes.

Equity Gaps Widen
Opportunity and equity gaps widen especially related to employment, wages, promotions, and generational wealth.

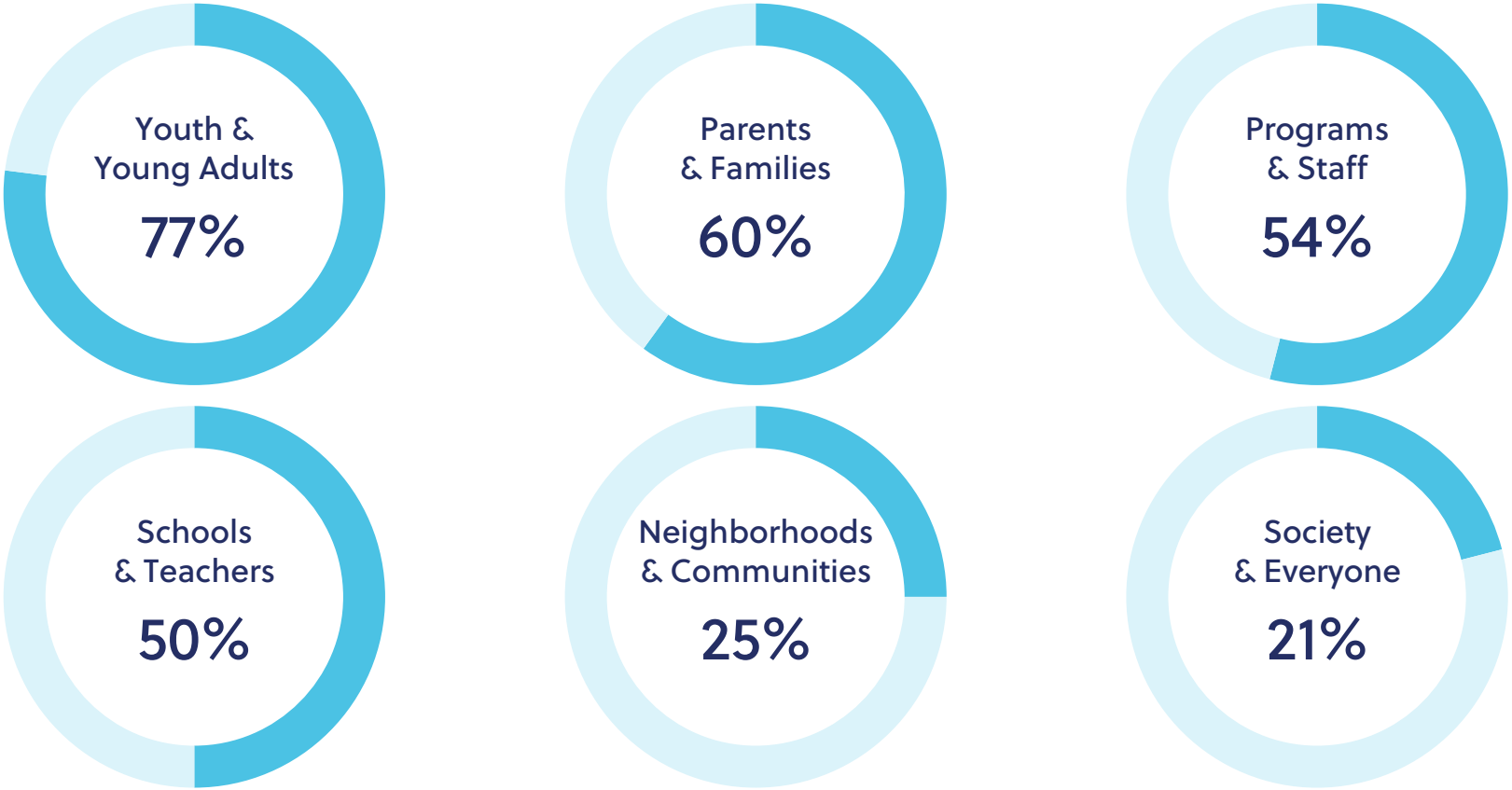
Coordination Issues Persist
System entities (funders, schools, providers) have issues with consistency, efficiencies, conflict, and effectiveness.

Who's Affected by the Problems

Many groups are directly or indirectly affected by the problems and causes

Underserved and underprivileged groups within each category are more negatively impacted.

Percentages represent the proportion of interviewees who mentioned the category.



History & Future of the Problems

The problems CFY addresses have and will continue to change

Situation Analysis

36% of NE children were unsupervised after school in 2009. This dropped to 22% in 2014 likely due in part to CFY efforts.	Lack of Afterschool Supervision	The need for OST programs to serve as safe environments will continue due to low wage jobs and the high cost of childcare.
Some programs existed for elementary and high school but not enough to fill the need and very few for middle school.	Not Enough OST Programs	There will continue to be a need for more programs until all youth at all schools in all districts have access to OST programming.
No formal standards, trainings, or data. More focus on recreation than expanded learning. Likened to afterschool daycare.	Program Quality Variability	Quality will continue to improve with a whole-youth focus, experiential learning, professional development, and data.
Generational poverty and systemic racism have created substantial opportunity gaps. Recent awareness and focus on equity.	Opportunity & Equity Gaps	Opportunity gaps will continue to widen, especially as a result of COVID-19. More action will be needed to fight inequities.
Historically not enough funding to come close to meeting the need. A focus on collectively acquiring funds has helped.	Funding & Resource Deficits	Strong partnerships with foundations will be important especially as needs increase and government funding wavers.
No formal body to streamline coordination and communication between schools and providers. Created frustration and tension.	Limited System Coordination	Coordination will become more important during COVID-19. Need to be agile to respond to needs and expand to fill gaps.

Situation Analysis Summary

Summary of Situation Analysis Findings

01	**Problem.** CFY is focused on addressing six main problems including lack of afterschool supervision, not enough OST programs, program quality variability, opportunity and equity gaps, funding and resource deficits, and limited system coordination.
02	**Size.** 1 in 5 children are unsupervised for ~8.15 hours per week during peak juvenile crime times (2-6pm). 80,000+ children would participate in OST programs if available. Two-thirds of the achievement gap is due to limited access to extended learning. Afterschool programming costs ~$127 per week if pay is required.
03	**Causes.** Three primary causes were identified for each problem mentioned above such as school vs. work hour misalignment, programs not being embedded in each school, no sector-wide practices or standards, generational and situational poverty, limited government funds, and lack of a coordinating body prior to CFY.
04	**Consequences.** Eight main consequences to the aforementioned problems were identified including funding declines, programming deteriorates, basic needs not met, fewer learning opportunities, achievement gaps widen, juvenile delinquency increases, equity gaps widen, and coordination issues persist.
05	**Who's Affected.** Youth and young adults, parents and families, programs and staff, schools and teachers, neighborhoods and communities, and the entire society were all mentioned as being affected by the problems CFY aims to address. Underserved and underprivileged groups in each category are more negatively impacted.
06	**History & Future.** The identified problems have and will continue to change over time. Future changes suggest that the need for afterschool supervision, more OST programs, higher program quality, more focus on equity, more long-term funding, and expanded system coordination will be needed into the future.

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Theory of Change

Theory of Change

Theory of change is the second stage of the program theory process

A theory of change is a hierarchy of outcomes illustrating how change will unfold and informing actions required to address the problem.

Theory of Change Components

There are three components and four targets in CFY's Theory of Change

Short-Term Outcomes

Direct and immediate consequences of CFY and mechanisms by which intermediate and long-term outcomes are reached.

Intermediate Outcomes

Consequences of CFY's short-term outcomes and mechanism by which long-term outcomes are reached.

Long-Term Outcomes

Ultimate goals of CFY and consequences of short-term and intermediate outcomes.

Four Primary Targets

Partners
Coordinating agencies and program providers

Funders
Agencies funding out of school time programming

Youth
Youth participating in out of school time programming

Community
The local community and its members and institutions

Theory of Change Model

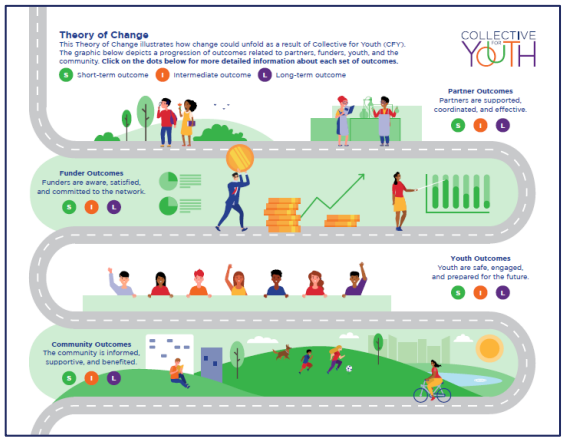
Illustrates how change will unfold through a hierarchy of outcomes

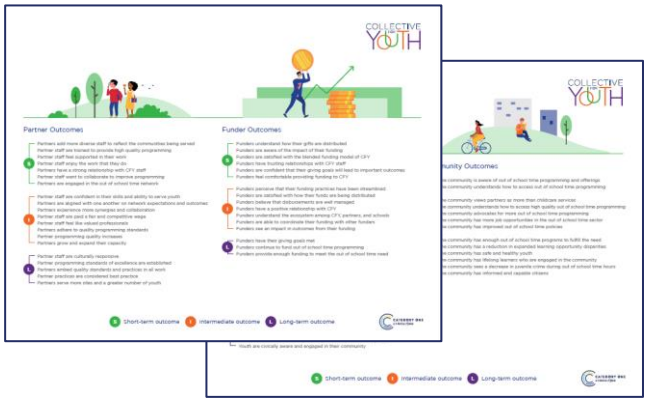
Partner outcomes focus on partners being trained, feeling supported, being confident in their skills, adhering to quality standards, increasing program quality, and serving more sites and youth.

Funder outcomes focus on funders being aware and confident in their giving, feeling satisfied with disbursements, seeing an impact on outcomes, and continuing to meet the funding need.

Youth outcomes focus on youth having positive role models, gaining new experiences, being motivated in school, missing fewer days of school, graduating high school, and being prepared for the workforce.

Community outcomes focus on the community understanding and advocating for programming, seeing fewer disparities in learning opportunities, and having informed and capable citizens.





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Theory of Action

Theory of Action

Theory of action is the third stage of the program theory process

A theory of action is a description of how an initiative will be resourced and implemented in order to achieve the outcomes required for change.

Theory of Action Components

There are four components to CFY's Theory of Action

Resources

Raw materials and assets that are currently available for CFY to facilitate activities. Resources often come in the form of assets (buildings), finances (grants), and people (staff).

Activities

Actions implemented by CFY to achieve short-term, intermediate, and long-term outcomes. Activities often come in the form of policies, programs, products, and services.

External Factors

Conditions or stimuli outside of CFY's control that influence its resources, activities, and/or achievement of outcomes. These factors come in many forms but are often related to government, economic, and sociopolitical conditions.

Guiding Principles

Philosophy that guides CFY in its gathering of resources, implementation of activities, response to external factors, and achievement of outcomes.

Theory of Action Model

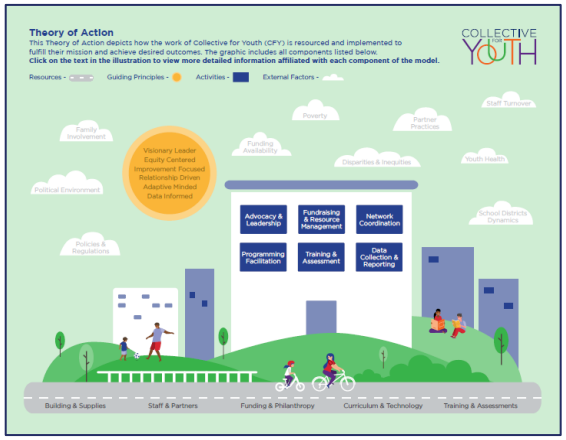
Describes how CFY's services are resourced and implemented

Resources include buildings & supplies, CFY staff, partners, school district, curriculum & technology, training resources, assessments & surveys, databases & systems, and funding & philanthropy.

Guiding Principles include being a visionary leader, equity centered, adaptive minded, improvement focused, data informed, and relationship driven when implementing this work.

Activities include advocacy & leadership, fundraising & resource management, network coordination, programming facilitation, training & assessment, and data collection & reporting.

External Factors include staff turnover, funding availability, partner and school district practices, poverty, disparities & inequities, youth health, family involvement, regulations, and politics.



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Measurement Framework

Measurement Framework

Measurement framework is the fourth and final program theory stage

A measurement framework can serve as a roadmap for evaluating the implementation of actions, achievement of outcomes, and ultimate impact on a problem. Measurement frameworks can be used to set the stage for evaluating elements identified through the situation analysis and components of the theory of change and theory of action. This is a condensed measurement framework that CFY could use as a starting point if they are interested in adjusting any of their current measurement practices based on the organizational assessment and program theory processes.

Measurement Components

This Measurement Framework consists of six components

Research Questions
Set of questions that can be answered by measurement implementation.

Logic Model
Visualization of how the theory of action can activate the theory of change.

Research Design
Type of study that could be conducted to implement the measurement framework.

Participants
Entities, such as organizations or people, from which data could be collected.

Measures
Data collection tools that could be used to gather evaluation data.

Implementation
Steps that can be taken to implement the measurement framework.

Research Questions

Research questions address both implementation and impact

Implementation Questions	
Activity Fidelity	Are CFY activities being implemented as intended and with fidelity?
Areas Going Well	What is currently going well with the implementation of CFY and should continue?
Areas to Improve	What changes to current activities are needed to optimize the implementation of CFY?
Impact Questions	
Partner Outcomes	Is CFY achieving its intended partner outcomes?
Funder Outcomes	Is CFY achieving its intended funder outcomes?
Youth Outcomes	Is CFY achieving its intended youth outcomes?
Group Differences	Do youth or partner characteristics impact outcome achievement?

NOTE: Community outcomes are not included in recurring evaluation efforts due to their system-wide focus, length of time needed to see impact, and number of external factors.

Logic Model

High-level illustration of how the TOA activates the TOC

Measurement Framework

Research Design

A longitudinal mixed-methods research design is recommended

A longitudinal mixed-methods research design could be used to evaluate CFY. Qualitative and quantitative data can be collected from a variety of stakeholders including partners, funders, youth, parents, and school staff to assess both implementation and impact. Data could be collected from stakeholders at multiple timepoints to implement a longitudinal approach to measurement that assesses change over time. CFY currently collects data from many of these stakeholders; however, some adjustments may be needed if CFY is interested in assessing all TOC and TOA elements. Adjustments would also be needed if CFY were interested in transitioning to a longitudinal evaluation approach.

Participants

Data could be collected from six main participant groups

Partners

Coordinating agency and program provider staff administering CFY programming

Funders

Staff at funding agencies providing funding for CFY and their programming

Youth

Youth who are participating in CFY out of school time programming

Parents

Caregivers of the youth participating in CFY out of school time programming

Teachers

Teachers of the youth participating in CFY out of school time programming

Other School Staff

Principals and/or school staff at the sites of CFY out of school time programming

NOTE: Some data is currently gathered from all participant groups except for funders as part of CFY and 21st century data collection efforts.

Measures

A variety of measures could be used to address the research questions

Measurement Framework

	Research Questions						
Measures	Activity Fidelity	Areas Going Well	Areas to Improve	Partner Outcomes	Funder Outcomes	Youth Outcomes	Impact Group Diff.
CFY Archival Data	X				X		
Partner Archival Data				X			X
School Data						X	X
Partner Staff Surveys	X	X	X	X			X
Funder Survey or Meeting	X	X	X		X		
Youth Surveys		X	X			X	X
Teacher Survey						X	
Parent Survey		X	X			X	
Program Quality Assessment				X			X
Site Assessment		X	X	X			

NOTE: Some measures are currently assessing elements of the research questions, but adjustments may be needed to address all elements. See Appendix C for a brief summary of measures.

Implementation Steps

Five steps are recommended to implement the measurement framework

1

Conduct Data Scan

Conduct a full data scan to map current data collection efforts to the research questions outlined in this document as well as the elements of the newly created Theory of Change and Theory of Action.

2

Identify Data Gaps & Create Data Collection Plan

Use the data scan to identify gaps between current data collection efforts and the research questions, TOC, and TOA. Create a plan for filling the gaps that outlines the who, what, when, and how for all data collection.

3

Create & Update Measurement Tools

Create or update existing measurement tools to ensure critical data elements are gathered at the appropriate timepoints. Consider what demographics or identifiers need to be included to assess change over time.

4

Create Data Collection & Analysis Plans

Build out plans that document the necessary steps for collecting and analyzing data from all sources. The plans should outline the who, what, when, and how of data collection, storage, and analysis.

5

Create Data Distribution Plan

Develop a distribution plan that specifies how data/findings will be shared with partners, funders, and other stakeholders. The plan should include the distribution timeline (e.g., quarterly) and method (e.g., dashboard).

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Appendices

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Appendix A
Sites & Providers

Appendix A
Sites & Providers

Afterschool Sites

CFY operates in 37 elementary, middle, and high schools

Elementary Schools

1. Bancroft
2. Belvedere
3. Castelar
4. Central Park
5. Druid Hill
6. Field Club
7. Florence
8. Franklin
9. Gilder
10. Gifford Park
11. Gomez Heritage
12. Hartman
13. Highland
14. Indian Hill
15. Jackson
16. Kennedy
17. King
18. Liberty
19. Lothrop
20. Miller Park
21. Minne Lusa
22. Mount View
23. Saratoga
24. Sherman
25. Skinner
26. Spring Lake
27. Walnut Hill

Middle Schools

1. Bryan
2. King Science
3. Lewis & Clark
4. Marrs
5. McMillan
6. Monroe
7. Morton
8. Nathan Hale
9. Norris

High Schools

1. St. Luke Teen Center serving Burke High Students

Program Providers

CFY partners with 38 program providers offering enrichment opportunities

Appendix A
Sites &
Providers

1. AIM institute
2. African Culture Connection
3. Basic Hope Foundation
4. Big Garden
5. Boy Scouts
6. Brigit Saint Brigit Theatre Company
7. Building Dreams
8. Center for Holistic Development
9. City Sprouts
10. Civic Nebraska*
11. Courteous Kids
12. Creighton University - Health Careers Opportunity
13. DREAM*
14. Emerging Ladies
15. Fit Girl, Inc
16. Fontenelle Forest
17. Future Kids
18. Girl Scouts of Nebraska
19. iSTEM
20. NE STEM 4U
21. Nebraska Children's Home Society
22. Nebraska Wildlife Rehab
23. Omaha Academy of Ballet
24. Omaha Community Playhouse
25. Omaha Girls Rock
26. Omaha Public Library
27. Omaha Theater Company (Rose Theater)
28. Rabble Mill
29. RESPECT
30. Sac Museum
31. Start Center for Entrepreneurship
32. Tyrome Williams Foundation
33. The Start Center, Inc
34. UNO-STEM
35. Visiting Nurses Association
36. Why Arts
37. Wisdom House Collaborative
38. Young Entrepreneurs of the Future

NOTE: Organizations with an asterisk are also coordinating agencies.

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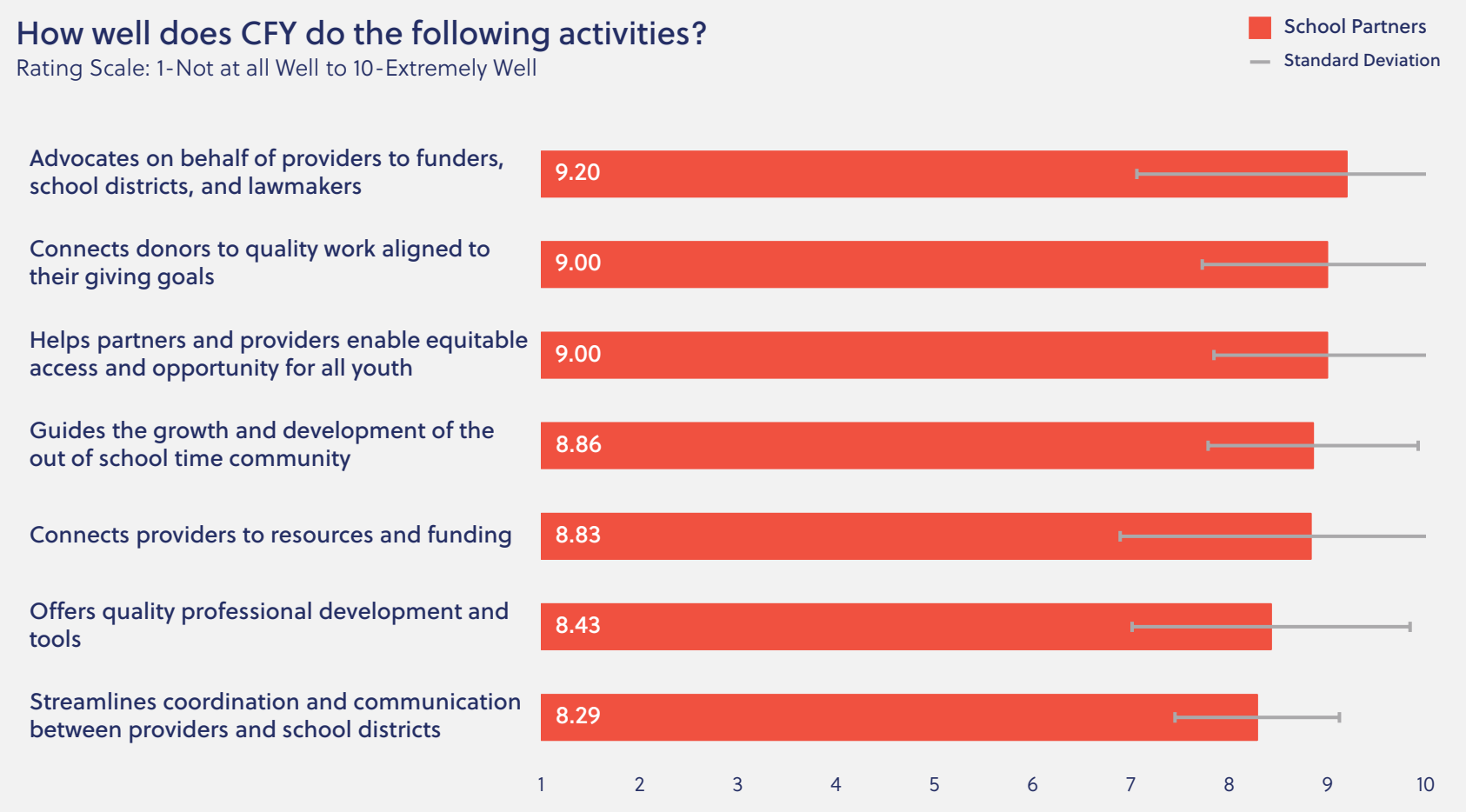
Appendix B
School Partner Findings

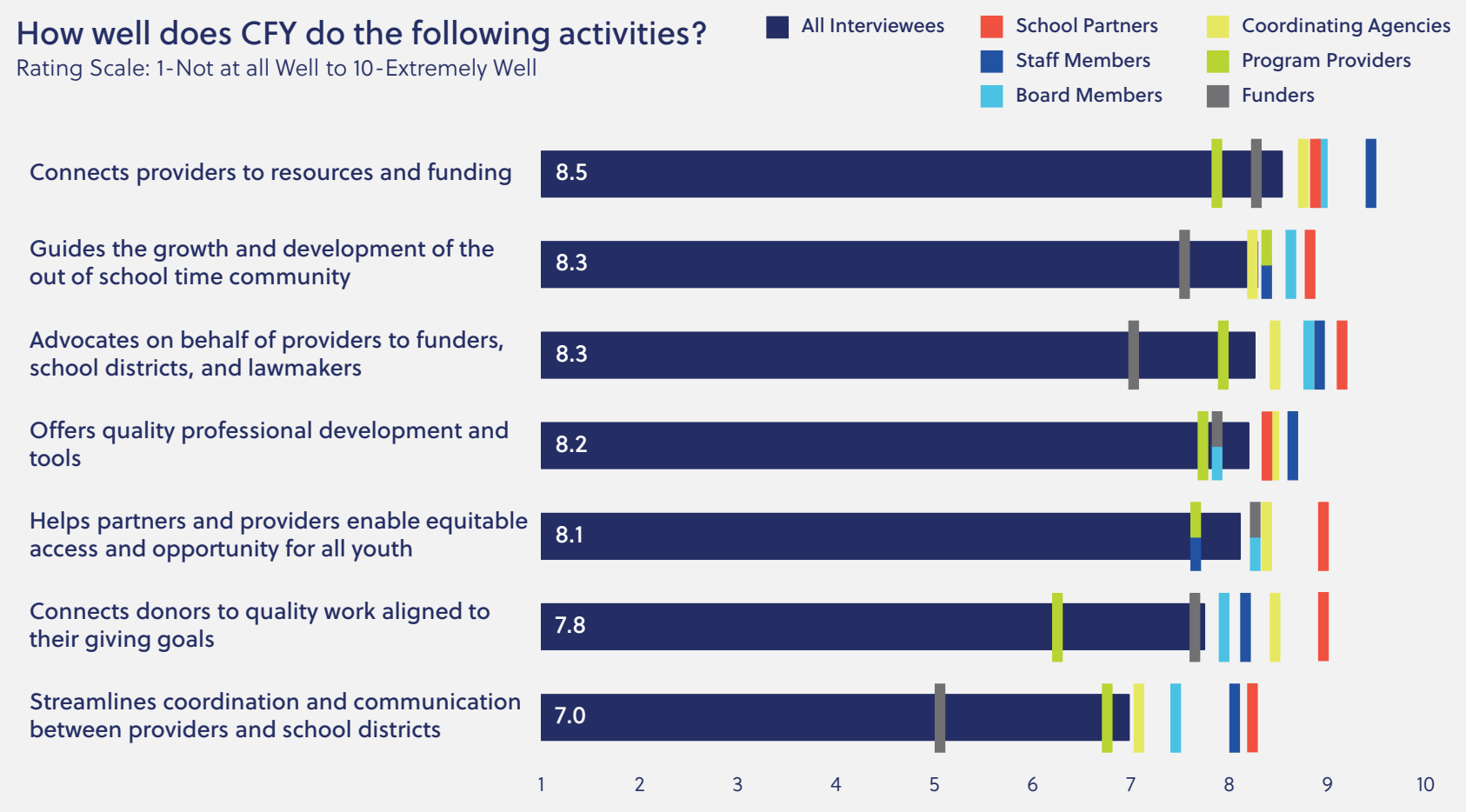
How Well Does CFY Implement Their Activities?

Interviewees rated CFY's implementation of activities quite high with the highest rated item being related to advocacy and the lowest rated item being related to coordination.



How Well Does CFY Implement Their Activities?

Ratings of activity implementation varied by activity and interviewee. Most ratings were above a 7.0 for all groups. School partners provided the highest ratings in five areas.

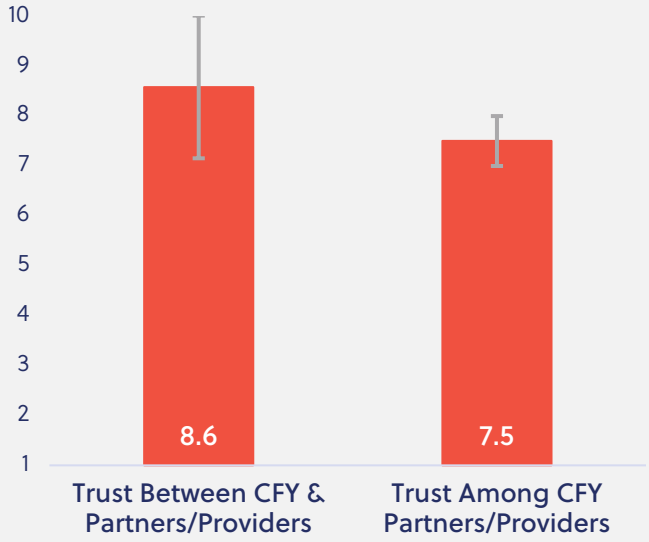


What is the Level of Trust with Partners?

Trust between CFY and their partners was rated higher than trust among CFY partners. Most interviewees cited communication and transparency as key factors for improving trust.

Trust Ratings – All Interviewees

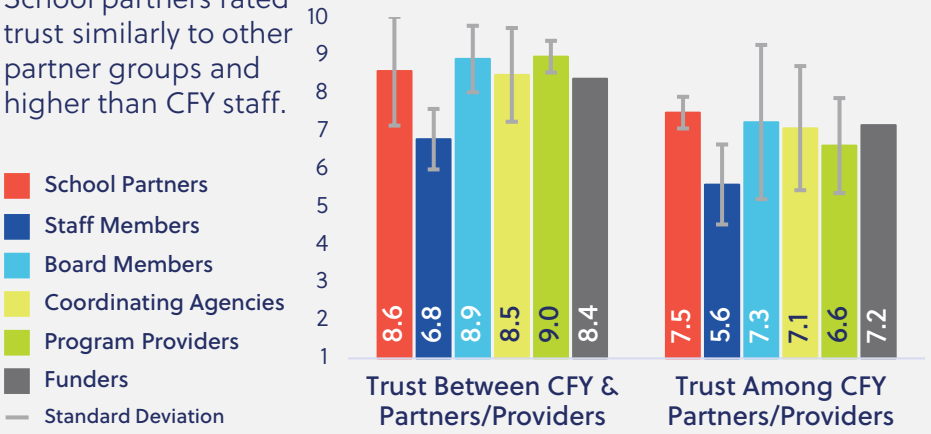
Trust between CFY and partners/providers was rated quite high by school partners with most interviewees stating that CFY staff were reliable and have never done anything to diminish trust. Trust among partners/providers was rated lower with interviewees primarily citing variability across partners and a need for partner oversight.



Rating Scale: 1 – Very Low Trust to 10-Very High Trust

Trust Ratings – Group Differences

School partners rated trust similarly to other partner groups and higher than CFY staff.



Top Themes for Improving Trust

- Continue to **build relationships** among all CFY stakeholders so people can get to know each other via informal meetings or gatherings (virtual or post-COVID).
- Work to improve **communication and transparency** so school partners know what to expect from all coordinating agencies and program providers.
- Use processes and oversight to **increase the consistency** among program providers to minimize the work required by school partners in setting expectations and overseeing providers.

What is Working Well with CFY?

School partner interviewees mentioned several themes when asked what is working well with CFY including programming, responsiveness, leadership/staff, communication, and more.

Program Variety & Quality
There is a variety of high-quality programming focused on enrichment and meeting youth needs.

Responsive Approach
CFY is responsive to the needs of schools and youth. They listen, step in to fill needs, and continually improve their approach.

Effective Leadership & Staff
CFY has extremely effective leadership and staff members. They are knowledgeable, competent, outstanding, and impactful.

School-Related Communication
CFY communicates well with district staff and leadership to ask questions, gain information, and effectively navigate district requirements.

Organized & Effective
They are organized and follow through on commitments, which creates a great working relationship and smooth/efficient process.

Positive & Inclusive Culture
They have built a positive/inclusive culture which is exemplified through enjoyable meetings and the diversity of their providers.

Serve High-Need Schools
They have done a good job expanding into high-need schools that historically did not have the resources to offer programming.

Provide Necessary Resources
CFY provides partners and providers with the tools they need including funding, training, data, and collaboration opportunities.

What Could Improve with CFY?

School partner interviewees mentioned several themes when asked what could improve with CFY including communication, relationships, coordination, variability, and more.

Communication Conduit
Bridge communication gaps by ensuring that partners and providers fully understand district processes and procedures.

School-Level Relationships
Have more personalized conversations with individual schools to provide updates, share data, gather input, and build relationships.

District-Wide Coordination
May benefit from holding quarterly district-wide meetings to share information, gather feedback, and facilitate coordination.

Provider Variability
There is variability among directors, assistant directors, and staff that could benefit from oversight and professional development.

Expand to All Schools
CFY is effective and afterschool programming is important, so programming should be available at all schools across the district.

More Funding
Continue to increase access to funding to ensure CFY can offer the critical resources needed to serve youth.

Engage More Providers
Bring in more providers especially from the business community and ensure all providers offer high-quality programming.

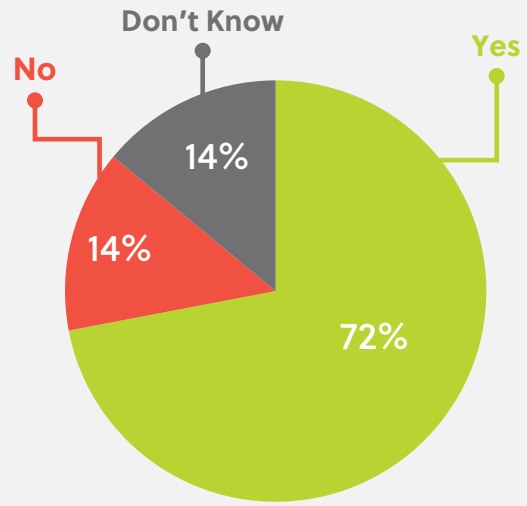
Guidelines & Oversight
Introduce more program guidelines, oversight, and monitoring to improve the consistency and quality of all programs.

Does CFY Consider Equity?

Interviewees felt that CFY does a good job considering issues of equity and provided multiple examples of this practice. A few suggestions for improvement in equity were also provided.

Consideration of Equity

Most school partner interviewees (72%) felt that CFY does a good job considering issues of equity when providing services and distributing resources. Remaining interviewees were split with 14% saying No and 14% saying Don't Know.



Does CFY consider issues of equity in their work?

Equity in Practice

School partner interviewees mentioned multiple ways CFY considers equity in their work. These are listed below.

- Tries extremely hard to **reach all communities** that need services.
- **Advocates for everyone** in a relentless manner.
- Has a **diverse group of staff and providers** aligned to the population served.
- Is intentional when it comes to **equitable distribution of resources**.
- Serves schools that have the **highest levels of need**.
- Ensures schools and providers **fully understand issues of equity**.
- **Provides resources** (food, devices, etc.) to students who need them.
- Steps in to **fill gaps** when inequities are identified.
- **Responds to crises** (COVID-19) and their disproportionate impact very well.

Equity Improvement

School partner interviewees had a few ideas for continuing to improve equity. These are listed below.

- Work to ensure all **directors** are working at a **highly effective** level.
- Provide the support required so all programs have **high quality content**.
- Ensure staff are **seeking out youth** who would benefit from services.

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Appendix C
Measure Descriptions

Measure Descriptions

Brief summaries of measures are provided below

	Summary Description
CFY Archival Data	Data collected by CFY (e.g., number/amount of sites and students served, providers, funding, trainings offered, training attendance)
Partner Archival Data	Data collected from coordinating agencies and program providers (e.g., program staff counts/capacity, demographics, average wage)
School Data	Youth data available from school districts (e.g., demographics, attendance, grades/GPA, test scores, behavior)
Partner Staff Surveys	Surveys to assess perceptions, satisfaction, participation in training, and outcomes of CFY coordinating agencies and program provider staff
Funder Survey or Meeting	Survey or meeting to assess perceptions, satisfaction, and outcomes of CFY funders
Youth Surveys	Surveys to assess perceptions, satisfaction, and outcomes of youth participating in CFY programming
Teacher Survey	Survey to assess teacher perceptions of the academic performance, behavior, and engagement of youth
Parent Survey	Survey to assess parent perceptions and satisfaction with programming and its impact on their child
Program Quality Assessment	Youth Program Quality Assessment of the quality of programming administered by CFY partners
Site Assessment	Self-assessment of site performance and partnerships which is completed by the coordinating agency, principal, and CFY