



Collective for Youth

Measurement Framework

April 2021

Measurement Framework

Measurement framework is the fourth and final program theory stage

Measurement
Framework

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

Long-Term Outcomes

More Youth Served by Quality Programs

Giving Goals Met & Continued Funding

Civically Aware & Prepared for Future

Enough Programs Exist to Fulfill Need

Intermediate Outcomes

Enhanced Program Quality & Capacity

Satisfied with Practices & Impact

Higher Self-Esteem & School Performance

Advocate for Quality Programming

Short-Term Outcomes

Diverse, Trained & Supported Staff

Understand Funding Model & Trust CFY

Engaged in Diverse Experiences

Aware of Program Offerings

Activities

Advocacy & Leadership

Fundraising & Resource Management

Network Coordination

Programming Facilitation

Training & Assessment

Data Collection & Reporting

Resources

Building & Supplies

Staff & Partners

Funding & Philanthropy

Curriculum & Technology

Training & Assessments

Partner Outcomes Funder Outcomes Youth Outcomes Community Outcomes

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

Measures

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

Measures	Research Questions						
	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 Assess.				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 for 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 related to 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).



Appendix

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 Assess.	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