

Theory of Action

This Theory of Action depicts how the work of Collective for Youth (CFY) is resourced and implemented to fulfill their mission and achieve desired outcomes. The graphic includes all components listed below.



Resources - Guiding Principles - Activities - External Factors -



Resources -

Raw materials and assets that are currently available for CFY to use to facilitate activities.

Building & Supplies

Buildings. Buildings and office spaces allow staff to collaborate with program providers and coordinate out of school time programming.

Supplies. A variety of supplies and materials allow for the administration of engaging and educational out of school time programming.

Staff & Partners

CFY Staff. Staff in Leadership, Operations, Development, Program Quality, and Supportive Services work together to serve out of school time providers.

Partners. Coordinating agencies and program providers work together to administer out of school time programming to youth.

School Districts. Partnerships with school districts and their staff enable collaboration and facilitation of the use of school buildings and services for purposes of administering out of school time programming.

Funding & Philanthropy

Funding. CFY primarily receives funding from private and community foundations as well as the federal government through 21st Century Community Learning Center grant funds.

Philanthropy. Nebraska has a generous philanthropic community supportive of nonprofits and initiatives to serve our youth and build a better community.

Curriculum & Technology

Curriculum. Out of school time curriculum is informed by program quality standards and delivered to youth by program providers.

Technology. Technology devices and connectivity enable access to innovative programming and virtual learning.

Evidence-Based Practices. Out of school time evidence-based practices are used to inform and build training resources, assessments, and curriculum.

Training & Assessments

Training Resources. Training materials and professional development courses are offered to providers to inform and enhance their work with youth.

Assessments & Surveys. The Youth Program Quality Intervention is a comprehensive system used to improve program quality and includes a research validated assessment. Student, parent, teacher, and staff surveys are also administered to understand program outcomes and perceptions.

Databases & Systems. Databases are used for tracking student-related metrics, and a provider portal is available for access to online training materials, self-assessments, quality standards resources, and more.

Guiding Principles -

Philosophy that guides CFY in its implementation of activities and achievement of outcomes.

Visionary Leader

We have a vision of a thriving community of out of school time providers.

We empower providers to ignite the imagination and grow the minds of youth.

Equity Centered

We consider equity in all that we do. We strive to ensure providers have what they need to offer all youth the high quality programming that they deserve.

Adaptive Minded

We embrace a growth mindset and adapt our approach to offer providers the support they need. We encourage providers to be agile in their work with youth.

Improvement Focused

We believe there is always room to improve and are hopeful for the future. We approach our work through a lens of continuous improvement, always striving for growth.

Data Informed

We leverage data to inform our services and support our decisions. We see data as a critical tool to guide us and our partners toward success.

Relationship Driven

We know relationships are critical to the success of this work. We work to develop open, transparent, and collaborative relationships with our partners.



Activities -

Actions implemented by CFY to achieve short, intermediate, and long-term outcomes.

Advocacy & Leadership

Advocacy. Advocate for youth, families, and providers in order to bring awareness to the value of quality out of school time programming.

Content Expert. Act as a content expert and leader by sharing out of school time programming successes and best practices at the local and national level.

Fundraising & Resource Management

Fundraising. Manage fundraising efforts and disperse funding to providers.

Resource Pooling. Coordinate and pool local and national resources, assets, and expertise to strengthen and diversify the network.

Child Care Subsidies. Guide providers in the collection of Health and Human Services child care subsidies.

Network Coordination

Network Management. Build, maintain, and grow a network of diverse, high-quality out of school time providers.

Program Coordination. Streamline and coordinate programming and resources (e.g., school materials, healthy snacks) across program sites.

Collaboration. Encourage and facilitate collaboration and information sharing among out of school time providers.

Liaison. Act as a liaison to facilitate communication and maintain strong relationships between funders, providers, and schools and provide connections to community initiatives.

Programming Facilitation

Program Standards & Accountability. Develop and communicate overarching out of school time programming quality standards and hold providers accountable to those standards.

Program Content. Identify and fill gaps in programming to address youth needs and facilitate specialized programming.

Capacity Building. Facilitate capacity building efforts among providers to improve the quality and sustainability of the out of school time network.

Training & Assessment

Onboarding. Onboard providers and staff to the network to facilitate understanding of processes, practices, and expectations and provide standardized background checks.

Training. Provide training, professional development, guidance, and networking opportunities to providers and staff.

Assessment & Coaching. Assess and track program quality and leverage results to inform coaching and guidance offered to providers.

Data Collection & Reporting

Data Collection. Support data collection efforts via a data system, surveys and assessments, and technical assistance.

Reporting. Facilitate reporting processes, compile results, fulfill reporting requirements, and leverage findings to inform program improvement.

External Factors -

Conditions or stimuli outside of CFY's control that influence its resources, activities, and/or achievement of outcomes.

Disparities and Inequities

Disparities and inequities exist in systems and institutions resulting in differential treatment, opportunities, and outcomes for youth based on race, ethnicity, gender identity, disability, etc.

Family Involvement

Family dynamics, support, and buy-in can impact the attendance and engagement of youth in programming.

Funding Availability

The availability and sustainability of funding can affect the prevalence and quality of out of school time programming in the community.

Policies & Regulations

Local, state, and federal policies and regulations influence how the out of school time work is conducted and the options available to youth.

Political Environment

The perceptions, beliefs, values, and vision of political leaders can affect the community support for high quality out of school time programming.

Poverty

Youth living in poverty may experience negative effects on their health, behavior, readiness for school, and academic performance.

Partner Practices

Partners are independently-run with their own internal structures, practices, and norms that may not always align with the larger vision and approach.

School Districts Dynamics

The leadership, staff, and dynamics within school districts can create variability in practices, decisions, models, approaches, and support which can present challenges in delivering quality out of school time programming.

Staff Turnover

The turnover and availability of quality out of school time talent can make it difficult to serve youth and provide quality programming.

Youth Health

The mental, emotional, physical, and behavioral health of youth can affect programming delivery and its impact.