

## Theory of Change

This Theory of Change illustrates how change could unfold as a result of Collective for Youth (CFY). The graphic below depicts a progression of outcomes related to partners, funders, youth, and the community.

**S** Short-term outcome    **I** Intermediate outcome    **L** Long-term outcome

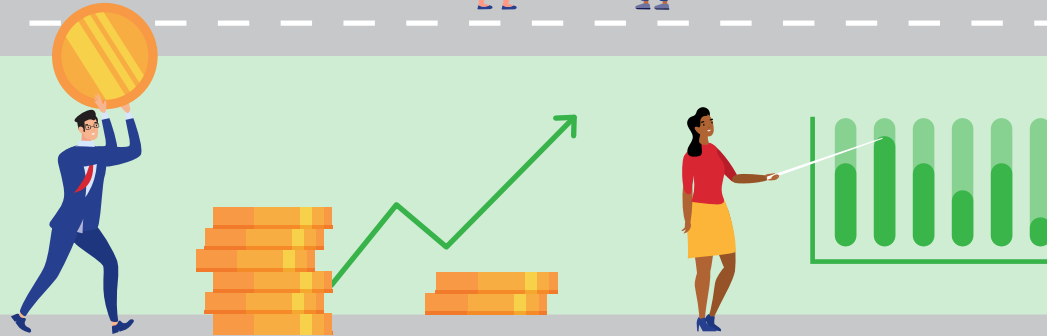
**Partner Outcomes**  
Partners are supported, coordinated, and effective.

**S**    **I**    **L**



**Funder Outcomes**  
Funders are aware, satisfied, and committed to the network.

**S**    **I**    **L**



**Youth Outcomes**  
Youth are safe, engaged, and prepared for the future.

**S**    **I**    **L**



**Community Outcomes**  
The community is informed, supportive, and benefited.

**S**    **I**    **L**



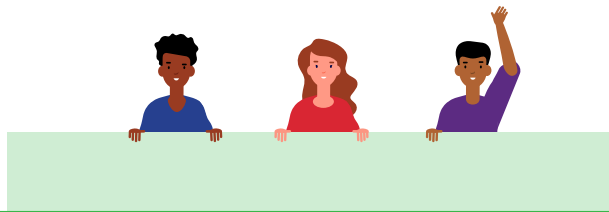


## Partner Outcomes

- S**
  - Partners add more diverse staff to reflect the communities being served
  - Partner staff are trained to provide high quality programming
  - Partner staff feel supported in their work
  - Partner staff enjoy the work that they do
  - Partners have a strong relationship with CFY staff
  - Partner staff want to collaborate to improve programming
  - Partners are engaged in the out of school time network
- I**
  - Partner staff are confident in their skills and ability to serve youth
  - Partners are aligned with one another on network expectations and outcomes
  - Partners experience more synergies and collaboration
  - Partner staff are paid a fair and competitive wage
  - Partner staff feel like valued professionals
  - Partners adhere to quality programming standards
  - Partner programming quality increases
  - Partners grow and expand their capacity
- L**
  - Partner staff are culturally responsive
  - Partner programming standards of excellence are established
  - Partners embed quality standards and practices in all work
  - Partner practices are considered best practice
  - Partners serve more sites and a greater number of youth

## Funder Outcomes

- S**
  - Funders understand how their gifts are distributed
  - Funders are aware of the impact of their funding
  - Funders are satisfied with the blended funding model of CFY
  - Funders have trusting relationships with CFY staff
  - Funders are confident that their giving goals will lead to important outcomes
  - Funders feel comfortable providing funding to CFY
- I**
  - Funders perceive that their funding practices have been streamlined
  - Funders are satisfied with how their funds are being distributed
  - Funders believe that disbursements are well managed
  - Funders have a positive relationship with CFY
  - Funders understand the ecosystem among CFY, partners, and schools
  - Funders are able to coordinate their funding with other funders
  - Funders see an impact in outcomes from their funding
- L**
  - Funders have their giving goals met
  - Funders continue to fund out of school time programming
  - Funders provide enough funding to meet the out of school time need



## Youth Outcomes

- S**
  - Youth have supervision and structure during out of school time
  - Youth feel safe during out of school time
  - Youth have consistent and positive role models
  - Youth are engaged in out of school time programs
  - Youth attend more days of out of school time programming
  - Youth have new and diverse opportunities and experiences
  - Youth learn skills and develop personal and career interests
- I**
  - Youth have caregivers who are engaged in their academics
  - Youth have increased confidence and self-esteem
  - Youth are motivated to attend school and do well in school
  - Youth are engaged in school and their education
  - Youth miss fewer days of school
  - Youth behavior improves
  - Youth academic performance improves
  - Underrepresented youth achieve higher levels of academic achievement
- L**
  - Youth graduate high school
  - Underrepresented youth are more represented in programs
  - Youth want to attend college or trade schools
  - Youth attend college or trade schools
  - Youth are better prepared for the workforce
  - Underrepresented youth are more represented in the community talent pool
  - Youth have improved social, emotional, and physical health
  - More youth have access to high quality out of school time programs
  - Youth are civically aware and engaged in their community

## Community Outcomes

- S**
  - The community is aware of out of school time programming and offerings
  - The community understands how to access out of school time programming
- I**
  - The community views partners as more than childcare services
  - The community understands how to access high quality out of school time programming
  - The community advocates for more out of school time programming
  - The community has more job opportunities in the out of school time sector
  - The community has improved out of school time policies
- L**
  - The community has enough out of school time programs to fulfill the need
  - The community has a reduction in expanded learning opportunity disparities
  - The community has safe and healthy youth
  - The community has lifelong learners who are engaged in the community
  - The community sees a decrease in juvenile crime during out of school time hours
  - The community has informed and capable citizens