Washington Office of Superintendent of
PUBLIC INSTRUCTION

Local Evaluation Guide

September 2021

Support Washington 21st CCLC Centers' use of meaningful local evaluation as a means of informing continuous program improvement and sustainability.

About This Guide
This guide was collaboratively developed by the Office of Superintendent of Public Instruction (OSPI) and the American Institutes for Research (AIR), building from work done by the Texas Education Agency (TEA) in partnership with AIR and Diehl Consulting Group.

How to Use the Guide
The guide offers a framework for conducting high-quality, meaningful, local evaluation. The concepts presented provide a roadmap for planning, conducting, and using local evaluation to drive program improvement and inform sustainability. **Programs are encouraged to customize the approaches outlined within the guide to meet their unique needs.**

Organizational Structure
The guide consists of a description of the OSPI evaluation requirements and a recommended framework for conducting local evaluation that is organized around a continuous improvement cycle with these key stages:

- Develop
- Assess-Plan-Improve
- Report

What Is the Purpose of Local Evaluation?

Local evaluation is a process that provides centers with meaningful information to inform areas for improvement and identify promising aspects of a program to sustain. A **meaningful evaluation** is one that centers youth and family voice and generates actionable and relevant information about center-level processes and outcomes. This information assists centers in understanding areas of their program that are going well and aspects where changes can be made to maximize participant outcomes. Findings also support center efforts to sustain what is working by providing objective results to be shared with internal and external stakeholders.

Meaningful Local Evaluation Key Principles

Collaborative processes. Collaboration among grant management, center-level staff, local evaluators, youth and their families, and other partners helps to ensure relevant information is being collected and used. A local evaluation team is recommended to facilitate this process. Membership may include key center staff, partners, youth, families, and the local evaluator.

Intentional program design. Programs grounded in a sound theory of change and illustrated by a logic model facilitate shared understanding of intentional connections between needs, program components, processes, and outcomes.

Assessment of implementation. Ongoing assessment of implementation guides improvement efforts and facilitates understanding of outcomes. This includes measuring core aspects of fidelity (e.g., adherence, exposure, quality, and engagement).

Locally informed and accessible measures. Measures are most effective for understanding progress on selected performance indicators when they are locally informed, focused, easily accessible, and limited in scope.

Focus on center capacity. Evaluation capacity is achieved when center staff possess the *knowledge and understanding to participate in evaluation planning and implementation* (e.g., informing measures, collecting data), and when they have access to resources and tools that support evaluation capacity. Evaluators are a key support as coaches in this work.

Start

Throughout this guide, important information is signified by one or more of the icons described here.

OSPI evaluation requirement

Recommended best practice

Supplemental resource (*Local Evaluation Toolkit*)

Getting Started Stage

1 Understand Local Evaluation Requirements

1. Select a local evaluator
2. Submit a center-level logic model (due: annually—first Monday of November)
3. Submit an executive summary to OSPI (due: annually—first Monday of November)
4. Post an annual evaluation report (due: annually—first Monday of November)

Pages 4 & 5

2 Select Local Evaluator

Align with best practices for identifying and procuring evaluation services.

Page 6

3 Convene an Evaluation Team

Align with best practices related to membership, leadership, meetings, roles, and responsibilities.

Page 7

4 Understand Continuous Improvement Cycle and Timeline

Align with the assess-plan-improve model.

Pages 9 & 10

Develop Stage

5 Identify/Review Theory of Change

Document the relationship between planned activities and the intended outcomes your center is working to achieve.

Pages 11 & 12

6 Create/Update Logic Model

Create a visual representation of a program, depicting key components and relationships among needs, program goals, inputs (resources), outputs (activities and implementation fidelity), and expected outcomes.

Pages 13–16

7 Create/Update Evaluation Plan

Communicate how the program will be evaluated, including key evaluation questions and methods used to collect, analyze, and report on program implementation (process evaluation) and outcomes (outcome evaluation).

Pages 17–22

Start

Throughout this guide, important information is signified by one or more of the icons described here.

OSPI evaluation requirement

Recommended best practice

Supplemental resource (*Local Evaluation Toolkit*)

Assess-Plan-Improve Stage

8

Collect, Analyze, and Review Data

Engage in a formal review process with your evaluation team during the winter.

Page 22

9

Create/Update Improvement Plan

Identify key improvement areas based on evaluation activities and detail the approach to addressing them.

Pages 23–26

10

Implement Improvement Plan

Use tools and resources provided at both the state and local levels to implement your improvement plan.

Page 27

11

Improvement Plan Check-In

Based on review of key data points such as quality assessment observations or survey completion, plan program adjustments.

Page 27

Report Stage

12

Final Analysis, Review, and Reporting

Communicate results to internal and external stakeholders, inform improvement, and identify promising aspects of the program.

Page 28

13

Complete the Annual Improvement Plan

Examine progress made toward current-year improvement areas and identify further areas of improvement for the next year.

Pages 29–31

Understand Local Evaluation Requirements

Before beginning the external evaluation process, it is important to understand the associated OSPI requirements. Sit down with your team to review the following requirements; all team members need to understand each requirement, when it is due, and who is responsible for it.

The remainder of this guide elaborates on the OSPI local evaluation requirements that are signified with this symbol: . The guide also describes recommended best practices, which are signified with this symbol: . Although the recommended best practices will strengthen your local evaluation process, they are not OSPI local evaluation requirements.

OSPI Local Evaluation Requirements

Select a Local Evaluator	• **Grantees are required to select a local evaluator.** A program evaluator is someone who has formal training in research and/or evaluation and has experience in conducting program evaluation. Local evaluators should be individuals or organizations that are independent of the program and have no personal or financial stake in your 21st CCLC program or the outcome of the evaluation. Some school districts operate an internal program evaluation office. Grantees may use either their organization's internal evaluation office or a contracted external entity. An internal evaluator must not be involved in the implementation or delivery of the program. • When selecting a local evaluator, programs must follow local procurement procedures and grant-related requirements. Conducting a thorough identification and interview process can help identify a high-quality local evaluator. *Resources to assist with the selection process (e.g., interview questions, roles/responsibilities, example contract template) may be found in the* Local Evaluation Toolkit.
Submit a Center-Level Logic Model (Due: Annually—First Monday in November)	• A logic model is a visual representation of the program, depicting key components and relationships among needs, program goals, inputs (resources), outputs (activities and implementation fidelity), and expected outcomes. A logic model includes the theory of change behind the program, and is the foundation of program planning, evaluation, program management, continuous improvement, and communications. Centers have the flexibility to select which logic model framework best represents their program, but centers are **required to submit an updated center-level logic model by the first Monday of November each year**. Recommended best practices for logic model development are included within this guide. *A logic model template may be found in the* Local Evaluation Toolkit.

OSPI Local Evaluation Requirements

Submit a Center-Level Improvement Plan (Due: December/April)	• An improvement plan is a working document that guides the center throughout the continuous improvement process, based on identified key improvement areas determined from evaluation activities, along with details on how to address them. Similar to creating outcomes, improvement strategies are recommended to be framed with SMART (specific, measurable, attainable, relevant, time-based) criteria. Improvement planning is the heart of the continuous improvement process; therefore, grantees are **required to submit an updated center-level improvement plan. Returning grantees must submit in December; new grantees must submit in April.** *An improvement plan template may be found in the* Local Evaluation Toolkit.
Post an Annual Evaluation Report (Due: Annually—First Monday in November)	• **Grantees are required to complete a comprehensive annual evaluation report**. While this report is not submitted directly to OSPI, **the report is to be posted on the grantee's website** to assist stakeholders' understanding of results associated with the program. To accomplish this, the report must effectively communicate information to diverse groups. While grantees have the flexibility to decide what goes into this annual report, it is required that it **include both grantee- and center-level information**. There are additional recommended components included within the Final Analysis, Review, and Reporting section of this document (page 28).
Submit an Executive Summary to OSPI (Due: Annually—First Monday in November)	• Federal 21st Century Community Learning Center (CCLC) statute requires that programs undergo evaluation to assess progress toward providing high-quality opportunities for academic enrichment and overall student success. **OSPI requires that grantees conduct local evaluation at the center level and submit an executive summary from the annual evaluation report that includes both grantee- and center-level information on an annual basis**. While centers have the flexibility to decide the content of this summary, required elements to be included within the summary are included within the Final Analysis, Review, and Reporting section of this document (page 28).
Submit a Comprehensive 5 Year Evaluation Report (Due: First Monday in November)	• **Grantees are required to complete a comprehensive annual evaluation report each year; in year 5, the report is submitted to OSPI.** While grantees have the flexibility to decide what goes into this report, it is required that it include both grantee- and center-level information and include information summarizing the 5 years of the grant. There are additional recommended components included within the Final Analysis, Review, and Reporting section of this document (page 28). ***Important Note:*** *In the final year of funding, many programs end on August 31. Keep in mind that some data are not available until after this date, so plan your evaluation activities and related staffing to support the ability to submit a final comprehensive report by November.*

Select a Local Evaluator

The local evaluator will be responsible for the overall implementation of the local evaluation and summarizing the findings in the final report and accompanying executive summary. To hire a qualified evaluator, grantees must engage in a thoughtful and intentional procurement process that follows the guidelines set forth by their district and/or organization. All evaluators (new or returning) must have a signed contract with the district/organization. There are several steps that you can take to ensure that the selection process is successful.

Become familiar with your local procurement process – Organizations use a procurement process to secure all new services and/or products. You will need to fully understand the procurement process to ensure that you are following all procurement requirements.

Tailor the external evaluation to meet local needs – The local evaluation is meant to document strengths, opportunities, and challenges that are specific to the local program. Discuss with the evaluator how you would like them to collaborate with your team and how they will carry out required tasks. The *Local Evaluation Toolkit* includes a list of questions to help you tailor the evaluation to meet local needs. Remember, the decisions should appear in the request for proposals, so that all potential candidates fully understand the scope of work.

Develop a request for proposals (RFP) that includes a thorough job description – The RFP is what candidates will rely on to understand the local evaluation requirements, the responsibilities of the evaluator, and the final deliverables. The RFP will also specify how interested candidates apply. The *Local Evaluation Toolkit* includes a sample RFP and a sample job description to help you with this step.

Advertise the RFP widely – To secure the best candidate, share the RFP and/or job description on reputable job search sites. Consider sharing the RFP and/or job description with trusted colleagues who can share with their networks.

Involve key stakeholders in the interview process – A meaningful local evaluation is collaborative. The interview process is a great opportunity to involve key stakeholders who may work with the evaluator. The *Local Evaluation Toolkit* includes useful sample interview questions.

Best Practice

- *Advertise locally at nearby colleges and universities. Also ask community partners (e.g., local non-profits) where they advertise.*
- *Post to national job search sites such as American Evaluation Association, Idealist, and Catalyst:ed.*

Resources to assist with the selection process (e.g., interview questions, roles/responsibilities, example request for proposals, example contract template) are provided in Resources 1–2 of the Local Evaluation Toolkit.

Convene an Evaluation Team

Local Evaluation Framework

In keeping with the core purpose and principles of meaningful evaluation, a local evaluation framework grounded in an **overall evaluation and continuous improvement** cycle is recommended. Central to this framework is the establishment of a local evaluation team to facilitate this process and implement various evaluation tasks. Although not required, centers are encouraged to identify a team.

Keys to Building an Effective Local Evaluation Team

Membership: Membership may include the program director, key center staff, youth and their families, community partners, and the local evaluator. It is important and useful to engage other key stakeholders, such as guardians, students, or other volunteers who can offer a more holistic understanding of the program and stakeholder needs. It is crucial that several frontline staff such as youth workers or teachers are included in some way to help strengthen the validity of assessment results and provide a greater likelihood of successful implementation of improvement plans.

Leadership: It is helpful to designate a leader to facilitate the process. This requires someone who has enough time to manage working with all of the stakeholders and ensure everything is done in a timely matter. It does not necessarily need to be a program administrator, and could be anyone on the evaluation team who has the capacity to serve as facilitator. It may also be the local evaluator or another external stakeholder who takes on this role.

Meetings: It is important to create a dedicated meeting schedule, aligned with key evaluation checkpoints, in the beginning of the year to set a plan for convening regularly throughout the year.

Roles/Responsibilities: Clarifying roles and responsibilities of all team members will help to ensure participants understand their unique contributions. Since local evaluators are contractors it is important to outline responsibilities within the evaluator agreement/contract. It is equally important to identify responsibilities of all staff and other stakeholders (e.g., community partners, volunteers) involved on the team. Suggested roles and responsibilities follow.

An external evaluation is a collaborative process in which everyone plays a key role. The table below shows the recommended roles and responsibilities of team members. It also shows which team member will lead each task (signified by an **L**) based on their expertise and their role. Notably, the external evaluator leads tasks related to logic models, analyzing data, and reporting.

Recommended Roles/Responsibilities **(Align with unique center needs and evaluation expectations)**	**Local Evaluator**	**Project Director**	**Center Staff**	**Youth, Family, and Other Stakeholders**
• Oversee and coordinate overall grant and center evaluation.	✓	**L**		
• Assist in building the skills, knowledge, and abilities of center staff and stakeholders.	✓	**L**		
• Participate fully in the development of the logic model and overall process and outcome evaluation planning and implementation.	**L**	✓	✓	✓
• Conduct on-site quality observations.	✓		**L**	
• Document process and outcome results to guide decision making.	**L**			
• Participate in improvement planning to improve operations and quality by identifying improvement needs and challenges.	✓	**L**	✓	✓
• Implement action steps identified within the improvement plan.		**L**	✓	✓
• Collect process and outcome data and share with the evaluator.		✓	**L**	
• Conduct quantitative and qualitative data analysis and assist centers in understanding results.	✓			
• Produce annual local program evaluation reports for public posting, including a summary of results for submission to OSPI.	**L**			
• Inform, review, approve, and disseminate local annual evaluation reports and program summaries.		**L**	✓	✓

Understand Continuous Improvement Cycle & Timeline

A continuous improvement cycle involves the *ongoing* collection and *use* of information to *inform* program operations and delivery. There are several different approaches to conducting continuous improvement. The recommended process described in this guide involves three interrelated stages (Develop, Assess-Plan-Improve, and Report). This approach to continuous improvement accounts for centers at different stages. For example, centers operating in their first year of programming or undergoing leadership, staffing, or organizational changes may find it helpful to put more emphasis on developing a logic model and evaluation plans. More established centers are able to draw on prior evaluation results and improvement plans to refine logic models and evaluation plans, ensuring planned evaluation activities are relevant and meaningful to the center. These stages are summarized below, followed by a more detailed description.

Develop Stage

The "develop" stage provides an opportunity to identify or further enhance programming to ensure intentional connections between program offerings and outcomes. Emphasis on evaluation planning reinforces stakeholders' ownership in the process and facilitates understanding of planned evaluation activities.

- For newer centers or those experiencing change, this stage focuses on creating a center-level logic model that depicts key relationships among needs, inputs, activities (outputs), and outcomes. This stage also focuses on developing process evaluation, program implementation, and outcome evaluation plans.
- More established centers (operating for more than a year with stable leadership, staffing, and organizational structures) focus on refining existing logic models and evaluation plans, while also examining improvement plans developed from the prior-year report stage.

Assess-Plan-Improve Stage

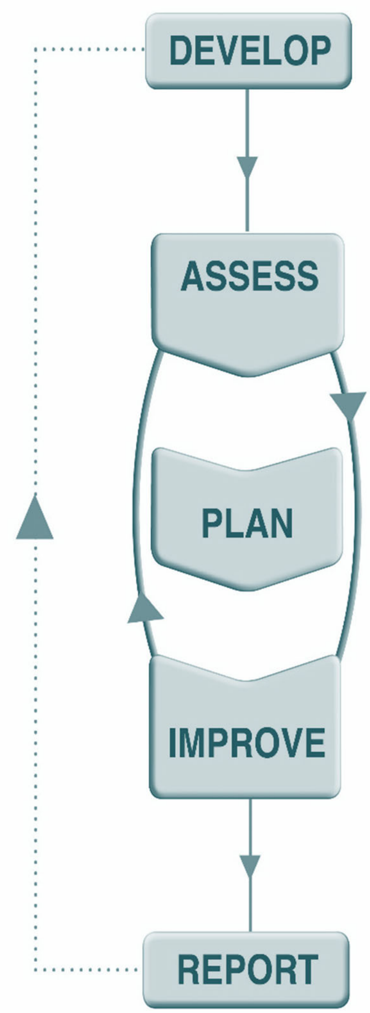
The "assess-plan-improve" stage builds on the Youth Program Quality Intervention (YPQI) work and involves the collection and analysis of all data from your process and outcome evaluation plans. This stage provides an opportunity to better understand program implementation and examine improvement plan progress.

- All centers examine evaluation data to inform mid-year improvement plans with a goal of improving center operations and program delivery.
- More established centers also examine progress made on previously developed improvement plans.

Report Stage

The "report" stage involves final analysis and reporting of all process and outcome evaluation data collected. This review includes identifying key findings, areas for improvement, and promising aspects of the program to continue and expand.

- Centers have an opportunity to reflect on program successes and challenges, while creating specific plans for improving programs and operations.
- Sustainability is informed through continued focus on improvement of implementation, while also documenting program achievement to celebrate and share with key stakeholders.



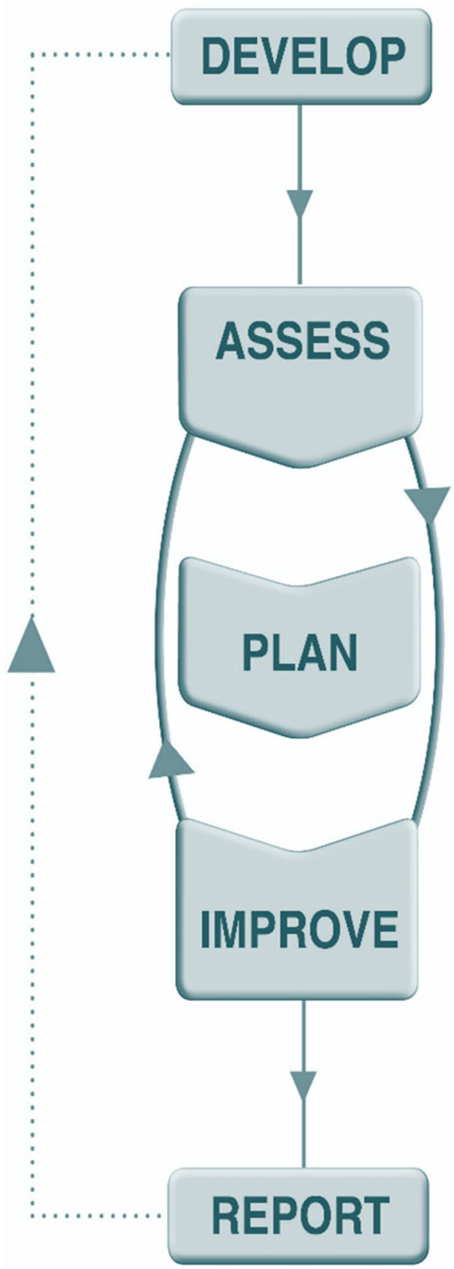
Adapted and modified from
© The Forum for Youth Investment

Recommended Timeline and Checklist

Evaluation and Continuous Improvement Cycle

While evaluation and continuous improvement is an ongoing process, the following recommended timeline is provided to assist grantees in understanding timing of key evaluation and improvement tasks. A detailed description of each task is included within each of the main continuous improvement stage sections.

Start of program year



Adapted and modified from
© The Forum for Youth Investment

- ☐ Identify Theory of Change (new/changing centers) or Review Theory of Change (established centers)
- ☐ Create Logic Model (new/changing centers) or Update Logic Model (established centers)
- ☐ Create Evaluation Plan (new/changing centers) or Update Evaluation Plan (established centers)
- ☐ Collect, Analyze, and Review Data (all centers)
- ☐ Create Improvement Plan (all centers)
- ☐ Implement Improvement Plan (all centers)
- ☐ Improvement Plan Check-In (established centers)
- ☐ Final Analysis, Review, and Reporting on All Process and Outcome Data From Summer, Fall and Spring (all centers)
- ☐ Complete the Annual Improvement Plan (all centers)

End of program year

Develop Stage	**Focus Areas:** ✓ Identify Theory of Change (new/changing centers) or Review Theory of Change (established centers) ✓ Create Logic Model (new/changing centers) or Update Logic Model (established centers) ✓ Create Evaluation Plan (new/changing centers) or Update Evaluation Plan (established centers) ✓ Create Improvement Plan (all centers)

Develop or further enhance programming to ensure intentional connections between program offerings and outcomes.

Step **5** of 13

Identify and Review Theory of Change

A **theory of change** represents the relationship between planned activities and the intended outcomes your center is working to achieve. It addresses the question, *"How do we know the activities being implemented as part of our program will lead to the results we are wanting to achieve?"* By answering this question, an overall foundation for your center is created.

Example: The theory of change could be that students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components will yield improvement in academic performance, attendance, behavior, and promotion and graduation rates of students.

When establishing your theory, it is helpful to draw on research and best practice from the afterschool field. Helpful resources include, for example, the OSPI website, Youth for Youth (Y4Y), National Afterschool Association, and National Summer Learning Association. Members of the evaluation team can be assigned to collect this information. Some of your activities may already have been established as evidence based, and having this evidence will give your program more confidence that the activities will lead to the results you are trying to achieve. In addition to examining current research, established programs may further enhance their theory of change by reviewing prior evaluation findings or anecdotal experience from implementation as well.

Questions to Consider

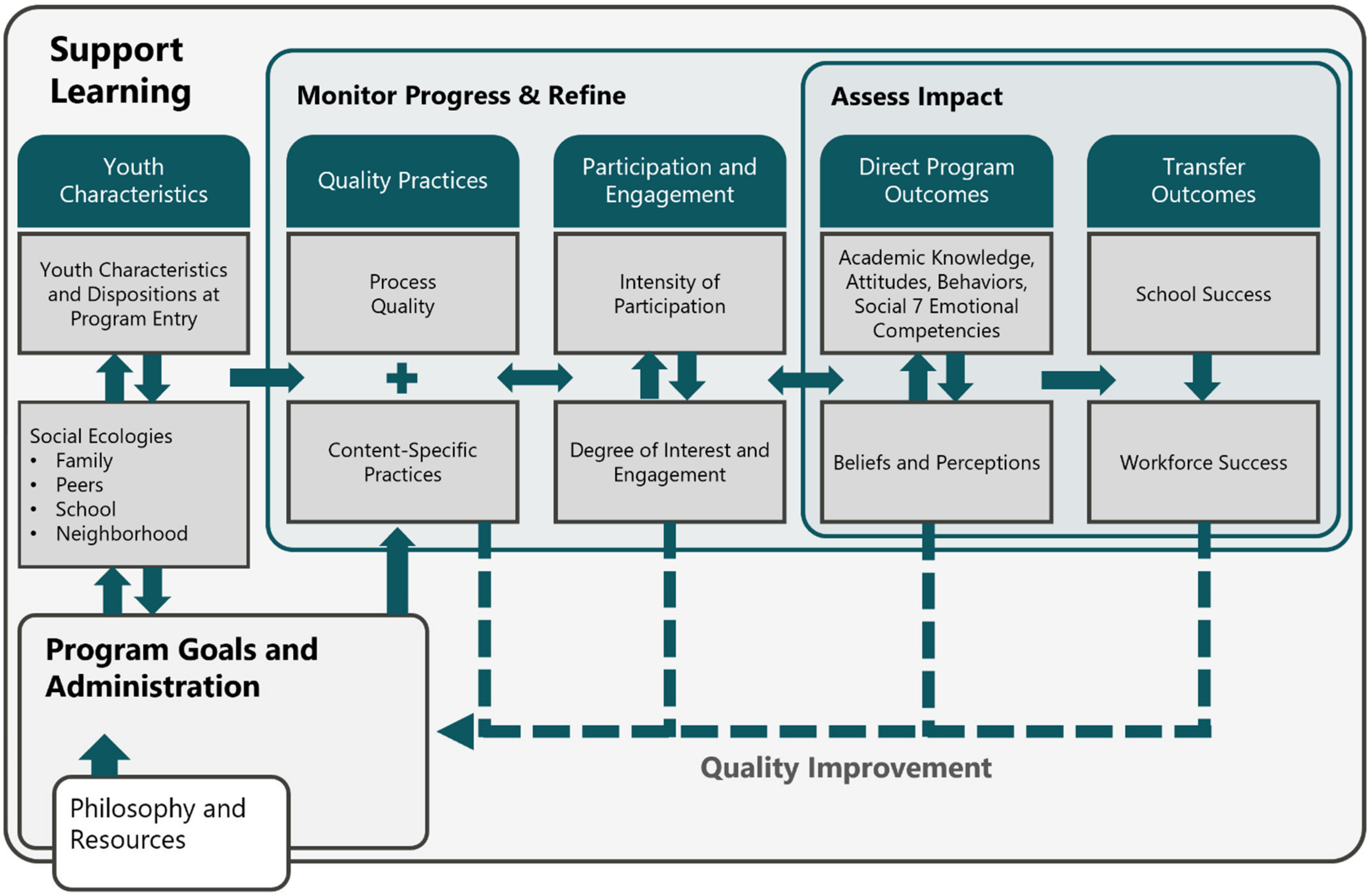
- How do we know selected activities will lead to the results we are trying to achieve?
- How well are activities aligned with the school day (e.g., shared ownership and understanding of identified student needs, considered an asset to regular school day, two-way communication/learning between regular day and OSPI)?
- What are the unique needs of our participants or community that must be taken into account in our overall program design? (Note: Draw on established needs from your initial application and review to ensure alignment with your program design.)

Best Practice

- *Assemble your evaluation team to review research and discuss the theory of change.*
- *Make sure you understand the unique needs of your community and participants so you can align activities to these needs.*
- *Align your center's theory of change with the school improvement focus and strategies.*

Theory of Change for How Afterschool Programs Can Impact Youth

To fully understand the impact of the 21st CCLC program in Washington, it is important to ground our evaluation activities in a theory regarding how afterschool programs can have an impact on youth. For more than a decade, researchers have explored how youth benefit from participation in high-quality afterschool programs.[1,2,3,4] The framework presented below represents the theory of change used for statewide evaluation purposes, based on research that outlines the key elements that must exist for afterschool programs to have an impact. This conceptual framework can serve as an overarching guide for a local evaluation theory of change.



[1] Auger, A., Pierce, K. M., & Vandell, D. L. (2013). *Participation in out-of-school settings and student academic and behavioral outcomes*. Paper presented at the American Educational Research Association 2013 Annual Meeting, San Francisco, CA.
[2] Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Psychology, 45*, 294–309.
[3] Eccles, J. S., & Gootman, J. (2002). *Community programs to promote youth development*. National Academy Press.
[4] Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). *Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs*. Policy Studies Associates, Inc. https://www.purdue.edu/hhs/hdfs/fii/wp-content/uploads/2015/07/s_iafis04c04.pdf

Create or Update the Logic Model

A logic model is a visual representation of a program, depicting key components and relationships among needs, program goals, inputs (resources), outputs (activities and implementation fidelity), and expected outcomes. A logic model illustrates the theory of change behind the program and is the foundation of program planning, evaluation, and program management. It is also an essential communication tool to assist stakeholders in understanding how needs, activities, and outcomes are connected.

You should expect that **each center's logic model will be different,** because everything flows from the students and families you serve and their unique needs. As needs vary, resources and activities also differ to best serve participants. Additionally, each center's unique school partnerships call for distinct instructional strategies. Each of these unique components should be considered in your logic model.

Grantees are required to submit updated center-level logic models by the first Monday in November each year. There are several logic model formats to choose from that depict the program goals and outcomes. A sample version is provided below. Grantees should feel free to adapt the format to best meet the needs of their center(s).

A logic model template is provided in the Local Evaluation Toolkit.

Best Practice

- *Fully engage your evaluation team in the development of the logic model.*
- *Develop a shared understanding of key evaluation terms (inputs, outputs, and outcomes).*
- *Align afterschool programming with school improvement plans.*
- *Align family programming with specific needs and desired outcomes.*
- *Use numbering within the logic model to align specific goals, outputs, and outcomes.*
- *A function model is a more detailed approach to describing relationships between program activities and outcomes. Programs may benefit from using this approach to enhance the logic model.*

Logic Model

Youth, family, and community needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
		Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
Underlying problem(s) to be addressed through program and center activities	*Broad statement indicating desired direction of change*	*Materials, human resources, or assets being put into (invested in) the program*	*Activities conducted to reach students and families*	*The products of activities and extent to which activities are implemented as designed, expose participants to recommended dosages (e.g., program attendance), are delivered with quality, and engage participants*	*Conditions that we expect to change as a result of what we are doing (attitudes, knowledge, behaviors)*

Considerations When Creating or Updating the Logic Model
Youth, Family, and Community Needs
Needs represent problems, shortcomings (gaps), or conditions that impact desired outcomes. Various data sources (school- and community-related data, school improvement plans, student data) can be used to triangulate the needs of youth and families in your program. You may need to collect more information through focus groups or surveys. Key questions include the following: • What are the underlying issues impacting youth and families in our center? • How do we know these are the needs we should be focusing on? • What are the root causes? **When identifying needs, draw from the information provided in your approved grant application. Also, provide specific evidence and the data source used to determine the need. Needs may change over time, so it is important to monitor these over time.** ***Examples:*** • On average, Grade 4 students are not demonstrating reading comprehension skills. Specifically, only 25% of Grade 4 students passed the comprehension portion of the local assessment. • Parents of students in Grades 3–5 have difficulty helping their child with homework. Specifically, 40% of parents surveyed with students in Grades 3–5 reported not understanding how to help their child with the homework. • A large percentage of middle school youth have chronic school-day attendance issues. Specifically, 85% of these youth attend 10% or less of enrolled days. Further, middle school youth report few opportunities for other aspects of school engagement. Specifically, a focus group with a representative group of students highlighted few activities of interest afterschool and a desire to participate in clubs if programs were available and engaging.
Center Goals
Center goals are broad statements indicating a desired direction of change. For example, increase academic performance, reduce behavior issues, or increase family engagement. Based on the needs identified for your center, the key question is as follows: • What areas do we want to impact with our program? **Goals flow directly from the needs identified for your center. They set the direction of your program and are useful for communicating and organizing the outcomes you are working to address.** ***Examples:*** • Increase reading performance among participating youth. • Improve parents' knowledge and understanding of academic information. • Reduce chronic absences among middle school youth.
Inputs (Resources/Assets)
Inputs refer to materials, human resources and/or assets being put into or invested into the program. Key questions include the following: • What resources do we need to invest into the program to fully address the identified needs and realize our goals? • Are these the right resources to implement the program? How do we know? ***Examples:*** • One full-time site coordinator who has experience supervising frontline staff, is certified to teach, and has experience in programs that provide academic enrichment. • Frontline staff will complete XX hours of training in project-based learning. • Community partners participating on the Advisory Committee (or equivalent working groups).

Considerations When Creating or Updating the Logic Model	
Program and Center Activities	
Activities include the specific events, lessons, classes, or clubs being implemented as part of your overall program to address the needs of your participants and center goals. Activities are typically student or family activities reported in data tracking systems. When describing activities, include the frequency with which activities are being implemented and the intended audience. ***Examples:*** • Afterschool reading instruction and enrichment activity focused on building students' comprehension skills. Activity will be provided three times a week for 1 hour over 18 weeks to students in Grade 4. • Parent homework preparation class offered for 2 hours each quarter to parents of students in Grades 3–5. Class will include useful tips for communicating with teachers, understanding what their child is learning, and where to find support for assignments. • Project-based learning (e.g., coding, cooking, robotics, art) activities for middle school youth will be provided. Activities will be provided from 3:00 p.m. to 6:00 p.m. 5 days a week during the school year, with rotating topics every 6 weeks during the fall and every week in summer. Emphasis will be placed on linkages between afterschool and school-day curriculum to strengthen school engagement and student academic outcomes.	
Outputs (Products/Fidelity)	
Outputs involve the products of activities and the extent to which these activities are implemented with fidelity. Typically, there are four approaches to consider when examining fidelity of implementation.	
1. Adherence refers to the extent to which program components are being implemented as designed. This is largely dependent on core implementation characteristics associated with the program. • For example, activities should be intentionally developed using a comprehensive and coordinated planning tool. To measure adherence, the evaluation would examine whether or not the program addressed the core components as outlined within the activity/unit and lesson plan tool.	***Examples of methods*** *may include a lesson plan checklist and/or an observation tool that assesses if components were taught.*
2. Exposure refers to how much of the program participants received. Exposure can include the number of sessions or contacts, attendance, or the frequency and duration of sessions.	***Examples of methods*** *may include participant attendance records and/or observations of session length.*
3. Quality refers to the way the program is being designed and delivered to participants. This may include overall program design features (e.g., policies and procedures), staff characteristics (e.g., training received, knowledge of content, expertise in delivery) or other program attributes (e.g., environment, peer-to-peer interactions, voice in programming). Two approaches to examining quality include: • **Organizational assessment tools** allow centers to examine structural components of programs that are useful in informing how programs operate. • **Direct point-of-service (observation-based) assessment tools** are used to directly observe the afterschool environment where students and staff interact in program delivery.	***Examples of methods*** *may include organizational and direct point-of-service assessment tools*
4. Participant engagement refers to how participants respond to the programming being provided. This may include their level of interest in a particular activity, the extent to which they believe it to be relevant and useful, or actual involvement in activities.	***Examples of methods*** *may include surveys, focus groups, program observations, and/or attendance.*

Considerations When Creating or Updating the Logic Model

Outcomes

Although outputs describe how programming is implemented, outcomes represent conditions expected to change as a result of center programming. These often include changes in attitudes, knowledge, or behaviors.

The SMART framework is a common approach to creating outcomes and other goals/plans/objectives in an actionable way. This approach recommends creating outcomes that are specific, measurable, attainable, relevant, and time based. Key questions to ensure your outcomes are SMART include the following:

- **Specific:** Does the outcome include a direction and/or magnitude of change?
- **Measurable:** Can evidence be gathered to support attainment of the outcome?
- **Attainable:** Is the outcome logically tied to the need and activity being offered, and can it reasonably be accomplished?
- **Relevant:** Will the outcome yield actionable and meaningful information?
- **Time-based:** Does the outcome include a specified time period to accomplish the goal?

Examples:

- By the end of the school year, 90% of Grade 4 students who attend regularly (that is, attending 45 or more program days) will improve reading comprehension scores on the local reading assessment.
- Annually, 75% of parents will report understanding how to help their child with homework or how to access available academic resources.
- By the end of the school year, 90% of middle school youth who attend regularly (that is, attending 45 or more program days) will be absent for 10% or less of enrolled days.

Create or Update the Evaluation Plan

An evaluation plan clearly communicates how the program will be evaluated, including key evaluation questions and methods used to collect, analyze, and report on program implementation and outcomes. Ideally, the evaluation plan should align with the logic model. Generally, there are two types of evaluation.

Process Evaluation	• **Process evaluation focuses on how the program is being implemented, which allows practitioners to make changes in programming over the course of the year.**
Outcome Evaluation	• **Outcome evaluation examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the program is bringing about changes.**

A recommended approach to crafting both a process evaluation plan and an outcome evaluation plan follows.

Creating or Updating a Process Evaluation Plan

Process evaluation examines how a program is being implemented. It is useful in understanding the extent to which activities are delivered with fidelity to the planned program design. Once activities are intentionally selected based on a theory of change, process evaluation is employed to examine the actual implementation of the activities. This helps in understanding whether you are doing what you said you would do, what types of adjustments are needed, and any barriers that may exist within implementation.

To examine fidelity, centers are encouraged to create a process evaluation plan based on the four questions below. This plan draws from the implementation section of the logic model. Suggested measures and procedures for collecting implementation information follow to illustrate strategies for addressing each.

- **Adherence:** Is the program being implemented as designed?
- **Exposure:** To what extent are participants receiving the recommended amount of exposure to the program?
- **Quality:** Is the program being delivered in a high-quality manner?
- **Engagement:** How are participants responding to the program?

Diving Deeper—Process Evaluation

As centers implement programming, additional questions concerning implementation may emerge. These questions allow for a deeper dive into how to solve issues of particular importance to the center. A framework for annual review and developing these questions is provided in the *Local Evaluation Toolkit*.

Best Practice

- *Use a combination of both organizational and point-of-service quality assessments.*
- *Train the local evaluator and program staff in conducting point-of-service quality assessments.*
- *Use both quantitative and qualitative data to develop a deeper understanding of your program.*
- *Select the most meaningful process measures for your program—you don't have to measure everything!*
- *When assigning data collection roles, find ways to engage other center staff or partners and not place everything on the Site Coordinator.*
- *Align process measures with your data tracking systems.*

Process Evaluation Questions	Suggested Measures	Suggested Procedures
(1) **Adherence: Is the program being implemented as designed?**	• Lesson plan review	Review lesson plans to ensure alignment with the purpose of the activity and curriculum.
	• Lesson plan checklist	Create a checklist of core components within the lesson plan and have instructors turn the checklist in at regular intervals.
	• Observation tool	Create a tool outlining core lesson components and conduct an observation at selected times during the activity cycle.
(2) **Exposure: To what extent are participants receiving the recommended amount of exposure to the program?**	• Activity schedule review	Review the activity schedule to ensure activity is scheduled for the recommended frequency.
	• Participant attendance records	Examine participant attendance records comparing actual attendance with recommended attendance.
	• Observations of session length	Conduct observations to confirm that activities are being implemented as scheduled.
(3) **Quality: Is the program being delivered in a high-quality way?**	• Staff qualifications review	Review staffing levels by program activity to assess alignment with staff qualifications.
	• Point-of-service assessment: e.g., Weikart Center's Program Quality Assessment (PQA) Form A • Organizational quality assessment: Washington PQA Form B	Information on where to find resources related to the PQA Form A and form B is located in the *Local Evaluation Toolkit*.
(4) **Engagement: How are participants responding to the program?**	• Participant surveys	Administer participant engagement surveys midway through the year to obtain perceptions of the program.
	• Participant focus groups	Identify specific target populations of participants and conduct small group discussions to gauge perceptions. A focus group protocol jointly created with your evaluation team is recommended.
	• Point-of-service assessments (participant engagement scales)	Conduct observations using a point-of-service assessment tool that includes some measure of participant engagement. Procedures for selecting point-of-service and/or organizational assessments are included in the *Local Evaluation Toolkit*.

A written process evaluation plan helps to communicate to all stakeholders the type of information that will be collected, when it will be collected, and who is responsible. Centers are encouraged to create tailored process evaluation plans aligned to their unique needs. A recommended format for documenting this plan follows, along with an example.

A process evaluation template may be found in the Local Evaluation Toolkit.

Process Evaluation Plan

Process Question	Process Measure	Data Collection Method and Timeline	Responsible Party
Identify the implementation questions of interest to your program. This may be drawn from the process questions described above and/or additional questions determined to be useful to your program.	*Decide what will be reviewed to determine progress (e.g., materials, specific percentages or numbers). Measures should be directly aligned with the activity or program attribute being assessed.*	*Specify how your process measures will be collected, including the type of measure and the timeline on which it will be administered.*	*Identify specific individuals who are responsible for data collection and make sure they are adequately trained.*

EXAMPLE

Process Evaluation Plan

Process Question	Process Measure	Data Collection Method and Timeline	Responsible Party
(1) **Adherence: Is the program being implemented as designed?**	**1a.** Reading and math activities are delivered as proposed within the activity plan.	**1a.** Reading and math activities will be observed four times each semester.	**1a.** School-day curriculum specialist
(2) **Exposure: To what extent are participants receiving the recommended amount of exposure to the program?**	**2a.** % of students attending 45 or more days in programming during fall, spring and summer.	**2a.** Daily attendance records; Each month, the percent of students attending programming will be reviewed.	**2a.** Local evaluator and site coordinator
(3) **Quality: Is the program being delivered in a high-quality manner?**	**3a.** Average subscale scores on the Weikart Center's Youth Program Quality Assessment (YPQA) >= 3.0. **3b.** % of quality indicators for each subscale of the NYSAN falling within satisfactory or excellent.	**3a.** Formal program observation will be conducted 2 times a year using the YPQA. **3b.** During the spring of each year, NYSAN organizational quality assessment will be reviewed and scored.	**3a.** Local evaluator and/or designated center staff **3b.** Evaluation team
(4) **Engagement: How are participants responding to the program?**	**4a.** % of students and parents reporting satisfaction with center activities during the fall and spring of each year.	**4a.** Stakeholder survey administered during the fall and spring of each year to youth and families.	**4a.** Center staff, site coordinator, and local evaluator

Creating or Updating an Outcome Evaluation Plan

Outcome evaluation examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the program is bringing about desired changes. While short-term outcomes can be examined throughout the year, outcome evaluation is usually a summative approach that occurs at the end of the year.

Drawing from the **SMART** outcomes (Specific, Measurable, Attainable, Relevant, and Time Based) identified within the logic model, create an outcome evaluation plan that documents: *What data will be collected? Who will data be collected from? How and when will it be collected? How will information be analyzed and reported?*

Components of an Outcome Evaluation Plan	
Performance Measure	• Represents what you will be using to measure your outcome (indicator of change).
Participants	• Identify who data will be collected from (e.g., grade levels, gender, groups participating at differing rates).
Data Source	• List the source of data (e.g., survey tools, assessments, focus group protocols) and the time period the data covers. When identifying the data source(s), describe how the data source adequately represents the area being studied. For surveys, this may include specific information about reliability and validity of the tools. In other cases, this may be an explanation of why the specific source was selected. In all cases, it is critical to ensure clear alignment between the outcome and the data source. Your logic model should be revisited and used as a reference for this reflection. It is also important to consider the timing of data availability in your planning. Finally, when selecting a data source, examine the quality of data being collected.
Data Collection Procedures	• List procedures for collecting data. This includes detailing who is responsible, what is being collected, when it is being collected, and strategies to ensure data quality.
Data Analysis and Reporting	• Specify upfront how data will be analyzed and reported to examine the evaluation question, as well as who is responsible.

Best Practice

- *Select outcomes that are most meaningful to your program.*
- *Make sure the center has capacity to implement the evaluation plan.*
- *Documenting the outcome evaluation plan helps to communicate to stakeholders the type of information being reviewed as part of the evaluation, which builds ownership in the evaluation process.*
- *Understand the quality of data being used in your analysis. Identify strategies to address issues in subsequent years.*

While establishing your evaluation plan, consider the following reflection questions:

1. Ultimately, will the plan address targeted outcomes? If not, what refinements need to be made?
2. What are the limitations? Limitations include important considerations for interpreting evaluation findings (e.g., data quality and collection issues such as errors or missing information).
3. What are potential barriers to implementing this plan and what can be done in advance to address these?
4. How have prior evaluation findings been used to set annual targets and inform outcomes of interest?

A written outcome evaluation plan helps to communicate to all stakeholders the type of information that will be collected, when and how it will be collected, who is responsible, and how it will be analyzed and reported. Centers are encouraged to create tailored outcome evaluation plans aligned to their unique needs. Plans would include a combination of locally derived outcomes based on focus areas and needs identified by centers (e.g., family engagement, student engagement, social and emotional development), as well as plans to address state outcomes identified within respective cycle grant applications (e.g., school-day attendance, core course grades, mandatory discipline referrals). A recommended format for documenting this plan follows, along with an example.

An outcome evaluation template may be found in the Local Evaluation Toolkit.

Outcome Evaluation Plan

Outcome	Performance Measure	Participants	Data Source	Procedures	Data Analysis and Reporting
Specify your SMART outcome from the logic model.	*Represents what you will be using to measure your outcome (indicator of change).*	*Identify who data will be collected from (e.g., grade levels, gender, groups participating at differing rates).*	*List the source of data (e.g., survey tools, assessments, focus group protocols) and the time period the data covers.*	*List procedures for collecting data. This includes detailing who is responsible, what is being collected, and when it is being collected.*	*Specify upfront how data will be analyzed and reported to examine the evaluation question, as well as who is responsible.*

EXAMPLE

Outcome Evaluation Plan

Outcome	Performance Measure	Participants	Data Source	Procedures	Data Analysis and Reporting
By the end of the school year, 90% of regularly attending youth will be absent for 10% or less of enrolled days.	*Percentage of youth attending programming 45 days or more during the school year and summer of interest who were absent for 10% or less of school days enrolled.*	*All youth attending the program who attend 45 or more days during the school year or summer.*	*School-day attendance records entered into Washington attendee module*	*Daily, site coordinators record program attendance information at the beginning of the program; daily, school staff record school-day attendance.*	*Program and school-day attendance will be merged; youth attending 45 or more days in the program (summer and school year) and absent 10% or less based on school days enrolled will be tallied. A percent will be reported.*

Diving Deeper—Outcome Evaluation

As centers implement outcome evaluation plans, additional questions concerning program benefits may emerge. These questions allow for a deeper dive into how to solve issues of particular importance to the center. A framework for annual review and developing these questions is provided in the *Local Evaluation Toolkit.*

Assess-Plan-Improve Stage	**Focus Areas:** ✓ Collect, Analyze, and Review Data (all centers) ✓ Create/Update Improvement Plan (all centers) ✓ Implement Improvement Plan (established centers) ✓ Improvement Plan Check-In (established centers)

Collect and analyze data to assess program implementation and drive program improvement strategies through the use of an improvement planning process.

Step **8** of 13

Collect, Analyze, and Review Data

As outlined in your evaluation plans, process and outcome performance measures will be collected, analyzed, and reviewed by your evaluation team to address progress toward implementation and outcomes. Some data may be collected and reviewed weekly, monthly, or at the end of the semester. While information may be available at different times, a formal review process is recommended with your evaluation team during the winter. This will allow adjustments to be made prior to spring semester programming. Ideally, the timing of this meeting corresponds with key data collection plans, such as quality assessment observations or survey completion.

The list of questions from the process evaluation plan should be reviewed and discussed during this stage. New improvement strategies can be identified based on available findings. For established centers, progress toward the goals in your improvement plan should be reviewed and adjustments made where necessary.

Examples of Potential Questions to Examine:

- Is the program being implemented as designed?
- To what extent are participants receiving the recommended amount of exposure to the program?
- Is the program being delivered in a high-quality way?
- How are participants responding to the program?
- Are we making progress toward the goals in our improvement plan? Have key improvement plan benchmarks been achieved? What adjustments in our plan do we need to make?
- Overall, what is going well with the program? What areas need improvement? How do we know this?

Best Practice

- *Make data collection a normal part of the program's work, including in staff roles and discussing regularly at staff meetings.*
- *Plan dedicated time for the evaluation team to get together specifically to review data, ideally on a frequent basis.*
- *Make comparisons (as relevant) to prior years to track trends.*

Create or Update the Improvement Plan

Improvement planning is the heart of the continuous improvement process. The improvement plan is a working document examined during each continuous improvement stage. The plan identifies key improvement areas determined from evaluation activities and details the approach to addressing them.

Centers in their first year of operation will likely wait to create an improvement plan until mid-year. However, it is important for these centers to understand what goes into the document to inform the process evaluation being developed. On the other hand, more established centers will be updating improvement plans based on evaluation results from prior years.

Recommended components of improvement plans include:

- Rationale for improvement
- General improvement strategies
- Specific action steps
- Person(s) responsible for tasks
- Measures to monitor progress
- Timeline with completion dates

Similar to creating outcomes, improvement strategies are recommended to be framed with SMART (specific, measurable, attainable, relevant, time based) criteria. A template and example for constructing an improvement plan follows.

An improvement plan template may be found in the Local Evaluation Toolkit.

Best Practice

- *Make one of your goals "low-hanging fruit," something that can be addressed more quickly and give the team a quick win.*
- *Improvement plans are an important tool for communicating with and engaging stakeholders. Include sufficient detail so others who may be unfamiliar with your center understand the plan.*
- *Explore resources that can help the center to successfully implement the plan.*
- *Set aside time in the program to have ongoing conversations about the improvement plan and progress toward completion. Be prepared to have honest conversations related to improvement areas.*
- *Although several needs may be identified, focus on a few areas that can be addressed in the near term.*

Description of Key Terms and Considerations for Improvement Plan Development	
Program Goal: Successes and Assets	**Identify areas going well in your program that can be leveraged to support your action plan focus (e.g., staff qualifications/experience, student participation rates/engagement, high scores on point-of-service assessments).**
Program Goal: Improvement Areas and Rationale	**Based on a review of information gleaned from evaluation activities, identify the program goals that stand out. In doing so, be sure to include a specific rationale that describes how this need was determined (e.g., specific point-of-service assessment scores, survey results).** *Tools for determining needs and prioritizing strategies may be found in the* Local Evaluation Toolkit.

Description of Key Terms and Considerations for Improvement Plan Development	
Improvement Strategy: SMART Goals	**Use SMART criteria (specific, measurable, attainable, relevant, time-based) when creating improvement strategies:** • Is the strategy **specific**? • Can the strategy be clearly **measured**? • Is the strategy **attainable**? Do we have capacity? • Is the strategy **relevant**? Is it tied to our center's mission and vision? • Is there a concrete **time** frame for accomplishing the strategy?
Action Steps	**Create detailed action steps outlining the logical progression for full strategy implementation.** • Be very clear when specifying your action steps. This clarity will help others understand what you are working to improve and strengthen accountability for the steps to be accomplished.
Responsible Person(s) and/or Lead Staff	**For each action step, specify the person(s) responsible for implementation.** • Include actual names of individuals for each step to the extent possible. • Although the site coordinator will likely be connected with action steps, avoid assigning this position to a large number of steps. Instead, work to diversify responsibilities for plan implementation to engage a broader group of stakeholders and capacity to implement. • As part of planning, make sure those assigned to steps have a clear understanding of their responsibilities and the dates by which action steps are to be accomplished.
Progress Measures: Action Step Outcomes	**Progress measures represent evidence that the action step has been accomplished and ultimately document the extent to which the full strategy has been implemented successfully.** • For each step, ask yourself, "What evidence would represent accomplishment of this step?"
Progress Checks & Timeline	**For each action step, specify the date by which the action step should be accomplished.** • Consistent with SMART criteria as outlined, make sure timelines are attainable. • Align timelines to scheduled center activities and operations (e.g., advisory meetings, staff meetings, end-of-session programs). It is possible (and reasonable) for some of the timeline to change, but setting those target dates helps with implementation and accountability. • Incorporate defined progress checkpoints into your timeline for the overall program goal.
Possible Barriers and Plan	**Before finalizing, conduct a review using the SMART criteria outlined previously. Anticipate potential barriers and outline a plan to address these by discussing the following questions:** • What are the possible barriers to successfully implementing this plan? • What could be planned to address these barriers?

Example: Weikart Center Program Improvement Plan Template

PROGRAM GOAL: *(What does success look like? Specific and Supportive; Measureable and Meaningful; Attainable and Actionable; Realistic and Relevant; Time-Bound and Teachable)*		
MEASUREMENT: *(How will you measure progress?)*	☐ PQA Scale or Item: ___ ☐ Leading Indicator: ____________________ ☐ Youth Measure (DESSA,DAP): ______________	☐ Local Evaluation Report: __________ ☐ School Data (Attendance, Behavior, Grades): ____________________ ☐ Other (specify): ______________
PROGRESS CHECKS:*(When will you check in to be sure you're on track to meet your goal, or to make adjustments to your plan?)*		
Lead Staff: *Who is the primary person responsible for ensuring that the plan is followed?*		

ACTION STEPS: *(What needs to happen?)*	**OUTCOME:** *(When this step is completed, what will be done?)*	**LEADER:** *(Who will be responsible?)*	**RESOURCES:** *(What is needed for success?)*	**TIMELINE:** *(When will this step be completed?)*

ADDITIONAL EXAMPLE OF IMPROVEMENT PLAN

Jane Doe Elementary Improvement Plan

Program name:	*ABC Youth Thrives*
Date plan created:	*August 15, 20XX*

What successes/assets can support this work?

- We received high scores on the supportive environment scale of the YPQA; we have good relationships with youth.
- Many staff are certified teachers with a lot of experience in curriculum development.
- The project director is invested in quality and wants to find resources.

Improvement area identified	Rationale/finding that showed this as an improvement need
Increase opportunities for youth to engage in various forms of planning during ACE activities, giving them a more active role in their learning.	YPQA planning scale: average score of 2.25 (out of 5.00)

Improvement strategy	Specific, attainable action steps	Responsible person(s)	Progress measures	Target completion date
Provide staff resources on youth-level planning to help them understand what it is, why it is important, and how to do it in their lesson planning.	1. *PD will explore training on "planning," budget feasibility, etc.*	*Maria (project director—PD)*	• *Budget allocation for this project*	*By 10/1/XX*
	2. *Training online or in person will be set up.*	*Joe (site coordinator—SC)*	• *Training dates set up*	*By 10/8/XX*
	3. *Purchase guidebooks and distribute.*	*Joe (SC)*	• *Materials ordered*	*By 10/12/XX*
	4. *Hold training.*	*All staff*	• *Training count*	*By 10/30/XX*
	5. *In staff meeting, review and share favorites. Document list of favorites as we go.*	*All staff share, Joe documents*	• *Staff meeting count* • *List of activities*	*By 11/5/XX*
Create a new long-term, project-based learning activity where young people plan and implement a project over a month to deepen their engagement and skill-building.	1. *Staff meeting to brainstorm project-based learning activities where youth have substantial planning. Select favorite project idea.*	*Joe (SC)*	• *Staff meeting count* • *List of project-based activities*	*By 11/15/XX*
	2. *Designate a team leader to oversee this project and identify staff that will be involved.*	*Shakia (staff) as team leader + relevant staff*	• *Team created*	*By 11/20/XX*
	3. *Develop an overall project timeline. Assign different parts of the project to staff to plan activities.*	*Shakia + staff*	• *Project plan*	*By 11/20/XX*
	4. *Each staff member develops lesson plan using program's curriculum template.*	*All staff for their sections*	• *Lesson plans created*	*By 12/15/XX*
	5. *Team come together to discuss sequencing and give feedback. Each person makes updates, as needed.*	*Shakia + staff*	• *Progress reports*	*By 12/20/XX*
	6. *Obtain necessary materials and begin implementing.*	*Shakia + staff*	• *Implementation begins*	*By 1/15/XX*

What are possible barriers to success?	What could be planned to address barriers?
• Budget approval when already spent a lot on training at the beginning of the year. • Staff willingness to participate in additional training, when time is limited.	• Reallocation of funds from next year to support more training this year. • Have one staff member preview materials and report back on what they learned.

Step **10** of 13

Implement Improvement Plan

Implementation of the improvement plan is where the rubber meets the road in this process. It will be important to explore resources that can help the center to successfully implement the action plan and accomplish all strategies. OSPI has a working partnership with the Weikart Center and School's Out Washington (SOWA) to offer statewide activities that are aligned to improvement area needs at the state level, and also provide resources at the regional or center level for more localized needs. Staff will benefit greatly from access to these resources and be more engaged in this process because of it. Be sure to also set aside time in staff meetings to have ongoing conversations about the improvement plan and progress toward completion.

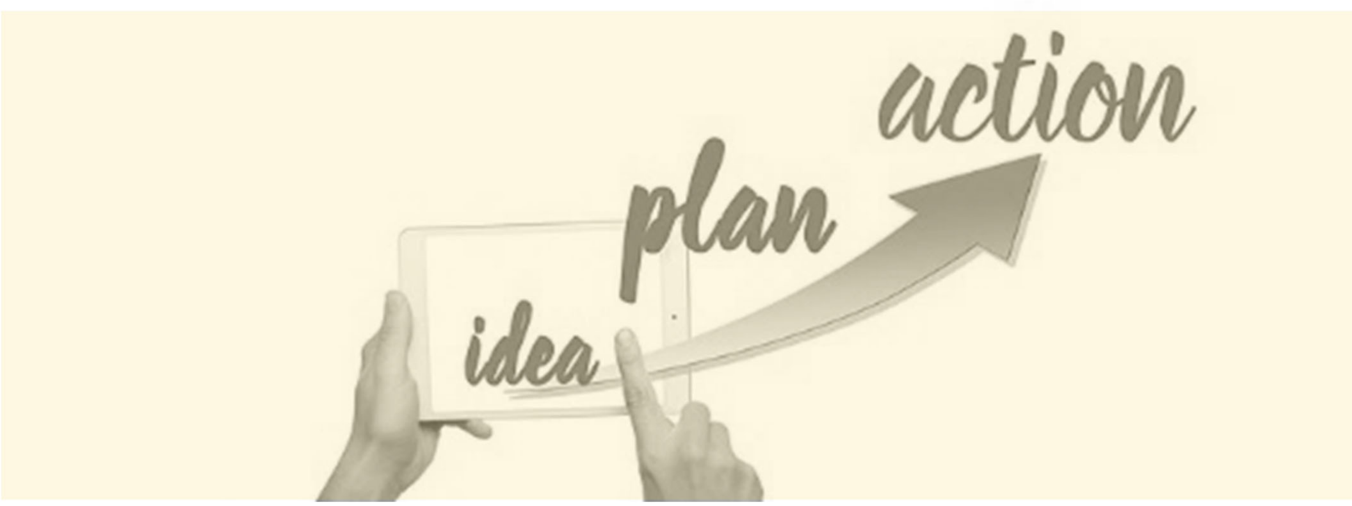
The assessment data are best used for program improvement, but they can be useful in other ways as well. For example, aggregate results from the assessment and progress made on the improvement plan can be included in the center's final local evaluation report to the states as well. This information is critical for OSPI to have in order to know how to best support your programs. Data can also be shared with interested external stakeholders (funders, partners, youth, parents, etc.) to highlight the work being done to ensure the program is of the highest quality and to demonstrate the effort to encourage youth engagement and subsequent achievement of youth outcomes.

Step **11** of 13

Improvement Plan Check-In

Continuous feedback loops – As in any other process, communication about successes, challenges, and progress is very important. A key step in the Assess-Plan-Improve cycle is providing a space for participants to talk about what is and is not working in your improvement efforts. It is important to offer targeted supports to participants—both in completing the process and the adoption of improvement strategies.

Examining implementation leads to a deeper understanding of the program's strengths and areas of improvement. This results in an annual improvement plan intended to drive the overall quality of services provided within the afterschool program.



Report Stage	**Focus Areas:** ✓ Final Analysis, Review, and Reporting on All Process and Outcome Data (all centers) ✓ Complete the Annual Improvement Plan (all centers)

Review and reflect on program successes and challenges, to create targeted plans for improving programs and operations.

Step **12** of 13

Final Analysis, Review, and Reporting

The overall purpose of your final analysis, review, and reporting is to communicate results to internal and external stakeholders, to inform improvement, and to identify promising aspects of the program to continue and further enhance.

Reporting Tips:

- Reporting formats should succinctly present information in a way that is meaningful to your target audience (e.g., school and program staff, community partners, youth and families). Customize reporting formats to address the needs of your program.
- Emphasis should be placed on communicating evaluation results in a manner that is meaningful to stakeholders. This includes concise reports that use a variety of data visualization strategies. In addition to the required grantee- or center-level executive summary and the annual evaluation report, other report layouts may be useful for communicating information (e.g., one-page fact sheets, highlight documents, PowerPoint slides).

Data visualization resources are provided in the Local Evaluation Toolkit.

- Grantees are required to **submit an executive summary that includes both grantee- and center-level information on an annual basis to OSPI by the first Monday in November** and **post the full evaluation report** to their public website, annually.
- They also must complete a **5 year comprehensive report that covers all five years** of the grant and submit it to OSPI.
- In collaboration with the project director, center staff, and stakeholders, **the local evaluator is responsible for producing annual local program evaluation reports for public posting and submissions to OSPI, as well as the 5 year comprehensive report.**

Best Practice

- *Visualize your data with user-friendly charts, graphs, and infographics.*
- *Conduct a stakeholder analysis to determine who should receive information, and brainstorm with your evaluation team ways to use strength-based communication (see pages 28–29 of Toolkit) to share with these target audiences.*
- *Share reports with interested internal and external stakeholders (staff, funders, partners, parents, etc.) to highlight the work being done and create a foundation for sustainability.*

Complete Annual Improvement Plan

At this point in the continuous improvement process, centers benefit from reviewing all process and outcome evaluation data (as available), examining progress made toward current-year improvement areas, comparing current findings to results from prior years, and identifying further areas of improvement for the next year. These improvement strategies should be documented within the improvement plan and shared with internal and external stakeholders to clearly communicate strategies. Guidance for developing the improvement plan was provided earlier (pages 23-26). While the end of the school year offers a good opportunity for this type of reflection, it will also be important to review and update the improvement plan during the subsequent "develop" stage. This further review ensures improvement strategies identified at year end are still relevant given any planned adjustments for next school year. The annual improvement plan then becomes a living document that can be used and updated all year long to support improvement efforts.

Executive Summary: Required

Grantees are required to submit an executive summary to OSPI that includes both grantee-level and center-level information. Recommended elements of this executive summary are included below.

Executive Summary Recommended Elements

Overall Purpose: The executive summary succinctly highlights the most important process and outcome evaluation findings and presents key information about the grant and the centers being served. The summary should also include common strengths, recommendations, and next steps across all centers served. The summary may also include any unique center attributes deemed important for understanding successes or areas for improvement. An effective summary visually displays the most relevant and actionable information and can stand alone.

A. Overall Strengths and Next Steps

Share common accomplishments and areas for improvement for the overall grant.

- Include a reflection statement regarding your overall strengths and accomplishments this year. Also, include common recommended next steps centers will be engaging in to address areas for improvement based on improvement plans developed for your center(s). Unique center successes or next steps may also be highlighted within this section.

B. Brief Grantee and Center Overview

Convey the overall context and focus of your grant.

- Include a brief summary of the centers being served by your grant (e.g., names, relevant demographics).
- Include any unique attributes associated with your grant (e.g., specialized population, specific program focus such as STEM).

C. Implementation

Report on implementation to help frame highlighted findings.

- Include relevant process evaluation results across your centers, such as (a) number of students and adults served overall and regularly (45 or more days), (b) overall quality, and (c) participant responsiveness.
- Where possible (and as applicable), include prior-year results related to center attendance to report on trends.

D. Local Needs and Outcomes

Display and summarize progress toward major outcomes addressing local needs.

- Present key quantitative and qualitative data (as available) related to your locally derived outcomes.

E. State Outcomes *(by OSPI Objective Areas)*
Display and briefly summarize progress towards major program outcomes required by the state as documented within the respective cycle grant application. • Organize the section by OSPI objective areas as relevant to your center and the specific requirements outlined within your grant cycle, such as school-day attendance, core course grades, and on-time advancement to the next grade level. Note: Reference the program guidelines for your specific grant cycle. • Present key quantitative and qualitative data for each area (as available).

Annual Evaluation Report: Required

While a required executive summary is to be submitted to OSPI, full annual reports are required to be created and posted publicly. These must include information at both the grantee and center level. In year 5, a comprehensive summative report will be submitted to OSPI and will summarize the entire grant performance. There is no required template for the report, but recommended reporting format includes center-level one-page fact sheet(s), executive summary, and report. This approach allows information specific to the center to be shared with relevant stakeholders versus an aggregated report that may over- or underestimate specific center findings. With this said, grantee needs and capacity should ultimately guide the best approach to reporting. For example, some grantees may find it more useful to create an aggregated report and include specific center-level reports as appendices versus creating individual center-level reports. Grantees have the flexibility to create documents most useful for communicating results to both internal and external stakeholders. A recommended format for a center-level annual evaluation report follows.

Annual Evaluation Report: Recommended Content

Overall Purpose: The annual evaluation report includes all local program evaluation information to support program improvement and sustainability. The document includes center background information, the most recent logic model and evaluation plans, and summaries of findings for all local and state goal areas. The report concludes with a summary of key accomplishments, recommendations, and next steps developed by the evaluation team.

I. One-Page Fact Sheet

Create a one-page fact sheet that communicates selected main ideas in an easy and understandable format. Include some of the main findings and basic program information that you want your audience to know. Utilize a variety of data visualization strategies to quickly and succinctly communicate information.

Data visualization resources are provided in the Local Evaluation Toolkit.

II. Executive Summary *(recommend up to 3 pages)*

Note: An effective summary visually displays the most relevant and actionable information and can stand alone

A. Overall Strengths and Next Steps	Share key accomplishments and areas for improvement. • Include a reflection statement regarding your overall strengths and accomplishments this year. Also, include recommended next steps your center will be engaging in to address areas for improvement.
B. Brief Center Overview	Convey the overall context and focus of your center. • Include a brief summary of your center (e.g., location, center demographics, program schedule, program offerings). • Include any unique center attributes (e.g., specialized population served, specific program focus such as STEM).

C. Implementation	Report on implementation to help frame highlighted findings. • Include process evaluation results, such as (a) number of students and adults served overall and regularly (45 or more days), (b) overall quality, and (c) participant responsiveness. • Where possible (and as applicable), include prior-year results for center attendance to report trends.
D. Local Needs and Outcomes	Display and summarize progress toward major outcomes addressing local needs. • Present key quantitative and qualitative data (as available) related to your locally derived outcomes.
E. State Outcomes *(by OSPI Objective Areas)*	Display and briefly summarize progress towards major program outcomes as documented within the respective cycle grant application. • Organize the section by OSPI objective areas as relevant to your center and the specific requirements outlined within your grant cycle, such as school-day attendance, core course grades, and on-time advancement to the next grade level. Note: Reference the program guidelines for your specific grant cycle. • Present key quantitative and qualitative data for each area (as available).
III. Summary of Strengths, Recommendations, and Next Steps *(recommend up to 2 pages)*	
A. Summary	• Summarize major accomplishments for the year, recommendations, and planned improvement steps based on information from the improvement plan, as determined by the evaluation team.
IV. Program Overview *(recommend up to 2 pages)*	
A. Theory of Change	• Include a summary of your program and the theory of change identified through planning.
B. Logic Model	• Include the program logic model being used during this reporting period.
V. Process (Implementation) Evaluation Plan and Results *(recommend up to 5 pages)*	
A. Process Evaluation Plan	• Include the process evaluation plan being used for this reporting period. Note: Depending on plan length, centers may want to provide a brief summary and include the full plan in an appendix.
B. Process Evaluation Results	• Include relevant process evaluation results from surveys, quality assessments, focus groups, and other methods used to collect information. • Where possible (and as applicable), include prior-year results to report on trends.
VI. Outcome Evaluation Plan and Results *(recommend up to 5 pages)*	
A. Outcome Evaluation Plan	• Include the outcome evaluation plan being used for this reporting period. Note: Depending on plan length, centers may want to provide a brief summary and include the full plan in an appendix.
B. Outcome Evaluation Results	• Include local and state outcome results as aligned with the evaluation plan. • Where possible (and as applicable), include prior-year results to report on trends.
VII. Appendix	
Include any additional information deemed relevant to the report. In some cases, centers may want to include evaluation plans within the appendix versus displaying them in the full report.	