

PA 21st Century Community Learning Centers *Local Evaluation Toolkit*



2023

**Pennsylvania Nita M. Lowey
21st Century Community
Learning Centers Program**



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Introduction

21st CCLC Background

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is a federally funded program. Program funds are allocated by Congress to the Federal Education Department for distribution to each state through their central education agency for local allocation and management oversight. Each state educational agency – in this case the Pennsylvania Department of Education (PDE) is required to meet specific criteria established by the federal government, including the reporting of information that can only be obtained through their local programs. Additionally, state and local evaluation reporting is also required. As the state evaluator, the Allegheny Intermediate Unit (AIU) Department of Evaluation, Grants and Data coordinates federal and state evaluation requirements. Local evaluation reporting is collected by local evaluators hired by individual grantees.

Purpose of this Toolkit

The local evaluation process assists 21st CCLC programs to continually examine outcomes and work collaboratively with stakeholders to provide the best opportunities possible for students. Unlike required federal and state evaluation measures, grantees can define local evaluation measures to track specific community needs and outcomes. Local evaluations should be designed to help 21st CCLC staff track the program's implementation, progress, and success, and to provide valuable information that will inform changes needed to improve the program's performance.

Resources in this toolkit¹ will help 21st CCLC programs and local evaluators navigate their collaboration as they plan and conduct 21st CCLC local evaluations and engage in a continuous quality improvement process.

This toolkit provides guidance to 21st CCLC programs as they determine what they want their local evaluations to look like and what to consider as they hire a local evaluator that can help them realize their vision. For local evaluators, this toolkit provides resources that can be used to highlight 21st CCLC successes and discover areas for future growth. It also provides details about expectations and what local evaluators can and cannot do as they work with 21st CCLC grantees. Many tools described in this guide can be customized to fit the needs of 21st CCLC programs. It is our hope that this toolkit will strengthen local evaluations across the state and provide meaningful data that will help 21st CCLC programs attain the outcomes they hope youth will achieve.

¹ This toolkit builds on the local evaluator toolkit/manual work done by the Washington 21st CCLC program and by the Ohio Department of Education.

Defining Your Local Evaluation Process

Your local 21st CCLC program evaluation helps design and implement effective program activities, monitor progress, and communicate with stakeholders. The local evaluation is an ongoing process that is used to improve the program. Working with a local evaluator to collect and analyze data throughout the year can inform the program's progress and can help adjust programming and operations as needed. Additionally, conducting an evaluation can help all stakeholders focus on the goals and outcomes of the program's plan.

21st CCLC program staff are not expected to become program evaluation experts. Rather, the resources provided in this toolkit provide foundational information to use when selecting and working with a local evaluator.

It is important to hire an experienced and competent program evaluator that can help program staff refine and monitor the program to ensure:

- A clear, aligned, and replicable program
- Appropriate goals and objectives based on the baseline and trend data
- Identification of potential barriers
- Realistic and measurable outcomes that are directly aligned to federal and state level performance measures and local program goals and activities
- Appropriately allocated resources

Phases of the Local Evaluation Process

The local evaluation should follow a four-phase process: Preparation, Planning, Implementation and Using Results. By following this process, the evaluation will be easy to replicate in the future.

Figure 1.



Phase 1: Preparation - Assembling a Stakeholder Team and Hiring a Local Evaluator

Assembling a Stakeholder Team

Building a strong stakeholder team is critical to a high-quality local evaluation. A strong stakeholder team has representation from all areas of the program and offers multiple perspectives. Team members may include 21st CCLC staff, LEA representatives, parents, and students. The stakeholder team will provide valuable insight throughout the evaluation and should have ongoing meetings with the local evaluator to:

1. Review and approve the Evaluation Plan
2. Review data collection, analysis, and reporting timeframes
3. Review the Mid-Year Report and discuss its implications
4. Review the final local evaluation report and discuss its implications

Hiring a Local Evaluator

Conducting a local evaluation requires thoughtful planning and preparation. The most useful and effective program evaluations will be conducted by qualified program evaluators. This person or team hired by the program will:

- Consult with program staff in the creation of a Local Evaluation Plan;
- Assist with data collection;
- Analyze data from the program;
- Conduct local evaluation activities as requested by the 21st CCLC program which could include surveying students or parents, preparing data for federal reporting, interviewing staff, conducting observations, etc.; and
- Produce a final Local Evaluation Report as required by PDE, using a template provided by the 21st CCLC state evaluation team. This report will both document program outcomes and provide suggestions for improvement.

Choosing the right local evaluator for your program is a critical decision. This toolkit offers suggestions about how to identify and select an effective evaluator, as the quality of the local evaluator impacts the success of the local evaluation. When selecting a qualified local evaluator, there are key items to consider. Detailed information on how to do this is provided later in this guide.

Phase 2: Planning - Developing a Local Evaluation Plan

Developing the Local Evaluation Plan

After hiring a local evaluator, the next step is to develop a Local Evaluation Plan. This plan should provide details about the evaluation tasks you want the evaluator to conduct and by what timeframe. The evaluator and stakeholder team should work closely during this time to develop a practical plan that results in key deliverables, including the annual Local Evaluation Report. Several grant-related documents can help shape this plan including the PA 21st CCLC grant RFP, the program's grant application response, the [Pennsylvania 21st CCLC Program Evaluation Accountability and Reporting Guide](#), and the [21st CCLC Program Evaluation and Reporting Summary](#) document.

Logic Model Considerations

As part of the planning process, 21st CCLC programs may also want to consider the development of a Logic Model that outlines all the program's activities and details process and outcome measures related to those activities. Evaluation Plan and Logic Model templates are provided in the [Evaluation Best Practices](#) section of this toolkit.

Setting Outcome Targets/Benchmarks

Finally, it is critical that the 21st CCLC program set locally defined targets/benchmarks regarding the outcomes they hope to achieve during the planning phase so progress can be monitored over time. Grantees are required to set a benchmark for each of the five GPRA measures and the state measure on family literacy and involvement. See Appendix A for an overview of these measures. It is expected that local evaluators will assist program staff with setting these targets and will include them in the local evaluation report.

Phase 3: Implementation - Data Collection and Analysis

Implementing the Evaluation Plan

The stakeholder team and the local evaluator should meet regularly to implement the local evaluation plan. At times, it may be necessary to adjust timelines as the program progresses. The goal as implementation occurs is to maintain a realistic data collection timeline and to allow enough time for data analysis so the annual report can be completed by the PDE deadline. A short, rushed data collection period will be inadequate to answer evaluation questions and may overlook critical information. Leave plenty of time for follow-up and unexpected challenges.

Data Analysis

At the completion of the data collection phase, the local evaluator should begin analyzing and interpreting the data. Program staff still play an important role in the data analysis phase because they provide valuable insight and context about the evaluation results. Using the targets/benchmarks established during the planning phase, the evaluator and stakeholder team should discuss the progress in each area. In addition, data analysis can identify potential reasons for student performance improvement or decline. This process can help the program identify best practices, discuss ways to overcome problems and develop solutions.

The Local Evaluation Report

The final results of the local evaluation should be provided to the stakeholder team as a final report using the [Local Evaluation Report template](#). Findings include the actual results of the analyses conducted. Quantitative findings should be presented in both textual and graphical form. Results should also be disaggregated based upon measures determined during the planning phase. Qualitative data should also be reviewed for patterns and then discussed. The findings from the local evaluation should be reviewed with the stakeholder team prior to finalizing and submitting the report. Recommendations should also be provided. *Detailed information about how to format the report using the template is provided later in this toolkit.*

Phase 4: Using the Results - Stakeholder Meetings and Communicating Results

Internal Stakeholder Review of Results

Stakeholder meetings are very valuable during the evaluation. At the meetings, the local evaluator can update stakeholders on the evaluation progress and refocus the team on evaluation goals. The local evaluator may also revise the Evaluation Plan based on barriers and challenges suggested by the stakeholder team.

Involvement in stakeholder meetings will also help build evaluation aptitude among program staff or other stakeholders. Stakeholders may not have previous experience with program evaluation. By participating in activities like writing the Evaluation Plan or developing a communication plan, stakeholders will be better prepared for continuous improvement of the program.

When reviewing local evaluation report results, consider the following questions:

- Were the findings what staff and stakeholders expected?
- Are modifications to the program needed?
- Were there any surprising or unintended results?
- What did the program do well that it should continue as it moves forward?

Additional Communications of Results

In addition to reports submitted to PDE, the program staff may wish to issue reports to additional interested audiences (e.g., parents, community members, staff). Tailoring the message to each audience is especially important.

There are several methods for disseminating the results, including distributing a brief summary of findings, sharing at brown bag events and presentations to parent groups. The extent to which the local evaluator is involved in verbally presenting findings to program stakeholders is up to the 21st CCLC program staff. It may be helpful to have the evaluator create a PowerPoint presentation or infographic to highlight key outcomes and recommendations that they or the staff can present.

Hiring an External Local Evaluator

A program evaluator is someone who has formal training or experience in research and / or evaluation. All 21st CCLC grantees are required to procure and work with an external evaluator. At a minimum, the local evaluator is responsible for producing the 21st CCLC program's annual local evaluation report using a template provided by the state evaluation team. However, local evaluators can help in many aspects of the program including planning, conducting surveys, helping interpret data results, creating quality improvement plans, etc. This section of the toolkit provides information and resources for grantees as they choose a local evaluator and work with them throughout the program year.

Need help finding an evaluator?: Evaluators can be found via the [Pennsylvania Department of Education's 21st CCLC External Organization Resources](#), [The American Evaluation Association's Find an Evaluator tool](#), or by speaking to other PA 21st CCLC grantees

Characteristics You Should Look for When Hiring a Local Evaluator

➤ **Evaluation Philosophy**

Look for an evaluator who believes the evaluation should be a collaborative process with the 21st CCLC program managers and staff. In this philosophy, program managers and staff are experts in the program, and evaluators work closely with them throughout the process. The evaluator provides program support to document program activities, develop performance measures, collect additional data, interpret, and report evaluation findings, and make recommendations for program improvement. The purpose of evaluation in this context is to improve the program, not to make judgments on calling the program a success or failure.

★ **Pro Tip:** Ask the candidates to describe what they see as the end result of an evaluation and how relationships are managed when conducting an evaluation.

➤ **Education and Experience**

There are very few university degree programs in program evaluation, thus, program evaluators often have backgrounds in the social sciences, such as psychology, sociology, criminal justice, public administration, or education. Most evaluators have some degree of formal training in research methods, often through graduate-level coursework. For example, someone with a master's degree or doctorate in education or the social sciences should have the research knowledge necessary to conduct evaluations.

Evaluators should also have expertise and experience in qualitative methods, such as interviewing and focus groups, as well as quantitative methods for analyzing surveys and attendance data. Evaluators also differ in their familiarity with different kinds of databases and computer programs. It is critical to find an evaluator that has the kinds of experience you need, so be sure to ask about specific experience doing a wide range of evaluation-related tasks that might be needed in your evaluation.

★ **Pro Tip:** Ask candidates to describe how they were trained as an evaluator. Did they complete courses specific to evaluation or research methods? What kinds of methods – quantitative and/or qualitative - are they comfortable with? Did they work alongside an experienced evaluator prior to stepping out on their own?

➤ Content Knowledge

Although evaluation has a great deal in common with conducting research, there are many differences between research and evaluation. A qualified evaluator must have not only research skills but also specific experience in working with programs like yours. Some may have worked in a program, as a project director or site coordinator, before becoming an evaluator. Ask candidates whether they have evaluated similar programs with similar target populations. If so, they may have knowledge and resources that will save time and money. Try to hire someone who has a background in evaluating education programs. However, if they have worked with programs that are somewhat similar but may have differed in the group served (e.g., they have not evaluated afterschool programs but have worked with early childhood programs), they may still be a reasonable choice if you help them understand the unique context of your program and its participants.

- ★ **Pro Tip:** Carefully review each evaluator's resume to determine if they have experience conducting evaluations of programs like yours. Ask the candidates to describe their previous work. If they have not evaluated educational programs, ask them how they will gain that context and apply what they learn to the evaluation.

➤ Oral Communication Skills

Evaluators must be able to communicate effectively with a broad range of people, including parents, program staff, other evaluators, community members, the media, and other stakeholders. They should be able to speak plainly and explain scientific jargon when necessary. Someone who cannot clearly explain evaluation concepts to a lay audience is not a suitable candidate. An evaluator needs to be able to connect comfortably with program staff and participants. It could be helpful to ask candidates to share an example of how they would communicate some evaluation findings to staff.

- ★ **Pro Tip:** Determine if the candidate is someone you would feel comfortable working with. Ask candidates to explain their approach to presenting and communicating information to various stakeholders. Provide them with some data from your last report and ask them to explain how they would communicate key findings from it.

➤ Data Analysis

Evaluators must possess a range of data analysis skills to effectively evaluate programs. This includes both quantitative (numeric) and qualitative (text-based) techniques. First, evaluators should be able to manage and organize large datasets using appropriate tools and software such as Excel, SPSS, Stata, R, etc. The evaluator should also be able to identify and correct errors and inconsistencies in the data and should be proficient in conducting both descriptive and inferential statistical analysis. They should also be able to analyze qualitative data, such as open-ended questions, interviews, or focus groups, to identify themes and patterns. Finally, the evaluator should be able to set output and outcome targets / benchmarks that can be analyzed and presented as part of data results.

- ★ **Pro Tip:** Ask the candidate about the tools they typically use to analyze data and what types of analysis they have conducted. Make sure they have a method for setting targets/benchmarks for outputs and outcomes. Also, discuss how they would determine which variables should be disaggregated as they analyze results.

➤ Writing Skills and Data Presentation

An evaluator must have strong writing skills. The process of writing evaluation reports takes time, and the scientific integrity of evaluation results can be threatened if the report must be rewritten by someone other than the evaluator. Have candidates bring writing samples, including evaluation reports, articles, and PowerPoint slides for presentations that they have developed to share findings.

Evaluators must also be skilled at highlighting key data points using appropriate visualizations such as tables, charts, and graphs. Data visualizations should be easy to understand, identify patterns, and provide valuable insights. Simplifying complex information and presenting it visually enables decision-makers to make informed and effective decisions quickly and accurately. Be wary of report examples that provide a chart or graph for each piece of information, and those that have no visualizations at all.

★ **Pro Tip:** Ask candidates for samples of their work. Review the materials to be sure they are written clearly, without a great deal of jargon, and in a way that would be understandable to those receiving the information. Also look at related charts and graphs that visually depict the data. Are they easy to understand? Do they highlight key findings?

➤ Cultural Competency

An evaluator's approach must demonstrate respect for the various cultures of the communities involved in the program they are working with. Mutual respect along with understanding and acceptance of how others see the world is crucial. Genuine sensitivity to the culture and community will increase the comfort level of program staff, participants, and other stakeholders to encourage their involvement. It will also ensure that data collection tools are appropriate and relevant, thus increasing the accuracy of findings.

★ **Pro Tip:** Ask candidates what experience they have with the population you serve. Keep in mind that no one is without assumptions; however, being aware of and confronting assumptions with honesty is a critical skill for evaluators to be able to achieve cultural sensitivity.

➤ Budget and Cost

Ideally, you should ask candidates to prepare a written proposal for your evaluation, including a budget. To ensure that you receive solid proposals, provide candidates with clear information about the program's objectives, activities, and audience. Be explicit about the deliverables expected from the evaluator so that both parties agree about the level of effort required to complete the work.

★ **Pro Tip:** Present the candidate with expectations for job requirements and cost. Be clear about the required elements. Allow time for the candidate to consider and negotiate. Be open to additional ideas the candidate may have to supplement the required elements.

➤ Time and Access

Make sure that candidates have the time to complete the necessary work. Site visits and regular meetings will be necessary. The more contact the evaluator has with your program, the better the evaluator will understand how it works and the more opportunities the evaluator will have to monitor data collection activities, understand your needs, and make recommendations for continuous quality improvement. Regular meetings also let you monitor the evaluator's performance and stay on top of the timeline.

- ★ **Pro Tip:** Ask the candidate to describe their other professional commitments and how much time they can devote to your project. Compare their responses to your estimates of the time needed to do the work. Develop a timeline with your chosen evaluator that describes various stages of the evaluation process, including site visits and data collection (e.g., analysis and reporting writing).

➤ **Data Ownership and Control**

Organizations should follow their own local contracting policy and data-sharing agreements. It is essential that project staff review, in advance, all evaluation reports and presentations before they are released to the funder or other audiences. This process ensures that program staff are aware of the results and have an opportunity to correct any inaccuracies. As part of the written data-sharing agreement or contract, be sure to include a requirement that the evaluator review data and reports with you prior to all public dissemination of results. Local evaluators must agree that they are not the owners of the data they are analyzing for the project. Evaluators must be able to demonstrate that all data will be secure and protected and must describe how datasets will be handled after the final report is completed.

- ★ **Pro Tip:** This point is nonnegotiable. Be sure to be clear with the candidates about data ownership. See also the sample Letter of Agreement below.

➤ **References**

Ask for references and check them. Be sure that references include directors of programs that each candidate has worked with and ask about specific experiences with the candidate, such as how well the evaluator worked collaboratively with staff and how the evaluator navigated any challenges that arose during the evaluation.

Overall, hiring the right program evaluator can be critical to the success of your program. Take the time to carefully consider your options and choose an evaluator who has the relevant experience, qualifications, methodology, references, communication skills, and collaborative approach that best fits your needs. Keep in mind that an important part of an evaluator's job is to assist in building the skills, knowledge, and abilities of staff and other stakeholders. It is critical that all parties can work well together. Make sure to invite finalists to meet program staff and others with whom they will be working to see who best fits with individual styles and your organizational culture. If the fit is good, your evaluation is off to a great start.

Local Evaluator Interview Questions

Philosophy / Approach

- How would you describe your overall evaluation philosophy?
- Please describe what you see as the end results of an evaluation.
- How do you manage relationships when conducting an evaluation?

Training/Experience

- What type of training do you have as an evaluator? Did you complete any courses specific to evaluation or research methods?
- What types of methods (quantitative, qualitative, or both) are you most comfortable with? Please provide an example of a time you developed a survey and/or focus group and how you went about that process.
- Have you evaluated similar programs with similar target populations? If not, how will you learn about this program/target population and apply those nuances to the program evaluation?
- Describe your previous work as an evaluator. What specific experiences do you have doing a wide range of evaluation-related tasks?

Communication

- What is your approach to communication/collaboration with the program staff of a given project?
- If you were the local evaluator for this project, how you would share evaluation findings with different stakeholders? Can you provide some examples of how you have done this on past projects?
- What is our approach to presenting and communicating findings?

Data Analysis

- Please describe how you ensure data quality while conducting analysis.
- What is your experience with data analysis and what tools do you typically use to conduct it?
- Can you provide an example of a time when you had to use data to make a recommendation?
- Please describe how you would go about setting targets/benchmarks for outputs and outcomes.
- Please describe how you have disaggregated data in your analysis in the past. How did you determine which variables to use?

Writing Skills and Data Presentation

- What tools do you use to create charts and graphs that visually represent that data?
- What is your approach to data presentation?
- Can you provide some samples of program evaluation reports you authored from other projects?

Cultural Competence

- What experience do you have with the population our program serves?
- What is your approach to cultural competence in the evaluation work you do?

Time Commitment

- How much time will you be able to devote to this project?
- What other professional commitments do you have that may impact the time you are able to devote to this project?

External Evaluator Letter of Agreement Example

Although some grantees may have their own Letter of Agreement formats, others may find the Letter of Agreement template useful (see below). It may also be useful when deciding on roles and responsibilities for local evaluators. When using the template, items in *red* text should be customized to meet specific grant needs and the level of evaluation service purchased based upon local evaluation costs estimates. Some items in *red* are also considered suggestions and may not be included in the final agreement document.

Letter of Agreement

This agreement is between *[Pennsylvania 21st CCLC Grantee (Grantee)]* and *[Evaluator/Agency Name]*. The purpose of this agreement is to define the Scope of Work and the schedule of payments agreed upon by each party for the evaluation of *[Grantee Name]*'s local 21st Century Community Learning Centers (CCLC) program evaluation.

This agreement is for a²:

- Partnership
- Vendor/Contractor

If this is a partnership agreement, identify the type (check all that apply):

- Partner is providing grantee an in-kind service.
- Partner is contributing monetarily to the grantee.

Please indicate the amount: \$ _____

- Partner is receiving payment from the grantee to provide services and implement tangible contributions to the grant³.

Charge

The independent evaluator (evaluator), *[Evaluator/Agency Name]*, has been engaged by the *[Pennsylvania 21st CCLC (grantee)]* to evaluate the local implementation of the Pennsylvania 21st Century Community Learning Centers (21st CCLC) grant from the Pennsylvania Department of Education (PDE).

Contact Information

[Evaluator/Agency Name] can be contacted at *[address, phone, fax, email]*. *[Evaluation contact name]* will be the evaluation contact for the program. *[Grantee]* can be contacted at *[address, phone, fax, email]*. *[Grantee contact name]* will be the contact for the program.

Audiences

The primary audiences for this evaluation are as follows: *[List audiences with which the evaluator and/or grantee will share evaluation data, i.e., school districts, OSPI, potential new funders, parents/students/community]*.

² *Contributing Partner*- is providing a significant and tangible commitment to help implement a comprehensive 21st Century Community Learning program that provides meaningful, academically based afterschool activities and extended learning opportunities for children in the district and their families.
Vendor/Contractor-a person or company offering goods or services for sale that align with a comprehensive 21st Century Community Learning program

³ Please note that Applicants are not permitted to divest more than 20 percent of the total grant award to any single entity.

Reporting and Dissemination

The grantee is responsible for completing the reporting requirements indicated by PDE, with evaluator support. The evaluator will be responsible for collaborating with the *project director and center staff* to analyze their 21st CCLC data and produce a local evaluation report using the PA 21st CCLC template. *[If applicable, note additional responsibilities here; these may include evaluation planning, presenting data, creating a program logic model, conducting a survey, etc.]*. It is understood that the evaluation report will be as concise as possible, but additional information can be provided by the evaluator upon request. Required and recommended reporting guidance is provided in the *PA 21st CCLC Evaluation Accountability and Reporting Guide*.

The evaluator will release the evaluation report to the grantee with the understanding that the grantee will submit the report to the PDE state evaluator by the due date and disseminate the report, along with any accompanying statement, to other key stakeholders. The evaluator will work with key grantee members to help interpret the data. The evaluator may be requested to assist in presenting findings and facilitating discussions with key stakeholders in understanding the report. In all cases, the evaluator will review data and reports with the grantee prior to all dissemination of results. The grantee may choose to endorse or not endorse the report depending on its judgment of the quality and appropriateness of the report by inserting a statement at the beginning of the document or attaching a separate letter.

Evaluation Activities

Activities that are included in the evaluation are as follows:

- Attend regular meetings with the project director and staff to review PDE's evaluation requirements and create a project evaluation plan and timeline.
- Assist in building the skills, knowledge, and abilities of center staff and stakeholders in implementing center-level evaluation activities.
- *Participate fully in the development and planning of a center-level logic model and overall process and outcome evaluation for identifying evaluation methods and implementing the evaluation activities.*
- *Work with center staff to determine what additional data will be collected along with data collected through PA 21st CCLC and state-level evaluations made available to local evaluators, as applicable.*
- Participate fully in implementation of the evaluation plan and assist with collection of data as specified in the plan on the agreed-on timeline.
- *Conduct on-site quality observations. Quality assessment strategies and frequency of observation will be identified by the local evaluation team.*
- *Document process and outcome results to guide decision making.*
- *Participate in improvement planning to improve operations and programming by identifying improvement needs and challenges.*
- Conduct quantitative and qualitative data analysis and assist centers in understanding the results.
- Produce an annual local evaluation report using the required state template for submission to the PDE state evaluator and local team according to required and recommended reporting guidance provided in the *PA 21st CCLC Evaluation Accountability and Reporting Guide*.

Alignment with 21st CCLC Needs/Goals

[In this section, write a statement about how the activities described above align to the needs/goals or the 21st CCLC grant].

Resources

It is expected that sufficient resources will be made available to the evaluator by the grantee for this evaluation based on the allowable funding levels provided in the cycle grant application. The grantee key staff will be available to collaborate with the evaluator to provide support for the evaluation. The grantee may authorize the evaluator to request access to the grantee's PA 21st CCLC data worksheets and the PA 21st CCLC Dashboard, provided that the evaluator specifies how the data will be secured and used.

The local evaluator will attend relevant conferences, meetings, and conference calls to understand and collect data. If costs are incurred for conferences, the grantee will pay the additional costs (e.g., hotel, registration). The total cost of the evaluation of the *[number of]* program sites for the time period of *[month, day, year]* to *[month, day year]*, will be *[total amount of contract]*. Additional years of evaluation may be negotiated upon receipt of future funding and mutual consent. Payments will be made to the evaluator in the amount of *[list payment schedule—amount & dates]*, *[link payment increments to deliverables]*.

Grantee Evaluation Deliverables

The evaluation deliverables for *[school year]* include the following: *[Note: Customize the deliverables to address your evaluation needs.]*

Deliverable	Due Date/Process
1. Work with 21 st CCLC grantee staff to plan the annual local evaluation and assist in informing quality improvement based on findings.	<ul style="list-style-type: none"> • Beginning (August/September) • Middle (December/January) • End of Year (May/June)
2. <i>In this row, add evaluation deliverable as outlined in the evaluation plan; create a new row for each deliverable and indicate a due date.</i>	<ul style="list-style-type: none"> • <i>Fill in based on local evaluation plan.</i>
3. Complete annual local evaluation report using PA 21 st CCLC local evaluation report template.	<ul style="list-style-type: none"> • <i>Add due date for submission to the grantee for review before submission to the PDE state evaluation team.</i>

Evaluation Use

The evaluator will present the evaluation reports and findings in such a manner that *grantee* members will understand and be able to use the data to inform decisions and program improvement. The Presentation of findings may include but are not limited to the following:

- *[One-on-one meetings with project director, site coordinators, school representatives, others]*
- *[Group meetings with site coordinators, center staff, school staff, others]*
- *[Workshops designed to understand and use data resulting in improvement plans]*
- *[Formal presentations to key stakeholder groups, such as the advisory group, boards of education, community groups, others]*

Access to Data and Rights of Human Subjects

It is understood that the grantee will make available to the evaluator all data and reports required by the evaluator to fulfill contract requirements. The Family Educational Rights and Privacy Act (FERPA) regulations allow local evaluators to have access to student data if the evaluation is designed to:

conduct studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted, and contractual partners with *[Name of District]* schools. (The Family Educational Rights and Privacy Act, FERPA).

In the implementation of this evaluation, the evaluator will take every precaution to adhere to the three basic ethical principles that guide the rights of human subjects as derived from the [Belmont Report](#): respect for persons, beneficence, and justice. Evaluation data will be collected in a manner representing these principles, and evaluation reporting will be done with respect to human dignity, providing constructive feedback without bias. The evaluation will be conducted adhering to the [American Evaluation Association’s Guiding Principles](#), which include systematic inquiry, competence, integrity/honesty, respect for people, and responsibilities for general and public welfare.

Signatures

This evaluation agreement has been reviewed by both the *[grantee fiscal agent]* and the local evaluator. The signatures and dates signify that the agreement is satisfactory to all parties, and there are no conflicts of interest on behalf of the evaluator in conducting this evaluation.

[Evaluator Contact & Agency Name] [Signature] [Date]

[Grantee Fiscal Agent & Agency Name] [Signature] [Date]

Local Evaluator Responsibilities

Scope of the Role

As discussed in the *Pennsylvania 21st CCLC Accountability and Reporting Guide*, local evaluators are responsible for helping 21st CCLC program operationalize their local evaluations. The scope of work is determined by the 21st CCLC program based on their needs, internal capacity, and data collection infrastructure. Therefore, the role local evaluators play varies by program across the state.



At a minimum, local evaluators are responsible for producing the program’s local evaluation report using the required [Local Evaluation Report Template](#).

At a minimum, local evaluators are required to produce the local evaluation report for the grantee, using the template required by the state (see the [Resources](#) section). Grantees may also request that their local evaluator help them define local data collection metrics, assist with data collection, analyze data, conduct site visits, collect stakeholder feedback, and complete state and federal reports. Table 1 provides some additional ways grantees engage their local evaluator in the program.

OPTIONAL LOCAL EVALUATOR ACTIVITIES	
<i>Planning</i>	<ul style="list-style-type: none">• Develop a local evaluation plan• Create a program logic model• Make recommendations for quality improvement
<i>Data Collection</i>	<ul style="list-style-type: none">• Identify existing data collection tools• Develop new data collection tools• Collect data from various sources• Conduct site visits, interviews or focus groups
<i>Data Entry</i>	<ul style="list-style-type: none">• Enter data into the online state and federal systems• Prepare data so programs can enter data into systems
<i>Data Reporting</i>	<ul style="list-style-type: none">• Analyze and interpret data• Create local evaluation reports• Present data to stakeholders with the grantee• Hold stakeholder discussions about data result
<i>Technical Assistance</i>	<ul style="list-style-type: none">• Help staff understand how to use data results• Provide general data/evaluation technical assistance

Local Evaluator Expectations

There are several expectations that come with taking on a 21st CCLC local evaluator position. Table 2 provides an outline of expectations that come with the role.

TOPIC	LOCAL EVALUATOR EXPECTATIONS
Contracting	<p>All local evaluators should have a contract or agreement with the 21st CCLC program they are working with that outlines the scope of work they will perform.</p> <ul style="list-style-type: none"> • Agreements should clearly state the purpose of and questions of the evaluation, agreed upon deliverables and timelines, obligations of each party, ethical obligations, and processes for project management, including dispute resolution. • Agreements should include information on when the grantee will need to provide datasets to the local evaluator for analysis to be conducted in time for reporting deadlines. • Appropriate data sharing agreements between the grantee and local evaluator should also be signed as part of this process. Agreements should include language about how the local evaluator will ensure the security of data that they will analyze.
Document Review	<p>Grantees are instructed to provide local evaluators with the documents bulleted as follows. It is expected that all local evaluators will carefully review these documents so they can fully understand 21st CCLC program evaluation requirements.</p> <ul style="list-style-type: none"> • Copy of the 21st CCLC RFP and Grant Application submitted to the state. These documents provide critical information about the state program, target population the grantee committed to serving, specific local measures they would like to collect, program operationalization details, etc. • Copy of the most recent version of the Pennsylvania 21st CCLC Accountability and Reporting Guide. This guide provides a comprehensive overview of federal and state data collection and reporting requirements, as well as information about local evaluation implementation. • Copy of the annual 21st Century Program Evaluation and Reporting Summary. This document provides critical due dates for submission of federal, state, and local evaluation data and reports. It also provides information on how to submit this information.
Data Reporting	<p>Annually, local evaluators are required to produce a comprehensive local evaluation report using a provided template (see Resources section). Reports must include data results for federal GPRA measures, state measures, and local evaluation measures. It is expected that:</p> <ul style="list-style-type: none"> • Proper planning is conducted so that evaluation reports are delivered on time, as per the due date specified by the state evaluators.

TOPIC	LOCAL EVALUATOR EXPECTATIONS
Data Reporting, continued	<ul style="list-style-type: none"> • Local evaluators collaborate with the 21st CCLC project director and center staff to plan, draft and edit the evaluation report. • Demographic and outcome data must be reported for students in the 21st CCLC program. Reporting on school district level student demographics and outcomes is not acceptable. However, comparisons between 21st CCLC student data and school district data can be provided. • Local evaluators must provide data in the local evaluation report that summarizes federal GPRA measures and the state outcome measure on parenting skills and family literacy and involvement. • Grantees are required to set targets for each GPRA measure and for the state evaluation measure. It is expected that local evaluators will assist program staff with setting these targets and will include them in the local evaluation report. • Grantees are expected to report on all required measures. If a grantee does not have data for a specific metric, it should be reported as such with an explanation in the local evaluation report. • It is expected that all local evaluation reports provide data results that are disaggregated by measures relevant to the grantee. For example, results can be disaggregated by attendance hour bands, grade level, gender, race, summer vs. school year programming, etc. Local evaluators should assist program staff with determining which measures will be used for this purpose. • Photos of 21st CCLC participants should not be used in local evaluation reports. It is expected that local evaluators will not include them. • It is expected that reports are proofread and free of errors before submission.
Data Security	<p>It is expected that all local evaluators will have a plan to ensure the security of all data shared with them.</p> <ul style="list-style-type: none"> • All data shared with the local evaluator must be maintained in a secure location. • Datasets shared electronically should be password protected before sending with the password to access the file sent in a separate email or text message or dictated in a phone conversation. • As a best practice, all local evaluators should install anti-virus and malware protection on the computer being used to analyze 21st CCLC data.

TOPIC	LOCAL EVALUATOR EXPECTATIONS
Meetings	<p>It is expected that local evaluators should be in regular contact with 21st CCLC staff and stakeholders:</p> <ul style="list-style-type: none"> • Local evaluators should plan to meet with the 21st CCLC program staff at least bi-annually to discuss evaluation implementation and deliverables. The more involved the local evaluator is in the planning and implementation of the evaluation, the more they should meet with program staff. • Local evaluators may also attend 21st CCLC meetings to present results to stakeholders and/or to help staff and stakeholders understand results.
Quality Assurance	<p>It is expected that local evaluators will work with 21st CCLC staff on establishing strategies to assess quality assurance of the program. These may include:</p> <ul style="list-style-type: none"> • Conducting on-site quality observations that are related to 21st CCLC program educational goals. • Surveying or conducting focus groups or interviews with family members and/or participants to understand their level of satisfaction with the program. • Surveying or conducting focus groups or interviews with 21st CCLC staff to determine what they think is or is not working with the program. • Reviewing key data points at key intervals throughout the program year and discussing them with 21st CCLC staff so mid-course corrections can be made if needed.
Technical Assistance	<p>It is expected that technical assistance provided by local evaluators to grantees is in line with ethical and best practice program evaluation standards (see the Best Practices section).</p> <p>It is also expected that local evaluators will assist in building the skills, knowledge, and abilities of 21st CCLC staff and stakeholders in implementing center-level evaluation activities.</p>

What Local Evaluators Can and Cannot Do

Local evaluators work closely with grantees and may get several questions from them about federal, state, and local evaluation requirements. This section outlines what local evaluators can and cannot do in regard to the 21st CCLC evaluation.

✓ Evaluators CAN:

- Help 21st CCLC staff identify and collect local evaluation measures.
- Help 21st CCLC staff determine how to interpret the data and make quality improvement recommendations.
- Customize the local evaluation report as long as all required elements on the template are maintained.

✗ Evaluators CANNOT:



- Although it may be tempting to recuse a grantee from collecting specific metrics that they do not think they can or want to collect, local evaluators cannot make those determinations. All federal and state defined measures are required and must be reported, even if the total number to report is zero or if the metric must be marked as “not applicable” with an explanation.
- Refuse to use the local evaluation template.
- Change due dates for 21st CCLC data entry or reports.

Using the Evaluation Report Template

As noted above, all grantees are required to submit an annual local evaluation report using the [template](#) provided by the state evaluation team. The purpose of the template is to ensure that each local evaluation report is consistent across grantees and that reports include all necessary findings.

Report Template Do's and Don'ts

- **Do** present findings in the order provided in the template's table of contents.
- **Do** customize the way findings are presented and add local data findings to the report.
- **Do** refer to data in the [state evaluation report](#) to compare local and statewide findings.
- **Do** report out on grantee performance targets/benchmarks including those which were met and those which were not met.
- **Do** include tables, charts, and graphs where appropriate to illustrate results.
- **Do** make recommendations for the future of the program based on data results.
- **Don't** include photos of 21st CCLC participants in the report.
- **Don't** leave out sections of the report that are required.
- **Don't** forget to provide results that are disaggregated by variables that are relevant to the program.
- **Don't** forget to ensure that you receive the data with enough time to conduct the analysis and to complete the entire report.

Completing Reports for Grantees with Multiple Grants

Grantees with multiple grants have the option to submit separate reports for each grant/cohort or they may include all grants/cohorts in one report if each grant's/cohort's results are displayed separately. Refer to the [state evaluation report](#) for an example of how this can be done.

Program Evaluation Best Practices & Planning Tools

This section provides a summary of common evaluation practices and best practice information on how to conduct them.

Creating a Local Evaluation Plan

As grantees begin to work with their local evaluator, they may want to consider development of a formal local evaluation plan. An evaluation plan outlines key questions pertaining to the local implementation and provides a roadmap for how, by whom, and when related metrics will be collected. It can help the local evaluator plan their analysis and reporting timeline and can also help staff understand what is important to pay attention to locally.

The first part of the planning process when creating a local evaluation plan is developing Local Evaluation Questions.

Key Steps to Developing Local Evaluation Questions

Step 1 Review prior evaluation results to identify key findings and areas for further study.



- ✓ **Organize all evaluation results by your center-level goals.** This review largely depends on data available to the center (e.g., site visit reports; staff, student, and family interviews and/or surveys; student academic and behavioral information). If the grantee is new, review the RFP response and review local priorities. Also review the state 21st CCLC annual evaluation report. 21st CCLC staff or the local evaluator can also talk to other grantees about what they look for locally.
- ✓ **Discuss the following questions:**
 1. What do we know about our program?
List up to five key findings from the review. A key finding is defined as a result that stands out as especially meaningful or important to the evaluation team. It could be a positive or negative result. For example, 80% of the program staff report students are satisfied with the program, but only 50% of the youth reflect this same level of satisfaction.
 2. What do we want to know more about?
Based on the key findings generated, list any initial questions that may warrant further exploration. For example, why are staff and youth reporting different levels of satisfaction?

Step 2 Prioritize process and/or outcome evaluation questions for further study.



- ✓ Based on the list of initial questions identified, narrow the list down to two or more initial evaluation questions.
- ✓ Consider the following criteria when prioritizing initial evaluation questions:
 1. Extent to which the question can be addressed this school year.
 2. Center's capacity to collect data and examine the question.
 3. Meaningfulness of the question in relation to the needs being addressed by the center, including program improvement or sustainability efforts.

Key Steps to Developing Local Evaluation Questions

Step 3 Refine and specify the evaluation questions.



- ✓ Refine and specify the evaluation questions in measurable terms.
- ✓ Tips for creating good evaluation questions:
 - Use the [SMART Framework](#) to write your questions. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Also consider the [SMARTIE Framework](#), which adds Inclusive and Equitable concepts.
 - Focus on something specific and not a general idea.
 - Clearly define key terms within the question to ensure consistency with interpretation.
 - Avoid broad questions by limiting the scope of the question to areas deemed most important.
 - Link the question to program improvement or sustainability to ensure that it is useful to the grantee.

Step 4 Develop an evaluation plan for each question identified including methods for collection data to answer the question. (Note: see below for Evaluation Plan templates for process and outcome focused questions).



- ✓ **Key Aspects of the Evaluation Plan Include:**
 - **Identify the Evaluation Question** – identify the question(s) of interest to the program from Step 3.
 - **Choose Process/Outcome Measures** – Decide what will be reviewed to determine progress (e.g., materials, specific percentages, or numbers). Measures should directly align with the activity or program attribute being assessed.
 - **Determine Data Collection Methods and Timeframes** – Specify how your measures will be collected, including the type of data collection method (e.g., observation, review of secondary data, survey, focus group, interview), and timeline for when data will be collected.
 - **Identify Responsible Parties** – Identify specific individuals who are responsible for data collection and make sure they are adequately trained.

Step 5 Implement the Evaluation Plan



Depending upon the proposed methodology, provide adequate training to program staff on evaluation activities and initiate data collection.

Step 6 Communicate and Use Results



Once data are collected, convene the evaluation team to review results and identify areas for program improvement and aspects of sustainability. Results should be included within the required annual evaluation report and communicated to key staff. Further, results should be used to inform the planning for the subsequent school year.

The Evaluation Plan in Action: Diving Deeper with Process Evaluation

If the grantee and evaluator work to create a logic model of the program, process measures on the evaluation plan should line up with outputs on the logic model. Below is an example of how process measures may be defined, followed by a process measure evaluation plan template.

Process Evaluation Example	
<ul style="list-style-type: none"> A key finding identified from an annual program review revealed that 80% of 21st CCLC program staff reported that students are satisfied with the program. However, only 50% of students expressed this same level of satisfaction. (Data Source: Center Annual Survey). 	
Evaluation Question:	<ul style="list-style-type: none"> Why do center staff report that youth in grades 3-5 have a higher level of overall program satisfaction than youth themselves report?
Process Measure:	<ul style="list-style-type: none"> Staff and student perceptions of the program
Data Collection Method and Timeline:	<ul style="list-style-type: none"> A qualitative design will be used to better understand the differences in perception. Staff-level interviews and youth focus groups will be conducted to explore these differences after the first 4 weeks of programming.
Responsible Party:	<ul style="list-style-type: none"> The local evaluator will conduct interviews with staff and student focus groups. Data will be shared with program staff and an improvement strategy will be added to the annual improvement plan based on lessons learned.

Process Evaluation Plan			
Process Question	Process Measure	Data Collection Method and Timeframe	Responsible Party

The Evaluation Plan in Action: Diving Deeper with Outcome Evaluation

If the grantee and evaluator work to create a logic model of the program, outcome measures on the evaluation plan should line up with the outcomes on the logic model. Below is an example of how outcome measures may be defined, followed by an outcome measure evaluation plan template.

It is important to note there that evaluation planning with outcomes also involves setting performance targets/benchmarks. The [SMART](#) Framework can be used to set these targets.

Outcome Evaluation Example	
<ul style="list-style-type: none"> A key finding identified from an annual program review revealed that third-grade students who regularly attend 21st CCLC programming are not meeting proficiency on the PSSA. (Data Source: PIMS). 	
Evaluation Question:	<ul style="list-style-type: none"> Why are third-grade students who are attending regularly not meeting proficiency targets in Math on the PSSA?
Outcome Measure:	<ul style="list-style-type: none"> Reasons students are not meeting proficiency targets
Target/ Benchmark:	<ul style="list-style-type: none"> At least 35% of third grade students who regularly attend 21st CCLC programming will achieve the proficient level on math PSSAs.
Data Collection Method and Timeline:	<ul style="list-style-type: none"> A mixed quantitative and qualitative design will be used to better understand this finding. PSSA math data will be explored for all regularly participating students. Data for all students who did not meet the proficiency level will be disaggregated to explore trends, such as areas the students may struggle the most (e.g., multiplication facts). Staff-level interviews and a review of lessons will be examined to explore the alignment of programming with areas of need for which students are not making progress. All data will be examined prior to the start of next year's programming.
Responsible Party:	<ul style="list-style-type: none"> The local evaluator will disaggregate data and provide a written report to the program director. The program director will collaborate with the site coordinator to review lessons and conduct staff interviews. Based on findings, an improvement strategy will be added to the annual improvement plan based on lessons learned.

Outcome Evaluation Plan					
Outcome	Target / Benchmark	Participants	Data Collection Method and Timeframe	Responsible Party	Analysis and Reporting

Choosing Local Evaluation Measures/Tools

To answer their local evaluation questions, 21st CCLC grantees are encouraged to select local evaluation measures that align with center goals. There are many existing measures and tools in existence that can support local process or outcome evaluation efforts, however, some of these tools may not be a perfect fit for what the center is hoping to collect. Therefore, grantees may choose to adapt or create custom measures that better suit their needs. There are advantages and disadvantages to each of these strategies. Information in this section⁴ outlines some of the pros/cons and provides tips and ideas for local evaluators and grantees as they consider developing new instruments or using something that already exists.

Using Existing Measures

Using Existing / Standardized Measures	
<i>Pros</i>	<i>Cons</i>
✓ Has typically undergone psychometric analysis, making it more rigorous	✓ May not measure exactly what you want to measure
✓ Is more likely to have reliability, or consistency in responses	✓ May be a longer measure than is desired
✓ Is more likely to have validity, or certainty that it is measuring what it intends to	✓ May use more technical terms that are not clear to your participants
✓ Already completed and requires no time to develop	✓ May charge for administration and be cost prohibitive for centers
✓ May have comparison data to see how your participants compare to others	

Resources to Locate Standardized Measures

- [You for Youth](#)
- [From Soft Skills to Hard Data: Measuring Youth Program Outcomes](#)
- [Afterschool Youth Outcomes Inventory](#)
- [Measuring Youth Program Quality](#)

Should I customize or adapt existing measures?

Choosing an existing tool can make it easier for you to determine how to measure outcomes in your program. However, sometimes you may only want part of the tool and not the entire thing. Some tools or surveys are easier to adapt to than others, such as satisfaction surveys. With other tools, adaptations can impact the quality.

If you decide to adapt an existing tool, check to see if it is open source or if it has a copyright. If it is open source, you can adapt it freely; if it is copyrighted, you will need to contact the author of the tool to obtain permission to adapt.

Examples of when you might want to customize an existing tool include:

- If the tool you are looking at takes a long time to complete, you may want to make it less overwhelming for data collection.
- You may find a tool that measures multiple domains but only need one specific domain. You might want to only use the relevant sections of the tool.

⁴ Information in this section was adapted from the Washington 21st CCLC Local Evaluation Toolkit.

There are several pros and cons of adapting an existing tool to suite your needs:

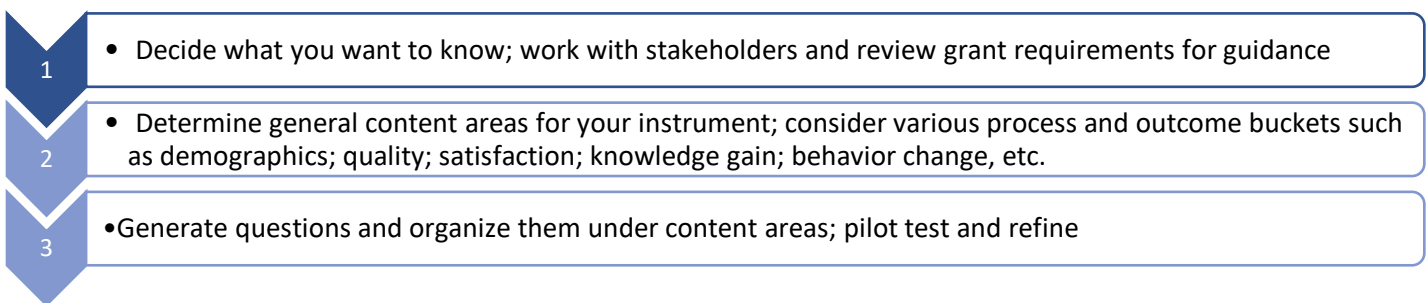
Pros and Cons of Adapting Existing Tools	
<i>Pros</i>	<i>Cons</i>
<ul style="list-style-type: none"> Measures exactly what you want to measure; you can pick and choose specific aspects and add to it 	<ul style="list-style-type: none"> Adapting/changing existing measures removes existing reliability/validity
<ul style="list-style-type: none"> May be able to have a shorter tool that takes less time for participants to complete 	<ul style="list-style-type: none"> Should conduct a pilot test to see how the instrument performs
<ul style="list-style-type: none"> Piloting the tool can help further tailor it specifically to your needs 	<ul style="list-style-type: none"> May require support from someone with more advanced measurement design skills
	<ul style="list-style-type: none"> Instrument may be copyrighted

When should I make my own tool?

You may want to find an existing tool, but at times, they do not exist for the specific needs identified. When you cannot easily obtain data from other sources, you may want to create your own questions for a survey or focus group. You may need to tailor your questions in this case to determine the need for the program, understand the demand for a service, assess satisfaction, or to assess participant perceptions of program impact.

In its simplest form, there are three main stages to work through when developing your own tools/survey:

Stages of Survey/Tool Development



For example, in stage 1, you may decide that you want to better understand how youth and families perceive your program and how satisfied they are with it. Content areas in stage 2 may include demographics of those surveyed, focus on program environment, and focus on ease of access to services. For each of these content areas, you would create specific questions in stage 3. For example, for the “ease of access” content area, you may have three questions; one about location, one about transportation, and one about hours of operation.

Pulling It All Together: Steps for Developing Your Own Instrument vs. Adapting Existing Measures

The table below provides a more detailed comparison of the steps you should take when developing your own instrument vs. adapting an existing measure.

Steps in the Instrument Development Process vs. Adapting Existing Measures		
Step	Developing your Own Instrument	Adapting Existing Measures
Establish Clear Goals	Start with clear goals about what you hope to accomplish and cover with the measure, making sure everyone on the team agrees and can stay focused on this purpose. This will help limit debates later.	Start with a discussion of your goals compared with the existing measure. Establish what is not working with the measure and be clear on why adapting is the best path forward, after weighing the pros and cons.
Outline Core Components	Develop detailed definitions of any key concepts so that it is clear what you are examining. This may need additional refinement later but focusing on having consistent definitions early will allow for clarity throughout the process.	Discuss all the concepts in the measure one by one, outlining what can be kept and what areas need to be changed. Also outline what key concepts are missing.
Craft Indicators	Craft a list of all key indicators that are specific and clear about what you are measuring, have observable actions or behaviors, and are measurable and quantifiable.	For any concepts that are missing, craft detailed indicators for what you want to cover.
Develop Questions	Working from your list of indicators, develop each individual question for your measure. This may require many meetings or drafts of versions to be passed around to all team members. <ul style="list-style-type: none"> ✓ Best Practice Tip: Test out the questions with some of your participants to see how it sounds to them. 	Work through the list of changes. Develop new items using your new indicators. Remove extraneous items. Make any minor adaptations, cautious of any possible confusion. <ul style="list-style-type: none"> • Best Practice Tip: It can be better to simplify by reducing the number of items or entire sections rather than changing wording or scale to a yes/no, so as to not lose meaning.
Pilot and Refine	Before launching the measure for use across the center or grantee, pilot it with a small group of stakeholders. After collecting data, discuss what suggestions they have for changing the measure and make the appropriate changes.	Vet the adapted measure with relevant stakeholders and participants to make sure any changes are clear. Refine the measure accordingly after the feedback.

Logic Model Resources and Template

A logic model is a common tool used to depict your program goal, activities, outputs, and outcomes. It is like a map for your program and can also be very helpful in guiding your evaluation. The following table outlines several useful logic model resources.

Logic Model Resources		
<i>Logic Model Development Guide</i> from W.K. Kellogg Foundation	A comprehensive 71-page guide that outlines the process for developing a theory of change and logic model for your program and using those tools to develop an evaluation plan	Logic Model Development Guide
<i>Theory of Change Basics</i> from ActKnowledge	A brief overview of the rationale and process for creating a theory of change model to guide program design	Theory of Change Basics
<i>Logic Model Workbook</i> from Innovation Network	A step-by-step guide including templates for designing a program’s logic model and using it to evaluate results	Logic Model Workbook
<i>Enhancing Program Performance with Logic Models</i> from the University of Wisconsin	A detailed description of logic models including training materials and a framework for development	Enhancing Program Performance with Logic Models
<i>Developing a Logic Model: Teaching and Training Guide</i> from the University of Wisconsin	A description of logic models and a selection of templates and examples.	Developing a Logic Model: Teaching and Training Guide

How to Read a Logic Model

You can fill in any column of the logic model first, but remember, in the end, it must read left to right using an “if/then” process. That is, IF I have xyz resources, THEN I can offer XYZ activities at X level of intensity. IF I can offer those activities, THEN I can track how well I adhered to the plan to offer them. IF I tracked what I am doing, THEN I can look at changes in behavior as a result.

A logic model template is provided below. Please note that there are many logic model formats. Some do not include assumptions, and some include indicators as well as outcomes. Many logic models also have three separate outcome columns for short, intermediate, and long-term outcomes. There is no right or wrong way to format a logic model as long as it meets the needs of the program. The template provided below is only one example.

PROGRAM NAME] Logic Model

Goal/Mission/Vision: This is the goal or vision you have for *Project X*. Try to write a result-based goal that describes the expected long-term effects of the project. This is what you hope you will achieve. For example, *Project X will improve the social-emotional health of students in XYZ School District.*

Target Population: This describes who the project is targeting / who will benefit from the project activities. Be as specific as possible. For example, does the target population include family members of students or just students? Does it target specific grades or school buildings? Also, think about whether there are multiple groups in your target population. For example, are there activities related to staff such as professional development? If so, you may also want to indicate who those staff are her

Assumptions	Inputs	Activities	Outputs	Outcomes
<p>Use this section to document assumptions about the program or target population. Questions to ask include:</p> <ul style="list-style-type: none"> • What is the underlying theory of the program? • Can you implement it as intended? • Is the target population and/or community receptive to it? • Will staff buy-in to it? • Does it mesh with other activities we already do? • Will certain collaborations / assets be utilized? 	<p>Use this section to document resources used to implement the program and any anticipated constraints. Some items may be in both categories. Be as specific as possible and remember – the target population is NOT an input. Examples include:</p> <ul style="list-style-type: none"> • Funding amounts/sources • #Staff/volunteers and/or available hours • Laws/regulations • Policies • Technology • Facilities/Space • Community Partnerships • Community assets <p><u>Resources:</u></p> <p><u>Challenges:</u></p>	<p>Given the resources and constraints you have, this column documents program activities. This section documents how inputs are used to achieve the goal.</p> <p>You may have activities directed toward your main target population and sub target population (ex – students and staff). If so, you can break those out into two or more sections here.</p> <p>For example: Students</p> <ul style="list-style-type: none"> • Receive one social emotional instruction topic per week in health class. <p>Staff</p> <ul style="list-style-type: none"> • Two 1-hour professional development sessions per staff per quarter 	<p>This column documents process outcomes – the products of the program’s activities. It is what the program tracks/counts about activities and the target population.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Demographics characteristics of the target population • #/% served by activity • # of hours/sessions offered • # attending each activity/session • Satisfaction with activities 	<p>This column tracks impact <u>changes</u> that the target population experiences as a result of program activities. Short term outcomes track changes in knowledge, attitudes, or skills. Intermediate outcomes track behavioral shifts that occur. Finally, long-term outcomes track changes in status or condition.</p> <p>Example: <u>Short-Term Outcomes:</u></p> <ul style="list-style-type: none"> • Teachers understand the importance of incorporating social emotional learning (SEL) in their curricula. • Teachers gain knowledge on how to incorporate SEL into curricula. <p><u>Intermediate Outcomes:</u></p> <ul style="list-style-type: none"> • At least 50% of teachers trained in SEL incorporate it in daily learning. <p><u>Long Term Outcomes:</u></p> <ul style="list-style-type: none"> • More students understand the importance of emotional health.

[PROGRAM NAME] Logic Model

Goal/Mission/Vision:

Target Population:

Assumptions	Inputs	Activities	Outputs	Outcomes
	<p><u>Resources:</u></p> <p><u>Challenges:</u></p>			<p><u>Short-Term Outcomes:</u></p> <p><u>Intermediate Outcomes:</u></p> <p><u>Long Term Outcomes:</u></p>

Planning for Data Collection Methods and Logistics

After the evaluation stakeholder groups refines questions they would like to answer through their local evaluation, they will need to consider methods of data collection and analysis. This section provides a summary of potential methods, when to use them, and tips on how to implement them.

Data Collection Methods		
Method	Description	When to Use
Assessments	<ul style="list-style-type: none"> Standardized scales, tests, and forms measuring a wide range of knowledge, attitudes, and behaviors Quantitative 	<ul style="list-style-type: none"> Often used for identification of a condition or situation
Case Studies	<ul style="list-style-type: none"> In-depth study of a single case (individual, program, or event) using multiple methods Both quantitative and qualitative 	<ul style="list-style-type: none"> Used to gain understanding of the past and provide insight to a current situation
Focus Groups	<ul style="list-style-type: none"> Group setting with facilitator and notetaker Has 8 – 10 participants and lasts 1 ½ - 2 hours Has a standard set of questions with predefined probing questions if needed Qualitative 	<ul style="list-style-type: none"> Used to identify problems or needs, program impressions, or to explore options
Interviews	<ul style="list-style-type: none"> Purposeful conversations Evaluator uses standard set of questions with predefined probing questions if needed Both quantitative and qualitative 	<ul style="list-style-type: none"> Used to gather information about attitudes, experiences, or behavior changes Sometimes used when participants cannot complete a survey on their own
Observations	<ul style="list-style-type: none"> Purposeful recording of one or more activities Focus on the observation determines the approach to data collection, which may include anecdotal notes, time and event sampling, checklists, and rating scale Both quantitative and qualitative 	<ul style="list-style-type: none"> Used to document current behaviors or processes If a program wants the local evaluator to conduct programming observations, it is expected that the evaluator conduct more than one, and that they observe programming content that is connected to 21st CCLC educational goals.
Record Review	<ul style="list-style-type: none"> Extraction of data from existing program forms or agency records, including databases Both quantitative and qualitative 	<ul style="list-style-type: none"> Used to provide additional context or supplement primary data
Representations	<ul style="list-style-type: none"> Graphical or pictorial displays created by program participants May include eco-maps, genograms, flowcharts, photovoice, etc. Both qualitative and quantitative 	<ul style="list-style-type: none"> Used to represent systems or relationships, document current conditions or changes
Surveys	<ul style="list-style-type: none"> A set of open and/or closed-ended questions Depending on sampling, can be generalizable to others Both quantitative and qualitative 	<ul style="list-style-type: none"> Used to collect data from large groups of people Used to assess need, demand, satisfaction, outcomes, and impact

Survey Question Structure				
Question Type	Description	When to Use	Challenges	Examples
Open-Ended	No answer choices provided; respondents create their own	When you cannot create standardized response options	<ul style="list-style-type: none"> • Demanding on respondents • Time consuming analysis • Difficult to compare answers 	<ul style="list-style-type: none"> • What did you like about the program? • What activities are your favorite?
Open-Ended with Ordered Response	Also known as Likert Scales or Ordinal questions; using a meaningful common rating scale (usually 3 – 5 points)	When you want to understand frequency, duration, attitudes, etc. (e.g., Often/Sometimes/Never; Very Satisfied/Satisfied/Dissatisfied/Very Dissatisfied)	<ul style="list-style-type: none"> • Sometimes respondents will just rate the middle/neutral answer if provided • Respondents tend to agree with statements shown (acquiescence bias) 	<ul style="list-style-type: none"> • How satisfied are you with the program? • How likely are you to recommend our program to a friend?
Close-Ended with Unordered Responses	Also known as Nominal or Categorical question; can have respondents choose one or more answers	Often used to obtain demographic data; ensure categories are mutually exclusive and exhaustive	<ul style="list-style-type: none"> • These questions may ignore the multitude of variations that exist within the category 	<ul style="list-style-type: none"> • What is your race? • What school do you attend?
Partially Closed-Ended	Categorical questions that include an open-ended response option as one of the answer choices	When you want to allow respondents to fill in their own answer in case it was not part of the response options	<ul style="list-style-type: none"> • Challenges can be similar to those in the Open-Ended question type above 	<ul style="list-style-type: none"> • Any categorical question with an “Other (specify)” response option that can include a write in

Survey Best Practice Tips

When writing our questions, choose your words carefully and be sure to pilot test the survey with a colleague or program participant and make revisions as needed. Be sure to:

- ✓ Include instructions on the survey including why it is being done, if responses are anonymous/confidential, and how long it will take.
- ✓ Whether electronic or on paper, be sure to state how long the respondent has to return the survey.
- ✓ Be concrete. When asking questions about timeline, for example, make sure the respondent can relate and answer (e.g., instead of asking, “in the last year, how often...,” you may want to say “in the last month, how often”).
- ✓ Use conventional language that avoids jargon.
- ✓ Spell out acronyms when used for the first time.
- ✓ Use complete sentences with your questions.
- ✓ Avoid negative and biased questions that establish expectations or unbalanced/unequal comparisons.
- ✓ Ensure that your survey is inclusive and culturally sensitive.
- ✓ Ensure that questions are not double-barreled (e.g., touches on more than one issue while only allowing for one answer).
- ✓ Ensure questions with response options are mutually exclusive and exhaustive.

Focus Group Question Format			
Question Type	Description/Purpose	# Question Type per Group	Examples
Opening	Round Robin question; meant to get everyone talking; emphasizes how participants are alike	1	Tell us your first name and one thing you like to do in your free time.
Introductory	Begin to discuss the topic of the focus group; define the topic; explore how participants see or understand the topic	1	When you think about 21 st CCLC programming, what is the first thing that comes to mind?
Transition	Move the conversation toward key questions; get more in-depth information by asking about participant personal experiences; connect the participant to the topic	1	Tell us about your best experience with the 21 st CCLC program?
Key	These are the questions driving the evaluation; the items you really want to know; typically start key questions 1/3 – 1/2 way into the focus group.	2 – 5	What are the top three reasons you send your child to the 21 st CCLC program? What can we do to make the 21 st CCLC program more attractive to teens?
Ending	Last question; focuses on summary; all things considered question	1 - 2	Of all the things we discussed, which do you feel was most important? Is there anything else you wanted to mention about the program that we did not talk about?

Developing Focus Group Questions

When developing your initial focus group questions, do so with a “brainstorming” team of 4 – 6 people if possible. From this group, a first draft of around 12 questions can be created and then refined and revised.

When creating your focus group questions, remember to test them out and make sure they cannot be answered with just one word (unless that is the goal of the question) or as a “Yes” or “No.” Bad questions also provide too many examples that may limit responses.

Good focus group questions encourage participants to share and engage them. It is important to ask positive questions before negative, so that the group can feel comfortable when you ask for their answers. As these questions are developed, the focus group team can consider open-ended and “think back” questions to encourage sharing.

It is also important to standardize additional probing questions before the focus group. If participants do not understand what the facilitator is asking, there should be a standard and practiced response so as to not lead the participants in any one direction. Probes can also be more general to get participants to share. These questions include:

- ✓ “Can you explain further?”
- ✓ “Would you be able to say more about that?”
- ✓ “Can you provide an example of what you mean?”
- ✓ “Who else has something to share?”
- ✓ “I see people nodding their heads; tell me about that.”
- ✓ “What about the rest of you?”

Role of the Focus Group Facilitator and Co-Facilitator

The focus group facilitator is responsible for opening, moderating, and closing the session.

- ✓ Prepare a sample script to open the focus group that:
 - Covers ground rules, such as allowing each person to speak, logistics such as bathroom locations and taking breaks if needed, turning off cell phones to be present, tape recording, etc.
 - Describes the purpose of the focus group and how the data will be used.
 - Discusses confidentiality of what is shared.
 - Sets up a permissive environment where people are free to share their thoughts and feelings about the topic.
 - Remind participants that the focus group is not a support group, decision making group, or free for all to talk about anything they want.
- ✓ If the group starts to veer off course from the question at hand, the moderator or co-moderator must lead them back to the main question.
- ✓ The facilitator should be comfortable with a five second pause after a question has been asked to give the participants time to think about it. This can also be used when someone speaks and then the group remains silent. After a pause, the moderator can ask, “How do others feel about that?” or “Are there any other views?” Remember – this needs to be practiced.
- ✓ The facilitator must be aware of and control their reactions to participants. It is okay for the facilitator to use “Ok,” “Yes,” “and “Uh-huh,” as long as they do not signal approval or acceptance. They should avoid saying things like “Correct,” “That’s good,” or “Excellent.” Head nodding may also signal agreement with statements made; use that sparingly or not at all, or nod to everything.
- ✓ Remember to thank participants at the end of the group. The Facilitator may also ask participants to fill out a brief survey to capture their demographics at the end of the group.
- ✓ Debrief with the co-facilitator immediately after the group ends.

The co-facilitator of the focus group is responsible for setting up the space, taking notes on responses and body language, recording the session if applicable, welcoming participants as they arrive, and handling interruptions or late-comers.

- ✓ To keep detailed notes, create a [focus group note-taking guide](#) that tracks key points, quotes and observations for each question. This guide should also note the number of participants and their demographics. It can also have a space at the end to summarize any preliminary themes or points that were made during the focus group.
- ✓ The co-facilitator (or facilitator – it should be determined before the group) often reiterates the purpose of the focus group at the end of the session and then provides a brief 2 – 3-minute oral summary of the big ideas that emerged from the discussion. The co-facilitator can then ask the participants if the summary captured the conversation or if there was anything else that needed to be added or emphasized.
- ✓ At the end of the session, the facilitator and co-facilitator should review the notes and debrief the focus group. This is an opportunity to jot down impressions and themes that can help with later analysis.

SWOT Analysis

A [SWOT](#) (Strengths, Weaknesses, Opportunities, and Threats) analysis can help grantees identify program areas for quality improvement and help them plan for sustainability.

Internal	Strengths	Weaknesses
	<p>Start by listing positive characteristics of the program.</p> <ul style="list-style-type: none"> • What advantages does the program have? • What resources/assets exist? • What do program participants say? 	<p>Identify weaknesses from both your own point of view and that of others, including those you serve.</p> <ul style="list-style-type: none"> • What would you improve? • What is missing? • Would you attend this program?
External	Opportunities	Threats
	<p>A useful approach when looking at opportunities is to look at the strengths and ask whether these open up any opportunities.</p> <ul style="list-style-type: none"> • How could you take the program to the next level? • What partnerships exist? • What does the program do in the community? 	<p>Cast a wide net for the external part of the assessment. No organization, group, program, or neighborhood is immune to outside events and forces.</p> <ul style="list-style-type: none"> • What obstacles may the program face? • Are there budget issues? • Could any of the weaknesses threaten sustainability?

Internal	Strengths	Weaknesses
External	Opportunities	Threats

Magic Quadrant

The Magic Quadrant⁵ is another tool that can help grantees with planning to improve and sustain their programs. The following steps⁶ may be helpful to local evaluators and/or program staff if they create one:

1. Start by asking the group, “What do we need to reach our goal or make our decision?”
2. Discuss what it means for your program to choose activities in each quadrant.
3. Decide as a group which quadrant you wish your future activities to be in.
4. Jot down ideas on sticky notes about steps that may help reach the goal. Post sticky notes on the magic quadrant at the appropriate levels of impact and effort.
5. Discuss decisions and implications.

Magic Quadrant Example:



A Magic Quadrant Template that can be adapted is provided below.

⁵ Gray, D., Brown, S., & Macanufo, J. (2010). Impact & effort matrix. In *Game storming: A playbook for innovators, rulebreakers, and changemakers* (p. 241). Sebastopol, CA: O'Reilly.

⁶ <https://www.publicprofit.net/Dabbling-In-The-Data-A-Hands-On-Guide-To-Participatory-Data-Analysis>

		Effort	
Impact		High Impact/Low Effort	High Impact/High Effort
		Low Impact/Low Effort	Low Impact/High Effort

What is Data Visualization?

Data visualization is an approach to ensure that data are presented effectively for easier interpretation, therefore leading to greater usability. This growing practice is based on brain science of what the human brain can process and retain and is becoming popular across all fields that report data findings. In education and youth development, it is a particularly powerful tool to optimize program staff’s ability to understand and use the data for program improvement. It also is critical for telling the story of successes to a wider audience to enhance sustainability efforts. [Data Visualization Examples⁷](#):

Benefits

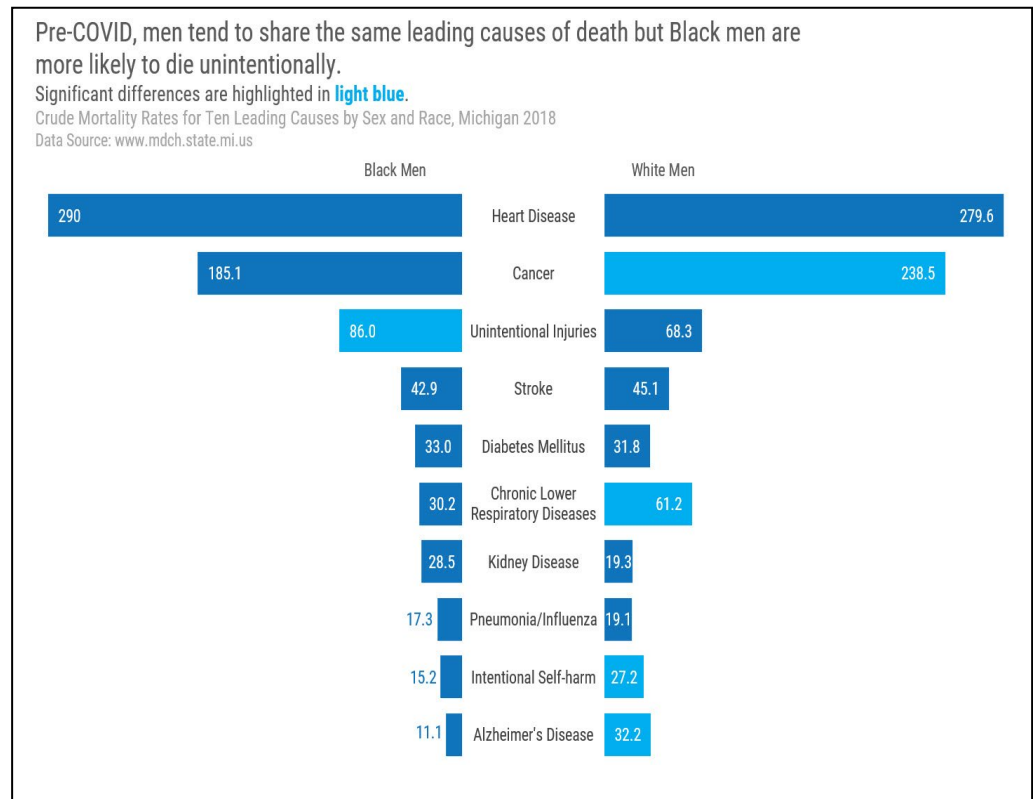
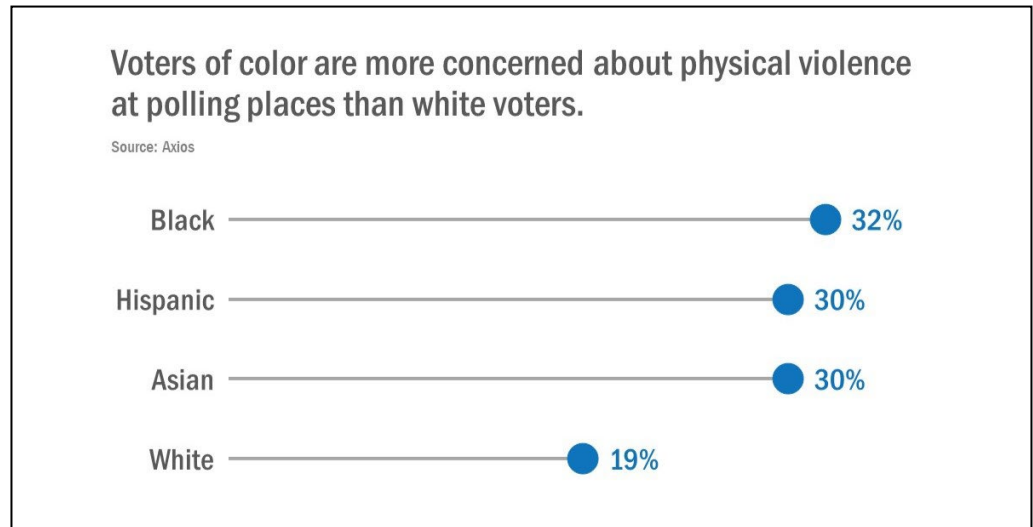
Good data visualization increases the likelihood of:

- ❖ Data being read
- ❖ Diverse audiences understanding the data
- ❖ The story getting told
- ❖ People retaining what they learned from the data
- ❖ Findings being used
- ❖ Data being used to improve the program
- ❖ Having a participatory evaluation





Principles

Data visualization should:

- ❖ Be simple and clear
- ❖ Provide streamlined information
- ❖ Use engaging formats with less text and more visuals
- ❖ Reduce clutter and any excess
- ❖ Explicitly name findings and conclusions
- ❖ Have strategic and bold use of images, color, and so forth
- ❖ Use plain language, with high readability and clear visibility
- ❖ Tell a story



⁷ Examples from <http://stephanieevergreen.com>

Data Visualization Resources	
<p>Charts</p> 	<p>General Resources:</p> <ul style="list-style-type: none"> - How to Build Data Visualizations in Excel - Data Visualization Checklist - Great Graphs - Storytelling with Data - Qualitative Viz <p>Data Visualization Chart Selection Tools:</p> <ul style="list-style-type: none"> - Stephanie Evergreen Qualitative Chart Chooser - Data Visualization Design Process: A Step-by-Step Guide for Beginners - The Graphic Continuum <p>Data Visualization Books:</p> <ul style="list-style-type: none"> - Tableau Your Data - Visualization Analysis and Design - Effective Data Visualization
<p>Graphics and More</p> 	<p>Graphic Design: https://www.canva.com/ and https://piktochart.com/</p> <p>Icons: https://thenounproject.com/</p> <p>Dashboards: https://stephanieevergreen.com/the-dashboard-sketch-process/</p> <p>Fonts: https://www.fontsquirrel.com/</p> <p>Color: https://color.adobe.com/create/color-wheel</p> <p>High Resolution Photos: https://www.pexels.com/ and https://pixabay.com/</p>
<p>Reports</p> 	<p>Evaluation Report Layout Checklist</p> <p>Better Evaluation Reporting & More</p> <p>The 1 – 3 – 25 Reporting Model</p> <p>Kauffman Foundation Evaluation Report Guidance</p> <p>A Short Primer on Innovative Evaluation Reporting</p>
<p>Presentations</p> 	<p>The AEA Potent Presentations Initiative</p> <p>Audience Engagement Resources</p> <p>15 Audience Engagement Strategies That Actually Work</p> <p>Present Your Data Like a Pro</p> <p>10 Tips for Presenting Data</p> <p>Skills You Need: Presenting Data</p>

What is stakeholder engagement in evaluation?

This beneficial approach ensures inclusivity and participation of key voices beyond the local evaluation team in various parts of the evaluation. By facilitating spaces for stakeholders to play a more active role throughout the evaluation cycle, and especially in the data analysis stage, you ensure that your evaluation is meaningful and representative of your entire program community. The strategies and resources presented here offer support for how to facilitate activities specific to evaluation but also may be useful for other goals as well.

Benefits

Good stakeholder evaluation increases the likelihood of:

- ❖ Diverse stakeholders reviewing the data
- ❖ Discovering key insights
- ❖ Making meaning from data
- ❖ Ensuring data are valid and representative of known realities
- ❖ Data being used to improve the program
- ❖ Having a participatory evaluation

Principles

Stakeholder engagement should:

- ❖ Value stakeholder voice
- ❖ Be inclusive of diverse stakeholders
- ❖ Offer engagement opportunities at various timepoints in the evaluation
- ❖ Allow time and space for thoughtful reflection and idea generation
- ❖ Make evaluation more meaningful and fun

Throughout the Evaluation

Engaging stakeholders throughout the evaluation is about more than just sending surveys or using stakeholders to collect data. It means facilitating activities to involve people in diverse ways and offer input on the evaluation process itself. It involves finding opportunities for quick input whenever decisions are being made, such as during evaluation planning or later improvement planning, so that power in what happens is shared. It means taking the time to present ideas to all relevant stakeholders and adapting based on what they say.

- [Creative Ways to Solicit Stakeholder Feedback](#)
- [A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions](#)
- [Michael Quinn Patton – Facilitating Evaluation](#)



Data Analysis Stage

Participatory data analysis is becoming a best practice to allow for deeper engagement of meaning-making related to collected data. This specific evaluation step allows the chance to bring in a large group of stakeholders to dive into data, analyze, and interpret findings. It requires time for thoughtful reflection to develop key insights and is much more powerful than just the evaluator or evaluation team coming up with all the conclusions. This then arms everyone with the best possible information for taking action.

- [Dabbling in the Data: A Hand's-On Guide to Participatory Data Analysis](#)
- [Data Parties](#)
- [Data Placemats: A Facilitative Technique Designed to Enhance Stakeholder Understanding of Data](#)
- [Participatory Analysis: Expanding Stakeholder Involvement in Evaluation](#)

Resources

Links to Pennsylvania's 21st CCCLC evaluation tools and resources relevant to the local evaluation are provided here.

- [PA 21st CCLC Grantee Reporting Summary 2023-24](#)
- [21st CCLC Accountability and Reporting Guide 2023-24](#)
- [Daily Attendance Tracking Tool](#)
- [Average Daily Attendance Calculator](#)
- [Student Data Workbook](#)
- [GPA Calculator](#)
- [Grantee Evaluation Workbook](#)
- [Local Evaluation Report Template](#)
- [PA 21st CCLC Teacher Survey](#)
- [PA 21st CCLC Implementation Survey Question Guide](#)
- [PA 21st CCLC Clearance Tracking Worksheet](#)
- [Data Safeguarding Plan Template](#)