Texas ACE
Local Evaluation Guide
August 2019

Support Texas ACE Centers' use of meaningful local evaluation as a means of informing continuous program improvement and sustainability.

About This Guide

This guide was collaboratively developed by the Texas Education Agency (TEA), the American Institutes for Research, and Diehl Consulting Group, in partnership with the Texas ACE™ Local Evaluation Advisory Group.

How to Use the Guide

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

Organizational Structure

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

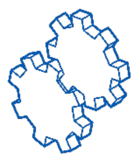
- Develop
- Assess
- Review

What is the purpose of local evaluation?

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

Meaningful Local Evaluation Key Principles

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



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

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

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

Focus on center capacity. Evaluation capacity is achieved not only when center staff possess the knowledge and understanding to participate in evaluation planning and implementation (e.g., informing implementation and outcome measures, collecting data), but also when they have access to resources and tools that support evaluation capacity.

Start

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

Texas ACE ™ evaluation requirement | **Recommended best practice** | **Supplemental resource (Local Evaluation Toolkit)**

Getting Started

1 Understand Local Evaluation Requirements

1. Select an independent evaluator.
2. Submit a center-level logic model (Due: annually—fall).
3. Submit an executive summary to TEA (Due: annually—July 31).
4. Post an annual evaluation report.

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2 Select Independent Evaluator

Align with best practices for identifying and procuring evaluation services.

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3 Convene an Evaluation Team

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

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4 Understand Continuous Improvement Cycle and Timeline

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Develop Stage

5 Identify/Review Theory of Change

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

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6 Create/Update Logic Model

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

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7 Create/Update Evaluation Plan

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

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8 Create/Update Action Plan

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

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Assess Stage

9 Collect, Analyze and Review Fall Data

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

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10 Action Plan Check-in

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

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Review Stage

11 Final Analysis, Review, and Reporting

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

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12 Complete the Annual Action Plan

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

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Texas ACE Local Evaluation Requirements

Select an independent evaluator	→ **<u>Grantees are required to select an independent evaluator (evaluator)</u>**. A program evaluator has formal training in research and/or evaluation, as well as experience in conducting program evaluation. Independent evaluators are individuals or organizations with no personal or financial stake in your Texas ACE program or the outcome of the evaluation. Some school districts operate an internal program evaluation office. Grantees may use either their organization's internal evaluation office or a contracted external entity. An internal evaluator must not be involved in the implementation or delivery of the program. → When selecting an independent evaluator, programs must follow local procurement procedures and grant-related requirements. Conducting a thorough identification and interview process can help identify a high-quality independent evaluator. *Resources to assist with the selection process (e.g., interview questions, roles/responsibilities, example contract template) may be found in the Local Evaluation Toolkit.*
Submit a center-level logic model (Due: annually—Fall)	→ A logic model is a visual representation of the program, depicting key components and relationships among needs, program goals, inputs (resources), outputs (activities and implementation fidelity), and expected outcomes. A logic model includes the theory of change behind the program and is the foundation of program planning, evaluation, program management, continuous improvement, and communications. Centers have flexibility to select which logic model framework best represents their program, but centers are **<u>required to submit an updated center-level logic model by the end of the fall semester each year</u>**. Recommended best practices for logic model development are included within this guide. *A logic model template may be found in the Local Evaluation Toolkit.*
Submit an executive summary to TEA (Due: annually—July 31)	→ The federal 21st Century Community Learning Center (CCLC) statute requires that programs undergo evaluation to assess progress toward providing high-quality opportunities for academic enrichment and overall student success. **<u>TEA requires that grantees conduct local evaluation at the center level and submit either a grantee-level executive summary or center-level executive summaries to TEA on an annual basis</u>**. Although centers have flexibility to decide the content of such summaries, elements required for these summaries are included within the review section of this document (page 21).
Post an annual evaluation report	→ **<u>Grantees are required to complete a comprehensive annual evaluation report</u>**. Although this report is not submitted directly to TEA, **<u>the report is to be posted on the grantee's website</u>** to assist stakeholders' understanding of results associated with the program. As such, it is recommended that centers create annual reports that effectively communicate information to diverse groups. Although centers have flexibility to decide what goes into this annual report, recommended components are included within the review section of this document (page 21).

Local Evaluation Framework

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

Keys to Building an Effective Local Evaluation Team

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

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

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

Roles/Responsibilities: Clarifying roles and responsibilities of all team members will help to ensure participants understand their unique contributions. As grantees are required to select an independent evaluator, it is important to outline responsibilities within the independent evaluator agreement, if an external contractor is selected, as well as identify responsibilities of all staff and other stakeholders (e.g., community partners, volunteers) involved on the team. Suggested roles and responsibilities follow.

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

Overview of the Continuous Improvement Cycle

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

Develop Stage

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

- For newer centers or those experiencing change, this stage focuses on creating a center-level logic model that depicts key relationships among needs, inputs, activities (outputs), and outcomes. This stage also focuses on developing process evaluation plans focusing on how the program is being implemented, and outcome evaluation plans examining changes that are expected to occur among participants being served.
- More established centers (operating for more than a year with stable leadership, staffing and organizational structures) focus on refining existing logic models and evaluation plans, while also examining action plans developed from the prior-year review stage.

The Assess stage involves the collection and analysis of data from your process and outcome evaluation plans. This stage provides an opportunity to better understand program implementation and examine action plan progress.

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

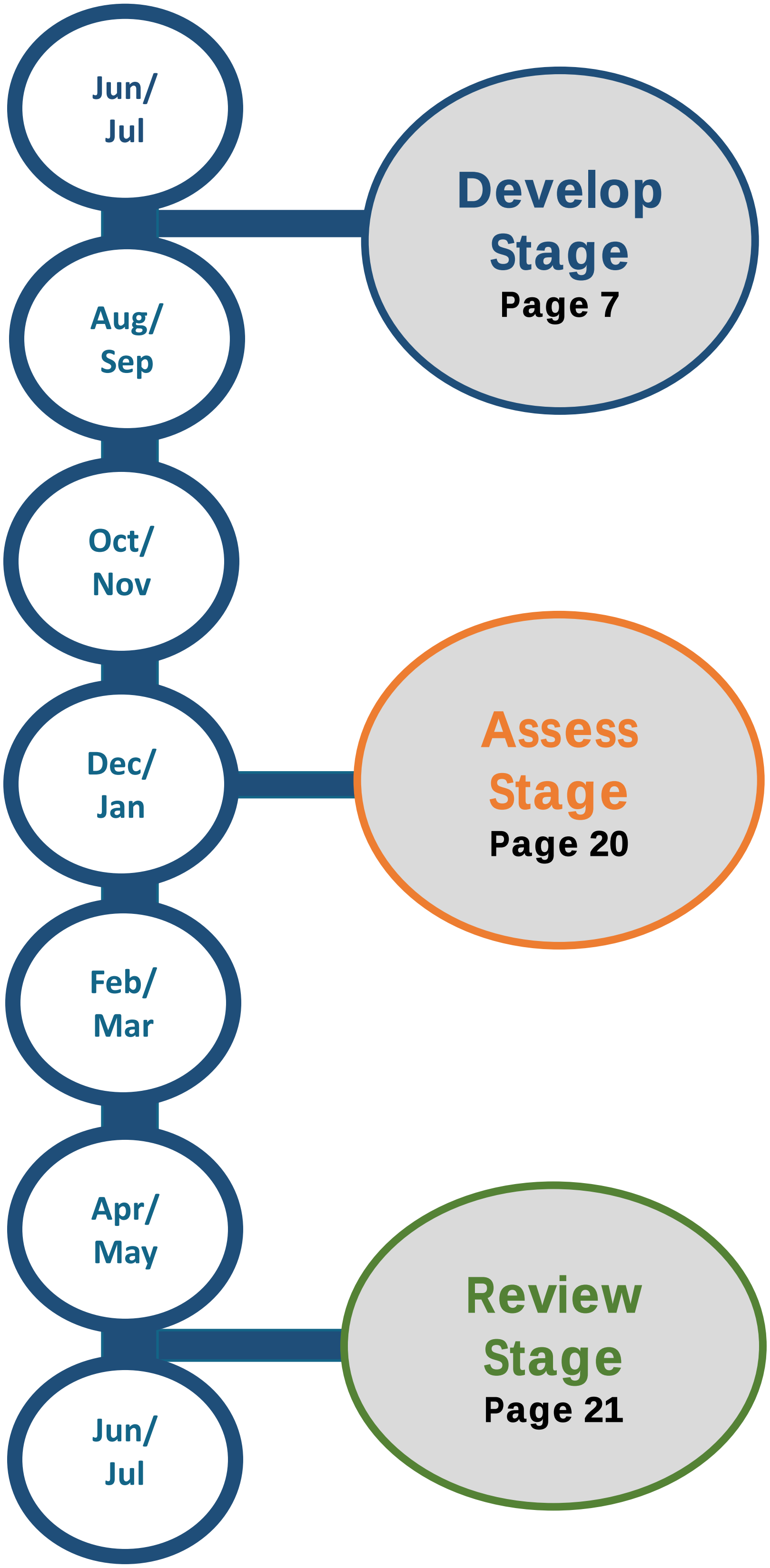
The Review stage involves final analysis and reporting of all process and outcome evaluation data collected. This review includes identifying key findings, areas for improvement, and promising program aspects to continue and expand.

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

Recommended Timeline and Checklist

Evaluation and Continuous Improvement Cycle

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



Develop Stage

- ☐ Identify theory of change (new/changing centers) or review theory of change (established centers)
- ☐ Create logic model (new/changing centers) or update logic model (established centers)
- ☐ Create evaluation plan (new/changing centers) or update evaluation plan (established centers)
- ☐ Ensure relevance of action plan (established centers)

Assess Stage

- ☐ Collect, analyze, and review evaluation data from fall semester (new/changing or established centers)
- ☐ Action plan check-in (established centers)

Review Stage

- ☐ Final analysis, review, and reporting on all process and outcome data from summer, fall, and spring (new/changing or established centers)
- ☐ Complete the annual action plan (new/changing or established centers)

Develop Stage

Focus Areas:

- ✓ Identify theory of change (new/changing centers) or review theory of change (established centers)
- ✓ Create logic model (new/changing centers) or update logic model (established centers)
- ✓ Create evaluation plan (new/changing centers) or update evaluation plan (established centers)
- ✓ Ensure relevance of action plan (established centers)

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

Identify and Review Theory of Change

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

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

When establishing your theory, it is helpful to draw on research and best practices from the out-of-school time field. Helpful resources include, but are not limited to, the Texas ACE website, Youth for Youth (Y4Y), National Afterschool Association, and/or National Summer Learning Association. Members of the evaluation team can be assigned to collect this information. Some of your activities already may have been established as evidence-based and having this evidence will give your program more confidence that the activities will lead to the results you are trying to achieve. In addition to examining current research, established programs may further enhance their theory of change by reviewing prior evaluation findings or anecdotal experience from implementation, as well.

Questions to Consider

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

Best Practices

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

Create or Update the Logic Model

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

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

Centers are required to submit an updated center-level logic model by the end of the fall semester each year. There are several logic model formats to choose from that depict the program goals and outcomes. A sample version is provided here. Grantees should feel free to adapt the format to best meet the needs of their center(s).

A logic model template and other resources are provided in the Local Evaluation Toolkit.

Best Practices

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

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

Considerations When Creating or Updating the Logic Model

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

Program and Center Activities	**Activities include the specific events, lessons, classes, or clubs being implemented as part of your overall program to address the needs of your participants and center goals. Activities are typically student or family activities reported in the Tx21st data system. When describing activities include the frequency with which activities are being implemented and the intended audience.** ***Examples:*** • Afterschool reading instruction and enrichment activity focused on building students' comprehension skills. Activity will be provided three times a week for 1 hour over 18 weeks to students in Grade 4. • Parent homework preparation class offered for 2 hours each quarter to parents of students in Grades 3–5. Class will include useful tips for communicating with teachers, understanding what their child is learning, and where to find support for assignments. • Project-based learning (e.g., coding, cooking, robotics, art) activities for middle school youth will be provided. Activities will be provided from 3:00 p.m. to 6:00 p.m. 5 days a week during the school year with rotating topics every 6 weeks during the fall and every week in summer. Emphasis will be placed on linkages between afterschool and school-day curriculum to strengthen school engagement and student academic outcomes.	
Outputs (Products/ Fidelity)	**Outputs involve the products of activities and the extent to which these activities are implemented with fidelity. Typically, there are four approaches to consider when examining fidelity of implementation.**	
	(1) Adherence refers to the extent to which program components are being implemented as designed. This is largely dependent on core implementation characteristics associated with the program. → For example, as outlined within the Texas ACE application, all activities must be intentionally developed using a comprehensive and coordinated planning tool such as the "Texas ACE Activity/Unit and Lesson Plan Worksheet." To measure adherence, the evaluation would examine whether or not the program addressed the core components as outlined within the activity/unit and lesson plan tool.	***Examples of methods*** *may include a lesson plan checklist and/or an observation tool that assesses if components were taught.*
	(2) Exposure refers to how much of the program participants received. Exposure can include the number of sessions or contacts, attendance, or the frequency and duration of sessions.	***Examples of methods*** *may include participant attendance records and/or observations of session length.*
	(3) Quality refers to the way the program is being designed and delivered to participants. This may include overall program design features (e.g., policies and procedures), staff characteristics (e.g., training received, knowledge of content, expertise in delivery) or other program attributes (e.g., environment, peer-to-peer interactions, voice in programming). Two approaches to examining quality include: → ***Organizational assessment tools*** *allow centers to examine structural components of programs that are useful in informing how programs operate.* → ***Direct point-of-service (observation-based) assessment tools*** *are used to directly observe the afterschool environment where students and staff interact in program delivery.*	***Examples of methods*** *may include organizational and direct point-of-service assessment tools. Procedures for selecting these measures are included in the Local Evaluation Toolkit.*

Outputs (Products/ Fidelity) *Continued*	**(4) Participant engagement** refers to how participants respond to the programming being provided. This may include their level of interest in a particular activity, the extent to which they believe it to be relevant and useful, or actual involvement in activities.	***Examples of methods*** *may include surveys, focus groups, program observations, and/or attendance.*

Outcomes

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

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

→ **Specific:** *Does the outcome include a direction and/or magnitude of change?*

→ **Measurable:** *Can evidence be gathered to support attainment of the outcome?*

→ **Attainable:** *Is the outcome logically tied to the need and activity being offered, and can it reasonably be accomplished?*

→ **Relevant:** *Will the outcome yield actionable and meaningful information?*

→ **Time-based:** *Does the outcome include a specified time period to accomplish the goal?*

Examples:

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

Create or Update the Evaluation Plan

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

Process Evaluation → **focuses on how the program is being implemented, which allows practitioners to make changes in programming over the course of the year.**

Outcome Evaluation → **examines changes in participant knowledge, attitudes, and behaviors in order to understand the extent to which the program is bringing about changes.**

Recommended approaches to crafting process and outcome evaluation plans follow.

Creating or Updating a Process Evaluation Plan

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

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

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

Diving Deeper—Process Evaluation

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

Best Practices

- *Use a combination of both organizational and point-of-service quality assessments.*
- *Train the independent evaluator and program staff in conducting point-of-service quality assessments.*
- *Use both quantitative and qualitative data to develop a deeper understanding of your program.*
- *Select the most meaningful process measures for your program; you don't have to measure everything!*
- *When assigning data collection roles, find ways to engage other center staff or partners and not place everything on the Site Coordinator.*
- *Align process measures with Texas 21st Student Tracking System Reports.*

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

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

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

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

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

Creating or Updating an Outcome Evaluation Plan

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

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

Components of An Outcome Evaluation Plan

Performance Measure	→ Represents what you will be using to measure your outcome (indicator of change).
Participants	→ Identify which participant groups will be included in the performance measure (e.g., grade levels, lower assessment scores, groups attending at differing rates).
Data Source	→ List the source of data (e.g., survey tools, assessments, Tx21st and local data systems, focus group protocols) and the time period covered. When identifying the data source(s), describe how the source adequately represents the area being studied. For surveys, this may include specific information about reliability and validity of the tools. In other cases, this may be an explanation of why the specific source was selected. In all cases, it is critical to ensure clear alignment between the actual outcome and the data source being used. Your logic model should be revisited and used as a reference for this reflection. It is also important to consider the timing of data availability in your planning. Finally, when selecting a data source, examine the quality of data being collected.
Data Collection Procedures	→ List procedures for collecting data. This includes detailing who is responsible, what is being collected, when it is being collected, and strategies to ensure data quality.
Data Analysis and Reporting	→ Specify upfront how data will be analyzed and reported to examine the evaluation question, as well as who is responsible.

Best Practices

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

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

(1) *Ultimately, will the plan address targeted outcomes? If not, what refinements need to be made?*

(2) *What are the limitations?* Limitations include important considerations to interpreting evaluation findings (e.g., data quality and collection issues such as errors or missing information).

(3) *What are potential barriers to implementing this plan and what can be done in advance to address these?*

(4) *How have prior evaluation findings been used to set annual targets and inform outcomes of interest?*

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

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

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

EXAMPLE					
Outcome Evaluation Plan					
Outcome	**Performance measure**	**Participants**	**Data source**	**Procedures**	**Data analysis and reporting**
(1) By the end of the school year, 90% of youth who attend regularly will be absent for 10% or less of enrolled days.	**1.** Percentage of youth attending ACE programming 45 days or more during the school year and summer of interest who were absent for 10% or less of school days enrolled	1. All youth attending the ACE program who attend 45 or more days during the school year or summer	1. School day attendance records entered into Texas ACE 21st Student Tracking System	Daily, site coordinators record Texas ACE attendance information at the beginning of the program; daily, school staff record day school attendance.	Program and school day attendance will be merged; youth attending 45 or more days in the program (summer and school year) and absent 10% or less based on school days enrolled will be tallied. A percentage will be reported.

Diving Deeper—Outcome Evaluation

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

Create or Update the Action Plan

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

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

Recommended components of action plans include the following:

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

Similar to creating outcomes, improvement strategies are recommended to be framed with SMART (specific, measurable, attainable, relevant, time-based) criteria. A template, a description of key terms, and an example for constructing an action plan follow.

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

Best Practices

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

TX ACE ACTION PLAN				
Program name:				
Date plan created:				
What successes/assets can support this work?				
Improvement area identified		***Rationale/finding that showed this as an improvement need***		
Improvement strategy	**Specific attainable action steps**	**Responsible person(s)**	**Progress measures**	**Target completion date**
What are possible barriers to success?		**What could be planned to address barriers?**		

Description of Key Terms and Considerations for Action Plan Development

Successes and Assets

Identify areas going well in your program that can be leveraged to support your action plan focus (e.g., staff qualifications/experience, student participation rates/engagement, high scores on point-of-service assessments).

Improvement Area and Rationale

Based on a review of information gleaned from evaluation activities, identify the improvement areas that stand out. In doing so, be sure to include a specific rationale that describes how this need was determined (e.g., specific point-of-service assessment scores, survey results).

Tools for determining needs and prioritizing strategies may be found in the Local Evaluation Toolkit.

Improvement Strategy

Use SMART criteria (specific, measurable, attainable, relevant, time-based) when creating improvement strategies:

- Is the strategy **specific**?
- Can the strategy be clearly **measured**?
- Is the strategy **attainable**? Do we have capacity?
- Is the strategy **relevant**? Is it tied to our center's mission and vision?
- Is there a concrete **time** frame for accomplishing the strategy?

Action Steps

Create detailed action steps outlining the logical progression for full strategy implementation.

- Be very clear when specifying your action steps. This clarity will help others understand what you are working to improve and strengthen accountability for the steps to be accomplished.

Responsible Person(s)

For each action step, specify the person(s) responsible for implementation.

- Include actual names of individuals for each step to the extent possible.
- Although the site coordinator will likely be connected with action steps, avoid assigning this position to a large number of steps. Instead, work to diversify responsibilities for plan implementation to engage a broader group of stakeholders and capacity to implement.
- As part of planning, make sure those assigned to steps have a clear understanding of their responsibilities and the dates with which action steps are to be accomplished.

Progress Measures

Progress measures represent evidence that the action step has been accomplished and ultimately document the extent to which the full strategy has been implemented successfully.

- For each step, ask yourself, *"What evidence would represent accomplishment of this step?"*

Target Completion Date/Timeline

For each action step, specify the date by which the action step should be accomplished.

- Consistent with SMART criteria as outlined, make sure timelines are attainable.
- Align timelines to scheduled center activities and operations (e.g., advisory meetings, staff meetings, end-of-session programs). It is possible (and reasonable) for some of the timeline to change, but setting those target dates helps with implementation and accountability.

Possible Barriers and Plan

Before finalizing, conduct a review using the SMART criteria outlined previously. Anticipate potential barriers and outline a plan to address these by discussing the following questions:

- What are the possible barriers to successfully implementing this plan?
- What could be planned to address these barriers?

EXAMPLE

TX ACE ACTION PLAN

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

What successes/assets can support this work?

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

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

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

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

Assess Stage

Focus Areas:

- ✓ **Collect, analyze and review evaluation data from fall semester** **(new/changing or established centers)**
- ✓ **Action plan check-in** **(established centers)**

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

Collect, Analyze, and Review Evaluation Data From Fall Semester and Action Plan Check-in

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

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

Example of Potential Questions to Examine:

→ *Is the program being implemented as designed?*

→ *To what extent are participants receiving the recommended amount of exposure to the program?*

→ *Is the program being delivered in a high-quality manner?*

→ *How are participants responding to the program?*

→ *Are we making progress toward our action plan? Have key action plan benchmarks been achieved? What adjustments in our plan do we need to make?*

→ *Overall, what is going well with the program? What areas need improvement? How do we know this?*

Best Practices

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

Review Stage

Focus Areas:

- ✓ **Final analysis, review, and reporting on all process and outcome data from summer, fall, and spring (new/changing or established centers)**
- ✓ **Complete the annual action plan (new/changing or established centers)**

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

Final Analysis, Review, and Reporting

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

Reporting Tips:

→ Reporting formats should succinctly present information in a way that is meaningful to your target audience (e.g., school and program staff, community partners, youth and families). Customize reporting formats to address the needs of your program.

→ Emphasis should be placed on communicating evaluation results in a manner that is meaningful to stakeholders. This includes concise reports that use a variety of data visualization strategies. In addition to the required grantee- or center-level executive summary and the annual evaluation report, other report layouts may be useful for communicating information (e.g., one-page fact sheets, highlight documents, slides).

Data visualization resources are provided in the Evaluation Toolkit.

Best Practices

- *Visualize your data with user-friendly charts, graphs, and infographics.*
- *Conduct a stakeholder analysis to determine who should receive information, and brainstorm with your evaluation team the best communication strategies for these target audiences.*
- *Share reports with interested internal and external stakeholders (staff, funders, partners, parents, etc.) to highlight the work being done and create a foundation for sustainability.*

- Grantees are required to **submit either a grantee-level executive summary or center-level executive summaries to TEA by July 31** and **post the full evaluation report** to their public website, annually.
- Although centers have flexibility to decide the content of this summary, **required elements to be included within the summary are provided in the section that follows**.
- In collaboration with the project director, center staff, and stakeholders, **the independent evaluator is responsible for producing annual local program evaluation reports for public posting**, **including the executive summary or summaries (grantee or center level) for submission to TEA**.

Complete Annual Action Plan

At this point in the continuous improvement process, centers benefit from reviewing all process and outcome evaluation data (as available), examining progress made toward current-year improvement areas, comparing current findings to results from prior years, and identifying further areas of improvement for the next year. These improvement strategies should be documented within the action plan and shared with internal and external stakeholders to clearly communicate improvement strategies. Guidance for developing the action plan was provided earlier (page 17). Although the end of the school year offers a good opportunity for this type of reflection, it will also be important to review and update the action plan during the subsequent Develop stage. This further review ensures improvement strategies identified at year end are still relevant given any planned adjustments for next school year. The annual action plan then becomes a living document that can be used and updated all year long to support improvement efforts.

Executive Summary: Required Elements

Grantees are required to submit an executive summary or summaries to TEA *either* at the grantee or center level. Required elements (noted by letters A–E) and recommended content (noted by supporting text and bullets) follow.

Grantee-level Executive Summary Required Elements and Recommended Content
Overall purpose: The executive summary succinctly highlights the most important process and outcome evaluation findings and presents key information about the grant and the centers being served. The summary also should include common strengths, recommendations, and next steps across all centers served. The summary also may include any unique center attributes deemed important for understanding successes or areas for improvement. An effective summary visually displays the most relevant and actionable information and can stand alone.
A. Overall Strengths and Next Steps
Share common accomplishments and areas for improvement for the overall grant. • Include a reflection statement regarding your overall strengths and accomplishments this year. Also, include common recommended next steps in which centers will engage to address areas for improvement based on action plans developed for your center(s). Unique center successes or next steps also may be highlighted within this section.
B. Brief Grantee and Center Overview
Convey the overall context and focus of your grant. • Include a brief summary of the centers being served by your grant (e.g., names, relevant demographics). • Include any unique attributes associated with your grant (e.g., specialized population, specific program focus such as STEM).
C. Implementation
Report on implementation to help frame highlighted findings. • Include relevant process evaluation results across your centers, such as (1) number of students and adults served overall and regularly (45 or more days), (2) overall quality, and (3) participant responsiveness. • Where possible (and as applicable), include prior-year results related to center attendance to report on trends.
D. Local Needs and Outcomes
Display and summarize progress toward major outcomes addressing local needs. • Present key quantitative and qualitative data (as available) related to local outcomes identified within your original Texas ACE application and/or developed as part of your outcome evaluation plan. Include any limitations deemed important to consider.
E. State Outcomes (by Major Texas ACE Measurement Areas)
Display and briefly summarize progress toward major program outcomes required by the state as documented within the respective cycle grant application. • Organize the section by major Texas ACE measurement areas as relevant to your center(s) and the specific requirements outlined within your Texas ACE grant cycle, such as school day attendance, core course grades, and on-time advancement to the next grade level. Note: Refer to the program guidelines for your specific grant cycle. • Present key quantitative and qualitative data for each area (as available) and any limitations deemed important to consider.

Center-level Executive Summary Required Elements and Recommended Content *(recommend up to 3 pages)*
Overall purpose: The executive summary succinctly highlights the most important process and outcome evaluation findings and presents key information about the grant and the centers being served. The summary also should include common strengths, recommendations, and next steps across all centers served. The summary also may include any unique center attributes deemed important for understanding successes or areas for improvement. An effective summary visually displays the most relevant and actionable information and can stand alone.
A. Overall Strengths and Next Steps
Share key accomplishments and areas for improvement. • Include a reflection statement regarding your overall strengths and accomplishments this year. Also, include recommended next steps in which your center will engage to address areas for improvement.
B. Brief Center Overview
Convey the overall context and focus of your center. • Include a brief summary of your center (e.g., location, center demographics, program schedule, program offerings). • Include any unique center attributes (e.g., specialized population served, specific program focus such as STEM).
C. Implementation
Report on implementation to help frame highlighted findings. • Include process evaluation results, such as (1) number of students and adults served overall and regularly (45 or more days), (2) overall quality, and (3) participant responsiveness. • Where possible (and as applicable), include prior-year results for center attendance to report trends.
D. Local Needs and Outcomes
Display and summarize progress toward major outcomes addressing local needs. • Present key quantitative and qualitative data (as available) related to local outcomes identified within your original Texas ACE application and/or developed as part of your outcome evaluation plan. Include any limitations deemed important to consider.
E. State Outcomes (by Major Texas ACE Measurement Areas)
Display and briefly summarize progress toward major program outcomes required by the state as documented within the respective cycle grant application. • Organize the section by major Texas ACE measurement areas as relevant to your center and the specific requirements outlined within your Texas ACE grant cycle, such as school day attendance, core course grades, and on-time advancement to the next grade level. Note: Refer to the program guidelines for your specific grant cycle. • Present key quantitative and qualitative data for each area (as available) and any limitations deemed important to consider.

Annual Evaluation Report

Although a required executive summary (grantee or center-level) is to be submitted to TEA, a center-level, one-page fact sheet, executive summary, and report comprise the recommended reporting format for the annual evaluation report. This approach allows information specific to the center to be shared with relevant stakeholders versus an aggregated report that may over- or underestimate specific center findings. With this said, grantee needs and capacity should ultimately guide the best approach to reporting. For example, some grantees may find it more useful to create an aggregated report and include specific center-level reports as appendices versus creating individual center-level reports. Grantees have flexibility to create documents most useful for communicating results to both internal and external stakeholders. A recommended format for a center-level annual evaluation report follows.

Center-level Annual Evaluation Report: Recommended Content	
Overall purpose: The annual evaluation report includes all local program evaluation information to support program improvement and sustainability. The document includes center background information, the most recent logic model and evaluation plans, and summarizes findings for all local and state goal areas. The report concludes with a summary of key accomplishments, recommendations, and next steps developed by the evaluation team.	
I. One-page Fact Sheet	
Create a one-page fact sheet that communicates selected main ideas in an easy and understandable format. Include some of the main findings and basic program information that you want your audience to know. Use a variety of data visualization strategies to quickly and succinctly communicate information.	*Data visualization resources are provided in the Evaluation Toolkit.*
II. Center-level Executive Summary ***(recommend up to three pages)*** **Note: An effective summary visually displays the most relevant and actionable information and can stand alone.**	
A. Overall Strengths and Next Steps	Share key accomplishments and areas for improvement. • Include a reflection statement regarding your overall strengths and accomplishments this year. Also, include recommended next steps in which your center will engage to address areas for improvement.
B. Brief Center Overview	Convey the overall context and focus of your center. • Include a brief summary of your center (e.g., location, center demographics, program schedule, program offerings). • Include any unique center attributes (e.g., specialized population served, specific program focus such as STEM).
C. Implementation	Report on implementation to help frame highlighted findings. • Include process evaluation results, such as (1) number of students and adults served overall and regularly (45 or more days), (2) overall quality, and (3) participant responsiveness. • Where possible (and as applicable), include prior-year results for center attendance to report trends.
D. Local Needs and Outcomes	Display and summarize progress toward major outcomes addressing local needs. • Present key quantitative and qualitative data (as available) related to local outcomes identified within your original Texas ACE application and/or developed as part of your outcome evaluation plan. Include any limitations deemed important to consider.
E. State Outcomes *(by Major Texas ACE Measurement Areas)*	Display and briefly summarize progress toward major program outcomes as documented within the respective cycle grant application. • Organize the section by major Texas ACE measurement areas as relevant to your center and the specific requirements outlined within your Texas ACE grant cycle, such as school day attendance, core course grades, and on-time advancement, to the next grade level. Note: Refer to the program guidelines for your specific grant cycle. • Present key quantitative and qualitative data for each area (as available) and any limitations deemed important to consider.

III. Summary of Strengths, Recommendations and Next Steps *(recommend up to two pages)*	
A. Summary	• Summarize major accomplishments for the year, recommendations, and planned action steps based on information from the action plan, as determined by the evaluation team.
IV. Program Overview *(recommend up to two pages)*	
A. Theory of Change	• Include a summary of your program and the theory of change identified through planning.
B. Logic Model	• Include the program logic model being used during this reporting period.
V. Process (Implementation) Evaluation Plan and Results *(recommend up to five pages)*	
A. Process Evaluation Plan	• Include the process evaluation plan being used for this reporting period. Note: Depending on plan length, centers may want to provide a brief summary and include the full plan in an appendix.
B. Process Evaluation Results	• Include relevant process evaluation results from surveys, quality assessments, focus groups, and other methods used to collect information. • Where possible (and as applicable), include prior-year results to report on trends.
VI. Outcome Evaluation Plan and Results *(recommend up to five pages)*	
A. Outcome Evaluation Plan	• Include the outcome evaluation plan being used for this reporting period. Note: Depending on plan length, centers may want to provide a brief summary and include the full plan in an appendix.
B. Outcome Evaluation Results	• Include local and state outcome results as aligned with the evaluation plan. • Where possible (and as applicable), include prior-year results to report on trends.
VII. Appendix	
Include any additional information deemed relevant to the report. In some cases, centers may want to include evaluation plans within the appendix versus displaying them in the full report.	