

Evaluation Plan Examples^{*}

Description

This made-up CSF project is called My First Steps (MFS). The goal of the MFS project is to improve the learning and development environments for children. MFS is designed for Asian and Pacific Islander (API) pre-kindergarten and kindergarten children and their parents, and teachers and childcare providers who interact with the children outside of their homes. It uses a culturally congruent, strengths-based approach to teaching and caregiving rooted in the role of cultural values and tradition in a child's learning and development. MFS uses two made-up API-focused curricula: My Home My School (MHMS) and Parenting Works (PW).

Programming

The MHMS curriculum is a culturally responsive curriculum designed to help teachers and care providers learn about each child's strengths, abilities, experiences, and interests that were developed within the child's family and culture. The curriculum includes instruction and activities that build on these strengths, abilities, experiences, and interests. Activities include storytelling, songs, and rhymes led by community elders, and culture-based games and artwork led by volunteer parents.

The PW curriculum is designed to help parents find and cultivate their children's inner strengths and to improve parent-child interaction at home. It uses a problem-solving approach to family conflicts that if left unresolved could cause trauma to the child and affect their development. It offers ways culture can improve communication and interactions by falling back on tradition, values, and beliefs. It includes activities that parents can initiate at home such as cooking and craft making using traditional ingredients and materials.

Evaluation[†]

In the *short-term*, the project aims to increase the knowledge and skills of parents, schoolteachers, and childcare providers on how to provide culturally congruent learning and development environments for the Pre-K and K children under their care. *After the 1st year*, the project hopes that parents, teachers, and childcare providers will utilize the knowledge and skills they gained to have improved interactions with the children, and that children will

^{*} This project description and the logic model are included here to help provide context to the two evaluation plan examples. They are not required; only an evaluation plan is required.

[†] This example mentions short-, intermediate-, and long-term outcomes. This may not necessarily be the case for your project. For example, if your chosen outcomes are such that you expect these changes to happen after only a few months, then you can have all short-term outcomes. You do not have to attach a time frame to your outcomes either. But some organizations find it helpful in setting expectations for their work, and to plan accordingly.

demonstrate improved learning and positive development. The *long-term goal* is that by the project's 3rd year, schools and childcare facilities will adopt culturally-specific strength-based practices, and that families, schools, and providers will improve their ability to support children's readiness for school. The intended *impact*, which will be outside the scope of MFS's evaluation, is that disparities in API children's health and development will be reduced.

MFS project outcomes will be tracked using annual parent surveys and focus groups, interviews of partners, observation and standardized assessments by teachers and childcare providers, and a Q&A with kindergartners using flash cards.

My First Steps

Logic Model July 1, 2020-June 30, 2023

February 8, 2021

NOTE: A logic model is not required in your CSF evaluation, but grantees may find it helpful to create one before working on their Evaluation Plan.

Inputs	Activities	Outputs	Short-term Outcomes (0-1 year)	Medium-term Outcomes (1-2 years)	Long-term Outcomes and Impact (3+ years)
CSF funding In-kind resources from volunteers (time) and donors (supplies) Staff Parents Community elders Partners (Minneapolis Public Schools, St. Paul Public Schools, ECCE, Head Start, ABC Child Care, XYZ Child Care) My Home My School (MHMS) curriculum Parenting Works (PW) curriculum Meeting spaces Translation services	Home setting Food preparation using traditional ingredients and methods Craft making using traditional materials Family meals and home decorating School and childcare settings MHMS & PW training sessions for parents, teachers, and childcare providers Education sessions for children Elders leading storytelling, songs, and rhymes Parents leading games and arts & crafts Parent support groups Partnerships MHMS and PW training for staff and parents in partner organizations	# parents participating # children participating # teachers # childcare providers # community elders # MHMS training sessions held # PW training sessions held # of participants (parents, teachers, childcare providers) completing the MHMS and PW training # parent support groups held	Children improve their academic performance Parents feel more connected to their culture Parents develop a stronger sense of cultural identity Parents feel more empowered as teachers Parents, teachers, and childcare providers increase their knowledge of culturally congruent, strength-based approaches to child learning, care, and development Families experience less conflicts at home	Children improve their physical, social, and emotional development Parents, teachers and childcare providers incorporate culturally congruent, strength-based approaches to child learning, care and development at their homes and work places Schools and childcare facilities engage better with parents Parents increase their access to culturally specific child learning and development services	Schools and childcare facilities adopt culturally-specific strength-based practices Families, schools, and providers improve their ability to support children's readiness for school. [Impact (not part of MFS evaluation): Disparities in API children's health and development are reduced.]

Assumptions (underlying beliefs around what it will take for the program to succeed) - OPTIONAL

- Program resources are adequate and available
- Culturally competent staff are trained and certified to deliver the curricula
- Parents will give their permission for their children to participate
- 20 hours of volunteer time is available every week

External Factors (contextual factors outside your control that can influence the success of the program) - OPTIONAL

- Political climate
- Social, economic and demographic changes that may affect recruitment and participation – e.g., COVID-19 crisis
- State Child Care Assistance Program eligibility requirements
- MPS and SPSS teacher professional development policies

EXAMPLE 1: My First Steps

Evaluation Plan July 1, 2020-June 30, 2023

February 8, 2021

NOTE: Outputs and processes are optional in the Evaluation Plan, but they may help you keep track of your activities. Only outcomes (and impacts if these are part of your evaluation) are required in the Evaluation Plan for CSF.

1) Outputs (What did we do? How much did we do?)	Indicators/Evidence (How will we know it?)	Method (How will we get the information?)	Source (From where or whom will we get it?)	Schedule (When & how often will we get it?)	Responsibility (Who will get it?)
Project participants	# children # parents, school teachers, child care providers # community elders	Admin records	N/A	Ongoing	Project Admin Helen W
MHMS & PW training sessions	# MHMS & PW training sessions # parents, school teachers, childcare providers who attended the MHMS and PW trainings – recruited by the project and from partners # parents, school teachers, childcare providers who graduated - attended at least 80% of the training sessions	Admin records	N/A	Ongoing	Trainers Anh T & Kai Y
Parent support groups	# parent support groups # parents attending	Admin records	N/A	Ongoing	Trainers Anh T & Kai Y

2) Process (Are we doing what we said we'd do?)	Indicators/Evidence (How will we know it?)	Method (How will we get the information?)	Source (From where or whom will we get it?)	Schedule (When & how often will we get it?)	Responsibility (Who will get it?)
Target populations are being reached	See above (# children, parents, school teachers, childcare providers, community elders)	Admin records	N/A	Ongoing	Project Admin Helen W
Staff delivering the MHMS and PW curricula are qualified	# project staff certified in MHMS and PW	Admin records	N/A	Ongoing	Project Manager Mari L

2) Process <i>(Are we doing what we said we'd do?)</i>	Indicators/Evidence <i>(How will we know it?)</i>	Method <i>(How will we get the information?)</i>	Source <i>(From where or whom will we get it?)</i>	Schedule <i>(When & how often will we get it?)</i>	Responsibility <i>(Who will get it?)</i>
Partnerships are established	# MOUs with partners # training participants who are staff of partner organizations # parents and children who were referred to MFS by partners	Admin records	N/A	Ongoing	Project Manager Mari L
API community is actively participating in the activities	# parents leading children's activities # elders leading children's activities and training topics	Admin records	N/A	Ongoing	Project Manager Mari L
Programming adjustments are being made based	# and type of programming revisions made in the past year	Admin records	N/A	Ongoing	Project Manager Mari L
Participants find value in their involvement	% of participants who felt satisfied with the programming	Satisfaction survey	Participants Partners	Annual, end of academic year	Project Manager Mari L

3) Outcomes & Impact <i>(What and who changed? How and by how much did it change?)</i>	Indicators/Evidence <i>(How will we know it?)</i>	Method <i>(How will we get the information?)</i>	Source <i>(From where or whom will we get it?)</i>	Schedule <i>(When & how often will we get it?)</i>	Responsibility <i>(Who will get it?)</i>
Children improve their academic performance	# parents who report that their children in the project improved their academic performance overall # children who report that they are doing better in school	Parent survey, Parent focus groups Q&A flash cards	Parents Children	Annual, end of academic year Annual, end of academic year	Project Manager Mari L Classroom teachers Jun S & Sarah K
Parents feel more connected to their culture	# parents who report that they feel more connected to their culture	Parent survey, Parent focus groups	Parents	Annually, end of academic year	Project Manager Mari L
Parents develop a stronger sense of cultural identity	# parents who report that they have developed a stronger sense of cultural identity	Parent survey, Parent focus groups	Parents	Annually, end of academic year	Project Manager Mari L

3) Outcomes & Impact (<i>What and who changed? How and by how much did it change?</i>)	Indicators/Evidence (<i>How will we know it?</i>)	Method (<i>How will we get the information?</i>)	Source (<i>From where or whom will we get it?</i>)	Schedule (<i>When & how often will we get it?</i>)	Responsibility (<i>Who will get it?</i>)
Parents are more empowered	<p># parents who report that they feel more empowered as teachers to their children</p> <p># parents who report that they have taken a more active role in ensuring a quality education for their children (e.g., volunteered at their children's schools, took more active role in school PTA, led a community effort)</p> <p># parents who volunteer to lead activities in MFS</p>	Parent survey, Parent focus groups	Parents	Annually, end of academic year	Project Manager Mari L
Parents, teachers, and childcare providers increase their knowledge of culturally congruent, strength-based approaches to child learning, care, and development	<p># parents, # teachers, and # childcare providers whose scores increased on the pre-post knowledge test in the trainings</p> <p># parents, # teachers, and # childcare providers who complete the MHMS and PW trainings - attended at least 80% of the training sessions</p>	<p>MHMS & PW pre-post tests</p> <p>Admin records – attendance</p>	<p>Parents</p> <p>N/A</p>	<p>At the beginning and end of each training cohort</p> <p>Ongoing</p>	<p>Trainers Anh T & Kai Y</p> <p>Project Admin Helen W</p>
Families experience less conflicts at home	# parents who report that they have had fewer conflicts at home	Parent survey, Parent focus groups	Parents	Annually, end of academic year	Project Manager Mari L
Children improve their physical, social, and emotional development	<p># children observed by staff to have improved physically, socially, and emotionally</p> <p>- e.g., fewer episodes of frustration, more independent, engages in cooperative play, acts of kindness,</p> <p># children whose assessment scores showed improvement</p>	<p>Staff observations of age-appropriate developmental milestones</p> <p>Q&A flash cards</p> <p>Standardized assessment tools: ASQ-3, SEAM</p>	<p>N/A</p> <p>Children</p> <p>Children</p>	<p>Annual, start & end of academic year</p> <p>As required by tool developer</p>	Classroom teachers Jun S & Sarah K

3) Outcomes & Impact (<i>What and who changed? How and by how much did it change?</i>)	Indicators/Evidence (<i>How will we know it?</i>)	Method (<i>How will we get the information?</i>)	Source (<i>From where or whom will we get it?</i>)	Schedule (<i>When & how often will we get it?</i>)	Responsibility (<i>Who will get it?</i>)
Parents, teachers and childcare providers incorporate culturally congruent, strength-based approaches to child learning & development at home & work	# parents, teachers, & childcare providers who report they have applied what they learned outside of their normal settings	Parent survey, Parent focus groups	Parents	Annually, end of academic year	Project Manager Mari L
Schools and childcare facilities engage better with parents	# partner schools and childcare facilities who report that: - parents whose children participate in the project are more involved in their learning & development - their staff who received training are able to engage better with parents	Partner interviews	Partners	Annually, end of academic year	Project Manager Mari L
Schools and childcare facilities change their practices	# of partner schools and childcare facilities who report that they have adopted more culturally-specific and strength-based practices	Partner interviews	Partners	Annually, end of academic year	Project Manager Mari L
Parents increase their access to culturally specific child learning and development services	# parents who report seeing more culturally specific child development services in the community	Parent survey, Parent focus groups	Parents	Annually, end of academic year	Project Manager Mari L
IMPACT (outside of project's evaluation scope): Disparities in API children's health and development are reduced					

EXAMPLE 2: My First Steps

Evaluation Plan July 1, 2020-June 30, 2023

February 8, 2021

NOTE: Outputs and processes are optional in the Evaluation Plan, but they can help you keep track of your activities. Only outcomes (and impacts if these are part of your evaluation) are required in the Evaluation Plan for CSF.

We will be tracking project activities by keeping an eye on the **outputs** below, to know if we're meeting our targeted enrollment numbers. Our project administrative assistant will be keeping records of all the children, parents, teachers, and child care providers, and elders who are participating in MFS (using intake forms and consent forms). Our curriculum trainers will specifically track attendance in the trainings and parent support groups through sign-in sheets.

- # children
- # parents, school teachers, child care providers
- # community elders
- # MHMS training sessions
- # PW training sessions
- # parents, school teachers, child care providers who attended the MHMS and PW trainings – recruited by the project and from partners
- # parents, school teachers, child care providers who graduated - attended at least 80% of the training sessions
- # parent support groups
- # parents attending

Additionally, we would like to know if we're doing our activities in a way that's consistent with how they were planned originally; that is, we want to evaluate our **process**. For example, if we're reaching those we said we would like to reach, if we're providing quality instruction (only staff certified in the curricula are delivering them, making necessary project improvements), or that participants are here because they want to be here (satisfaction). To know if we are achieving these, the project manager will track:

- Demographic characteristics of our participants (from intake records)
- # project staff who are certified in MHMS and PW
- # MOUs with partners
- # training participants who are staff of partner organizations
- # parents and children who were referred to MFS by partners
- # parents leading children's activities
- # elders leading children's activities and training topics
- # and type of programming revisions made in the past year
- % of participants who felt satisfied with the programming

For our project outcomes, because they will have different timelines in terms of when we expect to achieve them, we decided to categorize them into three groups:

1. Short-term: outcomes that are achievable in a few weeks' or a few months' time. These would be things like changes in knowledge, children's grades, and parents' cultural identity and feelings of empowerment.
2. Intermediate-term: outcomes that we don't expect to achieve until after July 2021 because we think it would take at least a year for these to show (after hopefully we are successful in increasing people's knowledge or improved their sense of identity). These would be things like socio-emotional development, learning new skills or approaches, better relationships, and improved services.
3. Long-term: outcomes that we don't expect to achieve until after July 2022. There are many things that need to happen before we can even begin to see these changes. That's why we won't measure them until the 3rd year. These are things like schools and childcare facilities changing their practices or policies, and improving the support system for children overall.

We will use several evaluation methods. We will have parent surveys and parent focus groups; pre-post tests for parents, teachers and childcare providers who attend the trainings; staff observations; flash cards to ask questions to kindergartners; and interviews of staff at our partner schools and childcare facilities. We are also required by the state to conduct assessments of the children using standardized instruments, namely the ASQ-3 and SEAM. Our project manager will oversee all data collection.

In the **short-term**, we will track:

- Whether children's academic performance has improved – we will ask parents if they feel that their children have shown improved academic performance overall. We will ask K children directly this same question.
- We will ask parents directly if after participating in MFS they: feel more connected to their culture, have a stronger sense of cultural identity, feel more empowered, are taking a more active role in their children's education, and experienced fewer family conflicts at home.
- Whether parents, teachers, and childcare providers increase their knowledge of culturally congruent, strength-based approaches to child learning, care, and development – we can measure this by counting who completed the trainings (they have to have attended at least 80% of the sessions), and if their scores on the post-test improved compared to pre-test scores.

In the **intermediate-term**, we will track:

- Improvement in children's physical, social, and emotional development – we will get data from staff observations, flash cards Q&A with kindergartners, and standardized assessment tools
- Whether training attendees (parents, teachers, childcare providers) apply what they learned at their places of work or at home – we will ask them this question directly
- Whether schools and childcare facilities engage better with parents – we will ask in the interviews whether they have seen parents being more involved in their children's learning and development, and whether their staff who received training are engaging better with parents

In the **long-term**, we will determine:

- Whether schools and childcare facilities have changed their practices – after their staff attended the trainings, did this lead to changes in how they work, specifically, if they adopted more culturally-specific and strength-based practices
- Whether parents increase their access to culturally-specific child learning and development services – we will ask parents if they have seen more culturally specific services offered in their community since the project started