EVALUATION PLAN TEMPLATE

While there is no standard format for a written evaluation plan, it can be helpful to document your intentions in a consistent way so that you have a reference point to return to over time. This document provides an outline that you can use for this purpose. This outline provides several options for presenting your plan.

ORGANIZATION AND PROGRAM DESCRIPTION

In this section, describe your organization's mission in a succinct way; also briefly describe the program(s) that are covered in this evaluation plan. You may choose to include your program's logic model as an appendix or amendment to this section.

STATEMENT OF EVALUATION SCOPE

Describe the specific questions that your evaluation will attempt to answer, as well as your overall evaluation purposes and priority audiences for your findings. Your stakeholder matrix can help you to identify priority audiences.

GOALS, OUTCOMES, AND INDICATORS

This is the core of your evaluation plan, where you will lay out what data you will collect, how, when, and for whom. Below you will see two different approaches (or frames) for organizing this information: (1) a quality-to-outcomes frame and (2) a results-based accountability frame.

THE QUALITY-TO-OUTCOMES FRAME

This frame follows the model laid out in our Measurement from Quality to Outcomes Presentation. This frame is most appropriate to expanded learning and out-of-school-time programs that partner with other sectors to advance youth outcomes. Indicators are organized into four areas:

- Indicators of **program quality**
- Indicators of **youth engagement** in programming
- Indicators of **youth skill development**
- Indicators of **youth outcomes**

QUALITY GOALS AND INDICATORS:

Indicator Description:	What is the source of this data? How is it collected?	Who will look at this data? How often? In what format?	How will this data be reported? When? To whom?
Quality Goal #1:			
Quality Goal #2:			

ENGAGEMENT GOALS AND INDICATORS:

Indicator Description:	What is the source of this data? How is it collected?	Who will look at this data? How often? In what format?	How will this data be reported? When? To whom?
Engagement Goal #1:			
Engagement Goal #2:			

SKILL GROWTH GOALS AND INDICATORS:

Indicator Description:	What is the source of this data? How is it collected?	Who will look at this data? How often? In what format?	How will this data be reported? When? To whom?
Skill Growth Goal #1:			
Skill Growth Goal #2:			

TRANSFER (YOUTH OUTCOMES) GOALS AND INDICATORS:

Indicator Description:	What is the source of this data? How is it collected?	Who will look at this data? How often? In what format?	How will this data be reported? When? To whom?
Youth Outcome Goal #1:			
Youth Outcome Goal #2:			

The Results-Based Accountability (RBA) Frame

This frame is applicable beyond youth programming and is widely used. For a particular program or organization, a results-based accountability frame centers an organization's performance measurement approach around three main questions:

- **How much** did we do?
- **How well** did we do it?
- **Is anyone better off?**

How much did we do?

These indicators relate to the amount of programming or services offered. Indicators might be expressed in terms of time (e.g. hours of programming) or other units (e.g. number of young people enrolled, number of meals served).

Indicator Description:	What is the source of this data? How is it collected?	Who will look at this data? How often? In what format?	How will this data be reported? When? To whom?

How well did we do it?

These indicators relate to the quality of program offerings. Quality can be thought of in terms of efficiency (e.g. percentage of programs, average daily attendance) or in more subjective terms (e.g. observational assessments of quality, participant satisfaction)

Indicator Description:	What is the source of this data? How is it collected?	Who will look at this data? How often? In what format?	How will this data be reported? When? To whom?

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IS ANYONE BETTER OFF?

These indicators relate to the outcomes your program is working toward. These indicators should focus on the people your program serves. These outcomes will often relate to participant attitudes, knowledge, skills, and/or behaviors. Outcomes having to do with community conditions can also be included if they are a direct reflection of your program's activities. If not, then these should be considered separately from your performance management framework.

Indicator Description:	What is the source of this data? How is it collected?	Who will look at this data? How often? In what format?	How will this data be reported? When? To whom?

DATA SOURCES

In addition to documenting indicators, your evaluation plan should document the data sources that your indicators will come from (the second column in the tables above). Common types of data sources include:

- Program enrollment and/or attendance records
- Program assessments (e.g. the Youth Program Quality Assessment)
- Surveys, interviews, or focus groups of program stakeholders
- Youth-level outcomes from school district or workforce records

Data Source:	Who is collects this data? How do they collect it? How often?	How is this data extracted? By whom? How often?

APPENDICES

In addition to the basic elements identified above, your evaluation plan could be accompanied by the following elements:

- Program logic models; download YDEKC's logic model template for a sample format
- Any evaluation tools (surveys, focus group protocols, etc.) that are included as data sources
- A calendar or timeline for evaluation activities (see YDEKC's timeline worksheet and example)
- A budget, if needed (see YDEKC's tip sheet on budgeting for evaluation)
- A communication or reporting plan, as applicable