M3 CPI **PLANNING GUIDE**



Making Meaning with Multiple Data Sets (M3[®]) Continuous Program Improvement Cycle Plan

Continuous Program Improvement (CPI) is an ongoing mindset and way of doing business described in detail in **Believe It. Build It.** It's a process with key touchpoints along the way. Use this guide as a planning tool to get you and your staff team ready to go!

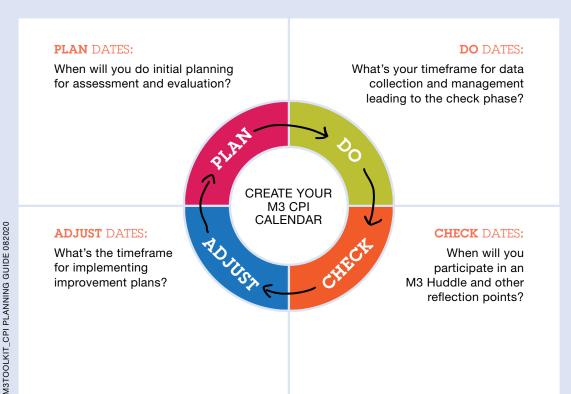


There are a few foundational steps that can help you prepare for CPI:

- 1. Review your organization's vision and mission.
- 2. Be aware of your program's goals and desired outcomes.
- 3. Develop a logic model or other mind map that shows how your program activities lead to your desired outcomes.

What is your M3 CPI calendar?

Different programs and organizations do different parts of CPI at different times. It's important to create a CPI calendar in addition to your program calendar. What does your CPI calendar look like?



Consider this:

Some youth development programs or organizations use a slightly different model to show the phases of continuous improvement. If that's the case for you, here's an example of how to crosswalk two different approaches:



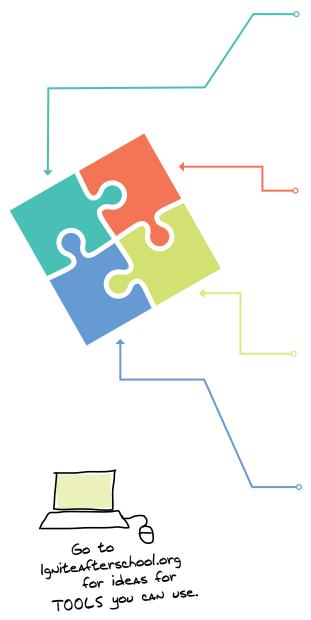
Plan+Do=Assess Check=Plan Adjust=Improve

M3 CPI **PLANNING GUIDE**

What types of data are part of M3 CPI?

QUALITY PRACTICES + PROGRAM EXPERIENCES + PARTICIPATION & ATTENDANCE = YOUTH OUTCOMES

Oh data! It can sometimes feel overwhelming to decide what to collect and why. M3 is designed to get you reflecting on **four key types of data** because lots and lots of research tells us that the above data equation gives us the best picture of the quality and impact of our work. M3 is tool neutral because there isn't one right way to do assessment or evaluation. The goal is to start with at least one or two data sets and build up to four.



QUALITY PRACTICES

What you can <u>see</u> happening in a program is linked to outcomes. Sometimes called point-of-service quality, this is about measuring what can be observed during a youth program. It includes things like youth voice, staff that are welcoming, and a safe physical environment. It's best to use an observational tool that has been tested to work; there is more confidence that tested tools measure what they say they do. Plus, your staff and young people can get trained to use these tools!

PROGRAM EXPERIENCES

What young people <u>think</u> and <u>feel</u> about their experience is important. This data is based on the firsthand reports of people participating in the learning. While young people are the priority, this can also include caregivers, staff, and volunteers. You can collect this data through surveys (some formally designed and tested), reflection activities, interviews and focus groups, or get really creative by using photovoice and drawings.

PARTICIPATION & ATTENDANCE

Who shows up, how often, and for how long reveals a lot. The more often young people participate in high-quality afterschool, the better the outcomes. So, tracking who shows up (by age, race, gender, ZIP code, or other factors) and how often is a goldmine of information about your ability to have an impact.

YOUTH OUTCOMES

At the end of the day, this is about making a positive difference. What difference did you intentionally design your program to make? Always start there. It might be learning new skills, changing behaviors, or building competencies. It might include success in formal education. Whatever it is you set out to do, measuring your success completes the data puzzle. Common tools used to assess outcomes include pre and post-tests, retrospective surveys completed by participants, staff or caregiver, and school information like attendance and grades.

BELIEVE IT. BUILD IT. M3° TOOLKIT



Which type of data do you intend to collect?

The goal is to collect all four, but starting with two or three will capture a **wider and deeper range of perspectives** than just one.

	QUALITY PRACTICES	PROGRAM EXPERIENCES	PARTICIPATION & ATTENDANCE	YOUTH OUTCOMES
Will you collect this type of data?	YES NO	YES NO	YES NO	YES NO
How will you collect it? \(\see \text{PAGE 2}\) (see for ideas)				
Is training required & when? ▶				
Who will implement? ▶				
When will data be collected? ▶				
When will it be available? ▶				
How will it be shared? ▶ Online or printed? Color or black/ white? Written summaries or charts and graphs?				
	Thinking Ahead to your M3 Huddle			

When making meaning of data it is important to use formats that are easy to understand.



M3° TOOLKIT

M3 CPI **PLANNING GUIDE**



Who will be part of your data team?

Just like reviewing multiple types of data leads to understanding your program better, considering multiple viewpoints leads to understanding your data better! It's especially important to include those most impacted: young people, youth workers, and even parents. Program administrators, organization leaders, partners, and others can help round out the group. Use the mind map below to help you think about perspectives and knowledge different stakeholders can bring to the table. We've included some examples.

Young People

Program experiences
Scheduling
Outcomes
Goals and priorities
Creative data collection

Youth Workers

Day-to-day observations and experiences Youth outcomes Data collection strategies Relationships with youth and families

Parents

Priorities
Scheduling
Experiences with staff
Youth outcomes

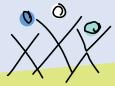
Program administrators

Keepers of vision, mission, and goals

Budgets

Staffing practices

Program policies



Based on your map, whom will you invite/include?

Additional questions to consider:

- How often will you meet? Where?
- How will you be inclusive of many voices?
- How will you compensate those who aren't doing it as part of their job?
- How will you share information beyond your team?

