	Pre-Award	Years 1-3	Year 4	Year 5	Year 6
Program Design and Implementation	Develop theory of change/logic model (evidence-informed)	Implement program Make changes to program design/implementation based on process/outcome data Update logic model as program design changes	Continue implementation		
Build/Refine Data Collection Systems	Begin developing data collection systems and instruments Note: Programs measuring outcomes with a pre/post-test will need to administer the pre-test at start of Year 1	Refine data collection instruments if needed. CNCS recognizes that not all programs start with adequate instruments. The timeline for refining instruments should ensure that the program has instruments in place to collect high quality data as early as possible and no later than start of Year 3.	Build off existing data collection systems for evaluation		
Performance Measurement	Identify performance measures – In addition to developing aligned measure that meet	Collect performance measurement data and consider: Is the program being	Continue collecting and reporting performance data to CNCS		

	Pre-Award	Years 1-3	Year 4	Year 5	Year 6
	CNCS requirements, the program should identify whether other process/implementation measures are needed to monitor implementation. Programs may also measure additional outcomes that are not part of CNCS grant.	implemented as planned? Is the program seeing the expected outcomes? Make changes to the program based on implementation and outcome data. Refine performance measures as needed. CNCS recognizes that some new programs will need time to refine performance measures. Programs should have solid performance measures in place no later than the start of Year 3.	Institutionalize the review and assessment of performance measures data		
Staff Capacity	Ensure that program staff have adequate knowledge of performance measurement and familiarity with CNCS requirements Identify staffing/resource needs	Continue to build staff capacity and ensure that adequate staff time is devoted to performance measurement and evaluation planning activities	Hire external evaluator if needed/required Ensure that staffing is adequate to maintain ongoing performance measurement and	Continue managing internal or external evaluation process	

	Pre-Award	Years 1-3	Year 4	Year 5	Year 6
		Search for and develop relationships with potential external evaluators, or train staff to conduct internal evaluations	evaluation activities and manage evaluation		
Evaluation Planning		Conduct evaluability assessment

Large grantees should consider conducting some evaluation activity (process and/or outcome evaluation) in first three years although this is not required. For example, the program could develop a long term research agenda or research strategic plan.

Develop evaluation plan in Year 3. Small grantee research questions should be the natural extension of what is being | Finalize evaluation plan | Collect data | Analyze data and complete evaluation report |

	Pre-Award	Years 1-3	Year 4	Year 5	Year 6
		learned from implementation and outcome data collection in the first three years. All large grantees will need to plan to conduct a QED or RCT or request an Alternative Evaluation Approach.			

For new subgrantees and formula subgrantees, focus on progressing according to this timeline. (Timeline may be stretched for formula grantees and adjusted according to commission evaluation requirements.) For competitive subgrantees who are behind, the focus should be on covering lost ground as efficiently as possible. It is extremely difficult to conduct an evaluation if the subgrantee does not have a solid foundation after the first three years.