

21st Century Community Learning Centers Program Evaluation Report

An External Evaluation of Sub-Grantees
Program Evaluations



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Maryland State Department of Education

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Foreword

This program evaluation report includes technical information that is intended for use by persons who operate, manage, or evaluate educational programs or community learning centers. The authors assume that the reader has some technical knowledge of program evaluation as presented in reputable and related literature (Gallagher,2000; Spaulding, 2014; Vedung,2017).

Executive Summary

The Maryland State Department of Education (MSDE) receives federal grant funding, in conjunction with the Every Student Succeeds Act (ESSA), to provide communities with opportunities to “establish or expand activities in community learning centers” (MSDE, 2017). Currently, Maryland has 90 community learning centers, collectively referenced as the Maryland 21st Century Community Learning Centers (CCLC) Program. The 21st CCLC programs, which were selected through competitive processes, are operated by an independent sub-grantee. Figure 1 shows the funding hierarchy for the 21st CCLC grant. As stipulated by ESSA and federal 21st CCLC guidelines, MSDE must conduct periodic program evaluations to ensure that 21st CCLC programs are effective, and are continuously improving “student achievement and program quality” (MSDE, 2017). To assist in fulfilling this requirement, MSDE contracted Psychometric Solutions, hereafter Psychometric Solutions, to serve as *21st Century Community Learning Centers (CCLC) Program Evaluator*.

As the 21st Century Community Learning Centers (CCLC) Program Evaluator, the program evaluation team completed several evaluative services, as requested by MSDE. The program evaluation team was primarily responsible for completing three overarching services: (1) a program-wide review and evaluation of the effectiveness of programs funded by 21st CCLC grant, (2) a mid-year evaluation report inclusive of the assessments and ratings of selected sub-grantee’s program evaluations, and (3) a comprehensive report consisting of recommendations for the 21st CCLC programs at large, which addresses areas needing professional development and technical assistance (MSDE, 2017).

This report details the program evaluation services completed on behalf of MSDE. The report entails the methodology, the results, the recommendations, and the conclusions associated with the comprehensive evaluation. Overall, based on the program evaluation services performed, the evaluation team found that: (1) the evaluation reports reviewed and evaluated indicate that programs are effective; however, we deem some of the claims as untenable (2) the majority of the sub-grantee’s external program evaluation reports were lacking key program evaluation components, and (3) sub-grantees and sub-grantees’ external evaluators would benefit from differentiated professional development and technical assistance in developing measurable program goals and reporting on the limitations of the evaluations.

Introduction

Since the early 1990s, the United States Department of Education (U.S. DE) has made available to state educational agencies (SEA) a federally funded grant program— 21st CCLC, to promote the formation and extension of community-based learning centers that will provide academic and social enrichment programming and services to elementary and secondary students during non-school hours (James-Burdumy, Dynarski, Moore, Deke, Mansfield, Pistorino, & Warner, 2005; U.S. Department of Education, 2018). Though there have been subsequent reauthorizations, the most current occurring in 2015 with passage of ESSA, the foundational components of the grant (e.g. the purpose, eligibility, goals) primarily remain the same. In targeting students who attend high-poverty and low-performing schools—Title I schools, the primary goal of the grant program is to increase students' performance on state and local academic measures, primarily reading and mathematics (James-Burdumy, Dynarski, Moore, Deke, Mansfield, Pistorino, & Warner, 2005; U.S. Department of Education, 2018). Programs are to establish academic activities that augment the instructional programs provided during the standard school day (MSDE, n.d.). Additionally, the grant seeks to afford students a wide-ranging variety of enrichment activities, such as those supporting the fine arts, social and emotional wellness, and environmental consciousness. Likewise, the program promotes familial engagement by affording families of students served by 21st CCLCs purposeful opportunities to participate in their student's education (MSDE, 2017; U.S. Department of Education, 2018). Common family engagement activities include those related to the literacy and educational development (MSDE, 2017; U.S. Department of Education, 2018).

As the SEA and grantee, MSDE is responsible for selecting sub-grantees— local education agencies (LEAs) and nonprofit organizations, that meet the eligibility requirements, and ensuring that its sub-grantees provide structured non-school hour programs that align to the primary goals of the 21st CCLC grant (MSDE, 2017; U.S. Department of Education, 2018). Thus, per ESSA mandates, MSDE must do the following:

- a. "oversee sub-grantees' efforts to achieve effectiveness based on the assessment of objective data, an established a set of performance indicators, and scientifically-based research for assisting students with meeting state academic achievement standards;
- b. utilize performance indicators and performance measures as part of the evaluation process;
- c. Conduct a periodic evaluation of how the program and activities are providing quality academic enrichment;
- d. utilize evaluation findings for continuous improvement of the program, development and dissemination of promising practices, and for general information to the public; and,

- e. provide ongoing technical assistance and training that enables providers to implement effective programs and evaluation strategies (MSDE, 2017)".

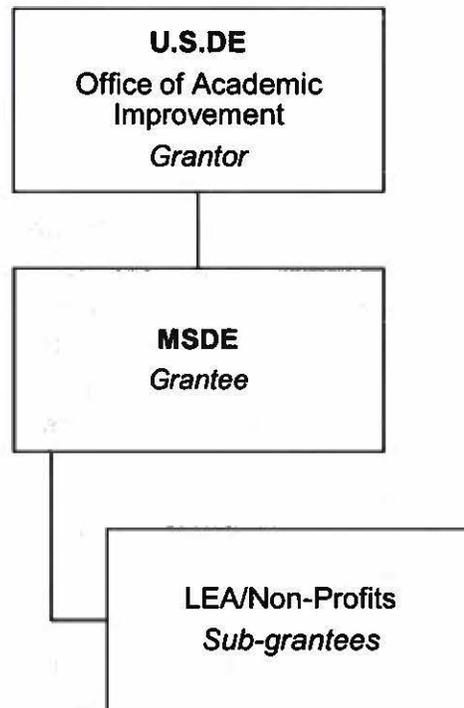


Figure 1. 21st CCLC Funding Hierarchy

MSDE contracted an external evaluation team to serve as the 21st CCLC Program Evaluator, to provide program evaluation services, thereby, complying with the federal monitoring requirements for 21st CCLC. From November 2017 through June 2018, the program evaluation team extended its expertise to fulfill the three primary purposes of this evaluative work. Again, the primary purposes are to (1) a program-wide review and evaluation of the effectiveness of programs funded by 21st CCLC grant, (2) a mid-year evaluation report inclusive of the assessments and ratings of selected sub-grantee's program evaluations, and (3) a comprehensive report consisting of recommendations for the 21st CCLC programs at large, which addresses areas needing professional development and technical assistance (MSDE, 2017). The remainder of this evaluation report details the evaluation framework, including the methodology, the results, recommendations, and the limitations of these program evaluation services.

Evaluation Framework

Purpose of the Evaluation Report

As required by ESSA, MSDE must periodically conduct program evaluations to ensure that Maryland 21st CCLC programs are effectively and are continuously progressing towards the mastery of established program goals (MSDE, 2017). Hence, the purpose of this formative program evaluation is to provide the MSDE with a final evaluation report that “reviews, analyzes and summarizes program indicators, outcomes and performance measurements to determine the effectiveness of the 21st CCLC programs in improving student achievement and program quality” (MSDE, 2017). Accordingly, the program evaluation will provide a program-wide review and evaluation of the effectiveness of the 21st CCLC programs, which includes a final evaluation report that accounts for the assessment and ratings of a sample of sub-grantee’s external program evaluation reports, and recommendations, which focuses on areas needing professional development and technical assistance for the 21st CCLC program collectively (MSDE, 2017).

Evaluation Questions

To guide this evaluation, the following evaluation questions were developed:

1. Based upon Program Evaluation Assessment and Rating Rubric developed for this evaluation, what level of rigor is found in the 21st external program evaluation reports?
2. Did the results of the data validation request reflect the data presented in the reports obtained from the federal data management system—21 Annual Performance (APR)?
3. Based upon the prior evaluation report and the data validation report, are the programs making demonstrable progression towards meeting their goals?
(Readers should note that this question is only applicable to the sites selected for on-site observations).

Methodology

Upon award, the program evaluation team attended an initial planning meeting with the MSDE 21st CCLC staff to review and discuss the goals and objectives of the evaluation project. Thereafter, the program evaluation team and MSDE 21st CCLC staff conferred in bi-monthly virtual meetings to review and discuss the program evaluation team’s progression through the approved project workplan, and major deliverables.

As informed by the MSDE 21st CCLC staff, a random selection process was used to identify 18 programs, to be evaluated across a combination of 20 target performance indicators and measures, for the focus of this evaluation. Throughout December 2017- and January 2018, the program evaluation contacted email program manager for

formally introductions. Thereafter, the program evaluation team was engaged in developing the tools to be used in the data collection and data analysis processes. A detailed description of these processes is provided next.

Data Collection and Analysis

Evaluation Reports

MSDE made accessible to the program evaluation team, available sub-grantee's external evaluation reports. Upon receipt, the program evaluation team distributed the reports amongst the evaluation team members. The team members reviewed and scored the evaluation reports individually. Upon completion of the individual review and rating, the full evaluation team commenced a norming session to ensure suitable inter-rater reliability. During the norming session, the team: discussed individual ratings; and, came to a consensus on the final rating. Each member of the evaluation team reviewed the evaluation reports and assessed the merit and rigor of the evaluation report according to rubric developed for this project— *Program Evaluation Report Assessment and Rating Rubric* (Appendix B). The rubric was presented to, and approved for use by the MSDE 21st team.

The Development of the Assessment and Rating Instrument

The evaluation team developed the Program Evaluation Report Assessment and Rating Rubric (Appendix B) after consulting relevant research literature— social science and technology. In developing the rubric, the program evaluation team purposed was to the he rigor of the 21st CCLCs sub-grantees' external program evaluation reports. The design, though broad, allows for sufficient descriptive to establish the basic expectations for the program evaluation. The program evaluation team utilized related literature to determine the factors, deemed important by our peers, when referring to the rigor of an evaluation. For instance, the evaluation team shares the belief of Braverman and Arnold (2008) that the:

"methodological rigor consists of a series of elements that, in combination, determine the confidence with which conclusions can be drawn from the evaluation results. These elements include evaluation design, conceptualization of constructs, measurement strategies, time frames, program integrity, and others" (Braverman & Arnold, 2008).

Likewise, we agree with Zandniapour and Brennan (2010) in that

"a rigorous evaluation should embed sound evaluation principles and practices into each step of the process, to ensure credible and useful results and minimize bias. The U.S. Government Accountability Office supports the assertion that focusing solely on experimental design excludes many beneficial evidence-gathering processes. Other research designs can provide rigorous evidence of

effectiveness, as long as they are well designed and implemented”.

As such, we believe that the selected factors are best suited to establish the rigor of evaluations of a community-based education program. Furthermore, we purport that the rubric takes in to account that the sub-grantees’ external evaluations involved varying types of evaluations (e.g. process or outcome) and statistical analyses.

The Assessment and Rating Instrument

The rubric is comprised of five components: Evaluation Purpose; Evaluation Questions/Methodology; Data Collection and Data Analysis; Results and Recommendations; and, Limitations. Each component is measured by the presence, or absence, of three indicators; these indicators speak to the rigor of the evaluation. Conceptually, indicators receive one point if reflected in the evaluation report; the indicator does not receive a point if evidence of the indicator is absent from the report. Partial points are if elements of the indicator are found within the report. Though indicators are assessed, each evaluation component is evaluated and scored in totality, receiving 0 – 3 point(s). The maximum points an evaluation can receive is 15 points (5 components x 3 points per component). By totaling the points awarded for each evaluation component, each report receives a descriptive rating, according to the *Program Evaluation Assessment and Rating Rubric Scoring System* (Appendix B1). For example, if an evaluation report earned three points per section, it was assigned a rating of Strong for that section. However, if the total section points earned was zero, the section rating was Unsatisfactory.

External Evaluator Observations

Using randomization techniques, the program evaluation team randomly selected four program sites to participate in the on-site observations. Contractually, the evaluation team was to conduct three observations. However, since time permitted, to increase reliability, we requested permission to include a fourth site, whereby, approximately 20% of the sites would be involved in the observation process

The evaluation team informed MSDE 21st of the sites selected for the observations. To facilitate the observation and interviews, MSDE provided the evaluation team with an observation instrument for each site. MSDE 21st staff shared that each evaluation tool was designed to reflect areas of concerns and or the recommendations expressed in previous evaluation reports. Therefore, the purpose of the observation was to collect data related to the identified concerns and recommendations. To protect the authenticity of the data being collected, the observations were unannounced. Site managers were not given information about the date the observations were to occur. The observations were conducted between January and April.

Data Validation Reports

To ensure the validity of the data being reported in the federal data management system—APR. The evaluation team was asked to solicit information from all sub-grantees to validate the data reported in 21APR. Between March – April 2018, emails were sent to the program managers requesting data validation. Program managers were asked to validate from one or two of the target performance indicators and measures: activities, outcomes, participation, or staffing.

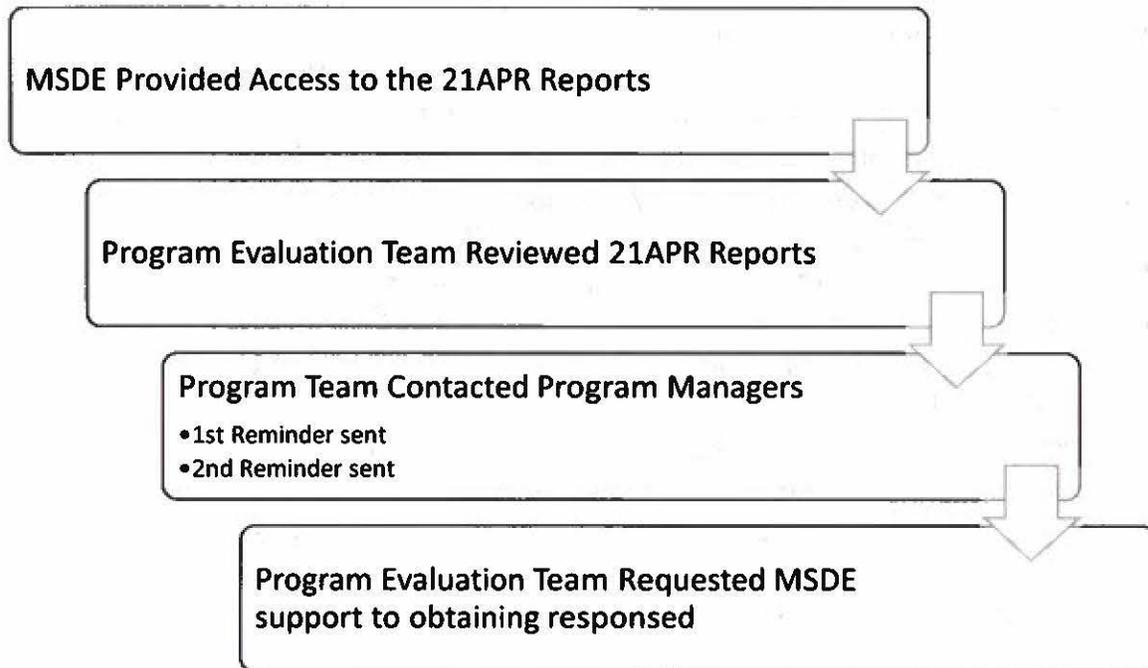


Figure 2. Data Validation Process

Data Analysis

The program evaluation team considered and used a variety of analytical processes for this data. The focus of our statistical analysis, were descriptive, as the use advance of analyses, such as regression or ANOVA are not required to answer the evaluation questions. The evaluation team's great concern was to ensure that the evaluation approach and methodology used was methodologically sound. Moreover, that it allowed for valid conclusions to be drawn, and that it permit programs to act upon the results and recommendations. Accordingly, the focus our efforts, are the outcome measures.

Results and Recommendations

Results

Evaluation Reports

On-site Observations

Data Validation Reports

Recommendations

MSDE

21st CCLC Sub-grantees

Sub-grantees' External Evaluators

Limitations

Conclusion

References

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Appendices

Appendix A. Evaluation Plan

Appendix B. Sample Program Evaluation Report Assessment and Rating Rubric

Appendix B1. Evaluation Assessment and Rating Rubric Scoring System

Appendix C. Summary of Evaluation Assessments and Ratings

Appendix D. Program Evaluation Assessments and Ratings Per Site

Program Evaluation Assessments and Ratings - Sites 1 – 18

Appendix E. Data Validation Reports

Activities

Outcomes

Participation

Staffing

Appendix F. On-site Observation Reports

Appendix A – Evaluation Plan

Question Number	Research Question	Performance Measures	Indicators	Data Source	Comments
Evaluation Rigor					
1.	Based upon the evaluation rating/assessment rubric, what level of rigor is found in the evaluation reports?	<ul style="list-style-type: none"> ▪ The following sections of the evaluation reports submitted to MSDE: <ol style="list-style-type: none"> 1. Evaluation Purpose 2. Evaluation Questions/Methodology 3. Data collection and Data Analysis 4. Results and Recommendations 5. Limitations 	The number of points accumulated for each section of the evaluation reports submitted to MSDE according to the Evaluation Rating Rubric.	Sub-grantees' External Program Evaluation reports (submitted to MSDE)	<ul style="list-style-type: none"> ▪ Data contained in the evaluation reports are from school year 2016-17. ▪ Level of rigor will be assessed utilizing the Evaluation Rating Rubric. ▪ The Evaluation Rating Rubric consists of five sections as detailed in the Performance Measures. Evaluations must present evidence of specific criteria to receive points. A maximum of three points may be earned for each section. The total number of points that may be earned

may range from 0 – 15.

Question Number	Research Question	Performance Measures	Indicators	Data Source	Comments
Data Validation					
2.	Did the results of the data validation request reflect the data reported on the APR reports?	<ul style="list-style-type: none"> ▪ The following sections of the APR data: <ol style="list-style-type: none"> 1. Activities 2. Outcomes 3. Participation 4. Staffing 	- Alignment of data submitted via the 21 APR data management system and the external evaluation team.	<ul style="list-style-type: none"> ▪ 21 APR Reports (provided by MSDE) ▪ - Data validation documents submitted the external evaluation team. 	
On-site Visits					
3.	Based upon the prior evaluation report and the data validation report, are the programs making demonstrable progression towards meeting their goals?	<ul style="list-style-type: none"> ▪ Attendance, academic and enrichment goals as detailed to MSDE 	<ul style="list-style-type: none"> ▪ Varies according to program. 	<ul style="list-style-type: none"> ▪ Evaluation reports (submitted to MSDE) ▪ 21 APR Reports (submitted to MSDE) ▪ Data validation information submitted to the external 	

				<p>program evaluation team</p> <ul style="list-style-type: none">▪ On-site observation evaluation conducted by the external program evaluation team.	
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Appendix B. Sample Program Evaluation Report Assessment and Rating Rubric

Program Evaluation Report Assessment and Rating Rubric				
Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The purpose of the evaluation can be linked to the programs goals and objectives.			
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			
Total Section Points				
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The evaluation questions are related to purpose of the evaluation.			

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			
Total Section Points				
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			
Total Section Points				
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The results and recommendations are actionable and will move the program towards improvement(s).			

	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			
Total Section Points				
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	Threats to validity, along with any obstacles/barriers are discussed.			
	A plan to overcome any limitations or challenges has been developed.			
Total Section Points				
Total Evaluation Points				
Overall Evaluation Rating				

(Ivarsson & Gorschek, 2010; Zandniapour & Brennan, (n.d.)).

Appendix B1. Program Evaluation Assessment and Rating Rubric Scoring System

Program Evaluation Assessment and Rating Rubric Scoring System		
Total Points	Rating	Details
12-15	Strong	The components of the evaluation are clearly aligned. Given the purpose of the evaluation, an appropriate methodology has been implemented, the data collection and analyses are ideal , and the findings can clearly be substantiated from those data.
8-11	Satisfactory	The components of the evaluation are adequately aligned. Given the purpose of the evaluation, a satisfactory methodology has been implemented, the data collection and analyses are suitable , and the findings and recommendations can be substantiated from those data.
4-7	Lacking	The components of the evaluation are somewhat aligned . Given the purpose of the evaluation, an ineffective methodology has been implemented, the data collection and analyses are questionable , and the findings and recommendations could to some extent can be substantiated from those data.
0-3	Unsatisfactory	Components of the evaluation are not aligned or provided. Given the purpose of the evaluation, an inappropriate methodology has been implemented, the data collection and analyses are not adequate , and the findings and/or the recommendations cannot be substantiated from those data.

Appendix C. Summary of Evaluation Assessments and Ratings

Site Reference Number	Evaluation Score	Evaluation Rating
1	5	Lacking
2	6	Lacking
3	11.5	Strong*
4	5.5	Lacking
5	3.5	Lacking
6	4.5	Lacking
7	0 (No evaluation report submitted)	Unsatisfactory
8	6.5	Lacking
9	3.5	Lacking*
10	0 (No evaluation report submitted)	Unsatisfactory
11	4.5	Lacking
12	7.5	Satisfactory*
13	7.5	Satisfactory*
14	5.5	Lacking
15	3	Unsatisfactory
16	11.75	Strong*
17	12	Strong
18	10	Satisfactory

*The evaluation rating reflects a rounded evaluation score.

Appendix D. Program Evaluation Assessments and Ratings Per Site

Program Evaluation Assessment and Rating Rubric – Site 1				
Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The purpose of the evaluation can be linked to the programs goals and objectives.			"The goal of this evaluation was to determine whether or not the objective performance measures were met and evaluate data to utilize the findings to create improvements for the after-school program." The performance measures may/may not be related to the program goals and objectives.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			"...utilize the findings to create improvements for the after-school program."
Total Section Points		2.5	Satisfactory	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	No details were provided.

	The evaluation questions are related to purpose of the evaluation.			No details were provided.
	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			No details were provided.
Total Section Points		0	Unsatisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	No details were provided about the data collection process. The report includes a table, "Summary of Objectives/Results" that lists "Data Utilized".
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			The "Data Utilized" can be used to determine if the objective was met.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Multiple data sources have been used. However, all the sources are not related to the program objectives.
Total Section Points		1.5	Lacking	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results are easy to comprehend.

	The results and recommendations are actionable and will move the program towards improvement(s).			The recommendations are not specifically related to the program objectives.
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			No details were provided.
Total Section Points		1	Lacking	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	No details were provided.
	Threats to validity, along with any obstacles/barriers are discussed.			No details were provided.
	A plan to overcome any limitations or challenges has been developed.			No details were provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			5	
Overall Evaluation Rating			Lacking	

Program Evaluation Assessment and Rating Rubric – Site 2

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	... to provide an in-depth understanding of the extent to which program participants have achieved the Year 3 performance measures of the program.
	The purpose of the evaluation can be linked to the programs goals and objectives.			Objective 3.3 is related to parents, not program participants.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			The evaluation includes some detail regarding how the evaluation will be used.
Total Section Points		1.5	Lacking	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation questions/objectives are related to two separate programs, which reduces its conciseness.
	The evaluation questions are related to purpose of the evaluation.			

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			
Total Section Points		2	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	A description of the data collection and analyses is not detailed. It lacks information regarding how were collected (e.g. how, when, number of surveys distributed/returned).
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			Given the small sample size, a mixed methods approach would have been more appropriate. Student and parent statements were included in the evaluation as "quotes" but have not been included in the analyses.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Multiple data sources are included in the evaluation report, but the sources do not allow for a triangulation of the data.
Total Section Points		1	Lacking	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The recommendations are easy to comprehend. However, only 1 of the 4 recommendations are aligned to the objectives. One of the objectives speaks only to the high school program, not the

				middle school which was identified for our comprehensive evaluation.
	The results and recommendations are actionable and will move the program towards improvement(s).			Most of the recommendations are actionable.
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			This information is not included in the evaluation report.
Total Section Points		1	Lacking	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation report includes one statement (notes a sample size too small for analyses) that can be classified as a limitation.
	Threats to validity, along with any obstacles/barriers are discussed.			
	A plan to overcome any limitations or challenges has been developed.			
Total Section Points		0.5	Unsatisfactory	
Total Evaluation Points				6
Overall Evaluation Rating				Lacking

Program Evaluation Assessment and Rating Rubric – Site 3

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	A primary and secondary purpose for the evaluation are included in the evaluation report. 1-provide stakeholders with a comprehensive assessment of the out of school time program; 2- to provide operator with recommendations to improve their future practices, based on the evidence collected.
	The purpose of the evaluation can be linked to the programs goals and objectives.			
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			1-provide stakeholders with a comprehensive assessment of the out of school time program; 2- to provide operator with recommendations to improve their future practices, based on the evidence collected.
Total Section Points		3	Strong	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Most of the evaluation questions are concise. However, one questions has some vague language. "... earn a grade of satisfactory or higher on the final report card during the 2016-2017SY? The presumption is that

				satisfactory is a grade C or higher.
	The evaluation questions are related to purpose of the evaluation.			The goals are related to the purpose of the evaluation; the goals are concise and measurable.
	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			Most of the evaluation questions are concise. However, one questions has some vague language. "... earn a grade of satisfactory or higher on the final report card during the 2016-2017SY? The presumption is that satisfactory is a grade C or higher.
Total Section Points		2.5	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Some details have been included; however, specifics (e.g. how or when data collected) are lacking.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			The multiple data sources collected are appropriate.

Total Section Points		2.5	Satisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results and recommendations are meaningful; they are easy to comprehend.
	The results and recommendations are actionable and will move the program towards improvement(s).			For the most part, the recommendations are actionable, and could move the program towards improvement.
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			
Total Section Points		2.5	Satisfactory	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation report does reference the inability to obtain students' state-assessment data. This statement is being considered a limitation.
	Threats to validity, along with any obstacles/barriers are discussed.			The evaluator also notes a general note that a true measure of the effectiveness of the program cannot be determined by standardized test results.

	A plan to overcome any limitations or challenges has been developed.			The evaluation report provides some suggestions (not a full plan) to overcome one stated limitation.
Total Section Points		1	Lacking	
Total Evaluation Points			11.5	
Overall Evaluation Rating			Strong*	

Program Evaluation Assessment and Rating Rubric – Site 4

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluation has not been explicitly stated. Per the evaluation report, " the evaluation measures whether the program met its specific goals, objectives and benchmarks. In addition, the discussion addresses broader questions about the value of the program using all available data, not just the data that specifically relate to the goals and objectives."
	The purpose of the evaluation can be linked to the programs goals and objectives.			The purpose is not explicitly stated. Indicators are related and unrelated to program goals and objectives.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			Details have not been provided.
Total Section Points		1	Lacking	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation questions are listed at the end of the report. There are 3 main evaluation questions with 3-5

				<p>sub-questions for each main question.</p>
	<p>The evaluation questions are related to purpose of the evaluation.</p>			<p>The student goal references the program's 1st cohort and only those students who had attended for 5 consecutive years. The parent goal references if parents increased their English proficiency level by 1 and only applied to those parents who had not initially tested at the proficient or advanced level, and completion of the parent literacy program (even though this was not specifically addressed in the evaluation questions).</p>
	<p>The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).</p>			<p>The methodology has not been explicitly stated. There are no details regarding the steps taken to answer the evaluation questions. This section does not provide details about the various statistical tests that being utilized, though this information is not linked to a specific evaluation question. The statistical procedures and tests section is very detailed. Would question the program staff about their level of comprehension and applicability to their program goals and objectives.</p>

Total Section Points		1.5	Lacking	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.			A "Findings" section is presented; it also provides information regarding the data analysis process. There are no details regarding the data collection process.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			Details regarding the data collection process have not been provided. The data analysis section is very detailed and includes a path analysis along with regressions. The evaluation report reveals that, "Students' 2017 initial reading assessment and final reading grades together explain over half of the variations among students in their scores on the 2017 PARCC ELA test..."
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Various sources of data have been utilized. The evaluation report states that MSA, PARCC, report cards had been analyzed. Alternative explanations of findings have been explored (Please refer to above component.).
Total Section Points		2	Satisfactory	

Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Some of the findings provide details about the analysis that were conducted using regression and path analysis. While a thorough analysis has been done, the results as presented may prove difficult for a person, who is unfamiliar with these methods, to comprehend.
	The results and recommendations are actionable and will move the program towards improvement(s).			The report details three reasons explaining why the evaluation questions were unable to be answered. The reasons listed are valid based upon the information presented. However, some of these challenges were not addressed in the recommendations.
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			Details have not been provided.
Total Section Points		1	Lacking	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory	Details have not been provided.

	Threats to validity, along with any obstacles/barriers are discussed.		1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	A plan to overcome any limitations or challenges has been developed.			Details have not been provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			5.5	
Overall Evaluation Rating			Lacking	

Program Evaluation Assessment and Rating Rubric – Site 5

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	"Report provides findings...collected during...for a program evaluation." "...serves as...grant report to MSDE."
	The purpose of the evaluation can be linked to the programs goals and objectives.			"Purpose" does not mention the program goals and objectives.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			Details have not been provided.
Total Section Points		0.5	Unsatisfactory	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	One of the "purposes", as listed in the report, is to provide reporting to MSDE".
	The evaluation questions are related to purpose of the evaluation.			Details regarding what data would be used is presented, but no discussion as to how the date will be used. There is no mention of the 1st cohort (how to track and obtain data). There is also no mention of parent involvement data.

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			One of the "purpose" listed in the report, is to provide reporting to MSDE".
Total Section Points		2	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			Details have not been provided.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Unable to determine, the report only states "analysis of disaggregated and aggregated data as available."
Total Section Points		0	Unsatisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results are easy to comprehend. However, the results do not address any of the goals.
	The results and recommendations are actionable and will move the program towards improvement(s).			Most of the recommendations do not address the program goals.

	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			Details have not been provided.
Total Section Points		1	Lacking	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	Threats to validity, along with any obstacles/barriers are discussed.			Details have not been provided.
	A plan to overcome any limitations or challenges has been developed.			Details have not been provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			3.5	
Overall Evaluation Rating			Lacking	

Program Evaluation Assessment and Rating Rubric – Site 6

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluation is easy to comprehend.
	The purpose of the evaluation can be linked to the programs goals and objectives.			Per the report, "The goal of this report was to ask questions about how the current [name removed] program process can be improved to meet the objectives and milestones in the 21st CCLC." The program goals are not listed in the report.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			The report is to be utilized for program process improvement.
Total Section Points		2	Satisfactory	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	It is difficult to determine if the evaluation questions were appropriate for the program goals and objectives. For instance, Objective 1 states, "Students utilized Dream Box (Spanish and English) weekly to enhance math PARCC test scores...ELL students

				<p>benefitted from the Spanish speaking assistants in hopes to bridge the language gap and therefore math achievement." Two (of the three) evaluation questions asked, "What percentage of students fall into the PARCC proficiency ranges (red, orange, yellow, etc.);" and "How can we provide practice PARCC assessments for all students in the afterschool program with an already full schedule (heavy on testing)?" The objectives listed appeared to be more of a strategy.</p> <p>Furthermore, the relevancy/appropriateness of the evaluation questions cannot be determined without knowing the program goals.</p>
	<p>The evaluation questions are related to purpose of the evaluation.</p>			<p>Some of the evaluation questions can be linked to the program process improvement. But, as stated previously, it is difficult to determine relevancy/appropriateness of the evaluation questions without the program goals.</p>

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			This section provided details regarding attendance and demographic data. However, there was no mention of PARCC, health/wellness, or parent education data.
Total Section Points		1.5	Lacking	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details regarding the data collection and data analysis process have not been provided. The results are presented. The evaluation questions have not been addressed.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			The collection and analysis processes cannot be determined because there are not sufficient details about these processes.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Based upon the details provided, it appears that only one source of data has been used to answer each evaluation question. Alternative explanations have not been discussed.
Total Section Points		0	Unsatisfactory	

Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.	3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The recommendations are easy to comprehend, but oftentimes the recommendations cannot be linked to results that have been presented. For example, the report states that during the math enrichment hour, program staff demonstrated various methods of teaching and were engaged with the students. The recommendation is to "...block YouTube channels from the student tablets or restrict access to non-Math related sites if possible." The report does not detail the rationale for this recommendation. Evidence to substantiate this recommendation is not presented in the report.
	The results and recommendations are actionable and will move the program towards improvement(s).		There is a recommendation to develop an early intervention for PARCC. However, the report does not state the components of this intervention, or how the intervention would serve the student.

	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			Even though a recommendation to "create sustainability efforts", specific plans have been provided.
Total Section Points		1	Lacking	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	Threats to validity, along with any obstacles/barriers are discussed.			Details have not been provided.
	A plan to overcome any limitations or challenges has been developed.			Details have not been provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			4.5	
Overall Evaluation Rating			Lacking	

Program Evaluation Assessment and Rating Rubric – Site 7

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The purpose of the evaluation can be linked to the programs goals and objectives.			
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			
Total Section Points		0		Unsatisfactory
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The evaluation questions are related to purpose of the evaluation.			
	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			
Total Section Points		0		Unsatisfactory
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	

	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			
Total Section Points		0		Unsatisfactory
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The results and recommendations are actionable and will move the program towards improvement(s).			
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			
Total Section Points		0		Unsatisfactory
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	Threats to validity, along with any obstacles/barriers are discussed.			
	A plan to overcome any limitations or challenges has been developed.			
Total Section Points		0		Unsatisfactory
Total Evaluation Points			0	
Overall Evaluation Rating				Unsatisfactory

Program Evaluation Assessment and Rating Rubric – Site 8

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided. The report states that the evaluation was for Year 2 of the program.
	The purpose of the evaluation can be linked to the programs goals and objectives.			Details regarding the purpose of the evaluation have not been provided. The executive summary includes academic and behavioral objectives. The report does not include additional details regarding the program goals and objectives.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			Details were not provided.
Total Section Points		0		Unsatisfactory
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation questions are concise.
	The evaluation questions are related to purpose of the evaluation.			The evaluation questions cannot be linked to the purpose because the purpose of the evaluation was not provided.

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			
Total Section Points		2	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The report details that parent data was collected via several events. However, there is no information regarding the collection of behavioral and PARCC data.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			Incomplete details have been provided about the collection and analysis processes.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Alternative explanations of findings have been not explored.
Total Section Points		1.5	Lacking	

Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.	3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Per the evaluation report, "...will continue to monitor the program development and progress to document its achievements and lessons learned to provide both formative and summative feedback to the program leadership and staff."
	The results and recommendations are actionable and will move the program towards improvement(s).		
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.		
Total Section Points		3	Strong
Limitations	The limitations of the evaluation are stated.	3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details were not provided.
	Threats to validity, along with any obstacles/barriers are discussed.		Details were not provided.
	A plan to overcome any limitations or challenges has been developed.		Details were not provided.
Total Section Points		0	Unsatisfactory
Total Evaluation Points		6.5	
Overall Evaluation Rating		Lacking	

Program Evaluation Assessment and Rating Rubric – Site 9

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details were not provided.
	The purpose of the evaluation can be linked to the programs goals and objectives.			Three core objectives are listed.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			Details have not been provided.
Total Section Points		0.5	Unsatisfactory	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Evaluation questions have not been not listed. The plan of action and logic model is listed.
	The evaluation questions are related to purpose of the evaluation.			Evaluation questions have not been not listed. The plan of action and logic model is listed.
	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			Details have not been provided.
Total Section Points		1	Lacking	

Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.	0	3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			This could not be determined because there is no information regarding the data collection and data analysis processes.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			It is difficult to determine the data sources that were utilized to arrive at some of the findings. For example, one program objective was "By August 2017, at least 75% of [name removed] seniors will matriculate into a four-year university as a science major and/or designated student on a pre-health academic track." The report indicates that the objective was met, but there is no detail regarding the data source utilized to determine if the objective was met.
Total Section Points		0	Unsatisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Satisfactory

	The results and recommendations are actionable and will move the program towards improvement(s).			Satisfactory
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			Details have not been provided.
Total Section Points		2	Satisfactory	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	Threats to validity, along with any obstacles/barriers are discussed.			Details have not been provided.
	A plan to overcome any limitations or challenges has been developed.			Details have not been provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			3.5	
Overall Evaluation Rating			Lacking*	

Program Evaluation Assessment and Rating Rubric – Site 10

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The purpose of the evaluation can be linked to the programs goals and objectives.			
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			
Total Section Points		0	Unsatisfactory	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The evaluation questions are related to purpose of the evaluation.			
	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			
Total Section Points		0	Unsatisfactory	

Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			
Total Section Points		0	Unsatisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The results and recommendations are actionable and will move the program towards improvement(s).			
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			
Total Section Points		0	Unsatisfactory	

Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	Threats to validity, along with any obstacles/barriers are discussed.			
	A plan to overcome any limitations or challenges has been developed.			
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			0	
Overall Evaluation Rating			Unsatisfactory	

Program Evaluation Assessment and Rating Rubric – Site 11

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation report does not include a purpose for the evaluation.
	The purpose of the evaluation can be linked to the programs goals and objectives.			The evaluation report includes objectives; however, the report does not include a purpose of the evaluation. Therefore, a link between the purpose and the goals/objectives cannot be established.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			
Total Section Points		0		
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation report does not include evaluation questions.
	The evaluation questions are related to purpose of the evaluation.			The purpose of the evaluation has not been included in the report. Therefore, a relationship between the questions and purpose of the evaluation cannot be determined.

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			The evaluation report does not include information related to the methodology.
Total Section Points		0		
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation report includes a statement regarding why the data were collected.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			Evaluation questions have not been included in the evaluation report. However, given the one statement- ... to assess [name removed] progress towards accomplishing its goals and objectives, ACT collect..." the data collection appears to be appropriate.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			
Total Section Points		2		
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results are relatively easy to comprehend. The evaluation report does not include specific evaluation goals/objectives. Therefore, the meaningfulness of the results/recommendations cannot be determined.

	<p>The results and recommendations are actionable and will move the program towards improvement(s).</p>			
	<p>Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.</p>			
Total Section Points		0.5		
Limitations	<p>The limitations of the evaluation are stated.</p>		<p>3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory</p>	<p>The evaluation report does include limitations - "the testing data shows limited results with small numbers of students engaging..."</p>
	<p>Threats to validity, along with any obstacles/barriers are discussed.</p>			<p>The evaluation includes information on obstacles/barriers.</p>
	<p>A plan to overcome any limitations or challenges has been developed.</p>			<p>A plan to overcome limitations has not been provided.</p>
Total Section Points		2	Satisfactory	
Total Evaluation Points			4.5	
Overall Evaluation Rating			Lacking	

Program Evaluation Assessment and Rating Rubric – Site 12

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluation has not been clearly stated.
	The purpose of the evaluation can be linked to the programs goals and objectives.			The goals of the evaluation have been provided. However, the goals cannot be linked to the purpose, as one has not been provided.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			The goals of the evaluation have provided but are lacking specificity.
Total Section Points		1.5	Lacking	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation questions are not concise, some questions are vague.
	The evaluation questions are related to purpose of the evaluation.			The questions are related to the purpose of the evaluation. However, the questions/objectives are not measurable.
	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			A methodology is listed in table of contents, but a section or details regarding the methods was not included in the evaluation report. The report indicates that a mixed

				method approach was used, which will allow the evaluations questions to be answered.
Total Section Points		2	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation report includes a detailed description of each data source.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			The data collection and analysis process have not been provided. However, external factors and challenges have been noted.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Multiple sources have been included in the evaluation report.
Total Section Points		2	Satisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results are relatively easy to comprehend. Although "summary of findings" is listed in the table of contents, the report does not have a section for results/findings. Statements related to results/findings are presented in the program implementation and outcome sections. Clear recommendations have not provided, the report only notes the recommendations of the

				program staff and administrators.
	The results and recommendations are actionable and will move the program towards improvement(s).			
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			
Total Section Points		0.5	Unsatisfactory	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Limitations of the evaluation are noted throughout the evaluation report- (1) "the current study design does not allow for a direct connection between [name removed] participation and student learning outcomes. The evaluation includes a detailed section on the challenges in the implementation of the program.
	Threats to validity, along with any obstacles/barriers are discussed.			
	A plan to overcome any limitations or challenges has been developed.			
Total Section Points		1.5	Lacking	
Total Evaluation Points			7.5	
Overall Evaluation Rating			Satisfactory*	

Program Evaluation Assessment and Rating Rubric – Site 13

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluation has not been explicitly stated. "...provide monitoring and evaluation support throughout the 3-year funding cycle."
	The purpose of the evaluation can be linked to the programs goals and objectives.			The objectives cannot be linked to the purpose, so because the purpose has not been explicitly stated. The program goals have not been provided; however, two objectives were listed. It is unclear if the listing of the objectives is inclusive.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			No details were provided.
Total Section Points		1	Lacking	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The evaluation questions are related to purpose of the evaluation.			The purpose of the evaluation is to "...provide monitoring and evaluation..."

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			"Secondary analysis" of "assessment and academic outcome data using summary comparisons and exploratory analysis." This is vague and not specific.
Total Section Points		2.5	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Some details about the data sources used in this evaluation have been provided.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			iReady data were used to determine the students' math skills. Per the report, there is a pre and post analysis of iReady data. However, information regarding the dates the assessments were taken, nor details related to the number of student involved in the analysis have been provided.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Multiple sources have not been utilized and alternative explanations were not explored.
Total Section Points		1	Lacking	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	

	The results and recommendations are actionable and will move the program towards improvement(s).			
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			One of the recommendations is that "The evaluation team will work with staff to support at least quarterly data entry and continue coaching staff to improve both understanding and practice of strong data management systems."
Total Section Points		3	Strong	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	Threats to validity, along with any obstacles/barriers are discussed.			Details have not been provided.
	A plan to overcome any limitations or challenges has been developed.			Details have not been provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			7.5	
Overall Evaluation Rating			Satisfactory*	

Program Evaluation Assessment and Rating Rubric – Site 14

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluation has not been explicitly stated, "...sought to gather a range of data elements to assess program impact, effectiveness and stakeholder satisfaction as well as to measure program success related to stated goals and objectives."
	The purpose of the evaluation can be linked to the programs goals and objectives.			The purpose has not been explicitly stated.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			Details were not provided.
Total Section Points		1	Lacking	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The evaluation questions are related to purpose of the evaluation.			The evaluation plan lists the data to be analyzed. These data are not linked to a specific evaluation questions.

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			
Total Section Points		2.5	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.			The evaluation schedule describes what/when data was to be collected.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The information in the evaluation schedule is not specific/complete. For example, the evaluation plan states that PARCC data was to be analyzed. However, when the results were presented, instead of PARCC data being analyzed, report card data were utilized. Additionally, it was stated in the results that PARCC data were not available in time for reporting. However, data state assessments were reported. Information regarding how these data were collected or the source of the data has not been provided.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Multiple data sources have been utilized. However, some of the data sources cannot be used to program goals could not be addressed. Alternative

				explanations have not been explored.
Total Section Points		1.5	Lacking	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results do not specifically address all the program goals. There is a lot of data to review, which at times the abundance of data made it difficult to determine what was meaningful and related to program goals and evaluation questions.
	The results and recommendations are actionable and will move the program towards improvement(s).			Recommendations do not specifically address program goals.
	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			Details have not been provided.
Total Section Points		0.5	Unsatisfactory	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	Threats to validity, along with any obstacles/barriers are discussed.			Details have not been provided.
	A plan to overcome any limitations or challenges has been developed.			Details have not been provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			5.5	
Overall Evaluation Rating			Lacking	

Program Evaluation Assessment and Rating Rubric – Site 15

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluation is referenced as "Did the project accomplish what it was intended to do?" The purpose has not been explicitly stated.
	The purpose of the evaluation can be linked to the programs goals and objectives.			The goals/objectives can be linked, even though they were somewhat difficult to ascertain.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			Details were not provided.
Total Section Points		1	Lacking	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation questions are vague, and lack conciseness.
	The evaluation questions are related to purpose of the evaluation.			The evaluation questions cannot be linked to the purpose because the purpose has not been explicitly stated.

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			Details regarding the methodology has not been provided.
Total Section Points		1	Lacking	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	A significant amount of data is available. However, details regarding the collection and analysis have not been provided.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			
Total Section Points		0	Unsatisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	A great deal of data is listed in the report. Some of which was unrelated to the program goals. Given the abundance of data provided, at times, it is difficult to follow, and are not meaningful.
	The results and recommendations are actionable and will move the program towards improvement(s).			Recommendations are not linked to program goals.

	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			Sustainability has been briefly mentioned in the report.
Total Section Points		1		
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Details have not been provided.
	Threats to validity, along with any obstacles/barriers are discussed.			Details have not been provided.
	A plan to overcome any limitations or challenges has been developed.			Details have not been provided.
Total Section Points		0	Unsatisfactory	
Total Evaluation Points			3	
Overall Evaluation Rating			Unsatisfactory	

Program Evaluation Assessment and Rating Rubric – Site 16

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluation is not explicitly written. A single statement- ... [name removed] was contracted as the external evaluator for the grant..." is the only statement related to the purpose of the evaluation.
	The purpose of the evaluation can be linked to the programs goals and objectives.			
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			The evaluation report does not include details regarding how the evaluation will be utilized. However, one of the evaluation questions addresses best practices and lessons learned.
Total Section Points		1.25	Lacking	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation questions are concise.
	The evaluation questions are related to purpose of the evaluation.			

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			The mixed method approach and multiple data sources allow for thorough analyses of the evaluation questions.
Total Section Points		2.5	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Descriptions of the data collection has been provided throughout the evaluation report. In general manner, all statements about the analyses have also been included.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Multiple sources that will allow for the triangulation of the data have been utilized.
Total Section Points		2.5	Satisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results and recommendations are meaningful and easy to comprehend.
	The results and recommendations are actionable and will move the program towards improvement(s).			

	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			
Total Section Points		2.5	Satisfactory	
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Several limitations have been noted, as well as a plan to address them.
	Threats to validity, along with any obstacles/barriers are discussed.			Obstacles and barriers are discussed.
	A plan to overcome any limitations or challenges has been developed.			
Total Section Points		3	Strong	
Total Evaluation Points			11.75	
Overall Evaluation Rating			Strong	

Program Evaluation Assessment and Rating Rubric – Site 17

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	"The purpose of the [name removed] evaluation was to provide an independent assessment of the program's performance on its objectives and an explanation of its student and family outcomes."
	The purpose of the evaluation can be linked to the program's goals and objectives.			
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			
Total Section Points		3	Strong	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation questions/objectives are related to two separate programs, which reduces its conciseness.
	The evaluation questions are related to purpose of the evaluation.			

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			The methodology allows for the evaluation questions to be answered. However, the evaluation includes information on both on two independent programs, a after school program and a summer program.
Total Section Points		2	Satisfactory	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	A detailed description of the data collection and analysis is provided in appendix: Data Sources and Analyses.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			The collection of data was appropriate. The evaluation report does not include specifics regarding specific analyses.
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			
Total Section Points		2.5	Satisfactory	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The results and recommendations are concise and easy to comprehend.
	The results and recommendations are actionable and will move the program towards improvement(s).			

	Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.			
Total Section Points		3		
Limitations	The limitations of the evaluation are stated.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Some obstacles/barriers are discussed throughout the report. A plan to address the limitation has not provided.
	Threats to validity, along with any obstacles/barriers are discussed.			
	A plan to overcome any limitations or challenges has been developed.			
Total Section Points		1.5	Lacking	
Total Evaluation Points			12	
Overall Evaluation Rating			Strong	

Program Evaluation Assessment and Rating Rubric – Site 18

Evaluation Component	Indicators	Points for Section	Section Rating	Comments
Evaluation Purpose	The purpose of the evaluation is clear and well-written.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The purpose of the evaluations is presents as "...to provide...an in-depth understanding of the program evaluation questions".
	The purpose of the evaluation can be linked to the programs goals and objectives.			...to provide...with summary of successes and challenges; make recommendations. There was no mention of program goals and objectives.
	Details regarding how the evaluation will be utilized are provided (i.e., accountability, progress towards goals, best practices, etc.).			Findings will be shared with program (meetings and events)
Total Section Points		2.5	Satisfactory	
Evaluation Question(s) /Methodology	The evaluation questions are concise.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	
	The evaluation questions are related to purpose of the evaluation.			The evaluation questions are related to the purpose of the evaluation.

	The methodology is appropriate (i.e., the methodology will allow the evaluation questions to be answered).			An appropriate methodology has been presented.
Total Section Points		3	Strong	
Data Collection and Data Analysis	A detailed description of the data collection and data analysis process is described.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	The evaluation plan and the results explains the data collection and analysis processes.
	The collection and analysis processes are appropriate (i.e., conclusions that are reliable can be made while accounting for alternative explanations).			The reported details he original program goals even though they were
	Multiple sources of data have been utilized (triangulation of data). Alternative explanations of findings have been explored.			Alternative explanations were not explored. For example, the report states that data indicated that repeaters performed worse than those attending the program for the 1st time. Information regarding a possible explanation for this phenomenon was not provided.
Total Section Points		1.5	Lacking	
Results and Recommendations	The results and recommendations are meaningful and easy to comprehend.		3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory	Most of the recommendations are meaningful. The report states that the program should return to the original goals because the current goals were too rigorous.

	<p>The results and recommendations are actionable and will move the program towards improvement(s).</p>			<p>The report details changes that should occur, and provides some guidance as to how this could be done. Recommendations related to assisting the program in meeting the academic needs of their students since the students were not meeting benchmarks, as not been provided.</p>
	<p>Plans for the following have been developed: follow-up/assessment of progress to goals; sustainability; and, dissemination of results to funders and stakeholders.</p>			<p>No details were provided.</p>
Total Section Points		1	Lacking	
Limitations	<p>The limitations of the evaluation are stated.</p>		<p>3 – Strong 2 – Satisfactory 1 – Lacking 0 – Unsatisfactory</p>	<p>Limitations are presented.</p>
	<p>Threats to validity, along with any obstacles/barriers are discussed.</p>			
	<p>A plan to overcome any limitations or challenges has been developed.</p>			<p>Details were not provided.</p>
Total Section Points		2	Satisfactory	
Total Evaluation Points			10	
Overall Evaluation Rating			Satisfactory	

Appendix E. Data Validation Reports

Activities

Outcomes

Participation

Staffing

Appendix F. External Evaluator Observation Reports

External Evaluator Observation Form – Site Reference Number 2

Program: Site Reference Number 2

Name and Role of the Program Person: _____

Staff: Student Ratio 2 Staff:10 Student

Name of Evaluator: Tameka L. Payton, PhD

Date: Monday, 01/22/2018

Time: 2:50 – 5:30

GENERAL QUESTIONS		
	Interview Questions	Observed
Attendance	How is daily attendance collected?	[Possible evidence: Sign-in sheets for the day. Multiple days of sign-in sheets] Students report to
Achievement	How is achievement data collected?	(will not be observed)

Communication with Day Time Teachers	<p>How frequently do the program staff communicate with the day time teachers?</p> <p>What methods are used for these conversations?</p>	(will not be observed)
SPECIFIC PROGRAMMATIC QUESTIONS AND OBSERVATIONS		
	Interview Questions	Observed
Youth leadership opportunities	<p>Are students provided leadership opportunities such as leading small group discussions?</p> <p>Are students provided with opportunities to improve their school's connectedness and community?</p>	
Parent engagement	<p>Describe the efforts to maximize parent attendance and involvement in the program.</p> <p>Are there any projects that students and parents are doing together?</p>	(will not be observed)

<p>Communication between day time school staff and afterschool staff</p>	<p>Explain the process of providing directions to students in both English and Spanish?</p>	
<p>Attrition</p>	<p>Approximately how many of the students enrolled in the program today were enrolled in the program last year?</p> <p>ASK 7th or 8th GRADE STUDENTS (if possible): Were you in this program last year?</p> <p>If so, what are their reasons for participating this year?</p>	<p>(will not be observed)</p>

Was the program schedule followed? _____

External Evaluator Observation Form – Site Reference Number 11

Program: Site Reference Number 11

Name and Role of the Program Person: _____

Staff: Student Ratio _____

Name of Evaluator: Tameka L. Payton, PhD **Date:** _____

Time: 2:50 – 5:15

GENERAL QUESTIONS		
	Interview Questions	Observed
Attendance	How is daily attendance collected?	[Possible evidence: Sign-in sheets for the day. Multiple days of sign-in sheets]
Achievement	How is achievement data collected?	(will not be observed)
Communication with Day Time Teachers	How frequently do the program staff communicate with the day time teachers? What methods are used for these conversations?	(will not be observed)

SPECIFIC PROGRAMMATIC QUESTIONS AND OBSERVATIONS		
	Interview Questions	Observed
Program Preparation	Compared to last year, do you have more, the same, or less time to prepare before the students arrive for the program?	
Youth leadership opportunities	Are students provided leadership opportunities such as leading the entire group or a small group? Has this changed from last year?	

Was the program schedule followed? _____

External Evaluator Observation Form – Site Reference Number 14

Program: Site Reference Number 14

Name and Role of the Program Person: _____

Staff: Student Ratio _____

Name of Evaluator Tameka L. Payton, PhD

Date: _____

Time: 2:50 – 5:30

GENERAL QUESTIONS		
	Interview Questions	Observed
Attendance	How is daily attendance collected?	[Possible evidence: Sign-in sheets for the day. Multiple days of sign-in sheets]
Achievement	How is achievement data collected?	(will not be observed)
Communication with Day Time Teachers	How frequently do the program staff communicate with the day time teachers? What methods are used for these conversations?	(will not be observed)

SPECIFIC PROGRAMMATIC QUESTIONS AND OBSERVATIONS		
	Interview Questions	Observed
Student accomplishment tracking	<p>What processes are used to measure and assess student accomplishments?</p> <p>Are all instructors using the same measure?</p>	
Parent engagement	<p>Describe the efforts to maximize parent attendance and involvement in the program.</p> <p>Are there any projects that students and parents are doing together?</p>	(will not be observed)
Communication between day time school staff and afterschool staff	<p>Describe the communication process with the day time school staff.</p> <p>What feedback have you received from the day time school staff teachers to assist with programming?</p>	(may not be observed)

Attrition	<p>Approximately how many of the students enrolled in the program today were enrolled in the program last year?</p> <p>ASK 7th or 8th GRADE STUDENTS (if possible): Were you in this program last year?</p> <p>If so, what are their reasons for participating this year?</p>	(will not be observed)

Was the program schedule followed? _____

External Evaluator Observation Form - Site Reference Number 17

Program: Site Reference Number 17

Name and Role of the Program Person: _____

Staff: Student Ratio: 1:9 – 7th Grade; 2:6 – 8th Grade; 1:5 – Enrichment Class

Name of Evaluator Tameka L. Payton, PhD **Date:** Tuesday, 01/30/2018 **Time:** 2:50 – 5:30

GENERAL QUESTIONS		
	Interview Questions	Observed
Attendance	How is daily attendance collected?	<p>[Possible evidence: Sign-in sheets for the day. Multiple days of sign-in sheets]</p> <p>Each day, students report to the cafeteria after dismissal. Students sit at tables by grade-level, and attendance is taken at that time. There are 1-2 staff members assigned to each grade/table. and they take attendance for the table. The information is given to Mr. Bates, who then compiles the grade-levels on the attendance roster. Multiple days of sign-in sheets were presented during the observation.</p>
Achievement	How is achievement data collected?	(will not be observed)
Communication with Day Time Teachers	<p>How frequently do the program staff communicate with the day time teachers?</p> <p>What methods are used for these conversations?</p>	<p>(will not be observed)</p> <p>Although communication with day-time teachers was not a focus of this observation, the site coordinator noted that most of the FAST Plus teachers were also school-day teachers. Both teachers who were interview mentioned discussions and collaborations with other day-time teachers.</p>

SPECIFIC PROGRAMMATIC QUESTIONS AND OBSERVATIONS		
	Interview Questions	Observed
Programming	Compared to last year, are academic units structured into longer-term projects or themes?	<p>The site coordinator was questioned about the structure of the academic units. The site coordinator expressed a discomfort in responding to this question. The site coordinator explained that “all of that [matters of academics] is handled by the teachers”.</p> <p>Observation 1: 7th grade Academic/Math Two small groups of students (4-5 students per group) were working independently. One group of students were making posters [board games] that involved fractions. Another group was playing a game – Dominoes. They appeared to be converting/finding matching fractions. The teacher was sitting with the third group, reviewing student’s independent work. From the discussions, it appeared that some students were working on subtracting fractions, while other were multiplying fractions.</p> <p>Interview 1: The 7th grade academic/math teacher was questioned about the academic units, and if the units were structured in to longer-term project or themes, when compared to last year. The teacher voiced concerned with making a comparison explaining, “I am not really sure how other teachers schedule their lessons, last year or now.” She reported that she is a school-day science teacher, who was aware of the students’ math deficits from cooperative planning discussions. She explained school-wide, 7th grade students did not perform well on fractions, so fractions were the focus her lessons. She detailed that students were grouped by their assessment data; she used performance levels to differentiate the activities and projects for students.</p> <ul style="list-style-type: none"> • The small group she worked with were lower performers, that benefited from one to one re-teach. • The group playing the game of dominoes were performing just below grade level on the skill.

		<ul style="list-style-type: none"> • The group creating their own board games has performed at grade level on the skill. <p>Observation 2: 8th grade Academic/Math The teacher and a support staff member were sitting at a cluster of desks chatting, as one student, sitting at the same cluster of desks, worked on an assignment. A group of students (paired in twos) were using laptops to access a program/application that allowed them to practice slopes. As the one student completed the assignment, the teacher moved two desks closer to the student to engage in one-on-one instruction. The support staff member, began to rotate around the small groups, aiding groups in need.</p> <p>❖ Note: The 8th grade academic/math teacher was not interviewed. At the end of this observation period, the teacher needed to walk her students to the cafeteria. All students transitioned back into the cafeteria to receive their new class assignments.</p> <p>Observation 3: As a small group, students used materials to design aprons. Students were embellishing their aprons using various materials: paint, marker, glitter glue, and embroidery patches.</p> <p>A school-day teacher, who teaches the afterschool cooking class, was interviewed to discuss the structure of the academic units. She shared that weekly lesson plans, which were done for extra quarter, were developed at the start of the school year. The lessons, activities, and projects are based on students interested, obtained from student survey data. The teacher explained that the observation day was the first day of the cooking class. Students were designing an apron, which will be required for each of the remaining lessons.</p>
Youth leadership opportunities	Are students provided leadership opportunities such as setting learning goals?	The two teachers who were interviewed were questioned about students' leadership opportunities, such as setting learning goals. Teachers indicated that learning goals had not been established. The academic/math teacher, expressed that her goal was to give the students additional instruction, so they can master the critical math skills. With regards to leadership opportunities, she explained that during a subsequent lesson, that the group

		<p>of students who were creating board games would tutor the other students using the board games as instructional aids.</p> <p>The cooking teacher explained that though students did not establish learning goals, students did have the autonomy to select the enrichment activities they would participate. According to the teacher, the students completed a survey, that included 3 options for enrichment. She believes that most students were placed in the 2 classes they ranked the highest.</p>
Parent engagement	<p>Describe the efforts to maximize parent attendance and involvement in the program. When was the first parent event held?</p> <p>Have these efforts changed from last school year?</p>	(will not be observed)

Was the program schedule followed? For the most part, the program schedule provided was followed. However, there was a change in the enrichment activities. During the scheduled transition, students reported to the cafeteria to receive their new enrichment assignments. One student voiced his frustration in being placed in undesired enrichment classes. The site coordinator explained that enrichment classes were selected on the student's behalf, because the student had not completed a student survey. The student was absent from the program for more than a week. The site coordinator spoke with the student, and agreed to change one of the enrichment classes (the other classes were at capacity).

