North Carolina
Department of Public Instruction
21st Century Community Learning Centers

21st CCLC
Subgrantee Annual
Evaluation Report
2023-2024 Guidance

North Carolina Department of
PUBLIC INSTRUCTION

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21ST CCLC ANNUAL EVALUATION REPORT

The North Carolina Department of Public Instruction (NCDPI) requires all 21st Century Community Learning Centers (CCLC) to submit a Subgrantee Annual Evaluation Report.

- For the 2023-2024 School Year/Summer 2024 (if applicable), all **Cohort 15** and **Cohort 16** subgrantees must complete the report.
- It should <u>NOT</u> be completed by those that were awarded the **21st CCLC Summer Enhancement Grant** (SEG) funding (as the SEG-funded programming will be required to complete a different evaluation reporting process).

Purpose

The Subgrantee Annual Evaluation Report ensures that awarded organizations comprehensively reflect on, and have evidence to support, the extent to which 21st CCLC-funded programs are meeting their proposed enrollment levels, budget expenditures, attendance targets, and impact on participants' engagement in learning. The intent is that subgrantees use the annual evaluation data as a catalyst to: (a) engage stakeholders more fully in the evaluation process and (b) inform program improvement and sustainability efforts.

Timeframe

Subgrantees will report on their past year of implementation. In other words, the evaluation report template will ask subgrantees to provide data regarding programming for the 2023-2024 School Year and/or Summer 2024 (if applicable).

Deadline

The completed 2023-2024 Subgrantee Annual Evaluation Report template should be uploaded into CCIP on or before **September 30, 2024**.

Contact

If subgrantees have any issues or questions regarding the Subgrantee Annual Evaluation Report, please contact Kathleen Mooney at SERVE Center (kmooney@serve.org).

In accordance with ESSA Sec. 4205(b)(1), 21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress towards achieving the goal of providing high quality opportunities for academic enrichment. The results of the evaluation should be used to refine, improve, and strengthen the program or activity.

FREQUENTLY ASKED QUESTIONS (FAQS)

This section of the report guidance provides responses to questions that were posed by subgrantees in previous years regarding the Subgrantee Annual Evaluation Report process. Screenshots of the reporting template are included as a visual representation to convey additional guidance. However it is understood that not all reporting details are visible on the screenshots in this document; thus, please refer to the Subgrantee Annual Evaluation Report Excel template, as necessary.

Multiple Cohorts/Grants

What if my organization is providing 21st CCLC funded programming for multiple cohorts?

If your organization provided 21st CCLC-funded programming under multiple cohorts, you will be required to submit a completed report for each cohort. For example, if you provided Cohort 15-funded programming and Cohort 16-funded programming, you would need to submit one report reflecting your Cohort 15 program implementation and another separate report reflecting your Cohort 16 program implementation.

Should I complete this 21st CCLC Subgrantee Annual Evaluation Report for my 21st CCLC Summer Enhancement (SEG) funded programming?

No. Subgrantees that received 21st CCLC Summer Enhancement Grant funding have a different End-of-Grant reporting process for Summer 2024. The 21st CCLC Subgrantee Annual Evaluation Report is applicable for Cohort 15 and Cohort 16 programming only.

Excel Reporting Template

In past years, I remember the 21st CCLC Subgrantee Annual Evaluation Report was a Word document, is this template different from past years?

The 21st CCLC Subgrantee Annual Evaluation Report template was converted from a Word document to an Excel document. It is our hope that the Excel version of the template makes it easier for subgrantees to complete. For example, in previous years, subgrantees had to re-enter site-based information for each section. In the new Excel template, site-based information will automatically pre-populate.

When I try to use the "enter" key in the open-ended response field, my cursor advances to the next reporting question. How do I make a paragraph break in the open-ended question field?

Instead of using the "return" or "enter" key for a paragraph break, press **Alt-Enter** instead (i.e., press the "Alt" key and the "Enter" key simultaneously).

Summer Program Data

What if my program did not provide 21st CCLC-funded summer programming this year?

If your organization did not provide 21st CCLC-funded summer programming in 2023, please skip all summer-specific questions/items/tables.

COVERSHEET

How do I navigate between the various tabs in the Excel workbook?

Under the **Report Sections**, you will see the names of each section of the report.
- These sections align with Tabs A-H at the bottom of the worksheet.
- So, you can either click on the tab letter at the bottom of the worksheet, or you could click your mouse on the letters A-H in the Report Section here on the Cover Sheet and it will advance you to that specific report section.

***Note. Site-based information must be completed in Tab A in order to pre-populate in Tables F and G. Please complete Tab A first.**

It states that this report is due September 30, 2024. Can we submit the report before that date?

Yes. The report must be submitted "by" September 30, 2024. Thus, your organization can submit the report (i.e., upload the completed report in CCIP) anytime <u>on or before</u> September 30, 2024.

NUMBER OF STUDENTS PROPOSED AND SERVED (TAB A)

School Year Center Name: Enter the name of each Center; one entry per row. *(Note. the Center Names you enter in this table will auto-populate in all subsequent tables where "Center Name" is requested.)*

School Year Grade Levels Served: Type the letter "x" in the appropriate box to indicate the grade level(s) served by each Center. *(Note. the Grade Levels Served you identify here will auto-populate in all subsequent tables where "Grade Levels Served" is requested.)*

Proposed Number (#) to be Served (Column 1): Enter the total number of students you proposed to serve in your original grant application (or most recent NCDPI-approved program amendment, if applicable) with afterschool programming (Across All Centers; only one entry, in the last row of the table).

Actual Number (#) Served (Column 2): Enter the total number of students you served with afterschool programming at each Center in the past year. The total Across All Centers for this column will be auto-calculated.

Total Hours of Operation (Column 3): Enter the total available hours of operation offered at each Center. The total Across All Centers for this column will be auto-calculated.

School Year Center Name	School Year Grade Levels Served			Afterschool (SY 2023-2024)		
	Elem	Middle	High	Column 1: Proposed # to be Served[1]	Column 2: Actual # Served[2]	Column 3: Total Hours of Operation
				Center-level data not required in this field. Instead, provide total "Across All Centers" below.		
Across All Centers						

Summer Center Name: Enter the name of each Center; one entry per row. *(Note. the Center Names you enter in this table will auto-populate in all subsequent tables where "Center Name" is requested.)*

Summer Grade Levels Served: Type the letter "x" in the appropriate box to indicate the grade level(s) served by each Center. *(Note. the Grade Levels Served you identify here will auto-populate in all subsequent tables where "Grade Levels Served" is requested.)*

Proposed Number (#) to be Served (Column 1): If applicable, enter the total number of students you proposed to serve in your original grant application (or most recent NCDPI-approved program amendment, if applicable) with summer programming (Across All Centers; only one entry, in the last row of the table).

Actual Number (#) Served (Column 2): If applicable, Total number of students you served at each Center this past summer. The total Across All Centers for this column will be auto-calculated.

Total Hours of Operation (Column 3): Enter the total available hours of operation offered at each Center. The total Across All Centers for this column will be auto-calculated.

Summer Center Name	School Year Grade Levels Served			Summer (2024)		
	Elem	Middle	High	Column 1: Proposed # to be Served[1]	Column 2: Actual # Served[2]	Column 3: Total Hours of Operation
				Center-level data not required in this field. Instead, provide total "Across All Centers" below.		
Across All Centers						

Proposed # to be Served (Across All Centers): use the total number of students proposed to be served in your original proposal (in CCIP, navigate to your "Funding Application", "Related Documents", "21st CCLC Basic Program Information"). Or if your organization has an approved program amendment with NCDPI, you can use the proposed number of students to be served from the amendment.

For the purposes of this report, "Actual # Served" should reflect the total of all student names you entered in 21DC with one or more days of attendance.

Column 1 asks for the number of students "proposed to be served." Where would I find this information?

The total number of students proposed to be served was provided by your organization as part of your original 21st CCLC proposal. Thus, you should find it in CCIP (https://ccip.schools.nc.gov). More specifically, under "Funding Application" > "Grant Details" or "Related Documents" > "21st CCLC Basic Program Information.

Or if your organization has an approved program amendment with NCDPI, you can use the proposed number of students to be served from the amendment.

Column 2 it asks for the "actual number served." Where would I find this information?

For the purpose of this report, "actual number served" should reflect the total of all student participants that have (a) been enrolled, (b) entered into 21DC, and (b) attended the program at least one or more days.

When it asks for "hours of operation," should we include the time it takes to transport students to and from the center/site?

We know that many subgrantees provide student transportation and that is a very important service; however, for this specific reporting item, please use your program's start-time and end-time to help calculate your hours of operation.

Is an estimation of "hours of operation" sufficient?

Yes. If your organization did not track the exact number of hours of operation, that is fine—an estimation of each of your site's/center's hours of operation is sufficient.

Table A.2 asks for data regarding Summer 2024 programming. What if my organization did not provide 21st CCLC-funded summer programming?

If your organization did not provide 21st CCLC-funded summer programming in 2024, please skip A.2 and all other summer-specific reporting questions/items/tables throughout the remainder of the report template.

BUDGET SUMMARY (TAB B)

Total Program Budget Summary for Fiscal Year 2023-2024		
Row 1	Total Grant Award for Past Year	
Row 2	Total Allotted Funds for Past Year	
Row 3	Total Allotted Funds Expended for Past Year	
Row 4	Total Allotted Funds Unexpended from Past Year	
Afterschool Program Budget Summary for Fiscal Year 2023-2024		
Row 5	Estimated Program Expenditure Total for Past School Year	
Row 6	Actual # of Students Served in the Afterschool Program	
Row 7	Cost per Student Served in the Afterschool Program	
Summer Program Budget Summary for Summer 2024		
Row 8	Program Expenditure Total for Past Summer	
Row 9	Actual # of Students Served in the Summer Program	
Row 10	Cost per Student Served in the Summer Program	

Are estimations of funds expended and/or unexpended sufficient?

Yes. For this specific report, this budget section is meant to be a <u>generalized</u> look at how your organization used 21st CCLC funding. This is not intended to be a detailed, audit-level look at your budget. Instead, this reporting section is designed so program leadership can get a "birds-eye view" of their previous year's funding as a means to internally discuss:

(a) How much did we have to spend this past fiscal year vs. how much did we actually spend?

(b) How much did we spend on school-year programming? Then, compared to the number of students served during the school year, what was our program's estimated cost-per-student for the school year?

(c) How much did we spend on summer programming? Then, compared to the number of students served during the summer (if applicable), what was our estimated cost-per-student for the summer?

Again, for the purpose of this Subgrantee Annual Evaluation Report, these figures are meant to be estimates that help inform staff regarding 21st CCLC budget/program planning. In addition, it provides data that can be aggregated to describe statewide patterns (e.g., by subgrantee, cohort, site, grade-levels served, etc.).

What is the difference between the amount my organization was <u>awarded</u> vs. the amount my organization was <u>allotted</u>?

In most cases, the amount an organization was awarded for the fiscal year will be the same as what was allotted. For purposes of this report, "awarded" to the GAN-approved award amount for each year. However, if your organization received a budget-reduction during the 2023-2024 grant year, then what you were allotted for the 2023-2024 grant year will most likely be less than what you were originally awarded.

What if I am spending my FY24 allotted funds when the report is due?

As previously mentioned, for this specific report, this budget section is meant to be a <u>generalized</u> look at how your organization used 21st CCLC funding. Thus, for this section, if you are still reconciling expenses, please provide an estimated total spending amount for your summer budget.

CORE EDUCATIONAL SERVICES AND OTHER ENRICHMENT ACTIVITIES THAT COMPLEMENT THE ACADEMIC PROGRAM (TAB C)

1. Reflecting on the **academic activities** provided this past year to students in the Afterschool Program (e.g., homework assistance, tutoring), please rate your overall level of success in implementing high-quality core educational services/activities in the areas of Math and/or Language Arts.

   We were...
   - ☐ ...very successful (no challenges or problems experienced with providing high-quality academic activities).
   - ☐ ...mostly successful (had a few small challenges or problems along the way in providing high-quality academic activities but resolved them).
   - ☐ ...somewhat successful (need to improve/rethink some of our academic activities for future programming).

2. Reflecting on the **enrichment activities** you provided this past year **in the Afterschool Program** (e.g., career readiness, health or fitness, character education), please rate your overall level of success in implementing high-quality enrichment activities.

   We were...
   - ☐ ...very successful (no challenges or problems experienced with providing high-quality enrichment activities).
   - ☐ ...mostly successful (had a few small challenges or problems along the way in providing high-quality enrichment activities but resolved them).
   - ☐ ...somewhat successful (need to improve/rethink some of our enrichment activities for future programming).

3. Cohorts 16 Only: Will you be making any changes in the upcoming year to your Program Design to improve the quality or effectiveness of any of your Afterschool academic support or enrichment activities?

   - ☐ Yes
   - ☐ No

   If Yes, please explain the improvements you will be making. *(Note. If you need to insert a hard return to begin a new line/paragraph within your response below, you must press Alt-Enter. Pressing Enter will cause the cursor to exit text box completely.)*

   [text box]

4. How successful were you in providing high-quality **academic activities** this past summer? (If no summer programming was provided in 2024, leave blank)

   We were...
   - ☐ ...very successful (no challenges or problems experienced with providing high-quality academic programming this past summer).
   - ☐ ...mostly successful (had a few small challenges or problems in providing high-quality academic programming this past summer but resolved them).
   - ☐ ...somewhat successful (need to improve/rethink some of our academic summer programming for future programming).

5. How successful were you in providing a combination of high-quality **enrichment activities** this past summer? (If no summer programming was provided in 2024, leave blank)

   We were...
   - ☐ ...very successful (no challenges or problems experienced with providing high-quality enrichment programming this past summer).
   - ☐ ...mostly successful (had a few small challenges or problems in providing high-quality enrichment programming this past summer but resolved them).
   - ☐ ...somewhat successful (need to improve/rethink some of our enrichment summer programming for future programming).

6. Cohort 16 Only: Will you be making any changes in your Program Design to improve the quality or effectiveness of your **summer** academic support or enrichment activities for next summer?

   - ☐ Yes
   - ☐ No

   If Yes, please explain the improvements you will be making. *(Note. If you need to insert a hard return to begin a new line/paragraph within in your response below, you must press Alt-Enter. Pressing Enter will cause the cursor to exit text box completely.)*

   [text box]

How do we determine our level of "success" regarding academic/enrichment activities?

Subgrantees should take into consideration multiple sources of data when rating their level of "success". Examples could include student records, formal assessments (EOGs/EOCs, district-benchmarks), instructional staff survey data, stakeholder feedback (students, teachers, parents), etc. As with all programmatic self-assessment ratings throughout this report, the overall intent is: (a) to assess, as an organization, what program components worked well and (b) to identify potential areas for targeted improvements.

FAMILY EDUCATIONAL DEVELOPMENT OPPORTUNITIES (TAB D)

Event/Activity Name: Enter the name or a brief description of three (3) educational development opportunities provided in the past school year and/or summer for families around supporting students' academic needs.

Category: Type the letter "x" in the appropriate box to indicate the type of activity (literacy support or other educational development support).

Number (#) Attendees: Enter the number of people who attended the literacy or other educational development opportunity. If you have multiple events of the same name/type, enter the total number who attended across the dates provided.

Perceived Success: Type the letter "x" in the appropriate box to indicate your rating of the perceived success of the event/activity. One "x" per row. Use the following scale—Event/activity was...

- VS = Very Successful (no challenges or problems experienced with this activity)
- MS = Mostly Successful (had a few small challenges or problems along the way but resolved them)
- SS = Somewhat Successful (need to improve/rethink this activity next year)

Activity Outcome(s): Briefly describe what participants seemed to gain from the literacy or educational development opportunity.

Event/Activity Name	Category		# Attendees	Perceived Success			Activity Outcome(s)
	Literacy	Other		VS	MS	SS	

For Cohort 16 Only: Will you be making any improvements to the activities provided in support of parents/families next school year (i.e., SY 2024-2025)?

☐ Yes
☐ No

If Yes, please explain the improvements you will be making. (Note. If you need to insert a hard return to begin a new line/paragraph within in your response below, you must press Alt-Enter. Pressing Enter will cause the cursor to exit text box completely.)

For Cohort 16 Only: Will you be making any improvements to the activities provided in support of parents/families next summer (i.e., Summer 2025)?

☐ Yes
☐ No
☐ Not Applicable

If Yes, please explain the improvements you will be making. (Note. If you need to insert a hard return to begin a new line/paragraph within in your response below, you must press Alt-Enter. Pressing Enter will cause the cursor to exit text box completely.)

Our program provided several family engagement events/activities last year; however, the template only allows me to enter three. How should I determine which ones to report? Does this include both school year _and_ summer events/activities?

Select three ELISS-funded events/activities during the school year **and/or** during summer (if applicable) which resulted in improved outcomes for participants and/or their family members. Again, because this is a self-assessment rating, the intent is for your organization to reflect on the various types of family engagement events/activities implemented over the past year, determine which ones were most effective in meeting your program goals, and then explore why the activities/events were perceived as successful–so that those strategies can be replicated in the future.

Why are some reporting items "For Cohort 16 Only"?

Reporting items referring to proposed changes/improvements to next year's programming are more relevant to Cohort 16 subgrantees, since Cohort 15 subgrantees are the third and final year of the funding cycle,

PROGRAM ADMINSTRATION AND COLLABORATION/PARTNERSHIPS (TAB E)

Perceived Success: Type the letter "x" in the appropriate box to rate your success with each Program Administration Component listed over the past year. One "x" per row. Use the following scale
- VS = Very Successful (no challenges or problems experienced with this component)
- MS = Mostly Successful (had a few small challenges or problems along the way but resolved them)
- SS = Somewhat Successful (need to improve/rethink this component next year)

Notes/Comments: Enter any notes or comments to justify your perceived rating of success.

School Year Program Administration Component	Perceived Success			Notes/Comments
	VS	MS	SS	
Community Outreach				
Staffing				
Professional Development for Staff and Volunteers				
Student Transportation (if N/A, leave blank)				
Obtaining Key Resources (facilities, technology, etc.)				
Establishing Collaborations/Partnerships				
Establishing regular, working relationship with LEA or schools				

Summer Program Administration Component (If no summer programming was provided, leave blank)	Perceived Success			Notes/Comments
	VS	MS	SS	
Community Outreach				
Staffing				
Professional Development for Staff and Volunteers				
Student Transportation (if N/A, leave blank)				
Obtaining Key Resources (facilities, technology, etc.)				
Establishing Collaborations/Partnerships				
Establishing regular, working relationship with LEA or schools				

What type of information should be included in the "Notes/Comments" column?

- If indicating "very successful" describe what made that specific program administrative component successful this past year.
- If indicating "most successful" describe the small challenges you experienced this past year.
- If indicating only "somewhat successful" describe the challenges you faced and what you think your program may need to do to improve in the future.

STUDENT ATTENDANCE IN THE AFTERSCHOOL/SUMMER PROGRAM (TAB F)

School Year:

Column 1:					Column 2:	Column 3:	Column 4:	Column 5:
High	Moderate		Low					
(a)	(b)	(c)	(d)	(e)	Total # of Students Served (Columns 1a + 1b + 1c + 1d + 1e)	% of Students Served who Attended 45 Hours or More	% of Students Served who Attended 90 Hours or More	Average # of Hours Attended
# Attended ≥ 270 hours	# Attended between < 269 hours and ≥ 90 hours	# Attended between < 89 hours and ≥ 45 hours	# Attended between < 44 hours and ≥ 15 hours	# Attended < 15 hours				

Summer:

Column 1:	Column 2:	Column 3:	Column 4:	Column 5:	Column 6:
High	Moderate	Low			
# Attended ≥ 80 hours	# Attended between < 80 hours and ≥ 15 hours	# Attended < 15 hours	Total # of Students Served (Columns 1 + 2 + 3)	% of Students Served who Attended 80 Hours or More	Average # of Hours Attended

Why is important to disaggregate attendance data by the number of hours students attended?

Students who attend afterschool/summer programming for more hours receive a higher "dosage" of academic and/or enrichment services than those with more limited exposure to the program. High or low attendance rates may suggest high or low program quality and/or give program staff insight into areas for needed improvements. More specifically, reflecting on the number of hours each student attends (a) enables program staff to understand what dosage of participation the program sites generate and (b) explore whether there is a relationship between the dosage levels and anticipated outcomes.

INSTRUCTIONAL STAFF SURVEYS TO MONITOR STUDENT IMPROVMENT (TAB G)

School Year:

Column 1: **# Attendees that Have Outcome Data to Report** (all grades)	Column 2: **# of Attendees with Improved Engagement in Learning Reported** (all grades)	Column 3: **% of Attendees with Improved Engagement in Learning Reported** (all grades)	Column 4: **# Attendees that Have Outcome Data to Report in 21DC** (grades 1-5 only)	Column 5: **# of Attendees with Improved Engagement in Learning Reported in 21DC** (grades 1-5 only)	Column 6: **% of Attendees with Improved Engagement in Learning Reported in 21DC** (grades 1-5 only)

Summer:

# of Attendees that Have Outcome Data to Report (all grades)	**# of Attendees with Improved Engagement in Learning Reported** (all grades)	**% of Attendees with Improved Engagement in Learning Reported** (all grades)	**# Attendees that Have Outcome Data to Report in 21DC** (grades 1-5 only)	**# of Attendees with Improved Engagement in Learning Reported in 21DC** (grades 1-5 only)	**% of Attendees with Improved Engagement in Learning Reported in 21DC** (grades 1-5 only)

Why do report engagement in learning findings for both all grades AND for grades 1-5 only?

NCDPI requires 21st CCLC subgrantees to administer Instructional Staff Surveys for all students in **grades K-12** who attend school year programming and/or summer programming; however, only the survey findings for **grades 1-5** are required to be entered into 21DC (to align with the most current Government Performance and Results Act). Therefore, reporting findings for students across all grades (i.e., K-12) meets the state requirements while reporting findings for grades 1-5 meets the federal requirements.

ADDITIONAL COMMENTS ON PROGRAM IMPLEMENTATION (TAB H)

Use the following section to provide additional comments/data regarding the implementation of your school year (SY 2023-24) and Summer (2024) programming. *(Note. If you need to insert a hard return to begin a new line/paragraph within in your response below, you must press Alt-Enter. Pressing Enter will cause the cursor to exit text box completely.)*

Please provide the contact information of the individual completing this report and date of completion.

Name

Title

Email

Date

The final page of the reporting template (Tab H) asks for the "contact information of the individual completing this report." Does NCDPI have a preferred person/role-type in each organization to complete the report?

The report is a required deliverable for all Cohort 15 and Cohort 16 subgrantees; however, it is up to the discretion of your organization to determine who is ultimately responsible for submitting and/or "signing off" on the report. In other words, if NCDPI has any questions regarding the information submitted, who would be the most knowledgeable person at your organization to provide clarification.

What do I do with this Excel Report template after completing it?

After completing this report template, upload it in CCIP. The report is considered "submitted" when uploaded in CCIP. More specifically, upload it under Funding Application > under Related Documents.

APPENDIX
FACILITATED DISCUSSIONS USING DATA

In accordance with ESSA Sec. 4205(b)(1),

> *21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress towards achieving the goals of providing high quality opportunities for academic enrichment. The results of the evaluation should be used to refine, improve, and strengthen the program or activity.*

Thus, in response to subgrantees' request for additional guidance regarding the use of data to ensure ongoing continuous program improvement, the follow section provides reflective questions program directors and/or site coordinators can use when facilitating data-based discussions with stakeholders.

Data-based Discussion #1:

Directions:

Review data reported on Tabs A and F of the Subgrantee Annual Evaluation Report.

Guiding Questions:

- Looking at the proposed vs. the actual number of students served, what do you think the data are telling you about what is happening regarding program attendance and enrollment?
- Are you noticing any interesting relationships between the number students served at a center (or total) and the average hours of attendance (either by center or in total)?
- What does the data indicate regarding the relationship between the total hours of operation (Section A) and average hours of attendance (Section F)?

Data-based Discussion #2:

Directions:

Review data reported on Tab G in conjunction with Tabs A and F of the Subgrantee Annual Evaluation Report.

Guiding Questions:

- Do you notice any patterns or themes in relationship between:
    - Number of hours a center operated and survey responses/reported growth in engagement in learning?
    - Average number of hours students attended program and survey responses/reported growth in engagement in learning?

Data-based Discussion #3:

Directions:

Review data reported on Tab B in conjunction with Tabs A and F of the Subgrantee Annual Evaluation Report.

Guiding Questions:

- What do you think the data are telling you about what is happening regarding program spending?
- How does your overall spending relate to information found in Sections A and F?
- What are you curious to learn more about relating to your program's spending?

Data-based Discussion #4

Directions:

Review data reported on Tabs C and D of the Subgrantee Annual Evaluation Report.

Guiding Questions:

- What evidence or data did you use to determine your rankings?
- Is there additional data you would have liked to have to support your implementation assessment? What additional data would be most useful to collect?

Overall Annual Evaluation Report Data Reflection

Directions:

Review data reported across all sections of the Subgrantee Annual Evaluation Report. Also, if applicable, consider reviewing data from past year's reports and/or data from concurrently funded cohorts your organization implemented.

Guiding Questions:

- Did any of the patterns and themes across reporting sections surprise you?
- Do any interesting stories emerge from the responses?
- Do the results suggest any recommendations for improving the program?
- Do the results lead to additional questions about the program? Do they suggest additional data could be needed?
- What might other program stakeholders be thinking about the results?
- What factors may be explaining some of the trends you are seeing?
- To what extent do the results of your Subgrantee Annual Evaluation Report align with and/or support your organization's State Board of Education (SBE)-approved goals that were proposed in your original grant application?