

Appendix A: Some Suggestions for Evidence

Rubric Area	Possible Document/Narrative Evidence
Administration Rubrics	
Program Goals	Copy of program goals, copy of logic model, narrative of process used for working with the logic model.
Management	Minutes from staff meetings, management plan, narrative explaining process for involving staff in program decisions.
Sustainability	Minutes from staff meetings discussing sustainability, sustainability plan, needs assessment of community and narrative on how the SP has incorporated.
Staff Capacity and Development	Registrations for trainings, staff development plan, flyer/newsletter from staff acknowledgment event.
Financing	Description of resources provided by partners, list of funders including amounts and length (time), name of financial specialist helping the program.
Policy and Advocacy	Flyers from advocacy events attended by staff and sponsored by program, list of professional agencies in which staff are members.
Research and Evaluation	Copies of surveys, narrative of how youth data are used to adjust programming, school data used for needs assessment, narrative of the process used in research on best practices.
Resources	Description of the program space (small and large group capacity), report of staff-to-youth ratios, list of guest speakers to youth, qualifications of staff, example of staff assessment and narrative summarizing staff competencies.
Programming Rubrics	
Homework and Academic Support	Copy of homework help schedule, description of “quiet place” and how many youth the space will accommodate, list of reference materials, description of process for three-way communication, process for identifying struggling youth, and example of tutoring plan.
Academic Programs (Literacy, Math, Social Studies and Science, Arts)	Description of involvement of day school staff for activity planning, inventory of equipment (library, computers, art supplies, etc.), curriculum, example of nationally-recognized best practices in use in program, and detailed description showing how programming is sequential and active.
Recreation	Activities schedule, inventory of equipment, description of how activities teach small and large motor skills, description of how activities are sequential and diversified, list of recreation events in the community, and process for involving youth in planning.

Rubric Area	Possible Document/Narrative Evidence
Health and Safety	Activity list or program curriculum, inventory of materials and resources, description of methods of instruction (hands-on, direct instruction), program showing family opportunities, description of day school support.
Supportive Environment for Youth Development Rubrics	
Youth Engagement	Description of strategies to engage youth in various activities, policy on youth choice in activities, description of how staff engage with youth (in activities and outside of activities), list of program offerings, process where youth are engaged in planning activities, description of how programs address social skills, newsletters, etc. showing how youth present accomplishments in the community.
Youth Leadership	Curriculum for programs that engage youth in leadership, written policies on youth leadership opportunities, program's written description of youth leadership, process for targeting students for leadership opportunities, describe process for arranging leadership opportunities in the community (or include flyers or other documentation), narrative on the process for recognizing youth leadership.
Program Climate	Copy of rules of conduct and description of how it is communicated, process followed for supervising all activities (number of staff per type of activity), process/policy for addressing conflicts, policy on behavior management approaches, written process for youth and family to access program supervisors to resolve problems, policy on monitoring staff-to-youth interactions and documents used to record observations, and copy of environmental assessment.
Partnerships Rubrics	
Community	List of community partners, description of common interests/goals of partners and which resources are shared, any formal contracts with partners describing shared resources, copy of minutes from the partnership committee – description of frequency of meetings and topics.
School	Description of communication system with school and purpose (include any communication forms), list of activities where school and program have collaborated (process that was used), description of how the program uses day school input to support program decisions (identify programs where this has happened).
Families	Policy on parent involvement, description of communication system between program, parents and school, list of events (newsletters announcing), description of how parents engage in their children's learning experiences, and description of opportunities for parents to volunteer and plan programming (include participation rates).