

Scoring Rubric for 21st Century Community Learning Center (CCLC) Grant 2020-2021 (239 Points Total)

Name of Organization: _____

Total Amount Requested: _____

Amount Requested Per Student Served: _____

Application Number: _____ Reviewer Number: _____

Absolute Priority (Minimum Requirement)

Percentage of students from schools eligible for schoolwide programs under Title I (schools with at least 40% or more free and reduce price lunch rate) targeted by 21st Century Community Learning Centers. **Documentation Required**

Poverty Percentage Rate	Proposed Funded Program Site(s) Name
	1.
	2.
	3.
	4.
	5.
	6.

Competitive Priorities I – Organization	Points Awarded	Organization must provide explanation in box below to receive the additional points:	Notes/Comments
1. Program plan is submitted jointly by an LEA and at least one public or private eligible community organization.	3 Points Yes _____ No: _____		
2. The program plan was developed in collaboration with interagency or community councils, adult and community education, community-based organizations, and parents and students who may be receiving services in the afterschool program.	3 Points Yes _____ No: _____		
3. Applicant organization has never been awarded the USBE 21st CCLC Grant.	3 Points Yes _____ No: _____	No explanation needed	
4. Applicants organization was not awarded the USBE 21st CCLC in the 2019-2020 school year.		No explanation needed	

Competitive Priorities II – ALL Program Site(s)	Points Awarded	Proposed Funded Program Site(s) Name	Notes/Comments
<p>1. The program operates 15 hours a week and 36 weeks during the school year and an alternate site is identified in case the center site becomes temporarily unavailable.</p>	<p>3 Points Yes _____ No: _____</p>		
<p>2. The program plan includes a supervisory role for at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served. Documentation required</p>	<p>3 Points Yes _____ No: _____</p>		
<p>3. The program will offer a healthy snack.</p>	<p>3 Points Yes _____ No: _____</p>		

Competitive Priorities III – ONE Program Site	Points Awarded	Proposed Funded Program Site(s) Name	Notes/Comments
1. Proposed program will serve students attending a Comprehensive Support and Improvement (CSI) School or Targeted Support and Improvement (TSI) School or Utah State Identified Turnaround School.	3 Points Yes _____ No: _____		
2. The proposed program operates in a rural county (Rural Map in Documentation Information).	3 Points Yes _____ No: _____		
3. The proposed program will serve 50% or more students from refugee backgrounds. Need Documentation	3 Points Yes _____ No: _____		
4. The proposed program will serve students from a school with an intergenerational poverty (IGP) enrollment rate of 10% or more (Find rate on pages 62-66 of Annual IGP Report 2019).	3 Points Yes _____ No: _____		

Competitive Priorities III – ONE Program Site	Points Awarded	Proposed Funded Program Site(s) Name	Notes/Comments
5. The proposed program serves teen youth (ages 13-18) from middle schools, junior high and high schools eligible under the absolute priority.	3 Points Yes _____ No: _____		
6. The proposed program serves Pre-K and/or Kindergarten students from schools eligible under the absolute priority.	3 Points Yes _____ No: _____		

TOTAL Competitive Priority Points Possible: 39 Points

TOTAL Competitive Priority Points Awarded: _____

Comments/Notes:

1. Needs Assessment (20 Points Total)

A. **Needs Assessment:** There is a clear description of student, family, and community needs, supported by data from a needs assessment process. Factors are included that place students and families at risk of educational failure. There is a description of how the proposed program will remedy the risk factors for each target population. There has been an inventory taken of existing resources and services related to the needs described.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> The explanation is unclear as to the need for the project in the community to be served. There is no data provided to support the need for the project, or the data provided is general in nature and not specific to the community. Some existing resources and services are listed but they are not necessarily related to the needs described. 	<ul style="list-style-type: none"> A needs assessment was done, but it is not clear what assessment instruments were used. It did not include all stakeholders or it did not consider all relevant risk factors. A summary of the needs inventory data is provided, but it does not appear to present a complete picture of the needs of the community. There is an inventory of existing services and resources, but gaps and linkages are not fully discussed. 	<ul style="list-style-type: none"> The needs of students, families, and the community were assessed using tools such as parent, teacher and community surveys to identify issues of concern for each of the stakeholders. Specific data is included on student academic achievement levels, demographic data, graduation rates, and other data as appropriate. There is a detailed summary of the needs highlighted in the assessment process that will be targeted in the project plan. An existing resources inventory, related to the needs described, is included that identifies gaps in available services and possible linkages to others that will be addressed in the project design.

Points Possible for A: 10

Points Awarded: _____

Comments/Notes:

B. **Needs Assessment:** There is an explanation of the process for gathering needs assessment data for the purposes of designing a 21st CCLC program, and this process was comprehensive and reliable.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • A needs assessment is cited, but there is no explanation of the process used to gather the needs data. • The description indicates a shallow assessment of community needs. 	<ul style="list-style-type: none"> • A general needs assessment process is described, and there is a broad reference to meetings, surveys and other assessment tools, but the explanation is not specific. • Sources of data are not always given or have questionable reliability or relevance. It is not clear if survey instruments used were comprehensive in measuring the needs of the community. 	<ul style="list-style-type: none"> • The needs assessment data gathering process, including the target group and the specific tools used, is described clearly and completely. • The process was comprehensive and relevant to community needs, depended on reliable sources of information, and used valid and thorough survey instruments.

Points Possible for B: 10

Points Awarded: _____

TOTAL POINTS POSSIBLE: 20

TOTAL POINTS AWARDED: _____

Comments/Notes:

2. Project Design (10 Points Total)

Project Design: A description of the intended 21st CCLC program is provided including: A list of all sites where program activities will be held; purpose and services to students, parents and families; strategies for achieving project goals; recruitment strategies; expected project outcomes; indicators of program success; and evaluation plan. There is a description of how the proposed project is related to Utah 21st CCLC performance goals and indicators. The planned academic enrichment is tied to the Utah Core Standards.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 points)
<ul style="list-style-type: none"> • The proposed project is appropriate to a few of the targeted student, family, and community needs identified in the needs assessment. • The goals, objectives, and outcomes of the proposed project are unclear and are not given in measurable terms. • There is no mention of the relation of the proposed program goals, objectives, and outcomes to Utah 21st CCLC performance goals and indicators. • There is mention of ties to the Utah Core Standards in the planned academic enrichment activities, but no formal plan. 	<ul style="list-style-type: none"> • The design of the proposed project indicates that it is appropriate to <u>most</u> of the targeted student, family and community needs identified in the needs assessment. • Some, but not all, of the goals, objectives, and outcomes of the proposed project are specific and measurable. • The proposed program goals, objectives and outcomes are linked to appropriate Utah 21st CCLC performance goals and indicators, but there is no discussion of the ties. • There is a general plan to align the planned academic enrichment activities and the Utah Core Standards, but few details. 	<ul style="list-style-type: none"> • The design of the proposed project clearly indicates that it is appropriate to the targeted student, family, and community needs identified in the needs assessment. • The goals, objectives, and outcomes of the proposed project are specific and presented in clearly measurable terms. • The goals, objectives and outcomes are discussed in relation to appropriate Utah 21st CCLC performance goals and indicators. • Details are provided about the alignment between planned academic enrichment activities and the Utah Core Standards.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

3. Principles of Effectiveness (10 Points Total)

Principles of Effectiveness: There is a description of how the proposed program activities will meet the principles of effectiveness: (a) Activities are based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities; (b) Activities are based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; (c) If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; (d) Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and (e) Collect the data necessary for the measures of student success described in the section above (d).

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • There is a vague description with little detail of how the proposed program will meet <u>each</u> of the principles of effectiveness. • The description does not specifically link the program activities to established performance measures and there is no mention of evidence-based research. 	<ul style="list-style-type: none"> • There is a description of how the proposed program will meet <u>each</u> of the principles of effectiveness, but some details are missing • The description provides a weak link to the established performance measures and the program activities are not based on evidence-based research. 	<ul style="list-style-type: none"> • There is a detailed description of how the proposed program will meet <u>each</u> of the principles of effectiveness. • The description specifically links the program activities to the established performance measures and the program activities are based on evidence-based research.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

4. Program Evaluation (20 Points Total)

A. Program Evaluation: There is a description of how the project evaluation plan includes the use of objective performance measures that are clearly related to the Utah 21st CCLC performance goals and indicators and other measures that are tied to the individual goals and objectives stated in the program design description of this application. Clear benchmarks to monitor progress towards specific objectives are included.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> The evaluation plan includes performance measures tied to some Utah 21st CCLC performance goals and indicators but does not include outcome measures that are tied to the individual program objectives. 	<ul style="list-style-type: none"> The evaluation plan includes objective performance measures for appropriate Utah 21st CCLC performance goals and indicators to assess impact on student learning. However, benchmarks to monitor progress toward specific objectives are not present or unclear. 	<ul style="list-style-type: none"> The evaluation plan includes objective performance measures tied to Utah 21st CCLC performance goals and indicators, outcome measures to assess impact on student learning, and clear benchmarks to monitor progress toward specific objectives.

Points Possible for A: 10

Points Awarded: _____

Comments/Notes:

B. Program Evaluation: A description is included of how the results of the program evaluation will be used to inform continuous program improvement, and a description of the plan to share progress results with stakeholders.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • There is reference to using the results of the evaluation to refine the program but no detailed plan. • There is mention of sharing program results with stakeholders but no plan for doing so. 	<ul style="list-style-type: none"> • There is a description of a plan to use the results of the evaluation to refine the program, but it does not include who will be involved in the analysis and decision-making. • There is a general plan for sharing results with stakeholders. 	<ul style="list-style-type: none"> • Data on student achievement and program implementation progress is analyzed by appropriate staff/administration/partners in order to plan for program improvements. • There is a detailed plan for sharing program results with stakeholders.

Points Possible for B: 10

Points Awarded: _____

TOTAL POINTS POSSIBLE: 20

TOTAL POINTS AWARDED: _____

Comments/Notes:

5. Academic Achievement (10 Points Total)

Academic Achievement: There is a description of how the proposed program activities are expected to improve student academic achievement. Past experiences and successes in providing educational and related activities that complement and enhance academic performance, achievement and positive youth development of students are included.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> The initial needs assessment gathered information on student test scores, and the plan to address the needs of students at risk of educational failure is only based on improving those scores. There is no evidence of previous effectiveness or success in utilizing proposed program strategies in improving student academic achievement. 	<ul style="list-style-type: none"> There is a general plan to address the needs of those students at risk of academic failure, but it does not clearly specify academic need areas or populations that will be targeted. Some evidence of success and effectiveness in utilizing proposed program strategies to improve student academic achievement is provided. 	<ul style="list-style-type: none"> There is a detailed plan to target specific academic needs and raise the achievement levels of all students, but particularly those students identified as being most at risk of educational failure. A detailed description of evidence of substantial success and effectiveness in utilizing proposed program strategies in improving student academic achievement is provided.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

6. Social and Emotional Learning (5 Points Total)

Social Emotional Learning: There is a description of how the proposed program will support social and emotional needs of students and families through program activities and resources. Details of the evidence-based practices that will be utilized are included.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
<ul style="list-style-type: none">• There is little, or no description of how proposed program will support the social and emotional needs of students and families based on program activities and resources.• No details about the evidence-based practices are included.	<ul style="list-style-type: none">• There is some description of how proposed program will support the social and emotional needs of students and families based on program activities and resources.• Some details about the practices are included, but unclear if practices are evidence-based.	<ul style="list-style-type: none">• There is a detailed description of how proposed program will support the social and emotional needs of students and families based on program activities and resources.• Specific details about the evidence-based practices are included.

Points Possible: 5

Points Awarded: _____

Comments/Notes:

7. Program Components (10 Points Total)

Program Components: There are details around how the program will intentionally implement the selected program components into the services for the target population.

Marginal (1-3 Points)	Somewhat Rigorous (4-6 Points)	Most Rigorous (7-10 Points)
<ul style="list-style-type: none"> • Little or no details on how the program components meet the needs of the target population and how often program components will be implemented into programming. • No mention of evidence-based practices and framework to be utilized. • Limited description of goals and outcomes for selected components and how goals and outcomes will be measured and reported. 	<ul style="list-style-type: none"> • General details on how the program components meet the needs of the target population and how often program components will be implemented into programming. • Some mention of evidence-based practices and framework to be utilized, not clear how practices and framework will support target population. • Some description of goals and outcomes for selected components and how goals and outcomes will be measured and reported. 	<ul style="list-style-type: none"> • Specific details on how the program components meet the needs of the target population and how often program components will be implemented into programming. • Clear link between evidence-based practices and framework to be utilized and how practices and framework will support target population. • Detailed description of goals and outcomes for selected components and how goals and outcomes will be measured and reported.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

8. Inclusion (10 Points Total)

Inclusion: There is a description of how the team will ensure that students with disabilities are included in all of the proposed program activities. The planned coordination with school administrators and teachers is described in detail to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • There is only a statement that says students with disabilities are included in all proposed program activities. However, there is no detailed plan to describe how this will occur. • There is a statement of planned coordination with school administrators and teachers to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment. However, there is no detailed plan. 	<ul style="list-style-type: none"> • There is a plan to ensure that students with disabilities are included in all proposed program activities, but this plan lacks some details and is unclear. • There is a general plan for coordinating with school administrators and teachers to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment. However, some key details are missing from this plan. 	<ul style="list-style-type: none"> • There is a detailed plan to ensure that students with disabilities are included in all proposed program activities. • There is a detailed plan for coordinating with school administrators and teachers to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

9. Family Engagement (10 Points Total)

Family Engagement: There are detailed plans to strategically engage family members in the proposed 21st CCLC program that include the following components: (1) Plans to offer “educational or related services” as required by the grant; (2) Detailed strategies to involve family members in supporting the academic achievement and social and emotional well-being of their students; (3) Specific strategies to address chronic absenteeism; (4) Other methods by which family members can support their students during the school day and in the 21st CCLC program.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • There is a very limited plan to strategically engage family members in the proposed 21st CCLC program. • None of the required components are described in the detailed plan. • The strategic plans to engage family members make no sense given the needs assessment data provided earlier in the application. 	<ul style="list-style-type: none"> • There is a plan to strategically engage family members in the proposed 21st CCLC program, but some details are missing. • The plan does not fully describe all four of the required components. • The strategic plans to engage family members do not make complete sense given the needs assessment data provided earlier in the application. 	<ul style="list-style-type: none"> • There is a detailed plan to strategically engage family members in the proposed 21st CCLC program. • All four of the required components are described fully in the detailed plan. • The strategic plans to engage family members make sense given the needs assessment data provided earlier in the application.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

10. Partnership Commitment (10 Points Total)

Partnership Commitment: There is explanation of how key partnerships will support the goals and outcomes of the grant.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none">• There is little or no explanation of key partnerships and no connection to how key partnerships will support the goals and outcomes of the grant.	<ul style="list-style-type: none">• There is some explanation of key partnerships and connection to how key partnerships will support the goals and outcomes of the grant.	<ul style="list-style-type: none">• There is a detailed explanation of key partnerships and clear connection to how key partnerships will support the goals and outcomes of the grant.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

11. Timeline (5 Points Possible)

Timeline: There is an explanation of the program implementation timeline for the upcoming academic year. There is an explanation as to how the timeline proposed is practical, realistic, and adequate to ensure that the requirements of the grant and the needs of the community are met.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
<ul style="list-style-type: none">• The timeline is not provided.• The timeline is grossly inadequate to meet the grant requirements or the community needs.	<ul style="list-style-type: none">• There is a timeline provided, but it is missing some elements to ensure that the grant requirements or the needs of the community will be met.• The timeline contains elements to ensure that the grant requirements and the needs of the community will be met, but it is overly ambitious and impractical to implement.	<ul style="list-style-type: none">• The timeline provides details which clearly ensure that the grant requirements and the needs of the community will be met.• The timeline proposes practical sequencing and arrangement of activities and is realistic in scope.

Points Possible: 5

Points Awarded: _____

Comments/Notes:

12. Travel and Safety (5 Points Possible)

Travel and Safety: There is a description of how the students participating in the proposed program will travel safely to and from the center and the home. Contingency arrangements are included. Description of check-in and check-out procedures are included. Details around emergency and disaster preparedness plans and training for staff are described.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
<ul style="list-style-type: none"> • Little or no description of how students will safely travel between the center and home. • Little or no description of check-in and check-out procedures provided. • Limited details around emergency and disaster preparedness plans and training for staff provided. 	<ul style="list-style-type: none"> • There is only a general plan for students to travel safely between the center and home. Contingency arrangements are not included. • Some description of check-in and check-out procedures provided, but not specific to different student age groups. • Includes some details around emergency and disaster preparedness plans and training for staff provided but lacks specific around frequency of each drill and plan for staff training. 	<ul style="list-style-type: none"> • There is a detailed plan for students to travel safely between the center and home, including contingency arrangements. • Thorough description of check-in and check-out procedures for different student age groups provided. • Specific details around emergency and disaster preparedness plans and training for staff provided, including frequency of each drill and plan for staff training.

Points Possible: 5

Points Awarded: _____

Comments/Notes:

13. Program Communication and Management (20 Points Possible)

A. Program Communication and Management: The management plan is appropriate to achieve the objectives of the proposed program on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Titles, roles, and responsibilities of all key staff associated with the proposed program are included. Information as to how the proposed program will be disseminated to the community in a manner that is understandable and accessible is clearly explained.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • General management positions, staff assignments, and timelines for activities are only mentioned. • The management plan is inadequate to accomplish the objectives of the grant on time and within budget. • Distribution of information to the community regarding the program is limited to a single method and only once a year. 	<ul style="list-style-type: none"> • Employee positions and responsibilities, timelines for activities, and milestones for project tasks are mentioned, but there is not enough detail provided to determine qualifications of planned staff or quality or practicality of plan. • It is unclear if the management plan is sufficient to accomplish the objectives of the project on time and within budget. • Information about the program is distributed regularly but is unclear if the methods of distribution will reach all the community. 	<ul style="list-style-type: none"> • There is a thorough discussion of roles of all staff including positions and responsibilities along with qualifications of planned staff, timelines for activities, and milestones for accomplishing project tasks to achieve stated objectives. • The management plan is sufficiently thorough to accomplish the objectives of the project on time and within budget. • Information about the program is distributed on a regular basis using methods of contact chosen to reach all the community.

Points Possible for A: 10

Points Awarded: _____

Comments/Notes:

B. Program Communication and Management: There is a description of the the steps that will be taken to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. (See the handout on GEPA Section 427)

<p align="center">Marginal (1 Point)</p>	<p align="center">Somewhat Rigorous (2-3 Points)</p>	<p align="center">Most Rigorous (4-5 Points)</p>
<ul style="list-style-type: none"> There is a statement that the program management will comply with the requirements of GEPA Section 427, but there is no explanation or description of the steps to be taken. 	<ul style="list-style-type: none"> There is a description of the steps that program management will take to ensure equity of access and participation, but these steps do not address all the barriers that might exist for the target population. 	<ul style="list-style-type: none"> There is a detailed description of the steps that program management will take to ensure equity of access and participation, and care has been taken to address all the barriers that might exist for the target population.

Points Possible for B: 5

Points Awarded: _____

Comments/Notes:

C. Program Communication and Management: There is a plan to address issues of recruitment and retention of highly qualified staff, including appropriately qualified volunteers if the program will be using volunteers.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
<ul style="list-style-type: none"> • There is no plan to recruit and retain highly qualified staff, including volunteers, as appropriate. 	<ul style="list-style-type: none"> • There is a general plan to recruit and retain highly qualified staff, including volunteers, as appropriate. 	<ul style="list-style-type: none"> • There is a detailed plan to recruit and retain highly qualified staff, including volunteers, as appropriate.

Points Possible for C: 5

Points Awarded: _____

TOTAL POINTS POSSIBLE: 20

TOTAL POINTS AWARDED: _____

Comments/Notes:

14. Professional Development (10 Points)

Professional Development: A description is included of the quality staff development planned and scheduled throughout the first year and outlined for successive years of the program, including how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • Staff development for the first year has little relationship to the goals of the project. • Staff development activities are listed, but there is no timeline provided. • There is no plan for staff development after the first year. • No description of how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant. 	<ul style="list-style-type: none"> • Staff development for the first year is loosely related to project goals and appears to be chosen for convenience. • There is a general timeline provided of staff development activities for the first year. • There is an outline of staff development after the first year, but it does not allow for flexibility brought on by changing needs. • Some description of how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant. 	<ul style="list-style-type: none"> • Staff development during the first year is clearly related to key project goals and is delivered by experts in the focus areas. • There is a clear and sequential timeline provided of staff development activities for the first year. • There is an outline of staff development planned for subsequent years, and links back to project goals and allows for changing priorities. • Clear description of how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant.

Points Possible: 10

Points Awarded: _____

Comments/Notes:

15. Continuation (10 Points Total)

A. Continuation: A description of how the program will continue with the same level of service as funds are reduced in the fourth and fifth years is included, with a discussion of sustainability for the project after the grant has ended.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
<ul style="list-style-type: none">• There is no description of how services will be continued at the same level as funding is reduced in years 4 & 5.• There is no discussion of sustaining the project after grant funding has ended.	<ul style="list-style-type: none">• There is evidence of some planning, but few details, for continuation of the same level of service when funding is reduced in years 4 & 5.• There is a stated commitment to sustaining the project after grant funding has ended, but no plan.	<ul style="list-style-type: none">• There are details provided for years four and five to indicate careful future planning to deliver the same level of service when funding is reduced.• There is a detailed plan for sustainability after grant funding has ended that includes the school district and the partnering organizations.

Points Possible for A: 5

Points Awarded: _____

Comments/Notes:

B. Continuation: A listing of Federal, State and local programs that will combine or coordinate with the proposed program to make the most effective use of public resources is included.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
<ul style="list-style-type: none"> Some other Federal, State, and local programs are only mentioned, and it is unclear how they were chosen to combine or coordinate with the proposed program to make the most effective use of public resources. 	<ul style="list-style-type: none"> There is a general description of how Federal, State, and local programs were considered to combine or coordinate with the proposed program to make the most effective use of public resources. 	<ul style="list-style-type: none"> There is a clear description of how Federal, State, and local programs were considered to combine or coordinate with the proposed program to make the most effective use of public resources, and there is a list outlining the contributions of each.

Points Possible for B: 5

Points Awarded: _____

TOTAL POINTS POSSIBLE: 10

TOTAL POINTS AWARDED: _____

Comments/Notes:

16. Budget (20 Points Possible)

A. Budget: An explanation is included for each proposed expenditure and how each expenditure aligns with the goals in an efficient and effective manner for each program site. An explanation is included for how the stated costs reflect careful planning for the estimated number for persons, including, families, to be served by the project, as well as the anticipated results and benefits of the program. Aligns with Budget information and Gap Analysis.

<p align="center">Marginal (1-3 Points)</p>	<p align="center">Somewhat Rigorous (4-7 Points)</p>	<p align="center">Most Rigorous (8-10 Points)</p>
<ul style="list-style-type: none"> • The number of persons to be served is unclear and does not appear to be determined by the results of the needs assessment. • It is difficult to determine if the stated costs are reasonable to achieve the anticipated results and benefits. • Little or no alignment with Budget information and Gap Analysis. 	<ul style="list-style-type: none"> • There is not enough detail provided to determine if the stated costs are reasonable in relation to the estimated number of persons, as indicated by the needs assessment, to be served by the project. • The stated costs are generally linked to the anticipated results and benefits, but there are few details. • Some alignment with Budget information and Gap Analysis. 	<ul style="list-style-type: none"> • The stated costs reflect careful planning for the estimated number of persons, including families, to be served by the project. This number is indicated by the results of the needs assessment. • It is explained in detail how the stated costs are directly tied to the anticipated results and benefits. • Clear and intentional alignment with Budget information and Gap Analysis.

Points Possible for A: 10

Points Awarded: _____

Comments/Notes:

B. Budget: All budget documents of the application are complete, detailed, and align with the design of the proposed program.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none"> • The budget documents are not complete. • Not all grant uses are itemized, including staff trainings. • The budget does not align with the narrative and program design. • Applicant is missing the Budget information, Gap Analysis and/or the budget question on the application. 	<ul style="list-style-type: none"> • The budget documents are generally complete and include funding for staff trainings that align with the program design. • Grant and non-grant fund uses are itemized and include staff trainings. • The budget generally aligns with the narrative and program design. • There are gaps and missing information on the Budget information, Gap Analysis and/or the budget question on the application. 	<ul style="list-style-type: none"> • The budget documents are complete and include funding for all meetings required by the grant, and other staff trainings that align with the design. • Grant fund uses are itemized and include staff trainings. • The budget is in complete alignment with the narrative and the program design. • Budget information, Gap Analysis and the budget question on the application are fully completed.

Points Possible for B: 10

Points Awarded: _____

TOTAL POINTS POSSIBLE: 20

TOTAL POINTS AWARDED: _____

Comments/Notes:

Project Plan (5 Points Total)

Project Plan: The project plan provides an overall summary of the key aspects of the program (goals, outcomes, evidence-based practices, data collection plan and plan to share program success with key stakeholders) and is in alignment with the other sections of application.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
<ul style="list-style-type: none">• The project plan does not provide a summary of all the key aspects of the program.• Little or no alignment with the other sections of the application.	<ul style="list-style-type: none">• The project plan includes a summary of some of the key aspects of the program.• Some alignment with the other sections of the application.	<ul style="list-style-type: none">• The project plan includes a summary of all the key aspects of the program.• Clear and intentional alignment with the other sections of the application.

Points Possible: 5

Points Awarded: _____

Comments/Notes:

School Principal Letters (10 Points Total)

School Principal Letters: Letters of commitment are included from the principal of each school the program will serve. A letter from the school district superintendent can also be included.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<ul style="list-style-type: none">• There are letters of commitment from some, but not all, principals.• The letters are general statements of commitment to the program and are vague.	<ul style="list-style-type: none">• Letters from principals promise a general commitment of support for the project in their schools.• The estimated dollar value of the service(s) to be provided is not included.	<ul style="list-style-type: none">• Letters from principals are detailed and specific to the school site for which they are writing. They indicate cooperation with data collection needs and that the teachers in the school will communicate and coordinate instruction with program staff.• An estimated dollar value for the service(s) is provided. (Example: space costs, janitorial services per hour, etc.)

Points Possible: 10

Points Awarded: _____

Comments/Notes:

OVERALL SCORING

Scoring Rubric for 21st Century Community Learning Center (CCLC) Grant 2020-2021	Points Awarded	Points Possible
Competitive Priority Points		39 Points
Needs Assessment		20 Points
Project Design		10 Points
Principles of Effectiveness		10 Points
Program Evaluation		20 Points
Academic Achievement		10 Points
Social and Emotional Learning		5 Points
Program Components		10 Points
Inclusion		10 Points
Family Engagement		10 Points
Partnership Commitment		10 Points
Timeline		5 Points
Travel and Safety		5 Points
Program Communication and Management		20 Points
Professional Development		10 Points
Continuation		10 Points
Budget		20 Points
Project Plan		5 Points
Principal Letters		10 Points
TOTAL Points Awarded		
TOTAL Points Possible		239 Points