



# 21st Century Community Learning Centers

## Scoring Rubric User Guide

2023–24 | COHORT 19



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## Introduction

The Washington Office of Superintendent of Public Instruction (OSPI) contracted with American Institutes for Research (AIR) to evaluate and support the statewide 21st Century Community Learning Centers (21st CCLC) program in Washington State. For more than a decade, 21st CCLC programs in Washington have provided afterschool and expanded learning programming to enhance the academic well-being of students in high-poverty communities.

Each year, OSPI releases a Request for Proposals (RFP) for prospective programs to provide 21st CCLC programming. Peer reviewers score proposal applications using the Washington 21st CCLC Scoring Rubric. This guide is intended to be a resource to assist peer reviewers in scoring applications for the 2023-24/Cohort 19 grant competition.

The rubric contains eight sections that utilize two types of scoring:



### Yes/No Checklist

Items using a “Yes/No” checklist require applicant to meet all requested criteria. If applicant does not meet all requested criteria or they do not respond to the indicator, then they receive a “No.” Some items on the Yes/No checklist are classified as “Not Applicable” for scoring purposes.











### 1–3 Score

Items using a “1–3 Score” account for variation in applicants’ criteria related to the item. Applicant may receive a 1, 2, or 3, depending on the item’s threshold. Half-points are not allowed. If applicants do not respond to an indicator, they will receive a 1.

This year, there are two simultaneous competitions, Track A and Track B. Track A is for new grantees who do not have a grant in cohorts 16–18. Track B is for current grantees who have an active grant in cohorts 16–18 and are applying for a new site(s). Peer reviewers will use this rubric guide for both competitions. As needed, the rubric differentiates indicators that will be scored differently for Track A and Track B applicants. Indicators that are shaded will need to be scored differently for Track A and Track B.

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## Section A) Need for Program



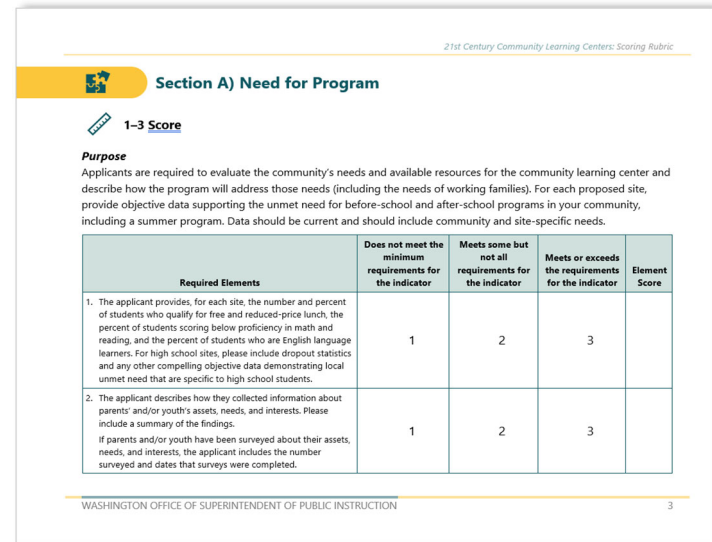
### 1–3 Score

#### Purpose

Applicants are required to evaluate the community’s needs and available resources for the community learning center and describe how the program will address those needs (including the needs of working families). For each proposed site, provide objective data supporting the unmet need for before-school and after-school programs in your community, including a summer program. Data should be current and should include community and site-specific needs.

#### Item-Specific Guidance

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
1. The applicant provides, for each site, the number and percent of students who qualify for free and reduced-price lunch, the percent of students scoring below proficiency in math and reading, and the percent of students who are English language learners. For high	<p><i>The applicant provides one or two <b>or none</b> of the following:</i></p> <ul style="list-style-type: none"> <li><i>The number <b>and</b> percent of students who qualify for free and reduced-price lunch</i></li> <li><i>The percent of students scoring below proficiency in math</i></li> </ul>	<p><i>The applicant provides <b>three or four</b> of the following:</i></p> <ul style="list-style-type: none"> <li><i>The number <b>and</b> percent of students who qualify for free and reduced-price lunch</i></li> <li><i>The percent of students scoring below proficiency in math</i></li> </ul>	<p><i>The applicant provides <b>all</b> of the following:</i></p> <ul style="list-style-type: none"> <li><i>The number <b>and</b> percent of students who qualify for free and reduced-price lunch</i></li> <li><i>The percent of students scoring below proficiency in math</i></li> </ul>



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<p><b>Required Elements</b></p>	<p><b>Does not meet the minimum requirements for the indicator</b> <b>1 point</b></p>	<p><b>Meets some but not all requirements for the indicator</b> <b>2 points</b></p>	<p><b>Meets or exceeds the requirements for the indicator</b> <b>3 points</b></p>
<p>school sites, please include dropout statistics and any other compelling objective data demonstrating local unmet need that are specific to high school students.</p>	<ul style="list-style-type: none"> <li>• <i>The percent of students scoring below proficiency in reading</i></li> <li>• <i>The percent of students who are English language learners</i></li> <li>• <i>For high school sites: Dropout statistics or other compelling objective data demonstrating local unmet need specific to high school students</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The percent of students scoring below proficiency in reading</i></li> <li>• <i>The percent of students who are English language learners</i></li> <li>• <i>For high school sites: Dropout statistics or other compelling objective data demonstrating local unmet need specific to high school students</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The percent of students scoring below proficiency in reading</i></li> <li>• <i>The percent of students who are English language learners</i></li> <li>• <i>For high school sites: Dropout statistics or other compelling objective data demonstrating local unmet need specific to high school students</i></li> </ul>
<p>2. The applicant describes how they collected information about parents' and/or youth's assets, needs, and interests. Please include a summary of the findings.</p> <p>If parents and/or youth have been surveyed about their assets, needs, and interests, the applicant includes the number surveyed and dates that surveys were completed.</p> <p>If parents and/or youth shared their perspectives in other ways, the applicant includes how this information was collected, the number who participated, and the dates the information was gathered.</p>	<p><i>The applicant does not identify the type of data collected or how they collected data. The applicant also fails to include at least one finding based on the data they collected.</i></p>	<p><i>The applicant describes one but not both of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>How they collected each type of data that they reference. This includes who participated in data collection, how many participants, what method was used (e.g., survey, focus group), and the topics that were covered.</i></li> <li>• <i>One or more findings based on the data that the applicant collected</i></li> </ul>	<p><i>The applicant clearly describes how they collected each type of data that they reference. This includes who participated in data collection, how many participants, what method was used (e.g., survey, focus group) and which topics were covered during data collection.</i></p> <p><i>The applicant includes one or more findings based on the data that they collected.</i></p>

<b>Required Elements</b>	<b>Does not meet the minimum requirements for the indicator 1 point</b>	<b>Meets some but not all requirements for the indicator 2 points</b>	<b>Meets or exceeds the requirements for the indicator 3 points</b>
<p>3. The applicant describes any during-school programs currently serving your target population and explains why these services are insufficient to meet identified needs. The description should include data and information accessed and/or collected by the applicant that demonstrate the unmet need.</p>	<p><i>The applicant does not identify existing programs nor does it state that there are no existing programs (if that is the case). The applicant does not identify what needs of the target population are unmet by existing programs.</i></p>	<p><i>The applicant includes one but not all of the following in the description:</i></p> <ul style="list-style-type: none"> <li>• <i>A description of existing programs or states that there are no existing programs</i></li> <li>• <i>An explanation of how existing programs fail to meet the needs of the target population</i></li> <li>• <i>Data to support explanation of how existing programs do not meet the needs of the target population</i></li> </ul>	<p><i>In the description, the applicant includes all of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>A description of existing programs, or states there are no existing programs</i></li> <li>• <i>An explanation of how existing programs fail to meet the needs of the target population</i></li> <li>• <i>Data to support explanation of how existing programs do not meet the needs of the target population</i></li> </ul>
<p>4. The applicant describes the students' and families' needs and developmental assets that the program will address. These needs and assets can be academic, social, emotional, cultural, and/or related to physical health. The description should include data and information accessed and/or collected by the applicant that demonstrate the students' and families' needs.</p>	<p><i>The applicant fails to identify at least one need and at least one developmental asset that the proposed program will address.</i></p>	<p><i>The applicant identifies at least one developmental asset and/or at least one developmental need. The applicant does not use data to demonstrate the described needs.</i></p>	<p><i>The applicant identifies at least one need and at least one developmental asset that the proposed program will address. The applicant uses data to demonstrate the described needs.</i></p>



## Section B) Quality of Project Design



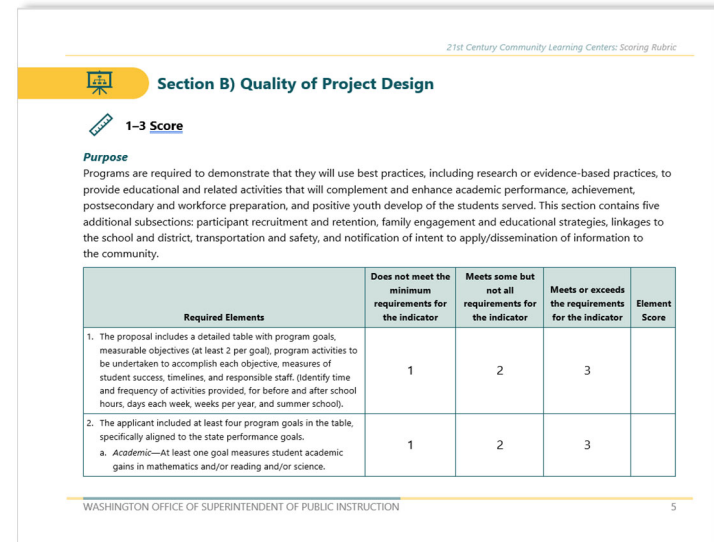
### 1–3 Score

#### Purpose

Programs are required to demonstrate that they will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students served. This section contains five additional subsections: participant recruitment and retention, family engagement and educational strategies, linkages to the school and district, transportation and safety, and notification of intent to apply/dissemination of information to the community.

#### Item-Specific Guidance

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
1. The proposal includes a detailed table with program goals, measurable objectives (at least 2 per goal), program activities to be	<i>The table presented includes one or two of the following:</i> <ul style="list-style-type: none"> <li>At least one program goal with two measurable objectives</li> </ul>	<i>The table presented includes at least three of the following:</i> <ul style="list-style-type: none"> <li>At least 1 program goal with 2 measurable objectives</li> </ul>	The table presented includes each of the following: <ul style="list-style-type: none"> <li>At least 1 program goal with 2 measurable objectives</li> </ul>



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<p><b>Required Elements</b></p>	<p><b>Does not meet the minimum requirements for the indicator</b> <b>1 point</b></p>	<p><b>Meets some but not all requirements for the indicator</b> <b>2 points</b></p>	<p><b>Meets or exceeds the requirements for the indicator</b> <b>3 points</b></p>
<p>undertaken to accomplish each objective, measures of student success, timelines, and responsible staff. (Identify time and frequency of activities provided, for before and after school hours, days each week, weeks per year, and summer school).</p>	<ul style="list-style-type: none"> <li>• <i>At least one program activity per objective</i></li> <li>• <i>At least one measure of student success (e.g., social and emotional skills, academics)</i></li> <li>• <i>Timelines including frequency of program activities and dates for other program activities (e.g., Youth Program Quality Intervention/ Assessment (YPQA) observations)</i></li> <li>• <i>Time and frequency of activities (how often activities will be provided and when)</i></li> <li>• <i>Staff responsible for implementation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>At least one program activity per objective</i></li> <li>• <i>At least one measure of student success (e.g., social and emotional skills, academics)</i></li> <li>• <i>Timelines including frequency of program activities and dates for other program activities (e.g., YPQA observations)</i></li> <li>• <i>Time and frequency of activities (how often activities will be provided and when)</i></li> <li>• <i>Staff responsible for implementation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>At least one program activity per objective</i></li> <li>• <i>At least one measure of student success (e.g., social and emotional skills, academics)</i></li> <li>• <i>Timelines including frequency of program activities and dates for other program activities (e.g., YPQA observations)</i></li> <li>• <i>Time and frequency of activities (how often activities will be provided and when)</i></li> <li>• <i>Staff responsible for implementation</i></li> </ul>
<p>2. The applicant included at least four program goals in the table, specifically aligned to the state performance goals.</p> <ul style="list-style-type: none"> <li>• <i>Academic</i>—At least one goal measures student academic</li> </ul>	<p><i>The applicant includes fewer than four goals and/or addresses only one or two of the four goal types. The required types of goals are academic, behavioral, program quality, and family engagement.</i></p>	<p><i>The applicant includes at least four goals in the table; however, one of the required type of goals is missing. The required types of goals are academic, behavioral, program quality, and family engagement.</i></p>	<p><i>The applicant includes at least four goals in the table and at least one of the goals fits each of the four goal types: academic, behavioral, program quality, and family engagement.</i></p>



<b>Required Elements</b>	<b>Does not meet the minimum requirements for the indicator 1 point</b>	<b>Meets some but not all requirements for the indicator 2 points</b>	<b>Meets or exceeds the requirements for the indicator 3 points</b>
<p>gains in mathematics and/or reading and/or science.</p> <ul style="list-style-type: none"> <li>• <i>Behavioral</i>—One goal measures improvement in student behaviors.</li> <li>• <i>Program quality</i>—One goal measures quality program implementation and improvement strategies.</li> <li>• <i>Family engagement</i>—One goal measures active and meaningful family engagement and educational opportunities.</li> </ul>			
<p>3. In the table, each objective and accompanying measure is aligned to the goal, is performance based, and can be continuously measured throughout the year.</p>	<p><i>In the table, the applicant provides objectives and related measures that are only one of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Aligned with the stated goal</i></li> <li>• <i>Are performance based</i></li> <li>• <i>Can be measured on an ongoing basis</i></li> </ul>	<p><i>In the table, the applicant provides objectives and related measures that are some but not all of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Aligned with the stated goal</i></li> <li>• <i>Are performance based</i></li> <li>• <i>Can be measured on an ongoing basis</i></li> </ul>	<p><i>In the table, the applicant provides objectives and related measures that are all of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Aligned with the stated goal</i></li> <li>• <i>Performance based</i></li> <li>• <i>Can be measured on an ongoing basis</i></li> </ul>

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
<p>4. The applicant describes the measures of student success and how they align with the regular academic program of the school and the identified needs of participating students, and how they will be used to plan program activities.</p>	<p><i>The applicant describes how they will assess student success by addressing only one of the following criteria:</i></p> <ul style="list-style-type: none"> <li>• <i>Identifying measures of student success</i></li> <li>• <i>Describing how the measures of student success align with the regular academic program of the school</i></li> <li>• <i>Describing how the measures of student success align with the academic needs of participating students</i></li> <li>• <i>Describing how measures of student success will be used to plan program activities</i></li> </ul>	<p><i>The applicant describes how they will assess student success by addressing at least two but not all of the following criteria:</i></p> <ul style="list-style-type: none"> <li>• <i>Identifying measures of student success</i></li> <li>• <i>Describing how the measures of student success align with the regular academic program of the school</i></li> <li>• <i>Describing how the measures of student success align with the academic needs of participating students</i></li> <li>• <i>Describing how measures of student success will be used to plan program activities</i></li> </ul>	<p><i>The applicant describes how they will assess student success by:</i></p> <ul style="list-style-type: none"> <li>• <i>Identifying measures of student success</i></li> <li>• <i>Describing how the measures of student success align with the regular academic program of the school</i></li> <li>• <i>Describing how the measures of student success align with the academic needs of participating students</i></li> <li>• <i>Describing how measures of student success will be used to plan program activities</i></li> </ul>
<p>5. The applicant describes how the activities are expected to improve student academic achievement as well as overall student success.</p>	<p><i>The applicant describes how program activities may improve <b>either</b> student academic achievement (e.g., math, reading, English language competency, etc.) <b>or</b> overall student success (e.g., physical well-being, social and emotional skills, relationships</i></p>	<p><i>The applicant describes only <b>one</b> way that planned activities may improve student academic achievement (e.g., math, reading, English language competency, etc.) <b>and</b> only <b>one</b> way that planned activities may improve overall student success (e.g.,</i></p>	<p><i>The applicant describes <b>two or more</b> ways that planned activities may improve the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Student academic achievement (e.g., math, reading, English language competency, etc.)</i></li> </ul>

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
	<i>with caring adults etc.) but not both.</i>	<i>physical well-being, social and emotional skills, relationships with caring adults etc.</i>	<ul style="list-style-type: none"> <li><i>Overall student success (e.g., physical well-being, social and emotional skills, relationships with caring adults etc.)</i></li> </ul>
6. The described program activities have a clear content area and are specific to the needs of the targeted population of students.	<i>The applicant describes what the program activities entail but does not identify the content of the program activities. Nor does the applicant explain how the program activities are specific to the needs of the targeted students. For example, the applicant may include the number of lessons and the types of activities youth will do (e.g., hands-on projects or journaling) but not explicitly state the content area.</i>	<i>The applicant identifies the content of the program activities however, the applicant does not explicitly state how the content is specific to the needs of the targeted students.</i>	<i>The applicant identifies the content of the program activities and explicitly states how the content is specific to the needs of the targeted students.</i>
7. The applicant describes how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and	<i>The applicant identifies at least one best practice that will be used in the proposed program; however, the applicant does not provide a rationale or evidence to indicate that it is a recognized best practice.</i>	<i>The applicant identifies at least one best practice that staff will use in the proposed program and includes a rationale or evidence to support this practice. However, the applicant does not clearly link the practices to the desired outcome (e.g., enhance academic</i>	<i>The applicant identifies at least one best practice that staff will use in the proposed program and includes a rationale or evidence to support this practice. The applicant clearly links each best practice to the desired outcome (e.g., enhance academic</i>

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
workforce preparation, and positive youth development of students.		<i>performance, achievement, postsecondary and workforce preparation, and positive youth development of students).</i>	<i>performance, achievement, postsecondary and workforce preparation, and positive youth development of students).</i>
8. <i>Bonus Points</i> —The applicant describes how the program is implementing social-emotional learning strategies to the targeted students described in the application.	<i>The applicant identifies at least one concrete social and emotional strategy that will be used in the program. The applicant does not describe how the strategy will be implemented. The applicant does not identify which skills youth will practice.</i>	<i>The applicant identifies at least one concrete social and emotional strategy that will be used with youth and how it will be implemented but does not link these strategies to specific social and emotional skills.</i>	<i>The applicant identifies at least one concrete social and emotional strategy that will be used with youth and how it will be implemented. The applicant clearly links each strategy to specific social and emotional skills that youth will practice.</i>

### Participant Recruitment and Retention

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
1. The applicant describes how the program will (a) identify and (b) reach and recruit students and families from the identified target population.	<p><i>The applicant only describes how the program will do one of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Identify students and families from the target population</i></li> <li>• <i>Reach and recruit students and families from the target</i></li> </ul>	<i>The applicant describes how the program will identify students and families from the target population. The applicant describes only <b>one</b> strategy that they plan to use to reach and recruit students and families from the target</i>	<i>The applicant describes how the program will identify students and families from the target population. The applicant describes <b>two or more</b> strategies that they plan to use to reach and recruit students and families from</i>

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
	<i>population (e.g., tailor communications and activities)</i>	<i>population (e.g., tailor communications and activities).</i>	<i>the target population (e.g., tailor communications and activities).</i>
2. The applicant describes how they will inform and engage the following types of schools in recruitment and retention of target population: private schools and eligible private school students, eligible Tribal Compact Schools and eligible Native American Students, and homeschoolers.	<i>The applicant describes at least one concrete strategy to inform and engage one or two school types in recruitment and/or retention. See school types in Required Element 2.</i>	<i>The applicant describes at least one concrete strategy they will use to inform and engage at least two but not all of the school types in recruitment. The applicant describes at least one concrete strategy to inform and engage at least two but not all of the school types in retention. See school types in types in Required Element 2.</i>	<i>The applicant describes at least one concrete strategy they will use to inform and engage each of the school types in recruitment and at least one concrete strategy for informing and engaging each of the school types in retention. See school types in Required Element 2.</i>
3. The applicant describes the strategies they will use to maintain enrollment of the target student population over time (utilizing student interests and creativity, leadership, activity-based learning, effective partnerships, etc.).	<i>The applicant describes only one strategy for maintaining enrollment of the target student population.</i>	<i>The applicant describes more than one strategy that they will use to maintain enrollment of the target student population initially (e.g., beginning of year or first year of the grant). However, the applicant does not describe the strategies they will use for the full grant period.</i>	<i>The applicant describes more than one strategy that they will use to maintain enrollment of the target student population for the full grant period.</i>

## Family Engagement and Educational Strategies

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
<p>1. The applicant describes how the program will offer families opportunities for active and meaningful engagement in their children’s education, including opportunities related to educational development such as events focused on literacy, collaborating with teachers and other school staff for educational purposes, or college and career awareness. To support engagement and family education, strategies must align with the needs of students and families, be ongoing, and be sustained over time.</p>	<p><i>The applicant describes opportunities that they will offer to families, however, the applicant does not clearly link those opportunities to educational development or college and career awareness.</i></p>	<p><i>The applicant describes opportunities that they will offer to families, and the applicant clearly links those opportunities to educational development or college and career awareness. However, the applicant does not describe they will sustain family engagement over time.</i></p>	<p><i>The applicant describes opportunities that they will offer to families, and the applicant clearly links those opportunities to educational development or college and career awareness. The applicant also describes how they will sustain family engagement over time.</i></p>

## Linkages to the School and District

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
<p>1. The applicant describes the ways in which the program will connect to the regular school day. This can include how regular communication with the principal, teachers, and school support staff will be established, agreements on shared resources (e.g., space, staff) and practices (e.g., homework policies, discipline), and membership on the School Improvement Team or other leadership groups.</p>	<p><i>The applicant describes one way that the program will connect with the regular school day.</i></p>	<p><i>The applicant describes two ways that the program will connect with the regular school day. The strategies require the program staff to engage with only one school representative (e.g., principal, teacher liaison).</i></p>	<p><i>The applicant describes <b>three</b> or more ways that the program will connect with the regular school day. The strategies require the program staff to engage with more than one school representative (e.g., principal, teacher liaison).</i></p>
<p>2. The applicant describes how program activities will align to the curriculum and instruction of the regular school day. The description should include how program activities will provide students opportunities to explore and build upon concepts covered during the school day, such as activities or curricula that align with social and emotional learning.</p>	<p><i>The applicant describes the program activities but does not clearly link the program activities to the curriculum and instruction of the regular school day.</i></p>	<p><i>The applicant clearly links the program activities to the curriculum and instruction of the regular school day. However, the applicant does not describe how program activities will provide students opportunities to build upon concepts covered during the school day.</i></p>	<p><i>The applicant clearly links the program activities to the curriculum and instruction of the regular school day. The applicant also describes how program activities will provide students opportunities to build upon concepts covered during the school day.</i></p>

## Transportation and Safety

Federal guidance advises that there can be no barriers preventing students' participation in 21st CCLC. Programs must offer students a means of transport.

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
<p>1. The applicant describes how the participants will get to the program, get home from the program, and travel to off-site programs or activities. The description should include modes of transportation and their capacity. The applicant also includes the approximate times when transportation will occur.</p>	<p><i>The applicant provides a description of transportation for participants that fails to include how students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Get to the program,</i></li> <li>• <i>Get home from the program, and</i></li> <li>• <i>Travel to off-site programs or activities.</i></li> </ul>	<p><i>The applicant provides a description of transportation for participants that includes how students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Get to the program,</i></li> <li>• <i>Get home from the program, and</i></li> <li>• <i>Travel to off-site programs or activities.</i></li> </ul> <p><i>However, the applicant only describes some but not all of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The capacity for the modes of transportation</i></li> <li>• <i>The approximate times that transportation will occur</i></li> </ul>	<p><i>The applicant provides a comprehensive description of transportation for participants that includes how students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Get to the program,</i></li> <li>• <i>Get home from the program, and</i></li> <li>• <i>Travel to off-site programs or activities.</i></li> </ul> <p><i>The applicant also describes the capacity of the modes of transportation and the approximate times when transportation will occur.</i></p>
<p>2. The applicant describes transportation plans and procedures that are age-appropriate and safe. The</p>	<p><i>The applicant describes transportation procedures but does not address:</i></p>	<p><i>The applicants describes one but not both of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The safety features offered by the modes of transportation</i></li> </ul>	<p><i>The applicant describes the safety features offered by the modes of transportation and/or the safety</i></p>



<p><b>Required Elements</b></p>	<p><b>Does not meet the minimum requirements for the indicator</b> <b>1 point</b></p>	<p><b>Meets some but not all requirements for the indicator</b> <b>2 points</b></p>	<p><b>Meets or exceeds the requirements for the indicator</b> <b>3 points</b></p>
<p>description should include a rationale for why the modes of transportation are appropriate for the ages served and describe the safety features offered by the modes of transportation and/or the safety policies that will guide use of each mode of transportation.</p>	<ul style="list-style-type: none"> <li><i>The safety features offered by the modes of transportation and/or the safety policies that will guide use of each mode of transportation.</i></li> <li><i>The rationale for why the modes of transportation are appropriate for the ages served.</i></li> </ul>	<p><i>and/or the safety policies that will guide use of each mode of transportation.</i></p> <ul style="list-style-type: none"> <li><i>The rationale for why the modes of transportation are appropriate for the ages served.</i></li> </ul>	<p><i>policies that will guide use of each mode of transportation.</i></p> <p><i>The applicant also provides a rationale for why the modes of transportation are appropriate for the ages served.</i></p>
<p>3. The applicant describes how the center will be a safe and accessible site. This includes all procedures for ensuring that students and families are physically safe while at the program (including protection from COVID-19 in the case of in-person programming). The description should also include plans for ensuring how all youth can access all entrances, exits, and all areas of the program space and participate in all offered activities.</p>	<p><i>The applicant describes a plan to keep the center safe and accessible that includes only one of the following:</i></p> <ul style="list-style-type: none"> <li><i>Procedures for ensuring that students and families are physically safe while at the program (including protection from COVID-19 in the case of in-person programming).</i></li> <li><i>How all youth can access all entrances and exits, and all areas of the program space.</i></li> <li><i>How youth can participate in all offered activities.</i></li> </ul>	<p><i>The applicant describes a plan to keep the center safe and accessible that includes some but not all of the following:</i></p> <ul style="list-style-type: none"> <li><i>Procedures for ensuring that students and families are physically safe while at the program (including protection from COVID-19 in the case of in-person programming).</i></li> <li><i>How all youth can access all entrances and exits, and all areas of the program space.</i></li> <li><i>How youth can participate in all offered activities.</i></li> </ul>	<p><i>The applicant describes a comprehensive plan to keep the center safe and accessible that includes all of the following:</i></p> <ul style="list-style-type: none"> <li><i>Procedures for ensuring that students and families are physically safe while at the program (including protection from COVID-19 in the case of in-person programming).</i></li> <li><i>How all youth can access all entrances and exits, and all areas of the program space.</i></li> <li><i>How youth can participate in all offered activities.</i></li> </ul>

### Notification of Intent to Apply/Dissemination of Information to the Community

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
<p>1. The applicant describes how the program will disseminate information about the community-learning center (including its location) to the community in a manner that is understandable and accessible (e.g., considers languages spoken, education level, etc. of the target population).</p>	<p><i>The applicant describes how the program will disseminate information about the community-learning center (including its location). The description does not include ways that the applicant will ensure that the information is understandable and accessible.</i></p>	<p><i>The applicant describes how the program will disseminate information about the community-learning center (including its location). The description includes at least <b>one</b> way that the applicant will ensure that the information is either understandable and accessible.</i></p>	<p><i>The applicant describes how the program will disseminate information about the community-learning center (including its location). The description includes <b>two or more</b> ways that the applicant will ensure that the information is understandable and accessible.</i></p>
<p>2. The applicant describes how the community was notified of an intent to submit an application and that the completed application will be available for public review after submission of the application.</p>	<p><i>In the description the applicant states that they are were <b>unable</b> to do one or both of the following:</i></p> <ul style="list-style-type: none"> <li><i>• How the community was notified of an intent to submit an application.</i></li> <li><i>• Where the completed application will be publicly available for review by interested parties.</i></li> </ul>	<p><i>The applicant describes one but not both of the following:</i></p> <ul style="list-style-type: none"> <li><i>• How the community was notified of an intent to submit an application.</i></li> <li><i>• Where the completed application will be publicly available for review by interested parties.</i></li> </ul>	<p><i>The applicant describes both of the following:</i></p> <ul style="list-style-type: none"> <li><i>• How the community was notified of an intent to submit an application.</i></li> <li><i>• Where the completed application will be publicly available for review by interested parties.</i></li> </ul>



## Section C) Management Plan



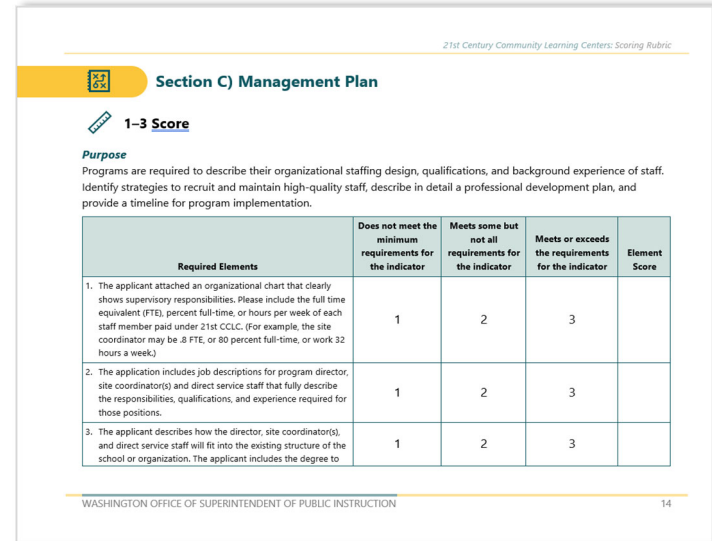
### 1–3 Score

#### Purpose

Programs are required to describe their organizational staffing design, qualifications, and background experience of staff. Identify strategies to recruit and maintain high-quality staff, describe in detail a professional development plan, and provide a timeline for program implementation.

#### Item-Specific Guidance

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
1. The applicant attached an organizational chart that clearly shows supervisory responsibilities. Please include the full time equivalent (FTE), percent full-time, or hours per week of each staff member paid under 21st CCLC. (For example, the site coordinator may	<i>The applicant attached an organizational chart that clearly shows supervisory responsibilities, but it is missing the full time equivalent (FTE), percent full-time, or hours per week of each staff member paid under 21st CCLC.</i>	<i>The applicant attached an organizational chart that clearly shows supervisory responsibilities. The organizational chart includes the full time equivalent (FTE), percent full-time, or hours per week for staff, but <b>it is not</b> clear which staff members will be paid under 21st CCLC.</i>	<i>The applicant attached an organizational chart that clearly shows supervisory responsibilities <b>and</b> it is clear which staff members will be paid under 21st CCLC. The organizational chart also includes the full time equivalent (FTE), percent full-time, or hours per week</i>



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Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
be .8 FTE, or 80 percent full-time, or work 32 hours a week.)			of <b>each</b> staff member that will be paid under 21st CCLC.
2. The application includes job descriptions for program director, site coordinator(s) and direct service staff that fully describe the responsibilities, qualifications, and experience required for those positions.	<i>The application includes job descriptions for some, but not all positions (program director, site coordinator(s) and direct service staff).</i>	<i>The application includes job descriptions for all positions, but the documents do not include one of the following: responsibilities, qualifications, or experience. <b>Or</b>, the description of responsibilities, qualifications, and experience is too limited to identify who will or who is qualified to perform program responsibilities (e.g., supervise staff, facilitate activities, communicate with parents, etc.).</i>	<i>The application includes job descriptions for all positions (program director, site coordinator(s) and direct service staff), <b>and</b> the documents fully describe the responsibilities, qualifications, and experience required for those positions.</i>
3. The applicant describes how the director, site coordinator(s), and direct service staff will fit into the existing structure of the school or organization. The applicant includes the degree to which each staff position will be involved in other districts or organizational capacities, and how and by whom they will be supervised.	<i>The applicant describes how some but not all staff positions will fit into the existing structure of the school or organization.</i>	<i>The applicant describes, for all positions, how staff will fit into the existing structure of the school or organization, but does not describe the degree to which each person is involved in other districts or organizational capacities, and how and by whom they will be supervised.</i>	<i>The applicant describes, for all positions, how staff will fit into the existing structure of the school or organization, <b>and</b> describes the degree to which each person is involved in other districts or organizational capacities, and how and by whom they will be supervised.</i>

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
4. The applicant identifies strategies to recruit and maintain <i>high-quality staff</i> <sup>1</sup> that will facilitate the implementation of <i>student-focused learning</i> <sup>2</sup> that aligns with the challenging state academic standards and goes beyond the <i>traditional classroom activities</i> . <sup>3</sup>	<i>The applicant identifies only one strategy to recruit and maintain high-quality staff.</i>	<i>The applicant identifies two strategies to recruit and maintain high-quality staff but does not clearly articulate how each strategy will facilitate the implementation of student-focused learning that aligns with the challenging state academic standards and goes beyond the traditional classroom activities.</i>	<i>The applicant identifies at least two strategies to recruit and maintain high-quality staff, <b>and</b> clearly articulates how each strategy will facilitate the implementation of student-focused learning that aligns with the challenging state academic standards and goes beyond the traditional classroom activities.</i>
5. The applicant describes a professional development plan (PDP) that supports the following:	<i>(Please assign points below for each indicator described in the PDP.)</i>		
a. Implementation of the 21st CCLC goals, objectives, and activities.	<i>The applicant describes how their PDP will support implementation of some, but not all, of the 21st CCLC goals, objectives, and activities.</i>	<i>The applicant describes how their PDP will support implementation of some, but not all, of the 21st CCLC goals, objectives, and activities. Connection between the PDP and</i>	<i>The applicant describes how their PDP will support implementation for all of the 21st CCLC goals, objectives, and activities, <b>and</b> the connection between the PDP and</i>

<sup>1</sup> High-quality staff: Individuals who possess the identified experience and education detailed in the job descriptions submitted by applicants.

<sup>2</sup> Student-focused learning: Any instructional strategies, learning experiences, and academic supports that are designed to meet the unique needs, strengths, and abilities of a student or a group of students. The definition was adapted from [student-centered learning](#) in Green, C. & Harrington, C. (2020). Student-centered learning: In principle and in practice. Lansing, MI: Michigan Virtual University.

<sup>3</sup> Traditional classroom activities: Educational activities that are typically adopted by teachers during the school day, including worksheets and practice tests or drills.

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
		<i>the goals, objectives, and activities is not clear.</i>	<i>the goals, objectives, and activities is clear.</i>
b. Implementation of evidence-based instructional practices in the design and implementation of the program structure and activities.	<i>The applicant describes evidence-based practices but does not describe how their PDP will support implementation of the evidence-based instructional practices in the design and implementation of program structure and activities.</i>	<i>The applicant describes evidence-based practices and describes at least one way that their PDP will support implementation of the evidence-based instructional practices in the design and implementation of program structure and activities.</i>	<i>The applicant describes evidence-based practices and clearly describes two or more ways that their PDP will support implementation of evidence-based instructional practices in the design and implementation of program structure and activities.</i>
c. How the program will provide ongoing professional development, training, and evaluation. Dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development.	<i>The applicant only describes how their PDP ongoing professional development, training, and evaluation. They <b>do not</b> address dissemination of promising practices or coordination of professional development for staff.</i>	<i>The applicant describes how their PDP will support ongoing professional development, training, and evaluation, and includes a description of <b>either</b> dissemination of promising practices <b>or</b> coordination of professional development for staff, but not both.</i>	<i>The applicant describes how their PDP will support ongoing professional development, training, and evaluation, and includes a description of both dissemination of promising practices <b>and</b> coordination of professional development for staff.</i>
d. How the program will participate in the required continual quality improvement process, including Program	<i>The applicant describes how their PDP will support participation in only <b>one</b> of the following aspects of the</i>	<i>The applicant describes how their PDP will support participation in the required continual quality</i>	<i>The applicant describes how their PDP will support participation in the required continual quality</i>

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
<p>Quality Assessments (self and external assessments), related staff development and training, and program improvement planning.</p>	<p><i>required continual quality improvement process:</i></p> <ul style="list-style-type: none"> <li>• Program quality assessments (self- and external assessments)</li> <li>• Related staff development and training</li> <li>• Program improvement planning</li> </ul>	<p><i>improvement process, including only <b>two</b> of the following:</i></p> <ul style="list-style-type: none"> <li>• Program quality assessments (self- and external assessments)</li> <li>• Related staff development and training</li> <li>• Program improvement planning</li> </ul>	<p><i>improvement process, including <b>all</b> of the following:</i></p> <ul style="list-style-type: none"> <li>• Program quality assessments (self- and external assessments)</li> <li>• Related staff development and training</li> <li>• Program improvement planning</li> </ul>
<p>e. Provide ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress. Opportunities for staff collaboration are expected to be sustained, coherent, take place at regular times, and be a part of staff’s professional (paid) responsibilities.</p>	<p><i>The applicant describes how their PDP will support ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress but <b>does not</b> describe how opportunities for staff collaboration will be sustained, coherent, take place at regular times, and be a part of staff’s professional (paid) responsibilities.</i></p>	<p><i>The applicant describes how their PDP will support ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress. The applicant partially describes opportunities for staff collaboration by addressing some but not all of the following:</i></p> <ul style="list-style-type: none"> <li>• How staff collaboration will be sustained and coherent</li> <li>• How staff collaboration will take place at regular times</li> </ul>	<p><i>The applicant describes how their PDP will support ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress <b>and</b> describes how opportunities for staff collaboration will be sustained, coherent, take place at regular times, and be a part of staff’s professional (paid) responsibilities.</i></p>

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
		<ul style="list-style-type: none"> <li>How staff collaboration will be a part of staff's professional (paid) responsibilities</li> </ul>	
<p>f. Provide feedback/coaching to staff regarding their practice.</p> <p><b>Score for Track B Only</b></p>	<p>The applicant describes only one way that their PDP will support feedback/coaching to staff regarding their practice.</p>	<p>The applicant describes two ways that their PDP will support feedback/coaching to staff regarding their practice.</p>	<p>The applicant describes at least three ways that their PDP will support feedback/coaching to staff regarding their practice (e.g., coaching will be tailored to staff needs, feedback/coaching will be ongoing, time will be set aside for assessing improvement, etc.).</p>
<p>6. The applicant provides a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant (2023-24 school year) that includes an activity plan that clearly defines tasks, deliverables, roles, accountabilities, dependabilities, timetables, and costs. Programs are expected to be staffed and operational, providing</p>	<p>The applicant provides a plan, however, the plan is missing one of the following components:</p> <ul style="list-style-type: none"> <li>a timeline for program implementation and monitoring that includes being operational by November 2023</li> <li>A description of the process for monitoring progress</li> <li>A description of how the applicant will continue</li> </ul>	<p>The applicant provides a plan that includes each of the following components but does not fully address one or more of the requirements for the components (e.g., timeline doesn't cover the full first year, the process for monitoring is unclear, etc.):</p> <ul style="list-style-type: none"> <li>a timeline for program implementation and monitoring that includes being operational by November 2023</li> </ul>	<p>The applicant provides a detailed plan that includes <b>all</b> of the following components and fully addresses the requirements for each component:</p> <ul style="list-style-type: none"> <li>a timeline for program implementation and monitoring that includes being operational by November 2023</li> <li>A description of the process for monitoring progress</li> <li>A description of how the applicant will continue planning</li> </ul>



Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
services to targeted students and families by November 2023.	<p><i>planning with partners during the first year of the grant</i></p> <ul style="list-style-type: none"> <li><i>An activity plan that clearly defines tasks, deliverables, roles, accountabilities, dependabilities, timetables, and costs</i></li> </ul>	<ul style="list-style-type: none"> <li><i>A description of the process for monitoring progress</i></li> <li><i>A description of how the applicant will continue planning with partners during the first year of the grant</i></li> <li><i>An activity plan that clearly defines tasks, deliverables, roles, accountabilities, dependabilities, timetables, and costs</i></li> </ul>	<p><i>with partners during the first year of the grant</i></p> <ul style="list-style-type: none"> <li><i>An activity plan that clearly defines tasks, deliverables, roles, accountabilities, dependabilities, timetables, and costs</i></li> </ul>



## Section D) Data Collection and Evaluation Plan



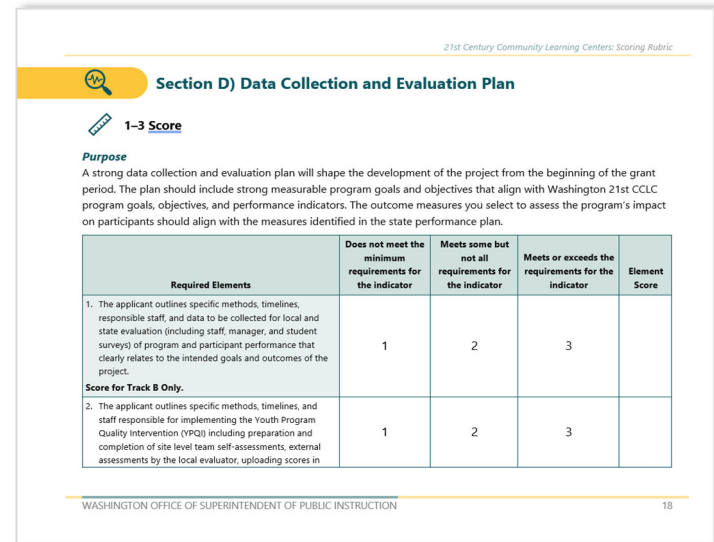
### 1–3 Score

#### Purpose

A strong data collection and evaluation plan will shape the development of the project from the beginning of the grant period. The plan should include strong measurable program goals and objectives that align with Washington 21st CCLC program goals, objectives, and performance indicators. The outcome measures you select to assess the program’s impact on participants should align with the measures identified in the state performance plan.

#### Item-Specific Guidance

Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
1. The applicant outlines specific methods, timelines, responsible staff, and data to be collected for local and state evaluation (including staff, manager, and student surveys) of program	<i>The applicant outlines some, but not all, of the following: specific methods, timelines, responsible staff, and data to be collected for local and state evaluation.</i>	<i>The applicant outlines specific methods, timelines, responsible staff, and data to be collected for local and state evaluation, but they are not clearly related to the</i>	<i>The applicant outlines specific methods, timelines, responsible staff, and data to be collected for local and state evaluation, and they are clearly related to the</i>



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Required Elements	Does not meet the minimum requirements for the indicator 1 point	Meets some but not all requirements for the indicator 2 points	Meets or exceeds the requirements for the indicator 3 points
<p>and participant performance that clearly relates to the intended goals and outcomes of the project.</p> <p><b>Score for Track B Only.</b></p>		<p><i>intended goals and outcomes of the project.</i></p>	<p><i>intended goals and outcomes of the project.</i></p>
<p>2. The applicant outlines specific methods, timelines, and staff responsible for implementing the Youth Program Quality Intervention (YPQI) including preparation and completion of site level team self-assessments, external assessments by the local evaluator, uploading scores in Scores Reporter, and developing improvement goals and supports.</p>	<p><i>The applicant fails to outline the tasks that staff are responsible for as part of the YPQI. OR The applicant outlines the tasks that staff are responsible for as part of the YPQI but the applicant fails to include one of the following sections for all tasks: specific methods, timelines, and staff responsible.</i></p> <p><i>(For example, the applicant is missing a timeline for all YPQI tasks, and/or the applicant does not describe methods for all YPQI tasks.)</i></p>	<p><i>The applicant outlines specific methods, timelines, and staff responsible for some, but not all, of the following tasks related to implementing the YPQI:</i></p> <ul style="list-style-type: none"> <li><i>• Preparation and completion of site level team self-assessments</i></li> <li><i>• External assessments by the local evaluator</i></li> <li><i>• Uploading scores in scores reporter</i></li> <li><i>• Developing improvement goals and supports</i></li> </ul> <p><i>(For example, the applicant may describe the methods and timelines for each task but only include staff responsible for two of the YPQI tasks.)</i></p>	<p><i>The applicant outlines specific methods, timelines, and staff responsible for all of the following tasks related to implementing the YPQI:</i></p> <ul style="list-style-type: none"> <li><i>• Preparation and completion of site level team self-assessments</i></li> <li><i>• External assessments by the local evaluator</i></li> <li><i>• Uploading scores in scores reporter</i></li> <li><i>• Developing improvement goals and supports</i></li> </ul>

<b>Required Elements</b>	<b>Does not meet the minimum requirements for the indicator 1 point</b>	<b>Meets some but not all requirements for the indicator 2 points</b>	<b>Meets or exceeds the requirements for the indicator 3 points</b>
<p>3. The applicant describes the strategies for using data and evaluation results on an ongoing basis to monitor student and program progress, promote continuous program improvement, provide information to stakeholders, and promote sustainability.</p>	<p><i>The applicant describes the strategies for using data and evaluation results on an ongoing basis for only one of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Monitoring student and program progress</i></li> <li>• <i>Promoting continuous program improvement</i></li> <li>• <i>Providing information to stakeholders</i></li> <li>• <i>Promoting sustainability</i></li> </ul>	<p><i>The applicant describes the strategies for using data and evaluation results on an ongoing basis for two of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Monitoring student and program progress</i></li> <li>• <i>Promoting continuous program improvement</i></li> <li>• <i>Providing information to stakeholders</i></li> <li>• <i>Promoting sustainability</i></li> </ul>	<p><i>The applicant describes the strategies for using data and evaluation results on an ongoing basis for all of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Monitoring student and program progress</i></li> <li>• <i>Promoting continuous program improvement</i></li> <li>• <i>Providing information to stakeholders</i></li> <li>• <i>Promoting sustainability</i></li> </ul>



## Section E) Promise as a Model



### 1–3 Score

#### Purpose

The purpose of the Promise as a Model section is to give applicants an opportunity to demonstrate experience and success in operating out-of-school time programs, an understanding of the importance of program partnerships for sustainability, and acknowledgment of the importance of using grant funds appropriately.

#### Item-Specific Guidance

21st Century Community Learning Centers: Scoring Rubric

**Section E) Promise as a Model**

**1–3 Score**

**Purpose**  
The purpose of the Promise as a Model section is to give applicants an opportunity to demonstrate experience and success in operating out-of-school time programs, an understanding of the importance of program partnerships for sustainability, and acknowledgment of the importance of using grant funds appropriately.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant provides data and evidence of their previous experience and success and/or their partners' success (e.g., providing high-quality services, effectively assessing positive student academic and behavioral outcomes) in operating out-of-school programs targeting similar youth populations served by the proposed 21st CCLC program. The applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.	1	2	3	
2. The applicant describes the process used to identify partners and collaborators and how they were involved in the development of the application.	1	2	3	

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Required Elements	Does not meet the minimum requirements for the indicator <b>1 point</b>	Meets some but not all requirements for the indicator <b>2 points</b>	Meets or exceeds the requirements for the indicator <b>3 points</b>
1. The applicant provides data and evidence of their previous experience and success and/or their partners' success (e.g., providing high-quality services, effectively assessing positive student academic and behavioral outcomes) in operating out-of-school programs targeting similar	<p><i>The applicant provides data and evidence of previous experience, but the data and evidence demonstrate the promise of success for only <b>one</b> of the following:</i></p> <ul style="list-style-type: none"> <li>Academic performance and/or achievement</li> <li>Assessment</li> <li>Program monitoring</li> <li>Positive youth development</li> </ul>	<p><i>The applicant provides data and evidence of previous experience, but the data and evidence only demonstrate the promise of success for <b>two or three</b> of the following:</i></p> <ul style="list-style-type: none"> <li>Academic performance and/or achievement</li> <li>Assessment</li> <li>Program monitoring</li> <li>Positive youth development</li> </ul>	<p><i>The applicant provides data and evidence of previous experience and success, and the data and evidence demonstrate the experience or the promise of success for <b>all</b> of the following:</i></p> <ul style="list-style-type: none"> <li>Academic performance and/or achievement</li> <li>Assessment</li> <li>Program monitoring</li> </ul>

<b>Required Elements</b>	<b>Does not meet the minimum requirements for the indicator 1 point</b>	<b>Meets some but not all requirements for the indicator 2 points</b>	<b>Meets or exceeds the requirements for the indicator 3 points</b>
<p>youth populations served by the proposed 21st CCLC program. The applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.</p>			<ul style="list-style-type: none"> <li>• <i>Positive youth development</i></li> </ul>
<p>2. The applicant describes the process used to identify partners and collaborators and how they were involved in the development of the application.</p>	<p><i>The applicant names who the partners are but does not describe the process used to identify partners and collaborators. The applicant does not describe how the partners were involved in the development of the application.</i></p>	<p><i>In the description the applicant includes only one of the following: The applicant describes the process used to identify partners and collaborators. The applicant describes how they were involved in the development of the application.</i></p>	<p><i>The applicant describes both the process used to identify partners and collaborators and how they were involved in the development of the application.</i></p>
<p>3. The applicant describes how each partner’s contribution(s) will help meet the program’s needs and goals. The</p>	<p><i>The applicant identifies partners but does not describe each partner’s contribution(s).</i></p>	<p><i>The applicant identifies partners and describes what each partner will contribute to the program. The applicant describes how some, but</i></p>	<p><i>The applicant identifies partners and describes what each partner will contribute to the program. The applicant describes how all</i></p>

<b>Required Elements</b>	<b>Does not meet the minimum requirements for the indicator 1 point</b>	<b>Meets some but not all requirements for the indicator 2 points</b>	<b>Meets or exceeds the requirements for the indicator 3 points</b>
<p>description should identify the specific name of each community partner who has agreed to provide services and/or activities as part of the proposed community-learning center, and clearly describe their contribution to the goals and objectives of the program.</p>		<p><i>not all, partner's contribution(s) will help meet the program's needs and goals.</i></p>	<p><i>partner's contribution(s) will help meet the program's needs and goals.</i></p>
<p>4. The applicant describes how 21st CCLC funds may be braided with other federal funds to supplement not supplant (e.g., Title I, Title II, Migrant and Bilingual, Title IV A, Child Nutrition, and Temporary Assistance for Needy Families) state and local programs to achieve program goals. The applicant summarizes the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each of the local partners, regardless of the contribution amount.</p>	<p><i>The applicant summarizes the type of contributions made by each of the local partners but does not describe how 21st CCLC funds may be braided with other federal funds to supplement not supplant state and local programs to achieve program goals.</i></p>	<p><i>The applicant describes how 21st CCLC funds may be braided with other federal funds to supplement not supplant state and local programs to achieve program goals, and summarizes the type of contribution made by some, but not all, of the local partners.</i></p>	<p><i>The applicant describes how 21st CCLC funds may be braided with other federal funds to supplement not supplant state and local programs to achieve program goals, and summarizes the type of contributions made by all of the local partners.</i></p>

<p><b>Required Elements</b></p>	<p><b>Does not meet the minimum requirements for the indicator</b> <b>1 point</b></p>	<p><b>Meets some but not all requirements for the indicator</b> <b>2 points</b></p>	<p><b>Meets or exceeds the requirements for the indicator</b> <b>3 points</b></p>
<p>5. The applicant outlines a sustainability plan. A sustainability plan must specify how the program will accomplish sustainability after the grant period has concluded. The plan includes a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships. The sustainability plan will use effective, realistic means to maintain funding and continue the program. The applicant will provide evidence of understanding the commitment of sufficient in-kind/matching funds in years 3 and 4 to continue the original level of service to the original number of students proposed to be served.</p>	<p><i>The applicant outlines a sustainability plan, but the plan only addresses one of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>A description of current public/private partnerships</i></li> <li>• <i>A description of the plans to expand these partnerships</i></li> <li>• <i>A description of the plans to develop public/private partnerships</i></li> <li>• <i>Evidence of understanding the commitment of sufficient in-kind/matching funds in years 3 and 4 to continue the original level of service to the original number of students proposed to be served</i></li> </ul>	<p><i>The applicant outlines a sustainability plan, but the plan addresses only two of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>A description of current public/private partnerships</i></li> <li>• <i>A description of the plans to expand these partnerships</i></li> <li>• <i>A description of the plans to develop public/private partnerships</i></li> <li>• <i>Evidence of understanding the commitment of sufficient in-kind/matching funds in years 3 and 4 to continue the original level of service to the original number of students proposed to be served</i></li> </ul>	<p><i>The applicant outlines a sustainability plan and includes all of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>A description of current public/private partnerships</i></li> <li>• <i>A description of the plans to expand these partnerships</i></li> <li>• <i>A description of the plans to develop public/private partnerships</i></li> <li>• <i>Evidence of understanding the commitment of sufficient in-kind/matching funds in years 3 and 4 to continue the original level of service to the original number of students proposed to be served</i></li> </ul>





## Section F) Budget Narrative



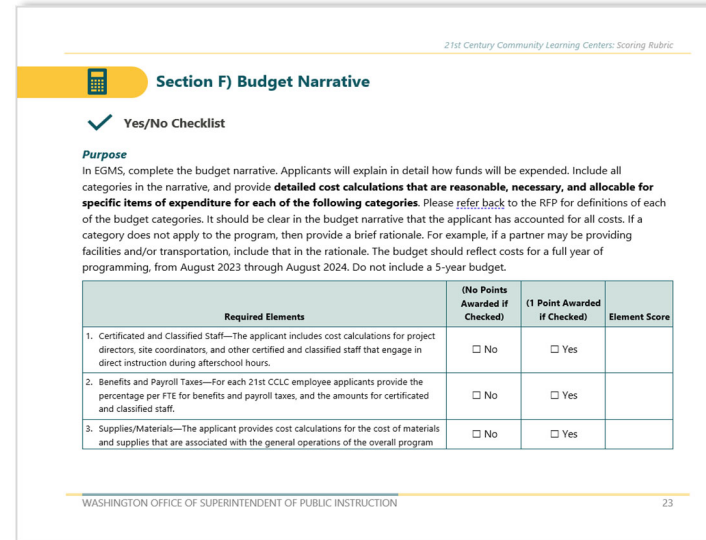
1–3 Score

### Purpose

In EGMS, complete the budget narrative. Applicants will explain in detail how funds will be expended. Include all categories in the narrative, and provide **detailed cost calculations that are reasonable, necessary, and allocable for specific items of expenditure for each of the following categories.** Please refer back to the RFP for definitions of each of the budget categories. It should be clear in the budget narrative that the applicant has accounted for all costs. If a category does not apply to the program, then provide a brief rationale. For example, if a partner may be providing facilities and/or transportation, include that in the rationale. The budget should reflect costs for a full year of programming, from August 2023 through August 2024. Do not include a 5-year budget.

### Item-Specific Guidance

Required Elements	Check “No” if criteria describe the response No points awarded if checked	Check “Yes” if all criteria are met 1 point
1. Certificated and Classified Staff— The applicant includes cost calculations for project directors, site coordinators, and other certified	<i>The cost calculations are incomplete because of one or both of the following reasons:  1) The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for</i>	<i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for certificated and classified staff. The applicant</i>



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Required Elements	Check "No" if criteria describe the response No points awarded if checked	Check "Yes" if all criteria are met 1 point
and classified staff that engage in direct instruction during afterschool hours.	<p><i>certificated and classified staff. Please note, reviewer may need to refer to staffing model included in the application.</i></p> <p><i>2) The applicant includes cost calculations <b>for some, but not all</b>, proposed certificated and classified staff.</i></p>	<p><i>also includes cost calculations for <b>all</b> proposed certificated and classified staff.</i></p>
2. Benefits and Payroll Taxes—For each 21st CCLC employee applicants provide the percentage per FTE for benefits and payroll taxes, and the amounts for certificated and classified staff.	<p><i>The cost calculations are incomplete because of one or both of the following reasons:</i></p> <p><i>1) The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for the percentage FTE for benefits and payroll taxes and/or the amounts for certificated and classified staff.</i></p> <p><i>2) The applicant provides the percentage per FTE for benefits and payroll taxes, and the amounts <b>for some, but not all</b>, certificated and classified staff.</i></p>	<p><i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for benefits and payroll taxes. The applicant provides the percentage per FTE for benefits and payroll taxes, and the amounts for <b>all</b> certificated and classified staff.</i></p>
3. Supplies/Materials—The applicant provides cost calculations for the cost of materials and supplies that are associated with the general operations of the overall program and typically are consumed within a short amount of time (e.g., instructional supplies, postage, office supplies, etc.).	<p><i>The cost calculations are incomplete because of one or both of the following reasons:</i></p> <p><i>1) The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for materials and supplies. Please note that the reviewer may need to refer to the description of activities provided in the application.</i></p> <p><i>2) The applicant provides cost calculations for the cost of <b>some, but not all</b>, materials and supplies.</i></p>	<p><i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for materials and supplies. The applicant provides cost calculations for <b>all</b> materials and supplies.</i></p>
4. Instructional Resources—The applicant provides cost calculations	<p><i>The cost calculations are incomplete because of one or both of the following reasons:</i></p>	<p><i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for</i></p>

Required Elements	Check “No” if criteria describe the response No points awarded if checked	Check “Yes” if all criteria are met 1 point
<p>for all instructional materials, materials that support youth development activities, curriculum materials, workbooks, audio-visual and electronic devices, etc.</p>	<p>1) The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for instructional materials, materials that support youth development activities, curriculum materials, workbooks, audio-visual and electronic devices, etc. Please note that the reviewer may need to refer to the description of activities provided in the application.</p> <p>2) The applicant provides cost calculations for the cost of <b>some, but not all</b>, instructional materials, materials that support youth development activities, curriculum materials, workbooks, audio-visual and electronic devices, etc.</p>	<p>materials and supplies. The applicant provides cost calculations for <b>all</b> instructional materials, materials that support youth development activities, curriculum materials, workbooks, audio-visual and electronic devices, etc.</p>
<p>5. Purchased Services—The applicant provides cost calculations for services and associated goods from independent contractors or service providers that are rendered to the fiscal agent under expressed or implied contracts.</p>	<p>The cost calculations are incomplete because of one or both of the following reasons:</p> <p>1) The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for services and associated goods from independent contractors or service providers that are rendered to the fiscal agent under expressed or implied contracts. Please note that the reviewer may need to refer to the description of activities provided in the application.</p> <p>2) The applicant provides cost calculations for the cost of <b>some, but not all</b>, services and associated goods from independent contractors or service providers that are rendered to the fiscal agent under expressed or implied contracts.</p>	<p>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for materials and supplies. The applicant provides cost calculations for <b>all</b> services and associated goods from independent contractors or service providers that are rendered to the fiscal agent under expressed or implied contracts.</p>

Required Elements	Check "No" if criteria describe the response No points awarded if checked	Check "Yes" if all criteria are met 1 point
<p>6. Travel—The applicant provides cost estimates for travel that is required to administer the program and for continued funding. See handbook for required training.</p>	<p><i>The cost calculations are incomplete because of one or both of the following reasons:</i></p> <p>1) <i>The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for travel that is required to administer the program and for continued funding. Please note that the reviewer may need to refer to the description of activities provided in the application.</i></p> <p>2) <i>The applicant provides cost calculations for the cost of <b>some, but not all</b>, travel that is required to administer the program and for continued funding.</i></p>	<p><i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for materials and supplies. The applicant provides cost calculations for <b>all</b> travel that is required to administer the program and for continued funding.</i></p>
<p>7. Transportation—The applicant includes the cost of transporting students to and from the after-school program. If a partner provides transportation, the cost calculations include the estimated value of the contribution in the Cash Value of Contribution section. The applicant includes the costs of events such as a field trip.</p>	<p><i>The cost calculations are incomplete because of one or both of the following reasons:</i></p> <p>1) <i>The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for transporting students to and from the after-school program. Please note that the reviewer may need to refer to the description of transportation provided in the application.</i></p> <p>2) <i>The applicant <b>does not</b> include the costs of events such as a field trips, that are outlined in the application.</i></p>	<p><i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for materials and supplies. The applicant includes the cost of transporting students to and from the after-school program (whether it is part of the program budget or the estimated value of a partner contribution noted in the Cash Value of Contribution section). The applicant <b>includes</b> the costs of events such as a field trip.</i></p>
<p>8. Professional Development—The applicant includes the costs associated with the regular and</p>	<p><i>The cost calculations are incomplete because of one or both of the following reasons:</i></p>	<p><i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for providing ongoing professional development</i></p>

Required Elements	Check "No" if criteria describe the response No points awarded if checked	Check "Yes" if all criteria are met 1 point
ongoing professional development activities. These costs should align with the professional development plan (PDP).	<p>1) <i>The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for providing ongoing professional development activities. Please note that the peer reviewer may need to refer to the description of professional development activities included in the application.</i></p> <p>2) <i>The applicant includes costs associated with regular and ongoing professional development activities; <b>however</b>, the costs <b>do not align</b> with the PDP.</i></p>	<p><i>activities. The applicant includes costs associated with regular and ongoing professional development activities, <b>and</b> the costs <b>align</b> with the PDP.</i></p>
<p>9. Evaluation—The applicant provides the hourly or daily rate, or the estimated number of hours/days anticipated for an independent evaluator to support statewide and local evaluation. This should include federal data reporting assistance, local evaluation report costs, travel, YPQI observations, lodging, etc. The cost calculation must include the cost of the evaluator to attend approximately three days of OSPI meetings/training. The total cost of evaluation cannot exceed 10% of the overall grant budget.</p>	<p><i>The cost calculations are incomplete because of one or more of the following reasons:</i></p> <p>1) <i>The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for an independent evaluator to support statewide and local evaluation.</i></p> <p>2) <i>The applicant includes an overall budget but <b>does not</b> provide calculations for the hourly or daily rate, or the estimated number of hours/days anticipated for an independent evaluator to support statewide and local evaluation</i></p> <p>3) <i>The total cost of the evaluation exceeds budget threshold (i.e., evaluation must not exceed 10% of overall budget)</i></p> <p>4) <i>the cost calculations only account for <b>some, but not all</b>, of the following evaluation activities:</i></p>	<p><i>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for an independent evaluator to support statewide and local evaluation. The applicant provides cost calculations for the hourly or daily rate, or the estimated number of hours/days anticipated for an independent evaluator to support statewide and local evaluation, and the rate remains within 10% of the budget threshold. The cost calculations account for <b>all</b> of the following evaluation activities:</i></p> <ul style="list-style-type: none"> <li>• <i>Federal data reporting assistance</i></li> <li>• <i>Local evaluation report costs</i></li> <li>• <i>Travel and lodging</i></li> <li>• <i>YPQI observations</i></li> </ul>

Required Elements	Check "No" if criteria describe the response No points awarded if checked	Check "Yes" if all criteria are met 1 point
	<ul style="list-style-type: none"> <li>• Federal data reporting assistance</li> <li>• Local evaluation report costs</li> <li>• Travel and lodging</li> <li>• YPQI observations</li> <li>• YPQI meeting/trainings</li> </ul>	<ul style="list-style-type: none"> <li>• YPQI meeting/trainings</li> </ul>
<p>10. Conferences—The applicant provides the costs associated with conference attendance—travel, registration, hotel, and per-diem to improve the 21st CCLC staff’s professional development. Travel for non-21st CCLC staff is not permitted. Applicants must limit out of state travel for conferences to once every year per staff member.</p>	<p>The cost calculations are incomplete because of one or more of the following reasons:</p> <ol style="list-style-type: none"> <li>1) The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for conferences.</li> <li>2) The applicant provides <b>some, but not all</b>, costs associated with conference attendance.</li> <li>3) The applicant <b>does not</b> limit out of state travel to once every year per staff member.</li> </ol>	<p>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for conferences. The applicant provides <b>all</b> costs associated with conference attendance.</p>
<p>11. Facilities—The applicant provides the cost associated with facilities rental or lease agreements to house the project.</p>	<p>The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for facilities rental or lease agreements. Please note that the reviewer may need to refer to the description of activities provided in the application.</p>	<p>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable for the cost associated with facilities rental or lease agreements to house the project.</p>
<p>12. Youth Program Quality Intervention/Assessment materials—The applicant provides cost calculations for purchasing the required box set of materials and</p>	<p>The cost calculations are incomplete because of one or more of the following reasons:</p> <ol style="list-style-type: none"> <li>1) The applicant includes cost calculations that <b>are not</b> reasonable, necessary, and allocable for purchasing the required box set of materials and</li> </ol>	<p>The applicant includes cost calculations that <b>are</b> reasonable, necessary, and allocable. The applicant provides the cost calculations for purchasing the required box set of materials</p>

Required Elements	Check "No" if criteria describe the response No points awarded if checked	Check "Yes" if all criteria are met 1 point
<p>required training directly from the David P. Weikart Center. New sites will need to allocate \$1,200 per site for guidebooks, handbooks, posters, registrations for webinars, and live trainings. Programs may be responsible for purchasing additional trainings and materials from the Weikart Center or Schools Out WA.</p>	<p><i>required training directly from the David P. Weikart Center.</i></p> <p>2) <i>The applicant provides the cost calculations for <b>either</b> purchasing the required box set of materials <b>or</b> required training directly from the David P. Weikart Center, <b>but not both.</b></i></p>	<p><b>and</b> <i>required training directly from the David P. Weikart Center.</i></p>



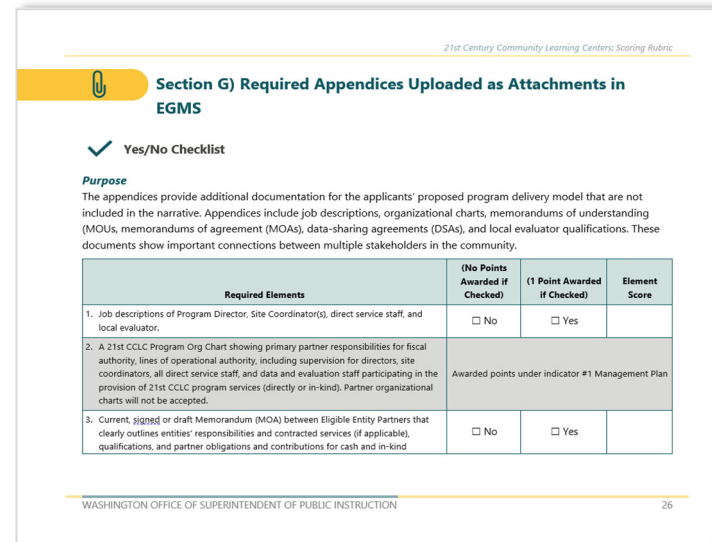
## Section G) Required Appendices Uploaded as Attachments in EGMS



### Yes/No Checklist

#### Purpose

The appendices provide additional documentation for the applicants' proposed program delivery model that are not included in the narrative. Appendices include job descriptions, organizational charts, memorandums of understanding (MOUs, memorandums of agreement (MOAs), data-sharing agreements (DSAs), and local evaluator qualifications. These documents show important connections between multiple stakeholders in the community.



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#### Item-Specific Guidance

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)
1. Job descriptions of Program Director, Site Coordinator(s), direct service staff, and local evaluator.	<i>Application attached fewer job descriptions than staff proposed in the application.</i>	<i>Application attached <b>all</b> job descriptions for staff proposed in the application.</i>
2. A 21st CCLC Program Org Chart showing primary partner responsibilities for fiscal authority, lines of operational authority, including supervision for directors, site coordinators, all direct service staff, and data	Awarded points under indicator #1 Management Plan	



Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)
<p>and evaluation staff participating in the provision of 21st CCLC program services (directly or in-kind). Partner organizational charts will not be accepted.</p>		
<p>3. Current, signed or draft Memorandum (MOA) between Eligible Entity Partners that clearly outlines entities' responsibilities and contracted services (if applicable), qualifications, and partner obligations and contributions for cash and in-kind contributions. It clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant.</p>	<p>Check "No" if <b>any</b> of the following are true:</p> <ul style="list-style-type: none"> <li>• MOA is not attached.</li> <li>• MOA is not signed.</li> <li>• MOA does not outline entities' responsibilities and contracted services (if applicable), qualifications, and partner obligations and contributions for cash and in-kind contributions.</li> </ul>	<p>Check "Yes" if <b>all</b> of the following are true:</p> <ul style="list-style-type: none"> <li>• MOA is attached.</li> <li>• MOA is signed.</li> <li>• MOA outlines entities' responsibilities and contracted services (if applicable), qualifications, and partner obligations and contributions for cash and in-kind contributions.</li> </ul>
<p>4. Criteria for Data Sharing Agreement—The applicant includes a signed or draft data sharing agreement that clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant. The agreement should be specific enough to ensure that the school representatives understand that the data sharing agreement must enable the program to meet the data collection, reporting, and sharing requirements as outlined in the assurances and Evaluation section of the narrative.</p>	<p>Check "No" if <b>any</b> of the following are true:</p> <ul style="list-style-type: none"> <li>• DSA is not attached.</li> <li>• DSA is not signed.</li> <li>• DSA does not clearly state the school district will execute a data sharing agreement with the applicant if they are awarded the grant.</li> <li>• DSA does not include specific information to ensure that the school representatives understand that the data sharing agreement must enable the program to meet the data collection, reporting and sharing requirements outlined in the</li> </ul>	<p>Check "Yes" if <b>all</b> of the following are true:</p> <ul style="list-style-type: none"> <li>• DSA is attached.</li> <li>• DSA is signed.</li> <li>• DSA clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant.</li> <li>• DSA includes specific information to ensure that the school representatives understand that the data sharing agreement must enable the program to meet the data collection, reporting and sharing requirements outlined in the assurances, and</li> </ul>

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)
	<i>assurances, and the Data Collection and Evaluation section of the narrative.</i>	<i>the Data Collection and Evaluation section of the narrative.</i>
<p>5. Local evaluator résumés and/or curriculum vitae, or other documents describing the qualifications of the local evaluator including educational background and experience evaluating similar programs. The local evaluator can be individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.</p>	<p><i>Local evaluator résumés, curriculum vitae, or other documents describing the qualifications of the local evaluator including educational background and experience evaluating similar programs <b>are not</b> attached.</i></p>	<p><i>Local evaluator résumés, curriculum vitae, or other documents describing the qualifications of the local evaluator including educational background and experience evaluating similar programs <b>are attached.</b></i></p>

## Section H) Priority Funding

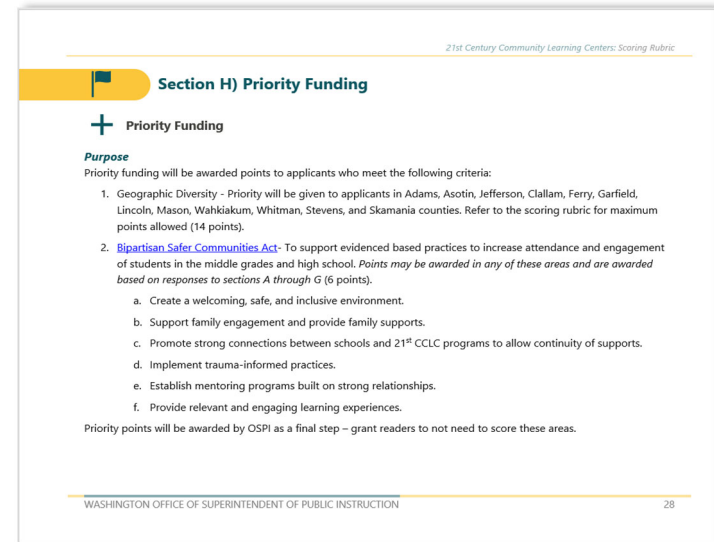
### + Priority Funding

#### **Purpose**

Priority funding will be awarded points to applicants who meet the following criteria:

1. Geographic Diversity - Priority will be given to applicants in Adams, Asotin, Jefferson, Clallam, Ferry, Garfield, Lincoln, Mason, Wahkiakum, Whitman, Stevens, and Skamania counties. Refer to the scoring rubric for maximum points allowed (14 points).
2. [Bipartisan Safer Communities Act](#)- To support evidenced based practices to increase attendance and engagement of students in the middle grades and high school. *Points may be awarded in any of these areas and are awarded based on responses to sections A through G* (6 points).
  - a. Create a welcoming, safe, and inclusive environment.
  - b. Support family engagement and provide family supports.
  - c. Promote strong connections between schools and 21<sup>st</sup> CCLC programs to allow continuity of supports.
  - d. Implement trauma-informed practices.
  - e. Establish mentoring programs built on strong relationships.
  - f. Provide relevant and engaging learning experiences.

Priority points will be awarded by OSPI as a final step – grant readers to not need to score these areas.



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