

21<sup>st</sup> Century Community Learning Center Scoring Rubric 2019-20/Cohort 16

NAME OF REVIEWER:	DATE:
APPLICANT Name:	TOTAL POINTS: /168 points

Profile Page (iGrants)				
Profile Page (iGrants) Includes site profile information, subject and curriculum information, partnership information, and grant amount requested, etc.				
Required Elements	Does not meet minimum requirements for the indicator	There is weak to moderate evidence for the indicator	Meets or exceeds requirements for the indicator	Your Score /13
1. Program operates September through June.	0	Intentionally left blank	2	
2. Program operates a minimum 12 hours per week, 4 days per week, 2 hours per day.	0	Intentionally left blank	2	
3. Poverty is a minimum of 40% per site.	0	Intentionally left blank	2	
4. Program is offering family engagement activities at least 2 hours per month. Curriculum/activities are specific	0	1	2-3	

to content area and targeted population of families.				
5. Differentiation in programming exists between sites. Programming provides support in academic content areas, and enrichment activities. Curriculum/activities are specific to content area and targeted population of students.	0	1-2	3-4	
Comments:				
Proposal Narrative				
<u>Need for Program</u> Applicants are required to evaluate the community 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-and after-school programs in your community including a summer program. Data should be current and should include community and site specific needs.				
Required Elements	There is no evidence that the proposal evaluated the needs of the targeted students and families	There is weak to moderate evidence that the proposal evaluated the needs of the targeted students and families	There is clear and convincing evidence that the proposal evaluated the needs of the targeted students and families	Your Score  /12

<p>1. For each site, provide 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 school sites, please include dropout statistics, Healthy Youth Survey data, and any other compelling objective data demonstrating local unmet need.</p>	0	1-2	3	
<p>2. Describe any during-school programs currently serving your target population, and explain why these services are insufficient to meet identified needs.</p>	0	1-2	3	
<p>3. Describe the academic, social, emotional, cultural, physical health, and development assets and needs of the students and families to be served.</p>	0	1-2	3	
<p>4. If parents and/or youth have been surveyed about their assets, needs and interests, please include a summary of survey results, the number surveyed, and dates that surveys were completed.</p>	0	1-2	3	
<p>Comments:</p>				

<u>Quality of Project Design</u> 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 develop of the students served.				
Required Elements	Does not meet minimum requirements for the indicator	There is weak to moderate evidence for the indicator	There is clear and convincing for the indicator	Your Score
				/22
1. A detailed table is included with program goals, measureable objectives, activities, 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, summer school).	0	2-3	4-6	
2. Applicant included at least four program goals in the table, specifically aligned to the state performance goals. At least one goal measures student academic gains in mathematics and/or reading and/or science. One goal measures quality program implementation and improvement strategies. One goal measures active and meaningful family	0	2-3	4-5	

engagement and educational opportunities.				
3. Describe the measures of student success and how they align with the regular academic program of the school and the academic needs of participating students, <i>and</i> how they will be used to plan program activities.	0	1-2	3	
4. Describe how the activities are expected to improve student academic achievement as well as overall student success.	0	1-2	3	
5. <b>Bonus Points</b> -Describe how the program is implementing Social Emotional Learning strategies to the targeted students described in the application.	0	1-3	4-5	
<u>Participant Recruitment and Retention</u>	There is no evidence of recruitment and retention efforts of the targeted population.	There is weak to moderate evidence of recruitment and retention efforts of the targeted population.	There is clear and convincing evidence of recruitment and retention efforts of the targeted population.	Your Score  /8
1. Describe how the program will identify, target, and recruit students and families.	0	1	2	
2. Describe how you will inform and engage private schools and eligible private school students,	0	1	2	

eligible Tribal Compact Schools and eligible Native American Students, and homeschoolers in 21st CCLC Program services.				
3. Describe the strategies you will use to maintain enrollment over time (utilizing student interests and creativity, leadership, activity-based learning, effective partnerships, etc.).	0	1	2	
4. Describe how information about the center and program services will be disseminated to the wider community.	0	1	2	
Comments:				
<u>Family Engagement and Educational Strategies</u>	There is no evidence of family engagement education strategies	There is limited to moderate evidence of family engagement education strategies	There is clear and convincing evidence of family engagement education strategies	Your Score /3
1. Describe how the program will offer families opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Family engagement strategies should be ongoing and sustained over time.	0	1-2	3	
Comments:				

<u>Linkages to the School and District</u>	There is no evidence of linkages to the School and/or District	There is weak to moderate evidence of linkages to the School and/or District	There is clear and convincing evidence of linkages to the School and/or District	Your Score
1. Describe the ways in which the program will connect to the regular school day; including such things as, regular communication with the principal, teachers, and school support staff, shared staff, membership on the School Improvement Team or other leadership groups, homework policies and practices, and use of space.	0	1-2	3	/6
2. Describe how the program activities will be targeted to the students' academic and behavioral needs, and how instruction will be aligned to the curriculum and instruction of the regular school day.	0	1-2	3	
Comments:				
<u>Transportation and Safety</u>	There is no evidence of transportation and safety procedures in place	There is weak to moderate evidence of transportation and safety procedures in place	There is clear and convincing transportation and safety procedures in place	Your Score /7

1. A written agreements and/or contracts with transportation providers (i.e., the school district, public transit, etc.), has been provided.	0	1	2	
2. Describe how the program will ensure age-appropriate and safe transportation and how the participants will get to the program, get home from the program, and travel to off-site programs or activities.	0	1-2	3	
3. Describe how the center is a safe and accessible site.	0	1	2	
Comments:				
<u>Notification of Intent to Apply/Dissemination of Information to the Community</u>	There is no evidence of Notification of Intent to Apply/Dissemination of Information to the Community	There is weak to moderate evidence Notification of Intent to Apply/Dissemination of Information to the Community	There is clear and convincing evidence of Notification of Intent to Apply/Dissemination of Information to the Community	Your Score
				/4
1. Describe 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.	0	1	2	
2. Describe how the community will be given notice of an intent to submit an application and that the	0	1	2	



application will be available for public review after submission of the application.				
Comments:				
<u>Management Plan</u> 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.				
<u>Required Elements</u>	There is no evidence for the indicator	There is weak to moderate evidence for the indicator	There is clear and convincing evidence for the indicator	Your Score /19
1. Attach 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 21 <sup>st</sup> CCLC. (For example, the site coordinator may be .8 FTE, or 80 percent full-time, or work 32 hours a week.)	0	1-2	3-4	
2. Describe qualifications and experience you will require of the program director, site coordinator(s), and direct service staff. Describe how the director, site coordinator(s), and direct service staff will fit into the existing structure of the school or organization.	0	1	2	

<p>3. Identify strategies to recruit and maintain high-quality staff that will facilitate the implementation of student-focused, learning that aligns with the challenging state academic standards and goes beyond the traditional classroom activities.</p>	0	1	2	
<p>4. Describe a professional development plan (PDP) that will support the following <i>(Please assign 1 point for each of the following indicators described in the PDP; 6 points possible).</i></p>	<p>Implementation of the 21<sup>st</sup> CCLC goals, objectives, and activities.</p>	<p>Implementation of evidence-based instructional practices.</p>	<p>How the program will provide ongoing professional development, training, evaluation, dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development</p>	
	<p>How the program will participate in the required Program Quality Assessment, staff development, training, and program improvement planning</p>	<p>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</p>		
	<p>Provide reflective feedback/coaching regarding their practice</p>			
<p>5. Provide a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant. (Programs need to be staffed and operational, providing services to targeted</p>	0	1-2	3-4	

students and families by September 30 of the first year of funding and by the second week of the school year in future years.)				
Comments:				
<p><u>Data Collection and Evaluation Plan</u>  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 21<sup>st</sup> 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.</p>				
Required Elements	There is no evidence for the indicator	There is weak to moderate evidence for the indicator	There is clear and convincing evidence for the indicator	Your Score /13
1. Identify the individual(s), organization(s), or entity(s) that will conduct the independent local evaluation, including a description of the qualifications of the evaluator, educational background, and experience in evaluating similar programs.	0	1-2	3	
2. Outline specific methods, timelines, responsible staff, and data to be collected for local and state evaluation (including staff, manager and student surveys) of program and participant performance that clearly relates to	0	1-2	3-4	

the intended goals and outcomes of the project.				
3. Outline specific methods, timelines, and staff responsible for Youth Program Quality Intervention 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.	0	1-2	3-4	
4. Describe 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.	0	1	2	
Comments:				
Promise as a Model	There is no evidence for the indicator	There is weak to moderate evidence for the indicator	There is clear and convincing evidence for the indicator	Your Score /9
1. Provide data and evidence of previous experience and success of the applicant and/or partners (e.g., positive student academic and behavioral outcomes) in	0	1-2	3	

operating out-of-school programs targeting similar youth populations served by the proposed 21 <sup>st</sup> CCLC program.				
2. Describe the process used to identify partners and collaborators. How they were involved in the development of the application, and how each partner's contribution(s) will help meet the program's needs and goals.	0	1	2	
3. Describe how the project will collaborate with other agencies, how 21 <sup>st</sup> 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.	0	1	2	
4. Outline a sustainability plan. A sustainability plan must specify how the program will accomplish sustainability after the grant period has concluded. Include a description of current	0	1	2	

<p>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.</p>				
<p>Comments:</p>				

<p><u>Budget Narrative</u>            In iGrants, 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.</p>				
Required Elements	No Evidence	Weak to moderate evidence with some cost calculations	Clear and convincing evidence with detailed cost calculations	Your Score /33
1. Certificated and Classified Staff	0	1	2-3	
2. Benefits and Payroll Taxes	0	1	2-3	
3. Supplies/Materials	0	1	2-3	
4. Instructional Resources	0	1	2-3	
5. Purchased Services	0	1	2-3	
6. Travel	0	1	2-3	
7. Transportation	0	1	2-3	
8. Professional Development	0	1	2-3	
9. Evaluation	0	1	2-3	
10. Conferences	0	1	2-3	

11. Facilities	0	1	2-3	
Comments:				
Required Appendices Uploaded as Attachments	There is no evidence of uploaded Appendices	There is weak to moderate evidence in the uploaded Appendices	There is clear and convincing evidence of the uploaded Appendices	Your Score /9
1. Job Descriptions of Program Director, Site Coordinator, any other staff identified to meet the targeted population of students and families.	0	1	2-3	
2. A 21 <sup>st</sup> CCLC Program Org Chart	Awarded points under indicator #1 Management Plan			
3. Current, signed Memorandum (MOA) between Eligible Entity Partners that clearly outlines entities responsibilities.	0	1	2-3	
4. Current, signed Data-Sharing Agreement between evaluators, school principle(s), and eligible entity partners.	0	1	2-3	
Comments:				
Bonus Points				Your Score
WA Priorities For Funding	At least 1 school 80% or higher poverty based on free and reduced-price lunch	At least 1 school is Comprehensive or Targeted Support	Applicants that do not currently have a 21 <sup>st</sup> CCLC Grant as of 9/01/19	/10
	3	3	4	