|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reader Scoring Rubric with criteria** | | | | |
| **Absolute Priority-Scored By WDE**  **Part 1-10 pts At** least 51% of schools served at Schoolwide or 40% Free and Reduced lunch eligible.  **Part 2-5 pts** Section 1116-Schools in Need of Improvement status and submitted with collaboration between and LEA and one other organization. | | | | |
| **Competitive Priorities-Scored By WDE** | | | | |
| **3 pts-**STEM programming with STEM **SMART objective** | | | | |
| **5 pts-**Novice Applicants- No active 21CCLC award. Applicants whose last grant ended in May 2014 or earlier. | | | | |
| **8 pts-**Comprehensive program-12 hrs/week or 3hrs/day-4 days/week (minimum 24 weeks) and propose to provide at least 6 weeks of programming (4 days/week and 3 hrs/day or at least 72 hours of programming) during the summer | | | | |
| **3 pts-** College and Career Readiness Initiative-using youth development and enrichment activities, define a CCR objective, strategies and activities based on grade-appropriate CCR skills. | | | | |
| **2 pts-**Successful Subgrantees having only a cohort 6 grant- Funding ending April 2015. | | | | |
| **1) Contact Information – Subtract 2 pts if incomplete** | | | | |
| \* | At least .5FTE Project Coordinator is designated to manage the program or an acceptable rationale is given as to how the program director work will be completed using other funding sources | |  | |
| **Deductions** | | | | |
| Comments to Add into GMS: | | | | |
| **2) Applicant Information - Subtract 2 pts for each missing criteria** | | | | |
| **Criteria:** | | |  | |
| \* | Applicant is eligible, information is complete, and questions are answered. If no other funding sources are to be used with 21CCLC funds, it should be stated in the text box. | |  | |
| \* | Applicant defines current 21CCLC status | |  | |
| \* | If school district applicant-Partner with a Community-based Organization, For CBO- Partner with other local organizations to leverage funds and offer a more diverse program. | |  | |
| \* | Applicant indicates the priorities for which they qualify and provides details. | |  | |
| **Deductions** | | |  | |
| Comments to Add into GMS: | | | | |
| **3) Capacity (maximum 12 pts)** | | | | |
|  | | |  | | --- | | a) Applicant has all safety/crises plans in place (0-6pts) | | Student supervision at all times (1pt) | | Background check BEFORE working w/student(1pt) | | Weather(1pt) | | Fire & emergency/crisis procedures(1pt) | | Safe drop off & pick up(1pt) | | Parent notification re: attendance(1pt) | | Other? | |  | |
|  | | |  | | --- | | b) Applicant addressed transportation needs (0-3 pts) | | getting to and from the center (1pt) | | field trip information dissemination(1pt) | | bus safety training(1pt) | | other? | |  | |
|  | | |  | | --- | | c) Applicant has addressed grants management capacity, including... (0-3 pts) | | training in EDGAR & OMB Circulars (1pt) | | confirmation of risk status (1pt) | | History of compliance (1pt) | |  | |
| **Total** | | |  | |
| Comments to Add into GMS: | | | | |
| **4) Population/Needs Assessment (maximum 17 pts)** | | | | |
| Relevant data substantiates that the schools are high need. 40% or more free/reduced (F&R)meals and/or have Title I targeted -assistance designation or are Schoolwide Title I, as well as having the ability to serve a large percentage of the schools enrolled students who have low proficiency on state assessments.. | | | | |
| **Criteria:** Score each criteria | | | **Score** | |
| Proposal clearly shows that the populations to be served: | | |  | |
|  | | |  | | --- | | **a) Title 1 & Schoolwide served schools…** | | At least one Title I, Schoolwide TI school, or school ≥ 40% F&R % (1 pt) **or** | | 50% or more schools **Schoolwide TI** **and/or** over 40% F&R (2 pts) **or** | | All schools served are Schoolwide Title 1 **and/or** over 40% F&R (4 pts) | | **b) Percentage of students served (participant estimate)…** | | 10% of enrollment of all schools served (0 pts) **or** | | 11-25% of enrollment of all schools served (2 pt) **or** | | ≥26% of enrollment of all schools served. (4 pts) | | **c) Academic need on 2012-13 PAWS/ MAP…** | |  15% on Rdg/LangArts (1 pt) or | | 16- 20% on Rdg/LangArts (2 pts) or | | ≥26% on Rdg/LangArts ( 3 pts) | |  15% on Math (1 pts) or | | 16- 20% on Math (2 pts) **or** | | ≥26% on Math ( 3 pts) | | **d) Additional Needs statement…(0-3 pts)** | | Clarification of the target population (2pts) | | Clarify unique needs of school/community (1pt) | |  | |
|  | |  |  | |
| *Relevant data substantiates academic underachievement in reading/language arts and/or math. School level PAWS scores and/or MAP scores from 2012-13 for PAWS and 2013-14 MAP.* | | | **Score** | |
| **Total** | | | |  |
| Comments to Add into GMS: | | | | |
| **5) Center/Site Information- Subtract 2 pts each, if incomplete** | | | | |
| **Criteria:** Score each criteria | | | | **Score** |
|  | | Centers listed match those in Typical Operations (2 pts) |  | |
|  | | Centers listed and the students they serve (grades, target groups) are clearly included in the program objectives and strategies under the Performance Goals tab. (2pts) |  | |
| **Total** | | | | |
| Comments to Add into GMS: | | | | |
| **6) Typical Operations (maximum 25 pts)** | | | | |
| Typical operations articulate a strong program with an array of highly engaging activities for a variety of age groups conducted by a trained staff. Designed for students to attend long-term as part of an ongoing program (not drop–in or intermittent sessions). Safe travel to and from the centers and home is provided if needed. Operating hours maximize the non-school (after school, holidays, and summer) time frame. Hours, days, and weeks that the program is open are based upon the needs of the families. Area location lacks high quality activities for youth. | | | | |
|  | | | **Score** | |
| Look for the following: | | |  | |
|  | |  | | --- | | a) Operating hours allow for ample **extended learning time** for the targeted student population **& serve the needs of families.** (2 pts) (**Comprehensive**) | | b) Program design reflects **coherent, ongoing** program to encourage **regular attendance (continuity of programs** regardless of topics vs. short, frequent sessions) (0-4 pts) | | c) The school year & holiday time frames maximized… | | After school (1 pt) | | before school (1 pt) | | holidays/teacher work days (1 pt) | | d) Summer Program time frames are maximized *Summer-only programs are not allowable*. | | < 4 weeks (1 pt) **or…** | | >4 weeks (2 pts) | | e) Intent to provide services to youth in K-12… | | serving K - 12 (3 pts) **or…** | | (if K - 12 district) serving K - 8 (2 pts) **or...** | | (if K - 8 district) serving K - 8 (3 pts) **or…** | | serving 7 - 12 (2 pts) **or…** | | serving K - 6 (1 pt) | | f) Provide student transport as needed. (0-2 pt) | | g) Effective academic support activities are reflected in the program description. (0-2 pts) | | h) A variety of engaging activities tied to academic outcomes are planned. (0-5 pts) | | i) Clear definition of highly qualified and how HQ is determined for applicants and supported for current staff..(0-2 pts) | | |  | |
|  | **Total** | |  | |
|  | **Comments to Add into GMS:** | |  | |

|  |  |  |
| --- | --- | --- |
| **7) Program Goals, Objectives, Strategies, and Action Plans (maximum 35 pts)** | | |
| Each of the three 21st Century Community Learning Centers (CCLC) goals are listed under their own tab on the Performance Goals Tab. Applicants must provide 1) *up to* two clearly written yearly objectives for each goal and 2) *up to* three specific strategies with an aligned action plan to reach the objective. | | |
|  | | **Score** |
| Look for the following: | |  |
|  | a) **1-2 obj / goal:** Objectives are written to be student-centered and SMART [Specific, Measurable (state the measure to be used), Attainable, Relevant, and Time bound ].(0-10 pts) |  |
|  | b) 1-**3 strategies / objective:** Strategies & action plans utilize best practice research in out-of-school time that reflects a program with intent & depth, for ALL. (0-10 pts) |  |
|  | c) **Objectives and Strategies** are 1) aligned to academic and stated needs in the Population/Needs Assessment and 2) define work in all centers. (Ex. Early literacy objective but also have a HS program yet no academic objective relevant to that center.) Tab (0-10 pts) |  |
|  | d) **Strategies & action plans** are aligned/provide a clear picture of the overall focus and rhythm of day-to-day programs proposed. (0-5 pts) |  |
|  | e) Addresses **all** students (PL 107-110, NCLB, Title IV, Part B, Sec 4201(B)(1) (y/n) |  |
| \*Public Law 107-110, the No Child Left Behind Act of 2001, Title IV, Part B, Section 4201(b)(1) | | |
| **Total** | |  |
| Comments to Add into GMS: | | |
| **8) Program Abstract (maximum 16 pts)** | | |
| A) The project abstract includes descriptions of project purpose with alignment to 21st Century program requirements (watch for alignment with their goals and objectives), anticipated services to students and families, location, community connections, partner roles and indicators of program success. | | |
| **Criteria:** Score each criterion 0-3 pts. | | **Score** |
| Look for the following: | |  |
|  | a)Describes a discrete 21CCLC program in terms of 21CCLC goals and overall purpose whether a new program or a program within an established organization (0-6 pts) |  |
|  | b) Clearly summarizes the 21CCLC program services to students and families (not overall organization mission, etc) (0-4 pts) |  |
|  | c) Specific statements regarding numbers, targeted population(s), locations/centers, and partner roles are itemized. (0-4 pts) |  |
|  | d) Community connections and indicators of success are incorporated into the description. (0-2 pts) |  |
| **Total** | |  |
| Comments to Add into GMS: | | |
| **9) Timeline (maximum 12 pts)** | | |
| The timeline outlines a plan for implementing an afterschool/summer program. This timeline encompasses the first year of the program as describe in the Center and Typical Operations Tabs. | | |
| **Criteria:** Score each criterion | | **Score** |
| Look for the following: | |  |
|  | a) The timeline lists specific dates and measurable benchmarks for the program implementation whether new or a program expansion. Descriptions in Abstract and Program goals tabs align with timeline. (0-5 pts) |  |
|  | b) The timeline is reasonable & provides information about student/family services, key professional development, advisory board meetings, & continuous improvement activities throughout the school year & summer.(0-7 pts) |  |
|  | info on student services (1 pt) |  |
|  | info on family services (1 pt) |  |
|  | info on key professional development (1 pt) |  |
|  | info on advisory board meetings (1pt) |  |
|  | info on continuous improvement activities in school year (1pt) |  |
|  | info on continuous improvement activities in summer (1pt) |  |
|  | Additional? (1pt) |  |
|  |  |  |
| **Total** | |  |
| Comments to Add into GMS: | | |
| **10) Professional Development (maximum 15 pts)** | | |
| Staff development should be an integral part of program design. Professional development activities should reflect the needs of students and what staff needs to learn to better meet those needs. | | |
| **Criteria:** Score each criterion | | **Score** |
| Look for the following: | |  |
|  | a) The professional development plan is designed to meet the needs of new staff … (1 pt) |  |
|  | ...of experienced staff/educators. (1 pts) |  |
|  | …what staff needs to learn to meet student need (3 pt) |  |
|  | b) PD activities are aligned to and labeled with reference to the student-centered objectives in Section 6 (g & h) and needs stated in Section 3. (0-4 pts) |  |
|  | c) Professional development reflects the overall goals of the 21CCLC program including how to provided enriched academic content (Esp. language arts and math) and youth development (school district PD for certified teachers does not meet this requirement on its own, though collaboration is encouraged). (0-4 pts) |  |
|  | d) Required annual meeting, participation in APAS evaluation support activities (quality advisor visits, webinars, coaching calls, etc), and summer PD provided by the state are included in the plan. (2 pt) |  |
| **Total** | |  |
| Comments to Add into GMS: | | |
| **11) Continuous Improvement Processes and Evaluation Using APAS Tools (maximum 22 pts)** | | |
| Continuous improvement processes should involve both program quality (Afterschool Performance Assessment System-APAS) and well as local quantitative measures of impact on 21CCLC program attendees. The process is described as ongoing and data-with a focus on meeting objectives and increasing overall program quality. An evaluation plan should be well-defined, multi-faceted, and prove to be a realistic way of evaluating both discrete activities and overall program quality and effectiveness. | | |
|  | a) Applicant defines a clear process of continuous improvement using the **APAS tools** (0-10 pts) |  |
|  | Clear process, ongoing continuous improvement  |  |
|  | Use of APT-O Observation tool |  |
|  | Defined roles of staff, leaders, parents  |  |
|  | data-driven activities  |  |
|  | Needs-based targets to increase program quality  |  |
|  | b) Applicant describes a **local evaluation process** to determine progress toward stated objectives/outcomes (0-12 pts) |  |
|  | Well-defined, multi-faceted local evaluation plan  |  |
|  | Realistic method of evaluating program quality & effectiveness  |  |
|  | Describes quarterly activities for progress monitoring |  |
|  | Describes how data is kept to show progress towards stated obj/outcomes for use by staff, students, and parents and  |  |
|  | Specific as to tools & measures used are itemized (pre-post, research-based, reading test levels, etc…)  |  |
|  | Describes how they will use results for Program Effectiveness for students  |  |
| **Total** | |  |
| Comments to Add into GMS: | | |
| **12) Partnerships (maximum 13 pts)** | | |
| The plan completely identifies all partners and clearly identifies the degree and nature of program involvement, as well as the roles and responsibilities of each partner organization. | | |
| **Criteria:** Score each criteria (0-5 pts) | | **Score** |
| Look for the following: | |  |
|  | Major Partners including subcontractors are identified and the nature of the partnership is described. (0-5pts) |  |
|  | Describes how the 21CCLC program administration will develop and formalize the new or established local and other partnerships, and if applicable, how they will ensure subcontractors perform (ex. Contract deliverables, MOU, etc) so grant awardees can maintain compliance. (0-5 pts) |  |
|  | Well thought out roles for all partners who will actively participate in this project in regards to unified 21CCLC program vision.   |  | | --- | | 1. participation in continuous improvement,(1 pt) | | 1. Fiscal processes (1 pt), | | 1. Data reporting and collection.(1 pt) |   (0-3 pts) |  |
|  | Validation of lack of partnerships was included (inability to establish partnerships should not reflect negatively). (no score) |  |
| **Total** | |  |
| Comments to Add into GMS: | | |
| **13) Sustainability (maximum 6 pts)** | | |
|  | |  |
| **Criteria:** Choose one answer below, and circle the score | | **Score** |
| There is no evidence of planned sustainability. | | 0 |
| Some intention of sustainability for the continuation of the program is mentioned. | | 1 |
| Plans for sustainability of the program are referenced, but are incomplete or unclear. | | 2 |
| Plans are indicated for securing sustainability funding, but with only general reference to funding sources. | | 3 |
| Plans include evidence of sustainability funding from one or more specific sources. | | 4 |
| Plans include several sustainability options including funding and partnerships. | | 5 |
| Plans are comprehensive and articulate strong evidence of sustainability funding from one or more additional funding sources, including citation of sources and indication of timelines. | | 6 |
| **Total** | |  |
| Comments to Add into GMS: | |  |

|  |  |  |
| --- | --- | --- |
| **14) Budget Detail (4 pts) and Budget Breakdown (25pts)** | | |
| The budget shows how appropriate resources and personnel have been carefully allocated for implementation and maintenance of the program, as well as reasonable in relation to the number of students to be served. | | |
| **Criteria:** Score each criteria | | **Score** |
| Look for the following: | |  |
|  | a) Budget Detail |  |
|  | 1) Reflects balanced (but not equal) allocations between goals (1pt) |  |
|  | 2) Items of cost in drop down menu are used appropriately(1pt) |  |
|  | 3) Activities align with info in Objectives & Strategies (1pt) |  |
|  | 4) Adequate number of entries to reflect comprehensive program(1pt) |  |
|  | b) Budget Breakdown Part 1 ( up to 10 pts) |  |
|  | Costs are necessary and reasonable (0-2 pts) |  |
|  | Costs are integral to meeting/addressing objectives/strategies (0-2 pts) |  |
|  | Costs are integral activities/action steps (0-2 pts) |  |
|  | Costs are integral to quality program operation(0-2 pts) |  |
|  | Instructional costs  Admin costs (0-2 pts) |  |
|  | c) Budget Breakdown Part 2 (up to 5 pts) |  |
|  | Required activities are clearly itemized and described: |  |
|  | .5 FTE coordinator (1pt) |  |
|  | parental/family activities(1pt) |  |
|  | professional development(1pt) |  |
|  | state 21CCLC meeting(1pt) |  |
|  | $1,500 for APAS quality evaluation cost for each center **or** group of centers in a report(1pt) |  |
|  | d) Budget Breakdown Part 3 (up to 10 pts) |  |
|  | Items of cost are allowable (1pt) |  |
|  | " are itemized (1pt) |  |
|  | " match the goal and categories in the Budget Detail (2pts) |  |
|  | personnel costs listed by position and FTE for salaried positions(1pt) |  |
|  | supplies and materials (especially small technology items) are listed and described with the purpose of determining adequacy/necessity, supplemental vs. supplant, and alignment with activities for each center(3pts). |  |
|  | contractor and other purchased services (including professional development travel costs) are itemized by vendor and accurate within the goal (2 pts) |  |
| **Total** | |  |
| **Comments to Add into GMS:** | | |

|  |  |
| --- | --- |
| **Score Totals** |  |
| Section 1-Contact Info-**no points, possible deductions** |  |
| Section 2-Applicant Info- **no points, possible deductions** |  |
| Section 3-Capacity-**12 pts Possible** |  |
| Section 4-Population/ Needs Assessment -**17 pts Possible** |  |
| Section 5-Center Info- **no points, possible deductions** |  |
| Section 6-Typical Operations-**25 pts Possible** |  |
| Section 7-Objectives, Strategies and Actions-**35 pts Possible** |  |
| Section 8-Abstract-**16 pts Possible** |  |
| Section 9-Timeline-**12 pts Possible** |  |
| Section 10-Professional Development-**15 pts Possible** |  |
| Section 11-Continuous Improvement and Evaluation-**22 pts Possible** |  |
| Section 12-Partnerships-**13 pts Possible** |  |
| Section 13-Sustainability-**6 pts Possible** |  |
| Section 14--Budget Tab-**29 pts Possible** |  |
| **Total- 202 pts Possible** | 0 |