Applicant Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cohort 12 Reader Scoring Rubric with criteria**

Funding Priority

10 pts

Under the Title IV, Part B, reauthorized as the Every Student Succeeds Act, the state must give priority to applicants proposing to serve students (and their families) who primarily attend -

1a) low-performing schools identified by the state. Schools listed on the Wyoming Priority Schools list meet this criteria or

1b) schools identified by the local education agency (district) to be in need of intervention and support [Sec 4203(a)(3)(A)(i)(II) and Sec 4204(i)(1)(A)(i)(I-II)]. Justification for this priority is required under the Needs Assessment tab and applicants should plan to identify and support with data the specific needs that will be addressed by the proposed 21stCCLC program. These schools should enroll students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

2) Applications that are submitted jointly by at least a school district receiving Title I, Part A funds and another eligible entity. Applicants must demonstrate a collaborative approach to program design, leveraging local resources, and offering expanded choices for students and families. Each partner, regardless of who the fiscal agent is, must have substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. Under the partnership tab, the applicants must clearly indicate the role and capacity of each partnering organization and verify that each organization was equally involved in the program planning, application preparation, and memorandum of agreement process.

3) Applications demonstrating that the activities proposed in the application are 1) as of the date of submission not accessible to students who would be served or 2) would expand accessibility to high quality services that may be available in the community.

Applications that meet at least one funding priority will receive 10 priority points.

Competitive Priorities-Scored By WDE

5 pts-STEM/Computer Science Initiative-programs proposing to incorporate ongoing, age-appropriate Computer Science activities within Science, Technology, Engineering, and Mathematics (STEM) programming to include coding, computational thinking and computer science mentioned in strategies and action plans with measurable outcomes.

5 pts-Novice Applicants Those who do not have an active 21st CCLC grant award or who had only Cohort 8 which ended April 30, 2018 may receive, if the application meets the grant requirements.

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 field–intensive programming) during the summer.

5 pts + 3pts optional- College, Career, and Military Readiness Initiative-programs proposing to address workforce readiness, work experience, and/ or career development as a strategy for a targeted population of middle and/or high school students with a description of best practice activities appropriate for the students grade level and needs . Applicants that link these strategies to strategies and activities for Family Engagement (Goal 3) may receive an additional 3 priority points

3 pts- Family Engagement Focus-Applicant that includes at least three strategies under Goal 3 that offer meaningful, active engagement to families of program participants beyond the traditional Family Night may receive an additional 3 priority points

1) Contact Information – Subtract 2 pts if incomplete or unjustified

\* At least .625FTE Project Coordinator is designated to supervise and manage the program and continuous quality improvement activities or an acceptable rationale is given as to how the program coordinator’s work will be completed using other specifically-named funding sources. Must verify at least .625FTE + dedicated time (25 hrs/wk)

 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:

No scoring for tabs 3-4.

3) Capacity (maximum 24 pts)

 a) Applicant gives in-depth description of their safety plans that are realistic and coherent. (0-6pts)

 b) Applicant addressed all aspects of transportation needs and barriers relative to their program and resources. (0-3 pts)

 c) Applicant response indicates understanding of their organization’s training and capacity needs to improve grants management knowledge and skills with the addition of a large Federal grant. (0-4 pts)

 d) Applicant describes the organization and program staff supervision structure and plan for hiring and evaluation is detailed and clear. (0-5 pts)

 e) Applicant describes how the anticipated data collection processes will work including: how student participation data will be kept, who will compete state and Federal reporting tasks and what procedures will be used to ensure confidential data is kept secure. (0-6 pts)

 Total

Comments to Add into GMS:

4) Population/Needs Assessment (maximum 17 pts)

Relevant data substantiates that the schools are Priority Schools, high need and low performing. 40% or more free/reduced (F&R)lunch, 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) Applicant is serving mostly Title I Schoolwide schools or schools >40% free and reduced lunch eligibility. (0-4pts)

b) The schools to be served demonstrate academic need in language arts and/or math. (0-6pts)

c) The percentage of children and youth to be served from the eligible schools is:

<10%=0pts

11-20%=2pts

+21%=4pts

d) Justification to Serve Non-Title I, Non=Priority Schools(no score, not required by all)

e) Use of Volunteers (0-2pts) a plan or policy is described

f) Private School Consultation-forms are uploaded or documents uploaded showing consultation or stating applicant has no private schools in the district being served. (0-1pt)

 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 43 pts)

Each of the three 21st Century Community Learning Centers (CCLC) goals are listed under their own tab on the Performance Goals Tab. The statewide objectives are listed (based on statutory GEPRAs) Applicants must provide 1) evidenced based strategies to be employed in the program to meet the objective and 2) an implementation plan that describes how the strategy and other best practices will underline the overall intentional design of the program and will give reviewers insight into what the program will look like in operation.

 Score

Look for the following:

 a) Strategies are evidence-based and align with objectives

 b) Implementation plans for school year are clear, describe high-quality program elements, align with the objective that it’s supposed to impact, and shows intentional design.

 c) Summer strategies make sense for summer learning environments, are evidence-based and align with objectives.

 d) Summer Implementation plans are clear, describe high-quality program elements, align with the objective it’s supposed to impact and shows intentional design.

 e) Professional development above each objective is aligned to the objective and the same PD is not listed in every objective. Applicants should mention how they will use You4Youth resources.

 f) Overall, the applicant incorporates the language of youth development and 21st Century skills into the strategies and implementation plans.

 g) The applicant takes an innovative approach to meeting the family engagement objective.

 h) Family Engagement Plan is attached. Any format is allowed. The plan reflects the strategies and implementation plan in Goal 3 and aligns with other goals.

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 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) Collaboration (maximum 10 pts)

The collaboration section outlines the communication and stakeholder engagement plan for implementing an afterschool/summer program. This includes dates and information related to the 21CCLC advisory committee, scheduled staff meetings, family engagement calendar, and regular partnership collaboration meetings for 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 description lists specific dates and measurable benchmarks for the engagement of stakeholders whether new or a program expansion. Descriptions in Abstract and Program goals tabs include mention of the role of stakeholders. (0-5 pts)

 b) The frequency of collaborative activities is reasonable & designed to encompass student/family services, key professional development, advisory board meetings, & continuous improvement activities throughout the school year & summer.(0-5 pts)

 info on communication strategies (2 pt)

 info on key professional development (1 pt)

 info on advisory board meetings (1 pt)

 info on partnership collaborations (1 pt)

Total

Comments to Add into GMS:

10) Continuous Improvement Processes and Evaluation (maximum 15 pts)

Continuous improvement processes should involve measures of both program quality as well as local quantitative measures of impact on 21CCLC program attendees. The process is described as ongoing and data driven with a focus on meeting student-centered outcomes 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. The first year of a grant, the new subgrantee will be trained to use the Afterschool Program Assessment System for program quality and will gather data related to student engagement.

Criteria: Score each criterion Score

Look for the following:

 a)Applicant provides a clear description of how the director/coordinator and staff time will be designed to facilitate use of 1) program quality observations and survey data, and 2) assessment data for the objectives generated within the program (0-5pts)

 b)The roles and responsibilities of staff in the continuous improvement process are anticipated (0-4pts)

 c) Applicant offers a vision of how the continuous improvement process will be used to improve program impact and student outcomes. (0-6pts)

Total

Comments to Add into GMS:

11) Program Information Dissemination (maximum 5pts)

Applicant meets the statutory requirement to keep stakeholders engaged in multiple ways, informed about the program, and provides public program evaluation reports.

a ) Applicant describes how information about program opportunities, activities, location, contact info, goals and objectives, and local evaluation results will all be communicated publically.

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 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. (0-3pts)

 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 (26pts)

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-nothing is obviously missing (1pt)

 3) Activities align with program described in the Performance Goals tab (1pt)

 4) Adequate number of entries to reflect comprehensive program (1pt)

 b) Budget Breakdown Part 1 (up to 26 pts)

 Applicant uses formulas to effectively define the (100) and (200) series costs. Positions/job titles are used, no questions of supplanting. (0-6 pts)

 Costs align with the program described in the Performance Goals Tab-Both school year and summer costs are disaggregated, are clear, and are reasonable and necessary to meet the objectives. (0-12pts)

 Professional development is represented in the budget as a multi-faceted approach to meet needs of all staff to build professionalism, knowledge and skills essential to helping students meet outcomes.(0-4pts)

 Overall the budget is well-constructed with a focus on meeting overall goals. (0-4 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-24 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-43 pts Possible

Section 8-Abstract-16 pts Possible

Section 9-Collaboration-10 pts Possible

Section 10- Continuous Improvement and Evaluation-15 pts Possible

Section 11-Program Information Dissemination-5 pts possible

Section 12-Partnerships-13 pts Possible

Section 13-Sustainability-6 pts Possible

Section 14--Budget Tab-30 pts Possible (4pts+26pts)

Total- 204 pts Possible