

NITA M LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS

Application Scoring Rubric



IDAHO STATE DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT | 21ST CCLC

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TABLE OF CONTENTS

Introduction..... 3

COMPETITIVE PRIORITIES..... 4

NEEDS ASSESSMENT 5

PROJECT DESIGN 6

COLLABORATION & PARTNERSHIPS..... 7

EQUITABLE ACCESS & SITE LOCATION 8

FISCAL MANAGEMENT & RESOURCES 9

BUDGET..... 10

CENTERS 10

CURRENT OR RETURNING GRANTEE..... 11

INTRODUCTION

For each criterion, reviewers will use a numeric rating scale based on the following scale:

- I - Inadequate (0% of total possible points): Information not provided or lacks sufficient information. Evidence does not meet key characteristic.
- M - Minimal (25% of total possible points): Requires additional clarification. Evidence somewhat meets key characteristic.
- A- Average (50% of total possible points): Mostly clear and complete. Evidence somewhat meets key characteristics.
- G - Good (75% of total possible points): Clear and complete. Evidence mostly meets key characteristic.
- E - Exemplar (100% of total possible points): Well-conceived and thoroughly developed. Evidence completely meets key characteristic.

Category	Points Possible	Points
Competitive Priorities	85	
Abstract	0	
Needs Assessment	40	
Project Design	45	
Collaboration and Partnerships	30	
Equitable Access and Site Location	10	
Fiscal Management and Resources	15	
Budget	10	
Centers	5	
Current or Returning Subgrantees*	10	
Total	250	

COMPETITIVE PRIORITIES

Applications that do not meet at least 45 of the 85 competitive priority will not be eligible for submission and will not advance to peer review.

Category	Criteria to Meet	Points Possible
Implementing comprehensive support and improvement activities or targeted support and improvement activities under Sec. 1111(d)	At least (1) target school.	5
Eligible to receive funds under Title I, Part A under Sec. 1114 as Schoolwide, Consolidated Schoolwide, or Targeted Assistance.	100% of target school(s) with the exception of one school.	15
Partnership application submitted jointly by not less than one (1) local educational agency receiving funds under Title I, Part A, and another eligible entity (partner).	MOU between LEA and eligible entity.	15
Mid-high poverty (50%) based on lunch eligibility.	100% of target school(s) with the exception of one school.	10
High poverty (75%) based on lunch eligibility.	At least 50% of target school(s).	5
Locale codes are classified as Rural Fringe, Rural Distant, or Rural Remote.	At least one area served.	5
Proposed ADA does not exceed 20% of overall 2019-20 or 2020-21 target school enrollment.	100% of target school(s).	10
Not receiving 21 st CCLC funds for 2021-2022 school year.	100% of target school(s)	5
Application supports a full-time director for the 5-year period of performance.	*not required for submission to peer	5

Category	Criteria to Meet	Points Possible
	review, but highly encouraged	
Have not received a 21 st CCLC grant from SDE in Rounds 11-15.	100% of target school(s)	10

NEEDS ASSESSMENT

- ASSESSMENT:** Describe the objective data regarding the needs for before and after school (and summer) activities in the school(s) and community (ESSA, Sec. 4204(b)(2)(I)).
- PURPOSE:** Describe how the community learning center will address the identified needs and the needs of working families (ESSA, Sec. 4204(b)(2)(I)).
- SCHOOL:** Describe school(s) enrollment, Title I status, socioeconomic status, academic achievement, student engagement, Limited English Proficiency & migrant population, race/ethnicity, and any other relevant information.
- ATTENDANCE:** Describe the goal for average daily attendance for the center(s), the percentage of school population to be served daily, and justification for the likelihood goal will be met.
- RECRUITMENT:** Describe the plan to recruit and retain participation based on ASSESSMENT and PURPOSE sections of application.
- OUTREACH:** Describe the plan to provide equitable services and opportunities for homeschool and private school participants that live within the geographic boundaries of the school(s).

NEEDS ASSESSMENT SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
ASSESSMENT	0	2.50	5	7.5	10
PURPOSE	0	2.50	5	7.5	10
SCHOOL	0	1.25	2.50	3.75	5
ATTENDANCE	0	2.50	5	7.5	10
RECRUITMENT	0	0.75	1.50	2.25	3

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
OUTREACH	0	0.50	1	1.50	2

PROJECT DESIGN

1. **MISSION:** Describe the mission and vision of the program.
2. **MANAGEMENT:** Describe the individual(s) to execute, monitor, and control programming such as staff hiring, training, fiscal management, sustainability, data management, federal and state reporting, federal and state compliance, participant recruitment and retention, family engagement, and partnership building.
3. **STAFFING:** Describe the plan to ensure appropriately qualified persons are hired as staff and volunteers including program director’s role in managing the grant for all 5-years of period of performance (ESSA, Sec. 4204(b)(2)(M)).
4. **DEVELOPMENT:** Describe the plan to provide training and professional development to all staff and volunteers.
5. **EVIDENCE:** Describe the best practices, research or evidence-based, to provide educational and enrichment activities to enhance participant’s cognitive, social, emotional, and physical development (ESSA, Sec. 4204(b)(2)(J)).
6. **ALIGNMENT:** Describe the plan to reinforce and complement the instruction students receive during the school day (ESSA, Sec. 4201(b)(A)).
7. **DESIGN:** Describe the plan to offer academic enrichment activities at least 100 days and 300 hours per year to improve participant’s cognitive, social, emotional, and physical development (ESSA, Sec. 4204(b)(2)(B)).
8. **SUMMER:** Describe the plan to offer 40 hours of a summer learning program.
9. **FAMILY:** Describe the plan to offer families opportunities for active and meaningful engagement (ESSA, Sec. 4201(a)(3)).
10. **GOALS:** Describe the goals and data collection methods to measure the improvement of participant’s cognitive, social, emotional, and physical development.
11. **EVALUATION:** Describe the plan to undergo periodic evaluation as well as a third-year independent evaluation to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success (ESSA, Sec. 4205(b)(2)(A)). Describe the plan to submit annual fiscal program audits or financial statement to the SDE.

PROJECT DESIGN SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
MISSION	0	0.50	1	1.50	2
MANAGEMENT	0	2.50	5	7.5	10
STAFFING	0	1.25	2.50	3.75	5
EVIDENCE	0	1.25	2.50	3.75	5
ALIGNMENT	0	0.75	1.50	2.25	3
DESIGN	0	0.50	1	1.50	2
SUMMER	0	1.25	2.50	3.75	5
FAMILY	0	1.25	2.50	3.75	5
GOALS	0	1.25	2.50	3.75	5
EVALUATION	0	0.75	1.50	2.25	3

COLLABORATION & PARTNERSHIPS

- INTENT:** Describe the efforts of how the community was given notice of an intent to submit a 21st CCLC grant application and that the application will be available for public review after submission of the application (ESSA, Sec. 4204(b)(2)(L)).
- COLLABORATION:** Describe the plan to coordinate existing local, state, and federal resources with the community learning center to make the most effective use of public resources (ESSA, Sec. 4204(b)(2)(C)).
- COMMUNICATION:** Describe the plan to disseminate information about the community learning center to the community in a manner that is understandable and accessible (ESSA, Sec. 4204(b)(2)(A)(iii)).
- SCHOOL:** ATTACH a Letter of commitment from the school principal(s) describing (1) physical building space available, (2) recruitment for participation, and (3) alignment with school day learning (ATTACHMENT TITLE: “Principal-Commitment-CCLC”).
- PARTNERSHIP:** ATTACH a Signed memorandum of understanding (MOU) between the local education agency and community partner outlining (1) shared mission of the community learning center, (2) active collaboration with assigned responsibilities and commitments, and (3) sharing of relevant student-level data among the local educational agency and community partner, in compliance with relevant laws relating to

privacy and confidentiality (ESSA, Sec. 4204(b)(2)(D)(i)) (ATTACHMENT TITLE: “Primary-Partner-CCLC”).

6. **SNACK:** ATTACH a letter of commitment from the sponsoring snack organization (i.e. Child Nutrition Program, Food Bank, local farmer/grocery, etc.) documenting the plan for providing snacks and/or meals for participants (ATTACHMENT TITLE: “Snack-Commitment-CCLC”).
 - a. For centers utilizing Child Nutrition Program and US Department of Agriculture, provide additional information on which snack program(s) will be utilized (e.g. [CACFP At-Risk Afterschool Centers](#), or [Afterschool Snack Program](#)).

COLLABORATION & PARTNERSHIPS SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
INTENT	0	0.50	1	1.50	2
COLLABORATION	0	1.25	2.50	3.75	5
COMMUNICATION	0	0.75	1.50	2.25	3
SCHOOL	0	1.25	2.50	3.75	5
PARTNERSHIP	0	2.50	5	7.5	10
SNACK	0	1.25	2.50	3.75	5

EQUITABLE ACCESS & SITE LOCATION

1. **LOCATION:** Describe the plan to ensure the program will take place in a safe and easily accessible facility (ESSA, SEC. 4204(b)(2)(A)(i)).
 - a. If the location is not a school site, provide evidence that the community learning center (1) will be as available and accessible as it would be at a school site (ESSA, Sec. 4204(c)) and (2) ATTACH documentation of state licensing (ATTACHMENT TITLE: “State-Licensing-CCLC”).
2. **TRANSPORTATION:** Describe the plan to ensure participants in the community learning center will travel safely to and from the center and home (ESSA, SEC. 4204(b)(2)(A)(ii)).
3. **ACCESS:** Describe the plan for equitable participation for individuals with special needs, Individualized Education Plans (IEP), Section 504 Plans, and Limited English Proficiency (LEP).

- ENVIRONMENT:** Describe the plan to ensure a supportive learning environment and culturally responsive practices.

EQUITABLE ACCESS & SITE LOCATION SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
LOCATION	0	0.75	1.50	2.25	3
TRANSPORTATION	0	0.75	1.50	2.25	3
ACCESS	0	0.50	1	1.50	2
ENVIRONMENT	0	0.50	1	1.50	2

FISCAL MANAGEMENT & RESOURCES

- FISCAL:** Describe the applicant’s experience administering local, state, and federal funds, findings from previous audits and corrective actions, and sufficient funding to cover two months’ worth of programming for reimbursement purposes (ESSA, Sec. 4204(b)(2)(N)).
- SUPPLEMENT:** Describe the plan to supplement and not supplant regular school day requirements (ESSA, Sec. 4204(a)(2)(B)).
- RESOURCES:** Describe the plan to coordinate federal, state, and local programs and make the most effective use of public resources (ESSA, Sec. 4204(b)(2)(C)).
- SUSTAINABILITY:** Describe the preliminary plan for how the community learning center will continue after 21st CCLC grant funds end (ESSA, Sec. 4204(b)(2)(K)).

FISCAL MANAGEMENT & RESOURCES SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
FISCAL	0	1.25	2.50	3.75	5
SUPPLEMENT	0	0.50	1	1.50	2
RESOURCES	0	0.75	1.50	2.25	3
SUSTAINABILITY	0	1.25	2.50	3.75	5

BUDGET

- REQUESTED:** Describe the grant requested amount and match/in-kind for personnel, fringe benefits, travel/professional development, equipment, supplies, transportation, purchased services, and indirect costs.
 - Grant funds requested does not exceed the maximum award amount.
 - Personnel costs must include line item for each role.
 - Equipment costs must include line item(s) for each type of equipment.
 - Purchased Services must include line item(s) for each vendor/contract/service.
- MANDATORY:** Describe the budgeted amounts for (1) New Grantee Meeting: two-day, Boise; (2) Fall Director’s Meeting: location to rotate annually (include transportation, lodging and per diem). (3) Spring Director’s Meeting: location to rotate annually between northern and eastern Idaho (include transportation, lodging and per diem).
- ALLOWABLE:** Develop a budget that is allowable, necessary, and reasonable to meet the needs of the community and follow all state and federal restrictions.

BUDGET SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
REQUESTED	0	1.25	2.50	3.75	5
MANDATORY	0	0.75	1.50	2.25	3
ALLOWABLE	0	0.50	1	1.50	2

CENTERS

- INFO:** Provide the center name, proposed average daily attendance, and grade levels to be served.
- SCHEDULE:** Provide the anticipated start/end dates and hours of operation for Fall Term (ending December 31) and Spring Term (beginning January 1) and summer program.
- SCHOOL:** Provide the target schools for the center.
- ACTIVITY:** Provide the academic, enrichment, and family engagement activities for school year and summer program.
- STAFFING:** Provide the staffing for the center: titles, student to staff ratios, qualifications, responsibilities, and weekly hours.

CENTERS SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
INFO	0	0.25	0.50	0.75	1
SCHEDULE	0	0.25	0.50	0.75	1
SCHOOL	0	0.25	0.50	0.75	1
ACTIVITY	0	0.25	0.50	0.75	1
STAFFING	0	0.25	0.50	0.75	1

CURRENT OR RETURNING GRANTEE

1. **PARTICIPATION:** Provide the participant attendance goal for prior years and number of program participants (i.e. average daily attendance).
2. **SUSTAINABILITY:** Describe the efforts made towards sustainability.
3. **FAMILY:** Describe the opportunities offered to families for active and meaningful engagement in child's education and development and adult literacy and education development.
4. **PERFORMANCE:** Describe the impact of the participant's cognitive, social, emotional, and physical development.

CURRENT OR RETURNING SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
PARTICIPATION	0	0.75	1.50	2.25	3
SUSTAINABILITY	0	0.75	1.50	2.25	3
FAMILY	0	0.50	1	1.50	2
PERFORMANCE	0	0.50	1	1.50	2