
Nita M. Lowey 21st Century Community Learning Center Grant Application Reviewer Rubrics

INSTRUCTIONS FOR COMPLETION

Thank you for agreeing to be a part of the review process of the 2023-24 Nita M. Lowey 21st Century Community Learning Center Grant (21st CCLC) competition. Read the grant application and rate each section according to the following rubrics. Refer to the [21st CCLC Grant Program Application Guidelines](#) for detailed descriptions of each section of the application and use the following information as you review and rate applications.

In order to determine an overall rating for the application, **score each question or group of questions on a scale of 0 to 5. Half points are allowed (e.g., 1.5, 2.5, 3.5, 4.5).** For a small number of questions, or groups of questions, the highest score possible is a four. These questions are clearly marked in the rubrics. Scores should be based on evidence of the key characteristics provided for each question or group of questions and on how well the response works holistically to address the prompt(s). Use the following scale to determine your rating for each question and group of questions:

RATINGS:

- **5 Points, Exceeds Expectations:** Extremely well-developed answer that includes evidence of **ALL** required key characteristics **AND** some evidence that **SURPASSES** key characteristics
- **4 Points, Meets Expectations:** Generally well-developed answer that includes evidence of **ALL** required key characteristics, all boxes checked
- **3 Points, Meets Some Expectations:** Moderately well-developed answer that includes evidence of **MANY** of the required key characteristics
- **2 Points, Meets Few Expectations:** Somewhat developed answer with **MINIMAL** evidence of key characteristics
- **1 Point, Does Not Meet Expectations:** Limited or confusing answer that is **INCOMPLETE** or **MISSING** all key characteristics
- **0 Points:** Answer is blank

When scoring a question/group of questions, **check off each characteristic that is clearly present and then enter your score for that question or group of questions.** Overall scores for each section of the application will automatically be computed for you. **After scoring a section, complete the “Comments and Rationale” section.**

NOTE:

When **not to check** a box:

- Missing information
- Answer is inadequate
- In both cases, explain in “Reviewer Comments and Rationale”

When to award above a “4”

- Answer clearly goes above and beyond what is expected to achieve a “4”
- May include innovative practices or provide more detail than required
- In both cases, explain in “Reviewer Comments and Rationale”

When to award a “1”

- Answer is extremely vague or does not address prompt
- Explain in “Reviewer Comments and Rationale”

When to award a “0”

- Answer is blank
 - Explain in “Reviewer Comments and Rationale”
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SECTION III—ABSTRACT

The “Abstract” provides a brief summary of the primary purpose of the proposal, highlighting the needs for the funds and what the project seeks to implement if awarded the grant. The abstract serves as an introduction to the proposal. The highest possible score for this section is a “4.”

Q3.1

Summarizes Proposal

- Applicant identifies the target population.
- Applicant addresses two key needs of the target population.
- Applicant addresses what the project hopes to implement.

Q3.1: Points (0-4) *

Section III Abstract—Comments and Rationale: *



SECTION VI—PROGRAM ELIGIBILITY AND SUMMARY

The “Program Eligibility and Summary” section provides an overview of the proposed program, including the school(s) to be served, the reasons why the school is eligible for funding, the amount of funding sought, and the projected average daily attendance (ADA) of the program. This section also asks applicants to justify the program’s projected ADA. The purpose of this section is to ensure that the program proposes to serve a school that is eligible to receive funds and to affirm that the projected ADA and funding tier are reasonable. The highest possible score for this section is a “4.”

Q6.1-6.19

Indicates Eligibility and Identifies Funding Tier

- Provides all requested information and identifies funding tier.

Q6.17

Identifies Targeted Student Population

Applicant indicates that at least 51 percent of students enrolled in the program will be from the primary school to be served.

Q6.19

Justifies ADA

Provides evidence that program will be able to attract sufficient students to meet projected ADA.

Q6.20

Has this site received 21st CCLC funds in the past five years? *

Yes No

Justifies ADA If Previously Funded and ADA Differs (Refer to Q6.20, if applicable**)

Explains how an increase or decrease in ADA has been determined using evidence to support the change.

Q6.1-6.19: Points (0-4) *

VI Program Eligibility and Summary—Comments and Rationale: *



VII—READINESS

The “Readiness” section identifies the proposed 21st CCLC’s stakeholders, their roles, and how they will be continuously engaged in the project. The purpose of the “Readiness” section is to describe the stakeholders and communication structures that have been, and will continue to be, leveraged to ensure the successful implementation of the grant project.

Q7.1

Identifies Stakeholders

The planned stakeholder team is clearly described.

Includes at least one LEA and at least one community-based organization, as well as other public or private entities where appropriate.

- Consults with additional stakeholders, as appropriate (e.g., families, students, day school staff, community members, etc.).
- Stakeholders are demographically representative of the proposed 21st CCLC's target population(s).

Q7.2

Identifies Stakeholder Roles

- Describes role each stakeholder group will play in supporting the program.
- Explains how each stakeholder's contribution assists in the facilitation of the program's goals and activities.

Q7.1-7.2: Points (0-5) *

Q7.3

Describes Stakeholder Engagement

- There is evidence that all stakeholders have been engaged to develop partnerships and gather input.
- Minimum of two engagement methods (e.g., surveys, focus groups, soliciting proposal feedback, securing support, etc.).

Q7.4

Describes Plan to Partner with Stakeholders for Continuous Improvement

- Addresses frequency with which the stakeholders will be consulted and engaged.
- Provides examples of the types of feedback that will be sought (e.g., feedback related to scheduling, activities, etc.).
- Explains how feedback will be used to inform programming.
- Includes multiple strategies to engage the stakeholders (e.g., in-person contact, calls, media, meetings, surveys, advisory board, etc.).
- Engagement plan is appropriate for the stakeholders and allows equitable opportunities for input and feedback from diverse stakeholders.

Q7.5

Plans for Consortium Communication (if applicable**)

- Roles and responsibilities of consortium members in establishing and maintaining ongoing communication are described.
- Plan includes regular (e.g., quarterly) meetings or other forms of regular communication.

- Plan includes a minimum of two communication strategies that will be employed (e.g., emails, phone calls, meetings, etc.).
- OR N/A (Applicant is not a consortium).

Q7.6

Attaches Principal's Letter of Support

- Includes completed letter of support from principal of primary school to be served.
- Letter indicates day school will be involved in supporting the program in at least two ways.

Q7.3-7.6: Points (0-5) *

Section VII Readiness—Comments and Rationale: *



SECTION VIII—PLAN

The “Plan,” or “Demonstration of Need,” section provides background data related to the academic and related needs of the targeted school and community in order to justify the selection of the proposed project. **The purpose of this section is to make a compelling case that a 21st CCLC is needed and explain how it will align with existing initiatives.**

Q8.1

Identifies Overall Need and Corresponding Supporting Data

- Cites data related to student academic need(s) of targeted students.
- Cites data related to the youth development or other non-academic needs of targeted students.
- Cites data related to the needs of the adult family members of targeted students.
- Cites data related to system-level need for 21st CCLC, such as gaps in services and resources available to target population.
- Provides analysis that establishes a clear link between the data and a need for a 21st CCLC.

Q8.1: Points (0-5) *

Q8.2

Identifies Root Causes

- The likely root causes of, or reasons for, the needs established in Q8.1 are clearly identified.
- The likely root causes are ones that can be addressed by a 21st CCLC.
- The root cause analysis includes at least one area of strength on which the 21st CCLC program might build.

Q8.2: Points (0-5) *

Q8.3

Describes Alignment with Existing Initiatives, Programs, or Priorities

- Identifies at least two initiatives, programs, priorities, including both local and state standards and day school program.
- Describes how connections will be made between grant funding and existing or available initiatives, programs, priorities.
- Describes direct relationship between identified initiatives, programs, priorities, and stated needs and root causes.

Q8.3: Points (0-5) *

VIII Plan—Comments and Rationale: *



SECTION IX—DO

The “Do” section details an Action Plan for the proposed 21st CCLC that addresses one or more of the root causes identified for this grant project (also known as the student outcome priority and adult practice statements in the Data Inquiry Journal [DIJ]).

The purpose of this section is to establish goals for the program that align with the needs of the targeted population and with the goals of the 21st CCLC grant

Note: Applicants are only required to select one Priority Area per State Goal and submit one SMART Goal for each priority selected. As a result, you may not see all of the questions enumerated below.

Q9.1-9.2

Indicates Priorities for State Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population

- Identifies at least one Priority Area for State Goal 1.

Q9.4; Q9.6; Q9.9; Q9.11; Q9.14; Q9.16; Q9.19; Q9.21; Q9.24; Q9.26

Develops SMART Goals for Each Identified Priority Area

- Includes at least one SMART Goal for each identified Priority Area.
- Each SMART Goal aligns to the respective identified Priority Area.
- Each SMART Goal is specific, measurable, appropriate, realistic, and time specific.

Q9.5; Q9.7; Q9.10; Q9.12; Q9.15; Q9.17; Q9.20; Q9.22; Q9.25; Q9.27

Develops Action Steps and Frequency for Each SMART Goal

- Includes at least one action step for each SMART Goal and indicates frequency.
- Action steps provide general overview of activities, services, etc., that will address SMART Goal(s) (i.e., describes activities).
- Each action step aligns to its respective SMART Goal, Priority Area, and State Goal.
- Each action step aligns to the needs of the targeted population as presented in Section VIII. Plan.
- Includes the frequency with which an activity, service, etc. will take place.
- The frequency included for each action step seems reasonable and suggests impact toward goal given scope of proposal.

Q9.1-9.27: Points (0-5) *

Q9.28-9.29

Indicates Priorities for State Goal 2 (Academic Enrichment): Programs will challenge youth to develop as learners

- Identifies at least one Priority Area for State Goal 2.

Q9.31; Q9.33; Q9.36; Q9.38; Q9.41; Q9.43

Develops SMART Goals for Each Identified Priority Area

- Includes at least one SMART Goal for each identified Priority Area.
- Each SMART Goal aligns to the respective identified Priority Area.
- Each SMART Goal is specific, measurable, appropriate, realistic, and time specific.

Q9.32; Q9.34; Q9.37; Q9.39; Q9.42; Q9.44

Develops Action Steps and Frequency for Each SMART Goal

- Includes at least one action step for each SMART Goal and indicates frequency.
- Action steps provide general overview of activities, services, etc., that will address SMART Goal(s) (i.e., describes activities).
- Each action step aligns to its respective SMART Goal, Priority Area, and State Goal.
- Each action step aligns to the needs of the targeted population as presented in Section VIII. Plan.
- Includes the frequency with which an activity, service, etc., will take place.
- The frequency included for each action step seems reasonable and suggests impact toward goal, given scope of proposal.

Q9.28-9.44: Points (0-5) *

Q9.45-9.46

Indicates priorities for State Goal 3 (Youth Development and Other Skills Necessary for Overall Success): Programs will support the development of other skills necessary for success

- Identifies at least one Priority Area for State Goal 3.

Q9.48; Q9.50; Q9.53; Q9.55; Q9.58; Q9.60; Q9.63; Q9.65; Q9.68; Q9.70

Develops SMART Goals for each identified Priority Area

- Includes at least one SMART Goal for each identified Priority Area.
- Each SMART Goal aligns to the respective identified Priority Area.
- Each SMART Goal is specific, measurable, appropriate, realistic, and time specific.

Q9.49; Q9.51; Q9.54; Q9.56; Q9.59; Q9.61; Q9.64; Q9.66; Q9.69; Q9.71

Develops Action Steps and Frequency for Each SMART Goal

- Includes at least one action step for each SMART Goal and indicates frequency.
- Action steps provide general overview of activities, services, etc. that address SMART Goal(s) (i.e., describes the activities).
- Each action step aligns to its respective SMART Goal, Priority Area, and State Goal.
- Each action step aligns to the needs of the targeted population as presented in Section VIII. Plan.
- Includes the frequency with which an activity, service, etc., will take place.

The frequency included for each action step seems reasonable and suggests impact toward goal given scope of proposal.

Q9.45-9.71: Points (0-5) *

Q9.72-9.73

Indicates Priorities for State Goal 4 (Family Engagement): Programs will engage families and the broader community in support of student learning

Identifies at least one Priority Area for State Goal 4. (Priority 4.1 is required).

Q9.75; Q9.77; Q9.80; Q9.82; Q9.85; Q9.87; Q9.90; Q9.92

Develops SMART Goals for Each identified Priority Area

Includes at least one SMART Goal for each identified Priority Area.

Each SMART Goal aligns to the respective identified Priority Area.

Each SMART Goal is specific, measurable, appropriate, realistic, and time specific.

Q9.76; Q9.78; Q9.81; Q9.83; Q9.86; Q9.88; Q9.91; Q9.93

Develops Action Steps and Frequency for Each SMART Goal

Includes at least one action step for each SMART Goal and indicates frequency.

Action steps provide a general overview of activities, services, etc. that address SMART Goal(s) (i.e., describes the activities).

Each action step aligns to its respective SMART Goal, Priority Area, and State Goal.

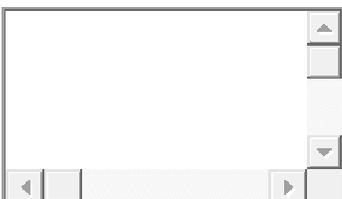
Each action step aligns to the needs of the targeted population as presented in Section VIII. Plan.

Includes the frequency with which an activity, service, etc. will take place.

The frequency included for each action step seems reasonable and suggests impact toward goal, given scope of proposal.

Q9.72-9.9.93: Points (0-5) *

IX Do—Comments and Rationale: *



SECTION X—BEST PRACTICES

The “Best Practices” section describes the applicant’s plan to utilize activities and programming that are grounded in research or have demonstrated impact on student success and growth. **The purpose of this section is to persuade the reviewer that the applicant has developed a program model based on evidence-based practices (EBP) that will meet the need(s) of the targeted population.**

Q10.1

Demonstrates Use of Best Practices

- Describes a minimum of one research EBP that helps students meet state and local academic standards and overall student success.
- Includes minimum. of one practice effective in out-of-school time (OST) OR explains how school day practice is appropriate for OST.
- Describes how best practice(s) will be incorporated into program activities.

See Appendix D of the 21st CCLC Grant Application Guidelines for more information on EBP in OST.

Q10.1: Points (0-5) *

X Best Practices—Comments and Rationale: *



SECTION XI—PROGRAM OPERATING SCHEDULE

The “Program Operating Schedule” section demonstrates that the proposed 21st CCLC will meet programming requirements while addressing the needs of the students, families, and communities it serves.

Q11.1-11.21

Meets Programming Requirements

- Indicates number of weeks program will operate (Q11.1).
- Meets minimum of 115 programming days per school year (Q11.2).
- Meets minimum 10 total programming hours per week (Q11.8; OR 11.16 if before-school hours offered; OR Q11.21 if weekend hours offered).
- If before-school hours are listed, a minimum of 45 minutes per day are provided (Q11.10-11.14, if applicable).

Q11.22

Will the program offer summer programming? *

Yes No

Q11.23-11.24

Provides Summer Programming Information

Includes the number of weeks summer program will operate (Q11.23).

Includes the total number of hours summer program will operate (Q11.24).

Q11.1-11.24: Points (0-5) *

XI Program Operating Schedule—Comments and Rationale: *



SECTION XII—STAFFING

The “Staffing” section provides an overview of how the proposed program will be staffed, including the staffing model and use of volunteers. **The purpose of this section is to persuade the reader that the program will be staffed appropriately in order to implement the program plan as proposed and to meet program goals.**

Q12.1

Describes Staffing Model

Describes staff positions.

Details responsibilities associated with each position.

Outlines respective qualifications for each position.

Q12.2

Will the program use volunteers? *

Yes No

12.3

Describes Volunteer Model

- Outlines recruitment plans (e.g., word of mouth, newsletters, bulletin boards, email lists, social media, meetings, etc.).
- Describes how volunteers are appropriately qualified, including a description of background check process.
- Describes how volunteers will be used in programming.

Q12.1-12.3: Points (0-5) *

XII Staffing—Comments and Rationale: *

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SECTION XIII—STUDY CHECK

In “Study Check,” applicants describe the process that will be employed to evaluate progress toward program goals and to make changes intended to strengthen the program. **The purpose of this section is to demonstrate that the applicant has a clear plan to evaluate progress and use data for program improvement.**

Q13.1

Plans For Data Collection

- Explains how program will work with LEA and school(s) served to access needed data (i.e., meetings, access to online portals, etc.).

Q13.2

Is the applicant agency a public school district, charter school, or private school? *

- Yes No

Q13.3

Establishes Memorandum of Understanding (if applicable**)

- Establishes agreement between the applicant and the school to be served.
- Establishes agreement to share records necessary to the meet the program’s requirements Required for non-school applicants (i.e., community-based organization or other non-school entity is the grant applicant).

Q13.4-13.5

Plans for Evaluation and Program Improvement

- Describes the frequency with which data will be collected and analyzed (minimum annual review).
- Includes two or more stakeholders (e.g., program staff, day school staff, students, families, etc.) in data collection and analysis process.
- Describes how evaluation results will refine, improve, strengthen SMART Goals or Action Steps, including performance indicators or measures.

Q13.6

Shares Evaluation Results

- Outlines how program will make evaluation results publicly available.
- Describes how public will be notified of availability of evaluation results.
- Includes communication methods that will reach the general public, beyond the program participants and the primary school.

Q13.1-13.6: Points (0-5) *

XIII Study Check—Comments and Rationale: *



SECTION XIV—ACT

The “Act” section details how the 21st CCLC will make good use of funds and will continue to provide similar services if or when 21st CCLC funds are no longer available. **The purpose of this section is to demonstrate that the applicant can effectively manage resources during the life of the 21st CCLC grant and beyond.**

Q14.1

Coordination

- Details current funds and programs offered by the school targeted by the proposal during before-school, after-school, summer breaks.
- Identifies how the scope of services and programming currently provided will be supplemented, altered, expanded, or amended.
- Describes formal communication protocols that will be in place with internal stakeholders.
- Describes formal communication protocols that will be in place with external stakeholders.
- Describes frequency with which communication will take place and indicates that communication will take place regularly.

Q14.1-14.3: Points (0-5) *

Q14.4-14.5

Sustainability

- Identifies existing and potential sources of support for the program.
- Indicates the type of contribution the resource will provide (e.g., in-kind, fiscal support).
- Indicates whether each identified initiative or resource is federal, state, or local.
- Describes strategies for identifying and securing additional sources of support.
- Provides timeline of steps to be taken during grant cycle to secure additional sources of support and how progress will be monitored.

Q14.4-14.5: Points (0-5) *

XIV Act—Comments and Rationale: *



XV—ACCESSIBILITY

The “Accessibility” section addresses issues of transportation, facilities, and private school access. **The purpose of this section is to address how the applicant will ensure the program is safe and accessible for potential program participants.**

Q15.1

Community Awareness of Program

- Provides description of a minimum of two methods of communication/marketing to community, families, and other stakeholders
- Describes a minimum of three methods used to ensure communication is accessible and understandable to broader community
- Provides timeline and frequency of communication efforts for each stakeholder group listed above

Q15.2

Accessibility

- Addresses accessibility needs (i.e., adequacy of space, Americans with Disabilities Act compliance)
- Describes how facility and space available to the program are conducive to effective learning and engagement activities proposed
- Addresses how students will be transported to the program in a safe and appropriate manner for the ages and grades served
- Not applicable – program will take place in the school in which the students served are enrolled

Q15.3

Transportation Plan

- Includes a minimum of two strategies to safely transport participants to and from the center and home
- Plan is appropriate to age and grade level of participants
- Plan demonstrates the program will provide transportation to any students who need it
- Describes effort to regularly assesses transportation needs of students
- Transportation options are communicated to potential participants and their families

Q15.1-15.3: Points (0-5) *

XV Accessibility—Comments and Rationale: *

OVERALL REVIEWER COMMENTS

Before submitting this rubric, please review your scores for completeness and accuracy. In the overall comments below, please elaborate on any points listed above that might provide the applicant the most insight into their score.

Overall Areas of Strength.

Overall Areas for Improvement.



OVERALL SCORE AND RATING
For DPI USE ONLY

The table below will be used to calculate the final overall score of the application. This is the score that the DPI will use to determine which projects to fund. The final overall score will be calculated automatically according to the weights assigned to each section.

Section Name	Section Score	Section Weight	Weighted Score
III. Abstract	0.00	1%	
VI. Program Overview	0.00	2%	
VII. READINESS	0.00	15%	
VIII. PLAN	0.00	20%	
IX. DO (Action Plan)	0.00	20%	
X. BEST PRACTICES	0.00	5%	
XI. PROGRAM OPERATING SCHEDULE	0.00	2%	
XII. STAFFING	0.00	5%	
XIII. STUDY CHECK	0.00	15%	
XIV. ACT	0.00	10%	
XV. ACCESSIBILITY	0.00	5%	
Overall Score >			