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

This document is meant to serve as a resource detailing the content found on the reviewer rubrics and is NOT the rubric that is completed and submitted to DPI. All reviews and rubrics are completed via the 21st CCLC online portal.

INSTRUCTIONS FOR COMPLETION

Thank you for agreeing to be a part of the review process of the 2024-25 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).** Half points may be awarded if the response meets the minimum threshold for the point value and adds additional relevant detail that is not reflected in the higher point value(s).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:** Answer that addresses and provides relevant evidence that **surpasses ALL** key characteristics, all boxes checked AND includes additional, relevant, and explicit characteristics or detail.
● **4 Points, Meets Expectations:** Answer that addresses and provides relevant evidence to ALL required key characteristics, all boxes checked.
● **3 Points, Meets Some Expectations:** Answer that addresses and provides relevant evidence to the **MAJORITY** of the required key characteristics.
● **2 Points, Meets Few Expectations: Answer lacks relevant evidence pertaining to key characteristics or does not address MAJORITY of key characteristics.**
● **1 Point, Does Not Meet Expectations:** Answer that is **INCOMPLETE or DOES NOT INCLUDE ANY** key characteristics.

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 the prompt.
● Explain in "Reviewer Comments and Rationale."

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 (1-4) *

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."

Q6.1-6.16; 6.18-6.19

Indicates Eligibility and Identifies Funding Tier

☐ Provides all requested information and identifies the 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 the 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 (1-4) *

[▼]

VI Program Eligibility and Summary—Comments and Rationale: *

[text area]

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

☐ All stakeholders involved in the grant application and proposed programming have been clearly identified.

☐ Includes the primary school to be served, a community-based organization, or another public entity or private entity.

☐ Consults with additional relevant and representative stakeholders, as appropriate (e.g., families, students, day school staff, community members, etc.).

☐ Explicitly describes the role each stakeholder played in the planning and design of the grant proposal.

Q7.2

Identifies Stakeholder Roles

☐ Describes the role each stakeholder group will play in the implementation of the program.

☐ Describes the role each stakeholder group will play in the continuous oversight of the program.

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

[▼]

Q7.3

Describes Plan to Partner with Stakeholders for Continuous Improvement

☐ Addresses frequency with which the stakeholders will be recruited, 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 program improvement.

☐ Engagement plans and strategies are appropriate for the stakeholders and allow equitable opportunities for input and feedback from diverse stakeholders.

Q7.4

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.

Q7.3-7.4: Points (1-5) *

[▼]

Section VII Readiness—Comments and Rationale: *

SECTION VIII—PLAN

The "Plan" section provides data related to the academic and related needs of the targeted school and community in order to justify the proposed project. **The purpose of this section is to make a compelling case that a 21st CCLC is needed.**

Q8.1

Identifies Overall Need and Supporting Data

☐ Cites student academic data related to need(s) of targeted students.

☐ Cites youth development data related to the non-academic needs of targeted students.

☐ Cites data related to the **needs of the adult family members** of targeted students.

☐ Cites data related to community needs for 21st CCLC, such as demonstrated lack of OST programs, insufficient services, target population not accessing existing programming, etc.

☐

Q8.1: Points (1-5) *

[▼]

Q8.2

Identifies Root Causes

☐ Identifies the likely **reasons**, or causes, for the needs established in Q8.1.

☐ The likely causes cited are ones that can be addressed by an out-of-school program such as the 21st CCLC.

☐ Identifies at least one area of strength of the target population on which the 21st CCLC program might build.

Q8.2: Points (1-5) *

[▼]

VIII Plan—Comments and Rationale: *

SECTION IX—DO (Action Plan)

The "Do" section details what specific activities and services will be provided related to the goals of the program that address the root causes of the needs identified in earlier sections. A well-developed "DO" section should clearly articulate a connection between the needs, identified root causes, SMART Goals, and subsequent activities to be provided. A reviewer should have a clear idea of what priorities the applicant has for the program and what services will be provided to students based on the responses provided in this section. Reviewers should consider how and if the priorities identified align with the needs and root causes previously identified and how well the activities and services described address those priorities.

Reviewers refer to this visual: Connecting Root Cause and Demonstration of Need Worksheet

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

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.

- Each Priority Area selected is reflective of the needs identified in the previous section.

Q9.3; Q9.5; Q9.8; Q9.10; Q9.13; Q9.15; Q9.18; Q9.20; **Develops SMART Goals for each Identified Priority Area**

SMART Goal Example: *By June 30, 2025, 100 percent of 21st CCLC staff will demonstrate increased knowledge and skills of how to successfully support social emotional learning of program participants as measured by pre and post training staff questionnaires.*

☐ Each SMART Goal is reflective of the needs identified in the previous section.

☐ Each SMART Goal **aligns** to the respective identified Priority Area.

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

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

Develops Specific Activities, Services, and Frequency for each SMART Goal

☐ Includes at least **one** activity or service for each SMART Goal.

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

☐ The frequency included for each activity and service suggests **impact** toward goal(s).

☐ Provides **description** of activities, services, etc., that will address SMART Goal(s) .

☐ Each activity or service **aligns to its respective SMART Goal**, **Priority Area**, and **State Goal**.

☐ Each activity or service **aligns to the needs** of the targeted population.

Q9.1-9.21: Points (1-5) *

[____ ▼]

Q9.22-9.

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.

● Each Priority Area selected is reflective of the needs identified in the previous section.

Q9.23; Q9.26; Q9.29; Q9.31

Develops SMART Goals for each Identified Priority Area

SMART Goal Example: *75 percent of students attending the program 30 days or more in grades 1 - 5 will meet or exceed their literacy growth target from fall 2024 to spring 2025 as measured by MAP reading assessment scores.*

☐ Each SMART Goal is reflective of the needs identified in the previous section.

☐ Each SMART Goal **aligns** to the respective identified Priority Area.

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

Q9.25; Q9.27; Q9.30; Q9.32

Develops Specific Activities, Services, and Frequency for each SMART Goal

☐ Includes at least **one** activity or service for each SMART Goal.

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

☐ The frequency included for each activity and service suggests impact toward goal(s).

☐ Provides description of activities, services, etc., that will address SMART Goal(s).

☐ Each activity or service **aligns to its respective SMART Goal, Priority Area, and State Goal**.

☐ Each activity or service **aligns to the needs** of the targeted population.

Q9.22-9.32: Points (1-5) *

[____ ▼]

Q9.33

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.

- Each Priority Area selected is reflective of the needs identified in the previous section.

Q9.35; Q9.37; Q9.40; Q9.42; Q9.45; Q9.47; Q9.50; Q9.52

Develops SMART Goals for each identified Priority Area

SMART Goal Example: *By June 2025, 95 percent of 21st CCLC participants who attend the program 30 or more days will report having new experiences at the 21st CCLC that they would not have otherwise had if they were not program participants as measured by student surveys.*

☐ *Each SMART Goal is reflective of the needs identified in the previous section.*

☐ Each SMART Goal **aligns** to the respective identified Priority Area.

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

Q9.36; Q9.38; Q9.41; Q9.43; Q9.46; Q9.48; Q9.51; Q9.53

Develops Specific Activities, Services, and Frequency for each SMART Goal

☐ Includes at least **one** activity or service for each SMART Goal.

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

☐ The frequency included for each activity and service suggests impact toward goal(s).

☐ Provides description of activities, services, etc. that address SMART Goal(s).

☐ Each activity or service **aligns to its respective SMART Goal, Priority Area, and State Goal**.

☐ Each activity or service a**ligns to the needs** of the targeted population as presented in Section VIII. Plan.

☐

Q9.22-9.53: Points (1-5) *

[▼]

Q9.54

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).

- Each Priority Area selected is reflective of the needs identified in the previous section.

Q9.56; Q958.; Q9.61; Q9.63; Q9.66; Q9.68

Develops SMART Goals for Each identified Priority Area

SMART Goal Example: *By June 2025, at least 60 percent of adult family members of 21st CCLC participants will be able to identify at least one tool or strategy to support their child's education learned as a result of participating in a 21st CCLC sponsored family event as measured by family surveys.*

☐ Each SMART Goal is reflective of the needs identified in the previous section.

☐ Each SMART Goal **aligns** to the respective identified Priority Area.

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

Q9.; Q9.; Q9.; Q9.; Q9.; Q9.; Q9.; Q9.

Develops Activities, Services, or Action Steps, and Frequency for Each SMART Goal

☐ Includes at least **one** activity, service, or action step for each SMART Goal.

☐ Includes the frequency with which an activity, service, or action step will take place.

☐ The frequency included for each activity, service, or action step suggests impact toward goal(s).

☐ Provides a description of activities, services, or action steps. that address SMART Goal(s)..

☐ Each activity, service or action step **aligns to its respective SMART Goal, Priority Area, and State Goal**.

☐ Each activity, service, or action step aligns to the **needs of the targeted population** as presented..

Q9.54-9.9.69: Points (1-5) *

[▼]

IX Do—Comments and Rationale: *

[text box]

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

Use of Research or Evidence-Based Practices

☐ Describes how the proposed activities will contribute to student academic achievement.

☐ Describes how the proposed activities will address postsecondary and workforce preparation.

☐ Describes how the proposed activities will address positive youth development. ☐ Describes the specific practices the program will employ and explains how those practices are appropriate for an out-of-school-time setting.

☐ Cites the specific evidence or research that supports the practices referenced.

See Appendix D of the [21st CCLC Grant Application Guidelines](#) for more information on EBP in OST.

Q10.2 Describes Alignment with State and Local Academic Standards

☐ Describes formal communication protocols that will be in place with day school staff to ensure program activities will align with state and local academic standards.

☐ Describes processes in place to document the standards and targeted content for the activities that will promote student achievement.

Q10.1-10.2: Points (1-5) *

[▼]

X Best Practices—Comments and Rationale: *

[text area]

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

Summary of Operations

☐ Indicates minimum of 23 weeks of program operations.

☐ Meets a minimum of 115 programming days per school year.

☐ Meets minimum 10 total programming hours per week.

☐ If before-school hours are listed, a minimum of 45 minutes per day are provided.

Q11.22

Will the program offer summer programming? *

○ Yes ○ No

Q11.23-11.

Provides Summer Programming Information

☐ Includes the number of weeks the summer program will operate.

☐ Includes the total number of hours the summer program will operate.

☐ Includes the number of students targeted by summer program services.

Q11.26-11.27

If the program differs from that which was described in the "DO" Section, the applicant provides a description that includes a minimum of:

☐ two youth development focused activities and

☐ one academic enrichment activity.

Q11.1-11.27: Points (1-5) *

[____ ▼]

XI Program Operating Schedule—Comments and Rationale: *

[text box]

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 the background check process.

☐ Describes how volunteers will be used in programming.

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

[▼]

XII Staffing—Comments and Rationale: *

[text area]

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 the LEA will be made aware of the state and federal reporting requirements, as well as the necessary steps to complete them.

☐ Explains how the program will work with LEA and school(s) served to access needed data to meet federal and state reporting requirements (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 with the applicant relevant records necessary to 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 local SMART Goals or Action Steps, including performance indicators or measures.

Q13.6

Shares Evaluation Results

☐ Outlines how the program will make evaluation results publicly available.

☐ Describes how the 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 (1-5) *

[▼]

XIII Study Check—Comments and Rationale: *

[text box]

SECTION XIV—ACT (Coordination and Sustainability)

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 - 14.3

Coordination

☐ Details current funds and programs offered by the school identified 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 (1-5) *

[▼]

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 a timeline of steps to be taken during the grant cycle to secure additional sources of support and how progress will be monitored.

Q14.4-14.5: Points (1-5) *

[▼]

XIV Act—Comments and Rationale: *

[text area]

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 or marketing to community, families, and other stakeholders.

☐ Describes a minimum of three methods used to ensure communication is accessible and understandable to a broader community (including multiple languages and in formats accessible for someone with visual impairments).

☐ 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. If the proposed program space presents potential barriers to participation (i.e., transportation, geographic location, etc.), the applicant describes how they will adequately address those barriers.

☐ 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 the age and grade level of participants.

☐ Plan demonstrates the program will provide transportation to any students who need it.

☐ Describes effort to regularly assess transportation needs of students.

☐ Transportation options are communicated to potential participants and their families.

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

[▼]

XV Accessibility—Comments and Rationale: *

[text area]

XVI - ASSETS

The purpose of this section is to highlight how the proposed 21st CCLC program will engage with the existing strengths and resources the school and community offer. This section should be scored solely on the content and quality of the response, NOT on the production quality or creative elements of the video itself.

For reference, the prompt the applicants were asked to respond to in their video submission was: *How will a 21st CCLC elevate the school community's assets, health, and well-being?*

Q16.1

Please check all that apply.

Video submission:

☐ Is no longer than three minutes in length.

☐ Does not contain any student personal identifying information (examples: images or names).

☐ Identifies how the program will utilize and elevate the school community's existing assets. An asset is anything that provides value and may be related to geographic location or space, characteristics and qualities of individuals or groups of people, or physical objects and property.

☐ Identifies how the program will elevate the school community's well-being and overall health. This may include, but is not limited to, elements of fitness, nutrition, mental health, social-emotional learning, financial literacy, or academic success.

Q16.1: Points (1-5) *

[▼]

In the space below, please respond to one or both of the following questions. What specific comments did you find most meaningful? What do you believe will be most impactful to the youth in the proposed program?

Please note: Your comments will be anonymously shared with the applicant.
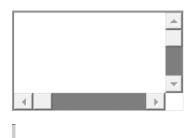
[text box]

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:

[text box]

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 ELIGIBILITY AND SUMMARY	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	14%	
XIV. ACT	0.00	10%	
XV. ACCESSIBILITY	0.00	5%	
XVI. ASSETS		1%	
		Overall Score ➤	