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 2022-23 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). 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/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"

	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 applicant intends to accomplish if awarded the grant. The abstract serves as an introduction to the proposal. The highest possible score for this section is a "4."		
Question(s)	**Key Characteristics**	**Points (0-4)**
Q3.1	☐ Applicant identifies the target population ☐ Applicant addresses two key needs of the target population ☐ Applicant addresses what the project hopes to accomplish	
	Section Score ➤	

Reviewer Comments and Rationale:

	SECTION VII—PROGRAM OVERVIEW	
The "Program Overview" 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 level of funding sought, and the projected average daily attendance (ADA) of the program. This section also asks applicants to justify the program's projected average daily attendance. **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."		
Question(s)	**Key Characteristics**	**Points (0-4)**

*Asterisk denotes prompt(s) ineligible for a score above 4.
** If question not answered, do not consider these key characteristics when determining score.

Q7.1-7.19	**Indicates Eligibility and Identifies Funding Tier (Q7.1-7.17)** ☐ Provides all requested information and identifies funding tier **Identifies Targeted Student Population (Q7.16)** ☐ Applicant indicates that at least 51 percent of students enrolled in the program will be from the primary school to be served **Justifies ADA (Q7.18)** ❑ Provides evidence that program will be able to attract sufficient students to meet projected ADA **Justifies ADA If Previously Funded and ADA Differs (Q7.19, if applicable**)** ☐ If applicant is a previous 21st CCLC recipient and projected ADA has changed since last reported, explains how an increase or decrease in ADA has been determined using evidence to support the change (e.g., other funding sources are in place to support higher than projected ADA, school enrollment has dramatically changed since previously funded, need for services has changed significantly since last funded, etc.)	
	Section Score ➤	

Reviewer 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.**

Question	Key Characteristics	Points (0-5)
Q8.1	**Identifies Overall Need and Corresponding Supporting Data:** ❑ Cites student academic data, including academic assessment results, and additional data source ❑ 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 a system-level need for before- and after-school programs, such as gaps in the services and resources available to the target population ❑ Provides analysis that establishes a clear link between the data and a need for a 21st CCLC	
Q8.2	**Identifies Root Causes:** ❑ The likely root causes of 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	
Q8.3	**Describes Alignment with Existing Initiatives, Programs, or Priorities:** ❑ Identifies at least two existing initiatives, programs, or priorities with which the 21st CCLC will align, including both challenging local and state standards, and the day school instructional program ❑ Describes how connections will be made between grant funding and existing or available initiatives, programs, or priorities ❑ Describes the direct relationship between the identified initiatives, programs, or priorities and the stated needs and root causes to be addressed by the 21st CCLC	

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** If question not answered, do not consider these key characteristics when determining score.

	Section Score ➤	

Reviewer 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]) in Q8.2. **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.

Question(s)	Key Characteristics	Points (0-5)
Q9.1-9.27	**Indicates Priorities for State Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population (Q9.1-9.2)** ❏ *At least one* Priority area for State Goal 1 **Develops SMART Goals for Each Identified Priority Area (Q9.4; Q9.6; Q9.9; Q9.11; Q9.14; Q9.16; Q9.19; Q9.21; Q9.24; Q9.26)** ❏ *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 **Develops Action Steps and Frequency for Each SMART Goal (Q9.5; Q9.7; Q9.10; Q9.12; Q9.15; Q9.17; Q9.20; Q9.22; Q9.25; Q9.27)** ❏ *At least one* action step and frequency for each SMART goal ❏ Each action step provides general overview of activities, services, etc. (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	
Q9.28-9.44	**Indicates Priorities for State Goal 2 (Academic Enrichment): Programs will challenge youth to develop as learners. (Q9.28-9.29)** ❏ *At least one* Priority area for State Goal 2 **Develops SMART Goals for Each Identified Priority Area (Q9.31; Q9.33; Q9.36; Q9.38; Q9.41; Q9.43)** ❏ *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 **Develops Action Steps and Frequency for Each SMART Goal (Q9.32; Q9.34; Q9.37; Q9.39; Q9.42; Q9.44)** ❏ *At least one* action step and frequency for each SMART goal ❏ Each action step provides general overview of activities, services, etc. (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	

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** If question not answered, do not consider these key characteristics when determining score.

Q9.45-9.71	**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. (Q9.45-9.46)**	
	❏ *At least one* Priority area for State Goal 3	
	Develops SMART Goals for Each Identified Priority Area (Q9.48; Q9.50; Q9.53; Q9.55; Q9.58; Q9.60; Q9.63; Q9.65; Q9.68; Q9.70)	
	❏ *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	
	Develops Action Steps and Frequency for Each SMART Goal (Q9.49; Q9.51; Q9.54; Q9.56; Q9.59; Q9.61; Q9.64; Q9.66; Q9.69; Q9.71)	
	❏ *At least one* action step and frequency for each SMART goal	
	❏ Each action step provides general overview of activities, services, etc. (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	**Indicates Priorities for State Goal 4 (Family Engagement): Programs will engage families and the broader community in support of student learning. (Q9.72-9.73)**	
	❏ *At least one* Priority area for State Goal 4	
	Develops SMART Goals for Each Identified Priority Area (Q9.75; Q9.77; Q9.80; Q9.82; Q9.85; Q9.87; Q9.90; Q9.92)	
	❏ *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	
	Develops Action Steps and Frequency for Each SMART Goal (Q9.76; Q9.78; Q9.81; Q9.83; Q9.86; Q9.88; Q9.91; Q9.93)	
	❏ *At least one* action step and frequency for each SMART goal	
	❏ Each action step provides general overview of activities, services, etc. (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	
	Section Score ➤	

Reviewer 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 reader that the applicant has developed a program model based on evidence-based practices that will meet the need(s) of the targeted population.**

Question(s)	Key Characteristics	Points (0-5)
Q10.1	**Demonstrates Use of Best Practices** ❏ Describes a *minimum of one* research or evidence-based practice that helps students meet challenging state and local academic standards and overall student success	

*Asterisk denotes prompt(s) ineligible for a score above 4.

** If question not answered, do not consider these key characteristics when determining score.

❏ Includes a *minimum of one* practice that has been shown to be effective in out-of-school time settings (see Appendix D of the 21st CCLC Grant Application Guidelines for examples) *OR* explains how a practice used during the school day is also appropriate for an out-of-school time setting ❏ Describes how best practice(s) will be incorporated into program activities	
Section Score ➤	

Reviewer Comments and Rationale:

	SECTION XI—PROGRAM OPERATING SCHEDULE	

The "Program Operating Schedule" section provides an overview of the proposed program's schedule. **The purpose of the section is to ensure that the proposed program meets the minimum operating requirements set by DPI.**

Question(s)	Key Characteristics	Points (0-5)
Q11.1-11.24	**Meets Programming Requirements (Q11.1-11.21)** ❏ Indicates number of weeks program will operate (Q11.1) ❏ Meets *minimum of 115 programming days* per school year (Q11.2) ❏ Meets *minimum of 10 total programming hours* per week (Q11.8; OR 11.16 if offering before-school hours; OR Q11.21 if offering weekend hours) ❏ If before-school hours are listed, *a minimum of 45 minutes* per day are provided (Q11.10-11.14, if applicable**) **Provides Summer Programming Information (Q11.22-11.24, *if applicable***)** ❏ Includes the number of weeks summer program will operate (Q11.23) ❏ Includes the total number of hours summer program will operate (Q11.24)	
	Section Score ➤	

Reviewer 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.**

Question(s)	Key Characteristics	Points (0-5)
Q12.1-12.3	**Describes Staffing Model (Q12.1)** ❏ Describes staff positions ❏ Details responsibilities associated with each position ❏ Outlines respective qualifications for each position **Describes Volunteer Model (Q12.3, *if applicable***)** ❏ Outlines plans to recruit volunteers (e.g., word of mouth, newsletters, bulletin boards, listservs, social media, meetings, etc.) ❏ Describes how program will ensure volunteers are appropriately qualified, including a description of the background check process ❏ Describes how volunteers will be used in programming	
	Section Score ➤	

Reviewer Comments and Rationale:

	SECTION XIII—STUDY CHECK	

*Asterisk denotes prompt(s) ineligible for a score above 4.
** If question not answered, do not consider these key characteristics when determining score.

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.**

Question(s)	Key Characteristics	Points (0-5)
Q13.1-13.6	**Plans For Data Collection (Q13.1)** ❑ Explains how the program will work with LEA and/or school(s) served to ensure access to needed data (i.e., regular meetings, granted access to online portals, etc.) **Establishes Memorandum of Understanding (Q13.2-13.3, if applicable**)** ❑ Required for non-school applicants (i.e., community-based organization or other non-school entity is the grant applicant): establishes agreement between the applicant *and the school to be served* ❑ Establishes agreement to share records necessary to the meet the program's requirements **Plans for Evaluation and Program Improvement (Q13.4-13.5)** ❑ 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 the data collection and analysis process ❑ Describes how evaluation results will be used to refine, improve, and strengthen the identified SMART goals (including performance indicators and performance measures) **Shares Evaluation Results (Q13.6)** ❑ 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	
	Section Score ➤	

Reviewer 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.**

Question	Key Characteristics	Points (0-5)
Q14.1	**Coordinates Resources** ❑ Identifies *minimum of two* existing resources that will support the 21st CCLC or programs with which the 21st CCLC will coordinate ❑ Indicates whether each identified resource is federal, state, or local ❑ Indicates whether each identified resource is in-kind or financial ❑ Explains how each identified resource will be used to support program functioning or provides specific examples of how grant funds will be used in relation to existing federal, state, or local programs	
Q14.2-14.3	**Plans for Sustainability (Q14.2)** ❑ Identifies existing or potential sources of support for the program (i.e., local sources of funding, cash or in-kind contributions, volunteer services, etc.) ❑ Describes strategies for identifying and securing additional sources of support ❑ Provides general timeline of the steps that will be taken during the grant cycle to secure additional sources of support **Describes Current Funding Sources (Q14.3, if applicable**)** ❑ Identifies other funding sources currently being used to support before-, after-school, or summer programming at the primary school to be served	

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	❏ Describes how grant funds will change the scope of existing programming (i.e., number of students served, program schedule, activities offered, etc.)	
	Section Score ➤	

Reviewer Comments and Rationale:

	XV-- 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.**

	Key Characteristics	Points (0-5)
Q15.1-15.2	**Identifies Stakeholders (Q15.1)** ❏ The planned stakeholder team is clearly described ❏ Includes *at least one* local education agency and *at least one* community-based organization, as well as other public or private entities where appropriate ❏ Consults with additional stakeholder groups, as appropriate (e.g., family members, students, day school staff, community members, etc.) ❏ Stakeholders are demographically representative of the proposed 21st CCLC's target population(s) **Identifies Stakeholder Roles (Q15.2)** ❏ 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	
Q15.3-15.6	**Describes Stakeholder Engagement (Q15.3)** ❏ There is evidence that all stakeholders have been engaged to develop partnerships and gather input ❏ *Minimum of two* engagement methods are referenced (e.g., surveys, focus groups, soliciting feedback on proposal, securing support, etc.) **Describes Plan to Partner with Stakeholders for Continuous Improvement (Q15.4)** ❏ Addresses frequency with which 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 for engaging stakeholders (e.g., face-to-face contact, phone calls, social media, meetings, surveys, advisory board, etc.) ❏ Engagement plan is appropriate for the stakeholder groups and allows for equitable opportunities for stakeholders from a range of background to provide input or feedback **Plans for Consortium Communication (*Q15.5, 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* examples of the communication strategies that will be employed (e.g., emails, phone calls, face-to-face meetings, etc.) OR ❏ N/A (Applicant is not a consortium) **Attaches Principal's Letter of Support (Q15.6)** ❏ 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 (e.g., data, student recruitment, coordination of services, transportation, space, collaboration with	

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	staff, aligning services, attending and promoting events, regular meetings, resources)	
Q15.7-15.8	**Ongoing Communication Protocols (Q15.7)** ❑ Describes the formal communication protocols (i.e., specific structures for soliciting and disseminating information) that will be in place to ensure ongoing communication between the program and key internal stakeholders (e.g., day school teachers or support staff, day school administration, etc.) ❑ Describes the formal communication protocols (i.e., specific structures for soliciting and disseminating information) that will be in place to ensure ongoing communication between the program and key external stakeholders (e.g., students, families, community partners, etc.) ❑ Description includes the frequency with which communication will take place, and indicates that communication will take place on a regular basis **Disseminates Information (Q15.8)** ❑ Plans for regular dissemination of information regarding location and availability of the 21st CCLC (*minimum annual* dissemination) ❑ Uses *a minimum of two different* communication strategies (e.g., face-to-face contact, phone calls, newsletters, bulletin boards, flyers, listservs, social media, meetings, various forms of two-way communication, etc.) to inform the community about the 21st CCLC ❑ Information is communicated in a way that is understandable and accessible for community stakeholders	
	Section Score ➢	

Reviewer Comments and Rationale:

	XVI--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.**

	Key Characteristics	**Points (0-5)**
Q16.1-16.2	**Explains Accessibility** *(Q16.1, if applicable**)* ❑ Addresses accessibility needs (i.e., adequacy of space, Americans with Disabilities Act [ADA] compliance) ❑ Describes how facility and space available to the program are conducive to effective learning ❑ Addresses how students will be transported to the program in a safe and appropriate manner for the ages and grades served by the program **Describes 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 provides transportation to any students who need it, including those who cannot depend on parent and guardian pick-up or walking home unaccompanied ❑ Assesses transportation needs of students ❑ Transportation options are communicated to parents and guardians	
	Section Score ➢	

Reviewer Comments and Rationale:

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** If question not answered, do not consider these key characteristics when determining score.

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%	
IIX Program Overview	0.00	2%	
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. READINESS	0.00	15%	
XVI. ACCESSIBILITY	0.00	5%	
		Overall Score ➤	

Overall Areas of Strength

Overall Areas for Improvement

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** If question not answered, do not consider these key characteristics when determining score.