



Appendix L: Application Scoring Rubric

Fiscal Year 2024

Scoring Rubric by Criterion		
Criterion		Maximum Points
1	Executive Summary	3
2	Priority (Competitive Preference Points)	15
3	Needs and Resource Assessment	22
4	Evidence-Based Program Design	31
5	Program Management and Implementation	61
6	Program Evaluation and Monitoring	40
7	Sustainability	10
8	Detailed Planning Expenditures (Budget)	33
Maximum Total Points		215

Criterion 1 - Executive Summary

Max = 3 Points

Indicator		Rubric and Points	
		0	1
1.1	(a) Describes the need for the 21st CCLC program in its proposed community, (b) provides a list of the name(s) of the school(s) to be served, and (c) describes the reason(s) for selecting the target population to be served.	Incomplete or lacks clarity.	Clearly describes the need for the 21 st CCLC program AND provides a list of names of schools to be served AND describes the reason for selecting the target population to be served.
1.2	Describes a theory of action that identifies (a) the program's key design elements, (b) the desired outcome(s) of the program, (c) the evidence-based practice(s) to achieve the desired outcome(s)	Incomplete or lacks clarity.	Clearly describes a theory of action that identifies the program's key design elements AND desired outcomes AND the evidence-based practices to achieve the desired outcomes.
1.3	Both (a) names program partner(s) and, for each partner, (b) describes their capacity to effectively support the proposed 21st CCLC program.	Incomplete or lacks clarity.	Clearly names ALL partners and describes EACH partner's capacity to support the 21 st CCLC.

Select up to two	Indicator	Rubric and Points		
		0	5	10
2.1	The applicant proposes a program where 50% of students are enrolled in high school with programming that includes credential programs, internships, residencies, workforce development activities, test preparation, or readiness for advanced or honors-level courses. This includes alternative programs serving 9–12 grades within high schools.	The applicant failed to provide a detailed narrative justification describing how they will meet the requirements for the selected priority.	The applicant provides a detailed narrative justification describing how they will meet the requirements for the selected priority.	
2.2	The applicant proposes to offer summer programming at sites that combined serve at least 50% of all proposed students and the summer programming, per site, is at least 120 hours or more during the summer break period.	The applicant failed to provide a detailed narrative justification describing how they will meet the requirements for the selected priority.	The applicant provides a detailed narrative justification describing how they will meet the requirements for the selected priority.	
2.3	The applicant proposes to use the Forum for Youth Investment’s Program Quality Assessment (PQA) tool within their program evaluation.	The applicant failed to provide a detailed narrative justification describing how they will meet the requirements for the selected priority.	The applicant provides a detailed narrative justification describing how they will meet the requirements for the selected priority.	
2.4	The applicant proposes to implement at least one evidence-based practice specifically designed for low-income middle and high school students that increases in-school attendance, reduces high rates of chronic absenteeism, reduces exclusionary discipline, reduces referrals to the juvenile justice system, reduces bullying/harassment, reduces community/school violence, or reduces substance abuse.	The applicant failed to provide a detailed narrative justification describing how they will meet the requirements for the selected priority.		The applicant provides a detailed narrative justification describing how they will meet the requirements for the selected priority.
2.5	The applicant both proposes to serve students who attend schools designated by OSSE for improvement (pursuant to Section 1116 of Title I) and that are submitted jointly between at least one LEA receiving funds under Title I, Part A, and at least one public or nonpublic community organization. <i>Note: Schools identified for improvement include those schools identified as Comprehensive Support and Improvement–Type 1 (CS–1), Comprehensive Support and Improvement–Type 2 (CS–2), or Targeted Support and Improvement Schools (TS) under OSSE’s School Transparency and Reporting (STAR) accountability framework. To be considered for this competitive priority, the applicant must upload a signed consortium agreement as a component of their application.</i>	The applicant failed to provide a detailed narrative justification describing how they will meet the requirements for the selected priority.	The applicant provides a detailed narrative justification describing how they will meet the requirements for the selected priority.	

Criterion 3 - Needs and Resource Assessment

Max = 22 Points

Indicator		Rubric and Points					
		0	1	2	3	4	5
3.1	Describes, using data/statistics, student-level indicators of need for 21st CCLC programming in the area(s) to be served. Examples of relevant data includes, but is not limited to, poverty rates, percentage of students in low performing schools, percentage of students in Title I schools, dropout rates, literacy rates, youth risk behavior indicators, and student state assessment results.	Incomplete or lacks clarity.	Provides data on the student population to be served but lacks clarity or completeness.	Provides data on the student population to be served that includes evidence of the need. Applicant provides multiple data points that validate the need.			
3.2	Describes, using data/statistics, parent- and family-level indicators of need for 21st CCLC programming in the area(s) to be served. Examples of relevant data includes, but is not limited to, income levels, educational attainment levels, parent engagement rates, and identified community concerns.	Incomplete or lacks clarity.	Provides data on the parent/family level population to be served but lacks clarity or completeness.	Provides data on the parent and family level population to be served that includes evidence of the need. Applicant provides multiple data points that validate the need.			
3.3	Describes both (a) the needs of students at risk of educational failure and (b) the gaps in services for students at risk of educational failure in the location(s) proposed for 21st CCLC programming.	Incomplete or lacks clarity.	Describes either the need of the students at risk of educational failure OR addresses the gap in services for these students.	Describes the needs of the students at risk of educational failure AND addresses the gap in services for these students.			
3.4	Describes how the proposed program will (a) remedy the identified (i) gaps in service and (ii) risk factors in services for students at risk of educational failure and (b) establish or expand on current programs and services available to students at the school(s) being served.	Incomplete or lacks clarity.	Provides information about how the program will address the gaps OR risk factors. Fails to address remaining components.	Identifies the gaps and risk factors but fails to explain how the program will address those needs.	Provides information on how the program will remedy gaps in service but may require more information on risk factors and connection to established services.	Describes how the program will remedy the gaps in services and risk factors. May need more information about connection to established services.	Describes how the program will remedy gaps in services AND mediate risk factors while also explaining how the program will establish or expand services.

Criterion 3 - Needs and Resource Assessment

Max = 22 Points

Indicator		Rubric and Points					
		0	1	2	3	4	5
3.5	Describes (a) the process by which relevant stakeholders (e.g., students, parents, teachers, principals) were active participants in the development of the proposed 21st CCLC program, (b) how these stakeholders contributed to identifying the needs of students at risk of educational failure and gaps in existing services, and (c) how these stakeholders will remain engaged in the ongoing operation and evaluation of the 21st CCLC program.	Incomplete or lacks clarity.	Discusses stakeholder engagement, but it is not a clear process and fails to provide information about identification or sustainability.	Provides a process for stakeholder engagement but fails to explain how they helped identify students and how the engagement will be sustained.	Provides a process for stakeholder engagement AND explains how the stakeholders helped with identification. May need more information about sustaining the engagement.	Provides a clear process of how stakeholders were engaged in the development of the program AND explains how these stakeholders contributed to identifying the needs of the students and gaps in service, AND provides information about how the program will sustain the stakeholder engagement	
3.6	For each proposed 21st CCLC site, (a) describes the out-of-school time programming (e.g., after school, before school, and summer programs) currently available to (i) students and (ii) their families and (b) identifies supplemental academic supports also available to students.	Incomplete or lacks clarity.	Described the currently available out of school time programs but does not address their availability to both students and families.	Describes the currently available out of school time programming to students AND their families AND identifies supplemental academic supports for students.			
3.7	For each proposed 21st CCLC site, provides information about the various funding sources that will be used to provide 21st CCLC programming to students.	Incomplete or lacks clarity.	Provides funding sources for some, but not all, sites.	Provides all required information about all funding sources for all proposed sites.			
3.8	For each proposed 21st CCLC site, describes how the proposed 21st CCLC program directly supports the school improvement plan of each school served.	Incomplete or lacks clarity.	Provides connections to individual school(s) but does not align to the school's improvement plan.	Provides connections to some school improvement plans, but not all, that will be served.	Directly connects the proposed program with the school improvement plan of school(s) to be served.		

Criterion 4 - Evidence-Based Program Design

Max = 31 Points

Indicator		Rubric and Points										
		0	1	2	3	4	5	6	7	8	9	10
4.1	Describes the evidence- and research-based programming, services, and activities that will be implemented to address the needs and service gaps identified in Criteria 3: Needs and Resource Assessment. This description should align the strategy directly with a need and include detailed information about the program models, instructional methods, strategies, and related techniques that will be used to implement the proposed 21st CCLC program.	Incomplete or lacks clarity.	Programming is not evidence based AND does not address the needs identified in Criterion #3.	Programming is EITHER evidence based OR does not address the identified needs.	Some methods are evidence based and some are not. Does not align with need.	Some methods are evidence based and some are not. Some align with need.	Some methods are evidence based and some are not. All align with identified needs.	Identifies evidence-based programming but does not align with any of the identified needs.	Identifies evidence-based programming and aligns with some needs identified but does not address ALL needs. May include details about programs and models and techniques.	Identifies the evidence-based research and aligns with the need assessment, but may need more info on all programs, models and instructional techniques are not included.	Clearly identifies the evidence-based strategies/ programming and directly aligns with the needs assessment. Includes detailed information program models, instructional methods, and other techniques.	
4.2	Describes the alignment between the proposed program and each of the nine characteristics of high-quality extended learning programs described in the request for applications.	Incomplete or lacks clarity.	Provides some information on the alignment and may connect with 5 characteristics or less of high-quality learning programs.	Describes the alignment between the proposed program and at least 6 of the 9 characteristics of high-quality learning programs.	Clearly describes the alignment between the proposed program and ALL 9 characteristics of high-quality learning programs.							
4.3	Describes how evidence-based instructional practices align with the academic activities in the day school curriculum.	Incomplete or lacks clarity.	Describes the instructional practices but does not identify connection to school activities.	Describes how some instructional practices are aligned with the school activities but does not identify ALL activities.	Clearly describes how evidence based instructional practices align with the activities in the day school curriculum.							

Criterion 4 - Evidence-Based Program Design

Max = 31 Points

Indicator		Rubric and Points										
		0	1	2	3	4	5	6	7	8	9	10
4.4	Describes how the proposed program will help students meet state and local student achievement standards.	Incomplete or lacks clarity.	Describes how the program will support students generally but does not connect to state OR local achievement standards.	Identifies how the proposed program will support students in meeting state OR local achievement standards.	Clearly identifies how the proposed program will support students in meeting state AND local achievement standards.							
4.5	Describes how the proposed program will provide students with non-academic positive outcomes such as, but not limited to, social-emotional development.	Incomplete or lacks clarity.	Provides information about the expected outcomes of the proposed program but does not include any activities to promote those outcomes.	Provides information about how the proposed program will provide students with positive outcomes, but the outcomes are not aligned to the activities.	Clearly describes how the proposed program will provide students with non-academic positive outcomes.							
4.6	(a) Includes all performance measures that directly relate to USED GPRA measures and, for each, describes (b) the scientifically based, research-supported activities to achieve the performance measure, (c) the milestones that will be met in the process of meeting the measure, and (d) includes the metric(s) by which progress will be measured.	Incomplete or lacks clarity.	Does not include any of the GPRA measures. Provides information about activities. May or may not include milestones and metrics.	Includes at least 1 of 5 measures directly aligned to GPRA measure with a description of activities and may or may not include milestones and metrics.	Includes at least 2 of 5 measures directly aligned to GPRA measure with a description of activities and may or may not include milestones and metrics.	Includes at least 3 of 5 measures directly aligned to GPRA measure with a description of activities and may or may not include milestones and metrics.	Includes at least 4 of 5 measures directly aligned to GPRA measure with a description of activities and may or may not include milestones and metrics.	Includes all 5 of 5 measures directly aligned to GPRA measures with an accurate description of the activities to achieve the performance measures. Includes SOME milestone and NO metrics.	Includes all 5 of 5 measures directly aligned to GPRA measures with a description of the activities to achieve the performance measures. Also includes ALL milestones and NO metrics.	Includes all 5 of 5 measures directly aligned to GPRA measures with a description of the activities to achieve the performance measures. Also includes ALL milestones and SOME metrics.	Includes all 5 of 5 measures directly aligned to GPRA measures with an accurate description of the activities to achieve the performance measures. Also includes SOME milestones and metrics.	Includes all 5 of 5 measures directly aligned to GPRA measures with an accurate description of the activities to achieve the performance measures. Also includes ALL milestones and metrics.

Criterion 5 - Program Management and Implementation

Max = 61 Points

Indicator		Rubric and Points								
		0	1	2	3	4	5	6	7	8
5.1	Describes the specific approaches that will be incorporated into the 21st CCLC program for each of the three activity domains: (a) academic programming and instruction, (b) enrichment, and (c) recreation. For each activity domain, the description must (d) demonstrate alignment to at least one of the nine characteristics of high-quality extended learning programs and (e) include a broad array of services that are designed to reinforce and complement the regular school day program.	Incomplete or lacks clarity.	Provides at least 1 component of the question but fails to provide information on the rest of the question.	Provides ALL specific approaches for 1 of the 3 domains. Does NOT describe how the programming aligns to one of the 9 characteristics of HQ extended learning programs AND may or may not include an array of services.	Provides ALL specific approaches for 1 of the 3 domains AND describes how the programming aligns to one of the 9 characteristics of HQ extended learning programs AND may or may not include an array of services.	Provides ALL specific approaches for each of at least 2 of the 3 domains AND describes how the programming aligns to one of the 9 characteristics of HQ extended learning programs AND may or may not include an array of services.	Provides ALL specific approaches for each of the 3 domains, MAY lack information on how the programming aligns to one of the 9 characteristics of HQ extended learning programs AND may or may not include an array of services.	Provides ALL specific approaches for each of the 3 domains AND describes how the programming aligns to one of the 9 characteristics of HQ extended learning programs Does not include any information about services.	Provides ALL specific approaches for each of 3 domains AND describes how the programming aligns to one of the 9 characteristics of HQ extended learning programs AND includes an array of services. May lack detail on any component of the question.	Clearly provides ALL specific approaches for each of the 3 domains AND describes how the programming aligns to one of the 9 characteristics of HQ extended learning programs AND includes a broad array of services.
5.2	Describes (a) the opportunities for literacy and related educational development for families of students and (b) other trainings for parents and families.	Incomplete or lacks clarity.	Describes opportunities for development for families but is not directly related to literacy AND may or may not provide information on other trainings for parents and families.	Describes the opportunities for literacy related to educational development for families of students. Lacks information on other trainings for parents and families.	Describes the opportunities for literacy related to educational development for families of students AND provides SOME information on other trainings for parents and families.	Clearly describes the opportunities for literacy and related to educational development for families of students AND provides comprehensive information on other trainings for parents and families.				

Criterion 5 - Program Management and Implementation

Max = 61 Points

Indicator		Rubric and Points								
		0	1	2	3	4	5	6	7	8
5.3	Creates a timeline of activities/events throughout the first year of proposed programming that includes all major activities listed in the program design and evaluation section.	Incomplete or lacks clarity.	Provides a timeline of activities and events for the first year of programming. Lacks information and connections with the major activities listed in the application.	Provides a timeline of activities and events for the first year of programming AND includes SOME major activities listed in the application.	Provides a clear timeline of activities and events for the first year of programming AND includes all major activities listed in the application.					
5.4	Describe (a) the partnership(s) that will be created with CBO(s), juvenile justice agencies, law enforcement agencies, or youth groups and (b) how the partnership(s) will provide services to (i) the students participating in the community learning center and (ii) families of those students. For each partner, the application must (c) delineate each partner's role in providing services including (i) who will do what, (ii) when, (iii) where, (iv) to what end, and (v) with what anticipated results.	Incomplete or lacks clarity.	Provides SOME information on partnerships and may or may not describe how the partnerships will provide services to students. May or may not include a description of SOME partner's role in providing the services but may lack specificity with the 6 W questions.	Describes SOME partnership(s) AND describes how the partnerships will provide services to students AND families. May or may not include a description of SOME partner's role in providing the services but may lack specificity with the 6 W questions.	Describes ALL partnership(s) AND describes how the partnerships will provide services to students AND families. Also includes a description of SOME partner's role in providing the services but lacks specificity with the 6 W questions.	Describes ALL partnership(s) AND describes how the partnerships will provide services to students AND families. Also includes a description of SOME partner's role in providing the services with all 6 W questions answered.	Clearly describes ALL partnership(s) AND describes how the partnerships will provide services to students AND families. Also includes a description of each partner's role in providing the services with all 6 W questions answered.			
5.5	Describes student (a) recruitment and (b) retention efforts to be implemented including (c) those efforts that specifically target nonpublic school students.	Incomplete or lacks clarity.	Describes student recruitment OR retention effort. Fails to include information that targets nonpublic school students.	Describes student recruitment OR retention efforts AND includes information that targets nonpublic school students.	Clearly describes student recruitment AND retention efforts AND includes information that targets nonpublic school students.					

Criterion 5 - Program Management and Implementation

Max = 61 Points

Indicator		Rubric and Points								
		0	1	2	3	4	5	6	7	8
5.6	Describes how (a) students in the proposed program will travel safely to and from the center and home, (b) the program will ensure that student whereabouts are accounted for throughout the transportation/travel period, and (c) the program will implement check-in and check-out procedures for transportation.	Incomplete or lacks clarity.	Describes how students will be transported safely. Fails to address EITHER how the program will ensure student whereabouts during travel OR how the program will implement check in and out procedures.	Describes how students will be transported safely, AND addresses EITHER how the program will ensure student whereabouts during travel OR how the program will implement check in and out procedures.	Clearly describes how students will be transported safely, AND how the program will ensure student whereabouts during travel AND how the program will implement check in and out procedures.					
5.7	Describes how the 21st CCLC program will ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with disabilities as required by the General Education Provisions Act (GEPA) 427, OMB Control No. I801-0004, Section 427.	Incomplete or lacks clarity.	Fails to provide a plan or strategy for ensuring equitable access but DOES address participation for students with disabilities.	Describes how the program will ensure equitable access and participation for students but does not directly address students with disabilities.	Clearly describes how the program will ensure equitable access and participation for all participants with disabilities.					
5.8	Describes (a) how information about the proposed community learning center(s) will be disseminated to the community (including their location and hours of operation) in a way that is understandable and accessible and (b) how those materials will be made accessible to English language learner populations specifically.	Incomplete or lacks clarity.	Describes a dissemination process for the community but lacks information on how it will be understandable and accessible AND fails to explain how those materials will be made available for speakers of other languages.	Describes a dissemination process for the community but lacks information on how it will be understandable and accessible AND explains how those materials will be made available for speakers of other languages.	Clearly describes dissemination procedures for the community that are understandable and accessible AND explains how those materials will be made accessible to speakers of other languages.					

Criterion 5 - Program Management and Implementation

Max = 61 Points

Indicator		Rubric and Points								
		0	1	2	3	4	5	6	7	8
5.9	Describes (a) how program staff will collaborate with regular school day teachers (and school and LEA administrators) to ensure a strong connection between the 21st CCLC program and (b) the frequency with which this collaboration will occur.	Incomplete or lacks clarity.	Describes how the program staff will collaborate with regular school day teachers. Fails to provide a plan for the frequency of this collaboration.	Describes how the program staff will collaborate with regular school day teachers AND provides a plan for the frequency of this collaboration. However, the plan does not align with the proposed program.	Clearly describes how the program staff will collaborate with regular school day teachers AND provides a plan for the frequency of this collaboration.					
5.10	Describes how the program schedule will meet the schedules of working families.	Incomplete or lacks clarity.	Provided schedule does not meet the needs of working families.	Defines how the program will meet the schedules of SOME working families but does not connect to the population being served.	Clearly defines how the program will meet the schedules with of the working families of the population being served.					
5.11	Describes (a) how students and families will access and use technology during the proposed programming and (b) how children will be supervised when using the internet.	Incomplete or lacks clarity.	Provides a plan for access and use OR supervision, but the plan does not align with the proposed program.	Describes how the students will access and use technology. Fails to indicate how the children will be supervised on the internet.	Clearly describes how students will access and use technology AND how children will be supervised when using the internet.					

Criterion 5 - Program Management and Implementation

Max = 61 Points

Indicator		Rubric and Points								
		0	1	2	3	4	5	6	7	8
5.12	Describes the (a) recruitment and (b) retention efforts that will occur to ensure qualified staff are hired and employed. This includes volunteers, if applicable.	Incomplete or lacks clarity.	Provides a description of the recruitment OR retention efforts to hire qualified staff. May or may not include information about volunteers.	Provides a description of the recruitment AND retention efforts to hire qualified staff. May or may not include information about volunteers.	Provides a clear description of the recruitment AND retention efforts to ensure staff are qualified, hired and employed AND identifies whether the program has volunteers, and it is applicable to them as well.					
5.13	(a) Provides the title for all proposed positions, including required positions, and (b) describes the required qualifications for each proposed position.	Incomplete or lacks clarity.	Provides titles for SOME proposed positions AND describes the required qualifications.	Provides titles for ALL proposed positions AND describes the required qualifications.						
5.14	(a) Describes the safety-related staff trainings to be conducted, including the proposed subjects (e.g., emergency preparedness, CPR, first aid) and (b) includes an implementation timeline for when the trainings will occur.	Incomplete or lacks clarity.	Describes the safety related staff trainings to be conducted. Fails to include the proposed subjects. Fails to include an implementation timeline.	Describes the safety related staff trainings to be conducted AND includes the proposed subjects. Fails to include an implementation timeline.	Clearly describes the safety related staff trainings to be conducted AND includes the proposed subjects AND includes an implementation timeline.					
5.15	(a) Describes non-safety staff trainings to be conducted, including the proposed subjects and (b) includes an implementation timeline for when the trainings will occur.	Incomplete or lacks clarity.	Describes the non-safety related staff trainings to be conducted. Fails to include the proposed subjects. Fails to include an implementation timeline.	Describes the non-safety related staff trainings to be conducted AND includes the proposed subjects. Fails to include an implementation timeline.	Clearly describes the non-safety related staff trainings to be conducted AND includes the proposed subjects AND includes an implementation timeline.					

Criterion 5 - Program Management and Implementation

Max = 61 Points

Indicator		Rubric and Points								
		0	1	2	3	4	5	6	7	8
5.16	Describes how new staff, in the event of staff turnover, will be (a) onboarded to the 21CCLC program and (b) receive all necessary training to perform their job position's roles and responsibilities.	Incomplete or lacks clarity.	Fails to provide a description of how new staff will be onboarded but provides information on how new staff will receive training.	Provides a description of how new staff will be onboarded. Fails to provide information on how new staff will receive all necessary training to perform their job.	Clearly provides a description of how new staff will be onboarded AND receive all necessary training to perform their job.					
5.17	Describes (a) how the program staff will offer differentiated and varied programming in (i) academics, (ii) enrichment, and (iii) recreational activities.	Incomplete or lacks clarity.	Describes how the program will offer differentiated and varied programming in one of the three areas.	Describes how the program will offer differentiated and varied programming in two of the three areas.	Clearly describes how the program will offer differentiated and varied programming in academics AND enrichment AND recreational activities.					
5.18	Describes the (a) methodology and (b) frequency of evaluation methods to determine the effectiveness of (i) individual staff members and (ii) the staffing structure.	Incomplete or lacks clarity.	Describes the methodology. Fails to provide information on the frequency of evaluation methods to determine effectiveness of individual staff AND/OR the staffing structure.	Describes the methodology AND frequency of evaluation methods to determine effectiveness of individual staff. Fails to provide the staffing structure.	Clearly describes the methodology AND frequency of evaluation methods to determine effectiveness of individual staff AND the staffing structure.					

Criterion 6 - Program Evaluation and Monitoring

Max = 40 Points

Indicator		Rubric and Points											
		0	1	2	3	4	5	6	7	8	9	10	
6.1	Describes the (a) data that will be collected to regularly evaluate the program, its outcomes, and its progress toward the performance measures and (b) the methods by which the data will be collected (e.g., activity logs, attendance rosters). This description must include student English language arts and math achievement data.	Incomplete or lacks clarity.	Describes that data to regularly evaluate but fails to include the methods of data collection. May or may not include student English language arts and math achievement data.	Describes the data to regularly evaluate the program AND the methods of data collection. Does NOT include student English language arts and Math achievement data.	Describes the data to regularly evaluate the program AND the methods of data collection AND includes student English language arts OR Math achievement data.	Describes the data to regularly evaluate the program AND the methods of data collection AND includes student English language arts OR Math achievement data.	Clearly describes the data to regularly evaluate the program AND the methods of data collection AND includes student English language arts and Math achievement data.						
6.2	For each data to be collected, describes, by role, (a) who will be responsible for collecting each data and (b) the intervals/frequency of data collection.	Incomplete or lacks clarity.	Fails to define roles but provides a person responsible for data collection. May or may not provide the data collection intervals.	Defines SOME roles. Fails to include who is responsible for data. May or may not provide the data collection intervals.	Defines SOME roles AND includes who is responsible for data. May or may not provide the data collection intervals.	Defines SOME roles AND includes who is responsible for data AND the intervals of data collection	Clearly defines ALL roles AND includes who is responsible for data AND the intervals of data collection.						
6.3	Lists each evaluation tool to be used and, for each evaluation tool, (a) the frequency of collection, and (b) how the data will be analyzed.	Incomplete or lacks clarity.	Provides an incomplete list of evaluation tools and fails to provide the frequency of collection of analyzation processes.	Describes SOME evaluation tools AND includes how the data will be analyzed. May fail to include the frequency of collection.	Describes ALL evaluation tools AND includes how the data will be analyzed. May fail to include the frequency of collection.	Describes SOME evaluation tools AND includes the frequency of collection AND how the data will be analyzed.	Clearly lists ALL evaluation tools to be used AND includes the frequency of collection AND how the data will be analyzed.						

Criterion 6 - Program Evaluation and Monitoring

Max = 40 Points

Indicator		Rubric and Points											
		0	1	2	3	4	5	6	7	8	9	10	
6.4	Describes (a) how the proposed performance measures relate to the intended outcomes of the program and (b) how the proposed measures will realistically verify student accomplishments and growth.	Incomplete or lacks clarity.	Describes SOME of the performance measures. Fail to connect to outcomes and/or fails to provide how the proposed measures are realistic and will verify student growth.	Describes how SOME of the performance measures relate to the program outcomes AND proposes measures to verify student growth. May fail to explain how the measures are realistic.	Describes how SOME of the performance measures relate to the program outcomes AND proposes REALISTIC measures to verify student growth.	Describes how ALL of the performance measures relate to the program outcomes AND proposes measures to verify student growth. May fail to explain how the measures are realistic.	Clearly describes how ALL of the performance measures relate to the program outcomes AND proposes REALISTIC measures to verify student growth.						
6.5	Describe how routine, internal evaluations of progress will be shared with parents and other stakeholders, including OSSE.	Incomplete or lacks clarity.	Describes how routine evaluations of progress will be shared with parents. Fails to include other stakeholders/ Fails to specifically mention OSSE's role.	Describes how routine evaluations of progress will be shared with parents AND other stakeholders. Specifically mentions OSSE's role.	Describes how routine evaluations of progress will be shared with parents Fails to include other stakeholders but DOES specifically mention OSSE's role.	Describes how routine evaluations of progress will be shared with parents AND other stakeholders. Fails to mention OSSE's specific role.	Clearly describes how routine evaluations of progress will be shared with parents AND other stakeholders. Specifically mentions OSSE's role.						
6.6	Describes (a) the qualifications required by the program in an external evaluator and (b) how the external evaluator will be selected.	Incomplete or lacks clarity.	Explains how the external evaluator will be selected. Fails to describe the qualifications required.	Describes SOME of the qualifications required for the external evaluator. Fails to explain how the external evaluator will be selected.	Describes ALL of the qualifications required for the external evaluator. Fails to explain how the external evaluator will be selected.	Describes SOME of the qualifications required for the external evaluator AND explains how the external evaluator will be selected.	Clearly describes ALL of the qualifications required for the external evaluator AND explains how the external evaluator will be selected.						

Criterion 6 - Program Evaluation and Monitoring

Max = 40 Points

Indicator		Rubric and Points										
		0	1	2	3	4	5	6	7	8	9	10
6.7	Describe (a) how the program will be monitored and evaluated for (i) effectiveness, (ii) quality, and (iii) compliance, (b) how the evaluation information will be used to monitor progress, (c) how the program may be modified to improve instructional strategies based on collected data, and (d) how the program will provide accountability information to stakeholders about success at program site(s).	Incomplete or lacks clarity.	Fails to describe how the program will be monitored but includes any of the other components of this indicator.	Describes how the program will be monitored and evaluated for effectiveness. Fails to address quality and compliance. Fails to include how the evaluation information will be used to monitor progress. Fails to provide how the program may be modified based on data. Fails to provide information how the program will provide accountability information to stakeholders.	Describes how the program will be monitored and evaluated for effectiveness AND at least one of either quality OR compliance. Fails to include how the evaluation information will be used to monitor progress. Fails to provide how the program may be modified based on data. Fails to provide information how the program will provide accountability information to stakeholders.	Describes how the program will be monitored and evaluated for effectiveness AND at least one of either quality OR compliance. AND includes how the evaluation information will be used to monitor progress. Fails to provide how the program may be modified based on data. Fails to provide information how the program will provide accountability information to stakeholders.	Describes how the program will be monitored and evaluated for effectiveness AND quality AND compliance. Fails to include how the evaluation information will be used to monitor progress. Fails to provide how the program may be modified based on data. Fails to provide information how the program will provide accountability information to stakeholders.	Describes how the program will be monitored and evaluated for effectiveness AND quality AND compliance. Fails to include how the evaluation information will be used to monitor progress. Fails to provide how the program may be modified based on data. Fails to provide information how the program will provide accountability information to stakeholders.	Describes how the program will be monitored and evaluated for effectiveness AND quality AND compliance. AND includes how the evaluation information will be used to monitor progress. Fails to provide how the program may be modified based on data. Fails to provide information how the program will provide accountability information to stakeholders.	Describes how the program will be monitored and evaluated for effectiveness AND quality AND compliance. AND includes how the evaluation information will be used to monitor progress. Fails to provide how the program may be modified based on data. Fails to provide information how the program will provide accountability information to stakeholders.	Describes how the program will be monitored and evaluated for effectiveness AND quality AND compliance. AND includes how the evaluation information will be used to monitor progress. AND how the program may be modified based on data. Fails to provide information on how the program will provide accountability information to stakeholders.	Clearly describes how the program will be monitored and evaluated for effectiveness AND quality AND compliance. AND includes how the evaluation information will be used to monitor progress. AND how the program may be modified based on data AND how the program will provide accountability information to stakeholders.

Criterion 7 - Needs and Resource Assessment

Max = 10 Points

Indicator		Rubric and Points				
		0	1	2	3	4
7.1	Describes evidence of the commitment of partners to the 21st CCLC program including, but not limited to, (a) facilities, (b) supplies and equipment, and (c) in-kind contributions.	Incomplete or lacks clarity.	Describes the commitment of partners. Fails to provide any information on the type of partnerships.	Describes SOME of the evidence of commitment of partners and includes information about the type of commitment for SOME partners.	Clearly describes ALL evidence of the commitment of partners and includes information about the type of commitment for ALL partners.	
7.2	Describes how federal, state, and local funds will be braided for the most effective use of public resources.	Incomplete or lacks clarity.	Explains some of how funds will be braided. Fails to explain how this will be an effective use of resources.	Explains how SOME funds will be braided and explains how this will be an effective use of resources.	Clearly explains how ALL funds will be braided to make the most effective use of public resources.	
7.3	Describes a preliminary plan for sustaining the community learning center(s) after federal funding ends, including (a) the applicant's experience or capacity ("promise of success") to continue providing (i) educational and (ii) related activities that will (b) complement and enhance the (i) academic performance, (ii) achievement, and (iii) positive youth development of students.	Incomplete or lacks clarity.	Describes a preliminary plan for sustaining 21 st CCLC after funding ends. Fails to include the applicant's capacity to provide educational AND related activities that will complement the academic performance AND achievement AND positive youth development.	Describes a preliminary plan for sustaining 21 st CCLC after funding ends AND includes the applicant's capacity to provide educational. Fails to describe related activities that will complement the academic performance AND achievement AND positive youth development.	Describes a preliminary plan for sustaining 21 st CCLC after funding ends AND includes the applicant's capacity to provide educational AND related activities that will complement the academic performance AND achievement OR positive youth development.	Clearly describes a preliminary plan for sustaining 21 st CCLC after funding ends AND includes the applicant's capacity to provide educational AND related activities that will complement the academic performance AND achievement AND positive youth development.

Criterion 8 - Detailed Planning Expenditures (Budget)

Max = 33 Points

Indicator		Rubric and Points									
		0	1	2	3	4	5	6	7	8	
8.1	Budget includes (a) all required positions: (i) program director, (ii) site coordinator (one per site), and (b) an external evaluator.	Incomplete or lacks clarity.	Clearly describes the budget with ALL required positions for the program director AND site coordinator AND an external evaluator.								
8.2	Budget complies with all funding limitations in the RFA, including (a) external evaluator costs do not exceed 8% of approved budget, (b) indirect costs requested do not exceed the maximum allowable amount based on the applicant's organization type (8% for CBOs/non-profits, pre-existing OSSE-approved indirect cost rate for LEAs, pre-existing amount approved by the U.S. Department of Health and Human Services for institutions of high learning, and 0% for for-profit organizations), and (c) benefits per employee do not exceed the maximum allowable amount (23% for full time employees and 8% for part-time employees).	Incomplete or lacks clarity.	Clearly states compliance with funding limitations including an external evaluator at 8% AND includes indirect costs that do not exceed allowable amounts AND benefits for employees no do not exceed the allowable amount.								
8.3	Budget properly categorizes each item's "program category" based on the descriptions available on the OSSE website.	Incomplete or lacks clarity.	Fails to categorize items but provides descriptions of the categories.	Categorizes SOME item budget categories. No items are in the correct category.	Categorizes SOME item budget categories. SOME items are in the correct category.	Categorizes SOME item budget categories. All items are in the correct category.	Categorizes ALL item budget categories. SOME items are in the correct category. Some are misaligned.	Clearly categorizes ALL item budget categories. All items are in the correct category.			

Criterion 8 - Detailed Planning Expenditures (Budget)

Max = 33 Points

Indicator		Rubric and Points								
		0	1	2	3	4	5	6	7	8
8.4	Budget (a) sufficiently describes each expenditure descriptions and itemizations about the relation of the purchase to the proposed program and (b) includes a reasonable cost justifications/calculations.	Incomplete or lacks clarity.	Fails to describe each expenditure but provides a justification for costs.	Budget describes MOST expenditure. Fails to describe the relation of the purchase to the program of SOME items. Fails to include a reasonable cost justification	Budget describes MOST expenditures AND describes the relation of the purchase to the program of SOME items. Fails to include a reasonable cost justification	Budget describes ALL expenditures AND describes the relation of the purchase to the program of SOME items. Fails to include a reasonable cost justification	Budget describes MOST expenditures AND describes the relation of the purchase to the program of SOME items AND includes a reasonable cost justification	Budget describes MOST expenditures AND describes the relation of the purchase to the program of ALL items AND includes a reasonable cost justification	Budget describes EACH expenditure AND describes the relation of the purchase to the program of ALL items AND includes a reasonable cost justification for SOME items.	Budget CLEARLY describes EACH expenditure AND describes the relation of the purchase to the program of ALL items AND includes a reasonable cost justification for ALL items.
8.5	Budget aligns with the proposed content in the application narrative and does not include any new or unexplained items.	Incomplete or lacks clarity.	Describes the budget but it does NOT align with the proposed content. New items are included.	Describes the budget but it does NOT align with the proposed content. No new items are included.	Describes how SOME items in the budget align with the narrative. Includes MORE than 1 new item.	Describes how ALL items in the budget align with the narrative. Includes MORE than 1 new item.	Describes how SOME items in the budget align with the narrative. Includes no more than 1 new item.	Describes how SOME items in the budget align with the narrative. Does NOT include any new items.	Describes how ALL items in the budget align with the narrative. Includes no more than 1 new item.	Clearly describes how ALL items in the budget align with the narrative. Does NOT include any new items.
8.6	Budget does not request a total award amount less than \$50,000 or greater than the product of multiplying the number of proposed students to be served by the maximum allowable amount per student (\$2,225).	Budget request is less than \$50,000 or less than the product of multiplying the number of students to be served.	Budget request is greater than \$50,000 or greater than the product of multiplying the number of students to be served.							