

Montana's Office of Public Instruction (OPI)  
21st Century Community Learning Centers (21st CCLC)  
2019 E-Grants Application Scoring Rubric

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**Initial Steps:**

- Each Grant Reader must attend the required Grant Reading Training provided by the OPI. During which, all components, scoring rationale, and point justifications will be explained and discussed in detail.
- Upon receipt of your assigned grants, please read each RFA (application) in its entirety prior to scoring any of the components.
- Readers are required to provide constructive feedback for each component/criterion in support of their scoring rationale.
- Please ensure all comments are specific, informative, and diplomatic. It is the desire of the OPI to always provide constructive feedback.
- Applicants may request the Reader's comments when the scoring process is complete.

**Reading Process:**

- Readers will ensure that each component of the application is answered thoroughly and completely.
- Each component is assigned an overall composite score. The reader should choose the one criterion that best describes the applicant's completion of the component.
- Many components are multi-faceted. The reader will refer to the original Grant Application stipulations to ensure the applicant has answered each requirement thoroughly and in its entirety.
- The Component point scores will be electronically tabulated at the end of the automated Scoring Rubric.

**Additional Competitive Priority Points:**

- As noted in the Priority Points and Bonus Points sections below (at the end of the scoring rubric), only one priority point criterion is scored by the Grant Readers within the application. The other priority points and the bonus points criteria are scored by the OPI, based on responses within the application and the state 21st CCLC program's office. The OPI will determine the applicant's eligibility to receive these priority and bonus points in an administrative section of the application.
- Since all readers must be very familiar and well versed with the requirements of the application, please adhere to the instructions provided for awarding Competitive Points outlined in the document and given in the instructional, training webinar.

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**PROGRAM OPERATION DETAILS**

**POPULATIONS/NEEDS ASSESSMENT**

**# 1 ) Needs Assessment: ESSA 4204(b)(2)(I): (15 pts)**

**Provide a detailed description of the needs assessment process for the program(s) and activities in the schools and communities including the objective data collected, the resources available, and the identified needs of students and families (including working families). Explain how the center's program will address these needs.**

Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Narrative provides detailed description of the process and data collected to identify the needs of students and families.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Must address and identify the following services to:               <ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Families</li> </ul> </li> </ul>	
0-pts	There is no evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families. Nor did the needs assessment address the school and community and identified the needs of the students and their families.	
1 -5 pts	There is weak evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families. Weak evidence that the needs assessment addresses the school and community and limited evidence that it identified the needs of the students and their families.	
6-10 pts	There is moderate evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families. Good evidence that the needs assessment addresses the school and community and moderate evidence that it identified the needs of the students and their families.	
11-15 pts	There is clear and convincing evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families. Clear and convincing evidence that the needs assessment addresses the school and community and identified the needs of the students and their families	
Comments		

**PROGRAM OPERATIONS**

**# 2 Transportation: ESSA 4204(b)(2)(1)(A)(ii): (5pts)**

**Provide a description of how students participating in the program carried out by the Community Learning Center(s) will travel safely to and from the center and home/other locations. Include field trip information, types of vehicles used, bus safety training, and alignment to the budget.**

Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Transportation issues must be addressed in detail and should include:               <ul style="list-style-type: none"> <li style="width: 50%;">▪ Getting to and from the 21st CCLC program</li> <li style="width: 50%;">▪ Bus safety training</li> <li style="width: 50%;">▪ Field Trip information</li> <li style="width: 50%;">▪ Alignment with budgetary information</li> <li style="width: 50%;">▪ Types of vehicles used</li> </ul> </li> </ul>	
1 pts	There is <i>no evidence</i> that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the application.	
2 pts	There is <i>weak evidence</i> that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the application.	
3 pts	There is <i>moderate evidence</i> that the applicant developed a comprehensive detailed plan for transportation to encompass all components as outlined in the application.	
4 pts	There is <i>substantial evidence</i> that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the application.	
5 pts	There is <i>strong and clear evidence</i> that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the application.	
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**PROGRAM OPERATIONS**

**# 3 Program Communication: ESSA 4204(b)(2)(1)(A)(iii): (5pts)**

Provide a description of how the eligible entity will disseminate information about the Community Learning Center(s) to the community in a manner that is understandable and accessible. This includes information about the program, its hours of operation, offerings, and location; and communication of local evaluation results. Address the following constituents and stakeholders: program staff, teachers/school day partners, students, parents, and community members.

Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ An inclusive plan of ongoing communication must be submitted addressing the following constituents and stakeholders:               <ul style="list-style-type: none"> <li>▪ Program staff</li> <li>▪ Teachers</li> <li>▪ Community members</li> <li>▪ Students</li> <li>▪ Parents</li> </ul> </li> <li>■ A strategy for the recruitment of students must be addressed</li> </ul>	
1 pt.	The applicant has <i>not</i> provided a thorough and comprehensive communication plan to address all program constituents and stakeholders.	
2-3 pts	The applicant addresses only 2 of the 5 constituents (program staff, teachers, students, parents, community members.)	
4 -5 pts	The applicant has provided a comprehensive communication plan to address all program constituents and stakeholders.	
Comments		

**#4 Safety/Nutrition 4204(b)(2)(1)(A)(i), Goal 2 & 5 of Logic Model (15pts)**

Please describe the safety and health procedures you have in place that will ensure that your students are in a safe and healthy environment. This plan must describe all child- protection mechanisms that are built into the process and all snack and meal requirements. Include information on how your program will coordinate and integrate into the school's emergency operations plan (EOP)/safety plan.

Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Detailed Safety Plans that should include the following:               <ul style="list-style-type: none"> <li>▪ Student supervision at all times</li> <li>▪ Background checks for all staff</li> <li>▪ Procedures for secure drop off/pick-up</li> <li>▪ Parent notification regarding attendance</li> <li>▪ Administration of medication</li> <li>▪ Health plans</li> <li>▪ Disaster Preparedness</li> <li>▪ Snack and meal requirements are address</li> <li>▪ Emergency Procedures for severe weather, fire, intruder and other site specific emergencies</li> </ul> </li> </ul>	
0 pts	There is no evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in their application	
1- 3pts	There is <i>weak evidence</i> that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in their application.	
4-7pts	There is moderate evidence that the applicant developed a comprehensive detailed safety plan to encompass all components as outlined in their application.	
8-10 pts	There is substantial evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in their application.	
11-15 pts	There is strong and clear evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in their application.	
Comments		

**# 5 Summer Learning Programs: Goal 6 of Logic Model** (Summer Programming is not required. However, if applicants are applying for bonus points for their summer program, they must address their proposed summer program in this section. Any bonus points will be added by the OPI after the application has been submitted. See bonus points below)

**Describe in detail your summer program, if applicable. Be sure to include focus of program activities, hours/days of operation, and your collaboration with the school year program.**

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**PROGRAM OPERATIONS**

**6 # Management and Capacity to Implement the Grant: Goal 6 of Logic Model (25pts)**

Address how the program will be managed and organized, and describe in detail the roles, responsibilities, qualifications, and proposed number of staff that will be hired to work in the 21st CCLC programs. Address the following: projected pupil/teacher ratio, student recruitment strategies, and an assurance that you will hire highly qualified data collection and reporting personnel (with knowledge in Excel and Google Docs. and Spreadsheets). If the eligible entity plans to use volunteers in activities carried out through the community learning center, provide a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. ESSA 4204(b)(2)(M)

Point value	Required Elements	Score
	■ Detailed description of how the program will be organized and managed is addressed	
	■ Staff roles, responsibilities, and qualification are outlined as well as student staff ratio	
	■ A detailed description of student recruitment strategies	
	■ Budgetary allocations reflect the staff positions	
	■ Usage of volunteers is addressed	
	■ Applicant has identified and budgeted for a qualified data personnel (knowledgeable in excel and google docs) or capable of learning these skills	
0 pts	The applicant has provided little no documentation to support the effective management and administration of the program.	
1 - 5 pts	The applicant has provided weak documentation to support the effective management and administration of the program.	
6-12 pts	The applicant has provided moderate <i>documentation</i> to support the effective management and administration of the program.	
13-19 pts	The applicant has provided substantial evidence to support effective management and administration of the program	
20-25 pts	The applicant has a clear and convincing evidence that the applicant has a evidence to support effective management and administration of the program.	
Comments		

**# 7 Professional Development Plan: Goal 6 of Logic Model (5 pts)**

What is your professional development plan for all individuals connected to this program? Note that there are three required meetings: two regional and one state professional conference.

Point value	Required Elements	Score
	■ A detailed Professional Development Plan must be presented for all staff members which includes supervisors, teachers, aides, and volunteers. This should include how, who, what, when, and where.	
	■ All required Office of Public Instruction trainings should be included in the description (i.e., Regional Fall and Spring Training, and the annual 21st CCLC Training)	
	■ The professional development plan reflects the overall goals of the 21st CCLC program.	
	■ The professional development plan reflects that it is designed to meet the needs of the students.	
	■ The professional development plan should include training for evaluation and Annual Performance Data Entry.	
0 pts	There is no evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all students, staff and personnel.	
1 pts	There is weak evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all students, staff and personnel.	
2 pts	There is moderate evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all students, staff and personnel.	
3 pts	There is substantial evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all students, staff and personnel.	
4-5 pts	There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all students, staff and personnel.	
Comments		

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**PROGRAM OPERATIONS**

**# 8 Program Evaluation: ESSA 4205(b), Refer to all Goals of Logic Model (10pts)**

**Describe how you will: a) evaluate your program annually to assess the program's progress toward achieving grant goals as outlined in the logic model, and b) use the results of the evaluation to refine improve and strengthen the program.**

Point Value	Required Elements	
	<ul style="list-style-type: none"> <li>■ A rigorous evaluation/monitoring plan/system must be in place and include:               <ul style="list-style-type: none"> <li>▪Year-long detailed plan for evaluation</li> <li>▪Connection to goals and objectives (see logic model)</li> <li>▪Evaluation tools used (see logic model)</li> <li>▪Distribution of results</li> <li>▪Program improvement</li> <li>▪Hiring process of outside evaluator / or name of evaluator</li> </ul> </li> </ul>	
0 pts	The applicant has <i>not</i> provided a program evaluation plan.	
1 pts	The applicant has provided a weak program evaluation plan which only addresses 2-3 of the required elements.	
2-3 pts	The applicant has provided <i>a</i> program evaluation plan which addresses most but not all required elements.	
4-7 pts	The applicant has provided a moderately comprehensive program evaluation plan addressing all required elements.	
8-10 pts	The applicant has provided a <i>clear and convincing</i> comprehensive program evaluation plan which includes all required elements and in great detail.	
Comments		

**# 9 Timeline**

**Provide a timeline of grant activities (this includes start and end dates, trainings, planned conferences, evaluation, personnel evaluation recruitment, advisory board meetings, etc.) for the July 1 - June 30 fiscal year. (10 pts)**

Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Timeline list specific dates and measureable benchmarks for the program implementation</li> <li>■ A specific and reasonable timeline for implementation that encompasses school year and summer program along with recruitment of students</li> <li>■ Professional development, regional trainings and conferences</li> <li>■ Communication out-reach for networking with school day staff and parents, recruitment of students, and community outreach</li> <li>■ Advisory meetings, staff evaluation</li> <li>■ Evaluation, surveys</li> </ul>	
1-2 pts	The applicant has <i>not</i> provided a thorough and comprehensive timeline that address all the requirements.	
3-6pts	The applicant addresses only 3 of the 6 required elements.	
7-10 pts	The applicant has a complete timeline and plans to address all the required elements.	
Comments		

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**ACADEMICS AND ACTIVITIES**

**# 10 Research or evidence-based Best Practices: ESSA 4204(b)(2)(J), Goals 1, 3 and 4 of Logic Model (5pts)**

Describe how the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. These are the activities that you will list under Goals 1, 3 and 4 of your logic model.

Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Applicant describes how they will use best practices, including research or evidence-based practices to improve:               <ul style="list-style-type: none"> <li>▪ Academic performance</li> <li>▪ Positive youth development</li> <li>▪ Workforce preparation</li> <li>▪ Parental engagement</li> </ul> </li> </ul>	
1 pt	The applicant has not provided a thorough and comprehensive description of how they will use the required elements of research or evidence base practices .	
2-3 pts	The applicant addresses only 3 of the 4 four areas listed above.	
4-5 pts	The applicant has demonstrated that they have full understanding of research and evidence base practices and will apply these best practices to all the four areas listed above.	
Comments		

**# 11 Academic Achievement: ESSA 4204(b)(2)(1)(B), Goal 1 of Logic Model (20 pts)**

Provide a description of how the activities to be funded under Goal 1 of your logic model (including any Science, Technology, Engineering, and Math (STEM) activities) are expected to improve student academic achievement (mathematics and reading) as well as overall student success. Explain how these activities will align with the Montana's state and local academic standards and curricula.

Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Program Activities should be directly linked to the logic model, and methods of evaluation which confirm their effectiveness should be outlined.</li> <li>■ Program Activities must align with the Montana's state and local academic standards and curricula for:               <ul style="list-style-type: none"> <li>▪ Mathematics</li> <li>▪ Reading</li> <li>▪ STEM</li> </ul> </li> </ul>	
0 pts	The applicant has <i>not</i> provided a program plan that addresses the required elements.	
1-5pts	The applicant has provided a program plan that address at least 1 to 2 of the required elements.	
6-10 pts	The applicant has provided a program plan which addresses most but not all required elements.	
10-15 pts	The applicant has provided a moderately comprehensive program plan addressing all required elements.	
16-20 pts	The applicant has provided a <i>clear and convincing</i> comprehensive program plan which includes all required elements and in great detail.	
Comments		

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ACADEMICS AND ACTIVITIES		
<p><b># 12 Aligning with the School Day Academic and Data Sharing: ESSA 4201(1)(A)(i)(ii) &amp; 4204(b)(2)(1)(D)(i), Goal 1 of Logic Model (15pts.)</b>            Describe how you will identify the students who are in academic need. Describe how you will collaborate with the schools in reinforcing and complementing the students' regular academic programs ensuring that you are aligned with the instructions the students received during the school day (do not forget to address working with students with disabilities). Describe how you will share data with school(s), parent, and OPI that are in compliance with applicable laws relating to privacy and confidentiality.</p>		
Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Programs should align with the school day through:               <ul style="list-style-type: none"> <li>▪ Identifying students in academic need</li> <li>▪ Reinforcing the school day regular academic programs</li> <li>▪ Addressing working with students with disabilities</li> <li>▪ Sharing data with school, parents, and OPI while ensuring compliance with privacy and confidentiality laws</li> </ul> </li> </ul>	
0 pts	The applicant has <i>not</i> provided a program plan that addresses the required element.	
1- 3pts	The applicant has provided a program plan that address at least 2 of the requirements and the supporting actions.	
4-7pts	The applicant has provided a program plan which addresses most but not all required elements and supporting actions.	
8-10 pts	The applicant has provided a moderately comprehensive program plan addressing all required elements and supporting actions.	
11-15 pts	The applicant has provided a <i>clear and convincing</i> comprehensive program plan which includes all required elements and supporting actions, and is in great detail.	
Comments		
<p><b># 13 Integration into Continuous Improvement Plan (CIP) with LEA (30pts)</b>            How is this grant supported by your LEA(s)? Describe joint planning that has occurred, and include CIP alignment information (or alignment with your organization's strategic plan) and your role in developing the CIP. Please address within this section plans to support learning for disadvantaged students within the 21st CCLC program in alignment with strategies the school has identified through their school improvement planning process.</p>		
Point value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Potential impact program would have on CIP</li> <li>■ Clearly defined joint planning</li> <li>■ Description of steps taken to inform and involve school leadership in grant application is described in detail.</li> <li>■ Disadvantaged students are addressed in the improvement plan.</li> </ul>	
0 pts	The applicant has provided <i>no documentation</i> to support the active collaboration and coordination with the LEA's Continuous Improvement Plan.	
0-7pts	The applicant has provided <i>weak documentation</i> to support the active collaboration and coordination with the LEA's Continuous Improvement Plan.	
8-15 pts	The applicant has provided <i>moderate documentation</i> to support the active collaboration and coordination with the LEA's Continuous Improvement Plan.	
16-23pts	The applicant has provided <i>substantial documentation</i> to support the active collaboration and coordination with the LEA's Continuous Improvement Plan. <ul style="list-style-type: none"> <li>▪ One example of substantial documentation may be that the Superintendent and Principal agreement is signed and uploaded.</li> </ul>	
24-30 pts	The applicant has provided <i>strong and convincing documentation</i> to support the active collaboration and coordination with the LEA's Continuous Improvement Plan.	
Comments		

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**ACADEMICS AND ACTIVITIES**

**# 14 Parental/Family and Career Technical Programs. ESSA 4201(1)(B) & 4205 (B)(14), Goal 1 & 3 of Logic Model (10Pts)**

**Describe how your program proposes to meet the following state priorities: Student and family literacy, financial and environmental literacy, parenting skills, family engagement and career and technical programs.**

Point value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Program Activities should be clearly related to the stated goals and objectives of the Logic Model</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Program Activities should impact the following:               <ul style="list-style-type: none"> <li>▪ Student and Family Literacy</li> <li>▪ Financial Literacy</li> <li>▪ Career Readiness and Technical Education</li> <li>▪ Parenting Skills</li> <li>▪ Family Engagement</li> </ul> </li> </ul>	
1-2 pts	There is little to no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.	
3-6pts	There is moderated evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities	
7-10 pts	There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related positively impact the above stated priorities	
Comments		

**# 15 Program Activities: Health, Nutrition, Culture and the Arts. ESSA 4205 (a)(1)(4)(7), Goal 2 & 5 of Logic Model (10pts)**

**Describe how your program will incorporate: a) service learning, b) healthy lifestyles/ physical fitness /nutrition, c) health education, d) mental wellness, and e) culture and the arts, into your program activities. These include some of the activities that you will list under Goals 2 and 5 of your logic model.**

Point value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Program Activities should be directly related to the logic model</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Program Activities should impact the following:               <ul style="list-style-type: none"> <li>▪ Service learning</li> <li>▪ Healthy lifestyles/ physical fitness /nutrition</li> <li>▪ Health education</li> <li>▪ Mental wellness</li> <li>▪ Culture and the arts</li> </ul> </li> </ul>	
1-2 pts	There is little to no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.	
3-6pts	There is moderated evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.	
7-10 pts	There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related positively impact the above stated priorities.	
Comments		



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**PARTNERSHIPS**

**# 16 Identification of Partner Agency and Partnership Commitment/Involvement and Coordination Efforts. ESSA 4204(b)(2)(1)(C). (10 pts).**

- Demonstrate how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources.
- Please indicate the degree and nature of program involvement and responsibility of each of your partner agencies/organizations.
- It is strongly recommended that you have an advisory council, list protocol for meetings with your Advisory Council to include the frequency of meetings.
- Are there any private schools within the geographical boundaries for which you are proposing to serve? If yes, explain the process that you used to consult with those private schools about the grant opportunity and availability of services for those private school students. (As per U.S. Department of Education non-regulatory guidance).

Point value	Required Elements	Score
	■ A narrative detailed description of the commitments for each partnership developed that includes some of the following - the partners' roles, responsibilities, and degree of involvement must be submitted.	
	■ Collaboration signatures sheet (File Uploads)	
	■ Is there a variety of partnerships being developed? (If geographically possible)	
	■ Advisory Council procedures addressed	
	■ Were private school consultations adequately addressed in the application?	
0 pts	The applicant has <i>not</i> provided a detailed description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.	
1 pts	The applicant has provided a <i>weak</i> description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.	
2-3 pts	The applicant has provided a moderate description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.	
4-7 pts	The applicant has provided a <i>substantial</i> description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.	
8-10 pts	The applicant has provided a <i>strong and convincing</i> description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.	
Comments		

**SUSTAINABILITY**

**#17 Sustainability Plan: Goal 6 of Logic Model (15pts)**

**A preliminary sustainability plan must be developed as part of the application to show how the Community Learning Center will continue after 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. The plan must include a specific description of the investments (that each partner will make to the program. Grantees will be evaluated on the implementation of the sustainability plan in Years 4 and 5.**

**NOTE: The sustainability plan should be ever evolving and expanding throughout the life of the program. This plan should be continually updated, easily accessible, and available for inspection by the Montana OPI's 21st CCLC staff.**

Point value	Required Elements	Score
	A detailed description of the sustainability plan must be provided and should include information pertaining to partnerships, funding sources (i.e., additional grants, programmatic income, in-kind donations, etc.), continuation of services, and commitments. Tracking of sustainability funds should be included.	
0 pts	The applicant has <i>not</i> provided a sustainability plan.	
1-3pts	The applicant has provided a <i>weak</i> sustainability plan.	
4-7pts	The applicant has provided a sustainability plan that <i>moderately</i> supports and ensures ongoing programmatic success and longevity.	
8-10 pts	The applicant has provided a <i>substantially</i> thorough and comprehensive sustainability plan to support and ensure ongoing programmatic success and longevity.	
11-15 pts	There is strong and clear evidence that the applicant developed a comprehensive, detailed sustainability plan that is realistic and practical.	
Comments		

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BUDGET PAGES		
BUDGET DETAIL & BUDGET BREAK-DOWN		
#18 Budget: The budget shows how appropriate resources and personnel have been carefully allocated for implementation and maintenance of the program, as well as reasonable in relation to the number number of students served. (45 pts.)		
Point Value	Required Elements	Score
	<ul style="list-style-type: none"> <li>■ Appropriate expenditures are aligned with the logic model goals and objectives, activities and operational management</li> </ul>	
	<ul style="list-style-type: none"> <li>■ There are budget items for parent/family activities.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ There are budget items for 2 regional meetings, state conference and national trainings.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Instructional costs are significantly higher than administrative costs.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Suitable resources and personnel have been carefully allocated for the tasks and activities, and this includes data reporting personnel.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Supplies are itemized and appropriate for the tasks and activities.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Appropriate expenditures are allocated for evaluation and the evaluator.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Appropriate funding is allocated for student transportation.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Budget is detailed and adequately covers program expenses, including transportation when needed.</li> </ul>	
	<p><b>Additional data that must be included in the application budget for funding:</b></p> <p><b>a) Evaluation:</b> It is recommended that approximately four percent of each site's total budget be reserved for federal, state, and local evaluation efforts.</p> <p><b>b) Professional Development:</b> No less than five percent of each site's total budget must be reserved by the grantee for training, staff development, and technical assistance.</p> <ul style="list-style-type: none"> <li>▪ Professional development must be related to the goals and objectives of the grant, as it pertains to the 21st CCLC afterschool programs.</li> <li>▪ Professional development funds expended under this initiative can only be used for 21st CCLC staff.</li> <li>▪ Grantees must budget to attend two regional trainings, and the 21st CCLC annual conference in Montana.</li> <li>▪ Additional resource: U.S. Dept. of Education (You for Youth PD website)</li> </ul> <p><b>c) Access:</b> Up to eight percent of each organization's total budget may be used to meet local needs for:</p> <ul style="list-style-type: none"> <li>▪ Transportation costs;</li> <li>▪ Ensuring safety and accessibility of program facilities;</li> <li>▪ Elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability; and/or</li> <li>▪ Other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).</li> </ul> <p><b>d) Program's Administrative Costs:</b> Up to 40 percent of each site's total budget may be used for administrative cost (i.e., program coordinator, data collection, programming, and emergency planning).</p>	
	The budget utilizes the funding formula in the Grant Application Guidance which includes a daily rate X the number of students (attending 30 days or more) X the number of days. (Grant Application Guidance-pg. 12)	
0 pts	The applicant's budget exceeds the \$300,000 cap per organization.	
5 pts	The applicant's total dollar amount requested aligns with the funding formula recommendations outlined in the Grant Application Guidance, or the applicant's total dollar amount request is lower than the dollar amount calculated from the funding formula in the Grant Application Guidance, but clear evidence is provided through other resources that will be used to support the program. The resources must not be in the form of program revenue.	
	The budget utilizes the percent requirements and recommendations within the Grant Application Guidance for expenditure breakdowns. (Grant Application Guidance-pg. 13)	
0 pts	The applicant's budget does not allow for more than 5% of the budget for professional development (PD). This includes two regional meetings, and one state conference. Professional development must be related to the goals and objectives of the grant and the 21st CCLC staff.	
5 pts	The applicant's budget allows for more than 5% of the budget for professional development (PD). This includes two regional meetings, and one state conference. Professional development must be related to the goals and objectives of the grant and the 21st CCLC staff.	
0 pts	The applicant's budget exceeds 40% for program administrative costs (e.g. salaries related to program coordinators, data collection, programming and curriculum purchases, and emergency planning.	
5pts	The applicant's budget has not exceeded 40% for program administrative costs (e.g. salaries related to program coordinators, data collection, programming and curriculum purchases, and emergency planning.	
0 pts	The budget does not address the need for access to the program. This includes transportation costs, and ensuring safety and accessibility to the program for all students. (See access information above).	
5 pts	The budget allows up to 8% of the funding to ensure access to the program. This includes transportation costs, and ensuring safety and accessibility to the program for all students. (See access information above)	

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<b>BUDGET DETAIL &amp; BUDGET BREAK-DOWN</b>		
	21st CCLC funds must supplement, not supplant, existing services. Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of services funded through any source. For example, school administrators, CEOs' salaries, or paying for sports programs provided by the school district.	
0 pts	The budget has evidence of supplanting services or funds to existing services.	
5 pts	The budget has no evidence of supplanting services or funds to existing services.	
	Appropriate expenditures are aligned with the logic model goals and objectives, activities, and operational management. NOTE: If grant dollars will not be used to purchase the materials for activities, the narrative should indicate where the materials will come from for these activities.	
0 pts	The budget does not clearly align to the proposed activities identified in the application. For example, if the application indicates that a STEM initiative or a parental involvement program will be implemented, then the budget should reflect allocations toward that activity.	
5 pts	The budget clearly aligns to the proposed activities identified in the application. For example, if the application indicates that a STEM initiative or a parental involvement program will be implemented, then the budget should reflect allocations toward that activity.	
0 pts	The material budgeted for academics, career development, parenting, and social-emotional learning are not evidence-based, and aligned with the grant's activities.	
5 pts	The material budgeted for academics, career development, parenting, and social-emotional learning are evidence-based and aligned with the grant's activities.	
	The budgets must have, in detail, a description for each line item budget request. A general description must be completed on the Budget detail page, and a deeper detailed explanation must be completed on the Budget-breakdown page.	
0 pts	Each item in the budget detail does not have an explanation of funding used for the grant's goals, objectives, activities, and grant management expenses.	
5 pts	Each item in the budget detail has an explanation of funding used for the grant's goals, objectives, activities, and grant management expenses.	
0 pts	Budget Break-downs: Each OBJECT CODE does not have a descriptive explanation of each budget request. For example, Object Code 600 (Supplies): \$4000 for Mindworks curriculum; \$1000 each for LiART modules for math, and ELS modules.	
5 pts	Budget Break-downs: Each OBJECT CODE has a descriptive explanation of each budget request. For example, Object Code 600 (Supplies): \$4000 for Mindworks curriculum; \$1000 each for LiART modules for math, and ELS modules.	
Comments		

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FILE UPLOADS		
LOGIC MODEL (an uploaded document)		
	There are six goals in the logic model and each will be scored up to 7 points, with the exception of goal 1 which is worth a total of 10 points.	
Point value	Required Elements (used for all Goals)	Score
	<ul style="list-style-type: none"> <li>■ Applicant has addressed each Indicator in the left hand column</li> <li>■ Applicants activities are realistic and achievable</li> <li>■ Applicants activities are explained well and are understandable (use of acronyms are explained)</li> </ul>	
	<b>GOAL 1: Student's in 21<sup>st</sup> CCLC Programs will show improvement in academic achievement.</b>	
1-2 pts	The applicant has <i>not</i> provided a thorough and comprehensive plan that addresses all the required elements.	
3-6pts	The applicant addresses only 2 of the 3 required elements.	
7-10 pts	The applicant has a complete plan addressing all the required elements.	
Comments		
	<b>GOAL 2: 21st Century Community Learning Center Programs will provide a safe, supportive, and healthy environment for youth.</b>	
1 pts	The applicant has <i>not</i> provided a thorough and comprehensive plan that addresses all the requirements.	
2-4pts	The applicant addresses only 2 of the 3 required elements.	
5-7pts	The applicant has a complete plan addressing all the required elements.	
Comments		
	<b>Goal: 3 21st CCLC programs will work collaboratively with families and community to promote positive youth development and parental skills.</b>	
1 pts	The applicant has <i>not</i> provided a thorough and comprehensive plan that addresses all the requirements.	
2-4pts	The applicant addresses only 2 of the 3 required elements.	
5-7pts	The applicant has a complete plan addressing all the required elements.	
Comments		
	<b>GOAL 4: 21<sup>st</sup> CCLC Programs will see an increase in the socio-emotional skills of their students.</b>	
1 pts	The applicant has <i>not</i> provided a thorough and comprehensive plan that addresses all the requirements.	
2-4pts	The applicant addresses only 2 of the 3 required elements.	
5-7pts	The applicant has a complete plan addressing all the required elements.	
Comments		
	<b>GOAL 5: 21st Century Community Learning Century Programs will promote the active engagement of enrolled participants.</b>	
1 pts	The applicant has <i>not</i> provided a thorough and comprehensive plan that addresses all the requirements.	
2-4pts	The applicant addresses only 2 of the 3 required elements.	
5-7pts	The applicant has a complete plan addressing all the required elements.	
Comments		
	<b>GOAL 6: 21st CCLC Programs will provide high-quality operations.</b>	
1 pts	The applicant has <i>not</i> provided a thorough and comprehensive plan that addresses all the requirements.	
2-4pts	The applicant addresses only 2 of the 3 required elements.	
5-7pts	The applicant has a complete plan addressing all the required elements.	
Comments		

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PRIORITY/BONUS POINTS		
PRIORITY POINTS		
Point value	Priority Points are assigned according to required priorities in the ESSA law. (30 pts)	Score
10 pts	The OPI shall give 10 priority points to applications "(A) proposing to target services to students who primarily attend schools that (II) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and (ii) the families of students described in clause (i);" ESSA 4204(b)(4)(i)(A)(II). There is a Priority Points tab within the grant application for the applicant to address this topic. <i>NOTE: Third-party readers will determine the applicant's eligibility to receive these priority points based on the response to this question under the Priority Points section of the application.</i>	
comments		
10 pts	The OPI shall give 10 priority points to applications "(B) submitted jointly by eligible entities consisting of not less than 1—(i) local educational agency receiving funds under part A of title I; and (ii) another eligible entity" ESSA	
comments		
10pts	The OPI shall give 10 priority points to applications submitted that demonstrate that the activities proposed in the application "(C) are, as of the date of the submission of the application, not accessible to students who would be served; or (ii) would expand accessibility to high-quality services that may be available in the community." ESSA 4202(b)(4)(i)(C) <i>NOTE: The OPI will determine if this criteria is met based on if the applicant's Populations/Needs Assessment answer demonstrates that the program will be serving a new populaton of students or is expanding accessibility of high-quality services from previous years. The OPI will determine the applicant's eligibility to receive these priority points in an administrative section of the application.</i>	
comments		
BONUS POINTS		
Point value	Bonus Points are awarded based on OPI goals. Points will be scored by the OPI in an administrative section of the application after it has been submitted to the OPI. (17 pts)	Score
2 pts.	Two bonus points will be given to a program which runs: ▪ 10 hours per week; 28 weeks per year during the school year.	
5 pts.	Five bonus points will be given to a program which runs: ▪ 3 hours per day; 6 weeks per year during the summer term (June 1 – August 31). <b>NOTE:</b> If multiple centers (within a consortium, or within a school district with more than one center) are offering summer programming at a single location, that is easily accessible to all the students from each school year	
5 pts.	Five bonus points will be given to applications that were previously funded who met all data and evaluation reporting timelines.	
5 pts	Five bonus points will be given to a new applicant.	
Comments		