

**Montana Office of Public Instruction (OPI)
21st Century Community Learning
Grant Application Scoring Rubric
FY 2018-19**

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 |
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| | Narrative provides detailed description of the process and data collected to identify the needs of students and families. | |
| | <ul style="list-style-type: none"> ■ Must address and identify the following services to: <ul style="list-style-type: none"> ▪ students ▪ families | |
| 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. | |

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 |
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| | <p>Transportations issues must be addressed in detail and should include: Getting to and from school to the 21st CCLC program, field trip information, types of vehicles used, bus safety training and aligned budgetary information.</p> <ul style="list-style-type: none"> ■ Transportation issues must be addressed in detail and should include: <ul style="list-style-type: none"> ▪ Getting to and from the 21stCCLC ▪ Bus safety training ▪ Field Trip information ▪ Aligned budgetary information ▪ Types of vehicles used | |
| 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. | |

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 |
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| | <ul style="list-style-type: none"> ■ An inclusive plan of ongoing communication must be submitted addressing the following constituents and stakeholders: <ul style="list-style-type: none"> ▪ Program staff ▪ Teachers ▪ community members ▪ Students ▪ Parents ▪ A strategy for the recruitment of students must be addressed | |
| 1 pts | 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. | |

#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 |
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| | <ul style="list-style-type: none"> ■ Detailed Safety Plans that should include the following: <ul style="list-style-type: none"> ▪ student supervision at all times ▪ Background checks for all staff ▪ Procedures for secure drop off/pick-up ▪ Parent notification regarding attendance ▪ Administration of medication ▪ Health plans ▪ Disaster Preparedness ▪ Snack and meal requirements are address ▪ Weather, fire, intruder, and emergencies procedures | |
| 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. | |

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| # 5 Summer Learning Programs: Goal 6 of Logic Model (5 bonus pts to bonus section) 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. | | |
| Point Value | Required Elements | Score |
| | Summer Programming is not required. However, if applicants are applying for competitive points for their summer program, they must address their proposed summer program in this section. The additional competitive points will be added at the end of the scoring rubric. | |
| | The applicant is proposing to serve students for a minimum of 6 weeks. (5 additional bonus points will be added in the competitive point section.) | |
| 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 |
| | <ul style="list-style-type: none"> ▪ 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 ▪ 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 | |
| 19-25 pts | The applicant has a clear and convincing evidence that the applicant has a evidence to support effective management and administration of the program. | |
| # 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 |
| | <ul style="list-style-type: none"> ▪A detailed Professional Development Plan for all staff members which includes supervisors, teachers, aides, and volunteers must be presented. 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, the annual Montana Behavior Initiative (MBI) training). ▪ The professional plan reflects the overall goals of the 21st CCLC program. ▪The professional plan reflects the is designed to meet the needs of the students ▪ Has development training for evaluation and data inputting | |
| 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. | |
| # 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 | Score |
| | <ul style="list-style-type: none"> ▪ A rigorous evaluation/monitoring plan/system must be in place and include: <ul style="list-style-type: none"> ▪Year-long detailed plan for evaluation ▪Connection to goals and objectives (see logic model) ▪Evaluation tools used (see logic model) ▪Distribution of results ▪Program improvement ▪Hiring process of outside evaluator / or name of evaluator | |
| 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 a 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. | |
| 7-10 pts | The applicant has provided a <i>clear and convincing</i> comprehensive program evaluation plan which includes all required elements and in great detail. | |
| # 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"> ▪Timeline list specific dates and measureable benchmarks for the program implementation ▪ A specific and reasonable timeline for implementation that encompasses school year and summer program along with recruitment of students ▪ professional development, Regional trainings and conferences ▪ communication out reach for networking with school day staff and parents, recruitment of students, and community outreach ▪ Advisory meetings, staff evaluation ▪ Evaluation, surveys | |
| 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 5 required elements | |
| 7-10 pts | The applicant has a complete timeline and plans to address all the required elements | |

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| <p># 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.</p> | | |
| Point Value | Required Elements | Score |
| | <ul style="list-style-type: none"> ■ Applicant describe s how they will use best practices, including research or evidence-based practices to improve: <ul style="list-style-type: none"> *academic performance * positive youth development * workforce preparation * parental engagement | |
| 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 demonstrate that they have full understanding of research and evidence base practices and will apply these best practices to all the four areas listed above. | |
| <p># 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.</p> | | |
| Point Value | Required Elements | Score |
| | <ul style="list-style-type: none"> * Program Activities should be directly linked to the logic model, and methods of evaluation which confirm their effectiveness should be outlined. * Program Activities must align with the Montana's state and local academic standards and curricula: <ul style="list-style-type: none"> Mathematics -Reading -STEM | |
| 0 pts | The applicant has <i>not</i> provided a program plan that addresses the required elements. | |
| 0-5pts | The applicant has provided a program plan that address at least 1 to 2 of the requirements. | |
| 6-10 pts | The applicant has provided a program plan which addresses most but not all required elements. | |
| 7-15 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. | |
| <p># 12 Aligning with the School Day Academic and Data Sharing: ESSA 4201(1)(A)(i)(ii) & 4204(b)(2)(1)(D)(i), Goal 1 of Logic Model (15pts.) 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 |
| | Programs should align with the school day: <ul style="list-style-type: none"> * identify students in academic need *reinforce the school day regular academic programs * addressing working with students with disabilities * sharing data with school, parents, and OPI ensuring compliance with privacy and confidentiality laws | |
| 0 pts | The applicant has <i>not</i> provided a program plan that addresses the required elements. | |
| 1-3pts | The applicant has provided a program plan that address at least 2 of the requirements. | |
| 4-7pts | The applicant has provided a program plan which addresses most but not all required elements. | |
| 8-10 pts | The applicant has provided a moderately comprehensive program plan addressing all required elements. | |
| 11-15 pts | The applicant has provided a <i>clear and convincing</i> comprehensive program plan which includes all required elements and in great detail. | |
| <p># 13 Integration into Continuous Improvement Plan (CIP) with LEA (30pts) 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"> * Potential impact program would have on CIP * Clearly defined joint planning * Superintendent and principal agreement is signed and uploaded * Description of steps taken to inform and involve school leadership in grant application is described in detail. * Disadvantaged students are addressed in the improvement plan. | |
| 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. | |
| 23-30 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. | |
| <p># 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.</p> | | |
| Point value | Required Elements | Score |
| | <ul style="list-style-type: none"> ■ Program Activities should be clearly related to the stated goals and objectives of the Logic Model ■ Program Activities should impact the following: <ul style="list-style-type: none"> - Student and Family Literacy - Financial Literacy - Career Readiness and Technical Education - Parenting Skills - Family Engagement | |
| 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 5 required elements | |
| 7-10 pts | The applicant has a complete timeline and plans to address all the required elements | |

| # 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. | | |
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| Point value | Required Elements | Score |
| | <ul style="list-style-type: none"> ■ Program Activities should be directly related to the logic model ■ Program Activities should impact the following: | |
| | <ul style="list-style-type: none"> a) Service learning b) healthy lifestyles/ physical fitness /nutrition c) health education d) mental wellness e) culture and the arts, into your program activities | |
| 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 5 required elements | |
| 7-10 pts | The applicant has a complete timeline and plans to address all the required elements | |
| # 16 Identification of Partner Agency and Partnership Commitment/Involvement and Coordination Efforts. ESSA 4204(b)(2)(1)(C) (10pts) 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 |
| | <ul style="list-style-type: none"> ■ 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 (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. | |
| 7-10 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. | |
| #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. | |
| #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"> • Appropriate expenditures are align with the logic model goals and objectives, activities and operational management • There are budget items for parent/family activities • There are budget items for 2 regional meetings, state conference and national trainings • Instructional cost are significantly higher than administrative cost • Suitable resources and personnel have been carefully allocated for the task, and activities, this includes data reporting personnel • Supplies are itemized and appropriate for the tasks and activities • Appropriate expenditures are allocated for evaluation and evaluator • Appropriate funding is allocated for student transportation • Budget is detailed and adequately covers program expenses, including transportation when needed | |
| 0 pts | The applicant has not provided a comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary form. | |
| 1-11 pts | The applicant has provided a weak budget overview with minimal detail. | |
| 12-23 pts | The applicant has provided moderate budgetary overview which includes some allocations and expenditures | |
| 24-35pts | The applicant has provided a substantially comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary item. | |
| 35-45 pts | The applicant has provided a <i>clear and convincing</i> comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary form. | |

| LOGIC MODEL | | |
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| | There are six Goals in the logic model, and each goal with the exception of goal 6, will be evaluated at 7 points each with goal 1 evaluated at 10 points. | |
| Point value | Required Elements (used for all Goals) | Score |
| | <ul style="list-style-type: none"> Applicant has addressed bullets stated in the State level activities column Applicants activities are realistic and achievable Applicants activities are explained well and understandable (use of acronyms are explained) | |
| | GOAL 1: Student's in 21st CCLC Programs will show improvement in academic achievement. | |
| 1-2 pts | The applicant has <i>not</i> provided a thorough and comprehensive plan that address all the requirements. | |
| 3-6pts | The applicant addresses only 3 of the 5 required elements. | |
| 7-10 pts | The applicant has a complete plan address all the required elements. | |
| | GOAL 2: 21st Century Community Learning Center Programs will provide a safe, supportive, and healthy environment for youth. | |
| 1 pts | The applicant has <i>not</i> provided a thorough and comprehensive plan that address all the requirements. | |
| 2-4pts | The applicant addresses only 3 of the 5 required elements. | |
| 4-7pts | The applicant has a complete plan addressing all the required elements. | |
| | Goal: 3 21st CCLC programs will work collaboratively with families and community to promote positive youth development and parental skills. | |
| 1 pts | The applicant has <i>not</i> provided a thorough and comprehensive plan that address all the requirements. | |
| 2-4pts | The applicant addresses only 3 of the 5 required elements. | |
| 4-7pts | The applicant has a complete plan addressing all the required elements. | |
| | GOAL 4: 21st CCLC Programs will see an increase in the socio-emotional skills of their students. | |
| 1 pts | The applicant has <i>not</i> provided a thorough and comprehensive plan that address all the requirements. | |
| 2-4pts | The applicant addresses only 3 of the 5 required elements. | |
| 4-7pts | The applicant has a complete plan addressing all the required elements. | |
| | GOAL 5: 21st Century Community Learning Century Programs will promote the active engagement of enrolled participants. | |
| 1 pts | The applicant has <i>not</i> provided a thorough and comprehensive plan that address all the requirements. | |
| 2-4pts | The applicant addresses only 3 of the 5 required elements. | |
| 4-7pts | The applicant has a complete plan addressing all the required elements. | |
| | GOAL 6: 21st CCLC Programs will provide high-quality operations. | |
| 1 pts | The applicant has <i>not</i> provided a thorough and comprehensive plan that address all the requirements. | |
| 2-4pts | The applicant addresses only 3 of the 5 required elements.. | |
| 4-7pts | The applicant has a complete plan addressing all the required elements. | |
| Priority Points: (this will be a new page in E-Grants) | | |
| 10 pts | <ul style="list-style-type: none"> The OPI "shall give 10 priority points to a applications—(A) proposing to target services to—“(i) students who primarily attend schools that—“(i) are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; 4204(i)(i)(A)(i)(i). The OPI will predetermine the list of schools identified as implementing targeted or comprehensive support services and points will be awarded based on that predetermined list. | |
| 10 pts | <ul style="list-style-type: none"> The OPI "shall give 10 priority points to applications_“(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);” 4204(i)(i)(A)(i)(ii). There is a section within the grant application for the applicant to address this topic, and third party readers will determine the applicant’s eligibility to receive the priority points for this section based on the response to this question within the application. | |
| 10pts | <ul style="list-style-type: none"> The OPI shall give 10 priority points to applications is 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; and “(C) demonstrating that the activities proposed in the application—“(i) 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. The OPI will determine if this is addressed in the consortium section of the grant application, and points will be awarded based on OPI’s determination if the applicant meets this definition. | |
| Bonus Points: (this will be a new page in E-Grants) | | |
| 2 pts | <ul style="list-style-type: none"> Two bonus points will be given to a program which runs: <ul style="list-style-type: none"> 10 hours per week; 28 weeks per year for the school year. | |
| 5pts | <ul style="list-style-type: none"> Five bonus points will be given to a program which runs: <ul style="list-style-type: none"> 6 weeks 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 center, that summer center will qualify) | |
| 5pts | <ul style="list-style-type: none"> Five bonus points will be given to a new applicant. | |
| 5pts. | <ul style="list-style-type: none"> Five bonus points will be given to applications that were previously funded who met all data and evaluation reporting timelines. | |