

**Washington State 21st Century Community Learning Centers (21st CCLC)  
GAP Scoring Rubric  
2017-2018**

**Applicant:**  
**Previously Funded Award Year:**

**Partner:**

**Reader's Code:**

**Amount Requested:**

**Total Score:**

This is a competitive grant and the review committee will assess applicant proposals based on criteria established in the rubric. Please provide detailed comments—in complete sentences—that substantiate your scores and reflect the strengths and weaknesses of each section. Please know that your comments will be made available to applicants. Your comments must be relative to the indicators in the rubric only.

<b>1. Profile</b>	No evidence (Programming, duration, poverty or enrollment does not meet minimums)	Weak or limited evidence (Programming, duration, poverty, or enrollment meets minimums)	Moderate evidence (Programming, duration, poverty, or enrollment meets minimums)	Persuasive evidence (Programming, duration, poverty, or enrollment meets minimums)	Comments	Score
School year program operates September through June, minimum of 2 hours/day , 12 hours-a-week, 4 days-per-week, for a minimum of 30 weeks accounting for school breaks.	0	1	3	5		
Summer program meets a minimum of 20 hours-a-week for a minimum of 4 weeks.	0	1	3	5		
Differentiation in programming exists between sites. Programming provides support in academic content areas, and enrichment activities. Curriculum is specific to content area.	0	1	3	5		
Appropriate services are provided to meet the identified need of adult family members, and the program proposes to serve a minimum of 60% of enrolled students 30 days or more.	0	1	3	5		
<b>Total Points</b>						<b>0</b>

Weaknesses:
Strengths:

<b>2. Priorities for Funding (50 pts.)</b>	No evidence (Programming, duration, poverty or enrollment does not meet minimums)	Weak or limited evidence (Programming, duration, poverty, or enrollment meets minimums)	Moderate evidence (Programming, duration, poverty, or enrollment meets minimums)	Persuasive evidence (Programming, duration, poverty, or enrollment meets minimums)	Comments	Score
<b>Schools proposing to serve:</b>						
Percent of poverty is a minimum of 40% per site. Higher points are awarded for higher levels of poverty ( 0-40%=0, 41-59%=1, 60-79=3, 80-100=5)	0	1	3	5		
<b>The percent of targeted students that are not proficient in reading and math demonstrates high need.</b> Award higher points for lower proficiency levels. Below 40% proficiency = 5 points, 41-55% = 3 points, 55-70% proficiency = 1 points, above 70% = 1	0	1	3	5		
Title 1 Serving (No=0, Partial=3 Yes=5)	0	1	3	5		
Identified as a Priority or Focus School (No=0, Partial=3, Yes=5)	0	1	3	5		

Percent of racial/ethnic minorities. Higher points awarded for highest total percent of racial/ethnic minorities per site. Totals will be averaged if applying for more than 1 site. (0%-40%=0, 41%-59%=1, 60%-79%=3, 80%-100%=5)	0	1	3	5		
Evidence of an unmet need for out-of-school-time services in the community.	0	1	3	5		
<b>Priorities for Funding program activities that:</b>						
The applicant provide evidence of activities for students who are English Language Learners that emphasize language skills and academic achievement	0	1	3	5		
The applicant provides evidence of activities that partner with in-demand fields of the local workforce or build career competencies and career readiness, and are aligned with Carl D. Perkins Career and Technical Education Act.	0	1	3	5		
The applicant provides evidence of literacy education programs, including financial literacy programs, and environmental programs	0	1	3	5		
The applicant provides evidence of activities that build skills in science, technology, engineering, and mathematics, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods	0	1	3	5		
<b>Total Points</b>						<b>0</b>

Weaknesses:

Strengths:

<b>3. Need for program (20 pts.)</b>	No evidence for the indicator	Weak or limited evidence for the indicator	Moderate evidence for the indicator	Persuasive evidence for the indicator	Comments	Score
The applicant provides local, current, objective school and community data to identify at-risk population(s). (For each site, number and % of students who are eligible for free and reduced lunch, below proficiency in math and reading by grade level, ELL and special education, at risk for not graduating on time, and H.S. dropout rate required)	0	1	3	5		
The applicant describes current during school, out-of-school and summer school programming at the proposed sites and explains why current services are insufficient to meet the need described, and how the site will coordinate with existing services.	0	1	3	5		
The applicant describes the specific needs of the target population and how this program intends to support the need described.	0	1	3	5		

The applicant provides current, objective needs data for the families to be served, including a summary of recent youth/family survey data that describes the need for out-of-school programming.	0	1	3	5		
Total Points						0
Weaknesses:						
Strengths:						

4. Quality of Project Design (55 pts.)	No evidence for the indicator	Weak of limited evidence for the indicator	Moderate evidence for the indicator	Persuasive evidence for the indicator	Comments	Score
<b>Program Description</b> The applicant describes the global program goals, measureable objectives, and activities and <b>how</b> they will meet the needs of the target student population and their families. The goals are specifically aligned to the state performance goals for 21 <sup>st</sup> CCLC, regarding improvement in student behavior, academic achievement, quality program implementation and community collaboration, and family participation.	0	1	3	5		

The applicant provides a table that outlines in detail each site's goals, objectives, activities, measurements and timelines. (Identify time and frequency of activities provided, for before and after school hours, days each week, weeks per year, summer school)	0	2	6	10		
The applicant provides a brief literature review or cites research that supports their choice of curriculum and activities used for all sites, for the intended population.	0	1	3	5		
<b>Recruitment and Retention</b>						
The applicant describes how they will identify, recruit and retain afterschool students and their families; and provide information and opportunities to participate to private school and homeschooled students.	0	1	3	5		
<b>Family Engagement</b>						
The applicant describes culturally and linguistically appropriate family outreach and recruitment strategies for the targeted family population identified in the need statement.	0	1	3	5		
The family engagement and education activities provided will provide ongoing sustained relevant family activities, ensure consistent family participation, and improved educational attainment and connections to the community.	0	1	3	5		

<b>Linkages to the School Day</b>						
Describes how the program will effectively collaborate with and link to the school day. How they will: align with the state standards and curriculum, use student data and information for program planning and progress monitoring, provide tiered instructional models, maintain communication with the principal, teachers, and school support staff, shared staff or use of space, and transportation arrangements.	0	2	5	8		
<b>Transportation and Safety</b>						
The applicant describes how they will ensure student safety (safety plan modified for out-of-school, practice drills, adequate supervision) and how they will provide transportation for students who need it.	0	3	5	7		
The applicant has a written transportation plan between partners to ensure no barriers to participation.	0	1	3	5		
						Total Points
						0
Weaknesses:						
Strengths:						

5. Management plan (25 pts.)	No evidence for the indicator	Weak or limited evidence for the indicator	Moderate evidence for the indicator	Persuasive evidence for the indicator	Comments	Score
Describes an operations, management and staffing framework that identifies clear lines of authority, roles and supervision for all personnel in the project. The applicant submitted a Program Organizational Chart that is comprehensive, includes all staff working with the 21stCCLC program, shows supervision for directors, site coordinators, direct service staff and data and evaluation staff responsibilities.	0	1	2	3		
Includes the full time equivalent (FTE), percent full-time or hours per week of each staff member. The program includes at minimum a .5 Full Time Equivalent (FTE) or greater Site Coordinator (responsible for overseeing a site) and a .5 FTE or greater Director (responsible for meeting grant requirements and supervising site coordinator[s]), and salary and benefits must be adequate to employ highly qualified individuals in this role. Single-site applicants may employ a .75 FTE or greater combined Coordinator/Director.	0	1	3	5		

<p>Describes qualifications and experience for the program director, site coordinator(s), and direct service staff that will ensure the provision of high quality instructional programs and high quality youth development activities that will meet the purpose and goals of the program. Describes how the director, site coordinator(s), and direct service staff will fit into the existing structure of the school or organization, and the degree to which this person is involved in other district or 21<sup>st</sup> CCLC capacities. Job descriptions for all are uploaded as attachments.</p>	0	1	2	3		
<p>The applicant identifies effective strategies to recruit and maintain high-quality staff that will facilitate the implementation of student focused, high-quality, activity-/project-based learning that is aligned with the state learning standards and goes beyond the traditional classroom activities.</p>	0	1	2	3		

<p>The applicant describes a comprehensive local professional development plan for staff that will support successful implementation of the program goals and objectives, evidence-based instructional practices, delivery of academic content and activity-/project-based learning that is aligned with the school day, delivery of high-quality services that promote student belonging, engagement and leadership, provide ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress, plan for improvements, and receive reflective feedback/coaching regarding their practice.</p>	0	2	5	8			
<p>Includes a detailed plan/timeline for program implementation that ensures full operation by October 15, identifies benchmarks for monitoring program and student performance, and demonstrates ongoing collaboration with partners through the first year.</p>	0	1	2	3			
						Total Points	0
Weaknesses:							
Strengths:							

6. Evaluation plan (20 pts.)	No evidence for the indicator	Weak or limited evidence for the indicator	Moderate evidence for the indicator	Persuasive evidence for the indicator	Comments	Score
The applicant provides enough information (educational preparation, experience) to determine the outside/local evaluator is highly qualified.	0	1	2	3		
The applicant provides effective methods, reasonable timelines, responsible staff, and data to be collected for evaluation of participant and program performance and progress.	0	1	2	3		
Outline specific methods, timelines, and staff responsible for federal data tracking, collection and input into the web-based data reporting system that provides for validation of the accuracy of the data, and timely reporting.	0	1	2	3		
Outlines specific methods, timelines, and staff responsible for Youth Program Quality Intervention including preparation and completion of site level team self-assessments, external assessments by the local evaluator, uploading scores in scores reporter, and developing improvement goals and supports.	0	1	2	5		
The applicant submitted a signed data sharing agreement that will ensure that student data, academic records, student achievement results and teacher and student surveys are collected, shared and submitted on time and accurately to the federal and state reporting systems.	0	1	2	3		

The applicant provides effective strategies for using local evaluation results and leading indicator reports to monitor progress, improve programs, share information with stakeholders, and promote sustainability.	0	1	2	3		
						Total Points
Weaknesses:						
Strengths:						

<b>7. Promise as a Model (25 pts.)</b>	No evidence for the indicator	Weak of limited evidence for the indicator	Moderate evidence for the indicator	Persuasive evidence for the indicator	Comments	Score
Provides specific data and evidence of previous success of the applicant and partners (e.g., positive student academic and behavioral outcomes) in operating quality out-of-school programs. If the applicant has not operated out-of-school programs in the past, the applicant provides evidence that demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic achievement, and positive youth development of the students.	0	1	5	10		

Describes how the partnership was developed, how partners were involved in the development of the application, and how each partner's contribution(s) will help meet the identified community needs and measurable objectives.	0	1	2	3		
A Signed <b>Memorandum of Understanding</b> executed by Applicant and partner(s) provides evidence of a strong partnership, detailing partner commitments for program design, implementation, oversight, supervision, management, evaluation and program improvement, for the duration of the project.	0	1	3	5		
Describes how the project will collaborate with other state, and federal programs (e.g., Title I, Child Nutrition, and Temporary Assistance for Needy Families), and local programs to achieve program goals. Identify the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each of the partners, regardless of the contribution amount.	0	1	2	3		
The sustainability plan describes effective strategies for building support for the program over time, expanding current partnerships, leveraging additional resources, and sustaining the program after the grant period has concluded.	0	1	2	4		

Total Points 0

Weaknesses:

Strengths:

<b>8. Budget narrative (from iGrants) (25 pts.)</b>	No evidence for the indicator	Weak of limited evidence for the indicator	Moderate evidence for the indicator	Persuasive evidence for the indicator	Comments	Score
The applicant provides detailed cost calculations for all CCLC staff and benefits, and all costs are reasonable and necessary.	0	2	4	7		
The applicant provides detailed cost calculations for all supplies/materials and instructional resources (instructional materials, curriculum materials, materials that support youth development activities, workbooks, audio-visual and electronic devices) and all costs are reasonable and necessary.	0	1	2	3		
The applicant provides cost calculations for travel and conferences and all costs are reasonable and necessary.	0	1	3	3		
The applicant provides cost calculations for student transportation and all costs are reasonable and necessary.	0	1	2	3		
The applicant provides cost calculations for staff development and all costs are reasonable and	0	1	2	3		

The applicant provides cost calculations for evaluation (including the hourly rate X number of hours, travel reimbursement, reports, etc.) and all costs are reasonable and necessary. (Maximum 10% of grant)	0	1	2	3		
The applicant provides cost calculations for facilities and all costs are reasonable and necessary.	0	1	2	3		
Total Points						0
Weaknesses:						
Strengths:						

Total Point Overview		
Category	Points	
Profile	0	/20 Points
Priorities for Funding	0	/50 Points
Need for Program	0	/20 Points
Quality of Project	0	/55 Points
Management Plan	0	/25 Points
Evaluation Plan	0	/20 Points
Promise as a Model	0	/25 Points
Budget Narrative	0	/25 Points
<b>Total</b>	<b>0</b>	<b>/240 Points</b>