

21ST CENTURY COMMUNITY LEARNING CENTERS

Application Scoring Rubric



IDAHO DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT & SCHOOL CHOICE | 21ST CCLC

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INTRODUCTION

For each criterion, reviewers will use a numeric rating scale based on the following scale:

- I - Inadequate (0% of total possible points): Information not provided or lacks sufficient information. Evidence does not meet key characteristic.
- M - Minimal (25% of total possible points): Requires additional clarification. Evidence somewhat meets key characteristic.
- A- Average (50% of total possible points): Mostly clear and complete. Evidence somewhat meets key characteristics.
- G - Good (75% of total possible points): Clear and complete. Evidence mostly meets key characteristic.
- E - Exemplar (100% of total possible points): Well-conceived and thoroughly developed. Evidence completely meets key characteristic.

GRANT APPLICATION

The grant application consists of 10 sections (plus an additional section for current or returning subgrantees) for a total of 285 points possible. The breakout by category is as follows:

APPLICATION CATEGORY	TOTAL POINTS
APPLICANT INFO	0
ABSTRACT	0
COMPETITIVE PRIORITY	85
NEEDS ASSESSMENT	45
PROJECT DESIGN	65
COLLABORATION & PARTNERSHIPS	30
EQUITABLE ACCESS & SITE LOCATION	20
FISCAL MANAGEMENT & RESOURCES	15
BUDGET	10
CENTERS	5

APPLICATION CATEGORY	TOTAL POINTS
CURRENT OR RETURNING SUBGRANTEE*	10
TOTAL POINTS	285

Competitive Priorities:

Competitive priority points will be calculated and entered into the grant application system by the Idaho State Department of Education. Applications that do not meet at least 45 of the 85 competitive priority will not eligible for submission and will not advance to peer review.

Category	Criteria to Meet	Points Possible
Implementing comprehensive support and improvement activities or targeted support and improvement activities under Sec. 1111(d). ¹	At least (1) target school.	10
Eligible to receive funds under Title I, Part A under Sec. 1114 as Schoolwide, Consolidated Schoolwide, or Targeted Assistance. ¹	100% of target school(s) with the exception of one school.	15
Partnership application submitted jointly by not less than one (1) local educational agency receiving funds under Title I, Part A, and another eligible entity (partner).	MOU between LEA and eligible entity.	15
Mid-high poverty (50%) based on lunch eligibility. ¹	100% of target school(s) with the exception of one school	10
Mid-high poverty (50%) based on ALICE data. ⁴	100% of cities served	5
Locale codes are classified as Rural Fringe, Rural Distant, or Rural Remote. ³	100% of cities served	5

Category	Criteria to Meet	Points Possible
Application supports a preferred geographical area for equitable distribution of funds.	100% of target school(s) in Region 5 or 6	5
Not receiving 21 st CCLC funds for 2025-2026 school year. ²	Applying agency and/or fiscal agent	5
Application supports a full-time director for the 5-year period of performance.	*not required for submission to peer review, but highly encouraged	5
Have not received a 21 st CCLC grant from IDE in Rounds 14-16. ²	100% of target school(s)	10

Needs Assessment

ASSESSMENT: Describe the objective data regarding the needs for before and after school (and summer) activities in the school(s) and community (§4204(b)(2)(I)).

PROGRAM ACCESSIBILITY PRIORITY POINTS: Applicants demonstrate that the proposed activities are, as of the date of the submission of the application, not accessible to students who would be served or would expand access to high-quality services available within the community (§4204(i)(1)(C)(i)(ii)).

PURPOSE: Describe how the community learning center will address the identified needs and the needs of working families (§4204(b)(2)(I)).

SCHOOL: Describe school(s) enrollment, Title I status, socioeconomic status, academic achievement, student engagement, Limited English Proficiency & migrant population, race/ethnicity, and any other relevant information.

ATTENDANCE: Describe the goal for average daily attendance for the center(s), the percentage of school population to be served daily, and justification for the likelihood goal will be met.

RECRUITMENT: Describe the plan to recruit and retain participation based on ASSESSMENT and PURPOSE sections of application.

RECRUITMENT PRIORITY POINTS: Points will be assigned to applicants that demonstrate specific plans to recruit and retain target students (and their families) who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities. (§4204(i)(1)(A))

OUTREACH: Describe the plan to provide equitable services and opportunities for homeschool and private school participants that live within the geographic boundaries of the school(s).

NEEDS ASSESSMENT SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
ASSESSMENT	0	2.50	5	7.5	10
ACCESSIBILITY PRIORITY POINTS	0	0	0	0	5
PURPOSE	0	2.50	5	7.5	10
SCHOOL	0	1.25	2.50	3.75	5
ATTENDANCE	0	0.75	1.5	2.25	3
RECRUITMENT	0	1.25	2.5	3.75	5
RECRUITMENT PRIORITY POINTS	0	0	0	0	5
OUTREACH	0	0.50	1	1.50	2

Project Design

MISSION: Describe the mission and vision of the program.

MANAGEMENT: Describe the individual(s) to execute, monitor, and control programming such as staff hiring, training, fiscal management, sustainability, data management, federal and state reporting, federal and state compliance, participant recruitment and retention, family engagement, and partnership building.

STAFFING & DEVELOPMENT: Describe the plan to ensure appropriately qualified persons are hired as staff and volunteers including program director’s role in managing the grant for all five years of period of performance. **(ESSA, Sec. 4204(b)(2)(M))**. Describe the plan to provide training and professional development to all staff and volunteers.

EVIDENCE: Describe the use of 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. **(ESSA, Sec. 4204(b)(2)(J))**.

ALIGNMENT: Describe the plan to reinforce and complement the instruction students receive during the school day **(ESSA, Sec. 4201(b)(A))**.

DESIGN: Describe the plan to offer programming at least 100 days and 300 hours per year and provide detail for the academic enrichment activities proposed to improve participant’s cognitive, social, emotional, and physical development (**ESSA, Sec. 4204(b)(2)(A)(B)**).

SUMMER: Describe the plan to offer 40 hours of a summer learning program provide detail for the academic enrichment activities proposed to improve participant’s cognitive, social, emotional, and physical development (**ESSA, Sec. 4204(b)(2)(A)(B)**). Describe the plan to promote and offer one (1) family engagement activities during the summer program.

FAMILY: Describe the plan to promote and offer three (3) family engagement activities and three (3) parent involvement opportunities during the regular school year. Detail how these activities will provide active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. (**ESSA, Sec. 4201(a)(3)**).

GOALS: Describe how the proposed activities and design will meet the measures of effectiveness, Federal and Statewide Objectives (see Appendix C for list of Federal and Statewide Objectives) (**§4205(b)**). Applicants are required to write a minimum of three (3) program objectives that are designed to meet the data-based needs of their students and families. Quality program objectives must be Specific, Measurable, Attainable, Realistic, and Time-Bound. (See SMART Goal Guide resource on the 21st CCLC Webpage).

EVALUATION: Describe the plan to collect evidence of completing program strategies, objectives, and outcomes. Describe the process for annually reviewing data, and how the program will use this data as a part of the continuous quality improvement process. The plan should include a timeline that clearly aligns with their program objectives (**§4205(b)(2)(A)**). Describe the plan to submit annual fiscal program audits or financial statements to the IDE.

PROJECT DESIGN SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
MISSION	0	0.50	1	1.50	2
MANAGEMENT	0	1.25	2.50	3.75	5
STAFFING/DEVELOPMENT	0	1.25	2.50	3.75	5
EVIDENCE	0	1.25	2.50	3.75	5
ALIGNMENT	0	1.25	2.50	3.75	5
DESIGN	0	2.5	5	7.5	10
SUMMER	0	1.25	2.50	3.75	3

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
FAMILY	0	1.25	2.50	3.75	5
GOALS	0	3.75	7.25	11.25	15
EVALUATION	0	2.5	5	7.5	10

Collaboration and Partnerships

INTENT: Describe the efforts of how the community was given notice of an intent to submit a 21st CCLC grant application and that the application will be available for public review after submission of the application (ESSA, Sec. 4204(b)(2)(L)).

COLLABORATION: Describe the plan to coordinate existing local, state, and federal resources with the community learning center to make the most effective use of public resources (ESSA, Sec. 4204(b)(2)(C)).

COMMUNICATION: Describe the plan to disseminate information about the community learning center to the community in a manner that is understandable and accessible (ESSA, Sec. 4204(b)(2)(A)(iii)).

SCHOOL: ATTACH a letter of commitment from the school principal(s) describing (1) physical building space available, (2) recruitment for participation, and (3) alignment with school day learning (ATTACHMENT TITLE: “Principal-Commitment-CCLC”).

PARTNERSHIP: ATTACH a signed memorandum of understanding (MOU) between the local education agency and community partner outlining (1) shared mission of the community learning center, (2) active collaboration with assigned responsibilities and commitments, and (3) sharing of relevant student-level data among the local educational agency and community partner, in compliance with relevant laws relating to privacy and confidentiality (ESSA, Sec. 4204(b)(2)(D)(i) and 4204(b)(2)(H)) (ATTACHMENT TITLE: “Primary-Partner-CCLC”).

SNACK: ATTACH a letter of commitment from the sponsoring snack organization (i.e. Child Nutrition Program, Food Bank, local farmer/grocery, etc.) documenting the plan for providing snacks and/or meals for participants (ATTACHMENT TITLE: “Snack-Commitment-CCLC”).

- For centers utilizing Child Nutrition Program and US Department of Agriculture, provide additional information on which snack program(s) will be utilized (e.g. [CACFP At-Risk Afterschool Centers](#), or [Afterschool Snack Program](#)).

COLLABORATION & PARTNERSHIPS SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
INTENT	0	0.50	1	1.50	2
COLLABORATION	0	1.25	2.50	3.75	5
COMMUNICATION	0	0.75	1.50	2.25	3
SCHOOL	0	1.25	2.50	3.75	5
PARTNERSHIP	0	2.50	5	7.5	10
SNACK	0	1.25	2.50	3.75	5

Equitable Access & Site Location

LOCATION: Describe the plan to ensure the program will take place in a safe and easily accessible facility (ESSA, SEC. 4204(b)(2)(A(i)).

- If the location is not a school site, provide evidence that the community learning center (1) will be as available and accessible as it would be at a school site (ESSA, Sec. 4204(c)) and (2) ATTACH documentation of state licensing (ATTACHMENT TITLE: “State-Licensing-CCLC”).

TRANSPORTATION: Describe the plan to ensure participants in the community learning center will travel safely to and from the center and home (ESSA, SEC. 4203(a)(10) and 4204(b)(2)(A)(ii)).

- ATTACH: For applications requesting Transportation Support Funds, attach a letter of commitment from transportation outlining justification for transportation costs and potential bus routes (ATTACHMENT TITLE: “Transportation-CCLC”).

ACCESS: Describe the plan for equitable participation for individuals with special needs, Individualized Education Plans (IEP), Section 504 Plans, and Limited English Proficiency (LEP).

ENVIRONMENT: Describe the plan to ensure a supportive learning environment and culturally responsive practices.

EQUITABLE ACCESS & SITE LOCATION SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
LOCATION	0	1.25	1.50	3.75	5

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
TRANSPORTATION	0	1.25	1.50	3.75	5
ACCESS	0	1.25	1.50	3.75	5
ENVIRONMENT	0	1.25	1.50	3.75	5

Fiscal Management & Resources

FISCAL: Describe the applicant’s experience administering local, state, and federal funds, findings from previous audits and corrective actions, and sufficient funding to cover two months’ worth of programming for reimbursement purposes (ESSA, Sec. 4204(b)(2)(N)).

SUPPLEMENT: Describe the plan to supplement and not supplant regular school day requirements (ESSA, Sec. 4204(a)(2)(B)).

RESOURCES: Describe the plan to coordinate federal, state, and local programs and make the most effective use of public resources (ESSA, Sec. 4204(b)(2)(C)).

SUSTAINABILITY: Describe the preliminary plan for how the community learning center will continue after 21st CCLC grant funds end (ESSA, Sec. 4203(a)(8)(B) and 4204(b)(2)(K)).

FISCAL MANAGEMENT & RESOURCES SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
FISCAL	0	1.25	2.50	3.75	5
SUPPLEMENT	0	0.50	1	1.50	2
RESOURCES	0	0.75	1.50	2.25	3
SUSTAINABILITY	0	1.25	2.50	3.75	5

Budget Proposal

REQUESTED: Describe the grant requested amount and match/in-kind for personnel, fringe benefits, travel/professional development, equipment, supplies, transportation, purchased services, and indirect costs.

- Grant funds requested does not exceed the maximum award amount.
- Personnel costs must include line item for each role.

- Equipment costs must include line item(s) for each type of equipment.
- Purchased Services must include line item(s) for each vendor/contract/service.

MANDATORY: Describe the budgeted amounts for the following:

- New Grantee Meeting: Boise, Idaho (include transportation, lodging and per diem)
- Fall Director’s Meeting: location to rotate annually (include transportation, lodging and per diem).
- Spring Director’s Meeting: location to rotate annually (include transportation, lodging and per diem).

ALLOWABLE: Develop a budget that is allowable, necessary, and reasonable to meet the needs of the community and follow all state and federal restrictions.

BUDGET SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
REQUESTED	0	1.25	2.50	3.75	5
MANDATORY	0	0.75	1.50	2.25	3
ALLOWABLE	0	0.50	1	1.50	2

Centers

INFO: Provide the center name, proposed average daily attendance, and grade levels to be served.

SCHEDULE: Provide the anticipated start/end dates and hours of operation for Fall Term (ending December 31) and Spring Term (beginning January 1) and summer program.

SCHOOL: Provide the target school(s) for the center.

ACTIVITY: Provide the academic, enrichment, and family engagement activities for school year and summer program.

STAFFING: Provide the staffing for the center: titles, student to staff ratios, qualifications, responsibilities, and weekly hours.

CENTERS SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
INFO	0	0.25	0.50	0.75	1

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
SCHEDULE	0	0.25	0.50	0.75	1
SCHOOL	0	0.25	0.50	0.75	1
ACTIVITY	0	0.25	0.50	0.75	1
STAFFING	0	0.25	0.50	0.75	1

Current or Returning Subgrantee

PARTICIPATION: Provide the participant attendance goal for prior years and number of actual students served. (i.e. average daily attendance or hour band attendance).

SUSTAINABILITY: Describe the efforts made towards sustainability.

FAMILY: Provide data and describe the opportunities offered to families for active and meaningful engagement in child's education and development and adult literacy and education development.

PERFORMANCE: Provide data to describe the impact of the participant’s cognitive, social, emotional, and physical development.

CURRENT OR RETURNING SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
PARTICIPATION	0	0.75	1.50	2.25	3
SUSTAINABILITY	0	0.75	1.50	2.25	3
FAMILY	0	0.50	1	1.50	2
PERFORMANCE	0	0.50	1	1.50	2