EDUCATION
EQUITY AND EXCELLENCE

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| **Definition of the problem or obstacle the 21st Century Community Learning Center program will address.** | The Extent of Need for the Project section clearly defines the problem or obstacle the 21st Century Community Learning Community Centers (CCLC) will address. | The Extent of Need for the Project section partially defines the problem or obstacle the 21st CCLC program will address. | The Extent of Need for the Project section vaguely defines the problem or obstacle the 21st CCLC program will address. | The Extent of Need for the Project section fails to define the problem or obstacle the 21st Century Community Learning Community Centers (CCLC) will address. | |
| **Quantitative and Qualitative Data** | The Extent of Need for the Project section includes both quantitative and qualitative data specific to the target population and the school(s) the project will serve that convincingly support the identified problem. Data sources are clearly identified as well as the methods used to collect them. | The Extent of Need for the Project section includes both quantitative and qualitative data specific to the target population that partially support the identified problem OR some data sources are not identified. | The Extent of Need for the Project section includes only one type of data (quantitative or qualitative) OR the data provided are not specific to the target population. | The Extent of Need for the Project section includes neither quantitative nor qualitative data. | |
| **Multiple Stakeholders** | The Extent of Need for the Project section uses data from multiple stakeholders from the local community including representative numbers of students, parents, and school staff. | The Extent of Need for the Project section uses data from multiple stakeholders from the local community including students, parents, and school staff, but the participation of one or more groups is too small to be fully representative. | The Extent of Need for the Project section uses data from multiple stakeholders from the local community but one key stakeholder group is not included. | The Extent of Need for the Project section uses data from only a single stakeholder group. | |

| Impact on Local Community | The Extent of Need for the Project section clearly and convincingly describes the wider impact on the local community if the problem is not addressed, states when and where the problem exists, and documents the factors contributing to the problem. | The Extent of Need for the Project section partially describes the wider impact on the local community if the problem is not addressed. | The Extent of Need for the Project section vaguely describes a slight impact on the local community if the problem is not addressed. | The Extent of Need for the Project section fails to describes the wider impact on the local community if the problem is not addressed. | |

**12 possible points**                                                0

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| **Evidence-Based Research** | The proposed core academic activities are clearly supported by rigorous, peer-reviewed evidence-based research that provides convincing evidence of the success of the specific activities/strategies with diverse populations and/or with populations similar to the target population. | The proposed core academic activities are partially supported by evidence-based research that provides some evidence that the program or activity may be successful. | The section provides limited or unrelated evidence-based research to support the proposed core academic activities. | No evidence-based research is cited. | |
| **Strategies and Activities** | The section provides convincing evidence that most of the proposed enrichment strategies and activities will meet the academic needs, and/or other needs if applicable, of the target student population as described in the Extent of Need for Project. | The section provides evidence that most of the proposed enrichment strategies and activities will meet the academic needs, and/or other needs if applicable, of the target student population as described in the Extent of Need for the Project. | The section provides limited or unrelated evidence that most of the proposed enrichment strategies and activities will meet the academic needs, and/or other needs if applicable, of the target student population as described in the Extent of Need for the Project. | The section fails to provide evidence that the proposed enrichment strategies and activities will meet the academic needs, and/or other needs if applicable, of the target student population as described in the Extent of Need for Project. | |
| **Evidence or Promise of Success** | The section provides convincing evidence of experience, or promise of success, that the lead agency and its partners have in providing educational and related activities that will complement and enhance the academic achievement and positive youth development of students. | The section provides partial evidence of experience, or promise of success, that the lead agency and its partners have in providing educational and related activities that will complement and enhance the academic achievement and positive youth development of students. | The section provides limited evidence of experience, or promise of success, that the lead agency and its partners have in providing educational and related activities. | The section provides no evidence of experience, or promise of success, that the lead agency and its partners have in providing educational and related activities. | |

| | | | | | |
|---|---|---|---|---|---|
| **Selection and Recruitment** | This section presents selection criteria that are aligned with the population's needs and clearly describes how the target group will be identified, recruited, and selected. This section clearly and thoroughly describes how information about the program (including its location) will be disseminated to the community in a manner that is understandable and accessible. | This section presents selection criteria that are aligned with the population's needs and partially describes how the target group will be identified, recruited, and selected. This section describes how information about the program (including its location) will be disseminated to the community. | This section presents selection criteria that has a limited alignment with the population's needs and describes how the target group will be identified, recruited, and selected. This section vaguely describes how information about the program (including its location) will be disseminated to the community. | This section fails to describe participant selection and recruitment criteria. This section fails to describe how information about the program will be disseminated to the community. | |
| **Academic Time** | The section clearly and thoroughly describes how the logistics and schedule for the proposed strategies/activities engage participants in meaningful academic activities and possible obstacles are anticipated and addressed. | The section partially describes how the logistics and schedule for the proposed strategies/activities engage participants in meaningful academic activities and possible obstacles are anticipated and addressed. | The section vaguely describes how the logistics and schedule for the proposed strategies/activities engage participants in meaningful academic activities and possible obstacles are anticipated and addressed. | The section fails to describe how the logistics and schedule for the proposed strategies/activities engage participants in meaningful academic activities and possible obstacles are anticipated and addressed. | |
| **Frequency and Duration** | This section clearly and convincingly describes how the frequency and duration of the program will meet the needs of the target group. | This section partially describes how the frequency and duration of the program will meet the needs of the target group, but some questions remain. | This section vaguely describes how the frequency and duration of the program will meet the needs of the target group OR the frequency or duration may not meet the needs of the target group. | This section fails to describe how the frequency and duration of the program will meet the needs of the target group OR the proposed frequency and duration are inappropriate for the needs of the target group. | |

| | | | | | |
|---|---|---|---|---|---|
| **Attendance** | The section provides a clear description of how the program will monitor attendance (including the issue of students absent from school, students with early dismissal, and notifying parents when students are absent from the program) that is likely to result in clear communication with parents and improved student participation. | The section provides a description of how the program will monitor attendance so that some communication with parents and improved student participation may occur, but some aspects of the monitoring plan are problematic. | The section provides a vague description of how the program will monitor attendance. | The section fails to provide a description of how the program will monitor attendance OR the description provided does not ensure clear communication with parents and improved student participation. | |
| **Transportation Plan** | | | The section provides a clear description of a transportation plan (including how participants will arrive at and leave from the program safely) that is likely to result in students being safe and secure. | The section fails to provide a description of a transportation plan OR the proposed plan will not ensure the safe arrival and departure of students. | |
| **Professional Development** | The section provides a clear description of a professional development plan (including the provider, eligibility, frequency, accountability and sharing) that is likely to result in high-quality program implementation. | The section describes a professional development plan, but omits including one or two of the following components: the provider, eligibility, frequency, accountability or sharing. | The section describes a professional development plan, but omits more than two of the following components: the provider, eligibility, frequency, accountability or sharing. | The section fails to describe a professional development plan. | |

| | | | | | |
|---|---|---|---|---|---|
| **Staff/Volunteer Training** | | | This section clearly and thoroughly explains how staff will be selected, trained, and supervised (including volunteers if applicable); how background checks will be conducted; and a description of staff and volunteers' roles and responsibilities. | This section fails to provide an explanation of how staff will be selected, trained, and supervised (including volunteers if applicable); how background checks will be conducted; and a description of staff and volunteers' roles and responsibilities. | |
| **Accessibility** | | | This section clearly and thoroughly addresses any issues relative to the provision of equitable participation in the General Education Provisions Act (GEPA); describes how the program will implement the specific requirements of each student's Individualized Education Plan (IEP); and describes how the program will accommodate students and families for whom English is a second language. | This section fails to address any of the issues relative to the provision of equitable participation (GEPA). | |
| **Private Schools** | | | This section clearly details how the program will provide comparable opportunities for students from private schools as required. | This section fails to address how the program will provide comparable opportunities for students from private schools as required. | |

**28 Possible points**

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| **Performance Measures** | The Performance Measures in Exhibit 5 include all 5 required components: specific, measurable, attainable, relevant,and incude time-based goals. | The Performance Measures in Exhibit 5 include 4 of the required components: specific, measurable, attainable, relevant,and incude time-based goals. | The Performance Measures in Exhibit 5 include 3 of the required components: specific, measurable, attainable, relevant,and incude time-based goals. | The Performance Measures in Exhibit 5 are not included; or, the Performance Measures includes 2 or fewer of the 5 required components: specific, measurable, attainable, relevant,and incude time-based goals. | |
| **Performance Measures and Extent of Need Alignment** | Each Performance Measure in Exhibit 5 clearly addresses a major problem that was identified in the Extent of Need of Project. | Most of the Performance Measures are aligned with problems identified in the Extent of Need of Project. | Some of the Performance Measures are aligned with needs that were demonstrated in the Extent of Need of Project. | None of the Performance Measures in Exhibit 5 addresses a major problem identified in the Extent of Need for Project. | |
| **Exhibit 5** | Each Performance Measure in Exhibit 5 is clearly related to an Indicator. | More than half of the Performance Measures provided in Exhibit 5 are clearly related to an Indicator. | Less than half of the Performance Measures in Exhibit 5 are clearly related to an Indicator. | None of the Performance Measures in Exhibit 5 are clearly related to an Indicator; OR there are one or more Indicators that are not reflected in any Performance Measure. | |

**9 possible points**                                          0

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| State Education Agency (SEA) Goals | Each objective in Exhibit 5 is aligned with an SEA Goal(s) | More than half of the objectives in Exhibit 5 are clearly aligned with an SEA Goal(s). | Less than half of the objectives in Exhibit 5 are clearly aligned with an SEA Goal(s). | None of the objectives in Exhibit 5 include a SEA Goal. | |

**3 possible points**                                                                                    **0**

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| **Responsibility for Program Implementation** | The section clearly and thoroughly describes how, when, and by whom the program's implementation will be monitored, including ensuring that the project starts on time. | The section partially describes how, when, and by whom the program's implementation will be monitored, including ensuring that the project starts on time. | The section vaguely describes how, when, and by whom the program's implementation will be monitored, and offers vague assurance that the project will start on time. | The section fails to discuss the leadership team or offers any assurance that the project will start on time. | |
| **Leadership Team** | This section identifies the project's leadership team, qualifications, amount of time each will devote to the project, frequency of meetings, and how each will ensure successful project implementation. | This section identifies the project's leadership team, but neglects to include information on their qualifications, OR the amount of time each will devote to the project, OR the frequency of meetings, OR how each will ensure successful project implementation. | This section identifies the project's leadership team, but neglects to include information on two or more of the following: qualifications, amount of time each will devote to the project, frequency of meetings, and how each will ensure successful project implementation. | This section fails to address the qualifications, time dedicated, meeting schedule, and accountability of the leadership team. | |
| **Steering Committee** | This section identifies a Steering Committee, including but not limited to School Administrator, Parent(s), Student(s), Project Director, Partners, Community Leader, etc., for the project that represents all major stakeholders, including qualifications and responsibilities, and the frequency of meetings. | This section identifies a Steering Committee for the project that represents all major stakeholders, but omits including qualifications and responsibilities, OR the frequency of meetings. | This section identifies a Steering Committee for the project that represents all major stakeholders, but omits including qualifications and responsibilities and the frequency of meetings. | This section fails to identify a Steering Committee for the project. | |
| **Management Plan Worksheet, Exhibit 6** | The Management Plan Worksheet, Exhibit 6 clearly supports the proposed Project Design and includes all major management actions, the timeframe, and the specific persons responsible for each action; and worksheet does not include direct service activities. | The Management Plan Worksheet, Exhibit 6 supports the proposed Project Design and includes most of the major management actions, the timeframe, and the specific persons responsible for each action; and worksheet does not include direct service activities. | The Management Plan Worksheet, Exhibit 6 provides incomplete support of the proposed Project Design and includes portions of the major management actions, the timeframe, and the specific persons responsible for each action. | The Management Plan Worksheet, Exhibit 6 was not included in the proposal. | |

<div align="right">

**12 possible points**                    0

</div>

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| Evaluation Questions | | The section clearly specifies logical evaluation questions that enable project leaders to assess progress toward all performance measures, and enable project managers to determine which strategies and activities have been successful. | The section specifies evaluation questions that enable project leaders to assess progress toward performance measures, but will not enable project managers to determine which strategies and activities have been successful. | The section does not specify any evaluation questions; OR, the section specifies evaluation questions that will neither enable project leaders to determine which strategies and activities have been successful, and those that need to be revised, nor enable project leaders to assess progress toward performance measures. | |
| Data and Measurement Instruments | | The section clearly describes data and measurement instruments that are appropriate to the evaluation questions and will enable them to be completely answered. | The section describes data and measurement instruments that are somewhat appropriate to the evaluation questions and will enable them to be partially answered. | The section does not describe data and measurement instruments. | |
| Data Collection Plan | The section provides a logical plan for how all of the needed data will be collected, including who is responsible and a timeline. | The section provides a plan for data collection with the majority of required details provided. | The section provides a plan for data collection with the majority of required details unclear or missing. | The section does not provide a plan for data collection; OR, all required details are unclear or missing. | |
| Ensuring Data Integrity and Accuracy | The section provides a thorough description of an effective plan to ensure the integrity and accuracy of data. | The section provides a brief description of a plan to ensure the integrity and accuracy of data. | The section provides a description of a plan to ensure the integrity and accuracy of data, but the plan will not sufficiently ensure the integrity and accuracy of data. | The section does not provide a plan to ensure the integrity and accuracy of data. | |

| | | | The section clearly specifies a third party individual or group to conduct the external evaluation who appears to have the necessary qualifications (including their resume in the Appendices) OR provides a detailed job description and a selection process that will enable a qualified evaluator to | The section fails to specify a third party individual or group to conduct the external evaluation AND fails to provide a detailed job description. | |
|---|---|---|---|---|---|
| **Evaluator** | | | | | |
| **Use of Evaluation** | The section provides a well-thought-out plan (including timeline) for using evaluation findings that will enable project leaders to make appropriate improvements in the project. | The section provides a plan (including timeline) for using evaluation findings that will enable project leaders to make some improvements in the project, but some aspects of the plan are problematic. | The section provides a vague plan for using evaluation findings, or it is unclear how it will enable project leaders to make improvements in the project. | The section does not provide a plan for using evaluation findings. | |
| **Dissemination to Stakeholders** | There is a clear and effective plan for disseminating the evaluation's findings to all major stakeholders (including participants and their families) and all individuals with an interest in the project, including how dissemination formats will be appropriately tailored to meet the needs of diverse | There is a plan for disseminating the evaluation's findings to most major stakeholders (including participants and their families), but some stakeholders are excluded. | There is a plan for disseminating the evaluation's findings to some stakeholders but participants and their families are not included, OR formats are not appropriately tailored for the targeted audiences. | The section does not provide a plan for disseminating the evaluation's findings to any stakeholders. | |

**17 possible points**

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| Coordination with Other Programs and/or Funds | This section clearly and thoroughly describes plans to coordinate with other programs and/or other funds. | This section partially describes plans to coordinate with other programs and/or other funds. | This section vaguely describes plans to coordinate with other programs and/or other funds. | This section fails to describe plans to coordinate with other programs and/or other funds. | |
| | | | **3 possible points** | | 0 |

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| **Partner Accountability** | | This section clearly and thoroughly describes the mechanisms by which the project will define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding). | This section provides a description, but omits key elements of the mechanisms by which the project will define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding). | This section fails to describe the mechanisms by which the project will hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding). | |
| **Partners Plan Worksheet/ Exhibit 7** | | The Partners Plan Worksheet, Exhibit 7 clearly indicates the project's partners; respective roles in the project; goals, objectives, and population the partners will target; benefits each will receive; and specific contribution partners will make (e.g., financial, equipment, personnel). | The Partners Plan Worksheet, Exhibit 7 indicates the project's partners but doesn't clearly indicate some of the following components; respective roles in the project; goals, objectives, and population the partners will target; benefits each will receive; and specific contribution partners will make (e.g., financial, equipment, personnel). | The Partners Plan Worksheet, Exhibit 7 was not included in the proposal. | |
| **Letters of Commitment** | | Signed and dated letters of commitment from 50% or more of partners are provided. | Signed and dated letters of commitment from less than 50% of partners are provided. | No letters of commitment are provided. | |
| | | | **6 possible points** | | **0** |

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| **Additional Resources** | This section clearly and thoroughly explains how project will be sustained after the grant period including any planned efforts to secure additional partners and/or funding sources. | This section provides an explanation on how project will be sustained after the grant period and refers to some efforts to secure additional partners and/or funding sources. | This section provides a vague explanation on how project will be sustained after the grant period. | There is no discussion of how the project will be sustained after the grant period. | |
| **Current Partners** | This section clearly describes how the project will maintain its current partners after the grant period. | This section partially describes how the project will maintain its current partners after the grant period. | This section vaguely describes how the project will maintain its current partners after the grant period. | This section does not provide an explanation of how the project will maintain its current partners after the grant period. | |
| **Matching Contributions** | | | The proposed budget includes a 10% in-kind contribution. | The proposed budget does not include a 10% in-kind contribution. | |

**7 possible points**                                                                          **0**

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| **Adequacy of Funding Request** | This section clearly and thoroughly demonstrates there are sufficient, but reasonable and cost effective, resources to successfully implement the proposed program as described in the project narrative. | With the exception of one or two line items, this section demonstrates there are sufficient, but reasonable and cost effective, resources to successfully implement the proposed program as described in the project narrative. | This section demonstrates there are sufficient, but not necessarily reasonable or cost effective, resources to implement the proposed program as described in the project narrative. | This section does not provide a budget OR the provided budget provides insufficient, unreasonable resources. | |
| **Budget Narrative** | | The budget narrative describes a clear relationship between the activities described in the application, proposed allocation of grant funds, and rationale for proposed cost. | The budget narrative somewhat describes a relationship between the activities described in the application, proposed allocation of grant funds, and rationale for proposed cost. | The budget narrative is not provided. | |
| **Itemized Budget** | This section's itemized budget clearly breaks down general expenses into specific line items, specifying how the expense was calculated for each line item to indicate in-kind contribution and source. | This section's itemized budget breaks down most of the general expenses into specific line items, specifying how the expense was calculated for each line item to indicate in-kind contribution and source. | This section's itemized budget either fails to breaks down the general expenses into specific line items or does not specify how the expense was calculated for each line item to indicate in-kind contribution and source. | This section's itemized budget fails to breaks down the general expenses into specific line items and does not specify how the expense was calculated for each line item to indicate in-kind contribution and source. | |

**8 possible points**

0

| Component | 3 | 2 | 1 | 0 | Score |
|---|---|---|---|---|---|
| Application for Maryland 21st Century Community Learning Centers Form Exhibit 3 | | | Application for Maryland 21st Century Community Learning Centers Form Exhibit 3 was included as part of the application. | Application for Maryland 21st Century Community Learning Centers Form Exhibit 3 was not included as part of the application. | |
| Resumes of Key Personnel | | Resumes of all key personnel are included in the Appendix. | Resumes of some key personnel are included in the Appendix. | Resumes of key personnel are not provided in the Appendix. | |
| Maryland State Department of Education (MSDE) Grant Budget Form C-1-25 | | The MSDE Grant Budget Form C-1-25 was submitted and has the required signatures. | The MSDE Grant Budget Form C-1-25 was submitted but is missing some of the required signatures. | The MSDE Grant Budget Form C-1-25 was not submitted OR it was submitted without any signatures. | |

**5 possible points**                                                     0

**Score Summary**

| Sections | Maximum | Reviewer's |
|---|---|---|
| Extent of Need for Project | 12 | |
| Project Design | 28 | |
| Performance Measures and Indicators | 9 | |
| Alignment with SEA Goals | 3 | |
| Implementation and Governance Plan | 12 | |
| Evaluation and Dissemination | 17 | |
| Coordinating with Other Programs | 3 | |
| Partners | 6 | |
| Sustainability | 7 | |
| Budget | 8 | |
| Appendices | 5 | |
| **Total** | 110 | _____ |