

21ST CCLC SCORING RUBRIC - Exhibit Submissions

	3	2	1	0	Score
Exhibit Submissions			All required exhibits (2,3,4,5,6,8,9,10,11) have been submitted.	All required exhibits (2,3,4,5,6,8,9,10,11) have not been submitted.	

1 possible point

Appendices referenced in the RFP will be reviewed for submission only. No scores will be assigned. The MSDE will require submission of any missing appendices during the Validation Process.

21ST CCLC SCORING RUBRIC - 3.1 Extent of Need for Project

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 supports 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 either 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.	

21ST CCLC SCORING RUBRIC - 3.1 Extent of Need for Project

<p>Impact on Local Community</p>	<p>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.</p>	<p>The Extent of Need for the Project section partially describes the wider impact on the local community if the problem is not addressed.</p>	<p>The Extent of Need for the Project section vaguely describes a slight impact on the local community if the problem is not addressed.</p>	<p>The Extent of Need for the Project section fails to describe the wider impact on the local community if the problem is not addressed.</p>	
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12 possible points

21ST CCLC SCORING RUBRIC - 3.2 Project Design

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 or 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 the Project.	The section partially 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.	
Strategies and Activities to Meet Families' Needs	The section clearly describes the proposed strategies and activities supporting the literacy and related educational development of the families of participating children, and provides convincing evidence that these services will meet the families' needs as described in the Extent of Need for the Project.	The section partially describes the proposed strategies and activities supporting the literacy and related educational development of the families of participating children, and provides some evidence that these services will meet the families' needs as described in the Extent of Need for the Project.	The section vaguely describes the proposed strategies and activities supporting the literacy and related educational development of the families of participating children, and provides limited evidence that these services are will meet the families' needs as described in the Extent of Need for the Project.	The section fails to describe the proposed strategies and activities supporting the literacy and related educational development of the families of participating children.	

21ST CCLC SCORING RUBRIC - 3.2 Project Design

<p>Evidence or Promise of Success</p>	<p>The section provides convincing evidence-based research 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.</p>	<p>The section provides partial evidence-based research 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.</p>	<p>The section provides limited evidence-based research that the lead agency and its partners have in providing educational and related activities.</p>	<p>The section provides no evidence-based research that the lead agency and its partners have in providing educational and related activities.</p>	
<p>Selection and Recruitment</p>	<p>The 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.</p>	<p>The 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.</p>	<p>The 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 information about the program (including its location) will be disseminated to the community.</p>	<p>The 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.</p>	

21ST CCLC SCORING RUBRIC - 3.2 Project Design

<p>Academic and Enrichment Time</p>	<p>The section clearly and thoroughly describes how the logistics and schedule for the proposed strategies/activities engage participants in meaningful activity, including one hour of uninterrupted academic time, and one hour of uninterrupted enrichment time. Possible obstacles are anticipated and addressed.</p>	<p>The section partially describes how the logistics and schedule for the proposed strategies/activities engage participants in activity including, one hour of uninterrupted academic time, and one hour of uninterrupted enrichment time. Possible obstacles are anticipated and addressed.</p>	<p>The section vaguely describes how the logistics and schedule for the proposed strategies/activities engage participants in activity including, one hour of uninterrupted academic time, and one hour of uninterrupted enrichment time.</p>	<p>The section fails to describe how the logistics and schedule for the proposed strategies/activities engage participants in activity including, one hour of uninterrupted academic time, and one hour of uninterrupted enrichment time.</p>	
<p>Frequency and Duration</p>	<p>The section clearly and convincingly describes how the frequency and duration of the program will meet the needs of the target group, and meet the required number of program hours.</p>	<p>The section partially describes how the frequency and duration of the program will meet the needs of the target group, and/or meet the required number of hours, but some questions remain.</p>	<p>The section vaguely describes how the frequency and duration of the program will meet the needs of the target group OR fails to meet the described number of hours, OR the frequency or duration may not meet the needs of the target group.</p>	<p>The 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.</p>	
<p>Attendance</p>	<p>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.</p>	<p>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 portion of the monitoring plan are problematic.</p>	<p>The section provides a vague description of how the program will monitor attendance.</p>	<p>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.</p>	

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	The 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.	The section partially 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.	The section vaguely explains how staff will be selected, trained, and supervised (including volunteers if applicable); how background checks will be conducted; and/or does not include a description of staff and volunteers' roles and responsibilities.	The 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.	

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<p>Accessibility</p>			<p>The 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.</p>	<p>The section fails to address any of the issues relative to the provision of equitable participation (GEPA).</p>	
<p>Private Schools</p>			<p>The section clearly details how the program will provide comparable opportunities for students from private schools as required.</p>	<p>The section fails to address how the program will provide comparable opportunities for students from private schools as required.</p>	
<p>Intent to Apply</p>	<p>The applicant clearly describes efforts to provide a timely notice of intent to submit an application and include a description of how the information will be disseminated.</p>	<p>The applicant partially describes efforts to provide a timely notice of intent to submit an application and include a description of how the information will be disseminated.</p>	<p>The applicant vaguely describes efforts to provide a timely notice of intent to submit an application and include a description of how the information will be disseminated.</p>	<p>The applicant fails to describe efforts to provide a timely notice of intent to submit an application and include a description of how the information will be disseminated.</p>	

36 possible points

Component	3	2	1	0	Score
Performance Goals (Exhibit 4)	Exhibit 4 includes all five of the mandatory performance goals (1,2,3,5, and 6) and the required one additional performance goal from (4,7,8); goals are specific, measurable, attainable, relevant, and time-based; and references appropriate state, local, or school-defined baseline data or standards.	Exhibit 4 includes four of the mandatory performance goals (1,2,3,5, and 6) and the required one additional performance goal from (4,7,8); goals are specific, measurable, attainable, relevant, and time-based; and references appropriate state, local, or school-defined baseline data or standards.	Exhibit 4 includes three of the mandatory performance goals (1,2,3,5, and 6) and the required one additional performance goal from (4,7,8) and goals are specific, measurable, attainable, relevant, time-based; and references appropriate state, local, or school-defined baseline data or standards.	The Performance Goals in Exhibit 4 are not included; or, the Performance Goals includes 2 or fewer of the 5 mandatory performance goals; and/or goals are not specific, measurable, attainable, relevant, and time-based; and does not references appropriate state, local, or school-defined baseline data or standards.	
Performance Goals and Extent of Need Alignment	Each Performance Goal in Exhibit 4 clearly addresses a major problem that was identified in the Extent of Need of Project.	Most of the Performance Goals in Exhibit 4 are aligned with problems identified in the Extent of Need of Project.	Some Performance Goals in Exhibit 4 are aligned with needs that were demonstrated in the Extent of Need of Project.	None of the Performance Goals in Exhibit 4 addresses a major problem identified in the Extent of Need for Project.	
Alignment in SEA Goals	100% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with each performance indicator and SEA performance goal.	More than 75% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with each performance indicator and SEA performance goal.	More than 50% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with each performance indicator and SEA performance goal.	Less than 50% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with each performance indicator and SEA performance goal.	

9 possible points

Component	3	2	1	0	Score
Responsibility for Program Implementation	The section clearly outlines the organizational framework and identifies the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).	The section partially outlines the organizational framework and identifies the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).	The section vaguely outlines the organizational framework and identifies the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).	The section fails to outline the organizational framework and does not identify the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).	
Leadership Team	The 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	The 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.	The section identifies a Steering Committee for the project that represents all major stakeholders, but omits including qualifications and responsibilities, OR the frequency of meetings.	The section identifies a Steering Committee for the project that represents all some stakeholders, but omits including qualifications and responsibilities and the frequency of meetings.	The section fails to identify a Steering Committee for the project.	

<p>Management Plan Worksheet, Exhibit 5</p>	<p>The Management Plan Worksheet, Exhibit 5, clearly supports the proposed Project Design and includes all major management (SMART) actions, the timeframe, and the specific persons responsible for each action, and worksheet does not include direct service activities.</p>	<p>The Management Plan Worksheet, Exhibit 5 supports the proposed Project Design and includes most of the major management (SMART) actions, the timeframe, and the specific persons responsible for each action; and worksheet does not include direct service activities.</p>	<p>The Management Plan Worksheet, Exhibit 5 provides incomplete support of the proposed Project Design and includes portions of the major management (SMART) actions, the timeframe, and the specific persons responsible for each action.</p>	<p>The Management Plan Worksheet, Exhibit 5, was not included in the proposal.</p>	
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12 possible points

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Evaluator			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 be identified.	The section fails to specify a third party individual or group to conduct the external evaluation, AND fails to provide a detailed job description.	
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 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 stakeholders.	There is a plan for disseminating the evaluation findings to most major stakeholders (including participants and their families), but some stakeholders are excluded.	There is a plan for disseminating the evaluation 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 findings to any stakeholders.	

18 possible points

21ST CCLC SCORING RUBRIC - 3.8 Coordinating with Other Programs

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

3 possible points

21ST CCLC SCORING RUBRIC - 3.9 Partners

Component	3	2	1	0	Score
Partner Accountability		The 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).	The 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).	The 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 6		The Partners Plan Worksheet, Exhibit 6, 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 6, indicates the project's partners but does not 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 6, was not included in the proposal.	
Letters of Commitment		100% of Partner Letters contain all the components that are outlined in subsection a-f in Section 3.9.2 of the RFP.	At least 75% of Partner Letters contain the components that are outlined in a-f in Section 3.9.2 of the RFP.	Less than 75% of Partner Letters contain all the components that are outlined in a-f in Section 3.9.2 of the RFP.	

6 possible points

21ST CCLC SCORING RUBRIC - 4.0 Sustainability

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

7 possible points

Component	3	2	1	0	Score
Adequacy of Funding Request	The section clearly and thoroughly demonstrates that 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.	The section demonstrates there are sufficient, but not necessarily reasonable or cost effective resources to implement the proposed program as described in the project narrative.	The 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.	
Budget Worksheet	This section's breaks details the first year year of the project in an itemized budget, itemize general expenses into specific line specifies how the expense was calculated for each line item, and clearly show the requested funds and in-kind contributions, identified source, and in-kind levels at 10% in Year 1.	This section's breaks details the first year year of the project in an itemized budget, itemize general expenses into specific line specifies how the expense was calculated for each line item, but does not clearly show the requested funds and in-kind contributions, identified source, and/or in-kind levels at 10% in Year 1.	This section's breaks details the first year year of the project in an itemized budget, itemize general expenses into specific line specifies how the expense was calculated for each line item, but does not clearly show the requested funds and in-kind contributions, identified source, and/or in-kind levels at 10% in Year 1.	The section's itemized budget either fails to break 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 contributions and sources.	

21ST CCLC SCORING RUBRIC - 5.0 Budget and Adequacy of Resources

Budget Alignment	The budget worksheet, budget narrative, and C125 have been submitted and all budget objects (Salaries and Wages, Contracted Services, Supplies and Materials , Other Charges, Equipment, and Transfers) are in direct alignment.	The budget worksheet, budget narrative, and C125 have been submitted and some of the budget objects (Salaries and Wages, Contracted Services, Supplies and Materials , Other Charges, Equipment, and Transfers) are in direct alignment.	The budget worksheet, budget narrative, and C125 have been submitted and some of the budget objects (Salaries and Wages, Contracted Services, Supplies and Materials , Other Charges, Equipment, and Transfers) are in direct alignment.	The budget worksheet, budget narrative, and/or C125 have not been submitted.	
Finance Official			A finance official/bookeeper has been included Under Salaries and Wages or Contracted Services.	A finance official/bookeeper has not been included included Under Salaries and Wages or Contracted Services.	
Vendor Contracts			All vendor contracts have been included in the proposal.	All vendor contracts have not been included in the proposal.	

13 possible points

Score Summary

	<i>Score</i>	<i>Score</i>	
Exhibits	1	0	
Extent of Need for Project	12	0	
Project Design	36	0	
Performance Measures and Indicators	9	0	
Implementation and Governance Plan	12	0	
Evaluation and Dissemination	18	0	
Coordinating with Other Programs	3	0	
Partners	6	0	
Sustainability	7	0	
Budget	13	0	
	<i>Sub-Total</i>	<hr/>	
	117	0	
<i>Priority Points (select one)</i>			
College & Career Readiness Standards	5		
Science, Technology, Engineering, Mathematics (STEM)	5		
Health & Wellness	5		
Visual & Performing Arts	5		
Rural Community	5		
Joint Application	5		
	<i>Sub-Total</i>	<hr/>	
		0	
	TOTAL	<table border="1"><tr><td>0</td></tr></table>	0
0			