

Connecticut State Department of Education
21st Century Community Learning Centers

**Connecticut State Department of Education
21st Century Community Learning Center Grant Program
Scoring Rubric Cover Page**

Peer Reviewer Number		
Grant Application Number		
Site Name:		
Rubric Section	Maximum Score	Actual Score
Priority 1 The application is providing after-school services to at least one Title I school that has been designated as a Turnaround or Focus school under the current Next Generation Accountability System results.	5	
Priority 2 The application is submitted jointly by at least one local educational agency that receives Title I, Part A funds, and another eligible entity.	5	
A. Need for Project	25	
B. Partnerships and Collaboration	40	
C. Program Elements	56	
D. Program Administration	35	
E. Budget	33	
F. Sustainability	20	
Priority 3 G. OPTIONAL Multi-tiered Systems (MTSS)	4	
TOTAL SCORE (A-G) –TRADITIONAL 21CCLC Grant	223	
Recommend for Funding?	Yes	No
Comments:		
H – OPTIONAL Student Internship Supplemental Funding	55	
Recommend for Funding?	Yes	No
Comments:		
I – OPTIONAL High - Dose Tutoring Supplemental Funding	55	
Recommend for Funding?	Yes	No
Comments:		

21st CCLC Application Scoring Guide

Poor: Not complete, missing information, confusing, unrealistic, underwhelming, disjointed, and untested.

Basic: Average, limited, vague, and lacks depth.

Good: Clear, complete, representative, resonant, realistic, acceptable, structured, and tested.

Excellent: Exemplary, convincing, achievable, robust, comprehensive, performing, innovative, and proven.

21st CCLC Application Scoring Rubric

A. Need for Project (Max 25 pts)	Poor	Basic	Good	Excellent
1. The applicant clearly articulates a needs assessment for each school site that includes who, what and how the need for the project was determined. There is data and survey results to back up the information presented.	0	2	4	5
2. The applicant clearly articulates factors that place students at risk of educational failure in the communities to be served. Including poverty rates, homeless children/families' data and community unemployment data.	0	2	4	5
3. The "Needs Assessment Table" is complete for each school site.	0	2	4	5
4. The applicant clearly identifies four (4) SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals that are directly aligned with the results of the needs assessment. A minimum of one goal clearly addresses each of the following components: academic improvement, academic enrichment, social and emotional learning, and family engagement.	0	2	4	5
5. The applicant details all after-school funding currently received at each school site. Include funding start and end dates. The applicant clearly shows that the proposed program will supplement and not supplant the program.	0	2	4	5
A. Need for Project	Maximum Score: 25		Actual Score:	
Strengths:				
Weaknesses:				

B. Partnerships and Collaboration (Max 40 pts)	Poor	Basic	Good	Excellent
1. The applicant provides a clear narrative about the partnership of the lead partner organization and identified partner agency that includes: <ul style="list-style-type: none"> • Expertise that aligns with the stated program goals and needs assessment. • Planning of the project, including the development of goals and activity offerings. 	0	2	4	5
2. The “Partner Services Table” is complete and clearly outlines the services provided by partner agencies and their alignment to established program goals.	0	2	4	5
3. The “School Partnership Collaboration Table” is complete and clearly defines the partnership’s collaboration to align learning goals, share resources, and disseminate information about program offerings and goals.	0	2	4	5
4. The applicant includes letters of commitment from both the superintendent and <u>each site principal</u> include the following: <ul style="list-style-type: none"> • Capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding. • Define the relationship between the LEA or CBO and the lead partner organization. • The district level administration position responsible for after-school, including the title of the position, contact information, percentage of time, and responsibilities. 	0	2	4	5
5. The applicant includes letters of commitment from the lead partner in support of the project and any subcontractor/vendor organizations receiving more than \$15,000 from the 21CCLC grant that include the following: <ul style="list-style-type: none"> • Clearly describes services and activities as outlined in the narrative and the name and role of a designated liaison for each site. • Include an administrative level position responsible and include signature, printed typed name, title, organization, contact information and date. 	0	2	4	5
6. All letters of commitment include language that the program staff and partner agencies commit to participate in all state activities, including, but not limited to; evaluations, data collection and reporting, networking meetings and all the state mandated professional learning, technical assistance, data collection, trainings, and meetings associated with the 21CCLC grant program for the duration of the grant.	0	2	4	5
7. Clearly described the creation of an Advisory Committee for on-going focus on program quality and progress. Includes a timeline for at least three meetings.	0	2	4	5

8. Clearly describe how the proposed program will coordinate with Federal, State, and local programs to make the most effective use of public resources.	0	2	4	5
B. Partnerships & Collaboration	Maximum Score: 40		Actual Score:	
Strengths:				
Weaknesses:				
C. Program Elements (Max. 56 pts)	Poor	Basic	Good	Excellent
Special Instructions: To determine program dosage refer to the 21st CCLC School/Site Overview Information Charts. Reviewers will score either 1a, 1b or 1c based on the applicant's proposed dosage.				
1a. Met the following minimum dosage requirements: <ul style="list-style-type: none"> • Minimum of 25 weeks of programming per school year. • Elementary: 4 days per week for 2.5 hours per day, 100 days open. • Middle or High School: 3 days per week for 2 hours per 75 days open. • Grades 1-12: minimum staff to student ratio is 1:15. • Kindergarten and Pre-school: minimum staff to student ratio is 1:10. 	0	2		
1b. Applicant meets the maximum dosage requirements <u>without summer</u> as follows: <ul style="list-style-type: none"> • Minimum of 33 weeks per school year. • Elementary School: 5 days per week, with each day consisting of 2.5 hours (minimum of 165 days open). • Middle or High School: 4 days per week, with each day consisting of 2 hours (minimum of 132 days open). • Minimum staff to student ratio of 1:10. 			4	
1c. Applicant meets the maximum dosage requirements <u>with summer</u> as follows: <ul style="list-style-type: none"> • Minimum of 33 weeks per school year. • Elementary School: 5 days per week, with each day consisting of 2.5 hours (minimum of 165 days open). • Middle or High School: 4 days per week, with each day consisting of 2 hours (minimum of 132 days open). • Four-week summer program (minimum of 20 days). • Minimum staff to student ratio of 1:10. 				5

2. The applicant clearly describes the recruitment plan that allows for equal access for all students. Middle and High School programs include a peer marketing component. Language barriers are addressed.	0	2	4	5
3. The applicant has provided detailed information about the robust academic and enrichment offerings of the program. These offerings encompass various subjects such as literacy, math, science, health, nutrition, recreation, arts, music, social emotional development, college preparation, and career development. It is clarified whether these offerings are available during the school day. Additionally, the activity logistics are clearly outlined, including details about the space, days, hours of offerings, and student to staff ratios.	0	2	4	5
4. The applicant describes how homework help will be provided; this includes: <ul style="list-style-type: none"> • Who will be assisting. • Staff credentials. • Staff ratios. • Time allocated. • Alternative educational activities during this time. 	0	2	4	5
5. The applicant clearly describes the plan to meet the individual and specific needs of students, including students with IEPs, EL students, and those at risk of academic failure. Includes communication details for both school day staff and families.	0	2	4	5
6. The applicant clearly describes their family engagement plan that include: <ul style="list-style-type: none"> • Events focused on literacy, collaborating with teachers and other school staff for educational purposes, or college and career awareness. • Strategies that align with the needs of students and families that are offered on an ongoing basis and sustained over time. 	0	2	4	5
7. The applicant clearly describes how snack and/or supper are provided for all program participants. Programs must indicate that they will participate in the Child and Adult Care Food Program (CACFP) to offer reimbursable snacks and/or supper options after-school. (If school is not eligible for the CACFP program, applicants need to prove that to receive full points)	0	2	4	5
8. The applicant clearly describes the transportation needs of the students they will be serving and how children will travel safely to and from the program. Including whether bus transportation will be provided and how it will be funded. If the applicant is not providing transportation, they need to share evidence that transportation is not a barrier for participation.	0	2	4	5
9. The applicant clearly describes explicit strategies and coordination efforts between LEAs and CBOs specifically for students experiencing disabilities; describes how activities will be inclusive and meaningful;	0	2	4	5

describes any adaptations, modifications and/or supportive, coordinated services to ensure access and equity;				
10. Award 5 points to applicants who are not applying to charge program fees. *Award 0 points for applicants applying to charge program fees.	0	0	0	5
11. The applicant clearly articulates the program's fee structure that specifies: <ul style="list-style-type: none"> The generation of program income through parent fees must NOT be a barrier to the most vulnerable population of participants. How the funds will be spent within the funding cycle. Assures that funds will only be spent on programs identified in this approved grant application. Fees can only supplement and NOT supplant, which means adding program time and activities (vacation club, educational field trips, etc.), supports additional students outside of the approved grant application. *Award 1 point to applicants who are not applying to charge program fees.	0	0	0	1
12. The applicant clearly describes how the program will incorporate diversity, equity and inclusion (DEI) policies and practices. This includes clearly articulated plans to ensure a DEI focus for staff hiring, activity offerings, student and family engagement, and the overall program environment.	0	2	4	5
C. Program Elements	Maximum Score: 56		Actual Score:	
Strengths:				
Weaknesses:				
D. Program Administration (Max. 35 pts)	Poor	Basic	Good	Excellent
1. The applicant clearly describes their staffing infrastructure for after-school before and after receiving 21 st CCLC funds.	0	2	4	5
2. The applicant completed the staff organizational chart and clearly describes the responsibilities for each position. Administrative allocations must not exceed 25% of the total budget; this is inclusive of any administrative activities (salaries, benefits, supplies, equipment, travel, etc.)	0	2	4	5

<p>3. The applicant completed the month-by-month timeline outlining <u>both</u> the administrative and programmatic tasks to be completed during the grant year AND indicating the staff who will be responsible for each task. Timelines <u>must</u> include the following:</p> <ul style="list-style-type: none"> • Planning meetings (advisory, school-day staff, 21CCLC staff). • Hiring of staff, including volunteers if applicable. • Professional Learning (New Grantee Orientation, Directors Meeting, 21st CCLC Networking Meetings, Assessment of Program Practices Tool (APT) training, TransACT AS21 User Training, staff certifications (CPR). • Recruitment of students. • Start and end date of 21CCLC program. • Family engagement activities. • Data collection (attendance, surveys). and evaluation (APT, Evidence binder). • If applicable, summer program. 	0	2	4	5
<p>4. The applicant clearly describes that all programming will be held in a facility that is safe and accessible.</p>	0	2	4	5
<p>5. The applicant clearly describes the method(s) of communicating to the community, the notice of intent to apply, where the public can review the application, and how the lead organization will disseminate information about the project (including location).</p>	0	2	4	5
<p>6. The applicant clearly describes their process of communication to eligible private school students, as well as how officials were included in the planning and design of the proposal.</p>	0	2	4	5
<p>7. The applicant clearly describes how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible. Communication plans must include translation services as applicable.</p>	0	2	4	5

D. Program Administration	Maximum Score: 35	Actual Score:		
<p>Strengths:</p> 				
<p>Weaknesses:</p> 				

E. Budget (Max. 33 pts)	Poor	Basic	Good	Excellent
1. The year one budget is reasonable, clear, and convincing and does not exceed the allocation as determined by the Grant Award Chart. Costs are within guidelines and the budget can successfully and reasonably implement the proposed plan. * Must follow Allowable Cost Guidelines	0	1	2	3
2. The budget narrative is clear and convincing and has a high level of detail giving the reader a high degree of confidence in the proposal.	0	1	2	3
3. Includes cost calculations for project directors, site coordinators, and other certified and classified staff that engage in direct instruction during after-school hours. Includes benefits and tax.	0	1	2	3
4. Supplies/Materials - Provides cost calculations for the cost of materials and supplies that are associated with the general operations of the overall program and typically are consumed within a short amount of time (e.g., instructional supplies, postage, office supplies, etc.).	0	1	2	3
5. Instructional Resources - Provides cost calculations for all instructional materials, materials that support youth development activities, curriculum materials, workbooks, audio-visual and electronic devices, etc.	0	1	2	3
6. Purchased Services - Provides cost calculations for services and associated goods from independent contractors or service providers that are rendered to the fiscal agent under expressed or implied contracts.	0	1	2	3
7. Includes transportation costs (not exceeding 25% of the total budget).	0	1	2	3
8. Indicates professional learning and mileage reimbursement costs (including costs for substitutes to allow necessary staff to attend trainings).	0	1	2	3
9. Provides adequate funding to family engagement activities. A minimum of 5% of the total budget must be allocated.	0	1	2	3
10. Allocates 5% of their year one budget to support professional learning, database management, quality advising, technical assistance, evaluation costs.	0	1	2	3
11. Did not apply to implement a program fee structure for families. *Award three points for providing programming at no cost to families.				3
E. Budget	Maximum Score: 33		Actual Score:	
Strengths:				
Weaknesses:				

F. Sustainability (Max. 20 pts)	Poor	Basic	Good	Excellent
1. The applicant has a comprehensive plan on sharing outcomes to stakeholders, partners, potential partners, and district and school leadership.	0	2	4	5
2. The applicant has a partnership plan that brings together local educational agency, external partners, community-based organizations, and other public or private entities.	0	2	4	5
3. The applicant describes the role of the site principal to increase capacity and support for staff involvement, family engagement, and student achievement to meet program goals.	0	2	4	5
4. The applicant lists strategies for securing partnerships and other sources of funding or in-kind resources to maintain 21st CCLC programming beyond the grant period.	0	2	4	5

F. Sustainability	Maximum Score: 20	Actual Score:
Strengths:		
Weaknesses:		

21st CCLC Scoring Guide

Insufficient: missing information, vague, lacks depth, unrealistic, underwhelming, disjointed, and untested.

Sufficient: clear, concise, realistic, structured, convincing, achievable, comprehensive, and evidence based.

21st CCLC Application Scoring Rubric

G. Optional Multi-tiered Systems (MTSS) Priority 3 *Must receive a score of four to receive Priority Points in this section.	Insufficient	Sufficient
1. The applicant clearly describes the after-school program overall coordination and alignment with the school day MTSS.	0	1
2. The applicant clearly describes evidence-based programming that shows all students receive appropriate interventions tailored to their individual needs both during the school day and in after-school programs.	0	1

3. The applicant includes stakeholders involved in the development of MTSS during the after-school time.	0	1
4. The applicant provides a one-year communications plan for school staff and after-school staff to meet about shared students with number of meetings, frequency of meetings and communication strategy (in person, virtual, email, phone, etc.).	0	1
G. Optional Multi-tiered Systems (MTSS) Priority 3	Maximum Score: 4	Actual Score:

Strengths:

Weaknesses:

21st CCLC Application Scoring Guide

Poor: Not complete, missing information, confusing, unrealistic, underwhelming, disjointed, and untested.

Basic: Average, limited, vague, and lacks depth.

Good: Clear, complete, representative, resonant, realistic, acceptable, structured, and tested.

Excellent: Exemplary, convincing, achievable, robust, comprehensive, performing, innovative, and proven.

21st CCLC Application Scoring Rubric

H. OPTIONAL Student Internship Supplemental Funding (Max 55 pts)	Poor	Basic	Good	Excellent
1. Applicant uses the planning space chart to describe a program team.	0	2	4	5
2. The applicant clearly articulates the specific need for the Student Internship Supplemental Funding.	0	2	4	5
3. The applicant provides a clear program plan of how these funds will be used, including the proposed 21st CCLC grant/site(s) that the interns will work with, the high school(s) that you will recruit from, the number of student interns you will hire and who will hire/pay the interns.	0	2	4	5
4. The applicant outlines the estimated hours per week and total internship hours (school year and or summer, depending on what you are applying for). Note: Interns must be paid at least minimum wage through this funding.	0	2	4	5

5. The applicant describes the role of the student interns in supporting the 21st CCLC programming. (Interns may serve as teaching assistants, academic and social supports, mentors, etc.).	0	2	4	5
6. The applicant includes plans and timeline to recruit and hire an internship coordinator. Including qualifications and/or experience.	0	2	4	5
7. The applicant plans to connect the Internship Program to existing career pathways or work force development programs.	0	2	4	5
8. The applicant describes the process, topics, and timeline for training student interns and continued supervision. Note: To ensure the health and safety of staff and students, interns will be required to be trained to follow all established health and safety protocols.	0	2	4	5
9. The applicant describes any plans for training program staff on how to engage with and effectively utilize student interns.	0	2	4	5
10. The applicant describes a final project as a demonstration of learning and how will the program staff support the interns' final project.	0	2	4	5
11. The applicant provides a budget that includes the following details: a) Funds must be used solely to support the priorities of the Student Internship supplemental funding. b) Funds must be used to compensate student interns at a rate that is at least comparable with minimum wage. c) Rental of space, cash stipends to students to attend the program, cell phones, telephone and utilities, overhead costs and the purchase of materials that are used during the school day are not allowable expenses under this grant.	0	2	4	5

H. OPTIONAL Student Internship Supplemental Funding	Maximum Score: 55	Actual Score:
--	--------------------------	----------------------

Strengths:

Weaknesses:

I. OPTIONAL High - Dose Tutoring Supplemental Funding (Max. 55 pts)	Poor	Basic	Good	Excellent
1. The applicant uses data to identify and prioritize the students who would most benefit from HDT. 2. The applicant identifies the number of students proposed to receive HDT. 3. The applicant identifies school(s) and grade level(s) to be targeted for math or ELA.	0	2	4	5
4. The applicant describes the team that will oversee and implement the HDT program at the district, school and after-school level, including their name(s) and title(s). The LEA must appoint one project director to lead programming across school(s) served by the 21st CCLC program.	0	2	4	5
5. The applicant’s staffing plan includes whether it plans to use current staff, partner with approved external tutoring organizations, partner with unapproved external tutoring organizations, procurement of trained, high-quality tutors from approved vendor list, or procurement of trained, high-quality tutors from unapproved vendors.	0	2	4	5
6. The applicant describes a plan to support new tutors.	0	2	4	5
7. The applicant is proposing an appropriate ratio of tutor to students.	0	2	4	5
8. The applicant details a sample schedule for HDT.	0	2	4	5
9. The applicants details instructional materials and their alignment of Connecticut State Standards.	0	2	4	5
10. The applicant clearly describes the process of evaluation for HDT and the assessments that will be used.	0	2	4	5
11. The applicants share plans of communication for staff, families, and students.	0	2	4	5
12. The applicant describes how its LEA/21st CCLC program will inform families/guardians and other stakeholders about student participation in the 21st CCLC HDT program, including student selection, progress, monitoring, and attendance.	0	2	4	5
13. The applicant provides a budget and budget narrative with specific details on how the HDT funding will support year one of the grant.	0	2	4	5
I. OPTIONAL HDT Supplemental Funding	Maximum Score: 55		Actual Score:	
Strengths:				
Weaknesses:				

