

Nita M. Lowey 21st Century Community Learning Centers - Cohort 22		
Peer Reviewer Number		
Grant Application Number		
Site Name:		
Priority Section (Completed by CREC Personnel)	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	5	
Priority 3 G. OPTIONAL Multi-tiered Systems (MTSS)	4	
Total Priority Score	12	
Rubric Section	Maximum Score	Actual Score
Cover Page	Pass/Fail	
Superintendent, CBO, and Principal Signature Document uploaded (required)		
Bus quote uploaded (if applicable)		
License or Assurance uploaded (if applicable)		
A. Need for Project	24	
B. Partnerships and Collaboration	32	
C. Program Elements (including optional HDT & High School Internship)	52	
D. Staffing Structure	33	
E. Budget (Peer Reviewer)	30	
E. Budget (Internal)	0	
F. Sustainability	20	
Total Score	191	
Total Score + Total Priority Score	203	
Total History Score	-6	
Overall Total Score		
Recommend for Funding? Yes or No		

Section Coverage		
RFP Requirements	Pass	Fail
Superintendent, CBO, and Principal Signature Document uploaded		
Bus quote uploaded (if applicable)		
License or Assurance uploaded (if required)		

Section A. Need for Project

Question

1. Stakeholder-Driven Needs Assessment Process		
Describe how the lead applicant, proposed school(s), families, students, and community members determined the need for the project. Include the data, survey results, and other factors that determined the need.		
Rating Level	Description	Points
Comprehensive	Comprehensive, collaborative process clearly described. Includes multiple stakeholder groups (LEA, school staff, families, students, community partners). Includes quantitative and qualitative data (surveys, focus groups, school data, community input). Clear connection between findings and proposed program.	6
Adequate	Describes stakeholder groups and involvement and includes some data sources. Limited detail on process or how data informed program design.	3
Limited	Minimal stakeholder involvement described. Data vague, outdated, or lacks connection to program design.	0
Score		
2. At-Risk Factors & Community Data Analysis		
Describe the factors that place students at-risk of educational failure in the communities to be served. Include poverty rates, homeless children/families data, and community unemployment data.		
Rating Level	Description	Points
Comprehensive	Provides current, site-specific data for poverty, homelessness, unemployment, and other risk indicators. Demonstrates strong understanding of how these factors impact academic performance. Data clearly supports need for program.	6
Adequate	Provides some relevant data but lacks depth, specificity, or analysis of impact on students.	3
Limited	Data incomplete, generalized, or not site-specific. Limited explanation of educational impact.	0
Score		

3. Needs Assessment Table		
Provide the requested information in the Needs Assessment Table for EACH school site. Answers must reflect the entire school population. Applicants applying to serve multiple schools are required to add a row per school.		
Rating Level	Description	Points
Comprehensive	Table fully completed for each school. Data reflects entire school population. Aligned with narrative. If multiple schools are included information is clearly delineated.	6
Adequate	Table is complete; minor gaps or limited clarity. Data generally aligns to narrative.	3
Limited	Missing data, incomplete rows, or inconsistencies between table and narrative.	0
Score		
4. SMART Goals		
Using the results of the needs assessment, complete the chart below. Set 4 SMART Goals to address each of the following components: Academic Improvement, Academic Enrichment, Social and Emotional Learning and Family Engagement.		
Rating Level	Description	Points
Comprehensive	Four clearly written SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound). Each aligned directly to needs data. Covers all four required areas. Includes measurable benchmarks and timelines.	6
Adequate	Four goals included; some lack specificity, measurable benchmarks, or strong alignment to needs data.	3
Limited	Most program goals are vague, not measurable, or not clearly aligned to the needs assessment.	0
Score		

Section B. Partnerships & Collaboration

Question

1. Lead Partner Selection & Planning Role

Describe why the lead partner agency was selected for this project and whether this is a new partnership or one with an existing history. Include partner agency areas of expertise that align with the stated program goals and needs assessment findings for each program site. Explain how the lead partner agency contributed to the planning of the project, including the development of goals and activity offerings.

Rating Level	Description	Points
Comprehensive	Clearly explains partner selection; defines new vs. existing partnership; demonstrates strong alignment between partner expertise, program goals, and needs assessment findings; details substantive planning contributions including goal development and activity design.	4
Adequate	Explains partner selection and general alignment; planning role described but lacks specificity or depth.	2
Limited	Vague rationale for selection; weak alignment to goals or needs; minimal explanation of partnership.	0
Score		

2. Activities/Services Chart: Alignment to SMART Goals

Complete the chart below. For each activity and/or service, add the partner responsible, timeline and SMART goal it will address. Include the strategies partners will use to meet the SMART goal.

Rating Level	Description	Points
Comprehensive	All required chart elements complete; activities clearly aligned to SMART goals; timelines realistic; strategies specific and measurable.	4
Adequate	Chart complete; alignment present but lacks specificity in strategies or timelines or in other areas.	2
Limited	Chart incomplete or misaligned; strategies vague; timelines	0
Score		

3. School & After-School Collaboration Structure

Complete the chart below to describe ongoing communication and collaboration between school and after-school staff. List collaboration strategies, timeline, and outcomes for the purposes of the proposed project. Use the chart to address sharing learning goals, resources, and disseminating information about program offerings and goals.

Rating Level	Description	Points
Comprehensive	Detailed collaboration plan; clear strategies; defined timelines; measurable outcomes; demonstrates alignment of learning goals and information sharing.	4
Adequate	Collaboration described; lack specificity with timeline or outcomes or in other areas.	2
Limited	Minimal collaboration detail; vague timeline; outcomes unclear or not measurable.	0
Score		

4. Superintendent & Principal Letters of Commitment		
<p>Include a detailed letter of commitment from the district superintendent and EACH SITE PRINCIPAL stating that programs have the capacity to invest time and specific resources, in alignment with the stated narrative, to support program start-up and implementation as specified in the grant proposal notwithstanding a delay in funding. The letter from the Superintendent must include the district level administrative position responsible for after-school, including the title of the position, contact information, percentage of time, and responsibilities.</p>		
Rating Level	Description	Points
Comprehensive	Letters uploaded from Superintendent and EACH Principal; includes required administrative details, SASID compliance language, Percentage of time commitment, signatures, and alignment with narrative.	4
Adequate	Letters included but missing required details.	2
Limited	Letters incomplete, missing required details, or not aligned to narrative commitments, or missing signature(s).	0
Score		
5. Lead Partner Letter of Commitment		
<p>Include a detailed letter of commitment from the lead partner which must include a commitment of program staff to participate in all 21st CCLC activities, including, but not limited to evaluations, data collection and reporting, networking meetings and all mandated professional development, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant. The letter must include an administrative level position responsible and include signature, printed typed name, title, organization, contact information and date.</p>		
Rating Level	Description	Points
Comprehensive	Letter includes commitment to all required 21st CCLC activities; administrative-level contact; signature; printed name; title; organization; date.	4
Adequate	Letter included but lacks specific details about commitment level.	2
Limited	Letter vague or missing required participation commitments or administrative details.	0
Not addressed	Letter missing.	0
Score		
6. Subcontractor/Vendor MOAs		
<p>Include a detailed letter of commitments, or Memoranda of Agreement (MOA), from subcontractor/vendor organizations for each site receiving more than \$15,000 from the 21st CCLC grant. Letters should clearly indicate the role and capacity of each subcontractor/vendor organization. Commitments should include services and activities as outlined in the narrative and the name and role of a designated liaison for each site.</p>		
Rating Level	Description	Points
Comprehensive	MOAs/letters included for each qualifying partner; clearly define services, activities, capacity, site liaison, and funding	4
Adequate	MOAs included but lacking clarity on liaison role or activity alignment.	2
Limited	MOAs incomplete, unclear roles, or missing required detail for qualifying partners.	0
Score		

7. Advisory Committee Structure & Timeline		
Describe how the program will convene an Advisory Committee for on-going focus on program quality and progress. Outline a process for recruiting a diverse representation of committee members (at least five) including school administrators, program partners, parents, and students. Include a timeline for meeting at least three times per school year.		
Rating Level	Description	Points
Comprehensive	Clearly defined advisory structure; minimum five diverse stakeholders (administrator, partners, parents, students); recruitment plan described; meets at least 3 times/year; purpose tied to continuous improvement and quality monitoring.	4
Adequate	Advisory Committee is described. Lacks specific details on the organization and coordination of the committee.	2
Limited	Fewer than five members or missing required stakeholder groups; no recruitment strategy; meeting frequency unclear or fewer than three per year; limited description of committee's role in program quality.	0
Score		

8. Coordination with Federal, State & Local Programs		
Describe how the proposed program will coordinate with Federal, State, and local programs to make the most effective use of public resources.		
Rating Level	Description	Points
Comprehensive	Identifies specific Federal (e.g., Title I), State, and local programs; describes coordination mechanisms; demonstrates leveraging of resources and prevention of	4
Adequate	Coordination mentioned but limited specificity regarding programs or mechanisms.	2
Limited	General statements about collaboration; no specific programs identified; no clear explanation of resource	0
Score		

Section C. PROGRAM ELEMENTS

Questions

1. Site Overview & Program Schedule Charts		
Provide the information in the charts below for each site. Make sure that the information aligns with		
Rating Level	Description	Points
Comprehensive	All required charts are complete and fully aligned with the Cover Page Summary. Programming meets or exceeds maximum dosage requirements (33 weeks; ES 5 days/2.5 hrs; MS/HS 4 days/2 hrs; summer included if proposed). Staff-to-student ratio meets or exceeds 1:15 (or 1:10 for maximum competitiveness). No inconsistencies in	4
Adequate	Charts complete and meet minimum dosage requirements (25 weeks; required days/hours). Minor inconsistencies or limited clarity.	2
Limited	Charts incomplete, inconsistent in meeting minimum dosage requirements. Ratios unclear.	0
Score		

2. Student Recruitment Strategies		
Detail your strategies for recruiting students to fully participate in the program. Middle and High School programs should include a peer marketing campaign. Describe how language barriers will be addressed.		
Rating Level	Description	Points
Comprehensive	Comprehensive recruitment plan targeting at-risk students. Includes peer marketing campaign (MS/HS). Strong strategies to address language barriers (translation, multilingual outreach, community partnerships).	4
Adequate	General recruitment plan described. Peer marketing or language strategies partially addressed.	2
Limited	Recruitment vague or passive. Peer marketing absent (if required). Language barriers minimally addressed.	0
Score		

3. Academic Learning & Enrichment Offerings Explain how your project will provide services and activities during extended hours that are not currently available during the regular school day. Describe how academic and enrichment program offerings such as literacy, math, science, health, arts, nutrition, and recreation will be incorporated.		
Rating Level	Description	Points
Comprehensive	Clearly describes services not available during the school day. Strong integration of literacy, math, science, health, arts, nutrition, recreation. High school programs include developmentally appropriate services (e.g., credit recovery, internships, college/career readiness).	4
Adequate	Academic and enrichment offerings are described. Lack of information differentiation from the school day and integration of offerings.	2
Limited	Activities resemble regular school programming; limited enrichment detail.	0
Score		

4. Homework Help & Tutoring Explain how your project will provide services and activities during extended hours that are not currently available during the regular school day. Describe how academic and enrichment program offerings such as literacy, math, science, health, arts, nutrition, and recreation will be incorporated.		
Rating Level	Description	Points
Comprehensive	Daily homework block clearly defined. Staff credentials provided. Staff-to-student ratio meets or exceeds requirements. Tutoring supports for students below benchmarks included. Meaningful alternative activities available for students without homework.	4
Adequate	Homework help described and rationale given; Lacks specificity regarding staffing, ratios, or time allocation.	2
Limited	Homework mentioned but lacks structure, staffing clarity, or	0
Score		

5. Meeting Needs of Diverse Learners		
Address how the program will attempt to meet the individual and specific needs of students, including: students with Individualized Education Plans, English Learners (EL)/Multilingual Learners (ML) students, and those at risk of academic failure. Include plans for on-going meetings and communication with school day staff to align services. Include plans for communicating with families regarding rights to services.		
Rating Level	Description	Points
Comprehensive	Clear individualized supports for IEP students, EL/ML learners, and at-risk students. Ongoing communication plan with school-day staff. Family communication regarding rights to services described.	4
Adequate	Supports described but coordination or communication plans lack specificity.	2
Limited	General statements of support without clear strategies.	0
Score		

*6. High-Dose Tutoring (Optional)		
If either or both of these options are selected, use the space below to provide a detailed description of the program(s). Refer to the High-Dose Tutoring Guidance and the High School Internship Program Guidance when writing your response		
Rating Level	Description	Points
The applicant did not apply	Grantee chooses not to apply for optional High-Dose Tutoring	0
Comprehensive	Fully aligned with official guidance. Includes dosage, staffing model, measurable outcomes, and evaluation metrics.	2
Limited	Poorly written, missing required components, minimal detail	0
Score		

*6 High School Internship Program (Optional)		
If either or both of these options are selected, use the space below to provide a detailed description of the program(s). Refer to the High-Dose Tutoring Guidance and the High School Internship Program Guidance when writing your response.		
Rating Level	Description	Points
The applicant did not apply	Grantee chooses not to apply for the optional High school internship	0
Ineligible	Grantee is ineligible for High School Internship Program	2
Comprehensive	Fully aligned with official guidance. Includes dosage, staffing model, measurable outcomes, and evaluation metrics.	2
Limited	Poorly written, missing required components, minimal detail	0
Score		

7. Family Engagement		
Describe how the program will provide families with ongoing opportunities for active and meaningful engagement in their children’s education. Include how the program will support family learning and participation in areas such as literacy, collaboration with teachers and school staff, and college and career awareness. Strategies should reflect the needs of participating students and families and be sustained throughout the program year.		
Rating Level	Description	Points
Comprehensive	Ongoing, sustained engagement plan aligned to student and family needs. Includes literacy events, teacher collaboration, and college/career awareness. Data-informed and strategic.	4
Adequate	Family events described but limited sustainability or alignment.	2
Limited	One-time events or vague engagement plan without ongoing	0
Score		

8. Snack & Supper		
Describe how snacks and/or supper will be provided for program participants. Applicants writing to serve schools where at least 50 percent of the student population receives free or reduced price meals, are eligible to participate in the Child and Adult Care Food Program (CACFP) to offer reimbursable snacks and/or supper options after-school. Programs must use this reimbursement process, if eligible, instead of using grant funds. Programs that will offer supper, or, supper and snack, will receive maximum points for this section.		
Rating Level	Description	Points
Comprehensive	Description of snack and/or supper provided. Uses CACFP reimbursement if eligible. Clear compliance with funding requirements.	4
Adequate	Snack and/or supper provided and CACFP referenced but limited detail.	2
Limited	Food mentioned but reimbursement, eligibility and/or delivery unclear.	0
Score		

9. Transportation Plan		
Address how children will travel safely to and from the program. Clearly indicate whether bus transportation will be provided and how this will be funded. Descriptions must align with budget allocations (Transportation < 25 percent). Applicants are required to upload a cost estimate from a bus company as part of their application on the Cover Page.		
Rating Level	Description	Points
Comprehensive	Clear and detailed transportation plans. The costs aligned with budget (<25%). Bus estimate uploaded.	4
Adequate	Transportation described but alignment detail is lacking	2
Limited	Transportation vague or inconsistent with budget. Bus estim	0
	Score	

10. No Barrier to Transportation Evidence		
If transportation is not being provided, please provide evidence that transportation does not pose a barrier for any student to attend. Includes results from a school wide survey.		
Rating Level	Description	Points
Not applicable	Grantees Provide Transportation	4
Comprehensive	No Transportation is provided and provides evidence of Schoolwide survey data demonstrating transportation is not a barrier. Results detailed. Date of survey given	4
Adequate	Narrative does not include required supporting school-wide survey data or information is vague.	0
Not addressed		
	Score (maximum 5)	

11. Inclusion for Students with Disabilities		
Describe explicit strategies and coordination efforts between LEA/CBO and the partnering organization to provide inclusive and meaningful opportunities for students with disabilities that will help ensure access and equity.		
Rating Level	Description	Points
Comprehensive	Clear coordination between LEA/CBO and partners. Inclusive programming ensures equitable access and meaningful participation.	4
Adequate	Inclusion addressed but limited coordination detail.	2
Limited	General compliance language without specific strategies.	0
	Score	

12. Program Income		
<p>Program income may be generated in two ways: through fundraising activities or by charging a Participation fee.</p> <p>If a 21st CCLC applicant chooses not to charge participation fees, they will receive maximum points for this section. If awarded a 21st CCLC grant, successful applicants, who applied to charge program fees, will be required to get written approval from the CSDE on their program fee processes before charging any fees.</p>		
Rating Level	Description	Points (choose one)
No Program Income	Applicant will not generate program income through participation fee.	4
Program Income: Participation Fee Limited	Applicant will generate program income	0
Score:		

13. Title VI and Equal Protection Compliance		
<p>Describe how your program complies with the obligations under Title VI of the Civil Rights Act of 1964 and the Fourteenth Amendment's Equal Protection Clause, ensuring that no preferential or adverse treatment is given to students or groups of students based on race, color, or national origin. Outline plans to ensure unbiased practices for staff hiring, activity offerings, student and family engagement, and the overall program environment.</p>		
Rating Level	Description	Points
Comprehensive	Clear compliance with Title VI and Equal Protection Clause. Includes unbiased hiring, equitable student access, and monitoring plan.	4
Adequate	Compliance stated but limited implementation detail.	2
Limited	Minimal or unclear compliance narrative.	0

Section D. Staffing Structure

Questions

1a. Administrative Staffing Responsibilities & administrative Staffing Costs		
<p>Complete the Administrative Staffing Chart to describe your proposed administrative staffing for your 21st CCLC after-school program during the school year and, if applicable, during summer programming. Be sure to include all administrative responsibilities, including data entry, when completing this section.</p>		
Rating Level	Description	Points
Comprehensive	<p>Chart fully completed with all required fields (title, responsibilities, new/existing, SY/summer, hours/week, funding source) Responsibilities clearly defined (grant oversight, fiscal management, AS21 management, reporting, supervision, compliance)</p> <p>Time allocations reasonable and proportional. Multiple roles clearly delineated if held by one individual. In-kind leadership positions properly documented. Administrative staffing cost total correctly calculated. Budget narrative aligns with staffing chart. Same titles used in both charts</p>	4
Adequate	Charts complete. Responsibilities defined but lack depth or clarity. Time distribution reasonable	2
Not addressed	Charts incomplete or vague. Responsibilities unclear or overlapping. Time allocations unrealistic or unjustified	0
Score		

1b. Direct Service Staffing Responsibilities and Costs		
<p>Complete the Direct Service Staffing Chart to describe your proposed direct service staffing structure for your 21st CCLC after-school program during the school year and, if applicable, during summer programming. Complete the Direct Service Staffing Cost chart to calculate the total Direct service staffing costs for your 21st CCLC program. Direct service staffing costs include salaries and may include fringe benefits.</p>		
Rating Level	Description	Points
Comprehensive	<p>Chart fully completed. Clear distinction between administrative and direct service roles. Positions align with program schedule and dosage. Staff-to-student ratio meets minimum (1:15; 1:10 competitive). Roles support academic improvement, enrichment, SEL, and family engagement. Efficient staffing prioritizing direct services</p>	4
Adequate	Charts complete. Responsibilities defined but lack depth or clarity. Time distribution reasonable	2
Not addressed	Charts incomplete or vague. Responsibilities unclear or overlapping. Time allocations unrealistic or unjustified	0
Score		

2.Narrative Description of Staffing Model		
Describe your proposed staffing infrastructure for after-school during the school year and if applicable during summer		
Rating Level	Description	Points
Comprehensive	Clearly describes key staff roles and responsibilities for both school-year and summer programming. Explains how staff work together with school-day personnel and community partners. Shows how staffing is adjusted based on student enrollment and needs. Includes ongoing training and support to ensure program quality. Demonstrates a staffing structure aligned with 21st CCLC programmatic expectations.	4
Adequate	General staffing explanation provided Addresses most required components mentioned above but lacks details	2
Limited	Vague narrative; limited operational clarity	0
Score		

3. Administrative and Programmatic Timeline		
Applicants are required to provide a detailed timeline, month by month, that encompasses all administrative and programmatic activities to be accomplished throughout the grant year. It is important to indicate which staff will be responsible for each task.		
Rating Level	Description	Points
Comprehensive	Responsible staff clearly identified, Timeline demonstrates realistic sequencing and compliance readiness Month-by-month timeline fully completed Includes all required elements: Planning meetings (advisory, school day, 21st CCLC staff), Hiring & onboarding, Professional learning (Directors Meeting, Networking Meetings, APT, TransACT, AS21, CPR), Student recruitment, Program start/end dates (including summer if applicable), Family engagement implementation, Data collection & evaluation, Before school/Saturday/summer programming if proposed	4
Adequate	Timeline complete but lacks some required components mentioned above. Limited detail	2
Limited	Timeline vague, incomplete, or missing required elements . Staffing vague	0
Score		

4. Volunteers		
If volunteers are being utilized to support the proposed program, please detail the vetting process, including the steps involved in conducting background checks. Additionally, outline the specific responsibilities and activities that will be assigned to volunteers as part of the program. If applicants are not utilizing volunteers, indicate "N/A" in the response field.		
Rating Level	Description	Points
Not Applicable	Program not utilizing volunteers	3
Comprehensive	Detailed vetting process described. Background checks outlined. Clear supervision plan. Volunteer roles clearly defined and aligned to program needs. Compliance with student safety requirements demonstrated	3
Adequate	Provides a general description of volunteer roles, but alignment to specific program goals or student needs is not fully explained. Supervision is referenced but monitoring procedures are vague or not clearly structured. Indicates awareness of student safety requirements but does not fully explain compliance protocols	1
Limited	References volunteers but provides minimal explanation of screening or safety procedures. Vetting process is unclear, informal, or incomplete Roles are broadly stated (e.g., "assist staff") without defined responsibilities. No clear supervision structure or accountability measures described Limited or no connection to student safety compliance requirements	0
Score		

* 5. Program Location, Safety & Accessibility		
Identify where all programming will be held and describe how the facility is safe and accessible. Include the site safety plan and specify when drills will occur during program hours.		
Rating Level	Description	Points
Comprehensive	All sites clearly identified. Safety plan described. Drill schedule included. Facility accessibility addressed. Demonstrates safe and accessible environment	4
Adequate	Basic safety plan with location identified. Lack of details to the delivery of the plan.	2
Limited	Missing information to support safe facility and accessibility.	0
Score		

* 6. Public Notice		
Address how the community has been provided with notice of intent to submit an application and that the application is available for public review.		
Rating Level	Description	Points
Comprehensive	Clear description of how community was notified of intent to apply (dates, etc). Application made available for public review. Timeline and communication dissemination identified	4
Adequate	Noticed mentioned but limited communication	1
Limited	Lacks notice dates and communication of announcement	0
Score		

7. Private School Equitable Services		
Federal Non-Regulatory Guidance states that students who attend private school and reside in an area served by the 21st CCLC school are eligible to attend the 21st CCLC program. It is the responsibility of the 21st CCLC program to notify all private schools in the district of this opportunity. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Outline the process through which eligible private school students will be notified of the program and how officials were included in the planning and design of this proposal.		
Rating Level	Description	Points
Comprehensive	Clear process for notifying private schools and consultation outlined.	3
Limited	Minimal references to notification and/or consultation	0
Score		

8. Communication & Dissemination Plan		
Describe 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.		
Rating Level	Description	Points
Comprehensive	Clear dissemination plan (who, what,how) Accessible language, Translation services included, Multiple communication channels identified	3
Adequate	General Communication plan with some details given	1
Limited	Minimal or unclear communication and/or dissemination strategy	0
Score		

Section E. Budget

Budget Accuracy and Structure:		
Reviewers will assess whether calculations are correct, costs are clearly presented, and expenses are properly categorized. The budget should align with required thresholds and reflect a well-structured plan to support program operations. All expenses should be labeled administrative or direct and follow the		
Rating Level	Description	Points
Comprehensive	Costs are all clearly labeled "administrative" or "direct service" Cost follow 25% administrative and 75% direct service rule Strong alignment to program design Roles and costs are clearly connected to program activities	10
Adequate	Minor calculation or labeling issues Meets thresholds but lacks clarity in some areas	5
Limited	Calculation errors present Costs are unclear or not labeled	0
Score		

Allowable Use & Alignment:		
Reviewers will assess alignment between proposed costs and the program schedule, including staffing levels and service delivery. The budget should clearly reflect the time, structure, and resources needed to operate the afterschool program effectively. All expenses are reasonable and necessary		
Rating Level	Description	Points
Comprehensive	Staffing aligns to the program schedule Supports the program dosage (hours per day, days per week, weeks per year) outlined in the application Costs are reasonable and necessary	10
Adequate	Program plan aligns with budget. Details are lacking either in program schedule, staffing levels or service delivery.	5
Limited	Limited information or inconsistencies	0
Score		

Narrative Quality and Justification:		
Reviewers will assess how well costs are explained and how clearly they connect to program activities and design. The narrative should provide a coherent justification that aligns with how the program will be implemented.		
Rating Level	Description	Points
Comprehensive	Costs are reasonable and justifiable Strong alignment to program design Roles and costs are clearly connected to program activities	10
Adequate	Cost of the program is justified. Some sections lack detail or clarity	5
Limited	Narrative is vague, inconsistent, or incomplete	0
Score		

Section F. Sustainability

Question

1. Communication & Dissemination Plan		Explain the plan to communicate and disseminate information about your program and its achievements to stakeholders, partners, potential partners, as well as district and school leadership
Rating Level	Description	Points
Comprehensive	Comprehensive, multi-layered communication plan described. Identifies specific stakeholders. Includes multiple dissemination methods. Specifies frequency and timeline for communication. Describes how student outcome data and program impact will be shared. Demonstrates how communication efforts support sustainability and partnership expansion.	4
Adequate	General communication plan described. Identifies key stakeholders but lacks full detail. Mentions several communication methods but lacks timeline or structure. References sharing outcomes but without clear process or data strategy.	2
Limited	Communication referenced but minimally described. Stakeholders not clearly identified. Methods vague. No clear plan for reporting outcomes or program impact.	0
Score		
2. Partnership Plan:		
Describe the partnership plan for continuous strengthening between the local educational agency, external partners, community-based organizations, and other public or private entities.		
Rating Level	Description	Points
Comprehensive	Clearly defines roles and responsibilities of each partner. Describes structured coordination. Explains how partnerships will evolve and deepen over time. Includes shared accountability measures and performance review processes. Demonstrates alignment between school-day and afterschool programming. Shows commitment to long-term collaboration beyond grant funding.	4
Adequate	Identifies key partners and general collaboration. Mentions meetings or coordination but lacks structured processes. Roles somewhat defined but not fully articulated. Limited discussion of long-term strengthening strategies.	2
Limited	Partners listed but collaboration minimally explained. No clear structure for coordination. Roles unclear. Little evidence of intentional strengthening over time.	0
Score		

3.Principal Leadership & Capacity Building		
Explain what actions the site Principal will demonstrate throughout each Program Year to increase capacity and support for staff involvement, family engagement, and student achievement to meet the identified objectives and activities.		
Rating Level	Description	Points
Comprehensive	Clearly outlines the Principal's active role in program oversight. Describes regular participation in planning meetings and data reviews. Identifies strategies to support teacher recruitment and staff involvement. Demonstrates leadership in promoting family engagement activities. Shows commitment to building school-wide ownership of the program	4
Adequate	Principal involvement described but somewhat general. Mentions support for staff and families without specific actions. Limited explanation of how capacity will increase over time	2
Limited	Principal mentioned but role unclear or passive Minimal connection to school improvement or student achievement. No clear leadership actions identified	0
Score		
4. Long-Term Sustainability & Resource Development		
Describe strategies for securing partnerships and other sources of funding or in-kind resources to maintain 21st CCLC programing beyond the grant period		
Rating Level	Description	Points
Comprehensive	Identifies multiple funding strategies (local grants, municipal funds, foundation grants, corporate sponsorships, braided/blended funding). Describes specific in-kind contributions and partnership commitments. Shows evidence of prior successful fundraising or sustainability efforts. Clearly articulates plan to reduce reliance on 21st CCLC funds over time	4
Adequate	Mentions alternative funding sources. General plan for pursuing grants or partnerships. General timeline. In-kind resources mentioned but not quantified	2
Limited	Program intent to seek funding but lacks strategy. No specific funding sources identified. No clear sustainability timeline	0
Score		

5. Existing Funding & Non-Supplanting Explanation		
List all local, state or federal after-school funding you are currently receiving for EACH proposed school site to support after-school programs. Include funding start and end dates. Describe how the proposed program will supplement existing services provided at EACH school site. Explain how the proposed program will not supplant other Federal, State, local and non-public funds to provide allowable programs and activities.		
Rating Level	Description	Points
Comprehensive	All funding sources listed per school with dates. Clear explanation of how proposed program supplements existing services. Strong non-supplanting justification aligned to federal requirements.	4
Adequate	Funding sources listed but lacks detail (e.g., dates or amounts). Supplement vs. supplant explanation somewhat clear.	2
Limited	Incomplete funding list. Weak or unclear explanation of supplement vs. supplant.	0
Score		

OPTIONAL: PRIORITY POINTS MTSS

Questions	Pass (4 points total)	Fail (0) points
<p>1. Communication Describe the challenge(s) your LEA intends to focus on with this grant as it relates to implementing MTSS in the 21st CCLC after-school program to create more inclusive learning environments.</p>		
<p>2. Evidence-based Programming: What initiatives, activities, and resources will your LEA implement to ensure that all students receive appropriate interventions tailored to their individual needs both during the school day and in after-school programs?</p>		
<p>3. Stakeholder Engagement: Who are the key stakeholders involved in identifying the challenges and choosing the interventions for students in the 21st CCLC after-school program?</p>		
<p>4. Year One Plan: Provide a comprehensive plan for integrating MTSS into 21st CCLC programming over one year. Include number of meetings, frequency of meetings, and communication strategy (in person, virtual, email, phone, etc.).</p>		