APPENDIX A

FY15 21st Century Community Learning Centers
Grant Application Scoring Rubric

This scoring rubric guides the competitive grant read process to score new 21st Century grant applications. Trained grant readers use the following rubric in order to develop a score for individual applications. Applicants are encouraged to review this rubric to develop responses that gain maximum consideration for each prompt.

Three separate grant competitions

- Applicants must choose one "PATH" to describe the 21st Century program to implement. Path A is for organizations that will provide expanded learning time in addition to out of school time programming. Paths B and C are for out-of-school programming (before, after and summer school services).
- There are 17 prompts regardless of the path chosen.
- Some prompts are weighted more for scoring purposes.
- An undetermined number of quality applicants from each of the paths will be selected and funded based on available resources.

The objectives of the program are to impact:

- Reading (with a focus on literacy achievement);
- Mathematics;
- Positive youth development;
- Parent and family engagement.

Respondents should develop responses based on the following concepts:

- Principles of effectiveness;
- Evaluation/experimental design.

****Applicants should be aware that any response that appears to include incorrect or misleading information in order to receive maximum points would be subject to the application's removal from the scoring process or to the termination clause if discovered post-funding award.***

****Applicants should be aware that the department does not seek clarifications to responses on the initial application. Scores are based on responses at the time of submission.***

Part 1 (Determine which Path to Select)

Applicants are required to select one of three award paths.

A. Applicants who select to provide significant expanded learning time during the school day focus on PreK-4 literacy and out-of-school programming (i.e. before, after and summer school services) focused on K-4 literacy; or

B. Applicants who select to provide only out-of-school programming (i.e. before, after and summer school services) focused on K-4 literacy.

C. Applicants who select to provide only out-of-school time programming (i.e. before, after and summer school services) focused on literacy plus college and career readiness and drop-out prevention strategies for middle and high school students.

NEEDS ASSESMENT (PROMPTS 1-3)

PROMPT 1: The proposal targets schools with student populations that are below proficient in reading. Applicants will determine the percentage of proficiency of the targeted school population. Describe the target student population to be served, including the number of students in each grade. Explain the served student population needs with regard to literacy and achievement. Include an analysis of root causes of low student performance in literacy in the target student population by using data from sources such as the Local Report Card, local reading data, and the Decision Framework.

Score	Criteria
5	The average percentage of targeted students who are proficient in reading is below 30 percent.
4	The average percentage of targeted students who are proficient in reading is between 30-49 percent.
3	The average percentage of targeted students who are proficient in reading is between 50-59 percent.
2	The average percentage of targeted students who are proficient in reading is between 60-69 percent.
1	The average percentage of targeted students who are proficient in reading is between 70-79 percent.
0	The average percentage of targeted students who are proficient in reading is between 80 percent. or higher.

PROMPT 2: The proposal targets schools with student populations that are below proficient in mathematics. Applicants will determine the percentage of proficiency of the targeted school population.

Score	Criteria
5	The average percentage of targeted students who are proficient in mathematics is below 30 percent.
4	The average percentage of targeted students who are proficient in mathematics is between 30-49 percent.
3	The average percentage of targeted students who are proficient in mathematics is between 50-59 percent.
2	The average percentage of targeted students who are proficient in mathematics is between 60-69 percent.
1	The average percentage of targeted students who are proficient in mathematics is between 70-79 percent.
0	The average percentage of targeted students who are proficient in mathematics is between 80 percent or higher.

PROMPT 3: The proposal targets schools with student populations that are economically disadvantaged. Applicants will determine the percentage of economically disadvantaged in the targeted school population.

Score	Criteria
5	The average percentage of targeted students who are economically disadvantaged is greater than 75 percent .
4	The average percentage of targeted students who are economically disadvantaged is between 65-74 percent.
3	The average percentage of targeted students who are economically disadvantaged is between 55-64 percent.
2	The average percentage of targeted students who are economically disadvantaged is between 45-54 percent.
1	The average percentage of targeted students who are economically disadvantaged is between 35-44 percent.
0	The average percentage of targeted students who are economically disadvantaged is less than 35 percent.

PLANNING TOOL Program Performance Objectives for READING, MATH, POSITIVE YOUTH DEVELOPMENT AND FAMILY ENGAGEMENT (PROMPTS 4-9)

PROMPT 4: The program performance objective(s) targeted at improved reading achievement include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase achievement in reading.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in reading. The applicant provides replicable strategies that could serve as a model for 21st Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is ***persuasive*** evidence to support the prompt. The strategies appear to be supportive of academic achievement in reading, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is ***moderate*** evidence to support the prompt. With additional planning consideration, the strategies as described would have some measurable positive impact on student achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is ***some*** convincing evidence to support the prompt. The description is not presented in a manner that clearly defines how the programming will have measurable impact. The rater has significant concerns that the strategies and action steps as described would improve student achievement.
1	There is ***limited or weak*** evidence to support the prompt. It appears unlikely that the strategies as described will have significant impact in the reading achievement of the targeted student population. The action steps do not clearly support the reading program performance objectives.
0	There is ***no evidence*** to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in reading.

PROMPT 5: The program performance objective(s) targeted at improved mathematics achievement include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase achievement in mathematics.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in mathematics. The applicant provides replicable strategies that could serve as a model for 21st Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is ***persuasive*** evidence to support the prompt. The strategies appear to be supportive of academic achievement in mathematics, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is ***moderate*** evidence to support the prompt. With additional planning consideration, the strategies as described would have some measurable positive impact on student achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is ***some*** convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps as described would improve student

	achievement.
1	There is ***limited or weak*** evidence to support the prompt. It appears unlikely that the strategies as described will have significant impact in the mathematics achievement of the targeted student population. The action steps do not clearly support the mathematics program performance objectives.
0	There is ***no evidence*** to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in mathematics.

PROMPT 6: The program performance objective(s) targeted at improved youth development include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase youth development.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in positive youth development activities. The applicant provides replicable strategies that could serve as a model for 21st Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is ***persuasive*** evidence to support the prompt. The strategies appear to be supportive of academic achievement in positive youth development activities, but the rater has concerns about the appropriate implementation described in the action steps.
3	There is ***moderate*** evidence to support the prompt. With additional planning consideration, the strategies as described would have some measurable positive impact on student achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is ***some*** convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps as described would improve student achievement.
1	There is ***limited or weak*** evidence to support the prompt. It appears unlikely that the strategies as described will have significant impact in the positive youth development activities achievement of the targeted student population. The action steps do not clearly support the positive youth development PPO.
0	There is ***no evidence*** to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in positive youth development activities.

PROMPT 7: The program performance objective(s) targeted at parent and family involvement include expected outcomes, sources of measurement and responsible entity. Describe the scientifically-based research materials and/or strategies that will be used in the program and how the materials and/or strategies are scientifically-based research and how they will affect progress toward the proposed program performance objectives. Describe how the strategies will serve the diverse needs of students and increase parent and family involvement.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in parent and family involvement activities. The applicant provides replicable strategies that could serve as a model for 21st Century programs. Action steps clearly support the strategies and illustrate how the program will be implemented.
4	There is ***persuasive*** evidence to support the prompt. The strategies appear to be supportive of academic achievement in parent and family involvement activities, but the rater has concerns about the appropriate implementation described in the action steps.

3	There is ***moderate*** evidence to support the prompt. With additional planning consideration, the strategies as described would have some measurable positive impact on student achievement. The action steps provided do not provide conclusive evidence that significant student achievement will be achieved.
2	There is ***some*** convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the programming will have measurable impact. The rater has significant concerns that the strategies and action steps as described would improve student achievement.
1	There is ***limited or weak*** evidence to support the prompt. It appears unlikely that the strategies as described will have significant impact in the parent and family involvement activities achievement of the targeted student population. The action steps do not clearly support the parent and family involvement program performance objectives.
0	There is ***no evidence*** to support the prompt. The applicant has not presented evidence of strategies or action steps to support student academic achievement in family engagement activities.

PROMPT 8: Describe how other existing federal resources will be coordinated and aligned to meeting the literacy focus and/or literacy, college and career readiness, drop-out prevention strategies and other components and requirements of the 21st Century grant.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that careful, significant planning considerations are in place and there is program support from other federal resources. The applicant provides replicable planning and resource strategies that could serve as a model for 21st Century programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is ***persuasive*** evidence to support the prompt. The description provided indicates that the applicant has given planning considerations and considered additional federal resources to support the program.
3	There is ***moderate*** evidence to support the prompt. It appears that there are some federal resources beyond 21st Century funding to support the program.
2	There is ***some*** convincing evidence to support the prompt. It does not appear that the applicant has committed significant federal program supports
1	There is ***limited or weak*** evidence to support the prompt. The program as described does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 9: List the internal and external resources the program intends to use in implementing this grant and in meeting the proposed program performance objectives. Resources may be defined as contributions of expertise, facilities, in-kind or other types of services, staff agreements and school board support.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that there is program support beyond 21st Century funds. The applicant provides replicable planning and resource strategies that could serve as a model for 21st Century programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is ***persuasive*** evidence to support the prompt. The description provided indicates that partners are aware of significant student population and community needs.
3	There is ***moderate*** evidence to support the prompt. It appears that there are some resources beyond

	21st Century funding to support the program.
2	There is ***some*** convincing evidence to support the prompt. It does not appear that partners have committed significant program supports
1	There is ***limited or weak*** evidence to support the prompt. The program as described does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROGRAM COMPONENTS (PROMPTS 10-17, as applicable)

PROMPT 10: Provide a detailed budget narrative explaining the needs and how you will utilize grant funds to support literacy. Explain how the funding will support other related components of the 21st Century grant. Provide evidence that grant funds requested are sufficient to achieve true reform and improvements in academic achievement, especially in literacy.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that the budget aligns to the program activities. It appears that the described budget clearly support the student population and/or community needs. Based on the submission it is clear that the program staff have aligned the budget to the program needs and are aware of the allowable 21st Century activities.
4	There is ***persuasive*** evidence to support the prompt. The description provided indicates that partners are aware of significant budget requirements and have considered the budgetary needs for the program activities.
3	There is ***moderate*** evidence to support the prompt. It appears that there is some planning for 21st Century budget requirement but it is unclear that it is targeted to support and align with the needs of the 21st Century program described.
2	There is ***some*** convincing evidence to support the prompt. It does not appear that significant consideration has gone into to planning for budgetary needs targeted to support the 21st Century program.
1	There is ***limited or weak*** evidence to support the prompt. The program as described does not provide conclusive evidence that the planned budget will support the activities.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of a budget aligned to the described plan or describes activities not permitted under 21st Century law or guidance.

PROMPT 11: Describe your professional development plan for all local education agencies and community-based organizations) staff connected to this program and how it aligns to the identified needs and proposed program performance objectives. Include plans for professional development aligned to the program licensing, how professional development activities will be prioritized, the personnel targeted, and the method for ensuring that professional development is of quality and directly related to 21st Century program components and the achievement of students.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that there is a plan for quality professional development. The applicant provides replicable planning professional development strategies that could serve as a model for 21st Century programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is ***persuasive*** evidence to support the prompt. The description provided indicates that partners

	are aware of significant and continuing professional development to support quality 21st Century programming.
3	There is ***moderate*** evidence to support the prompt. It appears that there is some planning for 21st Century staff but it is unclear that it is targeted to support and align with the needs of the 21st Century program described.
2	There is ***some*** convincing evidence to support the prompt. It does not appear that significant consideration has gone into to planning for professional development targeted to support the 21st Century program.
1	There is ***limited or weak*** evidence to support the prompt. The program as described does not provide conclusive evidence that the planned resources will support professional development. No 21st Century funds budgeted in the application appear to be directed to professional development and no explanation is provided.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of a quality plan for program staff professional development.

PROMPT 12: Describe how baseline literacy level data for all students in the targeted population will be acquired, including an explanation of the assessment and the data derived. Explain the periodic benchmarks that will be utilized to clearly show literacy growth for all students in the targeted population. Identify the plan for collecting, managing and reporting the literacy data in a valid and comprehensive fashion to grant evaluators in order to demonstrate literacy growth in year one of the funding.

Score	**Criteria**
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence of a program evaluation plan. Significant planning has taken into consideration the principles of effectiveness and program evaluation design. Evaluation planning considers 21st Century program reporting guideline. It appears that the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure that continuous program enhancements are made based on the evaluation plan. The application indicates how an internal evaluation program will be developed and who will be responsible for collecting and analyzing the data, and how the data will be used to enhance programming throughout the life of the grant.
4	There is ***persuasive*** evidence to support the prompt. The description provided illustrates planning for an evaluation program that goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.
3	There is ***moderate*** evidence to support the prompt. It appears that there is some planning for 21st Century program evaluation but only meets mandatory reporting requirements.
2	There is ***some*** convincing evidence to support the prompt. The application does not address the need for utilization of the data to promote program enhancements.
1	There is ***limited or weak*** evidence to support the prompt. The program as described does not provide conclusive evidence that the program plan will support the activities through the grant cycle.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

PROMPT 13: Award recipients must commit to working with a state selected evaluator to ensure program performance objectives are being met. The results of the evaluations will be used for individual grantee continuation funding determinations. Describe your plans for assisting the state selected evaluator in completing the evaluation. Evaluators will be reviewing information such as the Local Report Card, reading improvement plans, local reading assessment data, Decision Framework information and other relevant data to complete a comprehensive evaluation of your program to ensure alignment to program performance objectives, scientifically-based research implementation, measurable objectives and proposed outcomes. Describe how students and families will be involved in the evaluation process.

Include the staff position(s) responsible for the oversight of data collection, the manner and method of data collection, methodology and how the information will be utilized to enhance program quality**.**

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence of a program evaluation plan. Significant planning has taken into consideration the principles of effectiveness and program evaluation design. Evaluation planning considers 21st Century program reporting guideline. It appears that the described evaluation planning clearly supports the student population and/or community activities over the course of the grant and identifies steps to ensure that continuous program enhancements made are based on the evaluation plan. The application indicates how an internal evaluation program will be developed and who will be responsible for collecting and analyzing the data, and how the data will be used to enhance programming throughout the life of the grant.
4	There is ***persuasive*** evidence to support the prompt. The description provided illustrates planning for an evaluation program that goes beyond mandated reporting requirements and describes how the information will ensure program enhancements.
3	There is ***moderate*** evidence to support the prompt. It appears that there is some planning for 21st Century program evaluation but only meets mandatory reporting requirements.
2	There is ***some*** convincing evidence to support the prompt. The application does not address the need for utilization of the data to promote program enhancements.
1	There is ***limited or weak*** evidence to support the prompt. The program as described does not provide conclusive evidence that the program plan will support the activities through the grant cycle.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear plan for a replicable evaluation process.

PROMPT 14: Describe your capacity to effectively engage families, communities and other stakeholders within and outside of the district on supporting literacy improvements. In describing your capacity for engagement to support literacy programming, the applicant should explain the effective literacy interventions, instruction, enrichment, data use, literacy professional development, and scientifically based elementary reading methods. Describe the planning efforts that have been implemented to ensure program success, communication with stakeholders, and the logistics and facilitation for meeting the other program performance objectives of the program.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that the timeline aligns to the program activities. It appears that the planning has been completed to ensure prompt implementation. Based on the submission it is clear that the program plan is a replicable quality program.
4	There is ***persuasive*** evidence to support the prompt. The description provided illustrates planning for a program that addresses the needs of the targeted student population. The timeline appears planning has been completed to ensure prompt implementation
3	There is ***moderate*** evidence to support the prompt. It appears that there is some planning for the program.
2	There is ***some*** convincing evidence to support the prompt. There is concern that planning only basically supports program implementation.
1	There is ***limited or weak*** evidence to support the prompt. . The program as described does not provide conclusive evidence that sufficient planning has been considered to ensure quality program implementation.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication program planning.

PROMPT 15: Describe the sustainability plan to be developed to sustain the program and services when grant funding concludes. Include potential additional partnerships and linkages, including other funding streams and in-kind services that will enable the program to continue when the 21st Century grant award expires. Identify the staff position and qualifications for developing the sustainability process.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that there is planning for sustainability beyond 21st Century programming. It appears that the described plan has considered program needs and resources over the two-year grant cycle to support the needs of the student population and community. Based on the submission, it is clear that the program has a replicable sustainability planning process.
4	There is ***persuasive*** evidence to support the prompt. The description provided illustrates planning for sustainability is a program consideration. It appears that the described plan has minimally considered program needs and beyond the grant cycle.
3	There is ***moderate*** evidence to support the prompt. It appears that there is some planning for 21st Century sustainability targeted to support and align with the needs of the 21st Century program beyond the grant cycle.
2	There is ***some*** convincing evidence to support the prompt. There is concern that planning only supports grant cycle and raises concerns that the program will not support a capacity program for all of the grant cycle.
1	There is ***limited or weak*** evidence to support the prompt. The program as described does not provide conclusive evidence that the planned budget will support the activities beyond the grant cycle.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of a sustainability plan beyond the grant cycle.

PROMPT 16 (for Path A only): Describe how 21st Century funds will be utilized to support expanded learning time and out-of-school programming. Describe the rationale that supports the need for a 21st Century program in the targeted student population and/or community, including the data, source of data, and research methods used to make the determination. Include the weekly schedule and how the schedule will meet student needs and support student achievement. Include how the program will address student needs when the targeted school is out of session during holidays and school breaks. Describe the total hours involved in expanded learning time and explain how this is a significant increase in time during the school day, week and year. Describe your plans including the hours of operation for out-of-school programming during the week. Describe how the program will balance the time devoted to both expanded learning time and out-of-school programming and how the expansion of hours will result in increases in PreK-4 literacy and meet the other activities and programming objectives of the 21 Century program. Explain the process you used to gather stakeholder and community feedback to develop your plans.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in the targeted student population and community. The applicant provides replicable planning and communication strategies that could serve as a model for 21st Century programs. Based on the program description, the use of expanded learning time balanced with before, after and summer school programming will increase student achievement.
4	There is ***persuasive*** evidence to support the prompt. The description provided indicates that the applicant has considered a balance of expanded learning time and before, after and summer school programming with an expectation of student achievement.

3	There is ***moderate*** evidence to support the prompt. It appears that only minimal consideration was given to the balance of expanded learning time and before, after and summer school planning and only minimal student achievement can be expected.
2	There is ***some*** convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the expansion of learning time will have measurable impact on the student population. The rater has significant concerns that the program as described would improve student achievement. The program as described does not provide conclusive evidence that the planned activities will alleviate issues in the targeted student population.
1	There is ***limited or weak*** evidence to support the prompt. It appears unlikely that the balance of expanded learning time and before, after, and summer school programming as described will have significant impact in the targeted student population OR meet the needs of the student population.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of balancing expanded learning time with before, after and summer school programming.

PROMPT 17 (for Path A only): Describe how the partnership between the local education agency and community-based organization will support expanded learning. Describe joint planning that occurred between the local education agency and community-based organization(s). Include details explaining how the proposed program performance objectives align with the identified needs. Provide detailed information of how all program partners will support the mandated data collection, including the sharing of student data, progress data, privacy provisions and individualized educational plan information.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence targeted at improving academic achievement in the targeted student population and community. The applicant provides replicable planning and communication strategies that could serve as a model for 21st Century programs. It appears that the described partnership clearly understands the student population and/or community needs. There is significant evidence that the planned partnership focuses on student achievement. Partner roles and responsibilities are clear and descriptive.
4	There is ***persuasive*** evidence to support the prompt. The description provided indicates that partners are aware of significant student population and community needs. There is some indication that the partners understand their roles and responsibilities.
3	There is ***moderate*** evidence to support the prompt. It appears that partners discussed the need for programming, but the roles and responsibilities are unclear.
2	There is ***some*** convincing evidence to support the prompt. The description is not presented in a manner that clearly defines that the partnership will have measurable impact on the student population or the community. The rater has significant concerns that the program as described would improve student achievement. The program as described does not provide conclusive evidence that the planned activities will alleviate issues in the targeted student population or community.
1	There is ***limited or weak*** evidence to support the prompt. It appears unlikely that the partnership communication or planning as described will have significant impact in the targeted student population OR meets the needs of the described student population.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 16 (for Path B and Path C only): Describe how 21st Century funds will be utilized to support out-of-school programming. Describe the rationale that supports the need for a 21st Century program in the targeted student population and/or community, including the data, source of data, and research methods used to make the determination. Describe how individualized academic needs will be addressed. Describe your plans including the hours of operation for out-of-

school programming during the week. Describe how hours of operation will result in increases in K-4 literacy (Path B) or literacy plus college and career readiness and/or drop-out prevention strategies (Path C) and meet the other activities and programming objectives of the 21 Century program. Explain the process you used to gather stakeholder and community feedback to develop your plans.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that there is program oversight and a process for ensuring that programmatic issues are addressed in a timely manner. The applicant provides replicable planning and resource strategies that could serve as a model for 21st Century programs. It appears that the described resources clearly support the student population and/or community needs. There is significant evidence that the planned partnership is focused on student achievement. Partner roles and responsibilities are clear and descriptive.
4	There is ***persuasive*** evidence to support the prompt. The response indicates that program staff acts in a proactive manner. There is a plan to review data and work internally to enhance programming. There is some indication that the partners understand their roles and responsibilities.
3	There is ***moderate*** evidence to support the prompt. It appears that there are some structures in place to enhance programming. It appears that partners discussed the need for programming, but the roles and responsibilities are unclear.
2	There is ***some*** convincing evidence to support the prompt. It does not appear that partners have committed significant program supports. The program as described does not provide conclusive evidence that the planned activities will alleviate issues in the targeted student population or community.
1	There is ***limited or weak*** evidence to support the prompt. . The program as described does not provide conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of partnership planning.

PROMPT 17 (for Path B and Path C only): Describe how the partnership between the local education agency and community-based organization will support out of school programming. Describe joint planning that occurred between the local education agency and community-based organization(s). Include details explaining how the proposed program performance objectives align with the identified needs. Provide detailed information of how all program partners will support the mandated data collection, including the sharing of student data, progress data, privacy provisions and individualized educational plan information.

Score	Criteria
5	There is ***clear and convincing*** evidence to support the prompt. The applicant has presented strong evidence to indicate that there is program oversight and a process for ensuring that programmatic issues are addressed in a timely manner. The applicant provides replicable planning and resource strategies that could serve as a model for 21st Century programs. It appears that the described resources clearly support the student population and/or community needs.
4	There is ***persuasive*** evidence to support the prompt. The response indicates that program staff acts in a proactive manner. There is a plan to review data and work internally to enhance programming.
3	There is ***moderate*** evidence to support the prompt. It appears that there are some structures in place to enhance programming.
2	There is ***some*** convincing evidence to support the prompt. It does not appear that partners have committed significant program supports
1	There is ***limited or weak*** evidence to support the prompt. . The program as described does not provide

	conclusive evidence that the planned resources will alleviate issues in the targeted student population or community.
0	There is ***no evidence*** to support the prompt. The applicant has not presented a clear indication of partnership planning.

GRANT ASSURANCES

Both partner organizations responsible and authorized employee (District=superintendent, community-based organization=CEO) must add the following assurance prior to the application's authorized representative/superintendent approval:

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency to abide by all assurances outlined in the Assurance section of the CCIP and the requirements identified in the 21st Century Community Learning Centers Request for Application. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

Both/all organizations must sign in order for the submitted application to be accepted.