

2024-2025 RFA Rubric

Reader's Name	
Reader's Address	
Reader's Phone	
Reader's Email	
Applicant School District	
Applicant Agency/CBO/FBO	

I affirm that to the best of my knowledge and belief, I am not involved in any activity and have no outside interests that conflict or suggest a potential conflict with the best interests of the applicant:

(e-signature with timestamp)

Reader Instructions: Determine the level of performance using the success criteria listed in the rubric. Enter the points earned for each criteria in column F. Totals will aggregate automatically in the summary chart.

Summary

Category	Available Points	Points Earned
Abstract	2	0
Planning Process	6	0
Need for Project	10	0
Program Design	26	0
Adequacy of Resources	12	0
Program Management Plan	12	0
Project Evaluation	20	0
Budget	4	0
Collaboration, Partnerships, Advisory Board, and Sustainability	8	0
Priority Points	20	0
Total	120	0

Category	Criteria	Meets Expectations	Needs Improvement	Not Evident	Points Earned
Abstract	Draft the abstract as if the program was in place. Use present-tense verbs such as "provides", "serves" and "offers." Complete a short statement (one page or less) that briefly identifies the number of students served; the weeks, days and hours of service, the names and locations of the schools targeted, the grades of the students to be served, the components of program service and program activities, and an overview of the services to be offered to the adult family members of the students served.	Abstract includes all required elements, is logical, and written in present-tense. 2 pts.	Abstract is missing required elements, is not logical, and/or is not written in proper-tense. 1 pts.	Abstract is not included. 0 pts.	
Planning Process	Describe how the community was provided with notice of intent to apply. Describe the collaboration with LEA and community-based partners. Non-LEA applicants are required to provide evidence of collaboration with the school district in which the program will take place and are required to have appropriate access to required reporting data. Describe how private schools were consulted while developing the program design, including consideration of: - Which students will receive benefits under the project. - How the student's needs will be identified. - What benefits will be provided. - How the benefits will be provided; and - How the project will be evaluated.	Describes how the community was provided with notice of intent to apply. 2 pts. Describes the intended collaboration. 2 pts.	N/A Describes the intended collaboration, but the description is incomplete or unclear. 1 pt. Describes how private schools were consulted while developing the program design, but some required elements are missing. 1 pt.	Does not describe how the community was provided with notice of intent to apply. 0 pts. Does not describe the intended collaboration. 0 pts. Does not describe how private schools were consulted while developing the program design and does not state that there are no private schools in the district. 0 pts.	
Need for Project	Describe the community and why the proposed program is appropriate for the community and target population. Cite specific and relevant sources of data and compare local data to county and/or state figures when possible. Describe how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources. Illustrate community support through collaboration with school(s), community, parents, and students to overcome the need. Provide needs factors that place students at risk of educational failure: poverty rates in the communities to be served, the number of limited English proficient students and adults, percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community. Describe how the proposed program will address the needs of students and their families (including the needs of working families). The applicant must clearly state the specific needs of the students and families to be served and will later address these risk factors in the program design and evaluation sections. Describe other afterschool programs currently serving the targeted population and explain why their services are insufficient to meet identified needs. 21st CCLC funds cannot take the place of secured funding. If an applicant currently operates a community learning center (including before and/or after school or summertime program), it should be noted in this section. A description of how the 21st CCLC grant will expand the program and/or the reasoning as to why 21st CCLC funds are necessary. If there are no afterschool programs in your school district, please state this.	Describes the community and why the proposed program is appropriate for the community and target population and includes supporting data. 2 pts. Describes how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources. 2 pts. Provides needs factors that place students at risk of educational failure. 2 pts. Describes the specific needs of their students and families and how the proposed program will address those needs. 2 pts. Describes other afterschool programs currently serving targeted populations and explains why their services are insufficient or states that there are no programs servicing the population. 2 pts.	Describes the community and why the proposed program is appropriate for the community, but description lacks detail or clarity and/or has incomplete supporting data. 1 pt. Describes how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources, but description lacks detail or clarity. 1 pt. Provides needs factors that place students at risk of educational failure, but data is incomplete. 1 pt. Describes the needs of their students and families and/or how the proposed program will address those needs, but description lacks detail or clarity. 1 pt. Describes other afterschool programs currently serving targeted populations and explains why their services are insufficient, but response lacks detail or clarity. 1 pt.	Does not describe the community and why the proposed program is appropriate for the community and target population. 0 pts. Does not describe how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources. 0 pts. Does not provide needs factors that place students at risk of educational failure. 0 pts. Does not describe the specific needs of their students and families and how the proposed program will address those needs. 0 pts. Does not describe other afterschool programs currently serving targeted populations and explain why their services are insufficient or state that there are no programs servicing the population. 0 pts.	
	Describe how the program aligns and links to the school day for academic enrichment and well-rounded education activities (e.g., date sharing, shared staff, space, training, policies, etc.). Describe how academic needs will be identified and supported through the program. Include any current or intended connections to school/district improvement plans, graduation requirements, LEA comprehensive needs assessments, and school wide Title I or other state/federal plans.	Describes how the program aligns and links to the school day for academic enrichment and well-rounded education activities. 2 pts. Describes how academic needs will be identified and supported through the program, including any current or intended connections to school/district improvement plans, graduation requirements, LEA comprehensive needs assessments, and school wide Title I or other state/federal plans. 2 pts.	Describes how the program aligns and links to the school day for academic enrichment and well-rounded education activities, but description lacks detail or clarity. 1 pt. Describes how academic needs will be identified and supported and supported through the program, but description lacks detail or clarity, and/or does not include current or intended connections to school/district improvement plans, graduation requirements, LEA comprehensive needs assessments, and school wide Title I or other state/federal plans. 1 pt.	Does not describe how the program aligns and links to the school day for academic enrichment and well-rounded education activities. 0 pts. Does not describe how academic needs will be identified and supported through the program. 0 pts.	

Describe how the program will accommodate students with Individualized Education Plans (IEPs), and/or 504 plans, including how the program ensures the specific requirements of each student's IEP/504 is/are implemented in the program.

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Describes how the program will accommodate students with Individualized Education Plans (IEPs), and/or 504 plans, but the description lacks detail or clarity, and/or does not include how the program ensures the specific requirements of each student's IEP/504 is/are implemented in the program.

Does not describe how the program will accommodate students with Individualized Education Plans (IEPs), and/or 504 plans.

0 pts.

2 pts.

1 pt.

Describe how the program will accommodate English learners and families with limited English proficiency.

Describes how the program will accommodate English learners and families with limited English proficiency.

Describes how the program will accommodate English learners and families with limited English proficiency, but description lacks detail or clarity.

Does not describe how the program will accommodate English learners and families with limited English proficiency.

0 pts.

2 pts.

1 pt.

Describe how the LEA will ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs.

Describes how the LEA will ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs

Describes how the LEA will ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs, but description lacks clarity or detail.

Does not describe how the LEA will ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs.

0 pts.

2 pts.

1 pt.

Describe how the target student population will be identified, how the selection will occur, and how invitations will be extended. Include how the selection criteria are aligned with the population's needs, as described in the Need for Project section, and with the intended outcomes.

Describes how the target student population will be identified, how the selection will occur, and how invitations will be extended. Includes how the selection criteria are aligned with the population's needs, as described in the Need for Project section, and with the intended outcomes.

Describes how the target student population will be identified, how the selection will occur, and how invitations will be extended, but description lacks clarity or detail and/or does not include how the selection criteria are aligned with the population's needs, as described in the Need for Project section, and with the intended outcomes.

Does not describe how the target student population will be identified, how the selection will occur, and how invitations will be extended.

0 pts.

2 pts.

1 pt.

Describe the safety (including physical and/or social-emotional) policy and procedures that will be followed for programming. Programs should use the target population's school plan as a guide.

Describes the safety (including physical and/or social-emotional) policy and procedures that will be followed for programming using the target population's school plan as a guide.

Describes the safety policy and procedures that will be followed for programming, but description lacks clarity or detail, does not include physical and social-emotional factors, and/or does not use the target population's school plan as a guide.

Does not describe the safety policy and procedures that will be followed for programming

0 pts.

2 pts.

1 pt.

Describe how the students will travel from the school to the program and from the program to their homes.

Describes how the students will travel from the school to the program and from the program to their homes.

Describe how the students will travel from the school to the program and from the program to their homes, but description lacks clarity or detail.

Does not describe how the students will travel from the school to the program and from the program to their homes.

0 pts.

If transportation is provided by the program, the plan should describe what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained, and screened.

If transportation is provided by the program, the plan describes what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained, and screened.

If transportation is provided by the program, the plan describes what processes will be in place to ensure the vehicles are safe and dependable and/or the drivers are appropriately licensed, insured, trained, and screened, but the description lacks clarity or detail.

Program Design

2 pts.

1 pt.

Describe plans to monitor attendance, including how the program manages student absences from school, early dismissal, and the procedure for notifying parents/guardians when students are absent from program.

Describes plans to monitor attendance, including how the program manages student absences from school, early dismissal, and the procedure for notifying parents/guardians when students are absent from program.

Describes plans to monitor attendance, including how the program manages student absences from school, early dismissal, and/or the procedure for notifying parents/guardians when students are absent from program, but description lacks clarity or detail.

Does not describe plans to monitor attendance.

0 pts.

Current subgrantees, use the provided table to include the numbers of youth and families that were served for each year of the original five (5) year grant. Explain fluctuations in the numbers. Describe strategies to increase enrollment and/or retain enrollment.

Current grantees completed the table, explained fluctuations, and described strategies to increase enrollment and/or retain enrollment.

Current grantees completed the table, explained fluctuations, and/or described strategies to increase enrollment and/or retain enrollment, but explanation lacks clarity or detail.

2 pts.

1 pt.

Describe the specific program activities, how they link to the needs identified in the Need for Project section, how they contribute to grade-level academic achievement and youth development, and how they fit within your Schedule of Operations (Appendix D).

Describes the specific program activities, how they link to the needs identified in the Need for Project section, how they contribute to grade-level academic achievement and youth development, and how they fit within your Schedule of Operations (Appendix D). Includes how the activities are expected to improve student learning, including learning outcomes in content areas in support of transferable skills. References evidence-based research and best practices.

Describes the specific program activities, how they link to the needs identified in the Need for Project section, how they contribute to grade-level academic achievement and youth development, and/or how they fit within your Schedule of Operations (Appendix D), but description lacks clarity or detail.

Does not describe the specific program activities, how they link to the needs identified in the Need for Project section, how they contribute to grade-level academic achievement and youth development, and how they fit within your Schedule of Operations (Appendix D).

0 pts.

- Include how the activities are expected to improve student learning, including learning outcomes in content areas in support of transferable skills.

- Reference evidence-based research and best practices.

High school-level program, describe activities, strategies, and coordination of the NH's High School Extended Learning Opportunities (ELOs). Describe the guidelines to a program menu that includes credit bearing ELOs and non-credit programming.

High school-level program, describes activities, strategies, and coordination of the NH's High School Extended Learning Opportunities (ELOs). Describes the guidelines to a program menu that includes credit bearing ELOs and non-credit programming.

High school-level program, describes activities, strategies, and coordination of the NH's High School Extended Learning Opportunities (ELOs). Describes the guidelines to a program menu that includes credit bearing ELOs and non-credit programming, but description lacks clarity or detail.

2 pts.

1 pt.

<p>Describe how youth voice will be included in the ongoing development of the project. Include strategies that will be used to ensure programming is student-centered and every participant has opportunities for high level of engagement.</p> <p>Describe the collaborative, interactive, and on-going family engagement opportunities that are built into the program to support literacy and related educational activities.</p> <ul style="list-style-type: none"> - Describe how the program will create a welcoming environment for families. The program environment should reflect respect for families and community connections for families. In addition, program policies and procedures should be responsive to the needs of students and their families. - Identify the Family Literacy or education programs to be offered, how often and why the programs were chosen. Include these activities in the one-year timeline in the Program Management section. - Describe proposed methods of communication with families and how parent input will be solicited and included in the ongoing development of the project. Also, include these activities in the one-year timeline in the Program Management section below. If needed, how will staff communicate with families with limited English skills? <p>Complete a "Schedule of Operations" form (found in Appendix D) to outline the expected schedule of both the school year and summer programs.</p>	<p>Describes how youth voice will be included in the ongoing development of the project. Includes strategies that will be used to ensure programming is student-centered and every participant has opportunities for high level of engagement.</p> <p>2 pts.</p> <p>Describes the collaborative, interactive, and on-going family engagement opportunities that are built into the program to support literacy and related educational activities.</p> <p>2 pts.</p> <p>Completed a "Schedule of Operations" form (found in Appendix D) to outline the expected schedule of both the school year and summer programs.</p> <p>2 pts.</p>	<p>Describes how youth voice will be included in the ongoing development of the project, including strategies that will be used to ensure programming is student-centered and every participant has opportunities for high level of engagement, but description and/or strategies lack clarity or detail.</p> <p>1 pt.</p> <p>Describes the collaborative, interactive, and on-going family engagement opportunities that are built into the program to support literacy and related educational activities, but description lacks clarity or detail.</p> <p>1 pt.</p> <p>Completed a "Schedule of Operations" form (found in Appendix D) to outline the expected schedule of both the school year and summer programs, but form is incomplete.</p> <p>1 pt.</p>	<p>Does not describe how youth voice will be included in the ongoing development of the project.</p> <p>0 pts.</p> <p>Does not describe the collaborative, interactive, and on-going family engagement opportunities that are built into the program to support literacy and related educational activities.</p> <p>0 pts.</p> <p>Does not complete a "Schedule of Operations" form (found in Appendix D) to outline the expected schedule of both the school year and summer programs.</p> <p>0 pts.</p>
<p>Describe proposed staffing for programs and services, including the student-to-staff ratios. Include an organizational chart and denote which staff will be responsible for the required 21st CCLC roles.</p> <p>High school-level program, identify who will coordinate and administer the credit bearing Extended Learning Opportunities (ELOs) and non-credit programming.</p> <p>Include job descriptions and required credentials of key staff as an attachment to the proposal. Academic assistance activities are required to be offered by a certified teacher or paraprofessional.</p> <p>Describe how staff will be selected and supervised, including the process, qualifications, and attributes that will be required.</p> <p>If volunteers are used, describe how the organization will source appropriately qualified persons to support proposed activities, including how senior citizens will be used to support activities, if applicable.</p> <p>Describe the staff/volunteer screening process (background checks and/or fingerprinting) for anyone working directly with students.</p> <p>Adequacy of Resources</p> <p>Explain how specific leadership roles will support the organization and partnerships to assure project success. Include expectations that will be set by leadership regarding lesson planning, course development, pedagogy, and integration.</p> <p>Describe the types of professional development that will be provided to staff creating and facilitating activities to promote a high-quality program implementation, how new staff will be trained during the program year, and how the professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.</p>	<p>Describes proposed staffing for programs and services, including the student-to-staff ratios, and an organizational chart, denoting which staff will be responsible for the required 21st CCLC roles.</p> <p>2 pts.</p> <p>Job descriptions and required credentials of key staff are attached to the proposal.</p> <p>2 pts.</p> <p>Describes how staff will be selected and supervised, including the process, qualifications, and attributes that will be required.</p> <p>2 pts.</p> <p>Describes the staff/volunteer screening process (background checks and/or fingerprinting) for anyone working directly with students.</p> <p>2 pts.</p> <p>Explains how specific leadership roles will support the organization and partnerships to assure project success, including expectations that will be set by leadership regarding lesson planning, course development, pedagogy, and integration.</p> <p>2 pts.</p> <p>Describes the types of professional development that will be provided to staff creating and facilitating activities to promote a high-quality program implementation, how new staff will be trained during the program year, and how the professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.</p> <p>2 pts.</p>	<p>Describes proposed staffing for programs and services, including the student-to-staff ratios, but description lacks clarity or detail. Organizational chart is not included and/or does not denote which staff will be responsible for the required 21st CCLC roles.</p> <p>1 pt.</p> <p>Job descriptions of key staff are attached to the proposal, but lack clarity, are missing detail, and/or do not include required credentials.</p> <p>1 pt.</p> <p>Describes how staff will be selected and supervised, but description lacks clarity or detail and/or the process, qualifications, and attributes that will be required are not included.</p> <p>1 pt.</p> <p>Describes the staff/volunteer screening process (background checks and/or fingerprinting) for anyone working directly with students, but description lacks clarity or is incomplete.</p> <p>1 pt.</p> <p>Explains how specific leadership roles will support the organization and partnerships to assure project success, including expectations that will be set by leadership regarding lesson planning, course development, pedagogy, and integration, but explanation lacks clarity or detail.</p> <p>1 pt.</p> <p>Describes the types of professional development that will be provided to staff creating and facilitating activities to promote a high-quality program implementation, how new staff will be trained during the program year, and/or how the professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project, but description lacks clarity or detail.</p> <p>1 pt.</p>	<p>Does not describe proposed staffing for programs and services</p> <p>0 pts.</p> <p>Does not include job descriptions and required credentials of key staff</p> <p>0 pts.</p> <p>Does not describe how staff will be selected and supervised, including the process, qualifications, and attributes that will be required.</p> <p>0 pts.</p> <p>Does not describe the staff/volunteer screening process (background checks and/or fingerprinting) for anyone working directly with students.</p> <p>0 pts.</p> <p>Does not explain how specific leadership roles will support the organization and partnerships to assure project success.</p> <p>0 pts.</p> <p>Does not describe the types of professional development that will be provided to staff, how new staff will be trained during the program year, and how the professional development needs of staff will be assessed.</p> <p>0 pts.</p>
<p>Attach a one-year timeline for program implementation and continued planning.</p> <p>Include: youth voice, parent input, community input, family literacy, professional development, and evaluation activities from corresponding sections.</p>	<p>Attached a one-year timeline for program implementation and continued planning, including youth voice, parent input, community input, family literacy, professional development, and evaluation activities from corresponding sections.</p> <p>2 pts.</p>	<p>Attached a one-year timeline for program implementation and continued planning, but plan lacks clarity or detail and/or is missing required elements.</p> <p>1 pt.</p>	<p>Does not attach a one-year timeline for program implementation and continued planning.</p> <p>0 pts.</p>

<p>Describe the program's communication plan to facilitate clear, ongoing, two-way communication with stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.).</p> <p>Program Management plan High school-level programs, attach the School Board policy for ELO. If an ELO policy has not yet been adopted, provide a description of the timeline and process for creation/implementation.</p> <p>Explain plans to regularly disseminate clear and accessible information about the program to the community, including an explanation of what 21st CCLC is, the 21st CCLC logo, program name, location, etc.</p> <p>If materials need to be translated, describe the process.</p>	<p>Described the program's communication plan to facilitate clear, ongoing, two-way communication with stakeholders.</p> <p>High school-level programs, attached the School Board policy for ELO. If an ELO policy has not yet been adopted, provide a description of the timeline and process for creation/implementation.</p> <p>2 pts.</p> <p>Explains plans to regularly disseminate clear and accessible information about the program to the community, including an explanation of what 21st CCLC is, the 21st CCLC logo, program name, location, etc.</p> <p>If materials need to be translated, describes the process.</p> <p>2 pts.</p>	<p>Described the program's communication plan to facilitate clear, ongoing, two-way communication with stakeholders, but description lacks clarity or detail.</p> <p>1 pt.</p> <p>Explains plans to regularly disseminate clear and accessible information about the program to the community, but description lacks clarity or detail or is incomplete.</p> <p>1 pt.</p>	<p>Does not describe the program's communication plan to facilitate clear, ongoing, two-way communication with stakeholders.</p> <p>0 pts.</p> <p>Does not explain plans to regularly disseminate clear and accessible information about the program to the community.</p> <p>0 pts.</p>
<p>Complete GPRA Measures template (Appendix E) defining how the program will meet State goals.</p> <p>Explain how the program will influence positive student outcomes, using research and evidence-based practices, in the areas of academic performance in state assessments (NHSAS), grade point average, school day attendance, teacher-reported behaviors, and student engagement in learning.</p> <p>Describe how program activities will meet the measures of effectiveness described in ESSA section 4205(b)</p> <p>Project Evaluation</p> <p>Identify who is responsible for data collection and analysis. Describe how evaluation information will be used to provide feedback to project staff and stakeholders and to inform future project direction.</p> <p>Current subgrantees include a summary of any evaluation studies, reports, or research from your program or partners documenting evidence of previous success, promise of success, and effectiveness of the proposed activities/services. Provide documentation that shows the learning or progress was shared with the public.</p> <p>Describe the system developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to Family Educational Rights and Privacy Act (FERPA) guidelines. This information is also required to be put within the memorandum of understanding (MOU) with the school district or within a detailed communication plan for data sharing.</p>	<p>Completed GPRA Measures template (Appendix E) defining how the program will meet State goals.</p> <p>4 pts.</p> <p>Explains how the program will influence positive student outcomes, using research and evidence-based practices, in the areas of academic performance in state assessments (NHSAS), grade point average, school day attendance, teacher-reported behaviors, and student engagement in learning.</p> <p>4 pts.</p> <p>Describes how program activities will meet the measures of effectiveness described in ESSA section 4205(b).</p> <p>4 pts.</p> <p>Identifies who is responsible for data collection and analysis. Describes how evaluation information will be used to provide feedback to project staff and stakeholders and to inform future project direction.</p> <p>Current subgrantees included a summary of any evaluation studies, reports, or research from your program or partners documenting evidence of previous success, promise of success, and effectiveness of the proposed activities/services. Provided documentation that shows the learning or progress was shared with the public.</p> <p>4 pts.</p> <p>Described the system developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to Family Educational Rights and Privacy Act (FERPA) guidelines.</p> <p>4 pts.</p>	<p>Completed GPRA Measures template (Appendix E) defining how the program will meet State goals, but definition lacks clarity or detail.</p> <p>2 pts.</p> <p>Explains how the program will influence positive student outcomes, using research and evidence-based practices, in the areas of academic performance in state assessments (NHSAS), grade point average, school day attendance, teacher-reported behaviors, and student engagement in learning, but explanation lacks clarity, detail, or is missing required elements.</p> <p>2 pts.</p> <p>Describes how program activities will meet the measures of effectiveness described in ESSA section 4205(b). But description lacks clarity or detail.</p> <p>2 pts.</p> <p>Identifies who is responsible for data collection and analysis. Describes how evaluation information will be used to provide feedback to project staff and stakeholders and to inform future project direction, but description lacks clarity or detail.</p> <p>2 pts.</p> <p>Described the system developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to Family Educational Rights and Privacy Act (FERPA) guidelines, but description lacks clarity or detail.</p> <p>2 pts.</p>	<p>Does not complete GPRA Measures template (Appendix E).</p> <p>0 pts.</p> <p>Does not explain how the program will influence positive student outcomes.</p> <p>0 pts.</p> <p>Does not describe how program activities will meet the measures of effectiveness described in ESSA section 4205(b)</p> <p>0 pts.</p> <p>Does not identify who is responsible for data collection and analysis or describe how evaluation information will be used to provide feedback to project staff and stakeholders and to inform future project direction.</p> <p>0 pts.</p> <p>Does not describe the system developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to Family Educational Rights and Privacy Act (FERPA) guidelines.</p> <p>0 pts.</p>
<p>Complete two budget spreadsheets (Appendix C), one for summer programming and one for school year programming. Itemizing how grant funds, any planned leveraged funds, and program income will be used.</p> <p>If you plan to or currently collect program income, complete the USED Program Income Questionnaire (Appendix G)</p> <p>Budget</p>	<p>Completed two budget spreadsheets (Appendix C), one for summer programming and one for school year programming, itemizing how grant funds, any planned leveraged funds, and program income will be used.</p> <p>If you plan to or currently collect program income, fill out the USED Program Income Questionnaire (Appendix G)</p> <p>4 pts.</p>	<p>Completed two budget spreadsheets (Appendix C), one for summer programming and one for school year programming, itemizing how grant funds, any planned leveraged funds, and program income will be used, but spreadsheets are incomplete or lack clarity.</p> <p>2 pts.</p>	<p>Does not complete budget spreadsheets.</p> <p>0 pts.</p>
<p>Attach a letter of support from the school principal(s).</p>	<p>Attached a letter of support from the school principal(s).</p> <p>1 pt.</p>	<p>N/A</p>	<p>Does not attach a letter of support from the school principal(s).</p> <p>0 pts.</p>

<p>Describe the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population. List established partner(s) and indicate the role and capacity of each partnering organization.</p> <p>Collaboration</p> <p>Include an MOU for each partner, signed by the principal and superintendent of the school being served. A sample MOU template is included in Appendix F.</p> <p>Include a list of advisory members and describe how their roles represent the diverse needs of community being served. Define when triannual advisory board meetings will take place.</p> <p>Include a sustainability plan describing viable opportunities for continued program sustainability (diverse resources & funding).</p> <p>Current subgrantees, explain what steps for sustainability have been initiated for each year of the last five (5) years of the grant, show evidence of partnerships/collaboration that has been made and show documentation (reflected in budget) of support and funding, if applicable.</p>	<p>Describes the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population. Lists established partner(s) and indicates the role and capacity of each partnering organization.</p> <p>2 pts.</p> <p>Includes an MOU for each partner, signed by the principal and superintendent of the school being served.</p> <p>1 pt.</p> <p>Includes a list of advisory members and describes how their roles represent the diverse needs of community being served. Defines when triannual advisory board meetings will take place.</p> <p>2 pts.</p> <p>Includes a sustainability plan describing viable opportunities for continued program sustainability (diverse resources & funding).</p> <p>Current subgrantee explained what steps for sustainability have been initiated for each year of the last five (5) years.</p> <p>2 pts.</p>	<p>Describes the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population and lists established partner(s) and indicates the role and capacity of each partnering organization, but description lacks clarity or detail</p> <p>1 pt.</p> <p>N/A</p> <p>Includes a list of advisory members and describes how their roles represent the diverse needs of community being served, but definitions lack clarity or detail and or triannual advisory board meeting schedule not included.</p> <p>1 pt.</p> <p>Includes a sustainability plan describing viable opportunities for continued program sustainability (diverse resources & funding), but description lacks clarity or detail.</p> <p>Current subgrantee explained what steps for sustainability have been initiated for each year of the last five (5) years, but description lacks clarity, detail, or supporting documentation.</p> <p>1 pt.</p>	<p>Does not describe the extent to which the proposed program will establish partnerships..</p> <p>0 pts.</p> <p>Does not include an MOU for each partner, signed by the principal and superintendent of the school being served.</p> <p>0 pts.</p> <p>Does not include a list of advisory members and describe how their roles represent the diverse needs of community being served.</p> <p>0 pts.</p> <p>Does not include a sustainability plan.</p> <p>0 pts.</p>
<p>Competitive priority points</p> <p>Evidence that the application targets middle school or high school students.</p> <p>Applications from 1st time (new) grant applicants, as indicated on Grant Application Cover Page.</p> <p>Evidence that the applicant will partner with or provided career exploratory activities.</p> <p>Evidence that the applicant will include work based learning (WBL) in their application.</p>	<p>Included 5 pts.</p> <p>Included 5 pts.</p> <p>Included 5 pts.</p> <p>Included 5 pts.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Not included 0 pts.</p> <p>Not included 0 pts.</p> <p>Not included 0 pts.</p> <p>Not included 0 pts.</p>
			<p>Total Points: 0</p>