



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"



For each criteria, assess how each strand meets the criteria using the following Likert Scale

"Insufficient" This score is used when information within a specific section is provided, but insufficiently addresses the criteria.

"Minimal" This score indicates the information and/or plan is minimally adequate, providing information that only minimally meets the RFP requirements and/or would only minimally meet the needs of the target population.

"Adequate" This score indicates the information and/or plan is fully adequate, providing enough information to meet the RFP requirements and/or would sufficiently address the established needs of the target population.

"Exemplary" This score indicates the information and/or plan is strong and exceeds expectations, providing ample detail that goes beyond meeting the basic requirement of the RFP, uses unique and creative methods of addressing the needs of the target population, and/or in other ways surpasses a fully adequate proposal.



Applicant's Name: _____
Applicant's Number: _____
Reader's Number: _____

Scoring Rubric for Indicators of Quality

Scoring Rubric for Indicators of Quality Worksheet				
	Maximum Points	Assigned Points	Validation - Scores	Validation - Comments
Program Abstract				
I. Needs Assessment (20 Total Points)				
<i>A. The Process</i>	4	0.00	TRUE	FALSE
<i>B. Specific Needs</i>	10	0.00	TRUE	FALSE
<i>C. Program Focus</i>	6	0.00	TRUE	FALSE
II. Budget (10 Total Points)				
<i>A. Budget Summary Narrative (10 Total Points)</i>	10	0.00	TRUE	FALSE
III. Program Plan and Implementation (60 Total Points)				
<i>A. Program Plan</i>	20	0.00	TRUE	FALSE
<i>B. Quality Contact Time</i>	5	0.00	TRUE	FALSE
<i>C. Recruitment & Retention</i>	6	0.00	TRUE	FALSE
<i>D. Staffing and Professional Development</i>	6	0.00	TRUE	FALSE
<i>E. Advisory Council and Operating Partnerships</i>	5	0.00	TRUE	FALSE
<i>F. Communication</i>	6	0.00	TRUE	FALSE
<i>G. Student Safety and Transportation</i>	6	0.00	TRUE	FALSE
<i>H. Sustainability Plan</i>	6	0.00	TRUE	FALSE
IV. Evaluation (10 Total Points)	10	0.00	TRUE	FALSE
TOTAL POINTS	100	0.00	TRUE	FALSE

FY16 21st Century Community Learning Centers Request For Proposal-Scoring Rubric

Applicant's Name: 0
Applicant's Number: 0
Reader's Number: 0

Program Abstract

Criterion: Applicant prepares a one paragraph abstract that provides a concise and clear summary overview of the proposed 21st CCLC program. The abstract should include, at a minimum, the reason that the need exists, the way the program will operate to meet the need, and the intended outcomes.

Scoring Range: Fixed Requirement

The one page abstract provides a concise and clear summary overview of the proposed 21st CCLC program. It includes, **at a minimum, the reason that the need exists, the way the program will operate to meet the need, and the intended outcomes over the course of the grant award period.**

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Needs Assessment: The Process

Criterion: Narrative details the process used by the stakeholders including private schools located within the proposed targeted schools' demographic area (s) to actively collaborate in identifying and developing the student and community needs assessment for the grant program. The process described includes when the development began, who led and participated in the data/information collection effort, how the various data sources were gathered, were analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal. In addition to the narrative, applicants must complete and submit the *Private School Consultation Form* .

Scoring Range: 4 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative clearly defines a collaborative process used to gather data needed to assess the needs of the community and the target population to be served	Choose one	1	0	TRUE
The narrative states who was involved in the process, indicating lead individuals and a broad group of stakeholders	Choose one	1.5	0	TRUE
The narrative states how the data were analyzed by all the stakeholders and finally developed into a defined set of agreed upon needs that form the basis of the proposal	Choose one	1.5	0	TRUE
Total		4	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Needs Assessment: Specific Needs
Criterion: Narrative provides specific and concrete information citing the various achievement (Reading, Math, Science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the grant award. Applicant should specifically identify the student target population (i.e., targeted schools, grade levels, number of students, academic or behavioral criteria) and define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. Applicant is encouraged to utilize data tables and cite data sources in this section to clearly convey the need for the proposed grant services. The applicant also submits a completed *Targeted Schools Chart*.

Scoring Range: 10 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative clearly states specific and concrete information/data pertaining to the targeted students' gaps in achievement and support services as identified through the needs assessment process	Choose one	3	0	TRUE
The narrative specifically identifies the target population, including information such as targeted schools, grade levels, number of students, and various academic or behavioral criteria	Choose one	3	0	TRUE
The narrative clearly defines the academic, social, emotional, cultural, and physical needs that place the targeted population at risk and how the program will address these needs	Choose one	1	0	TRUE
The narrative makes a clear, factual, and compelling statement of the problem(s), who is affected, what caused the problem(s), and what will happen if the problem(s) is/are not addressed or solved	Choose one	1	0	TRUE
The narrative cites sources for data, including survey assessments and/or reliable databases that state(s) the need for the proposed grant service	Choose one	1	0	TRUE
The applicant identifies targeted schools and accurately completes the data on the <i>Targeted Schools Chart</i> based on the targeted school's Designation	Choose One	1	0	TRUE
Total		10	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Needs Assessment: Program Focus

Criterion: Narrative provides specific information detailing the focus of the program as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process.

Scoring Range: 6 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative language specifically outlines the focus of the program as defined by the results of the needs assessment process	Choose one	3	0	TRUE
The narrative language specifically identifies rationale as to why the proposed program's focus is appropriate to address the needs of the students as identified in the needs assessment	Choose one	3	0	TRUE
Total		6	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Budget: Budget Summary Narrative
Criterion: The applicant describes: 1) how the items within the budget support the goals of the project 2) how the total costs indicated on the Budget Summary and Detail forms are reasonable and necessary in relation to the number of persons to be served, to the scope of the project, and its anticipated benefits 3) how the requested funds were allocated for accomplishing tasks and activities described in the application 4) how 21st CCLC funds will supplement and not supplant other federal, state, and local funds 5) how no more than 10% of each year's budget is spent on activities related to the administration of the 21st CCLC grant 6) how no more than 3% of total funding is spent on the external evaluator. The applicant must include the Budget Summary and Detail Forms. Also, they must include proof that all salaries and hourly wages are consistent with the demographic area or the agency's policies and procedures on salary determination of the proposed project.

Scoring Range: 10 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative includes:				
How the items within the budget support the goals of the program	Choose one	2	0	TRUE
How the requested funds were allocated for accomplishing tasks and activities described in the application	Choose one	2	0	TRUE
How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes	Choose one	2	0	TRUE
How 21st CCLC funds will supplement and not supplant other federal, state, and local funds	Choose one	2	0	TRUE
How the positions and salaries are reasonable and necessary, consistent with the demographic area, and/or adhere to the applicant agency's policies and procedures on salary determination	Choose one	2	0	TRUE
Total		10	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Program Plan
Criterion: Narrative includes the applicant's history of success in operating out-of-school programs or the likelihood of success. In addition, the narrative describes a complete program plan, while utilizing the Goals, Objectives, Activities, and Timeframe Table, that allows readers to understand how the program will operate and how it is designed to address the needs identified in the needs assessment process. Objectives must be measurable (include measurement instruments), performance-based (for student objectives only), challenging, and can be assessed throughout the project year (formative assessment). Applicants must have a minimum of 3 goals and a minimum of 2 objectives per goal. A minimum of 1 goal must involve adult family member participants. Separate activities and timeframes must be included for each identified objective. Applicant must provide examples illustrating how identified researched-based activities align with the Georgia Common Core Performance Standards.

Scoring Range: 20 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative clearly describes a history of the applicant's success or likelihood of success in operating and managing a similar out-of-school program	Choose one	2	0	TRUE
The narrative describes a clear, concise description of the program activities that will be provided for students and their families	Choose one	4	0	TRUE
The narrative states a clear and concise rationale for selecting these activities; how these activities are expected to improve student academic achievement and are aligned to the Georgia Common Core Performance Standards, decrease discipline problems, increase daily attendance, and other stated objectives/goals as identified in the needs assessment and based upon the components of the principles of effectiveness regarding scientifically based research and best practices	Choose one	3	0	TRUE
The narrative identifies a minimum of 3 goals in broad terms that convey what will be accomplished by the program; 1 of the goals must address adult family members' involvement and participation in the 21st CCLC program	Choose One	4	0	TRUE
The narrative identifies a minimum of 2 measurable objectives per goal that are performance-based (for student objectives only), challenging, innovative, and engaging; describe how they can be assessed throughout the program year	Choose one	5	0	TRUE
States a timeframe that describes how often each activity will occur to meet the needs of the target population	Choose one	2	0	TRUE
Total		20	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Quality Contact Time
Criterion: Narrative describes the before- and after-school, summer or other non-school time activities, focusing on the hours and days of service for students and families. The total number of hours per week each site will operate must be stated. Each enrolled student must be given the opportunity to attend academic enhancement activities a minimum of 12 hours each week (occurring preferably between Monday-Friday). Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday). The applicant must include a sample weekly schedule of activities for each component (i.e., before school, after school, summer) at each site. Applicants must include a *Site Profile Form* for each proposed site and Sample Weekly Schedule.

Scoring Range: 5 quality points available

Strands	Click on each cell below and choose a quality strand from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative identifies definitive times of operation citing the hours (minimum of 12 hours) and days of services for students and families	Choose one	2.5	0	TRUE
Verify that the information listed on the 'Site Profile Form' is accurate and consistent with the submitted sample weekly schedules and should reflect a minimum of 12 hours of service per week. They must provide a <i>Site Profile Form</i> for each proposed program site	Choose One	2.5	0	TRUE
Total		5	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Recruitment & Retention
Criterion: Narrative details which students are selected and targeted for the program. The process and specific strategies used by program staff and program leaders for recruiting students into the program are described as well as the process or plan and specific strategies for ensuring that students are retained in the program over time.

Scoring Range: 6 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative identifies a detailed and specific process for selecting eligible students to participate in the program	Choose one	2	0	TRUE
The narrative identifies clear and credible strategies for recruiting students into the program	Choose one	2	0	TRUE
The narrative identifies clear and credible strategies that have a strong probability of retaining students once they are enrolled	Choose one	2	0	TRUE
Total		6	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Staffing and Professional Development
 Criterion: Narrative describes the program's organizational, managerial, and staffing structure and provides an overview of how on-going hiring and professional learning opportunities will be developed and implemented. Included in the hiring process description is a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks. This section narrative includes job descriptions of key administrative personnel and their required qualifications, as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately. The narrative also describes the expected certifications/qualifications of the instructional staff and includes student to staff ratios for academic and personal enrichment activities. The narrative also includes the applicant's plan for recruiting and utilizing volunteers, including senior citizens.

6 quality points available				
Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative provides clearly defined job descriptions and qualifications for key administrative staff, including Program director and site coordinator(s); details how these key positions relate to proposed activities and how the management structure will ensure the program is implemented appropriately and successfully	Choose one	1.5	0	TRUE
The narrative provides a thorough volunteer recruitment plan; detailing how the program will recruit and utilize volunteers including senior citizens	Choose one	1	0	TRUE
The narrative provides a detailed set of thorough policies and procedures on how national criminal background checks will be obtained and used to determine fitness for employment	Choose one	1	0	TRUE
The narrative clearly states how the program will provide reasonable student to staff ratios for both academic and enrichment activities to meet the programs goals and objectives that ensure proper student-staff ratios, supervision, management, and adequate delivery of services	Choose one	1	0	TRUE
The narrative describes a staff development plan that will help personnel in their roles in program planning, implementation, and monitoring	Choose one	1.5	0	TRUE
Total		6	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Advisory Council and Operating Partnerships
Criterion: Narrative describes the applicant's plan to develop an advisory council, who will serve on it, and the primary functions of the council. The advisory council must meet a minimum of two times per year and at least two parents and two students must participate. The narrative also describes the applicant's plans for acquiring daily snacks, obtained through other non-21st CCLC funds, and how they will be distributed to each site. In addition to the narrative, the applicant must complete the *Partners Table* and include a signed Memorandum of Agreement (MOA) for each listed partner, local school district, and targeted school. The *Partners Table* and MOAs must be completed and included.

Scoring Range: 5 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative provides a detailed plan of action to develop an active advisory council; they should clearly identify who will serve on the advisory council. It must be evident that the advisory council includes members of the community (must include two parents and two students)	Choose one	2	0	TRUE
The narrative identifies a detailed plan of how snacks will be obtained through other non-21st CCLC funds and how they will be prepared and distributed to each site	Choose one	1	0	TRUE
A detailed signed Memorandum of Agreement (MOA) between each listed or identified partner on the completed <i>Partners Table</i> and; the MOA clearly specifies the role, services, contributions, expertise, and/or funding of each partner	Choose One	2	0	TRUE
Total		5	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Communication
Criterion: Narrative describes how the program will disseminate information to the schools, districts, students, parents, and community in a manner that is understandable and accessible. At a minimum, the narrative includes what information will be disseminated (e.g., student performance, upcoming activities, schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable. The narrative also specifically describes the communication process that will be used to allow the program staff to have access to the necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Georgia standards-based test results, short cycle assessment results, surveys, Individualized Education Programs).

Scoring Range: 6 quality points available

Strands	Click on each cell below and choose a strand quality option from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative:				
Describes in detail information that will be disseminated to districts, students, parents, and the community; identifies how the information will be disseminated in various languages (if applicable)	Choose one	2	0	TRUE
Describes in detail how the information cited in strand 1 will be disseminated (flyers, newsletters, orientation, etc.) to stakeholders; identifies key personnel who are responsible and accountable for the dissemination of all program information	Choose one	2	0	TRUE
Describes a detailed plan for program staff to access necessary school-generated data required to measure progress towards each identified objectives	Choose one	2	0	TRUE
Total		6	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Safety and Transportation
Criterion: Narrative describes in detail the program's plan for maintaining student safety. The narrative describes how students will travel safely to and from the center and home and the maximum length of travel time to and from the site. The narrative details how the program will maintain student safety on site, how the facility will safely accommodate the proposed number of students, and how the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act. Applicants are encouraged to use traditional school buses, however, an applicant can choose to use vehicles other than school buses. If this is the case, the narrative must address the following: insurance coverage, driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver, periodic vehicle maintenance and inspection records; and a plan for substitute drivers.

Scoring Range: 6 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative provides a detailed safety plan that describes how the program will maintain maximum student safety (e.g. how safety of children will be maintained, how the site can accommodate the number of proposed students, sign-out procedures); and how the facility meets all ADA accessibility requirements	Choose one	2	0	TRUE
The narrative provides a detailed transportation plan that explains how students will travel safely to and from site(s) and home; identifies proposed length of travel time students travel to and from the site(s) and describes why the length of travel is reasonable for program operation hours	Choose one	2	0	TRUE
Is the applicant proposing to <u>exclusively</u> use district school buses? If <u>not</u> , answer "no" here and answer next question below. If yes, answer "yes" here and answer "no" to the next question	Choose One	2	0	TRUE
If non-district school buses are used in any aspect of program operation, a transportation policy must be included which details adequate insurance coverage, driver qualifications, driver training, semi-annual motor vehicle driving record checks with resolution procedures for any driving record irregularities, periodic vehicle maintenance inspection records and safety checks, and a plan for substitute drivers	Choose One	2	0	TRUE
Total		6	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Program Plan and Implementation: Sustainability Plan
Criterion: Narrative includes a preliminary sustainability plan showing how the proposed community learning center will continue after 21st CCLC funding ends (Public Law 107-110, Sec.4204(b)(2)(C) & Sec.4204(b)(2)(K), Title IV, Part B). This sustainability plan indicates how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. They should also have a plan how to supplement the decrease funding in years 4 and 5. The plan includes a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution.

Scoring Range: 6 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative provides a detailed description and explanation of the strategies that will be implemented within their sustainability plan that will yield a very high probability of sustaining itself once funding is reduced and ultimately ends	Choose one	3	0	TRUE
The narrative provides a detailed description of the funding plan, including time frames for securing each contribution, and a list of partners and their contributions (financially or in-kind); provides other revenue sources, and any other strategies to be used for sustainability	Choose one	3	0	TRUE
Total		6	0	

A rationale/comment must be provided below for this criterion

Applicant's Name: 0
 Applicant's Number: 0
 Reader's Number: 0

Evaluation: Evaluation Plan
Criterion: Applicant provides a description of the qualifications of the evaluator. The narrative is based on the established performance measures that have been identified in the Goals, Objectives, Activities, and Timeframe Table and details how it will meet the requirements of the formative and summative reporting outcomes. The evaluation plan also addresses the following elements:
1) how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established performance measures previously identified in the Goals, Objectives, Activities, and Timeframe table 2) the requirements detailed in the GaDOE's expected reporting outcomes section of this RFP 3) how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress
Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

Scoring Range: 10 quality points available

Strands	Click on each cell below and choose a strand quality from the drop-down list	Maximum Points	Assigned Points	Validation
The narrative clearly describes the qualifications and of the external evaluator	Choose one	2	0	TRUE
The narrative explains in detail how the evaluation plan will address the requirements detailed in the GaDOE's expected reporting outcomes section of this RFP.	Choose one	2	0	TRUE
The narrative addresses how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress	Choose one	2	0	TRUE
The narrative describes in detail how the evaluation results will be made available to stakeholders periodically and the public upon request	Choose one	1	0	TRUE
The narrative describes in detail how it will implement an evaluation plan that continuously assesses progress of the proposed objectives and ensures the program will revise and strengthen itself based upon the continuous assessments	Choose one	3	0	TRUE
Total		10	0	

A rationale/comment must be provided below for this criterion

Priority Descriptions	Points Possible		Assigned Points
<p>Proposal is submitted jointly/collaboratively between at least one LEA and at least one public or private community organization and/or faith based organization. Please refer to pages 12 of this RFP for more information regarding this criterion.</p>	<p>Proposal is Submitted Jointly = 5 points Proposal is not Submitted Jointly = 0 points</p>		
<p>Programs proposing to serve at least one school that has been designated as Alert, Focus, or Priority School.</p>	<p>Priority Schools = 4 points per school Enter number of Priority School(s) in the yellow cell to the right:</p>		0
	<p>Focus Schools = 3 points per school Enter number of Focus School(s) in the yellow cell to the right:</p>		0
	<p>Alert Schools = 2 points per school Enter number of Alert School(s) in the yellow cell to the right</p>		0
	<p>No designation or Reward Schools = 0 points (maximum amount of points awarded for this priority is 10 points)</p>		
	Sub-Total	0	
<p>Programs proposing to serve students who attend high schools from grades 9, 10, 11, and 12.</p>	<p>Yes = 5 points No = 0 points</p>		
<p>Programs proposing to serve participants in a county that is not currently receiving 21st CCLC funding. Please see <i>Supplemental Form F</i> for list of counties NOT scheduled to receive 21st CCLC funding in FY16.</p>	<p>Yes = 5 points No = 0 points</p>		
<p>Programs proposing to operate a summer program for a minimum of four weeks with at least 12 contact hours per week.</p>	<p>Yes=5 points No=0 points</p>		
TOTAL			0