

21ST CENTURY COMMUNITY LEARNING CENTERS

GRANT APPLICATION RUBRIC REVIEW

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APPLICATION REVIEW & SCORING PROCESS

- Three levels of review:
 - **Level I**
 - Reviewers are selected by SERVE based on their experience and knowledge in a competitive process
 - Reviewers will use the 21st CCLC Application Rubric to guide their scoring of applications
 - See Appendix D (pages 39 -47) of the RFP for a copy of the scoring rubric
 - Each application receives three (3) reviews/scores which are averaged
 - **Level II**
 - NCDPI assigns priority points to the Level I average score for a total application score
 - See page 30 of RFP for list of competitive priority points criteria
 - **Level III**
 - NCDPI recommends to SBE grantees with the highest scoring applications to be funded based on available funding

LEVEL I APPLICATION REVIEW: RATING RUBRIC

Rubric Sections	CCIP Section	Maximum Points
Needs Assessment	Planning Tool	10
Program Design	FA-6	20
Family Engagement	FA-7	10
Project Administration	FA-8	10
Capacity to Implement, Partner, and Sustain	FA-9	10
Evaluation Plan and Use of Data	FA-10	15
Budget Narrative and Alignment	FA-11	10
Overall Proposal Alignment	All	10
Total Maximum Points – Level I Review		95

FA = Funding Application

ANATOMY OF THE RUBRIC

11. Budget Narrative and Alignment (Level I Evaluation - 10 points)

The applicant provides a budget narrative that aligns costs with the proposed programming and demonstrates that costs are reasonable and necessary.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Budget narrative aligns to proposed program	<input type="checkbox"/> Detailed budget narrative that clearly aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative that somewhat aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative with incomplete information or conflicting alignment with the proposed program.
	b. Costs are reasonable and necessary	<input type="checkbox"/> Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	<input type="checkbox"/> Budget narrative demonstrates that most costs are reasonable and necessary.	<input type="checkbox"/> Budget narrative does not demonstrate that costs are reasonable and necessary.

NEEDS ASSESSMENT (PLANNING TOOL)

RFP Guidance – pages 10-12

I. PLANNING TOOL

Needs Assessment (Level I Evaluation - 10 points)

The applicant clearly describes the stakeholders to be served, uses data to demonstrate the need for the program, and summarizes the unmet needs the program proposes to meet.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Identification of stakeholders to be served	<input type="checkbox"/> Clear description of those the program proposes to serve including: feeder school(s), students, and the community.	<input type="checkbox"/> General or somewhat clear description of those the program proposes to serve.	<input type="checkbox"/> Limited or confusing description of those the program proposes to serve.
	b. Use of data to demonstrate stakeholder need	<input type="checkbox"/> Clear and succinct summary of relevant data from multiple sources that effectively demonstrates the needs of stakeholders.	<input type="checkbox"/> Somewhat clear summary of data from one or two sources that demonstrates some needs of stakeholders.	<input type="checkbox"/> Limited or confusing summary of data that does not sufficiently demonstrate the needs of stakeholders.
	c. Summary of unmet needs	<input type="checkbox"/> Detailed and clear description of the unmet needs of those the program proposes to serve.	<input type="checkbox"/> General or somewhat clear description of the unmet needs of those the program proposes to serve.	<input type="checkbox"/> Limited or confusing description of the unmet needs of those the program proposes to serve.

NEEDS ASSESSMENT — 10 PTS. — (PLANNING TOOL)

RFP Guidance – pages 10-12

a. Identification of stakeholders to be served

- Including, students, feeder schools, community

a. Use of data to demonstrate stakeholder need

- Use of data from multiple sources to demonstrate need (see page 11 for a list of some typical data sources)

b. Summary of unmet needs

- Description of unmet needs of those proposed program will serve

PROGRAM DESIGN – 20 PTS. – (FA-6)

RFP Guidance – pages 17-18

6. Program Design (Level I Evaluation - 20 points)

The applicant clearly describes the overall program design and its alignment with stakeholder needs; specifies the proposed academic enrichment activities and other activities that will complement the regular academic program; provides a rationale for the selection of key activities or instructional resources (e.g., research, best practice, prior experience); and includes a clear schedule for the planned activities (weekly, monthly).

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a. Program design aligns with identified stakeholder needs	<input type="checkbox"/> Clear summary of the overall program design with specific alignment to the identified stakeholder needs.	<input type="checkbox"/> Somewhat clear summary of the overall program design, with only general alignment to the identified stakeholder needs.	<input type="checkbox"/> Vague or incomplete summary of the program design with little or no alignment to the identified stakeholder needs.
	b. Planned academic enrichment activities to help students meet State academic standards	<input type="checkbox"/> Clear description with justification of planned academic enrichment activities to help students meet State academic standards.	<input type="checkbox"/> Somewhat clear description of planned academic enrichment activities to help students meet State academic standards.	<input type="checkbox"/> Vague or incomplete description of planned academic enrichment activities to help students meet State academic standards.
	c. Other planned activities that complement regular academic program	<input type="checkbox"/> Clear description with justification for other planned activities that complement the regular academic program.	<input type="checkbox"/> Somewhat clear description of other planned activities that complement the regular academic program.	<input type="checkbox"/> Vague or incomplete description of other planned activities.
	d. Rationale for key aspects of program design	<input type="checkbox"/> Clear rationale for the selection of key program activities or instructional resources	<input type="checkbox"/> Somewhat clear rationale for the selection of key program activities or instructional resources.	<input type="checkbox"/> Confusing or missing rationale for the selection of key program activities or instructional resources.
	e. Overall schedule of program activities	<input type="checkbox"/> Clear description of the overall schedule of activities to be provided to students.	<input type="checkbox"/> Somewhat clear description of the overall schedule of activities to be provided to students.	<input type="checkbox"/> Confusing or incomplete description of the overall schedule of activities to be provided to students.

PROGRAM DESIGN — 20 PTS. — (FA-6)

RFP Guidance – pages 17-18

- a. Program design aligns with identified stakeholder needs**
 - Clear summary of overall program design aligned with identified needs
- b. Planned academic enrichment activities to help students meet State academic standards**
 - Instructional support activities (e.g., remedial educational activities)
 - <http://www.dpi.state.nc.us/curriculum/>
- c. Other planned activities that complement regular academic program**
 - Well-rounded education activities that support students' development (see page six for examples)
- d. Rationale for key aspects of program design**
 - Basis for selecting key proposed programs or activities for students (e.g., research, best practice, fit with student needs)
 - How proposed programs or activities are expected to benefit students
- e. Overall schedule of program activities**
 - Clear schedule of what activities will occur when for students (See Appendix B, pages 34-36, for samples of schedules)

FAMILY ENGAGEMENT – (FA-7)

RFP Guidance – pages 18-19

7. Family Engagement (Level I Evaluation - 10 points)

The applicant clearly describes a communication plan for reaching out and engaging families of the students to be served; outlines specific activities for family engagement around support for students' academic needs (e.g., literacy, educational development); and includes a clear schedule of when family engagement activities will occur.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Communication plan for reaching out to families	<input type="checkbox"/> Clear description of proposed methods for communicating with families.	<input type="checkbox"/> General description of proposed methods for communicating with families.	<input type="checkbox"/> Limited to no information about methods for communicating with families.
	b. Planned activities that engage families in supporting student academic achievement, literacy, and/or related educational development	<input type="checkbox"/> Clear description of specific activities for meaningful family engagement that will help families support the academic needs of students, including literacy or related educational development.	<input type="checkbox"/> General description of activities for families around literacy or other areas to help families support the academic needs of students.	<input type="checkbox"/> Brief or incomplete description of activities to be provided to families (may also lack a focus on family support for the academic needs of students).
	c. Schedule for planned family engagement activities	<input type="checkbox"/> Detailed schedule/description of proposed family engagement activities.	<input type="checkbox"/> General schedule/description of proposed family engagement activities.	<input type="checkbox"/> Vague or confusing schedule/description of proposed family engagement activities.

FAMILY ENGAGEMENT — (FA-7)

RFP Guidance – pages 18-19

a. Communication plan for reaching out to families

- Description of intended communication with families about the program, (e.g., registration, attendance, schedules)
 - Include format and frequency where appropriate

b. Planned activities that engage families in supporting student academic achievement, literacy, and/or related educational development

- Description of types of activities proposed to help families support students' academic needs with clear rationale for inclusion
 - Family engagement activities should focus on literacy and/or related educational development

c. Schedule for planned family engagement activities

- Schedule or outline of proposed family engagement activities

PROJECT ADMINISTRATION – (FA-8)

RFP Guidance – pages 19-21

8. Project Administration (Level I Evaluation - 10 points)

The applicant provides clear plans for managing the program including those for: community outreach, staffing, professional development/training, and student transportation.				
Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)	
Applicant provides:	a. Community outreach	<input type="checkbox"/> Clear description of proposed outreach activities designed to inform the community about the 21 st CCLC program (e.g., access).	<input type="checkbox"/> General or somewhat clear description of proposed outreach activities to inform the community about the 21 st CCLC program (e.g., access).	<input type="checkbox"/> Limited or incomplete description of community outreach activities.
	b. Staffing plan to operate the program with well-trained professionals	<input type="checkbox"/> Detailed staffing plan that includes: <ul style="list-style-type: none"> – description of the roles of key personnel and expected qualifications – planned staff recruitment activities – strategies to support staff retention – methods for volunteer management (if applicable). 	<input type="checkbox"/> Staffing plan that includes some description of key personnel, staff recruitment activities, staff retention strategies, and volunteer management but with some information unclear or too general.	<input type="checkbox"/> Limited or incomplete staffing plan (e.g., missing information on key personnel, staff recruitment, staff retention).
	c. Professional development/training for staff & volunteers	<input type="checkbox"/> Well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.	<input type="checkbox"/> General training plan for staff and volunteers to improve knowledge and skills but lacking in some details.	<input type="checkbox"/> Limited or incomplete plan for staff training.
	d. Student transportation	<input type="checkbox"/> Clear and specific description of how students will be safely transported to and from the 21 st CCLC.	<input type="checkbox"/> General description of how students will be safely transported to and from the 21 st CCLC.	<input type="checkbox"/> Vague or confusing information as to how students will be safely transported to and from the 21 st CCLC.

PROJECT ADMINISTRATION — (FA-8)

RFP Guidance – pages 19-21

a. Community outreach

- Description of types of information to be shared with community (e.g., registration/access, successes)
- Format of communications (e.g., website, newsletter, stakeholder meetings)

b. Staffing plan to operate program with well-trained professionals

- Description of key personnel roles and expected qualifications, (e.g., program director, site coordinators, teachers)
- Planned recruitment and retention strategies to ensure high quality staffing
- Planned volunteer management strategies (if applicable)

c. Professional development/training for staff (& volunteers if applicable)

- Description of types of and timeline for expected PD topics/activities
- Summary of how plan will ensure staff are well-trained for their roles
- [NC Afterschool Professional Core Competencies](#)

d. Student transportation

- Description of student transportation needs and how they will be addressed

CAPACITY TO IMPLEMENT, PARTNER AND SUSTAIN (FA-9)

RFP Guidance – pages 21-22

9. Capacity to Implement, Partner, and Sustain (Level I Evaluation - 10 points)

The applicant clearly describes: their past experience/success or capacity to provide high-quality academic enrichment services; availability of key resources to be used in the program (e.g., facilities, equipment, technology, etc.); intended collaborations and partnerships; and approach to funding sustainability after the grant ends.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Prior success or capacity to provide proposed services	<input type="checkbox"/> Extensive record of past success in implementing proposed services or a compelling description of how the lead organization and/or its partners will ensure high-quality academic enrichment services are provided.	<input type="checkbox"/> Some record of past success in implementing proposed services or a good description of how applicant will ensure high quality academic enrichment services are provided.	<input type="checkbox"/> Limited to no evidence of past success or any mention of how the applicant will ensure high quality academic enrichment services are provided.
	b. Available key resources for program implementation	<input type="checkbox"/> Detailed description of available key resources to implement the proposed program.	<input type="checkbox"/> General description of available key resources to implement the proposed program.	<input type="checkbox"/> Limited description of available key resources to implement the proposed program.
	c. Intended collaborations and/or partnerships	<input type="checkbox"/> Clear description of intended collaborations and/or partnerships to supplement services and resources.	<input type="checkbox"/> Somewhat clear description of intended collaborations and/or partnerships to supplement services and resources.	<input type="checkbox"/> Confusing or no information regarding collaborations or partnerships.
	d. Plan for seeking support for sustainability	<input type="checkbox"/> Convincing approach to increasing community support and securing funding beyond the grant.	<input type="checkbox"/> General approach to increasing community support and securing funding beyond the grant.	<input type="checkbox"/> Limited to no description regarding increasing community support and securing funding beyond the grant.

CAPACITY TO IMPLEMENT, PARTNER AND SUSTAIN (FA-9)

RFP Guidance – pages 21-22

a. Prior success or capacity to provide proposed services

- Evidence of a prior track record in implementing proposed services, OR
- Compelling description that capacity exists to start up a new program

b. Available key resources for program implementation

- Description of infrastructure or operational capacity to implement the program (facilities, vehicles, equipment)

c. Intended collaborations and/or partnerships

- Description of partners or collaborators and their roles and how the collaborations strengthen the project

d. Plan for seeking support for sustainability

- A clear plan for securing specific types of funding to extend the program beyond the grant period

EVALUATION PLAN & USE OF DATA – (FA-10) – 15 PTS.

RFP Guidance – pages 22-24

10. Evaluation Plan and Use of Data (Level I Evaluation - 15 points)

The applicant includes: a clear set of program effectiveness/student success measures aligned to the program design, which includes at least one attendance measure and one student academic achievement measure; a data collection plan describing how the data for the student success/program effectiveness measures outlined will be collected and analyzed; and a description of how data will be used for improvement and annual reporting.

Dimensions		Leading (15-11)	Developing (10-6)	Lacking (5-1)
Applicant provides:	a. Program effectiveness measures focused on student attendance and academic achievement	<input type="checkbox"/> Clear and specific articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure <u>and</u> one student academic achievement measure.]	<input type="checkbox"/> Somewhat clear articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure <u>and</u> one student academic achievement measure.]	<input type="checkbox"/> Incomplete or missing description of program effectiveness measures.
	b. Data collection plan for program effectiveness measures	<input type="checkbox"/> Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	<input type="checkbox"/> General description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	<input type="checkbox"/> Incomplete or missing description of how student data will be collected and analyzed to evaluate program effectiveness.
	c. How data will be used to improve the program and report on program effectiveness	<input type="checkbox"/> Clear and convincing description of how data will be used to improve the program (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.	<input type="checkbox"/> Somewhat clear or general description of how data will be used to improve the program and how evaluation reports on program effectiveness will be shared.	<input type="checkbox"/> Incomplete or missing description of how data will be used to improve the program and to report on program effectiveness.

EVALUATION PLAN & USE OF DATA — (FA-10) — 15 PTS.

RFP Guidance – pages 22-24

a. Program effectiveness measures focused on student attendance and academic achievement (see page 26 for list of measures)

- The student outcomes that you will monitor over time. Need to describe at least one measure for monitoring progress in each of the following:
 - Student attendance (in afterschool program)
 - Student academic achievement

b. Data collection plan for program effectiveness

- For each program effectiveness measure, need to describe how data will be collected (data element and source, how it will be collected, how it will be analyzed)
- Can be organized as a table

c. How data will be used to improve the program and report on program effectiveness

- Description of how data will be used for program improvement and annual planning
- Approach to sharing annual program effectiveness data with stakeholders

BUDGET NARRATIVE & ALIGNMENT – (FA-11)

RFP Guidance – pages 24-26

11. Budget Narrative and Alignment (Level I Evaluation - 10 points)

The applicant provides a budget narrative that aligns costs with the proposed programming and demonstrates that costs are reasonable and necessary.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Budget narrative aligns to proposed program	<input type="checkbox"/> Detailed budget narrative that clearly aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative that somewhat aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative with incomplete information or conflicting alignment with the proposed program.
	b. Costs are reasonable and necessary	<input type="checkbox"/> Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	<input type="checkbox"/> Budget narrative demonstrates that most costs are reasonable and necessary.	<input type="checkbox"/> Budget narrative does not demonstrate that costs are reasonable and necessary.

BUDGET NARRATIVE & ALIGNMENT — (FA-11)

RFP Guidance – pages 24-26

a. Budget narrative aligns to proposed program

- Budget aligns with what is proposed/described in Program Design and Project Administration

b. Costs are reasonable and necessary

- It is clearly evident that costs proposed are reasonable and necessary given program proposed

OVERALL PROPOSAL ALIGNMENT (ALL)

RFP Guidance – page 26

NOTE: CCIP does not include a field for “Overall Proposal Alignment;” rather, the grant reviewers will look across all sections of the proposal to determine, as a whole, how well-aligned and coherent the components of the proposal are, and the degree to which the proposal makes a compelling case for the need of the program and the likelihood the program will have positive student impacts.

Overall Proposal Alignment (Level 1 Evaluation - 10 points)

Applicant provides a proposal that, as a whole, is aligned and coherent, and makes a compelling case for the need for the program and its likelihood for positive student impact (measurable student success).				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Alignment across sections of the proposal	<input type="checkbox"/> Well-written proposal that is clearly aligned across all sections of the application.	<input type="checkbox"/> Somewhat clear proposal that is aligned across most sections of the application.	<input type="checkbox"/> Confusing proposal that is limited in alignment, and fragmented across several sections.
	b. Case for need and rationale and for the likelihood of measurable student success	<input type="checkbox"/> Proposal makes a compelling case for the need and rationale for the program, and for the likelihood of measurable student success.	<input type="checkbox"/> Proposal makes a general case for the need and rationale for the program, and for the likelihood of measurable student success.	<input type="checkbox"/> Proposal lacking or incomplete in the case it makes regarding the need and rationale for the program, and for the likelihood of measurable student success.

OVERALL PROPOSAL ALIGNMENT (ALL)

RFP Guidance – page 26

a. Alignment across sections of the proposal

- All sections of the application fit together as a whole

b. Case for need and rationale, and for the likelihood of measurable student success

- Makes a compelling case as to why the program is needed
- Provides rationale that the program will likely have a positive (measurable) impact on students

GENERAL TIPS...

- Read the RFP Guidance and rubric shared here thoroughly before starting.
- Clearly identify the academic and other needs of the students/schools you propose to serve.
- Be clear on how your proposed program can fill local gaps in services to meet the academic needs of students.
- Ensure that your proposed program goals and activities align with identified needs and are clearly described in terms of the rationale for inclusion of particular activities.
- Think through and clearly identify your program effectiveness measures (how you will use data to monitor student progress on key outcomes).
- Use the rubric to help frame how each section is written and entered into the CCIP
 - Respond clearly to every dimension within each rubric.
- Consider organizing content into tables and charts that make it easier for reviewers to understand (e.g., program schedule, key staff chart, data source table).
- Before you submit, have a few colleagues read your draft application against the rubric and give you feedback about where it may be falling short.

IN CLOSING...

- **21st CCLC Application Review Timeline**
 - Applications must be entered into CCIP by **January 16, 2017 (11:59 EST)**
 - Allow enough time for all the appropriate approvals
 - 21st CCLC RFP Review – Feb-April, 2017 (Levels I – III Reviews)
 - Recommendations to State Board for Approval – May, 2017
- **For More Information**
 - Check the 21st CCLC Request for Proposal web page (<http://www.ncpublicschools.org/21cclc/rfp/>) for updates