



# 21st Century Community Learning Centers

## Scoring Rubric

2022–23 | COHORT 18



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## Introduction

The Washington Office of Superintendent of Public Instruction (OSPI) contracted with the American Institutes for Research (AIR) to evaluate and support the statewide 21st Century Community Learning Centers (21st CCLC) program in Washington State. For more than a decade, 21st CCLC programs in Washington have provided afterschool and expanded learning programming to enhance the academic well-being of students in high-poverty communities.

Each year, OSPI releases a Request for Proposals (RFP) for prospective programs to provide 21st CCLC programming. Peer reviewers score proposal applications using the Washington 21st CCLC Scoring Rubric. This guide is intended to be a resource to assist peer reviewers in scoring applications for the 2022–23/Cohort 18 grant competition.

The rubric contains eight sections that utilize two types of scoring:



### Yes/No Checklist

Items using a “Yes/No” checklist require applicant to meet all requested criteria. If applicant does not meet all requested criteria or they do not respond to the indicator, then they receive a “No.” Some items on the Yes/No checklist are classified as “Not Applicable” for scoring purposes.











### 1–3 Score

Items using a “1–3 Score” account for variation in applicants’ criteria related to the item. Applicant may receive a 1, 2, or 3, depending on the item’s threshold. Half-points are not allowed. If applicants do not respond to an indicator, they will receive a 1.

This year, there are two simultaneous competitions, Track A and Track B. Track A is for new grantees who do not have a grant in cohorts 15–17. Track B is for current grantees who have an active grant in cohorts 15–17 and are applying for a new site(s). Peer reviewers will use this rubric for both competitions. As needed, the rubric differentiates indicators that will be scored differently for Track A and Track B applicants. Indicators that are shaded will need to be scored differently for Track A and Track B.

<b>NAME OF REVIEWER:</b>				<b>DATE OF REVIEW:</b>	
<b>APPLICANT NAME:</b>		<b>Track:</b>	<input type="checkbox"/> A <input type="checkbox"/> B	<b>TOTAL POINTS:</b>	

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## Profile Page



### Yes/No Checklist

#### Purpose

The Profile Page includes site profile information, subject and curriculum information, partnership information, and grant amount requested.

Required Elements	Check "No" if criteria are not met	Check "Yes" if criteria are met	Score
1. The proposed program(s) operates September through June.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
2. The proposed program(s) operates a minimum of 12 hours per week, for a minimum 4 days per week, and for a minimum of 2 hours per day.	NA	NA	NA
3. The proposed programs will serve students at schools where a minimum of 40% of students meet the poverty thresholds.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
4. The proposed program will offer family engagement activities at least 2 hours per month.	NA	NA	NA
<b>Total Score</b>			<b>/10</b>
<b>Comments:</b>			



## Section A) Need for Program



### 1–3 Score

#### **Purpose**

Applicants are required to evaluate the community's needs and available resources for the community learning center and describe how the program will address those needs (including the needs of working families). For each proposed site, provide objective data supporting the unmet need for before-school and after-school programs in your community, including a summer program. Data should be current and should include community and site-specific needs.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant provides, for each site, the number and percent of students who qualify for free and reduced-price lunch, the percent of students scoring below proficiency in math and reading, and the percent of students who are English language learners. For high school sites, please include dropout statistics and any other compelling objective data demonstrating local unmet need that are specific to high school students.	1	2	3	
2. The applicant describes how they collected information about parents' and/or youth's assets, needs, and interests. Please include a summary of the findings.  If parents and/or youth have been surveyed about their assets, needs, and interests, the applicant includes the number surveyed and dates that surveys were completed.	1	2	3	

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
If parents and/or youth shared their perspectives in other ways, the applicant includes how this information was collected, the number who participated, and the dates the information was gathered.				
3. The applicant describes any during-school programs currently serving your target population and explains why these services are insufficient to meet identified needs. The description should include data and information accessed and/or collected by the applicant that demonstrate the unmet need.	1	2	3	
4. The applicant describes the students' and families' needs and developmental assets that the program will address. These needs and assets can be academic, social, emotional, cultural, and/or related to physical health. The description should include data and information accessed and/or collected by the applicant that demonstrate the students' and families' needs.	1	2	3	
<b>Total Score</b>				<b>/12</b>
<b>Comments:</b>				



## Section B) Quality of Project Design



### 1–3 Score

#### Purpose

Programs are required to demonstrate that they will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students served. This section contains five additional subsections: participant recruitment and retention, family engagement and educational strategies, linkages to the school and district, transportation and safety, and notification of intent to apply/dissemination of information to the community.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The proposal includes a detailed table included with program goals, measurable objectives (at least 2 per goal), program activities to be undertaken to accomplish each objective, measures of student success, timelines, and responsible staff. (Identify time and frequency of activities provided, for before and after school hours, days each week, weeks per year, and summer school).	1	2	3	
2. The applicant included at least four program goals in the table, specifically aligned to the state performance goals.	1	2	3	

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
<ul style="list-style-type: none"> <li>a. <i>Academic</i>—At least one goal measures student academic gains in mathematics and/or reading and/or science.</li> <li>b. <i>Behavioral</i>—One goal measures improvement in student behaviors.</li> <li>c. <i>Program quality</i>—One goal measures quality program implementation and improvement strategies.</li> <li>d. <i>Family engagement</i>—One goal measures active and meaningful family engagement and educational opportunities.</li> </ul>				
3. In the table, each objective and accompanying measure is aligned to the goal, is performance based, and can be continuously measured throughout the year.	1	2	3	
4. The applicant describes the measures of student success and how they align with the regular academic program of the school and the identified needs of participating students, <i>and</i> how they will be used to plan program activities.	1	2	3	
5. The applicant describes how the activities are expected to improve student academic achievement as well as overall student success.	1	2	3	
6. The described curriculum and/or program activities have a clear content area and are specific to the needs of the targeted population of students.	1	2	3	



Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
7. The applicant describes how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of students.	1	2	3	
8. <i>Bonus Points</i> —The applicant describes how the program is implementing Social Emotional Learning strategies to the targeted students described in the application.	1	2	3	
<b>Total Score</b>				<b>/24</b>
<b>Comments:</b>				

**Participant Recruitment and Retention**

<b>Required Elements</b>	<b>Does not meet the minimum requirements for the indicator</b>	<b>Meets some but not all requirements for the indicator</b>	<b>Meets or exceeds the requirements for the indicator</b>	<b>Element Score</b>
1. The applicant describes how the program will (a) identify and (b) reach and recruit students and families from the identified target population.	1	2	3	
2. The applicant describes how they will inform and engage the following types of schools in recruitment and retention of target population: private schools and eligible private school students, eligible Tribal Compact Schools and eligible Native American Students, and homeschoolers.	1	2	3	
3. The applicant describes the strategies they will use to maintain enrollment of the target student population over time (utilizing student interests and creativity, leadership, activity-based learning, effective partnerships, etc.).	1	2	3	
<b>Total Score</b>				<b>/9</b>
<b>Comments:</b>				

**Family Engagement and Educational Strategies**

<b>Required Elements</b>	<b>Does not meet the minimum requirements for the indicator</b>	<b>Meets some but not all requirements for the indicator</b>	<b>Meets or exceeds the requirements for the indicator</b>	<b>Element Score</b>
1. The applicant describes how the program will offer families opportunities for active and meaningful engagement in their children's education, including opportunities related to educational development such as events focused on literacy, collaborating with teachers and other school staff for educational purposes, or college and career awareness. To support engagement and family education, strategies must align with the needs of students and families, be ongoing, and be sustained over time.	1	2	3	
2. The applicant describes family engagement curriculum and/or activities that have a clear content area and are specific to the needs of the targeted population of families. This can include activities such as GED completion classes, parent education, parent leadership development classes, and/or reading and literacy classes.	1	2	3	
<b>Total Score</b>				<b>/6</b>
<b>Comments:</b>				

**Linkages to the School and District**

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant describes the ways in which the program will connect to the regular school day. This can include how regular communication with the principal, teachers, and school support staff will be established, agreements on shared resources (e.g., space, staff) and practices (e.g., homework policies, discipline), and membership on the School Improvement Team or other leadership groups.	1	2	3	
2. The applicant describes how program activities will align to the curriculum and instruction of the regular school day. The description should include how program activities will provide students with opportunities to explore and build upon concepts covered during the school day, such as activities or curricula that align with social and emotional learning.	1	2	3	
<b>Total Score</b>				<b>/6</b>
<b>Comments:</b>				

## Transportation and Safety

Federal guidance advises that there can be no barriers preventing students' participation in 21st CCLC. Programs must offer students a means of transport.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant includes a written agreement(s) and/or contract(s) with transportation providers (i.e., the school district, public transit, etc.).	1	2	3	
2. The applicant describes how the participants will get to the program, get home from the program, and travel to off-site programs or activities. The description should include modes of transportation and their capacity. The applicant also includes the approximate times when transportation will occur.	1	2	3	
3. The applicant describes transportation plans and procedures that are age-appropriate and safe. The description should include a rationale for why the modes of transportation are appropriate for the ages served and describe the safety features offered by the modes of transportation and/or the safety policies that will guide use of each mode of transportation.	1	2	3	
4. The applicant describes how the center will be a safe and accessible site. This includes all procedures for ensuring that students and families are physically safe while at the program (including protection from COVID-19 in the case of in-person	1	2	3	

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
programming). The description should also include plans for ensuring how all youth can access all entrances, exits, and all areas of the program space and participate in all offered activities.				
<b>Total Score</b>				<b>/12</b>
<b>Comments:</b>				

**Notification of Intent to Apply/Dissemination of Information to the Community**

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant describes how the program will disseminate information about the community-learning center (including its location) to the community in a manner that is understandable and accessible (e.g., considers languages spoken, education level, etc. of the target population).	1	2	3	
2. The applicant describes how the community was notified of an intent to submit an application and that the completed application will be available for public review after submission of the application.	1	2	3	
<b>Total Score</b>				<b>/6</b>
<b>Comments:</b>				



## Section C) Management Plan



### 1–3 Score

#### Purpose

Programs are required to describe their organizational staffing design, qualifications, and background experience of staff. Identify strategies to recruit and maintain high-quality staff, describe in detail a professional development plan, and provide a timeline for program implementation.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant attached an organizational chart that clearly shows supervisory responsibilities. Please include the full time equivalent (FTE), percent full-time, or hours per week of each staff member paid under 21st CCLC. (For example, the site coordinator may be .8 FTE, or 80 percent full-time, or work 32 hours a week.)	1	2	3	
2. The application includes job descriptions for program director, site coordinator(s) and direct service staff that fully describe the responsibilities, qualifications, and experience required for those positions.	1	2	3	
3. The applicant describes how the director, site coordinator(s), and direct service staff will fit into the existing structure of the school or organization. The applicant includes the degree to	1	2	3	



Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
which each staff position will be involved in other districts or organizational capacities, and how and by whom they will be supervised.				
4. The applicant identifies strategies to recruit and maintain <i>high-quality staff</i> <sup>1</sup> that will facilitate the implementation of <i>student-focused learning</i> <sup>2</sup> that aligns with the challenging state academic standards and goes beyond the <i>traditional classroom activities</i> . <sup>3</sup>	1	2	3	
5. The applicant describes a professional development plan (PDP) that supports the following:	(Please assign points below for each indicator described in the PDP.)			
a. Implementation of the 21st CCLC goals, objectives, and activities.	1	2	3	
b. Implementation of evidence-based instructional practices in the design and implementation of the program structure and activities.	1	2	3	
c. How the program will provide ongoing professional development, training, and evaluation. Dissemination of	1	2	3	

<sup>1</sup> High-quality staff: Individuals who possess the identified experience and education detailed in the job descriptions submitted by applicants.

<sup>2</sup> Student-focused learning: Any instructional strategies, learning experiences, and academic supports that are designed to meet the unique needs, strengths, and abilities of a student or a group of students. The definition was adapted from [student-centered learning](#) in Green, C. & Harrington, C. (2020). Student-centered learning: In principle and in practice. Lansing, MI: Michigan Virtual University.

<sup>3</sup> Traditional classroom activities: Educational activities that are typically adopted by teachers during the school day, including worksheets and practice tests or drills.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
promising practices, and coordination of professional development for staff in specific content areas and youth development.				
d. How the program will participate in the required continual quality improvement process, including Program Quality Assessments (self and external assessments), related staff development and training, and program improvement planning.	1	2	3	
e. Provide ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress. Opportunities for staff collaboration are expected to be sustained, coherent, take place at regular times, and be a part of staff's professional (paid) responsibilities.	1	2	3	
f. Provide feedback/coaching to staff regarding their practice.	1	2	3	
<b>Score for Track B Only</b>				
6. Provide a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant (2022-23 school year) that includes an activity plan that clearly defines tasks, deliverables, roles, accountabilities, dependabilities, timetables, and costs. Programs are expected to be staffed and operational, providing services to targeted students and families by November 2022.	1	2	3	

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
<b>Total Score (Track A)</b>				<b>/30</b>
<b>Total Score (Track B)</b>				<b>/33</b>
<b>Comments:</b>				



## Section D) Data Collection and Evaluation Plan



### 1–3 Score

#### Purpose

A strong data collection and evaluation plan will shape the development of the project from the beginning of the grant period. The plan should include strong measurable program goals and objectives that align with Washington 21st CCLC program goals, objectives, and performance indicators. The outcome measures you select to assess the program's impact on participants should align with the measures identified in the state performance plan.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant outlines specific methods, timelines, responsible staff, and data to be collected for local and state evaluation (including staff, manager, and student surveys) of program and participant performance that clearly relates to the intended goals and outcomes of the project. <b>Score for Track B Only.</b>	1	2	3	
2. The applicant outlines specific methods, timelines, and staff responsible for implementing the Youth Program Quality Intervention (YPQI) including preparation and completion of site level team self-assessments, external assessments by the local evaluator, uploading scores in	1	2	3	

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
Scores Reporter, and developing improvement goals and supports.				
3. The applicant describes the strategies for using data and evaluation results on an ongoing basis to monitor student and program progress, promote continuous program improvement, provide information to stakeholders, and promote sustainability.	1	2	3	
<b>Total Score (Track A)</b>				<b>/6</b>
<b>Total Score (Track B)</b>				<b>/9</b>
<b>Comments:</b>				



## Section E) Promise as a Model



### 1–3 Score

#### Purpose

The purpose of the Promise as a Model section is to give applicants an opportunity to demonstrate experience and success in operating out-of-school time programs, an understanding of the importance of program partnerships for sustainability, and acknowledgment of the importance of using grant funds appropriately.

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
1. The applicant provides data and evidence of their previous experience and success and/or their partners' success (e.g., providing high-quality services, effectively assessing positive student academic and behavioral outcomes) in operating out-of-school programs targeting similar youth populations served by the proposed 21st CCLC program. The applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.	1	2	3	
2. The applicant describes the process used to identify partners and collaborators and how they were involved in the development of the application.	1	2	3	

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
3. The applicant describes how each partner's contribution(s) will help meet the program's needs and goals. The description should identify the specific name of each community partner who has agreed to provide services and/or activities as part of the proposed community-learning center, and clearly describe their contribution to the goals and objectives of the program.	1	2	3	
4. The applicant describes how 21st CCLC funds may be braided with other federal funds to supplement not supplant (e.g., Title I, Title II, Migrant and Bilingual, Title IV A, Child Nutrition, and Temporary Assistance for Needy Families) state and local programs to achieve program goals. The applicant summarizes the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each of the local partners, regardless of the contribution amount.	1	2	3	
5. The applicant outlines a sustainability plan. A sustainability plan must specify how the program will accomplish sustainability after the grant period has concluded. The plan includes a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships. The sustainability plan will use effective, realistic means to maintain funding and continue the program. The applicant will provide evidence of understanding the commitment of sufficient in-kind/matching funds in years 3 and	1	2	3	

Required Elements	Does not meet the minimum requirements for the indicator	Meets some but not all requirements for the indicator	Meets or exceeds the requirements for the indicator	Element Score
4 to continue the original level of service to the original number of students proposed to be served.				
Total Score				/15
Comments:				





## Section F) Budget Narrative



### Yes/No Checklist

#### Purpose

In iGrants, complete the budget narrative. Applicants will explain in detail how funds will be expended. Include all categories in the narrative, and provide **detailed cost calculations that are reasonable, necessary, and allocable for specific items of expenditure for each of the following categories**. Please refer back to the RFP for definitions of each of the budget categories. It should be clear in the budget narrative that the applicant has accounted for all costs. If a category does not apply to the program, then provide a brief rationale. For example, if a partner may be providing facilities and/or transportation, include that in the rationale. The budget should reflect costs for a full year of programming, from August 2022 through August 2023. Do not include a 5-year budget.

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)	Element Score
1. Certificated and Classified Staff—The applicant includes cost calculations for project directors, site coordinators, and other certified and classified staff that engage in direct instruction during afterschool hours.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
2. Benefits and Payroll Taxes—For each 21st CCLC employee applicants provide the percentage per FTE for benefits and payroll taxes, and the amounts for certificated and classified staff.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
3. Supplies/Materials—The applicant provides cost calculations for the cost of materials and supplies that are associated with the general operations of the overall program	<input type="checkbox"/> No	<input type="checkbox"/> Yes	

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)	Element Score
and typically are consumed within a short amount of time (e.g., instructional supplies, postage, office supplies, etc.).			
4. Instructional Resources—The applicant provides cost calculations for all instructional materials, materials that support youth development activities, curriculum materials, workbooks, audio-visual and electronic devices, etc.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
5. Purchased Services—The applicant provides cost calculations for services and associated goods from independent contractors or service providers that are rendered to the fiscal agent under expressed or implied contracts.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
6. Travel—The applicant provides cost estimates for travel that is required to administer the program and for continued funding. See handbook for required training.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
7. Transportation—The applicant includes the cost of transporting students to and from the after-school program. If a partner provides transportation, the cost calculations include the estimated value of the contribution in the Cash Value of Contribution section. The applicant includes the costs of events such as a field trip.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
8. Professional Development—The applicant includes the costs associated with the regular and ongoing professional development activities. These costs should align with the professional development plan.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
9. Evaluation—The applicant provides the hourly or daily rate, or the estimated number of hours/days anticipated for an independent evaluator to support statewide and local evaluation. This should include federal data reporting assistance, local evaluation report costs, travel, YPQI observations, lodging, etc. The cost calculation must include the cost of the evaluator to attend approximately three days of OSPI meetings/training. The total cost of evaluation cannot exceed 10% of the overall grant budget.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)	Element Score
10. Conferences—The applicant provides the costs associated with conference attendance—travel, registration, hotel, and per-diem to improve the 21st CCLC staff's professional development. Travel for non-21st CCLC staff is not permitted. Applicants must limit out of state travel for conferences to once every year per staff member.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
11. Facilities—The applicant provides the cost associated with facilities rental or lease agreements to house the project.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
12. Youth Program Quality Intervention/Assessment materials—The applicant provides cost calculations for purchasing the required box set of materials and required training directly from the David P. Weikart Center. New sites will need to allocate \$1,200 per site for guidebooks, handbooks, posters, registrations for webinars, and live trainings. Programs may be responsible for purchasing additional trainings and materials from the Weikart Center or Schools Out WA.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
<b>Total Score</b>			<b>/12</b>



## Section G) Required Appendices Uploaded as Attachments in iGrants



### Yes/No Checklist

#### Purpose

The appendices provide additional documentation for the applicants' proposed program delivery model that are not included in the narrative. Appendices include job descriptions, organizational charts, memorandums of understanding (MOUs, memorandums of agreement (MOAs), data-sharing agreements (DSAs), and local evaluator qualifications. These documents show important connections between multiple stakeholders in the community.

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)	Element Score
1. Job descriptions of Program Director, Site Coordinator(s), direct service staff, and local evaluator.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
2. A 21st CCLC Program Org Chart showing primary partner responsibilities for fiscal authority, lines of operational authority, including supervision for directors, site coordinators, all direct service staff, and data and evaluation staff participating in the provision of 21st CCLC program services (directly or in-kind). Partner organizational charts will not be accepted.	Awarded points under indicator #1 Management Plan		
3. Current, signed Memorandum (MOA) between Eligible Entity Partners that clearly outlines entities' responsibilities and contracted services (if applicable), qualifications, and partner obligations and contributions for cash and in-kind contributions.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)	Element Score
<p>4. <b>Track A</b> Criteria for Data Sharing Agreement—The applicant includes a memorandum of understanding signed by the participating school district superintendent(s), and the school principal (or designee) and the Chief Administrator(s) from the community-based external organization(s) that clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant. The memorandum of understanding should be specific enough to ensure that the school representatives understand that the data sharing agreement must enable the program to meet the data collection, reporting and sharing requirements outlined in the assurances, and the Data Collection and Evaluation section of the narrative.</p> <p><b>Track B</b> Criteria for Data Sharing Agreement—The applicant includes a current signed Data-Sharing Agreement, signed by the participating school district superintendent(s), and the school principal (or designee) and the Chief Administrator(s) from the community-based external organization(s). The agreement should be specific enough to ensure the program meets the data collection, reporting and sharing requirements outlined in the assurances, and the Data Collection and Evaluation section of the narrative.</p>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
<p>5. Local evaluator résumés and/or curriculum vitae, or other documents describing the qualifications of the local evaluator including educational background and experience evaluating similar programs. The local evaluator can be individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.</p>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
<b>Total Score</b>			<b>/5</b>
<b>Comments:</b>          			



This document was developed by the American Institutes for Research with funding from the Washington Office of Superintendent of Public Instruction.



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