**Proposal Number**

**Evaluator Number**

|  |  |
| --- | --- |
| Initial Screening | |
| ***The application must include all required components listed below in order to proceed to Phase 2 of application process. Applications without all required components and forms will not be reviewed (Phase 2).* Place your initials by the following completed tasks stating the requirements were met.** | |
| Signed Application Cover Sheet (Form 1) |  |
| Signed Assurances (Form 2) |  |
| Signed Private School Consultation (Form 3) |  |
| Signed Conflict of Interest (Form 4) |  |
| Competitive Priority Worksheet (Form 5) |  |
| Participation Letter (s) (Form 6) |  |
| Summary of Partners (Form 7) |  |
| Co-Applicant/Consortium (Form 8) *(if applicable)* |  |
| Abstract |  |
| Needs Assessment |  |
| Program Plan |  |
| Evaluation Plan |  |
| Budget Forms A, B, & C |  |
| Most recent Single or Program-specific Audit *(if applicable)* |  |
| Indicators of Quality | POINTS |
| 3.1.1 Needs Assessment: The Process | **\_/ 4** |
| 3.1.2 Needs Assessment: Specific Needs | **\_/10** |
| 3.1.3 Needs Assessment: Program Focus | **\_/ 6** |
| 3.2 Budget Overview, Narrative, and Summary | **\_/ 10** |
| 3.3.1 Program Plan | **\_/20** |
| 3.3.2 Quality Contact Time | **\_/ 5** |
| 3.3.3 Recruitment and Retention | **\_/ 6** |
| 3.3.4 Staffing and Professional Development | **\_/ 6** |
| 3.3.5 Advisory Council and Operation Partnerships | **\_/ 5** |
| 3.3.6 Collaboration and Communication | **\_/ 6** |
| 3.3.7 Student Safety and Transportation | **\_/ 6** |
| 3.3.8 Sustainability Plan | **\_/ 6** |
| 3.4.1 Evaluation Plan | **\_/ 10** |
| **SUBTOTAL** | **\_/100** |
| Competitive Priority Points |  |
| Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. | **\_/5** |
|  |  |
| Program is proposing to serve participants that attend schools that have been  designated as Focus (2 points) or Priority Schools (3 points). (Maximum of 10 points)  as Focus. | **\_/10** |
|  |  |
| Program is proposing to serve students in grades 9, 10, 11 and/or 12 | **\_/2.5** |
| Program is proposing to serve students in grades 6, 7, and/or 8 | **\_/2.5** |
| Program is proposing to serve participants in a county that is **not** currently being  served by a 21st CLC program. | **\_/2.5** |
| Program is proposing to target English Learners during each year of the award. | **\_/2.5** |
| Program is proposing to serve preschool students with emphasis on literacy,  numeracy, and/or transitions. | **\_/2.5** |
| **SUBTOTAL** | **\_/27.5** |
| ***TOTAL*** | **\_/127.5** |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1.1 Needs Assessment: The Process | | | |
|  | | | |
| Applicant must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities. | | | |
| 0 | 1 Point | 2-3 Points | 4 Points |
| No Response or  Applicant does not describe when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs.  No Private School Consultation Form (Form 3) is submitted. | Description of how the program was designed in collaboration with schools, private schools and partnership entities is **vague** or **unclear**.  Private School Consultation Form (Form 3) is submitted but incomplete. | Description of how the program was designed in collaboration with schools, private schools and partnership entities is **clear**.  Cited methods of when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs are **moderately detailed.**  Private School Consultation Form (Form 3) is submitted and complete. | Description of how the program was designed in collaboration with schools, private schools and partnership entities is **clear**.  Cited methods of when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs are **highly detailed.**  Private School Consultation Form (Form 3) is submitted and complete. |
| **TOTAL SCORE** | | | |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1.2 Needs Assessment: Specific Needs | | | |
|  | | | |
| Applicant must specifically identify the student target population and clearly define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. | | | |
|  |  |  |  |
| 0 | 1-3 Points | 4-6 Points | 7-10 Points |
| No Response or  Applicant does not provide detailed and concrete data citing the specific academic achievement and support service gaps that the needs assessment process identified for the students and community being targeted.  Applicant does not cite data sources when identifying specific deficiencies and needs. | Applicant provides a **vague** or **unclear** description of targeted student population.  There are **limited** or **incomplete** citeddata sources identifying specific deficiencies and needs. | Applicant provides a **clear** description of targeted student population.  There are **sufficient** cited data sources identifying specific deficiencies and needs. | Applicant provides a **clear and concise** description of targeted student population.  There are **extensive** cited data identifying specific deficiencies and needs. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1.3 Needs Assessment: Program Focus | | | |
|  | | | |
| Applicant must provide specific information outlining the focus of the program as defined by the results of the needs assessment process. Applicant must also describe 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. | | | |
|  |  |  |  |
| 0 | 1-2 Points | 3-4 Points | 5-6 Points |
| No Response or  Applicant’s program focus is not defined by the results of the needs assessment process. | Applicant’s program focus is **unclear.**  The rationale as to why the program focus is appropriate and how it addresses identified needs is **vague.** | Applicant’s program focus is **clear.**  The rationale as to why the program focus is appropriate and how it addresses identified needs is **moderately detailed**. | Applicant’s program focus is **clear and concise.**  The rationale as to why the program focus is appropriate and how it addresses identified needs is **highly detailed.** |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.2.1 Budget Overview, Narrative, and Summary | | | |
|  | | | |
| Applicant must submit a Budget Overview (Form A), Budget Narrative (Form B) for the first year of funding and Budget Summary (Form C) for years one through three. | | | |
|  |  |  |  |
| 0 | 1-3 Points | 4-6 Points | 7-10 Points |
| No Response | Applicant provides a **limited** description in Budget Overview and Budget Narrative for the first year of funding and in the Budget Summary for years one through three. | Applicant provides a **moderately detailed** description in the Budget Overview and Budget Narrative for the first year of funding and in the Budget Summary for years one through three. | Applicant provides a **highly detailed** description in the Budget Overview and Budget Narrative for the first year of funding and in the Budget Summary for years one through three. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.1 Program Plan | | | |
| Applicant must provide data and evidence of their previous success in operating out-of-school programs targeting similar youth populations. If applicant has not operated out-of-school programs in the past, applicant must provide evidence that otherwise demonstrates experience or promise of success in providing educational and related activities. Applicant must also provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities.  Applicant must describe how the program will operate, will address the needs identified in the needs assessment process, and align with the Mississippi College and Career Ready Standards. Applicant must also describe how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans.  Applicant must describe how the program will increase family’s support for student’s learning and ensure family members of participating students will be actively engaged in their children’s education. Applicant must also describe the specific services that will be designed to provide adult family members with the tools necessary to support their student’s academic achievement goals, including opportunities for literacy and related educational development for the families of the children.  Applicant must describe how the program plan utilizes specific goals, strategies and actions steps that outline objectives, activities and a timeframe and provide examples illustrating how identified strategies are aligned with the Mississippi College and Career Ready Standards and are evidence based and proven effective. | | | |
| 0 | 1-6 Points | 7-13 Points | 14-20 Points |
| No Response or  Applicant does not provide data and evidence of previous success in operating out-of-school programs.  If applicant has not operated an out-of-school program in the past, no evidence of experience or promise of success is provided.    Applicant does not provide evidence of research or evidence based best practices to be used to conduct educational and related activities.  Program plan does not include how program will operate, will address needs identified in needs assessment process, and aligns activities with MS College and Career Ready Standards.  Applicant does not describe how program activities are expected to improve student academic achievement, family engagement and connections with school/district improvement plans.  Applicant does not describe how family’s support for student learning will increase and does not describe services offered to adult family members.  Applicant’s plan does not include a minimum of three specific goals, and at least 2 strategies per goal, action steps, and a timeframe in each of the three categories-Student Academic Achievement, Youth Development, and Family Engagement. | Applicant provided data that demonstrates **limited or incomplete** evidence of previous success in operating out-of-school programs targeting similar youth populations with student academic and related activity growth.  If applicant has not operated an out-of-school program in the past, there is **limited** or **incomplete** evidence that applicant demonstrates experience or the promise of success in providing educational and related activities.  There is l**imited** or **incomplete e**vidence of research or evidence-based best practices used to conduct educational and related activities.  Applicant provides an overview of program plan but **does not** provide a description of how program will operate, will address needs identified in needs assessment process, and aligns activities with MS College and Career Ready Standards.  There is **limited** or **incomplete** evidence of how program activities are expected to improve student academic achievement, family engagement and connects with school/district improvement plans.  Description of how family’s support for student learning will increase and services offered to adult family members is **vague** or **unclear.**  Applicant’s plan includes **1-2** goals and **1-2** strategies per goal, action steps, and a timeframe in **1-2** categories. | Applicant provided data that demonstrates **some** evidence of previous success in operating out-of-school programs targeting similar youth populations with **positive** student academic and related activity growth.  If applicant has not operated an out-of-school program in the past, applicant provides **some** evidence that demonstrates experience or the promise of success in providing educational and related activities.  The evidence provided indicates the applicant’s use of research or evidence-based best practices to conduct educational and related activities will **specifically** complement and enhance performance, achievement, postsecondary and workforce preparation, and positive youth development for the 21st CCLC students.  Applicant’s plan **does** include a **moderate** description of how program will operate, will address needs identified in needs assessment process, and aligns activities with MS College and Career Ready Standards.  There is **some** evidence of how program activities are expected to improve student academic achievement, family engagement and connects with school/district improvement plans.  Description of how family’s support for student learning will increase and services offered to adult family members is **moderately detailed.**  Applicant’s plan includes **2-3** goals and **2-3** strategies per goal, action steps, and a timeframe in **2-3** categories. | Applicant provided data that demonstrates **strong** evidence of previous success in operating out-of-school programs targeting similar youth populations with **significant** positive student academic and related activity growth.  If applicant has not operated an out-of-school program in the past, applicant provides **strong** evidence that demonstrates experience or the promise of success in providing educational and related activities.  The evidence provided indicates the applicant’s use of research or evidence-based best practices to conduct educational and related activities will **specifically and significantly** complement and enhance performance, achievement, postsecondary and workforce preparation, and positive youth development for the 21st CCLC students.  Applicant’s plan **does** include a **specific** description of how program will operate, will address needs identified in needs assessment process, and aligns activities with MS College and Career Ready Standards.  There is **strong** evidence of how program activities are expected to improve student academic achievement, family engagement and connects with school/district improvement plans.  Description of how family’s support for student learning will increase and services offered to adult family members is **highly detailed.**  Applicant’s plan includes **3 or more** goals and **2 or more** strategies per goal, action steps, and a timeframe in **each of the three** categories. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.2 Quality Contact Time | | | |
|  | | | |
| Applicant must state the total number of hours per week each site will operate for each component (i.e. before school, after school, summer). | | | |
|  |  |  |  |
| 0 | 1-2 Points | 3-4 Points | 5 Points |
| No Response or  Applicant does not state the total number of hours per week each site will operate.  Applicant does not attach a sample weekly schedule 0f activities for each component at each site. | Applicant provides a **vague** or **unclear** description of the total number of hours per week at each site for each component.  Applicant provides a **vague** or **unclear** sample weekly schedule of activities for each component at each site. | Applicant provides a **clear** description of the total number of hours per week at each site for each component.  Applicant provides a **moderately detailed** sample weekly schedule of activities for each component at each site. | Applicant provides a **clear** and **concise** description of the total number of hours per week at each site for each component.  Applicant provides a **highly detailed** sample weekly schedule of activities for each component at each site. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.3 Recruitment and Retention | | | |
|  | | | |
| Applicant must describe the criteria used to identify, recruit, and retain 21st CCLC students. | | | |
|  |  |  |  |
| 0 | 1-2 Points | 3-4 Points | 5-6 Points |
| No Response or  Applicant does not describe the criteria used to identify, recruit, and retain 21st CCLC students. | Applicant’s description of the criteria used to identify, recruit, and retain 21st CCLC students is **vague** or **unclear**. | Applicant’s description of the criteria used to identify, recruit, and retain 21st CCLC students is **clear.**  The applicant provided **moderate** evidence of strategies utilized for recruitment and retention of targeted population. | Applicant’s description of the criteria used to identify, recruit, and retain 21st CCLC students is **clear.**  The applicant provided **extensive** evidence of strategies utilized for recruitment and retention of targeted population.  The applicant’s description of the processes and procedures for recruitment and retention of 21st CCLC students is **clear** and **concise.** |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.4 Staffing and Professional Development | | | |
|  | | | |
| Applicant must describe how the program’s organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the grant award period. | | | |
|  |  |  |  |
| 0 | 1-2 Points | 3-4 Points | 5-6 Points |
| No Response Or  Applicant does not provide a description of the hiring process, staff job descriptions, qualifications, professional learning opportunities or recruiting and utilizing volunteers. | Applicant provides a **vague** or **unclear** description of the hiring process, staff job descriptions, qualifications, professional learning, or recruiting and utilizing volunteers. | Applicant provides a **clear** description of the hiring process, staff job descriptions, qualifications, professional learning, or recruiting and utilizing volunteers. | Applicant provides a **clear** description of the hiring process, staff job descriptions, qualifications, professional learning, or recruiting and utilizing volunteers.  **Strong** evidence of qualified staff and volunteers, ongoing professional development is included. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.5 Advisory Council and Operating Partnerships | | | |
|  | | | |
| Applicant must describe the development of an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council. Applicants must also provide a description, through a signed Participation Letter of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. | | | |
|  |  |  |  |
| 0 | 1-2 Points | 3-4 Points | 5 Points |
| No Response or  Applicant does not describe the development of an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council and does not provide a description of partnerships developed between/among an LEA, a community-based organization, and/or another public or private organization.  Does not include a minimum of two meetings per year and Signed Participation Letter (Form 6) and Partners Table (Form 7) for each partner. | Applicant’s plan to develop an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council is **vague** or **unclear.**  Applicant’s description of partnerships developed between/among LEA, a community-based organization, and/or another public or private organization is **vague** or **unclear.**  Signed Participation Letter (Form 6) and Partners Table (Form 7) for each partner is submitted. | Applicant’s plan to develop an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council is **clear.**  Applicant’s description of partnerships developed between/among LEA, a community-based organization, and/or another public or private organization is **clear.**  Signed Participation Letter (Form 6) and Partners Table (Form 7) for each partner is submitted.  Applicant ensures that a minimum of two meetings per year are held. | Applicant’s plan to develop an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council is **clear and concise.**  Applicant’s description of partnerships developed between/among LEA, a community-based organization, and/or another public or private organization is **clear and concise.**  Signed Participation Letter (Form 6) and Partners Table (Form 7) for each partner is submitted.  Applicant ensures that a minimum of two meetings per year are held.  Applicant includes a process for retaining documentation of council meeting minutes and attendance lists. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.6 Collaboration and Communication | | | |
|  | | | |
| Applicant must provide a description of how information about the program will be disseminated to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. Applicant must also describe strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. | | | |
|  |  |  |  |
| 0 | 1-2 Points | 3-4 Points | 5-6 Points |
| No Response Or  Applicant’s process does not include a method for disseminating information about the program to schools, LEAs, students, parents, and the community.  Applicant’s process does not include a method for communicating with staff of the schools attended by the targeted students. | Applicant’s description of plan to disseminate information about the program to schools, LEAs, students, parents, and the community is **unclear**.  Application’s description of plan to communicate with staff of the schools attended by the targeted students is **unclear**. | Applicant provides a **clear** description of the plan to disseminate information about the LEAs, students, parents, and the community.  Applicant provides a **clear** description of the plan to communicate with staff of the schools attended by the targeted students. | Applicant provides a **clear** description of the plan to disseminate information about the LEAs, students, parents, and the community.  Applicant provides a **clear** description of the plan to communicate with staff of the schools attended by the targeted students.  Applicant’s plan includes timeline for dissemination, method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.  Applicant’s plan includes how collaborations will work, what information will be requested from the schools, access to school-generated student data, the frequency of communications and how the applicant will maintain open communication channels. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.7 Student Safety and Transportation | | | |
| Applicant must provide a description of how each site will ensure the safety of participating students. | | | |
| 0 | 1-2 Points | 3-4 Points | 5-6 Points |
| No Response  Or  Applicant’s process does not include a method of how each site will ensure the safety of participating students. | Applicant’s description of plan to ensure the safety of participating students is **unclear.** | Applicant’s description of plan to ensure the safety of participating students is **clear.** | Applicant’s description of plan to ensure the safety of participating students is **clear**.  Applicant provides detailed information for the following:   * How the safety of children will be maintained on-site * How students will travel safely to and from the site, including the type(s) of vehicle(s) used * Maximum length of travel to and from the site(s) * How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act * How the facility will safely accommodate the proposed number of students |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.3.8 Sustainability Plan | | | |
| Applicant must provide evidence of a preliminary sustainability plan to show how the community learning center will continue the same level of service when funding is reduced to 80% in year 3, and ultimately, after 21st CCLC funding ends. Applicant must also describe 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 three-year grant funding ends. | | | |
| 0 | 1-2 Points | 3-4 Points | 5-6 Points |
| No Response  Or  Applicant’s process does not include a method of how the community learning center will continue the same level of service when funding is reduced to 80% in year 3, and ultimately, after 21st CCLC funding ends and how the program will identify and engage in collaborative partnerships. | Applicant’s description of plan to show how the community learning center will continue the same level of service when funding is reduced to 80% in year 3, and ultimately, after 21st CCLC funding ends is **vague** or **unclear.**  The plan shows **limited evidence** of how the program will identify and engage in collaborative partnerships.  The description of the investments that each partner will make in the program and the associated timeframes for securing each contribution is **limited**. | Applicant’s description of plan to show how the community learning center will continue the same level of service when funding is reduced to 80% in year 3, and ultimately, after 21st CCLC funding ends is **clear.**  The plan shows **moderate evidence** of how the program will identify and engage in collaborative partnerships.  The description of the investments that each partner will make in the program and the associated timeframes for securing each contribution is **moderate**. | Applicant’s description of plan to show how the community learning center will continue the same level of service when funding is reduced to 80% in year 3, and ultimately, after 21st CCLC funding ends is **clear.**  The plan shows **strong evidence** of how the program will identify and engage in collaborative partnerships.  The description of the investments that each partner will make in the program and the associated timeframes for securing each contribution is **clear and concise**. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.4.1 Evaluation Plan | | | |
| Applicant must describe the specific processes used to secure an external evaluator to conduct the ongoing evaluation component of their programs. Applicant must also describe 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. Applicant must also describe how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request. | | | |
| 0 | 1-3 Points | 4-6 Points | 7-10 Points |
| No Response  Or  Applicant’s process does not include a method of how an external evaluator will be secured.  Applicant’s process does not include a method of how the evaluation plan will be implemented.  Applicant’s process does not include a method of how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request. | Applicant’s description of the process for securing an external evaluator is **vague** or **unclear.**  Applicant’s description of the process for implementing 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 is **vague** or **unclear.**  Applicant describes the process for making the results of evaluation available. | Applicant provides a **clear** description of the process for securing an external evaluator**.**  Applicant provides a **clear** description of the process for implementing 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.  Applicant describes the process for making the results of evaluation available.  Applicant provides a **clear** description of the qualifications of the evaluator.  Applicant includes established performance measures and *MDE’s Expected Reporting Outcomes.* | Applicant provides a **clear** description of the process for securing an external evaluator**.**  Applicant provides a **clear** description of the process for implementing 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.  Applicant describes the process for making the results of evaluation available.  Applicant provides a **clear** description of the qualifications of the evaluator.  Applicant includes established performance measures and *MDE’s Expected Reporting Outcomes.*  Applicant ensures it will have access to the data necessary to analyze its objectives, detailed methods anticipated for data collection and a timeline for collecting data to establish continuous and overall assessment of objectives progress. |
| **TOTAL SCORE** |  |  |  |
| Comments: | | | |