



21st Century Community Learning Centers

Scoring Rubric

2025–26 | COHORT 20



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 2025–26/Cohort 20 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 17–19. Track B is for current grantees who have an active grant in cohorts 17–19 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.

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

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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	<i>Element score</i>
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	<i>Element score</i>

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.	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
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	<i>Element score</i>
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	<i>Element score</i>
Total Score				/12
Comments:				



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 with program goals, measurable objectives (at least 2 per goal), program activities to be undertaken to accomplish each objective, measures of effectiveness, 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	<i>Element score</i>
2. The applicant included at least four program goals in the table, specifically aligned to the state performance goals. <ol style="list-style-type: none"> a. <i>Academic</i>—At least one goal measures student academic gains in mathematics and/or reading and/or science. 	1	2	3	<i>Element score</i>

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
<p>b. <i>Behavioral</i>—One goal measures improvement in student behaviors.</p> <p>c. <i>Program quality</i>—One goal measures quality program implementation and improvement strategies.</p> <p>d. <i>Family engagement</i>—One goal measures active and meaningful family engagement and educational opportunities.</p>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
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	<i>Element score</i>
4. The applicant describes the measures of effectiveness 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	<i>Element score</i>
5. The applicant describes how the activities are expected to improve student academic achievement as well as overall student success.	1	2	3	<i>Element score</i>
6. The described program activities have a clear content area and are specific to the needs of the targeted population of students.	1	2	3	<i>Element score</i>
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	1	2	3	<i>Element score</i>

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
and workforce preparation, and positive youth development of students.	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
8. The applicant describes how the proposed activities will meet the measures of effectiveness described in this section	1	2	3	<i>Element score</i>
Total Score				/24
Comments:				

Participant Recruitment and Retention

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 (a) identify and (b) reach and recruit students and families from the identified target population.	1	2	3	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>
Total Score				/9
Comments:				

Family Engagement and Educational Strategies

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
<p>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.</p>	1	2	3	<i>Element score</i>
Total Score				/3
<p>Comments:</p>				

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	<i>Element score</i>
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	<i>Element score</i>
Total Score				/6
Comments:				

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 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	<i>Element score</i>
2. 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	<i>Element score</i>
3. 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. 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.	1	2	3	<i>Element score</i>

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
Total Score				/9
<p>Comments:</p>				

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	Element score
2. The applicant describes how the community was notified of an intent to apply and that the completed application will be available for public review after submission of the application.	1	2	3	<i>Element score</i>
Total Score				/6
Comments:				



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 describes the proposed partnership between the local education agency, community-based organization, and other public or private entities, if appropriate.	1	2	3	<i>Element score</i>
2. The applicant describes the organizational staffing design 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	<i>Element score</i>
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 which each staff position will be involved in other districts or	1	2	3	<i>Element score</i>

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
organizational capacities, and how and by whom they will be supervised.	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
4. The applicant describes how appropriately qualified people will be encouraged and used to serve as volunteers if the applicant plans to use volunteers in activities carried out through the community learning center	1	2	3	<i>Element score</i>
5. The applicant identifies strategies to recruit and maintain <i>high-quality staff</i> ¹ that will facilitate the implementation of <i>student-focused learning</i> ² that aligns with the challenging state academic standards and goes beyond the <i>traditional classroom activities</i> . ³	1	2	3	<i>Element score</i>
6. The applicant describes a professional development plan (PDP) that supports the following:	<i>(Please assign points below for each indicator described in the PDP.)</i>			
a. Implementation of the 21st CCLC goals, objectives, and activities.	1	2	3	<i>Element score</i>

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

² 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.

³ 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
b. Implementation of evidence-based instructional practices in the design and implementation of the program structure and activities.	1	2	3	<i>Element score</i>
c. How the program will provide ongoing professional development, training, and evaluation. Dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development.	1	2	3	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>
f. Provide feedback/coaching to staff regarding their practice. Score for Track B Only	1	2	3	<i>Element score</i>
7. Provide a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of the grant (2025-	1	2	3	<i>Element score</i>

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
26 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 2025.	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
Total Score (Track A)				/33
Total Score (Track B)				/36
Comments:				



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. Score for Track B Only.	1	2	3	<i>Element score</i>
2. The applicant outlines specific methods, timelines, and staff responsible for implementing the Social Emotional Learning Program Quality Assessment (SELPQA) including preparation and completion of site level team self-assessments, external assessments by the local evaluator,	1	2	3	<i>Element score</i>

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
uploading scores in Scores Reporter, and developing improvement goals and supports.	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
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	<i>Element Score</i>
Total Score (Track A)				/6
Total Score (Track B)				/9
Comments:				



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	<i>Element score</i>
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	<i>Element score</i>

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	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>

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
to continue the original level of service to the original number of students proposed to be served.	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
Total Score				/15
Comments:				



Section F) Budget Narrative

✓ Yes/No Checklist

Purpose

In EGMS, 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 2025 through August 2026. 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	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>

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.).	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
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	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>
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	<i>Element score</i>

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	<i>Element score</i>
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	<i>Element score</i>
Total Score			/11



Section G) Required Appendices Uploaded as Attachments in EGMS



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	<i>Element score</i>
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.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<i>Element score</i>
3. Current, signed or draft 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	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<i>Element score</i>

Required Elements	(No Points Awarded if Checked)	(1 Point Awarded if Checked)	Element Score
contributions. It clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant.	<i>See above for score</i>	<i>See above for score</i>	<i>See above for score</i>
4. Criteria for Data Sharing Agreement—The applicant includes a signed or draft data sharing agreement that clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant. The agreement 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 as outlined in the assurances and Evaluation section of the narrative.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<i>Element score</i>
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.	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<i>Element score</i>
Total Score			/5
Comments:			



Section H) Priority Funding

+ Priority Funding

Purpose

Priority funding will be awarded points to applicants who meet the following criteria:

1. Programs demonstrating that the proposed activities are, as of the date of the submission of the application, not accessible to students or services that would expand access to high-quality services available within the community.
2. Programs demonstrating that they propose to target students (and their families), who primarily attend schools that are, a) identified for comprehensive or targeted support and improvement and, b) enroll students who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities.
3. Rural Education Agencies (LEAs) that propose to serve a school with a free and reduced lunch rate of at least 40% or higher.
4. Geographic Diversity - Priority will be given to applicants in Adams, Asotin, Clallam, Columbia, Ferry, Garfield, Island, Jefferson, Kitsap, Kittitas, Lincoln, Skamania, Stevens, Wahkiakum, Whatcom, and Whitman counties. (14 points).

Priority points will be awarded by OSPI as a final step – grant readers to not need to score these areas.



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Washington Office of Superintendent of
PUBLIC INSTRUCTION