Evaluative Guidelines for Score Point Descriptors

West Virginia DEPARTMENT OF EDUCATION

POINTS			
Zero	One	Two	Three
Information not provided, does not meet criteria, or is inaccurate.	Met some but not all identified criteria. Requires substantial clarification or corrections.	Address criteria but did not provide thorough detail. Adequate response but could benefit from additional clarification.	Met all criteria with high quality. Clear, concise, and well thought-out.

Scoring Rubric

West Virginia DEPARTMENT OF EDUCATION

SECTION 1. STATEMENT OF NEED		POINTS			
		Zero	One	Two	Three
1.	The narrative defines the needs and risk factors of students, including student subgroups, using current, specific, and correctly cited data to document those needs.	Relevant data are missing or not connected to needs and risk factors. Citations are not provided or are incorrect	Relevant data are partially provided for academic or social-emotional student needs, but substantial clarification is needed. Data are supported by some citations, or some citations are lacking, or older than 3 years.	Relevant data are sufficiently provided for both academic and social-emotional student needs but is not thoroughly developed. Data are supported by citations that are current (less than 3 years).	Relevant data are provided for both academic and social-emotional needs, and the data are clearly connected to the identified needs and risk factors. Data are supported by citations that are current.
2.	The narrative defines the current local, data-based needs of parents and families to be served by the grant program.	Relevant data are missing or not connected to needs.	Relevant data are partially provided, but substantial clarification is needed.	Relevant data are sufficiently provided but could benefit from additional clarification.	Relevant data are provided, and the data are clearly connected to the identified needs.
3.	The narrative describes current afterschool services in the identified community and how the grant will provide new services and activities or serve additional students.	Rationale is missing, or existing and new services are not listed.	Rationale as well as current and new services are listed, but substantial clarification is needed.	Rationale as well as current and new services are listed but could benefit from additional clarification.	Rationale as well as current and new services are listed, with clear connections to existing community needs.

SECTION 2. ACTION PLAN		POINTS			
		Zero	One	Two	Three
4.	**Goal 1: Objectives** Goal 1 includes a minimum of two objectives to meet the statewide goal of increasing academic achievement. Program objectives are Specific, Measurable, Attainable, Realistic, and Time-Bound (S.M.A.R.T.).	No objectives are described as having S.M.A.R.T. attributes or are not linked to Goal 1.	Some S.M.A.R.T. attributes are present across the objectives, but many attributes are missing or not specified correctly.	Most S.M.A.R.T. attributes are present across the objectives, but some attributes are missing or not specified correctly.	All S.M.A.R.T. attributes are present across the objectives.
5.	**Goal 1: Strategies** Goal 1 strategies describe actions needed to meet outcomes and ultimately annual objectives.	Strategies are missing or do not include any details regarding actions, persons responsible, frequency, and resources required.	Strategies include some details regarding actions, persons responsible, frequency, and resources required, or the details are not likely to be feasible.	Strategies include most details regarding actions, persons responsible, frequency, and resources required, but the details are not fully clear.	Strategies include all details regarding actions, persons responsible, frequency, and resources required, and details are clear and likely to lead to meeting the objectives.
6.	**Goal 1: Outcomes** Goal 1 outcomes identify short-term, specific, attainable, measurable changes that will likely occur as a direct result of listed strategies and that will be used to demonstrate progress toward annual objectives.	Interim targets are missing or are not aligned with the Goal 1 objective.	Interim targets are mostly aligned with Goal 1 objectives, but few or no timeframes and precise targets are provided.	Interim targets are aligned with Goal 1 objectives, and most timeframes or precise targets are provided.	Interim targets are aligned with Goal 1 objectives and specific details include timeframes and precise targets.
7.	**Goal 1: Progress Indicator(s)** Goal 1 progress indicators include data sources and methods used to measure short-term outcomes.	Tools are not listed or are not connected with the outcomes.	Tools are listed, but do not adequately measure the outcomes or may not be feasible measures.	Tools are listed, but not every tool is clearly mapped to the outcomes or not all may be feasible.	Tools are listed, clearly mapped to the outcomes, and are feasible.

SECTION 2. ACTION PLAN		POINTS			
		Zero	One	Two	Three
8.	**Goal 1: Evaluation Plan** Goal 1 evaluation plan describes the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how information will drive changes in program decision-making.	Evaluation plan is missing or does not describe responsible persons or frequency of using the tools.	Evaluation plan describes at least responsible persons or frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools, including a clear explanation of how the evidence will be used in decision-making to drive change.
9.	**Goal 2: Objectives** Goal 2 includes a minimum of two objectives to meet the statewide goal of improving family engagement. Program objectives must be Specific, Measurable, Attainable, Realistic, and Time-Bound (S.M.A.R.T.).	No objectives are described as having S.M.A.R.T. attributes or are not linked to Goal 2.	Some S.M.A.R.T. attributes are present across the objectives, but many attributes are missing or not specified correctly.	Most S.M.A.R.T. attributes are present across the objectives, but some attributes are missing or not specified correctly.	All S.M.A.R.T. attributes are present across the objectives.
10.	**Goal 2: Strategies** Goal 2 strategies describe actions needed to meet outcomes and ultimately annual objectives.	Strategies are missing or do not include any details regarding actions, persons responsible, frequency, and resources required.	Strategies include some details regarding actions, persons responsible, frequency, and resources required, or the details are not likely to be feasible.	Strategies include most details regarding actions, persons responsible, frequency, and resources required, but the details are not fully clear.	Strategies include all details regarding actions, persons responsible, frequency, and resources required, and details are clear and likely to lead to meeting the objectives.
11.	**Goal 2: Outcomes** Goal 2 outcomes identify short-term, specific, attainable, measurable changes that will likely occur as a direct result of listed strategies and that will be used to demonstrate progress toward annual objectives.	Interim targets are missing or are not aligned with the Goal 2 objectives.	Interim targets are mostly aligned with Goal 2 objectives, but few or no timeframes and precise targets are provided.	Interim targets are aligned with Goal 2 objectives, and most timeframes or precise targets are provided.	Interim targets are aligned with Goal 2 objectives and specific details include timeframes and precise targets.

SECTION 2. ACTION PLAN		POINTS			
		Zero	One	Two	Three
12.	Goal 2: Progress Indicator(s) Goal 2 progress indicators include data sources and methods used to measure short-term outcomes.	Tools are not listed or are not connected with the outcomes.	Tools are listed, but do not adequately measure the outcomes or may not be feasible measures.	Tools are listed, but not every tool is clearly mapped to the outcomes or not all may be feasible.	Tools are listed, clearly mapped to the outcomes, and are feasible.
13.	Goal 2: Evaluation Plan Goal 2 evaluation plan describes the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how information will drive changes in program decision-making.	Evaluation plan is missing or does not describe responsible persons or frequency of using the tools.	Evaluation plan describes at least responsible persons or frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools, including a clear explanation of how the evidence will be used in decision-making to drive change.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		Zero	One	Two	Three
14.	The narrative explains strategies for recruiting and retaining at-risk students and maximizing these students' participation, including a description of how practices will be equitable and inclusive.	Recruitment and retention strategies are not provided or are entirely passive (e.g., only sending out flyers, "open to all").	Recruitment and retention plan provides some details on either engaging at-risk students or credible strategies.	Recruitment and retention plan provides details on both engaging targeted at-risk students and credible strategies, but the descriptions are not complete or likely to lead to success.	Recruitment and retention plan to engage at-risk, targeted students is both reasonable and success probable. Credible strategies to maximize both the number of students attending and continue participating are well explained.
15.	The narrative explains how the program will ensure equitable access to, and participation by, students and program personnel with special needs.	No procedures exist to support students with IEPs, 504 Plans, and English Learner Plans.	A procedure is mentioned that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but is not specific or is not set-up to meet individualized student needs.	An adequate procedure is described that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but the details included for staffing and resources are not thorough.	Equitable access is provided for all students and procedures exist to support students with IEPs, 504 Plans, and English Learner Plans, with specific details included for staffing and resources.
16.	The program implementation plan includes the number of hours of programming per week provided for students and weeks of programming per year within the regular school year. Applicant indicates a minimum requirement of 250 hours during the school year will be met.	Details are missing for the program calendar or programming time does not add up to 250 hours during the school year.	Details are unclear as to whether the program starts by October 15th and meets the requirements of 250 program hours during the school year.	The program starts by October 15th and meets the requirements of 250 program hours during the school year.	The program starts by October 15th and exceeds the requirements of 250 program hours during the school year.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		Zero	One	Two	Three
17.	The program implementation plan includes a tentative schedule with time allotted to program components and activities and ensures separate times for meals, homework assistance/tutoring, and enrichment activities.	Program schedule is missing, of poor quality, not pre-determined, or required components are missing.	A program schedule is present but may be unclear with details or timeframes or may be missing components.	The description of the tentative schedule contains times for activities as well as details regarding the time allotted to program components and activities, including at least separate times for meals, homework assistance/tutoring, and enrichment activities.	The description of the tentative schedule is flexible and contains adequate times for activities as well as details regarding the time allotted to program components and activities, including at least separate times for meals, homework assistance/tutoring, and enrichment activities.
18.	The program implementation plan describes the use of evidence-based practices or curriculum for ELA that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and the WVCCR ELA content standards	The proposed practices or curriculum are described as evidence-based, but not aligned with either the action plan or the WVCCR ELA content standards.	The proposed practices or curriculum are described as evidence-based, aligned with the action plan and the WVCCR ELA content standards, but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and the WVCCR ELA content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		Zero	One	Two	Three
19.	The program implementation plan describes the use of evidence-based practices or curriculum for mathematics that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and the WVCCR mathematics content standards	The proposed practices or curriculum are described as evidence-based, but not aligned with either the action plan or the WVCCR mathematics content standards.	The proposed practices or curriculum are described as evidence-based but aligned with the action plan and the WVCCR mathematics content standards but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and the WVCCR mathematics content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.
20.	The program implementation plan describes the use of evidence-based practices or curriculum for enrichment that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and any relevant WVCCR content standards	The proposed practices or curriculum are described as evidence-based, but not aligned with either the action plan or any relevant WVCCR content standards.	The proposed practices or curriculum are described as evidence-based but aligned with the action plan and any relevant WVCCR content standards but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and any relevant WVCCR content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		Zero	One	Two	Three
21.	The continuous quality improvement (CQI) process that includes details related to staffing, timeframes, and rubrics/instruments (e.g., WV Afterschool Program Quality Standards).	A plan for CQI processes is not included, is missing multiple components, or is not a CQI process.	A plan is described for CQI processes, but there are minimal details related to staffing, timeframes, or rubrics/instruments	A plan is described for CQI processes with details related to staffing, timeframes, and rubrics/instruments, but could benefit from additional clarification.	A plan is fully described for CQI processes with details related to staffing, timeframes, and rubrics/instruments. Stakeholders are involved in the CQI processes and receive regular updates and/or results.

SECTION 4. PARENT AND FAMILY ENGAGEMENT		POINTS			
		Zero	One	Two	Three
22.	The family engagement plan is linked to the needs identified in the Statement of Need section as well as the Action Plan.	The family engagement plan is either missing or is not connected to the Statement of Need and the Action Plan.	The family engagement plan is linked with the Statement of Need or the Action Plan, but not both.	The family engagement plan is linked with the Statement of Need as well as the Action Plan but could benefit from additional clarification.	The family engagement plan is clearly linked with the Statement of Need as well as the Action Plan.
23.	The family engagement plan describes how the program will involve parents, families, and/or community members. Family engagement activities are aimed at improving parents'/guardians' involvement in their children's learning either at home, at programs sponsored by the center, at school, or elsewhere.	Family engagement activities are not described or will likely have negligible or adverse impacts.	Family engagement activities are described, but the tentative impact or the feasibility of the methods require substantial clarifications or corrections.	The family engagement activities will likely lead to positive impacts with family engagement, but it is unclear how community member support is involved or how consistent staff-family communications will occur.	The family engagement activities will likely lead to positive impacts with family engagement, including support by community members and regular interactions between program staff and families.
24.	The family engagement plan describes implementation plans using evidence-based practices and/or curriculum.	The proposed plan is missing evidence-based practices or uses undocumented sources.	The proposed plan mentions best practices, but the evidenced-based connections are unclear.	The proposed plan describes best practices, but the details are not fully connected with nationally recognized databases or research-backed sources.	The proposed plan is clearly linked with nationally recognized databases or research-backed practices that have been vetted by experts in youth development and related fields.

SECTION 4. PARENT AND FAMILY ENGAGEMENT		POINTS			
		Zero	One	Two	Three
25.	The family engagement plan includes steps to ensure equitable access to, and participation by, family members, including those with special needs.	The proposed plan does not include steps to ensure that all family members will have equitable access.	The proposed plan vaguely describes equitable access and inclusion but requires substantial clarification.	The proposed plan describes strategies to better ensure equitable access and inclusion but could benefit from additional clarification.	The proposed plan is detailed and will likely lead to equitable access and inclusion for all family members across various demographics and exceptionalities.

SECTION 5. FACILITY PLAN		POINTS			
		Zero	One	Two	Three
26.	The narrative describes plans for facility use, including the interior and exterior space of each facility that is used, how the rooms and outside areas will be sufficient for all afterschool program activities and number of anticipated students, and how the facility is accessible to persons with disabilities. Each afterschool site facility is described.	The facility plan is missing, or it cannot be determined if the facility can meet the stated various needs, including accessibility.	There is a facility plan for some but not all of the facilities being used, or the descriptions provided are vague and do not guarantee that the stated various needs of students will be met.	There is a facility plan for every facility used, but additional clarification is needed on the ways in which the capacity, resource, and accessibility needs of all students will be met.	There is a complete facility plan for every facility used that safely and fully meets the capacity, resource, and accessibility needs of all students in a way that is developmentally appropriate.
27.	The facility plan explains how student travel (e.g., dismissal procedures, busing) to and from the 21st CCLC site will be safe and, if applicable, includes a description of the entity responsible for providing dependable vehicles and screened, qualified drivers.	The facility plan does not describe transportation provisions or does not provide details that ensure student safety.	The facility plan provides generic details related to student travel to and from the afterschool sites, but the information is not specific to each site, or clarification is needed to ensure student safety.	The facility plan contains information for each site, and provides details that ensure student safety, but could benefit from additional clarification.	The facility plan describes all viable and applicable transportation options provided for students and provides clear details that ensure student safety.
28.	The plans for emergency exit and emergency readiness are created or modified for the afterschool program and each site, and describe, how information will be communicated to the staff, students, and parents, and how drills will be conducted.	The plans are missing or meet very few criteria.	The plans address some components, but not all, and those addressed require substantial clarification.	The plans meet most specified criteria, and all components are described, but could benefit from additional clarification on a specific component.	The plans meet all specified criteria, is specified to each site, accounts for multiple different plausible scenarios, and will be clearly communicated to all stakeholders.

SECTION 6. PROGRAM PERSONNEL		POINTS			
		Zero	One	Two	Three
29.	All staff roles and responsibilities are described using a chart that specifies details for the program director, collaborative liaison, evaluator, data collection and maintenance staff, and at least one staff member per site certified in both CPR and first aid.	Many roles are missing or are not provided with any descriptive detail.	A narrative or chart is used to delineate staff roles and responsibilities, but some roles are missing, or descriptions are unspecified.	A chart is used to delineate all staff roles and responsibilities across all sites, but additional detail is needed for specific staff.	A chart is used to clearly delineate all staff roles and responsibilities across all sites. Staff descriptions are clear and complete.
30.	The narrative describes a process to improve staff capabilities, including assessment of staff knowledge and expertise, targeted professional development based on staff assessment and/or performance evaluations, annual performance evaluation and feedback, and attendance at required WVDE professional development offerings as described in the RFP.	A process is not described or is missing the use of data in decision-making.	The process describes some required criteria, but some are missing.	The process describes all required criteria but could benefit from additional details and clarification.	The process describes all required criteria and will likely lead to improved staff capabilities, with specific plans for new staff as well as addressing on-going staff needs.
31.	The narrative describes procedures for relevant screening and hiring processes and how the staff-to-student ratio assures participant safety as well as the highest quality of program delivery.	The procedures are missing or do not assure student safety.	The procedures are poorly defined and are missing specific details.	Vetting and hiring procedures are described for all staff and regular volunteers (including state-level background checks), but additional clarification is needed with respect to staff-to-student ratios, implementation plans, or timeline.	Vetting procedures are described for all staff and regular volunteers (including state-level background checks), hiring procedures are clear and relevant to providing high quality program delivery, and staff-to-student ratios are specific to different activity types and grade-spans.

SECTION 7. COLLABORATION		POINTS			
		Zero	One	Two	Three
32.	The narrative describes how the applicant will actively collaborate with the attending students' schools to develop and implement the program. The applicant describes how they consulted with the leadership of private schools located in the services area. Private School Consultation form is uploaded in the "Related Documents" section.	The plan for connecting the regular school day and afterschool programming is not present or is unapparent. No MOUs are included. No Private School Consultation form is included.	The plan for connecting the regular school day and afterschool program is not comprehensive and does not include multiple school day staff. An MOU is included for at least one school served. Private School Consultation form is included.	The plan for connecting the regular school day and afterschool program includes multiple school day staff but lacks detail. An MOU is included for each school served. Private School Consultation form is included.	The plan for connecting the regular school day and afterschool programming is based on consistent communication and feedback from educators, school administration, and support staff. An MOU is included for each school served. Private School Consultation form is included.
33.	The narrative describes the data-sharing process for accessing student records, sharing data and evaluation results, and for gaining parent consent to access and use student data, if applicable. Plans are described to use data in evaluation and continuous quality improvement (CQI).	Data-sharing, evaluation, and CQI plans are missing. No MOUs for any schools served include a data-sharing agreement.	Data-sharing, evaluation, and CQI plans are lacking and require substantial clarification. Some MOUs signed by schools served include a data-sharing agreement.	Data-sharing, evaluation, and CQI plans are described but could benefit from additional clarification. The MOUs signed by each school served includes a data-sharing agreement.	Data-sharing, evaluation, and CQI plans are clear and well described. The MOUs signed by each school served includes a data-sharing agreement.
34.	A chart describes the support provided by the main partner organizations detailing their summary of services and connections to Action Plan objectives. MOUs are included for main partners in the "Related Documents" section. *If there is a co-applicant: (1) the co-applicant is listed in the chart; (2) their capacity to implement OST is described; and, (3) the narrative explains how the proposal was jointly submitted.*	A chart is incomplete or missing, or there are no MOUs included.	The chart includes at least one partner. The chart contains some of the information requested. The applicant lists more than one partner, but an MOU is not included.	The chart includes at least two partners, including any co-applicant partner. The chart contains the information requested, but more detail is needed. Each partner has a signed MOU.	The chart includes at least three partners, including any co-applicant partner. All information is included in detail and each partner has a signed MOU.

SECTION 8. SUSTAINABILITY		POINTS			
		Zero	One	Two	Three
35.	The narrative describes the Advisory Council, including who will be a member, frequency of meetings, and the methods they will use to support and sustain the program.	The narrative does not mention the Advisory Council and its role or most of the information is missing.	The narrative includes a partial description of the Advisory Council and its role; some information is missing.	The narrative includes a description of the Advisory Council and its role but could benefit from additional details.	The narrative includes a complete, detailed description of the Advisory Council and its role, and is a diverse representation of stakeholders.
36.	The sustainability plan details how the applicant will provide the program as described with reduced 21st CCLC funding, how other sources of funding will be leveraged to supplement the grant award, and how partnerships will support the afterschool program after the 21st CCLC grant funding cycle ends.	The sustainability plan is not present, is missing most of the requested elements, or is inadequate.	The sustainability plan is missing some of the requested elements or may not be likely to lead to sustainability.	The sustainability plan addresses all requested elements but could benefit from some additional details.	The sustainability plan thoroughly describes the requested elements and is likely to result in the program providing the same level of services in years 4 and 5 and continuing after the grant ends.

SECTION 9A. ORGANIZATIONAL CAPACITY – NEW APPLICANTS		POINTS			
		Zero	One	Two	Three
37a.	The narrative describes the applicant's capacity and experience implementing successful, quality afterschool programs that support students' academic performance and positive youth development and their ability to evaluate and measure program effectiveness.	The applicant (or co-applicant) has no experience in implementing afterschool programming or most of the requested information is missing.	Not all elements are described, or it is unclear that the applicant is likely to implement and effectively evaluate a high-quality program.	The applicant describes all the elements but could benefit from some additional details.	The applicant thoroughly describes all elements and is likely to implement and effectively evaluate a high-quality program.
38a.	The narrative describes the applicant's capacity and methods to implement a 21st CCLC grant successfully, and specifically, their ability to manage federal funds.	Description of organizational capacity and administrative methods is missing. Audit and any findings are not mentioned.	Substantial clarification is required to determine the applicant's capacity and methods, or applicant does not have previous experience. Audit is mentioned but findings are unknown.	The capacity and administrative methods are adequate, but additional detail is needed. No audit finding in the past two years, or any findings have been sufficiently addressed.	The capacity and administrative methods for managing federal funds are thoroughly described. No audit findings in the past two years.

SECTION 9B. ORGANIZATIONAL CAPACITY – PRIOR HISTORY – PREVIOUSLY FUNDED APPLICANTS		POINTS			
		Zero	One	Two	Three
37b.	The narrative describes the applicant's past experience and success implementing a 21st CCLC grant, including how the program improved: (1) student academic performance and achievement, and, (2) family engagement. This description should also include the number of hours operated during the last year of grant funding and the average daily attendance.	Data are lacking or not clearly stated.	Provided some data regarding the past performance but substantial clarification is needed, or most elements were not provided.	Provided adequate data-informed response of the past performance but additional details and clarification would be of benefit.	Provided clear, detailed, data-informed outcomes and successes of last grant.
38b.	The narrative describes how the applicant previously increased in sustainability since receiving 21st CCLC funding and how a new grant award will allow the applicant to create a greater impact with the students, families, and communities in which they work. If the applicant had any audit findings over the last two fiscal years, they are to describe the findings and measures performed to remedy findings.	Information is not provided or not clearly stated. Audit is not mentioned.	Described some information but not all identified criteria regarding sustained efforts and new funding's impact. Audit is mentioned but findings are unknown.	Described sustainability impact on program and how the new funding will create a greater impact but could benefit from additional clarification. No audit finding in the past two years, or any findings have been sufficiently addressed.	Provided detailed information on how their sustainability efforts have increased their effectiveness. It is evident that new funding will provide a greater impact and build on past programs. No audit findings.

SECTION 10. BUDGET		POINTS			
		Zero	One	Two	Three
39.	The budget narrative and detail include **a complete, mathematical basis** for estimating the costs (e.g., salaries, fringe benefits, travel, student transportation, materials and supplies, consultant and subcontracting fees, program evaluation, indirect costs, and other program expenditures). Background checks and required 21st CCLC state trainings should be listed in budget.	The budget does not contain adequate mathematical basis for costs and may not include background checks or required trainings.	The budget contains mathematical basis but requires substantial clarifications or corrections. Background checks or required training may not be included.	The budget contains details on how costs are calculated but could benefit from additional clarification. Background checks and required trainings are included.	The budget is well-constructed and details how costs were calculated. Background checks and required trainings are included.
40.	The budget and budget narrative are reasonable for the planned afterschool program. The number of students served with the proposed budget/in-kind support is sensible and sufficient; each site is provided with adequate staff, supplies, transportation, etc.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) do not support the afterschool plan.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) partially support the afterschool plan. Requires substantial clarifications or corrections.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) are adequate for the afterschool plan but could benefit from additional clarification.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) support the afterschool plan provided in the narrative. The budget is clear, concise, and well described.
41.	Administrative costs are 30% or less and are clearly listed. The Administrative Cost Worksheet is uploaded, complete, and meets the 30% limit. If an indirect cost rate is not utilized, then the indirect costs on the worksheet are clearly listed and do not exceed 8%.	It cannot be determined if budget separates administrative costs from programmatic costs, and worksheet is not complete or not correct.	n/a	n/a	The budget clearly separates administrative and programmatic costs. The worksheet is complete and correct.