

**Utah State Board of Education (USBE)  
American Rescue Plan Act (ARPA)  
Rubric for Afterschool and Summer Funding Application**

## ARPA Afterschool and Summer Grant Application

### Planning Requirements

- Planning and Collaboration Efforts - must collaborate with Local Education Agencies (LEA) attended by students and one community-based organization.
  - LEA Collaboration
    - Provide details on how the grant is supported by the LEA(s) from which most of your students attend.
    - Describe joint planning that occurred between the LEA and applicant. Include alignment information between proposed project goals and the LEA goals.
  - Community Based Organization Collaboration
    - Describe how the lead applicant developed the plan in collaboration with at least one community-based organization or local business.
  
- Alignment with Existing Funding Sources
  - Describe how the additional funds will align and support or supplement your organization’s existing afterschool or summer programming plans.
  - Describe how the program will align with other federal and state programs.
  - Must complete the Gap Analysis form.

### SCORING RUBRIC - Planning Requirements (20 Points)

**Planning and Collaboration Efforts:** There is explanation of how key collaborations will support the goals and outcomes of the grant.

<b>Marginal (1-3 Points)</b>	<b>Somewhat Rigorous (4-7 Points)</b>	<b>Most Rigorous (8-10 Points)</b>
<ul style="list-style-type: none"> <li>● There is little or no explanation of key collaborations and no connection to how collaborations will support the goals and outcomes of the grant.</li> <li>● Little or no planning efforts described.</li> <li>● Limited alignment between proposed project goals and LEA goals.</li> </ul>	<ul style="list-style-type: none"> <li>● There is some explanation of key collaborations and connection to how collaborations will support the goals and outcomes of the grant.</li> <li>● Some mention of planning efforts, but no specific details.</li> <li>● Some alignment between proposed project goals and LEA goals.</li> </ul>	<ul style="list-style-type: none"> <li>● There is a detailed explanation of key collaborations and clear connection to how collaborations will support the goals and outcomes of the grant.</li> <li>● Specific details of planning efforts and how they will support the goals and outcomes of the project.</li> <li>● Stated alignment between proposed project goals and LEA goals.</li> </ul>

**Alignment with Existing Funding Sources:** There is a detailed description of how the applicant organization will align additional funds with other federal and state funds.

<b>Marginal (1-3 Points)</b>	<b>Somewhat Rigorous (4-7 Points)</b>	<b>Most Rigorous (8-10 Points)</b>
<ul style="list-style-type: none"> <li>• There is little or no description of how the proposed project will align with other funds.</li> <li>• No connection to Gap Analysis form.</li> </ul>	<ul style="list-style-type: none"> <li>• There is some description of how the proposed project will align with other funds.</li> <li>• Some connection to Gap Analysis form.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a detailed description of how the proposed project will align with other funds.</li> <li>• Clear connection to Gap Analysis form.</li> </ul>

### Program Implementation

<b>Organization Information</b>	<b>Response</b>
Lead Organization Name:	
Physical Address:	
Website Address:	
List all Program Sites included in Project:	
List of Additional Partner Organizations/LEAs participating in the final program:	
Afterschool Funds Requested (all proposed program sites combined):	
Summer Learning Funds Requested (all proposed program sites combined):	
Total Amount of Funds Requested (all proposed program sites combined):	
Type of Application:	<input type="checkbox"/> New Application – request to fund new project <input type="checkbox"/> Supplemental Application - request to expand or enhance current afterschool or summer programming <input type="checkbox"/> Expanded Application – request to add new program afterschool or summer programming and expand current afterschool or summer programming
Main Grant Contact Name (First and Last) Email Phone	
Please select all the grant types the organization receives:	<input type="checkbox"/> USBE 21 <sup>st</sup> CCLC Grant <input type="checkbox"/> USBE IGP Grant <input type="checkbox"/> USBE PQE Grant <input type="checkbox"/> USBE PFSS Grant <input type="checkbox"/> DWS, OCC IGP Grant <input type="checkbox"/> DWS, OCC PQE Grant <input type="checkbox"/> DWS, OCC Match Partnership Grant <input type="checkbox"/> DWS, OCC TAP Grant <input type="checkbox"/> DWS, OCC School Age Program Summer Expansion

	Grant <input type="checkbox"/> DWS, OCC School Age Quality Grant
Do all program sites commit to serve a minimum of 10 youth on an average daily basis (ADA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do all program sites commit to operate a minimum of 10 hours per week and 32 weeks during the school year and 20 hours per week and 6 weeks during summer? If funded, additional information will be requested.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Please submit a document (Word, PDF, Excel - must be a single document under 100 MB) containing the following program operations elements for each program site included in the application for school year and summer programming: <ul style="list-style-type: none"> <li>● Program Site Name</li> <li>● Cost Per Student - amount of funding requested for this site/number of students to be served per year</li> <li>● Proposed Average Daily Attendance</li> <li>● Grades to Be Served</li> <li>● Number of Hours Per Week</li> <li>● Number of Weeks</li> <li>● Weekly Schedule (M-Th. 2:30 to 5:30 &amp; Fri. 2:30 to 5:00)</li> </ul>	
Do all program sites commit to have a sliding fee scale and an advertised free option for students and families who qualify for fee waivers under the school/LEA fee waiver policies?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Briefly describe program fees for all program sites.	
Describe how the plan will include a supervisory role for at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served.	
Will all program sites offer a healthy snack and/or meal?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Competitive (Additional) Priority Points Total: 2 Points Each, total of 18 Points**

<b>Competitive Priorities (2 Points Each)</b>	<b>Must provide explanation in box below to receive the additional points:</b>
<p>1. The program will serve one or more program site(s) with a poverty rate of 40% or higher.</p>	
<p>2. The program plan was developed in collaboration with interagency or community councils, adult and community education, community-based organizations, and parents and students who may be receiving services in the afterschool program.</p>	
<p>3. The program operates 15 hours a week and 36 weeks during the school year and an alternate site is identified in case the center site becomes temporarily unavailable.</p>	
<p>4. The program plan includes a supervisory role for at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served.</p>	
<p>5. The program will offer a healthy snack and/or meal.</p>	
<p>6. The proposed program operates in a rural county (Rural Map and/or Identification in the Small, Rural School Achievement Program, page 23-25). Note: The program can submit other documentation demonstrating rural area.</p>	
<p>7. The proposed program will serve students from a school with an intergenerational poverty (IGP) enrollment rate of 10% or more</p>	

<p>(Find rate on pages 61-65 of <a href="#">Annual IGP Report 2020</a>).</p>	
<p>8. The proposed program serves teen youth (ages 13-18) from middle schools, junior high and high schools.</p>	
<p>9. The proposed program serves Kindergarten students.</p>	

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### Narrative Question

- Describe how the organization will identify and serve students in need, including:
  - Students from economically disadvantaged households;
  - Students from traditionally underserved communities;
  - Students with disabilities;
  - Students identified as needing academic support;
  - Students experiencing homelessness;
  - Students in foster care;
  - Students who are English Learners;
  - Students who have been impacted by COVID-19;
  - Students who missed the most in person instruction for 2019-2020 and 2020-2021 school years;
  - Students who did not consistently participate in remote instruction when offered during school building closures;
  - Students with families engaged in migratory agricultural work; and
  - Students from refugee backgrounds.
  
- Considering the needs of the identified student populations:
  - Explain how the academic enrichment activities, based on evidence-based practices, are tied to supporting students' academic needs, including learning loss related to the coronavirus pandemic.
  - Describe how the organization plans to meet the social emotional and mental health needs of the participating students, utilizing evidence-based practices. Includes details of how the evidence-based practices meet the Every Student Succeeds Act (ESSA) criteria for evidence-based interventions listed below:
    - Has research from studies using a well-implemented experimental or quasi-experimental design (meets ESSA Tier 1 or 2 evidence)
    - Has research showing promising evidence from a well-implemented, correlational study that statistically controls for selection bias (meets ESSA Tier 3 evidence)
    - Has rationale demonstrating the intervention is likely to improve student outcomes, and an effort to study the effects of the intervention is underway (meets ESSA Tier 4 evidence)

**SCORING RUBRIC - Narrative Questions (20 Points Total)**

**A. Narrative Questions:** The organization has provided a comprehensive plan of how the organization will identify and serve students in need, due to the impact of the coronavirus pandemic, including those students from the list provided. Applicant organization also provides specific data sources utilized to identify students in need.

<p><b>Marginal (1-3 Points)</b></p> <ul style="list-style-type: none"> <li>Little or no explanation of how organization will serve students in need due to the impact of the coronavirus pandemic.</li> <li>Limited data provided on how students will be identified for potential participation in program.</li> </ul>	<p><b>Somewhat Rigorous (4-7 Points)</b></p> <ul style="list-style-type: none"> <li>Some explanation of how organization will serve students in need due to the impact of the coronavirus pandemic.</li> <li>Included general data on how students will be identified for potential participation in program, but no specific details.</li> </ul>	<p><b>Most Rigorous (8-10 Points)</b></p> <ul style="list-style-type: none"> <li>Detailed explanation of how organization will serve students in need due to the impact of the coronavirus pandemic.</li> <li>Variety of data provided on how students will be identified for potential participation in program.</li> </ul>
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**B. Narrative Questions:** Based on the needs of the identified student populations, the applicant organization clearly describes how the evidence-based activities support the students' academic and social emotional and mental health needs and how the selected evidence-based activities meet the Every Student Succeeds Act (ESSA) criteria for evidence-based interventions.

<p><b>Marginal (1-3 Points)</b></p> <ul style="list-style-type: none"> <li>Little or no description of how the evidence-based activities will meet the needs of the identified population.</li> <li>Unclear why any of the evidence-based practices have been selected.</li> <li>No mention of how the evidence-based practices meet the Every Student Succeeds Act (ESSA) criteria for evidence-based interventions.</li> </ul>	<p><b>Somewhat Rigorous (4-7 Points)</b></p> <ul style="list-style-type: none"> <li>Some description of how the evidence-based activities will meet the needs of the identified population but lacking clear connection.</li> <li>Somewhat unclear why some of evidence-based practices have been selected.</li> <li>Some mention of how the evidence-based practices meet the Every Student Succeeds Act (ESSA) criteria for evidence-based interventions.</li> </ul>	<p><b>Most Rigorous (8-10 Points)</b></p> <ul style="list-style-type: none"> <li>Detailed description of how the evidence-based activities will meet the needs of the identified population.</li> <li>Clear connection of why all evidence-based practices have been selected.</li> <li>Specific description of how the evidence-based practices meet the Every Student Succeeds Act (ESSA) criteria for evidence-based interventions.</li> </ul>
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### Outcome Requirements

For each outcome, describe how the organization will meet each outcome.

- State Required Outcomes:
  - Expansion of operations (additional hours and weeks) that were supported by this funding
  - Number of identified students in need that were served with additional funding (*unduplicated/distinct students served count*)
  - [Quality Self-Assessment Tool](#) from UAN
  - End of grant award [observation](#) for quality summer and afterschool programs from the UAN (at the conclusion of the program)
- Organization Specific Outcomes:
  - A measure for reducing learning loss related to coronavirus pandemic for students served
  - A measure to build relationships between LEAs and CBOs through the [School Alignment Rubric](#) from the UAN

#### SCORING RUBRIC - Outcome Requirements (20 Points Total)

**Outcome Requirements:** For both the state required and organization outcomes, applicant organization describes how each outcome will be met and their commitment to meeting each outcome over the grant period.

<b>Marginal (1-7 Points)</b>	<b>Somewhat Rigorous (8-15 Points)</b>	<b>Most Rigorous (16-20 Points)</b>
<ul style="list-style-type: none"> <li>● Limited description of how applicant organization will meet each outcome.</li> <li>● No commitment to meeting each outcome requirement.</li> <li>● No mention of measures for reducing learning loss and building relationships with LEAs and CBOs.</li> </ul>	<ul style="list-style-type: none"> <li>● Some description of how applicant organization will meet each outcome.</li> <li>● General commitment to meeting each outcome requirement.</li> <li>● Some detail on measures for reducing learning loss and building relationships with LEAs and CBOs.</li> </ul>	<ul style="list-style-type: none"> <li>● Detailed description of how applicant organization will meet each outcome.</li> <li>● Stated commitment to meeting each outcome requirement.</li> <li>● Specific mention of measures for reducing learning loss and building relationships with LEAs and CBOs.</li> </ul>

### Budget

The Utah State Board of Education (USBE) is distributing these funds by application in alignment with the federal distribution formula. The Utah State Board of Education will be spending the flexible state reserve as follows:

- 1% for evidenced based summer enrichment programs - \$6,155,260.70
- 1% for evidenced based comprehensive after school programs \$6,155,260.70

Application award values:

- o The minimum amount for the total application is \$100,000/year
- o The maximum amount for the total application is \$400,000/year

A single application may apply for either or both of the following funding streams defined in separate budget tables:

- o Evidenced-based summer enrichment program
- o Evidenced-based after school program

Budget Table A. Program budget for Evidenced-based Summer Enrichment Program

<b>Proposed Budget for Evidenced-based summer enrichment program</b>				
<b>Description</b>	Funding Requested – Year One (FY2022)	Funding Requested – Year Two (FY2023)	Funding Requested – Year Three (FY2024)	Funding Requested – TOTAL
A. (100) Salaries				
B (200) Employee Benefits				
C. (300) Purchased Professional & Technical Services				
D. (400) Purchased Property Services				
E. (500) Other Purchased Services				
F. (580) Travel				
G. (600) Supplies/Materials				
H. (800) Other (Exclude Audit Costs)				
<b>I. TOTAL DIRECT COSTS (Lines A through H)</b>				
J. (800) Other (Audit Costs)				
K. Indirect Cost (Restricted Rate)				
L. Property (includes equipment)				
<b>M. TOTAL (Lines I through L)</b>				

Budget Table A. Program budget for Evidenced-based Afterschool Enrichment Program

<b>Proposed Budget for Evidenced-based afterschool program</b>				
<b>Description</b>	Funding Requested – Year One (FY2022)	Funding Requested – Year Two (FY2023)	Funding Requested – Year Three (FY2024)	Funding Requested – TOTAL
A. (100) Salaries				
B (200) Employee Benefits				
C. (300) Purchased Professional & Technical Services				
D. (400) Purchased Property Services				
E. (500) Other Purchased Services				
F. (580) Travel				
G. (600) Supplies/Materials				
H. (800) Other (Exclude Audit Costs)				
<b>I. TOTAL DIRECT COSTS (Lines A through H)</b>				
J. (800) Other (Audit Costs)				
K. Indirect Cost (Restricted Rate)				
L. Property (includes equipment)				
<b>M. TOTAL (Lines I through L)</b>				

**SCORING RUBRIC - Budget (20 Points)**

**A. Budget:** An explanation is included for each proposed expenditure and how each expenditure aligns with the goals in an efficient and effective manner for each program site. An explanation is included for how the stated costs reflect careful planning for the estimated number for persons, including, families, to be served by the project, as well as the anticipated results and benefits of the program. Aligns with Budget information and Gap Analysis.

**Marginal (1-3 Points)**

- The budget documents are not complete.
- Not all grant uses are itemized, including staff trainings.
- The budget does not align with the narrative and program design.
- Applicant is missing the Budget information, Gap Analysis and/or the budget question on the application.

**Somewhat Rigorous (4-7 Points)**

- The budget documents are generally complete and include funding for staff trainings that align with the program design.
- Grant and non-grant fund uses are itemized and include staff trainings.
- The budget generally aligns with the narrative and program design.
- There are gaps and missing information on the Budget information, Gap Analysis and/or the budget question on the application.

**Most Rigorous (8-10 Points)**

- The budget documents are complete and include funding for all meetings required by the grant, and other staff trainings that align with the design.
- Grant fund uses are itemized and include staff trainings.
- The budget is in complete alignment with the narrative and the program design.
- Budget information, Gap Analysis and the budget question on the application are fully completed.

**B. Budget:** All budget documents of the application are complete, detailed, and align with the design of the proposed program.

**Marginal (1-3 Points)**

- The number of persons to be served is unclear and does not appear to be determined by the results of the needs assessment.
- It is difficult to determine if the stated costs are reasonable to achieve the anticipated results and benefits.

**Somewhat Rigorous (4-7 Points)**

- There is not enough detail provided to determine if the stated costs are reasonable in relation to the estimated number of persons, as indicated by the needs assessment, to be served by the project.

**Most Rigorous (8-10 Points)**

- The stated costs reflect careful planning for the estimated number of persons, including families, to be served by the project. This number is indicated by the results of the needs assessment.
- It is explained in detail how the stated costs are

<ul style="list-style-type: none"><li>• Little or no alignment with Budget information and Gap Analysis.</li></ul>	<ul style="list-style-type: none"><li>• The stated costs are generally linked to the anticipated results and benefits, but there are few details.</li><li>• Some alignment with Budget information and Gap Analysis.</li></ul>	<p>directly tied to the anticipated results and benefits.</p> <ul style="list-style-type: none"><li>• Clear and intentional alignment with Budget information and Gap Analysis.</li></ul>
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