California Department of Education April 2019 Attachment 2

American Indian Education Centers Program

# SCORING RUBRIC TEMPLATE

## Agency Description

**(3 parts x 3 points for each part for a total of 9 points available)**

The agency description will demonstrate the agency’s capacity to facilitate a successful project. The agency description explains the service-area demographics, the targeted population, existing services, capacity of the agency to facilitate a successful program, and the history of the agency’s services to the American Indian community.

**Agency Description Part 1 (3 points available)**

| Outstanding3 points | Adequate2 points | Limited1 point | Inadequate0 points |
| --- | --- | --- | --- |
| The narrative provides a **comprehensive** overview of the agency and clearly demonstrates how the factors involved facilitate the project’s success, including all of the follow:   * Length of time the agency has been in operation | The narrative provides an **adequate** overview of the agency, including all of the following:   * Length of time the agency has been in operation * Organizational chart of the AIEC-funded program and staff and the AIEC’s relationship to its parent organization | The narrative provides a **limited** overview of the agency and does not list all of the following:   * Length of time the agency has been in operation * Organizational chart of the AIEC-funded program and staff and the AIEC’s relationship to its parent organization | The narrative **does** **not** provide an overview of the agency and does not list any of the following:   * Length of time the agency has been in operation * Organizational chart of the AIEC-funded program and staff and the AIEC’s relationship to its parent organization |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * Organizational chart of the American Indian Education Center (AIEC)-funded program and staff and the AIEC’s relationship to its parent organization * County in which the agency is located * School districts the agency plans to serve * Nearest city or town * List of Tribes, Reservations, Rancherias, and/or American Indian communities the agency plans to serve * Number of students and grade levels of the students the agency plans to serve | * County in which the agency is located * School districts the agency plans to serve * Nearest city or town * List of Tribes, Reservations, Rancherias, and/or American Indian communities the agency plans to serve * Number of students and grade levels of the students the agency plans to serve | * County in which the agency is located * School districts the agency plans to serve * Nearest city or town * List of Tribes, Reservations, Rancherias, and/or American Indian communities the agency plans to serve * Number of students and grade levels of the students the agency plans to serve | * County in which the agency is located * School districts the agency plans to serve * Nearest city or town * List of Tribes, Reservations, Rancherias, and/or American Indian communities the agency plans to serve * Number of students and grade levels of the students the agency plans to serve |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Agency Description Part 1**

Total Points:

*[Enter points]*

out of 3

**Agency Description Part 2 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The narrative provides a **comprehensive** history of service to the American Indian community. The narrative includes, but is not limited to, how the services provided by the agency benefit the American Indian population. These assertions are fully supported by an analysis of data collected by the AIEC. | The narrative provides an **adequate** history of service to the American Indian community. Some mention is made of how the agency’s services benefit the American Indian population. There is an attempt to support these assertions with an analysis of data collected by the AIEC | The narrative provides a **limited** history of service to the American Indian community. No mention is made of how the agency’s services benefit the American Indian population. There is no attempt to support the assertions with data. | The narrative **does not** provide a history of service to the American Indian community. No mention is made of how the agency’s services benefit the American Indian population. There is no attempt to support the assertions with data. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Agency Description Part 2**

Total Points:

*[Enter points]*

out of 3

**Agency Description Part 3 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The narrative demonstrates the applicant’s degree of commitment to the purpose of American Indian education by **thoroughly** describing the following:   * The policies adopted to support the successful implementation of the proposed program * The allocation of staff, fiscal, and material resources * The integration of existing resources and services * The agency’s ability to serve as the administering agency for the grant * The agency’s ability to provide services in compliance with applicable state and federal laws and regulations | The narrative demonstrates the applicant’s degree of commitment to the purpose of American Indian education by **adequately** describing the following:   * The policies adopted to support the successful implementation of the proposed program * The allocation of staff, fiscal, and material resources * The integration of existing resources and services * The agency’s ability to serve as the administering agency for the grant * The agency’s ability to provide services in compliance with applicable state and federal laws and regulations | There is a **limited** description of the following:   * The policies adopted to support the successful implementation of the proposed program. * The allocation of staff, fiscal, and material resources. * The integration of existing resources and services. * The agency’s ability to serve as the administering agency for the grant. * The agency’s ability to provide services in compliance with applicable state and federal laws and regulations. * The legal authority of the agency necessary to initiate and negotiate service agreements or other contracts. | The narrative **fails to** describe the following:   * The policies adopted to support the successful implementation of the proposed program. * The allocation of staff, fiscal, and material resources. * The integration of existing resources and services. * The agency’s ability to serve as the administering agency for the grant. * The agency’s ability to provide services in compliance with applicable state and federal laws and regulations. * The legal authority of the agency necessary to initiate and negotiate service agreements or other contracts. |
| * The legal authority of the agency necessary to initiate and negotiate service agreements or other contracts * The agency’s ability to employ the appropriate staff to carry out all the central services and administrative functions * Implementation of staff development plans and practices to meet the needs of students, as defined in the program * Support provided to staff (e.g., professional development training and materials) * Promotion of continuity of program services through staff participation in AIEC meetings, workshops, and conferences. | * The legal authority of the agency necessary to initiate and negotiate service agreements or other contracts * The agency’s ability to employ the appropriate staff to carry out all the central services and administrative functions * Implementation of staff development plans and practices to meet the needs of students, as defined in the program * Support provided to staff (e.g., professional development training and materials) * Promotion of continuity of program services through staff participation in AIEC meetings, workshops, and conferences. | * The agency’s ability to employ the appropriate staff to carry out all the central services and administrative functions. * Implementation of staff development plans and practices to meet the needs of students, as defined in the program. * Support provided to staff (e.g., professional development training and materials). * Promotion of continuity of program services through staff participation AIEC meetings, and workshops, conferences. | * The agency’s ability to employ the appropriate staff to carry out all the central services and administrative functions. * Implementation of staff development plans and practices to meet the needs of students, as defined in the program. * Support provided to staff (e.g., professional development training and materials). * Promotion of continuity of program services through staff participation in AIEC meetings, workshops, and conferences. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Agency Description Part 3**

Total Points:

*[Enter points]*

out of 3

Agency Description Part 1 Total Points:

*[Enter points]*

out of 3

Agency Description Part 2 Total Points:

*[Enter points]*

out of 3

Agency Description Part 3 Total Points:

*[Enter points]*

out of 3

Agency Description Total Points:

*[Enter points]*

out of 9

## Comprehensive Needs Assessment

**(3 parts x 3 points for each part for a total of 9 points available)**

Describe the process and objective data sources used to establish a need for the proposed program. Data should be comprised of national (i.e., National American Indian prevalence data), regional (e.g., district California Healthy Kids Survey [CHKS] results), and local (i.e., American Indian Education Center [AIEC] survey measuring program need and tobacco use prevalence). Address the nature and extent of the problems and existing intervention and prevention efforts. Describe the student populations to be served by the proposed program.

**Comprehensive Needs Assessment Part 1 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The narrative describes the proposed service population. It includes a **thorough** description of the following:   * Tribe (if applicable) * School * Native Community   The agency has gathered data from community members, school staff, and students via surveys, focus groups, and/or group meetings. The narrative **thoroughly** analyzes the data collected and describes the concerns identified by stakeholders. The agency **thoroughly** describes how the needs identified are not being met by existing services. | The narrative describes the proposed service population. It includes an **adequate** description of the following:   * Tribe (if applicable) * School * Native Community   The agency has gathered data from community members, school staff, and students via surveys, focus groups, and/or group meetings. The narrative **adequately** analyzes the data collected and describes the concerns identified by stakeholders. The agency **adequately** describes how the needs identified are not being met by existing services. | The narrative describes the proposed service population. It includes a **limited** description of the following:   * Tribe (if applicable) * School * Native Community   The agency has gathered limited data from community members, school staff, and students via surveys, focus groups, and/or group meetings. The narrative **inadequately** analyzes the data collected and describes the concerns identified by stakeholders. The narrative provides limited details about how the needs identified are not being met by existing services. | The narrative **does not** describe the proposed service population, including a description of the following:   * Tribe (if applicable) * School * Native Community   The agency has not gathered data from community members, school staff, and students via surveys, focus groups, and/or group meetings. The agency **does not** provide a description on how the needs identified are not being met by existing services. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Needs Assessment Part 1**

Total Points:

*[Enter points]*

out of 3

**Comprehensive Needs Assessment Part 2 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The narrative provides a **comprehensive** description of the proposed service area, including the identification of existing academic services and academic service deficits for each identified school using the California School Dashboard.  The narrative **thoroughly** lists and describes the proposed site(s) to be served and **thoroughly** addresses the needs of the students to be served, including:   * Description of each site where the proposed services will take place (If the site is a school site, a Memorandum of Understanding [MOU] or Service Agreement is required). | The narrative provides an **adequate** description of the proposed service area, including the identification of existing academic services and academic service deficits for each identified school using the California School Dashboard.  The narrative **adequately** lists and describes the proposed site(s) to be served and **adequately** addresses the needs of the students to be served, including:   * Description of each site where the proposed services will take place (if the site is a school site, an MOU or Service Agreement is required). * Number of American Indian students enrolled at each participating school site and the students’ grade levels. | The narrative provides a **limited** description of the proposed service area and does not discuss the identification of existing academic services and academic service deficits for each identified school. The narrative demonstrates limited reference to the California School Dashboard.  The narrative **minimally** lists and describes the proposed site(s) to be served and **does not adequately** address the needs of the students to be served, including:   * Limited description of each site where the proposed services will take place (If the site is a school site, an MOU or Service Agreement is required). | The narrative **does not** provide adescription of the proposed service area and does not discuss the identification of existing academic services and academic service deficits for each identified school. The narrative does not make reference to the California School Dashboard.  The narrative **does not** list and describe the proposed site(s) to be served and **does not** address the needs of the students to be served, including:   * No description of each site where the proposed services will take place (If the site is a school site, an MOU or Service Agreement is required). * Missing number of American Indian students enrolled at each participating school site and the students’ grade levels. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * Number of American Indian students enrolled at each participating school site and the students’ grade levels. * Number of American Indian students to be directly served. * Academic needs of the American Indian students who will be served, as measured by the California School Dashboard. * Comparison of the academic needs of the American Indian students to the academic needs of the other students using data from the local school site, school district, and state (DataQuest). * The free and reduced-price lunch count for all proposed sited. | * Number of American Indian students to be directly served. * Academic needs of the American Indian students who will be served, as measured by California School Dashboard. * Comparison of the academic needs of the American Indian students to the academic needs of the other students using data from the local school site, school district, and state (DataQuest). * The free and reduced-price lunch count for all proposed sites. | * Number of American Indian students enrolled at each participating school site and the students’ grade levels. * Number of American Indian students to be directly served. * Limited discussion of the academic needs of the American Indian students who will be served, as measured by the California School Dashboard. * Limited comparison of the academic needs of the American Indian students to the academic needs of the other students using data from the local school site, school district, and state (DataQuest). * Missing the free and reduced-price lunch count for all sites. | * Missing number of American Indian students to be directly served. * No discussion of the academic needs of the American Indian students who will be served, as measured by the California School Dashboard. * Missing comparison of the academic needs of the American Indian students to the academic needs of the other students using data from the local school site, school district, and state (DataQuest). * Missing the free and reduced-price lunch count. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Needs Assessment Part 2**

Total Points:

*[Enter points]*

out of 3

**Comprehensive Needs Assessment Part 3 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The narrative provides a **comprehensive** demographic profile, which must include the American Indian population in the proposed service area and a description of the local economic base. The narrative makes reference to objective data to describe the demographic profile, including, **but not limited to**, the following:   * Tribe association of participants * Income level of the American Indian community * Level of education of the American Indian community * Types of industry in the region of service * Employment trends   The application establishes a strong need for AIEC services. | The narrative **adequately** provides a demographic profile, which must include the American Indian population in the proposed service area and a description of the local economic base. The narrative makes reference to objective data to describe the demographic profile, including:   * Tribe association of participants * Income level of the American Indian community * Level of education of the American Indian community * Types of industry in the region of service * Employment trends   The application adequately establishes a need for AIEC services. | The narrative provides **limited** details about the demographic profile, which must include the American Indian population in the proposed service area and a description of the local economic base. The narrative makes limited reference to objective data to describe the demographic profile.  The application does not adequately establish a need for AIEC Program services. | The narrative **does not** provide a demographic profile. The narrative **does not** make reference to objective data to describe the demographic profile.  The application does not attempt to establish a need for AIEC Program services. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Needs Assessment Part 3**

Total Points:

*[Enter points]*

out of 3

Comprehensive Needs Assessment Part 1 Total Points:

*[Enter points]*

out of 3

Comprehensive Needs Assessment Part 2 Total Points:

*[Enter points]*

out of 3

Comprehensive Needs Assessment Part 3 Total Points:

*[Enter points]*

out of 3

Comprehensive Needs Assessment Total Points:

*[Enter points]*

out of 9

## Comprehensive Plan

**(6 parts x 3 points for each part for a total of 18 points available)**

The Comprehensive Plan will outline the agency’s plan to meet the needs identified in the Comprehensive Needs Assessment.

**Comprehensive Plan Part 1 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **Comprehensive** description on how the proposed AIEC Program will meet the needs identified in the Needs Assessment with a program that participants will attend by addressing barriers that prevent the consistent utilization of services. Includes a comprehensive description of the past attendance rates for the AIEC Program and how the AIEC will set and meet attendance rates greater than 90 percent. | **Adequate** description on how the proposed AIEC Program will meet the needs identified in the Comprehensive Needs Assessment with a program that participants will attend by addressing barriers that prevent the consistent utilization of services. Includes an adequate description of the past attendance rates for the AIEC Program and how the AIEC will set and meet attendance rates greater than 90 percent. | **Limited** description on how the proposed AIEC Program will meet the needs identified in the Comprehensive Needs Assessment with a program that participants will attend by addressing barriers that prevent the consistent utilization of services. **Limited** description of the past attendance rates for the AIEC Program or how the AIEC Program will set and meet attendance rates greater than 90 percent. | **No** description on how the proposed AIEC Program will meet the needs identified in the Comprehensive Needs Assessment with a program that participants will attend by addressing barriers that prevent the consistent utilization of services. **No** description of the past attendance rates for the AIEC Program or how the AIEC Program will set and meet attendance rates greater than 90 percent. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **Comprehensive** description on how the individual students’ academic needs will be identified. Includes a description of how the AIEC Program will collaborate with the students’ teachers. There is a **comprehensive** discussion of how the California School Dashboard information was used to make informed program decisions. | **Adequate** description on how the individual students’ academic needs will be identified and targeted. Include a description of how the AIEC Program will collaborate with the targeted students’ teachers. There is an **adequate** discussion of how the California School Dashboard information was used to make informed program decisions. | **Limited** description on how the individual students’ academic needs will be identified and targeted. Include a description of how the AIEC Program will collaborate with the targeted students’ teachers. There is **limited** discussion of how the California School Dashboard information was used to make informed program decisions. | **No** description on how the individual students’ academic needs will be identified and targeted. Include a description of how the AIEC Program will collaborate with the targeted students’ teachers. There is **no** discussion of how the California School Dashboard information was used to make informed program decisions. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Plan Part 1**

Total Points:

*[Enter points]*

out of 3

**Comprehensive Plan Part 2 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **All** the objectives listed in the application are **outcome objectives** and are **completely** aligned with the needs identified in the Comprehensive Needs Assessment. All of the measurable outcome objectives are tied to the goals listed in California *Education Code (EC)* Section 33381, which are:   * Improve the academic achievement of American Indian students in kindergarten and grades one to twelve, inclusive. * Improve the self-concept and sense of identity of American Indian students and adults. * Serve as a center for related community activities. | At least 75 percent of the objectives listed in the application are **outcome objectives** and are aligned with the needs identified in the Comprehensive Needs Assessment. All of the measurable outcome objectives are tied to the goals listed in *EC* Section 33381, which are:   * Improve the academic achievement of American Indian students in kindergarten and grades one to twelve, inclusive. * Improve the self-concept and sense of identity of American Indian students and adults. * Serve as a center for related community activities. | Fewer than 75 percent of the objectives listed in the application are **outcome objectives** and there is **limited** alignment with the needs identified in the Comprehensive Needs Assessment. All of the measurable outcome objectives are tied to the goals listed in *EC* Section 33381, which are:   * Improve the academic achievement of American Indian students in kindergarten and grades one to twelve, inclusive. * Improve the self-concept and sense of identity of American Indian students and adults. * Serve as a center for related community activities. | None of the objectives listed in the application are **outcome objectives** and there is **little** alignment with the needs identified in the Comprehensive Needs Assessment. Measurable outcome objectives are not tied to the goals listed in *EC* Section 33381, which are:   * Improve the academic achievement of American Indian students in kindergarten and grades one to twelve, inclusive. * Improve the self-concept and sense of identity of American Indian students and adults. * Serve as a center for related community activities. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * Provide individual and group counseling to students and adults related to personal adjustment, academic progress, and vocational planning. * Create and offer coordinated programs with the public schools. * Provide a focus for summer cultural, recreational, and academic experiences. * Create and offer adult classes and activities that benefit parents or guardians of students in its programs. * Provide training programs to develop pathways to college and the workplace for American Indian students. | * Provide individual and group counseling to students and adults related to personal adjustment, academic progress, and vocational planning. * Create and offer coordinated programs with the public schools. * Provide a focus for summer cultural, recreational, and academic experiences. * Create and offer adult classes and activities that benefit parents or guardians of students in its programs. * Provide training programs to develop pathways to college and the workplace for American Indian students. | * Provide individual and group counseling to students and adults related to personal adjustment, academic progress, and vocational planning. * Create and offer coordinated programs with the public schools. * Provide a focus for summer cultural, recreational, and academic experiences. * Create and offer adult classes and activities that benefit parents or guardians of students in its programs. * Provide training programs to develop pathways to college and the workplace for American Indian students. | * Provide individual and group counseling to students and adults related to personal adjustment, academic progress, and vocational planning. * Create and offer coordinated programs with the public schools. * Provide a focus for summer cultural, recreational, and academic experiences. * Create and offer adult classes and activities that benefit parents or guardians of students in its programs. * Provide training programs to develop pathways to college and the workplace for American Indian students. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * Provide American Indian educational resource materials to students, their parents, and the schools they attend in order to ensure appropriate tribal histories and cultures are made available.   **Comprehensive** discussion on what program models were researched (including citations), how a model was subsequently selected, including how staff was included in the decision-making, and how the model will be integrated into the AIEC Program. Includes a comprehensive discussion on how culturally responsive methodologies will be incorporated into program services. | * Provide American Indian educational resource materials to students, their parents, and the schools they attend in order to ensure appropriate tribal histories and cultures are made available.   **Adequate** discussion on what program models were researched (including citations), how a model was subsequently selected, including how staff was included in the decision-making, and how the model will be integrated into the AIEC program. Includes an **adequate** discussion on how culturally responsive methodologies will be incorporated into program services. | * Provide American Indian educational resource materials to students, their parents, and the schools they attend in order to ensure appropriate tribal histories and cultures are made available.   **Limited** discussion on what program models were researched (few or no citations included), how a model was subsequently selected, including how staff was included in the decision-making, and how the model will be integrated into the AIEC program. Includes l**imited** discussion on how culturally responsive methodologies will be incorporated into program services. | * Provide American Indian educational resource materials to students, their parents, and the schools they attend in order to ensure appropriate tribal histories and cultures are made available.   **No** discussion on what program models were researched (few or no citations included), how a model was subsequently selected, including how staff was included in the decision-making, and how the model will be integrated into the AIEC program. Includes **no** discussion on how culturally responsive methodologies will be incorporated into program services. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Plan Part 2**

Total Points:

*[Enter points]*

out of 3

**Comprehensive Plan Part 3 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The application includes a completed Project Activities Table (Attachment 6) which lists all of the planned activities. **All** of the activities listed on the Project Activities Table are tied to an outcome objective. **All** of the activities are supported in the budget.  The narrative includes an implementation timeline that states the start and end dates for **all** activities, shows the staff who are responsible, and appears to be **realistic**. | The application includes a completed Project Activities Table (Attachment 6) which lists all of the planned activities. **Most** of the activities listed on the Project Activities Table are tied to an outcome objective. **All** of the activities are supported in the budget.  The narrative includes an implementation timeline that states the start and end dates for **most** activities, shows the staff who are responsible, and appears to be attainable in the time period described. | The application includes a completed Project Activities Table (Attachment 6) which lists all of the planned activities. **At least half** of the activities listed on the Project Activities Table are tied to an outcome objective. **Most** of the activities are supported in the budget.  The narrative includes an implementation timeline that states **some** of the start and end dates for **some** activities, **does not** shows the staff who are responsible, and appears to be **unrealistic**. | The application includes a completed Project Activities Table (Attachment 6) which lists all of the planned activities. **Less than half** of the activities listed on the Project Activities Table are tied to an outcome objective. **None** of the activities are supported in the budget.  The narrative does not include an implementation timeline. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Plan Part 3**

Total Points:

*[Enter points]*

out of 3

**Comprehensive Plan Part 4 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **Comprehensive** description on how the identified activities will improve student academic achievement as well as overall student success. Including all measures that will be used to determine success and the means that will be used to collect the necessary data.  If a relationship exists between the AIEC and local school districts, tribes, or other community organizations, the documentation of and plans for continuing the relationship and coordinating and collaborating with those entities is **comprehensive** and **includes** MOUs **and** letters of support. | **Adequate** description on how the identified activities will improve student academic achievement as well as overall student success. Including all measures that will be used to determine success and the means that will be used to collect the necessary data.  If a relationship exists between the AIEC and local school districts, tribes, or other community organizations, the documentation of and plans for continuing the relationship and coordinating and collaborating with those entities is **adequate** and **includes** MOUs **and/or** letters of support. | **Limited** description on how the identified activities will improve student academic achievement as well as overall student success. Including all measures that will be used to determine success and the means that will be used to collect the necessary data.  If a relationship exists between the AIEC and local school districts, tribes, or other community organizations, the documentation of and plans for continuing the relationship and coordinating and collaborating with those entities is **limited** and **does not** **include** MOUs **and/or** letters of support. | **No** description on how the identified activities will improve student academic achievement as well as overall student success.  It is clear there is **no** relationship between the AIEC and local school districts, tribes, or other community organizations. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Plan Part 4**

Total Points:

*[Enter points]*

out of 3

**Comprehensive Plan Part 5 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The narrative provides a **comprehensive** discussion of the impact an AIEC will have on students, their families, and on other organizations in the region. The narrative includes **clear** and **realistic** projections of how American Indian students, families, and other organizations in the region will benefit from AIEC activities. Benchmarks are listed and have timelines for program improvement based on benchmark results.  **Comprehensive** description of how the AIEC will evaluate the success of the proposed program, including a **comprehensive** discussion of: | The narrative provides an **adequate** discussion of the impact an AIEC Program will have on students, their families, and on other organizations in the region. The narrative includes **adequate** projections of how American Indian students, families, and other organizations in the region will benefit from AIEC Program activities. Benchmarks are listed and timelines for program improvement based on benchmark results are not clear.  **Adequate** description of how the AIEC will evaluate the success of the proposed program, including an **adequate** discussion of: | The narrative provides a **limited** discussion of the impact an AIEC Program will have on students, their families, and on other organizations in the region. It is **unclear** how American Indian students, families, and other organizations in the region will benefit from AIEC Program activities. Benchmarks are not listed.  **Limited** description of how the AIEC Program will evaluate the success of the proposed program, including a **limited** discussion of:   * What criteria will be used to evaluate program performance? * What standards of performance on the criteria must be reached for the program to be considered successful? | The narrative **does not** provide a discussion of the impact an AIEC Program will have on students, their families, and on other organizations in the region. Details abouthow American Indian students, families, and other organizations in the region will benefit from AIEC Program activities are missing. Benchmarks are not listed.  **No** description of how the AIEC Program will evaluate the success of the proposed program, including **no** discussion of:   * What criteria will be used to evaluate program performance? * What standards of performance on the criteria must be reached for the program to be considered successful? |
| * What criteria will be used to evaluate program performance? * What standards of performance on the criteria must be reached for the program to be considered successful? * What evidence will indicate performance on the criteria relative to the standards? * How the AIEC will diagnose and document program strengths and weaknesses? How the program will address weaknesses? * How results of the evaluation will be communicated to stakeholders? | * What criteria will be used to evaluate program performance? * What standards of performance on the criteria must be reached for the program to be considered successful? * What evidence will indicate performance on the criteria relative to the standards? * How the AIEC will diagnose and document program strengths and weaknesses? How the program will address weaknesses? * How results of the evaluation will be communicated to stakeholders? | * What evidence will indicate performance on the criteria relative to the standards? * How the AIEC will diagnose and document program strengths and weaknesses? How will the program address weaknesses? | * What evidence will indicate performance on the criteria relative to the standards? * How the AIEC will diagnose and document program strengths and weaknesses? How will the program address weaknesses? |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Plan Part 5**

Total Points:

*[Enter points]*

out of 3

**Comprehensive Plan Part 6 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **Comprehensive** description on how the AIEC will staff the program to satisfy the ratio of 40 percent administrative/indirect cost and 60 percent direct service cost. The AIEC Program has included all of the job descriptions and examples of the staff activity logs that the AIEC Program will be using. The job descriptions clearly indicate if the position is an administrative, direct service, or combination position. The staff activity logs are fully developed. | **Adequate** description on how the AIEC will staff the program to satisfy the ratio of 40 percent administrative/indirect cost and 60 percent direct service cost. The AIEC has included **most** of the job descriptions and examples of the staff activity logs that the AIEC Program will be using. The job descriptions clearly indicate if the position is an administrative, direct service, or combination position. The staff activity logs are **mostly** developed.   * The instructional staff work schedule meets the required schedule of 85 percent of time scheduled when students are present. | **Limited** description on how the AIEC will staff the program to satisfy the ratio of 40 percent administrative/indirect cost and 60 percent direct service cost. The AIEC has included **some** of the job descriptions and examples of the staff activity logs that the AIEC Program will be using. The job descriptions provide limited information to indicate if the position is an administrative, direct service, or combination position. The staff activity logs are **not** developed.   * The instructional staff work schedule does not meet the required schedule of 85 percent of time scheduled when students are present. | **No** description on how the AIEC will staff the program to satisfy the ratio of 40 percent administrative/indirect cost and 60 percent direct service cost. The AIEC has not included the job descriptions and examples of the staff activity logs that the AIEC Program will be using.   * The instructional staff work schedule does not meet the required schedule of 85 percent of time scheduled when students are present. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * The instructional staff work schedule meets the required schedule of 85 percent of time scheduled when students are present and there is discussion on how the needs of the students are at the front of any staffing decisions.   The scope of the comprehensive plan, including the objectives and types of activities, **clearly** meets the needs identified in the Comprehensive Needs Assessment. It is **clear** that the strategies proposed will be successful in meeting the goals of the program. | The scope of the comprehensive plan, including the objectives and types of activities, meet the needs identified in the Comprehensive Needs Assessment. The discussion of the strategies proposed **adequately** explains how the proposed strategies will be successful. | The scope of the comprehensive plan, including the objectives and types of activities is **limited** and **does not adequately** meet the needs identified in the Comprehensive Needs Assessment. The discussion of the strategies proposed **does not adequately** explain how the proposed strategies will be successful. | The scope of the comprehensive plan, including the objectives and types of activities, **does not** meets the needs identified in the Comprehensive Needs Assessment. The discussion of the strategies proposed **does not** explain how the proposed strategies will be successful. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Plan Part 6**

Total Points:

*[Enter points]*

out of 3

Comprehensive Plan Part 1 Total Points:

*[Enter points]*

out of 3

Comprehensive Plan Part 2 Total Points:

*[Enter points]*

out of 3

Comprehensive Plan Part 3 Total Points:

*[Enter points]*

out of 3

Comprehensive Plan Part 4 Total Points:

*[Enter points]*

out of 3

Comprehensive Plan Part 5 Total Points:

*[Enter points]*

out of 3

Comprehensive Plan Part 6 Total Points:

*[Enter points]*

out of 3

Comprehensive Plan Total Points:

*[Enter points]*

out of 18

## California Healthy Kids Survey and California Student Tobacco Survey

**(1 part x 3 points for a total of 3 points available)**

The CHKS is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation. Across California the CHKS has led to a better understanding of the relationship between students’ health behaviors and academic performance, and is frequently cited by state policymakers and the media as a critical component of school improvement efforts to help guide the development of more effective health, prevention, and youth development programs.

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **Comprehensive** discussion of how participants, program staff, and community stakeholders will be informed of how the CHKS use will influence and strengthen the program. **Comprehensive** description of the steps the AIEC will take to administer the CHKS including how staff will be trained and the AIEC’s commitment to the analysis and use of the data to substantiate or improve the program. A comprehensive discussion will include **all** of the following: | **Adequate** discussion of how participants, program staff, and community stakeholders will be informed of how the CHKS use will influence and strengthen the program. **Adequate** description of the steps the AIEC Program will take to administer the CHKS including how staff will be trained and the AIEC Program’s commitment to the analysis and use of the data to substantiate or improve the program. A **adequate** discussion will include **most** of the following: | **Limited** discussion of how participants, program staff, and community stakeholders will be informed of how the CHKS use will influence and strengthen the program. **Limited** description of the steps the AIEC Program will take to administer the CHKS including how staff will be trained and the AIEC Program’s commitment to the analysis and use of the data to substantiate or improve the program. **Limited** discussion of the following: | **No** discussion of how participants, program staff, and community stakeholders will be informed of how the CHKS use will influence and strengthen the program. **No** description of the steps the AIEC Program will take to administer the CHKS and the AIEC Program’s commitment to the analysis and use of the data to substantiate or improve the program. **No** additionaldiscussion of the following: |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * A description as to when the first administration of the CHKS will occur, and the approximate dates on which the CHKS will be administered every other year. * A description of the roles and responsibilities of site staff for conducting the CHKS. * A description as to how the data and analysis will be publicly disseminated. * A description of the level of commitment that staff and administrators have to ongoing collection, analysis, and use of CHKS data. | * A description as to when the first administration of the CHKS will occur, and the approximate dates on which the CHKS will be administered every other year. * A description of the roles and responsibilities of site staff for conducting the CHKS. * A description as to how the data and analysis will be publicly disseminated. * A description of the level of commitment that staff and administrators have to ongoing collection, analysis, and use of CHKS data. | * A description as to when the first administration of the CHKS will occur, and the approximate dates on which the CHKS will be administered every other year. * A description of the roles and responsibilities of site staff for conducting the CHKS. * A description as to how the data and analysis will be publicly disseminated. * A description of the level of commitment that staff and administrators have to ongoing collection, analysis, and use of CHKS data. | * A description as to when the first administration of the CHKS will occur, and the approximate dates on which the CHKS will be administered every other year. * A description of the roles and responsibilities of site staff for conducting the CHKS. * A description as to how the data and analysis will be publicly disseminated. * A description of the level of commitment that staff and administrators have to ongoing collection, analysis, and use of CHKS data. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **California Healthy Kids Survey and California Student Tobacco Survey**

Total Points:

*[Enter points]*

out of 3

## Budget

**(4 parts x 3 points for each part for a total of 12 points available)**

The Program Budget must clearly indicate Direct and Administrative/Indirect Services on all required forms. The Direct Services must make up 60 percent or more of the budget and the Administrative/Indirect Services (the indirect rate is a maximum of 7 percent) must be held at 40 percent. The Program Budget must be clearly tied to program activities. Expenditure line item and Object Codes used in the budget proposal and subsequent expenditure reports should be consistent with the Standardized Account Code Structure. The budget documents must be arranged in the following order: Budget Summary (Attachment 8), Budget Detail, (Attachment 9), and Budget Narrative (Attachment 10).

**Budget Part 1 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The applicant has **successfully** completed and submitted the Budget Summary and the Budget Detail.  The Budget Detail provides **sufficient details** broken down by Direct and Administrative/Indirect Services, by hour, by month, or by days, as applicable. Each expenditure has a formula indicating how the total was derived. **All** of the expenses shown in the Budget Detail appear on the Budget Narrative. | The applicant has completed and submitted, but **with corrections** needed, the Budget Summary and the Budget Detail.  **Most** of the Budget Detail is broken down by Direct and Administrative/Indirect Services, by hour, by month, or by days, as applicable. Each expenditure has a formula indicating how the total was derived. **Most** of the expenses shown in the Budget Detail appear on the Budget Narrative. | The applicant has completed and submitted, but **requires major corrections** to, the Budget Summary and the Budget Detail.  There **lacks sufficient details** broken down by Direct and Administrative/Indirect Services, by hour, by month, or by days, as applicable. Each expenditure has a formula indicating how the total was derived. **Some** of the expenses shown in the Budget Detail appear on the Budget Narrative. | The applicant **has not** submitted the Budget Summary and the Budget Detail |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 1**

Total Points:

*[Enter points]*

out of 3

**Budget Part 2 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The applicant has **correctly** completed and submitted the Budget Narrative. The Budget Narrative has sufficient detail to allow the reader to **fully** understand how funds will be spent and **completely** understand how each expenditure relates to the comprehensive plan. The discussion includes a **clear** delineation of each line item as either Direct Services or Administrative/Indirect Services and maintains the required 60 percent Direct Services and 40 percent Administrative/Indirect. If the budget of the AIEC Program only partially supports the proposed activities, necessary staff, and objectives, then the Budget Narrative must **fully** describes the supplementing funding source in all instances. The explanation includes: | The applicant has completed and submitted the Budget Narrative. The Budget Narrative has sufficient detail that allows the reader to understand how funds will be spent and has an **adequate** description of how each expenditure relates to the comprehensive plan. The discussion includes a delineation of each line item as either Direct Services or Administrative/Indirect Services and maintains the required 60 percent Direct Services and 40 percent Administrative/Indirect Services. If the budget of the AIEC only partially supports the proposed activities, necessary staff, and objectives, the Budget Narrative indicates the supplemental funding source in all instances. The explanation includes: | The applicant has completed and submitted the Budget Narrative. The Budget Narrative has **limited** detail to allow the reader to understand how funds will be spent and has a **limited** description of how each expenditure relates to the comprehensive plan. The discussion **does not** include a delineation of each line item as either Direct Services or Administrative/Indirect Services and maintains the required 60 percent Direct Services and 40 percent Administrative/Indirect Services and fails to maintain the required 60 percent Direct Services and 40 percent Administrative/Indirect Services. If the budget of the AIEC only partially supports the proposed activities, necessary staff, and objectives, the Budget Narrative does notindicate the supplemental funding source in all instances. The explanation includes: | The applicant **has not** completed and submitted the Budget Narrative. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * A **comprehensive discussion** of all personnel, including the full-time equivalent (FTE), amount of time and percentage spent on Direct and Administrative/Indirect Service functions, number of days or percent of time working at the AIEC, and duties/services to be performed. Partial salary expenses indicate the percentage of salary costs charged to the AIEC Program. It is **clear** that staff are funded out of the respective budget contingent on the services performed. * A staff service log has been submitted with the application and clearly shows how each employee who is designated as Direct and Administrative Services will track their time. | * **Adequate discussion** of personnel, including the full-time equivalent (FTE), amount of time and percentage spent on Direct and Administrative/Indirect Service functions, number of days or percent of time working at the AIEC, and duties/services to be performed. Partial salary expenses indicate the percentage of salary costs charged to the AIEC Program. It is **clear** that staff are funded out of the respective budget contingent on the services performed. * A staff service log has been submitted with the application and clearly shows how each employee who is designated as Direct and Administrative/Indirect Service will track their time. | * A discussion of personnel that is **incomplete** and provides limited discussion of how each proposed staff member is tied to the proposed program. * A staff service log has **not** been submitted with the application or if submitted **does not** adequately show how each employee who is designated as Direct and Administrative/Indirect Services will track their time. * Expenses for books and supplies are **not** detailed and **do not** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated. * Operating expenses are **not** detailed and **do not** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated. | N/A |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * Expenses for books and supplies are detailed and **clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is clearly delineated. * Operating expenses are detailed and **clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is clearly delineated. * Services to be performed by outside consultants are explained in detail and **clearly** relate to the proposed program. | * Expenses for books and supplies are detailed **but do not clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated. * Operating expenses are detailed **but do not clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated. * Services to be performed by outside consultants are explained in detail **but do not** **clearly** relate to the proposed program. | * Services to be performed by outside consultants are **not** explained in detail and **do not** relate to the proposed program. | N/A |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 2**

Total Points:

*[Enter points]*

out of 3

**Budget Part 3 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **All expenditures** are properly classified. The budget clearly describes how the required 40 percent Administrative/Indirect and 60 Direct Service ratio has been met. | **Most** of the expenditures are properly classified. The budget attempts to describe how the required 40 percent Administrative/Indirect and 60 Direct Service ratio will be met. | **Some** of the expenditures are properly classified. The budget does not clearly describe how the required 40 percent Administrative/Indirect and 60 Direct Service ratio will be met. | The expenditures are **not** properly classified. No description of how the required 40 percent Administrative/Indirect and 60 Direct Service ratio will be met. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 3**

Total Points:

*[Enter points]*

out of 3

**Budget Part 4 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The budget **is aligned** to program activities and **clearly** indicates that the agency has sufficient resources to ensure a successful program. | The budget **is tied** to program activities and provides sufficient details to demonstrate that the agency has sufficient resources to ensure a successful program. | The budget **is tied** to program activities but it is **evident** that the agency has not given thought to the resources needed to ensure a successful program. | The budget **is not tied** to program activities and it is **evident** that the agency has not given thought to the resources needed to ensure a successful program. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 4**

Total Points:

*[Enter points]*

out of 3

Budget Part 1 Total Points:

*[Enter points]*

out of 3

Budget Part 2 Total Points:

*[Enter points]*

out of 3

Budget Part 3 Total Points:

*[Enter points]*

out of 3

Budget Part 4 Total Points:

*[Enter points]*

out of 3

Budget Total Points:

*[Enter points]*

out of 12