California Department of Education
Migrant Education Office
Scoring Rubric for the Migrant Program Application

Attached you will find the scoring rubric that is used to score the Migrant Education Program (MEP) Application for MEP subgrantees. The rubric is divided into fourteen sections as applicable.

- Section 1: General Information & Funding Allocations – This section measures the completion of subgrantee contact information. s

- Section 2: Allocation & Student Profile – This section identifies the allocations for each District Service Agreement (DSA) and Memorandum of Understanding (MOU) as well as the number of priority-for-service (PFS) and non-PFS migratory students.

- Section 3: Region Funding Process – This section identifies the process by which the subgrantee determines the allocation to each of its districts.

- Section 4: Program Overview – This section identifies district core and instructional support programs.

- Section 5: Regular School Year (RSY) – This section measures the description of proposed programs during the RSY with exception of school readiness and health services. For **each** program described in the application a Scoring Rubric will be completed.

- Section 6: Summer/Intersession[1] – This section measures the description of proposed programs during summer or intersession. For **each** program described in the application a Scoring Rubric will be completed.

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[1]For schools on a year-round calendar, an intersession term is one of the periods throughout the year when the school (or part of the school) is not in session or does not provide the annual instruction analogous to the traditional school-year regular term. Any break in the regular term of **a year-round school** is considered an intersession term, regardless of the season of the year in which it occurs. (USDE: March 2017, Title I, Part C Education of Migratory Children, Draft Non-Regulatory Guidance, p. 61). Traditional schools do not have an intersession term.

- Section 7: School Readiness RSY – This section measures the description of proposed programs. For **each** program described in the application a Scoring Rubric will be completed.

- Section 8: School Readiness Summer/Intersession – This section evaluates the description of proposed programs. For each program described in the application a Scoring Rubric will be completed.

- Section 9: Other Education, Health, Nutrition, and Social Services – This section measures the description of proposed programs in this category. For each program described in the application a Scoring Rubric will be completed.

- Section 10: Identification and Recruitment (I&R) – This section measures the description for the Identification and Recruitment component.

- Section 11: Parent Advisory Council (PAC) – This section measures the description for the PAC component.

- Section 12: Technical Assistance and DSA/MOU Monitoring – This section evaluates the description for technical assistance.

- Section 13: Administration – This section measures whether the personnel and administration budget are reasonable for the described services.

- Section 14: Operational Documentation & Waivers – This section should contain the uploaded inventory list, job duty statements, organizational chart, and summer waivers, if applicable.

- The legal assurances and certifications must be agreed to, indicating that the applicant assures the California Department of Education (CDE) that the local educational agency (LEA) will adhere to all of the MEP legal assurances and certifications and with all other Federal and State statutory and regulatory requirements applicable to the MEP.

Each application section will be rated using the criteria below. Depending on the section, some responses will be scored using a three-point scale with "1" indicating a "limited" response that requires additional information to a "3" indicating a "comprehensive" response that requires no additional information from subgrantees.

The definitions for each performance level are as follows:

3. **Comprehensive:** The applicant provides complete, extensive responses and strong evidence for the required component.

2. **Adequate:** The applicant provides acceptable responses and sufficient evidence for the required component.

1. **Limited:** The applicant provides incomplete responses that lack detail and evidence for the required component.

- Sections will not be approved if any one item receives a score of 1.

- If an application does not meet the minimum scores for an approval, the subgrantee will receive specific feedback for these sections and will have an opportunity to address these areas and re-submit for review.

Other sections or items will be scored as follows:

- **Complete** – The applicant provides a complete response to this field or section.

- **Incomplete** – The applicant must provide additional information as the response was insufficient for the required component.

- **Not Applicable** – This section or field does not apply to this subgrantee's application.

The Migrant Education Office (MEO) will be using this rubric to score the Migrant Regional and Direct-Funded District Applications. A minimum score of 2 is required for each section where a score is required. For sections that require completion of an item, incomplete sections will warrant disapproval of that section.

Use this rubric as a guide for completing your online application and for scoring DSAs.

SECTION 1: General Information and Funding Allocations

DESCRIPTION	Complete		Incomplete
General Information (has all components completed and correct information is listed)	☐		☐
Funding Allocations (allocation amounts are correct)	☐		☐

SECTION 2: Allocation & Student Profile

DESCRIPTION	Not Applicable	Complete		Incomplete
(Only applicable for Regional Applications) Allocation & Student Profile is complete in that the table provides the number of PFS, Non-PFS, and total number of migrant students by district in the region and the projected allocation for each district via a DSA or MOU. Each district with more than 200 migratory students should have a DSA. Check student counts in subgranting report against the information in this section. Districts with more than 200 migratory students who decline the MEP funds must submit a letter from their Superintendent indicating the reason for this decline. The region will submit letter to the CDE MEO office.	☐	☐		☐

SECTION 3: Region Funding Process

DESCRIPTION	Not Applicable	Complete		Incomplete
(Only applicable for Regional Applications) Migrant Region Funding Factors field is complete in that it describes the process by which the subgrantee determines the allocation to each of its districts. Subgrantees and the CDE should be able to calculate the allocation based on the formula provided.	☐	☐		☐

Last updated: 9.15.25

SECTION 4: Program Overview
District Core and Instructional Support Programs

Item	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Base Program	Narrative is limited because it lacks specific strategies, programs, curriculum and services designed to address the unique academic needs of English learner (EL) and socioeconomically disadvantaged students through the core instruction.	Narrative is adequate because it includes some specific strategies, programs, curriculum and services designed to address the unique academic needs of EL and socioeconomically disadvantaged students through the core instruction.	Narrative is comprehensive because it fully describes specific strategies, programs, curriculum and services designed to address the unique academic needs of EL and socioeconomically disadvantaged students through the core instruction.	
Base Professional Development Description	Narrative is limited because it lacks specific description of professional development plans and/or activities designed to improve teaching for EL and migrant students through the core instruction.	Narrative is adequate because it describes some specific professional development plans and/or activities designed to improve teaching for EL and migrant students through the core instruction.	Narrative is comprehensive because it fully describes professional development plans and/or activities designed to improve teaching for EL and migrant students through the core instruction.	
Health and Well-being Supports	Narrative is limited because it lacks specific information to describe support services to address health and social well-being for all students through the core instruction.	Narrative is adequate because it describes some specific support services to address health and social well-being for all students through the core instruction.	Narrative is comprehensive because it fully describes the support services to address health and social well-being for all students through the core instruction.	
Private School Collaboration	Narrative is limited because it lacks specific information about how the districts have consulted with private school officials to design and develop the MEP.	Narrative is adequate because it provides some specific information about how the districts have consulted with private school officials to design and develop the MEP.	Narrative is comprehensive because it fully provides specific information about how the districts have consulted with private school officials to design and develop the MEP.	
Parent Involvement/ Family Engagement	Description is limited because it lacks specific information of the parent education and parent involvement/engagement components for the districts through the core instruction.	Description is adequate because it provides some specific information of the parent education and parent involvement/engagement components for the districts.	Description is comprehensive because it fully provides specific information of the parent education and parent involvement/engagement components for the districts.	

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Item	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Parent Involvement/ Family Engagement: Communication Plan	Description is limited because it lacks specific information about the parent communication plan through the core instruction.	Description is adequate because it provides some specific information about the parent communication plan.	Description is comprehensive because it fully details the parent communication plan.	
Program Coordination	Description is limited because it lacks specific information about how the MEP coordinates with other federal programs.	Description is adequate because it provides some specific information on how the MEP coordinates with specific federal programs.	Description is comprehensive because it fully details how the MEP coordinates with numerous federal programs.	

A minimum score of "2" is required for each scored item for approval.

☐ **Approved**

☐ **Not Approved**

Last updated: 9.15.25

SECTION 5: REGULAR SCHOOL YEAR PROGRAM SERVICES (EXCLUDING SCHOOL READINESS AND OTHER EDUCATION, HEALTH, ETC.)

Print one copy of the rubric/score sheet for each program if using a paper rubric for review.

Name of Service:

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Service/Allowable Activity Description	Description of the service/allowable activity is limited because it includes an incomplete description of the service. The CDE staff reviewing the description are unclear on what is being offered to students.	Description of the service/allowable activity is adequate because it includes a general description of the service. The CDE staff reviewing the description have a clear idea of what the service is providing to students.	Description of the service/allowable activity is comprehensive because it includes a thorough description of the service. The CDE staff reviewing the description have a clear understanding of what the service is providing to students.	

When is this Activity Offered			Complete	Incomplete	N/A
The correct selection for "When is this Service/Allowable Activity Offered" was included (either Regular Year, Regular Year-Intersession, or Regular Year-Year-Round).			☐	☐	

Type of Activity	Complete	Incomplete	N/A
The correct Type of Service/Allowable Activity was selected (either instructional, support service, or allowable activity).	☐	☐	

When and Where will the Service/Allowable Activity be Provided and List of Schools/Districts	Complete	Incomplete	N/A
The correct selection was marked for "When will the service/allowable activity will be provided" (after school, before school, Saturday, or other).	☐	☐	
The correct selection was marked for "Where would the service/allowable activity will be provided" (either home-based, site/center-based, district-wide, or region-wide).	☐	☐	
List of all schools (for direct-funded districts)/districts (for regions) receiving this service has been entered.	☐	☐	

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Need for this service	Description of the local data is limited because it lacks information about the need for the service and/or what assessments were used to identify the need for the proposed service (e.g., local assessment results, California Assessment of Student Performance and Progress [CAASPP], or other evaluation methods).	Description of the local data is adequate because it has some information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, CAASPP, or other evaluation methods).	Description of the local data is comprehensive because it has complete information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, CAASP, or other evaluation methods).	

Curriculum	Complete	Incomplete	N/A
A complete description includes the name of the curriculum for the proposed service.	☐	☐	

Plan

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score		
Service Delivery Plan (SDP) Strategies	This section is limited as it does not include any SDP strategies for the SDP focus areas.	This section is adequate as only 1–2 of the SDP strategies required for this service are included in this section. For example, if this is an English Language Arts (writing) service, it needs to include all writing related strategies, but may not include the reading strategies.	All of the SDP strategies necessary for this service are included.			
Key Skills*	Description of key skills is limited because it lacks any detail of key skills taught to address and support the identified need. Key skills may also be limited if the skills identified do not include all of skills necessary for the SDP strategies selected.	Description of key skills is adequate because it includes some key skills taught to address and support the identified need and includes some of the skills necessary for the SDP strategies selected.	Description of key skills is comprehensive because it includes all specific key skills taught to address and support the identified need and includes all of the skills necessary for the selected SDP strategies.			
Student-to-Teacher Ratio*	Student/teacher ratio is provided.			**Complete** ☐		**Incomplete** ☐
Instructional Strategies* Reminder: Integrated English language development (ELD) must be included in all services that address core content areas.	Description of the strategies is limited because it does not include instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is adequate because it includes some instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is comprehensive because it fully details the instructional techniques used to move students progressively toward stronger understanding of the content.			
Student Grouping Method*	A complete description includes the ways in which students are grouped for the proposed service.			**Complete** ☐		**Incomplete** ☐
Differentiated Instruction*	The description of the differentiated instruction is limited because it does not include strategies to differentiate instruction.	The description of the differentiated instruction is adequate because it includes some strategies to differentiate instruction.	The description of the differentiated instruction is comprehensive because it details a range of strategies to differentiate instruction.			
Other Strategies*	The description of the other strategies is limited because it does not address the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is adequate because it partially addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is comprehensive because it fully addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.			

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*These items are scored Complete/Incomplete as a group. If any item is marked "Limited," use the Comment Box to inform subgrantee which field(s) need to be revised.

Staff Development

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Staff Development	Staff development table is limited because it lacks details about professional development, it is not related to the proposed service, and/or it is incomplete in that it does not include one or more of the following: title and description of the staff development activities and dates for the staff development.	Staff development table is adequate because it has some details about the professional development, it is related to the proposed service; and it is complete as it includes title, description, and dates for the staff development.	Staff development table is comprehensive because it has specific details about the professional development, it is related to the proposed service and it is complete as it includes title, description, and dates for the staff development.	
NOTE: If subgrantees selected a SDP professional development strategy, it must be included in this section.				

Program Service/Allowable Activity Evaluation Plan

Evaluation Plan: Outcome	A complete description includes a general statement about a change in knowledge, skills, abilities, behavior.	Complete		Incomplete
		☐		☐

Quantitative/Qualitative Measures and Performance Targets

Quantitative data is data that can be numerically counted or expressed. We expect to see quantitative measures, pre/posttests, for all student achievement areas.				
Focus	**1 = Limited**	**2 = Adequate**	**3 = Comprehensive**	**Score**
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	
			Complete	**Incomplete**
Table for local quantitative measure is complete as it includes the name of the local assessment to be used to measure the effectiveness of this service.			☐	☐

Qualitative data cannot be numerically counted. This type of data describes characteristics, attributes, or qualities of something. Example: interviews, observations, focus groups.				
Focus	**1 = Limited**	**2 = Adequate**	**3 = Comprehensive**	**Score**
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

	Complete		Incomplete
Table for local qualitative measures is complete in that it identifies the qualitative measures to be used (e.g., surveys, interviews) to measure effectiveness of the service.	☐		☐

Migrant Students Served

SERVICE/ALLOWABLE ACTIVITY MIGRANT STUDENTS SERVED	Complete		Incomplete
A complete description includes the number of students served at each grade level including out-of-school youth (OSY) and ungraded.	☐		☐

Activity Time

SERVICE/ALLOWABLE ACTIVITY TIME	Complete		Incomplete
Proposed schedule for delivery of services is complete and it supports quality delivery of services.	☐		☐

Staff

Focus		Complete		Incomplete
Instructional Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐
Support Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐

Budget

Focus	1 = Limited		3 = Comprehensive	Score

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Service Budget	Budget's reflection of narrative is limited. Expenditures' reasonableness is limited to reflect that: 1. They are necessary for proper and efficient performance. 2. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 3. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 4. They reflect market prices for comparable goods or services.	■	Budget clearly reflects narrative. Expenditures clearly reflect reasonableness in that: 1. They are necessary for proper and efficient performance. 2. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 3. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 4. They reflect market prices for comparable goods or services.	
	Budget line items are not completely itemized and calculation of projected costs is incorrect.	■	Budget line items are fully itemized and calculations of projected costs are correct.	

Comments for Section 5:

A minimum score of "2" is required for each scored item for approval.

☐ **Approved**

☐ **Not Approved**

SECTION 6: SUMMER/INTERSESSION PROGRAM SERVICES (EXCLUDING SCHOOL READINESS AND OTHER EDUCATION, HEALTH, ETC.)

Print one copy of the rubric/score sheet for each program if using a paper rubric for review.

Name of Service:

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Service/Allowable Activity Description	Description of the service/allowable activity is limited because it includes an incomplete description of the service. The CDE staff reviewing the description are unclear on what is being offered to students.	Description of the service/allowable activity is adequate because it includes a general description of the service. The CDE staff reviewing the description have a general idea on what the service is providing to students.	Description of the service/allowable activity is comprehensive because it includes a thorough description of the service. The CDE staff reviewing the description have a clear understanding of what the service is providing to students.	

When is this Activity Offered		Complete	Incomplete	N/A
The correct selection for "When is this Service/Allowable Activity Offered" was included (either Regular Year, Regular Year-Intersession, or Regular Year-Year-Round).		☐	☐	

Type of Activity		Complete	Incomplete	N/A
The correct Type of Service/Allowable Activity was selected (either instructional, support service, or allowable activity).		☐	☐	

When and Where will the Service/Allowable Activity be Provided and List of Schools/Districts		Complete	Incomplete	N/A
The correct selection was marked for "When will the service/allowable activity will be provided" (after school, before school, Saturday, or other).		☐	☐	
The correct selection was marked for "Where would the service/allowable activity will be provided" (either home-based, site/center-based, district-wide, or region-wide).		☐	☐	
List of all schools (for direct-funded districts)/districts (for regions) receiving this service has been entered.		☐	☐	

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Need for this service	Description of the local data is limited because it lacks information about the need for the service and/or what assessments were used to identify the need for the proposed service (e.g., local assessment results, CAASPP, or other evaluation methods).	Description of the local data is adequate because it has some information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, CAASPP, or other evaluation methods).	Description of the local data is comprehensive because it has complete information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, CAASP, or other evaluation methods).	

Curriculum		Complete	Incomplete	N/A
A complete description includes the name of the curriculum for the proposed service.		☐	☐	

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Plan

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
SDP Strategies	This section is limited as it does not include any SDP strategies for the SDP focus areas.	This section is adequate as only 1–2 of the SDP strategies required for this service are included in this section. For example, if this is an English language arts (ELA) (writing) service, it needs to include all writing related strategies, but may not include the reading strategies.	All of the SDP strategies necessary for this service are included.	
Key Skills*	Description of key skills is limited because it lacks any detail of key skills taught to address and support the identified need. Key skills may also be limited if the skills identified do not include all of skills necessary for the SDP strategies selected.	Description of key skills is adequate because it includes some key skills to address and support the identified need as well as align to the SDP strategies selected.	Description of key skills is comprehensive because it includes specific key skills to address and support the identified need and includes all of the skills necessary for the selected SDP strategies.	

Focus				Complete		Incomplete
Student-to-Teacher Ratio*	Student/teacher ratio is provided.			☐		☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Instructional Strategies* Reminder: Integrated ELD must be included in all services that address core content areas.	Description of the strategies is limited because it does not include instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is adequate because it includes some instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is comprehensive because it fully details the instructional techniques used to move students progressively toward stronger understanding of the content.	

Focus				Complete		Incomplete
Student Grouping Method*	A complete description includes the ways in which students are grouped for the proposed service.			☐		☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Differentiated Instruction*	The description of the differentiated instruction is limited because it does not include strategies to differentiate instruction.	The description of the differentiated instruction is adequate because it includes some strategies to differentiate instruction.	The description of the differentiated instruction is comprehensive because it details a range of strategies to differentiate instruction.	
Other Strategies*	The description of the other strategies is limited because it does not address the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is adequate because it partially addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is comprehensive because it fully addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	

Last updated: 9.15.25

*These items are scored Complete/Incomplete as a group. If any item is marked "Limited," use the Comment Box to inform subgrantee which field(s) need to be revised.

Staff Development

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Staff Development	Staff development table is limited because it lacks details about professional development, it is not related to the proposed service, and/or it is incomplete in that it does not include one or more of the following: title and description of the staff development activities and dates for the staff development.	Staff development table is adequate because it has some details about the professional development, it is related to the proposed service; and it is complete as it includes title, description, and dates for the staff development.	Staff development table is comprehensive because it has specific details about the professional development, it is related to the proposed service and it is complete as it includes title, description, and dates for the staff development.	
NOTE: If subgrantees selected a SDP professional development strategy, it must be included in this section.				

Program Service/Allowable Activity Evaluation Plan

		Complete		Incomplete
Evaluation Plan: Outcome	A complete description includes a general statement about a change in knowledge, skills, abilities, behavior.	☐		☐

Quantitative/Qualitative Measures and Performance Targets

Quantitative data is data that can be numerically counted or expressed. We expect to see quantitative measures, pre/posttests, for all student achievement areas.				
Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

	Complete		Incomplete
Table for local quantitative measure is complete as it includes the name of the local assessment to be used to measure the effectiveness of this service.	☐		☐

Qualitative data cannot be numerically counted. This type of data describes characteristics, attributes, or qualities of something. Example: interviews, observations, focus groups.				
Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

	Complete		Incomplete
Table for local qualitative measures is complete in that it identifies the qualitative measures to be used (e.g., surveys, interviews) to measure effectiveness of the service.	☐		☐

Migrant Students Served

SERVICE/ALLOWABLE ACTIVITY MIGRANT STUDENTS SERVED	Complete		Incomplete
A complete description includes the number of students served at each grade level including OSY and ungraded.	☐		☐

Activity Time

SERVICE/ALLOWABLE ACTIVITY TIME	Complete		Incomplete
Proposed schedule for delivery of services is complete and it supports quality delivery of services.	☐		☐

Staff

Focus		Complete		Incomplete
Instructional Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐
Support Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐

Budget

Focus	1 = Limited		3 = Comprehensive	Score
Service Budget	Budget's reflection of narrative is limited. Expenditures' reasonableness is limited to reflect that: 5. They are necessary for proper and efficient performance. 6. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 7. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 8. They reflect market prices for comparable goods or services.		Budget clearly reflects narrative. Expenditures clearly reflect reasonableness in that: 5. They are necessary for proper and efficient performance. 6. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 7. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 8. They reflect market prices for comparable goods or services.	

Budget line items are not completely itemized and calculation of projected costs is incorrect.		Budget line items are fully itemized and calculations of projected costs are correct.	

Comments for Section 6:

A minimum score of "2" is required for each scored item for approval.

☐ **Approved**

☐ **Not Approved**

SECTION 7: SCHOOL READINESS REGULAR SCHOOL YEAR PROGRAM SERVICES

Print one copy of the rubric/score sheet for each program if using a paper rubric for review.

Name of Service:

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Service/Allowable Activity Description	Description of the service/allowable activity is limited because it includes an incomplete description of the service. The CDE staff reviewing the description are unclear on what is being offered to students.	Description of the service/allowable activity is adequate because it includes a general description of the service. The CDE staff reviewing the description have a general idea on what the service is providing to students.	Description of the service/allowable activity is comprehensive because it includes a thorough description of the service. The CDE staff reviewing the description have a clear understanding of what the service is providing to students.	

When is this Activity Offered		Complete	Incomplete	N/A
The correct selection for "When is this Service/Allowable Activity Offered" was included (either Regular Year, Regular Year-Intersession, or Regular Year-Year-Round).		☐	☐	

Type of Activity		Complete	Incomplete	N/A
The correct Type of Service/Allowable Activity was selected (either instructional, support service, or allowable activity).		☐	☐	

When and Where will the Service/Allowable Activity be Provided and List of Schools/Districts		Complete	Incomplete	N/A
The correct selection was marked for "When will the service/allowable activity will be provided" (after school, before school, Saturday, or other).		☐	☐	
The correct selection was marked for "Where would the service/allowable activity will be provided" (either home-based, site/center-based, district-wide, or region-wide).		☐	☐	
List of all schools (for direct-funded districts)/districts (for regions) receiving this service has been entered.		☐	☐	

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Need for this service	Description of the local data is limited because it lacks information about the need for the service and/or what assessments were used to identify the need for the proposed service (e.g., local assessment results,], or other evaluation methods).	Description of the local data is adequate because it has some information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, or other evaluation methods).	Description of the local data is comprehensive because it has complete information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, or other evaluation methods).	

Curriculum		Complete	Incomplete	N/A
A complete description includes the name of the curriculum for the proposed service.		☐	☐	

Last updated: 9.15.25

Plan

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
SDP Strategies	This section is limited as it does not include any SDP strategies for the SDP focus areas.	This section is adequate as only 1–2 of the SDP strategies required for this service are included in this section. For example, if this is an ELA (writing) service, it needs to include all writing related strategies, but may not include the reading strategies.	All of the SDP strategies necessary for this service are included.	
Key Skills*	Description of key skills is limited because it lacks any detail of key skills taught to address and support the identified need. Key skills may also be limited if the skills identified do not include all of skills necessary for the SDP strategies selected.	Description of key skills is adequate because it includes some key skills to address and support the identified need as well as align to the SDP strategies selected.	Description of key skills is comprehensive because it includes specific key skills to address and support the identified need and includes all of the skills necessary for the selected SDP strategies.	

Student-to-Teacher Ratio*	Student/teacher ratio is provided.			**Complete** ☐	**Incomplete** ☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Instructional Strategies* Reminder: Integrated ELD must be included in all services that address core content areas.	Description of the strategies is limited because it does not include instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is adequate because it includes some instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is comprehensive because it fully details the instructional techniques used to move students progressively toward stronger understanding of the content.	

Student Grouping Method*	A complete description includes the ways in which students are grouped for the proposed service.			**Complete** ☐	**Incomplete** ☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Differentiated Instruction*	The description of the differentiated instruction is limited because it does not include strategies to differentiate instruction.	The description of the differentiated instruction is adequate because it includes some strategies to differentiate instruction.	The description of the differentiated instruction is comprehensive because it details a range of strategies to differentiate instruction.	
Other Strategies*	The description of the other strategies is limited because it does not address the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is adequate because it partially addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is comprehensive because it fully addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	

Last updated: 9.15.25

*These items are scored Complete/Incomplete as a group. If any item is marked "Limited," use the Comment Box to inform subgrantee which field(s) need to be revised.

Staff Development

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Staff Development	Staff development table is limited because it lacks details about professional development, it is not related to the proposed service, and/or it is incomplete in that it does not include one or more of the following: title and description of the staff development activities and dates for the staff development.	Staff development table is adequate because it has some details about the professional development, it is related to the proposed service; and it is complete as it includes title, description, and dates for the staff development.	Staff development table is comprehensive because it has specific details about the professional development, it is related to the proposed service and it is complete as it includes title, description, and dates for the staff development.	

NOTE: If subgrantees selected a SDP professional development strategy, it must be included in this section.

Program Service/Allowable Activity Evaluation Plan

		Complete		Incomplete
Evaluation Plan: Outcome	A complete description includes a general statement about a change in knowledge, skills, abilities, behavior.	☐		☐

Quantitative/Qualitative Measures and Performance Targets

Quantitative data is data that can be numerically counted or expressed. We expect to see quantitative measures, pre/posttests, for all student achievement areas.

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

	Complete		Incomplete
Table for local quantitative measure is complete as it includes the name of the local assessment to be used to measure the effectiveness of this service.	☐		☐

Qualitative data cannot be numerically counted. This type of data describes characteristics, attributes, or qualities of something. Example: interviews, observations, focus groups.

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

	Complete		Incomplete
Table for local qualitative measures is complete in that it identifies the qualitative measures to be used (e.g., surveys, interviews) to measure effectiveness of the service.	☐		☐

Migrant Students Served

SERVICE/ALLOWABLE ACTIVITY MIGRANT STUDENTS SERVED	Complete		Incomplete
A complete description includes the number of students served at each grade level including OSY and ungraded.	☐		☐

Activity Time

SERVICE/ALLOWABLE ACTIVITY TIME	Complete		Incomplete
Proposed schedule for delivery of services is complete and it supports quality delivery of services.	☐		☐

Staff

Focus		Complete		Incomplete
Instructional Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐
Support Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐

Budget

Focus	1 = Limited		3 = Comprehensive	Score

Service Budget	Budget's reflection of narrative is limited. Expenditures' reasonableness is limited to reflect that: 9. They are necessary for proper and efficient performance. 10. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 11. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 12. They reflect market prices for comparable goods or services.	███████	Budget clearly reflects narrative. Expenditures clearly reflect reasonableness in that: 9. They are necessary for proper and efficient performance. 10. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 11. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 12. They reflect market prices for comparable goods or services.	
	Budget line items are not completely itemized and calculation of projected costs is incorrect.	███████	Budget line items are fully itemized and calculations of projected costs are correct.	

Comments for Section 7:

A minimum score of "2" is required for each scored item for approval.

☐ **Approved**

☐ **Not Approved**

SECTION 8: SCHOOL READINESS SUMMER/INTERSESSION SERVICES

Print one copy of the rubric/score sheet for each program if using a paper rubric for review.

Name of Service:

Focus	1 = Limited	2 = Adequate	3 = Comprehensive		Score
Service/Allowable Activity Description	Description of the service/allowable activity is limited because it includes an incomplete description of the service. The CDE staff reviewing the description are unclear on what is being offered to students.	Description of the service/allowable activity is adequate because it includes a general description of the service. The CDE staff reviewing the description have a general idea on what the service is providing to students.	Description of the service/allowable activity is comprehensive because it includes a thorough description of the service. The CDE staff reviewing the description have a clear understanding of what the service is providing to students.		

When is this Activity Offered			**Complete**	**Incomplete**	**N/A**
The correct selection for "When is this Service/Allowable Activity Offered" was included (either Regular Year, Regular Year-Intersession, or Regular Year-Year-Round).			☐	☐	

Type of Activity			**Complete**	**Incomplete**	**N/A**
The correct "Type of Service/Allowable Activity" was selected (either instructional, support service, or allowable activity).			☐	☐	

When and Where will the Service/Allowable Activity be Provided and List of Schools/Districts			**Complete**	**Incomplete**	**N/A**
The correct selection was marked for "When will the service/allowable activity will be provided" (after school, before school, Saturday, or other).			☐	☐	
The correct selection was marked for "Where would the service/allowable activity will be provided" (either home-based, site/center-based, district-wide, or region-wide).			☐	☐	
List of all schools (for direct-funded districts)/districts (for regions) receiving this service has been entered.			☐	☐	

Focus	1 = Limited	2 = Adequate	3 = Comprehensive		Score
Need for this service	Description of the local data is limited because it lacks information about the need for the service and/or what assessments were used to identify the need for the proposed service (e.g., local assessment results, or other evaluation methods).	Description of the local data is adequate because it has some information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, or other evaluation methods).	Description of the local data is comprehensive because it has complete information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local assessment results, or other evaluation methods).		

Curriculum			**Complete**	**Incomplete**	**N/A**
A complete description includes the name of the curriculum for the proposed service.			☐	☐	

Last updated:9.15.25

Plan

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
SDP Strategies	This section is limited as it does not include any SDP strategies for the SDP focus areas.	This section is adequate as only 1–2 of the SDP strategies required for this service are included in this section. For example, if this is an ELA (writing) service, it needs to include all writing related strategies, but may not include the reading strategies.	All of the SDP strategies necessary for this service are included.	
Key Skills*	Description of key skills is limited because it lacks any detail of key skills taught to address and support the identified need. Key skills may also be limited if the skills identified do not include all of skills necessary for the SDP strategies selected.	Description of key skills is adequate because it includes some key skills to address and support the identified need as well as align to the SDP strategies selected.	Description of key skills is comprehensive because it includes specific key skills to address and support the identified need and includes all of the skills necessary for the selected SDP strategies.	

Focus				Complete		Incomplete
Student-to-Teacher Ratio*	Student/teacher ratio is provided.			☐		☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Instructional Strategies* Reminder: Integrated ELD must be included in all services that address core content areas.	Description of the strategies is limited because it does not include instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is adequate because it includes some instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is comprehensive because it fully details the instructional techniques used to move students progressively toward stronger understanding of the content.	

Focus				Complete		Incomplete
Student Grouping Method*	A complete description includes the ways in which students are grouped for the proposed service.			☐		☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Differentiated Instruction*	The description of the differentiated instruction is limited because it does not include strategies to differentiate instruction.	The description of the differentiated instruction is adequate because it includes some strategies to differentiate instruction.	The description of the differentiated instruction is comprehensive because it details a range of strategies to differentiate instruction.	
Other Strategies*	The description of the other strategies is limited because it does not address the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is adequate because it partially addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is comprehensive because it fully addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	

Last updated: 9.15.25

*These items are scored Complete/Incomplete as a group. If any item is marked "Limited," use the Comment Box to inform subgrantee which field(s) need to be revised.

Staff Development

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Staff Development	Staff development table is limited because it lacks details about professional development, it is not related to the proposed service, and/or it is incomplete in that it does not include one or more of the following: title and description of the staff development activities and dates for the staff development.	Staff development table is adequate because it has some details about the professional development, it is related to the proposed service; and it is complete as it includes title, description, and dates for the staff development.	Staff development table is comprehensive because it has specific details about the professional development, it is related to the proposed service and it is complete as it includes title, description, and dates for the staff development.	
NOTE: If subgrantees selected a SDP professional development strategy, it must be included in this section.				

Program Service/Allowable Activity Evaluation Plan

		Complete		Incomplete
Evaluation Plan: Outcome	A complete description includes a general statement about a change in knowledge, skills, abilities, behavior.	☐		☐

Quantitative/Qualitative Measures and Performance Targets

Quantitative data is data that can be numerically counted or expressed. We expect to see quantitative measures, pre/posttests, for all student achievement areas.				
Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

	Complete		Incomplete
Table for local quantitative measure is complete as it includes the name of the local assessment to be used to measure the effectiveness of this service.	☐		☐

Qualitative data cannot be numerically counted. This type of data describes characteristics, attributes, or qualities of something. Example: interviews, observations, focus groups.				
Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

Last updated: 9.15.25

		clear.			
				Complete	**Incomplete**
Table for local qualitative measures is complete in that it identifies the qualitative measures to be used (e.g., surveys, interviews) to measure effectiveness of the service.				☐	☐

Migrant Students Served

SERVICE/ALLOWABLE ACTIVITY MIGRANT STUDENTS SERVED	Complete		Incomplete
A complete description includes the number of students served at each grade level including OSY and ungraded.	☐		☐

Activity Time

SERVICE/ALLOWABLE ACTIVITY TIME	Complete		Incomplete
Proposed schedule for delivery of services is complete and it supports quality delivery of services.	☐		☐

Staff

Focus		Complete		Incomplete
Instructional Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐
Support Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐

Budget

Focus	1 = Limited		3 = Comprehensive	Score

Service Budget	Budget's reflection of narrative is limited. Expenditures' reasonableness is limited to reflect that: 13. They are necessary for proper and efficient performance. 14. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 15. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 16. They reflect market prices for comparable goods or services		Budget clearly reflects narrative. Expenditures clearly reflect reasonableness in that: 13. They are necessary for proper and efficient performance. 14. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 15. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 16. They reflect market prices for comparable goods or services
	Budget line items are not completely itemized and calculation of projected costs is incorrect.		Budget line items are fully itemized and calculations of projected costs are correct.

Comments for Section 8:

A minimum score of "2" is required for each scored item for approval.

☐ **Approved**

☐ **Not Approved**

SECTION 9: OTHER EDUCATION, HEALTH, NUTRITION, AND SOCIAL SERVICES (REGULAR SCHOOL YEAR AND SUMMER/INTERSESSION)

Print one copy of the rubric/score sheet for each program if using a paper rubric for review.

Name of Service:

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Service/Allowable Activity Description	Description of the service/allowable activity is limited because it includes an incomplete description of the service. The CDE staff reviewing the description are unclear on what is being offered to students.	Description of the service/allowable activity is adequate because it includes a general description of the service. The CDE staff reviewing the description have a general idea of what the service is providing to students.	Description of the service/allowable activity is comprehensive because it includes a thorough description of the service. The CDE staff reviewing the description have a clear understanding of what the service is providing to students.	

When is this Activity Offered		Complete	Incomplete	N/A
The correct selection for "When is this Service/Allowable Activity Offered" was included (either Regular Year, Regular Year-Intersession, or Regular Year-Year-Round).		☐	☐	■

Type of Activity		Complete	Incomplete	N/A
The correct Type of Service/Allowable Activity was selected (either instructional, support service, or allowable activity).		☐	☐	■

When and Where will the Service/Allowable Activity be Provided and List of Schools/Districts		Complete	Incomplete	N/A
The correct selection was marked for "When will the service/allowable activity will be provided" (after school, before school, Saturday, or other).		☐	☐	■
The correct selection was marked for "Where would the service/allowable activity will be provided" (either home-based, site/center-based, district-wide, or region-wide).		☐	☐	■
List of all schools (for direct-funded districts)/districts (for regions) receiving this service has been entered.		☐	☐	■

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Need for this service	Description of the local data is limited because it lacks information about the need for the service and/or what assessments were used to identify the need for the proposed service (e.g., local health data).	Description of the local data is adequate because it has some information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local health data).	Description of the local data is comprehensive because it has complete information about the need for this service and what assessments were used to identify the need for the proposed service (e.g., local health data).	

Curriculum		Complete	Incomplete	N/A
A complete description includes the name of the curriculum for the proposed service.		☐	☐	☐

Plan

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
SDP Strategies	This section is limited as it does not include any SDP strategies for the SDP focus areas.	This section is adequate as only 1–2 of the SDP strategies required for this service are included in this section. For example, if this is an ELA (writing) service, it needs to include all writing related strategies, but may not include the reading strategies.	All of the SDP strategies necessary for this service are included.	
Key Skills*	Description of key skills is limited because it lacks any detail of key skills taught to address and support the identified need. Key skills may also be limited if the skills identified do not include all of skills necessary for the SDP strategies selected.	Description of key skills is adequate because it includes some key skills to address and support the identified need as well as align to the SDP strategies selected.	Description of key skills is comprehensive because it includes specific key skills to address and support the identified need and includes all of the skills necessary for the selected SDP strategies.	

Focus				Complete		Incomplete
Student-to-Teacher Ratio*	Student/teacher ratio is provided.			☐		☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Instructional Strategies* Reminder: Integrated ELD must be included in all services that address core content areas.	Description of the strategies is limited because it does not include instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is adequate because it includes some instructional techniques used to move students progressively toward stronger understanding of the content.	The description of the strategies is comprehensive because it fully details the instructional techniques used to move students progressively toward stronger understanding of the content.	

Focus				Complete		Incomplete
Student Grouping Method*	A complete description includes the ways in which students are grouped for the proposed service.			☐		☐

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Differentiated Instruction*	The description of the differentiated instruction is limited because it does not include strategies to differentiate instruction.	The description of the differentiated instruction is adequate because it includes some strategies to differentiate instruction.	The description of the differentiated instruction is comprehensive because it details a range of strategies to differentiate instruction.	
Other Strategies*	The description of the other strategies is limited because it does not address the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is adequate because it partially addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	The description of the other strategies is comprehensive because it fully addresses the intent and purpose of the service/activity and the proposed achievements upon completion of the service/allowable activity.	

Last updated: 9.15.25

*These items are scored Complete/Incomplete as a group. If any item is marked "Limited," use the Comment Box to inform subgrantee which field(s) need to be revised.

Staff Development

Focus	1 = Limited	2 = Adequate	3 = Comprehensive	Score
Staff Development	Staff development table is limited because it lacks details about professional development, it is not related to the proposed service, and/or it is incomplete in that it does not include one or more of the following: title and description of the staff development activities and dates for the staff development.	Staff development table is adequate because it has some details about the professional development, it is related to the proposed service; and it is complete as it includes title, description, and dates for the staff development.	Staff development table is comprehensive because it has specific details about the professional development, it is related to the proposed service and it is complete as it includes title, description, and dates for the staff development.	
NOTE: If subgrantees selected a SDP professional development strategy, it must be included in this section.				

Program Service/Allowable Activity Evaluation Plan

		Complete		Incomplete
Evaluation Plan: Outcome	A complete description includes a general statement about a change in knowledge, skills, abilities, behavior.	☐		☐

Quantitative/Qualitative Measures and Performance Targets

Quantitative data is data that can be numerically counted or expressed. We expect to see quantitative measures, pre/posttests, for all student achievement areas.				
Focus	**1 = Limited**	**2 = Adequate**	**3 = Comprehensive**	**Score**
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not clear.	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

	Complete		Incomplete
Table for local quantitative measure is complete as it includes the name of the local assessment to be used to measure the effectiveness of this service.	☐		☐

Qualitative data cannot be numerically counted. This type of data describes characteristics, attributes, or qualities of something. Example: interviews, observations, focus groups.				
Focus	**1 = Limited**	**2 = Adequate**	**3 = Comprehensive**	**Score**
Local Performance Target*	Description of local performance target is limited because it does not identify the milestone for the given measure.	Description of the local performance target is adequate because it has just enough information to identify a milestone for the given measure, but the performance target narrative is not	Description of local performance target is comprehensive because it fully identifies the milestone for the given measure.	

		clear.			

	Complete		Incomplete
Table for local qualitative measures is complete in that it identifies the qualitative measures to be used (e.g., surveys, interviews) to measure effectiveness of the service.	☐		☐

Migrant Students Served

SERVICE/ALLOWABLE ACTIVITY MIGRANT STUDENTS SERVED	Complete		Incomplete
A complete description includes the number of students served at each grade level including OSY and ungraded.	☐		☐

Activity Time

SERVICE/ALLOWABLE ACTIVITY TIME	Complete		Incomplete
Proposed schedule for delivery of services is complete and it supports quality delivery of services.	☐		☐

Staff

Focus		Complete		Incomplete
Instructional Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐
Support Staff	The staff positions fully support the service described and the FTE is correctly provided.	☐		☐

Budget

Focus	1 = Limited		3 = Comprehensive	Score

Service Budget	Budget's reflection of narrative is limited. Expenditures' reasonableness is limited to reflect that: 17. They are necessary for proper and efficient performance. 18. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 19. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 20. They reflect market prices for comparable goods or services		Budget clearly reflects narrative. Expenditures clearly reflect reasonableness in that: 17. They are necessary for proper and efficient performance. 18. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 19. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 20. They reflect market prices for comparable goods or services	
	Budget line items are not completely itemized and calculation of projected costs is incorrect.		Budget line items are fully itemized and calculations of projected costs are correct.	

Comments for Section 9:

A minimum score of "2" is required for each scored item for approval.
☐ **Approved**
☐ **Not Approved**

SECTION 10: Identification and Recruitment

Identification and Recruitment

Focus	Incomplete		Complete	Score
I&R Program Review	Overview of the organizational structure of the region/district(s) does not provide the minimum information required to be scored Complete.		Overview of the organizational structure of the region/district(s) provides an overview of the reporting hierarchy for all I&R staff in the region and distinguishes between the responsibilities and personnel administered by the district(s) and those administered by the region.	Complete ☐ Incomplete ☐
I&R Quality Control Plan and Key I&R Staff Roles (include/attach as separate document)	No Quality Control Plan and/or Key I&R Staff roles table for the region/district(s) is provided. (*Note:* The California *Quality Control Plan* will <u>not</u> be accepted in lieu of the local/regional plan.)		Quality Control Plan provides the activities that the region and district(s) engage in to ensure the validity and accuracy of Certificates of Eligibility (COEs) and includes a general timeline or schedule for the activities and the uploaded Key I&R Staff roles table is complete. (*Note:* The plan should include locally-specific components found in California's *Quality Control Plan*; however, the State's *Quality Control Plan* may not be submitted in lieu of the local plan.)	Complete ☐ Incomplete ☐
Community-, Employer-, and School-Based Recruitment	Description on the use of I&R staff to identify and recruit migrant students does not show planning and coordination of regional and district activities.		Description of the ways in which I&R staff are employed at the regional and district levels demonstrates clear coordination and planning of I&R activities.	Complete ☐ Incomplete ☐
Local Community	Description of the migrant community in the area does not contain the minimum information on the locations where families live and work, major crop periods, and major employers.		Description of the migrant community in the area provides information on the locations where families live and work, major crop periods, and major employers.	Complete ☐ Incomplete ☐
Migrant Pattern Adjustment	Description of the strategies employed to look for families/individuals outside traditional locales does not contain the minimum information required to be scored Complete.		Description of the strategies employed to look for families/individuals outside traditional locales demonstrates the approaches and activities the region/district(s) use to recruit families/individuals outside the normal recruiting patterns for the region/district(s).	Complete ☐ Incomplete ☐

Last updated: 9.15.25

Identification and Recruitment

Focus	Incomplete		Complete	Score
Regional I&R Coordination	Description of I&R coordination activities does not demonstrate efforts to collaborate and create partnerships necessary for robust identification and recruitment.		Description of I&R coordination activities demonstrates efforts to collaborate and create partnerships necessary for robust identification and recruitment.	**Complete** ☐ **Incomplete** ☐
I&R Staff	The table does not provide the number/FTE of staff in supervisory and control staff positions.		The table is complete and the staff positions are appropriate to support I&R services as described.	**Complete** ☐ **Incomplete** ☐

Comments for Section 10:

SECTION 11: Parent Advisory Council

Parent Advisory Council

Focus	Incomplete		Complete	Score
Bylaws	Description is limited because it does not include current bylaws (signed or approved within the past two years) and/or does not include all the elements of the *California Code of Regulations*.		Description is complete because it includes current bylaws (signed or approved within the past two years) and includes all the elements of the *California Code of Regulations*.	**Complete** ☐ **Incomplete** ☐
PAC Involvement on Reviews	Description is limited because it lacks specific details on how the PAC is involved in the review of the needs assessment, planning, development of the RA/DSA, implementation of services provided to students, and program evaluation.		Description is complete because it provides specific details on how the PAC is involved in the review of the needs assessment, planning, development of the RA/DSA, implementation of services provided to students, and program evaluation.	**Complete** ☐ **Incomplete** ☐
PAC Trainings	Description is limited because it lacks specific details on the development activities the PAC will receive (such as dates, vendors, description).		Description is complete because it provides specific details on the development activities the PAC will receive (such as dates, vendors, description).	**Complete** ☐ **Incomplete** ☐
PAC Membership	Response is limited because the subgrantee answered "no" to the following question: "Were the PAC members nominated by eligible parents".		Response is complete because the subgrantee answered "yes" to the following question: "Were the PAC members nominated by eligible parents".	**Complete** ☐ **Incomplete** ☐
Migrant-funded Staffing to Support PAC	Response is limited because the staff positions do not fully support the service described and/or the FTE is not correctly provided and/or does not match the budget.		Response is complete because the staff positions fully support the service described and the FTE provided is correct and matches the budget.	**Complete** ☐ **Incomplete** ☐

Comments for Section 11:

SECTION 12: Technical Assistance

This Section does not apply to Direct Funded Districts or DSAs.

Focus		Not Applicable	Complete		Incomplete
Assistance Provided	Narrative summary is complete because it describes specific information on how often they will meet with their districts, and what topics will be addressed, such as, but not limited to: • Allowable and reasonable use of funds • Fiscal timelines • Program coordination and evaluation • I&R activities • Procurement processes • PAC requirements • Development of application • SDP	☐	☐		☐
Monitoring of Implementation	Narrative summary is complete because it provides specific information and details of how the Region will monitor the implementation of services provided to students as described in the DSAs and MOUs accepted by the Region. Narrative may include: • Visitation plan (how often do they perform site visits) • Coordination meetings • Review of fiscal reports • Review of program evaluations (i.e., pre/posttests) • SDP (how often are they training their districts, what platform is being used to train them, how do they ensure services are being implemented, how do they monitor the implementation)	☐	☐		☐
Data Collection Process		Not Applicable	Complete		Incomplete
Narrative is complete in that it describes the data collection process on how to ensure the programs/services as described in the DSAs and MOUs are: 1) meeting its intended outcomes, 2) understanding how to operate the program efficiently, and 3) identifying any potential barriers for implementation".		☐	☐		☐

Last updated: 9.15.25

SECTION 13: Administration

Summary Score				
Score 1____ Score 2____ *A minimum of score of "2" is required for each scored item for approval*				Approved ☐ Not Approved ☐

Indirect Cost Charges		Complete		Incomplete
Region or Direct Funded District has checked all services rendered by indirect cost charges		☐		☐

Focus	1 = Limited		3 = Comprehensive	Score
Administrative Staff	The staff positions somewhat align with that of administrative duties, i.e., project director, regional director and/or other personnel needed to administer ALL Services as described in the application. The FTE and/or funding source is partially provided.		The staff positions clearly align with that of administrative duties, i.e., project director, regional director and/or other personnel needed to administer ALL Services as described in the application. The FTE and/or funding source is provided in its entirety.	**Score 1**
Administration Budget	Expenditures' reasonableness is limited to reflect that: 1. They are necessary for proper and efficient performance. 2. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 3. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 4. They reflect market prices for comparable goods or services. Budget line items are itemized but calculations of projected costs are incorrect.		Expenditures clearly reflect reasonableness in that: 1. They are necessary for proper and efficient performance. 2. The amounts do not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. 3. The costs are recognized as ordinary and necessary for the operation and/or delivery of services. 4. They reflect market prices for comparable goods or services. Budget line items are fully itemized and calculations of projected costs are correct.	**Score 2**

SECTION 14: Operational Documentation & Waivers

Operational Documentation & Waivers	Complete		Incomplete
To complete this field, the **MEP inventory list (including data devices)** has been uploaded.	☐		☐
To complete this field, **job duty statements** have been uploaded into the system.	☐		☐
To complete this field, the **MEP organization chart** must be complete with names and titles and uploaded.	☐		☐
To complete this field, **summer waivers** need to be completed, signed, and uploaded into the system. If summer services meet the minimum minutes requirements and no waiver is needed, mark complete. Summer waivers for districts must also be uploaded, as needed.	☐		☐

For CDE Review Only

Application includes the following:

☐ Leadership program at a university

☐ Summer waivers for all districts and regions that do not meet the California *Education Code* requirements

☐ The Regional Migrant Parent Conference costs for 2026–27 (noted in a parent and family engagement service under RSY)

☐ Speech and Debate