

Innovation  
 Grant Application Scoring Rubric

Name of Proposal: \_\_\_\_\_

Total Score of this proposal is: \_\_\_\_\_ Maximum Score is 154

|   | <b>Exemplary</b> | <b>Adequate</b> | <b>Insufficient</b> |
|---|------------------|-----------------|---------------------|
| <b>A. NEED FOR PROJECT<br/>(max. 14 points)</b>   |                  |                 |                     |
| 1. Provided a description of the applicant community and the needs of the target population.  | 2                | 1               | 0                   |
| 2. Described how the target population has been negatively impacted by the pandemic, and how the proposed project will successfully address the needs of the target population.                         | 2                | 1               | 0                   |
| 3. The applicant/school district has not received a grant from the Connecticut State Department of Education to support After School Programs with in the past five years. (towns listed in Appendix A) | 10               | -               | -                   |
| <b>SUBTOTAL</b>   |                  |                 |                     |

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|---|------------------|-----------------|---------------------|
| <b>B. PARTNERSHIPS AND COLLABORATION<br/>(max. 20 points)</b>   |                  |                 |                     |
| 1. Provided a detailed description of the partnership between the LEA(s) or school(s) and CBO(s) or other public or private organizations.  | 4                | 2               | 0                   |
| 2. Detailed the collaboration between partners in the project development and grant writing process.  | 2                | 1               | 0                   |
| 3. Clearly described the roles of partners, including:  |                  |                 |                     |
| a. specific responsibilities of designated partner staff;   | 2                | 1               | 0                   |
| b. supervision, evaluation and supports for partner staff; and  | 2                | 1               | 0                   |
| c. plans for ongoing communication with partners.   | 2                | 1               | 0                   |
| 4. Described how program staff will collaborate with school day teachers and disseminate information about program offerings and goals.   | 2                | 1               | 0                   |
| 5. Described how professional learning and training opportunities will be shared between partner organizations.   | 2                | 1               | 0                   |
| 6. Included letters of commitment from the Superintendent and administration that programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding. | 2                | 1               | 0                   |
| 7. Included letters of commitment from partner organization(s) that align with the described roles and capacity of each partner organization.   | 2                | 1               | 0                   |
| <b>SUBTOTAL</b>   |                  |                 |                     |

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|--|-----------|----------|--------------|
| <b>C. PROGRAM ELEMENTS<br/>(max. 84 points)</b>  |           |          |              |
| 1. Identified target population, including:  |           |          |              |
| a. total number of students to be served per site  | 2         | 1        | 0            |
| b. grades to be targeted; and  | 2         | 1        | 0            |
| c. how many hours and weeks.   | 2         | 1        | 0            |
| 2. Described project goals and objectives and how they are linked to identified needs.   | 6         | 3        | 0            |
| 3. Describe how the program will:  |           |          |              |
| a. incorporate fun and exciting activities that will engage students.  | 4         | 2        | 0            |
| b. address learning loss   | 4         | 2        | 0            |
| c. help address chronic absenteeism  | 4         | 2        | 0            |
| d. promote student agency  | 4         | 2        | 0            |
| e. prioritize student-centered learning  | 4         | 2        | 0            |
| 4. Explained how project will provide services and activities during extended hours that are not currently available during the regular school day.                          | 4         | 2        | 0            |
| 5. Provide logical and realistic project goals, objectives, activities, and timeline.  | 4         | 2        | 0            |
| 6. Provide evidence that the project promotes:   |           |          |              |
| a. students finding value in the learning, relationships, and the process,   | 2         | 1        | 0            |
| b. students' self-efficacy or a belief in his or her ability to complete the learning tasks,   | 2         | 1        | 0            |
| c. students' sense of control over the process and outcomes of learning,   | 2         | 1        | 0            |
| d. a productive emotional state for students while learning, and   | 2         | 1        | 0            |
| e. students sharing in decision making by having a voice in why, what and how learning experiences take shape.   | 2         | 1        | 0            |
| 7. Described how the proposed project is "innovative"  | 6         | 3        | 0            |
| 8. Described how the program will provide any of the following:  |           |          |              |
| a. provide elementary/middle school students with opportunities to be outdoors at least two hours per week and environmental education programming during inclement weather, | 4         | 2        | 0            |
| b. support students' literacy and numeracy skills,   | 4         | 2        | 0            |
| c. provide all students at least one hour a week of experiential/project-based learning in science/technology/engineering/math,  | 4         | 2        | 0            |

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|--|---|---|---|
| d. provide all students at least one hour a week of experiential/project-based learning in the arts, | 4 | 2 | 0 |
| e. support social/emotional/behavioral/mental health of students and staff,                          | 4 | 2 | 0 |
| f. support high school students' ability to learn a skill, build a career and obtain employment, and | 4 | 2 | 0 |
| g. provide multiple meaningful opportunities to engage with families.                                | 4 | 2 | 0 |
| <b>SUBTOTAL</b>  |   |   |   |

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|---|------------------|-----------------|---------------------|
| <b>D. PROGRAM ADMINISTRATION<br/>(max. 14 points)</b>   |                  |                 |                     |
| 1. Included an organizational chart of key staff, outlining:  |                  |                 |                     |
| a. identified roles (must designate a program director, program coordinator and data person);   | 1                | -               | -                   |
| b. percentage of time staff will be dedicated to the project;   | 1                | -               | -                   |
| c. credentials and backgrounds; and   | 1                | -               | -                   |
| d. roles and responsibilities.  | 1                | -               | -                   |
| 2. Demonstrated that applicant and partner resources are adequate to achieve the stated goals, including staff, facilities, equipment, supplies and other resources.    | 4                | 2               | 0                   |
| 3. Provided a description of the adequacy of supervision and training for all staff that have contact with children.  | 2                | 1               | 0                   |
| 4. Demonstrated that total costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits.                         | 2                | 1               | 0                   |
| 5. Provided evidence that the organization has adequate fiscal health to sustain at least three months of programming and has adequate financial controls and policies. | 2                | 1               | 0                   |
| <b>SUBTOTAL</b>   |                  |                 |                     |

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|---|------------------|-----------------|---------------------|
| <b>E. EXPENDITURES &amp; SUSTAINABILITY (max. 22 points)</b>  |                  |                 |                     |
| 1. Provided a budget and detailed budget narrative for year one that itemizes use of ARP ESSER funds, as well as funds from other sources, including: |                  |                 |                     |
| a. costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits                                 | 8                | 4               | 0                   |
| b. transportation costs (maximum of 20 percent of total budget);  | 2                | 1               | 0                   |
| c. professional learning and mileage reimbursement costs (including costs for substitutes to allow necessary staff to attend trainings);              | 2                | 1               | 0                   |
| d. appropriate personnel (including allocated hours to complete necessary tasks);   | 2                | 1               | 0                   |
| e. family engagement activities (five percent commitment required each year);   | 2                | 1               | 0                   |
| f. data collection, database management, quality advising, technical assistance, evaluation costs (nine percent commitment required each year); and   | 2                | 1               | 0                   |
| g. in-kind or matching contributions (cannot be derived from other state or federal funds).   | 2                | 1               | 0                   |
| 2. Described the fee structure, if applicable, or indicate that a fee structure will not be instituted.   | 2                | 1               | 0                   |
| <b>SUBTOTAL</b>   |                  |                 |                     |