Application/Scoring Review Rating Form

CHECK **ONE** OPTION BELOW:
_____ Option A Elementary School After-school Program
_____ Option B Middle /High School After-school Program

CSDE use only Proposal No. _____

After-School Grant Program

Application Scoring/Reviewer Rating Form

Lead Applicant Agency _____ Reader No. _____

School District/Regional Educational Service Center (RESC)_____

Reader Instructions:
Give the proposal a score which best describes its attributes in each category. Give the proposal a subtotal as indicated at the end of each section. Total all the subsections in the final scoring chart attached.

Total Score of this proposal is _____ Maximum 241

	Excellent (well-conceived and thoroughly developed)	Good (clear and complete)	Marginal (requires additional clarification)	Weak (lacks sufficient information)	Inadequate (information not provided)
A. Need for Project					
Provides a description of the applicant community and the needs of the target population. Includes data that describes the need including: percentage of students who receive free or reduced price lunch, are Multilingual Learners (MLs), are chronically absent, and/or are identified with special education needs.	5	4	3	2	0
Provides a description of how the proposed project will remedy the risk factors for each target population. Describes how the program will supplement and not duplicate existing services.	10	8	5	2	0

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B. Partnerships and Collaboration					
Provides a detailed description of the partnership between the LEA(s) or school(s) and CBO(s) or other public or private organizations and how identified partners will address the specific needs of the target population.	4	3	2	1	0
Clearly delineates roles of partners, including:					
a. specific responsibilities of designated staff;	3	2	1	0	0
b. supervision, evaluation and supports for staff;	3	2	1	0	0
c. plans for ongoing communication; and	3	2	1	0	0
d. allocation of resources.	3	2	1	0	0
Provides letter of commitment from Superintendent stating that they will share the State Assigned Student Identifier (SASID) numbers with CSDE	3	2	1	0	0
Describes how program staff will collaborate with the school to disseminate information about program goals, offerings, openings, and registration processes.	3	2	1	0	0
Describes how professional learning and training opportunities will be shared between partner organizations.	3	2	1	0	0
Includes letters of commitment from the lead applicant that programs have the capacity to invest time and resources to support program start-up and implementation once the grant is awarded, notwithstanding a delay in reimbursement of funds.	3	2	1	0	0
Lead applicant letter states that a safety plan for each program site will be in place prior to opening.	3	2	1	0	0

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C. Quality of Project Design					
Identifies target population, including number of students to be served and addresses needs of target population.	10	8	5	2	0
Documents logical and realistic program goals, objectives, activities, and timeline. (attached an example of daily schedule and a monthly activity calendar)	15	10	7	3	0
Offers a broad variety of enrichment activities, clubs, programs, recreational activities, and activity centers, such as arts, music, active games, team building, community service, youth development, and character education that complement the regular academic program of participating students.	5	4	3	2	0
Outlines plans to incorporate Youth Voice and Youth Choice in daily programming and program design.	5	4	3	2	0
Outlines plans to incorporate cultural competency practices and DEI practices into activity offerings and overall program environment.	5	4	3	2	0
Outlines how the program will provide family engagement activities, maintain regular communication and build connections with families, and provide staff training on communicating and working with families.	10	8	5	2	0
Outlines how children will travel safely to and from the program and home.	5	4	3	2	0
Describes how program will provide healthy snacks and/or supper following the USDA After-school Meals Program.	5	4	3	2	0
Provides a calendar that identifies the program's start date, end date, days of operation, including any vacation and summer programming. [State Guidelines: minimum of nine hours/week for elementary, and no less than four days a week; eight hours/week for middle school; for high school programs 5 hours, 2 days per week). Programs that are designed to operate throughout the full school year at least 35 weeks will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are weak/inadequate and will receive 0 points.]	15	10	5	0	0

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C1. Literacy Component					
Literacy component is offered as part of the academic offering of the program and includes small group instruction for low achieving students using strategies consistent with Connecticut's Common Core State Standards for English Language Arts or Research-based Literacy Practices.	15	10	7	3	0

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C2. Science, Technology, Engineering, Arts, and Mathematics Component					
Science, Technology, Engineering, Arts, and/or Mathematics (at least two) components are offered as part of the enrichment offering of the program and includes small group instruction for low achieving students using strategies consistent with the Connecticut's Common Core State Standards for Mathematics and/or the Connecticut's Science, Technology Education and Arts Curriculum Frameworks, as appropriate.	15	10	7	3	0

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C3. Physical Activity & Wellness Component					
This component must be aligned with the program goals and include the following: high-quality physical and wellness activities Examples of high-quality physical and wellness activities include walking, running, dancing, active games, outdoor active play, and recreational activities. Group, individual, and partner activities are all appropriate. Programs can also reinforce academic concepts through physical activities that integrate physical activity with academic concepts. Every student should have an equal opportunity to participate regardless of ability level. Activities should be age-appropriate, enjoyable, offer variety, promote active play and structured physical activity. (removed line below)	10	8	5	2	0

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C4. Social Emotional Learning Component					
This component must be aligned with the program goals and include the following: high quality SEL programming and practices An SEL component must be incorporated into the program and can include incorporating SEL practices into everyday activities, such as group meetings, transitions, and reflection times; training staff in SEL and mental wellness approaches so they can effectively model and teach these skills; fostering an atmosphere where all youth/staff feel safe, respected, and valued; implementing conflict resolution and restorative justice approaches to address issues constructively, and involving families in SEL to extend learning beyond the program. Examples of SEL activities and practices include: Mindfulness and Relaxation, Emotion Regulation Activities, Team Building Exercises, Social Skills Development, Character Education, Self-Reflection and Goal-Setting, Cultural and Identity Awareness, Mental Health Awareness	10	8	5	2	0

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C5. College and Career Readiness Component (MS/HS)					
Describes a plan to provide a high-quality college and career readiness component.	5	4	3	2	0

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C6. Play-Based Learning (ES)					
Describes a plan to provide a play-based learning approach to daily activities.	5	4	3	2	0

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D. Adequacy of Resources					
Includes an organizational chart of key staff, outlining identified roles (must designate a program director, program coordinator and data person) and amount of time staff will be dedicated to the project.	5	4	3	2	0
Provides a description of the adequacy of support, including facilities, equipment, supplies and other resources, from the applicant organization or the lead applicant organization. Demonstrates that these resources are adequate to achieve the stated goals and that all facilities are safe and accessible.	10	8	5	2	0
Provides a description of the adequacy of supervision and training for all staff that have contact with children.	10	8	5	2	0
Demonstrate that total costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits. Provide the specific amount per student spent that would come from the after-school grant, do not include any additional fees.	10	8	5	2	0
Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming and has adequate financial controls and policies.	5	4	3	2	0

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E. Quality of Management Plan					
Describes how the organization will disseminate information about the programs to the community, in a manner that is understandable and accessible, and includes translation services as applicable. Describes strategies for recruiting students to fully participate in the program.	5	4	3	2	0
Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities and milestones to accomplish project tasks.	10	8	5	2	0

Provide a description of the coordination of meaningful communication between the school administration, classroom teachers, and after-school staff to address the academic and social emotional needs of the children. Include planning and preparation time for after-school teachers to align the program design and activities with school day.	10	8	5	2	0