

**Application/Scoring Review Rating Form**

CHECK <b>ONE</b> OPTION BELOW: <input type="checkbox"/> Option A Elementary School After-School Program <input type="checkbox"/> Option B Middle /High School After-School Program
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CSDE use only RFP category No. \_\_\_\_\_ Proposal No. \_\_\_\_\_

**AFTER-SCHOOL GRANT PROGRAM**

**Application Scoring/Reviewer Rating Form**

Lead Applicant Agency \_\_\_\_\_

Reader No. \_\_\_\_\_

School District/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 230 (elementary) 235 (middle and high schools)

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
<b>A. NEED FOR PROJECT</b>					
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 English language learners, 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
SUBTOTAL SCORE A (maximum 15 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
<b>B. PARTNERSHIPS AND COLLABORATION</b>					
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
Describes how program staff will collaborate with school day teachers and disseminate information about program offerings and goals.	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 <b>lead applicant</b> 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, and that there is a safety plan for each program site.	3	2	1	0	0
SUBTOTAL SCORE B (Maximum 25 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINA L (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUAT E (information not provided)
<b>C. QUALITY OF PROJECT DESIGN</b>					
Identifies target population, including number of students to be served and addresses needs of target population.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and complements the regular academic program of participating students.	5	4	3	2	0
Describes how the program will provide family engagement activities, staff training, and/or creates a welcoming program environment for families.	10	8	5	2	0
Documents logical and realistic project goals, objectives, activities and timeline.	15	10	7	3	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, 8 hours/week for middle school and no less than four days a week; for high school programs 5 hours, 2 days per week). Programs that are designed to operate throughout the full school year 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
Outline plans to incorporate cultural competency practices into activity offerings and overall program environment. Describes how the program will incorporate diversity, equity and inclusion (DEI) policies and practices and provides examples.	5	4	3	2	0
Describes how children will travel safely to and from the program and home. Clearly indicates whether bus transportation will be provided and how this will be funded. Descriptions must align with budget allocations.	5	4	3	2	0
Describes strategies for recruiting students to fully participate in the program. Middle and high school programs include a peer marketing component.	5	4	3	2	0
Describes how snack and/or supper will be provided for program participants.	5	4	3	2	0
SUBTOTAL SCORE C (maximum 75 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
<b>C1. LITERACY COMPONENT</b>					
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
SUBTOTAL SCORE C1 (maximum 15 points) _____					

<b>C2. SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATHEMATICS COMPONENT</b>					
Science, Technology, Engineering, Arts, and/or Mathematics (at least two) component is 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
SUBTOTAL SCORE C2 (maximum 15 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
<b>C3. WELLNESS AND RECREATION COMPONENT</b>					
Aligned with the program goals and include the following: high-quality physical and wellness activities, social and emotional activities, as well as recreational activities. Examples of high-quality physical and wellness activities include walking, running, dancing and playing games. Examples of social and emotional activities include group work focused on interpersonal communication skills, problem-solving and team-building activities. Games and activities that include hopping, skipping and jumping rope are also appropriate. 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. Participate in the USDA After-School meals program.	15	10	7	3	0
SUBTOTAL SCORE C3 (maximum 15 points) _____					

<b>FOR OPTION B APPLICATIONS ONLY – MIDDLE AND HIGH SCHOOL PROGRAMS</b>					
<b>C4. COLLEGE AND CAREER READINESS COMPONENT</b>					
Describes a plan to provide a high-quality college and career readiness component.	10	8	5	2	0
SUBTOTAL SCORE C4 (maximum 10 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
<b>D. ADEQUACY OF RESOURCES</b>					
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.	5	4	3	2	0
Provide a description of the adequacy of supervision and training for all staff that have contact with children.	10	8	5	2	0
Demonstrates that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.	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
Identifies the physical location where all programming will be held and describes how the facility is safe and accessible.	5	4	3	2	0
SUBTOTAL SCORE D (maximum 40 points) _____					

<b>E. QUALITY OF MANAGEMENT PLAN</b>					
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.	5	4	3	2	0
Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks.	10	8	5	2	0
Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations.	10	8	5	2	0
SUBTOTAL SCORE E (maximum 25 points) _____					