APPENDIX 9: Scoring Rubric - 2024 Summer Strong

Program Description - 56 points (48 points + up to 8 possible priority points)

Organization History, Leadership and Experience - 16 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe history and mission of organization **AND** □ Does not describe leadership staff with broad expertise and commitment to youth. **AND** □ Does not describe organization's approach or philosophy towards youth development	□ Describes history and mission of organization **OR** □ Describes leadership staff with broad expertise and commitment to youth **OR** □ Describes the organization's approach or philosophy towards youth development	□ Describes history and mission of organization **AND** □ Describes leadership staff with experience working with youth **OR** □ Describes the organization's approach or philosophy towards youth development	□ Details history and mission of organization **AND** □ Details directors, senior staff, and board members with broad expertise and demonstrated years of commitment to youth **AND** □ Details organization's approach and philosophy in implementing a youth development approach
□ Does not describe key staff that will deliver the program and manage grant administration/funds	□ Describes key staff that will manage grant administration/funds **AND** □ Provides examples of success in managing and/or complying with grant requirements	□ Describes key staff that will manage grant administration/funds and data management **AND** □ Provides examples of success in managing and/or complying with grant requirements **AND** □ Provides quantitative evidence of success in managing and complying with grant requirements **OR** Provides qualitative evidence of success in managing and complying with grant requirements	□ Detail key staff that will manage grant administration/funds and data management and analysis **AND** □ Provides examples of success in managing and/or complying with grant requirements **AND** □ Provides quantitative evidence of success in managing and complying with grant requirements **AND** □ Provides qualitative evidence of success in managing and complying with grant requirements

□ Does <u>not</u> describe the program team, tenure, experience, and connection with the school and/or community to be served	□ Describes the program team, tenure, experience, and connection with the school and/or community to be served for a program that has been in place for at least one year	□ Describes the program team, tenure, experience, and connection with the school and/or community to be served for a program that has been in place for at least three years **AND** □ Describes the capability of the program personnel to implement youth development programs	□ Details the program team, tenure, experience, and connection with the school and/or community to be served for a program that has been in place for at least five years **AND** □ Details how the program personnel are best-suited to implement youth development programs and serve the target population **AND** □ Details program personnel's experience and understanding of the needs of the youth within the school / community to be served
□ Does <u>not</u> describe how the organization identifies structural racism	□ Describes how the organization identifies structural racism	□ <u>Describes</u> how the organization identifies structural racism **AND** □ Provides one example of work done by the organization to address structural racism in general	□ Details how the organization identifies structural racism **AND** □ Provides multiple examples of work done by the organization to dismantle structural racism within the specific community to be served

Need and Justification for Program(s) - 8 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe the targeted population to be served	□ Describes the targeted population to be served	□ Describes the targeted population to be served **AND** □ Describes why the organization is proposing to serve this population **AND** □ Describes how the proposed program will address the needs of youth	□ Details the targeted population to be served **AND** □ Details why the organization is proposing to serve this population **AND** □ Details how the proposed program will address the needs of underserved and/or "at-risk" youth **AND** □ Details accurately how the organization determines youth meet the definition of underserved/at-risk youth using definitions provided in RFA
□ Does not describe how the program meets the need(s) of the priority school community **AND** □ Does not describe how the program will help to eliminate the gap in OST services at the priority school	□ Describes how the program meets the need(s) of the priority school community	□ Describes how the program meets the need(s) of the priority school community **AND** □ Indicates if other OST options are available within the community	□ Details how the program meets the unique need(s) of the priority school community **AND** □ Details whether youth served would have other OST options if the program did not exist and, if so, examples of other program options

At-Risk/Underserved Population(s) to be Served* - up to 8 possible priority points*(*Competitive Points)*

Acceptable (1 point)	Good (2 points)	Great (3 points)	Excellent (4 points)
□ 1- 25% of proposed youth to be served are living in poverty as demonstrated by eligibility for TANF, SNAP and/or Free- and Reduced-priced Meals	□ 25%-49% of proposed youth to be served are living in poverty as demonstrated by eligibility for TANF, SNAP and/or Free- and Reduced-priced Meals	□ 50%-74% of proposed youth to be served are living in poverty as demonstrated by eligibility for TANF, SNAP and/or Free- and Reduced-priced Meals	□ 75%-100% of proposed youth to be served are living in poverty as demonstrated by eligibility for TANF, SNAP and/or Free- and Reduced-priced Meals
□ 1- 25% of proposed youth to be served are students with disabilities	□ 25%-49% of proposed youth to be served are students with disabilities	□ 50%-74% of proposed youth to be served are students with disabilities	□ 75%-100% of proposed youth to be served are students with disabilities

□ 1- 25% of proposed youth to be served are students who are immigrant, migrant and/or English Learners	□ 25%-49% of proposed youth to be served are students who are immigrant, migrant and/or English Learners	□ 50%-74% of proposed youth to be served are students who are immigrant, migrant and/or English Learners	□ 75%-100% of proposed youth to be served are students who are immigrant, migrant and/or English Learners
□ 1- 25% of proposed youth to be served identify as LGBTQ	□ 25%-49% of proposed youth to be served identify as LGBTQ	□ 50%-74% of proposed youth to be served identify as LGBTQ	□ 75%-100% of proposed youth to be identify as LGBTQ
□ 1- 25% of proposed youth to be served are experiencing homelessness	□ 25%-49% of proposed youth to be served are experiencing homelessness	□ 50%-74% of proposed youth to be served are experiencing homelessness	□ 75%-100% of proposed youth to be served are experiencing homelessness
□ 1- 25% of proposed students to be served are in foster care	□ 25%-49% of proposed youth to be served are in foster care	□ 50%-74% of proposed youth to be served are in foster care	□ 75%-100% of proposed youth to be served are in foster care
□ 1- 25% of proposed youth to be served are high school students that are one year older, or more, than the expected age for the grade in which they are enrolled.	□ 25%-49% of proposed youth to be served are high school students that are one year older, or more, than the expected age for the grade in which they are enrolled	□ 50%-74% of proposed youth to be served are high school students that are one year older, or more, than the expected age for the grade in which they are enrolled	□ 75%-100% of proposed youth to be served are high school students that are one year older, or more, than the expected age for the grade in which they are enrolled
□ 1- 25% of proposed students to be served reside in wards 4, 5, 6, 7, or 8	□ 25%-49% of proposed youth to be served reside in wards 4, 5, 6, 7, or 8	□ 50%-74% of proposed youth to be served reside in wards 4, 5, 6, 7, or 8	□ 75%-100% of proposed youth to be served reside in wards 4, 5, 6, 7, or 8

Program Design/Services - 8 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe the program(s) and activities provided to youth	□ Describes the program(s) and activities provided to youth	□ Describes the program(s) activities provided to youth **AND** □ Details the frequency of each activity **AND** Describes how youth representing the target population experience the program **OR** Details how program activities will promote youth development/achievement	□ Details a comprehensive array of program activities to be provided to youth, including but not limited to academic support, enrichment, social-emotional development, leadership, and sports/recreational services **AND** □ Details the frequency of each activity **AND** Describes how youth representing the target population experience the program **AND** Details how program activities will promote youth development/achievement

□ Does not state any measurable objectives that the program will achieve	□ States one measurable objective that the program will achieve but does not identify the subject, behavior, assessment criteria and/or time period	□ States two measurable objective that the program will achieve and clearly identifies the subject, behavior, assessment criteria and time period	□ States three measurable objective that the program will achieve and clearly identifies the subject, behavior, assessment criteria and time period

Youth Involvement - 8 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe the strategies the program uses to recruit youth into the program or why recruitment is not an issue	□ Describes the strategies the program uses to recruit youth into the program **OR** □ Explains why recruitment is not an issue	□ Describes the strategies the program uses to recruit youth into the program **OR** □ Explains why recruitment is not an issue **AND** □ Describes successes encountered with recruitment strategies	□ Details clear and comprehensive strategies the program uses to recruit youth into the program, including how the strategies reach the target population **OR** □ Explains in detail why recruitment is not an issue **AND** □ Details if these recruitment strategies have been prievously used, and, if so, describes both the successes and challenges, or, if not, describes the rationale that suggests success
□ Does not describe the strategies the program uses to retain youth or why retention is not an issue	□ Describes the strategies the program uses to retain youth or why retention is not an issue	□ Describes the strategies the program uses to retain youth into the program **OR** □ Explains why retention is not an issue **AND** □ Describes successes or challenges encountered with retention strategies	□ Details the strategies the program uses to retain youth into the program and how they are aligned with youth development **OR** □ Explains why recruitment is not an issue **AND** □ Details if these retention strategies have been prievously used, and, if so, describes both the successes and challenges, or, if not, describes the rationale that suggests success **AND** □ Details how being retained in the program benefits the youth

Making Connections - 8 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe how program supports youth with connecting to the larger community **AND** □ Does not describe reasons for not supporting youth with community connections	□ Describes how program supports youth with connecting to the larger community **OR** □ Describes reasons for not supporting youth with community connections	□ Describes and provides at least one example of how the program supports youth with connecting to the larger community **OR** □ Describes rationale for not supporting youth with community connections	□ Details and provides multiple examples of how the program supports youth with connecting to the larger community **AND** □ Details how these connections benefit the youth **OR** □ Details reasonable rationale for not supporting youth with community connections
□ Does not describe strategies the program will use to engage families **AND** □ Does not explain why family engagement is not a component of programming	□ Describes strategies the program will use to involve families **OR** □ Indicates why family engagement is not a component of programming	□ Describes strategies the program will use to involve families **AND** □ Describes previous successes involving families **OR** □ Provides reasons for why family engagement is not a component of programming	□ Detail strategies the program will use to linvolve and engage families **AND** □ Details why family engagement is important to youth development **AND** □ Describes successes and challenges engaging families, including examples. If the strategies are new, describe the rationale that suggests success **OR** □ Provides valid reasons for why family engagement is not a component of programming but outlines plans to promote engagement.

Budget & Budget Narrative - 12 points

Budget - 4 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not include budget item details	□ Includes budget item details	□ Includes budget item details **AND** □ Some line item expenses are described and justified	□ Include budget item details, quantities and cost per unit for some expenses **AND** □ All line item expenses described and justified, including calculations

Budget Narrative - 8 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe how the grant funds will be used	□ Describes how the grant funds will be used	□ Describes how the grant funds will be used and justifies costs	□ Details how the grant funds will be used and justifies costs **AND** □ All expenses align with program activities and youth development outcomes
□ The cost per hour is not justified **AND** □ The cost per student is not justified	□ The cost per hour is justified **OR** □ The cost per student is justified	□ The cost per hour is justified **AND** □ The cost per student is justified	□ The cost per hour is justified **AND** □ The cost per student is justified **AND** □ The justifications align with youth development outcomes

TOTAL POINTS _____ **/ 68 points** (60 points + up to 8 priority points)