APPENDIX 10: Scoring Rubric - FY24 OST My Afterschool DC

Program Description - 92 points (56 points + up to 36 possible priority points 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	□ Describes key staff that will manage grant administration/funds, data management and coordination with partnering organization(s) **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, data management and analysis and coordination with partnering organization(s) **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 priority school community	□ Describes the program team, tenure, experience, and connection with the priority school community for a program that has been in place for at least one year	□ Describes the program team, tenure, experience, and connection with the priority school community 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 community 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 at the priority school **AND** □ Details program personnel's experience and understanding of the needs of the youth and school community
□ 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 attending the priority school(s)	□ 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 attending the priority school(s) **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 **OR** □ Describes 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 **AND** □ Describes how the program will help to eliminate the gap in OST services at the priority school	□ Details how the program meets the unique need(s) of the priority school community **AND** □ Details how the program will help to eliminate the gap in OST services at the priority school **AND** □ Confirms that the program will ensure universal access for all students who are currently in need of OST programming at the priority school

At-Risk/Underserved Population(s) to be Served* - up to 32 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 5, 7, or 8	☐ 25%-49% of proposed youth to be served reside in wards 5, 7, or 8	☐ 50%-74% of proposed youth to be served reside in wards 5, 7, or 8	☐ 75%-100% of proposed youth to be served reside in wards 5, 7, or 8

Program Design/Services - 16 points (12 points + 4 possible priority points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
*Competitive Points			☐ Serving youth a minimum of 2.5 hours/day, 5 days/week, across 25 weeks of full school year

□ Does <u>not</u> 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 <u>not</u> state any measurable objectives that the program will achieve	□ States at least one measurable objective that the program will achieve but does not identify the subject, behavior, assessment criteria and/or time period	□ States at least three measurable objective that the program will achieve and clearly identifies the subject, behavior, assessment criteria and time period	□ States five measurable objective that the program will achieve and clearly identifies the subject, behavior, assessment criteria and time period
□ Does <u>not</u> describe the services and activities that will be implemented to achieve each objective	□ Describes the services and activities that will be implemented to achieve each objective	□ Describes evidence-based services and activities that will be implemented to achieve each objective **AND** □ Describes how the evidence-based intervention will be implemented with fidelity **OR** Includes citations for all research	□ Details evidence-based services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective **AND** □ Details specifically how the evidence-based intervention will be implemented with fidelity **AND** □ Includes citations for all research

Youth Involvement - 12 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does <u>not</u> 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 <u>not</u> 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

□ Does not describe youth involvement in the development or implementation of the program(s) **AND** □ Does not describe youth leadership opportunities in the design of the program	□ Describes youth involvement in the development or implementation of the program(s) **OR** □ Describes youth leadership opportunities in the design of the program	□ Describes youth involvement in the development or implementation of the program(s) **AND** □ Describes youth leadership opportunity in the design of the program	□ Details authentic youth involvement in the development and implementation of the program **AND** □ Details authentic youth leadership and contributions to the program design, content and organization **AND** □ Provides examples of changes made to program as a result of youth input

Making Connections - 12 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 connection to the community served **AND** □ Does not describe reason for not having a connection to the community	□ Describes connection to the community served **OR** □ Indicates lack of connection to the community served	□ Describes authentic connection to the community served and provides examples of this connection over the past three or more years **OR** □ Describes reasons for not having connection to the community served	□ Details authentic connection to the community served and provides examples of this connection over the past five or more years **AND** □ Describes other role the organization has in the youth's life either through a connection to the school, family, community, or other system **AND** □ Describes how the community engagement benefits the youth **OR** □ Details reasonable rationale for not having other engagement but outlines plans to promote engagement
□ 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.

Program Coordination & Staffing - 16 points

Coordination - 12 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe how students participating in the program will travel home from the program **AND** □ Does not provide assurances for attention to safety, health, and nutrition issues	□ Describes how students participating in the program will travel home from the program **OR** □ Provide assurances for attention to safety, health or nutrition issues	□ Describes how students participating in the program will travel home from the program **AND** □ Provides assurances for attention to safety, health or nutrition issues	□ Details clearly how students participating in the program will travel to and from the program **AND** □ Details assurances for all of the following: attention to safety, health, and nutrition issues
□ Does not describe how the organization will ensure equitable access to its program for students, staff, and other program beneficiaries with special needs	□ Describes how the organization will ensure equitable access to its program for students with special needs **OR** □ Describes how the organization will ensure equitable access to staff with special needs	□ Describes how the organization will ensure equitable access to its program for students with special needs **AND** □ Describes how the organization will ensure equitable access to staff with special needs	□ Details the steps the program will take to ensure equitable access to and full participation and inclusivity in its program for students with special needs **AND** □ Details the steps the applicant proposes to take to ensure equitable access to and full participation for staff and other program beneficiaries (families, contractors, volunteers) with special needs
□ Does not describe how the program will coordinate and/or subcontract with other youth-serving organizations to offer a broad spectrum of services to youth served. **AND** □ Does not indicate why collaboration with other youth-serving organizations will be a component of programming	□ Indicates that program will collaborate/subcontract with other youth-serving organizations **OR** □ Indicates that collaboration with other youth-serving organizations will not take place	□ Describes how program will collaborate/subcontract with other youth-serving organizations **OR** □ Provides reason for why program will not collaborate/subcontract with other youth-serving organizations	□ Details how the program will collaborate/subcontract with other youth-serving organizations and gives examples of organizations **OR** □ Details valid rationale for why program will not collaborate/subcontract with other youth-serving organizations

OST Program Staffing - 4 points

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)
□ Does not describe the staff organization of the OST program or provide staff ratio **AND** □ Does not describe the OST program site coordinator role	□ Describes the staff organization of the OST program **OR** □ Describes the OST program site coordinator role	□ Describes the staff organization of the OST program and provides staff ratio **AND** □ Describes the OST program site coordinator role	□ Details the staff organization of the OST program and narrative descriptions for all key program staff and provides staff ratio that is 1:15 or less **AND** □ Details the OST program site coordinator role, including the number of hours per week, job responsibilities, and qualifications

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 _____ **/ 120 points** (84 points + up to 36 priority points)