

# LIGHTS ON AFTER SCHOOL APPLICATION RUBRIC \$9,000-12,000 FUNDING LEVEL

## **REQUIREMENTS:**

**The Applicant School must exhibit:**

- 75 or more students served
- a minimum of 60 program hours provided
- involvement of at least two partnerships
- a strong history of at least 3 years of after-school programming
- 2+ years of successful management of LOAS grant funding of \$7000 or more per year.

Schools unable to meet all of these requirements may apply at the **\$5,000-9,000 Funding Level**. All applications and grant process materials are available at [www.dpsfoundation.org](http://www.dpsfoundation.org).

SELECTION CRITERIA		DEVELOPING	SCORE	EFFECTIVE	SCORE	HIGHLY EFFECTIVE	SCORE
<b>School CSAP SAR rating</b>		Because Lights On After School funding is specifically intended to meet unmet needs for DPS students, applicant schools with Unsatisfactory school SAR ratings may receive special consideration. Schools with an Excellent SAR rating should illustrate in clear detail the specific need within their student population that LOAS dollars will help to address.					
<b>SECTION 1 - LIGHTS ON AFTER SCHOOL ENRICHMENT PROGRAM PROPOSAL</b>							
<b># of Students, Hours and Weeks</b>		To qualify for more than \$9000, the proposed program must meet or exceed the required number of program hours and students served.					
L1	<b>Enrichment Program Description</b>	Descriptions of proposed programs are limited or incomplete, addressing less than half of the Program Descriptors.	10	The content of the proposed programs is described in adequate detail, but limited explanatory information is provided. Half or more of the Program Descriptors are addressed.	20	Application provides a clear illustration of proposed programs including every Program Descriptor requested for each enrichment activity.	30
L1a	<b>Staff to Student Ratio</b>	The ratio meets minimal standards.	5	Program development reflects appropriate ratios and group size for each of the proposed activities.	10	Appropriate ratio guidelines for various activities are clearly defined and align with the developmental skills and needs of the students.	15
<b>Project Goals and Objectives - Enrichment</b>							
L2a	<b>Attendance</b>	Outcomes are stated; measurement methods are not clearly defined.	10	General outcomes and the related measurement tools are described.	20	It is clear how the stated goals would feasibly be achieved through the proposed program. The methods to measure all goals are clearly defined.	30
L2b	<b>Behavior, attitudes, skills, knowledge</b>						

SELECTION CRITERIA		DEVELOPING	SCORE	EFFECTIVE	SCORE	HIGHLY EFFECTIVE	SCORE
<b>SECTION 2 - AFTER SCHOOL CONCEPT</b>							
<b>Need</b>							
AS1	<b>Student Diversity</b>	The application does not specifically describe the diversity of the student population to be served.	10	The diversity of the student population is described in general terms.	20	Application clearly illustrates the diversity of students including language, race, culture, special needs, learning styles, and economic circumstances.	30
AS2	<b>Student Challenges</b>	The application exhibits a limited awareness of the challenges faced by the student population.	10	Personal and academic challenges are described in general terms.	30	Personal and academic challenges are well described and supported by surveys, anecdotal evidence, or statistics.	30
<b>Existing Resources</b>							
AS3	<b>Other After-School Programming</b>	The application exhibits little or no awareness of other after-school resources available.	10	Application provides some basic information on other after-school opportunities.	20	Application exhibits an in-depth understanding of after-school options within the school and community.	30
AS4	<b>Partnerships</b>	Partnerships are planned, but not currently in place. No partnership letters are included.	0	The after-school program proactively identifies potential resources and partnerships. At least one partnership is currently active. Only one letter of support from a partner is included.	25	The application clearly illustrates a commitment to several partnerships, and well-describes their roles, and the quality and benefits of their programs. Two or more descriptive letters of support from partners are included.	50
AS5	<b>Partnership Strategies</b>	Strategies to develop and maintain partnerships are not clearly defined.	0	Strategies to develop, monitor and maintain partnerships are described in general terms. Application does not provide strong evidence of previous experience in managing partnerships.	25	If it is clear how the proposed partnerships will be developed, monitored and managed. Each item requested in the application is effectively addressed. Experience in managing partnerships is well described.	50
<b>After-School Plan</b>							
AS6	<b>a - Identified Need or Service Gap</b>	Application demonstrates a general knowledge of needs or service gaps.	10	A general need or service gap within the school/community is identified and documented.	20	Specific needs are documented through surveys, focus groups or other means. The proposed program is intended to address one or more identified need.	30
	<b>b - Distinct Population of Students</b>	Application does not specifically identify a portion of the student population that is underserved by existing resources.	10	The proposed program may potentially serve students who are not currently participating in after-school programs.	20	Program is specifically designed to involve students who do not currently participate.	30
	<b>c - Creates Variety in Programming</b>	There is limited evidence that the proposed activities complement what is already in place at the school and in the community.	10	The need for and purpose of these particular activities is clear in relation to other opportunities already available.	20	The proposed activities were strategically chosen to integrate into the after-school plan, and to expand upon, complement and not duplicate existing programs.	30
	<b>d - Balance of Enrichment and Academic</b>	The proposed program offers some enrichment and some academic support activities.	10	An intentional program design offers options for students to participate in both enrichment and academic support activities.	20	There are specific strategies in place to encourage students to participate in a balance of enrichment and academic activities.	30

SELECTION CRITERIA		DEVELOPING	SCORE	EFFECTIVE	SCORE	HIGHLY EFFECTIVE	SCORE
AS7	<b>Encouraging Student Participation</b>	It is not apparent how student involvement is encouraged and maintained throughout the school year.	5	Opportunities exist for students to participate consistently throughout the year. Strategies to retain students are described in general terms.	10	A clear plan is in place that will meet the goal of involving individual students in 30 or more hours of programming.	15
AS8	<b>Developmentally Appropriate</b>	A general statement expresses that the proposed activities are appropriate and relevant based on students' ages.	5	Some evidence is provided that the planned activity is appropriate and relevant based on students' academic and social functioning.	10	Application provides insight into students' cognitive, social and emotional skill levels and specific examples of how the activities are appropriate and relevant.	15
AS9	<b>Culturally Competent</b>	After-school opportunities are offered to the entire school as a whole; no attempt is made to target specific student groups/needs.	5	Attempts are made to encourage students to participate despite social, personal, language or cultural barriers.	10	The program is designed and implemented to solicit involvement of students who experience social, language or cultural barriers.	15
<b>Positive Youth Development</b>							
AS10	<b>a - Build relationships, strengths and skills</b>	Application incorporates positive youth development principles on a limited basis	10	Students are given opportunities in some or all of the areas outlined at left.	20	Program is characterized by a strong foundation of positive youth development; examples are provided of how the principles outlined at left are addressed in specific and tangible ways.	30
	<b>b - Feel safe and supported</b>						
	<b>c - Meaningful participation</b>						
	<b>d - Connect to larger community</b>						
	<b>e - Learn in engaging and creative ways</b>						
AS11	<b>Snacks</b>	<i>This question expresses a requirement <u>if snacks are funded</u>, but since this will not pertain to all applicants, it does not require a numeric score.</i>					
<b>Coordination Strategies</b>							
AS12	<b>a - Activity Selection and Scheduling</b>	Activities and scheduling processes are informally coordinated.	10	Program design describes some level of formal coordination of activity selection and scheduling.	20	A well-conceived and successful method is in place to select and schedule activities to avoid duplication and competition.	30
	<b>b - Recruitment and Enrollment</b>	Student recruitment and enrollment processes are informally coordinated.		Program design describes some level of formal coordination of student recruitment and enrollment.		Student enrollment practices ensure that each student is aware of and may choose among all after-school options, and may take part in several if desired.	
	<b>c - Teachers and Funding Resources</b>	Teacher schedules and use of funding resources are informally coordinated.		Program design describes some level of formal coordination among teachers. If multiple funding sources are used an overall strategy is in place.		Teamwork and interaction among contributing teachers is well described. Examples illustrate how funding resources serve multiple programs when possible.	
	<b>d - Parent Involvement</b>	The proposed program offers few if any opportunities for parent involvement.		Some of the programs offer proposed opportunities for parent involvement.		The program is integral to a strategy to build relationships with parents, and will engage parents as contributors, audience or supporters.	

SELECTION CRITERIA		DEVELOPING	SCORE	EFFECTIVE	SCORE	HIGHLY EFFECTIVE	SCORE
<b>Coordination Staff</b>							
AS13	a - Past Experience	The application does not clearly define the role of the after-school coordinator(s).	10	The coordinator position is clearly defined and well conceived. Parameters are commensurate with the scale of the program.	20	The coordinator role is clearly defined, and well-conceived. It is evident how this position helps to support and advance the proposed program.	30
	b - Basic Functions						
	c - Hours Required						
	d - Funding						
	e - Partnerships, Grant Management, and Quality Program						
<b>Aligns with Day School</b>							
AS14	a - Involve Day School Staff	The planned activities were developed with limited input from day school staff.	10	The activities are planned with some input from day school staff, but they are not active contributors to the program.	20	Day school staff are consulted or involved in program design and student recruitment, and contribute throughout the school year.	30
	b - Communication Link/Coordinatn.	The interaction and communication between the after-school program and the day school staff or school administration is not clearly described.		The intent/purpose of such communication is clear, but methods or procedures are not outlined in detail.		Specific information is conveyed among the school principal, and after-school and day school staff. Established procedures to facilitate two-way communication among all stakeholders are described.	
	c - Opportunities Complement Day School Learning	After-school activities expand opportunities for the students. The connection between the after-school activities and the day school experience is not clearly described.		The after-school program provides several opportunities that are not available during school hours. It is evident that the proposed program in specific ways integrates and complements day school activities.		Program intentionally broadens the range of learning opportunities and enrichment that students experience through school. There is intentional alignment with and integration of day school curricula and instructional strategies.	
<b>Evolution of After-school Programming</b>							
AS15	Evolution of After-School Programming	The application describes fewer than three previous school years of after-school programming as required at this Funding Level.	0	An adequate description is provided of how the program has developed over three or more school years, responding to some but not all of the Guiding Questions.	25	The application describes in detail how the program has evolved and improved over three or more previous school years; answer responds to all of the Guiding Questions.	50
<b>Funding History</b>							
AS16	Lights On After School Funding History	The application describes fewer than two previous awards of \$7000 or more, and is therefore ineligible for more than \$9,000.	0	The applicant school has received previous awards of the required dollar amount. Management of funds may be inconsistent, with some explanation provided.	25	The application indicates the requisite number of large awards, and effective allocation management - high quality applications, detailed reports submitted on time, consistent attendance, funds fully expended consistently each year. (Corroborated by LOAS records)	50

SELECTION CRITERIA		DEVELOPING	SCORE	EFFECTIVE	SCORE	HIGHLY EFFECTIVE	SCORE
AS17	Plan to Utilize Dollars	The application does not clearly express how additional funds will help advance the after-school program.	10	The opportunities created by additional funding are described in some detail; full justification may not be apparent.	20	The application clearly illustrates how extra funds will be utilized – perhaps describing a specific line item previously unfunded - to advance the program goals, expand offerings or increase capacity to serve additional students.	30
<b>Strategy to Sustain Programming</b>							
AS18	Strategy to Sustain Program	It is not clear how or if the program would be impacted by school transitions.	10	Strategies are in place to adapt and sustain program if impacted by school transitions.	20	Application exhibits clear strategies, commitment and ability to adapt and sustain program.	30
<b>TYPICAL WEEKLY SCHEDULE</b>							
Typical Weekly Schedule		Schedule is omitted, incomplete or unclear.	0	Schedule illustrates how the proposed enrichment programs are scheduled to complement other offerings.	15	Schedule reflects a comprehensive menu of after-school options for youth of varying interests and needs.	30
<b>BUDGET AND BUDGET NARRATIVE</b>							
Lights On After School Budget		Budget is incomplete, unclear or inaccurate. Exceeds \$12,000. Shows inefficient use of funds for program size.	0	The budget narrative illustrates how each budget item supports the proposed program.	15	Budget is complete, accurate and clearly understandable. The narrative provides detail to relate each item to the proposed program. Total grant request reflects a reasonable cost-per-student and does not exceed \$12,000.	30
<b>ATTACHMENTS</b>							
Partner Letters		Letters from partners are omitted, incomplete or outdated.	0	Only one letter is received. Letter(s) from partners do not meet all expectations outlined at right.	15	Letters from two or more active partners are up to date, express commitment to the proposed programs, and clearly describe the role(s) of partner(s).	30
Principal Letter		Letter from principal is omitted, incomplete or outdated.	0	Letter from principal does not meet all expectations outlined at right.	15	Letter from principal expresses knowledge of the proposed programs, recognizes the potential benefit to the school community and expresses enthusiastic commitment.	30