

MassGrad Implementation Grant – SCORING RUBRIC
A grant of the High School Graduation Initiative

SECTION II – NEEDS AND ASSETS (25 total points)

Recommended page length of 2-3 pages

NEEDS AND ASSETS	<i>Max points</i>	<i>Points awarded</i>	<i>Evidence, comments, and questions</i>
<p>1. <u>Planning and Needs Assessment</u>: The applicant thoroughly describes their planning and needs assessment process to date. <i>Note: If more than one school is included in this application, the applicant should include a specific description of this process for each school.</i></p>	7		
<p>2. <u>Prioritized Data</u>: The applicant includes a high-quality and thorough description of the data and information that were prioritized from their planning and needs assessment process. There is evidence that these data informed the activities included in the implementation plans described in Section III. <i>Note: Schools eligible for this grant opportunity already have a recognized level of need (i.e., eligible schools have a 2008-09 annual dropout rate that exceeds the state rate and at least 20 students that dropped out in the 2008-09 school year). For this section, the reviewers should look for a deep analysis of prioritized data that</i></p>	10		

NEEDS AND ASSETS	Max points	Points awarded	Evidence, comments, and questions
<i>demonstrates a thorough understanding of the applicant's students</i>			
3. <u>Asset Mapping</u> : The applicant includes a high-quality and thorough description of what programs, initiatives, and policies are currently in place that are an asset to increasing high school graduation rates and decreasing high school dropout rates. The applicant includes evidence regarding any evidence they have that these programs, initiatives, and policies are effective.	8		
Section Total	25		

SECTION III – IMPLEMENTATION PLANS (40 points)

Recommended page length of 3-6 pages (excluding the table)

IMPLEMENTATION PLANS	Max points	Points awarded	Evidence, comments, and questions
1. <u>Strategy Overview</u> : The applicant provides a complete overview table for the main strategies that will be implemented and the expected number of students to be served. The number of students is appropriately ambitious, but realistic given that the strategies are intended to target the students	5		

IMPLEMENTATION PLANS	<i>Max points</i>	<i>Points awarded</i>	<i>Evidence, comments, and questions</i>
<p>most at-risk for not graduating. <i>Note: Projects must specifically focus on 1-3 of these strategy areas at each the targeted schools. Selected strategy areas do not need to be discreet activities (i.e., a selected strategy may have elements of the other strategy areas). Each eligible school may select a different set of 1-3 strategies, or strategies may overlap across schools.</i></p>			
<p>2a. <u>Description of Strategies and Activities:</u> The applicant includes a high-quality and thorough description of all activities associated with the implementation of selected strategies. <i>Note: If the application includes more than one high school than the applicant should note any common activities occurring at each of the high schools and which activities will only take place at one high school.</i></p>	10		
<p>2b. <u>Description of Strategies and Activities:</u> The applicant includes a high-quality and thorough explanation for how the selected strategies, and associated activities, will specifically target and serve students most likely to drop out and/or also reach out to students that have already dropped out. <i>Note: Per the federal guidelines for the High School Graduation Initiative, priority will be given to proposals that include activities that focus on dropout prevention, intervention, <u>and</u> recovery.</i></p>	7		

IMPLEMENTATION PLANS	<i>Max points</i>	<i>Points awarded</i>	<i>Evidence, comments, and questions</i>
2c. <u>Description of Strategies and Activities:</u> The applicant includes a high-quality and thorough explanation for how the selected strategies and activities fill the needs, and complement the assets , described in Section II, above. The description includes information about how the selected strategies will inform and coordinate with other school improvement efforts and ongoing initiatives. Include in the description how other federal, state, and local funding streams, initiatives, and resources will be connected with this project.	7		
2d. <u>Description of Strategies and Activities:</u> The applicant includes a high-quality and thorough explanation for how at least one partner will be involved to enhance the project activities . The applicant includes a concrete, signed Memorandum of Understanding (MOU) or letter of commitment from the partner(s) as an attachment to the grant proposal.	5		
3. <u>Staff:</u> The applicant provides an appropriate list and description of the district and school staff members that will be part of their “implementation team.” This description includes the names, titles, and roles of these team members and how this team will meet and work together to ensure the successful implementation of the grant project.	6		
Section Total	40		

SECTION IV – MEASURABLE OBJECTIVES AND SELF-EVALUATION (15 points)

Recommended page length of 1-3 pages

MEASURABLE OBJECTIVES AND SELF-EVALUATION	Max points	Points awarded	Evidence, comments, and questions
<p>1. <u>Goals for Dropout Reduction</u>: The applicant provides an appropriate estimate for how the selected strategy or strategies will lead the targeted high school(s) toward the “school-level trajectory estimates” provided in the MassGrad RFP.</p> <p><i>Note: These trajectory estimates were created to inform state and local educators on the ideal trajectory of each school that will lead us to the overall state rate goal of 1.7% by 2014 (goal recommended by the Dropout Commission).</i></p>	5		
<p>2. <u>Project Objectives</u>: The applicant defines (in the table) other specific objectives for the proposed project. Objectives are measurable and address the stated activities and strategy described above. Objectives are ambitious, but realistic.</p>	7		
<p>3. <u>Additional Project Evaluation</u>: The applicant includes some additional ways the overall project or particular activities will be evaluated. The applicant includes some suggestions for how the Department, and its contracted evaluation partners for the entire</p>	3		

MEASURABLE OBJECTIVES AND SELF-EVALUATION	Max points	Points awarded	Evidence, comments, and questions
MassGrad project, can specifically support the applicant's efforts for evaluating the new or expanded activities under this grant.			
Section Total	15		

SECTION V – TIMELINE (5 points)

Recommended page length of 1 page (including the table)

TIMELINE	Max points	Points awarded	Evidence, comments, and questions
1. <u>Year 1 Timeline:</u> The applicant provides a <i>detailed</i> timeline for April 1, 2011 to September 30, 2011 and indicates the specific individuals responsible for carrying out activities.	4		
2. <u>Year 2 Timeline:</u> The applicant provides a brief description of the timeline for Year 2.	1		
Section Total	5		

SECTION VI – BUDGET (15 points)

Recommended page length of 2-3 pages (including the table)

BUDGET	<i>Max points</i>	<i>Points awarded</i>	<i>Evidence, comments, and questions</i>
<p>1. <u>Budget Narrative</u>: The applicant provides a budget narrative (using the table) that includes a description of proposed program expenses by line item. The applicant thoroughly describes how project expenses relate to proposed activities.</p> <p><i>(See bulleted notes about the budget on page 10)</i></p>	10		
<p>2. <u>Matching Funds</u>: The applicant includes a description of the local matching funds, both in-kind and actual cash expenditures, which will support the program activities.</p> <p><i>Note: The match does not need to equal 100 percent but must show a substantial commitment on behalf of the district.</i></p>	5		
Section Total	15		

Budget guidance provided to applicants:

- *The budget should be for only Year 1 (April 1, 2011 – September 30, 2011), the budgets for Years 2 and 3 will be requested in the continuation grant applications.*
- *Grant funds may not be used to compensate students for participation in activities.*
- *While there are no restrictions on the percentage of the grant that may be spent in a particular category, the reviewers will take into account whether the budget is strictly tied to the activities described in Section III and that the expenses are cost-effective.*
- *The federal guidelines for this project are very clear that funds must be used to supplement, not supplant, current activities and programming.*
- *Up to 50 percent of the Year 1 grant award may be carried-over to a Year 2 grant, however, successful grant recipients should plan to expend the vast majority of Year 1 funds prior to September 30, 2011.*
- *Grant recipients will be required to participate in regular awardee gatherings (up to 5 face-to-face meetings per year in a central location). There will also be additional, optional opportunities (i.e., additional training, networking events) each year. Grant recipients may include costs associated with participation in the mandatory and optional convenings (mileage, substitutes, etc.) in their proposed budget).*