Stronger Connections Grant Scoring Rubric

This rubric displays the scoring criteria that will be used by readers/scorers of the Stronger Connections Grant applications to determine a final score. The high-needs score will be determined ahead of time using AOE data *(data points 1, 2 and 4 come from DC4 year-end data collection; data point #3 comes from DC4 as well as ALiS educator licensing system)*, not by the individual readers.

Question/Component	Range of Points	Criteria
High Needs	0-4	One point awarded for each of the following four criteria if LEA % is above state average: • Poverty rates as measured by the percentage of free-and-reduced price meal-eligible students by supervisory union/district (SU/SD); • Rates of disciplinary incidents that result in exclusionary discipline (such incidents may include bullying, hazing, physical altercations, threats, and more depending on LEA policies) by SU/SD; • Rates of emergency or provisional licenses sought by SU/SD (as this implies a qualified educator shortage); and • Rates of chronic absenteeism by SU/SD.

Question/Component	Range of Points Possible	4 Point Criteria	3 Points	2 Points	1 Point	0 Points
Optional Needs Statement: Please provide a brief narrative which includes data about your LEA and examples beyond the "high-needs" criteria already identified to further explain why your LEA has a high-need for these funds. Examples of such data might include: Youth Risk Behavior Survey data, bullying/hazing/harassment incident data, use of restraints, incidents of suicide ideation, or other local data that reflects your LEA's need for additional student supports.	0-2	n/a	n/a	Applicant provides compelling data and narrative regarding one or more areas of high-need for the LEA. The data is presented with context and the need clearly connects with the priorities of the grant (student well-being, safe and inclusive schools, equity).	Applicant provides either data or narrative, but not both, regarding one or more areas of high-need for the LEA. Or, a clear connection is not made between this information and the priorities of the grant (student well-being, safe and inclusive schools, equity).	Applicant chose not to complete this section

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Question/Component	Range of Points Possible	4 Point Criteria	3 Points	2 Points	1 Point	0 Points
Spending Plan: Please provide a brief overview of your LEA's proposed activities, being sure to clearly indicate how they address the needs of your LEA (as evident in the "high-needs" criteria and optional needs question) and a rationale for why this/these particular activities or strategies were selected. Please also indicate a timeline for implementation, as this grant has a three and a half-year period of performance. Please also indicate how you will measure the impact of these funds on the outcomes you have targeted in your proposed activities or strategies.	1-4	Proposed plan for use of funds is clear. The connection between the proposed plan and how it relates to student need is clear. The plan addresses one or more of the three priorities of the grant discussed in the Overview section of the application (student well-being, safe and inclusive schools, equity).	Proposed plan is clear. Connection to needs is clear and grant priorities (student well-being, safe and inclusive schools, equity) are addressed, and rationale provided, but could use more clarification.	Plan is unclear, OR, the plan clearly connects to need, but does not speak to any of the three priorities (student well-being, safe and inclusive schools, equity), AND/OR the rationale for selecting these strategies or activities is not clear.	The plan does not connect clearly to identified needs and does not address the three priorities. Rationale is unclear. Lacks details as to what the activities or strategies actually are.	**n/a**

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Question/Component	Range of Points Possible	4 Point Criteria	3 Points	2 Points	1 Point	0 Points
Other Funds: Please indicate how these funds would complement other funding sources you already have and contribute to a greater vision to meet students' social, emotional, physical, and mental well-being needs, create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services. Check the boxes for all related funding sources that you currently have and provide a brief description of how these SCG funds would help to support, build upon and/or sustain the work funded through the existing sources you have identified.	0-2	**n/a**	**n/a**	Applicant demonstrates an existing commitment to the goals of the grant, evident in their having leveraged other funds toward these goals. Applicant shows how these funds would complement and improve upon current efforts, rather than duplicating. It is clear how these funds would either help sustain other, expiring funds, or would be sustained (after the period of obligation) by these other funds.	Applicant shows some prior commitment to the goals of this grant, evident through use of other funds for these purposes. Some uses may be slightly duplicative, or explanation is not completely clear. Sustainability is not completely evident.	Applicant does not address the question.

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