

## North Carolina Stronger Connections Grant (NCSCG) - Level I Scoring Rubric Guide

**Applicant Name:** \_\_\_\_\_

**Applicant Number (Org Code):** \_\_\_\_\_

**Reviewer Number:** \_\_\_\_\_

**PROGRAM NEEDS** *(Rate this section from 1-30 using the scoring guide below. 30 is the highest possible score.)*

The applicant describes: a) the school(s) to be served and the process used to identify the school(s); b) the target population(s) to be served; c) data to demonstrate the specific health and safety needs of the target population(s) to be served; d) the gaps the district and school(s) have in meeting the health and safety needs of the target population(s) to be served; e) the gaps the community has in meeting the health and safety needs of the target population(s) to be served; and f) the alignment of health and safety needs of identified school(s)/population(s) with the PSU needs assessment.

Dimensions		Leading (30-22 points)	Developing (21-10 points)	Lacking (9-1 points)
Applicant provides:	a) <b>Identification of school(s) to be served and the process used to identify the school(s)</b>	Identification of <b>school(s)</b> to be served and detailed explanation of how the schools were identified.	Identification of <b>school(s)</b> to be served and somewhat detailed explanation of how the schools were identified.	Incomplete identification of <b>school(s)</b> to be served and/or unclear or confusing explanation of how the schools were identified.
	b) <b>Identification of target population(s) to be served</b>	Clear identification of <b>target population(s)</b> to be served and detailed explanation of how the target population was identified.	Clear identification of <b>target population(s)</b> to be served and somewhat detailed explanation of how the target population was identified.	Incomplete or confusing identification of <b>target population(s)</b> to be served and/or unclear or confusing explanation of how the target population was identified.
	c) <b>Use of data to demonstrate the specific health and safety needs of the target population(s)</b>	Clear articulation of <b>data use</b> (including identification of data sources and interpretation) to demonstrate the specific health and safety needs of the target <b>population(s)</b> .	Somewhat clear explanation of <b>data use</b> (including identification of data sources and interpretation) to demonstrate the specific health and safety needs of the <b>target population(s)</b> .	Unclear explanation of data use to demonstrate the specific health and/or safety needs of the <b>target population(s)</b> .
	d) <b>Identification of the gaps the district and school(s) have in meeting the health and safety needs of the target population(s)</b>	Identification of <b>specific gaps the district and school(s)</b> have in meeting the health and safety needs of the <b>target population(s)</b> .	Identification of general <b>gaps the district and school(s)</b> have in meeting the health and safety needs of the <b>target population(s)</b> .	Unclear description of <b>gaps the district and school(s)</b> have in meeting the health and safety needs of the <b>target population(s)</b> .
	e) <b>Identification of the gaps the community has in meeting the health and safety needs of the target population(s)</b>	Identification of <b>specific gaps the community</b> has in meeting the health and safety needs of the <b>target population(s)</b> .	Identification of general <b>gaps the community</b> has in meeting the health and safety needs of the <b>target population(s)</b> .	Unclear description of <b>gaps the community</b> has in meeting the health and safety needs of the <b>target population(s)</b> .

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### PROGRAM NEEDS *(Rate this section from 1-30 using the scoring guide below. 30 is the highest possible score.)*

The applicant describes: a) the school(s) to be served and the process used to identify the school(s); b) the target population(s) to be served; c) data to demonstrate the specific health and safety needs of the target population(s) to be served; d) the gaps the district and school(s) have in meeting the health and safety needs of the target population(s) to be served; e) the gaps the community has in meeting the health and safety needs of the target population(s) to be served; and f) the alignment of health and safety needs of identified school(s)/population(s) with the PSU needs assessment.

Dimensions	Leading (30-22 points)	Developing (21-10 points)	Lacking (9-1 points)																											
<b>f) Alignment of health and safety needs of identified school(s)/population(s) with the PSU needs assessment</b>	Clear description of how the health and safety needs of the identified school(s) and target population(s) align with the PSU needs assessment.	General description of how the health and safety needs of the identified school(s) and target population(s) align with the PSU needs assessment.	Vague or confusing description of how the health and safety needs of the identified school(s) and/or target population(s) align with the PSU needs assessment.																											
<b>Circle your score for Needs Assessment. Note: An empty text box or entry of 'N/A' in the narrative box must yield a score of zero (0) points.</b>																														
	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
<b>This space is provided to record your notes on this section.</b>																														

### Program Design *(Rate this section from 1-30 using the scoring guide below. 30 is the highest possible score.)*

The applicant describes: a) the program goals and evidence-based interventions/activities proposed to be implemented; b) how educators and other school staff were engaged in identifying proposed interventions/activities and implementation planning; c) how students, parents, families, and the community were engaged in identifying proposed interventions/activities and implementation planning; d) the rationale for how intervention/activities will impact proposed safety and health outcomes; e) the alignment of proposed intervention/activities with identified school needs; and f) the alignment of proposed intervention/activities with identified target population needs.

Dimensions	Leading (30-22 points)	Developing (21-10 points)	Lacking (9-1 points)
<b>a) Program goals and evidence-based interventions/activities proposed</b>	Clearly articulated description of the <b>program goals</b> and <b>evidence-based</b> intervention(s)/strategies/activities.	Somewhat clear description of the <b>program goals</b> and <b>evidence-based</b> intervention(s)/strategies/activities.	Vague or confusing description of the <b>program goals</b> and/or <b>evidence-based</b> intervention(s)/strategies/activities.
<b>b) Educators and other school staff engagement in identifying proposed interventions/activities and implementation planning</b>	Detailed explanation of how <b>educators</b> and <b>other school staff</b> were engaged in identifying proposed interventions/activities and implementation planning.	Somewhat clear explanation of how <b>educators</b> and <b>other school staff</b> were engaged in identifying proposed interventions/activities and implementation planning.	Vague or incomplete explanation of how <b>educators</b> and/or <b>other school staff</b> were engaged in identifying proposed interventions/activities and implementation planning.

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**Program Design** *(Rate this section from 1-30 using the scoring guide below. 30 is the highest possible score.)*

The applicant describes: a) the program goals and evidence-based interventions/activities proposed to be implemented; b) how educators and other school staff were engaged in identifying proposed interventions/activities and implementation planning; c) how students, parents, families, and the community were engaged in identifying proposed interventions/activities and implementation planning; d) the rationale for how intervention/activities will impact proposed safety and health outcomes; e) the alignment of proposed intervention/activities with identified school needs; and f) the alignment of proposed intervention/activities with identified target population needs.

Dimensions	Leading (30-22 points)	Developing (21-10 points)	Lacking (9-1 points)
c) <b>Students, parents, families, and the community engagement in identifying proposed interventions/activities and implementation planning</b>	Detailed explanation of how <b>students, parents, families, and the community</b> were engaged in identifying proposed interventions/activities and implementation planning.	Somewhat clear explanation of how <b>students, parents, families, and the community</b> were engaged in identifying proposed interventions/activities and implementation planning.	Vague or incomplete explanation of how <b>students, parents, families, and/or the community</b> were engaged in identifying proposed interventions/activities and implementation planning.
d) <b>Rationale for how intervention/activities will impact proposed safety and health outcomes</b>	Clear rationale how intervention/activities will impact <b>proposed safety and health outcomes</b> .	Somewhat clear but general rationale for how intervention/activities will impact <b>proposed safety and health outcomes</b> .	Confusing or missing rationale for how intervention/activities will impact <b>proposed safety and/or health outcomes</b> .
e) <b>Alignment of proposed intervention/activities with identified school needs</b>	Clear articulation of how the proposed <b>intervention/activities align with identified school needs</b> .	Somewhat clear explanation of how the proposed <b>intervention/activities align with identified school needs</b> .	Unclear explanation of how the proposed <b>intervention/activities align with identified school needs</b> .
f) <b>Alignment of proposed intervention/activities with identified target population needs</b>	Clear articulation of how the proposed <b>intervention/activities align with identified target population needs</b> .	Somewhat clear explanation of how the proposed <b>intervention/activities align with identified target population needs</b> .	Unclear explanation of how the proposed <b>intervention/activities align with identified target population needs</b> .

**Circle your score for Program Design. Note: An empty text box or entry of 'N/A' in the narrative box must yield a score of zero (0) points.**

30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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## North Carolina Stronger Connections Grant (NCSCG) - Level I Scoring Rubric Guide

**OPERATIONAL CAPACITY** *(Rate this section from 1-15 using the scoring guide below. 15 is the highest possible score.)*

The applicant describes: a) district-/school-based resources the PSU will leverage to maximize the efficiency and impact of providing safe, healthy, and supportive learning environments; b) community-based resources the district/school(s) will leverage to maximize the efficiency and impact of providing safe, healthy, and supportive learning environments; and c) PSU’s plan for continued sustainability.

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
Applicant provides:	a) <b>District-/school-based resources leveraged by PSU to maximize the efficiency and impact of providing safe, healthy, and supportive learning environments</b>	Detailed description of how <b>district-/school-based resources</b> will be <b>leveraged by the PSU</b> to maximize the efficiency and impact of providing <b>safe, healthy, and supportive learning environments</b> .	General description of how <b>district-/school-based resources</b> will be leveraged by the <b>PSU</b> to maximize the efficiency and impact of providing <b>safe, healthy, and supportive learning environments</b> .	Incomplete or unclear description of how <b>district-/school-based resources</b> will be <b>leveraged by the PSU</b> to maximize the efficiency and impact of providing <b>safe, healthy, and supportive learning environments</b> .
	b) <b>Community-based resources leveraged by district/school(s) to maximize the efficiency and impact of providing safe, healthy, and supportive learning environments</b>	Detailed description of how <b>community-based resources</b> will be <b>leveraged by district/school(s)</b> to maximize the efficiency and impact of providing <b>safe, healthy, and supportive learning environments</b> .	General description of how <b>community-based resources</b> will be <b>leveraged by district/school(s)</b> to maximize the efficiency and impact of providing <b>safe, healthy, and supportive learning environments</b> .	Incomplete or unclear description of how <b>community-based resources</b> will be <b>leveraged by district/school(s)</b> to maximize the efficiency and impact of providing <b>safe, healthy, and supportive learning environments</b> .
	c) <b>PSU’s plan for continued sustainability</b>	Detailed plan for how the PSU will sustain successful intervention(s)/strategies/activities after funding ends.	Somewhat detailed plan for how the PSU will sustain successful intervention(s)/strategies/activities after funding ends.	Vague plan for how the PSU will sustain successful intervention(s)/strategies/activities after funding ends.

*Circle your score for Family Engagement. Note: An empty text box or entry of 'N/A' in the narrative box must yield a score of zero (0) points.*

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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## North Carolina Stronger Connections Grant (NCSCG) - Level I Scoring Rubric Guide

### Evaluation Plan and Use of Data *(Rate this section from 1-20 using the scoring guide below. 20 is the highest possible score.)*

The applicant describes: a) key outcomes (which are aligned with identified goals) that will be used to track and measure the success of the proposed NCSCG-funded intervention(s)/strategies/activities; b) organizational plan for collecting and analyzing data that aligns with the identified key outcomes (including measurement tools to be used, target population to be evaluated, and timeline of evaluative efforts); c) how evaluation findings will be used to ensure on-going continuous improvements and shared with the larger community (e.g., students, staff, parents, partners, funders); and d) organizational capacity (e.g., data systems, staff expertise) for collecting, maintaining, and reporting high-quality implementation and outcome data.

Dimensions		Leading (20-15)	Developing (14-7)	Lacking (6-1)
Applicant provides:	<b>a) Key outcomes (aligned with identified goals) used to track and measure the success of the proposed intervention(s)/strategies/activities</b>	Clear articulation of key proposed outcomes (aligned to identified goals) used to track and measure success of proposed intervention(s)/strategies/activities.	Somewhat clear description of key proposed outcomes (aligned to identified goals) used to track and measure success of proposed intervention(s)/strategies/activities.	Incomplete or vague description of how proposed program outcomes will be tracked and measured.
	<b>b) Organizational plan for collecting and analyzing data aligned with the key outcomes</b>	Clear articulation of specific data collection plan, including what data will be collected and analyzed to evaluate effective measurable outcomes.	Somewhat clear description of data collection plan, that includes types of data to be collected and analyzed to evaluate effective measurable outcomes.	Incomplete or vague description of data collection plan for evaluating program outcomes.
	<b>c) Use of data to improve the program and sharing of evaluation reports</b>	Clear and convincing description of how data will be used to ensure ongoing, continuous program improvement (including discussion of data with stakeholders and partners), and how evaluation reports on program outcomes will be shared.	Somewhat clear description of how data will be used to ensure ongoing, continuous improvement, and how evaluation reports on program outcomes will be shared.	Incomplete or vague description of how data will be used to improve the program, and/or how evaluation reports will be shared.
	<b>d) Organizational capacity to implement proposed data collection plan</b>	Clear and convincing description of organizational capacity (internal or external) to implement the proposed data collection plan.	Somewhat clear description of organizational capacity (internal or external) to implement the proposed data collection plan.	Incomplete or vague description of organizational capacity to implement the proposed data collection plan.

**Circle your score for Evaluation Plan and Use of Data. Note: An empty text box or entry of 'N/A' in the narrative box must yield a score of zero (0) points.**

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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## North Carolina Stronger Connections Grant (NCSCG) - Level I Scoring Rubric Guide

### Budget Narrative and Alignment *(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)*

The applicant describes: a) how costs are aligned to proposed programming; and b) how the proposed budget demonstrates costs are reasonable and necessary including a calculated cost estimate per student served.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)						
Applicant provides:	a) <b>Budget narrative aligns to proposed programming</b>	Detailed budget narrative that reflects clear alignment to proposed programming.	Budget narrative that somewhat clearly reflects alignment to proposed programming.	Budget narrative with incomplete information or conflicting alignment with the proposed program.						
	b) <b>Costs are reasonable and necessary</b>	Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size; and includes a calculated cost estimate per student served.	General description suggesting that most costs are reasonable and necessary; and included a calculated cost estimate per student served.	Insufficient description raises serious questions about costs.						
<b>Circle your score for Budget Narrative and Alignment. Note: An empty text box or entry of 'N/A' in the narrative box must yield a score of zero (0) points.</b>										
	10	9	8	7	6	5	4	3	2	1
<b><i>This space provided to record your notes on this section.</i></b>										