

ARISE Grant Applications Score Card (Rubric)

This is how we will consider grant applications.

Instructions: Each question listed below will be scored on a scale of 1-5. The lowest score an application can receive for each question is 1, and the highest score an application can receive for each question is 5. All applications must meet the requirements expressed on the application.	5 – Thorough & Very Clear Comprehensive /Thorough/Full Alignment	4 – Mostly Thorough & Clear Present/Unclear	3 – Has & Missing Some Elements & Somewhat Unclear Minimal/Vague	2 – Does not contain full Elements & Unclear Poorly	1 – Minimal Elements or Description Incomplete/incoherent	0 – Does not Provide
Mission and Value Statement What “big picture problem” does your organization address?	Provided mission and value statement is thorough and comprehensively defined.		Provided mission and value statement is present.		Mission and value statement is unclear.	
History of Organization Include information on previous successes around literacy initiatives, programming, partnerships, funding received, etc. **You do not need to have a long organizational history in order to submit an application. If your organization is younger, share your organization's origin story.	Provided history is thorough and comprehensive and clearly defines previous successes around literacy initiatives, programming, partnerships, and funding received.	Provided history is mostly thorough and clearly defines previous successes around literacy initiatives, programming, partnerships, and funding received.	Provided history is present and defines previous successes around literacy initiatives, programming, partnerships, and funding received.	Provided history is present however lacks previous successes around literacy initiatives, programming, partnerships, and funding received.	Provided history is vague and does not highlight experience around literacy.	History of the organization not present.

<p>Program Description</p> <p>(Tell us what your program does by addressing the following questions.)</p> <p>How does your work address literacy or determinants of literacy ((lexile numbers, parent support, comprehension, etc.) for students in the Douglass cluster?</p>	<p>Description of the problem to be solved, methods and interventions that will be used, and the impact that will be achieved are each described comprehensively, making the overall impact easy to understand and logical to the need described.</p>	<p>Description of problem to be solved, methods, and interventions - the impact are generally described and mostly easy to understand.</p>	<p>Description of problem to be solved, methods, and interventions- the impact is described but somewhat unclear; some programming steps are missing that may affect the program's impact; some evidence that the program is attempting too much or is unrealistic with budget/time and scope.</p>	<p>Description of problem to be solved, methods, and interventions- the impact is weak and mostly unclear.</p>	<p>Description of problem to be solved, methods, and interventions- not described and/or unclear.</p>	<p>No description of the problem to be solved, methods nor interventions described.</p>
<p>Tell us what your program looks like day-to-day.</p>	<p>Provided program day-to-day is thorough and comprehensively defined.</p>		<p>Provided program day-to-day is present.</p>		<p>Provided program day-to-day is unclear and vague.</p>	
<p>What goal(s) is your program trying to reach? What is your program going to do?</p> <p>Aim for at least 2-3 goals.</p> <p>Explain using SMART goals when possible (Specific, Measurable, Achievable, Realistic, and Time bound).</p>	<p>Proposal description shows an excellent, strong, and clear understanding of the grant's goal and drives the impact sought by ARISE.</p>	<p>Proposal description is very clear, outputs and outcomes are clear, program makes strong & clear sense given the timeline and funds sought.</p>	<p>Proposal description show good understanding of the grant's goal and drive the impact sought by ARISE.</p>	<p>Proposal description is clear, with some questions not being fully answered.</p>	<p>Proposal description is unclear, with some questions not being fully answered.</p>	<p>Proposal description is mostly unclear, with many questions not answered.</p>

<p>Project Timeline including milestones and key dates*</p>	<p>Timeline and funds are sound. Timeline milestones and key dates present and aligned.</p>	<p>Timeline and funds mostly make sense. Timeline milestones and key dates are present.</p>	<p>Timeline and funds need to be adjusted. Recommendations are needed to timeline milestones and key dates.</p>	<p>Timeline and funds do not make sense. Only one of the timeline milestones or key dates are present.</p>	<p>Timeline, funds, milestones and key dates are unclear.</p>	<p>Timeline, funds, milestones and key dates are not present.</p>
<p>Do you have existing relationships, ties, connections, associations, or partnerships within the Douglass cluster?</p> <p>Ex. Churches, Schools, Businesses, etc see below</p> <p>*Please share your ties or connections in the Douglas Cluster.</p>	<p>Community associations and connections are present and strong (buy-in). Over 5+ organizations mentioned within Douglass cluster.</p> <p>Very impactful programming and partnership.</p>	<p>Community associations and connections are present. Over 3+ organizations mentioned within Douglass cluster.</p>	<p>Some community associations are present. Over 2+ organizations mentioned within Douglass Cluster.</p>	<p>Organization has associations within APS but not specifically Douglass Cluster</p>	<p>Organization has minimal associations within APS.</p>	<p>No community relationships.</p>
<p>Program Sustainability Plan: How will you continue this program after this funding ends?*</p> <p>*We know getting grant money can be difficult, share your ideas on how you might continue this program after this year?</p>	<p>Clear ideas are shared for program continuation beyond the terms of this grant by identifying possible sources of revenue.</p>		<p>Vague ideas are shared for program continuation beyond the terms of this grant by identifying possible sources of revenue.</p>		<p>No ideas are shared for program continuation beyond the terms of this grant by identifying possible sources of revenue.</p>	

<p>Success Metrics: What would success look like?*</p> <p>1. Include both data (numbers, outcomes) and other signs of success.</p> <p>2. What barriers do you see impacting success?</p> <p>3. How will you monitor progress?</p>	<p>Success is clearly defined and matches the goals of this grant. Proposals include data and other signs of success, barriers they see impacting success, and ways progress will be shared</p>	<p>Success is mostly defined and in alignment with the goals of this grant. Proposals include relevant data and other signs of success, barriers they foresee impacting success, and mechanisms in place to monitor progress.</p>	<p>Success is defined and in alignment with the goals of this grant. Proposals include data and other signs of success, barriers they foresee impacting success, and mechanisms in place to monitor progress.</p>	<p>Success is defined with limited goals of the grant. Proposals include limited data and other signs of success, limited barriers impacting success, and limited mechanisms in place to monitor progress.</p>	<p>Success is unclearly defined with the goals of this grant. Proposals do not include data and other signs of success, barriers, and mechanisms to monitor progress.</p>	<p>Success is not defined.</p>
<p>Equity and Access: How does this project consider equity and support the needs of those most underserved in the Douglas cluster?</p> <p>In other words, how is your program going to serve and reach children and families that most need support/help?</p>	<p>The proposal clearly identifies and outlines several ways to serve and reach children and families who need it most.</p> <p>The program ideas strongly and clearly consider socio-economic , racial, gender, and/or learning gaps</p>	<p>The proposal mostly identifies and outlines a few equitable interventions for socio-economic, racial, gender, and learning gaps.</p>	<p>The proposal does identify and outline equitable interventions for socio-economic , racial, gender, and learning gaps.</p>	<p>The proposal mentions an equitable intervention in a limited way for socio-economic , racial, gender, and learning gaps.</p>	<p>The proposal unclearly or does not identify equitable intervention for socio-economic, racial, gender, and learning gaps.</p>	<p>Equitable support is not mentioned.</p>