

## Charter School Program Implementation Grant Rubric

Categories	Score 0-4	Score 5-7	Score 8-10
<b>Abstract</b> Score ____	Abstract does not provide enough information about the goal and outcome(s) of the project, the needs being addressed and the planned activities.	Abstract provides some information about the goal and outcome(s) of the project, the needs being addressed and the planned activities.	Abstract provides very clear information about the goal and outcome(s) of the project, the needs being addressed and the planned activities.
<b>Project Goals</b> Score ____	SMART Project goals are not addressed. Very limited or non-existent explanation of how each will be addressed through the proposed project. Did not include start and end dates with other significant milestones for a successful project.	Each area of the 8 Key Elements is mentioned; however, need more information on how each will be addressed through the proposed project. Included start and end dates with but lacked other significant milestones for a successful project.	SMART goals are provided with a thorough explanation of how each will be addressed through the proposed project. Included start and end dates with other significant milestones for a successful project.
<b>Educational Program</b> Score ____	The curriculum was noted but was vague or inadequately described.	The curriculum was noted but more information is needed to understand why the curriculum was chosen.	A thorough explanation of the planned curriculum needed to address the needs of the students was clearly explained.

<b>Supplemental Curriculum</b> Score ____	The curriculum was noted but was vague or inadequately described.	The curriculum was noted but more information is needed to understand why the curriculum was chosen.	A thorough explanation of the planned curriculum needed to address the needs of the students was clearly explained.
<b>Literacy</b> Score ____	Incomplete - 0 Points	Not applicable	Complete - 10 Points
<b>Support for Standards and Use of Data</b> Score ____	GPS or QCC standards that will be supported through this project were absent or minimal at best. Use of Data is vague.	GPS or QCC standards that will be supported through this project were noted but not fully defined. Use of Data is described but not clearly defined.	GPS or QCC standards that will be supported through this project were clear and fully defined. Use of Data is clearly and thoroughly explained.
<b>Continued Operation</b> Score ____	Cannot describe how the local school board and governing board of the charter school will provide for continued operation of the school once this Federal grant has expired. Vague description of how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices	Can describe how the local school board and governing board of the charter school will provide for continued operation of the school once this Federal grant has expired, but the explanation is somewhat vague. Can describe of how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices but does not	Strong description of how the local school board and governing board of the charter school will provide for continued operation of the school once this Federal grant has expired. Clear and thoughtful description of how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices Describes in clear and concise fashion how the charter school will coordinate the Consolidated Application with the LEA or with the

		explain the Consolidated Application.	State (in the case of a State Chartered Special School)
<b>Parental Involvement/Board Governance</b> Score ____	Vague description of the composition of the governing board, <i>e.g.</i> parents, community members or staff, and their responsibilities or decision-making authority. Does not describe how board members were selected and their qualifications. The governing board's policies are made available to parents in an odd fashion (parents have to place an open records request).	Solid description of the composition of the governing board. List any prerequisites for individuals to serve on the governing board. Describes how board members were selected and their qualifications. Details the training needs of the governing board and what board training has already occurred.	Describe the composition of the governing board, <i>e.g.</i> parents, community members or staff, and their responsibilities or decision-making authority. List any prerequisites for individuals to serve on the governing board. Describe how board members were selected and their qualifications. Detail the training needs of the governing board and what board training has already occurred. Describe how the governing board's policies will be made available to parents
<b>Budget Overview</b> Score ____	Budget is inadequate to support the proposed project.	Budget needs clarification on the ability to support the proposed project.	Budget is fair and adequate to support the proposed project.
<b>Budget Narrative</b> Score ____	Budget Narrative is inadequate and does not explain the need for each proposed line item.	Budget Narrative supports the need for each proposed line item but requires more clarification.	Budget Narrative is clear and concise and fully explains the need for each proposed line item.

**Total Possible Score: 110 Points**

Abstract	Points Awarded:
Project Goals	Points Awarded:
Educational Program	Points Awarded:
Supplemental Curriculum	Points Awarded:
Literacy	Points Awarded:
Support for Standards and Use of Data	Points Awarded:
Continued Operation	Points Awarded:
Parental Involvement/Board Governance	Points Awarded:
Budget Overview	Points Awarded:
Budget Narrative	Points Awarded:
<b>Total Points Awarded</b>	
<b>Preference Points</b>	
Underserved Students	<b>Point s Awarded</b>
Secondary Students	<b>Points Awarded</b>

**Fund As Is** \_\_\_\_\_

**Do Not Fund** \_\_\_\_\_

Comments: \_\_\_\_\_

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