



## GradNation Acceleration Grant Application Review Criteria

*Note: Applicant will receive zero (0) points for a blank response or response that is not at all connected to the request for information.*

### Section 1: Proposal Aligned to GradNation Action Platform

Applicant Question	1 point	2 points	3 points
1. For each GradNation Action Platform area that the proposal addresses, please check the appropriate box(es)			<ul style="list-style-type: none"> <li>Applicant marks one or more boxes on the platform</li> </ul>
2. What is the graduation rate challenge? Who are the people and what are the places most adversely impacted? How does this issue affect young people on a holistic level (in and out of school; academically, socially, emotionally)? How does this issue/challenge affect communities and the state as a whole? What data and knowledge about young people proves this to be a challenge?	<ul style="list-style-type: none"> <li>Challenge description does not include data</li> <li>Challenge description reflects a basic or generalizable understanding of student needs in overcoming barriers to graduation</li> </ul>	<ul style="list-style-type: none"> <li>Challenge description includes data that is relevant to the challenge</li> <li>Challenge description reflects high-level understanding of needs</li> </ul>	<ul style="list-style-type: none"> <li>Challenge description reflects nuanced understanding of graduation rate data and is supplemented by additional data elements</li> <li>Challenge description reflects nuanced understanding of barriers to graduating</li> <li>Challenge description indicates a holistic approach to helping young people overcome barriers</li> </ul>
3. What will the applicant do to increase the number of high school graduates in the state or community during the two-year grant period? Describe the programs and activities that this grant would fund and how they are aligned with the GradNation Action Platform.	<ul style="list-style-type: none"> <li>Plan reflects loose alignment to GradNation Action Platform</li> <li>Plan is loosely connected, or connected in an attenuated way, to the challenge description</li> </ul>	<ul style="list-style-type: none"> <li>Plan reflects alignment to GradNation Action Platform</li> <li>Plan indicates a connection to the data and challenge description, but there are gaps in understanding whether it is a strong connection</li> </ul>	<ul style="list-style-type: none"> <li>Plan reflects strong alignment to GradNation Action Platform</li> <li>Plan matches strategies with student needs and data based on earlier description in a way that is educationally sound</li> </ul>

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Lead Organization/Agency:

School district partner(s):

4. Scope of Work – objectives and key milestones	<ul style="list-style-type: none"> <li>• Scope of Work does not reflect a strong connection between needs of young people and a reasonable strategy; selected strategies are educationally sound; timeline for implementation may not be reasonable</li> <li>• Scope of Work includes timelines, responsible parties, activities, and critical milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of Work reflects a connection between needs of young people and a reasonable strategy; selected strategies are educationally sound; timeline for implementation may be reasonable</li> <li>• Scope of Work includes timelines, responsible parties, activities, and critical milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of Work reflects a strong connection between needs of young people and innovative strategies; selected strategies are educationally sound; timeline for implementation is reasonable</li> <li>• Scope of Work includes timelines, responsible parties, activities, and critical milestones</li> </ul>
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**Section 2: Ability to accelerate**

<b>Applicant Question</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
1. What current work is the applicant doing that will be helpful in successfully executing this proposal? What existing or planned supports for young people signal the applicant’s ability to accelerate progress?	<ul style="list-style-type: none"> <li>• Response describes a record of action or sufficient context that does not make continued graduation gains likely</li> </ul>	<ul style="list-style-type: none"> <li>• Response describes a record of action or sufficient context that makes continued graduation gains likely</li> </ul>	<ul style="list-style-type: none"> <li>• Response describes a record of action or sufficient context that makes continued graduation gains highly likely</li> </ul>
2. What local, state, or national partners have supported the applicant in the past or are able to support implementation of the two-year proposal? In what ways do partners complement the proposal and/or the capacity of the applicant?	<ul style="list-style-type: none"> <li>• Response describes partnerships with the lead organization that have positively impacted the schools, but not graduation rates</li> <li>• Partnership efforts do not match student need such that continued gains are likely</li> </ul>	<ul style="list-style-type: none"> <li>• Response describes partnerships with the lead organization that have positively impacted the schools, but in a way that may not be connected to graduation rates</li> <li>• Partnership efforts match student need such that continued gains are likely</li> </ul>	<ul style="list-style-type: none"> <li>• Response describes complementary partnerships with the lead organization that have positively impacted graduation rates</li> <li>• Partnership efforts match student need such that continued gains are likely</li> </ul>
3. What policy, political, or program conditions in the state or community make it likely that the applicant can accelerate progress on the graduation rate?	<ul style="list-style-type: none"> <li>• Response describes conditions that do not increase likelihood of continued gains that match the needs of young people and what the graduation rate data indicates is needed</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Response indicates a plan to create conditions to continue</li> </ul>	<ul style="list-style-type: none"> <li>• Response describes conditions that may increase likelihood of continued gains that match the needs of young people and what the graduation rate data indicates is needed</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Response indicates a plan to create</li> </ul>	<ul style="list-style-type: none"> <li>• Response describes conditions that increase likelihood of continued gains that match the needs of young people and what the graduation rate data indicates is needed</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Response indicates a robust plan to create conditions such that</li> </ul>

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Lead Organization/Agency:  
School district partner(s):

	progress that does not reflect an understanding of what is needed for young people in the community	conditions to continue progress that reflects an understanding of what is needed for young people in the community	progress can continue that reflects nuanced understanding of what is needed for young people in the community
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### **Section 3: Impact**

<b>Applicant Question</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
1. At the end of the two-year grant period, what will the grantee be able to say it has accomplished? What mindsets, behaviors, and/or conditions will have changed for young people in the state or community?	<ul style="list-style-type: none"> <li>Description of outcomes does not have a strong connection to the applicant's challenge description, plan, or ability to accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>Description of outcomes is general in nature such that it is possible that the outcomes will result from the applicant's challenge description, plan, and ability to accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>Description of outcomes is specific that reader is confident the outcomes will result from the applicant's challenge description, plan, and ability to accelerate progress</li> </ul>
2. What processes and/or data will inform implementation on an ongoing basis? Describe the processes and/or data elements. What approach will the applicant use to maintain accountability for progress among partners?	<ul style="list-style-type: none"> <li>Process and/or data is too general to ensure process or outcome measures will be met</li> <li>Approach with partners does not indicate strategy or a specific plan</li> </ul>	<ul style="list-style-type: none"> <li>Process and/or data indicates that applicant is holding itself to meet process measures</li> <li>Approach with partners is general rather than strategic</li> </ul>	<ul style="list-style-type: none"> <li>Process and/or data indicates that applicant is holding itself to high expectations to meet outcome measures</li> <li>Approach with partners is strategic and related to needs of the proposed work</li> </ul>
3. List at least two performance measures to chart annual progress and how the data is collected and analyzed. To be funded, please note that each applicant must also be able to report the graduation rate in high schools participating in the proposal's effort.	<ul style="list-style-type: none"> <li>One performance measure is the graduation rate</li> <li>Additional performance measures are weak or qualitative in nature such that impact on young people is difficult to determine</li> </ul>	<ul style="list-style-type: none"> <li>One performance measure is the graduation rate</li> <li>Additional performance measures are related to expected outcomes for young people in the plan</li> </ul>	<ul style="list-style-type: none"> <li>One performance measure is the graduation rate</li> <li>Additional performance measures are strongly related to expected outcomes for young people in the plan</li> </ul>

### **Section 4: Budget and Budget Narrative**

<b>Question for Reviewers</b>	<b>Level 1 Response</b>	<b>Level 2 Response</b>	<b>Level 3 Response</b>
1. Does the budget reflect reasonable costs aligned to the proposal	<ul style="list-style-type: none"> <li>Costs go beyond amounts available for state (\$250,000 total)</li> </ul>	<ul style="list-style-type: none"> <li>Costs are within available amounts for state (\$250,000 total)</li> </ul>	<ul style="list-style-type: none"> <li>Costs are within available amounts for state (\$250,000 total)</li> </ul>

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description and scope of work?	and community (\$100,000) grantees. <ul style="list-style-type: none"> <li>Costs reflect a significant mismatch between the scope of work and budget to achieve outcomes.</li> </ul>	and community (\$100,000) grantees. <ul style="list-style-type: none"> <li>Costs may reflect a mismatch between the scope of work and budget to achieve outcomes.</li> </ul>	and community (\$100,000) grantees. <ul style="list-style-type: none"> <li>Costs reflect an appropriate match between the scope of work and budget to achieve outcomes.</li> </ul>
2. Does the budget narrative justify the figures provided in each budget category?	<ul style="list-style-type: none"> <li>Budget narrative is missing or does not justify the costs in each budget category.</li> </ul>	<ul style="list-style-type: none"> <li>Budget narrative adequately justifies the costs in each budget category.</li> </ul>	<ul style="list-style-type: none"> <li>Budget narrative fully justifies the costs in each budget category.</li> <li>Budget narrative may include information on how these grant funds will be braided or blended with other funds to maximize program impact.</li> </ul>
3. Overall, will the budget support the work the applicant intends to accomplish over a two-year implementation period?	<ul style="list-style-type: none"> <li>Overall, budget is likely to support completion of proposed scope of work and achievement of outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Overall, budget is likely to support completion of proposed scope of work and achievement of outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Overall, budget is very likely to support completion of proposed scope of work and achievement of outcomes.</li> </ul>

**Score Summary**

Section 1 score:

Section 2 score:

Section 3 score:

Section 4 score:

Sum of section scores:

Average of section scores (divide sum by 4):

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