

Goal 1 - Support or increase student achievement and sense of competence in the areas of reading/language arts,

Objective 1.1: The afterschool grantee will score satisfactory or above on the reading/communications arts rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced	
A	Grades - all 30+	NA for SAC	Grades are not entered for applicable age groups.	Less than 50% of youth maintain or increase their grade in reading/language arts.	At least 50% of youth maintain or increase their grade in reading/language arts.	At least 60% of youth maintain or increase their grade in reading/language arts.	At least 70% of youth maintain or increase their grade in reading/language arts.
B	Grades - students with pre-grade in "need" category (see note for 1.1.B)	NA for SAC, no "pre" grade of D+ or lower	Grades are not entered for applicable age groups.	Less than 50% of students identified as "need" increase their grade.	At least 50% of students identified as "need" increase their grade.	At least 60% of students identified as "need" increase their grade.	At least 70% of students identified as "need" increase their grade.
C	MAP - English Language Arts	NA for K-2, 9-12, and SAC		The grantee's percentage of students with scores of Proficient or above is more than 10 percentage points less than the state's percentage OR the district's percentage OR below the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is within 10 percentage points of the state's or district's percentage OR at or above the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is at or above the state's percentage OR the district's percentage.	The grantee's percentage of students with scores of Proficient or above is at least 10 percentage points above the state's percentage OR the district's percentage.
D	End of Course (EOC) Exams - English II	Only applicable for grantees that have youth with scores, NA for SAC		The grantee's percentage of students with scores of Proficient or above is more than 10 percentage points less than the state's percentage OR the district's percentage OR below the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is within 10 percentage points of the state's or district's percentage OR at or above the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is at or above the state's percentage OR the district's percentage.	The grantee's percentage of students with scores of Proficient or above is at least 10 percentage points above the state's percentage OR the district's percentage.

E	Efficacy		Youth surveys not completed.	Less than 70% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 70% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 80% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 90% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.
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Objective 1.2: The afterschool grantee will score satisfactory or above on the math rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced	
A	Grades - all 30+	NA for SAC	Grades are not entered for applicable age groups.	Less than 50% of youth maintain or increase their grade	At least 50% of youth maintain or increase their grade in math.	At least 60% of youth maintain or increase their grade in math.	At least 70% of youth maintain or increase their grade in math.
B	Grades - students with pre-grade in "need" category	NA for SAC, no "pre" grade of D+	Grades are not entered for applicable age groups.	Less than 50% of students identified as "need" increase their	At least 50% of students identified as "need" increase their	At least 60% of students identified as "need" increase their	At least 70% of students identified as "need" increase their
C	MAP - Math	NA for K-2, 9-12, and SAC		The grantee's percentage of students with scores of Proficient or above is more than 10 percentage points less than the state's percentage OR the district's percentage OR below the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is within 10 percentage points of the state's or district's percentage OR at or above the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is at or above the state's percentage OR the district's percentage.	The grantee's percentage of students with scores of Proficient or above is at least 10 percentage points above the state's percentage OR the district's percentage.

D	EOC - Algebra I/ Algebra II	Only applicable for grantees that have youth with scores, NA for SAC		The grantee's percentage of students with scores of Proficient or above is more than 10 percentage points less than the state's percentage OR the district's percentage OR below the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is within 10 percentage points of the state's or district's percentage OR at or above the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is at or above the state's percentage OR the district's percentage.	The grantee's percentage of students with scores of Proficient or above is at least 10 percentage points above the state's percentage OR the district's percentage.
E	Efficacy		Youth surveys not completed.	Less than 70% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 70% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 80% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 90% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.

Objective 1.3: The afterschool grantee will score satisfactory or above on the science rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced	
A	Grades - all 30+	NA for SAC	Grades are not entered for applicable age groups.	Less than 50% of youth maintain or increase their grade in science.	At least 50% of youth maintain or increase their grade in science.	At least 60% of youth maintain or increase their grade in science.	At least 70% of youth maintain or increase their grade in science.
B	Grades - students with pre-grade in "need" category	NA for SAC, no "pre" grade of D+ or lower	Grades are not entered for applicable age groups.	Less than 50% of students identified as "need" increase their grade.	At least 50% of students identified as "need" increase their grade.	At least 60% of students identified as "need" increase their grade.	At least 70% of students identified as "need" increase their grade.

C	MAP - Science	NA for K-2, 9-12, and SAC		The grantee's percentage of students with scores of Proficient or above is more than 10 percentage points less than the state's percentage OR the district's percentage OR below the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is within 10 percentage points of the state's or district's percentage OR at or above the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is at or above the state's percentage OR the district's percentage.	
D	EOC - Biology	Only applicable for grantees that have youth with scores, NA for SAC		The grantee's percentage of students with scores of Proficient or above is more than 10 percentage points less than the state's percentage OR the district's percentage OR below the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is within 10 percentage points of the state's or district's percentage OR at or above the subgroup percentage.	The grantee's percentage of students with scores of Proficient or above is at or above the state's percentage OR the district's percentage.	
E	Efficacy		Youth surveys not completed.	Less than 70% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 70% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 80% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.	At least 90% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.

Goal 2 - Develop and maintain a quality program that includes a safe and supportive environment, positive

Objective 2.1: The afterschool site(s) will score satisfactory or above on the observed program quality rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
A		No PQA observation	Less than 2.9 on PQA tool.	2.9 or above on PQA tool OR if less than 2.9 at least 50% of site staff attend an extra YWM training.	3.9 or above on PQA tool.	4.4 or above on the PQA tool.
B		No staff surveys	Score of less than 3.5 on the Program Quality scale.	Score of 3.0 or above on the Program Quality Scale.	Score of 4.0 or above on the Program Quality Scale.	Score of 4.5 or above on the Program Quality Scale.
C		No youth surveys	Less than 70% of youth indicate a positive responses on the Program Quality Scale.	At least 70% of youth indicate a positive response on the Program Quality scale.	At least 80% of youth indicate a positive response on the Program Quality scale.	At least 90% of youth indicate a positive response on the Program Quality scale.
D		No family surveys	Less than 70% of family members indicate a positive response on the Program Quality Scale.	At least 70% of family members indicate a positive response on the Program Quality scale.	At least 80% of family members indicate a positive response on the Program Quality scale.	At least 90% of family members indicate a positive response on the Program Quality scale.

Objective 2.2: The afterschool site(s) will score satisfactory or above on the school day alignment rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
A	NA for SAC		No plan documenting how coordination of academic support will take place.	Written plan documenting how coordination of academic support will take place (see note 2.2.A).	Documentation that the written plan is agreed upon by both parties (school day and afterschool - see note 2.2.A).	Documentation of the implementation of the agreed upon plan.

B	Documenting State Standards		No documentation of state standards for activities in grant application or in lesson plans.	Identify state standards for all activities in the Program Activity Plan of the grant application or continuation report (<i>minimum coding of the standards - see note 2.2.B</i>).	Lesson plans for all academic enrichment activities (math, reading, and science) include the state standards (<i>minimum coding of the standard - see note 2.2.B</i>).	Lesson plans for all academic enrichment activities (math, reading, and science) include the <i>full description of the state standards</i> OR lesson plans for all activities (except homework help, tutoring, snack, and free time) include the <i>minimum coding of state standards</i> .
C	School Day Administrator Surveys		Average score of less than 3.0 on the Administrator Survey.	Average score of at least 3.0 on the Administrator Survey.	Average score of at least 3.4 on the Administrator Survey.	Average score of at least 3.7 on the Administrator Survey.
D	Staff/Coordinator School Day Linkages Scale	No staff surveys	Average score of less than 3.5 on the School Day Linkages Scale.	Average score of at least 3.5 on the School Day Linkages scale.	Average score of at least 4.0 on the School Day Linkages scale.	Average score of at least 4.5 on the School Day Linkages scale.

Objective 2.3: The afterschool site will score satisfactory or above on the broad array rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
A	Academic Strategies Based on Student Needs	NA for SAC	No documentation of academic strategies based on student needs.	Documentation that at least one intentional, academic strategy based on student academic needs has been implemented.	Documentation that at least two intentional, academic strategies based on student academic needs have been implemented in at least two subject areas.	Data to document impact of at least two academic strategies based on student academic needs.

Social and Emotional Learning Activities			No documentation that SEL activities were implemented.	Documentation that at least two SEL activities (individual, small group, or whole group) were implemented.	Documentation of at least three SEL activities OR a summary of the site's approach to supporting SEL that includes at least two of the following: topics covered, frequency of SEL activities, rationale for selection.	Documentation of at least four SEL activities with data to document impact OR the SEL summary must include topics covered, frequency of SEL activities, rationale for selection, and data to document impact.
Lesson Plans		No lesson plans	No evidence of advanced lesson planning or advanced planning is limited to listing activity without details of objectives, procedures, materials, etc.	Evidence that lesson plans are created in advance with at least some detail (such as objectives, procedures, materials, etc.) for at least some activities each week.	All academic support activities have lesson plans with objectives, procedures, materials, etc.	All activities (except tutoring, homework help, snack, and free time) have lesson plans with objectives, procedures, materials, etc.

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D	Weekly Schedule - Exposure to a Variety of Topics		No detailed weekly schedule	Weekly schedule does not include academic support or does not include at least two additional areas: health/ recreation/fitness, fine or performing arts, college and career readiness, social and emotional learning, and life skills education.	Weekly schedule includes academic support and at least two of the following additional areas: health/ recreation/fitness, fine or performing arts, college and career readiness, social and emotional learning, service learning, and life skills education.	Weekly schedule includes academic support and at least three of the following additional areas: health/ recreation/fitness, fine or performing arts, college and career readiness, social and emotional learning, service learning, and life skills education.	Weekly schedule includes academic support and at least four of the following areas: health/recreation/ fitness, fine and performing arts, college and career readiness, social and emotional learning, service learning, and life skills education.
E	Daily Schedule - Variety of Activities Each Day		No detailed daily schedule	Daily schedule does not have at least two activities per day for each age group of youth.	Daily schedule has at least two activities per day for each age group (excluding snack/meal).		Daily schedule has at least three activities per day for each age group (excluding snack/meal).
F	Choice of Activities			Daily or weekly schedule does not allow for any choice within the week.	Daily or weekly schedule allows youth the opportunity to choose at least one activity throughout the week. (Note: Evidence that youth "select" a class/group/club to sign up for at least quarterly can be accepted for "choice" at the satisfactory level.)	Youth have opportunities at least twice a week to choose from the site's broad array of enrichment activities (health/ recreation/fitness, fine and performing arts, college and career readiness, social and emotional learning, STEM, life skills education, service learning, etc.).	Youth have daily opportunities to choose from the site's broad array of enrichment activities (health/ recreation/fitness, fine and performing arts, college and career readiness, social and emotional learning, STEM, life skills education, service learning, etc.).

Objective 2.4: The afterschool grantee will score satisfactory or above on the family engagement rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
A	Family & Child Academic Enrichment Opportunities	No documentation of any family events planned.	Family engagement opportunities planned, but not held or attended by families.	Documentation of one family engagement opportunity with participating families in attendance.	Documentation of two family engagement opportunities with participating families in attendance.	Documentation of three family engagement opportunities with participating families in attendance.
B	Educational Development for Adult Family Members of Students Served	NA for SAC	No documentation educational development opportunities for families.	Educational development opportunity planned, but not held or attended by families.	Documentation of one educational development opportunity for families of students served with participating adult family members in attendance.	Documentation that the educational development opportunity for families of students served with attendance was planned based on additional needs assessment/survey within current year.
C	Family Strengthening Families Scale	No family surveys	Less than 70% of family members indicate a positive response on the Strengthening Families Scale.	At least 70% of family members indicate a positive response on the Strengthening Families scale.	At least 80% of family members indicate a positive response on the Strengthening Families scale.	At least 90% of family members indicate a positive response on the Strengthening Families scale.
D	Staff/Coordinator Strengthening Families Scale	No staff surveys	Less than 70% of staff indicate a positive response on the Strengthening Families Scale.	At least 70% of staff indicate a positive response on the Strengthening Families scale.	At least 80% of staff indicate a positive response on the Strengthening Families scale.	At least 90% of staff indicate a positive response on the Strengthening Families scale.

Goal 3 - Enhance youth's college and career readiness skills and behaviors, including positive school behaviors,

Objective 3.1: The afterschool grantee will score satisfactory or above on the program attendance rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
A	Proposed vs Actual Attendance	No attendance data	Actual 30+ day attendance is less than 80% of proposed attendance.	Actual 30+ day attendance is at least 80% of proposed attendance.	Actual 30+ day attendance is at least 90% of proposed attendance.	Actual 30+ day attendance is at least 100% of proposed attendance.
B	Elementary - 30+ days		Less than 50% of youth attend 30+ days.	At least 50% of youth attend 30+ days.	At least 60% of youth attend 30+ days.	At least 70% of youth attend 30+ days.
C	Elementary stretch - 60+ days		Less than 50% of youth attend 60+ days.	At least 50% of youth attend 60+ days.	At least 60% of youth attend 60+ days.	At least 70% of youth attend 60+ days.
D	Middle School/Junior High - 30+ days		Less than 40% of youth attend 30+ days.	At least 40% of youth attend 30+ days.	At least 50% of youth attend 30+ days.	At least 60% of youth attend 30+ days.
E	Middle School /Junior High stretch - 45+ days		Less than 50% of youth attend 45+ days.	At least 50% of youth attend 45+ days.	At least 60% of youth attend 45+ days.	At least 70% of youth attend 45+ days.
F	High School - 30+ days		Less than 30% of youth attend 30+ days.	At least 30% of youth attend 30+ days.	At least 40% of youth attend 30+ days.	At least 50% of youth attend 30+ days.
G	High School stretch - 30+ days		Less than 50% of youth attend 30+ days.	At least 50% of youth attend 30+ days.	At least 60% of youth attend 30+ days.	At least 70% of youth attend 30+ days.

Objective 3.2: The afterschool grantee will score satisfactory or above on the Positive School Behaviors - Personal and Social Skills rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
A		No youth surveys.	Less than 70% of youth indicate a medium to high level of personal and social skills on the Youth Survey AND the site level SEL plan does not include information about how the site will address personal and social skills.	At least 70% of youth indicate a medium to high level of personal and social skills on the Youth Survey OR the site level SEL plan includes information about how the site will address personal and social skills.	At least 80% of youth indicate a medium to high level of personal and social skills on the Youth Survey OR the site level SEL plan includes personal and social skills AND documentation of a lesson plan specific to personal and social skills.	At least 90% of youth indicate a medium to high level of personal and social skills on the Youth Survey OR the site level SEL plan includes personal and social skills, a lesson plan specific to personal and social skills, and data to document impact.
B			Less than 70% of youth have no in-building or out-of-school suspensions.	At least 70% of youth have no in-building or out-of-school suspensions OR the grantee's percentage of in-building or out-of-school suspensions is within 10 percentage points of the district's percent.	At least 80% of youth have no in-building or out-of-school suspensions OR the grantee's percentage of in-building or out-of-school suspensions is at or above the district's percent.	At least 90% of youth have no in-building or out-of-school suspensions OR the grantee's percentage of in-building or out-of-school suspensions is at least 10 percentage points above the district's percent.

Objective 3.3: The afterschool grantee will score satisfactory or above on the Positive School Behaviors - Commitment to Learning rubric.

	NA	Incomplete	Less than Satisfactory	Satisfactory	More than Satisfactory	Advanced
A		No youth surveys.	Less than 70% of youth indicate a medium to high level of commitment to learning as measured by items on the Youth Survey OR SEL plan does not include Commitment to Learning.	At least 70% of youth indicate a medium to high level of commitment to learning as measured by items on the Youth Survey OR information about how the site will address commitment to learning is included in the site level SEL summary.	At least 80% of youth indicate a medium to high level of commitment to learning on the Youth Survey OR the site level SEL plans include commitment to learning and documentation of at least one Commitment to Learning lesson plan (in addition to the two SEL lesson plans provided in 2.2.B)	At least 90% of youth indicate a medium to high level of commitment to learning on the Youth Survey OR the site level SEL plan includes commitment to learning, lesson plan, and data to document impact.
B			Less than 50% of youth meet or exceed the school district's average rate of school day attendance.	At least 50% of youth meet or exceed the school district's average rate of school day attendance.	At least 60% of youth meet or exceed the school district's average rate of attendance.	At least 70% of youth meet or exceed the school district's average rate of attendance.

Notes:

An "incomplete" automatically result in a "not met" for the objective. "Incompletes" cannot be averaged with "More than Satisfactory" or "Advanced" scores to reach an overall "Satisfactory" for the objective.

Goals 1 and 3, and Objective 2.4, are calculated at the Grantee/Program level. Although individual site data will be provided in reports, the actual benchmark (Satisfactory, More than Satisfactory, etc.) will be based on the total of all sites calculated together.

For all youth and family survey items, there must be at least 3 surveys in the total calculated.

1.1.B, 1.2.B, 1.3.B - Need is defined as D+ or equivalent and below (D+, D, D-, F, concerned, check-, U).

2.2.A, 2.2.B, and 2.3.A - These items address new ESSA language regarding instruction based on student needs and school day alignment.

2.2.A - The plan should include details about how school day staff and afterschool staff will ensure consistency of curriculum and coordination (but not replication) of content. The plan should include information about what content the afterschool program will cover that is consistent/coordinated, but not replicated, the type of individual student information that will be shared to help determine targeted interventions, and methods of ongoing communication between school and afterschool team members (what will be communicated about students, methods of communication, regularity/timing of communication, etc.).

2.2.A - For more than satisfactory and advanced, documentation that the plan is agreed upon by both parties could be in the form of signatures, e-mail confirmation, etc.

2.2.B - Minimum coding of the state standard is the Subject area and Strand (e.g., ELA - Speaking/Listening). The full documentation is the MLS Code (e.g., 5.SL.1.A.a). Academic enrichment activities include those that provide additional learning in the areas of math, science, and reading. To meet this requirement, documentation should include state standards for all three subject areas in the week that is selected for review.

2.3.A - An academic strategy based on student needs is an ongoing, intentional intervention selected and implemented to meet the identified academic needs of designated students. An Academic Strategy form should be completed for each strategy being reviewed.

2.3.C - To earn "Advanced," submit a copy of all lesson plans for all activities (except tutoring, homework help, and snack) on the weekly plan in 2.3.D. All lesson plans should have sufficient information to convey the objectives, procedures, materials, etc.

2.4.A and 2.4.B - Cannot be the same event on the same day. Each event must have a distinct date.

2.4.A - Family & Child Academic Enrichment Opportunity - Meaningful opportunities for families to be actively involved in their child's education. Family academic enrichment opportunities for families and students could include STEM night, literacy night, student showcase, etc.

2.4.B - Educational Development for Adult Family Members of Students Served - Classes to enhance the knowledge, skills, and understanding of the adult family members of student attending the program (e.g., continuing education classes, ESL classes, literacy classes, finance/budgeting classes, computer classes, active parenting/strengthening families, etc.). To document "more than satisfactory" and "Advanced" submit documentation of additional needs assessment from the current year that helped in the selection of the educational development opportunity.

3.1.A - Elementary = PK-Grade 5, Middle School/Junior High = Grades 6-8, High School = Grades 9-12.