

**Utah State Board of Education (USBE)  
Partnerships for Student Success (PFSS) Grant  
Grant Competition  
Funding for **2026-2030** School Year**

**APPLICATION PACKET**

**IMPORTANT: APPLICATION PACKET IS MEANT TO BE A GUIDE FOR APPLICANTS, THIS DOCUMENT IS NOT THE ACTUAL APPLICATION QUESTIONS AND BUDGET NARRATIVE**

**APPLICATION QUESTION INFORMATION MUST BE SUBMITTED USING QUALTRICS LINK**

**BUDGET NARRATIVE INFORMATION MUST BE SUBMITTED IN UTAH GRANTS SYSTEM**

Below is the proposed timeline (subject to change) for the Grant Application Process

- Online Bidders Conference: Recorded and posted 3/17/2026
- Required Letter of Intent DUE: 3/25/2026
- Grant Application Open: 3/19/2026
- Application Documents DUE in Utah Grants: 4/22/2026
- Grant Review Period: 4/27/2026 - 5/15/2026
- Award Notification: Week of 5/25/2026

# Utah State Board of Education (USBE)

## Partnerships for Student Success

### Application Packet Grant Competition 2026-2030

#### Background, Purpose, Performance Measures and Outcomes

The Utah State Board of Education (USBE) Partnership for Student Success Grant Program supports grantees in improving educational outcomes for students who are economically disadvantaged through the formation of cross sector partnerships that use data to align and improve efforts focused on student success.

The purpose of the Partnerships for Student Success Grant Program is to improve educational outcomes for low-income students through the formation of cross-sector partnerships that use the data to align and improve efforts focused on student success.

#### Outcomes:

- Kindergarten Readiness
- Reading proficiency consistent with the science of reading  
[S.B. 127 Early Literacy Outcomes Improvement](#)
- Grade three (3) Mathematics
- Grade eight (8) Mathematics
- High School Graduation
- Post-Secondary Education Attainment
- Physical and Mental Health
- Career Readiness Skills

#### Performance Measures:

Third Grade Reading:

- Percent of Students Proficient in English Language Arts (Target: 55%) Eighth Grade Mathematics
- Percent of Students Proficient in Mathematics (Target: 24%) High School Graduation Rates
- Percent of Students who Graduate from High School (Target: 86%)

#### Allowable Costs include:

**The Partnerships for Student Success Grant is not a direct service grant.**

A Partnership that receives a grant may use grant funds only for the following purposes:

- To contract with a technical assistance provider identified by the Utah State Board of Education (USBE) [USBE Approved Technical Assistance Providers](#)
- To plan or implement a partnership, including:
  - Project management
  - Planning and adaptation of services and strategies

- Coordination of services
- Establishment and implementation of shared measurement practices
- Production of communication materials and outreach activities to build public support

# Utah State Board of Education (USBE)

## Partnerships for Student Success

### Application Packet Grant Competition 2026-2030

- A Partnership that receives a grant may use grant funds only for the following purposes:
  - Establishment of data privacy and sharing agreements in accordance with state and federal law
  - Purchasing infrastructure, hardware, and software to collect and store data, an inventory needs to be kept of all tangible goods
  - Analyzing data

#### **Unallowable Costs include but are not limited to:**

- Direct Services
- Food for meetings and/or trainings
- Candy
- Incentives
- Toys
- Gift cards
- Gaming systems

**Utah State Board of Education (USBE)**  
**Partnerships for Student Success**  
**Application Packet Grant Competition 2026-2030**  
**Grant Information and Requirements**

**Grant Application and Requirements Information**

- This document is meant to be a guide, please submit application questions information in the Qualtrics system with the appropriate link and the budget information in the Utah Grants system.
- The Partnerships for Student Success grant follows a five-year grant cycle.
- The total funding available for new grants for the 2026-2030 school year is \$1,848,680
- Funding will be based upon what is written in your application and need.
- Must complete all required USBE application documents in the Qualtrics system
- Grant budget information must be completed in the Utah Grants management system
- The total amount of points for the application is 100 points

**Timeline for Grant Application Process**

- Online Bidders Conference: Recorded and posted 3/17/2026
- Required Letter of Intent DUE: 3/25/2026
- Grant Application Open: 3/19/2026
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**Bidders' Conference Information**

The Bidders' Conference recording can be accessed at this link: [Bidders' Meeting](#). The conference provides prospective applicants with a review of the grant application process.

**Letter of Intent Information**

A Letter of Intent must be submitted by an organization to be considered for funding. The required Letter of Intent must be submitted by, 3/17/2022 through the electronic form found through this link:

[Letter of Intent](#)

## **Application Preparation and Submission**

Application questions must be submitted using the Qualtrics link. Budget information needs to be submitted in the [Utah Grants](#) management system. The submission in Utah Grants requires a two-step approval process. The application creator must submit the application to the organization's internal approver and the internal approver must review and submit the application by the deadline. Below is the link to access the website:

### [Utah Grants Website](#)

Application documents must be completed and received in the following formats:

- Grant Budget Narrative – completed in Utah Grants management system
- Grant Application Questions – completed in Qualtrics System

## **Award Decision Information**

Award decisions will be made the week of April 25th, 2026. All applicants will be notified of the award decision via phone and/or email. Organizations awarded funding will receive their official award letter through the Utah Grants management system.

Any applicant can request their organization's grant evaluation rubrics. The protest and appeals process will be discussed at the Bidders' Conference. The information discussed will be posted on the PFSS Grant Program webpage.

**Utah State Board of Education (USBE)**  
**Partnerships for Student Success**  
**Application Packet Grant Competition 2026-2030**

**Program Assurances**

**This document is meant to be a guide, please submit application question information in the Qualtrics system with the appropriate link and the budget information in the Utah Grants system.**

The applicant hereby certifies to the Utah State Superintendent of Public Instruction:

- The filing of this application has been authorized by the governing body of the applicant.
- The grantee will operate in compliance with all rules, regulations, and state guidelines, maintaining effective control over, and accountability for, all grant funds, property, and other assets or, if that is not feasible, will transfer title to the Utah State Board of Education (USBE).
- Grantees shall adequately safeguard all property and assets and shall assure that they are used solely for authorized PFSS program purposes.
- This grant is not for direct services
- The grantee will prepare reports containing such information as the State Superintendent of Public Instruction may reasonably require, to determine the extent to which funds have been effective in carrying out PFSS purposes and project objectives.
- The grantee will prepare reports, containing information as the State Legislature may require.
- Program shall participate in statewide, afterschool data collection efforts in cooperation with the Utah State Board of Education as requested.
- Each funded program site must submit an annual progress report.
- A report template will be provided to grantees by USBE with sufficient notice of the information or data required.
- Evaluation requirements include survey administrations and other data sources as requested.
- Surveys may be administered to a variety of stakeholders including students, school personnel, staff members, families, partners and others.
- Grantee must document parent permission for student surveys and must work within and across organizations to establish data sharing agreements with USBE.
- Organizations will annually fulfill state, and other data collection requirements.
- Organizations will fulfill state, and other fiscal reporting requirements.
- Organizations will participate in technical assistance and training with a technical assistance provider.

- The grantee will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment based on race, color, national origin, sex, and disability.
- The grantee assures that funds will only be expended on eligible activities as outlined in this application.
- The grantee additionally assures that funding will not be used for sectarian instruction or religious worship.
- The grantee shall include evidence-based practices to support the needs of students and families.
- The grantee shall have a sliding fee scale and have an advertised free option for students and families who qualify for fee waivers under the school/LEA fee waiver policies.
- The grantee assures that funds will be used only for approvable financial obligations incurred during the grant period.
- Proper equipment and adequate supplies are available to maintain and support the program.
- The grantee will submit an appropriately amended application prior to any material change greater than 10% affecting the following:
  - Purpose,
  - Administration,
  - Organization,
  - Budget, or
  - Operation of an approved project.
- The grantee assures that receipts and expenditures of all funds associated with this program will be documented and accounted for, and available for review as required by the USBE.
- The grantee is strongly encouraged to submit requests for reimbursement at least four times during the school year to the Utah State Board of Education.
- Enter a partnership that includes at least:
  - A Local Education Agency that has designated an eligible school feeder pattern
  - A local nonprofit organization
  - A private business
  - A municipality or county in which the eligible school feeder pattern is located
  - An institution of higher education within the state
  - A state or local government agency that provides services to students attending schools within the eligible feeder pattern
  - A local philanthropic organization
  - A local health care organization
- Has designated a local education agency or local nonprofit organization to act as the lead applicant

- Enter a Memorandum of Understanding between the members of the eligible partnership to plan and implement a partnership that:
  - Establishes shared goals, outcomes, and measurement practices based on unique community needs and interests.
- Memorandum of Understanding between the members of the eligible partnership to plan and implement a partnership that:
  - Coordinates and aligns services to:
    - Students attending schools within an eligible school feeder pattern
    - The families and communities of the students within an eligible school feeder pattern
  - Implements a system for:
    - Sharing data to monitor and evaluate shared goals and outcomes in accordance with state and federal law
    - Accountability for shared goals and outcomes
- Commits to providing matching funds equal to two times the amount of the grant.
  - At least half of the matching funds provided must come from a local education agency
  - Matching funds may include cash or in-kind donations

The District Superintendent or Charter School Director or Executive Director, Business Administrator and Project Director certify that, to the best of his/her knowledge and belief, the data in this application and budget submitted in the Qualtrics and Utah Grant system are true and accurate, and that he/she will comply with all assurances noted above.

**Utah State Board of Education (USBE)**  
**Partnerships for Student Success**  
**Application Packet Grant Competition 2026-2030**  
**Application Questions**

**Section 1: School Feeder Pattern**

**Section 2: Funding Priorities (Additional Points): 10 points**

**Section 3: Needs Assessment: 15 Points**

**Section 4: Program Design: 20 Points**

**Section 5: Educational Outcomes: 15 Points**

**Section 6: Program Evaluation: 10 Points**

**Section 7: Partnership Data Commitment: 10 Points**

**Section 8: Partnerships/Memorandum(s) of Understanding: 10 Points**

**Section 9: Budget: 10 Points**

**Section 1: School Feeder Pattern:** For each school in the proposed school feeder pattern, list the percentage of students who live in families with an income at or below 185% of the federal poverty level (qualifies for free/reduced lunch). Requirements: You must have an Elementary School, Junior High, and High School in the proposed school feeder pattern.

*“Eligible elementary school” or “eligible junior high school” means a district school or charter school that has at least 50% of the school’s students with a family income at or below 185% of the federal poverty level.”*



**Section 2: Funding Priorities:** Eligible applicants will earn additional points for the following priorities:

1. Include a low-performing school as determined by the Utah State Board of Education (Schools that are in school improvement or school turnaround)
2. Address community and parent engagement

Funding Priority	Discussed in Application?	Additional Points Awarded (0, 5) (No partial points)
	Yes/No	
Includes Low Performing School(s)		
Addresses Community and Parent Engagement		

**Section 3: Needs Assessment:** Explain the comprehensive needs assessment that was conducted to determine the academic needs and interests of participating students and their families. Explain the shared goals, outcomes, and measurement practices based on the unique community needs and interests that:

- Address, for students attending a school within an eligible school feeder pattern:
  - Kindergarten readiness
  - Reading proficiency based on the science of reading
  - Grade 3 mathematics
  - Grade 8 mathematics High school graduation
  - Postsecondary educational attainment
  - Physical and mental health
  - Development of career skills and readiness
- Coordinates and aligns services to:
  - Students attending schools within an eligible school feeder pattern, and
  - The families and communities of the students within an LEA school feeder pattern

**Section 3 Scoring Rubric:**

<b>Needs Assessment</b>		
<b>Marginal (1-5 Points)</b>	<b>Somewhat Rigorous (6-10 Points)</b>	<b>Most Rigorous (11-15 Points)</b>
<p>The explanation is unclear as to the need for the project in the community to be served.</p> <p>There is no data provided to support the need for the project, or the data provided is general in nature and not specific to the community.</p> <p>Some existing resources and services are listed but they are not necessarily related to the needs described.</p>	<p>A needs assessment was done, but it is not clear what assessment instruments were used. It did not include all stakeholders, or it did not consider all relevant risk factors described in the above description.</p> <p>A summary of the needs inventory data is provided, but it does not appear to present a complete picture of the needs of the participating students, their families, and the community.</p> <p>There is an inventory of existing services and resources, but gaps and linkages in services are not fully discussed.</p>	<p>The specific needs of participating students, families, and the community were assessed using tools to identify issues of concern for each of the stakeholders. Specific data is included on student academic achievement levels, demographic data, and graduation rates.</p> <p>There is a detailed summary of the needs highlighted in the assessment process that will be targeted in the proposed program design.</p> <p>An existing resources inventory, related to the needs described, is included that identifies gaps in available services and possible linkages to others that will be addressed in the program design.</p>
<b>Points Possible: 15</b>		<b>Points Awarded:</b>
<u>Comments:</u>		

**Section 4: Program Design:** Describe proposed program services to be implemented based on the needs assessment. Make sure to include how the proposed program aligns with the five-and-ten-year plans to address intergenerational poverty described in Section 35A-9-303 and the School Turnaround Plan (if targeted schools in the school feeder pattern are Turnaround Schools based on Section 53A-1-1206).

**Section 4 Scoring Rubric:**

<b>Program Design</b>		
<b>Marginal (1-6 Points)</b>	<b>Somewhat Rigorous (7-14 Points)</b>	<b>Most Rigorous (15-20 points)</b>
<p>The proposed project is appropriate to a few of the targeted student, family, and community needs identified in the needs assessment.</p> <p>If the targeted schools in the proposed school feeder pattern are Turnaround Schools, the design of the program is not aligned with the School Turnaround Plan(s) for each of the identified schools. There is no mention of the School Turnaround Plan(s).</p> <p>The partnership does not appear ready for program implementation and there is little or no evidence that the proposed project will successfully address the identified needs.</p>	<p>The design of the proposed project indicates that it is appropriate to most of the targeted student, family and community needs identified in the needs assessment.</p> <p>If the targeted schools in the proposed school feeder pattern are Turnaround Schools, the design of the program is only generally aligned with the School Turnaround Plan(s) for each for each of the identified schools. Specific details are lacking regarding the alignment with the School Turnaround Plan(s).</p>	<p>The design of the proposed program clearly indicates that it will be appropriate to the targeted student, family, and community needs identified in the detailed needs assessment.</p> <p>If the targeted schools in the proposed school feeder pattern are Turnaround Schools, the design of the program is clearly and seamlessly aligned with the School Turnaround Plan(s) for each for each of the identified schools.</p> <p>It is very clear that the partnership is ready to implement the proposed program services and will successfully address the identified needs of the students, families, and community.</p>

<p>There is very little evidence that the partnership has considered the five conditions of success for Collective Impact: Common Agenda, Shared Measurement for Continuous Improvement, Mutually Reinforcing Activities, Continuous Communication, and Strong Backbone Organization.</p>	<p>There is some general evidence to suggest that the proposed project will successfully address most of the identified needs. However, it is not abundantly clear that the partnership is ready to implement the proposed program services at this time.</p> <p>There is some evidence that the partnership has considered the conditions of success for Collective Impact: Common Agenda, Shared Measurement for Continuous Improvement, Mutually Reinforcing Activities, Continuous Communication, and Strong Backbone Organization. However, evidence to support all five of these conditions has not been provided.</p>	<p>There is clear and convincing evidence that the partnership has successfully implemented the five conditions of success for Collective Impact: Common Agenda, Shared Measurement for Continuous Improvement, Mutually Reinforcing Activities, Continuous Communication, and Strong Backbone Organization.</p>
<p><b>Points Possible: 20</b></p>	<p><b>Points Awarded:</b></p>	
<p><b><u>Comments:</u></b></p>		

**Section 5: Educational Outcomes:** Explain how the planned cross-sector partnerships will improve educational outcomes for low-income students.

**Section 5 Scoring Rubric:**

<b>Educational Outcomes</b>		
<b>Marginal (1-5 Points)</b>	<b>Somewhat Rigorous (6-10 Points)</b>	<b>Most Rigorous (11-15 Points)</b>
<p>There is a limited plan to address the needs of the participating students in the proposed school feeder pattern. This plan lacks many specific details and is not aligned to the needs assessment data.</p> <p>There is no evidence of research-based strategies or other needs assessment data in designing proposed program to improve academic achievement for participating students.</p>	<p>There is a general plan to address the needs of the participating students in the proposed school feeder pattern, but it lacks specific details and is not clearly aligned to the needs assessment data.</p> <p>Some evidence of research-based strategies and other needs assessment data for proposed strategies to improve student academic achievement is provided.</p> <p>Academic goals are provided for participating students, but they are not specific or measurable.</p>	<p>There is a clear, detailed plan to target specific academic needs and to raise the academic achievement levels of the participating students in the proposed school feeder pattern. This detailed plan is clearly aligned to the needs assessment data.</p> <p>There is a detailed description and evidence of research-based strategies and needs assessment data in utilizing proposed program strategies to improve student academic achievement for participating students.</p> <p>Specific, measurable academic goals are provided for the participating students.</p>
<b>Points Possible: 15</b>		<b>Points Awarded:</b>
<b><u>Comments:</u></b>		

**Section 6: Program Evaluation:** Identify the intended outcomes of the proposed program and how these outcomes will be measured. Describe the commitment to assess program quality and effectiveness and make changes as needed. Describe the process of sharing information and data with the identified third party evaluator as described in Section 53A-4-306 in accordance with state and federal law. Describe in detail the system and processes designed for sharing data to monitor and evaluate the proposed program.

**Section 6 Scoring Rubric:**

<b>Program Evaluation</b>		
<b>Marginal (1-3 Points)</b>	<b>Somewhat Rigorous (4 -7 Points)</b>	<b>Most Rigorous (8-10 Points)</b>
<p>The evaluation plan includes minimal outcomes for the proposed program. The plan lacks objective performance measures tied to goals and strategies. The evaluation plan does not include benchmarks by which to monitor program progress.</p> <p>There is little commitment to assess program quality and effectiveness and to make any changes to the program as needed. There is no mention of partnership agreement regarding assessment of program quality related to outcomes.</p>	<p>The evaluation plan includes general outcomes for the proposed program. The plan also includes some objective performance measures tied to goals and strategies.</p> <p>The evaluation plan lacks clarity regarding the benchmarks by which to monitor program progress.</p> <p>There is a general commitment to assess program quality and effectiveness and to make any changes to the program as needed. The agreement by all partners is not discussed.</p>	<p>The evaluation plan includes clear, specific outcomes for the proposed program. The plan also includes objective performance measures tied to specific goals and strategies and clear benchmarks for monitoring progress toward program outcomes.</p> <p>There is a detailed commitment to assess program quality and effectiveness and to make any changes to the program as needed. This commitment is supported by all partners.</p>

<p>There is a limited process mentioned for sharing program information and data with the third-party evaluator as requested by the State Board in accordance with state and federal law. Many details are lacking in this description.</p> <p>There is no system/process described for sharing data to monitor and evaluate the proposed program.</p>	<p>There is a general process mentioned for sharing program information and data with the third-party evaluator as requested by the State Board in accordance with state and federal law. However, some details are lacking in this description.</p> <p>There is a system/process described for sharing data to monitor and evaluate the proposed program. However, this system is not described in detail and lacks specifics regarding partner commitment.</p>	<p>There is a detailed process for sharing program information and data with the third-party evaluator as requested by the State Board in accordance with state and federal law.</p> <p>There is a thorough system/process described for sharing data to monitor and evaluate the proposed program.</p>
<b>Points Possible: 10</b>		<b>Points Awarded:</b>
<b><u>Comments:</u></b>		

**Section 7: Partnership Data Commitment:** Describe the partnership’s commitment to the establishment and maintenance of data systems that inform program decisions, sharing of information and collaboration with the third-party evaluator(s), and annual reporting requirements.

**Section 7 Scoring Rubric:**

<b>Partnership Data Commitment</b>		
<b>Marginal (1-3 Points)</b>	<b>Somewhat Rigorous (4 -7 Points)</b>	<b>Most Rigorous (8-10 Points)</b>
<p>There is a very limited and vague description of the partnership’s commitment to establishing a comprehensive data system that will be used to inform program decisions and drive continuous improvement.</p> <p>The planned collaboration with the third-party evaluator and the discussion regarding the annual reporting requirements is minimally addressed.</p>	<p>There is general description of the partnership’s commitment to establishing a comprehensive data system that will be used to inform program decisions, facilitate the sharing of information, and drive the continuous improvement process.</p> <p>There is only a general mention of the collaboration with the third-party evaluator and the annual reporting requirements.</p>	<p>There is a clear, detailed description of the partnership’s well-established, comprehensive data system that will be used to inform program decisions, the sharing of information, and the utilization of data for continuous program improvement.</p> <p>There are clear, detailed plans to collaborate with the third-party evaluator and complete all annual reporting requirements.</p>
<b>Points Possible: 10</b>		<b>Points Awarded:</b>
<b><u>Comments:</u></b>		

<b>Required Partner Organization</b>	<b>Included?</b>

	<b>Yes or No</b>
A local education agency that has a designated eligible school feeder pattern	
A local nonprofit organization	
A private business	
A municipality or county in which the eligible school feeder pattern is located	
An institution of higher education within the state	
A state or local government agency that provides services to students attending schools within the eligible school feeder pattern	
A local philanthropic organization	
A local health care organization	

**Section 8: Partnerships/Memorandums of Understanding:**

**“Eligible Partnership’ means a partnership that includes at least...”**

**Section 8 Scoring Rubric:**

Memorandum(s) of Understanding		
Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
<p>MOU(s) are not included with the application or are present but only include a <b>few</b> of the required components:</p> <p>Established shared goals, outcomes, and measurement practices based on unique community needs and interests that are aligned with the recommendation of the 5- and 10-year plan to address <i>Intergenerational Poverty</i></p> <p>For students attending a school within an eligible school feeder pattern, address: Kindergarten readiness, Grade 3 mathematics and reading proficiency, Grade 8 mathematics and reading proficiency, High school graduation, Postsecondary education attainment, Physical and mental health, Development of career skills and readiness</p> <p>Coordinated and aligned services to: Students attending schools within an eligible</p>	<p>MOU(s) are present but only include <b>some</b> of the following required components:</p> <p>Established shared goals, outcomes, and measurement practices based on unique community needs and interests that are aligned with the recommendation of the 5- and 10-year plan to address <i>Intergenerational Poverty</i></p> <p>For students attending a school within an eligible school feeder pattern, address: Kindergarten readiness, Grade 3 mathematics and reading proficiency, Grade 8 mathematics and reading proficiency, High school graduation, Postsecondary education attainment, Physical and mental health, Development of career skills and readiness</p> <p>Coordinated and aligned services to: Students attending schools within an</p>	<p>MOU(s) are presented with the application and include evidence of <b>all</b> of the following requirement components:</p> <p>Established shared goals, outcomes, and measurement practices based on unique community needs and interests that are aligned with the recommendation of the 5- and 10-year plan to address <i>Intergenerational Poverty</i></p> <p>For students attending a school within an eligible school feeder pattern, address: Kindergarten readiness, Grade 3 mathematics and reading proficiency, Grade 8 mathematics and reading proficiency, High school graduation, Postsecondary education attainment, Physical and mental health, Development of career skills and readiness</p> <p>Coordinated and aligned services to: Students attending schools within an eligible school feeder pattern and the</p>

<p>school feeder pattern and the families and communities of the students within the eligible school feeder pattern</p> <p>Full implementation of a system for: sharing data to monitor and evaluate shared goals and outcomes in accordance with state and federal law; Accountability for shared goals and outcomes</p> <p>Commitment to providing matching funds equal to two times the amount of the grant.</p>	<p>eligible school feeder pattern and the families and communities of the students within the eligible school feeder pattern</p> <p>Full implementation of a system for: sharing data to monitor and evaluate shared goals and outcomes in accordance with state and federal law; Accountability for shared goals and outcomes</p> <p>Commitment to providing matching funds equal to two times the amount of the grant.</p>	<p>families and communities of the students within the eligible school feeder pattern</p> <p>Full implementation of a system for: sharing data to monitor and evaluate shared goals and outcomes in accordance with state and federal law; Accountability for shared goals and outcomes</p> <p>Commitment to providing matching funds equal to two times the amount of the grant.</p>
<p><b>Points Possible: 10</b></p>		<p><b>Points Awarded:</b></p>
<p><b><u>Comments:</u></b></p>		

**Section 9: Budget:** As stated in the [R277-924 Partnerships for Student Success Grant Program](#) [Utah State Board of Education Administrative Rules](#) eligible partnership must provide matching funds equal to two times the amount of the grant. The LEA must provide at least one-half of the matching funds. Matching funds may include cash or in-kind contributions by partners. Provide an annual program budget on the corresponding budget page. Identify the estimated cost per student. Include an explanation for each proposed expenditure and how each expenditure aligns with the partnership’s proposed program goals. There is a maximum of \$500,000 for any partnership per year.

**Section 9 Scoring Rubric:**

<b>Budget</b>		
<b>Marginal (1-3 Points)</b>	<b>Somewhat Rigorous (4-7 Points)</b>	<b>Most Rigorous (8-10 Points)</b>
<p>The number of participating students and families to be served is unclear and does not appear to be determined by the results of the needs assessment or supported by the proposed budget.</p> <p>It is difficult to determine if the stated costs are reasonable to achieve the anticipated program outcomes.</p> <p>The required matching funds are not included or are listed in the budget but are not explained in the budget narrative section.</p>	<p>There is not enough detail provided to determine if the stated costs are reasonable in relation to the estimated number of students and families as indicated by the needs assessment, to be served by the proposed program.</p> <p>The stated costs are generally linked to the anticipated program outcomes, but there are few details.</p> <p>The required matching funds are vaguely explained but appear somewhat unreasonable, given the proposed program services and anticipated partners contributing to the program.</p>	<p>The stated costs are reasonable in relation to the proposed program services and anticipated outcomes. The Budget sections are complete, detailed, and align with the overall design of the proposed program.</p> <p>The stated costs reflect careful planning for the estimated number of students and families to be served by the project.</p> <p>The required matching funds are clearly explained and are reasonable, given the proposed program services and anticipated partners contributing to the program.</p> <p>It is explained in detail how the stated costs are directly tied to the anticipated program outcomes.</p>
<b>Points Possible: 10</b>		<b>Points Awarded:</b>
<b><u>Comments:</u></b>		

<b>Application Section</b>	<b>Points Awarded</b>
Section 1: School Feeder Pattern	N/A
Section 2: Funding Priorities:	10 points
Section 3: Needs Assessment:	15 Points
Section 4: Program Design:	20 Points
Section 5: Educational Outcomes:	15 Points
Section 6: Program Evaluation:	10 Points
Section 7: Partnership Data Commitment:	10 Points
Section 8: Partnerships/MOUs:	10 Points
Section 9: Budget:	10 Points
Total Points Available:	100 Points