



Building Opportunities for Out-of-School Time (BOOST) Grants Program Guide for Grant Application Readers

Thank you for volunteering to be a BOOST Grant Application Reader! The rubric, found online in the Reviewer's Portal and below, is divided into five sections:

1. Organizational History, Program Design & Programmatic Overview
2. Staffing & Partnerships
3. Outcomes & Evaluation
4. Budget
5. Statewide Applicants

Most of you will only score applicants on the first four sections as there are only 4 Statewide Grants applicants.

The questions included in the BOOST application will allow you to assess the organization's alignment with the BOOST Grants Program purposes, the depth and quality of applicants' programming, the population served by the applicants and more. We encourage you to read through 1-2 applications before beginning to score them as that will give you a sense of the flow of the application. Please also familiarize yourself with the rubric and note the following:

- The first column indicates the different application elements you will score.
- The second column explains why each specific application element is important.
- The third column notes where in the application you will find the information that will enable you to score the application. Some elements will be scored based on the answer to one question while others will be scored based on information provided in various sections.
- Scoring is not the same across the rubric meaning that in some cases, you will score applicants on a scale of 0 to 5 and in other cases the scale will be 0 to 8. The column headers are meant to guide you in what leads an answer to merit the points in each column.

GSAN partnered with United Way of Greater Atlanta to utilize their FLUXX Grants Portal, an online grant application portal through which you will score each application. When you log into the system, you will see "REVIEWS" on the left-hand menu bar. Click on "New Reviews" and you will see all the applications you have been assigned to review. As you begin each review by clicking on the organization's name, you will be asked if you have any conflicts of interest with the applicant. If you have conflicts, please disclose them so that we can assign the application to another reader. Disclosing a conflict will not impact the stipend GSAN will provide you once you have completed your review of assigned applications.

After you have confirmed that you do not have a conflict reviewing an application, the application will pop up on the left side of your screen and the rubric on the right side of your screen. Score each element and leave comments at the end of individual sections if you would like. Comments at the end of the rubric are required as is your final assessment of whether you recommend funding the request. You may want to click "Save" as you work to ensure the system does not kick you out because of lack of activity and cause you to lose your work. Be sure to click "Submit" when you are ready to submit. **Please submit all your reviews by 11:59 p.m. on Monday, September 6.**

If you have any questions or challenges, please reach out to GSAN staff at BOOST@georgiavoices.org.

	Why is this important?	Where to find in application?	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	FAIR (requires additional clarification)	WEAK (lacks sufficient information)	NOT ADDRESSED (information not provided)
Organizational History, Program Design & Programming Overview (96 points for afterschool OR summer only Community Grants; 111 points for year-round Community Grants and year-round Statewide Grants)							
Organization has operated afterschool and/or summer programming in the past three years.	<ul style="list-style-type: none"> BOOST is prioritizing programs that have been operating for at least 3 years. 	<ul style="list-style-type: none"> General Information 	3	0	0	0	0
Program sites are located in communities with no current programs receiving government funds through 21st Century Community Learning Centers Program or the Afterschool Care Program	<ul style="list-style-type: none"> BOOST has committed at least 10% of the Community Grant funds to programs in counties with no current programs funded by the two identified government programs. 	<ul style="list-style-type: none"> Sites & Program Duration 	5 (all sites are in counties with no 21st CCLC or Afterschool Care Program)	4 (75-99% of sites are in counties with no 21st CCLC or Afterschool Care Program)	2 (50-74% of sites are in counties with no 21st CCLC or Afterschool Care Program)	1 (25-49% of sites are in counties with no 21st CCLC or Afterschool Care Program)	0 (less than 25% of sites are in counties with no 21st CCLC or Afterschool Care Program)
For afterschool programs: # of days/week program operates	<ul style="list-style-type: none"> Programs offered for a higher number of days per week typically have greater impact than those offered fewer days. 	<ul style="list-style-type: none"> Sites & Program Duration 	5 (5 days)	3 (3-4 days)	2 (1-2 days)	0	0
For afterschool programs: # of hours/day program operates	<ul style="list-style-type: none"> Programs offered for a higher number of hours per day typically have greater impact than those offered fewer hours. 	<ul style="list-style-type: none"> Sites & Program Duration 	5 (3.5 or more hours)	3 (2.5-3.5 hours)	2 (1.5 or fewer hours)	0	0
For afterschool programs: # of weeks program operates in a school year	<ul style="list-style-type: none"> Programs offered for a higher number of weeks per year typically have greater impact than those offered fewer weeks. 	<ul style="list-style-type: none"> Sites & Program Duration 	5 (34+ weeks)	4 (31-33 weeks)	3 (28-30 weeks)	2 (24-27 weeks)	1 (20-23 weeks)

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For summer programs: # of days/week program operates	<ul style="list-style-type: none"> Programs offered for a higher number of days per week typically have greater impact than those offered fewer days. 	<ul style="list-style-type: none"> Sites & Program Duration 	5 (5 days)	3 (3-4 days)	2 (1-2 days)	0	0
For summer programs: # of hours/day program operates	<ul style="list-style-type: none"> Programs offered for a higher number of hours per day typically have greater impact than those offered fewer hours. 	<ul style="list-style-type: none"> Sites & Program Duration 	5 (9 or more hours)	3 (7-9 hours)	2 (5 or fewer hours)	0	0
For summer programs: # of weeks program operates during the summer	<ul style="list-style-type: none"> Programs offered for a higher number of weeks per year typically have greater impact than those offered fewer weeks. 	<ul style="list-style-type: none"> Sites & Program Duration 	5 (8+ weeks)	4 (7 weeks)	3 (6 weeks)	2 (5 weeks)	1 (4 weeks)
Program addresses at least 2 and up to 3 other critical content/service areas (enrichment; healthy eating & physical activity; well-being and connectedness).	<ul style="list-style-type: none"> All applicants must offer learning acceleration, as well as programming in at least 2 other critical content/service areas: enrichment; healthy eating & physical activity; well-being and connectedness. 	<ul style="list-style-type: none"> Program Application Programming Overview 	4 (all 3)	2 (2 of 3)	0	0	0
Describes agency/organization, its structure, staff, and its history of successful grant project management. If the program is new, the applicant adequately describes structure, staff and proposed fiscal management.	<ul style="list-style-type: none"> BOOST grants can be awarded to organizations ranging from new to experienced, but higher points will be awarded to organization's that have a strong track record and experienced staff. 	<ul style="list-style-type: none"> Organization History & Program Design 	8	6	3	1	0

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Provides a description of the children/youth to be served and makes a strong connection between the specific needs of the community to be served and the proposed program.	<ul style="list-style-type: none"> Applicants need to demonstrate an understanding of the needs presented in their specific community and a connection between that need and their proposed program. 	<ul style="list-style-type: none"> Youth Served Program Demographics Organization History & Program Design 	8	6	3	1	0
Describes the measures in place to provide low or no-cost programming for eligible students. Applicant is providing programming at low or no cost to at least a segment of students served.	<ul style="list-style-type: none"> BOOST wants to support programs that are removing barriers for participation. Research shows that program costs can be a significant barrier for families, especially those most affected by the pandemic. 	<ul style="list-style-type: none"> Organization History & Program Design 	5 (low or no-cost programming provided to at least 75% of students served)	4 (low or no-cost programming provided to at least 50% of students served)	2 (low or no-cost programming provided to at least 25% of students served)	1 (low or no-cost programming provided to less than 25% of students served)	0 (low or no-cost programming not provided to any students served)
Describes the measures in place to provide transportation for students. If not in place, this is adequately explained. <i>Consider that transportation may not be needed for some programs.</i>	<ul style="list-style-type: none"> BOOST wants to support programs that are removing barriers for participation. Research shows that lack of transportation can be a significant barrier for families, especially those most affected by the pandemic. 	<ul style="list-style-type: none"> Organization History & Program Design 	5	4	2	1	0

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Applicant describes a strong plan including a variety of outreach strategies and is serving one or more of BOOST's six (6) target populations. Describes a realistic, achievable plan to recruit a full complement of program participants, including additional expanded capacity.	<ul style="list-style-type: none"> Following guidance from the American Rescue Plan Act, BOOST has 6 target populations. Applicants serving these populations will receive additional points. Additionally, GSAN is committing at least 75% of the Community Grant funds to programs that serve these population groups. 	<ul style="list-style-type: none"> Organization History & Program Design 	8 (program serves at least 4 target populations)	6 (program serves at least 3 target populations)	3 (program serves at least 2 target populations)	1 (program serves at least 1 target population)	0
Program uses evidence-based strategies in programming. Describes proposed activities to help youth re-engage, connect, and learn.	<ul style="list-style-type: none"> All applicants must demonstrate their use of evidence-based afterschool and/or summer learning program practices. 	<ul style="list-style-type: none"> Programming Overview 	5	4	2	1	0
Describes a strong learning acceleration component.	<ul style="list-style-type: none"> Learning acceleration strategically prepares students for success in the present rather than concentrating on a list of items that students have failed to master. It readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning. 	<ul style="list-style-type: none"> Programming Overview 	5	4	2	1	0

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The space to be used for the program is described, including how the space is appropriate for the ages of children and youth being served, sufficient in size, different than school-day classroom.	<ul style="list-style-type: none"> It is always important to consider the environment youth will be in during programming. Ample space intentionally designed for students is especially important. 	<ul style="list-style-type: none"> Programming Overview 	5	4	2	1	0
Provides details that ensure healthy snacks and meals are available and appropriate for the program schedule.	<ul style="list-style-type: none"> Healthy eating is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need to learn. Research shows that providing students with healthy snacks and meals reduces food insecurity, obesity rates, and poor health. 	<ul style="list-style-type: none"> Programming Overview 	5	4	2	1	0
Describes how the grant funding will be used to serve additional children or youth and/or to subsidize enrollment costs, particularly for students most impacted by the pandemic.	<ul style="list-style-type: none"> Applicants must propose to use funds for at least one of three BOOST grant purposes. The first is expand access to serve more youth, with an emphasis on children most impacted by the pandemic. 	<ul style="list-style-type: none"> Program Application (BOOST grant purposes, critical content areas) Programming Overview (narrative) 	5	4	2	1	0

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Describes how the grant funding will be used to reduce barriers, such as transportation and enrollment costs, to ensure access for all.	<ul style="list-style-type: none"> Applicants must propose to use funds for at least one of three BOOST grant purposes. The second is reduce barriers to participation, which include transportation and cost. 	<ul style="list-style-type: none"> Program Application (BOOST grant purposes, critical content areas) Programming Overview 	5	4	2	1	0
Describes how the grant funding will be used to increase programmatic quality and expand or enhance supports/services offered.	<ul style="list-style-type: none"> Applicants must propose to use funds for at least one of three BOOST grant purposes. The third is increase programmatic quality and expand or enhance supports/services offered. 	<ul style="list-style-type: none"> Program Application (BOOST grant purposes, critical content areas) Programming Overview 	5	4	2	1	0
Staffing & Partnerships (20 points)							
Describes current staffing structure. If applicant is adding staff, answer outlines how new staff will be chosen and what qualifications will be required. Description demonstrates adequate supervision and support for all staff that have contact with children.	<ul style="list-style-type: none"> Staffing plays a critical role in the success of a program. From the structure of staff to the experience of various team members, it is important to understand how an organization will staff its proposed program. 	<ul style="list-style-type: none"> Staffing & Partnerships 	4	3	2	1	0

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Applicant has appropriately certified and/or trained staff in place to address learning acceleration component of programming.	<ul style="list-style-type: none"> Employing certified teachers can contribute to a program's and the participation youth's success. Certified teachers are not required for learning acceleration activities though they are preferred. 	<ul style="list-style-type: none"> Staffing & Partnerships 	4	3	2	1	0
Provides professional development opportunities and supports for staff.	<ul style="list-style-type: none"> Professional development expands your knowledge base. Professional development boosts confidence and credibility and is always not offered as often as it should. 	<ul style="list-style-type: none"> Staffing & Partnerships 	4	3	2	1	0
Provides a detailed description of how the applicant partners with schools and outlines how they actively strengthen the partnership.	<ul style="list-style-type: none"> Partnering with schools complements and reinforces values, culture and the learning opportunities that schools provide for their students. 	<ul style="list-style-type: none"> Staffing & Partnerships Documents: optional MOA/MOU attachment 	4	3	2	1	0
Provides a detailed description of other partners they work with, including their respective roles and responsibilities.	<ul style="list-style-type: none"> Strategic partnerships are fundamental to improving student outcomes, leveraging others' assets and often resulting in efficiencies. 	<ul style="list-style-type: none"> Staffing & Partnerships Documents: optional MOA/MOU attachment 	4	3	2	1	0

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Outcomes & Evaluation (21 points)							
Proposed outcomes follow the SMART framework.	<ul style="list-style-type: none"> Setting SMART outcomes provides the clarity and focus needed to achieve goals. It can also improve an organization's ability to reach them by defining objectives and setting a completion date. 	<ul style="list-style-type: none"> Outcomes & Evaluation 	7	5	3	1	0
Proposed outcomes align with proposed activities.	<ul style="list-style-type: none"> BOOST grantees will be held accountable to the proposed outcomes. 1 of the 3 outcomes needs to focus on learning acceleration; the other 2 can focus on other critical content areas. 	<ul style="list-style-type: none"> Program Application Programming Overview Outcomes & Evaluation 	7	5	3	1	0
Plans are outlined to measure the effectiveness of program activities in meeting the needs of children, youth and families.	<ul style="list-style-type: none"> Regular evaluation of programs helps identify where the program might be falling short. By addressing these areas, students will get more out of their program. 	<ul style="list-style-type: none"> Outcomes & Evaluation 	7	5	3	1	0
Budget (16 points)							
The budget is aligned with the program purpose and goals.	<ul style="list-style-type: none"> It is critical for an applicant's proposed budget expenditures to align with their proposed program. 	<ul style="list-style-type: none"> Documents: Planning Budget Worksheet Programming Overview 	4	3	2	1	0

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Budget narrative provides adequate detail about how the grant funding, related to cost categories, would be spent.	<ul style="list-style-type: none"> It is critical for an applicant's budget narrative to provide sufficient detail on how grant funding will be spent, and for that to align with their proposed program. 	<ul style="list-style-type: none"> Documents: Planning Budget Worksheet Programming Overview 	4	3	2	1	0
Funding ask is justified given the number of persons to be served and the anticipated results and benefits.	<ul style="list-style-type: none"> Based on the number of students the applicant proposes to serve and the proposed program, is the applicant's funding annual request too low/on point/too high? Consider how much funding the applicant was allowed to request based on the Funding Matrix in the RFP. 	<ul style="list-style-type: none"> Youth Served Outcomes & Evaluation Budget Documents: Planning Budget Worksheet 	4	3	2	1	0
The applicant has other sources of funding that can support programming.	<ul style="list-style-type: none"> As BOOST Grants will last three years, GSAN and GaDOE are interested in learning about other sources of funding applicants have that can support programming during the grant period and beyond. 	<ul style="list-style-type: none"> Budget 	4	3	2	1	0
Statewide Applicants (20 points)							
Outlines process for determining funding allocations across the state, including identifying youth most impacted by the pandemic.	<ul style="list-style-type: none"> BOOST Statewide Grants grantees will need to allocate funding across program sites throughout the state. 	<ul style="list-style-type: none"> Statewide Organizations 	5	4	3	2	0

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Describes process for ensuring sub-grantees are meeting the purpose(s) of grants.	<ul style="list-style-type: none"> BOOST Statewide Grants grantees will need manage their sub-grantees. How often will sub-grantees submit reports and will site visits to assess programming be conducted? Is there a staff member whose role directly relates to managing sub-grantees? 	<ul style="list-style-type: none"> Statewide Organizations 	5	4	3	2	0
Explains process for collecting data and compiling reporting info from sub-grantees	<ul style="list-style-type: none"> BOOST Statewide Grants grantees will need to collect data from their sub-grantees and report to GSAN and GaDOE. Do applicants already have a system in place that can expand? Or is this new for the organization? 	<ul style="list-style-type: none"> Statewide Organizations 	5	4	3	2	0
The need for BOOST funds is clearly made; BOOST funds will not be duplicative.	<ul style="list-style-type: none"> Recently some organizations have gained access to financial resources for purposes similar to those of the BOOST Grants. Is there a true need for BOOST funds? 	<ul style="list-style-type: none"> Statewide Organizations 	5	4	3	2	0