

RUBRIC

Part I—Eligibility

A score of “ineligible” at Eligibility Check 1 or 2 in this section will disqualify the application from further review.

A. Organization Type

Question	Eligible	Ineligible
1. Currently operating and assurances	<p>Prior to September 1, 2020, applicant was</p> <ul style="list-style-type: none"> <input type="checkbox"/> established in Mississippi or <input type="checkbox"/> serving Mississippians. AND <input type="checkbox"/> Applicant provided signed assurances. 	<p>Prior to September 1, 2020, applicant was <u>not</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> established in Mississippi or <input type="checkbox"/> serving Mississippians. <input type="checkbox"/> Applicant did <u>not</u> provide signed assurances.
2. LEA, IHE, or education-related entity	<ul style="list-style-type: none"> <input type="checkbox"/> Applicant is an LEA. OR <input type="checkbox"/> Applicant is an IHE. OR <input type="checkbox"/> Applicant is a qualifying state agency or county or local government with permission to apply as demonstrated by a <ul style="list-style-type: none"> <input type="checkbox"/> letter on official letterhead and <input type="checkbox"/> signature by the agency head or head of the county or local governmental unit. OR <input type="checkbox"/> Applicant is an eligible non-profit entity (serving preschool, elementary, secondary, or higher education) as demonstrated by <ul style="list-style-type: none"> <input type="checkbox"/> a 501c3 determination letter and <ul style="list-style-type: none"> <input type="checkbox"/> the entity’s most recent Mississippi Charitable Registration renewal filing (if initial filing must be prior to September 1, 2020) and <input type="checkbox"/> the entity’s Certificate of Registration approved within the last 12 months from the Mississippi Secretary of State or <input type="checkbox"/> documentation that the non-profit is exempt from filing the Charitable Registration form. OR <input type="checkbox"/> Applicant is an eligible for-profit entity (elementary, secondary, or post-secondary school or childcare center) as demonstrated by <ul style="list-style-type: none"> <input type="checkbox"/> the entity’s most recent Annual Report approved by the Mississippi Secretary of State’s office OR <input type="checkbox"/> the entity’s Certificate of Formation approved by the Mississippi Secretary of State’s office if issued within the last 12 months but prior to September 1, 2020 AND 	<p>Applicant is <u>NOT</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> An LEA OR <input type="checkbox"/> An IHE OR <input type="checkbox"/> An eligible state agency or county or local government with permission to apply <p><i>Check the missing requirement:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Entity is not a qualifying type of state agency or county or local government <input type="checkbox"/> a letter on official letterhead <input type="checkbox"/> a signature by the agency head or head of the county or local governmental unit OR <ul style="list-style-type: none"> <input type="checkbox"/> An eligible non-profit <p><i>Check missing requirement:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Entity does not fall into an eligible category of non-profits <input type="checkbox"/> a 501c3 determination letter and/or <ul style="list-style-type: none"> <input type="checkbox"/> Mississippi Charitable Registration filing meeting requirements <input type="checkbox"/> Certificate of Registration approved within the last 12 months from the Mississippi Secretary of State <input type="checkbox"/> documentation that the non-profit is exempt from filing the Charitable Registration form OR <ul style="list-style-type: none"> <input type="checkbox"/> An eligible for-profit entity <p><i>Check missing requirement:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Entity is not an elementary, secondary or post-secondary school or childcare center <input type="checkbox"/> most recent Annual Report approved by the Mississippi Secretary of State’s office <input type="checkbox"/> Certificate of Formation meeting requirements

Question	Eligible	Ineligible
	<input type="checkbox"/> Most recent state tax return.	<input type="checkbox"/> Most recent state tax return
ELIGIBILITY Check 1	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores
<i>IF ANY INELIGIBLE SCORES, do not continue scoring. Application is not eligible for further review.</i>		

B. Application Type

Question	Eligible	Ineligible
1. Priority Tasks and Executive Summary	<input type="checkbox"/> The Applicant’s Executive Summary aligns to the description of <input type="checkbox"/> Priority Task 1.1 <input type="checkbox"/> Priority Task 1.2 <input type="checkbox"/> Priority Task 2.1 <input type="checkbox"/> Priority Task 2.2	<input type="checkbox"/> The Applicant’s Executive Summary does not align to the description(s) of <input type="checkbox"/> Priority Task 1.1 <input type="checkbox"/> Priority Task 1.2 <input type="checkbox"/> Priority Task 2.1 <input type="checkbox"/> Priority Task 2.2
ELIGIBILITY Check 2	<input type="checkbox"/> Application is <i>eligible</i> for review related to the following Priority Tasks: <input type="checkbox"/> Priority Task 1.1 <input type="checkbox"/> Priority Task 1.2 <input type="checkbox"/> Priority Task 2.1 <input type="checkbox"/> Priority Task 2.2	<input type="checkbox"/> Application is <i>ineligible</i> for review. <input type="checkbox"/> Application is ineligible for review related to the following Priority Tasks: <input type="checkbox"/> Priority Task 1.1 <input type="checkbox"/> Priority Task 1.2 <input type="checkbox"/> Priority Task 2.1 <input type="checkbox"/> Priority Task 2.2
<i>IF INELIGIBLE for review, do not continue scoring.</i>		
<i>If application is eligible for review for any Priority Task, proceed to the next section and score each eligible Priority Task.</i>		

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature:

PART II—Overview

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. General applicant capacity	<input type="checkbox"/> Applicant’s response demonstrates significant capacity to manage the GEER program.	<input type="checkbox"/> Applicant’s response includes all of the following: personnel size, annual budget size, typical revenue sources, service area, persons typically served, and primary activities. **LEAs must also include number of students and accountability rating as well as state takeover status but not service area or primary activities. AND <input type="checkbox"/> Response demonstrates capacity to manage the GEER program.	<input type="checkbox"/> Applicant’s response is missing one of the following but does demonstrate basic capacity for GEER: <ul style="list-style-type: none"> <input type="checkbox"/> personnel size <input type="checkbox"/> annual budget size <input type="checkbox"/> typical revenue sources <input type="checkbox"/> service area [unless LEA] <input type="checkbox"/> persons typically served <input type="checkbox"/> primary activities [unless LEA] <input type="checkbox"/> number of students [LEA only] <input type="checkbox"/> accountability rating [LEA only] <input type="checkbox"/> state takeover year and status, if applicable 	<input type="checkbox"/> Applicant’s response is missing more than one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> personnel size <input type="checkbox"/> annual budget size <input type="checkbox"/> typical revenue sources <input type="checkbox"/> service area [unless LEA] <input type="checkbox"/> persons typically served <input type="checkbox"/> primary activities [unless LEA] <input type="checkbox"/> number of students [LEA only] <input type="checkbox"/> accountability rating [LEA only] <input type="checkbox"/> state takeover year and status, if applicable <input type="checkbox"/> Response is complete but does not demonstrate basic capacity necessary for the GEER. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Success in managing federal grant programs	<input type="checkbox"/> Applicant provides multiple, clear examples of managing federal grants or subgrants.	<input type="checkbox"/> Applicant provides a clear narrative of managing one federal, state, or private grants or subgrants.	<input type="checkbox"/> Applicant provides evidence of managing one or more grants or subgrants, but it is unclear as to	<input type="checkbox"/> Applicant provides no evidence of managing grants or subgrants.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	<input type="checkbox"/> Applicant provides a clear description of how the fiscal management of multiple grants was successful—e.g., within budget, clean audit, timely reporting and drawdowns, etc.	<input type="checkbox"/> Applicant provides a clear description of how the fiscal management of the grant was successful—e.g., within budget, clean audit, timely reporting and drawdowns, etc. <input type="checkbox"/> Applicant has never been suspended or disbarred.	whether the fiscal management was successful. <input type="checkbox"/> Applicant has been suspended or disbarred in the past but has been removed from the list of excluded parties.	<input type="checkbox"/> Grant program was clearly fiscally mismanaged. <input type="checkbox"/> Applicant is currently suspended or disbarred, or it is not clear whether the applicant is, or has been, suspended or disbarred. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
3. Financial procedures and controls	<input type="checkbox"/> Applicant has strong financial procedures and controls.	<input type="checkbox"/> Applicant has adequate financial procedures and controls. <input type="checkbox"/> Applicant’s audit noted an unqualified or unmodified opinion. OR <input type="checkbox"/> Applicant presented evidence that their financial procedures, controls, and statements received a positive review from a third party.	<input type="checkbox"/> Applicant’s audit identified deficiencies, but these were not significant. <input type="checkbox"/> Applicant’s audit identified non-material weaknesses.	<input type="checkbox"/> Applicant does not have adequate financial procedures or controls, or financial procedures or controls are unclear. <input type="checkbox"/> Applicant had no audit and/or did not present evidence that their financial procedures, controls, or statements received a positive review from a third party. <input type="checkbox"/> Applicant’s audit expresses a qualified, modified, adverse, or disclaimed opinion. <input type="checkbox"/> Applicant’s audit noted significant deficiencies. <input type="checkbox"/> Applicant’s audit noted material weaknesses. <input type="checkbox"/> Applicant’s audit identified non-compliance material to the financial	<p>Click or tap here to enter text.</p>

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
				statements of federal or state awards. <input type="checkbox"/> Applicant's audit noted findings and questioned costs. <input type="checkbox"/> Applicant's audit noted prior-year findings which have not been corrected. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
4. Financial staff	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a CPA. <input type="checkbox"/> Applicant's financial staff or contractors have compelling experience.	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a four-year degree in accounting. <input type="checkbox"/> Applicant's financial staff or contractors have some experience.	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a two-year degree or certificate in bookkeeping.	<input type="checkbox"/> Applicant does not have qualified financial staff or contractors.	Click or tap here to enter text.
5. Separately track grant funds	<input type="checkbox"/> Applicant separately tracks grant funds as a routine practice by coding expenditures by grant source, type of expense, and related program when the expense is approved.	<input type="checkbox"/> Applicant separately tracks grant funds as a routine practice by coding expenditures by grant source and type of expense when the expense is approved. <input type="checkbox"/> Applicant can produce detailed, accurate reports quickly (fewer than 24 hours). <input type="checkbox"/> Applicant uses professional accounting software such as Quickbooks or other product.	<input type="checkbox"/> Applicant has the capability to track funds separately by source but does not do so routinely. <input type="checkbox"/> Applicant must undertake a special review of expenditures after the expense has been paid to determine whether it is attributable to a grant. <input type="checkbox"/> Applicant requires more than 24 hours to produce detailed, accurate reports of grant expenditures.	<input type="checkbox"/> Applicant cannot separately track grant funds. <input type="checkbox"/> Applicant does not have experience with multiple sources of revenue. <input type="checkbox"/> Applicant's ability to produce detailed, accurate reports at any time is unclear. <input type="checkbox"/> Applicant does not have accounting software (uses Microsoft Excel, a paper ledger, or a check register), or accounting software used is unclear.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
6. Internal review of financial statements	<input type="checkbox"/> Financial statements are reviewed and approved by the head of the entity or unit <u>at least monthly</u> and reviewed and approved <u>more frequently than quarterly</u> by a board or other oversight body.	<input type="checkbox"/> Financial statements are reviewed and approved by the head of the entity or unit <u>at least monthly</u> and reviewed and approved <u>at least quarterly</u> by a board or other oversight body. <input type="checkbox"/> Review process is adequate to identify and quickly correct inaccuracies or fraud.	<input type="checkbox"/> Financial statements are reviewed and approved by the head of the entity or office <u>at least monthly</u> but not reviewed and approved by a board or other oversight body, either <u>at least quarterly or otherwise</u> .	<input type="checkbox"/> Financial statements are reviewed and approved <u>less frequently than monthly</u> by the head of the entity or unit. <input type="checkbox"/> Financial statements are <u>not routinely reviewed</u> or are only reviewed for accuracy through audits. <input type="checkbox"/> Review process is not likely to identify and quickly correct inaccuracies or fraud. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	18 points available				Click or tap here to enter text.

Applicant must score at least 12 to qualify for further review.

Eligible: Applicant's score is 12 points or higher.

Ineligible: Applicant's score is lower than 12 points.

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature:

Part III—Rubric for Application for Priority Task 1.1

A. Licensure

ANY score of “ineligible” in this section will disqualify the application.

Applicant IS	Eligible	Ineligible
<input type="checkbox"/> Currently Licensed	<input type="checkbox"/> The applicant’s current licensure (regular ONLY) will still be valid if the proposed program is implemented. OR Based on the Licensure Form, the applicant qualifies for <input type="checkbox"/> an expansion of capacity OR <input type="checkbox"/> an exemption OR <input type="checkbox"/> an expedited review process.	<input type="checkbox"/> The applicant’s current licensure will not be valid and the applicant does not qualify for an expansion, exemption, or expedited review process. <input type="checkbox"/> The applicant’s current licensure will not be valid and the applicant did not complete the Licensure Form.
<input type="checkbox"/> Currently Exempt	<input type="checkbox"/> The applicant’s current exemption will still be valid if the proposed program is implemented. OR Based on the Licensure Form, the applicant qualifies for <input type="checkbox"/> an expedited review process.	<input type="checkbox"/> The applicant’s current exemption will not be valid and the applicant does not qualify for an expedited review process. <input type="checkbox"/> The applicant’s current exemption will not be valid and the applicant did not complete the Licensure Form.
<input type="checkbox"/> Currently Not Licensed AND Not Exempt	Based on the Licensure Form, the applicant qualifies for <input type="checkbox"/> an expedited review process.	<input type="checkbox"/> The applicant does not qualify for an expedited review process. <input type="checkbox"/> The applicant did not complete the Licensure Form.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

Preference Points

Preference	Points
The applicant has current licensure and that license will still be valid.	<input type="checkbox"/> If yes, 2 preference points. <input type="checkbox"/> If no, 0 preference points.
TOTAL	Click or tap here to enter text.

B. Capacity to Fulfill Duties of the Applicant

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Previous success of the applicant or evidence that the applicant can be successful	<input type="checkbox"/> Applicant provides clear and compelling evidence from recognized indicators of early childhood program quality to demonstrate a history of successfully implementing quality childcare programs for very young children.	<input type="checkbox"/> Applicant provides evidence to demonstrate a history of successfully implementing quality childcare programs for very young children. OR <input type="checkbox"/> Applicant provides as evidence of capacity to successfully implement quality childcare programs positive child outcome data for other ages, newly hired experts with high-quality experiences, or other persuasive evidence.	<input type="checkbox"/> Applicant provides some evidence of a history of implementing related programs for very young children or other age groups but limited evidence of success or quality. <input type="checkbox"/> Applicant relies on newly hired staff for evidence of capacity to implement the proposal successfully, but provides limited evidence newly hired staff will be capable of implementing a quality program.	<input type="checkbox"/> Applicant provides no or insufficient evidence that it can successfully implement a quality childcare program. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Key personnel	<input type="checkbox"/> Key personnel have strong experience successfully implementing quality childcare programs for very young children. <input type="checkbox"/> Childcare Director exceeds minimum qualifications.	<input type="checkbox"/> Key personnel have experience successfully implementing quality childcare programs for very young children. <input type="checkbox"/> Roles are clearly described and support strong implementation. <input type="checkbox"/> Childcare Director meets minimum qualifications.	<input type="checkbox"/> Key personnel have limited experience successfully implementing quality programs for very young children or other age groups.	<input type="checkbox"/> Key personnel have no experience successfully implementing quality childcare programs for any age. <input type="checkbox"/> Roles are not clearly described. <input type="checkbox"/> Identified Childcare Director does not meet minimum required qualifications. <input type="checkbox"/> No Childcare Director is identified. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
TOTAL POINTS	6 points available				Click or tap here to enter text.

C. Children Served & Ages, Number of Groups, Group Size, and Adult-Child Ratio

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1. Total program size and GEER-funded size	<input type="checkbox"/> Total program size does not exceed licensure capacity or GEER requirements. <input type="checkbox"/> GEER-funded seats do not exceed 40.	<input type="checkbox"/> Total program size exceeds licensure capacity or GEER requirements. <input type="checkbox"/> GEER-funded seats exceed 40.	Click or tap here to enter text.
2. Groups and group size	<input type="checkbox"/> The number of groups at each age enables appropriate group sizes and adult-child ratios. <input type="checkbox"/> Group size at each age complies with Rule 1.8.3 of the Mississippi Childcare Regulations.	<input type="checkbox"/> The number of groups at one or more ages does not enable appropriate group sizes and adult-child ratios. <input type="checkbox"/> Group size at any age violates Rule 1.8.3 of the Mississippi Childcare Regulations.	Click or tap here to enter text.
3. Adult-child ratio	<input type="checkbox"/> Adult-child ratio at each age satisfies Rule 1.8.2 of the Mississippi Childcare Licensure Regulations.	<input type="checkbox"/> Adult-child ratio at any age exceeds Rule 1.8.2 of the Mississippi Childcare Licensure Regulations.	Click or tap here to enter text.
TOTAL	6 points available		Click or tap here to enter text.

Question	Eligible	Ineligible
4. New, Unique, or Additional Services	<input type="checkbox"/> Proposal adds new seats to existing services OR <input type="checkbox"/> Proposal adds a new program or target population to existing services offered by the entity. AND <input type="checkbox"/> Proposed services are not already funded through CARES or other source.	<input type="checkbox"/> Proposed services are not new, unique, or additional. <input type="checkbox"/> Proposed services are already funded through CARES or other source. <input type="checkbox"/> Answer is too vague or confusing to evaluate.
ELIGIBILITY	<input type="checkbox"/> ALL "eligible" scores	<input type="checkbox"/> ANY "ineligible" scores

D. Caregiver Staff

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	6	4	2	0	
1.-2. Personnel Hiring Needs	<input type="checkbox"/> Applicant has enough qualified staff and will not need to hire staff. OR <input type="checkbox"/> Applicant has a clear plan with multiple effective strategies for recruiting and hiring qualified staff before the program start date.	<input type="checkbox"/> Applicant will need to hire staff and has correctly calculated the numbers. <input type="checkbox"/> Applicant has a clear plan with at least one effective strategy for recruiting and hiring qualified staff before the program start date.	<input type="checkbox"/> Applicant's hiring plan is clear but strategies may not be effective in recruiting and hiring qualified staff before the program start date.	<input type="checkbox"/> Applicant did not correctly calculate the staff need. <input type="checkbox"/> Applicant's hiring plan is vague, confusing, or missing. <input type="checkbox"/> Applicant's hiring plan will not ensure sufficient qualified staff before the program's start date.	Click or tap here to enter text.
TOTAL	6 points available				Click or tap here to enter text.

E. Hours of Operation and Start Date

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Hours of operation	<input type="checkbox"/> The program offers 8 or more hours of service.	<input type="checkbox"/> The program offers at least 6 hours per day.	<input type="checkbox"/> The program offers at least 4 hours per day.	<input type="checkbox"/> The length of the program day is not clear. <input type="checkbox"/> The program provides care for less than 4 hours.	Click or tap here to enter text.
2. Start date	<input type="checkbox"/> The program began prior to October 12.	<input type="checkbox"/> The program begins on October 12.	<input type="checkbox"/> The program begins after October 12 but before November 1.	<input type="checkbox"/> The program begins on or after November 1. <input type="checkbox"/> The program has no clear start date.	Click or tap here to enter text.
TOTAL	6 points available				Click or tap here to enter text.

F. Enrolling Eligible Children

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Application process	<input type="checkbox"/> Application process is simple and efficient, allowing parents and program staff to quickly assess eligibility.	<input type="checkbox"/> Application process is clear. <input type="checkbox"/> Application will ensure only eligible children are enrolled in GEER-funded seats. <input type="checkbox"/> Application process is not unnecessarily onerous.	<input type="checkbox"/> Application is unnecessarily onerous in determining whether children are eligible.	<input type="checkbox"/> Application process is vague or confusing. <input type="checkbox"/> Application process will not ensure only eligible children are enrolled in GEER-funded seats.	Click or tap here to enter text.
2. Prioritization of children	<i>Preference points; see end of section</i>				
TOTAL	3 points available				Click or tap here to enter text.

Preference Points

Preference	Points
<u>F.2</u> Prioritization of children	<input type="checkbox"/> 5 points if applicant will prioritize children of essential workers. <input type="checkbox"/> 3 points if applicant will prioritize children whose parents are at-risk of experiencing, or have experienced, negative job impacts or whose parents are at risk of delaying, or have delayed, a job search. <input type="checkbox"/> 2 points if applicant will prioritize children with disabilities, children in foster care, or children whose parents cannot afford available childcare in their county. <input type="checkbox"/> If answer is too vague or confusing to evaluate, not applicable, or prioritizes types of children not listed above.
TOTAL	Click or tap here to enter text.

G. Non-Discrimination Requirements and Children with Disabilities

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Non-discrimination	<input type="checkbox"/> Applicant has a clear commitment to non-discrimination demonstrated by a written statement or policy of non-discrimination exceeding federal requirements.	<input type="checkbox"/> Applicant has a clear commitment to non-discrimination demonstrated by a written statement or policy of non-discrimination matching federal requirements.	<input type="checkbox"/> Applicant states a commitment to non-discrimination matching federal requirements, but this commitment is not formalized into a written non-discrimination statement or policy.	<input type="checkbox"/> Applicant's commitment to non-discrimination is unclear or clearly non-existent. <input type="checkbox"/> Applicant's written non-discrimination statement or policy does not match or is incompatible with federal requirements. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Serving children with disabilities	<input type="checkbox"/> The applicant is licensed to serve children with disabilities.	<input type="checkbox"/> The applicant has previously served or is currently serving children with disabilities.	<input type="checkbox"/> Applicant has no experience serving children with disabilities but is interested in doing so.	<input type="checkbox"/> Applicant did not respond. <input type="checkbox"/> Applicant is not interested in serving children with disabilities.	Click or tap here to enter text.
3.-4. ADA compliance	<input type="checkbox"/> The facility is fully ADA compliant even though the applicant is exempt or the "not readily achievable" test applies.	<input type="checkbox"/> The facility is fully ADA compliant.	<input type="checkbox"/> The facility is not ADA compliant because it meets the "not readily achievable" test. OR <input type="checkbox"/> The facility is not ADA compliant because the applicant is exempt.	<input type="checkbox"/> The facility is not fully ADA compliant, does not meet the readily achievable test, and the applicant is not exempt.	Click or tap here to enter text.
5. Fundamental alteration	<input type="checkbox"/> Applicant provides detailed information about how it will welcome all children with disabilities, unless they are medically fragile or otherwise cannot be served in a group childcare setting.	<input type="checkbox"/> Applicant's program will serve children with disabilities unless they are medically fragile or otherwise cannot be served in a group childcare setting. <input type="checkbox"/> Applicant expresses positive and welcoming	<input type="checkbox"/> Applicant makes a clear case that its program will require a fundamental alteration to serve any children with disabilities, and the applicant will not serve children with disabilities.	<input type="checkbox"/> Applicant expresses hostile or unwelcoming sentiments towards serving children with disabilities. <input type="checkbox"/> Applicant does not make the case that the program would require fundamental alteration but nonetheless	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		sentiments about serving children with disabilities.		states applicant cannot serve some or all children with disabilities. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL	12 points available				Click or tap here to enter text.

H. Minor Facility Modifications to Meet Childcare Licensure

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1. Minor modifications	<input type="checkbox"/> Applicant will not make any minor modifications. OR <input type="checkbox"/> Modifications described meet requirements to be "minor." AND <input type="checkbox"/> Modifications are necessary to comply with licensure regulations.	<input type="checkbox"/> Modifications described are not minor. <input type="checkbox"/> Modifications are not necessary to comply with licensure guidelines. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	2 points available		Click or tap here to enter text.

I. Masking and Other COVID-19 Requirements

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1. Masking	<input type="checkbox"/> Applicant will follow mask guidelines as required by MSDH, DHS, and Executive Orders.	<input type="checkbox"/> Applicant will not follow mask guidelines as required. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.

2. Other COVID-19 Policies	<input type="checkbox"/> Entity has a clear commitment to abide by mandated COVID-19 regulations from MSDH, DHS, or via Executive Order. <input type="checkbox"/> Entity has clear policies and plans to maintain a safe and healthy environment re COVID-19.	<input type="checkbox"/> Entity does not have a clear commitment to abide by mandated COVID-19 regulations from MSDH, DHS, or via Executive Order. <input type="checkbox"/> Entity does not have clear policies or plans to maintain a safe and healthy environment re COVID-19. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	4 points available		Click or tap here to enter text.

J. Parent Awareness and Participation

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Program marketing	<input type="checkbox"/> Applicant’s plan employs multiple, effective marketing strategies for the target population, including hard-to-reach children within the population.	<input type="checkbox"/> Applicant has a clear plan to market the program to the target population, including hard-to-reach children within the population, using at least one effective strategy.	<input type="checkbox"/> Applicant’s plan is clear, but is unlikely to reach all children in the target population.	<input type="checkbox"/> Applicant’s plan is unclear. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	3 points available				Click or tap here to enter text.

Eligibility Questions

A. Eligible Ineligible

C.4 Eligible Ineligible

If application receives all “eligible” scores, sum all of the scores from this section and proceed to the next section.

Program Requirements Summary Score

SUBSECTION	TOTAL POINTS	
A	Preference Points	
	Click or tap here to enter text.	
B	Points	
	Click or tap here to enter text.	
C	Points	
	Click or tap here to enter text.	
D	Points	
	Click or tap here to enter text.	
E	Points	
	Click or tap here to enter text.	
F	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
G	Points	
	Click or tap here to enter text.	
H	Points	
	Click or tap here to enter text.	
I	Points	
	Click or tap here to enter text.	
J	Points	
	Click or tap here to enter text.	
TOTAL	Click or tap here to enter text.	

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature:

Rubric for Application for Priority 1.2

A. Capacity to Fulfill Duties of the Applicant

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Previous success of the applicant	<input type="checkbox"/> Applicant provides clear and compelling evidence from recognized indicators of program quality to demonstrate it has a history of successfully implementing quality early childhood improvement programs.	<input type="checkbox"/> Applicant provides evidence to demonstrate a history of successfully implementing quality early childhood improvement programs. <input type="checkbox"/> Applicant's evidence includes positive outcomes with very young children.	<input type="checkbox"/> Applicant provides limited evidence of a history of successfully implementing quality early childhood improvement programs.	<input type="checkbox"/> Applicant provides no or insufficient evidence of a history of successfully implementing quality early childhood improvement programs. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Key personnel	<input type="checkbox"/> Key personnel have strong experience successfully implementing the entity's quality early childhood improvement program or a similar quality program.	<input type="checkbox"/> Key personnel have experience successfully implementing the entity's quality early childhood improvement program or a similar quality program. <input type="checkbox"/> Roles are clearly described and support strong implementation.	<input type="checkbox"/> Key personnel have limited experience successfully implementing quality early childhood improvement programs.	<input type="checkbox"/> Key personnel have no or insufficient experience implementing quality early childhood improvement programs. <input type="checkbox"/> Roles are not clearly described. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL POINTS	6 points available				Click or tap here to enter text.

B. Services Provided to Partners

Question	Eligible	Ineligible
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1.a. Services to be provided	<input type="checkbox"/> Services provide access to programs, training, or technical assistance that improves the quality of care and education offered. OR <input type="checkbox"/> Services that provide health and safety equipment and supplies also provide training. OR <input type="checkbox"/> Services build long-term capacity of care providers to offer quality services. OR <input type="checkbox"/> Services support the coordination of care, education, and health-related services for very young children.	<input type="checkbox"/> Services do not provide access to programs, training, or technical assistance that improves the quality of care and education offered. <input type="checkbox"/> Services that provide health and safety equipment and supplies do not also provide training. <input type="checkbox"/> Services do not build long-term capacity of care providers to offer quality services. <input type="checkbox"/> Services do not support the coordination of care, education, and health-related services for very young children. <input type="checkbox"/> Answer is too vague or confusing to evaluate.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1.b. Goals and measures	<input type="checkbox"/> Success is measured, at least in part, through child outcome data.	<input type="checkbox"/> Goals are meaningful. <input type="checkbox"/> Goals are specific, measurable, and time-bound. <input type="checkbox"/> Goals are achievable in the project period and proposed scope of services, <input type="checkbox"/> Goals are relevant to very young children and/or their care providers. <input type="checkbox"/> Success is measured using relevant and recognized indicators of quality.		<input type="checkbox"/> Goals are not meaningful. <input type="checkbox"/> Goals are not specific, measurable, or time-bound. <input type="checkbox"/> Goals are not achievable in the time period with the proposed scope of services. <input type="checkbox"/> Goals are not relevant to very young children and/or their care providers. <input type="checkbox"/> Success measures are unclear, not relevant, or not valid. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
2. Modifications to typical service provision	<input type="checkbox"/> Applicant provides evidence that no modifications are necessarily to implement the program with fidelity.	<input type="checkbox"/> Applicant provides evidence that required modifications will not reduce the efficacy of the program.	<input type="checkbox"/> Applicant clearly describes needed modifications but presents only limited evidence these modifications will not reduce the efficacy of the program.	<input type="checkbox"/> Applicant presents no evidence that modifications will not reduce the efficacy of the program. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL POINTS	6 points available				Click or tap here to enter text.

Question	Eligible	Ineligible
3. New, unique, or additional services	<input type="checkbox"/> Proposal clearly explains how services are new, unique, or additional to the entity's current offerings. AND <input type="checkbox"/> Proposed services are not already funded through another CARES source.	<input type="checkbox"/> Proposed services duplicate the entity's existing services, or it is unclear whether duplication is proposed. <input type="checkbox"/> Proposed services are already funded through another CARES source. <input type="checkbox"/> Answer is too vague or confusing to evaluate.
ELIGIBILITY	<input type="checkbox"/> ALL "eligible" scores	<input type="checkbox"/> ANY "ineligible" scores

C. Number and Type of Partners

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Number and type of partners	<input type="checkbox"/> The rationale provides a compelling description of partner need for services. OR	<input type="checkbox"/> The number of partners is clear. <input type="checkbox"/> The description of partners is clear.	<input type="checkbox"/> The applicant only proposes one partner.	<input type="checkbox"/> The number of partners is not clear. <input type="checkbox"/> The description of the partners is not clear.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	<input type="checkbox"/> The applicant will provide services to more than 10 partners.	<input type="checkbox"/> The rationale for the type of partners aligns with the services proposed and promotes meaningful impact for the project.		<input type="checkbox"/> The rationale does not align to services proposed. <input type="checkbox"/> Partner types will not promote meaningful impact. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL POINTS	3 points available				Click or tap here to enter text.

Question	Eligible	Ineligible
2. Partner selection	<input type="checkbox"/> Proposal clearly demonstrates partner selection will not limit services to those directly or indirectly controlled by the applicant. AND <input type="checkbox"/> Proposal clearly demonstrates partner selection will not limit services to those with whom the applicant has an existing contractual relationship.	<input type="checkbox"/> Proposal does not clearly demonstrate partner selection will not limit services to those directly or indirectly controlled by the applicant. <input type="checkbox"/> Proposal does not clearly demonstrate partner selection will not limit services to those with whom the applicant has an existing contractual relationship. <input type="checkbox"/> Answer is too vague or confusing to evaluate.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

D. Children Affected

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Children affected	<input type="checkbox"/> Applicant’s services are targeted to affect very young children most affected by the pandemic,	<input type="checkbox"/> The number of children affected is realistic based on the number and type of partners.	<input type="checkbox"/> The number of children affected is less than 50.	<input type="checkbox"/> The number of children affected is not realistic based on the number and type of partners proposed.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	e.g., eligible children per Priority 1.1. OR <input type="checkbox"/> The number of children reached is greater than 150.	<input type="checkbox"/> The number of children affected justifies the scope of the services and the budget ask. <input type="checkbox"/> Applicant's reach will include very young children most affected by the pandemic, e.g., children eligible per Priority 1.1.		<input type="checkbox"/> The number of children affected is not enough to justify the scope of the services and size the budget ask. <input type="checkbox"/> The applicant's services will not reach children most affected by the pandemic. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL POINTS	3 points available				Click or tap here to enter text.

E. Special Populations

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Special populations	<input type="checkbox"/> Applicant's services offer additional supports specifically to improve the care and education of special populations.	<input type="checkbox"/> Applicant's services support the improvement of care and education for all very young children, including special populations.	<input type="checkbox"/> Applicant's services support the improvement of care and education for very young children, but their specific impact on special populations is unknown or not well described by the applicant.	<input type="checkbox"/> Applicant's services specifically do not support, or are inappropriate for, improving care and education for special populations. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL POINTS	3 points available				Click or tap here to enter text.

F. Number of Staff or Contractors and Required Qualifications

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Staff qualifications	<input type="checkbox"/> Applicant sets a high bar for qualifications, which will likely ensure effective implementation.	<input type="checkbox"/> Qualifications described are appropriate for the services provided and will promote effective implementation.		<input type="checkbox"/> Qualifications described are unrelated to the services provided. <input type="checkbox"/> Qualifications are too low to promote effective implementation. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Personnel Hiring Needs	<input type="checkbox"/> Applicant has enough qualified staff/contractors and will not need to hire. OR <input type="checkbox"/> Applicant has a clear plan with multiple effective strategies for recruiting and hiring needed qualified staff/contractors before the program start date.	<input type="checkbox"/> Applicant's planned staff size (current and/or to-be-hired) is adequate for the scope of the project. <input type="checkbox"/> If hiring is necessary, applicant has a clear plan with at least one effective strategy for recruiting and hiring qualified staff/contractors before the program start date. <input type="checkbox"/> Current staff meet minimum qualifications as described by the applicant.	<input type="checkbox"/> Applicant's plan is clear but does not include any effective strategies for recruiting and hiring qualified staff/contractors before the program start date.	<input type="checkbox"/> Applicant's planned staff size is not adequate for the size of the project. <input type="checkbox"/> Applicant's hiring plan is vague, confusing, or missing. <input type="checkbox"/> Applicant's hiring plan will not ensure sufficient qualified staff before the program's start date.	Click or tap here to enter text.
TOTAL POINTS	6 points available				Click or tap here to enter text.

G. Dates and Duration of Service

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Start date and duration	<input type="checkbox"/> The duration of the program is supported by research for effective implementation of proposed services.	<input type="checkbox"/> The program begins the week of October 12. <input type="checkbox"/> The duration of the program (hours per day, days per week, total weeks) is clear. <input type="checkbox"/> The duration of the program is adequate to implement proposed services effectively.	<input type="checkbox"/> The program begins after the week of October 12 but before the week of November 1.	<input type="checkbox"/> The program begins on or after the week of November 1. <input type="checkbox"/> The program has no clear start date. <input type="checkbox"/> The duration of the program is not clear. <input type="checkbox"/> The duration of the program is inadequate to implement proposed services effectively.	Click or tap here to enter text.
TOTAL	3 points available				Click or tap here to enter text.

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
2. Completion of the intervention	<input type="checkbox"/> The program will last long enough to enable partners to “complete” the intervention. OR <input type="checkbox"/> The program’s sustainability plan <i>through completion</i> is feasible. AND <input type="checkbox"/> The program’s sustainability plan <i>through completion</i> is free to partners.	<input type="checkbox"/> The program will not last long enough to enable partners to “complete” the intervention. OR <input type="checkbox"/> The program’s sustainability plan <i>through completion</i> is not feasible. OR <input type="checkbox"/> The program’s sustainability plan <i>through completion</i> is not free to partners. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	2 points available		Click or tap here to enter text.

H. Health and Safety

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1. Health and safety	<input type="checkbox"/> Applicant articulates a commitment to masking per state requirements, if applicable. AND <input type="checkbox"/> Applicant has a well-designed plan to ensure the health and safety of employees, partners, and children served, if services are provided in person. OR <input type="checkbox"/> If services are not provided in person, applicant's improvement model does not require or promote unsafe practices among partner staff and children.	<input type="checkbox"/> Applicant does not articulate a commitment to masking per state requirements, if applicable. <input type="checkbox"/> Applicant's plan for in-person services is unsafe. <input type="checkbox"/> Applicant's improvement model requires or promotes unsafe practices among partner staff or children. <input type="checkbox"/> Applicant does not articulate a clear plan to ensure safety. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	2 points available		Click or tap here to enter text.

Eligibility Questions

B.1.b Eligible Ineligible

B.3 Eligible Ineligible

C.2 Eligible Ineligible

If application receives all "eligible" scores, sum all of the scores from this section and proceed to the next section.

Program Requirements Summary Score

SUBSECTION	TOTAL POINTS
A	Points
	Click or tap here to enter text.
B	Points
	Click or tap here to enter text.
C	Points

SUBSECTION	TOTAL POINTS
	Click or tap here to enter text.
D	Points
	Click or tap here to enter text.
E	Points
	Click or tap here to enter text.
F	Points
	Click or tap here to enter text.
G	Points
	Click or tap here to enter text.
H	Points
	Click or tap here to enter text.
TOTAL	Click or tap here to enter text.

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature:

Part III—Rubric for Application for Priority Task 2.1

A. Licensure

ANY score of “ineligible” in this section will disqualify the application.

Applicant IS	Eligible	Ineligible
<input type="checkbox"/> Currently Licensed	<input type="checkbox"/> The applicant’s current licensure (regular ONLY) will still be valid if the proposed program is implemented. OR Based on the Licensure Form, the applicant qualifies for <input type="checkbox"/> an expansion of capacity OR <input type="checkbox"/> an exemption OR <input type="checkbox"/> an expedited review process.	<input type="checkbox"/> The applicant’s current licensure will not be valid and the applicant does not qualify for an expansion, exemption, or expedited review process. <input type="checkbox"/> The applicant’s current licensure will not be valid and the applicant did not complete the Licensure Form.
<input type="checkbox"/> Currently Exempt	<input type="checkbox"/> The applicant’s current exemption will still be valid if the proposed program is implemented. OR Based on the Licensure Form, the applicant qualifies for <input type="checkbox"/> an expedited review process.	<input type="checkbox"/> The applicant’s current exemption will not be valid and the applicant does not qualify for an expedited review process. <input type="checkbox"/> The applicant’s current exemption will not be valid and the applicant did not complete the Licensure Form.
<input type="checkbox"/> Currently Not Licensed AND Not Exempt	Based on the Licensure Form, the applicant qualifies for <input type="checkbox"/> an expedited review process.	<input type="checkbox"/> The applicant does not qualify for an expedited review process. <input type="checkbox"/> The applicant did not complete the Licensure Form.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

Preference Points

Preference	Points
The applicant has current licensure and that license will still be valid.	<input type="checkbox"/> If yes, 2 preference points. <input type="checkbox"/> If no, 0 preference points.
TOTAL	Click or tap here to enter text.

B. Capacity to Fulfill Duties of the Applicant

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Previous success of the applicant or evidence that the applicant can be successful	<input type="checkbox"/> Applicant provides clear and compelling evidence from recognized indicators of youth program quality to demonstrate it has a history of successfully implementing quality childcare, youth, or related programs for school-age young children.	<input type="checkbox"/> Applicant provides evidence to demonstrate it has a history of successfully implementing quality childcare, youth, or related programs for school-age young children. OR <input type="checkbox"/> Applicant provides as evidence of capacity to successfully implement quality programs for school-age children positive child outcome data for other ages, newly hired experts with high-quality experiences, or other persuasive evidence.	<input type="checkbox"/> Applicant provides evidence of a history of implementing related programs for school-age young children or other age groups but limited evidence of success or quality. <input type="checkbox"/> Applicant relies on newly hired staff for evidence of capacity to implement the proposal successfully, but provides no evidence newly hired staff will be capable of successfully implementing a quality program.	<input type="checkbox"/> Applicant provides no evidence that it can successfully implement quality programs. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Key personnel	<input type="checkbox"/> Key personnel have strong experience successfully implementing quality childcare, youth, or related programs for school-age young children. <input type="checkbox"/> Program Director exceeds minimum qualifications.	<input type="checkbox"/> Key personnel have experience successfully implementing quality childcare, youth, or related programs for school-age young children. <input type="checkbox"/> Roles are clearly described and support strong implementation. <input type="checkbox"/> Program Director meets minimum qualifications.	<input type="checkbox"/> Key personnel have limited experience successfully implementing quality related programs for school-age young children or other age groups.	<input type="checkbox"/> Key personnel have no or insufficient experience successfully implementing quality childcare, youth, or related programs for any age. <input type="checkbox"/> Roles are not clearly described. <input type="checkbox"/> Identified Program Director does not meet minimum required qualifications. <input type="checkbox"/> No Program Director is identified.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
				<input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL POINTS	6 points available				Click or tap here to enter text.

C. Need for the Program

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. School re-opening plan	<i>Preference points; see end of section</i>				
2. Filling unmet need	<input type="checkbox"/> Applicant provides a detailed, quantitative analysis of the size and scope of the unmet need among eligible children.	Applicant demonstrates with basic quantitative analysis that any of the following conditions apply: <input type="checkbox"/> Children in foster care present in the service area in large numbers; <input type="checkbox"/> Children of essential workers present in the service area; <input type="checkbox"/> Local school districts virtual schooling two or more days a week; <input type="checkbox"/> Parents have medical concerns about available in-person options; OR <input type="checkbox"/> Parents at risk of experiencing, or who have experienced, negative job	<input type="checkbox"/> Applicant's quantitative analysis shows limited unmet need, although there is enough need for the scope of the proposal.	<input type="checkbox"/> Applicant states there is unmet need among any group of eligible children, but no quantitative analysis or evidence is provided to support the claim. <input type="checkbox"/> Applicant's quantitative analysis shows the unmet need is not great enough to justify the proposal or that the unmet need does not exist. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		impacts or at risk of delaying, or have delayed, a job search.			
TOTAL	3 points available				Click or tap here to enter text.

Question	Eligible	Ineligible
3. New, unique, or additional services	<input type="checkbox"/> Proposal adds new seats to existing services. OR <input type="checkbox"/> Proposal adds a new program or target population to existing services offered by the entity. AND <input type="checkbox"/> Proposed services are not already funded through CARES source or other source.	<input type="checkbox"/> Proposed services duplicate existing services. <input type="checkbox"/> Proposed services are already funded through CARES or other source. <input type="checkbox"/> Answer is too vague or confusing to evaluate.
ELIGIBILITY	<input type="checkbox"/> ALL "eligible" scores	<input type="checkbox"/> ANY "ineligible" scores

Preference Points

Preference	Points
<u>C.1</u> The school district re-opening plan offers virtual only for children at any age 5-12.	<input type="checkbox"/> 10 preference points for a virtual-only plan for the entire fall semester. <input type="checkbox"/> 5 preference points for a virtual only-plan for at least one nine weeks from start of school. <input type="checkbox"/> 3 preference points for a virtual-only plan for four weeks or fewer after October 12.
<u>C.1</u> The school district re-opening plan calls for virtual school for all children at least 2 days per week but less than four days per week for children at any age 5-12.	<input type="checkbox"/> 2 preference points for a plan with 3 virtual days per week or 5 virtual days per 10 day-cycle. <input type="checkbox"/> 1 preference point for a plan with 2 virtual days per week.
<u>C.1</u> The school district plans to attend school in person at full capacity at least 4 days per week but has a virtual option for children ages 5-12 whose families do not feel comfortable sending their children.	<input type="checkbox"/> 1 preference point
TOTAL	Click or tap here to enter text.

D. Children Served, Group Size, and Adult-Child Ratio

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1.-2.a Total program size and GEER-funded size	<input type="checkbox"/> Total program size does not exceed GEER-allowed capacity. <input type="checkbox"/> GEER-funded seats do not exceed 40.	<input type="checkbox"/> Total program size exceeds GEER-allowed capacity. <input type="checkbox"/> GEER-funded seats exceed 40.	Click or tap here to enter text.
2.b Groups and group size	<input type="checkbox"/> The number of groups enables appropriate group sizes and adult-child ratios. <input type="checkbox"/> Group size does not exceed 10 children in any group.	<input type="checkbox"/> The number of groups does not enable appropriate group sizes and adult-child ratios. <input type="checkbox"/> Group size exceeds 10 children in any group.	Click or tap here to enter text.
2.c Adult-child ratio	<input type="checkbox"/> Adult-child ratio does not exceed 1:10 for any group.	<input type="checkbox"/> Adult-child ratio does not exceed 1:10 for any group.	Click or tap here to enter text.
3. Estimated eligible children	<i>Preference points; see end of section</i>		
TOTAL	6 points available		Click or tap here to enter text.

Preference Points

Preference	Points
D.3 Estimated eligible children	<input type="checkbox"/> 1 point if plan will serve more than 10% of estimated eligible children.
TOTAL	Click or tap here to enter text.

E. Caregiver Staff Qualifications

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	6	4	2	0	
1.-2. Personnel Hiring Needs	<input type="checkbox"/> Applicant has enough qualified staff and will not need to hire/train staff. OR <input type="checkbox"/> Applicant has a clear plan with multiple effective strategies for recruiting and	<input type="checkbox"/> Applicant will need to hire/train staff and has correctly calculated the numbers. <input type="checkbox"/> Applicant has a clear plan with at least one effective strategy for recruiting and	<input type="checkbox"/> Applicant's plan is clear but does not include any effective strategies for recruiting and hiring qualified staff before the program start date.	<input type="checkbox"/> Applicant did not correctly calculate the staff need. <input type="checkbox"/> Applicant's hiring/training plan is vague, confusing, or missing.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	6	4	2	0	
	hiring qualified staff before the program start date.	hiring qualified staff before the program start date. <input type="checkbox"/> Applicant's training plan is clear and adequate to ensure enough qualified staff before the program start date.		<input type="checkbox"/> Applicant's hiring/training plan will not ensure sufficient qualified staff before the program's start date.	
TOTAL	6 points available				Click or tap here to enter text.

F. Length of Program Day, Start Date, and Calendar

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Length of program day	<input type="checkbox"/> The program offers 8 or more hours of service.	<input type="checkbox"/> The program offers at least 270 minutes (4.5 hours) per day.	<input type="checkbox"/> The program offers at least 4 hours per day.	<input type="checkbox"/> The length of the program day is not clear. <input type="checkbox"/> The program provides care for fewer than 4 hours.	Click or tap here to enter text.
2. Start date	<input type="checkbox"/> The program began prior to October 12.	<input type="checkbox"/> The program begins on October 12.	<input type="checkbox"/> The program begins after October 12 but before November 1.	<input type="checkbox"/> The program begins on or after November 1. <input type="checkbox"/> The program has no clear start date.	Click or tap here to enter text.
3. Calendar	<input type="checkbox"/> The program calendar exceeds the school calendar for the local school district by providing care on school district holidays falling during the traditional work week (Monday-Friday) as	<input type="checkbox"/> The proposal clearly describes the program calendar. <input type="checkbox"/> The local school district calendar is provided for comparison.	<input type="checkbox"/> The program calendar mostly complements the school calendar for the local public school district, but the program will be closed up to three days more than	<input type="checkbox"/> The program calendar is vague, confusing, or missing. <input type="checkbox"/> The local school calendar is not provided for comparison.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	well as operating on non-holidays when in-person schooling is not available for all or some children.	<input type="checkbox"/> The program calendar complements the school calendar for the local school district by operating on days in-person schooling is not available for all or some children, except for school district holidays.	the school district after the program begins.	<input type="checkbox"/> The program calendar does not complement the school calendar for the local school district; the program will be closed three days or more than the school district after the program begins.	
TOTAL	9 points available				Click or tap here to enter text.

G. Enrolling Eligible Children

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Application process	<input type="checkbox"/> Application process is simple and efficient, allowing parents and program staff to quickly assess eligibility.	<input type="checkbox"/> Application process is clear. <input type="checkbox"/> Application will ensure only eligible children are enrolled in GEER-funded seats. <input type="checkbox"/> Application process is not unnecessarily onerous.	<input type="checkbox"/> Application is unnecessarily onerous in determining whether children are eligible.	<input type="checkbox"/> Application process is vague or confusing. <input type="checkbox"/> Application process will not ensure only eligible children are enrolled in GEER-funded seats.	Click or tap here to enter text.
2. Prioritization of children	<i>Preference points; see end of section</i>				
TOTAL	3 points available				Click or tap here to enter text.

Preference Points

Preference	Points
G.2 Prioritization of children	<input type="checkbox"/> 5 points if applicant will prioritize children of essential workers. <input type="checkbox"/> 3 points if applicant will prioritize children whose parents are at-risk of experiencing, or have experienced, negative job impacts or whose parents are at risk of delaying, or have delayed, a job search. <input type="checkbox"/> 2 points if applicant will prioritize children with disabilities, children in foster care, or low-income children. <input type="checkbox"/> If answer is too vague or confusing to evaluate, not applicable, or prioritizes types of children not listed above.
TOTAL	Click or tap here to enter text.

H. Non-Discrimination Requirements and Including Children with Disabilities

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Non-discrimination	<input type="checkbox"/> Applicant has a clear commitment to non-discrimination demonstrated by a written statement or policy of non-discrimination exceeding federal requirements.	<input type="checkbox"/> Applicant has a clear commitment to non-discrimination demonstrated by a written statement or policy of non-discrimination matching federal requirements.	<input type="checkbox"/> Applicant states a commitment to non-discrimination matching federal requirements, but this commitment is not formalized into a written non-discrimination statement or policy.	<input type="checkbox"/> Applicant's commitment to non-discrimination is unclear or clearly non-existent. <input type="checkbox"/> Applicant's written non-discrimination statement or policy does not match or is incompatible with federal requirements. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Serving children with disabilities	<input type="checkbox"/> The applicant is licensed to serve children with disabilities.	<input type="checkbox"/> The applicant has previously served or is currently serving children with disabilities.	<input type="checkbox"/> Applicant has no experience serving children with disabilities but is interested in doing so.	<input type="checkbox"/> Applicant did not respond. <input type="checkbox"/> Applicant is not interested in serving children with disabilities.	Click or tap here to enter text.
3.-4. ADA compliance	<input type="checkbox"/> The facility is fully ADA compliant even though the	<input type="checkbox"/> The facility is fully ADA compliant.	<input type="checkbox"/> The facility is not ADA compliant because it meets	<input type="checkbox"/> The facility is not fully ADA compliant, does not	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	applicant is exempt or the "not readily achievable" test applies.		the "not readily achievable" test. OR <input type="checkbox"/> The facility is not ADA compliant because the applicant is exempt.	meet the readily achievable test, and the applicant is not exempt.	
5. Fundamental alteration	<input type="checkbox"/> Applicant provides detailed information about how it will welcome all children with disabilities, unless they are medically fragile or otherwise cannot be served in a group childcare setting.	<input type="checkbox"/> Applicant's program will serve children with disabilities unless they are medically fragile or otherwise cannot be served in a group childcare setting. <input type="checkbox"/> Applicant expresses positive and welcoming sentiments about serving children with disabilities.	<input type="checkbox"/> Applicant makes a clear case that its program will require a fundamental alteration to serve any children with disabilities, and the applicant will not serve children with disabilities.	<input type="checkbox"/> Applicant expresses hostile or unwelcoming sentiments towards serving children with disabilities. <input type="checkbox"/> Applicant does not make the case that the program would require fundamental alteration but nonetheless states applicant cannot serve some or all children with disabilities. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	12 points available				Click or tap here to enter text.

I. Coordination with the Local School District(s)

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Coordination	<input type="checkbox"/> Applicant plans to directly coordinate with the school district and includes names of applicant and school district staff who will	<input type="checkbox"/> Applicant has a clear, effective plan to coordinate with the school district.	<input type="checkbox"/> Applicant's plan focuses on following general school communications and meeting requirements and may result in misalignment.	<input type="checkbox"/> Applicant's plan is vague or confusing. <input type="checkbox"/> Applicant's plan shows misalignment is likely	Click or tap here to enter text.

	coordinate throughout the program.			between the program and the school district.	
2. Letter of support	<i>Preference points; see end of section</i>				
TOTAL	3 points available				Click or tap here to enter text.

Preference	Points
1.2 The school district signed a letter of support for the application.	<input type="checkbox"/> 5 preference points if the letter specifically commits the district to coordinating with the applicant. <input type="checkbox"/> 3 points if the letter merely generically states support for the application.
TOTAL	Click or tap here to enter text.

J. Facility and Connectivity

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Facility	<input type="checkbox"/> Each group of children will have its own space (surrounded by 4 walls) and only share bathrooms and outdoor spaces— <i>but not at the same time</i> —during the program day. <input type="checkbox"/> Children will not interact with people outside of their group.	<input type="checkbox"/> Facility meets both licensure requirements and GEER requirements for the number of children proposed. <input type="checkbox"/> Shared indoor spaces, other than bathrooms, are not used for the majority of the day. <input type="checkbox"/> Interactions between groups of children will be minimized.	<input type="checkbox"/> Facility meets licensure requirements but will need to serve fewer children to meet GEER requirements. <input type="checkbox"/> Groups of children will be allowed to interact without masks in outdoor spaces.	<input type="checkbox"/> Facility does not meet licensure requirements for the number of children proposed. <input type="checkbox"/> Program groups will share indoor spaces for a majority of the day.	Click or tap here to enter text.
2. Minor modifications		<input type="checkbox"/> Applicant will not make any minor modifications. OR		<input type="checkbox"/> Modifications described are not minor.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		<input type="checkbox"/> Modifications described meet requirements to be "minor." AND <input type="checkbox"/> Modifications are necessary to comply with licensure regulations.		<input type="checkbox"/> Modifications are not necessary to comply with licensure guidelines. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
3. Connectivity	<input type="checkbox"/> Applicant already has internet sufficient for all students to access <i>at the same time</i> , including if students are all streaming lessons at the same time.	<input type="checkbox"/> Applicant can ensure internet is sufficient for all students to access <i>at the same time</i> , including if students are all streaming lessons at the same time, by the time the program begins.	<input type="checkbox"/> Applicant can ensure internet is sufficient for all students to access <i>but not at the same time</i> by the time the program begins.	<input type="checkbox"/> Applicant's plan for student internet access is insufficient or unrealistic for size of the program. <input type="checkbox"/> Applicant will not provide connectivity. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	8 points available				Click or tap here to enter text.

K. Equipment and Supplies for Schoolwork

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Equipment and supplies plan	<input type="checkbox"/> Applicant has a clear, effective plan to ensure children have more than the minimum equipment and supplies needed to complete schoolwork by the program start.	<input type="checkbox"/> Applicant has a clear, effective plan to ensure children have the minimum equipment and supplies needed to complete schoolwork by the program start, including if the local	<input type="checkbox"/> Applicant's plan may result in a delay beyond the program start in getting all children access to equipment and supplies.	<input type="checkbox"/> Applicant's plan is too vague or confusing to evaluate. <input type="checkbox"/> Applicant's plan will not realistically ensure children have the equipment and supplies needed.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		school district or the parents cannot provide them.		<input type="checkbox"/> Applicant's plan will exclude some children from the program because it relies solely on parents or the school district to equip and supply children.	
2. Individual equipment and supplies	<input type="checkbox"/> Applicant has a plan to eliminate non-specialty communal supplies such as art or writing supplies.	<input type="checkbox"/> Applicant has a clear, effective plan to ensure children do not share electronic supplies. <input type="checkbox"/> Applicant takes reasonable steps to reduce the number of non-specialty communal supplies. <input type="checkbox"/> Applicant will regularly clean and sanitize supplies that must be shared.	<input type="checkbox"/> Applicant will take limited steps to reduce the number of non-specialty communal supplies.	<input type="checkbox"/> Applicant's plan is too vague or confusing to evaluate. <input type="checkbox"/> Applicant's plan will not ensure children have their own electronic devices. <input type="checkbox"/> Applicant will not take steps to reduce the number of communal supplies. <input type="checkbox"/> Applicant's plan will exclude some children from the program. <input type="checkbox"/> Applicant will not regularly clean and sanitize supplies that must be shared.	
TOTAL	6 points available				Click or tap here to enter text.

L. Nutrition

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Nutrition	<p><i>For school-day program:</i></p> <input type="checkbox"/> Applicant has a clear, realistic plan to serve at least two meals and one snack a day meeting applicable regulations. <p><i>For a work-day program:</i></p> <input type="checkbox"/> Applicant has a clear, realistic plan to serve at least two meals and two snacks a day meeting applicable regulations.	<p><i>For a school-day program:</i></p> <input type="checkbox"/> Applicant has a clear, realistic plan to serve at least one meal and two snacks a day meeting applicable regulations. <p><i>For a work-day program:</i></p> <input type="checkbox"/> Applicant has a clear, realistic plan to serve at least two meals and one snack a day meeting applicable regulations.	<p><i>For a work-day program:</i></p> <input type="checkbox"/> Applicant has a clear, realistic plan to serve at least one meal and two snacks a day meeting applicable regulations.	<p><i>For any program:</i></p> <input type="checkbox"/> Applicant does not have a plan to serve meals. <input type="checkbox"/> Applicant's plan will not meet applicable regulations. <input type="checkbox"/> Applicant's plan is unrealistic or inadequate. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	3 points available				Click or tap here to enter text.

M. Masking and Other COVID-19 Requirements

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1. Masking	<input type="checkbox"/> Applicant will follow mask guidelines as required by MSDH and Executive Orders.	<input type="checkbox"/> Applicant will not follow mask guidelines as required. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Other COVID-19 Policies	<input type="checkbox"/> Entity has a clear commitment to abide by mandated COVID-19 regulations from MSDH or via Executive Order. <input type="checkbox"/> Entity has clear policies and plans to maintain a safe and healthy environment re COVID-19.	<input type="checkbox"/> Entity does not have a clear commitment to abide by mandated COVID-19 regulations from MSDH or via Executive Order. <input type="checkbox"/> Entity does not have clear policies or plans to maintain a safe and healthy environment re COVID-19.	Click or tap here to enter text.

		<input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL	4 points available		Click or tap here to enter text.

N. Supplemental Activities and Services

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Supplemental activities	<input type="checkbox"/> Applicant's supplemental activities are special or unique. OR <input type="checkbox"/> Applicant provides more supplemental activities than the required minimum.	<i>For school-day programs:</i> <input type="checkbox"/> Applicant has a clear, effective plan to provide at least one supplemental activity of at least 30 minutes per day. <i>For work-day programs:</i> <input type="checkbox"/> Applicant has a clear, effective plan to provide at least two supplemental activities, totaling 2 hours per day. <input type="checkbox"/> Activities will be engaging and beneficial to students.	<input type="checkbox"/> The activity/activities described will not be engaging to proposed program recipients. <input type="checkbox"/> It is not clear whether supplemental activities will last for the required minimum time.	<input type="checkbox"/> Answer is too vague or confusing to evaluate. <input type="checkbox"/> Applicant will not provide supplemental activities as required. <input type="checkbox"/> Activities are likely to be harmful to students or to discriminate against some students.	Click or tap here to enter text.
2. Additional support services	<i>Preference points; see end of section</i>				
TOTAL	3 points available				Click or tap here to enter text.

Preference Points

Preference	Points
<u>N.2</u> The program has a clear, effective plan to provide children with additional support or referral services.	<input type="checkbox"/> 5 points if additional support or referral services are open to all children. <input type="checkbox"/> 3 points if additional support or referral services are open only to children with disabilities.

	<input type="checkbox"/> 0 points if no plan, plan is not clear or effective, or answer is too vague or confusing to evaluate.
TOTAL	Click or tap here to enter text.

0. Parent Awareness and Participation

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Program marketing	<input type="checkbox"/> Applicant’s plan employs multiple, effective marketing strategies to reach the target population, including hard-to-reach children within the population.	<input type="checkbox"/> Applicant has a clear plan to market the program to the target population, including hard-to-reach children within the population, using at least one effective strategy.	<input type="checkbox"/> Applicant’s plan is clear but is unlikely to reach all children in the target population.	<input type="checkbox"/> Applicant’s plan is unclear. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Parent communication plan	<input type="checkbox"/> Parent communication includes <i>daily</i> , formal notices to parents about the child’s activities and progress. <input type="checkbox"/> Parent communication plan includes multiple methods for “as needed” communication initiated by parents or program staff.	<input type="checkbox"/> Applicant’s parent communication plan is clear. <input type="checkbox"/> Applicant’s plan includes formal notices to parents about the child’s activities and progress at least <i>weekly</i> . <input type="checkbox"/> Parent communication plan includes at least one method (but not pick-up or drop-off chats) of “as needed” communication initiated by parents or program staff.	<input type="checkbox"/> Applicant’s plan includes formal notices to parents about the child’s activities and progress on a schedule <i>less frequently than weekly but more frequently than monthly</i> . <input type="checkbox"/> Parent communication plan includes at least one opportunity (not pick-up or drop-off chats) for parents to initiate communication, but it is not “as needed.”	<input type="checkbox"/> Applicant’s parent communication plan is not clear. <input type="checkbox"/> Applicant’s plan does not include any regular, formal notices about the child’s activities and progress, or formal notices only occur monthly or less frequently. <input type="checkbox"/> Applicant’s plan does not include any opportunity for parents to communicate with staff or only provides this opportunity through pick-up and drop-off.	Click or tap here to enter text.
TOTAL	6 points available				Click or tap here to enter text.

Eligibility Questions

A. Eligible Ineligible

C.3 Eligible Ineligible

If application receives all “eligible” scores, sum all of the scores from this section and proceed to the next section.

Program Requirements Summary Score

SUBSECTION	TOTAL POINTS	
A	Preference Points	
	Click or tap here to enter text.	
B	Points	
	Click or tap here to enter text.	
C	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
D	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
E	Points	
	Click or tap here to enter text.	
F	Points	
	Click or tap here to enter text.	
G	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
H	Points	
	Click or tap here to enter text.	
I	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
J	Points	
	Click or tap here to enter text.	
K	Points	
	Click or tap here to enter text.	
L	Points	
	Click or tap here to enter text.	
M	Points	
	Click or tap here to enter text.	

SUBSECTION	TOTAL POINTS	
N	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
0	Points	
	Click or tap here to enter text.	
TOTAL	Click or tap here to enter text.	

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature:

Priority 2.2

A. Licensure and Target Population

ANY score of “ineligible” in this section will disqualify the application.

Question	Eligible	Ineligible
1. Current certification	<input type="checkbox"/> The applicant is currently certified by the Department of Mental Health, as documented by a current and valid certification.	<input type="checkbox"/> The applicant is not currently certified. AND/OR <input type="checkbox"/> The applicant did not include a copy of its current and valid certification.
2. Target Population	The applicant will serve one of the eligible groups: <input type="checkbox"/> Persons with a developmental delay, ages 5-21 <input type="checkbox"/> Persons with an intellectual disability, ages 5-21 <input type="checkbox"/> Persons with mental or behavioral health disabilities, ages 5-21	<input type="checkbox"/> Applicant will not serve an eligible group.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

B. Capacity to Fulfill Duties of the Applicant

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Previous success of the applicant	<input type="checkbox"/> Applicant provides clear and compelling evidence from recognized indicators of program quality to demonstrate it has a history of successfully implementing quality programs for the target population.	<input type="checkbox"/> Applicant provides evidence to demonstrate a history of successfully implementing quality programs for the target population. <input type="checkbox"/> Applicant’s evidence includes positive outcomes with the target population.	<input type="checkbox"/> Applicant provides limited evidence of a history of successfully implementing quality programs for the target population.	<input type="checkbox"/> Applicant provides no or insufficient evidence of a history of successfully implementing quality programs for the target population. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Key personnel	<input type="checkbox"/> Key personnel have strong experience successfully implementing	<input type="checkbox"/> Key personnel have experience successfully implementing quality	<input type="checkbox"/> Key personnel have limited experience successfully implementing	<input type="checkbox"/> Key personnel have no or insufficient experience successfully implementing	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	quality programs for the target population. <input type="checkbox"/> Program Director exceeds minimum qualifications.	programs for the target population. <input type="checkbox"/> Roles are clearly described and support strong implementation. <input type="checkbox"/> Program Director meets minimum qualifications.	quality programs for the target population.	quality programs for the target population. <input type="checkbox"/> Roles are not clearly described. <input type="checkbox"/> Identified Program Director does not meet minimum required qualifications. <input type="checkbox"/> No Program Director is identified. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL POINTS	6 points available				Click or tap here to enter text.

C. Need for the Program

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. School re-opening plan	<i>Preference points; see end of section</i>				
2. Filling unmet need	<input type="checkbox"/> Applicant provides a detailed, quantitative analysis of the size and scope of the unmet need among the target population.	<input type="checkbox"/> Applicant demonstrates with basic quantitative analysis that the target population is in need of the proposed services.	<input type="checkbox"/> Applicant's quantitative analysis shows limited unmet need, although there is enough need for the scope of the proposal.	<input type="checkbox"/> Applicant states there is unmet need among target population, but no quantitative analysis or evidence is provided to support the claim. <input type="checkbox"/> Applicant's quantitative analysis shows the unmet need is not great enough to	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
				justify the proposal or that the unmet need does not exist. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL	3 points available				Click or tap here to enter text.

Question	Eligible	Ineligible
3. New, unique, or additional services	<input type="checkbox"/> Proposal adds new seats to existing services. OR <input type="checkbox"/> Proposal adds a new program or target population to existing services offered by the entity. AND <input type="checkbox"/> Proposed services are not already funded through CARES source or other source.	<input type="checkbox"/> Proposed services duplicate existing services. <input type="checkbox"/> Proposed services are already funded through CARES or other source. <input type="checkbox"/> Answer is too vague or confusing to evaluate.
ELIGIBILITY	<input type="checkbox"/> ALL "eligible" scores	<input type="checkbox"/> ANY "ineligible" scores

Preference Points

Preference	Points
<u>C.1</u> The school district re-opening plan offers virtual only for students at any age 5-21.	<input type="checkbox"/> 10 preference points for a virtual-only plan for the entire fall semester. <input type="checkbox"/> 5 preference points for a virtual only-plan for at least one nine weeks from start of school. <input type="checkbox"/> 3 preference points for a virtual-only plan for four weeks or fewer after October 12.
<u>C.1</u> The school district re-opening plan calls for virtual school for all students at least 2 days per week but less than four days per week for students at any age 5-21.	<input type="checkbox"/> 2 preference points for a plan with 3 virtual days per week or 5 virtual days per 10 day-cycle. <input type="checkbox"/> 1 preference point for a plan with 2 virtual days per week.
<u>C.1</u> The school district plans to attend school in person at full capacity at least 4 days per week but has a virtual option for students ages 5-21 whose families do not feel comfortable sending them.	<input type="checkbox"/> 1 preference point
TOTAL	Click or tap here to enter text.

D. Persons Served, Group Size, and Staff-Student Ratio

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1.-2.a Total program size and GEER-funded size	<input type="checkbox"/> Total program size does not exceed GEER-allowed capacity. <input type="checkbox"/> GEER-funded seats do not exceed 40.	<input type="checkbox"/> Total program size exceeds GEER-allowed capacity. <input type="checkbox"/> GEER-funded seats exceed 40.	Click or tap here to enter text.
2.b Groups and group size	<input type="checkbox"/> The number of groups enables appropriate group sizes and staff-student ratios. <input type="checkbox"/> Group size does not exceed 10 students in any group.	<input type="checkbox"/> The number of groups does not enable appropriate group sizes and staff-student ratios. <input type="checkbox"/> Group size exceeds 10 students in any group.	Click or tap here to enter text.
2.c Staff-student ratio	<input type="checkbox"/> Staff-student ratio does not exceed 1:10 for any group.	<input type="checkbox"/> Staff-student ratio does not exceed 1:10 for any group.	Click or tap here to enter text.
TOTAL	6 points available		Click or tap here to enter text.

E. Staff Qualifications

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Staffing model	<input type="checkbox"/> Applicant staff will exceed DMH requirements.	<input type="checkbox"/> Applicant will hire and employ all program staff, who will meet minimum DMH requirements. OR <input type="checkbox"/> Applicant has a clear, shared staffing model as documented in a formal agreement. Staff meet either DMH or school district requirements.	<input type="checkbox"/> Staffing model is likely to be difficult to implement.	<input type="checkbox"/> Staff will not meet DMH requirements or school district requirements. <input type="checkbox"/> Staffing model or qualifications are vague or confusing. <input type="checkbox"/> Staffing model is shared but no formal agreement has been provided.	Click or tap here to enter text.
Points Available	6	4	2	0	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
2.-3. Personnel Hiring Needs	<input type="checkbox"/> Applicant has enough qualified staff and will not need to hire staff. OR <input type="checkbox"/> Applicant has a clear plan with multiple effective strategies for recruiting and hiring qualified staff before the program start date.	<input type="checkbox"/> Applicant will need to hire staff and has correctly calculated the numbers. <input type="checkbox"/> Applicant has a clear plan with at least one effective strategy for recruiting and hiring qualified staff before the program start date.	<input type="checkbox"/> Applicant's plan is clear but does not include any effective strategies for recruiting and hiring qualified staff before the program start date.	<input type="checkbox"/> Applicant did not correctly calculate the staff need. <input type="checkbox"/> Applicant's hiring plan is vague, confusing, or missing. <input type="checkbox"/> Applicant's hiring plan will not ensure sufficient qualified staff before the program's start date.	Click or tap here to enter text.
TOTAL	9 points available				Click or tap here to enter text.

F. Length of Program Day, Start Date, and Calendar

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Length of program day	<input type="checkbox"/> The program totals 8 or more hours per day.	<input type="checkbox"/> The GEER-funded day is at least 4 hours. <input type="checkbox"/> The total program is at least 6 hours per day.		<input type="checkbox"/> The length of the program day is not clear. <input type="checkbox"/> The GEER-funded day is fewer than 4 hours. <input type="checkbox"/> The total program is fewer than 6 hours per day.	Click or tap here to enter text.
2. Start date	<input type="checkbox"/> The program began prior to October 12.	<input type="checkbox"/> The program begins on October 12.	<input type="checkbox"/> The program begins after October 12 but before November 1.	<input type="checkbox"/> The program begins on or after November 1. <input type="checkbox"/> The program has no clear start date.	Click or tap here to enter text.
3. Calendar	<input type="checkbox"/> The program calendar exceeds the school calendar for the local school district	<input type="checkbox"/> The proposal clearly describes the program calendar.	<input type="checkbox"/> The program calendar mostly complements the school calendar for the local	<input type="checkbox"/> The program calendar is vague, confusing, or missing.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	by providing care on school district holidays falling during the traditional work week (Monday-Friday) as well as operating on non-holidays when in-person schooling is not available for all or some children.	<input type="checkbox"/> The local school district calendar is provided for comparison. <input type="checkbox"/> The program calendar complements the school calendar for the local school district by operating on days in-person schooling is not available for all or some children, except for school district holidays.	public school district, but the program will be closed up to three days more than the school district after the program begins.	<input type="checkbox"/> The local school calendar is not provided for comparison. <input type="checkbox"/> The program calendar does not complement the school calendar for the local school district; the program will be closed three days or more than the school district after the program begins.	
TOTAL	9 points available				Click or tap here to enter text.

G. Enrolling Eligible Persons

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Application process	<input type="checkbox"/> Application process is simple and efficient, allowing parents and program staff to quickly assess eligibility.	<input type="checkbox"/> Application process is clear. <input type="checkbox"/> Application will ensure only eligible students in the target population are enrolled in GEER-funded seats. <input type="checkbox"/> Application process is not unnecessarily onerous.	<input type="checkbox"/> Application is unnecessarily onerous in determining whether students are eligible.	<input type="checkbox"/> Application process is vague or confusing. <input type="checkbox"/> Application process will not ensure only eligible students are enrolled in GEER-funded seats.	Click or tap here to enter text.
2. Prioritization of students	<i>Preference points; see end of section</i>				

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
TOTAL	3 points available				Click or tap here to enter text.

Preference Points

Preference	Points
<u>G.2</u> Prioritization of students	<input type="checkbox"/> 5 points if applicant will prioritize program-eligible students of essential workers. <input type="checkbox"/> 3 points if applicant will prioritize program-eligible students whose parents are at-risk of experiencing, or have experienced, negative job impacts or whose parents are at risk of delaying, or have delayed, a job search. <input type="checkbox"/> 2 points if applicant will prioritize program-eligible students in foster care or students from low-income families. <input type="checkbox"/> If answer is too vague or confusing to evaluate, not applicable, or prioritizes types of children not listed above.
TOTAL	Click or tap here to enter text.

H. Non-Discrimination Requirements

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Non-discrimination	<input type="checkbox"/> Applicant has a clear commitment to non-discrimination demonstrated by a written statement or policy of non-discrimination exceeding federal requirements.	<input type="checkbox"/> Applicant has a clear commitment to non-discrimination demonstrated by a written statement or policy of non-discrimination matching federal requirements.	<input type="checkbox"/> Applicant states a commitment to non-discrimination matching federal requirements, but this commitment is not formalized into a written non-discrimination statement or policy.	<input type="checkbox"/> Applicant's commitment to non-discrimination is unclear or clearly non-existent. <input type="checkbox"/> Applicant's written non-discrimination statement or policy does not match or is incompatible with federal requirements.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
				<input type="checkbox"/> Answer is too vague or confusing to evaluate.	
TOTAL	3 points available				Click or tap here to enter text.

I. Coordination with the Local School District(s)

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Coordination	<input type="checkbox"/> Applicant plans to directly coordinate with the school district and includes names of applicant and school district staff who will coordinate throughout the program.	<input type="checkbox"/> Applicant has a clear, effective plan to coordinate with the school district.	<input type="checkbox"/> Applicant's plan focuses on following general school communications and meeting requirements and may result in misalignment.	<input type="checkbox"/> Applicant's plan is vague or confusing. <input type="checkbox"/> Applicant's plan shows misalignment is likely between the program and the school district.	Click or tap here to enter text.
2. Letter of support	<i>Preference points; see end of section</i>				
TOTAL	3 points available				Click or tap here to enter text.

Preference	Points
1.2 The school district signed a letter of support for the application.	<input type="checkbox"/> 5 preference points if the letter specifically commits the district to coordinating with the applicant. <input type="checkbox"/> 3 points if the letter merely generically states support for the application.
TOTAL	Click or tap here to enter text.

J. Facility and Connectivity

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Facility	<input type="checkbox"/> Each group of participants will have their own space (surrounded by 4 walls) and only share bathrooms and outdoor spaces— <i>but not at the same time</i> —during the program day. <input type="checkbox"/> Participants will not interact with people outside of their group.	<input type="checkbox"/> Facility meets GEER requirements for the number of participants proposed. <input type="checkbox"/> Shared indoor spaces, other than bathrooms, are not used for the majority of the day. <input type="checkbox"/> Interactions between groups of participants will be minimized.	<input type="checkbox"/> Facility will need to serve fewer participants to meet GEER requirements. <input type="checkbox"/> Groups of participants will be allowed to interact without masks in outdoor spaces.	<input type="checkbox"/> Facility does not meet GEER requirements regardless of the number of persons served. <input type="checkbox"/> Program groups will share indoor spaces for a majority of the day.	Click or tap here to enter text.
2. Connectivity	<input type="checkbox"/> Applicant already has internet sufficient for all students to access <i>at the same time</i> , including if students are all streaming lessons at the same time.	<input type="checkbox"/> Applicant can ensure internet is sufficient for all students to access <i>at the same time</i> , including if students are all streaming lessons at the same time, by the time the program begins.	<input type="checkbox"/> Applicant can ensure internet is sufficient for all students to access <i>but not at the same time</i> by the time the program begins.	<input type="checkbox"/> Applicant’s plan for student internet access is insufficient or unrealistic for size of the program. <input type="checkbox"/> Applicant will not provide connectivity. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	6 points available				Click or tap here to enter text.

K. Equipment and Supplies for Schoolwork

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Equipment and supplies plan	<input type="checkbox"/> Applicant has a clear, effective plan to ensure students have more than the	<input type="checkbox"/> Applicant has a clear, effective plan to ensure students have the minimum	<input type="checkbox"/> Applicant’s plan may result in a delay beyond the program start in getting all	<input type="checkbox"/> Applicant’s plan is too vague or confusing to evaluate.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	minimum equipment and supplies needed to complete schoolwork by the program start.	equipment and supplies needed to complete schoolwork by the program start, including if the local school district or the parents cannot provide them.	students access to equipment and supplies.	<input type="checkbox"/> Applicant's plan will not realistically ensure students have the equipment and supplies needed. <input type="checkbox"/> Applicant's plan will exclude some students from the program because it relies solely on parents or the school district to equip and supply students.	
2. Individual equipment and supplies	<input type="checkbox"/> Applicant has a plan to eliminate non-specialty communal supplies such as art or writing supplies.	<input type="checkbox"/> Applicant has a clear, effective plan to ensure students do not share electronic supplies. <input type="checkbox"/> Applicant takes reasonable steps to reduce the number of non-specialty communal supplies. <input type="checkbox"/> Applicant will regularly clean and sanitize supplies that must be shared.	<input type="checkbox"/> Applicant will take limited steps to reduce the number of non-specialty communal supplies.	<input type="checkbox"/> Applicant's plan is too vague or confusing to evaluate. <input type="checkbox"/> Applicant's plan will not ensure students have their own electronic devices. <input type="checkbox"/> Applicant will not take steps to reduce the number of communal supplies. <input type="checkbox"/> Applicant's plan will exclude some students from the program. <input type="checkbox"/> Applicant will not regularly clean and sanitize supplies that must be shared.	
TOTAL	6 points available				Click or tap here to enter text.

L. Nutrition

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Nutrition	<input type="checkbox"/> Applicant has a clear, realistic plan to serve at least two meals and two snacks a day meeting applicable regulations.	<input type="checkbox"/> Applicant has a clear, realistic plan to serve at least two meals and one snack a day meeting applicable regulations.	<input type="checkbox"/> Applicant has a clear, realistic plan to serve at least one meal and two snacks a day meeting applicable regulations.	<input type="checkbox"/> Applicant does not have a plan to serve meals. <input type="checkbox"/> Applicant's plan will not meet applicable regulations. <input type="checkbox"/> Applicant's plan is unrealistic or inadequate. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	3 points available				Click or tap here to enter text.

M. Masking and Other COVID-19 Requirements

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	2	0	
1. Masking	<input type="checkbox"/> Applicant will follow mask guidelines as required by MSDH and Executive Orders.	<input type="checkbox"/> Applicant will not follow mask guidelines as required. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Other COVID-19 Policies	<input type="checkbox"/> Entity has a clear commitment to abide by mandated COVID-19 regulations from MSDH or via Executive Order. <input type="checkbox"/> Entity has clear policies and plans to maintain a safe and healthy environment re COVID-19.	<input type="checkbox"/> Entity does not have a clear commitment to abide by mandated COVID-19 regulations from MSDH or via Executive Order. <input type="checkbox"/> Entity does not have clear policies or plans to maintain a safe and healthy environment re COVID-19. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	4 points available		Click or tap here to enter text.

N. Supplemental Activities or Services and Day Treatment Services

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Activities or services	<input type="checkbox"/> Applicant has a clear, effective plan to provide both GEER supplemental activities or services and day treatment services.	<input type="checkbox"/> Applicant has a clear, effective plan to provide supplemental or day treatment services during or after the GEER-funded school day. <input type="checkbox"/> Supplemental or day treatment activities or services will be engaging and beneficial to students.	<input type="checkbox"/> The activity/activities described will not be engaging to proposed program recipients. <input type="checkbox"/> It is not clear whether supplemental activities will last for the required minimum time.	<input type="checkbox"/> Answer is too vague or confusing to evaluate. <input type="checkbox"/> Applicant will not provide supplemental or day treatment services. <input type="checkbox"/> Activities are likely to be harmful to students or to discriminate against some students.	Click or tap here to enter text.
TOTAL	3 points available				Click or tap here to enter text.

O. Parent Awareness and Participation

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
1. Program marketing	<input type="checkbox"/> Applicant's plan employs multiple, effective marketing strategies to reach the target population, including hard-to-reach persons within the population.	<input type="checkbox"/> Applicant has a clear plan to market the program to the target population, including hard-to-reach persons within the population, using at least one effective strategy.	<input type="checkbox"/> Applicant's plan is clear but is unlikely to reach all persons in the target population.	<input type="checkbox"/> Applicant's plan is unclear. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
2. Parent communication plan	<input type="checkbox"/> Parent communication includes <i>daily</i> , formal notices to parents about the	<input type="checkbox"/> Applicant's parent communication plan is clear. <input type="checkbox"/> Applicant's plan includes formal notices to parents	<input type="checkbox"/> Applicant's plan includes formal notices to parents about the student's activities and progress on a	<input type="checkbox"/> Applicant's parent communication plan is not clear.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
	student's activities and progress. <input type="checkbox"/> Parent communication plan includes multiple methods for "as needed" communication initiated by parents or program staff.	about the student's activities and progress at least <i>weekly</i> . <input type="checkbox"/> Parent communication plan includes at least one method (but not pick-up or drop-off chats) of "as needed" communication initiated by parents or program staff.	schedule <i>less frequently than weekly but more frequently than monthly</i> . <input type="checkbox"/> Parent communication plan includes at least one opportunity (not pick-up or drop-off chats) for parents to initiate communication, but it is not "as needed."	<input type="checkbox"/> Applicant's plan does not include any regular, formal notices about the student's activities and progress, or formal notices only occur monthly or less frequently. <input type="checkbox"/> Applicant's plan does not include any opportunity for parents to communicate with staff or only provides this opportunity through pick-up and drop-off.	
TOTAL	6 points available				Click or tap here to enter text.

Eligibility Questions

A.1 Eligible Ineligible

A.2 Eligible Ineligible

C.3 Eligible Ineligible

If application receives all "eligible" scores, sum all of the scores from this section and proceed to the next section.

Program Requirements Summary Score

SUBSECTION	TOTAL POINTS	
B	Points	
	Click or tap here to enter text.	
C	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
D	Points	

SUBSECTION	TOTAL POINTS	
	Click or tap here to enter text.	
E	Points	
	Click or tap here to enter text.	
F	Points	
	Click or tap here to enter text.	
G	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
H	Points	
	Click or tap here to enter text.	
I	Points	Preference Points
	Click or tap here to enter text.	Click or tap here to enter text.
J	Points	
	Click or tap here to enter text.	
K	Points	
	Click or tap here to enter text.	
L	Points	
	Click or tap here to enter text.	
M	Points	
	Click or tap here to enter text.	
N	Points	
	Click or tap here to enter text.	
O	Points	
	Click or tap here to enter text.	
TOTAL	Click or tap here to enter text.	

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature:

Part IV—Budget & Narrative

A. Budget

Question	Eligible	Ineligible
1. Budget Table	<input type="checkbox"/> Budget Table is complete and readable.	<input type="checkbox"/> Budget Table is not complete. <input type="checkbox"/> Budget Table is unreadable.
2. Expenses	<input type="checkbox"/> Expenses do not primarily benefit the entity.	<input type="checkbox"/> Expenses primarily benefit the entity.
3. Minor modifications	<input type="checkbox"/> Minor modifications, together with indirect costs, do not exceed 20%. <i>IF PRIORITY 1.2 or 2.2:</i> <input type="checkbox"/> No amount for minor modifications included in the budget.	<input type="checkbox"/> Minor modifications, together with indirect costs, exceed 20%. <i>IF PRIORITY 1.2 or 2.2:</i> <input type="checkbox"/> An amount for minor modifications is included in the budget.
4. Indirect costs	<input type="checkbox"/> Indirect costs do not exceed 15%.	<input type="checkbox"/> Indirect costs exceed 15%.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

B. Narrative

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	0	
1. Salaries, Wages, and Benefits	<input type="checkbox"/> Positions are clearly described. <input type="checkbox"/> Positions align (no more, no less) with the rest of the plan in terms of number and type. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Positions are not clearly described. <input type="checkbox"/> Positions are budgeted that are not included in the rest of the plan. <input type="checkbox"/> Positions are <i>not</i> budgeted that are included in rest of the plan. <input type="checkbox"/> Formulas for totals are not provided. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	Click or tap here to enter text.
2. PPE and Sanitation	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> PPE and/or sanitation is not applicable. OR	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> PPE and/or sanitation to be provided is not clearly described.	Click or tap here to enter text.

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	0	
	<input type="checkbox"/> PPE and/or sanitation to be provided is clearly described. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Formulas for totals are not provided or cost calculations are not correct. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	
3. Distance Learning	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Distance learning is not applicable. OR <input type="checkbox"/> Equipment or technology to be purchased, if applicable, is clearly described. <input type="checkbox"/> Other items or services to support distance learning, if applicable, are clearly described. <input type="checkbox"/> Description includes the need for the items or services. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> Equipment or technology to be purchased is not clearly described. <input type="checkbox"/> Other items or services to support distance learning are not clearly described. <input type="checkbox"/> Description does not include the need for the items. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are incorrect. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	Click or tap here to enter text.
4. Other Program Equipment or Technology	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Other program equipment or technology is not applicable. OR <input type="checkbox"/> Other equipment or technology to be purchased is clearly described. <input type="checkbox"/> Description includes the need for the equipment or technology. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct.	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> Other equipment or technology to be purchased is not clearly described. <input type="checkbox"/> Description does not include the need for the equipment or technology. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are incorrect. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form.	Click or tap here to enter text.

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	0	
	<input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Description is too vague or confusing to evaluate.	
5. Program Supplies	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Program supplies are not applicable. OR <input type="checkbox"/> Program supplies to be purchased are clearly described. <input type="checkbox"/> Description includes the need for the supplies. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> Program supplies to be purchased are not clearly described. <input type="checkbox"/> The need for the supplies is not clearly explained. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are not correct. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	Click or tap here to enter text.
6. Food, Food Service, or Related Expenditure	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Food, food service, or related expenditures are not applicable. OR <input type="checkbox"/> Food, food service, or related expenditures are clearly described. <input type="checkbox"/> Description includes whether costs are contractual or in-house. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> Food, food service, or related expenditures are not clearly described. <input type="checkbox"/> Whether costs are contractual or in-house is not clearly explained. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are not correct. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	Click or tap here to enter text.
7. Supplemental Activities or Services	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Supplemental activities incur no additional cost or are not applicable. OR	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> Costs related to supplemental activities or services are not clearly described.	Click or tap here to enter text.

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	0	
	<input type="checkbox"/> Costs related to supplemental activities or services are clearly described. <input type="checkbox"/> Qualifications of partner/third party providing the services are described, if applicable. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Qualifications of partner/third party providing the services are applicable but not described. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are not correct. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	
8. Training and Professional Development	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Training and professional development are not applicable. OR <input type="checkbox"/> The nature and purpose of the PD are clearly described. <input type="checkbox"/> Description includes the need for the PD. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> The nature and purpose of the PD are not clearly described. <input type="checkbox"/> Description does not include the need for the PD. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are incorrect. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	Click or tap here to enter text.
9. Modifications to Meet Childcare Licensure Requirements	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Modifications are not applicable. OR <input type="checkbox"/> Modifications are clearly described. <input type="checkbox"/> Description justifies the need for the modifications. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> Modifications are not clearly described. <input type="checkbox"/> The need for the modifications is not clearly justified. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are not correct. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form.	Click or tap here to enter text.

Question	Meets Standard	Does Not Meet Standard	Score
	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	0	
		<input type="checkbox"/> Description is too vague or confusing to evaluate.	
10. Other	<input type="checkbox"/> Budget for this category aligns to the details in Part III of the plan. <input type="checkbox"/> Other items are not applicable. OR <input type="checkbox"/> Other items to be purchased are clearly described. <input type="checkbox"/> Description justifies the need for the other items. <input type="checkbox"/> Formulas for totals are included, and cost calculations are correct. <input type="checkbox"/> GEER and Other Funds totals equal those in the Budget form.	<input type="checkbox"/> Budget for this category does not align to the details in Part III of the plan. <input type="checkbox"/> Other items to be purchased are not clearly described. <input type="checkbox"/> Description does not justify the need for the items. <input type="checkbox"/> Formulas for totals are not provided or cost calculations are incorrect. <input type="checkbox"/> GEER and Other Funds totals do not equal those in the Budget form. <input type="checkbox"/> Description is too vague or confusing to evaluate.	Click or tap here to enter text.
TOTAL	30 points available		Click or tap here to enter text.

Question	Eligible	Ineligible
Unallowable costs	<input type="checkbox"/> No unallowable costs are included in any category, including the "Other" category.	<input type="checkbox"/> Unallowable costs are included in one or more categories. The following unallowable cost is described: <ul style="list-style-type: none"> <input type="checkbox"/> Costs associated with writing the application; <input type="checkbox"/> Transportation; <input type="checkbox"/> Entertainment; <input type="checkbox"/> Land acquisition; <input type="checkbox"/> Capital improvements/permanent renovations not required to maintain licensing requirements; <input type="checkbox"/> Tuition for staff to pursue degrees; <input type="checkbox"/> Tuition to enroll students in schools in which they were enrolled in 2019-2020 or for which they will be newly enrolled, or re-enrolled, for 2020-2021; <input type="checkbox"/> Stationary playground equipment; or

Question	Eligible	Ineligible
		<input type="checkbox"/> Travel.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

C. Revenue

Question	Eligible	Ineligible
1. Revenue	<input type="checkbox"/> Revenue form is complete and readable. <input type="checkbox"/> Total expected revenue matches expenses on the Budget Table. <i>For 1.1, 2.1, or 2.2:</i> <input type="checkbox"/> GEER revenue correctly reflects the number of persons served, hours per day, and days per week from the application. <input type="checkbox"/> GEER request does not exceed 40 students or 16 weeks. <input type="checkbox"/> [1.1 or 2.1] GEER request does not exceed 9 hours. <input type="checkbox"/> [2.2] GEER request does not exceed 7 hours. <i>For 1.2:</i> <input type="checkbox"/> Requested grant is reasonable based on scope of services. AND <input type="checkbox"/> Requested grant does not exceed the maximum allowed. OR <input type="checkbox"/> Total application provides strong justification for exceeding the maximum.	<input type="checkbox"/> Revenue form is not complete. <input type="checkbox"/> Revenue form is not readable. <input type="checkbox"/> Total expected revenue does not match expenses on the Budget Table. <i>For 1.1, 2.1, or 2.2:</i> <input type="checkbox"/> GEER revenue does not correctly reflect the number of persons served, hours per day, and/or days per week from the application. <input type="checkbox"/> GEER request exceeds 40 students or 16 weeks. <input type="checkbox"/> [1.1 or 2.1] GEER request exceeds 9 hours. <input type="checkbox"/> [2.2] GEER request exceeds 7 hours. <i>For 1.2:</i> <input type="checkbox"/> Requested grant is not reasonable based on scope of services. AND <input type="checkbox"/> Requested grant exceeds the maximum allowed and total application does not provide strong justification for exceeding the maximum.
2. Sources of Other Funds	<input type="checkbox"/> Other funds are not applicable. OR <input type="checkbox"/> Other funds are clearly described. AND <input type="checkbox"/> No CARES funds are listed. <input type="checkbox"/> No tuition is listed.	<input type="checkbox"/> Other funds include tuition. <input type="checkbox"/> Other funds are not clearly described. <input type="checkbox"/> Other funds include CARES funds.
ELIGIBILITY	<input type="checkbox"/> ALL “eligible” scores	<input type="checkbox"/> ANY “ineligible” scores

Preference Points

Preference	Points
Funding Type	<input type="checkbox"/> 3 points if a majority of “Other Funding” is committed or secured. <input type="checkbox"/> 3 points if GEER funding is sufficient for the entire budget.
TOTAL	Click or tap here to enter text.

Eligibility Questions

A. Eligible Ineligible

B. Eligible Ineligible

C. Eligible Ineligible

If application receives all “eligible” scores, sum all of the scores from this section and proceed to the rubric summary.

Budget & Narrative Summary Score

SUBSECTION	TOTAL POINTS
A	Preference Points Click or tap here to enter text.
B	Points Click or tap here to enter text.
C	Preference Points Click or tap here to enter text.
TOTAL	Click or tap here to enter text.

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature:

RFP SUMMARY SCORE

Section	Total Available	Total Score
Part II—Overview	Click or tap here to enter text.	Click or tap here to enter text.
Part III—Priority Task	Click or tap here to enter text.	Click or tap here to enter text.
Part IV—Budget & Narrative	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL	Click or tap here to enter text.	Click or tap here to enter text.

Applicant’s score crosses the minimum threshold for the type of application: Yes No

Reviewer Name: Click or tap here to enter text. **Date:** Click or tap here to enter text.

Reviewer Signature: