High School Support Services Program
Fall 2024 Application Rubric

Initial Review

- Prosperity Denver Fund staff will review applications to determine if the application is complete and meets the minimum criteria.
- **Programs must meet all the criteria listed for funding consideration and to advance to the peer committee review.**

Criteria	Meets Criteria	Does Not Meet Criteria
Complete application: A complete application was submitted by the deadline. • Application • Narrative Questions Form • Program Components Form • Reimbursement Expense Form		
Program Components Form: The document is complete and outlines services, metrics, and outcomes.		
Reimbursement Expense Form: The spreadsheet is complete, and the expenses directly contribute to the HSSSP goal of postsecondary preparedness and enrollment and the program components.		

Peer Committee Review

- A review team will evaluate applications based on the program data, program components, and narrative sections. They will assign scores and provide feedback to inform funding decisions.
- **Scoring:** Exceeds Expectations (3), Meets Expectations (2), Needs Improvement (1), Does Not Meet Expectations (0).
- **Comments:** Reviewers will provide an explanation of why they selected the score and provide feedback on the strengths and weaknesses of the application.

Denver Residency Requirement: The program provides services to students with an established residency in Denver County and/or students attending a high school in Denver County.

Exceeds Expectations 100% - 75%	Meets Expectations 50-74%	Needs Improvement 25-49%	Does Not Meet Expectations 0-25%
The vast majority of students served by the program meet the residency requirement.	A majority of the students served by the program meet the residency requirement.	Some of the students served by the program meet the residency requirement.	A small number of the students served by the program meet the residency requirement.

Comments: Please explain your scoring choice.

Low-Income Requirement: The program provides services to students eligible for Free & Reduced Lunch or other PDF financial need qualifiers such as federal aid programs.

Exceeds Expectations 100% - 75%	Meets Expectations 50-74%	Needs Improvement 25-49%	Does Not Meet Expectations 0-25%
The vast majority of students served by the program meet the low-income requirement.	A majority of the students served by the program meet the low-income requirement.	Some of the students served by the program meet the low-income requirement.	A small number of the students served by the program meet the low-income requirement.

Comments: Please explain your scoring choice.

Program Component Services Offered: The program provides services to students aligned with the program components.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
The program provides services across all six of the program component areas.	The program provides services in four or five of the program component areas.	The program provides services in two or three of the program component areas.	The program provides services in one of the program component areas or does not support any of the program components.

Comments: Please explain your scoring choice.

Program Component Services: The strategies and programming outlined align with the program components, the services address the needs of students, and the outcome data support the goal of increasing postsecondary preparedness and enrollment.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
The strategies and programming are in alignment with the program components and effectively address the needs of students. The data demonstrates significant positive outcomes in preparing and enrolling students in postsecondary education.	The strategies and programming are generally aligned with the program components and show some effectiveness in addressing the needs of students. The data demonstrates some positive outcomes in preparing and enrolling students in postsecondary education	The strategies and programming are not well aligned with the program components and show limited effectiveness in addressing the needs of students. The data demonstrates limited positive outcomes in preparing and enrolling students in postsecondary education.	The strategies and programming outlined do not align with the program components and do not address the needs of students. Data is not collected or demonstrates negative outcomes.

Comments: Please explain your scoring choice.

Novel or Innovative Support Service Comments: If the program listed services in the Novel or Innovative Support Services area, please provide feedback on the service and its effectiveness and alignment to increase postsecondary preparedness and enrollment. Does the rationale and evidence support the approval of reimbursement funding?

Measuring Program Progress: The program has a system for collecting and analyzing data to measure progress toward achieving its goals. This includes using specific metrics, various data collection methods, and evaluation methods to assess the program's effectiveness.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
The program has a comprehensive system for collecting and analyzing data to measure progress toward achieving its goals, utilizing relevant metrics, effective data collection methods, and appropriate evaluation methods.	The program has a system for collecting and analyzing data to measure progress toward achieving its goals but may have gaps in some areas such as metrics, data collection methods, or evaluation methods.	The program has a limited system for collecting and analyzing data to measure progress toward achieving its goals, with significant gaps in metrics, data collection methods, or evaluation methods.	The program does not have a system for collecting and analyzing data to measure progress toward achieving its goals.

Comments: Please explain your scoring choice.

Program Evaluation and Impact: Qualitative and quantitative program evaluations demonstrate the program's progress and impact on student outcomes. Programs have used evaluation data to address challenges and inform future program development and improvement.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Rigorous qualitative and quantitative evaluations demonstrate significant positive impacts on student outcomes. Data is consistently used to identify challenges, inform program development, and make evidence-based decisions to improve program effectiveness.	A mix of qualitative and quantitative evaluations provides some insights into program progress and a positive impact on student outcomes. Data is used to inform some program development and improvements, but the process is not fully organized or data driven.	Either qualitative or quantitative evaluations are conducted, but not both, limiting the understanding of program progress and impact. Data is rarely used to inform program development and improvement.	No evaluations are conducted to assess program progress or impact. Negative impacts on student outcomes are observed. Data is not collected or not used to inform program development or improvement.

Comments: Please explain your scoring choice.

Funding Recommendation:
Recommend **funding** this program
Recommend **not funding** this program
Recommend **addressing areas of improvement** and resubmitting in the next cycle.

Comments: Overall feedback and funding decision