

B3/City Seats/ECEF NOEEN Coordinated Funding Request Scoring Rubric for Currently Operating Centers: 2024-2025 requests

Data Source		Total Points Available	No points	Low	Mid	High
Quality				1	2	3
		25				
Overall Performance Rating	Performance Profile	15	Unsatisfactory or Approaching Proficient 0	Proficient 5	High Proficient 10	Excellent 15
Curriculum	Performance Profile	5	No Curriculum Reported 0	Uses a Curriculum that is not Tier 1 1 1.67		Uses Tier 1 Curriculum 5 3.33
STEAM	Application	5	Offers minimal or no description of incorporating arts, music, outdoor play, and STEM activities. 0	Offers daily outdoor play and application briefly describes that art/music/STEM activities are sometimes unavailable 1.67	Offers daily outdoor play and application describes regular incorporation of art/music/STEM activities in daily activities 3.33	Offers daily outdoor play and application describes developmentally appropriate incorporation of art/music/STEM activities in daily activities on a regular basis, with specific examples, which may include focusing on "process art," opportunities for children to explore making music (rather than listening to it) and engaging in age-appropriate STEM activities. 5.00
Meeting Children's and Parents' Needs		25				
Hours of Operation	Application	5	Open fewer than 8 hrs/day every day M-F 0	Open 8-9 hours every day M-F 1.67	Open more than 9 hours every day M-F 3.33	[Open 10 or more hours a day] OR [at least 9 hours M-F AND at non-traditional times] 5.00
SPED	Application	5	Offers minimal or no reported supports for SPED supports 0	Provides limited SPED services for specific needs and has a plan in place to identify children with disabilities and make appropriate referrals for further screening/assessment and services 1.67	Provides SPED services as needed, has full-time staff trained to serve students with disabilities 3.33	Provides SPED services as required, has multiple full-time, trained staff AND partnerships to support students with disabilities 5.00
ELL	Application	5	Offers minimal or no reported supports for ELL supports 0	Uses at least 2 of the strategies listed 1.67	Uses at least 4 of the strategies listed and has strong partnerships OR full-time staff dedicated to ELL 3.33	Uses at least 4 of the strategies listed and has strong partnerships AND full-time staff dedicated to ELL 5.00

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Hardships	Application	5	Offers minimal or no reported supports for families experiencing hardships 0	Has directory of common resources unavailable 1.67	Applications shows strong partnerships and knowledge of directories/referrals unavailable 3.33	Has dedicated staff (e.g. family advocate or social worker) to assist families with applications, employment, etc. 5.00
Parent Engagement Plan	Application	5	The site does not describe a parent engagement plan 0	The site describes a minimal engagement plan that does little to go beyond daily interactions 1.67	The site describes a robust and appropriate parent engagement plan that includes multiple modalities for ongoing communications from the teacher and the program leader as well as parent/teacher conferences OR regularly scheduled opportunities to participate in the center/school community 3.33	The site describes a robust and appropriate parent engagement plan that includes multiple modalities for ongoing communications from the teacher and the program leader as well as parent/teacher conferences AND regularly scheduled opportunities to participate in the center/school community 5.00
Administrative Competency		25				
Teacher Credentials	Performance Profile	5	<25% of teachers are certified 0	between 25% and 49% of teachers are certified 1.67	between 50% and 74% of teachers are certified 3.33	75% or more teachers are certified 5.00
Employee Benefits	Application	5	Fewer than three benefits are selected 0	3 - 5 benefits are offered 1.67	6 - 8 benefits are offered; must offer paid sick days and paid holidays 3.33	9 or more benefits are offered; must offer paid sick days and paid holidays 5.00
Teacher recruitment	Application	5	No plan or a vague plan is offered 0	A clear plan for recruitment or retention is outlined 1.67	Clear staffing plan is offered and provides specific steps for recruitment, hiring and training teachers OR retention plan is clear, thoughtful and thorough 3.33	Clear staffing plan is offered and provides specific steps for recruitment, hiring and training teachers AND retention plan is clear, thoughtful and thorough 5.00
Responsiveness to Lead Agency Requirements	NOEEN team	10	Frequently misses Lead Agency deadlines and submissions require frequent follow-up to ensure accuracy 0.0	Somewhat frequently misses lead agency deadlines and/or submissions require frequent follow-up to ensure accuracy 3.3	Sometimes misses lead agency deadlines and most submissions require no further follow-up 6.6	Rarely, if ever, misses lead agency deadlines and submissions are usually clear and accurate 10.0
Demand		25				
Avg. Family Demand for Programs Participating in coordinated enrollment (NCAP)	NOLA PS	25	On average, each age group/grade has no "net vacancies" 0	On average, each age group/grade has "no net" vacancies and at least 5 children on waitlists 1.67	On average, each age group/grade has no net vacancies and at least 20 children on waitlists 3.33	20+ children on waitlists on average by age group 5.00

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		*Demand analysis will exclude any seats that were awarded to a site after the start of the school year. Additionally, total points will simply be re-weighted for programs without NCAP data in order to avoid penalizing programs new to public funding.	0.0	8.3	16.7	25.0
Geographic Bonus		10				
Located in an Area of High Need	Application	10		Center is located in/near job centers in the CBD or French Quarter or in a directly adjacent neighborhood 5.0		Center is located in New Orleans East or on the West Bank 10.0
Site Visit or Interview		25				

Note that each application will receive a score based on the number of total points awarded divided by the number of points available. For example, if a program earned 80 out of 105 possible points, their score would be 76% (=80/105). This allows us to fairly compare scores across programs by accounting for differences in the total number of possible points available to programs in the rubrics used to evaluate their applications.