Stronger Connections Grant

Grant Guidance, Template, and Rubric

*Stronger Connections Grant is funded through Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for State Educational Agencies (SEAs) to provide students with safer and healthier learning environments.*

**STRONGER CONNECTIONS GRANT Guidance**

# Safe and Healthy School Communities

On Sept. 15, 2022, the Montana Office of Public Instruction (OPI) was awarded $4,560,000 in federal K-12 funding from the U.S. Department of Education under the BSCA Stronger Connections grant program. Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for state educational agencies (SEAs) to provide students with safer and healthier learning environments. The OPI is awarding these funds through competitive grants to high-need local educational agencies (LEAs) that ensure transparency and successful implementation of activities allowable under section [4108 of the ESEA](https://safesupportivelearning.ed.gov/title-iv-part-a-statute#Sec%204108) to support the ongoing needs of students, educators, families, and communities. For questions or more information, contact paige.sedhal@mt.gov.

Equitable services will be provided to private school students in accordance with the guidelines set forth in the Title IV, Part A formula grant process. LEAs must provide evidence in their SCG application of meaningful consultation with private school partners to determine what equitable services will look like.

# GRANT PURPOSE

The Stronger Connections grant aims to provide funding for Montana LEAs to develop, implement and evaluate a comprehensive approach that prioritizes physical and emotional safety for their unique school community (SEC. 4108 [20 U.S.C. 7118]). Funded activities and practices should prioritize safety, create a sense of belonging, implement trauma-responsive approaches, and teach positive behaviors to provide safe and supportive learning environments that improve academic achievement and the well-being of students.

# BENEFITS of PARTICIPATING

**The Montana Stronger Connections Grant will provide:**

* Professional development and funding for training.
* Technical assistance to support development, implementation, and sustainable practices.
* Development of family and community engagement partnerships.
* External coaching to support safe and healthy development and implementation.
* Trauma-Informed practices, emergency plan development, and site assessments.
* Development of personnel for safe and healthy school Initiatives.

# Safe and Healthy Allowable Uses

The following list is for safe and healthy allowable uses:

* Drug and violence prevention training
* Human trafficking awareness and training
* Preventing bullying and harassment activities and programs
* School-based mental health services
* Healthy/active lifestyle program
* Relationship-building activities and programs including but not limited to mentoring programs.
* Schoolwide positive behavioral interventions support (PBIS) activities and programs
* Violence prevention, crisis management, and conflict resolution training
* Building school and community relationships
* Child sexual abuse awareness and prevention
* Coordinate with other schools and community-based services and programs.
* Parental involvement activities
* Re-entry programs
* School dropout prevention programs
* Suicide prevention training
* Trauma-informed classroom management training and programs
* Reducing use of exclusionary discipline practices and promoting supportive school discipline
* Other safe and supportive programs or services
* Restorative Practices
* Youth Mental Health First Aid
* Developing Early Warning System
* School-based mental health partnerships programs
* Nutritional education and physical education activities
* Integrating health and safety practices into school or athletic programs
* Training school personnel in effective practices related to the above

# GRANT PERIOD

The grant will be for the following consecutive school years (SY); SY 23/24 and SY 24/25. Funds will be available July 1, 2023 and will need to be expended by June 30, 2025. As with any Federal Funds, they are intended to be expended during the grant period. We do not anticipate any further extension period for these funds.

Recipients will need to submit annual progress reports to the MT OPI in Egrants.

School Year 23/24:

* + completion of a School Climate Survey submitted to MT OPI
	+ end of year program report (assigned in Egrants)
	+ completed action plan for the 24/25 SY submitted to MT OPI

School Year 24/25:

* + complete continuing application in Egrants
	+ completion of a School Climate Survey
	+ end of year program report (uploaded into Egrants)
	+ an explanation of sustainable practices - how partnerships functioned including strength and challenges, if applicable (submitted to MT OPI)

# APPLICATION OVERVIEW

## Getting Started

* Review the hyperlinked resources in the guidance document for tools to support the writing process.
* Collaborate with stakeholders to identify the school's needs surrounding a safer and healthier learning environment.
* The school team develops a plan for activities, practices, and programs to include in the application.

## Grant Management

For support or additional information contact:

* **Paige Sedahl,** paige.Sedahl@mt.gov
* **Michelle Cusey,** michelle.cusey@mt.gov
* **Jamey Petersen,** jamey.Petersen@mt.gov

## Application Timeline and Selection Process

* Application opens March 27, 2023
* Submit application **by 4 p.m. on May 1, 2023**
* Anticipatory notification of award will be July 1, 2023

## Award Amounts

LEAs can receive **up to $350,000** total ($175,000 per year) based on identified needs and implementation activities justified and outlined in the budget narrative. Grant timeline is from 2023-2025. Funding must be obligated/encumbered no later than Sept. 30, 2025.

## Consortiums

The consortium model will not be allowed for this grant. All school districts must submit their own application.

# OTHER RESOURCES

* [Stronger Connections Grant Program Non-Regulatory Guidance](https://oese.ed.gov/files/2022/11/BSCA_Stonger_Connections_FAQs_11-2022-FINAL.pdf)
* [Stronger Connections Grant Program Dear Colleague Letter](https://oese.ed.gov/files/2022/09/BSCA-Stronger-Connections-DCL_9.12_signed.pdf)
* [MT OPI Title IV Part A, (SCG) Information](https://opi.mt.gov/Portals/182/Education%20Advocates/2022%20Meetings/12_Dec_2022/Ed%20Advocates%20Meeting%2012-20-22%20Stronger%20Connections%20Proposed%20Grant%20Application%20Process%20and%20Info.pdf?ver=2022-12-20-103532-267)

# School Climate Survey

The purpose of a school climate survey is to provide educators with necessary data to identify school needs, set goals, and track progress toward improvement. Schools will be expected to conduct a school climate survey using a reliable survey from the approved [school climate survey list](https://docs.google.com/document/d/e/2PACX-1vQ7JVfCaTe6__Gke8BPtob-V1RIJL6QYhsihOUnZka4T1mta9mpzoHwUd7jhYYqYP5aT1I_cyD7VPdn/pub) the OPI has put together. If a school already uses a school climate survey, they may continue to use that tool. The school climate survey must be administered at the beginning and end of 23/24 SY. Based on the findings of the survey, schools must complete an action plan using a district team to identify and track progress towards improvement of their school climate. In the 24/25 SY schools will administer the same survey to track progress on the goals they had set in the previous year.

# Program Report

District will complete an End of Year Program Report (uploaded into Egrants) at the end of the 23/24 and 24/25 SY including a detailed description of how the project goals were met, as well as any challenges that were encountered. The final evaluation must include:

* + Impactful deliverables – data to support planning, implementation, and outcomes by the school – that align directly to the grant’s identified need(s).
	+ An explanation of sustainable practices – how partnerships functions including strengths and challenges, if applicable.
	+ Updated goals and objectives for the SY.

# Fiscal Requirements

Fiscal agents are responsible for administering the Federal funds awarded and ensuring the allowability of approved expenditures. Once awarded, the applicant must identify the fiscal contact for the grant. Even if the fiscal contact serves another role in the grant (i.e. Program Director), they must be identified in the grant process.

## Budget Creation

The SCG Budget will be submitted within the E-grants application system. When completing the budget detail and breakdown must include all components (Description, Cost Each, Quantity, etc.) for the budget to be approved. Enter quantities of items as necessary to explain the cost items. Further description may be added to provide justification for items deemed necessary.

## Allowable and Unallowable Expenditures

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance. Applicants must bear in mind that SCG funds can be used only to supplement and not supplant any Federal or non-Federal funds used to support current programs.

# Application Scoring

## Eligibility Review

All applications will receive an initial eligibility review by OPI staff to ensure that the application:

* Is eligible for the grant,
* Was received on time and in the proper format,
* Contains all required sections, file uploads, signatures, and
* Is responsive to the purpose and requirements of this Request for Proposals.

***If an application does not meet these basic requirements, it will be deemed non-responsive at this stage of the review process and will not be scored or funded.***

## In-Depth Review

Following the eligibility review, each proposal will be assigned to a team of readers, each of whom will have attested that they do not have a conflict of interest with the proposal. Each reader will score each proposal independently on its own merits, according to the criteria provided within the Reviewer Scoring Rubric.

The review panel will then convene to consider the proposals. Each proposal will be evaluated and scored section by section by the assigned team of reviewers. The team will note the strengths and weaknesses for each section. Team scores for each section will then be totaled to create an overall team score for the application. The team will also provide a summative assessment of whether the proposal is recommended for funding, recommended for partial funding, recommended for funding with conditions, or not recommended for funding.

# Ranking, Verification, and Adjustments to Budget/Scope of Work

In general, proposals will be recommended for funding in rank order, depending on the amount of funding available. If there is a tie score, the process for selecting an awardee will be based on the following protocol:

* The application with the highest poverty level of the school(s) served shall be awarded.
* If the applications have the same poverty level, the target school(s) with the lower state accountability classification shall be awarded.
* If the applications have the same accountability classification, the application from the city or town that has fewer awards relative to its public-school enrollment shall be awarded.

In cases where proposals are recommended for funding at a reduced amount and/or for funding with conditions, applicants may be asked to submit additional documentation which could include – but is not limited to – additional or revised program narrative, additional assurances, a revised budget and budget narrative, and/or a revised scope of work. If OPI and the applicant are unable to negotiate an agreed upon scope of work and budget or if OPI is unable to verify assertions essential to the successful implementation of the proposal, the proposal will not be funded. At this point, the next highest-ranking proposal will be moved into consideration and negotiations may be conducted in the same manner.

# Final Selection

The review panel will provide recommendations for awards to the Superintendent of Public Instruction. Final award notification is subject to the Superintendent’s approval. Allocation of funds is contingent upon successful negotiation of a final budget and/or scope of work, as well as the continued availability of funds. Applicants selected for a subgrant agree to be bound by the terms and conditions of the Grant Award Notification and all fiscal procedures, as defined by RIDE and by the [*Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*](https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html) (Uniform Guidance).

# Due Process Appeals

Applicants have the right to appeal the funding decision, as outlined in section [76.401](https://www.ecfr.gov/current/title-34/part-76#76.401) of the Education Department General Administrative Regulations (EDGAR).If a grantee, individual, or organization feels the OPI or another organization has violated a specific law or regulation, they must follow this [complaint process](https://opi.mt.gov/LinkClick.aspx?fileticket=NZR9ODL6qYk%3d&portalid=182).

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Grant Template

# Document Overview

This document is **NOT** the official competitive application and is only meant to be used as a template to work in prior to the submission of the official application. It is strongly recommended that you work in this word version and copy/paste your work into the E-grants application. After copy and pasting into the E-grants application, you must save your work.

# Demonstration of Need(s) (25 pts.)

The SCG funds will be awarded to “high need” LEAs through a competitive grant process and must align and fund activities allowable under section 4108 of the ESEA. Explain which of the following criteria(s) for “high need” the school district meets. The definition of high need is based on ED Guidance.

* **10 points** - LEAs with high rates of poverty (40% or more from October snapshot) **AND** must show need inone or more of the following characteristics. **Please note:** Local data and research resources must be cited within each narrative.
* **5 points –** Explain and provide rationale for a high student-to-mental health professional ratio,
* **5 points –** Explain how the high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse impact school climate; or
* **5 points-** Explain how a natural disaster or traumatic event has had a significant impact students**. Please Note:** Covid-19 does not count as a natural disaster or traumatic event, as all LEAs were impacted by the Covid-19 pandemic.

|  |
| --- |
| Percentage of Students |
| On Free/Reduced Lunch |  |
| English Learners (EL) |  |
| On Individualized Education Programs (IEP) |  |
| Title One Status (Yes or No) |  |

# Goals/Outcomes/Plan/Timeline/Data (25 pts.)

Provide a clear description that specifies goals, objectives, and student outcomes, and a timeline for the proposed project(s), as well as specific indicators of project benchmarks based on your data and current needs. Outline the plan and timeline for the project period of **SY23/24 and SY24/25**. The plan should clearly identify what data will be collected, the rationale for using this data, and the frequency of monitoring for implementation effectiveness. Explain the impact on students for the evidence-based activities, programs, and practices the project will implement. These activities, programs, and practices should create positive, inclusive, and support school environments; and increase assess to supplemental interventions and services.

# Implementation Activities/Evidence (20 pts.)

Identify the proposed evidence-based activities, programs, and practices used to meet the outlined goals. Implementation plans should define and contain data and research to support the activities and programs of a safe and healthy school community. Funds will be prioritized for LEA applicants that demonstrate development and implementation practices and activities to address needs through these areas:

1. Evidence-Based practices and strategies that meet each student’s social, emotional, physical, and mental well-being needs. To create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services.
2. Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive, and supportive learning environments.
3. Developing and implementing comprehensive policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.

# School Climate Survey (5 pts.)

Explain how and when the school climate survey will be administered. Outline who will be on the team to review the results and how the action plan created from the survey results will be communicated to stakeholders.

# Sustainability (15 pts.)

The sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for sustaining the program after the two-year grant funding ends. Include a description of plans to expand existing partnerships, and to identify and/or recruit new partnerships that will contribute useful and meaningful resources specifically aligned to program needs during the grant period and after as practicable.

# Budget (10 pts.)

LEA will provide a **budget and narrative** that supports the grant activities. All implementation activities and funding must be tied directly to improving district safe and healthy needs. Use the budget template to itemize expenditures and provide a justification narrative linked to activities. Please provide a proposed cost-effective budget and justification to determine allowability for line items that reflect the goals and priorities of your needs of this project. This budget and budget justification must be for **SY23/24.**

Costs should be reasonable and sufficient for the proposed program. Applicants must follow guidance provided under the Budget Detail Instructions (within e-grants). This includes:

* Expenditure Description and Itemization: When supplying details, applicant must include justification for how budgeted amount was determined, and all expenditures must be allowable (refer to the Grant Guidance).
* Salary: Must include the rate, number of hours a day/week, title of the position, and name of the person filling the position if available.
* Benefits: Must include the rate calculation for the benefits, and which benefits this rate includes (FICA, etc.). If health insurance is a standard dollar amount and not figured into the percentage, that dollar amount must be specified in addition to your benefit rate.
* Purchased Services: Must indicate what purchased services is being proposed and how the contract amount was calculated.
* Supplies: Must provide a detailed list of supplies being purchased including a cost per unit and number of units.

## Budget Template

You may use the table below to outline your budget before entering it into the E-grants system.

|  |  |  |  |
| --- | --- | --- | --- |
| **Budget Object Code** | **Budget Item Detail** in the text box provided, list the budgeted items.  | **Budget Breakdown**in the text box provided, describe in detail how your program will budget for each of the object codes identified. | **Amount requested** |
| **Sample** | **Salaries for Summer School teachers** | **12 teachers(Exact teachers TBD) at 9 hours per week times $20/hour for 8 weeks** | **$17,280** |
| 100 salaries |   |  |   |
| 200 Fringe Benefits |   |  |   |
| 300 Purchased Professional and Technical Services |   |  |   |
| 400 Purchased Property Services  |  |  |  |
| 500 (other) |   |  |   |
| 600 supplies |   |  |   |
| 700 Equipment |   |  |   |
| 800 Dues/fees/miscellaneous |   |  |   |

# Bonus Points

Please indicate if any of the following apply and provide a narrative or documentation to support the answer (12 pts – 3 each).

1. District has no school employed or contracted mental health professional. (I.E. school counselor, licensed professional counselor, school psychologist, social worker, recreational therapist, licensed mental health, etc.) If **YES,** please indicate the number of employed or contracted mental health professional. If **NO**, please provide a statement or documentation showing the lack. (3 pts.)

[ ]  **YES**

[ ]  **NO**

1. District has no school-employed or contracted school-based safety professionals. (I.E. SRO, security guards, etc.) If **YES,** please indicate the number of employed or contracted mental health professional. If **NO**, please provide a statement or documentation showing the lack. (3 pts.)

[ ]  **YES**

[ ]  **NO**

1. District has a high percentage of students with disabilities (greater than 10%.) (3 pts.)

[ ]  **YES**

[ ]  **NO**

1. District has a high percentage of students of color (greater than 5%.) (3 pts.)

[ ]  **YES**

[ ]  **NO**

# Assurances to Building a Safe and Healthy Montana School Community

# District must sign the Commitment to Safe and Healthy activities to assure participation in the Stronger Connection grant from 2023-2025.

1. District will Identify a Safe and Healthy Coordinator who will support activities to build capacity and sustain the Safe and Healthy programs.
2. District will designate a team that meets at minimum 1 x monthly to review behavior and health and safety data to make decisions for school-wide prevention practices.
3. District team will engage in data-based decision-making that monitors and assesses safe and healthy activities and will participate in Montana Safe and Healthy Schools training.
4. District will participate in the development of high-quality Emergency Operations Plans (EOP).
5. District will complete surveys, forms and record-keeping procedures per grant requirements.
6. District will attend and schedule professional development pertaining to Safe and Healthy schools each year.
7. District will provide time and/or stipends for staff to attend ongoing training and technical assistance.
8. District will participate in all aspects of training and technical assistance associated with Stronger Connections starting in 2023 and continuing through the 2026 school year.
9. District and/or site members will serve on a team that supports students needing targeted or individual interventions that include but are not limited to: Behavioral Threat Assessment Team with OPI supports providing resources, time, materials and personnel to support the implementation of new practices/procedures.
10. District will comply with the terms outlined in the Reimbursement of Expenditures Agreement for utilizing funds appropriately and receiving reimbursement of expenditures.
11. District will ensure activities and practices are delivered with fidelity and data is used to inform decisions.
12. District agrees to follow all federal requirements of the Stronger Connections grant. Funds are to be used in accordance with Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) to provide students with safer and healthier learning environments.
13. Districts will complete a School Climate survey at the end of the 23/24 SY and the end of the 24/25 SY.
14. District will complete an End of Year Program Report (assigned in Egrants) at the end of each SY including a detailed description of how the project goals were met, as well as any challenges that were encountered.

Stronger Connections Grant

**Scoring Rubric**

| **Grant Narrative Feature** | **Total Possible Points** | **Points Awarded** |
| --- | --- | --- |
| **Demonstration of Need(s)** | 25 pts. |  |
| **Goals/Outcomes/Plan/Timeline/Data** | 25 pts. |  |
| **Implementation Activities/Evidence** | 20 pts. |  |
| **School Climate Survey** | 5 pts. |  |
| **Sustainability/Evaluation** |       15 pts. |  |
| **Budget** | 10 pts.  |  |
| **Total Points Available** | **100 pts.** |  |
| **Bonus Points** | **Total Possible Points** | **Points Awarded** |
| **District has no school employed or contracted mental health professional** | 3 pts. |  |
| **District has no school employed or contracted safety professionals** | 3 pts |  |
| **High % of students with disabilities (greater than 10%)** | 3 pts |  |
| **High % of students of color (greater than 5%)**  | 3 pts |  |
| **Total Points Available** | **12 pts.** |  |

# Demonstration of Need(s) (25 pts.)

|  |  |
| --- | --- |
| **Point Value** | **Explanation** |
| **0** | LEAs rates of poverty are below 40%. Not eligible for the SCG.  |
| **10** | LEA with a high rate of poverty (over 40%).  |

The rubric below will be used for each of the 3 options:

* + **5 points –** Explain and provide rationale for a high student-to-mental health professional ratio,
	+ **5 points –** Explain how the high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse impact school climate; or
	+ **5 points –** Explain how a natural disaster or traumatic event has had a significant impact students**.**
* Covid-19 does not count as a natural disaster or traumatic event, as all LEAs were impacted by the Covid-19 pandemic.

|  |  |
| --- | --- |
| **Point Value** | **Explanation** |
| **0** | Narrative either not provided or did not provide any of the required information. |
| **2** | Limited narrative development. Narrative demonstrates a limited understanding of the question’s content, a lack of clarity, and/or insufficient supportive evidence or local data.  |
| **5** | Exemplary narrative provided with supportive evidence and local data.  |

# Goals/Outcomes/Plan/Timeline/Data (30 pts.)

|  |  |
| --- | --- |
| **Point Value** | **Explanation** |
| **0** | Narrative was ether not provided or did not provide any of the required information. |
| **6** | Very limited narrative development. Information demonstrates a limited understanding of the question’s content, a lack of clarity, and/or an insufficient development of procedural insight. Narrative is missing data references or a description of needs. Limited data will be collected and a plan for monitoring progress and effectiveness of their goals/objectives/student outcomes lacks clarity.  |
| **13** | Basic development. Information provided a basic description that specifies goals, objectives, and student outcomes. Narratives references data, needs, and a plan that incorporates evidence-based strategies. Plan includes a timeline for the proposed project, as well as specific data to be collected and the frequency of evaluation. Overall, plan demonstrates a basic outline of the question’s content.  |
| **18** | Moderate development. Plan provided a clear description that specifies goals, objectives, and student outcomes, and a timeline for the proposed projects(s), as well as specific indication of project benchmarks. They identified what data will be collected and the rationale for using this data was clear. The frequency of monitoring for implementation effectiveness was well developed. |
| **25** | Exemplary plan with all elements met. Plan provided a clear description that specifies goals, objectives, outcomes, and a timeline with a narrative that described the current needs with supportive data. They clearly identified what data will be collected and the rationale for using this data was clear. The frequency of monitoring for implementation effectiveness was well developed.  |

# Implementation Activities/Evidence (20 pts.)

|  |  |
| --- | --- |
| **Point Value** | **Explanation** |
| **0** | Narrative was either not provided or did not provide any of the required information.  |
| **7** | Limited narrative development. Narrative demonstrates a limited understanding of the question’s content, a lack of clarity, and/or an insufficient development of procedural insight. The plan lacked in identifying evidence-based activities, family/student engagement, and development of a comprehensive policy and practice. Levels of evidence were referenced or minimally provided.  |
| **14** | Moderate narrative development. Narrative demonstrates a general appreciation of the question’s content, evidence clarity without detailed information and/or provides adequate overall development of procedural insight. The plan identified evidence-based activities, family/student engagement, and development of a comprehensive policy and practice. Levels of evidence were addressed and justified. Overall, the plan demonstrates a moderate understanding of the question’s content and the required elements.  |
| **20** | Exemplary narrative. The description clearly identified evidence-based activities, programs, and practices used to meet the outlined goals. Levels of evidence were address and justified. Overall, the plan demonstrates an excellent understanding of the question’s content and has all the require elements.  |

# School Climate Survey (5 pts.)

|  |  |
| --- | --- |
| **Point Value** | **Explanation** |
| **0** | Plan to administer school climate survey not provided and did not provide an outline of the team to review results.  |
| **2** | Limited plan development to implement a school climate survey. Briefly outlines team or does not have a set team to review results. Minimal details on action plan.  |
| **5** | Exemplary plan to administer a school climate survey. Provides team who will review the results and outlined a detailed action plan.  |

# Sustainability/Evaluation (15 pts.)

|  |  |
| --- | --- |
| **Point Value** | **Explanation**  |
| **0** | Narrative was either not provided or did not provide any of the required information.  |
| **7** | Narrative submitted provided limited information identifying the actions school and district will take to continue the program and/or activities beyond the life of the grant. Resources that support the implementation and sustainability of the evidence-based programs and/or activities identified to be implemented through this grant were not aligned and not addressed.  |
| **15** | Narrative submitted provided sufficient information identifying the actions schools and districts will take to continue the program and/or activities beyond the life of the grant. This may include expansion of existing partnerships, and/or identification and recruitment of new public/private partnerships that will contribute useful and meaningful resources aligned to program needs during the grant period and after. Resources that support the implementation through the grant were aligned and address.  |

# Budget (10 pts.)

|  |  |
| --- | --- |
| **Point Value** | **Explanation** |
| **0** | Budget was not provided.  |
| **5** | Budget submitted was not aligned to the scope of the narrative and had activities that were either not allowable under the grant funding stream or not cost-effective.  |
| **10** | Budget submitted is aligned to the scope of the narrative and activities are allowable and cost-effective under the grant funding stream.  |