



Ayers Scholars Program Expansion Request for Proposals

Notice of Intent to Apply: May 10, 2023

Proposal Deadline: May 19, 2023

Website: www.TheAyersFoundation.org/rfp/

Ayers Scholars Program Expansion

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Overview

Governor's Rural Education Foundation

Governor Bill Lee has articulated a goal to work alongside local leaders, non-profits, and community organizations in rural communities to spur economic growth, increase opportunities for success, and defend a way of life that adds tremendous value to the prosperity of Tennessee. Driven by his priority to support Tennessee's distressed and at-risk counties, Governor Lee's administration created the Governor's Rural Education Foundation (GREF) to improve college access opportunities and college readiness skills for more Tennessee students. In 2021, with the support of Governor Lee and the Tennessee General Assembly, the Ayers Scholars Program (ASP) was called on to scale its highly-successful college access and completion program to more distressed and at-risk communities across Tennessee. Now, thanks to additional funding and support from Governor Lee and the General Assembly, we are pleased to announce this Request for Proposals to expand the Ayers Scholars Program to even more counties at no additional cost to you beginning this Fall 2023.

Ayers Foundation Trust and Ayers Scholars Program

The Ayers Scholars Program (ASP) is a nationally recognized, highly effective college access and counseling program delivering outsized results for students in more than 19 high schools across 12 rural Tennessee counties.

Founded in 1999 in a single high school, the program has shown dramatic success in increasing college-going, persistence, and completion rates for students who enroll in a range of postsecondary experiences, including technical, community, and four-year colleges and the military. The ASP has achieved this success through an unwavering commitment to its unique model: invest in an expert, full-time, trained college access counselor to serve as students' champion, coach, guide, and technical and emotional supporter from 8th grade through postsecondary completion and beyond. College access counselors are 12-month employees and provide student services throughout the year. Additionally, the ASP provides schools with a student success coordinator to support the work of the college access counselor and further the Ayers Foundation Trust's aim to improve student outcomes. The ASP model is built on the belief that all students can access and succeed in education after high school. All students, regardless of their socioeconomic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or limited English proficiency, are served by the ASP.

While college access counselors and student success coordinators are embedded in the school, they are distinctly and intentionally independent – hired, trained by, and accountable to the Ayers Foundation Trust. Counselors ensure every high school graduate

has a plan and path to a meaningful postsecondary experience. With this end in mind, ASP staff help all high school students explore their postsecondary options, meet Tennessee Promise requirements, complete the FAFSA, submit college applications, and apply for scholarships. At the collegiate level, the Trust provides students with the support needed to enroll, persist, and complete an industry-valued degree or credential.

Serving primarily low-income, first-generation, rural students, the Ayers Scholars Program defines success as moving the needle on student access and completion. It invests in the resources students need to realize those opportunities.

In 2021, the Ayers Foundation Trust partnered with the State of Tennessee to scale the ASP to more communities throughout Tennessee. The overall college-going rate in the seven 2021 expansion counties increased from 46% to 65% from just one year of ASP support. These increases represent approximately 252 additional 12th graders who enrolled directly in postsecondary from these counties in 2022, compared to 2021. Based on Georgetown University income estimates for educational attainment in Tennessee, the increase in college-going will result in an approximate increase of \$126-227M in lifetime earnings for students in the class of 2022.

The Opportunity

The Ayers Foundation Trust realizes that rural communities have the passion and dedication but not always the resources needed to improve college, career, and military readiness for their high school students.

To meet this need, the Ayers Foundation Trust will partner with select distressed and at-risk rural counties to expand its college readiness and access model by leveraging new, recurring state funding through the Governor's Rural Education Foundation initiative. These rural counties will be selected using the competitive application process outlined in this request for proposals.

Students attending schools in selected communities will receive college access and success services offered by the Ayers Scholars Program (ASP), including expert, full-time, trained college access counselors serving students from 8th grade through postsecondary completion. While counselors are embedded in the school, they are distinctly and intentionally independent, underwritten by the Ayers Foundation Trust. The ASP strives to provide every student with the opportunity and support to pursue a postsecondary option best suited to their unique interests, strengths, and needs. Communities that have built a strong and stable partnership with the ASP are now seeing dramatic results in college-going rates.

Program Details

Partnership

The Ayers Foundation Trust is looking for school district and community partners with a strong commitment to increasing college access and success outcomes within their community. The Trust defines success by helping every student individually reach their goals, whether that is an apprenticeship, the military, or enrolling in a technical, 2-year, or 4-year college. Selected communities must also express a commitment to the ASP model, which features independent ASP college access counselors working directly to support students and families to a plan for a meaningful postsecondary experience. Ayers counselors and coordinators are professionally trained and are 100% focused and accountable to ensure every child from 8th grade through postsecondary completion is guided personally and supported – academically, socially, and emotionally.

The Ayers Foundation Trust seeks the following demonstrated commitments and conditions for success:

1. Demonstrated understanding of the overarching goals, objectives, and strategies of the Ayers Scholars Program
2. School leadership commitment and alignment toward the goal of postsecondary completion for all students
3. Community commitment and alignment toward the goal of rural economic development
4. Commitment to position the Ayers Scholars Program and its goals as a top priority

The ASP team, as an independent partner, will be accountable to the Governor's Rural Education Foundation. The Ayers Foundation Trust will establish transparent and aligned measures to support every student through postsecondary completion in partnership with participating school districts. The Trust and partnering county reserve the right to transition out of the partnership if program conditions and commitments are unmet.

Eligible Communities

Each year, the Appalachian Regional Commission (ARC) prepares an index of county economic status for every county in the United States. ARC determines economic status designations through a composite measure of each county's three-year average unemployment rate, per capita market income, and poverty rate. Based on these indicators, counties receive distressed, at-risk, transitional, competitive, or attainment designations.

In partnership with Governor Lee and the Governor's Rural Education Foundation, this request for proposals will identify new partnerships with school districts in distressed and at-risk rural counties as determined by ARC. Currently, ARC classifies 42 Tennessee

counties as at-risk or distressed. More information about Tennessee's distressed and at-risk counties can be found [here](#).

Distressed Counties (10): Bledsoe, Clay, Cocke, Grundy, Hancock, Hardeman, Lake, Morgan, **Perry**, Scott

At-Risk Counties (32): **Benton**, Campbell, Carroll, Carter, **Claiborne**, **Decatur**, DeKalb, Fentress, Grainger, Greene, Hawkins, **Haywood**, **Henderson**, Henry, Houston, Jackson, Johnson, Lauderdale, **Lawrence**, **Lewis**, McNairy, Meigs, Monroe, Overton, Pickett, Rhea, Sequatchie, **Unicoi**, **Union**, Van Buren, Warren, **Wayne**

Note: the distressed and at-risk counties already served by the Ayers Foundation Trust are listed in bold type.

Only school districts in officially designated distressed and at-risk counties may apply. If there is more than one school district in the designated at-risk or distressed county, the interested school districts must apply together to represent the county.

Ayers Scholars Program Supports

A school culture where the entire faculty, including administrators and teachers, ensure all students are prepared, supports students in completing college applications, and pushes students to go to college is the single most consistent predictor of postsecondary enrollment¹. Establishing this culture is at the heart of the Ayers Foundation Trust's work. Ayers college access counselors integrate into partner schools to foster a college-going culture, devise creative approaches to reach and connect with students, and, most importantly, assist students and their families as they establish and implement students' postsecondary plans. As part of a school's commitment to the program, high schools will provide physical space for school-based ASP staff. Ayers counselors and coordinators report to ASP regional directors, who will work collaboratively with school leadership to meet ASP and partner school expectations.

Counselors will provide services to students starting in the 8th grade through the student's completion of a postsecondary credential. The Ayers Scholars Program aims to maintain a counselor-to-student ratio of 1 counselor for every 100 high school seniors. Additionally, the program typically provides a student success coordinator to support the work of the college access counselor(s). The final number of counselors and coordinators assigned to each school may vary and will be determined at the time of school selection.

¹ Roderick, M., Nagaoka, J., Coca, V., Meller, E., Roddie, K., Gilliam, J., & Patton, D. (2008). *From High School to the Future: Potholes on the Road to College*. Chicago: Consortium on Chicago School Research.

Following a detailed timeline, counselors will work with students in their assigned schools to create a comprehensive postsecondary plan. Student interactions will focus, in large part, on preparing for the college admission process, establishing an aspiration to pursue education and training after high school, college visits, college knowledge, career awareness, and financial aid options. High school senior interactions will focus on college applications, various admissions and career workshops, Tennessee Promise applications, letters of recommendation, completion of the FAFSA, FAFSA verification assistance, scholarship application, and other key college-going milestones.

Roles and Responsibilities

The Ayers Foundation Trust will be responsible for counselor and coordinator recruitment, hiring, training, supervision, and evaluation. The Trust will select and employ ASP staff in a supportive partnership with the school district. ASP counselors and coordinators will dedicate 100 percent of their time and effort to implementing college access and success services. The school district must commit to ensuring that ASP counselors and coordinators remain independent and are focused solely on postsecondary counseling, support, and mentorship. These staff will not be allowed to provide other school-based services (i.e., mental health counseling, lunch duty, bus duty, etc.). ASP staff will regularly visit participating schools to check in with school leadership to monitor program implementation and student outcome progress.

School districts located in participating counties will be responsible for providing a private workspace for ASP staff. Additionally, the school will provide access to equipment and technology as requested. Schools will designate a school-based liaison as the primary contact for the ASP counselor(s) and coordinator. The liaison will assist ASP staff in assimilating into the school. Participating schools will provide ongoing access to students in coordination with the designated school liaison. Participating school districts will have no required financial obligation or match requirement regarding the partnership outside of the commitments outlined above and further detailed in the proposal template (see page 12).

Memorandum of Understanding and Data Sharing

School districts in selected counties commit to signing a Memorandum of Understanding (MOU) that outlines the roles and responsibilities of the partner county, school district(s), and the Ayers Foundation Trust. The MOU also details required data sharing between partner high schools and the Trust. Data will be used to evaluate the ASP program and allow program staff to target interventions to individual students' needs. Furthermore, ASP staff will provide outcome data on key program metrics (i.e., FAFSA completion and college enrollment) back to participating schools. Schools must commit to providing the college access counselor(s) and student success coordinator access to the student information system used by the school district (i.e., Skyward, PowerSchool, Synergy, etc.). The college

access counselor will track all students' progress toward meeting established benchmarks such as college application, scholarship application, FAFSA completion, college completion, etc.

Examples of data that schools must commit to sharing with the Ayers Foundation Trust include but are not limited to demographic and enrollment status information, course schedules and grades, transcripts, standardized test data including ACT scores, attendance and disciplinary data, and high school graduation status.

Examples of data that the counselor will track and share with schools include but are not limited to college applications and acceptances; scholarship applications, including the Tennessee Promise scholarship; FAFSA filing and verification status; participation in services such as advising sessions and college visits; and college enrollment and completion information.

Tennessee Promise Partnering Organization

Tennessee Promise provides Tennessee high school graduates the opportunity to attend a community or technical college free of tuition and mandatory fees. The initiative is a scholarship and mentoring program focused on increasing the number of students that attend Tennessee postsecondary institutions. Tennessee Promise provides students a last-dollar scholarship to attend any of Tennessee's 13 community colleges or 24 colleges of applied technology. Students may also use the scholarship to cover a portion of tuition and mandatory fee costs at other eligible institutions offering an associate degree program.

The Tennessee Student Assistance Corporation (TSAC) administers the Tennessee Promise Scholarship program, working in partnership with local, non-profit partnering organizations that coordinate the mentoring and community service component. Once a student applies to the Tennessee Promise program, their respective partnering organization is responsible for communicating program requirements, providing mentorship, and determining if a student remains eligible. The Ayers Foundation Trust is a recognized Tennessee Promise partnering organization.

Counties selected as part of the Ayers Scholars Program expansion agree to designate the Ayers Foundation Trust as the partnering organization for their community. The mayor or executive of each county will designate the Trust as their county's Tennessee Promise partnering organization by submitting a form to TSAC. Ayers Scholars Program staff will assist counties in completing this task and, as the designated partnering organization, provide Tennessee Promise Scholarship program services to the county and make the program available to all eligible high school, home school, and GED/HiSET students.

Timeline and Selection Process

Timeline

To answer questions and provide further information regarding ASP goals and the county selection process, the Ayers Foundation Trust will provide a webinar for eligible communities on **Thursday, May 4, 2023, at 10 AM CDT**. Eligible communities can register for the webinar [here](#). Participation in the webinar is optional.

Interested counties are strongly encouraged to submit an intent to apply form that indicates their plan to apply for program participation by **Wednesday, May 10, by 4:00 PM CDT (5:00 PM EDT)**.

Final proposals are due **Wednesday, May 19, by 4:00 PM CDT (5:00 PM EDT)**.

Relevant dates for the ASP county selection process are as follows:

ASP School Selection Timeline	
Item	Date/Deadline
ASP program overview webinar	05/04/2023 at 10 AM CDT
Applicants complete an intent to apply form	05/10/2023 by 4 PM CDT
Deadline to submit questions regarding proposal submission	05/12/2023 by 4 PM CDT
Deadline to submit the proposal	05/19/2023 by 4 PM CDT
Counties selected for team meetings are notified	05/24/2023
County team meetings	05/31/2023 - 06/08/2023
Ayers Foundation Trust announces selected counties	06/21/2023
ASP counselors start delivering services	August 2023

Application Process

Notice of Intent to Apply

The Ayers Foundation Trust strongly recommends applying communities submit a notice of their intent to apply. Counties can submit their intent using a brief online form available [here](#). The notice of intent will require each applicant to identify a liaison with whom the Trust will communicate for the remainder of the county selection process. While recommended, counties are not required to submit a notice of their intent. The Ayers Foundation Trust asks communities to submit notices of intent via the online form by **4:00 PM CDT (5:00 PM EDT) on May 10, 2023**.

Proposal Questions

Potential applicants may submit clarifying questions via email to rfp@theayersfoundation.org until **Friday, May 12, 2023, by 4 PM CDT**. Answers to questions will be posted publicly on the request for proposals website on Monday, May 15, 2023.

Preparation of the Proposal Response

Proposals will include four sections:

- Section 1: County and School District Information
- Section 2: Terms of Partnership
- Section 3: Short Answers
- Section 4: Letters of Support

An in-depth overview of each section is available starting on page 11. Applicants will use the Proposal Template to craft their proposal response. The Proposal Template is a fillable PDF document available in the Proposal Submission Resources section of the request for proposals website: www.TheAyersFoundation.org/rfp/

Submission

Request for proposals responses will be submitted electronically using the two file upload links found on the request for proposals website: www.TheAyersFoundation.org/rfp/. Proposals must be submitted by **4:00 PM CDT (5:00 PM EDT) on Wednesday, May 19, 2023**. Only complete applications are eligible for review.

Notification

Within two business days following the proposal deadline, the Ayers Foundation Trust will send confirmation of proposal receipt to the applicant's point of contact. It is the sole responsibility of the applying county to verify receipt of the proposal.

Review Process

The Ayers Foundation Trust anticipates selecting approximately 8 - 10 partner counties. There are two phases to the county selection process: 1) proposal review and 2) team meetings.

Proposal Review. A review panel composed of Ayers Foundation Trust staff and partners will evaluate applications in light of the required application components and commitment to the project. The review panel's scores and recommendations will be the primary determinant of successful proposals and form the basis for the final selection for a team meeting.

Proposals will be ranked according to the final score assigned by the review panel and selected for consideration based upon the following criteria:

1. The final score given to each proposal and consensus by the review panel that the ASP model will be successful in the applying county;
2. The extent to which applicants represent Tennessee's educational needs and geographic diversity.

The proposal review process will result in the slate of potential partner counties participating in a team meeting.

Team Meeting. Following the proposal review, the Ayers Foundation Trust will contact partner counties to schedule a meeting between Trust staff and a team from the applying county. Only counties recommended as a finalist by the proposal review team will have an in-person meeting. County teams will, at minimum, include the director of schools, high school principal(s), and at least one school counselor from each high school responsible for working with seniors. The ideal team would also include other key administrators and staff that the applicant envisions playing an essential role in expanding the community's college-going culture in partnership with the Trust. The purpose of the team meeting is to discuss the initiative's goals, confirm mutual commitment to partnership, and answer any questions. ASP staff will schedule team meetings in coordination with each county. Ideally, team meetings will occur at one of the participating high schools in the applying county. Team meetings will occur from May 31, 2023 to June 2, 2023 and June 6, 2023 to June 8, 2023. Additional interview days may be added.

Final Selection

Following team meetings, Ayers Foundation Trust staff will make final partner county determinations. Schools will be notified regarding their selection on **June 21, 2023**.

Upon notification of their selection, partner counties will be provided a memorandum of understanding outlining roles and responsibilities related to the ASP partnership.

Proposal Components

The Ayers Foundation Trust Expansion proposal has four components: County and School District Information, Terms of Partnership, Short Answers, and Letters of Support. Specific details of each of those sections are as follows.

Section 1: County and School District Information

Provide the information below for the applying county.

1. County:
2. School District:
3. Director of Schools Name:
4. Director of Schools Email:
5. Director of Schools Phone Number:
6. Proposal Contact Name (if different than the director of schools):
7. Proposal Contact Email (if different than the director of schools):
8. Proposal Contact Phone Number (if different than the director of schools):
9. Are there multiple school districts within the county? ___ Yes ___ No

If yes, please use the space below to include the names of all districts and the name, email, and phone number of directors of schools within your county. All high schools within the county – regardless of whether they belong to different districts – must apply together to be considered for this opportunity.

School District	Director of Schools Name	Email	Phone

10. Participating School Data

Please list the schools in your county serving students in any grade between 8th and 12th grade using the chart below. For student enrollment data, provide the anticipated student enrollment figures for the 2023 – 2024 academic year.

School Name	School District Name	# of 8th Grade Students	# of 9th Grade Students	# of 10th Grade Students	# of 11th Grade Students	# of 12th Grade Students

11. Are there other college access programs operating in the district and/or community?
 Yes No

If the answer to Question 11 is yes, please briefly respond to the following questions: What is the name of the program(s)? What would the interaction be between this program and the ASP? What is this program’s day-to-day presence in the district/community? How many students from the district engage with this program? How are these students selected?

Section 2: Terms of Partnership

Please indicate a commitment to the ASP terms of partnership by indicating yes or no to each item below.

Commitments	Yes	No
Commit to designate a school liaison (typically an administrator or school counselor) who will serve as the primary point of contact for the ASP college access counselor(s) and student success coordinator.		

Commit to partnering with ASP staff in arranging and allowing students to attend college visits and other college and career readiness activities.		
Allow for the implementation of college knowledge and informational workshops and activities for students and families as agreed upon by both ASP staff and partner school staff. Examples include TN FAFSA Frenzy, TN College Application Month, Signing Day, College Summits, etc.		
Allow for the implementation of a student messaging platform (i.e., text messaging, Remind, etc.) provided by ASP to notify students and families of key college-going milestones.		
Commit to participating in the necessary memorandum of understanding and data agreements.		
Provide school-based ASP staff access to the student information system used by participating schools (i.e., Skyward, PowerSchool, Aspen, etc.).		
Commit to allowing ASP staff to assimilate into the school culture, including attendance at faculty meetings and other functions as appropriate. Allow ASP staff to share information about ASP in annual in-service before the start of school each year.		
Commit to allowing ASP staff to share a brief update on program implementation at one school board meeting each year.		
Commit to completing the necessary paperwork with the Tennessee Student Assistance Corporation to designate Ayers Foundation Trust as the county's Tennessee Promise Partnering Organization of record. Note: Ayers Foundation Trust staff will help facilitate the completion of this task.		
Commit to an annual check-in with ASP leadership to discuss initiative progress and continued partnership.		

Section 3: Short Answers

Please respond to the following questions. Please limit written responses to no more than 500 words per question.

There are no “right” answers. These questions aim to understand better your community and your interest in partnering with the Ayers Foundation Trust.

1. **Commitment to Improving College-Going Outcomes.** A school-wide commitment to the belief that all students have the potential to attain a postsecondary credential is

key to improving student college-going outcomes. Please provide a brief narrative that outlines your county's commitment to increasing the number of students who access and succeed in postsecondary education. In addition, responses should address the following:

- a. How does partnership with the ASP address the particular needs of your community?
 - b. What existing student-level services or interventions are currently in place and focus on increasing the number of students accessing postsecondary education? Who provides these services? School staff? Outside partners? How can these initiatives be aligned with ASP? Please share any growth opportunities.
 - c. How will the entire school community, including school administrators, school counselors, and other faculty, support efforts to improve college-going rates? How might other staff members partner with the college access counselor and support college access and success initiatives (i.e., provision of data, completion of FAFSA nights, etc.)?
2. **Commitment to Student Access.** The ASP program model requires time during the school day for students to have individual one-on-one meetings with ASP college access counselors to discuss postsecondary planning. Additionally, ASP staff will coordinate college visits and workshops for students to explore their post-high school options. Provide a brief narrative articulating how these requirements will be accommodated within the current class schedule and structure. For instance, can the school provide time for postsecondary planning sessions during Response to Intervention time or a particular class period? Please articulate the school's commitment to allowing students to participate in ASP activities.
3. **Commitment to Physical Space.** Describe the type and adequacy of space in each high school (locations, amount of space available, other resources available on-site) for the ASP college access counselor(s) and coordinator. At a minimum, the college access counselor(s) should have a designated location to accommodate private one-on-one meetings with students throughout the calendar year. This space should be highly visible and readily accessible. For planning purposes, applicants should plan for spaces accommodating one counselor for every 100 high school seniors. Additionally, each school will be assigned a student success coordinator. The final number of counselors and coordinators assigned to each school may vary and will be determined at the time of school selection.

Section 4: Letters of Support

Applicants must provide a letter of support from the county mayor, director(s) of school(s), high school principal(s), and at least one counselor working with high

school seniors at each participating high school. Applicants are encouraged to elicit additional letters of support from community partners and other key staff who will participate in building a school college-going culture. **The letter from the county mayor must include a commitment to complete the paperwork required to designate the Ayers Foundation Trust as the county's designated Tennessee Promise partnering organization.**

Attachments

Attachment A – Proposal Reviewer Scoring Rubric

Applying High School: _____

Total Score _____ Selection Recommendation (circle one): YES NO

Selection Criteria	Max Score	Reviewer Score	Reviewer Notes/Comments
<i>Commitment to Improving College-Going Outcomes Criteria (Short Answer Question #1)</i>			
<ul style="list-style-type: none"> Does the proposal include a detailed description of the school's commitment to improving students' college-going outcomes? Does the proposal clearly articulate how ASP will address the current needs of the applying county's effort to improve college-going outcomes? Does the proposal include a detailed description of the student-level services or interventions offered by participating school(s) or partners to increase student access to postsecondary education? Does the proposal detail how these initiatives could be aligned with ASP? Does the proposal identify growth areas with these types of services/interventions? Does the proposal include a detailed outline of how the school community will support efforts to improve college-going outcomes? Does the proposal outline how school staff could partner with the college access counselor to support college access and success initiatives? 	30		
Scoring Range			
<p>30 points – The proposal includes a detailed description of the school's commitment to improving students' college-going outcomes, including existing student-level services or interventions, and details on how ASP could align with these efforts. The proposal also suggests areas of need or growth for services focused on college-going outcomes and</p>			

<p>how the ASP program could address these areas. The proposal presents a clear idea of how ASP will be incorporated into the fabric of the school. Finally, the proposal clearly details how the school community will support efforts to improve college-going efforts in partnership with ASP.</p> <p>15 points – The proposal describes the school’s commitment to improving students’ college-going outcomes and details how ASP could align with these efforts. The proposal also suggests areas of need or growth for services focused on college-going outcomes and how the ASP program could address these areas. While information is provided, a clear vision and commitment are not articulated. Finally, the proposal details how the school community will support efforts to improve college-going efforts in partnership with ASP.</p> <p>1 point – The proposal lacks detailed information about the school’s commitment to improving students’ college-going outcomes. The proposal suggests minimal school capacity to partner with ASP to improve college-going outcomes.</p>			
Selection Criteria	Max Score	Reviewer Score	Reviewer Notes/Comments
<i>Commitment to Student Access Criteria (Short Answer Question #2)</i>			
<ul style="list-style-type: none"> • Does the proposal outline if and how time will be available for students to participate in individual one-on-one advising sessions with the college access counselor? • Will students be able to attend college visits and participate in college access activities? 	15		
Scoring Range			
<p>15 points – The proposal details specific and appropriate times in the school day when ASP counselors can meet with each student to discuss postsecondary plans. It is clear that students will have access to ASP services.</p> <p>7 points – The proposal commits time in the school day when ASP counselors can meet with students to discuss postsecondary plans. The reader questions whether or not students will have access to ASP services.</p>			

<p>1 point – The proposal does not list a specific time or location where ASP counselors can meet with each junior and senior to discuss postsecondary plans. The reader is not confident that students will have access to ASP services.</p>			
Selection Criteria	Max Score	Reviewer Score	Reviewer Notes/Comments
Commitment to Physical Capacity (Short Answer Question #3)			
<ul style="list-style-type: none"> • Does the proposal give a detailed description of the type and adequacy of space? • Does the description clearly articulate how the space will accommodate private one-on-one student meetings throughout the calendar year (all 12 months)? • Is the space described highly visible and readily accessible? • Will the space described accommodate one counselor for every 100 students in the senior class and one student success coordinator? 	15		
Scoring Range			
<p>15 points – The proposal details specific and appropriate space for ASP staff member(s) to meet with students one-on-one in a private or confidential area. The proposal describes a location conducive to productive conversation and planning where meetings can take place. The reader is confident that the location and space will be suitable, visible, and accessible throughout the calendar year.</p> <p>7 points – The proposal commits to having a location, however, lacks details or commitment to a specific location. The reader questions whether or not the space will be suitable, visible, and accessible.</p> <p>1 point – The proposal does not commit to having a location. There is little confidence that the school will be able to provide a suitable space.</p>			
Selection Criteria	Max Score	Reviewer Score	Reviewer Notes/Comments
Terms of Partnership			

<ul style="list-style-type: none"> Does the school indicate a commitment to the ASP terms of partnership? 	10			
Scoring Range				
<p>10 points – The proposal indicates a commitment to all terms of the partnership.</p>				
<p>0 points – The proposal does not indicate a commitment to the terms of the partnership.</p>				
Selection Criteria		Max Score	Reviewer Score	Reviewer Notes/Comments
Letter of Support				
<ul style="list-style-type: none"> Does the proposal include letters of support from the county mayor, director(s) of schools, high school principal(s), and at least one counselor working with high school seniors at each participating high school? Do the letters of support demonstrate a strong commitment to the county's partnership with ASP and the Trust? Do the letters of support demonstrate support for the success of ASP's objective of improving college-going outcomes? 	10			
Scoring Range				
<p>10 points – The proposal includes letters of support from the county mayor, director(s) of schools, high school principal(s), and at least one counselor who works with high school seniors from each participating high school as well as from community partners or other key staff. Letters demonstrate buy-in and support of the Trust's objective of improving college-going and completion outcomes.</p>				
<p>5 point – The proposal includes letters of support from the county mayor, director(s) of schools, high school principal(s), and at least one counselor who works with high school seniors from each participating high school that demonstrates some buy-in and support of the Trust's objective of improving college-going and completion outcomes.</p>				
<p>1 point - The proposal does not include letters of support for the county mayor, director of schools, high school principal(s), and at least one counselor who works with high</p>				

school seniors. Readers question the applicants' buy-in and support of ASP's objective of improving college-going culture.			
Selection Criteria	Max Score	Reviewer Score	Reviewer Notes/Comments
Overall Impression			
<ul style="list-style-type: none"> When looking at the proposal in its totality, does the county present a robust commitment to the success of the ASP? Is there a high level of confidence that the ASP will be successful in the applying community? 	20		
Scoring Range			
<p>20 points – The applicant clearly demonstrates a commitment to increasing college-going outcomes and to a partnership with the ASP. The proposal clearly articulates how ASP will be incorporated into the culture of participating high schools. There is a high level of confidence that the ASP will be successful in the applying county.</p> <p>10 points – The applicant demonstrates some commitment to increasing college-going outcomes and to a partnership with the ASP. The proposal provides some picture of how ASP will be incorporated into the culture of participating high schools. There is a moderate level of confidence that the ASP will be successful in the applying county.</p> <p>1 point – The applicant provides a weak commitment to increasing college-going outcomes and to a partnership with the ASP. It is not clear how the ASP will be incorporated into the culture of participating high schools. There is little confidence that the ASP will be successful in the applying county.</p>			