

Review of the YAG Scoresheet

The intent of this committee is to re-evaluate the procedures For evaluating YAG proposals by focusing on the evaluation Score sheet and the process of assigning scores

1. Does the current score sheet point values follow the directive to insure that the 13 factors are ranked by priority set by the Assembly?
2. Are all of the 13 factors clearly represented on the score sheet
3. Does the scoresheet and instructions accurately portray the intent of the 13 factors.
4. Are the criteria for maximum point values understood by evaluators and proposal authors? Written text generated from common agreement concerning scoring should be generated if methodology is unclear
5. A distinction between qualitative & quantitative (calculated) data scoring needs to be addressed. Quantitative data needs to be ranked, qualitative needs have "rubric". Both types can be "binned" by the evaluator.
6. Does the current scoring method and allocation of funds follow the directive to insure that all types of activities get equal treatment.
7. Should there be a reconsideration of the 257 total point value. Does this allow for real distinction between proposals. A review of point values should address the concept of "binning" quantitative categories and lowering point values for "yes/no" categories.
8. Are we adequately passing on institutional knowledge?

Procedures Necessary to Achieve Objectives:

- 1) Review of score sheet and proposal evaluation score sheet to insure all Assembly directives are followed and that the 13 objectives are scored
- 2) Review of score sheet text and proposal instruction and criteria document to insure all evaluators understand what the evaluation criteria are for each line item
- 3) Review of the total points allocated to each line item and section and discuss quantitative versus qualitative ranking and scoring procedures – includes a discussion of "binning" data
- 4) Discussion on institutional knowledge
- 5) Documentation of any changes in scoring for the proposal authors and evaluators

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- 5) Documentation of any changes in scoring for the proposal authors and evaluators

This Review was conducted by a sub committee of the YAB and this power point was authored by Bonita Nelson

We have directives and latitude

Presented by: The Manager
Introduced: 09/26/2016
Drafted by: A. G. Mead

OF THE CITY AND BOROUGH OF JUNEAU, ALASKA

Serial No. 2761

on Reestablishing the Youth Activities Board, and Resolution 2410.

WHEREAS, the Assembly wishes to acknowledge the continuing support of CBJ voters for youth programs through voter approval of sales tax levies; and

WHEREAS, it is the Assembly's policy to expend a portion of sales tax funds each year to provide supplementary funding for youth activities in the community, including artistic, cultural, athletic, and other extra-curricular academic pursuits; and

WHEREAS, the Assembly intends that these funds be distributed among various community organizations which sponsor youth activities in a manner that best serves our youth; and

WHEREAS, the Assembly believes funds among various community groups evaluate proposals; and

Section 3. Youth Activities Board
as follows:

(a) To prepare a Request for Proposals annually for the purpose of soliciting proposals for providing youth activities of an athletic, cultural, artistic, or academic nature. The amount of funding available will be determined by the Assembly annually as part of the adoption of the City and Borough budget.

(b) To adopt procedures for evaluating proposals received for providing youth activities.

(c) Subject to the limitations established in Section 4, to make recommendations to the Assembly in April of each year for allocating funds among

proposals selected by the Board. Recommendations should reflect the intrinsically equal value to youth of athletic, cultural, artistic and academic types of activities, and reflect the range of needs identified by the qualified proposals submitted.

Equal value to youth of athletic , cultural, artistic and academic types of activities and reflect the range of needs identified by qualified proposals

Section 4. Criteria for Decisions. The Board shall use the following criteria when considering the allocation of funds among youth activity programs:

(c) All proposals considered by the Board under this program shall include a proposed method for evaluating the effectiveness of the activity. The Board, in evaluating effectiveness, may apply additional methods related to these criteria.

(d) All proposals must meet the following requirements:

(1) The program starting date must occur prior to June 30 of the fiscal year for which funding is provided.

(2) Programs may not be funded retroactively.

(3) Funding will not be awarded for administrative costs, operational costs of facilities, capital costs for facilities, or salaries and benefits for coaches or instructors, except for a guest artist, educator, or coach offering a special program in Juneau. Facility rental for a special program is allowed.

(4) All promotional or printed material must include the following statement: "This program is partially funded by the Citizens of the City and Borough of Juneau through sales tax revenues."

(5) All programs are subject to City and Borough financial audits.

This gives the board the ability to add criteria in order to evaluate effectiveness of activity - qualitative and quantitative. It also outlines specific rules for use the funds.

The committee clearly has latitude with the evaluation of the proposal process.

Here are the 13 “mandates” in order of importance

(e) The Board shall evaluate proposals through a scoring method applying the following factors in order of importance:

- (1) Number of hours of participation per youth.
- (2) Low program cost per participant hour.
- (3) Number of youth actively participating in the program.
- (4) Instructor or coach’s relevant experience in providing the youth program.
- (5) High adult per youth ratio to support the program.
- (6) Organization’s past history of providing successful youth programs.
- (7) Financial management of organization as indicated by overall budget.
- (8) Amount of the direct and indirect support provided to the organization from other CBJ funding sources.
- (9) Amount of volunteer support for the program.
- (10) Existence of scholarship fund for qualified youth within the program.
- (11) Provision of transportation, equipment, and other practical assistance to youth in need.
- (12) Cooperative efforts with other local youth organizations.
- (13) Proposals for or evidence of or acknowledgment of the CBJ grant funded from CBJ voter-approved sales tax.

The categories on the score sheet should reflect these Priorities. Higher priorities should receive higher point values

Point Allocations on Current Scoresheet Needs Revision

- Point values must reflect the CBJ Assembly order of importance : 1-13 Section 4 (f)

<u>Directive Point Values</u>	<u>Location on Score Sheet:</u>
1 = 30	II Plan of Operation A 1 a. b
2 = 25	IV. Program Budget A) 4. a. b
3 = 25	II. Plan of Operation A) 2.
4 = 10	III. Management B
5 = 10	II. Plan of Operation A) 3
6 = 10	III. Management A)
7 = 15	IV. Program Budget A) 1. &2.
8 = 10	IV. Program Budget B)
9 = 10	III. Management C)
10 = 5	II. Plan of Operation A) 4.
11 = 5	II. Plan of Operation A) 4.
12 = 10	III. Management D)
13 =	not on score sheet

Total points = 165 total points of the grant: 257
Of “mandates”

Mandate points are not in priority given in resolution

Extra points from

: Goals/objectives/timelines 25

evaluation requirements 25

Community coordination 15

Safety/security 10

Presentation quality 5

Local proposer 12

= 92

Past Scoring Data Show Need For Score Sheet Clarification and Re-Evaluation

Data was analyzed from FY 16, FY17 and FY18. The summary scores of all YAG funded were given to me for those three years, all names of the scorers were redacted. Additionally I received the three individual score sheets for each grant for FY17 data.

The graphs in this power point are representative of trends seen in all 3 years from all three committees.

Data was given to Bonita Nelson to analyze by Dave Pusich.

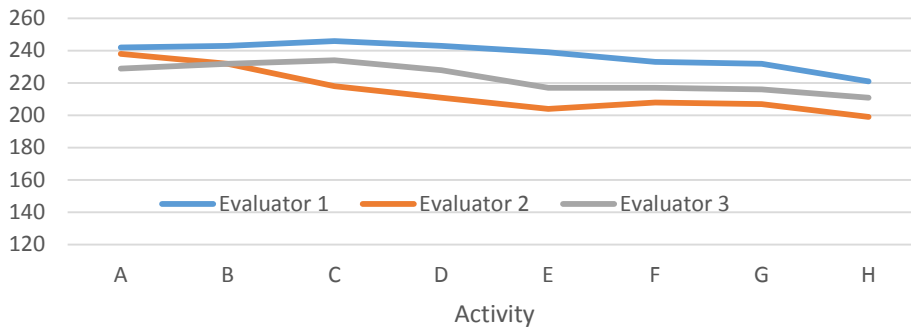
Overall Results:

1. Comparing overall scores indicate that some people score higher and others score lower which was expected.
2. There was wide variability in the overall ranking of proposals. (i.e. A proposal could be scored first by one evaluator and last by another). This “ranking” differences extended beyond the normal variability of high and low evaluators and indicated that evaluators were using different criteria to evaluator the categories.

The following graphs indicate the patterns described above.

Arts -Total Score for Activity by Evaluator FY17

Total Points for each Activity

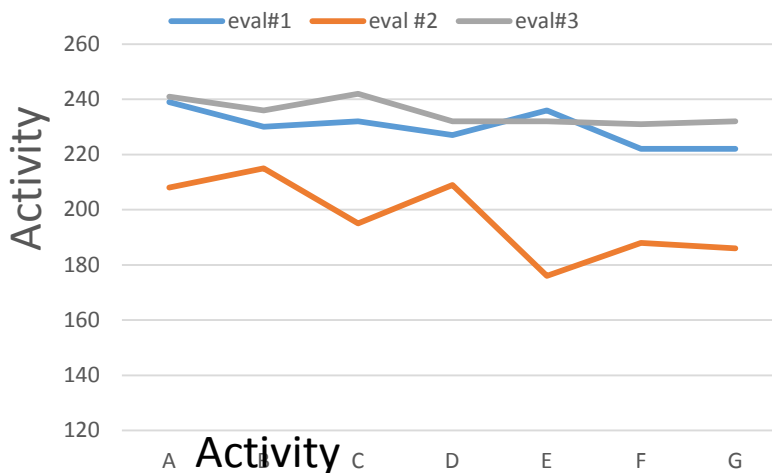


We have people who score high and people who score lower but the patterns of ranking are similar (above).

Below we have evaluators who score high and low, but the pattern of ranking shows differences

Academics Total Scores by Evaluator FY17

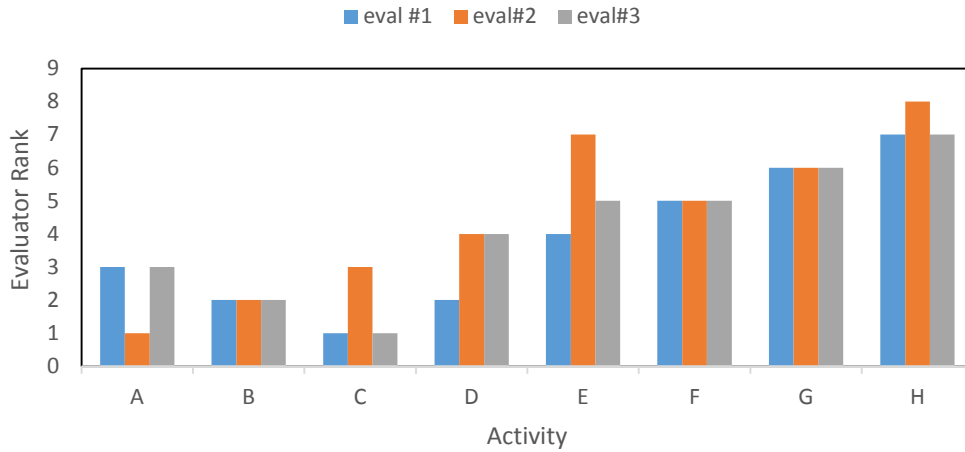
Total Points for each Activity



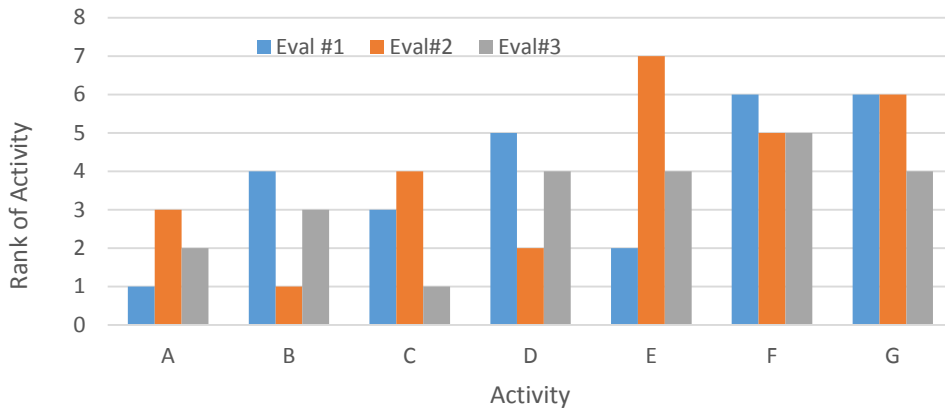
Overall Scoring Criteria – not consistent between evaluators

Same proposal is ranked at bottom and top --

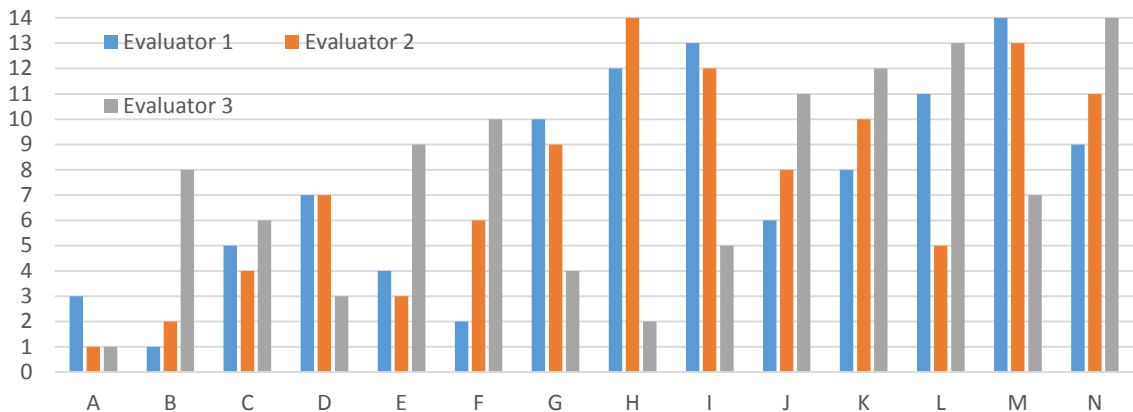
Arts Rank by Evaluator



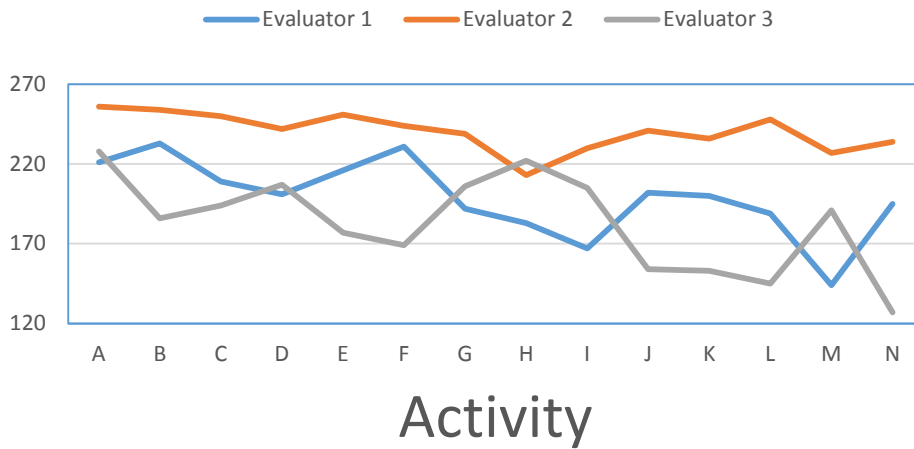
Academics Rank of Organization Evaluator



Sports Overall Rank of Activities by Evaluator



Sports Total Score by Evaluator



HOWEVER
Wide
variability in
the ranking
indicates
different
criteria for
evaluation

Overall Ranks of Activities

Sports

Evaluator

Activity

	1	2	3
A	3	1	1
B	1	2	8
C	5	4	6
D	7	7	3
E	4	3	9
F	2	6	10
G	10	9	4
H	12	14	2
I	13	12	5
J	6	8	11
K	8	10	12
L	11	5	13
M	14	13	7
N	9	11	14

Lack of consistency in top half ranking and lower half Ranking for the same proposal

Past Data Also Indicate Need For Score Sheet Clarification and Re-Evaluation

1. Overall scores indicate that some people score higher and others score lower - that's ok
2. Wide variability in the overall ranking of proposals indicate that different criteria are being used by evaluators which extend beyond the normal variability of high and low scorers (previous slides)
- 3. Quantitative (calculated) data are being "binned" by evaluators, but with different criteria**
- 4. Quantitative data need to be binned by rank and highest value allotted must be ranked with total points**

Quantitative data - points allocated must reflect rank of numerical values:

here are raw data by evaluator

1. Evaluators are be “binning “or categorized decides within their framework of values

Sports Activity	N active hours	Evaluator 1	Evaluator 2	Evaluator 3
1	1400	30	25	25
2	20000	20	25	29
3	13400	20	25	28
4	79000	20	30	30
5	5500	20	25	27
6	4000	30	25	28
7	25000	10	30	28
8	76000	20	25	27
9	1770	30	25	26
10	5280	20	25	27
11	14960	30	30	27
12	10600	20	25	28
13	77375	20	30	30

“BINS”

Data Range	30 or 20 or 10	30 or 25	30 to 25
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2. Criteria for binning is widely variable and needs to be standardized.

Why is highest point value in mid range of numerical values?

Data Sorted

# active hours	Eval 1	Eval 2	Eval 3
79000	20	30	30
77375	20	30	30
76000	20	25	27
25000	10	30	28
20000	20	25	29
14960	30	30	27
13400	20	25	28
10600	20	25	28
5500	20	25	27
5280	20	25	27
4000	30	25	28
1770	30	25	26
1400	30	25	25

Bins: 30, 20, 10 30 or 25 30---25

Quantitative Needs to start at highest point value

total cost	total cost	total cost
23	25	25
23	22	25
20	22	24
19	22	23
18	22	22
18	18	22
18	18	22
17	18	22
17	16	22
16	16	22
16	16	22
16	16	22
16	16	21
16	16	21
14	16	20

23-14

25-16

25-20

“Bins”

Past Data Show Need For Score Sheet Clarification and Re-Evaluation

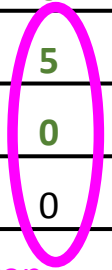
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4. Quantitative data need to be binned by rank and highest value allotted must be ranked with total points

5. We are not using full component of the higher scoring categories – makes for inconsistent evaluation criteria and more complicated grading

This happens in both qualitative AND quantitative (calculated) categories

Taken from score sheets.... Each proposal scored by 3 people

RAW	DATA	FROM	ARTS	Qualitative		SORTED	
<i>Top row has max point values</i>							
goals	evaluations	community coord	history	instructor	volunteer	Coop	safety
25	25	15	10	10	10	10	10
25	25	15	10	10	10	10	10
25	23	15	10	10	10	9	10
25	23	15	10	10	10	9	10
24	23	15	10	10	10	9	10
24	23	14	10	10	10	8	10
24	23	14	10	10	10	8	10
23	23	14	10	9	9	8	10
23	22	14	10	9	9	8	10
23	22	14	10	9	9	8	10
22	22	13	10	9	9	8	9
22	22	13	10	9	9	8	9
22	20	13	10	8	8	8	9
20	20	13	10	8	8	8	9
20	20	10	10	8	8	8	8
20	20	10	10	8	8	8	7
20	20	10	10	5	7	7	6
20	15	10	10	5	5	6	5
15	15	10	9	5	5	6	0
15	15	5	9	2	5	4	0



Data from 7 activities, 1 raw data sheet was missing

Points given
For Missing
Data

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Proposal Instruction & Criteria page B-5 *example*

- C. Volunteer Support: A description of the type and amount of volunteer support there will be for the program
- E. Safety/Security: Describe how you assure the safety/security of your participants

- 6. Qualitative Data should have some type of rubric or explanation of what will score the maximum points..... For example:**
- YES/NO 0 or 1
 - none (0), 1 (minimal) 2(adequate) 3(above ave) 4 (outstanding)

Missing information = 0 points for two evaluators and 5 points for 1 evaluator

Summary

Needs to be established criteria for each category that are clearly defined because of the inconsistency in the overall ranking we are using different criteria to evaluate point value

For ex: a project that should be at the bottom should be ranked near the bottom or at least in lower half of ranking for all evaluators.

Qualitative data must be ranked, highest rank should receive highest score allowed on score sheet

Quantitative data must have defined ranges for evaluator and proposal authors

Appropriate bins should be established for each line item on score sheet Bins allow for evaluator variability

Lower point scores allow for easier grading, binning assists with this

Define use for optional information and action for required information that is missing

Mandate # 13 needs to be on score sheet

Committee line items should not outrank CBJ mandates are instructions clearly written and understood by all evaluators and proposal authors

Overall Point Values

What happens if
These are NO

I	Required Info	Score		Comments
A	Proof of non-profit status	Y/N		Go/NO GO
B	Proof of legal status	Y/N		
II Plan of Operation		Points	CBJ	
A	Extent of Youth Participation			
1	(a) Direct hours/youth			
	(b) Total # direct participation	30	1	QUANTITATIVE
2	# Youth	25	3	QUANTITATIVE
3	Adult/youth ration	10	5	
4	Assistance to youth	10	10 and 11	
B	Goals/Objective/Timeline	25		POINT VALUES HIGHER THAN CBJ MANDATES
C	Program Eval Requirement	25		
D	Community Coordination	15		
III Management Capacity				
A	History	10	6	
B	levant Experience	10	4	
C	Volunteer Support	10	9	
D	Coop Efforts	10	12	
E	Safety/Security	10		
IV Budget/Organizat Support				
A	Program Expenditures			
1	Budget Attachment			
2	Budget Narrative			
3	Fees to participant	15	7	
4	(a) Total cost/hr/kid			
	(b) Request cost/hr/kid	25	2	QUANTITATIVE
B	Support and Revenues	10	8	
1	CBJ Direct Support			
2	Indirect CBJ Support			
3	List of revenues			
V.	Proposal Presentation	5		
VI Optional Info				
	List of agreements	Yes/NO		
	Letters of Support	Yes/NO		
Local Proposer		12		

Quantitative need
To be ranked

Qualitative need
rubric or guidance

Do not have a line
for # 13

Two mandates
covered in one 10
pt category

Point values for
added by
committee > CJB
mandate

What use is
option
material

Example 1 discussion on proposal

Evaluation directions- are they clear?

II Plan of Operation

A) Extent of Youth Participation

(1) Number of hours of participation per youth

(a) Direct hours/youth

(b) Total number of direct participation 30_____

Directions in RFP

a) Calculate direct hrs/youth (including different categories) using active and passive criteria

a) Calculate total number of direct participation by all youth and break out active AND passive hrs

Assembly verbage:

(1) Number of hours of participation per youth

What does the score reflect? Active hours or active+ passive hrs

Assumptions/ Questions

1. Only use direct hours of participation – **does direct = active?**
if so, how do we know the assembly intended us to use only active instead of total hours for this mandate
2. are we putting a value judgement on “listening and/or observing others” hours making them less important?

Exact design of new score sheet will be decided by Board.

