



Evidence-based tools and guidance  
for delivering effective programs

- PLANNING & MANAGEMENT
- ACADEMICS & ENRICHMENT**
- STAFFING & PROFESSIONAL DEVELOPMENT
- SITE CLIMATE
- STUDENT RECRUITMENT & ATTENDANCE

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SAMPLE

## PITTSBURGH ENRICHMENT PROPOSAL REVIEW RUBRIC FOR NEW PARTNERS

For more information on the importance of a rigorous enrichment provider selection process and tips for doing it effectively, review [Pittsburgh Summer Enrichment Selection Guidance](#).

Pittsburgh Public Schools selects enrichment providers through a rigorous application and review process. The district’s review team uses the Pittsburgh Enrichment Proposal Review Rubric to rate enrichment provider applications in four core areas aligned with the Enrichment Provider RFP: Implementation Plan, Budget and Budget Narrative, Applicant Qualifications, and Overall Proposal.

**2021 Summer Dreamers Academy - Afternoon Enrichment Activity Programming - Proposal Review Rubric FOR NEW PARTNERS**  
**Implementation Plan**

		<b>3 Points</b>	<b>2 Points</b>	<b>1 Points</b>	<b>0 Point</b>
<b>Vision</b>	<b>V1: Activity Description</b>  What will campers accomplish at the end of 5-weeks?	<ul style="list-style-type: none"> <li>• The mission and vision of the program are <b>clearly defined</b> and <b>well understood</b></li> <li>• The description of the proposed activity is <b>clear</b> and <b>detailed</b> and student-centered, combining both academic and personal development</li> <li>• The activity is <b>interesting</b> and will keep campers <b>motivated</b> for 5 weeks</li> <li>• The activity is <b>challenging</b> enough to continue for the entire 5 weeks</li> </ul>	<ul style="list-style-type: none"> <li>•The mission and vision of the program are <b>unclear</b></li> <li>• The description of the proposed activity is <b>unclear</b> and/or <b>not very detailed, but</b> is student-centered, combining both academic and personal development</li> <li>• The activity is <b>interesting</b> and will keep campers <b>motivated</b> for 5 weeks</li> <li>• The activity is <b>challenging</b> enough to continue for the entire 5 weeks</li> </ul>	<ul style="list-style-type: none"> <li>•The mission and vision of the program are <b>unclear</b>.</li> <li>• The description of the proposed activity is <b>unclear</b> and/or <b>not very detailed</b></li> <li>• The activity is <b>not interesting</b> and <b>may not</b> keep campers <b>motivated</b> for 5 weeks</li> <li>• The activity is <b>not challenging</b> enough to continue for the entire 5 weeks</li> </ul>	<ul style="list-style-type: none"> <li>•There is <b>no description</b> of the proposed activity</li> </ul>
	<b>V2: Inclusivity</b>  In what ways do you ensure your program is accessible to students with varied abilities, including students with disabilities?	<ul style="list-style-type: none"> <li>•There is a <b>clear</b> and/ <b>very detailed</b> description on how activities are accessible and inclusive, which takes into consideration a multitude of student abilities and ensures they are accessing their Least Restrictive Environment (LRE)</li> <li>• There is a <b>clear description</b> of alternative methods to accessing materials for the activity (written instructions, audio and visual aids, use of technology, etc.)</li> <li>• There is a <b>clear description</b> of opportunities for campers to collaborate and work together throughout the 5 weeks</li> </ul>	<ul style="list-style-type: none"> <li>•There is a <b>clear statement, but not detailed description</b> of how activities are accessible and inclusive</li> <li>• There is an <b>unclear description</b> of alternative methods to accessing materials for the activity (written instructions, audio and visual aids, use of technology, etc.)</li> <li>• There is an <b>unclear description</b> of opportunities for campers to collaborate and work together throughout the 5 weeks</li> </ul>	<ul style="list-style-type: none"> <li>•There is an <b>unclear</b> and/or <b>not very detailed</b> description of how activities are accessible and inclusive</li> <li>• There is <b>no description</b> of alternative methods to accessing materials for the activity (written instructions, audio and visual aids, use of technology, etc.)</li> <li>• There is a <b>no description</b> of opportunities for campers to collaborate and work together throughout the 5 weeks</li> </ul>	<ul style="list-style-type: none"> <li>•There is <b>no description</b> of how activities will be accessible and inclusive of all students</li> </ul>

	<p><b>V3: Culminating Activity</b></p> <p>How will each camper’s experience culminate in a project, demonstration, or presentation to showcase their achievements at the end of camp?</p>	<ul style="list-style-type: none"> <li>• The description of the culminating activity is <b>clear</b> and <b>detailed</b></li> <li>• The activity gives campers the opportunity to <b>showcase</b> the skills they’ve learned over the 5-weeks</li> <li>•The culminating activity is guided by <b>clearly defined</b> and <b>measurable</b> goals that are linked to participant and community needs</li> </ul>	<ul style="list-style-type: none"> <li>• The description of the culminating activity is <b>unclear</b> and/or <b>not very detailed</b></li> <li>• The activity gives campers the opportunity to <b>showcase</b> the skills they’ve learned over the 5-weeks</li> <li>• The culminating activity is guided by <b>clearly defined</b> and <b>measurable</b> goals that are linked to participant and community needs</li> </ul>	<ul style="list-style-type: none"> <li>• The description of the culminating activity is <b>unclear</b> and/or <b>not very detailed</b></li> <li>• The activity does <b>not</b> give campers the opportunity to <b>showcase</b> the skills they’ve learned over the 5-weeks</li> <li>• The culminating activity is <b>not</b> guided by <b>clearly defined</b> and <b>measurable</b> goals linked to participant and community needs</li> </ul>	<ul style="list-style-type: none"> <li>•There is <b>no description</b> of a culminating activity</li> </ul>
	<p><b>V4: Motivation and Engagement</b></p> <p>How will provider motivate and engage campers?</p>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> description of how campers will be motivated and engaged</li> <li>•<b>Multiple methods</b> of camper motivation and engagement are described</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of how campers will be motivated and engaged</li> <li>•<b>Multiple methods</b> of camper motivation and engagement are described</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of how campers will be motivated and engaged</li> <li>• Only a <b>single method</b> of camper motivation and engagement is described</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no description</b> of how campers will be motivated and engaged</li> </ul>
	<p><b>V5: Family Engagement</b></p> <p>How will provider engage parents/ guardians?</p>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> description of how parents will be engaged</li> <li>•<b>Multiple methods</b> of parent engagement are described</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of how parents will be engaged</li> <li>•<b>Multiple methods</b> of parent engagement are described</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of how parents will be engaged</li> <li>• Only a <b>single method</b> of parent engagement is described</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no description</b> of how parents will be engaged</li> </ul>
	<p><b>V6: Dedication</b></p> <p>Statement of dedication to work with SDA staff</p>		<ul style="list-style-type: none"> <li>• There is a <b>statement of dedication</b> and camp leadership team members <b>are</b> mentioned</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <b>statement of dedication</b>, but it does <b>not</b> mention camp leadership team members</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no statement of dedication</b></li> </ul>

<p style="text-align: center;"><b>Link to Outcome Goals</b></p> <p>- Stem summer learning loss - Prepare kids academically &amp; socially for the next school year - Encourage a passion for learning &amp; exploration - Motivate campers to persist in the face of challenges to see hard work yield success</p>	<p style="text-align: center;"><b>L1: SDA Goals</b></p> <p style="text-align: center;">Alignment to SDA Outcome Goals (listed to left)</p>	<ul style="list-style-type: none"> <li>•There is a <b>clear</b> and <b>detailed</b> description of how the activity and/or project connects to SDA outcome goals</li> <li>•There are <b>multiple opportunities</b> for campers to work on activities connected to these outcome goals</li> <li>•<b>Multiple</b> outcome goals are addressed throughout the activity and/or project</li> <li>•There is a <b>clear</b> and <b>detailed</b> description of how staff and teachers will make reasonable accommodations to serve campers with learning differences, such as breaking activities into smaller parts and providing extra time to complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•There is an <b>unclear</b> and/or <b>not very detailed</b> description of how the activity and/or project connects to SDA outcome goals</li> <li>•There are <b>multiple opportunities</b> for campers to work on activities connected to these outcome goals</li> <li>•<b>Multiple</b> outcome goals are addressed throughout the activity and/or project</li> <li>•There is an <b>unclear</b> and/or <b>not very detailed</b> description of how staff and teachers will make reasonable accommodations to serve campers with learning differences, such as breaking activities into smaller parts and providing extra time to complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•There is an <b>unclear</b> and/or <b>not very detailed</b> description of how the activity and/or project connects to SDA outcome goals</li> <li>•There is only a single <b>opportunity</b> for campers to <b>practice</b> using 21<sup>st</sup> Century skills (outcome goals) AND/OR</li> <li>•Only a <b>single</b> outcome goal is addressed throughout the activity and/or project</li> <li>•There is an <b>unclear</b> and/or <b>not very detailed</b> description of how staff and teachers will make reasonable accommodations to serve campers with learning differences, such as breaking activities into smaller parts and providing extra time to complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•The proposed activity is <b>not</b> aligned with any of the outcome goals of SDA</li> </ul>
	<p style="text-align: center;"><b>L2: District Goals</b></p> <p style="text-align: center;"><b>Alignment to District Goals, Mission, Vision &amp; Beliefs:</b></p> <ul style="list-style-type: none"> <li>-Increase proficiency in literacy for all students</li> <li>-Increase proficiency in math for all students</li> <li>-Ensure all students are equipped with skills to succeed in college, career and life</li> <li>-Eliminate racial disparity in achievement levels of African American students</li> </ul>	<ul style="list-style-type: none"> <li>•There is a <b>clear</b> and <b>detailed</b> description of how the activity and/or project connects to District goals, mission, vision &amp; beliefs</li> <li>•There are <b>multiple opportunities</b> for campers to work on activities connected to these areas</li> <li>•<b>Multiple</b> areas are addressed throughout the activity and/or project</li> </ul>	<ul style="list-style-type: none"> <li>•There is an <b>unclear</b> and/or <b>not very detailed</b> description of how the activity and/or project connects to District goals, mission, vision &amp; beliefs</li> <li>•There are <b>multiple opportunities</b> for campers to work on activities connected to these areas</li> <li>•<b>Multiple</b> areas are addressed throughout the activity and/or project</li> </ul>	<ul style="list-style-type: none"> <li>•There is an <b>unclear</b> and/or <b>not very detailed</b> description of how the activity and/or project connects to District goals, mission, vision &amp; beliefs</li> <li>•There is only a single <b>opportunity</b> for campers to work on activities connected to these areas AND/OR</li> <li>•Only a <b>single</b> aspect of the overall District philosophy is addressed throughout the activity and/or project</li> </ul>	<ul style="list-style-type: none"> <li>• The proposed activity is <b>not</b> aligned with the philosophy of the District</li> </ul>

Schedule	<p><b>S1: Connected Writing</b></p> <p>Connected Writing Activity</p>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> connected writing activity that shows how campers will develop and refine skills throughout camp</li> <li>• There is a <b>clear</b> and <b>detailed connected</b> writing activity schedule that shows how time will be effectively utilized to lead to maximum learning</li> <li>• There is a <b>clear</b> and <b>detailed</b> description of District and provider staff roles and responsibilities for the implementation of the connected writing activity</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> connected writing activity that shows how campers will develop and refine skills throughout camp</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of how the connected writing activity that shows how time will be effectively utilized to lead to maximum learning</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of District and provider staff roles and responsibilities for the implementation of the connected writing activity</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> connected writing activity that shows how campers will develop and refine skills throughout camp</li> <li>• The connected writing activity schedule is <b>missing</b></li> <li>• A description of District and provider staff roles and responsibilities is <b>missing</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no description</b> of the connected writing activity or schedule</li> </ul>
	<p><b>S2: Sample and Schedules</b></p> <p>5 Week and sample daily schedule</p>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> 5-week schedule that shows how campers will develop and refine skills throughout the camp</li> <li>• There is a <b>clear</b> and <b>detailed sample</b> daily schedule that shows how time will be effectively utilized to lead to maximum learning</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> 5-week schedule that shows how campers will develop and refine skills throughout the camp</li> <li>• There is an <b>unclear</b> and <b>not very detailed</b> sample daily schedule that shows how time will be effectively utilized to lead to maximum learning</li> </ul>	<ul style="list-style-type: none"> <li>• One schedule (either the 5 week or sample daily) is <b>missing</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no description</b> of the 5 week or sample daily schedule</li> </ul>
	<p><b>S3: Block</b></p> <p>Activity Block Description</p>			<ul style="list-style-type: none"> <li>• The activity is <b>clearly described</b> as a single or double block activity</li> </ul>	<ul style="list-style-type: none"> <li>• The activity is <b>not described</b> as a single or double block activity</li> </ul>

<b>Camper and Staffing Model</b>	<b>CS1: Roles and Responsibilities</b>  Describe the staff member roles and responsibilities	<ul style="list-style-type: none"> <li>There is a <b>clear</b> and <b>detailed</b> description of the roles and responsibilities of <b>all</b> required staff members</li> </ul>	<ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of the roles and responsibilities of <b>some</b>, but not all required staff members</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of the roles and responsibilities of <b>all</b> required staff members</li> </ul>	<ul style="list-style-type: none"> <li>The roles and responsibilities of staff members are listed but <b>not described</b></li> </ul>	<ul style="list-style-type: none"> <li>There is <b>no description</b> of the roles and responsibilities of staff members</li> </ul>
	<b>CS2: Structure</b>  Describe provider's staffing structure based on the number of campers provider plans to serve	<ul style="list-style-type: none"> <li>There is a <b>clear</b> and <b>detailed</b> description of the staffing structure that will be used</li> <li>The structure will allow activity to maintain a maximum 12-to-1 camper-adult ratio throughout camp</li> </ul>	<ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of the staffing structure that will be used</li> <li>The structure will allow activity to maintain a maximum 15-to-1 camper-adult ratio throughout camp</li> </ul>	<ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of the staffing structure that will be used</li> <li>The structure will <b>not</b> allow the activity to maintain a maximum 15-to-1 camper-adult ratio throughout camp</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>no description</b> of the staffing structure</li> </ul>
	<b>CS3: Selection and Training</b>  Program staff selection and training	<ul style="list-style-type: none"> <li>There is a <b>clear</b> and <b>detailed</b> description of how program staff will be selected and trained</li> <li>Selection and training strategies are <b>rigorous</b>, to identify high quality candidates and ensure that they are equipped with the necessary information and skills to implement high quality programming</li> </ul>	<ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of how program staff will be selected and trained</li> <li><b>Either</b> the selection strategy <b>or</b> the training strategy is <b>rigorous</b>, to <b>either</b> identify high quality candidates <b>or</b> ensure that they are equipped with the necessary information and skills to implement high quality programming</li> </ul>	<ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of how program staff will be selected and trained</li> <li><b>Neither</b> the selection strategy <b>nor</b> the training strategy is <b>rigorous</b>, to <b>neither</b> identify high quality candidates <b>nor</b> ensure that they are equipped with the necessary information and skills to implement high quality programming</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>no description</b> of how program staff will be selected and trained</li> </ul>
	<b>CS4: Attendance</b>  Plan to maximize attendance	<ul style="list-style-type: none"> <li>There is a <b>clear</b> and <b>detailed</b> description of how high camper attendance will be ensured throughout camp</li> <li><b>Multiple strategies</b> are described.</li> </ul>	<ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of description of how high camper attendance will be ensured throughout camp</li> </ul>	<ul style="list-style-type: none"> <li>There is an <b>unclear</b> and/or <b>not very detailed</b> description of how high camper attendance will be ensured throughout camp</li> <li>Only a <b>single strategy</b> is described</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>no description</b> of a plan to obtain high attendance on the first day and maintain high attendance throughout camp</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Multiple strategies</b> are described</li> </ul>		
<b>Facilities and Materials</b>	<b>M1: Facilities</b>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> description of <b>all</b> facilities requirements</li> <li>• The facilities are <b>available</b> at a PPS school site OR the provider has access to an off-site location with appropriate facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of <b>all</b> facilities requirements</li> <li>• The facilities are <b>available</b> at a PPS school site OR the provider has access to an off-site location with appropriate facilities</li> <li>• The facilities are <b>not available</b> at a PPS school site and the provider <b>may have</b> access to an off-site location with appropriate facilities</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of <b>all</b> facilities requirements</li> <li>• The appropriate facilities are currently <b>not available</b> at a PPS school site OR an off-site location</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no description</b> of the facilities requirements</li> </ul>
	<b>M2: Supplies</b>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> description of <b>all</b> required equipment and supplies</li> <li>• The equipment and supplies are currently <b>available</b> OR there is a <b>clear</b> and <b>detailed</b> plan for how materials will be procured</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and/or <b>not very detailed</b> description of all required equipment and supplies</li> <li>• The equipment and supplies are currently <b>available</b> OR there is a <b>clear</b> and <b>detailed</b> plan for how materials will be procured</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of all required equipment and supplies</li> <li>• The equipment and supplies are <b>not</b> currently <b>available</b> and there is <b>no description</b> of how materials will be procured</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no description</b> of required equipment and supplies</li> </ul>

**Budget and Budget Narrative**

		<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>
<b>Budget Narrative</b>	<b>B1: Personnel</b>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> list of <b>all</b> costs required to staff the program</li> <li>• There is a <b>clear</b> and <b>detailed</b> description of the reasoning and logic for each cost</li> <li>• The description is aligned with the implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> list of <b>all</b> costs required to staff the program BUT</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of the reasoning and logic for each cost.</li> <li>• The description is aligned with the implementation plan.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> list of <b>all</b> costs required to staff the program</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of the reasoning and logic for each cost.</li> <li>• The description is <b>somewhat</b> aligned with the implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <b>no description</b> of the costs required to staff the program</li> <li>• The description is <b>not</b> aligned with the implementation plan.</li> </ul>
	<b>B2: Travel and Transportation</b>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> list of <b>all</b> transportation costs</li> <li>• There is a <b>clear</b> and <b>detailed</b> description of the reasoning and logic for each cost, including field trips and special events</li> <li>• The description is aligned with the implementation plan</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• The description indicates that no travel/transportation is necessary</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> list of <b>all</b> transportation costs BUT</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of the reasoning and logic for each cost</li> <li>• The description is aligned with the implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> list of <b>all</b> transportation costs</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of the reasoning and logic for each cost</li> <li>• The description is <b>somewhat</b> aligned with the implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no description</b> of the transportation needs</li> <li>• The description is <b>not</b> aligned with the implementation plan</li> </ul>
	<b>B3: Materials</b>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> list of <b>all</b> materials costs</li> <li>• There is a <b>clear</b> and <b>detailed</b> description of the reasoning and logic for each cost.</li> <li>• The description is aligned with the implementation plan.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a <b>clear</b> and <b>detailed</b> list of <b>all</b> materials costs BUT</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of the reasoning and logic for each cost.</li> <li>• The description is aligned with the implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> list of <b>all</b> materials costs</li> <li>• There is an <b>unclear</b> and/or <b>not very detailed</b> description of the reasoning and logic for each cost.</li> <li>• The description is <b>somewhat</b> aligned with the implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no mention</b> of materials or their costs.</li> <li>• The description is <b>not</b> aligned with the implementation plan</li> </ul>
	<b>B4: Range</b>				<ul style="list-style-type: none"> <li>• The cost per camper <b>is</b> within the indicated range – in -person (up to \$133.33/camper for single</li> </ul>



				and \$266.66/camper for double) or virtual (up to \$100/camper)	and \$266.66/camper for double) or virtual (up to \$100/camper)
	<p><b>B5: Retention</b></p> <p>Allocation of resources for retention</p>		<ul style="list-style-type: none"> <li>• <b>At least</b> 5 percent of the budget is allocated to positive attendance strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Less than</b> 5 percent of the budget is allocated to positive attendance strategies</li> </ul>	<ul style="list-style-type: none"> <li>• There is <b>no</b> budget allocation for positive attendance strategies</li> </ul>

**Qualifications and Experience**

		<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	
<b>Qualifications and Experience</b>	<b>QE1: Qualifications</b>	<ul style="list-style-type: none"> <li>Qualifications, achievements, and accomplishments list at least <b>6 or more pieces of evidence</b> that show the provider can facilitate a quality activity. Possible pieces of evidence include: awards and recognition, proven success, number of years of operation, or qualifications of staff</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications, achievements, and accomplishments lists <b>4 or 5 pieces of evidence</b> that show the provider can facilitate a quality activity. Possible pieces of evidence include: awards and recognition, proven success, number of years of operation, or qualifications of staff</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications, achievements, and accomplishments list <b>1-3 pieces of evidence</b> that show the provider can facilitate a quality activity. Possible pieces of evidence include: awards and recognition, proven success, number of years of operation, or qualifications of staff</li> </ul>	<ul style="list-style-type: none"> <li><b>No</b> qualifications are referenced in proposal</li> </ul>	
	<b>QE2: Experience</b>	<ul style="list-style-type: none"> <li>Provider has at least 1 experience working with students in the proposed activities' targeted grade-level AND</li> <li>Provider has at least 1 experience working with K-12 students</li> <li><b>Three</b> or more references are provided, which <b>include</b> contact information</li> </ul>	<ul style="list-style-type: none"> <li>Provider has at least 1 experience working with K-12 students</li> <li><b>Three</b> or more references are provided, which <b>include</b> contact information</li> </ul>	<ul style="list-style-type: none"> <li>Provider does <b>not</b> have experience working with K-12 students</li> <li><b>Less than three</b> references are provided OR references do <b>not</b> include contact information</li> </ul>	<ul style="list-style-type: none"> <li><b>No</b> experience is referenced in the proposal</li> </ul>	
	<b>QE3: APOST Quality Campaign Member</b>				<ul style="list-style-type: none"> <li>Identifies as an APOST Quality Campaign Member</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> identify as an APOST Quality Campaign Member</li> </ul>
	<b>QE4: PPS Partner</b>				<ul style="list-style-type: none"> <li>Identifies as an PPS Partner</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> identify as a PPS Partner</li> </ul>

**Overall**

		<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>
<b>Overall</b>	<b>O1: Overall Proposal</b>	<ul style="list-style-type: none"> <li>If I were an SDA camper, I <b>would</b> sign up for this activity</li> </ul>			<ul style="list-style-type: none"> <li>If I were an SDA camper, I <b>would not</b> sign up for this activity</li> </ul>