



Evidence-based tools and guidance
for delivering effective programs

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

summerlearningtoolkit.org



SAMPLE: PITTSBURGH ENRICHMENT PROPOSAL REVIEW RUBRIC FOR RETURNING 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.

Implementation Plan

| | | 3 Points | 2 Points | 1 Point | 0 Points |
|---------------|---|---|---|--|---|
| Vision | V1: Activity Description What will campers accomplish at the end of 5-weeks? | <ul style="list-style-type: none"> The mission and vision of the program are clearly defined and well understood The description of the proposed activity is clear and detailed and student-centered, combining both academic and personal development The activity is interesting and will keep campers motivated for 5 weeks The activity is challenging enough to continue for the entire 5 weeks | <ul style="list-style-type: none"> The mission and vision of the program are unclear The description of the proposed activity is unclear and/or not very detailed, but is student-centered, combining both academic and personal development The activity is interesting and will keep campers motivated for 5 weeks The activity is challenging enough to continue for the entire 5 weeks | <ul style="list-style-type: none"> The mission and vision of the program are unclear. The description of the proposed activity is unclear and/or not very detailed The activity is not interesting and may not keep campers motivated for 5 weeks The activity is not challenging enough to continue for the entire 5 weeks | <ul style="list-style-type: none"> There is no description of the proposed activity |
| | V2: Inclusivity How will you ensure the activity is accessible and inclusive to students with varied abilities, including students with disabilities? | <ul style="list-style-type: none"> There is a clear and/very detailed description on how activities are accessible and inclusive, which takes into consideration a multitude of student abilities and needs There is a clear description of alternative methods to accessing materials for the activity (written instructions, audio and visual aids, use of technology, etc.) There is a clear description of opportunities for campers to collaborate and work together throughout the 5 weeks | <ul style="list-style-type: none"> There is a clear statement, but not detailed description of how activities are accessible and inclusive There is an unclear description of alternative methods to accessing materials for the activity (written instructions, audio and visual aids, use of technology, etc.) There is an unclear description of opportunities for campers to collaborate and work together throughout the 5 weeks | <ul style="list-style-type: none"> There is an unclear and/or not very detailed description of how activities are accessible and inclusive There is no description of alternative methods to accessing materials for the activity (written instructions, audio and visual aids, use of technology, etc.) There is a no description of opportunities for campers to collaborate and work together throughout the 5 weeks | <ul style="list-style-type: none"> There is no description of how activities will be accessible and inclusive of all students |
| | V3: Reflection on Previous Year(s) | <ul style="list-style-type: none"> There is a clear and detailed description of the activity in previous years and | <ul style="list-style-type: none"> There is a clear and detailed description of the activity in previous years and | <ul style="list-style-type: none"> There is an unclear and/or not very detailed description of the activity in | <ul style="list-style-type: none"> There is no reflection on previous years |

| | | | | | |
|--|--|---|---|--|--|
| | How were/were not activity goals met in previous years? | how goals were or were not met <ul style="list-style-type: none"> Program reflection includes both positive and negative aspects of programming | how goals were or were not met <ul style="list-style-type: none"> Program reflection includes ONLY positive or ONLY negative aspects of programming | previous years and how goals were or were not met <ul style="list-style-type: none"> Program reflection includes ONLY positive or ONLY negative aspects of programming | |
| | V4: Camper Behavior How did provider promote positive behavior and how will they in 2021? | <ul style="list-style-type: none"> There is a clear and detailed description of how provider worked with District staff to promote positive behavior There is a clear and detailed description of how provider will continue to support positive behavior in 2021 | <ul style="list-style-type: none"> There is a clear and detailed description of how provider worked with District staff to promote positive behavior There is a unclear and/or not very detailed description of how provider will continue to support positive behavior in 2021 | <ul style="list-style-type: none"> There is an unclear and/or not very detailed description of how provider worked with District staff to promote positive behavior There is a unclear and/or not very detailed description of how provider will continue to support positive behavior in 2021 | <ul style="list-style-type: none"> There is no description of how provider promoted and will promote positive camper behavior |
| | V5: Strength and Growth What were the strengths of the program last year and how will they improve upon areas of weakness? | <ul style="list-style-type: none"> There is a clear and detailed reflection on last year's program The reflection addresses both strengths and areas for improvement | <ul style="list-style-type: none"> There is an unclear and/or not very detailed reflection on last year's program The reflection addresses both strengths and areas for improvement | <ul style="list-style-type: none"> There is an unclear and/or not very detailed reflection on last year's program The reflection addresses either strengths or areas for improvement, but not both | <ul style="list-style-type: none"> There is no reflection from last year |

| | | | | | |
|--|--|---|---|---|--|
| <p>Goals Alignment</p> <p>District Goals, Mission, Vision & Beliefs</p> <ul style="list-style-type: none"> -Increase proficiency in literacy for all students -Increase proficiency in math for all students -Ensure all students are equipped with skills to succeed in college, career and life -Eliminate racial disparity in achievement levels of African-American students | <p>L1: Alignment to SDA and District Goals</p> <p>How did provider measure success based on SDA and District goal alignment (listed to the left and below)</p> <p>Outcome Goals for SDA</p> <ul style="list-style-type: none"> - Stem summer learning loss - Prepare kids academically & socially for the next school year - Encourage a passion for learning & exploration - Motivate campers to persist in the face of challenges to see hard work yield success | <ul style="list-style-type: none"> •There is a detailed and clear description of how the provider aligned program to SDA and District goals and measured the success of this alignment •The analysis includes specific data analysis activities and/or strategies to assess success | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of how the provider aligned program to SDA and District goals and measured the success of this alignment •The analysis includes specific data analysis activities and/or strategies to assess success | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of how the provider aligned program to SDA and District goals and measured the success of this alignment •The analysis does not identify any data analysis activities and/or strategies to assess success | <ul style="list-style-type: none"> •There is no description of how the provider aligned program to SDA and District goals and measured success of this alignment |
| | <p>L2: Changes to Goals in 2021</p> <p>What changes will provider make to ensure program alignment in 2021?</p> | <ul style="list-style-type: none"> •There is a detailed and clear description of how program will be aligned to both SDA and District goals in 2021 •There are multiple opportunities for campers to work on activities connected to these areas •Multiple areas are addressed throughout the activity and/or project | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of how program will be aligned to SDA and/or District goals in 2021 •There are multiple opportunities for campers to work on activities connected to these areas •Multiple areas are addressed throughout the activity and/or project | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of how program will be aligned to SDA and/or District goals in 2021 •There is only a single opportunity for campers to work on activities connected to these areas AND/OR •Only a single aspect of the overall District philosophy and/or SDA goals are addressed throughout the activity and/or project | <ul style="list-style-type: none"> • There is no description of goal alignment for 2021 |
| <p>Schedule</p> <p>Connected Writing Activity</p> | <ul style="list-style-type: none"> •There is a clear and detailed connected writing activity that shows how campers will develop and refine skills throughout the camp | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed connected writing activity that shows how campers will develop and refine skills throughout the camp | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed connected writing activity that shows how campers will develop and refine skills throughout the camp | <ul style="list-style-type: none"> •There is no description of the connected writing activity or schedule | |

| | | | | | |
|---|---|---|--|--|---|
| | | <ul style="list-style-type: none"> • There is a clear and detailed connected writing activity schedule that shows how time will be effectively utilized to lead to maximum learning • There is a clear and detailed description of District and provider staff roles and responsibilities for the implementation of the connected writing activity • An exemplary student writing sample from previous activity is included | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed description of how the connected writing activity that shows how time will be effectively utilized to lead to maximum learning • There is an unclear and/or not very detailed description of District and provider staff roles and responsibilities for the implementation of the connected writing activity • An exemplary student writing sample from previous activity is missing | <ul style="list-style-type: none"> •The connected writing activity schedule is missing •A description of District and provider staff roles and responsibilities is missing • An exemplary student writing sample from previous activity is missing | |
| | <p>S2: Sample and Schedules</p> <p>5 Week and sample daily schedule</p> | <ul style="list-style-type: none"> •There is a clear and detailed 5-week schedule that shows how campers will develop and refine skills throughout the camp • There is a clear and detailed sample daily schedule that shows how time will be effectively utilized to lead to maximum learning | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed 5-week schedule that shows how campers will develop and refine skills throughout the camp • There is an unclear and not very detailed sample daily schedule that shows how time will be effectively utilized to lead to maximum learning | <ul style="list-style-type: none"> •One schedule (either the 5 week or sample daily) is missing | <ul style="list-style-type: none"> •There is no description of the 5 week or sample daily schedule |
| | <p>S3: Block</p> <p>Activity Block Description</p> | | | <ul style="list-style-type: none"> • The activity is clearly described as a single or double block activity | <ul style="list-style-type: none"> • The activity is not described as a single or double block activity |
| <p>Camper and Staffing Model</p> | <p>CS1: Roles and Responsibilities</p> <p>Describe the staff member roles and responsibilities</p> | <ul style="list-style-type: none"> • There is a clear and detailed description of the roles and responsibilities of all required staff members | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed description of the roles and responsibilities of some, but not all required staff members OR • There is an unclear and/or not very detailed description of the roles and | <ul style="list-style-type: none"> • The roles and responsibilities of staff members are listed but not described | <ul style="list-style-type: none"> • There is no description of the roles and responsibilities of staff members |

| | | | | | |
|--|---|---|--|--|--|
| | | | responsibilities of all required staff members | | |
| | <p>CS2: Structure</p> <p>Describe provider's staffing structure based on the number of campers provider plans to serve</p> | <ul style="list-style-type: none"> •There is a clear and detailed description of the staffing structure that will be used •The structure will allow activity to maintain a maximum 12-to-1 camper-adult ratio for the duration of the camp | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of the staffing structure that will be used • The structure will allow activity to maintain a maximum 15-to-1 camper-adult ratio for the duration of the camp | <ul style="list-style-type: none"> •There is an unclear and /or not very detailed description of the staffing structure that will be used •The structure will not allow the activity to maintain a maximum 15-to-1 camper-adult ratio for the duration of the camp | <ul style="list-style-type: none"> •There is no description of the staffing structure |
| | <p>CS3: Selection and Training</p> <p>Program staff selection and training</p> | <ul style="list-style-type: none"> • There is a clear and detailed description of how program staff will be selected and trained • Selection and training strategies are rigorous, to identify high quality candidates and ensure that they are equipped with the necessary information and skills to implement high quality programming | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed description of how program staff will be selected and trained • Either the selection strategy or the training strategy is rigorous, to either identify high quality candidates or ensure that they are equipped with the necessary information and skills to implement high quality programming | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed description of how program staff will be selected and trained • Neither the selection strategy nor the training strategy is rigorous, to neither identify high quality candidates nor ensure that they are equipped with the necessary information and skills to implement high quality programming | <ul style="list-style-type: none"> • There is no description of how program staff will be selected and trained |
| | <p>CS4: Attendance</p> <p>Plan to maximize attendance</p> | <ul style="list-style-type: none"> • There is a clear and detailed description of how high camper attendance will be ensured throughout camp • Multiple strategies are described. | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed description of description of how high camper attendance will be ensured throughout camp • Multiple strategies are described | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed description of how high camper attendance will be ensured throughout camp • Only a single strategy of is described | <ul style="list-style-type: none"> • There is no description of a plan to obtain high attendance on the first day and maintain high attendance throughout camp |
| <p>Facilities and Materials</p> | <p>M1: Facilities</p> | <ul style="list-style-type: none"> •There is a clear and detailed description of all facilities requirements •The facilities are available at a PPS school site OR the provider has access to an off-site location with appropriate facilities. | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of all facilities requirements •The facilities are available at a PPS school site OR the provider has access to an off-site location with appropriate facilities | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of all facilities requirements •The appropriate facilities are currently not available at a PPS school site OR an off-site location | <ul style="list-style-type: none"> • There is no description of the facilities requirements |

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

Budget and Budget Narrative

| | | 3 Points | 2 Points | 1 Point | 0 Points |
|-------------------------|--------------------------------------|---|---|---|--|
| Budget Narrative | B1: Personnel | <ul style="list-style-type: none"> •There is a clear and detailed list of all costs required to staff the program • There is a clear and detailed description of the reasoning and logic for each cost • The description is aligned with the implementation plan | <ul style="list-style-type: none"> •There is a clear and detailed list of all costs required to staff the program BUT • There is an unclear and/or not very detailed description of the reasoning and logic for each cost. • The description is aligned with the implementation plan. | <ul style="list-style-type: none"> •There is an unclear and/or not very detailed list of all costs required to staff the program • There is an unclear and/or not very detailed description of the reasoning and logic for each cost. • The description is somewhat aligned with the implementation plan | <ul style="list-style-type: none"> • There is a no description of the costs required to staff the program • The description is not aligned with the implementation plan. |
| | B2: Travel and Transportation | <ul style="list-style-type: none"> • There is a clear and detailed list of all transportation costs • There is a clear and detailed description of the reasoning and logic for each cost, including field trips and special events • The description is aligned with the implementation plan <p style="text-align: center;">OR</p> | <ul style="list-style-type: none"> • There is a clear and detailed list of all transportation costs BUT • There is an unclear and/or not very detailed description of the reasoning and logic for each cost • The description is aligned with the implementation plan | <ul style="list-style-type: none"> • There is an unclear and/or not very detailed list of all transportation costs • There is an unclear and/or not very detailed description of the reasoning and logic for each cost • The description is somewhat aligned with the implementation plan | <ul style="list-style-type: none"> • There is no description of the transportation needs • The description is not aligned with the implementation plan |

| | | | | | |
|--|---|---|---|--|---|
| | | <ul style="list-style-type: none"> The description indicates that no travel/transportation is necessary | | | |
| | B3: Materials | <ul style="list-style-type: none"> There is a clear and detailed list of all materials costs There is a clear and detailed description of the reasoning and logic for each cost. The description is aligned with the implementation plan. | <ul style="list-style-type: none"> There is a clear and detailed list of all materials costs BUT There is an unclear and/or not very detailed description of the reasoning and logic for each cost. The description is aligned with the implementation plan | <ul style="list-style-type: none"> There is an unclear and/or not very detailed list of all materials costs There is an unclear and/or not very detailed description of the reasoning and logic for each cost. The description is somewhat aligned with the implementation plan | <ul style="list-style-type: none"> There is no mention of materials or their costs. The description is not aligned with the implementation plan |
| | B4: Range | | | <ul style="list-style-type: none"> The cost per camper is within the indicated range – in -person (up to \$133.33/camper for single and \$266.66/camper for double) or virtual (up to \$100/camper) | <ul style="list-style-type: none"> The cost per camper is not within the indicated range – in -person (up to \$133.33/camper for single and \$266.66/camper for double) or virtual (up to \$100/camper) |
| | B5: Retention Allocation of resources for retention | | <ul style="list-style-type: none"> At least 5 percent of the budget is allocated to positive attendance strategies | <ul style="list-style-type: none"> Less than 5 percent of the budget is allocated to positive attendance strategies | <ul style="list-style-type: none"> There is no budget allocation for positive attendance strategies |

Overall

| | | 3 Points | 2 Points | 1 Points | 0 Point |
|--------------------------------------|---|-----------------|-----------------|--|--|
| Qualifications and Experience | QE1: APOST Quality Campaign Member | | | <ul style="list-style-type: none"> Identifies as an APOST Quality Campaign Member | <ul style="list-style-type: none"> Does not identify as an APOST Quality Campaign Member |
| | QE2: PPS Partner | | | <ul style="list-style-type: none"> Identifies as an PPS Partner | <ul style="list-style-type: none"> Does not identify as a PPS Partner |

| | | | | | |
|----------------|-----------------------------|---|--|--|---|
| Overall | O1: Overall Proposal | • If I were an SDA camper, I would sign up for this activity | | | • If I were an SDA camper, I would not sign up for this activity |
|----------------|-----------------------------|---|--|--|---|