



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 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

		3 Points	2 Points	1 Points	0 Point
Vision	<p>V1: Activity Description</p> <p>What will campers accomplish at the end of 5-weeks?</p>	<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
	<p>V2: Inclusivity</p> <p>In what ways do you ensure your program is accessible to students with varied abilities, including students with disabilities?</p>	<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 ensures they are accessing their Least Restrictive Environment (LRE) 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

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

<p>Link to Outcome Goals</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 	<p>L1: SDA Goals</p> <p>Alignment to SDA Outcome Goals (listed to left)</p>	<ul style="list-style-type: none"> •There is a clear and detailed description of how the activity and/or project connects to SDA outcome goals •There are multiple opportunities for campers to work on activities connected to these outcome goals •Multiple outcome goals are addressed throughout the activity and/or project •There is a clear and detailed 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. 	<ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of how the activity and/or project connects to SDA outcome goals •There are multiple opportunities for campers to work on activities connected to these outcome goals •Multiple outcome goals are addressed throughout the activity and/or project •There is an unclear and/or not very detailed 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. 	<ul style="list-style-type: none"> •There is an unclear and/or not very detailed description of how the activity and/or project connects to SDA outcome goals •There is only a single opportunity for campers to practice using 21st Century skills (outcome goals) AND/OR •Only a single outcome goal is addressed throughout the activity and/or project •There is an unclear and/or not very detailed 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. 	<ul style="list-style-type: none"> •The proposed activity is not aligned with any of the outcome goals of SDA
	<p>L2: District Goals</p> <p>Alignment to 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 	<ul style="list-style-type: none"> •There is a clear and detailed description of how the activity and/or project connects to District goals, mission, vision & beliefs •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 the activity and/or project connects to District goals, mission, vision & beliefs •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 the activity and/or project connects to District goals, mission, vision & beliefs •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 is addressed throughout the activity and/or project 	<ul style="list-style-type: none"> • The proposed activity is not aligned with the philosophy of the District

Schedule	<p>S1: Connected Writing</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 camp • 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 	<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 camp • 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 	<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 camp • The connected writing activity schedule is missing • A description of District and provider staff roles and responsibilities is missing 	<ul style="list-style-type: none"> • There is no description of the connected writing activity or schedule
	<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

Camper and Staffing Model	CS1: Roles and Responsibilities Describe the staff member roles and responsibilities	<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 <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> There is an unclear and/or not very detailed description of the roles and responsibilities of all required staff members 	<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
	CS2: Structure Describe provider's staffing structure based on the number of campers provider plans to serve	<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 throughout 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 throughout 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 throughout camp 	<ul style="list-style-type: none"> There is no description of the staffing structure
	CS3: Selection and Training Program staff selection and training	<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
	CS4: Attendance Plan to maximize attendance	<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 	<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 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

			<ul style="list-style-type: none"> • Multiple strategies are described 		
Facilities and Materials	M1: Facilities	<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 • The facilities are not available at a PPS school site and the provider may have 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
	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"> • The description indicates that no travel/transportation is necessary 	<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
	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)	and \$266.66/camper for double) or virtual (up to \$100/camper)
	<p>B5: Retention</p> <p>Allocation of resources for retention</p>		<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

Qualifications and Experience

		3 Points	2 Points	1 Point	0 Points	
Qualifications and Experience	QE1: Qualifications	<ul style="list-style-type: none"> Qualifications, achievements, and accomplishments list at least 6 or more pieces of evidence 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 	<ul style="list-style-type: none"> Qualifications, achievements, and accomplishments lists 4 or 5 pieces of evidence 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 	<ul style="list-style-type: none"> Qualifications, achievements, and accomplishments list 1-3 pieces of evidence 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 	<ul style="list-style-type: none"> No qualifications are referenced in proposal 	
	QE2: Experience	<ul style="list-style-type: none"> Provider has at least 1 experience working with students in the proposed activities' targeted grade-level AND Provider has at least 1 experience working with K-12 students Three or more references are provided, which include contact information 	<ul style="list-style-type: none"> Provider has at least 1 experience working with K-12 students Three or more references are provided, which include contact information 	<ul style="list-style-type: none"> Provider does not have experience working with K-12 students Less than three references are provided OR references do not include contact information 	<ul style="list-style-type: none"> No experience is referenced in the proposal 	
	QE3: 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
	QE4: 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

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