

ARP ESSER SCORING RUBRIC - 3.1 Extent of Need for Project

Component	3	2	1	0	Score	Additional Findings
Definition of the problem or obstacle the ARP ESSER Afterschool program will address.	The Extent of Need for the Project section clearly defines the problem or obstacle the ARP ESSER Afterschool program will address.	The Extent of Need for the Project section partially defines the problem or obstacle the ARP ESSER Afterschool program will address.	The Extent of Need for the Project section vaguely defines the problem or obstacle the ARP ESSER Afterschool program will address.	The Extent of Need for the Project section fails to define the problem or obstacle the ARP ESSER Afterschool program will address.		
Quantitative and Qualitative Data	The Extent of Need for the Project section includes both quantitative and qualitative data specific to the target population and the school(s) the project will serve that convincingly support the identified problem. Data sources are clearly identified as well as the methods used to collect them.	The Extent of Need for the Project section includes both quantitative and qualitative data specific to the target population that partially supports the identified problem OR some data sources are not identified.	The Extent of Need for the Project section includes only one type of data (quantitative or qualitative) OR the data provided are not specific to the target population.	The Extent of Need for the Project section includes neither quantitative nor qualitative data.		
Multiple Stakeholders	The Extent of Need for the Project section uses data from multiple stakeholders from the local community including representative numbers of students, parents, and school staff.	The Extent of Need for the Project section uses data from multiple stakeholders from the local community including students, parents, and school staff, but the participation of one or more groups is too small to be fully representative.	The Extent of Need for the Project section uses data from at least two stakeholders from the local community but one key stakeholder group is not included.	The Extent of Need for the Project section uses data from only a single stakeholder group.		
Impact on Local Community	The Extent of Need for the Project section clearly and convincingly describes the wider impact on the local community if the problem is not addressed; states when and where the problem exists; and documents the factors contributing to the problem.	The Extent of Need for the Project section partially describes the wider impact on the local community if the problem is not addressed.	The Extent of Need for the Project section vaguely describes a slight impact on the local community if the problem is not addressed.	The Extent of Need for the Project section fails to describe the wider impact on the local community if the problem is not addressed.		

12 possible points

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ARP ESSER SCORING RUBRIC - 3.2 Project Design

Component	3	2	1	0	Score	Additional Findings
Evidence-Based Research	The proposed core academic activities are clearly supported by rigorous, peer-reviewed evidence-based research that provides convincing evidence of the success of the specific activities/strategies with diverse populations and/or with populations similar to the target population.	The proposed core academic activities are partially supported by evidence-based research or that provides some evidence that the program or activity may be successful.	The section provides limited or unrelated evidence-based research to support the proposed core academic activities.	No evidence-based research is cited.		
Strategies and Activities	The section provides convincing evidence that most of the proposed academic enrichment strategies and activities will meet the needs of the target student population as described in the Extent of Need for the Project.	The section partially provides evidence that most of the proposed academic enrichment strategies and activities will meet the needs of the target student population as described in the Extent of Need for the Project.	The section provides limited or unrelated evidence that most of the proposed academic enrichment strategies and activities will meet the needs of the target student population as described in the Extent of Need for the Project.	The section fails to provide evidence that the proposed academic enrichment strategies and activities will meet the needs of the target student population as described in the Extent of Need for Project.		
Evidence of Experience and/or Success	The section provides convincing evidence of experience and/or success that the lead agency and its partners have in providing educational and related activities that will complement and enhance the academic achievement and positive youth development of students.	The section provides partial evidence of experience and/or success that the lead agency and its partners have in providing educational and related activities that will complement and enhance the academic achievement and positive youth development of students.	The section provides limited evidence of experience and/or success, that the lead agency and its partners have in providing educational and related activities.	The section provides no evidence of experience and/or success, that the lead agency and its partners have in providing educational and related activities.		

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<p>Selection and Recruitment</p>	<p>The section presents selection criteria that are aligned with the population’s needs and clearly describes how the target group will be identified, recruited, and selected. This section clearly and thoroughly describes how information about the program (including its location) will be disseminated to the community in a manner that is understandable and accessible.</p>	<p>The section presents selection criteria that are aligned with the population’s needs and partially describes how the target group will be identified, recruited, and selected. This section describes how information about the program (including its location) will be disseminated to the community.</p>	<p>The section presents selection criteria that has a limited alignment with the population’s needs and describes how the target group will be identified, recruited, and selected. This section vaguely describes how information about the program (including its location) will be disseminated to the community.</p>	<p>The section fails to describe participant selection and recruitment criteria. This section fails to describe how information about the program will be disseminated to the community.</p>		
<p>Academic and Enrichment Time</p>	<p>The section clearly and thoroughly describes how the program logistics and schedule will reinforce and complement the regular academic enrichment program to include how academic instruction is aligned with the students regular school day.</p>	<p>The section partially describes how the program logistics and schedule will reinforce and complement the regular academic enrichment program to include how academic instruction is aligned with the students regular school day.</p>	<p>The section vaguely describes how the program logistics and schedule will reinforce and complement the regular academic enrichment program to include how academic instruction is aligned with the students regular school day.</p>	<p>The section fails to describe how the program logistics and schedule will reinforce and complement the regular academic enrichment program to include how academic instruction is aligned with the students regular school day.</p>		
<p>Frequency and Duration</p>	<p>The section clearly and convincingly describes how the frequency and duration of the program will meet the needs of the target group, and is in compliance with grant requirements outlined in Section 2.0.1.</p>	<p>The section partially describes how the frequency and duration of the program will meet the needs of the target group; is in compliance with grant requirements outlined in Section 2.0.1, but some questions still remain.</p>	<p>The section vaguely describes how the frequency and duration of the program will meet the needs of the target group OR the frequency or duration may not be in compliance with grant requirements outlined in Section 2.0.1.</p>	<p>The section fails to describe how the frequency and duration of the program will meet the needs of the target group OR the proposed frequency and duration are not in compliance with grant requirements outlined in Section 2.0.1.</p>		

ARP ESSER SCORING RUBRIC - 3.2 Project Design

<p>Attendance</p>	<p>The section provides a clear description of how the program will monitor attendance (including the issue of students absent from school, students with early dismissal, and notifying parents when students are absent from the program) that is likely to result in clear communication with parents and improved student participation.</p>	<p>The section provides a description of how the program will monitor attendance so that some communication with parents and improved student participation may occur, but a portion of the monitoring plan is problematic.</p>	<p>The section provides a vague description of how the program will monitor attendance.</p>	<p>The section fails to provide a description of how the program will monitor attendance OR the description provided does not ensure clear communication with parents and improved student participation.</p>		
<p>Transportation Plan</p>			<p>The section provides a clear description of a transportation plan (including how participants will arrive at and leave from the program safely) that is likely to result in students being safe and secure.</p>	<p>The section fails to provide a description of a transportation plan OR the proposed plan will not ensure the safe arrival and departure of students.</p>		
<p>Professional Development</p>	<p>The section provides a clear description of a professional development plan (including the provider, eligibility, frequency, accountability and sharing) that is likely to result in high-quality program implementation.</p>	<p>The section describes a professional development plan, but omits including one or two of the following components: the provider, eligibility, frequency, accountability, or sharing.</p>	<p>The section describes a professional development plan, but omits more than two of the following components: the provider, eligibility, frequency, accountability, or sharing.</p>	<p>The section fails to describe a professional development plan.</p>		
<p>Staff/Volunteer Training</p>	<p>The section clearly and thoroughly explains how staff will be selected, trained, and supervised (including volunteers if applicable); how background checks will be conducted; and a description of staff and volunteers' roles and responsibilities.</p>	<p>The section partially explains how staff will be selected, trained, and supervised (including volunteers if applicable); how background checks will be conducted; and a description of staff and volunteers' roles and responsibilities.</p>	<p>The section vaguely explains how staff will be selected, trained, and supervised (including volunteers if applicable); how background checks will be conducted; and/or does not include a description of staff and volunteers' roles and responsibilities.</p>	<p>The section fails to provide an explanation of how staff will be selected, trained, and supervised (including volunteers if applicable); how background checks will be conducted; and a description of staff and volunteers' roles and responsibilities.</p>		

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Accessibility			<p>The section clearly and thoroughly addresses any issues relative to the provision of how the program will implement the specific requirements of a student's Individualized Education Plan (IEP); and describes how the program will accommodate students and families for whom English is a second language.</p>	<p>The section fails to address any of the issues relative to how the program will implement the specific requirements of a student's Individualized Education Plan (IEP); or does not describe how the program will accommodate students and families for whom English is a second language.</p>		
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29 possible points

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ARP ESSER SCORING RUBRIC - 3.3 Performance Measures and Indicators

Component	3	2	1	0	Score	Additional Findings
Performance Goals and Indicators	Each of the Performance Indicators in Exhibit 4 are: strategic/specific; measurable; attainable; results-based; and time-based, and are aligned with the Maryland College and Career-Ready Standards and/or the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.	Most of the Performance Indicators in Exhibit 4 are: strategic/specific; measurable; attainable; results-based; and time-based, and are aligned with the Maryland College and Career-Ready Standards and/or the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.	Some of the Performance Indicators in Exhibit 4 are: strategic/specific; measurable; attainable; results-based; and time-based, and are aligned with the Maryland College and Career-Ready Standards and/or the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.	The Performance Indicators are not included; or none of the Performance Indicators included in Exhibit 4 are: strategic/specific; measurable; attainable; results-based; and time-based, and are not aligned with the Maryland College and Career-Ready Standards and/or the National Afterschool Association Core Knowledge and Competencies for Afterschool		
Performance Measures and Extent of Need Alignment	Each Performance Measure in Exhibit 4 clearly addresses a major problem that was identified in the Extent of Need of Project.	Most of the Performance Measures in Exhibit 4 are aligned with problems identified in the Extent of Need of Project.	Some Performance Measures in Exhibit 4 are aligned with needs that were demonstrated in the Extent of Need of Project.	None of the Performance Measures in Exhibit 4 are aligned with needs that were demonstrated in the Extent of Need of Project.		
Alignment with Maryland College and Career Ready Standards and the National Afterschool Association Core Knowledge and Competencies For Afterschool and Youth Development for Professionals.	100% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with the Maryland College and Career-Ready and the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.	75% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with the Maryland College and Career-Ready and the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.	More than 50% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with the Maryland College and Career-Ready and the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.	Less than 50% of the Activities, Data Sources, and Evaluation Methods in Exhibit 4 are directly aligned with the Maryland College and Career-Ready and the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		

9 possible points

0

ARP ESSER SCORING RUBRIC - 3.5 Implementation Governance Plan

Component	3	2	1	0	Score	Additional Findings
Responsibility for Program Implementation	The section clearly outlines the organizational framework and identifies the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).	The section partially outlines the organizational framework and identifies the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).	The section vaguely outlines the organizational framework and identifies the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).	The section fails to outline the organizational framework and does not identify the positions that will be responsible for grant implementation (ex:Grant Manager, Fiscal Officer, Academic and Enrichment Teacher, Parent Liaison, Evaluator, etc).		
Leadership Team	The section identifies the project’s leadership team, qualifications, and percentage of time and effort each will devote to the project, frequency of meetings, and how each will ensure successful project implementation.	This section identifies the project’s leadership team, but neglects to include information on their qualifications, OR the percentage of time and effort each will devote to the project, OR the frequency of meetings, OR how each will ensure successful project implementation.	This section identifies the project’s leadership team, but neglects to include information on two or more of the following: qualifications, percentage of time and effort; frequency of meetings; and accountability of the leadership team.	This section fails to identify the leadership team, or include the qualifications, percentage of time and effort, meeting schedule, and accountability of the leadership team.		
Steering Committee	The section identifies a Steering Committee, including but not limited to School Administrator, Parent(s), Student(s), Project Director, Partners, Community Leader, etc., for the project that represents all major stakeholders, including qualifications and responsibilities, and the frequency of meetings.	The section identifies a Steering Committee for the project that represents all major stakeholders, but omits including qualifications and responsibilities, OR the frequency of meetings.	The section identifies a Steering Committee for the project that represents some stakeholders, but omits qualifications, responsibilities, and the frequency of meetings.	The section fails to identify a Steering Committee for the project.		
Management Plan Worksheet, Exhibit 5	The Management Plan Worksheet, Exhibit 5, clearly supports the proposed Project Design and includes all major management (SMART) actions, the timeframe, and the specific persons responsible for each action, and worksheet does not include direct service activities.	The Management Plan Worksheet, Exhibit 5 supports the proposed Project Design and includes most of the major management (SMART) actions, the timeframe, and the specific persons responsible for each action; and worksheet does not include direct service activities.	The Management Plan Worksheet, Exhibit 5 provides incomplete support of the proposed Project Design and includes portions of the major management (SMART) actions, the timeframe, and the specific persons responsible for each action.	The Management Plan Worksheet, Exhibit 5, was not included in the proposal.		

12 possible points

0

ARP ESSER SCORING RUBRIC - 3.6 Evaluation Dissemination

Component	3	2	1	0	Score	Additional Findings
Evaluation Questions		The section clearly specifies logical evaluation questions that enable project leaders to assess progress toward all performance measures, and enable project managers to determine which strategies and activities have been successful.	The section specifies evaluation questions that enable project leaders to assess progress toward performance measures, but will not enable project managers to determine which strategies and activities have been successful.	The section does not specify any evaluation questions; OR, the section specifies evaluation questions that will neither enable project leaders to determine which strategies and activities have been successful, and those that need to be revised, nor enable project leaders to assess progress toward performance measures.		
Data and Measurement Instruments		The section clearly describes data and measurement instruments that are appropriate to the evaluation questions and will enable them to be completely answered.	The section vaguely describes data and measurement instruments that are appropriate to the evaluation questions and will enable them to be partially answered.	The section does not describe data and measurement instruments.		
Data Collection Plan	The section provides a logical plan for how all of the needed data will be collected and analyzed, including who is responsible and a timeline.	The section provides a plan for data collection and analysis with the majority of required details provided.	The section provides a plan for data collection and analysis with the majority of required details unclear or missing.	The section does not provide a plan for data collection; OR, required details are unclear or missing.		
Ensuring Data Integrity and Accuracy	The section provides a thorough description of an effective plan to ensure the integrity and accuracy of data.	The section provides a brief description of a plan to ensure the integrity and accuracy of data.	The section provides a description of a plan to ensure the integrity and accuracy of data, but the plan will not sufficiently ensure the integrity and accuracy of data.	The section does not provide a plan to ensure the integrity and accuracy of data.		
Evaluator			The section clearly specifies a qualified third party individual or group to conduct the external evaluation (including their resume in the Appendices), OR provides a detailed job description and a selection process that will enable a qualified evaluator to be identified.	The section fails to specify a third party individual or group to conduct the external evaluation, AND fails to provide a detailed job description.		

ARP ESSER SCORING RUBRIC - 3.6 Evaluation Dissemination

Use of Evaluation	The section provides a well-thought-out plan (including timeline) for using evaluation findings that will enable project leaders to make appropriate improvements in the project.	The section provides a plan including a mid-term and/or end-term program review that will enable project leaders to make some improvements in the project, but some aspects of the plan are problematic.	The section provides a vague plan for using evaluation findings, or it is unclear how it will enable project leaders to make improvements in the project.	The section does not provide a plan for using evaluation findings.		
Dissemination to Stakeholders	There is a clear and effective plan for disseminating the evaluation's findings to all major stakeholders, and all individuals with an interest in the project, including how dissemination formats will be appropriately tailored to meet the needs of diverse stakeholders.	There is a plan for disseminating the evaluation's findings to most major stakeholders, but some stakeholders are excluded.	There is a plan for disseminating the evaluation's findings to some stakeholders but the formats are not appropriately tailored for the targeted audiences.	The section does not provide a plan for disseminating the evaluation's findings to any stakeholders.		

17 possible points

0

ARP ESSER SCORING RUBRIC - 3.8 Leveraging Private and Existing Partnerships

Component	3	2	1	0	Score	Additional Findings
Leveraging Private and Existing Funding Sources	The section clearly and thoroughly describes how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources.	The section partially describes how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources.	The section vaguely describes how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources.	The section does not describe how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources.		

3 possible points

0



ARP ESSER SCORING RUBRIC - 3.9 Partners

Component	3	2	1	0	Score	Additional Findings
Partner Accountability.		The section clearly and thoroughly describes the mechanisms by which the project will define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding).	The section provides a description, but omits key elements of the mechanisms by which the project will define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding).	The section fails to describe the mechanisms by which the project will hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding).		
Partners Plan Worksheet/ Exhibit 6		The Partners Plan Worksheet, Exhibit 6, clearly indicates the project's partners; respective roles in the project; goals, objectives, and population the partners will target; benefits each will receive; and specific contribution partners will make (e.g., financial, equipment, personnel).	The Partners Plan Worksheet, Exhibit 6, indicates the project's partners but does not clearly indicate some of the following components: respective roles in the project; goals, objectives, and population the partners will target; benefits each will receive; and specific contribution partners will make (e.g., financial, equipment, personnel).	The Partners Plan Worksheet, Exhibit 6, was not included in the proposal.		
Letters of Commitment		100% of Partner Letters contain all the components that are outlined in subsection a-f in Section 3.9.1 of the RFP.	At least 75% of Partner Letters contain the components that are outlined in a-f in Section 3.9.1 of the RFP.	Less than 75% of Partner Letters contain all the components that are outlined in a-f in Section 3.9.1 of the RFP.		

6 possible points

0

ARP ESSER SCORING RUBRIC - 4.0 Sustainability

Component	3	2	1	0	Score	Additional Findings
Additional Resources	The section clearly and thoroughly explains how project will be sustained after Year 3 of funding including any planned efforts to secure additional partners and/or funding sources.	The section partially provides an explanation on how project will be sustained after Year 3 of funding and refers to some efforts to secure additional partners and/or funding sources.	The section provides a vague explanation on how project will be sustained after Year 3 of funding.	There is no discussion of how the project will be sustained after Year 3 of funding.		
Current Partners	The section clearly describes how the project will maintain its current partners after Year 3 of funding.	The section partially describes how the project will maintain its current partners after Year 3 of funding.	The section vaguely describes how the project will maintain its current partners after Year 3 of funding.	The section does not provide an explanation of how the project will maintain its current partners after Year 3 of funding.		

6 possible points

0

ARP ESSER SCORING RUBRIC - 5.0 Budget

Component	3	2	1	0	Score	Additional Findings
Adequacy of Funding Request	The section clearly and thoroughly demonstrates that there are sufficient, and reasonable and cost effective resources to successfully implement the proposed program as described in the project narrative.	With the exception of one or two line items, this section demonstrates there are sufficient, and reasonable and cost effective resources to successfully implement the proposed program as described in the project narrative.	The section demonstrates there are sufficient, but not necessarily reasonable or cost effective resources to implement the proposed program as described in the project narrative.	The section does not provide a budget OR the provided budget provides insufficient, unreasonable resources.		
Budget Worksheet	This section's provides details for the each year of the project in an itemized budget, itemizes general expenses into specific line items, specifies how the expense was calculated for each line item, and clearly show the requested funds and in-kind contributions with identified sources in each year.	This section's provides details for the each year of the project in an itemized budget, itemizes general expenses into specific line items, specifies how the expense was calculated for each line item, but does not clearly show the requested funds and in-kind contributions with identified sources in each year.	This section's provides details for the each year of the project in an itemized budget, itemizes general expenses into specific line items, but does not specify how the expense was calculated for each line item, and does not clearly show the requested funds and in-kind contributions with identified sources, in each year.	The section's itemized budget either fails to break down the general expenses into specific line items, or does not specify how the expense was calculated for each line item to indicate in-kind contributions and sources.		
Budget Alignment	The budget worksheet and C125 have been submitted and all budget objects (Salaries and Wages, Contracted Services, Supplies and Materials , Other Charges, Equipment, and Transfers) are in direct alignment.	The budget worksheet and C125 have been submitted and some of the budget objects (Salaries and Wages, Contracted Services, Supplies and Materials , Other Charges, Equipment, and Transfers) are in direct alignment.	The budget worksheet and C125 have been submitted and some of the budget objects (Salaries and Wages, Contracted Services, Supplies and Materials , Other Charges, Equipment, and Transfers) are in direct alignment.	The budget worksheet and/or C125 have not been submitted.		
Finance Official			A finance official/bookkeeper has been included Under Salaries and Wages or Contracted Services.	A finance official/bookkeeper has not been included included Under Salaries and Wages or Contracted Services.		
Vendor Contracts			A finance official/bookkeeper has been included Under Salaries and Wages or Contracted Services.	A finance official/bookkeeper has not been included included Under Salaries and Wages or Contracted Services.		

11 possible points

0

ARP ESSER SCORING RUBRIC - Exhibits

Component	3	2	1	0	Score
Exhibit Submissions			All required exhibits (2,3,4,5,6,8,9,10,11) have been submitted.	All required exhibits (2,3,4,5,6,8,9,10,11) have not been submitted.	

1 possible points

0

Score Summary

Sections

	<i>Maximum</i>	<i>Reviewer's</i>
Extent of Need for Project	12	0
Project Design	29	0
Performance Measures and Indicators	9	0
Implementation and Governance Plan	12	0
Evaluation and Dissemination	17	0
Leveraging Private & Existing Partnerships	3	0
Partners	6	0
Sustainability	6	0
Budget	11	0
<i>Sub Total</i>	105	0
Competitive Priority # 1 (if applicable)	5	
Competitive Priority # 2 (if applicable)	5	
<i>Total</i>	115	0

Competitive Priorities: Additional points shall be given to applications addressing the following Competitive Priorities

#1. Applicants that propose to serve LSSs with percentages at or below 50 percent of students receiving in-person instruction as reported in the Maryland Phased Re-Opening for Local School Systems. (5 Points)

2 Applications that integrate social-emotional learning in accordance with programs implemented in the schools of the target population. Applicants must provide a letter of support within the appendices from the partnering school(s) acknowledging the social-emotional learning curriculum/or program to be implemented. A letter of support is required to receive the additional five points. (5 Points)