**EXHIBIT 4:**

Performance Goals and Indicators

The Maryland State Department of Education (MSDE) identifies three performance goals to evaluate the effectiveness of the ARP ESSER grant programs. The applicant is responsible for identifying the Performance Indicators, [Maryland College and Career-Ready Standards](https://mdk12.msde.maryland.gov/INSTRUCTION/commoncore/Pages/index.aspx), [National Afterschool Association (NAA) Core Knowledge and Competencies for Afterschool and Youth Development Professionals](https://naaweb.org/images/NAA-CoreComp-Infographic.pdf)[,](https://mdoutofschooltime.org/wp-content/uploads/MOST_Standard_Core_Final_2010.pdf) Activities, Data Source(s) and Evaluation Methods to achieve the specified goal. The applicant must identify the grade level Maryland College and Career-Ready Standards. The National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals include: (1) Child/Youth Growth & Development, (2) Learning Environments & Curriculum, (3) Child/Youth Observation & Assessment, (4) Interactions with Children & Youth, (5) Youth Engagement, (6) Cultural Competency & Responsiveness, (7) Family, School,& Community Relationships, (8) Safety and Wellness, (9) Program Planning and Development, and (10) Professional Development and Leadership.

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| **Afterschool Program Goal 1:**Integrate an educational component that will assist students in meeting academic requirements on grade level. | | | | | |
| ***Performance Indicators*** | ***College and Career-Ready Standard*** | ***NAA Core Knowledge and Competencies*** | ***Activities***  Include those activities specifically chosen to influence the area addressed by the performance indicator | ***Data Source(s) and Evaluation Methods***  List all data sources used to examine this indicator | ***Grant Year***  Indicate which grant years this indicator will be examined |
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| **Afterschool Program Goal 2:**  (1)Provided learning and enrichment activities that assisted students in achieving at or above grade level in the next school year; and  (2) Exposed students to future learning and life opportunities | | | | | |
| ***Performance Indicators*** | ***College and Career-Ready Standard*** | ***NAA Core Knowledge and Competencies*** | ***Activities***  Include those activities specifically chosen to influence the area addressed by the performance indicator | ***Data Source(s) and Evaluation Methods***  List all data sources used to examine this indicator | ***Grant Year***  Indicate which grant years this indicator will be examined |
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| **Afterschool Program Goal 3:**  (1) Enhance educational purpose of school; or  (2) Enhance students’ access to physical, social, and emotional support. | | | | | |
| ***Performance Indicators*** | ***College and Career-Ready Standard*** | ***NAA Core Knowledge and Competencies*** | ***Activities***  Include those activities specifically chosen to influence the area addressed by the performance indicator | ***Data Source(s) and Evaluation Methods***  List all data sources used to examine this indicator | ***Grant Year***  Indicate which grant years this indicator will be examined |
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