**ATTACHMENT A**

# Florida Comprehensive Literacy State Development (CLSD) Subgrant Selection Criteria and Rubric

**Scoring Requirements**

The following criteria will be used by reviewers to evaluate the application. The Department will determine the minimum threshold of total points earned (excluding points earned for Competitive Preference Priorities) to be recommended for funding. Additionally, applicants that earn zero (0) points for any section will not be recommended for funding.

# Application Checklist

The Florida Department of Education’s Technical Review Team will ensure that each applicant submitted all required narratives and appendices prior to scoring the application. Applications that are missing one or more required items and/or appendices will not be scored.

# Rating Characteristics

* **Not Addressed/0 Points**

The response is not provided.

# Poorly Developed/1 Point

The response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or applicant’s capacity to execute it.

# Marginally Developed/2 Points

The response meets some of the established criteria but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant’s capacity to execute it.

# Adequately Developed/3 Points

The response meets most of the established criteria, but it requires additional information, explanation or detail in one or more areas.

# Well Developed/4 Points

The response meets the established criteria, but it requires additional information, explanation or detail in one or more areas.

# Fully Developed/5 Points

The response demonstrates the applicant’s thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the LEA expects to operate and inspires confidence in the applicant’s ability to execute the plan effectively.

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| **Review Criteria** |
| **Section 1: Executive Summary** |
| Identifies an overview of the types of services that will be provided. Applicants must describe how collaboration with partners will be established to ensure that all age levels are addressed in the application, birth through grade 12. Goals of this project includes: Build capacity of stakeholders’ knowledge and use of evidence-based practices, improve teacher use of evidence-based practices to improve literacy outcomes and increase literacy outcomes and reduce the achievement gap.Did the applicant:* Describe the vision of the project;
* Describe the alignment of the project to the applicant’s local literacy plan;
* Summarize the amount of funding requested;
* Include the grant project goals and activities in alignment with CLSD project goals including Build capacity of stakeholders’ knowledge and use of evidence-based practices, improve teacher use of evidence- based practices to improve literacy outcomes and increase literacy outcomes and reduce the achievement gap;
* Explain how the project activities will support advancing the language and literacy development of the children served; and
* Include a brief summary of partnership collaboration to ensure that all levels, birth through grade 12 are addressed?
 | Did the applicant include a response in the proposal?* Yes ☐ No
 |
| **Total Points Earned** | **0 – Fixed Requirement** |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 2: Project Design/Scope of Work** |
| * Describe the project key activities and timeline for implementation.
* Proposed activities should reflect the full term of the performance project funding (January 1, 2023-September 30, 2025). Funding for years two and three are contingent on federal funding.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| Outline the specifics of project activities for implementation including resources needed, as well as the names of the lead person(s). | 0 | 1 | 2 | 3 | 4 | 5 |
| Describe the performance measures used to identify the starting point from which progress will be measured (e.g., standardized test scores, needs assessment results and qualitative data). | 0 | 1 | 2 | 3 | 4 | 5 |
| **Total Points Earned** | **/15 Points** |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 3: Comprehensive Literacy Instructional Plan** |
| Informed by a comprehensive needs assessment (e.g., District Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool, Preschool Development Grant (PDG) Needs Assessment Birth-5). | 0 | 1 | 2 | 3 | 4 | 5 |
| Aligned to the LEAs CERP and targeted to traditionally underrepresented children across the B-12 continuum, specifically, students with disabilities, English language learners and | 0 | 1 | 2 | 3 | 4 | 5 |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 3: Comprehensive Literacy Instructional Plan** |
| economically disadvantaged children in high needs schools and early childhood programs. |  |  |  |  |  |  |
| Includes interventions and practices that are supported by strong, moderate or promising evidence. | 0 | 1 | 2 | 3 | 4 | 5 |
| Includes a plan for professional development reflected in ATTACHMENT C. Proposed activities should reflect the full term of the performance project funding (January 1, 2023- September 30, 2025). Funding for years two and three are contingent on federal funding. | 0 | 1 | 2 | 3 | 4 | 5 |
| Outlines a plan to monitor learner outcomes, including stakeholders’ and teachers’ knowledge of evidence-based practices to improve literacy outcomes. | 0 | 1 | 2 | 3 | 4 | 5 |
| **Total Points Earned** | **/25 Points** |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 4: Coordination Plan** |
| * Describes the specific evidence-based practices and interventions grounded in the science of reading that will be used to improve language and literacy development. Descriptions should include evidence-based practices supporting core literacy instruction, as well as evidence- based interventions.
 | 0 | 1 | 2 | 3 | 4 | 5 |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 4: Coordination Plan** |
| * For each evidence-based practice and intervention, identify the ESSA level of evidence associated with that practice or intervention, and describe how the leadership team made that determination.
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| * Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3 and 4.
* Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English Language Learners and below grade-level reading achievement (including learners provided in Reading Improvement and Monitoring Plans).
 | 0 | 1 | 2 | 3 | 4 | 5 |
| **Total Points Earned** | **/10 Points** |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 5: Local CLSD Coordinator and Literacy Leadership Team** |
| Identifies the designated CLSD coordinator as well as district staff and their involvement in:* Participating in the required state trainings,
* Providing technical assistance for the CLSD project.
* Providing site-based quality professional development and intensive support to:
	+ Principals;
	+ Teachers;
	+ Literacy coaches; and
	+ Early childhood program providers.
* Proposed activities should reflect the full term of the performance project funding (January 1, 2023-September 30, 2025). Funding for years two and three are contingent on federal funding.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| Describes the LEA’s plan for:Establishing a working Literacy Leadership Team (LLT) to guide and monitor progress in comprehensive literacy plan implementation,improvement and student literacy performance. | 0 | 1 | 2 | 3 | 4 | 5 |
| Describes how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood educational program or local education agency engages in a program or local education agency improvement plan, applicants should describe the use of the process and team structures in this section. | 0 | 1 | 2 | 3 | 4 | 5 |

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| **Total Points Earned** | **/15 Points** |
| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 6: Professional Development Plan** |
| Identifies implementation of all instructional materials, reading programs and evidence-based instructional strategies grounded in the science of reading. Identifies implementation in the use and interpretation of screening, diagnostic and curriculum-based progress monitoring assessments. | 0 | 1 | 2 | 3 | 4 | 5 |
| Identifies job-embedded opportunities, such as modeling in the classroom, book studies and data analysis. Identifies individualized and differentiated opportunities for professional growth. | 0 | 1 | 2 | 3 | 4 | 5 |
| Describes the district’s data-driven plan for professional development, including information on School Literacy Leadership Team involvement for professional learning. A brief description of how the overall plan for professional development meets the size criteria as delineated by ESSA for high-quality professional learning:* **Sustained:** Taking place over an extended period; longer than one day or a one-time workshop.
* **Intensive:** Focused on a discreet concept, practice or program.
* **Collaborative:** Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which
 | 0 | 1 | 2 | 3 | 4 | 5 |

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| participants work together to achieve shared understanding.* Proposed activities should reflect the full term of the performance project funding (January 1, 2023-September 30, 2025). Funding for years two and three are contingent on federal funding.
* **Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.
* **Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students.
* **Instructionally-Focused:** Related to the practices taking place in the learning environment during the teaching process.
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| **Total Points Earned** | **/15 Points** |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |  |
| **Section 7: Evidence-Based Literacy Practices and Programs** |
| Describes use of evidence-based literacy practices grounded in the science of reading, which meet the requirements of strong or moderate evidence as defined by ESSA, that provide supplemental, intensive, accelerated and explicit instruction and intervention in reading and writing strategies for ensuring equal access and treatment for children and students who have been traditionally underrepresented across the B-12 continuum, | 0 | 1 | 2 | 3 | 4 | 5 |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 7: Evidence-Based Literacy Practices and Programs** |
| specifically, students with disabilities, English language learners, and economically disadvantaged children.* Describes what processes and supports are in place to determine and ensure that PreK- 12 literacy instruction, intervention programs and practices are supported by ESSA strong or moderate levels of evidence as defined in 20 U.S.C.

§7801(21)(A)(i) and comply with Section 1011.67(2), F.S. |  |  |  |  |  |  |
| Identifies and describes the literacy programs and practices that the district will use for Tier 1 Instruction at each grade range: PreK, K-5, 6-8 and 9-12. Describes how the district will ensure supportive instruction for students:* Involved in the special education eligibility process, including students at-risk for dyslexia;
* Receiving special education services and mainstream accommodations, and 504 plans;
* Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions;
* For each evidence-based practice and

 intervention, identify the ESSA tier of  | 0 | 1 | 2 | 3 | 4 | 5 |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 7: Evidence-Based Literacy Practices and Programs** |
| evidence associated with that practice or intervention, and describe how the leadership team made that determination;* Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and
* Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).
 |  |  |  |  |  |  |
| **Total Points Earned** | **/10 Points** |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 8: Evidence- or Research-Based Family Literacy Practices and Programs** |
| Describe how the following activities will be addressed:* Provide family-focused activities for children’s language and literacy development (to include developmentally appropriate language and literacy activities), and include opportunities for better understanding of learning expectations. Activities are designed with accessibility for families to include
 | 0 | 1 | 2 | 3 | 4 | 5 |

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| **Review Criteria** | **Not Addressed** | **Poorly Developed** | **Marginally Developed** | **Adequately Developed** | **Well Developed** | **Fully Developed** |
| **Section 8: Evidence- or Research-Based Family Literacy Practices and Programs** |
| resources in home languages and developmental needs. |  |  |  |  |  |  |
| * Equip families with resources needed to promote literacy learning, such as access to books, digital content and scholarship opportunities. Activities are designed to

promote experiences for enjoyable literacy interactions. | 0 | 1 | 2 | 3 | 4 | 5 |
| **Total Points Earned** | **/10 Points** |

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| **Review Criteria** |
| **Section 9: Budget** |
| Subgrant awardee project expenses may include:* Development and roll-out of the local Birth-Grade 12 Literacy plan;
* Intensive training and ongoing coaching for all stakeholders to use evidence-based practices;
* Evidence-based family literacy programming and services;
* Purchase of evidence-based instructional resources;
* Travel and training for the local CLSD coordinator and literacy leadership team; and
* Supplies and materials related to the required activities.
 | Did the applicant include a budget proposal?* Yes ☐ No
 |
| **Total Points Earned** | **0 – Fixed Requirement** |

# Competitive Preferences

**Competitive Preference Priorities Scoring**

Reviewers will consider up to five additional pages outside the Application Narrative and Appendices to score this section. Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priorities, and, therefore, will not be eligible to receive additional points.

Each of the Competitive Preference Priorities has an established point value, listed below. Applicants are rewarded points for a Priority if they demonstrate all related criteria. These points are added to the total points earned on the Scoring Rubric for the Application Narrative and Appendices. The final total points possible does not increase.

* *Serving Disadvantaged Children (up to 5 points);*
* *Alignment of Birth to 5th Grade (up to 5 points);*
* *School Improvement Activities (up to 5 points); and*
* *VPK Providers in Quality Opportunity Zones (up to 5 points).*

**COMPETETIVE PREFERENCE 1: SERVING DISADVANTAGED CHILDREN**

|  |  |
| --- | --- |
| **Did applicant include a response in the proposal?** | * Yes ☐ No
 |
| **Applicant’s response meets the below criteria:****Clearly identifies the numbers of percentages of disadvantaged children, including:*** **children living in poverty (families with income levels <200% of the Federal poverty line);**
* **English Language Learners; and**
* **Students with Disabilities.**
 |  |
| **Points Awarded** | **/5** |

**COMPETETIVE PREFERENCE 2: ALIGNMENT OF BIRTH TO 5TH GRADE**

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| --- | --- |
| **Did applicant include a response in the proposal?** | * Yes ☐ No
 |
| **Applicant’s response meets the below criteria:*** **A significant focus on alignment to early learning, through**
	+ **Numbers and types of partnership with early learning providers, including but not limited to the proportional number**
 |  |

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| **of early learning partners to be included in this project, demonstrated through high quality Letters of Interest.** |  |
| **Points Awarded** | **/5** |

**COMPETETIVE PREFERENCE 3: SCHOOL IMPROVEMENT ACTIVIITES**

|  |  |
| --- | --- |
| **Did applicant include a response in the proposal?** | * Yes ☐ No
 |
| **Applicant’s response meets the below criteria:*** **Clearly defines a significant percentage or number of schools implementing comprehensive or targeted support under Section 1111(d) of the ESEA and include one or more early childhood education programs that serve families with income levels <200% of the Federal poverty line.**
 |  |
| **Points Awarded** | **/5** |

# COMPETETIVE PREFERENCE 4: VPK Providers in Quality Opportunity Zones

|  |  |
| --- | --- |
| **Did applicant include a response in the proposal?** | * Yes ☐ No
 |
| **Applicant’s response meets the below criteria:*** **Clearly identifies and includes Voluntary Prekindergarten (VPK) providers on probation according to Rule 6M-8.700, F.A.C. and that are located within a “Quality Opportunity Zone” within the application.**
 |  |
| **Points Awarded** | **/5** |

**FLORIDA COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT APPLICATION SCORING SHEET**

**Applicant: Reviewer Date**

**APPLICATION NARRATIVE AND APPENDICES**

|  |  |  |
| --- | --- | --- |
| **Application Component** | **Points Earned** | **Points Possible** |
| Executive Summary (fixed requirement) |  | 0 |
| Project Design/Scope of Work |  | 15 |
| Comprehensive Literacy Instructional Plan |  | 25 |
| Local CLSD Coordinator and Literacy Leadership Team |  | 10 |
| Professional Development Plan |  | 15 |
| Evidence-Based Literacy Practices and Programs |  | 10 |
| Evidence-Based Family Literacy Practices and Programs |  | 10 |
| Budget (fixed requirement) |  | 0 |
| **Total Points** |  | 100 |

# COMPETETIVE PREFERENCE PRIORITY POINTS (Optional)

Competitive Preference Priority Points supplement the application narrative and appendices score without increasing the total points possible for the application. Instead, this category rewards applicants that demonstrate commitment to characteristics the Department prioritizes.

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| **Competitive Preference Category** | **Points Earned** | **Points Possible** |
| Serving Disadvantaged Children |  | 5 |
| Alignment of Birth to 5th Grade |  | 5 |
| School Improvement Activities |  | 5 |
| VPK Providers in Quality Opportunity Zones |  | 5 |
| **Total Points** |  |  |

**TOTAL POINTS EARNED**

|  |  |
| --- | --- |
| Application Points Earned |  |
| Competitive Preference Priority Points Earned |  |
| **Overall Application Score** |  |