FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal (RFP Discretionary)

Bureau / Office

Division of Public Schools
Just Read, Florida!

TAPS Number

23A260

Program Name

Florida Comprehensive Literacy State Development (CLSD) Program

Specific Funding Authorities

CFDA #84.371, Comprehensive Literacy State Development Program
PL111-117
TITLE I, PART E ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS
AMENDED

Funding Purpose / Priorities

The Florida Department of Education (FDOE) received a competitive, five-year CLSD Grant from the U.S. Department of Education in January 2021, which continues through December 2025. The FDOE is required to subgrant awards to eligible subgrantees. Each subgrantee must allocate funds according to the following ratios: 15 percent of the grant funds must serve children from birth through kindergarten entry; 40 percent must serve students in kindergarten through grade 5; and 40 percent (20 percent grades 6-8; 20 percent grades 9-12) must serve students in middle and high schools.

The purpose of the CLSD grant is to award subgrants that advance literacy skills and development. These skills include building capacity of knowledge and implementation of evidence-based practices to increase literacy outcomes for all children from birth through grade 12. The overarching goals of the CLSD grant include: 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.

The CLSD grant process will award subgrantee applicants who propose high-quality, evidence-based birth-grade 12 literacy support systems that benefit the highest populations of traditionally

underrepresented children across the B-12 continuum, specifically, students with disabilities, English language learners, and economically disadvantaged children in high need schools and early childhood programs

The two-year subgrants will focus on developing capacity of evidence-based practices and programs to increase literacy outcomes for children in Florida. Subgrantees will concentrate on implementing practices aligned with the measurable goals of LEAs' annual K-12 Comprehensive Evidence-Based Reading Plans (CERPs). CERPs depict and detail the role of administration (both district and school level), professional development, assessment, curriculum and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C. The grant will also support professional learning, coaching and knowledge and capacity of evidence-based practices. The partnership between subgrantees and the Department will allow the opportunity to comprehensively train and fully support all stakeholders for effective implementation of evidence-based practices and programs to meet the needs of Florida's diverse population.

$19,950,200 is available for the Department to award subgrants to carry out the following objectives:
1. Increase language and early literacy skills for children birth to age 5 in early childhood programs
2. Increase the percentage of third grade students reading at or above grade level in high-needs schools
3. Decrease the percentage of third grade students reading at the lowest achievement level on the state assessment in high-needs schools
4. Increase reading proficiency for secondary students in high-needs schools
5. Increase literacy outcomes for traditionally underrepresented children across the B-12 continuum, specifically, students with disabilities, English language learners, and economically disadvantaged children in high need schools and early childhood programs

The Department will monitor progress toward these goals on a quarterly and annual basis throughout the duration of the grant.

Total Funding Amount

$19,950,200 contingent on federal funding. Each subgrantee will be awarded based on identification of need(s) of the funding and application rubric scoring. $10,404,000 is available for subgrant year one (2023-2024). Funding for years two and 3 is contingent on federal funding. Each subgrantee must allocate funds according to the following minimum ratios:
*   15% to serve students from birth to age 5
*   40% to serve students from Kindergarten to grade 5
*   40% to serve students from grade 6 to grade 12 in an equal distribution (20% grades 6-8; 20% grades 9-12)
*   Up to 5% for additional support in identified areas (e.g., administrative costs)

Anticipated Number of Subgrantee Awards: 10-15 Local Educational Agencies (LEAs)

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Anticipated Range of Subgrantee Awards: $650,000 - $1.5 million for the duration of the program period

*Years two and three are subject to continued funding approved by U.S. Department of Education.

Type of Award
Discretionary Competitive

Budget / Program Performance Period
January 1, 2023 through September 30, 2025 Target Population(s)
LEAs that serve children and students birth-grade 12, with an emphasis on children and students who have traditionally been underrepresented, specifically, students with disabilities, English language learners, and economically disadvantaged children.

Subgrantee applicants are to select a feeder system that is likely to serve the same disadvantaged children as they progress through their education, and therefore the following age spans must be included in applicants' proposals: birth–preschool, elementary (grades K–5), middle school (grades 6–8) and high school (grades 9–12). To ensure a B-12 continuum, LEAs must partner with early childhood providers that serve children birth to age 5 including center-based child care, family child care, School Readiness (SR) programs, Voluntary Prekindergarten (VPK) programs, Early Head Start and Head Start.

Eligible Applicant(s)
The eligible LEA applicants for subgrants:
- Serve a high-percentage or number of high-need schools;
- Have a high percentage or number of children reading and writing below grade level;
- Show growth over the past two to three years in literacy;
- Have 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 and in a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Application Due Date
On or before January 13, 2023 at 1:00 PM EST

The due date refers to the date of receipt in the Office of Grants Management.

For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management, meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

Matching Requirement
None

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Contact Persons

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Assurances

The Department has developed and implemented a document entitled **General Terms, Assurances and Conditions for Participation in Federal and State Programs** to comply with:

2 C.F.R. 200 Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Department, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

> **School Districts, Community Colleges, Universities, and State Agencies**
> The certification of adherence, currently on file with the Department's Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: The Uniform Grants Guidance (UGG) combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the Department this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: https://cfo.gov/cofar.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at
http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls

Funding Method

Federal Cash Advance (Public Entities only as authorized by the Department)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through Department's Florida Grants System (FLAGS). In accordance with federal regulations outlined in the Cash Management Improvement Act (CMIA), cash should be requested no more than three business days from the anticipated date of disbursement. Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable Department reviewers to understand the nature and reason for the line item cost.

All Funded programs and any amendments are subject to the procedures outlined in the Department Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All must be available upon request.

Budgeted items must correlate with the narrative portion of the project application that describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must
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be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Unallowable Expenses:
Unless otherwise specifically authorized herein, sub-recipient shall not convey anything of value, including but not limited to gifts, loans, rewards, favors or services, directly to any agent, employee or representative of the Department, and shall promptly notify the Department in the event that an agent, employee or representative of the Department attempts to solicit the same.

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the Department's program office with questions regarding allowable costs.

- Proposal preparation including the costs to develop, prepare or write the proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without Department pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at https://myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/referenceguideforstateexpenditures.pdf?sfvrsn=fc1c5555_2

Equipment Purchases
Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference

Guide for State Expenditures, https://myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/state-agencies/referenceguideforstateexpenditures.pdf?sfvrsn=fc1c5555_2

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at:
http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.

Administrative Costs (5% Cap) including Indirect Costs

School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

Administrative and indirect are shared costs that cannot exceed 5% of the award amount. The administrative cost must apply to an administrative function.

The term 'administration', when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities.

Administrative costs are costs that cannot be identified with any single program, but are indispensable to conducting agency activities and to the organization's survival. The Florida Department of Education recognizes that allowable general and administrative costs are essential and legitimate costs of provider agencies.

The administrative costs of the provider represent costs which are incurred for common or joint objectives in providing services. Such costs are distributed to all provider programs on an allocation basis; that is, a fair share of expenses is distributed to each service program. G & A costs may include:

State of Florida, Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland

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Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at:
 http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf.

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the department an annual report in the format required by the department. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link:
https://www.flgov.com/wp-content/uploads/orders/2020/EO_20-44.pdf

For Federal Programs - General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

Narrative Section

Scope of Work/Narrative Components and Scoring Criteria

The CLSD subgrant competitive application process is designed to award eligible entities serving children and students birth-grade 12, with an emphasis on children and students who have traditionally been underrepresented, specifically students with disabilities, English language learners and economically disadvantaged children. Subgrantee applicants are to select a feeder system that is likely to serve the same disadvantaged children as they progress through their education, and therefore the following age-spans must be included in applicant's proposals to ensure a birth-grade 12 continuum:

- Birth-Preschool
- Elementary (grades K-5)
- Middle School (grades 6-8)
- High School (grades 9-12)

Each LEA must partner with early childhood providers that serve children birth to age 5 including center-based child care, family child care, SR programs, VPK programs, Early Head Start and Head Start.

Each subgrantee must allocate funds according to the following ratios:

- 15% to serve students from birth to age 5

- 40% to serve students from Kindergarten to grade 5
- 40% to serve students from grade 6 to grade 12 in an equal distribution (20% grades 6-8; 20% grades 9-12).
- Up to 5% for additional support in identified areas (e.g., administrative costs)

The Applicant's submitted application must include the following:

Section 1: Executive Summary (0 points – Fixed Requirement)

Develop an Executive Summary of the proposed project. Applicants must collaborate with partners to ensure that all age levels are addressed in the application, birth through grade 12. Describe the alignment of the project to the LEA's Local Literacy Plan: Birth through Grade 12 (Attachment B), including grant project goals, activities and the amount of funding requested. Provide information to align project activities and how activities will support advancing the language and literacy development of the children served. Goals of this project include: 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.

Review Criteria

Did the applicant:

- *Describe the vision of the project and include a brief summary of partnership collaboration to ensure that all levels, birth through grade 12 are addressed;*
- *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 project goals of: 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: *and*

- *Explain how the project activities will support advancing the language and literacy development of the children served?*

Section 2: Project Design/Scope of Work (15 points)

Describe the project design and the project activities to be implemented including:

a. Key activities and timeline for implementation;
b. Specifics of project activities for implementation including resources needed, as well as the names of the lead person(s); and
c. Performance measure(s)
   - For the project, the application should identify the starting point from which progress will be   measured (e.g., FAST test scores, needs assessment results and qualitative data).

Review Criteria

Did the applicant:

- *Describe the project key activities and timeline for implementation;*
- *Outline the specifics of project activities for implementation including resources needed, as well as the names of the lead person(s); and*
- *Describe the performance measures used to identify the starting point from which progress will be measured (e.g., FAST test scores, needs assessment results and qualitative data)?*

Section 3: Comprehensive Literacy Instructional Plan (25 points)

Applicants will submit a Local Literacy Plan: Birth through Grade 12 (See Attachment B) that:

    a. Is informed by a comprehensive needs assessment (e.g., CERP Reflection Tool, Preschool Development Grant (PDG) Needs Assessment: Birth-5);

    b. Is aligned with the LEA CERP;

    c. Includes interventions and practices that are supported by strong, moderate or promising evidence

    d. Includes a plan for professional development (See Attachment C);

    e. Outlines a plan to monitor learner outcomes consistent with all applicable privacy requirements, including growth and knowledge of stakeholders' and teachers' knowledge of evidence-based practices to improve literacy outcomes.

Applicants will develop and use the Local Literacy Plan across the whole system that is either already in place or will be developed through subgrant activities, aligned with the LEA CERP and targeted to traditionally underrepresented children across the B-12 continuum, specifically, students with disabilities, English language learners and economically disadvantaged children in high needs schools and early childhood programs.

Review Criteria

Did the applicant:

- *Submit a Local Literacy Plan:*
  - *Informed by a comprehensive needs assessment (e.g., CERP Reflection Tool, PDG Needs Assessment: Birth-5);*
  - *Aligned to the LEA's CERP and targeted to traditionally underrepresented children across the B-12 continuum, specifically, students with disabilities, English language learners and economically disadvantaged children in high needs schools and early childhood programs;*
  - *Includes interventions and practices that are supported by strong, moderate or promising evidence;*
  - *Includes a plan for professional development reflected in Attachment C;*
  - *Outlines a plan to monitor learner outcomes consistent with all applicable privacy requirements, including growth and knowledge of stakeholders' and teachers' knowledge of evidence-based practices to improve literacy outcomes.*

Section 4: Coordination Plan (10 points)

Develop a Coordination Plan that demonstrates a seamless coordination between early language and literacy development in early childhood programs and comprehensive literacy instruction, K-12. Applicants will provide a list of evidence-based practices and interventions and include the following information:

- 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 grounded in the science of reading supporting core literacy instruction, as well as evidence-based interventions.
- 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; and
- Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3 and 4.

   o Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English language learners and below grade-level reading achievement.

<u>Review Criteria</u>

Did the applicant?

- *Describe specific evidence-based practices and interventions grounded in the science of reading supporting core literacy instruction and evidence-based interventions;*
- *Identify the ESSA level of evidence associated with each evidence-based practice and intervention and how the leadership made that determination;*
- *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3 and 4; and*
- *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English language learners and below grade-level reading achievement?*

Section 5: Local CLSD Coordinator and Literacy Leadership Team (15 points)

Designate a local CLSD coordinator and a literacy leadership team to participate in required state trainings and technical assistance for the CLSD project, and provide site-based quality professional development and intensive support to principals, teachers, literacy coaches and early childhood program providers. Applicants will:

a. Identify the designated LEA staff (e.g., CLSD coordinator, literacy leadership team members, etc.) involvement in:
- Participating in the required state trainings; and
- Providing technical assistance for the CLSD project;

b. Provide site-based quality professional development and intensive support to:
- Principals;
- Teachers;
- Literacy coaches; and
- Early childhood program providers;

c. Describe 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; and
- LLT support to school leadership in order to become successful, including the School Literacy Leadership Teams at participating CLSD schools; and

d. Describe how the Local Literacy Plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood education 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.

<u>Review Criteria</u>

Did the applicant:

- *Identify a local CLSD coordinator and a literacy leadership team and describe their involvement in required state trainings and providing technical assistance for the CLSD project;*
- *Describe the LEA's plan for the literacy leadership team to guide and monitor progress in the local literacy plan implementation; and*

- *Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes?*

Section 6: Professional Development Plan (15 points)
Describe the plan for delivery of high-quality robust professional development services and supports using the state-developed repository of evidence-based practices for teachers, special education teachers, English as a second language teachers/specialists, literacy coaches, literacy specialists, school leaders, specialized instructional support personnel, school librarians, paraprofessionals and families. Such training should be of sufficient quality, intensity and duration. Applicants will:

a. Provide a comprehensive professional development plan (Attachment C) that supports the evidence- based practices proposed in the local literacy plan to include a description of:
   - Implementation of all instructional materials, evidence-based reading programs grounded in the science of reading and evidence-based strategies;
   - Implementation in the use and interpretation of screening, diagnostic and curriculum-based progress monitoring assessments;
   - Job-embedded opportunities, such as modeling in the classroom, book studies and data analysis;
   - Individualized and differentiated opportunities for professional growth; and

b. Provide a brief description of how the <u>overall</u> plan for professional development meets the six 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 participants work together to achieve shared understanding
   - 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

<u>Review Criteria</u>
Did the applicant:
- *Provide a data-driven professional development plan (Attachment C) based on needs that includes a description of implementation of all instructional materials, evidence-based reading programs grounded in the science of reading and strategies and use of screening, diagnostic and curriculum-based progress monitoring assessments; and*
- *Describe how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning?*

Section 7: Evidence-Based Literacy Practices and Programs (10 points)
Describe the use of evidence- and research-based literacy practices grounded in the science of reading, which meet the requirements of strong, moderate or promising evidence as defined by ESSA, that provide supplemental, intensive, accelerated and explicit instruction and intervention in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) and strategies for traditionally underrepresented children across the B-12 continuum, specifically, students with disabilities, English language learners, and economically disadvantaged children in high need schools and early childhood programs.
   a. Describe what processes and supports are in place to determine and ensure that PreK to grade 5, grades 6-8 and grades 9-12 literacy instruction, intervention programs and practices are supported by ESSA strong, moderate or promising evidence. Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English language learners and below grade-level reading achievement.
   b. 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.

Evidence-based instructional materials have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 8101(21)(A)(i) and comply with Section 1001.215(8), F.S.
   20 U.S.C. s. 8101(21)(A)(i) defines evidence-based as:
   (A) …an activity, strategy or intervention that –
       (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
           (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
           (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
           (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

To research evidence levels of programs, sites such as Evidence for ESSA, What Works Clearinghouse, Preparing Young Children for School and the National Center on Intensive Intervention are available. The Florida Center for Reading Research (FCRR) also has a Reading Program Repository that can be used to search evidence levels for certain reading programs.

To research evidence-based practices, see IES Practice Guides.

Review Criteria
Did the applicant:
   - *Describe what processes and supports are in place to determine and ensure that PreK-grade 5, grades 6-8 and grades 9-12 literacy instruction, intervention programs and practices are grounded in the science of reading and supported by ESSA strong, moderate or promising evidence;*
   - *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development; and*

- *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English language learners and below grade-level reading achievement?*

Section 8: Evidence- or Research-Based Family Literacy Practices and Programs (10 points)
Applicants will identify and include a plan for implementation of research- or evidence-based family literacy practices and programs. To research family practices and programs, a site such as [CLSD Strategies for Family Engagement](#) is available.

Applicants will describe how the following activities will be addressed:

a. 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 will be designed with accessibility for families to include resources in home languages and developmental needs; and
b. Equip families with resources needed to promote literacy learning, such as access to books, digital content and scholarship opportunities. Activities will be designed to promote experiences for enjoyable literacy interactions.

Review Criteria
Did the applicant:

- *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 resources in home languages and developmental needs; and*
- *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?*

Section 9: Budget (0 points – Fixed Requirement)
Subgrant awardee project expenses may include:

- Development and roll-out of the local Birth-12 literacy plan;
- Intensive training and ongoing coaching for all stakeholders to use evidence-based practices;
- Evidence-based family literacy programming and practices;
- Purchase of evidence-based instructional resources;
- Travel and training for the local CLSD coordinator and literacy leadership team related to grant activities and state-required trainings for the purpose of this grant; and
- Supplies and materials related to the required activities.

Please note that the CLSD program falls under a supplement vs. supplant provision. This provision ensures that the funds must be used for new activities, to augment existing activities, etc. The funds cannot be used for programs, activities, etc. that are currently in place and would continue to be in place in the absence of federal funds.

Instructions
Complete the DOE 101S Budget Narrative Form (Attachment D). Include budget planning for the full program performance period (January 1, 2023 - September 30, 2025.) In the Amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage. <u>Administrative and indirect are shared costs that cannot exceed 5% of the award amount</u>

Review Criteria
Did the applicant:

- *Complete and submit Form DOE 100A and Form DOE 101S detailing budget and planned allowable expenditures.*

Priority Points / Competitive Preference Priorities (OPTIONAL)
Describe how the Applicant fulfills the following priorities:

o **Competitive Preference 1:** *Serving Disadvantaged Children (**up to 5 points**):* To meet Competitive Preference 1 (Serving Disadvantaged Children), an applicant 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 (SWD), etc., as defined in this RFP. This competitive preference should be noted specifically in the pages of the narrative.

o **Competitive Preference 2:** *Alignment of Birth to 5th Grade (**up to 5 points**):* To ensure alignment of birth to age 5 and Kindergarten to grade 5, an applicant may be awarded up to an additional 5 points who have demonstrated in their proposals a significant focus on alignment to early learning. This may be demonstrated through the numbers and types of partnership with early learning providers, including but not limited to the proportional number of early learning partners to be included in this project, demonstrated through high quality Letters of Interest. This competitive preference should be noted specifically in the pages of the narrative.

o **Competitive Preference 3:** *School Improvement Activities (**up to 5 points**):* To meet Competitive Preference #3 (School Improvement Activities), an applicant 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.

o **Competitive Preference 4:** *VPK Providers in Quality Opportunity Zones (**up to 5 points**):* To meet Competitive Preference #4 (VPK Providers in Quality Opportunity Zones), an applicant identifies and includes Voluntary Prekindergarten (VPK) providers on probation according to Rule 6M-8.700, Florida Administrative Code (F.A.C.) and that are located within a "Quality Opportunity Zone" within the application.

Scoring Criteria: The standard scoring criteria are based on a 100-point scale, with a minimum score of 80 points necessary for an application to be considered eligible for funding. Final awards will be based on point totals and available budget.

Support for Strategic Imperatives

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.
http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.

Notice of Intent-to-Apply

The due date to notify Rebecca Burnum of intent-to-apply is December 2, 2022. Send the notification by email to justread@fldoe.org**. Providing the intent-to-apply is not required for an application to be considered. Conversely, eligible organizations which file an intent-to-apply are not required to apply.**

Method of Answering Frequently Asked Questions or Providing Changes

Answers to question regarding this RFP will be provided in writing to all applicants. **The last date that questions will be answered is December 9, 2022.** *Applicants may submit their questions to* justread@fldoe.org.

Reporting Outcomes

The Department will host required quarterly meetings with sub-grantees to discuss implementation of grant-funded literacy activities and programs as well as aggregated student achievement data. Sub-grantees submit report(s) on a quarterly basis (March, June, September, December), as well as a final report detailing the number of sites participating; number of administrators, literacy coaches and teachers participating; number of children and students served (all age groups); number of professional learning/support hours; interventions utilized; parent and family engagement activities; quantitative data to demonstrate impact on student literacy achievement; and qualitative data to capture stakeholder feedback on content relevance and perceived impact on student learning).

Financial Consequences

The contract manager shall periodically review the progress made on the activities and deliverables listed. If the subgrantee fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve: (1) withholding of payment until the deficiency is cured, (2) request the contractor redo the work, or (3) a reduced payment by the rate established under this contract or (4) terminate the contract. The contract manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the subgrantee to meet the timely and desired results. These financial consequences shall not be considered penalties.

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

1) Application is received in the Office of Grants Management within the timeframe specified by the RFP.

2) Application includes required forms: Project Narrative, DOE 100A-Project Application Form, DOE 101S-Budget Narrative Form, DOE Project Performance Accountability Form, Attachment B-CLSD Local Literacy Plan Template, and Attachment C-CLSD Professional Development Plan Instructions and Template

3) All required forms must have the assigned TAPS Number included on the form

4) All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.

- **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
- An "electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
- The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
- The department will also accept a typed signature, if the document is uploaded by the individual signing the document.

5) Application must be submitted electronically to the Office of Grants Management via CLSD@fldoe.org. Due to the server capacity limitation of 10 MB multiple emails may be required to submit all required documentation for the proposal. Please ensure that all emails are labeled to identify the agency name who is applying, the program to which the agency is applying and the number of email submissions to be submitted by the agency. i.e. 1 of 5.

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

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**

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**

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

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**

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

DOE 905D May 2022

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.						
• 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**

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:
   o Principals;
   o Teachers;
   o Literacy coaches; and
   o 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
Total Points Earned						**/15 Points**

DOE 905D May 2022

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

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.						
Total Points Earned						**/15 Points**

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

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

DOE 905D May 2022

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**

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

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**

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

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** o **Numbers and types of partnership with early learning providers, including but not limited to the proportional number**	

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.

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	

Local Literacy Plan: Birth through Grade 12

Summary and Acknowledgements

*Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed**.*

Content of the Plan

Section 1:

Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

Insert a list of all leadership team members, roles and contact information. The Applicant must include team members of early childhood program(s) and community that feed into your district. Additionally, team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Leadership Team Membership

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

Describe how the leadership team developed the plan, how the team will monitor the plan and how the team will communicate the plan.

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes including the K-12 Comprehensive Evidence-Based Reading Plan.

Districts that are required develop improvement plans or implement improvement strategies must ensure that the Local Literacy Plan is aligned with other improvement efforts.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

Describe why a Local Literacy Plan is needed in your community.

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges impacted by the plan. Data sources that the early childhood education program or LEA **may include**, but are not limited to include:*

- *Infant Risk Factors;*
- *Florida's Assessment of Student Thinking (FAST, grades VPK-10);*
- *Reading progress monitoring/diagnostic assessments;*
- *High School end-of-course tests; and*
- *Any other assessments, as applicable.*

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT LITERACY

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the literacy mission and/or vision of the LEA.

SECTION 5: MEASURABLE LEARNING PERFORMANCE GOALS

Describe the measurable performance goals addressing learners' needs (Section 3) that the Local Literacy Plan is designed to support progress toward. The plan may have an overarching goal, as well as sub-goals. See the guidance document for the definition of SMART goals.

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Goal #____ Action Plan Map

Goal Statement: _____

Evidence-Based Practice: _____

	Action Step 1	**Action Step 2**	**Action Step 3**
Components			
Timeline			
Lead Person(s)			
Resources Needed			
Specifics of Implementation (training, coaching, system structures, implementation support and			

leadership structures)			
Measure of Success			
Check-In/Review Date			

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. *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.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;*
3. *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 learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*
2. *Describe how the LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress.*

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.

Local Literacy Professional Development Plan

Instructions and Template

All applicants must provide a Professional Development Plan to support the evidence-based strategies proposed in the Comprehensive Literacy State Development (CLSD) Subgrant Local Literacy Plan. The plan should align specifically to subgrant project goals and evidence-based practices or literacy programs, as well as the mission, vision and strategic goals of the proposed project. The plan should include proposed activities for 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.

Funding for years two and three are contingent of federal funding.

INSTRUCTIONS AND DEFINITIONS FOR COMPLETING THE PROFESSIONAL DEVELOPMENT PLAN TEMPLATE

Goals and Evidence-Based Practices or Interventions

The goals and evidence-based practices or literacy programs should align specifically with the subgrant project goals and evidence-based practices or interventions and actions outlined in the Local Literacy Plan. Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound) and should be rigorous and data driven. A needs assessment of the professional development in the school/program should be conducted to determine the type of professional development that is needed and should focus on improving student achievement and development. *(Add more rows on the template as needed.)*

Professional Development Description

Some professional learning activities may address more than one goal. Provide a brief overview of activities that are a part of the professional development program. List any training activities that are planned, including internal and external events, seminars, conferences, research experiences, mentoring and coaching, partnerships, etc. Match each action/activity to its relevant goal/objective. Identify the activity/model(s) of training that will be used to best reach the above goals and objectives. Will activities be individualized or in groups? Are activities based on research or best practices? Is there a model that has been used in a population similar to the district/program? Include dates that indicate when the professional learning will begin and end.

ESSA Criteria Alignment

The *Every Student Succeeds Act* (ESSA) provides a definition of high-quality professional learning. As the Applicant documents the plan, place check marks for each criterion that is fulfilled by the professional learning activity. The following six criteria must be addressed to ensure deep learning that can change teacher practice (see part B below).

Resources

Describe the resources (staff, partners, providers, experts, etc.) that are available and/or will be utilized to carry out professional development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (grant funding, operating budget or other sources) will be used to carry out these activities?

Outcomes/Evaluation

The professional development plan should have established outcomes supported by an evaluation method to ensure goals are met. Consider how the success of the plan will be measured (behavior, attitudes, knowledge) and whether the school has met the previously identified needs. Any evaluation of outcomes should be both qualitative and quantitative (i.e., observations tracking use of new skills, self-reflection of value of new training, etc.) and include the intended impact for student performance goals and objectives.

CLSD Subgrant Considerations

When creating the professional development plan, consider how the plan overlaps with other areas of the subgrant application, such as:
- Subgrant goals and activities – Does the professional development plan align with one or more subgrant goals or activities?
    - Subgrant Goals for the CLSD Grant include:
        - 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.
- Budget – Does the budget clearly support the professional development plan?
- Technology – Will staff/faculty need training on technology?
- Networking – How will the Applicant use professional development to improve networking opportunities?

Grant Definition of "Professional Development"

Professional development means activities that:

(a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to achieve literacy success; and

(b) Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven and classroom-focused, and may include activities that:
1. Improve and increase teachers':
    i. Knowledge of the literacy standards the teachers teach;
    ii. Understanding of how students learn; or
    iii. Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments and materials based on such analysis;
2. Are an integral part of broad schoolwide and districtwide educational improvement plans;
3. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
4. Improve classroom management skills;
5. Advance teacher understanding of strategies for improving literacy achievement or substantially increasing the knowledge and teaching skills of teachers;
6. Are aligned with, and directly related to, literacy academic goals of the school or LEA;

7. Are designed to give teachers of English language learners and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
8. Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
9. Include instruction in the use of data and assessments to inform classroom practice;
10. Include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families; or
11. Where practicable, provide for school staff and other early childhood education professionals to address jointly the transition to kindergarten, including issues related to school readiness.

ATTACHMENT C

Professional Development Plan
Template Part A

LEA Lead Name:
Professional Development
Contact Name/Phone Email:
Birth Through Grade 12 Goal:
Evidence-Based Practice or Literacy Program:

Professional Development Description	Target Audience and Student Level Addressed	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
			(Check all that apply for each activity.)					
1.								
2.								
3.								
Resources Required		**Outcomes/Evaluation**						
1.		**1.**						
2.		**2.**						

3.		3.

Professional Development Plan
Template Part B

Provide a brief description of how the <u>overall</u> plan for professional development meets the six 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 participants work together to achieve shared understanding.
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.

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: **TAPS NUMBER:**	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		**Project Number (DOE Assigned)**

C) **Total Funds Requested:** ——————————— **DOE USE ONLY** **Total Approved Project:** $	D) **Applicant Contact & Business Information**	
	Contact Name: Fiscal Contact Name:	Telephone Numbers:
	Mailing Address:	E-mail Addresses:
	Physical/Facility Address:	UEI number: FEIN number:

CERTIFICATION

I, _____, (*Please Type Name)* as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____   _____   _____
     Signature of Agency Head   Title   Date

Instructions for Completion of DOE 100A

A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.

E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.

- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

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BUDGET NARRATIVE FORM 101S

A) Name of Eligible Recipient/Fiscal Agent:	
B) DOE Assigned Project Number:	
C) TAPS Number:	

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project
			D) TOTAL	$ -	0%

DOE ATTESTATION (Program and Grants Management)

The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

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April 2022   DOE 101S

Project Performance Accountability Form

Program Name: __ _____ Project Number: _____ Reporting Period (Dates): _____

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Financial Consequences/ Unit Cost
The major tasks that the grantee is required to perform and/or The specific activities performed to complete the Scope of Work	The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable	• Formative Evaluation Report • Quarterly Program Activity Report (including data and narrative description of activities) • Monthly Attendance Reports Agency will maintain the following records, as applicable, to support reported activities: • Staff, volunteer or mentor training agendas • Staff, volunteer or mentor training sign-in sheets • Screening/background documentation • Participant/student sign-in and/or sign out logs or other attendance tracking system • Curriculum/lesson plans The above documentation may be requested by the FDOE or its representatives at any time.	Date for completion of tasks consistent with quarter	Dollar value of deliverables *Financial Consequences*

Note: Add additional lines if necessary

Financial Consequences will be applied as follows:

DOE 900D May 2022

- Require Corrective Action Plans
- Delay in the approval of the next quarterly advance
- Withhold or reduce advance
- Reduction of the next quarterly advance in proportion to the work/tasks not completed as follows:
    - $___ / training or session
    - $___ / teacher or student
    - $___ / served