



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)

REQUEST FOR APPLICATIONS (RFA)

**EARLY LITERACY INTERVENTION INITIATIVE
(ELI2022)**

RFA Release Date:

Wednesday, August 11, 2021 (12:00 noon EST)

Application Submission Deadline:

Monday, September 13, 2021 (3:00 p.m. EST)

Pre-Application Webinar

Thursday, August 19, 2021

Notice of Intent to Deadline

Monday, August 16, 2021

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR CONSIDERED FOR AN
AWARD**

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APPLICATION CHECKLIST

EARLY LITERACY INTERVENTION GRANT

The Office of the State Superintendent of Education (OSSE) will not forward applications to the review panel that do not conform to the following specifications:

- The application is submitted using OSSE's Enterprise Grants Management System (EGMS), [Grants.Osse.Dc.Gov](https://grants.osse.dc.gov).
- The applicant has answered all components of the RFA and included all required documentation.

Applications received after 3:00 p.m. EST, on **Monday, September 13, 2021** will not be considered for review. Any additions or deletions to an application will not be accepted after the deadline. Applications must be complete when submitted in EGMS.

For any questions, please contact:

Angela Awonaike
Response to Intervention Specialist
Division of Teaching and Learning
Office of the State Superintendent of Education
1050 First St. NE, 5th Floor
Washington, DC 20002
202) 481-3870
Angela.Awonaike@dc.gov

SECTION I: GENERAL INFORMATION

1.1 Background Information

Washington DC's school system is comprised of both public schools and public charter schools serving thousands of students. Many of the students in DC are from low economic backgrounds, with a high number qualifying for free or reduced price lunches through the National School Lunch Program. Many challenges can impact long term outcomes for children in economically disadvantaged communities, including poor student achievement, truancy, and poor health and homelessness. Research shows that additional supports through early literacy intervention programs can prevent reading problems for a vast majority of students (Schmitt & Gregory, 2005). Through the establishment of early literacy intervention programs, the aim of the grant is to increase reading success of students in Pre-K through 3rd grades.

1.1.1 Release of Application

The release date of the RFA is August 11, 2021 (12pm). The RFA is available through the Enterprise Grants Management System (EGMS) and online at [OSSE Grants and Funding](#).

1.1.2 Pre-Application Webinar

The pre-application webinar will be held Thursday, August 19, 2021 from 9-10:00 am. To attend the pre-application webinar, please RSVP using the Pre-application Webinar Registration form. Those intending to apply for this grant are required to participate in the pre-application webinar.

1.1.3 Submission of Application

The application must be submitted using EGMS. A completed application with any required attachments is due upon submission. OSSE Teaching and Learning will not forward incomplete applications to the review panel.

1.1.4 Application Deadline

Applications are due no later than Monday, September 13, 2021 (3pm). Applications must be submitted through EGMS. Late applications will not be accepted.

1.1.5 Program Contact

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Angela Awonaike
Response to Intervention Specialist
Division of Teaching and Learning
Office of the State Superintendent of Education
1050 First St. NE, 5th Floor
Washington, DC 20002
202) 481-3870

Angela.Awonaike@dc.gov

1.2 Purpose of Funds

1.2.1 Introduction

The current PARCC data shows that ELA performance data has consistently improved over the last three testing years with students performing in the lowest quartiles (Levels 1 and 2) making gains and moving to mid-to high quartiles (Levels 3, 4 and 5). These performance gains are attributed to a number of variables including, but not limited to, school-based reading supports and intervention programs provided by OSSE. In order to sustain and increase growth, additional funding for Early Literacy is needed in order to broaden the reach of our supports across the District.

1.2.2 Purpose of Funds

The purpose of this grant is to implement evidence-based early literacy interventions to increase proficiency of District students in the early grades. The overall goal of the Early Literacy Intervention Grant is to provide resources that will enable the grantee to partner with local education agencies (“LEAs”) in which they would provide direct, developmentally appropriate, research-based reading programs to students in grades Pre-K through 3.

1.2.3 Eligibility

To apply for this grant, an eligible entity must be a nonprofit, community-based organization that provides early literacy services for students in the District of Columbia or districts with similar demographics as the District of Columbia. LEAs are not eligible to apply for this grant.

1.2.4 Source of Funds

The source of funds for the FY22 Early Literacy Intervention Grant is FY22 local funds. Funding is authorized by the Early Literacy Grant Program Amendment Act of 2015, effective Oct. 22, 2015 (DC Law 21-36; DC Code 38-2602(b)(24)), as amended.

1.2.5 Award Period

This is a two-year grant, subject to continued availability of funding. The initial grant period will begin on October 1, 2021 and end on September 20, 2022. The applicant will be required to submit an application for the second year of the grant period and demonstrate compliance with the grant requirements.

Continuation of awards in year two is contingent upon:

- Availability of funds;
- Recipient’s demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient;

- Compliance with the District and federal laws, regulations, and guidance;
- Operation of the grant program as submitted in the application; and
- Appropriate expenditure of funds throughout each grant award period.

1.2.6 Funds Available

The total funding available for this award is up to \$2,600,000 per year, subject to continued availability of funding. An eligible entity may apply for up to \$2,600,000 per year.

1.2.7 Permissible Use of Grant Funds

Grant funds may only be used for allowable grant project expenditures. The grant is strictly limited to provide direct services to students and build capacity in early literacy within the school they provide these services, as described in the grant award requirement section of this RFA. Funding may not be used for travel expenses for grantee personnel. Funding may be used to cover costs of salaries and benefits of grantee personnel, materials, and training. The grant funds are subject to the terms, conditions, and provisions of the Early Literacy Grant Program Amendment Act of 2015.

1.2.8 Grant Award Requirements

OSSE will make the funds available through a competitive process for eligible entities that propose comprehensive, developmentally appropriate, evidence-based approaches to increase reading skills of students from Pre-K through grade 3. Each grantee must demonstrate its ability to partner with at least one LEA to provide “eligible services.” For purposes of the Early Literacy Grant Program “eligible services” include:

- A full continuum of school-based early literacy intervention services with developmentally appropriate components for each grade;
- Direct interventions to students through qualified, professionally coached interventionists;
- Data collection on student progress monthly; and
- Provision of evidence-based interventions with at least one empirical study that demonstrates reading success.

Eligible organizations must have:

- A focus on literacy for students in early grades
- Experience implementing evidence-based interventions in the continuum of reading instruction
- A plan to align assessment outcome measures to nationally normed assessments
- A plan for building the capacity of school-based education partners

1.3 Program Scope

1.3.1 General Grantee Responsibilities

Grantee(s) will also be required to:

- a. Submit any proposed printed materials, or materials acquired from outside sources for OSSE's/TAL's review and approval prior to their use and dissemination under this grant;
- b. Work with the OSSE/TAL grant manager, providing information such as positive outcome stories, information about special events, issues/concerns, etc., as needed;
- c. Provide OSSE/TAL with data and reports that describes the progress of program implementation;
- d. Based on the need and population to be served, ensure OSSE/TAL that culturally sensitive activities will be utilized and that competent staff will be part of the proposed program; and
- e. Adhere to Section 1.3.6 Reporting Requirements.

1.3.2 OSSE/TAL Responsibilities

OSSE/TAL will utilize several monitoring strategies including, but not limited to, collection of performance data and review of financial reports. All information in monitoring reports will be subject to verification, and OSSE/TAL may require additional information from the grantee(s). Additionally, OSSE/TAL reserves the right to request, and be provided with additional information, such as financial records, supporting documents, data and statistical records, and all records pertinent to this award at any time during the grant award life.

1.3.3 Performance Standards and Quality Assurance

OSSE/TAL expects that the grantee(s)'s performance will result in measurable, quality improvements in literacy, which will be reported in the program performance reports. The final report must include performance on nationally normed assessments. The grantee(s) will be expected to meet at least three times yearly with OSSE/TAL to share information and review reports related to the status of grant activities. In addition, the grantee(s) will be required to meet performance standards and acceptable quality level to be determined by OSSE/TAL and the grantee(s).

SECTION II: SUBMISSION OF APPLICATION

2.1 Release for Application

The release date of the RFA is **Wednesday, August 11, 2021**. The RFA is accessible in EGMS <http://egmsfe.osse.dc.gov/> and online **at** [OSSE Grants and Funding](#).

2.2 Application Deadline

Applications are due no later than **Monday, September 13, 2021** (3:00 p.m. EST). Applications must be submitted via EGMS. **LATE APPLICATIONS WILL NOT BE ACCEPTED.**

2.3 Award Announcement

OSSE expects to notify applicants of their award status by **Friday, October 1, 2021**.

2.4 OSSE Contact Information

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Angela Awonaike
Response to Intervention Specialist
Division of Teaching and Learning
Office of the State Superintendent of Education
1050 First St. NE, 5th Floor
Washington, DC 20002
(202) 481-3870
Angela.Awonaike@dc.gov

2.5 W-9

The applicant shall submit a completed W-9 form. If the applicant has submitted an updated W-9 to OSSE within the past year, the applicant shall provide the date of this submission.

SECTION III: APPLICATION CONTENT

3.1 Format and Scoring

The application must be submitted via EGMS (<http://egmsfe.osse.dc.gov/>). OSSE will not forward applications to the review panel that do not conform to these specifications.

The scoring of the application is based on a 100 point scale. For details on the FY22 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT E- SCORING RUBRIC**.

3.2 Description of Application Sections

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project.

Executive Summary

- Overview:** Briefly describe how the organization plans to use the grant funds to implement early literacy interventions that will increase literacy for Pre-K through 3rd grade students in the District of Columbia.

A. Program Features (Maximum 40 points)

- Grant Requirement:** This grant requires that the grantee demonstrate an ability to establish and sustain the following components:
 - **School selection.** Demonstrate an equitable selection process for schools based on literacy needs. Considerations can include the OSSE STAR Framework, PARCC performance data, school diagnostic assessments, and other assessments. Grantees will provide documentation on data used and how these data informed school selection.
 - **Understanding of the school and student's needs.** Please provide an assessment of the local school community in terms of literacy, individual student academic performance data, and an explanation of how the students within the LEAs identified for this partnership will benefit from interventions offered. Provide an explanation of the extent to which your program serves students with disabilities and English learners.
- Program Mission and Vision:** Applicant provided a mission and vision statement of their organization that demonstrates how they address the needs and build upon the assets of the LEA it will partner with. The mission statement should clearly articulate the organization's overall vision/philosophy of its approach to increasing literacy in students.
- Program Goals:** List the program's three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis to measure the effectiveness of the literacy interventions.

- Program Start-Up:** Describe training/orientation plans for reading interventionists to ensure that they are prepared to provide evidence-based reading interventions and are prepared to conduct continual progress monitoring to ensure the selected interventions are appropriate and yield positive results. Describe the consultation, collaboration, and training that will be provided to build capacity within the LEA in which students will receive literacy interventions. Please include a timeline for the implementation of the early literacy program and capacity-building efforts (may be included as an attachment and will not be counted toward the ten [10] page limit).

B. Program Implementation and Monitoring (Maximum 50 points)

- Early Literacy Interventions:** Describe the evidence-based interventions to be used to increase reading achievement of students from pre-k through the 3rd grade. Include at least one empirical research study that demonstrates reading success.
- Literacy Interventionists:** Describe the qualifications of the interventionists and the way in which interventionists will provide direct reading services to students in a way that will improve early literacy and build capacity throughout the school building. The degree to which the applicant is able to use the opportunity to collaborate with teachers, instructional coaches, and instructional leaders will be considered.
- Data Collection:** Describe how data will be collected to assess and evaluate the program on a regular basis (include: data collection methodology and frequency) and how between programmatic data and school performance data will be aligned.
- Evaluation of Program:** Describe the evaluation plan to regularly assess the outcomes of the early literacy interventions provided and the tools that will be utilized to measure improvements in reading and overall academic outcomes (may be included as an attachment and will not be counted towards the [10] page limit).

C. Financial Management and Sustainability (Maximum 10 points)

- Financial Management:** Please describe the financial management and internal accounting procedures that will be used to ensuring proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- Proposed Budget:** Please provide a proposed budget and narrative description of the proposed use of grant funds, which budget shall reflect a core concept of service coordination and integration. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in the grant application. The proposed budget will not be scored strictly on dollars per student, but will also consider number of students being served as well as the intensity and expected impact of the intervention.

- ❑ **Program Sustainability:** With an emphasis on increasing the proficiency and advanced rate for students in early grades, please describe how the grantee will assist LEAs in building capacity in reading beyond the term of this grant. There is a clear sustainability plan for how services funded by the grant will continue after the grant ends.

SECTION IV: REVIEW PANEL AND APPLICATION SCORING

Applications will be screened initially by OSSE staff to determine whether all application and eligibility requirements have been met. Only applications that meet all eligibility and application requirements will be evaluated, scored, and rated by the review panel.

4.1 Review Panel

An external review panel or panels will be convened to review, score, and rank each application. The review panel(s) will be composed of neutral, qualified, professional individuals selected for their expertise, knowledge or related experiences. The application will be scored against a rubric and each application will have multiple reviewers to ensure accurate scoring. Upon completion of its review, the panel(s) shall make recommendations for awards based on the scoring rubric(s). OSSE's Division of Teaching and Learning will consider these recommendations, but makes all final award decisions.

4.2 Scoring Rubric

For details on the FY2022 Early Literacy Intervention Incentive Grant Scoring Rubric, please refer to **ATTACHMENT E- SCORING RUBRIC**.

SECTION V: GENERAL PROVISIONS

5.1 Grant Award Notice and Payments

In order to be awarded a grant, organizations must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's electronic grant management system (EGMS) that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

5.2. Audits

At any time, or times, before final payment and during the required record retention period, the District and/or the federal government may audit the applicant's expenditure statements and source documentation.

5.3. Monitoring and Reporting

The recipient will cooperate with any evaluation of the program, such as providing OSSE requested data and access to records and pertinent staff. OSSE may utilize several methods to monitor the project including, but not limited to, site visits, collection of performance data, and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee. The OSSE grant program managers will monitor program services and grant administration pursuant to the terms of the grant agreement and may make onsite visits. Monitoring efforts are designed to determine the grantee's level of compliance with federal and/or District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Grantees shall be required to cooperate with all requirements and information requests by OSSE relating to evaluation of the program and the collection of data, information, and reporting on outcomes regarding the program and activities carried out with grant funds. Grantees shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within ten (10) business days. The grant recipient will also be required to submit a mid-term and final report to OSSE, illustrating the use of funds and the progress towards goal attainment. These reports should include all grant required components listed in this RFA.

5.4. Confidentiality

Except as otherwise provided by local or federal law, no recipient shall use or reveal any research, statistical, or personally identifiable information for any purpose other than that for which such information was obtained in accordance with this grant program. Such information, and any copy of such information shall be immune from legal process and shall not, without the consent of the person furnishing such information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding.

5.5. Nondiscrimination in Delivery of Services

The grant recipient shall comply with the District of Columbia Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 *et seq.*) which prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, source of income, disability, status as a victim of an interfamily offense, place of residence or business, or credit information.

5.6 Appearance of a Conflict of Interest

The grant recipient shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if the appearance of a conflict of interest would be involved. An appearance of a conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs, or is about to employ, any of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract.

5.7 RFA Terms and Conditions

- Funding for this award is contingent on OSSE's continued availability of funds. The RFA does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is its best interest to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including

- programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.
- If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

SECTION VI: ATTACHMENTS

Attachment A	INTENT TO APPLY
Attachment B	PRE-APPLICATION WEBINAR REGISTRATION FORM
Attachment C	ADMINISTRATIVE APPROVAL FORM
Attachment D	CENTRAL DATA ASSURANCES
Attachment E	SCORING RUBRIC

LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR CONSIDERED FOR AN AWARD

ATTACHMENT A

NOTIFICATION OF INTENT TO APPLY
Deadline: Friday, August 16, 2021 at 3 p.m. (EST)
Office of the State Superintendent of Education
FY 2022 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2022)

TO:

Angela Awonaike
Response to Intervention Specialist
Division of Teaching and Learning
Office of the State Superintendent of Education
1050 First St. NE, 5th Floor
Washington, DC 20002
(202) 481-3870
Angela.Awonaike@dc.gov

Please accept this notification that the following **eligible** organization intends to apply for consideration of funding under FY 2022 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2022)

ELII2022: Early Literacy Intervention Initiative Grant

Applicant Name (Local Education Agency Official Name)

Applicant Address

Applicant Contact Person

Telephone

Fax

Authorized Representative Name and Title

Signature

Date

ATTACHMENT B

PRE-APPLICATION WEBINAR
Submission Deadline: Monday, Aug. 16, 2021 at 3 p.m. (EST)
Office of the State Superintendent of Education
FY 2022 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2022)

TO: Angela Awonaiké
Response to Intervention Specialist
Division of Teaching and Learning
Office of the State Superintendent of Education
1050 First St. NE, 5th Floor
Washington, DC 20002
(202) 481-3870
Angela.Awonaiké@dc.gov

Please accept this notification that the following **eligible** organization intends to attend the **Aug. 19, 2021 pre-application webinar 9 – 10 a.m.** for the Early Literacy Intervention Initiative Grant.

ELII2022: Early Literacy Intervention Initiative Grant

Applicant Name (Local Education Agency Official Name)

Applicant Address

Applicant Contact Person

Telephone

Email

Authorized Representative Name and Title

Signature

Date

Number of Attendees: _____

ATTACHMENT C

ADMINISTRATIVE APPROVAL FORM
Office of the State Superintendent of Education
FY 2022 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2022)

A required component of the Early Literacy Intervention Initiative grant is confirmation of partnership with LEA(s) and school leaders.

Please have each LEA leader and principal/school administrator included as partners in your application sign below indicating that they are aware of the application's grant requirements and are able to support the implementation of the project.

LEA Leader Name _____

LEA Leader Signature _____

School Administrator Name _____

School Administrator Title _____

School Administrator Signature _____



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ATTACHMENT D

SCORING RUBRIC

FY 2022 EARLY LITERACY INTERVENTION INITIATIVE GRANT (ELII2022)

Applications will be objectively reviewed and scored against the criteria outlined below:

SECTION A- Program Features (Maximum 40 points)		
Grant Requirements		
<p>This grant requires that the grantee demonstrate an ability to establish and sustain the following components:</p> <ul style="list-style-type: none"> ○ School selection. Demonstrate an equitable selection process for schools based on literacy needs. Considerations can include the OSSE STAR Framework, PARCC performance data, school diagnostic assessments, and other assessments. Grantees will provide documentation on how the data informed school selection. ○ Understanding of the school and student’s needs. Please provide an assessment of the local school community in terms of literacy, individual student academic performance data, and an explanation of how the students within the LEAs identified for this partnership will benefit from interventions offered. Provide an explanation of the extent to which your program serves students with disabilities and English learners. 		
Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Substantially meets criterion- Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
0	3	5
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Program Mission and Vision		
Applicant provided a mission and vision statement of their organization that demonstrates how they address the needs and build upon the assets of the LEA it will partner with. The mission statement should clearly articulate the organization’s overall vision/philosophy of its approach to increasing literacy in students.		
Fails to meet criterion- Response did not address all required elements	Minimally meets criterion- Response did not fully address all required elements and does not	Substantially meets criterion- Response fully addresses the required elements

	demonstrate clear understanding of the purpose of the grant.	
4	8	10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Program Goals		
Applicant listed the program’s three (3) overarching goals. In defining the goals, applicant included student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis for measure the effectiveness of the partnership.		
Fails to meet criterion- Response did not provide three goals	Minimally meets criterion- Response provides three required goals but goals are not aligned to measurement of student level performance	Substantially meets criterion- Response provides three required goals and clearly describes alignment to student-level performance and program level performance
5	10	15
<i>Strengths:</i>		
<i>Weaknesses:</i>		

Program Start-Up		
Describe training/orientation plans for reading interventionists to ensure that the purpose of the model is clear to all stakeholders. Please include a timeline for the implementation of the early literacy program (may be included as an attachment and will not be counted toward the ten [10] page limit).		
Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
4	6	10
<i>Strengths:</i>		

<i>Weaknesses:</i>
Total Points Section A: _____/40 points

SECTION B - Program Implementation and Monitoring (Maximum 40 points)

Early Literacy Interventions

Description is provided of the evidence-based and/or research-based interventions (with at least one empirical study that demonstrates reading success) to be used to increase reading achievement of students in grades Pre-K – 3.

Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response provided, but answers do not demonstrate sufficient evidence of clear understanding of the responsibilities as outlined in this section.	Substantially meets criterion- Response addresses all required elements and provides clear understanding of the grantee responsibilities as outlined in this section.
4	8	10

Strengths:

Weaknesses:

Literacy Interventionists

Description is provided of the qualifications of staff and the way in which interventionists will provide direct reading services to students in a way that will improve literacy and build capacity throughout the school building. The degree to which the applicant is able to use the opportunity to collaborate with teachers, instructional coaches, and instructional leaders will be considered.

Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	4	8

Strengths:

Weaknesses:

Data Collection

Description of how data will be collected to assess and evaluate the program on a regular basis (include: data collection methodology and frequency) and the alignment between programmatic data and school performance data.		
Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	6	12
<i>Strengths:</i>		
<i>Weaknesses:</i>		

Program Evaluation		
Description of the evaluation plan to regularly assess the outcomes of the early literacy interventions provided and the tools that will be utilized to measure improvements in reading and overall academic outcomes		
Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
4	8	10
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section B: _____/40points		

SECTION C – Financial Management and Sustainability (Maximum 20 points)		
Financial Management		
Description of the financial management and internal accounting procedures that will be used to ensure proper financial management, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles.		
Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.	Substantially meets criterion- Response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		

Program Budget		
Please provide a proposed budget and narrative description of the proposed use of grant funds, which budget shall reflect a core concept of service coordination and integration. The narrative shall include the cost of all deliverables, including personnel, using the budget categories identified in attachment E of the appendix		
Fails to meet criterion- No proposed budget was included.	Minimally meets criterion- Proposed budget was submitted; however, the proposed budget does not reflect a core concept of service coordination and integration.	Substantially meets criterion- Proposed budget was submitted and reflects a clear alignment the purpose of the grant, including the core concept of the service coordination and integration.
0	3	6
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Program Sustainability		
With an emphasis on increasing the proficiency and advanced rate for students in early grades, describe how the grantee will assist LEAs in building capacity in reading beyond the term of this grant.		
Fails to meet criterion- Response does not address all required elements outlined in this section.	Minimally meets criterion- Response provided, but does not sufficiently describe how additional funding will be obtained to ensure program sustainability.	Substantially meets criterion- Response provided and clearly describes how additional funding will be obtained to ensure program sustainability.
0	3	8
<i>Strengths:</i>		
<i>Weaknesses:</i>		
Total Points Section C: ____/20 points		

Total Points for Section A (out of 40 points)	
Total Points for Section B (out of 40 points)	
Total Points for Section C (out of 20 points)	
GRAND Total (out of 100 points)	

