

K-12 Biliteracy Pathways Grant RFA Scoring Criteria	Points Possible
<p>1. Existing Dual Language Program(s)</p> <ul style="list-style-type: none"> • Existing dual language programs are aligned with RFA intent and clearly described. • History of their introduction and their evolution is well documented. • Partner language(s) identified for all programs described. • Grade levels currently served are identified for all programs described. 	12
<p>2. Vision and Outcomes for K-12 Biliteracy Pathway</p> <ul style="list-style-type: none"> • Vision and outcomes are clear and match project activities. • Outcomes are identified for years 1 and 2 of the grant, and for 5 years from now (2019-2020). • Outcomes are ambitious, but also reasonable and attainable. • Plan for measuring outcomes is clear and sensible. 	15
<p>3. Student Outcomes and Student Demographics (from Narrative and District Profile)</p> <ul style="list-style-type: none"> • Student outcomes, including student achievement outcomes, are clear. • Student outcomes are identified for years 1 and 2 of the grant, and for 5 years from now (2019-2020). • Student outcomes are ambitious, but also reasonable and attainable. • Plan for measuring student outcomes is clear and sensible. • Student demographic data included in the District Profile is consistent with state reported data. • Sufficient ELs identified in District Profile to sustain a K-12 Dual Language program. • DL program serves large number of economically disadvantaged students. 	15
<p>4. Parent and Community Engagement (from Narrative and Design Team form)</p> <ul style="list-style-type: none"> • Previous and current efforts to engage parents and community partners are clear. • Efforts have yielded parent involvement from both language groups. • Plans for future engagement efforts are clear. • Likelihood for meaningful parent engagement of both language groups is clear based on previous experience and planned activities. 	12

<p>5. District/School Staff Support (from Narrative, Design Team form and Assurances)</p> <ul style="list-style-type: none"> ● Involvement of school administrators and teachers in the design and evaluation of dual language programs is clear. ● The level of support for existing and planned dual language programs is indicated and evidence is provided to support the stated level of support. ● Support of district leadership and school staff is sufficient to ensure the likely success of the grant project. 	12
<p>6. Bilingual Teaching Capacity (from Narrative and District Profile)</p> <ul style="list-style-type: none"> ● Bilingual staffing plan is clear in narrative. ● Application describes current bilingual teaching capacity and demand, as well as projected needs for future years. ● Data on teachers with bilingual endorsements in District Profile is consistent with narrative description of current and projected supply and demand. 	15
<p>7. Budget Worksheet and Allocation of Resources</p> <ul style="list-style-type: none"> ● Each budget item is well described and its relation to the project goals are clear. ● Proposed overall budget is reasonable. ● Budget items are allowable pursuant to RFA guidelines. ● There is a reasonable plan to leverage, reallocate and/or supplement existing resources to support project goals. ● There is a reasonable plan to leverage, reallocate and/or supplement existing resources to sustain dual language programs for at least two years after the grant period ends. 	12
<p>8. Anticipated Barriers and Plans for Addressing These</p> <ul style="list-style-type: none"> ● Description of barriers is thoughtful. ● Plans to address these are sensible. 	7
<p>Bonus Points</p> <ul style="list-style-type: none"> ● Participating dual language program(s) has existed for 7 years or more, serves students in grades K-8 (or higher), and has a successful track record. 	3
<p>Total Points Possible (including Bonus Points)</p>	103