

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

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