Request for Proposal

Dual Language/Two-Way Bilingual Program Grant

2013-2016

Grant Application Due Date: October 14, 2013

Oregon Department of Education
Office of Education Equity
255 Capitol Street NE
Salem, OR 97310-0203
Table of Contents

I. Legislative Intent and Background .................................................................................. 1-3

II. General Information ........................................................................................................ 4-8
    A. Purpose ..................................................................................................................... 4
    B. Type of Grant .............................................................................................................. 4
    C. Grant Requirements .................................................................................................... 4-5
    D. Eligibility .................................................................................................................... 5-6
    E. Use of Funds ............................................................................................................... 6
    F. Reporting and Deliverables .......................................................................................... 7

III. Application Process ......................................................................................................... 7-8
    A. Application Review and Scoring ................................................................................. 7
    B. Timeline and Important Dates .................................................................................... 7
    C. Instructions for Submission .......................................................................................... 7-8

IV. Application Narrative ....................................................................................................... 9-10
    A. Design Team ............................................................................................................... 9
    B. School District Commitment and Support ................................................................. 10

Appendix A: Application Cover Page .................................................................................. 11
Appendix B: School District Assurances ............................................................................. 12
Appendix C: School District Profile ................................................................................... 13-14
Appendix D: Application Scoring Rubric ........................................................................... 15
Appendix E: Budget Narrative and Worksheet ................................................................... Separate document
It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, sexual orientation, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310; Telephone (503) 947-5600; Fax (503) 378-5156.
I. Legislative Intent

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon’s attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

Paramount to the Network is the establishment, revision, or expansion of Dual Language/Two-Way Bilingual programs in Oregon’s schools. This grant is designed to create opportunities to increase language outcomes for English learners as well as to support language acquisition for all students. The background research related to the grant is provided in the following paragraphs.

Background

The Bilingual Education Act (BEA) was originally passed in 1968 and was reauthorized five times-1974, 1978, 1984, 1988, and 1994. The BEA expired in 2002 and was renamed the English Acquisition Act under Title III of No Child Left Behind. The original BEA read as such: "The Congress declared it to be the policy of the United States, in order to establish equal educational opportunity for all children, (a) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to State education agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the pre-school level, which are designed to meet the educational needs of such children; and to demonstrate effective ways of providing, for children of limited English speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language." While the intention of the renamed and former Act was to assist English learners in their academic transition to English in elementary and secondary schools, there still remains a notable achievement gap between English learners and native English speakers in school. The Office of Education Equity at the Oregon Department of Education has reviewed research and best practice related to the pedagogical practices connected to English learners and developed a strategic plan to explicitly and purposefully address the needs of these students. Dual Language/Two-Way Bilingual programs create unique opportunities to address those needs.

Research reveals that despite the fact that dual language and two-way bilingual programs still receive criticism, “when schools provide children quality education in their primary language, they give them two things: knowledge and literacy” (NABE, 2013). In a major study conducted by the U.S. Department of Education in 1991, findings indicated that the more a school supported the development of a child’s native language, the higher the child performed academically in English. The study also indicated that literacy skills such as fluency and comprehension were increased when students encountered two languages.

Longitudinal research findings from one-way and two-way dual language enrichment models of schooling demonstrate the substantial power of this type of program for enhancing student outcomes and fully closing the achievement gap in second language (L2). Effect sizes for dual
language are very large compared to other programs for English learners (ELs). Dual language schooling can also transform the experience of teachers, administrators, and parents into an inclusive and supportive school community for all. Research findings of the past 18 years note that a focus on ELL outcomes in one-way and two-way programs using 50:50 and 90:10 dual language models, including heritage language programs for students of bilingual and bicultural ancestry who are more proficient in English than in their heritage language is of great value (Collier & Thomas, 2004).

The National Literacy Panel (NLP) shared consistent findings which might surprise some readers. The NLP was the latest of five meta-analyses that reached the same conclusion: learning to read in the home language promotes reading achievement in the second language. The fact that each study reached essentially the same conclusion is worth noting (Goldenberg, 2008).

With this research as a foundation for the work in the Office of Educational Equity, the Oregon English Learner Strategic Plan was created. The mission, beliefs, and goals are noted below. The beliefs and goals most pertinent to the Dual Language/Two-Way Bilingual Grant are italicized.

**Mission**
Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2025.

**Beliefs**
We believe that it is important to demonstrate acceptance and appreciation for all the cultures and languages represented by our students.

We believe that all EL students should have access to a rigorous curriculum and engaging learning opportunities that prepare them for success in college and for a variety of post-secondary education and training options.

*We believe that by providing exemplary educational programs for all of our English Learners, these students will exit our school system as graduates, sought after by institutions of higher education, training programs and the business community.*

*We believe that there are a variety of effective, research informed models that can be used to educate English Learners.*

*We believe that initial training as well as ongoing professional development is essential to the implementation of effective instructional programs for English Learners.*

*We believe that supporting multilingualism will strengthen our educational programs and will prepare our students to successfully compete in a 21st Century global economy.*

*We believe that parent education and the partnerships formed between parents and schools are essential components of educational programs for English Learners.*

**Goals**
*Goal #1: Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners.*
Goal #2: Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Goal #3: School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Goal #4: Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices.

Goal #5: Develop a process for replicating exemplar programs across the state.

Goal #6: Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners.

Goal #7: Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Goal #8: The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Contacts:

David Bautista, Assistant Superintendent
(503) 947-5750
david.bautista@ode.state.or.us

Martha Martinez, Education Specialist
(503) 947-5778
martha.martinez@state.or.us

Kim Miller, Education Specialist
(503) 947-5712
kim.a.miller@state.or.us

Markisha Smith, Education Specialist
(503) 947-5669
markisha.smith@state.or.us

Jenni Deaton, Administrative Specialist
(503) 947-5860
jenni.deaton@state.or.us
II. General Information

A. PURPOSE

The Dual Language/Two-Way Bilingual Grant of 2013-16 is intended to support Oregon school districts, consortia of school districts or charter schools (grantees) to design, implement and improve Dual-Language/Two-Way bilingual programs in Oregon. These programs assist students in becoming academically proficient in two languages. The Dual Language/Two-Way Bilingual Grant will include support from a selected consultant. There are three phases for this grant which include:

a) Planning phase
b) Implementation phase
c) Program evaluation

B. TYPE OF GRANT

Based on the availability of state resources, this three-year grant program begins August 29, 2013 and ends July 15, 2016. Awards will be issued to successful applicants on an annual basis. ODE and a third party consultant will annually review progress reports and performance data to determine continued program funding.

Approximately $120,000 will be available in this application period. Grants will be level funded 25% in year one, 50% in year two and 25% in year three. In years four and five, programs are expected to maintain service levels equivalent to those provided in the first three years. Grantees must assert their intent to continue these programs once the grant funding is expended and must secure from their District Board Chair, Superintendent and Building Principal assurances that the Dual-Language Bilingual program will continue after the grant period ends.

C. GRANT REQUIREMENTS

a) Grantees will:

a) Establish a collaborative leadership team and process. The team must include teachers, administrators, parents and/or community representatives, and bargaining representatives. Teachers who teach students with disabilities and English Learners must be represented. If any, bilingual staff must be represented.
b) Involve the community in the process. (Parents, local businesses, non-profits, etc.)
c) Collaborate with an ODE provided consultant to develop a design blueprint, budget and calendar of activities.
d) Use grant funds to provide stipends, release time, substitutes, and needed materials, as well as to cover related travel costs.
e) Provide release time for the administrators and teachers (including union representatives if applicable) participating in the leadership team.
f) Participate in a community of practice networking with other grantees in the Dual Language/Two-Way Bilingual Grant Program.
g) Design (or revise) blueprints that are research-based in the planning, implementation, and evaluation of Dual Language/Two-Way Bilingual programs.
h) Use student and school district data to document the impact on student achievement and other identified outcomes.
i) Participate in scheduled grant meetings and training events. Travel required.
j) Communicate with other grantees regarding achievements and areas of improvement of program models through the planning, implementation, and evaluation of the Dual Language/Two-Way Bilingual Grant. This information can be shared via website posting and/or presenting at statewide and regional professional development opportunities.
k) Host visits for other interested districts seeking to learn about Dual Language/Two-Way Bilingual Programs.

b) **The Oregon Department of Education (ODE) will:**

- Provide grantees access to expert coaching and/or other on-site assistance to support planning and design.
- Facilitate a network of the grantees participating in the Dual Language/Two-Way Bilingual Grant Program.
- Share reflections on successes and areas of needed improvement based on program models.

D. **ELIGIBILITY**

**Dual Language/Two-Way Bilingual Grant:** School districts, consortia of school districts or charter schools may apply for the grant based on the eligibility criteria listed below. Applications must demonstrate school district support and commitment, and readiness to design a new or expand an existing Dual-language/Two-Way Bilingual program.

- **School District Support:** Grantees must be willing to build and maintain a collaborative leadership team, engage in developing school district consensus, and conduct internal and external outreach to build common understanding throughout the school district. (Preference will be given to applicants that can demonstrate that prior to the release of the RFP they had already begun building awareness and consensus for a dual language/two-way bilingual program among school staff and their parent community).

- **Student Demographics:** Grantees must demonstrate that they have sufficient numbers of English Learners from the target second language group in order to maintain and sustain their Dual Language/Two-Way Bilingual program for the grade span it is designed to serve.

- **Staff Capacity:** Grantees must demonstrate that they have sufficient bilingual teaching staff to cover the Dual Language/Two-Way Bilingual teaching load in the first year of program implementation. They must also demonstrate that they have a detailed plan for how they will ensure they have sufficient bilingual teaching staff to cover these classes in subsequent years.
• **School District Commitment:** Grantees must receive approval from the school district superintendent, exclusive bargaining representative for the teachers of the school district, and the school board chair to apply for the grant. School districts must include parents in the design and implementation of the selected Dual language/Two-way Bilingual program. Grantees also must demonstrate involvement of these stakeholders in the application and design process.

**Grant selection will also take into consideration the following:**

• **This grant competition is highly competitive.** Grantees should ensure that all guidelines and requirements are met before submitting applications. Applications not meeting all requirements by the deadline will not be considered for funding. Please note that ODE staff will not grant permission to applicants to change the criteria established in the application. This includes extending the date and time that applications are due.

• Grant awards will take into consideration the geographic location of districts to ensure representation throughout the state.

• Commitment of parents and/or community members in developing/improving Dual-Language/Two-Way Bilingual programs is required.

**E. USE OF FUNDS**

a) Funds should be used for costs associated with designing blueprints for the three areas, (planning, implementation, and program evaluation), with a focus on building school and school district capacity to sustain efforts. Grantees must be able to spend the funds within the grant timeline according to acceptable accounting procedures.

Funds may be used for the following:

- Release time during the school year for activities aligned to project goals
- Substitute pay for teachers
- Stipends/compensation for certified and classified staff aligned to project goals
- Professional development aligned to project goals
- Consultation services aligned to project goals
- Project evaluation expenses
- Travel reimbursements for individuals attending meetings, conferences, or other professional development activities aligned to the project goals
- Administrative costs not to exceed 5% of the total proposed budget
- Curriculum Development
- Distance Learning
- Buy or prepare supplemental materials
- PLCs in Dual language programs
- Program evaluation
- Continuation of program strategies
- Support for arranging and hosting site visits from other interested districts

b) Funds will be available upon receipt of the grant award and must be expended by July 15, 2016.
F. **REPORTING AND DELIVERABLES**

The Oregon Department of Education will provide a template for an interim and final grant report. Grantees are required to submit a final report prior to receiving their final request for funds.

III. **Application Process**

A. **APPLICATION REVIEW AND SCORING**

Applications will be reviewed and scored by a team of ODE staff and external stakeholders. The review will be based on specific criteria listed in this RFP and scored using the scoring rubric provided in Appendix D.

Final recommendations by the review committee will be based on the reviewer scores. The review committee may request further clarification on uses of funds and specific activities related to the application.

B. **TIMELINE AND IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Completion Dates</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29, 2013</td>
<td>Release of Request for Proposal (RFP)</td>
</tr>
<tr>
<td>October 14, 2013</td>
<td>Applications due to ODE by 5:00 PM PST</td>
</tr>
<tr>
<td>October 21-25, 2013</td>
<td>Applications reviewed and scored</td>
</tr>
<tr>
<td>October 31, 2013</td>
<td>Applicants notified of award</td>
</tr>
<tr>
<td>November 28, 2014</td>
<td>Interim Progress Report due</td>
</tr>
<tr>
<td>June 30, 2016</td>
<td>End of grant report due</td>
</tr>
<tr>
<td>July 15, 2016</td>
<td>Last date to expend funds on grant activities</td>
</tr>
<tr>
<td>August 15, 2016</td>
<td>Last date to draw funds</td>
</tr>
</tbody>
</table>

C. **INSTRUCTIONS FOR SUBMISSION**

Format:
- 12-point font, Times New Roman
- Double spaced
- 1-inch margins on the sides, top, and bottom of 8½” by 11” paper
- 10 page narrative maximum, including A and B (excluding cover page, assurances, bibliography and school district profile)
- No faxed or electronically submitted applications
- Numbered pages
Organization:
- Page 1: Cover Page (Appendix A)
- Page 2: Assurances (Appendix B)
- Page 3: School District Profile (Appendix C)
- Application Narrative A and B (not to exceed 10 pages)
- Budget Narrative and Worksheet (Use the Excel template provided separately)
- Bibliography

Mail an original copy of the completed grant application plus three (3) copies to the Oregon Department of Education postmarked or delivered by October 14, 2013.
Address your application packet to:

Oregon Department of Education
Office of Education Equity
255 Capitol Street NE
Salem, Oregon 97310-0203
Attention: Jenni Deaton

Envelopes must be plainly marked:
Request for Application-Dual Language/Two-Way Bilingual Grant

The original, plus three (3) copies of the Grant Application, must be received or postmarked by 5:00 PM on October 14, 2013
IV. Application Narrative

2013-2016 Dual Language/Two-Way Bilingual Grant Application

**Instructions:** Complete Sections A and B below. Expand the boxes as needed. The number of pages for the combined sections may not exceed 10 pages.

**SECTION A: COLLABORATIVE DESIGN TEAM**

List the names, title, and roles of the school district’s collaborative design team for this grant. The design team must include administrators, teachers (including ELL and Special Education teachers), parents and bargaining representatives.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION B: SCHOOL DISTRICT COMMITMENT/SUPPORT

Instructions: Answer the following questions using specific examples whenever possible.

1. Why are you applying for the Dual Language/Two Way Bilingual Grant? What are your goals and expected outcomes? What other grants/programs have you used as a resource to support this work?

2. Please describe how your school, consortia, or charter currently addresses dual-language/two-way bilingual programming.

3. How would your school, consortia, or charter leverage/support/reallocate resources (e.g., fiscal, personnel, technology, training, coaching, materials, etc.) to assist in the planning and design of a Dual Language Program this year, as well as for the future implementation of your program?

4. What do you anticipate as potential barriers for the collaborative design team in this process? How will the school, consortia, or charter address those barriers? Are there any unique characteristics of your school, consortia, or charter that need to be considered?
Appendix A

Dual Language/Two-Way Bilingual Grant Program
2013-2016

Application Cover Page

Please type or print

School
District/Charter/
Consortia
Name:

Superintendent: __________________________________________________________

E-mail: _______________________________________________________________________

Mailing Address: ___________________________________________________________________

City: __________________________ State: ______________ Zip: __________

Telephone Number: _______________________ FAX: ______________________

Project Director:

E-mail: _______________________________________________________________________

Mailing Address: ___________________________________________________________________

City: __________________________ State: ______________ Zip: __________

Telephone Number: _______________________ FAX: ______________________

Grant Fiscal Agent (Name & Title): _________________________________________________

E-mail: _______________________________________________________________________

Mailing Address: ___________________________________________________________________

City: __________________________ State: ______________ Zip: __________

Telephone Number: _______________________ FAX: ______________________
Appendix B

School District Assurances

School District/Charter/Consortia Name: ______________________________________

The school district assures:

1. Adherence to the expectations stated in the application.
2. Participating teachers, administrators, and the project director will be released to participate in planning and design activities.
3. None of the moneys received through this grant will be used to replace expenditures for required programs that are the responsibility of the school district or sponsoring agency.
4. The school district will participate fully in all agreed program evaluations and continuous improvement processes with the Oregon Department of Education.
5. The sponsoring agency agrees to abide by all terms of its grant application. The Oregon Department of Education must approve any modifications to the application in writing.
6. The following fiscal and program reports will be submitted to the Oregon Department of Education by their respective due dates: Interim Progress Report due November 28, 2014; Final Report due June 30, 2016.
7. Grant recipients must commit to providing all of the requested reports and deliverables in order to receive the funds.
8. The school district will be required to share strategies, models, evaluation information, and lessons learned with other Oregon educators.
9. The undersigned have read the application packet, understand the requirements of the school district’s participation and commit their support.

_________________________________________  __________________________
Superintendent Signature                        Date

_________________________________________  __________________________
Local Board Chair Signature                     Date

_________________________________________  __________________________
Teachers’ Exclusive Bargaining Representative Signature  Date

_________________________________________  __________________________
Project Director Signature                      Date
Appendix C

School District Profile

Complete the following table as applicable. Add rows as needed.

<table>
<thead>
<tr>
<th>School District/ Charter/Consortia Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Number of Certified Teachers

<table>
<thead>
<tr>
<th></th>
<th>High Schools</th>
<th>Middle Schools</th>
<th>Elementary Schools</th>
<th>Other (specify type--e.g. Teachers on Special Assignment, ESOL specialists)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Number of Licensed Administrators

<table>
<thead>
<tr>
<th></th>
<th>High Schools</th>
<th>Middle Schools</th>
<th>Elementary Schools</th>
<th>Other (specify type--e.g. School District Office)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Focus Schools</th>
<th>Priority Schools</th>
<th>Model Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Student Count</th>
<th>% Ethnic/Minority Students</th>
<th>% Free &amp; Reduced Lunch</th>
<th>Ave. Class Size</th>
<th>No. of Certified Teachers</th>
<th>English Learners Count</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Oregon Department of Education  Page 13
### Middle Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Student Count</th>
<th>% Ethnic/Minority Students</th>
<th>% Free &amp; Reduced Lunch</th>
<th>Ave. Class Size</th>
<th>No. of Certified Teachers</th>
<th>English Learners Count</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elementary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Student Count</th>
<th>% Ethnic/Minority Students</th>
<th>% Free &amp; Reduced Lunch</th>
<th>Ave. Class Size</th>
<th>No. of Certified Teachers</th>
<th>English Learners Count</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Schools (Please Specify)

<table>
<thead>
<tr>
<th>School</th>
<th>Student Count</th>
<th>% Ethnic/Minority Students</th>
<th>% Free &amp; Reduced Lunch</th>
<th>Ave. Class Size</th>
<th>No. of Certified Teachers</th>
<th>English Learners Count</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D
Dual Language/Two-Way Bilingual Grant Rubric

Grant Checklist (2 points each)

<table>
<thead>
<tr>
<th>Required Components</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Cover Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assurances signed by Superintendent, Board Chair, Teacher, and Project Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper Format and Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Design Team (Section A of School District/Charter/Consortia Application)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: __________/10

Section B: School District/Charter/Consortia Commitment and Support

<table>
<thead>
<tr>
<th>Does Not Meet: 0 Score:</th>
<th>Emerging: 1-10 Score:</th>
<th>Satisfactory Progress: 11-20 Score:</th>
<th>Readiness Clearly Established: 21-30 Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entity’s responses to the Section B questions are stated in <strong>vague and general</strong> terms. There is little to no evidence of expected goals and outcomes, allocation of resources, a clear direction for the planning and implementation phases, nor an explanation of potential barriers and strategies to address them. No reference to research.</td>
<td>The entity’s responses to the Section B questions demonstrate <strong>some evidence</strong> of carefully constructed goals and objectives, allocation of resources, and <strong>emerging</strong> direction for the planning and implementation phases, with limited explanation of potential barriers and strategies to address them. Limited reference to research.</td>
<td>The entity’s responses to the Section B questions display <strong>solid construction</strong> of expected goals and outcomes, allocation of resources, <strong>clear</strong> direction for the planning and implementation phases, and a <strong>concrete</strong> explanation of potential barriers and strategies to address them. <strong>The process also addresses the unique nature of the district when considering potential barriers.</strong> Sufficient reference to research.</td>
<td>The entity’s responses to the Section B questions demonstrate <strong>strong explanation</strong> of expected goals and outcomes, <strong>thoughtful</strong> allocation of resources, <strong>focused</strong> direction for the planning and implementation phases, and a <strong>realistic</strong> explanation of potential barriers and strategies to address them. The process also addresses the <strong>unique nature of the district that outlines the need for participation in the grant while considering potential barriers.</strong> Extensive reference to research.</td>
</tr>
</tbody>
</table>

Total __________/30

Total Points: __________/40