



Comprehensive Literacy State Development (CLSD) Program Grant: Options 1-4

Grant Application Rubric
Bureau of Indian Education
Division of Performance and Accountability

Bureau of Indian Education
Division of Performance and Accountability (DPA)
Comprehensive Literacy State Development (CLSD) Program 2026-2031 Application Review Rubric

Name of School:	
Subgrant Option (1-4):	
Reviewer Number:	

Scoring Rubric						
Application Section:	Total Possible Points	Inadequate	Fair	Good	Excellent	Points Earned:
Application Format/Organization	5	0	1-2	3-4	5	
		<p>Application does not meet the format criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. <input type="checkbox"/> All pages are organized according to the format provided and each attachment references the section to which it corresponds. 	<p>Application meets one or two of the four format criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. <input type="checkbox"/> All pages are organized according to the format provided and each attachment references the section to which it corresponds. <input type="checkbox"/> A response to each section is listed. 	<p>Application meets three of the four format criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. <input type="checkbox"/> All pages are organized according to the format provided and each attachment references the section to which it corresponds. <input type="checkbox"/> A response to each section is listed. 	<p>Application meets all of the format criteria below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Application is typed or printed, single-spaced on white 8 ½" x 11" paper with a font no smaller than 11 point Times New Roman or similar. <input type="checkbox"/> All pages are organized according to the format provided and each attachment references the section to which it corresponds. <input type="checkbox"/> A response to each section is listed. 	

		<input type="checkbox"/> A response to each section is listed. <input type="checkbox"/> The application is limited to a maximum total of 20 pages which includes statement of assurances and parts 1-4 of the application.	<input type="checkbox"/> The application is limited to a maximum total of 20 pages which includes statement of assurances and parts 1-4 of the application.	<input type="checkbox"/> The application is limited to a maximum total of 20 pages which includes statement of assurances and parts 1-4 of the application.	<input type="checkbox"/> The application is limited to a maximum total of 20 pages which includes statement of assurances and parts 1-4 of the application.	
					Subtotal Application Format/Organization:	
Part II: Project Application						
A. Program Abstract	5	0	1-2	3-4	5	Points Earned:
		The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are unclear OR the plan does not clearly describe how the proposed strategies will be different from previous school improvement efforts.	The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are marginally described OR the plan marginally describes how the proposed strategies will be different from previous school improvement efforts.	The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are generally described AND the plan generally describes how the proposed strategies will be different than previous school improvement efforts.	The overall rationale for the school's comprehensive literacy approach and key strategies that will be used to accelerate improvement in each literacy practice are clearly described AND the plan clearly describes how the proposed strategies will be different than previous school improvement efforts.	
B. Statement of Need	10	0-3	4-6	7-8	9-10	Points Earned:
		The school's comprehensive literacy approach inclusive of the	The school's comprehensive literacy approach inclusive of the	The school's comprehensive literacy approach inclusive of the	The school's comprehensive literacy approach inclusive of the	

		identification of the comprehensive needs assessment literacy gaps is not clearly focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	identification of the comprehensive needs assessment literacy gaps is marginally focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	identification of the comprehensive needs assessment literacy gaps describes a general theory of action focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	identification of the comprehensive needs assessment literacy gaps describes a detailed and strategic theory of action focused on promoting student achievement and building the school's capacity to sustain efforts beyond the proposed funding time frame.	
C. Program Goals	10	0-3	4-6	7-8	9-10	Points Earned:
		<p>The school's comprehensive literacy application provides a limited description of how the school leadership team has defined a vague instructional focus and shared expectations for instructional practice, OR only addresses two of the following five:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student need. <input type="checkbox"/> Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. <input type="checkbox"/> School ensures that all staff understand and can apply content 	<p>The school's comprehensive literacy application marginally describes how the school leadership team has defined a narrow instructional focus and shared expectations for instructional practice, and partially addresses three of the following five:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student need. <input type="checkbox"/> Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. <input type="checkbox"/> School ensures that all staff understand and can apply content 	<p>The school's comprehensive literacy application generally describes how the school leadership team has defined a practical instructional focus and shared expectations for instructional practice, and mostly addresses four of the following five:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student need. <input type="checkbox"/> Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. <input type="checkbox"/> School ensures that all staff understand and can apply content 	<p>The school's comprehensive literacy application clearly describes how the school leadership team has defined a distinctive instructional focus and shared expectations for instructional practice, and directly addresses all five of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student need. <input type="checkbox"/> Data used to identify and monitor goals that promotes rigor and high expectations for students and staff. <input type="checkbox"/> School ensures that all staff understand and can apply content 	

		<p>based instructional practices.</p> <p><input type="checkbox"/> Instruction will be aligned to state standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students.</p> <p><input type="checkbox"/> School schedules are maximized to ensure all students receive a well-rounded course of study.</p>	<p>based instructional practices.</p> <p><input type="checkbox"/> Instruction will be aligned to state standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students.</p> <p><input type="checkbox"/> School schedules are maximized to ensure all students receive a well-rounded course of study.</p>	<p>based instructional practices.</p> <p><input type="checkbox"/> Instruction will be aligned to state standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students.</p> <p><input type="checkbox"/> School schedules are maximized to ensure all students receive a well-rounded course of study.</p>	<p>based instructional practices.</p> <p><input type="checkbox"/> Instruction will be aligned to state standards and delivered in a rigorous, differentiated, engaging setting, and with relevancy to students.</p> <p><input type="checkbox"/> School schedules are maximized to ensure all students receive a well-rounded course of study.</p>	
D. Program Design	30	0-7	8-15	16-23	24-30	Points Earned:
		<p>The school's comprehensive literacy application provides a limited description of a system to identify and provide targeted supports for students' academic and non-academic needs, OR provides limited descriptions of the following four:</p> <p><input type="checkbox"/> Using a variety of ongoing assessments to identify student needs.</p>	<p>The school's comprehensive literacy application somewhat describes a partial system to identify and provide targeted supports for students' academic and non-academic needs, including at least slight descriptions of the following four:</p> <p><input type="checkbox"/> Using a variety of ongoing assessments to identify student needs.</p> <p><input type="checkbox"/> Providing individualized interventions,</p>	<p>The school's comprehensive literacy application generally describes how the school has developed and is reasonably improving its system to identify and provide targeted supports for students' academic and non-academic needs, including at least general descriptions of the following four:</p> <p><input type="checkbox"/> Using a variety of ongoing assessments to identify student needs.</p>	<p>The school's comprehensive literacy application provides detailed evidence that the school has developed and is improving its system to identify and provide targeted supports for students' academic and non-academic needs, and includes explicit descriptions of the following four:</p> <p><input type="checkbox"/> Using a variety of ongoing assessments to identify student needs.</p>	

		<input type="checkbox"/> Providing individualized interventions, enrichments, and supports. <input type="checkbox"/> Monitoring the impact of both academic and social/emotional interventions. <input type="checkbox"/> Adapting and modifying structures and resources to improve both core and targeted support.	enrichments, and supports. <input type="checkbox"/> Monitoring the impact of both academic and social/emotional interventions. <input type="checkbox"/> Adapting and modifying structures and resources to improve both core and targeted support.	<input type="checkbox"/> Providing individualized interventions, enrichments, and supports. <input type="checkbox"/> Monitoring the impact of both academic and social/emotional interventions. <input type="checkbox"/> Adapting and modifying structures and resources to improve both core and targeted support.	<input type="checkbox"/> Providing individualized interventions, enrichments, and supports. <input type="checkbox"/> Monitoring the impact of both academic and social/emotional interventions. <input type="checkbox"/> Adapting and modifying structures and resources to improve both core and targeted support.	
E. Program Evaluation	10	0-3	4-6	7-8	9-10	Points Earned:
		The school's comprehensive literacy application lacks evidence and data sources (demographic, achievement, perceptual, and program data) to assess the impact of effective evidence-based literacy strategies. The comprehensive literacy application is unclear in showing how proposed shifts or modifications for effective evidence-based literacy strategies are linked to an analysis of data and evidence.	The school's comprehensive literacy application provides and uses marginal data sources (demographic, achievement, perceptual, and program data) to assess the impact in some, but not all of the effective evidence-based literacy strategies. The literacy application also describes how some of the proposed shifts or modifications for effective evidence-based literacy strategies are linked to an analysis of data and evidence.	The school's comprehensive literacy application provides and uses general, suitable , and multiple data sources (demographic, achievement, perceptual, and program data) to assess the impact of effective evidence-based literacy strategies. The literacy application also describes how most of the proposed shifts or modifications for effective evidence-based literacy strategies are linked to an	The school's comprehensive literacy application provides and uses detailed, pertinent , and multiple data sources (demographic, achievement, perceptual, and program data) to assess the impact of effective evidence-based literacy strategies. The literacy application also clearly stipulates how proposed shifts or modifications for effective evidence-based literacy strategies are linked to an	

				analysis of data and evidence.	analysis of data and evidence.	
F. Sustainability	10	0-3	4-6	7-8	9-10	Points Earned:
		<p>The comprehensive literacy application budget spending plan provides limited to no evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application does not meet any of the three criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; <input type="checkbox"/> Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; 	<p>The comprehensive literacy application budget spending plan provides marginal evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application meets one of the three criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; <input type="checkbox"/> Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; <p>Provide evidence that the school has considered the cost</p>	<p>The comprehensive literacy application budget spending plan provides adequate evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application meets two of the three criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; <input type="checkbox"/> Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; <p>Provide evidence that the school has considered the cost</p>	<p>The comprehensive literacy application budget spending plan provides strong evidence that the school has the necessary budget expenditures to strategically use and align resources to implement effective evidence-based strategies. The application meets all three of the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifically identifying sources and amounts of funds that will complement the Comprehensive Literacy State Development (CLSD) grant funds to support timely implementation; <input type="checkbox"/> Clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability; <input type="checkbox"/> Provide evidence that the school has considered the cost 	

		<input type="checkbox"/> Provide evidence that the school has considered the cost implications of the selected effective evidence-based strategies and how each can be sustained after the grant has ended.	implications of the selected effective evidence-based strategies and how each can be sustained after the grant has ended.	considered the cost implications of the selected effective evidence-based strategies and how each can be sustained after the grant has ended.	implications of the selected effective evidence-based strategies and how each can be sustained after the grant has ended.	
Subtotal-Part II:						
Part III: Budget Narrative/Spreadsheet						
Part III:	20	0-4	5-10	11-16	17-20	Points Earned:
A. Budget Spreadsheet		The Comprehensive Literacy State Development (CLSD) budget spending plan does not clearly justify how the proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	The Comprehensive Literacy State Development (CLSD) budget spending plan minimally justifies how some proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	The Comprehensive Literacy State Development (CLSD) budget spending plan adequately justifies how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	The Comprehensive Literacy State Development (CLSD) budget spending plan clearly justifies how all proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key evidence-based literacy strategies as proposed in the comprehensive literacy application.	
Subtotal-Part III:						
Total Points (all parts of application):						