

Strong Foundations Approved Provider List Application Scoring Rubric Summer-Fall 2022

Points Available	1	2	3	4
	Not Qualified	Qualified with reservations	Qualified	Highly Qualified
1A: Displayed Understanding of the Strong Foundations Math and Literacy Framework Development Grant program				
1A.1 Understanding the Initiative	Does not appear to have any understanding of the project, its purpose, or the intended outcomes. Fails to highlight the importance of the research around how students learn and the connection that exists between that research and high-quality instructional materials.	Has minimal understanding of the project, its purpose, or the intended outcomes. Sparsely highlights the importance of the research around how students learn and the connection that exists between that research and high-quality instructional materials.	Has articulated sufficient understanding of the project, its purpose, or the intended outcomes. Highlights the importance of the research around how students learn and the connection that exists between that research and high-quality instructional materials.	Has demonstrated comprehensive understanding of the project, its purpose, or intended outcomes. Makes explicit connections and highlights the importance of the research around how students learn and the connection between that research and HQIM.
2A: Duration and Relevant Experience Doing Similar Work Nationally and/or in Texas				
2A.1: Duration and Relevant Experience	Has less than 1 year of proven success in providing high-quality professional learning, collaboration, guidance with stakeholders at the senior educational leadership level and may not have Texas-based experiences.	Has between 1-2 years of proven success in providing high-quality professional learning, collaboration, guidance with stakeholders at the senior educational leadership level and may not have Texas-based experiences. Has minimal experience with building communications plan, implementing a standard framework or technical assistance for math or literacy learning	Has multiple years (at least 2) of proven success in providing high-quality professional learning, collaboration, guidance with stakeholders at the senior educational leadership level but may not have Texas-based experiences. Has sufficient experience with building communications plan, implementing a standard framework or technical assistance for math or literacy learning	Has multiple years (more than 2) of proven success in providing high-quality professional learning, collaboration, guidance with stakeholders at the senior educational leadership level and has Texas-based experience. Has substantial experience with building communications plan, implementing a standard framework and technical assistance for math or literacy learning
2A.2: Previous services or professional learning in math and/or literacy	Lacks sufficient experience with providing similar services for professional development in math and/or literacy	Has minimal experience with providing similar services for professional development in math and/or literacy	Has sufficient experience with providing similar services for professional development in math and/or literacy	Has significant experience with providing similar services for professional development in math and/or literacy

2A.3: Previous experience with priority supports	Lacks sufficient experience with providing senior level coaching, case studies, collective learning series, data analysis or stakeholder engagement	Has minimal experience with providing senior level coaching, case studies, collective learning series, data analysis or stakeholder engagement	Has sufficient experience with providing senior level coaching, case studies, collective learning series, data analysis or stakeholder engagement	Has significant experience with providing senior level coaching, case studies, collective learning series, data analysis or stakeholder engagement
2B: Building Internal Capacity to Scale to Support this Grant Program				
2B.1: Building Internal Capacity to Scale	Does not appear to currently possess qualified personnel nor have the ability to hire up and/or train current staff on the unique educational landscape of Texas is unclear	Has minimal evidence of qualified personnel but has the knowledge and ability hire staff that is familiar on the unique educational landscape of Texas	Has sufficient evidence of qualified personnel and the knowledge and ability hire staff that is familiar on the unique educational landscape of Texas	Has significant evidence of current qualified personnel and the ability to hire additional staff and train all staff on the unique educational landscape of Texas.
2B.2: Relationship Building	Does not have a strategic approach to building relationships with LEAs to support past grants or projects and does not provide an example	Has a strategic approach to building relationships with LEAs to support past grants or projects but does not provide a sufficient example	Has a strategic approach to building relationships with LEAs to support past grants or projects and provides 1 example that is relevant to this grant program.	Has a strategic approach to building relationships and provides more than 1 example that is relevant to this grant program.
3A: Displayed Supports in Alignment to Instructional Framework Development Process				
Alignment to Framework	Has not demonstrated a complete understanding of the framework development process nor how their organization will align supports.	Has demonstrated minimal understanding of the framework development process and how their organization will align supports.	Has demonstrated sufficient understanding of the framework development process and how their organization will align supports.	Has demonstrated a complete understanding of the framework development process and how their organization will align supports.
4A: Approach to Professional Learning				
4A.1: Providing Leadership Level Professional Learning	Does not have experience designing and implementing training for a leadership level audience	Has minimal experience designing and implementing training for a leadership level audience	Has demonstrated sufficient experience designing and implementing training for a leadership level audience	Has demonstrated significant experience designing and implementing training for a leadership level audience with positive results
4A.2: Previous experience with similar professional learning and services	Did not submit artifacts demonstrating similar trainings and services	Did submit at least one artifact but does not relate to the intent or content of this grant	Did submit at least one artifact that was similar to the training structure, intent or content of this grant	Did submit at least one artifact that was closely aligned to the training structure, intent, or content of this grant
4A.3: Responsive Training and Coaching for Districts or Charters	Does not provide evidence of systematic feedback structures nor the ability to adapt to specific needs of an LEA	Does provide partial evidence of systematic feedback structures or the ability to adapt to specific needs of an LEA	Does provide evidence of systematic feedback structures or the ability to adapt to specific needs of an LEA	Does provide evidence of systematic feedback structures and the ability to adapt to specific needs of an LEA

5A: Project Management and Project Monitoring				
5A.1: Project Management & Monitoring	Did not submit examples of managing large projects nor share their approach to project management and monitoring	Did submit at least one example of managing large projects or shared their approach to project management and monitoring	Did submit at least one sufficient example of managing large projects and shared their approach to project management and monitoring	Did submit at two significant examples of managing large projects and shared their approach to project management and monitoring
6A: Evidence of Impact				
Evidence of Impact	Does not provide program evaluation outcomes demonstrating positive impact on curriculum, instruction, or professional learning	Does provide program evaluation but the outcomes demonstrating positive impact on curriculum, instruction or professional learning are minimal	Does provide program evaluation and the outcomes demonstrating positive impact on curriculum, instruction or professional learning are sufficient	Does provide program evaluation and the outcomes demonstrating positive impact on curriculum, instruction and professional learning are significant
7A: References				
References	No viable references were provided by the applicant	Two references were provided but only one was able to be successfully contacted before the close of the application window	Two references were contacted successfully and confirmed the applicant's ability to sufficiently support this grant work	Two or more references were contacted successfully and confirmed the applicant's exemplary ability to support this grant work
8A: Sample Contract Task Plan with Districts or Charters				
Sample Task Plan	The task plan is missing or incomplete	The task plan is complete, but responses were not comprehensive or directly aligned to the framework provisions	The task plan sufficiently addresses each component and is aligned to the framework provisions	The task plan exceeds the necessary responses to each component with additional but relevant information