Applicant Name: Click or tap here to enter text.

IRN:Click or tap here to enter text.

**Section A: Executive Summary (1-page limit)**

Click or tap here to enter text.

**Section B: Proposed Model Literacy Site Identification and Project Goals**

*Part 1: Site identification*

Is the applicant proposing a site to serve any grades 6-8? Choose an item.

If yes, provide the name and IRN for each proposed site (click the plus sign at the corner of the table to add another row).

|  |  |
| --- | --- |
| **Name of Site** | **IRN** |
|  |  |

Is the applicant proposing a site to serve any grade 9-12? Choose an item.

If yes, provide the name and IRN for each proposed site (click the plus sign at the corner of the table to add another row).

|  |  |
| --- | --- |
| **Name of Site** | **IRN** |
|  |  |

*Part 2: Describe the needs assessment conducted to identify how funds will be used to inform and improve comprehensive literacy instruction, aligned to the science of reading, at the proposed model literacy site(s).*

Click or tap here to enter text.

*Part 3: Describe which goal(s) of the local literacy plan the subgrant project will support.*

Click or tap here to enter text.

*Part 4: Describe a theory or rationale for the local project, which may be demonstrated by a logic model.* If the applicant is providing a logic model, the applicant may insert a picture below the text box. Please ensure any text contained in the picture can be easily read.

Click or tap here to enter text.

**

**Section C: Readiness**

*For each of the proposed model sites, select and describe the current level of implementation of each strand of Ohio’s Theory of Action and Integrated Comprehensive Systems (ICS).* For applicants proposing more than one site, click the plus sign on the bottom right edge of the box surrounding the content of this section to repeat the information for additional sites.

**Site Name and IRN:** Click or tap here to enter text.

**Grade Band:**Choose an item.

1. **Shared Leadership** Choose an item.

Click or tap here to enter text.

1. **Multi-Tiered System of Support** Choose an item.

Click or tap here to enter text.

1. **Educator Capacity** Choose an item.

Click or tap here to enter text.

1. **Family Partnerships** Choose an item.

Click or tap here to enter text.

1. **Community Collaboration** Choose an item.

Click or tap here to enter text.

1. **Integrated Comprehensive Supports** Choose an item.

Click or tap here to enter text.

**Section D: Fit**

*Part 1: Describe the fit of each proposed site to become a model literacy site based on the use of the* ***implementing site indicators*** *of the Hexagon: An Exploration Tool (Metz, 2019; Based on Kiser, Zabel, Zachik & Smith, 2007 and Blase, Kiser & Van Dyke, 2013).* For applicants proposing more than one site, click the plus sign on the bottom right edge of the box surrounding the content of this section to repeat the information for additional sites.

**Site Name and IRN:** Click or tap here to enter text.

**Grade Band:**Choose an item.

1. **Capacity to Implement:** Click or tap here to enter text.
2. **Fit with Current Initiatives:** Click or tap here to enter text.
3. **Fit with Student Need:** Click or tap here to enter text.

*Part 2: Provide other relevant information describing the fit of the applicant and identified proposed model literacy sites, including a description of the established relationship with the state support team’s Regional Literacy Network and/or previous successful implementation of literacy grants through the Ohio Department of Education.*

Click or tap here to enter text.

**Section E: Integration and Coordination of Comprehensive Literacy Instruction**

*Part 1: Describe how the proposed site(s) will integrate comprehensive language and literacy instruction into a well-rounded education through both existing resources and support from the CLSD grant, utilizing Appendix 2 (Programs, Practices and Assessments Inventory). Each component of comprehensive literacy instruction is identified in the Request for Applications on pages 22-23.*

1. **Content of Instruction**

Click or tap here to enter text.

1. **Quality of Instruction**

Click or tap here to enter text.

1. **Resources/Materials to Support Instruction**

Click or tap here to enter text.

1. **Data to Support Instruction**

Click or tap here to enter text.

*Part 2:* *Describe how the proposed model site(s) coordinates the comprehensive language and literacy instruction with early childhood programs and activities and after-school programs and activities in the area served by the LEA.*

Click or tap here to enter text.

**Section F: Implementation Plan**

*Part 1: Provide an implementation plan for each key activity of the proposed project. This plan must include all activities that will be reflected in the proposed budget narrative and align to the identified project goals.* To add activities, click the plus sign on the bottom right edge of the box surrounding the content of this section to repeat the information for additional activities.

**Key Activity:** Click or tap here to enter text.

**Lead Person(s):** Click or tap here to enter text.

**Specifics of Implementation:** Click or tap here to enter text.

**Resources Needed:** Click or tap here to enter text.

**Performance Measures:** Click or tap here to enter text.

**Timeline:** Click or tap here to enter text.

*Part 2: Describe how the proposed implementation activities will lead to the development of a model literacy site or sites that aligns to Ohio’s Plan to Raise Literacy Achievement as well as project goals and proposed budget.*

Click or tap here to enter text.

*Part 3: Describe how the LEA will provide ongoing, high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate) and other instruction leaders served by the school.*

Click or tap here to enter text.

**Section G: Plan for Monitoring and Revising Local Projects**

*Part 1: Describe how the project will be monitored through data-driven decision-making, including a plan for revising and using ongoing data-driven decision-making.*

Click or tap here to enter text.

*Part 2: Utilizing Appendix 2, describe the student performance assessments used to monitor progress toward meeting performance goals.*

Click or tap here to enter text.

*Part 2: Describe the data to be analyzed to monitor adult implementation of the evidence-based strategies and interventions.*

Click or tap here to enter text.

**Section H: Capacity Building and Sustainability**

*Part 1: Describe how the proposed project will increase capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation and how the LEA will sustain the project initiative programming beyond the federal funding provided by the Comprehensive Literacy State Development grant.*

Click or tap here to enter text.

*Part 2: Describe how the proposed budget is of sufficient size and aligns with other subgrantee budgets, including federal, state and local funds to support the proposed local project.*

Click or tap here to enter text.

*Part 3: Describe how educators throughout the LEA and/or early childhood program were involved in the development of the plan and how the LEA has gathered support for the proposal among educators and stakeholders.*

Click or tap here to enter text.

*Part 4: Describe how funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing language and literacy development.*

Click or tap here to enter text.

**Section I: Budget Narrative**

***Provide an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet.*** *A fully developed budget narrative aligns to the application narrative and state plan, provides full details regarding timing of all expenditures and only includes allowable uses of funds as described in the Request for Applications. This section will not count toward the page limit.*

Click or tap here to enter text.

**Section J: Competitive Preference (Optional)**

*Increasing Educational Options (5 points):* Show evidence the selected school(s) will focus on effective literacy interventions while increasing educational options through high-quality personalized learning pathways for students who are traditionally underserved. Such evidence may include the promotion of literacy interventions for students who are economically disadvantaged, with disabilities, are English learners or are in foster care. These interventions may take place outside of the traditional public-school setting, for example, through community partnerships.

Click or tap here to enter text.