

Comprehensive Literacy State Development Subgrant

Eligibility Requirements

General Guidance

Ohio was awarded a \$42 million Comprehensive Literacy State Development subgrant from the U.S. Department of Education to continue its work to improve the language and literacy development of the state's children. Approximately 95 percent of the award will be distributed directly to local education agencies and early childhood education programs to improve literacy outcomes for children from birth through grade 12 through this grant opportunity.

The four-year subgrant will focus on developing model literacy sites in early childhood education programs, district preschools and elementary, middle and high schools across the state. The proposed model sites will concentrate on implementing practices consistent with *Ohio's Plan to Raise Literacy Achievement*. The partnership between the proposed sites and the Ohio Department of Education will allow early childhood education programs, districts, schools and families to improve student literacy and increase educational options available to students who traditionally have been underserved.

To apply for a Comprehensive Literacy State Development subgrant, local education agencies and early childhood education programs must meet specific eligibility criteria. The criteria are outlined and organized below for early childhood (birth to kindergarten entry) and kindergarten through grade 12.

In addition, all applicants must submit and implement a local literacy plan that:

- Is informed by a comprehensive needs assessment;
- Is aligned with *Ohio's Plan to Raise Literacy Achievement*;
- Includes interventions and practices that are supported by moderate or strong evidence or, in the case where limited research is available, the intervention and practices are supported by promising evidence;
- Includes a plan for professional development; and
- Includes a plan to track learner outcomes consistent with all applicable privacy requirements.

To complete this plan, applicants will be asked to use the local literacy plan template located on the Department's [website](#).

Please note, the full application will be released in February 2020. Interested applicants are encouraged to begin the local literacy plan development process to prepare for the application and submit it in the Intent to Apply by **Friday, Feb. 14, 2020**.

Email any questions to ComprehensiveLiteracy@education.ohio.gov.

Consortia

Applicants may opt to form a consortium with others to collaborate and share resources with others in the same region. An education consortium is an association of two or more eligible local education agencies pooling resources to share human and material assets and link academic and administrative resources with the objective of participating in the development and execution of a Comprehensive Literacy State Development subgrant. All members of a consortium must meet the eligibility criteria outlined in this document and be assigned to the same state support team region.

Examples of consortia for this subgrant include:

- An application proposing model sites in multiple eligible entities (for example, one site in an early childhood education program for birth-K entry; one site in District A for K-5; one site in District B for grades 6-8; and one site in District C for grades 9-12); and
- An application proposing multiple model sites in one or more age bands in more than one eligible entity (for example, a site for K-5 in District A and District B).

Eligible Applicants

Subgrant applicants are required to submit applications for funding for services for specific age bands that reflect the individual buildings they are proposing become model sites. These proposed model sites will be school- or program-based and include schools and early childhood programs serving children from birth through kindergarten entry, kindergarten through grade 5, grades 6 through 8, and grades 9 through 12. The proposed sites will all be working toward full implementation of the practices described in *Ohio's Plan to Raise Literacy Achievement* but will have different entry points based on their needs. This means that though all sites are working toward a common goal, they will be engaged in different grant-supported activities throughout the four years. A common feature across all sites will be engagement with either Ohio's Peer Coaching Model for Literacy Instruction or Ohio's Traditional Coaching Model for Literacy Instruction. These models and training to support these models are further described in Ohio's [grant application](#). As the sites progress through the grant cycle, they will receive individualized performance feedback and be expected to make mid-course corrections to address any implementation barriers.

BIRTH THROUGH KINDERGARTEN ENTRY APPLICANTS

For applicants interested in applying for subgrant funding for a model site that serves children ages birth through kindergarten entry, the following eligibility criteria will be used. For a chartered nonpublic preschool to be eligible, it must meet the requirements as stated below and outline how it will fulfill the data collection requirements for the Government Performance and Results Act measure for 4-year-olds.

Eligible early childhood programs must be one of the following:

- An Ohio Department of Job and Family Services licensed program that is highly rated in Step Up To Quality (3, 4 or 5 stars) or recommended for rating at the three-star level or above on or before June 30, 2020; or
- An Ohio Department of Education licensed program that is highly rated in Step Up To Quality (3, 4 or 5 stars) or recommended for rating at the three-star level or above on or before June 30, 2020.

Subgrant award prioritization

In addition to meeting eligibility requirements outlined above, all applicants, including each member of a consortium, for birth to kindergarten entry services also must provide evidence of serving low-income children within their subgrant applications. The Department will prioritize programs that serve children birth through kindergarten entry who are from families with income levels at or below 200 percent of the federal poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act).

KINDERGARTEN THROUGH GRADE 12 APPLICANTS

Local Education Agencies for Public Elementary or Secondary Schools

Eligible subgrant applicants include districts, exempted village school districts, community schools, cooperative education school districts, joint vocational school districts and educational service centers. Per federal guidelines, chartered nonpublic schools are not eligible to apply for kindergarten through grade 12 subgrants.

Subgrant award prioritization

The Department will prioritize applicants where at least 50 percent of schools served by the local education agency meet the below definitions of “high-need schools” and the proposed model literacy site(s) meet the definition of “high-need schools.” See note below for joint vocational school districts and educational service centers.

- **Elementary schools:** A “high-need” elementary school is one in which not less than 50 percent of the enrolled students are children who come from low-income families.
- **Middle schools:** A “high-need” middle school is one in which not less than 50 percent of the enrolled students are children who come from low-income families.
- **High schools:** A “high-need” high school is one in which not less than 40 percent of the enrolled students are children who come from low-income families.

Subgrants serving students kindergarten through grade 12 will be prioritized within each region in the following order:

1. At least 50 percent of the schools served by the local education agency meet the definition of “high-need school” **and** all proposed model literacy sites meet the definition of “high-need school.”
2. At least 50 percent of the schools served by the local education agency meet the definition of “high-need school” but no proposed model literacy sites meet the definition “high-need school.”
3. At least 50 percent of the schools served by the local education agency do not meet the definition of “high-need school” but at least one proposed model literacy site meets the definition of “high-need school.”
4. At least 50 percent of the schools served by the local education agency do not meet the definition of “high-need school” and no proposed model literacy site meets the definition of “high-need school.”

Please note the following requirements for joint vocational school districts and educational service centers:

- Joint vocational school districts may apply as subgrantees but, to receive priority, the applicants must demonstrate in their applications that the home districts for all their students on average meet the priority criteria stated above. In addition, services proposed in a joint vocational school district’s application must be available to students from all home districts attending the joint vocational school district but not extend beyond the programming offered by the joint vocational school district.
- Educational service centers may apply for K-12 funding as a part of a consortium of one or more eligible local education agencies. The enrollment data from the districts included in the consortia will determine priority standing.
- Educational service centers that operate a licensed early childhood program and are applying for birth through kindergarten entry funds should see eligibility criteria for birth through kindergarten entry grants above.