

Request for Application

COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT



FEBRUARY 2020

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INTRODUCTION

The Ohio Department of Education received a competitive, five-year Comprehensive Literacy State Development Grant from the U.S. Department of Education in October 2019, which continues through Sept. 30, 2024. The Department is required to subgrant no less than 95 percent of the award to eligible subgrantees. At least 15 percent of the grant funds must serve children from birth through kindergarten entry; 40 percent must serve students in kindergarten through grade 5; and 40 percent (split equitably) must serve students in middle and high schools.

The purpose of the Comprehensive Literacy State Development Grant (CLSD) is to award subgrants that advance literacy skills and development. These skills include preliteracy skills, reading and writing for all children from birth through grade 12.

This five-year grant (four-year subgrant) will focus on developing model comprehensive literacy sites in early childhood education programs and district preschools, as well as elementary, middle and high schools across the state. The model sites will concentrate on implementing practices consistent with *Ohio's Plan to Raise Literacy Achievement*. The grant also will support professional learning and coaching. The partnership between the model sites and the Department will allow early childhood education programs, districts, schools and families to improve student literacy and increase educational options available to students who have been traditionally underserved.

Approximately \$39.9 million is available for the Department to award subgrants to carry out the following objectives:

1. Increase the percentage of participating 4-year-old children who achieve significant gains in oral language skills;
2. Increase the percentage of participating fifth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA;
3. Increase the percentage of participating eighth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA; and
4. Increase the percentage of participating high school students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA.

The Department will monitor progress toward these goals on an annual basis throughout the duration of the grant.

REGULATIONS AND GUIDANCE

The Comprehensive Literacy State Development Grant is carried out under the legislative authority under Sections 2221–2225 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (Pub. L. 115–224). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

ELIGIBLE APPLICANTS

Under 34 CFR 75.708(b) and (c), a grantee may award subgrants—to directly carry out project activities described in its application—to the following types of entities: one or more local education agencies (LEAs) that (i) Serve children from birth through kindergarten entry who are from families with income levels at or below 200 percent of the federal poverty line; or (ii) Are LEAs serving a high number or percentage of high-need schools. In addition, subgrants will be provided to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families. Eligibility is fully described by the Ohio Department of Education on the Department's [website](#).

Each eligible early childhood education program or LEA (this includes consortium leads such as educational service centers) may only submit **one** application for the Comprehensive Literacy State Development subgrant. The application may include all age/grade ranges under the grant (birth-kindergarten entry; K-5; 6-8; 9-12) or only include specific age/grade ranges.

If an applicant is joining a consortium, that is considered an application. LEAs and early childhood education programs *may not* submit a single application and be part of an application where they are a member of a consortium or join multiple consortia applications.

GENERAL INFORMATION

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The Comprehensive Literacy State Development subgrant application window opens March 2, 2020 and closes March 25, 2020. Comprehensive Literacy State Development subgrant funds will be available to the successful applicants from July 2020 through June 30, 2024. Applications and additional information are submitted through the Department's e-grant applicant system, the Comprehensive Continuous Improvement Plan (CCIP). Please see Duration and Types of Subgrants below for additional information on funding.

TOTAL FUNDING AMOUNT

Approximately \$39.9 million is available for Comprehensive Literacy State Development subgrant awards for state Fiscal Years 2021-2024. For subgrants serving learners birth through kindergarten entry, approximately \$6.3 million is available; approximately \$16.8 million is available for subgrants serving learners kindergarten-grade 5; approximately \$8.4 million is available for subgrants serving learners in middle school (grades 6-8); and approximately \$8.4 million is available for subgrants serving learners in high school (grades 9-12). Funding is dependent on availability of funds. If Ohio's Comprehensive Literacy State Development grant funding is decreased or eliminated, the Comprehensive Literacy State Development subgrantees' funding would be decreased or eliminated.

Supplement, not supplant. Grantees must use funds under this program to supplement, not supplant, state and local funds that would be used to advance literacy skills for learners from birth through grade 12. For example, the purchase of core curriculum materials cannot be made with Comprehensive Literacy State Development funds; any supplemental materials or professional development costs could be supported with these funds.

DURATION OF SUBGRANTS AND EXPECTED AWARD AMOUNTS

Successful applicants will receive funding for up to four fiscal years. Grant awards will be a one-time award. Funds must be budgeted for a state fiscal year (2021, 2022, 2023, 2024). Continuation funds will be contingent upon sufficient progress in meeting the goals of the project and submission of a revised budget and budget narrative, including the use of any carry-over funds, as well as a narrative revision of grant activities.

The Department is expecting to fund one proposed model literacy site for each age/grade band (birth-kindergarten entry; kindergarten-grade 5; grades 6-8; grades 9-12) in each of the state’s 16 state support team regions. Each birth-kindergarten entry site is expected to receive \$393,750. Each kindergarten-grade 5 site is expected to receive \$1,050,000. Each grade 6-8 and grade 9-12 site is expected to receive \$525,000. An applicant interested in supporting multiple proposed model literacy sites in the same age band will be limited to the same funds as a single site and will allocate resources across the multiple sites as determined by the subgrant application. For example, if a consortium of schools serving kindergarten-grade 5 is formed within a region, the applicant will develop a budget to support all proposed sites with \$1,050,000.

If the Department is unable to identify a proposed model literacy site for each age band within each of the state’s 16 regions, additional funds may be allocated to subgrantees after the selection process is complete.

Subgrant funds will be distributed based on the following allocations, subject to availability and final award decisions:

Annual allocations based on one site per region for each age/grade band					
		Birth-K Entry	K-5	6-8	9-12
		\$ 393,750.00	\$ 1,050,000.00	\$ 525,000.00	\$ 525,000.00
Model Site Allocation Schedule Based on 1/16th of the available age group funding	7/1/2020	\$78,101.25	\$ 208,270.00	\$ 104,135.00	\$ 104,135.00
	10/1/2020	\$ 78,912.19	\$ 210,432.50	\$ 105,216.25	\$ 105,216.25
	7/1/2021	\$-	\$ -	\$ -	\$ -
	10/1/2021	\$78,912.19	\$ 210,432.50	\$ 105,216.25	\$ 105,216.25
	7/1/2022	\$-	\$ -	\$ -	\$ -
	10/1/2022	\$78,912.19	\$ 210,432.50	\$105,216.25	\$ 105,216.25
	7/1/2023	\$ -	\$ -	\$ -	\$ -
	10/1/2023	\$78,912.19	\$ 210,432.50	\$ 105,216.25	\$ 105,216.25
	7/1/2024	\$-	\$ -	\$ -	\$ -

COMMITMENTS

Each subgrant recipient must commit to the activities outlined in the Ohio Comprehensive Literacy State Development grant application, including the following:

1. Cooperation with national implementation evaluation: The purpose of the national evaluation is to understand the implementation of CLSD and its impact on student literacy. Grantees and subgrantees are required to cooperate with the national evaluation in accordance with U.S. Department of Education regulations (EDGAR 75.591). All subgrantees will complete a survey about the strategies and practices funded under CLSD during the 2020-2021 year. The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded.
2. Participation in annual Literacy Academy and Technical Assistance Support:
 - a. Subgrant recipients must attend the Department’s yearly Literacy Academies through the duration of the grant (required attendees will be determined upon award);
 - b. Subgrant recipients must present at Department’s yearly Literacy Academies during years 3 through 5 (2022, 2023, 2024) of the grant cycle to share information on their implementation, best practices and experiences; and

- c. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.
3. Training:
 - a. Administrators will participate or designate approved staff to participate in Department-disseminated training on Ohio's coaching models, the Reading Tiered Fidelity Inventory and the Ready Schools Literacy Transition Plan as determined by the Department.
4. Educator Pre- and Post-assessments:
 - a. All administrators, coaches and teachers participating in subgrant activities will participate in Department identified pre-and post-assessments of evidence-based language and literacy strategies relevant to the age bands they serve. The post-assessment will be administered twice throughout the grant (at the end of year 2 and at the end of year 5).
5. Student Assessments and Data Management:
 - a. All subgrant recipients receiving funds for birth to kindergarten entry must administer the Early Learning Assessment to all learners impacted by grant funding and utilize the Department's designated data collection system (EMIS or EAS) for data submission;
 - b. All subgrant recipients receiving funds for kindergarten through grade 5 must administer and report the Kindergarten Readiness Assessment and Ohio's State Tests in English Language Arts to all students enrolled in the district or school in grades 3-5, as well as an approved curriculum-based measure for K-grade 5 students;
 - c. All subgrant recipients receiving funds for middle school (grades 6-8) must administer Ohio's State Tests in English Language Arts to all students enrolled in the district or school in grades 6-8 and identify and receive approval from the Department for an additional progress monitoring component for monitoring intervention supports;
 - d. All subgrant recipients receiving funds for high school must administer Ohio's State Tests in English Language Arts II to all students enrolled in the district or school in grades 9-12 and identify and receive approval from the Department for an additional progress monitoring component for monitoring intervention supports; and
 - e. All subgrant recipients receiving funding must administer the Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population;
6. Monitoring:
 - a. In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;
 - b. All subgrant recipients receiving funds for birth-kindergarten entry and kindergarten-grade 5 must complete the Ready Schools Transition Plan at each model site;
 - c. All subgrant recipients for kindergarten-grade 5, grades 6-8 and grades 9-12 must administer the Reading Tiered Fidelity Inventory at each model site and utilize the MIBSLI R-TFI Reporting System for data collection;
 - d. All subgrant recipients will partner with the Department and technical assistance providers to develop locally relevant walk-through forms to determine if the targeted evidence-based language and literacy strategies are being implemented with fidelity;
 - e. All subgrant recipients will update their local literacy plans each school year to reflect the changes in progress and needs as determined by the LEA; and
 - f. All subgrant recipients will allow the state to collect information on teacher and administrator capacity.
7. Engagement with Regional Literacy Network:
 - a. All subgrant recipients will be contributing members of their state support teams' Regional Literacy Networks; and

- b. All subgrant recipients will ensure cooperation of model sites with the Regional Literacy Network as determined by the Department.
8. Reporting (as applicable)
- a. Report to the state each year the progress of participating 4-year-olds on the Early Learning Assessment;
 - b. Report to the state each year the progress of participating K-3 students on the Kindergarten Readiness Assessment and Ohio's State Tests in English Language Arts to all students enrolled in the district or school in grades 3-5, as well as the reading diagnostics as required under the Third Grade Reading Guarantee for kindergarten-grade 3 students;
 - c. Report to the state each year the percentage of participating fifth grade students, eighth grade students and high school students who meet or exceed proficiency on Ohio's State Tests in English Language Arts for their respective grade levels; and
 - d. Report to the state each year the progress of participating students assessed using Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.

CONTINUATION OF AWARDS

Each subgrant recipient in good standing will receive an offer to renew following its first full year in the subgrant program. The continuation funding is not competitive but is subject to the availability of federal funds and evaluated by Department staff on the basis of:

- Whether a subgrantee has made substantial progress in achieving the goals and objectives of the project;
- Whether the subgrantee has expended funds in a manner that is consistent with its approved application and budget;
- Whether the subgrantee has submitted a revised subgrant budget and budget narrative;
- Whether the subgrantee has submitted all required reports to the Department; and
- Whether the subgrantee is operating in compliance with the assurances and commitments in its approved application, including those applicable to federal civil rights laws that prohibit discrimination in programs or activities receiving federal financial assistance from the Department [34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23].

Funding may be terminated if substantial progress is not being made to accomplish the subgrant project goals or any evidence indicating misappropriation of funds.

USE OF FUNDS

All funded activities must support and be consistent with the stated intent of the approved subgrantee.

Subgrantees will follow Uniform Administrative Requirements and Basic Considerations found at <https://www.ecfr.gov>:

- 2 CFR 200.403 Factors affecting allowability of costs;
- 2 CFR 200.404 Reasonable costs;
- 2 CFR 200.405 Allocable costs;
- 2 CFR 200.406 Applicable credits;
- 2 CFR 200.407 Prior written approval (prior approval);
- 2 CFR 200.408 Limitation on allowance of costs.

BIRTH-KINDERGARTEN ENTRY

An eligible entity that receives a birth-kindergarten entry subgrant must use the funds to:

- (1) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel and instructional leaders;
- (2) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
- (3) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate) and teachers in literacy development of children served under CLSD.

KINDERGARTEN-GRADE 5

An eligible entity that receives a kindergarten-grade 5 subgrant must use the funds for:

- (1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—
 - a. Serves the needs of all children, including children with disabilities (as defined in the federal notice) and English learners (as defined in the federal notice), especially children who are reading or writing below grade level;
 - b. Provides intensive, supplemental, accelerated and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - c. Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
- (2) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals and other program staff.
- (3) Training principals, specialized instructional support personnel and other LEA personnel to support, develop, administer and evaluate high-quality kindergarten through grade 5 literacy initiatives.
- (4) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel and specialized instructional support personnel (as appropriate) in the literacy development of children served.
- (5) Engaging families and encouraging family literacy experiences and practices to support literacy development.

GRADES 6-12

An eligible entity that receives a grades 6-8 and/or grades 9-12 subgrant must use the funds for:

- (1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—
 - a. Serves the needs of all children, including children with disabilities (as defined in the federal notice) and English learners, especially children who are reading or writing below grade level;
 - b. Provides intensive, supplemental, accelerated and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - c. Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

- (2) Training principals, specialized instructional support personnel, school librarians and other LEA personnel to support, develop, administer and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.
- (3) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.
- (4) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.
- (5) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists, paraprofessionals, special educators, specialized instructional support personnel and school personnel in the literacy development of children served.

ADDITIONAL USES OF FUNDS IN KINDERGARTEN-GRADE 12

An eligible entity that receives a subgrant may, in addition to carrying out the activities described above, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

- (1) Recruiting, placing, training and compensating literacy coaches.
- (2) Connecting out-of-school learning opportunities to in-school learning to improve children's literacy achievement.
- (3) Training families and caregivers to support the improvement of adolescent literacy.
- (4) Providing for a multi-tier system of supports for literacy services.
- (5) Forming a school literacy leadership team to help implement, assess and identify necessary changes to the literacy initiatives in one or more schools to ensure success.
- (6) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

UNAUTHORIZED ACTIVITIES

The following items cannot be funded and should not be requested:

- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in-state and the subgrantee has received express written permission from the grant director (no out-of-country travel is permitted);
- Capital expenses, such as acquisition, renovation or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment;
- Acquisition of any vehicle;
- Construction and any related construction activities, such as architectural renderings and engineering activities (including ADA compliance);
- Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries, professional dues or memberships and transportation of students;
- Indirect costs;
- Costs for student expeditions/field trips, travel, etc.;
- Employee hiring/recruitment expenses, such as a placement firm or travel for prospective employees;
- Non-educational, non-informative promotional/novelty items for advertising, events or recruiting;
- Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- Fines and penalties or lobbying expenses;
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university); and
- Expenditures that are not "allowable, allocable, or reasonable," as defined in the Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200].

PARTICIPATION, EVALUATION AND REPORTING

Comprehensive Literacy State Development subgrants are awarded to LEAs or early childhood education programs. Subgrantees must be able to demonstrate eligibility; meet or exceed the competitive application threshold; use funds according to federal guidelines; comply with reporting requirements, due dates and all applicable laws and rules; and participate in trainings and meetings associated with the subgrant award. Subgrantees are expected to meet evaluation and reporting requirements while participating in technical assistance provided by the Department.

MONITORING

Under all federal programs, the Department is required to annually assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, additional training, additional technical assistance, corrective action and/or subgrant suspension or termination.

The Comprehensive Literacy State Development project director, in conjunction with the grants manager in the Office of Approaches to Teaching and Professional Learning and other staff will monitor and provide program oversight, including technical assistance to all subgrant awardees. These professionals also will provide instructions on the funding process for the subgrant.

As a condition of this federal subgrant, the Department is responsible for evaluating and monitoring subgrantees. Subgrantees will be evaluated and monitored for adherence to federal rules and regulations and accomplishing performance goals. The monitoring system reviews all Comprehensive Literacy State Development subgrant awardees following the issuance of the official award.

Compliance issues may arise during the Department's monitoring activities. Issues uncovered by the Department will be communicated to the subgrantee and will result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. Subgrantees awarded a subgrant that have persistent and/or extended non-compliance of grant activities may lead to termination of the subgrant. The Department will closely review audits for any findings or compliance issues. These issues will be addressed in the same manner as aforementioned.

REPORTING

The Department is required to track specific information as part of the federal Comprehensive Literacy State Development grant. Therefore, subgrantees will be required to:

- Provide information requested via surveys and other data collection projects using the methods identified by the Department;
- Submit interim reports, project cash requests and any other required information in a timely and efficient manner using the methods identified by the Department;
- File a final expenditure report within 90 days of the end of each annual budget period. These reports will be completed within the Department's e-grant system, the [CCIP](#); and
- File a final grant activities report within 90 days of the end of the subgrant period using the Department's compliance system. The report will contain, at a minimum:
 - Executive summary;
 - Report on each subgrant project goals, including data and information that support the outcome of each goal;
 - Expenditure report detailing percentage of awarded subgrant expenditures; and

- A property inventory of all equipment and non-consumable goods purchased with Comprehensive Literacy State Development subgrant funds [2 CFR 200, Sections 200.313 and 200.439].

FISCAL PROCEDURES

No funds may be obligated prior to receiving a notice of award and a CCIP substantially approved date of the subgrant. The CCIP is the Department's unified grants application and verification system that consists of two parts, the planning tool and the funding application. Subgrantees will utilize the funding application that contains the budget, project cash requests and final expenditure reports. Accounting of the subgrant is required. Records of both encumbrances and expenditures are to be kept by expenditure code. If staff, including stipends and instructional support personnel, are paid with subgrant funds, there must be documentation of time and effort.

For purposes of these subgrants, obligations are considered to have been incurred as follows [34 CFR 76.707]:

- For materials and supplies, when the purchase order is approved and received by the vendor;
- For personal services, when the services are performed; and
- For travel, when the travel is taken (see CFR 76.707(f) for exception rule).

All agreements for purchased services must be documented in writing.

Each entity awarded a subgrant must provide the Department, as part of its independent audit, an audit schedule of the subgrant showing receipts and expenditures. Program funds may not be used to pay for or be applied to audit costs.

PROJECT CASH REQUESTS

All activities, expenditures and required reporting related to each period of the subgrant must be completed within the period of the subgrant for which they were budgeted. At the end of each period of the subgrant, the Department will request an update on the status of project activities. The subgrantee must complete an updated budget and budget narrative, including the use of any carry-over funds, prior to entering the next period of the subgrant.

All requests for reimbursement must be submitted no later than 90 days after the end of the budget period.

All project cash requests must be submitted during the active budget period and no later than 90 days after the end of the budget period. The subgrantee is required to submit a final expenditure report in the CCIP by June 30 each year documenting all allowable expenditures allocated during the budget period.

If the subgrantee does not expend the full subgrant allocation during the fiscal year, the remaining funds may be carried over to the following fiscal year upon review and approval by the Department.

GENERAL SUBGRANT MANAGEMENT

All subgrant records must be maintained for three years following submission of the final report.

CONFLICTS OF INTEREST

As a nonprofit or public benefit entity receiving public funds, subgrantees must avoid conflicts of interest when administering grants and entering into contracts for equipment and services. Both federal and state laws

regarding conflicts of interest are very strict. It is the responsibility of the subgrantee to be in compliance with the [Ohio Ethics Law, ORC Chapter 102](#) and [ORC 3314.03](#) regarding conflicts of interest.

MISUSE OF FUNDS AND SUBGRANT TERMINATION

If it is determined that any subgrant funds have been misused, such funds must be returned to the Department. The Department may terminate the subgrant award upon 30 days written notice if it is determined that the applicant is not fulfilling the funded program responsibilities as specified in the approved application.

EQUIPMENT DEFINITION (2 CFR 200.313)

Every school district/agency/program purchasing equipment with federal funds should have an approved definition of equipment. If there is none, the federal definition applies as follows:

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

The district/agency/program must use the same definition for all equipment whether it be funded by federal, state, local or other funds. There cannot be two different definitions — one for federally funded equipment and one for other-funded equipment.

The district/agency/program definition for equipment may include an acquisition cost of less than \$5,000 per unit such as \$1,000 or \$500 per unit, but the definition cannot include an acquisition cost exceeding \$5,000, such as \$5,500 or \$7,000 per unit.

EQUIPMENT INVENTORY (34 CFR 80.32)

All equipment and items that have a high likelihood of being lost or stolen purchased under this subgrant must be inventoried and such property is the property of the school district/agency/program. The school district/agency/program's inventory control policies and procedures should be aligned with Auditor of State bulletins and available upon request by the Department. The following inventory control process must be implemented:

1. The district/agency/program must maintain an inventory of equipment purchased with federal grant funds until disposition takes place.
2. The inventory records must include:
 - a. Description of the item;
 - b. A serial number or other identification number;
 - c. Funding source of the item (name of funding title/grant);
 - d. Name of holder of title;
 - e. Acquisition date;
 - f. Acquisition cost;
 - g. Percentage of federal participation in the cost of the item;
 - h. Location of the item;
 - i. Use and condition of the item; and

- j. Any ultimate disposition data including date of disposal and the sale price of the item.
3. A physical inventory and reconciliation with records is required every two years. Also, an inventory control system and equipment maintenance procedures must be implemented.

EQUIPMENT PURCHASED WITH FEDERAL FUNDS

Anything paid for with federal funds (such as Comprehensive Literacy State Development subgrant funds) is subject to use, management and disposition rules under the Uniform Guidance [2 CFR 200.313 and 200.314].

DISPOSITION OF EQUIPMENT (34 CFR 80.32)

Equipment may be disposed of with no obligation to the federal government, if ALL the following criteria are met:

- Equipment is no longer needed in the current program; and
- Equipment is not needed in other programs currently or previously funded by a federal agency.

If the district/agency disposes of equipment with a fair market value of less than \$5,000, the proceeds must be used to support the program for which the equipment was purchased. If the fair market value is more than \$5,000, the district/agency must contact the Department's Office of Federal Programs for disposition instructions.

EQUIPMENT RECORDS RETENTION (34 CFR 74.53)

Records for equipment acquired with federal funds must be retained for three years from the date the district/agency submits the final expenditure report for the funding period. If there is an audit exception, the district/agency must keep the records until all litigation, claims or audit findings have been resolved and final action taken.

APPLICATION TECHNICAL ASSISTANCE

Prospective subgrant applicants are encouraged to view recorded presentations that provide technical assistance developing local literacy plans aligned with the state plan. The recorded presentations will be published on the Department's website. The Department will provide timely information and assistance to parties who are interested in applying for subgrant funds. Technical assistance may include frequently asked questions, videoconferencing, webinars, conference calls and in-person training.

REVIEW PROCESS

Ohio's Comprehensive Literacy State Development subgrant competition review process includes four levels: a technical review, a review of the local literacy plan, a review of the application and a finalist interview.

TECHNICAL REVIEW

The Department staff will conduct a technical review of each grant application for eligibility, completeness, budgetary restrictions and compliance with formatting requirements.

If an application fails to meet any of the reviewed requirements, the Department's management will make final eligibility decisions prior to proceeding to the application review process.

LOCAL LITERACY PLAN REVIEW

The Department and regional literacy staff will conduct a technical review of each applicant's local literacy plan, specifically focused on whether the applicant's local literacy plan:

- (1) Is informed by a comprehensive needs assessment;
- (2) Is aligned with the state comprehensive literacy plan;
- (3) Includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available;
- (4) Provides for professional development; and
- (5) Includes a plan to track children's outcomes consistent with all applicable privacy requirements.

If an application fails to meet any of the reviewed requirements, the Department's management will make final eligibility decisions prior to proceeding to the application review process.

APPLICATION REVIEW

The Department will establish a review team comprised of Department and regional staff with expertise in birth through grade 12 language and literacy development, the Ohio Improvement Process and implementation science. The review team will conduct an evaluation of applications for subgrants based on the specific criteria listed in this request for applications. Review team members will be free of any conflicts of interest for all assigned applications. Each eligible application will be reviewed and scored by at least three or more review team members.

A substantial training program is presented to each reader. During the training, the readers first review the scoring rubric, then read and score a calibration application and, ultimately review the scores that each of the other readers provided on a relevant sample of the scored items to help them "calibrate" their own scores.

FINALIST INTERVIEW

The Department will schedule interview calls with regional finalists to review components of the local literacy plan and application, identify barriers to implementation, provide fiscal guidance and begin to plan with the finalist for award. This interview may lead to revisions required of the application prior to official selection and award or disqualification of application.

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority Points supplement the score without increasing the total points possible for the application. This category rewards applicants that demonstrate commitment to characteristics the Department prioritizes. Refer to the Comprehensive Literacy State Development Subgrant Rubric for the competitive preference priorities evaluation criteria.

COMPETITIVE PREFERENCE PRIORITIES SCORING

Reviewers will consider **up to 10** additional pages outside the application narrative and appendices to score this section (up to five pages per competitive preference). Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priorities and, therefore, will not be eligible to receive additional points.

Each of the Competitive Preference Priorities has an established point value, listed below. Applicants are awarded points for a priority if they demonstrate all related criteria. These points are added to the total points

earned on the scoring rubric for the application narrative and appendices. The final, total points possible does not increase.

- *Immediate Identification of a Model Site (10 points):* An applicant that can show evidence that a school or early childhood education program it serves outside of the grant application already can be used as a model literacy site in at least one age band (birth-kindergarten entry, K-grade 5, grades 6-8 and grades 9-12) will receive competitive preference for developing a model literacy site in another age band.
 - Example 1: A district already may have a K-5 site that meets the criteria of a model literacy site and is applying to develop a model site for an early childhood site, middle school site or high school site.
 - Example 2: An educational service center may provide literacy support to a grades 6-8 site that meets the criteria of a model literacy site and is applying to develop a model site in another building it serves for early childhood, K-5 or high school.
- *Impact Rate (5 points):* An applicant that can show evidence that the selected schools or early childhood education programs is likely to impact the rate at which the state is able to scale the evidence-based language and literacy strategies throughout the region will receive competitive preference. Such evidence might include partnerships with other districts, early childhood education programs and/or LEAs, involvement in regional networks or past experiences with replication of efforts.

POST-REVIEW AND SELECTION

The Department will determine a quality cut score. Applicants meeting the quality cut score will be sorted into the state's 16 state support team regions based on the applicants' assigned regions.

Priority for birth-kindergarten entry subgrants will be given within each region to 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). Other programs will be considered as subgrants are available.

Subgrants for kindergarten-grade 5, grades 6-8 and grades 9-12 will be prioritized within each region in the following order:

1. At least 50 percent of the schools served by the LEA 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 LEA 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 LEA 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 LEA do not meet the definition of "high-need school" and no proposed model literacy site meets the definition of "high-need school."

If sites are not identified in each region for each age band, additional subgrantees may be selected from other regions where additional applicants met the quality cut score and will be prioritized based on the above criteria.

PROPOSED TIMELINE

Date	Event
Friday, Jan. 17, 2020	Notice of Intent to Apply available
Wednesday, Feb. 5, 2020	Request for applications available
Friday, Feb. 14, 2020	Notice of Intent to Apply submission deadline
Monday, March 2, 2020	Applications open in the CCIP, the Department's e-grant system
Wednesday, March 25, 2020, 4:59 p.m.	Application deadline
March 26-May 1, 2020	Subgrant review process
April 22-24 (Tentative Dates)	Finalist Interviews
Week of May 4, 2020	Subgrant selection notification
Monday, May 18, 2020	Subgrant awardee training
July 1, 2020	Subgrant award

AWARD PROCESS

The Department will seek to fund the application(s) showing the most promise for meeting the primary goals of the program. If the Department identifies items that are unauthorized or not properly categorized that require a subgrant budget modification prior to the subgrant award, applicants will need to submit requested changes prior to the official subgrant award notification. Please note that any applicant that does not provide an approved, revised Comprehensive Literacy State Development subgrant budget by the Department's deadlines may not receive a subgrant award.

If awarded a subgrant, the budget period will not begin until all required modifications (if applicable) are submitted to the Department. Funds should not be encumbered or spent until the subgrantee has received the official notice of award.

APPLICATION SUBMISSION

Applicants are required to submit a completed PDF copy of the application packet, including all required components, that **MUST** conform to the prescribed submission checklist order.

COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP)

The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and verification system that consists of two parts: the planning tool and the funding application. For the purposes of the Comprehensive Literacy State Development subgrant competition, applicants will only use the funding application that contains the budget page, assurances and the application upload location.

The applicant will complete and upload the provided Budget Worksheet that complies with the USAS Manual for grant activities. The Budget Worksheet includes **all four years** of the proposed subgrant award. Applicants will enter the year 1 numbers from the completed worksheet in the budget page in the funding section of the CCIP. A budget narrative (see Application Narrative Section I; Budget Worksheet and Narrative) must be included in the PDF copy of the full application packet. A budget narrative is required to explain the use of all Comprehensive Literacy State Development subgrant funding, with a detailed itemized description of each budget cell amount. **Applicants omitting a complete budget narrative will not be considered. Applicants will upload a PDF copy of the full Comprehensive Literacy State Development grant application packet** in the funding section of the CCIP. Applicants **also will upload a PDF copy of the local literacy plan** in the funding section of the CCIP.

Applicant must submit a completed [local literacy plan](#) to be considered for the Comprehensive Literacy State Development subgrant. The applicant's proposal must align to both Ohio's Plan to Raise Literacy Achievement and the applicant's local literacy plan. Applicants that previously submitted a Reading Achievement Plan to the Department (by Dec. 31, 2019) may revise and replace that plan through this application submission process, but it is not required. If the applicant is a consortium — please upload each plan separately in the CCIP application and label clearly (each member of the consortium and the lead member **MUST** have an aligned plan).

Subgrant applicants must have an OH|ID account, IRN (unique school identifying number) and designated roles in the Ohio Educational Directory System (OEDS) to access the CCIP. The following technical assistance will aid the applicant in obtaining the access needed to enter the CCIP.

- If you do not have an OH|ID account, please click [here](#).
- Don't know if your organization has an IRN? Look it up [here](#). If your organization does not have an existing IRN, [click here](#) for an application form and instructions.
- To establish a new organization in OEDS, please click [here](#).
- To assign roles in OEDS, please click [here](#). Please make sure members of your organization are assigned the roles "Data Entry Funding-CCIP," "CCIP Fiscal Representative" and "CCIP Authorized Representative."

To access the CCIP, click [here](#).

DEADLINE

Submit PDF copies of the application packet, appendices and budget documents, along with the local literacy plan by 4:59 p.m. on **Wednesday, March 25, 2020**, to the Department's CCIP system. The electronic version must include all required components, in the order prescribed in the checklist, as one document in CCIP. Applications must be submitted by the time and date specified above. **Incomplete or late applications will not be considered.**

APPLICATION FORMAT

Narrative, including the Executive Summary, **must not** exceed 40 pages, (8.5" x 11", standard letter size), double-spaced, with one-inch margins; use Arial, 11-point font.

The narrative must address, in sequence, each section identified in the Comprehensive Literacy State Development Subgrant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

Number all pages and include the LEA's name and IRN and Ohio Department of Education/Ohio Department of Job and Family Services license number, if applicable, in the header of each page.

REQUIRED ELEMENTS

Each applicant must present convincing evidence to the subgrant review team that the proposal will result in a high-quality, comprehensive literacy instruction program. Special focus will be placed on whether the proposed project is aligned with *Ohio's Plan to Raise Literacy Achievement*, as well as local needs. **See the *Application Checklist for the required sequence of application components*.**

REQUIRED FORMS

The required forms are listed on page 18 in the Comprehensive Literacy State Development Subgrant Application Checklist in the correct submission sequence. Please clearly identify (name) each file upload.

BUDGET WORKSHEET AND BUDGET FORM

The Ohio Department of Education requires a project budget to be completed for each year of each grant that a school district or other agency/program receives from the Department. For schools, this budget sheet conforms to the Uniform School Accounting System (USAS), as required by Ohio Auditor of State and those laws and regulations that pertain to federal grants. For other entities, the categories defined by the Department for reporting purposes are the same for school districts and non-school districts.

All grants are subject to federal and state audits and reviews and Department monitoring.

The project Budget Worksheet is organized in a grid that designates the columns by proper title and function code and the rows by title and object code, as found in USAS for each year of the proposed subgrant. An entity may need to refer to a copy of the USAS Manual for a more complete definition. This copy can be found in the school district or agency fiscal office or the local entity's grants office. A copy also can be found on the [State of Ohio Auditor website](#) by clicking on Uniform School Accounting System User Manual at the left. A link also is available on the Department's [Grants Management homepage](#).

In addition to the uploaded Budget Worksheet, a completed project budget grid must be submitted in the CCIP for year 1 of the subgrant as part of the subgrant application. This budget must be reviewed and approved by the program office administering the project or grant prior to conducting any grant activities, if the applicant should be awarded a competitive grant.

In addition to the budget grid, the Budget Worksheet includes the subgrant request by age range band.

APPLICATION NARRATIVE

Refer to the Application Criteria and Competitive Preference Priorities, as well as the Comprehensive Literacy State Development Subgrant Rubric for specific information to be addressed in each section of the narrative.

- A. Executive Summary;
- B. Proposed Model Literacy Site Identification and Project Goals;
- C. Readiness;
- D. Fit;
- E. Integration and Coordination of Comprehensive Literacy Instruction;
- F. Implementation Plan;
- G. Plan for Monitoring and Revising Local Projects;
- H. Capacity Building and Sustainability;
- I. Budget Worksheet and Narrative; and

J. Competitive Preferences (optional).

APPLICATION APPENDICES

Appendices 1-3 are required for all applicants. Appendix 4 is required for applicants requesting any funding for grades K-12. Appendix 5 is required for consortium applicants. Appendix 6 is required for kindergarten-grade 5 applicants. Appendices 7 & 8 are required for early childhood education programs. Appendices include:

1. Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities
2. Programs, Practices and Assessments Inventory
3. Support from Educators for Comprehensive Literacy State Development Subgrant Proposal
4. Reading Tiered Fidelity Inventory Results
5. Consortium Member List
6. Impact Study Participation
7. Evidence of Serving Low-Income Children
8. Fulfilling the data collection for the Government Performance and Results Act (GPRA) measure on oral language gains in 4-year-olds.

DIRECTIONS FOR THE APPLICATION NARRATIVE

The project narrative is the substance of the application. Please follow the guidelines established for each section of the narrative. The information contained in the following sections is intended to provide guidance as the applicant completes the subgrant application. To keep within the overall page limit for the narrative section, please do not copy and paste the outline or application criteria into the body of the narrative — it will take up space and makes it difficult for reviewers to read and follow the content of the application.

For further clarification for what should be included in each of the required sections of the narrative, the applicant should thoroughly review the Department's evaluation criteria and Competitive Preference Priorities found in the Comprehensive Literacy State Development Subgrant Rubric.

DIRECTIONS FOR THE APPLICATION APPENDICES

Appendices 1-3 are required for all applicants. Appendix 4 is required for applicants requesting any funding for grades K-12. Appendix 5 is required for consortium applicants. Appendix 6 is required for kindergarten-grade 5 applicants. Appendices 7 and 8 are required for early childhood education programs. They are not included in the narrative's **40-page limit**. Instructions for developing each appendix are provided below.

The remainder of this page was intentionally left blank.

Comprehensive Literacy State Development Subgrant Application Checklist

Application Item	Completed
Applicant's Local Literacy Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No
Consortium Member Local Literacy Plans	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Comprehensive Literacy State Development Subgrant Budget Form Submitted in CCIP	<input type="checkbox"/> Yes <input type="checkbox"/> No
Signed Certification Form	<input type="checkbox"/> Yes <input type="checkbox"/> No
Signed Statement of Assurances Submitted in CCIP	<input type="checkbox"/> Yes <input type="checkbox"/> No
Application Narrative with the Following Sections:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section A: Executive Summary	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section B: Proposed Model Literacy Site Identification and Project Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section C: Readiness	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section D: Fit	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section E: Integration and Coordination of Comprehensive Literacy Instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section F: Implementation Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section G: Plan for Monitoring and Revising Local Projects	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section H: Capacity Building and Sustainability	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section I: Budget Worksheet and Narrative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section J: Competitive Preferences (optional)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Application Appendices	
Appendix 1: Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appendix 2: Programs, Practices and Assessments Inventory	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appendix 3: Support from Educators for Comprehensive Literacy State Development Subgrant Proposal	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appendix 4: Reading Tiered Fidelity Inventory Results (only required for applicants seeking funding in any grades K-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Appendix 5: Consortium Member List (only required for consortium applicants)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Appendix 6: Impact Study Participation (only required for kindergarten-grade 5 applicants)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Appendix 7: Evidence of Serving Low-Income Children (only required of early childhood education programs)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Appendix 8: Fulfilling the data collection for the Government Performance and Results Act (GPRA) measure on oral language gains in 4-year-olds (only required of early childhood education programs)

Yes No N/A

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. I further certify that I have authority as a signatory and to apply on the subgrantee applicant's behalf.

The applicant designated below hereby applies for a subgrant of federal funds with the purpose of advancing literacy skills, including preliteracy skills, reading and writing, for all children from birth through grade 12, with a special emphasis on at least one of the categories of disadvantaged children (children living in poverty, English learners, children with disabilities and children identified as having reading difficulties).

Signature: _____ **Date:** _____

Printed Name: _____

Organization: _____

STATEMENT OF ASSURANCES

The subgrantee has read and agrees to the current [CCIP Funding Application Assurances](#) available on the [Grant's Administration](#) section of the Ohio Department of Education's website.

PROGRAM-SPECIFIC ASSURANCES:

The SUBGRANTEE agrees to the following assurances:

- 1 That the SUBGRANTEE will annually provide the U.S. Secretary of Education and the Ohio Department of Education such information as may be required to determine if the subgrantee is making satisfactory progress toward achieving the objectives.
- 2 That the SUBGRANTEE will cooperate with the U.S. Secretary of Education and Ohio Department of Education in evaluating the program assisted under this subgrant.
- 3 That the SUBGRANTEE will avoid all apparent and actual conflicts of interest when administering grants as outlined in 34 CFR 75.525 and all Ohio statutes and administrative rules pertaining to conflicts of interest.
- 4 That the SUBGRANTEE will maintain accurate records in the Ohio Educational Directory System (OEDS) database.
- 5 That the SUBGRANTEE will comply with all applicable laws and rules.
- 6 That the SUBGRANTEE will cooperate with all monitoring efforts of the Ohio Department of Education and/or the independent monitor and understands that failure to cooperate with any and all monitoring efforts will result in termination of the subgrantee's award, including the return of any previously distributed funds.
- 7 That the SUBGRANTEE will cooperate with a national evaluation of the Comprehensive Literacy State Development program. This may include adhering to the results of a random assignment process (for

	example, a lottery) to select schools or early learning providers that will receive Comprehensive Literacy State Development funds, as well as agreeing to implement the literacy interventions proposed to be funded under Comprehensive Literacy State Development only in schools or early learning providers that will receive Comprehensive Literacy State Development funds.
8	That the SUBGRANTEE, if awarded a Comprehensive Literacy State Development subgrant, will agree to the award subject to all terms outlined in Ohio's Comprehensive Literacy State Development Subgrant Request for Application.

The SUBGRANTEE, when using federal funds to enter into a contract for equipment or services, will comply with the procurement standards set forth in the U.S. Department of Education's regulations, which require federal subgrant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent possible, open and free competition. No employee, officer or agent of the subgrantee organization may participate in the selection, award or administration of any contract supported by federal funds if a real or apparent conflict of interest exists.

Signature of Authorized Person:	Date:
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The remainder of this page was intentionally left blank.

APPLICATION NARRATIVE

Please carefully read the instructions for Sections A-J and provide the information requested. Make sure each section and all specified appendices are clearly titled and identifiable. Do not include the section instructions as part of your responses. The narrative section can be no longer than a total of 40 typewritten pages using the following parameters:

Narrative, including the Executive Summary, cannot exceed 40 pages, (8.5" x 11" standard letter size), double-spaced, with one-inch margins; use Arial, 11-point font. Applicants including section J (competitive preferences) in their narrative may provide up to an additional five pages for each competitive preference addressed.

The narrative must address, in sequence, each section identified in the Comprehensive Literacy State Development Subgrant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

Number all pages and include the LEA or early learning provider name and IRN and Ohio Department of Education /Ohio Department of Job and Family Services license number (if applicable) in the header of each page.

Each application narrative section contains instructions and the review criteria that reviewers will use to score the section. The Department will provide reviewers with concepts and information to use when reviewing and scoring applications.

SECTION A: EXECUTIVE SUMMARY (0 POINTS)

Provide a summary (no more than one page and included in the 40-page limit) that briefly describes the proposed project. Give the reader a vision of the project and the alignment to the applicant's local literacy plan. Summarize the amount of funding requested, introduce the grant project goals and activities, and begin to explain how those activities will support advancing the language and literacy development of the children served and developing a model literacy site(s).

The Executive Summary section will not be scored. This section may be posted for public viewing on the Department's website.

SECTION B: PROPOSED MODEL LITERACY SITE IDENTIFICATION AND PROJECT GOALS (15 POINTS)

Application Criteria:

1. Describes 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);
2. Describes which goal or goals of the local literacy plan the subgrant project will support; and
3. Describes a theory or rationale for the local project, which may be demonstrated by a logic model.

SECTION C: READINESS (30 POINTS)

Application Criteria:

1. Describes the current level of implementation (exploration, initial implementation, full implementation) of each strand of Ohio's Theory of Action and Integrated Comprehensive Systems (ICS) for the proposed model site(s):
 - a. Shared Leadership, including Ohio Improvement Process team structures, barrier removal processes, communications plans and building-level instructional leadership;

- b. Multi-Tiered System of Support, including instruction, assessment and decision rules related to identifying children in need of literacy interventions or other support services;
- c. Educator Capacity, including curriculum for all subject areas, core reading curriculum aligned to the science of reading, evidence-based intervention, high-quality professional learning for all educators and administrators, instructional coaching (traditional or peer) and collaborative planning;
- d. Family Partnerships, including identifying needs, inclusion of family engagement in school improvement planning and implementation and specific programming for engaging families;
- e. Community Collaboration, including partnerships that promote networks to share successes and challenges, provide opportunities to problem-solve and time to consult to strengthen local literacy plans and community improvement efforts; and
- f. Integrated Comprehensive Systems, including completion of an equity audit, equity non-negotiables, proportional representation among staff and students, co-planning and co-serving teams supporting all learners, co-planning and co-serving teaching and learning practices grounded in research and LEA/school/early childhood education program policies, procedures and funding aligned with the equity non-negotiables.

SECTION D: FIT (20 POINTS)

Application Criteria:

1. Describes the fit of the 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).
 - a. Describes capacity to implement
 - b. Describes fit with current initiatives
 - c. Describes fit with student need
2. Describes 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.

SECTION E: INTEGRATION AND COORDINATION OF COMPREHENSIVE LITERACY INSTRUCTION (25 POINTS)

Application Criteria:

1. Birth-kindergarten entry applicants describe how funds will be used to enhance the language and literacy development and school readiness of children from birth-kindergarten entry.

K-12 applicants describe how the identified school(s) will integrate comprehensive language and literacy instruction into a well-rounded education through both existing resources and support from the CLSD grant.

Comprehensive literacy instruction includes:

1A Content of Instruction

- Age-appropriate, explicit, systematic and intentional instruction in phonological awareness, phonics and decoding, vocabulary, language structure, reading fluency and reading comprehension;
- Age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff
- Opportunities for children to use language with peers and adults to develop language skills, including developing vocabulary; and

- Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand and write about, complex print and digital subject matter.

1B Quality of Instruction

- Developmentally appropriate, contextually explicit, and systematic instruction and frequent practice in reading and writing (including emergent reading and writing skills) across content areas;
- Differentiated instructional approaches, including individual and small-group instruction and discussion;
- Frequent practice of reading and writing (including emergent reading and writing) strategies;
- Strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;
- Incorporation of the principles of universal design for learning; and
- Teachers collaborating in planning, instruction and assessing a child’s progress and on continuous professional learning.

1C Resources/Materials to Support Instruction

- Making available and using diverse, high-quality print materials that reflect the reading and development levels, and interests, of children

1D Data to Support Instruction

- Age-appropriate, valid and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs to inform instruction and monitor the child’s progress and the effects of instruction

2. Birth-kindergarten entry applicants describe how the identified early childhood education programs coordinate comprehensive language and literacy instruction with the kindergarten through grade 12 identified school(s).

Kindergarten-12 applicants describe how the identified school(s) coordinate 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.

SECTION F: IMPLEMENTATION PLAN (20 POINTS)

Application Criteria:

1. Describes the implementation of the proposed project to develop a model literacy site or sites by spring 2024. This includes:
 - a. Key activities;
 - b. Lead person(s);
 - c. Specifics of implementation;
 - d. Resources needed;
 - e. Performance measure(s); and
 - f. Timeline.
2. Birth-kindergarten entry applicants describe how the proposed project will prepare and provide ongoing assistance to staff, including through high-quality professional development.

Kindergarten-grade 12 applicants 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.

Important Note: Upon selection, the Department will work with each subgrantee to update the implementation plan and budget to ensure comprehensive development of model sites. This will precede official award notification. The implementation plan and budget submitted as part of this

application is evidence of the applicant's commitment to develop a model site but may be modified substantially through agreement between the Department and subgrantee upon selection.

SECTION G: PLAN FOR MONITORING AND REVISING LOCAL PROJECTS (15 POINTS)

Application Criteria:

1. Describes how the project will be monitored through data-driven decision-making, including a plan for revising and using ongoing data-driven decision-making;
2. Describes the child/student performance assessments used to monitor progress toward meeting performance goals; and
3. Describes the data to be analyzed to monitor adult implementation of the evidence-based practices or interventions.

SECTION H: CAPACITY BUILDING AND SUSTAINABILITY (25 POINTS)

Application Criteria:

1. Describes how the proposed project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation;
2. Describes 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;
3. Describes 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;
4. Describes how funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing language and literacy development; and
5. Describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the Comprehensive Literacy State Development grant.

SECTION I: BUDGET WORKSHEET AND NARRATIVE (10 POINTS)

Application Criteria

1. **Budget Worksheet:** Applicants must complete and upload the Budget Worksheet (Excel file) into the CCIP as part of the application packet. The Budget Worksheet details the proposed budget needs for the four years of the Comprehensive Literacy State Development grant. It also provides the subgrant request for each of the defined age grade bands. Applicants must use the Budget Worksheet template that is available on the Department's website. The following funds may be budgeted for each age band the subgrantee is applying to support:

Birth-Kindergarten Entry: Maximum of \$393,750

Kindergarten-Grade 5: Maximum \$1,050,000

Grades 6-8: Maximum \$525,000

Grades 9-12: Maximum \$525,000

2. **Budget Narrative:** Provides an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. Budget includes only allowable use of funds as described below:

An eligible entity that receives a birth-kindergarten entry subgrant must use the funds to:

- (1) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel and instructional leaders;
- (2) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
- (3) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate) and teachers in literacy development of children served under the Comprehensive Literacy State Development grant.

An eligible entity that receives a kindergarten-grade 5 subgrant must use the funds for:

- (1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—
 - a. Serves the needs of all children, including children with disabilities (as defined in this notice) and English learners (as defined in this notice), especially children who are reading or writing below grade level;
 - b. Provides intensive, supplemental, accelerated and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - c. Supports activities that are provided primarily during the regular school day but may be augmented by after-school and out-of-school time instruction.
- (2) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals and other program staff.
- (3) Training principals, specialized instructional support personnel and other LEA personnel to support, develop, administer and evaluate high-quality kindergarten through grade 5 literacy initiatives.
- (4) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel and specialized instructional support personnel (as appropriate) in the literacy development of children served.
- (5) Engaging families and encouraging family literacy experiences and practices to support literacy development.

An eligible entity that receives a grades 6-8 and/or grades 9-12 subgrant must use the funds for:

- (1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—
 - a. Serves the needs of all children, including children with disabilities (as defined in this notice) and English learners, especially children who are reading or writing below grade level;
 - b. Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - c. Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
- (2) Training principals, specialized instructional support personnel, school librarians and other LEA personnel to support, develop, administer and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.
- (3) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

- (4) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.
- (5) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists, paraprofessionals, special educators, specialized instructional support personnel and school personnel in the literacy development of children served.

An eligible entity that receives a subgrant may, in addition to carrying out the activities described above, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

- (1) Recruiting, placing, training and compensating literacy coaches.
- (2) Connecting out-of-school learning opportunities to in-school learning to improve children's literacy achievement.
- (3) Training families and caregivers to support the improvement of adolescent literacy.
- (4) Providing for a multi-tier system of supports for literacy services.
- (5) Forming a school literacy leadership team to help implement, assess and identify necessary changes to the literacy initiatives in one or more schools to ensure success.
- (6) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

Important Note: Upon selection, the Department will work with each subgrantee to update the implementation plan and budget to ensure comprehensive development of model sites. This will precede official award notification. The implementation plan and budget submitted as part of this application is evidence of the applicant's commitment to develop a model site but may be modified substantially through agreement between the Department and subgrantee upon selection.

SECTION J: COMPETITIVE PREFERENCE PRIORITIES (OPTIONAL - UP TO 15 POINTS)

Applicants including section J in their narratives may provide up to an additional five pages for each competitive preference addressed.

Describe how the applicant fulfills the following priorities:

Competitive Preference 1: Immediate Identification of a Model Site (10 points): An applicant that can show evidence that a school(s) or early childhood education program(s) it serves outside of the grant application already can be utilized as a model literacy site in at least one age band (birth-kindergarten entry, K-grade 5, grades 6-8 and grades 9-12) will receive competitive preference for developing a model literacy site in another age band.

- Example 1: A district may already have a K-5 site that meets the criteria of a model literacy site and is applying to develop a model site for an early childhood site, middle school site or high school site.
- Example 2: An educational service center may provide literacy support to a grades 6-8 site that meets the criteria of a model literacy site and is applying to develop a model site in another building it serves for early childhood, K-5 or high school.

Application Criteria:

- Describes the activities occurring at the site that can begin immediately serving as a model site aligned to Ohio's Theory of Action (shared leadership, multi-tiered system of supports, educator capacity, family partnerships and community collaboration) and Integrated Comprehensive Services (focus on equity, aligning staff and students, transforming teaching and learning and leveraging funding and policy); and
- Describes the commitment of this site to be utilized by the Regional Literacy Network as a model site if the applicant receives a Comprehensive Literacy State Development subgrant.

Note: The use of the site(s) described in this portion of the application as a model literacy site is at the discretion of the Department. Upon award, more information will be requested by the Department to

determine if the site(s) may be utilized immediately by the Regional Literacy Network as a model literacy site.

Competitive Preference 2: Impact Rate (5 points): An applicant that can show evidence the selected school(s) or early childhood education program(s) is likely to impact the rate at which the state is able to scale the evidence-based language and literacy strategies throughout the region will receive competitive preference.

Application Criteria:

- Describes partnerships with other districts, early childhood education programs and/or LEAs;
- Describes involvement in regional networks; and
- Describes past experiences with replication of efforts.

APPLICATION APPENDICES

Applicants should carefully review the expectations and directions for all appendices in the Request for Application.

Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

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AGREEMENT TO PARTICIPATE IN COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT ACTIVITIES

I, the authorized representative of the Comprehensive Literacy State Development subgrant applicant, agree to fully participate in the following activities:

1. Cooperation with national implementation evaluation: The purpose of the national evaluation is to understand the implementation of the Comprehensive Literacy State Development grant and its impact on student literacy. Grantees and subgrantees are required to cooperate with the national evaluation in accordance with U.S. Department of Education regulations (EDGAR 75.591). All subgrantees will complete a survey about the strategies and practices funded under the Comprehensive Literacy State Development grant during the 2020-2021 year. The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded.
2. Participation in annual Literacy Academy and Technical Assistance Support:
 - a. Subgrant recipients must attend the Department's yearly Literacy Academies through the duration of the grant (required attendees will be determined upon award);
 - b. Subgrant recipients must present at Department's yearly Literacy Academies during years 3 through 5 (2022, 2023, 2024) of the grant cycle to share information on their implementation, best practices and experiences; and
 - c. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.
3. Training:
 - a. Administrators will participate or designate approved staff to participate in Department disseminated training on Ohio's coaching models, the Reading Tiered Fidelity Inventory and the Ready Schools Literacy Transition Plan as determined by the Department.
4. Educator Pre and Post Assessment:
 - a. All administrators, coaches and teachers participating in subgrant activities will participate in Department identified pre-and post-assessments of evidence-based language and literacy strategies relevant to the age bands they serve. The post-assessment will be administered twice throughout the grant (at the end of year 2 and at the end of year 5).
5. Student Assessments and Data Management:
 - a. All subgrant recipients receiving funds for birth to kindergarten entry must administer the Early Learning Assessment to all learners impacted by grant funding and utilize the Department's designated data collection system (i.e. EMIS or EAS) for data submission;
 - b. All subgrant recipients receiving funds for kindergarten through grade 5 must administer and report the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as an approved curriculum-based measure for K-grade 5 students;
 - c. All subgrant recipients receiving funds for middle school (grades 6-8) must administer Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 6-8 and identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports;
 - d. All subgrant recipients receiving funds for high school must administer Ohio's State Tests in English language arts II to all students enrolled in the district or school in grades 9-12 and identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports; and
 - e. All subgrant recipients receiving funding must administer the Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population;
6. Monitoring:

- a. In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;
 - b. All subgrant recipients receiving funds for birth-Kindergarten entry and Kindergarten-grade 5 must complete the Ready Schools Transition Plan at each model site;
 - c. All subgrant recipients for Kindergarten-grade 5, grades 6-8 and grades 9-12 must administer the Reading Tiered Fidelity Inventory at each model site and utilize the MIBSLI R-TFI Reporting System for data collection;
 - d. All subgrant recipients will partner with the Department and technical assistance providers to develop locally relevant walk-through forms to determine if the targeted evidence-based language and literacy strategies are being implemented with fidelity;
 - e. All subgrant recipients will update their Local Literacy Plan each school year to reflect the changes in progress and needs as determined by the LEA; and
 - f. All subgrant recipients will allow the state to collect information on teacher and administrator capacity.
7. Engagement with Regional Literacy Network:
- a. All subgrant recipients will be contributing members of their State Support Team's Regional Literacy Network; and
 - b. All subgrant recipients will ensure cooperation of model sites with the Regional Literacy Network as determined by the Department.
8. Reporting (as applicable)
- a. Report to the state each year the progress of participating 4-year-olds on the Early Learning Assessment;
 - b. Report to the state each year the progress of participating K-3 students on the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as the reading diagnostics as required under the Third Grade Reading Guarantee for kindergarten-grade 3 students;
 - c. Report to the state each year, what percentage of participating fifth grade students, eighth grade students and high school students meet or exceed proficiency on Ohio's State Tests in English language arts for the respective grade level; and
 - d. Report to the state each year the progress of participating students assessed using Ohio's English Language Proficiency Assessment, Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.

Signature of Authorized Representative

Date

Programs, Practices and Assessments Inventory

Provide a completed *Programs, Practices and Assessments Inventory (Appendix 2)* for each grade level to be served by the proposed model site(s).

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SUPPORT FROM EDUCATORS FOR COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT PROPOSAL

Special note for Consortium Applicant: This form must be completed by each member of the consortium.

I have participated in developing the proposal for the Comprehensive Literacy State Development subgrant and agree to the requirements and commitments identified in the grant and the subgrant proposal. *Please modify this page as necessary to represent educators involved in the development of this proposal.*

Signature of Superintendent/CEO

Date

Signature of Local Board of Education President, if applicable

Date

Signature of Elementary School Principal, if applicable

Date

Signature of Middle School Principal, if applicable

Date

Signature of High School Principal, if applicable

Date

Percentage of educators from the proposed model site(s) engaged in the development of this application.	
Percentage of educators from the proposed model site(s) supporting this application.	

If any educators from the proposed model site(s) do not support this application, please explain their concerns here or attach additional documentation.

APPENDIX 4

Attach results of building level Reading Tiered Fidelity Inventory Elementary-Level Edition for proposed model literacy sites in K-5 and/or Reading Tiered Fidelity Inventory Secondary-Level Edition and Screening Items for Secondary Schools for proposed model literacy sites in 6-8 and/or 9-12

(Only required for applications requesting kindergarten-grade 12 funding)

Applicant must utilize the R-TFI Reporting System, available through Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI). The applicant, or consortium member district if the applicant is an educational service center, must complete the [R-TFI Reporting System Acceptable Use and Data Sharing Agreement](#) and upload the results of the R-TFI through this system. The applicant will attach the most recent "R-TFI Items Report" for each proposed model literacy site for grades K-12.

Applicants proposing model sites at schools that have not administered the R-TFI and will not be able to complete an administration of the R-TFI with fidelity prior to submitting the application must submit a detailed explanation including:

1. Why the school cannot complete this prior to the submission of the application;
2. When the administration of the R-TFI will take place (this must be scheduled during the 2020 school year);
3. Who will facilitate the administration of the R-TFI; and
4. How and when the facilitator received (or will receive) training to facilitate the administration of the R-TFI.

Information on how to become a facilitator of the R-TFI is available on the [MIBLSI](#) website.

Consortium Member List

(Only required for applications submitted as a consortium application.)

Please list a contact for each organization that has agreed to participate in this application as a consortium member.

Organization IRN	Organization Name	Contact Name	Contact Phone	Contact Email

Additional Funding Opportunity for Districts in Comprehensive Literacy State Development Grantee States

(Only required for applications requesting Kindergarten-Grade 5 funding)

This is an additional funding opportunity that is available for districts with multiple elementary schools that are not currently receiving financial support through the Striving Readers Comprehensive Literacy Grant. Consortium applicants including districts with multiple elementary schools must contact the districts to determine if they would like to be considered for this opportunity. Each individual district must complete this form. The application narrative should be written as if this opportunity is not available and if the district is chosen for this opportunity, the Department will work with the district (and consortium, if needed) to make any needed revisions.

The U.S. Department of Education is conducting a national evaluation of the Comprehensive Literacy State Development grant to understand the implementation of the grant and its impact on student literacy. On behalf of the U.S. Department of Education, the American Institutes for Research (AIR) invites districts interested in applying for subgrantee funding to participate in the **impact study**. This study is in addition to the required participation of all subgrantees in the national implementation evaluation study.

Each district participating in the impact study will pick which schools receive subgrant funding as usual, but the timing of funding for the subgrantee's participating **elementary schools** will be determined by random assignment (a lottery). About half of the district's participating elementary schools will receive subgrant funding in 2020-21 and 2021-22 and half will receive it in 2022-23 and 2023-24. The timing of the funding is the only component affected by a district's participation in the study; the amount of funding and the elementary schools that participate are at the discretion of the district and the Department. The lottery ensures that differences in outcomes can be attributed to subgrant funding and not features of the schools or their decisions to participate.

Impact Study Benefits for Districts

- Staggering the rollout of subgrant funds to schools over time will help districts **learn about and apply lessons** from early implementers to other schools.
- Districts will receive up to **\$15,000** per participating elementary school.
- **Technical assistance** on selecting evidence-based programs to improve literacy.

Questions About the Impact Study

For additional information about the impact study, please see the study webpage at: https://ies.ed.gov/ncee/projects/evaluation/literacy_comprehensive.asp.

Impact Study Participation

District Name: _____

Question 1: How many schools in your district serve any grades K-5 (if 1, check "no" in question 3): _____

Question 2: Is the district a Striving Readers subgrantee or a member of a Striving Readers consortium subgrantee?

Yes (please check "no" in question 3)

No

Question 3: If we are selected to receive a subgrant or are members of a consortium that receives a subgrant:

Yes, our district **will participate** in the impact study and receive up to \$15,000 for each participating elementary school. The elementary schools we will include in the impact study are:

1. [Name of Elementary School 1]
2. [Name of Elementary School 2]
3. [Name of Elementary School 3]
4. [Name of Elementary School 4]
5. [continue as needed]

No, our district will **not commit to participating** in the impact study and receiving up to \$15,000 for each participating elementary school at this time. We further understand that we may be contacted to participate in the impact study at a later date if there is space available.

APPENDIX 7

Evidence of Serving Low-Income Children

(Only required for early childhood education programs applying for birth-kindergarten entry funding.)

It is the responsibility of the program to determine federal poverty level, based on the documentation provided by the family. Documentation of income eligibility must be kept on file for review by the Department. Click here to view current [federal poverty guidelines](#).

For additional resources on verifying income, please refer to the *Income Eligibility Worksheet & Declaration of No Income Worksheet* on the Department's [website](#).

Question	Estimate of Number of Children Directly Served by Comprehensive Literacy State Development Grant Proposal	Estimate of Percentage of Children Directly Served by Comprehensive Literacy State Development Proposal
1. How many children are served through this early childhood education program or consortium?		N/A
2. How many children come from economically disadvantaged backgrounds only (defined as at or below 200 percent federal poverty level)?		
3. How many children do not meet any of the above criteria?		

Fulfilling the data collection for the Government Performance and Results Act (GPRA) measure on oral language gains in 4-year-olds.

(Only required for early childhood education programs applying for birth-kindergarten entry funding.)

Describe how the subgrantee will fulfill the following obligation of birth-kindergarten entry subgrantees: All subgrant recipients receiving funds for birth to kindergarten entry must administer the Early Learning Assessment to all learners impacted by grant funding and utilize the Department's designated data collection system (EMIS or EAS) for data submission.

COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT APPLICATION: TECHNICAL REVIEW CHECKLIST

Instructions: Department staff complete the checklist below to indicate if the application has all required items. Once the technical review is completed, Department staff members indicate whether the application is approved to continue through the review process.

Name of Reviewer, Office: _____ Date: _____

TECHNICAL REVIEW PART 1

Criteria	Yes	No	N/A
Priority Standing			
Birth-K Entry: Program serves children birth through kindergarten entry who are from families with income levels at or below 200 percent of the federal poverty line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K-12: At least 50 percent of schools served by LEA meet the definition of "high-need school"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K-12: All identified proposed model literacy sites meet the definition of "high-need school"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adherence with Formatting Requirements			
Narrative is 40 pages or fewer (with an allowance for five additional pages for each competitive preference option), double-spaced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative font size is 11 point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative font style is Arial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative page margins are one inch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrative includes a header on all pages with all the following information: page numbers, applicant name, and applicant IRN or Ohio Department of Education/Ohio Department of Job and Family Services license number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completeness: Narrative			
Section A: Executive Summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Proposed Model Literacy Site Identification and Project Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Integration and Coordination of Comprehensive Literacy Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Implementation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Plan for Monitoring and Revising Local Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Capacity Building and Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section I: Budget Worksheet and Narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section J (Optional): Competitive Preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completeness: Appendices			
1. Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Programs, Practices and Assessments Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Support from Educators for Comprehensive Literacy State Development Subgrant Proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reading Tiered Fidelity Inventory Results (K-12 Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Support from Consortium Member List	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Impact Study Participation (K-5 Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Evidence of Serving Low-Income Children (Birth-K Entry Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Fulfilling the data collection for the Government Performance and Results Act (GPRA) measure on oral language gains in 4-year-olds (Birth-K Entry Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgetary Restrictions: Applicant indicates that funds will be used only for allowable purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TECHNICAL REVIEW PART 2

Criteria	Yes	No
Applicant's local literacy plan is informed by a comprehensive needs assessment (Section 3)	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's local literacy plan is aligned to Ohio's Plan to Raise Literacy Achievement	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's local literacy plan includes practices and interventions that are evidence-based, as defined by ESSA and U.S. Department of Education non-regulatory guidance (Section 8A)	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's local literacy plan provides for professional development, as defined by the U.S. Department of Education (Section 8C)	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's local literacy plan includes a plan to track children's outcomes consistent with all applicable privacy requirements (Section 7)	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL RECOMMENDATION FOR TECHNICAL REVIEW (*CHECK ONE*):

APPROVED NOT APPROVED

ADDITIONAL COMMENTS

LOCAL LITERACY PLAN TECHNICAL REVIEW RUBRIC

REQUIRED COMPONENTS UNDER THE COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

Each subgrantee is required to have and submit a local literacy plan that:

1. Is informed by a comprehensive needs assessment;
2. Is aligned with Ohio’s comprehensive literacy plan;
3. Includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available;
4. Provides for professional development; and
5. Includes a plan to track children’s outcomes consistent with all applicable privacy requirements.

RATING CHARACTERISTICS:

Not Addressed or Poorly Developed/0 Points

The response is not provided or the response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant’s capacity to execute it.

Marginally Developed/1 Point

The response meets some of the established criteria but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant’s capacity to execute it.

Adequately Developed/2 Points

The response meets most of the established criteria, but it requires additional information, explanation or detail in one or more areas.

Fully Developed/3 Points

The response demonstrates the applicant’s thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the school expects to operate and inspires confidence in the applicant’s capacity to execute the plan effectively.

Business Rules	
Business Rule 1	Applicant must receive at least 60 percent of the points available in each requirement to be approved.
Business Rule 2	If the applicant is required under Ohio law (ORC 3302.13) to submit a Reading Achievement Plan to the Department, the applicant’s Reading Achievement Plan must be in compliance with Ohio law.

REQUIREMENT 1: LOCAL LITERACY PLAN IS INFORMED BY A COMPREHENSIVE NEEDS ASSESSMENT (SECTION 3 PARTS A & B)

Criteria A: The plan includes an analysis of learner performance data for all age levels served.

- **Indicators:**
 - Analysis includes relevant data sources for all age levels served;
 - Data is not simply provided — it is analyzed in a manner that assumptions or conclusion are drawn and included in the data analysis section (may include a root cause analysis).

Criteria B: The plan includes an analysis of factors other than learner performance.

- **Indicators:** Analysis includes other factors, **supported by data**, that may influence reading achievement. These may include:
 - Factors related to adult implementation of specific practices or programs;
 - Factors related to adult data, such as teacher attendance, teacher/leader turnover and educator years of experience;
 - Factors related to family engagement;
 - Factors related to community partnerships; and/or
 - Factors related student demographics not represented in the analysis of learner performance data.

REQUIREMENT 2: LOCAL LITERACY PLAN IS ALIGNED TO OHIO'S COMPREHENSIVE LITERACY PLAN

Criteria A: The plan is aligned to the state's plan: Shared Leadership.

- **Indicators:**
 - The plan includes the use of Ohio Improvement Process (OIP) team structures or team structures from a school improvement model comparable to OIP or other improvement efforts identified by the organization;
 - The plan includes support for educational leaders (may include administrators, teacher-leaders, instructional coaches, reading specialists) on evidence-based systems that support language and literacy development.

Criteria B: The plan is aligned to the state plan: Multi-Tiered System of Supports

- **Indicators:**
 - The plan includes support for data-driven decision-making;
 - The plan includes the use of assessments, including a universal screener, diagnostic tools, progress monitoring tools and summative assessments;
 - The plan includes the decision rules used to match students to interventions and exit students from interventions; and
 - The plan includes information on how core instruction is differentiated to meet the diverse needs of learners.

Criteria C: The plan is aligned to the state plan: Teacher Capacity.

- **Indicators:**
 - The plan provides professional learning focused on evidence-based language and literacy practices;
 - The plan provides professional learning focused on utilizing language and literacy data to drive instructional decision-making;
 - The plan provides for instructional coaching in evidence-based language and literacy practices.

Criteria D: The plan is aligned to the state plan: Family Partnerships.

- **Indicators:**
 - The plan includes family engagement opportunities; and
 - The plan includes support for literacy engagement at home.

Criteria E: The plan is aligned to the state plan: Community Collaboration.

- **Indicator:** Community partners are included in the development and implementation of the plan.

Criteria F: The plan uses the Simple View of Reading to drive development of the proposed goals, strategies and action steps.

- **Indicators:** The Simple View of Reading (Word Recognition X Oral Language Comprehension) is appropriately utilized when engaging in:
 - Data interpretation;

- Curriculum auditing;
- Curriculum supplementation;
- Identification of evidence-based strategies.

Criteria G: The plan describes how all learners are represented and supported along the language and literacy development continuum.

- **Indicators:**

- The plan describes how all ages/grades served are provided with literacy instruction;
 - Applicant serves birth-kindergarten entry: the plan includes supports for phonological processing, print awareness and oral language;
 - Applicant serves K-grade 5: the plan includes explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension;
 - Applicant serves grades 6-12: the plan includes reading across content areas, disciplinary literacy and intensive intervention
- The plan describes how children/students with complex needs are supported;
- The plan describes how struggling readers are supported:
 - Includes assessment information;
 - Includes decision rules (including exit criteria) for matching children with interventions.

Criteria H: The LEA describes how the plan will enhance partnerships and collaboration of general and special education practitioners and stakeholders.

- **Indicators:**

- Inclusion of the Integrated Comprehensive Systems Framework (focusing on equity and best practices, establishing equitable structures: location and arrangement of students and staff, implementing change by leveraging funding and regulations in support of proactive service delivery; and establishing access to high-quality teaching and learning for ALL learners through developing teacher capacity); **or**
- Inclusion and well-developed description of another equity framework

REQUIREMENT 3: LOCAL LITERACY PLAN INCLUDES INSTRUCTIONAL PRACTICES AND INTERVENTIONS THAT ARE EVIDENCE-BASED, AS DEFINED BY ESSA AND U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE, WHERE EVIDENCE IS APPLICABLE AND AVAILABLE (SECTION 8)

Criteria A:

- The application includes evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence (as defined by ESSA, federal guidance and state policy) for literacy instruction for all students.
- In addressing literacy instruction for all children/students, if the application does not include evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.

Criteria B:

- The application includes evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence (as defined by ESSA, federal guidance and state policy) for students identified as struggling with literacy.
- In addressing literacy instruction for students struggling with literacy, if the plan does not include evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.

Criteria C:

- For each practice included in the application that is identified as meeting Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) levels of evidence, the application includes a brief explanation of how the applicant determined the intervention met a Tier 1, Tier 2 or Tier 3 level of evidence.
- For each practice included in the application that is identified as meeting Tier 4 levels of evidence, the application includes a description of the research-base that supports the practice, a logic model linking the intervention to improved child/student outcomes and a description of the applicant’s plan to evaluate the efficacy of the practice or intervention, including information about the research partner who will support the district in evaluating the practice or intervention.

REQUIREMENT 4: LOCAL LITERACY PLAN PROVIDES FOR PROFESSIONAL DEVELOPMENT (SECTION 8 PART C)

Criteria A: The professional development plan is data driven.

- **Indicators:** This professional development plan is linked to the goals, action maps and evidence-based strategies for students stated throughout the plan and may include activities that improve and increase teachers':
 - Knowledge of academic subjects they teach;
 - Understanding of how children/students learn; or
 - Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments and materials based on such analysis

Criteria B: The professional development is sustained and intensive.

- **Indicators:**
 - The proposed professional development offerings are not one day, short-term, stand-alone workshops.
 - The professional development is supported by follow-up that may include coaching.

Criteria C: The professional development is collaborative.

- **Indicators:** May include activities that:
 - Are developed with extensive participation of teachers, principals, other school leaders, parents and administrators of schools/programs to be served under the program.
 - Provide instruction in ways that teachers, principals, other school/program leaders, specialized instructional support personnel and school/program administrators may work more effectively with parents and families.
 - Provide for school staff and other early childhood education program providers to address jointly the transition to elementary school.

Criteria D: The professional development is job-embedded.

- **Indicators:** Activities may include:
 - Book studies;
 - Modeling in the classroom;
 - Data analysis; or
 - Provide instruction in the use of data and assessments to inform classroom practice.

Criteria E: The professional development is instructionally focused.

- **Indicators:** May include activities that:
 - Improve classroom management skills.
 - Provide training for teachers, administrators and other school and community-based early childhood education program leaders in the use of technology so technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach.
 - Provide instruction in the use of data and assessments to inform classroom practice.
 - Are designed to give teachers of children with disabilities or children with developmental delays and other teachers and instructional staff the knowledge and skills to provide instruction and

academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports and use of accommodations.

REQUIREMENT 5: LOCAL LITERACY PLAN INCLUDES A PLAN TO TRACK CHILDREN’S OUTCOMES CONSISTENT WITH ALL APPLICABLE PRIVACY REQUIREMENTS (SECTION 7)

Criteria A: The plan includes progress monitoring of learner outcomes relative the learner performance goal(s)

- **Indicators:** The plan specifies:
 - What evidence is collected, at what times and by whom;
 - How the district/program is monitoring the extent to which schools are implementing the action steps; and
 - How districts/programs are monitoring the extent to which schools are measuring their students’ progress toward the district’s goals.

Criteria B: Plan includes protocol to be followed if learners are not progressing toward learner performance goal(s).

- **Indicators:** The plan specifies what will be done to facilitate improvement in schools/programs where the data being collected show that students are not progressing toward the learner performance goals.

Requirement 1: Local literacy plan is informed by a comprehensive needs assessment				
Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. The plan includes an analysis of learner performance data for all age levels served.	0	1	2	3
B. The plan includes an analysis of factors other than learner performance.	0	1	2	3
				Total Points: __/6
				Points Needed: 4

Requirement 2: Local literacy plan is aligned to Ohio’s comprehensive literacy plan				
Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. The plan is aligned to the state plan: Shared Leadership.	0	1	2	3
B. The plan is aligned to the state plan: MTSS.	0	1	2	3
C. The plan is aligned to the state plan: Teacher Capacity.	0	1	2	3
D. The plan is aligned to the state plan: Family Partnerships.	0	1	2	3

E. The plan is aligned to the state plan: Community Collaboration.	0	1	2	3
F. The LEA uses the Simple View of Reading to drive development of the plan.	0	1	2	3
G. The plan describes how all learners are represented and supported along the language and literacy development continuum.	0	1	2	3
H. The LEA describes how the plan will enhance partnerships and collaboration of general and special education practitioners and stakeholders.	0	1	2	3
				Total Points: __/24
				Points Needed: 15

Requirement 3: Local literacy plan includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available				
Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
<p>A. The application includes evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence (as defined by ESSA, federal guidance and state policy) for literacy instruction for all students.</p> <p>In addressing literacy instruction for all children/students, if the application does not include evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.</p>	0	1	2	3

<p>B. The application includes evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence (as defined by ESSA, federal guidance and state policy) for students identified as struggling with literacy.</p> <p>In addressing literacy instruction for students struggling with literacy, if the plan does not include evidence-based practices supported by Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.</p>	0	1	2	3
<p>C. For each practice included in the application that is identified as meeting Tier 1 (“Strong”), Tier 2 (“Moderate”) or Tier 3 (“Promising”) levels of evidence, the application includes a brief explanation of how the applicant determined the intervention met a Tier 1, Tier 2 or Tier 3 level of evidence.</p> <p>For each practice included in the application that is identified as meeting Tier 4 levels of evidence, the application includes a description of the research-base that supports the practice, a logic model linking the intervention to improved child/student outcomes and a description of the applicant’s plan to evaluate the efficacy of the practice or intervention, including information about the research partner who will support the district in evaluating the practice or intervention.</p>	0	1	2	3
				<p>Total Points: ___/9</p> <p>Points Needed: 6</p>

Requirement 4: Local Literacy Plan provides for professional development

Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. This professional development plan data driven.	0	1	2	3
B. The professional development is sustained and intensive.	0	1	2	3
C. The professional development is collaborative.	0	1	2	3
D. The professional development is job-embedded.	0	1	2	3
E. The professional development is classroom focused.	0	1	2	3
Total Points: ___/15				
Points Needed: 9				

Requirement 5: Plan includes a plan to track children's outcomes consistent with all applicable privacy requirements				
Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. The plan includes progress monitoring of learner outcomes relative the learner performance goal(s).	0	1	2	3
B. Plan includes protocol to be followed if learners are not progressing toward learner performance goal(s).	0	1	2	3
Total Points: ___/6				
Points Needed: 4				

Final Approval/Disapproval of Local Literacy Plan			
USDOE Requirement	Score	Score Necessary for Approval	Was the requirement met?
Requirement 1		4	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requirement 2		15	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requirement 3		6	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requirement 4		9	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requirement 5		4	<input type="checkbox"/> Yes <input type="checkbox"/> No
Approved	<input type="checkbox"/> Yes <input type="checkbox"/> No		

OHIO COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT SELECTION CRITERIA AND RUBRIC

REVIEW TEAM

A team of Ohio Department of Education reviewers will assess and score all applications. Review teams are comprised of Ohio Department of Education staff with expertise in language and literacy development birth through grade 12, the Ohio Improvement Process and Implementation Science.

SCORING REQUIREMENTS

The following criteria will be used by reviewers to evaluate the application. The Department will determine the minimum threshold of total points earned (excluding points earned for Competitive Preference Priorities) to be recommended for funding. Additionally, applicants that earn zero (0) points for any section will not be recommended for funding.

APPLICATION CHECKLIST

The Ohio Department of Education's Technical Review Team will ensure each applicant submitted all required narratives and appendices prior to scoring the application. Applications that are missing one or more required narratives and/or appendices will not be scored.

RATING CHARACTERISTICS:

Not Addressed/0 Points

The response is not provided.

Poorly Developed/1 Point

The response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Marginally Developed/2 Points

The response meets some of the established criteria but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Adequately Developed/3 Points

The response meets most of the established criteria, but it requires additional information, explanation or detail in one or more areas.

Well Developed/4 Points

The response meets the established criteria, but it requires additional information, explanation or detail in one or more areas.

Fully Developed/5 Points

The response demonstrates the applicant's thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the school expects to operate and inspires confidence in the applicant's capacity to execute the plan effectively.

OHIO COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT RUBRIC

SECTION B: Proposed Model Literacy Site Identification and Project Goals

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes 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)	0	1	2	3	4	5
Describes which goal or goals of the local literacy plan the subgrant project will support	0	1	2	3	4	5
Describes a theory or rationale for the local project, which may be demonstrated by a logic model	0	1	2	3	4	5
Total Points Earned	/ 15					

SECTION C: Readiness

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
<p>Describes the current level of implementation (exploration, initial implementation, full implementation) of each strand of Ohio’s Theory of Action and Integrated Comprehensive Systems (ICS) for the proposed model site(s):</p> <p>a. Shared Leadership, including Ohio Improvement team structures, barrier removal processes, communications plans and building-level instructional leadership</p>	0	1	2	3	4	5
<p>b. Multi-Tiered System of Support, including instruction, assessment and decision rules related to identifying children in need of literacy interventions or other support services</p>	0	1	2	3	4	5
<p>c. Educator Capacity, including curriculum for all subject areas, core reading curriculum aligned to the science of reading, evidence-based intervention, high-quality professional learning for all educators and administrators, instructional coaching (traditional or peer) and collaborative planning</p>	0	1	2	3	4	5
<p>d. Family Partnerships, including identifying needs, inclusion of family engagement in school improvement planning and implementation and specific programing for engaging families</p>	0	1	2	3	4	5
<p>e. Community Collaboration, including partnerships that promote networks to share successes and challenges, provide opportunities to problem-solve and time to consult to strengthen local literacy plans and community improvement efforts</p>	0	1	2	3	4	5
<p>f. Integrated Comprehensive Systems, including completion of an equity audit, equity non-negotiables, proportional representation among staff and students, co-planning and co-serving teams supporting all learners, co-planning and co-serving teaching and learning practices grounded in research and LEA/school/early childhood education program policies, procedures and funding aligned with the equity non-negotiables</p>	0	1	2	3	4	5
Total Points Earned	/ 30					

SECTION D: Fit

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes the fit of the 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): a. Describes capacity to implement	0	1	2	3	4	5
b. Describes fit with current initiatives	0	1	2	3	4	5
c. Describes fit with student need	0	1	2	3	4	5
Describes other relevant information describing the fit of the applicant and identified proposed model literacy sites, including a description of 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	0	1	2	3	4	5
Total Points Earned	/ 20					

SECTION E: Integration and Coordination of Comprehensive Literacy Instruction

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
<p>Birth-kindergarten entry applicants describe how funds will be used to enhance the language and literacy development and school readiness of children from birth-kindergarten entry.</p> <p>K-12 applicants describe how the identified school(s) will integrate comprehensive language and literacy instruction into a well-rounded education through both existing resources and support from the Comprehensive Literacy State Development grant.</p> <p>1AContent of Instruction</p> <ul style="list-style-type: none"> • Age-appropriate, explicit, systematic and intentional instruction in phonological awareness, phonics and decoding, vocabulary, language structure, reading fluency and reading comprehension; • Age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff • Opportunities for children to use language with peers and adults to develop language skills, including developing vocabulary; and • Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand and write about complex print and digital subject matter. 	0	1	2	3	4	5

<p>1B Quality of Instruction</p> <ul style="list-style-type: none"> ○ Developmentally appropriate, contextually explicit and systematic instruction and frequent practice in reading and writing (including emergent reading and writing skills) across content areas; ○ Differentiated instructional approaches, including individual and small-group instruction and discussion; ○ Frequent practice of reading and writing (including emergent reading and writing) strategies; ○ Strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning; ○ Incorporation of the principles of universal design for learning; and ○ Teachers collaborating in planning, instruction and assessing a child’s progress and on continuous professional learning. 	0	1	2	3	4	5
<p>1C Resources/Materials to Support Instruction</p> <ul style="list-style-type: none"> ○ Making available and using diverse, high-quality print materials that reflect the reading and development levels, and interests, of children 	0	1	2	3	4	5
<p>1D Data to Support Instruction</p> <ul style="list-style-type: none"> ○ Age-appropriate, valid and reliable screening assessments, diagnostic assessments, formative assessment processes and summative assessments to identify a child’s learning needs to inform instruction and monitor the child’s progress and the effects of instruction 	0	1	2	3	4	5
<p>Birth-kindergarten entry applicants describe how the identified early childhood education programs coordinate comprehensive language and literacy instruction with the kindergarten through grade 12 identified school(s).</p> <p>Kindergarten-12 applicants describe how the identified schools coordinate the comprehensive language and literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the LEA.</p>	0	1	2	3	4	5
Total Points Earned	/ 25					

SECTION F: Implementation Plan

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
<p>Describes the implementation of the proposed project to develop a model literacy site or sites by spring 2024. This includes:</p> <ul style="list-style-type: none"> a. Key activities; b. Lead person(s); c. Specifics of implementation; d. Resources needed; e. Performance measure(s); and f. Timeline. 	0	1	2	3	4	5
<p>Birth-kindergarten entry applicants describe how the proposed project will prepare and provide ongoing assistance to staff, including through high-quality professional development.</p> <p>Kindergarten-grade 12 applicants 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.</p>	0	1	2	3	4	5
Total Points Earned						/ 10

SECTION G: Plan for Monitoring and Revising Local Projects

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes how the project will be monitored through data-driven decision making, including a plan for revising and using ongoing data-driven decision-making	0	1	2	3	4	5
Describes the child/student performance assessments used to monitor progress toward meeting performance goals	0	1	2	3	4	5
Describes the data to be analyzed to monitor adult implementation of the evidence-based practices or interventions	0	1	2	3	4	5
Total Points Earned						/ 15

SECTION H: Capacity Building and Sustainability

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes how the proposed project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation	0	1	2	3	4	5
Describes 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	0	1	2	3	4	5
Describes 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	0	1	2	3	4	5
Describes how funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing language and literacy development	0	1	2	3	4	5
Describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the Comprehensive Literacy State Development grant	0	1	2	3	4	5
Total Points Earned						/ 25

SECTION I: Budget Worksheet and Narrative

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
<p>Budget Worksheet: Applicants must complete and upload the Budget Worksheet (excel file) into the CCIP as part of the application packet. The Budget Worksheet details the proposed budget needs for the four years of the Comprehensive Literacy State Development grant. It also provides the subgrant request for each of the defined age grade bands. Applicants must use the Budget Worksheet template that is available on the Department’s website.</p> <p>Birth-Kindergarten Entry: Maximum of \$393,750 Kindergarten-Grade 5: Maximum \$1,050,000 Grades 6-8: Maximum \$525,000 Grades 9-12: Maximum \$525,000</p>	0	1	2	3	4	5
<p>Budget Narrative: Provides an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. Budget includes only allowable use of funds as described below:</p> <p>An eligible entity that receives a birth-Kindergarten entry subgrant must use the funds to:</p> <ul style="list-style-type: none"> (1) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders; (2) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and (3) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under the Comprehensive Literacy State Development grant. <p>An eligible entity that receives a kindergarten-grade 5 subgrant must use the funds for:</p> <ul style="list-style-type: none"> (1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that— 	0	1	2	3	4	5

<p>a. Serves the needs of all children, including children with disabilities (as defined in this notice) and English learners (as defined in this notice), especially children who are reading or writing below grade level;</p> <p>b. Provides intensive, supplemental, accelerated and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and</p> <p>c. Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.</p> <p>(2) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals and other program staff.</p> <p>(3) Training principals, specialized instructional support personnel and other LEA personnel to support, develop, administer and evaluate high-quality kindergarten through grade 5 literacy initiatives.</p> <p>(4) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel and specialized instructional support personnel (as appropriate) in the literacy development of children served.</p> <p>(5) Engaging families and encouraging family literacy experiences and practices to support literacy development.</p> <p>An eligible entity that receives a grades 6-8 and/or grades 9-12 subgrant must use the funds for:</p> <p>(1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—</p> <p>a. Serves the needs of all children, including children with disabilities (as defined in this notice) and English learners, especially children who are reading or writing below grade level;</p> <p>b. Provides intensive, supplemental, accelerated and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and</p>						
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<p>c. Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.</p> <ul style="list-style-type: none"> (2) Training principals, specialized instructional support personnel, school librarians and other LEA personnel to support, develop, administer and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12. (3) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education. (4) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education. (5) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists, paraprofessionals, special educators, specialized instructional support personnel and school personnel in the literacy development of children served. <p>An eligible entity that receives a subgrant may, in addition to carrying out the activities described above, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:</p> <ul style="list-style-type: none"> (1) Recruiting, placing, training and compensating literacy coaches. (2) Connecting out-of-school learning opportunities to in-school learning in order to improve children’s literacy achievement. (3) Training families and caregivers to support the improvement of adolescent literacy. (4) Providing for a multi-tier system of supports for literacy services. (5) Forming a school literacy leadership team to help implement, assess and identify necessary changes to the literacy initiatives in one or more schools to ensure success. (6) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction. 						
Total Points Earned						/ 10

COMPETITIVE PREFERENCES

Competitive Preference Priorities Scoring

Reviewers will consider up to five additional pages for each competitive preference outside the Application Narrative and Appendices to score this section. Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priorities and, therefore, will not be eligible to receive additional points.

Each of the Competitive Preference Priorities has an established point value, listed below. Applicants are awarded points for a Priority if they demonstrate all related criteria. These points are added to the total points earned on the Scoring Rubric for the Application Narrative and Appendices. The final total points possible does not increase.

- *Immediate Identification of a Model Site (10 points);*
- *Impact Rate (5 points).*

COMPETITIVE PREFERENCE 1: Immediate Identification of a Model Site

Did applicant include a response in the proposal?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>An applicants that can show evidence that a schools or early childhood education programs it serves outside of the grant application already can begin to be used as a model literacy site in at least one age band (birth-kindergarten entry, K-grade 5, grades 6-8 and grades 9-12) will receive competitive preference for developing a model literacy site in another age band.</p> <ul style="list-style-type: none"> • Example 1: A district already may have a K-5 site that meets the criteria of a model literacy site and is applying to develop a model site for an early childhood site, middle school site or high school site. • Example 2: An educational service center may provide literacy support to a grades 6-8 site that meets the criteria of a model literacy site and is applying to develop a model site in another building it serves for early childhood, K-5 or high school. <p>Application Criteria:</p> <ul style="list-style-type: none"> • Describes the activities occurring at the site that can begin immediately serving as a model site aligned to Ohio’s Theory of Action (shared leadership, multi-tiered system of supports, educator capacity, family partnerships and community collaboration) and Integrated Comprehensive Services (focus on equity, aligning staff and students, transforming teaching and learning and leveraging funding and policy); and • Describes the commitment of this site to be utilized by the Regional Literacy Network as a model site if the applicant receives a Comprehensive Literacy State Development subgrant. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(If yes, award 10 points. If no, award 0 points.)</p>

COMPETITIVE PREFERENCE 2: Impact Rate

Did applicant include a response in the proposal?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Applicant's response meets <i>all</i> the below criteria: Applicant can show evidence that the selected school(s) or early childhood education program(s) is likely to impact the rate at which the state is able to scale the evidence-based language and literacy strategies throughout the region will receive competitive preference.</p> <p>Application Criteria:</p> <ul style="list-style-type: none">• Describes partnerships with other districts, early childhood education programs and LEAs;• Describes involvement in regional networks; and• Describes past experiences with replication efforts.	<input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, award 5 points. If no, award 0 points.)