



**National Evaluation**

Comprehensive Literacy State  
Development National Evaluation

## Ohio CLSD Impact Study Webinar – Save the Date!

The CLSD Impact Study Team kindly invites representatives from your district to attend an informational webinar about the CLSD Impact Study, which is an opportunity for districts to receive additional funding connected to Ohio's CLSD grant. Please see the attached flyer for information about the impact study. We have additional resources available on the CLSD National Evaluation Website:

[https://ies.ed.gov/ncee/projects/evaluation/literacy\\_comprehensive.asp](https://ies.ed.gov/ncee/projects/evaluation/literacy_comprehensive.asp)

The webinar, co-hosted by the study team at American Institutes for Research (AIR) and the Ohio Department of Education (ODE), will take place on:

**Monday, March 9<sup>th</sup> at 3:00pm EST**

The GoToMeeting information for the webinar is as follows:

<https://www.gotomeet.me/JenniferFord/Ohio-CLSD-Impact-Study-Webinar>

**You can also dial in using your phone.**

United States: [+1 \(872\) 240-3212](tel:+18722403212)

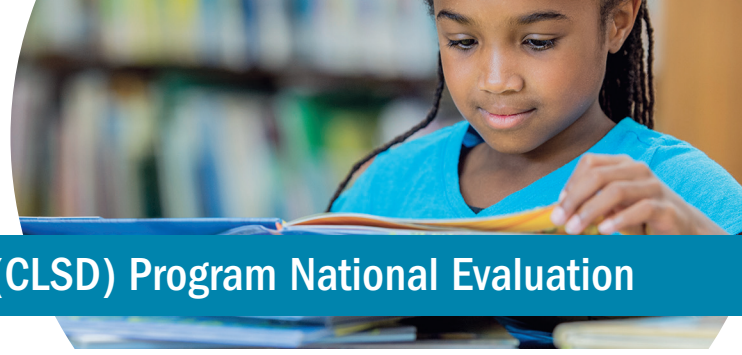
**Access Code: 705-615-413**

New to GoToMeeting? Get the app now and be ready when your first meeting starts:

<https://global.gotomeeting.com/install/705615413>

We look forward to speaking with you about this exciting opportunity. In the meantime, if you have any questions, please contact the study team: Jen Ford, [JFord@air.org](mailto:JFord@air.org), (202) 403-5392 or ODE: [Comprehensiveliteracy@education.ohio.gov](mailto:Comprehensiveliteracy@education.ohio.gov).





# Comprehensive Literacy State Development (CLSD) Program National Evaluation

## National Evaluation Mandate

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).

## Evaluation Components

The national evaluation of CLSD has two components:

1. **Implementation study** of all grantees and subgrantees.
2. **Impact study** in a subset of subgrantees. The study will compare outcomes in groups of elementary schools that either receive CLSD funding in the first two years or receive funding in the last two years. Subgrantees will pick which schools receive CLSD funding, but the timing of funding for participating schools will be determined by random assignment (that is, a lottery).

## STATE GRANTEEES

### Participation of State Grantees

Grantees will provide statewide student-level achievement and background characteristics data.

Grantees will work with the study team to incorporate the impact study option in their notices inviting applications from districts, identify subgrant applicants that would be good candidates for this component, and encourage districts to participate (for example, by awarding additional points to interested applicants).

### Benefits for State Grantees

- Staggering the rollout of CLSD funds to schools over time will help states and districts **learn and apply lessons** from early implementers to other schools.
- **Customized reports** on the impact of CLSD funding in their state.
- **Assistance** to develop notices inviting applications.
- **Minimal disruption** because in all cases, states will retain full control over which districts receive CLSD subgrants. Subgrantees will select eligible schools to receive CLSD funding based on the criteria set by the state.

## DISTRICT SUBGRANTEES

### Participation of District Subgrantees

All subgrantees will complete a survey about the strategies and practices funded under CLSD during the 2020–21 year. Subgrantees will work with the study team and their state when they are preparing their application to determine impact study eligibility. Subgrantees with four or more elementary schools are best positioned to participate in the impact study. Subgrantee participation in the impact study is voluntary.

#### HOW DOES THE LOTTERY FOR THE IMPACT STUDY WORK?

Districts will select elementary schools eligible for CLSD funding. The study team will then conduct a simple lottery to evenly divide the eligible schools into two groups within each district. One group will receive CLSD funding in the 2020–21 and 2021–22 school years. The other group will begin to receive funding in the 2022–23 school year (see next page for an illustration of how this will work).

- The study team will compare reading achievement on state assessments for students in grades 3–5 in the schools funded immediately versus those funded two years later.
- The study team will administer a school and teacher survey in participating schools in 2020–21 and 2021–22.

Participating in the impact study will not affect when districts provide funds to early childhood centers, middle schools, or high schools.

### Benefits for District Subgrantees

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

### For Additional Information

For additional information about the evaluation and the requirements of participation, please contact:

**Dr. Eleanor Fulbeck** | efulbeck@air.org | 650.350.9045  
**Dr. Jessica Heppen** | jheppen@air.org | 202.403.5488



# How will the Comprehensive Literacy State Development (CLSD) Impact Study Work?

## 1 State grantees invite districts to apply for subgrants

The first grant year (2019–20) is a planning year; **funds are distributed to subgrantees in grant years 2–5** (2020–21 through 2023–24)

Districts that **serve low-income, high-need students and diverse geographic areas** are prioritized to receive subgrants

States **communicate the opportunity to participate** in the impact study to potential subgrant applicants



## 2 Districts apply for subgrants based on criteria set by the state



Districts with **4 or more elementary schools** are best suited to participate in the impact study



Districts **indicate their willingness to participate in the impact study** on their subgrant applications

## 3 States review district applications



**Number and amount of subawards** are determined

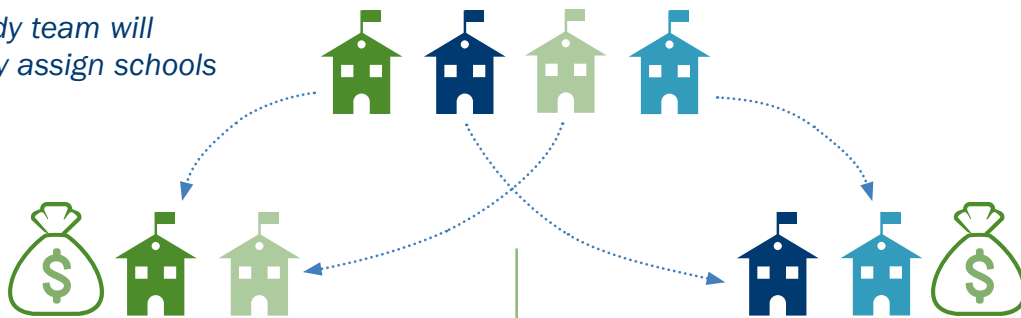
The study team will then work with those districts to finalize participation and conduct the lottery

States make subawards to a subset of districts, some of which are eligible for and interested in participating in the impact study



## 4 In those districts that are participating in the impact study:

Study team will randomly assign schools



**2020–21 and 2021–22**

half of the elementary schools will **receive funding** in the **first 2 years** of the grant

**2022–23 and 2023–24**

half of the elementary schools will **receive funding** in the **second 2 years** of the grant