

Statewide Mathematics and Literacy Tutoring Grant Opportunity



Webinar for prospective applicants – April 13, 2022

Welcome!



ICE BREAKER – In the chat, tell us your name, organization and book that you are currently reading.

Today's Agenda

- Background
- Purpose and Priorities of the grant opportunity
- Timeline
- Funding Details
- Eligible Applicants
- Award Process
- Proposal Requirements and Application Components
- Scoring and Rubric Criteria

Background

- Data from the 2020-2021 school year show the major impact the pandemic has had on student learning in Ohio. Similar to results from other states, scores were notably lower in 2020-2021 than in past years, with larger impacts on math than in English language arts.
- Ohio must provide intensive supports to accelerate learning for students who have been impacted by the events of the past few years.

Setting New Baselines for Academic Performance

Demographic Group	English Language Arts				Mathematics			
	2017-18	2018-19	2020-21		2017-18	2018-19	2020-21	
All Students	63.7%	64.6%	57.0%	▽	60.4%	61.0%	48.2%	▽
Economically Disadvantaged	48.4%	49.5%	39.5%	▽	44.9%	45.5%	30.0%	▽
Students with Disabilities	28.3%	28.9%	20.3%	▽	27.7%	28.2%	17.0%	▽
English Learners	41.8%	43.7%	35.3%	▽	45.4%	45.7%	31.1%	▽
White, Non-Hispanic	71.0%	71.7%	64.9%	▽	68.1%	68.9%	56.9%	▽
Black, Non-Hispanic	37.3%	39.3%	28.9%	▽	31.6%	32.5%	17.1%	▽
Hispanic	49.6%	51.2%	42.0%	▽	47.2%	47.9%	32.6%	▽
Multiracial	58.9%	59.6%	50.4%	▽	53.9%	54.6%	38.9%	▽
Asian or Pacific Islander	74.9%	76.8%	71.9%	▽	77.9%	78.7%	68.7%	▽
Alaskan Native or American Indian	60.5%	60.0%	50.2%	▽	51.1%	54.0%	39.4%	▽

Achievement Impacts

- Students with lower incoming achievement experienced larger test score declines at most grade levels.
- Historically-underserved student subgroups (minority races, economically disadvantaged, students with disabilities, English learners) experienced test score declines **1.5 to 2 times larger** than their peers in ELA.
- Both developments worsen existing performance gaps.

Resources We Will Reference

- Request for Applications (RFA)
- Grant Submission and Instructions
 - Application Template
 - Budget Worksheet
- Appendix A: Checklist for Quality Elements of Application Components
- Scoring Rubric

Grant Purpose

- Ohio Department of Education (ODE) will award grants to Ohio Institutions of Higher Education (IHE), including 2- and 4-year public and private institutions.
- Promote statewide tutoring programs to K-12 mathematics and literacy through partnerships to accelerate learning and address learning disruptions.
- Grants will assist in expanding high-dosage tutoring programs meeting local needs for mathematics and literacy support.



Funding Details

- The Department will award up to \$20 million in grants to assist in expanding or developing high-dosage tutoring programs in math and/or literacy.
- Awards are anticipated to range between \$150,000 and \$500,000.
 - Final award amounts will be based on the number of qualifying applications received.
 - Award amounts will vary based on the number of anticipated tutors and the size and number of the school(s) and district(s) served.

Eligible Applicants

Ohio Institutions of Higher Education (IHE), including 2- and 4-year public and private institutions, with teacher preparation or education programs.

- Eligible applicants must identify as one of the below organization types:
 - University or College
 - Technical Institute/College
 - Community Junior College
- One grant application per institution of higher education or campus will be awarded.

Application Submission and Timeline

- Grant submissions are due on or before 11:59 p.m. on Wednesday, April 27, 2022.
- Completed application and required supporting documents are to be submitted to the tutoring inbox at tutoring@education.ohio.gov.
- Grant award notification is scheduled tentatively for May 13, 2022.
- Grantee webinar and kickoff is May 16, 2022 – May 31, 2022.
- Questions may be directed to tutoring@education.ohio.gov during the application period.

Application Format and Instructions

- To ensure your application is accepted, please use the following format.
 - Narrative, including the Executive Summary, must not exceed eight pages; 8.5” x 11”
 - Standard letter size, double-spaced, with one-inch margins
 - Arial, 11-point font
 - Narrative must address, in sequence, each of the required sections
 - Bold each section, and center information at the top of each page
 - Number all pages and include the applicant’s name in the header of each page
 - A required application template is provided to assist with the organization and the information required.

Award Process

- Applications will be reviewed by an application review team.
- Each submitted application will receive a technical review; only applications that pass the technical review will be included in the quality review.
- The Department will determine a quality cut score based on the scoring results and all qualified applicants meeting the threshold will be awarded a grant.
- The final award amount will be based on the number of qualifying applicants received.
- Funding will be distributed among the qualifying applicants based on the number of anticipated tutors and the number of schools and districts served.

Use of Funds - Allowable

Allowable Expenditures
Training on high-dosage tutoring, math, and literacy instructional strategies
Development of materials or resources to aid the tutoring program
Tutor stipends
Operational cost
Curriculum and materials used for instruction
Travel reimbursement for the tutor(s)
Equipment for implementation of the project
Classroom supplies
Completion of background checks for tutors
Indirect Cost

Use of Funds - Unallowable

Unallowable Expenditures
Computer or connectivity hardware
Recurring operational expenses (utilities, salaries, professional dues or memberships and transportation of students)
Cost for student expeditions/field trips, travel etc.
Gift certificates, alcoholic beverages and school apparel for staff or students

Application Components

Technical Elements

Quality Elements

Application Appendices

Technical Elements

Applicant name and organization

Organization IRN

Mailing address including city, state and zip code

Application and/or grant manager contact information

Confirmation of partnering school(s) and /or district(s) with evidence of an agreement with the noted districts

Quality Elements

Executive Summary

Planned Timeline

Design requirements and Implementation

Evaluation and Sustainability

Math and/or Literacy Services

Quality Elements Cont.

Budget Narrative

Budget Worksheet

Grant Assurances

Partnership and Co-Design

Application Appendices

Project Timeline

Budget Narrative and Worksheet

Grant Assurances

Partnership Letters of Support

Evidence of Prior Effectiveness (if applicable)

Scoring Rubric and Criteria – Quality Review

- Grant scorers will evaluate each application and award points based on the following criteria:
 - **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.
 - **Partially Developed/2 Points** The response meets less than half of the established criteria and contains substantial gaps in other areas.
 - **Adequately Developed/3 Points** The response meets the established criteria.
 - **Fully Developed/4 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 applicant expects to operate and inspires confidence in the applicant’s capacity to execute the plan effectively.

Scoring Rubric

Review Criteria	Not Addressed	Poorly Developed	Partially Developed	Adequately Developed	Fully Developed
Executive Summary gives the reader a synopsis of the applicant's intent if they were to receive a grant. (300-500 words)	0	1	2	3	4
Planned Timeline is detailed and practical, including significant dates for establishing and operating the tutoring program.	0	1	2	3	4
Curriculum and Instruction application outlines a plan outline for collaboration with classroom teachers for alignment to Tier I core instruction.	0	1	2	3	4

Scoring Rubric – Mathematics Tutoring Program

Review Criteria	Not Addressed	Poorly Developed	Partially Developed	Adequately Developed	Fully Developed
Math Tutoring Program					
Math Services outline a plan for using high-quality instructional materials.	N/A	1	2	3	4
Math Services outline a plan for delivering tutoring aligned with the Ohio Learning Standards.	N/A	1	2	3	4
Math Services align to the Standards for Mathematical Practices.	N/A	1	2	3	4

Scoring Rubric – Language and Literacy Tutoring Program

Language and Literacy Tutoring Program					
Language and Literacy Services outline a plan for using high-quality instructional materials.	N/A	1	2	3	4
Language and Literacy Services outline a plan for delivering tutoring aligned to the Ohio Learning Standards and the use of evidence-based instruction.	N/A	1	2	3	4
Language and Literacy Services align to the five components of reading as outlined in the National Reading Panel report.	N/A	1	2	3	4
Language and Literacy Services outline a plan to align instruction to the Language and Literacy Development Continuum outlined in Ohio's Plan to Raise Literacy Achievement.	N/A	1	2	3	4

Scoring Rubric – Collaboration

Review Criteria	Not Addressed	Poorly Developed	Partially Developed	Adequately Developed	Fully Developed
Collaboration					
The Collaboration Plan details an authentic partnership with schools and districts that are mutually beneficial to the IHE, teacher education candidates and partner schools and districts.	0	1	2	3	4
The Collaboration Plan focuses on assessment data to meet individual student needs. The plan provides a process to identify children to be tutored and a method to identify tutors to best meet the identified children's needs.	0	1	2	3	4

Scoring Rubric – Collaboration Cont.

<p>The Collaboration Plan focuses on <u>high-dosage</u> tutoring that prioritizes one-on-one tutoring or small group ratios three times a week, in person or virtually, as determined by the partnership and needs of the school or district.</p>	0	1	2	3	4
<p>Support for Tutors is evident in the plan with an approach to tutor selection and training. The plan details the training modules tutors will be provided reflective effective math and literacy practices and strategies, tutor expectations, tutor-student relationships, data collection and progress monitoring, behavior management and other topics determined by the partnering schools and or districts.</p>	0	1	2	3	4

Scoring Rubric – Logistics

Review Criteria	Not Addressed	Poorly Developed	Partially Developed	Adequately Developed	Fully Developed
Logistics					
The Hiring Plan is outlined and details how all tutors will have the required background checks.	0	1	2	3	4
The Staffing Plan is evident and designates the roles of key personnel. The plan provides details on sufficient capacity to successfully implement the tutoring program.	0	1	2	3	4

Scoring Rubric – Logistics Cont.

<p>The Scheduling Plan is based on the evidence of what makes tutoring effective. The plan outlines how tutoring will be embedded in the school day (while avoiding impacts to core instruction). Those who call for tutoring outside the school day include thoughtful plans to drive consistent student participation.</p>	0	1	2	3	4
<p>The Communication Plan demonstrates a process for two-way communication between the IHE and partner school(s) and district(s). The plan outlines a strategy for establishing communication to the teacher and parents or guardians.</p>	0	1	2	3	4

Scoring Rubric – Evaluation and Sustainability

Evaluation and Sustainability					
<p>The Evaluation Plan outlines the development of a monitoring system to evaluate the program's effectiveness, success, and student outcomes in mathematics and/or literacy.</p>	0	1	2	3	4
<p>The Sustainability Plan demonstrates a realistic approach to funding tutoring post-grant and the elements of the tutoring program that may be able to sustain.</p>	0	1	2	3	4
<p>Budget Narrative is detailed and outlines specific spending methods that align with the partnership plan. The spending is reasonable and realistic.</p>	0	1	2	3	4

Statewide Mathematics and Literacy Grant Opportunity Contact Information

tutoring@education.ohio.gov

Visit education.ohio.gov

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