# Application Appendices

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

Appendices must be attached individually in the One Funding Application document upload section.

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## Appendix 1: Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities

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

* 1. **Cooperation with National Implementation Evaluation.** Grantees and subgrantees are required to cooperate with the national evaluation in accordance with federal regulations (34 CFR 75.591). All subgrantees may be required to complete a survey about the strategies and practices funded under CLSD. 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. The purpose of the national evaluation is to understand the implementation of CLSD and its impact on student literacy.
	2. **Implementing a Community Partnership.** Subgrant recipients must develop or scale a community partnership for implementation for the duration of the award with either a local library, institute of higher education or local nonprofit or community organization.
	3. **Participation in annual Literacy Academy:**
1. Subgrant recipients must attend annual grant convenings, facilitated by the Department, to participate in professional learning and technical assistance.
2. Subgrant recipients must make team members available to present, at the request of the Department, to at least one of the Department’s annual Literacy Academies during years 3 through 5 (2027, 2028, 2029, contingent upon the Department holding the annual Literacy Academy) of the grant cycle to share information on their implementation, best practices and experiences.
	1. **Technical Assistance Support:**
	2. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.
	3. Designated principals, administrators and educators will participate in Department-facilitated communities of practice focused on the implementation of high-quality instructional materials, family engagement, instructional leadership, and multi-tiered systems of supports.
	4. Subgrant recipients must engage with a regional service provider (ESC or SST) to support the facilitation of the Reading Tiered Fidelity Inventory.
	5. **Training:**
	6. Designated principals, and other building administrator(s) as identified, will participate in required leadership training disseminated by the Department.
	7. Literacy coach(es) will participate in Department-disseminated training on Ohio’s Model for Instructional Coaching for Literacy and a Department-disseminated learning walk tool.
	8. Designated educators and administrators will participate in a three-year sequence of curriculum-based and/or a two-year sequence of intervention-based professional learning with an approved vendor or provider.
	9. Designated educators and administrators will participate in a two-year sequence of family engagement professional learning coordinated by the Department.
	10. Designated educators and administrators will participate in a professional learning and continuous improvement sequence, coordinated by the Department, focused on improving multi-tiered systems of supports, including in at least one focus area (English learners, students with disabilities, or intensifying literacy instruction).
3. **Adult Implementation Measures:**
	1. All educators participating in subgrant activities will participate in Department-disseminated pre- and post-assessments as part of professional learning to measure the effectiveness of training.
	2. Literacy coaches or administrators will complete a Department-identified learning walk with at least 50% of building educators three times per year and report data to the Department. The data will be used to measure implementation progress and is not intended to be evaluative.
4. **Student Assessments and Data Management:**
	1. 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.
	2. 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 a universal screening measure and an additional progress monitoring component for monitoring intervention supports.
	3. All subgrant recipients receiving funds for high school must administer Ohio’s State Tests in English Language Arts II to all students enrolled in applicable coursework the district or school in grades 9-12, identify a universal screening measure in grade 9 and identify and receive approval from the Department for an additional progress monitoring component for monitoring intervention supports.
	4. 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.
5. **Monitoring**
	1. 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.
	2. All subgrant recipients for grades K-5, grades 6-8 and grades 9-12 must collaborate with a regional service provider to administer the Reading Tiered Fidelity Inventory at each literacy implementation site and utilize the MiMTSSTAC R-TFI Reporting System for data collection.
	3. All subgrant recipients will utilize a Department-disseminated, non-evaluative learning walk form and report data for 50% of educators in each literacy implementation site three times per year.
	4. All subgrant recipients will implement Ohio’s model for instructional coaching for literacy and submit coaching service delivery plans and de-identified coaching logs using a data collection system identified by the department.
	5. All subgrantee recipients will develop a master schedule that allows for daily instruction in the components of literacy and tiered intervention at each grade band and provides time for teacher teams to plan and design literacy instruction, revise teaching tasks, discuss implementation challenges, and extend content and pedagogical understanding of evidence-based instruction. At least annually, subgrant recipients will submit a copy of the master schedule to the Department.
	6. All subgrantees will ensure building leadership teams support implementation of reading components of a MTSS framework and will submit building leadership team agendas to the Department at least annually.
	7. All subgrantees will maintain data on professional learning activities, including participant’s reception, acquisition, and use of new knowledge and skills; organizational support for implementing new learning; and the impact of new learning on student learning outcomes. Annually, subgrantees will summarize collection and use of this data to inform improvements in literacy instruction.
	8. All subgrant recipients will update their subgrantee implementation plan each school year to reflect the changes in progress and needs as determined by the LEA.
	9. All subgrant recipients will participate in additional data collection efforts facilitated by the Department to measure teacher and administrator capacity.
6. **Engagement with Regional Literacy Network:**
	1. All subgrant recipients will designate representatives to regularly attend and contribute to their state support team’s Regional Literacy Network.
	2. All subgrant recipients will ensure cooperation of literacy implementation sites with the Regional Literacy Network as determined by the Department.
7. **Reporting (as applicable):**
	1. 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 and Dyslexia Screening law for kindergarten-grade 3 students.
	2. 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.
	3. 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.

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| **Signature of Authorized Representative** | **Date** |
|  |  |

## Appendix 2: Programs, Practices, and Assessments Inventory

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

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## Appendix 3: Support From Educators for Comprehensive Literacy State Development Subgrant Proposal

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** |
|  |  |

|  |  |
| --- | --- |
| Educator Support | Percentage |
| Percentage of educators from the proposed implementation site(s) engaged in the development of this application. |  |
| Percentage of educators from the proposed implementation site(s) supporting this application. |  |

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

## Appendix 4: Reading Tiered Fidelity Inventory Results

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

Applicant must utilize the R-TFI Reporting System, available through Michigan’s Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSSTAC). The applicant must complete the [R-TFI Reporting System Acceptable Use and Data Sharing Agreement](https://miblsi.org/sites/default/files/Documents/Evaluation/R-TFI_Reporting_System_Agreement_v1.3.pdf) 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 literacy implementation site for grades K-12.

## Appendix 5: Plan for High Quality Curriculum-Based and/or Intervention-Based Professional Learning (Optional)

This appendix must be completed by applicants proposing a plan that includes:

* Intervention-based professional learning (K-5 and/or 6-12)
* Curriculum-based professional learning by a vendor or provider not included in the [Professional Learning Partner Guide](https://riveteducation.org/partner-search/) (Rivet Education) for *initial implementation* and/or *ongoing implementation support*

Please complete the form below for each professional learning sequence, **limiting responses to 3 pages per table**.

|  |  |
| --- | --- |
| **Vendor/Provider:** |  |
| **Intended Years of Professional Learning:** | [ ]  Year 1 [ ]  Year 2 [ ]  Year 3 [ ]  Year 4 |
| **Type of Professional Learning:** | [ ]  Curriculum-Based (Core Instruction Materials)[ ]  Intervention-Based (Intervention Materials)  |
| **Materials or Program *(include title, edition, and copyright year):*** |  |

|  |  |
| --- | --- |
| **Criteria** | **Response** |
| Describes the vendor or provider’s qualifications to provide professional learning in use and implementation of the school or district’s identified high-quality core curriculum and instructional materials or reading intervention programs, including experience in providing curriculum-based professional learning. |  |
| Describes how the professional learning is content-focused and aligned to high-quality core curriculum and instructional materials or reading intervention programs, including how the professional learning builds educator knowledge. |  |
| Describes how the professional learning emphasizes transformative learning, including how the professional learning supports and challenges educators in their beliefs, knowledge, and habits of practice through intentional design. |  |
| Describes how the professional learning focuses on supports for educators in engaging all students in complex, grade-level content and activities and/or essential early literacy skills to promote equity. |  |
| Describes how the professional learning engages educators as learners through inquiry and sense-making while using the student instructional materials or programs. |  |
| Describes how the professional learning incorporates feedback and reflection to support educators in thinking about materials or programs, receiving input on how best to use them, examining student work and assessment data, and making adjustments to instructional practice. |  |
| Describes how the professional learning applies strong change management strategies and practices, including addressing concerns and challenges in implementation and explicit opportunities for discussion and problem-solving. |  |
| Describes how the professional learning promotes collective participation, including building on collaboration among teachers in the same school, department, grade, or team using the same materials or program. |  |
| Describes how the professional learning includes multiple models of learning and provides educators with varied learning experiences, such as coaching, expert support, professional learning communities (PLCs), institutes, workshops, and learning walks. |  |
| Describes how the professional learning is of sufficient time to support educators in learning, practicing, implementing, and reflecting on the use of new materials or programs. |  |