

Ohio's K-12 Comprehensive Literacy State Development Subgrant



FY 2025-2029

**Request for
Applications**



**Department of
Education &
Workforce**

Table of Contents

| | |
|--|-----------|
| <i>Table of Contents</i> | 2 |
| INTRODUCTION | 1 |
| <i>Application Deadline and Period of Availability</i> | 2 |
| <i>Project Overview</i> | 2 |
| REGULATIONS AND GUIDANCE | 7 |
| ELIGIBLE APPLICANTS | 7 |
| GENERAL INFORMATION | 8 |
| <i>Total Funding Amount</i> | 8 |
| <i>Duration of Subgrants and Expected Award Amounts</i> | 9 |
| <i>Commitments</i> | 9 |
| <i>Continuation of Awards</i> | 13 |
| USE OF FUNDS | 13 |
| <i>Grades K-5</i> | 14 |
| <i>Grades 6-12</i> | 14 |
| <i>Additional Uses of Funds in Kindergarten-Grade 12</i> | 15 |
| <i>Unauthorized Activities</i> | 15 |
| PARTICIPATION, EVALUATION, AND REPORTING | 16 |
| <i>Monitoring</i> | 16 |
| <i>Reporting</i> | 17 |
| FISCAL PROCEDURES | 17 |
| <i>Project Cash Requests</i> | 18 |
| <i>General Subgrant Management</i> | 18 |
| <i>Conflicts of Interest</i> | 18 |
| <i>Misuse of Funds and Subgrant Termination</i> | 18 |
| <i>Equipment Definition</i> | 19 |
| <i>Equipment Inventory</i> | 19 |
| <i>Disposition of Equipment</i> | 20 |
| <i>Equipment Records Retention</i> | 20 |
| APPLICATION TECHNICAL ASSISTANCE | 20 |
| <i>Local Literacy Plans</i> | 20 |

| | |
|--|-----------|
| <i>Curriculum-Based Professional Learning</i> | 21 |
| <i>English Learner Supports</i> | 21 |
| APPLICATION REVIEW PROCESS..... | 21 |
| <i>Technical Review</i> | 21 |
| <i>Local Literacy Plan Review</i> | 21 |
| <i>Application Review</i> | 22 |
| <i>Finalist Interviews</i> | 22 |
| <i>Competitive Preference Priorities</i> | 22 |
| <i>Post-Review and Selection</i> | 23 |
| <i>Post-Selection Professional Learning Review</i> | 23 |
| PROPOSED TIMELINE | 24 |
| AWARD PROCESS | 24 |
| APPLICATION SUBMISSION | 24 |
| <i>Deadline</i> | 25 |
| <i>Application Format</i> | 25 |
| <i>Required Elements</i> | 25 |
| <i>Required Forms</i> | 25 |
| <i>Budget Worksheet and Budget Form</i> | 25 |
| <i>Application Narrative</i> | 26 |
| <i>Application Appendices</i> | 26 |
| <i>Directions for the Application Narrative</i> | 26 |
| <i>Directions for the Application Appendices</i> | 27 |
| APPLICATION NARRATIVE | 32 |
| APPLICATION APPENDICES..... | 40 |
| <i>Appendix 1: Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities</i> | 41 |
| <i>Appendix 2: Programs, Practices, and Assessments Inventory</i> | 44 |
| <i>Appendix 3: Support From Educators for Comprehensive Literacy State Development Subgrant Proposal</i> | 45 |
| <i>Appendix 4: Reading-Tiered Fidelity Inventory Results</i> | 46 |
| <i>Appendix 5: Plan for High Quality Curriculum-Based and/or Intervention-Based Professional Learning (Optional)</i> | 47 |
| COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT APPLICATION: TECHNICAL REVIEW CHECKLIST | 49 |

| | |
|--|-----------|
| LOCAL LITERACY PLAN REVIEW | 51 |
| <i>Required Components Under the Comprehensive Literacy State Development Grant.....</i> | 51 |
| <i>Rating Characteristics</i> | 51 |
| <i>Local Literacy Plan Requirements and Rubric.....</i> | 52 |
| OHIO COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT SELECTION CRITERIA AND RUBRIC..... | 62 |
| <i>Review Team</i> | 62 |
| <i>Scoring Requirements.....</i> | 62 |
| <i>Application Checklist</i> | 62 |
| <i>Rating Characteristics</i> | 62 |
| <i>Ohio Comprehensive Literacy State Development Subgrant Rubric.....</i> | 63 |
| POST-SELECTION PROFESSIONAL LEARNING REVIEW | 72 |
| <i>Required Components Under the Comprehensive Literacy State Development Grant.....</i> | 72 |
| <i>Scoring Requirements.....</i> | 73 |
| <i>Professional Learning Review Criteria and Rubric</i> | 74 |

Introduction

The Ohio Department of Education and Workforce (“the Department”) received a competitive, five-year Comprehensive Literacy State Development (CLSD) Grant from the U.S. Department of Education in September 2024, which continues through September 30, 2029. The Department is required to subgrant no less than 95% of the award to eligible entities. To improve literacy outcomes for Ohio children from birth through grade 12 through this grant opportunity, the Department will subgrant the funds to serve the following grade bands in amounts no less than: 15% of the grant funds must serve children from birth through kindergarten entry which will be subgranted in a competition later in 2025; 40% must serve students in kindergarten through grade 5; and 40% must serve students in grades 6 through 12.

The purpose of this K-12 Comprehensive Literacy State Development Grant is to award subgrants to eligible entities to enable the eligible entities to advance literacy achievement of students in kindergarten through grade 12. Critical literacy skills include emergent, early, conventional, and adolescent skills that promote grade level reading and writing for all children from kindergarten through grade 12.

The four-year subgrant will focus on developing and supporting literacy implementation sites in elementary, middle, and high schools across the state. The literacy implementation sites will concentrate on practices consistent with [Ohio’s Plan to Raise Literacy Achievement](#) and in alignment with state policies for the science of reading. The grant will include support for professional learning and coaching. The partnership between the implementation sites and the Department will allow districts, schools, and families to improve student literacy and increase educational options available to students who have been traditionally underserved.

Through this competition, approximately \$48.4 million is available for the Department to award subgrants to achieve the following outcomes:

- Through full implementation of all grant activities, from school year 2025-2026 to school year 2028-2029, participating Literacy Implementation Sites will improve achievement in English language arts. This outcome will be demonstrated by an increase in the percentage of students proficient in reading in grades 3 through high school on the state English language arts assessment, or an increase in students performing on-track in reading for kindergarten through grade 2, by five percentage points per year or reaching at least 80%.
- 100% of educators will implement instructional practices aligned to professional learning as measured by building level instructional items on the Reading Tiered Fidelity Inventory (R-TFI) and leadership team reports of school-wide observations.
- To ensure literacy improvement activities impact all students, by school year 2028-2029, 90% of students with disabilities in participating Literacy Implementation Sites will demonstrate improvement in their approved universal screening measure(s) by at least 5% annually from 2025-2029.
- 100% of the Literacy Implementation Sites will use data-based decision making through a problem-solving model by analyzing assessment data to support students through tiers of instruction.

- As part of the commitment to disseminate successful learning and strategies, by school year 2028-2029, statewide public-school districts, STEM schools, and community schools will increase the percentage of students in grades 3 through high school proficient on the state’s English language arts tests or on-track in reading for preschool through grade 2 by at least 10%.

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

Application Deadline and Period of Availability

The Comprehensive Literacy State Development subgrant application window for grades K-12 subgrants opens in March and closes April 8, 2025. Comprehensive Literacy State Development subgrant funds will be available to the successful applicants from July 1, 2025 through September 30, 2029. Applications and additional information are submitted through the Department’s e-grant applicant system, the One Funding Application (OFA). Please see Duration and Types of Subgrants below for additional information on funding.

Project Overview

Ohio’s Plan to Raise Literacy Achievement outlines five key strands that support language and literacy development. These strands include shared leadership, multi-tiered system of supports, educator capacity, family partnerships, and community collaboration. The Comprehensive Literacy State Development subgrant aims to support targeted implementation of key levers and practices associated with each strand to support scaling of effective literacy implementation, aligned with Ohio’s policies for effective literacy instruction. Subgrantees will implement the following activities as part of the Comprehensive Literacy State Development project:

- a. *Shared Leadership*: Develop and implement **frameworks for shared leadership** that prioritize shared principal and teacher leadership, supporting leadership teams and teacher-based teams to collaboratively develop a robust multi-tiered system of supports and refine implementation of instructional practices.
- b. *Multi-Tiered System of Supports*: Use data-based decision-making to develop an aligned **multi-tiered system of supports to meet the needs of all learners**, including English learners, students with disabilities, and underserved populations. Optionally, grantees *may* also consider how the multi-tiered system of supports may be leveraged to support students with advanced needs through tiers of enrichment.
- c. *Educator Capacity*: Develop educator capacity to deliver effective literacy instruction aligned with the science of reading through the use of high-quality instructional materials, high-quality **curriculum-based professional learning, intervention-based professional learning, and literacy coaching**.
- d. *Family Partnerships*: Develop and implement an **aligned system of tiered family engagement supports and inclusive teaming structures**.

- e. *Community Collaboration*: Establish and engage in a **community partnership** (library, institute of higher education and/or local nonprofit organization). Leverage the partnership to address local needs to support implementation of high-quality literacy instruction.

The subgrantee application submission will address these activities and provide an opportunity for applicants to address readiness and provide a plan to implement these activities. The application should follow the format described in the application narrative section of this document on page 32.

REQUIREMENTS FOR SHARED LEADERSHIP DEVELOPMENT

KINDERGARTEN-GRADE 12

At each literacy implementation site, subgrantees are required to identify at least one principal, and may identify additional building administrators, to participate in leadership training designated by the Department, support building-wide subgrant implementation, and share information at building leadership team meetings. Required activities of the identified staff, including the building principal, include:

- Participating in an annual professional learning and networking sequence provided by the Department (three-five meetings per year) to enhance data-driven professional learning, teaming structures, the master schedule, systems-level implementation supports, stakeholder engagement, and a school culture characterized by data-driven decision-making, shared leadership, and effective communication
- Ensuring the building literacy plan and multi-tiered system of supports are standing items on the building leadership team agenda
- Leading the development of a master schedule that allows for instruction aligned to the science of reading, including daily differentiated core instruction, tiered interventions at each grade level, and time for teachers to collaboratively plan literacy instruction
- Supporting the utilization of a building walkthrough and other tools to monitor the effectiveness of core instruction, interventions, and instructional shifts aligned with the science of reading

REQUIREMENTS FOR MULTI-TIERED SYSTEM OF SUPPORTS FOR UNDERSERVED LEARNERS

KINDERGARTEN-GRADE 12

Subgrantees are required to strengthen at least one of the following components of the building's multi-tiered system of supports for literacy: core and intervention supports for English learners, core and intervention supports for students with disabilities, or use of a multidisciplinary team to intensify intervention supports. For each selected component, subgrantees will develop and implement a plan for continuous improvement.

ENGLISH LEARNERS

Proposed projects to support English learners must include the following required elements:

- Proposal of a plan, including budget and timeline, to increase supports for English learners aligned to the science of reading
- Identification of at least 3 building educators to participate in a professional learning sequence, coordinated by the Department, in Year 1 (2025-2026) or Year 2 (2026-2027) to refine and support implementation of the plan. This training will focus on the science of reading, best practices for literacy instruction, multi-tiered system of supports, and adapting evidence-based practices to accommodate English learners while maintaining high expectations for all students
- Participation in Department-facilitated group and individual technical assistance activities at least three times per year to problem-solve, monitor, and refine implementation of the plan to improve literacy instruction for English learners
- Annual reporting on the literacy achievement of English learners
- A description of planned supports to improve achievement

STUDENTS WITH DISABILITIES

Proposed projects to support students with disabilities must include the following required elements:

- Proposal of a plan, including budget and timeline, to increase supports for students with disabilities aligned to the science of reading
- Identification of at least three building educators to participate in a professional learning sequence, disseminated by the Department, in Year 1 (2025-2026) to refine and support implementation of the plan. This training will focus on utilizing research and theoretical models to support science of reading, assessment, and instruction within a multi-tiered system of supports and developing reading profiles that address the unique needs of students with disabilities
- Participation in Department-facilitated group and individual technical assistance activities at least three times per year to problem-solve, monitor, and refine implementation of the plan to improve literacy instruction for students with disabilities
- Annual reporting on the literacy achievement of students with disabilities
- A description of planned supports to improve achievement

MULTIDISCIPLINARY TEAM DEVELOPMENT

Proposed projects to increase the robustness of sites' multidisciplinary teams must include the following required elements:

- Proposal of a plan to develop, or prepare an existing, multidisciplinary team to participate in a professional learning sequence disseminated by the Department. The professional learning will focus on data, systems, and instructional methods to intensify literacy intervention instruction for students with characteristics of dyslexia and other reading difficulties through use of a multi-tiered system of supports in years 3 and 4 (2027-2028 and 2028-2029)
- Participation in Department-facilitated group and individual technical assistance activities at least two times per year in year 1 and 2 (2025-2026 and 2026-2027) to assess readiness of the multidisciplinary team

- Annual reporting in 2028 and 2029 on the literacy achievement of students with reading difficulties
- A description of how the multidisciplinary team is supporting intensification of instruction

REQUIREMENTS FOR CURRICULUM-BASED AND INTERVENTION-BASED PROFESSIONAL LEARNING

GRADES K-5

Subgrantees are required to implement curriculum-based professional learning in proposed literacy implementation sites in grades K-5 for core curriculum and instructional materials. Optionally, selected subgrantees *may* implement intervention-based professional learning in proposed literacy implementation sites in grades K-5 for reading intervention programs.

Proposed projects for curriculum-based professional learning in grades K-5 for core curriculum and instructional materials must include the following required elements:

- Professional learning on core curriculum and instructional materials from the Department’s approved list
- Professional learning provided by a vendor included in the [Professional Learning Partner Guide](#) (Rivet Education) for *initial implementation* and/or *ongoing implementation support* or approved by the Department following demonstration of meeting supplemental professional learning review criteria, submitted through Appendix 5
- A minimum of three years in the professional learning sequence, beginning in either Year 1 or Year 2 of the subgrant

Proposed projects for intervention-based professional learning in grades K-5 for reading intervention programs must include the following required elements:

- Professional learning on evidence-based reading intervention programs from the Department’s approved list, intended for use in the targeted grade levels
- Professional learning provided by a vendor approved by the Department following demonstration of meeting professional learning review criteria, submitted through Appendix 5
- A minimum of two years in the professional learning sequence, beginning in either Year 1, Year 2, or Year 3 of the subgrant

GRADES 6-12

Selected subgrantees are required to implement intervention-based professional learning in proposed literacy implementation sites in grades 6-8 and/or 9-12 for reading intervention programs. Optionally, selected subgrantees *may* implement curriculum-based professional learning in proposed literacy implementation sites in grades 6-8 and/or 9-12 for core curriculum and instructional materials.

Proposed projects for intervention-based professional learning in grades 6-8 and/or 9-12 for reading intervention programs must include the following required elements:

- Professional learning on evidence-based reading intervention programs from the Department’s approved list, intended for use in the targeted grade levels
- Professional learning approved by the Department following demonstration of meeting supplemental professional learning review criteria, submitted through Appendix 5
- A minimum of two years in the professional learning sequence, beginning in either Year 1, Year 2, or Year 3 of the subgrant

Proposed projects for curriculum-based professional learning in grades 6-8 and/or 9-12 for core curriculum and instructional materials must include the following required elements:

- Professional learning on core curriculum and instructional materials in English language arts rated Meets Expectations on [EdReports](#) for the applicable grade levels or bands
- Professional learning provided by a vendor included in the [Professional Learning Partner Guide](#) (Rivet Education) *initial implementation* and/or *ongoing implementation support* or approved by the Department following demonstration of meeting supplemental professional learning review criteria, submitted through Appendix 5
- A minimum of three years in the professional learning sequence, beginning in either Year 1 or Year 2 of the subgrant

REQUIREMENTS FOR LITERACY COACHING

Subgrantees will ensure all educators have access to literacy coaching aligned to curriculum-based professional learning and a leveled, data-driven, student focused coaching model. School leaders and literacy coaches must collaborate to:

- Participate in professional learning provided by the Department
- Develop, implement, and sustain a multi-year coaching plan aligned with professional learning to refine adult implementation and improve student literacy outcomes
- Regularly submit coaching log information to the Department
- Complete learning walks with selected educators three times per year to document implementation progress

REQUIREMENTS FOR FAMILY ENGAGEMENT

Subgrantees will be required to identify a point person and a small team to engage in a two-year sequence of professional learning, implementation of activities, and a community of practice, coordinated by the Department, during years 1-2 (2025-2027) or 3-4 (2027-2029) to develop and implement a plan for tiered family engagement strategies at the literacy implementation site(s). Subgrantees will complete self-assessments and report on activities.

REQUIREMENTS FOR COMMUNITY PARTNERSHIPS

Subgrantees will be required to develop or scale implementation of a **community partnership** based on local needs and context to support implementation of high-quality literacy instruction. Proposed projects must include a partnership with one of the following:

- A local library
- Institute of higher education

- A local nonprofit or community organization

Proposed projects must focus on one or more of the following activities in collaboration with the identified community partner:

- Family and caregiver engagement and literacy supports
- Access to summer and/or after-school programs focused on literacy
- Access to high-quality tutoring opportunities in literacy

OPTIONAL PROFESSIONAL LEARNING AND SUSTAINABILITY

In addition to the required activities listed above, subgrantees may optionally propose additional professional learning for educators. Professional learning must be high-quality, evidence-based, aligned to the local literacy plan and identified project needs and goals, and support sustainability. Professional learning may include, but is not limited to:

- Supporting literacy across content areas
- Explicit writing instruction
- Supports for gifted learners
- Train-the-trainer or train-the-facilitator offerings for sustainability of project activities

Regulations and Guidance

The Comprehensive Literacy State Development Grant is carried out under the legislative authority under Sections 2221–2225 and 2301 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, Pub. L.114–95, 129 Stat. 1802 (codified as amended in scattered sections of 20 U.S.C.). 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

Eligible applicants who can apply for a kindergarten through grade 12 subgrant are local educational agencies which, for purposes of this subgrant opportunity, are defined as:

- City, local, exempted village, cooperative education, and joint vocational school districts as defined under Chapter 3311 of the Ohio Revised Code;
- Community schools established under Chapter 3314 of the Ohio Revised Code;
- STEM schools established under Chapter 3326 of the Ohio Revised Code;
- Educational service centers as defined under Chapter 3311 of the Ohio Revised Code.

Per federal guidelines, chartered non-public schools are not eligible to apply for a grades K-12 subgrant.

Aligned to federal requirements, the Department will award subgrants—to directly carry out project activities described in its application—to Local Education Agencies (LEAs) in which at least 50 percent of the schools served by the LEA meet the definition of “high-need school”, and at least one proposed Literacy Implementation Site is a “high-need school”, based on the definitions below.

- **Elementary schools:** A “high-need” elementary school is one in which not less than 50 percent of the enrolled students are children who come from low-income families.
- **Middle schools:** A “high-need” middle school is one in which not less than 50 percent of the enrolled students are children who come from low-income families.
- **High schools:** A “high-need” high school is one in which not less than 40 percent of the enrolled students are children who come from low-income families.
- **Joint vocational school district, STEM schools, Community Schools, Educational Service Centers, and State Supported Organizations:** A “high-need” school is one in which, if less than 50% of the enrolled students served are in grades 9-12, not less than 50 percent of the enrolled students are children who come from low-income families, or in which, if not less than 50% of the enrolled students served are in grades 9-12, not less than 40% of the enrolled students are children who come from low-income families.

Eligibility is fully described by the Ohio Department of Education and Workforce on the [Department’s Comprehensive Literacy State Development Grant webpage](#).

Allowable applications

Each eligible LEA may only submit **one** application for the K-12 Comprehensive Literacy State Development subgrant. The application may include all grade bands under the grant (K-5, 6-8, 9-12) or only include specific grade bands.

Each eligible LEA must submit an individual application. Partnership and consortia applications will *not* be accepted for this grant opportunity.

General Information

Total Funding Amount

Approximately \$48 million is available for Comprehensive Literacy State Development subgrant awards for K-12 in state Fiscal Years 2025-2029. For subgrants serving grades K-5 approximately \$24 million is available; approximately \$12 million is available for subgrants serving learners in middle school (grades 6-8); and approximately \$12 million is available for subgrants serving learners in high school (grades 9-12). Funding is contingent 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. Subgrantees must use funds under this program to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under the Comprehensive Literacy State Development program for children in kindergarten through grade 12.

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 (2026, 2027, 2028, 2029). 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 award approximately 30 subgrants for grades K-5, approximately 20 subgrants for grades 6-8, and approximately 20 subgrants for grades 9-12 with the minimum and maximum award sizes listed below:

- Grades K-5: \$400,000-\$1,200,000
- Grades 6-8: \$300,000-\$900,000
- Grades 9-12: \$300,000-\$900,000

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

- 2026 Fiscal Year (July 2025-June 2026): 3% of award available in July, 21% of award available in October
- 2027 Fiscal Year (July 2026-June 2027): 3% of award available in July, 21% of award available in October
- 2028 Fiscal Year (July 2027-June 2028): 3% of award available in July, 21% of award available in October
- 2029 Fiscal Year (July 2028-September 2029): 3% of award available in July, 25% of award available in October

Commitments

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

| Component | Details |
|--|--|
| Cooperation with National Implementation Evaluation | 1. 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. |
| Implementing a Community Partnership | <ol style="list-style-type: none"> 1. 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. |
| Participation in Annual Literacy Academy | <ol style="list-style-type: none"> 1. Subgrant recipients must attend annual grant convenings to participate in professional learning and technical assistance. 2. Subgrant recipients must present 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. |
| Technical Assistance Support | <ol style="list-style-type: none"> 1. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle. 2. 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. 3. Subgrant recipients must engage with a regional service provider (ESC or SST) to support the facilitation of the Reading Tiered Fidelity Inventory. |
| Training | <ol style="list-style-type: none"> 1. Designated principals, and other building administrator(s) as identified, will participate in required leadership training disseminated by the Department. 2. 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. 3. 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. 4. Designated educators and administrators will participate in a two-year sequence of family engagement professional learning with a Department-coordinated provider. 5. Designated educators and administrators will participate in a Department-provided or coordinated professional learning and continuous improvement sequence focused on improving multi-tiered systems of supports, including in at least one focus area |

| | |
|--|---|
| | (English learners, students with disabilities, or intensifying literacy instruction). |
| Adult Implementation Measures | <ol style="list-style-type: none"> 1. Educators 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. |
| Student Assessments and Data Management | <ol style="list-style-type: none"> 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 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. |
| Monitoring | <ol style="list-style-type: none"> 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 |

| | |
|---|---|
| | <p>site and utilize the MiMTSSTAC R-TFI Reporting System for data collection.</p> <ol style="list-style-type: none"> 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 allow the state to collect information on teacher and administrator capacity. |
| <p>Engagement with Regional Literacy Network</p> | <ol style="list-style-type: none"> 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. |
| <p>Reporting (as applicable)</p> | <ol style="list-style-type: none"> 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 |

| | |
|--|--|
| | <p>under the Third Grade Reading Guarantee and Dyslexia Screening law for kindergarten-grade 3 students.</p> <ol style="list-style-type: none"> 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. |
|--|--|

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. Good standing will be 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
- Whether the subgrantee is operating in compliance with the assurances and commitments in its approved application, including those [applicable to federal civil rights laws](#) prohibiting discrimination in programs or activities receiving federal financial assistance from the Department

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

Use of Funds

All funded activities must support allowable activities and in accordance with the approved subgrant application.

Subgrantees will follow Uniform Administrative Requirements and Basic Considerations found at <https://www.ecfr.gov>, including but not limited to:

- [Factors affecting allowability of costs](#)
- [Reasonable costs](#)
- [Allocable costs](#)
- [Applicable credits](#)
- [Prior written approval](#)
- [Limitation on allowance of costs](#)

Grades K-5

An eligible entity that receives a subgrant to support children in kindergarten-grade 5 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 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
 - 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 subgrant to support children in grades 6-8 and/or grades 9-12 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 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
 - 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 (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), 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 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 1 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
- 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)
- Expenditures that are not “allowable, allocable, or reasonable,” as defined in the [Uniform Guidance](#)

Participation, Evaluation, and Reporting

Comprehensive Literacy State Development subgrants through this request for applications process are awarded to LEAs. 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 regulations; 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 Office of Literacy Achievement 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 grant, the Department is responsible for evaluating and monitoring subgrantees. Subgrantees will be evaluated and monitored for compliance with federal laws and regulations and grant requirements and accomplishing performance goals. Subgrantees must be prepared to provide evidence of program compliance through the compliance monitoring system. The Department may also request supporting documentation when grantees submit Final Expenditure Reports and Project Cash Requests.

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 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, including semi-annual surveys of building principals
- 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 One Funding Application.
- 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](#) that was [purchased](#) with Comprehensive Literacy State Development subgrant funds

Fiscal Procedures

No funds may be obligated prior to receiving a notice of award and a One Funding Application (OFA) substantially approved date of the subgrant. 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. All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time and effort working on grant activities as required by 2 C.F.R. § 200.430. This includes stipends paid with subgrant funds.

For purposes of these subgrants, obligations are considered to have been [incurred as follows](#):

- For materials and supplies, when the purchase order is approved and received by the vendor
- For personal services, if the services are by an employee of the subgrantee, the obligation is made when the services are performed, and if the services are by a contractor who is not an employee of the subgrantee, the obligation is made on the date on which the subgrantee makes a binding written commitment to obtain the services.
- For travel, when the travel is taken.

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 OFA by September 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](#), R.C. Chapter 102, and related statutes.

Misuse of Funds and Subgrant Termination

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. If it is determined that any subgrant funds have been misused, such funds must be returned to the Department.

The Department reserves the right to withhold, reduce, or terminate any subgrant award on discovery of any the following, but not limited to:

- Violation of law, regulation, and/or grant rules;
- Violation of any of the agreed-upon assurances or grant-specific assurances;
- Misuse of grant funds;
- Failure to respond to a noncompliance;
- Failure to maintain or provide proposed support documents for expenditures;
- Failure to implement a corrective action plan;
- Failure to address data or monitoring requirements;
- Failure to make corrections based on technical assistance; and/or
- Violation of health, safety, or civil rights.

Equipment Definition

Every school district/agency/program [purchasing equipment with federal funds](#) should have a Board-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 that equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$10,000.

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 \$10,000 per unit such as \$1,000 or \$500 per unit, but the definition cannot include an acquisition cost exceeding \$10,000, such as \$10,500 or \$12,000 per unit.

Equipment Inventory

All equipment 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. A description of the item;
 - b. A serial number or other identification number;
 - c. The funding source of the item (name of funding title/grant);
 - d. Name of holder of title;
 - e. Acquisition date;
 - f. Cost of the item;
 - g. Percentage of federal agency contribution towards the original purchase;
 - h. Location of the item;

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

Equipment and Supplies Purchased with Federal Funds

Any [equipment](#) or [supplies](#) 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.

Disposition of Equipment

Subgrantees are responsible for disposing of equipment acquired under the federal award in accordance with federal regulations. 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;
- Equipment is not needed in other programs currently or previously funded by a federal agency; and
- Equipment item has a current per-unit fair market value of \$10,000.00 or less.

If the district/agency disposes of equipment with a fair market value of less than \$10,000, the proceeds must be used to support the program for which the equipment was purchased. If the fair market value is more than \$10,000 (per-unit), the district/agency must contact the Department's Office of Federal Programs for disposition instructions.

Equipment Records Retention

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

Local Literacy Plans

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.

Curriculum-Based Professional Learning

Prospective subgrant applications are encouraged to view recorded presentations and review guidance documents that provide technical assistance around the planning for and implementation of curriculum-based professional learning.

English Learner Supports

Prospective subgrant applicants are encouraged to access support from national experts contracted by the Department to identify needs and appropriate supports for the school or district's English learners and to develop plans for implementation. Experts will offer a professional learning session and office hours to provide more specific support. Information on support is provided on the Department's Comprehensive Literacy State Development Grant website.

Application 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 technical specifications.

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 staff will conduct a 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
5. Includes a plan to track children's outcomes consistent with all applicable privacy requirements

If a local literacy plan fails to meet any of the review requirements, applicants selected for award will be notified and required to make revisions in consultation with the Department.

Application Review

The Department will establish a review team comprised of Department staff with expertise in grades K-12 language and literacy development, collaborative problem-solving, 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 no less than three review team members.

A substantial training program is presented to each reader. During the training, the readers first review the scoring rubric, 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 Interviews

The Department will schedule interview calls with regional finalists, based on application review scores and prioritization. The interview will be used to review components of the local literacy plan and application and identify barriers to implementation that may impact potential award. An interview is not a guarantee of award.

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 16,000 additional characters** 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.

Impact Rate (3 points): An applicant that can show evidence that the selected schools are 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.

Support for Underserved Populations (3 points): An applicant that can show evidence that the selected school(s) are well-positioned to improve literacy outcomes for targeted populations of students who are traditionally underserved, such as students with disabilities, English learners, gifted learners, and students in rural communities, through scaling of existing systems and structures, will receive competitive preference. Such evidence might include evidence of frameworks, resource allocation, family and community partnerships, involvement in networks, or examples of other replicable and scalable activities.

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.

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

- **Priority 1:** LEAs with at least 150 enrolled students, in which at least 80% of students are children who come from low-income families and 40% of students read or write below grade level.
- **Priority 2:** LEAs with fewer than 150 students in which at least 40% of students are children who come from low-income families, or LEAs with at least 150 enrolled students in which 40%- 79.9%, of students are children who come from low-income families, in which at least 40% of students read or write below grade level.
- **Priority 3:** LEAs of any enrollment size in which fewer than 40% of students read or write below grade level.

Post-Selection Professional Learning Review

Following selection, a professional learning review will be conducted to determine if the applicant's plan for curriculum-based and/or intervention-based professional learning meets project requirements (outlined on pages 5-6).

Important Note: Upon selection, the Department will review the plan for curriculum-based and/or intervention-based professional learning and work with each subgrantee to update the plan to ensure alignment with the project and best practices for high-quality professional learning. This will precede official budget approval. The implementation plan and budget submitted as part of this application is evidence of the applicant's commitment to engage in curriculum-based and/or intervention-based professional learning but may be modified substantially through agreement between the Department and subgrantee upon selection and review of the plan for quality.

Proposed Timeline

| Date | Event |
|---------------------------------------|---|
| Wednesday, January 22, 2025 | Notice of Intent to Apply available |
| Wednesday, January 22, 2025 | Request for applications available |
| Wednesday, February 26, 2025 | Notice of Intent to Apply submission deadline (optional) |
| March 2025 | Applications open in the One Funding Application, the Department's e-grant system |
| Tuesday, April 8, 2025 4:59PM | Application deadline |
| April 8-May 30, 2025 | Subgrant review process |
| May 12-May 22, 2025 (Tentative Dates) | Finalist interviews |
| Week of May 26, 2025 | Subgrant selection notification |
| Monday June 9, 2025 | Subgrant awardee kick-off |
| July 1, 2025 | Subgrant award |

Note: The Department will make every effort to meet this timeline, but variation may occur. Applicants are encouraged to check the Department's webpage frequently for updated information.

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 full application using the Department's One Funding Application. Instructions for using the One Funding Application will be available on the [Department's website](#).

Deadline

Submit PDF copies of the application packet, appendices, and budget documents, along with the local literacy plan by 4:59 p.m. on **Tuesday April 8, 2025**, to the Department's OFA system. Applications must be submitted by the time and date specified above. **Incomplete or late applications will not be considered.**

Application Format

The application must be submitted in the One Funding Application. A separate text field will be provided for each narrative item. The response to each item, including the Executive Summary, may not exceed 4,000 characters. Upload prompts will be provided for the logic model (optional), budget worksheet and narrative, and each appendix.

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 32 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 and Workforce requires a project budget to be completed for each year of each grant that a funded entity 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 object code and the rows by title and function and subfunction 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 searching for

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 OFA for the July-September portion of 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 grade 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 Literacy Implementation Site(s) Identification and Project Goals
- C. Integration and Coordination of Comprehensive Literacy Instruction
- D. Readiness
- E. Fit
- F. Implementation Plan and Monitoring
- G. Capacity Building and Sustainability
- H. Budget Worksheet and Narrative
- I. Competitive Preferences (optional)

Application Appendices

Appendices 1 through 4 are required for all applicants. Appendix 5 is required for applicants proposing curriculum-based or intervention-based professional learning from a vendor or provider that is not pre-approved as a vendor included in the [Professional Learning Partner Guide](#) (Rivet Education). 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. Plan for Curriculum-Based and/or Professional Learning (*only applicable if proposed professional learning is not provided by a pre-approved vendor*)

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

character 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 1-4 are required for all applicants. Appendix 5 is required for applicants proposing curriculum-based or professional learning from a vendor that is not pre-approved. 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 |
| Comprehensive Literacy State Development Subgrant Budget Form Submitted in OFA | <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 OFA | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Application Narrative with the Following Sections: | |
| Section A: Executive Summary | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section B: Proposed Literacy Implementation Site Identification and Project Goals | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section C: Integration and Coordination of Comprehensive Literacy Instruction | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section D: Readiness | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section E: Fit | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section F: Implementation Plan and Monitoring | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section G: Capacity Building and Sustainability | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section H: Budget Worksheet and Narrative | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Section I: 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 (Optional): Plan for High Quality Curriculum-Based and/or
Intervention-Based Professional Learning

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 kindergarten 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 Funding Application Assurances available on the [Grants Administration](#) section of the Department'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 and Workforce, 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 Workforce 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 Workforce 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. |

AGREEMENT

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 Representative | Date |
|--|------|
| | |

The remainder of this page was intentionally left blank.

Application Narrative

Please carefully read the instructions for Sections A through I and provide the information requested.

The application must be submitted in the One Funding Application. A separate text field will be provided for each narrative item. The response to each item, including the Executive Summary, may not exceed 4,000 characters, including spaces. A document upload section will be provided for the logic model (optional), budget worksheet and narrative, and each appendix.

SECTION A: EXECUTIVE SUMMARY (0 POINTS)

Provide a summary (no more than 4,000 characters) 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 literacy implementation 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 LITERACY IMPLEMENTATION SITE IDENTIFICATION AND PROJECT GOALS (9 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 literacy implementation site(s).
2. Describes which student outcome goal or goals of the local literacy plan the subgrant project will support.
3. Describes a theory or rationale for how the local project will improve student and adult outcomes, which may be demonstrated by a logic model.

SECTION C: INTEGRATION AND COORDINATION OF COMPREHENSIVE LITERACY INSTRUCTION (9 POINTS)

APPLICATION CRITERIA:

1. Describes the aligned system of instruction, intervention and assessment in place at the proposed literacy implementation site(s), including core curriculum and intervention materials and the integrated supports provided in ongoing implementation
 - a. *Note: The description should align to Appendix 2: Programs, Practices, and Assessments Inventory.*

2. Identifies current areas of weakness in the applicant’s comprehensive literacy instruction (defined below) and describes how project activities will support improving and integrating comprehensive language and literacy instruction into a well-rounded education
 - a. As defined in the federal Comprehensive Literacy State Development grant funding announcement, *comprehensive literacy instruction*:
 - i. Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
 - ii. Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
 - iii. Includes 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;
 - iv. Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
 - v. Uses differentiated instructional approaches, including individual and small group instruction and discussion;
 - vi. Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
 - vii. Includes frequent practice of reading and writing strategies;
 - viii. Uses 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 to monitor the child's progress and the effects of instruction;
 - ix. Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
 - x. Incorporates the principles of universal design for learning;
 - xi. Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and
 - xii. Links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about complex print and digital subject matter
3. Describes how the proposed literacy implementation site(s) will 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

SECTION D: READINESS (15 POINTS)

APPLICATION CRITERIA:

For the proposed literacy implementation site(s):

1. Describes the shared leadership systems in place, including teaming structures, barrier removal processes, communications plans, and building-level instructional leadership, and how those systems will be leveraged to implement the proposed project

2. Describes the current capacity of educators to implement literacy instruction aligned to the science of reading, including foundational knowledge, training to implement core reading curriculum and instructional materials and reading intervention programming, and support from administrators and/or literacy coaches to implement instruction with integrity, and how the proposed project will support educator growth
3. Describes the aligned and integrated multi-tiered system of supports, including implementing core instruction, differentiation, processes and protocols for identifying student needs and providing necessary services, and how those systems will be enhanced through the proposed project
4. Describes current activities to engage families and community partners for student literacy development, and how the proposed project will allow for a more tailored approach to providing opportunities for all families to engage according to their strengths
5. Describes existing community collaborations and how the partner identified to engage in the proposed project has demonstrated readiness to engage in problem-solving and consultation to strengthen literacy instruction and implementation of the local literacy plan

SECTION E: FIT (9 POINTS)

APPLICATION CRITERIA:

1. Describes the steps taken at proposed literacy implementation sites to implement high-quality comprehensive literacy instruction and systems of supports, aligned with Ohio's policies for literacy instruction and the science of reading
2. Describes how district and school leaders are currently engaged in efforts to improve literacy instruction and outcomes and how leadership will engage in the proposed project, including how succession planning will be integrated to onboard and engage new leaders in project activities
3. Describes other relevant information describing the fit of the applicant and identified proposed literacy implementation sites, including a description of the established relationship with the State Support Team's Regional Literacy Network and/or previous experience implementing state literacy priorities using grant funding, and how challenges in implementation were addressed

SECTION F: PROJECT IMPLEMENTATION PLAN AND MONITORING (33 POINTS)

For each literacy implementation site and grade band proposed, address the plan to implement required and optional project activities to enhance comprehensive literacy instruction (*for more detailed information, see Project Overview, pages 2-7*).

APPLICATION CRITERIA:

1. Describes the curriculum-based and/or intervention-based professional learning that will be provided through the grant, including the program or concepts the learning will address, key activities (including type(s), amount, and duration), lead staff members, audience, how professional learning will be monitored, improved, and sustained, and the timeline for implementation

2. Describes the capacity of lead staff to support curriculum-based and/or intervention-based professional learning, how the learning will align with current activities (including the current stage of implementation of materials and/or programs and existing professional learning initiatives), how the learning is expected to meet student needs and impact student outcomes, and how implementation will be monitored using student and adult data
3. Describes the plan for providing ongoing, high-quality professional learning to all educators, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school through the project, including the implementation plan for any additional professional learning activities for educators, the purpose, content, audience, timeline, ESSA level of evidence, alignment to local literacy plan and other project activities, and lead staff who will coordinate activities and ongoing support for educator implementation
4. Describes the plan for access to literacy coaching that will be made available through the project, including key staff who will provide coaching services and/or train coaches, the use of peer coaching (if applicable), capacity to implement Ohio's Coaching Model in relation to project goals, and the readiness of educators to engage in coaching, aligned to adjusting instruction based on student data
5. Describes the capacity of lead staff to support coaching, how coaching is expected to meet student needs and impact student outcomes, and how implementation will be monitored using student and adult data
6. Describes the engagement of a community partner, key activities of the partnership, key staff involved from each partner, how planning and communication will be managed, how activities will support improvements in literacy instruction, how those activities will be measured, and the timeline for implementation
7. Describes how the community partner was selected, including the capacity of both partners to collaborate and how the partnership aligns with the current activities of each partner, how the partnership is expected to meet student needs and impact student outcomes, and how implementation will be monitored
8. Identifies the staff member(s) or team(s) that will lead family engagement supports and be responsible for providing requested data to the Department and partners, how they will communicate and coordinate with other leadership and staff members, and timeline for implementation
9. Describes how staff will integrate new family engagement activities in their current work, how activities will fit within current family engagement efforts, and how activities are expected to address student needs and impact student outcomes
10. Describes the plan for enhancing multi-tiered system of supports, (including strengthening at least one focus area: students with disabilities, English Learners, or multidisciplinary team) including identifying student need, staff who will lead implementation, anticipated evidence-based activities and timeline, and resources needed for implementation
11. Describes the capacity of lead staff to support implementation of activities enhancing multi-tiered systems of supports, how the activities will align with current work and priorities, how the supports are expected to meet student needs and impact student outcomes, and how implementation will be monitored using student and adult data

Important note: Upon selection, the Department will work with each subgrantee to update the implementation plan and budget to ensure comprehensive and robust implementation of the project. This will precede budget approval and release of funds. The implementation plan and budget submitted as part of this application is evidence of the applicant's commitment to implement the proposed project but may be modified substantially through agreement between the Department and subgrantee upon selection.

SECTION G: CAPACITY BUILDING AND SUSTAINABILITY (9 POINTS)

APPLICATION CRITERIA:

1. Describes how each component of the proposed project will be sustained beyond the grant funding period, either through identifying alternative funding sources or describing increases in human or systems capacity to sustain implementation without additional funding. If sustainability relies on increasing capacity, describes succession planning to address staff turnover.
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 were involved in the development of the plan and how the LEA has gathered support for the proposal among educators and stakeholders

SECTION H: BUDGET WORKSHEET AND NARRATIVE (6 POINTS)

APPLICATION CRITERIA:

1. **Budget Worksheet:** Applicants must complete and upload the Budget Worksheet (Excel file) into the OFA 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 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 grade band the subgrantee is applying to support:
 - a. Grades K-5: \$400,000 - \$1,200,000
 - b. Grades 6-8: Maximum \$300,000 - \$900,000
 - c. Grades 9-12: Maximum \$300,000 - \$900,000

Indirect costs are allowable at the approved restricted indirect cost rate.

2. **Budget Narrative:** The Budget Narrative must be completed in the Budget Worksheet (Excel file) and uploaded into the OFA. The Budget narrative provides an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. Expenses are aligned to project activities. Budget includes only allowable use of funds. Each expense description aligns to allowable uses as described below:

An eligible entity that receives a subgrant to support children in grades K-5 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 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
 - 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 subgrant to support children in grades 6-8 and/or grades 9-12 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 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
 - 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 and robust implementation of the project. This will precede budget approval and release of funds. The implementation plan and budget submitted as part of this application is evidence of the applicant's commitment to implement the proposed project but may be modified substantially through agreement between the Department and subgrantee upon selection.

SECTION I: COMPETITIVE PREFERENCE PRIORITIES (OPTIONAL - UP TO 6 POINTS)

Applicants including section I in their narratives may provide up to an additional 8,000 characters for each competitive preference addressed.

Describe how the applicant fulfills the following priorities:

Competitive Preference 1: *Impact Rate (3 points):* An applicant that can show evidence that the selected schools are 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 schools and districts, involvement in regional networks or past experiences with replication of efforts.

APPLICATION CRITERIA:

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

Competitive Preference 2: *Support for Underserved Populations (3 points):* An applicant that can show evidence the selected school(s) are well-positioned to improve literacy outcomes for targeted populations of students who are traditionally underserved, such as students with disabilities, English learners, gifted learners, and students in rural communities, through scaling of existing system and structures will receive competitive preference. Such evidence might include frameworks, resource allocation, family and community partnerships, involvement in networks, or examples of replicable and scalable activities.

APPLICATION CRITERIA:

- Describes the population of underserved students at the proposed site, including:
 - Number of students served
 - Other key demographics
 - Need, including current English language arts proficiency data
- Describes current literacy supports for identified student population, including frameworks, resource allocation, family and community partnerships, and network involvement
- Describes capacity of existing supports to be immediately leveraged and scaled to improve literacy outcomes

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.

The remainder of this page was intentionally left blank.

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:**
 - a. Subgrant recipients must attend annual grant convenings, facilitated by the Department, to participate in professional learning and technical assistance.
 - b. 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.
4. **Technical Assistance Support:**
 - a. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.
 - b. 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.
 - c. Subgrant recipients must engage with a regional service provider (ESC or SST) to support the facilitation of the Reading Tiered Fidelity Inventory.
5. **Training:**
 - a. Designated principals, and other building administrator(s) as identified, will participate in required leadership training disseminated by the Department.
 - b. 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.
 - c. 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.
 - d. Designated educators and administrators will participate in a two-year sequence of family engagement professional learning coordinated by the Department.

- e. 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).
6. **Adult Implementation Measures:**
- a. 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.
 - b. 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.
7. **Student Assessments and Data Management:**
- a. 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.
 - b. 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.
 - c. 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.
 - d. 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.
8. **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 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.
 - c. 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.

- d. 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.
 - e. 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.
 - f. 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.
 - g. 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.
 - h. 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.
 - i. All subgrant recipients will participate in additional data collection efforts facilitated by the Department to measure teacher and administrator capacity.
9. **Engagement with Regional Literacy Network:**
- a. All subgrant recipients will designate representatives to regularly attend and contribute to their state support team’s Regional Literacy Network.
 - b. All subgrant recipients will ensure cooperation of literacy implementation sites with the Regional Literacy Network as determined by the Department.
10. **Reporting (as applicable):**
- a. 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.
 - b. 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.
 - c. 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.

| 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).

The remainder of this page was intentionally left blank.

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](#) 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](#) (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: | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 |
| Type of Professional Learning: | <input type="checkbox"/> Curriculum-Based (Core Instruction Materials) <input type="checkbox"/> 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. | |

Comprehensive Literacy State Development Subgrant Application: Technical Review Checklist

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

| TECHNICAL REVIEW | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| Criteria | Yes | No | N/A |
| Attachments | | | |
| Applicant’s Local Literacy Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed Certification Form | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eligibility | | | |
| Eligibility: At least 50% of schools served by LEA meet the definition of “high-need school” | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Completeness: Narrative | | | |
| Section A: Executive Summary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section B: Proposed Literacy Implementation Site Identification and Project Goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section C: Integration and Coordination of Comprehensive Literacy Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section D: Readiness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section E: Fit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section F: Implementation Plan and Monitoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section G: Capacity Building and Sustainability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section H: Budget Worksheet and Narrative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| Section I (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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Plan for High Quality Curriculum-Based and/or Intervention-Based Professional Learning (Optional) | <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"/> |

Overall Recommendation for Technical Review (check one)

Approved Not Approved

Additional Comments:

Local Literacy Plan Review

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
5. Includes a plan to track children’s outcomes consistent with all applicable privacy requirements

Rating Characteristics

| Rating | Description | Characteristics |
|-----------------|------------------------------|--|
| 0 Points | No or little evidence | 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. |
| 1 Point | Some evidence | The response meets the 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. |
| 2 Points | Convincing evidence | The response meets most of the established criteria, but it requires additional information, explanation or detail in one or more areas. |
| 3 Points | Strong evidence | 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 compliant with Ohio law. |

Local Literacy Plan Requirements and Rubric

REQUIREMENT 1: LOCAL LITERACY PLAN IS INFORMED BY A COMPREHENSIVE NEEDS ASSESSMENT (SECTION 3, PARTS A AND 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 conclusions 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
- Factors related to 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 teaming structures to support a school improvement/problem solving model 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 how collaborative problem solving is used to inform knowledge and understanding of student needs.
- 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 outcome assessments.
- The plan includes the decision rules used to match students to interventions, monitor and accelerate progress, and exit students from interventions.

- The plan includes information on how core instruction is differentiated to meet the diverse needs of learners.
- The plan includes how to enhance partnerships and collaboration of general and special education practitioners to increase language and literacy outcomes.

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

- **Indicators:**

- The plan offers professional learning to enhance knowledge, skills, and implementation of evidence-based language and literacy practices.
- The plan supports using language and literacy data to drive instructional decisions
- The plan prioritizes instructional coaching to support high-quality implementation of evidence-based language and literacy practices.
- The plan includes support for educators in the implementation of high-quality instructional materials and evidence-based reading intervention programs.
- The plan increases the capacity of general and special educators to collaboratively learn, plan, and support all learners.

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

- **Indicators:**

- The plan includes family engagement opportunities.
- 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 is aligned with the science of reading and 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
 - Selection of core curriculum and instructional materials
 - Selection of supplementary materials
 - Identification of evidence-based strategies
 - Selection of interventions.

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 grades K-5: The plan includes explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- Applicant serves grades 6-12: The plan includes evidence-based strategies across areas, literacy instruction that is discipline-specific and intensive individualized intervention.
- The plan describes how all students, including students with reading difficulties, are supported through prevention, intervention, and enrichment:
 - Includes differentiated core instruction, and targeted and intensive instruction (intervention and enrichment)
 - Includes how students are supported in developing writing proficiency
 - Includes how students with complex needs are supported
 - Includes how students with or at risk for dyslexia are supported

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
 - 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 may help teachers, principals, other school/program leaders, specialized instructional support personnel, and school/program administrators work more effectively with parents and families
 - Provide for school staff and other early care and program providers to address jointly the transition to elementary school

Criteria D: The professional development is job-embedded.

- **Indicators:** Activities may include:
 - Book studies that lead to implementation of evidence-based language and literacy practices
 - Modeling in the classroom
 - Data analysis
 - 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
 - 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
 - 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 | No or Little Evidence | Some evidence | Convincing evidence | Strong evidence |
| 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 | No or Little Evidence | Some evidence | Convincing evidence | Strong evidence |
| 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 plan is aligned with the science of reading and uses the Simple View of Reading to drive development of the proposed goals, strategies and action steps. | 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 |
| Total Points: __ / 21 | | | | |
| Points Needed: 13 | | | | |

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 | No or Little Evidence | Some evidence | Convincing evidence | Strong evidence |
|---|-----------------------|---------------|---------------------|-----------------|
| <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 |

Requirement 3: Local literacy plan includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available

| | | | | |
|---|---|---|---|---|
| <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</p> | 0 | 1 | 2 | 3 |

Requirement 3: Local literacy plan includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available

| | | | | |
|---|--|--|--|--|
| 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. | | | | |
| Total Points: _ / 9 | | | | |
| Points Needed: 6 | | | | |

Requirement 4: Local Literacy Plan provides for professional development

| Criteria | No or Little Evidence | Some evidence | Convincing evidence | Strong evidence |
|---|------------------------------|----------------------|----------------------------|------------------------|
| A. This professional development plan is 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 | No or Little Evidence | Some evidence | Convincing evidence | Strong evidence |
|--|------------------------------|----------------------|----------------------------|------------------------|
| 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 | | |

The remainder of this page left intentionally blank.

Ohio Comprehensive Literacy State Development Subgrant Selection Criteria and Rubric

Review Team

A team of Ohio Department of Education and Workforce reviewers will evaluate all applications. Review teams are comprised of Department staff with expertise in language and literacy development in kindergarten through grade 12, collaborative problem-solving 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 and Workforce’s Technical Review Team will ensure each applicant submitted required narratives and appendices prior to scoring. Applications that are missing one or more required narratives and/or appendices will not be scored.

Rating Characteristics

| Rating | Description | Characteristics |
|-----------------|------------------------------|---|
| 0 Points | No or little evidence | The response is significantly incomplete, missing required appendices, or raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan. |
| 1 Point | Some evidence | The response provides some information that meets expectations but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant’s capacity to execute it. |
| 2 Points | Convincing evidence | The response provided meets minimum expectations, but it requires additional information, explanation, or detail in one or more areas. |
| 3 Points | Strong evidence | The response exceeds expectations as demonstrated by addressing all criteria thoroughly and providing detailed descriptions and explanations. The response provides specific and accurate information and 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 LITERACY IMPLEMENTATION SITE IDENTIFICATION AND PROJECT GOALS

| Review Criteria | No or little evidence | Some evidence | Convincing evidence | Strong evidence |
|---|-----------------------|---------------|---------------------|-----------------|
| 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 literacy implementation site(s). | 0 | 1 | 2 | 3 |
| Describes which student outcome goal or goals of the local literacy plan the subgrant project will support. | 0 | 1 | 2 | 3 |
| Describes a theory or rationale for how the local project will improve student and adult outcomes, which may be demonstrated by a logic model. | 0 | 1 | 2 | 3 |
| Total Points Earned | / 9 | | | |

SECTION C: INTEGRATION AND COORDINATION OF COMPREHENSIVE LITERACY INSTRUCTION

| Review Criteria | No or little evidence | Some evidence | Convincing evidence | Strong evidence |
|--|-----------------------|---------------|---------------------|-----------------|
| Describes the aligned system of instruction, intervention and assessment in place at the proposed literacy implementation site(s), including core curriculum and intervention materials and the integrated supports provided in ongoing implementation <i>Note: The description should align to Appendix 2: Programs, Practices, and Assessments Inventory.</i> | 0 | 1 | 2 | 3 |
| Identifies current areas of weakness in the applicant's comprehensive literacy instruction (defined on page 33) and describes how project activities will support improving and | 0 | 1 | 2 | 3 |

| | | | | |
|--|------------|---|---|---|
| integrating comprehensive language and literacy instruction into a well-rounded education | | | | |
| Describes how the proposed literacy implementation site(s) will 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 | 0 | 1 | 2 | 3 |
| Total Points Earned | / 9 | | | |

SECTION D: READINESS

| Review Criteria | No or little evidence | Some evidence | Convincing evidence | Strong evidence |
|---|-----------------------|---------------|---------------------|-----------------|
| Describes the shared leadership systems in place, including teaming structures, barrier removal processes, communications plans, and building-level instructional leadership, and how those systems will be leveraged to implement the proposed project | 0 | 1 | 2 | 3 |
| Describes the current capacity of educators to implement literacy instruction aligned to the science of reading, including foundational knowledge, training to implement core reading curriculum and instructional materials and reading intervention programming, and support from administrators and/or literacy coaches to implement instruction with integrity, and how the proposed project will support educator growth | 0 | 1 | 2 | 3 |
| Describes the aligned and integrated multi-tiered system of supports, including implementing core instruction, differentiation, processes and protocols for identifying student needs and providing necessary services, and how those systems will be enhanced through the proposed project | 0 | 1 | 2 | 3 |

| | | | | |
|--|-------------|---|---|---|
| Describes current activities to engage families and community partners for student literacy development, and how the proposed project will allow for a more tailored approach to providing opportunities for all families to engage according to their strengths | 0 | 1 | 2 | 3 |
| Describes existing community collaborations and how the partner identified to engage in the proposed project has demonstrated readiness to engage in problem-solving and consultation to strengthen literacy instruction and implementation of the local literacy plan | 0 | 1 | 2 | 3 |
| Total Points Earned | / 15 | | | |

SECTION E: FIT

| Review Criteria | No or little evidence | Some evidence | Convincing evidence | Strong evidence |
|--|------------------------------|----------------------|----------------------------|------------------------|
| Describes the steps taken at proposed literacy implementation sites to implement high-quality comprehensive literacy instruction and systems of supports, aligned with Ohio’s policies for literacy instruction and the science of reading | 0 | 1 | 2 | 3 |
| Describes how district and school leaders are currently engaged in efforts to improve literacy instruction and outcomes and how leadership will engage in the proposed project, including how succession planning will be integrated to onboard and engage new leaders in project activities | 0 | 1 | 2 | 3 |
| Describes other relevant information describing the fit of the applicant and identified proposed literacy implementation sites, including a description of the established relationship with the State Support Team’s Regional Literacy Network and/or previous experience implementing state literacy | 0 | 1 | 2 | 3 |

| | | | | |
|---|--|--|--|-----|
| priorities using grant funding, and how challenges in implementation were addressed | | | | |
| Total Points Earned | | | | / 9 |

SECTION F: IMPLEMENTATION PLAN AND MONITORING

| Required Criteria | No or little evidence | Some evidence | Convincing evidence | Strong evidence |
|--|-----------------------|---------------|---------------------|-----------------|
| Describes the curriculum-based and/or intervention-based professional learning that will be provided through the grant, including the program or concepts the learning will address, key activities (including type(s), amount, and duration), lead staff members, audience, how professional learning will be monitored, improved, and sustained, and the timeline for implementation | 0 | 1 | 2 | 3 |
| Describes the capacity of lead staff to support curriculum-based and/or intervention-based professional learning, how the learning will align with current activities (including the current stage of implementation of materials and/or programs and existing professional learning initiatives), how the learning is expected to meet student needs and impact student outcomes, and how implementation will be monitored using student and adult data | 0 | 1 | 2 | 3 |
| Describes the plan for providing ongoing, high-quality professional learning to all educators, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school through the project, including the implementation plan for any additional professional learning activities for educators, the purpose, content, audience, timeline, ESSA level of evidence, alignment to local literacy plan and other | 0 | 1 | 2 | 3 |

| | | | | |
|---|---|---|---|---|
| project activities, and lead staff who will coordinate activities and ongoing support for educator implementation | | | | |
| Describes the plan for access to literacy coaching that will be made available through the project, including key staff who will provide coaching services and/or train coaches, the use of peer coaching (if applicable), capacity to implement Ohio's Coaching Model in relation to project goals, and the readiness of educators to engage in coaching, aligned to adjusting instruction based on student data | 0 | 1 | 2 | 3 |
| Describes the capacity of lead staff to support coaching, how coaching is expected to meet student needs and impact student outcomes, and how implementation will be monitored using student and adult data | 0 | 1 | 2 | 3 |
| Describes the engagement of a community partner, key activities of the partnership, key staff involved from each partner, how planning and communication will be managed, how activities will support improvements in literacy instruction, how those activities will be measured, and the timeline for implementation | 0 | 1 | 2 | 3 |
| Describes how the community partner was selected, including the capacity of both partners to collaborate and how the partnership aligns with the current activities of each partner, how the partnership is expected to meet student needs and impact student outcomes, and how implementation will be monitored | 0 | 1 | 2 | 3 |
| Identifies the staff member(s) or team(s) that will lead family engagement supports and be responsible for providing requested data to the Department and partners, how they will communicate and coordinate with other leadership and staff members, and timeline for implementation | 0 | 1 | 2 | 3 |

| | | | | |
|--|-------------|---|---|---|
| Describes how staff will integrate new family engagement activities in their current work, how activities will fit within current family engagement efforts, and how activities are expected to address student needs and impact student outcomes | 0 | 1 | 2 | 3 |
| Describes the plan for enhancing multi-tiered system of supports, (including strengthening at least one focus area: students with disabilities, English Learners, or multidisciplinary team) including identifying student need, staff who will lead implementation, anticipated evidence-based activities and timeline, and resources needed for implementation | 0 | 1 | 2 | 3 |
| Describes the capacity of lead staff to support implementation of activities enhancing multi-tiered systems of supports, how the activities will align with current work and priorities, how the supports are expected to meet student needs and impact student outcomes, and how implementation will be monitored using student and adult data | 0 | 1 | 2 | 3 |
| Total Points Earned | / 33 | | | |

SECTION G: CAPACITY BUILDING AND SUSTAINABILITY

| Required Criteria | No or little evidence | Some evidence | Convincing evidence | Strong evidence |
|---|-----------------------|---------------|---------------------|-----------------|
| Describes how each component of the proposed project will be sustained beyond the grant funding period, either through identifying alternative funding sources or describing increases in human or systems capacity to sustain implementation without additional funding. If sustainability relies on increasing capacity, describes succession planning to address staff turnover. | 0 | 1 | 2 | 3 |

| | | | | |
|---|-----|---|---|---|
| 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 |
| Describes how educators throughout the LEA 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 |
| Total Points Earned | / 9 | | | |

SECTION G: BUDGET WORKSHEET AND NARRATIVE

| Required Criteria | No or little evidence | Some evidence | Convincing evidence | Strong evidence |
|---|-----------------------|---------------|---------------------|-----------------|
| <p>Budget Worksheet: Applicants must complete and upload the Budget Worksheet (Excel file) into the OFA 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 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 grade band the subgrantee is applying to support:</p> <ul style="list-style-type: none"> a. Grades K-5: Maximum \$1,200,000 b. Grades 6-8: Maximum \$900,000 c. Grades 9-12: Maximum \$900,000 | 0 | 1 | 2 | 3 |
| <p>Budget Narrative: Provides an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. Expenses are aligned to project activities. Budget includes only allowable use of funds. Each expense description aligns to allowable uses as described in the Use of Funds Guidance on pages 13-15 and Section G on pages 36-38.</p> | 0 | 1 | 2 | 3 |

COMPETITIVE PREFERENCES

Competitive Preference Priorities Scoring

Reviewers will consider up to 8,000 additional characters 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.

- *Impact Rate (3 points)*
- *Support for Underserved Populations (3 points)*

COMPETITIVE PREFERENCE 1: Impact Rate

| Review Criteria | Determination |
|--|--|
| 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: An applicant that can show evidence that the selected schools are 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 schools and districts, involvement in regional networks, or past experiences with replication of efforts.</p> <p>Application Criteria:</p> <ul style="list-style-type: none"> • Describes partnerships with other districts, early childhood education programs, and/or LEAs • Describes involvement in regional networks • Describes past experiences with replication of efforts | <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, award 3 points. If no, award 0 points.) |

COMPETITIVE PREFERENCE 2: Support for Underserved Populations

| Review Criteria | Determination |
|-----------------|---------------|
|-----------------|---------------|

| | |
|--|--|
| 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: An applicant that can show evidence the selected school(s) are well-positioned to improve literacy outcomes for targeted populations of students who are traditionally underserved, such as students with disabilities, English learners, gifted learners, and students in rural communities, through scaling of existing system and structures will receive competitive preference. Such evidence might include frameworks, resource allocation, family and community partnerships, involvement in networks, or examples of replicable and scalable activities.</p> <p>Application Criteria:</p> <ul style="list-style-type: none"> • Describes the population of underserved students at the proposed site, including: <ul style="list-style-type: none"> ○ Number of students served ○ Other key demographics ○ Need, including current English language arts proficiency data • Describes current literacy supports for identified student population, including frameworks, resource allocation, family and community partnerships, and network involvement • Describes capacity of existing supports to be immediately leveraged and scaled to improve literacy outcomes. | <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, award 3 points. If no, award 0 points.) |

Post-Selection Professional Learning Review

Required Components Under the Comprehensive Literacy State Development Grant

GRADES K-5

Subgrantees are required to implement curriculum-based professional learning in proposed literacy implementation sites as part of this project in grades K-5 for core curriculum and instructional materials. Optionally, selected subgrantees *may* implement intervention-based professional learning in proposed literacy implementation sites in grades K-5 for reading intervention programs.

Proposed projects for curriculum-based professional learning in grades K-5 for core curriculum and instructional materials must include the following required elements:

- Professional learning on core curriculum and instructional materials from the Department's approved list
- Professional learning provided by a vendor included in the [Professional Learning Partner Guide](#) (Rivet Education) for *initial implementation* and/or *ongoing implementation support* or approved by the Department following demonstration of meeting supplemental professional learning review criteria, submitted through Appendix 5
- A minimum of three years in the professional learning sequence, beginning in either Year 1 or Year 2 of the subgrant

Proposed projects for intervention-based professional learning in grades K-5 for reading intervention programs must include the following required elements:

- Professional learning on evidence-based reading intervention programs from the Department's approved list, intended for use in the targeted grade levels
- Professional learning approved by the Department following demonstration of meeting supplemental professional learning review criteria, submitted through Appendix 5
- A minimum of two years in the professional learning sequence, beginning in either Year 1, Year 2, or Year 3 of the subgrant

GRADES 6-12

Selected subgrantees are required to implement intervention-based professional learning in proposed literacy implementation sites as part of this project in grades 6-8 and/or 9-12 for reading intervention programs. Optionally, selected subgrantees *may* implement curriculum-based professional learning in proposed literacy implementation sites in grades 6-8 and/or 9-12 for core curriculum and instructional materials.

Proposed projects for intervention-based professional learning in grades 6-8 and/or 9-12 for reading intervention programs must include the following required elements:

- Professional learning on evidence-based reading intervention programs from the Department’s approved list, intended for use in the targeted grade levels
- Professional learning approved by the Department following demonstration of meeting supplemental professional learning review criteria, submitted through Appendix 5
- A minimum of two years in the professional learning sequence, beginning in either Year 1, Year 2, or Year 3 of the subgrant

Proposed projects for curriculum-based professional learning in grades 6-8 and/or 9-12 for core curriculum and instructional materials must include the following required elements:

- Professional learning on core curriculum and instructional materials in English language arts rated Meets Expectations on [EdReports](#) for the applicable grade levels or bands
- Professional learning provided by a vendor included in the [Professional Learning Partner Guide](#) (Rivet Education) *initial implementation* and/or *ongoing implementation support* or approved by the Department following demonstration of meeting supplemental professional learning review criteria, submitted through Appendix 5
- A minimum of three years in the professional learning sequence, beginning in either Year 1 or Year 2 of the subgrant

Scoring Requirements

The following criteria will be used by reviewers during the post-selection period to evaluate the plan for curriculum-based and/or intervention-based professional learning. Applicants must receive a *Yes* for both components to be recommended for approval.

Additionally, professional learning plans containing applicant submissions of Appendix 5: Plan for High-Quality Curriculum-Based and/or Intervention-Based Professional Learning will be reviewed on the Supplemental High-Quality Professional Learning Rubric to determine if the plan is of high-quality and aligned to best practices. An applicant’s plan must receive a score that meets the minimum requirement (24 out of 30 points).

RATING CHARACTERISTICS FOR THE SUPPLEMENTAL HIGH-QUALITY PROFESSIONAL LEARNING RUBRIC

| Rating | Description | Characteristics |
|-----------------|------------------------------|---|
| 0 Points | No or little evidence | The response is significantly incomplete, missing required appendices, or raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan. |
| 1 Point | Some evidence | The response provides some information that meets expectations but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant’s capacity to execute it. |
| 2 Points | Convincing evidence | The response provided meets minimum expectations, but it requires additional information, explanation, or detail in one or more areas. |
| 3 Points | Strong evidence | The response exceeds expectations as demonstrated by addressing all criteria thoroughly and providing detailed descriptions and explanations. |

| | | |
|--|--|---|
| | | The response provides specific and accurate information and 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. |
|--|--|---|

Professional Learning Review Criteria and Rubric

The review below will be conducted post-selection to determine if curriculum-based and/or intervention-based professional learning meet project requirements (outlined on pages 5-6).

| Review | Determination |
|--|---|
| Applicant's response meets <i>all</i> the below criteria: <ul style="list-style-type: none"> Professional learning in implementation of core curriculum and instructional materials and/or reading intervention program(s) on the Department’s approved lists at applicable grade level(s) or rated Meets Expectations on <u>EdReports</u> for the applicable grade levels or bands (grades 6-8 and/or 9-12) Professional learning in sequence(s) that meets required timeframe by professional learning type (three-year sequence for curriculum-based; two-year sequence for intervention-based) | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Applicant’s response meets <i>one</i> of the below criteria: <ul style="list-style-type: none"> Professional learning in core curriculum and/or intervention programs by a vendor included in the Professional Learning Partner Guide that provides support in initial implementation and/or ongoing implementation Professional learning in core curriculum and/or intervention programs by a vendor or provider that meets the minimum requirement on the Supplemental High-quality Professional Learning Review Rubric (24 out of 30 points) | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Approved | <input type="checkbox"/> Yes <input type="checkbox"/> No, Revisions Needed |

Important Note: Upon selection, the Department will review proposed professional learning. If the proposal does not meet criteria for approval, it must be revised in consultation with the Department. Revisions may include identifying an alternate vendor to provide professional learning. Revisions to, and approval of, the proposal will precede budget approval and release of funds. The proposed professional learning submitted as part of this application is evidence of the applicant’s commitment to engage in the proposed project but may be modified substantially through agreement between the Department and subgrantee upon selection.

SUPPLEMENTAL HIGH-QUALITY PROFESSIONAL LEARNING REVIEW RUBRIC

| Criteria | No or Little Evidence | Some evidence | Convincing evidence | Strong evidence |
|---|------------------------------|----------------------|----------------------------|------------------------|
| Describes the vendor or provider’s qualifications to provide professional learning specific to 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. | 0 | 1 | 2 | 3 |
| 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. | 0 | 1 | 2 | 3 |
| 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. | 0 | 1 | 2 | 3 |
| 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. | 0 | 1 | 2 | 3 |
| Describes how the professional learning engages educators as learners through inquiry and sense-making while using the student instructional materials or programs. | 0 | 1 | 2 | 3 |
| Describes how the professional learning incorporates feedback and reflection to support educators in thinking about materials or programs, receive input on how best to use them, examine student work and assessment data, and making adjustments to instructional practice. | 0 | 1 | 2 | 3 |
| 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. | 0 | 1 | 2 | 3 |

| Criteria | No or Little Evidence | Some evidence | Convincing evidence | Strong evidence |
|--|-----------------------|---------------|---------------------|-----------------|
| 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. | 0 | 1 | 2 | 3 |
| 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. | 0 | 1 | 2 | 3 |
| 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. | 0 | 1 | 2 | 3 |
| Total | ___/30 | | | |