

Required Attachments and Appendices

Comprehensive Literacy state development subgrant

**Comprehensive Literacy State Development Subgrant Application Checklist**

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| --- | --- |
| **Application Item** | **Completed** |
| Applicant’s Local Literacy Plan | Yes  No |
| Consortium Member Local Literacy Plans | Yes  No N/A |
| Comprehensive Literacy State Development Subgrant Budget Form Submitted in CCIP | Yes  No |
| Signed Certification Form | Yes  No |
| Signed Statement of Assurances Submitted in CCIP | Yes  No |
| Application Narrative with the Following Sections: | Yes  No |
| Section A: Executive Summary | Yes  No |
| Section B: Proposed Model Literacy Site Identification and Project Goals | Yes  No |
| Section C: Readiness | Yes  No |
| Section D: Fit | Yes  No |
| Section E: Integration and Coordination of Comprehensive Literacy Instruction | Yes  No |
| Section F: Implementation Plan | Yes  No |
| Section G: Plan for Monitoring and Revising Local Projects | Yes  No |
| Section H: Capacity Building and Sustainability | Yes  No |
| Section I: Budget Worksheet and Narrative | Yes  No |
| Section J: Competitive Preferences (optional) | Yes  No N/A |
| **Application Appendices** | |
| Appendix 1: Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities | Yes  No |
| Appendix 2: Programs, Practices and Assessments Inventory | Yes  No |
| Appendix 3: Support from Educators for Comprehensive Literacy State Development Subgrant Proposal | Yes  No |
| Appendix 4: Reading Tiered Fidelity Inventory Results (only required for applicants seeking funding in any grades K-12) | Yes  No N/A |
| Appendix 5: Consortium Member List (only required for consortium applicants) | Yes  No N/A |
| Appendix 6: Impact Study Participation (only required for kindergarten-grade 5 applicants) | Yes  No N/A |
| Appendix 7: Evidence of Serving Low-Income Children (only required of early childhood education programs) | Yes  No N/A |
| Appendix 8: Fulfilling the data collection for the Government Performance and Results Act (GPRA) measure on oral language gains in 4-year-olds (only required of early childhood education programs) | Yes  No N/A |

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| **CERTIFICATION** |
| I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. I further certify that I have authority as a signatory and to apply on the subgrantee applicant’s behalf.  The applicant designated below hereby applies for a subgrant of federal funds with the purpose of advancing literacy skills, including preliteracy skills, reading and writing, for all children from birth through grade 12, with a special emphasis on at least one of the categories of disadvantaged children (children living in poverty, English learners, children with disabilities and children identified as having reading difficulties).  **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**STATEMENT OF ASSURANCES**

The subgrantee has read and agrees to the current [CCIP Funding Application Assurances](http://education.ohio.gov/getattachment/Topics/Finance-and-Funding/Grants-Administration/Sections/Managing-Your-Grant/Assurances_CCIP_Funding-Application.pdf.aspx?lang=en-US) available on the [Grant’s Administration](http://education.ohio.gov/Topics/Finance-and-Funding/Grants-Administration) section of the Ohio Department of Education’s website.

**PROGRAM-SPECIFIC ASSURANCES:**

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| The SUBGRANTEE agrees to the following assurances: | |
| 1 | That the SUBGRANTEE will annually provide the U.S. Secretary of Education and the Ohio Department of Education such information as may be required to determine if the subgrantee is making satisfactory progress toward achieving the objectives. |
| 2 | That the SUBGRANTEE will cooperate with the U.S. Secretary of Education and Ohio Department of Education in evaluating the program assisted under this subgrant. |
| 3 | That the SUBGRANTEE will avoid all apparent and actual conflicts of interest when administering grants as outlined in 34 CFR 75.525 and all Ohio statutes and administrative rules pertaining to conflicts of interest. |
| 4 | That the SUBGRANTEE will maintain accurate records in the Ohio Educational Directory System (OEDS) database. |
| 5 | That the SUBGRANTEE will comply with all applicable laws and rules. |
| 6 | That the SUBGRANTEE will cooperate with all monitoring efforts of the Ohio Department of Education and/or the independent monitor and understands that failure to cooperate with any and all monitoring efforts will result in termination of the subgrantee’s award, including the return of any previously distributed funds. |
| 7 | That the SUBGRANTEE will cooperate with a national evaluation of the Comprehensive Literacy State Development program. This may include adhering to the results of a random assignment process (for example, a lottery) to select schools or early learning providers that will receive Comprehensive Literacy State Development funds, as well as agreeing to implement the literacy interventions proposed to be funded under Comprehensive Literacy State Development only in schools or early learning providers that will receive Comprehensive Literacy State Development funds. |
| 8 | That the SUBGRANTEE, if awarded a Comprehensive Literacy State Development subgrant, will agree to the award subject to all terms outlined in Ohio’s Comprehensive Literacy State Development Subgrant Request for Application. |

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

Signature of Authorized Person:

Date:

## APPENDIX 1

**AGREEMENT TO PARTICIPATE IN COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT ACTIVITIES**

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

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

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

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**Signature of Authorized Representative Date**

## Appendix 2

**Programs, Practices and Assessments Inventory**

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

*The remainder of this page was intentionally left blank.*

## APPENDIX 3

**SUPPORT FROM EDUCATORS FOR COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT PROPOSAL**

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

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

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Signature of Superintendent/CEO Date

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Signature of Local Board of Education President, if applicable Date

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Signature of Elementary School Principal, if applicable Date

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Signature of Middle School Principal, if applicable Date

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Signature of High School Principal, if applicable Date

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

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

## Appendix 4

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

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

Applicant must utilize the R-TFI Reporting System, available through Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI). The applicant, or consortium member district if the applicant is an educational service center, must complete the [R-TFI Reporting System Acceptable Use and Data Sharing Agreement](https://miblsi.org/sites/default/files/Documents/Evaluation/R-TFI_Reporting_System_Agreement_v1.3.pdf) and upload the results of the R-TFI through this system. The applicant will attach the most recent “R-TFI Items Report” for each proposed model literacy site for grades K-12.

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

1. Why the school cannot complete this prior to the submission of the application;
2. When the administration of the R-TFI will take place ***(An administration date must be scheduled for no later than October 1, 2020).***
3. Who will facilitate the administration of the R-TFI; and
4. How and when the facilitator received (or will receive) training to facilitate the administration of the R-TFI.

Information on how to become a facilitator of the R-TFI is available on the [MIBLSI](https://miblsi.org/teams-roles/specialized-functions/data-coordinators/reading-tiered-fidelity-inventory-facilitator) website.

## APPENDIX 5

**Consortium Member List**

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

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

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| --- | --- | --- | --- | --- |
| **Organization IRN** | **Organization Name** | **Contact Name** | **Contact Phone** | **Contact Email** |
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## Appendix 6

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

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

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

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

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

**Impact Study Benefits for Districts**

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

**Questions About the Impact Study**

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

**Impact Study Participation**

**District Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 1:** How many schools in your districtserve any grades K-5 (if 1, check “no” in question 3): \_\_\_\_

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

Yes (please check “no” in question 3)

No

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

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

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

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

## APPENDIX 7

**Evidence of Serving Low-Income Children**(Only required for early childhood education programs applying for birth-kindergarten entry funding.)

*It is the responsibility of the program to determine federal poverty level, based on the documentation provided by the family. Documentation of income eligibility must be kept on file for review by the Department. Click here to view current* [*federal poverty guidelines*](http://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Childhood-Education-Grant/Early-Childhood-Education-Grants-for-Administrator/2019-Federal-Poverty-Guidelines.pdf.aspx?lang=en-US).

For additional resources on verifying income, please refer to the *Income Eligibility Worksheet & Declaration of No Income Worksheet* on the Department’s [website](https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Comprehensive-Literacy-State-Development-Grant).

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

## APPENDIX 8

**Fulfilling the data collection for the Government Performance and Results Act (GPRA) measure on oral language gains in 4-year-olds.**(Only required for early childhood education programs applying for birth-kindergarten entry funding.)

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