Each Child Reads Grant
Request for Application

OFFICE OF APPROACHES TO TEACHING AND PROFESSIONAL LEARNING
SEPTEMBER 2021

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Introduction

The Ohio Budget in fiscal years 2022 and 2023 includes $500,000 each year to expand the federally funded Model Demonstration Project for Early Identification of Students with Dyslexia Grant. The Ohio Department of Education is required to grant no less than 90 percent of the allocation to eligible grantees. Eligible grantees are city, local, and exempted village school districts, community schools, STEM schools, or chartered nonpublic schools that serve students in preschool, kindergarten or first grade. Funds may be used for up to two years after they are awarded.

The purpose of the two-year Each Child Reads Grant is to support additional pilot programs addressing literacy in preschool through first grade, including to:

1. Implement professional learning and supports for teachers and principals to improve their ability to provide instruction for children with dyslexia or who are at risk for further reading difficulties, and
2. Collaborate with the Department to identify professional learning opportunities aligned to the science of reading.

Approximately $900,000 is available for grants to carry out the following objectives:

1. Improve capacity for the early, accurate and efficient identification of students with, or at risk for, dyslexia.
2. Improve capacity to implement evidence-based screening and progress monitoring measures for students with, or at risk for, dyslexia.
3. Improve capacity to provide resources and evidence-based core instruction and interventions that best meet the needs of all students and lead to improved reading achievement, including for students with, or at risk for, dyslexia.
4. Improve capacity to communicate assessment results to parents and to collaborate with parents to establish and meet high expectations for each student with, or at risk for, dyslexia.
5. Increase implementation fidelity and sustainability of the multi-tiered system of supports framework to improve early literacy outcomes for all students.

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

Regulations and Guidance

The Each Child Reads Grant is administered under Section 265.240 of House Bill 110 of the 134th General Assembly. This grant supports early literacy activities to align state, local and federal efforts to bolster all

Eligible Applicants

City, local, and exempted village school districts, community schools, STEM schools and chartered nonpublic schools serving students in preschool through first grade may apply. These schools may partner with a feeder preschool program. More information on partnerships is available on the Dyslexia Supports webpage.

General Information

Application Deadline and Period of Availability

The Each Child Reads Grant application window opens **September 10, 2021 and** closes **November 3, 2021**. T Each Child Reads Grant funds will be available to successful applicants from January 2022 through June 30, 2024. Applications and additional information are submitted through the Department's e-grant applicant system, the Comprehensive Continuous Improvement Plan (CCIP). Please see Duration and Types of Grants below for additional information on funding.

Total Funding Amount

Approximately $900,000 is available for Each Child Reads Grant awards for fiscal years 2022 and 2023. Funding is dependent on the availability of funds. If the Ohio Department of Education's Literacy Improvement budget is decreased or eliminated, funding for Each Child Reads Grant recipients will be decreased or eliminated.

Duration of Grants and Expected Award Amounts

Grant awards will be a one-time award. Successful applicants will receive one-half of funds in state fiscal year 2022 to be used by June 30, 2023 and one-half of funds in state fiscal year 2023 to be used by June 30, 2024. Continuation funds will be contingent upon sufficient progress in meeting goals of the project and submission of a revised budget and budget narrative.

The Department is expecting to fund one site in each state support team region.

Each site is expected to receive $56,250. A site will be considered one school building with a kindergarten and first grade and may include a preschool. A partnership may be formed between one building with a kindergarten and first grade and one external preschool. In a partnership between a school building and a preschool, the applicant will develop a budget to support both proposed sites with $56,250. An applicant interested in supporting multiple sites will be limited to the same funds as a single site and will allocate resources across the multiple sites as agreed upon by the applicant and the Department.

If the Department is unable to identify a site within each region, funds may be reallocated to grantees in other regions.

Commitments

Each grant recipient must commit to the following activities:

1. Implementation of a Multi-Tiered System of Supports for Comprehensive Structured Literacy Instruction:
   a. Collaborate with the regional early literacy specialist to build the capacity of the site(s) to provide a multi-tiered system of supports to identify, intervene, support, and monitor progress of students with reading difficulties and dyslexia;
   b. Ensure implementation of early literacy evidence-based structured literacy practices with fidelity;
   c. Ensure early literacy is a standing item on Building Leadership Team (BLT) and Teacher-based Team (TBT) agendas;
   d. Participate in a pilot of the revised Kindergarten English Language Arts standards and share feedback on implementation and use of the standards;
   e. Examine current eligibility determination process for students with disabilities; and
   f. Implement programs and practices, as identified by the comprehensive needs assessment, to build and a multi-tiered system of supports for comprehensive structured literacy instruction.
2. Training:
   a. Educators will participate in all grant-identified professional learning opportunities; and
   b. Administrators will facilitate professional learning and support for teachers and principals to improve their ability to provide instruction for children with dyslexia or characteristics of dyslexia;
3. Participation in Technical Assistance Support:
   a. Participate in bi-monthly technical assistance calls with Ohio Department of Education staff and the regional early literacy specialist.
4. Student Assessments and Data Management:
   a. All grant recipients receiving funds for preschool 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;

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    b. All grant recipients 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; and

    c. All grant recipients must administer the Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population.

5. Monitoring:

    a. In addition to all standard monitoring activities, all grant recipients will comply with requests to collect information via surveys, interviews and assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All grant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;

    b. All grant recipients must collaborate with the regional early literacy specialist to complete a comprehensive needs assessment of literacy assessments, instructional materials and practices;

    c. All grant recipients serving preschoolers must complete the Ready Schools Transition Plan at each preschool pilot site;

    d. All grant recipients must administer the Reading Tiered Fidelity Inventory at each pilot site and utilize the MIMTSS R-TFI Reporting System for data collection;

    e. All grant recipients will update their local literacy plan each school year to reflect the changes in progress and needs as determined by the grantee; and

    f. All grant recipients must allow the Department to share artifacts collected during the grant, including recording educators' instructional practices and collaborative meetings on the Department's website and other media outlets.

6. Engagement with Regional Literacy Network:

    a. All grant recipients will be contributing members of their State Support Team's Regional Literacy Network; and

    b. All grant recipients will ensure cooperation of pilot sites with the Regional Literacy Network as determined by the Department.

7. Reporting (as applicable)

    a. Report to the state each year the progress of participating 4-year-olds on the Early Learning Assessment;

    b. 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; and

    c. 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.

Continuation of Awards

Each grant recipient demonstrating successful implementation of project activities will receive an offer to renew following its first full year in the grant program. The continuation funding is not competitive but is subject to the availability of funds and an evaluation by Department staff based on:

- Whether a grantee has made substantial progress in achieving the goals and objectives of the project
- Whether the grantee has expended funds in a manner consistent with its approved application and budget
- Whether the grantee has submitted a revised grant budget and budget narrative
- Whether the grantee has submitted all required reports to the Department

- Whether the grantee is operating in compliance with the assurances and commitments in its approved application

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

Use of Funds

All funded activities must support and be consistent with the stated intent of the approved grantee.

An eligible entity that receives a grant must use the funds to implement:

(1) A comprehensive needs assessment, performed by grade-level educators in collaboration with a regional early literacy specialist, of literacy assessments, instructional materials and practices,
(2) Professional learning opportunities for early childhood educators, teachers, literacy coaches, literacy specialists, English as a second language specialists, principals and other school personnel to improve their ability to provide instruction for children with dyslexia or characteristics of dyslexia,
(3) Assessments, programs and practices, as identified by the comprehensive needs assessment, to build a multi-tiered system of supports for comprehensive structured 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 grantee 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 or furniture, including installation of playground or fitness equipment
- Acquisition of any vehicle
- Construction and any related construction activities, such as architectural renderings and engineering activities (including Americans with Disabilities Act compliance)
- Recurring operational expenses to include administrative and programmatic activities such as utilities, teaching, administrator salaries, professional dues or memberships and transportation of students
- Indirect costs
- Costs for student expeditions or field trips, travel, etc.
- Employee hiring or recruitment expenses, such as a placement firm or travel for prospective employees
- Non-educational, non-informative promotional or 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 Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200].

Participation, Evaluation and Reporting

Each Child Reads Grants are awarded to city, local and exempted village school districts, community schools, STEM schools or chartered nonpublic schools to support additional pilot programs addressing literacy needs of students in preschool through first grade. Grantees must be able to demonstrate eligibility; meet or exceed the competitive application threshold; use funds according to state guidelines; comply with reporting requirements, due dates and all applicable laws and rules; and participate in trainings and meetings associated with the grant award. Grantees are expected to meet evaluation and reporting requirements and actively participate in technical assistance provided by the Department.

Monitoring

The Office of Approaches to Teaching and Professional Learning and other Department staff will monitor and provide program oversight, including technical assistance, to all grant awardees. These professionals will also provide instructions on the funding process for the grant.

Compliance issues may arise during the Department's monitoring activities. Issues uncovered by the Department will be communicated to the grantee 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. Grantees that have persistent or extended non-compliance of grant activities may have their grant terminated. The Department will closely review audits for any findings or compliance issues. These issues will be addressed in the manner just mentioned.

Reporting

Grantees will be required to:

- Provide information requested via surveys and other data collection projects using the methods identified by the Department
- 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 CCIP
- File a final grant activities report within 90 days of the end of the grant period. The report will contain, at a minimum:
    o An executive summary
    o Grant project goals, including data and information that support the outcome of each goal
    o A full expenditure report

Fiscal Procedures

No funds may be obligated prior to receiving a notice of award and a CCIP substantially approved date of the grant. The CCIP is the Department's unified grants application and verification system that consists of two parts: the planning tool and the funding application. Grantees will utilize the funding application that contains the budget, project cash requests and final expenditure reports. Accounting of the grant is required. The grant funds should be accounted for separately from all other funding sources and should be separate from any Model Demonstration Project for Early Identification of Students with Dyslexia (Partners) federal grant funds. Records of encumbrances and expenditures are to be kept by expenditure code. If staff, including stipends and instructional support personnel, are paid with grant funds, there must be documentation of time and effort.

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For purposes of these grants, 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 when the services are performed
- For travel when the travel is taken

All agreements for purchased services must be documented in writing.

Each entity awarded a grant must provide the Department, as part of its independent audit, an audit schedule of the grant 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 grant must be completed within the period of the grant for which they were budgeted. At the end of each period of the grant, the Department will request an update on the status of project activities. The grantee must complete an updated budget and budget narrative, including the use of any carry-over funds, prior to entering the next period of the grant.

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 grantee is required to submit a final expenditure report in the CCIP by June 30 of each year documenting all allowable expenditures allocated during the budget period.

If the grantee does not expend the full grant 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 Grant Management

All grant 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, grantees must avoid conflicts of interest when administering grants and entering into contracts for equipment and services. It is the responsibility of the grantee to be in compliance with the Ohio Ethics Law, ORC Chapter 102 and ORC 3314.03 regarding conflicts of interest.

Misuse of Funds and Grant Termination

If it is determined that any grant funds have been misused, such funds must be returned to the Department. The Department may terminate the grant 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.

Application Technical Assistance

Prospective grant applicants are encouraged to view recorded presentations that provide technical assistance in developing local literacy plans aligned with Ohio's Plan to Raise Literacy Achievement. The Department will provide timely information and assistance to parties interested in applying for grant funds. Technical assistance may include frequently asked questions and videoconferencing.

Review Process

Ohio's Each Child Reads Grant competition review process includes three levels: a technical review, a review of the application and a finalist interview.

Technical Review

Department staff will conduct a technical review of each grant application for eligibility, completeness, budgetary restrictions and compliance with formatting requirements. If an application fails to meet any of the reviewed requirements, the Department will make final eligibility decisions prior to proceeding to the application review process.

Application Review

The Ohio Department of Education will establish a review team comprised of Department staff with expertise in dyslexia, language and literacy development, the Ohio Improvement Process and implementation science. The review team will conduct an evaluation of grant applications 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.

A substantial training program is presented to each reader. During the training, the readers first review the scoring rubric, then read and score a calibration application. They ultimately review the scores that each of the other readers provide on a relevant sample of scored items to help them "calibrate" their own scores.

Finalist Interview

The Department will schedule interview calls with regional finalists to review components of the local literacy plan and application, identify barriers to implementation, provide fiscal guidance and begin to plan with the finalist for the potential award. This interview may lead to required application revisions prior to official selection or disqualification of the application.

Competitive Preference Priority

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 Each Child Reads Grant Rubric for the competitive preference priority evaluation criteria.

Competitive Preference Priority Scoring
Reviewers will consider **up to five** additional pages outside the application narrative and appendices to score this section (up to five pages per competitive preference). Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priority and, therefore, will not be eligible to receive additional points.

The Competitive Preference Priority 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.

- *Preschool Partnership (15 points):* An applicant can show evidence that the selected school(s) works in partnership with a preschool site providing evidence-based early childhood education literacy initiatives. Such evidence may include a memorandum of agreement with the preschool, identification of high-quality curriculum and practices and a transition plan, for example.
- If the partner preschool is owned or operated by an entity other than the applicant, the applicant must submit an Appendix 5 Partnership Member List, as well as an accompanying memorandum of agreement that details the roles, responsibilities and funding agreement between the partnership lead and the partnership member.

Post-Review and Selection

The Department will determine a quality cut score. Applicants meeting the quality cut score will be sorted into the eligible state support team regions based on their assigned regions.

If the Department is unable to identify a pilot site within each region, funds may be reallocated to selected grantees in the other regions.

Proposed Timeline

Date	Event
Friday, Sept. 10, 2021	Notice of Intent to Apply available
Friday Sept. 10, 2021	**Request for applications available**
Monday Oct. 11, 2021	Applications open in the CCIP, the Department's e-grant system
Thursday Sept. 23, 2021	Notice of Intent to Apply submission deadline
Tuesday Nov. 3, 2021, 4:59 p.m.	**Application deadline**
Nov. 3 – Dec. 3	Grant review process
Week of Dec. 6	**Finalist Interviews**
Week of Dec. 13	**Grant selection notification**
Jan. 11, 2022	**Grant awardee training (virtual)**

Award Process

The Department will seek to fund the application(s) showing the most promise for meeting the primary goals of the program. Please note that any applicant that does not provide an approved, revised grant budget by the Department deadline may not receive a grant award.

If awarded a grant, 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 grantee has received the official notice of award.

Application Submission

Applicants are required to submit a completed PDF copy of the application packet, including all required components, that **MUST** conform to the prescribed submission checklist order. The Budget and Planning Worksheet, Appendix 2 and Appendix 4 may be submitted as excel files. Each document listed on the submission checklist may be uploaded as a separate PDF. Each document must be labeled clearly.

Comprehensive Continuous Improvement Plan (CCIP)

The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and verification system that consists of two parts: the planning tool and the funding application. For the purposes of the Each Child Reads Grant competition, applicants will only use the funding application that contains the budget page, assurances and the application upload location.

The purpose of the grant is to perform comprehensive needs assessment of the literacy program and use the results to support professional learning and program development to enhance identification and supports for learners with dyslexia as part of a comprehensive structured literacy program. **Therefore, applicants are not expected to provide an implementation plan or identify specific expenditures for supplies or purchased services as part of this application**. A budget worksheet and budget narrative planning guide will be provided with explicit instructions for creating an initial budget. Applicants will have opportunities to revise the budget throughout the project.

The applicant will complete and upload the provided Budget Worksheet that complies with the Uniform School Accounting System (USAS) Manual for grant activities. The Budget Worksheet includes **both years** of the proposed grant award. Applicants will enter the Year 1 numbers from the completed worksheet in the budget page in the funding section of the CCIP. A budget narrative (see Application Narrative Section G: Budget Worksheet and Narrative) is included as a separate tab in the Budget Worksheet. The budget narrative is required to conform to the provided template. **Applicants omitting a complete budget narrative will not be considered. Applicants will upload a PDF copy of the full Each Child Reads Grant application packet** in the funding section of the CCIP. Applicants **also will upload a PDF copy of the local literacy plan** in the funding section of the CCIP.

The applicant must submit a completed local literacy plan to be considered for the Each Child Reads Grant. The applicant's proposal must align to both Ohio's Plan to Raise Literacy Achievement and the applicant's local literacy plan. Applicants that previously submitted a Reading Achievement Plan to the Department (by Dec. 31, 2019) may revise and replace that plan through this application submission process.

Grant applicants must have an OH|ID account, IRN (unique school identifying number) and designated roles in the Ohio Educational Directory System (OEDS) to access the CCIP. The following resources address common challenges:

- Applicants that do not have an OH|ID account can create one to access their applications.
- Applicants that do not know if their organization has an IRN, look it up in the Interactive Web Center.
- An organization that does not have an existing IRN can complete an application form. See the instructions on how to apply.
- To establish a new organization in OEDS, please review the step by step document.
- To assign roles in OEDS, please review how to assign roles. Please make sure members of your organization are assigned the roles "Data Entry Funding-CCIP," "CCIP Fiscal Representative" and "CCIP Authorized Representative."

Access the CCIP to view funding, enter budget and narrative and more.

Deadline

Submit the application packet, appendices and budget documents, along with the local literacy plan by 4:59 p.m. on **Wednesday, Nov. 3, 2021,** to the Department's CCIP system. The electronic version must include all required components in the order prescribed in the checklist. Applications must be submitted by the time and date specified above. **Incomplete or late applications will not be considered.**

Application Format

The application narrative, including the Executive Summary, **must not** exceed 20 pages (8.5" x 11", standard letter size), double-spaced, with one-inch margins. Use Arial, 11-point font.

The narrative must address, in sequence, each section identified in the Each Child Reads Grant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist.

Number all pages and include the applicant's name and IRN in the header of each page.

Required Elements

Each applicant must present convincing evidence to the grant review team of the site's readiness and capacity to participate in a collaborative needs assessment and improvement process to enhance dyslexia identification and supports. 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 15 in the Each Child Reads Grant Application Checklist in the correct submission sequence. Please clearly identify (name) each file upload.

Budget Worksheet and Budget Form

The Ohio Department of Education requires a project budget to be completed for each year of each grant that a school district or other agency or program receives from the Department. This budget sheet conforms to the Uniform School Accounting System (USAS).

All grants are subject to state audits and reviews and Department monitoring.

The purpose of the grant is to perform comprehensive needs assessment of the literacy program and use the results to support professional learning and program development to enhance identification and supports for learners with dyslexia as part of a comprehensive structured literacy program. **Therefore, applicants are not expected to provide an implementation plan or identify specific expenditures for supplies or purchased services as part of this application**. A Budget Worksheet and budget narrative planning guide will be provided with explicit instructions for creating an initial budget. Applicants will have opportunities to revise the budget throughout the project.

The project Budget Worksheet is organized in a grid that designates the columns by proper title and function code and the rows by title and object code as outlined in the USAS Manual. An entity may need to refer to a copy of the manual for a more complete definition. A copy can be found on the [Ohio Auditor of State website](). 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 CCIP for Year 1 of the grant as part of the application. This budget must be reviewed and approved by the program office administering the project or grant prior to conducting any grant activities.

Application Narrative

Refer to the Application Criteria and Competitive Preference Priorities, as well as the Each Child Reads Grant Rubric, for specific information to be addressed in each section of the narrative:

A. Executive Summary
B. Proposed Site Identification and Project Goals
C. Readiness
D. Fit
E. Plan for Monitoring and Revising Local Projects
F. Capacity Building and Sustainability
G. Budget Worksheet and Narrative
H. Competitive Preferences (optional)

Application Appendices

Appendices 1-4 are required for all applicants. Appendix 5 is required for partnership applicants. Appendices include:

1. Agreement to Participate in Each Child Reads Grant Activities
2. Programs, Practices and Assessments Inventory (Preschool – Grade 1)
3. Support from Educators for Each Child Reads Grant Proposal
4. Site Identification List
5. Partnership Member List and Memorandum of Agreement

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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 grant application. To keep within the overall page 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 make it difficult for reviewers to read and follow the content of the application.

For further clarification of 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 Each Child Reads Grant Rubric.

Directions for the Application Appendices

Appendices 1-4 are required for all applicants. Appendix 5 is required for partnership applicants. Appendices are not included in the narrative's **20-page limit**. Instructions for developing each appendix are provided below.

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Each Child Reads Grant Application Checklist

Application Item	Completed
Applicant's Local Literacy Plan	☐
Each Child Reads Grant Budget Form Submitted in CCIP	☐
Signed Statement of Assurances Submitted in CCIP	☐
Application Narrative with the Following Sections:	
Section A: Executive Summary	☐
Section B: Proposed Site Identification and Description	☐
Section C: Readiness	☐
Section D: Fit	☐
Section E: Plan for Monitoring and Revising Local Projects	☐
Section F: Capacity Building and Sustainability	☐
Section G: Budget Worksheet and Narrative	☐
Section H: Competitive Preferences (optional)	☐ Yes ☐N/A
Application Appendices	
Appendix 1: Agreement to Participate in Each Child Reads Grant Activities (PDF)	☐
Appendix 2: Programs, Practices and Assessments Inventory (Excel)	☐
Appendix 3: Support from Educators for Each Child Reads Grant Proposal (PDF)	☐
Appendix 4: Site Identification List (Excel)	☐
Appendix 5: Partnership Member List and Memorandum of Agreement (PDF -- only required for partnership applicants)	☐ Yes ☐N/A

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 supporting additional pilot programs addressing literacy in preschool through first grade.

Signature: _____ **Date:** _____

Printed Name: _____

Organization: _____

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STATEMENT OF ASSURANCES

The grantee has read and agrees to the current CCIP Funding Application Assurances available on the Grants Administration section of the Ohio Department of Education website.

PROGRAM-SPECIFIC ASSURANCES:

	The GRANTEE agrees to the following assurances:
1	That the GRANTEE will annually provide the Ohio Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the objectives.
2	That the GRANTEE will cooperate with the Ohio Department of Education in evaluating the program assisted under this grant.
3	That the GRANTEE will avoid all apparent and actual conflicts of interest when administering grants as outlined in Ohio statutes and administrative rules pertaining to conflicts of interest.
4	That the GRANTEE will maintain accurate records in the Ohio Educational Directory System (OEDS) database.
5	That the GRANTEE will comply with all applicable laws and rules.
6	That the GRANTEE 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 grantee's award, including the return of any previously distributed funds.

The GRANTEE, when using federal funds to enter into a contract for equipment or services, will comply with the procurement standards set forth in Ohio's Grant Administration guidance, including adhering to 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 grantee organization may participate in the selection, award or administration of any contract if a real or apparent conflict of interest exists.

_____   _____

Signature of Authorized Person   Date

The remainder of this page was intentionally left blank.

Application Narrative

Please carefully read the instructions for Sections A-H and provide the information requested. Make sure each section and all specified appendices are clearly titled and identifiable. Do not include the section instructions as part of your responses. The narrative section can be no longer than a total of 20 typewritten pages using the following parameters:

- Narrative, including the Executive Summary, cannot exceed 20 pages (8.5" x 11" standard letter size), double-spaced, with one-inch margins. Use Arial, 11-point font. Applicants including Section J (competitive preferences) in their narrative may provide up to an additional five pages.
- The narrative must address, in sequence, each section identified in the Each Child Reads Grant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and uploaded as described in the checklist.
- All pages must be numbered and include the applicant name and IRN in the header of each page.

Each application narrative section contains instructions and the review criteria that will be used to score the section. The Department will provide reviewers with concepts and information to use when reviewing and scoring applications.

Section A: Executive Summary (0 points)

Provide a summary (no more than one page and included in the 20-page limit) that briefly describes the proposed project. Give the reader a summary of the applicant's readiness for the project and the alignment to the applicant's local literacy plan and current practices. Introduce the grant project goals and begin to explain how enhancing structured literacy supports in assessment, instruction and professional learning will advance the language and literacy development of children served at the identified site. **The Executive Summary section will not be scored. This section may be posted for public viewing on the Department website.**

Section B: Proposed Site Identification and Description (10 points)

Application Criteria:

1. Describes the proposed pilot site including population and demographics (provide the number of students, teachers and classrooms in each grade for preschool, kindergarten and first grade). Describes which goal or goals of the local literacy plan the grant will support.
2. Describes a theory or rationale for the pilot project, which may be demonstrated by a logic model.

Section C: Readiness (35 Points)

Application Criteria: Identifies and describes the current level of implementation (exploration, installation, initial implementation, full implementation) of each of the following components of the dyslexia support laws[1] at the proposed elementary site(s):

1. Assessment
    a. Tier 1 dyslexia screening of all K-3 students
    b. Progress monitoring of K-3 students receiving reading intervention supports
    c. Tier 2 dyslexia screening for students in K-3 at risk for dyslexia
2. Instruction
    a. Core instructional practices in reading and writing that incorporate a multi-sensory structured literacy program in grades K-3
    b. Intervention practices in reading and writing that incorporate a multi-sensory structured literacy program in grades K-3
3. Professional Learning
    a. Multi-sensory structured literacy program professional development for K-3 educators in evidence-based dyslexia screening and intervention practices
    b. Multi-sensory structured literacy certification process for teachers providing instruction for students in grades K-3

Section D: Fit (20 Points)

Application Criteria:
1. Describes the fit of the proposed site to implement enhanced identification and supports for student with dyslexia based on the use of the implementing site indicators of the [Hexagon: An Exploration Tool](#) (Metz, 2019; Based on Kiser, Zabel, Zachik & Smith, 2007 and Blase, Kiser & Van Dyke, 2013):
    a. Describes the capacity to implement
    b. Describes the fit with current initiatives
    c. Describes the fit with student need
2. Describes other relevant information regarding the fit of the applicant and identified sites, including a description of the established relationship with the state support team's Regional Literacy Network and previous successful implementation of literacy grants through the Ohio Department of Education

Section E: Plan for Monitoring and Revising Local Projects (10 Points)

Application Criteria:
1. Describes how the project will be monitored through data-driven decision-making, including site implementation of the Ohio Improvement Process teaming structures and plan-do-study-act cycles
2. Describes the student performance assessments and adult implementation measures used to monitor progress toward meeting performance goals

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[1] The Ohio Dyslexia Committee is working to operationalize several components of Ohio's dyslexia support laws. The applicant should use their knowledge of best practices in literacy to produce a response in Section C. There will be no penalty if answers do not align with the definitions and processes ultimately determined by the dyslexia committee with the release of the dyslexia guidebook later this calendar year or early 2022.

Section F: Capacity Building and Sustainability (15 Points)

Application Criteria:

1. Describes how the proposed project will increase capacity of the applicant to provide high-quality literacy improvement programming following the grant period
2. Describes how the applicant will sustain project initiative programming following the grant period
3. Describes how educators throughout the elementary school and early childhood program, if applicable, were involved in the development of the plan and how the applicant has gathered support for the proposal among educators and stakeholders

Section G: Budget Worksheet and Narrative (10 points)

The purpose of the grant is to perform comprehensive needs assessment of the literacy program and use the results to support professional learning and program development to enhance identification and supports for learners with dyslexia as part of a comprehensive structured literacy program. Therefore, applicants are not expected to provide an implementation plan or identify specific expenditures for supplies or purchased services as part of this application.

The budget worksheet and narrative planning worksheet must be submitted and will be scored as part of the full application package. However, the budget section will **not** count toward the page-limit total for the application narrative. Information for the budget narrative must be submitted on the planning tab of the budget worksheet with additional information provided in Section G if necessary.

Application Criteria:

- **Budget Worksheet:** Applicants must complete and upload the Budget Worksheet (Excel file) into the CCIP as part of the application packet. The Budget Worksheet provides a template for the budget needs for the two years of the Each Child Reads Grant. It includes spending across multiple funding codes and categories and accurately reflects the spending detailed in the Budget Narrative. Applicants must use the Budget Worksheet template available on the Department website. The Budget Narrative template provides additional detail on required and estimated expenses in each category.
- **Budget Narrative:** Follows the planning tool for later creation of an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. The Budget Narrative provides sufficient detail regarding staffing and professional learning costs and is in full alignment with the application narrative. The Budget Narrative also provides detailed, reasonable explanation for how program will be implemented if grant funds are not sufficient to meet implementation costs.

Important Note: Upon selection, the Department will work with each grantee to update the budget based on the comprehensive needs assessment. The budget submitted as part of this application is evidence of the applicant's commitment to implement changes to support learners with or at-risk for dyslexia or other reading challenges. The budget may be modified substantially through agreement between the Department and grantee upon selection.

Section H: Competitive Preference Priority (Optional - Up to 15 points)

Applicants including Section H in their narrative may provide up to an additional five pages to address the competitive preference. Describe how the applicant fulfills the following priority:

Competitive Preference: *Preschool Partnership (15 points):* An applicant can show evidence that the identified elementary school(s) will partner with and provide a portion of grant funding to a preschool site providing evidence-based early childhood education literacy initiatives. Such evidence may include a memorandum of agreement with the preschool, identification of high-quality curriculum and practices and a transition plan. The preschool site may be operated by the applicant or by a partner.

Application criteria:

1. Identifies and describes the current level of implementation (exploration, installation, initial implementation, full implementation) of the following components at the proposed preschool site(s):
   a. Assessment
      i. Tier 1 screening of essential pre-literacy and oral language skills
      ii. Progress monitoring of children receiving pre-literacy and oral language supports
      iii. Identifying curricular needs at the classroom level
      iv. Examining effectiveness of language and literacy instruction at the program level
   b. Instruction
      i. Core instructional practices in emergent literacy including print knowledge, oral language, vocabulary and phonological awareness
      ii. Intervention practices in emergent literacy including print knowledge, oral language, vocabulary and phonological awareness
2. Describes the relationship and coordination between preschool and elementary school staff and administrators regarding details including:
   a. Representation of preschool educators on school leadership/literacy teams
   b. Collaboration schedule between preschool and elementary school staff

Application Appendices

Applicants should carefully review the expectations and directions for all appendices in the Request for Application. Appendices must be in the order outlined in the checklist and uploaded using the program identified in the checklist (Excel or PDF).

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APPENDIX 1

I, the authorized representative of the Each Child Reads Grant applicant, agree to fully participate in the following activities:

1. Implementation of a Multi-Tiered System of Supports for Comprehensive Structured Literacy Instruction:
    a. Collaborate with the regional early literacy specialist to build the capacity of the site(s) to provide a multi-tiered system of supports to identify, intervene, support, and monitor progress of students with reading difficulties and dyslexia;
    b. Ensure implementation of early literacy evidence-based structured literacy practices with fidelity;
    c. Ensure early literacy is a standing item on Building Leadership Team (BLT) and Teacher-based Team (TBT) agendas;
    d. Participate in a pilot of the revised Kindergarten English Language Arts standards and share feedback on implementation and use of the standards;
    e. Examine current eligibility determination process for students with disabilities; and
    f. Implement programs and practices, as identified by the comprehensive needs assessment, to build and a multi-tiered system of supports for comprehensive structured literacy instruction.
2. Training:
    a. Educators will participate in all grant-identified professional learning opportunities; and
    b. Administrators will facilitate professional learning and support for teachers and principals to improve their ability to provide instruction for children with dyslexia or characteristics of dyslexia;
3. Participation in Technical Assistance Support:
    a. Participate in bi-monthly technical assistance calls with Ohio Department of Education staff and the regional early literacy specialist.
4. Student Assessments and Data Management:
    d. All grant recipients receiving funds for preschool 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;
    e. All grant recipients 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; and
    f. All grant recipients must administer the Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population.
5. Monitoring:
    g. In addition to all standard monitoring activities, all grant 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 grant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;
    h. All grant recipients must collaborate with the regional early literacy specialist to complete a comprehensive needs assessment of literacy assessments, instructional materials and practices;
    i. All grant recipients serving preschoolers must complete the Ready Schools Transition Plan at each preschool pilot site;
    j. All grant recipients must administer the Reading Tiered Fidelity Inventory at each pilot site and utilize the MIMTSS R-TFI Reporting System for data collection;
    k. All grant recipients will update their local literacy plan each school year to reflect the changes in progress and needs as determined by the grantee; and

l.   All grant recipients must allow the Department to share artifacts collected during the grant, including recording educators' instructional practices and collaborative meetings on the Department's website and other media outlets.

6. Engagement with Regional Literacy Network:
    a. All grant recipients will be contributing members of their State Support Team's Regional Literacy Network; and
    b. All grant recipients will ensure cooperation of pilot sites with the Regional Literacy Network as determined by the Department.

7. Reporting (as applicable)
    a. Report to the state each year the progress of participating 4-year-olds on the Early Learning Assessment;
    b. 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; and
    c. 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.

_____   _____

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 site(s).

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APPENDIX 3

SUPPORT FROM EDUCATORS FOR EACH CHILD READS GRANT PROPOSAL

Special note for Partnership Applicant: This form must be completed by each member of the partnership.

I have participated in developing the proposal for the Each Child Reads Grant and agree to the requirements and commitments identified in the grant and the grant 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 Preschool Director (if applicable)   Date

Percentage of educators from preschool, kindergarten and first grade of the proposed pilot site engaged in the development of this application.	
Percentage of educators from preschool, kindergarten and first grade of the proposed pilot site supporting this application.	

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

APPENDIX 4

SITE IDENTIFICATION LIST

Provide a completed *Site Identification List (Appendix 4)* for all identified site(s) to be served by the applicant.

The remainder of this page was intentionally left blank.

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APPENDIX 5
PARTNERSHIP MEMBER LIST

(Only required for applications submitted as a partnership application.)

Note: A partnership may only be formed between one building with a kindergarten and first grade and one external preschool.

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

Organization IRN	Organization Name	Contact Name	Contact Phone	Contact Email

FOR EACH PARTNER ORGANIZATION, ATTACH AND EXECUTED MEMORANDUM OF AGREEMENT BETWEEN THE APPLICANT AND PARTNER DETAILING THE ROLES, RESPONSIBLITIES, AND FUNDING PLAN FOR EACH MEMBER.

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Each Child Reads Grant Application: Technical Review Checklist

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

Name of Reviewer, Office: _____ Date: _____

TECHNICAL REVIEW PART 1			
Criteria	**Yes**	**No**	**N/A**
Adherence with Formatting Requirements			
Narrative is 20 pages or fewer (not including Section G: Budget Worksheet and Narrative; with an allowance for five additional pages for the competitive preference option), double-spaced	☐	☐	☐
Narrative font size is 11 point	☐	☐	☐
Narrative font style is Arial	☐	☐	☐
Narrative page margins are one inch	☐	☐	☐
Narrative includes a header on all pages with all the following information: page number, applicant name and applicant IRN	☐	☐	☐
Completeness: Narrative			
Section A: Executive Summary	☐	☐	☐
Section B: Proposed Site Identification and Project Goals	☐	☐	☐
Section C: Readiness	☐	☐	☐
Section D: Fit	☐	☐	☐
Section E: Plan for Monitoring and Revising Local Projects	☐	☐	☐
Section F: Capacity Building and Sustainability	☐	☐	☐
Section G: Budget Worksheet and Narrative	☐	☐	☐
Section H (Optional): Competitive Preference	☐	☐	☐

TECHNICAL REVIEW PART 1			
Criteria	**Yes**	**No**	**N/A**
Completeness: Appendices			
1. Agreement to Participate in Each Child Reads Grant Activities	☐	☐	☐
2. Programs, Practices and Assessments Inventory	☐	☐	☐
3. Support from Educators for Each Child Reads Grant Proposal	☐	☐	☐
4. Site Identification List	☐	☐	☐
5. Partnership Member List	☐	☐	☐
Budgetary Restrictions: Applicant indicates that funds will be used only for allowable purposes	☐	☐	☐

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Ohio Each Child Reads Grant Rubrics

SECTION B: Proposed Site Identification and Project Goals

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
1. Describes the proposed pilot site including population and demographics (provide the number of students, teachers and classrooms in each grade for preschool, first grade and kindergarten). Describes which goal or goals of the local literacy plan the grant will support	0	1	2	3	4	5
2. Describes a theory or rationale for the pilot project, which may be demonstrated by a logic model.	0	1	2	3	4	5
Total Points Earned						**/ 10**

SECTION C: Readiness

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Identifies and describes the current level of implementation (exploration, installation, initial implementation, full implementation) of each of the following components of the dyslexia support laws[2] at the proposed elementary site(s): 1. Assessment a. Tier 1 dyslexia screening of all K-3 students	0	1	2	3	4	5
b. Progress monitoring of K-3 students receiving reading intervention supports	0	1	2	3	4	5
c. Tier 2 dyslexia screening for students in K-3 at risk for dyslexia	0	1	2	3	4	5
2. Instruction a. Core instructional practices in reading and writing that incorporate a multi-sensory structured literacy program in grades K-3	0	1	2	3	4	5
b. Intervention practices in reading and writing that incorporate a multi-sensory structured literacy program in grades K-3	0	1	2	3	4	5
3. Professional Learning a. Multi-sensory structured literacy program professional development for K-3 educators in evidence-based dyslexia screening and intervention practices	0	1	2	3	4	5
b. Multi-sensory structured literacy certification process for teachers providing instruction for students in grades K-3	0	1	2	3	4	5
Total Points Earned						**/ 35**

[2] The Ohio Dyslexia Committee is working to operationalize several components of Ohio's dyslexia support laws. The applicant should use their knowledge of best practices in literacy to produce a response in Section C. There will be no penalty if answers do not align with the definitions and processes ultimately determined by the dyslexia committee with the release of the dyslexia guidebook later this calendar year or early 2022.

SECTION D: Fit

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
1. Describes the fit of the proposed site to implement enhanced identification and supports for student with dyslexia based on the use of the implementing site indicators of the Hexagon: An Exploration Tool (Metz, 2019; Based on Kiser, Zabel, Zachik & Smith, 2007 and Blase, Kiser & Van Dyke, 2013): a. Describes the capacity to implement	0	1	2	3	4	5
b. Describes the fit with current initiatives	0	1	2	3	4	5
c. Describes the fit with student need	0	1	2	3	4	5
2. Describes other relevant information regarding the fit of the applicant and identified sites, including a description of the established relationship with the state support team's Regional Literacy Network and previous successful implementation of literacy grants through the Ohio Department of Education	0	1	2	3	4	5
Total Points Earned						**/ 20**

SECTION E: Plan for Monitoring and Revising Local Projects

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
1. Describes how the project will be monitored through data-driven decision-making, including site implementation of the Ohio Improvement Process teaming structures and plan-do-study-act cycles	0	1	2	3	4	5
2. Describes the student performance assessments and adult implementation measures used to monitor progress toward meeting performance goals	0	1	2	3	4	5
Total Points Earned						**/ 10**

SECTION F: Capacity Building and Sustainability

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
1. Describes how the proposed project will increase capacity of the applicant to provide high-quality literacy improvement programming following the grant period	0	1	2	3	4	5
2. Describes how the applicant will sustain project initiative programming following the grant period	0	1	2	3	4	5
3. Describes how educators throughout the elementary school and early childhood program, if applicable, were involved in the development of the plan and how the applicant has gathered support for the proposal among educators and stakeholders	0	1	2	3	4	5
Total Points Earned						**/ 15**

SECTION G: Budget Worksheet and Narrative

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Budget Worksheet: Applicants must complete and upload the Budget Worksheet (Excel file) into the CCIP as part of the application packet. The Budget Worksheet provides a template for the budget needs for the two years of the Each Child Reads Grant. It includes spending across multiple funding codes and categories and accurately reflects the spending detailed in the Budget Narrative. Applicants must use the Budget Worksheet template available on the Department website. The Budget Narrative template provides additional detail on required and estimated expenses in each category.	0	1	2	3	4	5
Budget Narrative: Follows the planning tool for later creation of an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. The Budget Narrative provides sufficient detail regarding staffing and professional learning costs and is in full alignment with the application narrative. The Budget Narrative also provides detailed, reasonable explanation for how program will be implemented if grant funds are not sufficient to meet implementation costs.	0	1	2	3	4	5
Total Points Earned						**/ 10**

SECTION H: Competitive Preference

Competitive Preference Priority Scoring
Reviewers will consider up to five additional pages for the competitive preference outside of 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 Priority, and therefore will not be eligible to receive additional points.

The Competitive Preference Priority has an established point value, listed below. Applicants are awarded points for the 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.

COMPETITIVE PREFERENCE: Increasing Educational Options (15 points)

Did applicant include a response in the proposal?	☐ Yes ☐ No

1. **If preschool is included, describes the current level of implementation (exploration, installation, initial implementation, full implementation) of the following components at the proposed preschool site(s):**
   a. **Assessment**
      i. **Tier 1 screening of essential pre-literacy and oral language skills**
     ii. **Progress monitoring of children receiving pre-literacy and oral language supports**
    iii. **Identifying curricular needs at the classroom level**
    iv. **Examining effectiveness of language and literacy instruction at the program level**
	☐ Yes ☐ No
	(If yes, award 5 points. If no, award 0 points.)

b. **Instruction**
      i. **Core instructional practices in emergent literacy including print knowledge, oral language, vocabulary and phonological awareness**
     ii. **Intervention practices in emergent literacy including print knowledge, oral language, vocabulary and phonological awareness**
	☐ Yes ☐ No
	(If yes, award 5 points. If no, award 0 points.)

2. **Describes the relationship and coordination between preschool and elementary school staff and administrators with details including:**
   a. **Representation of preschool educators on school leadership or literacy teams**
   b. **Collaboration schedule between preschool and elementary school staff**
	☐ Yes ☐ No
	(If yes, award 5 points. If no, award 0 points.)