Comprehensive Literacy State Development Grant Award Kickoff

Second Round Awardees

January 8, 2021

Ohio | Department of Education

WELCOME TO TODAY'S ONLINE SESSION

What Your Screen Should Look Like...

Share Window

Participants Window

Participants (14)

Find a participant

JA John Adams (Me)

SA Susan B. Anthony (Host)

MF Millard Fillmore

BR Betsy Ross

Raise Hand | yes | no | go slower | go faster | more

Invite | Unmute Me

Chat Window

Zoom Group Chat

To: Everyone   File

Type message here...

Unmute | Start Video | Invite | Participants | Share | Chat | Record | Leave Meeting

Click Here (Participants)

Click Here (Chat)

RENAMING YOURSELF IN A ZOOM MEETING

HOVER
Hover your cursor arrow over your name in the Participant's Window.
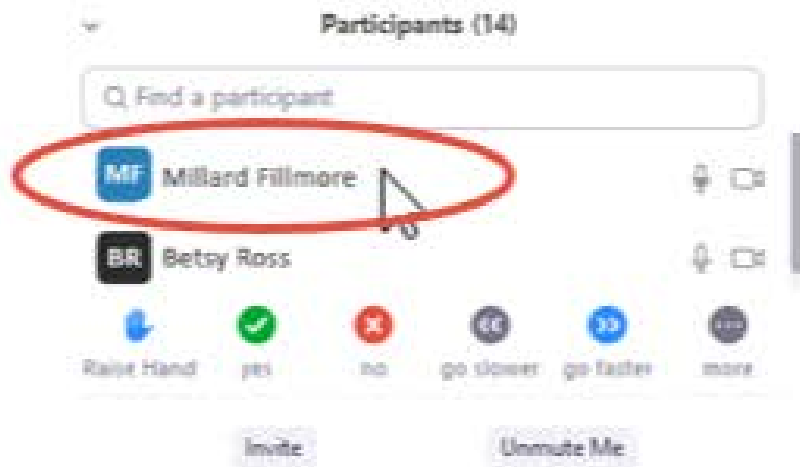
MORE
Click the More button.
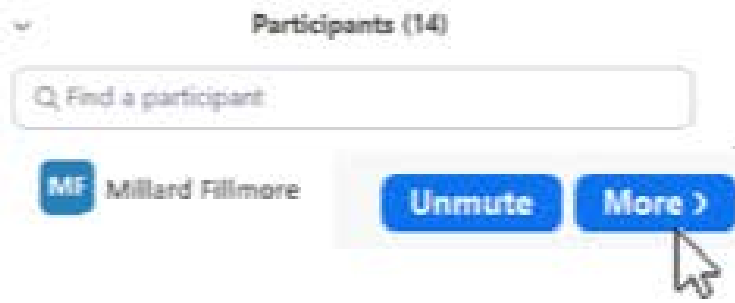
RENAME
Click the Rename button.

In the Rename window that appears, enter your name as First, Last, Organization and click the OK button.

Webinar Norms

- Be an active participant.

  – Engage in chat discussions

  – Be prepared to unmute your microphone for Q & A.
- Use the chat box to ask questions / make connections.
- Raise your hand if you need further clarification.
- Get excited for grant implementation!

Ohio | **Department** of Education

Welcome

Melissa Weber-Mayrer, Ph.D.

Director

Office of Approaches to Teaching and Professional Learning

All CLSD Subgrantees

Comprehensive Literacy State Development Grant

40 Subgrantees

(8 Partnerships*)

16 Early Childhood Subgrants

16 K-5 Subgrants

17 Middle School Subgrants

13 High School Subgrants

*The Department is now using *partnerships,* instead of *consortia*, to describe subgrantees that include more than one eligible organization

Today's Discussion

Session 1	Session 2
• Goals • Subgrant activities • Technical assistance	• Monitoring • Use of funds • Maintaining awards

Ohio | Department of Education

Welcome from Ohio's Superintendent of Public Instruction, Paolo DeMaria

In Ohio, each child is *challenged*, *prepared* and *empowered*.

Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

Foundational Knowledge & Skills

Literacy, numeracy and technology

Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.

Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics

Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making

WHOLE CHILD

One Goal

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

• Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;

• Serving in a military branch;

• Earning a living wage; or

• Engaged in a meaningful, self-sustaining vocation.

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
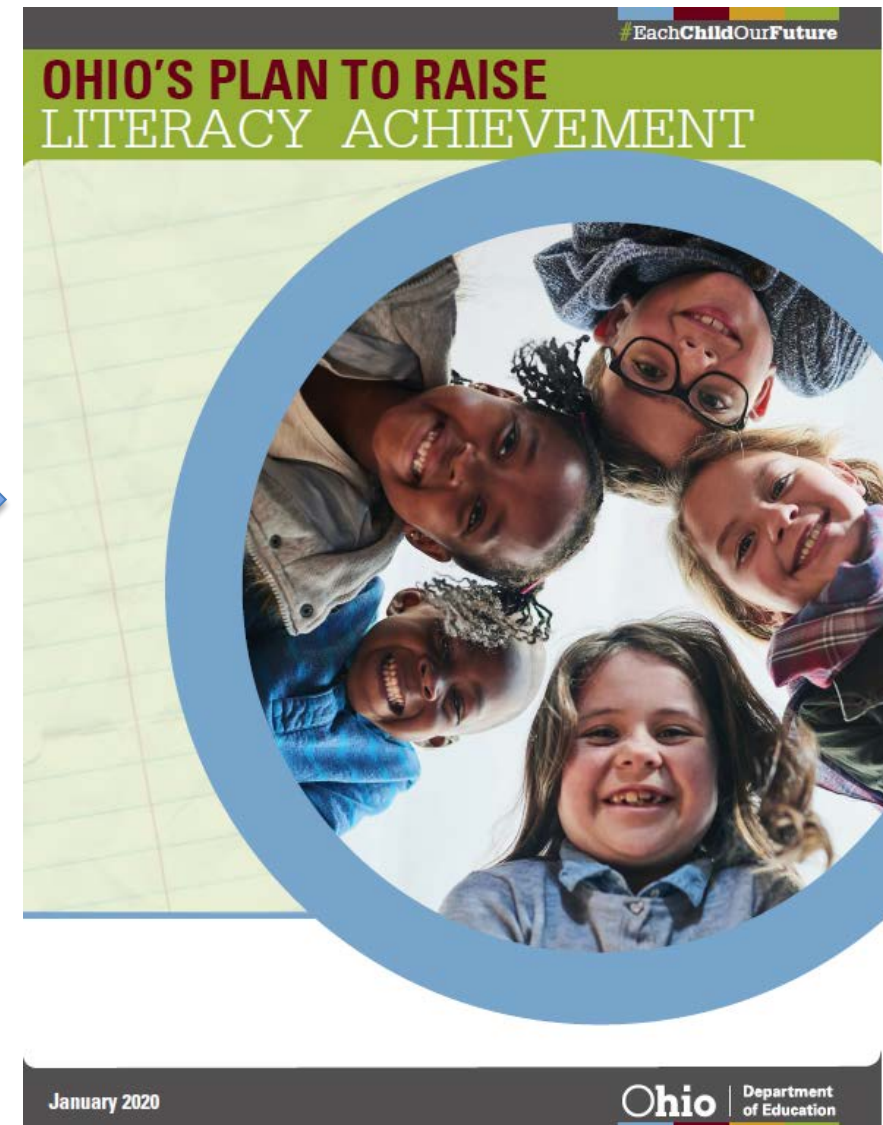10. Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024

Ohio | Department of Education

Updating Ohio's Plan to Raise Literacy Achievement
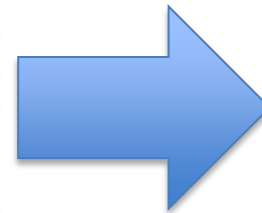
Where to Find Ohio's Plan

education.ohio.gov

Search keyword
"Literacy"

education.ohio.gov/Topics/Learning-in-Ohio/Literacy

Ohio | **Department**
of Education

Statewide Goals, Objectives and Measures

Statewide Grant Measures

1. The percentage of 4-year-old children who achieve significant gains in oral language skills

2. The percentage of fifth-grade learners who met or exceed proficient on the state English language arts test

3. The percentage of eighth-grade learners who met or exceed proficient on the state English language arts test

4. The percentage of high school learners who met or exceed proficient on the state English language arts test

Ohio | **Department** of Education

Ambitious Statewide Goals

Goal 1

By school year 2024, **proposed model sites** will increase the percentage of students proficient in ELA (grades 3-high school) or on track in reading (preschool-grade 2) by 25 percentage points or reach at least 80%.

Goal 2

By school year 2024, **proposed model sites** will increase the percentage of **disadvantaged students** proficient in ELA (grades 3- high school) or on track in reading (preschool-grade 2) by 25 percentage points or reach at least 80%.

Goal 3

By school year 2024, non-CLSD funded sites participating in networking opportunities with proposed model sites will increase the percentage of students proficient in ELA (grades 3-high school) or on track in reading (preschool-grade 2) by at least 10%.

Statewide Objectives

Project Objective 1 - Up to 64 schools and early childhood education programs, located throughout Ohio's 16 regions, will attain Model Comprehensive Literacy Site status through successful implementation of evidence-based language and literacy strategies and measurable change in teaching, leading and learning practices.

Birth- K Entry Measures
- Ready Schools Transition Plan
- Guide for Model Comprehensive Literacy Sites

K-12 Measures
- Reading Tiered Fidelity Inventory (R-TFI)
- Guide for Model Comprehensive Literacy Sites

Ohio | **Department** of Education

Statewide Objectives

Project Objective 2 - A regional literacy network will be developed or enhanced in each of Ohio's 16 regions to promote and support additional ESCs, districts, schools and early childhood programs in utilizing the Department-developed resources and networking with the model literacy sites to adopt and implement evidence-based language and literacy strategies and demonstrate measurable change in teaching, leading and learning practices .

Objective Measures

- Needs assessment with each regional network

- Tracking participation and performance of districts engage in network

- Surveying participants

- Utilizing R-TFI data and contextualizing with available student data

Ohio | **Department of Education**

Statewide Objectives

Project Objective 3 - The Department will develop statewide professional learning and resources for all programs in Ohio to access regarding birth-grade 12 comprehensive literacy instruction using evidence-based strategies, including family literacy strategies and increasing educational options for students who have traditionally been underserved.

Objective Measures

- Observation Checklist for High-Quality Professional Development Training
- Quality Matters K-12 Secondary Rubric, Fourth Edition (online trainings)

Ohio | **Department** of Education

Questions?

Ohio | Department of Education

Awardee Agreements
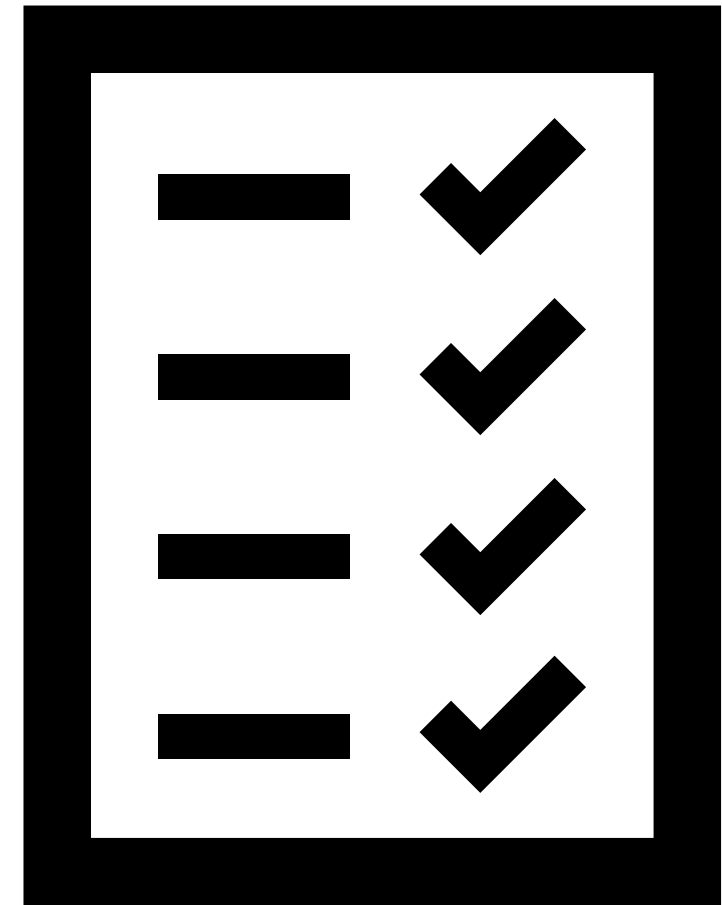
Awardee Agreements - Appendix 1

National Evaluation	Literacy Academy and Technical Assistance	Training	Educator Pre and Post Assessment
Student Assessments and Data Management	Monitoring	Engagement with Regional Literacy Network	Reporting

Awardee Agreements

National Evaluation

- 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.
- Some K-5 subgrantees may elect to participate in an additional "impact study" conducted by the U.S. Department of Education.

Ohio | Department of Education

Awardee Agreements

Literacy Academy and Technical Assistance

- Subgrant recipients must attend the Department's yearly Literacy Academies through the duration of the grant;
- Subgrant recipients must present at Department's yearly Literacy Academies during years 2 through 4 (2022, 2023, 2024) of the subgrant cycle to share information on their implementation, best practices and experiences; and
- Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.

Ohio | Department of Education

Awardee Agreements

Training

Administrators will participate or designate approved staff to participate in Department disseminated training on:

- Ohio's coaching models (all subgrantees)
- Reading Tiered Fidelity Inventory (K-5, 6-8, 9-12 subgrant recipients)
- Ready Schools Literacy Transition Plan (Birth-K Entry and K-5 subgrant recipients)

Ohio | Department of Education

Awardee Agreements

Educator Pre and Post Assessment

- 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.

Ohio | Department of Education

Awardee Agreements

Student Assessments and Data Management

- **Birth to kindergarten entry:** Early Learning Assessment

- **Kindergarten through grade 5:** Kindergarten Readiness Assessment; Ohio's State Tests in ELA for grades 3-5; approved curriculum-based measure for students K-5

- **Middle school (grades 6-8)** Ohio's State Tests in ELA; identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports

- **High school (grades 9-12)** Ohio's State Tests in ELA II; identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports; and

- **K-5, 6-8, 9-12:** Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population

Ohio | Department of Education

Awardee Agreements

Monitoring

- 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;
- **Birth-K Entry: Ready Schools Transition Plan** at each model site;
- **K-5, 6-8 and 9-12**: **Reading Tiered Fidelity Inventory** at each model site
- **Walk-through forms**
- **Update Local Literacy Plan each school year**
- All subgrant recipients will allow the state to collect information on **teacher and administrator capacity.**

Awardee Agreements

Engagement with Regional Literacy Network

- All subgrant recipients will be contributing members of their State Support Team's Regional Literacy Network.

- All subgrant recipients will ensure cooperation of model sites with the Regional Literacy Network as determined by the Department.

Ohio | Department of Education

Awardee Agreements

Reporting

- **Birth- K Entry:** Progress of participating 4-year-olds on the Early Learning Assessment
- **K-5: P**rogress 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;
- **K-5; 6-8; 9-12:** 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
- **K-5; 6-8; 9-12:** Progress of participating students assessed using Ohio's English Language Proficiency Assessment, Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.

Questions?

Ohio | Department of Education

Break

Technical Assistance

Emergent Literacy Specialist

K-5 Literacy Specialist

Each awardee assigned to, at least, one:

Ohio Literacy Lead

Adolescent Literacy Specialist

Ohio | Department of Education

How will technical assistance be provided?

Direct support

Networked support

Professional learning and coaching

How will technical assistance be provided?

Direct support

Networked support

Professional learning and coaching

From assigned literacy specialist

(Consultations, on-site/virtual visits)

Ohio | Department of Education

How will technical assistance be provided?

Direct support

Networked support

Professional learning and coaching

Connections with other awardees and literacy experts

Ohio | Department of Education

How will technical assistance be provided?

Direct support

Networked support

Professional learning and coaching

Needs assessments

System level coaching

Monitoring system support

Ohio | Department of Education

Revising Local Literacy Plans

- All subgrant awardees are required to implement local literacy plans

- Regional literacy specialists from across the state conducted a technical review of every applicant's local literacy plan

Revising Local Literacy Plan

- All awardees must implement a local literacy plan

- Meet, at least, 60 percent of the criteria for each of the five requirements by May 28, 2021.

Ohio | **Department** of Education

Technical Assistance Next Steps

- Provider will connect via email by Jan. 15.

- Initial technical assistance plan for subgrantees by February 5.

- Questions that come up between today and Jan. 15: ComprehensiveLiteracy@education.ohio.gov

Questions?

Ohio | Department of Education

Technical Assistance Groups Meet and Greet

TA Provider	Subgrantee
Rachel Daniels	Canton City, Pymatuning Valley Local, Riverside Local
Michelle Elia	Cleveland Municipal, New London Local
Beth Hess	Oberlin City
Jeremy Luke	Lakota Local, Clermont Northeastern Local, New Lexington City
Melissa Babcock	Ashland City, New Miami Local

Ohio | Department of Education
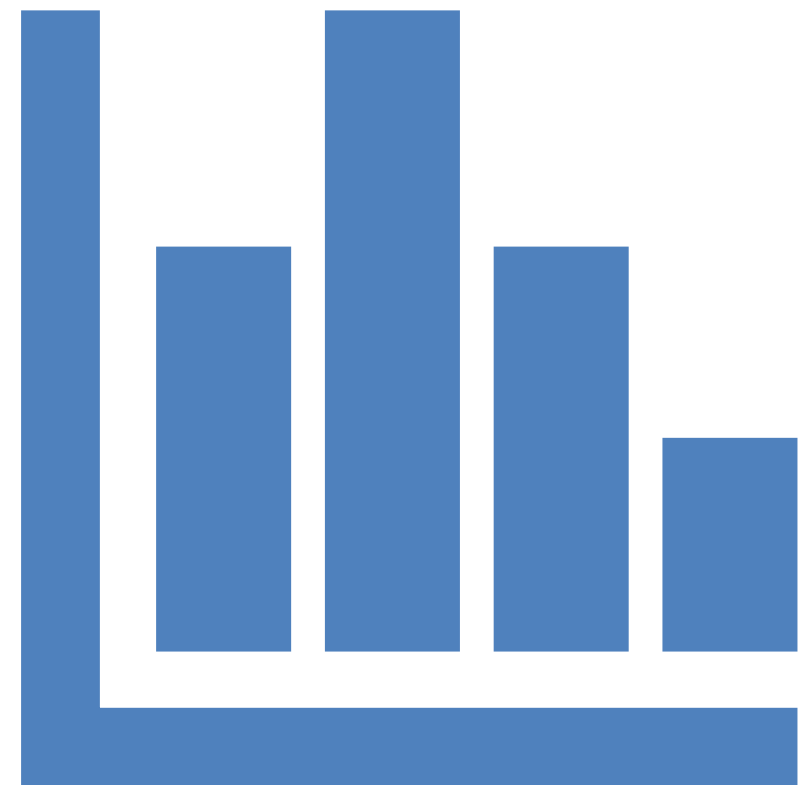
Monitoring

Overview

- Subgrantees will be monitored for adherence to federal rules and regulations and progress towards accomplishing performance goals.

- The monitoring system reviews all subgrant awardees following the official award.

Methods

- Desk Review through the Compliance Tracking System
- Onsite Visits (beginning in 2022)
- Remote interviews
- March through May 2021

Monitoring Objectives

1. Fidelity of Implementation and Plan Alignment
2. Model Site Progress
3. Project Goals and Objectives
4. Fiscal Accountability
5. Partnership Monitoring

1. Performance Goals and Objectives

- Evidence and analysis of progress towards project goals
- RTF-I Results and Analysis

Ohio | Department of Education

2. Model Site Progress Questions

- Share progress and plans toward achieving model site criteria
  - Student outcomes
  - Shared leadership
  - Multi-Tiered System of Supports
  - Educator Capacity
  - Family Partnerships
  - Community Collaboration

Ohio | Department of Education

3. Fidelity of Implementation and Plan Alignment

- Describe annual local literacy plan review process
- Describe how the analysis of student outcome and RTF-I data informed local literacy plan revision
- Provide an overview of funded grant activities, including supporting documentation

Ohio | Department of Education

4. Fiscal Accountability

- Budget and Budget Narrative for grant year
- Detailed BUDLED or transaction level financial report (if not utilizing the State Accounting Software):
- Inventory log of all CLSD-funded equipment purchases
- Total grant spending for each funded age-band

4. Fiscal Accountability

The BUDLED or transaction level financial report should include the following expense details:

- Purchase Order date and number (if used)
- vendor name
- amount and date paid
- description of expense and amount encumbered

The report should be totaled by each object code, for example, total for all salaries (100 object code), total for all benefits (200 object code), total for all purchased services (400 object code) etc.

Ohio | Department of Education

5. Partnership Monitoring

1. Describe and upload documentation (such as a workplan or deliverable chart)   showing that the partnership lead is ensuring the program's objectives are being met through its members.

2. Upload the signed partnership contract/MOU agreement that describes the relationship between the partnership lead and the partnership members.

3. Describe and upload documentation describing the protocols for a member(s) leaving the partnership or if there are changes in the entity leading the partnership.

5. Partnership Monitoring

4. Describe how you are tracking and documenting expenses incurred by each partnership member

5. Describe and upload evidence of the services being offered to each member as part of the agreement to ensure compliance with program regulations.

6. Please describe and upload documentation detailing how you are monitoring partnership members implementation of grant activities.

Ohio | Department of Education

Annual Grant Activities Report

- Progress on each project goal described in the initial grant application

- The progress of participating 4-year-olds on the Early Learning Assessment;

- The progress of participating K-3 students on the Kindergarten Readiness Assessment (KRA) and Ohio's State Tests in English Language Arts for all students enrolled in the district or school in grades 3-5

Ohio | Department of Education

Annual Grant Activities Report

- The percentage of on-track/not on-track status of students taking the K-3 reading diagnostic assessment

- The percentage of eighth grade and high school students who meet or exceed proficiency on Ohio's State Tests for ELA

- The progress of participating students taking the OELPA

- The progress of students taking Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.

- A detailed expenditure report

Questions?

Use of Funds
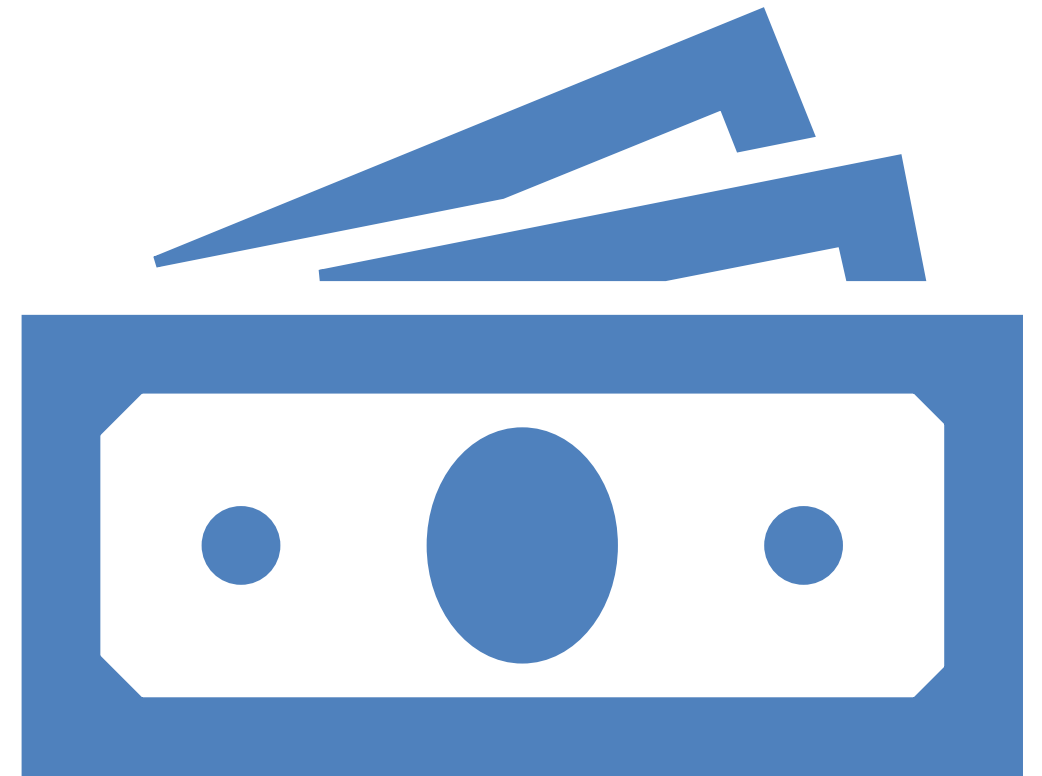
All Funded Activities

Support stated intent

Be consistent with stated intent

Ohio | Department of Education

Grades 6-8 and 9-12 Use of Funds

MUST use funds for:

(1) Developing and implementing a comprehensive literacy instruction plan across content areas that serves all students, provides a tiered and explicit approach to intervention and supports activities that are provided primary during the regular school day

(2) Training principals, specialized instructional personnel, school librarians and others to support, develop and evaluate high quality literacy initiatives for grades 6-12

(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 literacy instruction to be delivered as part of a well-rounded education

(5) Coordinating the involvement of professionals in the literacy developed of the children served

MAY also use funds for:

(1) 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

(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.

Uniform Administrative Requirements and Basic Considerations

https://www.ecfr.gov

- 2 CFR 200.403 Factors affecting **allowability of costs**;
- 2 CFR 200.404 **Reasonable costs**;
- 2 CFR 200.405 **Allocable costs**;
- 2 CFR 200.406 **Applicable credits**;
- 2 CFR 200.407 **Prior written approval** (prior approval);
- 2 CFR 200.408 **Limitation on allowance of costs**

Ohio | Department of Education

Unauthorized Activities

Out-of-state travel is not allowed, unless:

(1) it can be demonstrated that the goal of the travel cannot be accomplished instate; **and**

(2) the subgrantee has received express written permission from the grant director

No out-of country travel is permitted.

Ohio | **Department** of **Education**

Unauthorized Activities

- 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)

Unauthorized Activities

- 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/field trips, travel, etc.

- Employee hiring/recruitment expenses, such as a placement firm or travel for prospective employees

Ohio | **Department** of Education

Unauthorized Activities

- 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

Ohio | **Department** of Education

Unauthorized Activities

- 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].

Ohio | Department of Education

Questions?

Ohio | Department of Education
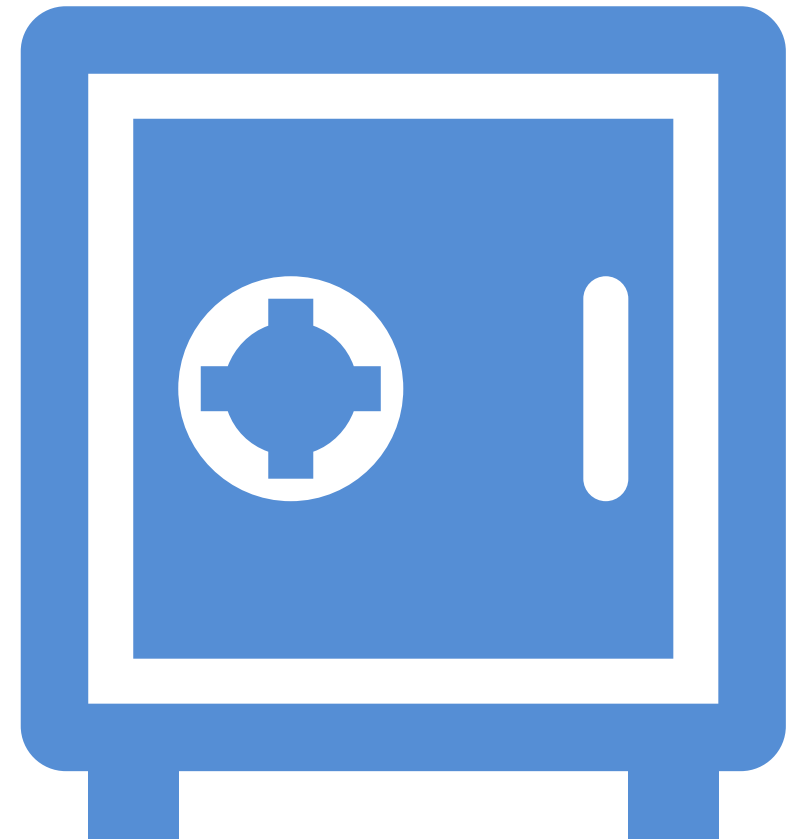
Subgrant Budgets

Subgrant Budgets

- Grant Timeline

- Allocations

- Fiscal Reporting

Grant Timeline

5-Year grant to the Department
(Oct. 1, 2019– Sept. 30, 2024)

Allocations to second round awardees
- Year 1 (December 2020 – 6/30/2021) – substantially approved date to be July 1, 2020
- Year 2 (10/1/2021 – 6/30/2022)
- Year 3 (10/1/2022 – 6/30/2023)
- Year 4 (10/1/2023 – 6/30/2024)

**For Years 1-3, funds may be carried over on June 30 to be used from July 1 going forward.

Ohio | Department of Education

Grant Timeline

State Fiscal Year 2021 | **State Fiscal Year 2022** | **State Fiscal Year 2023** | **State Fiscal Year 2024** | **State Fiscal Year 2025**

Year 1 Allocation January 2021

Year 2 Allocation October 2021

Year 3 Allocation October 2022

Year 4 Allocation October 2023

Liquidation Period

Ohio | Department of Education

Subgrant Timeline

Award Date: December 16, 2020

– Substantially approved date is July 1, 2020

Sept. 30, 2021

– First FER due

– Year 1 funds obligated by June 30, 2021 and liquidated prior to September 30, 2021
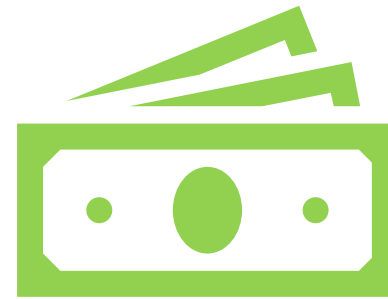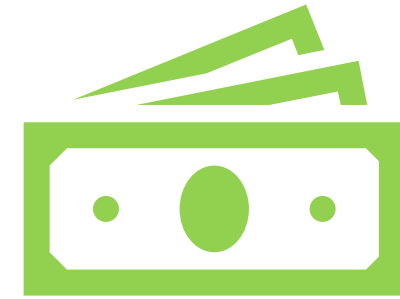
Subgrant Allocations

Birth – Age 5   Grades K - 5   Middle School   High School

Ohio | Department of Education

Fiscal Reporting

- Project Cash Requests (PCR)
  - Reimbursement
  - Proof of expenditure

- Final Expenditure Report (FER)

- Budget Revisions

Ohio | Department of Education

Initial Budget & Application Revisions

- Due by **January 15, 2021**
  - Revised Budget Narrative and Worksheet
  - Revised Implementation Plan (if Round 1 applicant)
  - Additional Documentation (i.e. Model Site Excel)
- Email ComprehensiveLiteracy@education.ohio.gov.

Questions?

Ohio | Department of Education

Award Continuation

Limiting Factors

- Failure to meet assurances

- Failure to submit a compliant Local Literacy Plan by May 28, 2021

- Failure to submit a Final Expenditure Report (FER)

Ohio | Department of Education

Limiting Factors

- Failure to expend funds within prescribed age/grade bands

- Failure to participate in monitoring activities

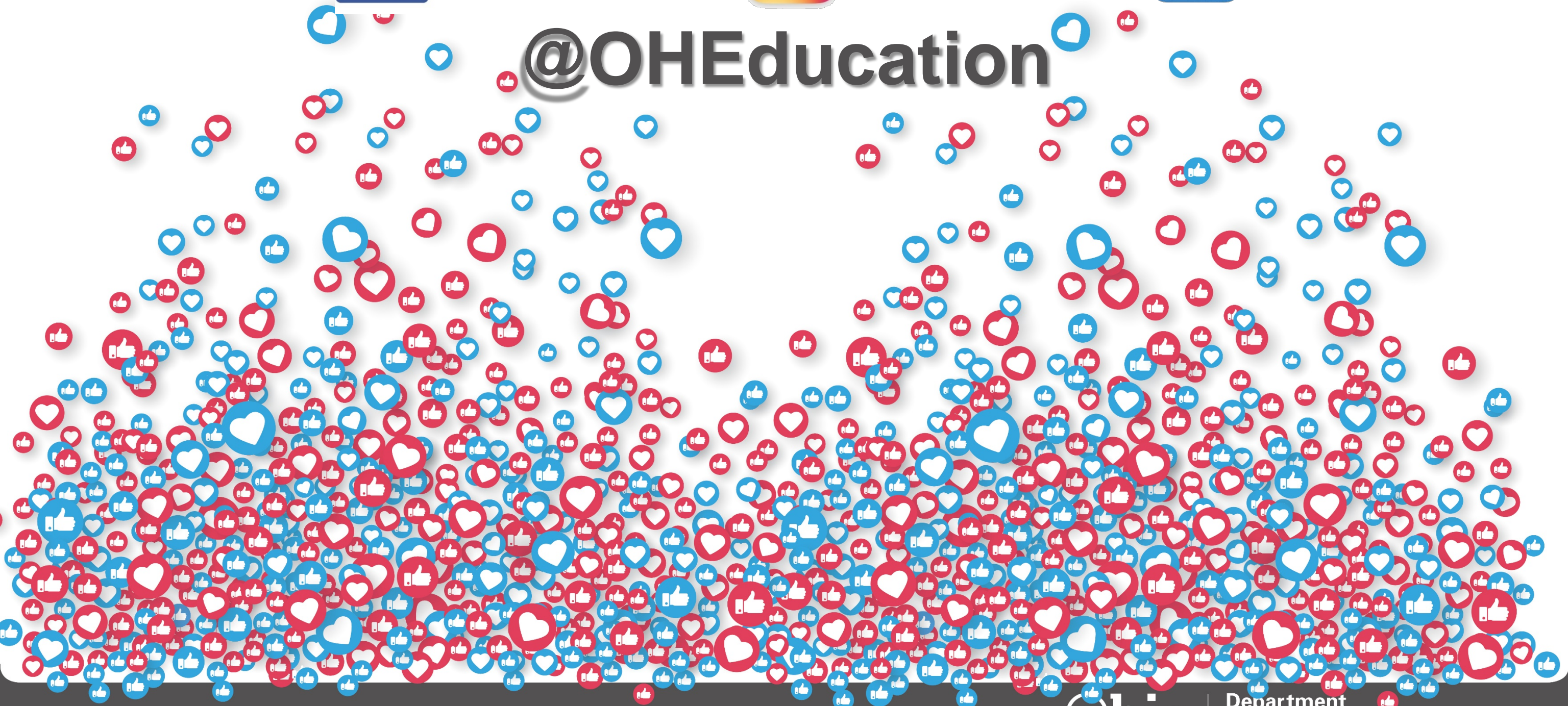- Failure to meet quality and operational criteria

Ohio | Department of Education

Questions?

Closing Remarks