Request for Application

STRIVING READERS COMPREHENSIVE LITERACY SUBGRANT

OHIO DEPARTMENT OF EDUCATION

JANUARY 2018

Ohio | **Department of Education**

CONTENTS

INTRODUCTION

The purpose of the Striving Readers Comprehensive Literacy program is to award competitive subgrants to advance literacy skills and development. These skills include pre-literacy skills, reading and writing for all children from birth through grade 12. The grant specifically emphasizes a focus on disadvantaged children, including children living in poverty, English learners, children with disabilities and those identified as having reading difficulties.

The Ohio Department of Education received a competitive, three-year Striving Readers grant from the U.S. Department of Education in October 2017, which continues through Sept. 30, 2020. The Department is required to subgrant no less than 95 percent of funds received to eligible subgrantees. At least 15 percent of the grant funds must serve children from birth through age 5; 40 percent must serve students in kindergarten through grade 5; and 40 (split equally) percent must serve students in middle and high schools.

Approximately $33.25 million is available for the Department to award subgrants to carry out the following objectives:

1. Increase the percentage of participating 4-year-old children who achieve significant gains in oral language skills;
2. Increase the percentage of participating fifth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA;
3. Increase the percentage of participating eighth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA; and
4. Increase the percentage of participating high school students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA.

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

REGULATIONS AND GUIDANCE

The Striving Readers program is carried out under the legislative authority of Section 1502 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA), and Title III of Division H of the Consolidated Appropriations Act, 2016 (Pub. L. No. 114-113). Other applicable regulations include: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99; (b) The OMB Guidelines to Agencies on Government wide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474; (d) The notice of final priorities, requirements, and selection criteria published in the Federal Register on May 16, 2017; (e) The notice inviting applications (NIA) for this competition published in the Federal Register on May 16, 2017.

ELIGIBLE APPLICANTS

Under 34 CFR 75.708(b) and (c) a grantee may award subgrants—to directly carry out project activities described in its application—to the following types of entities: one or more LEAs or, in the case of early literacy, one or more LEAs or nonprofit providers of early childhood education, with a demonstrated record of effectiveness in improving language and early literacy development of children from birth through age 5 and in providing professional development in language and early literacy development. Eligibility is fully described by the Ohio Department of Education in this document.

The Department will award subgrants with a maximum award amount of $1,200,000. This applies to both individual and consortium applications. Each eligible nonprofit early childhood provider or LEA (this includes consortium leads such as educational service centers) may only submit **one** application for the Striving Readers subgrant. The application may include all age/grade ranges under the grant (birth-age 5; K-5; 6-8; 9-12) or only include specific age/grade ranges. An ESC may **partner** with other applicants outside of a consortium application.

If an applicant is joining a consortium, that is considered an application. LEAs and nonprofit early childhood providers may not submit a single application and be part of an application where they are a member of a consortium.

GENERAL INFORMATION

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The Striving Readers application window opens Jan. 19, 2018, and closes March 2, 2018. Striving Readers subgrant funds will be available to the successful applicants by June 2018 through June 30, 2020. 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 Subgrants below for additional information on funding.

TOTAL FUNDING AMOUNT

Approximately $33.25 million is available for Striving Readers subgrant awards for state fiscal years 2018-2020. For subgrants serving learners birth-age 5, $5,250,000 is available; $14,000,000 is available for subgrants serving learners kindergarten-grade 5; $7,000,000 is available for subgrants serving learners in middle school (grades 6-8); and $7,000,000 is available for subgrants serving learners in high school (grades 9-12). Funding is dependent on availability of funds. If Ohio's Striving Readers grant funding is decreased or eliminated, the Striving Readers subgrantee's funding would be decreased or eliminated.

Supplement, not Supplant. Grantees must use funds under this program to supplement, and not supplant, state and local funds that would be used to advance literacy skills for children from birth through grade 12. The purchase of core curriculum materials cannot be supported with Striving Readers funds; any supplemental materials or professional development costs could be supported with these funds.

DURATION AND TYPES OF SUBGRANTS

Successful applicants will receive funding for up to three fiscal years. Grant awards will be a one-time award. Funds must be budgeted for a state fiscal year (2018, 2019 and 2020). For the current year (FY18), funds will be available from time of award through June 30, 2018. Continuation funds will be contingent upon sufficient progress in meeting the goals of the project.

COMMITMENTS

Each subgrant recipient must commit to the following requirements.

Cooperation with national evaluation: Subgrant recipients must provide written assurance to cooperate with a national evaluation of the Striving Readers program if selected. If selected, applicants for subgrant funds under the grant program must cooperate with the national evaluation to be conducted by the U.S. Department of Education. Awarded subgrantees must provide a written assurance to that effect. This will require subgrantees to submit individual student-level data from schools/programs where the program is implemented, as well as non-funded comparison schools, consistent with federal, state and local privacy laws and requirements. The type of data that will be collected includes, but is not limited to, the following:

- o Demographic information, including participants' gender, race, age, school, grade level, student ID, limited English proficient/English language learner status, special education/IEP status and poverty code (free/reduced price lunch eligibility code, Title I status, other poverty measure);
- o Academic information, including performance on state achievement exams, performance on national achievement exams, and standardized end-of-grade and end-of-course test scores;
- o Attendance information, including days enrolled, days absent and days present; and
- o Discipline information, including number of disciplinary referrals, in-school suspensions and out-of-school suspensions.

Subgrantees must submit this data to a contractor designated as the U.S. Department of Education's authorized representative for conducting the evaluation through a contract with the National Center for Education Evaluation and Regional Assistance (NCEE), which is part of the U.S. Department of Education's Institute of Education Sciences (IES). Both NCEE contractors and IES are required to protect and maintain the confidentiality of the data collected, under the confidentiality and data protection requirements of the Education Sciences Reform Act of 2002 (Title I, Part E, Section 183). Neither IES nor the contractor will publicly report any personally identifiable information.

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.

1. Participation in annual Literacy Academy and Technical Assistance Support:
   a. Applicants are encouraged to attend the Department's Literacy Academy, held in January 2018, as part of the pre-application process;
   b. Subgrant recipients must attend the Department's yearly Literacy Academies through the duration of the grant (required attendees will be determined upon award).
2. Administrative Support:
   a. All principals and assistant principals, directors or other personnel in the role of "instructional leader" in the LEA or early childhood provider will participate in administrator forums (online webinars) offered in support of the Striving Readers grant (required participants will be identified upon award); and
   b. All subgrantees serving kindergarten through grade 5 will work with local early childcare and education providers (these may or may not be grant partners) to engage in a "Ready Schools" needs assessment that has been used through the Ohio Ready Schools Initiative and create a Ready Schools plan to ensure local districts are ready to receive young children from their communities; More information will be provided upon award.
3. Assessment and Data Management:
   a. All subgrant recipients receiving funds for birth to age 5 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;
   b. All subgrant recipients receiving funds for kindergarten through grade 5 must administer and report the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as the reading diagnostics as required under the Third Grade Reading Guarantee for K-grade 3 students;
   c. All subgrant recipients receiving funds for middle school (grades 6-8) must administer Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 6-8;
   d. All subgrant recipients receiving funds for high school must administer Ohio's State Tests in English language arts I & II to all students enrolled in the district or school in grades 9-12; and
   e. All subgrant recipients receiving funding must administer the Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population.
4. Monitoring:
   a. In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews and/or assessments on gains in teachers' and

administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;

    b. All subgrant recipients must use an existing tool or develop a program fidelity tool to determine if the program is implementing the evidence-based instructional strategies and/or intervention as intended with fidelity and submit this information to the state on an annual basis and

    c. All subgrant recipients will allow the state to collect information on teacher and administrator capacity.

5. 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;

    c. Report to the state each year, what percentage of participating fifth grade students, eighth grade students and high school students meet or exceed proficiency on Ohio's State Tests in English language arts for the respective grade level; and

    d. 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

Subgrant recipients that are in good standing will receive an offer to renew following their first partial year in the subgrant program with instructions for continuing their subgrant. The continuation funding is not competitive, but is subject to the availability of federal funds and is evaluated by Department staff on the basis of:

- Whether a subgrantee has made substantial progress in achieving the goals and objectives of the project;
- Whether the subgrantee has expended funds in a manner that is consistent with its approved application and budget;
- Whether the subgrantee has submitted a renewal application that includes a revised subgrant budget and budget narrative;
- Whether the subgrantee has submitted all required reports to the Department; and
- Whether the subgrantee is operating in compliance with the assurances and commitments in its approved application, including those applicable to federal civil rights laws that prohibit discrimination in programs or activities receiving federal financial assistance from the Department [34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23].

Funding may be terminated if substantial progress is not being made to accomplish the subgrant project goals.

USE OF FUNDS

All funded activities must support and be consistent with the stated intent of the approved subgrantee. Quality literacy improvement programs typically require investments in program and curricular materials, professional development for teachers, coaching services, quality tutoring services, communications, parent engagement activity and administrative costs.

In addition, subgrantees will follow 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.

Unauthorized Activities

The following items cannot be funded and should not be requested:

- Capital expenses, such as acquisition, renovation or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment;
- Acquisition of any vehicle;
- Construction and any related construction activities, such as architectural renderings and engineering activities (including ADA compliance);
- Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries (allowable under certain circumstances), 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;
- Non-educational, non-informative promotional/novelty items for advertising, events or recruiting;
- Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- Fines and penalties or lobbying expenses;
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university);
- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out of country travel is permitted); and
- 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

Striving Readers subgrants are awarded to LEAs or nonprofit providers of early childhood education. Subgrantees must be able to demonstrate eligibility; meet or exceed the competitive application threshold; use funds according to federal guidelines; comply with reporting requirements, due dates and all applicable laws and rules; and participate in trainings and meetings associated with the subgrant award. Subgrantees are expected to meet evaluation and reporting requirements while participating in technical assistance provided by the Department.

MONITORING

Under all federal programs, the Department is required to annually assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, additional training, additional technical assistance, corrective action and/or subgrant suspension or termination.

The Striving Readers project director in the Center for Curriculum and Assessment and other staff will monitor and provide program oversight, including technical assistance to all subgrant awardees. These professionals also will provide instructions on the funding process for the subgrant.

As a condition of this federal subgrant, the Department is responsible for evaluating and monitoring subgrantees. Subgrantees will be evaluated and monitored for adherence to federal rules and regulations and accomplishing performance goals. The monitoring system reviews all Striving Readers subgrant awardees following the issuance of the official award.

Compliance issues may arise during the Department's monitoring activities. Issues uncovered by the Department will be communicated to the subgrantee and will result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. Subgrantees awarded a subgrant that have persistent and/or extended non-compliance of grant activities may lead to termination of the subgrant. The Department will closely review audits for any findings or compliance issues. These issues will be addressed in the same manner as aforementioned.

REPORTING

The Department is required to track specific information as part of the federal Striving Readers grant. Therefore, subgrantees 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 the budget period. These reports will be completed within the Department's e-grant system, the CCIP; and
- File a final grant activities report within 90 days of the end of the budget period using the Department's compliance system. The report will contain, at a minimum:
  - o Executive summary;
  - o Report on each subgrant project goals, including data and information that support the outcome of each goal;
  - o Expenditure report detailing percentage of awarded subgrant expenditures; and
  - o A property inventory of all equipment and non-consumable goods purchased with Striving Readers subgrant funds [2 CFR 200, Sections 200.313 and 200.439].

FISCAL PROCEDURES

No funds may be obligated prior to receiving a notice of award and a CCIP substantially approved date of the subgrant. The CCIP is the Department's unified grants application and verification system that consists of two parts, the planning tool and the funding application. Subgrantees will utilize the funding application that contains the budget, project cash requests and final expenditure reports. Accounting of the subgrant is required. Records of both encumbrances and expenditures are to be kept by expenditure code. If stipends are paid with subgrant funds, there must be documentation of time and effort.

For purposes of these subgrants, obligations are considered to have been incurred as follows [34 CFR 76.707]:

- For materials and supplies, when the purchase order is issued;
- For personal services, when the services are performed; and
- For travel, when the travel is taken.

All agreements for purchased services must be documented in writing.

Each entity awarded a subgrant must provide the Department, as part of its independent audit, an audit schedule of the subgrant showing receipts and expenditures. Program funds may not be used to pay for or be applied to audit costs.

PROJECT CASH REQUESTS

All activities, expenditures and required reporting related to each period of the subgrant must be completed within the period of the subgrant for which they were budgeted. At the end of each period of the subgrant, the Department will request an update on the status of project activities. The subgrantee must complete a renewal

application detailing program activities with an updated budget and budget narrative, prior to entering the next period of the subgrant.

All requests for reimbursement must be submitted no later than 90 days after the end of the budget period.

All project cash requests must be submitted during the active budget period and no later than 90 days after the end of the budget period. The subgrantee is required to submit a final expenditure report in the CCIP by Sept. 30 each year documenting all allowable expenditures allocated during the budget period.

If the subgrantee does not expend the full subgrant allocation during the fiscal year, the remaining funds may be carried over to the following fiscal year upon review and approved by the Department.

GENERAL SUBGRANT MANAGEMENT

All subgrant records must be maintained for three years following submission of the final report.

CONFLICTS OF INTEREST

As a nonprofit or public benefit entity receiving public funds, subgrantees must avoid conflicts of interest when administering grants and entering into contracts for equipment and services. Both federal and state laws regarding conflicts of interest are very strict. It is the responsibility of the subgrantee to be in compliance with the Ohio Ethics Law, ORC Chapter 102, ORC 3314.03 regarding conflicts of interest.

MISUSE OF FUNDS AND SUBGRANT TERMINATION

If it is determined that any subgrant funds have been misused, such funds must be returned to the Department. The Department may terminate the subgrant award upon 30 days written notice if it is determined that the applicant is not fulfilling the funded program responsibilities as specified in the approved application.

EQUIPMENT DEFINITION (2 CFR 200.313)

Every school district/agency/program purchasing equipment with federal funds should have an approved definition of equipment. If there is none, the federal definition applies as follows:

Equipment is any tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit. The district/agency/program must use the same definition for all equipment whether it be funded by federal, state, local or other funds. There cannot be two different definitions — one for federally funded equipment and one for other-funded equipment.

The district/agency/program definition for equipment may include an acquisition cost of less than $5,000 per unit such as $1,000 or $500 per unit, but the definition cannot include an acquisition cost exceeding $5,000, such as $5,500 or $7,000 per unit.

EQUIPMENT INVENTORY (34 CFR 80.32)

All equipment purchased under this subgrant must be inventoried and such property is the property of the school district/agency/program. The school district/agency/program's inventory control policies and procedures should be aligned with Auditor of State bulletins and available upon request by the Department. The following inventory control process must be implemented:

1. The district/agency/program must maintain an inventory of equipment purchased with federal grant funds until disposition takes place.

2. The inventory records must include:
    a. Description of the item;
    b. A serial number or other identification number;
    c. Funding source of the item (name of funding title/grant);
    d. Name of holder of title;
    e. Acquisition date;
    f. Acquisition cost;
    g. Percentage of federal participation in the cost of the item;
    h. Location of the item;
    i. Use and condition of the item; and
    j. Any ultimate disposition data including date of disposal and the sale price of the item.
3. A physical inventory and reconciliation with records is required every two years. Also, an inventory control system and equipment maintenance procedures must be implemented.

RETURN OF EQUIPMENT PURCHASED WITH FEDERAL FUNDS

Anything paid for with federal funds (such as Striving Readers subgrant funds) is subject to disposition rules under the Uniform Guidance [2 CFR 200.313 and 200.314].

DISPOSITION OF EQUIPMENT (34 CFR 80.32)

Equipment may be disposed of with no obligation to the federal government, if ALL the following criteria are met:

- Equipment is no longer needed in the current program; and
- Equipment is not needed in other programs currently or previously funded by a federal agency.

The equipment item has a current per-unit fair market value of less than $5,000. If the district/agency disposes of equipment with a fair market value of less than $5,000, the proceeds must be used to support the program for which the equipment was purchased. If the fair market value is more than $5,000, the district/agency must contact the Department's Office of Federal Programs for disposition instructions.

EQUIPMENT RECORDS RETENTION (34 CFR 74.53)

Records for equipment acquired with federal funds must be retained for three years from the date the district/agency submits the final expenditure report for the funding period. If there is an audit exception, the district/agency must keep the records until all litigation, claims or audit findings have been resolved and final action taken.

APPLICATION TECHNICAL ASSISTANCE

Prospective subgrant applicants are encouraged to view recorded presentations that provide technical assistance developing Local Literacy Plans aligned with the state plan. The recorded presentations will be published on the Department's website. The Department will provide timely information and assistance to parties who are interested in applying for subgrant funds. Technical assistance may include: frequently asked questions, videoconferencing, webinars, conference calls and in-person training.

REVIEW PROCESS

Ohio's Striving Readers subgrant competition review process includes two levels: a two-part technical review and a peer review.

TECHNICAL REVIEW

The technical review consists of two parts:

1. The Department staff will conduct a technical review of each grant application for eligibility, completeness, budgetary restrictions and compliance with formatting requirements.
2. The Department staff will conduct a technical review of each applicant's Local Literacy Plan, specifically focused on whether the applicant's Local Literacy Plan:
    (1) Is informed by a comprehensive needs assessment;
    (2) Is aligned with the state comprehensive literacy plan;
    (3) Includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available;
    (4) Provides for professional development; and
    (5) Includes a plan to track children's outcomes consistent with all applicable privacy requirements.

If an application fails to meet any of the reviewed requirements, the Department's management will make final eligibility decisions prior to proceeding to the peer review process.

PEER REVIEW

The Striving Readers subgrant application is competitive. The Department will establish an external review team comprised of education stakeholders with expertise in birth through grade 12 language and literacy development. The review team will conduct an evaluation of applications for subgrants based on the specific criteria listed in this request for applications. Review team members will be free of any conflicts of interest for all assigned applications and will be required to submit pre- and post-review conflict of interest disclosure statements. Each eligible application will be reviewed and scored by at least three or more review team members.

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 and ultimately review the scores that each of the other readers provided on a relevant sample of the scored items to help them "calibrate" their own scores.

The readers are randomly assigned to specific applications.

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority Points supplement the score without increasing the total points possible for the application. This category rewards applicants that demonstrate commitment to characteristics the Department prioritizes. Refer to the Striving Readers Subgrant Rubric for the competitive preference priorities evaluation criteria.

COMPETITIVE PREFERENCE PRIORITIES SCORING

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

Each of the Competitive Preference Priorities has an established point value, listed below. Applicants are awarded points for a priority if they demonstrate all related criteria. These points are added to the total points earned on the scoring rubric for the application narrative and appendices. The final, total points possible does not increase.

- *Alignment with Improvement Activities (5 points):* Priority will be given to applications that show a clear alignment between the Local Literacy Plan and subgrant project with other improvement activities and local improvement infrastructure.
- *Extending Participation in Ohio's Early Literacy Pilot (5 points):* Priority will be given to applicants that are implementing specific aspects of the State's Systemic Improvement Plan: Early Literacy Pilot. The subgrant proposal **must supplement, not supplant, current literacy efforts,** including the pilot project.

POST REVIEW

The overall reading and scoring process is based on an item response theory statistical analysis program that simultaneously calibrates the scoring rubric and each item on this rubric; the readers and the calibration of the leniency/severity of each reader; and the calibration of each of the reviewed applications. The reliability of the overall scoring rubric, as well as the psychometric functioning of each item along with their standard errors are generated. The item response theory program also is used to estimate the psychometric properties of the readers. After the program adjusts the raw scores of the readers based on reader leniency/severity and item ease/difficulty, the program estimates the quality score for each application along with the reliability to be able to discriminate among application quality along with a corresponding standard error to determine differences among the applications. The results are reviewed to identify a natural break in the quality scores to determine a quality cut score for the scored applications.

The Department will review determinations of the quality cut score.

Applicants meeting the quality cut score will be sorted into the state's 16 State Support Team (SST) regions, based on the applicant's assigned region or, in the case of consortia, the region with the most disadvantaged students served by consortium members. The Department will allocate Ohio's subgrant funding in accordance with a) the regional share of statewide disadvantaged students as computed by the Department; b) the number of disadvantaged students to be served through the grant proposal; and c) the state-level grade band distribution as defined by USDOE grant terms.

PROPOSED TIMELINE

Date	Event
Friday, Dec. 18, 2017	Notice of Intent to Apply available
Wednesday, Jan. 10, 2018	Notice of Intent to Apply submission deadline
Friday, Jan. 19, 2018	Request for applications available
Friday, Jan. 19, 2018	Applications open in the CCIP, the Department's e-grant system
Wednesday, Jan. 17-18, 2018	ODE's Literacy Academy
Friday, March 2, 2018, 4:59 p.m.	**Application deadline**
March 5-April 30, 2018	Subgrant review and award process
Week of May 1	**Subgrant award notification**
May 14,2018	**Subgrant awardee training**

AWARD PROCESS

The Department will seek to fund the application(s) showing the most promise for meeting the primary goals of the program. If the Department identifies items that are unauthorized or not properly categorized that require a subgrant budget modification prior to the subgrant award, applicants will need to submit requested changes prior to the official subgrant award notification. Please note that any applicant that does not provide an approved, revised Striving Readers subgrant budget by the Department's deadlines may not receive a subgrant award.

If awarded a subgrant, the budget period will not begin until all required modifications (if applicable) are submitted to the Department. Funds should not be encumbered or spent until the subgrantee has received the official notice of award.

APPLICATION SUBMISSION

Applicants are required to submit a completed PDF copy of the application packet, including all required components, that **MUST** conform to the prescribed submission checklist order.

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 Striving Readers subgrant competition, applicants will only use the funding application that contains the budget page, assurances and the application upload location.

The applicant will complete and upload the provided Budget Worksheet that complies with the USAS Manual for grant activities. The Budget Worksheet includes all three years of the proposed subgrant award. Applicants

will enter the year one numbers from the completed worksheet in the budget page in the funding section of the CCIP. A budget narrative (see Application Narrative Section H; Budget Worksheet and Narrative) should be included in the PDF copy of the full application packet. A budget narrative is required to explain the use of all Striving Readers grant funding with a detailed itemized description of each budget cell amount. Applicants **will upload a PDF copy of the full Striving Readers grant application packet** in the funding section of the CCIP. Applicants **also will upload PDF copy of the Local Literacy Plan** in the funding section of the CCIP.

Applicant must submit a completed [Local Literacy Plan] to be considered for the Striving Readers subgrant. 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, 2017) may revise and replace that plan through this application submission process but are not required. If the applicant is a consortium — please merge all plans into one PDF document (each member of the consortium and the lead member **MUST** have an aligned plan).

Subgrant applicants must have a Secure Application for Enterprise (SAFE) account, IRN (unique school identifying number) and designated roles in the Ohio Educational Directory System (OEDS) to access the CCIP. The following technical assistance will aid the applicant in obtaining the access needed to enter the CCIP.

- If you do not have a Secure Application for Enterprise (SAFE) account, please click [here.]
- Don't know if your organization has an IRN? Look it up [here]. If your organization does not have an existing IRN, [click here] for an application form and instructions.
- To establish a new organization in OEDS, please click [here].
- To assign roles in OEDS, please click [here]. Please make sure members of your organization are assigned the roles "Data Entry Funding-CCIP," "CCIP Fiscal Representative" and "CCIP Authorized Representative."

The following links will assist the applicant with navigation and completing the application process in the CCIP:

- To Access the CCIP, click [here].
- For CCIP technical assistance videos, sign in to your SAFE account and click [here].
- For guidance on CCIP navigation, sign in to your SAFE account and click [here].

DEADLINE

Submit PDF copies of the application packet, appendices and budget documents along with the Local Literacy Plan by 4:59 p.m. on **Friday, March 2, 2018,** to the Department's CCIP system. The electronic version must include all required components, in the order prescribed in the checklist, as one document in CCIP. Applications must be submitted by the time and date specified above. Incomplete or late applications will not be considered.

APPLICATION FORMAT

Narrative, including the Executive Summary, cannot exceed 30 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 Striving Readers 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 immediately follow the application narrative.

Number all pages, and include the LEA's name and IRN and ODE/ODJFS license number, if applicable, in the header of each page.

REQUIRED ELEMENTS

Each applicant must present convincing evidence to the subgrant review team that the proposal will result in a high-quality, comprehensive literacy instruction program. Special focus will be placed on the applicant's use of moderate evidence or strong evidence, where evidence is applicable and available (as defined by ESSA) and that the comprehensive literacy instruction program proposed is aligned with the State's Comprehensive Literacy Plan, 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 18 in the Striving Readers Subgrant Application Checklist in the correct submission sequence. Please clearly identify (name) each file upload.

BUDGET WORKSHEET AND BUDGET FORM

The Ohio Department of Education requires a project budget to be completed for each year of each grant that a school district or other agency/program receives from the Department. For schools, this budget sheet conforms to the Uniform School Accounting System (USAS), as required by Ohio Auditor of State and those laws and regulations that pertain to federal grants. For other entities, the categories defined by the Department for reporting purposes are the same for school districts and non-school districts.

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

The project Budget Worksheet is organized in a grid that designates the columns by proper title and function code and the rows by title and object code, as found in USAS for each year of the proposed subgrant. An entity may need to refer to a copy of the USAS Manual for a more complete definition. This copy can be found in the school district or agency fiscal office or the local entity's grants office. A copy can also be found on the State of Ohio Auditor website by clicking on Uniform School Accounting System User Manual at the left. A link also is available on the Department's Grants Management homepage.

In addition to the uploaded Budget Worksheet, a completed project budget grid must be submitted in the CCIP for Year 1 of the subgrant as part of the subgrant application. This budget must be reviewed and approved by the program office administering the project or grant prior to conducting any grant activities, if the applicant should be awarded a competitive grant.

In addition to the budget grid, the Budget Worksheet includes the subgrant request by age range band.

APPLICATION NARRATIVE

Refer to the Application Criteria and Competitive Preference Priorities, as well as the Striving Readers Subgrant Rubric for specific information to be addressed in each section of the narrative.

A. Executive Summary;

B. Subgrant Project Goals and Evidence-Based Practices/Interventions;

C. Implementation Plan;

D. Plan for Monitoring and Revising Local Projects;

E. Comprehensive Literacy Instruction Program; and

F. Capacity Building and Sustainability.

G. Competitive Preference Priorities **(Optional)**

APPLICATION APPENDICES

Appendices 1-5 are required for all applicants. Appendix 6 is required for nonprofit early childhood providers. Appendices include:

1. Striving Readers Subgrant Goals and Strategies Form;

2. Professional Development Plan;

3. Disadvantaged Students;

4. Agreement to Participate in Striving Readers Activities;

5. Support from Educators for Striving Readers Proposal;

6. Evidence of nonprofit (only required of nonprofit early childhood providers).

DIRECTIONS FOR THE APPLICATION NARRATIVE

The project narrative is the substance of the application. Please follow the guidelines established for each section of the narrative. The information contained in the following sections is intended to provide guidance as the applicant completes the subgrant application. To keep within the overall 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 makes it difficult for reviewers to read and follow the content of the application.

For further clarification on 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 Striving Readers Subgrant Rubric.

DIRECTIONS FOR THE APPLICATION APPENDICES

Appendices 1-5 are required for all applicants. Appendix 6 is required for nonprofit early childhood providers. They are not included in the narrative's **30-page limit**. Instructions for developing each appendix are provided below. Plan templates and other forms can be found as attachments to this RFA.

The remainder of this page was intentionally left blank.

Striving Readers Subgrant Application Checklist

Application Item	Completed
Striving Readers Budget Form Submitted in CCIP	☐ Yes ☐ No
Signed Certification Form	☐ Yes ☐ No
Signed Statement of Assurances Submitted in CCIP	☐ Yes ☐ No
Application Narrative with the Following Sections:	☐ Yes ☐ No
Section A: Executive Summary	☐ Yes ☐ No
Section B: Subgrant Project Goals and Evidence-Based Practices/Interventions	☐ Yes ☐ No
Section C: Implementation Plan	☐ Yes ☐ No
Section D: Plan for Monitoring and Revising Local Projects	☐ Yes ☐ No
Section E: Comprehensive Literacy Instruction Program	☐ Yes ☐ No
Section F: Capacity Building and Sustainability	☐ Yes ☐ No
Section G: Competitive Preference Priorities (optional)	☐ Yes ☐ No
Section H: Budget Worksheet and Narrative	☐ Yes ☐ No
Application Appendices	
Appendix 1: Striving Readers Subgrant Project Goals and Strategies Form	☐ Yes ☐ No
Appendix 2: Professional Development Plan	☐ Yes ☐ No
Appendix 3: Disadvantaged Students	☐ Yes ☐ No
Appendix 4: Agreement to Participate in Striving Readers Activities	☐ Yes ☐ No
Appendix 5: Support from Educators for Striving Readers Subgrant Proposal	☐ Yes ☐ No
Appendix 6: Evidence of Nonprofit (only required of nonprofit early childhood providers)	☐ Yes ☐ No ☐N/A

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for a subgrant of federal funds with the purpose of advancing literacy skills, including pre-literacy skills, reading and writing, for all children from birth through grade 12, with a special emphasis on at least one of the categories of disadvantaged children (children living in poverty, English learners, children with disabilities and children identified as having a reading difficulty).

Signature: _____ **Date:** _____

Printed Name: _____

STATEMENT OF ASSURANCES

The parties referred to in this document include, but are not limited to, the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, and the United States Department of Labor, all herein referred to as the "DEPARTMENT," the Ohio Department of Education, herein referred to as the "ODE" and the local agency, herein referred to as the "SUBGRANTEE." The Ohio Department of Education may make funds available to the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. The SUBGRANTEE assures, if awarded a grant, subgrant or contract.

1	That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated Feb. 7, 2003.
2	That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property in accordance with restrictions in the request for application and the provisions of the application that serves as the basis for the grant awarded by the Ohio Department of Education.
3	That the SUBGRANTEE will accept funds in accordance with applicable federal and state statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
4	That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
5	**UPDATED** THAT THE SUBGRANTEE WILL CAUSE TO BE PERFORMED THE REQUIRED FINANCIAL AND COMPLIANCE AUDITS IN ACCORDANCE WITH THE UNIFORM GUIDANCE 2 CFR 200.501- AUDIT REQUIREMENT AND 200.514- SCOPE OF AUDIT AND 200.515 (GAAP). THE SUBGRANTEE WILL FURTHERMORE UTILIZE COMPETITIVE BIDDING PRACTICES IN COMPLIANCE WITH APPLICABLE PROCUREMENT REGULATIONS. ADDITIONALLY, THE SUBGRANTEE WILL SUBMIT TO ODE THE AFOREMENTIONED AUDIT REPORTS IN ACCORDANCE WITH THE UNIFORM GUIDANCE SUBPART F.
6	That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.
7	**UPDATED** THAT THE SUBGRANTEE WILL MAINTAIN RECORDS, INCLUDING THE RECORDS REQUIRED UNDER SECTION 437 OF THE GENERAL EDUCATION PROVISIONS ACT ("GEPA"), 20 U.S.C. SECTION 1221, AND PROVIDE ACCESS TO THOSE RECORDS AS ODE OR THE DEPARTMENT AND THE COMPTROLLER GENERAL OR ANY OF THEIR AUTHORIZED REPRESENTATIVES IN THE CONDUCT OF AUDITS AUTHORIZED BY FEDERAL LAW OR STATE STATUTE. THIS COOPERATION INCLUDES ACCESS WITHOUT UNREASONABLE RESTRICTIONS TO ITS RECORDS AND PERSONNEL FOR THE PURPOSE OF OBTAINING RELEVANT INFORMATION. THE UNIFORM GUIDANCE 2 CFR 200.336.
8	That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
9	That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.

10	That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with federal (which become subsequently state) funds are accessible to and usable by handicapped individuals.
11	That the SUBGRANTEE has adopted effective procedures for:
	Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and
	Adopting, if appropriate, promising educational practices developed through those projects.
12	That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
13	That the SUBGRANTEE may not use its federal or state funding to pay for any of the following:
	Religious worship, instruction, or proselytization.
	Equipment or supplies to be used for any of the activities specified in this assurance, herein.
	Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein.
	An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).
14	**UPDATED** THAT NO FEDERAL FUNDING MAY BE USED FOR THE ACQUISITION OF REAL PROPERTY UNLESS SPECIFICALLY PERMITTED BY THE AUTHORIZING STATUTE OR IMPLEMENTING REGULATIONS FOR THE PROGRAM (2 CFR 200.311).
15	**UPDATED** THAT THE SUBGRANTEE MAY NOT COUNT TUITION AND FEES COLLECTED FROM STUDENTS TOWARD MEETING MATCHING, COST SHARING OR MAINTENANCE OF EFFORT REQUIREMENTS OF A PROGRAM (34 CFR 76.534).
16	**UPDATED** THAT THE SUBGRANTEE SHALL, TO THE EXTENT POSSIBLE, COORDINATE EACH OF ITS PROJECTS WITH OTHER ACTIVITIES THAT ARE IN THE SAME GEOGRAPHIC AREA SERVED BY THE PROJECT AND THAT SERVES SIMILAR PURPOSES AND TARGET GROUPS (34 CFR 76.580).
17	That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.
18	The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT
19	That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall: (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools. (D) Comply with the requirements of 34 C.F.R. Section 76.652 through 76.662.
20	That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.

21	That funds will be used to **supplement and not supplant** state and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
22	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
23	**UPDATED** THAT THE SUBGRANTEE WILL COMPLY WITH ANY APPLICABLE FEDERAL, STATE AND LOCAL HEALTH OR SAFETY REQUIREMENTS THAT APPLY TO THE FACILITIES USED FOR A PROJECT (34 CFR 76.683).
24	**UPDATED** THAT IT SHALL PER 2 CFR 200.333 MAINTAIN RECORDS FOR THREE YEARS FOLLOWING COMPLETION OF THE ACTIVITIES FOR WHICH THE SUBGRANTEE USES THE FEDERAL OR STATE FUNDING AND WHICH SHOW: THE AMOUNT OF FUNDS UNDER THE SUBGRANT OR GRANT. HOW THE SUBGRANTEE USES THE FUNDS. THE TOTAL COST OF THE PROJECT. THE SHARE OF THAT TOTAL COST PROVIDED FROM OTHER SOURCES.
25	**UPDATED** IF REAL PROPERTY OR STRUCTURES ARE PROVIDED OR IMPROVED WITH THE AID OF FEDERAL FINANCIAL ASSISTANCE, THE SUBGRANTEE WILL COMPLY WITH APPLICABLE STATUTES, REGULATIONS AND THE PROJECT APPLICATION IN THE USE, ENCUMBRANCE, TRANSFER OR SALE OF SUCH PROPERTY OR STRUCTURE. IF PERSONAL PROPERTY IS SO PROVIDED, THE SUBGRANTEE WILL COMPLY WITH APPLICABLE STATUTES, REGULATIONS AND THE PROJECT APPLICATION IN THE USE, ENCUMBRANCE, TRANSFER, DISPOSAL AND SALE OF SUCH. THE UNIFORM GUIDANCE 2 CFR 200.307, 200.311, 200.312 AND 200.400.
26	That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
27	That the SUBGRANTEE is aware all federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any federal or state project.
28	**UPDATED** THE SUBGRANTEE WILL ADOPT AND USE THE PROPER METHODS OF ADMINISTERING THE SUBGRANTS PER 2 CFR 200 SUB PART F, INCLUDING, BUT NOT LIMITED TO: The enforcement of any obligations imposed by law. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
29	The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
30	Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
31	**UPDATED** THE SUBGRANTEE, BY SUBMISSION OF A GRANT PROPOSAL, AGREES THAT THE DEPARTMENT OR ODE HAVE THE AUTHORITY TO TAKE ADMINISTRATIVE SANCTIONS, INCLUDING, BUT NOT LIMITED TO, SUSPENSION OF CASH PAYMENTS FOR THE PROJECT, SUSPENSION OF PROGRAM OPERATIONS AND/OR, TERMINATION OF PROJECT OPERATIONS, AS NECESSARY TO ENSURE COMPLIANCE WITH APPLICABLE LAWS, REGULATIONS AND ASSURANCES FOR ANY PROJECT. THE SUBGRANTEE

	ACKNOWLEDGES THIS AUTHORITY UNDER 2 CFR 200.338, 34 CFR 74.62 AND OHIO REVISED CODE SECTION 3301.07 (C), AS APPLICABLE.
32	**Updated** For the construction of facilities with Federal funds per 2 CFR 200.320, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
33	**Updated** When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment (2 CFR 200.305).
34	**Updated** In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of 2 CFR 200.318.
35	The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
36	**Updated** That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 2 CFR: 200.313-Equipment; 200.20- Computing Devices-Machines used to acquire, store, analyze, process, public data and other information electronically. Includes accessories for printing, transmitting and receiving or storing electronic information; 200.94 Supplies-Tangible personal property other than equipment computing devices are supplies if less than $5,000.
37	**Updated** That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
38	**Updated** That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within 2 CFR 200.
39	**Updated** That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in The Uniform Guidance 2 CFR 200.71 and 200.343.
40	That no SUBGRANTEE will subgrant the approved project to another entity without the express written consent of ODE.
41	Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements):
	(A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or otherwise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE).
	(B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
	(C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement.
	(D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.
42	Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.
43	The SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statuses

	enforced by OCR.
44	**NEW** AS REQUIRED BY 2 CFR 25 APPENDIX A THE SUBGRANTEE HAS OBTAINED A DUN AND BRADSTREET (DUNS) NUMBER AND REGISTERED THE DUNS NUMBER IN THE FEDERAL SYSTEM FOR AWARD MANAGEMENT (SAM). THE DISTRICT MUST ENTER THE DUNS NUMBER INTO THE OHIO EDUCATIONAL DIRECTORY SYSTEM (OEDS-R).

PROGRAM-SPECIFIC ASSURANCES:

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

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

Signature of Authorized Person:	Date:

APPLICATION NARRATIVE

Please carefully read the instructions for Sections A-G and provide the information requested. Make sure that 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 30 typewritten pages using the following parameters:

Narrative, including the Executive Summary, cannot exceed 30 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 Striving Readers Subgrant 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 immediately follow the application narrative.

Number all pages, and include the LEA or early learning provider name and IRN and ODE/ODJFS license number (if applicable) in the header of each page.

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

SECTION A: EXECUTIVE SUMMARY

Provide a summary (no more than one page and included in the 30-page limit) that briefly describes the proposed project. Give the reader a vision of the project and the alignment to the applicant's Reading Achievement/Reading Readiness Plan. Summarize the amount of funding requested, introduce the grant project goals and activities, and begin to explain how those activities will support advancing the language and literacy development of the children served.

Th Executive Summary section will not be scored. This section may be posted for public viewing on the Department's website.

SECTION B: SUBGRANT PROJECT GOALS AND EVIDENCE-BASED PRACTICES/INTERVENTIONS (30 POINTS)

Application Criteria (See guidance document for definitions of evidence-based tiers on ODE's Striving Readers webpage**):**

1. Describes which goal or goals of the Local Literacy Plan the subgrant project will support;

2. Describes the evidence-based practice or intervention (stated in Appendix 1) used to support the goal. A strong description includes:

    a. An explanation of how the evidence-based practices and interventions align with the applicant's needs assessment, project goals and educational context;

    b. For each practice or intervention cited in the proposal, an indication of the tier of evidence associated with that practice or intervention (as defined by ESSA and U.S. Department of Education Non-Regulatory Guidance); and

    c. For each practice or intervention cited in the proposal, a brief explanation for how the applicant determined that the intervention it selected met Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") levels of evidence. If, for example, the applicant leveraged the department's Guide to Using the What Works Clearinghouse to identify an intervention that is Tier 1, the applicant should cite that process in its explanation.

    d. In cases where a practice or intervention does not meet Tier 1, Tier 2 or Tier 3 levels of evidence, a justification for why practices or interventions with those tiers of evidence are not being proposed.

    e. In cases where a practice or intervention does not meet Tier 1, Tier 2 or Tier 3 levels of evidence, a description of how the intervention will meet Tier 4 level of evidence, including a

description of the research-base that supports the practice, a logic model and description of the plan to evaluate the efficacy of the practice or intervention, including information about the research partner that will support the district in carrying out the evaluation.

3. Describes how the evidence-based practices/interventions are differentiated and appropriate for the ages/grade bands served;

4. Describes how educators will use the identified evidence-based practices/interventions to respond to the needs of individual students; and

5. Describes a theory or rationale for the local project, which may be demonstrated by a logic model.

SECTION C: IMPLEMENTATION PLAN (10 POINTS)

Application Criteria:

1. Describes the implementation of the proposed project. This includes:
   a. Key activities;
   b. Lead person(s);
   c. Specifics of implementation;
   d. Resources needed;
   e. Performance measure(s); and
   f. Timeline.

2. Describes the process for using the evidence-based practices or interventions described in Section B in the design of this implementation plan.

SECTION D: PLAN FOR MONITORING AND REVISING LOCAL PROJECTS (15 POINTS)

Application Criteria:

1. Describes how the project will be monitored through data-driven decision making, including a plan for revising and using ongoing data-driven decision-making;

2. Describes the child/student performance assessments used to monitor progress toward meeting performance goals; and

3. Describes the data to be analyzed to monitor adult implementation of the evidence-based practices or interventions.

SECTION E: COMPREHENSIVE LITERACY INSTRUCTION PROGRAM (20 POINTS)

Application Criteria:

Describes how the proposed project supports a Comprehensive Literacy Instruction Program, as defined by the U.S. Department of Education's 2017 Application for New Grants Under Striving Readers Comprehensive Literacy Grant Program (provided below).

Comprehensive literacy instruction means instruction that:

- Content of Instruction
  - Includes age-appropriate, explicit, systematic and intentional instruction in phonological awareness, phonics and decoding, vocabulary, language structure, reading fluency and reading comprehension;
  - Includes age-appropriate, explicit instruction in pre-, early and conventional writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
  - Provides opportunities for children to use language with peers and adults to develop language skills, including developing vocabulary; and
  - Links literacy instruction to the state's challenging academic standards, including standards relating to the ability to navigate, understand and write about complex subject matters in print and digital formats.

- Quality of Instruction
  - Includes developmentally appropriate, contextually explicit and systematic instruction, and frequent practice in reading and writing (including emergent reading and writing skills) across content areas;
  - Uses differentiated instructional approaches, including individual and small-group instruction and discussion;
  - Includes frequent practice of reading and writing (including emergent reading and writing) strategies;
  - Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning; and
  - Incorporates the principles of universal design for learning.
- Resources/Materials to Support Instruction
  - Makes available and uses diverse, high-quality print materials that reflect language and literacy development levels and interests of children.
- Data to Support Instruction
  - Uses age-appropriate, valid and reliable screening assessments, diagnostic assessments, formative assessment processes and summative assessments to identify a child's learning needs to inform instruction and monitor the child's progress and the effects of instruction; and
  - Promotes teachers' collaboration in planning, instruction and assessing a child's progress and on continuous professional learning.

SECTION F: CAPACITY BUILDING AND SUSTAINABILITY (25 POINTS)

Application Criteria:

1. Describes how the proposed project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation;
2. Describes how the proposed budget is of sufficient size and aligns with other subgrantee budgets, including federal, state and local funds to support proposed local project; and
3. Describes how educators throughout the LEA and/or early childhood provider were involved in the development of the plan and how the LEA has gathered support for the proposal amongst educators and stakeholders.
4. Describes the price per student cost of the proposed project and includes justification of that cost.
5. Describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the Striving Readers grant.

SECTION G: COMPETITIVE PREFERENCE PRIORITIES (OPTIONAL)

Describe how the applicant fulfills the following priorities:

Competitive Preference 1: *Alignment with Improvement Activities (5 points):* Priority will be given to applications that show a clear alignment between the Local Literacy Plan and subgrant project with other improvement activities and local improvement infrastructure.

Application Criteria:

- Describes how the proposal aligns with other improvement activities. The proposal does not contradict or interfere with the activities taking place in the organization;
- Describes processes that reflect use of the Ohio Improvement Process (which includes the use of a district leadership team, building-based teams, teacher-based teams, needs assessment, data analysis, strategy development, etc.) or another improvement process or district-defined mechanism that achieves similar objectives as the Ohio Improvement Process (with largely similar components);
- Describes the processes that reflect the use of a locally defined improvement infrastructure that includes leadership, teachers and families;

- Describes how the proposed implementation plan (section C) integrates with other district/program improvement plans and activities to ensure integrated and mutually reinforcing improvement activity.

Competitive Preference 2: *Extending Participation in Ohio's Early Literacy Pilot* **(5 points):** Priority will be given to applicants that are currently implementing specific aspects of the State's Systemic Improvement Plan: Early Literacy Pilot. The subgrant proposal must **supplement, not supplant, current literacy efforts, including the pilot.**

Review Criteria:

- Must be an LEA that is already part of the Ohio Early Literacy Pilot, which includes: Canton City Schools, Dayton Public Schools, Cincinnati Public Schools, Garfield Heights City Schools, Niles City Schools, Perkins Local Schools, Wellston City Schools, Western Local School District, Crestline Exempted Village School Districts, Edison Local School District, Fairfield Local Schools, Lancaster City Schools, Madison Local Schools, Riverside Local School District, Streetsboro City Schools, Swanton Local Schools; and

- Describes how the proposal extends the district's participation in the Early Literacy Pilot to other sites, professionals and/or grade levels. The proposal does not contradict or interfere with the activities taking place in the pilot.

Striving Readers Subgrant Competitive Preference Priorities criteria are available in the scoring rubric.

SECTION H: BUDGET WORKSHEET AND NARRATIVE

Budget Worksheet:

Applicants must complete and upload the Budget Worksheet (excel file) into the CCIP as part of the application packet. The Budget Worksheet details the proposed budget needs for the three years of the Striving Readers grant. It also provides the subgrant request for each of the defined age grade bands. Applicants must use the Budget Worksheet template that is available on the Department's website.

Budget Narrative:

Application Criteria

Provides an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. Provide other explanations or comments you deem necessary.

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

The following pages include templates for selected appendices. Applicants must use the guidelines and template when provided.

Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

APPENDIX 1

Striving Readers Subgrant Project Goals and Strategies Form Instructions

The Striving Readers subgrant application packet must include the following information for each activity to be considered for funding under this subgrant:

- The brief description of each strategy/intervention being proposed. Applicants must provide the reader with a clear picture of the proposed use of funds. Specifically, which proposed expenditures support the evidence-based strategy selected, and how the proposed strategy supports the comprehensive literacy instruction program;
- Each strategy must be connected to a SMART goal. For each goal statement the applicant writes, apply the following test to ensure it is SMART.

S = Specific: Easy to understand, specifies desired results, uses concrete action verbs (i.e., increase, solve, etc.) defines the goal by answering who, what, when, why and how.

M = Measurable: Describe how each goal (result) will be measured. Can the goal be measured using numbers (quantitative)? Decide what measure will indicate "success." How will you know if you have accomplished the goal?

A = Attainable: Does the applicant have the necessary tools or resources to accomplish this goal? Is the goal within the applicant's control?

R = Relevant: Is the goal in alignment with the mission, vision and guiding principles of the applicant?

T = Time-Bound: What is the specific timeframe to achieve this goal (beginning and end date), is the timeframe reasonable and does it include interim steps (benchmarks) and a plan to monitor progress?

Suggested Format: WHO WILL DO WHAT, HOW WELL, HOW WILL IT BE MEASURED AND WHEN?

Each strategy must include an evaluation method with a specified measurement tool. The evaluation method and measurement tool must be directly related to the requested federally funded strategies. The results of the evaluation method may be used for continued funding consideration. Each activity must have a specified measurement tool and must be measurable by the last month of the fiscal year so that results may be used to determine eligibility for continued support.

Each strategy must include a timeline reflecting when the strategy will be started, with significant dates identifying when benchmarks will occur and the expected date when the strategy will be fully implemented. During the required performance reports, subgrantees will be required to report progress toward meeting each goal and the implementation of each strategy.

Striving Readers SUBGRANT PROJECT GOALS AND STRATEGIES TEMPLATE

S.M.A.R.T. GOAL:	
EVIDENCE-BASED PRACTICE OR INTERVENTION:	
ESSA TIER IDENTIFICATION:	**FUNDS BUDGETED FOR THIS PRACTICE OR INTERVENTION:**
DESCRIPTION OF IMPLEMENTATION (including associated action steps, lead person(s) and specifics of implementation):	
RESOURCES NEEDED:	
PERFORMANCE MEASURE:	
TIMELINE:	

PROFESSIONAL DEVELOPMENT PLAN INSTRUCTIONS

All applicants must provide a Professional Development Plan to support each evidence-based practice or intervention as identified in Section B and Appendix 1 of the application. The plan should align specifically to subgrant project goals and evidence-based practices or interventions, as well as the mission, vision and strategic goals of the proposed project.

For each evidence-based practice or intervention, the applicant will complete the Professional Development Plan Template Part A. Part B will be completed once, as a part of each Professional Development Plan. The Professional Development Plan will be updated at least annually during the subgrant period.

INSTRUCTIONS AND DEFINITIONS FOR COMPLETING THE PROFESSIONAL DEVELOPMENT PLAN TEMPLATE

Goals and Evidence-Based Practices or Interventions

The goals and evidence-based practices or interventions should align specifically with the subgrant project goals and evidence-based practices or interventions and actions outlined in Section B and Appendix 1. Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound) and should be rigorous and data driven. A needs assessment of the professional development in the school/program should be conducted to determine the type of professional development that is needed and should focus on improving student achievement and development. *(Add more rows on the template as needed.)*

Professional Development Description

Some professional learning activities may address more than one goal. Provide a brief overview of activities that are a part of the professional development program. List any training activities that are planned, including internal and external events, seminars, conferences, research experiences, mentoring and coaching, partnerships, etc. Match each action/activity to its relevant goal/objective. Identify the activity/model(s) of training that will be used to best reach the above goals and objectives. Will activities be individualized or in groups? Are activities based on research or best practices? Is there a model that has been used in a population similar to the district/program? Include dates that indicate when the professional learning will begin and end.

ESSA Criteria Alignment

The *Every Student Succeeds Act* (ESSA) provides a definition of high-quality professional learning. As you document your plan, place check marks for each criterion that is fulfilled by the professional learning activity. The following six criteria must be addressed to ensure deep learning that can change teacher practice (see b below).

Resources

Describe the resources (staff, partners, providers, experts, etc.) that are available and/or will be utilized to carry out professional development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (Striving Readers, operating budget or other sources) will be used to carry out these activities?

Outcomes/Evaluation

The professional development plan should have established outcomes supported by an evaluation method to ensure goals are met. Consider how the success of the plan will be measured (behavior, attitudes, knowledge) and whether the school has met the previously identified needs. Any evaluation of outcomes should be both qualitative and quantitative (i.e., observations tracking use of new skills, self-reflection of value of new training, etc.) and include the intended impact for student performance goals and objectives.

Subgrant Considerations

When creating the professional development plan, consider how the plan overlaps with other areas of the application, such as:

- Subgrant goals and activities – Does the professional development plan align with one or more subgrant goals or activities?
- Budget – Does your budget clearly support your professional development plan?
- Technology – Will staff/faculty need training on technology?
- Library Media Center – Will resources be purchased, and will space be set aside in the library for professional development books?
- Networking – How will you use professional development to improve networking opportunities?

The subgrantee must assure that all planned professional development meets the standards for high-quality professional development in Ohio. In a birth to age 5 application, all professional development must be Ohio-approved.

U.S. Department of Education's 2017 Applications for New Grants under Striving Readers Comprehensive Literacy Grant Programs Definition of Professional Development:

Professional development means activities that--

(a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the State's challenging academic standards;

(b) Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused; and

(c) May include activities that--

(1) Improve and increase teachers'—

(i) Knowledge of the academic subjects the teachers teach;

(ii) Understanding of how students learn; or

(iii) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(2) Are an integral part of broad schoolwide and districtwide educational improvement plans;

(3) Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

(4) Improve classroom management skills;

(5) Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

(6) Advance teacher understanding of--

(i) Effective instructional strategies that are evidence-based; or

(ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(7) Are aligned with, and directly related to, academic goals of the school or LEA;

(8) Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian Tribes (as applicable), and administrators of schools to be served under this program;

(9) Are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(10) To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in

the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

(11) Are regularly evaluated for their impact on teacher effectiveness and student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(12) Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(13) Provide instruction in the use of data and assessments to inform classroom practice;

(14) Provide instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(15) Involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965, as amended (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(16) Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(17) Provide follow-up training to teachers who have participated in activities described in this paragraph (c) that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; or

(18) Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.

Professional Development Plan
Template Part A

LEA/Early Childhood Provider or Consortium Lead Name:
IRN or ODE/ODJFS License Number:
Professional Development **Contact Name/Phone Email:**

Goal:

Evidence-Based Practice or Intervention:

(Check all that apply for each activity.)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1.							
2.							
3.							

Resources Required	Outcomes/Evaluation
1.	1.
2.	2.
3.	3.

Professional Development Plan
Template Part B

Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.
Sustained: Taking place over an extended period; longer than one day or a one-time workshop.
Intensive: Focused on a discreet concept, practice or program.
Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.
Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.
Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.
Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

DISADVANTAGED STUDENTS TEMPLATE-Individual Applicant

The data provided in the below tables is to represent data from school year 2016-2017 so that it can be verified by the Department. Subgrant recipients will update this data each year of the grant. The subgrant applicant should provide information on all age/grade ranges served, even if the subgrant applicant is not applying for a project that will impact all age/grade ranges served. If the subgrant applicant does not serve a specific age/grade range, mark the corresponding data cell with N/A.

Consortium applicants: If this application is being submitted on behalf of a consortium, this template must be completed for the consortium as a whole.

Subgrant Applicant_____

Disadvantaged Students Table A: Birth-Age 5

Question	Estimate of Number of Children Directly Served by Striving Readers Proposal	Estimate of Percentage of Children Directly Served by Striving Readers Proposal
1. How many children are served through this entity or consortium?		**N/A**
2. How many children come from economically disadvantaged backgrounds **only** (defined as at or below 200 percent Federal Poverty Level)?		
3. How many children are English learners **only**?		
4. How many children are identified has having a developmental delay **only**?		
5. How many children are identified as meeting two or more of the above criteria?		
6. How many learners do not meet any of the above criteria?		
7.How many learners scored under their age expectation on the Communication portion of the Language and Literacy Learning Progression of the Early Learning Assessment (or comparable assessment)?		

*Answers to questions 2 through 6 should add up to your answer in question 1.

Disadvantaged Students Table B: Kindergarten-Grade 5

Question	Estimate of Number of Learners Directly Served by Striving Readers Proposal	Estimate of Percentage of Learners Directly Served by Striving Readers Proposal
1. How many learners are served in kindergarten-grade 5?		**N/A**
2. How many learners come from economically disadvantaged backgrounds **only**?		
3. How many learners are English learners **only**?		

Question		
4. How many learners are identified as a student with a disability **only**?		
5. How many children are identified as meeting two or more of the above criteria?		
6. How many learners do not meet any of the above criteria?		
5. How many learners scored *not on track* on the language and literacy section of the Kindergarten Readiness Assessment?		
6. How many learners scored below proficient on Ohio's State Test in grade 3 English language arts?		
7. How many learners scored below proficient on Ohio's State Test in grade 4 English language arts?		
8. How many learners scored below proficient on Ohio's State Test in grade 5 English language arts?		
9. How many learners scored below proficient on Ohio's English Language Proficiency Assessment?		
10. How many learners scored below proficient on Ohio's Alternate Assessment for Students with Significant Disabilities?		

* Answers to questions 2 through 6 should add up to your answer in question 1.

Disadvantaged Students Table C: Grades 6-8

Question	Estimate of Number of Learners Directly Served by Striving Readers Proposal	Estimate of Percentage of Learners Directly Served by Striving Readers Proposal
1. How many learners are served in grades 6-8?		**N/A**
2. How many learners come from economically disadvantaged backgrounds **only**?		
3. How many learners are English learners **only**?		
4. How many learners are identified as a student with a disability **only**?		
5. How many children are identified as meeting two or more of the above criteria?		
6. How many learners do not meet any of the above criteria?		
7. How many learners scored below proficient on Ohio's State Test in grade 6 English language arts?		
8. How many learners scored below proficient on Ohio's State Test in grade 7 English language arts?		
9. How many learners scored below proficient on Ohio's State Test in grade 8 English language arts?		
10. How many learners scored below proficient on Ohio's English Language Proficiency Assessment?		

11.How many learners scored below proficient on Ohio's Alternate Assessment for Students with Significant Disabilities?		

* Answers to questions 2 through 6 should add up to your answer in question 1.

Disadvantaged Students Table D: Grades 9-12

Question	Estimate of Number of Learners Directly Served by Striving Readers Proposal	Estimate of Percentage of Learners Directly Served by Striving Readers Proposal
1. How many learners are served in grades 9-12?		N/A
2. How many learners come from economically disadvantaged backgrounds **only**?		
3. How many learners are English learners **only**?		
4. How many learners are identified as a student with a disability **only**?		
5. How many children are identified as meeting two or more of the criteria above?		
6. How many learners do not meet any of the above criteria?		
7. How many learners scored below proficient on the end-of-course Ohio's State Test in English I?		
8. How many learners scored below proficient on the end-of-course Ohio's State Test in English II?		
9. How many learners scored below proficient on Ohio's English Language Proficiency Assessment?		
10. How many learners scored below proficient on Ohio's Alternate Assessment for Students with Significant Disabilities?		

* Answers to questions 2 through 6 should add up to your answer in question 1.

AGREEMENT TO PARTICIPATE IN STRIVING READERS ACTIVITIES

I, the authorized representative of the Striving Readers subgrant applicant, agree to fully participate in the following activities:

1. Cooperation with national evaluation: Subgrant recipients must provide written assurance to cooperate with a national evaluation of the Striving Readers program. This may include adhering to the results of a random assignment process (e.g., lottery) to select schools or early learning providers that will receive Striving Readers funds, as well as agreeing to implement the literacy interventions proposed to be funded under Striving Readers only in schools or early learning providers that will receive Striving Readers funds;

   If selected, applicants for subgrant funds under the Striving Readers program must cooperate with the national evaluation of the Striving Readers program to be conducted by the U.S. Department of Education (USDOE) and must provide a written assurance to that effect. This will require subgrantees to submit individual student-level data for Striving Readers-funded schools, as well as non-funded comparison schools, consistent with federal, state and local privacy laws and requirements. The type of data that will be collected includes, but is not limited to, the following:

   o Demographic information, including participants' gender, race, age, school, grade level, student ID, LEP/ELL status, special education/IEP status, and poverty code (free/reduced price lunch eligibility code, Title I status, other poverty measure);
   o Academic information, including performance on state achievement exams, performance on national achievement exams, and standardized end-of-grade and end-of-course test scores;
   o Attendance information, including days enrolled, days absent and days present;
   o Discipline information, including number of disciplinary referrals, in-school suspensions and out-of-school suspensions.

   Subgrantees must submit this data to a contractor designated as the U.S. Department of Education's authorized representative for conducting the evaluation through a contract with the National Center for Education Evaluation and Regional Assistance (NCEE), which is part of the U.S. Department of Education's Institute of Education Sciences (IES). Both NCEE contractors and IES are required to protect and maintain the confidentiality of the data collected, under the confidentiality and data protection requirements of the Education Sciences Reform Act of 2002 (Title I, Part E, Section 183). Neither IES nor the contractor will publicly report any personally identifiable information.

   The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded.

2. Participation in annual Literacy Academy:
   a. Applicant are encouraged to attend the Department's Literacy Academy, held in January 2018, as part of the pre-application process;
   b. Subgrant recipients must attend the Department's yearly Literacy Academies through the duration of the grant (required attendees will be determine upon award).

3. Administrative Support:
   a. All principals and assistant principals, or other personnel in the role of "instructional leader" in the LEA, including all consortia members, will participate in administrator forums (online webinars) offered in support of the Striving Readers grant (required participants will be identified upon award); and
   b. All subgrantees serving kindergarten-grade 5, including consortia members, will work with local early childcare and education providers (these may or may not be grant partners) to engage in a "Ready Schools" needs assessment through the Ohio Ready Schools Initiative and create a

Ready Schools plan to ensure local districts are ready to receive young children from their communities;

4. Assessment and Data Management:
   a. All subgrant recipients receiving funds for birth-age 5 must administer the Early Learning Assessment to all learners impacted by the Striving Readers funding and utilize EMIS or EAS for data submission;
   b. All subgrant recipients receiving funds for kindergarten-grade 5 must administer 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;
   c. All subgrant recipients receiving funds for middle school (grades 6-8) must administer Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 6-8;
   d. All subgrant recipients receiving funds for high school (grades 9-12) must administer Ohio's State Tests in English language arts I & II to all students enrolled in the district or school in grades 9-12:
   e. All subgrant recipients receiving funds for serving K-12 must administer the Ohio's English Language Proficiency Assessment and the Ohio's Alternate Assessment for Students with Significant Disabilities when applicable.

5. Monitoring:
   a. All subgrant recipients will comply with requests to collect information via surveys, interviews and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis.
   b. All subgrant recipients must use an existing tool or develop a program fidelity tool to determine if the program is implementing the intervention as intended with fidelity and submit this information to the state on an annual basis.
   c. All subgrant recipients will allow the state to collect information on teacher and administrator capacity.

6. Reporting:
   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 scores on the Kindergarten Readiness Assessment for all kindergartners;
   c. Report to the state each year, what percentage of participating fifth grade students, eighth grade students and high school students meet or exceed proficiency on Ohio's State Tests in English language arts for the respective grade level.
   d. Report to the state each year the progress of participating students assessed using Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.

_____   _____

Signature of Authorized Representative   **Date**

SUPPORT FROM EDUCATORS FOR STRIVING READERS SUBGRANT PROPOSAL

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

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

_____   _____

Signature of Superintendent/CEO   Date

_____   _____

Signature of Local Board of Education President, if applicable   Date

_____   _____

Signature of Elementary School Principal, if applicable   Date

_____   _____

Signature of Middle School Principal, if applicable   Date

_____   _____

Signature of High School Principal, if applicable   Date

_____   _____

Signature of Grade Level/Content Teacher/s   Date

Add additional grade-level signature lines as needed.

_____   _____

Question	Number of Staff
How many staff members were involved in the development of this proposal?	
How many staff members support this proposal?	

Evidence of Nonprofit

(Only required for nonprofit early childhood providers applying for birth-age 5 funding.)

Nonprofit early childhood providers must supply evidence of nonprofit. As outlined in 34 CFR 77, an applicant may show that it is a nonprofit organization by any of the following means:

(1) Proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;

(2) A statement from a State taxing body or the State attorney general certifying that:

(i) The organization is a nonprofit organization operating within the State; and

(ii) No part of its net earnings may lawfully benefit any private shareholder or individual;

(3) A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or

(4) Any item described in paragraphs (b) (1) through (3) of this section if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

Consortium Member List

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

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

Organization IRN	Organization Name	Contact Name	Contact Phone	Contact Email

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
Eligibility			
Applicant meets the definition of a LEA or Nonprofit Early Childhood Education Provider	☐	☐	☐
Applicant meets the eligibility criteria associated with disadvantaged students (LEA only)	☐	☐	☐
Adherence with Formatting Requirements			
Narrative is 30 pages or fewer, double-spaced	☐	☐	☐
Narrative font size is 11 pt	☐	☐	☐
Narrative font style is Arial	☐	☐	☐
Narrative page margins are one inch	☐	☐	☐
Narrative includes a header on all pages with all the following information: page numbers, applicant name, and applicant IRN or ODE/ODLFS license number	☐	☐	☐
Completeness: Narrative			
Section A: Executive Summary	☐	☐	☐
Section B: Subgrant Project Goals and Evidence-Based Practices/Interventions	☐	☐	☐
Section C: Implementation Plan	☐	☐	☐
Section D: Plan for Monitoring and Revising Local Projects	☐	☐	☐
Section E: Comprehensive Literacy Instruction Program	☐	☐	☐
Section F: Capacity Building and Sustainability	☐	☐	☐
Section G: Competitive Preference Priorities (Optional)	☐	☐	☐

Completeness: Appendices			
1. Striving Readers Subgrant Goals and Strategies Form(s)	☐	☐	☐
2. Professional Development Plan	☐	☐	☐
3. Disadvantaged Students	☐	☐	☐
4. Agreement to Participate in Grant Activities	☐	☐	☐
5. Support from Educators for Grant Proposal	☐	☐	☐
6. Evidence of Nonprofit (only required of early childhood educators)	☐	☐	☐
Budgetary Restrictions: Applicant indicates that funds will only be used for allowable purposes	☐	☐	☐

Criteria	Yes	No
Applicant's Local Literacy Plan is informed by a comprehensive needs assessment (Section 3)	☐	☐
Applicant's Local Literacy Plan is aligned to Ohio's Plan to Raise Literacy Achievement	☐	☐
Applicant's Local Literacy Plan includes practices and interventions that are evidence-based, as defined by ESSA and U.S. Department of Education non-regulatory guidance (Section 8A)	☐	☐
Applicant's Local Literacy Plan provides for professional development, as defined by the U.S. Department of Education (Section 8C)	☐	☐
Applicant's Local Literacy Plan includes a plan to track children's outcomes consistent with all applicable privacy requirements (Section 7)	☐	☐

OVERALL RECOMMENDATION FOR TECHNICAL REVIEW *(CHECK ONE)*:

☐ APPROVED   ☐ NOT APPROVED

ADDITIONAL COMMENTS

LOCAL LITERACY PLAN TECHNICAL REVIEW RUBRIC

REQUIRED COMPONENTS UNDER THE STRIVING READERS GRANT

Subgrantees are required to have and submit a Local Literacy Plan that:

1. Is informed by a comprehensive needs assessment;
2. Is aligned with Ohio's comprehensive literacy plan;
3. Includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available;
4. Provides for professional development; and
5. Includes a plan to track children's outcomes consistent with all applicable privacy requirements.

RATING CHARACTERISTICS:

Not Addressed or Poorly Developed/0 Points

The response is not provided or the response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Marginally Developed/1 Point

The response meets the some of the established criteria but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Adequately Developed/2 Points

The response meets most of the established criteria, but it requires additional information, explanation or detail in one or more areas.

Fully Developed/3 Points

The response demonstrates the applicant's thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the school expects to operate and inspires confidence in the applicant's capacity to execute the plan effectively.

Business Rules	
Business Rule 1	Applicant must receive at least 60 percent of the points available in **each** requirement to be approved.
Business Rule 2	If the applicant is required under Ohio law (ORC 3302.13) to submit a Reading Achievement Plan to the Department, the applicant's Reading Achievement Plan must be in compliance with Ohio law.

REQUIREMENT 1: LOCAL LITERACY PLAN IS INFORMED BY A COMPREHENSIVE NEEDS ASSESSMENT (SECTION 3 PARTS A & B)

Criteria A: The plan includes an analysis of learner performance data for all age levels served.

- **Indicators:**
  - Analysis includes relevant data sources for all age levels served;
  - Data is not simply provided — it is analyzed in a manner that assumptions or conclusion are drawn and included in the data analysis section (may include a root cause analysis).

Criteria B: The plan includes an analysis of factors other than learner performance.

- **Indicators:** Analysis includes other factors, **supported by data,** that may influence reading achievement. These may include:
  - o Factors related to adult implementation of specific practices or programs;
  - o Factors related to adult data, such as teacher attendance, teacher/leader turnover, educator years of experience, etc.
  - o Factors related to family engagement;
  - o Factors related to community partnerships; and/or
  - o Factors related student demographics not represented in the analysis of learner performance data.

REQUIREMENT 2: LOCAL LITERACY PLAN IS ALIGNED TO OHIO'S COMPREHENSIVE LITERACY PLAN

Criteria A: The plan is aligned to the state's plan: Shared Leadership.

- **Indicators:**
  - o The plan includes the use of Ohio Improvement Process (OIP) team structures or team structures from a school improvement model comparable to OIP or other improvement efforts identified by the organization;
  - o The plan includes support for educational leaders (may include administrators, teacher-leaders, instructional coaches, reading specialists) on evidence-based systems that support language and literacy development.

Criteria B: The plan is aligned to the state plan: Multi-Tiered System of Supports

- **Indicators:**
  - o The plan includes support for data-driven decision-making;
  - o The plan includes the use of assessments, including a universal screener, diagnostic tools, progress monitoring tools and summative assessments;
  - o The plan includes the decision rules used to match students to interventions and exit students from interventions; and
  - o The plan includes information on how core instruction is differentiated to meet the diverse needs of learners.

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

- **Indicators:**
  - o The plan provides professional learning focused on evidence-based language and literacy practices;
  - o The plan provides professional learning focused on utilizing language and literacy data to drive instructional decision-making;
  - o The plan provides for instructional coaching in evidence-based language and literacy practices.

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

- **Indicators:**
  - o The plan includes family engagement opportunities; and
  - o The plan includes support for literacy engagement at home.

Criteria E: The plan is aligned to the state plan: Community Collaboration.

- **Indicator:** Community partners are included in the development and implementation of the plan.

Criteria F: The plan uses the Simple View of Reading to drive development of the proposed goals, strategies and action steps.

- **Indicators:** The Simple View of Reading (Word Recognition X Oral Language Comprehension) is appropriately utilized when engaging in:
  - o Data interpretation;
  - o Curriculum auditing;

- o Curriculum supplementation;
- o Identification of evidence-based strategies.

Criteria G: The plan describes how all learners are represented and supported along the language and literacy development continuum.

- **Indicators:**
  - o The plan describes how all ages/grades served are provided with literacy instruction;
    - ▪ Applicant serves birth-age 5: the plan includes supports for phonological processing, print awareness and oral language;
    - ▪ Applicant serves K-grade 5: the plan includes explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension;
    - ▪ Applicant serves grades 6-12: the plan includes reading across content areas, disciplinary literacy and intensive intervention
  - o The plan describes how children/students with complex needs are supported;
  - o The plan describes how struggling readers are supported:
    - ▪ Includes assessment information;
    - ▪ Includes decision rules (including exit criteria) for matching children with interventions.

Criteria H: The LEA describes how the plan will enhance partnerships and collaboration of general and special education practitioners and stakeholders.

- **Indicators:**
  - o Inclusion of the Integrated Comprehensive Systems Framework (focusing on equity and best practices, establishing equitable structures: location and arrangement of students and staff, implementing change by leveraging funding and regulations in support of proactive service delivery; and establishing access to high-quality teaching and learning for ALL learners through developing teacher capacity); **or**
  - o Inclusion and well-developed description of another equity framework

REQUIREMENT 3: LOCAL LITERACY PLAN INCLUDES INSTRUCTIONAL PRACTICES AND INTERVENTIONS THAT ARE EVIDENCE-BASED, AS DEFINED BY ESSA AND U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE, WHERE EVIDENCE IS APPLICABLE AND AVAILABLE (SECTION 8)

Criteria A:

- The application includes evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence (as defined by ESSA, federal guidance and state policy) for literacy instruction for all students.
- In addressing literacy instruction for all children/students, if the application does not include evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.

Criteria B:

- The application includes evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence (as defined by ESSA, federal guidance and state policy) for students identified as struggling with literacy.
- In addressing literacy instruction for students struggling with literacy, if the plan does not include evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.

Criteria C:

- For each practice included in the application that is identified as meeting Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") levels of evidence, the application includes a brief explanation of how the applicant determined the intervention met a Tier 1, Tier 2 or Tier 3 level of evidence.
- For each practice included in the application that is identified as meeting Tier 4 levels of evidence, the application includes a description of the research-base that supports the practice, a logic model linking the intervention to improved child/student outcomes and a description of the applicant's plan to evaluate the efficacy of the practice or intervention, including information about the research partner who will support the district in evaluating the practice or intervention.

REQUIREMENT 4: LOCAL LITERACY PLAN PROVIDES FOR PROFESSIONAL DEVELOPMENT (SECTION 8 PART C)

Criteria A: The professional development plan is data driven.

- **Indicators:** This professional development plan is linked to the goals, action maps and evidence-based strategies for students stated throughout the plan and may include activities that improve and increase teachers':
  - o Knowledge of academic subjects they teach;
  - o Understanding of how children/students learn; or
  - o Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments and materials based on such analysis

Criteria B: The professional development is sustained and intensive.

- **Indicators:**
  - o The proposed professional development offerings are not one day, short-term, stand-alone, workshops.
  - o The professional development is supported by follow up that may include coaching.

Criteria C: The professional development is collaborative.

- **Indicators:** May include activities that:
  - o Are developed with extensive participation of teachers, principals, other school leaders, parents and administrators of schools/programs to be served under the program.
  - o Provide instruction in ways that teachers, principals, other school/program leaders, specialized instructional support personnel and school/program administrators may work more effectively with parents and families.
  - o Provide for school staff and other early childhood education program providers to address jointly the transition to elementary school.

Criteria D: The professional development is job-embedded.

- **Indicators:** Activities may include:
  - o Book studies;
  - o Modeling in the classroom;
  - o Data analysis; or
  - o Provide instruction in the use of data and assessments to inform classroom practice.

Criteria E: The professional development is instructionally-focused.

- **Indicators:** May include activities that:
  - o Improve classroom management skills.
  - o Provide training for teachers, administrators and other school and community-based early childhood education program leaders in the use of technology, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach.
  - o Provide instruction in the use of data and assessments to inform classroom practice.
  - o Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and

academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports and use of accommodations.

<table>
<tr><td colspan="2">REQUIREMENT 5: LOCAL LITERACY PLAN INCLUDES A PLAN TO TRACK CHILDREN'S OUTCOMES CONSISTENT WITH ALL APPLICABLE PRIVACY REQUIREMENTS (SECTION 7)</td></tr>
</table>

Criteria A: The plan includes progress monitoring of learner outcomes relative the learner performance goal(s)

- **Indicators:** The plan specifies:
   - What evidence is collected, at what times and by whom;
   - How the district/program is monitoring the extent to which schools are implementing the action steps; and
   - How districts/programs are monitoring the extent to which schools are measuring their students' progress toward the district's goals.

Criteria B: Plan includes protocol to be followed if learners are not progressing toward learner performance goal(s).

- **Indicators:** The plan specifies what will be done to facilitate improvement in schools/programs where the data being collected shows that students are not progressing toward the learner performance goals.

Requirement 1: Local Literacy Plan is informed by a comprehensive needs assessment				
Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. The plan includes an analysis of learner performance data for all age levels served.	0	1	2	3
B. The plan includes an analysis of factors other than learner performance.	0	1	2	3
				Total Points: __/6 Points Needed: 4

Requirement 2: Local Literacy Plan is aligned to Ohio's comprehensive literacy plan				
Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. The plan is aligned to the state plan: Shared Leadership.	0	1	2	3
B. The plan is aligned to the state plan: MTSS.	0	1	2	3
C. The plan is aligned to the state plan: Teacher Capacity.	0	1	2	3
D. The plan is aligned to the state plan: Family Partnerships.	0	1	2	3

E. The plan is aligned to the state plan: Community Collaboration.	0	1	2	3
F. The LEA uses the Simple View of reading to drive development of the plan.	0	1	2	3
G. The plan describes how all learners are represented and supported along the language and literacy development continuum.	0	1	2	3
H. The LEA describes how the plan will enhance partnerships and collaboration of general and special education practitioners and stakeholders.	0	1	2	3

Total Points: __/24

Points Needed: 15

Requirement 3: Local Literacy Plan includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available				
Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. The application includes evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence (as defined by ESSA, federal guidance and state policy) for literacy instruction for all students. In addressing literacy instruction for all children/students, if the application does not include evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.	0	1	2	3

B. The application includes evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence (as defined by ESSA, federal guidance and state policy) for students identified as struggling with literacy. In addressing literacy instruction for students struggling with literacy, if the plan does not include evidence-based practices supported by Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") evidence, the application includes a justification for why practices identified with those levels of evidence are not being proposed.	0	1	2	3
C. For each practice included in the application that is identified as meeting Tier 1 ("Strong"), Tier 2 ("Moderate") or Tier 3 ("Promising") levels of evidence, the application includes a brief explanation of how the applicant determined the intervention met a Tier 1, Tier 2 or Tier 3 level of evidence. For each practice included in the application that is identified as meeting Tier 4 levels of evidence, the application includes a description of the research-base that supports the practice, a logic model linking the intervention to improved child/student outcomes and a description of the applicant's plan to evaluate the efficacy of the practice or intervention, including information about the research partner who will support the district in evaluating the practice or intervention.	0	1	2	3

Total Points: __/9

Points Needed: 6

Requirement 4: Local Literacy Plan provides for professional development

Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. This professional development plan data driven.	0	1	2	3
B. The professional development is sustained and intensive.	0	1	2	3
C. The professional development is collaborative.	0	1	2	3
D. The professional development is job-embedded.	0	1	2	3
E. The professional development is classroom focused.	0	1	2	3

Total Points: __/15

Points Needed: 9

Requirement 5: Plan includes a plan to track children's outcomes consistent with all applicable privacy requirements

Criteria	Not Addressed or Poorly Addressed	Marginally Developed	Adequately Developed	Fully Developed
A. The plan includes progress monitoring of learner outcomes relative the learner performance goal(s).	0	1	2	3
B. Plan includes protocol to be followed if learners are not progressing toward learner performance goal(s).	0	1	2	3

Total Points: __/6

Points Needed: 4

Final Approval/Disapproval of Local Literacy Plan			
USDOE Requirement	Score	Score Necessary for Approval	Was the requirement met?
Requirement 1		4	□ **Yes** □ **No**
Requirement 2		15	□ **Yes** □ **No**
Requirement 3		6	□ **Yes** □ **No**
Requirement 4		9	□ **Yes** □ **No**
Requirement 5		4	□ **Yes** □ **No**
Approved	□ **Yes** □ **No**		

INDEPENDENT PEER REVIEW TEAM
A team of independent peer reviewers will assess and score all applications. Review teams are comprised of education stakeholders with expertise in language and literacy development birth through grade 12.

SCORING REQUIREMENTS

The following criteria will be used by reviewers to evaluate the application. The Department will determine the minimum threshold of total points earned (excluding points earned for Competitive Preference Priorities) to be recommended for funding. Additionally, applicants that earn zero (0) points for any section will not be recommended for funding.

APPLICATION CHECKLIST

The Ohio Department of Education's Technical Review Team will ensure that each applicant submitted all required narratives and appendices prior to scoring the application. Applications that are missing one or more required narratives and/or appendices will not be scored.

RATING CHARACTERISTICS:

Not Addressed/0 Points
The response is not provided.

Poorly Developed/1 Point
The response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Marginally Developed/2 Points
The response meets the some of the established criteria but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Adequately Developed/3 Points
The response meets most of the established criteria, but it requires additional information, explanation or detail in one or more areas.

Well Developed/4 Points
The response meets the established criteria, but it requires additional information, explanation or detail in one or more areas.

Fully Developed/5 Points
The response demonstrates the applicant's thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the school expects to operate and inspires confidence in the applicant's capacity to execute the plan effectively.

OHIO STRIVING READERS SUBGRANT RUBRIC

SECTION B: SUBGRANT GOALS AND EVIDENCE-BASED PRACTICES/INTERVENTIONS

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describe which goal or goals of the Local Literacy Plan the subgrant project will support	0	1	2	3	4	5
Describe the evidence-based practice or intervention (stated in Appendix 1) used to support the goal. • An explanation of how the evidence-based practices and interventions align with the applicant's needs assessment, project goals and educational context.	0	1	2	3	4	5
Describe the evidence-based practice or intervention (stated in Appendix 1) used to support the goal. • For each practice or intervention cited in the proposal, an indication of the tier of evidence associated with that practice or intervention; and • For each practice or intervention cited in the proposal, a brief explanation for how the applicant determined that the intervention it selected met Tier 1 ("Strong"), Tier 2 ("Moderate"), or Tier 3 ("Promising") levels of evidence. If, for example, the applicant leveraged the Department's Guide to Using the What Works Clearinghouse to identify an intervention that is Tier 1, the applicant should cite that process in its explanation. • An explanation of how the evidence-based practices and interventions align with the applicant's needs assessment, project goals and educational context; • For each practice or intervention cited in the proposal, an indication of the tier of evidence associated with that practice or intervention (as defined by ESSA and U.S. Department of Education Non-Regulatory Guidance); and • For each practice or intervention cited in the proposal, a brief explanation for how the applicant determined that the intervention it	0	1	2	3	4	5

selected met Tier 1 ("Strong") Tier 2 ("Moderate") or Tier 3 ("Promising") levels of evidence. If, for example, the applicant leveraged the Department's Guide to Using the What Works Clearinghouse to identify an intervention that is Tier 1, the applicant should cite that process in its explanation. • In cases where an intervention does not meet Tier 1, Tier 2 or Tier 3 levels of evidence, a justification for why interventions with those levels of evidence are not being proposed. • In cases where an intervention does not meet Tier 1, Tier 2 or Tier 3 levels of evidence, a description of how the intervention will meet Tier 4 level of evidence, including a description of the research-base that supports the practice, a logic model, and description of the plan to evaluate the efficacy of the practice or intervention, including information about the research partner that will support the district in carrying out the evaluation.						
Describe how the evidence-based practices/interventions are differentiated and appropriate for the ages/grade bands served.	0	1	2	3	4	5
Describe how educators will use the identified evidence-based practices/interventions to respond to the needs of individual students.	0	1	2	3	4	5
Describe a theory or rationale for the local project, which may be demonstrated by a logic model.	0	1	2	3	4	5
Total Points Earned						**/ 30**

SECTION C: IMPLEMENTATION PLAN

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes the implementation of the proposed project. This includes: 1. Key activities; 2. Lead person(s); 3. Specifics of implementation; 4. Resources needed; 5. Performance measure(s); and 6. Timeline.	0	1	2	3	4	5
Describes the process for using the evidence-based practices or interventions described in Section B in the design of this implementation plan.	0	1	2	3	4	5
Total Points Earned						**/ 10**

SECTION D: PLAN FOR MONITORING AND REVISING LOCAL PROJECTS

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes how the project will be monitored through data-driven decision making, including a plan for revising using ongoing data-driven decision-making.	0	1	2	3	4	5
Describes the child/student performance assessments used to monitor progress toward meeting student performance goals.	0	1	2	3	4	5
Describes the data to be analyzed to monitor adult implementation of the evidence-based practices or interventions.	0	1	2	3	4	5
Total Points Earned						**/ 15**

SECTION E: COMPREHENSIVE LITERACY INSTRUCTION PROGRAM

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Content of Instruction • Includes age-appropriate, explicit, systematic and intentional instruction in oral language development, print concepts, phonological awareness, phonics and decoding, vocabulary, language structure, reading fluency and reading comprehension; • Includes age-appropriate, explicit instruction in writing (emergent, early and conventional writing), including opportunities for children/students to write with clear purposes, critical reasoning appropriate to the topic and purpose and specific instruction and feedback from instructional staff; • Provides opportunities for children to use language with peers and adults to develop language skills, including developing vocabulary; and • Links literacy instruction to the state's challenging academic standards, including standards relating to the ability to navigate, understand and write about complex subject matters in print and digital formats.	0	1	2	3	4	5
Quality of Instruction • Includes developmentally appropriate, contextually explicit and systematic instruction, and frequent practice in reading and writing (including emergent reading and writing) across content areas; • Uses differentiated instructional approaches, including individual and small-group instruction and discussion; • Includes frequent practice of reading and writing strategies; • Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning; and • Incorporates the principles of universal design for learning.	0	1	2	3	4	5
Resources/Materials to Support Instruction • Makes available and uses diverse, high-quality print materials that reflect the reading and development levels and interests of children.	0	1	2	3	4	5

Data to Support Instruction						
- Uses age-appropriate, valid and reliable screening assessments, diagnostic assessments, formative assessment processes and summative assessments to identify a child's learning needs to inform instruction and monitor the child/student's progress and the effects of instruction; and - Promotes teacher collaboration in planning, instruction and assessing a child's progress and on continuous professional learning.	0	1	2	3	4	5
Total Points Earned						**/ 20**

SECTION F: CAPACITY BUILDING AND SUSTAINABILITY

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes how the proposed project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation.	0	1	2	3	4	5
Describes how the proposed budget is of sufficient size and aligns with other subgrantee budgets, including Title I, II, III, IDEA and local funds to support proposed local project.	0	1	2	3	4	5
Describes how educators throughout the LEA were involved in the development of the plan and how the LEA has gathered support for the proposal amongst educators and stakeholder.	0	1	2	3	4	5
Describes the price per child/student cost of the proposed project and includes justification of that cost.	0	1	2	3	4	5
Describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the Striving Readers grant.	0	1	2	3	4	5
Total Points Earned						**/ 25**

COMPETITIVE PREFENCES

Competitive Preference Priorities Scoring
Reviewers will consider up to five additional pages outside the Application Narrative and Appendices to score this section. Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priorities and, therefore, will not be eligible to receive additional points.

Each of the Competitive Preference Priorities has an established point value, listed below. Applicants are awarded points for a Priority if they demonstrate all related criteria. These points are added to the total points earned on the Scoring Rubric for the Application Narrative and Appendices. The final total points possible does not increase.

- *Alignment with Improvement Activities (5 points);*
- *Extending Participation in Ohio's Early Literacy Pilot (5 points).*

COMPETITIVE PREFERENCE 1: ALIGNMENT WITH OTHER IMPROVEMENT ACTIVITIES

Did applicant include a response in the proposal?	☐ **Yes** ☐ **No**
Applicant's response meets *all* the below criteria: **Describes how the proposal aligns with other improvement activities. The proposal does not contradict or interfere with the activities taking place in the organization;** **Describes processes that reflect use of the Ohio Improvement Process (which includes the use of a district leadership team, building-based teams, teacher-based teams, needs assessment, data analysis, strategy development, etc.) or another improvement process or district-defined mechanism that achieves similar objectives as the Ohio Improvement Process (with largely similar components);** **Describes the processes that reflect the use of a locally defined improvement infrastructure that includes leadership, teachers and families;** **Describes how the proposed implementation plan (section C) integrates with other district/program improvement plans and activities to ensure integrated and mutually reinforcing improvement activity.**	☐ Yes ☐ No (If yes, award 5 points. If no, award 0 points.)
Points Awarded	

COMPETITIVE PREFERENCE 2: EXTENDING PARTICIPATION IN OHIO'S EARLY LITERACY PILOT

Did applicant include a response in the proposal?	☐ **Yes** ☐ **No**
Is the applicant currently participating in Ohio's Early Literacy Pilot? Districts: Canton City Schools, Dayton Public Schools, Cincinnati Public Schools, Garfield Heights City Schools, Niles City Schools, Perkins Local Schools, Wellston City Schools, Western Local School District, Crestline Exempted Village School Districts, Edison Local School District, Fairfield Local Schools, Lancaster City Schools, Madison Local Schools, Riverside Local School District, Streetsboro City Schools, Swanton Local Schools	☐ **Yes** ☐ **No**
Applicant's response meets *all* the below criteria: Applicant describes fully how the proposal extends the district's participation in the Early Literacy Pilot to other sites, professionals and/or grade levels. The proposal does not contradict or interfere with the activities taking place in the pilot.	☐ **Yes** ☐ **No** (If yes, award 5 points. If no, award 0 points.)
Points Awarded	

OHIO STRIVING READERS SUBGRANT APPLICATION SCORING SHEET

Applicant: _____

APPLICATION NARRATIVE AND APPENDICES

Application Component	Points Earned	Points Possible
Section A: Executive Summary	Not scored	Not scored
Section B: Subgrant Goals and Evidence-Based Practices/Interventions		30
Section C: Implementation Plan		10
Section D: Plan for Monitoring and Revising Local Projects		15
Section E: Comprehensive Literacy Instruction Program		20
Section F: Capacity Building and Sustainability		25
Total Points		100

COMPETITIVE PREFERENCE PRIORITY POINTS (Optional)

Competitive Preference Priority Points supplement the application narrative and appendices score without increasing the total points possible for the application. Instead, this category rewards applicants that demonstrate commitment to characteristics the Department prioritizes.

Competitive Preference Category	Points Earned	Points Possible
Alignment with Improvement Activities		5
Extending Participation in Ohio's Early Literacy Pilot		5
Total Points		xxx

TOTAL POINTS EARNED

Application Points Earned	
Competitive Preference Priority Points Earned	
Overall Application Score	