Frequently Asked Questions to the Comprehensive Literacy State Development (CLSD) Grant Request for Applications Instructions and Appendices

1. **Are local education agencies and early childhood programs participating in the Striving Readers Comprehensive Literacy grant eligible to apply for the Comprehensive Literacy State Development grant?**

Yes, so long as the local education agency or early childhood program meets the eligibility requirements outlined in this document.

2. **Am I eligible to apply for the subgrant as a non-profit entity who provides support for early childhood education programs in my region?**

Eligible early childhood programs must be one of the following:

- an Ohio Department of Job and Family Services licensed program that is highly rated in Step Up to Quality (3, 4 or 5 stars) or recommended for rating at the three-star level or above on or before June 30, 2020; or
- an Ohio Department of Education licensed program that is highly rated in Step Up to Quality (3, 4 or 5 stars) or recommended for rating at the three-star level or above on or before June 30, 2020.

However, applicants may opt to form a consortium with others to collaborate and share resources with others in the same region. An education consortium is an association of two or more eligible local education agencies or early childhood education programs pooling resources to share human and material assets and link academic and administrative resources with the objective of participating in the development and execution of a Comprehensive Literacy State Development subgrant. All members of a consortium must meet the eligibility criteria outlined in this document and be assigned to the same state support team region.

3. **Are virtual schools (e-schools) eligible to apply?**

Yes, so long as the local education agency meets the eligibility requirements outlined in this document. The e-school will be assigned to the state support team region where its central office is located.

4. **Did local education agencies and early childhood programs completing an intent to apply receive a confirmation upon receipt?**

After completing the survey, interested applicants were automatically directed to a screen with a note thanking them for completing the survey. If you're concerned that the survey was not submitted, please email ComprehensiveLiteracy@education.ohio.gov.

5. **If a local education agency or early childhood program completed an intent to apply, can the local education agency or early childhood program begin working on the application, or will they need approval before moving forward?**

So long as the local education agency or early childhood program is eligible to apply, the organization may begin their application. All applications must be submitted through the Comprehensive Continuous Improvement Plan system (CCIP) by March 25.

6. May a local education agency or early childhood program that did not submit an intent to apply submit an application?

Yes, so long as the local education agency or early childhood program is eligible. More information on eligibility is available here. If your organization is planning to submit an application but did not submit an intent to apply, please email ComprehensiveLiteracy@education.ohio.gov to confirm eligibility.

7. How should the district determine if a school is a "high-need school" for the purpose of this grant? What source should K-12 applicants use to determine the percentage of students classified as low income?

K-12 applicants should use the latest data available in their Student Information Systems.

The U.S. Department of Education defined "high-need school" for the purpose of this grant as:
- Elementary schools: A "high-need" elementary school is one in which not less than 50 percent of the enrolled students are children who come from low-income families.
- Middle schools: A "high-need" middle school is one in which not less than 50 percent of the enrolled students are children who come from low-income families.
- High schools: A "high-need" high school is one in which not less than 40 percent of the enrolled students are children who come from low-income families.

8. How will The Ohio Department of Education determine if 50 percent of the schools served by the local education agency meet the definition of high need for a consortium?

The enrollment from every school within the member districts will be considered to determine if at least 50 percent of the schools meet the definition of "high-need school." For example, if there are three member districts where district A has three schools, district B has eight schools and district C has five schools, at least eight of these schools would need to meet the definition of a "high-need school."

9. May an applicant include multiple age/grade bands in the application?

Yes. Applicants interested in serving model sites in multiple age bands may do so, however each organization is limited to one application.

10. If a district that serves multiple sites in a single age/grade band is applying and the district chooses only one building to serve as the proposed model site under the grant, can the other buildings participate in the professional development, or is the professional development paid for using subgrant funds limited to the proposed model site?

Other buildings within the district may participate in professional learning opportunities as long as the model site is prioritized. The subgrantee must be able to show that funding is being used to develop the chosen model site and that the site can be utilized by others in the regional literacy network.

11. Is every consortium member required to house a proposed model site?

Yes. Every member of a consortium must house a proposed model site.

12. Is a proposed model literacy site a single school building (or early childhood site), or can it be multiple buildings/sites if the applicant is only requesting funds for one site?

Applicants are not limited to proposing only one site per age/grade band, but they are limited to the amount of funding available per application. For example, a district could identify two sites to each serve as proposed

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elementary model sites, but the district will still be limited to the $1,050,000 available for a K-5 applicant. In addition, some buildings serve grades beyond just one age/grade band (e.g. a building that is K-8). Districts may choose to identify a building like this to serve as multiple grade band model sites. In this case, there would be a proposed model elementary site and a proposed model middle school site housed in one building.

13. If a district applies for multiple age/grade bands, will the application be scored in its entirety or by age/grade bands?

The comprehensive application will be scored in its entirety, not by individual age or grade bands.

14. What are the expectations/requirements for training that The Ohio Department of Education will have for our school(s)? How often will we have to attend grant meetings throughout the state?

By applying, the applicant is agreeing to the commitments outlined in Appendix I of the Request for Applications. The exact details regarding dates and dissemination of training will not be available until selection is completed and local project plans are finalized. The Department anticipates using its learning management system to support the training in Ohio's coaching models and the Ready Schools Transition Plan. The Department will work directly with selected applicants in revising their budgets to meet both the requirements of the subgrant and local project design. Applicants who have not previously engaged with their regional literacy network should reach out to their assigned state support team to learn more about the frequency of meetings in their regions.

15. What type of training will The Ohio Department of Education offer our schools as part of this grant? For example, if our school wants to focus on disciplinary literacy, do we need to find a vendor who will provide this training, or is this something the Department will provide at no cost to us?

At this time, the Department has only committed to providing subgrantees training in Ohio's coaching models, the Reading Tiered Fidelity Inventory and the Ready Schools Transition Plan. All other professional development the applicant identifies as needed to serve as a model site will be provided by the applicant. As part of this grant, the Department is developing statewide professional learning and resources for all programs in Ohio to access, but these resources will be developed during subgrant implementation. Subgrant projects will help to inform the Department of the content and support needed in statewide resources.

16. What will be required of sites described in Competitive Preference 1: *Immediate Identification of a Model Site*?

Sites identified by applicants in Competitive Preference 1 must be willing to collaborate with their regional literacy networks as a model site. The Department and the regional literacy networks will determine post award if the site will be asked to engage in this way.

Please send any additional questions to ComprehensiveLiteracy@education.ohio.gov.

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