# Each Child Reads

# Grant Guidance

**IMPORTANT DATES**

| Ongoing |
|---|
| TA call with Dyslexia administrator in August, October, December, February, April, June |
| Submit Progress Report following Beginning of Year, Middle of Year, and End of Year universal screening |
| Submit Project Cash Requests at least once every two months, include detailed transaction report (BAAR/BUDLED, etc.) as back up. |

| 2021-22 School Year | |
|---|---|
| **March 31, 2022** | Spring Needs Assessment Budget in CCIP due |
| **End of 2021-22 School Year** | Tier 1 (and as much of Tier 2 as possible) Needs Assessment due |
| **June 15, 2022** | Implementation Plan and Budget due, R-Tiered Fidelity Inventory results should be loaded in MiMTSS |
| **June 30, 2022** | Ensure all SFY22 expense are obligated (July 1, 2021-June 30, 2022 expenses) |
| **July 1, 2022** | All new obligations should be entered as SFY23 |

| 2022-23 School Year | |
|---|---|
| **Sept. 30, 2022** | Ensure all SFY22 obligations are liquidated and submit FER in CCIP |
| **Jan. 31, 2023** | Tier 2 and 3 Needs Assessment due |
| **End of 2022-23 School Year** | Special Education Eligibility Evaluation Process Review Due |
| **June 15, 2023** | R-Tiered Fidelity Inventory results should be loaded in MiMTSS |
| **June 15, 2023** | If grant funds are not fully expended, SFY23 budget and updated implementation plan due |
| **June 30, 2023** | Ensure all SFY23 expense are obligated (July 1, 2022-June 30, 2023 expenses). ***THE SFY22 ALLOCATION (ONE-HALF OF TOTAL GRANT FUNDS) MUST BE OBLIGATED BY JUNE 30 OR YOU WILL LOSE THOSE FUNDS.*** |
| **July 1, 2023** | All new obligations should be entered as SFY23 |
| **Sept. 30, 2023** | Ensure all SFY23 obligations are liquidated and submit FER in CCIP |

| 2023-24 School Year (If continuing to expend funds) | |
|---|---|
| **June 15, 2024** | R-Tiered Fidelity Inventory results should be loaded in MiMTSS |
| **June 30, 2024** | Ensure all expense are obligated (July 1, 2023-June 30, 2024 expenses) |
| **Sept. 30, 2024** | Ensure all SFY23 obligations are liquidated and submit FER in CCIP |

# BUDGET PROCESS

## Initial Budget (SFY22)

- Prior to submitting the initial budget (by March 31, 2022), meet with your RELS to plan spring meetings to complete the Tier 1 and begin the Tier 2 needs assessment.
    - Based on this schedule, estimate the salary and fringe for any off-contract staff time or necessary substitutes.
    - You may also include needs assessment supplies like chart paper if recommended by RELS. You should *not* use any grant funds for snacks or other refreshments.
- Submit the initial budget (entered in the Budget Worksheet) and needs assessment schedule, along with a list of any supplies, to dyslexia@education.ohio.gov.
    - The Grants Manager will email to let you know if your budget is approved or if there are questions.

| Year 1 (SFY22) | Salaries 100 | | Retirement Fringe Benefits 200 | | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Instruction | | | | | | | | | $ | - |
| Support Services | $ | 8,000.00 | $ | 3,000.00 | | | | | $ | 11,000.00 |
| Governance/Admin | | | | | | | | | $ | - |
| Prof Development | $ | 6,000.00 | $ | 2,250.00 | | | | | $ | 8,250.00 |
| Family/Community | | | | | | | | | $ | - |
| Safety | | | | | | | | | $ | - |
| Facilities | | | | | | | | | $ | - |
| Transportation | | | | | | | | | $ | - |
| Nonpublic | | | | | | | | | $ | - |
| Total | $ | 14,000.00 | $ | 5,250.00 | $ - | $ - | $ - | $ - | $ | 19,250.00 |
| Available to Budget | | | | | | | | | $ | 34,615.50 |

- When the budget is approved, you may enter the Year 1 budget into the SFY22 Each Child Reads Budget Grid in CCIP.
    - Upload the budget worksheet and schedule and submit for approval.
    - The substantially approved date will be entered as January 1, 2022.
    - You will not be able to submit Project Cash Requests until the budget is approved in CCIP.
- To revise the budget at any point, email dyslexia@education.ohio.gov with a description of necessary changes. Budget revisions for SFY22 must be completed by June 30, 2022 of that year.

***The SFY22 allocation (one-half of total grant funds) must be obligated by June 30, 2023 or you will lose those funds.***

## SFY23 Budget

- Based on the needs assessment, develop an implementation plan, secure quotes, and prioritize purchases for the grant. Your funding for SFY23 includes the SFY23 allocation as well as any estimated carryover from SFY22.
    - To determine carryover, consult with your finance staff. Update the Year 1 table of the budget worksheet to reflect estimated actual expenses so that carryover will be reflected in the Year 2 table.
    - You may elect not to immediately budget all funds. You may update and revise the budget and implementation plan as needed based on completion of the Tier 2

and 3 needs assessment. At least one half of total grant funds must be obligated by June 30, 2023.

- Submit the SFY23 budget (entered in the Budget Worksheet), a narrative describing anticipated expenses in each budget cell and the implementation plan, to dyslexia@education.ohio.gov.
  - o The budget narrative may be submitted in a document or spreadsheet format but must include sufficient detail to understand what will be purchased and how you determined the amount entered in each budget cell.
  - o The Grants Manager will email to let you know if your budget is approved or if there are questions.

| Year 1 (SFY22) | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total | | |
|---|---|---|---|---|---|---|---|---|---|
| Instruction | | | | | | | $ - | | |
| Support Services | $ 7,560.00 | $ 1,702.00 | | | | | $ 9,262.00 | | |
| Governance/Admin | | | | | | | $ - | | |
| Prof Development | $ 5,500.00 | $ 2,062.50 | | | | | $ 7,562.50 | | |
| Family/Community | | | | | | | $ - | | |
| Safety | | | | | | | $ - | | |
| Facilities | | | | | | | $ - | | |
| Transportation | | | | | | | $ - | Carryover listed below: | |
| Nonpublic | | | | | | | $ - | $ | 17,791.00 |
| Total | $ 13,060.00 | $ 3,764.50 | $ - | $ - | $ - | $ - | $ 16,824.50 | | |
| Available to Budget | | | | | | | $ 34,615.50 | | |

| YEAR 2 (SFY23) | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total | | |
|---|---|---|---|---|---|---|---|---|---|
| Instruction | | | | $ 23,000.00 | | | $ 23,000.00 | | |
| Support Services | $ 8,000.00 | $ 3,000.00 | | | | | $ 11,000.00 | | |
| Governance/Admin | | | | | | | $ - | | |
| Prof Development | $ 4,000.00 | $ 1,500.00 | $ 8,000.00 | | | | $ 13,500.00 | | |
| Family/Community | | | | | | | $ - | | |
| Safety | | | | | | | $ - | | |
| Facilities | | | | | | | $ - | | |
| Transportation | | | | | | | $ - | Carryover listed below: | |
| Nonpublic | | | | | | | $ - | $ | 4,906.50 |
| Total | $ 12,000.00 | $ 4,500.00 | $ 8,000.00 | $ 23,000.00 | $ - | $ - | $ 47,500.00 | | |
| Available to Budget - Reflects SFY23 allocation of $34,614.50, plus funds up to $34,614.50 that were not been spent of budgeted in prior year. | | | | | | | $ 52,406.50 | | |

- When the budget is approved, you may enter the Year 2 table into the SFY23 Each Child Reads Budget Grid in CCIP.
  - o Upload the budget worksheet and narrative and submit for approval.
    - ▪ The SFY23 half of funds will be loaded to open the SFY23 project. Carryover funds from SFY22 will not be added until you have submitted the SFY22 FER. You may need to enter a partial budget at first and enter the full budget after carryover is complete.
  - o The substantially approved date will be entered as July 1, 2022.
  - o You will not be able to submit Project Cash Requests until the budget is approved in CCIP.
- To revise the budget at any point, email dyslexia@education.ohio.gov with a description of necessary changes. Budget revisions for SFY23 must be completed by June 30, 2023.

***The SFY22 allocation (one-half of total grant funds) must be obligated by June 30, 2023 or you will lose those funds.***

## SFY24 Budget

- If you anticipate having unobligated grant funds remaining after June 30, 2023, update your implementation plan secure quotes, and prioritize final purchases for the grant. Your funding for SFY23 includes only the remainder of the SFY23 allocation.

- To determine carryover, consult with your finance staff. Update the Year 2 table of the budget worksheet to reflect estimated actual expenses so that carryover will be reflected in the Year 3 table.
- Submit the SFY24 budget (entered in the Budget Worksheet), a narrative describing anticipated expenses in each budget cell and the implementation plan, to dyslexia@education.ohio.gov.
  - The budget narrative may be submitted in a document or spreadsheet format but must include sufficient detail to understand what will be purchased and how you determined the amount entered in each budget cell.
  - The Grants Manager will email to let you know if your budget is approved or if there are questions.
- When the budget is approved, you may enter the Year 3 table into the SFY24 Each Child Reads Budget Grid in CCIP.
  - Upload the budget worksheet and narrative, and submit for approval.
    - SFY24 funds will not be available until the SFY23 FER is submitted.
  - The substantially approved date will be entered as July 1, 2022.
  - You will not be able to submit Project Cash Requests until the budget is approved in CCIP.
- To revise the budget at any point, email dyslexia@education.ohio.gov with a description of necessary changes. Budget revisions for SFY24 must be completed by June 30, 2024.

# USE OF FUNDS

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

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

(1) A comprehensive needs assessment, performed by grade-level educators in collaboration with a regional early literacy specialist, of literacy assessments, instructional materials and practices,
(2) Professional learning opportunities for early childhood educators, teachers, literacy coaches, literacy specialists, English as a second language specialists, principals and other school personnel to improve their ability to provide instruction for children with dyslexia or characteristics of dyslexia,
(3) Assessments, programs and practices, as identified by the comprehensive needs assessment, to build a multi-tiered system of supports for comprehensive structured literacy instruction.

## Unauthorized Activities

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

- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in-state and the grantee has received express written permission from the grant director (no out-of-country travel is permitted)
- Capital expenses, such as acquisition, renovation or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment or furniture, including installation of playground or fitness equipment
- Acquisition of any vehicle
- Construction and any related construction activities, such as architectural renderings and engineering activities (including Americans with Disabilities Act compliance)
- Recurring operational expenses to include administrative and programmatic activities such as utilities, teaching, administrator salaries, professional dues or memberships and transportation of students
- Indirect costs
- Costs for student expeditions or field trips, travel, etc.
- Employee hiring or recruitment expenses, such as a placement firm or travel for prospective employees
- Non-educational, non-informative promotional or novelty items for advertising, events or recruiting
- Gift certificates, food or alcoholic beverages, school apparel for staff or students
- Fines and penalties or lobbying expenses
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university)
- Expenditures that are not "allowable, allocable, or reasonable" as defined in the Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200].

# COMMITMENTS

Each grant recipient has committed to the following activities:

1. Implementation of a Multi-Tiered System of Supports for Comprehensive Structured Literacy Instruction:
   a. Collaborate with the regional early literacy specialist to build the capacity of the site(s) to provide a multi-tiered system of supports to identify, intervene, support, and monitor progress of students with reading difficulties and dyslexia;
   b. Ensure implementation of early literacy evidence-based structured literacy practices with fidelity;
   c. Ensure early literacy is a standing item on Building Leadership Team (BLT) and Teacher-based Team (TBT) agendas;
   d. Participate in a pilot of the revised Kindergarten English Language Arts standards and share feedback on implementation and use of the standards;
   e. Examine current eligibility determination process for students with disabilities; and
   f. Implement programs and practices, as identified by the comprehensive needs assessment, to build and a multi-tiered system of supports for comprehensive structured literacy instruction.
2. Training:
   a. Educators will participate in all grant-identified professional learning opportunities; and
   b. Administrators will facilitate professional learning and support for teachers and principals to improve their ability to provide instruction for children with dyslexia or characteristics of dyslexia;
3. Participation in Technical Assistance Support:
   a. Participate in bi-monthly technical assistance calls with Ohio Department of Education staff and the regional early literacy specialist.
4. Student Assessments and Data Management:
   a. All grant recipients receiving funds for preschool must administer the Early Learning Assessment to all learners impacted by grant funding and utilize the Department's designated data collection system (i.e. EMIS or EAS) for data submission;
   b. All grant recipients must administer and report the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as an approved curriculum-based measure for K-grade 5 students; and
   c. All grant recipients must administer the Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population.
5. Monitoring:
   a. In addition to all standard monitoring activities, all grant recipients will comply with requests to collect information via surveys, interviews and assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All grant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;
   b. All grant recipients must collaborate with the regional early literacy specialist to complete a comprehensive needs assessment of literacy assessments, instructional materials and practices;

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

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

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

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

6. Engagement with Regional Literacy Network:

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

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

7. Reporting (as applicable)

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

b. Report to the state each year the progress of participating K-3 students on the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as the reading diagnostics as required under the Third Grade Reading Guarantee for kindergarten-grade 3 students; and

c. Report to the state each year the progress of participating students assessed using Ohio's English Language Proficiency Assessment, Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.

**HELPFUL LINKS**

- Ohio's Plan to Raise Literacy Achievement - https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy
- Ohio's Dyslexia Resources - https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Dyslexia
- Ohio Department of Education Grant Administration Guidance - https://education.ohio.gov/Topics/Finance-and-Funding/Grants-Administration
    - Intro to CCIP - https://www.youtube.com/watch?v=LZ8u2dIaL-o
    - How to Submit a Budget - https://education.ohio.gov/getattachment/Topics/Finance-and-Funding/Grants-Administration/Sections/Grants-Manual/Submitting-the-Budget-in-CCIP-and-Substantially-Approved-Dates.pdf.aspx?lang=en-US
    - How to Submit a Project Cash Request - https://education.ohio.gov/getattachment/Topics/Finance-and-Funding/Grants-Administration/Sections/Grants-Manual/Creating-a-PCR.pdf.aspx?lang=en-US