Reaching All Students Through Language and Literacy
Request for Applications

OFFICE OF APPROACHES TO TEACHING AND PROFESSIONAL LEARNING
JULY 2022 – REVISED AUGUST 12, 2022

Ohio | Department of Education

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Revision Description:

August 5, 2022: Page 12 – The application submission portal in CCIP will open by August 31, 2022, revised from August 15, 2022.

August 15, 2022: Page 5 – To specifically include Joint Vocational School Districts as eligible applicants.

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Introduction

The vast majority of students can learn to read proficiently with appropriate instruction, interventions and supports. However, school closures and the move to remote and hybrid learning, beginning in March 2020, have led to significant learning disruptions in reading for Ohio students. Black, Hispanic and economically disadvantaged students have experienced disproportionate learning disruptions in reading (Kogan & Lavertu, 2021). Students from rural and Appalachian regions of the state may also be disproportionately affected (Dorn, Hancock & Sarakatsannis, 2020). This project seeks to provide educators with the necessary knowledge, supports and tools to accelerate learning for affected subgroups in the state of Ohio and ensure that all students become proficient readers.

It is imperative that educators receive the training and tools required to alleviate literacy barriers for all students. Educators have drawn on instructional strategies and approaches that consider the family, community, cultural, and linguistic background of students to better understand how to instruct and motivate them. Educators have also drawn on evidence-based, structured approaches to literacy instruction to help students learn to read and overcome reading difficulties. This project seeks to expand on these lines of work to embed them more deeply in the instruction provided to students at sites participating in this project and throughout the state of Ohio.

A structured approach to literacy instruction, along with a focused effort to effectively instruct students of color, English learners, and students from rural areas in Ohio, may help significantly accelerate learning for Ohio students.

The Reaching all Students Through Language and Literacy project seeks to provide training and support for educators to better understand how to draw on the family, community, and cultural background of students to improve the quality of literacy instruction. It also seeks to help educators understand how to best serve English learners and the role that student language and dialect play in literacy assessment and instruction.

This project will create a network of educators from approximately 20 local education agencies; provide participants with extensive training from national experts in language, literacy, culture, and dialect; and support each participant in creating and implementing an individual project to improve literacy instruction at their building or in their district. A subsequent goal is to communicate lessons learned, tools, strategies and reflections from this project with the broader education community in Ohio.

Local education agencies that participate in this two-year project will carry out the following objectives:

- Participate in training from nationally-recognized experts in language, literacy, culture and dialect.
- Participate in a network of local education agencies to identify opportunities associated with literacy instruction, especially for student subgroups that may be disproportionately underserved. Participants will identify these opportunities during the year one (2022-2023) network meetings.
- At the end of year one, develop a project that will address identified opportunities by focusing on one or more of the following areas within the local education agency or community school: shared leadership, multi-tiered system of supports, educator capacity, family engagement and community engagement.
- Implement the project during year two (2023-2024) with assistance from the contractor organizing the network, Department and regional support staff, other participating local education agencies and nationally recognized experts.
- Utilize funds up to $200,000 to support travel and lodging to attend necessary meetings and develop the individual project.
- Analyze outcomes of the project, drawing on adult implementation data and student learning data.
- Share lessons learned, tools, strategies and reflections with the larger educational community to scale what works for educators and students throughout the state.

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

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Reaching All Students Through Language and Literacy: Components

Networking	• Participants will meet monthly to engage in professional learning, collective problem solving and consultation to improve their literacy practice. • Network meetings will take place on a virtual platform and last three hours. • Participants will receive funding for travel and lodging for two in-person meetings. • Participants will receive funding for stipends for work performed outside of regular contract hours and for substitutes for educators engaging in network meetings (justification required).
Professional Learning	• Nationally recognized experts in literacy, English learners, student dialect, family and community engagement will provide professional learning to all network participants. • Participants will have access to recordings and all training materials. • Participants will receive access to and training for tools that support the development and improvement of literacy instruction.

Individual Participant Project	• All participants will identify a solvable, root-cause problem of practice related to their literacy instruction at the end of year one.
	• Participants will undertake a project in year two to address the identified problem.
	• Participants will receive consultation and support throughout the duration of the project.
	• Each eligible participating site will receive up to $200,000 to support the development and implementation of their project. Funds must be approved before disbursement and must adhere to rules and regulations listed in the "Use of Funds" section of this document (pp. 6-7).
	• Projects may include but are not limited to:
	   o Professional learning and coaching for school staff.
	   o Improving the multi-tiered system of supports (including purchase of intervention and assessment materials).
	   o Developing and improving teacher and building teams to support literacy instruction.
	   o Family and community engagement to improve student literacy.

Consultation	• Participants will receive direct support and consultation throughout the two-year project including access to:
	   o Vendor, Department and regional support staff to assist in developing their literacy programs and practices.
	   o A support desk to answer project-related questions.
	   o Multiple "open labs" throughout the duration of the project to address questions and problem-solve.

Eligible Applicants

City, local and exempted village school districts, community schools, Joint Vocational School Districts and STEM schools serving students in kindergarten through grade 12 may apply. Chartered non-public (private) schools serving students in kindergarten through grade 12 may apply to participate in networking activities, professional learning and consultation but are not eligible to receive funding through this project.

Partnerships: A community school (including dropout recovery program) may apply as the lead applicant for a group of community schools. The governing authority of each participating school must agree to participate, and proof of agreement should be provided with the application.

General Information

Application Deadline and Period of Availability

The Reaching All Students Through Language and Literacy application window opens **Aug. 15, 2022, and closes Sept. 15, 2022**. Applicants agree to participate in all required activities associated with the project. Funds will be available to successful applicants from Oct. 1, 2022, through Sept. 30, 2024. Applications and additional information are submitted through the Department's e-project applicant system, the Comprehensive Continuous Improvement Plan (CCIP). Please see the Duration of Projects section below for additional information on funding.

Total Funding Amount

Approximately $4 million is available for Reaching All Students Through Language and Literacy awards for academic years 2022-2023 and 2023-2024. Actual funding will be determined by the number of applicants that receive funding with a goal of awarding 20 sub-grantees with up to $200,000 each. Continuation of funds will be contingent upon sufficient progress in meeting goals of the project and submission of a revised budget and budget narrative.

Duration of Projects

Successful applicants may utilize funding from Oct. 1, 2022, through June 30, 2024. Funds must be obligated by June 30, 2024, and liquidated by Sept. 30, 2024. This will be a one-time award. Funds obligated through June 30, 2023, must be liquidated by Sept. 30, 2023, and a final expense report for state fiscal year 2023 expenses is due Sept. 30, 2023. Any funds not expended in state fiscal year 2023 are eligible to be carried over to be expended in state fiscal year 2024. Continuation funds will be contingent upon sufficient participation and progress in meeting the goals of the project and an approved budget for state fiscal year 2024.

Commitments

Each project recipient must commit to the following activities:

- Participate in all remote and in-person network meetings:
    - Attend all professional learning opportunities, consultations and networking opportunities.
    - Identify one designee (project lead) who must attend all meetings and a small team (3-4 people) who may attend all meetings (full team attendance at all meetings is strongly encouraged). Designees must identify an alternate member of their team to attend and act as the temporary project lead if they cannot attend a meeting.
- Identify an opportunity for growth associated with a problem of practice in literacy instruction at a building or within the district overall.
- By the end of project year one (May 2023), conceptualize a project that will address the opportunity to improve literacy outcomes for students in the building or district.
- Implement the project during year two (Oct. 2023-May 2024), and with support from the organizing vendor, Department staff and national experts, evaluate the effectiveness of the individual project.
    - Participants must ensure that all necessary stakeholders at their building or district are involved in approved individual project activities. These may include:
        - Attending and fully participating in professional learning opportunities.

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- Implementing tools, resources, interventions or assessments identified as part of the site's individual project.
- Participate in any team meetings (for example, teacher-based teams or building leadership teams) that are part of the individual project.
- Participate in any work to engage families or community organizations as part of the individual project.
- Participate in Technical Assistance Support:
  - Participate in technical assistance with the network vendor for this project, Ohio Department of Education staff, regional early literacy specialists and/or adolescent literacy specialists.
  - Technical support may occur within and outside of network meetings.
  - Assistance may be in-person, by phone, virtual meeting or email.
- Monitoring:
  - In addition to all standard monitoring activities, participants will comply with requests to collect information via surveys, interviews and assessments on gains in teacher and administrator capacity to provide effective language and literacy instruction.
- Sharing Artifacts and Recordings:
  - All participants must allow the Department to share artifacts collected during the project. This includes tools and guidance documents and audio/visual recordings of educator instructional practices and testimonials to be housed on the Department website and other media platforms. Any student participation that is recorded will be pursuant to privacy releases obtained in advance.
  - Grantees will be required to participate in Departmental (or state) evaluation activities

Continuation of Awards and Participation

Participants who meet participation requirements and demonstrate successful implementation of project activities in year one will receive an offer to continue participation in year two. The continuation funding is not competitive but is subject to the availability of funds and an evaluation by Department staff based on:

1. Whether the participant has made progress in achieving the goals and objectives of the project.
2. Whether the participant has expended funds appropriately and in alignment with the approved budget at the building or district.
3. Whether the participant has submitted all necessary budget documents including worksheets, narratives and revisions.
4. Whether the participant has submitted all required reports to the Department.
5. Whether the participant is operating in compliance with the assurances and commitments in its approved application.

Whether the subgrantee is operating in compliance with the assurances and commitments in its approved application, including those applicable to federal civil rights laws prohibiting discrimination in programs or activities receiving federal financial assistance from the Department. Funding may be terminated if substantial progress is not being made to accomplish project goals or if there is any evidence indicating misappropriation of funds.

Use of Funds

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

Subgrantees will follow Uniform Administrative Requirements and Basic Considerations found at https://www.ecfr.gov, including but not limited to:

- [Factors affecting allowability of costs](#);
- [Reasonable costs](#);
- [Allocable costs](#);
- [Applicable credits](#);
- [Prior written approval](#);
- [Limitation on allowance of costs](#).

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

1. Provide stipends to participants who are required to perform work outside of their regular contracted hours.
2. Supply travel and lodging reimbursement as necessary to attend in-person network meetings in or near Columbus, Ohio.
3. Support the implementation of a project to increase literacy outcomes at the building or district. These funds must support activities that fall into one or more of the following areas:
   a. Shared Leadership (implementing and improving teacher-based, building and district leadership teams).
   b. Multi-Tiered System of Support.
   c. Increasing Educator Capacity.
   d. Family Engagement.
   e. Community Engagement.

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

1. Out-of-state travel or travel unrelated to attendance at the in-person network meetings.
2. 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.
3. Acquisition of any vehicle.
4. Construction and any construction-related activities, such as architectural renderings and engineering activities (including Americans with Disabilities Act compliance).
5. Recurring operational expenses, including administrative and programmatic activities such as utilities; teaching; administrator salaries; professional dues or memberships; and transportation of students.
6. Costs for student expeditions, field trips and travel.
7. Employee hiring or recruitment expenses, such as use of a placement firm or travel for prospective employees.
8. Non-educational, non-informative promotional or novelty items for advertising, events or recruiting.
9. Gift certificates; food or alcoholic beverages; school apparel for staff, families or students.
10. Fines and penalties or lobbying expenses.
11. 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).
12. Expenditures that are not "necessary and reasonable" as defined in the [Uniform Guidance](#).

Participation, Evaluation and Reporting
City, local and exempted village school districts, community schools, STEM schools or chartered non-public schools may participate in the Reaching All Students Through Language and Literacy project (note that

chartered non-public schools may participate but may not receive funding). Participants must be able to demonstrate eligibility; meet or exceed the competitive application threshold; use funds according to state guidelines; comply with reporting requirements, due dates and all applicable laws and rules; and participate in trainings and meetings associated with the project. Participants are expected to meet evaluation and reporting requirements and actively participate in technical assistance provided by the Department and/or the network contractor.

Monitoring

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

The grants manager and other Department staff will monitor and provide program oversight, including technical assistance, to all project participants. These professionals also will provide instructions on the funding process for the subgrantee.

As a condition of this federal project, the Department is responsible for evaluating and monitoring participants. Participants will be evaluated and monitored for adherence to federal rules and regulations and accomplishing performance goals.

Compliance issues may arise during the Department's monitoring activities. Issues uncovered by the Department will be communicated to the participant 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 corrective action plan commitments. Sub-grantees that exhibit persistent or extended non-compliance with project commitments may have their awards terminated. The Department will closely review audits for any findings or compliance issues. These issues will be addressed in the same manner as previously mentioned.

Reporting

Participants will be required to:

1. Submit interim reports, project cash requests and any other required information in a timely and efficient manner using methods identified by the Department.
2. File a final expenditure report by Sept. 30 of each year. These reports will be completed in the Department's e-project system (CCIP).
3. File a final activities report by Sept. 30, 2024. The report will contain, at minimum:
   a. An executive summary.
   b. Project goals, including data and information that support the outcome of each goal.
   c. A full expenditure report.
   d. A property inventory of all equipment that was purchased with Reaching All Students Through Language and Literacy subgrant funds.

Fiscal Procedures

No funds may be obligated prior to receiving a notice of award and a CCIP substantially approved date of the project. The CCIP is the Department's unified projects application and verification system that consists of two parts: a planning tool and a funding application. Participants will use the funding application that contains the budget, project cash requests and final expenditure reports. If staff (including stipends and instructional support personnel) are paid with project funds, there must be documentation of time and effort. For purposes of this project, obligations are considered to have been incurred as follows:

- For materials and supplies when the purchase order is approved and received by the vendor.
- For personal services when the services are performed.

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- For travel when the travel is taken.

All agreements for purchased services must be documented in writing.

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

All requests for reimbursement must be submitted no later than 90 days after the end of the budget period. (The budget period ends on June 30 of each fiscal year.)

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

If the participant does not expend the full project allocation during the fiscal year, the remaining funds may be carried over for use the following fiscal year upon review and approval of the budget by the Department.

General Project Management

All 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, participants 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 participant to be in compliance with the Ohio Ethics Law and laws regarding Community Schools and conflicts of interest.

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

Every participant purchasing equipment with federal funds should have an approved definition of equipment. If there is none, the federal definition applies as follows:

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000.

The participant 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 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

All equipment and items that have a high likelihood of being lost or stolen that are purchased under this subgrant must be inventoried, and such property is the property of the school district/agency/program. The participant's inventory control policies and procedures should be aligned with Ohio Auditor of State bulletins and available upon request by the Department. The following inventory control process must be implemented:

1. The participant must maintain an inventory of equipment purchased with federal funds until disposition takes place.

2. 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.

    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.

Equipment and Supplies Purchased with Federal Funds

Anything paid for with federal funds (such as Reaching All Students Through Language and Literacy project funds) is subject to use, management and disposition rules under the Uniform Guidance.

Disposition of Equipment

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.

If the participant 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 participant must contact the Department's Office of Federal Programs for disposition instructions.

Equipment Records Retention

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.

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Application Technical Assistance

Prospective project applicants are encouraged to view a recorded presentation that outlines application procedures and the FAQ related to eligibility and funding.

Review Process

Application Review

The Ohio Department of Education will establish a review team comprised of at least one member of the vendor managing the project along with Department staff that have expertise in language and literacy development. The review team will conduct an evaluation of project applications based on the specific criteria listed in this request for applications. Review team members will be free of any conflicts of interest for all assigned applications.

Post-Review and Selection

The Department will determine a quality cut score based. Applications meeting the quality cut score will be considered for award. The Department will consider school type (community school, dop out recovery program and STEM school) and typology to ensure equitable distribution of awards.

At least one award will be set aside for the most qualified application from each of the following:

- A community school.
- A dropout prevention and recovery community school.

Proposed Timeline

Date	Event
July 2022	Notice of Intent to Apply available
July 2022	**Request for Applications available**
Aug. 31, 2022 (Revised)	Applications open in the CCIP, the Department's e-project system
Aug. 15, 2002	Notice of Intent to Apply submission deadline
Sept. 15, 2022	**Application deadline**
Sept. 19-23	Project review process
Sept. 26-30	**Finalist interviews**
Oct. 3	**Project selection notification**
Week of Oct. 3-7	**Project awardee training (virtual)**

Award Process

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

If selected, 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 participant has received the official notice of award.

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Intent to Apply

The Intent to Apply may be submitted on Microsoft Forms (https://forms.office.com/g/m4UdrAuJQL) by Sept. 1. An Intent to Apply is not required but will help the Department plan appropriate resources for review of applications.

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. Appendix 2 may be submitted as an Excel file. Each document listed on the submission checklist may be uploaded as a separate PDF. Each document must be labeled clearly.

Comprehensive Continuous Improvement Plan (CCIP)

The Comprehensive Continuous Improvement Plan (CCIP) is a unified projects application and verification system that consists of two parts: a planning tool and a funding application. For the purposes of the Reaching All Students Through Language and Literacy project competition, applicants will only use the funding application that contains the budget page, assurances and the application upload location.

The purpose of the project is to participate in professional learning, perform a root cause analysis literacy challenge in the sub-grantee's district or school and develop and implement a plan to address a challenge in the literacy program. **Therefore, applicants are not expected to provide an implementation plan or identify specific expenditures for supplies or purchased services as part of this application**. A budget narrative form is provided with the Application Narrative guidance on Page 20. Applicants will have opportunities to revise the budget throughout the project.

The applicant will enter the total anticipated award amount up to $200,000 in the field for object code "Salaries-100," purpose code "Instruction" in the CCIP. If the project is awarded funding, a budget that complies with the Uniform School Accounting System (USAS) Manual for anticipated project activities must be entered in the CCIP prior to budget approval. A budget narrative table must be submitted with the Application Narrative. **Applicants omitting a complete budget narrative table will not be considered. Applicants will upload a PDF copy of the full Reaching All Students Through Language and Literacy project application packet** in the funding section of the CCIP.

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

1. Applicants that do not have an OH|ID account can create one to access their application.
2. Applicants unsure whether their organization has an IRN should check the Interactive Web Center.
3. An organization that does not have an existing IRN should follow these instructions to apply for an IRN and establish a new organization in OEDS.
4. See the instructions on how to assign roles in OEDS. Please make sure members of the applying organization are assigned the roles "Data Entry Funding-CCIP," "CCIP Fiscal Representative" and "CCIP Authorized Representative."

Access the CCIP to view the funding application, enter budget and upload required application documents.

Deadline

Submit the application packet, appendices and budget documents, along with the local literacy plan, by 4:59 p.m. on **Sept. 15, 2022,** to the Department's CCIP system. The electronic version must include all required components in the order prescribed in the checklist. Applications must be submitted by the time and date specified above**. Incomplete or late applications will not be considered.**

Application Format

The application narrative, including the Executive Summary, **must not** exceed 10 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 Reaching All Students Through Language and Literacy project rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist.

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

Required Elements

See the Application Checklist for the required sequence of application components.

Required Forms

Application Narrative

Refer to the Application Criteria, as well as the Reaching All Students Through Language and Literacy project rubric, for specific information to be addressed in each section of the narrative:

   a. Site and Student Needs Profile.
   b. Readiness.
   c. Capacity to Implement.
   d. Project Team.
   e. Budget Table.

Application Appendices

Appendices 1-4 are required for all applicants. Appendices include:

   1. Agreement to Participate in Reaching All Students Through Language and Literacy Project Activities
   2. Programs, Practices and Assessments Inventory for all grades in the participating building
   3. Support from Educators for Reaching All Students Through Language and Literacy Project Proposal
   4. American Rescue Plan Elementary and Secondary School Emergency Relief Assurances (not included in this RFA, may be found on the Reaching All Students webpage)

Required Forms for Multiple School Sites

Community Schools: A community school (including dropout recovery program) may apply on behalf of multiple community schools. Application narrative sections A, B and E should be completed for each individual school and sections C and D may be the same for all collaboration participants. Appendix 2 and 3 should be submitted for each site. Proof of each school governing authority's agreement to participate (such as board minutes, memo or memorandum of agreement) should be submitted for each school.

Public Districts: Districts may apply on behalf of multiple school sites. Application narrative sections A and B should be completed for the individual school and sections C, D and E may be completed for the district overall. Appendix 2 and 3 should be submitted for each school.

All applicants should use the cover page identify the type of application (district, community school or dropout recovery school) and the IRN, name and grade levels served of all buildings participating in the collaboration.

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Optional Application Materials

Applicants may include the latest copy of the Local Literacy Plan or Reading Achievement Plan. These documents are not required and will not be part of the scoring process. The inclusion of the Local Literacy Plan or Reading Achievement Plan will not count toward the maximum page limit for the application.

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 project 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.

Directions for the Application Appendices

Appendices 1-4 are required for all applicants. Appendices are not included in the narrative's **10-page limit**. Instructions for developing each appendix are provided below.

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Reaching All Students Through Language and Literacy Project Application Checklist

Application Item	Completed
Cover Page	☐
Reaching All Students Through Language and Literacy Project Budget Form Submitted in CCIP	☐
Signed Statement of Assurances Submitted in CCIP	☐
Application Narrative with the Following Sections:	
Section A: Site and Student Need Profile	☐
Section B: Readiness	☐
Section C: Capacity to Implement	☐
Section D: Project Team	☐
Section E: Budget Narrative	☐
Local Literacy Plan (Optional)	☐
Application Appendices	
Appendix 1: Agreement to Participate in Reaching All Students Through Language and Literacy Project Activities (PDF)	☐
Appendix 2: Programs, Practices and Assessments Inventory (Excel)	☐
Appendix 3: Support from Educators for Reaching All Students Through Language and Literacy Project Proposal (PDF)	☐
Appendix 4: ESSER Assurances	☐
Community School Collaboration: Proof of Support from Governing Authority for each Partner	☐

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. I further certify that I have authority as a signatory and to apply on the subparticipant applicant's behalf. The applicant designated below hereby applies for a subproject of federal funds with the purpose of supporting the Reaching All Students project.

Signature: _____ **Date:** _____

Printed Name: _____

Organization: _____

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Reaching All Students Through Language and Literacy

Cover Page

Type of Applicant:

_____ **District**

_____ **Community School (Individual)**

_____ **Community School (as lead organization for a partnership of community schools)**

_____ **Dropout Recovery Program (Individual)**

_____ **Dropout Recovery Program (as lead organization for a partnership of community schools)**

_____ **STEM School (Individual)**

_____

_____**Dropout Recovery Program**

_____**Non-Public Chartered (Private) - not eligible for funding but may participate in project**

If Partnership, provide the Community School or Drop-Out Recovery Program Management Organization: _____

Provide a list of all sites participating in the sub-grant funded project

IRN	SITE	GRADE LEVELS SERVED

Statement of Assurances

The participant has read and agrees to the current [CCIP Funding Application Assurances](#) available on the [Projects Administration](#) section of the Ohio Department of Education website.

Program-Specific Assurances:

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

The PARTICIPANT, when using federal funds to enter into a contract for equipment or services, will comply with the procurement standards set forth in Ohio's Project Administration guidance, including adhering to written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent possible, open and free competition. No employee, officer or agent of the participant organization may participate in the selection, award or administration of any contract if a real or apparent conflict of interest exists.

_____   _____

Signature of Authorized Person   Date

The remainder of this page was intentionally left blank.

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Application Narrative

Please carefully read the instructions for Sections A-E and provide the information requested. Make sure each section and all specified appendices are clearly titled and identifiable. Do not include the section instructions as part of your responses. The narrative section can be no longer than a total of 10 typewritten pages using the following parameters:

   a) Pages must be 8.5" x 11" standard letter size, double-spaced, with one-inch margins. Use Arial, 11-point font.
   b) The narrative must address, in sequence, each section identified in the Reaching All Students Through Language and Literacy project rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and uploaded as described in the checklist.
   c) All pages must be numbered and include the applicant name and IRN in the header of each page.

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

Section A: Site and Student Needs Profile (2 pages)

Drawing on multiple student and adult data points, describe the need for this project at the proposed site and provide a rationale for how participation in this project may address specific challenges related to literacy instruction. *(10 points)*

The following forms of data are recommended but are not required:

- Student assessment data (Ohio's State Tests, district-administered assessments including screeners, diagnostics, progress monitoring).
- Adult implementation data (Ohio Teacher Evaluation System, Ohio Principal Evaluation System, walk-throughs, professional learning opportunities, coaching).
- Data related to systems (including the Reading Tiered Fidelity Inventory and equity evaluations).
- Longitudinal data to demonstrate trends in student literacy outcomes.
- Other relevant data points (including student and community demographic and income data; student mental and emotional health measures; early warning indicators).

Section B: Readiness: (2 pages)

Describe work currently underway to improve literacy instruction at the proposed site in the following areas:

   a. Shared Leadership: Team structures and participants, frequency and focus of meetings, process for removing barriers to meetings and team effectiveness, use of the Ohio Improvement Process (OIP), communications plans and building-level instructional leadership. *(5 points)*
   b. Multi-Tiered System of Supports: Instruction, curriculum, intervention, assessment and decision rules related to identifying children in need of literacy interventions or other support services. *(5 points)*
   c. Educator Capacity: Core reading curriculum, intervention materials, professional learning for all educators and administrators, instructional coaching (traditional or peer) and collaborative planning. *(5 points)*
   d. Family Partnerships: Identifying student and family needs, inclusion of family engagement in school improvement planning and implementation and specific programing for engaging families. *(5 points)*

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e. Community Collaboration: Partnerships that promote networks to share successes and challenges, provide opportunities to problem-solve and time to consult to strengthen local literacy plans and community improvement efforts. *(5 points)*

Section C: Capacity to Implement (1 page)

Describe how the proposed site has capacity to implement this project including:

a. Board, administrator and teacher support. *(5 points)*
b. Plan for the district or building leadership to ensure adequate time to meet all project requirements. *(5 points)*
   This includes:
   i. Project lead and team attendance at all network meetings.
   ii. Additional preparation and meetings, if necessary, for project lead and team to plan and implement their individual project.
   iii. Necessary time for teachers, coaches, support staff and/or administrators to participate in any professional learning or preparation to implement new practices associated with this project.
   iv. Identification of a substitute teacher pool to cover for team members attending network meetings or performing other tasks related to this project.
c. Additional funding availability (if necessary). *(5 points)*
d. Ability to sustain new programs and/or practices beyond funding period. *(5 points)*

Section D: Project Team (1 page)

Teams will consist of a site lead who must attend every network meeting and up to four additional team members who may attend each meeting (consistent attendance is encouraged for all participants). Describe the role, education level, relevant experience and capacity to undertake this project for the site lead and each team member. *(5 points)*

- Include a resume or CV for the project lead only. *(5 points)*

Section E: Budget Narrative (1 page) - *Informational only, section will not be scored*

The initial year of implementation will consist primarily of professional learning and identification of a problem of practice. Sub-grantees should budget funds to support staff time and travel for the 2022-2023 school year. During that period, sub-grantees will identify and develop a plan to address the problem of practice and submit a related budget for the 2023-2024 school year.

For information only, please complete the following table:

Team Member	Does this team member require a substitute while participating in meetings during the school day?	Hourly stipend amount for work outside of contract hours

Provide the approximate traveling distance from each site to Columbus, Ohio, and the current mileage reimbursement rate for the district/school applicant.	

Note: Participants will be required to submit a budget proposal by the end of year one (May 2023) outlining costs associated with the individual project they will develop.

Application Appendices

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

The remainder of this page was intentionally left blank.

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APPENDIX 1

I, the authorized representative of the Reaching All Students Through Language and Literacy Project applicant, agree to fully participate in the following activities:

1. Participation in all remote and in-person network meetings:
    a. Participants will attend all professional learning opportunities, consultations and networking opportunities.
    b. Each participant must have one designee (project lead) who will attend all meetings and may have a small team (3-4 people) who may attend all meetings. Designees must send an alternate member of their team to act as the team lead if they cannot attend a meeting.
2. With support from the organizing contractor, national experts, Department and regional staff, and other participants, identify an opportunity to improve literacy instruction at participant's building or district.
3. By the end of project year one (May 2023), conceptualize a project that will address the opportunity to improve literacy outcomes for students in the building or district.
4. During year two (Oct. 2023-May 2024), implement and, with support from organizing contractor, Department staff and national experts, evaluate the effectiveness of the individual project.
    a. Participants must ensure that all necessary stakeholders at their building/district are involved in approved individual project activities, which may include:
        i. Attending and fully participating in professional learning opportunities.
        ii. Implementing tools, resources, interventions or assessments that are identified as part of the site's individual project.
        iii. Participate in any team meetings (e.g., teacher-based teams; building leadership teams) that are part of the individual project.
        iv. Participate in any work to engage families or community organizations as part of the individual project.
5. Before and after the conclusion of the network meetings (May 2024), assist the contractor and Department staff in identifying effective resources, practices and approaches implemented during the course of this project. This includes:
    a. Participating in video recorded testimonials to describe challenges, approaches, resources, lessons learned, and outcomes related to individual participants' projects.
    b. Sharing documents, tools and resources implemented during the project.
    c. Providing access to classrooms, team meetings and/or family/community engagement events to document project implementation through video recording (with proper permissions).
    d. Providing student and adult data to demonstrate changes related to the project.
6. Participate in Technical Assistance Support:
    a. Participate in technical assistance with the network contractor for this project, Ohio Department of Education staff, regional early literacy specialists and/or adolescent literacy specialists.
    b. Technical support may occur within and outside of network meetings.
    c. Assistance may be in-person, by phone, virtual meeting or email.
7. Monitoring:
    a. In addition to all standard monitoring activities, all participants 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.
    b. All participants must allow the Department to share artifacts collected during the project, including recording educators' instructional practices and collaborative meetings, on the Department's website and other media outlets.

_____   _____

Signature of Authorized Representative   **Date**

APPENDIX 2
Programs, Practices and Assessments Inventory

Provide a completed Programs, Practices and Assessments Inventory *(Appendix 2)* for each grade level served by the applicant.

The remainder of this page was intentionally left blank.

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APPENDIX 3

**Support from Educators for Reaching All Students Through Language and Literacy
Project Proposal**

This form must be completed for each site. I have participated in developing the proposal for the Reaching All Students Through Language and Literacy Project and agree to the requirements and commitments identified in the project and the project 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 Principal (if applicable)   Date

Percentage of educators engaged in the development of this application.	
Percentage of educators supporting this application.	

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

Appendix 4
American Rescue Plan – Elementary and Secondary School Emergency Relief Fund Assurances

These assurances may be found separately on the Reaching All Students webpage and must be included as an attachment to the application submission.

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Reaching All Students Through Language and Literacy Project Application: Technical Review Checklist

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

Name of Reviewer, Office: _____ Date: _____

TECHNICAL REVIEW PART 1			
Criteria	**Yes**	**No**	**N/A**
Adherence with Formatting Requirements			
Narrative is 10 pages or fewer, double spaced (Not including Section E: Budget Narrative Table)	☐	☐	☐
Narrative font size is 11 point	☐	☐	☐
Narrative font style is Arial	☐	☐	☐
Narrative page margins are one inch	☐	☐	☐
Narrative includes a header on all pages with all the following information: page number, applicant name and applicant IRN	☐	☐	☐
Completeness: Narrative			
Section A: Site and Student Needs Profile	☐	☐	☐
Section B: Readiness	☐	☐	☐
Section C: Capacity to Implement	☐	☐	☐
Section D: Project Team	☐	☐	☐
Section E: Budget Narrative	☐	☐	☐
Completeness: Appendices			
1. Agreement to Participate in Reaching All Students Through Language and Literacy Project Activities	☐	☐	☐
2. Programs, Practices and Assessments Inventory	☐	☐	☐

TECHNICAL REVIEW PART 1			
Criteria	**Yes**	**No**	**N/A**
3. Support from Educators for Reaching All Students Through Language and Literacy Project Proposal	☐	☐	☐
4. ESSER Assurances	☐	☐	☐
5. Community School Collaboration: Proof of Support from Governing Authority for each Partner	☐	☐	☐

Ohio Reaching All Students Through Language and Literacy Project Rubrics

RATINGS CHARACTERISTICS:

Not Addressed or Poorly Developed/0-1 Points

The response is not provided or the response is significantly incomplete. It is missing required appendices or otherwise raises substantial concerns about the applicant's ability to successfully participate in the project.

Marginally or Adequately Developed/2-3 Points

The response meets some established criteria but contains substantial gaps and otherwise raises concerns about the applicant's capacity to successfully undertake the project. The difference between a score of 2 and a score of 3 will be determined by the extent of gaps in understanding and key information (2 = significant gaps; 3 = moderate gaps).

Well Developed/4 Points

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

Fully Developed/5 Points

The response demonstrates the applicant's thorough understanding of key issues by providing specific, clear and accurate information. The response presents a clear, realistic picture of the applicant's ability to participate in the project successfully and sustain and improve upon key elements of the project after its completion.

SECTION A: Site and Student Needs Profile

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes current need for the project to improve literacy instruction at the site. Includes a rationale for how project participation will address specific challenges related to literacy instruction at the site.	0	1	2	3	4	5
Draws on multiple forms of data (student and adult) to support the need for project participation.	0	1	2	3	4	5
Total Points Earned						**/ 10**

SECTION B: Readiness

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes the work currently underway to improve literacy instruction at the proposed site in the following areas: a. Shared Leadership	0	1	2	3	4	5
b. Multi-Tiered System of Support	0	1	2	3	4	5
c. Educator Capacity	0	1	2	3	4	5
d. Family Partnerships	0	1	2	3	4	5
e. Community Collaboration	0	1	2	3	4	5
Total Points Earned						**/ 25**

SECTION C: Capacity to Implement

Review Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Board, Administrator and Teacher Support	0	1	2	3	4	5
Plan for district or building leadership to ensure that adequate time is secured to meet all project requirements. This includes: a. Project lead and team attendance at network meetings b. Additional preparation and meetings, if necessary, for project lead and team to plan and implement their individual project c. Necessary time for teachers, coaches, support staff and/or administrators to participate in any professional learning or preparation to implement new practices associated with this project	0	1	2	3	4	5
Additional Funding Availability	0	1	2	3	4	5
Ability to sustain new programs and/or practices beyond funding period	0	1	2	3	4	5
Total Points Earned						**/ 20**

SECTION D: Project Team

Required Criteria	Not Addressed	Poorly Developed	Marginally Developed	Adequately Developed	Well Developed	Fully Developed
Describes the role, education level, relevant experience and capacity to undertake this project for the site lead and each team member.	0	1	2	3	4	5
A resume or CV for the project lead has been uploaded. The CV or resume demonstrates the project lead has experience in leading a similarly sized or larger team in a project or task of comparable complexity.	0	1	2	3	4	5
Total Points Earned						**/ 10**

SECTION E: Budget Narrative

Informational only, section will not be scored. The initial year of implementation will consist primarily of professional learning and identification of a problem of practice. Sub-grantees will budget funds to support staff time and travel for the 2022-2023 school year. During that period, sub-grantees will identify and develop a plan to address the problem of practice and submit a related budget for the 2023-2024 school year. Please complete and submit the table on Page 20 of the RFA to reflect participating staff members and their approximate cost.						