

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Striving Readers Comprehensive Literacy Program**

**CFDA # 84.371C**

**PR/Award # S371C170019**

**Grants.gov Tracking#: GRANT12453523**

OMB No. , Expiration Date:

Closing Date: Jul 17, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/17/2017"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Ohio Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="31-1334820"/>	* c. Organizational DUNS: <input type="text" value="8091743780000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="25 S Front St"/>	Street2: <input type="text" value="Mail Stop 509"/>	
* City: <input type="text" value="Columbus"/>	County/Parish: <input type="text" value="franklin"/>	
* State: <input type="text" value="OH: Ohio"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="43215-4183"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Center for Curri &amp; Instruction"/>	Division Name: <input type="text" value="Literacy"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Melissa"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Weber-Mayrer"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Literacy Administrator"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="6147288095"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="melissa.weber-mayrer@education.ohio.gov"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.371

CFDA Title:

Striving Readers

**\* 12. Funding Opportunity Number:**

ED-GRANTS-051617-001

\* Title:

Office of Elementary and Secondary Education (OESE): Striving Readers Comprehensive Literacy Program CFDA Number 84.371C

**13. Competition Identification Number:**

84-371C2017-1

Title:

Striving Readers Comprehensive Literacy Program

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Ohio's Striving Readers Comprehensive Literacy Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="35,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="35,000,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Ohio Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	76,000.00	76,000.00	76,000.00			228,000.00
2. Fringe Benefits	26,600.00	26,600.00	26,600.00			79,800.00
3. Travel	5,964.00	5,964.00	5,964.00			17,892.00
4. Equipment	1,498.00	0.00	0.00			1,498.00
5. Supplies	500.00	500.00	500.00			1,500.00
6. Contractual	547,920.00	397,920.00	397,920.00			1,343,760.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	14,550.00	14,550.00	14,550.00			43,650.00
9. Total Direct Costs (lines 1-8)	673,032.00	521,534.00	521,534.00			1,716,100.00
10. Indirect Costs*	11,300.00	11,300.00	11,300.00			33,900.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	684,332.00	532,834.00	532,834.00			1,750,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 09/30/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 11.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 11.00%.

PR/Award # S371C170019

Name of Institution/Organization Ohio Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>crystal g ginn</p>	<p>TITLE</p> <p>Superintendent of Public Instruction</p>
<p>APPLICANT ORGANIZATION</p> <p>Ohio Department of Education</p>	<p>DATE SUBMITTED</p> <p>07/17/2017</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Striving Readers"/>  CFDA Number, if applicable: <input type="text" value="84.371"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix:     \* First Name:     Middle Name:   
 \* Last Name:     Suffix:

Title:     Telephone No.:     Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1235-GEPA Final.pdf	Add Attachment	Delete Attachment	View Attachment
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## **General Educational Provisions Act (GEPA) Section 427**

In compliance with section 427 of the U.S. Department of Education's General Education Provisions Act (GEPA), the plan for identifying, selecting, retaining and providing services to participants will ensure equitable access to and participation in the Striving Readers Comprehensive Literacy Grant. The barriers of gender, race, national origin, color, disability and age will be overcome through a comprehensive plan for informing applicants for subgrants under the Striving Readers Comprehensive Literacy Grant of the equitable access to, and participation in, this federally-assisted program for students, teachers and other program beneficiaries. Information is made available through: the Ohio Department of Education (ODE) website which complies with accessibility standards.

All documents, resources and tools used by ODE, LEAs, subgrantees and other involved participants will comply with all accessibility requirements. Currently all documents are accessible through the Ohio Department of Education (ODE) and regional State Support Team websites which comply with accessibility standards.

LEAs awarded subgrants under the Striving Readers Comprehensive Literacy Grant will also be required to submit to ODE a sufficient section 427 statement as described in the General Educational Provisions Act.

### **Potential Barrier 1: Sufficient Identification of Evidence-Based Practices and Programs that Meet the Needs of All Learners**

ODE is developing an Evidence-Based Clearinghouse that will address the needs of diverse learners and include practices and programs that provide equitable access across barriers of gender, race, national origin, color, disability and age. In addition, ODE

is developing a Peer-to-Peer Improvement Network to encourage partnerships and opportunities for educators to collaborate across district and geographical boundaries, and across subjects that support a well-rounded education, to fashion solutions to common challenges. The Evidence-Based Clearinghouse will be directly connected to the Peer-to-Peer Network Improvement efforts in that it will allow districts and early care and education programs to learn more about the strategies and interventions that other similar districts and schools are leveraging to address specific needs.

**Potential Barrier 2: Accessible Professional Development Opportunities Provided through State-Level Activities**

ODE is partnering with the Ohio Center for Autism and Low Incidence (OCALI) and Ohio's Outreach Center for Deafness and Blindness (Outreach Center) to ensure that the professional development opportunities provided by the state are accessible to all adult learners, address, and overcome barriers specifically related to accessing content. ODE began this process by including consultants from both OCALI and the Outreach Center in the state-supported professional development that took place under the State Systemic Improvement Plan Ohio's Early Literacy Plan in FY 2016 and FY 2017 and utilized feedback to inform necessary changes to content distribution to ensure inclusion of individuals with disabilities, specifically individuals that are deaf and/or blind.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Ohio Department of Education"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Paolo"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="DeMaria"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent of Public Instruction"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="crystal g ginn"/>	* DATE: <input style="width: 150px;" type="text" value="07/17/2017"/>

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Dr.	First Name: Melissa	Middle Name:	Last Name: Weber-Mayrer	Suffix:
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---	-----------------------------

Email Address:  
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment:

Ohio's Striving Readers Comprehensive Literacy grant **project objectives and activities** are to:

(1) enhance birth to grade 12 literacy outcomes for our most disadvantaged students by prioritizing high needs; (2) implement evidence-based practices with fidelity by providing professional development (PD) and implementing approved needs assessments; (3) ensure subgrantees develop evidence-based literacy plans aligned to the state plan through the provision of State facilitated PD and an annual update of reading achievement plans; and (4) enhance data driven decision-making through engagement in the Ohio Improvement Process. **Absolute**

**Priority** ODE will (1) conduct a competitive subgrant process to require high quality evidenced based literacy programs; (2) use an independent peer review process to prioritize awards that are supported by moderate or strong evidence by developing a rubric and PD, aligned to Ohio's Evidence-Based Framework, for the independent peer reviewers; and (3) and ensure subgrantees' comprehensive literacy instruction programs align to Ohio's State Comprehensive Literacy Plan.

**Priority Preference 1:** Ohio's will award subgrants that serve greatest numbers/percentage of disadvantaged children through a comprehensive needs analysis across the 16 State Support Team regions. **Priority Preference 2:** Ohio will align early language and literacy projects birth to age 5 with programs that serve students kindergarten through grade 5 to improve school readiness and transitions across the continuum through: local plan alignment with birth to grade 5 English language arts standards, partnerships between early care and education providers and K-5 districts, and continuation of Ohio's early literacy pilot and related supports. Ohio proposes **two outcomes:** By the end of the grant, (1) 100% of subgrantees serving ages birth to age 5 will demonstrate increases in oral language in participating 4 year olds; and (2) 100% of subgrantees serving grades 5, 8, and high school will meet or exceed proficiency on the state English language arts as described by the goals set in Ohio's ESSA plan.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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**Ohio Striving Readers Comprehensive  
Literacy Grant Application**

**Submitted July 17, 2017**

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**INTRODUCTION**

“Once you learn to read, you will be forever free.” Frederick Douglass (1817-1895) declared this late in his life after escaping slavery at the age of 20, serving as editor of *The North Star* – the nation’s most influential black newspaper and on his way to becoming one of the world’s most inspiring speakers and writers. The quote is as stirring and true today as it was in the antebellum era. Indeed, reading is a foundational skill that supports all learning. There is perhaps no greater purpose for an education system than to support *all* students in acquiring language and literacy knowledge and skills so they can enjoy a full life of learning and success.

Ohio’s elected officials—including the governor, legislature and state board of education (see attached letters of support)—along with education leaders—including the state superintendent, local school leaders and educators in every corner of the state—share this philosophy (b)(4)

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Yet, even with these targeted efforts, too many of Ohio's students still lag in language and literacy. In the 2015-2016 school year, for instance, 41 percent of the state's third graders were not proficient in English language arts. That percentage soars to 73 percent for third graders with disabilities.

Ohio leaders stand resolute that more must be done to reach additional students, build capacity across the system and drive literacy outcomes to new heights. Ohio's State Comprehensive Literacy Plan (SCLP) has been designed to do just that. It capitalizes on the state's portfolio of policies and practices by cohesively coordinating and linking efforts for maximum impact. The SCLP includes a needs assessment for Ohio, a theory of action and a logic model to drive the state forward, a continuous improvement model and the following five focus areas:

1. **Shared leadership** that supports successful improvement efforts and nurtures a deep understanding, clarity and focus for literacy improvement activity;

2. **Multi-tiered system of support** that includes resources and responsibilities at the state, district and building levels;
3. **Improving teacher capacity** through focused, sustained and embedded professional development in language and literacy;
4. **Parent partnerships** that support student progress and achievement in literacy; and
5. **Community collaborations** that help drive literacy improvement.

Ohio's Striving Readers Comprehensive Literacy (SRCL) proposal is formulated to aggressively amplify the state's SCLP by enabling more LEAs to deploy evidence-based comprehensive literacy instruction programs, with an emphasis on serving disadvantaged children from birth to grade 5.

In the pages ahead, the reader will see reference made to three fundamental elements that create consistent points of emphasis throughout the proposal – the Plan, the Program and the People. These simple ideas capture the essence of Ohio's plan for success. The Plan refers to the need to ensure that the work is deliberate, thoughtful and organized in a manner designed to deliver results – with a particular focus on the needs of disadvantaged students. The Plan also implies a focus on strong implementation. The Program speaks to the need to ensure the choice of strategies is made relying on moderate evidence or strong evidence, especially evidence that supports program effectiveness with disadvantaged students. The People emphasizes that educators, coaches, administrators and others must have the understanding and professional development needed to implement effectively and reach maximum impact. Investing in people creates the capacity that allows the work to be sustained long after federal financial support ends.

These points of focus will allow Ohio to take already existing policies and practices, and improvement that is underway, and significantly stimulate even more positive and productive

action, laying the groundwork for many more disadvantaged students experiencing the vision so well-articulated by Frederick Douglass.

To gauge the state's performance, Ohio will measure:

1. The percentage of participating four-year-old children who achieve significant gains in oral language skills;
2. The percentage of participating fifth-grade students who meet or exceed proficient on state reading and language arts assessments;
3. The percentage of participating eighth-grade students who meet or exceed proficiency on state reading and language arts assessments; and
4. The percentage of participating high school students who meet or exceed proficiency on state reading and language arts assessments.

### **ABSOLUTE PRIORITY**

As addressed throughout this application including in the sections describing State-level activities, the SEA plan for subgrants and the SEA monitoring plan, Ohio's proposal meets the absolute priority with a substantial commitment to ensuring that evidence plays a central role in SRCL subgrants. Specifically, in furtherance of this assurance, Ohio's proposal includes the following:

- *Ohio's competitive subgrant process will require applicants to propose high-quality comprehensive literacy instruction programs supported by moderate evidence or strong evidence. This is described in more detail in Sec. A State-level Activities (p. 17), Sec. B SEA Plan for Subgrants (p. 25) and again in Sec. C SEA Monitoring Plan (p. 34).*

- *Ohio is committed to the use of an independent peer review process to prioritize awards to eligible subgrantees. The details of Ohio’s proposed peer review process are provided in Sec. B. SEA Plans for Subgrants (p. 30).*
- *Subgrantee applicants will be guided by comprehensive literacy instruction programs (CLIP) that are aligned with the state’s comprehensive literacy plan (SCLP) as well as local needs. Details of this alignment are described in Sec. B SEA Plan for Subgrants (p. 25).*

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**A. STATE-LEVEL ACTIVITIES**

Ohio proposes a set of state-level activities designed to support and provide technical assistance to subgrantees and collect data and other information to drive continuous improvement and local project evaluation. Ohio’s **project objectives and activities** are to: (1) enhance birth to grade 12 literacy outcomes for our most disadvantaged students; (2) implement evidence-based practices with fidelity; (3) ensure subgrantees develop evidence-based literacy plans aligned to the state plan; and (4) enhance data driven decision-making. State and local processes are in place to support these objectives. Upon award, further supports will be realized. Current and projected supports are described in detail below.

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### **State-Level Technical Assistance and Support Infrastructure**

The state’s literacy technical assistance support infrastructure is comprised of (1) State staff; (2) regional technical assistance and support providers; and (3) other additional partners. Each of these entities will play an important role in providing state-level supports to subgrantees.

**State Staff.** State staff support will be housed in the Ohio Department of Education’s Center for Curriculum and Assessment. Key project personnel include the following, and two other staff supporting Ohio’s Evidence-Based Clearinghouse, and their resumes are attached to the application submission:

- ***Early Literacy Administrator.*** Ohio’s Early Literacy Administrator, Dr. Melissa M. Weber-Mayrer, will serve as project director for the grant. Dr. Weber-Mayrer collaborates with Department staff and external stakeholders to coordinate the design, development and

implementation of language and literacy supports for Ohio’s students. She holds a doctorate in reading and literacy for early and middle childhood and has a combined 20 years of professional educational experience.

- ***Third Grade Reading Guarantee Administrator.*** Ohio’s Third Grade Reading Guarantee administrator, Elizabeth Hess, J.D., provides technical assistance to regions, district administrators and school personnel to ensure effective implementation of the Third Grade Reading Guarantee.
- ***Senior Executive Director of the Center for Curriculum and Assessment.*** Dr. Stephanie Siddens is the senior executive director of the Center for Curriculum and Assessment and oversees early literacy, the Third Grade Reading Guarantee, early childhood, special education, social and emotional learning, English learners and prekindergarten through grade 12 standards and assessment. As a member of the Department’s executive management team, she will ensure strong and successful communication, collaboration and support across all areas of the Department.
- ***Resource Center for English as a Second Language.*** The Department’s Lau Resource Center for English Learners provides school districts and Department staff with tools that support the success of English learners. Leveraging the Lau Resource Center is critical, given that 2.6 percent of Ohio’s total public school population is comprised of English learners.
- ***Striving Readers Project Manager.*** Ohio will add one staff member to serve as the project manager for the SRCL grant. The Department has not yet identified the individual who will hold this position.

**State Staff Activities.** State staff will perform the following activities:

- Coordinate and align literacy-focused activities within the Department and across regional service providers, including materials, professional development and identification of resources.
- Ensure alignment and inclusion of Third Grade Reading Guarantee policies and strategies in the Reading Achievement Plan development process.
- Design and develop tools and resources outlined later in this document, including the Reading Achievement Plan.
- Support the literacy components of the evidence-based clearinghouse.
- Staff and support the Peer-to-Peer Learning Network as described below.
- Design and deliver professional development on how to use data to inform instruction, how to build effective systems of support, how to apply evidence-based practices for reading and instruction and how to train regional staff.

**Other State Activities.** In addition to staff activities, the Department plans grant specific activities that will support applicant and subgrantee activities as follows:

- ***Literacy Summits.*** The Department will host yearly literacy summits to help subgrantees improve language and literacy instruction supported by moderate to strong evidence. These summit sessions will address— theoretical frameworks for learning to read (including brain research), structures for effective leadership, content elaboration and best practices for data analysis, planning instruction and intervention. Additionally, the summits will support and advance the peer-to-peer network (described later in this section) of educators who share a goal of improving literacy instruction and outcomes for Ohio’s most disadvantaged students.
- ***Online Forums for District Administrators.*** The Department will provide virtual support throughout the academic year for district and building leadership. Administrator online

forums, hosted by the Department and facilitated by local and national experts, will be scheduled quarterly to build the capacity of education leaders. Forum topics will be selected based on subgrantee feedback and Ohio's literacy data analyses. Attendance will be required for all subgrantees. Follow-up surveys will be collected to ascertain how participants use the presented content and strategies to implement their comprehensive literacy improvement plans. This information and other data (adult implementation data and child data) will be collected and shared with regional state support teams and educational service center staff to inform regional technical assistance efforts and sustainability plans.

### **Regional Technical Assistance and Support Providers**

Because of Ohio's size and geography, and the diversity of its districts and schools, the state has a well-established system of regional service providers that will be key partners in implementing the Striving Readers grant.

- ***Educational Service Centers.*** Ohio has a total of 53 educational service centers. They offer expertise in a variety of areas including, but not limited to: special education, early childhood education, early childhood special education, homelessness, English learners, gifted, consortium services for students, related services, career pathways, technology and paraprofessional support, as requested by districts. They provide substantial professional development in a wide range of areas including improvement planning, literacy improvement, curriculum alignment and development, data use and analysis, etc. Under this proposal, educational service centers will continue to provide language and literacy professional development specifically focused on middle and high school literacy across the content areas.

- **Regional State Support Teams.** Ohio has a system of 16 regional state support teams that provide technical assistance and support to districts and schools. The state support teams are housed in 16 of the educational service centers, with direct oversight provided by the Department. As an integral part of the State System of Support, the purpose of these teams is to build the capacity of LEAs to engage in systemic and sustainable improvement for all Ohio students, including those with disabilities and other diverse learning needs. One particular area of strength for state support teams is training schools and districts on the use of the Ohio Improvement Process. In addition, each state support team includes an early literacy specialist who strongly supports the Early Literacy Pilot districts.

Each state support team employs one or more regional early literacy specialists (18 statewide) who provide professional development (data, systems and practices) and serve as systems-level coaches and content coaches for districts. These specialists support and develop literacy coaches, who build capacity within LEAs and support evidence-based language and literacy instruction.

Upon award, Ohio will invest in additional regional literacy specialists to enhance the already developed state systems of support, especially in the regions of the state with the largest populations of disadvantaged students. These staff will specifically support middle and high school literacy plans for instruction across content areas and interventions to meet specific student literacy needs.

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**Regional Staff Training.** The Department provides literacy-focused training to an array of state support teams and educational service staff to ensure that literacy concepts are integrated into the services they provide – key people involved in the literacy improvement process. Currently, the state support teams employ early childhood consultants (to support early childhood development), regional early literacy specialists (preschool through grade 3), and Ohio Improvement Process facilitators (supporting improvement planning and implementation in LEAs). These staff receive preschool to grade 3 literacy training to build and support regional understanding of language and literacy content. These professional development opportunities include the Language Essentials for the Teachers of Reading and Spelling (LETRS: Voyager Sopris) professional development, aimed at building knowledge and implementation of evidence-based language and literacy instruction; Reading-Tiered Fidelity Inventory (St. Martin, Nantais, Harms, & Huth, 2015; St. Martin, Nantais, & Harms, 2015), to support strong Multi-Tier Systems of Support; and Implementation Science (Cook & Odom, 2013), which connects theory to practice.

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**Ohio Child Care Resource and Referral Agencies.** Ohio oversees 12 regional child care resource and referral agencies that support child care providers with using Ohio’s early learning and development standards (birth to age 5), including language and literacy. For example early childhood specialists employed by the referral agencies will be provided the opportunity to become trainers in the *Sit Together and Read* evidence-based program that focuses on concepts of print and can be used with families and teachers. This will ensure the early childhood specialists can support Ohio’s child care providers using early literacy best practices.

**Other Partners of ODE and Activities**

- ***Great Lakes Comprehensive Center.*** Building on support for the state’s Early Literacy Pilot, a senior technical assistance literacy expert from the Great Lakes

Comprehensive Center will continue to provide guidance, technical support and critical feedback to the Department, State Literacy Team and regional infrastructures. This support will continue to provide an evidenced-based perspective that guides the Department and the State Literacy Team and prioritizes capacity development and sustainability.

- **Ohio Center for Autism and Low Incidence (OCALI).** The Center for Teaching Diverse Learners at OCALI provides professional development, technical assistance, consultation and resources for educational agencies, specialized programs, practitioners and families working to improve the quality of life and learning for individuals who have significant cognitive and/or low incidence disabilities. OCALI will provide professional development, on-site technical assistance and coaching to support subgrantees with the teaching and learning of Ohio's students with disabilities.

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## **Identifying and Implementing Evidence-Based Practices – Evidence-Based**

### **Clearinghouse**

Ohio is developing a multi-faceted, integrated approach to providing districts with knowledge, data, tools and resources to address their improvement goals with strategies supported by evidence. This approach includes the development of Ohio's **Evidence-Based Clearinghouse**, an online resource that will provide districts with tailored information on interventions and practices that are supported by strong to moderate evidence.

Ohio's Evidence-Based Clearinghouse will be practitioner focused, as Ohio educators are the primary audience for the clearinghouse. While academic research plays an important role in establishing levels of evidence, the information, resources and connections to other systems incorporated in the clearinghouse will be designed with the user in mind. The clearinghouse will serve as a critical resource for districts as they complete needs-assessments, identify areas for school improvement and identify relevant interventions supported by appropriate tiers of evidence. The clearinghouse is not meant to be a stagnant archive of information, rather a dynamic, living tool that provides districts and educators with resources they can use on a regular basis to improve student outcomes.

Ohio's Evidence-Based Clearinghouse will include summary guides focused on broad topics, practitioner guides that offer examples of how interventions are carried out in districts, schools and classrooms, and tools that connect practitioners to share lessons learned about specific interventions. The Clearinghouse will also include training and communication materials

designed to reach a group of broader stakeholders beyond educators. These training materials will be publicly available to any community partner who might benefit from the Clearinghouse.

The clearinghouse will be organized by high-level school improvement components (e.g., Human Capital Management, Curriculum and Instruction, College and Career Readiness) and designed to help districts make connections among relevant programs and the interventions. For purposes of this proposal, the clearinghouse will also be configured to allow quick access to literacy-specific research with annotations related to the strength of evidence and key components of proven programs.

The Department's director of the Office of Research, Evaluation and Advanced Analytics will manage the overall review process, while an Evidence-Based Clearinghouse Review Team will determine the level of evidence associated with interventions, programs or practices submitted for review.

### **Peer-to-Peer Improvement Network**

Implementation will also be supported by a Peer-to-Peer Improvement Network that will encourage educators to forge partnerships across districts, programs and subject areas and share solutions to common challenges. The Network will provide participants the opportunity to share problems of practice and receive real-time consultation with peers. Networks have been proven to be effective ways to leverage collective knowledge among participants with common pursuits. The Network will be connected to the Evidence-Based Clearinghouse, enabling districts and early care and education programs to access strategies and interventions successfully leveraged by other similar districts, schools and programs.

## Ohio's State Comprehensive Literacy Plan

Ohio's State Comprehensive Literacy Plan uses the following five components to increase language and literacy proficiency: (1) Shared leadership; (2) Multi-tiered systems of support; (3) Teacher capacity; (4) Family partnerships; and (5) Community collaboration. The plan increases regional supports for technical assistance, enhances the Ohio Improvement Process framework, and supports local early care and education programs and school districts as they implement the plan.

### 2) Data Collection to Inform Continuous Improvement and Evaluate Effectiveness

Ohio will collect data directly from subgrantees and leverage already-collected state-level data (for preschool through grade 12) to inform continuous improvement and evaluate the effectiveness and impact of local projects. All subgrantees will be asked to evaluate their local initiatives and include the costs and implementation strategies in their grant applications to the state.

Key state-level evaluation questions, data collection methods, data sources and timelines are listed below.

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### C. SEA MONITORING PLAN

Ohio proposes a high-quality monitoring plan to ensure the successful implementation of local projects by subgrantees for the Striving Readers Comprehensive Literacy (SRCL) grant.

**Key Goals:** There are *three goals* for the monitoring plan as follows:

Goal 1: Fidelity of implementation and plan alignment. This goal is focused on ensuring that each subgrantee is successfully implementing, with fidelity, the provisions of its comprehensive literacy improvement program (CLIP) contained in its local literacy plan. (The contents of local literacy plans are described in Goal 2(a) of the previous section of this application; the components of a CLIP are described in Goal 2(b) of the previous section.)

Goal 2: Performance on plan goals and objectives. This goal is intended to ensure the success of subgrantee's progress on advancing the measurable performance goals and objectives for the subgrant. Subgrant performance measures are aligned with the state performance measures described in Sec. A (2) (p. 21-23). Each subgrantee's local literacy plan and CLIP must contain specific targets for required outcomes.

Goal 3: Fiscal Accountability. This goal is intended to ensure all resources are expended pursuant to budget plans and accounted for in compliance with state and federal requirements, including the requirements of the SRCL grant.

**Key Activities:** In furtherance of the goals listed above, Ohio proposes the following monitoring activities (each activity identifies responsible parties, a timeline and key milestones):

- ***Key Activity – Develop Implementation Rubric:*** The implementation rubric will be the foundation for all grant monitoring activity. It will be structured to support monitoring in four areas:
  - *Monitoring Area 1 – Fidelity of implementation and plan alignment.* This area ensures that the subgrantee's CLIP is being implemented with fidelity and consistent with the representations made in the grant application. It will address the specifics of subgrantee implementation of key activities including the implementation of CLIP interventions and practices, professional development, data collection and tracking, and project leadership

and administration. It also will support the affirmation that the interventions and practices included in the CLIP a) are aligned with Ohio's SCLP; b) are supported by moderate evidence or strong evidence; c) are differentiated and are appropriate for the age level and grade level described in the approved grant application; and d) are implemented with fidelity and aligned with Ohio's SCLP and the local literacy plan.

- *Monitoring Area 2 – Performance on Goals and Objectives:* This area of the rubric will ensure that subgrantees are tracking the progress on each of the measures that are included to reflect the goals and objectives of the grants. Subgrantees will need to demonstrate that data being collected is also being analyzed and used for feedback and to inform ongoing implementation and improvement.
- *Monitoring Area 3 – Fiscal Accountability:* This area of the rubric will ensure that subgrantees have the necessary processes in place to ensure fiscal accountability, and that subgrantees are themselves monitoring fiscal activity in a manner consistent with government accounting best practices.

Each rubric area will include various dimensions related to the purpose of the area, and will be used to inform and guide mid-year reports, desk audits, year-end reports, site visits and other monitoring activity.

*Responsibilities, Timeline and Milestones:* Department staff, in consultation with the State Literacy Team, will develop the implementation rubric. The rubric will be available before the commencement of grant activities, estimated to be June 2018. The rubric will be updated annually by the Department.

- ***Key Activity – Design and Development of Monitoring Tools and Protocols:*** The Department will engage in the design and development of monitoring guides, tools and

protocols. These will include, but not be limited to, guidelines for mid-year and year-end reports, guidelines for data collection and analysis, site visit protocols, focus group protocols, survey instruments, and other tools as needed. All relevant monitoring information and documents will be available to subgrantees on the Department's website. The Department will also manage a document repository that will be used by subgrantees to upload all relevant documents for monitoring purposes.

*Responsibilities, Milestones and Timeline:* The Department will be responsible for this activity. It will begin upon grant award and have due dates for completion (based on the need for each tool and protocol) throughout the first four months following grant award. Tools and protocols will be updated annually.

- **Key Activity – Subgrantee Monitoring Training:** Subgrantees will receive appropriate and thorough training in all monitoring responsibilities. This training will be conducted face-to-face as well as via pre-recorded webinars for on-demand viewing.

*Responsibilities, Milestones and Timeline:* The Department will be responsible for designing and preparing all training materials and the provision of training for subgrantees, including the preparation and recording of webinars and posting all materials on the Department's website. Subgrantees will be responsible to participate in training opportunities. Training materials will be designed within the first four months following grant award and updated annually. Training will be provided in June 2018 and annually thereafter.

- **Key-Activity – Mid-year Reporting Process/Desk Review:** All subgrantees will be monitored for fiscal and programmatic grant compliance specific to the SRCL grant through a process of mid-year reporting and a desk review. All mid-year reporting and desk review

requirements will be spelled out in the SRCL grant implementation rubric. Subgrantees will upload documentation and provide required data reports.

The materials and narrative completed by the subgrantees will be reviewed by Department staff. Staff will determine subgrantee compliance on each element of the rubric. Follow-up phone calls will be conducted if clarity is needed on narrative responses or if additional documentation is required to determine compliance.

*Responsibilities, Timeline and Milestones:* Subgrantees will be responsible for the timely submission of mid-year report documentation. Department staff will conduct the desk reviews and follow-up as needed with subgrantees. Mid-year reports will be due on or around Dec. 1 of each program year. Desk reviews will be completed by Jan. 20 with reporting back to subgrantees by Jan. 31.

- **Key Activity – Spring On-Site Visit:** To ensure that each subgrantee is adhering to all program requirements as well as to the terms specified in its approved grant application, the Department will conduct at least one scheduled comprehensive site visit in the spring of each year. During the site visit, Department staff will interview school and district staff, review a subset of financial documents and gather any other data necessary to complete the implementation rubric. The Department will use formal site visit protocols to collect the necessary data. At the end of the site visit, Department staff will meet with subgrantee administrators to briefly discuss overall findings. Subgrantees will receive official site visit feedback (the completed implementation rubric) within 21 days of the site visit.

*Responsibilities, Timeline and Milestones:* Subgrantees must upload documentation and narrative in early March. Department staff will schedule site visits, review all necessary materials and complete site visits by April 30.

- **Key Activity – Surveys:** Surveys will be administered to support certain key research questions contained in the proposed evaluation approach for this proposal. Three surveys are contemplated: 1) surveys of teachers; 2) surveys of administrators, building leaders and district coaches; 3) surveys of regional support staff.

*Responsibilities, Timeline and Milestones:* The Department will design, administer and compile the surveys. Surveys will be administered within 30 days of the end of each program year.

- **Key Activity - Year-end Reporting Process:** Subgrantees will be required to file final grant activities reports within 90 days of the end of the budget period. Subgrantees must, at a minimum, report on each project goal and outcome (using defined performance measures), and provide a detailed expenditure report. The Department will specify a format for expenditure reports and ensure that reported goals and outcomes are consistent with those specified in the grant application.

The Department will review each subgrantee’s annual grant activities report and notify the grantee of the report’s acceptability and compliance, or specify missing information and request report revisions. Year-end reports will be posted to the Department’s website.

*Responsibilities, Timeline and Milestones:* Subgrantees will be responsible for the completion of year-end reports. Department staff will conduct the reviews and follow-up with subgrantees for missing information or to discuss needed corrective actions.

- **Key Activity – Corrective Action Planning:** Subgrantees found to be non-compliant or deficient on any required items either in the mid-year report, through the desk audit, through the on-site visit, or through the year-end reporting process or at any other point of the grant period, will be requested to provide information on why it is non-compliant and how it plans

to become compliant on identified issues. Subgrantees will either immediately rectify the compliance issue or identify a corrective action to quickly lead to compliance. Subgrantees will be given 30 days to correct deficiencies. Failure to correct all deficiencies may result in early termination of the subgrantee's award, and depending on the circumstances, the Department may pursue necessary actions to reclaim previously distributed funds.

*Responsibilities, Milestones and Timeline:* The Department will manage the corrective-action process. This work will be on-going throughout the grant period.

- **Key Activity – On-Going Fiscal Monitoring:** To ensure all expenses are allowable and within budget, all subgrantees will be paid on a reimbursement basis. Payments will be managed through the Department's Comprehensive Continuous Improvement Planning system to the approved grant budget for each subgrantee loaded into the system. System checks are in place to ensure that budget amounts are not exceeded and that draws of funds are based on properly submitted expenditure reports and appropriate and approved uses of funds. Annual budget reports will be required. Subgrantees are subject to audit by the Ohio Auditor of State.

*Responsibilities, Timeline and Milestones:* The Department will provide instructions and trainings to subgrantees on the use of the CCIP system and proper procedures for drawing down funds. The Department will also provide the necessary forms and instructions for periodic budget reports. Fiscal monitoring is an ongoing process throughout the grant period, with the most significant fiscal reviews taking place after the close of each budget year.

- **Monitoring Process Update:** Each year, the Department will update monitoring processes, protocols and guides, as well as the implementation rubric itself, based on feedback from program administrators and subgrantees collected through surveys and focus groups.

*Responsibilities, Timeline and Milestones:* The Department will design and develop survey and focus group protocols, and conduct the appropriate surveys and focus groups.

**Theory:** A strong monitoring system is important to ensure effective implementation, and to identify problems and challenges as early as possible. Early identification allows for timely rectification of implementation challenges. Effective monitoring also serve to provide program feedback and inform program improvements.

**Performance Measures (State and Local):** The monitoring plan will be measured primarily by process measures including timely completion of monitoring activity, and gauging the level of non-compliance by subgrantees.

**Appropriate Resources:** Resources to support the Department’s activities are contained in the administrative expenses component of the budget. Subgrantees will need to set aside a portion of their grant award to ensure appropriate completion of all monitoring activities.

#### **D. ALIGNMENT OF RESOURCES**

Ohio’s proposal is committed to ensuring resources are aligned to articulated SRCL grant priorities, including serving the greatest numbers or percentages of disadvantaged children and awarding subgrants of sufficient size to support effective implementation. The state is also committed to ensuring that the federally prescribed ratios of subgranted funds are maintained.

While adhering to these priorities, Ohio also believes that it is in the interest of the vision behind the SRCL grant program to ensure representation of applicants in various geographic areas of the state and in districts of various types (rural, small town, urban, etc.). Ohio’s grant award process prioritizes serving the greatest number or percentages of disadvantaged children in the context of geographic considerations

**1) Target subgrants that will improve instruction for the greatest numbers or percentages of disadvantaged children**

Ohio is committed to prioritize improving instruction for the greatest numbers or percentages of disadvantaged children – and it is committed to doing so with consideration for geographic location and type of district (rural, small town, urban, etc.). Fundamentally, serving the greatest number of students is a function of the cost per student served (over three years). These criteria will be pivotal in making grant awards.

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

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## **E. ADEQUACY OF RESOURCES**

Ohio has no doubt that this program will yield significant results and benefits. The benefits go beyond simply the numbers of students served, but rather the potential to increase capacity that can ultimately impact all students and elevate language and literacy outcomes statewide.

### **1) The extent to which costs are reasonable in relation to objectives, design and significance**

Ohio is requesting \$35,000,000 to support its proposal. This investment, however, is not being made in a vacuum. It is being infused into a system that already has laid the foundations and begun the journey to excellence in language and literacy. The state's literacy improvement climate includes the following:

- **A strong and aligned policy foundation**, including high quality standards (that extend from pre-school to high school graduation), assessments (including assessments used in preschool and kindergarten through to high school), data collection and accountability structures, and a specific literacy emphasis through the Third Grade Reading Guarantee.
- Familiarity and experience with proven **planning, improvement and implementation tools**, specifically in terms of both the Ohio Improvement Process and the Reading Achievement Plan guide;
- **Regionally deployed literacy-focused technical assistance infrastructure**, in

terms of early literacy specialists in every state support team region, as well as other staff deployed in Ohio's educational service centers who focus on literacy improvement.

- **Tools and resources that support evidence based practices**, including the Evidence-Based Clearinghouse, Peer-to-Peer Networks, and district experiences with a wide range of literacy improvement approaches.

Investing in Ohio ensures that SRCL grant funds are immediately focused on classroom implementation within a system which is primed to benefit greatly from those investments. Consequently, the state is ready to achieve the specific objectives identified in the project design and make a significant difference in specified outcomes.

Additionally, ODE will leverage its current capacity and add additional capacity to support literacy improvement efforts, and provide technical assistance, professional development, monitoring and evaluation support to subgrantees to attain the objectives set forth in this application. Details for the budget for SEA administrative costs can be found in the attached budget narrative.

## **2) Reasonableness of Costs in Relation to Number of Persons to be Served and to the Anticipated Results and Benefits**

Ohio has experience supporting schools and districts in the implementation of literacy improvement activity. 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. When determining the estimated number and range of subgrantee awards for this proposal, ODE considered several factors, including: (1) the cost of

implementing Ohio's Early Literacy Pilot (teacher professional development, literacy coaches, assessments, etc.); (2) the cost of evidence-based professional development in middle and high schools; (3) the costs associated with evidence-based programs and interventions with strong or moderate evidence as published by the Johns Hopkins University Center for Research and Reform in Education (CRRE) on the website [www.evidenceforessa.org](http://www.evidenceforessa.org); and (4) The diverse sizes of districts and schools throughout the state. The Department is confident that awarded subgrantees will have sufficient funds to fully and effectively implement their local program proposals.

In this proposal, Ohio is planning to award 30 – 40 grants (spanning three years), estimated to serve a total of roughly 45,000 students with three years of services at an all-inclusive (to the subgrantee) average estimated cost of \$750 per student over three years (averaging \$250 per year, although first year costs are expected to be higher due to start-up expenses). The average grant is expected to serve 1,000-1,200 students. The total cost allocated for subgrants in Ohio's proposal is \$33,250,000.

The number of students served represents approximately 5 percent of the total number of students meeting the definition of disadvantaged in the State of Ohio. However, the awarding of subgrant funds will be made in a way that will offer secondary impacts to a much larger group of students. Ohio expects that, in every part of the state, the knowledge and capacity building that will take place will benefit a wider range of organizations and students. This will be felt, first and foremost, by geographically proximate organizations – schools in the same district or in the same community. The involvement of the state's regional State Support Team and Educational Service Center staff, however, will ensure that the increased capacity also has a regional impact. Consequently, the benefits of this work

will go well beyond the estimate 45,000 students who will be directly served.

## **F. QUALITY OF PROJECT DESIGN**

In the preceding pages, Ohio has laid out a proposal for a robust and promising program to drive improvements to literacy attainment for Ohio's disadvantaged students. In the introduction, Ohio makes the case that the state is fertile ground for this investment of resources. The state's vision for success relies on three key ingredients identified as necessary to having a powerful impact: The Plan, The Program and The People.

In every part of this proposal, Ohio has aligned activities to cultivate these three elements:

- ***The Plan:*** When organizations are deliberate in identifying needs, understanding data, identifying causes and developing strategies for improvement, they are more likely to be successful. Quality planning is supported through a variety of state described activities including the updating of Ohio's Reading Achievement Plan process, the Literacy Summits, the integration of the Ohio Improvement Process, and others. The subgrant process requires evidence of quality planning, and the monitoring process provides a gauge whether the plan is having an impact and whether adjustments are needed. The resources that are provided are designed to be adequate to make progress toward plan implementation.
- ***The Program:*** Ohio's goal is to focus on what works. In all of education, the evidence base on literacy instruction and improvement is perhaps the best developed. Just as organizations must be more deliberate in planning, they must be more diligent in identifying practices that work – as demonstrated by moderate evidence and strong evidence. Adherence to proven programs—such as can be identified through the Evidence-Based Clearinghouse, and discussed in webinars and summits—is another pillar of Ohio's proposal.

- ***The People:*** Success cannot be achieved without building the capacity of people – specifically teachers, but including coaches, specialists, administrators and others – to enhance their practice and align it to proven programs. Additionally, the staff at the state and regional levels that support those working in front of students must have the skill and ability to support teachers and administrators in successful implementation. State activities, including those deployed regionally, strongly emphasize the focus on developing people and building the capacity to make a meaningful difference in improving literacy skills in students. This includes proposed training and the development of peer-to-peer networks. This idea is further amplified in the subgrant process to ensure that professional development and capacity building play a key role in quality subgrant applications. The proposal’s monitoring plan ensures that capacity building activities are tested and that plans are adjusted should the need be identified for more extensive or focused activity. Each subgrant will provide the resources needed to support effective capacity building.

Ohio is excited by the opportunity to make significant advances in literacy outcomes for disadvantaged students. The proposal presented here will, no doubt, build on the solid policy foundation and the improvement activities that have already begun, and continue to drive Ohio’s achievement to higher levels. In doing so, the work will have an impact both beyond the boundaries of the subgrantee entities and beyond the timeframe for which federal financial assistance is provided.

As Frederick Douglass so eloquently declared, “Once you learn to read, you will be forever free.” There is no issue more critical than ensuring disadvantaged children have the language and literacy skills they need to be successful in learning and in life. Ohio is committed to building its capacity to provide the most effective, evidenced-based strategies tailored to the needs of each

child, and to do so in a way that builds the capacity of the system, the abilities of educators and experience with quality programming.

## Other Attachment File(s)

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Melissa M. Weber-Mayrer, Ph.D.

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**Office Address**

The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215  
**Phone:** 614-728-8095

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**EDUCATION**

- 2016            *The Ohio State University, Columbus, Ohio*  
**Doctor of Philosophy, Reading & Literacy in Early & Middle Childhood.**  
College of Education & Human Ecology, Department of Teaching Learning.  
*Early childhood professional development: An experimental study of  
critical factors of adult learning theory.*  
Committee Members: Shayne Piasta (Chair), Laura Justice, David Stein
- 1994            *The Ohio State University, Columbus, Ohio*  
**Master of Arts, Art Education & Administration.**  
*Art as an integral companion to learning: A case study of a second grade  
teacher's curriculum development.*  
Committee Members: Terry Barrett (Chair), Sydney Walker
- 1988            *The Ohio State University, Columbus, Ohio*  
**Bachelor of Science, Elementary Education K-8.**

**RESEARCH INTERESTS**

- Evidence-based emergent literacy instruction in home, childcare, and school settings to improve teacher and child outcomes.
- Assessment of teacher training (pre-service) and professional development (in-service) through the integration of factors of adult learning theory.
- Teacher abilities, knowledge, beliefs, and practices as these support student outcomes.

**PROFESSIONAL EXPERIENCE**

- 2016 – present    **Early Literacy Administrator**  
**The Ohio Department of Education**
- Coordinate and collaborate efforts across ODE offices and external stakeholders in the design, development, and implementation of early language and literacy supports for Ohio's young children
  - Provide program direction on behalf of the Senior Executive Director of the Center for Curriculum and Assessment in the management and oversight of the early literacy plan.
  - Formulate, develop, and implement policies for early (i.e., preschool – 3<sup>rd</sup> grade) language and literacy core instruction, intervention and support, and work

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collaboratively to coordinate and implement intra- and inter-agency initiatives to provide early language and literacy supports to children at-risk for delayed development of language and literacy.

**2007-2011**

**Education Program Specialist  
The Ohio State University, Center for Early Childhood Quality  
Network, Columbus, OH.**

- Coordinated artist residencies in Chicago public and parochial schools.
- Collaborated with artists and classroom teachers to align residencies to the language and literacy curriculum.
- Facilitated artists and teacher collaborative planning.
- Collected evaluations of the effectiveness of the collaborative partnerships through artist and teacher surveys.

**1994-1995**

**Program Service Representative  
Urban Gateways, The Center for Arts in Education, Chicago, IL.**

- Coordinated artist residencies in Chicago public and parochial schools.
- Collaborated with artists and classroom teachers to align residencies to the language and literacy curriculum.
- Facilitated artists and teacher collaborative planning.
- Collected evaluations of the effectiveness of the collaborative partnerships through artist and teacher surveys.

**2010–2013**

**Consultant  
Franklin County Child Development Council, Head Start, Columbus, OH.**

- Collaborated with Head Start staff to develop language and literacy trainings for assistant teachers.
- Facilitated language and literacy trainings for assistant teachers.

**2003–2012**

**Consultant  
Ohio Department of Education, Columbus, OH.**

- Collaborated to develop the Early Language and Literary Reflection Tool.
- Collaborated with field faculty to develop ODE elementary Summer Institute for Reading Intervention curriculum.
- Collaborated with field faculty to develop early language and literacy CORE curriculum PD for early childhood educators.

**2005–2012**

**Consultant  
Ohio Education Development Center, Granville, OH.**

Contact: Dan Pallante

- Developed preschool literacy training and preschool-kindergarten transition project.
- Facilitated literacy trainings for preschool teachers content (phonological awareness, vocabulary, fluency & comprehension, writing)..

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- Facilitated preschool- kindergarten teacher collaborations in creating a transition plan and district transition
- Co-facilitated Phonological Awareness training for K-3 teachers.

**January 2006 – Consultant**

**August 2006 University of Akron, Akron OH.**

Contact: Lisa Lenhart, Professor of Education; Director, Center for Literacy

- Collaboratively developed the Assess-Plan-Teach Online Modules, Trainer's Guides, and Wrap Around Modules.
- Edited preschool literacy video footage for use in modules.

**September – Consultant**

**November 2002 Head Start Early Literacy Training, Chicago, IL/ Grand Rapids, MI.**

- Developed Head Start Early Literacy Training
- Facilitated literacy training to administration and staff (best practices, read aloud, letter knowledge, phonological awareness, written expression, language development, print & book, and literacy mentoring).

**May 2012 – Trainer**

**August 2002 National Head Start Early Literacy Training Team, University of Texas, Houston, TX.**

- Facilitated Head Start Early Literacy Initiative Training via five day conferences (presented in 4 states: CA, IL, MI, and TN). Topics included: best practices, letter knowledge, and teacher mentoring.

**1999–2001 Project Manager**

**Ohio Department of Education, Columbus, OH.**

- Managed Phonics Demonstration Grant for Ohio Department of Education.
- Facilitated grant reading for Phonics Demonstration Grant.
- Observed and reported classroom implementation, teacher training, and project progress.

**1994–1995 Consultant**

**Mazza Collection, Gallery of Illustrators, University of Findlay, Findlay, OH.**

- Developed docent training program for gallery.
- Created study guides for grades K-8.
- Lectured during Summer Institute University of Findlay.

### **CERTIFICATES HELD**

State of Illinois, K-9, Middle School Art & Social Studies  
New Jersey Elementary, Grades K-8  
Ohio Four-Year Provisional, Grades K-8

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Certificate of Completion: GTA Online Boot Camp, The Ohio State University

**RESEARCH EXPERIENCE**

- 2011-Sp2016: Graduate Research Assistant**  
**The Ohio State University, Department of Teaching and Learning, Columbus, OH.**  
Project Title: *Assessing Preschool Professionals Learning Experiences*.  
IES Grant (PI: Shayne Piasta, Ph.D.)
- Led codebook development for research measures (teacher, child, and classroom).
  - Managed/coordinated project data processes.
  - Supervised undergraduate research assistants.
  - Trained as a reliable CLASS and ISI classroom video coder.
  - Collaborate on project analysis and dissemination activities.
- 2008-2012 Consultant**  
**American Institute for Research, Chicago, IL**  
Project Title: *Early Language and Literacy Classroom Observation (ELLCO) Ohio Data Collection* (Contact: Katie Dalke, M.A.).
- Developed and facilitated trainings for state-contracted ELLCO observers.
  - Developed and facilitated recalibration trainings for state-contracted ELLCO observers.
  - Collaboratively facilitated ELLCO *Introduction and Awareness* training and *Data Use* training disseminated across the state of Ohio to early childhood educators and administrators.
- 2006-2007 Coaching Coordinator**  
**John Carroll University, Cleveland, OH.**  
Project Title: Reading First Research Project (PI: Cathy Rosemary, Ph.D.).
- Led state-wide coaching initiative for early childhood teacher leaders and state-contracted literacy specialists focused on emergent literacy skills, strategies, and pedagogy.
  - Developed and facilitated a state-wide literacy coaching program for teacher leaders to support early childhood educators.
  - Developed and facilitated monthly literacy coaching trainings in Columbus and Cleveland.
  - Collected coaching data and reported program implementation and progress to John Carroll University.
- 2001-2006 Consultant**  
**University of Texas, Houston, Center for Improving the Readiness of Children for Learning and Education, Houston, TX.**

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Melissa M. Weber-Mayrer, Ph.D.

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Project Title: *Preschool Early Language and Literacy Scale up Project*  
(PI: Susan Landry: ODE liaison, Kathy Roskos, Ph.D., John Carroll University).

- Led project and mentored teachers for CIRCLE Literacy Project.
- Facilitated the language and literacy trainings to Franklin and Fairfield county Head Start early childhood teachers.
- Provided onsite literacy coaching through modeling, observation, feedback, reflection, and conferencing.
- Collected teacher, classroom, and child level data.
- Provided monthly reports on project progress to the University of Texas project staff and the Ohio Department of Education.

**UNIVERSITY AND K-12 EXPERIENCE**

**Spring 2017**      **Adjunct Professor**  
**Otterbein University**  
**Westerville, Ohio**  
Phonics for Middle Childhood

**Autumn 2016**      **Adjunct Professor**  
**The Ohio State University, Department of Teaching and Learning,**  
**Columbus, OH.**  
Phonics for Early and Middle Childhood

**Spring 2016**      **Adjunct Professor**  
**Otterbein University**  
**Westerville, Ohio**  
Phonics for Early and Middle Childhood

**Autumn 2014 -**      **Graduate Teaching Assistant**  
**Autumn 2015**      **The Ohio State University, Department of Teaching and Learning,**  
**Columbus, OH.**  
Lead Instructor: Reading Foundations.  
Course Coordinator: Deborah Morbitt, M.Ed.

- Collaborated with course instructors on the planning of foundational reading content including: reading theory, student motivation, assessment, emergent literacy, and literacy content to undergraduate and graduate students.
- Delivered course content with the infusion of adult learning factors aimed at promoting adult learning.
- Promoted/supported critical thinking and the connection of theory to practice.
- Promoted/encouraged practical application of newly acquired literacy knowledge and beliefs.
- Scaffolded student learning through collaboration and mentoring.
- Assessed student progress.

**Autumn 2014 – Graduate Teaching Assistant - Online Coach**

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- Spring 2014**      **The Ohio State University, Department of Education Workforce and Development, Columbus, OH.**  
Online-coach: Graduate Teaching Associate Bootcamp  
Lead Instructor: David Stein, Ph.D.
- Scaffolded learning of graduate students learning to teach in an online forum.
  - Managed and stimulated online discussion posts by promoting in-depth reflection on module content.
  - Provided feedback and answered questions related to course assignments.
  - Assessed student progress.
  - Implemented adult learning strategies to promote transformative learning.
- Autumn 2013**      **Guest Lecturer**  
**The Ohio State University, Department of Teaching and Learning, Columbus, OH.**  
Advanced Study in the Teaching of Reading, graduate students  
Lead Instructor: Jill Pentimonti, Ph.D.
- Presented: *Critical reflection and transfer of knowledge into classroom practice.*
- 1995-1996**      **Teacher 4<sup>th</sup>/5<sup>th</sup> grade special education inclusion**  
**Pablo Casals Elementary School, Chicago Public Schools, Chicago, IL.**
- Provided lead planning, instruction, and evaluation for 4<sup>th</sup>/ 5<sup>th</sup> grade special education inclusion and emergent bilingual classroom.
  - Co-planned instruction based on individual education plans with special education teacher.
  - Collaborated with grade level team to construct monthly goals and address district performance standards.
- 1992–1994**      **Teacher, 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grades**  
**1988-1991**      **Devonshire Project Adventure School, Columbus Public Schools**  
**Columbus, OH.**
- Provided lead planning, instruction, and evaluation for grades 2<sup>nd</sup> (special education inclusion classroom), 3<sup>rd</sup>, and 5<sup>th</sup> grade students on all core curriculum content.
  - Co-planned classroom instruction and support based on individual education plans with district special education teachers.
  - Collaborated with grade level teams to construct monthly goals and address district performance standards.
- 1991 –1992**      **Teacher, 1<sup>st</sup> grade**  
**Absecon Public Schools, Absecon, NJ.**
- Provided lead planning, instruction, and evaluation for 1<sup>st</sup> grade students on all core curriculum content.
  - Collaborated with grade level team to construct monthly goals and address district performance standards.

**GRANTS**

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***The Graduate School's Alumni Grant for Graduate Research and Scholarship***, *Early childhood professional development: An experimental study of critical factors of adult learning theory*. The Ohio State University, Graduate School.  
Submitted October, 2015.

***Innovate, Communicate, and Motivate Grant***, CCEC grant *Building relationships and breaking binaries: A teacher/researcher project*.  
Awarded February, 2014.

***Ohio Department of Education***  
Project Title: *Teacher Leader Cohorts for Inclusionary Practices*.  
Awarded May, 2012.

## HONORS AND AWARDS

***Ohio Department of Education and the Ohio Association for the Education of Young Children: Outstanding Mentor of the Year***, 2011.

***EHE Scholarship***, Carol J. Fisher Graduate Support Fund for Reading and Literacy in Early Childhood Education. The Ohio State University.  
Awarded July, 2015.

***Ray Travel Award***, Career Development Grant awarded by the Council of Graduate Students, The Ohio State University.  
Awarded April, 2014.

***School of Teaching & Learning Travel Award***, The Ohio State University.  
Awarded May, 2014.  
Awarded June, 2015.

***College of Education and Human Ecology Travel Award***. The Ohio State University.  
Awarded May, 2014.  
Awarded September, 2015.

## PUBLICATIONS

Piasta, S. B., Justice, L. M., O'Connell, A. A., Mauck, S., **Weber-Mayrer, M.**, Schachter, R. E., ... & Spear, C. F. (2016). Effectiveness of large-scale, state-sponsored language and literacy professional development on early childhood educator outcomes. *Journal of Research on Educational Effectiveness*, (just-accepted), 00-00.

**Weber-Mayrer, M. M.**, Piasta, S. B., & Yeager Pelatti, C. (2015). State-sponsored professional development for early childhood educators:

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Who participates and associated implications for future offerings.  
*Journal of Early Childhood Teacher Education*, 36(1), 44-60.

Riggie Ottley, J., Piasta, S.B., Mauck, S., O'Connell, A., **Weber-Mayrer, M.M.** & Justice, L.M. (in press). The nature and extent of early childhood educators' change in language and literacy knowledge and beliefs upon receipt of a state-implemented professional development. *Journal of Teacher Education in press*.

#### MANUSCRIPTS IN PREPARATION

**Weber-Mayrer, M. M.**, Piasta, S. B., Riggie, J., Justice, L.M., & O'Connell, A. (in preparation). Early childhood literacy coaching: An examination of coaching intensity and changes in early childhood educators' literacy, knowledge, beliefs and practices. Manuscript in preparation for the *Journal of Teacher Education*.

**Weber-Mayrer, M. M.**, & Rodgers, E. (in preparation). Coaching as a form of professional development and child literacy outcomes: An overview of related research Manuscript in preparation for the *Journal of Early Childhood Teacher Education*.

Schachter, R. E., **Weber-Mayrer, M. M.**, Piasta, S. B., Justice, L. M., & O'Connell, A. (in preparation). What do coaches and teachers talk about during coaching? Coaches' reports of the content of coaching interactions. Manuscript in preparation for *Reading Research Quarterly*.

#### PEER REVIEWED PRESENTATIONS

**Weber-Mayrer, M. M.** & Piasta, S. B. (July 2017). Phonological Awareness Professional Development: An Experimental Study of Adult Teaching Practices and the Impact on Educator Knowledge. Paper to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

Piasta, S.B., Justice, L.M., O'Connell, A.A., Mauck, S., **Weber-Mayrer, M.**, Schachter, R.E., Farley, K.S., Spear, C.F., Strang, T.M., & Jia, R. (2017, July). State-sponsored language- and literacy- professional development for early childhood educators: Educator and child outcomes. Paper to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

Schachter, R.E., **Weber-Mayrer, M.M.**, Piasta, S.B., Justice, L.M., & O'Connell (December, 2015). *Inside the "black-box" of coaching: Coaches' reports of their coaching interactions with educators*.

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Melissa M. Weber-Mayrer, Ph.D.

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LRA Annual Conference, *Literacy, Equity and Imagination*. Carlsbad, CA.

**Weber-Mayrer, M.M.**, Schachter, R.E., Piasta, S.B., Justice, L.M., & O'Connell (October, 2015). *What takes place during Ohio's state- wide coaching program? Suggestions for best practices to promote transformational change*. Head Start Region V Leadership and Professional Development Conference, Chicago, IL.

**Weber-Mayrer, M.M.**, Piasta, S. B., Riggie, J., Justice, L.M., & O'Connell, A. (July, 2014). *Early childhood literacy coaching: An examination of coaching intensity and changes in early childhood educators literacy, knowledge, beliefs and practices*. Scientific Study of Reading, Santa Fe, NM.

**Weber-Mayrer, M.M.**, & Gaskins, H. (June, 2014). *Exceeding the "Standard": Addressing the principles of adult learning and their impact on professional development and teacher practices*. National Institute for Early Childhood Professional Development, Minneapolis, MN.

**Weber-Mayrer, M.M.**, & Gaskins, H. (April, 2014). *Collaboration: Setting the climate and creating a cycle*. OAEYC, Columbus, OH.

**Weber-Mayrer, M.M.**, Dynia, D. Piasta, S.B., Justice, L.M., & O'Connell, A. (November, 2013). *The quality of preschool teachers' language modeling and associations with child language*. ASHA Conference. Chicago, IL.

**Weber-Mayrer, M.M.**, & Gaskins, H. (April, 2013). *Early literacy coaching: Gaps that exist for teachers & tools for effectiveness*, ODE OAEYC Conference, Columbus, OH.

**Weber-Mayrer, M.M.**, Piasta, S.B., & Yeager Pelatti, C. (January, 2013). *Who participates in state-sponsored professional development aimed at improving the quality of early learning instruction?* College of Education and Human Resources Research Forum, Columbus, OH.

**Weber-Mayrer, M.M.**, Smith, S., Sykes, D. & Sullivan, S. (June, 2012). *Creating a culture of collaboration*. NAEYC Professional Development Institute Conference. Indianapolis, IN.

CURRICULUM VITAE  
Melissa M. Weber-Mayrer, Ph.D.

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**Weber-Mayrer, M.M., & Smith, Sarah** (October, 2011). *Ohio's teacher leader project*. Head Start Region V Leadership and Professional Development Conference, Chicago, IL.

**Weber-Mayrer, M.M.** (April, 2007, 2008, 2009). *The ART of coaching: A State-wide Approach for Preschool Literacy Coaching*. ODE OAEYC Conference, Columbus, OH.

**Weber-Mayrer, M.M.** (November, 1994). *The integration of art into various subject areas and evaluation*. Ohio Arts Education Association Conference, Columbus, OH.

**Weber-Mayrer, M.M.** (January, 1994). *Integrating picture books and art*. The Children's Literature Conference, Columbus, OH.

#### INVITED PROFESSIONAL PRESENTATIONS

**Weber-Mayrer, M.M.** (November, 2015). *Supporting teachers implementation of newly learned skills*. Director Meetings, Future Ready Columbus, Columbus, OH.

**Weber-Mayrer, M.M.** (August, 2015). *Strategies for supporting professional development*. Learn 4 Life Conference, Columbus, OH.

**Weber-Mayrer, M. M.** (August, 2014). *Building communities of practice through effective coaching*. Learn 4 Life Conference, Columbus, OH.

**Weber-Mayrer, M.M.** (November, 2013). *The culture of coaching*. Itinerant Teacher Annual Conference, Columbus, OH.

**Weber-Mayrer, M.M. & Jacobs, V.** (August, 2013). *Coaching for success*. Learn 4 Life Conference, Columbus, OH.

**Weber-Mayrer, M.M.** (October, 2012). *Transforming the educational experience by creating a culture of collaboration*, 5th Annual Starting Point Leadership Conference, Cleveland, OH.

**Weber-Mayrer, M.M.** (October, 2012; November, 2012). *Environment as the third teacher & the power of play*. Franklin County Child Development Council Head Start, TAPP presentations, Columbus, OH.

**Weber-Mayrer, M.M.** (August, 2014). *Preschool literacy coaching*. Learn 4 Life Conference, Columbus, OH.

CURRICULUM VITAE  
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**VIDEO RECORDED PRESENTATIONS**

**Weber-Mayrer, M.M.** (April, 1993). *Art criticism in the elementary classroom, integrating art and language arts.* Ohio Partnership for the Arts. Video used for teacher training by The Getty Foundation for the Arts.

**PROFESSIONAL MEMBERSHIP**

NAEYC, National Association for the Education of young Children  
OAEYC, Ohio Association for the Education of Young Children  
LRA, Literacy Research Association  
SSSR, Society for the Scientific Study of Reading  
Transformative Learning Network

**SERVICE**

**PD facilitator and classroom volunteer**  
**Schoenbaum Family Center (SFC), The Ohio State University**  
*Presented: An in-depth look at teaching phonological awareness.*

**PD facilitator PD**  
**Crane Center for Early Childhood Research and Policy**  
*Presented: Collaborative roles: Creating an positive climate.*

**Reviewer**  
**Literacy Research Association, Area 1, Preservice Teacher Education in Literacy**  
Review annual conference proposals.

**Ongoing Advisor**  
**Learn 4 Life/Future Ready, Columbus, OH.**  
Provide ongoing support for leaderships.  
Consult with early literacy coaches.

**Judge**  
**Denman Undergraduate Research Forum, The Ohio State University**  
Judge undergrad culminating research projects via poster presentations.

**Convener**  
**Crane Center for Early Childhood Research and Policy, Research Writing Group**  
Led weekly scholarly writing group sessions.  
Managed schedule.

**Ad hoc Manuscript Reviewer (In collaboration with Shayne Piasta)**  
*Reading and Writing*  
*Journal of Reading Research*

CURRICULUM VITAE  
Melissa M. Weber-Mayrer, Ph.D.

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*Journal of Teacher Education*

**ADDITIONAL PROFESSIONAL TRAINING & SKILLS**

Formal training in and efficient user of:

*Statistical Package for the Social Sciences (SPSS);*

*Carmen*, Ohio State's online learning management system;

*Microsoft Office Programs*, including SharePoint, Excel, Publisher, PowerPoint, and others.

*Online Course Design & Instruction Certification*: The Ohio State University, Department of Educational Studies, *College of Education & Human Ecology*

## Elizabeth Hess

(b)(6)

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### Education

#### **The Ohio State University Moritz College of Law**

*Juris Doctor*, May 2012

Public Interest Law Foundation Fellow

#### **The Ohio State University John Glenn School of Public Affairs**

*Master of Public Policy and Management*, March 2012

#### **The Ohio State University**

*Bachelor of Arts in Social and Behavioral Sciences, magna cum laude*, March 2009

### Experience

#### **Ohio Department of Education-** July 2015-Present, *Third Grade Reading Guarantee Administrator*

Provided technical assistance to stakeholders in the implementation of Ohio's Third Grade Reading Guarantee. Developed guidance documents and presented at local conferences to support policy implementation throughout the state of Ohio. Designed and curated Ohio's Early Literacy Toolkit. Coordinated the design and implementation of Ohio's Early Literacy Pilot.

#### **Dayton Public Schools-** August 2013- June 2015, *Fourth Grade English Language Arts/Social Studies Teacher*

Developed and implemented unit and daily lesson plans for 4<sup>th</sup> grade English language arts and social studies. Used student performance data to evaluate and adjust teaching methods. Fostered a positive classroom environment through the use of Positive Behavior Intervention Supports (PBIS) to promote a love of learning in each student. Created a student-led conferencing system for students to define their own goals and reach our classroom goals. Participated in over 20 hours of professional development throughout each school year.

#### **Office of Ohio State Senator Peggy Lehner, District 6-** June 2014-August 2014, *Leadership in Educational Equity-Policy and Advocacy Fellow*

Worked with stakeholders, national research groups, and a non-partisan legislative research organization to research and explore options for legislative action in Ohio regarding charter school laws. Completed a comparative analysis of existing charter laws from across the country and model legislation. Developed a resource library to be used by stakeholders to aid in the reform of Ohio charter laws (later passed as HB 2). Participated in leadership development, as well as coaching calls and networking events throughout the fellowship.

#### **Montgomery County Common Pleas Court- Juvenile Division,** February 2013-April 2013, *Court Appointed Attorney Guardian ad Litem*

Appointed by the Juvenile Court to represent the best interest of delinquent minors. Duties included working with the juvenile and all other parties involved (i.e., parents, teachers, counselors, probation officers, etc.), presenting a written report to the Court, and providing a recommendation to the court regarding the best interest of the minor child.

#### **Dayton Family Law Center,** January 2013-May 2013, *Attorney*

Law practice was focused on representing low to moderate income clients regarding domestic relations issues, such as divorce, dissolution, custody, child support, and visitation. Duties included legal research, interviewing clients, drafting pleadings, managing discovery, and representing clients at a variety of hearings.

#### **Legal Aid of Western Ohio,** September 2012-December 2012, *Law Clerk/Contract Attorney*

Assisted supervising attorneys in a variety of practice areas, including special education advocacy. While assisting an attorney representing a high school student diagnosed with autism spectrum disorder, I attended an IEP meeting, met with teachers, and formulated a legal strategy to assist this student.

**Student Legal Services at The Ohio State University**, August 2011-May 2012, *Certified Legal Intern*

Conducted legal research and writing while working directly with supervising attorneys on pending student cases involving consumer transactions, landlord-tenant disputes, uncontested domestic matters, and document drafting. Individually conducted lease reviews with student clients.

**American Civil Liberties Union of Pennsylvania**, June 2011-August 2011, *Law Clerk*

Conducted legal research and writing pertaining to civil rights litigation, specifically focused on clients' First Amendment right to free speech.

**The Supreme Court of Ohio- Judicial College**, September 2010-June 2011, *Law Clerk*

Assisted in the creation of a juvenile judges Continuing Legal Education curriculum.

**Moritz College of Law- Mediation Clinic**, August 2010-December 2010, *Certified Mediator*

Mediated cases in small claims court, the prosecutor's office, and eviction court. Submitted a seminar paper, titled: *School-Based Conflict Resolution Programs: Best Design Practices in Secondary Schools and the Introduction of Conflict Resolution Programs to Institutions of Higher Education*.

**Relevant Professional Development**

**Leadership for Educational Equity National Policy Workshops**, April 2017, February 2015, *Participant*

Participated in a weekend workshops focused on building a professional network of policy leaders and practicing practical policy skills, such as navigating the policy landscape, legislation analysis, understanding budgets, and using an equity lens when leveraging policy to affect systematic change. The April 2017 workshop also included a half-day session on management provided by the Management Center.

**Language Essentials for Teachers of Reading and Spelling (LETRS) 2<sup>nd</sup> Edition and 3<sup>rd</sup> Edition**, January 2016-June 2016; August 2016-June 2017, *Participant*

Completed 2<sup>nd</sup> edition modules 1-9 led by National LETRS Trainers: *The Challenge of Learning to Read, The Speech Sounds of English, Spellography for Teachers, The Mighty Word: Building Vocabulary and Oral Language, Getting up to Speed: Developing Fluency; Digging for Meaning: Teaching Text Comprehension; Teaching Phonics, Word Study, and the Alphabetic Principle, Assessment for Prevention and Early Intervention; Teaching Beginning Spelling and Writing*. Achieved Mastery Certification in 3<sup>rd</sup> edition Units 1-4 through Ohio's Early Literacy Pilot.

**DIBELS Next**, June 2016, *DIBELS Next Mentor*

Certified to conduct trainings in DIBELS Next Essentials Workshop and DIBELS Next Data Workshop through 2020.

**Reading Tiered Fidelity Inventory (R-TFI)**, *Trained Facilitator*

Trained to facilitate, interpret, and coach school level teams in the Reading Tiered Fidelity Inventory- a school-wide literacy needs assessment.

**Teach for America**, June 2013-June 2015, *Corps Member*

Attended a summer training institute and engaged with intensive professional development in order to obtain an alternative teaching certification. Attended monthly professional development seminars. Worked one on one with a coach to develop strong teaching habits based on the Teaching as Leadership rubric.

# Stephanie K. Siddens, Ph.D.

614.995.3449 | [stephanie.siddens@education.ohio.gov](mailto:stephanie.siddens@education.ohio.gov) | 25 S. Front St, MS 503, Columbus, OH 43205

Executive Leadership Collaboration & Partnerships Stakeholder Engagement Budgeting & Cost Management	PK-Grade 12 Program Implementation Early Childhood Services Educational Assessments Grants & Public Funding	Program Evaluation & Research Educational Public Policies Grant Writing Internal & External Presentations
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## Professional Experience and Selected Contributions

### ■ Ohio Department of Education, Columbus, OH

*Senior Executive Director, Center for Curriculum and Assessment*

2014 – Present

Lead and manage the Center for Curriculum and Assessment which includes the work of three offices: Early Learning and School Readiness, Exceptional Children, and Curriculum and Assessment. Serve as senior advisor to the state superintendent and deputy superintendent to ensure effective implementation of key state policies, programs, and funding for children in preschool through grade 12. These critical initiatives include public preschool and preschool special education, early literacy, Third Grade Reading Guarantee, supporting social and emotional development, supporting district implementation and use of standards and assessments, graduation requirements, special education, and gifted education. Serve as staff lead for the State Board of Education committee on Achievement and Graduation Requirements. Appointed member on Governor's Early Childhood Advisory Council.

- ✓ **Management expertise:** Lead and manage a department of more than 135 staff members; over \$715 million federal and state funded annual budget.
- ✓ **Education policy development and implementation:** Lead the development and implementation of state's kindergarten readiness assessment through cross state collaborative and national advisory committee; revise, update, and secure state board adoption of birth to grade 12 standards and model curricula; lead state's work in PK-12 social and emotional development standards to help schools go beyond academic focus; lead expansion of Honors Diploma to include arts, social sciences, and STEM; expand state early literacy professional development and facilitate ongoing funding for birth to grade 12 supports.
- ✓ **External partnership development and stakeholder engagement:** ensure productive partnerships with leaders in other state agencies to promote communication and coordination for early learning, social emotional development; and literacy development; leverage and engage Ohio content experts and practitioners to inform development and revision of standards, assessments, and key policies.

*Director, Office of Early Learning and School Readiness*

2011 - 2014

Direct and manage the operations, programs, and initiatives in the Office of Early Learning and School Readiness to ensure all children enter kindergarten ready to be successful academically, social, emotionally, and physically. Administer and monitor state and federally funded public preschool programs including public preschool for children from low income families and preschool special education for children with disabilities. Direct the licensure of public district and chartered non-public school preschool and school age child care programs for safety and health compliance. Served as one of the lead authors and the project director for Ohio's \$70 million Race to the Top Early Learning Challenge Grant. Manage and direct \$170 million budget. Oversee and supervise 21 staff members. Coordinate and participate in interagency workgroups and committees.

*Assistant Director, Office of Early Learning and School Readiness*

2006 - 2011

Direct, coordinate, and plan assessment, evaluation, and research for state funded early childhood education programs targeting children in poverty and children with disabilities. Design and implement early childhood education accountability system. Select and implement statewide program quality measures and child and family outcome measures for early childhood education programs. Design and oversee data collection systems. Produce written and oral reports of assessment, evaluation, and research results for internal and external decision makers and stakeholders. Participate in interagency workgroups and committees. Supervise office personnel and external contractors.

# Stephanie K. Siddens, Ph.D.

614.995.3449 | [stephanie.siddens@education.ohio.gov](mailto:stephanie.siddens@education.ohio.gov) | 25 S. Front St, MS 503, Columbus, OH 43205

## Summary of Additional Experience

- **Assessment and Evaluation Specialist: College of Wooster, Wooster, OH** 2005 – 2006  
Research, design, and implement assessment and evaluation procedures to study special higher education programs and projects; provide quantitative and qualitative data collection and analyses; consult with and provide technical assistance to faculty regarding assessment and evaluation activities.
- **Supervisor of Program Evaluation: Prince William County Public Schools, Manassas, VA** 2003 – 2005  
Supervise and coordinate Office of Program Evaluation personnel and consultants. Plan and manage office budget. Design, conduct, and prioritize program evaluations of K-12 school improvement programs. Produce written and oral reports of evaluation results for various audiences internal and external to the school system. Conduct workshops on evaluation design and use of data for strategic planning. Design and conduct system-wide surveys and other data collection measures for assessment of strategic plan goals. Review and facilitate associate superintendents' and principals' use of local school accountability model.
- **Program Evaluation Specialist: Fairfax County Public Schools, Fairfax, VA** 1999 – 2003  
Lead evaluator for multiyear evaluations of elementary and secondary instructional programs. Design and conduct program evaluations, including instrument development, data collection, qualitative and quantitative data analysis, use of SPSS, report writing and presentation of evaluation findings to audiences internal and external to the school system. Develop and maintain evaluation budget. Hire, monitor, and train consultants contracted to assist with program evaluations. Promote school staff members' utilization of evaluation results via school level reports and evaluation data interpretation workshops. Facilitate community meetings, including school boundaries and modified school calendar.
- **Research Assistant: Center for Evaluation and Assessment, The University of Iowa, Iowa City, IA** 1994 – 1999  
Oversee all aspects of educational program evaluation, including project management; evaluation design; survey and interview protocol development; data collection, including conducting phone interviews, focus group interviews, survey administration, and on-site observations; coding of observational, videotape, interview, and survey data; data preparation and entry; data analysis using SAS; behavioral transcript analysis; and evaluation report writing.

## Education | Professional Recognition

The University of Iowa, Iowa City, IA  
Doctor of Philosophy in Educational Psychology, 1999

Coe College, Cedar Rapids, IA  
Bachelor of Arts in Psychology, 1994  
*Magna Cum Laude, Phi Beta Kappa*

Star Achievement Award, June 2009, Ohio Department of Education  
Rising Star Award, December 2009, Ohio Department of Education  
Above and Beyond the Call of Duty Award, March 2003, Fairfax County Public Schools  
Outstanding Performance Award, November 2002, Fairfax County Public Schools  
T. Anne Cleary Psychological Research Scholarship, May 1999, College of Education, The University of Iowa

List of Presentations, Publications, and Evaluation Reports Available Upon Request

# Donna M. Villareal, Ph.D.

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**Education Program Specialist**, The Ohio Department of Education, Office of Curriculum and Assessment (2015-present), Lau Resource Center for English Learners.

**Office:**

25 S. Front Street  
Columbus, Ohio  
43215

**Address:**

**2299 McCutcheon Rd.**

Columbus, Ohio 43219

**Email:**

donna.villareal@education.ohio.gov

**Telephone:**

(614) 387-2245 (office)

(b)(6) (mobile)

## EDUCATION

- 2005 Ph.D. in Special Education and Applied Behavior Analysis,  
The Ohio State University.  
Dissertation Title: *The Effects of Peer Tutoring for the Tutor*
- 1988 M.A. in Multicultural Education, University of Akron.  
Teaching English to Speakers of Other Languages
- 1984 B.A. in Spanish, The Catholic University of America.  
Concentrations: English, Secondary Education

## PROFESSIONAL EXPERIENCES

- 2015-17 Education Program Specialist, Ohio Department of Education, Columbus.  
Provide technical assistance and support to school district personnel regarding the identification, instruction and assessment of English learners. Develop related updates, guidance, and policy. Respond to data inquiries, review school district language improvement education programs. Conduct on and off-site monitoring of school districts for Title III grants management. Represent English learner interests at cross-agency meetings. Serve as state contact for Ohio Teachers to Speakers of Other Languages, U.S. Department of Education, Office of English Language Acquisition, and Council of Chief State School Officers English Learner SCASS.
- 2008-14 Assistant Professor, Ashland University, Department of Inclusive Services, Dwight Schar College of Education and the Columbus Center.  
Taught and revised face to face, hybrid and online courses for the graduate Intervention Specialist and Teaching English to Speakers of Other Languages programs. Supervised field experience candidates with a focus upon English learners with disabilities, paraprofessional standards. Participated in university

committees and advised teacher licensure candidates.

- 2007-08 & 1998-01 Intervention Specialist, Columbus Public Schools, Spanish Immersion Academy. Provided direct instruction, wrote Individualized Education Programs (IEPs), collaborated with teachers, parents and guardians of students with mild moderate disabilities, grades K-8 in language immersion setting.
- 2005-07 Special Educational Needs Coordinator, Dresden International School, Germany. Instructed K-12 special needs as part of the International Baccalaureate Organization (IBO) program. Co-teaching and collaboration with school staff and parents to provide individualized educational services for international and German students.
- 1993-98 Educational Consultant, Ohio Department of Education, Student Services, Lau Resource Center, Columbus. Coordinated technical assistance and training to school district personnel to improve services for limited English proficient students (LEP). Conducted annual state survey to describe LEP population.
- 1992-93 Global Language Coordinator, The Christopher Program, Franklin County Educational Council, Columbus, Ohio. Recruited and trained volunteers to develop foreign language speaking skills of high school students.
- 1990-93 Instructor-Adult ESL-ABLE, Columbus Public Schools, Community Education, Columbus, Ohio. Taught classes in ESL, GED, and Adult Basic Literacy Education at North Education and Mount Vernon JOBS Education Centers.
- 1989-91 Vocational ESL Teacher, Casa Esperanza, Migration and Refugee Resettlement Services, Columbus, Ohio. Taught English as a Second Language for vocational purposes to Spanish-speaking refugee ex-offenders.
- English as a Second Language Teacher, Slovak Republic, w/University of Findlay.
- 1988-89 ABLE-ESL Instructor, Dublin City Schools, Dublin, Ohio. Taught English as a Second Language classes to immigrant and refugee adult learners.
- 1987 Housing Assistant, English Language Institute, The University of Akron.
- Summer '87 ESL Instructor, Wisconsin English as a Second Language Institute, Madison. Taught English as a Second Language for Academic Purposes.
- 1986 Preschool Teacher, Sts. Peter and Paul School, Youngstown Diocese, Ohio. Lead teacher for preschool classes, ages 3-4.
- 1984-85 ESL Teacher, Colombo-Americano Binational Center, Bogotá, Colombia. Taught

English language to adult learners beginning through advanced levels.

1982-83 Tutor, Gallaudet College Tutoring Center, Washington, D.C. Provided tutoring support for undergraduate students who were deaf or hearing-impaired.

*Internships for Teaching Licensures*

2004 Intervention Specialist. Columbus Public Schools.

1994 English as a Second Language. McCord Middle School, Worthington Schools, OH.

1984 Spanish and English, Northwood High School, Montgomery County Schools, Silver Spring, MD.

## **Memberships in Professional Organizations**

National Association for Title III Directors

Ohio Teachers of English to Speakers of Other Languages (OTESOL)

TESOL International

Council for Exceptional Children

Ohio Foreign Language Association

Association of Applied Behavior Analysis

## Conference proceedings and presentations

- 2017 Brauer, D. & Villareal, D. (2017, June). *State updates from the Lau Resource Center for English Learners*. Ohio ACHIEVE Conference, Uniontown, OH.
- 2016 Mohamud, A. & Villareal, D. (2016, October). *English learners and the Every Student Succeeds Act (ESSA)*. Ohio English Learner Advisory Committee, Columbus, OH.
- Mohamud, A. & Villareal, D. (2016, February). *Guidelines for federal Title III consortia*. Ohio Association of Federal Programs Administrators Conference, Columbus, OH.
- 2015 Mohamud, A. & Villareal, D. (2015, November). *State of the profession*. Ohio Teachers of English to Speakers of Other Languages Conference, Columbus, OH.
- 2014 Villareal, D. (2014, November). *Dual labels: Serving English language learners with disabilities*. Ohio Teachers of English to Speakers of Other Languages Conference, Columbus, OH.
- Villareal, D. (2014, September). *Report on the state guidance process regarding the identification and provision of services for English Language Learners with disabilities*. Central Ohio ESL Collaborative, Columbus, OH.
- Ifedi, R., & Villareal, D. (2014, May). *America the beautiful: Is there room in the "Coca-Cola" American identity for transnationals and multi-linguals?* 20<sup>th</sup> Annual National Conference on Diversity, Race & Learning, The Ohio State University, Columbus.
- 2013
- Villareal, D. (2013, October). *Including learners with language difficulties in the foreign language classroom*. Asia TEFL International Conference, Ateneo de Manila University, Philippines.
- Villareal, D., & Villareal, D. (2013, April). *Managing student behavior: Listen to what I am trying to say!* National Association of Paraeducators Conference, Salt Lake City, UT.
- Villareal, D., & Villareal, D. (2013, April). *Conducting a district-wide needs assessment: Voices of paraeducators*. Council for Exceptional Children Convention, San Antonio, TX.
- Villareal, D., & Kaiser C. (2013, March). *What foreign language teachers need to know about the Ohio residency program*. Central States Conference on the Teaching of Foreign Languages, Columbus, OH.
- Villareal, D., & Hall, S. (2013, February). *The hybrid advantage: Strategies for students with disabilities*. Ohio Association of Public Charter Schools Special Education Conference, Columbus, OH.

- Kaiser C., & Villareal, D. (2012, November). *What TESOL teachers need to know about the Ohio residency program*. Ohio Teachers of English as a Second Language Annual Conference, Columbus, OH.
- 2012 Hall, S., & Villareal, D. (2012, October). *Best of both worlds: The delivery of hybrid courses*. Women's Educational Leadership Conference, Lincoln, NE.
- Hall, S., & Villareal, D. (2012, September). *Best of both worlds: The delivery of hybrid courses*. Ohio 6th Annual Special Education Leadership Conference, Columbus, OH. Archived at <http://www.edresourcesohio.org/index.php?slug=2012-conference-handouts>
- Kaiser, C., Scott, K., & Villareal, D. (2012, August). *Critical tools for a successful residency*. Ashland University Faculty College, Ashland, OH.
- Villareal, D., Salvo, S., Hinkle, C., & Neal, J. (2012, March). *Helping students with disabilities succeed in the foreign language classroom*. Ohio Foreign Language Association Conference, Columbus, OH.
- Villareal, D. & Villareal, D. (2012, April). *Conducting a districtwide needs assessment: What do paraeducators want?* Council for Exceptional Children Convention, Denver, CO.
- Villareal, D. (2012, April). *Helping students with learning difficulties in the foreign language classroom*. Poster presentation Council for Exceptional Children Convention, Denver, CO.
- Villareal, D. & Riddel, N. (2011, November). *The effects of classwide student tutoring teams (CSTT) upon middle school students' written accuracy of verbs in Spanish*. Poster presentation at the Association for Applied Behavior Analysis International Conference, Granada, Spain.
- 2011 Villareal, D. (2011, May). *Using technology to include English language learners*. Presentation at the Ohio-Kentucky-Indiana Regional Teachers of English to Speakers of Other Languages Conference, Cincinnati, OH.
- Villareal, D. (2011, April). *Leveling the playing field: Using technology to make accommodations work in foreign language classes*. Presentation at the Ohio Foreign Language Association Conference, Columbus, OH.
- Ifedi, R., Villareal, D., Arrowsmith, D. (2011, March). *Empowering educators through local, national, and global partnerships*. Presentation at the Ohio Confederation of Teacher Education Organizations (OCTEO) Spring Conference, Dublin, Ohio. Archived at <http://www.ohioteachered.org/archives.html>

Villareal, D., Ifedi, R., & Myers, N. (2011, January). *International partnership interest session 101*. Presentation at Faculty College Winter Term, Ashland, OH.

*REFERENCES AVAILABLE UPON REQUEST*

*Biography Statement*

*Donna Villareal is a program specialist with the Lau Resource Center for ESL, bilingual and multicultural education where she provides technical assistance and support to school districts and state department personnel on educational issues related to English learners. Prior to joining the Ohio Department of Education, she served on the faculty of Ashland University teaching courses and supervising teacher candidates in the Intervention Specialist and TESOL licensure programs. She currently collaborates with the Great Lakes Comprehensive Center and the Center for Applied Linguistics to deliver online professional development in the areas of sheltered instruction and literacy for English learners.*

## SUMMARY OF QUALIFICATIONS

- Seven years in leadership roles related to the development of policy, evaluation measures, and data collection required to implement a range of Ohio's educational programs, including Ohio's School Report Card system.
- Highly skilled at handling the collection, review and analysis of complex longitudinal educational data, with the specific intent of assessing student and system outcomes over time at the student, school and district level.
- Experienced at working with a range of education stakeholders to address diverse informational needs, including educators, high-level policy makers, parents, research institutions and other members of the public.

## PROFESSIONAL EXPERIENCE

### Director

September 2014-Current

Office of Data Quality, Ohio Department of Education

- Oversees the department's processes for sharing data with external researchers for the purposes of studying educational outcomes, as well as reviewing completed research reports and serving on the Policy Council for the Ohio Education Research Center.
- Responsible for overseeing the development of Ohio's Evidence-Based Clearinghouse, as well as other tools and resources designed to assist internal and external stakeholders engage in and with actionable education research.
- Consultant to agency senior leadership in the production and use of high-quality education metrics, reports and evaluation, including via leadership roles on the department's Data Governance Committee (Co-Chair), Ohio Report Card Leadership Committee, and Value-Added Advisory Council.
- Represents the State of Ohio in the National Center for Education Statistics Forum, including as an active participant in developing the Forum's Guide to Data Visualization (September 2016).
- Responsible for developing and implementing a comprehensive and cohesive data quality assurance plan, including improving communication and training for Ohio's education data stakeholders, and creating and chairing the department's first statewide P-12 Data Quality Advisory Council.

### Data Administration Manager III

May 2013-September 2014

Office of Data Quality & Governance, Ohio Department of Education

- Directly supervised six lower-level data managers and coordinated cross-office collaboration in the development of new measures on Ohio's School Report Cards

### Data Administration Manager II

Office of Data Quality & Governance, Ohio Department of Education

- Coordinated and led Ohio's efforts to expand the state's capacity to acquire and utilize information from national education databases in conjunction with the development of the state's P-20 data repository

### Data Administration Manager I

January 2009 –March 2012

Office of Policy & Accountability, Ohio Department of Education

- Effectively utilized Ohio's existing K-12 education data to meet an array of department needs, including accountability simulations for Ohio's No Child Left Behind Waiver and research and analysis for Ohio's Closing the Achievement Gap Task Force.

## EDUCATION

<p><b>Harvard University</b>, Cambridge MA Fellow, Strategic Data Project Center for Education Policy Research</p>	<p>August 2014</p>
<p><b>Ohio State University</b>, Columbus, OH Ph.D. Sociology • Social Stratification; Education</p>	<p>December 2008</p>
<p><b>The University of Akron</b>, Akron, OH M.A. Sociology • Social Stratification</p>	<p>May 2005</p>
<p><b>Miami University</b>, Oxford, OH B.A. Psychology</p>	<p>May 2002</p>

## RECENT PUBLICATIONS AND PRESENTATIONS

National Forum on Education Statistics. (2016). *Forum Guide to Data Visualization: A Resource for Education Agencies*. (NFES 2016-016). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Woolard, C. & Boughton, H. (October 2015). *Ohio School Report Cards: Engaging Parents*. Presented at Data Quality Campaign's Empowering Families with Data Workgroup Meeting. Kansas City, Missouri.

Rocks, L., Laird, E., Boughton, H., & Ballman, S. (July 2015). *A State Education Agency (SEA) World Without Personally Identifiable Information (PII)*. Presented at 2015 National Center for Education Statistics Stats-DC Data Conference. Washington, DC.

Boughton, H. & Woolard, C. *Improving the Quality of State Education Data: Implications for Providing Actionable Information to Stakeholders*. Presented at 2015 National Center for Education Stats-DC Data Conference. Washington, DC.

Boughton, H., Rethinam, V., and Chesney, E.G. (August 2014). *Postsecondary Readiness: State and District Perspectives*. Presented at Harvard Strategic Data Project Workshop. Cambridge, MA.

Cratty, D.J., Gibson, N., Schmidt, J., Tydeman, C., Boughton, H., & Joyce, E. (February 2013). *Using a Research Center or Consortium to Meet State P-20W Research Needs*. Presented at 2013 Management Information Systems (MIS) Conference, Washington DC.

Boughton, H. and Danzuso, M. (February 2012). *A Data Governance Balancing Act: Supporting an Education Research Agenda in an Environment of Responsible Data-sharing Policies*. Presented at Management Information Systems (MIS) Conference. San Diego, CA.

(b)(6)

*J. Christopher Woolard, Ph.D.*

(b)(6)

## Current Status and Recent Highlights

- **Harvard Fellow Alum**, Strategic Data Project, Center for Education Policy Research at Harvard University
- Received the **Data Quality Campaign's (2014) State Data Leader** award for promoting data use to improve student learning and achievement
- Senior Executive Director: Center for Accountability and Continuous Improvement at the **Ohio Department of Education**
- Publication of manuscript in *Educational Policy*: "Prelude to the Common Core: Internationally benchmarking a state's math standards"

## Education

**Ph.D. (Political Science)** Miami University  
1997-2001

- Fields of Interest: Presidency, Congress, Interest Groups, Education Policy, City Management, Public Personnel Management, and Survey Research
- Trained in Advanced Quantitative methods such as Multiple Regression, Factor Analysis, and Game Theory

**M.A. (Political Science)** Miami University  
1996-97

- Areas of Concentration: American Political System and Public Administration

**B.A. (Political Science, History, and Education)** Muskingum College  
1991-96

## Professional Experience

**Senior Executive Director: Center for Accountability and Continuous Improvement**  
Ohio Department of Education

2014-present

Oversight and implementation of the state and federal accountability system including the School Report Cards, the Value-Added system of measuring progress, the ESEA waiver process, Academic Distress Commissions, and Federal Programs.

**Director of Accountability** Ohio Department of Education  
2012-2014

Oversight and implementation of the state and federal accountability system including the School Report Cards, the Value-Added system of measuring progress, and the ESEA waiver process.

**Research and Evaluation Manager** Ohio Department of Education

2003-2012

Designing evaluations of major statewide education programs, conducting quantitative and qualitative research, managing projects, creating logic models, and providing policy support for agency leadership. Currently implementing Race to the Top grant projects including Value-Added modeling for teacher evaluation and implementation of the Ohio Education Research Center (OERC); and assisting in the development of student growth measures for the statewide educator evaluation system. Contributed writing to the winning state Race to the Top and Teacher Incentive Fund (TIF) grants.

Work includes active participation in national organizations and collaborative efforts including the National Center for Education Statistics (NCES) work group for student-teacher data linkages, the Center for Educational Leadership Technology (CELT) multi-state Teacher-Student Data Linkage project, and multiple Council of Chief State School Officers (CCSSO) national collaborative efforts.

**Program Evaluator II** Legislative Office of Education Oversight

2001-2003

Non-partisan education research staff for the Ohio General Assembly. Project manager, qualitative and quantitative analysis, survey research, stakeholder interviews, testimony at General Assembly committee hearings and State Board of Education meetings, literature reviews, and research design.

## Publications

Woolard, J. C. (2012). Prelude to the Common Core: Internationally benchmarking a state's math standards. *Educational Policy*. Online First, available at <http://epx.sagepub.com/content/early/2012/04/23/0895904811429287.abstract> doi: 10.1177/0895904811429287

National Forum on Education Statistics. (2013). Forum Guide to the Teacher-Student Data Link: A Technical Implementation Resource. (NFES 2013-802). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Ohio Department of Education  
25 S Front Street, Mail Stop G01  
Columbus, OH 43215-4183

**Date:** MAR 03 2017

**Agreement No:** 2016-217

**Filing Reference:** Replaces previous  
Agreement No. 2015-130 (A)  
Dated: 8/16/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2016	06/30/2017	11.0%	SWF	APwR
Fixed	07/01/2017	09/30/2017	11.0%	SWF	APwR

Distribution Base:

SWF Total Direct Salaries & Wages including all applicable fringe benefits.

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II - Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Ohio Department of Education  
25 S Front Street, Mail Stop G01  
Columbus, OH 43215-4183

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

For the Federal Government:

U.S. Department of Education  
OCFO / FIO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

(b)(6)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Frances Outland

\_\_\_\_\_  
Name

\_\_\_\_\_  
Director, Indirect Cost Group

\_\_\_\_\_  
Title

\_\_\_\_\_  
MAR 03 2017

\_\_\_\_\_  
Date

Negotiator: Andre Hylton  
Telephone Number: (202) 245-7568



**JOHN R. KASICH**  
GOVERNOR  
STATE OF OHIO

July 14, 2017

United States Secretary of Education, Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary DeVos,

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. The Department has made significant strides in improving literacy development through the alignment of various state supported work, including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan which is focused on early literacy for disadvantaged students, and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and students with disabilities.

The Office of the Governor has a vested interest in collaborating with the Department and its partners to improve the literacy skills of our children. The Governor's flagship school policy during his tenure has been the Third Grade Reading Guarantee, which provides literacy supports to children in grades kindergarten through grade 3. To support Ohio's Third Grade Reading Guarantee, Governor Kasich has also significantly increased early childhood funding and resources that focus on preparing disadvantaged children for kindergarten. This grant opportunity will allow for further investment in Ohio's state literacy efforts from birth to grade 12.

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Thank you for your consideration,

(b)(6)

Dr. Angel Rhodes  
Early Childhood Officer  
Office of Ohio Governor John R. Kasich



John R. Kasich, *Governor*  
Tess Elshoff, *President*, State Board of Education  
Paolo DeMaria, *Superintendent of Public Instruction*

July 10, 2017

United States Secretary of Education Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary DeVos:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. The Department has made significant strides in improving literacy development through the alignment of various state-supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan, which provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12 — especially those children who are economically disadvantaged, English learners and students with disabilities.

Ohio's grant proposal will bring together key stakeholders in collaborative partnerships to provide high-quality language and literacy instruction for Ohio's most disadvantaged students. I believe that this grant will allow local education agencies and early learning programs to provide innovative literacy practices aligned to the state's plan.

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's most disadvantaged children and will prepare them for success in the future. In closing, I am committed to working with the State Board of Education to support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Tess Elshoff. The text "(b)(6)" is written in the top left corner of the box.

Tess Elshoff, President



**Ohio Senate**  
State Senator  
1 Capitol Square  
Columbus, Ohio 43215  
(614) 466-4538

Committees  
Education, Chair  
Finance  
Finance-Primary and Secondary Education Subcommittee  
Health, Human Services and Medicaid  
Judiciary  
Ways and Means  
Joint Education Oversight Committee

**Peggy Lehner**  
State Senator  
6<sup>th</sup> District

Dear Secretary DeVos,

I am pleased to express my support for the Ohio Department of Education's (ODE) submission of its Striving Readers Comprehensive Literacy grant proposal. ODE has made significant strides in improving literacy development through the alignment of various state-supported work, which includes the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students, and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department is developing the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners, and students with disabilities.

As the Ohio State Senator from District 6, a district that includes many children impacted by poverty, I have a vested interest in collaborating with the Department and its partners to improve literacy skills of our children. In my role as the Chairperson of the Senate Committee on Education, I have worked alongside my senate colleagues to support innovative literacy practices and enhancing early childhood opportunities for children across the state. This grant will allow for more robust collaboration between districts and Early Childhood Education Providers and encourage partnerships to work together to improve the literacy outcomes in our state.

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)

Senator Peggy Lehner  
Chairperson of the Senate Education Committee

Ohio Senate Senate Building, Room 137 1 Capitol Square Columbus, Ohio 43215  
Email: SD06@ohiosenate.gov Phone: 614-466-4538

PR/Award # S371C170019

Page e102

**Columbus Office**  
77 S. High St.  
13<sup>th</sup> Floor – HD 67  
Columbus, OH 43215  
(614) 644-6711  
Rep67@ohiohouse.gov



**Committees**  
Education and Career Readiness;  
Chairman  
Financial Institutions, Housing and  
Urban Development  
Insurance  
Rules and Reference  
Community and Family  
Advancement

**REP. ANDREW O. BRENNER**

July 10, 2017

United States Secretary of Education Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary DeVos,

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. The Department has made significant strides in improving literacy development through the alignment of various state supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department is developing the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Early Literacy Efforts and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and students with disabilities.

As the Representative from District 67 and Chairman of the House of Representatives' Education and Career Readiness Committee, I have a vested interest in collaborating with the Department and its partners to improve literacy skills of our children. In my role as the Chairman of the Education and Career Readiness Committee, I have worked to develop policies to promote increased opportunities for students and raise student achievement in Ohio. This grant will provide an additional opportunity to districts and early childhood programs across the state to invest in literacy practices and continue to raise student achievement in meaningful ways.

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Brenner".

Representative Andrew Brenner

Chairman, Ohio House Education and Career Readiness Committee



**Ohio Senate**  
Senate Building  
1 Capitol Square  
Columbus, Ohio 43215  
ohiosenate.gov/sykes  
Vernon.Sykes@ohiosenate.gov  
(614) 466-7041

**Committees:**  
Ranking Member – Education  
Health, Human Services and Medicaid  
Local Government, Public Safety and  
Veterans Affairs  
Public Utilities  
Finance  
**Subcommittee:**  
Vice Chair –Finance Primary and  
Secondary Education

**Vernon Sykes, Ph.D.**  
State Senator  
28th District

July 10, 2017

The Honorable Betsy DeVos  
Secretary of Education  
400 Maryland Avenue, SW  
LBJ Education Building  
Washington, D.C. 20202

**RE: Striving Readers Comprehensive Literacy Grant Proposal**

Dear Secretary DeVos:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. The department has made significant strides in improving literacy development through the alignment of various state supported works including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the department is developing the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade twelve. This grant offers an exceptional opportunity to strategically enhance Ohio's focus on reading proficiency rates and will greatly support our state in advancing literacy skills for all children—especially for those students who are economically disadvantaged, English learners, and students with disabilities.

As a State Senator and Ranking Member on the Senate Education committee, I possess a vested interest in collaborating with the department and its partners to improve language and literacy skills for all Ohio's children. As a staunch advocate for early childhood education, I strongly support a literacy plan that spans throughout a child's academic experience and believe this grant opportunity will allow for further investment in Ohio's state literacy efforts.

This grant is a tremendous opportunity to invest in improving the literacy skills of Ohio's children and will prepare them for success in the future. In closing, I fully support the department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

A handwritten signature in blue ink, appearing to read "Vernon Sykes".

Senator Vernon Sykes  
Ranking Member of the Senate Education Committee

PR/Award # S371C170019



Department of  
Developmental Disabilities

Division of Policy & Strategic Direction

John R. Kasich, Governor  
John L. Martin, Director

July 7, 2017

Dr. Melissa M. Weber-Mayrer  
Ohio Department of Education  
Center for Curriculum and Instruction  
25 South Front Street  
Mail Stop 509  
Columbus, OH 43215

Dear Dr. Melissa Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. The Department has made significant strides in improving literacy development through the alignment of various state supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy supports and improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and students with disabilities.

Being invested in the language and literacy development of Ohio's most vulnerable children, I am encouraged that this Striving Readers grant process will allow educational entities across Ohio to deeply focus on language, communication, and literacy with Ohio's most vulnerable children.

This funding is a tremendous opportunity to innovate and invest in improving the communication, language, and literacy skills of Ohio's children, birth through grade 12 to prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(4),(b)(6)

Kimberly Hauck, MEd  
Ohio Department of Developmental Disabilities

30 E. Broad Street  
12th Floor  
Columbus, Ohio 43215

(800) 617-6733 (Phone)  
(614) 728-7072 (Fax)  
[dodd.ohio.gov](http://dodd.ohio.gov)

*The State of Ohio is an Equal Opportunity Employer and Provider of Services*



# OHIO DEPARTMENT OF HEALTH

246 North High Street  
Columbus, Ohio 43215

614/466-3543  
www.odh.ohio.gov

John R. Kasich/Governor

Lance Himes/Director of Health

July 6, 2017

Dr. Melissa M. Weber-Mayrer  
Ohio Department of Education  
Center for Curriculum and Instruction  
25 South Front Street  
Mail Stop 509  
Columbus, OH 43215

Dear Dr. Melissa Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. The Department has made significant strides in improving literacy development through the alignment of various state supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan that provides districts, schools, childcare and community entities with a cohesive framework of evidence-based practices and resources to guide language development and literacy supports and improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and children with disabilities.

Ohio's families with babies and children often first look to medical professionals with questions about early communication and language skills. Being invested in the language and literacy development of Ohio's most vulnerable young children, I am encouraged that this Striving Readers grant process will allow childcare, community and educational entities across Ohio to deeply focus on communication, language and literacy supports for children, families, and communities.

This funding is a wonderful opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)



Sandra Oxley  
Chief of Maternal, Child and Family Health  
The Ohio Department of Health



Department of  
Job and Family Services

John R. Kasich, Governor  
Cynthia C. Dungey, Director

July 7, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

Dear Dr. Melissa Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's (ODE) submission of its Striving Readers Comprehensive Literacy grant proposal. ODE has made significant strides in improving literacy development through the alignment of various state supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focusing on early literacy for disadvantaged students, and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, ODE is developing a Comprehensive State Literacy Plan that will provide districts, schools, childcare providers, families and communities with a cohesive framework of evidence-based language, literacy, and communication practices and resources to guide literacy improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and students with disabilities.

The Ohio Department of Job and Family Services has a vested interest in collaborating with the ODE and its partners to improve language and literacy skills of our most vulnerable children. The Ohio Department of Job and Family Services has a strong history of partnering with ODE as evidenced by the collaboration in developing and implementing Ohio's \$70 million Early Learning Challenge Grant, Early Learning and Development Standards, and expanding Ohio's tiered quality rating and improvement system Step Up To Quality to include all early childhood programs. This grant opportunity will allow for further strengthening of Ohio's state literacy efforts, as well as our successful partnership in promoting ongoing collaboration between early childhood programs and K-12.

30 East Broad Street  
Columbus, Ohio 43215  
jfs.ohio.gov

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. The Ohio Department of Job and Family Services will assist in encouraging early care and education providers to apply for funding. In closing, I fully support ODE's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)

Kara B. Wentz, Deputy Director  
Office of Family Assistance  
Ohio Department of Job and Family Services



Department of  
Higher Education

John R. Kasich, Governor  
John Carey, Chancellor

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

July 10, 2017

Dear Dr. Melissa Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. ODE has made significant strides in improving literacy development through the alignment of various state supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students, and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan that provides districts, schools, childcare and community entities with a cohesive framework of evidence-based practices and resources to guide language development and literacy supports and improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and children with disabilities.

As a stakeholder invested in the language and literacy development of Ohio students both to grade 12 and the education of pre-service and in-service educators, I am encouraged that this Striving Readers grant process will promote evidence-based instructional practices across grade-bands. We are in the process of revising the Standards for the required foundational reading courses to ensure they include the 5 components of literacy instruction plus writing. Importantly, we have a state law that ensures a comprehensive phonics course is required for all pre-service teachers.

This funding is a wonderful opportunity to invest in improving the literacy skills of Ohio's children by ensuring that Ohio's pre-service and in-service teachers receive the most up -to date evidence based instructional strategies within their coursework and professional development. I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)

Senior Director, Educator Preparation  
Ohio Department of Higher Education

25 South Front Street  
Columbus, Ohio 43215

phone 614.466.6000  
fax 614.466.5866

PR/Award # 68711-170019  
www.OhioHigherEd.org



July 14, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

Dear Dr. Weber-Mayrer:

On behalf of the Executive Committee and membership of the Ohio Educational Service Center Association (OESCA), I am writing in support of *The Striving Reader's Comprehensive Literacy Grant (SRCL)* for improving early language and literacy outcomes for all students including those with disabilities, English learners and other at-risk students.

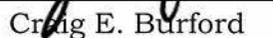
Ohio's ESCs are geographically distributed across the state and serve the schools and students in their respective areas. ESCs have a unique understanding of the strengths and needs of their districts and use these insights to positively impact and improve instruction and student achievement outcomes. We appreciate how this initiative will provide support to both traditional and community schools, as well as early childhood programs, around birth-12 language and literacy development to meet the needs of our most disadvantaged students. We stand ready to assist with these efforts. Your emphasis on enhancing the current *State Systemic Improvement Plan (SSIP): Early Literacy Pilot* work furthers the expansion of evidence-based language and literacy instruction through instructional coaching, home and community supports. In addition, Ohio's ESCs are easily activated to engage in providing additional literacy supports as necessary and appropriate.

OESCA strongly supports the state's efforts to build regional literacy professional development and technical assistance across the state. We eagerly await your notice of award and look forward to partnering with the State and local education agencies in a collaborative manner to build capacity of educators across the state thus bringing the goals of this grant to fruition. The collaborative approach will truly provide Ohio's educational leaders the coordinated support they need as they close the achievement gap.

We wish you great success as we work together on these exciting initiatives.

Respectfully,

(b)(6)

  
Craig E. Burford  
Executive Director



Region 10 State Support Team  
4801 Springfield Street  
Dayton, OH 45431

July 5, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

Dear Dr. Weber-Mayrer:

As the Director of State Support Team Region 10, I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy (SRCL) grant proposal. Our state support team currently supports two Regional Early Literacy Specialists, and 22 additional consultants who are cross-trained to support comprehensive strategic planning/improvement/implementation, special education, and early learning and school readiness. Each of our staff collaborate with the Office for Exceptional Children to provide district, school personnel and families with professional development, support and planning to improve student learning. The most recent Early Literacy Pilot work has built the capacity of our regional team to support our high needs districts through focused language and literacy professional development and systems coaching to address the literacy teaching and learning needs of our most disadvantaged students. We are working to maximize the delivery of the language and literacy services through Ohio's statewide improvement model – the Ohio Improvement Process (OIP). The SRCL grant is an opportunity to further build systemic supports aligned with Ohio's professional development.

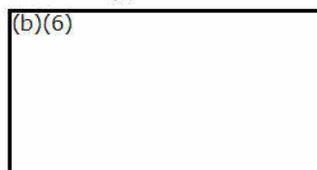
I appreciate how this SRCL proposal will promote Local Education Agencies to build evidence-based literacy foundations for all students through the already established Ohio Improvement Process (OIP). As the director of State Support Team 10, I look forward to furthering the approach of working with district leadership teams (DLTs) building leadership teams (BLTs) and teacher-based teams (TBTs) to examine current instruction and systemic supports for early language and literacy. Focused attention on the needs of students with disabilities, English learners and other at-risk learners will benefit the students in many of our districts.

Under the advice and guidance of the State Literacy Team, the Department has developed the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade 12. The SRCL grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and students with disabilities.

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)



Betsy Apolito  
Director



July 6, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

Dear Dr. Weber-Mayrer:

As the Director of State Support Team (SST) Region 15, I enthusiastically support the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy Grant Proposal.

State Support Team 15 serves twenty-eight school districts, four community schools and other educational entities in four rural counties in South Central Ohio. The majority of students in our Region live in poverty—currently about 68% of the students are identified as disadvantaged and many students, including those with disabilities, in our districts struggle to learn to read.

Our State Support Team collaborates with the Office for Exceptional Children to provide district, school personnel and families with professional development, support and planning to improve student learning. Most recently the Office's Early Literacy Pilot work has built the capacity of our Team to support districts through focused language and literacy professional development and coaching to address the literacy teaching and learning needs of our most disadvantaged students, using the Ohio Improvement Process as the improvement vehicle at the district, building and teacher team level. We see the Striving Readers Grant as an exciting opportunity to build systemic supports aligned with Ohio's professional development for early language and literacy instruction supported by the State Systemic Improvement Plan.

We appreciate how Ohio's SRCL Proposal has been developed to build evidence-based literacy foundations for all students, through the already established Ohio Improvement Process (OIP). We understand that Ohio's systems change efforts will remain as a foundation for integration of this work at the local level.

Region 15 State Support Team looks forward to furthering the approach of working with district leadership teams (DLTs) building leadership teams (BLTs) and teacher-based teams (TBTs) to examine their current literacy instruction and to develop systemic supports for early language and literacy. Focused attention on the needs of students with disabilities, English learners and other at-risk learners will benefit students in all of our districts.



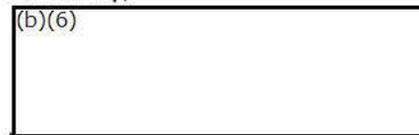
We believe that this grant offers an outstanding opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support Region 15 in advancing literacy skills for all children from birth to grade 12, especially our high percentage of students who are economically disadvantaged.

The Striving Readers Comprehensive Literacy Grant will enable Ohio to invest in improving the language and literacy skills and proficiency rates of children living in one of Ohio's most rural areas. We at Region 15 State Support Team sincerely believe that the best hope for success for our children in Southern Ohio is to improve their literacy. Without that we see a future for many of our students that is dismal at best and tragic at worst.

I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children. Our State Support Team looks forward to working with the Department and our districts to implement the work outlined in Ohio's Striving Readers Proposal.

Sincerely,

(b)(6)



Lisa Barnhouse, Ed.D.



July 6, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

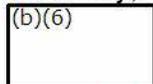
Dear Dr. Melissa Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal.

As a professor at The Ohio State University and an advocate for evidence-based instruction, intervention and assessment, I support the Department's goal of improving literacy outcomes and proficiency rates for all students. This grant offers an exceptional opportunity to strategically enhance Ohio's Birth to grade 12 Comprehensive Literacy Plan and will greatly support the state in advancing language and literacy skills for all children, especially those who are economically disadvantaged, English learners and students with disabilities.

Our collaborative work promoting print concepts with early care and education providers and families in Ohio is just one way to align language and literacy efforts from birth to school age. This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children and look forward to future collaborations to ensure the most effective practices are put in place beginning with our earliest learners.

Sincerely,

(b)(6)  


**Laura Justice, PhD**

EHE Distinguished Professor, Educational Psychology  
Executive Director, Crane Center for Early Childhood Research and Policy  
& Schoenbaum Family Center (CCEC-SFC)  
Editor-in-Chief, Early Childhood Research Quarterly

July 12, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

Dear Dr. Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's (ODE) Striving Readers Comprehensive Literacy (SRCL) grant proposal. It is clear to me that Ohio and its stakeholders have already begun to set a potentially effective course for supporting comprehensive literacy instruction along with the needed professional development in Ohio. Ohio has made significant strides towards improving literacy development through the alignment of existing state supported work including the Ohio Improvement Process, the Third Grade Reading Guarantee, and Ohio's State Systemic Improvement Plan (SSIP) focused on early literacy for disadvantaged students.

My work with you, the Ohio SSIP team, Regional Literacy Specialists, district and teacher leaders over the last year makes it evident that Ohio is beginning to provide the infrastructure supports and resources (e.g., embedded professional development and coaching) for districts to be successful. In working closely with the Ohio team, specifically targeting the Early Literacy pilot illustrates ODE's commitment to guide and inform literacy instruction and support, and, to highlight evidence-based practices. Ohio has made serious efforts to identify and overcome common barriers and implementation pitfalls.

Moving forward Ohio would strongly benefit from a SRCL award, as it would allow this initial work to be extended to the existing to a birth through grade 12 effort. Ohio's revised Comprehensive State Literacy Plan will provide state agencies, districts, schools, childcare and community entities with a cohesive framework of evidence-based practices and resources to guide language development and literacy supports and improvements from birth through graduation.

As someone who has been deeply invested in the language and literacy development of our nation's children and students, I believe that this Striving Readers grant-writing process has led to the strategic engagement of state agencies, and childcare, community, and educational entities across Ohio to more deeply and systemically focus on language and literacy for disadvantaged children.

I wholeheartedly support Ohio's efforts to seek the SRCL grant funding to further enhance the literacy work in Ohio.

Sincerely yours,

(b)(6)

Timothy Shanahan, Ph.D.  
Distinguished Professor Emeritus



Department of Education & School Psychology  
1 John Carroll Boulevard  
University Heights, OH 44118-4581  
[www.jcu.edu](http://www.jcu.edu)

June 10, 2017

Dear Dr. Melissa Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal.

As a new higher education faculty member in the state of Ohio and an eleven-year educator, I am looking forward to supporting the Department's goal of improving literacy outcomes and proficiency rates for students who struggle. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support the state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and students with disabilities. I am particularly interested in offering my expertise in secondary literacy—my research and teaching experience at the secondary level complements the existing early and elementary literacy expertise on the Ohio State Literacy Team.

My colleagues and I at John Carroll University are interested in collaborating with the Department and its partners to improve literacy skills, specifically in our secondary settings. Our work in preparing secondary teachers for service in Ohio's schools can certainly benefit from a comprehensive statewide plan to improve literacy outcomes. We also appreciate the developmental focus of the grant from birth to grade 12—such an approach is crucial to building robust literacy in our students. In addition, our commitment to social justice aligns well with the Striving Readers' grant focus on students struggling with literacy development.

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)

Dan Reynolds  
Assistant Professor

c: Catherine Rosemary, Ph.D.  
Professor of Education, Co-Chair

July 12, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

Re: Ohio's Striving Readers Comprehensive Literacy Grant

Dear Dr. Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's Striving Readers Comprehensive Literacy (SRCL) grant proposal. It is clear to me that Ohio and its stakeholders have already set the course for supporting comprehensive literacy instruction along with the necessary professional development in Ohio. Ohio has made significant strides in improving literacy development through the alignment of existing state-supported work including the Ohio Improvement Process, the Third Grade Reading Guarantee, and Ohio's State Systemic Improvement Plan (SSIP) focused on early literacy for disadvantaged students.

It is obvious to me, through working with Ohio's early literacy efforts over the past two years, that much attention has been paid to providing the necessary infrastructure supports and resources (notably embedded professional development and coaching) for Regional Literacy Specialists, teachers and district leaders so they can identify, implement, monitor and support comprehensive literacy instruction and intervention. My role has been to work closely with the Ohio team to guide and inform the research-based language and literacy work that supports increased teacher and leadership capacity as outlined in the Ohio SSIP Theory of Action and Logic Model. I have also been instrumental in developing and supporting a team of national trainers that provides face-to-face and virtual professional development for Ohio's Regional Literacy specialists, coaches, teachers and leaders.

Moving forward to develop the SRCL grant, and under the advice and guidance of the State Literacy Team, Ohio expanded the (preschool – grade 3) SSIP into the Ohio Comprehensive Literacy Plan addressing birth through graduation from grade 12. Ohio's Comprehensive Literacy Plan provides state agencies, districts, schools, childcare and community entities with a cohesive framework of evidence-based practices and resources to guide language development and literacy supports and improvements from birth through graduation, especially for children who are disadvantaged, English learners, and children with disabilities.

Understanding that Ohio has laid a strong foundation through the State Systemic Improvement Plan that is targeting preschool through grade 3 literacy, I am excited that the Striving Readers Comprehensive Literacy Program provides the opportunity to enhance and extend the work to Ohio's youngest children, birth to age 3, as well as to elementary, middle school and high school students. As a stakeholder deeply invested in the language and literacy

development of our nation's children and students, I am encouraged that this Striving Readers grant process has led to strategic engagement of state agencies, childcare, community and educational entities across Ohio, led by the Ohio Department of Education, and to development of language and literacy supports that will lead to successful readers across Ohio.

The SRCL grant process offers a wonderful opportunity to invest in improving the literacy skills of Ohio's disadvantaged children to prepare them for a successful life. In closing, I enthusiastically support Ohio's efforts to seek the SRCL grant funding to further develop the literacy work in Ohio.

Sincerely yours,

(b)(6)

Louisa Moats, Ed.D., President  
Moats Associates Consulting, Inc.



**State Advisory Panel  
for Exceptional Children**

July 10, 2017

Dr. Melissa M. Weber-Mayrer  
Ohio Department of Education  
Center for Curriculum and Instruction  
25 South Front Street  
Mail Stop 509  
Columbus, OH 43215

Dear Dr. Weber-Mayrer:

I am writing on behalf of the State Advisory Panel for Exceptional Children (SAPEC) to express our support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. This grant will provide an excellent opportunity for the state and schools to develop robust literacy practices to support the diverse needs of students throughout the state, including students with disabilities and English learners, populations that this group directly represents.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and students with disabilities.

The Department has made significant strides in improving literacy development through the alignment of various state supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students and the Ohio Improvement Process. This aligned work supports the implementation of this grant.

The State Advisory Panel for Exceptional Children (SAPEC) is an advisory committee that advises the Department on special education and related services for children with disabilities. The SAPEC panel members represent individuals with disabilities, parents of children with disabilities, various agencies, service providers and administrators and has a vested interest in collaborating with the Department and its partners to improve literacy skills of our children.

This funding would be an excellent opportunity to assist the literacy skills of our children in Ohio preparing them for the future and beyond. Again, I fully support the Ohio Department of Education in seeking this funding that will improve our children's literacy skills.

Sincerely,

(b)(6)

Ron B. Rogers, Vice Chairperson  
State Advisory Panel for Exceptional Children



Ohio Teachers of English To  
Speakers of Other Languages

605 N High Street, PMB 172 | Columbus, Ohio 43215 | ohiotesol@gmail.com

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July 3, 2017

Dr. Melissa M. Weber-Mayrer  
The Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215

Dr. Weber-Mayrer,

For over 20 years, Ohio Teachers of English to Speakers of Other Languages (TESOL) have partnered with the Ohio Department of Education to improve literacy development for English learners. We have seen firsthand the Department implement a number of literacy initiatives across the state like the Third Grade Reading Guarantee, the Ohio Improvement Process, and its State Systemic Improvement Plan. We have also seen a growing need to extend and align these state-supported programs to better serve disadvantaged youth, which often includes English learners. On behalf of Ohio TESOL's over 800 members and Board of Directors, we are pleased to express our support of the Department's proposal for the Striving Readers Comprehensive Literacy grant.

When you contacted us about participating on the State Literacy Team to develop a plan for Ohio, we felt compelled to collaborate again. The comprehensive plan we put forth gives educators a cohesive framework of evidence-based instructional practices and resources to guide literacy improvements from birth to grade 12. The plan offers an exceptional opportunity by including children of such a young age, especially English learners. Ohio schools that have implemented early literacy programs for English learners before kindergarten have experienced great learning outcomes, but we know these programs are too few and underfunded. This grant funding will allow Ohio to fully implement its Comprehensive Literacy Plan and help schools improve literacy development for those needing it most: children who are economically disadvantaged, students with disabilities, and English learners.

This grant will allow Ohio to make a tremendous and necessary investment in the lives of Ohio's youth, which includes over 55,000 English learners and their families. It will allow these learners to access more completely their education and prepare them for a more successful future. Ohio TESOL fully supports your Striving Readers Comprehensive Literacy grant proposal. Thank you for including us in this work. Please keep us apprised as you know more.

Sincerely,

(b)(6)

Lejla Maley  
President

Erica Dumm,  
Vice President

Nathan Reither,  
2<sup>nd</sup> Vice President

# Ohio Coalition for the Education of Children with Disabilities

Website: [www.ocecd.org](http://www.ocecd.org) e-mail: [ocecd@ocecd.org](mailto:ocecd@ocecd.org) Phone: (844) 382-5452 or (740) 382-5452 Fax: (740) 383-6421

## Executive Office

Margaret Burley  
Executive Director  
165 W. Center Street, Suite 302  
Marion, OH 43302

## Statewide Multicultural Coordinator

Marbella Caceres  
Phone: (844) 382-5452, ext 26  
e-mail: [marbellac@ocecd.org](mailto:marbellac@ocecd.org)

## Director of Early Childhood

Marcie Beers  
Phone: (844) 382-5452, ext 23  
e-mail: [marcieb@ocecd.org](mailto:marcieb@ocecd.org)



July 10, 2017

## Cleveland Office

(844) 749-5999

## East Central Office

(855) 735-1323

## Mid Ohio Latino Office

(844) 226-0544

## Northern Office

(844) 226-0539

## Northern Ohio Latino Office

(216) 551-0008

## Northern Statewide Preschool Parent Mentor Office

(844) 390-7824

## North Central Office

(844) 226-0537

## Ohio River Valley Office

(844) 226-0535

## Southern Office

(877) 306-2336

## Southern Statewide Preschool Parent Mentor Office

(877) 594-9241

## Southwest Office

(877) 293-7169

## West Central Office

(877) 631-7959

## Mentoring 4 Reading Achievement

Amy Freeman,  
Program Director  
(844) 220-1647

## Mentoring 4 Reading Achievement

Debby Ambroza,  
Reading Mentoring  
Specialist  
(844) 220-1646

Dr. Melissa M. Weber-Mayrer  
Ohio Department of Education  
Center for Curriculum and Instruction  
25 South Front Street, Mail Stop 509  
Columbus, OH 43215

Dear Dr. Melissa Weber-Mayrer:

I am pleased to express my support for the Ohio Department of Education's submission of its Striving Readers Comprehensive Literacy grant proposal. The Department has made significant strides in improving literacy development through the alignment of various state supported work including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan that provides districts, schools, childcare and community entities with a cohesive framework of evidence-based practices and resources to guide language development and literacy supports and improvements from birth to grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth to grade 12, especially for children who are economically disadvantaged, English learners and children with disabilities.

Understanding that Ohio has laid a strong foundation through the State Systemic Improvement Plan that is targeting preschool through Grade 3 literacy, it is gratifying that the Striving Readers Comprehensive Literacy Program provides the opportunity to enhance and extend the work to our youngest children, birth to age 3, as well as continuing through 12<sup>th</sup> grade. As a stakeholder invested in the language, literacy, and communication development of Ohio's children and students with disabilities, I am encouraged that this Striving Readers grant process will allow community and educational entities across Ohio to deeply focus on identifying and implementing language and literacy supports for our most vulnerable children their families and communities.

This funding is a wonderful opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. In closing, I fully support the Department's efforts to seek funding to improve the literacy skills of Ohio's children.

Sincerely,

(b)(6)

Margaret Burley  
Executive Director



SISTERS of CHARITY FOUNDATION  
OF CANTON

July 10, 2017

*Celebrating 20 Years of Focused Intentional Giving*

Dr. Melissa M. Weber-Mayrer  
Ohio Department of Education  
Center for Curriculum and Instruction  
25 South Front Street  
Mail Stop 509  
Columbus, OH 43215

Dear Dr. Weber-Mayrer:

I am pleased to support the Ohio Department of Education's *Striving Readers Comprehensive Literacy* grant proposal. The Department has made significant strides in improving literacy development through the alignment of various state-supported efforts, including the Third Grade Reading Guarantee, Ohio's State Systemic Improvement Plan focused on early literacy for disadvantaged students, and the Ohio Improvement Process.

Under the advice and guidance of the State Literacy Team, the Department developed the Ohio Comprehensive Literacy Plan that provides districts and schools with a cohesive framework of evidence-based instructional practices and resources to guide literacy supports and improvements from birth through grade 12. This grant offers an exceptional opportunity to strategically enhance Ohio's Comprehensive Literacy Plan and will greatly support our state in advancing literacy skills for all children from birth through grade 12, especially those who are economically disadvantaged, English language learners, and students with disabilities.

Being invested in the language and literacy development of Ohio's most vulnerable young children, I am encouraged that this *Striving Readers* grant process will allow early education and care providers, preschools, and educational entities across Ohio to deeply focus on communication, language, and literacy supports for children, families, and communities.

This funding is a tremendous opportunity to invest in improving the literacy skills of Ohio's children that will prepare them for success in the future. I fully support the Department's efforts to seek funding for improving the literacy skills of Ohio's children.

Sincerely,

(b)(6)

Joni T. Close  
President, Sisters of Charity Foundation of Canton  
Chair, Ohio Early Childhood Advisory Council



## Ohio Chapter

### Ohio Chapter

94-A Northwoods Blvd  
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Phone: 614/846-6258  
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Email: [chapter@ohioaap.org](mailto:chapter@ohioaap.org)

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Associate Professor of Pediatrics  
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### Chief Executive Officer

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Phone: 614/846-6258  
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### Chapter Web Site

[www.ohioaap.org](http://www.ohioaap.org)

### AAP Headquarters

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Fax: 847/434-8000  
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[www.aap.org](http://www.aap.org)

July 10, 2017

Cindy Savage

U.S. Department of Education, OESE  
400 Maryland Avenue, S.W.  
LBJ Federal Office Building  
Washington, DC 20202-6200

Dear Ms. Savage,

On behalf of the Ohio Chapter, American Academy of Pediatrics (Ohio AAP), I am pleased to offer this letter of support for the Ohio Department of Education's (ODE) application to the US Department of Education for the *Striving Readers Comprehensive Literacy Program* funding opportunity.

The Ohio AAP has been involved in the ODE's State Literacy Team and development of the *Striving Readers* proposal. This proposal has been designed to utilize evidence-based practices in a comprehensive literacy plan that will affect Ohio's most disadvantaged children. We support that ODE is proposing a multi-pronged approach to advance literacy skills, with specific focus on including all children from birth to grade 12, which correlates with the mission of the Ohio AAP to promote the health, safety and well-being of children and adolescents so they may reach their full potential.

The Ohio AAP has worked to improve early literacy for more than 15 years by supporting the Reach Out and Read program in primary care practices. The Reach Out and Read program gives young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together. The effectiveness of the Reach Out and Read model is recognized by the American Academy of Pediatrics in a policy statement that recommends early literacy promotion as an essential component of pediatric care. This program is both cost-effective, and evidence-based: research shows that the Reach Out and Read program results in more frequent reading at home, accelerated vocabulary and critical brain stimulation.

To support the activities outlined in the *Striving Readers* proposal, the Ohio AAP will continue our collaborative relationship with ODE by partnering to continue the implementation and spread of Reach Out and Read in pediatric primary care practices in Ohio, and raising awareness of the importance of literacy for all children in Ohio through outreach to pediatricians, parents, and communities.

The Ohio AAP offers full endorsement of the ODE's proposal, and is eager to leverage our existing partnership to support the proposed initiative. We look forward to building upon the successes that we have achieved in promoting and increasing literacy in Ohio. Thank you for your consideration.

Sincerely

(b)(6)

Melissa Wervev Arnold  
Chief Executive Officer

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Part 5: BUDGET NARRATIVE**

The budget for Ohio’s Striving Readers Comprehensive Literacy funding has been developed to support project goals and objectives. Each budget category is outlined below. The budget is calculated for the state’s 5 percent of the \$35,000,000 award.

*1) Personnel - Title and duties of each position compensated under this project; Salary for each position under this project; Amounts of time, such as hours or percentage of time to be expended by each person under this project; Importance of each position to the success of the project; Basis for cost estimates or computations.*

<b>Positions Compensated Under this Grant</b>	<b>% of Time Dedicated to Grant</b>	<b>Salary 1 Year</b>	<b>Salary for 3 Years</b>
One full time Project Manager	100%	<b>\$76,000</b>	<b>\$228,000</b>
<i>Basis for cost estimates or computations:</i> The salary is based on the set state rate for the position title of project manager.			
<i>Duties:</i> Oversee the day-to-day operations of the project; plan, implement and manage project goals, objectives and activities; oversee budget and contracts; coordinate internal resources; communicate internally within the Department of Education; external communication with contractors, districts and partners; support the literacy administrator and other staff implementing the Striving Readers grant and coordinate logistics of the comprehensive state literacy plan.			
<i>Importance of each position to the success of the project:</i> This position is vital to the success of the Striving Readers program. This position is responsible for coordination of all grant			

activities including budget, communications and coordination of state-level implementation of the state comprehensive literacy plan.

2) **Fringe Benefits** - Fringe benefit percentages of all personnel included and provide the rate and base on which fringe benefits are calculated:

<b>Fringe Benefit Percentage</b>	<b>Base Rate</b>	<b>Annual Cost for Fringe Benefits</b>	<b>3 Year Cost</b>	<b>Basis for calculation</b>
35% of salary	\$76,000 annual salary for project manager	\$26,600	\$79,800 for three years fringe benefits cost	Fringe benefit percentage rate is calculated at 35% of the salary, as outlined in guidance from the Ohio Office of Budget and Management guidance.

3) **Travel**

- *Purpose of travel, how it relates to project success, how it aligns with the project goals and objectives, and which program participants or staff will participate:*
  - Travel costs are allocated for the project manager to attend the required annual grant meeting and the annual project directors meeting for each of the three years of the grant. The costs include airfare, hotel costs, per diem costs and other transportation costs. The project manager will attend for guidance on grant implementation, seek expertise, receive technical assistance and gain knowledge of Striving Readers grant funding requirements.

- Regional travel to monitor implementation based on one visit for each of the estimated 40 subgrantees.
- *Submit an estimate for the number of trips, points of origin and destination and purpose of travel, submit an itemized estimate of transportation and/or subsistence costs for each trip, and provide the basis for cost estimates or computations:*

<b>Project Manager Travel to Annual Grant Conference in Washington DC from Columbus, OH</b>		<b>1 year</b>	<b>3 years</b>
Flight	\$400 (estimate based on past flights)	\$400	\$1,200
Hotel	Three nights at \$250 per night (typical conference hotel rate in DC)	\$750	\$2,250
Per Diem	Four days at \$69 a day (GSA rate)	\$276	\$828
Airport Parking	\$50 (estimate based on past trips)	\$50	\$150
Shuttle/Taxi/Public Transportation	\$50 (estimate based on past trips)	\$50	\$150
<b>Total</b>		<b>\$1,526</b>	<b>\$4,578</b>

<b>Project Manager Travel to Annual Project Director Conference in Washington DC from Columbus, OH</b>		<b>1 year</b>	<b>3 years</b>
Flight	\$400 (estimate based on past flights)	\$400	\$1,200
Hotel	Three nights at \$250 per night (typical conference hotel rate in DC)	\$750	\$2,250
Per Diem	Four days at \$69 a day (GSA rate)	\$276	\$828
Airport Parking	\$50 (estimate based on past trips)	\$50	\$150

Shuttle/Taxi/Public Transportation	\$50 (estimate based on past trips)	\$50	\$150
<b>Total</b>		<b>\$1,526</b>	<b>\$4,578</b>

<b>Project Manager Travel for Subgrantee and Regional Support System Visits from Columbus, OH</b>		<b>1 year</b>	<b>3 years</b>
Mileage	.52 cents per mile (state rate) x 100 miles average trip	<b>\$2,912</b>	<b>\$6,240</b>
<p>Project Manager travel for subgrantee and regional support systems visits from Columbus, OH to various locations throughout the state. Travel to district sites for provision of monitoring subgrantee implementation. Differentiated on-site visits as warranted for technical assistance. Estimated at no more than 56 travel days (one per subgrantee and one per SST).</p>			

<b>Total Travel Costs for Project Manager</b>	<b>1 year</b>	<b>3 years</b>
Annual Grant Conference	\$1,526	\$4,578
Annual Project Directors Conference	\$1,526	\$4,578
Subgrantee Monitoring Visits	\$2,912	\$8,736
<b>Total Travel Costs</b>	<b>\$5,964</b>	<b>\$17,892</b>

#### 4) *Equipment*

- Identify each type of equipment, indicate the estimated unit cost for each item to be purchased and basis for cost estimates or computations:* The project manager will require a laptop computer, docking station, keyboard and mouse. This is a \$1,498 one-time purchase in year 1, based on the Ohio Department of Education Information Technology Office estimate.

<b>Equipment</b>	<b>Year 1</b>	<b>3 year total</b>
Laptop computer, docking station, keyboard and mouse	\$1,498 (year 1 only)	\$1,498

- Purpose of equipment and justification of the need for items of equipment to be purchased:* Due to travel and time in meetings outside of the office, the Striving Readers project manager will require uninterrupted access to email and Department systems. Contractors and subgrantees will need access to the Striving Readers grant project manager to answer questions about the grant awards, as well as for monitoring the implementation of awards. Additionally, the equipment will allow the project manager to have secure access to Department sites in order to manage the Striving Readers grant when off-site.

**5) Supplies**

- Provide itemized estimate of materials and supplies by nature of expense or general category, purpose of the supplies and how they relate to project success, and basis for cost estimates or computations:*

<b>Supplies</b>	<b>1 year</b>	<b>3 year total</b>
General Office Supplies (paper, pens, folders, etc.)	\$500 annually	\$1,500
Office supplies are needed for general operation of the project. Costs are based on current typical needs for a Department employee.		

**6) Contractual**

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- *Identify the name of the contracting party, including consultants, if available:* The Department will post a Request for Proposals for the regional state support teams and educational service centers to hire the regionally located specialists.
- *Provide the cost per contractor:*

Two Regional Literacy Specialists	\$120,000 each annually (includes salary, benefits, travel and equipment)	Annual Cost <b>\$240,000</b>	3 Year Total <b>\$720,000</b>
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- *Provide the amount of time that the project will be working with the contractor:* The Department’s early literacy administrator and Striving Readers grant project manager will work closely with the two contracted adolescent literacy specialists over the entire three-year grant cycle. The Department will ensure that the positions help build regional capacity and meet monthly with these consultants to discuss progress and sustainability of support for middle/high school evidence-based literacy practices.
- *For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award:* Contracts will seek individuals hired (220-day contract) for the three-year grant cycle with regional entities (state support teams/educational service centers). For sustainability after the end of the grant, the Department will seek new funds in the 2020-2021 state biennium budget to support middle and high school literacy expertise within the state support teams and educational service centers.
- *Provide the basis for cost estimates or computations:* The contracted amounts are based on the average of the comparable positions of the early literacy specialists currently contracted through the state support teams and educational service centers. This total amount includes all costs (salary, benefits, travel, equipment, etc.) for these positions.

**(b) The Department will provide a one-day grant applicant technical assistance summit in year 1 for potential subgrantees and a two-day literacy summit academy for subgrantees each year of the grant.**

- *Purpose and relation to project success:* Over the course of the project, subgrantees will receive extensive professional development to build their knowledge and skills in the use of evidenced-based practices. Subgrantees will commit to professional development requirements and must ensure that the principal(s) and other relevant leadership and staff members, are involved in yearly targeted professional development related to the State Comprehensive Literacy Plan. Part of this professional development will occur at the annual literacy summit academies. The first summit will take place in Jan. 2018. Applicant technical assistance will also include the first of a series of annual State Literacy Summits. The first Summit will provide technical assistance in applying for the Striving Readers subgrant and professional development directly aligned to the Ohio's State Comprehensive Literacy Program. Applicants will learn more about Ohio's State Comprehensive Literacy Program and have the opportunity to work with state and regional staff to further analyze their local literacy data and develop local literacy plans for comprehensive literacy instruction. Awarded subgrantees will then attend annual two-day literacy summit academies to receive comprehensive literacy instruction in the fall each of the three years of the grant. Awarded subgrantees will also will be required to present at the summits during years 2 and 3 of the grant cycle to share information on their implementation, best practices and experiences.

- *Describe the products to be acquired and/or the professional services to be provided:* The contractor will organize and run four literacy summits. The contractor will be responsible for contracting with the identified nationally recognized speakers to provide professional development to the state support teams/educational service center regional literacy specialists and subgrantees, arrange for the conference location, materials for the conference and all other aspects of facilitating the conference.
- *Provide a brief justification for the use of the contractors selected:* The contractor selected to organize the conference will be selected through a competitive bid process in accordance with state policies and procedures. As part of the contract they will be expected to contract with experts who nationally recognized for their high-quality research and impacts on child outcomes in the study of language and literacy development to provide professional development at the summits. Possible experts include Laura Justice, Louisa Moats and Tim Shanahan. These experts have multiple published research studies that show strong to moderate evidence of the implementation of research-based language and literacy instruction.
- *Identify the name of the contracting party, including consultants, if available:* The Department will use a competitive bid process to identify an entity to organize the summits.
- *Provide the cost per contractor:* Each annual summit is budgeted at \$50,000, for a total of \$200,000 over three three-year grant cycle.

<b>Literacy Summit</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total for 3 years</b>

\$50,000 each	2 Summits x \$50,000 = \$100,000	1 Summit = \$50,000	1 Summit = \$50,000	\$200,000
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- Each summit will include a budget for an appropriately sized venue located in central Ohio, at an estimated cost of \$20,000, including audio visual equipment. Lastly, the budget includes funds for materials to support participants, such as schedules, maps, etc., for each of the four summits.
- Each summit will include a research-oriented keynote speaker such as Laura Justice, Louisa Moats and Tim Shanahan, anticipated to cost \$5,000 each. Other literacy experts, not yet identified, will be identified based on our state literacy needs at an additional \$4,000 each. This cost is estimated based on the SSIP: Early Literacy Pilot LETRS national trainer costs.
- Funding for the expert presenters will be budgeted within the \$50,000 allocated for each summit.
- *Provide a brief justification for the use of the contractors selected:* The contractor to organize and run the conference will be selected through a competitive bid process in accordance with state policies and procedures. As part of that contract they will contract with the literacy experts to provide professional development at the summits. The speakers identified above are nationally recognized for their high-quality research and impacts on child outcomes in the study of language and literacy development. Ohio has established relationships with these researchers developed through the SSIP: Early Literacy Pilot and connections with the Department’s early literacy administrator. Each researcher identified has multiple published research

studies that show strong to moderate evidence of the implementation of research-based language and literacy instruction.

- *Provide the amount of time that the project will be working with the contractor:* The department will work with the contractor in the planning of the content and schedule of each of the summits for the 3 years of the grant. The summits are planned for two-days per summit with two summits in year 1, one summit in year 2 and one summit in year 3. Presenters listed above will be distributed across the four literacy summits.
- *Provide the basis for cost estimates or computations:* These costs are based on daily rates of presenters and past costs of contractors hosting summits, including the rental of conference space, equipment and materials for providing professional development support for Ohio's regional and local educators.

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**(d) The Department will provide training for regional support systems to increase the capacity of regional support staff to provide professional development and ongoing technical assistance to awarded subgrantees and other LEAs.**

- *Purpose and relation to project success:* Increasing the capacity of regional support staff to provide content-specific professional development and ongoing technical assistance to awarded subgrantees and other LEAs is critical in ensuring Ohio can continue the work established by the Striving Readers grant beyond the timeframe of the grant cycle and increase the use of evidence-based language and literacy practices throughout the state.
- *Describe the products to be acquired and/or the professional services to be provided:* Content-specific professional development will be provided to regional support staff

in teaching reading to English learners, teaching reading using evidence-based practices, the science of learning to read, print referencing for children birth to school age, alphabetic principal and phonological awareness, disciplinary literacy instruction, explicit instruction, assessing a Multi-tiered System of Support for reading instruction and leadership structures will be provided to regional support staff throughout the state.

- *Provide a brief justification for the use of the contractors selected:* Contractors will be national experts with background in research.
- *Identify the name of the contracting party, including consultants, if available:* The Department anticipates seeking contracts with national experts or organizations, such as the Center for Applied Linguistics; Voyager Sopris Learning; Dr. Laura Justice; WestEd; Dr. Anita Archer; Michigan’s Integrated Behavior and Learning Support Initiative - Dr. Kim St. Martin; Dr. Timothy Shanahan; Instructional Coaching Group; Collaborative Leadership - Dr. Peter DeWitt.
- *Provide the cost per contractor:* Over the course of the three years, the Department will contract with the national experts for professional development supports. Based on previous contracts of a similar nature, the Department expects the range of each subcontract to be from \$15,000-\$60,000 annually. Professional development for: teaching reading to English learners - \$35,000; Five components of reading - \$40,000; Print referencing for children birth to school age - \$20,000; Adolescent literacy - \$60,000; Multi-tiered System of Support needs assessment - \$15,000; Literacy leadership - \$40,000; Instructional coaching - \$37,760; Collaborative leadership - \$20,000; training on multi-tiered systems of support- \$56,000

	Year 1	Year 2	Year 3	3 Year Total
Training for Regional Support Systems	\$107,920	\$107,920	\$107,920	\$323,760

- *Provide the amount of time that the project will be working with the contractor:* Each professional development contract is anticipated to last between three to 12 days.
- *Provide the basis for cost estimates or computations:* The cost estimates are based on similar contracts or published rates by the provider(s).

7) **Construction:** Not applicable.

8) **Other:** *List and identify items by major type of category (communications, printing, postage, equipment rental) and the basis for cost estimates or computations; Provide the purpose for the expenditures and relation to project success:*

Project Manager – Other Expenses			
Items	Cost per Year	Cost for 3 years	Basis for Cost Estimates
Equipment rental and information technology systems – includes internet access, cloud storage, network, SharePoint, fax, multifunction printer, secure data systems access.	\$10,500	\$31,500	Rate provided by the Ohio Department of Education, Information Technology Office

Landline phone	\$240	\$720	Rate set by the Ohio Department of Administrative Services.
iPhone	\$480	\$1,440	Rate provided by Ohio Department of Education, Information Technology Office based on the monthly rate set in the contract with Verizon
Rent	\$3,330	\$9,990	Rate set by the building owner, Ohio Department of Administrative Service
<b>Total</b>	<b>\$14,550</b>	<b>\$43,650</b>	
<i>Purpose and Relation to Project Success:</i> All Department staffing positions require funds to support information technology, communications and rent. These supports are itemized and are based on the rates set for all Department positions, as indicated in the table.			

9) **Total Direct Costs:** Sum of expenditures, per budget category, of lines 1-8:

<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>3 Year Total</b>
1. Personnel	\$76,000	\$76,000	\$76,000	\$228,000
2. Fringe Benefits	\$26,600	\$26,600	\$26,600	\$79,800
3. Travel	\$5,964	\$5,964	\$5,964	\$17,892
4. Equipment	\$1,498	\$0	\$0	\$1,498

5. Supplies	\$500	\$500	\$500	\$1,500
6. Contractual	\$547,920	\$397,920	\$397,920	\$1,343,760
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$14,550	\$14,550	\$14,550	\$43,650
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$673,032</b>	<b>\$521,534</b>	<b>\$521,534</b>	<b>\$1,716,100</b>

**10. Indirect Costs:** The indirect cost rate agreement in place for the Ohio Department of Education is 11% of salary and fringe benefits.

SEA 5%	Indirect Cost Rate	Salary and Fringe Benefits	Indirect Costs 1 Year	Indirect Costs 3 years
\$1,750,000	11%	\$76,000 annual salary x 3 years = \$228,000  \$26,600 annual fringe x 3 years = \$79,800	\$307,800 x 11% = <b>\$11,300</b>	\$11,300 x 3 = <b>\$33,900</b>

**11. Training Stipends:** Not applicable.

**12. Total Costs:** Sum of direct costs, indirect costs, and stipends and provide total costs for each year of the project as well as grant total cost for the entire project period (36 months):

Budget Categories	Project Year 1	Project Year 2	Project Year 3	3 Year Total
1. Personnel	\$76,000	\$76,000	\$76,000	\$228,000

2. Fringe Benefits	\$26,600	\$26,600	\$26,600	\$79,800
3. Travel	\$5,964	\$5,964	\$5,964	\$17,892
4. Equipment	\$1,498	\$0	\$0	\$1,498
5. Supplies	\$500	\$500	\$500	\$1,500
6. Contractual	\$547,920	\$397,920	\$397,920	\$1,343,760
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$14,550	\$14,550	\$14,550	\$43,650
9. Total Direct Costs (lines 1-8)	\$673,032	\$521,534	\$521,534	\$1,716,100
10. Indirect Costs	\$11,300	\$11,300	\$11,300	\$33,900
11. Training Stipends	\$0	\$0	\$0	\$0
<b>12. Total Costs (lines 9-11)</b>	<b>\$684,332</b>	<b>\$532,834</b>	<b>\$532,834</b>	<b>\$1,750,000</b>