Approved List of PreK-Grade 12 Evidence-Based Reading Intervention Programs

Vendor & Applicant Guidance and Request for Applications

2024-2025

Department of Education & Workforce

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Ohio Revised Code (ORC) 3313.6028

(A)(1) As used in Title XXXIII of the Revised Code, "science of reading" means an interdisciplinary body of scientific evidence that: (a) Informs how students learn to read and write proficiently; (b) Explains why some students have difficulty with reading and writing; (c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers; (d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach. **(2)** As used in this section, "three-cueing approach" means any model of teaching students to read based on meaning, structure and syntax, and visual cues.

(B) The department of education and workforce shall establish a list of high-quality core curriculum and instructional materials in English language arts, and a list of evidence-based reading intervention programs, that are aligned with the science of reading and strategies for effective literacy instruction.

(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established under division (B) of this section. Except as provided in division (D) of this section, no district or school shall use any core curriculum, instructional materials, or intervention program in grades pre-kindergarten to five that use the three-cueing approach to teach students to read.

Overview and Purpose

The Ohio Department of Education and Workforce is requesting applications for updates to the approved list of evidence-based reading intervention programs for grades prekindergarten through twelve. In addition, the Department is providing information regarding applications requested for the Approved List of Evidence-Based Reading Intervention Programs. The purpose of this Request for Applications (RFA) is to identify evidence-based reading intervention programs that support targeted or intensive instruction for students in specific reading skills that are aligned with the science of reading and strategies for effective literacy instruction.

Beginning no later than the 2024-2025 school year, districts and schools must use reading intervention programs from the Department's approved list. The purpose of this *Approved List of Evidence-Based Reading Intervention Programs: Vendor & Applicant Guidance and Request for Applications* document is to outline the Department's process for evaluating intervention programs. This document is intended to assist entities interested in submitting intervention program materials for consideration in the "list of evidence-based reading intervention programs, that are aligned with the science of reading and strategies for effective literacy instruction," referenced in ORC 3313.6028(B).

Definitions

Cohesive: Instruction that connects new content to previous learning.

Comprehensiveness: In the context of explicit instruction, comprehensiveness represents the number of explicit instruction principles that the intervention incorporates. This includes providing explanations in simple, direct language, models strategies, providing practice so students use strategies correctly, and including systematic cumulative review.

Comprehension: The understanding and interpretation of what is read in written material or heard from speaking or read aloud.

Computer-based or online instruction: Instruction consists of lessons via software or a web-based platform where students are receiving instruction via interactive lessons and digital feedback.

Core Comprehensive program: High-quality instructional materials that are comprehensive in scope and aligned to Ohio's Learning Standards for English Language Arts. The skills taught within and across grades should be articulated in a clear scope and sequence. Core programs for English language arts reflect the reading research in terms of the amount of time allocated, routines used, grouping formats and materials provided for instruction in essential literacy skills in each grade. Research-based core reading programs must integrate the many aspects of language that underlie the process of learning to read (such as phonology, orthography, morphology, syntax).

Core curriculum and instructional materials: High-quality instructional materials used within the general education setting to provide instruction to all students, through either a core comprehensive program or a coherent set of core and foundational skills programs.

Cumulative review: A component of systematic instruction; each step in instruction is based on concepts previously learned and opportunities are provided for students to review and practice previously learned skills.

Delivery method: The primary method or means for how the instruction is being delivered to students. These methods may include teacher-directed instruction, computer-based or online instruction, or a combination of teacher-directed and computer-based and online instruction.

Evidence-based: Programs, strategies, and activities for language and literacy instruction that are rooted in practices that have been evaluated and proven to improve student outcomes, aligned with rigorous research in reading and cognitive science that inform how students learn to read proficiently and why some students have difficulty with reading.

Explicit instruction: A teacher directed and systematic instructional approach that includes specific components of delivery and design of instruction including review of previous step-by-step demonstrations, clear language, adequate range of examples, frequent student responses, monitoring of student progress, feedback to students and multiple opportunities for practice, both guided and independent. This practice includes distributed and cumulative practice and does not make assumptions that learners will acquire skills and knowledge on their own.

Fluency: The ability to read with appropriate speed, accuracy, and proper expression.

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Foundational Skills: Instruction aligned to Ohio's Learning Standards for English Language Arts for grade-level-appropriate foundational reading skills, including:

- Kindergarten-first grade: Print concepts and alphabet knowledge, phonemic awareness, phonics and word study, and text reading and fluency.
- Second grade: Phonics and word study, as well as text reading and fluency.
- Third grade-fifth grade: Advanced phonics and word study, as well as text reading and fluency.

Grade-level appropriate: Relating to the connection of taught skills, concepts, and learning activities to the grade-level specific standards within Ohio's Learning Standards for English Language Arts.

High-quality instructional materials (HQIM): Instructional materials that provide standards-aligned instructional content, a coherent and grade-level appropriate scope and sequence, evidence-based instructional strategies and embedded formative assessments that support data-driven instruction and educative materials that provide implementation support for educators to ensure all students' learning needs are met. High-quality instructional materials are critical for instructional equity and ensure that each student acquires the knowledge and skills to be successful through a standards-aligned instructional foundation. High-quality instructional materials act as a common language and platform for engaging all partners in students' educational experience by incorporating student and educator supports.

Integrated Multi-Tiered System of Supports (MTSS): The integrated multi-tiered system of supports structure provides a framework for supporting learners based on their unique needs. It can guide staff in designing effective instruction and appropriate interventions as part of school improvement efforts. A multi-tiered system of supports for reading includes full access to grade-level instruction for all learners that is differentiated and designed to meet the needs of all learners (Tier 1) and additional strategic and targeted (Tier 2) and/or intensive intervention (Tier 3) for learners experiencing difficulties.

Instructional routines: A predictable, consistent, repetitive set of practices that provide structure to maximize learning time and aid in classroom management.

Intensive intervention: A systematic approach to targeting specific skills identified as the potential cause of reading difficulty. Intervention consists of enhanced opportunities to learn, including but not limited to, additional time with the core curriculum in small groups, other supplementary instruction, or individualized intensive instruction.

Materials: Documentation that the program includes materials, including teaching scripts, pacing guides, assessment schedules and tools, scope and sequence of skills, student tools, graphic organizers, decodable texts, etc.

Ohio's Learning Standards for English Language Arts: Revised and adopted in 2017, these are the state content standards that determine what should be taught and made progress toward by the end of the grade level the standard is assigned to. In English language arts, standards are divided into six subcategories: Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking and Listening, and Language.

Operator (ORC 3314.02(A)(8): An operator or **management company** means either of the following:

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(a) An individual or organization that manages the daily operations of a community school pursuant to a contract between the operator or management company and the school's governing authority; or

(b) A nonprofit organization that provides programmatic oversight and support to a community school under a contract with the school's governing authority and that retains the right to terminate its affiliation with the school if the school fails to meet the organization's quality standards.

Phonics: Instruction that teaches the relationships between the letters of written language and sounds of spoken language, how to sound out words, and exceptions to the principles.

Phonemic awareness: The ability to separate, consider, and manipulate the individual sounds in spoken words. Before students learn to read, they must understand how the sounds in words work.

Phonological awareness: A set of skills that includes identifying and manipulating units of oral language (words, syllables, and onsets and rimes).

Print concepts: Explicit instruction that print carries meaning and serves many functions, developing the understanding that printed text is made of words and spaces, and that words are made of letters. This can also include identifying functional components such as text features (identifying author, title, page numbers, etc.) and recognition of text directionality (page to page and front to back).

Program: A program is a packaged set of lessons and materials that provide teacher guidance for preparing learner instruction. A program must include assessments of the content being taught. A program must also provide support language for the teacher carrying out the program through explicit instruction of the content and skills, using the provided materials to do so.

Progress monitoring: Assessment procedures used on a frequent basis (for example, monthly, weekly, daily) to measure student growth in response to targeted or intensive intervention. Progress monitoring data are used to determine whether the intervention is having the intended effect or if the intervention needs to be modified or intensified to meet the student's unique needs.

Reading intervention program: Systematic and targeted instructional materials used to teach language and literacy skills in small groups or individually at a particular grade level that match the specific individual needs of students, aligned with evidence-based practices for language and literacy instruction; these programs are systematic, involving carefully planned instructional sequences and progress monitoring. They include ways to intensify instruction to provide more instructional time, practice, and opportunities for individualized or specific feedback to students who are at risk so they will catch up to grade-level expectations at an accelerated rate.

Research-based: Instructional practices, strategies, or approaches that are based on research but have not yet been tested for evidence of student outcomes.

Science of reading ([ORC 3313.6028](A)(1)): An interdisciplinary body of scientific evidence that:
  (a) Informs how students learn to read and write proficiently;
  (b) Explains why some students have difficulty with reading and writing;
  (c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers;

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(d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

Sequential: A component of systematic instruction in which lessons are organized through a planned sequence moving from simple skills and concepts to more complex ones or from high-frequency skills to low-frequency skills.

Supplemental instructional materials: A supplemental instructional material provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to the science of reading and strategies for effective literacy instruction. A supplemental instructional material is used to enhance core curriculum and instructional materials during whole class or small group instruction, providing additional instructional materials and practice opportunities.

Systematic instruction: Instruction that is organized through a planned sequence that follows the logical order of the language with important prerequisite skills taught before more advanced skills. Complex skills are broken down into smaller, more manageable chunks and care is taken to not introduce skills in a way that is unintentionally confusing.

Teacher: A person leading instruction using a reading intervention program.

Teacher-directed instruction: Instruction that consists of face-to-face or remote instruction with interaction, instruction, and feedback coming directly from the teacher.

Three-Cueing Approach (ORC 3313.6028(A)(2)): Any model of teaching students to read based on meaning, structure and syntax, and visual cues.

Tier 2 (Targeted) Instruction: Tier 2 (targeted) instruction is strategic and targeted and is provided in addition to Tier 1 instruction. The goal of Tier 2 instruction is to enable students who are at risk to catch up to grade level expectations. Tier 2 instruction targets specific reading concerns.

Tier 3 (Intensive) Instruction: The purpose of Tier 3 instruction is to address severe and persistent learning difficulties. The instruction is individualized to intensify and coordinate structured literacy interventions. Tier 3 instruction targets specific reading concerns and breaks tasks into even smaller units. Tier 3 instruction is often not a different program but rather an increase in intensity in terms of smaller groups, increased instructional time, more opportunities to practice, and more frequent progress monitoring.

Vocabulary: The body of words that students must understand and use to comprehend text and communicate effectively. Vocabulary includes receptive (what is understood through listening or reading printed words) and expressive (what is communicated through speaking, writing or alternative forms of communication) skills.

Word study: Word study supports students in reading and writing through explicit instruction in patterns in the words, phonics, meaning, and spelling.

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Approved List Information

The Department's approved list includes evidence-based reading intervention programs for use in prekindergarten-grade 12. The Department's process to establish an approved list consists of an application process, followed by a technical review of the application (phase 1) and a quality review process of the program for alignment to the science of reading and strategies for effective literacy instruction (phase 2). The chart below represents the process for updating the approved list during the 2024-2025 school year.

Request for Applications Published (Sept. 2024) → Phase 1 Technical Review (Nov. 2024) → Phase 2 Quality Review (Dec. 2024 -Jan. 2025) → Phase 2 Appeals Review (Jan. - March 2025) → Publish Final Approved List (Late March 2025)
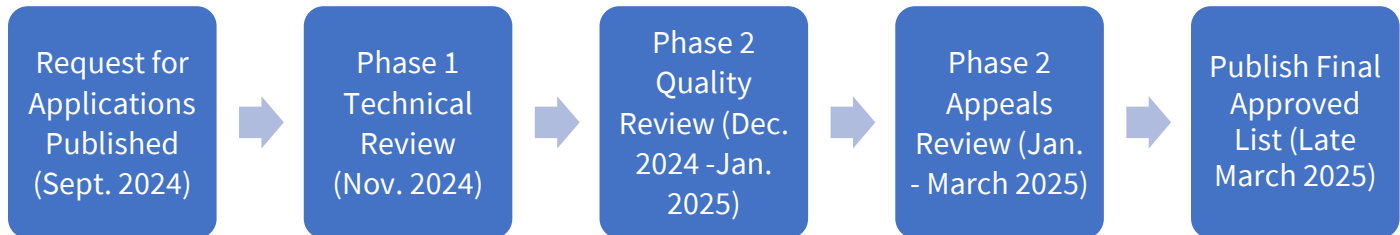
Step 1: Intent to Apply

Entities interested in participating in the reading intervention program review process must submit an Intent to Apply.

Step 2: Application Submission and Technical Review

This application must include the following submission requirements:
- Program information and applicant contact information.
- Attestation of understanding regarding Ohio's policies on textbook pricing and accessibility compliance.
- Intervention program overview, including components of reading addressed.
- Information regarding research evidence on effectiveness in reading components and if available, efficacy data on student reading outcomes for students with intervention needs.
- Attestation of understanding and alignment to Ohio's policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Program evidence worksheet, identifying citations within materials that demonstrate quality for each indicator.
- Attestation of program's intentional design and use for delivering reading intervention.
- A brief (max. 5 minutes) video or screencast or document with screenshots orienting reviewers to the program.
- Required program materials, including scope and sequence, assessments related to entry/exit criteria to the program and movement within the program, teacher materials, and student materials.

Additionally, applicants may submit information regarding the professional development available to support program implementation (optional).

Following application submission, the first phase of the Department's review process will consist of a technical review to ensure application requirements are adhered to. Submitted applications must pass the technical review before advancing to the quality review phase.

Full details on the steps in the application process and application requirements are below.

Step 3: Reading Intervention Program Quality Review

Submitted programs that meet requirements under technical review will advance to a program quality review, with a full evaluation of the programs on the Department's established criteria for evidence-based reading intervention programs.

Step 4: Publication of Approved List

Programs that meet requirements and criteria under the program quality review will be recommended for inclusion on the approved list of evidence-based reading intervention programs established by the Department.

Reading Intervention Program Review Process and Request for Applications 2024-2025

Applicant Information

ELIGIBLE APPLICANTS

For the purposes of this Request for Applications, entities eligible to apply are defined as:

- Private for-profit companies including, but not limited to, publishers and research organizations.
- Nonprofit organizations;
- Institutions of higher education;
- City, local, exempted village, and joint vocational school districts established under R.C. Chapter 3311;
- STEM schools established under R.C. Chapter 3326;
- Community schools established under R.C. Chapter 3314; and
- Operators of a community school.

Applicants are **required to submit one intent to apply and one application for each program for which approval is sought** on the Department's list. For example, if a vendor has multiple programs that meet eligibility criteria for the approved list, a separate application should be submitted for each program. If certain components of a program are available for purchase individually or separately, applications must clearly specify the program components that should be considered for approval.

Applicants should indicate on their application the grade band (prekindergarten and/or grades kindergarten-12) and the individual grade levels for which the program is targeted to support.

Vendors of each approved program will be responsible for all contracts with individual districts and community schools. The contracts between a vendor and districts and community schools shall not conflict

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with the terms and requirements of Ohio law. Selection denotes approval only. No contract with the Department, or any other entity, is implied by approval selection.

Applicants acknowledge that their eligibility is not guaranteed once programs are identified as approved by the Department. Changes made to federal law or state law impacting the need and/or requirements for evidence-based reading intervention programs may affect the approved program's eligibility for inclusion on the approved list.

TEXTBOOK PRICING AND ACCESSIBILITY COMPLIANCE

Under ORC 3329.01, Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Department that have agreed to sell textbooks to school districts in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law.

Textbook publishers requesting to be placed on the list must satisfy the requirements set forth in ORC Chapter 3329 and OAC 3301-51-21 each year. More information about requirements for the adoption and purchase of textbooks is available on the Department's website.

Approval for the list of evidence-based reading intervention programs does not constitute approval on the Pricing and Accessibility Compliant Publishers List. Vendors that have programs included on the Department's approved list of evidence-based reading intervention programs must also request to be placed on the Pricing and Accessibility Compliant List, if applicable. Vendors are responsible for ensuring compliance with this policy, if applicable, to the materials that are included on the approved list of evidence-based reading intervention programs. For more information, please contact Lacey Snoke at Lacey.Snoke@education.ohio.gov.

RESERVATION OF RIGHTS

The Department reserves the right to:
- Reject any or all applications received in response to this Request for Applications (RFA);
- Grant limited approval of programs (e.g., approving for one grade band but not all);
- Disqualify any provider for failing to conform to the requirements of the RFA;
- During the application period, amend the RFA specifications to correct errors or oversights, or to supply additional information, as it becomes available;
- During the application period, direct applicants to submit application modifications addressing subsequent RFA amendments;
- Change any of the scheduled dates;
- Waive any requirements in this RFA;
- Require clarification at any time during the application process and/or require correction of errors to assure a full and complete understanding of an applicant's application and/or to determine a provider's compliance with the requirements of the RFA;
- Prioritize evaluation and/or approval of certain submissions;
- Reevaluate approval or request other documentation during or after the approval process; and
- Evaluate and modify future processes for determining Department-approved lists of evidence-based reading intervention programs.
- Request information or reports regarding the Ohio districts and schools purchasing their materials.

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CONFIDENTIAL, PROPRIETARY, AND TRADE SECRET INFORMATION

The Department solicits information through this application in a transparent manner and in accordance with the laws of the State of Ohio. All responses provided to the Department become records of the Department and as such will be open to inspection by the public after award unless exempt from disclosure under law. If an applicant believes information in its application is a trade secret, as defined in ORC 1333.61, **the information must be marked as such by underlining the information and notating it with asterisks**. Because the applicant is in a better position to know which information may be a trade secret, the applicant's marking of such information will aid the Department in its review of the documents when responding to a request for public records under Ohio law. The Department has the sole discretion in redacting information in response to public records requests pursuant to ORC 149.43.

REVIEW ELIGIBILITY

To be eligible for review, programs must be submitted by the respective vendor and applicants must provide all requested information and documentation by the deadlines provided by the Department.

Program editions that were submitted and not approved during the 2023-2024 application process are not eligible to apply or reapply during the 2024-2025 review cycle unless submitting a new edition with updated program materials.

Note: All programs must be reviewed to be considered for inclusion on the approved list.

APPROVAL PERIOD

If approved for inclusion on the Approved List of Evidence-Based Reading Intervention Programs, programs may be continuously approved, contingent on the following:
- No substantive changes of the approved program edition have occurred since the most recent approval.
- No changes in legislation, law or Department policy preclude continued approval.
- No changes in Ohio's Learning Standards for English Language Arts or policies for reading intervention have occurred since the materials were most recently approved by the Department.
- The entity submits updated vendor or program information requested by the Department to ensure updated information for districts and schools.

Approval is limited to the edition or version of the program submitted in the application. **Applicants must submit a new application for updated editions** of programs to be considered for approval. Newly published editions of previously approved programs are not eligible for continuous approval. If there are any substantive changes to an approved edition or version of approved programs, this must be communicated to the Department, and they must apply for review during the next review cycle available. Once applied, the programs would go through the same review process as other applicants, using the Limited or Comprehensive Review process as applicable.

The Department reserves the right to update the process and procedures for establishing the approved list or revise review criteria at any time. Substantive changes to the Department's processes and criteria may preclude continuous approval at any time.

FUTURE APPLICATION AND REVIEW CYCLES

The Department anticipates conducting bi-annual review cycles with the next review cycle occurring during the 2026-2027 school year. Future application and review cycles will be noted on the High-Quality Instructional Materials in English Language Arts webpage.

The Department reserves the right to update the process and procedures for establishing the approved list or revise review criteria at any time.

Timeline

Event	Approximate Timeframe	Notes
Vendor Guidance and Request for Applications Available	Early September 2024	
Updated Frequently Asked Questions and Vendor Information Video Available	Mid-September 2024	Submit questions in advance to ELAMaterialsReview@education.ohio.gov
Intent to Apply Due	October 18, by 4:00 p.m. Eastern	Complete online Intent to Apply Form
Reading Intervention Program Review Applications Due	November 1, by 4:00 p.m. Eastern	Submit electronically via instructions provided by the Department
Notification of Phase 1 Technical Review Approval or Denial	Early December 2024	
Notification of Phase 2 Program Quality Review Approval or Denial	Late January 2025	
Appeals Period	Late January – February 2025	
Publication of Full Approved List	Late March 2025	

Note: The Department will make every effort to meet this timeline, but variation may occur. Applicants are encouraged to check the Department's webpage frequently for updated information.

TECHNICAL ASSISTANCE FOR INTERESTED APPLICANTS

The Department will host an informational webinar (which will be recorded and published on the website) for entities interested in submitting applications for reading intervention program review. The Department will post frequently asked questions (FAQ) related to the review process in mid-September 2024. Questions should be submitted to ELAMaterialsReview@education.ohio.gov by **September 16, 2024**, to ensure items are addressed in the FAQ.

Applications and Review Processes

INTENT TO APPLY

Entities interested in participating in the reading intervention program review process must submit an intent to apply for review in order to receive submission access from the Department. The deadline to submit the intent to apply is two weeks before the application deadline in order to allow for processing and

confirmation by the Department. Instructions on submitting required application materials will be provided following submission and confirmation of the Intent to Apply form.

Interested applicants are encouraged to submit their intent to apply well in advance of the requested date to allow for sufficient time to access the submission link before the application deadline and to allow the Department to adequately plan for the review process.

Submitting an Intent to Apply does not obligate an applicant to submit a Reading Intervention Program Review Application.

Note: Submission of the Intent to Apply does not guarantee programs will be approved for inclusion on the list. Programs must meet the criteria set forth in the request for applications under the program application and review for inclusion on the approved list.

SUBMISSION INFORMATION

All completed Intent to Apply forms are due by **4:00 p.m. Eastern** on **Oct. 18, 2024**. Incomplete or late submissions of the Intent to Apply may not be confirmed.

PHASE 1: APPLICATION AND TECHNICAL REVIEW

Entities interested in participating in the reading intervention program review process must submit an application to be reviewed in the Phase 1 Technical Review. Applications will not receive a score for the Technical Review: this review is to confirm application materials are complete and comply with submission guidelines prior to quality review.

Before the Phase 1 review, all eligible entities must submit a completed application (Appendix A) that includes the following information:

- Program information and applicant contact information.
- Attestation of understanding regarding Ohio's policies on textbook pricing and accessibility compliance.
- Intervention program overview, including components of reading addressed.
- Information regarding research evidence on effectiveness in reading components and if available, efficacy data on student reading outcomes for students with intensive needs.
- Attestation of understanding and alignment to Ohio's policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
- Information regarding the professional development available to support program implementation (optional).
- Program evidence worksheet, identifying citations within materials that demonstrate quality for each indicator.
- Required program materials, including scope and sequence, assessments related to entry/exit criteria to the program and movement within the program, teacher materials, and student materials.
- Attestation of understanding of submission requirements for Reading Intervention Program Review.
- Attestation of program's intentional design and use for delivering reading intervention.
- A brief (max. 5 minutes) video or screencast or document with screenshots orienting reviewers to the program.

- Program overview, including components of reading addressed, program scope and sequence and relevant assessment tools.

SUBMISSION INFORMATION & REQUIREMENTS

Applications are due by **4:00 p.m. Eastern** on **Nov. 1, 2024**. Applications must be submitted electronically via instructions provided by the Department. Submitted application documents **must** use the following naming conventions:

- **Submission ID_Program Name_Year _Application**
- **Submission ID_Program Name_Year_ProgramSummary**
- **Submission ID_Program Name_Year_EvidenceSummary**
- **Submission ID_Program Name_Year_ProfessionalDevelopment**
- **Submission ID_Program Name_Year_EvidenceWorksheet**
- **Submission ID_Program Name_Year_Vendor or Applicant Name_ProgramMaterials**

If names are too long based on the character limit, abbreviate the title of the type of worksheet as necessary. **All application and program materials must be submitted in digital or online format as PDF files. No hard copies of application or program materials will be accepted.**

Applications must be submitted electronically in PDF format via the submission upload provided by the Department following intent to apply confirmation. All application files must be submitted in PDF format, with individual files not to exceed 100 MB. The following formats are **not** acceptable for submission:

- Online access to Google Drive or SharePoint files.
- Online access to Dropbox or document retrieval sites.
- Uploaded documents in any format other than PDF.

The following items must be submitted as part of the program review application:

- Program Review Application (Appendix A)
- Reading Intervention Program Summary (Appendix B)
- Evidence-Based Alignment and Efficacy Summary (and logic model, if needed) (Appendix C)
- Program Evidence Worksheet (Appendix E)
- A brief (max. 5 minutes) video or screencast orienting reviewers to the program.
- Required program materials, including:
  - Program scope and sequence,
  - All program assessments, including assessments related to entry/exit criteria to the program and movement within the program,
  - Teacher materials, including all teacher's manuals and/or guides needed to implement the program, and
  - Student materials, including all student-facing materials referenced in teacher's manuals and/or guides.

Applicants may also submit the following as part of their program review application:

- Information regarding professional development related to program implementation (Appendix D).

All applications must be completed on the fillable application forms provided by the Department but saved and submitted as PDFs. No alterations may be made to the formatting of the forms. No additional documents or materials are permitted outside the above-referenced application

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documents. No images or graphics are permitted on application documents provided by the Department. No hyperlinks to Google Drive, SharePoint, or file storage and/or retrieval sites are permitted on application documents outside of fields where expressly requested by the Department.

Note: All materials included in the program package that will be marketed as part of the program, if approved, must be submitted for review. If materials are available to purchase separately but are included in the implementation of the program as provided to the Department, the additional materials must be provided for review as part of the teacher or student materials. The Department reserves the right to reject the application if the full program and accompanying components are not provided for review.

Program Materials Access

Applicants may provide access to program materials as an additional submitted PDF document, as noted on the application document. Alternatively, applicants are permitted to indicate on their application where reviewers can access materials through the program's digital platform (if applicable). Log in information, including a username and password, must be provided on the application if providing digital materials access and will be verified for review. Applicants should ensure that this log-in permits anonymous access for reviewers for up to six months.

Note: Online program access may **only** *be provided through the program's digital platform hosted by the vendor. Document storage or retrieval platforms such as Google or Dropbox are not acceptable submissions for program materials. If a program does not have a digital platform, all program materials must be provided in PDF format through the submission portal.*

Program Orientation Video or Document

All applications must include a link to an orientation of the program, as either a brief (max. 5 minutes) video or screencast or as a document with instructions and screenshots to help in orienting reviewers to the program. This may include explanations of program features, an overview of program navigation and format, including the program's digital platform (if applicable), and critical instructions for accessing program content.

Note: Incomplete submissions or applications may not be considered. Submission of the application or passing of the technical review does not guarantee programs will be approved for inclusion on the list. Programs must meet the criteria set forth in the Request for Applications under the program application and review for inclusion on the approved list. Vendors will be notified of materials' approval in technical review phase to move on to the quality review phase.

PHASE 2: READING INTERVENTION PROGRAM QUALITY REVIEW

All programs on the Department's approved list of reading intervention programs must demonstrate full alignment to the science of reading and Ohio's literacy policies and meet the application requirements outlined. If approved following the Phase 1 Technical Review, submitted programs will move to the Phase 2 Reading Intervention Program Quality Review.

Note: The Department's decision following the technical review (phase 1) is final and is not subject to appeal.

Programs will be evaluated using [Ohio's Reading Intervention Program Review Rubric](#), which includes the following criteria:

Part A: Essential Alignment and Design Features of Reading Intervention Programs
The reading intervention program demonstrates alignment to the science of reading and principles of effective instruction and includes all the essential elements of an evidence-based reading intervention program. These programs should be explicit, sequential, systematic, cumulative, comprehensive, and cohesive to ensure high-quality instruction.

Criterion 1: Alignment to the Science of Reading	The program aligns with rigorous research in reading and cognitive science that informs how students learn to read proficiently and why some students have difficulty with reading.
Criterion 2: Program and Instructional Design	The program and instructional design identify specific student learning outcomes and reflects the essential elements of intervention programs and principles of effective instruction that support strategies for effective literacy instruction, including a scope and sequence and multiple, detailed lessons and instructional routines that support student learning of key reading skills or processes.

Part B: Support for Teaching and Learning
The program supports teaching and learning of essential reading components through materials, tools, assessments, guidance, and organization.

Criterion 3: Usability, Assessment and Support	The program supports educators in delivering quality instruction, assessing students to inform placement, progress, and instruction, and guiding educators in meeting individual student needs.

Applicants must submit a Program Evidence Worksheet ([Appendix E](#)) that specifies the location of evidence that the program meets the criterion and indicators established. This worksheet is aligned to the [Reading Intervention Program Review Rubric](#).

Indicators will be reviewed and scored using the following scoring characteristics:
- **Criteria Not Met/0 Points -** The evidence provided does not meet the criteria indicated.
- **Criteria Partially Met/1 Point -** The evidence provided partially meets the criteria indicated, but additional information, detail or examples are needed to fully meet the criteria.
- **Criteria Fully Met/2 Points -** The evidence provided fully meets or exceeds the criteria indicated, demonstrating thorough implementation or alignment of the indicator to expectations.

Program reviews will result in a rating of quality on the following scale:
- **Meets Expectations:** Programs rated within the identified range have demonstrated sufficient alignment to quality indicators to be considered for approval.
- **Does Not Meet Expectations:** Programs within the identified range have not demonstrated sufficient alignment to quality indicators to be considered for approval.

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Only programs that are scored and receive a rating of Meets Expectations within each individual criterion will receive an overall rating of Meets Expectations.

In addition, the reading intervention program review includes two non-negotiable components, both of which must be met to be considered for program approval. The non-negotiable components will be evaluated on a Meets/Does Not Meet Criteria, with all evidence of a program not meeting the criteria noted.

- Program does not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.
- Program matches the definition of a reading intervention program, as defined in the request for applications.

Applicants must note the target grades of instructional programming and reading components claimed within the program on the application document and are asked to provide additional specificity within the program summary.

REVIEW PROCESS

All complete and timely submissions will be evaluated by at least three qualified readers identified by the Department, using the [Reading Intervention Program Review Rubric](). Reviewers will review submitted materials and documentation in the scoring and review process.

NOTIFICATION

Notifications of decision will be provided to applicants by email. Such entities will be asked to submit a vendor and program information form no later than five business days after receiving notification.

Entities with materials not receiving approval will receive explanatory notes and a scoring summary from the Department.

COMMUNICATION WITH APPLICANTS

Throughout the review process, official department communication with vendors will be via notices on the website or through email communication initiated by the Department.

The sole point of contact for the review process is [ELAMaterialsReview@education.ohio.gov](). Applicants may not reach out to individual Department staff. In the event that vendors reach out to Department staff other than the sole point of contact to discuss or influence the review process, the applicant's product may, in the Department's sole discretion, not be considered for inclusion on the Approved List of Evidence-Based Reading Intervention Programs

The Department will provide technical assistance with submitting the application documents but will not answer questions about how to respond to items within the application. The Department will not meet with individual applicants to discuss the results of the review. Applicants should rely on feedback given in the rubric to determine whether to submit an appeal.

Applicants seeking to withdraw their application from the review process at any time must submit a written request to [ELAMaterialsReview@education.ohio.gov]().

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APPEALS PROCESS

If programs are not approved for inclusion on the approved list following the reading intervention program quality review, the applicant may submit a written appeal to the Department no later than ten business days after receiving notification. Grounds for written appeal will be limited to an explanation of why the submission met the evaluation criteria that was identified and posted by the Department.

The Department will evaluate all appeal requests and notify applicants of the final determination along with a copy of their scoring rubric immediately following the posting of the final approved list on the Department's website.

PUBLICATION OF FINAL APPROVED LIST

The Department's approved list for reading intervention programs for the 2024-2025 review cycle will consist of programs approved after the completed review process.

Applicants with approved programs will be sent a vendor and program information form to provide updated contact and program information. This information will be posted on the Department's webpage and will accompany the programs on the approved list for the convenience of districts and schools in decision-making. Vendor and program information forms must be submitted to the Department within five business days of receipt.

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Appendices

Appendix A: Reading Intervention Program Review Application

Appendix B: Reading Intervention Program Summary

Appendix C: Evidence-Based Alignment and Efficacy Summary

Appendix D: Professional Development Information (Optional)

Appendix E: Reading Intervention Program Review – Program Evidence Worksheet

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Appendix A: Reading Intervention Program Review Application

Reading Intervention Program Review Application

Submission ID:	
Name of Applicant:	**Program Title and Edition (publication year):**
Contact Person for the Review Submission:	**Email:**
Telephone:	**Mailing Address:**
Applicant Webpage:	**Product Webpage(s):** *Provide the webpage that is specifically related to the program being requested for approval.*

Target Audience of Programming
 ☐ Prekindergarten
 ☐ Kindergarten-Grade 5
     ☐ Kindergarten
     ☐ 1st Grade
     ☐ 2nd Grade
     ☐ 3rd Grade
     ☐ 4th Grade
     ☐ 5th Grade
 ☐ Grades 6-12
     ☐ 6th Grade
     ☐ 7th Grade
     ☐ 8th Grade
     ☐ 9th Grade
     ☐ 10th Grade
     ☐ 11th Grade
     ☐ 12th Grade
 Select all grade level(s) that apply.
	Reading Components Claimed:
	 ☐ Phonological and Phonemic Awareness
	 ☐ Phonics and Word Study
	 ☐ Vocabulary
	 ☐ Fluency
	 ☐ Comprehension
	
	 Primary Method of Program Delivery:
	 ☐ Teacher-directed instruction
	 ☐ Computer-based or online instruction
	 ☐ Combination of teacher-directed instruction and computer-based or online instruction
	
	 Professional Development in Program Available
	 ☐ Yes
	 ☐ No
	 If yes, submit Appendix E: Professional Development Information (Optional)

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Program Orientation Video, Screencast or Document:
 	
• Link:
• Login Information (if needed):
	Reviewer Access to Program Instructional Materials *(select all that apply):*
	☐ PDF Copy of Materials
	☐ Access to Materials through Program Digital Platform:
	   • Link:
	   • Login Username:
	   • Login Password:

Acknowledgment of Ohio's Approved Textbook Pricing and Accessibility Compliant Policies:

All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the end of the 2024-2025 school year, if applicable.

Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio's Approved Textbook Pricing and Accessibility Compliant Policies.

Printed Name and Title:	Signature of Authorized Representative:	Date:

Alignment to Ohio's Language and Literacy Policies:

All applicants must submit verification of understanding that all programs on the approved list must align to the following:
- Early Learning and Development Standards (ORC 3301.53; OAC 3301-37-03(B)) and/or Ohio's Learning Standards for English Language Arts (ORC 3301.079).
- Ohio's Rule for Phonics (OAC 3301-33-01).
- Third Grade Reading Guarantee (ORC 3313.608(B)(2)(b))
- Science of Reading (ORC 3313.6028(A)(1)).
- Ban on Three-Cueing Approach (ORC 3313.6028(C)).

Ohio's Rule for Phonics identifies the minimum standards for phonics instruction in grades kindergarten through 3. Entities submitting materials for the approved list must verify alignment to the use of systematic phonics instruction in the program's instructional materials.

Under Ohio's Third Grade Reading Guarantee, intervention services for students not reading at grade level must be aligned with Ohio's definition of the science of reading and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:
   (a) Informs how students learn to read and write proficiently;

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(b) Explains why some students have difficulty with reading and writing;

(c) Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers;

(d) Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

Programs that use the three-cueing approach to teach students to read are not eligible for inclusion on the approved list under Ohio law (ORC 3313.6028(B)). Programs that use the three-cueing approach to teach students to read are not permitted for use in grades prekindergarten to five in school districts, community schools, and STEM schools under Ohio law (ORC 3313.6028(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach, approval may not be granted. The Department reserves the right to deny or reevaluate approval for inclusion on the approved list if program materials are found to contain, use, align to, or promote instructional practices aligned with the three-cueing approach to teach students to read.

Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio's Literacy Policy requirements and attest to alignment of materials.

Printed Name and Title:	Signature of Authorized Representative:	Date:

Alignment to the Approved List of Evidence-Based Reading Interventions:

All programs approved for inclusion on the approved list of evidence-based reading intervention programs must be designed to provide reading intervention. The Department defines reading intervention programs as systematic and targeted instructional materials used to teach language and literacy skills in small groups or individually at a particular grade level that match the specific individual needs of students, aligned with evidence-based practices for language and literacy instruction; these programs are systematic, involving carefully planned instructional sequences and progress monitoring. They include ways to intensify instruction to provide more instructional time, practice, and opportunities for individualized or specific feedback to students who are at risk so they will catch up to grade-level expectations at an accelerated rate.

Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio's Approved List of Evidence-Based Reading Intervention Programs and attest to alignment of materials.

Printed Name and Title:	Signature of Authorized Representative:	Date:

Understanding of Reading Intervention Program Review Submission Requirements and Review Criteria:

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All applicants must submit verification of understanding of the requirements of *Reading Intervention Program Review*, including scoring indicators, submission criteria, required materials, and digital submission requirements.

Only electronic versions of the completed application and program materials will be accepted. The electronic submission must be submitted in PDF form. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed. All application materials must be submitted in the manner and format requested by the Department.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the entity in submitting this application and verifications, acknowledgments, and attestations, as applicable. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request for approval to be placed on the list or for removal from that same list.

Provide the date, printed name, and electronic signature of the authorized representative to verify understanding of the submission requirements and criteria for Reading Intervention Program Review.

Printed Name and Title:	Signature of Authorized Representative:	Date:

Completion Verification and Acknowledgment
To be considered for *Reading Intervention Program Review,* all required submission components must be completed.

Check each box and sign below to indicate each required application component noted below has been included and is complete.
☐ Completed Reading Intervention Program Review Application *(Appendix A)*
☐ Completed Reading Intervention Program Summary *(Appendix B)*
☐ Completed Evidence-Based Alignment and Efficacy Summary *(Appendix C)*
☐ Completed Professional Development Information *(Appendix D) (optional)*
☐ Completed Program Evidence Worksheet(s) *(Appendix E)*
☐ Reviewer Access to Program Materials, including scope and sequence, assessments related to entry/exit criteria to the program and movement within the program, and full teacher and student program materials.
☐ Signature of Authorized Representative - Confirming all parts above are included.

Printed Name and Title:	Signature of Authorized Representative:	Date:

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Appendix B: Reading Intervention Program Summary

Instructions: Provide a brief description of each item below to summarize the key features of the reading intervention program, not to exceed **3 pages** total for the appendix.

Reading Intervention Program Summary	
Submission ID:	
Name of Program:	**Program Title and Edition (publication year):**
Describe the program, its instructional focus, and target audience.	
Describe the reading components addressed in the program.	
For each reading component claimed or addressed in the program, describe how the materials provide instructional programming for the target audience.	
Describe the program's alignment to the science of reading and effective strategies for literacy instruction.	
Describe how the program is designed to be implemented with students.	
Describe the tools and resources, including relevant assessments, that ground the program in data-based decision making for entering, exiting, and moving through the program.	
If an online or computer-based delivery method, describe how the program's delivery method is used, including instruction, practice, and assessment.	
List the essential program components, or program materials, that are necessary for implementation. *(All listed components must be provided for review.)*	

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Appendix C: Evidence-Based Alignment and Efficacy Summary

Instructions: Provide a brief description of each item below to summarize the key features of the reading intervention program's alignment to evidence-based language and literacy instruction and program efficacy data, if available, not to exceed **3 pages** total for the appendix.

Evidence-Based Alignment and Efficacy Summary	
Submission ID:	
Name of Program:	**Program Title and Edition (publication year):**
Provide the research citations that the program is based on, including those that serve as the foundation for design and implementation of the program.	
Describe the research evidence on the effectiveness in reading components addressed within the program, demonstrating the program's alignment with evidence-based practices for language and literacy instruction.	
Describe the program's efficacy data, completed or ongoing, on positive student reading outcomes for students with intensive needs, if available.	
Provide evidence of alignment to ESSA Level 1, 2, 3, or 4. If level 4, please provide a logic model.	

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Appendix D: Professional Development Information (Optional)

Instructions: Applicants wishing to provide additional information on the specific professional development available for their materials must submit narrative evidence of each of the following components. This information will not be scored but will be provided to districts and schools to support decision-making in the selection and implementation of programs.

Professional Development Information	
Name of Professional Development Materials:	**Forms of Professional Development Available:** ☐ Virtual ☐ In-Person
Submission ID:	☐ Embedded Coaching ☐ Other (please specify: _____)
Summary of Professional Development *Provide a brief summary of the professional development available for the materials for each of the components below, to not exceed **2 pages** in total for the appendix.*	
Clear scope and sequence for professional development, including objectives and intended outcomes for educators.	
Clear description of how demonstration of learning is provided for educators.	
Opportunities for participants to apply learning through practice of identified skills and opportunities for reflection.	
Ongoing access to support and resources related to implementation for educators.	

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Appendix E: Reading Intervention Program Review – Program Evidence Worksheet

Instructions: The program evidence worksheet must be completed for each program submitted for review. In each section, provide citations in the space titled *Evidence* as to where in the submitted materials the reviewer can find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

- All sections of the worksheet should be completed in full.
- **Evidence Worksheets are limited to 15 pages per program application.**
- *For each indicator listed on the Evidence Worksheet, applicants must specify the name of the relevant document and location, including, if applicable the section heading(s) and page number(s), where the supporting evidence is found within the program.* Evidence provided must include specific directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Examples of lessons located in Level 1 Teacher's Edition, page 57, under subheading "XXXXX", or found at this link, under this subpage, etc.)
- ***Applicants should not use the Evidence sections of the Program Evidence Worksheet for explanations in place of documentation.*** A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

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Evidence Worksheet: Reading Intervention Programs	
Submission ID:	
Name of Program:	**Name(s) of Sets/Levels Within Program:**

Part A: Essential Alignment and Design Features of Effective Reading Intervention Programs	
Criterion 1: Alignment to the Science of Reading	**Evidence:**
1a. Location of evidence that the program is grounded in evidence-based practices for language and literacy instruction and research in how students learn to read and why they might struggle.	
1b. Location of evidence that program is grounded in understanding that reading is rooted in language skills and emphasizes the crucial process of mapping sounds to printed words to effectively learn to read.	
1c. Location of evidence of clear focus on teaching essential reading components and skills, such as phonemic awareness, phonics, vocabulary, fluency, comprehension, and/or writing, using evidence-based strategies.	
Comments:	
Criterion 2: Program and Instructional Design	**Evidence:**
2a. Location of evidence that program supports systematic instruction in one or more of the components of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension.	
2b. Location of program's thorough scope and sequence that shows a progression from simpler to more complex concepts.	

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2c. Location of examples that demonstrate the program is designed for intensification.	
2d. Location of examples that program supports the connection of skills learned during intervention with other contexts or environments.	
2e. Location of examples or incorporated cognitive strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn.	
2f. Location of examples that the program is grounded in individualization and can be intensified based on specific skill needs.	
2g. Location of examples of lessons that include instructional routines and/or scripts that note what the teacher should say and do.	
2h. Location of examples that instructional routines include language for the teacher to introduce, define or explain new skills or processes through demonstration and modeling before students are asked to perform the skills independently.	
2i. Location of examples of instructional routines and activities that elicit high levels of student response.	
2j. Location of examples of lessons that include opportunities for, and guidance on providing specific feedback to students.	
2k. Location of examples of lessons containing adequate review of new and previously learned skills or processes.	
Comments:	

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Part B: Support for Teaching and Learning	
Criterion 3: Usability, Assessment, and Support	**Evidence:**
3a. Location of examples of clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need.	
3b. Location of examples of explicit strategies on how to apply intensity and adjustments to the intervention based on student response.	
3c. Location of examples of guidance on the ideal group size for interventions and the time requirements necessary for effective implementation.	
3d. Location of examples of variety of program assessment tools (e.g., diagnostic assessments, daily or weekly mastery tests, unit test, progress monitoring measures) that are used to determine student placement and achievement.	
3e. Location of examples of embedded curriculum-based assessment opportunities that measure progress, inform instruction, and provide information on student progress towards a specified goal.	
3f. Location of examples of explicit support for teachers of diverse learners, including multilingual learners.	
3g. Location of examples of guidance for communication with families and/or materials for at-home connections.	
3h. Location of examples of frequent opportunities for student-teacher interaction to enhance learning.	

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3i. Location of examples of guidance on how to use technology to enhance learning.	
Comments:	

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