

OHIO'S REQUEST FOR APPLICATIONS FOR EVIDENCE- BASED READING INTERVENTION PROGRAMS 2026-2027

PREKINDERGARTEN – GRADE 12



CLARIFICATION: THIS WEBINAR IS FOR APPLICANTS AND CURRENT VENDORS

- **What we will discuss:**

- The process and timeline for updating the approved list
- The components of the application
- The stages of the review process
- An overview of scoring and the components of the review rubric
- Questions about the RFA for Evidence-Based Reading Intervention Programs

- **What we will not discuss:**

- Individual approved or previously denied programs
- Math HQIM
- Supports for implementation of HQIM
- Questions about the RFA for Core Curriculum and Instructional Materials for English Language Arts

If your question is not answered during today's webinar, please email

ELAMaterialsReview@education.ohio.gov



PROCESS TO UPDATE THE APPROVED LIST FOR EVIDENCE- BASED READING INTERVENTION PROGRAMS

PROCESS TO ESTABLISH APPROVED LIST

Intent to Apply due Sep.1, 2026

Application due Sep. 30, 2026

Technical Review: Oct. 2026

Quality Review: Oct. 2026 - Jan. 2027

Publish Approved List: Late March 2027

STEP 1: INTENT TO APPLY

- All entities must submit an Intent to Apply
 - Submission ID for documents once Intent to Apply submitted
 - [Intent to Apply](#) due Tuesday, **September 1** by 4:00 p.m. Eastern

STEP 2: APPLICATION

- The Department will send application instructions to all vendors that submit an Intent to Apply by the established deadline.
- Instructions will detail the steps for accessing and submitting required application materials through the designated upload platform.
- Application materials are due Wednesday, **September 30**, by 4:00 p.m. Eastern.

STEP 3: TECHNICAL REVIEW

- All applications will undergo an unscored technical review to ensure adherence to application requirements.
- Submitted applications must pass the technical review before advancing to the quality review.

STEP 4: QUALITY REVIEW

- Applications that pass the Technical Review move to Quality Review
 - Evaluated using the Department's [Reading Intervention Program Review Rubric](#)

STEP 5: PUBLICATION OF APPROVED LIST

- Programs that meet requirements and criteria under the program quality review will be included on the Department's approved list of evidence-based reading intervention programs.

ESSENTIAL INFORMATION FOR APPLICANTS AND ELIGIBLE ENTITIES

ELIGIBLE APPLICANTS

- Entities eligible to apply are defined as:
 - Private for-profit companies including, but not limited to, publishers and research organizations;
 - Tax-exempt or non-profit 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.

MATERIALS ELIGIBLE FOR REVIEW

To be eligible for review, programs must fall under one of the description categories below:

- **New Applications:** Intervention programs that have not been reviewed and approved by the Department for the purpose of the approved list and are therefore not considered a revised edition.
- **Revised Editions:** Intervention programs that are revised editions of currently approved programs on the approved list of evidence-based reading intervention programs.

MATERIALS INELIGIBLE FOR REVIEW

Materials that meet the criteria or description of any of the below are ineligible for review under this process:

- Program editions of reading intervention programs that have been reviewed and denied in previous review cycles
- Supplementary instructional materials including single-literacy component instructional materials
- Core curriculum and instructional materials in English language arts

MULTIPLE PROGRAMS, JOINT APPLICATIONS, AND PROGRAMS WITH MULTIPLE PUBLISHERS

- 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.
- Applications must clearly specify the set of materials that should be considered for approval if program components are available for separate purchase.
- Materials that are packaged jointly but published separately by more than one eligible entity should submit a joint application if approval is sought for the package of materials.

TEXTBOOK PRICING AND ACCESSIBILITY COMPLIANCE

- Under ORC 3329.04, 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 and community schools 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.

TIMELINE

Event	Approximate Timeframe	Notes
Intent to Apply Due	Sept. 1, by 4 p.m. Eastern	Submit online Intent to Apply Form
Applications Due	Sept. 30, by 4 p.m. Eastern	Submit electronically via instructions provided by the Department
Notification of Phase 1 Technical Review Approval or Denial	Late October 2026	
Notification of Phase 2 Quality Review Approval or Denial	January 2027	
Appeals Period	January – February 2027	
Publication of Approved List	Late March 2027	

REVIEW PROCESSES

PHASE 1: APPLICATION AND TECHNICAL REVIEW

In order to complete a Phase 1 Technical Review, all eligible entities must submit a completed application that includes the following:

- Reading Intervention Program Review Application ([Appendix A](#))
 - Program information and applicant contact information.
 - Attestation of understanding regarding Ohio's policies on textbook pricing and accessibility compliance.
 - Attestation of understanding and alignment to Ohio's policies for literacy instruction, aligned with the science of reading and strategies for effective literacy instruction.
 - Attestation of program's intentional design and use for delivering reading intervention.
 - Attestation of understanding of submission requirements for Reading Intervention Program Review.

PHASE 1: APPLICATION AND TECHNICAL REVIEW

In order to complete a Phase 1 Technical Review, all eligible entities must submit a completed application that includes the following:

- Reading Intervention Program Summary ([Appendix B](#)), including components of reading addressed, program scope and sequence, and relevant assessment tools.
- Evidence-Based Alignment and Efficacy Summary ([Appendix C](#)), providing research evidence on effectiveness in reading components and if available, efficacy data on student reading outcomes for students with intensive needs.
- Reading Intervention Program Evidence Worksheet ([Appendix D](#)), identifying citations within materials that demonstrate quality for each indicator.
- Information regarding the professional development available to support program implementation ([Appendix E](#); *optional*).

PHASE 1: APPLICATION AND TECHNICAL REVIEW

In order to complete a Phase 1 review, all eligible entities must submit a completed application that includes the following:

- Documentation of substantive changes, if the program is for a revised edition of a previously approved reading intervention program ([Appendix F](#); *as applicable*)
- Public Records Exemption Justification Form ([Appendix G](#); *as applicable*)
- 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.

PHASE 1: APPLICATION & TECHNICAL REVIEW

- Submitted application documents must use the following naming conventions:
 - Submission ID_Application
 - Submission ID_ProgramSummary
 - Submission ID_EvidenceSummary
 - Submission ID_EvidenceWorksheet
 - Submission ID_ProgramMaterials
 - Submission ID_ProfessionalLearning (*optional*)
 - SubmissionID_Changes (*as applicable*)
 - SubmissionID_PublicRecords (*as applicable*)

PHASE 1: APPLICATION & TECHNICAL REVIEW

- Program Materials Access:
 - Applicants must submit program materials in PDF format or by providing the Department with access to the materials through the program's digital platform (if applicable).
 - Applicants electing to provide materials through a digital platform must indicate where reviewers can access the materials and must provide the necessary login information and access credentials on the application appendix
 - Include username and password
 - Access credentials must permit anonymous access for reviewers through June 30, 2027
- The Department reserves the right to 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 submission and/or to determine a provider's compliance with the requirements of the RFA.

PHASE 2: QUALITY REVIEW

- Programs will be evaluated using [Ohio's Reading Intervention Program Review Rubric](#).
- Indicators on the rubric 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.

PHASE 2: QUALITY REVIEW

- 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.

PHASE 2: QUALITY REVIEW

- [Ohio’s Reading Intervention Program Review Rubric](#)

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.

PHASE 2: QUALITY REVIEW

- [Ohio's Reading Intervention Program Review Rubric](#)

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 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, details lessons and instructional routines that support student learning of key reading skills or processes.

PHASE 2: QUALITY REVIEW

- [Ohio's Reading Intervention Program Review Rubric](#)

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 D](#))
- **Non-negotiable requirements:**
 - **Does not include three-cueing approach**
 - **Matches the definition of a reading intervention program as defined in the RFA**

NOTIFICATION AND COMMUNICATION

NOTIFICATION

- Notification by email
- Approved: Submit a vendor and program information form within five business days
- Denied: Scoring summary and option to move to Appeals process

COMMUNICATION WITH APPLICANTS

- Sole point of contact for the review process is ELAMaterialsReview@education.ohio.gov
- Applicants may not reach out to individual Department staff other than the sole point of contact
- 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

APPEALS PROCESS

APPEALS PROCESS

- Written appeal no later than 10 business days after receiving Phase 2 Quality Review notification
- Limited to an explanation of why the submission met the evaluation criteria that was identified and posted by the Department
- Department will evaluate all appeal requests and notify vendors of the final determination

APPROVED LIST

PUBLICATION OF THE APPROVED LIST

- Final List Published: Estimated March 2027
- Vendor and program information forms

APPROVAL PERIOD

- If included on the Approved List of Evidence-Based Reading Intervention Programs, programs may be continuously approved, contingent on the following:
 - No substantive changes to the program edition have been made since the most recent approval;
 - No changes in legislation, law, regulation, rule, or Department policy preclude continued approval;
 - The entity submits updated vendor and program information requested by the Department to ensure current information for districts and schools.

APPROVAL PERIOD

- Approval limited to edition or version submitted in application
- Applicants **must submit a new application for revised editions** of programs to be considered for approval
 - Revised editions of currently approved programs are not eligible for addition to the Approved List of Evidence-Based Reading Intervention Programs without review and approval

QUESTIONS?

- Submit questions to ELAMaterialsReview@education.ohio.gov.
- Continue to check the [HQIM in English Language Arts](#) webpage and [sign up for ELA updates](#) to be apprised of updates or additional information.



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