

Ohio's Birth-Kindergarten Entry Comprehensive Literacy State Development Subgrant



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Introduction

The Ohio Department of Education and Workforce (the “Department”) received a competitive, five-year Comprehensive Literacy State Development (CLSD) Grant from the U.S. Department of Education in September 2024, which continues through Sept. 30, 2029. The Department is required to subgrant no less than 95% of the award to eligible entities to improve literacy outcomes for Ohio children from birth through grade 12. The Department will subgrant 15% of the funds to eligible entities to enable the eligible entities to support high-quality early literacy initiatives for children from Birth through Kindergarten Entry.

The purpose of this Birth-Kindergarten Entry Comprehensive Literacy State Development Grant is to award subgrants to eligible entities to advance emergent and early literacy achievement of children in the Birth to Kindergarten Entry age-band. Setting the stage early in a child’s learning trajectory is critical to support later reading and writing success.

Eligible entities serving children from Birth-Kindergarten Entry may work individually or collaborate with other eligible entities to propose a plan to:

- Provide professional learning to support implementation of high-quality instructional materials.
- Improve processes for providing screening, assessment, and supports based on the group and individual needs of children served.
- Develop leadership to support a program-wide commitment to emergent literacy through teacher collaboration, high-expectations for all learners, and schedules and materials that support quality instruction.
- Participate in professional learning to enhance family engagement.
- Collaborate with a community partner to support emergent literacy and kindergarten readiness.

The 44-month subgrant will focus on developing and supporting Literacy Implementation Sites in early childhood education and prekindergarten programs across the state. The Literacy Implementation Sites will concentrate on practices consistent with [Ohio’s Plan to Raise Literacy Achievement](#) and in alignment with state policies for the science of reading and include support for professional learning. The partnership between the Literacy Implementation Sites and the Department will allow early childhood education program providers, local education agencies, and families to improve emergent literacy skills and increase educational options available to meet the needs of all learners.

Approximately \$9.85 million is available for the Department to award subgrants to achieve the following outcomes:

- Through implementation of subgrant activities, from school year 2025-2026 to school year 2028-2029, participating Literacy Implementation Sites will improve achievement in emergent literacy skills. This outcome will be demonstrated by an increase in children performing on-track using the Preschool Early Literacy Indicators (PELI) by five percentage points per year or reaching at least 80%.

- 100% of educators in participating Literacy Implementation Sites will implement instructional practices aligned to evidence-based literacy strategies and professional learning as measured by building-level instructional items on [Ohio's Ready School Guide for Language and Literacy](#).
- To ensure literacy improvement activities impact all students, by school year 2028-2029, 90% of children with disabilities in participating Literacy Implementation Sites will demonstrate improvement in the Preschool Early Literacy Indicators by at least five percentage points each year from 2025-2029.
- 100% of the Literacy Implementation Sites will use data-based decision-making through a problem-solving model by analyzing assessment data to support all students through core instruction and intervention.

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

Application Deadline and Period of Availability

The Comprehensive Literacy State Development subgrant application window for Birth-Kindergarten Entry subgrants opens in September and closes Nov. 5, 2025. Comprehensive Literacy State Development subgrant funds will be available to the successful applicants from Jan. 1, 2026, through Sept. 30, 2029. Applications and additional information are submitted through the Department's e-grant applicant system, the One Funding Application (OFA). Please see the General Information section below for additional information on funding.

Project Overview

Ohio's Plan to Raise Literacy Achievement outlines five key strands that support language and literacy development. These strands include shared leadership, an integrated multi-tiered system of supports, educator capacity, family partnerships, and community collaboration. The CLSD subgrant aims to support targeted implementation of key levers and practices associated with each strand to support scaling of effective literacy implementation, aligned with Ohio's policies for effective literacy instruction. All activities are grounded in evidence-based literacy programming aligned to the science of reading.

Through the CLSD grant, Birth-Kindergarten Entry subgrantees will align their instruction to *Ohio's Plan to Raise Literacy Achievement* by implementing the following activities:

- Shared Leadership:** Participate in training and technical support to develop and implement **frameworks for shared leadership** that prioritize support for a common commitment to high-quality instruction that results in child progress and achievement; development of daily routines and schedules; age-level teacher meetings; and frequent walkthroughs to collaboratively develop a robust multi-tiered system of supports and refine implementation of instructional practices.
- Multi-Tiered System of Supports:** Participate in training and technical support to use data-based decision-making to develop an aligned and integrated **multi-tiered system of**

supports to meet the needs of all children, including use of high-quality curriculum and instructional materials, intentional instructional planning, use of literacy and developmental screenings with progress monitoring, and intervention planning for individual children.

- c. **Educator Capacity:** Participate in training and technical support to develop educator capacity to deliver effective literacy instruction aligned with the science of reading through the use of high-quality instructional materials, high-quality **curriculum-based professional learning and intervention-based professional learning**.
- d. **Family Partnerships:** Participate in training and technical support to develop and implement an **aligned system of tiered family engagement supports and teaming structures**.
- e. **Community Collaboration:** Establish and engage in a **community partnership** (library, institute of higher education, and/or local nonprofit or community organization) to address local needs to provide additional early literacy development resources for students and families. The partnership may include for kindergarten readiness and transition programs.

The subgrantee application submission must address the applicant’s readiness and provide a plan to implement these activities. The application must follow the format described in the application narrative section of this document on page 32.

REQUIREMENTS FOR SHARED LEADERSHIP DEVELOPMENT

BIRTH-KINDERGARTEN ENTRY

At least one leader from each site must participate in a virtual network meeting provided four times annually by the Department to receive training and problem-solving support aligned with:

- Using data to drive professional learning, teaming structures, daily routines, systems-level implementation supports, stakeholder engagement, shared leadership, and effective communication
- Ensuring that data-driven decision-making and multi-tiered system of supports are standing items within leadership team meetings
- Leading the development of schedules that allow for instruction and play aligned with the science of reading, including daily differentiated core instruction, tiered interventions, and time for early childhood education program professionals to collaboratively plan language and literacy instruction
- Supporting the utilization of a building walkthrough and other tools to monitor the effectiveness of core instruction, interventions, and instructional shifts aligned with the science of reading

REQUIREMENTS FOR ASSESSMENT AND SUPPORT FOR ALL LEARNERS

BIRTH-KINDERGARTEN ENTRY

Each site must engage in high-quality professional development opportunities for early childhood education program professionals, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders to support development and enhancement of multi-tiered system of supports for all learners.

Professional development opportunities should be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused to support:

- Regular screening of the Ages and Stages Questionnaire-3 for children ages birth through two and assessment using the Preschool Early Literacy Indicators tool for children ages three through five to identify predictive indicators or skills of emergent literacy
- Development of a system of supports available to all children and a plan for intervention supports for those who do not meet benchmark criteria for developmental language and literacy skills, including use of tools to monitor and document child progress
- Inclusion of supports for developmental needs within the multi-tiered system

REQUIREMENTS FOR CURRICULUM-BASED PROFESSIONAL LEARNING

BIRTH-KINDERGARTEN ENTRY

Each literacy implementation site must engage in curriculum-based professional learning to support implementation of [approved comprehensive language and literacy core curriculum and instructional materials](#) for prekindergarten. The professional learning should be provided by a vendor with experience training early childhood education program providers on comprehensive literacy instruction and the identified curricular materials. Optionally, selected subgrantees *may* support intervention-based professional learning in proposed Literacy Implementation Sites in approved evidence-based reading intervention programs for prekindergarten.

Professional development opportunities must be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Professional learning must be aligned to the site's instructional materials and be:

- **Content-focused and curriculum-based:** Deepens educators' understanding of what to teach and how to teach it within the context of educators' high-quality instructional materials (HQIM)
- **Specific to educators' context and needs:** Customized to educators' roles, subject areas, grade levels/bands, and skill levels
- **Strengths-focused:** Supports educator practices to ensure all children have the opportunity to engage in intentionally planned, high-quality activities that maintain high expectations
- **Data-driven:** Supports educators in collecting, analyzing, and using data from various sources, including HQIM-embedded student work and assessments, to determine how to meet students' learning needs or support educators with their implementation of the materials
- **Responsive to beliefs and mindsets:** Attends to educator motivation and mindset that all students are capable of academic excellence
- **Interactive and collaborative:** Provides opportunities for educators to see models, practice skills, review data, engage with tasks from the HQIM, and collaborate with peers
- **Vision-aligned:** Supports educators by connecting the HQIM and goals for educators and students to a vision for excellent, effective instruction

REQUIREMENTS FOR FAMILY ENGAGEMENT

Each site will identify building leaders to participate in a two-year sequence of professional learning, implementation of activities, and a community of practice, coordinated by the Department. During the 2027-2029 period, each site will develop and implement a plan for tiered family engagement strategies. Each site will complete self-assessments and report on activities using templates provided as part of the required training.

REQUIREMENTS FOR COMMUNITY PARTNERSHIPS

Each site will be required to develop or scale implementation of a **community partnership** based on local needs and context to support implementation of high-quality literacy instruction. Proposed projects must include a partnership with one of the following:

- A local library
- Institute of higher education
- A local nonprofit or community organization

Proposed projects must focus on one or more of the following activities in collaboration with the identified community partner:

- Family and caregiver engagement and literacy supports
- School readiness, transition to kindergarten, and/or access to intervention supports
- Literacy supports for children who are not served in traditional early childhood education programs or school settings

The community partner may not be one of the eligible entities applying for the grant. The partnership must support sustained opportunities to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in literacy development of children served.

OPTIONAL PROFESSIONAL LEARNING AND SUSTAINABILITY

In addition to the required activities listed above, subgrantees may optionally propose additional professional learning for educators. Professional learning must be high-quality, evidence-based, aligned to the [local literacy plan](#) and identified project needs and goals, and support sustainability. Professional learning may include, but is not limited to:

- Support educators to understand the stages of oral language development and intentionally provide experiences to enhance receptive and expressive language skills.
- Support educators to develop storybook reading that includes rereading to intentionally develop language and vocabulary concepts.
- Support educators to explicitly teach and monitor the development of phonological awareness.
- Support educators to explicitly support and teach print awareness and print knowledge.
- Support educators to explicitly teach letters to build alphabet knowledge.

Regulations and Guidance

The Comprehensive Literacy State Development Grant is carried out under the legislative authority under Sections 2221–2225 and 2301 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, Pub. L. 114–95, 129 Stat. 1802 (codified as amended in scattered sections of 20 U.S.C.). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

Eligible Applicants

The Ohio Department of Education and Workforce may only award Comprehensive Literacy State Development subgrants to applicants that have:

- A valid Unique Entity Identifier (UEI). UEIs are issued by SAM.gov, an official website of the U.S. government found at <https://www.sam.gov/>.
- An IRN (Information Retrieval Number) from the Department in order to access funds.

Eligible applicants who can apply for Birth-Kindergarten Entry subgrants are:

1. Early childhood education programs serving low-income or otherwise disadvantaged children as documented in Appendix 5, that have a demonstrated record of providing comprehensive literacy instruction for the age group the program proposes to serve, as demonstrated by holding a Silver or Gold Step Up to Quality rating on or before June 30, 2025; or
2. An early childhood education program, as described in item 1, *acting in partnership with one or more public or private nonprofit organizations or agencies* (which may include early childhood education programs) that have a demonstrated record of effectiveness in:
 - Improving literacy achievement of children, consistent with the purposes of participation under the Comprehensive Literacy State Development program, from birth through grade 12.
 - Providing professional development in comprehensive literacy instruction.

A local education agency (LEA) operating an eligible early childhood education program may apply on behalf of the program.

The term "early childhood education program" means:

1. A Head Start program or an Early Head Start program carried out under the Head Start Act, including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding;
2. A State licensed or regulated childcare program; or

3. A program that:

- a. Serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and
- b. Is:
 - i. A State prekindergarten program;
 - ii. A program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or
 - iii. A program operated by a local educational agency.

Partnerships

Applicants may choose to form a partnership in order to collaborate and share resources. An education partnership is an association of two or more eligible entities pooling resources to share human and material assets and link academic and administrative resources with the objective of participating in the development and execution of a Birth-Kindergarten Entry Comprehensive Literacy State Development subgrant. All members of a partnership must meet the eligibility criteria.

Allowable Applications

Each eligible applicant may submit **one** application as the applicant or a partner literacy implementation site for the Birth-Kindergarten Entry Comprehensive Literacy State Development subgrant. An organization should not be a participant in more than one application.

General Information

Total Funding Amount

Approximately \$9 million is available for Comprehensive Literacy State Development Birth-Kindergarten Entry subgrant awards for state Fiscal Years 2026-2029. Funding is contingent on availability of funds. If Ohio's Comprehensive Literacy State Development grant funding is decreased or eliminated, the Comprehensive Literacy State Development subgrantees' funding would be decreased or eliminated.

Supplement, not supplant. Subgrantees must use funds under this program to supplement and not supplant non-federal funds that would otherwise be used for activities authorized under the Comprehensive Literacy State Development program for children from birth through kindergarten entry.

Duration of Subgrants and Expected Award Amounts

Successful applicants will receive funding for up to four fiscal years. Grant awards will be a one-time award. Funds must be budgeted for a state fiscal year (2026, 2027, 2028, 2029). Continuation of funds will be contingent upon sufficient progress in meeting the goals of the project and submission of a revised budget and budget narrative, including the use of any carry-over funds, as well as a narrative revision of grant activities.

The Department is expecting to award approximately 16 Birth-Kindergarten Entry subgrants with an average amount of \$500,000. Awards will range from \$200,000-\$600,000. Twenty-five percent of subgrant funds will be distributed annually, subject to availability and final award decisions.

Commitments

Each subgrant recipient must commit to the activities outlined in the Ohio Comprehensive Literacy State Development grant application, including the following:

1. **Cooperation with National Implementation Evaluation:** Grantees and subgrantees are required to cooperate with the national evaluation in accordance with federal regulations (34 CFR 75.591). All subgrantees may be required to complete a survey about the strategies and practices funded under CLSD. The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded. The purpose of the national evaluation is to understand the implementation of CLSD and its impact on student literacy.
2. **Implementing a Community Partnership:** Subgrant recipients must develop or scale a community partnership for implementation for the duration of the award with either a local library, institute of higher education, or local nonprofit or community organization.
3. **Participation in Annual Literacy Academy:**
 - a. Subgrant recipients must attend annual grant convenings and participate in professional learning and technical assistance.
 - b. Subgrant recipients must present at least once at one of the Department's annual Literacy Academies during years 3 through 5 (2027, 2028, 2029, contingent upon the Department holding the annual Literacy Academy) of the grant cycle to share information on their implementation, best practices and experiences.
4. **Local Literacy Plan:** Subgrant recipients develop a Local Literacy Plan, that includes all Literacy Implementation Sites, to be submitted to the Department by Jan. 31, 2026, and updated and resubmitted annually in by Sept. 30 in 2026, 2027, and 2028.
5. **Technical Assistance Support:**
 - a. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.
 - b. Subgrantees must participate in Department-facilitated technical assistance networks to support implementation of required activities. Networks will be focused on supporting early childhood education and school-based prekindergarten

programs in the implementation of high-quality instructional materials, family engagement, instructional leadership, and multi-tiered systems of supports.

6. Training:

- a. Educators in Literacy Implementation Sites will participate in a two-year sequence of curriculum-based professional learning with an approved scope and sequence.
- b. Designated subgrantee staff will participate in a two-year sequence of family engagement professional learning with a Department-coordinated provider.
- c. Designated subgrantee staff participate in training to support implementation of a multi-tiered system of supports for early literacy.

7. Adult Implementation Measures:

- a. Educators will participate in Department-disseminated pre- and post-assessments as part of professional learning to measure the effectiveness of training.
- b. Technical assistants or administrators will complete a Department-identified learning walk with at least 50% of literacy implementation site educators three times per year and report data to the Department. The data will be used to measure implementation progress and is not intended to be evaluative.

8. Student Assessments and Data Management: All Literacy Implementation Sites receiving services funded by the Birth-Kindergarten Entry subgrant must administer and report the Ages and Stages Questionnaire-3 three times per year for 0-2 year old children and the Preschool Early Literacy Indicators three times per year for children between ages three and five.

9. Monitoring:

- a. In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews, and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the Department on an annual basis.
- b. All subgrant recipients for Birth to Kindergarten Entry must administer Ohio's Ready School Guide for Language and Literacy.
- c. All subgrant recipients will utilize a Department-disseminated, non-evaluative learning walk form and report data for 50% of educators in each site three times per year.
- d. All subgrantee recipients will develop a master schedule that allows for daily instruction in the components of literacy and tiered intervention and provides time for teacher teams to plan and design literacy instruction, revise teaching tasks, discuss implementation challenges, and extend content and pedagogical understanding of evidence-based instruction. At least annually, subgrant recipients will submit copies of partner site daily schedules to the Department.
- e. All subgrantees will maintain data on professional learning activities, including participant's reception, acquisition, and use of new knowledge and skills; organizational support for implementing new learning; and the impact of new learning on student learning outcomes. Annually, subgrantees will summarize collection and use of this data to inform improvements in literacy instruction.

- f. All subgrant recipients will update their subgrantee implementation plan each school year to reflect the changes in progress and needs.
 - g. All subgrant recipients will allow the state to collect information on teacher and administrator capacity.
10. **Engagement with Regional Literacy Network:**
- a. All subgrant recipients will designate representatives to regularly attend and contribute to their state support team's Regional Literacy Network.
 - b. All subgrant recipients will ensure cooperation of Literacy Implementation Sites with the Regional Literacy Network as determined by the Department.
11. **Reporting (as applicable):** Report to the state the progress of participating Birth-Kindergarten Entry students on the relevant assessment (Ages and Stages Questionnaire for infants through age two and Preschool Early Literacy Indicators for children aged three to five years old).

Continuation of Awards

Each subgrant recipient in good standing will receive an offer to renew following its first full year in the subgrant program. The continuation funding is not competitive but is subject to the availability of federal funds. Good standing will be evaluated by Department staff on the basis of:

- Whether a subgrantee has made substantial progress in achieving the goals and objectives of the project
- Whether the subgrantee has expended funds in a manner that is consistent with its approved application and budget
- Whether the subgrantee has submitted a revised subgrant budget and budget narrative
- Whether the subgrantee has submitted all required reports to the Department
- Whether the subgrantee is operating in compliance with the assurances and commitments in its approved application, including those [applicable to federal civil rights laws](#) prohibiting discrimination in programs or activities receiving federal financial assistance from the Department

Funding may be terminated if substantial progress is not being made to accomplish project goals or if there is any evidence indicating misappropriation of funds.

Use of Funds

All funded activities must support allowable activities and in accordance with the approved subgrant application.

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

- [Factors affecting allowability of costs](#)
- [Reasonable costs](#)
- [Allocable costs](#)

- [Applicable credits](#)
- [Prior written approval](#)
- [Limitation on allowance of costs](#)

Supplement, not supplant. Subgrantees must use funds under this program to supplement and not supplant non-federal funds that would otherwise be used for activities authorized under the Comprehensive Literacy State Development program for children from Birth through Kindergarten Entry.

Authorized Activities

An eligible entity that receives a subgrant to support children from Birth to Kindergarten Entry must use the funds to:

1. Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders.
2. Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives.
3. Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD.

Evidence-based is defined as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

1. Strong evidence from at least 1 well-designed and well-implemented experimental study;
2. Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
3. Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

In addition to meeting the allowable uses of funds listed above, use of funds must be consistent with the approved application and aligned to project activities, such as:

- Curriculum-based professional learning
- Intervention-based professional learning
- High-quality professional learning as described in the Optional Professional Learning and Sustainability section on page 5
- Purchase of Preschool Early Literacy Indicators materials and training to support program evaluation
- Technical assistance for job-embedded training from the curriculum-based or intervention-based professional learning provider or non-profit with expertise in improving literacy achievement of children from Birth-Kindergarten Entry and providing training in comprehensive literacy instruction
- Evidence-based activities executed with community partners to support early literacy development, including kindergarten readiness and transition

- Evidence-based activities to support development and implementation of a plan for tiered family engagement strategies to coordinate the involvement of families in literacy development of children served
- Educator stipends for training conducted outside of normal work hours or payment for substitute coverage for training conducted during the school day

Unauthorized Activities

Below is a list of unallowable uses of funds for Birth-Kindergarten Entry. This is not an exhaustive list. Items that do not fit the reasonable and necessary guidelines found in general federal grant guidance are not allowed. If there is doubt about whether an expenditure is appropriate, please refer to the [Uniform Guidance, 2 CFR Part 200](#).

In addition to the outlined unauthorized activities below, subgrantees must use funds under this program to supplement and not supplant non-federal funds that would otherwise be used for activities authorized under the Comprehensive Literacy State Development program for children from birth through kindergarten entry.

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

- Employee salaries and wages for direct instruction of children
- Supplies for direct instruction of children
- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in-state and the subgrantee has received express written permission from the grant director (no out-of-country travel is permitted)
- Capital expenses, such as acquisition, renovation or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment
- Acquisition of any vehicle
- Construction and any related construction activities, such as architectural renderings and engineering activities (including ADA compliance)
- Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries, professional dues or memberships, and transportation of students
- Costs for student expeditions/field trips, travel, or similar
- Employee hiring/recruitment expenses, such as a placement firm or travel for prospective employees
- Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting
- Gift certificates, food or alcoholic beverages, school apparel for staff or students
- Fines and penalties or lobbying expenses
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university)

- Expenditures that are not “allowable, allocable, or reasonable,” as defined in the [Uniform Guidance](#)

Participation, Evaluation, and Reporting

Comprehensive Literacy State Development subgrants through this request for applications process are awarded to eligibility entities as defined in the request. Subgrantees must be able to demonstrate eligibility; meet or exceed the competitive application threshold; use funds according to federal guidelines; comply with reporting requirements, due dates and all applicable laws and regulations; and participate in trainings and meetings associated with the subgrant award. Subgrantees are expected to meet evaluation and reporting requirements while participating in technical assistance provided by the Department.

Monitoring

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

The Comprehensive Literacy State Development project director, in conjunction with Office of Literacy Achievement staff will monitor and provide program oversight, including technical assistance to all subgrant awardees. These professionals will provide instructions on the funding process for the subgrant.

As a condition of this federal grant, the Department is responsible for evaluating and monitoring subgrantees. Subgrantees will be evaluated and monitored for compliance with federal laws and regulations, grant requirements, subgrant implementation, and performance goals. Subgrantees must be prepared to provide evidence of program compliance through the compliance monitoring system. The Department may also request supporting documentation when grantees submit Final Expenditure Reports and Project Cash Requests.

Compliance issues may arise during the Department’s monitoring activities. Issues uncovered by the Department will be communicated to the subgrantee and will result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. Subgrantees that have persistent and/or extended non-compliance of grant activities may lead to termination of the subgrant. The Department will closely review audits for any findings or compliance issues. These issues will be addressed in the same manner as aforementioned.

Reporting

The Department is required to track specific information as part of the federal Comprehensive Literacy State Development grant. Therefore, subgrantees will be required to:

- Provide information requested via surveys and other data collection projects using the methods identified by the Department, including semi-annual surveys of building principals.
- Submit interim reports, project cash requests, and any other required information in a timely and efficient manner using the methods identified by the Department.
- File a final expenditure report within 90 days of the end of each annual budget period. These reports will be completed within the Department’s e-grant system, the One Funding Application.
- File a final grant activities report within 90 days of the end of the subgrant period using the Department’s compliance system. The report will contain, at a minimum:
 - Executive summary
 - Report on each subgrant project goals, including data and information that support the outcome of each goal
 - Expenditure report detailing percentage of awarded subgrant expenditures

Fiscal Procedures

No funds may be obligated prior to receiving a notice of an award and a One Funding Application substantially approved date of the subgrant. Subgrantees will utilize the funding application that contains the budget, project cash requests, and final expenditure reports. Accounting of the subgrant is required. Records of both encumbrances and expenditures are to be kept by expenditure code. All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time and effort working on grant activities as required by 2 C.F.R. § 200.430. This includes stipends paid with subgrant funds.

For purposes of these subgrants, obligations are considered to have been [incurred as follows](#):

- For materials and supplies, when the purchase order is approved and received by the vendor
- For personal services, if the services are by an employee of the subgrantee, the obligation is made when the services are performed, and if the services are by a contractor who is not an employee of the subgrantee, the obligation is made on the date on which the subgrantee makes a binding written commitment to obtain the services
- For travel, when the travel is taken

All agreements for purchased services must be documented in writing.

Each entity awarded a subgrant must provide the Department, as part of its independent audit, an audit schedule of the subgrant showing receipts and expenditures. Program funds may not be used to pay for or be applied to audit costs.

Project Cash Requests

All activities, expenditures, and required reporting related to each period of the subgrant must be completed within the period of the subgrant for which they were budgeted. At the end of each period of the subgrant, the Department will request an update on the status of project activities.

The subgrantee must complete an updated budget and budget narrative, including the use of any carry-over funds, prior to entering the next period of the subgrant.

All requests for reimbursement must be submitted no later than 90 days after the end of the budget period.

All project cash requests must be submitted during the active budget period and no later than 90 days after the end of the budget period. The subgrantee is required to submit a final expenditure report in the One Funding Application by Sept. 30 each year that documents all allowable expenditures allocated during the budget period.

If the subgrantee does not expend the full subgrant allocation during the fiscal year, the remaining funds may be carried over to the following fiscal year upon review and approval by the Department.

General Subgrant Management

All subgrant records must be maintained for three years from the date of submission of the final financial report.

Conflicts of Interest

As a nonprofit or public benefit entity receiving public funds, subgrantees must avoid conflicts of interest when administering grants and entering into contracts for equipment and services. Both federal and state laws regarding conflicts of interest are very strict. It is the responsibility of the subgrantee to be in compliance with the [Ohio Ethics Law](#), Ohio Revised Code Chapter 102, and related statutes.

Misuse of Funds and Subgrant Termination

The Department may terminate the subgrant award upon 30 days written notice if it is determined that the applicant is not fulfilling the funded program responsibilities as specified in the approved application. If it is determined that any subgrant funds have been misused, such funds must be returned to the Department.

The Department reserves the right to withhold, reduce, or terminate any subgrant award on discovery of any the following, but not limited to:

- Violation of law, regulation, and/or grant rules
- Violation of any of the agreed-upon assurances or grant-specific assurances
- Misuse of grant funds
- Failure to respond to a noncompliance
- Failure to maintain or provide proposed support documents for expenditures
- Failure to implement a corrective action plan
- Failure to address data or monitoring requirements

- Failure to make corrections based on technical assistance
- Violation of health, safety, or civil rights

Application Technical Assistance

To assist with the application process, the Department will be holding two webinars and two office-hour sessions to review the Request for Application and answer questions about the application process.

Application Technical Assistance Webinar

Friday September 26, 2025: 2:00 p.m. to 3:00 p.m. [Click here to join meeting](#)

Application Office Hours

Friday October 10, 2025: 2:00 p.m. to 3:00 p.m. [Click here to join meeting](#)

Friday October 24, 2025: 2:00 p.m. to 3:00 p.m. [Click here to join meeting](#)

Application Review Process

Ohio's Comprehensive Literacy State Development subgrant competition review process includes three levels: a technical review, a review of the application, and a finalist interview.

Technical Review

The Department staff will conduct a technical review of each application for eligibility, completeness, budgetary restrictions, and technical specifications.

If an application fails to meet any of the reviewed requirements, the Department's management will make final eligibility decisions prior to proceeding forward with the review process.

Application Review

The Department will establish a review team with expertise in language and literacy development, collaborative problem-solving, and implementation science. The review team will conduct an evaluation of applications for subgrants based on the specific criteria listed in this request for applications. Review team members will be free of any conflicts of interest for all assigned applications. Each eligible application will be reviewed and scored by no less than three review team members.

Each reader will participate in a comprehensive training program. The program will include: the use of the scoring rubric, the reading and scoring of a calibration application, and a review of the scores that each of the other readers provided on a relevant sample of the scored items to help them "calibrate" their own scores.

Finalist Interviews

The Department will schedule interview calls with finalists in Ohio's 16 education regions based on application review scores and prioritization. The interviews will be used to review components of the applications and to identify barriers to implementation that may impact the potential award. An interview is not a guarantee of award.

Competitive Preference Priorities

Competitive Preference Priority Points supplement the score without increasing the total points possible for the application. This category rewards applicants that demonstrate commitment to characteristics the Department prioritizes. Refer to the Comprehensive Literacy State Development Subgrant Rubric for the competitive preference priorities evaluation criteria.

COMPETITIVE PREFERENCE PRIORITIES SCORING

Reviewers will consider **up to five additional pages** outside the application narrative and appendices to score this section. Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priorities and, therefore, will not be eligible to receive additional points.

Each of the Competitive Preference Priorities has an established point value that is listed below. Applicants are awarded points for a priority if they demonstrate all related criteria. These points are added to the total points earned on the scoring rubric for the application narrative and appendices. The final, total points possible does not increase.

Competitive Preference 1: *Impact Rate (3 points)*: An applicant that can show evidence that they have the capacity, including experience, staffing, and stakeholder partnerships, to support scaling learning and successful practices from this subgrant project with neighboring early childhood education programs and providers within the next 2-7 years.

Competitive Preference 2: *K-5 Alignment (3 points)*: An applicant that can show evidence that activities will support emergent literacy development and kindergarten readiness for students who will attend an LEA that has an existing grades K-5 Comprehensive Literacy State Development subgrant.

Post-Review and Selection

The Department will determine a quality cut score. Applicants meeting the quality cut score will be sorted into the state's 16 state support team regions based on the applicants' assigned regions.

Priority points for Birth-Kindergarten Entry subgrant applications will be added to the total application points and awarded as follows:

- **Priority 1:** Applicants that provide documentation of a plan to serve children from birth through age 5 who are from families with income levels at or below 200 percent of the federal poverty line (Appendix 5)
 - Applicants documenting a plan to support over 100 Birth-Kindergarten Entry children with at least 80% of children coming from families with income levels at or below 200 percent of the federal poverty level will receive 5 priority points
 - Applicants documenting a plan to support 50-100 Birth-Kindergarten Entry children with at least 80% of children coming from families with income levels at or below 200 percent of the federal poverty level will receive 3 priority points
 - Applicants documenting a plan to support over 100 Birth-Kindergarten Entry children with at least 50% of children coming from families with income levels at or below 200 percent of the federal poverty level will receive 3 priority points
- **Priority 2:** Applicants that can demonstrate evidence of designation as an Inclusive Child Care Provider will receive 3 points

Proposed Timeline

Sept. 16, 2025: Notice of Intent to Apply available

Sept. 16, 2025: Request for applications available

Oct. 8, 2025: Notice of Intent to Apply submission deadline (optional)

Oct. 8, 2025: Applications open in the One Funding Application, the Department's e-grant system

Nov. 5, 2025 (4:59 p.m.): Application deadline

Nov. 6-Dec. 12, 2025: Subgrant review process

Dec. 15-19, 2025 (tentative dates): Finalist interviews

Jan. 5, 2026: Subgrant selection notification

Jan. 14, 2026: Subgrant awardee kick-off

Jan. 5, 2026: Subgrant award

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.

Award Process

The Department will seek to fund the application(s) showing the most promise for meeting the primary goals of the program. If the Department identifies items that are unauthorized or not properly categorized that require a subgrant budget modification prior to the subgrant award, applicants will need to submit requested changes prior to the official subgrant award notification. Please note that any applicant that does not provide an approved, revised Comprehensive Literacy State Development subgrant budget by the Department's deadlines may not receive a subgrant award.

If awarded a subgrant, the budget period will not begin until all required modifications (if applicable) are submitted to the Department. Funds should not be encumbered or spent until the subgrantee has received the official notice of award.

Application Submission

Applicants are required to submit a full application using the Department's One Funding Application. Instructions for using the One Funding Application will be available on the [Department's website](#).

Deadline

Submit PDF copies of the application packet, appendices, and budget documents by 4:59 p.m. on **Wednesday, Nov. 5, 2025**, to the Department's One Funding Application system. Applications must be submitted by the time and date specified above. **Incomplete or late applications will not be considered.**

Application Format

Please carefully read the instructions for Sections A-I and provide the information requested. Make sure each section and all specified appendices are clearly titled and identifiable. Do not include the section instructions as part of your responses. The narrative section can be no longer than a total of 40 typewritten pages using the following parameters:

Narrative, including the Executive Summary, cannot exceed 40 pages, (8.5" x 11" standard letter size), double-spaced, with one-inch margins; use Arial, 11-point font. Applicants including section I (competitive preferences) in their narrative may provide up to five additional pages.

The narrative must address, in sequence, each section identified in the Comprehensive Literacy State Development Subgrant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

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

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

Required Elements

Each applicant must present convincing evidence to the subgrant review team that the proposal will result in a high-quality, comprehensive literacy instruction program. Special focus will be

placed on whether the proposed project is aligned with *Ohio's Plan to Raise Literacy Achievement*, as well as local needs. **See the *application checklist for the required sequence of application components*.**

REQUIRED FORMS

The required forms are listed on page 32 in the Comprehensive Literacy State Development Subgrant Application Checklist in the correct submission sequence. Please clearly identify (name) each file upload.

Budget Worksheet and Budget Form

The Department requires a project budget to be completed for each year of each grant that a funded entity receives from the Department. For schools, this budget sheet conforms to the Uniform School Accounting System (USAS), as required by Ohio Auditor of State and those laws and regulations that pertain to federal grants. For other entities, the categories defined by the Department for reporting purposes are the same for school districts and non-school districts.

All grants are subject to federal and state audits and reviews and Department monitoring.

The project Budget Worksheet is organized in a grid that designates the columns by proper title and object code and the rows by title and function and subfunction code, as found in USAS for each year of the proposed subgrant. An entity may need to refer to a copy of the USAS Manual for a more complete definition. This copy can be found in the school district or agency fiscal office or the local entity's grants office. A copy also can be found on the [State of Ohio Auditor website](#) by searching for Uniform School Accounting System User Manual at the left. A link also is available on the Department's [Grants Management homepage](#).

In addition to the uploaded Budget Worksheet, a completed project budget grid must be submitted in the One Funding Application for the 2026 state fiscal year of the subgrant as part of the subgrant application. This budget must be reviewed and approved by the program office administering the project or grant prior to conducting any grant activities, should the applicant be awarded a competitive grant.

Application Narrative

Refer to the Application Criteria and Competitive Preference Priorities, as well as the Comprehensive Literacy State Development Subgrant Rubric, for specific information to be addressed in each section of the narrative.

- A. Executive Summary
- B. Proposed Literacy Implementation Site(s) Identification and Project Goals
- C. Integration and Coordination of Comprehensive Literacy Instruction
- D. Readiness
- E. Fit
- F. Implementation Plan and Monitoring

- G. Capacity Building and Sustainability
- H. Budget Worksheet and Narrative
- I. Competitive Preferences (optional)

Application Appendices

Appendices 1 through 5 are required for all applicants. Appendices include:

1. Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities
2. Programs, Practices, and Assessments Inventory
3. Support from Educators for Comprehensive Literacy State Development Subgrant Proposal
4. Ohio’s Ready School Guide for Language and Literacy Results
5. Evidence of Serving Low-Income Children

Directions for the Application Narrative

The project narrative is the substance of the application. Please follow the guidelines established for each section of the narrative. The information contained in the following sections is intended to provide guidance as the applicant completes the subgrant application. To keep within the overall character limit for the narrative section, please do not copy and paste the outline or application criteria into the body of the narrative — it will take up space and makes it difficult for reviewers to read and follow the content of the application.

For further clarification for what should be included in each of the required sections of the narrative, the applicant should thoroughly review the Department’s evaluation criteria and Competitive Preference Priorities found in the Comprehensive Literacy State Development Subgrant Rubric.

Directions for the Application Appendices

Appendices 1-5 are required for all applicants.

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COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT APPLICATION INFORMATION FORM AND CHECKLIST

This form must be uploaded with the application in the One Funding Application.

1. Applicant Name: _____
2. Program Name (If different from Applicant Name): _____
3. Select the appropriate classification for applicant (check all that apply)
 Head Start or Early Head Start Program Ohio-Licensed Child Care Program
 State Prekindergarten Program School-Based Child Care or Preschool Program
 Program for Infants and Toddlers with Disabilities (IDEA Part C)
 Preschool program for Children with Disabilities (IDEA Part B, Section 619)
 Home-Based Literacy Program for Preschool Children

APPLICATION ITEM

- Applicant's Local Literacy Plan (optional; awarded applicants who do not submit a local literacy plan must develop and submit one by Jan. 31, 2026)
- Comprehensive Literacy State Development Subgrant Budget Form Submitted in OFA
- Signed Statement of Assurances Submitted in OFA

APPLICATION NARRATIVE WITH THE FOLLOWING SECTIONS:

- Section A: Executive Summary
- Section B: Proposed Literacy Implementation Site Identification and Project Goals
- Section C: Integration and Coordination of Comprehensive Literacy Instruction
- Section D: Readiness
- Section E: Fit
- Section F: Implementation Plan and Monitoring
- Section G: Capacity Building and Sustainability
- Section H: Budget Worksheet and Narrative
- Section I: Competitive Preferences (**optional**)

APPLICATION APPENDICES

- Appendix 1: Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities
- Appendix 2: Programs, Practices, and Assessments Inventory
- Appendix 3: Support from Educators for Comprehensive Literacy State Development Subgrant Proposal
- Appendix 4: Ohio's Ready School Guide for Language and Literacy results
- Appendix 5: Evidence of Serving Low-Income Children

STATEMENT OF ASSURANCES

To be completed on the One Funding Application platform.

The subgrantee has read and agrees to the current Funding Application Assurances available on the [Grants Administration](#) section of the Department's website.

PROGRAM-SPECIFIC ASSURANCES:

The SUBGRANTEE agrees to the following assurances:

1. That the SUBGRANTEE will annually provide the U.S. Secretary of Education, and the Ohio Department of Education and Workforce, such information as may be required to determine if the subgrantee is making satisfactory progress toward achieving the objectives.
2. That the SUBGRANTEE will cooperate with the U.S. Secretary of Education and Ohio Department of Education Workforce in evaluating the program assisted under this subgrant.
3. That the SUBGRANTEE will avoid all apparent and actual conflicts of interest when administering grants as outlined in 34 CFR 75.525 and all Ohio statutes and administrative rules pertaining to conflicts of interest.
4. That the SUBGRANTEE will maintain accurate records in the Ohio Educational Directory System (OEDS) database.
5. That the SUBGRANTEE will comply with all applicable laws and rules.
6. That the SUBGRANTEE will cooperate with all monitoring efforts of the Ohio Department of Education and Workforce and/or the independent monitor and understands that failure to cooperate with any and all monitoring efforts will result in termination of the subgrantee's award, including the return of any previously distributed funds.
7. That the SUBGRANTEE will cooperate with a national evaluation of the Comprehensive Literacy State Development program. This may include adhering to the results of a random assignment process (for example, a lottery) to select schools or early learning providers that will receive Comprehensive Literacy State Development funds, as well as agreeing to implement the literacy interventions proposed to be funded under Comprehensive Literacy State Development only in schools or early learning providers that will receive Comprehensive Literacy State Development funds.
8. That the SUBGRANTEE, if awarded a Comprehensive Literacy State Development subgrant, will agree to the award subject to all terms outlined in Ohio's Comprehensive Literacy State Development Subgrant Request for Application.

Application Narrative

Please carefully read the instructions for Sections A through I and provide the information requested.

SECTION A: EXECUTIVE SUMMARY (3 POINTS)

1. Describes how subgrant funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood programs. **This section may be posted for public viewing on the Department’s website.**

SECTION B: PROPOSED LITERACY IMPLEMENTATION SITE IDENTIFICATION AND PROJECT GOALS (12 POINTS)

APPLICATION CRITERIA:

2. Provides a list of early childhood education program and/or prekindergarten Literacy Implementation Sites to be served by the subgrant, including the site name, address, Department of Children and Youth license number, age levels served, and number of children served.
3. Provides an analysis of data that supports the proposed use of subgrant funds in the region and at the proposed literacy implementation site(s)
4. Describes the child outcome goal or goals of the project, including goals for each literacy implementation site and for the partnership
5. Describes a theory or rationale for how the local project will improve student and adult outcomes, which may be demonstrated by a logic model

SECTION C: INTEGRATION AND COORDINATION OF COMPREHENSIVE LITERACY INSTRUCTION (6 POINTS)

APPLICATION CRITERIA:

6. Describes the core instructional materials, intervention materials, and assessments currently in place in proposed Literacy Implementation Sites and how educators at the sites receive support to implement materials and assessments. *Note: The description should align to Appendix 2: Programs, Practices, and Assessments Inventory.*
7. Describes how the subgrant activities assisted with subgrant funds for **children from Birth to Kindergarten Entry** will be “**coordinated with comprehensive literacy instruction**” at the K-12 levels. As defined in the federal Comprehensive Literacy State Development grant funding announcement, *comprehensive literacy instruction*:
 - a. Includes developmentally appropriate, contextually explicit, systematic instruction, and frequent practice in reading and writing across content areas

- b. Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension
- c. Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff
- d. Makes available high-quality print materials that reflect the reading and development levels, and interests, of children
- e. Uses varied instructional approaches, including individual and small group instruction and discussion
- f. Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary
- g. Includes frequent practice of reading and writing strategies
- h. Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction
- i. Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning
- j. Incorporates the principles of universal design for learning
- k. Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning
- l. Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about complex print and digital subject matter

SECTION D: READINESS (12 POINTS)

APPLICATION CRITERIA:

- 8. Describes the applicant's experience supporting early childhood educator participation in professional development in comprehensive literacy instruction
- 9. Describes the applicant's experience supporting early childhood educator participation in technical assistance for implementation of high-quality literacy instruction, instructional materials, and intervention materials
- 10. Describes the applicant's experience supporting community-based activities to advance language and literacy development and kindergarten readiness in the service area
- 11. Describes the applicant's experience supporting family engagement in early childhood education and prekindergarten programs

SECTION E: FIT (6 POINTS)

APPLICATION CRITERIA:

- 12. Describes applicant's existing relationship(s) with K-12 schools and early childhood education program professional learning providers in its service area

13. Describes other relevant information describing the fit of the applicant and identified proposed Literacy Implementation Sites, including a description of previous experience implementing state or federal grants and/or implementing state literacy priorities, and how challenges in implementation were addressed

SECTION F: PROJECT IMPLEMENTATION PLAN AND MONITORING (24 POINTS)

For each literacy implementation site, address the plan to implement required and optional project activities to enhance comprehensive literacy instruction. Applicant supports must address all Birth-Kindergarten Entry age groups served by the program. *(For more detailed information, see Project Overview, pages 2-7).*

APPLICATION CRITERIA:

14. Describes how curriculum-based professional learning will be implemented by partner Literacy Implementation Sites during the grant, including the training and technical assistance activities to be provided, and the provider of professional learning activities and their qualifications
15. Describes how funds will be used to prepare and provide ongoing assistance to staff in Literacy Implementation Sites, including through high-quality professional development, including how curriculum-based professional learning will be:
 - a. Customized to educators' roles and skill levels
 - b. Focused on ensuring high expectations and supports for all students
 - c. Intentional in the use of data to drive instructional shifts
 - d. Responsive to educator's perception of their role and their students' needs and abilities
 - e. Interactive and collaborative
 - f. Aligned to using instruction to achieve program and student goals.
16. Identifies the literacy implementation site leader(s) who will participate in the Department's Emergent Literacy Network and how learning will be operationalized at the literacy implementation site
17. Identifies a community partner, demonstrates their commitment to supporting the project, and describes how the partnership will support literacy improvement for children in the Literacy Implementation Sites and the broader community
18. Identifies the literacy implementation site staff who will participate in professional learning provided by the Ohio State Family Engagement Center and how they will share and support implementation of learning
19. Describes how the applicant will improve screening, intervention, progress monitoring, and early intervention referral processes at the Literacy Implementation Sites
20. Describes how the applicant will support kindergarten readiness and transition to kindergarten in the identified community served by Literacy Implementation Sites
21. Describes how funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry, including the data that will be collected to monitor implementation and progress toward goals

Important note: Upon selection, the Department will work with each subgrantee to update the implementation plan and budget to ensure comprehensive and robust implementation of the project. This will precede budget approval and release of funds. The implementation plan and budget submitted as part of this application is evidence of the applicant's commitment to implement the proposed project but may be modified substantially through agreement between the Department and subgrantee upon selection.

SECTION G: CAPACITY BUILDING AND SUSTAINABILITY (6 POINTS)

APPLICATION CRITERIA:

22. Describes how the proposed project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the subgrant period
23. Describes how the proposed budget is of sufficient size and aligns with other subgrantee budgets, including federal, state, and local funds to support the proposed local project

SECTION H: BUDGET WORKSHEET AND NARRATIVE (6 POINTS)

APPLICATION CRITERIA:

24. **Budget Worksheet:** Applicants must complete and upload the Budget Worksheet (Excel file) into the One Funding Application as part of the application packet. The Budget Worksheet details the proposed budget needs for the fiscal year 2026-2029 of the Comprehensive Literacy State Development grant. Applicants must use the Budget Worksheet template that is available on the Department's website. Funding for the Birth-Kindergarten Entry subgrant may range from \$200,000-\$600,000. Indirect costs are allowable at the approved restricted indirect cost rate, or 8% if the organization is not an LEA and does not have an approved indirect cost rate. (0-3 points)
25. **Budget Narrative Worksheet:** The Budget Narrative must be completed in the Budget Worksheet (Excel file) and uploaded into the One Funding Application. The Budget narrative provides an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. Expenses are aligned to project activities. Budget includes only allowable use of funds. Each expense description aligns to allowable uses as described below:

An eligible entity that receives a Birth to Kindergarten Entry subgrant must use the funds to:

- a. Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders
- b. Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives
- c. Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD

Important note: Upon selection, the Department will work with each subgrantee to update the implementation plan and budget to ensure comprehensive and robust implementation of the project. This will precede budget approval and release of funds. The implementation plan and budget submitted as part of this application is evidence of the applicant's commitment to implement the proposed project but may be modified substantially through agreement between the Department and subgrantee upon selection.

SECTION I: COMPETITIVE PREFERENCE PRIORITIES (OPTIONAL - UP TO 6 POINTS)

Applicants including section I in their narrative may provide up to five additional pages.

Describe how the applicant fulfills the following priorities:

Competitive Preference 1: Impact Rate (3 points): An applicant that can show evidence that they have the capacity, including experience, staffing, and stakeholder partnerships, to support scaling learning and successful practices from this subgrant project with neighboring early childhood education programs and providers within the next 2-7 years.

APPLICATION CRITERIA:

- Describes partnerships with other districts, early childhood education programs, and/or LEAs
- Describes involvement in regional networks
- Describes past experiences with replication of efforts

Competitive Preference 2: K-5 Alignment (3 points): An applicant that can show evidence that activities will support emergent literacy and kindergarten readiness for students who will attend an LEA that has an existing grade K-5 Comprehensive Literacy State Development subgrant.

APPLICATION CRITERIA:

- Identifies K-5 literacy implementation sites where children receiving emergent literacy and kindergarten readiness supports will attend
- Describes the anticipated number of students who will attend a K-5 literacy implementation site who will be supported
- Describes how support will be coordinated with K-5 subgrantee

Application Appendices

Applicants should carefully review the expectations and directions for all appendices in the Request for Application.

Appendices must be attached individually in the One Funding Application document upload section.

The remainder of this page was intentionally left blank.

Appendix 1: Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities

I, the authorized representative of the Comprehensive Literacy State Development (CLSD) subgrant applicant, agree to fully participate in the following activities:

- 1. Cooperation with National Implementation Evaluation:** Grantees and subgrantees are required to cooperate with the national evaluation in accordance with federal regulations (34 CFR 75.591). All subgrantees may be required to complete a survey about the strategies and practices funded under CLSD. The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded. The purpose of the national evaluation is to understand the implementation of CLSD and its impact on student literacy.
- 2. Implementing a Community Partnership:** Subgrant recipients must develop or scale a community partnership for implementation for the duration of the award with either a local library, institute of higher education, or local nonprofit or community organization.
- 3. Participation in Annual Literacy Academy:**
 - a. Subgrant recipients must attend annual grant convenings and participate in professional learning and technical assistance.
 - b. Subgrant recipients must present at least once at one of the Department's annual Literacy Academies during years 3 through 5 (2027, 2028, 2029, contingent upon the Department holding the annual Literacy Academy) of the grant cycle to share information on their implementation, best practices and experiences.
- 4. Local Literacy Plan:** Subgrant recipients develop a Local Literacy Plan, that includes all Literacy Implementation Sites, to be submitted to the Department by Jan. 31, 2026, and updated and resubmitted annually by Sept. 30 in 2026, 2027, and 2028.
- 5. Technical Assistance Support:**
 - a. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.
 - b. Subgrantees must participate in Department-facilitated technical assistance networks to support implementation of required activities. Networks will be focused on supporting early childhood education and school-based prekindergarten programs in the implementation of high-quality instructional materials, family engagement, instructional leadership, and multi-tiered systems of supports.
- 6. Training:**
 - a. Educators in Literacy Implementation Sites will participate in a two-year sequence of curriculum-based professional learning with an approved scope and sequence.
 - b. Designated subgrantee staff will participate in a two-year sequence of family engagement professional learning with a Department-coordinated provider.
 - c. Designated subgrantee staff participate in training to support implementation of a multi-tiered system of supports for early literacy.

7. Adult Implementation Measures:

- a. Educators will participate in Department-disseminated pre- and post-assessments as part of professional learning to measure the effectiveness of training.
- b. Technical assistants or administrators will complete a Department-identified learning walk with at least 50% of literacy implementation site educators three times per year and report data to the Department. The data will be used to measure implementation progress and is not intended to be evaluative.

8. Student Assessments and Data Management: All Literacy Implementation Sites receiving services funded by the Birth-Kindergarten Entry subgrant must administer and report the Ages and Stages Questionnaire 3rd edition three times per year for 0–2-year-old children and the Preschool Early Literacy Indicators three times per year for children between ages three and five.

9. Monitoring:

- a. In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews, and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the Department on an annual basis.
- b. All subgrant recipients for Birth to Kindergarten Entry must administer Ohio's Ready School Guide for Language and Literacy.
- c. All subgrant recipients will utilize a Department-disseminated, non-evaluative learning walk form and report data for 50% of educators in each site three times per year.
- d. All subgrantee recipients will develop a master schedule that allows for daily instruction in the components of literacy and tiered intervention and provides time for teacher teams to plan and design literacy instruction, revise teaching tasks, discuss implementation challenges, and extend content and pedagogical understanding of evidence-based instruction. At least annually, subgrant recipients will submit copies of partner site daily schedules to the Department.
- e. All subgrantees will maintain data on professional learning activities, including participant's reception, acquisition, and use of new knowledge and skills; organizational support for implementing new learning; and the impact of new learning on student learning outcomes. Annually, subgrantees will summarize collection and use of this data to inform improvements in literacy instruction.
- f. All subgrant recipients will update their subgrantee implementation plan each school year to reflect the changes in progress and needs.
- g. All subgrant recipients will allow the state to collect information on teacher and administrator capacity.

10. Engagement with Regional Literacy Network:

- a. All subgrant recipients will designate representatives to regularly attend and contribute to their state support team's Regional Literacy Network.
- b. All subgrant recipients will ensure cooperation of Literacy Implementation Sites with the Regional Literacy Network as determined by the Department.

11. Reporting (as applicable): Report to the state the progress of participating Birth-Kindergarten Entry students on the relevant assessment (Ages and Stages Questionnaire for infants through age two and Preschool Early Literacy Indicators for children aged three to five years old).

Signature of Authorized Representative **Date**

Name of Authorized Representative

Appendix 2: Programs, Practices, and Assessments Inventory

Provide a completed *Programs, Practices, and Assessments Inventory Excel (Appendix 2)* for each proposed implementation site.

The remainder of this page was intentionally left blank.

Appendix 3: Support From Educators for Comprehensive Literacy State Development Subgrant Proposal

I have participated in developing the proposal for the Comprehensive Literacy State Development subgrant and agree to the requirements and commitments identified in the grant and the subgrant proposal. *Please modify this page as necessary to represent educators involved in the development of this proposal.*

Signature of Applicant Authorized Representative

Date

Signature of Literacy Implementation Site 1 Authorized Representative

Date

Signature of Literacy Implementation Site 1 Authorized Representative

Date

Signature of Literacy Implementation Site 2 Authorized Representative

Date

Signature of Literacy Implementation Site 3 Authorized Representative

Date

Signature of Literacy Implementation Site 4 Authorized Representative

Date

(copy additional lines as needed)

1. Percentage of educators from the proposed implementation site(s) engaged in the development of this application:

2. Percentage of educators from the proposed implementation site(s) supporting this application:

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

Appendix 4: Ohio's Ready Schools Guide for Language and Literacy Results

Attach results of building level [Ohio's Ready Schools Guide for Language and Literacy](#). The applicant will attach the most recent *Language and Literacy Assessment Tool Score Sheet* for each proposed literacy implementation site(s).

The remainder of this page was intentionally left blank.

Appendix 5: Evidence of Serving Low-Income Children

It is the responsibility of the program to determine federal poverty level, based on the documentation provided by the family. Documentation of income eligibility must be kept on file for review by the Department. [Click here](#) to view current federal poverty guidelines.

For additional resources on verifying income, please refer to the Income Eligibility Worksheet & Declaration of No Income Worksheet on the Department's website.

NUMBER OF CHILDREN SERVED

1. How many children will be directly served by this Comprehensive Literacy State Development Grant Proposal through Literacy Implementation Sites?
2. How many children served by this Comprehensive Literacy State Development Grant Proposal are from economically disadvantaged backgrounds (defined as at or below 200 percent of the federal poverty level)?
3. What is the percentage of children served by this Comprehensive Literacy State Development Grant Proposal who are from economically disadvantaged backgrounds (defined as at or below 200 percent of the federal poverty level)?

DOCUMENTATION REQUIRED

For each participating early childhood education program or preschool, please attach a deidentified list of students that identifies how each child demonstrates being from an economically disadvantaged background or if they are not from an economically disadvantaged background.

SUMMARY INFORMATION

For each participating early childhood education program or preschool, provide the following information:

1. **Partner Name:**

2. **Total Children Served:**

3. **Number of children qualifying as low-income based on Child and Adult Care Food program eligibility:**

4. **Number of children qualifying as low-income based on Publicly Funded Child Care eligibility:**

5. **Number of children qualifying as low-income based on Child Care Choice Program eligibility:**

6. **Number of children qualifying as low-income based on Head Start eligibility:**

7. **Other (Please provide number and describe):**

Comprehensive Literacy State Development Subgrant Application: Technical Review Checklist

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

TECHNICAL REVIEW

ATTACHMENTS

Yes No - Applicant's Local Literacy Plan

ELIGIBILITY: SERVING LOW INCOME CHILDREN

Yes No - Early childhood education program or preschool serves low-income children birth-kindergarten entry

OR

Yes No - Nonprofit with experience providing comprehensive literacy instruction, partnering with early childhood education program or preschool that serves low-income children birth-kindergarten entry

ELIGIBILITY: HIGH-QUALITY

Yes No - Early childhood education program or preschool is Step Up to Quality program silver or gold rated

OR

Yes No - Nonprofit with experience providing comprehensive literacy instruction, partnering with Step Up to Quality program silver or gold rated early childhood education program(s) and/or preschool(s)

COMPLETENESS: NARRATIVE

Yes No - Section A: Executive Summary

Yes No - Section B: Proposed Literacy Implementation Site Identification and Project Goals

Yes No - Section C: Integration and Coordination of Comprehensive Literacy Instruction

Yes No - Section D: Readiness

Yes No - Section E: Fit

Yes No - Section F: Implementation Plan and Monitoring

Yes **No** - Section G: Capacity Building and Sustainability

Yes **No** - Section H: Budget Worksheet and Narrative

Yes **No** - Section I (Optional): Competitive Preferences

COMPLETENESS: APPENDICES

Yes **No** - Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities

Yes **No** - Programs, Practices, and Assessments Inventory

Yes **No** - Support from Educators for Comprehensive Literacy State Development Subgrant Proposal

Yes **No** - Ohio's Ready School Guide for Language and Literacy Results

Yes **No** - Evidence of Serving Low-Income Children

Overall Recommendation for Technical Review (check one)

Approved Not Approved

Ohio Comprehensive Literacy State Development Subgrant Selection Criteria and Rubric

Review Team

A team of reviewers will evaluate all applications. Review teams are comprised of Department of Education and Workforce and Department of Children and Youth staff with expertise in language and literacy development birth – kindergarten entry, collaborative problem-solving and, implementation science.

Scoring Requirements

The following criteria will be used to evaluate the application. The Department will determine the minimum threshold of total points earned (excluding points earned for Competitive Preference Priorities) to be recommended for funding. Additionally, applicants that earn zero (0) points for any section will not be recommended for funding.

Application Checklist

The Ohio Department of Education and Workforce’s Technical Review Team will ensure each applicant submitted required narratives and appendices prior to scoring. Applications that are missing one or more required narratives and/or appendices will not be scored.

Rating Characteristics

Rating: 0 Points (No or little evidence) The response is significantly incomplete, missing required appendices, or raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant’s capacity to execute the plan.

Rating: 1 Point (Some evidence) The response provides some information that meets expectations but contains substantial gaps and otherwise raises substantial concerns about the viability of the plan or the applicant’s capacity to execute it.

Rating: 2 Points (Convincing evidence) The response provided meets minimum expectations, but it requires additional information, explanation, or detail in one or more areas.

Rating: 3 Points (Strong evidence) The response exceeds expectations as demonstrated by addressing all criteria thoroughly and providing detailed descriptions and explanations. The response provides specific and accurate information and presents a clear, realistic picture of how the school expects to operate and inspires confidence in the applicant’s capacity to execute the plan effectively.

Ohio Comprehensive Literacy State Development Subgrant Rubric

SECTION A: EXECUTIVE SUMMARY (3 POINTS)

1. Describes how subgrant funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood programs. (0-3 points)

SECTION B: PROPOSED LITERACY IMPLEMENTATION SITE IDENTIFICATION AND PROJECT GOALS (12 POINTS)

APPLICATION CRITERIA:

2. Provides a list of early childhood education program and/or prekindergarten literacy implementation sites to be served by the subgrant, including the site name, address, Department of Children and Youth license number, age levels served, and number of children served. (0-3 points)
3. Provides an analysis of data that supports the proposed use of subgrant funds in the region and at the proposed literacy implementation site(s) (0-3 points)
4. Describes the child outcome goal or goals of the project, including goals for each literacy implementation site and for the partnership (0-3 points)
5. Describes a theory or rationale for how the local project will improve student and adult outcomes, which may be demonstrated by a logic model (0-3 points)

SECTION C: INTEGRATION AND COORDINATION OF COMPREHENSIVE LITERACY INSTRUCTION (6 POINTS)

APPLICATION CRITERIA:

6. Describes the core instructional materials, intervention materials, and assessments currently in place in proposed literacy implementation sites and how educators at the sites receive support to implement materials and assessments. *Note: The description should align to Appendix 2: Programs, Practices, and Assessments Inventory.* (0-3 points)
7. Describes how the subgrant activities assisted with subgrant funds for **children from Birth to Kindergarten Entry** will be “**coordinated with comprehensive literacy instruction**” at the K-12 levels. As defined in the federal Comprehensive Literacy State Development grant funding announcement, *comprehensive literacy instruction*:
 - a. Includes developmentally appropriate, contextually explicit, systematic instruction, and frequent practice in reading and writing across content areas
 - b. Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension

- c. Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff
- d. Makes available high-quality print materials that reflect the reading and development levels, and interests, of children
- e. Uses varied instructional approaches, including individual and small group instruction and discussion
- f. Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary
- g. Includes frequent practice of reading and writing strategies
- h. Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction
- i. Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning
- j. Incorporates the principles of universal design for learning
- k. Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning
- l. Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about complex print and digital subject matter
(0-3 points)

SECTION D: READINESS (12 POINTS)

APPLICATION CRITERIA:

- 8. Describes the applicant's experience supporting early childhood educator participation in professional development in comprehensive literacy instruction (0-3 points)
- 9. Describes the applicant's experience supporting early childhood educator participation in technical assistance for implementation of high-quality literacy instruction, instructional materials, and intervention materials (0-3 points)
- 10. Describes the applicant's experience supporting community-based activities to advance language and literacy development and kindergarten readiness in the service area (0-3 points)
- 11. Describes the applicant's experience supporting family engagement in early childhood education and prekindergarten programs (0-3 points)

SECTION E: FIT (6 POINTS)

APPLICATION CRITERIA:

- 12. Describes applicant's existing relationship(s) with K-12 schools and early childhood education program professional learning providers in its service area (0-3 points)

13. Describes other relevant information describing the fit of the applicant and identified proposed literacy implementation sites, including a description of previous experience implementing state or federal grants and/or implementing state literacy priorities, and how challenges in implementation were addressed *(0-3 points)*

SECTION F: PROJECT IMPLEMENTATION PLAN AND MONITORING (24 POINTS)

For each literacy implementation site, address the plan to implement required and optional project activities to enhance comprehensive literacy instruction. Applicant supports must address all Birth-Kindergarten Entry age groups served by the program. *(For more detailed information, see Project Overview, pages 2-7).*

APPLICATION CRITERIA:

14. Describes how curriculum-based professional learning will be implemented by partner literacy implementation sites during the grant, including the training and technical assistance activities to be provided, and the provider of professional learning activities and their qualifications *(0-3 points)*
15. Describes how funds will be used to prepare and provide ongoing assistance to staff in literacy implementation sites, including through high-quality professional development, including how curriculum-based professional learning will be:
 - a. Customized to educators' roles and skill levels
 - b. Focused on ensuring high expectations and supports for all students
 - c. Intentional in the use of data to drive instructional shifts
 - d. Responsive to educator's perception of their role and their students' needs and abilities
 - e. Interactive and collaborative
 - f. Aligned to using instruction to achieve program and student goals.*(0-3 points)*
16. Identifies the literacy implementation site leader(s) who will participate in the Department's Emergent Literacy Network and how learning will be operationalized at the literacy implementation site *(0-3 points)*
17. Identifies a community partner, demonstrates their commitment to supporting the project, and describes how the partnership will support literacy improvement for children in the literacy implementation sites and the broader community *(0-3 points)*
18. Identifies the literacy implementation site staff who will participate in professional learning provided by the Ohio State Family Engagement Center and how they will share and support implementation of learning *(0-3 points)*
19. Describes how the applicant will improve screening, intervention, progress monitoring, and early intervention referral processes at the literacy implementation sites *(0-3 points)*
20. Describes how the applicant will support kindergarten readiness and transition to kindergarten in the identified community served by literacy implementation sites *(0-3 points)*
21. Describes how funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth

through kindergarten entry, including the data that will be collected to monitor implementation and progress toward goals (0-3 points)

SECTION G: CAPACITY BUILDING AND SUSTAINABILITY (6 POINTS)

APPLICATION CRITERIA:

22. Describes how the proposed project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the subgrant period (0-3 points)
23. Describes how the proposed budget is of sufficient size and aligns with other subgrantee budgets, including federal, state, and local funds to support the proposed local project (0-3 points)

SECTION H: BUDGET WORKSHEET AND NARRATIVE (6 POINTS)

APPLICATION CRITERIA:

24. **Budget Worksheet:** Applicants must complete and upload the Budget Worksheet (Excel file) into the One Funding Application as part of the application packet. The Budget Worksheet details the proposed budget needs for the fiscal year 2026-2029 of the Comprehensive Literacy State Development grant. Applicants must use the Budget Worksheet template that is available on the Department's website. Funding for the Birth-Kindergarten Entry subgrant may range from \$200,000-\$600,000. Indirect costs are allowable at the approved restricted indirect cost rate, or 8% if the organization is not an LEA and does not have an approved indirect cost rate. (0-3 points)
25. **Budget Narrative Worksheet:** The Budget Narrative must be completed in the Budget Worksheet (Excel file) and uploaded into the One Funding Application. The Budget narrative provides an itemized budget breakdown and justification by project year for each budget category listed in the Budget Worksheet. Expenses are aligned to project activities. Budget includes only allowable use of funds. Each expense description aligns to allowable uses as described below:

An eligible entity that receives a Birth to Kindergarten Entry subgrant must use the funds to:

- a. Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders
- b. Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives
- c. Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD

(0-3 points)

SECTION I: COMPETITIVE PREFERENCE PRIORITIES (OPTIONAL - UP TO 6 POINTS)

Applicants including Section I in their narrative may provide up to five additional pages.

Describe how the applicant fulfills the following priorities:

Competitive Preference 1: *Impact Rate (3 points)*: An applicant that can show evidence that they have the capacity, including experience, staffing, and stakeholder partnerships, to support scaling learning and successful practices from this subgrant project with neighboring early childhood education programs and providers within the next 2-7 years.

(Yes/No/Not Answered)

Competitive Preference 2: *K-5 Alignment (3 points)*: An applicant that can show evidence that activities will support emergent literacy and kindergarten readiness for students who will attend an LEA that has an existing grade K-5 Comprehensive Literacy State Development subgrant.

(Yes/No/Not Answered)