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| Comprehensive Literacy State Development Subgrant Application Checklist |  |
| Application Item | Completed |
| Applicant’s Local Literacy Plan | ​​☐​ Yes ​☐​ No |
| Comprehensive Literacy State Development Subgrant Budget Form Submitted in OFA | ​​☐​ Yes ​☐​ No |
| Signed Certification Form | ​​☐​ Yes ​☐​ No |
| Signed Statement of Assurances Submitted in OFA | ​​☐​ Yes ​☐​ No |
| Application Narrative with the Following Sections: |  |
| 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: Competitive Preferences (optional) | ​​☐​ Yes ​☐​ No  ​​☐​ N/A |
| Application Appendices |  |
| Appendix 1: Agreement to Participate in Comprehensive Literacy State Development Subgrant Activities | ​​☐​ Yes ​☐​ No |
| Appendix 2: Programs, Practices, and Assessments Inventory | ​​☐​ Yes ​☐​ No |
| Appendix 3: Support from Educators for Comprehensive Literacy State Development Subgrant Proposal | ​​☐​ Yes ​☐​ No |
| Appendix 4: Reading Tiered Fidelity Inventory Results (only required for applicants seeking funding in any grades K-12) | ​​☐​Yes ​☐​ No  ​​☐​N/A |
| Appendix 5 (Optional): Plan for High Quality Curriculum-Based and/or Intervention-Based Professional Learning | ​​☐​Yes ​☐​ No  ​​☐​N/A |

## Certification

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. I further certify that I have authority as a signatory and to apply on the subgrantee applicant’s behalf.

The applicant designated below hereby applies for a subgrant of federal funds with the purpose of advancing literacy skills, including preliteracy skills, reading, and writing, for all children from kindergarten through grade 12, with a special emphasis on at least one of the categories of disadvantaged children (children living in poverty, English learners, children with disabilities, and children identified as having reading difficulties).

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| Signature | Date |
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| Printed Name | Organization |
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