

2025-2026 Literacy Grants (Year 2 Cohort Application)

It is a priority of Virginia that every child, no matter where they live or what type of school they attend, has a strong, coherent literacy education tailored toward their needs and led by a content-strong, effective teacher. Strong literacy practices and supports will ensure that every child has evidence-based daily literacy instruction, and in turn, will be prepared for their post-secondary hopes and dreams. In order to continue the momentum around evidence-based literacy instruction and ensure sustained, effective implementation for years to come, the VDOE aims to extend and expand literacy efforts in divisions and student groups with the most need. VDOE was awarded funding through the federal Comprehensive Literacy State Development (CLSD) grant to provide a coherent system of supports for both students and educators.

The Virginia Department of Education is pleased to announce the 2025-2026 Literacy Grants that will provide additional support and funding to ensure schools **have expanded structures, tools, capacity, resources, and service providers** to increase literacy growth and achievement for all students. VDOE is prioritizing three opportunities for this school year: family engagement literacy resources for birth through Kindergarten entry, the English Learner Literacy Network, and the Students with Disabilities Literacy Network.

A division may submit one application on behalf of their schools. Divisions can submit one application for up to five (5) schools at a time. If funding for more than five (5) schools is being requested, then an additional application can be submitted until all schools are accounted for. The VDOE will work through the grant point of contact for all matters related to the application, negotiations, and notifications. Applicants not awarded by the VDOE will be notified in writing. For questions, contact Dr. Michelle Wallace, Assistant Superintendent of Instruction, michelle.wallace@doe.virginia.gov, or Dr. Angela Byrd-Wright, Director of Humanities, angela.byrd-wright@doe.virginia.gov.

Application Deadline: Friday, August 15, 2025, 3 p.m.

School Division Information

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School Division: *

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Superintendent's Region *

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Division Mailing Address *

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City *

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Zip Code *

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Superintendent: *

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Superintendent Email: *

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Division Finance Point of Contact: *

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Division Finance Point of Contact Email: *

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Grant Contact Person: *

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Grant Contact Person Email: *

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Content Contact Person: *

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Content Contact Person Email: *

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Additional Division Contact Person (as needed):

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Additional Division Contact Person Email (as needed):

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Identify the Core Curriculum (HQIM) currently in use within your division for English-Literacy (separate by a semicolon as needed) *

17

The Grant Point of Contact/designee verifies that the Superintendent is aware of and approves of the application being submitted on behalf of the division's schools. *

Yes

Division Enrollment: Identify the division's enrollment range below. Funding is based on a tiered formula derived from division enrollment and student performance and support data. *The size distinctions are for the purposes of the Literacy Grant only and do not reflect division sizes used for other purposes.* *

Selected Resource (per school)	Small Divisions (Enrollment of 0 – 5,000)	Medium Divisions (Enrollment of 5,000 – 20,000)	Large Divisions (Enrollment of 20,000+)
Family Engagement Literacy Resources for Birth through Kindergarten Entry	\$15,000	\$25,000	\$35,000
English Learner Literacy Network	\$25,000	\$50,000	\$75,000
Students with Disabilities Literacy Network	\$25,000	\$50,000	\$75,000

- Small Division (Enrollment of 0 - 5,000)
- Medium Division (Enrollment of 5,000-20,000)
- Large Division (Enrollment of 20,000+)

If selected to receive funding, the school division/grantee assures that each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications; assures the division will use awarded funds exclusively for the approved program(s); assures that all components of the grant are implemented; and, assures the division will submit requested data and reports in accordance with deadlines by the VDOE and/or federal government. *

- Yes

The school division/grantee understands 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance): Subrecipients under the Federal award must certify to the pass-through entity whenever applying for funds, requesting payment, and submitting financial reports: "I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343, and Title 31, Section 3729-3730 and 3801-3812." Each such certification must be maintained pursuant to the requirements of §200.334. This paragraph applies to all tiers of subrecipients. *

- Yes

School Application 1

Divisions can submit one application for up to five (5) schools. If funding for more than five (5) school is being requested, then an additional application can be submitted until all schools are accounted for.

21

Principal: *

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Principal Email: *

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School Name: *

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School Mailing Address: *

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School Designation in 2024-2025: *

- Comprehensive Support and Improvement (CSI)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- Not applicable

26

CSI, ATSI, or TSI: If the school was designated as either CSI, ATSI, or TSI, then denote the evidence-based intervention(s) (EBIs) used to support literacy teaching and learning. Include in the response how student performance data were used to select the EBI(s).

27

If the school was **neither** designated as CSI, ATSI, **nor** TSI, then denote the evidence-based intervention(s) (EBIs) that may be selected support literacy teaching and learning. Include in the response how student performance data will be used to select the EBI(s).

28

Select from the menu of support that the school plans to seek funding (select all that apply). **Following the selection of support(s), complete the applicable section questions.** *

- Family Engagement Literacy Resources for Birth through Kindergarten Entry
- English Learner (EL) Literacy Network
- Students with Disabilities (SWD) Literacy Network

29

Family Engagement Literacy Resources for Birth through Kindergarten Entry Support: Describe how subgrant funds will be used to enhance the language and literacy development and school readiness of children from birth through Kindergarten entry.

30

Family Engagement Literacy Resources for Birth through Kindergarten Entry Support: Provide an analysis of data supporting the request of subgrant funds.

Family Engagement Literacy Resources for Birth through Kindergarten Entry Support: Describe how subgrant funds will be used to prepare, carry out, and provide ongoing assistance, through high-quality professional development opportunities for staff (e.g., early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders). In the description, include how the funds will be used to train providers and personnel to develop and administer evidence-based early childhood literacy initiatives. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

Family Engagement Literacy Resources for Birth through Kindergarten Entry Support: Describe how subgrant activities for children from birth to Kindergarten entry will be coordinated with comprehensive literacy instruction at the K-12 levels. Include in the response how the funds will be used to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children grades K-5 (as applicable).

Family Engagement Literacy Resources for Birth through Kindergarten Entry Support: Describe how subgrant funds will be used to evaluate the success of the activities in enhancing the early language and literacy development of children from birth to Kindergarten entry.

English Learner Literacy Network (K-12): Describe how the school will use subgrant funds to inform and improve comprehensive literacy instruction for English Learners (ELs). Include in the response how comprehensive literacy instruction will be integrated into a well-rounded education *and* coordinated with either early childhood education programs/activities and/or after-school programs/activities (as applicable). If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

English Learner Literacy Network (K-12): Provide an analysis of data supporting the request of subgrant funds. Include in the response how the school will identify children in need of literacy interventions and other support services; student enrollment percentage of English Learners; and number of English Learner educators.

English Learner Literacy Network (K-12): Describe how subgrant funds will be used to prepare, carry out, and provide ongoing assistance, through high-quality professional development opportunities for staff (e.g., teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), school librarians, instructional leaders, and other local educational agency personnel). Include in the response how the funds will be used to train personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

English Learner Literacy Network (K-12): Describe how subgrant funds will be used to coordinate the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English Learner specialists, paraprofessionals, specialized instructional support personnel, and school personnel in the literacy development of children. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

English Learner Literacy Network (K-12): Describe how subgrant funds will be used to develop and implement a comprehensive literacy instruction plan across content areas that supports activities that are provided primarily during the regular school day. Include in the response how subgrant funds will be used to serve the needs of all children, including English Learners, especially children who are reading or writing below grade level. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

English Learner Literacy Network (K-12): Describe how subgrant funds will be used to develop and implement a comprehensive literacy instruction plan across content areas that supports activities that provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

English Learner Literacy Network (Elementary Only): Describe how the school will use subgrant funds toward engaging families and encouraging family literacy experiences and practices to support literacy development.

English Learner Literacy Network (Secondary Only): Describe how the school will use subgrant funds to provide time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as a part of a well-rounded education. Include in the response how subgrant funds will be used for assessing the quality of adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

Students with Disabilities Literacy Network (K-12): Describe how the school will use subgrant funds to inform and improve comprehensive literacy instruction for students with disabilities. Include in the response how comprehensive literacy instruction will be integrated into a well-rounded education *and* coordinated with either early childhood education programs/activities and/or after-school programs/activities (as applicable). If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

43

Students with Disabilities Literacy Network (K-12): Provide an analysis of data supporting the request of subgrant funds. Include in the response how the school will identify children in need of literacy interventions and other support services; student enrollment percentage of students with disabilities; and, number of special educators. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

44

Students with Disabilities Literacy Network (K-12): Describe how subgrant funds will be used to prepare, carry out, and provide ongoing assistance, through high-quality professional development opportunities for staff (e.g., teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), school librarians, instructional leaders, and other local educational agency personnel). Include in the response how the funds will be used to train personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

45

Students with Disabilities Literacy Network (K-12): Describe how subgrant funds will be used to coordinate the involvement of principals, other instructional leaders, teachers, teacher literacy teams, special educators, paraprofessionals, specialized instructional support personnel, and school personnel in the literacy development of children. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

46

Students with Disabilities Literacy Network (K-12): Describe how subgrant funds will be used to develop and implement a comprehensive literacy instruction plan across content areas that supports activities that are provided primarily during the regular school day. Include in the response how subgrant funds will be used to serve the needs of all children, including students with disabilities, especially children who are reading or writing below grade level. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

Students with Disabilities Literacy Network (K-12): Describe how subgrant funds will be used to develop and implement a comprehensive literacy instruction plan across content areas that supports activities that provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level. If applicable, include how the school's selected evidence-based intervention will be used to support this aspect of the work.

Students with Disabilities Literacy Network (Elementary Only): Describe how the school will use subgrant funds toward engaging families and encouraging family literacy experiences and practices to support literacy development.

Students with Disabilities Literacy Network (Secondary Only): Describe how the school will use subgrant funds to provide time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as a part of a well-rounded education. Include in the response how subgrant funds will be used for assessing the quality of adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

Service Providers

High-quality instructional materials and curriculum-based professional learning are important that result in success for students, teachers, schools, and divisions. The Virginia Department of Education has established partnerships with multiple service providers that are vetted and vested in this work. Service providers(s) may be selected from the Rivet Education Professional Learning Providers List or from the additional service providers notated below in the applicable sections as these are vetted. **The division must select the same service provider to support all schools for each selected component of the grant.**

If a vendor being considered is **neither** from the Rivet Education Professional Learning Providers List **nor** from the additional service providers notated below, then prior to receiving funding, the division must obtain approval from the Virginia Department of Education who will apply an evaluation rubric to vet the vendor(s) before confirmed to be used. **The division must select the same service provider to support all schools for each selected component of the grant.**

The division agrees, prior to the receipt of funds, to utilize and subgrant with service providers per division procurement procedures. The division assures the awarded funds are used exclusively for the approved program(s) for each of its schools.

166

2025-2026 Service Providers (English Learner Literacy Network): The division has the opportunity to select a vendor to address the needs of the division for the selected component(s) of the grant. The vendor can be selected from the Rivet Education Professional Learning Providers List OR from the additional list of service providers below. If not a vendor from either list, then prior to receiving funding, the division must obtain approval from the Virginia Department of Education. **Type the name of the anticipated vendor below, selected in alignment with the division's procurement processes.**

Rivet Education Professional Learning Providers List: <https://riveteducation.org/partner-search/>

Additional Service Providers:

- Seidlitz – Presenters and Coaches: <https://seidlitzeducation.com/>
- Beth Skelton – Keynote and Workshops (LTELs): <https://bethskelton.com/>
- Andrea Honigsfeld – Collaboration Workshops, Growing Language, and Literacy Workshops: <https://andreaonigsfeld.com/>
- SupportEd – Presenters and Coaches (Virginia-based company): <https://supported.com/team/diane-staehr-fenner/>
- Learning Forward Services – Effective School Leadership: <https://learningforward.org/>
- Strobel Education – Presenters, Consultants, and Coaches: <https://strobeeducation.com/school-consulting/>
- The Leadership Laboratory – Managing Change and Organizational Leadership: <https://www.leadershipdevelopmentlab.com/clients>

If the division is not seeking funding, type N/A. If the division is not selecting a service provider, type N/A.

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2025-2026 Service Providers (Students with Disabilities Literacy Network): The division has the opportunity to select a vendor to address the needs of the division for the selected component(s) of the grant. If not a vendor from the service providers below, then prior to receiving funding, the division must obtain approval from the Virginia Department of Education. **Type the name of the anticipated vendor below, selected in alignment with the division's procurement processes.**

Additional Service Providers:

- Stetson & Associates, Inc.: <https://stetsonassociates.com/> [Provides strategic systems-change services and sustainable professional development to support all learners.]
- Council for Exceptional Children: <https://exceptionalchildren.org/partner-resources> [Equips educators with research, evidence-based practices, and a professional network committed to excellence in special education.]
- Inclusive Schooling: <https://www.inclusiveschooling.com> [Helps educators build classrooms of belonging by providing innovative training, coaching, and resources that foster inclusive mindsets and equitable practices for all students]
- 2Teach, LLC – Dr. Wendy Murawski: <https://2teachllc.com/dr-wendy-murawski> [Co-teaching, collaboration and inclusive strategies to improve instructional delivery for diverse and inclusive classrooms.]
- Ideas for Educators – Anne Beninghof: <https://www.ideasforeducators.com/> [Real-world, practical strategies that empower educators to support diverse learners through high-quality instruction tailored to student strengths and needs.]
- National Center on Improving Literacy: <https://www.improvingliteracy.org/> [Funded by the U.S. Department of Education, NCIL is a partnership led by Boston University's Wheelock College of Education and Human Development, along with Florida State University and RMC Research Corporation. Together, they serve as a comprehensive national resource center dedicated to advancing evidence-based teaching methods for students with literacy-related disabilities, including dyslexia.]
- Institute for Multisensory Education (IMSE) - Professional Development: <https://imse.com/> [Empowers districts, schools, teachers, and parents to be agents of change toward equitable literacy instruction for all learners through intellectual conversations driven by research and data to design and implement curriculum, instruction, and assessment practices.]

If the division is not seeking funding, type N/A. If the division is not selecting a service provider, type N/A.

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2025-2026 Service Provider (Family Engagement Resources for Pre-K and Kindergarten Entry): The division has the opportunity to select a vendor to address the needs of the division for the selected component(s) of the grant. The vendor can be selected from the Rivet Education Professional Learning Providers List OR from the additional list of service providers below. If not a vendor from either list, then prior to receiving funding, the division must obtain approval from the Virginia Department of Education. ***Type the name of the anticipated vendor below, selected in alignment with the division's procurement processes.***

Rivet Education Professional Learning Providers List: <https://riveteducation.org/partner-search/>

Additional Service Providers:

- Just Right Reader | Decodable Books + Take-Everywhere Literacy Packs: <https://justrightreader.com>

*If the division is not seeking funding, type N/A. If the division is not selecting a service provider, type N/A. **

Superintendent Verification and Signature

For the application to be considered complete, a **wet signature** from the superintendent **must** be provided. Submit the application here. Then, print a copy of the completed application with the superintendent's signature and email it to instruction@doe.virginia.gov.

169

The Superintendent understands that grant recipients will complete General Assurances documentation prior to the processing of the award(s). *

Yes

170

Superintendent Signature and Date *

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