

Early Literacy Success School District Grants

2023 Oregon Charter Schools Conference

December 1, 2023

Angelica Cruz, Director of Literacy

Leanne Moll, Early Literacy Program Coordinator



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

In This Presentation:

- Context & Overview of the Early Literacy Success Initiative
- Oregon's Early Literacy Framework – Brief Overview
- Resources & Documents for Applying
- Guidance – Part I: Introduction & Program Details
- Guidance – Part II: Key Topic (Inventory)
- Q&A

Increasing Momentum & Capacity for Early Literacy in Oregon

- **Oregon Early Literacy Framework**
- **Early Literacy Success Initiative (House Bill 3198)**
- Governor's Early Literacy Educator Preparation Council (Executive Order 23-12)

Goals of the Early Literacy Success Initiative



1. **Increase early literacy** for children from birth to third grade
2. **Reduce literacy academic disparities** for students groups that have historically experienced academic disparities;
3. **Increase support to parents and guardians** to enable them to be partners in the development of their children's literacy skills and knowledge,
4. **Increase access to early literacy learning** through support that is research-aligned, culturally responsive, student centered and family-centered.

Early Literacy Success School District Grants

Early Literacy
Success
Tribal Grants



Early Literacy
Success
Community Grants



Early Literacy
Success School
District Grants



Birth
through Five
Literacy Plan



Jumpstart Biennium 23–25

This application first cycle is a baseline for practices and planning. As we move into future bienniums, early literacy programming will be more mature and progress towards goals will be well underway--as this occurs, the expectations for future applications and district plans will likely evolve as well.

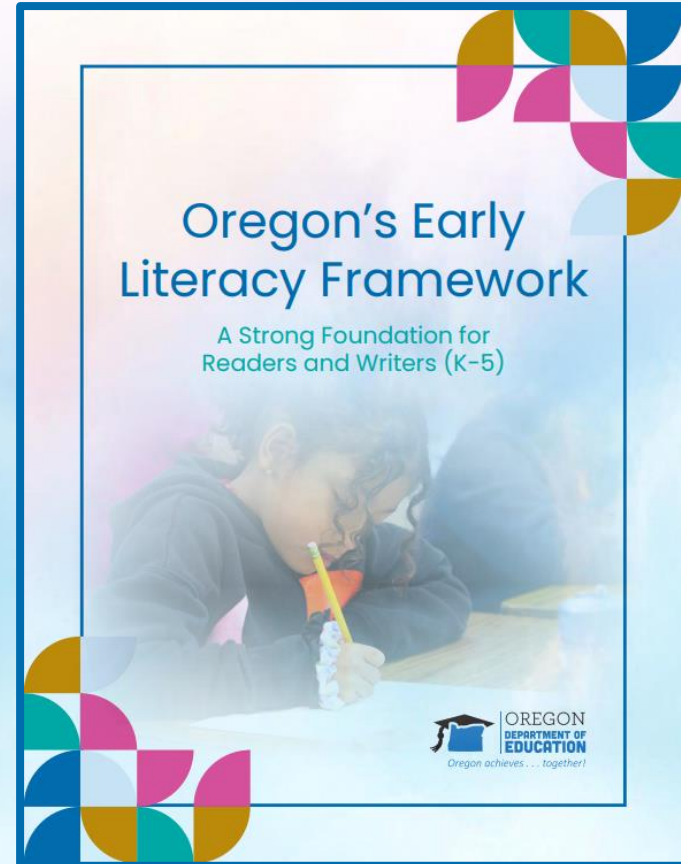
- Serve as an on-ramp for districts beginning to implement early literacy changes and provide space for collective statewide learning, adjustment, and growth.
- Provides clarity while honoring a longer, thoughtful timeline to develop more specificity through public engagement and input, including through the permanent rule making process with the State Board of Education.
- Allows for time and space for community engagement and input on district early literacy plans and mid- to long-term strategy, while honoring the urgency of the moment and timeline set forth in the legislation.
- Accommodates the business and programmatic need of districts beginning a new grant partway through a school year and biennium, laying the groundwork for alignment with Integrated Guidance ultimately.

Oregon's Early Literacy Framework (K-5)

[Oregon's Early Literacy Framework](#) emphasizes core instructional practices that benefit all students, with an intentional emphasis on how those practices can be leveraged to best serve students who have been historically marginalized by education systems, including multilingual learners and students experiencing disabilities.

THE CORE PURPOSE OF THIS FRAMEWORK IS TO:

1. *Build statewide coherence, clarity, and common ground*
2. *Fuel action and improvement*
3. *Provide a practical road map for schools and districts to support leading for a literacy lift*
4. *Serve as a shared north star for educators and community*
5. *Align with Governor's vision for improving student literacy outcomes*



Sections of the Framework

Section 1: Student Belonging: A Necessary Condition for Literacy Learning

Section 2: Family and Community Partnerships

Section 3: Oral Language as the Root for Literacy Development

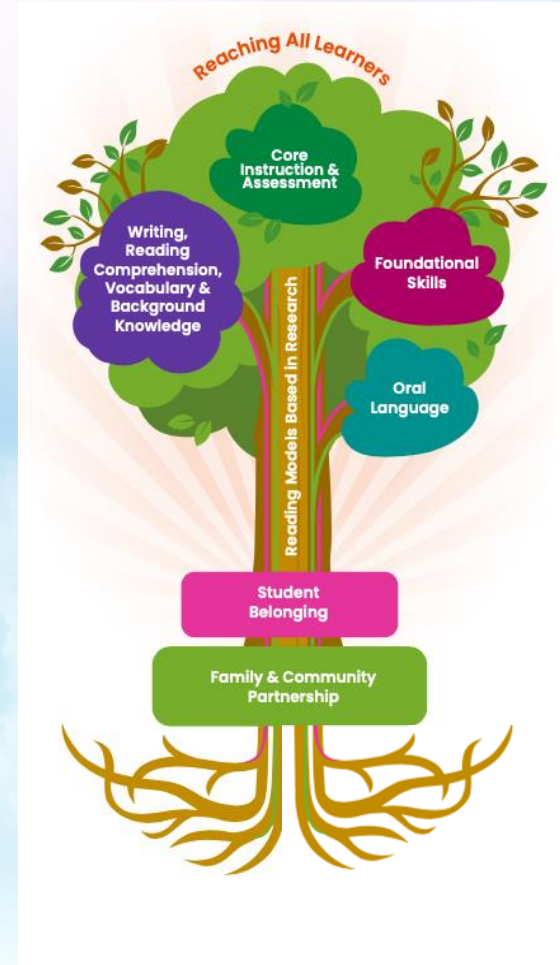
Section 4: Reading Models Based in Research

Section 5: Foundational Skills

Section 6: Writing, Reading Comprehension, Vocabulary & Background Knowledge

Section 7: Core Instruction & Assessment

Section 8: Reaching All Learners



Guiding Principles

The following principles guided the development of this Early Literacy Framework:

Early literacy begins at birth.

Children are full of literary promise.

Families and communities play an important role.

Multilingualism benefits everyone.

Foundational skills matter.

Teacher knowledge and practice are critical.

Every student can be taught to read and write.



Instruction Partner's Early Literacy Playbook



Oregon's Early Literacy Framework



[Find out Why and What](#)

[Oregon's Early Literacy Framework](#)



EARLY LITERACY PLAYBOOK

A game changer for school and system leaders



[Find out How](#)

[Early Literacy Playbook](#)

Resources & Documents for Applying

- [Program Review Tool](#) – guides applicants through applying the Framework; includes eight questions that will be required in the Application.
- [Application Planning Template](#) – a practical tool in which an applicant lays out what they will be required to submit alongside the Inventory and Budget.
- [Literacy Inventory and Budget](#) – includes the template for the inventory required by the legislation and provides pre-populated budget cells that help with planning for allowable expenses; required as an attachment in the Application.
- [Guidance](#) helps summarize the legislation and lays out how the grant program works, while providing clarity in what will be expected and reviewed.
- [Application](#) – holds all of the questions in the Template as well as the questions in the Program Review Tool and will be the location for uploading the Literacy Inventory and Budget. Liva via Smartsheet (and closes on Jan. 8).



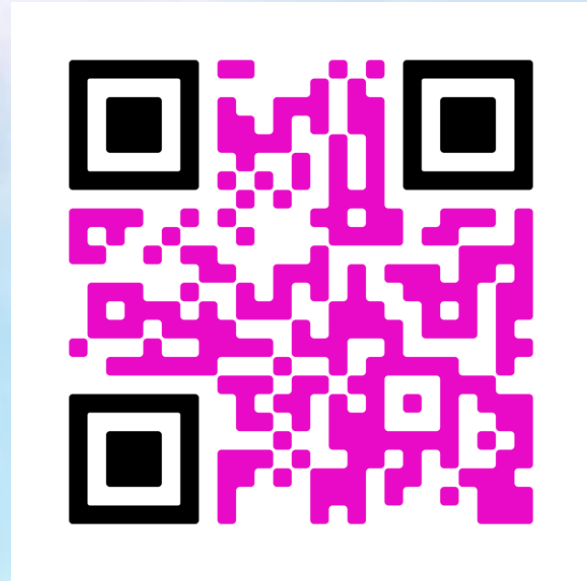
Early Literacy Success School District Grant

Application Steps

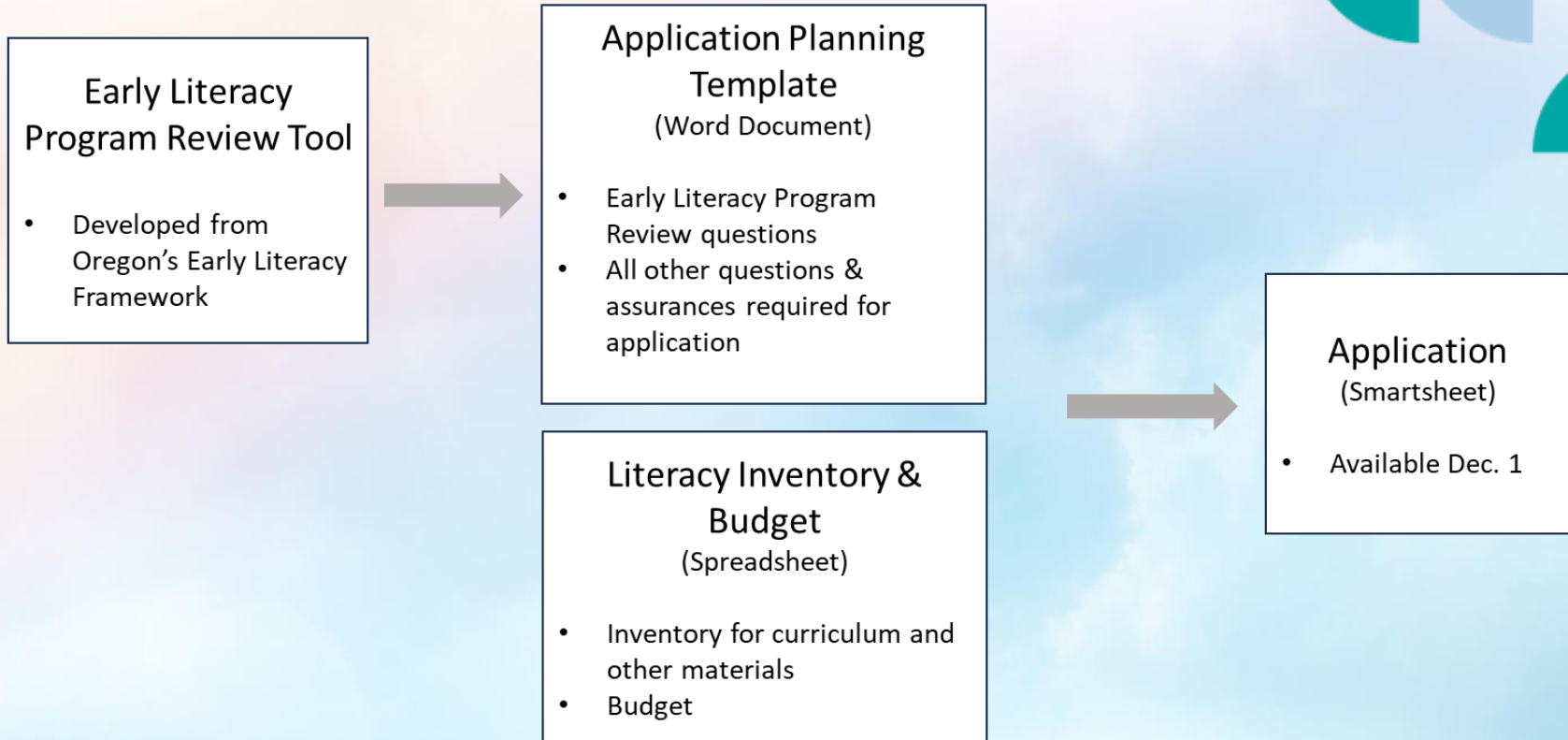
11 steps to submit the Early Literacy Success School District Grant application.



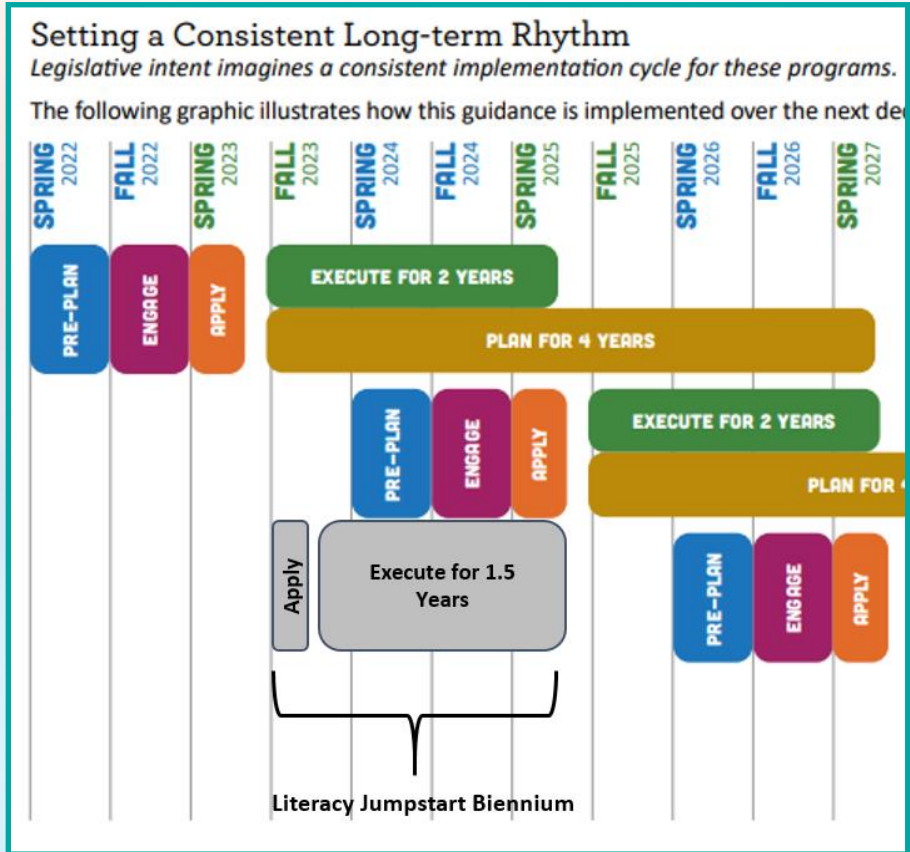
1. Review [Oregon's Early Literacy Framework](#), which serves as a mentor text for Early Literacy Success School District Grant planning and implementation.
2. Review **Part 1** (pg 3-22) of the [Application Guidance](#).
3. Review **Part 2. Detailed Application Planning Instruction, 1. Program Review** (pg 24) of the [Application Guidance](#).
4. Complete the [Program Review Tool](#). (Applicants will copy and paste your answers from this Word document into the Application in Smartsheet).
5. Review the remaining content in **Part 2. Detailed Application Planning Instructions** (pg 25-36) as well as **Appendix A: Definitions and Helpful Terms** (pg 45-48) of the [Application Guidance](#).
6. Complete the [Application Planning Template](#). (Applicants will copy and paste your answers from this Word document into the Application in Smartsheet).
7. Review **Part 2. Detailed Literacy Inventory and Budget Instructions** (pg 37-45) of the [Application Guidance](#).
8. Complete the [Literacy Inventory and Budget](#). (Applicants will upload this Excel spreadsheet into the Application in Smartsheet).
9. Review your application against the review standards described in **Appendix B: Evaluation Criteria** (pg 50-55) of the [Application Guidance](#).
10. Present the full application to and receive approval from the school district board or the governing body of the public charter school at an open meeting with opportunity for public comment. (Applicants will have **through February 28th, 2024** to submit these board minutes; however, the review of applications will not be complete until the board minutes are received.)
11. Submit the Application (through Smartsheet) by copy and pasting from the Program Review Tool



How the Documents are Related



Aligned to Integrated Guidance (pg. 6)



Timeline



October – November 2023

- Applicants develop their early literacy plans and inventories and prepare applications.

December 2023 – February 2024

- Applicants share applications with their school boards, as required by the Early Literacy Success Initiative.
- Applicants will have through February 28th, 2024, to submit the board minutes; however, the review of applications will not be complete until the board minutes are received.

December 1, 2023

- Submission window opened through Smartsheet and through the current Integrated Guidance Application and Reporting Dashboards.

January 8, 2024

- Submission window closes.

January – March 2024

- Updated Integrated Guidance released, fully aligning Early Literacy Success School District Grants with the other six integrated programs.
- Initial literacy plans for the 2023–25 biennium reviewed and approved.

March – May 2024

- Grant agreements are finalized, and funding begins to flow.

Guidance

Part I: Grant Overview & Program Details for the Jumpstart Biennium 23-25

- Introduction
- Allowable Uses of Funding
- Funding

Part II: Planning & Applying for the Jumpstart Biennium 23-25

- Overview of the Application Process
- Application Requirements
- School Board or Governing Body Approval Meaningful Reporting
- Prioritization
- Detailed Application Planning Instructions
- Detailed Literacy Inventory and Budget Instructions

Appendix A: Definitions and Helpful Terms

Appendix B: Evaluation Criteria



Part I: Grant Overview & Program Details

For the Jumpstart Biennium 23–25


Requirements Overview (pg. 4)



*Required for
Application*

- I. Early literacy plan**
 - II. Inventory**
 - III. Communication Plan & Board Approval**
 - IV. Matching Funds**
-
- I. Reporting**

Requirements (pg. 4)

- 
- I. **Develop and submit an early literacy plan** which includes:
 - Four-year goals for improving early literacy outcomes for students (not required for the Jumpstart Biennium).
 - A review of the early literacy program, including their early literacy curriculum.
 - A student growth assessment to measure student progress in early literacy; disaggregated by students groups that have historically experienced academic disparities.
 - A description of how they will provide:
 - Professional development and coaching to teachers and administrators;
 - Extended learning by teacher or qualified tutor; and
 - High-dosage tutoring by qualified tutors (in addition to instruction, two or more time each week over at least a 10-week-period).

Requirements (pg. 4)

- II. **Provide an inventory** of early literacy assessments, curriculum, and other instructional tools and materials.

- II. **Develop a communication plan** with school districts, elementary schools, families, and members of the school district community.
 - A. Board approval of the early literacy plan

- II. **Match funding** at 25% (except for applicants with <50ADMw).

Requirements (pg. 4)

V. Report on required elements, including but not limited to:

- Student participation in extended learning and tutoring (disaggregated),
- Staff participation in professional development (disaggregated),
- Updates to the inventory,
- The curricula in use, and
- Fidelity of use of materials submitted in the inventory.

Requirements (pg. 4)

- **Generally, ensure that allowable uses and required activities use research-aligned literacy strategies**, meaning they are literacy-focused, culturally responsive and relevant to diverse learners, and based on the long-term research derived from the science of reading and writing, specifically:
 - The teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction, which is
 - Differentiated to meet the needs of individual learners through developmentally appropriate practices.

Allowable Uses of Funding (pg.8)



The Early Literacy Success School District Grants allow funding of the following research-aligned activities:

- Professional development and coaching
 - Extended learning programs
 - High-dosage tutoring
 - Adoption and implementation of curricula
 - Employment of literacy specialist, coaches, or interventionists.
-
- Applicants must submit a plan to provide and ultimately report on professional development and coaching, extended learning programs, and high-dosage tutoring.
 - For the Jumpstart Biennium, applicants describe their plan to implement professional development and coaching, extended learning programs, and high-dosage tutoring. If applicants are not yet able to implement all three activities, applicants must submit a rationale and describe how they will plan to do so in the future.
 - The information shared in planning and reporting is about an applicant's overall literacy implementation and is not narrowed just to this new fund source.
 - Applicants may use other fund sources to operationalize these activities and will report on the status of implementation regardless of fund source.

Eligibility & Grade Levels (pg. 9)



- **Eligibility**
 - Any school district or public charter school with Pre-K through 3rd grade students
 - Virtual public charter schools are not eligible
- **Allowable Grade Levels**
 - Must be used to support elementary grades
 - Defined as any grade from Pre-K through 3rd
 - There is an allowance to support 4th and 5th grade literacy
 - 20% limit in 2023-2024
 - 10% limit in 2024-2025

Funding (pg.12)



Statewide Total 23-25 Jumpstart Biennium	Allocation Calculation	Allocation Method	Administrative Costs	Spending Timeline 23-25 Jumpstart Biennium
\$90,567,594.00	Based on Second Period Extended ADMw; calculated yearly	Disbursement	Limited to 5% of the total expenditures	10/1/23 - 7/30/25 Funds roll from Year One to Year Two, unless an applicant does not apply.

- Funding floor set at approximately \$85,000 for Jumpstart Biennium.
- Expenditures can backdate to October 1, 2023.
- Funds can carryover each year, *within the biennium*.
- Any allotted funds not used at end of biennium will be returned to the SEIA.

Consortia (pg. 11)



- **Consortia**
 - Districts or charter schools that applied as an Aligned Program Consortium under Integrated Guidance must apply in the same consortium.
 - Charter schools sponsored by a district will need to apply on their own
- **Aligned Program Consortium members will:**
 - submit one application,
 - provide an amended MOU to include Early Literacy Success School District Grants,
 - receive one grant agreement, and
 - report on the Early Literacy Success School Grant program implementation as one grantee.

Matching Funds (pg. 13)



- ELSSD Grants require a match of 25% of each applicant's total allocation.
 - This can be from any funding source
- Matching funds in Jumpstart Biennium can be used broadly for Pre-K through 5th grade literacy.
- Match requirement for 4th and 5th grades is the same as limitation.
 - 20% in 2023-2024
 - 10% in 2024-2025
- The 25% match is inclusive of 4th and 5th grade match requirement.

In Support of Small & Rural Districts & Charter Schools

For applicants with an ADMw <50, the 25% match and any additional matches for 4th/5th grade expenditures will be waived.

Matching Funds: Application



1. Name the fund source(s) for the 25% match.
2. If applicable, name a fund source is named for the 4th and/or 5th grade match.
3. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
 - Hiring
 - Purchasing Curricula & Materials
 - High-Dosage Tutoring
 - Extended Learning Programs
 - Professional Development & Coaching
 - Other purposes (short answer, please describe)

Evaluation Criteria:

At least one source to match 25% of the total allocation is named and at least one category is selected for its use.

If applicable, a fund source is named for the 4th and/or 5th grade match.

Communication Plan



A Communication Plan is required for efforts to support engagement between school districts, elementary schools of the school district, families, and members of the school district community.

- For the Jumpstart Biennium, applicants need only select the communication strategies they plan to use as they communicate and execute their early literacy plan. The communication efforts themselves need not be completed before the application is submitted
- The communication plan described above is a minimum requirement for this application related to, but distinct from, *deep community engagement*.
- As applicants engage communities for Integrated Guidance, they should include the development and continuous improvement of their early literacy approach and strategy into those efforts throughout the Jumpstart Biennium.

School Board or Governing Body Approval (pg. 18)



- Applications must present to and be approved by the school district board or the governing body of the public charter school at an open meeting with opportunity for public comment.
- Applicants must submit a copy of the board minutes when this presentation and approval occurred.
- For the Jumpstart Biennium, applicants will have through Feb 28, 2024 to submit these board minutes; however the review of the applications will not be complete until the board minutes are received.



Part II: Planning & Applying

For the Jumpstart Biennium 23-25

Application Elements

1. Program Review Tool
2. Professional Development and Coaching
3. Extended Learning Programs
4. High-Dosage Tutoring
5. Student Growth Assessment
6. Communication Plan
7. Matching Funds
8. Assurances
- 9. Inventory**
10. Budget 23-24/24-25

9. Inventory (pg. 34)

Application Item: Complete the Inventory (table).


The application requires an accurate, up-to-date inventory of all literacy assessments, tools, curricula and digital resources used to support literacy in early elementary grades.

- Submission of the core/basal early literacy curriculum is part of the evaluation criteria.

Applicants must ensure that the instructional materials in the inventory are based on research-aligned literacy strategies, culturally responsive and, where applicable, formative and diagnostic.

For charters: A review or evaluation process of the core curriculum using the state criteria adopted in 2020 must be indicated in the Inventory. If a charter school has not used the state criteria, description must be provided explaining when and how a review using the criteria will occur or intent to use curriculum from the State Board of Education Approved list.

If applicants identify they are using instructional materials that do not meet this standard, these should still be submitted. The applicant is still eligible for funds as long the above criteria are met.

An illustration showing several hands of different skin tones (light, medium, and dark brown) reaching out and holding each other in a circle. The hands are positioned around the perimeter of the frame, with some wearing colorful sleeves (yellow, red, teal, grey). The background is a soft, light blue sky with faint white clouds. The text is centered in the middle of the image.

The Oregon Department of Education, Education Service Districts, school districts, and public charter schools hold **an essential responsibility** to ensure **every child in Oregon** reads and writes with confidence and competence (ideally in more than one language).

Questions?



Email:

K5.Literacy@ode.oregon.gov

Website:

Early Literacy Success Initiative

