

APPENDIX Q: GLOSSARY OF KEY TERMS

The purpose of this Glossary is to help applicants in understanding terminology used throughout the Integrated Guidance, especially technical terms that require specific definitions for the purpose in which they are used here. The Glossary provides definitions and/or explanations of key terms used and is arranged in alphabetical order.

ACTIVITIES: Concrete plans, actions, or investments that are oriented to smaller steps or shorter time-frames within the arc of a given strategy or set of strategies

ALIGNED PROGRAM CONSORTIA: Two or more eligible grant recipients (districts, charter schools, Oregon School for the Deaf, and/or YCEPs/JDEPs) that apply for joint funding and implement through a joint grant agreement the programs covered in this guidance. When this kind of consortium is formed, each party is agreeing to operate in full alignment with shared fiscal responsibility, where multiple entities do one engagement, application, budget, etc., that are all completed together. One entity is named as the lead to assist in financial and programmatic monitoring and reporting.

COACHING: Coaching is a structure that supports and develops educators through regular observation of their instruction, using a shared framework.

COMMUNITY-BASED ORGANIZATIONS (CBOs): CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.

COMBINED FOCAL STUDENT GROUP: Students will be included in the combined focal group if they are a member of any of the following: Students Navigating Poverty (as newly defined using the State Board of Education adoption in December 2022 in OAR 581-014-001 using SNAP or TANF participation, Students Navigating Housing Instability, Students Navigating Foster Care, and Migrant Students), Students with Disabilities, Emerging Bilingual Students, American Indian/ Alaska Native Students, Black/ African American Students, Hispanic/ Latina/o/x Students, Native Hawaiian /Pacific Islander Students, Asian Students, Multiracial Students, Nonbinary Students, Students Recently Arrived, and Students with Experience of Incarceration or Detention.

CORE (OR BASAL) INSTRUCTIONAL MATERIALS: Any organized system, which constitutes the major instructional vehicle for a given course of study,

or any part thereof. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

CTE COMPLETER: A Secondary CTE Completer is a student who has earned 3 secondary credits in a single CTE Program of Study, with at least 0.5 of those credits in an advanced course, and who has a reported CTE Work-Based Learning experience in that Program. Knowing that in-depth CTE experience leads to higher student outcomes, this information will be provided to districts in future years to help identify groups of students who have the opportunity to experience the greatest benefit from CTE vs those who do not have that experience.

CTE CONCENTRATOR: This term is used specifically in the calculation of the Perkins Performance reporting. A secondary CTE concentrator is a student who earns at least two credits in a single CTE Program of Study. One of those credits must be earned through a course or courses identified as intermediate or advanced.

CTE PROGRAM OF STUDY (POS): A state-approved sequence of non-duplicative courses, developed by a partnering secondary school district and a postsecondary institution, that prepares students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills, progressing in specificity and aligned with labor market needs. A CTE POS must (1) have a secondary and a postsecondary partner that mutually develop the program based on a common set of industry standards and industry needs; (2) have aligned, unduplicated curriculum that may offer the student college credit; (3) use data and feedback to continuously improve the program; (4) provide students with comprehensive guidance and counseling and/or other student support services; and (5) include a plan for professional development that helps keep the instructors stay current with technical advances in their industry.

CULTURALLY RESPONSIVE: Means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning and assessment. This includes identifying, valuing, and maintaining high commitment to: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

CULTURALLY SPECIFIC ORGANIZATION: Means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate: intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community’s strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.

DEVELOPMENTALLY APPROPRIATE: This means designing and implementing learning environments to help all children achieve their full potential in literacy through:

- building on each child’s strengths
- taking care to not harm any aspect of each child’s physical, cognitive, social, or emotional well-being
- considering what is known about:
 - age-related characteristics that can inform what experiences are likely to best promote a student’s learning and development;
 - what is known about each child as an individual that has implications for how best to adapt learning experiences; and
 - the social and cultural contexts in which a student lives in order to ensure that learning experiences are meaningful, relevant, and respectful for each child and family.

DIAGNOSTIC: Means assessments to identify a student’s specific strengths and needs in literacy in order to determine and plan the appropriate level of instruction, pacing and intervention support.

DISAGGREGATED DATA: Data that has been divided into detailed categories such as, but not limited to, geographic region, race, ethnicity, English fluency, disabilities, gender, socioeconomic status, etc. It can reveal inequalities and gaps between different categories that aggregated data cannot. The accuracy and quality of this data is also dependent on data collection, analysis and decision-making practices that may be biased towards the values of the dominant, White-centered education system, and therefore require critical reflection on whether focal group issues are truly emerging through the disaggregated data and how intersecting categories compound various issues and dynamics.

DISBURSEMENT: Allows for an EGMS claim to receive a percentage of funds in advance of expenditure.

DISPROPORTIONATE: Refers to unequal or inequitable differences in access and outcomes that historical and current-day White supremacy has created between certain families, children and students based on race, gender/gender identities, sexual orientation, and other discriminating factors. What is “proportionate” must also be critically analyzed and addressed in terms of its values, intent, and ideology.

EARLY ELEMENTARY GRADES: Any grade from pre-kindergarten through grade three.

EARLY LITERACY PROGRAM: Means the entirety of the curriculum, assessments, instructional materials, practices, systems, staffing, and structures in place to support comprehensive early literacy across the district.

EXTENDED LEARNING PROGRAM: Means literacy programming that:

- Uses a research-aligned tutoring model, defined for School District Grants as a tutoring model that uses “Research-aligned literacy strategies” and is based on “Science of reading and writing” and meets the criteria established by the Department;
- Occurs outside of the traditional school day, which could include, but is not limited to afterschool and summer; and

- Is administered either by a licensed teacher of any subject area or by a qualified tutor, which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively or a high-dosage tutoring provider from the Qualified List¹⁷² for High-Dosage Tutoring.
- Examples of an Extended Learning Program include:
 - Home-based summer reading activities for students who need additional support and enrichment;
 - An intensive summer school program for students who need the most additional support and who receive at least 60 hours of direct literacy instruction by an instructional assistant or a licensed teacher trained in research-aligned literacy strategies.

EVIDENCE-BASED: refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, tribal, culturally-responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.

FIDELITY: means how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.

FOCAL STUDENTS: “Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities” includes, but is not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students, and any other racial or ethnic group identified by the school district as historically experienced academic disparities.

FORMATIVE: means a process of collecting and responding to evidence of student learning; the information gained about student learning is used in the course of instruction to respond to and adjust instruction.

HIGH-DOSAGE TUTORING¹⁷³: One-on-one tutoring or tutoring in small groups that:

- Is provided in addition to regular core instruction;
- Is provided two or more times each week over at least a 10-week period;
- Is provided during the school year, which may occur during the school day or before/after school;
- Uses a research-aligned tutoring model, defined for School District Grants as a tutoring model that uses “Research-aligned literacy strategies” and is based on “Science of reading and writing” and meets the criteria established by the Department;
- Is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively.
- Is administered by a qualified tutor which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively and criteria established by the Department;
- Is provided to four or fewer students; and
- Integrates reading and writing in a way that is aligned to Oregon’s ELA Content Standards and to students’ reading instructional needs, based on student assessment data and other evidence of student learning.

LITERACY ASSESSMENTS: Summative, benchmark, diagnostic, interim assessments, and purchased systems of formative assessment practices used to measure student learning across any or all of the four domains of literacy. For definitions, see pages 26-35 of [The Right Assessment for the Right Purpose](#).

172 Qualified List will be released at a later date.

173 More specific requirements will be finalized in March 2024 pending the State Board’s permanent rules

LITERACY COACHES: An individual who:

- has advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing” that was either:
 - included as a course(s) in an educator preparation program;
 - included as a course(s) in a post-graduate degree program in teaching reading or literacy;
 - provided by ODE or included on the ODE list of professional development providers¹⁷⁴; or
 - provided by a school district or ESD;
- has a literacy-focused licensure endorsement;
- whose primary role and responsibilities include direct support of students and/or educators.

LITERACY SPECIALISTS OR INTERVENTIONISTS:

A licensed educator who:

- has advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing” that was either:
 - included as a course(s) in an educator preparation program;
 - included as a course(s) in a post-graduate degree program in teaching reading or literacy;
 - provided by ODE or included on the ODE list of professional development providers¹⁷⁵; or
 - provided by a school district or ESD;
- has a literacy-focused licensure endorsement; and
- whose primary role and responsibilities include direct support of students and/or educators.

LITERACY TOOLS AND DIGITAL RESOURCES: Any supplemental materials, devices, programs, or curriculum used as either core or supplemental to students' literacy instruction. This includes intervention, acceleration, tutoring, or supplemental materials that are used to a substantial degree across elementary schools in student literacy instruction and in addition to the core curriculum.

OPPORTUNITY GAP: refers to the effects, system biases, and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for students. Factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities represent a system bias and an educational debt that the dominant educational system owes to marginalized students, which necessitate the need to address and shift the system itself.

OUTCOMES: the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship with.

OUTCOMES: For Early Literacy Success School District Grants this is defined as literacy achievement by the student growth assessment and other sources of evidence related to literacy achievement.

PARTNERSHIP: Means a group of organizations, tribes, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and two-way communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.

PLAIN-LANGUAGE: Is communication your audience can understand the first time they read or hear it.

PROFESSIONAL DEVELOPMENT: Means learning that is systemic, job-embedded, and aligned to current research, training, and practices that support educator and student learning.

QUALIFIED TUTOR: An individual who is trained to implement a program providing high dosage tutoring.

¹⁷⁴ This list will be provided at a later date.

¹⁷⁵ This list will be provided at a later date.

REIMBURSEMENT: When claims are made following expenditure.

RESEARCH-ALIGNED LITERACY STRATEGIES: Strategies that are literacy focused; culturally responsive and relevant to diverse learners; based on long-term research derived from the science of reading and writing; and apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

RESOURCES: People, time, and money. State and federal funds are key resources. Diversity of funding and resources can be leveraged to animate and execute plans and strategies to meet outcomes.

REGULAR CORE INSTRUCTION: Means instruction in the general education setting as part of every student's regular schedule that is aligned to grade-level standards and inclusive of every student in the classroom.

STUDENTS RECENTLY ARRIVED: A student who was NOT born in any state or US Territory and who has not been attending one or more schools in any one or more state for more than three full academic years.

SCIENCE OF READING AND WRITING: Convergence of findings from research on reading and writing processes, development and instruction; and teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated to meet the needs of individual learners through developmentally appropriate practices.

SOCIAL EMOTIONAL LEARNING (SEL): The process through which children and adults learn to pay attention to their thoughts and emotions, develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.

STUDENT GROWTH ASSESSMENT: Means a process of evidence collection and review, which includes tests (for example, criterion referenced or developmental continuum) alongside other sources of evidence for the purpose of monitoring students' growth towards proficient reading and writing. Grant recipients shall avoid making determinations about student growth from a single source of evidence/test score.

STRATEGIES: Support your long-term outcomes and describe the approach you are planning to take. Strategies are typically implemented in one to three (and sometimes more) years. They may include a theory of action framework and consider resources, context, people and timelines.

SUPPLANT: Meaning replace a prior existing use of a different fund source.

SUPPLEMENT: Meaning it comes in addition to and is expected to be used in addition to existing resources.

TRAUMA-INFORMED: Trauma-informed principles and practices refer to a strengths-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.

UNDERSERVED: Refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students experiencing foster care, students who are recent arrivers, migratory students, justice involved youth, students who are pregnant or parenting, students experiencing pregnancy related conditions, students with disabilities, women/girls, and students from rural communities.

UNDERREPRESENTED: Refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.

WORK-BASED LEARNING: Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must report Work-Based Learning experiences connected to a high school CTE Program of Study that meet the criteria and types as outlined by the Oregon Department of Education.