Early Literacy Success School District Grant Allowable Use Guide

February 2025

Oregon's Instructional Frameworks | Early Literacy

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Please Note:

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Version 1

February 18, 2025

Release Notes

Summary of changes to recent revisions of the Early Literacy Success School Grants Allowable Use Guide

Section	Summary of Changes

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Glossary

Below is a glossary of terms as defined under Oregon state regulations.

Core instruction: 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.

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

Developmentally appropriate: The designing and implementation of learning environments to help all children achieve their full potential in literacy by building on each child's strengths, taking care to not harm any aspect of each child's physical, cognitive, social, or emotional well-being, and 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.

Early literacy success plan: The elements in the Early Literacy Success School District Grant application include, but are not limited to, responses to application questions, program review and inventory.

Early Literacy Success School District Grant (ELSSDG): The program established in ORS 237.829 for school districts serving prekindergarten and preschool through third-grade students.

Extended learning program: Research-aligned literacy programming that occurs outside of the traditional school day, which could include, but is not limited to, after school and summer and is administered by a licensed teacher or qualified tutor. Extended learning programming may also be a home-based literacy program based on research-aligned practices.

Foster students: Students who are in foster care as defined by ORS 30.297(5)(c), indicating they are under the state's custody or care due to various circumstances that prevent them from living with their biological families.

Fidelity: The degree to which educators implement programs, assessments and implementation plans as intended.

High-dosage tutoring: Tutoring that is provided during the school year, which may occur during, before or after school administered two times a week for at least 10 weeks to four or fewer students by a qualified tutor using a research-aligned model that is culturally responsive and aligned with materials that integrate reading and writing and is informed by student assessment data.

Kindergarten through third grade (K–3) literacy coaches: Coaches that implement and support best practices in literacy instruction. They are licensed educators with at least three years of licensed K–3 experience and advanced training or certification in research-aligned literacy strategies and the science of reading and writing, who provide direct support to both educators and students. They hold a literacy-focused licensure endorsement and one of the following endorsements for Early Literacy funding: Elementary Multiple Subject, Reading Intervention, Special Education: Generalist, or English to Speakers of Other Languages (ESOL).

Literacy interventionists: Personnel that provide targeted reading and writing interventions for students. These are licensed educators trained in research-aligned literacy strategies and the science of reading and writing and provide direct literacy support and interventions to students. Unlike literacy coaches and specialists, interventionists are required to hold a Reading Intervention Endorsement to be eligible for Early Literacy funding.

Literacy specialists: Personnel that have a specialized focus on literacy instruction and support within the classroom. They are licensed educators who have advanced training or certification in research-aligned literacy strategies and the science of reading and writing. Like literacy coaches, they focus on providing direct support to educators and students. They hold a literacy-focused licensure endorsement and possess one of the following endorsements to be eligible for Early Literacy funding: Elementary Multiple Subject, Reading Intervention, Special Education: Generalist, or ESOL.

Multilingual learners: Also referred to as "English learners," these are students whose proficiency in English is limited. This limitation arises when English is not the student's native language or when the student comes from a background where another language significantly influences their English proficiency.

Prekindergarten and preschool literacy coaches: Coaches that implement support and best practices in literacy instruction within a prekindergarten or preschool setting. They have coursework or a bachelor's degree in early childhood education with a preschool focus or a step 10 or higher on the Oregon registry, an active Oregon Registry Online (ORO) account and at least two years of experience, have leadership or coaching experience in an early learning program, have additional experience with practice-based coaching and adult learning principles and have completed additional training required by the Department of Early Learning and Care (DELC).

Professional development (PD): Systemic, job-embedded learning aligned with current research and practices to support educator and student learning.

Research-aligned literacy strategies: Strategies that are literacy focused, culturally responsive and relevant to diverse learners that are based on long-term research derived from the science of reading and writing and apply instructional practices that are developmentally appropriate by building on each learner's individual strengths and considering age and social cultural contexts.

Student growth assessment: A process involving evidence collection and review, which includes tests and other evidence, to monitor student growth towards proficient reading and writing. To be eligible for Early Literacy funding, districts are required, along with other sources of data, to use a student growth assessment for all students for which data is disaggregated by student groups that have historically experienced academic disparities.

Student groups that have historically experienced disparities: These are groups that include the following.

- **Economically disadvantaged students:** This group includes students who meet one or more specific criteria, such as:
    - Participation in the Supplemental Nutrition Assistance Program (SNAP) funded by the United States Department of Agriculture (USDA);
    - Participation in the Temporary Assistance for Needy Families (TANF) program as per the Social Security Act;
    - Identification as foster students;
    - Identification as migrant students.
- **Students from racial or ethnic groups that have historically experienced academic disparities:**
    - American Indian and Alaska Native students;
    - Black and African American students;
    - Hispanic and Latino students;
    - Asian students;
    - Native Hawaiian and Pacific Islander students;
    - Multiracial students and any other group identified as having faced historical academic disparities;
    - LGBTQ2SIA+ students.
- **Students with disabilities:** Refers to children with disabilities as outlined by ORS 343.035(1) and ORS 343.035(14)(b), covering a wide range of physical or mental impairments that significantly affect educational performance.

- **Students who are homeless:** Defined by section 725 of the McKinney-Vento Act, 42 USC § 11434a (2), this category includes students lacking a fixed, regular and adequate nighttime residence, often residing in temporary housing arrangements or shelters.
- **Students attending schools identified for improvement:** These students are enrolled in schools recognized under the Every Student Succeeds Act for needing comprehensive or targeted support. Such schools may be undergoing efforts to address academic challenges, irrespective of their funding status.

Oregon's Renewed Commitment to Literacy

In 2023, early literacy was established as a top priority by the Oregon Legislature and Governor. The Early Literacy Success Initiative, Oregon Revised Statute (ORS) 327.825 to 327.845, was passed by the Oregon Legislature and created the four following grant programs:

- Early Literacy Success Birth Through Five Plan
- Early Literacy Success Tribal Grants
- Early Literacy Success Community Grants
- Early Literacy Success School District Grants

These grants represent a powerful collaboration among the Legislature, the Governor's office, the Oregon Department of Education (ODE) and key other educational partners to build statewide coherence, clarity and common ground around literacy and improve literacy outcomes for all students (See Figure 1).

This document serves as a resource for school, district, and Education Service District (ESD) personnel to explore how Early Literacy Success School District Grants can help achieve the goals of the Early Literacy Success Initiative within their own context and identify and plan for the implementation of the allowable uses that best support their needs.

Early Literacy Success School District Grant

Early Literacy Success School District Grants are annual, non-competitive grants managed by the ODE. These grants are available to school districts and eligible public charter schools that serve students in grades prekindergarten and preschool through third grade

The goal of these grants is to ensure that all students, particularly those in schools with historically underrepresented groups, have access to high-quality early literacy instruction and support that is research-aligned and culturally responsive. These grants recognize the critical role of administrators, teachers and school staff in impacting student success and include opportunities to provide robust Professional Development (PD), coaching, and training to empower educators to implement early literacy strategies effectively. By strengthening both early literacy education and the capacity of school personnel, the program aims to improve early literacy education so that every student can develop the skills they need to succeed.

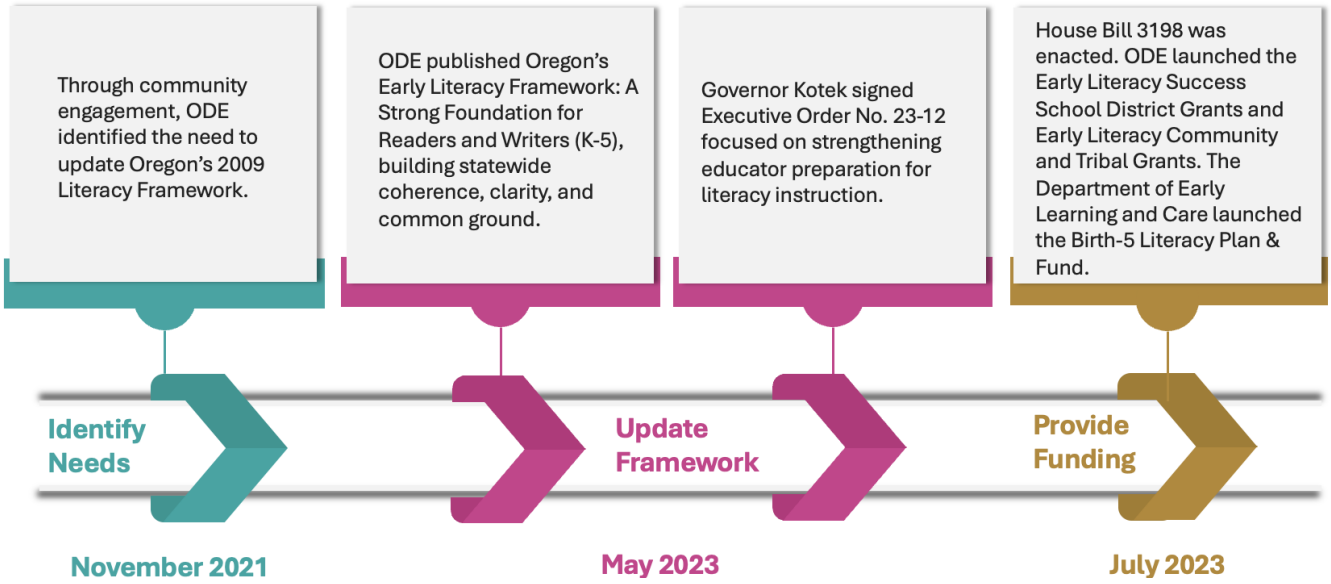
The grants provide funding for five allowable uses:

- Adoption and implementation of curriculum and materials;
- PD and coaching in research-aligned literacy strategies;

- Hiring literacy specialists, coaches and interventionists;
- High-dosage tutoring;
- Extended learning programs.

To be eligible for the grants, school districts or charter schools are required to submit an application that includes an early literacy success plan detailing components of their comprehensive literacy plan and approach to implementing the allowable uses.

Figure 1. Oregon's Early Literacy Initiative Timeline



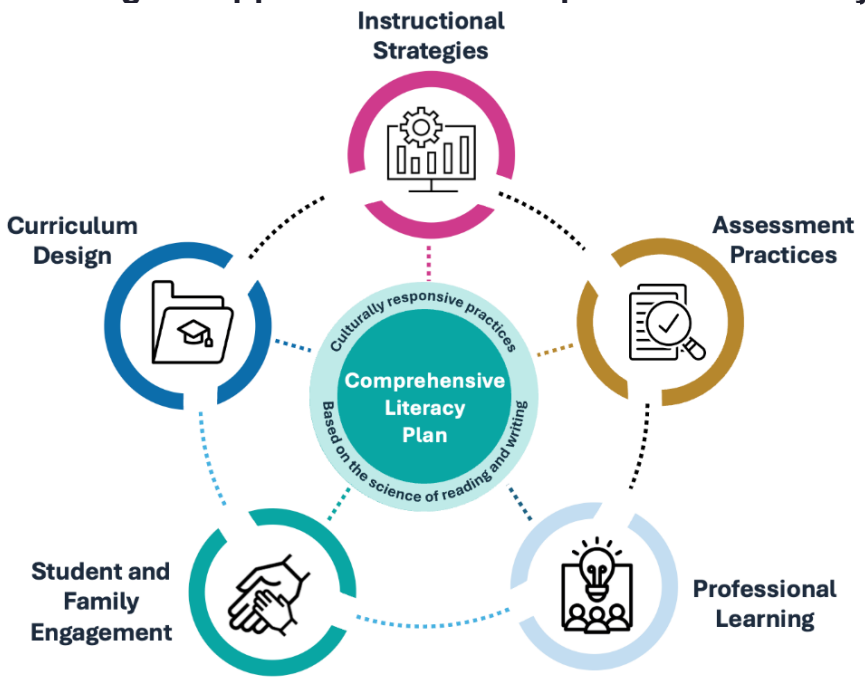
The full description of Figure 1 is in Appendix B.

How does early literacy funding fit into a comprehensive literacy plan?

Early Literacy Success School District Grants aim to strengthen a district's comprehensive literacy plan by providing funding for the five allowable uses. The integration of the grants into a district's overall literacy strategies ensures that the comprehensive literacy plan is effectively complemented and enhanced, fostering a cohesive and impactful approach to literacy improvement (See Figure 2). Comprehensive plans are strategic models for supporting literacy programs and instruction across all grade levels and subjects. This plan is the roadmap to improve literacy outcomes from preschool through high school, serves as a resource that outlines effective literacy practices for diverse learning environments and is driven by the specific needs of students. The goal of these plans is to create a supportive environment that responds to students' varied learning needs by integrating a variety of

research-aligned approaches. These include curriculum design (developing and utilizing a strong core curriculum, with consideration for additional scaffolding supports), instructional strategies, assessment practices and professional learning. It outlines a district's goals to deliver high-quality, evidence-based literacy instruction for all students and is built on the understanding that literacy goes beyond reading and writing.

Figure 2. Research-aligned approaches to a comprehensive literacy plan



When implemented, the plan is grounded in an asset-based approach and focuses on the strengths and needs of individual learners. This includes recognizing that each student brings unique cultural and linguistic experiences that enrich the classroom and learning environment. Research shows that effective literacy instruction, grounded in students' strengths, leads to improved performance across subjects[i]. By prioritizing differentiated instruction and embracing inclusive environments, districts can ensure that every learner has access to high-quality resources and instruction tailored to their diverse needs and backgrounds, celebrating student strengths throughout the learning process.

Comprehensive literacy plans promote collaboration among educators, families and the community to foster a network of support for literacy development. It is vital that districts adapt and regularly review their comprehensive literacy plans based on feedback from key education partners to evolve to meet the changing needs and strengths of students. As district leaders assess the effectiveness of current literacy plans, they drive progress and improve learning opportunities for every student. The five allowable uses of the Early Literacy School Success Grant can enhance a district's comprehensive literacy plan by strengthening and supplementing effective literacy programs in which students develop

essential literacy skills, including reading, writing, speaking and listening. These allowable uses were selected because research indicates they are high-leverage strategies that improve literacy outcomes. Collectively, these supports align with the goals of a comprehensive literacy plan, ensuring all students have the tools to succeed in all areas of literacy.

Purpose

This document provides the qualifications and criteria for each allowable use and research-aligned best practices and strategies for implementing these uses across a continuum of practice. It is meant to support districts and schools in planning and leveraging funds from Early Literacy Success School District Grants to strengthen literacy outcomes.

Five Allowable Uses of Early Literacy Success School District Grant Funding

The allowable uses of the Early Literacy Success School District Grants are among the most effective strategies for improving literacy instructional practice and outcomes systemically.

- **Adoption and implementation of curricula and materials:** Adopting and implementing with fidelity culturally relevant curricula and materials that are based on state standards, research-aligned literacy strategies and thoughtful supports and scaffolds to support all students in accessing grade-level standards.
- **PD and coaching:** Providing teachers and administrators with development and coaching on research-aligned literacy strategies in the early elementary grades improves instruction and student literacy outcomes.

Allowable uses can mutually support and enhance each other.

For example, effective PD and coaching are critical to the successful implementation and alignment of core and supplemental materials. PD and coaching build teachers' capacity to apply research-aligned literacy practices with confidence and consistency, fostering deeper student engagement and improved literacy outcomes.

- **Hiring literacy coaches, specialists and interventionists:** Hiring staff in these positions to support all the allowable uses, providing direct instruction and acceleration to students and coaching and PD to teachers.
- **High-dosage tutoring:** Providing frequent, intensive, one-on-one or small-group tutoring during the school year that supplements the core curriculum, integrates research-aligned reading and writing instruction, and is delivered by a qualified tutor to meet the specific needs of students.

Hiring staff enhances literacy outcomes.

Hiring literacy coaches, specialists, and interventionists allows schools to enhance their capacity for delivering effective PD and coaching. These specialists bring a wealth of expertise in research-aligned literacy practices. These personnel work closely with teachers and students to implement high-impact instructional strategies, tailor lessons to diverse student needs, and continuously refine their approaches.

- **Extended learning programs:** Enhancing students' literacy development by providing research-aligned instruction and enrichment to students outside of regular school hours by licensed teachers or qualified tutors. Examples include home-based summer reading activities, summer learning programs, and after-school enrichment.

Aligning Allowable Uses and Prioritizing Funding

When well aligned, the strategies reinforce each other, enhancing literacy instruction and improving students' literacy outcomes. These strategies work in concert to support the implementation of research-aligned literacy practices in classrooms, which will ultimately improve students' literacy knowledge, skills and dispositions (See Figure 3).

Figure 3. Aligning Allowable Uses

Self-reflection Activity: Mapping Literacy Needs to Assets[iiiiiiv]

Purpose of asset mapping

Asset mapping is used by a leadership team as a supplement to the integrated needs assessment tool to align the literacy programs and services a district currently offers with the needs suggested by their data.

What is asset mapping?

Asset mapping can support schools and districts in aligning programs and services to prioritize needs that will lead to student impact. The tool below walks school and district teams through a process to identify literacy-related needs within their communities, discuss why they exist, and brainstorm what assets and resources could help address them. This asset map will then lead teams through considering the allowable use categories to identify how they may leverage current resources and assets alongside an allowable use to impact student literacy at their schools and districts.

Asset mapping helps schools and districts

- Identify the needs related to the comprehensive literacy plan within the school, district or community and begin to discuss why these needs exist.
- Identify what assets the district, school or community has that can be utilized to support needs related to literacy instruction.
- Begin to identify programming gaps that may need to be addressed related to literacy instruction.
- Identify other support providers within the community that can be leveraged.
- Create a visual map to determine which allowable use may best meet the school's and community's needs.

To help schools and districts identify the highest leverage allowable uses, teams can walk through the Mapping Literacy Needs to Assets Activity in Appendix A. This activity will guide schools and teams through identifying the key elements of their current literacy plan, determining what the needs are within the community, and creating a map matching these needs to the highest leverage assets.

Adoption and Implementation of Curriculum and Materials

Setting the Stage

School districts may use Early Literacy Success School District Grant funding to purchase and implement research-aligned, culturally responsive, high-quality instructional materials, including core instructional materials, supplemental materials and assessments. Providing teachers with high-quality instructional materials allows them to deliver rigorous, grade-level core instruction as well as targeted interventions for students in need of extra support.

Types of Instructional Materials

What are core instructional materials?

Core (or basal) instructional materials[v] are the centerpiece of literacy instruction. They provide a systematic, sequential approach to learning. Used in this way, they prevent gaps in student knowledge and skills within and across grade levels and various learning contexts. These materials align with grade-level academic content standards and include various forms, such as adaptive learning programs and digital and print textbooks.[vi] core instructional materials also

- Are culturally responsive and based on the science of reading and writing;
- Present rigorous and engaging texts that are aligned with grade-level literacy standards;
- Serve as a key equity lever for children learning to read and write;
- Benefit all students, including focal groups who have historically been marginalized;
- Support teacher collaboration;
- May be used in whole- or small-group instruction.

What is learning acceleration?

Students need consistent opportunities to engage in productive struggle with grade-level work in order to gain proficiency with it. Learning acceleration refers to providing students with access to rigorous grade-level work while simultaneously scaffolding to support students as needed. Research shows that this is the best way to help students gain proficiency in grade-level standards. Delaying access to grade-level work has shown to be ineffective and results in students falling farther behind. All students can be successful with rigorous grade-level work when given the right support, and it is important that learning acceleration strategies be a central component of a district's comprehensive literacy plan.

What are supplemental instructional materials?

Supplemental instructional materials are additional resources used to enhance core instructional materials and can be used with most students in a class to provide focused and differentiated learning opportunities. This includes intervention materials, which are specifically designed for targeted, intensive instruction to address the needs of students who need further support in a particular skill area. Oftentimes, smaller group work or individualized support is needed. Supplemental materials also include resources used to extend learning for students needing additional rigor. Effective supplemental programs are aligned with the core and the science of reading and writing. Supplemental instructional materials also

Decision-making Tool

To decide between the instructional materials options for literacy instruction, use the Instructional Materials Evaluation Tool for kindergarten through second grade and third through fifth grade for rating the various options.

- Support students to gain competence with specific literacy skills (phonics, comprehension, background knowledge, etc.);
- Support multilingual learners and dual language literacy instruction;
- Provide students with additional instruction and practice on a specific literacy skill;
- Extend learning for students who are ready for more rigor;
- May include articles, audio clips, films and novels;
- Can be used in whole-class or skill-based small-group instruction;
- Are not evaluated by the State Board of Education and may or may not be formally adopted by a local school board.

What are assessments?

Assessments are instructional materials that support educators in evaluating, measuring and communicating the academic readiness, learning progress, skill acquisition or educational needs of students. Additionally,

- Assessment materials may use various methods or tools;
- While state-approved English language arts (ELA) materials are required to include robust formative and summative assessment opportunities, assessment materials that are not part of a core curriculum are not evaluated by the State Board of Education and may or may not be formally adopted by a local school board.

Grant Requirements[vii]

Early Literacy Success School District Grant-funded adoption and implementation of curriculum and materials are required to follow specific requirements. Table 1 summarizes those requirements and provides links to key related documents. For more detailed information about requirements for all allowable uses, see Appendix B.

Table 1. Requirements and Key Links for Adoption and Implementation of Curriculum and Materials

Requirements	Key Links
• K–5 Core Materials purchased with Early Literacy Success School District Grant funding are required to be on the State Board of Education adopted materials list. • Supplemental and digital materials are required to meet the Non-Core Materials Criteria. • A student growth assessment is required to measure student progress in early literacy, disaggregated by student groups that have historically experienced academic disparities. • Prekindergarten and preschool materials are required to meet criteria to be determined by the Department of Early Learning and Care (DELC).	State Board of Education ELA Adoption List

Considering Your Own Context When Adopting New Instructional Materials

To effectively adopt new instructional materials, it is essential to consider several logistical aspects. Below are key points to guide the planning process:

- **Information gathering:** Schools or districts are encouraged to use Oregon's Early Literacy Framework to identify the range of skills educational materials need to address. You can analyze school-based student literacy data to identify targeted areas of need and gather input from school staff, students and families. Additionally, it is beneficial to reach out to other districts or schools to gain insights from their experiences with specific core instructional materials. Furthermore, as you gather the information, it is helpful to evaluate the continuity between the prekindergarten and preschool curriculum and the kindergarten through third grade curriculum by connecting with early learning partners and intentionally aligning curriculum between school district-operated prekindergarten programs and

kindergarten through third grade curriculum as a lack of consistency between these may lead to challenging transitions for students.

- **Aligning supplemental and core materials:** Core instructional materials serve as the primary learning resource, while supplemental materials are designed to complement, rather than replace, this foundation by offering targeted support, enrichment opportunities and additional pathways for learning. Additionally, these materials are only added after it has been ensured that the core curriculum has been fully implemented with fidelity. After fully implementing the core curriculum, schools and districts can evaluate whether there is a need to supplement with additional aligned materials. By aligning supplemental material options with the core instructional materials, you can ensure coherence across curricula and continuity as students move between learning contexts (general education, high-dosage tutoring, after-school, and summer program settings).[viii]
- **Adopting intervention materials:** When adopting any new supplemental intervention material, the steps outlined above for adopting core instructional materials and supplemental materials provide a good place to start.[ix] In addition, confirm that the instructional design of the evidence-based program includes systematic and explicit instruction, a focus on specific literacy competencies and that the progress monitoring tools are a good match for the context (consider ease of use, understandability of results and actionability). As with any supplemental material, ensuring there is coherence across all your instructional materials is key to maximizing their effectiveness—adding more materials does not necessarily lead to better instruction if they are not connected with the core curricula.
- **Adopting assessments:** When adopting literacy assessments, it is helpful to consider the range of purposes the school or district needs to fill. All schools and districts receiving Early Literacy Success School District Grant also need to use a student growth assessment (a type of progress monitoring tool) to disaggregate student literacy data by focal student groups. Once the full range of assessment needs is identified, schools and districts can work together to create a balanced assessment system that meets these needs. Schools and districts may use The Right Assessment for the Right Purpose to consider which literacy assessments to adopt.

Reflection Questions to Consider When Adopting and Implementing New Instructional Materials

- What story does student achievement data tell about the current state of your school's or district's literacy program?
- Has the core curriculum in your school been implemented consistently and accurately? Is there a process, outside of using student data, to evaluate the effectiveness and cultural responsiveness of the materials?
- Are supplemental materials enhancing the core curriculum rather than just replicating or layering onto the core curriculum?
- How do teachers and students at your school or district feel about the effectiveness, usability and relevance of your current literacy materials?
- What do the data show about focal student groups?

Evidence Base and Implementation Best Practices

Research confirms that the adoption of high-quality core instructional materials leads to notable literacy learning gains for students.[x] This is partly because high-quality core instructional materials provide culturally responsive, scaffolded opportunities for students to work on grade-level tasks aligned to the science of reading and writing and extend opportunities for deeper literacy learning and complex thinking.

Overall, adopting, aligning and implementing core instructional materials that include high-quality content, pedagogy and instructional design enhances literacy learning.[xi] Table 2 outlines research-aligned best practices for the content, pedagogy and instructional design of core instructional materials.

Table 2. Research-aligned Best Practices for the Content, Pedagogy and Instructional Design of Core Instructional Materials

Content	
• Print concepts • Phonological awareness • Phonemic awareness phonics • Advanced word analysis • Fluency • Range and quality of text	• Language (vocabulary and academic language) • Comprehension • Spelling and morphology • Writing • Speaking and listening

Pedagogy	
• Culturally responsive • Developmentally appropriate • Explicit • Systematic • Scaffolded	• Aligned with the science of reading and writing • Multimodel engagement and student–teacher interaction • Differentiated • Coordinated instructional sequences and routines
Instructional Design	
• Scope and sequence • Goals and objectives	• Lesson organization • Alignment and assessment

While high-quality instructional materials are a foundational element of a successful literacy program, educators also greatly benefit from having structured supports to enhance the quality of their implementation. Educators are further supported through job-embedded PD opportunities that build their knowledge of the instructional materials and the science of reading. These opportunities are further bolstered when they align with developmentally appropriate practices for grade-level instruction, including prekindergarten and preschool through the elementary grades. This PD is most effective when it is continued beyond the first year of implementation and throughout the duration of the curriculum's use. This supports educators in adapting their teaching strategies to the demands of the new curriculum. Teachers also benefit from access to coaching, peer networks and an accountability system to sustain quality implementation. High-quality instructional materials used without these supports are often not implemented with fidelity and are not sufficient to move the needle on students' literacy learning.[xii]

Effective PD on new instructional materials blends support for what is being taught with how to teach it.[xiii] It also provides support on how to scaffold lessons for students whose literacy learning is below grade level, multilingual learners, and students with disabilities.[xiv] Understanding how these elements work together is complex and requires ongoing support to make appropriate instructional decisions aligned with the new instructional materials and individual student needs.

Successful implementation of new instructional materials is a multiyear process that continues throughout the life of the curriculum or material. Additionally, successful implementation requires teamwork at every level of the education system, including district curriculum leaders, principals, coaches, teacher

Effective PD Example

One fourth-grade teacher participating in this type of PD experience explained, "It's about taking the intended curriculum activities and understanding the alignment among the learning objectives, standards, and assessment, and then making instructional decisions that help students to reach the learning goal."

leaders, teachers and paraprofessionals. Success also involves communicating new curriculum expectations to families and caregivers and providing them with resources so they are well-equipped to reinforce their child's learning at home.

Reflection Questions for a Successful Start

- What supports do leaders in your school and district need to successfully support educators in the multiyear process of implementing and sustaining new core instructional materials throughout the life of the curriculum?
- What types of differentiated supports do educators in your school or district need to implement new core instructional materials with fidelity across prekindergarten and preschool through upper elementary grades?
- How can your district and schools work together to plan for, communicate about and implement school-based PD on core instructional materials implementation?

Process of Implementation

When districts and schools use Early Literacy Success School District Grant funding to adopt and implement curriculum and materials, this process typically occurs in three stages: beginning, progressing and optimizing.

Beginning

Choose research-aligned, culturally responsive, high-quality core instructional materials that maintain coherence across supplemental materials.

Consistently use developmentally and linguistically appropriate instructional materials.

Review district policy regarding expectations for the use of new instructional materials.

With district support, prepare to guide and support teachers in core instructional materials adoption.

Progressing

Provide ongoing coaching, feedback and support for teachers and leaders through PD communities and opportunities.

Introduce tools for continuous improvement, such as observation rubrics to facilitate discussions about teaching practices, core instructional materials use and alignment with supplemental materials.

Optimizing

Encourage and support teachers to assume leadership roles to provide peers with mentoring, modeling and coaching on the use of the core instructional materials in their classrooms.

Review student data as an indicator of implementation effectiveness.

Beginning

Engage in learning opportunities about the new instructional materials and the science of reading.

Collaborate with district partners to plan, communicate, and implement school-based PD.

Establish opportunities, structures, and roles to support PD for teachers' instructional materials implementation.

Develop and implement a communications plan to engage families and caregivers in the instructional materials implementation.

Progressing

Encourage teachers to set individual and collective goals for instructional improvement and core instructional materials utilization.

Provide opportunities for teachers to reflect individually and collectively on how they are meeting these goals and share plans for improvement with peers.

Continue to communicate with families and caregivers on the status of core instructional materials implementation and their role in supporting students.

Optimizing

Utilize continuous improvement tools to reflect with teachers on the status of schoolwide core instructional materials implementation, including whether supplemental materials are aligned with the core instruction and integrated effectively rather than simply layered on top of each other. Use these reflections to inform future support structures, literacy goals and ongoing PD.

Based on implementation effectiveness data and lessons learned overall, develop a plan for sustained core instructional materials implementation and continuous improvement, including PD, coaching, and PLCs.

Adopting and Implementing Curriculum and Materials in Action

The following examples illustrate how adopting and implementing curriculum and materials may be implemented in different contexts.

Example 1. Pine Heights Approach to Adopting and Implementing Curriculum and Materials

What is the broader context of the district?

Setting	Number of Schools	Number of Teachers	Number of Students
Metropolitan	15, Grades PK–12	280	7,000

What are the district's strengths and challenges?

Strengths	Challenges
Investment in quality facilities: The district has allocated resources to ensure that educational facilities are modern and conducive to learning. **Committed teachers and leaders:** The district has committed teachers and leaders and a supportive adult learning culture in many schools. **Ongoing professional learning communities (PLCs):** Each school in the district has ongoing PLCs focused on improving student literacy.	**Lack of consistent core instructional materials:** The district has not established expectations for a unified set of core instructional materials for ELA and literacy at the elementary level. This has resulted in misaligned coverage across different settings and grade levels. Teachers have frequently used supplemental materials in place of core instructional materials, creating gaps in student literacy learning and a sense of curricular chaos. **Lack of alignment between prekindergarten, preschool and kindergarten curriculum:** The lack of alignment between the prekindergarten and preschool and kindergarten curricula has resulted in a mismatch of educational expectations and learning experiences, resulting in gaps in children's early literacy outcomes upon entering kindergarten. **Inadequate support for students with disabilities:** The district has struggled to adequately support students with disabilities due to the lack of coordination between specialists and general education teachers and the inconsistent use of data to inform instructional decisions.

What are the district's literacy goals?

- Raise third grade literacy scores for all focal student groups by 10 percent over three years.
- Create coherence in the use of core instructional materials within and across schools.

Why was this allowable use the right fit for Pine Heights?

District leadership conducted a review of curricular materials being used in prekindergarten through third grade. District leaders determined that there was no consistent scope and sequence across the district, not all literacy skills were being taught explicitly and different skills were being taught in different grade levels. Therefore, Pine Heights leaders determined they needed to adopt consistent and high-quality instructional materials. The district began by reviewing the approved list of core instructional materials on the ODE website. They considered these in relation to the Instructional Materials Evaluation Tool. Based on this review, they chose new core instructional materials that provided strong support for different focal student groups, particularly students with disabilities.

How was this allowable use implemented?

Beginning

The district engaged the literacy leadership teams at each elementary school to orient them to the new materials and discuss the adoption plan. They held monthly virtual learning sessions for school literacy leaders to get familiar with the new instructional materials and improve their understanding of the science of reading. Next, district and site leadership teams co-developed a step-by-step rollout plan, which included designating responsibilities for each aspect of the rollout. The plan included ongoing school-based PD opportunities for teachers and regular communication with families and students about the adoption process of the new core instructional materials. Families were also surveyed to determine their family literacy goals and perceptions of their students' literacy needs.

Progressing

After the initial phase, literacy leadership teams at each school began to provide weekly in-service PD sessions to help teachers get a handle on the components of the instructional materials, with a focus on how to use them to differentiate instruction, including for students with disabilities, multilingual learners and students working below grade level. Once teachers began using the new materials, the leadership team conducted regular classroom walkthroughs to understand the rollout status. The leadership teams also checked in with teachers to get their input on implementation. They then provided individual coaching with feedback cycles to support improvements in instructional practice. Lessons learned were also shared in monthly cross-school leadership team meetings facilitated by district staff to share promising practices and collectively address challenges.

Optimizing

The leadership team continued to conduct classroom observations using an implementation rubric to determine the overall and differentiated supports teachers needed. They responded to these needs through one-on-one coaching, the development of teacher mentors to provide peer support and site-based PD. They placed teachers in tiers based on their level of effectiveness and determined the frequency of coaching based on their tier. During these various learning experiences, teachers were provided time to reflect collectively on evidence of implementation effectiveness, including student data. This evidence included student literacy data, formative assessment reflections, teacher input and leader observations. The school leadership team used this evidence, including teachers' professional goals, to identify additional structures they needed to put in place to support teachers and students.

Example 2. Birch Grove's Approach to Adopting and Implementing Curriculum and Materials

What is the broader context of the school?

Setting	Number of Schools	Number of Teachers	Number of Students
Rural	1, Grades PK–12	8	400

What are the district's strengths and challenges?

Strengths	Challenges
• **Welcoming community:** The district is part of an inclusive and supportive community, fostering a sense of belonging among students, staff and parents. In Birch Grove, every teacher knows every student and family, with many having taught generations within the same families. • **Small class sizes:** The district has prioritized reduced class sizes to ensure personalized learning for each student. • **Invested teachers and strong leaders:** Teachers in the district are highly dedicated and committed to the success of their students and often go beyond the basic teaching duties to provide support. The district also benefits from effective leadership committed to advancing the school's mission and promoting educational excellence. • **Ongoing PD:** The district started its improvement process by implementing PLCs at the school that meet monthly and focus on coaching.	• **Lack of teacher support structures:** The pandemic strained the availability of teacher support structures, affecting the availability of PD opportunities. Teachers have not received recent PD or coaching, especially regarding literacy instruction, and they use outdated core instructional materials. Overall, the prevailing adult learning culture discourages teachers from seeking help. • **Challenges for new teachers:** New teachers face difficulties properly implementing lesson plans and adapting them to meet students' diverse needs. Differentiated instruction is particularly challenging to execute without proper support and training. • **Superficial understanding of curricular programs:** Over recent years, the use of various curricular programs has prevented teachers from deeply mastering any specific program. Teachers have to interpret and understand their instructional requirements independently without support.

What are the school's literacy goals?

- Increase the coherence and quality of teacher practice.
- Develop a school adult learning culture that encourages teachers to ask for help, get feedback and celebrate their good work.

Why was this allowable use the right fit for Birch Grove?

The leadership team reviewed their instructional materials and determined they were not aligned with evidence-based literacy instruction. The team chose to adopt new core instructional materials to replace their outdated program. They reviewed the approved list of core instructional materials on the ODE website and compared them to Instructional Materials Evaluation Tool. Based on this review, they chose new core instructional materials for elementary and secondary settings that prioritized programs with strong support for differentiation, scaffolding and formative assessment practices.

How was this allowable use implemented?

Beginning

The site leadership team prepared themselves to guide and support teachers through the adoption process. They familiarized themselves with the new core instructional materials and improved their literacy content knowledge by delving into the literature on the science of reading. They then reviewed the new instructional materials to ensure they aligned with the existing prekindergarten and preschool curriculum so students transitioning to kindergarten would follow an expected sequence of skills. The team used this knowledge to develop a step-by-step adoption rollout plan for core instructional materials, which included designating who would be responsible for each aspect. The site leadership team identified teacher leaders to provide additional support for their peers (through modeling differentiation, scaffolding and formative assessment practices with the new core instructional materials). Based on the rollout plan, the leadership team (including the teacher leaders) designed and implemented school-based PD sessions for teachers. They also communicated regularly with families and students about the purpose and status of the new core instructional materials adoption process.

Progressing

After the initial phase, the leadership team began to conduct regular classroom walkthroughs to understand the rollout status. These included talking to students about their literacy experiences. The leadership teams also checked in with teachers formally (surveys) and informally (spontaneous conversations) to get their input on implementation. They discussed the information they gathered from these various sources, using an implementation rubric to determine the overall and differentiated supports teachers continued to need. These supports were ultimately provided through individual coaching feedback cycles and engagement in site-based PLCs led by lead teachers. Prekindergarten and preschool teachers participated in relevant professional learning communities and walkthroughs. Based on these experiences, teachers set individual and collective goals for instructional improvement and use of the curriculum materials.

Optimizing

Leadership team members provided structured opportunities during staff development times to reflect collectively with teachers on evidence of implementation effectiveness. This evidence included student literacy data, formative assessment reflections, teacher input and leader observations. From these conversations, the school was able to develop longer-term, schoolwide literacy goals from prekindergarten and preschool through twelfth grade, identify program improvements they wanted to make, and develop additional structures to support teachers to deepen their practice with the core instructional materials. Areas of need they identified included foundational skills, social interaction and discourse.

Key Resources for Adoption and Implementation of Curriculum and Materials

- Culturally Responsive ELA Curriculum Scorecard
- Curriculum Evaluation Guidelines
- Rubric for Evaluating Reading/ Language Arts Instructional Materials for Kindergarten to Grade 5 (REL 2017–219)

Professional Development and Coaching

Setting the Stage

School districts may use Early Literacy Success School District Grant funding to provide PD and coaching. Teachers provide high-quality, rigorous core instruction to all students, scaffold when needed and deliver targeted interventions for students struggling with grade-level proficiency. Being effective in these entities takes continual learning, practice and reflection. Engaging in high-quality PD and coaching grounded in research-aligned literacy strategies—including culturally responsive instruction and the science of reading and writing—builds teacher capacity by improving educator knowledge and instructional practices.

What are PD and coaching?

PD and coaching are essential for building educators' skills to improve student learning. The Early Literacy Success School District Grant statute defines the terms as follows:

- PD is learning that is systemic, job-embedded and aligned to current research, training and practices that support educator and student learning.
- Coaching is a structure that supports and develops educators through regular observation of their instruction using a shared framework.

What is the difference between PD and coaching?

PD is a broad term for a wide range of activities intended to support educator and student learning.

Coaching is a specific type of PD. It involves regular observations of classroom instruction.

PD and coaching are considered one allowable use under the Early Literacy Success School District Grant. While they share key characteristics and aim to improve teacher practice and student outcomes, the terms "PD" and "coaching" are not synonymous. Grant funding may be used to implement PD or coaching as separate programs or integrated as a cohesive set of activities.

Grant Requirements

Early Literacy Success School District Grant-funded PD and coaching are required to meet specific requirements. Table 3 summarizes those requirements and provides links to key related documents. (For more detailed information about requirements for all allowable uses, see Appendix B.)

Table 3. Requirements and Key Links for PD and Coaching

Requirements for PD	Requirements for Literacy Coaching	Key Links

PD and coaching funded by the grant may only be used for teachers and administrators.
 	
PD and coaching providers paid for with ELSSDG funds are required to be listed on the ODE-Approved Provider List.
 	
District- and ESD-led (internal) PD presenters are required to meet the requirements set forth in the ODE Coaching Qualifications.
	Requirements for K–3 literacy coaches, specialists and interventionists include the following:
	• Are licensed educators (license can be from any state).
	• Have a literacy-focused licensure endorsement (list of acceptable licenses endorsements include - Elementary Multiple Subject, Reading Intervention, Special Education: Generalist, or English to Speakers of Other Languages (ESOL)).
	• Have 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;
	  ○ included on the ODE list of PD providers; or
	  ○ provided by a school district or ESD.
	
	The primary role and responsibilities of literacy coaches, specialists, and interventionists include direct support of students and/or educators.
	
	Literacy coaches are additionally required to have at least 3 years of K–3 experience (this can be in a licensed role, such as teacher, admin, etc.).
	
	K–3 Literacy interventionists are additionally required to have a Reading Intervention
		ODE-Approved Provider List for PD and Coaching

Requirements for PD	Requirements for Literacy Coaching	Key Links

	Endorsement in addition to the requirements above
	
	Requirements for prekindergarten coaches include the following:
	
	• have either a bachelor's degree in early childhood education, bachelor's degree in a related field and coursework in early childhood education with a preschool focus, or a step 10 or higher on the Oregon registry;
	
	• have an active ORO account and either
	
	  ○ at least two years of experience in an Early Learning Program as a supervisor, coach, or instructional leader; or
	
	  ○ at least two years of experience providing Technical Assistance and training, including coaching, to Early Learning Programs.
	
	  ○ have experience with Practice Based Coaching and adult learning principles.
	
	• have completed the Oregon Foundations in Coaching course (free online) and are familiar with the Oregon Foundation Coaching Competencies (ELSI) or plan for how it will be completed in the next 6 months.	

What is culturally responsive?

Additionally, Per ORS 327.825 to 327.845, high-quality PD and coaching are required to be grounded in culturally responsive instruction. Culturally responsive refers to 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 a high commitment to students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives and experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

Considering Your Own Context in PD and Coaching

Effective, high-quality PD and coaching are key components of a strong, comprehensive literacy plan. The need to review or adjust PD and coaching structures and practices may be prompted when one or more of the following factors occurs at your school or district:

- Your district has adopted and is implementing a new core curriculum or supplemental materials or has added new instructional tools and assessments.
- District and school leaders align your vision for evidence-based PD and coaching with your current comprehensive literacy plan.
- District leaders consider contextual elements (number of teachers and available coaches, PD needs of your staff, etc.) before implementing a new approach to PD and coaching.
- The district includes the voices of partners within and beyond schools as defined by ORS 327.825 to 327.845 and the Early Literacy Success School District Grant (administrators, classroom teachers, literacy specialists and/or coaches, families), incorporating their ideas and feedback.

Professional Development for Coaches

Just as coaches play an important role in supporting the growth of teachers, it is equally important to support the growth and development of coaches in your building. Providing them with opportunities to practice and enhance their coaching skills, strategies and effectiveness is a necessary piece of a district's comprehensive literacy ecosystem. PD for coaches could include the following aspects: reflection on current coaching practices, deepening the understanding of coaching frameworks, developing observation skills, engaging in goal setting and action planning, and role-playing real-life challenging scenarios. Encouraging coaches to reflect on their biases and assumptions will also allow them to build more collaborative relationships with a variety of teachers. Like any other skill, successful coaching requires continuous learning, practice and reflection.

Reflection Questions to Consider When Planning Your Approach to PD and Coaching

- How will your PD or coaching fit into and support your current comprehensive literacy plan?
- What other initiatives or staff development efforts are occurring? How might they overlap with the areas of focus in your PD or coaching efforts?
- How will you ensure teachers receive coherent and mutually reinforcing messages across trainings and initiatives?

Evidence Base and Implementation Best Practices

Research shows that high-quality PD and coaching are tools for building teacher efficacy, improving instruction, increasing teacher retention and, ultimately, improving student outcomes[xv]. This section summarizes the supporting research, beginning with an overview of the characteristics of effective PD and coaching and ends with a high-level summary of best practices across all implementation stages.

Effective PD

Effective PD is content-focused. PD on early literacy instruction is grounded in research-aligned literacy strategies and based on long-term research derived from the science of reading and writing.[xvi] Further, it builds teachers' capacity to enact research-aligned literacy instruction for diverse students, including those with disabilities and multilingual learners.

What are the characteristics of effective PD?

- Content-focused and job-embedded
- Grounded in adult learning theory
- Includes collaboration
- Models concrete practices
- Provides time to reflect and receive feedback
- Occurs over a sustained time
- Follows up trainings with ongoing coaching

Effective PD is job-embedded, meaning it is grounded in the real-life contexts of teachers' classrooms. It helps teachers see how to apply what they are learning in developmentally appropriate ways, building on their students' individual strengths and considering their ages and social-cultural contexts. For example, effective PD on multi-tiered systems of support (MTSS) makes explicit what Tier 1, 2, and 3 instruction looks like, and in ways that are age-specific and developmentally appropriate (for example, making explicit what tiered support looks like in prekindergarten and preschool versus third grade).

Effective PD incorporates active learning grounded in adult learning theory. Teachers themselves engage in the types of experiences, strategies and routines they are learning to use in their classrooms. Examples include collaboratively analyzing student work or viewing and debriefing videos of instruction. It also provides ample opportunity for collaboration. Collaboration can occur between just two teachers or within and across entire schools. Effective PD encourages peer collaboration.

In effective PD, high-leverage practices are modeled. It focuses on concrete practices, not abstract ideas decontextualized from the daily work of teaching.[xvii] Teachers watch videos, observe others or read exemplar lessons or unit plans. Teachers have opportunities to reflect and receive feedback on their practice. Effective PD is of sustained duration, meaning it provides teachers with enough time to learn, apply and reflect. This means PD occurs over weeks, months or years, not through single-day workshops.[xviii] This is especially critical in districts or schools implementing new curriculum since implementation is a multi-year and ongoing process for which teachers need sustained PD and support. Finally, effective PD includes coaching and expert support.[xix]

Effective Coaching and Coaches

The overall goal of coaching is to improve student outcomes by increasing teachers' use of evidence-based practices.[xx]

Effective coaching involves cycles of classroom observation by a trained coach. Observation, coupled with modeling and feedback, are among the most significant coaching activities for improving teacher practice.

- Through observation, coaches can collect data on student learning and teachers' use of effective practices. Coaches can also use this time to model or demonstrate effective practices, helping teachers visualize what practices look like in their classrooms.
- In pre- and post-observation activities, coaches provide performance feedback grounded in formal and informal data such as observation notes and student work. These meetings can include coaching activities such as co-planning standards-aligned instruction, analyzing evidence of student learning, reflection and setting next steps.

What are high-quality coaching practices?

- Observation
- Modeling
- Performance feedback

Who are effective coaches?

- Content area experts
- Experts in adult learning principles

What makes effective coaches?

- Alliance-building strategies
- Ongoing training
- Aligning with school or district goals and initiatives
- Varying coaching stances but are non-evaluative
- Defining roles clearly

These cycles of observation, feedback and aligned activities occur regularly and over a sustained period of time. Coaches meet their teachers frequently (weekly), though the cadence and intensity of coaching vary according to teacher needs.[xxi]

A critical component of high-quality teaching is a highly effective coach. These individuals possess specific skills that are continuously developed through ongoing training.[xxii] A key area of expertise is

specialized and relevant content area knowledge, including strategies for supporting the grade bands they serve, ranging from early childhood to upper elementary grades. For example, reading instruction coaches are up to date on the ever-evolving research in the science of reading.[xxiii] Successful coaches are experts in effective coaching practices grounded in adult learning principles. For example, during coaching cycles, effective coaches take varied stances based on the needs of the teacher or context, including data analyst, co-planner, consultant or collaborator. They employ a range of coaching practices and strategies (modeling, conferencing, having data chats).[xxiv] Effective coaches employ alliance-building strategies—interpersonal and collaboration skills that build trust and rapport. These are key since positive teacher–coach relationships correlate with improved teacher practice. These strategies include listening with empathy, restating and summarizing information, asking open-ended questions and identifying teachers' goals.

Finally, strong coaching programs are aligned and coherent with school and district goals and initiatives, especially district or school comprehensive literacy plans. Schools establish clear lines of communication between the coach and others at the site, especially administrators. Formal agreements can outline the coach's roles, scope of work and responsibilities.[xxv] Effective coaching is generally non-evaluative, where coaches provide descriptive (non-evaluative) feedback.

Training coaches and pairing individual teachers with skilled coaches have associated labor costs. Another associated resource is time (providing teachers with release time to meet with their coach).[xxvi] For these reasons, developing and sustaining high-quality coaching can be resource-intensive, especially compared to one-off PD trainings for large groups.[xxvii] However, teachers are far more likely to implement practices they learned about in PD when high-quality coaching follows.[xxviii]

Reflection Questions for a Successful Start

- How do you currently measure the effectiveness of coaching in your school?
- What areas of instruction could benefit most from targeted coaching? What areas have gained the most significant improvements in practice as a result of coaching?
- Coaching is resource-intensive and difficult to scale. How will you allocate resources to ensure adequate support to train coaches and provide them with ongoing support? Who in leadership will champion coaching for long-term success? What systems-level partners will you need to engage to ensure coaches receive the supports and ongoing training they need?

Process of Implementation

When districts and schools use Early Literacy Success School District Grant funding to establish PD or coaching, implementation may occur in three stages: beginning, progressing and optimizing.

Beginning	Progressing	Optimizing
Engage in data analysis using multiple points to identify needs and set specific goals. Allocate resources. Create a data collection plan.[xxix] Design an evidence-based PD or coaching model that ensures reading instruction is grounded in the science of reading. Design a coaching program with a sustainable cost structure. Hire and train qualified coaches. Clearly establish and define coach roles.	Formatively assess the impact of the PD or coaching and revise based on feedback. Track fidelity by collecting and analyzing data identified in the data collection plan. Provide coaches with ongoing training and support. Ask for feedback from educators on challenges they face in the classroom and address content that is responsive to teacher needs.	Collect summative feedback and data from educators and education partners. Report and reflect on results. Leaders at all levels (state, district, community) work to support the long-term use of coaching. Revise policies and organizational structures as needed to ensure coaching occurs as designed.

PD and Coaching in Action

The following examples illustrate how PD and coaching may be implemented in different contexts.

Example 1: Pinecone School District's Hybrid Approach to PD

What is the broader context of the district?

Setting	Number of Schools	Number of Teachers	Number of Students
Rural	1, Grades PK–8	15	300

What are the district's strengths and challenges?

Strengths	Challenges
Strong school and community relationships: The district is deeply rooted in its community. There are strong relationships between teachers, students and families.	**Limited access to in-person literacy trainings**: Pinecone's educators have limited access to off-site, in-person literacy trainings or workshops. They do have access to online and asynchronous trainings, but without in-person connections with mentors or other literacy

Strengths	Challenges
Committed educators: District teachers are passionate about their work and deeply invested in their students. **Strong relationship with the ESD:** The district has built a strong relationship with the local ESD. Among other benefits, this has enabled Pinecone to access some external PD resources that would otherwise be unavailable.	coaches and experts, teachers are left making sense of their learning largely on their own. **Limited access to role-alike colleagues:** Most Pinecone teachers are the only ones teaching their specific grade level or subject, and there are few opportunities to collaborate in person with role-alike peers across the district. **Lack of specialized staff:** Teachers are very interested in learning more about current methods for teaching fluency, comprehension, phonemic awareness and literacy acceleration. But with no district personnel with specialized training in these areas, teachers are unsure how to get the specialized training they need to better support their students.

What are the district's literacy goals?

- Improve literacy outcomes for all students, particularly closing opportunity gaps for students with disabilities and multilingual learners.
- Strengthen foundational literacy skills, with a focus on reading fluency, comprehension and phonemic awareness, by bolstering teacher instruction based on the science of reading and writing and literacy development across prekindergarten and preschool through third grade.
- Increase the percentage of students meeting or exceeding state literacy benchmarks, measured through improved state assessment scores, progress monitoring data and a reduction in opportunity gaps.

Why was this allowable use the right fit for Pinecone School District?

Pinecone School District recognized the need for high-quality, ongoing PD to support its teachers in improving literacy instruction rooted in the science of reading and writing and to reach their literacy goals. Given Pinecone's geographic isolation and limited access to face-to-face PD, they decided to partner with their ESD to offer hybrid PD and coaching opportunities. The hybrid model combined in-person workshops with virtual sessions, providing teachers with direct instruction and the flexibility of online learning while enabling teachers to collaborate with peers in nearby districts. Committed to enhancing teacher development and student outcomes, Pinecone viewed the ESD partnership as a key strategy for improving literacy instruction and fostering professional growth.

How was this allowable use implemented?

Beginning

The leadership team at Pinecone School District, including the superintendent and instructional coordinator, met with ESD representatives to design a hybrid PD program. They began with a needs assessment, surveying teachers on their areas of need around literacy instruction to determine the most effective PD format. Based on this feedback, the ESD and Pinecone leadership team developed a series of hybrid workshops, including virtual sessions and in-person meetings. The workshops focused on research-aligned strategies in pedagogical approaches to fluency, comprehension and phonemic awareness, with a special focus on literacy development across prekindergarten and preschool through third grade, to be delivered through monthly in-person workshops and bi-weekly virtual sessions. The ESD and Pinecone leadership team ensured the strategies and content presented in the workshops were coherent with the district's core curriculum and aligned instructional materials.

Progressing

Once the program design was finalized, ESD and Pinecone administrators collaboratively coordinated the PD sessions. Teachers were given access to an online platform to view upcoming PD opportunities, register for sessions and find resources from previous workshops. Early release days were provided for in-person sessions, while virtual sessions were scheduled outside of instructional hours. During the sessions, the ESD facilitated breakout groups for grade-level teachers to collaborate, schedule peer observations (both virtually and in-person) and share instructional practices. To further support collaboration, the leadership team established an online discussion forum where teachers could ask questions, share successes and discuss challenges with colleagues from other districts.

Optimizing

Throughout the year, the ESD and Pinecone administrators monitored the impact of the hybrid PD program using teacher surveys, observations and student literacy data. In post-session reflection forms, teachers outlined their plans for implementing new classroom strategies. Principals conducted regular classroom walkthroughs and provided feedback on teachers' integration of new strategies. Mid-year, the ESD hosted a virtual check-in session for teachers to share successes and challenges so the leadership team could adjust based on their feedback. By the end of the year, Pinecone saw improved teacher confidence in implementing literacy strategies, with initial data indicating a positive impact on early literacy scores, particularly for multilingual learners and students with disabilities. Given the success of the hybrid model, Pinecone expanded its partnership with the ESD to ensure continued PD and opportunities for teacher collaboration in future years.

Example 2: Golden Leaf School District's Approach to PD and Integrated Coaching Focused on Culturally Responsive Instruction

What is the broader context of the district?

Setting	Number of Schools	Number of Teachers	Number of Students
Metropolitan	6, Grades PK–12	200	4,500

What are the district's strengths and challenges?

Strengths	Challenges
• **Richly diverse student population:** Golden Leaf is a large district in a metropolitan area with a diverse student population representing multiple cultural and ethnic groups. With shifting demographics, students have increasing opportunities to learn alongside peers from different backgrounds. • **Leaders committed to research-aligned practices:** The district's leaders, including its superintendent and the director of instruction, are committed to grounding work in evidence-based best practices. Whenever they implement new initiatives, they consult research and consider how to implement them with fidelity to best practices. • **Strong school and community relationships:** The district has invested significant effort in establishing and maintaining relationships with local community members, especially parents of the youngest learners (prekindergarten, preschool, kindergarten) with whom the district closely partnered in its kindergarten readiness program. Parent engagement is high.	• **Lack of training in culturally responsive instruction:** Although teachers welcome the increasing diversity of the student population, they have had very little training on how to ensure their classrooms are inclusive and affirming for diverse cultural and linguistic assets. • **Lack of training on supporting multilingual learners:** Although there has been a significant investment in training in the science of reading and writing, there has been relatively little training on how to support the language and literacy development of multilingual learners. Teachers attended one single-day, all-district training the previous year, but they have had very little chance to understand what effective practices look like in the context of their classrooms. Teachers identified an area of growth: diving into data on how their multilingual learners are doing in their classrooms. But without more training, they do not have the resources to proceed. • **Many competing priorities:** Staff meet weekly, but teachers and leaders feel there is never enough time to address all areas needing attention. As a result, new initiatives often get rolled out but are not sustained.

What are the district's literacy goals?

- Improve literacy outcomes for all students.
- Focus on ensuring success for multilingual learners and students with disabilities.
- Strengthen and share instructional strategies that focus on implementing engaging, culturally responsive and linguistically responsive literacy practices grounded in the science of reading and writing.

Why was this allowable use the right fit for Golden Leaf?

As the district saw growth in its multilingual learner population, Golden Leaf recognized an opportunity to strengthen instruction by deepening teachers' expertise in culturally responsive pedagogy to support all students, including multilingual learners and students with disabilities. To achieve its literacy goals, the district developed and implemented PD sessions and integrated coaching focused on culturally responsive instruction and strategies for supporting multilingual learners in the general education classroom.

How was this allowable use implemented?

Beginning

The Golden Leaf leadership team, including the superintendent and the director of instruction, began by reading about evidence-based practices for effective PD. Reviewing the research on how effective PD is sustained over time, they recognized a challenge in the past has been letting staff development time get used to address last-minute needs, such as training on newly rolled-out software tools. This year, they committed to ensuring PD remained a top priority by setting aside specific dates for PD on the school calendar. Second, although they knew that coaching is a powerful form of PD, reviewing the research highlighted how important it is that the PD and coaching focus areas be tightly aligned. This highlighted ways that, in the past, administrators who designed and facilitated PD did not always closely collaborate with the on-site coaches. Finally, they identified PD leaders with expertise in culturally responsive instruction and strategies for supporting multilingual learners.

Progressing	Golden Leaf leadership designed a series of monthly PD workshops on culturally responsive instruction and supporting multilingual learners. Facilitators incorporated active learning strategies by dedicating time in each workshop to analyzing classroom videos where teachers modeled target practices specifically focused on culturally responsive practices grounded in the science of reading and writing. Teachers discussed the videos, identified effective practices and reflected on how they could try the practices in their classrooms. Also, leveraging the school's strengths in relationship-building with the local community and active parent engagement, participants gained additional skills in communicating proactively with families of multilingual learners. The district followed up these PD workshops with coaching cycles that tightly aligned with the PD focus areas. Through classroom observations, modeling and feedback, coaches provided individualized support for implementing the practices teachers learned in the workshops.
Optimizing	Throughout the year, Golden Leaf's leadership team, in collaboration with literacy coaches, closely monitored the progress of the PD and integrated coaching. In regular coaches' forums, coaches received ongoing training on effective coaching practices, analyzed feedback from the teachers they were coaching and reflected on their own and their teachers' progress. Coaches met regularly with instructional leads to ensure the coaching focus was coherent with the district's comprehensive literacy plan, core curriculum and aligned instructional practices. The leadership team and coaches also analyzed student-level data from multiple sources, including formative assessments, progress monitoring data, classroom observations, attendance records and satisfaction surveys; they also paid special attention to outcome data for multilingual learners and students with disabilities. By the end of the year, early data indicated an increase in student achievement and engagement and showed that teachers felt more equipped to create inclusive, culturally responsive classrooms.

Reflection Questions

- How can your district or school leverage its existing strengths to overcome challenges such as geographic isolation or other contextual factors in your specific setting?
- How is your district or school currently fostering collaboration among teachers across grade levels, including teachers of the youngest learners (prekindergarten and preschool)? How is it fostering collaboration within and across districts and with early learning partners in your community? How might you facilitate collaboration between your teachers and teachers at other districts, schools or within the ESD or region?
- How is your district or school using data to monitor PD efforts and adapt to teacher and student needs?

Key Resources for PD and Coaching

PD

- Building Better PL: How to Strengthen Teacher Learning
- Effective Teacher Professional Development
- Evaluating Professional Learning: A Tool for Schools and Districts

Coaching

- Effective Coaching: Improving Teacher Practice and Outcomes for All Learners
- Improving Teacher Performance Through Instructional Coaching
- Self-Study Guide for Evidence-Based Coaching for Literacy: Prekindergarten/preschool–Grade 12 (REL 2021–062)

Hiring Literacy Coaches, Specialists and Interventionists

Setting the Stage

School districts may use Early Literacy Success School District Grant funding to employ licensed literacy coaches, specialists and interventionists. Teachers play the primary role in delivering targeted interventions for students; however, these specialized staff support literacy growth through targeted literacy interventions, specialized literacy support and evidence-based instructional strategies.

Grant Requirements

Early Literacy Success School District Grant-funded literacy coaches, specialists and interventionists are required to meet specific requirements. Table 5 summarizes those requirements and provides links to key related documents. (For more detailed information about requirements for all allowable uses, see Appendix B.)

- Literacy coaches implement and support best practices in literacy instruction across education settings and support educators and students. Coaching is a structure that supports and develops educators through regular observation of their instruction using a shared framework.
- Literacy specialists focus on literacy instruction, assessment, and support within the classroom. They support educators and students.
- Literacy interventionists provide targeted reading interventions for students not yet at grade level. They support students in accelerating their learning through targeted supports and individualized needs.

Table 4. Requirements for Hiring

Requirements
Requirements for K–3 literacy coaches, specialists and interventionists include the following: • Are licensed educators (license can be from any state). • Have a literacy-focused licensure endorsement from any state (list of acceptable license endorsements including Elementary Multiple Subject, Reading Intervention, Special Education: Generalist, or English to Speakers of Other Languages (ESOL)). • Have advanced training or certification in research-aligned literacy strategies and the science of reading and writing that was either:

Requirements

- 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;
- included on the ODE list of PD providers; or
- provided by a school district or ESD.

The primary roles and responsibilities of literacy coaches, specialists, and interventionists include direct support of students and education. Literacy coaches are additionally required to have at least 3 years of K–3 experience (this can be in a licensed role, such as teacher, admin, etc.).

- K–3 Literacy interventionists are additionally required to have a Reading Intervention Endorsement in addition to the requirements above.

Prekindergarten and preschool Literacy coaches are required to have the following:

- Have either a bachelor's degree in early childhood education, a bachelor's degree in a related field and coursework in early childhood education with a preschool focus, or a step 10 or higher on the Oregon registry.
- Have an active ORO account and either:
  - At least two years of experience in an Early Learning Program as a supervisor, coach, or instructional leader; or
  - At least two years of experience providing Technical Assistance and training, including coaching, to Early Learning Programs.
- Have experience with Practice Based Coaching and adult learning principles.
- Have completed the Oregon Foundations in Coaching course (free online) and are familiar with the Oregon Foundation Coaching Competencies (ELSI) or plan for how it will be completed in the next 6 months.

What are the benefits of hiring literacy coaches, specialists, and interventionists?

Hiring literacy coaches, specialists, and interventionists provides cohesive, sustained and targeted support for educators and students to enhance teaching practices and student outcomes. These specialized staff are highly skilled in delivering specialized, differentiated and developmentally appropriate instruction tailored to diverse student needs, including multilingual learners and students with disabilities. Hiring staff whose work aligns with the specific needs of schools and districts helps educators support students in their unique contexts. The primary responsibilities of literacy coaches

and specialists include the following:

- Help teachers refine instructional techniques and reflect on their practices to identify strengths and areas for improvement.
- Assist schools to prioritize and organize technical assistance (support educators' use of instructional materials, train on specific teaching strategies, develop comprehensive literacy plans, and analyze data to monitor and improve student progress); and
- Support the effective implementation of instructional materials, including reflecting on the alignment between the core curriculum and supplemental materials.
- Demonstrate the knowledge and expertise to support teachers across all grade levels, including prekindergarten and preschool.

Leveraging Specialized Staff

Literacy coaches, specialists and interventionists are key to implementing essential components of comprehensive literacy plans, such as high-quality PD, coaching, effective use of instructional materials and extended learning programs.

By fostering collaborative relationships among staff, these specialized staff help create a supportive environment for professional growth.[xxx]

While literacy coaches and specialists spend their time supporting both teachers *and* students, literacy interventionists primarily work with students not yet reading at grade level, providing targeted reading interventions such as focused phonics instruction. This can ensure students receive the appropriate intensity and duration of support[xxxi].

Considering Your Context When Hiring Literacy Coaches, Specialists and Interventionists

Hiring literacy coaches, specialists, and interventionists requires careful consideration of your district or school's unique context.

The following factors may guide hiring decisions:

- **Defining roles and responsibilities:** Clearly define the roles and responsibilities of literacy coaches, specialists and interventionists with your district's comprehensive literacy plan, ensuring they are seen as integral to its successful implementation, not just as additional staff.

- **Assessing resources and structures:** Evaluate the current resources and structures that are in place to support effective literacy coaching and acceleration. This includes time for teachers to collaborate with coaches, engage in reflective conversations and participate in PD activities. If your district or school is working on increasing literacy proficiency, you may particularly benefit from having specialized staff who can work directly with students who will benefit from additional support.
- **Supporting other allowable uses:** Determine how specialized staff can support your comprehensive literacy plan and the effective implementation of other allowable uses of the Early Literacy Success School District Grant, such as extended learning opportunities, high-dosage tutoring and adopting and implementing instructional curriculum and materials.

Leveraging Staff to Support Acceleration

Literacy coaches, specialists, and interventionists are well-positioned to provide high-dosage tutoring and/or train staff within the school to be qualified tutors. With a deep knowledge of literacy and effective instructional practices, these specialized staff can support implementing frequent, intensive tutoring to meet the needs of different groups of students, such as students not yet on grade level or multilingual learners.

Reflection Questions to Consider When Assessing Your Need for Specialized Staff

- What are your key goals and priorities for the district's comprehensive literacy plan? How can hiring a literacy coach, specialist or interventionist help address these priorities?
- What are the key roles and responsibilities of your specialized staff? What type of specialized staff is more likely to meet your needs: literacy coach, specialist or interventionist? Is this clearly reflected in your job description and selection criteria?
- Would it make more sense for your district or school to hire an external literacy coach from the Coaching provider list developed by ODE or build the capacity within your school or district?
- Do you have a recruitment and retention plan for specialized staff? If recruitment is challenging, how will you train specialized staff in these roles?

Evidence Base and Implementation Best Practices

Research highlights the critical role that literacy coaches, specialists and interventionists play in improving literacy outcomes. It is key that these roles be clearly defined and staffed by well-trained individuals who receive ongoing and sustained support[xxxii]. Additionally, research shows that strong overall programming for these roles, such as comprehensive coaching and literacy programs, are essential for building teacher capacity and improving student outcomes.

When considering hiring a literacy coach, one of the first steps is to develop screening rubrics that articulate ideal candidate competencies and skills.[xxxiii]. Competencies for an effective literacy coach include the following:

- Active listening.
- Effective communication.
- Ability to establish rapport and trust with teachers.
- Ability to provide effective feedback[xxxiv]so coaches can develop trust-based relationships with teachers.

Additionally, strong candidates should bring the following skills:

- Skills as a highly effective K–3 classroom teacher in reading and writing.
- Skills to effectively support students not yet at grade level.
- Skills to assume instructional leadership roles at the school.[xxxv]

In addition, the ideal literacy coach candidates bring knowledge and experience in the following:

- Designing and leading PD for adults.
- Working with teachers to interpret student assessment data.
- Conducting classroom-based observations and providing feedback.

How do literacy coaches, specialists and specialists support literacy instruction?

The support provided by literacy coaches, specialists, and interventionists is essential for meeting students' diverse needs in a classroom. Through evidence-based PD and tailored coaching, literacy coaches and specialists help teachers maximize the use of high-quality instructional materials to enhance instruction and student success.

While teachers take the lead on implementing tiered interventions in their classrooms, interventionists' can also step in to provide targeted instruction to meet students' needs. It is a best practice to ensure that students most in need of support receive targeted instruction from the highest-skilled adult in the classroom, which is likely the classroom teacher and the interventionist. Working together, targeted instruction from the teacher and interventionist can accelerate students' growth and proficiency.

Like effective literacy coaches, effective literacy specialists and interventionists demonstrate the following qualities:

- Have deep knowledge of literacy instruction, including in the science of reading and writing.
- Are skilled in engaging instructional routines and building strong relationships with students.

When hiring literacy coaches, specialists or interventionists, it is critical to clearly define their roles based on evidence-based practices. These roles may be multi-dimensional, including determining the literacy curriculum, training and mentoring individual teachers and classified staff, using data to improve instruction and planning and implementing schoolwide literacy initiatives. For example, while some literacy coaches primarily focus on supporting teacher development (literacy coach as a mentor), others guide the total literacy program in a school (literacy coach as director)[xxxvi]. For this reason, having clear job descriptions and protocols are essential when posting, selecting and hiring candidates.[xxxvii]

Given the multitude of responsibilities a coach, interventionist or specialist may carry, expectations for these roles should also be clearly articulated and support the specific needs of the district and school. For example, coaches can struggle to organize their time effectively and spend time on activities unrelated to their coaching role that do not contribute to improving teacher knowledge or skills if they are asked to perform duties outside of their role, such as providing regular classroom coverage or monitoring school meals.

Additionally, by establishing clear communication between interventionists and school leadership about the duration, frequency and size of student groups —tailored to student needs and grade levels— interventionists can align their practices with research-aligned best practices.[xxxviii] For this reason, having partnership agreements and maintaining consistent communication between the principal and the coach can support in clarifying coach duties, expected results and mutual responsibilities of both parties in supporting literacy instruction[xxxix]. This approach also applies to literacy specialists and interventionists, where clear expectations promote alignment and accountability across all roles to drive student success.

When considering hiring specialized staff, including literacy coaches, specialists and interventionists, it is important to examine the school or district's ability to resource and support an effective coaching program. For example, it is critical for each coach to have a manageable number of teachers to support so that coaches can give each teacher the time and support they need without being overloaded. The same principle extends to specialists and interventionists regarding how many teachers and/or students they support.

Further, effective schools and districts allocate time for teachers and specialized staff to meet and collaborate, including the ability to visit other classrooms, have reflective conversations and attend PD sessions and conferences.[xl] Given these considerations, combined with understanding school- and

district-level resources, schools or districts may hire fewer coaches and prioritize coaching for a targeted group of teachers (novice teachers, teachers with the lowest student proficiency rates). Or, in a school or district where teacher leaders have schedules that include instructional release time, they may be tapped to provide some coaching.[xli]

Reflection Questions for a Successful Start

- Does your school or district have the funds to sustain a literacy coach, specialist or interventionist? Will the staff work with all the teachers or just a subset? Will the specialized staff be dedicated to one school or can they support multiple schools?
- Do teachers have regularly scheduled, dedicated time to meet with a literacy coach or specialist? Is this time fund-dependent (requires substitute teachers to be paid to honor this time)?
- What strategies or structures can be implemented in your district or school to ensure effective communication between literacy coaches, specialists, interventionists and school leadership to maintain alignment on goals, responsibilities and student outcomes?

Process of Implementation

When districts and schools use Early Literacy Success School District Grants to hire specialized staff, implementation may occur in three stages: beginning, progressing and optimizing. Districts and schools should consider program implementation and the staffing they need to support it. A clear understanding of a literacy program's goals and the roles of specialized staff is essential for both components. Figures 7 and 8 outline the beginning, progressing and optimizing implementation process for planning a literacy program and staffing literacy programs.

Literacy program implementation involves planning, resource allocation and timeline creation to execute the program effectively.

Beginning

Engage key actors (educators, administrators, parents) in planning and vision-building to identify where and which specialized staff are most needed.

Establish a clear vision for the literacy program that involves coaches, specialists and interventionists.

Progressing

Reinforce program goals and vision through ongoing communication and principal–specialist partnership agreements.

Clarify roles and responsibilities for consistent understanding.

Once hired, develop foundational resources and training to support

Optimizing

Use continuous feedback loops to fine-tune the program.

Regularly revisit and refine program goals to align with evolving district and school objectives.

Utilize consistent community involvement and parental engagement in program activities.

Beginning	Progressing	Optimizing
Create specific goals that emphasize improving teaching practices and student outcomes.	coaches, specialists and interventionists. Set up baseline metrics and initial evaluation tools to monitor program impact and conduct regular evaluations to assess the program's effectiveness.	Develop plans for ongoing training, resource allocation and long-term sustainability.

In contrast, staff implementation focuses on ensuring that the right individuals—literacy coaches, specialists and interventionists—are in place with the necessary skills and expertise to support the program's success.

Beginning	Progressing	Optimizing
Create job descriptions that outline the roles needed and subsequent selection criteria. Use a structured interview process with consistent questions, including a diverse hiring panel, to ensure fairness and mitigate unconscious bias. Design an onboarding process that introduces roles and responsibilities. Begin targeted outreach to diverse communities and institutions to broaden the candidate pool.	Provide structured onboarding for new hires, including PD. Foster ongoing communication about roles and responsibilities. Pair new hires with seasoned staff for mentorship.	Establish partnerships with organizations dedicated to equity to expand candidate recruitment. Expand PD programs, incorporating diverse learning and growth opportunities. Maintain and adapt mentorship programs based on staff needs and feedback. Continuously refine hiring and onboarding practices based on feedback.

Hiring in Action

The following examples illustrate how hiring may be implemented in different contexts.

Example 1: Cedar Hollow's Approach to Hiring

What is the broader context of the district?

Setting	Number of Schools	Number of Teachers	Number of Students
Rural	2, Grades K–12	6	130

What are the district's strengths and challenges?

Strengths	Challenges
• **Strong community engagement and support:** Marked by close-knit communities and collaborative spirits, a strong culture of support flourishes among teachers, families and local businesses. These groups work in concert to create enriching learning environments, demonstrating a collective commitment to education. By forming strategic partnerships with community organizations like local agricultural groups, they provide students diverse enrichment opportunities that enhance their academic and personal growth. • **Teacher commitment:** Teachers are deeply committed to their students, often going above and beyond with limited resources. They provide informal tutoring after school when needed and even attend students' games and performances.	• **Resource constraints:** The district is small and has a high mobility rate, impacting its ability to hire roles specifically designated for specialized staff. Existing teachers are often required to fulfill multiple roles, limiting their ability to focus on specialized areas of student need. • **PD limitations:** Teachers lack sustained support and resources needed to refine their practices. The district offers limited opportunities for high-quality PD that is grounded in in effective and research-aligned literacy instruction. • **Student dynamics:** Students have high mobility rates, leading to inconsistent learning experiences, as frequent transitioning between schools can disrupt their educational continuity.

What are the district's literacy goals?

- Improve literacy outcomes for students, particularly in the foundational early grades.
- Grow educators' knowledge of evidence-based practices in the science of reading and writing.
- Provide teachers with ongoing, high-quality PD to help students develop strong reading and writing skills.

- Foster a culture of collaboration and professional growth where educators can continually improve their practice and share strategies for success.
- Raise literacy proficiency levels across the region and create more equitable educational opportunities for all students.

Why was this allowable use the right fit for Cedar Hollow?

Recognizing the need for more targeted literacy support, district leaders engaged with teachers to discuss the challenges they are currently facing and opportunities for deepening knowledge around literacy instruction. These conversations revealed a strong desire for a culture of collaboration and professional growth where teachers could share strategies and continuously refine their practices. Through these conversations, the districts recognized the need for a literacy coach to deliver ongoing training, model effective strategies and support the implementation of research-aligned practices grounded in the science of reading and writing. They pooled their resources to hire a literacy coach through the regional ESD. This way, the five districts could provide consistent, high-quality PD for their teachers.

How was this allowable use implemented?

Beginning	District leadership across the five districts created a clear and unified vision for improving literacy across the region, which included improving third grade literacy proficiency and addressing opportunity gaps. They engaged and collaborated with classified staff, teachers and administrators to clearly understand the needs at individual school sites and to establish clear expectations for the position. Leadership shared this vision and desired responsibilities, qualifications and outcomes for utilizing a literacy coach with their regional ESD. The school districts co-created shared norms and expectations for how the literacy coach would be utilized across their schools to ensure consistent support and alignment.
Progressing	A new literacy coach was hired through a transparent, rigorous process that prioritized qualifications in the science of reading and writing and aligned with the district's specific needs. Once hired, the literacy coach underwent a comprehensive onboarding process where they were introduced to the district's vision, goals and the unique challenges they faced. District leadership established clear communication norms with the new literacy coach as they developed relationships with principals and educators to clarify their roles and responsibilities. The districts, in partnership with the literacy coach and input from school sites, created a multi-year PD plan centered on instruction based on the research-aligned best practices of the science of reading and writing.

Optimizing	The literacy coach began actively supporting educators across the five districts by enhancing their pedagogical knowledge of reading and writing strategies rooted in evidence-based practices. This included helping teachers implement high-impact practices such as explicit phonics instruction, interactive read-alouds and targeted small-group support to develop early literacy and improve student outcomes. The districts also developed an evaluation system that included surveys to assess educator engagement and measure the effectiveness of the strategies being implemented. In addition, district leadership, the ESD and the literacy coach scheduled consistent check-ins to discuss feedback on the coaching model and make necessary adjustments to optimize its impact. These meetings also involved analyzing student data from various sources to monitor progress and evaluate the coach's impact on teaching practices and student outcomes. Through these systems, continuous feedback loops were established between the coach, teachers, administrators and district leadership to ensure that the comprehensive literacy plan remained aligned with the evolving needs of schools and the community. For example, the literacy coach helped teachers implement explicit phonics instruction and differentiated small group reading support, which led to measurable improvements in early literacy outcomes, such as increased reading fluency and comprehension scores among students in the lower grades.

Example 2: Riverview's Approach to Hiring

What is the broader context of the district?

Setting	Number of Schools	Number of Teachers	Number of Students
Rural	35, Grades PK–12	2,000	30,000

What are the district's strengths and challenges?

Strengths	Challenges
• **Commitment to supporting students:** There is strong dedication among staff to ensure that all students receive the necessary support for their academic and personal development. • **Strong peer coaching model:** Many schools implement a robust peer coaching system, allowing teachers to provide feedback and support to one another. • **Continuous improvement focus:** The district promotes a culture of continuous improvement, encouraging educators to	• **Lack of targeted PD:** The district faces challenges related to insufficient specialized coaching and training in the science of reading and inadequate attention to aligning curriculum and instruction between prekindergarten, preschool and kindergarten. • **Overwhelming diversity in student needs:** Teachers are challenged by the diverse student needs within classrooms, particularly those who speak other native languages than English and have varying literacy levels. • **Large district size complicates training:** The expansive size of the district, combined with the varying needs of its student population, makes it

Strengths	Challenges
engage in PD and seek out innovative teaching approaches. • **Shared goals and vision:** Educators collaborate to establish common objectives that align with the district's overall mission, fostering a unified approach to student success. • **Resource sharing:** Collaborative efforts among staff often lead to improved resource sharing, enabling access to diverse educational materials and support systems. • **Positive relationships among staff:** Bonds between educators contribute to a supportive work environment.	difficult to offer sustained and context-specific PD to teachers and staff.

What are the district's literacy goals?

- Improve student outcomes by strengthening both core instruction and targeted interventions. Increase the percentage of third grade students meeting literacy proficiency benchmarks, especially among multilingual learners and those from underserved households.

Why is this allowable use the right fit for Riverview?

Historically, the district has used a mix of internal resources and external partnerships, such as collaborations with local universities and nonprofits, to support literacy instruction. However, there has been no consistent or formalized coaching system across schools, with some schools employing literacy coaches on a limited basis. Similarly, while interventionists have been placed in some schools, budget and staffing constraints have limited their reach and effectiveness. After conferring with staff across school sites and reviewing their literacy data, district leadership has decided to hire literacy coaches and interventionists as part of a focused strategy to bolster educators' core practices and improve student literacy outcomes. Riverview has also decided to hire interventionists for the highest-need schools to provide targeted support to students who can benefit from additional support to enhance their learning and success. By focusing on teacher development and direct student support, the district is prioritizing a comprehensive approach to literacy improvement.

How was this allowable use implemented?

Beginning

District leadership, in collaboration with school staff, developed a unified vision for improving literacy outcomes, focusing on strengthening core instruction and providing targeted support for students with the greatest needs. Then, using student performance data, school-level assessments and demographic information, the district identified schools with the highest need for interventionists and set key goals for increasing literacy proficiency and strengthening core instruction. During this process, leadership worked closely with the central office team to create job descriptions aligned with the district's literacy objectives.

Progressing

The district launched a comprehensive, transparent hiring process to recruit literacy coaches and interventionists. Instructional coaches were hired to support teachers in improving core literacy instruction and implementing evidence-based practices, while interventionists were placed in high-need schools to provide targeted support for readers not yet at grade level. Both groups underwent a thorough onboarding process where they created partnership agreements with school principals and became familiarized with the district's goals and the unique challenges each school faces.

Optimizing

After being hired, the literacy coaches began supporting teachers across schools through co-planning, lesson modeling and facilitating PD to enhance core literacy instruction. They also led alignment conversations between prekindergarten, preschool and kindergarten teachers. Interventionists were placed in high-need schools, working directly with students to provide targeted support using data-driven, research-aligned methods to improve literacy outcomes. District leadership established regular check-ins and feedback loops to monitor the effectiveness of both roles, ensuring they were meeting the needs of teachers and students. Surveys, classroom observations and student progress data were gathered to evaluate the impact of the positions and make adjustments as necessary. Continuous feedback from teachers and school leaders helped refine the roles of coaches and interventionists, ensuring their work remained aligned with the district's literacy goals and informing future hiring and role development to better define and refine positions for upcoming hires.

Reflection Questions

- How is your school or district currently using data to identify schools with the highest literacy needs, and how might this process be refined to ensure that learning acceleration efforts are targeted and effective?
- How can your school or district's hiring practices support the alignment between core literacy instruction and targeted interventions to ensure teachers and students receive the right support for sustained improvement?
- How is your school or district leveraging feedback from teachers and school leaders to continuously improve the roles of literacy coaches and interventionists, and how might this feedback inform future hiring and role development?

Key Resources for Hiring

- Literacy Coach Job Description
- Early Literacy PD and Coaching Workbook
- Self-Study Guide for Evidence-Based Coaching for Literacy: Prekindergarten and preschool, Grade 12 (REL 2021–062)

High-Dosage Tutoring

Setting the Stage

School districts may use Early Literacy Success School District funding to implement high-dosage tutoring. High-dosage tutoring accelerates student learning by leveraging intensive support tailored to the specific needs of students through frequent, research-aligned, culturally responsive tutoring sessions to effectively enhance literacy learning.

High-dosage tutoring for students in early elementary grades supplements the core curriculum and integrates reading and writing using research-aligned literacy strategies and relationship-based, developmentally appropriate practices. However, it is important to note that high dosage is not typically considered developmentally appropriate for prekindergarten and preschool students. High-dosage tutoring programs are administered during the school year in addition to daily core instruction and can occur before, after or during the school day. Schools closely monitor student progress and growth to ensure high-dosage tutoring is effective. Coherence in a high-dosage tutoring program is key: effective high-dosage tutoring strongly aligns with the core curriculum, instructional materials, teacher practices and the district's or school's comprehensive literacy plan.

What are the benefits of high-dosage tutoring?

High-dosage tutoring has proven to impact student outcomes, specifically improving academic performance in targeted areas. This approach is an effective strategy to close opportunity gaps for students, especially those who may benefit from additional assistance to meet academic standards.[xlii] Additionally, high-dosage tutoring programs can increase student belonging by creating a space for personalized attention, enhance opportunities for student engagement, increase time on tasks and enhance educational equity.[xliii]

Grant Requirements

Early Literacy Success School District Grant-funded high-dosage tutoring is required to meet specific requirements. Table 8 summarizes those requirements and provides links to key resources. For more detailed information about requirements for all allowable uses, see Appendix B.

Table 5. Requirements and Key Links for High-dosage Tutoring

Requirements	Key Links
• Districts choose from the ODE-approved provider list if using external providers of high-dosage tutoring. • District-led (internal) High-Dosage Tutoring meets the ODE High-Dosage Tutoring criteria • District-led (internal) tutors are trained as qualified tutors following the ODE High-Dosage Tutoring criteria • Districts use the ODE Non-Core Materials Criteria to evaluate any non-core programs, like high-dosage tutoring programs.	High-Dosage Tutoring Criteria ODE-Approved Provider List for High-Dosage Tutoring Supplemental Materials Criteria

Considering Your Own Context When Implementing High-dosage Tutoring Programs

To effectively implement high-dosage tutoring, it is essential to consider several logistical aspects. Below are key points to guide your planning process:

- **Identify student groups and needs**: Which students would benefit from extra support in your building? It is essential to identify students who will benefit most from the tutoring services through data analysis. Analyzing existing performance and growth data, such as interim assessments, progress monitoring and English language assessments, helps prioritize students who could benefit from high-dosage tutoring and identify learning gaps the program can address.
- **Analyze data over time to gain a deeper understanding of student growth**: Consider programs or structures within your school community, such as a response to intervention (RTI) or MTSS and which students may participate. Data collected through high-dosage tutoring can be analyzed within a school's existing MTSS or RTI structure. When triangulated with other data points collected from core curriculum or other interventions, it can help to paint a clearer picture of a student's literacy needs.
- **Determine if an external provider or vendor is needed:** Who will provide the high-dosage tutoring program or tutor training? Successful programs may be implemented using external providers or in-house using school or ESD staff. Consider your school's capacity to deliver the program effectively when deciding which approach to take. If selecting an external provider, ensure that their services align with your program's goals and meet the specific needs of your students.
- **Identify tutors:** Who will serve as your qualified tutors? Successful tutors may include teachers,

- classified or specialized literacy staff, college students, retired teachers and adult volunteers but are not limited to these options. Strong tutoring programs enable tutors to develop relationships with students through consistent meetings over the course of the program. Consider how you may select tutors who have the time, capacity and skillset to commit to the program
- **Determine content and curriculum:** What skills are you focusing on developing? Identify the specific knowledge gaps you aim to close for students and select core instructional materials to leverage during tutoring sessions. These materials and curriculum should be research-aligned and grounded in the science of reading and writing. It is especially important that high-dosage tutoring be coherent and aligned with the core curriculum used in classrooms.
- **Plan for tutoring training:** How will tutors be trained? Effective planning for tutor onboarding and ongoing training is essential for successful high-dosage tutoring programs. Training content should be aligned with the core curriculum of the school. Grantees must ensure tutors meet the Qualified Tutor Criteria linked above in the requirements table.
- **Coordinate schedule, dosage, and consistency:** When and where will tutoring occur? High-dosage tutoring can occur during or outside of school hours, during the typical school year and be delivered at least two times a week over at least 10 weeks. Students should not be pulled from core content instruction to receive tutoring.
- **Allocate resources:** What resources are needed to support your high-dosage tutoring program? How can you blend and braid funding to leverage available resources effectively?

What is blending and braiding?

Blending funds is a financial approach where multiple funding streams are consolidated into a single pool to achieve a unified purpose, resulting in the loss of the original award-specific identification? for each individual funding source.

Braiding funds is a strategic approach that coordinates multiple funding streams towards a single overarching goal while maintaining the distinct identity and compliance requirements of each funding source.

How can schools and districts implement effective scheduling structures?

Flexibility in scheduling is crucial for accommodating diverse student needs. Effective scheduling structures offer multiple time slots and incorporate virtual options while prioritizing consistent tutor-student pairings to foster strong relationships and enhance literacy outcomes.

- **Engage families and community:** How will you involve families and your community in the high-dosage tutoring program? It is essential to engage families in creating a program that is responsive to student and family needs. Administrators, teachers and tutors should actively communicate information about the program and student progress in core instruction, ensuring that families are informed and can actively participate in their child's learning journey.

Reflection Questions to Consider When Planning Your High-dosage Tutoring Program

- What are the goals and objectives of your high-dosage tutoring program, and how are they aligned with the outcomes of your comprehensive literacy plan and your core curriculum and materials? What metrics are in place to assess alignment?
- Who is available to serve as high-quality tutors for your program? What training is needed to adequately prepare tutors to implement the high-dosage tutoring model and respond to student needs?
- How are you ensuring your tutoring program is culturally responsive to the needs of your students and families? How can you support biliteracy or dual language programming if those exist in your school?
- How can effective collaboration with families and community members support implementing your high-dosage tutoring program?

Evidence Base and Implementation Best Practices

High-dosage tutoring has emerged as an effective educational practice with remarkable potential for accelerating student growth. Research indicates that students participating in high-dosage tutoring programs can achieve up to 2.5 years of academic growth within a single academic year[xliv]. High-dosage tutoring is more effective with kindergarten through third grade.

To capitalize on this potential, programs typically involve structured tutoring sessions that occur multiple times a week and last for a minimum of 30 minutes, maintaining consistent length and frequency (though this duration might be adjusted for students in kindergarten and first grade). High-quality programs align program materials to core classroom content within supportive and culturally responsive learning environments that foster student engagement and participation.

What does a culturally responsive high-dosage tutoring program look like?

- The program's curriculum reflects and values the cultures and experiences of students in the community.
- Teachers, tutors and other school staff maintain regular communication with families about students. Verbal and written communication to families is provided in the student's home language.
- Tutoring groups are consistent so adults can build trusting relationships with students.

Central to the success of high-dosage tutoring is providing robust training for qualified tutors that enables them to deliver developmentally appropriate, customized instruction tailored to individual student needs.[xlv] Furthermore, high-dosage tutoring is fundamentally data-driven; it uses pre-assessments and continuous evaluations to ensure that instructional strategies align with student needs.

By establishing clear learning goals, communicating with school staff (classroom teachers, administrators, specialized literacy staff) and fostering consistent communication with families, high-dosage tutoring programs create a well-rounded support system that reinforces academic achievement and cultivates a thriving educational experience for all students[xlvi].

High-dosage Tutoring and the Adoption and Implementation of Curriculum and Materials

When deciding what curriculum to use for a high-dosage tutoring program, schools or districts should first consider the degree to which the core curriculum and its implementation are supporting student success and needs. Does the core curriculum allow for differentiation within Tier 1 instruction for students? Is it being implemented with fidelity? These are key questions because districts should first fully implement and improve Tier 1 and core instruction before adding any acceleration materials. See the section on the Adoption and Implementation of Curriculum and Materials for more information on how to assess the core curriculum and supplement it with a high-dosage tutoring program.

Reflection Questions for a Successful Start

- What steps need to be taken to ensure the necessary resources, tutor training and data systems are in place to support the sustainability and effectiveness of a high-dosage tutoring program while also fostering strong relationships among tutors, students, families and the community?
- How are effective scheduling structures developed to ensure students receive developmentally appropriate high-dosage tutoring at least two times per week while minimizing disruptions to their core instructional time and accommodating potential challenges such as staff availability and student schedules?
- What methods can be leveraged to ensure students are engaged through tutoring sessions? How will the effectiveness of these methods be assessed to ensure they foster a sense of belonging and ownership over student learning?

Process of Implementation

When schools and districts use Early Literacy Success School District Grant funding to establish a high-quality, high-dosage tutoring program, implementation may occur in three stages: beginning, progressing and optimizing.

Beginning

Evaluate how the core curriculum in the district or school is currently being implemented and aligned with supplemental materials.

Develop a strong foundation for the tutoring program by defining a clear vision and objectives aligned with educational goals.

Identify a research-aligned tutoring model.

Select key team members to train on the selected research-aligned tutoring model.

Develop logistics for programming, including recruitment and training of tutors and fostering consistent interactions with students.

Utilize student data to identify students who would benefit from these programs.

Involve families and community organizations to strengthen support for students.

Progressing

Monitor and adjust the tutoring program to maintain its effectiveness.

Establish a system for ongoing progress monitoring, observations and feedback.

Maintain clear goals and objectives aligned with broad educational initiatives to guide sessions.

Ensure selection of qualified tutors who are trained in the high-dosage tutoring model.

Provide ongoing training for tutors.

Optimizing

Continue regular progress monitoring to evaluate student outcomes over time.

Provide regular training and coaching opportunities for tutors on best practices based on the research-aligned tutoring model.

Conduct regular evaluations and foster a culture of continuous improvement aligned with core instructional practices.

Maintain flexibility to address challenges and ensure the program meets diverse student needs.

Engage families and communities in formative and summative feedback cycles to ensure the program meets the needs of students and families.

High-Dosage Tutoring in Action

The following examples illustrate how high-dosage tutoring may be implemented in different contexts.

Example 1. Meadowlark's Implementation of a High-dosage Tutoring Program

What is the broader context of the district?

Setting	Number of Schools	Number of Teachers	Number of Students
Rural	3, grades K–12	24	600

What are the district's strengths and challenges?

Strengths	Challenges
• **Experienced core instructional staff:** The district benefits from veteran core instructional staff, particularly at the elementary level. These educators bring valuable experience working with the core curriculum, which can facilitate the effective implementation of educational programs and strategies. • **Eagerness to enhance accessibility:** Staff members are motivated to ensure that all students have access to the curriculum within their classrooms. This eagerness to improve inclusivity and accessibility is a notable strength that can drive continuous improvement and adaptability within the district. • **Flexible support staff:** The presence of new paraprofessionals, educational assistants and an additional classified staff member at the elementary school offers potential for flexibility. Their schedules allow additional hours dedicated to new initiatives, providing a resource for implementing programs like tutoring.	• **Scheduling for tutoring programs:** Finding suitable times for high-dosage tutoring presents a challenge due to geographic spread among the district's population. Traditional before or after-school programs are impractical, necessitating creativity in scheduling to meet student needs without disrupting existing classes. • **Balancing curricular and elective commitment:** Efforts to increase school attendance through arts courses present a challenge, as staff wish to avoid pulling students from these electives for tutoring sessions. The push-in approach during core instructional time addresses this but requires thoughtful implementation. • **Needing tutor training:** While additional staff members have the time available to participate as tutors, there is a significant need for in-depth training. Most of these staff members lack extensive experience with the science-based literacy curriculum required for a high-dosage tutoring program, necessitating a comprehensive training plan to ensure program effectiveness.

What are the district's literacy goals?

Increase third grade reading proficiency by providing targeted support to second and third grade students who are behind in reading skills.

Why was this allowable use the right fit for Meadowlark?

District leadership at Meadowlark convened elementary school leadership to discuss their current needs related to the district's comprehensive literacy plan. This team reviewed historical standardized and formative assessment data across student groups, classroom observation data and data from coaching conversations with teachers. In addition, the team analyzed enrollment trends over the same period. The district reviewed the current assets across all three schools and determined that PD and coaching structures for teachers were in place, the curriculum used at the elementary level was high-quality and there was no need for additional specialized staff. A high-dosage tutoring program would enable teachers to group second and third grade students based on need (as determined by internal assessment data) and provide additional instructional time to these students. Because staff recognize that high-dosage tutoring is not as effective with prekindergarten and preschool, their focus for these young students was on prekindergarten and preschool curriculum implementation fidelity and alignment with Oregon's Early Learning Kindergarten Guidelines.

How was this allowable use implemented?

Beginning	Meadowlark Elementary began by selecting a research-aligned curriculum for its tutoring program that aligned with its established science-based core instructional curriculum. They then developed a clear vision and objectives for what they hoped the tutoring program would accomplish and how they would track progress. Based on the allowable use criteria, they grouped second and third grade students based on need so that groups of two to three students would receive 30-minute tutoring sessions three days a week during the independent practice portion of their literacy block.
Progressing	Meadowlark Elementary leadership created systems to train the elementary paraprofessionals, education assistants and certified staff to implement and monitor the tutoring program, including scheduling observation time for tutors and administering regular formative assessments of students to monitor progress. Based on this data, leadership adjusted the tutoring groups and revised the training they required of tutors.
Optimizing	Families have played an active role in the tutoring program at Meadowlark. The leadership team sent an initial communication to all families of students involved in the program with details on how they could support their students at home. Tutoring staff also shared data on student progress, including updates based on formative assessment results. Tutoring staff continued receiving ongoing training, observations, and feedback bi-weekly to strengthen the targeted support they provide students.

Example 2. Big Fir's Approach to High-dosage Tutoring

What is the broader context of the district?

Setting	Number of Schools	Number of Teachers	Number of Students
Metropolitan	44, Grades K–12; 20 elementary schools	800	20,000

What are the district's strengths and challenges?

Strengths	Challenges
• **Strong community partnerships:** The district has successfully leveraged robust community partnerships with local institutions, such as the local university and community college, to enhance its educational offerings. • **Trained adult volunteers:** The district benefits from having adult volunteers trained in the curriculum. • **Proven effectiveness of volunteer-led lessons:** The adult volunteers involved in the educational process have demonstrated effectiveness in delivering lessons that meet the district's educational goals. • **Bilingual student–teacher support:** The presence of a pool of bilingual student–teachers at several local community colleges offers additional resources for the district.	• **Open positions for staffing:** The district faces challenges with multiple open positions, including paraprofessional roles and certified staff. • **Need for bilingual staff:** There is a notable shortage of bilingual staff needed to support the increasing population of multilingual learners, especially bilingual prekindergarten and preschool staff. • **Recruitment challenges for literacy support:** Schools within Big Fir find it difficult to recruit qualified literacy support staff internally.

What are the district's literacy goals?

Increase the reading proficiency of multilingual learners in second through fifth grades.

Why was this allowable use the right fit for Big Fir?

Big Fir district staff began by analyzing their data before deciding which allowable use would best fit their needs. By reviewing formative and summative assessment data, they determined that there was a need to support multilingual learners at the elementary level. The leadership team then reviewed the

curriculum used across the district, analyzed staffing, including staffing to support multilingual learners, and discussed PD plans. The leadership team concluded that foundational staffing and curriculum were in place, yet there were still opportunity gaps for multilingual learners. Therefore, they determined that a high-dosage tutoring program could help address the specific needs of multilingual learners.

How was this allowable use implemented?

Beginning	Big Fir district staff convened leadership from all 20 elementary schools to discuss what a high-dosage tutoring program could look like district-wide. To begin, they selected a research-aligned curriculum for their tutoring program designed to specifically meet the needs of multilingual learners. This team also developed a clear vision and objectives for what they hoped the tutoring program would accomplish and clear monitoring indicators for how they would track progress. Based on the allowable use criteria, they would group students based on needs so that groups of three would receive 30-minute tutoring sessions three days a week during independent practice of a literacy block, or at some schools, a before-school block of time for 10-week long periods.
Progressing	Big Fir district staff created monitoring systems and data dashboards for the school sites to use to monitor the progress of their tutoring program. There was a common need for additional support for multilingual learners at the elementary level, however, it was clear that the details of the tutoring programs would need to be school-site specific. Because of this, the district delegated responsibility to school leadership to ensure that they implemented the curriculum effectively and tracked progress. However, the details of scheduling and staffing were up to school leaders. The district convened monthly school leadership meetings to review data, monitor progress and make necessary adjustments to student groups, tutor training or lesson planning.
Optimizing	District and school staff continued to refine their monitoring systems to evaluate student outcomes, using weekly exit ticket data from students. School staff also individualized the coaching and training for tutors, focusing on continuous improvement, whether they were staff, adult volunteers or other community partners.

Key Resources for High-Dosage Tutoring

- Accelerating Student Learning with High-Dosage Tutoring
- High Impact Tutoring: District Playbook
- Mississippi High-Dosage Tutoring Playbook

Extended Learning

Setting the Stage

School districts may use Early Literacy Success School District Grant funding to support a broad spectrum of extended learning opportunities led by licensed teachers or trained high-dosage tutors in the early elementary grades. These programs use research-aligned literacy strategies to provide additional support that accelerates student literacy learning through culturally responsive, multisensory activities and differentiated instruction and provides collaborative learning environments where students make real-world connections through literacy. The table below outlines the required criteria for extended learning programming supported by grant funding.

Grant Requirements

Early Literacy Success School District Grant-funded extended learning programs are required to meet specific requirements. Table 9 summarizes those requirements and provides links to key related resources. For more detailed information about requirements for all allowable uses, see Appendix B.

Table 6: Requirements and Key Links for Extended Learning

Requirements	Key Links
• Staff are required to be licensed teachers or qualified tutors, and all staff must meet the following ODE Qualified Tutor criteria. A full list of the ODE criteria can be found in Appendix B. • Programming is provided outside of the traditional school day. • Programming is based on the science of reading and writing. • Programming uses high-quality instructional materials and culturally responsive practices for all students. • Programming is developmentally appropriate.	Extended Learning Criteria

What is different about these programs?

High-quality programs provide meaningful and joyful experiential learning aligned with core curricula.[xlvii] Effective programs offer a positive and inclusive learning environment and the opportunity to build strong relationships.[xlviii]

This section describes two of the primary forms of extended learning:

1. After-school and summer learning programs, and
2. Home-based literacy programming.

After-school and summer learning programs provide literacy instruction and enrichment outside of the school day, enhancing students' skill development and engagement in reading and writing. In effective programs, schools and districts integrate family, student and community voices to inform and co-create extended learning programming.

Grant funding is also intended to support parents, guardians, caretakers and families develop their child's literacy skills and knowledge. Impactful extended learning programs actively foster collaboration between families, schools and community organizations, creating a holistic support system for a child's language and literacy learning. By creating home-based literacy programming, families and schools share in the commitment to children's literacy learning. Regular, positive communication is essential for sharing valuable literacy resources and ensuring all children receive evidence-based instruction. It also plays a crucial role in identifying and addressing challenges.

Creating a community system for summer learning fosters collaboration and strengthens shared support for student well-being and belonging. By involving partners such as tribal nations, migrant education programs and other community partners like community-based organizations, libraries and educational institutions, the system broadens student participation, enhances culturally responsive learning and improves learning outcomes.[xlix] Community partnerships enrich extended learning by providing diverse resources like library access and opportunities to foster essential literacy skills in engaging and interactive environments.

Considering Your Own Context When Implementing Extended Learning Programs

After-school and Summer Learning Programs

Once the core elements of a literacy program during the school day are in place, supplementing the instructional program with after-school and summer learning programs is a helpful way to strengthen relationships with families and the community and provide additional time and resources for students' literacy development. Following are key considerations to guide the planning process:

- **Align with and supplement your school or district's curriculum:** Plan your program to align with the core curriculum and build on and strengthen students' literacy knowledge and skills.
- **Determine capacity for serving students:** Assess whether you have the capacity to accommodate all interested students, including determining whether there are sufficient staff and facilities to support the program. In cases where capacity is limited, your district or school will need to make data-informed decisions to prioritize students not yet on grade level for

reading and students historically experiencing disparities and determine how to conduct outreach to the appropriate families. If your school or district is beginning a new after-school or summer program, it may be beneficial to start a small pilot program to better understand school needs before expanding it.

- **Identify students for additional support and target their needs**: Review formative and summative student achievement data to determine where there are opportunities for literacy growth and for which students.
- **Consider program access:** Prioritize enrollment opportunities for students who could benefit most from extended learning. Programs that provide transportation and meals further increase access for students. (Although food is not an allowable use of the grant, schools or districts can use other funding sources, such as the National School Lunch Program's Summer Food Service Program, to provide food.)
- **Communicate with families:** Use culturally responsive methods for sharing information about the programming with families, including two-way communication in multiple formats (in-person, text, email, flyer) once the program dates and curriculum are determined. When possible, communicate in families' home language to foster a welcoming and inclusive environment.

Focused Extended Learning

After school or summer learning programming can include specific areas of focus, such as English language development for multilingual learners.

Reflection Questions to Consider When Assessing Your After-school and Summer Learning Programs

- How do your after-school and summer learning programs create a sense of belonging and incorporate and value students' cultural backgrounds and traditions?
- How do your after-school and summer learning programs align with school core curricula and support the goals of your district's comprehensive literacy plan?
- How do your after-school and summer learning programs incorporate experiential and project-based learning? Are there barriers that limit students from participating in these programs? If so, how can you address them?

Home-based Literacy Programming

Once the foundational elements of a literacy program during the school day are in place, developing and nurturing home-based literacy programming becomes a vital part of supporting children's literacy growth. Engaging families in literacy activities through workshops, reading initiatives or collaborative programs can significantly enhance the learning experience.

The following factors may guide decisions around creating family and school partnerships:

- **Align with and complement the school's literacy curriculum:** Ensure that family engagement activities support and align with the school's literacy core curriculum. Provide families with resources and activities that reinforce classroom learning, such as reading materials or activity sheets for home use.
- **Empower families with knowledge and skills:** Equip families with tools and strategies to support literacy development at home through workshops, trainings or materials on evidence-based practices such as shared reading, vocabulary building and phonics activities. You may also introduce Academic Parent-Teacher Teams (APTTs) to facilitate collaboration and ensure families feel confident and capable as literacy partners.
- **Determine capacity for family engagement:** Evaluate the school's resources and ability to engage families. If necessary, limit participation to those who would benefit most, and consider starting with small pilot programs to refine the approach before expanding.
- **Identify families in need of support:** Use student data and feedback to identify families who may need additional support. Offer targeted resources, such as workshops or home activity suggestions, to partner with families to support their child's literacy development.
- **Ensure access to engagement opportunities:** Make literacy events and resources accessible to all families by addressing potential barriers like transportation, language and scheduling. Offering virtual workshops or providing childcare can help increase participation.
- **Communicate effectively with families:** Use multiple communication channels (emails, texts, social media) to inform families about literacy programs, resources and upcoming events. Regular updates help families stay engaged and prepared to support their child's learning.

Reflection Questions to Consider When Assessing Your Family and School Partnerships

- What resources and support do you currently provide families to enhance their children's literacy development at home, and how can we expand these offerings?
- How do you facilitate regular communication between educators and parents to share insights about students' progress and specific literacy needs?
- How might community members or families serve as thought partners while planning extended learning programs? Given their deep knowledge of their students—particularly prekindergarten and preschool students whose days are spent primarily with caregivers—how might you incorporate their feedback or insights into developing their children's or students' language and literacy?

Evidence Base and Implementation Best Practices

Well-designed and planned after-school and summer learning programs are more likely to increase student engagement and yield positive learning outcomes.[l] Several critical elements bolster the success of these programs, including a positive and supportive learning environment, aligned and engaging curricula, sufficient program duration, thoughtful planning and effective communication with families.[li] These elements align well with the Oregon Department of Education's Six Elements of Quality Summer Learning Programs.

After-school and summer learning programs are most effective when they create a positive and supportive environment for students.[lii] Schools and districts can create this environment by building strong relationships between students and adults, fostering a sense of community and belonging.[liii]

To further deepen and connect to students' prior learning, it is beneficial to align summer and after-school curricula with the school year core curricula and students' individual literacy needs.[liv] A common, written curriculum helps to ensure consistency across the program and maximizes instructional time by minimizing the burden on teachers of creating their lessons.[lv] While a core curriculum is helpful, it is also critical to incorporate strategies to differentiate instruction, ensuring that all students can engage meaningfully and successfully, including students with disabilities and multilingual learners.[lvi]

High-quality literacy extended learning programs incorporate experiential, cross-curricular and project-based activities to increase student engagement.[lvii] Programs may also foster student engagement by providing opportunities to explore new interests, engage in activities that spark curiosity, and provide input into instructional topics.[lviii] These are critical to building students' vocabulary and background knowledge, both essential for reading comprehension.

Research demonstrates that the amount of time students are engaged in summer or after-school learning has an impact—students participating for 60 days in after-school programs and 20–30 days in summer learning programs are more likely to demonstrate learning gains.[lix] Consistent attendance, student retention and active engagement are critical to promoting students' learning.[lx] Clear attendance policies and positive incentives, such as field trips and fun activities, can help encourage attendance.[lxi] In addition, high-quality programs maximize instructional time by minimizing time lost through logistics and transitions.[lxii]

Increasing Student Engagement

Schools and districts can develop literacy enrichment programs focusing on poetry. By reading and reciting poems, students improve their phonemic awareness, practice decoding and phonics skills, and have fun with language!

Establishing a Family Engagement Program

A school can create a family engagement program that offers workshops and provides parents and caregivers with reading materials, such as books and activity sheets aligned with the classroom curriculum, while also addressing barriers like transportation and language and maintaining regular communication to empower families to actively support their child's literacy growth at home.

Planning extended learning programs helps create high-quality literacy programming. The and Summer Learning Toolkit highlight "purposeful planning and quality programs."[lxiii] Schools and districts may begin planning summer programs in September, so they have sufficient time to plan curricula, hire and train effective educators and other staff, identify community and enrichment partners, and communicate with parents.[lxiv] High-quality programs determine the desired learning outcomes and targeted skills the program will address and develop as part of program planning.[lxv]Once the program's target outcomes are identified, selecting a data collection method that monitors student progress and informs continuous improvement is a key next step.[lxvi] Progress monitoring will help to ensure that the program is meeting its objectives and can inform program improvements. Schools will need to conduct a student growth assessment, track student participation data and assess student outcomes as required for Early Literacy Success School District Grant Annual Reports. Schools may also want to collect other data, such as formative assessments, student and family perception surveys and teacher observations. [lxvii]

Early and frequent communication with families is another important element of summer and after-school programming.[lxviii] Reaching out to families well before the beginning of programming is essential because it builds trust, fosters engagement, and empowers families to support their child's learning journey. Early and regular communication with families also ensures they receive information about how to enroll in programming and encourages consistent attendance once programming begins.[lxix]

A child's path to literacy begins in their home environment.[lxx] Parents and caregivers are children's first educators, playing a vital role in fostering early language and literacy skills before and during formal schooling.[lxxi]

Involving families in educational processes allows them to share their unique perspectives and lived experiences—empowering families, enriching the curriculum and creating meaningful learning opportunities that reflect the diverse backgrounds of students.[lxxii] Utilizing the sharing of stories, oral traditions and family narratives in the classroom can bridge home and school, providing rich contexts for learning.

Schools can actively encourage and equip parents to enhance their preschoolers' oral language and vocabulary by providing resources, strategies and trainings for incorporating diverse words into everyday conversations.[lxxiii] Additionally, schools can promote reading together as a family activity by sharing book recommendations that celebrate diverse cultural heritages.[lxxiv] Creating opportunities for parents to engage in daily, one-on-one conversations with their children—possibly through family engagement events—can further develop students' oral language skills.[lxxv]

Reflection Questions for a Successful Start

- What steps have you taken to identify the specific needs of our school community that will guide the development of the extended learning programming?
- How are you selecting students for extended learning programs, and what criteria are used to ensure equity and accessibility?
- What strategies are you implementing to communicate the benefits and opportunities of extended learning to families and encourage their participation?
- How are you engaging key community and school partners in developing the extended learning programming to ensure it supports a culture of inclusivity, belonging and literacy?
- What are the key messages and resources you are providing to families to help them understand the importance of early literacy and how they can support it at home?

Process of Implementation

When districts and schools use Early Literacy Success School District Grant funding to establish extended learning programs, including after-school and summer learning programs and home-based literacy programming, implementation may occur in three stages: beginning, progressing, and optimizing.

Beginning

Develop an extended learning plan identifying extension activities like high-dosage tutoring based on school needs.

Develop criteria to identify students for participation in extended learning programs

Develop summer programming in early fall.

Plan extended learning literacy curricula and lesson plans that align with the core curriculum and integrate experiential and project-based learning as part of the planning process.

Progressing

Leverage the assets and knowledge of families and community partners to enhance programming.

Monitor the extended learning plan to identify any gaps in programming based on school needs.

Develop a system for tracking and monitoring student progress and student attendance. Begin to implement strategies to incentivize student engagement and attendance.

Implement summer and after-school learning programs with

Optimizing

Co-create summer and after-school learning programs or components of these programs with families and community partners.

Establish family leadership teams or committees or integrate opportunities into existing school teams where parents and caregivers can regularly provide input and feedback on the extended learning program.

Evaluate the program for continuous improvement using data (student growth data, formative assessments, teacher

Beginning	Progressing	Optimizing
Share information with families about programming. Hire qualified and effective staff.	fidelity and for a sufficient dosage. Implement logistics smoothly to maximize instructional time. Integrate relevant, hands-on learning experiences that foster joy, creativity and curiosity. Expand student participation, such as providing transportation and meals. Actively communicate with families about programming and student progress. Provide PD to staff.	observations, staff and student surveys). Expand the hours, duration or the number of students served to provide greater access to extended learning programs. Build in opportunities for student leadership committees to provide input and feedback on the extended learning program and ways to connect to students' lived experiences.

Beginning	Progressing	Optimizing
In collaboration with key partners, develop a community engagement and communication plan that creates a culture of student belonging and family and community engagement. Begin to establish clear lines of communication with families by implementing the community engagement and communication plan. Develop initiatives to provide resources and trainings that highlight the importance of early literacy, research-aligned practices and ways to support it at home.	Continue collaborating with key partners to implement the community engagement and communication plan. Facilitate activities that involve both parents and children, such as family reading nights or cultural storytelling events, which promote family engagement while reinforcing literacy skills. Begin collaborating with key partners to develop learning activities for families. Provide families with at-home literacy activities and materials aligned with core literacy instruction.	Evaluate the effectiveness of home-based literacy programming using survey data. Consider broadening the range of resources available to families. Collaborate with local organizations to provide additional support and resources for families. Develop family and community nights to recognize and celebrate milestones in literacy development. Establish family leadership teams or committees or integrate opportunities into existing school teams where parents and

	Facilitate parent groups where families exchange strategies for enhancing literacy at home.	caregivers have regular opportunities to provide input and feedback on the home-based extended learning program.

Extended Learning in Action

The following examples illustrate how extended learning programs may be implemented in different contexts.

Example 1: Blue Stream's Summer Learning Program

What is the broader context of the district?

Setting	Number of Schools	Teachers	Students
Rural	4, Grades PK–12	48	1,200

What are the district's strengths and challenges?

Strengths	Challenges
• **Experienced and committed teaching staff:** Blue Stream School District benefits from a core of teachers who bring experience and dedication to their roles, contributing to a stable and effective educational environment. • **Implementation of high-quality instructional materials:** The district has proactively invested in high-quality instructional materials, enhancing the learning experiences for students and aligning with educational standards. • **Ongoing PD:** Over the past two years, the district has focused on related PD, which supports teachers in improving their skills and adapting to innovative teaching strategies.	• **Low reading proficiency levels:** Currently, only 22% of third-grade students are reading at or above proficient levels, which falls short of meeting district goals and highlights a significant challenge in student literacy. • **Recent implementation of instructional materials:** With the high-quality instructional materials implemented only two years ago, the district is still in the early stages of integrating these resources effectively, posing a challenge in realizing immediate improvements in reading proficiency. • **Need for early grade support:** There is a recognized need to provide additional support to students with emerging skills in the earlier grades to help improve overall literacy outcomes across the district.

Strengths	Challenges
	• **Geographical challenges:** As a rural district, the significant distance between schools, with each elementary school approximately 10 miles apart, creates logistical challenges for offering centralized programs, especially when transportation for families is not provided.

What are the district's literacy goals?

- Improve the early literacy skills of those first- and second-grade students who need additional support with phonics and phonemic awareness.
- Increase reading proficiency by third grade by 20%.

Why was this allowable use the right fit for Blue Stream?

To improve early literacy skills and address opportunity gaps, Blue Stream's leadership team designed a summer learning program. The district adopted and implemented new instructional materials and curricula and related PD two years ago, making significant progress in strengthening core literacy instruction. This summer program was selected as a targeted acceleration to provide students with opportunities for increased academic growth, focusing on small-group instruction in phonemic awareness, phonics and fluency practice.

How was this allowable use implemented?

Beginning

The Blue Stream leadership team began their planning by meeting with elementary school families and sharing the desire to create a summer learning program focused on phonics and phonemic awareness for children in first and second grades. Families supported the program's goals, but many were concerned about providing transportation to a location that was further than their elementary school. The director of academics then formed a leadership team involving two teachers and a coach from the district. They designed a summer learning program that would meet for five hours daily for five weeks (from 9 a.m.–2 p.m.). To address families' concerns about transportation, they identified funding to pay for a school van for those students who needed it. They also hired paraprofessionals to provide aftercare for students who needed it until 6 p.m. The program would incorporate breakfast, lunch and snack (paid for by braiding other types of funding); relationship-building activities and games; small-group time; differentiated instruction in literacy skills; and enrichment programming. Each teacher was tasked with creating a developmentally appropriate enrichment class, offering students enrichment choices.

Progressing	The leadership team worked with teachers to identify 60 students who would benefit from participation based on a variety of types of data. They then provided flyers about the program that teachers used for family outreach. They communicated that the program would be free, voluntary, provide transportation, and open to the first 45 students who registered. The team hired three experienced elementary school teachers from the district who were knowledgeable about evidence-based literacy instruction to staff the program. The leadership team also created systems for ongoing communication with parents and monitoring student progress and attendance.
Optimizing	The Blue Stream summer learning program was a success by all measures. The students loved the program, the relationships they developed with their peers and the enrichment programming. Students in the program improved their reading skills, with a vast majority approaching grade-level proficiency. The Blue Stream leadership team expanded the program to six classes of kindergarten, first-, and second-grade students for the next summer. To ensure the program was accessible to all students, they identified funding to rent a bus for the summer. They also decided that one of the summer learning teachers would serve as the program lead for the next year, supervising and coaching the four other teachers and ensuring the programming runs smoothly and is implemented with fidelity.

Example 2: North Pine School District's Summer Learning and Kindergarten Transition Program

What is the broader context of the district?

Setting	Number of Schools	Teachers	Students
Metropolitan	13, Grades PK–12	667	10,000

What are the district's strengths and challenges?

District Strengths	District Challenges
• **Effective family engagement:** North Pine School District excels in family engagement by maintaining transparent communication through monthly newsletters, active social media and a user-friendly website, ensuring families are well-informed and involved. • **Inclusive communication practices:** The district is committed to inclusivity by translating all materials into Spanish and providing interpreters at open forums, demonstrating a dedication to reaching non-English-speaking families.	• **Low literacy proficiency levels:** The district is experiencing low levels of literacy proficiency overall, which hinders students' ability to excel academically and can lead to long-term educational challenges. • **Significant literacy opportunity gaps:** Steep literacy opportunity gaps persist between student groups. • **Disparities in attendance rates:** There are noticeable gaps in attendance rates among various student demographics.

District Strengths	District Challenges
• **High-quality PD:** North Pine School District offers rigorous PD initiatives for educators, focusing on curriculum implementation and the science of reading, thereby enhancing teaching effectiveness. • **Capacity building in literacy instruction:** The district is making significant progress in building the capacity of new elementary teachers to deliver effective literacy instruction, which is a key strength in improving student outcomes. • **Active parent involvement:** Parent input is actively sought through annual surveys and quarterly open forums, reflecting the district's commitment to incorporating community feedback into decision-making processes.	• **Teachers' expanding knowledge of literacy instruction:** While progress is being made, many new teachers are still expanding their knowledge regarding effective literacy instruction techniques.

What are the district's literacy goals?

- Close gaps in literacy skills in kindergarten through second grade.
- Decrease the need for literacy support in third and higher grades.

Why was this allowable use the right fit for North Pine?

The district decided to design a summer learning program to provide additional support to students with emerging literacy skills and prepare schools and teachers to be ready for kindergarten students. To ensure accessibility to all students, they offered the program at two elementary schools, drawing students from the five geographically closest schools. They also decided to provide busing to ensure that all the students who needed the program could access it.

How was this allowable use implemented?

Beginning

The superintendent, chief academic officer, and director of student support began meeting in early September to design the summer program. They began by holding two family focus groups in different locations to gather input on the design and goals of the summer learning program, providing interpreters to ensure all families could participate. While families supported the program's literacy focus, they also wanted it to include fun activities and provide transportation. Embracing this community feedback, the leadership team designed a balanced five-week summer learning program focusing on academic development, enrichment and fun. The program would run from 9 a.m.–3 p.m. daily, and each day would begin with relationship-building activities designed to foster a sense of community and belonging among students. The next portion of the day focused on literacy instruction and included two and a half hours of

small group instruction, center time, and practice. For children completing prekindergarten and preschool, the program focused on developing skills to support their transition to kindergarten through developmentally appropriate activities, including play, storytelling, read-alouds, hands-on learning experiences and consistent family engagement. To ensure consistency and alignment with instruction provided during the school year, the program would use a supplemental literacy curriculum from the same publisher to support students transitioning smoothly from the academic year to summer programming. Afternoons were reserved for enrichment programming and free play, including drama, dance and sports, delivered in collaboration with three community organizations. Additionally, the leadership team worked with principals to identify an administrator to run each summer school program. They determined that each program would serve 100 students in five classes, each in kindergarten through second grade. They then provided PD to each administrator on the summer curriculum and operational systems for the summer learning program.

Progressing

The summer program administrators worked with principals by reviewing formative and summative assessment data and through collaboration with their local preschool partners and district-run preschool programs to review data to identify and prioritize preschool students and to identify and prioritize kindergarten through second grade students for the program. Principals then conferred with teachers to finalize the student roster. The leadership team then created a flyer in English and Spanish for summer school administrators to use for outreach, and each administrator worked with participating principals to share program information with target families. The leadership team created and trained administrators in common systems for ongoing communication with parents and monitoring student progress and attendance. In addition, each summer school administrator hired five teachers and two floating paraprofessionals, with at least one bilingual paraprofessional in each program to assist with translating materials and communicating with families.

Optimizing

The summer school administrators provided PD to teachers on the curriculum and operational procedures, including implementing the attendance, progress monitoring systems and family communication processes. The North Pine summer learning program was launched on time with minimal logistical hiccups. The summer school administrators ensured the programming was implemented with fidelity and that teachers communicated weekly with parents. Summer school administrators also observed classrooms daily to support teachers, provide feedback and ensure the curriculum was effectively implemented. Each summer administrator met weekly with their teacher team to review student data and address issues, while the district leadership team conducted a mid-course review with summer school administrators to assess data and make adjustments. At the end of the program, administrators sent out a family survey where they received overwhelming positive feedback. They also consulted with community partners to identify areas of success and growth for future summer programs. Progress monitoring data throughout the summer also showed significant student growth, leading to the decision to run the program again the next year.

Key Resources for Extended Learning Programs

- Oregon Summer Learning Best Practice Guide
- Michigan Department of Education: Equity in Literacy
- Partnering with Families to Improve Literacy Skills (K–5)
- Summer Learning Toolkit
- What Does the Research Say About After-School and Summer Programming?

Appendix A. Asset Mapping Activity

Part I: Brainstorm Key Elements

Directions: Follow the steps bellow to brainstorm key elements and needs related to your comprehensive literacy plan.

Step 1: What are the current needs related to your comprehensive literacy plan?

Determining literacy needs within a school district and across -and most importantly, within - individual schools involves a multi-faceted approach to deciding student, staff, and school needs. Below are key categories and activities to consider as you determine your literacy needs:

Conduct an Outcomes Analysis: Evaluate the impacts of your comprehensive literacy program by systematically collecting and analyzing data. This process helps determine whether goals were achieved and identifies areas for improvement. Some data you may choose to evaluate or analyze may include:

- **Standardized Assessments:** Analyze annual and results over time from any state or district-wide assessments to identify trends in literacy achievement.
- **Formative Assessments:** Utilize ongoing assessments to gather data on student progress throughout the year.

Use Table 1 below to complete your outcomes analysis. You may adapt this table to include specific data points relevant to your context as needed.

Table A1. Outcome Analysis Table

Timeframe (School year)	Timeframe (School year)				Percent of Students Proficient in Kindergarten Readiness: Literacy				Percent of Students Proficient in Reading by Grade 3			
	All Students	Students with Disabilities	Multilingual Learners	Economically Disadvantaged	All Students	Students with Disabilities	Multilingual Learners	Economically Disadvantaged	All Students	Students with Disabilities	Multilingual Learners	Economically Disadvantaged
2020-21												
2021-22												
2022-23												
2023-24												

Student Data:

- **Demographic:** Review demographics to understand the context, including socioeconomic status, language backgrounds, and special education needs.
- **Pre-school experience:** Determine the proportion and concentration of students coming to school from previous educational experiences to understand the transitions and "readiness" preparation needed for students.

You can use Table 2 to outline the student data in your school or district.

Table A2. Student Data Table

Timeframe (School year)	Total Student Enrollment (Number)	Percentage of Students with Disabilities	Percentage of Students Receiving EL Services	Percent of Students Considered Economically Disadvantaged	Percent of Students Attending Preschool	Pupil/ Teacher Ratio
2021-22						
2022-23						
2023-24						
2024-25						

Interest Holder Input:

- **Surveys and Questionnaires:** Collect input from teachers, parents, and students about perceived literacy challenges and needs.
- **Focus Groups:** Discuss with educators and families to gain deeper insights into specific literacy challenges and resources.

Classroom Observations:

- **Walkthroughs:** Conduct classroom observations to examine how the components of the Oregon Early Literacy Framework are being implemented and identify best practices and areas needing improvement.
- **Teacher Reflections:** Encourage teachers to share their observations on student engagement and literacy skill development. Create spaces and opportunities for teachers to share these observations with leadership, in grade-level teams, or in peer-learning cohorts.

Curriculum Review:

- **Curriculum Alignment:** Evaluate whether the literacy curriculum aligns with current standards and effectively addresses diverse learners' needs.
- **Resource Assessment:** Review available literacy resources (books, technology, instructional materials) to identify gaps.

Professional Development Needs:

- **Teacher Training:** Assess the professional development needs of educators to ensure they are equipped to teach literacy effectively.
- **Coaching and Support:** Determine the need for literacy coaches or specialists to support teachers and improve instruction.

Step 2: Consider what assets could be used to address the needs you've identified above. Which assets would have the most significant impact on students? Which assets already exist within your school or district community?

Assets come in a variety of forms. In the table below, indicate which assets exist within your district and schools.

Table A3. Allowable Use and Asset Presence Table

Allowable Use	Is this Asset Available?	At what level? (K-2; 3-5)	Notes
Universal Professional Learning & Coaching	❒ Yes ❒ No If yes - what does it look like?		
Specialized staff	❒ Yes ❒ No If yes - what does it look like?		

Allowable Use	Is this Asset Available?	At what level? (K-2; 3-5)	Notes
Network Building/ Peer Connections	❒ Yes ❒ No If yes - what does it look like?		
High-Quality Instructional Materials	❒ Yes ❒ No If yes - what does it look like?		
Extended Learning	❒ Yes ❒ No If yes - what does it look like?		
High – dosage tutoring	❒ Yes ❒ No If yes - what does it look like?		

Part II: Analyze

Directions: After collecting data to identify the specific needs of your school or district, analyze the results using the following reflection questions. Consider how your current efforts address these needs and identify areas for improvement.

Reflection questions for each school to consider:

How is your school meeting the needs of all students? Of specific groups of students? What changes might be necessary?

Has your student population changed over the last 4 years? Is your school prepared and meeting all students' needs?

How is your school preparing to meet a changing population of students?

Are your classroom sizes changing?

How are your curricular materials suited to ensure students have opportunities to engage with high-quality, grade-level material and be asked to interact with the curriculum doing grade-level tasks?

Reflect on the trends you received from student data, stakeholder input, classroom observations, or learned from staff professional development needs or student support needs. What assets are available to address these needs? What assets do you need to address areas of weakness?

Part III: Create Your Asset Map

Instructions: Follow the steps below by answering each question and filling in the asset map template in figure 2 below. An example is provided in Figure 1.

Step 1: Identify the Need. In the map below, list the top literacy need in your community based on the data available at you community. Reflect on the following questions to consider what your top literacy need is:

What evidence do you have that this is a top need in your community?

Evidence for Need:

Step 2: Identify the root causes. Why do you think these needs exist in your community? Work through the 5 Whys Exercise by discussing the questions below with your team to identify some possible root causes:

Why does this problem exist? Can you confirm your answer with data? Continue asking why until one of the following occurs:

- No new information is forthcoming.
- You've come to a conclusion.
- You're repeating your "whys."

Below the top literacy need you identified, list the related key needs and possible root causes in your map.

Step 3: Identify Possible Supports. What supports and resources are needed to address these needs? Think broadly – include any resources that you think would support this need, whether they current exist in your community or not.

Step 4: Identify Supports that Exist. Consider which of these supports and resources already exist in your community?

Figure A1: Example Map

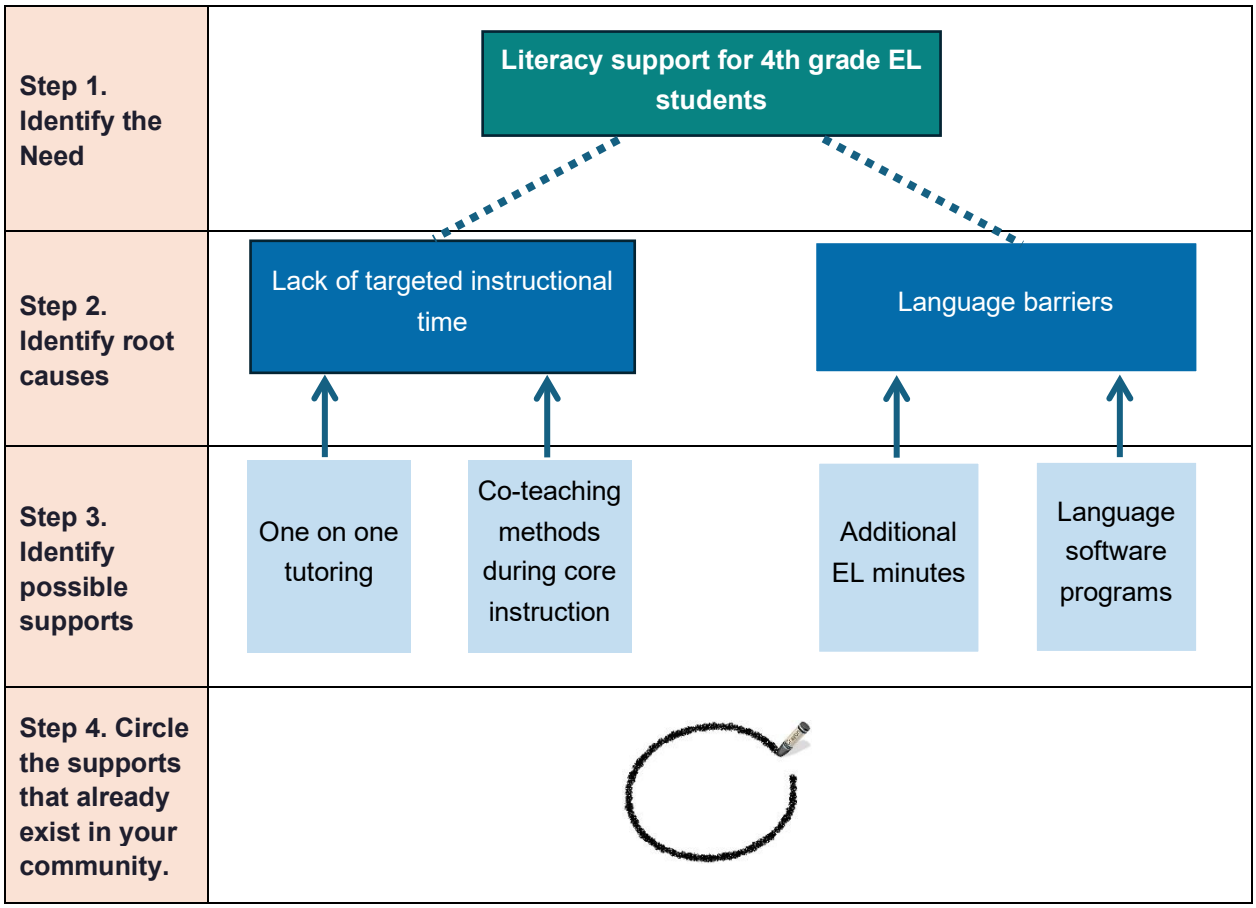
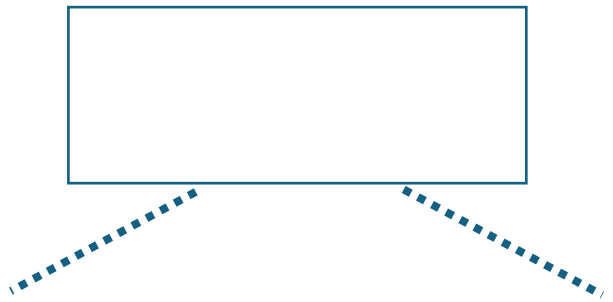
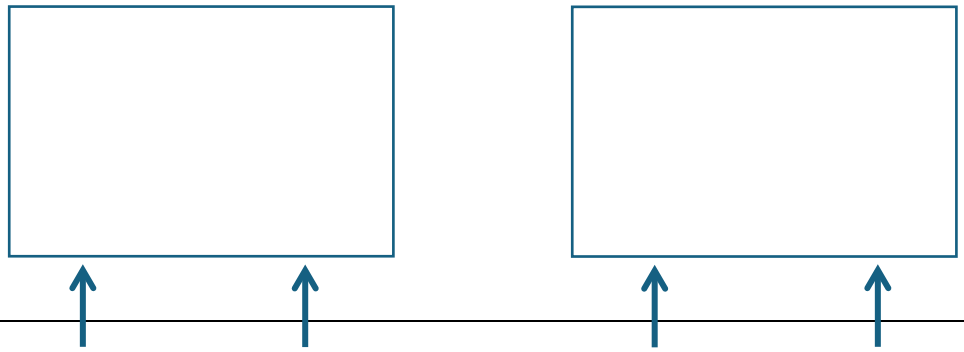
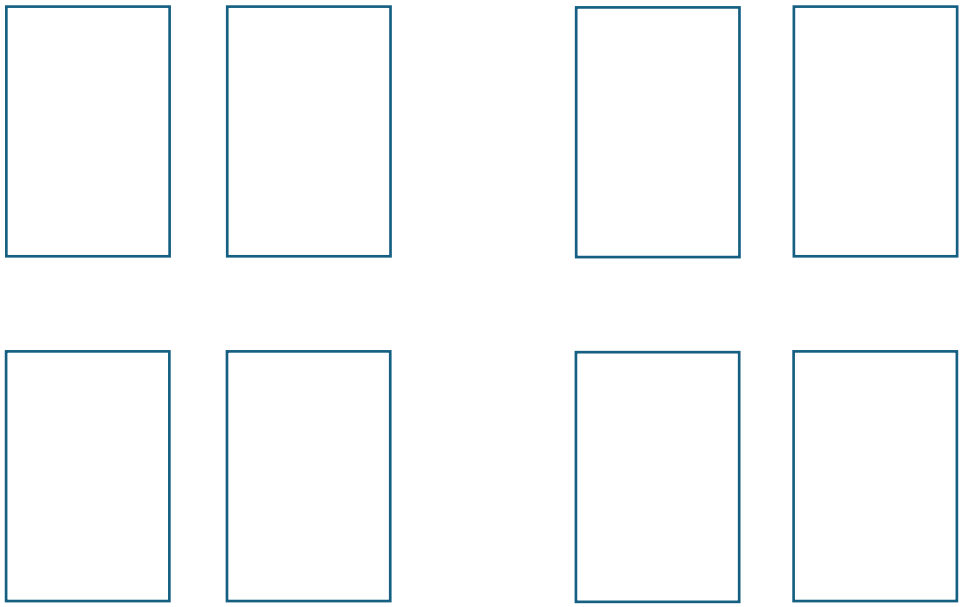


Figure A2: Map Template

Step 1. Identify the Need	
Step 2. Identify root causes	
Step 3. Identify possible supports	
Step 4. Circle the supports that already exist in your community.	

Part IV: Reflect on the Asset Map You Created

Instructions: As a team, reflect on the asset map you created above. Discuss the questions below and write down your reflections in the boxes below.

Supports: What supports did you list above would have the biggest impact on student literacy in your community?

Resources: What resources already exist within your community that could be leveraged? Consider staffing, flexibilities in schedules, and before and after school hours.

Opportunities: Which allowable use could strengthen your literacy program and support the needs in your community?

Click or tap here to enter text.

Capacity Inventory: Does your community have the time and staffing to support this allowable use?

Click or tap here to enter text.

Appendix B. Descriptions of Resources for Requirements and Criteria

Supplemental Materials Criteria

The supplemental materials criteria document provides an outline of the requirements for choosing and selecting supplemental materials for your classroom.

Qualifications for Literacy Coaches

The Qualifications for Literacy Coaches document outlines the requirements that K-3 and prekindergarten literacy coaches must meet, including the necessary credentials and experience, for grantees using Early Literacy Success School District Funding.

ODE-Approved Provider List for Professional Development and Coaching

The ODE-Approved Provider List for Professional Development and Coaching provides a list of approved providers for professional development and coaching.

High-Dosage Tutoring Criteria

The High-Dosage Tutoring and Qualified Tutor Criteria are guidelines for schools and districts using funding from the Early Literacy Success School District Grant (ELSSDG) to run tutoring programs. These criteria help to ensure that tutoring improves literacy achievement and provides meaningful, research-based, culturally responsive experiences for students. In order for a tutoring program to have the maximum impact, both of the following criteria must be met. The document provides criteria for a high-dosage tutoring program and for qualified tutors.

ODE-Approved Provider List for High-Dosage Tutoring

The ODE-Approved Provider List for High-Dosage Tutoring provides a list of approved providers for high-dosage tutoring programs.

Extended Learning Criteria

The literacy-focused Extended Learning Criteria are guidelines for schools and districts using funding from the Early Literacy Success School District Grant (ELSSDG) to run Extended Learning programming. These criteria help to ensure that Extended Learning improves literacy achievement and provides meaningful, research-based, culturally responsive experiences for students. In order for an Extended Learning program to have the maximum impact, both of the following criteria must be met. This document provides criteria for extended learning programs and for qualified tutors.

Appendix C. Long Image Description

This graphic illustrates a timeline of Oregon's Early Literacy Initiatives, highlighting key phases and activities. The timeline consists of four boxes, each representing a stage in the initiative: Identify Needs, Update Framework, and Provide Funding. Beneath each box, a bar visually outlines these stages, while three specific dates mark when critical tasks and actions took place.

The timeline begins in November 2021, when the Oregon Department of Education (ODE), through community engagement, identified the need to update Oregon's 2009 Literacy Framework. This marks the Identify Needs stage of the initiative, laying the groundwork for future developments.

By May 2023, Oregon had made significant progress in updating its literacy framework. During this time, the state completed two key activities. First, it published Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5), which aimed to establish statewide coherence, clarity, and common ground in literacy instruction. Shortly thereafter, Governor Kotek signed Executive Order No. 23-12, an initiative focused on strengthening educator preparation for literacy instruction. These efforts reflect the Update Framework stage of the initiative.

The final stage of the timeline, Provide Funding, took place in July 2023, when Oregon directed financial resources toward early literacy programs. During this period, House Bill 3198 was enacted, allowing ODE to launch the Early Literacy Success School District Grants and the Early Literacy Community and Tribal Grants. Additionally, the Department of Early Literacy introduced the Birth-5 Literacy Plan & Fund, further supporting literacy development from early childhood through elementary education.

This timeline visually represents the structured progression of Oregon's Early Literacy Initiatives, demonstrating a strategic approach to improving literacy education through community engagement, framework development, and targeted funding.

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