

Early Literacy Success School District Grant Criteria for Extended Learning and Qualified Tutors

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 includes the following:

- [Extended Learning Program Criteria](#)
- [Qualified Tutor Criteria](#)

Staff delivering Extended Learning funded by the Early Literacy Success School District Grants must be a licensed teacher or qualified tutor per [ORS 327.829](#). Licensed teachers and qualified tutors must meet the criteria below, which are the same qualifications for qualified tutors for [High-Dosage Tutoring](#) under the Early Literacy Success School District Grant.

These criteria provide grantees a tool to evaluate and continuously improve the quality of:

- District-developed Extended Learning programming, including tutor training; and
- Home-based summer reading activities.

ODE may use these criteria when monitoring the use of ELSSDG funds. These criteria include requirements and research-based practices from [ORS 327.825 - 327.845](#) and additional criteria determined by ODE, per OAR [581-017-0811](#).

Note: These criteria apply to Extended Learning activities funded fully or in part by the ELSSDG, not all extended (or expanded) learning at large. In order to qualify as Extended Learning under the ELSSDG, programming must meet the criteria in this document. For additional resources and promising practices on both extended and expanded learning, please see ODE's guidance on the [summer learning webpage](#).

Extended Learning Program Criteria

Category	Our Extended Learning programming:
Schedule	<input type="checkbox"/> Is provided outside of the traditional school day, which may include before school, after school, school breaks, and/or in the summer months.
Science of Reading & Writing	<input type="checkbox"/> Is based on the science of reading and writing, which means: <ul style="list-style-type: none"> • The convergence of findings from research on reading and writing processes, development and instruction;¹ • The teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated and responsive to meet the needs of individual learners; and • The integration of reading and writing.
High-Quality Instructional Materials ²	<input type="checkbox"/> Uses materials aligned to Oregon's English Language Arts Standards and is connected to core instruction that help accelerate student learning toward grade-level standards.
Reaching All Learners	<input type="checkbox"/> Uses culturally-responsive practices for all students, particularly supporting student groups that have historically experienced disparities. ³ <input type="checkbox"/> Uses strategies that are specifically designed for students experiencing disabilities, including Dyslexia. <input type="checkbox"/> Uses strategies that are specifically designed for students who are multilingual.
Developmentally Appropriate	<input type="checkbox"/> Is developmentally appropriate, which means designing and implementing learning environments to help all children achieve their full potential in literacy through: <ul style="list-style-type: none"> • Building on each student's strengths; • Connecting to students' lives and cultural contexts; and • Supporting each student's physical, cognitive, social, or emotional well-being. <input type="checkbox"/> Creates opportunities for students to provide input for deepened learning, engagement, and connection by actively making decisions and voicing their interest.

¹ For more information on the science of reading and writing, please see [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#).

² For the purposes of Extended Learning, high-quality instructional materials are educational resources that ensure equitable access to grade-level standards, promote inclusive practices that reflect diverse perspectives and needs, provide robust support for both teachers and students, and include embedded assessment opportunities to guide and inform instruction. These materials are designed to be engaging, evidence-based, and aligned with research-proven educational practices.

³ For more information on culturally responsive practices, please see Section 1 of [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#).

Category	Our Extended Learning programming:
Data-Informed	<input type="checkbox"/> Uses multiple measures to understand students' needs and adjust teaching accordingly.
Maximize Student Learning	<input type="checkbox"/> Uses routines, procedures, and lesson structures to maximize learning and use time effectively.
Enriching Learning Environments	<input type="checkbox"/> Includes multisensory, collaborative learning environments where students make real-world connections through literacy. <input type="checkbox"/> Fosters partnerships with community-based organizations and families, honoring collective approaches to literacy learning.
Student Groupings	<input type="checkbox"/> Emphasizes small group instruction (utilizing teacher to student ratios lower than a typical school day) with tailored support to students. <input type="checkbox"/> Uses multiple data sources to prioritize outreach, recruitment, and enrollment of students who may benefit most from attending, including students not yet reading at grade level and student groups that have historically experienced academic disparities.
School Day Connection	<input type="checkbox"/> Aligns learning activities to regular core literacy instruction ⁴ and connects programming to the school-wide literacy plan.
Family Engagement	<input type="checkbox"/> Uses a community-informed approach to outreach and engagement that includes two-way communication in multiple formats (i.e., in-person, text, email, flyer) and communicates in families' home language when possible, to foster a welcoming and inclusive environment. <input type="checkbox"/> Reduces barriers to access, such as: <ul style="list-style-type: none"> • Ensuring there is no cost to families for student participation; • Providing transportation; and • Making registration accessible.
Continuous Improvement	<input type="checkbox"/> Uses systems and tools to monitor and improve program effectiveness.
*Intensive Summer School Program	<input type="checkbox"/> Is provided to students who need the most additional support. <input type="checkbox"/> Is scheduled for at least 3-6 consecutive weeks, for at least 60 hours of direct literacy instruction. <i>(Criteria used only if Extended learning is an intensive summer school program.)</i>
**Home-based Summer Literacy	<input type="checkbox"/> Focuses on evidence-based strategies and practices while also developing positive relationships with families and the community to enrich student learning. <i>(Criteria used only if Extended Learning is a home-based summer literacy model.)</i>

⁴ Regular core instruction is defined as instruction in the general education setting as part of every student's regular schedule, aligned to grade-level standards, and inclusive of every student in the classroom.

* Intensive Summer School Program criteria applies specifically to programs utilizing the intensive summer program model. All other criteria above apply to this model as well.

**Home-based summer learning criteria applies specifically to programs utilizing the home-based approach to Extended Learning.

Qualified Tutor Criteria

Staff delivering Extended Learning funded by the Early Literacy Success School District Grants (ELSSDG) must be a licensed teacher or qualified tutor per [ORS 327.829](#). Licensed teachers and qualified tutors must also meet the criteria below, which are the same qualifications for qualified tutors for High-Dosage Tutoring under the ELSSDG.

Category	Our Extended Learning staff:
Qualified Tutors	<input type="checkbox"/> Are licensed teachers, classified staff, volunteers, or others who meet the following criteria in order to effectively deliver Extended Learning. <i>(Note: Districts are responsible for ensuring compliance with state and local background check laws for both internal and contracted providers.)</i>
Research-Aligned	<input type="checkbox"/> Receive training that includes: <ul style="list-style-type: none"> • Research-aligned practices based on the science of reading and writing; • Specific knowledge and skills relevant to the literacy concepts, skills, instructional practices of the tutoring program and needs of students who it is serving; • Culturally responsive instructional practices to effectively implement Extended Learning; and • Practices relevant to effectively use data to ensure the methods used are responsive to student needs.
Reaching All Learners	<input type="checkbox"/> Receive training on equity-centered and strengths-based practices that anchor in the belief that all students can achieve their full potential in literacy. <input type="checkbox"/> Receive training on strategies that are specifically designed for students with disabilities, including Dyslexia. <input type="checkbox"/> Receive training on strategies that are specifically designed for students who are multilingual.
Content Standards	<input type="checkbox"/> Receive training on how to understand Oregon's English Language Arts Content Standards .
Developmentally Appropriate	<input type="checkbox"/> Receive training on developmentally appropriate practices, which means designing and implementing learning environments to help all children achieve their full potential in literacy through:

Category	Our Extended Learning staff:
	<ul style="list-style-type: none"> • Building on each student's strengths; • Connecting to students' lives and cultural contexts; and • Supporting each student's physical, cognitive, social, or emotional well-being.
Relationships	<input type="checkbox"/> Receive training on building rapport and relationships with students, including how to create safe learning environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.