Early Literacy Success School District Grants FAQs:
25-27 Biennium

This document provides answers to frequently asked questions (FAQs) for the Early Literacy Success School District Grants (ELSSDG) for the 25-27 biennium.

This document will continue to be updated as indicated with a version number and noted on the Early Literacy Success School District Grant Resources website.

For additional questions related to literacy, please email k12.literacy@ode.oregon.gov. For questions on the 25-27 Integrated Programs application, reach out to District Grant Managers or email ODE.EII@ode.oregon.gov.

Structure of Document

This document organizes frequently asked questions by themes. The document is not meant to be read in a linear fashion; rather, it is intended for the reader to navigate to particular sections based on need using the links below.

Click on a category or question to link directly to the answer in the document below.

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Allowable Uses

1. **Are grantees required to implement professional development & coaching, extended learning, and high-dosage tutoring during the 25-27 biennium?**
   Yes, grantees are required to have a plan to implement professional development and/or coaching, extended learning, and high-dosage tutoring during the 25-27 biennium. Grantees share this plan in the 25-27 Early Literacy Allowable Use Smartsheet linked in the WorkAPP. Please see the IG Allowable Use Smartsheet Guidance for more detailed information. Note: this does not mean grantees have to spend Early Literacy School District Grant funds in these three required allowable uses, but must have a plan to provide these three types of programming.

2. **What are the ODE-Approved Provider Lists?**
   The ODE-Approved Provider Lists are lists of providers of PD, Coaching, and High-Dosage Tutoring that ODE staff have evaluated and determined they offer research-aligned, high-quality programming. Beginning July 1, 2025, grantees who contract with an external provider for PD, Coaching, and/or High-Dosage Tutoring—funded fully or partially with Early Literacy funds— must use providers from the Approved Provider Lists:
   - ODE-Approved Provider List for Professional Development & Coaching
   - ODE-Approved Provider List for High-Dosage Tutoring

   For more information on the ODE-approved provider list please see this FAQ.

3. **What is the difference between extended learning and high-dosage tutoring?**
   There are a few unique differences between high-dosage tutoring and extended learning.
   - High-dosage tutoring is provided during the school year *outside of regular core instruction*, during or after school, or in the summer. Students receive tutoring 2 or

more times per week over a 10-week period. Student groupings must be 4 or fewer. The [High-Dosage Tutoring Program Criteria](#) provides more detailed information on all required components.

- Extended Learning is provided *outside the traditional school day*, which may include before school, after school, during school breaks and/or in the summer months. Extended learning emphasizes small group instruction, but there are no specific number requirements for student groupings. The [Extended Learning Criteria](#) provides more detailed information on all required components.

4. **What is considered growth in high-dosage tutoring and extended learning?**
   "Growth" has been interpreted as the full (composite) score on a Student Growth Assessment. Applicants use the student growth assessment listed in their Early Literacy inventory. Instructions for reporting student growth in high-dosage tutoring may be found in the [Early Literacy Annual Reporting Guidance](#), Appendix C.

5. **What expenses are not allowable within all of the allowable uses?**
   The following expenses are not allowable within all of the five allowable uses: 4th/5th grade expenditures that are not curriculum & materials, furniture (bookshelves, tables, etc.), food, rewards and incentives for students (including book vending machines), technology (with the exception of technology for students to access a tutor virtually), and K-3 core curricula that is independently adopted.

6. **Can grantees purchase technology?**
   Technology (iPads, Chromebooks, headphones, technology accessories) is only allowed if required for students to access high-dosage tutoring (e.g., purchasing a Chromebook for students in a rural district to participate in virtual tutoring).

Adoption and Implementation of Curriculum

7. **What is the difference between core and supplemental materials?**
   Core (or basal) instructional materials are the major instructional vehicle for a given course of study. They provide a systematic, sequential approach to learning that prevents gaps in student knowledge and skills within and across grade levels and various learning contexts. Core (or basal) materials are aligned with grade-level academic content standards and are the centerpiece of literacy instruction.
   Allowable core materials that grantees can purchase with grant funds:
   - Curricula listed on the [State Board of Education Adopted Materials List](#)
   - Spanish language version of core curricula listed on the [State Board of Education Adopted Materials List](#)

   Supplemental (non-core) 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. These included all instructional materials other than the core instructional materials, such as intervention materials, assessments, and digital resources. Examples:

- Foundational skills curricula used with all students during the daily literacy block.
- Decodable readers used in small groups.
- Digital materials used during daily literacy block and/or at home.
- Intervention curriculum used in small groups or individually with students who are not yet reading at grade level.
- Student growth assessment used for progress monitoring.

8. **Can a grantee do an independent adoption of core curriculum?**
Beginning January 1, 2025, grantees who use early literacy funds to purchase core instructional materials must adopt materials from the [State Board of Education Adopted Materials List](#).

9. **If a grantee wants to purchase supplemental materials, how should they choose which one(s) to purchase?**
Grantees are required to use the [Supplemental Materials Criteria](#) to review and ensure that K-5 supplemental materials meet the criteria.

10. **Is there a list of approved supplemental materials?**
No, ODE does not have a list of approved supplemental materials. ODE has created a list of [Supplemental Materials Criteria](#) to support grantees in reviewing and purchasing high-quality, research-aligned supplemental materials.

11. **What are the current requirements of a student growth assessment? How should a grantee choose a student growth assessment?**
All student growth assessments must provide data that is disaggregated by student groups that have historically experienced academic disparities. Grantees are required to report their student growth assessment in their inventories. Grantees should refer to "Section 3: Assessments" of the [Supplemental Materials Criteria](#) to evaluate and choose potential student growth assessments.

12. **Can grantees pay providers to train staff on new curricula (e.g.supplemental materials, intervention materials) if the provider is not on the PD/coaching list?**
Yes, early literacy funds may be used to train PK-5 staff on how to implement any research-aligned materials that are listed in inventories. Grantees must ensure that all supplemental materials meet the [Supplemental Materials Criteria](#). Grantees may code expenses used for the implementation of instructional materials under the allowable use code of *Adoption & Implementation of Curriculum* in the 25-27 IG application.

Professional Development & Coaching

13. **Can grantees pay for classified staff to receive professional development?**
    Yes, after a statutory update in 2025, professional development & coaching for paraprofessionals/educational assistants/instructional assistants/classified staff is **allowable**

14. **What should a grantee do if their professional development and/or coaching provider is not on the list?**
    As grantees must use providers on the approved list, grantees should encourage providers not yet on the list to submit a response to the next RFI cycle. Potential providers may fill out the interest form if they would like information about when the next RFI will be released If grantees are using an external provider to train staff on how to use curriculum and materials, those providers do not need to be on the approved provider list and are allowable under the *Adoption and Implementation of Curriculum & Materials* allowable use. ESDs are considered internal providers of professional development & coaching.

15. **Can a grantee use funds to attend a conference?**
    Yes, if the organizer of the conference is an ESD, ODE, or on the ODE-Approved Provider List for Professional Development & Coaching. Note: Oregon Response to Instruction and Intervention (ORtIi), which is run by Northwest Regional Education Service District (NWRESD), is considered an internal provider of Professional Development & Coaching because they are run by an ESD. Grantees may use Early Literacy grant funds to attend any literacy focused sessions of the ORtIi conference.

16. **Are grantees required to implement both professional development AND coaching or are professional development and coaching separate categories?**
    When done well, professional development and coaching are implemented in an integrated and cohesive way as a coherent set of activities. Grantees may provide either professional development or coaching. Note: grantees must describe in their plans how they will implement professional development and/or coaching even if they are not using Early Literacy Success School District Grant funds to provide PD/coaching.
    Grantees do not necessarily need to begin new professional development and coaching activities to meet the requirements of the grant. Grantees may include current activities as part of their application, so long as they align with the grant requirements specific to professional development and coaching.

Hiring

17. **What are the differences in qualification requirements between the K-3 literacy coaches, specialists, and interventionists?**
    K-3 literacy coaches, specialists, and interventionists must be licensed educators with a

literacy-focused licensure or endorsement (Elementary Multiple Subject, Reading Intervention, Special Education: Generalist, or English to Speakers of Other Languages (ESOL)); and have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing." In addition to the above requirements, Literacy coaches must also have at least three years of K-3 teaching experience and. Literacy interventionists must hold a TSPC Reading Intervention endorsement. Please see more detailed information in the "Hiring" section of the [Requirements Overview](#).

18. **Are interventionists certified teachers? Can a grantee use paraprofessionals, instructional assistants, or other classified staff to provide interventions?**
A "literacy interventionist" funded by the Early Literacy grant is a licensed staff member who has a Reading Intervention endorsement. These staff have specialized training in providing literacy intervention, analyzing data, and managing an intervention program. If classified staff such as paraprofessionals or instructional assistants are trained as qualified tutors, they may provide high-dosage tutoring as an intervention, which is allowable and different from hiring a licensed "literacy interventionist" to manage a literacy intervention program.

19. **Is there a list of qualifying trainings that meet the "advanced science of reading and writing" training requirements for Literacy Coaches, Specialists, or Interventionists?**
No, there is not an established list. The advanced training or certification in the science of reading and writing may be provided by an ESD, school district, teacher preparation program, post-graduate degree program in teaching reading or literacy, or an ODE-approved provider.

20. **Can a grantee hire an administrator?**
Grantees may use Early Literacy funds to pay for administrator/director/coordinator salary/benefits, so long as funding does not exceed the 5% indirect cost limit.

21. **Can a grantee hire a classroom teacher to provide general literacy instruction?**
No. Classroom teacher salaries/benefits to provide general literacy instruction (including general education, SPED, bilingual, prekindergarten or preschool, etc.) are not allowable.

22. **Can a grantee hire classified staff who work directly with students?**
Grantees may hire classified staff who work directly with students as tutors or extended learning staff. Tutor salaries/benefits and extended learning staff salaries/benefits are allowable and should be coded as either *high-dosage tutoring* or *extended learning,* depending on the programming they are providing. Hiring paraprofessionals/educational assistants/instructional assistants/classified staff for anything OTHER than to provide high-dosage tutoring or extended learning is not allowable. Tutors for high-dosage tutoring must meet the [Qualified Tutor Criteria](#) and staff for extended learning must meet the [Qualified](#) [Tutor Criteria](#) or be either a qualified tutor or licensed teacher.

High-Dosage Tutoring

23. **Do staff providing high-dosage tutoring need to meet the requirements listed under hiring coaches, interventionists, and/or specialists?**
    Staff providing high-dosage tutoring must meet the Qualified Tutor Criteria, which are different from the literacy coaches, interventionists, and specialists qualifications.

24. **If a grantee already has a specialist who works with small groups during core literacy instruction, does that count as high-dosage tutoring?**
    High-dosage tutoring must be provided outside of regular core literacy instruction. Any high-dosage tutoring must meet the High-Dosage Tutoring Criteria and staff providing high-dosage tutoring need to meet the Qualified Tutor Criteria. Small group instruction that occurs during regular core literacy instruction time does not count as high-dosage tutoring.

25. **If a grantee has an existing program (MTSS/RTI/Title I) that provides small group or 1:1 intensive intervention, does this "count" as high-dosage tutoring?**
    If the existing program is provided outside of regular core literacy instruction and meets the High-Dosage Tutoring Criteria and staff meet the Qualified Tutor Criteria, then this would count as high-dosage tutoring.

26. **Can grantees use an AI tutor to provide high-dosage tutoring?**
    No, tutors must be humans who meet the Qualified Tutor Criteria.

Extended Learning

27. **Do extended learning summer programs have to be 60 hours?**
    No, not all extended learning programs need to be 60 hours. Only Intensive summer school programs must meet the requirement of providing at least 60 hours of direct literacy instruction for at least 3-6 consecutive weeks. Please see the Extended Learning Criteria for more detailed Information on extended learning options, including home-based learning

28. **Can a grantee use grant funds to run a comprehensive extended learning program that includes subjects beyond literacy?**
    No, extended learning programs funded by the Early Literacy grant must be literacy-focused and meet the Extended Learning Criteria. Braiding and blending of funds to provide a comprehensive extended learning learning program is allowable if the Early Literacy grant funds the literacy portion of the program and other sources fund the non-literacy portion.

29. **Can grantees use funds to take students on field trips?**
Grantees can pay for the staffing, transportation, supplies and curriculum to support a field trip that has a direct link to supporting students' literacy learning. Please note that food is not an allowable use, so the grantee may not fund snacks or lunch.

Application

30. **What are the prioritization requirements and how will grantees show this?**
Grantees with more than one elementary school will indicate in their application how they will prioritize funding to highest need schools. Prioritization of early literacy funds may be determined by the grantee based on one or more of the following characteristics:
    - Schools that have the lowest rates of literacy proficiency among elementary schools in the district;
    - Schools identified for comprehensive support and improvement or for targeted support and improvement based in part on literacy score;
    - Schools that have literacy proficiency rates that have not recovered to pre-pandemic levels; or
    - Schools that have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.

31. **What are the literacy outcome requirements for the 25-27 biennium IG application?**
Grantees must have one outcome (goal) for prekindergarten-third grade literacy in addition to their Longitudinal Performance Growth Target (LPGT) for third grade English Language Arts (ELA) proficiency.

32. **Where can grantees find the "Program Review Tool" from the Jumpstart Biennium Early Literacy Application?**
Grantees can find a copy of the 2024 Early Literacy application within the [WorkAPP](#) by choosing the Google Folder link within "Your Specific Links under the Home Basic Information Tab." The Program Review Tool consists of Questions 1-8 in the application.

33. **How do grantees update the inventory?**
Grantees can find detailed information on how to update the Early Literacy Inventory in the [25-27 Early Literacy School District Grant Inventory Smartsheet Guidance](#).

34. **How often does the inventory need to be updated?**
Inventories are published on ODE's [Early Literacy Instructional Materials Dashboard](#) and must be updated annually, at minimum. Any revisions grantees make to the Early Literacy Inventory Smartsheet link in the [WorkAPP](#) will update the information published in the dashboard. Because the inventory is a publicly available document, grantees should ensure the information is correct and up-to-date:

1. Grantees add new core curriculum adoptions or supplemental materials as soon as they are in use.
2. Grantees remove old core curricula or instructional materials when they are discontinued.

35. **Are there resources available for completing the Early Literacy Allowable Use Smartsheet?**
For detailed information on how to update the Early Literacy Allowable Use Smartsheet, grantees may refer to the [25-27 Early Literacy School District Grant Allowable Use Smartsheet Guidance](#).

36. **The full questions and dropdowns are not visible in the inventory and Early Literacy Allowable Use Smartsheet. Where is the full text located?**
Full questions and dropdown menus are included in the 25-27 Early Literacy guidance documents located in the [25-27 Application Resources - External folder.](#) Detailed directions for adding core instructional materials to the inventory, including all dropdown choices, is included in Appendix A of the [25-27 Early Literacy School District Grant Inventory Smartsheet Guidance](#). Detailed directions for adding all other non-core materials to the inventory, including all dropdown choices, is included in Appendix B of the "25-27 Early Literacy School District Grant Inventory Smartsheet Guidance." All questions and drop down choices for the Allowable Use Smartsheet are included in the [25-27 Early Literacy School District Grant Allowable Use Smartsheet Guidance](#).

Prekindergarten and Preschool

37. **How can grantees use funds to invest in prekindergarten and preschool?**
Grantees may use funding to implement the allowable uses within prekindergarten and preschool. Grantees may invest in prekindergarten curricula and materials that meet the Department of Early Learning & Care (DELC) [Preschool Materials Criteria](#) and the implementation of those materials; hire specialized literacy staff (licensed literacy coaches, specialists, and interventionists) to work with prekindergarten populations; provide professional development and coaching for licensed prekindergarten and preschool staff; and offer extended learning opportunities for students transitioning to kindergarten. Please note: High-dosage tutoring is not typically considered developmentally appropriate for prekindergarten and preschool students.

38. **What are the qualifications for a prekindergarten and preschool literacy coach?**
The Department of Early Learning and Care (DELC) has established qualifications for literacy coaches that are working exclusively with prekindergarten and preschool teachers and students. Prekindergarten and preschool literacy coaches must have:
   - 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.

- An active Oregon Registry Online 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.
- Experience with Practice Based Coaching and adult learning principles.
- Completed the Oregon Foundations in Coaching course (free online) and be familiar with the Oregon Foundation Coaching Competencies (ELSI) - or plan for how it will be completed in the next 6 months.

39. **Where can a grantee find information about criteria for prekindergarten and preschool instructional materials?**
The Department of Early Learning and Care (DELC) has established criteria for DELC Preschool Materials Criteria.

Reporting

40. **What are the reporting requirements for the 25-27 biennium?**
All grantees follow quarterly and financial reporting guidelines set forth by Integrated Programs. Here is an overview of what grantees are required to do within the annual report:
- Update the inventory submitted as part of their application (inventories will be prepopulated) by verifying early literacy instructional materials (if needed).
- Provide evidence that materials in the inventory are implemented with fidelity, including how teachers and administrators participate in professional development and coaching that supports the implementation of materials in the inventory with fidelity.
- Provide district-level data for student participation and outcomes for high-dosage tutoring and extended learning.
- Provide district-level data for student participation and outcomes for high-dosage tutoring and extended learning.
- Provide school-level data for student participation and outcomes for extended learning.

41. **What does ODE do with the data that is collected from the reports?**
ODE uses reporting data to internally monitor the effectiveness of the program and report to the legislature on the impact of the grant. Quarterly and annual reporting is important for ODE and the public to understand statewide trends: how funds are being spent, what is working in lifting literacy, and where additional support and change is needed statewide.

42. **Why are the reporting requirements so extensive?**
Reporting is a part of accountability that grantees are using state funds appropriately and impacting student literacy outcomes. Reporting requirements will allow ODE to better understand the extent to which grantees are using evidence-based instructional materials, providing high-quality professional development and coaching, and impacting student outcomes

through high-dosage tutoring and extended learning.

43. **Do grantees only have to report on what they spend Early Literacy grant funds on?** Grantees only report on activities fully or partially funded by the Early Literacy grant.

44. **Some questions in the Fidelity of Implementation Smartsheet (within the Early Literacy Inventory) don't seem related to how the funds were spent. Do grantees still need to report on all questions?**
The Fidelity of Implementation questions are required for all materials listed within the inventory regardless of funding source. ORS 327.825 - 327.845 specifically states that grantees receiving funding must provide "evidence that the literacy assessments, tools, curricula and digital resources in the inventory…are used with fidelity to research aligned literacy strategies;" and "evidence that teachers and administrators are provided with professional development plans for using and implementing, with fidelity to research-aligned literacy strategies, the literacy assessments, tools, curricula and digital resources in the inventory."

Spending

45. **Can grantees braid funds to provide literacy programming?**
Yes, ODE encourages grantees to utilize all funding sources available to fund literacy programs.

46. **If grantees don't use all the funds allocated for the first year of the biennium, do funds roll over to the second year?**
Funds can carry over each year, *within the biennium,* from year one to year two. In order to carry over funds from year one to year two, grantees must draw them down by June 30th of year one. Any allotted funds not used at the end of biennium will be returned to the Statewide Education Initiatives Account (SEIA). All applications for the 25-27 biennium must be submitted by April 30, 2025. If a grantee does not apply in year one, they are ineligible for funds in year two.

47. **Can grantees take indirect costs?**
A grant recipient may use funds for administrative costs, including direct and indirect costs, so long as they are related to allowed expenditures as provided in the grant agreement and do not exceed 5%. Indirect costs may include a percentage of administrative salary/benefits. Direct costs are defined in rule as "administrative functions readily allocable to and required for administering the grant program such as oversight, grant expenditure data collection, leadership that does not include direct service to teacher or students, management, and supervision."

Other Related Early Literacy Success Initiative Grants

48. **What are the differences between the Early Literacy Community Grants and the Early Literacy Success School District Grants?**
The Early Literacy Success Initiative created four statewide programs that together work to lift literacy efforts across the state: Early Literacy Success Tribal Grants, Early Literacy Success Community Grants, Early Literacy Success School District Grants, and the Early Literacy Success Birth through Five Plan.

    The purpose of the Early Literacy Success School District grant is to support student literacy outcomes at school districts and public charter schools by increasing access to research-aligned early literacy programming (prekindergarten through third grade).

    The Early Literacy Success Community Grant partners with community-based organizations to provide high-dosage tutoring programs outside of the school day. For more information on the Early Literacy Success Community Grants, visit their website.

49. **How do grantees providing high-dosage tutoring through a community-based organization that received an Early Literacy Success Community Grant show this provider in the Early Literacy Success School District Grant application and reporting?**
Grantees report this activity within the IG application in the Allowable Use Smartsheet as *extended learning* because high-dosage tutoring funded by the Early Literacy Success Community Grants may only occur outside of the school day. Additionally, grantees would not include this expense in the Early Literacy Success School District budget or financial reports, as the district is not using Early Literacy Success School District Grant funding to provide this programming.