2021-22 OER Development Grant Questions and Responses

Thank you for your interest in the 2021-22 OER Development Grant. You can find more information about the grant opportunity and how to apply on the OER Grants and Professional Learning Opportunities page.

The window for asking questions about the RFA, the grant, and applying for the grant is now closed. Responses to the questions we received are provided below. *Some questions have been edited for clarity.*

Questions have been sorted by topic. Use the Table of Contents below to jump to a specific section.

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Responses to Questions

Application

1. **How do I apply for the grant?**
   To submit an application, you will need to:
   1. Make sure you have approval to apply from your Institution (the school district, charter school, or Education Service District that you are employed by).
   2. Get the Assurance Letter signed by an authorized representative from your Institution.
   3. Develop your responses to the application questions. We recommend doing this ahead of time on a separate document (and not drafting responses in the application form) so that you don't lose any of your work.
   4. Submit your responses to the application questions and the signed Assurance Letter using the application form.

   Materials to support your understanding of the grant work and how to apply are available on the OER Grants and Professional Learning Opportunities page on ODE's website.

2. **Where can I find the pre-application conference recording?**
   The slides and recording of the pre-application conference webinar are now available at these links:

- Pre-Application Conference Recording
- Pre-Application Conference Slides

3. **When applying as part of a team, does each person submit a separate application?**
   Yes, each person will submit a separate application. The applications will be evaluated independently. This means that it is possible that not all members of the team will be selected for the grant.

4. **The application is due on October 25th and responses to questions will be posted on October 13th. Is it recommended to start working on the application before the questions are posted?**
   For many people, getting started earlier is better as this will ensure that they have an abundance of time to prepare their responses. However, there is plenty of time to prepare your application even if you don't start until after October 13th.

5. **Who should sign the Assurance Letter?**
   This will vary by district but should be signed by someone who has the authority to sign contracts. If you are unsure who has this authority, check with your business office.

6. **Is there any possibility of turning in the Assurance Letter after the application due date of 12:00pm (noon) on October 25th if we cannot get it signed by that time?**
   Yes, there is an option to extend the due date **for the Assurance Letter only**. This extension allows the Assurance Letter for an otherwise completed application to be submitted through October 29th by 4:00pm PDT. This extension will automatically be granted If you submit an application without an Assurance Letter. This does **not** apply to the full application. Applications must be submitted no later than 12:00pm (noon) PDT on October 25, 2021.

   If you require the extension, please send your signed Assurance Letter attached in an email to OregonOpenLearning@ode.state.or.us with the name of the person or people who applied from your institution no later than 4:00 pm PDT on October 29, 2021.

7. **Will application responses be scored on grammar and/or writing ability?**
   No, applications will be scored only on the Evaluation Criteria, which can be found in the RFA or in Attachment C.

8. **Should we submit a lesson plan with our application?**
   We are not asking that you submit a lesson plan with your application, nor are we expecting that people come to the grant work with knowledge and experience of using or developing open educational resources. You will be identifying a lesson plan that you will work with during Phase 1 of the grant activities.

Minimum Qualifications

9. **Is this opportunity open to teachers of elementary (grades K-5) students? Or is there a similar program for educators that work with elementary students?**
   In order to provide professional learning that targets the needs of participants, this grant opportunity is focused on teachers of secondary students. At this time, we do not have a similar program for teachers of elementary students, but we hope to offer additional grant opportunities in the future that target other needs and grade levels.

10. **I am a licensed teacher in Oregon working this school year for the Migrant Education Program. In this capacity I work in the classroom closely and specifically with emergent bilingual students, though not as teacher of record. In this context, I would like to confirm eligibility for the OER Development Grant.**
    It is not necessary to be the teacher of record to qualify for this grant opportunity. In order to meet the minimum qualifications, your application will need to demonstrate that you are a licensed or registered teacher, that you are currently assigned to work with secondary (grades 6-12) students, and that you will have the opportunity to pilot lessons developed as part of the grant work with your students between February 25 through April 13, 2022. A licensed educator who regularly has access to provide instruction to students and select the lesson plans used for this instruction would meet the minimum requirements.

11. **Does a specialist, such as an English Language Development Instructional Coach, who doesn't have their own classroom but regularly has access to classrooms where they could pilot lessons, meet the minimum requirements?**
    Yes, licensed teachers who regularly have access to provide instruction to students and select the lesson plans used for this instruction would meet the minimum requirements.

12. **Does a licensed speech pathologist who has access to a classroom or classrooms to pilot lessons qualify for this grant opportunity?**
    The minimum qualifications for this grant require participants to be a licensed or registered teacher currently working in an Oregon public school.

    This grant and the professional learning and activities that participants will engage in are designed for teachers who provide instruction to secondary students, rather than educators who provide services to students.

    We also acknowledge that there is a need for a variety of resources, and we hope to offer opportunities in the future that support the development of open educational resources to address additional needs.

13. **I am co-creating a charter high school with four other teachers, yet the school will not open until next fall. Am I eligible? If so, who should sign the Assurance Letter?**
    One of the minimum qualifications for the grant requires that participants have the

opportunity to pilot lessons with secondary (grades 6-12) students between February 25 and April 13, 2022. If you will not be working with students during that time frame, you will not be able to complete the grant activities.

Another part of the minimum qualifications for this grant requires participants to be a licensed or registered teacher employed by a school district, charter school, or Education Service District (ESD) during the 2021-22 school year. If you are employed by one of these Institutions during the 2021-22 school year, the Assurance Letter can be signed by someone who has the authority to sign contracts for the Institution.

Team Configuration

14. **Is there a limit on the number of team members?**
    A minimum of two people can apply as a team and plan to collaborate together on the grant work. There is not a maximum number of people that can apply as part of a team. However, it will be important to consider how the team members will work together and how practical it will be to collaborate effectively with a larger group.

    A maximum of 15 people from a single Institution (school district, charter school, or Education Service District) will be selected in order to ensure that the opportunity is available to educators in multiple regions of the state.

    During Phase 2 of the grant activities, each participating educator may recruit another educator who is employed by the same Institution (school district, ESD, or charter school) to pilot their lesson and provide feedback to receive a $250 award. This may be an opportunity to include more educators from your Institution if they do not all apply or are not all accepted for the grant.

15. **Do all members of a collaborative team HAVE to apply for this project? Could I co-teach with someone who does not wish to participate in this grant-funded training, but would like to co-teach the lesson?**
    We welcome and encourage individual participants to collaborate with existing teams while participating in this work. This will not count as applying as part of a team for questions #16 and #17 on the application, but you can still describe this collaboration in question #18.

Grant Work Expectations

16. **How many lesson plans would we be expected to work on?**
    For the purposes of this grant, “lesson plan” is a broad term, as it can be used to refer to a single plan for just one class period (based on time), as well as a plan that might take multiple class periods to complete (based on objectives). Expectations for this grant will understand lesson plans in terms of learning objectives rather than time. The expectation is that at minimum, each grantee will develop one lesson plan that includes instruction, application, and assessment activities designed to address standards-aligned learning and/or language objectives. Ideally, participants will develop a plan that addresses multiple objectives, which would be delivered over the course of several class periods. Participants might also consider developing a plan that is differentiated for

various English proficiency levels.

17. **Is the format for the work limited to lesson plan format? Or can a broader system be proposed?**
    Yes, additional ideas can be proposed, for example, family engagement activities or other types of resources that would support instruction in the classroom. The professional learning will primarily address instructional supports for students who are emergent bilingual and will incorporate the piloting of resources in a classroom setting. Participants should keep that in mind when thinking about the types of resources that would be appropriate to include. Additional guidance around the development of lesson plans will be provided in the professional learning sessions as well.

18. **Is this grant seeking lesson plans that are distinctive to Oregon educators and students?**
    The lesson plans developed as part of this grant will be housed on the Oregon Open Learning Hub, which is located within the OER Commons. While the Oregon Open Learning Hub is specifically designed with Oregon educators and students in mind, both OER Commons and the Oregon Open Learning Hub are open to educators across the nation and globally.

    While we haven't requested Oregon specific lesson plans in the grant application, there will be opportunities to revise lesson plans; local context can be a powerful addition to make them especially valuable to Oregon educators and relevant to Oregon students.

19. **Can we use resources like Newsela in our lesson plans since they will be openly licensed?**
    Copyright limits users' ability to reuse and redistribute materials. You would not be able to copy the text of a news article from Newsela into your lesson plan, but you are allowed to refer to works that are under copyright in open educational resources (OER) by using the title or a link to the article to direct users to it. One thing to consider is that content behind a paywall cannot be accessed by all educators and students. It is okay to refer to these materials, but using these materials as a basis for your lesson plan may make it more difficult for others to use the lesson plan that you create.

    Copyright and open licensing will be covered in the professional learning provided as part of this grant opportunity.

20. **Are the synchronous meeting times in PST?**
    All due dates and meeting times described in the RFA and associated materials are in Pacific Time, either Pacific Standard Time or Pacific Daylight Savings Time, corresponding to when these time changes take place in the Western region of Oregon.

21. **I am applying with a team of teachers at my school. We work at a middle school and our school day doesn't end until 4:10 pm, with teacher work time ending at 4:30 pm. I am the only one who will be able to sign on to the meetings at 4:00 since I don't have a class for the last period of the day. Is there a way we can work around this? If we are a team and one of us can always be there at the start**

of things will that be ok?
Participation in all of the professional learning sessions is a mandatory part of the grant work. Emergencies or situations that cause a participant to miss part or all of any of the professional learning sessions will be considered on a case by case basis to determine how best to support the participant in the grant work.

The specific situation described in this question might be workable if everyone is able to sign on immediately after students leave (by about 4:15pm) since there is a team member that can sign on at the start of the sessions and could catch the other members of their team up on anything that they miss. However, consider whether or not it is realistic to sign on by 4:15, or whether it might be 4:30pm or later before everyone can sign on. This would mean missing a considerable amount of each professional learning session and would likely not be conducive to full participation.

If you are applying and your contract hours extend past 4:00pm, please include the end time of your contract hours in your response to Question #2: What is your teaching assignment? This will not affect your eligibility or the evaluation of your application.

Grant Details

22. **How many educator participants can be funded to participate in this grant?**
Funding is available to support 75 educators participating in this grant.

23. **Are there any specifications regarding how the grant money is spent? Is it for the educator? Or is it for a school program?**
The $5,000 award is to be provided to participating educators for their time and effort spent on the grant work. It will be delivered through their institution payroll, on top of their regular salary. The employing Institution will also be allowed to claim their negotiated indirect rate to cover associated costs.

24. **Let's say we have one team of 15 educators who wants to apply (15 is the max per "grant"). Is the grant a total of $5,250 ($5,000 to share among the 15 educators/team members and $250 for an educator with whom they want to pilot the lesson plans)?**
From an Institution (school district, charter school, or Education Service District) perspective, the grant award is up to $5,250 per educator plus the Institution's negotiated indirect rate. These funds may be spent as follows:
    - $5,000 per awarded educator is to be paid out to the educator participating in the full grant program on top of their regular salary,
    - $250 per awarded educator may be used to compensate an additional educator from the Institution (not participating in the full grant program) to pilot developed lesson plans and provide feedback,
    - The indirect rate is used to cover the costs associated with invoicing ODE and processing these items through the Institution payroll.

In the situation of 15 educators from a single Institution being selected, the grant award would be up to $78,750 plus the negotiated indirect rate for the Institution.