



# COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

2025-2029 FAQs

*This document provides answers to frequently asked questions (FAQs) for the 2025-29 Comprehensive Literacy State Development (CLSD) grant. For more details, refer to the [CLSD RFA](#). FAQ updates will be made as new questions arise, indicated by the updated date below.*

For questions about the CLSD grant, please email [K12.literacy@ode.oregon.gov](mailto:K12.literacy@ode.oregon.gov) and ensure the subject line includes "CLSD Question" so our team can respond promptly.

**Date Updated: June 27, 2025**

# TABLE OF CONTENTS

- APPLICATION .....3
- ELIGIBILITY.....6
- FUNDING .....12
- REPORTING.....14
- ALLOWABLE USES .....20

## APPLICATION

### What is the CLSD grant?

The Comprehensive Literacy State Development (CLSD) grant is a competitive grant that provides \$55 million of grant-in-aid to Oregon school districts to improve the literacy outcomes of children from Birth-12<sup>th</sup> grade.

The CLSD grant aims to advance literacy skills—including pre-literacy, reading, and writing—with a particular focus on serving children experiencing poverty in Oregon’s highest need schools.

ODE designed the CLSD grant to ensure explicit and robust alignment and coherence amongst literacy initiatives, while expanding and deepening the capacity of districts and schools to implement high-quality, evidence-based practices. The competitive CLSD grant aligns spending with the same five allowable uses of the Early Literacy Success School District Grant and expands programming across the Birth-12th grade continuum.

### When is the CLSD application due?

The CLSD application is due June 30, 2025, at 11:59 PM. Applications will need to be fully complete to be considered. Applications submitted late or incomplete will not be considered.

### How many years are CLSD grantees funded?

CLSD grantees receive funds for five years spanning from 2024-29, contingent upon the availability of federal funds. In Year 1, grantees will receive double the annual funding amount, as it will include funds for the 2024-25 and 2025-26 school years. Funding for Years 2 through 4 will remain consistent, with the same annual amount allocated each year. Applicants may consult the [Oregon CLSD Eligibility Ranking and Preliminary Allocation Tool](#) to view their preliminary allocations.

### When will I know if I have been awarded the CLSD grant?

The CLSD Team plans to notify applicants if they are a recipient between the end of July and beginning of August 2025.

## Where does the United States Department of Education (ED) establish the CLSD grant requirements?

The CLSD requirements are established in Sections 2221–2225 and 2301 of [the Elementary and Secondary Education Act of 1965, as amended \(ESEA\)](#).

## Why is the eligibility ranking worth 50% of the overall application score?

To meet federal requirements around prioritizing high need schools<sup>1</sup>, ODE used a weighted scoring system that considered both district need—based on an eligibility ranking—and the quality of the narrative application. This approach ensures that high need districts, including those with limited grant writing capacity, remain competitive in the application process.

## Why does the CLSD application have so many narrative questions?

In statute, ED requires ODE to collect a level of detail in applications that ensures alignment with federal CLSD requirements. To balance these requirements with condensing the length of the application, ODE designed the application to be streamlined yet rigorous—ensuring sufficient information is collected to meet federal expectations while reducing the burden on districts. Importantly, eligibility ranking makes up 50% of the total application score, allowing districts with high need but limited grant-writing capacity to remain competitive.

## How should indirect costs be reflected in the budget to align with the required 16% / 42% / 42% split across grade bands? Should indirect costs be allocated proportionally within each grade band, or listed as a single separate line item? Also, what allowable use code should be used for indirect costs? (Added 5/9/25)

Indirect costs should be allocated proportionally within each grade band to ensure the 16% / 42% / 42% age band split meets federal requirements. For indirect costs, applicants may leave the allowable use code field blank. This will not have an impact on the completeness status on the checklist tab of the application workbook.

---

<sup>1</sup> [High-Need School](#) as described in Elementary and Secondary Education Act (ESEA) Section Section 2221(b)(3)(A) means: (i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or low-income families, which may be calculated using comparable data from the schools that feed into the high school.

## Can prior Tribal Consultation (E.g. Integrated Programs Application) fulfill the Tribal Consultation requirement for the CLSD application? (Added 5/9/25)

After reviewing our grant requirements and consulting with ODE staff in the Office of Indian Education, our team has determined that Tribal Consultation **is not required** for the competitive CLSD grant. While we encourage continued engagement with local tribes as a best practice, it is not a requirement for this grant.

## Will there be an evaluation criteria rubric for the CLSD application? (Added 5/9/25)

Yes, there are evaluation criteria, which can be found [Oregon CLSD Request for Applications \(RFA\)](#) in “Appendix 1: Selection Criteria and Evaluation” on pgs. 30-42.

## Does a score of 1 on the eligibility ranking mean you have the highest need, or does a score of 100 on the eligibility ranking mean you have the highest mean? (Added 5/15/25)

Districts ranked closest to 1 receive the highest number of points in the eligibility ranking portion of the application score. Please note that a high eligibility ranking does not guarantee funding; it is up to each district to determine whether to apply. If you would like to know how eligibility ranking was determined, please reference the [“How was eligibility ranking determined?”](#) question in the FAQ.

## Do you have a Word template to support districts with drafting narrative responses before transferring them over to the Excel application? (Added 5/16/25)

In response to applicant feedback, ODE has posted a Word template of the application narrative to the [Oregon CLSD Webpage](#). This template does not include the Applicant Information Tab, Budget, or Assurances.

**Final applications must be submitted using the [Excel version of the application workbook](#); submissions in Word will not be accepted.**

Is there a requirement for local school board approval of the application? (Added 5/28/25)

No, local school board approval is **not** required to submit the CLSD grant application. However, it is considered best practice to keep the board informed and engaged, particularly if the proposed activities involve budget implications, staffing, or programmatic changes.

Can districts start to use the dollars as soon as they are notified, or do they need to wait until the grant agreements are signed? (Added 5/28/25)

Districts may begin using CLSD funds once they receive official award notification, with spending eligible for reimbursement from July 1, 2025. While spending before the grant agreement is executed is permitted, it is at the district's own risk and must be carefully tracked for reimbursement. Please note that districts must not exceed their 2024–2025 funding allocation before the grant agreement is signed. All expenditures must align with the approved budget and allowable uses.

Our district has K–6 schools, and we would like our 6th grade teachers to participate in the same professional development opportunities as our K–5 teachers. How should we structure this in our application—specifically in the PD and Coaching Plan section and the budget? (Added 5/28/25)

In the PD and Coaching Plan section, you may include your 6th grade teachers in the K–5 narrative by adding a note that the described activities will also apply to 6th grade.

For the budget, you must parse out the 6th grade expenses from K-5 and identify them under the 6–12th grade age band. This distinction is important for tracking age band allocations and ensuring compliance with required budget percentages.

Do we need to have a fully developed literacy plan before submitting our grant application, or can we build and revise our literacy plan over time? (Added 6/6/25)

Districts are not expected to have their literacy plan fully developed at the time of application. As part of their CLSD activities, grantees will develop and implement a local literacy plan aligned with Oregon's literacy plan, which is currently under development. It is anticipated that implementation strategies may evolve throughout this process and as part of ongoing continuous improvement.

In the application, districts must present a strong foundational vision for how they will use CLSD funds, details of which can be expanded and refined over time. Specifically, districts are required to demonstrate how they will address the mandatory (“Must Do”) components outlined in the RFA. Optional (“May Do”) components may be developed over time, based on local context.

**Note: Once grantees are awarded the grant, they will need to consult with their CLSD grant manager for guidance and approval of any plan changes.**

Districts are encouraged to review the evaluation criteria to ensure their application aligns with the expectations and standards for review.

Do the yearly allocation amounts need to be fully budgeted in the Budget tab?  
(Added 6/20/25)

Yes, annual budgeted amounts must align with yearly allocations. Grantees must also meet the required age band percentages over the grant’s duration. Reference tables in the Budget tab are provided to help meet these requirements.

Where should I provide details of how we are spending our funds? Should this be in the Budget section or a different section? (Added 6/20/25)

Because the CLSD grant is competitive, we recommend reviewing the scoring rubric in the [Oregon CLSD Request for Applications \(RFA\)](#) (starting on pg. 32) to support with your application process and guide you on where information would best fit.

I am having trouble with the application. Although I have completed one of the sections, it is showing as incomplete on the application checklist page. (Added 6/11/25)

On June 11, 20225, ODE identified a technical error for some applicants that causes some fields to show as incomplete. This technical error appears to be related to differences in Excel versions. To help with this:

1. *Please make sure you're using the most up-to-date version of the [application template](#).*
2. *Take a moment to double-check that all sections are complete.*

If the issue persists and the district has confirmed the sections are complete, the district may submit the application as is. **Rest assured, ODE will carefully review each application during our technical screening, and no application will be rejected because of this technical**

**issue.** ODE has modified the application template to accommodate multiple versions of excel in use by various districts.

It appears that there is a rounding error in the application budget which is causing it to show as incomplete. What should I do? (Added 6/25/25)

Some districts are experiencing a technical error in their Excel application templates. We recommend districts first double-check that all sections are complete and that both the required age band apportionment and year-to-year apportionment are balanced.

If the issue persists and the district has confirmed the budget is complete, the application may be submitted as is. **ODE will carefully review all applications during the technical screening process and no application will be rejected due to this rounding error.**

How detailed should the budget descriptions be within the application? (Added 6/25/25)

We recommend that budget descriptions be detailed enough to clearly describe the district's plan and explain how each expense supports the proposed project activities.

Reviewers will be looking at the application holistically when reviewing the budget, so will also consider information provided in other sections to understand how the budget aligns with the overall project.

Districts should aim to provide enough specificity that someone unfamiliar with the district could understand how the funds will be used and why the expenses are necessary. Note that because this is a competitive grant, ODE cannot follow up with you to clarify expense descriptions during the review process.

Do we need to provide partner letters as part of our application if we are partnering with external early childhood education programs to fulfill the Birth-Pre-K requirement? (Added 6/25/25)

Partner letters are not required for this grant. The school district just needs to ensure the birth-5 programming meets the requirements listed on page 17-18 of the [Oregon CLSD RFA](#) and have this evidence available if requested in the case of an audit.

What is ODE's process for determining whether a budget is complete? (Added 6/27/25)



Applicants must ensure that their budgeted expenditures and preliminary allocations are balanced across age bands, as well as across each year of the four-year grant. ODE will accept budgets that are off balance if they are within a dollar amount (to account for any rounding errors).

## ELIGIBILITY

### Who is eligible to apply for the CLSD grant?

ODE prioritized eligibility for CLSD funding to individual school districts with the highest need, considering both the number and percentage of high need schools within each district. Please consult the [Oregon CLSD Eligibility Ranking and Preliminary Allocation Tool](#) to determine if your school district is eligible to apply.

### How was eligibility ranking determined?

A set of eligibility indicators was created to determine which school districts are eligible to apply based on the federal definition of an eligible entity as described [in Section 2221 \(b\)\(2\)](#) of the Elementary and Secondary Education Act (ESEA). Eligibility ranking was determined based on a weighted measure and cut score using the indicators listed below:

- Number and Percentage of High Need Schools (HNS) in the district
  - a. Calculated using a combination of Free Reduced Lunch (FRL) and Students Experiencing Poverty (SEP) Data.
- Small Area Income and Poverty Estimates (SAIPE)
  - a. Number and Percentage of students living in poverty based on U.S. Census Bureau data estimates.
- English Language Arts (ELA) Proficiency
  - a. Number and Percentage of students scoring “Not Proficient” on ELA OSAS; all grades served.

### How are schools determined to be “high-need?” (Added 5/28/2025)

For the Oregon CLSD Grant, schools were identified as “high-need” based on the federal definition, which considers the percentage of students from low-income families. Determination of high-need status used both Students Experiencing Poverty (SEP) data and Free and Reduced-Price Lunch (FRL) data. If a school met the threshold under either data source, it was classified as high-need.

High-need school thresholds:

- Elementary schools: 50% or more of students from low-income families
- High schools: 40% or more of students from low-income families

This dual approach ensures that need is captured through multiple measures while maintaining alignment with federal guidelines.

### Are schools ranked by need or just districts? (Added 5/9/25)

In this application, only districts are ranked by need, which considers multiple factors, including the number and percentage of high-needs schools within the district. To support with planning, Appendix 1 of the application template lists each district's high-need schools.

### Why are ESDs not eligible to apply as direct recipients of the CLSD grant?

Including ESDs would reduce the ability of ODE to prioritize high need schools within the competitive process, as it would average the eligibility rankings of districts within the ESD. This could potentially increase the eligibility of lower need districts and decrease the eligibility of higher need districts, potentially diverting funds away from the highest need districts. Although ESDs are not eligible to apply, school districts can contract with ESDs to meet CLSD grant requirements.

### Why are early childhood education programs not eligible to apply as direct recipients of the CLSD grant?

The CLSD grant requires ODE to prioritize high-need schools. Although early childhood education programs are eligible entities in [Section 2221 \(b\)\(2\)](#) of the Elementary and Secondary Education Act (ESEA), ODE is directing CLSD funding to school districts to ensure funds go to the highest-need schools across the state and promote coherent Birth-12<sup>th</sup> grade literacy planning within districts. Although early childhood education programs are not eligible to apply directly, school districts can and should, if possible, partner with early childhood education programs to meet CLSD birth to Pre-K grant requirements.

### Why are charter schools not eligible to apply as direct recipients of the CLSD grant?

Although charter schools are not eligible to apply directly for the CLSD grant, districts can and should include charter schools to participate in the district CLSD application if they are a high need school within the district. If a charter school in a district is identified as a high need school,

districts should include them in their CLSD application, as the intention of the CLSD funds is to support and improve outcomes for all students in the district.

### Is there a list to determine which Charters are eligible for funding? (Added 5/28/2025)

A full list of high-need schools for each district, which includes charter schools, can be found in the application workbook under “Appendix 1.”

### Why are school districts not allowed to apply as a consortia?

Allowing school districts to apply as a consortia would compromise the intent to prioritize high need schools, as the consortia would serve multiple districts with different eligibility rankings, potentially diverting funds from the highest-need districts.

### Would it be possible to share the eligibility list in a sortable format? This would help support regional coordination efforts. (Added 5/16/25)

[Here is a sortable version](#) of the eligibility ranking tool.

### The eligibility ranking criteria includes the number of high-need schools. Will our district be negatively impacted if we only have one school? (Added 5/16/25)

To account for districts of all sizes, ODE used both the number *and* the percentage of high-need schools in the district to determine eligibility ranking. This ensures that smaller districts with only one school are not disadvantaged.

### Does an onsite preschool program that participates in Preschool for All qualify as an eligible partner for the purposes of this grant? (Added 5/28/2025)

Yes, early childhood education providers that participate in Preschool for All should qualify, as long as they serve children from birth through age five from families with income levels at or below 200% of the Federal Poverty Line and demonstrate a record of supporting the literacy continuum, and enhancing the language and literacy development of children from Birth-Pre-K.

## FUNDING

### How were CLSD preliminary allocations determined?

ODE used eligibility data and 2024-25 second period ADMw (Average Daily Membership weighted) as of April 17, 2025. This approach ensures equitable distribution of funds, with the ADMw reflecting additional weight for students experiencing poverty, children with disabilities, and students who are emergent bilingual, which are key focal groups of the CLSD grant.

### How much funding is available for the CLSD grant?

The CLSD Grant provides \$55 million of grant-in-aid through federal funds to improve literacy for Oregon children from birth through 12th grade. As part of Oregon's agreement with the ED, ODE set a goal of awarding CLSD grants to 30–50 school districts. To meet this goal, allocations were designed to ensure both meaningful impact in each district and broad statewide reach.

The minimum allocation of \$150,000 was determined to ensure that all districts receive enough funding to meet the minimum requirements of the grant. The maximum allocation of \$1.1 million was set to allow for significant investments in districts that serve a high number of students, while still ensuring equitable distribution of funds between districts around the state.

### If awarded, when should I expect to receive CLSD funds?

ODE plans to release awards as soon as grant agreements are ready. Our team has begun this process and hopes to have grant agreements ready by the time grant recipients are announced, which we currently anticipate being before September 30, 2025. The release of funding is dependent on when the Department of Justice reviews and approves the grant agreement. ind

### How stable is this funding given the current federal budget environment? (Added 5/9/25)

All funding for the CLSD grant is federally funded and is subject to availability of funds from Congress and the U.S. Department of Education. ODE's application and budget was approved for five years, and ODE has funding for the first year of the grant, which runs from July 1, 2025 until September 30, 2025. ODE anticipates that districts will be able to carryover unspent funds from year 1 to be used until September 30, 2026. Funding for 2025-26 through 2028-29 are dependent on further appropriations and approval by Congress.

When do funds for each year of the grant need to be spent by awarded districts?  
(Added 5/9/25)

All funds will have a spending period of October 1 through September 30 of each year, except for 2024-25 funds, which have a spending period of July 1, 2025 through September 30, 2025. ODE anticipates that districts will be able to carryover unspent funds and extend the spending period until September 30, 2026.

The allocations listed are labeled preliminary allocations. What is the likelihood that districts won't receive the full allocation listed in the Preliminary Allocation Tool? What percentage should a district be prepared to reduce their budget by?  
(Added 5/9/25)

The allocations listed in the Preliminary Allocation Tool are estimates intended to help districts with planning. Final award amounts will depend on the number and size of applications received. While we cannot guarantee that every district will receive the full amount listed, we do not anticipate major adjustments at this time.

Charter schools are included in the list of high-need schools for each district. Can districts support charters by passing through funds to them? How can districts use the CLSD grant to support high-need charters? (Added 5/16/25)

Charter schools may be included in a district's list of high-need schools and districts should consider their level of need when determining how to distribute funds in their efforts to improve literacy outcomes. However, per federal requirements, CLSD funds **cannot be passed through directly** to charter schools.

Districts may support high-need charter schools through a variety of grant-aligned activities. All expenditures must remain under district control and oversight. Examples of allowable support may include (but are not limited to):

- **Professional Development:** Include charter school staff in district-sponsored professional learning opportunities funded by the grant.
- **Shared High-Dosage Tutoring and Extended Learning Services:** Coordinate high-dosage tutoring or literacy-focused out-of-school programming that charter students can access.
- **Provision of Materials and Resources:** Purchase allowable literacy materials or resources, maintain them in the district's inventory, and check them out to charter schools.

- **Contracted Services:** Hire external contractors to provide services that benefit charter schools (e.g., coaching, professional development, assessment systems). Contractors must invoice the district directly and may not be employed by the charter.

When can I start implementing my activities? Would it start as soon as I sign the grant agreement or am I able to back date expenses? (Added 5/9/25)

Districts should wait to implement activities until official grant agreements are signed. Once grant agreements are signed, districts may back date expenses aligned to CLSD grant activities through July 1, 2025.

Our district is eligible for the minimum allocation, which is enough to only fund one staff member. Will we be able to meet the grant requirements across all grade bands by hiring one staff person? (Added 5/21/25)

Yes, provided that the staff member is able to fulfill the grant's required "Must Do" activities and all required uses of funds are met. The narrative should explicitly describe how the FTE's responsibilities align with and support each of the grant's required "Must Do" activities.

Are districts allowed to adjust their budgets if actual expenditures begin to skew the required age band percentages? (Added 5/28/25)

Yes, districts may adjust their budgets to reflect actual expenditures, as some variation is expected during implementation. However, districts must meet the required grade band spending percentages over the *full* grant period and closely monitor spending to stay on track.

For example, if a district underspends in the K-5 grade band in Year 1, it must increase spending in future years in this grade band and decrease funding in either the Birth-Pre-K or 6-12th grade band to meet the requirement by the end of the grant.

Can CLSD grant funds only be used in the high-need schools identified in the application? (Added 5/28/25)

While districts are required to prioritize identified high-need schools when planning and implementing CLSD-funded activities, grant funds may be used more broadly across the district. A school that is not designated high-need may be included in the district's plan if there is a clear and well-justified rationale showing how the inclusion supports the overall goals of the CLSD grant.

Is any carryover allowed for funds not spent in the years following 25-26? Or is that carryover only for Year 1? (Added 5/28/25)

The first year of the grant period will function a bit differently than subsequent years. This is because the 2025–2026 funding includes the allocation from the 2024–2025 fiscal year. Given the timing of the grant rollout, we anticipate that most districts will carry over their 2024–2025 funds into the 2025–2026 year.

Our team has also consulted with the U.S. Department of Education and confirmed that while carryover is allowable in future years, it is not guaranteed. As such, ODE recommends that grantees plan to fully use their annual allocations to the best of their ability within each fiscal year.

Below is a breakdown:

Grant Year	Spending Period	Carryover
<b>2024-25</b>	7/1/25 - 9/30/25	ODE expects these funds to fully carryover given timing of the grant and have an extended spending period of 7/1/25 - 9/30/26.
<b>2025-26</b>	10/1/25 - 9/30/26	Possibility to carryover, but not guaranteed– up to the U.S. Department of Education.
<b>2026-27</b>	10/1/26 - 9/30/27	Possibility to carryover, but not guaranteed– up to the U.S. Department of Education.
<b>2027-28</b>	10/1/27 - 9/30/28	Possibility to carryover, but not guaranteed– up to the U.S. Department of Education.
<b>2028-29</b>	10/1/28 - 9/30/29	Possibility to carryover, but not guaranteed– up to the U.S. Department of Education.

Can CLSD funds be used to support coaching positions that were previously funded with state or local dollars but were eliminated due to budget reductions or shortfalls? (Added 6/5/2025)

Possibly. Under the federal supplement, not supplant requirement, CLSD funds must be used to supplement, not supplant, state or local funds. However, a district may overcome the

presumption of supplanting if they can clearly demonstrate that coaching positions were eliminated due to a verifiable reduction in state or local funding.

If this is the case, the district should maintain written documentation as evidence. Examples could include, but are not limited to, state and local legislative action, budget information, School Board meeting minutes, etc.

Looking at the [Oregon CLSD Eligibility Ranking and Preliminary Allocation Tool](#), should Year 1 plus the figure listed in Years 2-4 equal the total preliminary allocation? (Added 5/9/25)

The amount in the [Oregon CLSD Eligibility Ranking and Preliminary Allocation Tool](#) under “Years 2–4” represents the annual allocation for each of those years. The Year 1 amount plus three times the annual “Years 2–4” amount adds up to the figure listed in the total preliminary allocation column.

## REPORTING

### What are the CLSD reporting requirements?

ODE is required to track specific information as part of federal requirements for the CLSD grant. Details of the CLSD reporting requirements by the data points below can be found in the [CLSD RFA](#). ODE will provide templates and additional technical assistance to support grantees in data collection and reporting.

- 4-Year-Old Oral Language Assessment Data (Birth-Pre-K)
- Kindergarten Transition Programming Data (Birth-PreK)
- Professional Learning and Coaching Data (Birth-12th Grade)
- High Quality Instructional Materials (HQIM) Implementation Data (K-12th Grade)
- Submission of Local Literacy Plan

### How often and how extensive will reporting be for the CLSD grant?

ODE is required by ED to report annually on federal performance measures, as well as grantee-created performance targets. In establishing these targets, ODE aimed to balance rigor with feasibility—designing performance targets that are streamlined and manageable for districts to report on, while still providing meaningful insight into progress. When possible, ODE



consolidated and aligned reporting requirements with existing reports and data to reduce administrative burden.

Annual reporting does not include expenditure reports, as these will be tracked separately. The CLSD grant is required to be a reimbursement grant.

### Are CLSD grantees required to give a pre and post assessment for all their kindergarten transition recipients? (Added 5/15/25)

A pre- and post- assessment for children participating in kindergarten transition programming is not required for CLSD. If you are participating in the Summer Learning Grant, please reach out to [ODE.SummerLearning@ODE.oregon.gov](mailto:ODE.SummerLearning@ODE.oregon.gov) to see if this is a requirement for your program.

### For reporting purposes, if a child is three years old at the start of the school year and turns four during the year, do they need to be assessed using the HighScope COR Advantage Assessment? (Added 5/28/2025)

For CLSD reporting, children enrolled in a participating preschool program must be assessed using the HighScope COR Advantage if they turn four on or before the district's first day of school that year. Children who turn four **after** the first day are **not** required to be assessed that year.

Please reference the age cutoffs by reporting year:

CLSD Reporting Year	Children must be assessed using the High-Scope Oral Language Assessment if they are in a participating preschool program and have turned four years old by...
2025-2026	The first day of school for the district, 2025
2026-2027	The first day of school for the district, 2026
2027-2028	The first day of school for the district, 2027
2028-2029	The first day of school for the district, 2028

### Is there any flexibility in using the HighScope COR Advantage Assessment to assess oral language skills? (Added 5/28/25)

No, districts must use the HighScope COR Advantage Assessment to assess oral language skills. This cannot be substituted. This ensures consistency in data collection across programs and

aligns with the federal expectations of the grant. Districts may continue using additional assessments for local purposes and other areas.

For the HighScope COR Advantage Assessment, will districts be required to purchase the full assessment, or is there an abridged version focused on oral language available? (Added 5/28/25)

There is no abridged version of the HighScope COR Advantage Assessment, so districts must purchase the full assessment. However, for CLSD reporting purposes, Early Childhood Education programs are only required to assess four-year-old children participating in a preschool program on the *Language, Literacy, and Communication* content area. This section focuses specifically on early literacy and oral language development. As a result, **the time to administer the assessment may be significantly reduced compared to completing the full assessment** across all content areas.

Can we use CLSD funds to purchase the HighScope COR Advantage Assessment? (Added 5/28/25)

Yes, districts can use CLSD funds to purchase the HighScope COR Advantage Assessment.

How much does the HighScope COR Advantage Assessment cost? (Added 6/25/25)

Districts should budget \$10 per student for the annual online license for the HighScope COR Advantage Assessment. To support grantees, ODE will host an annual training session on administering the assessment, which will be provided free of cost by ODE to all awarded grantees, so districts do not need to include training costs within the budget.

How does ODE define “fidelity of implementation” when it comes to high-quality instructional materials? (Added 5/28/25)

ODE defines fidelity as “how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.”

As part of the CLSD reporting process, districts will be required to report how many teachers:

- Have **consistent access** to the full set of adopted, standards-aligned materials,
- Have received **professional learning or training** on how to use those materials effectively, and

- Are **regularly using** the materials as the primary resource for instruction.

### What would the consequence be for not meeting the performance goals outlined in the RFA? (Added 5/28/25)

Under federal guidelines, ODE is required to annually assess grantee progress to identify any potential fiscal or programmatic risks. If a grantee is found to be out of compliance or significantly off track in meeting performance goals, this may result in increased reporting requirements, additional technical assistance or training, a required corrective action plan, or—in cases of *persistent and significant* non-compliance—potential termination of the grant.

If issues are identified through monitoring, ODE will work with the grantee to either immediately address them or develop a corrective action plan. Future reporting will include a review of progress against that plan. Onsite monitoring visits may also be initiated based on the results of this ongoing monitoring.

### When will we be required to have our Comprehensive Literacy Plan? (Added 6/20/25)

Over the course of the next year, ODE will be creating the State Literacy Plan. After the State Literacy Plan is released, grantees must develop a Local Literacy Plan that must align with the State Literacy Plan.

- Y1 (2025-2026): Self-assessed progress toward development of plan
- Y2 (2026-2027): Rough draft of local literacy plan
- Y3 (2027-2028): Final draft of local literacy plan
- Y4 (2028-2029): Self-assessed progress toward implementation of plan

### In the Project Proposal tab in the application we are asked to identify one key indicator the district will use to track progress. Is there a targeted due date we should be measuring our progress? (Added 6/20/25)

One of the federal requirements of the CLSD grant is that ODE ask districts to describe how they will monitor and evaluate progress toward completing their CLSD activities. In the Project Proposal tab of the application, districts are asked to identify one key indicator they will use to track progress.

The deadlines and indicators identified in this section are intended to guide internal planning, support continuous improvement, and promote local accountability. They are not formal submission deadlines for reporting purposes. While there is no specific due date for measuring

the selected indicator, we recommend setting internal target dates that align with your implementation plan and remain consistent throughout the grant period.

Grantees will be required to submit annual progress reports. Additional details can be found in the “Monitoring and Reporting Requirements” section of the Oregon CLSD Request for Applications (RFA)

## ALLOWABLE USES

### Do grantees have to spend CLSD funds in all grade level bands from Birth-12th grade?

Yes, the CLSD grant has required spending percentages by age band. Grant recipients must spend the following percentages over the course of the four years of funding:

- 16% must be spent on Birth through Pre- K
- 42% must be spent on Kindergarten through 5<sup>th</sup> grade
- 42% must be spent on 6<sup>th</sup> grade through 12<sup>th</sup> grade

Funds must be allocated equitably across grade levels within each band, but districts are not required to allocate funds to each grade level. For example, if certain grade levels are already supported through other funding sources (e.g., Early Literacy Success School District Grants supporting grades Pk-3<sup>rd</sup> grade), funds can be focused on other grade levels to ensure equitable and responsive support.

### Why does CLSD outline Must Do and May Do activities?

Every eligible entity that receives a CLSD award must use the funds to carry out activities that advance student literacy outcomes from Birth through 12<sup>th</sup> Grade. Some activities are required (“Must Do”), while others are allowable (“May Do”) and may be implemented if grant funding allows. Some of the required activities must be funded (at least in part) with CLSD funds, while others are required to be implemented but do not explicitly require the use of CLSD grant funds. Applicants must ensure that all required activities are addressed in their application.

### How do I know if my activities are evidence-based?

Evidence-based strategies are practices and/or programs that have evidence to show that they are effective at producing intended results and improving student outcomes when properly implemented. All CLSD activities must meet Level 1 (Strong), Level 2 (Moderate), or Level 3 (Promising) evidence standards.

For further guidance on determining whether a strategy, curriculum, or instructional resource is evidence-based, grantees should consult the following resources:

- [What Works Clearinghouse](#)
- [Evidence for ESSA](#)
- [Iris Center](#)

## What are examples of how CLSD funds can be used?

School districts are encouraged to review the allowable uses as they engage with students, families, and staff to discuss, inform, and develop their CLSD application.

Examples of allowable uses are:

- Adoption and implementation of early childhood and K-12 supplemental curriculum and materials;
- Professional learning and coaching in research-aligned literacy strategies;
- Employment of literacy specialists, coaches and interventionists;
- Implementation of high-dosage tutoring; and
- Implementation of literacy-focused extended learning and kindergarten transition programs.

## Do CLSD funds have supplement not supplant restrictions?

Yes, grantees must use CLSD funds to supplement, and not supplant, non-Federal funds (state or local funds) that would otherwise be used for activities authorized under the CLSD program. The following questions can support with your determination:

- Are the services that the district wants to fund with CLSD funds required under state, local, or another federal law?
  - If they are, there could be a presumption of supplanting.
- Were state or local funds used in the last year to pay for these services?
  - If they were, there could be a presumption of supplanting.

If our district previously used Early Literacy Success School District Grant (ELSSDG) funds to support 4th and 5th grade literacy but can no longer do so because those funds are now restricted to PK–3, would using CLSD funds to support 4th and 5th grade literacy be considered supplanting? (Added 5/28/25)

No, using CLSD funds to support 4th and 5th grade literacy in this case would be considered **supplementing**, not supplanting—similar to a scenario in which funding for those grade levels has **expired** or is no longer available.

If our funding is reduced and we lose a literacy coach position, can we use CLSD funds to rehire and fund that position without violating supplement-not-supplant requirements? (Added 5/9/25)

It depends on how the literacy coach position is currently being funded. If the position was funded by state or local funds, any new funding for this position must meet federal supplanting requirements. If the position is currently funded by federal funds, it does not fall under the supplanting requirements and funding can be switched between federal funding streams.

For the CLSD Grant, what are the requirements when hiring a literacy specialist, coach or interventionist? Do any of these positions require a Reading Endorsement? (Added 5/15/25)

If the literacy coach is serving children in grades Pre-K-3rd Grade, they must meet the same requirements as the Early Literacy Success School District Grant. This means they must have the qualifications listed on the hiring page of the [Early Literacy Success School District grant overview](#). For all other grade levels, literacy coaches, specialists, and interventionists must:

- Be licensed educators
- Have a literacy focused endorsement (options include: Elementary Multiple Subject, ELA, Foundational ELA, ESOL, or SPED)
- Have advanced training or certification in research-aligned literacy strategies. This can be provided by the district or provided externally.

Interventionists who serve children grades PK-3 must hold a reading endorsement ([OAR 581-007-0801](#)). For all other grade levels, they must meet the requirements above.

Can an interventionist be a Classified staff member? (Added 5/15/25)

Interventionists may not be classified staff members. However, classified staff may serve as tutors in support of high-dosage tutoring programs. A reading interventionist is a certified staff member who manages an intervention program; classified staff who provide intervention to students may do so and be paid for with CLSD funds using the allowable use code, "High-Dosage Tutoring."

## Are administrative costs allowed?

Yes, administrative costs are allowed. Direct administrative costs must be “reasonable and necessary” and meet the intent of the CLSD grant. Indirect administrative costs are allowed and the amount a district charges for indirect costs cannot exceed the district’s approved indirect rate that is negotiated with ODE. Applicants can consult the [ESSA Quick Reference Brief: Administrative Cost](#) for guidance.

## Are applicants required to spend CLSD dollars in each of the allowable use areas? (Added 5/9/25)

No, districts do not need to spend within each of the allowable use areas. We advise districts to refer to the Must Do/ May Do Activities tables on pages 10-13 of the RFA for information on which activities are required (“Must Dos”), and which activities can be invested in if funds allow (“May Dos”). Activities that are identified as “Required Uses of CLSD Funds” within these tables must be supported (at least in part) with CLSD dollars.

## Will the local literacy plan required for the CLSD grant be the same as the one required for the Integrated Programs Application, or will districts need to develop two separate plans? (Added 5/9/25)

The Integrated Programs plan can be a helpful foundation for the local literacy plan. However, the CLSD grant requires a comprehensive plan covering the entire Birth through Grade 12 continuum, while the Integrated Guidance literacy plan focuses only on Pre-K through Grade 3. Districts are encouraged to align these efforts as much as possible. A full Birth–Grade 12 plan is not required at the time of application, and grant funds must be used to develop or refine the local literacy plan as part of the proposed activities.

## Can we use CLSD funds to provide curriculum-based professional development, such as training from a specific program provider? (Added 5/9/25)

Yes, grant funds may be used to support curriculum-based professional learning. This includes training provided by publishers or certified trainers, so long as the professional development is evidence-based and aligns with your district’s approved application. For PreK through 3<sup>rd</sup> grade, professional development must meet Early Literacy Success School District Grant requirements.

## What types of activities related to high-quality instructional materials (HQIM) can be funded through CLSD? (Added 5/16/25)

While K-12 core instructional materials cannot be purchased using CLSD funds (due to supplement, not supplant restrictions), districts are required to support the implementation of high-quality instructional materials over the course of the grant period. Allowable activities may include (but are not limited to) providing professional development aligned to HQIM, providing coaching to support implementation, or facilitating professional learning communities (PLCs) where educators collaboratively plan, reflect on, and refine instruction using HQIM.

Districts may purchase core curriculum for the Birth- Pre-K age band without violating supplement not supplant restrictions. Any Birth-Pre-K curriculum purchased with CLSD dollars must be aligned to [DELCD guidelines](#) and meet [ESSA Evidence Levels 1-3](#).

### Can we purchase supplemental/ intervention materials using CLSD dollars? (Added 5/16/25)

Yes, districts can purchase supplemental/ intervention materials with CLSD dollars without violating supplement, not supplant restrictions. All supplemental/ intervention materials purchased with CLSD dollars must meet [ESSA Evidence Levels 1-3](#). For Pre-K-3<sup>rd</sup> grade, supplemental/ intervention materials must also meet ODE's [Supplemental Materials Criteria](#)

### Does “kindergarten transition program” have a specific definition in the CLSD grant? We have a preschool or “Pre-K” program—does that count? (Added 5/16/25)

Pre-K or preschool programming does not by default fulfill the requirement. While the RFA does not define “kindergarten transition program,” such programming will be evaluated in the application based on, in part, the following evaluation criteria:

- Proposed kindergarten transition activities must be grounded in **evidence-based** early literacy practices for young children.
- Kindergarten transition programming must prioritize **equity and access**, especially for children with disabilities, English learners, and children from historically underserved communities.
- **At least one clear, measurable progress indicator** with a realistic target date for completion must be identified (e.g., number of students participating in kindergarten transition programming, improvement on kindergarten readiness assessments, etc.).

Pre-K or preschool programming would have to meet the above criteria in order to meet the kindergarten transition requirement. This could include activities within existing preschool programs, so long as they are supplementing programming and designed to intentionally



prepare children for kindergarten literacy success, support the successful transition to kindergarten, and align with evidence-based practices.

What does strong family and caregiver coordination look like in the context of this grant? Are there examples of effective approaches that districts have used successfully? (Added 5/16/25)

While we don't have specific examples to highlight from Oregon currently (as this is a new grant), we encourage applicants to explore examples from other states that have previously implemented the CLSD grant for ideas.

In addition, we encourage districts to explore the following resources:

- [ODE's Family Engagement Webpage](#)
- [ODE's Jumpstart Kindergarten Toolkit](#)
- [Ohio's Partnering with Families to Improve Literacy Skills \(K-5\)](#)
- [Evidence for ESSA- Family Engagement Resources](#)

If we are expanding upon existing programming, does that violate supplement, not supplant restrictions? (Added 5/28/25)

No, expanding upon existing programming does **not** violate supplement, not supplant restriction. If CLSD funds are used to enhance or extend services beyond what is already provided with state or local funds, it is considered supplementing. For example, adding new components, increasing service intensity, or expanding access to additional students would all be allowable.

Are we able to use CLSD funds to purchase Birth-Pre-K curriculum and materials? (Added 5/28/25)

Yes, this is an allowable use of CLSD funds if the purchase is supplementing, not replacing, existing funding for materials, and the curriculum is evidence-based. All expenditures must align with the goals of the grant and support enhanced literacy outcomes for children ages Birth–Pre-K.

For the purposes of supplement, not supplant requirements, are Student Investment Account (SIA) funds considered state or local funds? (Added 5/28/25)

SIA funds are considered state funds. When applying the supplement, not supplant rules under the CLSD grant, districts must ensure that CLSD funds are used to **add to** (not replace) activities or services already funded with state or local funds—including those supported by SIA.

Can you tell me more about the coaching program that districts will be required to participate in? Does it cost money? (Added 5/28/25)

**Details regarding participation in the ODE-Facilitated Coaching Program are still being finalized. However, districts should anticipate the following:**

- Participation will be **free of charge** for grant recipients.
- **No travel** will be required.
- Districts will be asked to identify a **consistent team of participants** to engage in the coaching process.

More detailed information will be provided to grant recipients and included in the official grant agreement.

Can we utilize CLSD funds on administrator salaries? (Added 5/28/25)

Yes, CLSD funds may be used for administrator salaries, but the expense must fall under allowable administrative costs and be directly related to the implementation of the CLSD grant. The portion of salary charged must reflect the time and effort dedicated to eligible grant activities. All administrative costs must remain within the district's federal indirect cost limit.

Is there an approved list of evidence-based options for early childhood curricula? (Added 5/28/25)

While there is no State Board of Education (SBE)-approved list specific to early childhood curricula in Oregon, districts should reference the [Department of Early Learning and Care \(DELIC\) guidelines](#) to ensure alignment with state expectations. Additionally, *Evidence for ESSA* offers reviews of early childhood curricula and is a helpful resource for identifying evidence-based programs. Grantees should ensure selected curricula meet the requirements of the grant and are grounded in evidence-based practices that support early literacy development.

The RFA states that CLSD funds must be used to support required activities such as alignment and coordination from PreK through 3rd grade. How can our district ensure we are not supplanting existing efforts when using funds for this purpose? (Added 5/28/25)

If your district already has PreK–3rd grade alignment efforts underway, CLSD funds could be used to expand that work. When planning your activities, consider this lens:

- Are the funds being used to build upon or add to what is already in place?
- Are they enhancing coordination and alignment efforts beyond what your district is currently doing with state or local funds?

If so, this would be considered supplementing and be allowable.

If our district is already engaged in ODE’s Customized Coaching and Professional Learning (CCPL) program. Would we also be expected to participate in ODE-directed coaching and professional learning through this grant? (Added 5/28/25)

Districts selected for the grant will be expected to participate in an ODE-facilitated coaching and professional learning program. However, we recognize that many districts are already engaged in other coaching models, including CCPL. In addition, HB 3040, if passed, will expand the scope of ODE-facilitated coaching programs.

The goal is to ensure that coaching support is coherent, connected, and not duplicative. As more details about the coaching cohort and timelines become available, ODE will work with districts to align efforts and minimize overlap.

What is the definition of “literacy staff” for the purpose of the professional development participation reporting requirement? Which staff should be included? (Added 6/03/25)

or the purposes of this reporting requirement, “literacy staff” refers to educators whose primary responsibilities involve delivering or supporting literacy instruction.

- In grades K–5, this includes all classroom teachers who provide literacy instruction, as well as specialists and interventionists who offer targeted literacy support.
- In grades 6–12, this includes English Language Arts (ELA) teachers, along with specialists and interventionists who work with students to support literacy development.

It is important to note that one of the required “Must Do” CLSD activities is to provide ongoing, high-quality professional development—at least quarterly—to a broader range of K–12 staff. This includes teachers, literacy coaches, literacy specialists, English as a Second Language (ESL) specialists (as appropriate), principals, school leaders, specialized instructional support

personnel, school librarians, paraprofessionals, and other program staff. This broader PD requirement is also a required use of CLSD funds.

While districts are only required to report participation data for “literacy staff,” they must ensure that professional development opportunities are made available to the full range of personnel outlined above.

### Is food for family outreach and engagement events an allowable cost? (Added 6/05/25)

It depends. Food and beverage costs are not automatically allowable under federal grants. To be approved, these costs must meet the criteria outlined in the [OMB Guidance for Federal Financial Assistance](#) (2 CFR §§ 200.403–200.405), meaning they must be:

- **Reasonable:** What a prudent person would pay under similar circumstances.
- **Necessary:** Essential to achieving the goals and objectives of the grant.
- **Allocable:** Clearly connected to the specific grant-funded activity.

**When it comes to family engagement events**, food may be an allowable cost in limited circumstances. For example, if the event occurs during a typical mealtime, or if the grantee can demonstrate that providing food is necessary to encourage attendance and support meaningful participation, the cost may be considered both reasonable and necessary.

In such cases, the grantee must document the rationale, including evidence that food is critical to achieving the event’s purpose and aligns with the overall goals of the grant.

Here is an [FAQ put together by the US Department of Education](#) that can provide more information about food at meetings/ events.

### Under what circumstances must external professional development and coaching providers be selected from the ODE Approved Provider List? Can trainers from an ESD provide PD? (Added 6/05/25)

All Pre-K to 3rd grade professional development must meet Early Literacy Success School District grant requirements, outlined in the [CLSD Grant Visual Overview](#) on pg. 5. Therefore, any external providers of PD & Coaching for Pre-K-3<sup>rd</sup> Grade must be on the [ODE-Approved Provider List](#).

**Please note that training staff on how to use specific instructional materials is allowable under the adoption and implementation of instructional materials allowable use, and those**

**trainers do not need to be on the ODE-Approved Provider List, which is specific to comprehensive training on Early Literacy practices.**

Training from an ESD is considered internal and is also allowed.

For all grade levels beyond PK-3<sup>rd</sup> grade, external providers of PD and Coaching **do not** need to be on the ODE-Approved Provider List. Note that all PD and Coaching opportunities must focus on evidence-based strategies, resources, or materials.

To effectively use CLSD grant funds, we plan to concentrate funding on select school sites. If awarded the grant, can we assume that the professional development requirements apply only to the CLSD implementation sites, or will they be required district-wide? (Added 6/05/25)

Professional development requirements apply only to the selected CLSD implementation sites funded through the grant.