



2025–2029 Cohort

# OREGON CLSD REQUEST FOR APPLICATION

Comprehensive Literacy State Development Competitive Grant

**Applications Due: by Monday, June 30th at 11:59 PM, PT**

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# SECTION 1- GENERAL INFORMATION

## Part 1: Background and Overview

### 1.1.1 AUTHORIZATION & BACKGROUND

The Oregon Department of Education (ODE) will make competitive grants available through the Request for Application (RFA) for eligible entities. The Comprehensive Literacy State Development (CLSD) grant is authorized under Sections 2221-2225 of the Elementary and Secondary Education Act, as amended (ESEA).

### 1.1.2 WHAT IS THE CLSD GRANT?

The Oregon CLSD grant is a four-year \$55 million competitive federal grant-in-aid intended to improve the literacy skills of children from Birth-12<sup>th</sup> Grade and strengthen the instructional capacity of Oregon educators to implement evidence-based activities.

CLSD emphasizes advancing literacy skills—including pre-literacy, reading, and writing—with a particular focus on serving children experiencing poverty. Oregon’s CLSD grant prioritizes our most underserved children in our highest-need schools to accelerate literacy outcomes.

ODE designed its 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 will fill gaps in current literacy initiatives, specifically by providing more funding to support districts in implementing five evidence-based activities across Birth-12<sup>th</sup> Grade:

- 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.

### 1.1.3 PURPOSE OF THE GRANT

The purpose of the CLSD grant is to:

1. Build the capacity of Oregon school districts to improve the literacy achievement of students, particularly targeting high need schools.
2. Expand the implementation of high-quality, evidence-based practices and strategies to support children from Birth-12<sup>th</sup> Grade.
3. Support Oregon school districts in developing and implementing a local Comprehensive Literacy Instruction Plan that serves the needs of all students, including students who are emergent bilingual, students with disabilities, and students who are reading or writing below grade level.

Through intentional coordination and collaboration between early learning programs and school districts, Oregon's CLSD grant aims to strengthen the coherence and quality of comprehensive literacy instruction across the state—ultimately driving measurable gains in literacy outcomes for Oregon's most vulnerable children.

### 1.1.4 ELIGIBLE APPLICANTS

The CLSD grant is a **competitive** application process open to eligible **school districts**. Eligibility does not guarantee an award.

A set of eligibility indicators was created to determine which school districts are eligible to apply. These data indicators align to the federal definition of an Eligible Entity as described in Section 2221 (b)(2) of the Elementary and Secondary Education Act (ESEA). Eligible applicants will be determined based on a weighted measure and cut score based on the indicators listed below:

- **Number and Percentage of High Need Schools (HNS) in the district**
  - Calculated using a combination of Free Reduced Lunch (FRL) and Students Experiencing Poverty (SEP Data).
- **Small Area Income and Poverty Estimates (SAIPE)**
  - Number and Percentage of students living in poverty based on U.S. Census Bureau data estimates.
- **English Language Arts (ELA) Proficiency**

- Number and Percentage of students scoring “Not Proficient” on ELA OSAS; all grades served.

Districts may check their Eligibility Status by consulting the [Oregon CLSD Eligibility Ranking and Preliminary Allocation Tool](#).

### 1.1.5 FUNDING BREAKDOWN

The Oregon CLSD grant provides approximately \$11 million annually in dedicated funds for approximately 30-50 grants across the age bands listed below. To comply with federal CLSD requirements, each grantee must allocate their funds according to the following percentages across grade bands over the course of the four-year grant.

Birth-Pre-K- 16% of Award	Grades K-5 42% of Award	Grades 6-12 42% of Award
Not less than 16% of the funds must be used for programs and activities pertaining to children from birth through kindergarten entry over the course of the four years.	Not less than 42% of the funds must be used for programs and activities, allocated equitably among the grades of kindergarten through grade five over the course of the four-years.	Not less than 42% of the funds must be used for programs and activities, allocated equitably among grades six through twelve over the course of the four-years.

Funds should be allocated **equitably** across grade levels within each band to ensure that each age band receives sufficient resources to improve literacy outcomes. For example, if certain grade levels are already supported through other funding sources (such as the Early Literacy Success School District Grants), funds can be focused on other grade levels to ensure equitable and responsive support.

### 1.1.6 AWARD DURATION AND FUNDING AMOUNTS

#### ***Funding Amounts***

ODE anticipates awarding approximately 30-50 grants through this RFA, with total annual federal funding of approximately \$11 million, contingent upon the availability of federal funds. Applicants will determine their budgets based on their *Preliminary Allocation*, as determined by ODE.

Preliminary Allocations range from a minimum of \$150,000 to a maximum of \$1,100,000 per year. This minimum and maximum are intended to ensure that each district receives sufficient funding to meet grant requirements while supporting a broad, statewide impact. Funding amounts within this range are determined using a per-student allocation model based on ADMw (Average Daily Membership weighted). This model promotes equitable distribution by giving additional weight to the key focal groups of the CLSD grant, which includes students experiencing poverty, children with disabilities, and emergent bilingual students.

In Year 1, grantees will receive double the annual funding amount compared to Years 2 through 4, due to funding from the 2024-25 fiscal year rolling over into the 2025-26 fiscal year. Funding for Years 2 through 4 will remain consistent, with the same amount allocated each year. Applicants may consult the [Oregon CLSD Eligibility Ranking and Preliminary Allocation Tool](#) to view their preliminary allocation. ODE reserves the right to adjust final awards based on grant priorities, funding levels, and/or to ensure equitable distribution of funding for eligible applicants.

***Duration: Four (4) Years***

CLSD grants will be awarded for a four-year period, to be disbursed annually, contingent upon federal funding. Continuation of funding is dependent on grantees compliance with federal statutes, grant requirements, and demonstrated progress toward achieving grant goals and objectives.

### **1.1.7 FUNDING PRIORITIES**

Before applying, eligible entities should carefully review the prioritization criteria outlined below. The total application score is based on a weighted measure of the following indicators:

***a) Category 1- Eligibility Ranking (Worth 50% of Total Application Score)***

- Before applying, eligible entities are strongly encouraged to review their Eligibility Ranking. This ranking accounts for 50% of the total scoring for award decisions and plays a significant role in funding prioritization. Understanding your district's standing within this indicator will help to determine whether applying is strategically aligned with the competitive nature of this grant. School Districts with a higher Eligibility Ranking will receive priority consideration for funding. Districts may check their Eligibility Ranking by consulting the [Oregon CLSD Eligibility Ranking and Preliminary Allocation Tool](#).

***b) Category 2- Strength of Application Narrative (Worth 50% of Total Application Score)***

- In awarding CLSD grants, ODE will give priority to eligible entities that will use grant funds to implement high-quality, evidence-based literacy programming, as determined by application narrative responses. The CLSD application narrative will be evaluated based on several key components:
  - A comprehensive literacy needs assessment.
  - A Birth-12<sup>th</sup> Grade CLSD grant proposal.
  - A plan for identifying students for literacy interventions and support services.
  - A professional learning and coaching plan.
  - A detailed budget and budget justification.

## Part 2: Scope of Activities

### 1.2.1 REQUIRED AND ALLOWABLE USES OF FUNDING

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. Allowable activities provide additional opportunities to strengthen comprehensive literacy instruction, depending on local priorities and available resources.

## 1.2.2 BIRTH-PRE-K REQUIRED AND ALLOWABLE USES OF FUNDING

Birth-Pre-K Must Do Activities (All Required):	Required Use of CLSD Funding?
<ul style="list-style-type: none"> <li>• <b>Professional Learning and Coaching:</b> Provide ongoing, high-quality professional development and coaching to Early Childhood Education staff at least annually. Professional development and coaching opportunities should focus on evidence-based early literacy strategies for children from birth to Pre-K.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>Family and Caregiver Coordination:</b> Coordinate the involvement of families and caregivers in the early literacy development of children from Birth-Pre-K</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>Pre-K- 3<sup>rd</sup> Grade Alignment:</b> Coordinate K-5 Comprehensive Literacy Instruction with Early Childhood Education programming to ensure alignment and coherence across the literacy continuum.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>Kindergarten Transition:</b> Establish or expand literacy-focused kindergarten transition programming.</li> </ul>	No
<ul style="list-style-type: none"> <li>• <b>Language and Literacy Development:</b> Enhance the language and literacy development and school readiness of children, from birth through kindergarten entry.</li> </ul>	No
<ul style="list-style-type: none"> <li>• <b>Oral Language Assessment:</b> Evaluate the oral language skills of 4-year-old children twice per year using HighScope's Child Observation Record (COR) Advantage Assessment.</li> </ul>	No

Birth-Pre-K May Do Activities (If Funds Allow):	Required Use of CLSD Funding?
<ul style="list-style-type: none"> <li>• <b>High-Quality Early Childhood Curricula:</b> Purchase evidence-based, high-quality literacy curricula for Birth-Pre-K.</li> </ul>	No
<ul style="list-style-type: none"> <li>• <b>Coaches and Literacy Specialists:</b> Employ pre-kindergarten and preschool literacy coaches.</li> </ul>	No
<ul style="list-style-type: none"> <li>• <b>Extended Learning Programs:</b> Provide research-aligned instruction and enrichment to students outside of regular school hours to promote early literacy development and family literacy experiences.</li> </ul>	No

### 1.2.3 K-12 REQUIRED AND ALLOWABLE USES OF FUNDING

K-12 Must Do Activities (All Required):	Required Use of CLSD Funding?
<ul style="list-style-type: none"> <li>• <b>Professional Learning and Coaching:</b> Provide ongoing, high-quality professional development opportunities to K-12 staff (teachers, literacy coaches, literacy specialists, English as a second language specialists [as appropriate], principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff) on at least a quarterly basis. Provide at least one Curriculum-Based Professional Learning opportunity each year.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>Comprehensive Literacy Instruction Plan:</b> Develop and implement a comprehensive literacy instruction plan that:               <ul style="list-style-type: none"> <li>▪ Serves the needs of all children, including children with disabilities, children who are emergent bilingual, and children who are reading or writing below grade level.</li> <li>▪ Supports activities that are provided primarily during the regular school day.</li> </ul> </li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>Intervention and Acceleration:</b> Provide intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level, which may include the establishment or expansion of high-dosage tutoring.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>K-12 Staff Coordination:</b> Coordinate the involvement of K-12 staff (principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and afterschool program staff) in the literacy development of children served.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>(K-5 ONLY) Family and Caregiver Engagement:</b> Engage families and encourage family literacy experiences and practices to support the literacy development of students in grades K-5.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>(Grades 6-12 ONLY) Allocate Planning Time to Secondary Staff:</b> Provide time for teachers to meet to plan evidence-based activities and assess the quality of adolescent Comprehensive Literacy Instruction to be delivered as part of a well-rounded education.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• <b>Implementation of HQIM:</b> Support the implementation with fidelity of High-Quality Instructional Materials (HQIM) for ELA, including through professional learning, coaching, and professional learning communities.</li> </ul>	No
<ul style="list-style-type: none"> <li>• <b>ODE- Facilitated Coaching Program:</b> Participate in ODE facilitated coaching and professional learning aligned to the Oregon Early and Adolescent Literacy Frameworks.</li> </ul>	No

K-12 May Do Activities (If Funds Allow):	Required Use of CLSD Funding?
• <b>High-Quality Supplemental or Intervention Curricula:</b> Purchase evidence-based, high-quality supplemental or intervention materials.	<i>No</i>
• <b>Coaches and Literacy Specialists:</b> Employ literacy specialists, coaches, or interventionists.	<i>No</i>
• <b>Extended learning programs:</b> Provide research-aligned instruction and enrichment to students outside of regular school hours to promote literacy development and encourage family literacy experiences.	<i>No</i>

#### 1.2.4 NECESSARY, REASONABLE, ALLOCABLE

- a) Allowable expenditures for the CLSD grant are any of the “Must Do” or May Do” activities. Funds must advance strong and moderate evidence-based practices and strategies that promote improved language and literacy outcomes for children/students across the birth through 12<sup>th</sup> grade continuum. All costs must be necessary, reasonable, and allocable:
- **Necessary:** Is the cost a type generally recognized as ordinary and necessary for the operation of the grant?
  - **Reasonable:** Do I really need this? Is it required to meet the requirements of the grant? If I were asked to defend this purchase, would I be able to? Did I pay a fair rate?
  - **Allocable:** Is the cost allocable to CLSD? Does the cost benefit the CLSD grant?

#### 1.2.5 INDIRECT RATE

CLSD grantees may claim the approved federal restricted indirect rate. If the grantee claims indirect costs, it cannot exceed the restricted rate as posted, but the grantee may claim less than that percent.

### 1.2.6 SUPPLEMENT, NOT SUPPLANT

Grantees must use CLSD funds to supplement, and not supplant, state or local public funds. CLSD funds must be used to create activities that would otherwise not be accessible to the students served or to expand access to existing high-quality services that may be available in the community. See the table below for some examples of supplanting and supplementing funds.

Examples of Supplanting May Include...	Why this is Supplanting (Not Allowable)
<b>Purchasing core instructional materials for K-12 ELA.</b>	Oregon Division 22 standards require that all school districts adopt core instructional materials for ELA, making this an existing obligation that cannot be replaced with CLSD funds.
<b>Shifting an existing literacy coach's salary from state or local funds to CLSD funding.</b>	If a literacy coach position is already funded through state or local funds, shifting the cost to CLSD funds would replace existing funding rather than supplementing or expanding literacy efforts. CLSD funds must be used to enhance or extend services, not to cover pre-existing expenses.

Examples of Supplementing May Include...	Why this is Supplementing (Allowable)
<b>Purchasing intervention or acceleration materials for K-12 ELA.</b>	Unlike core instructional materials, districts are not required by the Oregon legislature or State Board of Education to adopt intervention materials. Since these materials go beyond the district's required adoption of core ELA curriculum, using CLSD funds for them is allowable.
<b>Providing Curriculum-Based Professional Learning to K-12 staff.</b>	Although Division 22 standards require Oregon school districts to adopt instructional materials, they do not specify that districts must provide professional learning on how to use them. Providing targeted, curriculum-based professional learning expands upon existing obligations to strengthen implementation support, making this an allowable use of funds.

## 1.2.7 EVIDENCE-BASED ACTIVITIES

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. This evidence is generated by the combination of both effective research and well-designed studies that include control and treatment groups. The key difference between being research-based and Evidence-Based is that strategies that are evidence-based are built on a research base and have one or more well-designed studies that provide clear evidence that the strategy leads to the intended results.

**Under the CLSD Grant, funding may only be used for activities that meet Level 1 (Strong), Level 2 (Moderate), or Level 3 (Promising) evidence standards. When using CLSD funds for curriculum, professional development, or other instructional activities, school districts must ensure that all materials and strategies are evidence-based and aligned with these approved levels of evidence.**

Under ESSA, there are four levels of evidence:

Levels of Evidence	Description of Evidence Tier
<b>Level 1</b> (Strong Evidence)	Strong evidence is supported by one or more well- designed and well-implemented randomized control experimental studies.
<b>Level 2</b> (Moderate Evidence)	Moderate evidence is supported by one or more well- designed and well-implemented quasi-experimental studies.
<b>Level 3</b> (Promising Evidence)	Promising evidence is supported by one or more well- designed and well-implemented correlational studies (with statistical controls for selection bias).
<b>Level 4</b> (Demonstrates a Rationale) <b>*Not Allowable for CLSD Funding*</b>	These practices that have a well-defined theory of action, are supported by research, and have some effort underway by an LEA or outside research organization to determine their effectiveness. For the CLSD Grant this level of evidence is <b>not allowable</b> for funding.

For further guidance around evidence-based activities, grantees can consult the following resources:

- [What Works Clearinghouse](#)

- [Evidence for ESSA](#)
- [Iris Center](#)

For additional context on Oregon’s literacy priorities and to support local implementation, grantees may also refer to the [Oregon Early Literacy](#) and [Oregon Adolescent Literacy Frameworks](#).

## Part 3: Serving Children from Birth-Pre-K

### 1.3.1 EARLY CHILDHOOD EDUCATION REQUIREMENT

Each grantee is required to use 16% of CLSD funds to serve children in the Birth-Pre-K age band. To meet this requirement, school districts applying for the CLSD grant must serve children from Birth-Pre-K through one or more of the following approaches:

1. Through an established district Early Childhood Education program;
2. By partnering with an eligible external Early Childhood Education program within the district boundaries; **or**
3. By establishing or expanding literacy-focused Kindergarten transition programming.

Early Childhood Education programs may operate out of a school building located within the district, or be a separate entity or program located within the boundary of the district. Partner-run early childhood programs must operate within the district boundary and meet the CLSD requirements for eligibility listed in Section 1.3.2 of this RFA.

### 1.3.2 EARLY CHILDHOOD EDUCATION PROGRAMS ELIGIBLE FOR CLSD PARTNERSHIP

School districts that do not have an Early Childhood Education program on site, or plan to establish one, may fulfill the requirement to serve children from Birth-Pre-K by partnering with an eligible external Early Childhood Education program located within the boundary of the district. **Under this model, the school district would be the designated grantee and be responsible for ensuring all CLSD requirements (including reporting requirements) are met.**

The following Oregon Early Childhood Education programs serve families at or below 200% of the Federal Poverty Level and are eligible for partnership. While this list is not exhaustive, it serves as a starting point for districts when identifying eligible Early Childhood Education programs.

***DELCD Programs Eligible for CLSD Partnership:***

Qualifying Early Learning Program	Description	Counties/ Reach
Preschool Promise	Offers free, high-quality preschool in childcare centers, home-based childcare, and public schools to children ages three and four living at or below 200 percent of the Federal Poverty Level.	5,344 children Statewide
Early Head Start/ Head Start	Early Head Start and Head Start provides early, continuous, intensive, and comprehensive child development and family support services to low-income pregnant women, infants, toddlers and their families.	17,500+ children enrolled Statewide
Employment Related Day Care (ERDC)	Helps families with children up to age 13 (or who have special needs) who are working, in school, or receiving Temporary Assistance for Needy Families (TANF) pay for childcare.	16,446 children 4,407 providers accept payment All counties but one
Oregon Prenatal to Kindergarten (OPK)	Provides free, high-quality, culturally responsive preschool, infant/toddler and family support services to families who are living at or below 100 percent of the Federal Poverty Level or who are categorically eligible.	7,330 preschool children 1,398 prenatal to three children and families Statewide
Baby Promise	Provides families with free, full day, year-round, high-quality infant and toddler care (six weeks to three years of age) in childcare centers and home-based childcare.	250 infants and toddlers 7 counties

### 1.3.3 DETERMINING ELIGIBILITY FOR OTHER PARTNER-RUN EARLY CHILDHOOD EDUCATION PROVIDERS

If a school district chooses to partner with an Early Childhood Education provider that is **not** one of the eligible programs listed in Section 1.3.2 above, the district must ensure that they meet the following eligibility criteria. Eligible external Early Childhood Education providers are any licensed Early Childhood Education programs that:

- **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 from Birth-Pre-K.

Eligible Early Childhood Education providers may, for example, include:

- Programs funded by the Federal Government, the State, or local educational agencies (including IDEA-funded programs);
- Public preschool providers;
- Independent, home-based childcare and preschool providers;
- Programs that deliver early learning and development services in a child's home;
- Other nonprofits that provide literacy supports for children in the continuum, including public libraries, afterschool programs, mentoring programs, etc.

### 1.3.4 EARLY CHILDHOOD EDUCATION REPORTING REQUIREMENTS

Early Childhood Education programs must assess **participating four-year-old students** using the [HighScope Child Observation Record \(COR\) Advantage Assessment](#). COR Advantage is a birth-to-kindergarten child assessment tool that allows teachers to observe and document children's development through play and naturally occurring activities.

For CLSD purposes, programs are **only required to assess participating four-year-old children on the *Language, Literacy, and Communication* component** of COR Advantage. This component focuses specifically on early literacy and language development skills. While COR Advantage includes eight content areas—such as Social-Emotional Development, Mathematics, and Science—assessment in those areas is **not required** for CLSD reporting.

If no CLSD implementation sites serve four-year-old children (e.g., the Early Childhood requirement is being met solely through kindergarten transition programming), **this assessment requirement does not apply**.

Typically, the full assessment process takes several weeks to a few months to complete if administering the entire assessment. However, because only the *Language, Literacy, and Communication* content area is required for CLSD purposes, the time to administer the assessment may be significantly reduced. The **COR Advantage assessment can be purchased using CLSD funds.**

## Part 4: Required Partnerships

### 4.1 PARTICIPATION IN ODE FACILITATED COACHING AND PROFESSIONAL LEARNING PROGRAM

Grant recipients must participate in an ODE facilitated coaching and professional learning program. Coaching programs will be in alignment with the Oregon Early and Adolescent Literacy Frameworks.

Participation requirements and program models will be determined based on the final list of grantees and may be approached at the region, district or school level. Length of time for participation is anticipated to be for the entire grant window but may be adjusted based on the number of recipients, state funding and/or progress of recipients. There is no cost for grant recipients to participate in ODE facilitated coaching and professional learning programs.

## Part 5: Monitoring and Reporting Requirements

### 1.5.1 MONITORING

Grantees will be evaluated and monitored for compliance with federal laws and regulations, grant requirements, and accomplishing performance goals. Under all federal programs, ODE is responsible for evaluating and monitoring grantees and is required to annually assess grantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, additional training, additional technical assistance, corrective action and/or grant termination.

Compliance issues may arise during the ODE's monitoring activities. Issues uncovered by ODE will be communicated to the grantee and can result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to

the corrective action plan commitments. Grantees that have persistent and/or extended non-compliance of grant activities may lead to termination of the grant.

Onsite monitoring visits may occur based on results from ongoing monitoring conducted by ODE.

## 1.5.2 STATEWIDE DISTRICT CLSD OUTCOME GOALS

In partnership with the U.S. Department of Education, ODE established the following performance targets to assess improvements in district outcomes. The following are goals ODE will report on to the U.S. Department of Education (ED). They provide the context for the district reporting requirements described in section 1.5.3 and the performance goals grant recipients will strive towards.

Age Band	Performance Goal 1	Performance Goal 2	Performance Goal 3	Performance Goal 4
<b>Birth-Pre-K</b>	<p>By June 2029, participating school districts will demonstrate an average of at least:</p> <ul style="list-style-type: none"> <li>One level of growth in the oral language skills of participating 4-year-old children overall, as determined by HighScope's Child Observation Record (COR) Advantage Assessment.</li> <li>Two levels of growth in the oral language skills of participating 4-year-old children from Focal Student groups, as determined by HighScope's Child Observation Record (COR) Advantage Assessment.</li> </ul>	<p>By June 2029, at least 80% of participating early childhood educators (licensed teachers and instructional aides) at participating Early Childhood Education programs will participate in at least 5 hours of professional development and coaching focused on evidence-based early literacy strategies each year.</p>	<p>By June 2029, all participating school districts will have expanded or established high-quality literacy-focused kindergarten transition programming that supports students, families, and teachers in the Pre-K to kindergarten transition.</p>	N/A
<b>K-12</b>	<p>By June 2029, all participating school districts will demonstrate an increase in literacy proficiency across all participating grade levels by:</p> <ul style="list-style-type: none"> <li>At least 3 percentage points per year overall, with SY 24-25 as a baseline, for a total minimum increase of 12% over the grant period.</li> <li>At least 5 percentage points per year for students from Focal Student groups, with SY 24-25 as a baseline, for a total minimum increase of 20% over the grant period.</li> </ul>	<p>By June 2029, 80% or more of K-12 Literacy Staff in participating grade levels and school districts will engage in professional development and coaching on evidence-based literacy strategies on at least a biannual basis.</p>	<p>By June 2029, all participating school districts will report that at least 80% of their literacy staff implement research-aligned, high-quality core instructional materials for Language Arts in grades K–12 with fidelity, as measured by an ODE-designated fidelity of implementation tool.</p>	<p>By June 2029, 100% of participating school districts will have developed and implemented their local literacy plan, which shall be aligned to the Statewide Comprehensive Literacy Plan.</p>

### 1.5.3 DATA COLLECTION AND REPORTING

ODE is required to track specific information as part of the federal Comprehensive Literacy State Development grant. Applicants should plan for the following data collections, which will occur annually:

- **4-Year-Old Oral Language Assessment data (Birth-Pre-K):**
  - Number and percentage of all participating 4-year-olds showing growth by at least one level on the *Language, Literacy, and Communication* portion of HighScope's Child Observation Record (COR) Advantage Assessment.
  - Number and percentage of 4-year-old children from Focal Student groups showing growth by at least two levels on the *Language, Literacy, and Communication* portion of HighScope's Child Observation Record (COR) Advantage Assessment.
- **Kindergarten Transition Programming Data (Birth-Pre-K):**
  - Number of days and type of Kindergarten Transition programming offered.
  - Number and percentage of students participating in Kindergarten Transition programming.
- **Professional Learning and Coaching Data (K-12):**
  - Number and type of professional learning and coaching opportunities offered to participating early childhood educators.
  - Number and percentage of participating early childhood educators who participated in at least 5 hours of professional learning and coaching on evidence-based early literacy strategies on an annual basis.
  - Number and type of literacy-focused professional learning and coaching opportunities offered to K-12 educators.
  - Number and percentage of K-12 literacy staff participating in professional learning and coaching on evidence-based literacy strategies on at least an annual basis.
- **High Quality Instructional Materials (HQIM) Implementation Data (K-12):**
  - Number and percentage of K-12 literacy staff who have access to High-Quality Instructional Materials (HQIM) for ELA, receive annual curriculum-based professional learning in district-adopted HQIM, and report using HQIM regularly, as measured by an ODE-designated fidelity of implementation tool.

- **Oregon Statewide Assessment System (OSAS) Data for ELA (K-12) [NO SEPARATE REPORTING PROCESS REQUIRED]**
  - Number and percentage of students across all participating grade levels who demonstrate an increase in literacy proficiency by at least 3 percentage points per year.
  - Number and percentage of students from focal student groups across all participating grade levels who demonstrate an increase in literacy proficiency by at least 5 percentage points per year.
- **Submission of Local 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

**ODE will provide templates and additional technical assistance to support grantees in data collection and reporting.**

*\*Grantees may use grant funds to purchase the HighScope COR Advantage Assessment.*

*\*\*Failure to comply with reporting requirements may result in discontinuation of funding.*

## SECTION 2: APPLICATION INSTRUCTIONS

### Part 1: Application Instructions and General Information

#### 2.1.1 APPLICATION TIMELINE

- A completed application must be submitted via the [CLSD Federal Competitive Grant Portal](#) by: *Monday, June 30th by 11:59 PM, PT (Note: Any application after this deadline will not be accepted.)*
- Award notification emailed: July-August 2025
- Grant Agreements Signed: September 2025

#### 2.1.2 APPLICATION TRAINING WEBINAR AND OFFICE HOURS

Several types of technical assistance are offered to all potential applicants in the planning, writing, and revising stages to encourage high-quality applications. Offerings include:

- **Online Resources:** The [ODE CLSD Webpage](#) and the links located in the RFA offer helpful resources.

**Virtual Technical Assistance Webinars:** Learn about the grant requirements, eligibility criteria, spending requirements, etc.

- **Thursday, May 8, 2025**— 1:00 -2:30 PM ([Registration Link](#))
- **Tuesday, May 13, 2025**— 9:00 -10:30 AM ([Registration Link](#))

**Weekly Office Hours:** ODE staff will be present to answer applicant questions:

- **Wednesdays, 3:00-4:00 PM**— May 21 through June 25, 2025 ([Registration Link](#))

If you have questions, please email [k12.literacy@ode.oregon.gov](mailto:k12.literacy@ode.oregon.gov).

## 2.1.4 APPLICATION ELECTRONIC SUBMISSION

All applications must be completed in the provided template, which will be submitted online via the [CLSD Federal Competitive Grant Portal](#). Within the portal are instructions for how to submit the application as an attachment.

Application Portal tips and items to note:

- Once a form is submitted, applicants cannot go back and change responses;
- To track progress, select the box on the bottom of each form/section titled, "Send me a copy of my responses" to produce a record of what form/section was submitted and when it was completed;
- Plan accordingly to ensure there is ample time to submit electronically before the grant deadline date;

Email [k12.literacy@ode.oregon.gov](mailto:k12.literacy@ode.oregon.gov) for technical support and questions.

## SECTION 3: APPLICATION EVALUATION PROCESS AND SCORING CRITERIA

### Part 1: Award Process and Distribution of Points

#### 3.1.1 AWARD PROCESS

ODE will calculate each applicant's overall prioritization for funding based on two factors: application scoring (50%) and the district's eligibility ranking (50%). ODE will then determine the rank order, with the highest total score receiving the highest rank, followed by successive applicants in descending order of total score.

All CLSD funds are subject to the availability of federal funds. Grant awards are not final until approved by ODE and both an award letter and a copy of the approved application are received from ODE. If ODE identifies items that are unauthorized or not properly categorized that require a budget modification prior to the award, applicants will need to submit requested changes prior to receiving the signed agreement. Please note that any applicant that does not provide an approved, revised Comprehensive Literacy State Development budget by ODE's deadlines may not receive an award. Funds should not be encumbered or spent until the grantee has received the official notice of the award.

Applicants selected for a CLSD grant agree to be bound by the terms and conditions of the Grant Agreement and all fiscal procedures, as defined by the [OMB Guidance for Federal Financial Assistance](#) (formerly known as Uniform Guidance).

#### 3.1.2 TECHNICAL SCREENING

All applications will receive an initial technical screening by ODE using the Application Completion Checklist in Appendix 1 of this RFA to ensure the application: 1) meets the eligibility requirements for the grant, 2) was received on time and in the proper format, and 3) contains all required sections, attachments, and signatures. If an application does not meet these basic requirements, it will not be scored or funded.

### 3.1.3 APPLICATION SCORING

Applications will be scored by qualified reviewers knowledgeable in and experienced with evidence-based instruction using the rating characteristics and evaluation criteria in Appendix 1 of this RFA. Reviewers are required to remove themselves from the scoring of any application that may present any conflict of interest. Each application will have at least two reviewers using the evaluation rubrics in this application.

The total possible score for the application is 108 points. **To qualify for an award, applicants must receive a minimum score of 70% (76 points). If an applicant receives less than a score of 76 on their application, they will not be funded.**

### 3.1.4 DISTRIBUTION OF POINTS BY SCORING CRITERIA

<i>Criteria</i>	<i>Points Possible</i>
<b>Section 1 - Needs Assessment</b>	<b>6 Points Total</b>
1.1.1- Identification of Needs	3 points
1.1.2- Identification of K-12 CLSD Implementation Sites	3 points
<b>Section 2 - CLSD Grant Proposal</b>	<b>57 Points Total</b>
<b>2.1- Birth-Pre-K Project Proposal</b>	<b>12 Points</b>
2.1.2- Kindergarten Transition Plan	6 points
2.1.2- Plan to Develop the Language and Early Literacy of Early Learners	6 points
<b>2.2- K-12 Project Proposal</b>	<b>36 Points</b>
2.2.1- K-12 HQIM Implementation Plan	9 points
2.2.2- Plan to Provide Acceleration Supports to Students Below Grade Level	9 points
2.2.3 Comprehensive Literacy Instruction Plan Coordination	9 points
2.2.4- Plan to Allocate Time to Secondary Staff	9 points
<b>2.3.1 - Birth-5<sup>th</sup> Grade Family and Caregiver Coordination Plan</b>	<b>9 Points</b>

<i>Criteria</i>	<i>Points Possible</i>
<b>Section 3 - Identification of Students for Literacy Interventions or Other Support Services</b>	<b>9 Points Total</b>
3.1- Identification of Students for Literacy Interventions or Other Support Services	9 points
<b>Section 4 - Birth-12<sup>th</sup> Grade Professional Learning and Coaching Plan</b>	<b>9 Points Total</b>
4.1- Birth-12 <sup>th</sup> Grade Professional Learning and Coaching Plan	9 points
<b>Section 5 - Budget and Budget Justification</b>	<b>27 Points Total</b>
5.1- Budget and Budget Justification	27 points

## APPENDIX 1: SELECTION CRITERIA AND EVALUATION RUBRICS

### Part 1: Technical Screening Checklist

OVERALL COMPLETION CRITERIA	YES	NO
All required components of the application are complete and submitted on time via the CLSD application portal, including assurances and narratives.	<input type="checkbox"/>	<input type="checkbox"/>
Applicant is an eligible entity for the CLSD grant, as determined by the <a href="#">CLSD Eligibility Ranking and Preliminary Allocation Tool</a> .	<input type="checkbox"/>	<input type="checkbox"/>

CLSD APPLICATION WORKBOOK COMPLETION CRITERIA	YES	NO
<i>Applicant Information</i> complete. (Not scored)	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section 1: Needs Assessment</i> complete.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section 2: CLSD Grant Proposal</i> complete.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section 3: Identification of Students for Literacy Interventions or Other Support Services</i> complete.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section 4: Birth-12<sup>th</sup> Grade Professional Learning and Coaching Plan</i> complete.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section 5: Budget</i> complete.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Section 6: Assurances</i> complete. (Not scored)	<input type="checkbox"/>	<input type="checkbox"/>

## Part 2: Application Evaluation and Scoring

### 2.1 RATING CHARACTERISTICS

<i>Description</i>	<i>Characteristics</i>
<b>Not Met</b>	The response is significantly incomplete, does not meet any of the quality indicators for the criterion, or raises substantial concerns about the soundness of the rationale, the viability of the plan, and/or the applicant's capacity to execute the plan.
<b>Partially Meets</b>	The response meets some of the quality indicators for the criterion, but the response contains substantial gaps or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.
<b>Mostly Meets</b>	The response provided meets most of the quality indicators for the criterion, but requires additional information, explanation, or detail in one or more areas.
<b>Meets</b>	The response exceeds expectations by meeting all quality indicators for the criterion. Detailed descriptions and explanations are provided which include specific and accurate information that inspires confidence in the applicant's ability to execute the plan effectively.

## 2.2 SCORING RUBRICS

The total possible score for the application is 108 points. To be eligible for an award, applicants must receive a minimum score of 70% (76 points). The value assigned for each section is indicated.

### SECTION 1- NEEDS ASSESSMENT (6 POINTS POSSIBLE)

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (1 Points)	Mostly Meets (2 Points)	Meets (3 Points)	Points Possible
1.1.1	<b>IDENTIFICATION OF NEEDS</b> The applicant identifies the top literacy need(s) in their community and supports their response with high quality quantitative or qualitative data.	<ul style="list-style-type: none"> <li>Top literacy needs are clearly identified for each age band.</li> <li>Includes a strong justification for the identified need(s).</li> <li>Multiple high-quality data sources are used to clearly support the identified need(s) as a top priority.</li> </ul>					3
1.1.2	<b>IDENTIFICATION OF K-12 CLSD IMPLEMENTATION SITES</b> The applicant identifies the high need schools that will be targeted for CLSD funding. If only some school sites will be targeted, a justification is provided that is supported by data.	<ul style="list-style-type: none"> <li>All schools in the district will be funded</li> </ul> <p><b>OR</b> (If only some schools will be targeted for funding):</p> <ul style="list-style-type: none"> <li>The high need schools that will be targeted for CLSD funding are clearly identified; <b>AND</b></li> <li>The justification for the school selection is clear, specific, well-supported by relevant data, and aligned to the goals of the grant.</li> </ul>					3

## SECTION 2- CLSD GRANT PROPOSAL (57 POINTS TOTAL POSSIBLE)

### 2.1 Birth-Pre-K CLSD Funding Proposal (12 Points Possible)

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (2 Points)	Mostly Meets (4 Points)	Meets (6 Points)	Points Possible
2.1.1	<b>KINDERGARTEN TRANSITION PLAN</b>  The applicant clearly describes a high-quality plan to expand or establish high-quality and inclusive literacy-focused kindergarten transition programming by June of 2029.	<ul style="list-style-type: none"> <li>Clearly outlines a <b>concrete plan</b> to <b>expand or establish</b> literacy-focused kindergarten transition programming by <b>June 2029</b>.</li> <li>Proposed kindergarten transition activities are grounded in <b>evidence-based</b> early literacy practices for young children.</li> <li>Prioritizes <b>equity and access</b>, especially for children with disabilities, English learners, and children from historically underserved communities.</li> <li><b>Includes at least one clear, measurable progress indicator</b> with a realistic target date for completion (e.g., number of students participating in kindergarten transition programming, improvement on kindergarten readiness assessments, etc.).</li> </ul>					6

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (2 Points)	Mostly Meets (4 Points)	Meets (6 Points)	Points Possible
2.1.2	<p><b>PLAN TO DEVELOP THE LANGUAGE AND LITERACY OF EARLY LEARNERS</b></p> <p>The applicant clearly outlines a cohesive, evidence-based, and inclusive plan to enhance the early language and literacy development for children from <b>birth to kindergarten entry</b>.</p>	<ul style="list-style-type: none"> <li>Describes a <b>comprehensive, well-organized plan</b> for enhancing the early language and literacy development of children from birth to kindergarten entry.</li> <li>Proposed activities are grounded in <b>evidence-based</b> early literacy practices for young children, and support the development of: <ul style="list-style-type: none"> <li><b>Oral language skills</b> <ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Print concepts</li> <li>Phonics knowledge and decoding</li> </ul> </li> </ul> </li> <li>Describes strategies that support <b>inclusive and developmentally appropriate instruction</b>.</li> <li><b>Demonstrates alignment with the district's broader K–12 literacy efforts</b>, ensuring a cohesive and continuous approach to literacy development across age and grade levels.</li> <li><b>Includes at least one clear, measurable progress indicator</b> with a realistic target date for completion (e.g., growth on COR advantage assessment, number of professional development sessions for early childhood educators, etc.).</li> </ul>					6

## 2.2 K-12 CLSD Funding Proposal (36 Points Possible)

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (3 Points)	Mostly Meets (6 Points)	Meets (9 Points)	Points Possible
2.2.1	<p><b>K-12 HQIM IMPLEMENTATION PLAN</b></p> <p>The applicant clearly describes a high-quality plan to fully implement High-Quality Instructional Materials (HQIM) across grades K–12 by June 2029, ensuring all students have equitable access to grade-level, standards-aligned core instruction.</p>	<ul style="list-style-type: none"> <li>• <b>Provides a clear, actionable plan</b> to ensure full implementation of adopted HQIM in K–12 ELA classrooms at CLSD implementation sites by June 2029.</li> <li>• <b>Plan outlines key supports to ensure successful implementation of adopted materials</b>, including targeted professional learning, ongoing coaching, and other capacity-building strategies aligned to the adopted HQIM.</li> <li>• <b>Demonstrates a clear understanding of federal supplement not supplant</b> requirements by ensuring CLSD funds are used only for allowable activities—such as professional development and coaching.</li> <li>• <b>Includes at least one clear, measurable progress indicator</b> with a realistic target date for completion (e.g., percent of teachers reporting regular use of adopted HQIM, data from curriculum-based walkthrough tools, etc.)</li> </ul>					9

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (3 Points)	Mostly Meets (6 Points)	Meets (9 Points)	Points Possible
2.2.2	<p><b>PLAN TO PROVIDE ACCELERATION SUPPORTS TO STUDENTS BELOW GRADE LEVEL</b></p> <p>The applicant outlines a comprehensive plan to provide intensive, supplemental, and explicit reading and writing supports for students below grade level. The plan uses evidence-based, systematic approaches to support student literacy growth. It also ensures that interventions are accessible, tailored to diverse learners, and aligned with best practices in differentiated instruction and accommodations.</p>	<ul style="list-style-type: none"> <li>• <b>Provides a clear, actionable plan</b> to offer intensive, supplemental, accelerated, and explicit reading and writing interventions and supports for students below grade level.</li> <li>• <b>Proposed activities are evidence-based and systematic</b>, ensuring that interventions are grounded in research and follow a structured approach to meet the diverse needs of students.</li> <li>• <b>Explicit strategies are included to support English learners and students with disabilities</b>, ensuring that interventions are accessible and tailored to their unique needs.</li> <li>• <b>Includes at least one clear, measurable progress indicator</b> with a realistic target date for completion (e.g., the number of students participating in high-dosage tutoring, improvements in student growth assessment data, etc.).</li> </ul>					9

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (3 Points)	Mostly Meets (6 Points)	Meets (9 Points)	Points Possible
2.2.3	<p><b>COMPREHENSIVE LITERACY INSTRUCTION PLAN COORDINATION</b></p> <p>The applicant outlines a clear, phased approach for developing a Comprehensive Literacy Instruction plan by June 2029, detailing roles, strategies for gathering input, and intentionally designed meeting structures to ensure progress. The plan includes strong strategies for coordinating diverse staff—such as general and special education teachers, ESL specialists, and afterschool staff—to ensure the plan reflects a wide range of perspectives and needs.</p>	<ul style="list-style-type: none"> <li>Identifies a clear, phased approach for developing a Comprehensive Literacy Instruction plan by June 2029, including roles and responsibilities, strategies to gather input, and how meetings will be intentionally structured to ensure progress.</li> <li>Identifies strong strategies to coordinate the involvement of a variety of staff, including general and special education teachers, principals, ESL specialists, early childhood educators, and afterschool staff, to ensure the plan reflects diverse perspectives and needs.</li> <li>Includes at least one clear, measurable progress indicator with a realistic target date for completion (e.g., a literacy leadership team appointment, development of a draft plan, etc.).</li> </ul>					9

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (3 Points)	Mostly Meets (6 Points)	Meets (9 Points)	Points Possible
2.2.4	<p><b>PLAN TO ALLOCATE TIME FOR SECONDARY STAFF</b></p> <p>The applicant provides a clear plan to allocate regular, dedicated time for secondary teachers to collaborate and assess evidence-based adolescent literacy instruction. The plan outlines how this time will be intentionally structured (e.g., with agendas, protocols, and facilitators) to promote effective planning, reflection, and continuous improvement. It demonstrates alignment with a well-rounded education by integrating literacy instruction across content areas.</p>	<ul style="list-style-type: none"> <li>• <b>Describes a clear plan to provide regular, dedicated time for secondary teachers to collaboratively meet and assess evidence-based adolescent literacy instruction.</b></li> <li>• <b>Outlines how collaborative time will be intentionally structured</b> (e.g., agendas, protocols, facilitators) to promote effective planning, reflection, and continuous improvement.</li> <li>• <b>Demonstrates alignment with a well-rounded education, showing how literacy instruction will be integrated across content areas.</b></li> <li>• <b>Includes at least one clear, measurable progress indicator</b> with a realistic target date for completion (e.g., number of collaborative planning sessions held, percentage of staff participating in literacy-focused PLCs, etc.)</li> </ul>					9

### 2.3 Birth-5<sup>th</sup> Grade Family and Caregiver Coordination Plan (9 Points Possible)

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (3 Points)	Mostly Meets (6 Points)	Meets (9 Points)	Points Possible
2.3.1	<p><b>BIRTH- 5<sup>TH</sup> GRADE FAMILY AND CAREGIVER COORDINATION PLAN</b></p> <p>The applicant provides a well-defined and purposeful plan for engaging families and caregivers in literacy instruction for children from birth through 5th grade. The plan demonstrates a clear commitment to fostering partnerships between schools and families to promote literacy development across all early learning stages.</p>	<ul style="list-style-type: none"> <li>Clearly articulates a specific, intentional plan to empower families and caregivers of children from Birth through 5th grade to actively support and engage in their children’s literacy development and success.</li> <li>Describes coordination efforts across age bands (Birth–Pre-K and K–5)</li> <li>Identifies <b>concrete, actionable strategies to encourage family literacy experiences and practices</b> (e.g., literacy nights, home literacy kits, multilingual resources, partnerships with community orgs, etc.).</li> <li><b>Ensures inclusivity by intentionally engaging families from diverse cultural, linguistic, and socioeconomic backgrounds</b>, and addressing barriers to participation.</li> <li><b>Includes at least one clear, measurable progress indicator</b> with a realistic target date for completion (e.g., #., of family literacy nights, % of families attending, etc.).</li> </ul>					9

### Section 3- Identification of Students for Literacy Interventions or Other Support Services (9 Points Possible)

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (3 Points)	Mostly Meets (6 Points)	Meets (9 Points)	Points Possible
3.1.1	<p><b>IDENTIFICATION OF STUDENTS FOR LITERACY INTERVENTIONS OR OTHER SUPPORT SERVICES</b></p> <p>The applicant describes a clear and systematic approach for identifying K–12 students who require targeted literacy interventions or support services. The approach includes the use of valid and reliable assessments and a well-defined system for using data to make equitable decisions about student needs.</p>	<ul style="list-style-type: none"> <li>Clearly articulates a comprehensive, coherent system for analyzing and using high-quality assessment data to identify students for literacy interventions or support services.</li> <li>Demonstrates a coherent system for collecting, analyzing, and using <b>multiple data sources</b> to identify students for literacy interventions or other support services.</li> <li><b>Comprehensive and strategic use of multiple high-quality assessments across BOTH required</b> age bands (K–5 and 6–12).</li> <li><b>System for identification supports the needs of diverse learners</b>, including multilingual students and students with disabilities.</li> </ul>					9

**Section 4- Birth- 12<sup>th</sup> Grade Professional Learning and Coaching Plan (9 Points Possible)**

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (3 Points)	Mostly Meets (6 Points)	Meets (9 Points)	Points Possible
4.1.1	<p><b>BIRTH- 12<sup>TH</sup> GRADE PROFESSIONAL LEARNING AND COACHING PLAN</b></p> <p>The applicant presents a well-structured, multi-year plan to provide ongoing professional learning and coaching to strengthen literacy instruction across all age bands. The plan includes high-quality, evidence-based learning opportunities that are sustained over time. It ensures that each age band is supported, with curriculum-specific learning opportunities provided annually for K–5 and 6–12 educators.</p>	<ul style="list-style-type: none"> <li>Clearly articulates a comprehensive plan to deliver <b>high-quality literacy-focused professional learning</b> and coaching throughout the four-year grant period.</li> <li>Ensures professional learning is high-quality, sustained, and <b>grounded in evidence-based instructional practices</b>.</li> <li>Provides <b>ongoing</b> and differentiated professional learning opportunities <b>across all three required age band (Birth–Pre-K, K-5, and 6-12)</b></li> <li>Specifies <b>at least one curriculum-based professional learning opportunity</b> annually for both the K–5 and 6–12 grade bands.</li> <li>Demonstrates intentional planning for <b>sustainability, collaboration, and continuous improvement</b>.</li> </ul>					9

**Section 5- Budget and Justification for Spending (27 Points Possible)**

Reference	Criteria	Quality Indicators	Not Met (0 Points)	Partially Meets (9 Points)	Mostly Meets (18 Points)	Meets (27 Points)	Points Possible
5.1.1	<p><b>BUDGET AND JUSTIFICATION FOR SPENDING</b></p> <p>The applicant provides a well-developed budget and justification that demonstrates strategic use of funds to support grant goals. The budget reflects the required 16-42-42 % age band apportionment, includes only allowable expenses, and clearly ties expenditures to proposed activities. Justifications are thorough and aligned with the goals and priorities outlined in the application.</p>	<ul style="list-style-type: none"> <li>Clearly allocates spending <b>across all three required age bands</b>—Birth–Pre-K (16%), K–5 (42%), and 6–12 (42%)—in alignment with grant requirements.</li> <li><b>Includes only allowable expenses</b> that comply with the funding guidelines outlined in the RFA.</li> <li>All budgeted costs are <b>reasonable, necessary, and well-justified</b> in relation to the scope of work.</li> <li>Provides <b>clear, detailed justifications for each budget line item</b>, explaining the purpose of each expenditure.</li> <li>The expenditures support the goals and activities described in Sections 2–4 of the application.</li> <li>Required uses of spending are included in budget.</li> </ul>					27

## APPENDIX 2: DEFINITIONS OF TERMS

### Key Terms

**COMPREHENSIVE LITERACY INSTRUCTION** means instruction as described in the Elementary and Secondary Education Act (ESEA) Section 2221(b)(1);

(A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

(B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;

(C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;

(D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;

(E) uses differentiated instructional approaches, including individual and small group instruction and discussion;

(F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;

(G) includes frequent practice of reading and writing strategies;

(H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;

(I) uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;

(J) incorporates the principles of universal design for learning;

(K) depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and

(L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

Curriculum-Embedded Assessments means classroom assessments that happen during the course of instruction and are closely aligned to standards and topics that serve as the focus of student learning.

**ELIGIBLE ENTITY** means an entity as described in Elementary and Secondary Education Act (ESEA) Section 2221(b)(2) that consists of:

(A) one or more local educational agencies that serve a high percentage of high-need schools and

(i) have the highest number or proportion of children who are counted under section 1124(c), in comparison to other local educational agencies in the State;

(ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2); or

(iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d);

**EVIDENCE-BASED** when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention as described in Elementary and Secondary Education Act (ESEA) Section 8101(21)(A). Except as provided in subparagraph (B), the term ‘Evidence-Based’

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

- (I) strong evidence from at least 1 well designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias.

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

**FOCAL STUDENT** means a student facing limited educational opportunities and disengagement; including students from racial or ethnic groups that have historically experienced academic disparities, including, but is not limited, American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, multiracial students, and any other racial or ethnic group identified by the school district as historically experienced academic disparities. Students with Disabilities, Students Experiencing housing insecurity, Foster Students, students navigating poverty, LGBTQ2SIA+ Students (students who identify as Lesbian, Gay, Bisexual, Transgender, Queer/questioning, Two-Spirit, Intersex, or Asexual), Students Recently Arrived, Migrant Students, Students with experience navigating the justice system, and/or Multilingual Students.

**HIGH-DOSAGE TUTORING** means tutoring that is provided during the school year or during school breaks such as summer, which may occur during, before or after school administered two times a week for at least 10 weeks to four or fewer students by a qualified tutor using a research-aligned model that is culturally responsive and aligned with materials that integrate reading and writing and is informed by student assessment data.

**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

(ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

**HIGH-QUALITY INSTRUCTIONAL MATERIALS** means educational resources that ensure equitable access to grade-level standards, promote inclusive practices that reflect diverse perspectives and needs, provide robust support for both teachers and students, and include embedded assessment opportunities to guide and inform instruction. These materials are designed to be engaging, evidence-based, and aligned with research-proven educational practices.

**INTERIM ASSESSMENTS** means periodic, standards-based tests that focus on specific groups of standards in specific content areas. District and school leaders use information from Interim Assessments to gauge system-level information about student progress toward Oregon’s content standards. Interim Assessments are most valuable in the classroom, where teachers use results to adjust instruction, provide support, and implement targeted strategies based on performance data.

**LOW-INCOME FAMILY** as described in Elementary and Secondary Education Act (ESEA) Section 2221(b)(3)(B) for purposes of subparagraph (A), the term “low-income family” means a family:

(i) in which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

(ii) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or

(iii) in which the children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act.

**OBSERVATIONAL & CLASSROOM-BASED TOOLS** means the methods to observe and record student behavior, interaction and learning process over time within authentic instructional settings.

**PROFESSIONAL DEVELOPMENT** as described in Elementary and Secondary Education Act (ESEA) Section 8101(42) means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well- rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

(i) improve and increase teachers’ — (I) knowledge of the academic subjects the teachers teach; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) improve classroom management skills;

(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

(vi) advance teacher understanding of— (I) effective instructional strategies that are Evidence-Based; and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

- (ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the harms of copyright piracy, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
- (xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- (xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
- (xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;
- (xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.

**SCREENERS** means, easy-to-administer tests that capture high-level, broad information and may serve as an indicator of student strengths, instructional needs, and opportunities for acceleration, guiding further exploration through an informal diagnostic evaluation process.

**SCREENERS FOR RISK FACTORS OF DYSLEXIA** means a screener as outlined in ORS 326.726, which requires that each school district ensure every student is screened for dyslexia risk factors using an ODE-approved test in kindergarten if they first enroll in a public school at that level, or in first grade if they first enroll at that level. The screener must assess: Phonological Awareness Rapid Naming Skills Sound-Letter Correspondence.

## **WELL-ROUNDED EDUCATION**

### Section 8101(52)

The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

## APPENDIX 3: RFA UPDATES

### Updates

**MAY 12, 2025:** Part 4: Required Partnerships section was updated to remove Tribal Consultation information. Tribal Consultation is not required for these funds, because the USDED is releasing these funds under Title II, Part B, Subpart 2, authorized under Sections 2221-2225 of the Elementary and Secondary Education Act, as amended ([ESEA](#)). Source: [ESEA Tribal Consultation](#).