

Oregon Early Reading Program Strategic Investment

Early Literacy Grant Program

414-800-0005

Definitions

The following definitions apply to OAR 414-800-0005 to 414-0800-0030:

(1) “Achievement gap” means the research-based gap in achievement that often exists among students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.

(2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:

(a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;

(b) Living in inadequate or unsafe housing; having inadequate nutrition;

(c) Living in a household where there is significant or documented domestic conflict, disruption or violence;

(d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;

(e) Living in circumstances under which there is neglectful or abusive care-giving; or

(f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.

(3) “Early childhood services” means programs and services for children ages birth through six years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages birth through six.

(4) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.

(5) “English Language Learners” means children whose native language is other than English or who speak a language other than English in their home.

(6) “Non-profit organization” means:

(a) An organization established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.

Stat. Auth: ORS 327.810

Stat. Implemented: ORS 327.810

414-800-0010

Establishment and Purpose

(1) The early literacy grant is established as part of the Oregon Early Reading Program Strategic Investment.

(2) The purpose of the early literacy grant is to:

- (a) Improve the readiness of children preparing to enter kindergarten;
- (b) Improve the reading proficiency of students by the time students complete the third grade;
- (c) Encourage early reading by involving parents, child care providers, and the community to ensure that children have an early start in reading;
- (d) Expand the amount of time spent reading, adult support of reading, the availability of reading materials, cultural relevance and promote the level of enjoyment that literacy brings; and
- (e) Create materials and curriculum that promote early literacy.

Stat. Auth: ORS 327.810

Stat. Implemented: ORS 327.810

414-800-0015

Eligibility

(1) The following types of organizations may apply for funding:

- (a) 501(c)(3) non-profit organizations.
- (b) Public libraries.
- (c) Public schools or school districts.
- (d) Providers of early childhood services.

(2) The Early Learning Division shall give preference to receive funding to providers of early childhood services that are Early Learning Hubs.

(3) A single grant proposal may include more than one eligible provider but the fiscal agent must be one of the eligible applicants identified in subsections (1) or (2) of this rule.

Stat. Auth: ORS 327.810

Stat. Implemented: ORS 327.810

414-800-0020

Criteria

(1) The Early Learning Division shall establish a request for application with a solicitation and approval process to be conducted each biennium for which early literacy grant funds under the Oregon Early Reading Program are available. The Division shall notify eligible applicants of the proposal process and due dates, and make available necessary guidelines and application forms.

(2) Grants shall be awarded based on the following generally applicable criteria:

- (a) The extent to which the applicant demonstrates its ability to lead the implementation of the early literacy program, foster collaboration with other community partners, and leverage the early literacy program as a key strategy for promoting alignment between early learning and K-3.
- (b) The extent to which the grant application addresses equity and strategies for targeting specific sub-populations of children, including those who are economically disadvantaged, students learning English as a second language, and students who are African American, Hispanic or Native American; those who are not currently enrolled in formal Pre-K or child care programs, including those participating in license exempt and relative care; and/or those who meet criteria for being at risk of entering kindergarten with limited literacy skills.

(c) The extent to which the application identifies clear strategies for building the capacity of adults to engage in high quality reading experiences with children, expanding reading opportunities for children, increasing the frequency with which children are read to in the home, and expanding access to books, libraries, and/or materials and curriculum that promote early literacy.

(d) The extent to which the project budget is appropriate for the number of children and adults that are proposed to be reached through the proposed early literacy program.

(e) The extent to which the application demonstrates how outcomes will be measured and sustainability will be achieved.

(3) The Early Learning Division shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

(a) Geographic location of applicants to insure geographic diversity within the recipients of grant program funds throughout the state;

(b) Preference to entities that have demonstrated success in improving outcomes for children and families.

Stat. Auth.: ORS 327.810

Stat. Implemented: ORS 327.810

414-800-0025

Funding

(1) The Early Learning Division shall determine for each fiscal year the portion of the funds available for the early literacy grant.

(2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.

Stat. Auth.: ORS 327.810

Stat. Implemented: ORS 327.810

414-800-0030

Reporting

(1) Recipients of early literacy grant funds must report on their grant funded program outcomes and expenditures to the Early Learning Council on an annual basis through a written report to the Early Learning Division. The report must include:

(a) Description of outputs and activities resulting from the early literacy partnership strategy, including, but not limited to trainings delivered to parents and/or providers or early learning services, books or other materials provided to families and/or providers of early learning services, and number of adults and children reached.

(b) Impact on changes in adult behavior related to reading to children, including but not limited to frequency and quality of reading.

(c) Impact on changes in child behavior related to reading with adults, including but not limited to frequency and quality of reading.

(d) Impact on adult and child attitudes toward reading, including, but not limited to, self-reports related to increased enjoyment of reading.

(e) Impact on closing early literacy opportunity gaps for children who are economically disadvantaged, English language learners, African American, Hispanic, or Native American.

Stat. Auth.: ORS 327.810

Stat. Implemented: ORS 327.810