

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Comprehensive Literacy State Development (CLSD) Program

CFDA # 84.371C

PR/Award # S371C240034

Grants.gov Tracking#: GRANT14195077

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240034

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Grants.gov Lobbying Form	e6
3. ED Abstract Narrative Form	e7
<i>Attachment - 1 (1237-OCLSD abstract)</i>	e8
4. Project Narrative Form	e9
<i>Attachment - 1 (1236-FY24 Comp Literacy1.docx)</i>	e10
5. Other Narrative Form	e64
<i>Attachment - 1 (1234-OCLSD Attachments)</i>	e65
6. Budget Narrative Form	e136
<i>Attachment - 1 (1235-2024 Literacy for All Growing Strong Readers, One Page at a Time Budget Narrative)</i>	e137
7. Project Objectives and Performance Measures Information	e145
8. Form ED_524_Budget_1_4-V1.4.pdf	e150
9. Form ED_SF424_Supplement_4_0-V4.0.pdf	e153
10. Form ED_GEPA427_2_0-V2.0.pdf	e155
11. Form ED_Evidence_2_0-V2.0.pdf	e157

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

<input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 06/24/2024	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: Oklahoma	
8. APPLICANT INFORMATION:		
* a. Legal Name: OKLAHOMA STATE DEPARTMENT OF EDUCATION		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 736017987	* c. UEI: G8ZRG7PQB7A9	
d. Address:		
* Street1:	2500 N Lincoln Blvd	
Street2:	<input type="text"/>	
* City:	OKC	
County/Parish:	<input type="text"/>	
* State:	OK: Oklahoma	
Province:	<input type="text"/>	
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	73105-4599	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: Jennifer	
Middle Name: <input type="text"/>		
* Last Name: Chessmore		
Suffix: <input type="text"/>		
Title: Program Manager, Grant Development		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>	
* Email: <input type="text"/>		

PR/Award # S371C240034

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Literacy for All: Growing Strong Readers, One Page at a Time

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

5

* b. Program/Project

all

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	59,987,950.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	59,987,950.00

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 06/21/2024 .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Ryan

Middle Name:

* Last Name:

Walters

Suffix:

* Title:

State Superintendent of Public Instruction

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

06/24/2024

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

OKLAHOMA STATE DEPARTMENT OF EDUCATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:



* DATE:

06/24/2024

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

you must first delete the existing file.

* Attachment:

Add Attachment

Delete Attachment

View Attachment

Oklahoma Comprehensive Literacy State Development Initiative

Summary

The Oklahoma State Department of Education is seeking funding to provide literacy intervention to approximately 45,000 students from birth through 12th grade and approximately 30 local education agencies for a five-year Comprehensive Literacy State Development to provide quality literacy intervention strategies for the most disadvantaged children. All districts applying for the competitive sub-grants will be required to create a local literacy plan that has been aligned to the newly revised Oklahoma Comprehensive Literacy Plan. This project will further the research and advancement of literacy and writing to improve the understanding of the ways that children learn how to read and write and of the component skills that support the ongoing development of reading and reading comprehension.

The overall outcomes for the project will include an increase in 4-year-olds that have the pre-literacy skills for success in school, and an increase in the reading and English scores of elementary, middle and high school students. In addition, this initiative will implement research-based best practices that meet the moderate or strong evidence of effectiveness for all proposed projects and initiatives. Outcomes will also include training and professional development for administrators, teachers, and reading specialists.

The competitive sub-grants will utilize an independent peer review process to determine the awards. Districts will receive funding for up to three years to implement their identified needs through a comprehensive needs assessment. Sub-awards will be selected in early 2024 upon completion of sub-grant competitive application process.

Oklahoma Comprehensive Literacy State Development Initiative

Children in Oklahoma: The 2024 Kids Count Data Profile recently released by the Annie E.

Casey Foundation finds children in the state of Oklahoma in a dire state. According to the report,

Oklahoma ranks 46th in the nation for overall child well-being. Table 1 reflects the four areas that make up this ranking and how Oklahoma children fare in each of these areas.

Furthermore, the 2023 Kids Count Data Profile revealed that nearly 90,000 Oklahoma children have a parent in jail and a 2023 report from the

TABLE 1 Child Well-Being Statistics	
	Oklahoma
Economic Well-Being	39
Health	45
Family and Community	40
Education	49
2024 Kids Count Data Book: State Trends in Child Well-Being. The Annie E. Casey Foundation 2024. https://www.aecf.org/resources/2023-kids-count-data-book .	

US Department of Justice ranks Oklahoma 4th in the nation in number of adult incarcerations.¹

Incarceration rates among women in Oklahoma remain a significant concern. As of the latest available data from the Bureau of Justice (2022), approximately 160 per 100,000 Oklahoma women are incarcerated, nearly twice the national average.² On any given day, an estimated 4,800 minor children in Oklahoma have a mother in a state prison, highlighting the profound negative impacts on children's lives, including educational attainment and social development.³

It's not surprising to note that an alarmingly high rate of Oklahoma children report two or more Adverse Childhood Experiences (ACEs) in their homes. ACEs are "traumatic events that occur during childhood (0-17). They have lasting, negative effects on health, well-being, and opportunity." The CDC identifies 10 ACEs, dividing them into the categories of Abuse, Neglect,

¹ 2023 Kids Count Data Book: State Trends in Child Well-Being. The Annie E. Casey Foundation 2023.
<https://www.aecf.org/resources/2023-kids-count-data-book>.

² Carson, E. A., PHD, & Kluckow, R. (2022). Prisoners in 2022 – Statistical Tables. *U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics*, (NCJ 307149).

³ The Oklahoma Children of Incarcerated Parents Task Force (2013, January 23). *Children of Incarcerated Parents Task Force*. Oklahoma.gov. Retrieved June 23, 2024, from <https://oklahoma.gov/content/dam/ok/en/occy/office-of-planning-and-coordination/CIP-Taskforce-Report.pdf>

and Household Dysfunction. Core ACE questions included: experiencing verbal abuse in the home; experiencing or witnessing physical violence

in the home; living with someone who had a problem with alcohol or drug use, living with someone who was depressed or mentally ill, being separated from a parent or guardian because they went to jail or prison; and not having their basic needs met. Left unmet, these issues are linked to costly negative education outcomes such as academic and behavior problems, increase in suspensions/expulsions, chronic absenteeism, dropping out and delinquency.⁴

Table 2	
Number of OK children with ACEs	
# of Adverse Childhood Experiences	% of Oklahoma Children Experiencing ACEs
1-2	40.3
3	16.0
4 or more	22.9
TOTAL	79.2
Oklahoma State Department of Health. (2021). Adverse Childhood Experiences (ACEs) and Positive Childhood Experiences (PCEs), New Survey in 2021.Retrieved on February 25, 2024 from https://oklahoma.gov/content/dam/ok/en/health/health2/aem-documents/family-health/maternal-and-child-health/child-adolescent-health/yrb-s/2021/ACEs_Data_Presentation_2022_FINAL.pdf	

According to the CDC, in 2022 Oklahoma ranked the 5th highest state for birth by teenage mothers ages 15-19. Teenage motherhood significantly impacts school readiness and perpetuates cycles of poverty due to limited educational opportunities for young mothers. Teenage mothers in Oklahoma are notably less likely to obtain a high school diploma by age 22 compared to their peers without children.⁵

American Indian children in Oklahoma face multiple challenges affecting school readiness. They are disproportionately represented in the foster care system and are less likely to participate in early childhood education programs compared to other racial/ethnic groups. American Indian children also exhibit higher rates of learning disabilities. According to updated data from the

⁴ (2024, April 9). *About Adverse Childhood Experiences*. CDC. Retrieved June 24, 2024, from <https://www.cdc.gov/aces/about/index.html>

⁵ Maslowsky, J., Stritzel, H., & Gershoff, E. T. (2021). Post-Pregnancy Factors Predicting Teen Mothers' Educational Attainment by Age 30 in Two National Cohorts. *Youth & Society*. <https://doi.org/10.1177/0044118X211026941>

U.S. Census (2020), Oklahoma continues to have one of the highest populations of American Indian children under age 5 in the nation, comprising 9% of this demographic. American Indian children make up 10% or more of the young child population in nearly half of Oklahoma's counties.⁶

Recent statistics from the Oklahoma Department of Human Services (2022) indicate that approximately 150,000 children under the age of 6 live in counties classified as high or medium risk for poor school readiness, encompassing about 45% of all young children in the state. Additionally, of around 4,500 licensed child-care facilities in Oklahoma, data from 2023 show that 34.5% are rated as 2 or 3 star programs, while 17.4% are rated as one star programs.⁷

The figures above underscore the ongoing challenges faced by children in Oklahoma, particularly those from vulnerable populations, and highlight the critical need for targeted interventions to improve outcomes in education, health, and overall well-being.

State of Literacy in Oklahoma: Elementary and middle school children in Oklahoma struggle with basic literacy development. According to the National Assessment for Educational Progress (*NAEP*), national assessment scores in 2022, 4th graders in Oklahoma had an average score of 208 in reading compared to the national average of 216, which put the majority of Oklahoma children in the Basic range on this assessment (*NAEP score ranges vary from Basic to Proficient to Advanced*). The same held true for Oklahoma 8th graders who had an average score of 251 compared to the national average of 259, also scoring in the Basic range on this assessment.⁸ On the Oklahoma state ELA assessments for third grade students, an average of 65% scored in the *Basic* and *Below Basic* range (*Oklahoma has four score ranges including*

⁶ U.S. Census (2023, July 23). *OKLAHOMA: 2020 Census*. United States Census Bureau. Retrieved June 23, 2024, from <https://www.census.gov/library/stories/state-by-state/oklahoma-population-change-between-census-decade.html>

⁷ Oklahoma Partnership for School Readiness (2023, November 1). *Annual Report 2023*. United States Census Bureau. Retrieved June 23, 2024, from <https://www.okschoolreadiness.org/data-research>

⁸ The Nation's Report Card (2022, October 1). *Data Tools: State Profiles*. The Nation's Report Card. Retrieved June 23, 2024, from <https://www.nationsreportcard.gov/profiles/stateprofile?sfj=NP&chort=1&sub=MAT&sj=&st=MN&year=2022R3>

Below Basic, Basic, Proficient, and Advanced) in Spring 2023. This was a 12% decrease from third grade scores in 2019, **pre-Covid**, where 47% of third grade students scored at or above *Proficient*.⁹

At the high school level, all juniors in Oklahoma take the ACT as a college/career ready assessment. In the spring 2023 ACT, Oklahoma juniors on average scored a 17 on the English sub-score, while the national average was 19.5. Additionally, Oklahoma juniors averaged an 18.4 on the Reading sub-score, compared to the national average of 20.8¹⁰ These sub-scores (*18 in English and 22 in Reading*) were established by ACT as benchmark scores to predict college preparedness. These scores indicate that a student who meets these benchmarks will have a 75% chance or better of making a “C” or higher in college freshman equivalent coursework. Oklahoma college going rates indicate that only half of students who graduate are going on to higher education (*ACT, 2024*), and only half of those students are prepared for college coursework.¹¹

In the school year 2022-2023, more than 60% of Oklahoma K-12 students qualify for free/reduced lunch compared to the national average of 53%. The state’s Hispanic population has skyrocketed in recent years to a state average of 17%, along with an ever-widening achievement gap for Hispanic, African American and American Indian students.¹² **The OSDE recognizes that the goal for Oklahoma children is too critical to do anything but succeed.**

⁹ Oklahoma State Department of Education (2024) Student assessment data from the Wave Student Information System (SIS)

¹⁰ Oklahoma State Department of Education (2024) Student assessment data from the Wave Student Information System (SIS)

¹¹ ACT (2024, January 1). *Start Your Journey*. Retrieved June 23, 2024, from <https://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html>

¹² Irwin, V., De La Rosa, J., Wang, K., Hein, S., Zhang, J., Burr, R., Roberts, A., Barmer, A., Bullock Mann, F., Dilig, R., and Parker, S. (2022). Report on the Condition of Education 2022 (NCES 2022-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved June 23, 2024 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022144>.

Plan for Success

The OSDE is seeking funding to provide literacy intervention to approximately 45,000 students and approximately 30 local education agencies (*LEAs*). This project will further the research and advancement of literacy and writing to improve the understanding of the ways that children learn to read and to support the ongoing development of reading and reading comprehension.

The goal of the Oklahoma Comprehensive Literacy State Development (*OCLSD*) initiative is to improve school readiness and success in the areas of language and literacy for disadvantaged students in targeted LEAs and their associated Early Childhood Education (*ECE*) providers. The flagship of the OCLSD initiative will be the implementation of the **newly revised Oklahoma Comprehensive Literacy Plan (*OCLP*) from birth through 12th grade at the local school level**. The objective of the OCLP is to ensure that every Oklahoma child is strategically prepared for the literacy demands of college and/or career by the time he/she graduates from high school. To achieve this objective, the OCLP centers on early language and pre-literacy skills for birth to school entry and on reading and writing instruction for students in grades K-12. Oklahoma is uniquely positioned to implement the OCLSD initiative and ensure its alignment to the OCLP as evidenced by their coordination and leadership for numerous entities and resources to support the implementation of evidence-based literacy instructional practices through the following assessments and initiatives:

- ***State Needs Assessment:*** OSDE will examine Oklahoma School Report Card results, which contains Oklahoma State Testing Program (OSTP) data to formulate the State Needs Assessment. The Oklahoma State Testing Program includes the content assessments required under ESSA, the annual English language proficiency assessment, and the college and career readiness assessment.

- ***Strong Readers Act:*** The Oklahoma Strong Readers Act (*formerly the Oklahoma Reading Sufficiency Act*) helps ensure that each student develops the reading skills he or she needs. The Strong Readers Act requires that schools give benchmark assessments in kindergarten through third grade to identify students who need intensive intervention in reading, and that schools notify parents in writing about their students' skill level. Many Oklahoma schools assess pre-kindergarten students in literacy as well as to provide early intervention. Schools then create an Individual Reading Plan to provide evidence-based interventions for students that are at-risk for reading difficulties.
- ***SoonerStart:*** Oklahoma's early intervention program; is designed to meet the needs of families with infants or toddlers with developmental delays. Under the Individuals with Disabilities Education Act (IDEA), the program builds upon and provides support and resources to assist family members to enhance infant's or toddler's learning and development through everyday learning opportunities through Individual Family Service Plans. SoonerStart resource coordinators help families transition to the public school setting through transition planning conferences.
- ***Imagination Library:*** Dolly Parton's Imagination Library mails books to children every month, from birth through their fifth birthday, at no cost to families. The Imagination Library program was developed based on numerous studies demonstrating that children with access to books in their homes develop early literacy skills, contributing to school readiness and success throughout life. All of Oklahoma's kids deserve access to high-quality and age-appropriate books at home to prepare them for achievement in school and beyond. The OSDE will use approximately \$2.5 million of its federal emergency relief funding to match

local funds in support of the program, ensuring up to 2.3 million books are distributed to Oklahoma children by the end of 2024.

- ***OKMTSS on EdPlan:*** A web-based early warning and intervention management system offered to districts at no costs. OKMTSS on EdPlan brings together actionable data, vetted interventions, progress monitoring tools, and collaborative practices so that teachers can focus on support the success of all students. OKMTSS on EdPlan helps schools to identify students at risk, create and manage literacy, math, and behavior intervention plans, monitor progress, improve data-driven decision making, and access advanced reporting.
- ***High Dosage Tutoring:*** In January 2024, the OSDE launched a high dosage tutoring program to **combat learning loss due to COVID**. This initiative pays teachers \$50 per hour and includes growth incentives.
- ***State-wide Screener for K-5:*** Oklahoma has an approved list of literacy screeners that districts utilize to assess literacy skills for students in K-3 as required by the Strong Readers Act. At this time districts have to pay for these screeners out of their local budget, but because of Oklahoma's commitment to improving literacy outcomes, OSDE will now be offering a state-wide literacy screener at no cost to districts. Notably in Oklahoma, after the universal screener at the beginning of the year, all students in kindergarten and grades 1-3 who do not meet the beginning-of-year grade-level target for their current grade must be given the screener for risk of characteristics of dyslexia.
- ***Higher Education Reading Requirements:*** (Postsecondary) - Beginning with the 2010-2011 school year, all institutions in the Oklahoma State System of Higher Education that offer elementary, early childhood education, or special education teacher programs approved by

the Office of Educational Quality and Accountability shall incorporate into those programs the requirement that teacher candidates study the five elements of reading instruction.

- ***Supporting a diverse educator workforce and PD to strengthen student learning (CPP 4):***

OSDE is dedicated to enhancing literacy instruction through professional development initiatives. This commitment is bolstered by Oklahoma's Senate Bill 1118 of 2023, which initiated a three-year pilot program deploying literacy instructional teams. These teams aim to assist school districts in improving instructional competencies for all students, including those with dyslexia or at risk for dyslexia.

Additionally, OSDE has allocated millions in ESSER funds to train educators in the science of reading, a program continuing through OCLSD. Oklahoma also launched a prominent teacher recruitment effort in 2023, offering signing bonuses to attract educators to rural school districts where hiring can be more challenging.

Furthermore, House Bill 4388, passed during the May 2022 Legislative Session, established the Teacher Empowerment Revolving Fund. This initiative, funded with \$21 million from the Oklahoma Education Lottery Trust Fund and now totaling nearly \$45 million in its second year, provides progression incentive bonuses to eligible teachers. School districts can annually designate up to 10% of their highest-quality teachers for advanced, lead, and master designations, resulting in salary increases ranging from \$3,000 to \$10,000. Teachers at schools with economically disadvantaged students or in districts with fewer than 1,000 students will also receive a one-time award of \$1,500 to \$5,000, depending on their designation level.

- ***Supporting Diverse Learners (CPP 3):*** OSDE offers several training opportunities and guidance documents on how to best serve Oklahoma's diverse learners, including English

learners and students with dyslexia. Through the OSDE learning platform, OSDE CONNECT, educators can access the following asynchronous training modules:

Course Title	Course Description	Target Audience
Building Background and Providing Comprehensible Input	Educators of English Learners (ELs) will learn the importance of building background before lessons or units and helpful strategies to activate prior knowledge and construct background. In addition, EL educators will develop an understanding of the role comprehensible input plays in language acquisition and how to make lessons more comprehensible through differentiated instruction.	EL educators, mainstream educators with ELs, and administrators.
Integration Reading, Writing, Listening, and Speaking into Lessons	Educators of English Learners (ELs) will learn how the utilization of all language modalities	EL educators, mainstream educators with ELs, and administrators

	(reading, writing, speaking, and listening) contributes to successful language acquisition. Additionally, participants will be introduced to effective strategies for integrating all language domains into lessons.	
Teaching Academic Vocabulary and Language Features	Educators of English Learners (ELs) will learn effective strategies and methods to explicitly teach, reinforce, and assess academic vocabulary and language features and how this frontloading of language prepares English Learners to successfully comprehend and participate in lessons and units.	EL educators, mainstream educators with ELs, and administrators seeking a turnaround training model.
Dyslexia Awareness	This module allows districts to meet the annual requirement of providing	Certified Teachers and Administrators

	professional development to address awareness of the characteristics of dyslexia and dysgraphia.	
Evidence-Based Instructional Practices in Early Literacy	The Evidence-Based Instructional Practices in Early Literacy Course is a 9-module course that provides a broad overview of the research as well as multiple opportunities for application of evidence-based practices with students. Participants may also use this course alongside virtual Communities of Practice sessions to enhance their learning.	Elementary general educators, special educators, administrators

In addition to the asynchronous training modules offered on OSDE CONNECT, OSDE publishes guides and handbooks to support LEAs in addressing learning outcomes for our diverse learners. The table below identifies some of the guides and handbooks published on OSDE's website:

Resource Title	Resource Purpose	Target Audience
----------------	------------------	-----------------

A Guide to Selecting and Applying Evidence-Based Practices to English Language Acquisition Programs	OSDE guidance document outlining USDE guidance for selecting and applying evidence-based practices to English language acquisition program.	EL teachers, general education teachers with ELs, and administrators
A Guide to Selecting and Applying Evidence-Based Practices to Reading	Guidance document on selecting and applying evidence-based practices to reading	EL teachers, general education teachers with ELs, and administrators
English Language Development (ELD) Curriculum Review and Selection Guidance	OSDE guidance on considerations when selecting curriculum to support English language development for English learners.	EL teachers, general education teachers with ELs, and administrators
Serving and Supporting Oklahoma's Dually Identified English Learners	OSDE guidance intended to provide Local Education Agencies (LEAs) a common framework to accurately identify and serve English learners (ELs) who qualify for special education and related services.	EL teachers, general education teachers with ELs, and administrators

Serving and Supporting Oklahoma's Newcomer English Learners	This guidance document explores how to serve and support Oklahoma's Newcomers, including legal obligations, programming options, instructional strategies, recommendations for family engagement, and suggested professional development.	EL teachers, general education teachers with ELs, and administrators
Oklahoma Dyslexia and Dysgraphia Handbook	The purpose of the Oklahoma Dyslexia and Dysgraphia Handbook is to provide guidance to educators, students, families, and community members about dyslexia, including best practices for identification, intervention, and support for children with dyslexia.	General education and special education teachers, administrators, families, and community members
Implementation Guide: Early Screening for Reading Difficulties, including Characteristics of Dyslexia	This guide has been created to support Oklahoma school districts with early screening for risk of reading difficulties,	General education and special education teachers, and administrators

	including characteristics of dyslexia.	
Special Education Services - Dyslexia Resources Webpage	This webpage provides resources to educators, students, families, and community members about dyslexia, and the best practices for identification, intervention, and support for students with dyslexia. It can also serve as a starting point when additional resources are needed to support students.	General education and special education teachers, administrators, families, and community members

- Supporting effective transition practices (invitational priority):*** Early MTSS offered through SoonerStart can be used across both early intervention (EI) and early childhood settings. The tiered system of support utilized for early intervention and early childhood settings is the same, but the variation comes in the evidence-based practices. Early intervention uses evidence-based practices that support the family. Early Childhood uses evidence-based practices that support relationships in the school environment and build positive classroom structures. The tiered structure of supports in both Early MTSS and OKMTSS allow students to transition from early intervention programs to early childhood settings easily without a lapse in targeted support. The same is true for students transitioning from elementary settings to secondary settings due to the common OKMTSS framework.

OKMTSS on EdPlan further aids in seamless transitions from elementary to secondary by acting as the centralized data collection point and intervention tracker. Districts will be able to utilize OKMTSS on EdPlan which will allow universal screener data and intervention plans to transfer from grade level to grade level, site to site, and district to district in the state of Oklahoma which ensures that students in need of intervention can be provided continual support. Furthermore, the OSDE early childhood team works with the Oklahoma Partnership for School Readiness (OPSR) and the State Head Start Collaboration Office to offer an Early Childhood Transition Summit each summer to support successful transitions from a child's early childhood environment into school.

- ***Academic recovery through aligning recovery from PK to grade 3 (invitational priority):*** Oklahoma has created an Oklahoma Early Learning Inventory (ELI) that identifies expected learning outcomes for PK-K students. The OSDE Early Childhood department is in the process of creating an Early Learning Inventory dashboard where teachers will have the ability to track student learning outcomes. The ELI dashboard will be connected to the OKMTSS on EdPlan to create a central data collection source for all districts and all grade levels that ensures continuity of data tracking, support and interventions.
- ***Increasing outcomes for secondary students reading below or significantly below grade level (invitational priority):*** The intent of the OKMTSS on EdPlan early warning dashboard is to collect student data pertaining to academics, behavior, and attendance. Utilizing the dashboard allows districts to immediately identify students who are performing below grade level expectations in literacy. Additionally, since the dashboard also collects attendance data and has the ability to collect behavior data, the districts will be able to determine if behavior and/or attendance may be contributing to low performance. In addition to the early warning

dashboard, OKMTSS on EdPlan allows users to progress monitor student achievement once interventions begin. OKMTSS on EdPlan allows for student literacy performance and interventions to transfer seamlessly from site to site or district to district. Additionally, OSDE will provide science of reading training targeted for secondary teachers.

State Level Activities

SEA's Support and Technical Assistance to Sub-Grantees:

Support for Completing Local Literacy Plans: The Oklahoma Comprehensive Literacy Plan (OCLP) is available online for districts to review. A planning tool for LEAs to assess their local literacy needs as they relate to the OCLP is also available online. This digital access will assist LEAs in reviewing their data, understanding their needs relevant to their data and school processes, and completing their local literacy plans as they relate to the state plan. Planning tools such as a rubric for discerning literacy needs and face-to-face literacy data and process reviews will be provided by the OSDE Literacy Team to assist LEAs in completing their local plans. **Each LEA will be required to create a local literacy team consisting of administrators, librarians, reading/literacy teachers and instructional coaches, literacy resource teachers and at least one local community early childhood provider (e.g., Head Start, Educare, local day care facilities).** These teams will work with the OSDE Literacy Team to determine the LEAs needs and ensure the local literacy plans are in alignment with the OCLP. Differentiated learning experiences and Oklahoma Academic Standards embedded into the curriculum will provide additional reading support to disadvantaged children. These local literacy plans will address curriculum, instruction, intervention, family involvement, monitoring and assessments, leadership and professional development.

To further assist LEAs in developing a local plan, a sample completed literacy plan will be available online for LEAs as well as detailed instructions on how to complete a local review. **The OSDE Literacy Team will provide a list of partners within the state on the OCLSD initiative webpage to assist LEAs in collaborating with local literacy partners.**

Support for Completing Sub-Grant Application: Prior to completing local literacy plans, LEA literacy teams will complete evidence-based instruction training and intervention strategies and will have conducted research on how to identify best practices for literacy program/activities. Based on their data, research and findings, they will complete their individual literacy plans which are directly tied to the state plan. Eligible LEAs and Head Start programs will be notified on October 15, 2024 of the sub-grant availability through a letter to district superintendents and early childhood providers from the State Superintendent of Public Instruction. This letter will contain the following components: 1) a teacher survey instrument to assist in gathering needs assessment data for the sub-grant application; 2) the announcement of the alignment of the grant with the Oklahoma Academic Standards; 3) a list of the eligible early childhood programs and eligibility criteria; 4) an explanation of the funding formula; 5) the announcement of five grant writing webinars specific to the OCLSD initiative sub-grant competition 6) the website address for resources, contacts, technical assistance, support and additional information; and 7) the announcement that applications will be due on December 15, 2024.

Technical Assistance: Technical assistance will be provided by the the OSDE Literacy Team, including five webinars on the application workshops which will include an overview of the research that supports effective reading instruction, a review of the 2021 Oklahoma Academic Standards for English Language Arts, and a discussion of the importance of LEAs and early childhood providers and their commitment to meeting the goals of the project. The OSDE

Literacy Team will provide on-going technical assistance to all eligible LEAs and early childhood providers through four follow-up webinars: two based on questions from workshop participants, and two based on the identified needs of Oklahoma students within the various age ranges. Additional technical assistance will include conference calls, shared documents, and updated resources on the OSDE website. In addition, the OCLSD initiative will utilize an online Grant Management System for the sub-grant process. Sub-grant applications will be uploaded during the application phase of the project, the peer review process will utilize this online system to upload identified strengths and weaknesses and sub-criteria scores, and the final approved budgets will be managed within this system. The OSDE currently utilizes this system for 23 other sub-grant programs.

Support for Identifying Evidence-Based Instruction: Evidence-based practices are those “effective educational strategies supported by evidence and research” (*ESEA, 2002*). When teachers use evidence-based practices with fidelity, they can be confident their teaching is likely to support student learning and improve achievement. To assist Oklahoma LEAs in preparing their sub-grants, the OSDE Literacy Team will create three Evidence-Based Practice (*EBP*) modules that will take educators through the step-by-step process of identifying, selecting, implementing and evaluating evidence-based practices that meet **moderate or strong evidence of learning**. Local literacy teams will be required to complete the three modules and provide evidence with their sub-grant application. These modules will include:

Module 1: Identifying and Selecting a Practice or Program – this module will discuss the importance of identifying and selecting evidence-based practices.

Module 2: Implementing a Practice or Program with Moderate or Strong Evidence with Fidelity – this module will discuss the implementation of EBP programs with fidelity and will

offer options and cautions about how and under what circumstances adaptations might be appropriate.

Module 3: Evaluating Learner Outcomes and Fidelity – this module will examine how to evaluate whether an evidence-based practice is effective for the students with whom LEAs are working and will provide information about ensuring fidelity of implementation.

The OSDE Literacy Team will create a Literacy Resource Guide of Evidence-Based Programs and Practices in Year One of the project and will update this guide each subsequent year based on LEA implementation plans. This guide will be available electronically on the agency website and will serve as a tool for future literacy development for all Oklahoma students. The OSDE Literacy Team will also create an approved list of literacy programs and practices that meets the moderate or strong evidence of effectiveness from the What Works Clearinghouse, the National Academy of Sciences, the NCII Instructional Intervention Tools Chart, the Evidence for ESSA Website and the Institute of Education Sciences and will post this list on the OCLSD webpage.

Coordinating with IHEs (CPP 1): The OSDE has acquired multiple commitments from Institutes of Higher Education (IHEs) to provide recommendations for the strengthening of pre-service courses for education students. This collaboration is being fostered not only through this grant opportunity, but also through other initiatives in the agency as a unified effort to ensure Oklahoma teachers are fully prepared to provide the best classroom experience for their students. IHEs currently participate in Oklahoma's Academic Standards (OAS) revision process which takes place every six years and IHEs are consulted when districts or the OSDE are considering curriculum and textbook adoptions. ***IHEs along with current teachers, administrators, and literacy specialists are also involved in reviewing and updating licensure and certification standards.***

Administering and monitoring the Implementation of Subgrants: The Oklahoma Comprehensive Literacy State Development initiative will focus on the reading and writing skills of disadvantaged children. This student group is defined as children who are at risk of educational failure due to poverty, Special Education, English Learners, homeless, foster care, or children of incarcerated parents. LEAs will respond to the following selection criterion when submitting a sub-grant application:

Figure 2: Sub-Grant Scoring Rubric

Selection Criterion	Possible Points
<p><u>Need for the Project</u></p> <p>All applicants must review their current student assessment data in reading and writing to accurately assess the literacy needs of their students. In addition, the LEA is encouraged to also review their processes and policies to determine if they are implementing and utilizing best practices that are evidence-based.</p>	15
<p><u>Local Literacy Plan and Its Tie to State Plan</u></p> <p>All sub-grant applications must include a local literacy plan that has been recently developed using current data and statistics and directly tied to the Oklahoma Comprehensive Literacy Plan. The applicant must agree to update this plan on an annual basis.</p>	15
<p><u>LOGIC Model</u></p> <p>In order to ensure a strong theory of practice, the OSDE will require the completion of a LOGIC Model to accompany each sub-grant application. The LOGIC Model will provide details on the resources, activities, outputs, and short and long term outcomes of each LEA's proposed plan to ensure moderate or strong evidence-based best</p>	5

practices are implemented with fidelity and to serve as a self-monitoring and evaluation tool for all sub-awardees. The LOGIC Model within the Oklahoma Comprehensive Literacy Plan can be found as an attachment to this document. Online training is available on the OSDE website on how to create a LOGIC Model. Sample models and templates will be available for applicant use.	
<p style="text-align: center;"><u>Language and Literacy/Text Rich Classrooms</u></p> <p>Applicants must describe how they will provide language and text-rich learning environments and implement instruction that increases motivation and sustained engagement for students through a system of clearly stated goals, variety and choice, ensures a connection to students’ experiences and real-world applications, and provides opportunities for work in a variety of grouping formats and instruction in multiple genres of text with an opportunity to engage in writing within multiple genres. Applicants are encouraged to provide materials in a variety of languages to promote equity in resources for underserved students.</p>	10
<p style="text-align: center;"><u>Curriculum</u></p> <p>Applicants will have the opportunity to purchase specific literacy curriculum with sub-grant funding as long as the curriculum is supplementing existing curriculum or interventions. The LEA will be required to select only evidence-based curriculum materials and will be required to submit information on at least one study that was conducted utilizing the curriculum which demonstrates that it meets the moderate or strong level of effectiveness with students like those to be served by the requesting LEA.</p>	5
<p style="text-align: center;"><u>Intervention</u></p> <p>Applicants must develop and implement a plan for an effective Multi-Tiered System of Supports frameworks, including (a) instructional conditions tiered according to</p>	5

intensity and need; (b) rules/protocols for managing instructional intensity and efficiently allocating resources; and (c) a process for using evidence-based strategies to enhance achievement and learning for diverse populations, including students who have mastered achievement ahead of their peers and students struggling with grade-level material. Interventions may include literacy specialists, out-of-school learning time, summer programs, tutoring, professional development and family and community engagement.	
<p style="text-align: center;"><u>Collaboration and Coordination</u></p> <p>All applicants will be required to partner with at least one early childhood provider to ensure that children from birth-12th grade will be served through their project design. PK-8 school districts will be required to partner with their feeder high school to ensure a seamless delivery of services from birth-12th grade. Specific collaborators will be required to be named and letters of partnership will be required to be included with the sub-grant applications to ensure compliance. Monitoring of partnerships will be completed by the Project Manager as well as the Research and Data Specialist to ensure continuation, involvement and engagement.</p>	5
<p style="text-align: center;"><u>Professional Development</u></p> <p>All sub-grant applications will be required to include professional development for early childhood provider staff and for PK-12 grade teachers that has been determined based on student data. All professional development provided for the OCLSD project also must align to the Learning Forward Professional Development Standards. Learning Forward standards outline the essential elements of and conditions for professional learning that strengthens educator effectiveness and increases student learning. These seven standards (learning communities, leadership,</p>	10

<p>resources, data, learning designs, implementation and outcomes) focus on educator learning that leads to successful student learning. They create professional development that is intensive, job-embedded, and ongoing with activities that focus on increasing the effectiveness of school leaders and staff. The LEAs must describe what professional development will be offered, provide evidence that the training curriculum meets the evidence-based requirement, provide a detailed description of at least one study and the outcomes of that study to improve teacher learning, and provide details on how many hours of training teachers will receive, when they will receive it, how often it will be provided, and how it will impact learning loss due to COVID.</p>	
<p style="text-align: center;"><u>Monitoring Progress and Assessment</u></p> <p>LEAs will be required to state how they will provide evidence of their local data collection and assessment plan for their project. Data collection at the local LEA level must include progress monitoring of the required Multi-Tiered System of Supports (MTSS) process that will be required for all OCLSD initiative sub-grantees. Student progress or performance in those reading and writing skills in which they were identified by a universal screening as being at-risk for failure should be closely monitored and evaluated. This is the method that teachers or other school personnel will determine if students are benefitting appropriately from the typical (<i>e.g., grade level, locally determined, etc.</i>) instruction program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction. Progress monitoring will track individual students who are at risk for learning difficulties, as well as entire classrooms of students.</p>	<p>20</p>

<p>LEAs will be required to demonstrate how students who have been identified as at-risk for reading or writing deficits by the universal screening measure will be monitored in relation to Tier 1 instruction. LEAs will be required to state how often they will monitor student progress which should include at least monthly, but ideally weekly or biweekly. Student progress will be measured by comparing his or her expected rate of learning (<i>e.g., local or national norms</i>) and actual rate of learning. A teacher will use these measurements to gauge the effectiveness of teaching and to adjust instructional techniques to meet the needs of the individual student. A student who is not responding adequately to Tier 1 instruction will move on to Tier 2 and increasingly intensive levels of intervention and instruction. LEAs will be required to measure response to Tier 1 instruction for at least 8-10 weeks. Non-responsiveness will be determined by a percentile cut on norm-referenced tests (<i>e.g., <20 percentile</i>) or cut score on a curriculum-based measurement.</p> <p>According to the National Center on Student Progress Monitoring, progress monitoring has the following benefits when it is implemented correctly: 1) students learn more quickly because they are receiving more appropriate instruction; 2) teachers make more informed instructional decisions; 3) documentation of student progress is available for accountability purposes; 4) communication improves between families and professionals about student progress; 5) teachers have higher expectations for their students; and in many cases, 6) there is a decrease in special education referrals.</p> <p>LEAs will also be required to describe their assessment plan for students, including a timeline of when students at each age range will be screened using a universal screener (at least twice a year will be required), name the universal screening instruments they will use for each level of students, and provide details on how they</p>	
---	--

will utilize local benchmark data and/or state assessment data to monitor student progress in meeting the GPRA performance measurements.	
<p style="text-align: center;">Parent/Family or Community Engagement</p> <p>LEAs will be required to provide evidence of parent and family engagement for serving students from Birth through 5th grade. LEAs will be required to use the Joyce Epstein Framework of the Six Types of Involvement as a guide to their engagement plan. These will include:</p> <ul style="list-style-type: none"> · Help families establish home environments to support children as students. · Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. · Recruit and organize parent help and support. · Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning. · Include parents in school decisions, developing parent leaders and representatives. <p>Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.</p> <p>LEAs will be encouraged to engage in local partners to assist them in their family engagement efforts.</p>	5
<p style="text-align: center;"><u>Sustainability</u></p> <p>LEAs will be required to provide a sustainability plan for their project design. This plan will include evidence of braiding existing resources and funding including Title I and Title II-A funds. LEAs will be required to document that a minimum of 10% of each of these title monies will be used to support the OCLSD project.</p>	5

Total Points	100
Competitive Priority – Bottom 1% in Reading (to be assigned by OSDE staff and based on the most recent state assessment data)	1
Total Possible Points	101

The OCLSD initiative will include four full time grant-paid positions that will work with the LEAs and early childhood providers to provide support, technical assistance, and professional development to sub-grantees. These positions will include a **Project Manager** who will oversee the day-to-day operation of the project and will report to the Program Director of Literacy Policy and Programs. The qualifications for this position will include a Master’s Degree in Education or related field, an Oklahoma teacher certification in English, Reading or related field, and a minimum of five years of teaching experience. The responsibilities for this position will include 1) direct, supervise, coordinate and integrate grant activities and personnel; 2) oversee grant staff; 3) coordinate the annual update of the state literacy plan; 4) implement federal and state mandates related to literacy instruction; and 5) stay abreast of all state and federal laws, statutes, policies, rules and regulations affecting the sub-grants and monitor compliance.

In addition, the grant will hire a full time **Research and Data Specialist**. This position will require a Master’s Degree in Education, Research or Statistics or related field and a minimum of five years of experience working in common or higher education. The responsibilities for this position will include 1) direct research activities concerned with educational programs and services related to literacy and formulate and design procedures to determine if program objectives are being met; 2) design survey instruments to use in program evaluations; 3) work collaboratively with school personnel on the use and interpretation of educational data (adhering to data privacy); 4) provide staff training; 5) conduct and develop literature reviews related to

educational research, evaluation and assessment; 6) collect data through various means such as classroom observations, survey instruments, student assessments and student databases; and 7) monitor sub-grantees.

Also, a full-time **Program Manager of Literacy Professional Development** will be hired. This position will require an Oklahoma teacher certification in English, Reading or related field and a minimum of five years of teaching experience. The responsibilities for this position will include 1) assist teachers in recognizing and responding to the multiple needs of diverse learners; 2) assist teachers in utilizing a variety of on-going, instructionally based assessment approaches to inform and differentiate instruction; 3) research, teach and model best practices used to address the needs of students who struggle with reading and writing; 4) work with teachers and administrators to develop and use appropriate literacy strategies, implementation plans and assessment tools; 5) assist with district and school-wide literacy initiatives; 6) provide and facilitate ongoing professional development to staff and 7) monitor sub-grantees.

The fourth full-time hired position is an **OKMTSS Program Manager** (Oklahoma Multi-Tiered System of Supports). This position will oversee and advance the implementation of OKMTSS frameworks across the state educational system. This position requires a deep understanding of educational practices, data analysis, and collaborative leadership to support schools in effectively meeting the needs of all students through a tiered support approach. Requirements of this job are a Master's Degree or higher in education, psychology, counseling, special education, or a related field. Previous experience in education administration, particularly in roles related to MTSS or Response to Intervention (RTI), is required with experience in managing programs, coordinating interventions, and working with diverse student populations is also required. The responsibilities for this position include 1) provide leadership and strategic direction for OKMTSS

implementation statewide; collaborate with state education agencies, districts, and schools to promote a unified approach to OKMTSS; coordinate training and professional development opportunities for educators and administrators on OKMTSS principles, practices, and implementation strategies; 2) develop, review, and revise state policies, guidelines, and procedures related to OKMTSS; ensure alignment of OKMTSS practices with federal, state, and local education laws and regulations; monitor and evaluate the effectiveness of OKMTSS policies and make recommendations for improvements; 3) provide technical assistance and support to districts and schools in designing, implementing, and evaluating OKMTSS framework; assist with the selection and implementation of evidence-based practices and interventions within OKMTSS tiers; offer guidance on data collection, analysis, and use for decision-making within OKMTSS; and 4) analyze statewide and district-level data related to OKMTSS implementation, student outcomes, and program effectiveness; prepare reports and presentations on OKMTSS progress, outcomes, and areas needing improvement for stakeholders, including policymakers, educators, and the public.

As part of the initiative, sub-grantees will also receive support from the Oklahoma Literacy Team. These existing staff will provide professional development in differentiated instruction, science of reading, and content specific knowledge on the state academic standards.

The OSDE will create a Sub-Grantee Grant Management Handbook for all sub-awardees and will host bi-annual training on grant management including such topics as grant compliance, record keeping requirements, grant reporting, reimbursements, procurements, contracts and grant close-out guidance. Grant management monitoring visits to each sub-grantee will take place in Year One with follow-up monitoring visits conducted for LEAs who continue to demonstrate non-compliance.

Interventions and Practices are Aligned to the State Comprehensive Literacy Plan: All sub-grantees will be required to utilize the Oklahoma State Comprehensive Literacy Plan's local literacy template to create their local plan. The use of this tool will ensure that each LEA has aligned its project activities and outcomes to the state's plan. All updates to the state plan will be clearly communicated with all sub-grantees who will be given at least 60 days to make adjustments to their local plans based on any significant changes in the state plan. Each LEA will be required to update its local plans each year to ensure alignment with an annual update of the Oklahoma Literacy Plan and to provide a copy of these updated plans annually.

Interventions and Practices are Supported by Moderate or Strong Evidence of Effectiveness: LEAs will have the opportunity to choose from the allowable activities as previously described including extended learning time, job-embedded professional development, extra support in the classroom, family engagement, and the purchase of specialized learning materials and curriculum. LEAs must provide an assurance that all OCLSD funds will be used to supplement, not supplant district funding. Sub-grants will be pre-screened prior to the peer review process to ensure that all proposed activities are supported within the sub-grant narrative, with evidence of effectiveness. Sub-grants that do not meet this criteria will not be read, scored or considered for funding through this initiative. A sub-grant monitoring requirement will include quarterly data reviews to be submitted to the OSDE to determine if the interventions and practices that are supported by moderate or strong evidence of effectiveness are improving student achievement. This quarterly data will include teacher formative assessment data and progress monitoring data. In addition, annual state assessment summative data will determine program effectiveness in meeting the GPRA performance measures. Programs not found to be

making progress within a reasonable amount of time will be reviewed for funding in Years Two through Five of the project.

Interventions and Practices are Implemented with Fidelity and Aligned with Local and State Literacy Plans: The OSDE is required by federal law to monitor all sub-grantees for compliance and accuracy each year. Periodic monitoring protocols are in place to ensure that program goals, objectives, timelines, budgets and other related program criteria are being met. This monitoring may include desk or site-based compliance audits. During monitoring, OSDE staff will review and conduct an analysis of sub-recipient's financial, programmatic and administrative policies and procedures such as: accounting for receipts and expenditures, cash management, maintaining adequate financial records, means of allocating and tracking costs, contracting and procurement policies and records, payroll records and means of allocating staff costs, equipment management system(s), and progress of project activities.

The *OCLSD* initiative evaluation plan will review project outcomes and performance measures achieved by monitoring project implementation on a formative basis. The evaluation will enhance project improvement and document information about process development for all strategies. Finally, it will collect solid evidence from the project's impact on student achievement. The *Context, Input, Process, Product (CIPP)* model (*Stufflebeam, 2012*), an ongoing cyclical process of evaluation, will guide the evaluation strategies and ensure sustainable outcomes. The CIPP model ensures the use of an integrated, multi-faceted evaluation and allows a continual refinement of services based on outcomes, stakeholder feedback, and the needs of the population served.

The evaluation will be completed by an external evaluator who will be selected through the state's procurement process. The qualifications for the external evaluator consultant will include

a minimum of a Master's Degree in Education, Statistics, or Higher Education, a minimum of ten years of educational experience in either common or higher education, and at least three years of educational agency grant evaluation experience. The OCLSD initiative evaluation plan will be based on achieving a quality annual assessment ensuring that program goals and objectives are effectively met. Data will be collected monthly, quarterly, and annually. The plan will employ both formative and summative methods to accomplish these tasks. Formative and summative evaluation methods will be directly tied to project objectives and will include feedback that will be both qualitative and quantitative and will be collected from program participants both individually and from focus groups including, but not limited to, school leaders, teachers, parents, students and community partners. **All sub-grantees will be required to participate in the national evaluation for CLSD.**

The OSDE will implement a reporting and accountability/evaluation plan to ensure that the GPRA performance measures established for the CLSD program are met. The overall state plan is to meet the following performance measures among the total sub-grantees each year beginning in Year Two. It is anticipated that performance data will be established in Year One.

- 1. Increase by 2% per year the percentage of participating four-year old children who achieve significant gains in oral language skills as measured by the results of universal screening tools, diagnostic assessment tools and formative assessment processes.**
- 2. Increase by 2% per year the percentage of participating fifth-grade students who meet or exceed proficiency on the Oklahoma state reading/language arts assessment.**
- 3. Increase by 2% per year the percentage of participating eighth-grade students who meet or exceed proficiency on the Oklahoma state reading/language arts assessment.**

4. Increase by 4% per year the percentage of participating high school students who meet the college readiness benchmark of 22 in Reading and 18 in English on the ACT assessment at the 11th grade.

All measurements were determined by looking at the average rate of increase (or decrease in some cases) over the past two years and doubling those averages, which should prove to be both **ambitious and attainable** with directed literacy interventions.

Year One of the project will begin with the identification of a team of educators who will comprise an LEA evaluation work group for each sub-grantee. These key individuals may include teachers, literacy coaches, or resource staff and will be led by an administrator and will meet monthly to review data and program implementation in order to make the necessary adjustments to implementation. The following questions will guide this evaluation team approach: 1) How well are students and parents participating in OCLSD initiative activities; 2) To what extent are data systems and progress monitoring, including data privacy adherence, used to identify students at risk of academic failure; and 3) to what extent are instruction and intervention strategies implemented with fidelity at the school level?

The next level of performance feedback will be conducted on an annual basis and will focus on student-level and school-level data. The following question will guide this next evaluation level: how have the activities affected student outcomes and school-level indicators in participating LEAs (e.g., literacy data, assessment outcomes, discipline referrals, attendance records, home language surveys)? The next phase of periodic assessments will focus on the broader impact of the OCLSD initiatives on LEA and state-wide policies and practices for addressing literacy. This will take place on a bi-annual basis and will be led by the Project Manager and OCLSD staff with reporting to the OSDE Literacy Team. The following question

will guide this phase: to what extent has a sustainable implementation infrastructure for scaling up and dissemination of the OCLSD project been created?

The impact of the OCLSD project will be evaluated and results disseminated based on interventions utilized by the LEA sub-grantees. Specific interventions will be selected in Year One of the project that are similar in scope and size. These interventions will be evaluated by using two different data collection methods – collecting data from student, teacher, and parent surveys/interviews/focus groups; and collecting student achievement data through the OSDE's Accountability Reporting Data System and the OKMTSS on EdPlan system.

Method of Analysis: The proposed analysis will be completed by the external evaluator in Year Five of the project and will employ an experimental design with control-treatment group comparison. This technique will be based on two distinct student populations within six specific LEAs, a group of students from three sub-grant awarded LEAs exposed to the intervention (*Literacy Coach, for example*) as the treatment group, and a group of students from three LEAs that did not receive a sub-grant but are similar in size and student demographics, not exposed to the intervention (*control group*). Here, the impact of the intervention will be estimated by comparing means or ranks (depending on the normality of the outcome distribution throughout the group) of anticipated intervention outcomes of the control and treatment groups. The main statistical analysis will be performed in SPSS using the independent-samples t-test for outcomes with normal distributions and the Mann-Whitney U-Test for outcomes with non-normal distributions. Any statistically significant differences between the two groups can be attributed to the intervention.

Plan to Use an Independent Peer Review Process to Award Sub-Grants: The OSDE will host one sub-grant competition in Year One that will require LEAs to submit a five-year project

design. The OSDE Literacy Team will review applications for the sub-grant competition. All staff acting as reviewers must meet three of the five following qualifications: 1) have completed extensive professional development in reading that is accredited by the International Dyslexia Association; 2) have completed an advanced degree in reading; 3) have served as a trained peer reviewer for other state or federal literacy applications; 4) have a minimum of five years of experience in training others to implement evidence-based reading instruction; or 5) have experience in dramatically increasing reading achievement in a school using evidence-based reading instruction. All reviewers will receive online training on the sub-grant application and processes for scoring, which will include defining the terms listed in the scoring rubric. The reviewers will practice scoring a mock application as a team to ensure as much consistency and fairness as possible.

Each application will be read by three reviewers using the rubric provided above. Each reviewer will read, numerically score, and state strengths and weaknesses of each selection criteria and derive a total numerical score for each application. Then each peer reviewer will meet in panel teams of three to discuss each sub-grant, discuss scores and strengths and weaknesses and come to a total numerical consensus within 10 points of each other. Each panel team will be led by a member of the OSDE staff not acting as a reviewer to ensure an equitable review is completed. Upon completion of the panel reviews, an average score of the three reviewers will be calculated to establish a total score for each application. A sub-grant funding slate will be created ranking sub-grants from the highest score to the lowest score.

The OSDE will award sub-grants down the slate starting at the top score of 100 and funding down until all funds have been dispersed. It is important to note that no grants will be awarded with a total score of less than 75 points out of a possible 100. In the case of a tie, one priority

point will be awarded to LEAs who are in the lowest 5% in reading. To be eligible to apply for funding through the OCLSD initiative, LEAs must meet the one absolute priority of a free/reduced lunch rate of at least 50%. In addition, LEAs must meet one of the following two eligibility criteria: (1) a district Special Education rate that is 20% or higher (current state average is 15.6%); and (2) a district English Learner rate that is 10% or higher (current state average is 17%).

Plan to Prioritize Projects that use Interventions Supported by Evidence:

A Process to Determine:

i. Extent the Intervention is Supported by Moderate or Strong Evidence: OSDE

recommends identifying evidence at two distinct levels, strong evidence and moderate evidence. For **strong evidence** there must be at least one well-designed and well-implemented experimental study (e.g., *a randomized control trial*) on the intervention. For **moderate evidence**, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention. In both instances, interventions must meet the What Works Clearinghouse (WWC) Evidence Standards.

ii. Alignment of Project to the State's Comprehensive Literacy Plan: The Oklahoma Literacy Team (*OLT*) has taken into account the reading research available and used it to develop and implement a Comprehensive Literacy Plan to address the needs of students from birth through grade 12. This plan was originally created in 2010 and has been updated, with the most recent update completed in 2024 and aligned to the Oklahoma **ESSA** Plan and the OSDE's Strategic Plan. Members of the OLT include members from various departments within the OSDE as well as representatives from:

- District practitioners including Reading Coaches and Federal Program Directors

- Sooner Start Early Interventionists
- College of Education professors
- Community organizations for early learning
- Tribal representatives
- Comprehensive Center
- Family and Community Engagement

The OCLP is a blueprint that makes the state's literacy goals and strategies transparent and includes an extensive state literacy needs assessment based on implementation stages, action steps, research and resources that communities can use to improve their literacy outcomes. The OCLP is built around a framework consisting of six key essential elements – Purposeful Leadership, Knowledgeable Educators and Leaders, High-Quality Instructional Resources, Effective Teaching Practices, Professional Learning, Data Driven Decisions, and Strong Family and Community Partnerships. Sustainability of programs and initiatives is a thread woven throughout each of these six components. The guiding principles of the Oklahoma State Literacy Plan include:

- Literacy is a critical foundation for all learning and serves as the cornerstone for opportunity and success. The standards for literacy must promote high level learning for all students to ensure they are prepared to meet the challenges of the 21st Century. Literacy is an important skill in itself and serves as a tool for learning and is essential at all levels (birth -12th Grade). Moreover, to enhance literacy learning for students, there must be shared responsibility of educators, parents and caretakers and the broader community.
- Student learning, motivation and access to educational opportunities are increased when linguistic, cultural and personal experiences are valued, understood, represented in the

curriculum and classroom practices and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own culture, as well as the culture of others.

- There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs and must require a well-integrated system connecting general, compensatory, gifted and special education.
- Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.
- Educators must be prepared to teach effectively in 21st Century schools and be provided with continuing professional development support that enables them to be lifelong learners.

All LEAs will have access to the State Literacy Plan located on the agency website. They will receive guidance via face-to-face meetings and online webinars which will provide an overview of the state plan and the data used to create the state plan, while the OSDE website will provide privacy protected student literacy data from state assessments. The LEAs will be required to review not only their state assessment data but also their Strong Readers Act (K-3rd Grade) data for early childhood, such as screening and progress monitoring data, to determine their specific literacy needs. LEAs will be encouraged to review their policies and procedures to ensure they are not hindering the literacy learning process. In addition to student assessment data, the OSDE will encourage LEAs to determine how to best support their teachers to improve literacy teaching and learning. The OSDE will construct a brief survey that LEAs can give to their teachers about the literacy strategies they use, the frequency with which they use them, and the areas in which they feel they need more information. A Teacher Knowledge Inventory and questionnaire will

also be made available to LEAs that can be used to poll teachers about their knowledge and use of literacy support strategies. This data can be used to assist in planning targeted professional development that will specifically address the needs of the teachers in a particular school or district.

Findings from the National Reading Panel (2000), the National Early Literacy Panel (2008), and the National Council on Teacher Quality (2014) support the need to identify and enhance professional learning opportunities for educators in the area of foundational literacy skills. The National Reading Panel identified five pillars of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The Oklahoma Comprehensive State Literacy Plan's vision supports the five pillars and includes oral language and alphabet knowledge as essential components of these foundational literacy skills. Each component is an early predictor of, and is directly correlated with, later literacy achievement (NAEP, 2008).

Interventions and Practices are Differentiated and Appropriate for Birth-5th Grade:

Differentiation in the Classroom: Oklahoma sub-grantees will be required to implement the differentiation practices of Carol Tomlinson (2015) into their classrooms. Training from the OSDE Literacy Team will be provided to ensure that teachers are aware of these evidence-based best practices for classroom use. Differentiation will include one or more of the following areas:

- **Content (*what students learn*)** - Includes curriculum topics, concepts, or themes; reflects state or national standards; presents essential facts and skills; differentiates by pre-assessing student skills and understandings, then matching learners with appropriate activities; provides students with choices in order to add depth to learning; and provides students with additional resources that match their levels of understanding.

- **Process (*how students learn*)** - Refers to how students make sense or understand the information, ideas, and skills being studied; reflects student learning styles and preferences; varies the learning process depending upon how students learn.
- **Product (*the end result of student learning*)** - Tends to be tangible: reports, tests, brochures, speeches, skits; reflects student understanding; and differentiates by providing challenge, variety, and choice.

Effective teachers practice differentiated instruction with flexible grouping techniques – also known as universal design for instruction – to reach and teach all learners. This differentiated approach will not end in the classroom. It will provide a common language and approach so that educators can collaborate on results monitoring and instruction planning in the classroom, the school building and at the LEA level.

iii. **Relevance of Cited Studies to the Project Proposed and Identified Needs:**

The expert OSDE Literacy Team members worked to develop a comprehensive menu of best practices and strategies based on the most current evidence and rigorous research available.

These evidence-based **allowable activities** for the OCLSD initiative sub-grants may include:

Out-of-School Time: Research emphasizes the importance of high quality out-of-school time learning opportunities for children’s academic success in school, as well as their overall health and well-being. Out-of-School programs focus on emerging foundational literacy skills and on-going speaking, listening, writing and reading skill development can significantly impact student learning outcomes. ***Research:*** Before and after-school programs come in many forms. Some schools design and implement opportunities while others connect with external providers. Regardless of the program provider, Out-of-School-Time opportunities can lead to positive outcomes for children and youth, as well as families, communities and schools (*Vandell, 2014*).

The National Center for Time and Learning supports extended learning time and recognizes that low-income students generally do not have access to extended enrichment opportunities outside of their typical day (*Del Razo & Renee, 2013*). The National Institute on Out-of-School Time (2009) reports: (1) Quality programs improve school attendance, engagement in learning, test scores and grades; (2) high-risk students who participate regularly in programs benefit the most; and (3) the frequency and duration of participation increases the benefits.

Double Dosing: providing additional time during the school day for targeted ELA intervention with a certified teacher is an evidence-based practice. The intervention is closely aligned with students' identified literacy learning needs and the grade-level ELA Standards as they are being taught in the student's core instruction. In elementary schools, double dosing can occur in a pull out program or in lieu of other content time three to five days per week, while in middle school and high school, double dosing occurs during designated class periods five days per week. The content focus of double dosing is most effective as the result of ongoing communication between the core classroom content teacher and the intervention specialist. **Research:** Mazzolini and Morely (2006) described the benefits an extra period of literacy instruction within the regular school day has on accelerating literacy skills for middle and high school students who are reading one or more years below grade level. By regularly using vocabulary activities, mini-lessons, read-alouds and independent reading practice, students experienced growth in reading achievement and reported increased self-efficacy and motivation to read.

Summer School: summer programs that extend the school year into the summer months and provide enriching opportunities to foster a love of reading and develop speaking, listening and writing skills is another evidence-based practice. Summer learning loss disproportionately affects low-income students and an academic summer program has the potential to minimize learning

loss and result in achievement gains. **Research:** Attending school-based, camp or community programs has been found to be beneficial to students. However, those in low-income households are less likely to participate in these summer enrichment activities (*Blazer, 2011*). Research indicates over half of the participants in summer programs are white. It further indicates that Black (18%), Hispanic (14%), Asian (5%), and American Indian (2%) students are poorly represented (*Blazer, 2011*). According to Duffy (2001), summer programs have the potential to accelerate the reading development of students who struggle with reading. Borman's research indicates that summer learning may be the primary intervention through which educators can prevent the cumulative widening of the reading achievement gap (*Borman, 2000, p. 24*). Local school districts should use data to design, develop and evaluate programs to serve different student groups, including students with disabilities at various levels, multiple demographics, and students who are learning English as an additional language (*Kindron & Lindsay, 2014*).

Tutoring: quality adult tutoring practices are evidence-based, depending on the structure of the intervention. Adult tutors, when they receive professional learning in foundational literacy skills and the ELA standards, are a strong supplement to a comprehensive literacy program. Carefully selected adult tutors can include teachers, intervention specialists, paraprofessionals, other classified personnel and volunteers. Tutors can provide targeted one-on-one or small-group instruction to meet the specific needs of students. All tutors must receive specialized professional learning to target students' literacy needs. **Research:** Students benefit from tutoring programs that are well-designed and include professional training and coaching centered on the best practices in literacy development (Ritter et al, 2009). Adult tutors must be familiar with concepts associated with essential components of reading such as phonemic awareness, fluency, vocabulary and comprehension (*Birsch, 2005*). Moreover, as students' literacy skills develop,

tutors must be well versed in strategies to enhance fluency, engage students in dialogue about reading and error correction processes and support comprehension (*Birsch, 2005*). Tutoring as an intervention should be provided in addition to regularly scheduled core classroom instruction (*Allington, 2001*).

Instructional Coaches: focus on personalized and team-oriented professional learning is evidence based. To increase student achievement, coaches support staff, identify leadership needs and facilitate decision-making around instruction (e.g. *instructional materials choices, data analysis/formative assessment, technology integration, instructional/pedagogical strategies*). The goal will be to increase educator instructional expertise and to effectively impact literacy outcomes for students struggling to meet ELA Standards. **Research:** Instructional coaches may specifically target meeting the needs of students identified for additional literacy services by providing professional learning in instructional strategies and decision making. Coaching should be student and data centered with a direct link to improved literacy outcomes (*Sweeney, 2010*). Coaching may be in a 1:1 setting, with small groups, or in larger cross-content groups. Coaching may include modeling best practices with students and classes, conducting learning walks, and/or engaging in book studies or other focused actions that reflect the data-driven needs for the learners in the building (*Shanklin, 2006*).

Literacy Coaches: specialize in literacy instruction and foundational literacy skills and is evidence based. Literacy coaches have depth of knowledge and training in literacy and are adept at identifying students at-risk of not meeting literacy benchmarks. In order to support acceleration of student achievement in literacy, coaches work 1:1 with a classroom teacher or with a team of teachers to target specific professional learning to meet the needs of literacy-deficient students. **Research:** Student success in literacy improvement is dependent on

teachers' ability to use strategies and interventions that meet the differentiated needs of all learners. The National Reading Panel (2000) describes this simply as a complex task that necessitates much professional training. Evidence supports that literacy coaching increases student literacy success (Shanklin, 2006).

Professional Learning Communities (PLCs): capitalize on the positive effects of collaborative learning and is evidence based. It can be defined as a group of teachers, administrators, coaches or school staff that meets on a regular, planned basis with the goal of collaboratively improving practices in the classroom and school in order to support literacy outcomes for students who have not yet met ELA Standards. PLCs must include analysis of data to determine instructional supports, differentiated instructional practices, implementation of early warning systems, and development of formative assessment processes to support student growth. **Research:** A large body of rigorous research suggests that the most effective professional learning should involve relationship building among teachers. Evidence in support of PLCs is credible, large-scale, longitudinal and empirical (Darling-Hammond, 2009). As Rick DuFour (2008) suggested, effective PLCs must be developed and implemented based on clearly articulated shared goals for student achievement and school improvement. According to DuFour (2008), an effective PLC is more than just a given group of educators. As Killion and Crow (2011) note, "[l]earning communities apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection and evaluation.

Targeted Professional Development: refers to evidence-based practices that focus on improving teaching practices in a particular content area and/or a particular grade level in order to meet student needs. Targeted professional development should be explicitly aligned to student learning goals, student achievement and school improvement, and ideally aligned with Learning

Forward standards. The focus of targeted professional development should include behavioral strategies, pedagogies and skills that will support students who struggle to meet grade-level literacy standards. **Research**: Highly effective teachers make a difference in student success and student achievement (*Darling-Hammond, et al., 2009*). Therefore, it is worthwhile for schools and districts to invest in high-quality professional development that strengthens educators' knowledge of ELA content and pedagogy and effectively impacts student literacy outcomes. According to Linda Darling-Hammond's studies (2009), professional development is most effective when it is targeted, which involves expertise on behalf of educators. Targeted professional development includes a focus on standards and goals specific to learners, data that informs instruction, and instructional strategies specific to the content.

Parent/Family and Community Engagement: involves two-way communication in which families and educators come together as equal partners to engage in decision-making processes and is evidence based. Family literacy support on emerging reading and literacy strategies can help students improve listening, speaking, writing and reading skills as they progress through the early elementary years. All families engage in social activities to support the development of language and communication. These activities lay the foundation for literacy development in school and life. The more parents and caregivers understand their role in supporting literacy, the more successful they can be in preparing their children for successful literacy experiences and learning. **Research**: Families can and do make a difference in the academic and social-emotional lives of students. School-based family engagement efforts can have a positive impact on birth - 12th grade students' academic achievement (*Jeynes, 2012*). The Office of Education Ombuds (2016) highlights the importance of genuine, authentic relationships among diverse groups of families, educators and community members to support student success in schools. Family and

community engagement strategies are more inclusive than involvement strategies (Graham-Clay, 2005). Engagement means to pledge or to make an agreement. Engagement strategies work to develop relationships and to build trust. Family and community engagement strategies ignite two-way communication and bring families and educators together as equal partners in the decision-making processes. This looks and feels like teamwork (*Mapp & Kuttner, 2013*).

Purchase of Specialized Learning Materials: districts may purchase specialized literacy learning materials for students from birth-12th grade that is aligned to the Oklahoma State ELA standards and will create well-structured curricular and instructional approaches for particular grade levels of students, is based on well-evaluated components and well-researched principles of instruction, assessment, and professional development. **Research:** Evidence-based research will need to be included to ensure the materials have been researched and proven effective to assist with literacy development and improvement for students that the LEA sub-grant will target.

Target Sub-Grants Support Projects that will Improve Instruction for the Greatest Number of Disadvantaged Children: Sub-grant applicants will be required to complete a needs assessment and report the findings in their sub-grant application identifying (a) the need for change based on current, local data; (b) the extent to which a literacy plan already exists or evidence of a new local plan aligned to the OCLP; (c) the extent to which an MTSS framework is in place; (d) the degree to which evidence-based curricula will be used; (e) the degree to which current literacy program implementation and outcomes will be monitored; (f) the extent to which professional development will be based on data and will be systematic, targeted and aligned to the Learning Forward Professional Development Standards; (g) the extent to which instructional

decisions are informed by data; and (h) the degree to which agencies collaborate to meet the language and literacy needs of children and students from birth through 12th grade.

In an effort to ensure that the greatest number of disadvantaged children will receive improved instruction and services through this project, the OSDE will require that only LEAs with a minimum of a 50% free/reduced lunch rate will be eligible to apply for sub-grant funding. In addition, each applicant will also have to meet either an additional special education student count that is 15% or above their total student population or an English Language Learner student count that is 10% or above their total student population. The OSDE will require LEAs to report additional student demographic data including minority student rates and homeless student rates in their sub-grant application to ensure that LEAs are targeting disadvantaged children. The OSDE will use the following criteria as applicable to prioritize the funding among eligible sites, beginning with the sites that meet most of these criteria and working toward those that meet the least:

- Highest number or percentage of students identified as economically disadvantaged;
- Lowest percentage of students graduating from high school;
- Lowest number or percentage of students scoring Proficient or above on the Reading portion of the OSTP assessment in spring 2023;
- Highest percentage of children who are economically disadvantaged or Limited English Proficient in early childhood partner center(s);
- Identified in the lowest 5% in Reading in the state using the Oklahoma Accountability System;
- Identified as a “persistently lowest-achieving school” by the OSDE for the purpose of the federal Title I School Improvement grant program implementation; and

- Demonstrated the willingness and capacity to implement an evidence-based comprehensive literacy program as described in the criteria included in the sub-grant application.

The OSDE will require each LEA to utilize the Oklahoma Multi-Tiered System of Supports (MTSS) Framework as part of their CLDS plan. OKMTSS is a multi-tier approach to the early identification and support of students with learning and behavior needs. The OKMTSS process will begin with high-quality instruction and universal screening of all children in the general education classroom. In order to track the appropriate data for the project and to ensure data training supported by existing OSDE staff, universal screenings for various age/grade levels of students will include

- Birth to 5 – Ages and Stages – students will be screened in language and literacy development. This screening tool has been thoroughly grounded in the most current research about how children develop and learn.
- K-5 – LEAs must use the screening assessment provided by the state to meet requirements of the Strong Readers Act beginning in Year 2 of the grant.
- Middle School – LEAs must use a screening assessment approved by the Literacy Office beginning in Year 2 of the grant.
- High School – LEAs must use a screening assessment approved by the Literacy Office beginning in Year 2 of the grant.

It is important to note that universal screenings will provide an initial sort of the students—quickly distinguishing those who meet performance benchmarks from those who do not and will require intervention. For schools to plan for and provide appropriate interventions, it will be important to determine the nature of a student's particular reading problem. The following measures may be used to inform this process.

- ***Phonemic and Phonics Surveys:*** Research suggests that many older students who struggle with reading have decoding problems. Assessments such as the Test of Word Reading Efficiency (*Torgesen, Wagner, & Rashotte, 1999*), the CORE Phonics Survey (*CORE Learning, 2018*), and the Woodcock Reading Mastery Test–Revised/Normative Update (*Sutton, 1999*) can be used to identify students who continue to struggle with basic reading skills.
- ***Comprehension measures:*** Both informal and formal measures can be used to identify students who will struggle with reading comprehension. In the content areas, a maze procedure or a Content Area Reading Inventory (*CARI; Vacca & Vacca, 1999*) can be administered to identify students who will likely have difficulty comprehending content area texts without receiving additional support. Formal measures of reading comprehension can identify students who struggle with reading more generally. A test bank of assessments developed by the National Institute for Literacy provides information on a variety of reading assessments appropriate for use with older readers.
- ***Fluency measures:*** The role that fluency plays in the older grades is unclear. Although oral reading fluency has been shown to be highly correlated with reading performance, some researchers caution that a focus on the speed aspect of fluency when reading to learn does not promote the use of good comprehension strategies such as rereading, asking questions, and summarizing key points (*Samuels, 2007*). Fluency measures can be used to inform the assessment of a student's reading difficulties, but interventions should not be limited to increasing a student's reading rate.
- ***Interest inventories:*** Another common problem for adolescents with reading problems is a lack of motivation and engagement in school. Students who have difficulty learning to read

often experience problems across the curriculum. Over time, the pattern of negative experiences with learning can lead to a loss of motivation and engagement. Identifying student interests to tailor interventions that are meaningful to the student represents one way that schools can increase student motivation (*Fink & Samuels, 2007*).

Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and literacy specialists. Progress will be closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. OKMTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For OKMTSS implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- ***High-quality, scientifically based classroom instruction.*** All students receive high-quality, research-based instruction in the general education classroom.
- ***Ongoing student assessment.*** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the OKMTSS process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

- ***Tiered instruction.*** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- ***Parent involvement.*** Schools implementing OKMTSS provide parents information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Though there is no single, thoroughly researched and widely practiced “model” of the MTSS process, it is generally defined as a three-tier model of school support that uses research-based academic and/or behavioral interventions.

Award Sub-grants of Sufficient Size to Fully Implement the Local Plan: There are 541 LEAs and charter schools in Oklahoma and the average free/reduced lunch rate for the state is 62% (OEQA, 2023). The funding dissemination plan for the OCLSD initiative will be as follows

- Level 1 - Small school grants will be awarded up to [REDACTED] over five years.
- Level 2 - Medium school grants will be awarded up to [REDACTED] over five years.
- Level 3 - Large school grants will be awarded up to [REDACTED] over five years.

It is estimated that the OSDE will be able to award seven grants in each category with the exception of the suburban/urban school grants which is estimated to award up to four grants. These estimates will be pending based on the number of sub-grant applications received and the total points awarded. Suburban/urban school grant applications will be required to serve a feeder pattern of schools to ensure student data tracking reliability, validity and privacy. These grants cannot have more than two early childhood partners, three elementary schools, one middle school and one high school within a single grant application. This means that a suburban/urban district will have the opportunity to apply for more than one sub-grant if they want to serve a

variety of feeder patterns. **All sub-grantees must align their literacy program with their local literacy plan established through a local needs assessment, the Oklahoma Comprehensive Literacy Plan, Oklahoma’s E.S.S.A. Plan, the Oklahoma Strong Readers Act, and the Oklahoma State Academic Standards.** OSDE staff will be available to assist with alignment practices and processes.

- a. ***15% of Funds Serve Children Birth to Age 5:*** All LEAs will be required to provide a minimum of 20% of their total budget to serve children from birth to age 5.
- b. ***40% of Funds Serve Students in K-Grade 5:*** All LEAs will be required to request 40% of their total budget to serve children from kindergarten through 5th grade. In the event an applicant will be serving more than one elementary school, a proportionate amount of funding will be required to be spent at each site.
- c. ***40% of Funds Serve Students in Middle and High School with Equitable Distribution of Funds Between the Two Sites:*** All LEAs will be required to request 40% of their requested funding for secondary education, with middle school receiving 20% of total grant request and high school receiving 20% of their total grant request.

Costs are Reasonable in Relation to Objectives, Design and Significance of Project:

It is difficult to attach a fiscal cost to reading difficulty since it affects so many aspects of a person’s life. According to OSDE student data, in FY 2023, a total of 17,323 3rd grade students completed the year demonstrating risk for reading difficulty after receiving one or more years of reading intervention. Research shows that students who leave 3rd grade with reading difficulties are likely to continue to need support throughout their school career (*The Annie E. Casey Foundation. 2010, 2013*). The Annie E. Casey Foundation estimates the additional cost of providing effective literacy interventions ranges from [REDACTED] per student annually.

After 3rd grade, students continuing to struggle with reading require special education services. According to the National Center for Education Statistics (NCES), the average cost per student for special education services (which can include reading interventions) can be around [REDACTED] more annually than the cost of educating a general education student. In addition, students who are unable to read successfully after 3rd grade are four times more likely to drop out of school prior to graduation. If just 5% of the third-grade students who are still struggling with reading qualify for special education services in 4th grade and we take the median estimate of the cost of special education ([REDACTED]), then schools will spend an additional [REDACTED] each year educating just this group of students. When multiplied by the 9 years remaining to complete school, this is a cost of [REDACTED].

The Annie E. Casey Foundation reports suggest that each student who does not complete high school costs society approximately [REDACTED] in lost earnings, taxes, and productivity. As a result, McKinsey & Company estimates that the annual economic impact of the achievement gap in the United States, including literacy, is as much as [REDACTED].

This cost analysis clearly demonstrates that costs are reasonable in relation to the objectives, design and significance of this project. While the CLSD initiative is a significant investment, the impact and eventual savings each year is much more.

Costs are Reasonable in Relation to the Number of Persons to be Served:

It is estimated that the OSDE will award approximately 30 sub-grants in Year One for a five-year project, pending data analysis and LEAs are meeting adequate annual progress and are implementing project activities with fidelity. In considering the various levels of student enrollment numbers for the various funding patterns, it is estimated that 45,000 students will be impacted by this project at a Year One cost of [REDACTED]/student. The total number of students likely

to be served was determined by taking the median student size of each of the four student enrollment levels identified for the various funding levels multiplied by seven, indicating that is approximately how many grants will be awarded at each level. In addition, a minimum of 2,000 teachers within the estimated 30 districts will receive intensive, job-embedded professional development each year while all Oklahoma teachers will have access to coaching and modeling, online resources and OSDE professional development.

A strong dissemination plan will extend the teacher impact across the state to all Oklahoma teachers. This dissemination plan will include:

- ***Regional Cohorts***: for training purposes, the OSDE has divided the state into five regions. Teacher leaders from sub-grant LEAs will be encouraged to attend these monthly regional cohort training sessions and share best practices and lessons they have learned through the OCLSD initiative.
- ***Tiered Instructional Videos***: the OSDE staff will create a webinar series in practical ways and strategies to implement the OKMTSS process in their school. While implementing OKMTSS will be required for OCLSD LEAs, it is also now required for all districts in the state in working with literacy for children from PK-3rd grade as part of the state's Strong Readers Act. These videos will be created and posted online for any teacher to participate in self-paced, quality professional development at no cost to the grant.
- ***Lesson Studies***: teacher leaders will have the opportunity to participate in a small group of campus, district or regional literacy instructors and participate in the coaching process with OSDE staff providing leadership by observing and recording feedback on literacy best practices. These groups will then observe a classroom lesson, review their own notes and compare with each other and the presenting teacher to measure fidelity and to refine their

focus in classroom observations. Sub-grant LEAs will take the lead in these lesson studies across the state, but all Oklahoma teachers will have the opportunity to participate.

- ***Model Classrooms:*** Sub-grant LEA classrooms will serve as model classrooms for professional learning purposes. Teams of teachers will have the opportunity to observe instructional strategies, discuss techniques as they are modeled, role play and participate in hands-on experiences that will strengthen the understanding of literacy and its impact on students from birth-12th grade.

Project Will Build Capacity and Extend Beyond Federal Funding: The OSDE will help sub-grantees leave a legacy by working with them to enhance community collaborations and partnerships, develop staff capacity to implement evidence based programs and lead change, and deepen their understanding of various strategies to sustain programs. Far too often, sustainability is equated with obtaining additional program funding. Each LEA sub-grantee will be required to braid funding including federal funds through Title I and Title II-A, as appropriate, the Head Start Act, and the Individuals with Disabilities Act and will provide assistance to sub-grantees in how to braid funding. Sub-grantees will be required to contribute a minimum of 10% of their Title I and Title II-A funding to the OCLSD initiative each year.



RANK

ECONOMIC WELL-BEING

39

	UNITED STATES			OKLAHOMA		
Children in poverty US 11,583,000 OK 185,000	17% 2019	16% 2022	↓ BETTER	20% 2019	20% 2022	↑ SAME
Children whose parents lack secure employment US 18,635,000 OK 260,000	26% 2019	26% 2022	= SAME	26% 2019	27% 2022	↑ WORSE
Children living in households with a high housing cost burden US 21,807,000 OK 257,000	30% 2019	30% 2022	= SAME	25% 2019	27% 2022	↑ WORSE
Teens not in school and not working US 1,149,000 OK 19,000	6% 2019	7% 2022	↑ WORSE	8% 2019	8% 2022	= SAME

RANK

EDUCATION

49

	UNITED STATES			OKLAHOMA		
Young children (ages 3 and 4) not in school US 4,328,000 OK 61,000	52% 2013-17	54% 2018-22	↑ WORSE	57% 2013-17	59% 2018-22	↑ WORSE
Fourth graders not proficient in reading US N.A. OK N.A.	66% 2019	68% 2022	↑ WORSE	71% 2019	76% 2022	↑ WORSE
Eighth graders not proficient in math US N.A. OK N.A.	67% 2019	74% 2022	↑ WORSE	74% 2019	84% 2022	↑ WORSE
High school students not graduating on time* US N.A. OK N.A.	14% 2018-19	14% 2020-21	= SAME	15% 2018-19	20% 2020-21	↑ WORSE

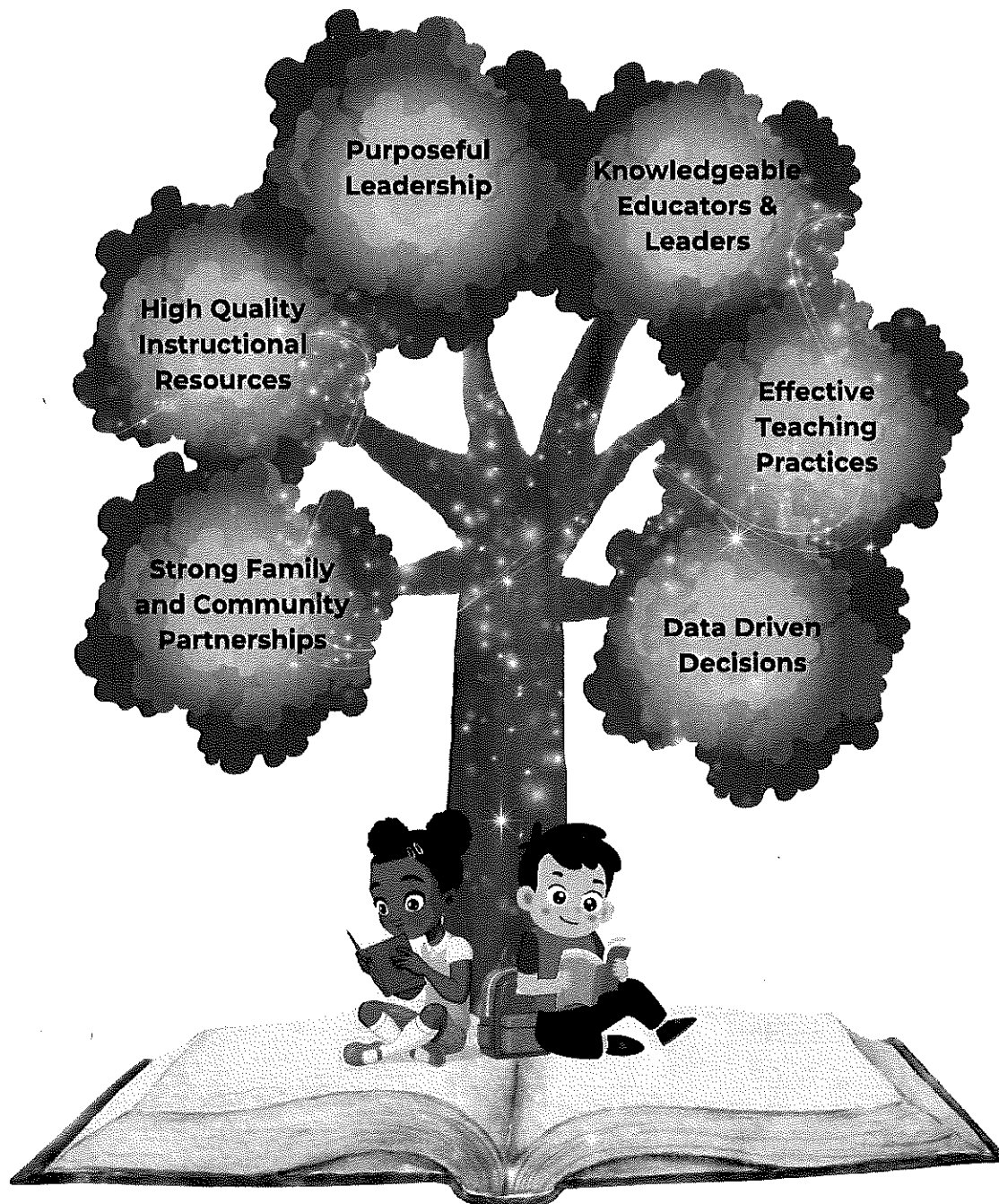
N.A.: Not available *Graduation data may not be comparable across time due to the impact of the COVID-19 pandemic.

Oklahoma Comprehensive Literacy State Development Grant

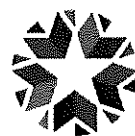
State Comprehensive Literacy Plan

Literacy for All:

Growing Strong Readers, One Page at a Time



**Oklahoma's Comprehensive Literacy Plan
for Birth Through Grade 12**



**OKLAHOMA
Education**

Literacy for All:

Growing Strong Readers, One Page at a Time

Literacy is the gateway to success in school and beyond. Access to quality literacy instruction beginning at birth provides all students with opportunities for achievement in careers of their choosing and lays a foundation for personal success. To ensure all students in Oklahoma are fully prepared to meet the challenges and opportunities of tomorrow's competitive workplace, the combined efforts of the Oklahoma State Department of Education (OSDE), educators, parents, and community members must be focused on the common goal of literacy for all students.

Oklahoma's vision is for all children to reach their full potential and make positive contributions to our state. The future economic success of Oklahoma is dependent on well-educated, literate citizens. To realize this vision, the OSDE is committed to improving literacy for all children, from birth through postsecondary education, by ensuring they acquire the critical skills needed to be college and career ready.

At the core of academic and economic success lies literacy. Strong literacy skills are essential for Oklahoma students to excel academically and thrive in the current global economy. Students must be able to read, write, and think with increasing levels of complexity, creativity, and sophistication to prepare for college and career pathways. Achieving Oklahoma's vision requires systemic and collaborative efforts among educators, families, and community members.

Purpose

Oklahoma's *Literacy for All* Comprehensive Literacy Plan serves as a guide for schools and districts to establish evidence-based language and literacy teaching and learning for all learners from birth through grade 12. Acquiring language and literacy skills impacts learner's access to and interest in content materials and instruction at all grade levels, influencing every aspect of their lives. Language and literacy are foundational to all education, making it critical that every educator and educational activity promote their development.

The *Literacy for All* plan outlines a state literacy framework aimed at fostering proficiency in reading, writing, and communication for all learners. It is driven by scientific research and rooted in a multi-tiered system of support (MTSS), which includes implementing data-based, differentiated and evidence-based practices in a variety of educational settings. Specifically, this plan provides guidance and recommendations for educators, families, and communities to consider as they strive to ensure high-quality literacy instruction for all students.

The OSDE seeks to create a world-class educational system that equips students with the knowledge and skills necessary to succeed in college, the workforce, and as parents and citizens. To achieve this vision, the OSDE has established rigorous strategic goals that are focused on achievement at every level of Oklahoma's public education system, including districts, schools, classrooms, and individual students.

These goals include:

- Score among the top 20 highest-performing states on National Assessment of Educational Progress (NAEP) in math and reading for fourth grade and eighth grade;
- Reduce the need for math and English language arts remediation after high school by 50%;
- Rank among the top 10 states with the highest graduation rate for students in four-, five- and six-year cohorts;
- Align early childhood education and learning foundations to ensure at least 75% of students are "ready to read" upon kindergarten entry;
- Increase student access to effective teachers, thereby reducing the need for emergency certified teachers by 95%.

Overall, the Oklahoma *Literacy for All* plan serves as a comprehensive guide to promoting proficiency in reading, writing, and communication, driving the state's vision for an economically vibrant and literate future.

The State of Literacy in Oklahoma

Factors Impacting Literacy in Oklahoma

While Oklahoma students show promising gains with literacy achievement in some areas, other areas remain stagnant and show declines. This indicates there is much work to do to ensure all students are college- and career-ready. Trend data from the National Assessment of Educational Progress, or NAEP, (National Center for Educational Statistics [NCES]) shows Oklahoma reading scores declining since 2017 in both fourth and eighth grades. The Oklahoma Strong Readers Act (formerly Reading Sufficiency Act) (OSDE, 2016a) mandates identification of students who are struggling or are behind their peers in literacy development and provide the interventions needed; however, in order to meet the state goal of ensuring all students are proficient, support structures will need to be added or revised by school districts and the state. While the percentage of students performing "at or above Basic" is currently 55%, we know our students, particularly our disadvantaged students, need to score at or above proficient to be college and career ready.

Table 1 shows the results of grade 3 Oklahoma reading test which serves as the summative assessment for the Reading Sufficiency Act and provides a look into literacy rates for our youngest learners. The results are disaggregated by ethnicity.

Table 1: Grade 3 Reading Scores for Oklahoma by Ethnicity (2019-2022)

Year	Percent of African-American Students	Percent of Total Students at or Above Proficient	Percent of Hispanic Students	Percent of Total Students at or Above Proficient	Percent of American Indian Students	Percent of Total Students at or Above Proficient	Percent of Caucasian Students	Percent of Total Students at or Above Proficient
2023	8%	15%	20%	19%	11%	24%	45%	35%
2022	8%	15%	19%	18%	11%	25%	45%	36%
2021	8%	10%	19%	14%	12%	22%	46%	32%
2019	9%	21%	18%	25%	12%	38%	47%	47%

Additionally, Table 1 clearly shows our **African-American and Hispanic students are underrepresented in the “at or above Proficient” scores** as compared to American Indian students whose percentage of the population is equally represented in the percentage in “at or above proficient.” Caucasian students who have a higher percentage scoring “at or above proficient” than their percentage represented in the total population. There is much work to do to support underrepresented disadvantaged populations.

Table 2 shows NAEP reading scores in Oklahoma dating back to 2015. There has been a steady decline in student performance of students on the assessment. This decline was evident in 2019 prior to the pandemic.

Table 2: Grade 4 NAEP Reading Scores for Oklahoma (2015-2022)

Year	Average State Score	Difference from National Average	Percent of Students at or Above Basic	Percent of Students at or above Proficient	Percent of Students at Advanced
2022	208	-8	55	24	4
2019	216	-3	63	29	5
2017	217	-4	63	29	5
2015	222	1+	71	33	6

NAEP reading scores for **eighth-grade students show similar declines**. The structure of support for 5-8 is not as consistent across the state as it is in K-4 due to Strong Readers. **As in fourth grade, eighth grade students need to score “at or above proficient” to be considered college and career ready.**

Table 3: Grade 8 NAEP Reading Scores for Oklahoma (2015 - 2022)

Year	Average State Score	Difference from National Average	Percent of Students at or Above Basic	Percent of Students at or above Proficient	Percent of Students at Advanced
2022	251	-8	62	21	1
2019	258	-4	71	26	1
2017	261	-4	74	28	2
2015	263	-1	76	29	2

NAEP data suggests **the majority of elementary and middle school students in Oklahoma remain at basic levels of literacy performance**. In order to achieve the goal of scoring among the top twenty states in the nation on NAEP, more Oklahoma students will need to score at or above Proficient.

In 2015, 4th graders in Oklahoma had an average scaled score of 222 in reading compared to the national average of 221. While Oklahoma students scored above the national average, the majority still scored in the Basic range on the assessment

(NAEP scores range from Basic to Proficient to Advanced). Declines began in 2017, continuing into 2022 with a score of 208 – a 14-point deficit from 2015. The same held true for Oklahoma 8th graders, who had an average scaled score of 263, in 2015 compared to the national average of 264, the majority also scoring in the Basic range on this assessment. Declining to 251 in 2022 – a 12-point deficit. These declines confirm the need for immediate and intentional intervention and extensive supports.

Trend data for the Oklahoma ACT Sub-Scores for English and Reading indicate that **Oklahoma students are consistently below the national average for English and are at or below the national average for Reading** (ACT, 2017a).

Table 4: Oklahoma ACT Sub-Scores for English and Reading (2018-2023)

ACT Test Area	2018	2019	2020	2021	2022	2023
English: State	18.4	18.2	17.9	19.1	17.0	17.0
English: National	20.2	20.1	18	17.9	17.4	19.5
Reading: State	20.1	19.6	19.5	20.7	18.6	18.4
Reading: National	21.3	21.2	19.4	19.4	18.9	20.8

At the high school level, all juniors in Oklahoma take either the ACT or SAT as a college- and career-readiness assessment. Sub-scores of 18 in English and 22 in Reading were established by ACT as benchmark scores to predict college preparedness (ACT, 2017b). These scores indicate that a student who meets these benchmarks will have a 50% chance or better of making a "C" or higher in the college freshman equivalent coursework. ACT results from the 2017 test administration showed that 46% of Oklahoma juniors scored an 18 on the English sub-score, while 37% scored a 22 on the Reading sub score. In 2015, 10% of Oklahoma students were required to take a remedial Reading course in college, while 17% were required to take a remedial English course in college (*Fall, First-Time Freshmen Enrollments in Developmental Courses*, 2017).

Oklahoma's Literacy Beliefs

The Oklahoma *Literacy for All* Comprehensive State Plan is grounded in the belief that all children have the right to be literate. To ensure this right, Oklahoma must provide learners with strong support from their family, school, and community from their earliest interactions with language, helping them grow into fully productive members of society. The OSDE has endorsed these statements as the context for the right to literacy:

Literacy as a Fundamental Right

Literacy is essential for all students and must be taught through explicit, systematic instruction. It serves as the gateway to educational and economic opportunities, enabling communication of ideas, reflections on the past, and visions for the future. Through reading, writing, listening, speaking, and viewing, we learn to appreciate, integrate, and apply knowledge in practical ways within our homes, schools, communities, and workplaces.

Literacy Growth and Proficiency

Achieving literacy proficiency, as evidenced by performance on national, state, and local assessments, is a reasonable expectation for all students. Early and appropriate interventions are essential for any student showing signs of difficulty in acquiring literacy skills.

College, Career, and Citizenship Readiness

The ultimate goal of literacy instruction is to prepare students for college, career, life, and citizenship. This requires a clearly articulated sequence of literacy expectations for all learners in all subjects from birth through postsecondary education.

High-Quality Instruction

Literacy instruction must be based on the science of reading, delivered by well-prepared and well-supported educators, and designed to meet the needs of all students, regardless of their literacy challenges. Effective core instruction requires high-quality instructional materials aligned with scientific research.

Evidence-Based Practices

Classrooms and schools that support literacy are led by teachers and administrators who apply evidence-based, student-centered instructional practices. These practices encourage learners to build their existing knowledge, collaborate, and take ownership of their literacy acquisition.

Continuum of Support

A seamless alignment of services from birth through Pre-K and K-12 is essential for achieving literacy proficiency. Early childhood, elementary, middle, and high school programs must provide literacy-rich environments and exposure to a wide variety of print materials and experiences.

Teacher Preparation and Professional Development

Desired literacy outcomes depend upon teacher preparation programs and professional learning opportunities grounded in the science of reading. A continuum for teacher development in literacy must be established, aligned with expectations for teacher preparation, instructional delivery, curriculum, and professional learning.

21st Century Skills

Literacy instruction must address the technology skills that 21st century learners need to access, manage, and create information.

Family and Community Involvement

Families are crucial to their children's success. Access to programs that maximize a child's development during the first three years of life lays the foundation for school

success and continued literacy achievement. Community involvement and support are also vital.

Reflecting on the literacy beliefs for Oklahoma involves considering the literacy challenges faced by Oklahoma learners and the continuum of learning and literacy achievement in Oklahoma, using past, present, and future data. Ensuring literacy success for all Oklahoma learners, birth through grade 12, must be the priority for all Oklahoma educators.

Oklahoma's Framework for Literacy

To ensure students succeed at high levels, they must receive high-quality literacy instruction. Comprehensive literacy instruction for all students is centered on a multi-tiered system of supports (MTSS) with frequent monitoring of student progress and quality interventions where needed. Evidence-based literacy instruction within an MTSS framework ensures targeted learning opportunities for all students, helping to close achievement gaps.

Oklahoma's *Literacy for All* plan supports instructional and intervention decisions to improve literacy outcomes. It is organized around three essential ideas:

- Literacy proficiency is a recurring, lifelong process.
- Literacy instruction requires data-driven decisions.
- Literacy is improved through responsive and differentiated teaching.

Six key elements are identified as crucial for a successful framework for continuous, sustained literacy improvement. These elements encompass the leadership, knowledge, and skills necessary for families, educators, and communities to enhance literacy statewide:

1. Knowledgeable Educators and Leaders
2. Effective Teaching Practices for All Students
3. High-Quality Instructional Resources
4. Data-Driven Decisions
5. Purposeful Leadership
6. Strong Family and Community Partnerships

The *Literacy for All* Plan establishes a common structure, language, and process to build capacity among families, educators, and communities in each of these areas. These elements translate into actionable steps that support stakeholders in improving literacy achievement. They are utilized at all stages of literacy development and must work together to be effective. Oklahoma's systematic approach to improving literacy for all students relies on all stakeholders leveraging every element to develop learning experiences from birth to postsecondary levels. Each element is supported through data collection and analysis to inform instruction and ensure student mastery.

The state's literacy plan is built upon the science of reading. Over 50 years of scientific reading research provides indisputable evidence regarding the

components of reading and the essentials for effective reading instruction. The Oklahoma *Literacy for All* plan hinges on implementing the science of reading in Oklahoma schools to ensure all students gain the literacy skills necessary to become educated and productive members of society.

For Oklahoma students to be successful in college and career, all focus areas must work together to support literacy instruction. While each priority is important individually, they must be integrated to create a seamless and cohesive model for an effective, comprehensive literacy instructional approach.

Multi-Tiered System of Supports

A multi-tiered system of supports (MTSS) is a proactive and preventative model that integrates data and instruction to maximize student achievement and address academic needs from a strengths-based perspective. MTSS provides educators with a structure for data-based decision making related to high-quality instructional materials, program improvement, evidence-based instructional practices, and targeted interventions necessary to ensure positive outcomes for districts, schools, teachers, and students.

MTSS supports learners based on their unique needs, guiding staff in designing effective instruction and appropriate interventions as part of school improvement efforts. The system includes:

- **Tier 1:** Full access to grade-level instruction for all learners, differentiated to meet diverse needs.
- **Tier 2 and Tier 3:** Additional targeted instruction and intensive interventions for learners experiencing difficulties.

The three-tier model of instruction aims to provide effective core instruction and address reading difficulties promptly, adding levels of intensity designed to accelerate learning and prevent prolonged intervention needs. Movement within the tiers is fluid and data-based, and the intensity is gradually faded as a learner responds positively to instruction. The tiers represent instruction and supports, not categories of students.

MTSS incorporates a continuum of evidence-based, systemwide practices to address academic and behavioral needs, requiring frequent, data-based monitoring to inform instructional decisions and empower each learner to achieve high standards. It can be applied at local, regional and state levels to address the varied, often complex needs of learners.

Oklahoma has developed a statewide framework, OKMTSS, to define and connect the MTSS components. This framework allows education professionals from different specialties to collaborate and ensure their system incorporates all key components of an effective MTSS.

Within an MTSS, schools:

- **Identify an MTSS team** comprised of professionals with expertise in data collection, interventions, and instruction.
- **Use screening data** to identify students at risk for poor learning outcomes or in need of increased challenges.
- **Provide high-quality instruction** for all students as part of Tier 1 prevention.
- **Monitor student progress** frequently to guide instruction.
- **Target interventions** to individual student needs, informed by data such as a literacy screener, diagnostics, or other formative assessments.
- **Deliver interventions** with sufficient intensity, frequency, and duration to support students in meeting literacy benchmarks.

The Oklahoma Multi-Tiered System of Supports (OKMTSS) is the state's intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. This model encompasses literacy supports across all areas.

Tier 1: Universal Prevention (All Students)

Universal supports provide high-quality instruction with a core curriculum aligned to standards for rigor, using differentiated instruction to meet student needs. Schools must evaluate the effectiveness of their Tier 1 instruction to determine if it is effectively preventing the need for additional intervention. Provision of high-quality, evidence-based instructional practices is essential in Tier 1 instruction.

Tier 2 and Tier 3: Targeted and Intensive Supports (Some and Few Students)

When additional intervention is needed, the MTSS team follows these steps:

1. **Use Student-Level Data:** Analyze data from universal screening, diagnostics, and other assessments to identify students requiring extra support. Consider compounding risk factors and ensure a full understanding of student needs.
2. **Identify the Skill Deficits:** Determine the specific skill deficits for students needing intervention, using school-wide, small group, or individual data. The skill deficit must be targeted and specific.
3. **Match Evidence-Based Practices:** Use collected data to select the most appropriate evidence-based instructional practices, ensuring providers are adequately trained.
4. **Develop and Implement an Intervention Plan:** Set measurable goals, outline targeted instructional practices, and define progress monitoring methods. Ensure intervention intensity matches student needs and maintain fidelity in implementation.
5. **Progress Monitor:** Collect and analyze progress monitoring data to determine intervention effectiveness and adjust as needed. Consider suspected disabilities if needed.

A systematic approach to instruction and intervention benefits all students, creating a cohesive and effective literacy support structure.

Purposeful Leadership

Establishing a Leadership Model to Support and Improve Literacy Across Systems

Effective literacy development hinges on purposeful leadership decisions that promote shared responsibility and commitment to a clear mission and vision for all children. Strong leaders are essential in establishing organizational structures that foster positive learning environments and build robust partnerships with families and communities.

Achieving positive literacy outcomes begins with leadership that is dedicated to implementing, supporting, and sustaining a comprehensive literacy plan. Administrators and teachers must collaborate on a shared mission to enhance literacy education for all students, working together to oversee and improve instructional practices meaningfully (Schmoker, 2006). Principals and administrators play a pivotal role as primary change agents, significantly influencing the vision and mission of the school to support literacy advancement.

District Leadership

To develop and implement a focused mission and vision for literacy achievement, district administrators must:

- Commit to a system-wide literacy goal and plan.
- Provide guidance, support, and resources to improve alignment, partnerships, and pathways from birth to college and career.
- Participate in professional development opportunities to cultivate personal knowledge of literacy principles and practices.
- Enrich personal knowledge and understanding of exemplary teaching strategies, materials, assessment, and evaluation procedures.
- Clearly articulate high expectations of all staff and students.
- Ensure ample time for enriched literacy development and learning for staff members and students. This includes time for collaboration among staff members as well as maximizing time for literacy instruction within the classroom.

Elementary Leadership

At the early childhood and elementary level, district administrators, principals, and teachers must:

- Understand the importance of early learning and the role of child development in reading and writing.
- Understand the importance of school readiness and the processes, plans, and support necessary for successful transitions for students.
- Ensure PLCs are effective so that teachers have the ability to access and analyze data in order to identify specific needs of students and coordinate instruction to meet those needs.
- Participate with faculty in literacy training offered through professional organizations and/or privately offered workshops.

- Participate in the development of support opportunities for students, both within and outside of the school day, such as needed interventions, homework help, early learning and parent involvement, credit recovery, and extra-curricular activities related to literacy.

Secondary Leadership

At the secondary level, district administrators, principals, and teachers must:

- Include and support literacy goal and plan in all subject areas.
- Provide guidance, support, and resources to improve alignment, partnerships, and pathways to college and career readiness.
- Participate in professional development opportunities to cultivate personal knowledge of literacy principles and practices in all curricular areas.
- Clearly articulate high expectations for college and career readiness of all staff and students.
- Ensure ample time for enriched literacy development and learning for staff members and students. This includes time for collaboration among staff members as well as maximizing time for literacy instruction within the classroom.
- Ensure PLCs are effective so that teachers have the ability to access and analyze data in order to identify the specific needs of students and coordinate instruction to meet those needs.
- Participate in the development of support opportunities for students, both within and outside of the school day, such as needed interventions, homework help, parent involvement, credit recovery, and extra-curricular activities related to literacy.

“There are two types of expertise needed in order to seriously improve literacy in schools: one area is expertise in the content of literacy; the other is expertise in leading the change process” (Booth & Rowsell, 2007).

Effective leaders focus on promoting and supporting partnerships between schools, childcare services, and community programs that support families and children. Leadership from committed administrators, teachers, caregivers, community members, and parents can promote sustainability by anticipating, influencing, and effectively responding to changing conditions that affect progress. Additionally, collaborative partnerships can sustain an effective literacy plan by identifying *what* is to be sustained, *what resources* are needed, and *how to access* those resources.

Knowledge Base for Effective Literacy Reform

District and building leaders need to have knowledge of:

- Effective, research-based literacy instruction.
- The role of standards in curriculum and instruction.
- The design and implementation of a standards-based literacy curriculum and the effective use of assessments to inform instruction.
- The selection of appropriate instructional materials.
- How to provide ongoing professional development and coaching.

- The role of differentiated tiered instruction for struggling and achieving readers.

Through active participation during the literacy initiative, the building principal or district administrator will be able to assess the use of literacy strategies within the classroom, and through collaboration with a literacy coach or literacy leader, provide appropriate support for the classroom teacher.

Classroom teachers, special education teachers, library media specialists, and reading specialists/interventionists need:

- Skills to implement effective data-based decision making.
- Assessment and feedback at all levels of the multi-tiered system.
- Knowledge of how to increase coordination and communication between caregivers, specialists, principals, and the district.
- Knowledge of how to maximize data-informed planning and resource allocation.
- Skills to deliver adaptive, differentiated instruction.

At the heart of all student learning is instructional staff. The state literacy plan is designed to fully support the significant role of teachers in literacy development.

Literacy Leadership Team

The establishment of a Literacy Leadership Team allows building staff to be represented in the decision-making process. Included in this team are administrators, teachers, and literacy professionals such as literacy coaches, library media specialists, and others who are knowledgeable in literacy practices, methods, and resources.

The primary role of the Literacy Leadership Team is multifaceted and includes:

- Reviewing data on student performance to identify areas to be considered for professional development.
- Analyzing and using data to make sound instructional decisions.
- Working to optimize available resources for literacy instruction.
- Developing and implementing a building literacy plan.
- Developing a building action plan.
- Providing support for new and existing staff.
- Providing input when considering the addition of new staff.

The literacy framework model requires common vision and collaborative leadership at all levels of the education system to create a successful network that helps Oklahoma's students reach their full potential.

Oklahoma's Initiatives to Support Purposeful Leadership

Principal's Leadership Academy

The University of Oklahoma Education Technical Assistance Services provide early-career principals seven full-day, interactive, face-to-face sessions led by local and national experts. Participants receive access to collaborative professional learning communities (PLCs) and an archive of targeted professional leadership tools and resources. In addition, participants have the opportunity to develop and enhance knowledge, skills, strategies, and support in conducting instructionally focused interactions with teachers, building a productive climate, and managing personnel and resources.

Lead to Succeed

Oklahoma Principals attend the National Institute for School Leadership (NISL) and the National Center on Education and the Economy (NCEE) Lead to Succeed programs. The Cohort is a year-long program using NISL/NCEE training materials. The Cohort prepares Oklahoma leaders to create and lead high-performance organizations, improve instruction, leverage data-driven decision making, improve student and school culture, and focus on integrity.

Moving Up

Education Technical Assistance Services at the University of Oklahoma provide the *Moving Up* leadership series to up to 40 assistant principals and/or first-year principals. *Moving Up* sessions are based on John Hattie's Visible Learning research and incorporate inquiry, action research, case studies, direct teaching/training, facilitated discussion groups, reflection, action planning, and professional development models.

Oklahoma Teacher Empowerment Program (OTEP)

The Oklahoma Teacher Empowerment Program (OTEP) allows excellent educators to elevate their professional growth and pay without moving into an administrative role. Districts may designate up to 10% of their teachers as advanced, lead, or master. These distinguished educators receive between \$3,000 and \$10,000 depending on their designation. Designated teachers focus on increasing student performance for their district and may share their expertise through mentorships and professional development. Additional contract days are also given to strengthen educational leadership.

HEROES Administrator Cohort

School administrators receiving support from the HEROES Literacy Instructional team will be invited to regular meetings to learn about and discuss best practices for coaching their teachers on evidence-based literacy instruction. Participants will also discuss strategies for supporting educators through the evaluation process, professional development, and purchasing instructional resources.

Networked Improvement Communities (NIC) for School Improvement

To strengthen the foundation for struggling schools, the OSDE is implementing a Networked Improvement Community (NIC) model. Under the NIC model, CSI (Comprehensive Support and Improvement) schools are assigned a School Support Specialist, implement Continuous Improvement Plans, and are placed into cohorts that focus on improving student achievement. With guidance from the OSDE and

key stakeholder groups, members of each NIC will identify problem areas impeding their progress and define plans of action that facilitate movement toward the goal. The partnership embraces a variety of viewpoints rather than one entity trying to “control” improvement. The structure of the network allows a “divide and conquer” approach in which subsets of teams can address different problem areas, thereby accelerating the progress.

SPDG and SSIP-B support building MTSS

The State Personnel Development Grant (SPDG) and the State Systemic Improvement Plan- Part B (SSIP-B) support the implementation of a Multi-Tiered System of Supports (MTSS) at district and site levels respectively. Schools receive targeted coaching to implement MTSS focused on the sustainable leadership needed to improve systems beyond the length of the provided program. Schools are guided to create processes and written protocols intended to support the system. At the end of the service, the district and/or school site will have written procedures guiding their decision making for the future.

Summary: Purposeful Leadership

Schools that engage in purposeful and collaborative leadership share a focused mission and vision, ensuring that students have the learning opportunities and environment they need to be successful. As school districts and educators prioritize purposeful leadership, they should consider how their district's educational climate and practices foster collaboration among district, school, and teacher leaders.

High-Quality Instructional Resources

Providing Tools Grounded in Research for Effective Literacy Instruction

High Quality Instructional Resources form the backbone of the Oklahoma Comprehensive Literacy Plan, ensuring educators have access to the most effective, research-based tools for literacy instruction. This section underscores the importance of utilizing robust resources, including those vetted through the state textbook adoption process and tailored intervention resources. By integrating databases such as the What Works Clearinghouse, the National Center for Intensive Intervention, and the Institute of Educational Sciences (IES) Practice Guides, educators can implement proven strategies and materials that foster reading proficiency and literacy development across diverse student populations.

Oklahoma's Initiatives to Support High-Quality Instructional Resources

State Textbook Adoption

The OSDE works in alignment with the state Governor, who appoints members to the State Textbook Committee (STC). The Textbook Committee annually prepares a list of available textbooks that meet the academic criteria for Oklahoma's public schools. Due to the time and attention this process requires, the Committee reviews one or more subjects each year.

The OSDE seeks content specialists to serve as experts for the subject cycle review of instructional materials submitted to the STC for their consideration and approval. Using a rubric created by the OSDE and approved by the STC, committee members conduct a thorough review of materials submitted by textbook publishers. Materials approved by the STC are then available for school districts to purchase using their state textbook funds.

Intervention Resource Guidance

The OSDE's Office of Literacy opened a request for information in the spring of 2024, allowing vendors to submit their intervention materials for review. Materials meeting OSDE established criteria will be compiled and posted on the OSDE website. This guide should not be viewed as an approval list, but as a resource for schools to quickly locate high quality support materials for their struggling readers. Providing this resource to districts will ease the burden of research and allow them to focus on purchasing and implementing intervention programs that best fit their students' needs.

National Databases: What Works Clearinghouse

What Works Clearinghouse (WWC) provides hundreds of intervention reports, which are summaries of findings of the highest-quality research on a given intervention or practice in education. There are currently 291 literacy intervention reports that are categorized by grade level and tiers of evidence. School districts can use this information to identify which resources would best serve their students. WWC also has 760 individual studies concerning literacy organized by grade level and tiers of evidence.

Institute of Educational Sciences (IES) Practice Guides

What Works Clearinghouse currently provides multiple literacy practice guides that showcase evidence-based recommendations for educators to improve student outcomes. The OSDE uses these guides to lay a foundation for the training they provide to teachers through in-person workshops and as a baseline for designing resource development and ongoing learning opportunities for educators.

Summary: High-Quality Instructional Resources

The High-Quality Instructional Resources section emphasizes the importance of equipping educators with research-based tools and materials to enhance literacy instruction, ensuring they align with the latest educational research and best practices. By leveraging these resources, educators can implement evidence-based strategies that support effective literacy teaching and improve student outcomes.

Knowledgeable Educators and Leaders

Ensuring Knowledge to Increase Teacher and Leader Effectiveness

Effective educators and leaders are essential to meeting the literacy needs of Oklahoma's children. Ensuring that there are effective educators and leaders in all of

Oklahoma's schools and districts requires a systematic approach to ongoing, job-embedded professional development. Knowledgeable educators and leaders equipped with the latest best practices are the cornerstone of student success. As such, continuous professional growth is vital in fostering an educational environment that promotes literacy and prepares students for college and career-readiness.

Student achievement is directly correlated to teacher quality and school leadership. "For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices" (Mizell, 2010). Ensuring educators and leaders have the knowledge they need to effectively meet the needs of all students is essential to addressing one of our most pressing challenges: graduating students with the literacy skills and knowledge essential for their future success. High-quality professional learning experiences are critical for educator growth, enabling them to understand and implement curriculum effectively, utilize instructional strategies, and manage a multi-tier system of supports, especially for disadvantaged students.

Oklahoma's Initiatives to Support Knowledgeable Educators and Leaders

Science of Reading Academies with Language Essentials for Teachers of Reading and Spelling (with micro-credential and stipend)

LETRS, or *Language Essentials for Teachers of Reading and Spelling*, is a professional development program based on decades of research on effective early reading instruction. Educators enrolled in LETRS commit to an intensive 2-year science of reading program. LETRS is not a curriculum for students but is a program designed to help teachers use curricular resources already available in their districts in a more effective way.

LETRS is program agnostic, meaning the knowledge teachers gain can be applied to any evidence-based curricular resource. LETRS is designed for educators working with students learning to read or struggling to read, focusing on kindergarten through third grade. This includes general and special education teachers, reading specialists, administrators, and those who teach English learners.

Educators who complete LETRS will gain a rich understanding of how to meet the literacy needs of students in their classrooms. Educators who complete the Science of Reading Academies LETRS earn a micro-credential for LETRS and a monetary stipend from the state.

Literacy Communities of Practice

The Evidence-Based Literacy Instruction Communities of Practice (LitCoP) provides an abbreviated science of reading training. Participants will complete an online 9-module course and attend five 1-hour facilitated sessions facilitated by Oklahoma's Literacy Instructional team. Educators who complete the LitCoP earn a micro-credential for Early Literacy and a monetary stipend from the state.

Ashlock Consulting Science of Reading training

With an increasing number of students reaching upper grades without the foundational literacy skills needed for academic success, secondary ELA instructors are now in need of training on teaching reading and decoding. Asynchronous and synchronous training in these areas will provide instruction in the science of reading designed for teachers in grades 6-8. As teachers complete learning modules on foundational literacy skills, they will gain knowledge of how students attain and increase word recognition. They will also have an opportunity to debrief with one another to reinforce what they have learned and identify ways to shift their classroom instruction. This training will begin in fall 2024 and will continue until spring 2030 with 100 teachers per semester.

AIM Pathways to Proficient Reading

Pathways to Proficient Reading is an online professional development experience introducing the science of reading to educators.

- Practical strategies to enhance instructional practices that are program and curricular agnostic.
- A variety of interactive creative content, with real-life situations and downloadable resources.
- 24/7 asynchronous learning, allowing participants to advance at their own pace and convenience, without compromising instructional time.
- Expert AIM facilitators support participants in live sessions focused on classroom application of course content.

General track

The General track is available for all Oklahoma Educators up to the annually determined capacity. Participants must complete approximately 45 hours of asynchronous training and then participate in 6 hours of Virtual Communities of Practice (VCoP). There are no artifact submission requirements. Participants will receive a certificate of completion and there is not a stipend provided.

Dyslexia Micro-credential

The micro-credential track is designed for interventionists such as special education educators, Title 1 interventionists, etc. up to the annually determined capacity. Participants must complete 45 hours of asynchronous learning and participate in 14 hours of Virtual Communities of Practice (VCoP). They must also submit 8 artifacts to demonstrate mastery and are provided with a micro-credential or 'badge' for the dyslexia focus. There is a \$2,000 stipend provided to those who fully complete the program.

Dyslexia Awareness on OSDE Connect

The Oklahoma State Department of Education has developed an asynchronous course to provide K-12 educators with information regarding effective teaching practices and evaluation for students with dyslexia, information regarding dysgraphia, and resources for students, families, and professionals.

This course meets the legislative requirement from Oklahoma State Statute, Title 70 Section 6-194:

Requires all schools to provide dyslexia awareness professional development beginning in the 2020-2021 school year. The dyslexia awareness professional development will include training in identifying dyslexia indicators and effective classroom instruction to meet the needs of students with dyslexia, as well as identifying available dyslexia resources for teachers, students, and parents/guardians.

HEROES Literacy Instructional Team

The Oklahoma Legislature passed 70 O.S. § 1210.508H in 2023, which established a three-year pilot program to employ a literacy instructional team to support school districts in implementation of the requirements of the Reading Sufficiency Act. The mission of this team is to "Help Elevate Reading Outcomes for Every Student." Placed regionally across the state, members of the HEROES team provide support to districts in developing or improving sustainable and systemic literacy programming.

School and District Coaching

The primary purpose of the HEROES Literacy Instructional Team is to provide literacy coaching for high-needs schools and districts in Oklahoma. Team members work with district- and site-level administrators, along with educators, to identify the needs of the site and develop a plan to meet those needs.

Statewide Professional Development

Secondary to coaching, the HEROES Literacy Instructional Team also facilitates professional development on a variety of topics related to literacy and reading difficulties, including dyslexia. Professional development includes participating in state-wide conferences and collaborating with districts to meet their individual needs.

Page Turners Literacy Podcast

The HEROES Literacy Instructional Team has developed a literacy podcast to support educators across the state. This bi-weekly podcast will focus on evidence-based practices and spotlight educators and schools across the state that are implementing exemplary literacy instruction.

Science of Reading Professional Development

Beginning with the 2022-2023 school year, districts that receive more than \$2500 in Reading Sufficiency Act (RSA) funds must spend at least 10% of those funds on professional development in the science of reading. The OSDE Literacy office maintains an approved list of programs. Districts may choose to send educators who work with young readers to approved professional development courses in order to fulfill this requirement.

First-Class Cohorts with Literacy Modules

The First-Class Teacher Induction Program provides two support pathways that deliver targeted ongoing professional learning and support for early career teachers. The first pathway pairs first-year teachers with a site-based mentor. The first-year teacher and mentor work together throughout the year on activities and strategies

that develop the novice teacher's instruction. The second pathway invites second and third-year teachers to partner with an instructional coach. Early career teachers deepen their instructional knowledge and practice by engaging in focused coaching cycles that are student-centered. Both pathways focus on increased support for early career teachers that aim to improve student achievement, boost teacher confidence, and prevent teacher attrition.

OSDE Statewide Conferences

The Oklahoma State Department of Education facilitates several statewide conferences that bring together educators, administrators, and experts to share knowledge and strategies for effective literacy instruction. Included among these are Inspire OK and MTSS Bi-Annual Conferences.

Teacher Clarity Program

School Support Specialists will provide *Teacher Clarity Playbook* training to teachers at designated CSI and Additional Targeted Support and Improvement (ATSI) sites. Nine learning modules guide teachers systematically through a process that begins and ends with standards. *The Teacher Clarity Playbook* helps practitioners align lessons, objectives, and outcomes of learning seamlessly, so that the classroom hours flow productively for everyone.

SPARK through State Personnel Development Grant (SPDG)

The Special Education Professional Advancement and Refinement of Knowledge (SPARK) initiative through the State Personnel Development Grant (SPDG) provides professional development and instructional coaching for one year for early career special education teachers (those who are in their 5th year or less of Special Education). The initiative provides professional development focused on supporting students with disabilities. Additionally, as educators determine their needs, they can select a specific academic focus for literacy support. The grant was awarded until October 2027 and will support this initiative through May 2027.

Professional Development through the State Systemic Improvement Plan (SSIP-B)

The State Systemic Improvement Plan Part B supports K-3 educators with early literacy through a series of tiered supports including universal support, professional development, site MTSS literacy coaching, and instructional coaching. Schools eligible for the full scope of services are determined by the Office of Special Education Services and are specific to low performing schools with 0% proficiency on the State Assessment in the IEP subgroup.

Summary: Knowledgeable Educators and Leaders

Student achievement is directly correlated to teacher quality and school leadership. Ensuring educators and leaders have the knowledge they need to effectively meet the needs of all students is essential to addressing one of our most pressing challenges: graduating students with literacy skills and knowledge essential for their future success. High-quality professional learning experiences are critical for educator growth, enabling them to understand and implement curriculum

successfully, utilize effective instructional strategies, and manage a multi-tier system of supports, especially for disadvantaged students.

Effective Teaching Practices for All Students

Grounded in Scientifically-Based Research to Meet the Needs of All Learners

The foundation of the Oklahoma Literacy Plan is the belief that all children have the right to be literate. To invoke that right, learning experiences for all students that support their individual needs must be based on a coherent system where instruction, curriculum, and assessments are aligned to the same goals.

Instruction is described as the methods used in the classroom to help students achieve performance targets. Curriculum is the written plan that defines standards-based content to be taught and resources and instructional methods to be utilized. Assessments, both formative and summative, are needed to evaluate student learning. An aligned program of instruction, curriculum, and assessment increases student achievement, engagement, attendance, and graduation rates (Dufour, 2014).

Oklahoma's Initiatives to Support Effective Teaching Practices

Development in the Early Years

Since the state literacy plan supports the idea that literacy begins at birth, it is vital that students struggling with reading are identified early. During the early years, when a family member, caregiver, or practitioner has concerns that a child is not meeting traditional developmental milestones, skills are assessed through a developmental screening, checklist, or medical assessment. Based on the outcomes of those assessments, families are referred to practitioners for further assessment and remediation of delays. With the appropriate interventions, many children can achieve age-appropriate developmental skills and meet learning benchmarks that set a solid foundation for future literacy success. When children enter school, a more formalized multi-tier system of support begins and can continue through the end of the child's schooling.

The Oklahoma Early Learning Guidelines for Infants to Five Years

Literacy is a gateway to success and that gateway begins at birth. **Families and caregivers have an extremely important role** in the development of a child's early literacy skills. *The Oklahoma Early Learning Guidelines for Infants to Toddlers and Two and Three to Five Years* (OKDHS, 2011) were created to provide support for families and caregivers as they offer the earliest learning experiences for young children.

The guidelines include expectations and best practices for children in various age groups as defined by National Association for the Education of Young Children

(NAEYC). At the same time, the **guidelines are flexible** enough to meet the needs of individual children and groups. The guidelines can be utilized by families, caregivers and educators as a framework for literacy instruction. They also serve to encourage **instructional consistency** among early childhood programs across Oklahoma.

Pre-Kindergarten and Kindergarten

The Oklahoma Academic Standards for Pre-Kindergarten serve as a link between the Early Learning Guidelines and the learning goals for students in four-year old programs in Oklahoma and can be utilized by educators in schools or childcare centers who offer Pre-Kindergarten.

In the transition to Pre-Kindergarten and Kindergarten children will meet people outside their familiar circle and spend time in a classroom learning new rules and routines. It is important that families, caregivers, and public schools collaborate to support each student's readiness for the transition.

The Oklahoma Academic Standards for English Language Arts

To prepare students for their future, Oklahoma must deliver high quality education to all students with literacy as the cornerstone. That cornerstone begins with families and caregivers from birth through age five and continues with teachers in pre-kindergarten through grade twelve who align their instruction to the Oklahoma Academic Standards for English Language Arts. When educators know what their students should know and be able to do at grade level, they can design lessons for students that improve their English language arts skills in listening, speaking, reading, and writing.

In 2021, the OSDE, through collaboration with stakeholders statewide, revised the Oklahoma Academic Standards for English Language Arts (ELA). The updated standards reflect a clearer progression in foundational skills in reading and writing, more detailed expectations for modes of writing, and delineated grammar and mechanics skills.

The purpose of Oklahoma Academic Standards for ELA is to ensure:

- All learners are supported to become independent readers in a range of disciplines.
- All learners are supported to become independent writers for a variety of audiences and a range of purposes.
- All learners possess the skills required to analyze, evaluate, act upon, and compose a wide range of communication.
- All learners see themselves in the literature they encounter and hear themselves in the language they choose for writing.

By nature, acquiring literacy knowledge and skills is a repetitive learning process; students revisit concepts again and again as they learn to read and write at increasingly sophisticated levels throughout their academic career. The following eight standards encompass the content and competencies of the Oklahoma Academic Standards for ELA and reflect both reading and writing skills.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Standard 2: Reading and Writing Foundations / Reading and Writing Process

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text. Students will use a variety of recurrent reading and writing processes.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

In addition to the ELA standards, educators can find disciplinary literacy connections within the Oklahoma Academic Standards for mathematics, science, social studies, fine arts, computer science, and world languages. Teachers of English language arts can partner with other educators who are also teaching their students to read, write, listen, and speak within their particular subjects through subject-specific processes and standards. In self-contained elementary classrooms, teachers can incorporate various disciplinary literacies in their lessons. Disciplinary literacy is outlined in the ELA Appendix on pages 21-23.

The Oklahoma Academic Standards for ELA should be used by districts and educators as they design instruction and develop or select curriculum and assessments. To better support districts and educators in understanding the intent

of the state standards, the OSDE developed and regularly updates the Oklahoma English Language Arts Framework.

The Oklahoma English Language Arts Framework

The ELA Framework is a suite of instructional resources developed by Oklahoma teachers to help educators translate the Oklahoma Academic Standards for ELA into classroom practice. They examine the intent of each standard at each grade level through student and teacher actions and provide instructional options to support student learning, including universal design for learning strategies, writing checklists, and exemplar lesson plans.

The Early Learning Guidelines and Oklahoma Academic Standards for English Language Arts were developed in accordance with research and best practices for literacy development.

Strong Readers Act

Formerly known as the Oklahoma Reading Sufficiency Act (RSA), the Strong Readers Act focuses on early literacy serving as the multi-tiered system of supports (MTSS) for the early grades. The Strong Readers Act provides structures for identifying students who are struggling or behind their peers in literacy development and provides appropriate interventions to meet those students' needs effectively. This aligns with the MTSS framework, emphasizing the importance of early identification and intervention in the primary grades, when the majority of students are still working on foundational skills and before those students who are struggling have fallen too far behind their peers.

English Learner (EL) Literacy Supports

To support the literacy and language development of English learners, it is essential to tailor intervention strategies to meet their specific needs. Districts and educators have access to various resources aimed at aiding English learners in their literacy journey.

The Oklahoma State Department of Education offers the following comprehensive guidance documents to assist educators in meeting the diverse needs of English learners: Serving and Supporting Oklahoma's Newcomer English Learners, Appropriate Identification Practices and Support for Gifted and Talented English Learners, Appropriate Programming Practices and Support for Gifted and Talented English Learners, Serving and Supporting Oklahoma's Dually Identified English Learners, English Language Development (ELD) Curriculum Review and Selection Guidance, and English Learner Guidebook: Changing Educational Outcomes for English Learners.

In addition to these guidance documents, the Oklahoma State Department of Education also offers the following self-paced professional learning courses on the OK Connect platform: Teaching Academic Vocabulary and Language Features, Integrating Reading, Writing, Listening, and Speaking into Lessons, Building

Background and Providing Comprehensible Input, Monitoring Progress, and Unpacking and Applying the New WIDA Standards.

WIDA aims to advance academic language development and academic achievement for culturally and linguistically diverse students and English learners through high quality standards, assessments, research, and professional learning for educators.

WIDA provides valuable resources to Oklahoma educators such as the WIDA ELD Standards Framework, 2020 Edition which contains the WIDA ELD Standards Statements, Key Languages Uses, Language Expectations, and Proficiency Level Descriptors. The Implementation Guide: WIDA ELD Standards Framework offers practical ways to apply the ELD Standards Framework into curriculum and instruction at the classroom level. Its primary audiences are content and language teachers, specialists, coaches and instructional leaders. This guide is accompanied by the Administrator Supplement that focuses on programmatic aspects of standards implementation.

WIDA Can Do Descriptors and Expanding Reading Instruction with Multilingual Learners Focus Bulletin also assist educators in understanding the linguistic needs and proficiency levels of their students and facilitating targeted instruction. WIDA provides Oklahoma educators with annual professional learning options such as Expanding Reading Instruction with Multilingual Learners and Reading Supports for Multilingual Learners.

Oklahoma Dyslexia and Dysgraphia Handbook

The Oklahoma Dyslexia and Dysgraphia Handbook, originally published as The Dyslexia Handbook on July 1, 2019, was the document legislatively supported through two Oklahoma House Bills.

1. H.B.3313 (2018)
2. H.B.2768 (2022)

The Oklahoma Dyslexia and Dysgraphia Handbook provides guidance to educators, students, families, and community members about dyslexia, dysgraphia, dyscalculia, and best practices for identification, intervention, and support for children with these disabilities. Information is provided in the following areas:

- Screening for risk.
- Effective core reading instruction.
- Intervention for students with dyslexia, dysgraphia, and dyscalculia.
- Comprehensive evaluations for special education eligibility.
- Resources to support students and parents/families.
- Resources to support educators.

Information provided in this handbook references legal requirements through state and federal laws, including:

- State statutes [§70-6-194 (p.390) and §70-18-109.5 (p.690)].
- Section 504 of the Rehabilitation Act of 1973 (Section 504).
- The Americans with Disabilities Act (ADA) as amended.

- Individuals with Disabilities Education Act (IDEA, 2004).

Evidence-Based Practices and Fidelity Checklists

Through the State Systemic Improvement Plan Part B, the State Personnel Development Grant, the Office of Special Education Services and in collaboration with the OSDE, an online Academic Intervention Library provides schools access to evidence-based practices with protocols and fidelity checklists. With these tools, schools have access to a library of strategies to support targeted interventions with fidelity and integrity checks for implementation of the support provided.

OKMTSS Early Warning Dashboard

Through an agency contract, the OSDE is spearheading the establishment of an Early Warning Data Dashboard and an Intervention Management tool intended to support all K-12 educators and students. Goals for this product include providing a single location to track student progress, minimization of duplicate documentation, maintenance of consistent intervention provision, and alignment of LEA reporting to the state.

State Systemic Improvement Plan (SSIP-B)

The State Systemic Improvement Plan Part B supports K-3 educators with early literacy through a series of tiered supports including universal supports, the Academic Intervention Library, professional development, site MTSS literacy coaching, and instructional coaching. Schools eligible for the full scope of services are determined by the Office of Special Education Services and are specific to low performing schools with 0% proficiency on State Assessment in the IEP subgroup.

SoonerStart (SSIP-C) and Early MTSS

The SoonerStart (Part C) State Systemic Improvement Plan (SSIP) supports families with infants and toddlers who are experiencing developmental delays using an Early Multi-Tiered System of Support (MTSS). Early MTSS is a service delivery framework that contains a foundation and three increasing levels of support. The Early MTSS framework promotes young children's healthy development and decreased challenging behaviors. Early MTSS uses family coaching to support all developmental domains, including pre-literacy skills. Some of the skills that are supported include vocabulary building, joint attention, responsive interactions, and print awareness.

State Personnel Development Grant (SPDG)

The State Personnel Development Grant (SPDG) and the State Systemic Improvement Plan- Part B (SSIP-B) support the implementation of a Multi-Tiered System of Supports at district and site levels respectively. Schools receive targeted professional development and coaching to support their implementation of MTSS and increase their knowledge of MTSS.

MTSS Statewide Conferences

The State Personnel Development Grant (SPDG) hosts a biannual MTSS conference to provide sessions and information regarding evidence-based practices, sustainable teaming, data driven decisions, and continuous school improvement. Presenters are comprised of partners, agency professionals, experts, and contracted professionals.

High Dosage Tutoring

High Dosage Tutoring for reading was implemented both virtually and in schools. Participating districts committed to provide after school tutoring for students in 4th grade for a minimum of three hours per week. Teacher tutors were required to have completed science of reading training and provided intensive reading intervention to assigned groups of no more than three students.

The OSDE also provided high dosage reading tutoring virtually for 4th grade students whose school or district did not host a program. Students were tutored in groups of three for 50-minute sessions, 3 times a week.

Summary: Effective Teaching Practices for All Students

Effective literacy practices for all students are crucial for successful implementation of the state literacy plan. Cohesiveness across standards, instruction, curriculum, and assessment is vital to ensuring students receive quality learning experiences tailored to their individual needs. When one component of this system is not aligned, the likelihood of districts and schools failing to meet the needs of students increases.

Identifying instructional needs of individual students, implementing a multi-tiered system of supports, and continuous progress monitoring provides a comprehensive approach for students to achieve high levels of literacy proficiency. As these new methods are adopted and implemented, leaders should consider how their district's educational climate and practices foster strong tier 1 instruction, effective intervention strategies, and consistent progress monitoring. By doing so, they can create an environment where all students, including those who are disadvantaged, receive the support they need to develop essential literacy skills.

Data-Driven Decisions

Demonstrating Student Learning and Progress

Assessment is the ongoing process of collecting, monitoring, and interpreting data to inform instruction and address the educational needs of individual students. A comprehensive assessment system uses a variety of assessments to provide a continuum of evaluations, providing timely data for educators to implement interventions needed to improve student learning.

Oklahoma's Initiatives to Support Data Driven Decisions

Screening for Risk of Literacy Difficulties (universal & dyslexia)

Oklahoma K-3 students are screened a minimum of twice yearly on foundational reading skills. The Oklahoma State Department of Education provides a statewide screener at no cost to the districts. If districts choose not to use the provided screener, they may purchase one from the approved screeners list at their own cost. Oklahoma students who do not meet the grade-level target on an approved RSA screening assessment are also tested for characteristics of dyslexia. Students who do not meet general benchmarks are placed on an *Individualized Program of Reading Instruction*, which outlines targeted interventions, communication with families, and regular monitoring of progress toward reading goals. See Appendix D for additional information regarding the correlation of RSA and the Oklahoma Comprehensive Literacy Plan.

Early Learning Inventory (ELI)

The Early Learning Inventory is a free observational measurement tool used for PreK through first grade and is designed to help educators understand and respond to students' individual academic and social knowledge, skills, and needs. The ELI covers foundational skills, such as counting and alphabetic knowledge, as well as abilities critical to early learning. There are 26 indicators across 6 domains to reflect students' current learning and abilities. The Early Learning Inventory is available through [OSDE Connect](#) to provide support and examples for educators interested in online training. ELI training provides useful data to share with families to guide collaboration in learning. The Early Learning Inventory Targeted Instructional Support is a comprehensive resource in utilizing data teachers have gathered, providing specific strategies to help them target the needs of their students. You can find more information on the [website](#) for the ELI.

WIDA Scores for Multilingual Learners

English Language Proficiency Progress				
School Year	Proficient Auto Exited	Proficient Exited	On Track	Not On Track
2018	2970	911	8962	43735
2019	2743	1402	5188	49094
2020	3263	*	5554	45776
2021	2332	1147	4063	50135
2022	2449	1521	5511	50587
2023	2221	1981	6618	52082

* Due to COVID-19, state testing was waived. As a score of Basic or above on the state ELA assessment is required for ELP Band Committee Exit, ELP Band Committee Exit Requests were suspended.

Data Retreats through SSIP-B and SPDG

Annually in October, the SSIP and SPDG host a regionally located data retreat targeted toward partner schools but open to all schools. The training is in-person

and takes place over two consecutive days following completion of the universal literacy screener. Participants learn statistical methods, the fishbone method for root cause analysis, defining a theory of action, and action planning. Schools revisit this information through their coaching cycle.

Summative Assessments

Oklahoma State Testing Program (OSTP): 3rd-8th Grade

There are two types of assessments within the Oklahoma School Testing Program (OSTP) for Grades 3-8 and 11: General and Alternate Assessments. The General standards-based assessments are intended for Grades 3-8 and 11 in Mathematics, English Language Arts, and Science. A U.S. History assessment is administered in Grade 11. Alternate Assessments measure achievement of alternate academic standards of the state curriculum for students with the most significant cognitive disabilities. All assessments are aligned to the Oklahoma Academic Standards.

National Assessment of Educational Progress (NAEP): 4th & 8th Grades

NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences (IES). The state of Oklahoma participates in all elements of the NAEP program. The results of NAEP are released as The Nation's Report Card. Sampled students participate in the federally mandated math and reading assessments for grades 4 and 8 every two years. These assessments yield state-NAEP results which are used along with state testing results to gauge the performance of learning in the state.

College- and Career-Readiness Assessments: 11th Grade

Students enrolled in 11th grade are given the College- and Career-Readiness Assessment (CCRA), which consists of two parts. For part 1, each district administers the ACT, including the writing section. The ACT subtests for English, Reading, and Writing are all used to construct a scale score for English Language Arts for Oklahoma.

Summary: Data-Driven Decisions

With effective assessment systems, educators can systematically measure and analyze the literacy development of students, allowing them to plan the learning opportunities needed for student success. As school districts and educators prioritize Data-Driven Decisions, they should ensure that their educational resources and practices support the administration and analysis of formative, interim, and summative assessments within classrooms and across schools, extending beyond state-required assessments. This comprehensive approach enables informed decision-making to enhance literacy outcomes for all students.

Strong Family and Community Partnerships

Developing Relationships to Foster an Environment of Growth and Literacy Development

For Oklahoma to reach its literacy goals, it is essential that educators, families, and communities collaborate to ensure all students are school-ready and progress from early literacy proficiency to college and career readiness, ultimately achieving postsecondary success. Academic achievement, including literacy and the motivation to learn, is closely correlated with family and community collaboration.

Strong partnerships among schools, families, and communities are vital to students' school success. Research shows that generalization and sustainability of learning are significantly enhanced when families are involved. Programs and interventions that explicitly engage families in supporting their children's learning at home are linked to higher academic achievement. Students benefit in multiple ways from these partnerships, beginning in the early years and extending through secondary levels, including those who experience differences in culture, language, learning, and economic resources. Moreover, families are eager for their children to succeed in school and seek information on how they can support their children's educational journey. By fostering strong family and community partnerships, Oklahoma can create a supportive and effective literacy environment for all students.

Oklahoma's Initiatives to Support Strong Family and Community Partnerships

Transition Summit

The Oklahoma Partnership for School Readiness (OPSR) and Oklahoma Head Start have come together to assist families in transitioning from infant-toddler programs into the public school system. This summer OSDE is collaborating with these groups to host two Transition Summits: June 26 in Tulsa, and June 28 in Oklahoma City. The overall goal of these summits is to foster a seamless transition and long-term success of children by promoting the continuity of services among Head Start/Early Head Start, SoonerStart, Child Care/CCDF, public school Pre-K and Kindergarten. Registration is open for both locations.

[Oklahoma City Transition Summit 2024 Registration Link](#)

[Tulsa Transition Summit 2024 Registration Link](#)

Oklahoma Partnership for School Readiness (OPSR)

The [Oklahoma Partnership for School Readiness](#) was created to help Oklahoma families access the early care and education, family support, and health and mental health services they need to support their children during their most critical period of development from birth through age five. OPSR leads public and private partnerships so that children arrive at school with knowledge, skills, and physical and emotional health to achieve success. OPSR provides early childhood policy recommendations to the governor and Oklahoma Legislature by utilizing data, research and best practices that engage parents, nonprofits, community partners

and business leaders. The OSDE works closely with OPSR to create an effective system for families and children from birth through the school-age years.

The OPSR Board was created under the Oklahoma Partnership for School Readiness Act (Title 10 O.S. § 640) and is the designated body that serves as Oklahoma's State Early Childhood Advisory Council as authorized under the federal Head Start Act of 2007 (PL 110-134, Section 642B).

Family Engagement Framework

The Family Engagement Framework was created by the OSDE to emphasize the importance of family engagement as a foundational part of a student's education. One of the framework's pathways, Focus on Learning, endeavors to help Oklahoma educators connect family interests, identities, and home lives to provide meaningful experiences that support learning outcomes.

Evidence has shown that a family's "involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size, and level of parental education" (Clark, Why It Is Important to Involve Parents in Their Children's Literacy Development). To that end, the Build Leadership pathway in the framework provides insight for how educators can expand the awareness, skills, abilities, and confidence of families to effectively support student learning at home.

Imagination Library

Dolly Parton's Imagination Library is a book-gifting program that puts books into the hands of children from birth through age 4 by mailing a high-quality title to families in areas with a participating local sponsor. These books are selected by early childhood literacy experts to be both age-appropriate and supportive of children's cognitive development. The monthly gifting experience of receiving a new title at home make the books feel exciting, and this encourages families to spend time reading and learning together with their children. Participating in Imagination Library provides families with opportunities for positive interactions around book reading, establishes a positive attitude towards reading in the home, and increases emerging literacy skills in children prior to entering kindergarten at age 5.

Page Turners Podcast with the HEROES Literacy Instructional Team

The Page Turners Podcast uses an innovative platform to disseminate essential information about evidence-based strategies that have been proven to enhance literacy skills. By spotlighting exemplary Oklahoma schools and districts, the podcast aims to celebrate achievements and inspire instruction that elevates the quality of education statewide. Each episode will be a short segment teachers and school leaders can listen to on their commute to work, during lunch, or alongside their colleagues during Professional Learning Communities. Page Turners will be focused on providing science of reading content through a variety of episodes to increase

teacher knowledge and effectiveness and ultimately improve student literacy outcomes.

Family Guides

To help families support their child(ren) in the classroom, the Oklahoma State Department of Education (OSDE) has produced [Oklahoma Family Guides](#). These handy, printable flyers include helpful information aligned to the Oklahoma Academic Standards (what students know and should be able to do in each grade and course) and guidance on how to support student learning at home.

Guides are available for Pre-K through 6th-grade students in the following subjects: English language arts, science, mathematics, social studies, health, music, physical education (PE) and visual art. The information in the guides is a snapshot of learning in each of these grades and school subjects. For complete sets of academic standards, visit the [Oklahoma Academic Standards webpage](#).

Oklahoma Parents Center (OPC)

The Oklahoma Parents Center, Inc. is dedicated to the equality of children and youth with disabilities. Their mission is to train, inform, educate, and support parents, families, professionals, and consumers in building partnerships that meet the needs of children and youth with disabilities from birth through age twenty-six.

Able Tech

Oklahoma ABLE Tech partners with OSDE to serve children with disabilities from birth through graduation who need access to and help acquiring needed assistive technology (AT) devices and services. Through the provision of core programs and services, ABLE Tech collaborates with OSDE to increase awareness, provide consultation, develop and expand training, and offer technical assistance on topics related to AT to support expressive and receptive language skills including reading and writing, accessible educational materials (AEM), and more. ABLE Tech helps local education agencies (LEAs), families and caregivers, health and allied health professionals, Pre-Employment Transition Service Providers, and students statewide by offering demonstrations and short-term loans of AT that supports literacy goals, objectives, and general activities for those with mild, moderate, severe, or complex needs. ABLE Tech's collaboration with OSDE also helps Oklahomans acquire needed AT, connect with funding resources across the state, and expands training and technical assistance opportunities related to digital accessibility. The synergy accomplished by this partnership has created endless opportunities to better serve children with disabilities and those who support them.

Tribal Partnerships

The Office of American Indian Education (OAIE) is deeply committed to establishing meaningful partnerships with Tribal Nations to enhance educational opportunities for American Indian/Alaska Native (AI/AN) students. Through initiatives such as the State Tribal Education Partnership (STEP) grant program, OAIE collaborates with the

Sac and Fox Nation, Kiowa Tribe, and the Tribal Education Departments National Assembly (TEDNA). The STEP grant acts as a catalyst for these collaborations, providing essential funding and resources to support capacity-building efforts and literacy initiatives within tribal communities. By empowering tribes to develop culturally relevant curricula and implement tailored literacy programs, the STEP grant enables them to address the unique academic needs of AI/AN students while also preserving and celebrating their cultural heritage.

OSDE and OAIE strengthen their collaboration with tribes through data-sharing agreements, facilitating the exchange of vital information on student performance, attendance, and other key metrics. These agreements enable both OSDE and tribal education departments to gain valuable insights into the educational landscape and identify areas for improvement collaboratively. By leveraging data-driven decision-making, OAIE and tribes can develop targeted interventions and strategies to enhance educational outcomes and promote academic success among AI/AN students.

Tribal Guides

The Office of Indian Education and the Office of Standards and Learning are working with all thirty-nine recognized tribes to create tribal guides. The tribal guides will tell the story of the tribe from before their arrival in Oklahoma until now. Tribes are encouraged to share primary documents, photographs, maps, literature, and more to impart authenticated stories of their heritage and culture with teachers and students. There will also be information about where the tribe is located and how many citizens the tribe includes. The guides include current location of tribes and number of citizens and number of will be available through the OSDE website and will also be linked in the social studies framework.

There are many literacy skills at work in analyzing maps and visual images, as well as documents. The tribes were also asked to share literature from Native authors to encourage all students to experience the culture through these authentic stories. It is important for students to see themselves in the pieces of literature they read. These guides also lend themselves to be used in listening and speaking opportunities for the students.

Oklahoma Community Partnerships Supporting Literacy

Private Foundations/Coalitions

25 X 25 Early Childhood Coalition

The coalition supports evidence-based literacy, numeracy, and family support programs; improved access to preventive physical, mental, and dental health services; and affordable high quality child care. The coalition has the support of over 60 civic and business professionals, called OKCEOs, who advocate and promote the early childhood message through presentations, opinion editorials, and interaction with their legislators.

Inasmuch Foundation

The Inasmuch Foundation is dedicated to the betterment of people, communities, and the neighborhoods in which we live. From education and health, to the arts and environment, the foundation assists charitable and educational organizations in achieving their goals.

George Kaiser Family Foundation (GKFF)

The Foundation's mission is to provide every child with an equal opportunity. The three focus areas of Parent Engagement and Early Education, Health and Family Well-Being, and Civic Engagement give us the opportunity to address community issues at a deeper level.

Early Childhood Education Institute - OU Tulsa (ECEI-OU)

The ECEI-OU focuses on young children (birth to age 8) in early childhood programs. For the past ten years the ECEI-OU has conducted a variety of program evaluation projects, worked with many state and national partners, and impacted policy and programming decisions.

Oklahoma Partnership for School Readiness (OPSR)

In 2003, Governor Brad Henry signed HB 1094 creating the Oklahoma Partnership for School Readiness Act (OPSR), thereby adding Oklahoma to the growing list of states recognizing that more concerted action is required to improve school readiness, and both public and private sectors must partner in leading the effort. The legislation acknowledged that a foundation be established to solicit and receive public and philanthropic dollars to support early childhood initiatives.

Reach Out and Read

This program promotes early literacy and school readiness during well-child visits by pediatricians giving new books to children and advice to parents about the importance of reading aloud. Reach Out and Read is available in 100 clinics statewide and serves young children and their families. The program is for children 6 months to 5 years of age.

State & Federal Programs

Community Action Project Tulsa Oklahoma Early Childhood Program (OECF)

CAP Tulsa specifically focuses on a two-generation approach that aims not only to prepare young children for future success in school but also their parents through programs designed to increase parenting skills, employability and earning potential. The goals include children entering school prepared for success, families creating a nurturing and secure environment for their children, and families connecting to one another.

SoonerStart (OSDE and Department of Health partnership)

SoonerStart is Oklahoma's early intervention program. It is designed to meet the needs of families with infants or toddlers with developmental delays. In accordance with the Individuals with Disabilities Education Act (IDEA) the program builds upon

and provides supports and resources to assist family members to enhance infant and toddler learning and development through everyday learning opportunities.

Head Start

Early Head Start is a program that includes services to low income families with infants and toddlers, and pregnant women. The program is for children birth to 3 years old. **Head Start** is a comprehensive program of health, education, parent involvement, social services and services for children with disabilities, all of which are coordinated with community-based service systems. The program is for children 3 years old to 5 years old.

Sooner SUCCESS

The mission of Sooner Success is to advance a comprehensive unified system of health, social, and educational services for children and youth with special needs within the community. Families, caregivers, and schools collaborate to bring all of the child's experiences together to develop a well-rounded, literate citizen.

Oklahoma Parents Center

The Oklahoma Parents Center supports families of children with disabilities. The program provides guidance to families on how to navigate the various services that are available to children with disabilities so families can make informed decisions and fully participate in their child's development and education.

US Department of Education - Family and Community Engagement

The U.S. Department of Education (USDE) provides guidance on how schools can engage families and communities to strengthen learning. This website contains resources for districts based on USDE's framework for family-school partnerships. Information about how to host a ParentCamp is provided so districts can bring all members of their community together to have conversations about what is best for students.

Summary: Strong Family and Community Partnerships

The goal of literacy for all students becomes obtainable when schools collaborate with families and community-based partners to address the barriers to achieving literacy. Strong family and community partnerships are essential for creating an environment where students can thrive academically.

As school districts and educators prioritize Strong Family and Community Partnerships, they should consider how their educational practices support and foster these partnerships within and among their communities. By building and sustaining these collaborative relationships, schools can ensure that they are providing the necessary support systems to help all students succeed in their literacy development.

Summary

Oklahoma's children deserve to reach their full potential and lead successful, fulfilling, and productive lives. Through the efforts of family, community, and schools, children in Oklahoma will receive high-quality literacy instruction.

References

- ACT, Inc. (2017). The ACT profile report: graduating class 2017 Oklahoma . Retrieved from:
http://www.act.org/content/dam/act/unsecured/documents/cccr2017/P_37_37999_9_S_S_N00_ACT-GCPR_Oklahoma.pdf
- ACT, Inc. (2017). The Condition of college and career readiness 2017: Oklahoma key findings. Retrieved from:
<http://www.act.org/content/dam/act/unsecured/documents/cccr2017/Oklahoma-CCCR-2017-Final.pdf>
- Batsche, G., et. al. (2005). *Response to intervention: policy considerations and implementation*. Reston, VA.: National Association of State Directors of Special Education.
- Booth, D. & Rowsell, J. (2007). *The literacy principal: leading, supporting, and assessing reading and writing initiatives*. Portland, ME: Pembroke.
- Bredenkamp, S.(1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: National Association for the Education of Young Children.
- Bredenkamp, S., (1987). *Developmentally appropriate practice: focus on children in first, second, and third grades*. Washington, DC: National Association for the Education of Young Children. (Expanded ed., NAEYC (Series) ; #224).
- Caskey, M., & Carpenter J. (2014). *Building teacher collaboration school-wide*. Association for Middle Level Education. Retrieved from
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/446/Building-Teacher-Collaboration-School-wide.aspx>
- D'Brot, J., & Hall, E. (2016). Assessment systems and assessment requirements. (2016c). *Oklahoma State Department of Education*. Retrieved from:
<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Assessment%20System%20and%20Assessment%20Requirements%20Final%20Report.pdf>
- Dufour, Richard (2004). *What is a professional learning community?* Educational Leadership, 6-11.

Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for helping students comprehend complex texts*. Thousand Oaks, CA: Corwin.

Henderson, A., Mapp, K., Johnson, V. & Davies, D. (2006). *Beyond the bake sale: the essential guide to family-school partnerships*. New York, NY: The New Press.

Herman, H. and Heritage, A. (2007) Increasing reading scores in MAP testing. Retrieved from http://www.heritage.edu/library/mastersprojects/Herman_Annette_2007.pdf

Mizell, Hayes. (2010). *Why professional development matters*. Retrieved from http://www.teachscape.com/content/al003/01_started/09_resources/al003_GS_Effort.pdf

National Association of Secondary School Principals. (2004). *Leading a schoolwide literacy effort*. Retrieved from http://www.teachscape.com/content/al003/01_started/09_resources/al003_GS_Effort.pdf

National Center for Educational Statistics (NCES). (2022). 2022 Reading state snapshot report (Tech.) Retrieved from: [2022 Grade 4 and 8 Math & Reading Results.pdf \(ok.gov\)](https://nces.ed.gov/ipeds/data/2022/2022_Grade_4_and_8_Math_and_Reading_Results.pdf)

National Institute for Early Childhood Research. (2016). *The State of preschool 2016: Oklahoma preschool yearbook*. Retrieved from http://nieer.org/wp-content/uploads/2017/05/Oklahoma_YB16.pdf

National Reading Panel (2000). The report of the National Reading Panel: teaching children to read. Retrieved from <https://www.nichd.nih.gov/publications/pubs/nrp/pages/report.aspx>

Oklahoma Department of Human Services: Child Care Services. (2011) *Early learning guidelines ages three through five*. Retrieved from <http://www.okdhs.org/OKDHS%20Publication%20Library/10-54.pdf>

Oklahoma Department of Human Services: Child Care Services. (2011) *Oklahoma early learning guidelines for infants, toddlers and twos*. Retrieved from: <http://www.okdhs.org/OKDHS%20Publication%20Library/10-23.pdf>

Oklahoma Reading Sufficiency Act. (2016). OSDE. §70-1210.508C.

Retrieved from:

<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA%20Statutes-508C%20to%20508F.pdf>

Oklahoma State Department of Education. (2012). Oklahoma nine essential elements performance indicators). *Oklahoma WISE Planning Tool*.

Retrieved from: <http://sde.ok.gov/sde/sites/ok.gov.sde/files/WISE-PerfIndicators.pdf>

Oklahoma State Department of Education. (2016). Oklahoma Academic Standards: English Language Arts.

Retrieved from: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf

Oklahoma State Department of Education. (2017). Oklahoma ESSA consolidated state plan.

Retrieved from:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OK_consolidatedStatePlan_web.pdf

Oklahoma State Regents for Higher Education. (2017). [Graph illustration Fall, First-Time Freshmen Enrollments in Developmental Courses]. Remediation Report.

Retrieved from: <http://osrhe.edu/studies-reports/preparation/remediation%20report/15-16-fall-first-time-fresh-by-tier.pdf>

Paulson, L. H., Moats, L. C., & Nelson, J. R., (2010), *LETRS for early childhood*. Logmont, Colorado: Cambium Learning Sopris West.

Phillips, M. (2005). *Creating a culture of literacy: a guide for middle and high school principals*. Reston, VA: National Association of Secondary School Principals.

Schmoker, Mike. (2006). *Results now: how we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.

Shanahan, T., (2008). *Teaching disciplinary literacy to adolescents: rethinking content area literacy*. Harvard Educational Review. 28 (1) pg. 40.

Shanahan, T., & Shanahan, C. (2012). *What is disciplinary literacy and why does it matter?* *Topics in Language Disorders*. 32 (1), 7-18.

Oklahoma Comprehensive Literacy State Development Grant

Timeline

Oklahoma Comprehensive Literacy State Development Program

Timeline

Activity	Person Responsible	Time Frame	Milestones
Advertise, interview and hire project staff	Project Manager	Oct.-Dec. 2024	100% of staff in place
Supplies and technology purchased for grant staff	Project Manager	Oct.-Dec. 2024	Supplies and materials in place
Notify State Literacy Advisory Council & host annual meetings	Project Manager	Every February beginning 2025	Sign in sheets, minutes of meetings
Release communication plan for grant	Project Manager; agency communication staff	October 2024 and as needed	Communications posted, OSRCL project website completed and live
Create RFP for sub-grantees	Project Manager, grant writer	Oct.-Nov. 2024	RFP released on November 16, 2017 and April 2018 if necessary
Host webinars for districts for sub-grant writing	Project Manager, grant writer	December 2024 and ongoing as needed through Jan. 2025, April-May 2025 if necessary	Sign in sheets, agenda, phone call documentation
Complete grant management notebooks for subgrantees including monitoring policies and procedures	Literacy Instructional Team	Jan.-Mar. 2025	Training materials available for Mar. 29 mandatory subgrantee meeting
Secure peer reviewers for subgrant competition and provide training	Literacy Instructional Team	January 2025 and May 2025 if necessary	Peer reviewers selected, training completed, sign in sheets, agenda
Grant staff to complete grant management training	Literacy Instructional Team; grant writer	January 2025	Sign in sheet, meeting agenda, training documents
Subgrants due at OSDE office	Project Manager	January 26, 2025 and May 15, 2025 if necessary	Subgrants received

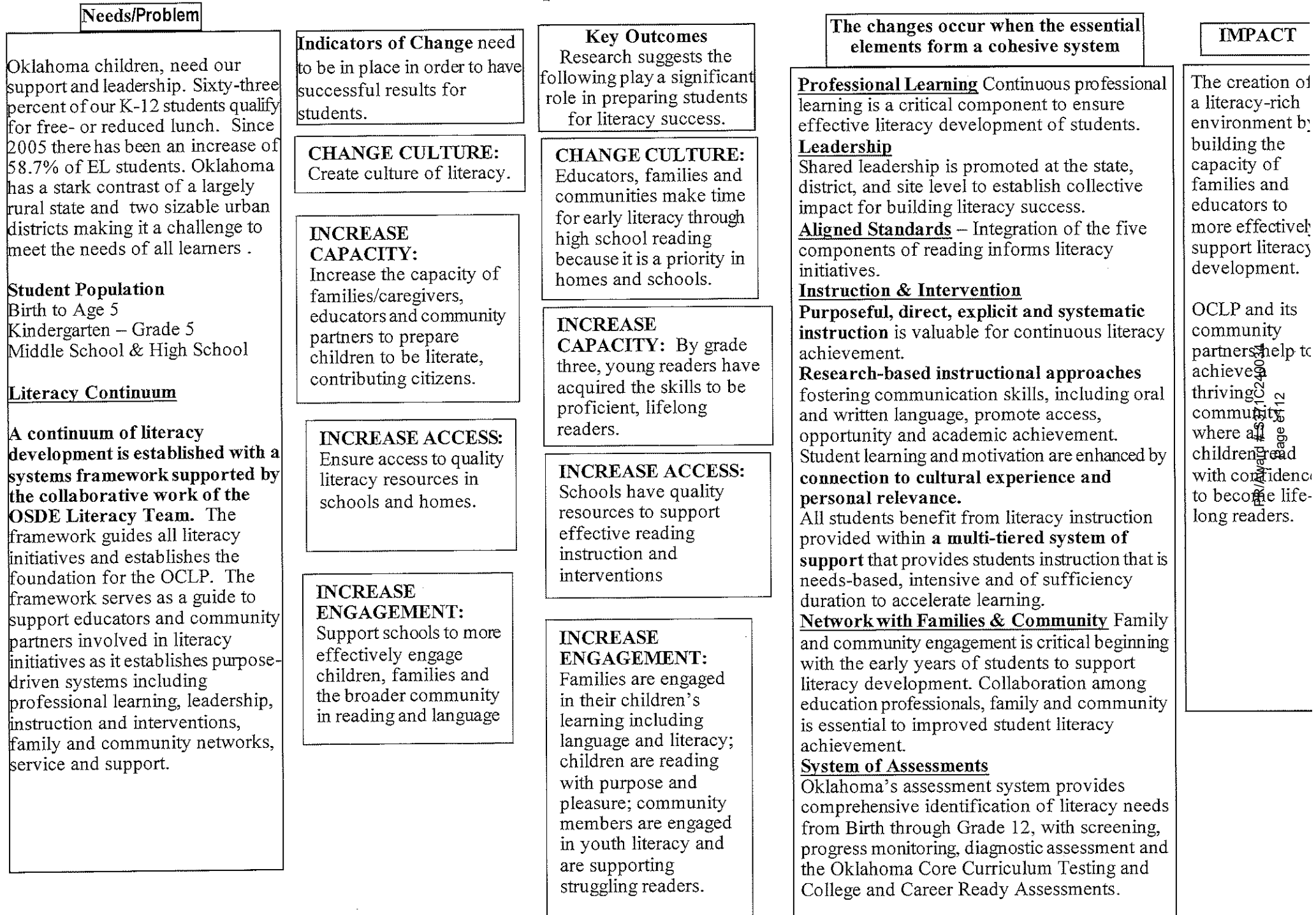
Write RFP for external evaluator	Project Manager, purchasing office	Feb.-Mar. 2025	RFP Released, bids received
Announce subgrant awards	Literacy Instructional Team	March 2025 and June 2025 if necessary	Communications posted
Host mandatory subgrant meeting/training, review grant management procedures, budget procedures and data procedures	Literacy Instructional Team	March 2025 and July 2025 if necessary	Sign in sheets, agenda, meeting minutes
Select external evaluator	Project Manager	May 2025	Contract executed and signed
Subgrantees complete three month planning for literacy development	Literacy Instructional Team; school staff	Mar-June 2025	Planning notes, OCAS reports, budget documents
Subgrantees implement literacy plans, as prescribed in subgrant application	Literacy Instructional Team; school staff	July-June every year beginning 2025	Plan and budget documents, annual reports, OCAS reports
Subgrantees complete annual review of local literacy plan	School staff	June of every year beginning 2026	Plans updated and provided to OSDE
Literacy professional development provided to districts	Literacy Instructional Team, consultants	March 2025-June 2029	Sign in sheets, agendas
External evaluator meets with a representative from each subgrantee	Project Manager, External Evaluator	July 2025 and every six months thereafter	Sign in sheets, agenda
OSDE and grant staff to provide training at OK	Literacy Instructional Team	Every July beginning 2025	Agenda, registrations
Data to be provided to OSDE	School staff	July-Aug. every year beginning 2025	Data provided
Preliminary and final Annual Performance Report completed	Literacy Instructional Team; external evaluator	March every year and Sept. every year beginning 2025	APR completed in G5 System

Subgrant monitoring with site visits and desktop monitoring	Literacy Instructional Team, external evaluator, school staff	July 2025 and beyond at least once per year	Monitoring completed and documented
External Evaluator site visits	External evaluator	July 2025 and monthly, at least one per year	Visit documented

Oklahoma Comprehensive Literacy State Development Grant

LOGIC Model

Oklahoma Comprehensive Literacy Plan (OCLP) Logic Model



Oklahoma Comprehensive Literacy State Development Grant

IDC Rate

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Oklahoma State Department of Education
2500 North Lincoln Boulevard, Suite 415
Oklahoma City, OK 73105-4599

Date: May 24, 2023

Agreement No: 2023-067

Filing Reference: This replaces previous
Agreement No. 2022-053
Dated: 6/10/2022

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	7/1/2022	6/30/2023	13.9%	MTDC	APwR
Fixed	7/1/2023	6/30/2024	9.8%	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Costs – Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds, and the portion of each subaward (subcontract or subgrant), above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$500.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Oklahoma State Department of Education
2500 North Lincoln Boulevard, Suite 415
Oklahoma City, OK 73105-4599

Signature

Name

Title

Date

For the Federal Government:

U.S. Department of Education
OFO / OAGRM / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500

Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

May 24, 2023

Date

Negotiator: _____

Telephone Number: _____

Oklahoma Comprehensive Literacy State Development Grant

Letters of Partnership

Jennifer Chessmore
Program Manager, Grant Development
Office of Title Services and Competitive Grants
2500 N Lincoln Blvd.
Oklahoma City, OK 73105

Dear Mrs. Chessmore,

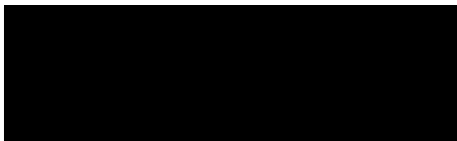
I am writing to formally commit to supporting the Office of Title Services and Competitive Grants in its efforts to enhance literacy instruction across the state. I am enthusiastic about the opportunity to contribute to the critical work of improving educational outcomes for students from birth through grade 12.

I commit to providing comprehensive recommendations aimed at strengthening and enhancing pre-service courses for students preparing to teach children from birth through grade 12. I will work to ensure that future educators are equipped with the necessary skills and knowledge to effectively teach literacy.

Furthermore, I commit to reviewing and updating the State's licensure or certification standards in the area of literacy instruction, spanning early childhood education through grade 12. The goal is to ensure that certification requirements reflect the competencies needed for effective literacy teaching.

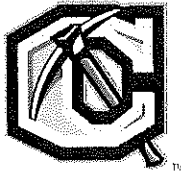
I am dedicated to fulfilling this commitment and am eager to collaborate with the Office of Title Services and Competitive Grants to enhance literacy education in our state. Thank you for this opportunity. I look forward to our collaboration.

Sincerely,



Robyn Randol
Director of Elementary Education
100 Campus Drive
Weatherford, OK 73096
405-694-5889

SWOSU
DEPARTMENT OF
EDUCATION



CAMERON UNIVERSITY

Department of Education

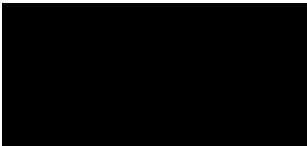
June 21, 2024

Jennifer,

Please consider this my official commitment to assist the OSDE in advancing literacy skills in Oklahoma schools. I understand that my role in the committee will involve the following:

- Providing recommendations to improve pre-service courses for students preparing to teach children from grade 12, focusing on explicit, systematic, and intensive instruction in evidence-based literacy methods.
- Reviewing and updating state licensure or certification standards in literacy instruction from early childhood education through grade 12.

Thank you for your consideration,



Eileen Richardson, Ed.D.
Professor of Education,
Cameron University at Rogers State University
Education Program
OEA and KDP Advisor

2800 West Gore Boulevard • Ross Hall Suite 117 • Lawton, Oklahoma 73505
Office: (580) 581-2566 • 1701 W Will Rogers
Bldg* Claremore, Oklahoma 74017
jdennis@cameron.edu

WWW.CAMERON.EDU

PR/Award # S371C240034



Oklahoma Head Start Collaboration Office
Paula Brown, Director
605 Centennial Blvd.
Edmond, OK 73013
(405)949-1945

June 20, 2024

Ryan Walters
State Superintendent for Public Instruction
2500 N Lincoln Blvd
Oklahoma City, OK 73105

Dear Superintendent Walters:

The Oklahoma Head Start Collaboration Office (OHSCO) is please to serve as a partner in your application for funding through the U.S. Department of Education for an Oklahoma Comprehensive Literacy State Development Program. We recognize the value and importance of helping Oklahoma students advance their literacy skills using evidence-based practices, activities, and interventions. These activities and interventions include pre-literacy skills, reading and writing for children from birth through twelfth grade. The OHSCO works with many programs of the Oklahoma State Department of Education to ensure that local Head Start programs are kept informed about OSDE services and requirements relevant to their partnerships with local schools. As the OHSCO Director, I work closely with OSDE Leadership staff, including those overseeing literacy initiatives of the department. I look forward to expanding this relationship through the Comprehensive Literacy State Development Program and the professional development opportunities it will make available to Head Start programs across the state.

As a partner in this important project, this office stands committed to the following:

- Serving on the Oklahoma State Literacy Advisory Board
- Assisting in the selection and implementation of childhood literacy assessments
- Assisting with the annual update of the Comprehensive State Literacy Plan by providing data and information relevant to early literacy
- Providing speakers for the state Literacy Academy
- Working with LEAs to complete their sub-grant application with a strong focus on early literacy for children birth-age 5
- Working with local Head Start programs to assist LEAs to provide family engagement opportunities in their districts

Please let me know how my office can contribute over the upcoming 5-year project period.

Sincerely,

Paula A. Brown
Head Start Collaboration Office Director





KAW NATION

P.O. Box 50
Kaw City, OK 74641
Phone (580) 269-2552
Fax (580) 269-2301
Toll Free (866) 404-5297
www.kawnation.gov

June 24, 2024

Superintendent Walters:

The Kaw Nation is pleased to serve as a partner in your application for funding through the U.S. Department of Education to fund a Comprehensive Literacy State Development Program for Oklahoma students. We recognize the value and importance of helping Oklahoma students to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12.

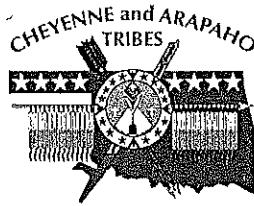
We stand committed to working with Indigenous Oklahoma students and families by providing the following services and activities to any of the school district subgrants that fall within our jurisdiction and/or serve our Tribal students:

The contact for the Kaw Nation will be Amanda Wamego, dirkhdd@kawnation.gov. We look forward to working with you over the next five years to improve Oklahoma student literary and family engagement.

Sincerely,

Kimberly Jenkins
Kaw Nation Chairwoman

200 Wolf Robe
Circle
PO Box 167
Concho, Ok 73022



Phone 405.422.7611
Fax 405.422.8215

DEPARTMENT OF EDUCATION

June 24, 2024

Oklahoma State Department of Education
Oliver Hodge Building
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

Superintendent Walters:

The Cheyenne and Arapaho Tribes are pleased to serve as a partner in your application for funding through the U.S. Department of Education to fund a Comprehensive Literacy State Development Program for Oklahoma students. We recognize the value and importance of helping Oklahoma students to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12.

We stand committed to working with Indigenous Oklahoma students and families by providing the following services and activities to any of the school district subgrants that fall within our jurisdictions and/or serve our Tribal students.

The contact for the Cheyenne and Arapaho Tribes will be Carrie Whitlow,
[REDACTED] We look forward to working with you over the next five years to improve Oklahoma student literary and family engagement.

Kind regards,

[REDACTED]

Carrie F. Whitlow, M.Ed.
Executive Director
Cheyenne and Arapaho Department of Education



Kiowa Tribe

P.O. Box 369 · Carnegie, Oklahoma · 73015

Phone: (580) 654-6343 · Fax: (580) 654-8412

EXECUTIVE BRANCH

June 19, 2024

Ms. Jennifer Chessmore
Program Manager
Office of Title Services and Competitive Grants
Oklahoma State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105

Ms. Chessmore,

The Kiowa Tribe would be honored to continue to support the efforts of the Oklahoma State Department of Education to provide program services through the Comprehensive Literacy Development Program funded through the U.S. Department of Education to serve Oklahoma students. We understand the critical need and significance of developing programs and services to support the efforts of Oklahoma students to attain advanced literary skills through the use of evidence-based practices, supplemental activities, and appropriate intervention strategies to enhance development of literary skills to meet the rigor of their academic pursuits including pre-literacy skills, reading, and writing for children from birth through grade 12. We reaffirm our commitment to working with Indigenous students and families by providing the following proposed strategies and support systems to any of the school district subgrantees that reside within our jurisdictional area and/or serve our tribal citizens:

- 1) Assisting districts with family engagement utilizing Tribal elders and community resources, including language and storytelling
- 2) Providing assistance with early childhood literacy assessments
- 3) Helping to facilitate community events focused on literacy
- 4) Facilitate culturally relevant professional development opportunities
- 5) Recommend culturally relevant books and literacy resources
- 6) Providing assistance in acquiring books for home libraries
- 7) Serving on local Literacy Advisory Boards
- 8) Serving on the State Literacy Advisory Board

The contact for the Kiowa Tribe will be Dr. Toni Tsatoke-Mule, Executive Director of the Kiowa Education Agency, [REDACTED] We anticipate an effective partnership to provide a comprehensive approach to literacy skills development for our youngest Kiowa citizens over the next five years.

Respectfully,

[REDACTED]
Lawrence SpottedBird
Chairman
Kiowa Tribe

Oklahoma Comprehensive Literacy State Development Grant

LEA Assurances

OKLAHOMA COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM SUBGRANTEE PROGRAMMATIC ASSURANCES

As a condition of the receipt of funds under the Oklahoma Comprehensive Literacy State Development (OCLSD) Program, the applicant agrees to comply with the following Assurances:

1. Adhere to the 15/40/20/20 funding distribution and serve students birth through 12th grade.
2. Leverage OSRCL funds with other federal and state funds to implement and sustain the project. Districts are required to allocate 10% of their Title I and Title IIA funds to support their OSRCL efforts beginning with the 2025-26 school year.
3. Submit monthly reimbursement requests electronically to Oklahoma State Department of Education.
4. Allocate grant funds with activities, staff, and programs that meet moderate or strong levels of effectiveness in improving education.
5. Maintain job descriptions and level of effort records for any OSRCL literacy staff for all sixty months of the project.
6. Implement the project's scope originally outlined in the application as funding was awarded based on the application submitted. Changes must receive approval.
7. Partner with public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness in improving the early literacy development of children from birth through Kindergarten.
8. Build capacity of all teachers, including special education teachers and speech-language pathologists, to provide standards-based literacy instruction within all content areas.
9. Select and use Oklahoma Academic Standard aligned assessments, curriculum and instructional materials.
10. Administer a universal reading screening to all students Birth-Grade 12 at least twice a year, every year beginning with the 2025-26 school year.
11. Provide literacy support structures to ensure successful transitions for children; for example, preschool to elementary school, elementary school to middle school, and middle school to high school.
12. Provide a comprehensive system of support for teachers through required professional development aligned to the Learning Forward Professional Learning Standards.
13. Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing.
14. Enable data-based decision-making to improve instructional practices and outcomes for all students, ensuring disadvantaged students receive maximum benefits.
15. Implement interventions for children who are below grade level to ensure they achieve, at a minimum, the Oklahoma Academic Standards.

Superintendent's Signature

Date

Fiscal Assurances

The recipient assures that it has made application and has been approved to receive grant funding for the Oklahoma Striving Readers Comprehensive Literacy Program, CFDA #84.371C awarded by the U.S. Department of Education.

The recipient has been informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Oklahoma Department of Education.

The recipient assures that it has been advised that subgrantees expending \$750,000 or more in Federal awards (funds received as direct or pass thru funds) during the subgrantee's fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular 2 CFR, Part 200.

The recipient assures that it will permit the Oklahoma Department of Education, the Legislative Auditors, and all other required personnel to have access to the records and financial statements as necessary.

The recipient agrees to maintain all books, records and other documents for at least (5) federal fiscal years after the final payment.

Section 427 GEPA (2001 (P.L. 107-110)

The applicant ensures equity of access and participation of students, teachers, and parents for the OSRCL program. All activities are without barriers that can impede equitable access or participation related to gender, race, national origin, color, disability or age. All activities of this program include equity concerns so as to involve full participation in this program without barriers, including provisions of native language translations and interpreters for participants. Activities are held in physical facilities that accommodate visually and physically challenged participants.

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

CERTIFICATION REGARDING LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection

- with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;
 - (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subgrantees shall certify and disclose accordingly.
-

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-- A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

CERTIFICATION REGARDING DRUG-FREE WORKPLACE

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 - A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:

- (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
- (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

**RECIPIENT APPLICATION FOR FEDERAL FUNDS
STATEMENT OF ASSURANCES**

I, _____, Superintendent of

(Print Name)

_____ Public Schools hereby assures the

(District)

Oklahoma State Department of Education that _____ Public

(District)

Schools is in compliance with all of the GENERAL and SPECIFIC ASSURANCES

enumerated on the preceding pages.

Signature of Superintendent

Date

Oklahoma Comprehensive Literacy State Development Grant

Sample Local Literacy Plan

Instruction will be comprehensive

- Data will be collected and used to drive instruction
- Collaboration within/between grade levels and schools needs to occur
- Teachers will have necessary materials to support teaching the state academic standards
- Teachers maintain a record of student progress
- Vocabulary development will be intense and meaningful
- Comprehension skills and strategies will be explicitly taught
- Fluent reading will be promoted in all grade levels

Intervention

- All staff will provide differentiated instruction based on formative and summative data. This differentiation will include students needing intervention and students needing enrichment
- Teachers will analyze data on an on-going basis to monitor student progress to assure intervention or enrichment is appropriate and successful.
- Schools will develop and use flexible delivery models to meet student needs.
- Intervention students will need additional assessments to help plan instruction. (Teachers, counselors, psychometricians, as appropriate, will administer additional assessments)

Expectations for Instruction and Intervention	Specific Actions Administrator	Specific Actions Teacher	Data to Support Evidence of Effectiveness
Align instructional practices with evidence-based research.	Provide time for teachers to analyze data. Provide literacy resources needed for effective instruction.	Provide explicit instruction at student's performance level using evidence-based materials that includes the essential reading components: fluency, vocabulary, comprehension, writing.	Screening assessments Diagnostic assessments Progress Monitoring assessments Summative assessments Survey teachers on effectiveness of resources and time to analyze data.
Standards-based grade level instruction. Plan effective instruction based on Oklahoma Academic Standards to include all components of literacy to support student learning.	Provide Oklahoma Academic Standards and curriculum frameworks to support teachers instruction	Provide standards-based, grade level, explicit instruction and other research-validated learning strategies.	Professional Learning Community Meeting Notes and Action Planning Peer to Peer Feedback

Focus instruction in all curriculum areas on the essential developmental of literacy skills.	Establish a Culture of Literacy in all content areas. School Literacy Team develops an explicit schoolwide intervention plan.	Classrooms contain their own libraries used to support literacy and learning. Word walls supporting vocabulary development are found across content areas. Research-based literacy learning strategies implemented in all content areas.	School Literacy Team Schoolwide Intervention Plan Administrator Literacy Walks in all classrooms reveals a culture of literacy (academic vocabulary, classroom libraries, research-based strategies implemented across content areas).
Implement high-quality instructional practices. <ul style="list-style-type: none"> Differentiate instruction in order to maximize student learning Provide instruction that is systematic and explicit. Provide instruction that actively engages students. 	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers.	Teachers adjust instruction and student interventions as needed based on formative assessments and data gained from progress monitoring.	Screening instruments Diagnostic instruments Progress monitoring assessments Summative assessments Data Team Meetings Peer to Peer Feedback based on Instructional Rounds
Establish and support tiered instruction to meet the intervention needs of all learners including Response to Intervention (RTI) and Oklahoma Tiered Intervention System of Support (OTISS).	Support and monitor tiered instruction. Provide professional development Provide ongoing support staff with planning and collaboration time. Use staff meetings to encourage discussion across grade levels and examine	Assess, plan, teach, assess and then adjust and intervene. Implement Response to Intervention, implementing Tier 1; Tier 2; and Tier 3 to ensure meeting needs of all students. and implement Oklahoma Tiered Intervention System of Support for Special Education students.	Progress monitor Data Walls Professional Learning Community meetings and data team meetings. Teacher Reflection Logs on Professional Development Teacher Survey on effectiveness of professional development related to RTI and OKMTSS
Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction	With site literacy team plan job-embedded professional development to support effective differentiated instruction.	Participate in job-embedded professional development to improve professional practice that ensures student learning.	Site Literacy Team Agendas and Action Plans Progress Monitor effectiveness of differentiated instruction Survey data on impact of differentiated instruction.

Develop individual literacy plans to meet instructional needs of struggling students including English Learners, Students with Individual Education Programs, and under-served, under-resourced students.	Provide support for review of WIDA data to identify literacy plans for English learners. Collaborations with others such as Special Education teachers to develop the Literacy Plan.	Access the Comprehensive Academic Resource and Training Toolkit for English Learners (CARRT) online supports for English learners. Access and implement OKMTSS and CARRT strategies.	Peer Observations of effective practice using CARRT strategies and OKMTSS strategies. Survey educators on usefulness of resources.
---	--	--	--

Oklahoma Literacy for All Comprehensive Literacy Grant

Budget Narrative

1	Project Manager to oversee the day-to-day operation of the grant, including hiring and supervising staff, managing the grant management system; providing professional development to grantees.						
1	Research and Data Specialist to provide district data training, assist with data collection for evaluation purposes, assist LEAs in progress monitoring processes, and						

	provide training and information on how to select and successfully implement evidence-based best practices.						
1	MTSS Program Manager (Multi-Tiered System of Supports) Overseeing and advancing the implementation of MTSS frameworks across the state educational system. This position requires a deep understanding of educational practices, data analysis, and collaborative leadership to support schools in effectively meeting the needs of all students through						

	a tiered support approach.						
1	Program Manager of Literacy Professional Development to provide professional development to literacy staff in the implementation of the OKMTSS framework, assist LEAs in conducting universal screenings, and provide coaching and modeling to literacy staff.						
	Indirect Costs:						
	Total Personnel:						
Fringe Benefits							
4	Staff benefits include FICA, Medicaid, Social Security, Retirement, and Health Benefits						

	for four full time employees.						
	Indirect Costs						
	Total Fringe Benefits:						
12	Monthly mileage reimbursement for staff to provide site visits and training to grantees.						Estimated travel @ /mile X 5,000 miles per month X 12 months. Year 1 estimated at 5,000 miles per month X 9 months due to the time lapse for hiring grant staff.
4	CLSD Conference for OSDE staff to attend each year.						Include airfare @ ea. X 4; hotel @ \$250/night X 4 nights X 4; Conference Registration @ ea. X 4; Per Diem @ /day X 5 days; and Misc. costs such as local travel @ ea. X 4.
	Total Travel:						

4	Dell laptop computers for staff with docking stations and monitors						
12	Months of office supplies for the staff						/mo. X 12 months.
	Indirect Costs						
	Total Supplies:						
Contractual							
25	Sub-grants to school districts who are selected based on competitive grant criteria.						It is estimated in year 1 that the OSDE will award 15 grants for , 10 for , and 5 for ; It is estimated in year 2 that the OSDE will award 15 grants for , 10 for , and 5 for .
1	Contract with an external evaluator to provide data collection and reporting procedures for the grant.						This contract will be determined based on agency procurement policies upon receipt of grant award. Year 2-5 totals are higher to reflect data collection and research component of the project design

1	OKMTSS on EdPlan – Web-based early warning & intervention management system offered to all districts at no cost.	■	■	■	■	■	Year 1 excluded due to the timing of the grant. ESSER funds were used to support use of this platform in Year 1 of the grant
1	Contract for statewide literacy screener available to all districts at no cost.	■	■	■	■	■	ESSER funds were used to support use in Year 1 of the grant to fund the assessment. This is available to all districts.
1	Contract with vendor to provide OKMTSS Needs Assessments and report, action plan and professional development to implement the one-year strategic plan for OSDE OKMTSS.	■	■	■	■	■	
1	Contract for Early Learning Dashboard on	■	■	■	■	■	

	EdPlan (Add description)						
1	Allocations to districts for costs associated with running the High Dosage Tutoring Program						Staff, snacks, transportation, etc.
	Total Contracts:						
Direct Teacher Pay							
1	Stipends to teachers who complete science of reading trainings						
1	High Dosage Tutoring Stipends and associated costs (vendor to help with teacher payments)						/hour for tutoring with the potential to earn an incentive bonus. OSDE contracts with a vendor to facilitate paying teachers.
	Total Teacher Pay:						
Other							
2	Contract with Grant Management System to						/applications in year one and maintenance fees the following years

	provide online grant application and management for all sub-grantees and high dosage tutoring						
	Total Other Costs:						<u>5-year total</u>
	Total Indirect Costs						
	Total Direct Costs:						
	Total Project Costs:	\$11,195,950	\$11,898,000	\$11,898,000	\$11,898,000	\$11,898,000	\$58,787,950.00



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase by 2% per year the percentage of participating eighth-grade students who meet or exceed proficiency on the Oklahoma state reading/language arts assessment	GPRA			/		

4. Project Objective:

Increase the percentage of participating high school students who meet the college readiness benchmark of 22 in Reading and 18 in English on the ACT assessment at the 11th grade.
--

4.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase by 4% per year the percentage of participating high school students who meet the college readiness benchmark of 22 in Reading and 18 in English on the ACT assessment at the 11th grade.				/		

5. Project Objective:

Train Oklahoma teachers in the science of reading and effective literacy instructional strategies

5.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Train 2,000 Oklahoma teachers in the science of reading and effective literacy instructional strategies by the end of Year 5.	PROJECT			/		

6. Project Objective:

Train subgrant sites on the OKMTSS on EdPlan platform, early warning dashboard, interventions, progress monitoring, and advanced reporting.

6.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of subgrant sites will be trained on the OKMTSS on EdPlan platform by the end of Year 1	PROJECT			/		

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

7. Project Objective:

Subgrant sites will utilize the OKMTSS on EdPlan platform

7.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of subgrant sites will utilize the OKMTSS on EdPlan platform by the end of Year 5	PROJECT			/		



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2026

Name of Institution/Organization

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	11,228,650.00	11,930,112.00	11,930,112.00	11,930,112.00	11,930,112.00			58,949,098.00

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2023 To: 06/30/2024 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 9.80 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 9.80 %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S371C240034

Page e150

Name of Institution/Organization OKLAHOMA STATE DEPARTMENT OF EDUCATION	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	0.00	0.00	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)
--

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">OKLAHOMA STATE DEPARTMENT OF EDUCATION</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
---	---

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[REDACTED]

[REDACTED]



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☒ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making https://ies.ed.gov/ncee/WWC/PracticeGuide/12	At the time of publication, research demonstrated a rationale for the following actions: 1. Make data part of an ongoing cycle of instructional improvement. 2. Teach students to examine their own data and set learning goals. 3. Establish a clear vision for schoolwide data use. 4. Provide supports that foster a data-driven culture within the school. 5. Develop and maintain a districtwide data system.	OKMTSS
Multi-tiered systems of support with focus on behavioral modification in elementary schools: A systematic review - J Nitz, F Brack, S Hertel, J Krull, H Stephan, T Hennemann, and C Hanisch - Heliyon, 2023 June; 9(6): e17506. Published online 2023 June 22. Doi: 10.1016/j.heliyon.2023.e17506	Findings indicate that the MTSS that combine behavior change and reading interventions have larger effect sizes on reading skills than models without any behavioral interventions. Studies also described high effectiveness of MTSS when implemented as a schoolwide systemic approach.	OKMTSS
High-Dosage Tutoring. State Education Standard: The Journal of the National Association of State Boards of Education. May 2022, 22(2). B Schueler https://learning.ccsso.org/high-dosage-tutoring-nasbe	High-dosage tutoring is a strategy uniquely suited to the moment, and state education leaders would be hard pressed to find another intervention backed by as large and rigorous a research base.	High Dosage Tutoring
Educator outcomes associated with implementation of Mississippi's K-3 early literacy professional development initiative (conducted by REL-SE)	Key Findings: · Average educator knowledge increased from the 48th to the 59th percentile on the Teacher Knowledge of Early Literacy Skills survey. Educators who had not yet participated in the PD program by the end of the study had lower measures of teacher knowledge than those who participated in the program. · In target schools the rating of quality of	SORA Trainings

https://files.eric.ed.gov/fulltext/ED573545.pdf	<p>instruction increased from the 31st to the 58th percentile, the average rating of student engagement increased from the 37th to the 53rd percentile, and the average rating of SORA Trainings</p> <p>teaching competencies increased from the 30th to the 44th percentile. Teachers who had not yet participated in the PD program by the end of the study had lower measures of instruction quality, student engagement, and teacher competencies than teachers who had completed the program.</p>	
<p>IES Practice Guide: Assisting Students Struggling</p> <p>with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (February, 2009)</p> <p>https://ies.ed.gov/ncee/WWC/PracticeGuide/3</p>	<p>At the time of publication, research demonstrated promising evidence or a rationale for the following actions: 1. Screen all students for potential reading problems at the beginning and middle of the year. 2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. 4. Monitor the progress of tier 2 students at least once a month. 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).</p>	Literacy Universal Screener
<p>https://www.wested.org/wp-content/uploads/2021/09/PP-Paper1_Kindergarten-Readiness-Assessments-Help-Identify-Skill-Gaps.pdf</p>	<p>Many children start school needing extra support to thrive academically in grades K-2 – the foundation for success as they move up the grades. This paper explains how states can address readiness gaps by identifying children at kindergarten entry who may need extra support. A companion paper discusses the design of early grade assessment systems that enable educators to intervene throughout the K-2 years to help students achieve success.</p>	Early Learning Inventory Dashboard

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S371C240034