

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 # S371C240007

Grants.gov Tracking#: GRANT14192903

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240007

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Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication	<input type="checkbox"/> New	
<input type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify):
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
06/21/2024	936001954

5a. Federal Entity Identifier:	5b. Federal Award Identifier:
936001954	

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Oregon Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:	
936001954	CENWLTPXH9A1	

d. Address:

* Street1:	255 Capitol St. NE
Street2:	
* City:	Salem
County/Parish:	Marion
* State:	OR: Oregon
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	97310-0203

e. Organizational Unit:

Department Name:	Division Name:
OTLA	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Angelica
Middle Name:		
* Last Name:	Cruz	
Suffix:		
Title:	Director of Literacy	
Organizational Affiliation:	Oregon Department of Education	

* Telephone Number:	Fax Number:
* Email:	

PR/Award # S371C240007

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.):

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* 15. Descriptive Title of Applicant's Project:

Oregon's Comprehensive Literacy State Development Project Proposal

Attach supporting documents as specified in agency instructions.

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$) :

* a. Federal	<input type="text" value="11,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="11,000,000.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ 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.

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☐ Yes ☐ No

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☐ ** 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:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Oregon Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* SIGNATURE  06/21/2024

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

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* Attachment: 1234-ODE CLSD Abstract - 2024.pdf

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Oregon Department of Education - CLSD Project Abstract

Oregon's CLSD proposal leverages the vision, objectives, and strategies of Oregon's current initiatives for raising literacy achievement, especially the state-funded Early Literacy Success School District Grants (ELSSDG) established in 2023, to strengthen and expand evidence-based strategies for underserved students, specifically through providing more funding in high-needs LEAs for grades preK-5, and expanding such strategies to grades 6-12 and children birth-age 5. The goals of the project are to: (1) Increase the literacy achievement of students in participating LEAs across Oregon, particularly those historically experiencing disparities in literacy; (2) Build LEA capacity to implement evidence-based activities that provide explicit support in reading and writing for children from birth to grade 12; and (3) Develop and implement a Statewide Comprehensive Literacy Plan. Improvements in student literacy will be accomplished largely through five subgrantee activities: 1) professional development and coaching; 2) extended learning; 3) high-dosage tutoring; 4) implementation of high quality and culturally responsive literacy curriculum and materials; and 5) employment of literacy specialists, coaches, or interventionists. Additionally, LEAs will establish or expand literacy-focused kindergarten transition programs and participate in state-level training and coaching to support implementation.

Anticipated outcomes include a 20% increase in literacy proficiency over the five year grant period for all students (age 4, grades 3-8 and grade 11) and a 28% increase for student groups that have experienced academic disparities. Additional outcomes include increases in the number of students in grades preK-12 who participate in high-dosage tutoring and extended learning, the number of educators receiving high quality professional development and coaching in evidence-based literacy strategies, the number of LEAs implementing high-quality curriculum, and the number of LEAs that have established or expanded literacy-focused kindergarten transition programs.

All four Competitive Preference Priorities and the Invitational Priority are addressed in ODE's proposal.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Oregon Department of Education

Comprehensive Literacy State Development Grant Application - June 2024

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Introduction

In May 2023, the Oregon Department of Education (ODE) released [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#), and Governor Kotek issued [Executive Order 23-12](#) related to strengthening educator preparation for literacy instruction. In June 2023, the Oregon Legislature passed the Early Literacy Success Initiative, a comprehensive investment in districts, communities, and Oregon's sovereign Tribes to uplift literacy statewide. Together, the Early Literacy Framework, the executive order, and the legislation have built a vision with coordinated capacity and dedicated funding for strengthening literacy instruction in classrooms and communities across Oregon. In addition, ESSER funds have been dedicated to literacy through small school library revitalization, the development of professional learning content and resources for implementing the Early Literacy Framework, and the development of Oregon's Adolescent Literacy Framework.

Oregon's Early Literacy Success Initiative

The Early Literacy Success Initiative, as enacted by the state Legislature, is a top priority for Governor Kotek and is being implemented by ODE and the Department of Early Learning and Care. The purpose of the Early Literacy Success Initiative is to: Increase early literacy for children from birth to grade three; Reduce literacy academic disparities for student groups that have historically experienced academic disparities¹; Increase support to parents and guardians as partners in the development of their children's literacy skills and knowledge; and Increase

¹ As defined in Oregon administrative rule, student groups who have experience academic disparities include students who identify as: American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students and any other racial or ethnic group identified by the eligible applicant as historically experienced academic disparities; students with disabilities; English language learners; students who are houseless; and students who attend a school that is identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act or at least 35% of the school's students are experiencing poverty, or the school receives Title I-A funds as determined by the district.

access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family-centered. Central to the goals of the initiative is that it defines “*research-aligned literacy strategies*” as strategies that are literacy-focused, are culturally responsive and relevant to diverse learners, are based on long-term research derived from the science of reading and writing, and apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners². The programs that comprise Oregon’s Early Literacy Success Initiative are: (1) Early Literacy Success School District Grants; (2) Early Literacy Success Tribal Grants; (3) Early Literacy Success Community Grants; and (4) Birth through Five Literacy Plan. The first three are administered by ODE, with the last being administered by the Department of Early Learning and Care.

The **Early Literacy Success School District Grants (ELSSDG)** are non-competitive, application-based, annual grant-in-aid to school districts and eligible public charter schools that support comprehensive early literacy efforts in elementary grades preK - 3. The grants are allocated through a formula based on student enrollment. The legislature allocated \$90 million for the 2023-25 biennium. The grants’ specific allowable uses include the following strategies:

- Professional development and coaching in research-aligned literacy strategies for teachers and administrators;
- Extended learning programs that use research-aligned literacy strategies;
- High-dosage tutoring that integrates reading and writing and is delivered by a qualified tutor;

² While ODE uses the term “multilingual learner” in guidance and policy, “English language learner” will be used throughout this document to align with Federal terminology.

- The adoption and implementation of curricula that uses research-aligned literacy strategies; and
- The funding of literacy specialists, coaches, or interventionists.

Aligning, strengthening, and leveraging the work of the ELSSDG is the foundation for Oregon's CLSD proposal.

The **Early Literacy Success Tribal Grants** create the opportunity for ODE to distribute non-competitive grants to expand and develop literacy and language revitalization efforts by Oregon's federally recognized tribes. The program also supports culturally and linguistically responsive literacy programs for children in early elementary grades by encouraging family and caregiver engagement and providing research-aligned professional training and coaching for direct service staff in early literacy.

The **Early Literacy Success Community Grants** will provide competitive grants to community based organizations to expand culturally and linguistically responsive literacy programs for children in early elementary grades by encouraging family and caregiver engagement and providing research-aligned professional training and coaching for direct service staff in early literacy, develop and implement programs that engage parents and children in early elementary grades, and provide high-dosage tutoring programs.

Through the **Birth Through Five Literacy Plan**, the Department of Early Learning and Care distributes grants to expand culturally specific early literacy programs for children from birth through five years of age by encouraging family and caregiver engagement and providing research-aligned, developmentally appropriate professional training and coaching for direct service staff in early literacy.

Overview of Oregon's CLSD Proposal

Oregon's Comprehensive Literacy State Development Grant (CLSD) proposal builds on and deepens the state's plan for raising literacy achievement by supplementing the robust system of literacy initiatives. The CLSD grant will allow Oregon to provide extra support for evidence-based language and literacy practices throughout the state, where the additional investment is needed most. Due to the volume of new literacy initiatives in the last two years, deepening these recently introduced practices supports the likelihood that the literacy improvement efforts will be effective. In addition, the CLSD funding will be competitively distributed based on the highest needs, whereas other grant funding has been formula based. This complementary layering of funding approaches increases the likelihood that those Local Education Agencies (LEAs) with the highest need are able to build the additional capacity to create lasting literacy improvements. Finally, none of the current funding has been dedicated to secondary literacy. The forthcoming publication of the Adolescent Literacy Framework will set the foundation for the secondary literacy improvement, well coordinated with the early literacy efforts. The CLSD grant provides the opportunity to expand Oregon's literacy efforts Pre-K-12th grade to address discrepant outcomes for students that have historically been underserved.

Section A: Need for Project

Oregon serves a large and diverse student population and has in place significant investments supporting improved literacy outcomes across the state. However, there is a need to address gaps in the system to see the full impact of these investments. The CLSD grant project will focus on

leveraging these investments and using the additional funding to create greater coherence and depth.

Oregon’s Literacy Needs Assessment

The state of Oregon’s public education system serves approximately 552,380 students. Of these students, data from [Oregon’s 2022-23 Statewide Report Card](#) show that across all students and all assessed grade levels only 43% scored proficient on the statewide summative English Language Arts (ELA) assessment (see Table 1). Furthermore, many historically underserved populations had lower percentages of students scoring proficient. In one effort to address discrepant outcomes, in 2019 the State Legislature created Student Success Plans and allocated 30 percent of the Student Success Fund to create new or expand existing programs aimed at improving educational opportunities for Oregon students for specific historically underserved student groups. Despite this effort and other efforts, there is still much to be done to address the opportunity gap.

Table 1 - Percent of Students for All Grades (3rd-8th; 11th) Proficient on ELA Summative Assessment by Student Group - SY 2022-2023

Student Group	ELA Percent Proficient	Student Group	ELA Percent Proficient
Economically Disadvantaged	35.2%	Female	46.9%
English Learners	5.4%	Male	39.2%
Extended Assessment	33.5%	Non-Binary	62.1%
Foster Care	19.0%	Asian	62.5%
Homeless	18.4%	American Indian/Alaskan Native	25.6%
Migrant Education	19.9%	Black/African American	24%
Military-connected	45.7%	Hispanic/Latino	26.5%
Students With	7.8%	Multi-Racial	48.1%

Student Group	ELA Percent Proficient	Student Group	ELA Percent Proficient
Disabilities with Accommodation			
Students With Disabilities	16.0%	Native Hawaiian/Pacific Islander	22.9%
Talented and Gifted	88.7%	White	49.7%
Total Population (All Students)	43.0%		

Statewide summative assessment data also indicate that student literacy achievement has not recovered to pre-pandemic levels for many students. For example, in 2018-19 (pre-pandemic), 46.3% of 3rd grade students scored proficient in ELA on the statewide summative assessment, whereas in 2023 (post-pandemic) there was a 4.7% decrease, with only 39% of all 3rd graders scoring proficient in ELA. When compared nationally on the National Assessment of Education Progress, significantly more Oregon 4th graders were below basic in reading than the national average, a discrepancy that has widened since 2015. The discrepancy was even larger for 4th grade English language learners, a gap that persisted in the 8th grade data.

Although still below pre-pandemic levels, outcomes in middle and high school in 2023 were slightly better than in 3rd grade, with 42% proficient in 8th grade and 46% proficient in 11th grade. Despite the small increases in the combined data for all students, for many student groups, such as English learners and students with disabilities (see Table 2), considerably fewer students were proficient at 8th grade and 11th grade. For example, 7.5% of 3rd grade English language learners scored proficient and only 5.1% of 11th grade English language learners scored proficient. Similarly, students with disabilities also showed fewer students proficient in 8th and 11th grade than were proficient in 3rd grade.

Table 2 - Percent of Students at Each ELA Proficiency Level for Select Student Groups

		Percent Proficient at each Level				
Student Group	Grade Level	3 or 4 (Proficient)	4	3	2	1
English Learners	All Grades	5.4	0.7	4.7	19.4	75.2
	Grade 3	7.5	1.4	6.0	21.2	71.3
	Grade 8	<5.0%	-	-	-	-
	Grade HS (11)	5.1	0.2	4.9	21.3	73.6
Students With Disabilities	All Grades	16.0	5.4	10.7	22.2	61.8
	Grade 3	19.8	9.6	10.2	22.5	57.7
	Grade 8	11.7	2.0	9.7	23.5	64.9
	Grade HS (11)	14.5	3.5	11.0	26.5	59.0
All Students	All Grades	43.0	17.2	25.8	23.4	33.6
	Grade 3	39.4	20.3	19.1	24.0	36.6
	Grade 8	41.9	12.7	29.3	25.3	32.7
	Grade HS (11)	46.2	18.0	28.1	23.0	30.8

Oregon's current efforts to improve literacy outcomes focus heavily on early literacy, yet there is also a significant need at the middle and high school levels to support students who are not yet demonstrating literacy at grade level. Rather than accelerating learning and getting more students to proficiency as they move up the grades, discrepancies consistently widen for many underserved student groups. Additional data, such as rates of regular attendance, fell 2% from 2021-22 to 2022-23, with only 62% of students attending regularly, both increasing the challenge with providing literacy instruction and potentially revealing that literacy instruction is not yet supporting students in finding meaning at school. Furthermore, the percent of regular attenders decreases as students move upward through the grades. The 2022-23 rate for 9th grade students

who are on track to graduate was 83.6%; while this is a slight recovery from pandemic declines, it remains below pre-pandemic levels.

In addition to statewide assessment data, ODE collected data from the ELSSDG applications to learn more about districts' ongoing literacy needs and plans to invest in early literacy. The data includes 160 districts and 50 charter schools, representing the 240,000 (98%) K-5 students they collectively serve. These grant applications illuminate various needs, the most common of which include: building school staff capacity to improve literacy instruction for students; increasing use of research-aligned, high-quality core curricula from the State Board of Education's approved materials list (currently, approximately 80% of districts use material from this list.); providing high-dosage tutoring, extended learning opportunities, and access to literacy specialists for students; and supporting partnerships for these services, such as with Education Service Districts, libraries, and 21st Century Community Learning Centers. Similarly, the Small, Rural School Library Revitalization Grant showed the need to diversify libraries' collections and provide professional development for school library staff. Needs identified by these analyses, as well as how ODE proposes to use CLSD grant funds to address these needs, are described in greater detail in the section below.

Gaps in Services & Infrastructure under the Early Literacy Success School District Grants (ELSSDG) & Opportunities to Meet Needs through the CLSD Grant Program

Taken together, the data outlined in the section above illustrate Oregon schools' most pressing needs in advancing equitable literacy development for students across the state. While the ELSSDG makes many important strides in meeting the literacy needs of Oregon students, this section describes in greater detail the remaining gaps in services and infrastructure that exist for

school districts and how ODE proposes to leverage the CLSD grant program to address these gaps.

There is an opportunity to supplement evidence-based activities of the flagship statewide literacy effort for preK-5. ELSSDG focuses on grades preK-5 in five evidence-based practices: professional development and coaching, high-dosage tutoring, extended learning, the adoption and implementation of research-aligned and culturally responsive curriculum, and the hiring of literacy coaches and specialists. While the ELSSDG represents a significant investment in early literacy, the median grant award is approximately \$XXXXX er year, with 116 (or 47%) of districts and eligible charter schools receiving the minimum funding of approximately XXXXXX each year. Most districts were not able to fully invest across all the allowable uses. Based on data collected from ELSSDG applications, of approximately 200 eligible districts and charter schools:

- 45% are not yet planning to invest in PD & coaching
- 49% are not yet planning to invest in the purchase or implementation of research aligned curriculum
- 56% are not yet planning to invest in high-dosage tutoring
- 64% are not yet planning to invest in hiring of literacy coaches and specialists
- 65% are not yet planning to invest in extended learning

Oregon's CLSD program will provide additional funding for highest needs schools to supplement these practices in grades preK - 5 and increase the impact of statewide efforts in a cohesive way.

The CLSD funding is a crucial investment for Oregon as there are many mid-sized or small, rural districts serving a high proportion of underserved student groups that would particularly benefit from an expansion of evidence-based strategies. The existing ELSSDG

are formula grants, providing funding based on student enrollment data. Alternatively, the CLSD grant funding would provide an opportunity for LEAs to receive funds based on demonstrated need rather than only the number of students they serve. In this way, the two grant programs would complement each other in ensuring equitable access to resources that are both proportional and need-based and allow expansion of evidence-based strategies in many LEAs.

ELSSDG funding for grades 4-5 sunsets beginning in 2025. This is particularly impactful for English language learners and students experiencing disabilities given they often need more time for literacy support and development. LEAs invested only 4% of ELSSDG funds in 4th and 5th grade for the 23-25 biennium. The need to support grades 4-5 in literacy efforts will drastically increase over the timeline of the CLSD grant. ODE's CLSD program design allows for districts to continue and expand these evidence-based practices for these grade levels.

There is not yet state funding to actualize Oregon's forthcoming Adolescent Literacy Framework. Oregon's CLSD program would allow districts and high needs schools to build upon existing statewide efforts to support upper grades, which are not currently included in the Early Literacy Success effort. The ELSSDG has been instrumental in uplifting and actualizing Oregon's Early Literacy Framework. This CLSD program would lay the groundwork for that same success for Oregon's Adolescent Literacy Framework, to be released in late 2024.

Expansion of professional development opportunities to other specialized support personnel, school librarians, and other program staff would broaden the impact of current efforts, including for grades 6-12 and birth - preK. The ELSSDG investment is limited to teachers and administrators in the early elementary grades. Oregon's CLSD program would allow for expanded professional development to other key partners in districts to uplift literacy and an expansion of such support for educators of upper grades. Through ELSSDG applications,

districts identified a need to train instructional assistants, for example, who play a major role in supporting literacy, but for which ELSSDG funds are limited and narrow, per statute.

Section B: Project Design

Overview

Oregon has designed its CLSD project to address the needs identified in Section A of this proposal. This project leverages the vision, objectives, strategies, and activities of Oregon's current ELSSDG as the infrastructure and foundation for the project design. Through the proposed project, ODE will reinforce the district activities and state-level systems by creating explicit and robust alignment and coherence amongst literacy initiatives while expanding and deepening the capacity of districts and schools to support the most underserved students. Competitive grants to LEAs will fill gaps in current literacy initiatives, specifically through providing more funding for evidence-based strategies in early grades (grades prek-5) for high-needs LEAs, and expanding such strategies to grades 6-12 and birth-age five children. The development of the Statewide Comprehensive Literacy Plan will articulate and communicate the current and future statewide literacy actions to support the achievement of Oregon's goals, objectives, and outcomes for literacy statewide.

To ensure coherence, ODE will leverage the Literacy Core Consultant Team, a cross-office team of ODE staff who oversee various aspects of literacy statewide. Their charge is to organize the state's literacy policies, guidance, and resources, including the development of a Statewide Comprehensive Literacy Plan and to collaborate with the Department of Early Learning and Care. To deepen the capacity of schools and districts, ODE will administer and support a competitive subgrant process for districts and eligible charter schools to develop and

implement local Comprehensive Literacy Plans aligned to the state plan, Oregon's Literacy Frameworks, and the Early Literacy Success Initiative. These efforts will be paired with existing statewide coaching structures to support building the capacity of local districts, schools, and the statewide system to promote and support equitable access to high-quality literacy instruction for all students across Oregon's geographically diverse regions.

Competitive and Invitational Preference Priorities

Oregon's CLSD project design addresses all four Competitive Preference Priorities and the Invitational Priority.

Competitive Preference Priority 1: Coordination with Institutions of Higher Education

Oregon will work with Institutions of Higher Education (IHEs) to strengthen the preparation of teachers and school administrators to instruct elementary students on reading and writing through continued partnership with the Oregon Teacher Standards and Practices Commission (TSPC), the Higher Education Coordinating Commission (HECC), the Educator Advancement Council (EAC), and other partners to align efforts recommended by the Governor's Early Literacy Educator Preparation Council with CLSD grant activities. The Council, which consists of teachers, principals, representatives from educator preparation programs, early literacy experts, a bipartisan group of legislators from the Oregon Legislature, and the Director of ODE, was tasked with developing recommendations for TSPC, including revised standards in early literacy for educator preparation programs that operate in Oregon, early literacy licensing requirements for elementary educators, and aligning educator preparation program standards, licensure requirements, faculty training, and implementation. While the Council's work will conclude in June of 2024, the efforts to implement its recommendations over the next few years remain. With support from the CLSD grant, including the staffing and development of a

Statewide Comprehensive Literacy Plan, ODE will be well positioned to continue working with TSPC, HECC, and the EAC to pursue implementation of the Council’s recommendations.

Competitive Preference Priority 2: Addressing the Impact of COVID-19 on Students, Educators, & Faculty

The approaches proposed in this project design address the impacts of the COVID–19 pandemic using evidence-based instructional approaches to enable students to successfully meet challenging academic content standards while also directly addressing the needs of the most impacted students. Through the CLSD grant, ODE proposes to strengthen and expand access to quality professional development and coaching opportunities for educators and leaders across the state to address these needs. Oregon’s CLSD grant will also provide additional opportunities for the expansion of high-dosage tutoring and extended learning programs, two of the most promising approaches in supporting students most impacted by COVID-19. In addition, the CLSD subgrant program would provide LEAs with the needed funds to establish or continue current initiatives to support student academic recovery in Oregon for our youngest students, such as [Jump Start Kindergarten](#), which was developed and implemented using federal pandemic relief funding and are set to expire in the 2024-25 school year. Such programs continue to play a vital role in meeting the ongoing and persistent needs of students, particularly as they transition from early childhood services to kindergarten.

Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources & Opportunities

Oregon’s proposed CLSD grant activities are designed with the intention of increasing the proportion of underserved students with access to educational resources and opportunities.

Oregon’s Early Literacy Framework, the research-based foundational text setting the vision for

these grant activities, prioritizes equitable access to high-quality teaching and learning for all learners. It promotes equity and student access by creating a shared statewide vision and understanding of current research supporting English language learners and students experiencing disabilities including dyslexia, the role of identity, culture, belonging in literacy instruction, and how to approach literacy instruction in an asset-based manner that values multilingualism. CLSD grant activities will include additional support for training teachers, leaders, and other educators in practices aligned to Oregon's Early Literacy Framework, including criteria for professional development, high-dosage tutoring, and extended learning that are designed to remove barriers and expand access, particularly for underserved students. The CLSD grant program will supplement and expand upon the evidence-based practices of the ELSSDG, the requirements of which explicitly elevate the literacy success of English language learners and students with disabilities.

Competitive Preference Priority 4: Supporting a Diverse Educator Workforce & Professional Growth to Strengthen Student Learning

ODE will incorporate high-quality, job-embedded professional development for educators to support students and their families in key transitional stages, including alignment between early childhood and elementary settings, and between elementary and secondary settings. A requirement of Oregon's CLSD program would be for participating districts to establish or expand birth-K efforts to improve this transition for students and families, including training staff. This funding would also expand literacy professional development and coaching to middle and high school educators. Subgrantees will also be required to apply and participate in cohorts that include leadership teams from districts and schools. This provides the opportunity for strong collaboration across elementary, middle, and high school educators within a district and a way to

meet the needs of students in key transitional stages, including older students who are reading significantly below grade level.

Invitational Priority— Supporting Effective Transition Practices, Continuity of Services & Supports, & Aligned Instruction, Including for Students from Preschool & Other Early Childhood Settings into Kindergarten; from Kindergarten into the Early Grades; and in Elementary and Secondary Education.

Currently, Oregon implements [Jump Start Kindergarten](#), a school-based summer program in select districts, to help students and their families experience a smooth and successful transition from early childhood into kindergarten. The program is based on three equity-driven program components: (1) Connection as the Foundation for Learning; (2) Co-Creation, Collaboration, and Partnership, and (3) Purposeful Outreach and Engagement. Jump Start Kindergarten is intended to be a part of a broader kindergarten transition plan at the school that includes a variety of transition supports that begin during the year prior to kindergarten. While Jump Start Kindergarten programs vary school to school based on the unique needs of the community, all programs include a minimum half-day classroom experience for two weeks, family engagement, and partnerships with community-based organizations. These partnerships with organizations such as Head Start, culturally specific organizations, and health providers support strategic outreach with families who have been disproportionately impacted by COVID-19. Jump Start Kindergarten is funded through COVID relief funds which are set to sunset in 2024. The CLSD funds will allow Oregon to continue these efforts by requiring grantees under the CLSD to put 15% of their funds towards continuing or developing a literacy-focused kindergarten transition program or similar efforts to support birth through age-five children and their families.

Project Design Components

Oregon has considered statewide needs, lessons learned from past and current literacy and equity projects, and research on implementation science and literacy to design the proposed CLSD grant project. Oregon's needs assessment indicated five primary needs that will be addressed through this project design: 1) additional funding to expand or establish evidence-based strategies in grades K-5 for high-needs districts, especially medium and small, rural districts; 2) expansion of evidence-based strategies to serve grades 6-12 and birth - age-five; 3) coaching and professional development around implementation of evidence-based strategies; 4) additional support for children birth through preK in literacy as they prepare for and transition to elementary school; and 5) formalizing Oregon's literacy initiatives into a Statewide Comprehensive Literacy Plan. The first four needs will be addressed through a competitive grant to LEAs with the development of the Statewide Comprehensive Literacy Plan addressed with the 5% state activities funding allocation.

Competitive Grants

ODE proposes to establish competitive subgrants to eligible entities that will strengthen and expand five evidence-based literacy strategies to improve literacy outcomes from which LEAs may select and implement, all relating directly to the goals of the CLSD grant program and in alignment with current initiative and need: 1) professional development and coaching; 2) extended learning; 3) high-dosage tutoring; 4) implementation of high-quality and culturally responsive literacy curriculum and materials; and 5) employment of literacy specialists, coaches, or interventionists. Subgrantees will be required to use their funds implementing one or more of these strategies, with 40% of funds used for grades K - 5 and 40% of funds used for grades 6-12. Subgrantees must also use 15% of their funds to implement these strategies for children birth

through kindergarten and towards continuing or developing a literacy-focused kindergarten transition program or similar efforts to support birth through age-five children and their families. Current and planned systems will be leveraged and strengthened to ensure that these activities will serve student groups historically experiencing disparities, including: Oregon's Early Literacy Framework and associated professional learning resources which provide explicit direction and vision for serving multilingual learners and students with disabilities, including culturally responsive instruction; an ODE evaluation and publication of approved providers for high-dosage tutoring, extended learning, and professional development and coaching; criteria and guidance for LEAs to develop and implement the three strategies named above; the publication of Oregon's Adolescent Literacy Framework with a strong focus on serving students historically experiencing academic disparities; the Improvement and Strengthening Program to support LEA implementation (explained in more detail below); and the monitoring and technical assistance systems described in Section C.

To support successful implementation of the grant, ODE will leverage its Intervention & Strengthening Program (ISP). Developed and administered by ODE, ISP is an initiative that provides customized coaching services and embedded professional learning opportunities to schools and districts. Through the ISP, ODE has developed a coaching program that supports Oregon schools and districts meeting their long-term goals, including 3rd grade reading, 9th grade on-track, regular attendance, four-year graduation rates and fifth-year completion rates. Participation in the ISP would be a requirement of LEAs if participating in Oregon's CLSD program to ensure implementation support and coaching to ensure the effectiveness of the additional investments in the evidence-based practices. Under the ISP, recipients of CLSD

subgrants would form a cohort to support cross-state learning, implementation, and sharing of promising practices.

LEAs would be eligible for the competitive subgrants. These competitive subgrants would be awarded to eligible LEAs on a needs-determined basis, with ODE considering the school and district needs, including their current implementation of evidence-based strategies and capacity to engage and/or expand the impact of evidence-based literacy strategies allowed by the subgrant funding. LEAs would be evaluated to receive subgrants by criteria that includes: 1) LEAs that are eligible under the existing award criteria for ELSSDG, (2) LEAs that have the highest number or proportion of children who are counted under section 1124(c) of the Elementary and Secondary Education Act, in comparison to other LEAs in the State, (3) LEAs with the highest number or percentages of children reading or writing below grade level in the state, based on the most currently available Oregon ELA State Assessment data, (4) Serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA, and (5) the strength of the LEAs application and demonstrated ability to meet the requirements of the CLSD grant as outlined by the federal requirements, including the 15%-40%-40% apportionment. This strategy will ensure geographic diversity and prioritize LEAs serving the greater numbers or percentages of children from low-income families.

Additionally, through funding received through the CLSD subgrant, LEAs will have the opportunity to address local literacy needs with evidenced-based practices that are aligned with the Oregon's Literacy Frameworks and the Statewide Comprehensive Literacy Plan to be developed as part of the state-level activities of this grant. LEAs will develop and implement

local goals to improve student literacy, informed by state and local data and the Literacy Frameworks described above while being supported by ODE and local partners.

Statewide Comprehensive Literacy Plan

Each of the literacy efforts in Oregon, including this proposal and those described below, include an explicit goal of equitable opportunities and outcomes for students historically experiencing disparities in literacy. This is evident, for example, in lifting community voice through engagement efforts in the development of statewide initiatives, the investment in Community and Tribal early literacy grants, and defining in rule, statute, and guidance that quality literacy instruction is research-aligned, culturally responsive, and views student culture and identity through an asset-based lens. And while ODE has strategic and coherent literacy initiatives and a clear direction informed by data, there is not yet a formalized Statewide Comprehensive Literacy Plan to guide a statewide approach to literacy, comprehensive funding across all grade levels, or to further coordinate these equity focused initiatives. The CLSD grant will not only enable ODE to articulate and develop a formal plan, but meet the needs not yet addressed through current efforts as described in Section A, Part 2.

Oregon currently has many strategic initiatives in place to support statewide literacy improvement, including: the Early Literacy Success Initiative (and its component programs) and the associated administrative rulemaking that ensures quality, research alignment, and serving focal student groups; the Governor's Early Literacy Educator Preparation Council; Oregon's Early Literacy Framework and associated professional development, resources, and supports; Oregon's forthcoming Adolescent Literacy Framework; LEA progress markers that include 3rd grade ELA assessment data; a partnership with Regional Education Laboratory NorthWest focused on early literacy to build ODE's capacity in evaluation and collaboration; the Equitable

Accelerated Learning Project³; and the Small, Rural School Library Revitalization Grants, among others.

To develop the Statewide Comprehensive Literacy Plan, ODE will engage with community and education partners in the first year of the grant program to create strong coherence and understanding of these various strategic initiatives. This engagement and feedback will inform the initial draft of the Statewide Comprehensive Literacy Plan, inclusive of efforts with communities, sovereign Tribes, and education partners. ODE has a strong history of community engagement around literacy, including engaging in rulemaking for the Early Literacy Success Initiative and for the Early Literacy and Adolescent Literacy Frameworks.

Project Goals, Objectives, & Outcomes

Oregon has identified project goals for the CLSD grant. These project goals collectively address the previously identified needs, and include aligned project objectives, measures, and outcomes. The project goals are: (1) Increase the literacy achievement of students in participating LEAs across Oregon, particularly those historically experiencing disparities in literacy; (2) Build LEA capacity to implement evidence-based activities that provide explicit support in reading and writing for children from birth to grade 12; and (3) Develop and implement a Statewide Comprehensive Literacy Plan.

³ The Equitable Accelerated Learning Project in Oregon is funded by the American Rescue Plan (ESSER III) and focuses on identifying and reversing the disparities exacerbated by COVID-19 pandemic-related disruption. Through practical solutions co-designed by working groups, the project aims to support teaching and learning for all students. In summer 2023, several literacy working groups were formed, including Elementary Literacy Leaders, Elementary Interventionists, Biliteracy and Bridging in Dual Language, Teaching Early Literacy from a Multilingual Perspective, and High-Dosage Tutoring Comprehensive Plan.

Goal 1: Increase the literacy achievement of students in participating LEAs across Oregon.

Objective & Outcomes 1.a: By June of 2029, all participating LEAs will demonstrate an increase in literacy proficiency across all student groups by at least 5 percentage points per year, with SY 24-25 as a baseline, for a total increase of 20% over the grant period, as measured by ODE-approved student growth assessments (age 4) or the statewide summative English language arts assessment (grades 3-8 and grade 11).

Objective & Outcomes 1.b: By June of 2029, all participating LEAs will demonstrate an increase in literacy proficiency for student groups that have historically experienced academic disparities by at least 7 percentage points per year, with SY 24-25 as a baseline, for a total increase of 28% over the grant period, as measured by ODE-approved student growth assessments (age 4) or the statewide summative English language arts assessment (grades 3-8 and grade 11).

Goal 2: Build LEA capacity to implement evidence-based strategies in reading and writing for children from birth to grade 12

Objective & Outcome 2a: By June 2029, participating LEAs will report an increase each school year, based on baseline data from the first year of implementation, in the number of students in grades preK through 12 who participate in high-dosage tutoring and extended learning, disaggregated by students who historically have experienced academic disparities.

Objective & Outcome 2b: By June 2029, participating LEAs will report increased numbers of educators that participated in high-quality professional development and coaching focused on evidence-based literacy strategies in reading and writing for children from birth to grade 12.

Objective & Outcome 2c: By June 2029, all participating LEAs will have implemented a State Board of Education adopted, comprehensive, research-aligned core curriculum for literacy

instruction across grades k - 12 and provided curriculum-based professional development aligned to the adopted curriculum in each grade as reported through data reported by participating LEAs.

Objective & Outcomes 2d: By June 2029, all participating LEAs will have expanded or established high-quality early literacy transition programming that supports students, families, and teachers in the preK to kindergarten transition, as measured by the number of such programs established or expanded that meet Early Learning Guidelines as determined by ODE and DELC, the number of participating students disaggregated by student groups that have historically experienced disparities, and the number of educators participating in training specific to supporting birth - K literacy.

Goal 3: Develop and Implement a Statewide Comprehensive Literacy Plan

Objective & Outcomes 3a: By December 2025, ODE will develop and publish a Statewide Comprehensive Literacy Plan that aligns and integrates all existing and planned state literacy initiatives, Student Success Plans, state content standards and curriculum policies, frameworks, and guidance documents.

Objective & Outcomes 3b: By June 2026, participating LEAs will have developed or aligned their local literacy plan to the Statewide Comprehensive Literacy Plan as evaluated through the dissemination of the Statewide Comprehensive Literacy Plan and analysis of alignment of local literacy plan design and implementation to the guidance of the Statewide Comprehensive Literacy Plan.

Review of Relevant Literature & Promising Evidence

Oregon's CLSD program will strengthen and expand LEAs implementation of five research-aligned, evidence-based strategies. Criteria and definitions established under the Early Literacy Success Initiative will be used for Oregon's CLSD subgrants as well in order to ensure

evidence-based implementation and content. For example, all professional learning and coaching, high-dosage tutoring, and extended learning must use research aligned strategies that “are literacy focused; are culturally responsive and relevant to diverse learners; are based on long-term research derived from the science of reading and writing; and apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners,” where the science of reading and writing means, “the convergence of findings from research on reading and writing processes, development and instruction; and the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated to meet the needs of individual learners through developmentally appropriate practices.” Oregon’s Early Literacy and Adolescent Frameworks also provide an elaboration on research-aligned concepts and practices. These definitions and guidance (and the subsequent criteria, tools, pre-approved vendors, and other implementation structures derived from them) are the foundation for the activities of Oregon’s CLSD subgrants. Evidence supporting these key literacy practices and supports is summarized below.

Literacy Instructional Practices

Literacy instructional practices are the methods that teachers use to teach and support student learning in the domain of literacy. Key instructional practices that have consistently been found to support student learning include (a) explicit instruction in phonics and phonemic awareness, (b) explicit instruction in reading comprehension and vocabulary and fluency, (c) direct instruction in oral language skills, and (d) targeted instruction in domain specific language and vocabulary. Increasing and improving such literacy practices are a core part of Oregon’s CLSD program and Oregon’s Early Literacy Framework - an anchor document for the program. Also,

Dr. Barbara Foorman, a panel member for the What Works Clearinghouse practice guides for literacy, was one of the lead subject matter experts who provided review and feedback on the Early Literacy Framework.

[Phonics and Phonemic Awareness](#)

Phonics is a foundational reading skill that refers to the knowledge that each letter or group of letters is associated with a corresponding sound. Extensive research has found that the systematic and explicit teaching of phonics is beneficial for both typically developing and readers not yet at grade level (e.g., Buckingham, 2020; Burchinal et al., 2022; Fletcher et al., 2020; Herrera et al., 2021). Phonemic Awareness is a foundational reading skill that refers to the ability to hear and manipulate individual sounds such as blending, isolating, and segmenting. Like phonics, extensive evidence shows that early and explicit instruction on phonemic awareness is critical for supporting young children's literacy development (e.g., Burchinal et al., 2022; Foorman et al., 2016; Herrera et al., 2021). Explicit, systematic instruction for both skills meets the definition of strong evidence by What Works Clearinghouse (WWC), for improving children's word recognition, spelling, and reading comprehension skills (Foorman et al., 2016).

[Reading Comprehension, Vocabulary and Fluency](#)

Reading fluency is the ability to read text quickly, accurately, and with proper expression, which is linked to improved reading comprehension. Supporting fluency requires providing explicit vocabulary and morphological instruction to help learners analyze word parts and strengthens learner's vocabulary knowledge in turn supporting reading comprehension (e.g., Ford-Connors & Paratore, 2015; Vaughn et al., 2022). Students also need support for recognizing high frequency and irregular words, both in and out of context, for fluency development (Foorman et al., 2016). Additionally, providing explicit vocabulary instruction helps learners acquire new vocabulary

while engaging with text (Kamil et al., 2008). Also, explicit instruction in reading comprehension strategies has been shown to improve students' understanding of texts (Foorman et al., 2016). Together extensive evidence provides support for comprehension building practices such as providing introductions before reading, teaching text-related vocabulary, monitoring comprehension during reading, finding the gist of a section of text, and asking and answering questions while reading, along with providing students opportunities to practice reading comprehension strategies across various texts and contexts (e.g., Afflerbach et al., 2020; Herrera et al., 2021). Routinely using and teaching comprehension strategies, providing purposeful fluency instruction, and intentionally building vocabulary meet the definition of strong evidence by the WWC (Burchinal et al., 2022; Foorman et al., 2016; Shanahan et al., 2010).

[Oral Language](#)

Oral language refers to the ability to produce or comprehend spoken language. Oral language skills underpin literacy development and are a critical component of a student's development of reading skills. It is recommended to provide explicit instruction in broad oral language skills to prepare students to read and communicate with others (Foorman et al., 2016). Specifically, oral language skills have been shown to be predictive of later literacy achievement, particularly when complex measures of oral language such as those that account for grammar or providing meaning are used (Lonigan & Shanahan, 2009). The practice of developing oral language skills alongside written language skills is especially critical for English learners. The WWC recommends integrating these practices into content area teaching (Baker et al., 2014).

[Academic Vocabulary](#)

Academic vocabulary refers to words that are traditionally used in academic dialogue and text and are not frequently encountered in informal day-to-day interactions. Research has shown

strong evidence to support the benefits of explicit instruction in domain specific vocabulary for students' comprehension, content learning, and vocabulary acquisition (e.g., Baker et al., 2014; Kamil et al., 2008). Additionally, studies of interventions such as that conducted by McKeown and colleagues (2018) have shown that targeted academic vocabulary interventions can lead to significant improvements in both word knowledge and comprehension among middle schoolers.

Literacy Instructional Supports

Literacy instructional supports including (a) high-dosage tutoring, (b) the use of high-quality instructional materials, and (d) extended learning time are backed by research and critical features of high-quality literacy instruction.

High-Dosage Tutoring

Research demonstrates that tutoring, particularly when delivered in frequent and continuous sessions, can lead to substantial improvements in students' reading and writing skills (Nickow & Oreopoulos, 2020; Robinson et al., 2021). High-dosage tutoring leverages evidence-based strategies for improving academic outcomes for students. While the design may vary, effective high-dosage tutoring typically involves tutoring in one-on-one or small groups for at least 30-minute sessions at least two to three times per week. Most effective tutoring programs last for at least 10 weeks, but many last for the entire school year (Robinson et al., 2021). Evidence suggests that tutoring is most effective when it occurs at school during the day in addition to core reading and language arts instruction and is led by licensed teachers or paraprofessionals that have extensive training (Borman et al., 2020). Researchers have found tutoring to be effective at all grade levels, including high school students who have experienced academic disparities. The evidence is strongest, with the most research available, for reading focused tutoring for students

in early grades, particularly grades K-2. (Nickow & Oreopoulos, 2020; Robinson et al., 2021).

The transformative power of high-dosage tutoring to substantially increase achievement for students from lower income families has been documented. (Dietrichson et al., 2017).

High-Quality Instructional Materials

High-quality instructional materials are essential for fostering student growth in literacy. Some scholars have argued that the impact of high-quality instructional materials is on par with the impact of teacher effectiveness (Chingos & Whitehurst, 2012). Other scholars have demonstrated that teachers equipped with rigorous, standards-aligned materials are more successful in implementing educational standards (Kane et al., 2016). Concepts and characters in culturally and linguistically diverse texts provide opportunities for students to engage in discussions about numerous topics, including their culture and identity, as well as to explore power dynamics in society (Schlund, 2019). This exposure encourages reflection and connection through the exploration of language, including writing, which can build relationships while inviting the understanding of someone else's perspective. Together research shows that strategic investment in instructional materials can yield significant returns in educational outcomes (e.g., Boser et al., 2015; Steiner et al., 2018).

Extending Learning Time

Extended learning time is the practice of providing students with additional instructional time. Extended learning time can take the form of learning experiences such as high-dosage tutoring (described above), home-based reading programs, afterschool and summer learning programs. High-quality extended learning time has been recognized for its effectiveness in promoting student growth (e.g., Doyokos, 2015; Durlak et al., 2010, Good et al., 2014). A meta-analysis showed students who participated in summer reading programs, with teacher-directed literacy

lessons, or research-aligned home-based reading programs, showed significant improvement in multiple reading outcomes, especially for student groups that have historically experienced academic disparities (Kim, 2013). Research points to key strategies for high-quality extended learning time including: aligning programming with school day culture and curriculum, honoring student voice and leadership, engaging families, and leveraging community partners. A focus on recruitment and outreach of students, consistent attendance, and professional development for extended learning staff is critical for effective programming and fostering student growth (Doyokos, 2015).

Teacher Supports

Extensive evidence emphasizes the importance of supporting teachers in developing their instructional practice so that they can provide impactful instruction to their students. Key supports for teachers include coaching and on-going professional development.

Coaching

Teacher coaching is an impactful form of professional development that can lead to improved literacy outcomes for students through improved teacher beliefs and instructional practice (e.g., Cantrell & Hughes, 2008; Kraft et al., 2018). A report identifying elements of successful coaching, emphasizes the importance of using strategies such as observation, modeling, and specific performance feedback in a cyclical manner (WestEd & N.C.S.I., 2016). Chauvin and Theodore (2013) further emphasize the importance of alignment of coaching with school goals and the use of data to inform practices.

Ongoing Professional Learning

Ongoing professional learning can take many forms such as professional learning communities (PLCs), sustained professional development workshops, and self-study. Regardless of how

professional development is delivered the effectiveness of professional development is significantly increased when it is sustained over time (e.g., Desimone 2009; Garet et al., 2001). PLCs encourage collaborative learning among educators, leading to enhanced instructional methods and student achievement in reading and writing (e.g., Vescio et al., 2008).

Kindergarten Transition Programs

Kindergarten transition programs can have a substantial positive impact on academic achievement especially for students that have been historically underserved (e.g., Schulting et al., 2005). A study on California's Transitional Kindergarten program found that English language learners who attended the program improved their literacy skills putting them seven months ahead of their peers who did not attend the program (American Institutes for Research 2017). Research also shows that Kindergarten Transition Programs which include family engagement are the most effective (Kauerz & Schaper 2021).

Section C: Management Plan

ODE has a plan to ensure the successful management of the CLSD grant, including appropriate staffing and cross-office collaboration as well as other state offices, appropriate budget and fiscal controls, and a detailed project plan. The ELSSDG infrastructure and systems in place create cohesion and alignment between existing initiatives and the CLSD subgrant design. ODE has the capacity to support the management and implementation of this opportunity.

Key Personnel

ODE requests 5% of the CLSD program budget to be allocated for administrative functions of implementing the CLSD program, alignment to the other literacy efforts described in this proposal, and other state-level activities described in the State-Level Activities Implementation

Plan. The CLSD grant will be overseen by the Literacy Team within ODE's Office of Teaching, Learning, and Assessment. The Literacy Team currently oversees the administration of the Early Literacy Success School District Grants (ELSSDG), the support and development of Oregon's Literacy Frameworks, and other literacy initiatives, often in collaboration with other offices within ODE (more details below). While the Literacy Team in its entirety will provide strong support given the alignment between the aforementioned responsibilities and initiatives, four key personnel will directly run and oversee the CLSD program, two of which will be funded through the CLSD state-activity dollars and exclusively work on this project. This will be the ODE CLSD Team, operating as a unit within the Literacy Team. The ODE CLSD Team will have both literacy expertise and knowledge of fiscal guidance in allowable uses of the grant funds, in coordination with ODE's budget and procurement offices and the Office of Educational Innovation and Improvement, with which the Literacy Team already collaborates closely in the monitoring and reporting of the ELSSDG. This collaboration leverages shared grant management structures for grant monitoring and reporting. These key personnel will meet at least monthly to review the activities of the CLSD grant (including the subgrants), leveraging the experiences of the subgrantees to inform wider state literacy efforts. Those who are managing and coordinating grant activities, their roles, and expertise are provided below with résumés attached.

Literacy Director, Angelica Cruz, ODE Literacy Manager (.25 FTE towards CLSD, not funded through CLSD): Ms. Cruz has led literacy efforts at the school, district, and state-level. In her role as Literacy Director, Ms. Cruz will provide the CLSD grant oversight at ODE, serving as the liaison between the project, the Literacy Core Consultant Team (see below), senior leadership, and the Department of Early Learning and Care as it pertains to the birth through preK elements

of the CLSD program. She will connect key partners to ensure the achievement of all project objectives, including the evaluation, supervise the subgrant RFP process, serve as the fiscal manager of the project, supervise the Oregon CLSD-specific positions described below, and ensure the completion of reporting requirements for the U.S. Department of Education and internal and external interest holders.

Cross-Project Literacy Program Coordinator, Leanne Moll, Program Analyst 4 (.25 FTE towards CLSD, not funded through CLSD): Ms. Moll works at ODE as a Literacy Program Coordinator. Leanne will be the point of contact for the ELSSDG and given the strong alignment between that initiative and this CLSD proposal, she will support alignment and efficiency between the two programs in planning, communication, monitoring, reporting, and continuous improvement. She provides support to 300+ grantees and ensures that over \$90 million in state funds are used properly and in accordance with legislative requirements each year. While the CLSD Program Coordinator is hired and trained, Ms. Moll will provide assistance to subgrantees on subgrant application submissions and annual reporting activities, assume technical responsibilities for processing the subgrants and allocating funds, and support Year 1 planning.

CLSD Program Coordinator, To Be Hired, Program Analyst 4 (1.00 FTE toward CLSD, funded through CLSD): The CLSD Program Coordinator will coordinate the subgrant RFP process; provide technical assistance to subgrantees; support coordination of professional learning through the ISP with ODE's Office of Education Innovation and Improvement; and oversee the application, monitoring, and reporting processes. The CLSD Program Coordinator will also maintain and monitor subgrantee project plans, project schedules, work hours, budgets and expenditures; organize, attend, and participate in partner meetings; and work with the Literacy Director to determine strategies for any needed project course corrections.

CLSD Program Analyst, To Be Hired, Program Analyst 2 (1.0 FTE toward CLSD, funded through CLSD): The CLSD Program Analyst will coordinate data collection from subgrantees; document and follow up on important actions and decisions; collect and maintain project data in an electronic database; and work with the Project Director and CLSD Program Coordinator to ensure documentation meets the project needs.

The Literacy Core Consultant Team will lead the development of the Statewide Comprehensive Literacy Plan and provide additional support for the CLSD competitive grants to ensure alignment to statewide initiatives and reaching the goals of serving underserved students. The Literacy Core Consultant Team is led by the Literacy Director and includes Education Specialists with expertise in literacy across several teams in ODE. The Office of Research, Accountability, Data, and Reporting will be engaged to support reporting and data needs, and the Office of Equity, Diversity, and Inclusion is an ongoing collaborator for the Early Literacy Success Initiative, supporting the consideration of how and where community partnerships may be coordinated on behalf of literacy.

Project Plan

Year one of the grant will focus on expanding and building out the existing infrastructure to support the project design (e.g., developing resources to guide interested applicants, developing and deploying a Request for Proposals for subgrantees, selecting subgrantees) and developing the Statewide Comprehensive Literacy Plan, including engaging with communities and interest holders. Years two through five of the grant will consist of the implementation of subgrants, the communication of the Statewide Comprehensive Literacy Plan, and providing a variety of universal and direct technical assistance for subgrantees (see Table 4).

Table 4 - Project Plan Timeline Years 1-5

Objectives, Activities, Responsibilities, Populations Served, Milestones, Outcomes & Outputs				
Goals & Objectives	Activities	Responsibility	Ages/Grades	Outcomes/Outputs
Project Year 1 (Oct 2024 - July 2025): Planning & Subaward Pre-Selection Tasks Associated Milestones: Project processes and procedures finalized; identification of eligible LEAs based on recent data; subaward RFP drafted, approved, and implemented; Improvement & Support Program (ISP) structure and vendor identified.				
1a-b; 2a-d	Identify eligible districts and charter schools based on most recent data.	ODE CLSD Team	B-12	<ul style="list-style-type: none"> - Associated data aligned to CLSD federal requirements - List of eligible subgrantees, including early childhood programs.
1a-b; 2a-d	Align grant application to existing state Integrated Guidance grant application requirements.	ODE CLSD Team	B-12	<ul style="list-style-type: none"> - Subgrant application addendum to IG application
1a-b; 2a-d	Subgrant 95% of funds to eligible districts and charter schools.	ODE CLSD Team + Additional Offices; DELC	B-12	<ul style="list-style-type: none"> - Technical Assistance for grant writing. - Communication & guidance for eligible LEAs. - Subgrantee application
1a-b; 2a-d	Select vendor and design model for ISP and subgrantee cohort implementation coaching & PD.	ODE CLSD Team+ Additional Offices	B-12	<ul style="list-style-type: none"> - Vendor contract and establish model and scope of work for statewide or LEA implementation coaching.
1a-b	Identify oral language skills assessment for state-level performance measures	ODE CLSD Team	(4yr-olds)	<ul style="list-style-type: none"> - Completion of RFI process to identify assessment. - Communicate to subgrantees.

Objectives, Activities, Responsibilities, Populations Served, Milestones, Outcomes & Outputs				
Goals & Objectives	Activities	Responsibility	Ages/Grades	Outcomes/Outputs
1a-b; 2a-d	Hire program staff for CLSD grant administration	ODE CLSD Team	B-12	- Program staff hired - Clear roles and responsibilities within existing ODE Literacy team and office.
3a-b	Develop Statewide Comprehensive Literacy Plan	ODE CLSD Team; DELC, collaborating agencies.	B-12	Community engagement Release of Strategic Literacy Plan
Project Year 2-5 (August 2025 - September 2029): Full Implementation Associated Milestones: LEAs develop, align, and implement Comprehensive Literacy Plans; LEAs expand and/or establish professional development & coaching, high-dosage tutoring and extended learning for preK - 5 and 6-12; all participating LEAs are using research-aligned curriculum; CLSD cohort has convened and received ongoing implementation PD and coaching in alignment with Oregon's Early Literacy and Adolescent Frameworks; improvement in literacy outcomes measure annually.				
1a-b; 2a-d	Require subgrantees to refine or develop their Comprehensive Literacy Plan to align or augment SIA and ELSSDG plans.	ODE CLSD Team + Other Offices;	B-12	LEAs Comprehensive Literacy Plans
1a-b; 2a-d	Require subgrantees to identify school building leadership teams committed to implementation of literacy plans and participate in statewide implementation coaching cohort.	Subgrantees	B-12	Leadership Teams Identified for each LEA.
1a-b; 2a-d	Convene statewide CLSD	ODE CLSD	B-12	Actionable Implementation Plans and reflection on

Objectives, Activities, Responsibilities, Populations Served, Milestones, Outcomes & Outputs				
Goals & Objectives	Activities	Responsibility	Ages/Grades	Outcomes/Outputs
	cohort implementation coaching and professional learning for ongoing continuous improvement and cross state sharing and learning.	Team; Identified Vendor; Subgrantees		continuous improvement from subgrantees.
1a-b; 2a-d	Through the Early Literacy Success Initiative, publish criteria and/or approved vendor lists for PD, coaching, high-dosage tutoring, and extended learning to support high impact, evidence-based implementation.	ODE CLSD Team	B-12	Criteria for high-quality activities. Pre-approved vendors for external PD and coaching, HDT or extended learning.
1a-b; 2a-d	Implementation of Oregon's Early Literacy and Adolescent Frameworks through the grant activities	Subgrantees	K-12	Activities aligned to the Framework visions.
1a-b; 2a-d	Annual reporting of student literacy outcomes	Subgrantee; ODE CLSD Team	K-12	Local reporting of student progress on student growth measures; state assessment results for applicable grades.
1a-b; 2a-d	Annual reporting of grant activity impact and implementation, in coordination with other	ODE CLSD Team + Other Offices	prek-12	Reporting of grant performance measures and activity implementation

Objectives, Activities, Responsibilities, Populations Served, Milestones, Outcomes & Outputs				
Goals & Objectives	Activities	Responsibility	Ages/Grades	Outcomes/Outputs
	state-level literacy and grant initiatives (ELSSD; SIA)			
1a-b	TA, support and implementation of oral language literacy assessment for B-K grant component.	ODE CLSD Team, DELC	B-K	Implementation and data for oral language skills in early childhood subgrantee programs.
2a-d; 3a-b	Develop coaching framework and statewide network, if state-level activity funds are available.	ODE CLSD Team	B-K	
3a-b	Secure third-party evaluation, if state-level funds allow, or conduct ODE-led evaluation.	ODE CLSD Team	B-K	

Managing Continuous Improvement & Quality Assurance

Through the CLSD grant, ODE will assess and continuously improve policy, guidance, and technical assistance for LEAs. As districts and schools continue to receive and provide support, ODE will ask for and receive their feedback, informing implementation of the Statewide Comprehensive Literacy Plan. Additional formal assessment and evaluation is integral to the project design and will inform continuous improvement efforts. As described in Section E, ODE will be engaging in a formal evaluation that will provide quarterly formative and annual summative evaluation data to support the successful achievement of all goals, objectives, and outcomes of this project.

ODE has successfully implemented billions of dollars in federal grants, as well as many specific federal grants and is committed to ensuring the project is delivered on budget and in full compliance with state and federal fiscal and accounting laws and regulations. There are several mechanisms in place to ensure high-quality project outcomes and implementation for the project. The CLSD Program Coordinator and Analyst will work with ODE's procurement office to design an RFP process that meets all state and federal requirements. Because of the close alignment with the ELSSDG, ODE is well positioned to leverage evaluation criteria and systems for application review and revisions for this grant program. Additionally, clear definitions, administrative rule, criteria, pre-approved external providers (where applicable), and other technical guidance related to the five allowable strategies of the competitive grant already exist or are under development. Each of these serve to ensure high-quality LEA applications and implementation. Monitoring and reporting structures for the ELSSDG are held in close collaboration with ODE's Office of Education Innovation and Improvement. While the ODE CLSD team will oversee this grant, regular meetings and alignment occur with that office on

many of the same reporting and monitoring requirements common between the two literacy grants (ELSSDG and the ODE CLSD program). Data collection, reporting systems, monitoring information and communication will be supported by strong existing structures that pertain to similar entities (LEAs) and activities. Monitoring, reporting, and technical support, while held by the ODE CLSD Team, can be coordinated through these existing structures.

The ODE Team, in coordination with ODE's budget and procurement offices, will oversee standard protocols to ensure that grant funds are expended and accounted for in full compliance with federal regulations and consistent with grant requirements. Staff from these offices are integral parts of the project team and continuously involved in grant administration. To ensure all expenses are allowable and within budget, all subgrantees will be required to submit quarterly reports detailing expenditures and other evidence of progress. System checks are in place to ensure budget amounts are not exceeded and draws of funds are based on properly submitted expenditure reports and appropriate, approved uses of funds. Annual budget reports and updated budget reports will be required. The ODE CLSD Team will annually update monitoring processes, protocols, guidance documents and rubrics, based on feedback from program administrators and subgrantees.

State-Level Activities Implementation Plan

ODE has designed state-level strategies and activities designed to ensure the successful implementation of the project. It accounts for adequate and appropriate staffing, budget and fiscal controls, and it leverages and improves upon the existing infrastructure from the Early Literacy Success Initiative. The implementation plan centers collaboration with teams from across ODE and other state agencies and direct collaboration with schools and districts. The planned collaborative effort is essential to the implementation of this project. The ODE CLSD

Team will exercise primary oversight of the project, with support from the Literacy Core Consultant Team. The state-level activities implementation plan will utilize five strategies (see Table 5 below).

Table 5 State-Level Activities Implementation Plan Strategies

Strategies	Activity
<p>Strategy 1: Administer and monitor the implementation of subgrants by eligible entities.</p> <p>Strategy 2: Provide technical assistance, or engage qualified providers to provide technical assistance, to subgrantees to design and implement literacy programs.</p>	<ul style="list-style-type: none"> • Hire dedicated CLSD grant staff; • Deliver ongoing professional development and coaching for the subgrantee cohort in implementing their literacy plans; • Publish an inventory of literacy assessments, tools, curricula and digital resources for school districts and public charter schools to support literacy in early elementary grades.
<p>Strategy 3: Coordinate with IHEs in Oregon to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.</p> <p>Strategy 4: Support efforts of lead agencies (i.e. TSPC) in reviewing and updating, in collaboration with teachers and IHEs, state licensure or certification standards in the area of literacy instruction in early education through grade 12.</p>	<ul style="list-style-type: none"> • Support TSPC and HECC in implementing the Early Literacy Educator Preparation Council's recommendations in alignment with Oregon's Early Literacy and Adolescent Frameworks.
<p>Strategy 5: Making information on promising instructional practices to improve child literacy achievement publicly available, including on ODE's website,.</p>	<ul style="list-style-type: none"> • Post resources to the Oregon Early Literacy Framework website for educators to provide a strong foundation for instructional practices to improve child literacy achievement, including: Oregon's Adolescent Literacy Framework (to be released in fall of 2024); In-depth Canvas courses on each Framework section; Recorded webinars to elevate specific high

	<p>impact areas (e.g., literacy for multilingual learners); Videos of Oregon teachers discussing literacy practices ; a Resource Library of vetted, accessible, high-quality materials for classroom use; Walk through tools on each section of the Framework to guide high-quality literacy observations; Community of Practice guides with in-depth questions to discuss and reflect on implementation.</p>
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Section D: Project Services

Strategies for Ensuring Equal Access and Treatment: The project design builds upon current efforts to ensure equal access and opportunity for students across Oregon to highquality, culturally responsive literacy instruction and learning opportunities, especially for multilingual learners and students experiencing disabilities including dyslexia. Underpinning both the current work and that of this program is Oregon’s Early Literacy and Adolescent Literacy Frameworks.

ODE has several strategies in place to ensure equal access and treatment for eligible participants, including LEAs and students they serve who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Notably, the criteria and policies governing all five allowable evidence-based strategies of the grant require that LEAs implement them to support student groups historically experiencing academic disparities. ODE is providing both criteria for LEA evaluation and ODE pre-approval of any external providers of three allowable uses (as described in Section B), ensuring implementation provides equal access and treatment through each evidence-based strategy. As part of the ELSSDG, LEAs are required to submit an inventory of their early literacy curriculum and materials. ODE will leverage this information through CLSD subgrant reporting and monitoring to assess LEA ongoing curriculum-specific professional development and coaching.

Additionally, as in the current ELSSDG, training for curriculum implementation under Oregon's CLSD program must be for curriculum that is adopted by the State Board of Education, all of which are research-aligned. Leveraging these structures ensures that students have access to, and teachers have support in implementing, high-quality, culturally responsive, and research-aligned core curriculum.

In awarding CLSD subgrants, ODE will consider and prioritize LEAs serving high percentages of historically underserved students and students experiencing disparities in literacy opportunities and outcomes, including students who are economically disadvantaged, multilingual learners, and students with disabilities. Geographically, ODE will distribute grants equitably among large, medium, and small districts, while considering the funding and scaling needs particularly of small, rural LEAs.

ODE has established strong communication systems with LEAs through current large grant initiatives and will communicate this opportunity to eligible LEAs in partnership with the Department of Early Learning and Care and regional Education Service Districts to ensure those eligible are aware of and have access to this opportunity. Importantly, ODE will align the application requirements and processes of this CLSD program to existing grant application efforts to the greatest degree possible in order to minimize the barriers to entry particularly for small, rural, or otherwise under-resourced LEAs. Additionally, application and monitoring structures ensure focus in these areas and ODE has already analyzed 250 ELSSDG applications with this focus, for example, having established and built capacity to support and evaluate LEA grant activities with this focus. Lastly, the requirement to participate in ODE's Instruction and Strengthening Program as part of receiving a CLSD subgrant will ensure every participating LEA receives collaborative, regular, and on-going implementation coaching and professional

development for implementation of evidence-based strategies in ways that impact underserved students. This coaching is aligned to Oregon's Literacy Frameworks which explicitly elevate strategies and practices to support underserved students

The CLSD grant will allow Oregon to operationalize the evidence-based strategies outlined in Oregon's Early Literacy and Adolescent Literacy Frameworks. These evidence-based strategies support both systems (for example, responsible and strategic use of assessment) and instruction (such as explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension) and are proven to be effective with children who are members of groups that have traditionally been underserved based on race, color, national origin, gender, or age, including children from low-income families, English learners and students with disabilities. ODE has developed and plans to continue developing a comprehensive suite of resources that will provide all districts and schools information and examples on implementing evidence-based language and literacy practices to support equitable systems and high-quality instruction birth-grade 12. These resources are designed to support local implementation of the evidence-based language and literacy practices that are shared in Oregon's Early Literacy and Adolescent Literacy Frameworks.

Sufficient quality, intensity, and duration of training or professional development:

The quality, intensity, and duration of professional development and coaching delivered by LEAs through subgrants is ensured through the aforementioned ODE pre-approved provider list and/or criteria and guidance for LEAs to evaluate and develop their own professional development. These are reinforced through ODE's application review, monitoring, and technical assistance to LEAs in implementing professional development through CLSD. Professional development and coaching provided to subgrantees through the Improvement and Strengthening program is vetted

through a rigorous RFP process and is designed to support LEAs in implementing ongoing, job-embedded and systemic professional development. The subgrantee cohort will meet at least quarterly throughout the course of the grant for this implementation of coaching and training. Oregon's CLSD proposal is designed to expand the quality, duration and frequency of professional development and coaching also by providing funds for the hiring of literacy coaches in the highest needs schools and expanding funding for grade 6-12 educators. Additionally, ODE will pursue the development of a coaching framework and network through state-level funds, should funding be available after meeting other state-level activity requirements.

Project Impact

Oregon has been focusing on improving literacy outcomes for many years. And it is clear from the data (see Section A) that more targeted, intensive work is needed in the state to raise literacy achievement for all students. This targeted and intensive work has been underway since the launch of the Oregon Early Literacy Success Initiative in 2024. ODE has more data about how schools are teaching reading and writing in schools than ever before. This helps know where to target additional resources and technical assistance to close opportunity gaps and increase literacy outcomes for all students. ODE is investing ESSER funds to develop Early Literacy Framework professional development, including a website with modules and a resource library. REL Northwest and ODE have a multi-year early partnership to build ODE's capacity to use research and evaluate implementation. This allows ODE to support districts in understanding and implementing the research-driven curricula and material options, while also weaving in additional facets of effective and equitable school literacy instruction (e.g., belonging, building on oral language skills, foundational skills, strategies for reaching different

types of learners). The CLSD funding will allow the entire system of literacy support to build on this momentum, improve, and deepen impact.

Participating LEAs will invest heavily in building school staff capacity to improve literacy instruction for students. LEAs will train staff to support delivery of curriculum to students, build knowledge around the science of reading and foundational skills, build their capacity to deliver culturally responsive instruction, and to support multilingual learners. There will be an increase in participating LEAs that use core curricula from the State Board of Education approved materials list. Oregon's Education Service Districts will continue to play a central role in professional development and coaching throughout the state.

State-level leadership and strengthening of effort through systematic collaboration and communication across key initiatives will advance the state toward full alignment of literacy efforts. The development and implementation of the Statewide Comprehensive Literacy Plan will create coherence for the vision for literacy development and instruction and serve as a guide for subgrantees as they develop aligned local Comprehensive Literacy Plans. The project increases the potential to expand partnerships across ODE Offices and state agencies to improve instructional capacity, in particular by collaborating with early childhood and community organizations, expanded learning programs, and IHEs. ODE and its current partners are poised to expand and deepen the work and through this grant funding, an existing state infrastructure, and strong partner collaborations, to ensure that Oregon's most underserved students receive the literacy support they need.

Section E: Project Evaluation

Oregon's project is being used to leverage, expand, and deepen existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy support to improve student literacy outcomes. The evaluation of the grant will study the extent to which ODE has achieved the objectives for the grant, as outlined in Section B.

Methodology

The evaluation will be conducted by a contractor to support objectivity and to maximize expertise. The evaluator will apply formative and summative approaches to measure CLSD grant activities and determine the effectiveness of the CLSD grant implementation. To guide the evaluation data collection and analysis, the evaluator will use the following formative and summative evaluation questions: What capacity building did ODE provide and to whom?; To what extent was capacity building useful or effective?; To what extent did activities result in intended outputs?; In what ways did the CLSD bring coherence to the system of literacy supports?; In what ways did the CLSD improve the literacy capacity of LEAs?; and In what ways did the CLSD address the needs of Oregon's most underserved children?

A logic model will be developed to guide the evaluation and to ensure that the evaluation is comprehensive and provides contextual understanding of the CLSD program. Through an iterative process, the evaluators and project staff will collaborate on a logic model that graphically describes the relationships across resources/inputs, activities, outputs, and outcomes. For years 1 and 2, there will be a focus on formative evaluation to determine the extent to which CLSD activities result in specific outputs, in particular, the Statewide Comprehensive Literacy Plan and the Competitive Grant design and implementation. In year 3 and in year 4, the

evaluation will concentrate on CLSD activities and outputs related to building the capacity of LEAs to develop and implement local Comprehensive Literacy Plans along with formative evaluation related to the goals and objectives. In year 5 the evaluation will focus on the measurement and analysis of summative data related to the goals and objectives and outcomes of the project.

The evaluation will focus on four methodological approaches – surveys, observations, document reviews, and interviews to gather information to address formative and summative evaluation questions. By applying these different approaches, the evaluation ensures triangulation of data. Surveys will be used to learn more about capacity building provided by the CLSD grant.

- Surveys administered to LEA subgrant participants will allow the evaluation to access LEAs from across the state and many staff from a range of ODE divisions. The evaluation will also include post-event surveys and an annual survey.
- Evaluators will use observation of in-person and virtual events to gather data about the implementation of capacity building activities. The evaluation will use an observation protocol to evaluate events' content, audience, and interactions. The observation protocol will be designed to capture information to understand capacity building and alignment efforts at the state, regional, and local level and provide an additional data source to address formative evaluation questions.
- Document reviews will be conducted to assess the CLSD strategies and monitor progress toward meeting project goals. The evaluation will review documents that may include competitive grant applications, meeting materials, recordings of virtual events, ODE and LEA developed products, LEA websites, local Comprehensive Literacy Plans, and LEA

reports. To guide the review, the contracted evaluator will develop a rubric to consider the quality, relevance, and usability of CLSD-related resources and materials.

- Evaluators will conduct interviews with LEAs using a semi-structured protocol, asking about CLSD capacity building for subgrantees, learning details about literacy projects and the support they received through the CLSD grant. Evaluators will also ask about strategies for serving historically underserved students and plans to sustain the work after the grant.

The evaluation will measure to what extent ODE is able to meet project goals and objectives, and elicit and collect data that can be used during grant implementation for continuous improvement. Through regular and ongoing meetings with the evaluators, ODE will get clear formative feedback on their efforts to spread and deepen evidence-based literacy practices and bring coherence to the system of literacy support and the development of a Statewide Comprehensive Literacy Plan. This will allow ODE to make course corrections and data-driven improvements as they navigate their five year plan for implementation. ODE will contract with a third party for the evaluation should state-level activity funds be available, or conduct the above evaluation with an adjusted, smaller scope with ODE CLSD Team capacity.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Oregon Department of Education
255 Capitol Street, NE
Salem, OR 97310-1300

Date: April 28, 2023

Agreement No: 2023-506

Filing Reference: This replaces previous
Agreement No. 2021-086

Dated: 9/15/2021

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>
Predetermined	7/1/2021	6/30/2023	19.5%	MTDC	Unrestricted
Predetermined	7/1/2021	6/30/2023	16.1%	MTDC	Restricted
Predetermined	7/1/2023	6/30/2025	19.5% *	MTDC	Unrestricted
Predetermined	7/1/2023	6/30/2025	16.1% *	MTDC	Restricted

* In accordance with 2 CFR 200.414(g), Oregon Department of Education requested an extension of its current rates for fiscal year 2023, and they are extended in accordance with this regulation.

Distribution Base:

MTDC Modified Total Direct Cost - 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:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs 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 \$5,000.

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:

Oregon Department of Education
255 Capitol Street, NE
Salem, OR 97310-1300



Signature

Amber Forster

Name

ODE Chief Financial Officer

Title

05/01/2023

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

April 28, 2023

Date

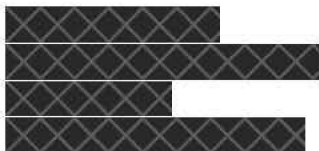
Negotiator:

Telephone Number:

LEANNE MOLL

EDUCATOR, LITERACY SPECIALIST

CONTACT



LICENSURE

Oregon Professional Teaching
License (expires March 2028)
PK-12 Reading Specialist

Oregon Principal (expires March
2026)

TSPC Oregon Administrator
Scholars Program; Meyers Memorial
Trust/ COSA Leads Scholarship

EDUCATION

MASTER OF ARTS IN TEACHING

Lewis & Clark College, Portland,
Oregon

Teacher Education Diversity
Building Scholarship

MASTER OF ARTS

Cornell University, Ithaca, New York

Jacob K. Javits Pre-Doctoral
Fellowship, U.S. Department of
Education

BACHELOR OF ARTS, WITH HONORS

Mills College, Oakland, California

Phi Beta Kappa

PROFILE

Analytical, energetic, and detail-oriented literacy educator with 15 years of broad and deep experience in public, private, and charter schools. Proven track record of successful collaboration and communication with districts, state and intergovernmental agencies, tribes, and stakeholders to promote equitable learning environments. Experience managing state education grants as a grant administrator and applicant. Seeking a challenging position where I can drive project success and exceed expectations.

SELECTED EXPERIENCE

LITERACY PROGRAM COORDINATOR • OCTOBER 2023 - PRESENT

Oregon Department of Education • Salem, Oregon

Managing the Early Literacy Success School and Community Grant programs authorized by HB 3198 (2023) and serving as the state point of contact and liaison supporting the Early Literacy Program.

INSTRUCTOR, UNIVERSITY SUPERVISOR • 2012 - PRESENT

Portland State University • Portland, Oregon

Instructing graduate-level teachers seeking Oregon PK-12 Reading Specialist/ Reading Endorsement by teaching READ 509: Practicum; READ 519: Linguistics, Phonics, and Word-Level Reading Difficulties; READ 544: Comprehension, Text Structure, and Vocabulary; and CI510: Culturally Responsive Literacy Education. Completing evaluations and assessments of teacher candidate performance according to TSPC and International Literacy Association standards.

ELEMENTARY PRINCIPAL, MTSS COORDINATOR, HIGH SCHOOL
SUCCESS COORDINATOR, LEADTEACHER • 2016 – 2023

Evergreen Virtual Academy, formerly Oregon Virtual Academy • North
Bend, Oregon (hybrid)

Managed the operation and instructional programs of the elementary school, including supervising 21 teachers and evaluating educational programming, budgetary planning, grants, and communication with stakeholders and supporting district. Developed, implemented, and managed K-8 multi-tiered systems of support (MTSS) for academic and behavior interventions. Led school-wide implementation of Tribal History, Shared History and Senate Bill 1003 (Dyslexia).

CITY MANAGER/ CITY RECORDER • 2016 – 2019

City of Rivergrove • Rivergrove, Oregon

Served as Chief Executive Officer (CEO) of the City responsible for overseeing compliance with all federal, state, and city codes and regulations, the conduct of all financial activities including the public budget, and for the efficient and economical performance of the City's operations, such as city meetings, budgeting and finance, grant applications, planning and land use, resolution and ordinance adoption, public notice, website management, public safety, emergency management, archives and records management, park maintenance and all other city functions and services.

SELECT PUBLICATIONS

Ruben, B., & Moll, L. (2013).
Putting the heart back into writing:
Nurturing voice in middle school
students. *Middle School Journal*,
45(2), 12-18.

KEY SKILLS

Data analytics
Research
Complex problem-solving
Excellent communication
Organized
MS Excel expert
Presentations and public speaking
Hybrid and remote work

VOLUNTEER WORK

Reading Tutor, River Grove
Elementary (Title I School)

SMART Reader, Portland Public
Schools

Native American Youth and Family
Center Cultural Night Greeter

MercyCorps, Why Not Youth?
Writing Program

INTERESTS

Voracious reader of southern gothic
and Native American literature

Music history and theory

Italian citizenship and language

INSTRUCTOR, DEVELOPMENTAL EDUCATION • 2009 – 2014

Portland Community College • Portland, Oregon

Taught, advised, motivated, and worked with a diverse population of students who have barriers to college success; taught ABE/GED Levels 4, 5, and 6 (reading, writing, and math); Reading 80, 90, 115; Writing 80, 90, 93, and 115.

READING TUTOR • 2011 – 2015

PDX Reading Specialist • Portland, Oregon

Tutored students ages 6-18 using Barton Method (Orton-Gillingham), a science-based reading intervention program.

LANGUAGE ARTS TEACHER • 2012 – 2015

Catlin Gabel School • Portland, Oregon

Taught Upper School English 9 and English 12 courses. Established school-sponsored affinity groups for Native American and first-generation students, families, and stakeholders.

TEACHER • 2009 – 2010

Native American Youth and Family Center Early College Academy (now
Many Nations Academy) • Portland, Oregon

Provided intensive summer reading/ literacy instruction to high school students reading one to eight years below grade level. Created a culturally responsive learning environment by collaborating with supervisors, staff, tutors, families, and elders.

LITERACY SPECIALIST, LANGUAGE ARTS TEACHER • 2008 – 2011

North Clackamas School District • Milwaukie, Oregon

Developed culturally responsive school-wide literacy curriculum that addressed strategies for reading in all content areas; provided professional development opportunities for staff. Taught reading intervention lab for students reading two or more years below grade level; taught language arts in grades 7, 9, and 11.

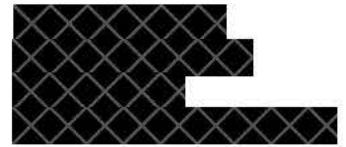
MAJOR GIFTS ASSOCIATE • 2005 – 2007

University of California at Berkeley • Berkeley, California

Prepared prospect research and analysis for high-level alumni solicitations (\$50,000+) for Native American and other underrepresented student scholarships. Managed Corporate/ Foundation grants, including writing, reporting, and evaluation. Managed fundraising database by inputting data, tracking clients, and preparing reports. Researched and wrote fundraising speeches and briefings for the Chancellor and individual Deans.

Angelica M. Cruz

Accomplished, Dedicated, Compassionate, Equity Focused



EXPERIENCE

Oregon Department of Education, Salem, OR – Director of Literacy

October 2023 - Present

- Lead literacy department, including all statewide initiatives focused on improving literacy achievement across the PK-12 system
- Oversee implementation and evaluation of \$90 million literacy grant to improve PK-5 literacy achievement

Portland Public Schools, Portland, OR — Director of Early Learners

August 2022 - October 2023

- Lead the development and implementation of high quality literacy and math learning progression for Pre-K-3rd grade students, including a Language & Literacy Review of Pre-K literacy practices
- Manage strategic planning of Pre-K expansion throughout district for historically underserved students
- Direct expansion of multiple language DLI and Black Excellence classrooms across district
- Direct Head Start leadership and Early Learners team
- Manage \$20 million budget, including multiple grants and braided federal, state, and county funding
- Oversee Kindergarten Innovation Cohort and district wide professional development to increase developmentally appropriate and rigorous literacy instruction

Portland Public Schools, Portland, OR — Principal

July 2018 - July 2022

- Created long-term school improvement plan to meet ambitious academic goals while transitioning from K-8 to K-5 structure
- Increased student ratings of school climate from 52% to 73% positive & engagement from 45% to 59% positive
- Increased staff ratings of relationships with leadership from 57% positive to 77% positive for instructional staff and 89% positive for non-instructional staff
- Secured \$80,000+ in grant funding to transform Creston into a STEAM school
- Served on District P-3 Advisory Council & completed P-3 Leadership Program from National P-3 Center through the University of Colorado-Denver

SKILLS

Proven leadership in P-3 Programming, Literacy Best Practices, Budget Management, Strategic Planning, Grant Writing, Turnaround, Instructional Coaching, and Data Analysis

Dedicated and natural leader

Goal oriented and strategic

Confident and ethically principled

Bilingual - Spanish/English

AWARDS

Harvard University's Urban School Leaders Institute Fellowship

50 Women Lead Nonprofit Leadership Award

P-3 Leadership Certificate

Arizona Charter Schools Association Aspiring Leaders Fellowship

Governing Board Award for Academic Excellence

Rodel Aspiring Principal

Teacher of the Month

Teach for America Corps

SySTEM Schools, Phoenix, AZ — Founder & CEO/Principal

July 2013 - June 2018

- Founded and led first 6–12th Project-Based Learning STEM school in Phoenix, AZ
- Created and successfully managed \$1.2 million annual school budget
- Applied for and received \$690,000 in competitive grants
- Led strategic planning efforts to fulfill the school's mission and vision, including developing programs and policies that ensured effective school management
- Led school to achieve 4 years of average math growth in 2 years
- Received 100% of growth points for ELA and 75% of growth points for Math state testing in 2016–2017 school year
- Developed and led targeted professional development plan focused on individual teacher needs
- Created partnerships with over 50 STEM companies and organizations to provide opportunities for students, including Microsoft, Google, AZ Tech Council, & Engineering for Kids

Empower College Prep, Phoenix, AZ — Business Operations Manager

May 2012 - July 2013

- Created and managed all systems for operational and financial activities for start up of a new school serving 100% Title 1 students
- Supervised and coordinated all contracted services, including payroll, food services, and transportation
- Ensured financial stability and sustainability by effectively managing \$1.4 million annual budget, including \$600,000+ of grant funding

Girls Leadership Academy of AZ, Phoenix, AZ — Director of Assessment

Oct. 2010 - May 2012

- Coordinated turnaround of a failing high school into first public, single-gender school in Arizona
- Raised achievement rates from 34% to 94% of students passing state ELA exams and 18% to 84% of students passing Math exams
- Developed and implemented design of rigorous, college-prep curriculum and assessment system for 9th–12th grade

Creighton Elementary District, Phoenix, AZ — Data Analysis Instructional Coach

July 2009 - Oct. 2010

Creighton Elementary District, Phoenix, AZ – K, 5th, & 7th/8th grade Teacher

July 2006 - July 2009

Isaac Elementary District, Phoenix, AZ — Teach for America Teacher

July 2004 - July 2006

EDUCATION

Arizona State University, Tempe, AZ

M.Ed. Educational Administration

M.Ed. Curriculum & Instruction

Tufts University, Medford, MA

BA Child Development & Community Health, Magna Cum Laude



Oregon

Tina Kotek, Governor



Salem, Oregon 97301

[Oregon.gov/delc](https://oregon.gov/delc)

June 18, 2024

Dear Dr. Williams,

I am writing on behalf of the Department of Early Learning and Care to express our full support and commitment to collaborate with the Oregon Department of Education in implementing the U.S. Department of Education's Comprehensive Literacy State Development Grant. We recognize the critical importance of early literacy in laying the foundation for lifelong learning and success, and we are eager to play an active role in advancing literacy initiatives for children across our state from birth through 12th grade.

The goals outlined in the grant align closely with our mission to promote high-quality early learning experiences for all children, and we are dedicated to working in partnership with the Oregon Department of Education to achieve these objectives. Specifically, we are committed to:

- Carrying out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders. We understand the significance of ongoing professional development in enhancing instructional practices and supporting the diverse needs of children in our early learning settings.
- Training providers and personnel to develop and administer evidence-based early childhood education literacy practices. We recognize the importance of evidence-based practices in promoting literacy development and are committed to equipping our workforce with the knowledge and skills necessary to implement effective literacy programming.
- Coordinating the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children served under the Comprehensive Literacy State Development Grant. We believe that collaboration and partnership are essential components of successful literacy initiatives, and

The Mission of the Department of Early Learning and Care fosters coordinated, culturally appropriate, and family-centered services that recognize and respect the strengths and needs of all children, families, and early learning and care professionals. Our Vision is that all children, families, early care and education professionals, and communities are supported and empowered to thrive.



Oregon

Tina Kotek, Governor



we are dedicated to engaging all partners in supporting children's literacy development.

We are excited about the opportunity to collaborate with the Oregon Department of Education to enhance literacy outcomes for children across our state from birth through 12th grade. By working together, we can ensure that all children have access to intentional and aligned practices that promote literacy development in all children.

Thank you for considering our commitment to and collaboration on this important work. We look forward to the opportunity to contribute to the success of improving literacy outcomes for children across Oregon.

Sincerely,



A

Director, Department of Early Learning and Care

The Mission of the Department of Early Learning and Care fosters coordinated, culturally appropriate, and family-centered services that recognize and respect the strengths and needs of all children, families, and early learning and care professionals. Our Vision is that all children, families, early care and education professionals, and communities are supported and empowered to thrive.

PR/Award # S371C24007

Oregon Department of Education
Comprehensive Literacy State Development Grant Application

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Appendix A

CLSD Application and Program Assurances

Pursuant to sections 2222-2224 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), an eligible state educational agency (SEA) receiving a grant under the CLSD program must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

Application Assurances

An SEA must include in its application the following signed application assurances:

An SEA must include in its application the following assurances:

(1) State Funding Allocations.

(a) An SEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in this notice), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

(b) An SEA must assure it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows:

(i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

(ii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.

(iii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(2) Serving Low-Income and High-Need Students.

An SEA must assure that it will give priority in awarding subgrants to eligible entities that--

(i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or

(ii) Are LEAs serving a high number or percentage of high-need schools.

(3) Geographic Diversity.

An SEA must assure that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Program Assurances

An SEA must include in its application the following signed program assurances:

State Funding Allocations.

(1) Grantees must use not less than 95 percent of grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process;

(2) Grantees must subgrant funds as follows:

(i) Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry;

(ii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5; and

(iii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(b) State-Level Activities.

(1) A grantee may reserve not more than 5 percent of the CLSD funds it receives for activities identified through the needs assessment and comprehensive literacy plan, including, at a minimum, the following activities:

(i) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.

(ii) Coordinating with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.

(iii) Reviewing and updating, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12.

(iv) Making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement.

(v) Administering and monitoring the implementation of subgrants by eligible entities.

(2) After making awards to subgrantees and carrying out the State-level activities described in this notice, an SEA may use any remaining amount to carry out one or more of the following activities:

(i) Developing literacy coach training programs and training literacy coaches.

(ii) Administration and evaluation of CLSD activities.

(3) Collaboration requirement.

A grantee must collaborate with the State agency responsible for administering early childhood education programs, the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642(b)(1)(A)(i) of the Head Start Act, in making and implementing subgrants under the early childhood education portion of the CLSD program, described in section 2222(d)(2)(D)(i).

Note: Section 2222(d)(1) of the ESEA specifically references childcare and early childhood programs within a State. Since the CLSD service population encompasses children from birth and includes pre-literacy services, applicants may collaborate with the State agencies administering the Part C program for infants and toddlers under the Individuals with Disabilities Education Act (IDEA) in their program planning, as some children being served under Part C would likely benefit from CLSD services.

(c) Requirements that Apply to Subgrants to Eligible Entities in Support of Birth through Kindergarten Entry Literacy.

(1) Subgrantee application requirements.

- (i) How the CLSD funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which must include an analysis of data that support the proposed use of CLSD funds;
- (ii) How the CLSD funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;
- (iii) How the activities assisted with the CLSD funds will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and
- (iv) How the CLSD funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.

(2) Priority.

In awarding subgrants to eligible entities in support of birth through kindergarten entry, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an eligible entity that will use CLSD funds to implement evidence-based activities;
- (ii) Give priority to an eligible entity that will use CLSD funds to serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency (LEA) serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.

(5) Local uses of funds.

An eligible entity that receives a subgrant from the SEA must use the CLSD funds, consistent with the entity's approved application, to—

- (i) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders;
- (ii) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
- (iii) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD.

(d) Requirements that Apply to Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.

(1) Subgrantee application requirements.

An eligible entity desiring to receive a subgrant from the SEA under the CLSD program must submit an application to the SEA at such time, in such manner, and containing such information as the SEA may require. Such application must include, for each school that the eligible entity identifies as participating in a CLSD program, the following information:

- (i) A description of the eligible entity's needs assessment conducted to identify how CLSD funds will be used to inform and improve comprehensive literacy instruction at the school.

- (ii) How the school, the LEA, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.
- (iii) How the school will identify children in need of literacy interventions or other support services.
- (iv) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education (as defined in this notice).
- (v) A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the LEA.

(2) Priority.

In awarding subgrants to eligible entities, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an LEA that will use CLSD funds to implement evidence-based activities; and
- (ii) Give priority to an LEA serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality comprehensive literacy instruction in each grade level for which the CLSD funds are provided.

(5) Local uses of funds for kindergarten through grade 5.

An eligible entity that receives a subgrant from the SEA under the CLSD program must use the CLSD funds to carry out the following activities pertaining to children in kindergarten through grade 5:

- (i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--
 - (A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;
 - (B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - (C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
- (ii) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.
- (iii) Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
- (iv) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served.

(v) Engaging families and encouraging family literacy experiences and practices to support literacy development.

(6) Local uses of funds for grades 6 through 12.

An eligible entity that receives a subgrant from the SEA under CLSD must use CLSD funds to carry out the following activities pertaining to children in grades 6 through 12:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.

(iii) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

(iv) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

(v) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served.

(7) Additional local allowable uses of funds for kindergarten through grade 12.

An eligible entity that receives a subgrant from an SEA under CLSD may, in addition to carrying out the activities described in paragraphs 5 and 6 of this requirement, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

(i) Recruiting, placing, training, and compensating literacy coaches.

(ii) Connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement.

(iii) Training families and caregivers to support the improvement of adolescent literacy.

(iv) Providing for a multi-tier system of supports (as defined in this notice) for literacy services.

(v) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.

(vi) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

(e) Supplement not Supplant.

Grantees must use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

(f) Cooperation with National Evaluation.

Grantees must cooperate with a national evaluation of the CLSD program (34 CFR 75.591). The evaluation will include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the CLSD program. The

evaluation will directly coordinate with individual State evaluations of the CLSD program implementation.

(g) Subgrantees.

Under 34 CFR 75.708(b) and (c), a grantee under this grant competition must award subgrants -- to directly carry out project activities described in its application -- to eligible entities. The grantee must award at least 95% of the funds it receives for subgrants to eligible entities it selects through a competition under procedures established by the grantee and consistent with sections 2222–2224 of the ESEA.

Angelica Cruz

NAME OF AUTHORIZING OFFICIAL

Literacy Director

TITLE



SIGNATURE

06/20/2024

DATE

Oregon Department of Education

APPLICANT/ENTITY NAME



Department of Education Evidence Form

OMB No. 1894-0001

Exp. 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
WestEd & N. C. S. I. (2016). Effective Coaching: Improving Teacher Practice and Outcomes for All Learners. Brief. WestEd NCSI. https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf	This resource compiles a list of effective coaching strategies and cites the supporting research. Effective coaching practices include: observation, modeling or demonstration, performance feedback, and alliance building. The resource further outlines how to effectively enact each practice.	All the coaching practices support the research aligned activity and allowable use of ELSSDG funds to hire internal coaches or external coaches to support literacy efforts. These practices align with goals one and two of the CLSD to raise literacy achievement and strengthen LEA capacity to support literacy instruction.
Kim, J. S. & Quinn, D. M. (2013). The effects of summer reading on low-income children's literacy achievement from Kindergarten to Grade 8: A meta-analysis of classroom and home interventions, Review of Educational Research, 83(3), 386-431. https://scholar.harvard.edu/sites/scholar.harvard.edu/files/jameskim/files/2013-rer-kim-quinn-summer-reading-meta-analysis_website.pdf	Findings #1: use research-based literacy instruction provided by trained staff to implement summer reading programming. Findings #2: increase at home research-based reading opportunities for students	These findings based on moderate evidence show the impacts of research-based extended learning opportunities for students beyond the school day. This aligns to goal 1 CLSD grant as extended learning is a key lever for adding additional literacy instructional hours to improve literacy achievement. This also aligns to goal 2 of increasing the number of students served in extended learning programs. These are included in section 2 of Oregon Early Literacy Framework focused on family, community partnerships, and extended learning opportunities.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Schulting AB, Malone PS, Dodge KA (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. Dev. Psychol. 41, 860–871. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2757260/</p>	<p>Finding #1: school transition practices are related to improved academic achievement and increased parent-initiated school involvement during kindergarten and that the impact of these practices is greatest for the low-income children who are least likely to receive them. Finding #2: This study supports the continued use of kindergarten transition practices to ease children’s and families’ transition to kindergarten and suggests that school transition policies should be expanded to focus on targeting low-income students and families. Schulting AB, Malone PS, Dodge KA (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. Dev. Psychol. 41, 860–871. Schulting AB, Malone PS, Dodge KA (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. Dev. Psychol. 41, 860–871.</p>	<p>These findings based on promising evidence show the impacts of Transition to Kindergarten Programs on both student academic achievement and increased family engagement. This aligns to goal 1 CLSD as Kindergarten transition programs have been shown to improve literacy outcomes for students. These findings directly relate to section 2 of Oregon Early Literacy Framework focused on family and community partners.</p>
<p>American Institutes for Research. (2017). Transitional kindergarten in California: The impact of transitional kindergarten on English learner students. America Institutes for Research Brief. http://www.air.org/sites/default/files/downloads/report/Transitional-Kindergarten-Impact-on-English-Learners-May-2017.pdf</p>	<p>Finding #1: Transitional Kindergarten Improves Language and Literacy Skills for ELL Students Finding #2: Transitional Kindergarten Improves English Proficiency for EL Students</p>	<p>These findings based on promising evidence show the impacts of Transition to Kindergarten Programs on literacy achievement specifically focused on English Language learners. This aligns to goal 1 CLSD as Kindergarten transition programs have been shown to improve literacy outcomes for students, particularly students that have been historically underserved. These findings directly relate to section 8 of Oregon Early Literacy Framework focused on reaching all learners, specifically multilingual learners.</p>

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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.

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<p>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/2. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<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>	<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.</p>
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). <i>Transition to College intervention report: Dual Enrollment Programs</i>. 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>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and Settings
<p><i>Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</i></p> <p><i>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</i></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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).</i></p>	<p><i>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.</i></p>

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Department of Education Evidence Form

OMB No. 1894-0001

Exp. 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
<p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... & Newman-Gonchar, R. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. NCEE 2014-4012.</p>	<p><i>Recommendation 4 (Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development) is characterized as backed by "moderate evidence."</i></p>	<p>Recommendation 4 is directly aligned to the high-dosage tutoring and extended learning strategies described in the program design which are key allowable uses for subgrantee (LEA) activities and implementation.</p> <p>Recommendation 4 included in this practice guide is based on moderate evidence emphasizing the importance of providing small group instructional intervention to multilingual students who are struggling in the areas of literacy and English Language Development. There is overlap in the "multilingual children" identified in this study and the multilingual students to be served under this grant proposal.</p> <p>These components are important parts of Oregon Early Literacy Framework and the criteria for all five of the evidence-based strategies identified in the program design. They align with goals 1 and 2 of the CLSD grant which are focused on improving literacy achievement for Oregon students preK-12 and building LEA capacity to deliver effective literacy instruction, specifically as part of criteria for approved professional development and coaching and high dosage tutoring."</p>
<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/PracticeGuide/22</p>	<p>Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	<p>Recommendation 4 is directly aligned to the high-dosage tutoring and extended learning strategies described in the program design which are key allowable uses for subgrantee (LEA) activities and implementation.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Vaughn, S., Kieffer, M. J., McKeown, M., Reed, D. K., Sanchez, M., St Martin, K., ... & Yañez, A. (2022). Providing Reading Interventions for Students in Grades 4-9. Educator's Practice Guide. WWC 2022007. What Works Clearinghouse.</p> <p>https://ies.ed.gov/ncee/wwc/practiceguide/29</p>	<p>Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.</p>	<p>Recommendation 4 included in this practice guide is based on moderate evidence emphasizing the importance of providing children opportunities to practice with challenging texts and exposing them to complex ideas and information. These components are important parts of the Oregon Early Literacy Framework and literacy foundations for young children. They align with goals 1 and 2 of the CLSD grant which are focused on improving literacy achievement for Oregon students preK-12 and building LEA capacity to deliver effective literacy instruction.</p>

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<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). <i>Transition to College intervention report: Dual Enrollment Programs</i>. 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>

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<p><i>Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</i></p> <p><i>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</i></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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).</i></p>	<p><i>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.</i></p>

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Department of Education Evidence Form

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Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten through 3rd Grade: IES Practice Guide. NCEE 2010-4038. What Works Clearinghouse. https://files.eric.ed.gov/fulltext/ED512029.pdf	Recommendation 1: Teach students how to use comprehension strategies has	There is strong evidence for recommendation 1 which aligns with ODE efforts to support implementation of evidence-based reading instruction and which are outlined in both the OELF for the specific population (Kindergarten through third grade) that is the focus of the ELSSD grants and the first and second goals of the CLSD grant.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Vaughn, S., Kieffer, M. J., McKeown, M., Reed, D. K., Sanchez, M., St Martin, K., ... & Yañez, A. (2022). Providing Reading Interventions for Students in Grades 4-9. Educator's Practice Guide. WWC 2022007. What Works Clearinghouse.</p> <p>https://ies.ed.gov/ncee/wwc/practiceguide/29</p>	<p>Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly.</p> <p>Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.</p>	<p>Recommendations 2 and 3 included in this practice guide are based on strong evidence emphasizing the importance of intentionally building children's fluency and comprehension to help students make sense of the text. These components are important parts of the Oregon Early Literacy Framework and literacy foundations for young children. They are aligned to the criteria for professional learning and coaching as described in the project design and Oregon's Early Literacy Framework.</p> <p>Recommendation 2 is aligned to the PD/coaching content, high dosage tutoring, and extended learning subgrant activities described in the project design and is central to Oregon's Adolescent Literacy Framework (draft to be released in fall 2024).</p>

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<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). <i>Transition to College intervention report: Dual Enrollment Programs</i>. 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>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and Settings
<p><i>Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</i></p> <p><i>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</i></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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).</i></p>	<p><i>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.</i></p>

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Department of Education Evidence Form

OMB No. 1894-0001

Exp. 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
Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... & Newman-Gonchar, R. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. NCEE 2014-4012. https://ies.ed.gov/ncee/wwc/PracticeGuide/19	Recommendation 1 (Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities) is characterized as backed by "strong evidence." Recommendation 2 (Integrate Oral and Written English Language Instruction into Content-Area Teaching) is characterized as backed by "strong evidence."	Recommendations 1 and 2 included in this practice guide are based on strong evidence emphasizing the importance of intentionally developing multilingual children's language and vocabulary and building multilingual children's knowledge of letters and sounds. The study focuses on K-8 multilingual students, which will be a priority population served by the Oregon CLSD project. These components are important parts of Oregon Early Literacy Framework and the criteria for all five of the evidence-based strategies identified in the program design. They align with goals 1 and 2 of the CLSD grant which are focused on improving literacy achievement for Oregon students preK-12 and building LEA capacity to deliver effective literacy instruction, specifically as part of criteria for approved professional development and coaching and high dosage tutoring.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Burchinal, M. R., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., ... & Rosen, E. (2022). Preparing Young Children for School. Educator's Practice Guide. WWC 2022009. What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/PracticeGuide/30</p>	<p>Recommendation 5: Intentionally plan activities to build children's vocabulary and language. Recommendation 6: Build children's knowledge of letters and sounds</p>	<p>Recommendations 5 and 6 included in this practice guide are based on strong evidence emphasizing the importance of intentionally developing young children's language and vocabulary and building children's knowledge of letters and sounds. There is overlap in the "young children" identified in this meta study and many of the grade levels to be served under this grant proposal. These components are important parts of Oregon Early Literacy Framework and the criteria for all five of the evidence-based strategies identified in the program design. They align with goals 1 and 2 of the CLSD grant which are focused on improving literacy achievement for Oregon students preK-12 and building LEA capacity to deliver effective literacy instruction, specifically as part of criteria for approved professional development and coaching and high dosage tutoring.</p>
<p>Foorman, B., Beyer, N., Borradale, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p>	<p>Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.</p>	<p>Recommendations 2 and 3 found in this practice guide are based on strong evidence that developing foundational skills, specifically teaching awareness of segments of sound and speech linking them to letters, an instruction in decoding, analyzing words parts, and writing and recognizing words contribute to reading for understanding in the primary grades (K-3). These recommendations are key components in the Oregon Literacy Framework and are part of the CLSD activities as LEAs develop their grant applications and will be included in the selection criteria for professional development and high dosage tutoring providers.</p>
<p>Nickow, A. J., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on PreK–12 learning: A systematic review and meta-analysis of the experimental evidence. [Working Paper] NBER. https://www.nber.org/system/files/working_papers/w27476/w27476.pdf</p>	<p>This meta-analysis found tutoring programs to be effective across a wide array of contextual factors. The overall positive impacts of tutoring on learning outcomes and an effect size .37 with even higher effects sizes for teacher/paraprofessional led programs. Tutoring in the early grades had higher effects sizes than tutoring overall. Two studies focused on ELs found effects sizes of .5 on reading and language instruction. Explicit instruction (Phonics, decoding, and/or structural analysis had higher effect sizes in younger grades (.33).</p>	<p>This meta-analysis provides strong evidence for high dosage tutoring, one of the key components in the ELSSDGs and a key lever in the CLSD grant. Furthermore, the outcomes here suggest HDT is particularly effective in the early grades and can be effective for multilingual students, one of the student groups that has previously experienced discrepant outcomes and is the focus of ODE efforts to improve literacy.</p>

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 Settings
<p>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/2. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<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>	<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.</p>
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). <i>Transition to College intervention report: Dual Enrollment Programs</i>. 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>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and Settings
<p><i>Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</i></p> <p><i>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</i></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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).</i></p>	<p><i>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.</i></p>

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Comprehensive Literacy State Development Program

Budget Justification Narrative

Oregon Department of Education

Oregon is requesting a grant of [REDACTED] over five years to support the initiative of a comprehensive literacy effort in high-needs Local Education Agencies (LEAs) that meet the required eligibility criteria, beginning with the 2024-2025 school year. Oregon's Comprehensive Literacy State Development project will accomplish three goals: 1) Increase the literacy achievement of students in participating LEAs, particularly those who historically are underserved and have experienced academic disparities; 2) Build LEA capacity to implement evidence-based strategies in reading and writing from birth to grade 12; 3) Development and implementation of a Statewide Comprehensive Literacy Plan. These efforts will strengthen and expand current literacy efforts in Oregon, especially the Early Literacy Success Initiative.

Approximately 40-60 eligible LEAs will participate during the five-year program through competitive subgrants in order to implement evidence-based strategies outlined in the Application Narrative. These subgrants represent 95% of the grant, as required. Selected LEAs will also participate in coaching through an ODE program to support implementation. Selection of LEAs will occur in the first year of the grant. Selection will be based on several factors, including an LEA's agreement to participate in the implementation coaching, develop a local literacy plan, and investments that meet the federal requirements across ages and grade levels. LEAs will be prioritized to serve high-needs students as defined in the federal requirements of this grant. ODE is requesting that 5% of the program budget be utilized for staffing to administer the program and fulfill other state-level activities as described in the Application Narrative,




namely to develop a Statewide Comprehensive Literacy Plan, program evaluation, and develop instructional coaching resources.

1. Personnel, Total Amount Requested (years 1-5): 

ODE will establish four positions responsible for the oversight of the CSLD program, though we are requesting funding for only two of those positions, yet to be hired. The personnel costs are based on the existing classification and compensation tables published by the Oregon Department of Administrative Services. Salaries reflect step 4 on those tables.

Comprehensive Literacy State Development Program Coordinator, To Be Hired, Program Analyst 4 (1.00 FTE toward CLSD, limited duration, funded through CLSD): The CLSD Program Coordinator will coordinate the subgrant RFP process; provide technical assistance to subgrantees; support coordination of professional learning through the ISP with ODE's Office of Education ; and oversee the application, monitoring, and reporting processes. The CLSD Program Coordinator will also maintain and monitor subgrantee project plans, project schedules, work hours, budgets and expenditures; organize, attend, and participate in partner meetings; and work with the Literacy Director to determine strategies for any needed project course corrections.

Salary and % FTE for CLSD Program Coordinator (Program Analyst 4)

Year	FTE	Base Salary
1	1.0	
2	1.0	
3	1.0	

4	1.0	██████
5	1.0	██████
Total		██████

Comprehensive Literacy State Development Program Analyst, To Be Hired, Program

Analyst 2 (1.0 FTE toward CLSD, limited duration, funded through CLSD): The CLSD Program Analyst will coordinate data collection from subgrantees; document and follow up on important actions and decisions; collect and maintain project data in an electronic database; and work with the Project Director and CLSD Program Coordinator to ensure documentation meets the project needs.

Salary and % FTE for CLSD Program Analyst (Program Analyst 2)

Year	FTE	Base Salary
1	1.0	██████
2	1.0	██████
3	1.0	██████
4	1.0	██████
5	1.0	██████
Total		██████

Total Personnel Budget Request

Position	Total Base Salary (Years 1 -5)
CLSD Program Coordinator	██████
CLSD Program Analyst	██████
Total	██████

2. Fringe Benefits, Total Amount Requested (years 1-5): \$ [REDACTED]

Since all positions are at least 50% FTE, fringe includes full health benefits.

Fringe Percentages for Requested Personnel per Year (amounts are the same for each of Years 1-5)

Position	FTE	Base Salary	Percent Fringe
CLSD Program Coordinator	1.0	[REDACTED]	44.49%
CLSD Program Analyst	1.0	[REDACTED]	47.84%

3. Travel: Total Amount Requested (years 1-5) [REDACTED]

In-state travel for each position is indicated in the table below. ODE CLSD staff would utilize in-state travel funds to LEAs for site visits, providing technical assistance, engagement efforts in development of the Statewide Comprehensive Literacy Plan, coordination of any in-person cohort implementation coaching as described in the Application Narrative, and to provide other administrative support. Each position will likely make about 5-10 trips per year originating in Salem, Oregon, to various regions of the state, including the I-5 corridor and rural regions. The travel costs below for each position classification are standard estimates determined by Oregon's Department of Administrative services.

Year	Position	In-State Travel
1	CLSD Program Coordinator	[REDACTED]
	CLSD Program Analyst	[REDACTED]
2	CLSD Program Coordinator	[REDACTED]
	CLSD Program Analyst	[REDACTED]

3	CLSD Program Coordinator	XX
	CLSD Program Analyst	XX
4	CLSD Program Coordinator	XX
	CLSD Program Analyst	XX
5	CLSD Program Coordinator	XX
	CLSD Program Analyst	XX
Total		XX

4. Equipment: Total Amount Requested (years 1-5) XX

No equipment costs will be incurred for the purposes related to this grant.

5. Supplies: Total Amount Requested (years 1-5) \$ XXX

The following service and supplies budget items are based on the standard agency costs charged to new and ongoing personnel.

CLSD Program Staff Supplies Costs

Description	Cost per year per employee
Employee Training - standard state employee training and materials, including grant administration	XX
Office Expenses - expenses to support daily tasks of grant administration, etc.	XX
Telecommunications - communication costs for each employee associated with daily job functions and communication statewide.	XX
Data Processing - costs associated with data processing required for basic duties.	XX
Publicity & Publications - costs per employee for printing and communication efforts to support grant activities	XX
Dues & Subscriptions - for critical subscriptions and/or memberships to organizations aligned to or critical to literacy efforts	XX

of the grant project.

Other Services & Supplies - associated with the administration of statewide literacy grant administration and development of Statewide Plan.



Expendable Property - for example, workstations, chairs, etc.



IT Expendable Property - basic cell phone and computer needs for each employee.



Subtotal per year per employee



Subtotal for 5 years per employee





Total for 5 years for 2 Employees



6. Contractual: Total Amount Requested (years 1-5)



This total represents the portion of the 5% of funds allowable for state-level activities that is not incurred hiring the program staff described above to administer the program. This proposal reserves  in the first year for contracting with a yet to be identified third party to develop the Statewide Comprehensive Literacy Plan, including organizing and coordinating community engagement statewide with partners, drafting of the document, graphic design, and communication efforts. For each of the additional years,  is reserved for contracts to implement other requirements and allowances under the state-level activities, including evaluation and the development of literacy coaching programs, resources, and/or training to support the activities as described in the Application Narrative. Any procurement of contractual services will follow state procurement laws and 2 CFR 200.317-200.326.

7. Construction (Not Applicable)

8. Other: Total Amount Requested (years 1-5): [REDACTED]

ODE is requesting [REDACTED] per year of this grant for subgrants to high-needs LEAs for the competitive subgrants described in the Application Narrative. Subgrantees will be able to fund a combination of activities: 1) professional development and coaching; 2) extended learning; 3) high-dosage tutoring; 4) implementation of high quality and culturally responsive literacy curriculum and materials; and 5) employment of literacy specialists, coaches, or interventionists. Additionally, LEAs will establish or expand literacy-focused kindergarten transition programs and participate in state-level training and coaching to support implementation.

As the application narrative describes, a major need these subgrants will meet is to supplement funding for the highest needs LEAs receiving Early Literacy Success School District grants (ELSSDG). LEAs will be required to adhere to the following allocations: 15% allocated for birth to literacy-focused kindergarten transition or similar programming, 40% allocated for kindergarten – 5th grade activities, and 40% allocated for 6th grade – 12th grade activities.

Number of LEA Subgrantees

The following are different estimates of how many LEAs may be served and eligible under the competitive subgrant based on eligibility measures, or close proxies. These serve to give an estimate of intended impact statewide, the scope of how many LEAs may apply and be eligible, and rationale for ODE's proposed number of subgrantees and subsequent total amounts. Note


that these are based on preliminary data and estimates. Final eligibility and subgrantee selection would be determined in year one of the grant.

Estimates of Number of Subgrantees and Scope of Potential Impact

Description of Potential LEA Characteristics	Value & Scope of Potential Impact
Number of districts serving at least one school receiving TSI/CSI funding.	48 (24% of all districts)
Number of districts with at least 50% of student population who are economically disadvantaged.	54 (27% of all districts)
Number of districts with at least one high needs school	64 (5% of all districts)
Number of districts with a lower percentage of students proficient on the state summative ELA assessment than the statewide rate of 43%.	106 (54% of all districts)
20% of all eligible entities of the ELSSDG (includes eligible charter schools)	50 (includes districts and eligible charter schools)

Based on these data and other factors, ODE anticipates a range of 20-60 LEA subgrantees.

Subgrant Amount Estimates

The ELSSDG focuses on the same five evidence-based practices named above, but is limited to grades preK-5. The first year data from this state-funded grant serves as a basis for what type of investment can be impactful given the goals of Oregon's CLSD project. The average allocation per grantee was  for the first year. While the ELSSDG represents a significant investment in early literacy, most districts were not able to fully invest across all the allowable uses. The baseline data for the ELSSDG provides the reference and rationale for the proposed CLSD subgrant awards in order for investments across the five strategies and for expanding into the birth-age 5 and 6-12 grade levels, as described in more detail in the Application Narrative.

Estimates for some of the evidence-based activities allowed under the proposed subgrants also informed the subgrant cost estimate below. For example, some research on the cost of high dosage tutoring put the cost for providing tutoring for each student at about [REDACTED] (this equates to about [REDACTED] for a small, rural district in Oregon to provide tutoring for every student, or [REDACTED] for a medium sized district to provide tutoring for a quarter of its students.)

Based on this data and context, ODE anticipates an average annual grant size of between [REDACTED] depending on the number of applicants, strength of applications, and needs identified by LEAs. ODE total subgrant request is based on a range of likely number of LEA subgrantees and amounts that would have meaningful impact to achieve the goals of the program. Subgrantee activities are described in more detail in the Application Narrative.

Range of Subgrant Amounts per Year

	Minimum # of Subgrantees	Maximum # of Subgrantees
Number of Grantees	40	60
Average Size of Subgrant per Year	[REDACTED]	[REDACTED]
Total Subgrant Amount per Year	[REDACTED]	[REDACTED]

Over five years of the CLSD program, this would represent [REDACTED] in subgrants to high-needs, eligible LEAs.

9. Total Direct Costs - Total Amount Requested (years 1-5): [REDACTED]

10. Total Indirect Costs: Total Amount Requested (years 1-5): [REDACTED]

Indirect cost rate = 16.1% (see attached approved indirect cost rate agreement)

11. Training Stipends (Not Applicable)

12. Total Costs: Total Amount Requested (years 1-5): \$57,890,182

Year 1	Year 2	Year 3	Year 4	Year 5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	\$57,890,182



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

OMB Number: 1894-0017
Expiration Date: 06/30/2026

Applicant Information

Legal Name:

Oregon Department of Education

1. Project Objective:

1: Increase the literacy achievement of students in participating LEAs across Oregon.

1.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By June of 2029, all participating LEAs will demonstrate an increase in literacy proficiency across all student groups by at least 5 percentage points per year, with SY 24-25 as a baseline, for a total increase of 20% over the grant period, as measured by ODE-approved student growth assessments (age 4) or the statewide summative English language arts assessment (grades 3-8 and grade 11).	PROJECT			/		

1.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By June of 2029, all participating LEAs will demonstrate an increase in literacy proficiency for student groups that have historically experienced academic disparities by at least 7 percentage points per year, with SY 24-25 as a baseline, for a total increase of 28% over the grant period, as measured by ODE-approved student growth assessments (age 4) or the statewide summative English language arts assessment (grades 3-8 and grade 11).	PROJECT			/		

2. Project Objective:

2: Build LEA capacity to implement evidence-based strategies in reading and writing for children from birth to grade 12

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

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By June 2029, participating LEAs will report an increase each school year, based on baseline data from the first year of implementation, in the number of students in grades preK through 12 who participate in high-dosage tutoring and extended learning, disaggregated by students who historically have experienced academic disparities.	PROJECT			/		

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By June 2029, participating LEAs will report increased numbers of educators that participated in high quality professional development and coaching focused on evidence-based literacy strategies in reading and writing for children from birth to grade 12.	PROJECT			/		

2.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By June 2029, all participating LEAs will have implemented a State Board of Education adopted, comprehensive, research-aligned core curriculum for literacy instruction across grades k - 12 and provided curriculum-based professional development aligned to the adopted curriculum in each grade as reported through data reported by participating LEAs.	PROJECT			/		

2.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By June 2029, all participating LEAs will have expanded or established high quality early literacy transition programming that supports students, families, and teachers in the preK to kindergarten transition, as measured by the number of such programs established or expanded that meet Early Learning Guidelines as determined by ODE and DELC, the number of participating students disaggregated by student groups that have historically experienced disparities, and the number of educators participating in training specific to supporting birth - K literacy.	PROJECT			/		

3. Project Objective:

3: Develop and Implement a Statewide Comprehensive Literacy Plan
--

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		%	
By December 2025, ODE will develop and publish a Statewide Comprehensive Literacy Plan that aligns and integrates all existing and planned state literacy initiatives, Student Success Plans, state content standards and curriculum policies, frameworks, and guidance documents.	PROJECT			/		

3.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By June 2026, participating LEAs will have developed or aligned their local literacy plan to the Statewide Comprehensive Literacy Plan as evaluated through the dissemination of the Statewide Comprehensive Literacy Plan and analysis of alignment of local literacy plan design and implementation to the guidance of the Statewide Comprehensive Literacy Plan.	PROJECT			/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



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

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

Name of Institution/Organization

Oregon 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	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies								
6. Contractual								
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	11,578,036.36	11,578,036.36	11,578,036.36	11,578,036.36	11,578,036.36			57,890,181.80

***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: 06/30/2025 (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☐ Other (please specify):
The Indirect Cost Rate is 16.10 %.
- (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 16.10 %.
- (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 # S371C240007

Page 1 of 4

Name of Institution/Organization	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.	
Oregon Department of Education		

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								
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)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Oregon 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.
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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								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Angelica"/>	<input type="text"/>	<input type="text" value="Cruz"/>	<input type="text"/>

* Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	<input type="text" value="255 Capitol St. NE"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Salem"/>
County:	<input type="text" value="Marion"/>
* State:	<input type="text" value="OR: Oregon"/>
* Zip Code:	<input type="text" value="97310-0203"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

* Phone Number (give area code) Fax Number (give area code)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

* Email Address:

<input type="text"/>

Alternate Email Address:

<input type="text"/>

OPE ID(s) (if applicable)

<input type="text"/>

NCES School ID(s) (if applicable)

<input type="text"/>

NCES LEA/School District ID(s) (if applicable)

<input type="text"/>

2. New Potential Grantee or Novice Applicant:

- ☐ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes ☐ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

In accordance with Section 427 of the Department of Education's General Provisions Act (GEPA), the Oregon Department of Education (ODE) ensures equal access and participation to all persons regardless of color, ethnicity, race, religion, national origin, age, gender identity, sexual orientation, citizenship status, or disability in all its educational and employment activities, policies, practices, and procedures, including those offered pursuant to the Comprehensive Literacy State Development (CLSD) program grant. As it pertains to Oregon's CLSD objectives of (a) increasing the literacy achievement of students in participating local education agencies across Oregon, (b) enhancing local education agency capacity for evidence-based-literacy instruction from birth through twelfth grade, and (c) developing and implementing a State Comprehensive Literacy Plan, ODE will ensure equitable access to and participation in this project. ODE will require all applicants for CLSD subgrants to assure adherence to applicable GEPA requirements through various mechanisms, including an assurance included in all subgrant applications. In addition, 95 percent of CLSD grant funds will go towards a competitive subgrant process where priority preference will be given to eligible entities serving a high percentage of student groups that have historically experienced disparities, as defined in the Application Narrative (pg.1, footnote 1).

ODE's Equity Strategic Plan names four goals to align and guide the agency's internal equity work. ODE works towards cultivating shared narratives, practices, and protocols that center equity and anti-racism in department work. The policies and practices at ODE support the hiring, retention, and success of a diverse staff and create a culture of belonging. ODE leverages its organizational capacity for internal change, innovation, and collaboration to enable and inspire equitable educational practices and outcomes. ODE continually expands its capacity for and commitment to diverse and inclusive partnerships in service of educational equity. Additionally, the purpose of the Early Literacy Success Initiative grant program as described in the Application Narrative (Introduction, pg. 2-3), is to provide opportunity and guidance for communities, sovereign Tribes, and schools districts to improve, connect, and strengthen systems and structures to ensure that every child in Oregon receives evidence-based literacy development that honors the unique and intersectional assets their families and communities bring. As noted in the Application Narrative (pages 13 and 23), Oregon's Early Literacy Framework and forthcoming Adolescent Literacy Frameworks explicitly center equity, including student belonging and identity as crucial to literacy instruction. Both frameworks emphasize core instructional practices that benefit all students, with an intentional emphasis on how those practices can be leveraged to best serve students who have been historically marginalized by education systems, including

PR/Award # S371G240007

multilingual learners and students experiencing disabilities.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Through the process of implementing and managing the non-competitive state-funded Early Literacy School District Grant (ELSSDG), among other SEA activities, ODE has identified areas in which LEAs in Oregon face barriers to obtaining and effectively managing grant funding. ODE processed Early Literacy grant applications for 160 districts, 50 charter schools, and the 240,000 K-5 students they serve. Of these districts, ODE's Early Literacy Team met individually with 42 districts and charter schools to provide technical assistance in completing the application process, including necessary revisions needed to meet requirements for the non-competitive grant. Thirty-three of these 42 districts and charter schools (79%) were within rural communities and needed outreach and technical assistance to complete the application, and several also received ongoing technical assistance to provide adequate revisions to their applications. Through managing the ELSSDG grant project, ODE learned that rural districts face unique challenges in applying for and implementing grant projects. Some of these communities are facing funding or other financial challenges; others have staffing shortages or single administrators who have multiple roles, providing both district and school leadership. Some eligible school districts and public charter schools had either overlooked the grant opportunity or the deadline for the grant application, or lacked consistent staff to complete the application. ODE has identified rural and under-resourced LEAs as having significant barriers to accessing and completing the Oregon CLSD competitive subgrant application. Approximately 80% of districts across Oregon have adopted culturally responsive, high-quality instructional materials. However, based on statewide achievement data, it is likely that there is wide variation in implementing these high-quality instructional materials with fidelity. Through various connections with educators across the state and analyzing engagement and achievement data, ODE has identified the need for additional professional development opportunities to enact culturally responsive practices and evidence-based literacy instructional practices. Access for educators to the necessary training and materials, and subsequently access to educators who are supported and trained in culturally responsive, evidence-based practices and materials implementation, remain a barrier for students.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

ODE has several strategies in place to ensure equitable access and treatment for participants. ODE has established strong communication systems with LEAs through current large grant initiatives and will communicate this opportunity to eligible LEAs in partnership with the Department of Early Learning and Care and regional Education Service Districts to ensure those eligible are aware of and have access to this opportunity. Importantly, ODE will align the application requirements and processes of this CLSD program to existing grant application efforts to the greatest degree possible in order to minimize the barriers to applying particularly for small, rural, or otherwise under-resourced LEAs. CLSD subgrants will specifically fund professional development efforts that are grounded in culturally responsive practices and the Early and Adolescent Literacy Frameworks. Policies governing these funds will build capacity and accountability for high-quality instructional material implementation and

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culturally responsive capacity-building, thus reducing barriers for student access to educators trained and supported in implementing evidence-based, culturally responsive instruction and materials.

To address the barrier of rural, small or underserved LEAs in implementing the evidence-based allowable uses of the grant, subgrantees will participate in ODE's Instruction and Strengthening Program (ISP) (see proposal narrative Application Narrative page 17). This will ensure every participating LEA receives collaborative, regular, and on-going coaching and professional development for the implementation of evidence-based strategies and in ways that impact historically marginalized students,.

Eligibility requirements for the grant prioritize LEAs who serve high needs students, as outlined in more detail in the Application narrative, page 42. Additionally, ODE will provide additional support to subgrantees who are not making progress toward the goals of serving and providing access to underserved students.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

The grant program will be launched on October 1, 2024 and run through September 30, 2029. Major program milestones can be found in the Application Narrative on pages 34-37. Year one of the grant will focus on expanding and building out the existing infrastructure to support the project design and developing the Statewide Comprehensive Literacy Plan, including engaging with communities and interest holders. Years two through five of the grant will consist of the implementation of subgrants and the communication of the Statewide Comprehensive Literacy Plan. ODE will provide a variety of universal and direct technical assistance for subgrantees, including communication with LEAs to ensure those eligible are aware of and have access to an understanding of grant application in year one. In years one to five, ODE will provide ongoing and targeted support to eligible LEAs through trainings/workshops, office hours, statewide conference presentations, and individual support, including targeted support to rural, small, or under-resourced LEAs. ODE will also ensure it monitors subgrantees to ensure GEPA requirements are met and to identify participating LEAs needing ongoing technical assistance to meet any of the CLSD objectives.

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

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 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours 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. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



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
Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... & Newman-Gonchar, R. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. NCEE 2014-4012. https://ies.ed.gov/ncee/wwc/PracticeGuide/19	Recommendation 4 (Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development) is characterized as backed by "moderate evidence."	Recommendation 4 is directly aligned to the high-dosage tutoring and extended learning strategies described in the program design which are key allowable uses for subgrantee (LEA) activities and implementation. Recommendation 4 included in this practice guide is based on moderate evidence emphasizing the importance of providing small group instructional intervention to multilingual students who are struggling in the areas of literacy and English Language Development. There is overlap in the "multilingual children" identified in this study and the multilingual students to be served under this grant proposal. These components are important parts of Oregon Early Literacy Framework and the criteria for all five of the evidence-based strategies identified in the program design. They align with goals 1 and 2 of the CLSD grant which are focused on improving literacy achievement for Oregon students preK-12 and building LEA capacity to deliver effective literacy instruction, specifically as part of criteria for approved professional development and coaching and high dosage tutoring.
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/PracticeGuide/22	Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	Recommendation 4 is directly aligned to the high-dosage tutoring and extended learning strategies described in the program design which are key allowable uses for subgrantee (LEA) activities and implementation.
Vaughn, S., Kieffer, M. J., McKeown, M., Reed, D. K., Sanchez, M., St Martin, K., ... & Yañez, A. (2022). Providing Reading Interventions for Students in Grades 4-9. Educator's Practice	Recommendation 4: Provide students with opportunities to practice making sense of stretch text (text that will expose them to complex ideas and information.	Recommendation 4 included in this practice guide is based on moderate evidence emphasizing the importance of providing children opportunities to practice with challenging texts and exposing

Guide. WWC 2022007. What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/practiceguide/29		them to complex ideas and information. These components are important parts of the Oregon Early Literacy Framework and literacy foundations for young children. They align with goals 1 and 2 of the CLSD grant which are focused on improving literacy achievement for Oregon students preK-12 and building LEA capacity to deliver effective literacy instruction.

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.

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<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>

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