Step 2: **Application Planning Template**

# Directions

Each of the following questions will be required in the Application. Limit response to EACH question/prompt to 250 words or less.

## Additional Considerations

This optional template aims to help applicants organize content prior to submitting a complete and final application via Smartsheet between December 1, 2023, and January 8, 2024. This template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Given its purpose, this document can feel duplicative of the actual guidance. The aim here is to provide an accurate and aligned support where applicants can narrate and prep what will be submitted.

## Included Application Questions

[Program Review Tool](#_5ty67rqiec88)

[Professional Development and Coaching](#_conkm3ob1l74)

[Extended Learning](#_ghbdnt8ygsvs)

[High-Dosage Tutoring](#_26rmc73t6fkb)

[Student Growth Assessment](#_kgullpnu1bvg)

[Communication Plan](#_mk2zm24iqzr)

[Matching Funds](#_b2eqxq5o245c)

[Fiscal Agent](#_m1mzeksqc70d)

[Assurances](#_o7d5hxtk265v)

# Required Questions

## Program Review Tool

You will prepare your response for each section of the program review directly in the [Program Review Tool](https://www.oregon.gov/ode/EarlyLiteracySuccessInitiative/Documents/Step%201_Program%20Review%20Tool.docx) and then copy/paste your responses in the Application (Smartsheet).

### Professional Development and Coaching

1. Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:

* the research-aligned literacy strategies that the professional development and coaching will focus on;
* the target audience (including roles) for the professional development and coaching; and
* the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

If you are not yet able to implement professional development and coaching, you must submit a rationale and describe how you plan to do so in the future.

### Extended Learning

1. Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:

* description of how literacy is included as the focus of this program; and
* who will provide the extended learning and their qualifications.

If you are not yet able to implement extended learning programs, you must submit a rationale and describe how you plan to do so in the future.

### High-Dosage Tutoring

1. Describe how you will providehigh-dosage tutoringthat integrates reading an­­d writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:

* the domains of language[[1]](#footnote-1) addressed (at least reading and writing);
* who will provide the high dosage tutoring and their qualifications;
* duration and frequency; and
* how the tutoring is developmentally appropriate, including how it is responsive to student need.

If you are not yet able to implement high-dosage tutoring, you must submit a rationale and describe how you plan to do so in the future.

### Student Growth Assessment

1. If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

### Communication Plan

(Select all of the types of strategies you will use to communicate with partners. For strategies not listed, write them out.)

1. What communication strategies will be usedto communicate with **other school districts**?

Survey

Focus Group

Round Table Discussion

Community Group Meeting

Website

Email

Paper Newsletter

Social Media

School Board Meeting

Quarterly Report

Annual Report

Open House Night

Other (type out)

1. What communication strategies will be used to communicate with **elementary schools** in the school district?

Survey

Focus Group

Round Table Discussion

Community Group Meeting

Website

Email

Paper Newsletter

Social Media

School Board Meeting

Quarterly Report

Annual Report

Open House Night

Other (type out)

1. What communication strategies will be used to communicate with **families** in the school district?

Survey

Focus Group

Round Table Discussion

Community Group Meeting

Website

Email

Paper Newsletter

Social Media

School Board Meeting

Quarterly Report

Annual Report

Open House Night

Other (type out)

1. What communication strategies will be used to communicate with **members of the school district community**?

Survey

Focus Group

Round Table Discussion

Community Group Meeting

Website

Email

Paper Newsletter

Social Media

School Board Meeting

Quarterly Report

Annual Report

Open House Night

Other (type out)

### Matching Funds

1. Name the fund source(s) for the 25% match.
2. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the [Application Guidance: Early Literacy Success School District Grants](https://www.oregon.gov/ode/EarlyLiteracySuccessInitiative/Documents/Application%20Guidance_Early%20Literacy%20Success%20School%20District%20Grants.pdf).
3. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Hiring

Purchasing Curricula & Materials

High-Dosage Tutoring

Extended Learning Programs

Professional Development & Coaching

Other purposes (short answer, please describe)

### Fiscal Agent

12. Name your fiscal agent for this grant agreement.

### Assurances

**Early Literacy Success School District Grant - Specific Assurances**

*By checking the following boxes, the applicant agrees that they:*

* Have reviewed their early literacy program to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the [Early Literacy Success Initiative](https://olis.oregonlegislature.gov/liz/2023R1/Downloads/MeasureDocument/HB3198/Enrolled)\*
* Have reviewed the reporting requirements in Section 6 (2) of the [Early Literacy Success Initiative](https://olis.oregonlegislature.gov/liz/2023R1/Downloads/MeasureDocument/HB3198/Enrolled) and included in the Early Literacy Success School District Grants Application Guidance. \*
* Use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.\*
* Will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.\*
* Will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.\*
* Will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if not, have provided a rationale and description of how they will plan to do so in the future.\*
* Have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the [Early Literacy Success Initiative](https://olis.oregonlegislature.gov/liz/2023R1/Downloads/MeasureDocument/HB3198/Enrolled)).\*

**Overarching Assurances**

* By checking this box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.\*
* \* - These assurances are required to be checked in the Smartsheet for submission.
* **Revision Summary: Version 1.1 - Updated 10/23/2023**

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| **Question** | **Revision Summary** |
| Program Review Tool Instructions | Removed question number references for clarity. |
| 1-3 | Updated Application Questions to include language clarifying what is required of allowable use planning and implementation. |
| 5-8 | Updated language to clarify communication versus engagement for the communication plan. |
| Assurances | Updated Assurances to reflect language clarifying what is required of allowable use planning, reporting and implementation. |

1. Reading, Writing, Speaking, and Listening. [↑](#footnote-ref-1)