

Strengthening Early Literacy Through Expanded Learning In Communities

August 2026



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Community Grants support early literacy across Oregon by investing in family engagement and evidence-based instruction beyond school

HB 3198 established the **Early Literacy Success Community Grants program**, which provides funding for organizations to deliver research-aligned programming during expanded learning time with the goal of improving early literacy outcomes.

13 grantees—this report summarizes the work of community-based organizations during July 2025 to June 2026. Programming was provided through partnerships among schools, families, and communities, with students and their literacy learning at the center.

Between **July 2025 - June 2026**, grantees reported several positive outcomes including:



Built strong school and community partnerships that expanded access to services.



Increased family engagement and caregiver capacity to support literacy.



Improved literacy outcomes for participating students, with an average of 54% growth across all grantees.



Strengthened local literacy infrastructure through evidence-based instruction, data-driven decision making, and staff development.

Grantees were not only improving student reading skills, but also building sustainable community systems for literacy support, especially in rural, multilingual, culturally specific, and historically underserved communities.

April through June 2026 Program Reach:

2,047

YOUTH SERVED

1,571

**FAMILY & COMMUNITY
MEMBERS SERVED**

173

PROGRAM STAFF FUNDED



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July 2025 – June 2026



Boys and Girls Club of Bend

During the 2025-26 program year, Boys & Girls Clubs of Bend partnered with Sylvan Learning Center to provide High-Dosage Tutoring to students in grades K–3 using SylvanSync, a Science of Reading-based curriculum focused on foundational literacy skills. A total of 64 student enrollments were supported across summer, fall, and spring tutoring cohorts, with some students participating in multiple sessions to receive continued intervention. An additional 10 kindergarten students completed baseline assessments to support future instructional placement. Families received ongoing updates through progress reports, assessment results, and regular communication with tutoring staff.

Reported Outcomes

Students participating in the tutoring program demonstrated consistent literacy growth across all cohorts. Average Renaissance STAR Reading scaled score gains increased from 25.3 points in the summer cohort to 37.2 points in the fall and 56 points in the spring, exceeding the program's growth target. Staff observed increased reading confidence and engagement among participating students, and families reported positive changes in literacy skills and enthusiasm for reading at home.

Program Strengths and Successful Strategies

A key strength of the program was its individualized approach, supported by a low 2:1 student-to-tutor ratio. Tutors used assessment data and individualized learning plans to target each student's specific literacy needs while implementing SylvanSync's structured, evidence-based curriculum. Expanding baseline assessments at the East Bend Club location also helped identify additional students who could benefit from future literacy intervention.

Reflections and Looking Ahead

Grantee reported the program reinforced the value of individualized, high-dosage literacy instruction paired with ongoing assessment and progress monitoring. Building on lessons learned and guidance from ODE, Boys & Girls Clubs of Bend transitioned to an in-house Literacy Tutor model in July 2026 to better align with grant expectations and support long-term program sustainability.



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Boys and Girls Club of Corvallis

During the 2025-26 school year, the Re-Engaging Academic Development (READ) Initiative served 104 students in grades K–3 through High-Dosage Tutoring (HDT), the Reading Buddies volunteer reading program, and a dedicated youth library space featuring literacy-focused activities. The program prioritized students from low-income households and sought to expand access to educational enrichment opportunities beyond the school day. In addition to direct student services, READ equipped families with resources and strategies to support literacy development at home.

Reported Outcomes

The 2025–26 school year marked the first full year of READ, including the launch of High-Dosage Tutoring, the Reading Buddies volunteer program, and a dedicated literacy learning space. More than 200 students were screened for literacy support, over 300 free books were distributed to youth and families, and 74 community volunteers contributed 226.5 hours of one-on-one reading support.

Participating students demonstrated meaningful literacy gains. In the final quarter of the school year, 31% advanced at least one benchmark level, and several students progressed two levels to achieve grade-level reading proficiency. The program also increased students' interest in and enjoyment of reading, helping make literacy a more consistent part of their daily lives.

Program Strengths and Successful Strategies

A key program strength was the use of small-group High-Dosage Tutoring, which promoted student engagement, attendance, and relationship-building among students and tutors. The dedicated literacy space was intentionally designed to be welcoming and engaging, incorporating reading games, interactive activities, and enrichment opportunities alongside tutoring. This approach helped foster positive associations with reading, increased student motivation, and encouraged the development of lifelong reading habits.

Reflections and Looking Ahead

Grantee reported a key lesson learned was that many students experiencing difficulty with reading develop reluctance and low confidence around reading. To better support these students, literacy instruction must be both effective and engaging. In response, READ will adopt a new, more interactive curriculum next year to increase student engagement, persistence, and literacy growth.



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CAIRO

During the 2025-26 program year, CAIRO implemented a High-Dosage Tutoring program using Study Smart Tutors' evidence-based literacy curriculum. The program provided small-group and individualized instruction, culturally responsive reading materials, and family engagement supports to 80 K-3 students and their families in Portland, Beaverton, and Salem, primarily serving African immigrant and refugee communities.

Reported Outcomes

Students demonstrated meaningful literacy growth through participation in High-Dosage Tutoring. Of the 57 students who completed both beginning- and end-of-cycle assessments, 93% improved their literacy scores. Average benchmark scores increased from 43.6% to 50.6%, representing an average gain of 7 percentage points. While overall attendance averaged 61%, results indicate that students who consistently participated in tutoring made measurable progress in foundational literacy skills.

Program Strengths and Successful Strategies

Several strategies contributed to positive outcomes. The evidence-based ELD curriculum, delivered through small-group and individualized instruction, enabled tutors to tailor support to student needs using assessment data and ongoing progress monitoring. Proactive family engagement through home visits, virtual meetings, and phone calls strengthened communication and

encouraged student participation. In addition, partnership with Study Smart Tutors provided ongoing training and implementation support, helping maintain instructional quality and fidelity.

Reflections and Looking Ahead

Grantee reported program implementation reinforced the importance of consistent attendance in maximizing student literacy growth. To strengthen participation and outcomes, CAIRO will expand proactive family outreach and introduce parent literacy workshops that equip families with practical strategies to support reading development at home and encourage regular participation in High-Dosage Tutoring.



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Eastern Oregon University

During the 2025-26 program year, the Eastern Oregon University Regional Center (EOURC) delivered a robust range of literacy-focused services for children in grades PreK–3 and their caregivers across Union, Baker, Morrow, Umatilla, Malheur, and Harney counties. Through partnerships with school districts, public libraries, federally recognized tribes, food banks, early learning providers, parks and recreation departments, and other community organizations, EOUREC provided family literacy engagement opportunities to more than 1,650 children and 970 families. In addition, 84 students participated in High-Dosage Tutoring (HDT) services.

Reported Outcomes

EOUREC's family engagement efforts reached communities across six counties and nearly 400 miles of Eastern Oregon. Through strong partnerships with schools and community-based organizations, the program delivered literacy workshops and projects tailored to local needs and priorities. All HDT cohorts demonstrated literacy growth, and students participating in local after-school programs increased proficiency in targeted skill areas from approximately 50–55% to 85–95%.

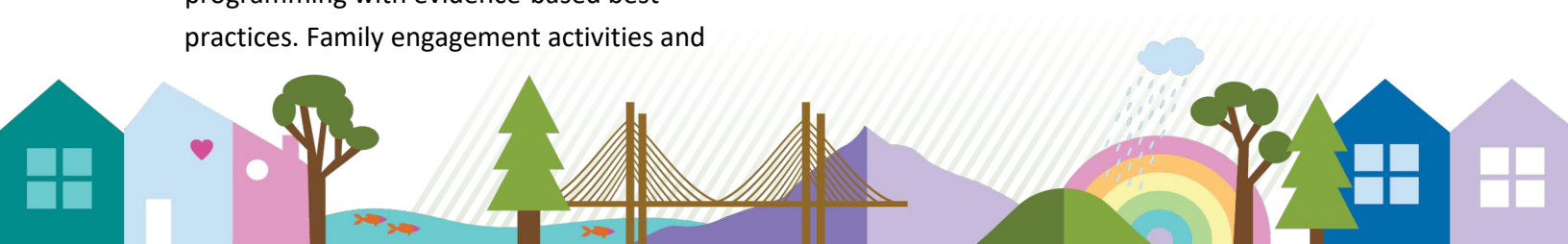
Program Strengths and Successful Strategies

The greatest strength of our program was the literacy expertise of EOUREC's leadership team and its commitment to aligning all programming with evidence-based best practices. Family engagement activities and

HDT services were intentionally designed to meet community needs while maintaining high-quality implementation. Comprehensive student outcome data, supported by district data-sharing agreements and ongoing progress monitoring, informed instruction throughout each cohort and guided continuous program improvement.

Reflections and Looking Ahead

Grantee reported program implementation highlighted the importance of ensuring that project expectations are aligned with available staffing resources. The priority for 2026-2027, knowing this grant funding will be coming to a close, is to focus our efforts on building sustainable projects and training district/community partners in ways that allow them to continue with the efforts we have put forth.



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Genesis Reading Academy

During the 2025-26 program year, Genesis Reading Academy provided evidence-based literacy instruction through its Summer Reading Academy and a High-Dosage Tutoring partnership with Eugene School District 4J's BEST afterschool program. The program served 39 students in the summer program and more than 72 students through BEST. Genesis Reading Academy also offered caregiver literacy workshops and community literacy events to strengthen family engagement and support literacy development at home.

Reported Outcomes

Genesis Reading Academy made strong progress toward accelerating student literacy development. Across program sites, 24 students demonstrated an average gain of 23.9 words per minute. In addition, 97% of students participating in tutoring were regular attenders, maintaining attendance rates of 80% or higher and ensuring consistent access to instruction. Combined with three caregiver workshops and four community literacy events, these results demonstrate the impact of targeted literacy intervention, strong school-community partnerships, and family engagement on student success.

Program Strengths and Successful Strategies

Strong partnerships and a commitment to evidence-based instructional practices were key contributors to program success.

Collaboration with Eugene School District 4J supported the identification of students who could benefit most from additional literacy instruction, while use of the Quality Indicators of Explicit Reading Instruction (QIDR) observation tool provided tutors with individualized coaching and feedback. These strategies strengthened instructional quality and consistency across program sites and supported positive student outcomes.

Reflections and Looking Ahead

Grantee reported program reflection underscored the importance of maintaining flexible systems that can adapt to changing needs while preserving high-quality instruction. Moving forward, Genesis Reading Academy will continue to strengthen tutor onboarding and coaching practices, expand family literacy resources, and deepen partnerships with schools and community organizations to support long-term literacy success.



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Metropolitan Family Service

During the 2025-26 program year, MFS Experience Corps provided High-Dosage Tutoring and family engagement activities at five school sites, serving primarily students in grades 1–3. A total of 66 students received tutoring services, and 695 family members participated in 12 family engagement events. The program focused on supporting students experiencing difficulty with reading through individualized literacy instruction and meaningful family engagement opportunities.

Reported Outcomes

MFS Experience Corps engaged 28 trained volunteers to provide tutoring services across five sites. Program staff adapted instruction and materials based on student assessment data and identified learning needs. Assessments were completed for 53 students, with results shared with families and caregivers; more than 60% of assessed students demonstrated improved literacy outcomes. The program also hosted 12 family engagement events, many featuring a literacy and cultural focus, and engaged families through literacy games, poetry, and other interactive learning experiences.

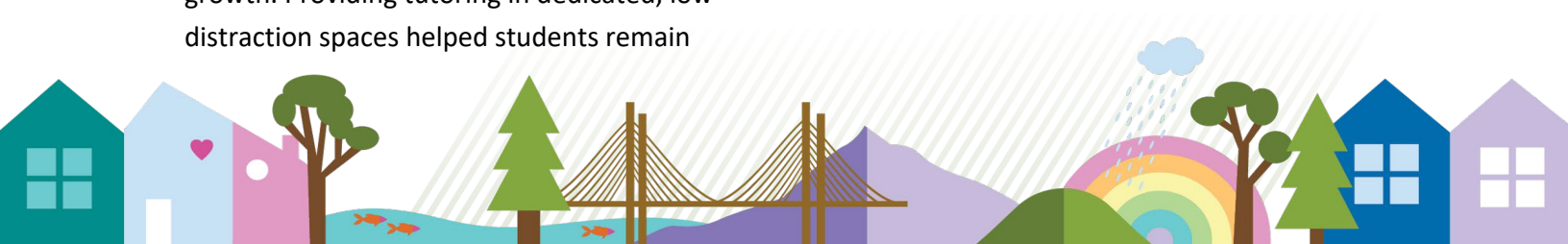
Program Strengths and Successful Strategies

A key strength of the program was its emphasis on building positive, trusting relationships between tutors and students, which supported engagement and literacy growth. Providing tutoring in dedicated, low-distraction spaces helped students remain

focused and maximize instructional time. Strong partnerships with MFS after-school programs also enhanced communication, family engagement, and coordination of events, contributing to successful program implementation and outcomes.

Reflections and Looking Ahead

Grantee reported a key lesson learned was that relying solely on school assessment data for student selection and progress monitoring limited the program's ability to make timely instructional adjustments. To strengthen implementation, staff and tutors will receive additional training on administering more frequent progress-monitoring assessments, allowing instruction to be more responsive to student needs and growth.



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NW Early Learning Hub

During the 2025-26 school year, the Northwest Early Learning Hub implemented an early literacy initiative that provided after-school High-Dosage Tutoring to 31 K-3 students in the Nestucca Valley and Vernonia school districts using the evidence-based UFLI Foundations curriculum. The program also supported families across Clatsop, Columbia, and Tillamook counties through parent education, literacy outreach, bilingual resources, virtual learning opportunities, and regional partnerships, while strengthening local capacity through tutor training and cross-sector collaboration.

Reported Outcomes

The Northwest Early Learning Hub successfully launched High-Dosage Tutoring in two rural school districts and established a sustainable tutoring model supported by trained tutors and ongoing progress monitoring. Across 719 tutoring sessions, tutors reported academic progress in 81% of sessions and high student engagement in 63% of sessions. Student feedback was also highly positive, with 92% of responding students reporting favorable experiences. Beyond tutoring, the Hub expanded family literacy supports through virtual parent education and regional outreach, strengthening literacy engagement across the three-county region.

Program Strengths and Successful Strategies

The program's success was supported by the implementation of the evidence-based UFLI

Foundations curriculum, ongoing tutor coaching from PDX Reading Specialists, and the use of the Pearl Tutor Management System to support attendance tracking, progress monitoring, tutor development, and data-informed decision-making. Strong collaboration among Hub staff, participating school districts, and after-school program partners further strengthened implementation and reinforced student learning throughout the year.

Reflections and Looking Ahead

Grantee reported an important finding from this year's program implementation was that family participation increases when literacy supports are delivered through trusted community settings and flexible formats. Moving forward, the Hub will expand community partnerships, integrate literacy activities into existing family events, and use participation data to refine scheduling, recruitment, and engagement strategies to increase access and impact.



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Open School, Inc.

During the 2025-26 program year, Open School's Literacy Liberators program provided High-Dosage Tutoring and literacy enrichment programming for approximately 160 students in grades 1–3 at Davis, Glenfair, and Fairview Elementary Schools in the Reynolds School District. Using the evidence-based Enhanced Core Reading Instruction (ECRI) model, the program delivered structured literacy instruction focused on phonics, decoding, fluency, vocabulary, comprehension, writing, and other foundational literacy skills. Additional enrichment lessons provided targeted support to address individual student learning needs and reinforce classroom instruction.

Reported Outcomes

Literacy Liberators delivered 755 literacy lessons, providing more than 440 hours of direct literacy instruction. ECRI lessons accounted for 77% of all instructional sessions, demonstrating strong implementation of the structured literacy model. Students received consistent support across all three school sites, with attendance rates of 90.6% at Glenfair, 86.8% at Fairview, and 75.3% at Davis. Through ongoing instruction and individualized support, students strengthened foundational reading skills and made progress toward grade-level literacy goals.

Program Strengths and Successful Strategies

The strongest element of the program was the combination of evidence-based ECRI

instruction, responsive enrichment lessons, small-group tutoring, and ongoing tutor coaching. Tutors used assessment data, including Acadience, DIBELS, and lesson-based progress monitoring, to tailor instruction and address individual student needs. Strong school partnerships, consistent instructional routines, and the flexibility to provide reteaching and additional practice contributed to high-quality implementation and strong student engagement.

Reflections and Looking Ahead

Grantee reported a key lesson learned was the value of pairing a consistent structured literacy model with flexible instructional supports that allow tutors to respond to individual student needs. Moving forward, Literacy Liberators will continue to strengthen data systems, tutor training, and school partnerships to enhance instructional planning and expand access to targeted literacy support for students.



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Pendleton Public Library

During the 2025-26 program year, Pendleton Public Library provided High-Dosage Tutoring, weekly story times, and monthly family literacy events for children in grade Pre-K to 3 and their caregivers. Programming placed a special emphasis on engaging Native American families and families of children receiving disability-related supports while creating accessible, community-based opportunities to support early literacy development.

Reported Outcomes

The program saw strong and consistent participation in both family literacy events and weekly story times. All students participating in High-Dosage Tutoring demonstrated improvement between their initial and final literacy assessments. In addition, Story Time in the Park regularly attracted approximately 40 attendees, representing a significant increase over previous years and reflecting expanded community engagement and access to literacy programming.

Program Strengths and Strategies

Direct outreach to elementary school classrooms proved more effective than traditional advertising and contributed to increased program enrollment. Partnerships with organizations such as Special Needs Family Connect expanded the library's reach to families of children with special needs and strengthened community connections. Family

events that included meals also promoted sustained participation and helped build a welcoming environment for returning families.

Reflections and Looking Ahead

Grantee reported a key takeaway was that consistency drives participation. By hosting Family Literacy Night on the same day, time, and location each month, the program built strong community awareness and attendance. Support from local partners and word-of-mouth promotion helped attract both returning and new families. Building on this success, the library plans to use the same consistent model to expand participation in new programs, including music and movement activities.



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Reading Results

During the 2025–26 program year, Reading Results provided literacy support for PreK–3 students through summer learning, virtual tutoring, and school- and community-based after-school programs. Serving 238 students across multiple tutoring cycles, the program partnered with schools, SUN programs, culturally specific organizations, and community partners to deliver evidence-based instruction focused on foundational reading skills.

Reported Outcomes

Reading Results expanded access to literacy supports while strengthening program quality and instructional systems. In the spring cycle, 93% of students with comparable pre- and post-assessment data improved their CORE composite scores, with an average gain of 23 points. In the winter cycle, majority of assessed KairosPDX students advanced at least one benchmark level. Ongoing program improvements included enhanced progress monitoring, assessment practices, tutor training, and data-informed instruction.

Program Strengths and Successful Strategies

The program's individualized, evidence-based approach, combined with strong school and community partnerships, was central to its success. Regular assessment and progress monitoring enabled targeted instruction, while decodable texts, literacy games, and interactive virtual tools supported student engagement. Consistent family

communication, strong tutor retention, and close collaboration with partners further strengthened implementation.

Reflections and Looking Ahead

Grantee reported a key lesson learned was the importance of consistent assessment administration across program sites to accurately measure student growth and guide instructional decisions. In response, Reading Results will strengthen instructional oversight by transitioning to a site-based leadership structure, with dedicated Lead Tutors supporting each location under the supervision of a single Extended Day Program Manager. Regular data review meetings will help ensure assessment fidelity, consistent implementation, and ongoing instructional improvement across tutoring cycles.



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Self Enhancement, Inc.

During the 2025-26 program year, the literacy initiative provided High-Dosage Tutoring, home literacy resources, and family engagement workshops designed to strengthen reading skills both in and out of school. The program served 45 students in grades 1–3 and engaged 30 families through literacy-focused learning events. To support ongoing learning at home, 294 literacy kits were distributed throughout the year.

Reported Outcomes

The program exceeded its student participation goal by serving 45 students, reaching 150% of its target enrollment. Among students participating in High-Dosage Tutoring, 83% improved their literacy assessment scores, with an average gain of 19.6 percentage points. Students attended an average of 13.6 tutoring sessions, and survey results showed that 100% believed their reading had improved, 83% reported stronger reading comprehension, and 67% reported that reading required less effort than before. Family outcomes were similarly strong, with 100% of surveyed families reporting increased readiness to support literacy at home, 93% expressing confidence in implementing literacy strategies, and 69% committing to daily literacy activities with their children.

Program Strengths and Successful Strategies

A key strength of the program was its relationship-centered approach, which fostered strong student engagement,

attendance, and literacy growth. All five tutors completed specialized training in structured literacy interventions and data-driven instruction, ensuring high-quality support for students. Family engagement workshops emphasized hands-on learning, home reading plans, and practical literacy strategies, resulting in high levels of parent confidence and readiness to support literacy at home.

Reflections and Looking Ahead

Grantee reported program reflection underscored the importance of strategic recruitment and early planning to maximize participation in both tutoring and family engagement activities. In response, the program will expand tutoring opportunities to additional grade levels and implement more targeted outreach and advance scheduling of family events to increase accessibility and participation.



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Todos Juntos

During the 2025-26 program year, Todos Juntos provided High Dose Tutoring, summer literacy camps, culturally responsive literacy enrichment, and family engagement opportunities grounded in the Science of Reading. The program served more than 400 K–3 students across Canby, Estacada, Sandy, and Molalla, with a focus on rural and multilingual communities and communities that have historically experienced inequitable access to educational opportunities. The program also engaged over 250 family and community members through literacy events and resources.

Reported Outcomes

Students participating in High Dose Tutoring achieved significant literacy gains, with an average compounded annual growth of 212%. Family engagement exceeded expectations, with hundreds of families reached and 95% reporting greater confidence in supporting literacy at home. Staff capacity also grew through ongoing coaching, Science of Reading certification completion by 12 staff members, and increased confidence in literacy instruction.

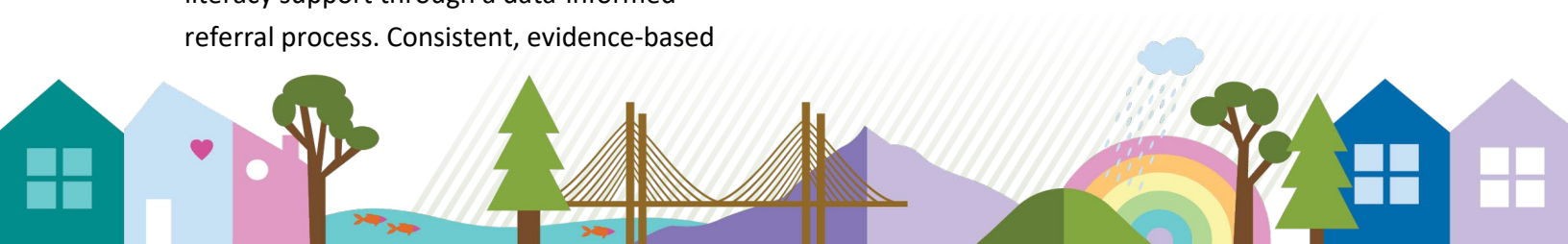
Program Strengths and Successful Strategies

Strong partnerships with school leaders were critical to program success, enabling the identification and recruitment of students who would benefit most from additional literacy support through a data-informed referral process. Consistent, evidence-based

instruction, ongoing progress monitoring, and individualized support ensured high-quality implementation and responsive intervention. Regular communication with educators and families, paired with bilingual family engagement and home literacy resources, strengthened connections between school and home and supported improved literacy outcomes.

Reflections and Looking Ahead

Grantee reported a key lesson learned was that 10-week tutoring cycles were often disrupted by school schedules, weather closures, testing, and other events. To improve consistency and maintain fidelity to the High Dose Tutoring model, Todos Juntos will implement longer tutoring cycles that provide greater flexibility while ensuring students receive the intended instructional dosage.



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Together We Are Greater Than

During the 2025-26 program year, Greater Than's Alder Literacy Program (Book Club) provided High-Dosage Tutoring, small-group literacy instruction, and family literacy programming to 2nd and 3rd grade students at Alder Elementary School in Reynolds School District. The program maintained a core group of regularly participating students. Families, caregivers, Reynolds and Alder alumni serving as tutors, and community partners, including the Children's Book Bank and Alder SUN, contributed to a comprehensive literacy initiative that extended beyond enrolled students and strengthened literacy supports throughout the school community.

Reported Outcomes

The program achieved strong student outcomes, with 94% of participating students demonstrating literacy growth and 18% reaching grade-level reading proficiency. Acadience assessment data showed that 88% of assessed students made progress, and 63% achieved at least one level of growth. Family engagement also increased throughout the year, growing from approximately 40 participants at fall Book Mobile events to more than 100 attendees at the winter family literacy night and 31 families at the March literacy event. Staff and families consistently reported increased student confidence, motivation, and engagement in reading.

Program Strengths and Successful Strategies

A major strength of the program was the consistency provided by a stable team of returning tutors, which fostered strong relationships with students and supported regular attendance. Family literacy events were particularly effective in extending literacy learning beyond the classroom, including partnerships with Rockwood Library to help families obtain library cards. Collaboration with the Children's Book Bank ensured students had ongoing access to culturally relevant and bilingual books, while close coordination with school staff, teacher referrals, and Acadience data helped target services to students who would benefit most from additional literacy support.

Reflections and Looking Ahead

Grantee reported a key lesson learned was the need to strengthen foundational skills within the district's evolving Dual Language Immersion model. In response, the program will enhance phonemic awareness instruction and explore implementing the UFLI Foundations curriculum to better support multilingual and English-speaking learners.

