



STATE OF OREGON  
Office of the Governor  
TINA KOTEK

# Early Literacy Success Initiative

## Amendment to HB 3198

*March 31, 2023*

The Governor's vision for early literacy is to ensure each child has access to consistent, culturally responsive, and research-aligned<sup>1</sup> literacy instruction in all of Oregon's public elementary schools, and that parents and caregivers are supported as full partners in their children's literacy skill and knowledge development.

Toward this vision, the Governor has spent recent months engaging with community members, education stakeholders, federally recognized Tribes, and Representative Kropf's office to develop this policy. Those conversations have informed the following amendment to House Bill 3198.

We know these issues cannot be solved by budget and policy alone. In addition to the amendment components highlighted below, there are two additional steps that Oregon needs to build a foundation of long-term improvements to our state's early literacy landscape: a) aligning teacher preparation to ensure elementary teachers are prepared to teach reading and writing, and b) building public awareness of the importance of early literacy and our collective role and responsibilities.

We must commit to pursuing a combination of policy, budget, and leadership at the state and local levels now and in the years to come. This bill is a first step in that process.

### **The purposes of the Early Literacy Success Initiative are to:**

- Increase early literacy for children from birth through 3rd grade;
- Reduce early literacy academic disparities for student groups that have historically experienced academic disparities;
- Increase support to parents and guardians to enable them to be full partners in the development of their children's literacy skill and knowledge development; and
- Increase access to early literacy support that is research-aligned, culturally responsive, student-centered, and family-centered.

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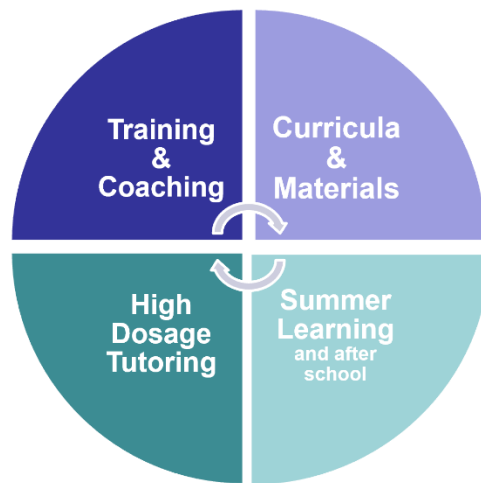
<sup>1</sup> Research-aligned is defined in the amendment as literacy-focused, culturally responsive, and relevant to diverse learners; based on long-term research derived from the science of reading and writing; and applies instructional practices that are developmentally appropriate and designed for students with disabilities and students who are English Language Learners.

## STRENGTHENING INSTRUCTIONAL PRACTICES IN SCHOOL

All districts and public charters will have access to resources to strengthen elementary literacy programs and ensure they are research-aligned. The Oregon Department of Education [Early Literacy Framework](#) will provide an implementation playbook to ensure all children leave elementary school proficient in reading and writing in at least one language. This is a preliminary framework that is receiving public feedback. The final version will be released on May 30, 2023.

### All components work together & must be research-aligned

Improve the core literacy instruction for all students



Accelerated learning for students who need targeted support

- **Planning:** Districts and public charters will create Early Literacy Success plans based on the ODE Literacy Framework and resulting implementation tools. Plans will include a review of their current literacy program (e.g., curricula used, instructional strategies, assessments, coaching models).
- **Support & Guidance:** ODE will provide guidance and support to help districts/public charters prioritize their investments based on their individual needs.
- **Accountability Infrastructure:** Starting with a state investment of at least \$120M for the first biennium:
  - ODE will annually report to the Legislature starting in 2024; and provide ongoing support for districts. This includes refining and operationalizing implementation tools, and developing a statewide inventory of curricula that districts use for elementary English Language Arts.
  - Districts and public charters will develop a plan to align literacy strategies with the ODE Literacy Framework and report to their local communities.
  - Corrective action plans are an option as needed, aligned with the model developed for High School Success. Directing or withholding use of grant funds is a last resort.
  - District participation in Early Literacy Success will be available to public via ODE website.

## SUPPORTING PARENTS AND FAMILIES AS FULL PARTNERS IN THEIR CHILDREN'S LITERACY DEVELOPMENT

Two new programs will provide resources to federally recognized Tribes and organizations that directly serve children and families, and have strong relationships with historically underserved students impacted by opportunity gaps.

<b>Early Literacy Success Community Grant</b> Elementary-age youth; Administered through ODE	<b>Birth through Five Literacy Fund</b> Young children and their families; Administered through DELC
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### Each will fund parent, caregiver, and family engagement in early literacy:

- Community-based, developmentally appropriate early literacy programs, including training and coaching for direct service staff.
- Planning grants to develop new program models such as “train the trainer” approaches to early literacy, prioritizing equitable access statewide.
- Supporting or seeding new language revitalization efforts –including materials – by federally-recognized Tribes.
- High-dosage tutoring and training for tutors. (Infants and toddlers will not receive tutoring.)

### Accountability Infrastructure:

- The minimum \$120M State investment for the first biennium includes investments to support parents and families.
- Annual reports will be developed by ODE and DELC regarding progress and outcomes.
- The Birth through Five Literacy Fund will be associated with the development of a Birth Through Five Literacy Plan that aligns outcomes and strategies across various early learning programs to build consistency across programs.

### Fundamental Principles:

- **All of us have a place to support children and their families.** Public education has a primary role in educating our students. We *also* must recognize that we need multiple solutions, including supporting community-based organizations, to address complex problems.
- **Whole-child needs:** Outside of school, children spend most of their lives at home or in the community. Parents and caregivers have a role to play in reinforcing the learning that happens at school as much as possible at home.
- **Academic outcomes and wellbeing are interconnected.** A comprehensive approach to early literacy means we must ensure students feel connected and supported. Positive connections between children, their families, communities, and schools help engage them in reading and writing, other academic areas, and enables them to thrive in life.