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Office of Governor Tina Kotek

# Early Literacy Success Initiative

Update for House Education Committee  
May 30, 2024



# What & who you'll hear from today

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## Early Literacy Success Vision & Big Picture (Governor's Office)

- Pooja Bhatt,  
Education Initiative  
Director

## Birth through Five Literacy (DELIC)

- Alyssa Chatterjee,  
Director

## Community, Tribal & School Grants (ODE)

- Dr. Charlene  
Williams, Deputy  
Superintendent of  
Public Instruction  
and ODE Director
- Jennifer Patterson,  
Office of Teaching  
and Learning  
Assistant  
Superintendent

## Early Literacy Educator Preparation Council (Co-chairs & TSPC)

- Co-Chair Susan  
Gardner  
(OSU Dean of  
College of Education)
- Co-Chair Ronda Fritz  
(EOU Faculty & EOU  
Reading Clinic Exec  
Director)
- Melissa Goff, Interim  
Director of TSPC

# Early Literacy Success Initiative

1. Each child must have access to consistent, culturally responsive, and research-aligned literacy instruction.
2. All parents and caregivers must be supported as full partners in their children's literacy development, starting at birth.
3. Every elementary teacher prepared in an Oregon educator prep programs must leave knowing how to teach and assess reading and writing in developmentally appropriate, culturally responsive, research-aligned ways.

# Early Literacy Success Initiative

HB 3198  
(2023)

Early Literacy  
Educator Preparation Council

Early Literacy  
School Grant  
(ODE)

Early Literacy  
Community &  
Tribal Grants  
(ODE)

Birth through Five  
Literacy Plan &  
Fund  
(DELC)

**The  
Oregon Early  
Literacy Framework  
serves as the  
backbone for  
implementation of  
each part of the  
Initiative.**

Recommend to Governor &  
TSPC:

1. How to strengthen  
standards related to early  
literacy in the state's  
process of approving  
educator preparation  
programs and educator  
licensing.

2. Implementation plan &  
timeline

# The Oregon Early Literacy Framework...

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....is focused on grades kindergarten through grade 5.

...builds from students' and families' funds of knowledge.

....is based on long-term research derived from the science of reading and writing, including but not limited to foundational skills such as phonics, phonemic awareness, decoding, as well as background knowledge, vocabulary, reading comprehension, writing skills.

...is also based on research that includes how children's brains develop and how they make connections to content, including the importance of belonging.

...recognizes the relevance, limitations, and continually evolving nature of research.

...considers developmentally appropriate practices and reaching all learners including students with disabilities, students who are multilingual learners, talented & gifted learners.



Oregon Department of  
**Early Learning  
and Care**

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# Early Literacy Implementation

*May 30, 2024*

Alyssa Chatterjee, Early Learning System Director





# Early Literacy in Early Learning

*"Infants' and toddlers' primary learning environment is their home, and their first and most consistent educators are the family members with whom they live. The home language and literacy environment have a strong and lasting effect on language skills, emergent literacy, and related social and academic skills."* Source: *Essential Instructional Practices in Language and Emergent Literacy*

Paying attention to children, getting to know them really well, building strong relationships, and talking and interacting with them are not just nice things to do — they are central to children's brain development and future wellbeing.

Offering professional development and coaching to early educators, parent educators, and home visitors on the use of effective practices that promote early literacy will increase the opportunities for children to:

- Interact with environments rich with books and other printed materials,
- Engage in meaningful experiences they are eager to talk and write about, and
- Have interactions with adults (and peers) that promote higher-order thinking (e.g., reasoning, analysis, problem-solving) and literacy skills.



# Early Literacy in Early Learning

- Birth Through Five Literacy Plan submitted December 2023
  - Focused on leveraging existing infrastructure to quickly move funds into community
  - Parent-child interactions
  - Supporting the early childhood workforce with developmentally appropriate literacy practices
- Funding released to DELC March 2024 due to budget note

## December 2023 Report:

[https://www.oregon.gov/delc/Documents/House%20Bill%203198%20Birth%20Through%20Five%20and%20Community%20Grants%20Report%20Final\\_ODE-DELC%2012.28.pdf](https://www.oregon.gov/delc/Documents/House%20Bill%203198%20Birth%20Through%20Five%20and%20Community%20Grants%20Report%20Final_ODE-DELC%2012.28.pdf)





# 2024-2025 DELC Early Literacy Funding

Kindergarten Partnership  
& Innovation Program

**\$4.7 million**

Professional development (PD) for the early learning workforce focused on developmentally appropriate literacy and literacy supports

Parent engagement and supports to promote literacy at home

Birth Through Five Literacy Program

**\$4.7 million**

Early Childhood Equity Fund eligibility

Parent engagement and supports to promote literacy at home

Culturally-relevant PD for early educators

Engagement to identify community-specific literacy gaps

Tribal language revitalization and preservation

Dolly Parton's Imagination Library

**\$1.7 million**

One free book per month up to age 5. The books are selected by professionals and are age-appropriate for every child enrolled in the program

Language preference options for program communications in English or Spanish

Each age group of children receives two bilingual books annually



# Program Status



Timeline	Activities
December 2023 - January 2024	DELC submitted plan by HB 3198 deadline in budget note: requested funding limitation from Legislature
February - April 2024	<ul style="list-style-type: none"><li>• Short session: funding limitation required legislative approval</li><li>• Request for Application (RFA) development</li></ul>
May- June 2024	<ul style="list-style-type: none"><li>• Release RFA for new and existing Early Childhood Equity Fund (ECEP) grantees</li><li>• Amend Early Learning Hub grant agreements to include increases in KPI</li><li>• Data and research review with Early Literacy focus</li><li>• Targeted community engagement, focused on families from communities that have been historically underserved</li><li>• DPIL to hire two local staff to operate the Imagination Library of Oregon</li></ul>
July - October 2024	<ul style="list-style-type: none"><li>• Hire Early Literacy Specialists (2 positions)</li><li>• Based on community engagement and input/data from grantees complete analysis and identify further opportunities for expansion.</li><li>• Project plan completed for updating the Early Learning &amp; Kindergarten Guidelines (ELKG) to include birth through age three.</li></ul>
December 2024	DELC submits the 2024 Birth Through Five Literacy Plan, including any identified gaps and recommendations for additional investment.
Summer 2025	Adopt necessary administrative rules for implementation



# Engagement Timeline



## PHASE ONE:

### Exploring early literacy practices (shared meaning+community endorsed)

Pre-engagement data and research review	Spring 2024, April
Plan and convene listening sessions (statewide families, child care providers, culturally specific partners)	Spring 2024, May
Draft and finalize interim report with key themes	Spring – Early Summer


## PHASE TWO:

### Ideating systems for success program implementation


Ground truthing and system planning engagement led by Oregon Kitchen Table (OKT)	Late Summer - Fall
Submit BTF legislative report	December, 2024

# Transition from 23-25 to 25-27

## Initial Implementation

- Submit initial BTF Literacy [report](#)
  - Limited mechanisms for funding- Early Learning Hubs, ECEF, and Tribes
  - Build capacity at DELC to support full implementation
  - Inputs for the development of the Birth through Five Literacy Plan
    - Community Engagement
      - Leveraging ODE's Oregon Kitchen Table engagements
    - Analysis of existing reports and data
    - Feedback from KPI & ECEF activities
  - Submit Plan that includes demographic data, gaps in current early literacy programming, and recommendations for future funding
- 
- State match in place for DPIL
  - State team on board with DPIL
  - Program coverage in all 36 counties

## Full implementation

- Adopt necessary rules
  - Leverage the many existing program structures and systems that promote early literacy
  - Revise Early Learning Kindergarten Guidelines to include ages birth through three
  - Ongoing data collection and engagements to monitor impact and ensure programming is responsive to community needs and preferences
  - Increase access for the nine federally-recognized Tribes within Oregon's borders to participate and promote language preservation and revitalization
- 
- DPIL reach 65% of eligible 215,000 children 0-5
  - Build + strengthen community partnerships
  - Establish DPIL in statute



# Imagination Library

## May 2024 Updates



Announced and launched the statewide program



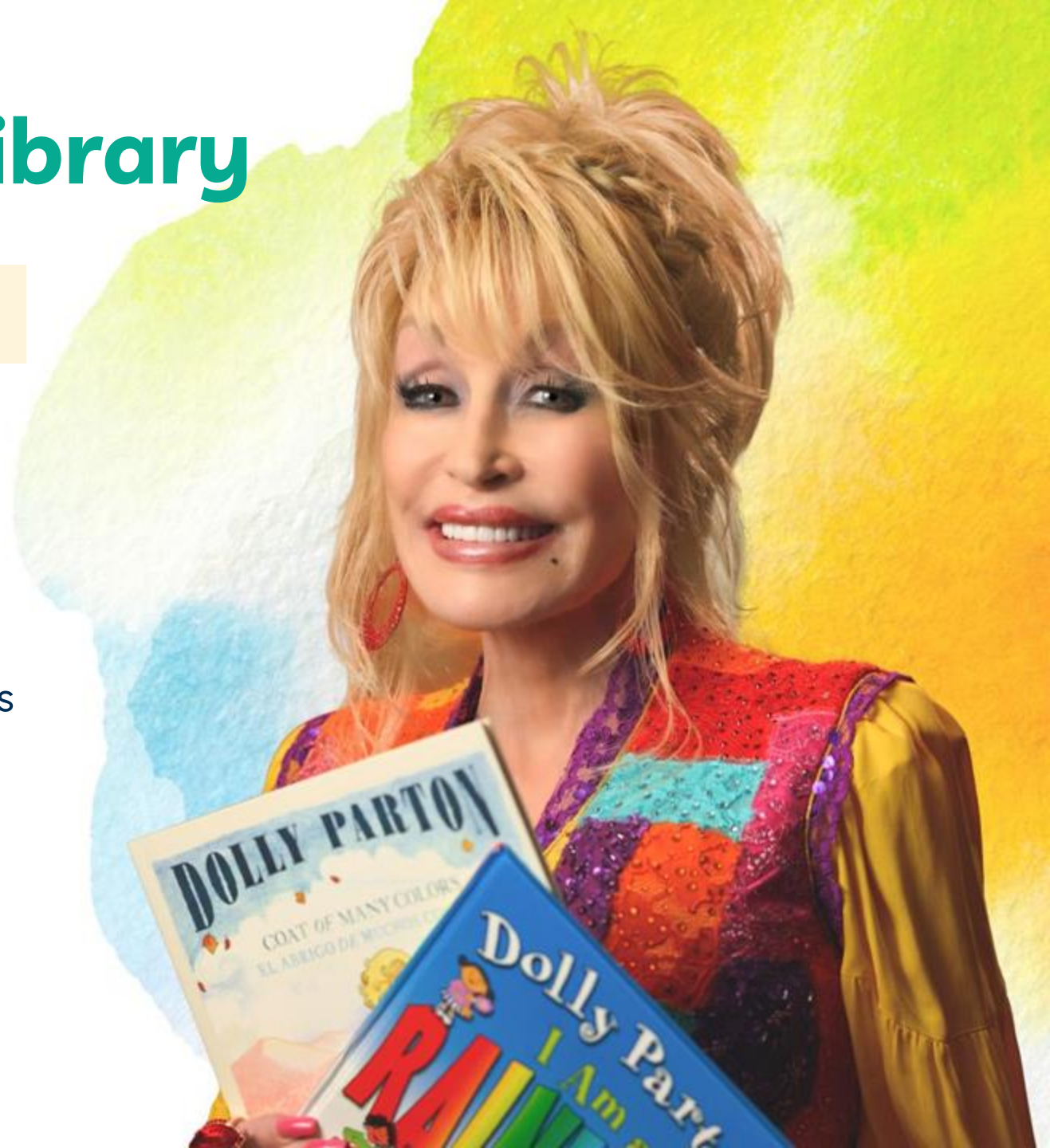
Began funding half the cost of books and mailing for local program partners



Increase registrations and expand access to free books for age 0-5 Oregonians



To learn more about becoming a local affiliate, contact Rachel King at [rking@imaginationlibrary.com](mailto:rking@imaginationlibrary.com)







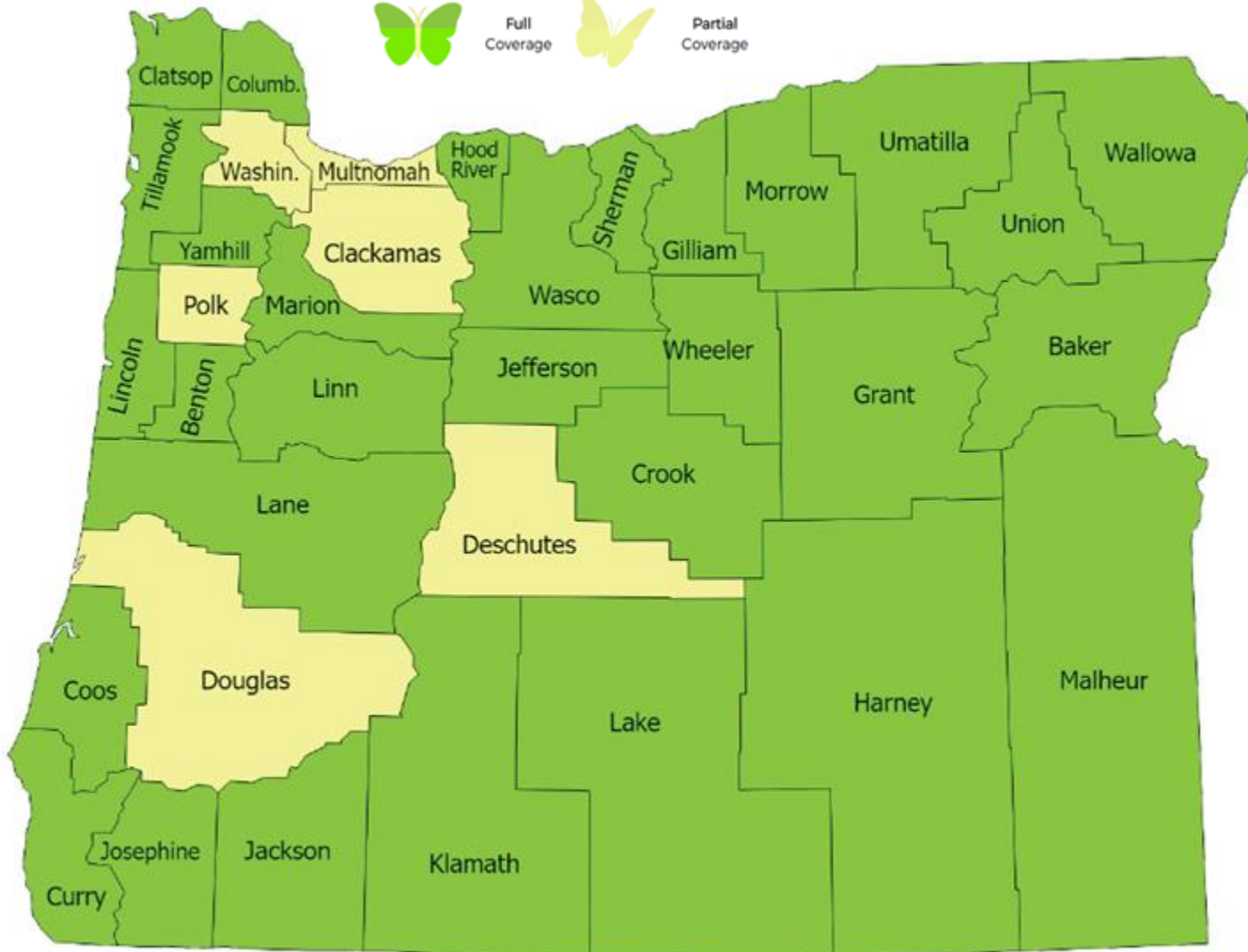
# Imagination Library



Full  
Coverage



Partial  
Coverage



## How Local Program Partners are Helping

55

Existing local program partners across the state

83%

30 of 36 counties in the state have countywide program coverage

25%

>55,000 of 215,000 Oregon children 0-5 are receiving monthly books

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- State match in place for DPIL
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# Imagination Library



## Program Impact Report

Science shows that  
**85%**  
of a person's intellect,  
personality, and social  
skills are developed by  
age 5

Research tells us that  
**95%**  
of public investment in  
education occurs after  
age 5, when the most  
critical learning years  
have passed

DELC provides funding  
directly to DPIL that  
pays for **1/2** of the  
local affiliates' monthly  
program cost

More than **55,000**  
Oregon children age  
0-5 are currently  
receiving books  
through the  
Imagination Library

**25%**  
of Oregon's 215,756  
preschool children are  
enrolled in the  
Imagination Library

Expect **2X**  
the number of children  
enrolled in the program  
by June 2025 made  
possible by \$1.7M state  
investment in the  
program





# Questions?

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**Kate Denison, Government Affairs Manager**

[Kate.Denison@delc.oregon.gov](mailto:Kate.Denison@delc.oregon.gov)





# Early Literacy Success Initiative

House Education Committee

May 30, 2024

**Dr. Charlene Williams**, ODE Director

**Jennifer Patterson**, Assistant Supt., Office of Teaching, Learning, and Assessment

# In This Presentation:

*A highlight of what's been accomplished and what's to come*



Early Literacy Success  
Tribal Grants



Early Literacy Success  
Community Grants



Early Literacy Success  
School District Grants



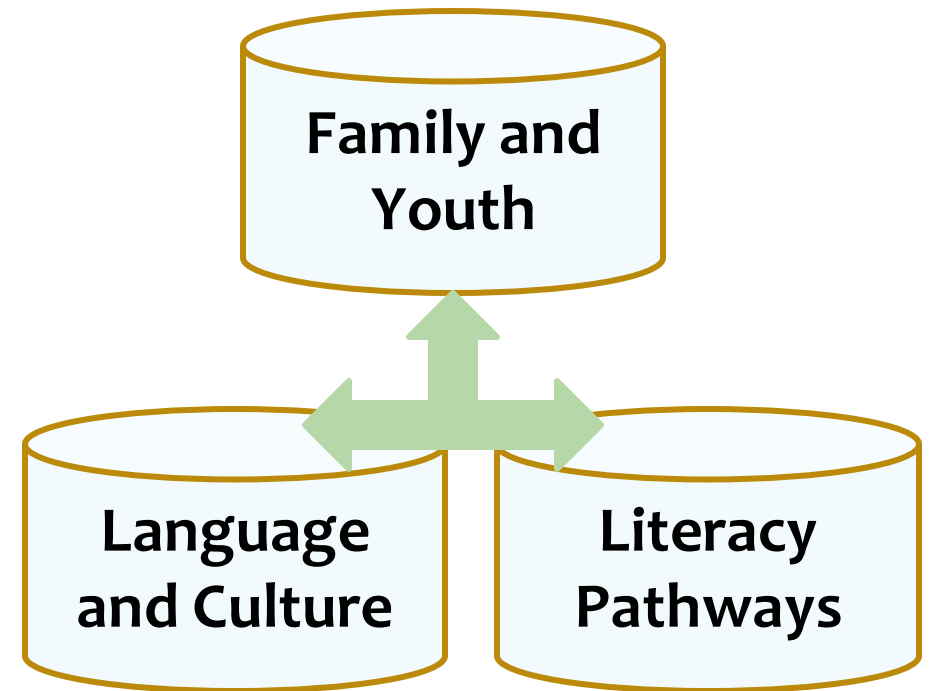
# Early Literacy Success Tribal Grants



# Tribal Grants

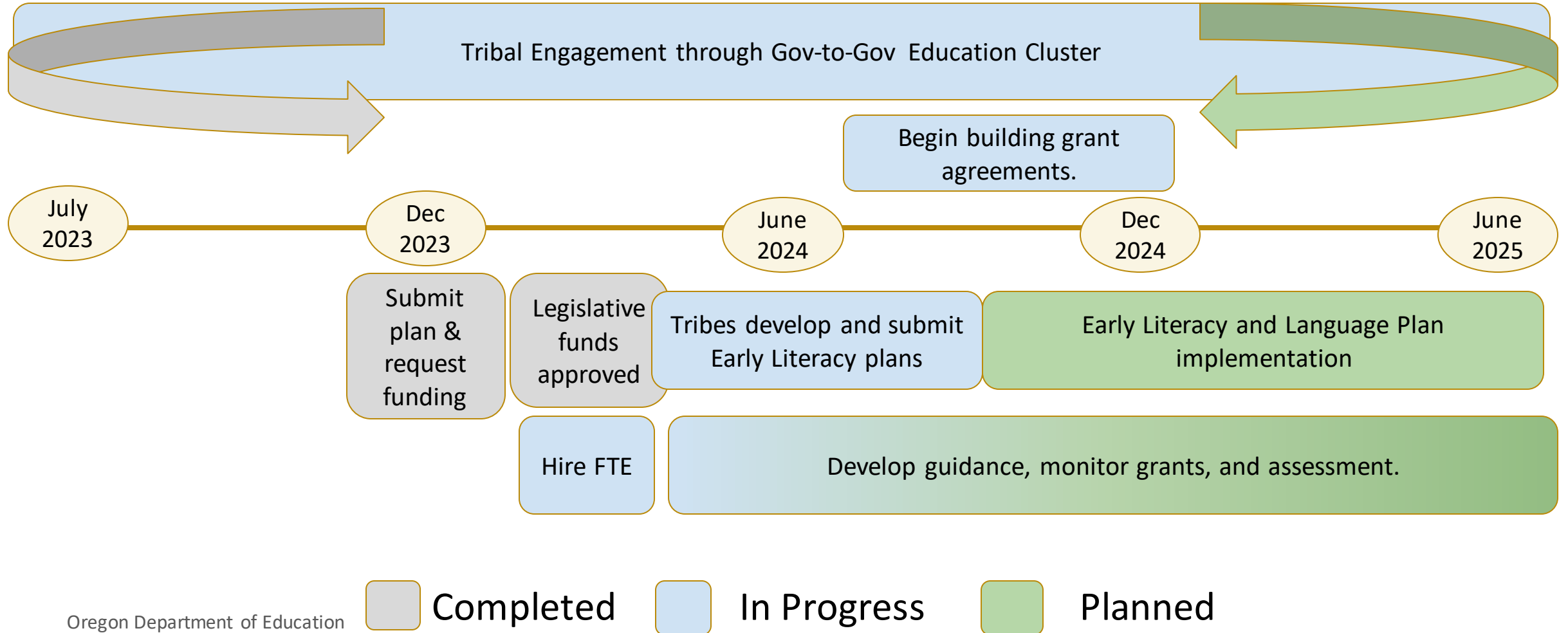
**\$2 million**

- Non-competitive set aside equally distributed to each of the nine federally recognized tribes of Oregon (\$220,000 each).
- Prior and ongoing engagement through Government to Government Education Cluster.
- ODE collaborate with each Tribe to develop an Early Literacy Project Plan aligned to Early Literacy Success Initiative and identified needs and priorities of the Tribe.





# Tribal Grants Timeline





# Early Literacy Success Community Program



# Early Literacy Community Program

## \$8 million

- Development of Interim Framework and Toolkit
- Statewide Request for Applications (RFA) process to administer grants
- Grantees to implement programs and services aligned to the Early Literacy Community Framework & Toolkit
  - Community-focused guidance and resources with essential foundations, practices, and conditions to achieve the literacy outcomes

**Cultural Identity  
Development**

**Academic  
Success**

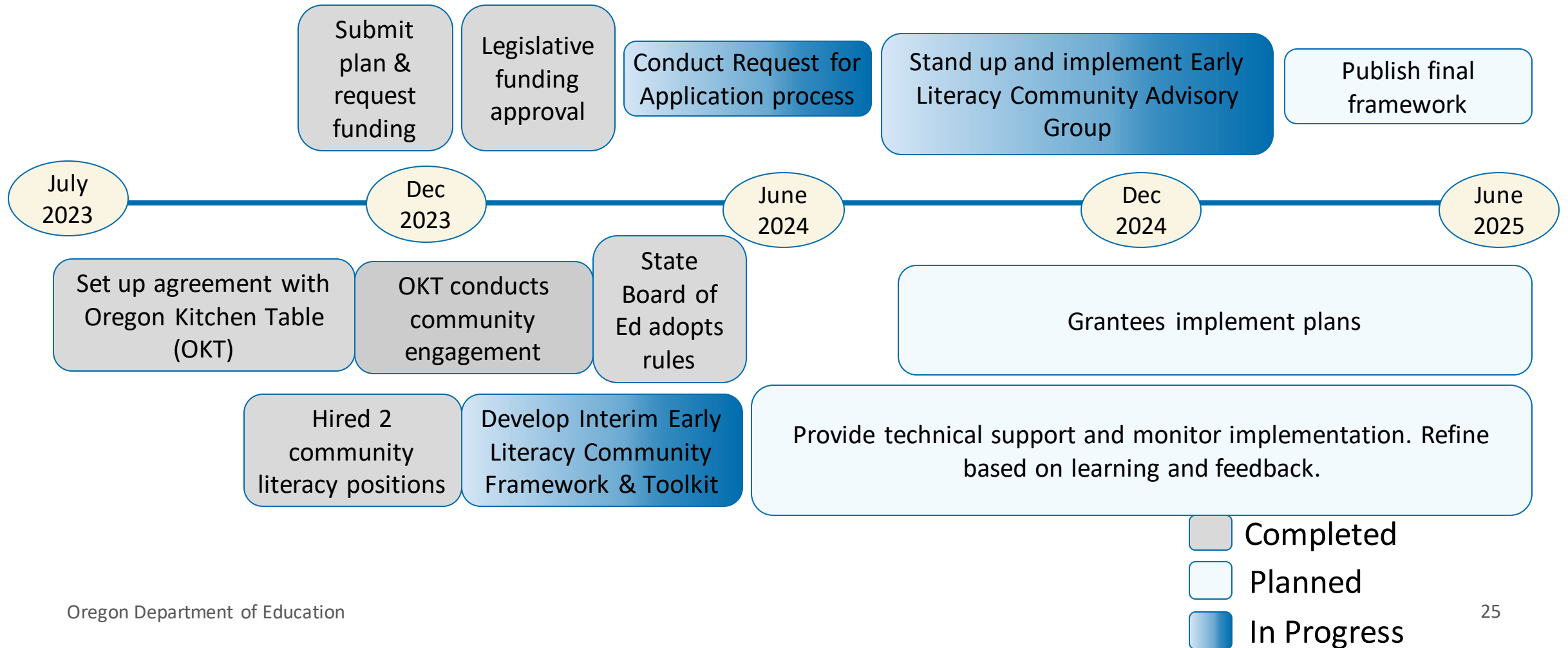
**Family  
Engagement**

**Wraparound  
Services**





# Early Literacy Community Work Plan





# Early Literacy Success School District Grants



# What Has Been Accomplished

- **In Depth Application Review**
  - 100% of eligible applicants applied for the early literacy school grants
  - Application refinement, improvement and alignment with requirements
  - 60 individualized support meetings/presentations since January
  - 247 of 251 (98%) of applications approved thus far
- **Grant Funding to Districts and Schools**
  - 237 applicants have received literacy funds, beginning in March 2024
- **Release of Early Literacy Grants to Integrated Guidance**
- **Analysis of Early Literacy Success Grant Applications**



# What Has Been Accomplished (cont'd)

## Early Literacy Success Initiative Adjacent Efforts

- Oregon's Adolescent Literacy Framework (6-12) Preview Draft is complete and external engagement underway.
- Generation of professional development modules, professional learning webinars, and a website to host resources for deepening implementation and uptake of Oregon's Early Literacy Framework (K-5) and Oregon's Adolescent Literacy Framework (6-12).
- Update underway to English Language Arts State Approved List of Core Instructional Materials.
- Federal earmark grant awarded to ODE for \$450K investment in revitalization of rural school libraries.



## What We Are Learning: Bright Spots

- Districts plan to invest heavily in building school staff capacity to improve literacy instruction for students.
- Most districts (70%) use core curricula from the State Board of Education approved materials list.
- Education Service Districts (ESDs) play a central role in professional development and coaching throughout the state.
- Grantees applied to fund over 400 FTE per year with these grant funds, a combination of new and existing literacy coaches, interventionists, specialists, and qualified tutors.

# What's to Come



## **Application Review & Fund Distribution**

- Remaining grant agreements are finalized and funds released as applications are approved.
- Continued technical assistance and support is available for applications needing revisions.

## **Supporting Implementation of Research-Aligned Practices & Oregon's Early Literacy Framework**

- Continued technical assistance, resource development, and coaching to support effective district implementation of grant activities.
- Final draft of Oregon's Adolescent Literacy Framework for grades 6-12 to be published in fall/winter 2024.

# What's to Come (cont'd)



## **Alignment with Community Literacy Framework**

- Coordination and clear through lines between Oregon's Community Literacy Framework and Oregon's Early Literacy Framework.

## **District & Agency Reporting Alignment with Integrated Guidance Annual Reporting**

- Continue the cross office work to bring systems into alignment with Integrated Guidance.
- First annual reporting for Early Literacy as a part of Integrated Guidance, Fall 2024.
- ODE Early Literacy Legislative Report, December 31st, 2024.

## **Program Support & Rules Implementation for 2025-2027 Biennium**

- ODE review and publication of approved providers for high-dosage tutoring and professional learning providers.
- Publishing of criteria to support grant activities, including supplemental curriculum.

**Thank you!**  
**Questions?**





# Early Literacy Educator Preparation Council

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Charged by Governor Kotek to create recommendations as an advisory body to the Teacher Standards and Practices Commission (TSPC) re:

- **strengthening standards related to early literacy in the state's process of approving educator preparation programs and educator and administrator licensing** in grades kindergarten through five in a manner that aligns with the Framework.
- **an implementation plan and timeline to align to the Council's recommendations** (e.g., what should the State policymakers consider related to supporting educator preparation programs with building faculty capacity).

## What is the Council's role

- 1. Create recommendations as an advisory body to the Governor and the Teacher Standards and Practices Commission (TSPC).**
- 2. Consider implementation plan and timeline to align to the Council's recommendations** (e.g., what should the State policymakers consider related to supporting educator preparation programs with building faculty capacity).

## What is not the Council's role

- 1. Create recommendations for educator preparation standards in subjects other than literacy** (English Language Arts - ELA) such as math, science, etc. or in grades beyond five.
- 2. Create recommendations for changes to ELA content standards** for instruction in any grade.
- 3. Create standards for re-certification of existing teachers in K-5** (however, the Council may decide to reference this as something to be considered in its recommended implementation plan).

# What has been done so far...

- **Educator Preparation Program Approval recommendations.**  
[Can be found here.](#)
- **Key Takeaways from these recommendations:**
  - Combine Reading Instruction Standards with Dyslexia Standards into one cohesive standard, “Literacy Standards.”
  - Utilize existing standards as essential and underlying expectations for literacy instruction: Culturally Sustaining Practices to Promote Equity, Social and Emotional Development to Promote Equity, and Standards for Competent and Ethical Performance of Oregon Educator.
  - Create new Literacy Standards that relate to the content of Oregon’s Early Literacy Framework and the models of reading acquisition embedded in the Framework.

# Proposed EPP Standards for *Literacy* Instruction



- Explicitly tied to Oregon Early Literacy Framework
- Written through an equity lens, capitalizing on learner assets
- Emphasize essential conditions for EPP and educator success
- Embed dyslexia standards and standards for learners with specific needs
- Acknowledge social emotional aspect of learners
- **Teacher and Administrator** licensure standards

# What has been done so far...

- **Implementation recommendations.**  
[Can be found here.](#)
- **Key Takeaways from these recommendations:**
  - **Recommend phase in the applicability of the proposed recommendations.**
    - Phase 1: Capacity Building (2024-25)
    - Phase 2: Program Re-design (2025-26)
    - Phase 3: Educator Prep Programs submit evidence (2026-27)
  - **Recommend State support for Oregon Educator Prep programs to adapt to the new standards.**
  - **Recommend ensuring that all educators, including experienced teachers and graduates of EPPs outside Oregon, are supported and held accountable for meeting high standards for literacy instruction.**
  - **Recommend investing in the implementation infrastructure needed to enable consistent, research-aligned implementation of new standards in educator preparation ([Exec Order 23-12](#)) and in schools (through HB 3198).**

# What's ahead for the Council

## June

(final month):

Finalize  
recommendations  
regarding licensure  
requirements on these  
key questions.

1. **Who** must meet literacy requirements in the license and endorsement areas already identified?
  - ☐ Newly licensed educators
  - ☐ Out-of-state licensed educators
  - ☐ Current Oregon-licensed educators
2. **When** must educators meet the literacy requirements to receive their license?
  - ☐ Initial Preliminary license
  - ☐ Initial Professional license
  - ☐ Renewal of Preliminary or Professional license
3. **What** evidence does ELEPC recommend to be accepted by TSPC to meet the literacy requirements?

# What's ahead for the TSPC

## EPP Literacy Standards Rule Adoption Timeline



RAC meeting		5/16/2024
(EP&PC may meet later)		5/16/2024
EP&P Committee	1-2 times before adoption	5/30/2024
Notice of Proposed Rulemaking	Last day of penultimate month before effective date month; 14 days before hearing	6/1/2024
Public Hearing notice	Same as Notice of Proposed Rulemaking date	6/1/2024
Legislators' Notice	49 days before effective date	Actual: 6/1/2024 Deadline: 6/12/2024
Agency mailing list	28 days before effective date	Actual: 6/01/24 Deadline: 7/3/2024
Public Hearing	After the 15th of the month of Bulletin.	6/20/2024
Last Day for Comments	No sooner than 30 days after Notice.	6/30/2024
Commission Meeting to Adopt	July	TBD
Perm. Rule Filing	Last day of month before effective date month	7/22/2024
Effective Date	<i>Anticipated</i>	8/1/2024



# Commission Responsibilities

Program	Licensure
<p><b>PROGRAM STANDARDS</b> are markers of quality that have been established by the Commission.</p> <p>Additionally:</p> <ul style="list-style-type: none"> <li>● standard development is influenced by goals and theory of change the state adopts for improving the quality of learning for students;</li> <li>● standards are established in areas critical to effective programming and encompass areas related to improved student outcomes;</li> <li>● standards focus on the knowledge and skill expectations for program completers;</li> <li>● standards are used to measure program quality and improvement.</li> </ul>	<p><b>LICENSURE REQUIREMENTS</b> define what evidence is acceptable for obtaining, maintaining, and renewing all available types of TSPC issued licenses. For example, <i>some</i> of the requirements for licensing include evidence of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a bachelor's degree*</li> <li><input type="checkbox"/> preparation program completion</li> <li><input type="checkbox"/> passing a content knowledge assessment</li> <li><input type="checkbox"/> passing a background clearance (e.g., fingerprinting, character questions)</li> </ul> <p><i>Note: The method to meet a licensing requirement must be very clear to both applicants and staff.</i></p> <p><i>*Exceptions for this requirement exist in our emergency licensure and CTE licensure pathways</i></p>

# Status of Necessary Recommendations to TSPC

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1. **Who** must meet literacy requirements in the license and endorsement areas already identified?
  - ☐ Newly licensed educators
  - ☐ Out-of-state licensed educators
  - ☐ Current Oregon-licensed educators
  
2. **When** must educators meet the literacy requirements to receive their license?
  - ☐ Initial Preliminary license
  - ☐ Initial Professional license
  - ☐ Renewal of Preliminary or Professional license
  
3. **What** evidence does ELEPC recommend to be accepted by TSPC to meet the literacy requirements?

# Educator Literacy License Requirements

## Rule Adoption Timeline

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After ELEPC license  
requirement  
recommendations are  
submitted, TSPC Rules  
adoption process will begin.

*Targeted adoption date:*

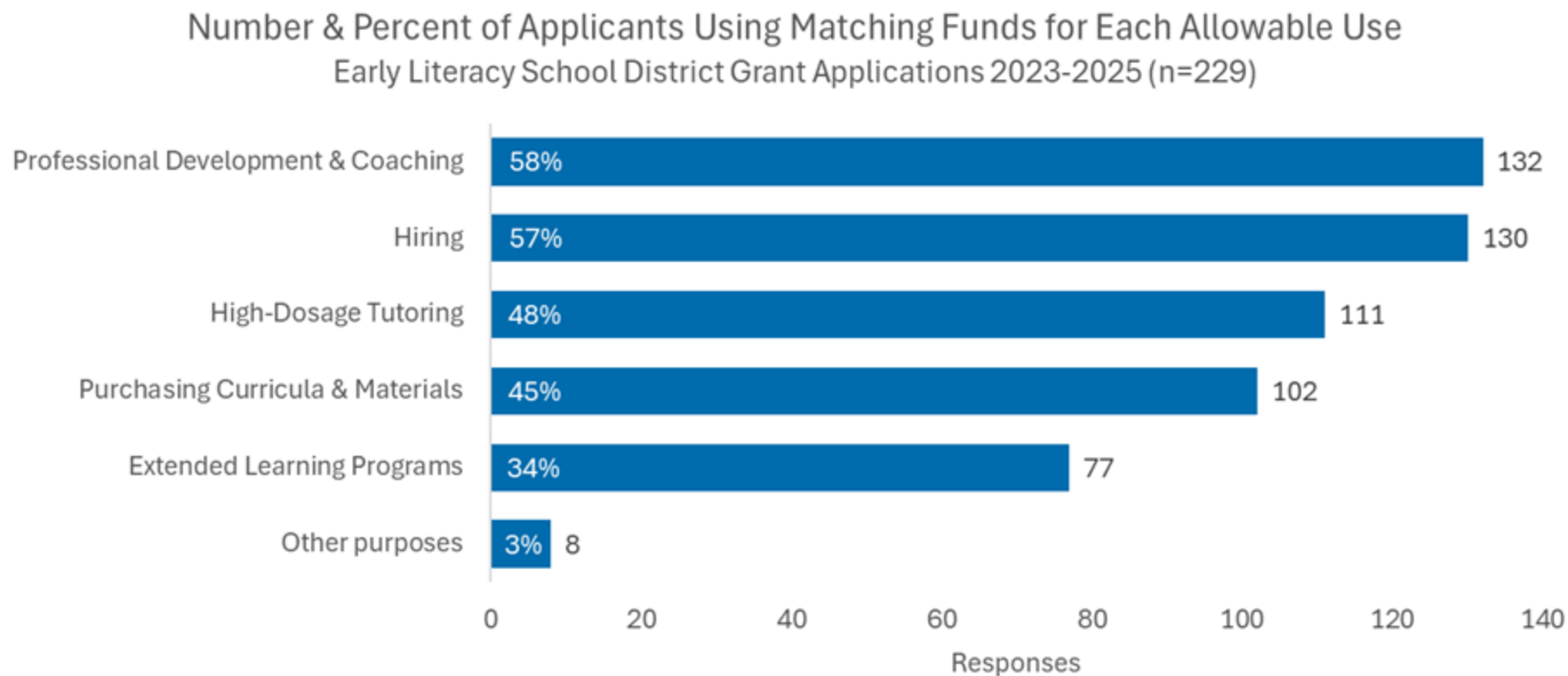
October 2024  
Commission meeting



# Appendices

## Appendix: Matching Fund Uses for Early Literacy School District Grants

The data below are from 229 applications for the Early Literacy Success School District Analysis submitted in January, 2024. They represent the number and percentage of applicants (districts and eligible charter schools) that indicated they would spend matching funds in each of the allowable use categories. Applicants were asked to indicate which allowable use category(s) best describes how they plan to spend matching funds.



# Licensing Process - Teachers

In-State (First Time Licensee)	Out-of-State (Reciprocal License)
<ol style="list-style-type: none"><li>1. Complete a TSPC-approved Preparation Program (evidenced through Program Completion Report (PCR))*</li><li>2. Demonstrate content knowledge expertise via Content Knowledge Assessment (evidenced by test report) or via Multiple Measures</li><li>3. Ensure current background clearance is on file</li><li>4. Submit a complete application and fee through portal</li><li>5. Submit transcripts to verify degree holder and program completion (evidenced by transcripts)</li><li>6. Once all items are submitted, the evaluator will review and make determination.</li><li>7. If the candidate qualifies, they are issued a <b>Preliminary Teaching License</b> which is good for three years.</li></ol> <p><i>*Note: The Early Literacy Program Standards will be included in the program content and the PCR sign off after the implementation occurs. Therefore, any new completers coming through before implementation will need to be taken in account for their next renewal.</i></p>	<ol style="list-style-type: none"><li>1. Provide evidence of a current unrestricted license from another state</li><li>2. Ensure current background clearance is on file</li><li>3. Submit a complete application and fee through portal</li><li>4. Submit transcripts to verify degree holder and program completion (evidenced by transcripts)</li><li>5. Once all items are submitted, the evaluator will review and make determination.</li><li>6. If the candidate qualifies, they are issued a <b>Reciprocal Teaching License</b> which is good for one year.</li><li>7. Additionally, if a candidate can demonstrate they meet items 1-6, and pass the appropriate content knowledge assessment they may be issued a Preliminary Teaching License.</li></ol>

# Renewal Requirements - Teachers

Preliminary License	Professional License
<p>For <i>new</i> and <i>novice</i> teachers</p> <ul style="list-style-type: none"><li>Professional Development Units (currently on hold)</li></ul> <p><i>Renewable every 3 years</i></p>	<p>Reflects <i>advanced</i> competencies and experience</p> <ul style="list-style-type: none"><li>4 years full-time experience</li><li>Completion of advanced professional development or educational program</li></ul> <p><i>Renewable every 5 years</i></p>

# Administrators

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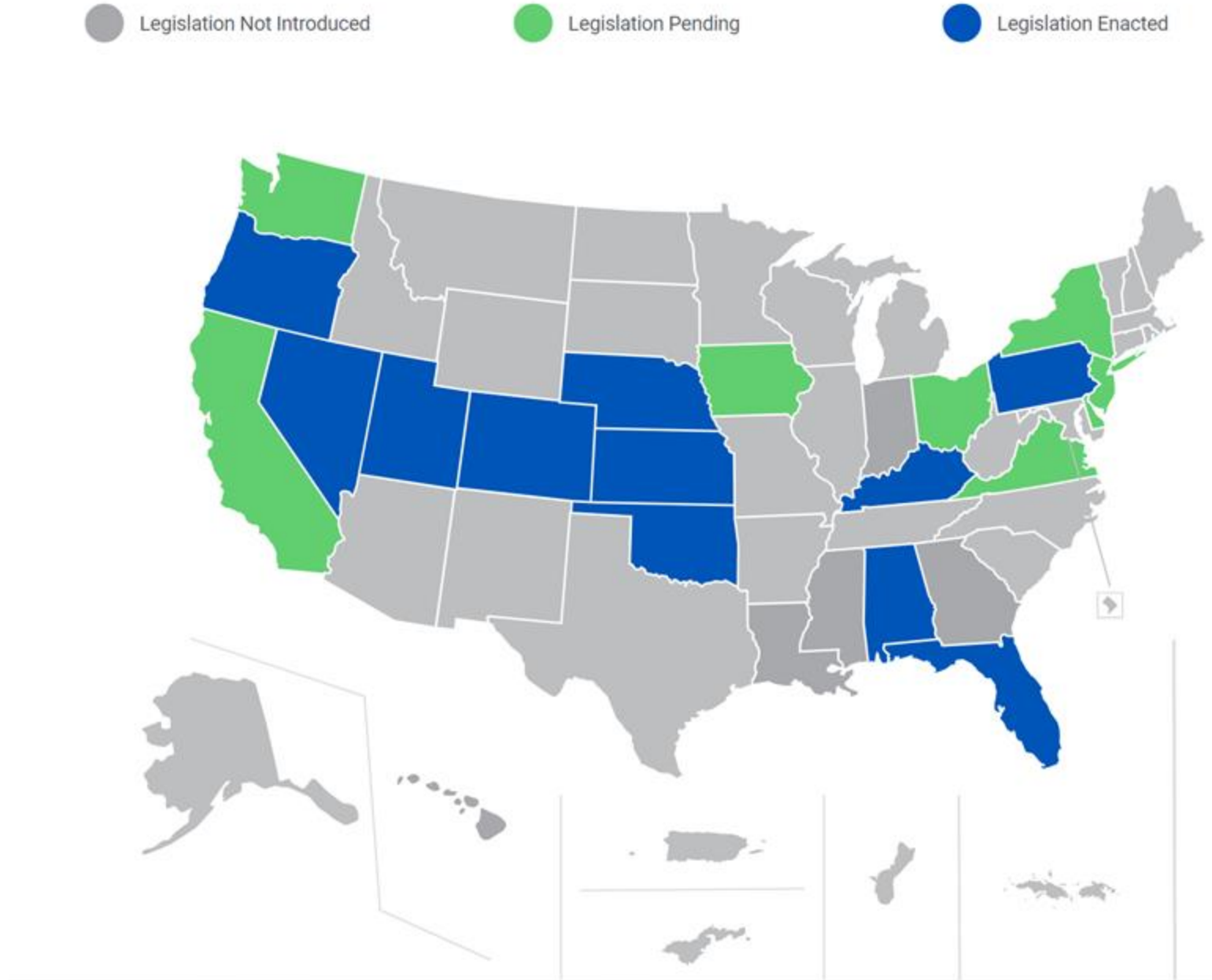
- Follow a similar path to teachers
  - Principal License
    - Prepared for building level and some district level administrator assignments
    - Valid for three years
  - Professional Administrator License
    - Prepared for district-wide administrator positions such as Superintendent and Assistant Superintendent
    - Valid for five years
- Both licenses are authorized in grades PreK-12



# Interstate Teacher Mobility Compact (ITMC) SB 279 (2023)

Agreement to honor  
licenses from  
participating states to  
those who apply for  
licensure

*Current participants in blue*



# Interstate Teacher Mobility Compact (ITMC)

## SB 279 (2023)



1. Unencumbered, closest equivalent license granted to candidate by participating states.
1. Excludes restricted, probationary, provisional, substitute or temporary licenses

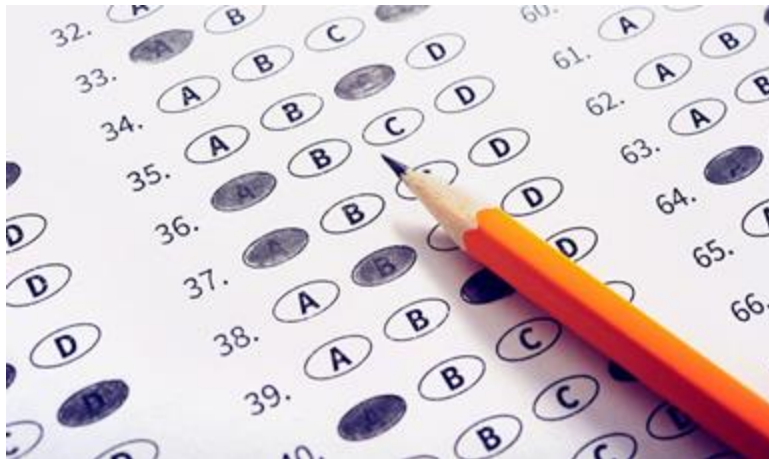
*Oregon must consider carefully placement of literacy requirements for preliminary and/or professional license to align with commitments of ITMC.*

# Standardized Assessment

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## Advantages:

- Vendors may have an instrument to measure this competency
- Could be a gateway for a significant number of applicants



## Challenges:

- Biases of standardized testing
- Potential language barriers
- Cost (e.g., Praxis for Idaho's Early Literacy endorsement is \$156)
  - Oregon priority is to *reduce licensure costs*

# ***Pre-approved District-led Professional Development***

## Advantages:

- Design quality assurance
- Reaches all district / ESD-employed educators
- Low to no cost for educators

## Challenges:

- Consistency of delivery
- Cohesion of coursework and messaging
- Capacity of approval agency(ies) to pre-approve
- Provision of quantity of sessions to meet educator needs within timelines
- Access for those currently licensed but not employed in Oregon districts/ESDs



# ***State-led Professional Development***

## Advantages:

- Design quality assurance
- Cohesion and consistency of coursework , delivery, and messaging
- Access to all educators

## Challenges:



- Capacity of agency(ies) to deliver statewide
- Implementation mapping creates pathways for educators at different stages
- Additional unanticipated cost to current Oregon-licensed teachers