

## HB 3198 -1, -3 STAFF MEASURE SUMMARY

### House Committee On Education

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**Prepared By:** Lisa Gezelter, LPRO Analyst

**Sub-Referral To:** Joint Committee On Ways and Means

**Meeting Dates:** 4/3

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#### WHAT THE MEASURE DOES:

Establishes Early Literacy Success Initiative (Initiative). Specifies purposes of Initiative. Requires Oregon Department of Education (ODE) to award grants to school districts and public charter schools to implement specific early literacy strategies, including coaching for teachers, early literacy summer programs, high-dosage tutoring, and adoption of curricula aligned with the science of reading and writing. Allows school districts and public charter schools to partner with culturally specific community based organizations. Establishes grant eligibility requirements, including biennial plan that must include literacy needs assessment and plan for implementing literacy progress. Requires ODE to evaluate biennial plans and provide technical assistance. Establishes grant award formula, including requirement for annual increases tied to current service level calculation. Establishes allowable uses of grant moneys based on amount awarded. Allows ODE to retain no more than 0.5 percent of grant moneys for administrative purposes. Establishes annual reporting requirements for grant recipients. Requires Secretary of State to conduct audits of Initiative every four years. Requires ODE to monitor progress toward goals and intervene when grantee does not meet goals. Specifies interventions. Requires ODE to establish early literacy coaching support program. Requires ODE to establish eight new regions and select coaching provider for each region. Allows expenditure of \$10 million per biennium from Statewide Education Initiatives Account for coaching. Establishes distribution formula for coaching moneys. Adds Early Literacy Success Initiative to allowable uses for Statewide Education Initiatives Account. Repeals Oregon Early Reading Program and Early Success Reading Initiative for the State of Oregon.

**REVENUE:** *May have revenue impact, but no statement yet issued.*

**FISCAL:** *May have fiscal impact, but no statement yet issued.*

#### ISSUES DISCUSSED:

##### EFFECT OF AMENDMENT:

-1 Specifies that synthetic phonics is included in definition of science of reading.

-3 Replaces the measure. Establishes Early Literacy Success Initiative, Birth Through Five Literacy Plan, and Early Literacy Success Community Grant program. Declares emergency, effective on passage.

Establishes Early Literacy Success Initiative (Initiative). Outlines purposes of Initiative. Requires Oregon Department of Education (ODE) to establish and administer Early Literacy Success School Grant program. Requires ODE to award annual grants to school districts and public charter elementary schools. Establishes allowable uses for grant moneys, including professional development and coaching, extended learning programs, high-dosage tutoring, the adoption of research-aligned curricula, and employment of literacy specialists. Requires grant funds to be used for the benefit of students in prekindergarten through grade three. Establishes grant eligibility and application requirements, including an early literacy success plan, an inventory of literacy resources, and a communication plan. Requires application to be presented and approved by school district board or governing body at an open meeting that includes a presentation of the application by an administrator and an opportunity for public comment. Requires alignment of early literacy success plan with district's or school's Student Success

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Act plan. Requires ODE to establish timelines and forms for applications, evaluate applications, assist applicants in prioritizing investments, and provide technical assistance. Requires State Board of Education to establish rules for distribution of moneys, including a minimum distribution for school districts with average daily membership of 50 or less. Establishes reporting requirements for grant recipients and for ODE. Requires ODE to monitor grantees' progress toward achieving goals established in their early literacy success plans, and intervene when a grantee does not meet its goals. Establishes interventions, including assisting in developing a corrective action plan, and retaining grant moneys. Requires ODE to establish application timelines that allow for the first distributions of grants to school districts to be made for the 2023-2024 school year. Allows use of 20 percent of grant funds in 2023-2024 school year and 10 percent in 2024-2025 school year for students in grades four and five, as long as amounts are matched by moneys otherwise available to the school district or public charter school. Requires initial report by ODE to Legislative Assembly by December 31, 2024.

Requires Department of Early Learning and Care (DELIC) to establish and implement the Birth Through Five Literacy Plan (Plan). Establishes purposes of Plan. Requires DELIC to distribute grants and submit related annual report to Legislative Assembly by December 31. Requires first report by December 31, 2024. Establishes Birth Through Five Literacy Fund in State Treasury. Appropriates unspecified amount of General Fund to Birth Through Five Literacy Fund.

Requires ODE to establish and administer Early Literacy Success Community Grant program. Establishes purposes of program. Requires ODE to distribute grants in accordance with administrative rules adopted by the State Board of Education (SBE). Establishes requirements for related administrative rules. Establishes Early Literacy Success Community Grant Fund in State Treasury. Appropriates unspecified amount of General Fund to Early Literacy Success Community Grant Fund.

### **BACKGROUND:**

American educators and policymakers have been debating how best to teach reading since at least 1841, when Horace Mann described the letters of the alphabet as "skeleton-shaped, bloodless, ghostly apparitions" (Lecture on the Best Mode of Preparing and Using Spelling-Books, 1841), while Noah Webster was a noted proponent of phonics education. The debate continued throughout the nineteenth century and into the twentieth. In general, proponents of phonics advocated for teaching children to decode words based on the sounds of individual letters, while proponents of the whole language approach advocated for children to learn to recognize whole words based on context.

In 1997, Congress directed the Director of the National Institute of Child Health and Human Development to consult with the Secretary of Education and convene a national panel to assess the status of research-based knowledge regarding the effectiveness of various methods of reading instruction. In 2000, the National Reading Panel appointed as a result of the Congressional mandate delivered its [report](#). In general, the Panel [found](#) that "systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read." As a result, the No Child Left Behind legislation enacted in 2001 contained "Reading First" provisions relating to reading instruction based on scientifically based research.

Debates over how to teach reading continued throughout the late 20th century, with the "balanced literacy" approach favored by Dr. Lucy Calkins at Columbia Teachers College influencing reading instruction throughout the United States. This approach arose as a compromise between phonics and whole language. However, Dr. Calkins has recently changed her published reading curriculum to include structured phonics.

To date, 30 states have adopted legislation relating to the science of reading. House Bill 3198 establishes the Early Literacy Success Initiative and requires use of science of reading-based instruction for participating districts and

charter schools.

PRELIMINARY