



HB 3198 –3

Early Literacy Initiative

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House Education Committee

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Early Literacy Success Initiative

Purpose of the Initiative:

- 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.

Components of comprehensive approach:

- Schools
- Communities
- Educator Preparation

How we got here:

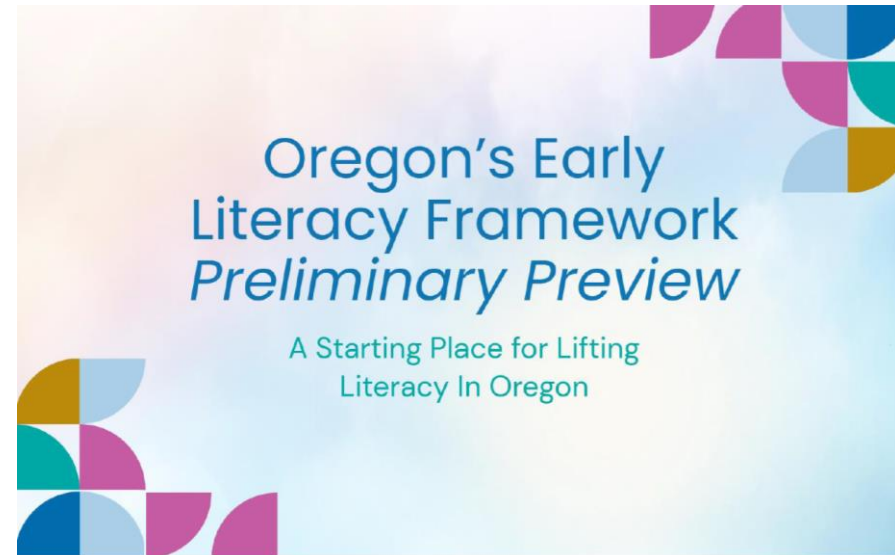
Appendix A: Themes from engagement to develop policy

Appendix B: Background regarding state comparisons



Early Literacy Success School Grant

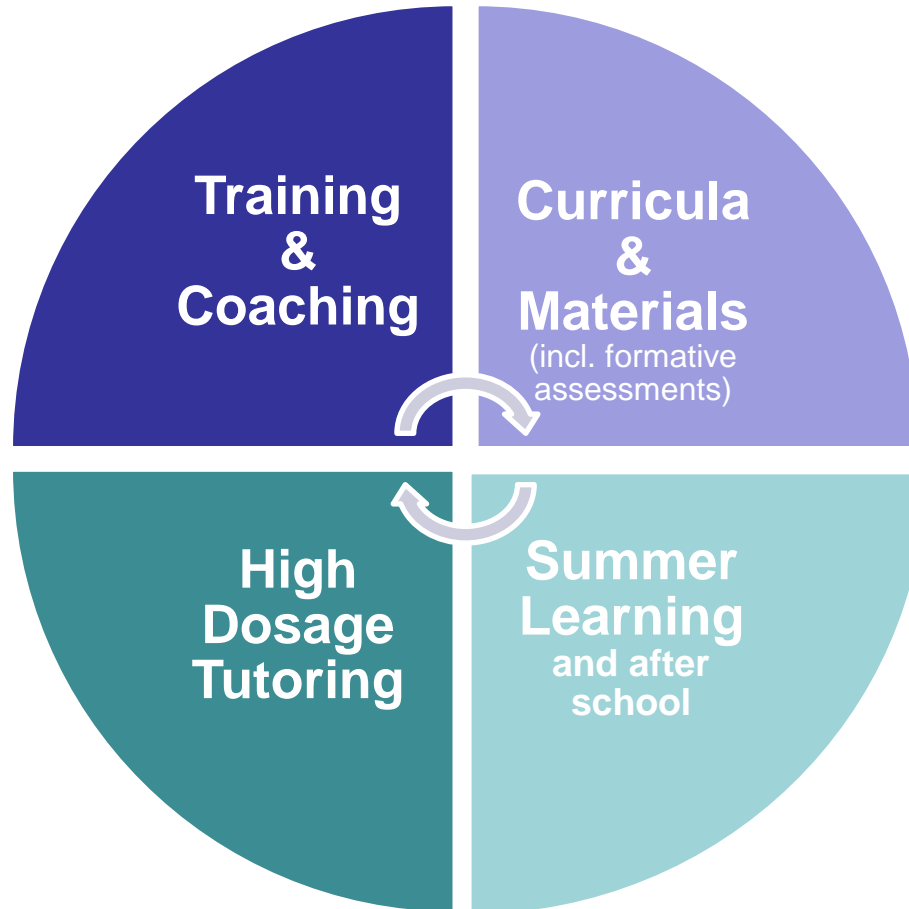
- **Goal:** Consistent, culturally responsive, research-aligned literacy instruction in all public elementary schools in Oregon so that each child leaves elementary school proficient in reading and writing in at least one language.
- **Roadmap:** The Oregon Department of Education [Early Literacy Framework](#) will provide an implementation playbook to ensure students are supported in reaching proficiency. Currently preliminary for feedback, final version by May 30, 2023.
- **Resources:** All districts and public charters will have access to resources to strengthen elementary literacy programs and ensure they are research-aligned. ODE will create a program similar to High School Success in implementation.





All components work together & must be research-aligned

Improve the core literacy instruction for all students



Accelerated learning for students who need targeted support



How the School Grant will work

- **Planning:**

- **Districts/public charters will create Early Literacy Success plans based on the ODE Literacy Framework and implementation tools.** Plans will include a review of their current literacy program (e.g., curricula used, instructional strategies, 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:**

- State investment of at least \$120M for 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 caregivers as full partners

Birth through Five Literacy Fund

Young children and their families;
Administered by DELC

Early Literacy Success Community Grant

Elementary-age youth;
Administered by ODE

Each of these will fund:

- Community-based, developmentally appropriate early literacy programs.
- Training and coaching for direct service staff.
- Planning grants to develop new program, prioritizing equitable access statewide.
- Supporting or seeding new language revitalization efforts with sovereign Tribal nations.

Accountability Infrastructure:

- 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.



Educator Preparation

- **Executive Action:** The Governor is drafting an executive order to convene a bipartisan table of legislators; educator preparation programs; local, state, and national experts; educators and school leaders; and others to reset instructional strategies at our teaching universities that will reflect decades of research and science behind reading and writing.



Appendix 1

How we got to the policy comparisons



What does early literacy mean to you?

“Literacy, language, and culture are the foundation for our people.”

“Family engagement.”

“Oral connection and storytelling.”

“Reading begins in the lap of a trusting and caring adult.”

What are the root cause problems that drive our current literacy outcomes and opportunity gaps in early childhood and elementary grades?

Key Themes related to direct instruction and academic opportunities

Lack of culturally appropriate preschool and early childhood and K12 programming

“We need programs that can help support and teach early learning educators how to create culturally relevant education for the children they are teaching. How to adapt the curriculum they are using to reflect the cultural values, customs and beliefs of children/families.”

Systemic pressures within education system to a) not see dual language ability as a strength, and b) not advance the language skills students do have.

“The lack of opportunities to expand early literacy by building on the richness of their home/first language. Pressure for families to assimilate to the educational system. This can create pressure for their children to speak only English. This can create great confusion for children and families who don't have enough support to understand that early literacy stretches beyond reading and writing (and reading and writing in English only).”

Role of teacher preparation to prepare teachers to teach reading and writing

“I keep thinking about targeted universalism and universal design. It is about how we create opportunities for all kids. Teacher prep programs don't create this understanding and skill...We need to think about the opportunity to create the conditions for all learners.”

Lack of research driving instructional practices; lack of high-quality PD and coaching for educators

“Other states have already charted the path forward...we should base our strategy on what has worked in other places.”



We also heard that even the best literacy instruction may not be effective if these root causes are not also addressed in our education system

Believing in the promise of all children & having a culture of high expectations for all

“In working with families with little ones who experience disability, there is a prominent mindset that kids with disabilities can’t learn to read or that there is some baseline/foundation that has to happen first before students can learn to read. There needs to be opportunities and belief for students with disabilities can learn to read and deserve literacy rich opportunities.”

“The science of reading doesn’t matter much if you believe that Black and Brown children can’t read.”



We also heard that even the best literacy instruction may not be effective if these root causes are not also addressed in our education system...additional themes

Role of parents and caregivers as children's first and best advocate

"[We have] to teach families why literacy and advocacy is important. Once they arrive in K-12 they have lost much of the wrap around supports and as a result are not supported at the same level where they can be themselves and speak their language."

Access to developmentally appropriate books that reflect the full breadth of our children in our state

"We need access to books that have strong characters that represent the student and family that is reading them."

Educator workforce that is well-prepared, well-supported, representative of students, and adequate staffing levels for individualized student attention

"Children with special needs and those with behavioral needs in the classroom are not receiving specialized attention, making teachers focused on behavior and social skills instead of literacy skills." [This was not a blame of teachers, but rather a recognition that our education system does not adequately resource and support them]



Appendix B

Background regarding state comparisons



Case Study

- In 2013, Mississippi passed the Literacy-Based Promotion Act, which prohibited students being promoted from 3rd to 4th grade if they were not deemed proficient.
- Components included:
 - State structure and support model and clear leadership.
 - Statewide professional development training model “that gives teachers and administrators the foundation and common language for best practices in reading instruction” (p. 5).
 - High-quality coaching infrastructure.
 - The Dept received more than 500 applications for 74 coaching positions and only hired 24 the first year. High standards + Workforce not trained to meet those standards = coaching pool was more limited than anticipated.
 - Build public awareness among parents, educators, media, community.
 - Reading panel to recommend formative assessments.
 - Many other components, working in tandem.

KEY TAKEAWAYS REGARDING LIMITATIONS OF CROSS-STATE COMPARISONS

1. Missouri “checks most of the boxes” of what some experts believe are the fundamental principles of literacy policies. However, it’s NAEP scores are about the same as Oregon’s.
2. Nevada invests in coaching, but is in the bottom of the pack on NAEP, well below Oregon.
3. The picture of how you build literacy success is not just a matter of what the investments and policies are, but rather how those are working in tandem with each other on the ground in schools and communities every day.

A State-by-State Look at Fundamental Principles Adoption

State	Supports for Teachers & Policy				Assessment & Parent Notification			Instruction & Intervention						Retention & Intensive Intervention			Additional Resources	
	Science of Reading (SOR) Training	Literacy/Reading Coaches	Teacher Prep Program Alignment to SOR and/or SOR Assessment*	Funding for Literacy Efforts	Universal Screener Identify Students with Reading Deficiency (K-3)	Dyslexia Screener for At-Risk Students	Notify Parents of Students Identified with Reading Deficiency	District Adoption of High-Quality Instructional Materials (HQIM) SEA Guidance	Three-Cueing (a flawed literacy instructional practice and should be eliminated)	Individual Reading Plan and/or Documentation of Interventions for Students with a Reading Deficiency	Monitor Progress Students with Reading Deficiency (K-3)	Intervention During Summer/Before, During, and/or After School Hours	Summer Reading Camps/Innovative Summer Reading Programs	Parent Engagement At-Home Reading Strategies	Statewide: Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)	Multiple Options for Promotion		Good Cause Exemptions (GCE) for Some Students
Missouri 1999 , 2001 , 2002 , 2022: SB681 & SB662	✓		✓ Alignment	✓ CLSD funding: \$18 million 5-year grant ESSER funds: Read, Lead, Exceed program [\$26.9 million] FY23 Appropriations: \$25 million federal funds to reimburse school districts for costs associated with evidence-based reading instruction State funding: Reading assessment costs State funding: After-school retreat reading and assessment program	✓	✓	✓	✓		✓	✓	✓	✓	✓				Policy for reading success plans - R3Mo 10/2018 Reading assessments required - R3Mo 10/2018 Reading instruction act - R3Mo 10/2018 Council established - R3Mo 10/2018 MO DESE, English Language Arts Priorities State Literacy Plan & community underpinning MO DESE, Missouri Read, Lead, Exceed
Nevada 2015 , 2017 , 2019 , 2021		✓		✓ State funding: Read by Grade 3 [statewide base per pupil funding amount: \$31,429,229 per FY]	✓	✓	✓		✓	✓	✓	✓	✓				Plan to improve literacy of pupils - NRS 388.157 Written notice of deficiency in subject area of reading - NRS 388.157, et al Nevada's 2021 Nevada's Read By Grade Three Program	

Comprehensive Early Literacy Policy

2022 ExcelinEd Policy Toolkit 11