

HB 3040 -1, -2, -4 STAFF MEASURE SUMMARY

House Committee On Education

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Meeting Dates: 3/19, 4/2

WHAT THE MEASURE DOES:

The measure requires the Oregon Department of Education to study methods to improve early literacy. The measure requires the ODE to submit a report to the Legislative Assembly by September 15, 2026.

Fiscal impact: May have a fiscal impact, but no statement yet issued.

Revenue impact: May have a revenue impact, but no statement yet issued.

ISSUES DISCUSSED:

EFFECT OF AMENDMENT:

-1 The amendment replaces the measure. It expands the Early Literacy Success Initiative grants to grade 5 and includes professional development for instructional assistants and other staff. It also modifies certain reporting requirements. The amendment allows the Oregon Department of Education (ODE) to require a school district to adopt specified instructional materials or participate in training if the district does not meet the goals in its early literacy success plan. The amendment establishes a program to support school districts, schools, and educators in effectively using early literacy research-aligned textbooks and material. It requires ODE to create and submit a report on the program to the Governor and the Legislative Assembly by February 1 of each year, and allows ODE to use moneys in the Statewide Education Initiatives Account to fund the program. It also adds a tribul consultation requirement for specified purposes.

Detailed Summary

Section 1

- Allows funding to be used for the professional development of instructional assistants and other staff.
- Requires researched-aligned literacy strategies curriculum to be applicable in prekindergarten through grade five.

Section 2

- Modifies the requirements for grant applications related to communicating and engaging on the Early Learning Success Plan.

Section 3

- Requires a school district's annual report to include professional training and coaching provided to instructional assistants and other staff.
- Requires the report to include both school- and school district-level data on the number and percentage of students participating in high dosage tutoring.
- Modifies the Oregon Department of Education report submission date from December 31 to February 1 of each year.

Section 4

- Allows ODE to require a school district or public charter school to adopt textbooks or other instructional materials from a list adopted by the State Board of Education if the district does not meet its goals.

HB 3040 -1, -2, -4 STAFF MEASURE SUMMARY

- Allows ODE to require school districts or public charter schools to participate in school or school district training and improvement activities if the district does not meet its goals.

Section 5

- Requires ODE to consult with federally recognized tribes only for rules regarding language revitalization efforts by those tribes, instead of all rules regarding Early Literacy Success Community Grants.

Section 6

- Adds Section 7 to the Oregon Revised Statutes.

Section 7

- Requires the Oregon Department of Education to establish and administer a program to support school districts, schools, and educators in selecting, adopting, and effectively using evidence-based research-aligned textbooks and instructional materials.
- Allows ODE to enter contracts, partnerships, or other agreements to administer any part of the program.
- Establishes requirements for the program including ongoing training, professional development, coaching provided by ODE, and the sharing of best practices and successful strategies across school districts.
- Requires ODE to equitably allocate resources and support across school districts based on the school district's size and capacity but allows ODE to prioritize the highest-needs districts.
- Requires ODE to report to the Governor and the Legislative Assembly on the number of school districts participating, the effectiveness of the training, professional development or coaching, and the impact of the program on early literacy outcomes.
- Requires the department to regularly review the program and consult with educators, school districts and other entities to ensure the program meets the purposes of the program.

Section 8

- Modifies the allowed uses of the Statewide Education Initiatives Account to include the program in Section 7.

-2 Replaces the measure with language substantially similar to the -1 amendment. In Section 7, it replaces the early literacy support programs with an early literacy coaching program. It requires the coaching program to be available to all school districts through 10 regional literacy coaches. It allows ODE to enter a contract with an organization to provide a regional literacy coach. It also requires the regional literacy coach to provide training, professional development or coaching that supports the effective use of early literacy textbooks and instructional materials. It requires ODE to submit a report to the Governor and the Legislative Assembly on the program and ODE must regularly review the program.

-4 Replaces the measure with language substantially similar to the -2 amendment. In Section 1, the amendment requires grantees to provide professional development and coaching to teachers and administrators and allows them to provide professional development and coaching for instructional assistants and other staff identified by the State Board of Education. In Section 7, the amendment requires ODE to establish 10 regions covering the state and select a coaching provider for each region. It adds goals for the early literacy coaching program, allows ODE to create a competitive process for selecting providers, and allows the State Board of Education to adopt rules for prioritizing schools.

BACKGROUND:

In 2023, [House Bill 3198](#) established the Early Literacy Success Initiative, the Birth Through Five Literacy Plan, and the Early Literacy Success Community Grant Program. In its [report](#) to the legislature in December, 2024, the Oregon Department of Education indicated that grantees spent the most on Professional Development and

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Coaching, followed by purchasing curricula and materials, then followed by high-dosage tutoring. Approximately 80 percent of school districts have adopted research aligned core-curriculum for Early Literacy from the State Board of Education's adopted list. The report also found that most early elementary teachers required to use the program materials had access to those materials.

PRELIMINARY