



# Early Literacy Success Initiative: HB 3040 Informational Update

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Senate Education Committee

April 23rd, 2025

# Early Literacy Success Initiative (HB 3198)

In 2023, Governor Kotek and the Oregon Legislature established early literacy as a top priority and created four programs:



Tribal Grants



Community Grants



School District Grants



Birth – 5 Plan

ODE

DELIC

# School District Grants: Lifting Literacy Through Research-Aligned Strategies



In 2023-2025, \$90 million was allocated by formula to 248 districts and public charter schools to implement five allowable uses:

Curriculum



Professional  
Development  
& Coaching



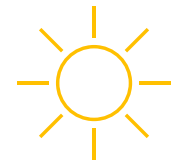
Specialized  
Literacy Staff



High-Dosage  
Tutoring



Extended  
Learning



# Building Momentum

*Approximately 80% of school districts, representing about 185,000 students, have adopted research-aligned core curriculum for Early Literacy from the State Board of Education approved list.*



In a short amount of time, the funds have been invested across various early literacy activities:

200

FTE Funded to Support Literacy  
(Coaches, Interventionists,  
Specialists, & Tutors)

11,438

K-5 Students  
Participated in  
Extended Learning

13,221

K-5 Students  
Participated in High-  
Dosage Tutoring

4,009

Educators Received PD &  
Coaching in Early Literacy  
Research-Aligned Strategies

# What's New in HB 3040



HB 3040 strengthens the Early Literacy School District Grants by:

- ✓ Establishing a **regional literacy coaching program for Oregon's highest need schools.**
- ✓ Expanding professional development to **Instructional Assistants.**
- ✓ Allowing funds for **4th/5th grade research-aligned curriculum.**
- ✓ Broadening ways ODE may intervene to **support districts not meeting goals.**
- ✓ Making technical fixes for clarity.\*

*\* Clarifies requirements for communication and engagement, shifts legislative report due date to 2/1, and clarifies requirements for Tribal consultation in Community Grant Program.*

# Oregon's Vision for the Literacy Coaching Program



Oregon Department of Education



## Professional Learning

Ensure teachers learn effective strategies grounded in the science of reading and writing to accelerate student learning.



## Collaboration

Build networks of educators who work together and share ideas to increase student learning.



## Equitable Access

Provide teachers with the tools and knowledge needed to provide high-quality instruction to every student.



## Data-Driven Programming

Support teachers and administrators to use classroom data to provide targeted instruction.

# Learning from Other States' Model



*Ohio, Georgia, Maryland, and South Carolina recently adopted literacy coaching models. A similar model in Oregon will strengthen the work we have already begun through the Early Literacy Success Initiative.*

Oregon Department of Education

## Coaching as a Key Driver of Literacy Gains

- State-hired coaches placed in the highest-need schools, spending 2–3 days/week supporting teachers and principals.
- Schools saw increases in teacher literacy skills, instructional quality, and student engagement.
- For participating schools, student proficiency on the state assessment rose by 15% over three years (2015-2017)
- Mississippi continues to make steady gains on NAEP 4th-grade literacy.

## Part of a Comprehensive Strategy

- Coaching was paired with statewide professional development in the science of reading.
- A K–2 literacy assessment was implemented to support early intervention.

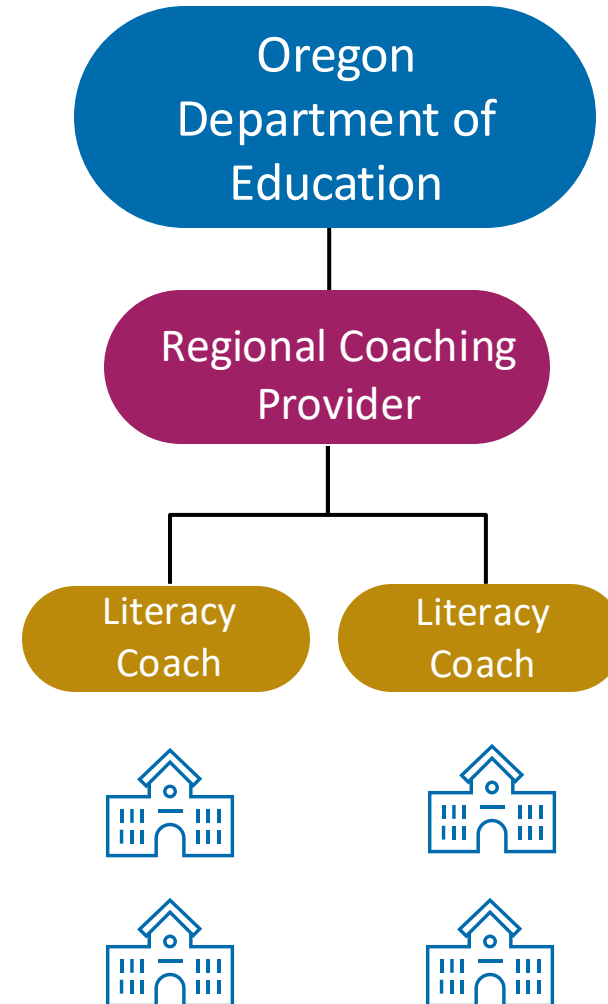
# Coaching Program Impact Plan

ODE develops high-quality literacy coaching program.

Up to 10 regional coaching providers established.

Regional coaching providers hire and manage coaches working in selected schools.

Coaches work directly with principals and educators to improve literacy instruction.





# Ensuring Effectiveness and Accountability

**ODE will submit an annual report of the coaching program, which includes:**

- **Participation:** Tracking number of school districts involved in the early literacy coaching program.
- **Effectiveness:** Assessing quality of support provided to districts, schools, and educators, including how resources are allocated.
- **Impact:** Measuring improvements in statewide early literacy outcomes.
- **Accountability:** Conducting biennial consultations with school districts, educators, and applicable entities to ensure the program meets its goals.