

HB 3040 B STAFF MEASURE SUMMARY**Carrier:** Rep. Kropf**Joint Committee On Ways and Means****Action Date:** 06/17/25**Action:** Do pass with amendments to the A-Eng bill. (Printed B-Eng.)**House Vote****Yeas:** 12 - Bowman, Breese-Iverson, Cate, Drazan, Evans, Gomberg, Levy E, Owens, Ruiz, Sanchez, Smith G, Valderrama**Senate Vote****Yeas:** 11 - Anderson, Bonham, Broadman, Campos, Frederick, Girod, Lieber, Manning Jr, McLane, Smith DB, Sollman**Fiscal:** Has minimal fiscal impact**Revenue:** No revenue impact**Prepared By:** Wendy Gibson, Budget Analyst**Meeting Dates:** 6/12, 6/17**WHAT THE MEASURE DOES:**

The measure modifies the allowable uses of early literacy grants and certain reporting requirements. It 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. It adds a Tribal consultation requirement for specified purposes. The measure establishes an early literacy coaching program and provides goals for the program as well as processes for hiring providers and other entities. 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, requires ODE to conduct a biennial review of the program, and allows ODE to use moneys in the Statewide Education Initiatives Account to fund the program.

Detailed Summary**Section 1**

- Allows funding to be used for the professional development of instructional assistants in early elementary grades and other staff identified in rule.
- Requires researched-aligned literacy strategies curricula 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 administrators, 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.

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- 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

- Establishes an early literacy coaching program and directs ODE to establish 10 regions with each region having a coaching provider.
- Defines the goals of the early literacy program.
- Requires ODE to create a process to select coaching providers.
- Requires ODE to create a process to fund entities to implement the early literacy programs to support design, resource development or support of the program.
- Allows the State Board of Education to adopt rules to prioritize schools participating in the early literacy coaching program
- 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 conduct biennial reviews of 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.

ISSUES DISCUSSED:

- Impacts of early literacy on students
- Instructional materials quality
- Importance of shared accountability
- Alignment with SB 141

EFFECT OF AMENDMENT:

The amendment removes section 6-8 of the measure to remove requirements related to an early literacy coaching program and the directive for the Department of Education to establish 10 regions for the assignment of coaching providers. At the current program funding level, it would be difficult for small school districts with minimum grant awards to accomplish all the requirements within these three sections of the measure. The removal of these sections alleviates the fiscal impact this measure has on small school districts.

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 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.