

Oregon's Early Literacy Success Initiative

Unpacking House Bill 3198

Note: This resource has been developed with language directly from the legislation. As additional interpretation and guidance is developed, this resource will be updated.

Overview

Leading up to the Legislation

In May 2023, the Oregon Department of Education released [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#), and Governor Kotek issued an [executive order](#) related to strengthening educator preparation for literacy instruction. In June, the Oregon Legislature, with leadership from Governor Kotek, passed the [Early Literacy Success Initiative](#).

Together, the Early Literacy Framework, the executive order, and the legislation build momentum and capacity while also providing funding for strengthening literacy instruction in classrooms and communities across Oregon. The Early Literacy Success Initiative is a top priority for Governor Kotek and is being implemented by the Oregon Department of Education and the Department of Early Learning and Care.

These purposes will be accomplished through four programs:

Early Literacy Success Tribal Grants



Early Literacy Success Community Grants



Early Literacy Success School District Grants*



Birth through Five Literacy Plan



*Inclusive of eligible public charter schools and consortia.

Early Literacy Success Programs

Early Literacy Success Tribal Grants



The Oregon Department of Education will distribute non-competitive grants from the Early Literacy Success Community Grant Fund. The legislature will determine funding levels for 2023-2025.

The purposes of this grant program are to:

- **Expand and develop literacy and language revitalization efforts by Oregon's federally recognized tribes.**
- **Expand culturally and linguistically responsive early literacy programs** for children in early elementary grades by:
 - Encouraging family and caregiver engagement; and
 - Providing research-aligned professional training and coaching for direct service staff in early literacy.
- **Develop and implement programs that engage parents and children** in early elementary grades in early literacy and that are available equitably and statewide.
- **Provide high-dosage tutoring programs and training to tutors** to qualify the tutors for instruction in a manner consistent with research-aligned literacy strategies.

Early Literacy Success Community Grants



The Oregon Department of Education will distribute grants from the Early Literacy Success Community Grant Fund. The legislature will determine funding levels for 2023-2025.

The purposes of this grant program are to:

- **Expand culturally and linguistically responsive early literacy programs** for children in early elementary grades by:
 - Encouraging family and caregiver engagement; and
 - Providing research-aligned professional training and coaching for direct service staff in early literacy.
- **Develop and implement programs that engage parents and children** in early elementary grades in early literacy and that are available equitably and statewide.
- **Provide high-dosage tutoring programs and training to tutors** to qualify the tutors for instruction in a manner consistent with research-aligned literacy strategies.



Early Literacy Success School District Grants



The Oregon Department of Education will administer non-competitive, application-based, annual grant-in-aid to school districts and eligible public charter schools that are elementary schools to support comprehensive early literacy plans. There will be **\$90 million for the 2023–25 biennium** funded through the Statewide Education Initiatives Account. Note: A 25% match of funding (from any fund source) to advance literacy from any fund sources will be required*. (School districts and eligible charters at or below 50ADMw will be given an accommodation to release this need for a match.)

Allowable uses include:

- **Professional development** and coaching in research-aligned literacy strategies for teachers and administrators in early elementary grades.
- **Extended learning programs** that use research-aligned literacy strategies and that are made available to students in early elementary grades by licensed teachers or by qualified tutors; including:
 - **Home-based summer reading activities** for students who need additional support and enrichment; and
 - **Intensive summer school programs** for students who need the most additional support and who receive at least 60 hours of direct literacy instruction by an instructional assistant or a licensed teacher trained in research-aligned literacy strategies.

- **High-dosage tutoring** that integrates reading and writing and is delivered by a qualified tutor.
- **The adoption and implementation of curricula** that uses research-aligned literacy strategies.
- **Literacy specialists, coaches or interventionists** to support all of the above.

Birth Through Five Literacy Plan



The Department of Early Learning and Care will distribute grants from the Birth Through Five Literacy Fund. These grants are funded through the Early Learning Account, with funding levels to be determined. **Funds will be distributed in 2024–2025.**

The purposes of this program are to:

- **Expand culturally specific early literacy programs** for children from birth through five years of age by:
 - Encouraging family and caregiver engagement;
 - Providing research-aligned, developmentally appropriate professional training and coaching for direct service staff in early literacy.
- **Promote the capacity of programs** that engage parents and children from birth through five years of age in early literacy and that are available equitably and statewide.
- **Expand and develop language revitalization efforts by Oregon's federally recognized tribes.**

*This direction is put forward pending SBE approval of temporary and then permanent rules.

Early Literacy Success Initiative Definitions

Research-Aligned Literacy Strategies:

Research-aligned literacy strategies means strategies that:

- are literacy focused;
- are culturally responsive and relevant to diverse learners;
- are based on long-term research derived from the science of reading and writing; and
- apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

High-Dosage Tutoring:

High-dosage tutoring means one-on-one tutoring or tutoring in small groups...that

- is provided in addition to daily instruction;
- is provided two or more times each week over at least a 10-week period; and
- uses a research-aligned tutoring model that is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively.

Academic Disparities:

Student groups that have historically experienced academic disparities means:

- economically disadvantaged students, as determined under rules adopted by the State Board of Education;
- students from racial or ethnic groups that have historically experienced academic disparities, as determined under rules adopted by the State Board of Education;
- students with disabilities;
- students who are English language learners;
- students who are foster children (ORS 30.287);
- students who are homeless, as determined under rules adopted by the State Board of Education
- students who attend an elementary school that:
 - is identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act; or
 - Qualifies for assistance under Title I of the federal Elementary and Secondary Education Act of 1965; or
- Any other student groups that have historically experienced academic disparities, as determined under rules adopted by the State Board of Education by rule.



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