Early Literacy Success

School District Grant

Report to the Legislature

December 2024

Early Literacy Success School District Grant – Legislative Report

Executive Summary

In Summer 2023, in coordination with Governor Kotek, the Oregon Legislature established early literacy as a top priority by creating the Early Literacy Success Initiative through House Bill 3198, now enacted as ORS 327.825 - 327.845. With this legislation, literacy became an urgent statewide priority. The approach and focus have sharpened as we now have both Oregon's Early Literacy Framework, backed by science, as the common playbook and funding for districts to take action.

The goals of the Early Literacy Success Initiative are to: Increase early literacy for children from birth to grade three; reduce literacy academic disparities for student groups that have historically experienced academic disparities; increase support to parents and guardians as partners in the development of their children's literacy skills and knowledge; and increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family-centered.

To meet these goals, ORS 327.825 - 327.845 organizes the work of the Early Literacy Success Initiative across four related yet distinct grant programs: (1) Early Literacy Success School District Grants; (2) Early Literacy Success Tribal Grants; (3) Early Literacy Success Community Grants; and (4) Birth through Five Literacy Plan. The first three programs are administered by the Oregon Department of Education (ODE), with the latter administered by the Department of Early Learning and Care. Equipped with the science-backed Early Literacy Framework and its research-based best practices and leveraging internal systems designed to support coherent implementation of large scale initiatives, ODE sprang into action once the Early Literacy Success Initiative was signed into law, launching the Early Literacy Success School District Grants only 11 months after the enactment of House Bill 3198 (2023).

This report pertains only to the Early Literacy Success School District Grants, as required by ORS 327.825, which requires ODE to submit to the Legislature a summary of the Early Literacy Success School District Grants. This legislative report takes into consideration the annual reports submitted by grantees by November 30, 2024.

School districts are excitedly diving into this opportunity presented by the Early Literacy Success School District Grants to boost student literacy, with collective buy-in across the state. With Oregon's Early Literacy Framework in hand, school districts have been planning thoughtful implementation with the best available tools and resources. This report includes data and analysis for expenditures and grant activities from October 1, 2023 - June 30, 2024, and is grouped thematically by the specific reporting categories required by ORS 327.835, in addition to financial information:

- **Expenditures** provides information on how funds were spent across the allowable uses.

- **Instructional Materials & Curriculum** describes data from the four reporting requirements pertaining to the materials submitted in grantee early literacy inventories, fidelity of implementation, and educator professional development to support fidelity of implementation.
- **Professional Development & Coaching** describes data pertaining to the reporting requirement about teacher professional development and coaching in research-aligned literacy strategies.
- **High-Dosage Tutoring & Extended Learning** provides data on district implementation of each of these activities, including student participation and outcome data.

The analysis includes data only from complete and accurate annual reports submitted by districts and eligible public charter schools. For most reporting categories, this report provides analysis and summary information for 136 of 248, or 55%, of Early Literacy Success School District Grant. **It is important to note that not all grantees' data are reflected in this report as, due to the compressed timeline for this first year's implementation, some grantees' annual reports were incomplete or submitted after the reporting deadline; therefore, the data is incomplete and should not be used to draw conclusions about the impact of the Early Literacy Success School District Grants.**

With this caveat, analysis of the 2023-24 annual grantee report identified the following themes from the first year of implementation for the Early Literacy Success School District Grant Program:

- The largest categories of expenditures in Year 1 included purchasing curricula and materials, professional development and coaching, and high-dosage tutoring. The least amount of funds was spent on extended learning.
- 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 adopted list**.**
- Almost all grantees reported that most of their teachers (76-100%) have access to the core materials they are required to teach.
- Of the data reported, 3,270 (56%) Kindergarten through 5th grade teachers in English Language Arts Assignments (out of a total of 5,806 reported teachers) received early literacy professional development or coaching for the 2023-2024 performance period.
- 55 grantees implemented high-dosage tutoring. Of the 10,933 students across these grantees who participated in high-dosage tutoring, at least 6,000 demonstrated growth.
- 32 grantees reported implementing extended learning. Of the 2,094 students across these grantees who participated in extended learning, at least 500 students showed growth.

Through the fast paced first year of implementation Oregon has laid the critical foundation to help every child in Oregon read and write with confidence and competence. Throughout, ODE has supplied resources to help grantees be successful with application and implementation. Given this first year's emphasis on planning and the compressed timeline for implementation, ODE anticipates most of the money will be spent in the second year of the biennium to make more significant early literacy investments toward the goals of the Early Literacy Success Initiative. Regardless of where schools and districts are located across the state, Oregon educators now have access to the same playbook, backed by science, with tools and resources supported with state funding.

PART I: Introduction

Background

Early Literacy Success Initiative (House Bill 3198)

In Summer 2023, in coordination with Governor Kotek, the Oregon Legislature established early literacy as a top priority by creating the Early Literacy Success Initiative through House Bill 3198, now enacted as ORS 327.825 - 327.845. With this legislation, literacy has become an urgent statewide priority, with a sharpened approach and focus. Paired with Oregon's Early Literacy Framework, which provides a common playbook backed by the science of reading and writing, the Early Literacy Success Initiative legislation and related funding provides schools and districts with the necessary tools and resources.

The goals of the Early Literacy Success Initiative are to: Increase early literacy for children from birth to grade three; reduce literacy academic disparities for student groups that have historically experienced academic disparities; increase support to parents and guardians as partners in the development of their children's literacy skills and knowledge; and increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family-centered.

To meet these goals, ORS 327.825 - 327.845 organizes the work of the Early Literacy Success Initiative across four related yet distinct grant programs: (1) Early Literacy Success School District Grants; (2) Early Literacy Success Tribal Grants; (3) Early Literacy Success Community Grants; and (4) Birth through Five Literacy Plan. The first three programs are administered by the Oregon Department of Education (ODE), with the latter administered by the Department of Early Learning and Care (DELC). **This report pertains only to the Early Literacy Success School District Grants**, as required by ORS 327.825, which requires ODE to submit to the Legislature a summary of the Early Literacy Success School District Grants, taking into consideration grantee annual reports.

Early Literacy Success School District Grants

Under the Early Literacy Success School District Grants, ODE awarded annual non-competitive application-based grants to school districts and eligible public charter schools[1] to support comprehensive early literacy efforts in elementary grades Pre-Kindergarten through 3rd (and

---

[1] Eligible public charter schools are defined in ORS 327.825 as charter schools that are established under ORS chapter 338 and are not virtual public charters, as defined in ORS 338.005.

4th and 5th grade for the 23-25 biennium). The grants are allocated through a formula based on weighted Average Daily Membership (ADMw)[2].

The Legislature allocated $90 million to the Early Literacy Sucess School District Grants for the 2023-25 biennium. The grants fund five allowable uses to support early literacy:

1) The adoption and implementation of curriculum;
2) Professional development and coaching in research-aligned literacy strategies for teachers and administrators;
3) The hiring of literacy specialists, coaches, or interventionists;
4) High-dosage tutoring; and
5) Extended learning programming.

Central to the goals of the initiative is that districts use "research-aligned literacy strategies," which ORS 327.825 defines as "strategies that are literacy focused, culturally responsive and relevant to diverse learners, 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." The "science of reading and writing" is subsequently defined in ORS 327.825 as "the convergence of findings from research on reading and writing processes, development and instruction; and the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated to meet the needs of individual learners through developmentally appropriate practices."

Early Literacy Success School District Grants Launch

The enactment of House Bill 3198 on August 2, 2023, was an opportunity for statewide collaboration between grantees, Education Service Districts (ESD), and ODE to launch and implement one of the state's largest literacy initiatives, with ODE required to establish timelines to "allow for the first distributions of grants to school district and public charters schools…to be made for the 2023-2024 school year."[3]

Given the broad range of community interest in the Early Literacy Success Initiative, ODE convened a Literacy Rules Advisory Committee in addition to the standard process for rules

---

[2] The Average Daily Membership is the formula by which ODE allocates funds to districts on a per-student basis. The weighted Average Daily Membership or ADMw, measures the differences in students' educational needs. For example, where a student who is not in any of the additional-weight categories would be worth up to 1 weight, depending on full-time/full-year enrollment status, a student experiencing poverty who is also an English language learner would be worth 1.75 weights.

[3] OAR 327.831

engagement to gather additional input and inform permanent rule making across all three grant programs. For detailed information on the permanent rulemaking process, see Appendix A.

 Equipped with the science-backed Oregon Early Literacy Framework and its research-based best practices and leveraging internal systems designed to support coherent implementation of large scale initiatives, ODE sprang into action once the Early Literacy Success Initiative was signed into law, launching the Early Literacy Success School District Grants only 11 months after the enactment of House Bill 3198 (2023). Appendix B illustrates the major milestones for the first year of implementation of the Early Literacy Success School Districts Grants. These dates overview critical project phases, including the application process for the Early Literacy Success School Districts Grants, guidance on the application, technical assistance for grantees, supporting grantees in high-quality implementation of Early Literacy Success School District Grant funding, and the permanent rule making process. The final phases of the timeline include annual reporting and action steps to carry out Oregon Administrative Rule requirements for future biennia. **Within 11 months of House Bill 3198 (2023) being signed into law, ODE, with the support of districts, charter schools, ESDs, and community partners:**

- Established timelines for submission of applications;
- Released detailed guidance for applicants explaining the initiative;
- Established temporary rules to govern fund administration for the first biennium;
- Led broad engagement to establish permanent rules[4] for future biennia;
- Supported 100% of eligible applicants in submitting on-time applications through over 35 engagements;
- Reviewed 251 applications; and
- Began distributing funds to 248 approved grantees.

Additionally, districts and eligible charter schools, with the support of ESDs:
- Collaborated on information and technical assistance sessions to support application planning and completion;
- Completed and submitted applications within six months, coinciding with the start of a new school year; and
- Obtained local school board approval for their applications (as required by statute) no later than February of 2024.

Within 11 months, 100% of the grant agreements were signed, and by June 30, 2024, every grantee had received their Year 1 funds. To put this into perspective, other large statewide

---

[4] For additional information on the permanent rulemaking process for this initiative, see Appendix A.

initiatives had timelines of approximately 18-24 months for initial implementation and distribution of funds.

Through the fast-paced first year of implementation, Oregon has laid the critical foundation to help every child in Oregon read and write with confidence and competence. School districts are excitedly grabbing onto this opportunity to boost student literacy, showing there is collective buy-in across the state.

Jumpstart Biennium

Due to the tight timeline for districts to build a plan and apply for funds in 2023, this first biennium of implementation served as a "jumpstart" for districts. For the 2023-2025 "Jumpstart Biennium," the application process:

- Served as an on-ramp for districts beginning to implement early literacy changes and provide space for collective statewide coherence.
- Provided clarity on critical grant requirements as ODE moved forward with public engagement and input, including the permanent rule making process with the State Board of Education.
- Allowed for time and space for districts to seek community engagement and input on their early literacy plans, including a communication plan and school board approval.
- Accommodated the business and programmatic needs of grantees beginning a new grant partway through a school year and biennium, while also providing grantees with guidance on how to align their early literacy plans with their Integrated Plans[5] in future biennium.
- Included the opportunity for grantees to spend limited funds on 4th and 5th grade students, per ORS 327.825, to support students in upper elementary grades, as well as a match requirement from all grantees.

Through the fast paced first year of implementation, Oregon has laid a critical foundation to help every child in Oregon read and write with confidence and competence. After this initial biennium of implementation, ODE anticipates early literacy programming will be further developed and the expectations for future applications and district plans will be more streamlined, as the Early Literacy Success School District Grants were designed to align with

---

[5] "Aligning for Student Success: Integrated Guidance for Six ODE Initiatives," published in 2022, was an effort to be responsive to hundreds of requests from educational and community leaders that ODE align and integrate federal and state educational investments focused on educational innovation and improvement that were separately created. Programs include High School Success and Student Investment Account, among others. One of the aims of this effort is to significantly decrease administrative burden and administrative confusion while putting forward a single application and combining processes for planning, needs assessment, community engagement, budgeting, and evaluation.

other major grant programs as part of the Aligned Integrated Programs. Four-year goals, which were exempt in the Jumpstart Biennium, per ORS 327.825, are required in future biennia. Once four-year goals are in place, ODE will monitor and support grantees' progress towards those goals.

Momentum and Collective Buy-In for Early Literacy

Through conferences, educator summits, and interactive webinars, ODE is seeing momentum and collective alignment build for early literacy. In addition to broad statewide engagement, the ODE Literacy Team visited nine districts to observe early literacy practices. Drawing upon the observations and conversations from engagement across Year 1, examples of thoughtful and strategic early literacy planning emerged.

Initial promising practices include investing Early Literacy Success School District Grant funding to:

- Purchase high-quality instructional materials that are aligned to the science of reading and writing and are culturally relevant
- Purchase supplemental materials needed to enhance core instruction.
- Provide comprehensive professional development to implement adopted core curriculum aligned to Oregon's Early Literacy Framework.
- Deliver professional development and coaching to address the needs of all learners with focused support for multilingual learners.
- Provide training and coaching to support research-aligned and culturally responsive literacy instruction.
- Hire additional specialized literacy staffing to support curricular alignment and coherence of high-quality instructional materials aligned and professional development and coaching.
- Train classified staff as qualified tutors in the science of reading and writing to support student needs.

Early indicators in high-dosage tutoring also signal momentum as districts report the small group instruction tailored to students' developmental needs as a key component for students to receive the foundational reading skills to support student progress toward grade-level reading.

With Oregon's Early Literacy Framework, schools and districts are planning thoughtful implementation with the best available tools and resources. Regardless of where schools and

districts are located across the state, Oregon educators now have access to the same playbook, backed by science, with tools and resources supported by state funding.

Purpose of the Report

As required by ORS 327.835, this legislative report provides a summary of the first year of implementation of the Early Literacy Success School District Grants, pertaining to activities occurring October 1st, 2023, through June 30th, 2024. Each recipient of an Early Literacy Success School District Grant is required by ORS 327.835 to submit a district annual report to ODE, which includes:

- The school district's or public charter school's progress toward achieving the goals established in their early literacy plan;[6]
- An inventory of literacy assessments, tools, curricula and digital resources used by the school district or the public charter school to support literacy;
- Evidence that the literacy assessments, tools, curricula and digital resources in the inventory are used with fidelity to research aligned literacy strategies;
- Evidence that teachers and administrators are provided with professional development plans for using and implementing, with fidelity to research aligned strategies, the literacy assessments, tools, curricula and digital resources in the inventory;
- The number and percentage of teachers for early elementary grades receiving professional development and coaching in research-aligned literacy strategies, disaggregated by grade level;
- The number and percentage of students participating in early literacy extended learning programs at the school and the school district level and their outcomes disaggregated by student group and by grade level; and
- The number and percentage of students participating in high-dosage tutoring, and their outcomes disaggregated by student group and by grade level.

This legislative report represents a summary of the Early Literacy Success School District Grant Program, including data from the annual reports submitted by grantees by the November 30, 2024, reporting deadline.

PART II: Grant Administration

Application Review and Technical Assistance

The application review process and infrastructure were designed to address the urgency of the Jumpstart Biennium and be aligned to Integrated Programs systems and deadlines, to the

---

[6] Note that the requirement to establish 4-year goals is not required until the 25-27 biennium, per statute.

extent possible. Throughout, ODE has supplied resources to help grantees be successful with application and implementation. An internal ODE grant application review team of 30 cross-department staff received nine hours of training to ensure calibration and quality alignment. Although grants were non-competitive, grantee applications were reviewed to ensure compliance with all statutory requirements, including adherence to research-aligned and culturally responsive practices. Each application took approximately three hours to review and score and was reviewed and scored by two reviewers. In total, ODE staff reviewed and scored 251 applications, ultimately approving 248 applications.

School districts excitedly embraced this opportunity to boost student literacy, with collective buy-in across the state. Only three applicants, representing 1,654 students, opted to not continue the application process due to a variety of factors, such as administrative burden and responsiveness to local context; therefore, they were not approved and did not receive Early Literacy Success School District Grant funding. Those districts were Cove SD 15 (114 students), Culver SD 4 (281 students), and the Crane Consortium (1,259 students). By June 7, 2024, all applications were reviewed, 248 grant agreements were signed by applicants, and by June 30th, 2024, all Year 1 funds were disbursed to approved applicants. For additional information on the timeline of implementation and the application and review process for 2023-2024, see Appendix B.

Throughout the application process, the Literacy Team worked in close collaboration with cross-office partners to provide responsive technical assistance and support for applicants to revise applications to meet statutory requirements. The Literacy Team provided over 60 on demand one-on-one meetings to support districts and eligible charter school applicants. For more detailed information on the Literacy Team see Appendix C.

Supporting Implementation Aligned to Oregon's Early Literacy Framework

As grantees received funding, ODE embarked on statewide efforts to support the high-quality implementation of Early Literacy Success School District Grant funding and ensure the grant administration was aligned to Oregon's Early Literacy Framework. ODE staff offered over 20 presentations and work sessions on Oregon's Early Literacy Framework and the Early Literacy Success Initiative throughout the state. This included sessions at conferences sponsored by the following statewide organizations: Coalition of Oregon School Administrators, Oregon Educators' Summit, Oregon School Boards Association, Oregon Coalition of Community Charter Schools.

Members of the Literacy Team also visited ESDs throughout the state upon request, including InterMountain ESD, Grant County ESD, Linn-Benton ESD, Lincoln ESD, Lane ESD, and Willamette

ESD to support ELSSDG implementation and alignment to Oregon's Early Literacy Framework. Additionally, ODE staff partnered with the Oregon Association of ESDs (OAESD) to launch the Statewide Literacy Excellence Network, providing monthly professional learning sessions to instructional leaders at each ESD throughout the state focused on building coherence and implementing Oregon's Early Literacy Framework.

Technical Assistance for Annual Reporting

Technical assistance for annual reporting included the publication of 2024 Annual Reporting Guidance, a video demonstrating the steps in the Annual Reporting Guidance, a quick guide detailing how to access the reporting dashboard, six Annual Reporting office hours with a representative from the Literacy Team available to answer questions, presentations to ESD Liaisons and staff who support grantees, and on-demand one-on-one meetings with grantees who needed support beyond phone calls and emails.

Connection to State Standards & Guidance

Oregon's English Language Arts Standards set the foundation for literacy learning in Oregon. To support the implementation of the standards and to strengthen literacy coherence statewide, ODE wrote Oregon's Early Literacy Framework. The Framework, which was published in May 2023, sets forth a vision for research-aligned, culturally responsive early literacy instruction and serves as an anchor resource for districts in planning and implementing the Early Literacy Success School District Grants. It also provides a basis for the program review, which is a required component of Early Literacy Success School District Grant grantees' literacy plans to help determine local strengths and areas of need. Through the Framework, grantees can build a clearer vision of where to focus Early Literacy Success School District Grant investments.

Connection to Statewide Summative Assessment Results

In October 2024, the statewide summative English Language Arts assessment results were released for the 2023-2024 school year, showing the need for more statewide coherence and work to raise literacy achievement in Oregon: 39 percent of third graders who completed the state assessment demonstrated proficiency (Level 3 and 4) in grade-level literacy knowledge and skills, with a total of 63 percent of third graders who completed the assessment demonstrating at least some progress on grade-level knowledge and skills (Levels 2, 3, & 4). These results do not reflect the impact of the Early Literacy Success School District Grants' first year of implementation because Early Literacy Success School District Grant funds were first released in March 2024, just one month before most students took the 2023-2024 statewide summative assessments, far before the impact of local investments could be meaningfully felt

in schools. Future statewide summative assessment results, among other measures described in this report, will provide a better measure of the impact of the funding.

The Early Literacy Success School District Grant funding comes at a critical time to invest in literacy instruction and strengthen student outcomes across the state. Kindergarten students who benefited from the 2023 -2024 Early Literacy Initiative will be third graders in 2027. **As local investments funded through the Early Literacy Success School District Grants become embedded in schools in the coming years, the state should see a significant impact on Oregon's students.**

PART III: Annual Report Data & Analysis

Timeline & Scope

Early Literacy Success School District Grant recipients had three months to report on expenditures and specific reporting categories required by statute, from September 1, 2024, through November 30, 2024, during and after which the Oregon Department of Education (ODE) worked with grantees to address corrections, incomplete information, and any late submissions. The 2024 reporting window and infrastructure was aligned with the timing and submission of other Integrated Programs reporting, such as the Student Investment Account and High School Success Initiative to streamline communication systems and structures to the extent possible.

It should be noted that the Early Literacy Success School District Grants added seven new categories of reporting for grantees. These categories are explicitly required in ORS 327.835, and are described in the Annual Report Findings section below. Each of these reporting categories required new forms or data collection systems.

This report includes data and analysis for expenditures and grant activities from October 1, 2023, through June 30, 2024[7] and is grouped thematically by the specific reporting categories required by ORS 327.835, in addition to financial information:[8]
- **Expenditures** provides information on how funds were spent across the allowable uses.
- **Instructional Materials & Curriculum** describes data from the four reporting. requirements pertaining to the materials submitted in grantee early literacy inventories,

---

[7] While most grant agreements were finalized in March - May of 2024, grantees were allowed to back-date expenditures to October 1, 2023, hence the annual reporting period for year 1.

[8] Note that the requirement for grantees to provide evidence of progress toward achieving the goals established in their early literacy success plan does not take effect until the 2025-2027 biennium, per statute, and is not included in this report.

fidelity of implementation, and educator professional development to support fidelity of implementation.

- **Professional Development & Coaching** describes data pertaining to the reporting requirement about teacher professional development and coaching in research-aligned literacy strategies.
- **High-Dosage Tutoring & Extended Learning** provides data on district implementation of each of these activities, including student participation and outcome data.

The analysis includes data only from complete and accurate annual reports submitted by November 30, 2024, from districts and eligible public charter schools.

Limitations of Data Uses

The 2023-2024 school year is the first year of implementation and new data collections at ODE typically take at least three years to mature to the point that the data can fully support intended uses. There was a short timeline between when funds were first available and annual reporting began, as described in more detail in the sections above and Appendix B; **therefore, the data included in this report are incomplete and should not be used to draw conclusions about the impact of the Early Literacy Success School District Grants**. More specifically, there are two important limitations that do not allow for causal conclusions to be drawn from these data as described in the subsections below.

First, not all grantees' data are reflected in this report. For most reporting categories, this report provides analysis and summary information for 136 of 248, or 55 percent, of Early Literacy Success School District Grants.[9] This represents 158,447 K-5 students, or 67 percent, of students at districts or eligible charter schools that received funding. Data from reports that were incomplete or not submitted within the reporting window are not included. Challenges for grantees in completing the reports on-time and with correct data, and ODE analysis of the data include:

- Understanding and developing capacity to report on seven new reporting categories, each with multiple data elements for submission;
- The development and use of new data collection systems for requirements across various data types including, for example, instructional materials, student growth assessment outcomes, and teacher and administrator professional development participation; and
- Concurrently developing new data and reporting structures while implementing the activities of the grant on a short timeline. For example, this is the first time districts

---

[9] Specific report categories include data from more or less grantees, noted explicitly in those sections below.

were required to report student-level data on student growth assessments for high-dosage tutoring, which they may have just begun in the spring of 2024 when they first received funds.

As noted in Table 1, the characteristics of grantee geographic region, size, number and percentage of focal student groups served by grantees included in this report are generally comparable to those not included. However, the data in this report should not be used to draw conclusions for all grantees, unless otherwise noted. For more detailed information on limitations, please see Appendix D.

Table 1. Comparison of Grantees Included and Excluded from this Report

Included in this Report	Number of Grantees	Percent of Grantees	Number of K-5 Students	Percent of all K-5 Students	Number of K-5 students in focal student groups [10]	Percent of K-5 students in focal student groups[11]
Yes	136	55	158,447	67	98,204	62
No	112	45	78,313	33	44,536	57
Total	**248**	**100**	**236,760**	**100**	**142,740**	**60**

Second, the data are of varying quality. Without access to some underlying student, staff, and program-level records for certain data elements, ODE had limited duplication and cross-referencing capabilities. The short data collection timeline and confusion around the way data elements were defined contributed to data of varying quality for this initial year of reporting.

Expenditure Data includes Early Literacy Success School District grant funding only. This report includes analysis of only Early Literacy Success School District Grant funding, which does not encompass all expenses that support literacy programming within a district. Literacy programming is often supported by multiple funding streams, thus the data collected may represent programs with braided funding and should not be interpreted as supporting the entirety of a grantee's literacy programming. For example, a district may use both a Summer Learning Grant and Early Literacy Grant funds to support summer programming.

---

[10] In Oregon, students are counted as Combined Disadvantaged (CDIS) if they are a member of an underserved race/ethnicity (Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander), or are experiencing poverty, receive special education services, or are an English Learner.

[11] In Oregon, students are counted as Combined Disadvantaged (CDIS) if they are a member of an underserved race/ethnicity (Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander), or are experiencing poverty, receive special education services, or are an English Learner.

Additional information regarding the data is included for each reporting category and/or data element in the sections below, as applicable.

Actions to Improve Future Data Quality & Reporting

Data in later years of reporting typically offer more stability and improved quality over the initial year of new reporting requirements. While some of the barriers to data quality are outside of ODE's control, ODE is working to improve data quality and reporting through:

- Continued training and communications to grantees;
- Providing support for grantees to understand reporting requirements and develop aligned communication systems early in implementation;
- Seeking and incorporating feedback on Year 1 reporting systems and adjusting where possible;
- Continuing to identify where calculation methods can become more standardized and systematized; and
- Beginning the process of establishing formal data collections, where appropriate, for some reporting requirements, streamlining data submission for student-level data and supporting standardization of calculations.

Expenditures

Overview of Expenditure Reporting Process & Requirements

Once a year, Early Literacy Success School District Grant grantees are required to provide a financial report of all actual spending in each of the allowable uses. The data included in this report reflects expenditures of Early Literacy Success School District Grant funding for the entire reporting period, October 1, 2023, through June 30, 2024. Every grantee planned their investments for the biennium by completing Year 1 (2023-24) and Year 2 (2024-25) budget sheets as part of the grant application. Year 1 funds were disbursed in full between March 1, 2024, and June 30, 2024, after the grantee met all application requirements and signed a grant agreement. Funds not spent by June 30, 2024, rolled over to the 2024-25 school year and will be included in the 2025 Annual Report as carryover from Year 1. Year 1 funds are available to spend until the end of the biennium, June 30, 2025.

ODE distributed funds per a formula based on K-5 ADMw. A minimum allocation was established per ORS 327.835 and temporary rules OAR 581-017-0800 and 581-017-0810 (expired March 29, 2024). Permanent Rules were passed in March 2024, which provide more clarity and definition related to the allowable uses of the grant and take effect beginning in the 2025-2027 biennium. For more information about the Permanent Rulemaking process, see Appendix A. Table 2 below illustrates the distribution of funds across various sized districts. Half of all districts received an allocation of between $41,690 and $46,233 for Year 1.

Table 2. Allocation Amounts for Various Size Districts

Allocation Sizes	Size of District (K-5 ADMw)	Year 1	Year 2	Total Biennium (July 1, 2023, through June 30, 2025)
Floor Allocation	289	$41,690	$43,392	$85,082
Median Funding Allocation	322	$46,233	$48,670	$94,903
Average Allocation	1,231	$177,038	$186,459	$363,497
Mid-size Allocation (75th percentile)	12,668	$746,349	$830,396	$1,576,745
Maximum Allocation	22,929	$3,281,866	$3,508,245	$6,790,111

Notes on Expenditure Data

For some small or rural districts, the floor allocation per year was not enough to make large investments, such as fully funding a literacy-focused staff position. Since funds carry over into the second Year of the biennium, several grantees opted to spend funds only in Year 2 to maximize their allocation.

A change in the summer extension policy, which took effect after the initial application and budgeting process impacted spending in Year 1. For more information on the summer extension policy change, see Appendix E.

Expenditure Analysis

Figure 1 shows the budgets and expenditures by allowable use category. The total budgeted amount of the 136 grantee budgets included in this section is $29,324,716. Of that, 41 percent, or approximately $11,926,964, of Year 1 funds have been spent.[12] Approximately 14 million dollars of funds budgeted for Year 1 have not been reported as of December 9, 2024. Almost one-third of grantees have spent 25 percent or less of their Year 1 allocation, while 33 percent have spent all their Year 1 funds. For an additional breakdown of expenditure rates, please see Appendix E. **Because of the timeline of funds, most of the $90 million will be spent and impact schools in Year 2 of the program.**

---

[12] For the 136 annual reports included here, approximately 16%, or $224,658, was spent on 4th and 5th grade of the $1,355,732 budget for Year 1.

Figure 1. Budgets & Expenditures by Allowable Use Category (Year 1, 23-24)

	Budgeted	Expenditures
All Allowable Uses (n=136)	$29,324,716	$11,926,964
Not Yet Reported (n=111)	$14,285,970	
Purchasing Curricula & Materials	$6,813,065	$3,471,010
Professional Development & Coaching	$8,388,541	$3,078,182
High-Dosage Tutoring	$4,698,262	$2,713,708
Hiring	$5,503,920	$1,889,946
Extended Learning	$2,939,250	$490,164
Administrative Costs	$981,677	$283,954
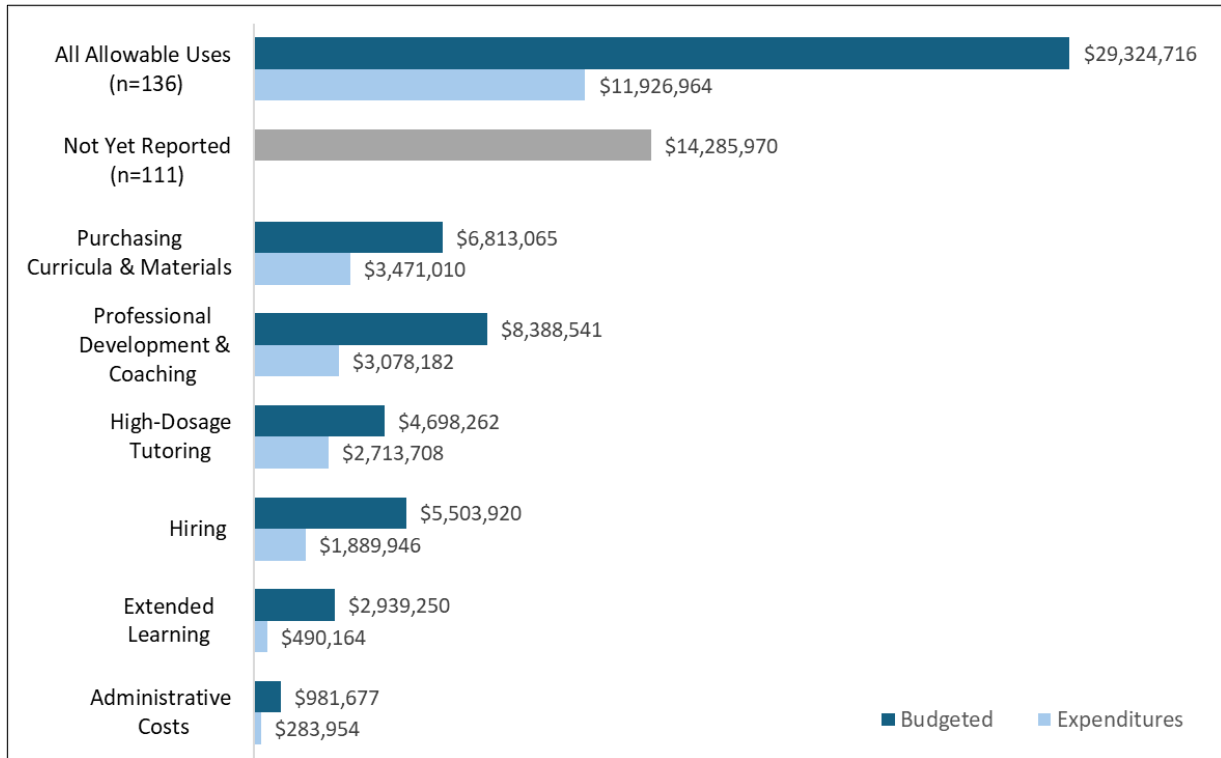
Figure 2 shows the largest categories of expenditures in Year 1 as the following: 1) purchasing curricula and materials, 2) professional development and coaching, and 3) high-dosage tutoring. The least amount of funds was spent on extended learning, which is likely due to the annual reporting period ending on June 30, 2024, when many grantees were still implementing summer programming.

Figure 2. Number & Percentage of Grantees Spending in Each Allowable Use Category (Year 1, 23-24)*

*These data are based on 136 approved annual reports. Expenditure counts are not included for 111 grantees.

Table 3 shows the number of Full Time Equivalency (FTE) staff budgeted for literacy coach, interventionist, and specialist positions, as well as an "Other" category, which includes tutors and/or administrative staff hired to support implementation of the grant. Grantees spent approximately a third of the amount budgeted for hiring.

Table 3. Budget Number and Dollar Amount of Literacy-Specific FTE (Year 1, 23-24)

FTE Types	Budgeted # FTE	Amount Budgeted	Actual # FTE	Amount Expended
Literacy Coach	48.2	$4,429,028	24.7	$2,083,638
Literacy Interventionist	32.4	$724,180	11.1	$556,147
Literacy Specialist	56.8	$1,421,653	16.2	$930,665
Other (i.e. qualified tutors)	214.9	$2,433,556	66.2	$1,508,044
TOTAL	**352.3**	**$9,008,419**	**118.2**	**$5,078,495.60**

Instructional Materials

Overview of Instructional Materials Inventory Process & Requirements

The inventory of early literacy instructional materials submitted by all grantees was an unprecedented opportunity for the state to gain a full understanding of what instructional materials are being used across Oregon, fostering better public understanding of the quality of materials being used, patterns and trends in common material usage that might foster collaboration, and how well materials are being implemented. This included over 3,000 individual entries from district and charter school applications and annual reports. As a part of their grant application, districts and charter schools were required to submit, per ORS 327.835:

> "An accurate, up-to-date inventory of literacy assessments, tools, curricula and digital resources used by the school district or public charter school to support literacy in early elementary grades. The school district or public charter school must:
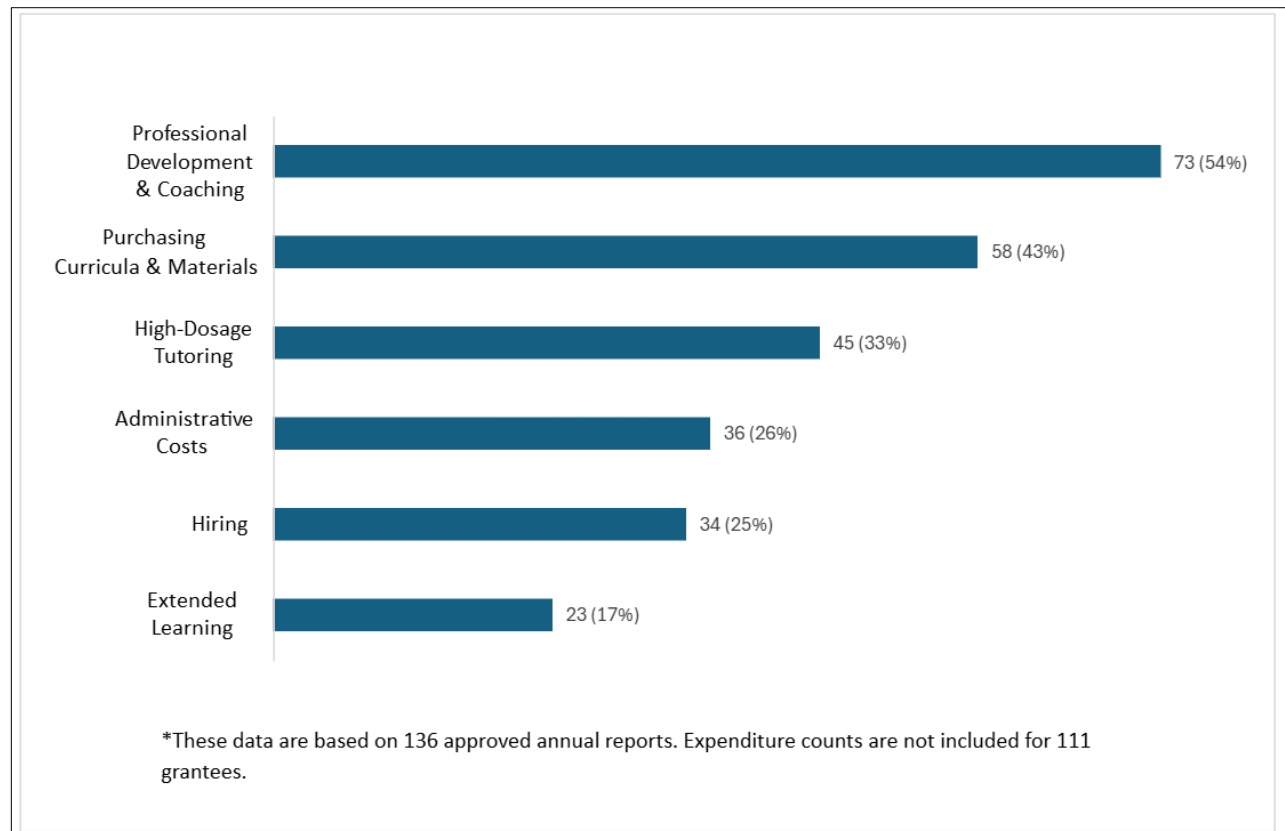>
> > (A) Ensure that the literacy assessments, tools, curricula and digital resources of the inventory are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and
> > (B) Include in the inventory the date of adoption of the literacy assessment, tool, curriculum or digital resource."

ORS 327.835 has two additional reporting requirements regarding instructional materials and the fidelity with which they are implemented[13]: 1) evidence that the materials submitted in the inventory are used with fidelity, and 2) that teachers and administrators receive professional development to support their implementation.

---

[13] "Fidelity" is defined in OAR 581-017-0801 as "how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended."

Grantees reported on a variety of questions related to implementation for every instructional material submitted in the inventory, including:

- Teacher access to instructional materials;
- The type and frequency of professional development teachers and administrators received in implementing instructional materials;
- The approximate percentage of teachers and administrators who received such professional development;
- Coaching opportunities related to instructional materials;
- Continuous improvement processes and tools; and
- District policies regarding fidelity of implementation.

The analysis below illustrates data and trends from grantee reports across these different elements of fidelity of implementation and the various types of instructional materials.

Understanding Inventory Data: Types of Instructional Materials

For the purposes of this report, early literacy instructional materials can be considered in four categories based on how they are used in a school context, generally:

- **Core (or "basal") materials** are the major instructional vehicle for early literacy instruction, often thought of as a district's "core curriculum." Districts must adopt an English Language Arts core curriculum from the State Board adopted list or independently evaluate and adopt a curriculum not on the list, using State Board adopted criteria. These criteria meet the definition of "research-aligned" as defined in ORS 327.825. Per ORS 337.065, ODE only evaluates materials if publishers pay a fee; therefore, some research-aligned materials may not be on the SBE-adopted list if a publisher was unable to pay the state fee.
- **Supplemental materials** are used to enhance core instructional materials during whole class or small group instruction. They typically provide additional instruction and practice on a specific literacy skill (i.e., phonics, comprehension, background knowledge, etc.) and/or to support multilingual learners and dual language literacy instruction. Supplemental materials are not evaluated by the State Board of Education and may or may not be formally adopted by a local school board.
- **Intervention/Acceleration materials** support instruction for students who are not yet at grade level in reading and writing. Materials typically support instruction targeted on specific literacy skills in a program or instructional time in addition to regularly scheduled core instruction. These instructional materials usually support and/or are accompanied by progress monitoring and growth for individual students.

Intervention/Acceleration materials are not evaluated by the State Board of Education and may or may not be formally adopted by a local school board.

- **Assessments** are instructional materials which, through various methods or tools, support educators in evaluating, measuring, and communicating the academic readiness, learning progress, skill acquisition, and/or educational needs of students. Assessment materials are not evaluated by the State Board of Education and may or may not be formally adopted by a local school board.

In the first year of collecting information for the inventory, ODE worked with districts to clarify understanding of what to include in the inventory, develop and refine the systems for statewide understanding of the definitions above, and correct any data errors. This work is ongoing, however, initial trends about statewide use and implementation emerge from the data.

Notes on Instructional Materials Data

All the information in these sections pertain to instructional materials for grades Pre-Kindergarten through 5th only, per ORS 327.825.

The sections on "Core Materials" and "Supplemental, Intervention/Acceleration, and Assessment Materials" include data from all 248 grantees. All 248 grantees submitted a complete inventory during the initial application process and 136 provided updated inventories for the 2024 annual report. For grantees still updating their annual report as of December 9th, 2024, the information included here is from their Jumpstart application inventory. Additionally, ODE adjusted some data entries for clarity.[14]

---

[14] Adjustments included correcting typos and coding multiple different entries that were identifying the same instructional material.

Instructional Materials Analysis

Core Materials

Approximately 80 percent of school districts, representing about 185,000 students, have adopted research-aligned core curriculum for Early Literacy from the State Board of Education (SBE) adopted list**.** Figure 3 below shows the number and percentage of grantees that use the SBE-adopted English Language Arts core materials.

Figure 3. Grantees Use of State Board of Education-Adopted Core Curriculum for English Language Arts Grades K-5
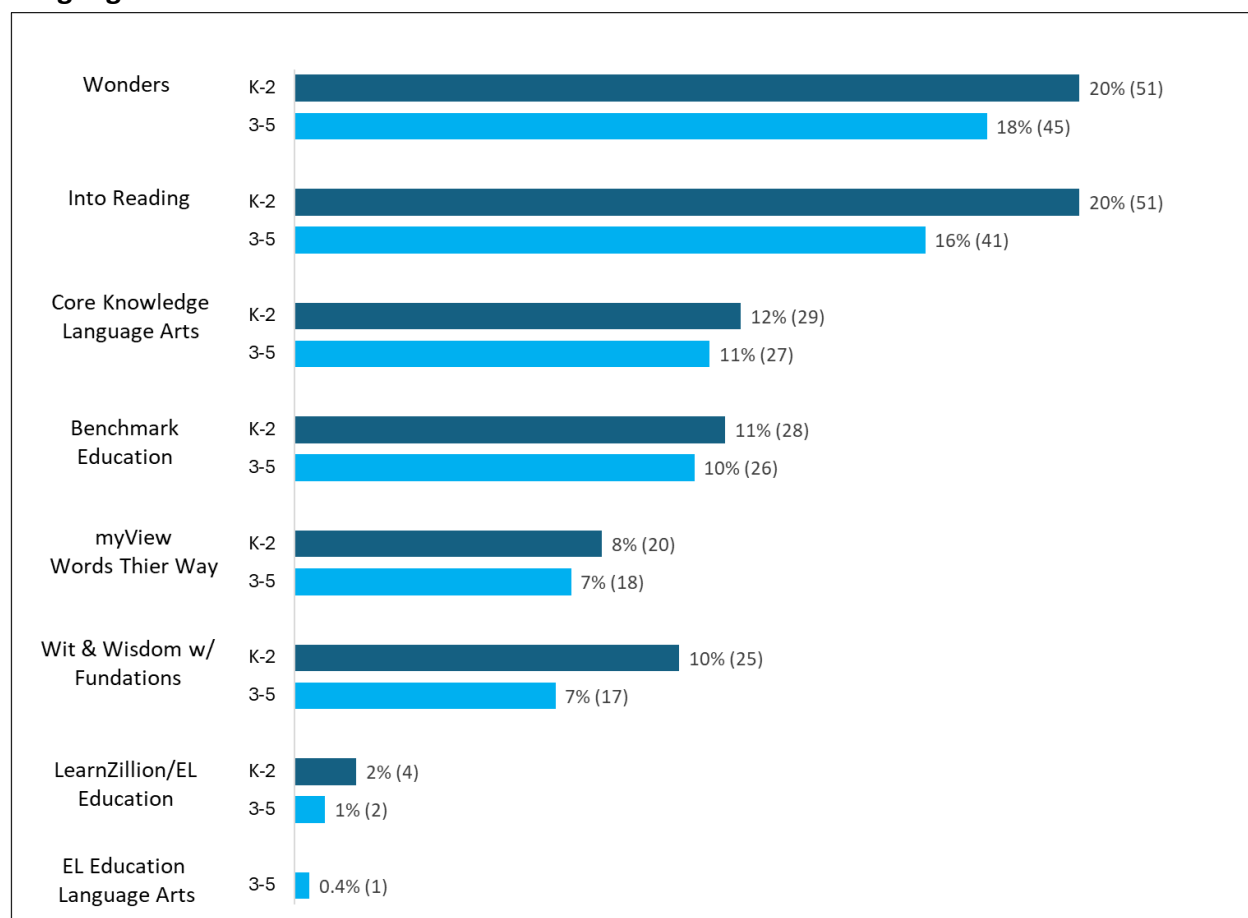
Forty districts, representing about 50,000 students, have instead engaged in an independent process that requires the use of the SBE evaluation criteria for evaluation. These instructional materials may be research-aligned, but they have not been evaluated through the state process or received SBE approval. Twenty-seven districts indicated they plan to adopt new materials. The remaining districts have independently adopted their curriculum and reported no plans to adopt from the SBE-adopted list.[15]

---

[15] Charter schools are not required to use the State Board of Education criteria for adopting instructional materials, per ORS 338.015. For new rules regarding core materials purchased with ELSSDG funds beginning in July 2025, including requirements for charter schools, please see Appendix A.

Using Core Instructional Materials with Fidelity

Almost all grantees reported that most of their teachers (76-100 percent) have access to the core materials they are required to teach, represented in Figure 4.

Figure 4. Access to Core Materials*

Approximately what percentage of early elementary teachers who are required to use these core materials have access to them?

% of Responses

93.7%

1.9%   2.2%   1.1%   1.1%

No data on access | Few (0-25%) | Some (26-50%) | Many (51-75%) | Most (76-100%)

Approximate % of Teachers

*136 Grantees generated 332 responses regarding levels of access to Core Materials in total. Percentages reflect the percentage of total responses.

Grantees named a variety of professional learning opportunities provided to teachers and/or administrators related to implementation of core materials. Figure 5 shows the various professional learning opportunities related to core curriculum implementation that are provided to teachers and/or administrators. The most common types of professional learning opportunities offered were stand-alone professional development workshops and professional learning communities.

Figure 5. Access to Learning Opportunities for Teachers and Administrators*

What learning opportunities do teachers & administrators have access to related to core material?

Category		Percent
Stand-alone	Teachers	16%
	Admin	19%
Summer	Teachers	14%
	Admin	9%
PLC	Teachers	14%
	Admin	14%
Collab Planning	Teachers	13%
	Admin	10%
Coaching	Teachers	11%
	Admin	12%
Mentor	Teachers	11%
	Admin	12%
Asynch Training	Teachers	11%
	Admin	12%
Orientation	Teachers	6%
	Admin	5%
None	Teachers	3%
	Admin	7%

*136 Grantees generated 1,298 instances of teacher learning opportunities and 970 instances of administrator learning opportunities. Percentages are the percent of the total instances of learning opportunities for either teachers or administrators.

Abbreviation Key
"Stand-alone" - Stand-alone professional development workshops provided by the school, district, or a vendor
"Summer Training" - Summer or pre-service training prior to start of the school year.
"PLC" - Professional Learning Communities (job-embedded and ongoing)
"Collab. Planning" - Collaborative lesson and unit preparation meetings (ongoing)
"Coaching" - Ongoing non-evaluative coaching that helps deepen teacher understanding of the curriculum
"Mentor" - Ongoing access to an implementation lead/ champion
"Asynch. Training" - Asynchronous training and/or toolbox
"Orientation" - Orientation to curriculum for new hires (including those hired mid-year)
"None" - None at this time

Professional learning opportunities were offered to both teachers and administrators at similar rates across all types of professional learning. Figure 6 shows that many teachers had access to monthly (30 percent of grantees) or quarterly (24 percent of grantees) professional learning opportunities, while administrators were more likely to participate in annual professional learning opportunities.

Figure 6. Comparison of Frequency for Teacher and Administrator Professional Development on Core Materials*

How often do teachers and administrators engage in professional development specific to core material?

Teachers: Never 16.9%, Once a year 19%, Twice a year 10%, Every few months 24%, Monthly + 30%

Administrators: Never 24.1%, Once a year 27%, Twice a year 9%, Every few months 18%, Monthly + 22%

Legend: Never, Once a year, Twice a year, Every few months, Monthly +

*136 grantees generated 344 instances of teacher professional development and 344 instances of administrator professional development in five different frequency categories. The percentage is the percent of total instances of professional development of either teachers or administrators in each of the five frequency categories.
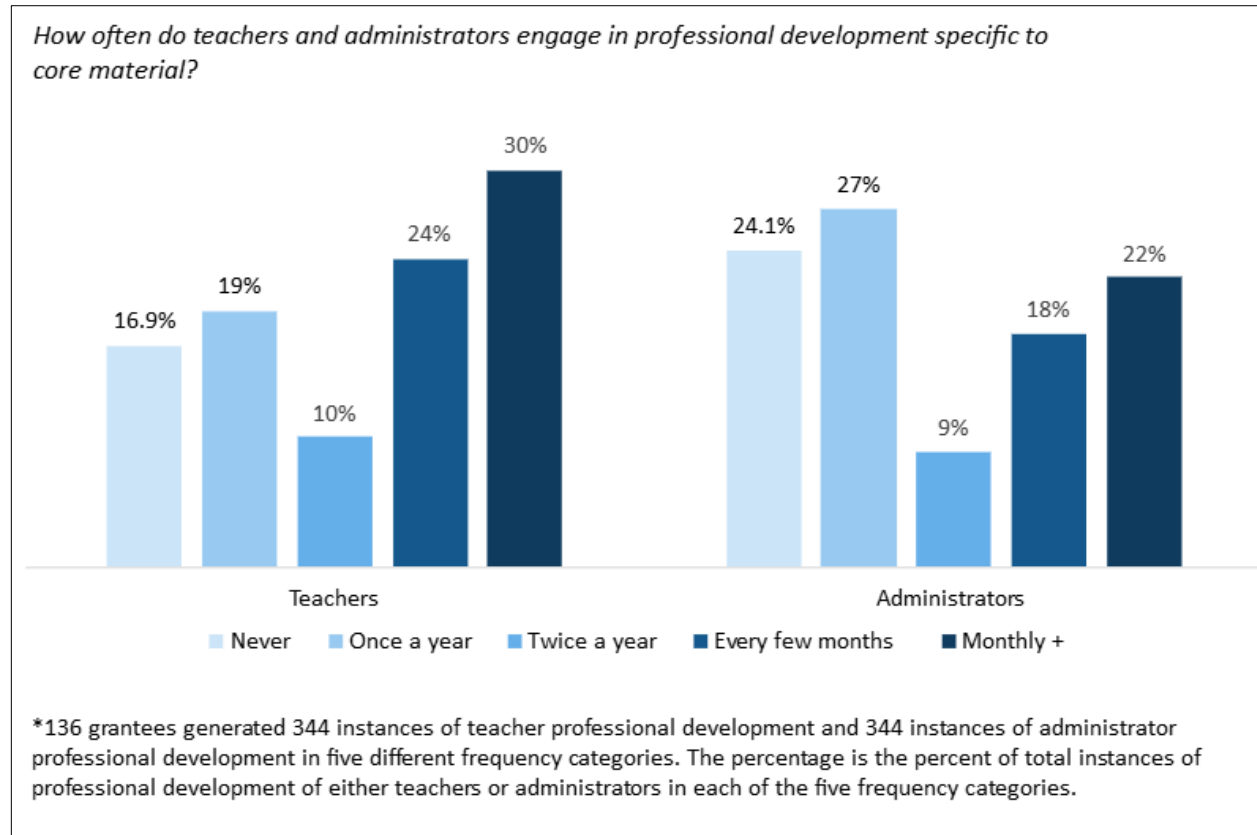
Figure 7 shows how often grantees use a walkthrough tool or process to evaluate implementation of core instructional materials, with most grantees indicating monthly or quarterly observations occurring on a regular basis.

Figure 7. Frequency of Use of Tools/Processes Used for Continuous Improvement*

How frequently are tools or processes for continuous improvement of implementation of core materials used in walkthroughs/observations to assess implementation?

Never	Once a year	Twice a year	Every few months	Monthly or more
3.7%	14.5%	10.8%	32.3%	38.7%

*136 of 248 grantees generated 269 reports on the frequency of using tools to guide teaching and instruction of core materials.
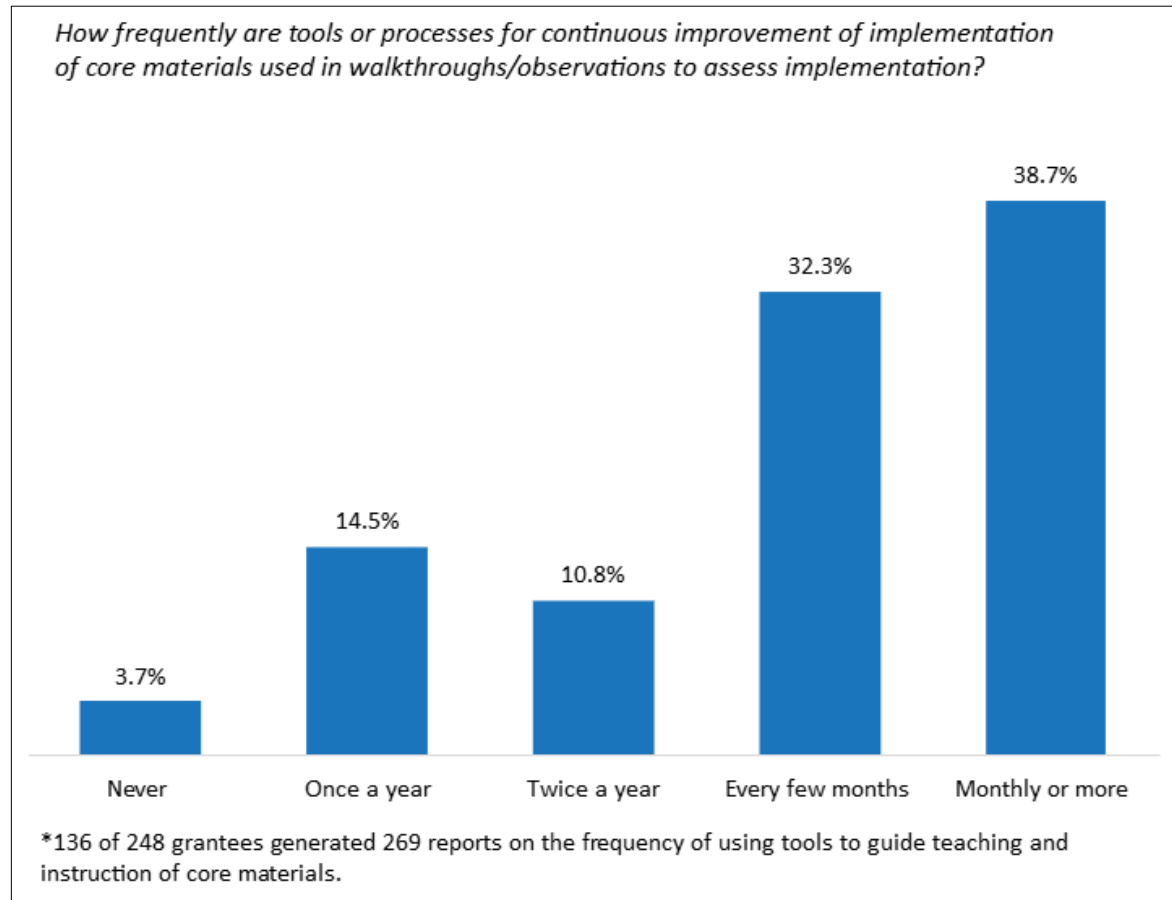
Additional information on fidelity of implementation of core materials and the types of professional learning opportunities provided to teachers and/or administrators, see Appendix E.

Supplemental, Intervention/Acceleration, and Assessment Materials

In addition to core materials, grantees also submitted information on supplemental materials, intervention/acceleration materials, and assessments in use for early literacy. There are a wide variety of these types of materials being used for early literacy across the state. Table 4 shows the number of materials and vendors submitted from grantee inventories in total.

Table 4. Number of Materials & Vendors Submitted in Grantee Inventories

Type of Material	Number of Unique Materials/Titles	Number of Unique Publishers
Assessments	169	87
Interventions/Acceleration	266	126
Supplemental	302	147

Figure 8 illustrates the most frequently identified instructional materials for each type of material. While there are a few materials used most frequently across the state, many more are used by only one grantee. Additional detailed information about assessments, supplemental, and intervention/acceleration materials can be found in Appendix E.

Figure 8. Early Literacy Instructional Materials used by at Least 10 Percent of Grantees*

Supplemental
- Heggerty- PA: 34% (62)
- ECRI: 12% (22)

Intervention/Acceleration
- Phonics for Reading: 23% (43)
- Rewards: 15% (28)
- Heggerty: 15% (27)
- Corrective Reading: 13% (23)

Assessments
- DIBELS: 33% (80)
- easyCBM: 22% (54)
- i-Ready Reading: 15% (36)

*Data representative of all 248 grantees
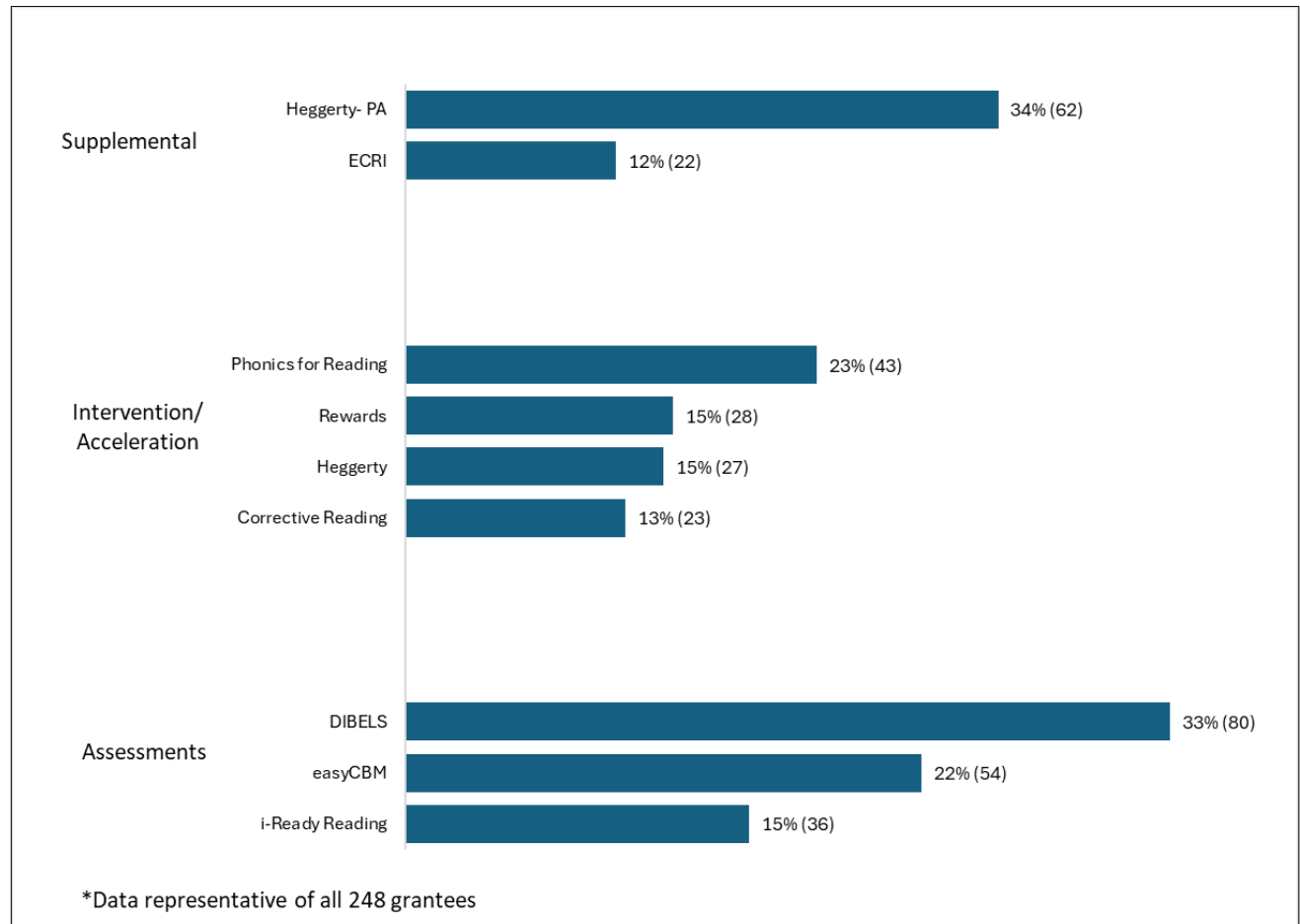
Professional Development & Coaching

Overview of Professional Development & Coaching Reporting

In addition to the professional development and coaching questions in the "Using Core Instructional Materials with Fidelity" section, ORS 327.835 requires grantees to submit the number and percentage of elementary teachers by grade level who received professional development and coaching on research-aligned literacy strategies.[16] Research-aligned

---

[16] The total percentage of teachers receiving professional development and coaching is provided but is not disaggregated by grade level due to available data.

professional development and coaching may have been district/school-led or provided by an external vendor.

Grantees reported on professional development and coaching that was funded in full or in part by the Early Literacy Success School District Grants. Consequently, reporting by grantees does not include comprehensive data on all early literacy professional development and coaching that may be provided through other funding sources.

Number of Grantees included in Professional Development and Coaching Data

The professional development and coaching data reflect 89 of the 136 grantees that are included in the legislative report, which represents 35 percent of total Early Literacy Success School District Grant recipients. This is due to grantees either not providing professional development or coaching or reporting more teachers participating in professional development and coaching than the number of teachers in their district, due to confusion on how to report teachers who teach more than one grade level.

Professional Development & Coaching Analysis

Of the data reported, 3,270 (56 percent) of Kindergarten through 5th grade teachers on English Language Arts Assignment (out of a total of 5,806 reported teachers) received early literacy professional development or coaching for the 2023-2024 performance period. Over a third of grantees provided professional development and coaching to 75 percent or more of their English Language Arts teachers.

Table 5 shows the total number of teachers that received professional development and coaching, and total numbers based on each grade level. There were no significant trends or patterns related to teacher participation in professional development and coaching at various grade levels.

Table 5. Number and Percentage of Teachers Receiving Professional Development & Coaching*

Grade Level	Number of Teachers	Percent of K-5 Teachers in Report Group
Pre-K	52	NA
Multi-Grade	473	8
K	536	9%
1st	517	9%
2nd	526	9%
3rd	432	7%
4th	392	7%
5th	394	7%
Teachers Not Receiving Professional Development & Coaching	2536	44%
Total Teachers Receiving PD (Excluding PK)	**3270**	**56%**
Total Teachers K-5 ELA (Staff Assignment)	**5806**	Total teachers from 89 grantees

* These data are based on 89 grantees who submitted data on professional development and coaching.

High-Dosage Tutoring & Extended Learning

Overview of High-Dosage Tutoring and Extended Learning Reporting

As part of the annual reporting requirements for high-dosage tutoring and extended learning, grantees submitted the following:

- The number of students participating in high-dosage tutoring and their outcomes disaggregated by student group and by grade at the district-level.[17]
- The number of students participating in extended learning by school and their outcomes disaggregated by student group and by grade at the district and school-level.

---

[17] ORS 327.835 does not specify the entity level for high dosage tutoring reporting. ODE collected data for the Jumpstart biennium (2023-2024 school year) at the district level only for high dosage tutoring based on what was most feasible for district capacity.

For this grant reporting, *outcomes* are defined as growth on the student growth assessment that the grantee submitted as part of the Inventory.[18] If a grantee did not collect outcome data, they were still asked to provide participation data. For extended learning, because the first year of implementation ended on June 30, 2024, grantees did not report on extended learning programming that continued beyond this date. Data for July through August of 2024, when the majority of summer learning programming occurred, will be reported in the 2025 annual report. Additionally, grantees reported only on programming that was paid for in full or in part with Early Literacy Success School Districts Grant funding. The following data does not represent all literacy-focused programming, as many districts utilize other funding sources to support such efforts.

High-Dosage Tutoring & Extended Learning Growth Data

During the first year of implementation, districts used a variety of student growth assessments. ODE helped identify what "growth" means for the most widely used assessments[19] in the Annual Report Guidance. Some considerations follow regarding the measurement and comparability of growth.

- **Variability in Assessments:** Neither the statute nor rule establishes a required, common student growth assessment on which to base "outcomes." There are at least 40 distinct student growth assessments in use throughout Oregon, each with a different growth measure and implementation in relation to measure impact of high-dosage tutoring and extended learning. As a result, variability in student growth assessments used across the state make comparisons of student growth between districts challenging, if not impossible.
- **Variability in Assessment Conditions/"Test Security" Measures:** Unlike summative state tests, which require a high level of continuity around testing conditions, test delivery, test security, and data security, district-based assessments are subject to a range of variables that may affect the reliability of the data reported. District assessments lack any uniform guidance or requirements around the method in which they are administered.
- **Lack of Student Growth Assessment Student Level Data Collection:** There is not currently an ODE student-level data collection in the short-term to collect this scope of data. Districts self-reported how many students made growth based on their own interpretation of "growth" and not a common metric. The threshold of and type of

---

[18] ORS 327.831 requires a student growth assessment that can disaggregate data by student groups that have historically experienced academic disparities.

[19] As shown in Figure 2, the most widely used student growth assessments are DIBELS, easyCBM, and i-Ready Reading.

literacy measures to report (i.e. percent of students who show growth or proficiency; oral reading fluency or comprehension) was self-determined by districts, due to the variety of assessments used across the state. While ODE provided guidance, districts ultimately made the determination based on their local student growth assessment.

- **Variability in Implementation:** Some grantees did not have their student growth assessment system in place for the first year of implementation, so those grantees only reported student participation and not student outcomes. While many grantees were able to report outcomes disaggregated by student group, some are still in the process of adopting and implementing their student growth assessment; therefore, the reported data varied in consistency and was not disaggregated by all student groups.
- **Reporting for Economically Disadvantaged:** ORS 327.835 reporting requirements named that grantees must disaggregate and report data on students who are "Economically Disadvantaged," among other focal student groups. However, due to student confidentiality laws, grantees do not have full access to this data to report accurately; for that reason, this data has not been included in this report.

High-Dosage Tutoring Analysis

Figure 9 shows that 55 grantees (41 percent) implemented high-dosage tutoring. Of those 55 grantees, 35 grantees (26 percent) reported on both participation and student growth and 20 grantees (15 percent) reported on participation data only. 72 grantees (53 percent) reported they have not yet implemented high-dosage tutoring.

Figure 9. Grantees Implementing High-Dosage Tutoring*

*These data are based on 127 approved annual reports. High-dosage tutoring reporting data are not included for 120 grantees.
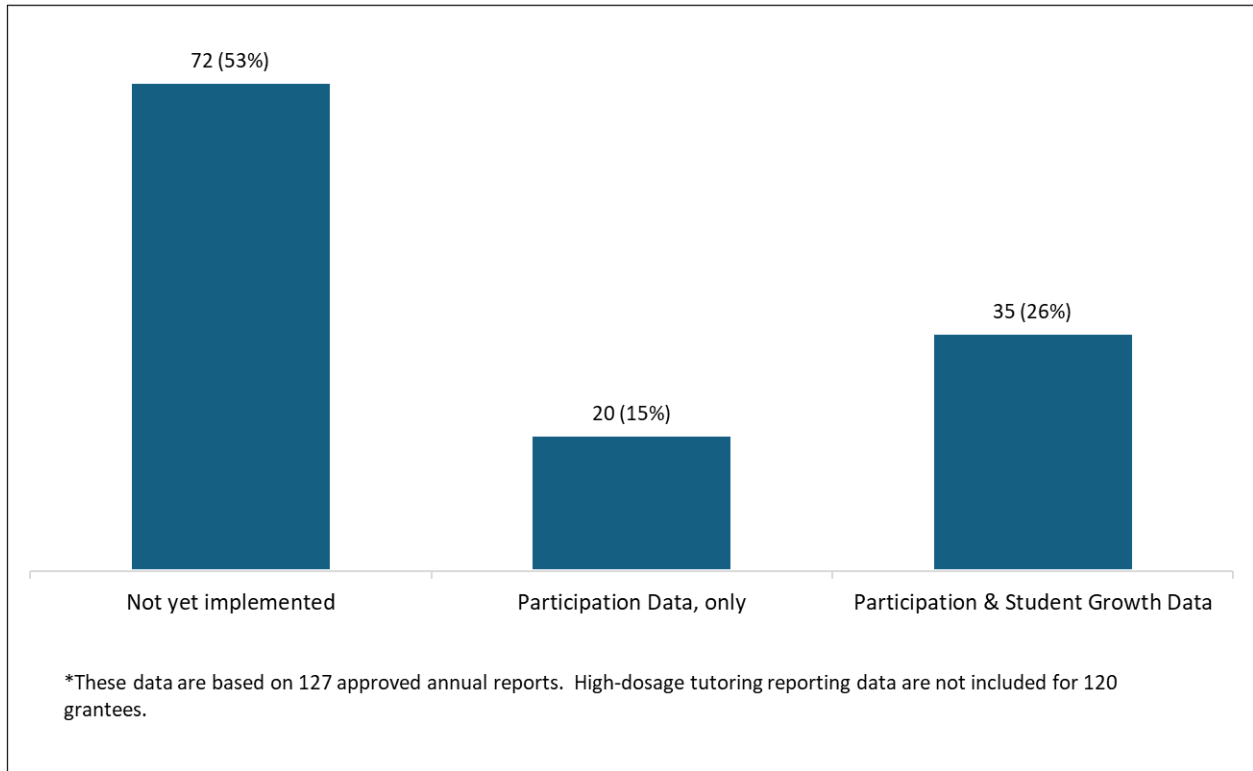
Table 6 shows the number of students participating in high-dosage tutoring based on the 55 grantees that implemented high-dosage tutoring in Year 1 along with the percentage of grantees participating based on student group. Table 7 shows the number and percentage of students that participated by grade level.

Table 6. Participants in High-Dosage Tutoring by Student Group*

Student Group	Number Participating	Percent Participating
All Students	10,933	14%
American Indian/Alaska Native	127	16%
Asian	156	3%
Black/African American	167	7%
English Language Learners	1,476	15%
Latino/a/x	2,774	16%
Migrant Students	141	14%
Multiracial	673	10%
Native Hawaiian/Pacific Islander	51	11%
Students in Foster Care	38	8%
Students Navigating Housing Instability	153	5%
Students w/ Disabilities	1,951	15%
White	6,985	15%

Table 7. Participants in High-Dosage Tutoring by Grade Level*

Grade Level	Number Participating	Percent Participating
Pre-Kindergarten	-	-
Kindergarten	1,899	16
Grade 1	2,209	18
Grade 2	2,354	18
Grade 3	1,232	17
Grade 4	1,155	9
Grade 5	1,090	8

* Based on 55 grantees that submitted data for student participation in high dosage tutoring. Percent is based on the total number of each student group represented in those 55 grantees. Data for White students were calculated from other data due to a reporting error.

Table 8 shows the number and percentage of students showing growth, based on student group, from the 35 grantees that reported student growth data. Table 9 shows the number and percentage of students showing growth, based on grade level, from the 35 grantees that reported student growth data.

Table 8. Participants Demonstrating Growth in High-Dosage Tutoring by Student Group*

Student Group	Number of Students that Demonstrated Growth	Percent of Students that Demonstrated Growth
All Students	5,987	66%
American Indian/Alaska Native	67	70%
Asian	88	72%
Black/African American	97	72%
English Language Learners	662	55%
Latino/a/x	1,431	62%
Migrant Students	47	48%
Multiracial	448	79%
Native Hawaiian/Pacific Islander	28	65%
Students in Foster Care	22	63%
Students Navigating Housing Instability	57	63%
Students w/Disabilities	961	61%
White	3,828	57%

Table 9. Participants Demonstrating Growth in High-Dosage Tutoring by Grade Level*

Grade Level	Number of Students that Demonstrated Growth	Percent of Students that Demonstrated Growth
Pre-Kindergarten	-	-
Kindergarten	1,140	68%
Grade 1	1,189	67%
Grade 2	1,380	70%
Grade 3	1,217	64%
Grade 4	547	61%
Grade 5	520	59%

* Based on 35 grantees that submitted data for student participation in high dosage tutoring. Percentages are based on the total number of each student group represented in those 35 grantees. Data for White students were calculated from other data due to a reporting error.

Extended Learning Analysis

Figure 10 shows that 32 of the 136 grantees (24 percent) reported implementing extended learning in year one. Of the 24 percent of grantees that reported, 14 percent of grantees reported on student participation data and 10 percent of grantees reported on both student participation data and student outcomes.

Figure 10. Grantees Implementing Extended Learning*

*These data are based on 136 approved annual reports. Extended learning reporting data are not included for 111 grantees.
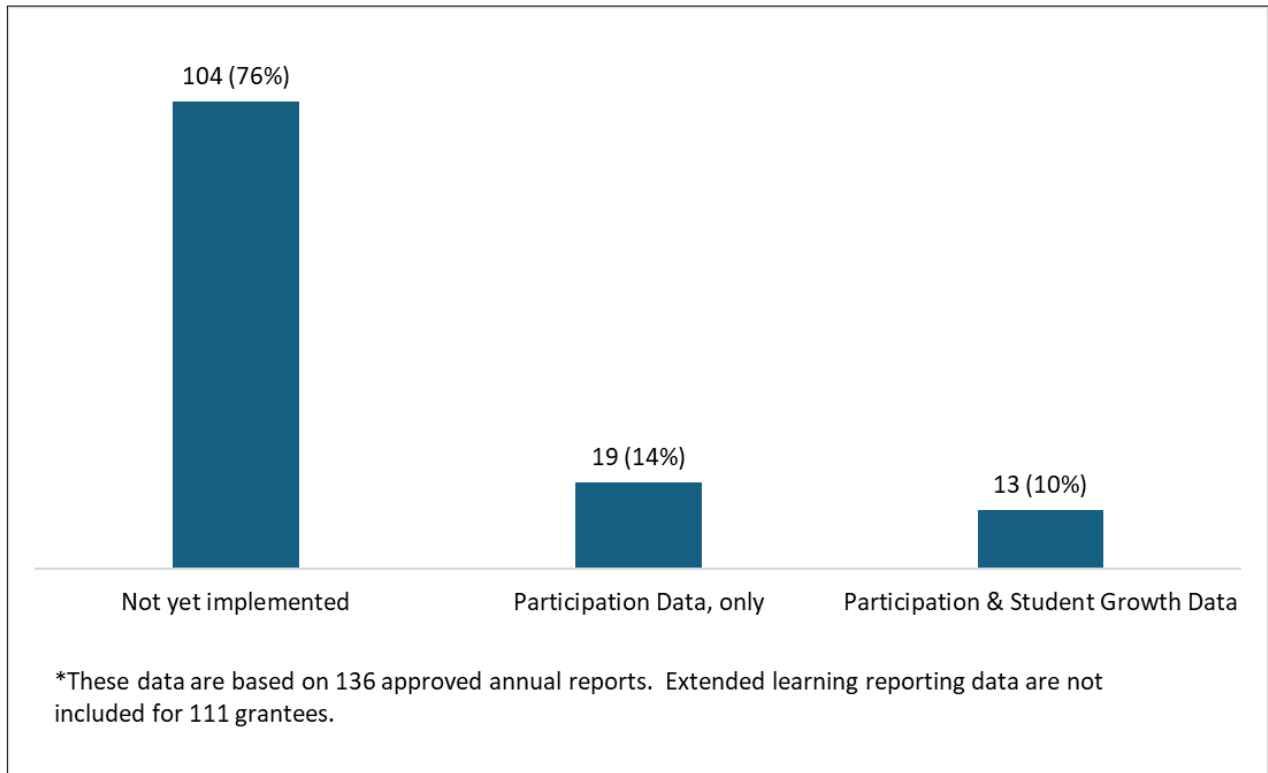
Table 10 shows that out of 158,447 total students included in this report, 13 percent (2,094 students) participated in extended learning by student group. Table 11 shows the number and percentage of students, out of the 2,094 students, that participated based on grade level.

Table 10. Number and Percentage of Participants in Extended Learning by Student Group *

Student Group	Number Participating	Percent Participating
All Students	2,094	13%
American Indian/Alaska Native	208	39%
Asian	19	5%
Black/African American	27	17%
English Language Learners	191	11%
Latino/a/x	474	12%
Migrant Students	54	13%
Multiracial	129	14%
Native Hawaiian/Pacific Islander	14	27%
Students in Foster Care	16	9%
Students Navigating Housing Instability	21	3%
Students w/ Disabilities	319	11%
White	1,223	12%

Table 11. Number and Percentage of Participants in Extended Learning by Grade Level*

Grade Level	Number Participating	Percent Participating
Pre-Kindergarten	45	N/A**
Kindergarten	443	17%
Grade 1	323	12%
Grade 2	370	13%
Grade 3	321	12%
Grade 4	304	11%
Grade 5	213	8%

*Based on 32 grantees that submitted data for student participation in extended learning. Percent is based on the total number of each student group represented by those 32 grantees. Data for White students were calculated from other data due to a reporting error.

** ODE does not collect student enrollment data for pre-K and is thus unable to determine rates for pre-K participation.

Table 12 shows the percentage of students who participated in extended learning and demonstrated growth based on student group and Table 13 shows the percentage of students who participated in extended learning and demonstrated growth based on grade level. Out of the 2,094 students that participated, a total of 560 students (27 percent) showed growth on their Student Growth Assessment.

Table 12. Participants Demonstrating Growth in Extended Learning by Student Group*

Student Group	Number of Students that Demonstrated Growth	Percent of Students that Demonstrated Growth
All Students	560	27%
American Indian/Alaska Native	30	14%
Asian	10	53%
Black/African American	< 10	11%
English Language Learners	29	15%
Latino/a/x	84	18%
Migrant Students	< 10	4%
Multiracial	43	33%
Native Hawaiian/Pacific Islander	< 10	7%
Students in Foster Care	< 10	38%
Students Navigating Housing Instability	< 10	19%
Students w/ Disabilities	76	24%
White	389	32%

Table 13. Participants Demonstrating Growth in Extended Learning by Grade Level*

Grade Level	Number of Students that Demonstrated Growth	Percent Demonstrating Growth
Pre-Kindergarten	39	87%
Kindergarten	191	43%
Grade 1	76	24%
Grade 2	67	18%
Grade 3	63	20%
Grade 4	75	25%
Grade 5	40	19%

* Based on 13 grantees that submitted data for student participation in extended learning. Percentages are based on the total number of each student group represented by those 13 grantees. Data for White students were calculated from other data due to a reporting error.

Additionally, it should be noted that due to only 1 percent of students participating in extended learning programming, school level data, although required by ORS 327.835, was not included in this report due to the low numbers of participation.

PART III: Conclusion

House Bill 3198 presented the Oregon Department of Education (ODE) with a historic opportunity to uplift early literacy throughout Oregon by providing targeted funding for evidence-based practices in early literacy that improve student learning. The Early Literacy Success School District Grant provided a dedicated source of funding to eligible districts and charter schools to invest in early literacy programming that is based on research-aligned and culturally responsive strategies. **There was incredible statewide excitement for this initiative; every eligible district and charter school applied for the grant and 99 percent were approved to receive funds. ODE then worked quickly to distribute funds to grantees within just 11 months to ensure funds were available to all eligible grantees within the 23-24 school year.**

While significant progress has been made during this first year of implementation, ODE anticipates most of the money will be spent in this second year of the biennium. With most Year 1 funds distributed between April through June 2024, many districts planned to roll funding over to Year 2, when they would also be able to combine Year 1 and 2 funds to make more significant early literacy investments.

To support grantees with successful implementation of the Early Literacy Success School District Grants in future biennia, by January 2025, ODE will publish state-approved lists of providers of professional development, coaching, and high-dosage tutoring. Also, by January 2025, ODE will publish lists of criteria for grantee-led high-dosage tutoring and extended learning, as well as criteria for districts to use when evaluating the quality of supplemental materials. ODE will continue to evaluate additional strategies to support grantees in implementation of the Early Literacy Success School District Grants (see Appendix F), so that all students can thrive in their literacy development.

Appendix A – Permanent Rule Making Process

ODE engaged in a robust permanent rulemaking process, including engagement with the Literacy Rules Advisory Committee between October 2023 and February 2024. During this time, ODE:

- Convened approximately 50 members from 37 education organizations across Oregon, including grantees, ESDs, and community partners;
- Facilitated meetings with the group five times over six months; and
- Collected feedback from the group on extensive set of rules to govern the initiatives.

The State Board of Education adopted the permanent rules in March 2024. These permanent rules, which provide more clarity and definition related to the allowable uses of the grant, take effect beginning in the 2025-2027 biennium.[5]

In fall of 2023, the State Board of Education adopted temporary Rules for definitions and fund administration for the Early Literacy Success School District Grants. These temporary rules were limited in scope to fund administration in order to allow more time for engagement on a larger, more comprehensive set of permanent rules. The following Oregon Administrative Rules (OARs) were adopted by the State Board of Education in Spring of 2024.

OARs created through the permanent rulemaking process:
- OAR 581-017-0801 - Early Literacy Grants: Definitions;
- OAR 581-017-0808 - Early Literacy Success School District Grants: Grant Administration;
- OAR 581-017-0811 - Early Literacy Success School District Grants: Allowable Uses of Funding; and
- OAR 581-017-0809 - Early Literacy Success School District Grants: Fund Administration.

These OARs expand upon language and clarify requirements in ORS 327.825 to further define the allowable uses of the Early Literacy Success School District Grants. Listed below are the requirements from OAR 581-017-0811, which impact and inform the allowable uses of the Early Literacy Success School District Grants starting on July 1, 2025.

OAR 581-017-0811 impacts the allowable use of **high-dosage tutoring and extended learning** by requiring ODE to:

- Develop qualification for tutors,[20] which include training for tutors that must be research-aligned, focused on developmentally appropriate instructional practices, and effectively use data to ensure the methods used are responsive to student need.
- Develop a list of approved high-dosage tutoring program providers, should grant recipients choose to use external providers.
- Develop criteria for high-dosage tutoring and extended learning programs and extended learning.

OAR 581-017-0811 impacts the allowable use of **professional development and coaching** by requiring ODE to:

- Develop a list of qualifications for professional development and coaching providers.
- Develop a list of qualified professional development and coaching providers that provide coaching related to early literacy should grant recipients choose to use external providers.

OAR 581-017-0811 impacts the allowable use of **adopting curriculum and materials** by:

- Requiring ODE to create criteria for all non-core materials (literacy assessments, tools, supplemental curricula, and digital resources).
- Requiring grantees, if using Early Literacy Success School District Grants funds, to adopt and implement K-3 core instructional materials from the 2022-2028 State Board of Education adopted list for English Language Arts.
- Requiring grantees, if using Early Literacy Success School District Grants funds for the adoption and implementation of core instructional materials for Pre-Kindergarten, to use materials that meet criteria to be determined by the Department of Early Learning and Care.

In adherence with the above permanent rule requirements, ODE released a Request for Information for approved providers of professional development, coaching, and high-dosage tutoring and developed qualifications for professional development and coaching providers and high-dosage tutors. ODE began the process to create criteria for grantee-led programming to support effective implementation of the allowable uses, which will be finalized by January 2025. The ODE-approved provider lists for professional development, coaching, and high-dosage tutoring will be published by January 15th, 2025, along with the criteria for the required

---

[20] OAR 581-017-0801 states that Extended Learning must be administered either by a licensed teacher or by a qualified tutor.

allowable uses. ODE also went through an "off-cycle" adoption for English Language Arts to expand upon the State Board of Education-adopted list to ensure the most up to date core curriculum is reflected on the list.

Appendix B – Year 1 Timeline and ODE Support Overview

The timeline below provides detailed information on the administration of the Early Literacy Success School District Grant Program.

August 1, 2023: Preliminary Early Literacy Success School Districts Grants information released, including an overview of the grant provisions, allowable uses, and preliminary allocations.

August 2, 2023: House Bill 3198 signed into law.

September 21, 2023: Temporary Rules to govern fund administration in the first biennium adopted by the State Board of Education.

September 29, 2023: Detailed Application Guidance released and technical assistance on applying for the Early Literacy Success School District Grant started for eligible applicants and their ESDs.

October 9 & 10, 2023: Initial Office Hours held to support eligible applicants in understanding the grant and application process.

October 2023 – February 2024: Broad engagement held to establish permanent rules for future biennium.

December 1, 2023 - January 8, 2024: Grant application window opened and technical assistance on aligning applications to statutory requirements continued for eligible applicants and their ESDs.

January 8, 2023: Grant application window closed. A total of 251 applications were received on time, representative of 100% of eligible applicants.

January 8, 2024 - May 31, 2024: Grant application review window opened. Technical assistance continued for grantees that needed support revising their applications to meet approval criteria.

February 28, 2024: Grant applicants obtained local school board approval for their applications (as required by statute).

March 1, 2024: Early Literacy Success School Districts Grants funding (2023-2024 funds) made available to grantees with approved applications.

March 14, 2024: Permanent Oregon Administrative Rules adopted by the State Board of Education.

April 2024: New Literacy Team established with six positions fully hired in the Office of Teaching, Learning, and Assessment.

June 7, 2024: ODE application review completed, and 248 grant agreements signed by applicants.

June 30, 2024: Funds for 2023-24 performance period released to all 248 approved applicants.

August 1, 2024: Request for Information released seeking high-quality providers of professional development, coaching, and high-dosage tutoring.

September - November 2024: Site visits occurred to observe Early Literacy Success School District Grant grantees' literacy practices across the state and to inform continued implementation.

September 1, 2024: Annual Report window opened. As reports were submitted, ODE staff verified and cleaned data.

October 1, 2024: Prospective Professional Development, Coaching, or High-Dosage Tutoring providers submitted their Request for Information for evaluation.

November 30, 2024: Grantees submitted the Annual Report to ODE.

December 13, 2024: Analysis of Annual Reporting data completed.

Appendix C – Positions Funded by Early Literacy Success Initiative

In the summer of 2023, after the Early Literacy Success Initiative was passed, ODE leadership established a temporary team to support the administration of the Early Literacy Success School District Grants. By October 2023, the director for the Literacy Team was hired and shortly thereafter the following members of the team were hired, as shown in Table 14. The Literacy Team is located within the Office of Teaching, Learning, and Assessment and works in close collaboration with multiple ODE offices supporting the Early Literacy Success Initiative.

Table 14. ODE Literacy Team within Office of Teaching, Learning, and Assessment

ODE Office	Title	Description
Office of Teaching, Learning, and Assessment	- Director of Literacy - Literacy Administrative Specialist - Literacy Program Coordinator - Literacy Program Training & Communication Analyst - Literacy Operations & Policy Analyst - Literacy Education Specialist	Six positions manage administration, implementation, and oversight of the Early Literacy School District Grant provision of ORS 327.825. The Literacy Team supports the alignment of the Early Literacy Success Initiative provisions and leads comprehensive statewide literacy efforts.

In August 2024, a position from the Literacy Team was reclassified to support the Literacy Initiative, resulting in a permanent position of Senior Strategic Advisor for Literacy, dedicated to supporting the Early Literacy Success School District Grants and serving as a liaison across offices and other agencies related to early literacy.

Prior to the Early Literacy Success Initiative, there was no dedicated team of Early Literacy staff. Instead, staff members throughout various departments supported all of Oregon's literacy efforts as it related to their specific area of expertise. These staff members included an English Language Arts Education Specialist, a K-2 Balanced Assessment Specialist, a Multilingual Education Specialist, and an Early Language and Literacy Intervention Specialist.

Given the intent for the Early Literacy Success School District Grants to be operationally aligned with Integrated Programs, two additional District Grant Managers were hired within the Office of Education Innovation and Improvement and are included in Table 15. Due to the cross-office

nature of the statute, House Bill 3198 funded additional positions outside of the Office of Teaching, Learning, and Assessment. Table 15 shows these positions and the offices in ODE where their positions exist.

Table 15. ODE Early Literacy Success Initiative Positions outside of Office of Teaching, Learning, and Assessment

ODE Office	Title	Description
Office of Education Innovation and Improvement	● District Grant Manager ● District Grant Manager	Two positions support the Early Literacy Success School District Grant alignment to Integrated Programs and to provide literacy-specific support to the grant management teams.
Office of Finance & Information Technology	● Procurement and Contract Specialist	One position supports procurement efforts across ODE, including negotiating and administering contracts, agreements, and leases with governmental agencies and the public to obtain or provide goods, grants or lease property for state agencies.
Office of Indian Education[21]	● Senior Early Literacy Advisor ● Early Literacy Tribal Grant Specialist	Two positions carry out the Early Literacy Success Tribal Grant provision.
Office of Equity, Diversity and Inclusion	● Policy Analyst for Early Literacy ● Education Specialist	Two positions carry out the Early Literacy Success Community Grant provision.

The Literacy Team meets weekly with the staff managing the Early Literacy Success Community Grant provision and the Early Literacy Success Tribal Grant provision, and monthly with the State Library and Department of Early Learning and Care to provide agency updates on the Early Literacy Initiative. In addition, the Literacy Team holds a monthly meeting to convene the literacy specialists across multiple offices within ODE to advise and collaborate on the three Early Literacy Success Initiatives. ODE also meets bi-weekly with the Department of Early Learning and Care to collaborate on the Birth through Five Literacy Plan provision of the Initiative.

---

[21] These positions manage the Tribal Grant and Community Grant provisions of HB 3198.

Appendix D – Geographic Information about Grantees

The following tables show the breakdown of Early Literacy Success School District Grant grantees by geographic region, student number and percentage, and number and percentage of students identified as Combined Disadvantage[22]. Table 16 represents all grantees that received funding. Table 17 shows grantees included in this report and Table 18 shows grantees not included in this report. As demonstrated below, the grantees included in this report represent a similar geographic region as the total grantees across the state. The grantees included in the report represent a slightly higher percentage of students identified as Combined Disadvantaged (CDIS).

Table 16. Total Early Literacy Success School District Grant Grantees by Geographic Type

Geographic Type	Number of Grantees	Percent Grantees	Number K-5 Students	Percent K-5 Students	Number CDIS K-5 Student	Percent CDIS K-5 Students
Rural	101	41%	28,059	12%	15,793	11%
Suburban	37	15%	75,087	32%	44,167	31%
Town	81	32%	66,233	28%	42,051	29%
Urban	29	12%	67,381	28%	40,729	29%
Totals	**248**	**99%**	**236,760**	**99%**	**142,740**	**60%**

Table 17. Grantees Included in Annual Reporting Data by Geographic Type

Geographic Type	Number Grantees	Percent Grantees	Number K-5 Students	Percent K-5 Students	Number of CDIS K-5 Student	Percent CDIS K-5 Students
Rural	58	43%	17,272	11%	10,241	11%
Suburban	19	14%	40,774	26%	24,964	25%
Town	45	33%	38,634	24%	25,305	26%
Urban	14	10%	61,767	39%	37,694	38%
Totals	**136**	**55%**	**158,447**	**67%**	**98,204**	**62%**

---

[22] The Combined Disadvantage (CDIS) data point includes members of an underserved race/ethnicity (Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander), or students experiencing poverty, receiving special education services, or are an English Learner.

Table 18. Grantees Not Included in Annual Reporting Data by Geographic Type

Geographic Type	Number Grantees	Percent Grantees	Number K-5 Students	Percent K-5 Students	Number CDIS K-5 Student	Percent CDIS K-5 Students
Rural	43	39%	10,787	14%	5,552	12%
Suburban	36	32%	34,313	44%	19,203	43%
Town	18	16%	27,599	35%	16,746	38%
Urban	15	13%	5,614	7%	3,035	7%
Totals	**112**	**45%**	**78,313**	**33%**	**44,536**	**56%**

Appendix E – Annual Report Findings Additional Information

Expenditures

In 2020, after the first year of the Student Investment Account implementation, ODE pursued a summer extension rule change, Temporary OAR 581-014-0004 (5) (b), which allowed grantees to request an extension to spend Student Investment Account funds through September 30 annually. In 2021, the spending extension was made universal through ODE 23-2021, amend filed June 22nd, 2021, after nearly all grantees requested the extension the year prior. This three-month extension was offered to other grant programs, including the Early Literacy Success School District Grants. As Integrated Programs began to implement the Early Literacy Success School District Grants in 2023, ODE learned that the summer extension practice was in direct conflict with accounting rules and the legislative intent of the biennial funds and would need to end by 2025. As a result, the expected three-month summer extension was removed through rule amendment. The removal of this expected three-month summer extension, communicated to grantees on April 24, 2024, impacted spending actuals in the annual report. Many grantees had planned to take advantage of the extension to pay for funding summer programming between July 1, 2024, through September 30, 2024. The removal of the summer extension had the greatest impact on grantees who planned to invest their Year 1 funds in extended learning summer programs. Since Year 1 funds may carry over into Year 2, grantees that had already planned to use the Year 1 funds to implement summer programming had access to those planned funds and could use them. However, the 2024 Annual Report does not include any activities that occurred after June 30, 2024. Due to this adjustment, 2024 Annual Report data does not fully reflect the amount grantees spent on extended learning throughout the entire summer of 2024. Table 19 shows the percentage of Year 1 funds spent by grantees included in the annual reporting data.

Table 19. Percentage of Year 1 Funds Spent

Percent of Year 1 Funds Spent	Number of Grantees	Percent of Grantees
0-25%	39	29%
26-50%	21	15%
51-75%	18	13%
76-100%	58	43%
Total	**136**	100% of grantees included in this report

Instructional materials: Fidelity of Implementation

The fidelity of implementation questions located within the inventory of instructional materials assessed to what extent literacy instructional materials were implemented in the way they were intended. For each material listed in the inventory, grantees reported teacher and administrator engagement in learning opportunities, professional development, and coaching.

Types of Professional Learning Opportunities

Grantees reported on the following types of professional learning opportunities provided to teachers and/or administrators:

- Stand-alone professional development workshops provided by the school, district, or a vendor;
- Professional Learning Communities (job-embedded and ongoing);
- Collaborative lesson and unit preparation meetings (ongoing);
- Feedback sessions;
- Ongoing non-evaluative coaching that helps deepen teacher understanding of the curriculum;
- Ongoing access to an implementation lead/ champion;
- Asynchronous training and/or toolbox;
- Orientation to curriculum for new hires (including those hired mid-year); or
- None at this time.

Figure 11 shows the percentage of teachers and administrators that have attended professional development on implementing core materials. Most grantees reported that most of their teachers (70 percent) and administrators (64 percent) attended professional development specific to implementing core materials.

Figure 11. Comparison of Professional Development Percentages for Teachers and Administrators*

Approximately what percentage of early elementary (preK-5) literacy teachers & administrators have attended professional development specific to implementing this core material?

	None	Few (1-25%)	Some (26-50%)	Many (51-75%)	Most (76-100%)
Teachers	14.0%	5.5%	4.4%	6.4%	69.8%
Administrators	21.1%	5.8%	3.9%	5.2%	64.0%

*136 Grantees generated 344 instances of teacher professional development and 688 instances of administrator professional development in five different percentage categories. Percentages are the percent of the total reported instances of professional development at these levels for either teachers or administrators.
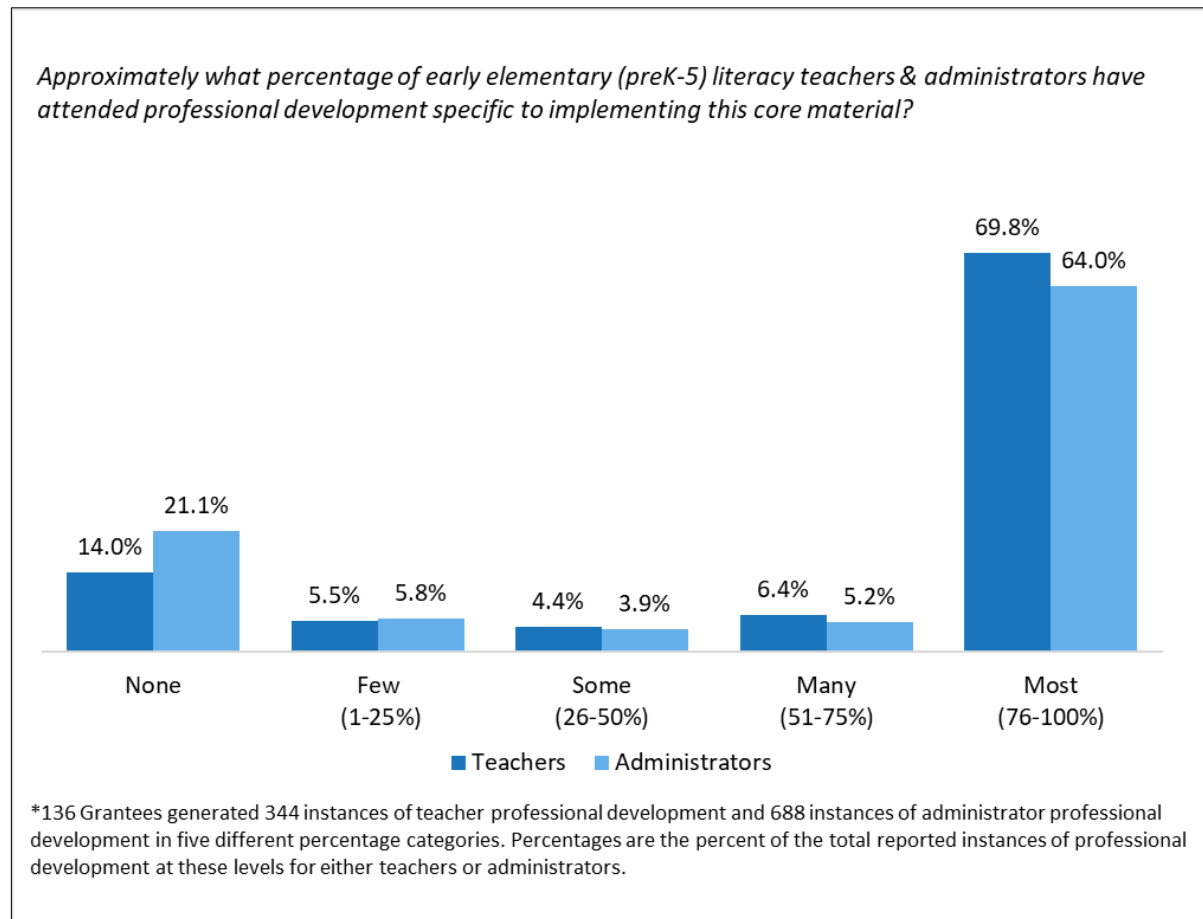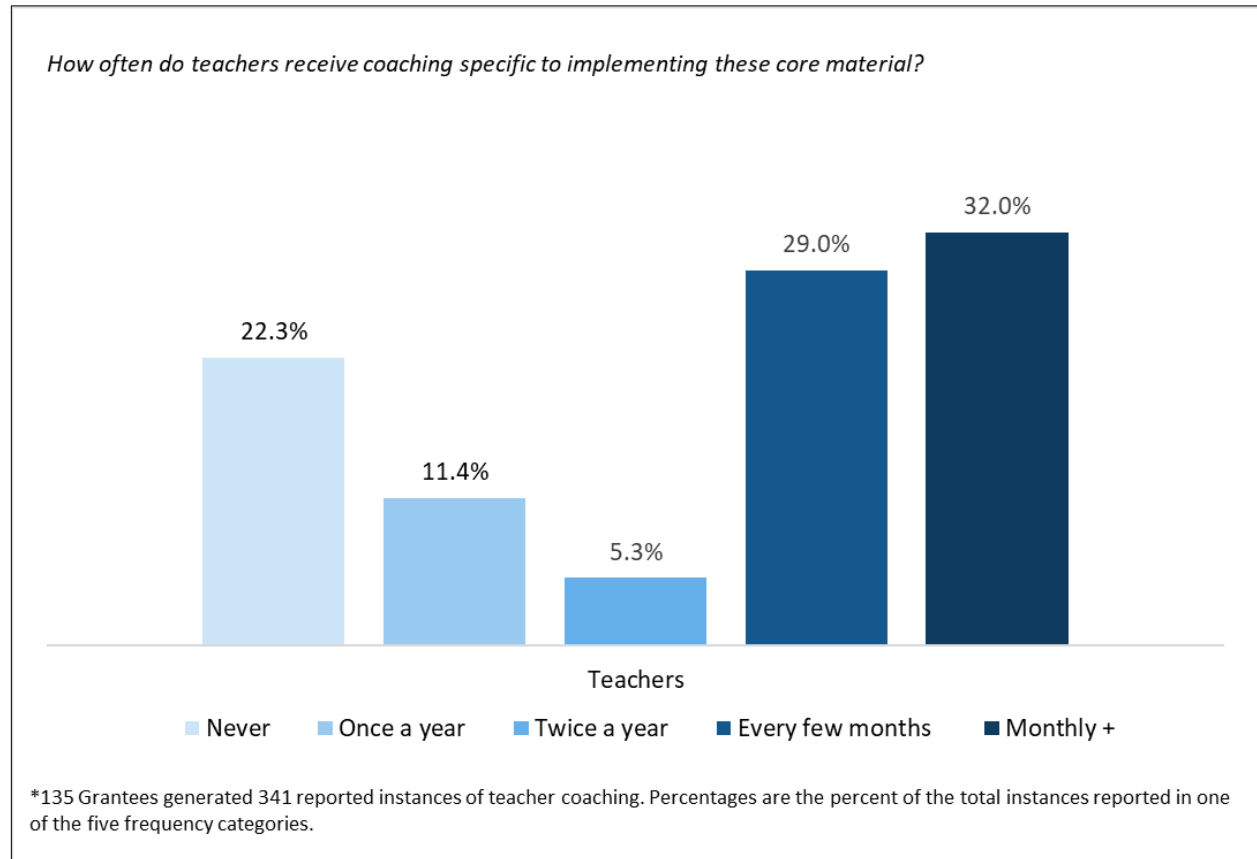
Figure 12 shows the frequency of teachers who received professional development and coaching on implementing core materials. Most teachers (61 percent) received coaching on implementing core materials monthly or quarterly.

Figure 12. Frequency of Teacher Coaching Reported for Core Materials*

How often do teachers receive coaching specific to implementing these core material?

22.3% 11.4% 5.3% 29.0% 32.0%

Teachers

■ Never   ■ Once a year   ■ Twice a year   ■ Every few months   ■ Monthly +

*135 Grantees generated 341 reported instances of teacher coaching. Percentages are the percent of the total instances reported in one of the five frequency categories.

Additional fidelity of implementation questions requested data on tools for continuous improvement, grantee policies regarding implementation, and the overall level of implementation.

Figure 13 shows the tools that grantees used for continuous improvement and the percentage of grantees that use each type of tool. Approximately 70 percent of grantees reported having a tool in place for continuous improvement.

Figure 13. Types of Observation Tools/Processes Used for Continuous Improvement

Which of the following observation tools or processes for continuous improvement are used to assess implementation of these core materials?

- No tool/process: 28%
- Publisher created: 22%
- District: general to teaching/instruction: 40%
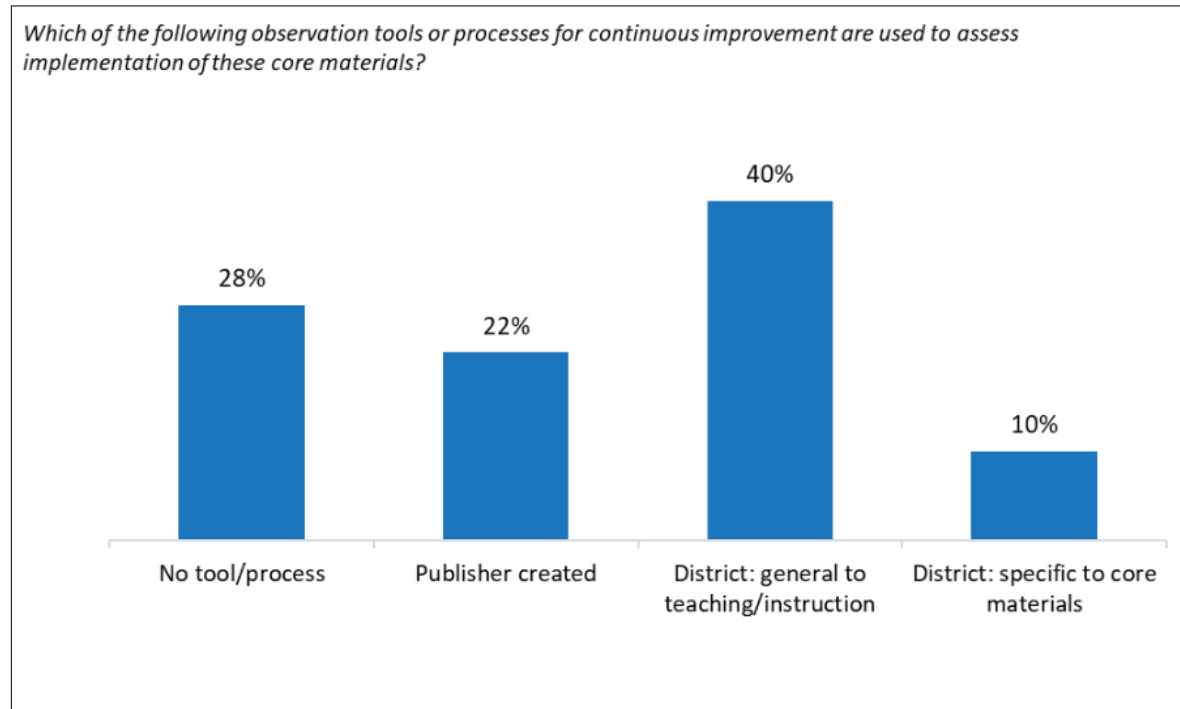- District: specific to core materials: 10%

Figure 14 reflects grantees' policy on implementing core materials with fidelity. Most grantees (58 percent) reported they encourage adherence to fidelity or require high fidelity. In Figure 14, 30 percent of grantees reported that teachers are required to implement their curriculum with high fidelity in accordance with their policy and 17 percent of grantees indicated they have no policy on flexibility of use of core materials.

Figure 14. Grantee Policy on Fidelity of Use of Core Materials*

What best describes the district policy regarding the use of these instructional materials?

17.1% No policy on flexibility of use
25.3% High degree of use flexibility
27.0% Adherence encouraged with some adjustment
30.6% Must use with high fidelity

*136 of 247 grantees generated 415 reports on degree of adherence to the original design of Core materials. Incidences are reported as a percent of total reports in all categories.
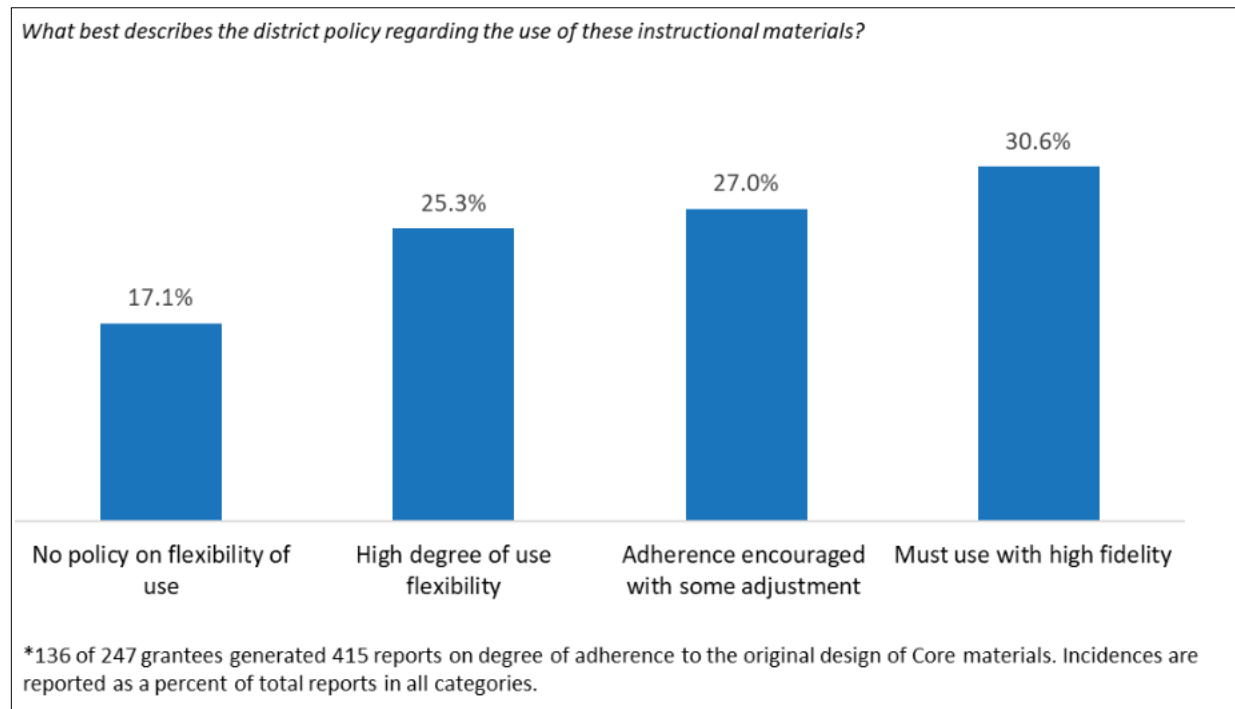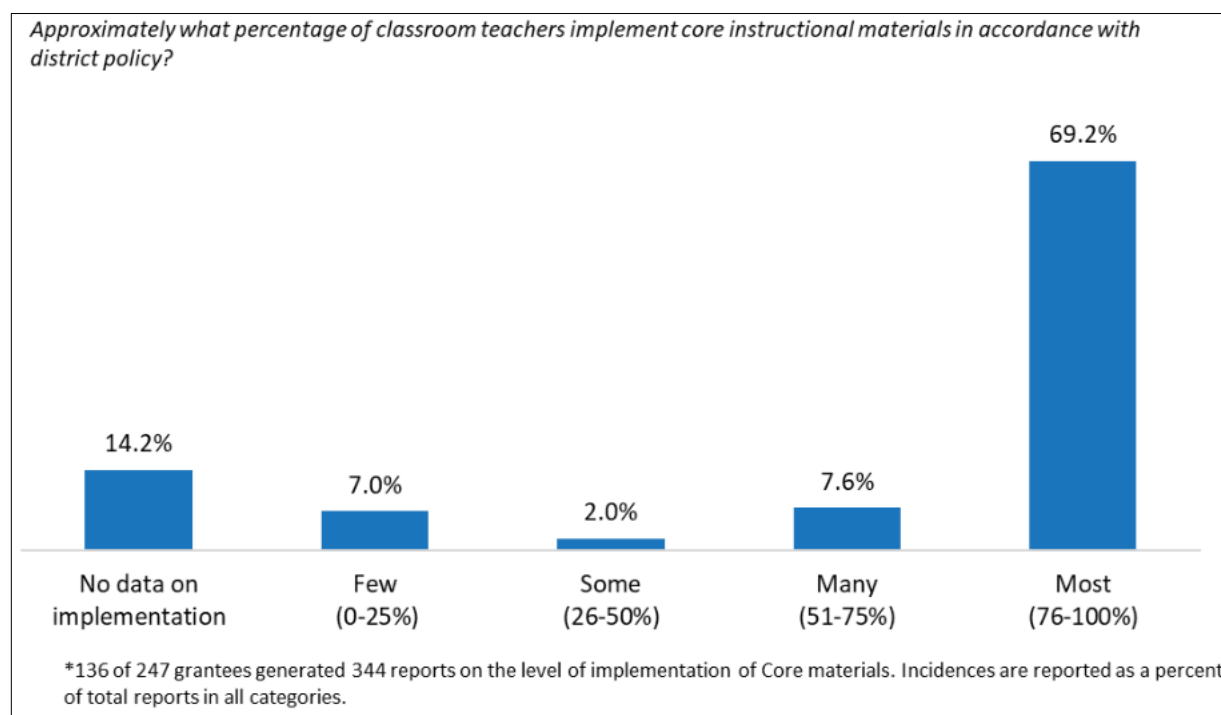
Figure 15 shows the percentage of classroom teachers that implement their core materials

Figure 15. Level of Implementation of Core Materials in Alignment with Grantee Policy*

Professional Development and Coaching

- Early Elementary grade teachers are any teachers who taught any grades Pre-Kindergarten through 5th grade and whose responsibilities included teaching literacy.
  - For example, if a PE teacher teaches a reading intervention block, they were counted in this reporting. Anyone who teaches literacy as a part of their responsibilities was included.
- Professional development and coaching are considered one reporting category.[23] For example, if a teacher received coaching, but did not participate in professional development, they were still included in this report.

Extended Learning and High-Dosage Tutoring

As defined in ORS 327.835, high-dosage tutoring is named as one-on-one tutoring or tutoring in small groups that is provided in addition to daily instruction; provided two or more times each week over at least a 10-week period. High-dosage tutoring uses a research-aligned tutoring model that is administered in a culturally responsive manner and is combined with the training

---

[23] Definitions that distinguish professional development from coaching are in the permanent Oregon Administrative Rules (OARs) that take effect on July 1, 2025.

necessary for tutors to implement the model effectively. Extended learning programming must use research-aligned literacy strategies that are made available to students in early elementary grades by licensed teachers or by qualified tutors. Extended learning programs may include home-based summer reading activities for students who need additional support and enrichment, intensive summer learning programs or after-school programming.

Appendix F – Actions to Improve Implementation in 25-27

ODE has multiple approaches planned to support grantees with effective implementation of the Early Literacy Success School District Grants:

- **Incentivize SBE-Adopted Instructional Materials:** Per rule, starting in January of 2025, any school district that chooses to use Early Literacy Success School District Grant funds to purchase instructional materials must select from the SBE-adopted list**.** This will incentivize broader use of SBE-adopted materials and ensure Early Literacy funds are being used for research-aligned, culturally responsive materials.

- **Create Accountability Through Transparency:** On December 24, 2024, an inventory of Oregon grantees' K-5 English Language Arts instructional materials was posted on ODE's website for families, community members and educators to view. This inventory shows which grantees are using SBE-adopted instructional materials, creating transparency statewide and ensuring families and community members can quickly and easily see what materials are used in their district or charter school.

- **Support Grantees Through Resources, Guidance, & Technical Assistance** ODE provides extensive resources and guidance to support grantees in selecting and implementing research-aligned instructional materials. ODE maintains an [instructional materials website](#), and has recently published [resources aligned to Oregon's Early Literacy Framework](#), which includes resources on implementation of high-quality instructional materials. ODE's Standards and Instructional Support Team and Literacy Team plan to hold instructional materials office hours, host webinars and information sessions, send written updates to curriculum leaders, and be available for one-on-one support with staff.

- **Professional Development Resources** ODE has established and will continue to develop [Oregon's Early Literacy Instructional Framework website](#), which serves as a central hub for extensive resources and training opportunities aligned to the framework and research-aligned literacy practices.