



Oregon Department of Education
 255 Capitol Street Northeast
 Salem, OR 97310

February 24, 2015

Re: Letter of Testimony for Oregon’s 3-3 Literacy Initiative

To Whom It May Concern:

I am very excited to lend my endorsement and support for Oregon’s 3-3 Literacy Initiative. With over 18 years of diverse experience in public education including my current roles as Regional PreK-3 Coordinator with the High Desert ESD, literacy instructor with OSU-Cascades MAT program, and doctoral student with University of Oregon’s Doctorate in Educational Leadership, Methodology, and Policy program I believe I am highly qualified to lend support for this critical work.

We know early investments are the single most effective way of reducing poverty and improving educational and life outcomes for all children and families. It is our moral and ethical responsibility to ensure we align our actions to this proven economic imperative.

At the regional and local level, the 3-3 Literacy Initiative supports and enhances our Regional PreK-3rd Initiative goals, priorities, and key strategies.

Goal	Key Strategies
Build a growth mindset early learning culture	Integrate a growth mindset and social and emotional learning across shared professional development opportunities, family engagement opportunities, and direct services to PreK-3 rd students
Implement a PreK-3 rd Approach in targeted elementary catchment areas	Implement a PreK-3 rd Approach focused on three “buckets” within an incremental approach <ul style="list-style-type: none"> ○ Teacher Effectiveness ○ Engaged Families ○ Continuity and Pathways
Implement a Whole Child Approach (WSCC)	Implement a Whole Child approach focused on the five domains of child development, early learning, and school readiness across the PreK-3 rd continuum <ul style="list-style-type: none"> ○ Approaches to Learning: Growth Mindset ○ Social and Emotional Development: Social and Emotional Learning (SEL) ○ Physical Health and Development: Health and Development screening services ○ Language and Literacy Development: StORytime and early literacy partnerships with the public library ○ Cognitive Development: Early Numeracy
Increase school readiness across the PreK-3 rd continuum	<ul style="list-style-type: none"> ○ Variety of school readiness opportunities during the summer for children and families across the PreK-3rd continuum

In addition to the above mentioned goals and strategies we are currently planning for full-day kindergarten, a critical component of our PreK-3rd Approach implementation, Title I pre-kindergarten slots, and extended year programs. All three direct services to children are focused on the development of the five domains of child development, early learning, and school readiness and engaging families in ways that are meaningful to them.

Specifically, the 3 to 3 Literacy Initiative will

- support and enhance our regional and local efforts to connect, integrate, and align early learning and K-12;
- help prevent the opportunity and achievement gap;
- build a seamless educational continuum from birth to graduate school (P-20 Continuum);
- support our state's 40-40-20 goal;
- address an identified gap in educational services;
- support preschool and childcare providers as they improve the quality of their programs through the Quality Rating and Improvement System (QRIS);
- align with the proven economic imperative of early investments;
- and build meaningful partnerships across the PreK-3rd continuum.

Our Regional PreK-3rd Initiative, funded by the Kindergarten Partnership and Innovation program, has served as a catalyst for changing how the early years and early grades “do business.” The PreK-3rd Approach is embedding itself within district organizations and structures and early learning and K-12 are collaborating in ways they have never before. We want to continue to build upon this momentum, as it is a “tipping point” for improving educational and life outcomes for all students and families we serve.

Sincerely,

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