

Submitter: Antionette Olivas
On Behalf Of:
Committee: Joint Committee On Ways and Means
Measure: SB5506

Dear Chair and members of the committee, for the record my name is Antoinette Olivas and I live in Tigard, Oregon. I am here in support of HB 3198. As a Title 1 teaching assistant at Durham Elementary, I have seen what high dosage tutoring can do for kids that are behind in reading. I'd like to share some experiences. Let me begin at the start of the school year. We started the year with Acadiance testing of all students, which gives us a benchmark assessment of the students reading and helps identify the students who need additional support.

I tested one third grader this fall that really stayed with me. The young student couldn't read any words in the passages assigned. Not one word. I felt for them, not really able to comprehend how hard it must be for them in class not being able to read. They qualified for additional support, which meant they were placed in WIN (What I Need) group - which is a small group setting with a Title 1 teaching assistant and 3-4 other students, who have similar needs. This student was also placed in our IGNITE program, where they read one on one with an online tutor and they received 3rd tier intervention, where they met for 15 minutes one on one with a Title 1 teaching assistant. This student was not placed in my WIN group nor am I the Title 1 teaching assistant for their 3rd tier intervention. However, I subbed for this assistant recently and met with them. As we worked together, I saw that they now knew all of their sounds and were able to read. Granted they were not yet up to grade level but they were on their way and I was so excited for them and how hard they must have worked to get to this point.

I would like to see these type of success stories all around Oregon, not just at Durham Elementary. I urge you to fully fund HB 3198. Thank you.