



## The State of Literacy in Ohio

Forty percent of third grade students in Ohio do not read at grade level. Without strong literacy skills, students are more likely to struggle both academically and socially. Students who struggle to read are more likely to have discipline issues and be chronically absent and less likely to meet important outcomes such as high school graduation.

Knowing the link between reading and future achievement, we must immediately elevate supports connected to students and literacy. We have a moral imperative to act now. **Responding to Ohio's literacy crisis requires a comprehensive, fundamentals-focused approach.** Gov. Mike DeWine and Lt. Gov. Jon Husted's proposed budget funds each essential piece of the puzzle: **professional learning, high-quality instructional materials, support for classroom implementation through coaching, and early identification of dyslexia and other reading difficulties.**

### Science of Reading

Now is the time to ensure all of Ohio's children are receiving high-quality, evidence-based literacy instruction aligned to the science of reading. The science of reading refers to a vast body of research about reading that explicitly and systematically teaches the following:

1. **Phonemic Awareness:** Understanding that spoken words contain sounds; making these sounds.
2. **Phonics:** Knowing *how letters connect to the sounds* of spoken language.
3. **Vocabulary:** Understanding the *meaning* of words in spoken and written language.
4. **Fluency:** Reading words with accuracy and speed.
5. **Comprehension:** Deriving meaning from text.
6. **Writing:** These reading elements are combined with writing instruction, including simple letter formation and composition.

### Science of Reading is NOT

- A fad, trend, new idea or pendulum swing.
- A one-size-fits-all approach.
- A program of instruction.
- A single, specific component of instruction.





## FY24-25 State Operating Budget | Literacy Priorities

As presented in Governor DeWine and Lt. Governor Husted's proposed executive budget for Fiscal Years 2024-2025.

### Literacy Professional Development (\$86 million GRF)

- Fund literacy training aligned with the science of reading for public school teachers.
  - **\$1,200** stipend for each K-5 teacher, English language arts teacher in grades 6-12, intervention specialist, English learner teacher and instructional coach.
  - **\$400** stipend for every other teacher.
- Work with the Ohio Department of Higher Education to align educator preparation program coursework with the science of reading.

### High-Quality Instructional Materials (\$64 million GRF)

- Provide subsidies to public schools to purchase high-quality instructional materials in English language arts.
- Direct the Ohio Department of Education to create a list from which districts and schools can select the curricula that best fit their needs.

### Literacy Coaches (Federal COVID relief funds and \$12 million GRF)

- Support 100 additional literacy coaches in schools with the lowest reading proficiency rates.

### Early Childhood Education (\$92 million GRF)

- Expand access to high-quality early childhood education for 11,525 more children from low-income families each year.

### Dyslexia Screening (Federal COVID relief funds and \$1.2 million GRF)

- Fund dyslexia screening for all K-3 students in FY24 and incoming kindergarten students in FY25.

**FUTURE**  
**FORWARD**  
**OHIO** 

