



- 1 (a) the Board of Public Education;
- 2 (b) the Office of Public Instruction;
- 3 (c) school district trustees, administrators, curriculum specialists, early grade teachers,
- 4 instructional coaches, reading and math specialists, special education teachers, and teachers of English
- 5 learners;
- 6 (d) parents and parent and family advocacy organizations;
- 7 (e) early childhood education providers and organizations, including Head Start;
- 8 (f) the Montana State Library;
- 9 (g) national experts on early literacy and numeracy; and
- 10 (h) policymakers from states with exemplary and effective early literacy and numeracy programs;
- 11 (2) develop a basic understanding of:
- 12 (a) the importance of evidence-based and research-supported curriculum and instruction for
- 13 reading and math beginning at age 4 and continuing through 3rd grade;
- 14 (b) the return on investment for early literacy and numeracy programs; and
- 15 (c) the impact of early literacy and numeracy initiatives outside of school related to:
- 16 (i) the importance of parental involvement in early literacy and numeracy efforts; and
- 17 (ii) how those initiatives can be better leveraged to improve early learning outcomes; and
- 18 (3) examine and seek improvement of early literacy and numeracy assessment and data systems
- 19 to better inform:
- 20 (a) teachers of student progress and needs; and
- 21 (b) district leaders and state policymakers of the effectiveness of specific policies, curricula, and
- 22 instructional strategies in order to maximize the return on investment.

23

24 BE IT FURTHER RESOLVED, that all aspects of the study, including presentation and review

25 requirements, be concluded prior to September 15, 2026.

26 BE IT FURTHER RESOLVED, that the final results of the study, including any findings, conclusions,

27 comments, or recommendations of the appropriate committee, be reported to the 70th Legislature.

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