



Proposed amendments to SB 214 Age 3 Through Grade 3 Reading Initiative

Background:

Reading proficiently by third grade is one of the single greatest predictors of lifelong success. However, fewer than 7 out of 10 students read at grade level at that critical milestone.

The Governor's Recommended Budget appropriates \$85 million for the 2015-17 biennium which would allow school districts, community based organizations and early learning providers to create aligned pre-school through 3rd grade literacy programs that close opportunity gaps and increase every student's achievement.

The GRB also appropriated \$220 million to implement full day kindergarten statewide. Full-day kindergarten is a key component of the Age 3 Through Grade 3 Reading Initiative. These monies would be distributed through the existing State School Fund formula. The law already reflects this implementation and does not require amendments in SB 214.

Intent of Amendments:

1. Eliminate placement of additional requirements as described in SB 214 on school districts related to full day kindergarten and the State School Fund. School districts that offer full day kindergarten and meet standards adopted by State Board of Education would receive funding from State School Fund on the basis of a full-day program. This is existing law and does not require further language.
2. Establish Age 3 through Grade 3 Reading Initiative within the Department of Education including:
 - a. Extended time for learning through extended day and summer school programs provided by community based organizations in partnership with school districts to students who need it the most.
 - b. Statewide implementation of shared professional development and aligned standards between K-3 and early childhood providers.
 - c. Early learning program development and staff development. Literacy training within early learning statewide.
 - d. Convene and train school and district-based literacy coaches who lead the staff development in their schools and districts and coordinate services with early learning, k-3, and CBO's.
 - e. Provide systemic support for early learning programs, instruction, assessment, and leadership.
 - f. Match for district purchase of effective evidence based literacy curriculum

Amendments:

Gut and stuff SB 214 with the following:

SECTION 1. (1) The Age Three Through Grade Three Reading Initiative is established within the Department of Education. The purpose of the initiative is to establish and support a coordinated system that ensures that all students are reading at grade level at grade 3.

(2) As part of the initiative, the department shall ensure that the following are provided:

- (a) Extended time for learning through extended day and summer school programs;
- (b) Effective culturally responsive curriculum;
- (c) Development of coordinated literacy standards between early childhood providers and kindergarten through grade 3 educational providers;
- (d) Identification of students in need of literacy instruction;
- (e) High quality and aligned professional development;
- (f) Coordinated staff development between early childhood providers and kindergarten through grade 3 educational providers; and
- (g) Systematic support for early literacy programs, instruction, assessment and leadership.

SECTION 2. (1) As used in this section, “community-based organization” means any of the following entities:

- (a) A nonprofit organization that is representative of a community or significant segments of a community, which may be located within or in close proximity to the community it serves; and has as part of its mission education or literacy instruction.
- (b) An Oregon federally recognized tribe or a nonprofit entity established by a tribe.
- (c) An early learning hub established under ORS 417.827.

(2) Each fiscal year, the Department of Education as part of the Age Three Through Grade Three Reading Initiative shall award extended learning grants to community-based organizations to implement early reading programs. The programs must:

- (a) Be provided as a summer program or as a before-school or after-school program;
- (b) Be provided to students who are in any grade from kindergarten through grade three or who will be in kindergarten at the beginning of the next school year;
- (c) Be provided to students who are in need of literacy instruction; and
- (d) Include support for the parents of the students.

(3) To qualify for a grant, a community-based organization must have:

- (a) A memorandum of understanding with one or more school districts; and
- (b) A reading program that focuses on students who are expected to be a grade level behind their peers or who are struggling to read.

(4) A community-based organization may apply to the department for a grant under this section. An application under this section must be in a form prescribed by the State Board of Education by rule.

- (5) The amount of each grant shall be determined based on:
- (a) The average daily membership, as defined in ORS 327.006, for kindergarten through grade 3 students who are in poverty families as determined by the Department for each school district for which the community-based organization has a partnership;
 - (b) The proportion of the kindergarten through grade 3 students for each school district that the community-based organization is expected to serve as identified in the agreement with each school district; and
 - (c) The amount of funds available for the grant program as determined by the department.
- (6) Transportation costs incurred by school districts for transporting students to literacy programs established with grant funds under this section shall be considered approved transportation costs for purposes of ORS 327.006.
- (7) The department shall review and approve applications based on criteria established by the State Board of Education by rule.

SECTION 3. (1) Each fiscal year, the Department of Education as part of the Age Three Through Grade Three Reading Initiative shall award professional development grants to school districts.

- (2) The grants shall be used by school districts for:
- (a) Literacy specific professional development and staffing; and
 - (b) Literacy screening and devices to report student progress towards reading at grade level by grade 3.
- (3) To receive a grant under this section a school district must have an early reading program with the following elements:
- (a) Implementation of full-day kindergarten, as provided by ORS 336.095, in all schools operated by the district that provide kindergarten;
 - (b) Implementation of an evidence-based reading program that is aligned to academic standards and that is tailored to the specific needs of the students served in the school district;
 - (c) Goals and objectives that address the achievement gap between student groups identified by disability, poverty, language and race and other student groups. The goals and objectives must include the following:
 - (A) 90 percent of all students in grade 3 reading at grade level by 2020;
 - (B) 90 percent of all kindergarten students attend for at least 90 percent of school days averaged over any 4 school years beginning with the 2016-2017 to 2020-2021 school years; and
 - (C) 85 percent of all kindergarten enrollees as of October 1, were enrolled by June 15 of that same year averaged over any 4 school years beginning with the 2016-2017 to 2020-2021 school years;
 - (d) Implementation of evidence-based interventions;
 - (e) Must work with an early learning hub to identify students struggling to read and work to improve attendance and reduce absenteeism;
 - (f) Must offer at least 90 minutes of literacy instruction a day and at least 30 minutes for intervention to students in kindergarten to grade 3;

- (g) A process to engage families and community-based organizations;
- (h) Use of data-driven instruction;
- (i) Use of instructional coaches; and
- (j) A professional development plan for staff.

(5) The amount of each grant shall be determined based on:

- (a) The average daily membership, as defined in ORS 327.006, for kindergarten through grade 3 students;
- (b) An additional weight shall be added to the average daily membership, as determined by the Department, that is the proportion of the total weights received by the district under ORS 327.013 attributable for kindergarten through grade 3 students; and
- (c) The amount of funds available for the grant program as determined by the department.

(6) A school district that receives a grant under this section must include any public charter school located in the district which offers kindergarten through grade 3 and which meets the requirements of subsection (4) of this section.

(7) The department shall review and approve applications based on criteria established by the State Board of Education by rule.

SECTION 4. (1) Except as provided in subsection (2) of this section, grants awarded under sections 2 and 3 of the 2015 Act shall first be available for use by schools districts and community based organizations during the 2016 summer and the 2016-2017 school year.

(2) The Department may establish a pilot project and award grants as described in section 2 and 3 of this 2015 Act to school districts and community based organizations during the 2015-2016 school year.

SECTION 5. The Department of Education as part of the Age Three Through Grade Three Reading Initiative shall ensure that staff development between early childhood providers and kindergarten through grade three educational providers is coordinated by providing:

- (1) Professional learning communities for school district and community based organization staff on literacy instruction; and
- (2) Early learning program development and staff development to early learning providers.

SECTION 6. (1) The Department of Education as part of the Age Three Through Grade Three Reading Initiative shall identify early literacy curriculum that is evidence based.

(2) The Department may provide funds to school districts to cover up to 25 percent of the total cost to purchase early literacy curriculum identified by the department under subsection (1) of this section.

SECTION 7. (1) The Age Three Through Grade Three Reading Initiative Account is established in the State Treasury, separate and distinct from the General Fund. Interest

earned by the Age Three Through Grade Three Reading Initiative Account shall be credited to the account.

(2) Moneys in the Age Three Through Grade Three Reading Initiative Account are continuously appropriated to the Department of Education for the purposes of sections 1 to 7 of this 2015 Act including administrative costs incurred by the department, school districts and community based organizations.

SECTION 8. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect July 1, 2015.