

## SENATE AMENDMENTS TO SENATE BILL 214

By COMMITTEE ON RULES

June 1

1 On page 1 of the printed bill, line 2, after “programs” delete the rest of the line and line 3 and  
2 insert “; and declaring an emergency.”.

3 Delete lines 5 through 27 and delete pages 2 through 4 and insert:

4 **“SECTION 1. (1) The Age Three Through Grade Three Reading Initiative is established**  
5 **within the Department of Education as provided by sections 1 to 6 of this 2015 Act. The**  
6 **purpose of the initiative is to establish and support a coordinated system that ensures that**  
7 **all students can read at grade level by the end of grade three.**

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

9 **“(a) Literacy standards that are coordinated between early childhood service providers**  
10 **and public providers of kindergarten through grade three;**

11 **“(b) Systematic support for early reading programs, literacy instruction, assessments**  
12 **and leadership;**

13 **“(c) Additional time for learning through a summer program or a before-school or**  
14 **after-school program;**

15 **“(d) Methods to identify students in need of literacy instruction;**

16 **“(e) High-quality, aligned professional development;**

17 **“(f) Staff development that is coordinated between early childhood service providers and**  
18 **public providers of kindergarten through grade three; and**

19 **“(g) An evidence-based, effective and culturally responsive early literacy curriculum.**

20 **“(3) To ensure that the supports identified in subsection (2) of this section are provided,**  
21 **the department shall:**

22 **“(a) Award extended learning grants to school districts to implement early reading pro-**  
23 **grams as provided by section 2 of this 2015 Act;**

24 **“(b) Award professional development grants to school districts as provided by section 3**  
25 **of this 2015 Act;**

26 **“(c) Ensure that staff development is coordinated between early childhood service pro-**  
27 **viders and public providers of kindergarten through grade three as provided by section 4 of**  
28 **this 2015 Act; and**

29 **“(d) Identify an evidence-based early literacy curriculum as provided by section 5 of this**  
30 **2015 Act.**

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

33 **“(a) A nonprofit organization that:**

34 **“(A) May be located within or in close proximity to the community;**

35 **“(B) Provides culturally specific services or support or early literacy services or support;**

1 **and**

2 **“(C) Includes education or literacy instruction as part of the organization’s mission.**

3 **“(b) A federally recognized tribe of this state or a nonprofit entity established by a**  
4 **federally recognized tribe of this state.**

5 **“(c) An Early Learning Hub designated as provided by ORS 417.827.**

6 **“(2) As part of the Age Three Through Grade Three Reading Initiative established by**  
7 **sections 1 to 6 of this 2015 Act, the Department of Education shall award extended learning**  
8 **grants each fiscal year to school districts to implement early reading programs.**

9 **“(3) An early reading program that is eligible for an extended learning grant:**

10 **“(a) May be provided:**

11 **“(A) As a summer program or as a before-school or after-school program; or**

12 **“(B) During the regular school day.**

13 **“(b) Must serve public school students who:**

14 **“(A) Are in kindergarten through grade three or who will be enrolled in kindergarten at**  
15 **the beginning of the next school year; and**

16 **“(B) Have been identified as needing literacy instruction.**

17 **“(c) Must include support for the parents of the students.**

18 **“(4)(a) To qualify for an extended learning grant, a school district must have:**

19 **“(A) A memorandum of understanding with one or more community-based organizations;**  
20 **and**

21 **“(B) An early reading program that focuses on students who are expected to be a grade**  
22 **level behind by the end of grade three or who are struggling to read.**

23 **“(b) The department may grant a waiver to a school district from the requirement de-**  
24 **scribed in paragraph (a)(A) of this subsection if the school district can demonstrate that:**

25 **“(A) No community-based organizations are located within the district; or**

26 **“(B) The school district has attempted to enter into a memorandum of understanding**  
27 **with a community-based organization but has been unsuccessful with the attempt.**

28 **“(5) A school district may apply to the department for an extended learning grant by**  
29 **submitting an application to the department in a form prescribed by the State Board of Ed-**  
30 **ucation by rule.**

31 **“(6) The amount of each extended learning grant shall be determined based on:**

32 **“(a) The average daily membership, as defined in ORS 327.006, for kindergarten through**  
33 **grade three students in poverty families, as determined by the department for each school**  
34 **district; and**

35 **“(b) The amount of funds available for the grants, as determined by the department.**

36 **“(7) Transportation costs incurred by school districts for transporting students to early**  
37 **reading programs implemented under this section shall be considered approved transporta-**  
38 **tion costs for purposes of ORS 327.013.**

39 **“(8) The department shall review and approve applications submitted under this section**  
40 **based on criteria established by the State Board of Education by rule. In developing the cri-**  
41 **teria, the board shall:**

42 **“(a) Solicit recommendations from school districts and community-based organizations;**  
43 **and**

44 **“(b) Specify the minimum requirements to be provided in the memorandum of under-**  
45 **standing between a school district and a community-based organization, including:**

- 1       “(A) Mutual accountability;
- 2       “(B) The sharing of data and information;
- 3       “(C) Collaboration; and
- 4       “(D) Evaluation.

5       “**SECTION 3.** (1) As part of the Age Three Through Grade Three Reading Initiative es-  
6       tablished under sections 1 to 6 of this 2015 Act, the Department of Education shall award  
7       professional development grants each fiscal year to school districts.

8       “(2) The grants shall be used by school districts to provide:

9       “(a) Literacy-specific professional development and staffing; and

10       “(b) Literacy screening and devices to report student progress toward reading at grade  
11       level by the end of grade three.

12       “(3) To receive a grant under this section, a school district must have an early reading  
13       program with the following elements:

14       “(a) Implementation of full-day kindergarten, as provided by ORS 336.095, in all schools  
15       operated by the school district that provide kindergarten unless the school district has re-  
16       ceived a waiver from the State Board of Education for this grant requirement;

17       “(b) Implementation of an evidence-based early reading program that is aligned to aca-  
18       demic standards and that is tailored to the specific needs of the students served in the school  
19       district;

20       “(c) Goals and objectives that address the achievement gap between student groups  
21       identified by disability, poverty, language, race and other student groups, including the per-  
22       centage of students reading at grade level, the percentage of kindergarten students who at-  
23       tend at least 90 percent of the instructional days of the school year and the percentage of  
24       kindergarten students enrolled on October 1 who remain enrolled by the end of the school  
25       year;

26       “(d) Implementation of evidence-based interventions;

27       “(e) Coordination with an Early Learning Hub to:

28       “(A) Identify students struggling to read; and

29       “(B) Work to improve attendance and reduce absenteeism;

30       “(f) At least 90 minutes per day of literacy instruction and at least an additional 30  
31       minutes per day of intervention services provided to students in kindergarten through grade  
32       three;

33       “(g) A process to engage parents and community-based organizations;

34       “(h) Use of data-driven instruction;

35       “(i) Use of instructional coaches; and

36       “(j) A professional development plan for staff.

37       “(4) The amount of each grant under this section shall be determined based on:

38       “(a) The average daily membership, as defined in ORS 327.006, for kindergarten through  
39       grade three students;

40       “(b) An additional weight that is added to the average daily membership, as determined  
41       by the department, and that is the proportion of the total weights received by the school  
42       district under ORS 327.013 attributable for kindergarten through grade three students; and

43       “(c) The amount of funds available for the grants, as determined by the department.

44       “(5) A school district that receives a grant under this section shall make grant moneys  
45       available to any public charter school located in the school district that offers kindergarten

1 through grade three and that meets the early reading program requirements of subsection  
2 (3) of this section.

3 “(6)(a) The State Board of Education shall adopt by rule criteria for:

4 “(A) Reviewing and approving applications for grants submitted under this section.

5 “(B) Granting a waiver from the grant requirement for providing full-day kindergarten,  
6 as described in subsection (3)(a) of this section.

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

9 “**SECTION 4.** As part of the Age Three Through Grade Three Reading Initiative estab-  
10 lished under sections 1 to 6 of this 2015 Act, the Department of Education shall ensure that  
11 staff development for early childhood service providers and public providers of kindergarten  
12 through grade three is coordinated by providing:

13 “(1) Professional learning communities related to literacy instruction for staffs of  
14 community-based organizations and school districts; and

15 “(2) Assistance with the development of early reading programs and professional devel-  
16 opment programs and with staff development for early childhood service providers and public  
17 providers of kindergarten through grade three.

18 “**SECTION 5.** (1) As part of the Age Three Through Grade Three Reading Initiative es-  
19 tablished under sections 1 to 6 of this 2015 Act, the Department of Education shall identify  
20 an evidence-based early literacy curriculum. The curriculum must be effective and culturally  
21 responsive.

22 “(2) The department may provide funds to school districts for up to 25 percent of the  
23 total amount necessary to purchase the early literacy curriculum identified by the depart-  
24 ment under subsection (1) of this section.

25 “**SECTION 6.** (1) The Age Three Through Grade Three Reading Initiative Account is es-  
26 tablished in the State Treasury, separate and distinct from the General Fund. Interest  
27 earned by the Age Three Through Grade Three Reading Initiative Account shall be credited  
28 to the account.

29 “(2) Moneys in the Age Three Through Grade Three Reading Initiative Account are con-  
30 tinuously appropriated to the Department of Education for the purposes of sections 1 to 6  
31 of this 2015 Act, including administrative costs incurred by the department and school dis-  
32 tricts.

33 “**SECTION 7.** (1) Except as provided in subsection (2) of this section, extended learning  
34 grants and professional development grants awarded under sections 2 and 3 of this 2015 Act  
35 must first be available for use by school districts for the summer of 2016.

36 “(2) The Department of Education may establish a pilot program and may award grants  
37 as described in sections 2 and 3 of this 2015 Act to school districts during the 2015-2016 school  
38 year.

39 “**SECTION 8.** This 2015 Act being necessary for the immediate preservation of the public  
40 peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect  
41 July 1, 2015.”  
42