

**PROPOSED AMENDMENTS TO
SENATE BILL 214**

1 On page 1 of the printed bill, line 2, after “programs” delete the rest of
2 the line and line 3 and 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 Ini-**
5 **tiative is established within the Department of Education as provided**
6 **by sections 1 to 7 of this 2015 Act. The purpose of the initiative is to**
7 **establish and support a coordinated system that ensures that all stu-**
8 **dents can read at grade level by the end of grade three.**

9 **“(2) As part of the initiative, the department shall ensure that**
10 **students and educators of the public schools in this state receive the**
11 **following:**

12 **“(a) Literacy standards that are coordinated between early child-**
13 **hood service providers and public providers of kindergarten through**
14 **grade three;**

15 **“(b) Systematic support for early reading programs, literacy in-**
16 **struction, assessments and leadership;**

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

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

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

21 **“(f) Staff development that is coordinated between early childhood**
22 **service providers and public providers of kindergarten through grade**

1 **three; and**

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

4 **“(3) To ensure that students and educators of the public schools in**
5 **this state receive the supports described in subsection (2) of this sec-**
6 **tion, the department shall:**

7 **“(a) Award extended learning grants to community-based organiza-**
8 **tions to implement early reading programs as provided by section 2**
9 **of this 2015 Act;**

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

12 **“(c) Ensure that staff development is coordinated between early**
13 **childhood service providers and public providers of kindergarten**
14 **through grade three as provided by section 5 of this 2015 Act; and**

15 **“(d) Identify an evidence-based early literacy curriculum as pro-**
16 **vided by section 6 of this 2015 Act.**

17 **“SECTION 2. (1) As used in this section, ‘community-based organ-**
18 **ization’ means any of the following entities:**

19 **“(a) A nonprofit organization that represents a community or sig-**
20 **nificant segments of a community and that:**

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

23 **“(B) Includes education or literacy instruction as part of the**
24 **organization’s mission.**

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

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

28 **“(2) As part of the Age Three Through Grade Three Reading Initi-**
29 **ative established by sections 1 to 7 of this 2015 Act, the Department**
30 **of Education shall award extended learning grants each fiscal year to**

1 **community-based organizations to implement early reading programs.**

2 **The programs must:**

3 **“(a) Be provided as a summer program or as a before-school or**
4 **after-school program;**

5 **“(b) Be provided to public school students who are in kindergarten**
6 **through grade three or who will be enrolled in kindergarten at the**
7 **beginning of the next school year;**

8 **“(c) Have been identified as needing literacy instruction; and**

9 **“(d) Include support for the parents of the students.**

10 **“(3) To qualify for an extended learning grant, a community-based**
11 **organization must have:**

12 **“(a) A memorandum of understanding with one or more school**
13 **districts; and**

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

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

20 **“(5) The amount of each extended learning grant shall be deter-**
21 **mined based on:**

22 **“(a) The average daily membership, as defined in ORS 327.006, for**
23 **kindergarten through grade three students in poverty families, as de-**
24 **termined by the department for each school district for which the**
25 **community-based organization has a memorandum of understanding;**

26 **“(b) The proportion of the kindergarten through grade three stu-**
27 **dents for each school district that the community-based organization**
28 **is expected to serve, as identified in the memorandum of understand-**
29 **ing with each school district; and**

30 **“(c) The amount of funds available for the grants, as determined**

1 by the department.

2 “(6) Transportation costs incurred by school districts for trans-
3 porting students to early reading programs implemented under this
4 section shall be considered approved transportation costs for purposes
5 of ORS 327.013.

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

8 **“SECTION 3. (1) As part of the Age Three Through Grade Three**
9 **Reading Initiative established under sections 1 to 7 of this 2015 Act,**
10 **the Department of Education shall award professional development**
11 **grants each fiscal year to school districts.**

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

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

14 “(b) Literacy screening and devices to report student progress to-
15 ward reading at grade level by the end of grade three.

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

18 “(a) Implementation of full-day kindergarten, as provided by ORS
19 336.095, in all schools operated by the school district that provide
20 kindergarten;

21 “(b) Implementation of an evidence-based early reading program
22 that is aligned to academic standards and that is tailored to the spe-
23 cific needs of the students served in the school district;

24 “(c) Goals and objectives that address the achievement gap between
25 student groups identified by disability, poverty, language, race and
26 other student groups, including the percentage of students reading at
27 grade level, the percentage of kindergarten students who attend at
28 least 90 percent of the instructional days of the school year and the
29 percentage of kindergarten students enrolled on October 1 who remain
30 enrolled by the end of the school year;

1 “(d) Implementation of evidence-based interventions;
2 “(e) Coordination with an Early Learning Hub to:
3 “(A) Identify students struggling to read; and
4 “(B) Work to improve attendance and reduce absenteeism;
5 “(f) At least 90 minutes per day of literacy instruction and at least
6 an additional 30 minutes per day of intervention services provided to
7 students in kindergarten through grade three;
8 “(g) A process to engage parents and community-based organiza-
9 tions;
10 “(h) Use of data-driven instruction;
11 “(i) Use of instructional coaches; and
12 “(j) A professional development plan for staff.
13 “(4) The amount of each grant under this section shall be deter-
14 mined based on:
15 “(a) The average daily membership, as defined in ORS 327.006, for
16 kindergarten through grade three students;
17 “(b) An additional weight that is added to the average daily mem-
18 bership, as determined by the department, and that is the proportion
19 of the total weights received by the school district under ORS 327.013
20 attributable for kindergarten through grade three students; and
21 “(c) The amount of funds available for the grants, as determined
22 by the department.
23 “(5) A school district that receives a grant under this section shall
24 make grant moneys available to any public charter school located in
25 the school district that offers kindergarten through grade three and
26 that meets the early reading program requirements of subsection (3)
27 of this section.
28 “(6) The department shall review and approve applications based on
29 criteria established by the State Board of Education by rule.
30 “SECTION 4. For the purpose of professional development grants

1 awarded under section 3 of this 2015 Act in any fiscal year prior to the
2 fiscal year beginning in 2020, the requirement of section 3 (3)(c) of this
3 2015 Act to have goals and objectives that address the achievement gap
4 between student groups identified by disability, poverty, language, race
5 and other student groups must include the following by the end of the
6 2020-2021 school year:

7 “(1) At least 90 percent of all students are reading at grade level by
8 the end of grade three;

9 “(2) At least 90 percent of all kindergarten students are attending
10 at least 90 percent of the instructional days of the school year, as av-
11 eraged over any four school years beginning with the 2016-2017 school
12 year and ending with the 2020-2021 school year; and

13 “(3) At least 85 percent of all kindergarten students enrolled as of
14 October 1 have continued to be enrolled as of the end of that same
15 school year, as averaged over any four school years beginning with the
16 2016-2017 school year and ending with the 2020-2021 school year.

17 **“SECTION 5. As part of the Age Three Through Grade Three**
18 **Reading Initiative established under sections 1 to 7 of this 2015 Act,**
19 **the Department of Education shall ensure that staff development for**
20 **early childhood service providers and public providers of kindergarten**
21 **through grade three is coordinated by providing:**

22 “(1) Professional learning communities related to literacy instruc-
23 tion for staffs of community-based organizations and school districts;
24 and

25 “(2) Assistance with the development of early reading programs and
26 professional development programs and with staff development for
27 early childhood service providers and public providers of kindergarten
28 through grade three.

29 **“SECTION 6. (1) As part of the Age Three Through Grade Three**
30 **Reading Initiative established under sections 1 to 7 of this 2015 Act,**

1 the Department of Education shall identify an evidence-based early
2 literacy curriculum. The curriculum must be effective and culturally
3 responsive.

4 “(2) The department may provide funds to school districts for up to
5 25 percent of the total amount necessary to purchase the early literacy
6 curriculum identified by the department under subsection (1) of this
7 section.

8 **“SECTION 7. (1) The Age Three Through Grade Three Reading Ini-**
9 **tiative Account is established in the State Treasury, separate and dis-**
10 **tinct from the General Fund. Interest earned by the Age Three**
11 **Through Grade Three Reading Initiative Account shall be credited to**
12 **the account.**

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

18 **“SECTION 8. (1) Except as provided in subsection (2) of this section,**
19 **extended learning grants and professional development grants awarded**
20 **under sections 2 and 3 of this 2015 Act must first be available for use**
21 **by community-based organizations and school districts for the summer**
22 **of 2016.**

23 “(2) The Department of Education may establish a pilot program
24 and may award grants as described in sections 2 and 3 of this 2015 Act
25 to community-based organizations and school districts during the
26 2015-2016 school year.

27 **“SECTION 9. This 2015 Act being necessary for the immediate**
28 **preservation of the public peace, health and safety, an emergency is**
29 **declared to exist, and this 2015 Act takes effect July 1, 2015.”.**

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