

CHAPTER 660

AN ACT

HB 3232

Relating to strategic investments in education; creating new provisions; amending section 10, chapter 519, Oregon Laws 2011; and declaring an emergency.

Whereas the Legislative Assembly has adopted for the State of Oregon the 40-40-20 goal, wherein, by the year 2025, 100 percent of Oregon students will graduate from high school, with at least 40 percent earning an associate's degree or certificate, another 40 percent earning a baccalaureate degree or higher and 20 percent entering the workforce; and

Whereas the Legislative Assembly established the Oregon Education Investment Board for the purpose of ensuring equitable outcomes for all public school students of this state and charged the board with recommending strategic investments in order to ensure integrated, outcome-based budgets for public education; and

Whereas the Legislative Assembly has approved the creation of achievement compacts between educational institutions and the Oregon Education Investment Board that identify key student outcomes and set annual goals to make progress toward the 40-40-20 goal; and

Whereas performance on key student outcomes and outcomes for historically underserved populations must improve rapidly for this state to meet the 40-40-20 goal; and

Whereas the Oregon Education Investment Board has identified several key measures of progress, including kindergarten readiness, third grade reading proficiency, ninth grade progress toward graduation, high school completion and college enrollment, and has identified strategic investments aimed at improving student outcomes; now, therefore,

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Oregon Education Investment Board shall design and implement programs that make strategic investments to:

(a) Advance the educational goals of this state, as described in ORS 351.009;

(b) Improve the employability of graduates from Oregon public schools;

(c) Close the achievement gap that exists between historically underserved student groups, as defined by the board by rule;

(d) Assist public education in all regions of this state;

(e) Promote collaboration and alignment among early childhood service providers, school districts, community colleges, public universities and employers;

(f) Leverage private, public and community resources;

(g) Engage parents and child care providers, support families and motivate students;

(h) Develop and disseminate evidence-based models and best practices that are likely to improve student outcomes;

(i) Collect data to monitor student progress; and

(j) Establish networks that allow for the replication of successful practices across this state.

(2) The distribution and administration of all moneys that are used for strategic investments made as provided by this section and sections 2, 3 and 4 of this 2013 Act must be guided by the purposes described in subsection (1) of this section.

(3) Any recipient of moneys distributed as a strategic investment must provide separate accounting for the moneys and may use the moneys only for the purpose for which the moneys are provided.

(4)(a) The board shall establish requirements for the programs implemented under this section that are consistent with this section and with sections 2, 3 and 4 of this 2013 Act.

(b) The board shall develop timelines, performance measures and other requirements related to the accumulation and evaluation of data collected in relation to a program that receives moneys as a strategic investment. The performance measures shall include progress toward the goals established in ORS 351.009 and other key student education outcomes established by the board.

(5) The State Board of Education, the Oregon Student Access Commission, the Oregon Arts Commission and the Oregon Education Investment Board may adopt any rules necessary for the agencies they oversee to perform any of the duties assigned to them under this section. Any rules adopted by the State Board of Education, the Oregon Student Access Commission or the Oregon Arts Commission must be consistent with this section and actions taken by the Oregon Education Investment Board to implement this section.

SECTION 2. (1) The Oregon Education Investment Board shall establish the Oregon Early Reading Program to:

(a) Improve the readiness of children preparing to enter into kindergarten; and

(b) Improve the reading proficiency of students by the time the students complete the third grade.

(2) To accomplish the purposes of the Oregon Early Reading Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:

(a) Encouraging early reading and involving parents, child care providers and the community in ensuring that children have an early start at reading.

(b) Expanding the amount of time spent reading, adult support, the availability of read-

ing materials, cultural relevance and the level of enjoyment that literacy brings.

(c) Providing differentiated instruction to assist students with reading in early grades.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Early Learning Council for the purposes of:

(A) Creating materials and curriculum that promote early literacy; and

(B) Distributing moneys to libraries, providers of early childhood services, nonprofit organizations, school districts and public schools to provide families and child care providers with the resources necessary to encourage reading at home or to expand access to libraries.

(b) To the Department of Education for the purposes of:

(A) Extending or expanding reading opportunities in public schools that meet criteria established by the board by providing adult support, programs offered during nonschool hours or increased access to technology; and

(B) Increasing the number of school districts that participate in a network in this state that is designed to support school districts in implementing high-quality reading instruction and protocols that identify, support and serve students who are at risk for not reading at grade level early and effectively.

(c) To the Oregon Education Investment Board to develop a statewide approach to early reading awareness.

(d) To the State Library to expand the Ready to Read program.

SECTION 2a. (1) The Oregon Education Investment Board must prepare a report with data that shows how the strategic investments made as provided by section 2 of this 2013 Act:

(a) Changed the number of children entering kindergarten who were ready to learn;

(b) Changed the number of students who were reading at grade level in grade three; and

(c) Changed any gaps for underserved students in the measurements described in paragraphs (a) and (b) of this subsection.

(2) The board shall submit the report described in subsection (1) of this section to the interim legislative committees on education no later than January 1, 2015.

SECTION 3. (1) The Oregon Education Investment Board shall establish the Guidance and Support for Post-Secondary Aspirations Program to:

(a) Increase the number of students in the ninth grade who are making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma; and

(b) Increase the number of students who earn a high school diploma, a modified diploma

or an extended diploma and who enroll in a post-secondary institution of higher education.

(2) To accomplish the purposes of the Guidance and Support for Post-Secondary Aspirations Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:

(a) Supporting comprehensive systems of monitoring and support for struggling students.

(b) Ensuring that middle and high school students who had not considered enrolling in post-secondary education are directed toward, and able to access, post-secondary education opportunities that match their interests and abilities.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Oregon Student Access Commission for the purposes of supporting an expansion of Access to Student Assistance Programs in Reach of Everyone (ASPIRE) in public middle schools, public high schools and community-based sites across this state.

(b) To the Department of Education for the purposes of:

(A) Distributing moneys to school districts and nonprofit organizations to implement comprehensive systems for monitoring progress and providing individualized planning, mentoring, tutoring or other support services to students in grades 6 through 10 who are not making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma.

(B) Creating a scholarship fund aimed at increasing access for underserved students to post-secondary institutions by paying for first-year college courses or accelerated college credit programs.

(c) To the Department of Community Colleges and Workforce Development for the purpose of distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to educate and engage underserved or first-generation college-bound students and their families through counseling programs, parent advocacy, parent education, college visits, college initiatives and assistance with obtaining financial aid.

SECTION 3a. (1) The Oregon Education Investment Board must prepare a report with data that shows how the strategic investments made as provided by section 3 of this 2013 Act:

(a) Changed the number of underserved students who enroll in post-secondary institutions of higher education; and

(b) Changed the number of students who, by the time they enroll in grade 10, are making sufficient progress toward earning a high school diploma, a modified diploma or an extended diploma.

(2) The board shall submit the report described in subsection (1) of this section to the

interim legislative committees on education no later than January 1, 2015.

SECTION 4. (1) The Oregon Education Investment Board shall establish the Connecting to the World of Work Program to:

(a) Increase students' proficiency in science, technology, engineering and mathematics; and

(b) Connect students to the world of work.

(2) To accomplish the purposes of the Connecting to the World of Work Program, moneys shall be distributed for strategic investments that advance the following missions:

(a) Collaborating with other public entities to develop and implement a long-term strategy that advances state educational goals related to science, technology, engineering and mathematics.

(b) Providing investments in programs that engage underserved students in science, technology, engineering or mathematics or in career and technical education.

(c) Developing consortiums of school districts and post-secondary institutions of higher education committed to developing innovative and flexible pathways for students in grades 6 through 12 and in community colleges.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Department of Education for the purposes of:

(A) Distributing moneys to school districts, post-secondary institutions and nonprofit organizations to create regional networks, or expand upon existing regional networks, to support science, technology, engineering and mathematics and career and technical education.

(B) Distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to develop public schools focused on science, technology, engineering and mathematics and arts-related industries to serve middle school, high school and community college students.

(C) Distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to increase learning opportunities in science, technology, engineering and mathematics, the arts and career and technical education.

(D) Distributing moneys to consortiums that include at least three school districts, at least one education service district, at least one community college and at least one public or private post-secondary institution to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing development education for students in high school or in the first two years of post-secondary education.

(b) To the Oregon Arts Commission for the purpose of distributing moneys to school dis-

tricts, public schools, post-secondary institutions and nonprofit organizations to increase opportunities for students to connect with the arts and arts-related industries.

SECTION 4a. (1) The Oregon Education Investment Board must prepare a report with data that shows how the strategic investments made as provided by section 4 of this 2013 Act:

(a) Changed the number of students who demonstrated proficiency in mathematics and science in grade eight;

(b) Changed high school graduation rates; and

(c) Changed any gaps for underserved students in the measurements described in paragraphs (a) and (b) of this subsection.

(2) The board shall submit the report described in subsection (1) of this section to the interim legislative committees on education no later than January 1, 2015.

SECTION 5. Section 1 of this 2013 Act is amended to read:

Sec. 1. (1) The [*Oregon Education Investment Board*] **State Board of Education** shall design and implement programs that make strategic investments to:

(a) Advance the educational goals of this state, as described in ORS 351.009;

(b) Improve the employability of graduates from Oregon public schools;

(c) Close the achievement gap that exists between historically underserved student groups, as defined by the board by rule;

(d) Assist public education in all regions of this state;

(e) Promote collaboration and alignment among early childhood service providers, school districts, community colleges, public universities and employers;

(f) Leverage private, public and community resources;

(g) Engage parents and child care providers, support families and motivate students;

(h) Develop and disseminate evidence-based models and best practices that are likely to improve student outcomes;

(i) Collect data to monitor student progress; and

(j) Establish networks that allow for the replication of successful practices across this state.

(2) The distribution and administration of all moneys that are used for strategic investments made as provided by this section and sections 2, 3 and 4 of this 2013 Act must be guided by the purposes described in subsection (1) of this section.

(3) Any recipient of moneys distributed as a strategic investment must provide separate accounting for the moneys and may use the moneys only for the purpose for which the moneys are provided.

(4)(a) The board shall establish requirements for the programs implemented under this section that

are consistent with this section and with sections 2, 3 and 4 of this 2013 Act.

(b) The board shall develop timelines, performance measures and other requirements related to the accumulation and evaluation of data collected in relation to a program that receives moneys as a strategic investment. The performance measures shall include progress toward the goals established in ORS 351.009 and other key student education outcomes established by the board.

(5) The State Board of Education, the Oregon Student Access Commission[,] and the Oregon Arts Commission [and the Oregon Education Investment Board] may adopt any rules necessary for the agencies they oversee to perform any of the duties assigned to them under this section. Any rules adopted by [the State Board of Education,] the Oregon Student Access Commission or the Oregon Arts Commission must be consistent with this section and actions taken by the [Oregon Education Investment Board] **State Board of Education** to implement this section.

SECTION 6. Section 2 of this 2013 Act is amended to read:

Sec. 2. (1) The [Oregon Education Investment Board] **State Board of Education** shall establish the Oregon Early Reading Program to:

(a) Improve the readiness of children preparing to enter into kindergarten; and

(b) Improve the reading proficiency of students by the time the students complete the third grade.

(2) To accomplish the purposes of the Oregon Early Reading Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:

(a) Encouraging early reading and involving parents, child care providers and the community in ensuring that children have an early start at reading.

(b) Expanding the amount of time spent reading, adult support, the availability of reading materials, cultural relevance and the level of enjoyment that literacy brings.

(c) Providing differentiated instruction to assist students with reading in early grades.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Early Learning Council for the purposes of:

(A) Creating materials and curriculum that promote early literacy; and

(B) Distributing moneys to libraries, providers of early childhood services, nonprofit organizations, school districts and public schools to provide families and child care providers with the resources necessary to encourage reading at home or to expand access to libraries.

(b) To the Department of Education for the purposes of:

(A) Extending or expanding reading opportunities in public schools that meet criteria established by the board by providing adult support, programs

offered during nonschool hours or increased access to technology; and

(B) Increasing the number of school districts that participate in a network in this state that is designed to support school districts in implementing high-quality reading instruction and protocols that identify, support and serve students who are at risk for not reading at grade level early and effectively.

(c) To the [Oregon Education Investment Board] **State Board of Education** to develop a statewide approach to early reading awareness.

(d) To the State Library to expand the Ready to Read program.

SECTION 7. Section 3 of this 2013 Act is amended to read:

Sec. 3. (1) The [Oregon Education Investment Board] **State Board of Education** shall establish the Guidance and Support for Post-Secondary Aspirations Program to:

(a) Increase the number of students in the ninth grade who are making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma; and

(b) Increase the number of students who earn a high school diploma, a modified diploma or an extended diploma and who enroll in a post-secondary institution of higher education.

(2) To accomplish the purposes of the Guidance and Support for Post-Secondary Aspirations Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:

(a) Supporting comprehensive systems of monitoring and support for struggling students.

(b) Ensuring that middle and high school students who had not considered enrolling in post-secondary education are directed toward, and able to access, post-secondary education opportunities that match their interests and abilities.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Oregon Student Access Commission for the purposes of supporting an expansion of Access to Student Assistance Programs in Reach of Everyone (ASPIRE) in public middle schools, public high schools and community-based sites across this state.

(b) To the Department of Education for the purposes of:

(A) Distributing moneys to school districts and nonprofit organizations to implement comprehensive systems for monitoring progress and providing individualized planning, mentoring, tutoring or other support services to students in grades 6 through 10 who are not making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma.

(B) Creating a scholarship fund aimed at increasing access for underserved students to post-secondary institutions by paying for first-year college courses or accelerated college credit programs.

(c) To the Department of Community Colleges and Workforce Development for the purpose of distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to educate and engage underserved or first-generation college-bound students and their families through counseling programs, parent advocacy, parent education, college visits, college initiatives and assistance with obtaining financial aid.

SECTION 8. Section 4 of this 2013 Act is amended to read:

Sec. 4. (1) The [*Oregon Education Investment Board*] **State Board of Education** shall establish the Connecting to the World of Work Program to:

(a) Increase students' proficiency in science, technology, engineering and mathematics; and

(b) Connect students to the world of work.

(2) To accomplish the purposes of the Connecting to the World of Work Program, moneys shall be distributed for strategic investments that advance the following missions:

(a) Collaborating with other public entities to develop and implement a long-term strategy that advances state educational goals related to science, technology, engineering and mathematics.

(b) Providing investments in programs that engage underserved students in science, technology, engineering or mathematics or in career and technical education.

(c) Developing consortiums of school districts and post-secondary institutions of higher education committed to developing innovative and flexible pathways for students in grades 6 through 12 and in community colleges.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Department of Education for the purposes of:

(A) Distributing moneys to school districts, post-secondary institutions and nonprofit organizations to create regional networks, or expand upon existing regional networks, to support science, technology, engineering and mathematics and career and technical education.

(B) Distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to develop public schools focused on science, technology, engineering and mathematics and arts-related industries to serve middle school, high school and community college students.

(C) Distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to increase learning opportunities in science, technology, engineering and mathematics, the arts and career and technical education.

(D) Distributing moneys to consortiums that include at least three school districts, at least one education service district, at least one community college and at least one public or private post-secondary institution to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing development education for students in high school or in the first two years of post-secondary education.

(b) To the Oregon Arts Commission for the purpose of distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to increase opportunities for students to connect with the arts and arts-related industries.

SECTION 9. Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, is amended to read:

Sec. 10. (1) Sections 1, 2, 3, 5, 6 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.

(2) **The amendments to sections 1, 2, 3 and 4 of this 2013 Act by sections 5, 6, 7 and 8 of this 2013 Act become operative on March 15, 2016.**

SECTION 10. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect July 1, 2013.

Approved by the Governor July 25, 2013

Filed in the office of Secretary of State July 25, 2013

Effective date July 25, 2013