

House Bill 2537

Sponsored by Representative REARDON (Pre-session filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Allows school districts to use moneys distributed from Student Investment Account for payment of student fees, costs and instructors of career and technical student organization programs.

Establishes policy goal that students in career and technical education program have counselor or mentor assigned to student to assist student in navigating through program.

A BILL FOR AN ACT

1
2 Relating to career and technical education structural support; amending ORS 327.180 and 344.055.

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

4 **SECTION 1.** ORS 327.180 is amended to read:

5 327.180. (1) In addition to those moneys distributed through the State School Fund, the Depart-
6 ment of Education shall award grants from the Student Investment Account. Grants shall be dis-
7 tributed as provided under ORS 327.195.

8 (2) The purposes of grants distributed under ORS 327.195 shall be to:

9 (a) Meet students' mental or behavioral health needs; and

10 (b) Increase academic achievement for students, including reducing academic disparities for:

11 (A) Economically disadvantaged students, as determined based on eligibility for free or reduced
12 price lunches under the United States Department of Agriculture's current Income Eligibility
13 Guidelines;

14 (B) Students from racial or ethnic groups that have historically experienced academic dispari-
15 ties, as determined under rules adopted by the State Board of Education;

16 (C) Students with disabilities;

17 (D) Students who are English language learners;

18 (E) Students who are foster children, as defined in ORS 30.297;

19 (F) Students who are homeless, as determined under rules adopted by the State Board of Edu-
20 cation; and

21 (G) Any other student groups that have historically experienced academic disparities, as deter-
22 mined by the State Board of Education by rule.

23 (3) Grant moneys received under ORS 327.195 may be used by a grant recipient only for:

24 (a) Increasing instructional time, which may include:

25 (A) More hours or days of instructional time;

26 (B) Summer programs;

27 (C) Before-school or after-school programs; or

28 (D) Technological investments that minimize class time used for assessments administered to
29 students.

30 (b) Addressing students' health or safety needs, which may include:

NOTE: Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

- 1 (A) Social-emotional learning and development;
- 2 (B) Student mental and behavioral health;
- 3 (C) Improvements to teaching and learning practices or organizational structures that lead to
- 4 better interpersonal relationships at the school;
- 5 (D) Student health and wellness;
- 6 (E) Trauma-informed practices;
- 7 (F) School health professionals and assistants; or
- 8 (G) Facility improvements directly related to improving student health or safety.
- 9 (c) Reducing class sizes, which may include increasing the use of instructional assistants, by
- 10 using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
- 11 (d) Expanding availability of and student participation in well-rounded learning experiences,
- 12 which may include:
 - 13 (A) Developmentally appropriate and culturally responsive early literacy practices and programs
 - 14 in prekindergarten through third grade;
 - 15 (B) Culturally responsive practices and programs in grades six through eight, including learning,
 - 16 counseling and student support that is connected to colleges and careers;
 - 17 (C) Broadened curricular options at all grade levels, including access to:
 - 18 (i) Art, music and physical education classes;
 - 19 (ii) Science, technology, engineering and mathematics education;
 - 20 (iii) Career and technical education, including career and technical student organization pro-
 - 21 grams **and payment of student fees, costs and instructors of those programs;**
 - 22 (iv) Electives that are engaging to students;
 - 23 (v) Accelerated college credit programs, including dual credit programs, International
 - 24 Baccalaureate programs and advanced placement programs;
 - 25 (vi) Dropout prevention programs and transition supports;
 - 26 (vii) Life skills classes; or
 - 27 (viii) Talented and gifted programs; or
 - 28 (D) Access to licensed educators with a library media endorsement.

29 **SECTION 2.** ORS 344.055 is amended to read:

30 344.055. It shall be the policy on career and technical education and employment training in this
 31 state that:

- 32 (1) Accessibility to career and technical education programs should be facilitated. Individuals
- 33 should have a choice of training opportunities for which they are qualified and from which they can
- 34 benefit. Such opportunities should be available from school districts, community colleges, federal and
- 35 state workforce training programs, private career and technical education schools, apprenticeship
- 36 programs and institutions of higher education. The student should have easy access to training with
- 37 the flexibility to move in and out of programs as needs indicate. Opportunities should be available
- 38 for all individuals to obtain the skills and knowledge needed for initial employment as well as for
- 39 occupational upgrading and job changes.
- 40 (2) State and local planning and program operations should be coordinated to provide the most
- 41 efficient use of federal, state, local and private resources.
- 42 (3) A comprehensive system of education and employment training should be developed. Sec-
- 43 ondary schools should provide an educational program that balances the educational skills of read-
- 44 ing, writing, speaking, computation and reasoning ability, occupational skills including technical
- 45 knowledge, manipulative ability and other skills required to perform job tasks and employment skills

1 such as job seeking, work attitude, work adjustment and job-coping abilities. Community colleges
2 should provide comprehensive programs in both academic and career and technical education sub-
3 jects. In addition, community colleges should provide short-term training designed for specific occu-
4 pations, related training for apprenticeships and opportunities for employed persons to improve their
5 skills. Other providers of employment training should complement this effort with programs aimed
6 at specific job training.

7 (4) Full working partnerships among education, business, industry, labor, government and agri-
8 culture should be developed to meet employer needs for a skilled workforce and to promote em-
9 ployee job satisfaction. Such partnerships should be fostered by promoting efforts such as work site
10 training stations, lending or donating of equipment to training programs, employee-teacher exchange
11 programs, advisory committees and cooperative work experience programs. All segments of the
12 community should be encouraged to assist in career and technical education.

13 (5) Federal, state, local and private funding resources should be combined to ensure the devel-
14 opment and implementation of quality programs. Both the governmental and private sectors should
15 make a commitment to career and technical education as an investment that will help bring about
16 economic development and stability as well as high social and financial returns. Improvement of
17 existing training programs, as opposed to development of duplicative or parallel efforts, should be
18 utilized to promote flexibility and economy in the design and delivery of career and technical edu-
19 cation.

20 (6) High quality career and technical education requires an adequate supply of well prepared
21 teachers and support personnel. Provisions should be made for the formal preparation of teachers
22 and for the recruitment of teachers from business and industry. Programs should be designed and
23 implemented to ensure that teachers remain current in their areas of expertise, and instructors
24 should be encouraged to return to business and industry to gain additional experience in their fields.
25 To promote retention of qualified personnel, institutions preparing and licensing teachers and
26 agencies employing teachers should allow credit for relevant career and technical education expe-
27 riences.

28 (7) Career and technical education programs and other employment training programs should
29 be developed, operated and evaluated jointly with representatives of the career and technical edu-
30 cation instructional areas included in the programs. Evaluation of efforts should consider the cost
31 effectiveness of the program both for society and the state.

32 (8) Each student's academic, career and technical education and employment skills should be
33 assessed upon entering so that proper placement in the educational program can occur. Credit
34 should be given for prior education, work experience and community service. **Each student should**
35 **have a counselor or mentor assigned to the student to assist the student in navigating**
36 **through the program.** Assessments to determine progress, competency attainment and needed
37 corrective action should be made on a periodic basis. Assistance in obtaining employment and
38 follow-through services to help students succeed on the job should be provided.

39 (9) Provisions should be made to meet the needs of women, minorities, disadvantaged or persons
40 with disabilities and others who have special training needs. Special curricula, facilities, equipment,
41 counseling and instruction should be provided as necessary. The agencies and institutions serving
42 these groups should coordinate use of the available resources to provide cost effective services.

43 (10) Career and technical education provides the learning experience needed to make effective
44 career choices and to develop the attitudes, knowledge and skills that enable persons to perform
45 successfully in the producer role and to assist them in other related life roles. It progresses through

1 the steps of awareness and exploration of work, preparation for a broad range of occupations and
2 specialization in a specific occupation.

3 (11) Career and technical education is taught at the secondary school level, in post-secondary
4 career and technical education institutions, community colleges and apprenticeship programs and
5 may continue through skill upgrading or retraining for a new career.

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