



**From the Offices of Rep. Ricki Ruiz & Senator Janeen Sollman
House Bill 2007
House Committee on Education**

Summer learning offers a unique opportunity to close the achievement gap and keep students engaged in academic activities during the months when many would otherwise be at risk of losing valuable skills. Without this intervention, students, especially those from disadvantaged backgrounds, can experience what is known as "summer slide," a decline in academic skills during the break. The impact of summer learning loss is especially profound in literacy, which affects not only reading but also all other areas of learning, from math to science.

The progress made under House Bill 3198 (2023) and HB 4082 (2024) laid the groundwork for a comprehensive approach to supporting reading proficiency across the state, particularly for students in grades K-3.

Now, with HB 2007, we have an opportunity to continue this vital work by specifically targeting summer learning. The strategies outlined in HB 2007 align directly with the goals of HB 4082 (2024) by focusing on evidence-based literacy instruction and intervention. By supporting summer programs that prioritize reading and academic recovery, we can ensure that the progress made under HB 4082 is not lost over the summer break and that students are better prepared for the next academic year.

As a state, we currently rank near the bottom in the nation for third-grade reading scores, a critical indicator of future academic success. This statistic is deeply concerning because reading proficiency by the end of third grade is strongly linked to long-term outcomes such as high school graduation, career readiness, and overall life success. When children are not able to read at grade level by the time they enter the fourth grade, they face significant challenges that can affect their learning trajectory for years to come. One proven way to address this issue and help students catch up is through summer learning programs.

As we continue to move forward with HB 2007, it is crucial that we recognize the importance of ensuring consistency in funding and support for summer learning programs as recommended by the HB 4082 (2024) workgroup and partners. These programs cannot be viewed as a temporary or one-time solution but rather as part of a long-term commitment to improving student academic outcomes.

Long-term funding allows districts to invest in the necessary resources, staffing, and curricula to support students year after year. It also creates stability for our educators, who will be able to count on summer learning opportunities as a consistent part of their work.

Perhaps most importantly, ensuring ongoing funding and long-term planning for summer learning programs sends a clear message to our students and families: Summer learning is not just a temporary initiative but a permanent part of our educational strategy. It provides certainty to students who need extra support in reading and other subjects, knowing that there will be resources available to help them catch up, stay on track, and succeed in the coming school year. This certainty is vital for those students who are most at risk of falling behind—especially students who may face barriers to accessing academic enrichment opportunities outside of school.

We want to extend our sincere gratitude to the workgroup on House Bill 4082 for their dedication, hard work, and recommendations. We can confidently say that we took the recommendations to heart and adopted those we saw fit. Their perspective, expertise, and commitment to student success have been instrumental in crafting amendments that strengthen this bill and ensure it is both effective and equitable.

Content of Amendment:

Ensure that summer learning programs use a variety of proven learning strategies aligned with Oregon's academic content standards, with a focus on evidence-based literacy, mathematics, science, and language arts instruction, as well as support for credit recovery

Remove restrictive language that limits enrichment activities, thus allowing for a more holistic approach that integrates academic and extracurricular elements to improve student outcomes.

Establish a biennial priority-setting process at the Oregon Department of Education to determine academic content focus based on statewide academic outcome data.

Expand the list of eligible program partners to include nonprofit entities, for-profit entities, institutions of higher education, and public charter schools, provided they demonstrate the ability to assist in literacy instruction and activities.

Eliminate unnecessary matching fund requirements that pose financial barriers to program applicants.

Refine administrative cost structures by limiting grant money usage for administrative expenses to 10% of the total grant amount. However, if a program is fully administered by an eligible partner, the limit on administrative expenses is reduced to 5%, excluding transportation costs.

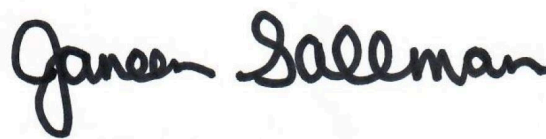
Clarify that this administrative cost limitation does not apply to eligible partners in partnership agreements.

Provide a vehicle for sustainable funding mechanism to support summer learning programs for the biennium beginning July 1, 2025, ensuring schools and program providers have the resources needed to implement these initiatives effectively.

We are committed to a sustainable and proven solution to addressing long-term funding for summer learning and ensuring our youth are on the best track to a better life, even during difficult budget constraints. As Legislators, we are tasked with ensuring we rise to the needs of our neighbors, and we simply cannot afford to not take action. Support for House Bill 2007 ensures we prioritize our youth and are committed to ensuring Oregon no longer hovers at the bottom of the nation in education but sets the standard for our schools, our students, and our familie



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