

# A-Engrossed House Bill 2016

Ordered by the House May 11  
Including House Amendments dated May 11

Sponsored by Representatives KOTEK, HACK; Representatives BARNHART, BOONE, BUCKLEY, CLEM, DAVIS, EVANS, FREDERICK, GALLEGOS, GREENLICK, HEARD, HELM, HOYLE, HUFFMAN, JOHNSON, KENY-GUYER, KOMP, LIVELY, MCLAIN, MCLANE, NATHANSON, NOSSE, OLSON, PARRISH, PILUSO, RAYFIELD, REARDON, SMITH, SMITH WARNER, SPRENGER, TAYLOR, VEGA PEDERSON, WEIDNER, WHISNANT, WHITSETT, WILLIAMSON, WILSON, WITT

## 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.

Directs Department of Education to develop and implement statewide education plan for [*educationally disadvantaged youth*] **early childhood through post-secondary education students who are black or African-American or not covered by existing statewide education plan and have experienced disproportionate educational results. Directs department to form advisory group to advise regarding development and implementation of plan, grant awards and rulemaking.**

Declares emergency, effective on passage.

## A BILL FOR AN ACT

1  
2 Relating to statewide education plans; and declaring an emergency.

3       Whereas for the 2013-2014 school year, 11 percent of black or African-American students experi-  
4       enced one or more discipline incidents, compared with 5.9 percent of all students; and

5       Whereas for the 2013-2014 school year, 52.6 percent of black or African-American elementary  
6       school students met reading achievement targets, compared with 70.5 percent of all elementary  
7       school students; and

8       Whereas for the 2013-2014 school year, 38.9 percent of black or African-American elementary  
9       school students met math achievement targets, compared with 62 percent of all elementary school  
10       students; and

11       Whereas for the 2013-2014 school year, 50.6 percent of black or African-American middle school  
12       students met reading achievement targets, compared with 69.7 percent of all middle school students;  
13       and

14       Whereas for the 2013-2014 school year, 39.3 percent of black or African-American middle school  
15       students met math achievement targets, compared with 62.2 percent of all middle school students;  
16       and

17       Whereas for the 2013-2014 school year, 65.8 percent of black or African-American high school  
18       students met reading achievement targets, compared with 85.6 percent of all high school students;  
19       and

20       Whereas for the 2013-2014 school year, 41.8 percent of black or African-American high school  
21       students met math achievement targets, compared with 70.7 percent of all high school students; and

22       Whereas for the 2013-2014 school year, 57.1 percent of black or African-American high school  
23       students graduated within four years, compared with 68.7 percent of all high school students; and

**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 Whereas for the 2013-2014 school year, 59.4 percent of black or African-American high school  
2 students graduated within five years, compared with 73.2 percent of all high school students; and

3 Whereas for the 2013-2014 school year, 4.93 percent of female black or African-American stu-  
4 dents dropped out of school, compared with 3.34 percent of all female students; and

5 Whereas for the 2013-2014 school year, 7.41 percent of male black or African-American students  
6 dropped out of school, compared with 4.58 percent of all male students; now, therefore,

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

8 **SECTION 1. (1) For the purposes of this section, “plan student” means a student enrolled**  
9 **in early childhood through post-secondary education who:**

10 (a) **Is black or African-American or a member of a student group that is not covered**  
11 **under an existing culturally specific statewide education plan; and**

12 (b) **Has experienced disproportionate results in education due to historical practices, as**  
13 **identified by the State Board of Education by rule.**

14 (2)(a) **The Department of Education shall develop and implement a statewide education**  
15 **plan for plan students.**

16 (b) **The department shall form an advisory group consisting of community members, ed-**  
17 **ucation stakeholders and representatives of the Early Learning Division, the Youth Devel-**  
18 **opment Division and the Higher Education Coordinating Commission to advise the**  
19 **department regarding:**

20 (A) **Development and implementation of the plan;**

21 (B) **Eligibility criteria, applicant selection process and expectations for recipients of grant**  
22 **awards described in this section; and**

23 (C) **Adoption of rules by the State Board of Education for the implementation of the plan.**

24 (3) **The plan developed under this section shall address:**

25 (a) **The disparities experienced by plan students in every indicator of academic success,**  
26 **as documented by the department’s statewide report card;**

27 (b) **The historical practices leading to disproportionate outcomes for plan students; and**

28 (c) **The educational needs of plan students from early childhood through post-secondary**  
29 **education by examining culturally appropriate best practices in this state and across the**  
30 **nation.**

31 (4) **The plan developed and implemented under this section must provide strategies to:**

32 (a) **Address the disproportionate rate of disciplinary incidents for plan students compared**  
33 **to all students in the education system;**

34 (b) **Increase parental engagement in the education of plan students;**

35 (c) **Increase the engagement of plan students in educational activities before and after**  
36 **regular school hours;**

37 (d) **Increase early childhood and kindergarten readiness for plan students;**

38 (e) **Improve literacy and numeracy levels among plan students between kindergarten and**  
39 **grade three;**

40 (f) **Support plan student transitions to middle school and through the middle and high**  
41 **school grades to maintain and improve academic performance;**

42 (g) **Support culturally responsive pedagogy and practices from early childhood through**  
43 **post-secondary education;**

44 (h) **Support the development of culturally responsive curricula from early childhood**  
45 **through post-secondary education;**

1 (i) Increase attendance of plan students in community colleges and professional certi-  
2 fication programs; and

3 (j) Increase attendance of plan students in four-year post-secondary institutions of edu-  
4 cation.

5 (5) The department shall submit a biennial report concerning the progress of the plan  
6 developed and implemented under this section at each even-numbered year regular session  
7 of the Legislative Assembly in the manner provided by ORS 192.245 to an interim committee  
8 of the Legislative Assembly related to education.

9 (6) The department, in consultation with the advisory group, shall award grants to early  
10 learning hubs, providers of early learning services, school districts, post-secondary insti-  
11 tutions of education and community-based organizations to implement the strategies devel-  
12 oped in the plan developed and implemented under this section.

13 (7) To qualify for and receive a grant described in this section, an applicant must identify  
14 and demonstrate that the applicant meets the eligibility criteria established by the State  
15 Board of Education by rule.

16 SECTION 2. The Department of Education shall submit a report, in the manner provided  
17 by ORS 192.245, concerning the progress of the statewide education plan developed and im-  
18 plemented under section 1 of this 2015 Act to an interim committee of the Legislative As-  
19 sembly related to education as appropriate no later than January 1, 2016.

20 SECTION 3. (1) In addition to and not in lieu of any other appropriation, there is appro-  
21 priated to the Department of Education, for the biennium beginning July 1, 2015, out of the  
22 General Fund, the amount of \$\_\_\_\_\_, which may be expended by the department:

- 23 (a) To implement the statewide education plan described in section 1 of this 2015 Act; and  
24 (b) Only on or after April 1, 2016.

25 SECTION 4. This 2015 Act being necessary for the immediate preservation of the public  
26 peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect  
27 on its passage.  
28 \_\_\_\_\_