

HOUSE AMENDMENTS TO HOUSE BILL 2016

By COMMITTEE ON RULES

May 11

1 On page 1 of the printed bill, after line 2, insert:

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

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

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

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

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

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

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

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

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

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

27 “Whereas for the 2013-2014 school year, 7.41 percent of male black or African-American students
28 dropped out of school, compared with 4.58 percent of all male students; now, therefore,”.

29 Delete lines 4 through 31 and delete page 2 and insert:

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

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

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

1 “(2)(a) The Department of Education shall develop and implement a statewide education
2 plan for plan students.

3 “(b) The department shall form an advisory group consisting of community members,
4 education stakeholders and representatives of the Early Learning Division, the Youth De-
5 velopment Division and the Higher Education Coordinating Commission to advise the de-
6 partment regarding:

7 “(A) Development and implementation of the plan;

8 “(B) Eligibility criteria, applicant selection process and expectations for recipients of
9 grant awards described in this section; and

10 “(C) Adoption of rules by the State Board of Education for the implementation of the
11 plan.

12 “(3) The plan developed under this section shall address:

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

15 “(b) The historical practices leading to disproportionate outcomes for plan students; and

16 “(c) The educational needs of plan students from early childhood through post-secondary
17 education by examining culturally appropriate best practices in this state and across the
18 nation.

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

20 “(a) Address the disproportionate rate of disciplinary incidents for plan students com-
21 pared to all students in the education system;

22 “(b) Increase parental engagement in the education of plan students;

23 “(c) Increase the engagement of plan students in educational activities before and after
24 regular school hours;

25 “(d) Increase early childhood and kindergarten readiness for plan students;

26 “(e) Improve literacy and numeracy levels among plan students between kindergarten
27 and grade three;

28 “(f) Support plan student transitions to middle school and through the middle and high
29 school grades to maintain and improve academic performance;

30 “(g) Support culturally responsive pedagogy and practices from early childhood through
31 post-secondary education;

32 “(h) Support the development of culturally responsive curricula from early childhood
33 through post-secondary education;

34 “(i) Increase attendance of plan students in community colleges and professional certi-
35 fication programs; and

36 “(j) Increase attendance of plan students in four-year post-secondary institutions of ed-
37 ucation.

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

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

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

2
3
4 “SECTION 2. The Department of Education shall submit a report, in the manner provided by ORS 192.245, concerning the progress of the statewide education plan developed and implemented under section 1 of this 2015 Act to an interim committee of the Legislative Assembly related to education as appropriate no later than January 1, 2016.

5
6
7
8 “SECTION 3. (1) In addition to and not in lieu of any other appropriation, there is appropriated to the Department of Education, for the biennium beginning July 1, 2015, out of the General Fund, the amount of \$_____, which may be expended by the department:

9
10
11 “(a) To implement the statewide education plan described in section 1 of this 2015 Act; and

12
13 “(b) Only on or after April 1, 2016.

14 “SECTION 4. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect on its passage.”.

15
16
17
