

A-Engrossed
House Bill 3144

Ordered by the House March 8
Including House Amendments dated March 8

Sponsored by Representative NGUYEN H, Senators DEMBROW, JAMA, Representative NERON; Representatives PHAM K, TRAN, Senators CAMPOS, FREDERICK

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 students who are Native Hawaiian or Pacific Islander.

Requires all statewide education plans to include strategies that provide for alignment with other statewide education plans.

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to statewide education plans; creating new provisions; amending ORS 327.254, 329.841,
3 329.843, 329.845 and 329.847 and sections 64 and 68, chapter 631, Oregon Laws 2021; and de-
4 claring an emergency.

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

6 **SECTION 1. (1) As used in this section, "plan student" means a student enrolled in early**
7 **childhood through post-secondary education who:**

8 **(a) Is Native Hawaiian or Pacific Islander; and**

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

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

13 **(b) The department shall form an advisory group consisting of individuals who:**

14 **(A) Have lived experiences with, or a demonstrated understanding of, issues facing Native**
15 **Hawaiian or Pacific Islander communities, including students who have those experiences or**
16 **understandings;**

17 **(B) Represent community-based organizations serving Native Hawaiian or Pacific**
18 **Islander youth and families; and**

19 **(C) Represent education stakeholders, including representatives of the Early Learning**
20 **Division, the Youth Development Division and the Higher Education Coordinating Commis-**
21 **sion.**

22 **(c) The advisory group formed as provided in paragraph (b) of this subsection shall advise**
23 **the department regarding:**

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

25 **(B) Eligibility criteria, applicant selection processes and expectations for recipients of**
26 **grant awards described in this section; 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 (C) Adoption of rules by the State Board of Education for the implementation of the plan.

2 (3) The plan developed under this section must address:

3 (a) The disparities experienced by plan students in every indicator of academic success,
4 as documented by the statewide report card and other relevant reports related to plan stu-
5 dents;

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

7 (c) The educational needs of plan students from early childhood through post-secondary
8 education as determined by examining culturally appropriate best practices in this state and
9 across the nation.

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

11 (a) Address the disproportionate rate of disciplinary incidents involving plan students
12 compared to all students in the education system;

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

14 (c) Increase the engagement of plan students in educational activities before and after
15 regular school hours;

16 (d) Increase early childhood education and kindergarten readiness for plan students;

17 (e) Improve literacy and numeracy levels among plan students between kindergarten and
18 grade three;

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

21 (g) Support culturally responsive pedagogy and practices from early childhood through
22 post-secondary education;

23 (h) Support the development of culturally responsive curricula from early childhood
24 through post-secondary education;

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

27 (j) Increase attendance of plan students in four-year post-secondary institutions of edu-
28 cation; and

29 (k) Align the plan with statewide education plans developed and implemented under ORS
30 329.841, 329.843, 329.845 and 329.847.

31 (5) The department shall submit a biennial report concerning the progress of the plan
32 developed and implemented under this section to a committee of the Legislative Assembly
33 related to education at each even-numbered year regular session of the Legislative Assembly.

34 (6) The department, in consultation with the advisory group, shall award grants to Early
35 Learning Hubs, providers of early learning services, school districts, education service dis-
36 tricts, post-secondary institutions of education, tribal governments, community-based or-
37 ganizations or a consortium of these entities to implement the strategies provided in the plan
38 developed and implemented under this section.

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

42 **SECTION 2.** Section 1 of this 2023 Act is amended to read:

43 **Sec. 1.** (1) As used in this section, “plan student” means a student enrolled in early childhood
44 through post-secondary education who:

45 (a) Is Native Hawaiian or Pacific Islander; and

1 (b) Has experienced disproportionate results in education due to historical practices, as identi-
2 fied by the State Board of Education by rule.

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

5 (b) The Department **of Education** shall form an advisory group consisting of individuals who:

6 (A) Have lived experiences with, or a demonstrated understanding of, issues facing Native
7 Hawaiian or Pacific Islander communities, including students who have those experiences or
8 understandings;

9 (B) Represent community-based organizations serving Native Hawaiian or Pacific Islander youth
10 and families; and

11 (C) Represent education stakeholders, including representatives of the [*Early Learning*
12 *Division*] **Department of Early Learning and Care**, the Youth Development Division and the
13 Higher Education Coordinating Commission.

14 (c) The advisory group formed as provided in paragraph (b) of this subsection shall advise the
15 Department **of Education** regarding:

16 (A) Development and implementation of the plan;

17 (B) Eligibility criteria, applicant selection processes and expectations for recipients of grant
18 awards described in this section; and

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

20 (3) The plan developed under this section must address:

21 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
22 umented by the statewide report card and other relevant reports related to plan students;

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

24 (c) The educational needs of plan students from early childhood through post-secondary educa-
25 tion as determined by examining culturally appropriate best practices in this state and across the
26 nation.

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

28 (a) Address the disproportionate rate of disciplinary incidents involving plan students compared
29 to all students in the education system;

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

31 (c) Increase the engagement of plan students in educational activities before and after regular
32 school hours;

33 (d) Increase early childhood education and kindergarten readiness for plan students;

34 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
35 three;

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

38 (g) Support culturally responsive pedagogy and practices from early childhood through post-
39 secondary education;

40 (h) Support the development of culturally responsive curricula from early childhood through
41 post-secondary education;

42 (i) Increase attendance of plan students in community colleges and professional certification
43 programs;

44 (j) Increase attendance of plan students in four-year post-secondary institutions of education; and

45 (k) Align the plan with statewide education plans developed and implemented under ORS

1 329.841, 329.843, 329.845 and 329.847.

2 (5) The Department of **Education** shall submit a biennial report concerning the progress of the
3 plan developed and implemented under this section to a committee of the Legislative Assembly re-
4 lated to education at each even-numbered year regular session of the Legislative Assembly.

5 (6) The Department of **Education**, in consultation with the advisory group, shall award grants
6 to Early Learning Hubs, providers of early learning services, school districts, education service
7 districts, post-secondary institutions of education, tribal governments, community-based organiza-
8 tions or a consortium of these entities to implement the strategies provided in the plan developed
9 and implemented under this section.

10 (7) To qualify for and receive a grant described in this section, an applicant must identify and
11 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
12 cation by rule.

13 **SECTION 3.** Section 64, chapter 631, Oregon Laws 2021, as amended by section 1, chapter 27,
14 Oregon Laws 2022, is amended to read:

15 **Sec. 64.** (1) ORS 326.432 and 329A.750, the amendments to ORS 131A.360, 131A.365, 183.459,
16 279A.050, 326.425, 326.430, 326.435, 327.269, 327.274, 329.155, 329.156, 329.165, 329.170, 329.172,
17 329.175, 329.181, 329.183, 329.185, 329.195, 329.200, 329.219, 329.841, 329.843, 329.845, 329A.010,
18 329A.120, 329A.135, 329A.250, 329A.261, 329A.712, 336.101, 336.104, 343.465, 343.475, 343.499, 417.781,
19 417.782, 417.784, 417.788, 417.790, 417.793, 417.795, 417.796, 417.827, 417.829, 419B.005, 433.301,
20 609.652, 805.205 and 805.207 by sections 11 and 14 to 62, chapter 631, Oregon Laws 2021, **the**
21 **amendments to ORS 329.847 by section 13 of this 2023 Act, the amendments to section 1 of**
22 **this 2023 Act by section 2 of this 2023 Act** and the repeal of ORS 329.145, 329.150, 329.190,
23 329A.490 and 329A.493 by section 63, chapter 631, Oregon Laws 2021, become operative on July 1,
24 2023.

25 (2) Notwithstanding the operative date set forth in subsection (1) of this section, the Early
26 Learning Division and the Department of Education may take any action before the operative date
27 set forth in subsection (1) of this section that is necessary for the Department of Early Learning and
28 Care to exercise, on and after the operative date set forth in subsection (1) of this section, all of the
29 duties, functions and powers conferred on the Department of Early Learning and Care by ORS
30 326.432 and 329A.750 and the amendments to ORS 131A.360, 131A.365, 183.459, 279A.050, 326.425,
31 326.430, 326.435, 327.269, 327.274, 329.155, 329.156, 329.165, 329.170, 329.172, 329.175, 329.181, 329.183,
32 329.185, 329.195, 329.200, 329.219, 329.841, 329.843, 329.845, 329A.010, 329A.120, 329A.135, 329A.250,
33 329A.261, 329A.712, 336.101, 336.104, 343.465, 343.475, 343.499, 417.781, 417.782, 417.784, 417.788,
34 417.790, 417.793, 417.795, 417.796, 417.827, 417.829, 419B.005, 433.301, 609.652, 805.205 and 805.207 by
35 sections 11 and 14 to 62, chapter 631, Oregon Laws 2021.

36 (3) For the purpose of ensuring that the Department of Early Learning and Care may exercise,
37 on and after the operative date set forth in subsection (1) of this section, all of the duties, functions
38 and powers conferred on the Department of Early Learning and Care by ORS 326.432 and 329A.750
39 and the amendments to ORS 131A.360, 131A.365, 183.459, 279A.050, 326.425, 326.430, 326.435, 327.269,
40 327.274, 329.155, 329.156, 329.165, 329.170, 329.172, 329.175, 329.181, 329.183, 329.185, 329.195, 329.200,
41 329.219, 329.841, 329.843, 329.845, 329A.010, 329A.120, 329A.135, 329A.250, 329A.261, 329A.712,
42 336.101, 336.104, 343.465, 343.475, 343.499, 417.781, 417.782, 417.784, 417.788, 417.790, 417.793, 417.795,
43 417.796, 417.827, 417.829, 419B.005, 433.301, 609.652, 805.205 and 805.207 by sections 11 and 14 to 62,
44 chapter 631, Oregon Laws 2021, the Early Learning Division and the Department of Education shall
45 develop and implement a plan that provides for a seamless transfer of duties, functions and powers.

1 (4) The Governor shall resolve any disputes related to the plan developed and implemented un-
 2 der subsection (3) of this section, and the Governor's decision is final.

3 **SECTION 4.** Section 68, chapter 631, Oregon Laws 2021, is amended to read:

4 **Sec. 68.** (1) Nothing in [*sections 12 and 13 of this 2021 Act*] **ORS 326.432 and 329A.750**, the
 5 amendments to ORS 131A.360, 131A.365, 183.459, 279A.050, 326.425, 326.430, 326.435, 327.269, 327.274,
 6 329.155, 329.156, 329.165, 329.170, 329.172, 329.175, 329.181, 329.183, 329.185, 329.195, 329.200, 329.219,
 7 329.841, 329.843, 329.845, 329A.010, 329A.120, 329A.135, 329A.250, 329A.261, 329A.712, 336.101,
 8 336.104, 343.465, 343.475, 343.499, 417.781, 417.782, 417.784, 417.788, 417.790, 417.793, 417.795, 417.796,
 9 417.827, 417.829, 419B.005, 433.301, 609.652, 805.205 and 805.207 by sections 11 and 14 to 62 [*of this*
 10 *2021 Act*], **chapter 631, Oregon Laws 2021, the amendments to ORS 329.847 by section 13 of**
 11 **this 2023 Act and the amendments to section 1 of this 2023 Act by section 2 of this 2023 Act**,
 12 or the repeal of ORS 329.145, 329.150, 329.190, 329A.490 and 329A.493 by section 63 [*of this 2021*
 13 *Act*], **chapter 631, Oregon Laws 2021**, relieves a person of a liability, duty or obligation accruing
 14 under or with respect to the duties, functions and powers transferred by the amendments to ORS
 15 326.430 by section 11 [*of this 2021 Act*], **chapter 631, Oregon Laws 2021**. The Department of Early
 16 Learning and Care may undertake the collection or enforcement of any such liability, duty or obli-
 17 gation.

18 (2) The rights and obligations of the Early Learning Division or the Department of Education
 19 on behalf of the Early Learning Division legally incurred under contracts, leases and business
 20 transactions executed, entered into or begun before the operative date of the amendments to ORS
 21 326.430 by section 11 [*of this 2021 Act*], **chapter 631, Oregon Laws 2021**, are transferred to the
 22 Department of Early Learning and Care. For the purpose of succession to these rights and obli-
 23 gations, the Department of Early Learning and Care is a continuation of the Early Learning Divi-
 24 sion and not a new authority.

25 **SECTION 5.** ORS 327.254 is amended to read:

26 327.254. (1) The Department of Education shall use moneys in the Statewide Education Initi-
 27 atives Account to provide funding for statewide education initiatives, including:

28 (a) Funding the High School Graduation and College and Career Readiness Act at the levels
 29 prescribed by ORS 327.856;

30 (b) Expanding school breakfast and lunch programs;

31 (c) Operating youth reengagement programs or providing youth reengagement services;

32 (d) Establishing and maintaining the Statewide School Safety and Prevention System under ORS
 33 339.341;

34 (e) Developing and providing statewide equity initiatives, including [*the Black or African-*
 35 *American education plan developed under ORS 329.841, the American Indian or Alaska Native edu-*
 36 *cation plan developed under ORS 329.843, the Latino or Hispanic education plan developed under ORS*
 37 *329.845 or any similar*] **any statewide** education plan [*identified*] **developed and implemented** by
 38 the department;

39 (f) Providing summer learning programs at schools that are considered high poverty under Title
 40 I of the federal Elementary and Secondary Education Act of 1965;

41 (g) Funding early warning systems to assist students in graduating from high school, as de-
 42 scribed in ORS 327.367;

43 (h) Developing and implementing professional development programs and training programs, in-
 44 cluding programs that increase educator diversity and retain diverse educators;

45 (i) Planning for increased transparency and accountability in the public education system of this

1 state;

2 (j) Providing additional funding to school districts participating in the intensive program under
3 ORS 327.222;

4 (k) Providing technical assistance, including costs incurred for:

5 (A) The coaching program described in ORS 327.214; and

6 (B) The intensive program described in ORS 327.222, including costs for student success teams;

7 (L) Funding public charter schools, as described in ORS 327.362;

8 (m) Funding education service districts, as described in subsection (2) of this section; and

9 (n) Funding costs incurred by the department in implementing this section and ORS 327.175 to
10 327.235 and 327.274.

11 (2)(a) The amount of a distribution to an education service district under this section shall be
12 made as provided by paragraph (b) of this subsection after calculating the following for each edu-
13 cation service district:

14 (A) One percent of the total amount available for distribution to education service districts in
15 each biennium.

16 (B) The education service district's $ADMw \times$ (the total amount available for distribution to
17 education service districts in each biennium \div the total ADMw of all education service districts
18 that receive a distribution).

19 (b) The amount of the distribution to an education service district shall be the greater of the
20 amounts calculated under paragraph (a) of this subsection, except that, for distributions made as
21 provided by paragraph (a)(B) of this subsection, the total amount available for distribution to edu-
22 cation service districts shall be the amount remaining after any distributions required under para-
23 graph (a)(A) of this subsection have been made.

24 (c) For purposes of this subsection, ADMw equals the ADMw as calculated under ORS 327.013,
25 except that the additional amount allowed for students who are in poverty families, as determined
26 under ORS 327.013 (1)(c)(A)(v)(I), shall be 0.5.

27 (d) An education service district shall use moneys received under this section as provided by a
28 plan developed by the school districts located within the education service district. A school district
29 that declines to participate in the development of the plan or that has withdrawn from an education
30 service district as provided by ORS 334.015 is not entitled to any moneys distributed to the educa-
31 tion service district under this subsection.

32 (e) A plan developed under this subsection must:

33 (A) Align with and support school districts in meeting the performance growth targets of the
34 school districts developing the plan;

35 (B) Include the provision of technical assistance to school districts in developing, implementing
36 and reviewing a plan for receiving a grant from the Student Investment Account;

37 (C) Provide for coordination with the department in administering and providing technical as-
38 sistance to school districts, including coordinating any coaching programs established under ORS
39 327.214; and

40 (D) Be adopted and amended as provided for local service plans under ORS 334.175 and approved
41 by the department.

42 (f) Each education service district must submit an annual report to the department that:

43 (A) Describes how the education service district spent moneys received under this subsection;
44 and

45 (B) Includes an evaluation of the education service district's compliance with the plan from the

1 superintendent of each school district that participated in the development of the plan.

2 (3) The State Board of Education shall adopt rules necessary for the distribution of moneys un-
3 der this section.

4 **SECTION 6.** ORS 329.841 is amended to read:

5 329.841. (1) For the purposes of this section, “plan student” means a student enrolled in early
6 childhood through post-secondary education who:

7 (a) Is Black or African-American; and

8 (b) Has experienced disproportionate results in education due to historical practices, as identi-
9 fied by the State Board of Education by rule.

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

12 (b) The department shall form an advisory group consisting of community members, education
13 stakeholders and representatives of the Early Learning Division, the Youth Development Division
14 and the Higher Education Coordinating Commission to advise the department regarding:

15 (A) Development and implementation of the plan;

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

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

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

20 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
21 umented by the department’s statewide report card;

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

23 (c) The educational needs of plan students from early childhood through post-secondary educa-
24 tion by examining culturally appropriate best practices in this state and across the nation.

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

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

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

29 (c) Increase the engagement of plan students in educational activities before and after regular
30 school hours;

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

32 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
33 three;

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

36 (g) Support culturally responsive pedagogy and practices from early childhood through post-
37 secondary education;

38 (h) Support the development of culturally responsive curricula from early childhood through
39 post-secondary education;

40 (i) Increase attendance of plan students in community colleges and professional certification
41 programs; [and]

42 (j) Increase attendance of plan students in four-year post-secondary institutions of education[.];

43 **and**

44 **(k) Align the plan with similar statewide education plans developed and implemented by**
45 **the department.**

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

5 (6) The department, in consultation with the advisory group, shall award grants to Early
6 Learning Hubs, providers of early learning services, school districts, education service districts,
7 post-secondary institutions of education and community-based organizations to implement the strat-
8 egies developed in the plan developed and implemented under this section.

9 (7) To qualify for and receive a grant described in this section, an applicant must identify and
10 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
11 cation by rule.

12 **SECTION 7.** ORS 329.841, as amended by section 34, chapter 631, Oregon Laws 2021, is
13 amended to read:

14 329.841. (1) For the purposes of this section, “plan student” means a student enrolled in early
15 childhood through post-secondary education who:

16 (a) Is Black or African-American; and

17 (b) Has experienced disproportionate results in education due to historical practices, as identi-
18 fied by the State Board of Education by rule.

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

21 (b) The Department of Education shall form an advisory group consisting of community mem-
22 bers, education stakeholders and representatives of the Department of Early Learning and Care, the
23 Youth Development Division and the Higher Education Coordinating Commission to advise the De-
24 partment of Education regarding:

25 (A) Development and implementation of the plan;

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

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

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

30 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
31 umented by the statewide report card;

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

33 (c) The educational needs of plan students from early childhood through post-secondary educa-
34 tion by examining culturally appropriate best practices in this state and across the nation.

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

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

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

39 (c) Increase the engagement of plan students in educational activities before and after regular
40 school hours;

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

42 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
43 three;

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

1 (g) Support culturally responsive pedagogy and practices from early childhood through post-
2 secondary education;

3 (h) Support the development of culturally responsive curricula from early childhood through
4 post-secondary education;

5 (i) Increase attendance of plan students in community colleges and professional certification
6 programs; [and]

7 (j) Increase attendance of plan students in four-year post-secondary institutions of education[.];
8 **and**

9 **(k) Align the plan with similar statewide education plans developed and implemented by**
10 **the Department of Education.**

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

15 (6) The Department of Education, in consultation with the advisory group, shall award grants
16 to Early Learning Hubs, providers of early learning services, school districts, education service
17 districts, post-secondary institutions of education and community-based organizations to implement
18 the strategies developed in the plan developed and implemented under this section.

19 (7) To qualify for and receive a grant described in this section, an applicant must identify and
20 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
21 cation by rule.

22 **SECTION 8.** ORS 329.843 is amended to read:

23 329.843. (1) As used in this section, "plan student" means a student enrolled in early childhood
24 through post-secondary education who:

25 (a) Is an American Indian or Alaska Native; and

26 (b) Has experienced disproportionate results in education due to historical practices, as identi-
27 fied by the State Board of Education by rule.

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

30 (b) When developing the plan, the department shall consult with representatives from tribal
31 governments and from executive branch agencies who have formed government-to-government re-
32 lations to focus on education. Additionally, the department may receive input from an advisory
33 group consisting of community members, education stakeholders and representatives of the Early
34 Learning Division, the Youth Development Division and the Higher Education Coordinating Com-
35 mission.

36 (c) The department shall be responsible for:

37 (A) Implementing the plan developed under this subsection;

38 (B) Developing eligibility criteria, the applicant selection process and expectations for recipients
39 of grant awards described in this section; and

40 (C) Advising the State Board of Education on the adoption of rules under this section.

41 (3) The plan developed under this section must address:

42 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
43 umented by the department's statewide report card and other relevant reports related to plan stu-
44 dents;

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

1 (c) The educational needs of plan students from early childhood through post-secondary educa-
2 tion as determined by examining culturally appropriate best practices in this state and across the
3 nation.

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

5 (a) Address the disproportionate rate of disciplinary incidents involving plan students as com-
6 pared to all students in the education system;

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

8 (c) Increase the engagement of plan students in educational activities before and after regular
9 school hours;

10 (d) Increase early childhood education and kindergarten readiness for plan students;

11 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
12 three;

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

15 (g) Support culturally responsive pedagogy and practices from early childhood through post-
16 secondary education;

17 (h) Support the development of culturally responsive curricula from early childhood through
18 post-secondary education;

19 (i) Increase attendance of plan students in early childhood programs through post-secondary and
20 professional certification programs; *[and]*

21 (j) Increase attendance of plan students in four-year post-secondary institutions of education[.];
22 **and**

23 **(k) Align the plan with similar statewide education plans developed and implemented by**
24 **the department.**

25 (5) The department shall submit a biennial report concerning the progress of the plan developed
26 and implemented under this section to a committee of the Legislative Assembly related to education
27 at each even-numbered year regular session of the Legislative Assembly.

28 (6) The department, in consultation with the advisory group, shall award grants to Early
29 Learning Hubs, providers of early learning services, school districts, education service districts,
30 post-secondary institutions of education, tribal governments and community-based organizations to
31 implement the strategies provided in the plan developed and implemented under this section.

32 (7) To qualify for and receive grants described in this section, an applicant must identify and
33 demonstrate that the applicant meets the eligibility criteria adopted by the State Board of Education
34 by rule.

35 **SECTION 9.** ORS 329.843, as amended by section 35, chapter 631, Oregon Laws 2021, is
36 amended to read:

37 329.843. (1) As used in this section, “plan student” means a student enrolled in early childhood
38 through post-secondary education who:

39 (a) Is an American Indian or Alaska Native; and

40 (b) Has experienced disproportionate results in education due to historical practices, as identi-
41 fied by the State Board of Education by rule.

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

44 (b) When developing the plan, the Department of Education shall consult with representatives
45 from tribal governments and from executive branch agencies who have formed government-to-

1 government relations to focus on education. Additionally, the Department of Education may receive
2 input from an advisory group consisting of community members, education stakeholders and repre-
3 sentatives of the Department of Early Learning and Care, the Youth Development Division and the
4 Higher Education Coordinating Commission.

5 (c) The Department of Education shall be responsible for:

6 (A) Implementing the plan developed under this subsection;

7 (B) Developing eligibility criteria, the applicant selection process and expectations for recipients
8 of grant awards described in this section; and

9 (C) Advising the State Board of Education on the adoption of rules under this section.

10 (3) The plan developed under this section must address:

11 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
12 umented by the statewide report card and other relevant reports related to plan students;

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

14 (c) The educational needs of plan students from early childhood through post-secondary educa-
15 tion as determined by examining culturally appropriate best practices in this state and across the
16 nation.

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

18 (a) Address the disproportionate rate of disciplinary incidents involving plan students as com-
19 pared to all students in the education system;

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

21 (c) Increase the engagement of plan students in educational activities before and after regular
22 school hours;

23 (d) Increase early childhood education and kindergarten readiness for plan students;

24 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
25 three;

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

28 (g) Support culturally responsive pedagogy and practices from early childhood through post-
29 secondary education;

30 (h) Support the development of culturally responsive curricula from early childhood through
31 post-secondary education;

32 (i) Increase attendance of plan students in early childhood programs through post-secondary and
33 professional certification programs; *[and]*

34 (j) Increase attendance of plan students in four-year post-secondary institutions of education[.];

35 **and**

36 **(k) Align the plan with similar statewide education plans developed and implemented by**
37 **the Department of Education.**

38 (5) The Department of Education shall submit a biennial report concerning the progress of the
39 plan developed and implemented under this section to a committee of the Legislative Assembly re-
40 lated to education at each even-numbered year regular session of the Legislative Assembly.

41 (6) The Department of Education, in consultation with the advisory group, shall award grants
42 to Early Learning Hubs, providers of early learning services, school districts, education service
43 districts, post-secondary institutions of education, tribal governments and community-based organ-
44 izations to implement the strategies provided in the plan developed and implemented under this
45 section.

1 (7) To qualify for and receive grants described in this section, an applicant must identify and
2 demonstrate that the applicant meets the eligibility criteria adopted by the State Board of Education
3 by rule.

4 **SECTION 10.** ORS 329.845 is amended to read:

5 329.845. (1) As used in this section, “plan student” means a student enrolled in early childhood
6 through post-secondary education who:

7 (a) Is Latino or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South Ameri-
8 can, Central American or Spanish descent; and

9 (b) Has experienced disproportionate results in education due to historical practices, as identi-
10 fied by the State Board of Education by rule.

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

13 (b) The department shall form an advisory group consisting of individuals representing:

14 (A) Urban and rural communities;

15 (B) Indigenous and immigrant populations;

16 (C) English language learners;

17 (D) Individuals with disabilities;

18 (E) Parents and students;

19 (F) Youth who are lesbian, gay, bisexual, transgender, queer or another minority gender or
20 sexual orientation;

21 (G) Community-based organizations serving Latino or Hispanic youth and families; and

22 (H) Education stakeholders, including representatives of the Early Learning Division, the Youth
23 Development Division and the Higher Education Coordinating Commission.

24 (c) The advisory group formed as provided in paragraph (b) of this subsection shall advise the
25 department regarding:

26 (A) Development and implementation of the plan;

27 (B) Eligibility criteria, applicant selection processes and expectations for recipients of grant
28 awards described in this section; and

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

30 (3) The plan developed under this section must address:

31 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
32 umented by the department’s statewide report card and other relevant reports related to plan stu-
33 dents;

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

35 (c) The educational needs of plan students from early childhood through post-secondary educa-
36 tion as determined by examining culturally appropriate best practices in this state and across the
37 nation.

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

39 (a) Address the disproportionate rate of disciplinary incidents involving plan students compared
40 to all students in the education system;

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

42 (c) Increase the engagement of plan students in educational activities before and after regular
43 school hours;

44 (d) Increase early childhood education and kindergarten readiness for plan students;

45 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade

1 three;

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

4 (g) Support culturally responsive pedagogy and practices from early childhood through post-
5 secondary education;

6 (h) Support the development of culturally responsive curricula from early childhood through
7 post-secondary education;

8 (i) Increase attendance of plan students in community colleges and professional certification
9 programs; [and]

10 (j) Increase attendance of plan students in four-year post-secondary institutions of education[.];

11 **and**

12 **(k) Align the plan with similar statewide education plans developed and implemented by**
13 **the department.**

14 (5) The department shall submit a biennial report concerning the progress of the plan developed
15 and implemented under this section to a committee of the Legislative Assembly related to education
16 at each even-numbered year regular session of the Legislative Assembly.

17 (6) The department, in consultation with the advisory group, shall award grants to Early
18 Learning Hubs, providers of early learning services, school districts, education service districts,
19 post-secondary institutions of education, tribal governments and community-based organizations to
20 implement the strategies provided in the plan developed and implemented under this section.

21 (7) To qualify for and receive a grant described in this section, an applicant must identify and
22 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
23 cation by rule.

24 **SECTION 11.** ORS 329.845, as amended by section 36, chapter 631, Oregon Laws 2021, is
25 amended to read:

26 329.845. (1) As used in this section, “plan student” means a student enrolled in early childhood
27 through post-secondary education who:

28 (a) Is Latino or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South Ameri-
29 can, Central American or Spanish descent; and

30 (b) Has experienced disproportionate results in education due to historical practices, as identi-
31 fied by the State Board of Education by rule.

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

34 (b) The Department of Education shall form an advisory group consisting of individuals repre-
35 senting:

36 (A) Urban and rural communities;

37 (B) Indigenous and immigrant populations;

38 (C) English language learners;

39 (D) Individuals with disabilities;

40 (E) Parents and students;

41 (F) Youth who are lesbian, gay, bisexual, transgender, queer or another minority gender or
42 sexual orientation;

43 (G) Community-based organizations serving Latino or Hispanic youth and families; and

44 (H) Education stakeholders, including representatives of the Department of Early Learning and
45 Care, the Youth Development Division and the Higher Education Coordinating Commission.

1 (c) The advisory group formed as provided in paragraph (b) of this subsection shall advise the
2 Department of Education regarding:

3 (A) Development and implementation of the plan;

4 (B) Eligibility criteria, applicant selection processes and expectations for recipients of grant
5 awards described in this section; and

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

7 (3) The plan developed under this section must address:

8 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
9 umented by the statewide report card and other relevant reports related to plan students;

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

11 (c) The educational needs of plan students from early childhood through post-secondary educa-
12 tion as determined by examining culturally appropriate best practices in this state and across the
13 nation.

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

15 (a) Address the disproportionate rate of disciplinary incidents involving plan students compared
16 to all students in the education system;

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

18 (c) Increase the engagement of plan students in educational activities before and after regular
19 school hours;

20 (d) Increase early childhood education and kindergarten readiness for plan students;

21 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
22 three;

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

25 (g) Support culturally responsive pedagogy and practices from early childhood through post-
26 secondary education;

27 (h) Support the development of culturally responsive curricula from early childhood through
28 post-secondary education;

29 (i) Increase attendance of plan students in community colleges and professional certification
30 programs; *and*

31 (j) Increase attendance of plan students in four-year post-secondary institutions of education[.];
32 **and**

33 **(k) Align the plan with similar statewide education plans developed and implemented by**
34 **the Department of Education.**

35 (5) The Department of Education shall submit a biennial report concerning the progress of the
36 plan developed and implemented under this section to a committee of the Legislative Assembly re-
37 lated to education at each even-numbered year regular session of the Legislative Assembly.

38 (6) The Department of Education, in consultation with the advisory group, shall award grants
39 to Early Learning Hubs, providers of early learning services, school districts, education service
40 districts, post-secondary institutions of education, tribal governments and community-based organ-
41 izations to implement the strategies provided in the plan developed and implemented under this
42 section.

43 (7) To qualify for and receive a grant described in this section, an applicant must identify and
44 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
45 cation by rule.

1 **SECTION 12.** ORS 329.847 is amended to read:

2 329.847. (1) As used in this section, “plan student” means a student enrolled in early childhood
3 through post-secondary education who:

4 (a) May be lesbian, gay, bisexual, transgender, queer, two-spirit, intersex, asexual, nonbinary or
5 another minority gender identity or sexual orientation; and

6 (b) Has experienced disproportionate results in education due to historical practices, as identi-
7 fied by the State Board of Education by rule.

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

10 (b) The department shall form an advisory group to advise the department regarding the
11 adoption and implementation of the plan. The advisory group must consist of:

12 (A) Individuals who identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex,
13 asexual, nonbinary or another minority gender identity or sexual orientation;

14 (B) Students who identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex,
15 asexual, nonbinary or another minority gender identity or sexual orientation;

16 (C) Representatives of community-based organizations that serve lesbian, gay, bisexual,
17 transgender, queer, two-spirit, intersex, asexual, nonbinary or another minority gender identity or
18 sexual orientation population; and

19 (D) Education stakeholders, including representatives of the Early Learning Division, the Youth
20 Development Division and the Higher Education Coordinating Commission.

21 (c) When implementing the plan, the department shall consult with:

22 (A) The advisory group described in paragraph (b) of this subsection;

23 [*(B) The advisory group described in ORS 329.841, related to students who are Black or African-*
24 *American;*]

25 [*(C) The advisory group described in ORS 329.843, related to students who are American Indian*
26 *or Alaska Native;*]

27 [*(D) The advisory group described in ORS 329.845, related to students who are Latino or Hispanic;*
28 *and]*

29 **(B) Advisory groups formed by the department to develop and implement a statewide**
30 **education plan for plan students; and**

31 [*(E)*] (C) Any other advisory groups or education stakeholders identified by the department.

32 (d) The department shall be responsible for:

33 (A) Implementing the plan developed under this section;

34 (B) Developing eligibility criteria, the applicant selection process and expectations for recipients
35 of grant awards described in this section; and

36 (C) Advising the State Board of Education on the adoption of rules under this section.

37 (3) The plan developed under this section must address:

38 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
39 umented by the department’s statewide report card and other relevant reports related to plan stu-
40 dents;

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

42 (c) The educational needs of plan students from early childhood through post-secondary educa-
43 tion as determined by examining culturally appropriate best practices in this state and across the
44 nation.

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

1 (a) Address the disproportionate rate of disciplinary incidents involving plan students as com-
2 pared to all students in the education system;

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

4 (c) Increase the engagement of plan students in educational activities before and after regular
5 school hours;

6 (d) Increase early childhood education and kindergarten readiness for plan students;

7 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
8 three;

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

11 (g) Support culturally responsive pedagogy and practices from early childhood through post-
12 secondary education;

13 (h) Support the development of culturally responsive curricula from early childhood through
14 post-secondary education;

15 (i) Increase attendance of plan students in early childhood programs through post-secondary and
16 professional certification programs; and

17 (j) Increase attendance of plan students in four-year post-secondary institutions of education.

18 (5) The department shall submit a biennial report concerning the progress of the plan developed
19 and implemented under this section to a committee of the Legislative Assembly related to education
20 at each even-numbered year regular session of the Legislative Assembly.

21 (6) The department, in consultation with the advisory group, may award grants to Early Learn-
22 ing Hubs, providers of early learning services, school districts, education service districts, post-
23 secondary institutions of education, tribal governments, community-based organizations or a
24 consortium of these entities to implement the strategies provided in the plan developed and imple-
25 mented under this section.

26 (7) To qualify for and receive a grant described in this section, an applicant must identify and
27 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
28 cation by rule.

29 **SECTION 13.** ORS 329.847, as amended by section 12 of this 2023 Act, is amended to read:

30 329.847. (1) As used in this section, "plan student" means a student enrolled in early childhood
31 through post-secondary education who:

32 (a) May be lesbian, gay, bisexual, transgender, queer, two-spirit, intersex, asexual, nonbinary or
33 another minority gender identity or sexual orientation; and

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

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

38 (b) The department shall form an advisory group to advise the department regarding the
39 adoption and implementation of the plan. The advisory group must consist of:

40 (A) Individuals who identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex,
41 asexual, nonbinary or another minority gender identity or sexual orientation;

42 (B) Students who identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex,
43 asexual, nonbinary or another minority gender identity or sexual orientation;

44 (C) Representatives of community-based organizations that serve lesbian, gay, bisexual,
45 transgender, queer, two-spirit, intersex, asexual, nonbinary or another minority gender identity or

1 sexual orientation population; and

2 (D) Education stakeholders, including representatives of the [*Early Learning Division*] **Depart-**
3 **ment of Early Learning and Care**, the Youth Development Division and the Higher Education
4 Coordinating Commission.

5 (c) When implementing the plan, the Department **of Education** shall consult with:

6 (A) The advisory group described in paragraph (b) of this subsection;

7 (B) Advisory groups formed by the department to develop and implement a statewide education
8 plan for plan students; and

9 (C) Any other advisory groups or education stakeholders identified by the department.

10 (d) The department shall be responsible for:

11 (A) Implementing the plan developed under this section;

12 (B) Developing eligibility criteria, the applicant selection process and expectations for recipients
13 of grant awards described in this section; and

14 (C) Advising the State Board of Education on the adoption of rules under this section.

15 (3) The plan developed under this section must address:

16 (a) The disparities experienced by plan students in every indicator of academic success, as doc-
17 umented by the [*department's*] statewide report card and other relevant reports related to plan stu-
18 dents;

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

20 (c) The educational needs of plan students from early childhood through post-secondary educa-
21 tion as determined by examining culturally appropriate best practices in this state and across the
22 nation.

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

24 (a) Address the disproportionate rate of disciplinary incidents involving plan students as com-
25 pared to all students in the education system;

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

27 (c) Increase the engagement of plan students in educational activities before and after regular
28 school hours;

29 (d) Increase early childhood education and kindergarten readiness for plan students;

30 (e) Improve literacy and numeracy levels among plan students between kindergarten and grade
31 three;

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

34 (g) Support culturally responsive pedagogy and practices from early childhood through post-
35 secondary education;

36 (h) Support the development of culturally responsive curricula from early childhood through
37 post-secondary education;

38 (i) Increase attendance of plan students in early childhood programs through post-secondary and
39 professional certification programs; and

40 (j) Increase attendance of plan students in four-year post-secondary institutions of education.

41 (5) The department shall submit a biennial report concerning the progress of the plan developed
42 and implemented under this section to a committee of the Legislative Assembly related to education
43 at each even-numbered year regular session of the Legislative Assembly.

44 (6) The department, in consultation with the advisory group, may award grants to Early Learn-
45 ing Hubs, providers of early learning services, school districts, education service districts, post-

1 secondary institutions of education, tribal governments, community-based organizations or a
2 consortium of these entities to implement the strategies provided in the plan developed and imple-
3 mented under this section.

4 (7) To qualify for and receive a grant described in this section, an applicant must identify and
5 demonstrate that the applicant meets the eligibility criteria established by the State Board of Edu-
6 cation by rule.

7 **SECTION 14. This 2023 Act being necessary for the immediate preservation of the public**
8 **peace, health and safety, an emergency is declared to exist, and this 2023 Act takes effect**
9 **on its passage.**

10