

# Enrolled House Bill 2016

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

CHAPTER .....

AN ACT

Relating to statewide education plans; and declaring an emergency.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(A) Development and implementation of the plan;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(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.

**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 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.

**SECTION 3.** Notwithstanding section 1 of this 2015 Act, the Department of Education may not do any of the following prior to April 1, 2016:

(1) Implement the statewide education plan developed under section 1 of this 2015 Act, including awarding any grants to implement the plan; or

(2) Make any expenditures from any appropriations made to the department for the implementation of the statewide education plan developed under section 1 of this 2015 Act.

**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.

Passed by House June 17, 2015

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Timothy G. Sekerak, Chief Clerk of House

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Tina Kotek, Speaker of House

Passed by Senate June 23, 2015

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Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2015

Approved:

.....M.,....., 2015

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Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2015

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Jeanne P. Atkins, Secretary of State