

HR 5001

Core Opportunity Resources for Equity and Excellence Act of 2014

Congress: 113 (2013–2015, Ended)

Chamber: House

Policy Area: Education

Introduced: Jun 26, 2014

Current Status: Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.

Latest Action: Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education. (Nov 17, 2014)

Official Text: <https://www.congress.gov/bill/113th-congress/house-bill/5001>

Sponsor

Name: Rep. Fudge, Marcia L. [D-OH-11]

Party: Democratic • **State:** OH • **Chamber:** House

Cosponsors (6 total)

Cosponsor	Party / State	Role	Date Joined
Rep. Hinojosa, Ruben [D-TX-15]	D · TX		Jun 26, 2014
Rep. Honda, Michael M. [D-CA-17]	D · CA		Jun 26, 2014
Rep. Wilson, Frederica S. [D-FL-24]	D · FL		Jun 26, 2014
Rep. Grijalva, Raúl M. [D-AZ-3]	D · AZ		Sep 11, 2014
Rep. Holt, Rush [D-NJ-12]	D · NJ		Sep 11, 2014
Rep. Moore, Gwen [D-WI-4]	D · WI		Sep 11, 2014

Committee Activity

Committee	Chamber	Activity	Date
Education and Workforce Committee	House	Referred to	Nov 17, 2014

Subjects & Policy Tags

Policy Area:

Education

Related Bills

Bill	Relationship	Last Action
113 S 2557	Identical bill	Jun 26, 2014: Read twice and referred to the Committee on Health, Education, Labor, and Pensions.

Core Opportunity Resources for Equity and Excellence Act of 2014 - Amends the school improvement program under part A of title I of the the Elementary and Secondary Education Act of 1965 (ESEA) to require states to adopt student achievement standards that lead to college and career readiness by high school graduation.

Requires each state school improvement plan to ensure that the state's public school system enables students to meet those standards by providing them with fair and equitable access to the core resources for learning.

Includes among the core resources for learning:

- high-quality instructional teams;
- rigorous academic standards and curricula that lead to college and career readiness by high school graduation;
- equitable and instructionally appropriate class sizes;
- up-to-date instructional materials, technology, and supplies;
- effective school library programs;
- school facilities and technology, including physically and environmentally sound school buildings and well-equipped instructional spaces;
- specialized instruction support teams providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services as part of a comprehensive program to meet student needs; and
- effective programs to engage families and the community in education.

Prohibits states that fail to make progress toward eliminating inequities in access to the core resources for learning for two or more consecutive years from receiving funds under any competitive grant program authorized by the ESEA.

Requires the annual report cards publicly disseminated by states and their local educational agencies (LEAs) to include information on the performance of LEAs and schools in providing students with fair and equitable access to the core resources for learning.

Requires states to identify any of their LEAs as needing improvement if they: (1) fail for two consecutive years to make adequate yearly progress toward state academic content and achievement standards, or (2) have received a waiver of the ESEA's statutory or regulatory requirements from the Secretary of Education.

Requires states to: (1) identify any inequities in access to the core resources of learning in schools served by an LEA that has been identified as needing improvement, and (2) work with the LEA to address those inequities.

Prohibits the Secretary from waiving this Act's requirements for accountability in providing students with access to the core resources for learning.

Actions Timeline

- **Nov 17, 2014:** Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.
- **Jun 26, 2014:** Introduced in House
- **Jun 26, 2014:** Referred to the House Committee on Education and the Workforce.