A-Engrossed

Senate Bill 182

Ordered by the Senate April 6
Including Senate Amendments dated April 6

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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.

Changes name of Network of Quality Teaching and Learning Fund to Educator Advancement Fund. Appropriates moneys in fund to council instead of Department of Education.
Authorizes Higher Education Coordinating Commission to award moneys to culturally and linguistically diverse teacher candidates to use at approved educator preparation providers.
Directs Early Learning Division to establish and implement policies and practices related to comprehensive early childhood professional development systems.
Declares emergency, effective July 1, 2017.

A BILL FOR AN ACT
Relating to professional development for educators in early learning through grade 12; creating new provisions; amending ORS 327.008, 342.950 and 342.953 and section 72, chapter 774, Oregon Laws 2015; and declaring an emergency.

Whereas high-quality educator preparation and ongoing, effective professional learning and supports for educators are critical variables to excellent teaching, improved student learning and educator retention; and
Whereas system coordination and current levels of funding have been inadequate in providing open access to high-quality and culturally responsive professional learning and supports for educators in this state; and
Whereas teacher voice, local contexts and stages of an educator's career should be reflected in the types and structure of educator professional learning and supports; and
Whereas this state seeks to recruit and retain more diverse educators and to enhance the capacity of all educators to create inclusive learning environments and address institutional barriers that limit opportunities for many students in this state; and
Whereas students will benefit from a systemic approach to continuously assessing needs and coordinating future priorities for resources to support Oregon educators to meet the needs of their diverse students with diverse learning needs and styles; and
Whereas Oregon's vision for a workforce for early learning requires a vigorous and comprehensive early childhood professional development system; and
Whereas there are limited opportunities and resources for license-exempt family child care providers, who serve some of this state's most vulnerable low-income families; and
Whereas early learning providers have limited access to culturally specific and language-diverse

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.
professional development curricula; and

Whereas early learning providers have limited access to relevant training and support for their professional development; and

Whereas compensation levels for the workforce for early learning are insufficient to encourage continuing professional development and have led to high turnover rates; and

Whereas recent actions taken by the Legislative Assembly have emphasized the need to address Oregon’s early childhood and kindergarten through grade 12 professional development system; now, therefore,

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

SECTION 1. The amendments to ORS 342.950 by section 57, chapter 774, Oregon Laws 2015, section 8c, chapter 790, Oregon Laws 2015, section 2, chapter 8, Oregon Laws 2016, and section 3 of this 2017 Act become operative on the effective date of this 2017 Act.

SECTION 2. Section 72, chapter 774, Oregon Laws 2015, as amended by section 14, chapter 682, Oregon Laws 2015, and section 20, chapter 763, Oregon Laws 2015, is amended to read:

Sec. 72. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, sections 20 and 21, chapter 36, Oregon Laws 2012, and section 1, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, section 29, chapter 747, Oregon Laws 2013, and section 4, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.


(7) The amendments to ORS 327.380 by section 8, chapter 739, Oregon Laws 2013, become operative on June 30, 2019.

(8) The amendments to ORS 327.800 by section 67a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 68a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 69a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 70a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.


(13) The amendments to ORS 342.350 by section 54, chapter 774, Oregon Laws 2015, become
operative on June 30, 2019.


(15) The amendments to ORS 342.443 by section 56, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(16) The amendments to ORS 342.448 by section 76a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(17) The amendments to ORS 342.950 by [section 57, chapter 774, Oregon Laws 2015, and section 8c, chapter 790, Oregon Laws 2015,] section 4 of this 2017 Act become operative on June 30, 2019.

(18) The amendments to ORS 344.059 and 344.141 by sections 13 and 14, chapter 763, Oregon Laws 2015, become operative on June 30, 2019.


(21) The amendments to ORS 350.100 by section 75a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(22) The amendments to ORS 352.018 by section 58, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.


(27) The amendments to section 9 of this 2017 Act by section 10 of this 2017 Act become operative on June 30, 2019.

(28) Section 8, chapter 85, Oregon Laws 2014, becomes operative on June 30, 2019.

(29) The amendments to sections 11 and 12 of this 2015 Act by sections 13 and 14 of this 2015 Act become operative on June 30, 2019.

SECTION 3, ORS 342.950, as amended by section 57, chapter 774, Oregon Laws 2015, section 8c, chapter 790, Oregon Laws 2015, and section 2, chapter 8, Oregon Laws 2016, is amended to read:

342.950. [(1) The Network of Quality Teaching and Learning is established. The network consists of the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.]

[(2) The purposes of the network are the following:]
(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and educator preparation providers.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Superintendent of Public Instruction, shall distribute funding as follows:

(a) To schools, school districts, education service districts, nonprofit organizations, post-secondary institutions and consortia that are any combination of those entities for the purpose of supporting the implementation and delivery of common core state standards and other state standards that indicate whether a student is prepared for college.

(b) To school districts, education service districts and nonprofit organizations for the purpose of providing teacher and administrator evaluations and aligned professional development in a manner that complies with the core teaching standards adopted as provided by ORS 342.856 and with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts, education service districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts, education service districts, nonprofit organizations, post-secondary institutions and the tribes of this state for the purpose of closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purposes of:

(A) Strengthening educator programs for educators at all levels to:

(i) Improve educator preparation, recruitment and leadership.

(ii) Advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

(B) Supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(g) To school districts to ensure that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(4) The Department of Education shall provide strategic direction to the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Convening an advisory group to guide network activities and expand the implementation of
[effective practices.]
[(c) Working with educator programs to ensure ongoing collaboration with education providers.]
[(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.]
[(e) Creating and supporting a statewide plan for increasing the successful recruitment of high-
ability and culturally diverse candidates to work in high-need communities and fields.]
[(f) Developing a system that ensures statewide dissemination of best practices and evidence-based
models.]
[(g) Supporting the development and implementation of standards-based curriculum, high-leverage
practices and assessments that promote student learning and improve student progress indicators for
students who are enrolled in an English language learner program under ORS 336.079 and for stu-
dents with disabilities.]
[(h) Administering the distribution of funding as described in subsection (3) of this section.]
[(5) The State Board of Education shall develop processes to establish the network and ensure the
accountability of the network. The processes must ensure that the network:]
[(a) Gives preference to entities that have demonstrated success in improving student progress in-
dicators.]
[(b) Delivers services for the benefit of all regions of this state.]
[(c) Is accountable for improving student progress indicators identified by the State Board of Ed-
ucation or set forth in ORS 350.014.]
[(d) Includes and connects education providers and leaders from pre-kindergarten through post-
secondary education.]
[(6) No more than two percent of all moneys received for the purposes of this section may be ex-
pended by the Department of Education for administrative costs incurred under this section. For the
purpose of this subsection, the following are not considered administrative costs:]
[(a) Technical assistance and direct program services provided to school districts and nonprofit
organizations; and]
[(b) Any administrative costs incurred under ORS 329.838 related to the administration of the
School District Collaboration Grant Program.]
[(7) The State Board of Education may adopt any rules necessary for the Department of Education
to support the network and perform any duties assigned to the department under this section. Any rules
adopted by the State Board of Education must be consistent with this section.]

(1) The Educator Advancement Council is established through an intergovernmental co-
operative agreement for the purposes of providing resources related to educator professional
learning and other educator supports.

(2) The council shall include representatives from the Chief Education Office, the De-
partment of Education, the Early Learning Division and the Teacher Standards and Practices
Commission. The council may work in collaboration with other state agencies and with
post-secondary institutions of education, nonprofit organizations, professional teaching as-
associations and community-based organizations.

(3) The council shall:

(a) Establish a system by which every educator in this state has access to professional
learning opportunities.

(b) Coordinate the distribution of moneys from the Educator Advancement Fund based
on professional learning plans submitted by educators and approved by the council through
a process established by the council.
(c) Connect networks of educators and facilitate communication within and among the networks to improve teaching and learning.

(d) Continuously assess the needs of educators in this state and coordinate future priorities based on the moneys available for distribution from the Educator Advancement Fund.

(4)(a) The council shall prescribe characteristics of educator networks for the council and shall select entities to serve as educator networks for the council. An entity is eligible to sponsor an educator network for the council if the entity:

(A) Is a school district, an education service district, a nonprofit organization, a post-secondary institution, a tribe of this state or a consortium that is any combination of the entities described in this subparagraph;

(B) Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to educators;

(C) Has demonstrated a commitment to equity-driven policies and practices;

(D) Has the capacity to coordinate services across the region served by the educator network for the council;

(E) Has demonstrated experience in developing and managing partnerships; and

(F) Has, or agrees to establish, a governing body that includes:

(i) A majority of educators, who are based in schools from different grades and content areas and reflective of the student demographics of the designated region served; and

(ii) Members representing early learning providers and professionals, educator preparation providers, nonprofit organizations, professional associations and community-based organizations.

(b) Each educator network for the council shall:

(A) Compile professional educator priorities that reflect local needs for each school and school district served by the network;

(B) Ensure equitable access by educators to resources that are distributed through the council; and

(C) Coordinate communications and accountability for resources distributed through the council to educators served by the network and to the council.

(c) When establishing professional educator priorities that reflect local needs, each educator network for the council shall strive to:

(A) Enhance a culture of leadership and collaborative responsibility that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, education service districts, educator preparation providers, nonprofit organizations, professional associations and community-based organizations.

(B) Enhance access for educators to high-quality professional learning that:

(i) Supports culturally responsive and sustaining practices;

(ii) Is guided by the needs of educators in the region served by the network;

(iii) Maximizes collaborative leadership among teachers and administrators; and

(iv) Reflects professional learning standards.

(C) Strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.838 and 342.433 to 342.449.

(D) Improve recruitment, preparation, induction and support of educators at each stage
of their careers.

(E) Enhance leadership and career advancement opportunities for teachers and increase the perspectives of teachers in identifying priorities for funding educator professional learning and educator supports.

(5) To accomplish the purposes of subsection (3) of this section, the council, subject to the direction and control of the Chief Education Officer, shall distribute funding to each educator network for the council for any of the following purposes:

(a) Supporting the implementation and delivery of academic content standards.

(b) Providing teacher and administrator evaluations and aligned professional development in a manner that complies with ORS 342.856 and with related standards prescribed by federal law.

(c) Providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) Providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) Providing coaching and mentorship programs that advise, assist, educate and distribute information to early learning providers and professionals, including professionals who provide home visiting services.

(f) Closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally responsive and sustaining practices.

(g) Supporting the development and sustainability of partnerships focused on seamless systems of educator recruitment, preparation, clinical practice, hiring, induction, job-embedded professional learning, teacher leadership development and career advancement.

(h) Advancing the purposes of the Educators Equity Act by improving the cultural competence of educators and ensuring that educators are provided professional learning focused on culturally responsive and sustaining practices.

(i) Providing preschool teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways.

(j) Ensuring that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(6) The Chief Education Office shall provide support to the strategic direction of the council by:

(a) Conducting and coordinating research to monitor:

(A) Teaching and learning conditions;

(B) Educator workforce supply and demand; and

(C) Common outcomes and measures anticipated to promote improvement.

(b) Assisting the council in coordinating and connecting educator networks for the council, supporting professional learning priorities, ensuring access to professional learning and supports, leveraging funding sources and managing innovation funds.

(c) Recommending legislative and agency rule changes needed to support the purposes of the council.
(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

(e) Supporting a statewide plan for increasing:

(A) The supply of culturally diverse teacher candidates; and

(B) The successful recruitment of effective educators to work in high-need schools and
in practice areas with a shortage of educators.

(f) Identifying high-leverage educator practices to be developed by educators throughout
their careers.

(7) The Department of Education shall provide support to the council by:

(a) Developing a system that allows for the statewide dissemination of emerging practices
and evidence-based models.

(b) Providing technical assistance to the council, including online systems for sharing
professional learning resources and supporting educator networking.

(8) The council shall distribute moneys from the Educator Advancement Fund according
to processes developed by the council and shall ensure the accountability for the uses of the
moneys. The processes must ensure that the moneys are distributed in a manner that:

(a) Benefits all regions of this state;

(b) Is accountable for improving teaching, learning conditions and other outcomes, as
demonstrated by progress indicators identified by the council in consultation with the Chief
Education Office; and

(c) Includes and connects educators and education leaders representing early childhood
through post-secondary education.

(9) No more than two percent of all moneys received for the purposes of this section may
be expended by the council for administrative costs incurred under this section. For the
purpose of this subsection, technical assistance and direct program services are not consid-
ered administrative costs.

(10) The Chief Education Office, the State Board of Education and the Teacher Standards
and Practices Commission may adopt any rules necessary at the request of the council to
support the council or to perform any duties assigned to the office, board or commission
under this section.

SECTION 3a. The Educator Advancement Council shall submit a report on the activities
of the council to the committees of the Legislative Assembly related to education no later
than March 1, 2018.

SECTION 3b. No later than July 1, 2019, the Educator Advancement Council shall develop
processes for the distribution of moneys from the Educator Advancement Fund and methods
for ensuring the accountability for the uses of moneys from the fund as provided by ORS
342.950.

SECTION 4. ORS 342.950, as amended by section 57, chapter 774, Oregon Laws 2015, section
8c, chapter 790, Oregon Laws 2015, section 2, chapter 8, Oregon Laws 2016, and section 3 of this
2017 Act, is amended to read:

(1) The Educator Advancement Council is established through an intergovernmental cooperative
agreement for the purposes of providing resources related to educator professional learning and
other educator supports.

(2) The council shall include representatives from [the Chief Education Office,] the Department
of Education, the Early Learning Division and the Teacher Standards and Practices Commission.
The council may work in collaboration with other state agencies and with post-secondary insti-
tutions of education, nonprofit organizations, professional teaching associations and community-based organizations.

(3) The council shall:

(a) Establish a system by which every educator in this state has access to professional learning opportunities.

(b) Coordinate the distribution of moneys from the Educator Advancement Fund based on professional learning plans submitted by educators and approved by the council through a process established by the council.

(c) Connect networks of educators and facilitate communication within and among the networks to improve teaching and learning.

(d) Continuously assess the needs of educators in this state and coordinate future priorities based on the moneys available for distribution from the Educator Advancement Fund.

(4)(a) The council shall prescribe characteristics of educator networks for the council and shall select entities to serve as educator networks for the council. An entity is eligible to sponsor an educator network for the council if the entity:

(A) Is a school district, an education service district, a nonprofit organization, a post-secondary institution, a tribe of this state or a consortium that is any combination of the entities described in this subparagraph;

(B) Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to educators;

(C) Has demonstrated a commitment to equity-driven policies and practices;

(D) Has the capacity to coordinate services across the region served by the educator network for the council;

(E) Has demonstrated experience in developing and managing partnerships; and

(F) Has, or agrees to establish, a governing body that includes:

(i) A majority of educators, who are based in schools from different grades and content areas and reflective of the student demographics of the designated region served; and

(ii) Members representing early learning providers and professionals, educator preparation providers, nonprofit organizations, professional associations and community-based organizations.

(b) Each educator network for the council shall:

(A) Compile professional educator priorities that reflect local needs for each school and school district served by the network;

(B) Ensure equitable access by educators to resources that are distributed through the council; and

(C) Coordinate communications and accountability for resources distributed through the council to educators served by the network and to the council.

(c) When establishing professional educator priorities that reflect local needs, each educator network for the council shall strive to:

(A) Enhance a culture of leadership and collaborative responsibility that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, education service districts, educator preparation providers, nonprofit organizations, professional associations and community-based organizations.

(B) Enhance access for educators to high-quality professional learning that:

(i) Supports culturally responsive and sustaining practices;

(ii) Is guided by the needs of educators in the region served by the network;
(iii) Maximizes collaborative leadership among teachers and administrators; and
(iv) Reflects professional learning standards.

(C) Strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.838 and 342.433 to 342.449.

(D) Improve recruitment, preparation, induction and support of educators at each stage of their careers.

(E) Enhance leadership and career advancement opportunities for teachers and increase the perspectives of teachers in identifying priorities for funding educator professional learning and educator supports.

(5) To accomplish the purposes of subsection (3) of this section, the council, subject to the direction and control of the [Chief Education Officer] Superintendent of Public Instruction, shall distribute funding to each educator network for the council for any of the following purposes:

(a) Supporting the implementation and delivery of academic content standards.

(b) Providing teacher and administrator evaluations and aligned professional development in a manner that complies with ORS 342.856 and with related standards prescribed by federal law.

(c) Providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) Providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) Providing coaching and mentorship programs that advise, assist, educate and distribute information to early learning providers and professionals, including professionals who provide home visiting services.

(f) Closing achievement gaps by providing and improving the effectiveness of instruction and professional development, implementing data-driven decision making, supporting practice communities and implementing culturally responsive and sustaining practices.

(g) Supporting the development and sustainability of partnerships focused on seamless systems of educator recruitment, preparation, clinical practice, hiring, induction, job-embedded professional learning, teacher leadership development and career advancement.

(h) Advancing the purposes of the Educators Equity Act by improving the cultural competence of educators and ensuring that educators are provided professional learning focused on culturally responsive and sustaining practices.

(i) Providing preschool teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways.

(j) Ensuring that a sufficient number of kindergarten through grade five teachers have received training to understand and recognize dyslexia and to implement appropriate instruction.

(6) The [Chief Education Office] Department of Education shall provide support to the strategic direction of the council by:

(a) Conducting and coordinating research to monitor:

(A) Teaching and learning conditions;

(B) Educator workforce supply and demand; and

(C) Common outcomes and measures anticipated to promote improvement.

(b) Assisting the council in coordinating and connecting educator networks for the council,
supporting professional learning priorities, ensuring access to professional learning and supports,
leverages funding sources and managing innovation funds.
(c) Recommending legislative and agency rule changes needed to support the purposes of the
council.
(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.
(e) Supporting a statewide plan for increasing:
(A) The supply of culturally diverse teacher candidates; and
(B) The successful recruitment of effective educators to work in high-need schools and in prac-
tice areas with a shortage of educators.
(f) Identifying high-leverage educator practices to be developed by educators throughout their
careers.
[(7) The Department of Education shall provide support to the council by:]
[(a)] (g) Developing a system that allows for the statewide dissemination of emerging practices
and evidence-based models.
[(b)] (h) Providing technical assistance to the council, including online systems for sharing pro-
fessional learning resources and supporting educator networking.
[(8) (7) The council shall distribute moneys from the Educator Advancement Fund according to
processes developed by the council and shall ensure the accountability for the uses of the moneys.
The processes must ensure that the moneys are distributed in a manner that:
(a) Benefits all regions of this state;
(b) Is accountable for improving teaching, learning conditions and other outcomes, as demon-
strated by progress indicators identified by the council in consultation with the [Chief Education
Office] Department of Education; and
(c) Includes and connects educators and education leaders representing early childhood through
post-secondary education.
[(9) (8) No more than two percent of all moneys received for the purposes of this section may
be expended by the council for administrative costs incurred under this section. For the purpose of
this subsection, technical assistance and direct program services are not considered administrative
costs.
[(10) (9) The [Chief Education Office, the] State Board of Education and the Teacher Standards
and Practices Commission may adopt any rules necessary at the request of the council to support
the council or to perform any duties assigned to the [office,] board or commission under this section.
SECTION 5. ORS 342.953 is amended to read:
Fund is established in the State Treasury, separate and distinct from the General Fund. Interest
earned by the [Network of Quality Teaching and Learning Fund] Educator Advancement Fund
shall be credited to the [General Fund] fund.
(2) Moneys in the [Network of Quality Teaching and Learning Fund] Educator Advancement
Fund are continuously appropriated to the [Department of Education for the Network of Quality
Teaching and Learning] Educator Advancement Council established by ORS 342.950.
(3) The Department of Education and any other state agency, on behalf of the State of Oregon,
may solicit and accept gifts, grants or donations from public and private sources for the [Network
of Quality Teaching and Learning] Educator Advancement Council. Moneys received under this
subsection shall be deposited into the [Network of Quality Teaching and Learning Fund] Educator
Advancement Fund.
SECTION 6.ORS 327.008 is amended to read:

327.008. (1)(a) There is established a State School Fund in the General Fund.

(b) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants, donations and other moneys from public and private sources for the State School Fund. Moneys received as provided in this paragraph shall be deposited into the State School Fund.

(c) The State School Fund shall consist of moneys appropriated by the Legislative Assembly, moneys transferred from the Education Stability Fund and moneys received as provided in paragraph (b) of this subsection.


(2) There shall be apportioned from the State School Fund to each school district a State School Fund grant, consisting of the positive amount equal to a general purpose grant and a facility grant and a transportation grant and a high cost disabilities grant minus local revenue, computed as provided in ORS 327.011 and 327.013.

(3) For the first school year after a public charter school ceases to operate because of dissolution or closure or because of termination or nonrenewal of a charter, there shall be apportioned from the State School Fund to each school district that had sponsored a public charter school that ceased to operate an amount equal to the school district’s general purpose grant per extended ADMw multiplied by five percent of the ADM of the public charter school for the previous school year.

(4) There shall be apportioned from the State School Fund to each education service district a State School Fund grant as calculated under ORS 327.019.

(5) All figures used in the determination of the distribution of the State School Fund shall be estimates for the same year as the distribution occurs, unless otherwise specified.

(6) Numbers of students in average daily membership used in the distribution formula shall be the numbers as of June of the year of distribution.

(7) A school district may not use the portion of the State School Fund grant that is attributable to the facility grant for capital construction costs.

(8) The total amount of the State School Fund that is distributed as facility grants may not exceed $9 million in any biennium. If the total amount to be distributed as facility grants exceeds this limitation, the Department of Education shall prorate the amount of funds available for facility grants among those school districts that qualified for a facility grant. If the total amount to be distributed as facility grants does not exceed this limitation, any remaining amounts shall be expended for expenses incurred by the Office of School Facilities as provided in ORS 326.125 (1).

(9) Each biennium, the Department of Education may expend from the State School Fund no more than $6 million for expenses incurred by the Office of School Facilities under ORS 326.125 (2) to (6).

(10) Each fiscal year, the Department of Education shall transfer to the Pediatric Nursing Facility Account established in ORS 327.022 the amount necessary to pay the costs of educational services provided to students admitted to pediatric nursing facilities as provided in ORS 343.941.

(11) Each fiscal year, the Department of Education shall transfer the amount of $35 million from the State School Fund to the High Cost Disabilities Account established in ORS 327.348.

(12)(a) Each biennium, the Department of Education shall transfer $33 million from the State
School Fund to the [Network of Quality Teaching and Learning Fund] Educator Advancement Fund established under ORS 342.953.

(b) For the purpose of making the transfer under this subsection:
(A) The total amount available for all distributions from the State School Fund shall be reduced by $5 million;
(B) The amount distributed to school districts from the State School Fund under this section and ORS 327.013 shall be reduced by $14 million; and
(C) The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by $14 million.

(c) For each biennium, the amounts identified in paragraph (b)(B) and (C) of this subsection shall be adjusted by the same percentage by which the amount appropriated to the State School Fund for that biennium is increased or decreased compared with the preceding biennium, as determined by the Department of Education after consultation with the Legislative Fiscal Officer.

(13) Each biennium, the Department of Education shall transfer $12.5 million from the State School Fund to the Statewide English Language Learner Program Account established under ORS 327.344.

(14) Each fiscal year, the Department of Education may expend up to $550,000 from the State School Fund for the contract described in ORS 329.488. The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by the amount expended by the department under this subsection.

(15) Each biennium, the Department of Education may expend up to $350,000 from the State School Fund to provide administration of and support for the development of talented and gifted education under ORS 343.404.

(16) Each biennium, the Department of Education may expend up to $150,000 from the State School Fund for the administration of a program to increase the number of speech-language pathologists and speech-language pathology assistants under ORS 348.394 to 348.406.

(17) Each fiscal year, the Department of Education shall transfer the amount of $2.5 million from the State School Fund to the Small School District Supplement Fund established in section 3, chapter 735, Oregon Laws 2013.

SECTION 7. ORS 327.008, as amended by section 7, chapter 735, Oregon Laws 2013, section 7, chapter 81, Oregon Laws 2014, section 2, chapter 68, Oregon Laws 2015, section 38, chapter 245, Oregon Laws 2015, section 2, chapter 555, Oregon Laws 2015, section 11, chapter 604, Oregon Laws 2015, section 2, chapter 644, Oregon Laws 2015, and section 8, chapter 783, Oregon Laws 2015, is amended to read:

327.008. (1)(a) There is established a State School Fund in the General Fund.

(b) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants, donations and other moneys from public and private sources for the State School Fund. Moneys received as provided in this paragraph shall be deposited into the State School Fund.

(c) The State School Fund shall consist of moneys appropriated by the Legislative Assembly, moneys transferred from the Education Stability Fund and moneys received as provided in paragraph (b) of this subsection.


(2) There shall be apportioned from the State School Fund to each school district a State School
Fund grant, consisting of the positive amount equal to a general purpose grant and a facility grant and a transportation grant and a high cost disabilities grant minus local revenue, computed as provided in ORS 327.011 and 327.013.

(3) For the first school year after a public charter school ceases to operate because of dissolution or closure or because of termination or nonrenewal of a charter, there shall be apportioned from the State School Fund to each school district that had sponsored a public charter school that ceased to operate an amount equal to the school district’s general purpose grant per extended ADMw multiplied by five percent of the ADM of the public charter school for the previous school year.

(4) There shall be apportioned from the State School Fund to each education service district a State School Fund grant as calculated under ORS 327.019.

(5) All figures used in the determination of the distribution of the State School Fund shall be estimates for the same year as the distribution occurs, unless otherwise specified.

(6) Numbers of students in average daily membership used in the distribution formula shall be the numbers as of June of the year of distribution.

(7) A school district may not use the portion of the State School Fund grant that is attributable to the facility grant for capital construction costs.

(8) The total amount of the State School Fund that is distributed as facility grants may not exceed $9 million in any biennium. If the total amount to be distributed as facility grants exceeds this limitation, the Department of Education shall prorate the amount of funds available for facility grants among those school districts that qualified for a facility grant. If the total amount to be distributed as facility grants does not exceed this limitation, any remaining amounts shall be expended for expenses incurred by the Office of School Facilities as provided in ORS 326.125 (1).

(9) Each biennium, the Department of Education may expend from the State School Fund no more than $6 million for expenses incurred by the Office of School Facilities under ORS 326.125 (2) to (6).

(10) Each fiscal year, the Department of Education shall transfer to the Pediatric Nursing Facility Account established in ORS 327.022 the amount necessary to pay the costs of educational services provided to students admitted to pediatric nursing facilities as provided in ORS 343.941.

(11) Each fiscal year, the Department of Education shall transfer the amount of $35 million from the State School Fund to the [Network of Quality Teaching and Learning Fund] Educator Advancement Fund established under ORS 342.953.

(b) For the purpose of making the transfer under this subsection:

(A) The total amount available for all distributions from the State School Fund shall be reduced by $5 million;

(B) The amount distributed to school districts from the State School Fund under this section and ORS 327.013 shall be reduced by $14 million; and

(C) The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by $14 million.

(c) For each biennium, the amounts identified in paragraph (b)(B) and (C) of this subsection shall be adjusted by the same percentage by which the amount appropriated to the State School Fund for that biennium is increased or decreased compared with the preceding biennium, as determined by the Department of Education after consultation with the Legislative Fiscal Officer.
(13) Each biennium, the Department of Education shall transfer $12.5 million from the State School Fund to the Statewide English Language Learner Program Account established under ORS 327.344.

(14) Each fiscal year, the Department of Education may expend up to $550,000 from the State School Fund for the contract described in ORS 329.488. The amount distributed to education service districts from the State School Fund under this section and ORS 327.019 shall be reduced by the amount expended by the department under this subsection.

(15) Each biennium, the Department of Education may expend up to $350,000 from the State School Fund to provide administration of and support for the development of talented and gifted education under ORS 343.404.

(16) Each biennium, the Department of Education may expend up to $150,000 from the State School Fund for the administration of a program to increase the number of speech-language pathologists and speech-language pathology assistants under ORS 348.394 to 348.406.

SECTION 8. Section 9 of this 2017 Act is added to and made a part of ORS chapter 348.

SECTION 9. (1) In addition to any other form of student financial aid authorized by law, the Higher Education Coordinating Commission may award moneys to culturally and linguistically diverse teacher candidates to use at approved educator preparation providers, as defined in ORS 342.120, for the purpose of advancing the goal described in ORS 342.437.

(2) When awarding scholarships under this section, the commission shall award the scholarships in amounts of $5,000 each academic year, for a maximum of two academic years.

(3) The commission shall adopt rules necessary for the implementation and administration of this section in consultation with the Educator Advancement Council and the Chief Education Office.

SECTION 10. Section 9 of this 2017 Act is amended to read:

Sec. 9. (1) In addition to any other form of student financial aid authorized by law, the Higher Education Coordinating Commission may award moneys to culturally and linguistically diverse teacher candidates to use at approved educator preparation providers, as defined in ORS 342.120, for the purpose of advancing the goal described in ORS 342.437.

(2) When awarding scholarships under this section, the commission shall award the scholarships in amounts of $5,000 each academic year, for a maximum of two academic years.

(3) The commission shall adopt rules necessary for the implementation and administration of this section in consultation with the Educator Advancement Council and the Department of Education.

SECTION 11. (1) The Early Learning Division, under the direction of the Early Learning Council and in collaboration with the Educator Advancement Council established by ORS 342.950, shall establish and implement policies and practices to achieve vigorous and comprehensive early childhood professional development systems in this state that incorporate improved recruitment, preparation, induction, career advancement opportunities and support for early learning providers and professionals, including professionals who provide home visiting services.

(2) To achieve the objectives described in subsection (1) of this section, the division shall develop or expand:

(a) Strategies and partnerships that connect early learning providers and professionals with access to education pathways, including college credentials, degrees and certificates;

(b) Coaching and mentorship programs that make available cohorts, mentors and quality
improvement specialists to advise, assist, educate and provide information to early learning
providers and professionals;
(c) Professional development tracking systems for the workforce for early learning to
ensure coverage of the necessary skills and knowledge required of early learning providers
and professionals, including professionals who provide home visiting services; and
(d) Collaborations that support exempt family child care providers, as defined in ORS
329A.430, through the advancement of research in child development, peer learning and
mentoring.
(3) The division shall collaborate with any state agencies or other partners to achieve the
objectives described in subsection (1) of this section and to carry out the provisions of sub-
section (2) of this section.
SECTION 12. This 2017 Act being necessary for the immediate preservation of the public
peace, health and safety, an emergency is declared to exist, and this 2017 Act takes effect
July 1, 2017.