Senate Bill 182

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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 as introduced.

Establishes Educator Advancement Council. Prescribes duties of council, including duties related to regional educator networks and professional development of early childhood educators. 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.

A BILL FOR AN ACT

Relating to professional development for educators in early learning through grade 12; creating new provisions; and amending ORS 327.008, 342.950 and 342.953 and section 72, chapter 774, Oregon Laws 2015.

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 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 op-
erative on June 30, 2019.

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

(4) The amendments to ORS 326.425 by section 44, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46, chapter 774, Oregon Laws 2015, become op-
erative on June 30, 2019.

(7) The amendments to ORS 327.380 by section 8, chapter 739, Oregon Laws 2013, become op-
erative 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.

(12) The amendments to ORS 342.208 by section 53, 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.

(14) The amendments to ORS 342.410 by section 55, 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.


(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.

[(17) The amendments to ORS 351.077 by section 75a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.]

[(18) The amendments to ORS 351.203 by section 58, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.]


(20) The amendments to ORS 351.735 350.075 by section 61, chapter 774, 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.


[(25) The amendments to section 11, chapter 188, Oregon Laws 2015, by section 76a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.]

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

[(27) 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,
[(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 consortiums 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 students 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 indicators.] 

[(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 Education 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 expended 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 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 institutions 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 through a regional educator network described in subsection (4) of this section. 

(b) Coordinate distribution of funding to regional educator networks as provided by this section. 

(c) Connect regional educator networks and facilitate communication within and among the networks. 

(d) Continuously assess the needs of educators in this state and coordinate future priorities based on resources available to regional educator networks.
(4)(a) The council shall designate regions in this state and shall select one eligible entity per region to sponsor a regional educator network. An entity is eligible to sponsor a regional educator network 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 consortia that is any combination of the entities described in this subparagraph;

(B) Has demonstrated experience relative to 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 designated region;

(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 demographics of the designated region served; and

(ii) Early learning providers and professionals, representatives of post-secondary institutions of education, nonprofit organizations, professional teaching associations and community-based organizations.

(b) Each regional educator network shall:

(A) Identify professional educator priorities that reflect local needs;

(B) Ensure equitable access by educators to network resources; and

(C) Coordinate communications and accountability to educators and to the council.

(c) When establishing professional educator priorities that reflect local needs, each regional educator network 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 teaching associations and community-based organizations.

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

(i) Supports culturally sustaining practices;

(ii) Is guided by the needs of educators;

(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 regional educator networks 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) 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 sustaining practices.

(f) Supporting the development and sustainability of partnerships focused on seamless systems of educator recruitment, preparation, clinical practice, hiring, induction and leadership development.

g) Advancing the purposes of the Educators Equity Act by improving the cultural competence of educators and ensuring that educators are trained in culturally sustaining practices.

(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 regional educator networks, 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 regional educator networks.

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 professional learning resources and educator networking.

(8) The council shall develop processes needed to distribute moneys and to ensure the accountability for the use 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 and learning conditions, as demonstrated by progress indicators identified by 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 considered 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 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:

342.950. (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 institutions 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 through a regional educator network described in subsection (4) of this section.
(b) Coordinate distribution of funding to regional educator networks as provided by this section.
(c) Connect regional educator networks and facilitate communication within and among the networks.
(d) Continuously assess the needs of educators in this state and coordinate future priorities based on resources available to regional educator networks.

(4)(a) The council shall designate regions in this state and shall select one eligible entity per region to sponsor a regional educator network. An entity is eligible to sponsor a regional educator network 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 consortia that is any combination of the entities described in this subparagraph;
(B) Has demonstrated experience relative to 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 designated region;
(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 demographics of the designated region served; and
(ii) Early learning providers and professionals, representatives of post-secondary institutions of education, nonprofit organizations, professional teaching associations and community-based organizations.

(b) Each regional educator network shall:
(A) Identify professional educator priorities that reflect local needs;
(B) Ensure equitable access by educators to network resources; and
(C) Coordinate communications and accountability to educators and to the council.

(c) When establishing professional educator priorities that reflect local needs, each regional educator network 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 teaching associations and community-based organizations.
(B) Enhance access for educators to high-quality professional learning that:
   (i) Supports culturally sustaining practices;
   (ii) Is guided by the needs of educators;
   (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 Superintendent of Public Instruction, shall distribute funding to regional educator networks 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) 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 sustaining practices.
(f) Supporting the development and sustainability of partnerships focused on seamless systems of educator recruitment, preparation, clinical practice, hiring, induction and leadership development.
(g) Advancing the purposes of the Educators Equity Act by improving the cultural competence
of educators and ensuring that educators are trained in culturally sustaining practices.

(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 regional educator networks, 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
   regional educator networks.

(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:

(7a) [g] Developing a system that allows for the statewide dissemination of emerging practices
   and evidence-based models.

(7b) [h] Providing technical assistance to the council, including online systems for professional
   learning resources and educator networking.

[8] (7) The council shall develop processes needed to distribute moneys and to ensure the ac-
   countability for the use 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 and learning conditions, as demonstrated by progress
   indicators identified by 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).
(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 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.

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 [Chief Education Office]

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.

(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; 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 subsection (2) of this section.