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# MEMORANDUM

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**To:** Members of the Education Subcommittee

**From:** Doug Wilson, Legislative Fiscal Office  
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**Date:** May 13, 2013

**Subject:** HB 3233 – Governor's Network of Teaching & Learning Initiative

Today's hearing is on HB 3233 which represents \$54 million in estimated investments to implement the Governor's Network of Quality Teaching and Learning. The programs or components of this initiative and its corresponding funding levels estimated by the Oregon Department of Education (ODE) and the Oregon Education Investment Board (OEIB) staff are outlined in the attached table. Most, if not all, of the funding will flow through the ODE budget with the majority of it distributed to school districts, non-profit organizations and other education related organizations through grants and contracts. It is estimated that ODE would retain approximately \$5.0 million for staffing and other costs.

Also useful as a tool to review and evaluate these programs of the Network is a multi-page matrix or table prepared by OEIB and ODE staff. It outlines the purpose, goals, target group, anticipated outcomes, funding mechanism (e.g., grant or contract), estimated funding and staff need and the associated OEIB metric for each component of the Network. This is a separate document. The Staff Measure Summary from the House Education Committee is also attached as part of this overall document.

At this time it is anticipated that the funding for the Network will be included in the appropriate agency budget.

**DRAFT**

**Major Components of the Network of Quality Teaching and Learning**

Function	Bill Reference	General Fund Request	Estimated Staffing Need	Estimated Staffing Cost
<b><i>Educator Effectiveness</i></b>				
Mentoring for newly licensed & employed teachers and administrators	Sec 1(3)(d)	10,000,000	6.08 FTE	
School District Collaboration	Sec 1(3)©	12,000,000	2.00 FTE	
Expand educator evaluation and effectiveness system statewide	Sec 1(3)(b)	5,000,000	2.33 FTE	
<b><i>Total Educator Effectiveness</i></b>		<b>27,000,000</b>	<b>10.41 FTE</b>	<b>1,102,693</b>
<b><i>Student Centered Learning</i></b>				
Support development & use of assessments that align with College Career Readiness	Sec 1 (3)(g)	1,200,000		
Scale-up proficiency based demonstration sites and expand proficiency expertise through regional training	Sec 1 (3)(g)	1,800,000		
<b><i>Total Student Centered Learning</i></b>		<b>3,000,000</b>	<b>2.41 FTE</b>	<b>478,830</b>
<b><i>Educator Preparation</i></b>				
Statewide approach to educator recruitment following intent of Oregon Teacher Corps and Minority Teacher Act	Sec 1 (3)(h)	2,000,000		
Strengthen & transform educator prep programs so classroom ready when graduate and strengthen accountability & share best practices	Sec 1 (3)(h)	5,000,000		
<b><i>Total Educator Preparation</i></b>		<b>7,000,000</b>	<b>1.75 FTE</b>	<b>324,302</b>
<b><i>Early Learning Professional Development</i></b>				
Expand professional development supports to early learning educators	Sec 1 (3)(i)	1,000,000	0.5 FTE	
Provide financial incentives to early learning educators to access professional development	Sec 1 (3)(i)	1,000,000	0.5 FTE	
<b><i>Total Early Learning Professional Development</i></b>		<b>2,000,000</b>	<b>1.00 FTE</b>	<b>243,054</b>
<b><i>Closing the Achievement Gap</i></b>				
Develop process for replicating exemplar programs including demonstration sites	Sec 1(3)(f)	2,000,000		
Assist districts implement best practices and ensure valid use of assessments	Sec 1(3)(f)	4,000,000		
Incorporate more culturally responsive training & develop dual language immersion prep.	Sec 1(3)(f)	2,000,000		
<b><i>Total Closing the Achievement Gap</i></b>		<b>8,000,000</b>	<b>5.00 FTE</b>	<b>1,381,353</b>
<b><i>Aligning Professional Development Plans to School Improvement Objectives &amp; Educators' Needs</i></b>				
Enhance educational leaders' capacity to plan & support professional development	Sec 1(3)(e)	300,000		
Scale up number of professional development activities & implementation of effective practice	Sec 1(3)(e)	1,700,000		
<b><i>Total Aligning Professional Development Plans</i></b>		<b>2,000,000</b>	<b>0.75 FTE</b>	<b>160,955</b>
<b><i>Support Implementation of Common Core Standards</i></b>				
Provide educators with curricular resources & access to professional development				
Develop comprehensive systems that build capacity to teach with the standards				
<b><i>Support Implementation of Common Core Standards</i></b>		<b>5,000,000</b>	<b>6.58 FTE</b>	<b>1,308,813</b>
<b>Total HB 3233 -- Network of Quality Teaching &amp; Learning</b>				
		<b>54,000,000</b>		<b>5,000,000</b>

**REVENUE:** No revenue impact

**FISCAL:** Fiscal statement issued

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<b>Action:</b>	Do Pass as Amended and Be Printed Engrossed and Be Referred to the Committee on Ways and Means by Prior Reference
<b>Vote:</b>	9 - 0 - 0
<b>Yeas:</b>	Fagan, Gomberg, Gorsek, Huffman, Parrish, Reardon, Sprenger, Whisnant, Gelser
<b>Nays:</b>	0
<b>Exc.:</b>	0
<b>Prepared By:</b>	Rick Berkobien, Administrator
<b>Meeting Dates:</b>	3/18, 4/15, 4/17

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**WHAT THE MEASURE DOES:** Establishes Network of Quality Teaching and Learning consisting of the Oregon Education Investment Board (OEIB), Oregon Department of Education (ODE) and various public and private entities for the purpose of enhancing a culture of leadership and collaborative responsibility to advance the profession of teaching, and to strengthen and advance existing evidence-based practices. Directs ODE to distribute funding under the direction of the Chief Education Officer to school districts, non-profit organizations, and post-secondary organizations to accomplish enumerated purposes of network. Directs OEIB to support network by: 1) conducting and coordinating research to determine best practices and evidence-based models; 2) working with education preparation programs; 3) supporting programs relating to the Minority Teacher Act of 1991; and 4) creating and supporting a statewide plan for increasing recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields. Directs ODE to support network by: 1) developing system that ensures statewide dissemination of best practices and evidence based models; 2) supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments to promote learning and improve outcomes for English language learners and students with disabilities; and 3) administering funding. Directs OEIB to develop processes to establish the network and ensure accountability of the network. Provides guidance for processes. Caps administrative costs at two percent. Directs State Board of Education to adopt rules necessary to achieve goals. Directs board to develop processes to establish network and ensure accountability. Directs board to identify education outcomes. Directs OEIB to prepare a report that shows: 1) any change in the number of minority teachers who speak more than one language; 2) any changes in levels of satisfaction by public education providers with quality of new teachers who attended educator preparation programs in this state; and 3) changes in the number of teachers in this state who report satisfaction with levels of professional development. Directs OEIB to submit report to interim legislative committees by July 1, 2015. Changes responsibilities from OEIB to State Board of Education with an operative date of March 15, 2016.

**ISSUES DISCUSSED:**

- Role of higher education in supporting professional development
- Drafting measure to include community colleges
- Support for network
- Strategic funding

**EFFECT OF COMMITTEE AMENDMENT:** Replaces measure.

**BACKGROUND:** According to a 2012 report by a Stanford University professor to the Oregon Education Investment Board, worldwide there is growing recognition that expert teachers and leaders are perhaps the most important resource for improving student learning. The highest-achieving nations make substantial investments in teacher quality. A McKinsey study of twenty-five of the world's school systems found that investments in teachers and teaching are central to improving student outcomes. It notes that nations that currently lead the world in international rankings of student achievement, such as Finland, South Korea, and Singapore, attribute their success to their substantial investments in teacher and school leader preparation and development.

4/22/2013 3:46:00 PM 4/19/2013 3:54:00 PM

*This summary has not been adopted or officially endorsed by action of the committee.*