

HOUSE AMENDMENTS TO A-ENGROSSED HOUSE BILL 3072

By JOINT COMMITTEE ON WAYS AND MEANS

July 2

1 On page 1 of the printed A-engrossed bill, line 2, after “344.075” insert “and section 10, chapter
2 519, Oregon Laws 2011”.

3 Delete lines 5 through 26 and delete pages 2 through 9 and insert:

4 **“SECTION 1. (1) Activities related to science, technology, engineering and mathematics
5 education and activities related to career and technical education that can lead to high wage
6 and high demand jobs shall be funded as provided by this section.**

7 **“(2) The Department of Education shall distribute moneys appropriated to the depart-
8 ment, or otherwise made available to the department, for the purpose of funding activities
9 related to science, technology, engineering and mathematics education and activities related
10 to career and technical education. Distributions shall be made as follows:**

11 **“(a) Thirty-five percent for activities related to science, technology, engineering and
12 mathematics education that are described in subsection (3) of this section.**

13 **“(b) Sixty-five percent for activities related to career and technical education that can
14 lead to high wage and high demand jobs and that are described in subsection (4) of this sec-
15 tion.**

16 **“(3) Moneys distributed as provided by subsection (2)(a) of this section to fund activities
17 related to science, technology, engineering and mathematics education shall be used to:**

18 **“(a) Expand and sustain regional networks that support science, technology, engineering
19 and mathematics.**

20 **“(b) Award grants that expand the implementation of effective programs related to sci-
21 ence, technology, engineering and mathematics, that propose innovative approaches or pro-
22 grams related to science, technology, engineering and mathematics or that provide
23 professional development related to teaching science, technology, engineering and math-
24 ematics.**

25 **“(c) Provide funding to recruit, retain and support underserved students, as defined by
26 the State Board of Education by rule, for programs that are offered at community colleges
27 and public universities and that can lead to high wage and high demand jobs related to sci-
28 ence, technology, engineering and mathematics.**

29 **“(d) Develop a systematic survey of facility use to determine how savings for science,
30 technology, engineering and mathematics education can be achieved.**

31 **“(4) Moneys distributed as provided by subsection (2)(b) of this section to fund activities
32 related to career and technical education that can lead to high wage and high demand jobs
33 shall be used for:**

34 **“(a) Programs that expose students to career and technical education programs that can
35 lead to high wage and high demand jobs.**

1 “(b) Career and Technical Education Revitalization grants awarded under ORS 344.075.

2 “(c) Student leadership organizations related to career and technical education programs
3 that can lead to high wage and high demand jobs.

4 “(d) Distribution to school districts to support career and technical education programs
5 in the school district that are approved by the Department of Education as being high quality
6 and that can lead to high wage and high demand jobs. Moneys must be distributed to each
7 school and public charter school in the school district based on the number of students en-
8 rolled at the school with the following characteristics:

9 “(A) Students who are enrolled in and earned three or more credits for courses that are
10 part of a career and technical education program that can lead to high wage and high de-
11 mand jobs and that are approved by the Department of Education.

12 “(B) Students who acquire an industry credential that can lead to a high wage and high
13 demand job and that is approved by the Department of Education.

14 “(C) Students described in subparagraph (A) or (B) of this paragraph who are historically
15 underserved, as defined by the State Board of Education by rule.

16 “(e) Administration of grants for the purpose of expanding teacher training programs and
17 opportunities related to career and technical education that can lead to high wage and high
18 demand jobs.

19 “(f) Administration of a pilot program to increase students’ exposure and access to ca-
20 reer and technical education that can lead to high wage and high demand jobs.

21 “(5) Except as otherwise provided, moneys distributed under subsections (3) and (4) of
22 this section shall be distributed to school districts, education service districts, public schools,
23 public charter schools, community colleges or public universities or any thereof in partner-
24 ship with youth job development organizations, as defined in ORS 344.415, nonprofit organ-
25 izations or other entities identified by the State Board of Education by rule.

26 “(6) From the moneys available under subsection (2) of this section, the Department of
27 Education, the STEM Investment Council and the committee established under ORS 344.075
28 combined may retain no more than a total of five percent of all moneys distributed for a
29 fiscal year for administrative expenses incurred under this section.

30 “(7) The Department of Education, in collaboration with the STEM Investment Council
31 and the committee established under ORS 344.075, shall submit a biennial report to the Leg-
32 islative Assembly related to distributions made under this section. The report must include
33 metrics that identify how distributions made under this section are contributing to the de-
34 velopment of a skilled workforce that is able to secure high wage and high demand jobs.

35 “**SECTION 2.** Section 1 of this 2015 Act is amended to read:

36 “**Sec. 1.** (1) Activities related to science, technology, engineering and mathematics education
37 and activities related to career and technical education that can lead to high wage and high demand
38 jobs shall be funded as provided by this section.

39 “(2) The Department of Education shall distribute moneys [*appropriated to the department, or*
40 *otherwise made available to the department, for the purpose of funding activities related to science,*
41 *technology, engineering and mathematics education and activities related to career and technical edu-*
42 *cation. Distributions shall be made*] **in the Connecting Education to Careers Account established**
43 **by section 3 of this 2015 Act** as follows:

44 “(a) [*Thirty-five*] **Forty** percent for activities related to science, technology, engineering and
45 mathematics education that are described in subsection (3) of this section. **Moneys shall be dis-**

1 **tributed by the department under this paragraph based on recommendations of the STEM**
2 **Investment Council.**

3 “(b) [*Sixty-five*] **Sixty** percent for activities related to career and technical education that can
4 lead to high wage and high demand jobs and that are described in subsection (4) of this section.
5 **Moneys shall be distributed by the department under this paragraph based on recommen-**
6 **dations of the committee established under ORS 344.075.**

7 “(3) Moneys distributed as provided by subsection (2)(a) of this section to fund activities related
8 to science, technology, engineering and mathematics education shall be used to:

9 “(a) Expand and sustain regional networks that support science, technology, engineering and
10 mathematics.

11 “(b) Award grants that expand the implementation of effective programs related to science,
12 technology, engineering and mathematics, that propose innovative approaches or programs related
13 to science, technology, engineering and mathematics or that provide professional development re-
14 lated to teaching science, technology, engineering and mathematics.

15 “(c) Provide funding to recruit, retain and support underserved students, as defined by the State
16 Board of Education by rule, for programs that are offered at community colleges and public uni-
17 versities and that can lead to high wage and high demand jobs related to science, technology, en-
18 gineering and mathematics.

19 “(d) Develop a systematic survey of facility use to determine how savings for science, technol-
20 ogy, engineering and mathematics education can be achieved.

21 “(e) **Fund any other activities related to science, engineering and mathematics education**
22 **that are identified by the STEM Investment Council.**

23 “(4) Moneys distributed as provided by subsection (2)(b) of this section to fund activities related
24 to career and technical education that can lead to high wage and high demand jobs shall be used
25 for:

26 “(a) Programs that expose students to career and technical education programs that can lead
27 to high wage and high demand jobs.

28 “(b) Career and Technical Education Revitalization grants awarded under ORS 344.075.

29 “(c) Student leadership organizations related to career and technical education programs that
30 can lead to high wage and high demand jobs.

31 “(d) Distribution to school districts to support career and technical education programs in the
32 school district that are approved by the Department of Education as being high quality and that can
33 lead to high wage and high demand jobs. Moneys must be distributed to each school and public
34 charter school in the school district based on the number of students enrolled at the school with the
35 following characteristics:

36 “(A) Students who are enrolled in and earned three or more credits for courses that are part
37 of a career and technical education program that can lead to high wage and high demand jobs and
38 that are approved by the Department of Education.

39 “(B) Students who acquire an industry credential that can lead to a high wage and high demand
40 job and that is approved by the Department of Education.

41 “(C) Students described in subparagraph (A) or (B) of this paragraph who are historically
42 underserved, as defined by the State Board of Education by rule.

43 “(e) Administration of grants for the purpose of expanding teacher training programs and op-
44 portunities related to career and technical education that can lead to high wage and high demand
45 jobs.

1 “(f) Administration of a pilot program to increase students’ exposure and access to career and
2 technical education that can lead to high wage and high demand jobs.

3 “(g) **Funding any other activities related to career and technical education that can lead**
4 **to high wage and high demand jobs and that are identified by the committee established un-**
5 **der ORS 344.075.**

6 “(5) Except as otherwise provided, moneys distributed under subsections (3) and (4) of this sec-
7 tion shall be distributed to school districts, education service districts, public schools, public charter
8 schools, community colleges or public universities or any thereof in partnership with youth job de-
9 velopment organizations, as defined in ORS 344.415, nonprofit organizations or other entities iden-
10 tified by the State Board of Education by rule.

11 “(6) From the moneys available under subsection (2) of this section, the Department of Educa-
12 tion, the STEM Investment Council and the committee established under ORS 344.075 combined may
13 retain no more than a total of five percent of all moneys distributed for a fiscal year for adminis-
14 trative expenses incurred under this section.

15 “(7) The Department of Education, in collaboration with the STEM Investment Council and the
16 committee established under ORS 344.075, shall submit a biennial report to the Legislative Assembly
17 related to distributions made under this section. The report must include metrics that identify how
18 distributions made under this section are contributing to the development of a skilled workforce that
19 is able to secure high wage and high demand jobs.

20 “**SECTION 3. The Connecting Education to Careers Account is established in the State**
21 **Treasury, separate and distinct from the General Fund. Interest earned by the Connecting**
22 **Education to Careers Account shall be credited to the account. Moneys in the account are**
23 **continuously appropriated to the Department of Education for distribution as provided by**
24 **section 1 of this 2015 Act.**

25 “**SECTION 4. Section 3 of this 2015 Act and the amendments to section 1 of this 2015 Act**
26 **by section 2 of this 2015 Act become operative on July 1, 2017.**

27 “**SECTION 5.** ORS 326.500 is amended to read:

28 “326.500. (1) The STEM Investment Council is established. The council shall function under the
29 direction and control of the Oregon Education Investment Board established by section 1, chapter
30 519, Oregon Laws 2011.

31 “(2)(a) The council is established for the purpose of assisting the Chief Education Officer in de-
32 veloping and overseeing a long-term strategy that advances the following educational goals related
33 to science, technology, engineering and mathematics:

34 “(A) Double the percentage of students in 4th and 8th grades who are proficient or advanced in
35 mathematics and science, as determined using a nationally representative assessment of students’
36 knowledge in mathematics and science; and

37 “(B) Double the number of students who earn a post-secondary degree requiring proficiency in
38 science, technology, engineering or mathematics.

39 “(b) Achievement of the goals described in paragraph (a) of this subsection shall be determined
40 based on a comparison between the 2014-2015 school year or academic year and the 2024-2025 school
41 year or academic year.

42 “(3) To advance the educational goals described in subsection (2) of this section, the council
43 shall make recommendations to [*the Chief Education Officer regarding*]:

44 “(a) The **Chief Education Officer regarding the** administration of the STEM Investment Grant
45 Program established in ORS 327.380; [*and*]

1 **“(b) The Superintendent of Public Instruction regarding the distribution of moneys under**
2 **section 1 of this 2015 Act; and**

3 **“[(b)] (c) The Chief Education Officer regarding** other investments in science, technology,
4 engineering and mathematics that are made or overseen by the Oregon Education Investment Board.

5 “(4) The council consists of nine members from the private sector who are appointed by the
6 Chief Education Officer and serve at the pleasure of the Chief Education Officer.

7 “(5) To aid and advise the council in the performance of the council’s duties, the council:

8 “(a) Shall recruit educators and administrators from kindergarten through grade 12 and from
9 post-secondary education to be nonvoting advisory members of the council;

10 “(b) May recruit nonvoting advisory members to the council who are in addition to the members
11 identified in paragraph (a) of this subsection; and

12 “(c) May establish advisory and technical committees that the council considers necessary.

13 “(6)(a) The Chief Education Officer shall appoint a council director. The council director shall
14 serve at the pleasure of the Chief Education Officer.

15 “(b) Except as otherwise directed by the Chief Education Officer, the activities of the council
16 shall be directed and supervised by the council director.

17 “(7) Members of the council are not entitled to compensation or reimbursement for expenses and
18 serve as volunteers of the council.

19 “(8) The council shall report annually to the Oregon Education Investment Board and the Leg-
20 islative Assembly on the progress made toward achieving the goals described in subsection (2) of
21 this section and the distribution of funds under the STEM Investment Grant Program.

22 **“SECTION 6.** ORS 326.500, as amended by section 4, chapter 739, Oregon Laws 2013, is
23 amended to read:

24 **“326.500. (1)** The STEM Investment Council is established. The council shall function under the
25 joint direction and control of the State Board of Education and the State Board of Higher Education.

26 **“(2)(a)** The council is established for the purpose of assisting the Superintendent of Public In-
27 struction, the Commissioner for Community College Services and the Chancellor of the Oregon
28 University System in jointly developing and overseeing a long-term strategy that advances the fol-
29 lowing educational goals related to science, technology, engineering and mathematics:

30 **“(A)** Double the percentage of students in 4th and 8th grades who are proficient or advanced in
31 mathematics and science, as determined using a nationally representative assessment of students’
32 knowledge in mathematics and science; and

33 **“(B)** Double the number of students who earn a post-secondary degree requiring proficiency in
34 science, technology, engineering or mathematics.

35 **“(b)** Achievement of the goals described in paragraph (a) of this subsection shall be determined
36 based on a comparison between the 2014-2015 school year or academic year and the 2024-2025 school
37 year or academic year.

38 **“(3)** To advance the educational goals described in subsection (2) of this section, the council
39 shall make recommendations to:

40 **“(a)** The Superintendent of Public Instruction regarding the administration of the STEM In-
41 vestment Grant Program established in ORS 327.380; *[and]*

42 **“(b) The Superintendent of Public Instruction regarding the distribution of moneys under**
43 **section 1 of this 2015 Act; and**

44 **“[(b)] (c)** The Superintendent of Public Instruction, the Commissioner for Community College
45 Services and the Chancellor of the Oregon University System regarding other investments in sci-

1 ence, technology, engineering and mathematics that are made or overseen by the State Board of
2 Education or the State Board of Higher Education.

3 “(4) The council consists of nine members from the private sector who are jointly appointed by
4 the Superintendent of Public Instruction, the Commissioner for Community College Services and the
5 Chancellor of the Oregon University System and serve at the pleasure of the superintendent, com-
6 missioner and chancellor.

7 “(5) To aid and advise the council in the performance of the council’s duties, the council:

8 “(a) Shall recruit educators and administrators from kindergarten through grade 12 and from
9 post-secondary education to be nonvoting advisory members of the council;

10 “(b) May recruit nonvoting advisory members to the council who are in addition to the members
11 identified in paragraph (a) of this subsection; and

12 “(c) May establish advisory and technical committees that the council considers necessary.

13 “(6)(a) The Superintendent of Public Instruction, the Commissioner for Community College Ser-
14 vices and the Chancellor of the Oregon University System shall jointly appoint a council director.
15 The council director shall serve at the pleasure of the superintendent, commissioner and chancellor.

16 “(b) Except as otherwise directed by the Superintendent of Public Instruction, the Commissioner
17 for Community College Services and the Chancellor of the Oregon University System, the activities
18 of the council shall be directed and supervised by the council director.

19 “(7) Members of the council are not entitled to compensation or reimbursement for expenses and
20 serve as volunteers of the council.

21 “(8) The council shall submit an annual report to the State Board of Education, the State Board
22 of Higher Education and the Legislative Assembly on the progress made toward achieving the goals
23 described in subsection (2) of this section and the distribution of funds under the STEM Investment
24 Grant Program.

25 “**SECTION 7.** ORS 326.500, as amended by sections 4 and 6, chapter 739, Oregon Laws 2013, is
26 amended to read:

27 “326.500. (1) The STEM Investment Council is established. The council shall function under the
28 joint direction and control of the State Board of Education and the State Board of Higher Education.

29 “(2)(a) The council is established for the purpose of assisting the Superintendent of Public In-
30 struction, the Commissioner for Community College Services and the Chancellor of the Oregon
31 University System in jointly developing and overseeing a long-term strategy that advances the fol-
32 lowing educational goals related to science, technology, engineering and mathematics:

33 “(A) Having a specified percentage of students in 4th and 8th grades who are proficient or ad-
34 vanced in mathematics and science, as determined using a nationally representative assessment of
35 students’ knowledge in mathematics and science; and

36 “(B) Having a specified number of students who earn a post-secondary degree requiring profi-
37 ciency in science, technology, engineering or mathematics.

38 “(b) Achievement of the goals described in paragraph (a) of this subsection shall be determined
39 based on percentages and numbers determined by the council.

40 “(3) To advance the educational goals described in subsection (2) of this section, the council
41 shall make recommendations to:

42 “(a) The Superintendent of Public Instruction regarding the administration of the STEM In-
43 vestment Grant Program established in ORS 327.380; [and]

44 “(b) **The Superintendent of Public Instruction regarding the distribution of moneys under**
45 **section 1 of this 2015 Act; and**

1 “[(b)] (c) The Superintendent of Public Instruction, the Commissioner for Community College
2 Services and the Chancellor of the Oregon University System regarding other investments in sci-
3 ence, technology, engineering and mathematics that are made or overseen by the State Board of
4 Education or the State Board of Higher Education.

5 “(4) The council consists of nine members from the private sector who are jointly appointed by
6 the Superintendent of Public Instruction, the Commissioner for Community College Services and the
7 Chancellor of the Oregon University System and serve at the pleasure of the superintendent, com-
8 missioner and chancellor.

9 “(5) To aid and advise the council in the performance of the council’s duties, the council:

10 “(a) Shall recruit educators and administrators from kindergarten through grade 12 and from
11 post-secondary education to be nonvoting advisory members of the council;

12 “(b) May recruit nonvoting advisory members to the council who are in addition to the members
13 identified in paragraph (a) of this subsection; and

14 “(c) May establish advisory and technical committees that the council considers necessary.

15 “(6)(a) The Superintendent of Public Instruction, the Commissioner for Community College Ser-
16 vices and the Chancellor of the Oregon University System shall jointly appoint a council director.
17 The council director shall serve at the pleasure of the superintendent, commissioner and chancellor.

18 “(b) Except as otherwise directed by the Superintendent of Public Instruction, the Commissioner
19 for Community College Services and the Chancellor of the Oregon University System, the activities
20 of the council shall be directed and supervised by the council director.

21 “(7) Members of the council are not entitled to compensation or reimbursement for expenses and
22 serve as volunteers of the council.

23 “(8) The council shall submit an annual report to the State Board of Education, the State Board
24 of Higher Education and the Legislative Assembly on the progress made toward achieving the goals
25 described in subsection (2) of this section and the distribution of funds under the STEM Investment
26 Grant Program.

27 “**SECTION 8.** ORS 344.075 is amended to read:

28 “344.075. (1) The Career and Technical Education Revitalization Grant Program is established
29 within the Department of Education.

30 “(2) Subject to the availability of funds, the department shall award grants each biennium to
31 school districts, education service districts, public schools or public charter schools, or any combi-
32 nation thereof or in partnership with youth job development organizations as defined in ORS 344.415,
33 for the uses described in subsection (3) of this section.

34 “(3) Grants received under this section must be used to enhance the collaboration between ed-
35 ucation providers and employers by:

36 “(a) Developing or enhancing career and technical education programs of study;

37 “(b) Expanding the professional growth of and career opportunities for students through career
38 and technical education programs;

39 “(c) Assessing the ability of each career and technical education program to meet workforce
40 needs and give students the skills required for jobs in this state that provide high wages and are in
41 high demand; and

42 “(d) Supporting the achievement of the high school diploma requirements established under ORS
43 329.451.

44 “(4) Any school district, education service district, public school or public charter school, or any
45 combination thereof or in partnership with a youth job development organization as defined in ORS

1 344.415, may apply for a grant under this section.

2 “(5)(a) The department and the Bureau of Labor and Industries shall jointly establish a com-
3 mittee to:

4 “(A) **Assist with the grant program established under this section, including [set] setting**
5 **goals for the program, [develop] developing grant criteria, [review] reviewing** all grant applications
6 **and [make] making** recommendations related to the awarding of grants.

7 “(B) **Make recommendations to the Superintendent of Public Instruction related to the**
8 **distribution of moneys under section 1 of this 2015 Act.**

9 “(b) The committee **established by this subsection** must **equally** represent business, industry,
10 labor and education providers.

11 “[b)] (c) The department in awarding grants, and the committee in fulfilling its duties related
12 to grants, shall award grants based on the ability of the applicant to use the grant as required under
13 subsection (3) of this section. In addition, the department and the committee shall give priority to
14 applicants that:

15 “(A) Represent a diverse number of students served and a diverse selection of geographic lo-
16 cations;

17 “(B) Have received commitments from business, industry, labor or education providers to en-
18 hance collaboration and to provide resources for any collaborative efforts; and

19 “(C) Demonstrate that the collaboration between education providers and employers enhanced
20 by the grant will be sustainable beyond the life of the grant.

21 “(6) The State Board of Education may adopt any rules necessary for the implementation of this
22 section.

23 “(7) The department may pay the expenses incurred by the department in administering this
24 section out of moneys that are available to the department for purposes of awarding grants under
25 this section. For each biennium, the department may spend on administrative expenses an amount
26 that does not exceed five percent of the total amount of moneys available to the department during
27 the biennium for purposes of awarding grants under this section.

28 “**SECTION 9. The amendments to ORS 326.500 and 344.075 by sections 5 to 8 of this 2015**
29 **Act become operative on July 1, 2015.**

30 “**SECTION 10. The Teacher Standards and Practices Commission shall advance the policy**
31 **on career and technical education described in ORS 344.055 by:**

32 “(1) **Establishing and regularly updating the requirements for a teacher preparation**
33 **program for prospective career and technical education teachers with trade or industry ex-**
34 **perience. The requirements must:**

35 “(a) **Identify a minimum number of required credit hours for a program; and**

36 “(b) **Be established and regularly updated based on consultations with relevant trade or**
37 **industry stakeholders, the Department of Education and the Higher Education Coordinating**
38 **Commission.**

39 “(2) **Collaborating with the Department of Education to:**

40 “(a) **Enable experts in trade or industry to become teachers of career and technical ed-**
41 **ucation, which may be accomplished through a limited license or alternative requirements**
42 **for licensure;**

43 “(b) **Coordinate communications about career and technical education, as described in**
44 **section 11 (3)(b) of this 2015 Act; and**

45 “(c) **Review statutes and rules for necessary changes and to review and recommend al-**

1 alternative methods to increase available funding options.

2 **“SECTION 11.** The Department of Education shall advance the policy on career and
3 technical education described in ORS 344.055 by:

4 **“(1)** Administering the distribution of grants or entering into contracts for the purpose
5 of expanding teacher training programs related to career and technical education that can
6 lead to high wage and high demand jobs. Grants awarded, or contracts entered into, under
7 this subsection may be funded with moneys available under section 1 of this 2015 Act and
8 must:

9 **“(a)** Not exceed \$250,000 per grant or contract;

10 **“(b)** Be awarded to, or be entered with, a teacher education program or a teacher edu-
11 cation institution, regardless of whether courses are offered in a traditional setting, by an
12 alternative delivery method or by an alternative time frame;

13 **“(c)** Be awarded or entered into for a teacher education program that has a plan for re-
14 cruiting students to the program;

15 **“(d)** Be used to develop and provide coursework that:

16 **“(A)** Qualifies for credit or as professional development and that satisfies licensure or
17 endorsement requirements; and

18 **“(B)** Is provided in a broad group of instructional areas that are grouped to give context
19 for academic, technical and career learning; and

20 **“(e)** To the extent practicable, align with grant distribution requirements of the Career
21 and Technical Education Revitalization Grant Program described in ORS 344.075.

22 **“(2)** Developing and supporting the infrastructure for an online system that is accessible
23 statewide and that delivers courses and professional development to teachers of career and
24 technical education. For the purpose of this subsection, the department may retain up to
25 eight percent of the moneys available to the department under this section.

26 **“(3)** Collaborating with the Teacher Standards and Practices Commission to:

27 **“(a)** Enable experts in trade or industry to become teachers of career and technical ed-
28 ucation;

29 **“(b)** Coordinate communications about career and technical education, including com-
30 munications:

31 **“(A)** Intended to identify potential teachers of career and technical education from trade
32 or industry;

33 **“(B)** With experts in trades or industry about the requirements for transitioning from
34 employment in a trade or an industry to teaching; and

35 **“(C)** With teacher education programs and teacher education institutions about teaching
36 opportunities related to career and technical education; and

37 **“(c)** Review statutes and rules for necessary changes and to review and recommend al-
38 ternative methods to increase available funding options.

39 **“(4)** Awarding a grant to the Oregon Education Investment Board to develop and main-
40 tain the website described in section 12 of this 2015 Act.

41 **“SECTION 12.** (1) The Oregon Education Investment Board, in consultation with the
42 Department of Education, shall develop and maintain a website on which is posted:

43 **“(a)** Information about effective ways for career and technical education teachers to ease
44 the transition from being employed in a trade or an industry to teaching;

45 **“(b)** Job openings at school districts for jobs that are related to career and technical

1 **education;**

2 **“(c) Information about on-demand career and technical education courses that are pro-**
3 **vided by teacher education programs and teacher education institutions; and**

4 **“(d) Information about professional development opportunities for career and technical**
5 **education teachers that are provided by public or private entities.**

6 **“(2) Postings made on the website may be made by public or private entities in accord-**
7 **ance with standards established by the Oregon Education Investment Board.**

8 **“SECTION 13.** Section 11 of this 2015 Act is amended to read:

9 **“Sec. 11.** The Department of Education shall advance the policy on career and technical edu-
10 cation described in ORS 344.055 by:

11 **“(1) Administering the distribution of grants or entering into contracts for the purpose of ex-**
12 **anding teacher training programs related to career and technical education that can lead to high**
13 **wage and high demand jobs. Grants awarded, or contracts entered into, under this subsection may**
14 **be funded with moneys available under section 1 of this 2015 Act and must:**

15 **“(a) Not exceed \$250,000 per grant or contract;**

16 **“(b) Be awarded to, or be entered with, a teacher education program or a teacher education**
17 **institution, regardless of whether courses are offered in a traditional setting, by an alternative de-**
18 **livery method or by an alternative time frame;**

19 **“(c) Be awarded or entered into for a teacher education program that has a plan for recruiting**
20 **students to the program;**

21 **“(d) Be used to develop and provide coursework that:**

22 **“(A) Qualifies for credit or as professional development and that satisfies licensure or endorse-**
23 **ment requirements; and**

24 **“(B) Is provided in a broad group of instructional areas that are grouped to give context for**
25 **academic, technical and career learning; and**

26 **“(e) To the extent practicable, align with grant distribution requirements of the Career and**
27 **Technical Education Revitalization Grant Program described in ORS 344.075.**

28 **“(2) Developing and supporting the infrastructure for an online system that is accessible state-**
29 **wide and that delivers courses and professional development to teachers of career and technical**
30 **education. For the purpose of this subsection, the department may retain up to eight percent of the**
31 **moneys available to the department under this section.**

32 **“(3) Collaborating with the Teacher Standards and Practices Commission to:**

33 **“(a) Enable experts in trade or industry to become teachers of career and technical education;**

34 **“(b) Coordinate communications about career and technical education, including communi-**
35 **cations:**

36 **“(A) Intended to identify potential teachers of career and technical education from trade or in-**
37 **dustry;**

38 **“(B) With experts in trades or industry about the requirements for transitioning from employ-**
39 **ment in a trade or an industry to teaching; and**

40 **“(C) With teacher education programs and teacher education institutions about teaching oppor-**
41 **tunities related to career and technical education; and**

42 **“(c) Review statutes and rules for necessary changes and to review and recommend alternative**
43 **methods to increase available funding options.**

44 **“(4) [Awarding a grant to the Oregon Education Investment Board to develop and maintain] De-**
45 **veloping and maintaining the website described in section 12 of this 2015 Act.**

1 “**SECTION 14.** Section 12 of this 2015 Act is amended to read:

2 “**Sec. 12.** (1) [*The Oregon Education Investment Board, in consultation with*] The Department of
3 Education[,] shall develop and maintain a website on which is posted:

4 “(a) Information about effective ways for career and technical education teachers to ease the
5 transition from being employed in a trade or an industry to teaching;

6 “(b) Job openings at school districts for jobs that are related to career and technical education;

7 “(c) Information about on-demand career and technical education courses that are provided by
8 teacher education programs and teacher education institutions; and

9 “(d) Information about professional development opportunities for career and technical educa-
10 tion teachers that are provided by public or private entities.

11 “(2) Postings made on the website may be made by public or private entities in accordance with
12 standards established by the [*Oregon Education Investment Board*] **State Board of Education.**

13 “**SECTION 15.** Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter
14 37, Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon
15 Laws 2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013,
16 section 5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section
17 6, chapter 778, Oregon Laws 2013, is amended to read:

18 “**Sec. 10.** (1) Sections 1, 2, 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March
19 15, 2016.

20 “(2) The amendments to [*section 2 of this 2013 Act*] **ORS 342.208** by section 4, **chapter 286,**
21 **Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

22 “(3) The amendments to ORS 326.021 by section 88, **chapter 624, Oregon Laws 2013,** [*of this*
23 *2013 Act*] become operative on March 15, 2016.

24 “(4) The amendments to [*sections 1, 2, 3 and 4 of this 2013 Act*] **ORS 327.800, 327.810, 327.815**
25 **and 327.820** by sections 5, 6, 7 and 8, **chapter 660, Oregon Laws 2013,** [*of this 2013 Act*] become
26 operative on March 15, 2016.

27 “(5) The amendments to [*section 1 of this 2013 Act*] **ORS 342.950** by section 2, **chapter 661,**
28 **Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

29 “(6) The amendments to [*section 1 of this 2013 Act*] **ORS 326.500** by section 4, **chapter 739,**
30 **Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

31 “(7) The amendments to [*section 7 of this 2013 Act*] **ORS 327.380** by section 8, **chapter 739,**
32 **Oregon Laws 2013,** [*of this 2013 Act*] become operative on March 15, 2016.

33 “(8) The amendments to ORS 342.443 by section 5, **chapter 778, Oregon Laws 2013,** [*of this 2013*
34 *Act*] become operative on March 15, 2016.

35 “(9) **The amendments to sections 11 and 12 of this 2015 Act by sections 13 and 14 of this**
36 **2015 Act become operative on March 15, 2016.**

37 “[(9)] (10) The amendments to [*section 1 of this 2013 Act*] **ORS 326.500** by section 6, **chapter 739,**
38 **Oregon Laws 2013,** [*of this 2013 Act*] become operative on July 1, 2025.

39 “**SECTION 16.** (1) **The Department of Education shall administer a pilot program to in-**
40 **crease students’ exposure and access to career and technical education that can lead to high**
41 **wage and high demand jobs.**

42 “(2) **Under the pilot program, the school district board of a school district participating**
43 **in the pilot program must:**

44 “(a) **Ensure that career and technical education courses are developed so that, either as**
45 **individual courses or as a series of courses, the courses satisfy:**

1 “(A) Credit requirements under ORS 329.451.

2 “(B) Requirements for admission to community colleges and public universities in this
3 state.

4 “(C) When appropriate, credit requirements for accelerated college credit programs.

5 “(b) Adopt full or partial course equivalencies for career and technical education courses
6 and other courses offered in the high schools of the school district.

7 “(c) Develop a procedure for approving full or partial course equivalencies for career and
8 technical education courses and related courses that are offered:

9 “(A) In the high schools of the school district; and

10 “(B) Through a community college, an apprenticeship program or an on-the-job training
11 program.

12 “(3) The Department of Education shall assist school districts participating in the pilot
13 program by:

14 “(a) Recommending career and technical education curricula or standards that assist in
15 making a career and technical education course equivalent to another high school course.

16 “(b) Providing information about effective practices to develop and approve a career and
17 technical education course to be equivalent to another high school course in a core academic
18 subject.

19 “(c) Providing professional development and technical assistance to school districts in
20 collaboration with the Higher Education Coordinating Commission and the Teacher Stan-
21 dards and Practices Commission.

22 “(d) When appropriate, entering into contracts with public or private entities to provide
23 technical assistance to school districts participating in the pilot program.

24 “(4) The Department of Education shall identify at least three school districts to partic-
25 ipate in the pilot program. To the extent practicable, the department shall select school
26 districts that represent a demographic diversity.

27 “(5)(a) The Department of Education shall award grants to school districts that partic-
28 ipate in the pilot program from moneys available to the department for the pilot program,
29 including moneys distributed under section 1 of this 2015 Act.

30 “(b) Grants shall be awarded in a manner that allows a school district to develop stan-
31 dards to meet the requirements described in subsection (2) of this section and allows one
32 year to implement the standards.

33 “SECTION 17. The Department of Education shall submit reports on the progress of the
34 pilot program established by section 16 of this 2015 Act. A report shall be submitted to the
35 appropriate legislative committees on education no later than September 15, 2016, and Sep-
36 tember 15, 2017.

37 “SECTION 18. Sections 16 and 17 of this 2015 Act are repealed on January 2, 2018.

38 “SECTION 19. This 2015 Act being necessary for the immediate preservation of the public
39 peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect
40 July 1, 2015.”.

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