



JIM PIRO, Chair

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THOMPSON  
MORRISON

Staff:  
MARK LEWIS

# STEM Investment Council

August 28, 2015

9:00am – 12:00pm

2 World Trade Center

Mezzanine 3 & 4

121 SW Salmon St., Portland

*Call-In Information:*

*Dial (888) 204 5984*

*Code 992939*

## AGENDA

### **1. Welcome & Director Updates**

### **2. State prioritization of STEM and CTE**

Lindsey Capps, Interim Chief Education Officer / Education Policy Advisor  
Office of the Governor

### **3. Reviewing the Legislative Charge**

### **4. Post Secondary Equity & STEM**

Cheryl Myers, Chief of Staff, Higher Education Coordinating Commission

### **5. ODE STEM Investment Timeline**

Laura Roach, Oregon Department of Education

### **6. Subcommittee Reports**

### **7. Work plan development**

### **8. Public Comment**

*Members of the public wanting to give public testimony must sign in.*

*There will only be one speaker from each group.*

*Each individual speaker or group spokesman will have three (3) minutes.*

*All meetings of the STEM Investment Council are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@state.or.us. Requests for accommodation should be made at least 48 hours in advance.*



## **STEM Investment Council Roles & Responsibilities**

DRAFT, 8/20/15

### **1. Legislative Charge & Goals**

The Council is established for the purpose of assisting the Chief Education Officer in developing and overseeing a long-term strategy to meet the following educational goals by 2025<sup>1</sup> related to science, technology, engineering and mathematics:

- 1) Double the percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science, as determined using a nationally representative assessment of students' knowledge in mathematics and science.
- 2) Double the number of students who earn a post-secondary degree requiring proficiency in science, technology, engineering, or mathematics.

### **2. Direct Legislated Responsibilities**

- Develop a comprehensive, long-term strategic plan to meet the above goals, and which aligns with the State 40-40-20 goals as well as the interim milestones of the Oregon Education Investment Board.
- Make recommendations to the Chief Education Officer and the Superintendent of Public Instruction regarding investments in science, technology, engineering and mathematics that are made or overseen by the Oregon Education Investment Board.
- Establish annual goals and work plan specifying its principal focus areas for the coming year.
- Recruit educators and administrators from kindergarten through grade 12 and from post-secondary education to be nonvoting advisory members of the council.
- Report annually to the Chief Education Office and the Legislative Assembly on the progress made toward achieving the goals of the Council and the distribution of funds under the STEM Investment Grant Program.
- Create biennial report to the Legislature: The report must include metrics that identify how distributions are contributing to the development of a skilled workforce that is able to secure high wage and high demand jobs.
- Participate as ex officio member of the Oregon Talent Council, and create agreements to strategically align policies and investments with workforce and economic needs.

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<sup>1</sup> As determined based on a comparison between the 2014-2015 and the 2024-2025 academic years.



### 3. Overarching Roles and Work (in addition to above)

- Set the vision, the “north star,” the driving need behind this work. Communicate the sense of urgency and purpose.
- Guide data, research, and analysis to identify systemic barriers and factors that influence student interest, achievement, and attainment along the birth to workforce continuum in STEM, with particular attention to closing the achievement gap for underserved and under-represented individuals.
- Determine baseline metrics, 2014-15 school year, to assess progress toward goals of doubling attainment and performance in math and science.
- Expand and clarify academic and non-academic outcomes essential to meet the changing workforce and societal needs related to STEM.
- Define what is, and what is not, a STEM job as well as STEM degrees and other credentials.
- Identify and select key interim metrics to regularly monitor progress toward reaching the overarching STEM education goals.
- Develop partnerships with State and local workforce and economic development agencies to identify high-demand and high-growth STEM fields, and to more broadly integrate their initiatives with the education system. Translate economic and workforce needs into educational outcomes.
- Prioritize targeted policy and investment recommendations to advance STEM education that support the use of evidence-based practices, and scale approaches that demonstrate success.
- Secure public and private resources to support the STEM investments.
- Identify and invest in ways to create complementary STEM educational experiences between formal and afterschool STEM education providers.
- Seek input from multiple constituencies to identify barriers in the system (policies, cultures, behaviors, etc.) hindering ability to achieve goals, as well as implement strategies to overcome those barriers.
- Bring business cultural perspectives alongside education community to jointly “problem-solve” barriers—probe, challenge assumptions and the status quo, and help think differently about what is possible.
- Identify assets and leaders in the larger ecosystem to leverage change.
- Build public and political support for the strategies and changes sought, highlighting illustrative examples of success.
- Regularly monitor and report quantitative and qualitative impact of strategies and policies. Hold agencies and grantees publically accountable to outcomes, and incorporate “what works” into future strategies and policy recommendations.
- Mobilize statewide and regional STEM-CTE employers to provide intellectual, human, and material support.



## 5. Roles for STEM Investment Portfolio

	ODE/HECC	Chief Ed. Office	STEM Council
Recommend strategic investment priorities & goals	Input and support	Input and support	Leads
Garner political support	Input and support	Input and support	Leads
Establish targeted outcomes for investments	Near-term reporting	Ensures alignment	Long-term and interim
Interpret & clarify investment legislation & budget notes	Co-lead	Co-lead	
Alignment across initiatives	Co-lead	Co-lead	
Create or modify Administrative Rules	Author	Review	
Determine criteria for selection	Co-develop	Co-develop	Review
Create RFPs or Contracts	Author	Review & Approve	Review if needed
Design & manage review process	Co-develop	Co-develop	
Recruit, select, and prepare review panels	Leads	Recommends	Recommends
Review applications/proposals	Leads	Participant	Participate as desired
Final selection & approval of awards	Superintendent	Recommend	Review as desired
Disburse funds	Leads		
Oversees budget drawdowns & fiscal compliance	Leads	Involved as needed	
Site visits & progress monitoring	Leads	As desired	As desired
Data gathering and analysis to assess impact	From grantees, co-leads	Co-leads	Reviews analysis
Interim reporting	Receives, summarizes	Reviews	Reviews
Final reporting and communication of results	Receives, summarizes	Guides format, supports	
Legislative reporting	Co-lead	Co-lead	Co-lead
Identification of barriers	Co-lead	Co-lead	Review & probe
Policy recommendations	Supports	Co-lead	Co-leads
Modify investment strategy	Supports	Co-lead	Co-lead

## 7. Complementary work

- CTE Revitalization and other CTE investments
- TSPC alternative routes to licensure
- Workforce Innovation and Opportunity Act (CCWD)
- Network of Quality Teaching and Learning/Mentoring (ODE, CEEdO)
- Developmental mathematics redesign (HECC & ODE)
- Dropout prevention (HB 3499)
- Connection to Oregon Educator Network (online portal of resources)
- Connection to Educator Equity Advisory Group & ODE Equity Unit

## DRAFT Proposed 2015-17 STEM Investment Implementation Plan

### Underlying Principles:

- Not just about grants administration, compliance, and reporting.
- Should build statewide and regional capacity of key professional networks.
- Grants & funding should be tied specifically to outcomes we are trying to affect.
- Treat as managing an investment portfolio, wherein we are trying to maximize the return on investment, which will require:
  - Due diligence up front to assess implementation capacity, leadership, broader supports, sustainability, and use of evidence-based strategies.
  - More frequent monitoring of ongoing progress.
  - Provide ongoing technical assistance to increase capacity and quality.
  - Links to other investments to obtain synergies and create a more robust network.
- Different types of investments require different supports.
- Knowledge capture and dissemination is one of the returns on investment in addition to changing outcomes.
- Ensure closer coordination with complementary efforts such as CTE, NGSS, CCSS-M, 21<sup>st</sup> Century Grants, Math-Science Partnerships, and school improvement.

	Investment	Approx funding	Release Date	Award Date	Implementation notes
<b>STEM Hubs (\$5m)</b>	Backbone - Current	\$1.2m	Early Aug	Mid Sept	Current Hubs are already in the system. We would like to get \$ to them ASAP to ensure continuity of staffing the partnerships, though with accountability to specific backbone criteria. Draft criteria developed by OEIB and released to regions for feedback. Site visits are desired as part of assessing readiness.
	Backbone - Emerging	\$0.6m	Early Sept	Late Oct	Draft criteria developed by OEIB and released to regions for feedback. Site visit desired as part of assessing readiness. Provide low bar to release initial funds... more funds released once Partnership Plan is developed – by Spring 2016 to compete for program funds.
	Programming Investments	\$2.7m	1. Mid Aug 2. Feb '16	1. Mid Oct 2. April '16	Two rounds – Aug & Jan to accommodate new Hubs. Current Hubs could apply in both rounds. Use prior RFP as a model. Need to understand the legal difference between RFQ and RFP.

	STEM Network Development Grant	\$0.3m	Mid Aug	Early Sept	Interagency agreement with Oregon Solutions Network (PSU) to provide ongoing support for Hubs and create more integration with the RACs. They currently support RACs and Early Learning Hubs.
	Scale-up Initiatives	\$0.2m	Mid Aug	Late Sept	Awards to scale programs that serve multiple regions. Currently, two are being considered: <ul style="list-style-type: none"> <li>• Oregon Connections statewide licensing, plus some staffing to continue (South Metro Hub)</li> <li>• “Non-cognitive” assessment tools from Portland Hub</li> </ul>
Innovation grants (\$4.75m)	Math in Real Life PD	\$1.5m	TBD	TBD	Led by ODE Ed Specialist, Mark Freed, as part of the Oregon Math Project. Focus on shifting instructional practice through applied math. Should include STEM Hubs as part of the communication and implementation. Potential to connect with CTE teachers in partnership with Math teachers. Potential connection with MSPs.
	Math Adaptive Learning pilots	\$1m	TBD	TBD	Led by ODE Ed Specialist, Mark Freed, as part of the Oregon Math Project. Use inclusive process to identify qualifying platforms prior to RFP (?). Prioritize schools with high diversity and high poverty. Includes some technology, software licensing, and PD.
	Digital Literacy & Computer Science (Design Thinking through Technology)	\$0.75m	Late Aug	Mid Sept	Statewide development of PD and curriculum development. Implemented is association with the STEM Hubs. Also work with Regional CTE Coordinators.
	Out of School Programming	\$1.5m	Late Aug	Late Sept	Develop statewide network of out of school programming, serving underrepresented and underserved students in 4-8 grade to increase STEM identity, motivation, and career awareness.
Post-Sec	Post-secondary Success	\$2m	August	July '15	Funding to be coordinated through the HECC in consultation with Equity and Diversity workgroup led by Cheryl Meyers. ~3-month design phase needed before issuing RFPs to institutions. Possibly select a lead institution to coordinate cross-institutional support.

<b>Robotics</b>	FIRST Robotics	\$0.5m	TBD	TBD	Managed by CTE unit at ODE. Ensure that STEM Hubs are informed of activities.
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**Enrolled**  
**House Bill 2636**

Sponsored by Representative HARKER, Senators STEINER HAYWARD, KNOPP; Representatives DAVIS, VEGA PEDERSON (Presession filed.)

CHAPTER .....

AN ACT

Relating to advancement of STEM educational goals; creating new provisions; amending section 10, chapter 519, Oregon Laws 2011; appropriating money; and declaring an emergency.

Whereas a highly educated workforce is critical to Oregon’s ability to compete in the global economy; and

Whereas all Oregon employers need employees to have basic knowledge and skills in science, technology, engineering and mathematics (STEM); and

Whereas Oregon employers need access to highly educated professionals with advanced STEM skills for the purpose of creating competitive products and services that draw money into Oregon’s economy and create jobs; and

Whereas providing high quality STEM educational opportunities for Oregon residents allows the residents to participate in highly rewarding careers and to create products and services through a wide variety of jobs; and

Whereas economic studies have shown that investments in STEM education result in increases in personal income, public revenue and General Fund revenue; and

Whereas identifying clear goals, establishing oversight that ensures accountability, and determining and achieving specific measurable outcomes are critical for success; and

Whereas formal and informal collaboration between kindergarten through grade 12 schools, community colleges and public and private colleges and universities is essential to achieving improvements in STEM education; and

Whereas a wide variety of best practices are available to increase students’ interest and proficiency in STEM education, including internships, mentorships, magnet schools, out-of-school programs, regional hubs, collective impact partnerships and teacher professional development; now, therefore,

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

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

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

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

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

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

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

(a) The administration of the STEM Investment Grant Program established in section 7 of this 2013 Act; and

(b) Other investments in science, technology, engineering and mathematics that are made or overseen by the Oregon Education Investment Board.

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

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

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

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

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

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

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

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

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

**SECTION 2.** When developing the long-term strategy that advances the educational goals related to science, technology, engineering and mathematics described in section 1 (2) of this 2013 Act, the STEM Investment Council shall take into consideration the findings of the report submitted by the Task Force on STEM Access and Success as required by section 1, chapter 94, Oregon Laws 2012.

**SECTION 3.** Section 2 of this 2013 Act is repealed on June 30, 2018.

**SECTION 4.** Section 1 of this 2013 Act is amended to read:

**Sec. 1.** (1) The STEM Investment Council is established. The council shall function under the joint direction and control of the [*Oregon Education Investment Board established by section 1, chapter 519, Oregon Laws 2011*] **State Board of Education and the State Board of Higher Education.**

(2)(a) The council is established for the purpose of assisting the [*Chief Education Officer in*] **Superintendent of Public Instruction, the Commissioner for Community College Services and the Chancellor of the Oregon University System in jointly** developing and overseeing a long-term strategy that advances the following educational goals related to science, technology, engineering and mathematics:

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

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

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

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

(a) **The Superintendent of Public Instruction** regarding[.]

*[(a)]* the administration of the STEM Investment Grant Program established in section 7 of this 2013 Act; and

(b) **The Superintendent of Public Instruction, the Commissioner for Community College Services and the Chancellor of the Oregon University System** regarding other investments in science, technology, engineering and mathematics that are made or overseen by the *[Oregon Education Investment Board]* **State Board of Education or the State Board of Higher Education**.

(4) The council consists of nine members from the private sector who are jointly appointed by the *[Chief Education Officer]* **Superintendent of Public Instruction, the Commissioner for Community College Services and the Chancellor of the Oregon University System** and serve at the pleasure of the *[Chief Education Officer]* **superintendent, commissioner and chancellor**.

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

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

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

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

(6)(a) The *[Chief Education Officer shall]* **Superintendent of Public Instruction, the Commissioner for Community College Services and the Chancellor of the Oregon University System** shall jointly appoint a council director. The council director shall serve at the pleasure of the *[Chief Education Officer]* **superintendent, commissioner and chancellor**.

(b) Except as otherwise directed by the *[Chief Education Officer]* **Superintendent of Public Instruction, the Commissioner for Community College Services and the Chancellor of the Oregon University System**, the activities of the council shall be directed and supervised by the council director.

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

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

**SECTION 5.** Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, is amended to read:

**Sec. 10.** (1) Sections 1, 2, 3, 5, 6 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.

(2) **The amendments to section 1 of this 2013 Act by section 4 of this 2013 Act become operative on March 15, 2016.**

(3) **The amendments to section 7 of this 2013 Act by section 8 of this 2013 Act become operative on March 15, 2016.**

(4) **The amendments to section 1 of this 2013 Act by section 6 of this 2013 Act become operative on July 1, 2025.**

**SECTION 6.** Section 1 of this 2013 Act, as amended by section 4 of this 2013 Act, is amended to read:

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

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

(A) *[Double the]* **Having a specified** percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science, as determined using a nationally representative assessment of students' knowledge in mathematics and science; and

(B) *[Double the]* **Having a specified** number of students who earn a post-secondary degree requiring proficiency in science, technology, engineering or mathematics.

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

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

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

(a) The Superintendent of Public Instruction regarding the administration of the STEM Investment Grant Program established in section 7 of this 2013 Act; and

(b) The Superintendent of Public Instruction, the Commissioner for Community College Services and the Chancellor of the Oregon University System regarding other investments in science, technology, engineering and mathematics that are made or overseen by the State Board of Education or the State Board of Higher Education.

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

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

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

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

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

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

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

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

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

**SECTION 7. (1) The STEM Investment Grant Program is established to provide funding to school districts, community colleges and public universities listed in ORS 352.002 to advance the goals described in section 1 (2) of this 2013 Act.**

**(2) The STEM Investment Council shall evaluate grant applications and make recommendations on the applications to the Chief Education Officer. Under the direction of the Chief Education Officer, the Department of Education shall distribute moneys for the grant program and otherwise administer the grant program.**

**(3)(a) An application for a grant awarded under this section may be submitted by:**

(A) A school district;  
(B) A community college district;  
(C) A public university;  
(D) The Department of Education;  
(E) The Department of Community Colleges and Workforce Development;  
(F) The Oregon University System;  
(G) Any other state agency; or  
(H) Any combination of entities identified in this paragraph that are organized as a partnership or a regional effort to improve student achievement in science, technology, engineering or mathematics.

(b) A grant awarded under this section may be used for:

(A) Classroom or extracurricular activities that further the development of skills related to science, technology, engineering or mathematics; or

(B) A project that is related to science, technology, engineering or mathematics and that involves collaboration with a private entity.

(4) When evaluating applications for a grant, the council:

(a) Shall give priority to applications for activities or projects that produce the largest impact at the lowest cost or for the greatest number of students throughout this state, including grants for activities or projects that:

(A) Are determined by the council to be likely to become self-supporting within three years;

(B) Expand evidence-based, effective practices in science, technology, engineering or mathematics;

(C) Can be replicated by other entities in this state;

(D) Show evidence of attracting matching funds;

(E) If the applicant is an entity identified in subsection (3)(a)(A) to (C) of this section, have demonstrable support from the governing body of the entity;

(F) Help improve access by underrepresented groups to activities that involve science, technology, engineering or mathematics; or

(G) Are elements of a partnership or a regional effort to improve student achievement in science, technology, engineering or mathematics;

(b) May give priority to applications for activities or projects that benefit students in more than one student group among students in kindergarten through grade 12, students in community colleges and students in universities;

(c) Shall attempt to achieve a balance, as determined by the council, among grants that are awarded for the sole benefit of students in kindergarten through grade 12, students in community colleges and students in universities; and

(d) Shall take into consideration geographic and demographic diversity.

**SECTION 8.** Section 7 of this 2013 Act is amended to read:

**Sec. 7.** (1) The STEM Investment Grant Program is established to provide funding to school districts, community colleges and public universities listed in ORS 352.002 to advance the goals described in section 1 (2) of this 2013 Act.

(2) The STEM Investment Council shall evaluate grant applications and make recommendations on the applications to the [*Chief Education Officer*] **Superintendent of Public Instruction**. Under the direction of the [*Chief Education Officer*] **Superintendent of Public Instruction**, the Department of Education shall distribute moneys for the grant program and otherwise administer the grant program.

(3)(a) An application for a grant awarded under this section may be submitted by:

(A) A school district;

(B) A community college district;

(C) A public university;

(D) The Department of Education;

(E) The Department of Community Colleges and Workforce Development;  
(F) The Oregon University System;  
(G) Any other state agency; or  
(H) Any combination of entities identified in this paragraph that are organized as a partnership or a regional effort to improve student achievement in science, technology, engineering or mathematics.

(b) A grant awarded under this section may be used for:

(A) Classroom or extracurricular activities that further the development of skills related to science, technology, engineering or mathematics; or

(B) A project that is related to science, technology, engineering or mathematics and that involves collaboration with a private entity.

*[(4) The council shall evaluate applications for a grant and make recommendations to the Department of Education. When evaluating applications, the council and department:]*

**(4) When evaluating applications for a grant, the council:**

(a) Shall give priority to applications for activities or projects that produce the largest impact at the lowest cost or for the greatest number of students throughout this state, including grants for activities or projects that:

(A) Are determined by the council *[and department]* to be likely to become self-supporting within three years;

(B) Expand evidence-based, effective practices in science, technology, engineering or mathematics;

(C) Can be replicated by other entities in this state;

(D) Show evidence of attracting matching funds;

(E) If the applicant is an entity identified in subsection (3)(a)(A) to (C) of this section, have demonstrable support from the governing body of the entity;

(F) Help improve access by underrepresented groups to activities that involve science, technology, engineering or mathematics; or

(G) Are elements of a partnership or a regional effort to improve student achievement in science, technology, engineering or mathematics;

(b) May give priority to applications for activities or projects that benefit students in more than one student group among students in kindergarten through grade 12, students in community colleges and students in universities;

(c) Shall attempt to achieve a balance, as determined by the council *[and department]*, among grants that are awarded for the sole benefit of students in kindergarten through grade 12, students in community colleges and students in universities; and

(d) Shall take into consideration geographic and demographic diversity.

**SECTION 9. The STEM Investment Grant Account is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the STEM Investment Grant Account shall be credited to the account. Moneys in the account are continuously appropriated to the Department of Education for the STEM Investment Grant Program established by section 7 of this 2013 Act.**

**SECTION 10. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect July 1, 2013.**

**Passed by House July 1, 2013**

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Ramona J. Line, Chief Clerk of House

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Tina Kotek, Speaker of House

**Passed by Senate July 6, 2013**

.....  
Peter Courtney, President of Senate

**Received by Governor:**

.....M,....., 2013

**Approved:**

.....M,....., 2013

.....  
John Kitzhaber, Governor

**Filed in Office of Secretary of State:**

.....M,....., 2013

.....  
Kate Brown, Secretary of State

# Enrolled House Bill 3072

Sponsored by COMMITTEE ON EDUCATION

CHAPTER .....

AN ACT

Relating to education; creating new provisions; amending ORS 326.500 and 344.075 and section 10, chapter 519, Oregon Laws 2011, and sections 66 and 72, chapter \_\_\_, Oregon Laws 2015 (Enrolled Senate Bill 215); repealing sections 8d and 8e, chapter \_\_\_, Oregon Laws 2015 (Enrolled Senate Bill 612); and declaring an emergency.

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

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

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

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

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

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

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

**(b) Award grants that expand the implementation of effective programs related to science, technology, engineering and mathematics, that propose innovative approaches or programs related to science, technology, engineering and mathematics or that provide professional development related to teaching science, technology, engineering and mathematics.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) [*Thirty-five*] **Forty** percent for activities related to science, technology, engineering and mathematics education that are described in subsection (3) of this section. **Moneys shall be distributed by the department under this paragraph based on recommendations of the STEM Investment Council.**

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

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

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

(b) Award grants that expand the implementation of effective programs related to science, technology, engineering and mathematics, that propose innovative approaches or programs related to science, technology, engineering and mathematics or that provide professional development related to teaching science, technology, engineering and mathematics.

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

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

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

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

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

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

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

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

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

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

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

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

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

**(g) Funding any other activities related to career and technical education that can lead to high wage and high demand jobs and that are identified by the committee established under ORS 344.075.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) The Superintendent of Public Instruction regarding the administration of the STEM Investment Grant Program established in ORS 327.380; *[and]*

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

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

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

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

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

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

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

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

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

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

(8) The council shall submit an annual report to the State Board of Education, the State Board of Higher Education and the Legislative Assembly on the progress made toward achieving the goals

described in subsection (2) of this section and the distribution of funds under the STEM Investment Grant Program.

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

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

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

(A) Having a specified percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science, as determined using a nationally representative assessment of students' knowledge in mathematics and science; and

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

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

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

(a) The Superintendent of Public Instruction regarding the administration of the STEM Investment Grant Program established in ORS 327.380; *[and]*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(3) Grants received under this section must be used to enhance the collaboration between education providers and employers by:

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

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

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

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

(4) Any school district, education service district, public school or public charter school, or any combination thereof or in partnership with a youth job development organization as defined in ORS 344.415, may apply for a grant under this section.

(5)(a) The department and the Bureau of Labor and Industries shall jointly establish a committee to:

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

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

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

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

(A) Represent a diverse number of students served and a diverse selection of geographic locations;

(B) Have received commitments from business, industry, labor or education providers to enhance collaboration and to provide resources for any collaborative efforts; and

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

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

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

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

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

**(1) Establishing and regularly updating the requirements for a teacher preparation program for prospective career and technical education teachers with trade or industry experience. The requirements must:**

(a) Identify a minimum number of required credit hours for a program; and  
(b) Be established and regularly updated based on consultations with relevant trade or industry stakeholders, the Department of Education and the Higher Education Coordinating Commission.

(2) Collaborating with the Department of Education to:

(a) Enable experts in trade or industry to become teachers of career and technical education, which may be accomplished through a limited license or alternative requirements for licensure;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Coordinate communications about career and technical education, including communications:

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

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

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

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

(4) Awarding a grant to the Oregon Education Investment Board to develop and maintain the website described in section 12 of this 2015 Act.

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

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

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

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

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

(2) **Postings made on the website may be made by public or private entities in accordance with standards established by the Oregon Education Investment Board.**

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Coordinate communications about career and technical education, including communications:

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

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

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

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

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

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

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

- (a) Information about effective ways for career and technical education teachers to ease the transition from being employed in a trade or an industry to teaching;
- (b) Job openings at school districts for jobs that are related to career and technical education;
- (c) Information about on-demand career and technical education courses that are provided by teacher education programs and teacher education institutions; and
- (d) Information about professional development opportunities for career and technical education teachers that are provided by public or private entities.

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

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

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

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

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

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

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

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

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

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

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

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

**SECTION 16.** (1) **The Department of Education shall administer a pilot program to increase students' exposure and access to career and technical education that can lead to high wage and high demand jobs.**

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

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

(A) **Credit requirements under ORS 329.451.**

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

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

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

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

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

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

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

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

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

(c) Providing professional development and technical assistance to school districts in collaboration with the Higher Education Coordinating Commission and the Teacher Standards and Practices Commission.

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

(4) The Department of Education shall identify at least three school districts to participate in the pilot program. To the extent practicable, the department shall select school districts that represent a demographic diversity.

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

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

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

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

**SECTION 19.** If Senate Bill 215 and Senate Bill 612 become law and Senate Bill 217 does not become law, section 8d, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 612) (amending section 66, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)), and section 15 of this 2015 Act (amending section 10, chapter 519, Oregon Laws 2011), are repealed and section 66, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), is amended to read:

**Sec. 66.** (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 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), 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 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), is repealed on June 30, 2019.

(d) Section 5, chapter 85, Oregon Laws 2014, as amended by section 36 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45 [of this 2015 Act], chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

(8) The amendments to ORS 327.800 by section 49 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 50 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 51 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 52 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(16) The amendments to ORS 342.950 by section 57 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), and section 8c, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 612)**, become operative on June 30, 2019.

(17) The amendments to ORS 351.077 by section 75a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(18) The amendments to ORS 351.203 by section 58 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(19) The amendments to ORS 351.663 by section 59 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(20) The amendments to ORS 351.725 by section 60 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(21) The amendments to ORS 351.735 by section 61 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(22) The amendments to ORS 417.796 by section 62 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(23) The amendments to ORS 417.847 by section 63 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(24) The amendments to ORS 417.852 by section 64 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(25) The amendments to ORS 660.324 by section 65 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(26) The amendments to section 11, chapter 188, Oregon Laws 2015 (Enrolled House Bill 3375), by section 76a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

**(28) 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 20.** If Senate Bill 215 and Senate Bill 217 and Senate Bill 612 become law, section 8e, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 612) (amending section 72, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)), and section 15 of this 2015 Act (amending section 10, chapter 519, Oregon Laws 2011), are repealed and section 72, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), 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 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, 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 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(d) Section 5, chapter 85, Oregon Laws 2014, as amended by section 36 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

(8) The amendments to ORS 327.800 by section 67a [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 68a [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 69a [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 70a [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(16) The amendments to ORS 342.950 by section 57 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), and section 8c, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 612)**, become operative on June 30, 2019.

(17) The amendments to ORS 351.077 by section 75a [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(18) The amendments to ORS 351.203 by section 58 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(19) The amendments to ORS 351.663 by section 59 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(20) The amendments to ORS 351.725 by section 60 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(21) The amendments to ORS 351.735 by section 61 [of this 2015 Act], **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(22) The amendments to ORS 417.796 by section 62 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(23) The amendments to ORS 417.847 by section 63 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(24) The amendments to ORS 417.852 by section 64 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(25) The amendments to ORS 660.324 by section 65 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(26) The amendments to section 11, chapter 188, Oregon Laws 2015 (Enrolled House Bill 3375), by section 76a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

**(28) 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 21. If Senate Bill 215 becomes law and Senate Bill 217 and Senate Bill 612 do not become law, section 15 of this 2015 Act (amending section 10, chapter 519, Oregon Laws 2011), is repealed and section 66, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), is amended to read:**

**Sec. 66.** (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 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, 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 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(d) Section 5, chapter 85, Oregon Laws 2014, as amended by section 36 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

(8) The amendments to ORS 327.800 by section 49 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 50 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 51 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 52 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(16) The amendments to ORS 342.950 by section 57 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(17) The amendments to ORS 351.077 by section 75a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(18) The amendments to ORS 351.203 by section 58 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(19) The amendments to ORS 351.663 by section 59 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(20) The amendments to ORS 351.725 by section 60 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(21) The amendments to ORS 351.735 by section 61 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(22) The amendments to ORS 417.796 by section 62 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(23) The amendments to ORS 417.847 by section 63 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(24) The amendments to ORS 417.852 by section 64 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(25) The amendments to ORS 660.324 by section 65 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(26) The amendments to section 11, chapter 188, Oregon Laws 2015 (Enrolled House Bill 3375), by section 76a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

**(28) 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 22. If Senate Bill 215 and Senate Bill 217 become law and Senate Bill 612 does not become law, section 15 of this 2015 Act (amending section 10, chapter 519, Oregon Laws 2011), is repealed and section 72, chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215), 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 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, 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 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(d) Section 5, chapter 85, Oregon Laws 2014, as amended by section 36 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

(8) The amendments to ORS 327.800 by section 67a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 68a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 69a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 70a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(16) The amendments to ORS 342.950 by section 57 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(17) The amendments to ORS 351.077 by section 75a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(18) The amendments to ORS 351.203 by section 58 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(19) The amendments to ORS 351.663 by section 59 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(20) The amendments to ORS 351.725 by section 60 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(21) The amendments to ORS 351.735 by section 61 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(22) The amendments to ORS 417.796 by section 62 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(23) The amendments to ORS 417.847 by section 63 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(24) The amendments to ORS 417.852 by section 64 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(25) The amendments to ORS 660.324 by section 65 *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

(26) The amendments to section 11, chapter 188, Oregon Laws 2015 (Enrolled House Bill 3375), by section 76a *[of this 2015 Act]*, **chapter \_\_, Oregon Laws 2015 (Enrolled Senate Bill 215)**, become operative on June 30, 2019.

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

**(28) 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 23. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect July 1, 2015.**

**Passed by House July 2, 2015**

**Repassed by House July 6, 2015**

.....  
Timothy G. Sekerak, Chief Clerk of House

.....  
Tina Kotek, Speaker of House

**Passed by Senate July 6, 2015**

.....  
Peter Courtney, President of Senate

**Received by Governor:**

.....M,....., 2015

**Approved:**

.....M,....., 2015

.....  
Kate Brown, Governor

**Filed in Office of Secretary of State:**

.....M,....., 2015

.....  
Jeanne P. Atkins, Secretary of State